# *New Freedom Resource Manual*

**This manual includes two different resources:**

**1**      **Our new modular unit-based curriculum.   Based on units of 10-session each, these resources are program-ready, and shaped for open group/open admissions programs of lengths from 10-200 hours.** *New for 2018-***2019.**


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

## UNIT-BASED CURRICULUM OPTIONS

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

Each of these resource Units is designed to be delivered in 10 one-hour sessions. A typical program may consist of three to six units (30–60 program hours), but these elements can accommodate programs of up to 200 hours.

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

The units currently available include:

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

| Relapse prevention *available in male, female, and juvenile versions* | Open to Change Unit D | A risk factors approach to relapse prevention covering common internal risk factors, early warning signs for highest external risk factors, internal protective factors, and making specific changes. |
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| | Open to Change Unit E | A change-focused approach to relapse prevention targeting the most common internal risk factors (lapses), external risk factors, and the development of internal and external protective factors (safety nets). |
| | Open to Change Unit F | Increases awareness of the pattern or cycle of thoughts, feelings, and behaviors that have led to substance abuse or relapse in the past. |

**BEHAVIORAL HEALTH**

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

| Behavioral health curriculum (core program) | The Bridge Unit A | Core change-focused mental health program unit. The primary focus of these resources is awareness and self-management of symptoms and internal risk factors which contribute to problems. Key elements include a basic cognitive-behavioral approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management. |
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| | The Bridge Unit B | Core change-focused mental health program unit. The primary focus of these resources is awareness and self-management of triggers and external risk factors which contribute to problems. There is a specific emphasis on anxiety, depression, and anger/aggression, as well as a basic cognitive-behavioral approach, supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management . |
| | The Bridge Unit C | Core change-focused mental health program unit. The primary focus of these resources assessing and establishing balance - emotional stability and the capability to respond in appropriate ways to events. There is major emphasis on dealing with specific feelings and triggers. The final elements address protective factors, resilience and building personal confidence. |

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

| | Anxiety | The primary focus of these resources is awareness and self-management of symptoms relating to anxiety.  Additionally, the unit addresses feelings of guilt and shame.  Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management, especially anxiety. This unit provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools. |
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| | Depression | The primary focus of these resources is awareness and self-management of symptoms relating to sadness and depression.  Additionally, the unit addresses grief, loss, loneliness, and boredom.  Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.  This unit provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools. |
| | Trauma | The primary focus of these resources is awareness, insight, and more effective self-management of the impact of distressful life experiences, such as past traumatic events.  Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by distress tolerance, affect regulation,  and coping skills, and tools designed to assist awareness and motivation for successful symptoms self-management.  This unit includes multiple Motivational Interviewing (MI) tools. |
| CRIMINAL THINKING | | |
| Criminal thinking | Unit CT-1 | This unit guides the participants in Identifying and addressing selected areas of dysfunctional or criminal thinking.  It includes common areas of dysfunctional thinking, challenges critical defense mechanisms, and provides multiple problem solving scenarios for analysis and practice. |
| JUVENILE DELINQUENCY AND GANG RESOURCES | | |
| Juvenile delinquency and/or gang intervention | Open to Change core program Units A. B, and C | Units A, B, and C(above)  are provided in juvenile versions. |

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

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

| FEMALE SPECIAL ISSUES<br>The issue or topic areas below address some of the most frequent pathways to women's offending or similar life problems. Each resource set is tailored to help participants identify the nature of the risk these areas still present in their lives. It then provides a series of stages-of-change and MI-based interventions for group and individual work, helpful guidelines for staff to help identify and address specific issues, a clear set of behaviorally-stated objectives, and situational confidence assessments (SCQ). These resources are ideal as overlays to a core program based on the New Freedom CBT and DBT-based gender-specific resources (above). | | |
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| The Female Gender-Specific (GS) Issue-Focused Resource Series (supports core programming) | Abuse/ Victimization GS-AV10 | Addresses physical, verbal, emotional or sexual abuse, victimization of any sort - as risk factors. Trauma-informed resource. |
| | Community/ Poverty GS-CP10 | Addresses significant learned helplessness or hopelessness in family/community, adoption of antisocial role or coping models, and poverty or economic issues as significant contributing factors to criminal behavior. |
| | Body Issues, Low Self-Esteem/ Shame  GS-SES10 | Addresses issues with self-image, body image, eating disorders, and/ or shame-based addiction or dependency. |
| | Neglect/ Abandonment/Family GS-NA10 | Addresses multiple issues: neglect during childhood, abandonment (or absence) of one or more parents/caregiver, significant dysfunction in family-of-origin, and significant placement in foster care or group homes. |
| | Relationships/ Friendships - and Boundaries GS-REL10 | Relationships are a major pathway to problems, and may continue to be significant risk factors. Addresses dysfunctional relationships, codependent relationships, and family-of-origin issues, as well as negative peer influence and negative peer pressure. |
| | Trauma GS-T10 | As many women in the program setting have been exposed to significant trauma, these helpful resources address prior exposure to trauma, symptoms (and symptoms management) of post-traumatic stress, and vulnerability to specific types of triggers. Highly recommended for most treatment settings. |
| | Violence GS-V10 | Addresses exposure to significant violence, violence in home setting during childhood, violence in relationships (target or victim), and violent behavior (self). |

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

- precontemplation of change (engagement, awareness, acceptance)

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

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

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

Each lesson includes three (or more) elements:

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

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

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

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

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

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

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

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

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

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

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Prices listed in this resource are valid until 6/30/19.

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www.insightandoutlook.com (community)
www.gangprograms.com (gang intervention and desistence)
www.phoenixcurriculum.com  (delinquency and gang prevention)

| work-book | Title | | hours |
|---|---|---|---|
| *Preparation for treatment materials* | Introduction to treatment, reducing resistance, starting the process of self-disclosure. *These workbooks are designed to support the motivational interviewing (MI) approach, guiding clients from pre-contemplation to contemplation of change.* <br><br> Resources target three elements in early stages of treatment: engagement, increased awareness of the opportunity to explore personal change, and acceptance of personal responsibility to start the process. They include MI resources which focus and assess progress on three areas: importance of making changes, confidence to try, and readiness to begin the process. <br><br> Additionally, selected elements below, and targeted supplemental resources ("Food for Thought" and Worksheets), serve as the building blocks for tailored programs addressing the most common types of individuals in precontemplation: rebellious (anti-contemplation), reluctant, reveling, rationalizing, resigned, and covert resistant.   Please contact us for more information on these resource options. | | |
| ICD | What's treatment all about? | Short workbook explains the treatment process and expectations. *(For small group and 1:1 interactive counseling uses)* | 1-2 |
| Pre1j | What am I doing here? | Introductory resource helps engage participants and start to identify feelings, behavioral and substance abuse issues and risk factors.  Reduces resistance, and begins the process of personal awareness and change.  Includes six (6) sets of activity cards.  *(for juvenile corrections and diversion programs)*. | 3 |
| Pre2j | While you are here | Brief activity clarifies opportunities and expectations for participants in youth correctional treatment settings. *(for younger juvenile corrections programs)* | 1 |
| Pre3 | Treatment readiness activities | Pre3a:  Pre-treatment engagement-focused resource.  Designed to increase comfort with self-disclosure in pre-treatment phase.  Four (4) sets of activity cards, 76 cards total. | 3 |
| | | Pre3c: Self-disclosure and self-image activity. Includes "Coat of arms" activity and MI elements. | 1 |
| | | Pre3d:  Life goals and life dreams engagement activity | 1 |
| Pre4 | How important is it to you? | Identifies critical goals, high risk choices, and increases importance of making pro-social choices.  Valuable MI resource for nearly all programs. *Substance abuse (AODA) option available - Pre4aoda.* | 1 |
| Pre6a | Introduction to the program | This workbook increases personal awareness: addresses choices they make, the idea of personal change, and common problems. | 1 |
| Pre7 | Choices | Participants explore choices, including involvement with high risk, people, places, things, and situations, as well as a range of pro-social or positive changes.  Increases personal awareness on issues which may benefit from treatment. | 1 |
| Pre8c | At home in the lockup? | Engagement and awareness resource.  Examines issues and feelings involved in institutional life. | 1 |
| Pre9a/j | A Starting Point | MI-based precontemplation engagement activity, focusing on importance and confidence in thinking about change and exploring options.  *(Available in adult and juvenile versions)* | 1 |

| work-book | Title | | hours |
|---|---|---|---|
| Pre10 | A New Direction? | Examines future choices and the decision to make positive changes or to keep things the same; uses decisional balance model to examine options. Guides movement from precontemplation to contemplation of change. *(Available in adult and juvenile versions)* | 1 |
| Pre11 | You Can't Change Me | MI resource (specifically focused on anti-contemplation). Examines issues of importance and confidence in making life changes. Asks participants to evaluate where they stand on 13 specific areas of personal change. | 1 |
| Pre13 | It's Just Like Magic | A precontemplation acceptance-building resource. MI concepts help increase the importance of making changes and avoiding certain traps in making only a partial commitment to these changes. | 1 |
| Pre14 | Famous Last Words | Precontemplation MI-based resource. Many people with alcohol or drug issues say similar things about their use or abuse. This is a self-awareness resource which helps identify barriers or obstacles to change. | 3 |
| Pre15 | There's No Point | Focused MI-based pre-treatment or early treatment activity addressing rebellious precontemplators (anti-contemplation) and resistance to change. | 1 |
| Pre16c | Being locked up right now | Targeted to correctional populations. Addresses the potential for a negative outlook, and encourages participants to examine and challenge feelings of helplessness and hopelessness. | 1 |
| SD1 | Introduction to Self-Discovery | Awareness-building resource. Starts the process of change though identifying and addressing issues in their substance abuse and similar dependencies. | 4 |
| *Self-Discovery* | | Introduction to treatment, reducing resistance, and identifying underlying areas of vulnerability. Starts the process of identifying and addressing issues underlying substance abuse and similar dependencies. | |
| SD2 | *"What went wrong?"* | Identifies and addresses underlying issues and areas of vulnerability - critical to the process of developing insight, personal change and long-term recovery. | 6 |
| SD3 | Dealing with stress and trauma in your life | Introductory trauma-informed care resource appropriate for most populations. Links client trauma and dependencies and identifies basic steps toward cognitive change. *(Available in adult and juvenile versions)* | 6 |
| SD4 | Facing your grief | Identifies grief and loss issues and links individual losses with dependencies and other dysfunctional behaviors. Identifies helpful steps toward managing grief or loss. | 6 |
| SD5 | Understanding your dependencies | Core substance abuse, dual diagnosis, and general treatment program resource. Examines addictions and multiple dependencies and explains chronic nature of dependencies. Addresses denial issues and helps clients begin to focus their recovery. | 5 |
| SD6 | Reasons to change | Addresses denial, resistance, other defenses. Raises awareness of consequences of own behavior for self and others (including criminal thinking and victim empathy). Builds motivation to make personal changes. *Also see CC2 (victim empathy resource., below)*. | 6 |
| SD7A | My life so far (a) | Explores life experiences including their experiences with alcohol and other drugs - in a non-threatening manner. Discussion of family issues and childhood memories helps develop insight and identification of specific issues and areas to be addressed in counseling. | 4 |

| work-book | Title | | hours |
|---|---|---|---|
| SD7B | Costs and consequences | Core treatment program resource.  Includes awareness-building and change-focused resources specifically addressing past behaviors, coping choices, and consequences. | 2 |
| SD7C a/j | How are you feeling today? a/j | Lesson provides a useful approach to the development of self-awareness of feelings and past experiences as part of the early stages of programming.  When used in a group, it can be very helpful in self-disclosure, building on the earlier elements in the Pre and SD series.. | 1 |
| SD8/ TP16 | I can do this (strengths) | Helps participants identify key internal strengths and protective factors, and guides them to make better choices about how they will live their life in the future. | 1 |
| SD10 | Reducing Consequences | Designed as part of a harm reduction strategy, it helps clients identify the consequences of their behaviors and examine their readiness to reduce or discontinue their substance abuse. | 3 |
| SD11 a/j DP9 j | "What's going on in my life?" (AODA resource) | Introductory substance abuse (AODA) workbook helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change. *(Available in adult and juvenile versions)* | 3 |
| SD12/ RH25 a/j | Key elements of change | This workbook provides a comprehensive overview of personal change from substance abuse and similar issues.  It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net.  *To build increased self-efficacy, it can be supplemented by selected workbooks from the RH series (i.e. RH11, 12, 13, 17, 21, 22, 23,or 24).  Also suitable for review and aftercare programs.* | 9 |
| *Choices and Changes* | | An integral part of the change process, the goal of these workbooks is to increase self-awareness with the specific objective of decreasing discomfort with the old choices. Specific elements are designed to increase awareness of discrepancy, a critical motivational interviewing (MI) technique. (i.e. cognitive dissonance).   Ideal with clients who may be early stages of change (later precontemplation, contemplation, and preparation). | |
| CC1/ GG13 a/j/jf | What's been getting you in trouble? | Examines past behaviors and issues: fighting, violence, dangerous risk taking, alcohol abuse, drug use, gang activity, drug sales, and crimes like robbery, burglary, and auto theft.   Helps participants understand their risk factors and to consider future choices. *(Available in adult and juvenile versions)* | 2 |
| CC2a/j/jf | Impact! (Victim empathy) | Victim empathy resource guides participants to consider what victims feel, and various consequences for victims.  *(Available in adult and juvenile versions)* | 1 |
| CC3aj-jf | What does your future look like? | This MI resource assists in developing discrepancy, and increasing confidence in making changes. | 1 |
| CC4/ GG13 aj-jf | Trust and distrust | Guides participants in evaluating the costs and consequences of misplaced trust.  Specifically helpful in challenging those who may be influenced by peer leaders, gang leaders, or others. | 1 |
| CC5j | Friends and peers | Guides participants in evaluating their choice of pro-social or anti-social peers as friends.  Helps assess the costs and consequences of these choices. | 1 |
| CC6 | I have my reasons | This CBT resource provides an opportunity for participants to analyze why they have been making some of the choices they have, and the costs and consequences of these choices. | 1 |

| work-book | Title | | hours |
|---|---|---|---|
| CC7a/j | Who do you think you are? | The way we think about ourselves helps us decide what we would, and wouldn't do. Increases emotional awareness and understanding self-talk and self-image. *(Available in adult, correctional, and juvenile versions)* | 2 |
| CC8/ GG13 a-j-jf | Retaliation | Explores how retaliation can escalate. Identifies common situations, costs, and consequences and options. | 1 |
| CC9 adult/ jm/ jf | Denial | This resource helps clients identify denial issues and develop an action plan for change. Also helpful as a resource in addressing dysfunctional thinking, defense mechanisms, and criminal thinking. | 1 |
| CC10j | Who is making your choices? | Includes elements of peer pressure and external locus of control (allowing others to make or influence your choices). | 1 |
| CC11 | Why am I thinking about changing? | Helps identify and clarify some of the issues involved in the decision to make changes. Examines specific reasons and obstacles. | 1 |
| CC12jm | Paid the Price? | Explores whether gang involvement is an effective strategy to increase personal safety. Includes subtle exposure evaluating real friendships and to the concept of gang desistence. | 1 |
| *Understanding your feelings* | | Symptom-focused education. Links feelings with past substance abuse and relapse. *These materials are particularly useful in moving from "contemplation of change" to "preparation for change."* | |
| MH-BTB-1 | BTB - Mental Health (short intensive intervention) | Developed for the Mental Health units at New York City's Department of Corrections (Rikers Island), this excellent resource provides a comprehensive intervention core resource for mentally-ill populations. CBT, MI, and specific coping skills. 72 sessions. *This resource is also available in Spanish. Peer reviewed article in American Journal of Public Health.* | 72 |
| The Bridge | modified BTB | Similar to above, but modified for open group/open admissions programs. | 60 |

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

| | The Bridge Unit A | Core change-focused mental health program unit. The primary focus of these resources is awareness and self-management of symptoms and internal risk factors which contribute to problems. Key elements include a basic cognitive-behavioral approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management. | Unit model |

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

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

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

| work-book | Title | | hours |
|---|---|---|---|
| **"Self-awareness"** | | Specific substance abuse-focus. They are designed to work with other elements which address key issues in substance abuse and other dependencies in the New Freedom resources, including Preparation for Treatment, Self-Discovery, Turning Points, Returning Home, etc.. These materials are particularly useful in moving from "contemplation of change" to "preparation for change." | |
| SA3/ AODA-1 | Some of our life's experiences (AODA) | This is a substance abuse program resource. It identifies specific risk factors - and how they influence current decisions. It provides the opportunity to evaluate positive and negative outcomes from different choices. The lesson also asks participants to evaluate their choices and the outcomes from a range of their own life experiences. | 1 |
| SA1 | Self-awareness: preventing relapse by increasing your sensitivity to your pattern or cycle | Provides basic vocabulary for substance abuse treatment. Explains typical patterns of dependencies and relapse. Guides clients to examine past use and stages in personal relapse "cycle." Clients identify vulnerabilities, specific triggers to past difficulties, and "stinking thinking" (about self, about other people, not being realistic, negative thinking about the future, etc.). Clients describe how feelings of discomfort have been dealt with, how isolation may have been a contributing factor in past difficulties, typical patterns of "build up" toward relapse, the need for control of uncomfortable feelings, and steps taken in the past to achieve that feeling of control, and how they began to plan or "set themselves up" for relapse. Additionally, clients describe the specific temptations experienced in various categories, their most common harmful behaviors or dependencies, their thinking, feelings, and behavior after relapse, and issues resulting from relapse. | 5 |
| SA2 a/j | Self-awareness: examining your pattern or cycle in detail | | 6 |
| SA4 (also listed as TP5) | Substance abuse program summary | Comprehensive review of personal awareness (insight), specific commitment to change, and action planning relating to the full range of internal and external risk factors relating to substance abuse. Ideal for use at determination, action, and maintenance stages and as summary of the individual's substance abuse program for aftercare or monitoring. | 2 |
| AODA-MI 1,2,3,4 | Motivational Interviewing Resources for Substance Abuse Programs | Tailored MI resources address four specific stages of change. Resources include MI tools for counselor and client appropriate to each stage. Compatible with the URICA, Socrates, etc. | $250 |
| DWI | DWI - Stage Based | Motivational Interviewing (MI) and stage-based resources tailored to help the counselor guide DWI clients through the stages of change. Most helpful in a 1:1 setting, or within a DWI court-ordered group-based program and an important supplement to the actual curriculum and other program elements. Includes four (4) sets of stage-specific resources tailored to the precontemplation, contemplation, preparation/determination, and action stages. Each set of resources includes several tools, designed to be used - as needed - by the counselor to enhance motivation or to encourage the participant. | $250 |
| WYNTK | What you need to know | Basic information about effects of specific substances and consequences of abuse, providing accurate information to counter "street" information. | $150 |
| PT6 | A guide to using your new coping skills | Identifies specific coping skills which can be used at various stages in the relapse "cycle." *Links with workbook SA2 and the "Coping Skills" workbook series.* | (1) |

| work-book | Title | | hours |
|---|---|---|---|
| PT7 | Coping skills worksheet and self-analysis checklist | Self-assessment: identifies coping skills by past patterns of substance abuse and behaviors. Recommends critical coping skills for addressing those patterns. | (1) |
| **Substance Abuse Program Packages** | *In addition to the core program models below, we have tailored substance abuse/intervention models for dozens of facilities and sites.  These models range from 24-200 hours. They have been provided/tailored to open group, closed group, dual diagnoses, male, female, adult, juvenile, and other population and program factors.  Please contact us for more specific program options and models.  **Available in English and Spanish-language versions.*** | | |
| OPEN 30 | **Open to Change**, state-of-the-art <u>open group</u> substance abuse curriculum.  Easy to implement outcome-driven turnkey model includes complete resources for 30 group sessions, one-on-one counseling, and support in documenting participation, individual progress, and outcomes.  Supports community, drug court, probation, outpatient, and intensive outpatient programs, as well as programs in correctional and institutional settings.<br>● CBT and MI-based, this resource specifically provides intensive focus on addressing the most common and problematic issues underlying <u>precontemplation</u> in this population.  Core program elements address internal and external risk factors for past problems and guide the development of effective relapse prevention plans.  Within 10-session sub-units, materials guide participants from precontemplation through subsequent stages of change.<br>● Resource includes all tools, full staff support resources, and  individual and group materials.<br>● **Based on the successful  ARNT model (below), with improved staff support and additional resources.** | | 30<br><br>$1995 |
| OPEN 30 GS | <u>Female gender-specific</u> version of the above. | | 30<br>$1995 |
| OPEN 30 Youth | Youth version of the above model.  Resources shaped to younger populations.  Longer and shorter models are available. | | 30<br>$1995 |
| OPEN 40 options | Comparable resource to the above comprehensive structured model - 40 sessions.<br>● male <u>and</u> female gender-specific versions available<br>● youth version available | | 40<br>$2625 |
| OPEN 50 options | Comparable resource to the above comprehensive structured  model - 50 sessions.<br>● male <u>and</u> female gender-specific versions available<br>● youth version available | | 50<br>$3195 |
| OPEN 60 options | Comparable resource to the above comprehensive structured  model - 60 sessions.<br>● male <u>and</u> female gender-specific versions available<br>● youth version available | | 60<br>$3595 |
| OPEN 75 options | Comparable resource to the above comprehensive structured model - 75 sessions. (adult).  This model has the flexibility to include additional transition and/or aftercare resources.<br>● male <u>and</u> female gender-specific versions available<br>● youth version available | | 75<br>$3995 |

| work-book | Title | hours |
|---|---|---|
| ARNT | **A Road Not Taken** is a substance abuse program originally created for use in New York City Jails, particularly Riker's Island (a daily inmate population of around 12,000). This intensive, 72-hour intervention is a workbook-based group model based on The Transtheoretical Model of Change, Cognitive Behavioral Therapy, and Motivational Interviewing. An orientation/program introduction prepares clients for the upcoming treatment, and Pre- and Post-test tools help track change. MI tools are incorporated seamlessly into the text. Included in the program are:<br>• detailed lesson plans<br>• competency-based learning measures (Competency Checklists) to help assess understanding/insight and reinforce continuity of care<br>• suggested pre-post testing options<br>• staff support resources including an MI manual, a counselors manual, and an AODA MI toolkit<br>• documentation of reduction in multiple re-arrests of 41.67% and a reduction in recidivism of 23%. (Peer-reviewed article in the *Journal of Correctional Health Care*.) | 72<br><br>$3595 |

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

| Substance abuse and risk factors<br><br>*available in male, female, and juvenile versions* | Open to Change Unit A | In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is successful management of internal risk factors and difficult symptoms. | Unit model |
|---|---|---|---|
| | Open to Change Unit B | In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is successful management of external risk factors and triggers. | Unit model |
| | Open to Change Unit C | In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is development of internal strengths and insight, and relapse prevention. | Unit model |
| Relapse prevention<br><br>*available in male, female, and juvenile versions* | Open to Change Unit D | A risk factors approach to relapse prevention covering common internal risk factors, early warning signs for highest external risk factors, internal protective factors, and making specific changes. | Unit model |
| | Open to Change Unit E | A change-focused approach to relapse prevention targeting the most common internal risk factors (lapses), external risk factors, and the development of internal and external protective factors (safety nets). | Unit model |
| | Open to Change Unit F | Increases awareness of the pattern or cycle of thoughts, feelings, and behaviors that have led to substance abuse or relapse in the past. | Unit model |

| work-book | Title | | hours |
|---|---|---|---|
| **Functional Thinking**: cognitive-behavioral therapy (CBT) core program elements | | The underlying principles in the **New Freedom** resources include many elements of CBT. This set of resources, however, addresses the critical elements of CBT and can be viewed as a "Core CBT" resource. This element also integrates **Motivational Interviewing** (MI) tools into the actual program materials. This allows program staff to readily use MI with the program participants. "Change talk" is elicited, and materials are sequenced to link to the **stages of change model** (Prochaska and DiClemente). | |
| CBT1 a/j | Introduction to Functional Thinking | This program element introduces basic CBT concepts. It also introduces feelings, scaling tools, and several MI tools. | 5 |
| CBT2j | Emotional Intelligence | This is a core program element for identifying feelings and learning new ways to respond appropriately to those feelings. *Most appropriate for younger populations, it is also included as an element of the Phoenix Curriculum (high school level version).* | 8 |
| CBT3 | Feelings (CBT feelings toolkit) | This is a key CBT element which includes several important tools for assessing specific troublesome feelings and the frequency, intensity and duration of symptoms of selected feelings. Recommended. | 4 |
| CBT4 | Symptoms and Early Warning Signs | This element helps participants identify the specific symptoms and early warning signs of selected feelings and problem areas in their own lives. Valuable in substance abuse, behavioral health, and most treatment and rehabilitation program settings. | 3 |
| CBT5 | Triggers | This critical CBT element helps participants identify the specific triggers of selected feelings and problem areas. | 4 |
| CBT 5A-ERF | Triggers/ External Risk Factors | This core element is designed to help participants further identify their external triggers (specifically high risk people, places, things, and situations). It is especially recommended as a guide for those new to treatment. | 4 |
| CBT6 | Faulty Thinking and Functional Thinking | This is a specific cognitive change (CBT) element. It includes activities designed to help participants identify 13 different kinds of faulty thinking, and ways in which these types of thinking occur in their own lives. Then it identifies and guides practice in ways to change these types of thinking into more functional thinking. It also provides support in developing more independent thinking, and taking charge of their own lives. | 6 |
| CBT 7A | Functional Behaviors: making choices that work | This CBT program element guides the process of making more effective and helpful choices. *Highly recommended for both adult and juvenile populations.* | 5 |
| CBT 7B/ CS1 | Coping skills for emergencies | This essential workbook provides an introduction and considerable practice in applying a set of essential basic coping skills. Also provided as workbook CS1/DP2. | 5 |
| CBT8 | Counselors CBT Toolbox | This resource provides an extended set of CBT and MI tools which can be used by program staff at their discretion in many areas of counseling. *We recommend that these tools be used to reinforce and guide subsequent programming.* | $235 |

| work-book | Title | | hours |
|---|---|---|---|
| **Changing your 'stinking thinking'** | | Cognitive restructuring based on identifying and addressing specific areas of "stinking thinking" (cognitive distortions). *These materials are particularly useful in the middle stages of cognitive-behavioral therapy (CBT) and personal change programs.* This element is most useful in behavioral health programs which use the TP resources in this catalog. | |
| ST | Identifying and changing your "stinking thinking" *Formerly listed as ST1, ST2, ST3* | 42 separate "stinking thinking" issues are addressed in this series, using worksheets for cognitive restructuring. Each lesson provides examples of this form of cognitive distortion, asks participants to examine their own thinking, then guides the examination - including consequences. Worksheets guide the development of new ways of thinking and responding.<br><br> Major topic areas include criminal thinking, negativity, manipulation of others, and issues which emerge in recovery programs and groups. *Discount package pricing provided for this resource.* | $995 |
| ST Review | Reviews ST Lessons | Included at no cost with the ST resource (above) | 2 |
| ST-PST (ST5) a jm jf | Positive self-talk: replacing negativity with positive thinking | Practical workbook for addressing negative thinking. Provides multiple opportunities to identify negative thinking and replace with more positive thinking options. | 4 |
| **Criminal thinking** | | Address common forms of criminogenic thinking. Programs can be tailored from selected elements of the above (CBT6, CC4,6,7,8) - and resources listed below. | |
| Criminal thinking | Unit CT-1 | This unit guides the participants in Identifying and addressing selected areas of dysfunctional or criminal thinking. It includes common areas of dysfunctional thinking, challenges critical defense mechanisms, and provides multiple problem solving scenarios for analysis and practice. | Unit model |
| CT Situations | Criminal Thinking (Situations) | Fifteen (15) separate activities examining different forms of criminal thinking or decision making. | 5 |
| ST-GI | Stinking thinking and gang activity | Identifies and addresses specific areas of criminal thinking relating to gang activity. | 2 |
| FLW | Famous last words | Addresses most common forms of defense mechanisms: suppression, rationalization, projection, minimization, manipulation, intellectualization, avoidance, deflection. | 3 |
| CC1/ GG13 a/j/jf | What's been getting you in trouble? | Examines past behaviors and issues: fighting, violence, dangerous risk taking, alcohol abuse, drug use, gang activity, drug sales, and crimes like robbery, burglary, and auto theft. Helps participants understand their risk factors and to consider future choices. *(Available in adult and juvenile versions)* | 2 |
| CC7a/j | Who do you think you are? | The way we think about ourselves helps us decide what we would, and wouldn't do. Increases emotional awareness and understanding self-talk and self-image. *(Available in adult and juvenile versions)* | 2 |

| work-book | Title | | hours |
|---|---|---|---|
| CC8/ GG13 a-j-jf | Retaliation | Explores how retaliation can escalate.  Identifies common situations, costs, and consequences and options. | 1 |
| CC9 and jf | Denial | This resource helps clients identify denial issues and develop an action plan for change. | 1 |
| CC12j | Paid the Price? | Explores whether gang involvement is an effective strategy to increase personal safety.  Includes subtle exposure evaluating real friendships and to the concept of gang desistence. | 1 |
| ST-CT | Criminal thinking (ST series elements) | Resource set includes 22 lessons from the ST series (above) specific addressing common forms of criminal thinking. | $615 |
| TP19 | Activities: Problem behavior | Ten (10) problem situations, addressing decisions they may face in making good choices going forward.   Most address common forms of criminal (criminogenic) thinking,   Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. | 4 |
| TRW | Thinking about "right" and "wrong" | Based on Kohlberg's model of moral development, it includes 80 activity cards and group activities to increase participant awareness, build empathy, and guide cognitive changes.  Highly interactive program. *(Males only)*. | 4 |
| *Finding your direction* | | Designed for use in the middle portions of recovery and personal change programs, these materials provide support in cognitive and behavioral change (CBT) and personal growth.  They help build motivation for lifestyle changes (MI) and help indicate discrepancies between current behaviors and the achievement of desired life goals. Concepts include denial, self-inventories, multiple dependencies, controlling, and trust. | |
| FD1 m/f | Giving your thinking a "reality check" | Self-inventory and helpful review of progress in recovery program.  CBT-based and very appropriate for substance abuse and mental health programming.  *Primarily for adult programs. Please also see resource CBT1 as an alternative to this workbook.* | 5 |
| FD2 | Facing your dependencies | Helps clients identify additional dependency issues and identifies possible risks of replacing one dependency with another.  *Primarily for adult substance abuse and dual dependency programs.* | 5 |
| FD3m | Control! | Identifies and addresses range of controlling behaviors and control issues and links controlling with dependencies.  Topics include need to control feelings and controlling of others.  *Primarily for adult programs.* | 8 |
| FD4 | Coping with uncomfortable feelings | Addresses typical denial issues in the recovery process.  Review of triggers and feelings.  *Primarily for adult programs - substance abuse and basic mental health.  Please also see resource CBT6 as an alternative to this workbook.* | 5 |
| FD5 | Becoming realistic and honest with yourself | Helpful workbook for substance abuse and basic mental health programs.  Addresses denial issues, increases self-awareness, and addresses issues of continuing vulnerability. | 5 |

| work-book | Title | | hours |
|---|---|---|---|
| FD6 | Learning to trust (trusting yourself and others) | Helpful CBT-based resource identifies and addresses basic issues of trust: (1) low trust of others (including issues of past hurt or abuse); (2) low trust of self; (3) being unworthy of trust; (4) being overly trusting. *Primarily for adult substance abuse and dual dependency programs, including basic mental health, trauma-focused, and correctional/forensic settings.* | 5 |
| *Developing Insight* | | This series of short workbooks supplements the cognitive restructuring process (the middle stages of cognitive-behavioral therapy - CBT). The workbooks address specific thinking and behavioral issues that may be symptomatic of underlying vulnerabilities or cognitive distortions. *This series of workbooks uses a guided format for addressing the thinking which underlies excessive behavior.* | |
| Di1 am/jm/f | Staying busy | Addresses compulsive activity. | 4 |
| Di2 m/f | Relationships issues: Caretaking, Enabling, and Codependency | Addresses typical thinking underlying codependent behavior and relationships, as well as other dysfunctional relationship behavior. | 4 |
| Di5 m/f | Holding in my anger | Addresses passive-aggressive thinking and behavior. | 5 |
| Di11 | Feelings issues: problems with anxiety, dependency, and helplessness | This workbook guides self-analysis of: (1) experiences with anxiety and worry; (2) anxiety concerning masculinity; (3) thinking underlying helplessness and relapse; (4) feelings of helplessness. Clients develop action plan for addressing issues of helplessness. | 5 |
| Di12m | Tough-minded | Identifies and addresses issues underlying aggressive behavior. Topics include overly-"macho" approach and controlling others by anger. | 5 |
| *Becoming a Stronger Person* | | Designed for later portions of recovery programs (or aftercare settings/supportive maintenance); Guides development of a new outlook by providing support in keeping life in balance, developing the strength to act appropriately, and developing a positive outlook for long-term recovery. *These materials are designed to support cognitive-behavioral treatment (CBT) and the initial portions of the social learning/coping skills approach. Includes multiple motivational interviewing (MI) elements, guiding clients in the "preparation" or "determination" stage of personal change.* | |
| SP1 m/f | Readiness for change | Useful workbook, includes many MI elements and addresses issues of self-discipline, and denial. Good review of progress in recovery. Provides motivation for making more changes in both substance abuse and general behavioral health programs.. | 4 |
| SP2 | Getting it "right" this time | Self-assessment and preparation/determination stage resource, addresses issues of taking responsibility and provides continued self-inventory. Helps identify lingering issues of denial or resistance. | 4 |

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

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

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

| work-book | Title | | hours |
|---|---|---|---|
| TP19/ CF24/ RH32 | Activities: Problem behavior | Ten (10) problem situations, addressing decisions they may face in making good choices going forward.   Most address common form of criminal (criminogenic) thinking,   Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. | 4 |
| TP20 | Burning your bridges | Key resource for the preparation/determination stage.  Guides the selection of specific changes and the development of a concrete action plan to reduce risk. | 1 |
| TP21/ RH36 | Situations | Nineteen (19) problem situations, addressing decisions they may face in making good choices going forward.   Most address common form of criminal (criminogenic) thinking, Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. | $485 If sold separatel y |
| **Targeted resource: correctional facility-specific conflict management resource set** | | Useful as core lesson elements, focused session openers, or change-of-pace activities in conflict resolution program for groups, in 1:1, or in-cell. | |
| CF1 | Basic Issues (addressing specific issues in correctional settings) | Thirteen (13) potential conflict situations between individuals in correctional settings.  Reduce potential conflict and increase the likelihood that they avoid violence.  *Provided in a general population version and ad seg cellmate version (stepping down to a two-person cell).* | 3  (13 elements) |
| CF1b | Cellmate issues | Fourteen (14) specific issues relating to getting along with cellmates:  commonly-encountered problems for group discussion, skills practice, and learning points to help individuals develop confidence that they can handle these kinds of situations appropriately. | 4 |
| CF2a | People problems Set A | Six (6) interpersonal or group problem situations.  Goal is to reduce potential conflict and increase the likelihood that they avoid violence. | 2 (6 elements) |
| CF2b | People problems Set B | Ten (10) interpersonal or group problem situations.  Goal is to reduce potential conflict and increase the likelihood that they avoid violence. | 3 (10 elements) |
| CF3 | Tough Feelings | Four (4) activities, addressing common problems from the outside, or in the facility which lead to difficult feelings | 2 (4 elements) . |
| CF4 | Risk factors | Short workbook identifies and addresses common external risk factors in the correctional setting.  Assists the participant to understand why certain situations are higher risk and identify the very highest risk situations - and the consequences of allowing those situations to turn bad (violence, return to AdSeg, etc.).

Additionally, helps participants explore the benefit of avoidance - and explore ways to get away from ("escape") from those situations and achieve some of their long-term goals by avoiding trouble. | 2 |

| work-book | Title | | hours |
|---|---|---|---|
| CF5 | Everybody's got an opinion | Nine (9) problem situations, addressing specific interpersonal trigger scenarios (high risk interpersonal issues - correctional-specific). The goal is to reduce problems by making good choices and avoiding certain high risk behaviors. | 2 (9 elements) |
| CF6 | Aggravation | Guides participants to identify situations in the facility where certain annoyances or triggers can lead to violence, or add up to increase vulnerability to acting on the anger. | 2 |
| CF7 | Changing thoughts, making choices | Four (4) correctional-specific trigger scenarios which provide practice in changing thoughts that don't work into more functional thinking.. | 2 (4 elements) |
| CF8 | Adding to your troubles: Confidence assessment (SCQ) | Summary activity assesses confidence in handling a range of the most common high risk potential situations for violence in the correctional setting, (MI resource) | 2 |
| CF9 | Adding to your troubles: Importance checklist | Summary activity assesses the degree of importance in avoiding violence in a range of common correctional high risk situations. (MI resource) | 1 |
| CF/10 TP18 RH33 | Activities: A practical question | Eleven (11) problem situations, addressing problems they may confront in making good choices going forward. Questions guide the development of effective responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. *Most helpful with criminal justice (correctional and probation/parole clients).* | 4 |
| CF11 | What are my options? | Specific guidance and worksheets for doing time successfully. | 1 |
| CF12 | Where are you setting yourself up? | Comprehensive lesson for reducing vulnerability to making bad decisions while incarcerated. Includes 30-item checklist, self-assessment tools, and action plan. | 1 |
| CF13 | Personal space | Increases understanding and skill at respecting other people's space, and protecting your own. | 1 |
| CF14 | Victimization | Victimization can result from making bad decisions around such areas as borrowing from others gambling, making debts, or misreading predatory behavior from others. These resources help identify situations before they occur, and reduce the risk of making poor choices. | 3 |
| CF15 | Bullying | Three lessons provide comprehensive guidance in reducing exposure to bullying, avoiding difficult situations, and self-control. | 3 |
| CF16 | Adjustment | Four (4) scenarios addressing issues commonly experience by people new to incarceration - or in adjusting to a new unit. | 2 |

| work-book | Title | | hours |
|---|---|---|---|
| CF17 | Aggravation and disrespect | Seventeen (17) correctional-based problem situations for skills practice.  Scenarios address cellmate, unit, program, and staff issues. | 5 |
| CF18/ RH8 | Practice in handling difficult situations | Workbook helps participants identify - and develop solutions for - common difficult situations encountered during the transition from incarceration.   Thirty (30) brief situation cards provide commonly-encountered problems for group discussion, skills practice, and learning points to help individuals develop confidence that they can handle these kinds of situations appropriately. | 5 |
| CF19 | Asking for help | Four (4) elements supporting successful inmate-staff interactions. | 2 |
| CF20/ TP17 | Activity - Difficult situations | Seven (7) situations commonly faced by program participants going forward.  *Multiple versions include substance abuse, mental health, and addressing specific feelings.* | 3 |
| CF21 | Trigger events | Identifies ten (10) high risk situations - with potential for violence in the facility.  Provides guidance in avoiding the situations and reducing personal risk. | 3 |
| CF22 | How is this likely to work out? | Seven (7) scenarios which guide the process of evaluating outcomes from making choices and life changes. | 3 |
| CF23 | What's the best way? | Eight (8) sets of problem solving activities.  Each set includes several scenarios.  The objective is to generate effective solutions to the scenario - and similar situations in the unit, program, or facility. | 8 |
| CF24/ TP19/ RH32 | Activities: Problem behavior | Ten (10) problem situations, addressing decisions they may face in making good choices going forward.   Most address common form of criminal (criminogenic) thinking,   Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. | 4 |
| CT Situations | Criminal Thinking (Situations) | Fifteen (15) separate activities examining different forms of criminal thinking or decision making. | 5 |
| CM Open | Conflict management (in-facility), open group model | 60-session facility program models.  Resources target the most common issues and behaviors encountered in correctional settings.  Model can be customized to address specific topic areas such as in-facility violence/fighting, ad seg, gang, coping skills, and anger/aggression management: skills.<br><br>This model comes in three versions:<br><br>● Closed group model provides more opportunity for progression through stages of change. | 60 |

● Open group model provides flexibility in scheduling and program management,

● In-cell/group model provides for intensive homework between sessions, supporting programs with limited staff.

additional 40 sessions available

Program may be expanded through the use of separate 20-session overlays that allow tailoring to specific inmate or program needs.

| work-book | Title | | hours |
|---|---|---|---|
| CM Closed | Conflict management (in-facility) closed group model | | |
| CM Mental Health Units | Functional Behavior Model | 52-session core program, with additional extended stay resources shaped to the specific problem areas and needs of inmates in mental health units.  Designed to reduce violence, behavioral health crises, bullying, and victimization, and assist in effective transition to less-restricted settings.  Addresses issues in the program, the unit, with other residents, with cellmates, and with staff.  Female gender-specific version is also available. | 52 or 112 |
| *Coping Skills for Relapse Prevention and Self-Efficacy* | | Behavioral change, relaxation training and other coping skills.  Develops a comprehensive set of new behaviors and skills for people in recovery.   The goal is development of "self-efficacy." *These materials are designed to support the cognitive-behavioral and social learning models, and the motivational interviewing (MI) approach, guiding clients in the "action" stage of personal change.* | |
| CS-IN | Starting to make changes: learning, practicing, and applying new skills | Clients identify past harmful or addictive behaviors used to "cope" with emotional discomfort and complete checklist of currently-mastered coping skills.  Motivation for clients to learn and master new coping skills. | 2 |
| CS1/ CBT7b/ DP2 | Coping skills for emergencies | Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work.  Included in these skills are thought stopping, conflict avoidance and "escape" skills, and a comprehensive set of "refusal skills." | 5 |
| CS1b | Critical coping skills *(individual lessons)* | Critical coping skills lessons (thought stopping, thought switching, etc.), including lesson plans, skills practice activities and instructor's scripts. | 2 |
| CS2 am/af/jm jf | Coping skills for relapse prevention, set 1: techniques for use when you are at greatest risk | Provides guidance and practice in mastery of seven emergency skills - to address areas of temptation to relapse (or to act out anger, etc.).  Guides the development of personal action plan for use of immediate measures at highest risk situations. | 5 |

| work-book | Title | | hours |
|---|---|---|---|
| MAV | Anti-violence skills Communication/ social skills | 50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Shorter version (MAV 25) is also available ($995). This resource is available in juvenile and adult versions. Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others. <br><br> Can be supplemented by selected elements from the "What do you think?" resource, introductory motivational resources and summary confidence elements (tailored to your population, age, and gender). *Tailorable (cost depends on resources selected).* | $1995 |
| CS3 | Coping skills set 2: establishing a safer environment | Clients are guided to identify their most dangerous temptations, high risk people, places, things, feelings, and situations. They will identify areas of continued vulnerability to old temptations. Clients will complete action plans to avoid high risk people, places, things, and situations. | 5 |
| CS4 | Coping skills, set 3: techniques for handling uncomfortable feelings and thoughts | Provides guidance in mastery of thirteen coping skills important for relapse prevention. | 5 |
| CS4b | Breathing/ Relaxation skills *(individual lessons)* | Critical coping skills lessons (breathing/relaxation skills), including lesson plans, skills practice activities and instructor's scripts. | 4 |
| CS4c | Creative visualization and relaxation *(individual lessons)* | Critical coping skills lessons (creative visualization and relaxation), including lesson plans, skills practice activities and instructor's scripts. | 2 |
| CS4d | Master skills instruction and practice elements | Fifteen (15) basic coping skills lessons, including targeted CBT and DBT-based skills elements, shaped to the symptoms and triggers most common in this population. Includes helpful support for staff, lesson plans, and the Skills Practice Model, feelings and symptoms tracking resources, and self-assessment tools. | $595 |
| CS5 | Coping skills, set 4: techniques for reducing your vulnerability and changing your "stinking thinking | *For most programs, this resource has been replaced by CBT6.* We do recommend it for selected mental health programs. | 3 |
| CS6 | Coping skills, set 5: using effective interpersonal and lifestyle skills | Clients will complete: (1) self-assessment of coping skills for healthy interpersonal relationships and a balanced lifestyle; (2) self-assessment of anger and assertion skills. | 2 |

| work-book | Title | | hours |
|---|---|---|---|
| CS7/ RH22 a/j | Coping skills, set 6: techniques for making long-term changes | Practical and comprehensive post-release and relapse prevention plan.  This workbook is designed to identify and address issues and responsibilities facing individual participants, addressing self-efficacy and reduction of recidivism issues.  *This workbook is available in correctional and non-correctional versions.* | 5 |
| CS8/ RH23 | Your highest risks | Identification of personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse.  Special emphasis is placed on the transition to the community, self-efficacy, and reduction of recidivism issues. | 3 |
| | | Critical workbook.  *Can be divided into two units for program implementation purposes. This workbook is available in correctional and non-correctional versions.* Very useful treatment group resource. | 3 |
| CS9 | Managing your stress | Basic stress management workbook, including self-examination, symptoms awareness, identification of triggers, underlying stressors and lifestyle issues, evaluation of past coping, and introduction to several key coping skills. | 5 |
| CS10/ RH26 | Reducing your risk | Basic risk reduction workbook, addresses highest risk situations, warning signs, high risk feelings leading to relapse, and provides coping skills guidelines. | 2 |
| CS11j/ RH27j | Problem recognition | This workbook addresses a basic element in problem solving: problem recognition. The point of this workbook is to help participants "think" and learn to look beyond the obvious. The key skill elements are the STOP and THINK parts of STOP-THINK-ACT. *(for juvenile programs)* | 3 |
| CS12j | Impulse control *The STOP Model* | This workbook addresses impulse control. and also develops two key models: - the STOP model             - the THINK model <br><br>Once participants are familiar with how the STOP and THINK models work, a series of scenarios are presented and analyzed. Includes skills practice activities. *(for juvenile programs)* | 2 |
| CS13 | Coping skills for independent use (recommended for in-cell study settings) | This resource set includes ten (10) key skills which can be used and practice with minimal instruction or guidance by staff.  The set includes identification of problem symptoms, tracking of these symptoms, scripts for self-instruction of the skills, and tools for evaluation of success in symptoms management. | $395 or |
| | | Expanded version of the above includes specific resources for managing stress (CS9) and sleep disturbances (MH15). | $1295 |
| *Recovery* | | Development of life and lifestyle plan; supportive maintenance, practice in planning - and evaluating personal lifestyle changes or plans. | |
| Rec1 m/f | Goal setting | Develops motivation and a positive outlook for the future by identifying hopes and dreams, then developing action plans to effect desired change.   10 lesson elements.  Can be used flexibly with other program elements, or as assignments between group or 1:1 sessions. *Suggested for Preparation or Action stage, as well as post-program Recovery or Aftercare uses.* | 7 |

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

| work-book | Title | | hours |
|---|---|---|---|
| | OPEN F: Core change-focused substance abuse program model | Provides a comprehensive overview of personal change from substance abuse and similar issues. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. *(Overview/review/ short program unit)* | Unit model |
| CORRECTIONAL TRANSITION PROGRAMS (PRE-RELEASE) | | | |
| | Issues in transition: Recidivism and Relapse Prevention (RA) | This unit provides a change-focused approach to recidivism and relapse prevention. It targets the most common external risk factors (identifying, avoiding, or dealing more effectively with their specific high risk people, places, things, and situations), and the development of internal and external protective factors (safety nets). *Key pre-release preparation - good first resource.* | Unit model |
| | Issues in transition: Your first few days (RD) | Addresses the issues involved in the first critical days of transition, including common problems and stresses, and planning for safe activities. The final elements in this unit address the critical factors in transition, including common thoughts and feelings. Summary elements assess importance and confidence in addressing highest risk factors. *Pre-release preparation. Critical unit.* | Unit model |
| | Issues in Transition: Responsibilities and Avoiding Problems (RE) | This unit addresses transition and post-release issues in two specific ways. The first element addresses critical areas of responsibility (meeting the conditions of parole, seeking and maintaining employment, family responsibilities, and avoiding problems with authority). This unit also provides focus on critical areas of decision making and includes a comprehensive MI-based self-evaluation of importance, confidence, and readiness to continue to make positive changes. *Pre-release preparation: anticipating and avoiding problems.* | Unit model |
| | Issues in Transition: Getting yourself ready (recidivism and relapse prevention) (RF) | This unit provides a change-focused approach to recidivism and relapse prevention. It targets high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks. Focuses on the thoughts, feelings, and temptations which may occur prior to and during - the transition. Addresses both risk and protective factors. Pre-release preparation, final unit (getting ready to transition). | Unit model |

| *Returning Home* | Short highly-interactive workbooks for "maintenance," community reintegration or aftercare programming. **These materials are specifically designed to support the process of self-efficacy and the reduction of recidivism.** |
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| RH-MI-1,2,3,4,5 | The Motivational Interviewing Returning Home Resource (5 elements) | The Motivational Interviewing Returning Home Resource. This is a series of five (5) comprehensive resources which are designed to address motivation and change talk issues in a sequential fashion. Designed to support community reintegration and preparation for release, these MI resources each include more than a dozen MI tools or elements focused on the transition. They help participants and staff assess readiness and confidence for handling specific high risk situations, as well as internal risk factors. Included are parole/probation confidence rulers and resources which may be especially helpful in working with parole staff or members of an individual protective factor safety net (as appropriate). Includes an additional comprehensive element addressing feelings, symptoms, triggers, and self-efficacy in handling transition issues. | $295 |
| RH1 | Your first few days | This workbook addresses the issues involved in the first critical days of transition, including common problems and stresses, and planning for safe activities. Includes situation cards for role playing and modeling successful coping. | 5 |
| RH2 | Dealing with people in new ways | Helps participants identify what they can do differently if the "old ways" didn't work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided. | 5 |
| RH3 | Dealing with discomfort | This workbook identifies and addresses common feelings experienced during the transition period. Activities identify issues and ask participants to demonstrate how they plan to handle these concerns. This information can be used by counselors to identify effective - and ineffective - responses. When possible, the "trouble spots" can be addressed individually or in group setting, and a more effective response developed. | 5 |
| RH4 | Facing your responsibilities | This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility. The responses can be shared and evaluated in individual or group settings. | 5 |
| RH5 | If you "lapse" | This workbook addresses the issues of *"lapses"* and *"relapse"* and helps to prepare participants to handle high risk situations by knowing common problems and having confidence in their ability to cope more effectively. A "slip," or having fantasies of use, does not need to lead to a "fall." This workbook provides tools for addressing common slips and reviews two critical coping skills. A set of situation cards for group discussion is provided. | 5 |
| RH6 | Making positive steps to take control of your life | Develops a detailed plan for the use of a post-release "safety net" and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors members of the support system will need to know in order to help. | 5 |
| RH7 | Avoiding the negative | This workbook provides specific help in maintaining recovery through developing a plan to identify and avoid the highest risks. It is based on the concept of using "environmental controls" to avoid the people, places, things, and situations which pose the greatest threat to recovery. It provides participants and program staff with the tools to help address specific vulnerabilities. | 5 |

| RH8 | Practice in handling difficult situations | This workbook will help participants identify - and develop solutions for - common difficult situations encountered during the transition.   Exercises identify specific concerns, and a set of situation cards of commonly-encountered problems is provided for group discussion. Problem areas can be used as discussion and learning points to help individuals develop confidence that they can handle these situations appropriately when they face them again. | 5 |
|------|------|------|---|
| RH9 | Avoiding problems with authority | This workbook addresses issues involved in dealing with authority figures and helps participants understand the nature of their anger,  hurt, and resentment - and the ways in which they may create more problems for themselves.  It offers specific suggestions for dealing with potential conflicts with authority figures, and a template for evaluating responses to typical situations.  Situation cards provide opportunities for modeling appropriate responses. | 4 |
| RH10 | Avoiding trouble (when you are with others) | Peer pressure and poor choices often lead to trouble.  Being in the wrong place at the wrong time, with the wrong people, is a common explanation for failure.  This workbook identifies common problems and solutions, and provides twenty typical situations for role-playing and demonstration of effective coping skills.  *This resource is suggested for juveniles and young adults.* | 4 |
| RH11/AMI | Handling Tough Situations | *An Action Maze Workbook* - provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts). | 2 |
| RH12 | Safety Nets | Guides clients to identify and address early warning signs that they are at increasing risk to fall back into old (negative) behavior patterns. | 3 |
| RH13 | Red flags | Helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations.  This is a key step toward self-efficacy. | 4 |
| RH14 m/f | Getting close to getting out | Designed for the last few weeks before going home, this workbook addresses common thoughts, feelings, and temptations, including typical anxieties and worries. | 2 |
| RH15 | How are you doing?<br><br>*This resource is designed to support the motivational interviewing (MI) approach.* | How far have you come? | 1 |
| | | Controlling your impulses | 1 |
| | | Setting yourself up | 1 |
| | | Recovery activities planning | 1 |
| RH16 a/j/f | How are you going to do? | This is a valuable Situational Confidence (SCQ) and MI resource.   Participants assess how confident they are in dealing with the most common and serious risk factors, triggers, or situations they will face going forward.  Highly recommended.  *Multiple versions available.* | 2 |
| RH17 a/j/aoda | Keeping your focus on what's important | Key MI resource for most programs.  Identifies critical goals, high risk choices, and increases importance of making pro-social choices going forward.  General and substance abuse versions available.  *Can be used as a follow up to Pre4* | 1 |
| RH18 | Preparation for program completion | Designed as a summary program element, this resource allows participants to summarize their external and internal risk factors and their plans to deal with them effectively.  *A supplemental element to this resource  provides an optional post-release element for use while on probation or parole.* | 1 |

| RH19a | Getting ready | Helps analyze a range of challenges, including high risk people and situations, facing them upon their after they leave the program. Helps identify steps that can be taken to help ease in the transition. *(for adult corrections programs)* | 1 |
|---|---|---|---|
| RH20j | Home from being locked up | Explores several common high risk scenarios experienced during the first days of transition. *(primarily for youth correctional programs)* | 1 |
| RH21/ PS2 j/a | Problem Solving 1-2-3 | Using basic problem solving model, presents 54 community and home problem situations experienced by people in transition and/or recovery. *(also available for juvenile populations - ask for RH21j)* | 5 |
| RH22/ CS7 a/j | Making long-term changes | Practical and comprehensive post-release and relapse prevention plan. This workbook is designed to identify and address issues and responsibilities facing individual participants. | 6 |
| RH23/ CS8 | Your highest risks | Identification of personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Special emphasis is placed on the transition to the community, self-efficacy, and reduction of recidivism issues. Critical workbook. *Can be divided into two units for program implementation purposes. This workbook is available in correctional and non-correctional versions.* Very useful treatment group resource. | 3 |
| | | | 3 |
| RH24/ PS3 | Self-efficacy and problem solving | This short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations. *(key self-efficacy summary activity).* | 3 |
| RH25/ SD12/ DP8 | Key elements of change | This core program workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. *To build increased self-efficacy, we suggest supplementing it with workbooks from the RH series (i.e. RH11, 12, 13, 17, 21, 22, 23,or 24). Also suitable for review and aftercare programs.* | 9 |
| RH26/ CS10 | Reducing your risk | Basic risk reduction workbook, includes obvious high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks. | 2 |
| RH27 | Motivation and Confidence Assessment for Family Members | Resource builds motivation and confidence of caregivers and other family members in supporting and assisting individuals through the correctional and treatment process. Helps identify the current importance, confidence and readiness in assisting, and the strengths and tools they may bring to the process. | 2 |
| RH28 | Accept this help? | Participants analyze some of the possible pros and cons to accepting help from safe and supportive people, and making certain kinds of changes. | 1 |
| RH29j | Easy money | Participants use decision matrix tool to analyze pros and cons of making easy money (drug sales, for example) versus other options. *Most appropriate for younger populations.* | 1 |

| RH30/ TP7 | I Can't Ever Do That Again | A critical goal in treatment is the decision to make the actual commitment to stop the problem behavior (drugs, alcohol, violence, etc). That decision - a turning point - sometimes occurs as a result of sudden insight. This is sometimes called an "Aha moment!"<br><br>This resource helps participants clarify their most important reasons for making this kind of change. It includes concepts like "drawing a line,"" "burning bridges," as well as clarifying the impact of their old choices on the important people in their lives. | I |
|---|---|---|---|
| RH31a/ TP15a | The Future | Designed for individuals in correctional or institutional settings, this resource explores selected issues experienced in the transition process. Most critically, it focuses on readiness to successfully handle personal and interpersonal expectations. It helps focus on common issues and begin to develop concrete action steps. | I |
| RH32/ TP19 | Problem behavior | Ten (10) problem scenarios provide opportunity to analyze typical antisocial or problem behaviors, and practice effective coping skills. | 3-4 |
| RH33/ RI-39 | Going Home: How are you going to do? | This is a 27-question Situational Confidence Questionnaire (SCQ) relation to transition which is currently divided into 4 units. Appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs. | 4 |
| RI-39 | Back again (RI) | Twenty-five (25) problem situations. The RI version of this resource focuses on the problems they may have handled unsuccessfully, which resulted in their parole violation, revocation or assignment to a relapse intervention program. Important resource. | $525 If sold separately |
| RH34 | Back again (RH) | Twenty-five (25) problem situations/scenarios. Appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs. | $525 If sold separately |
| RH35/ RI-41 | Going home | Twenty-seven (27) problem situations/scenarios. Appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs. | $525 If sold separately |
| TP21/ RH36 | Situations | Nineteen (19) problem situations, addressing decisions they may face in making good choices going forward. Most address common form of criminal (criminogenic) thinking, Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. | $485 If sold separately |
| JUVENILE DELINQUENCY AND GANG RESOURCES | | | |
| Juvenile delinquency and/or gang intervention | Open to Change core program Units A. B, and C | Units A, B, and C(above) are provided in juvenile versions. | Unit model |
| | Open to Change Unit F(J) | Change-focused substance abuse model. It includes elements of MI and CBT, as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net | Unit model |
| | Open to Change Unit G(J) | Core change-focused risk factors (including substance abuse) program model. Helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change. | Unit model |

| | Open to Change Unit H(J) | Resources in this general delinquency unit increase self-awareness with the specific objective of decreasing discomfort with the old choices. | Unit model |
|---|---|---|---|
| | Open to Change Unit K(J) | DVD-based gang prevention/intervention resource set, with lesson plans youth worksheets, and discussion elements. | Unit model |

### *Gang Intervention and Prevention Program Workbooks*

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

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

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

Adult gang programs: While most correctional settings are not designed for complete gang desistence, we provide a range of widely-used targeted resources. They range from pre-contemplation (preparation for change) and step-down programming for ad seg (solitary) units, to transition to 2-person cells and general population programs, to units targeting criminal thinking and aggression and violence. Our 200-session in-cell program model can be used as a building block for change in Security Threat Group (STG) units.

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

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

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

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

| GG-MI 1,2,3,4 | The Motivational Interviewing Gang Intervention Resource (4 elements) | Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage in reducing gang involvement, and finally getting away from the gang completely. Suggested for 1:1 use. | $250 |
|---|---|---|---|
| GG1 | What was on your mind? *(gang mind-set)* | This is an important workbook, a cognitive restructuring approach to gang activity. It identifies selected negative mind-sets common to people involved in gang activity. Then, it addresses each of these in a systematic fashion, identifying weaknesses in that form of thinking, and offering guidance in the development of a more positive outlook. | 7 |
| GG2 | Who wants to be at risk? | This workbook addresses the "risk factors" approach to gang involvement and activity. The objective is for participants to identify their own highest risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. *"If you plan for them, and develop options for how you will handle them better, you stand a good chance."* | 7 |

| GG3 | What do you need? (needs and gangs) | This workbook - based on Maslow's needs hierarchy theory - addresses gang activity from the point of view of underlying needs. These needs won't go away; they will be present when the participants return to the community. Thus this workbook guides the participants in finding alternative - and better - ways to meet those needs than gangs or crime. | 5 |
|---|---|---|---|
| GG4 | Living a non-violent life #1 | This workbook provides the opportunity for clients to identify their triggers and highest personal risk factors for violence and to develop strategies to avoid these issues or to cope more effectively in the future. | 7 |
| GG5 | Living a non-violent life # 2 | This workbook provides a more focused opportunity for clients to identify their highest risk factors for violence (the people, places, things, times, and situations where they are at highest risk). It guides the development of "environmental control" strategies to avoid these issues and situations - and helps clients explore their options. | 5 |
| GG7 | Understanding yourself #1 | This is the "risk factors" approach to aggression and violence. It provides an alternative approach to violence issues and behavior, addressing community and family risk factors for violence. For clients, the objective is to begin by increasing awareness. Then, clients can admit that they have these risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. "If you plan for them, and develop options for how you will handle them better, you stand a good chance." | 7 |
| GG8 m/f | Understanding Yourself #2 | This is the "risk factors" approach to passive-aggressive behavior, which can often lead to violence and other problems. It provides an alternative approach to violence, addressing community and family risk factors for this passive-aggressive behavior. *(Approach is similar to GG7, above)* | 2 |
| GG10j | "What do **you** think?" | This series of program activities is designed to facilitate participation, group cooperation, and self-disclosure. They range from 5-30 minutes, and can be used to open a class session or provide a "change of pace" later in the session. We provide three age-appropriate versions of this resource. Please specify:<br>❑ grades 4-6 (50+ activities) $395<br>❑ grades 7-12 (150+ activities) $480<br>❑ adult (50+ activities) $395 | 40-150 act-ivities |
| F5g | Shame (gang juvenile version) | Identifies client shame and low self-esteem issues, including symptoms and sources of shame, and links between shame and dependencies. Identifies steps to making changes. This workbook addresses self-esteem issues for young people who are gang members or at higher risk for gang activity. | 5 |

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

| CC10j | Who is making your choices? | Includes elements of peer pressure and external locus of control (allowing others to make or influence your choices). | 1 |
|---|---|---|---|
| CC11 | Why am I thinking about changing? | Helps identify and clarify some of the issues involved in the decision to make changes. Examines specific reasons and obstacles. | 1 |
| CC12j | Paid the Price? | Explores whether gang involvement is an effective strategy to increase personal safety. Includes subtle exposure evaluating real friendships and to the concept of gang desistence. | 1 |
| CT Situations | Criminal Thinking (Situations) | Fifteen (15) separate activities examining different forms of criminal thinking or decision making. | 5 |
| GG14j | Getting away from the gang | Comprehensive manual, providing suggestions, action planning, and support to assist in leaving the gang. Includes typical situations for role-playing practice and self-efficacy. ***Youth and younger adults - and recommended for 1:1 use only.*** | 7 |
| GG15j | Making some decisions about gangs | Designed for use with youth in the early stages of their incarceration or residential programming in facilities where they may be at risk for gang involvement. Includes MI tools and helpful counselor's resource. | 2 |
| GG16j | It's your decision | Overtly explores the concept of gang desistence or getting out of a gang. Clarifies some of the issues, opportunities, and benefits surrounding these types of decisions. It reminds the participants that this decision should be theirs alone to make. Summarizes costs and consequences of their gang involvement. | 2 |
| GG17 | Your story | Directly addresses the factors that contributed to the participants' gang involvement, and helps clarify specific costs and consequences. Asks them to consider specific choices and options available to them if they decide to change. | 1 |
| Det5n *youth facilities* | Risks and Decisions | In 30 sessions, this program covers a range of critical risk factors for delinquency, violence, criminal behavior, and gang involvement. Fully-scripted lesson plans and discussion techniques make the lessons ideal for presentation by youth workers and similar staff. The program includes DVD-based lessons, role plays, and a two session choose-your-own-adventure style Action Maze. Risk factors include:<br>• Friends and Peer Pressure<br>• High Risk People, Places, Things, and Situations<br>• Family Risk Factors<br>• Personal Risk Factors<br>• Internal Risk Factors<br>• Criminal Thinking Risk Factors<br>*Provided in two versions (detention setting and community/alternative school version).* | $1,495 |
| TAG-80 | Comprehensive Juvenile Intervention Program | Appropriate for day and residential program sites, this structured comprehensive intervention program provides state-of-the-art curriculum, MI tools, evaluation, and outcomes assessment. Please contact us for more information including, logic models, lesson plans, and sample lessons. | $3,195 per site |
| PNF-100 | Comprehensive Juvenile Intervention Program | Appropriate for day and residential program sites, this structured comprehensive intervention program provides state-of-the-art curriculum, MI tools, evaluation, and outcomes assessment. Please contact us for more information including, logic models, lesson plans, and sample lessons. | $4,995 per site includes DVD's |

| GA | Gang Awareness | Prevention resource for elementary schools (through Sixth Grade).   Provides awareness, guidance, and specific techniques for successfully avoiding gang involvement.  6 class hours. | $240 |
|---|---|---|---|
| **Video Resources for Gang Intervention and Prevention**   *(DVD prices valid to 12/31/17)* | | | |
| DVD1 | Stories from the Streets | Life stories of young gang members who end up incarcerated.  Members of different gangs are interviewed, and the DVD is supplemented workbook activities. *(two workbook options)* | $295 |
| DVD2 | Kids at Risk | Features gang members describing 14 individual risk factors in their own words.  Workbook activities address each risk factor and lead to action plans to minimize those risks.  DVD is designed for counselors to use flexibly and to select individual risk factors for group or classroom use. . *(two workbook options)* | $295 |
| DVD3 | Gang issues: Choices and Consequences | Addresses issues such as the decision to join, violent initiations, the experience and consequences of using violence, violent initiations the consequences of drug dealing, and the experience of incarceration.  Interviews with youthful incarcerated gang members provide a powerful starting point for group discussion and the use of supplemental workbook. . *(two workbook options)* | $295 |
| DVD4 | Choices | This DVD and accompanying workbook identify critical high risk situations and illustrate critical choices faced by at-risk youth.  Highly recommended for elementary grades 4-6 as well as for older youth as a discussion starter and program review activity. | $250 |
| DVD 1234 | All four DVDs | 4 DVDs and accompanying worksheets provide multiple and flexible options for addressing individual and group needs. Worksheets are available in two age-specific versions, designed to support introductory or advanced stages-of-change-focused programs. | $1035 |
| Phoenix DVD 1234 Package | DVD-based gang intervention program | This package includes all four DVDS, accompanying workbooks, and a selection of short motivational and summary elements from the "What do <u>you</u> think?," Preparation for Treatment, Choices and Changes, and Turning Points resources.  Provides resources for 20-25 sessions. | $1295 |

| **Resources for Juvenile Detention, Alternative Schools, After-school programs, and Community Programs**  We specialize in tailoring resources to fit your population, program needs, staff (teachers, officers, mentors, counselors, clergy, etc). | | | |
|---|---|---|---|
| Det1 | Phoenix Curriculum | We provide nine (9) versions of this resource, including Spanish language.  High interest, easy reading.  Includes lesson plans, discussion starters, and student/youth materials in every lesson.  Includes motivational element, emotional intelligence, problem solving skills, conflict resolution skills, inoculation to the most common high risk factors for their age group, and linkage to key protective factors. | 25-session model, $995  50-session model, $1995 |
| Det2 | The New Freedom Flex Curriculum | 25-hour model, based on 7 short workbooks.  Topics address "What's going on in my life?," Key elements of change, Choices and changes, Let's talk about feelings, You have options, Gangs, and Coping skills for emergences. | $995 |

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| Det3 | Preparation for treatment | This MI-based curriculum was developed specifically as a preparation for treatment program for juveniles,  It is ideal for preparing young people for more advanced treatment and skill-building elements.  25-hours, based on 12-15 elements (we readily tailor it to your population, age, and gender). | $995 |
| Det4 | Managing aggression and violence (MAV) | This curriculum contains 50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Shorter version (MAV 25) is also available ($995). Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others.<br><br>The Det 4 resource can be supplemented by selected elements from the "What do you think/" resource, introductory motivational resources and summary confidence elements (tailored to your population, age, and gender).  *Tailorable (cost depends on resources selected).* | $1995<br><br>$995 for the 25-lesson version. |
| Det5n | Risks and Decisions | • 30 hours, open admission/open group<br>• Divided into six parts (weeks), each part contains 5 sessions<br>• Highly successful in juvenile detention settings (reduced in-facility violence)<br>In six weeks, this program covers a range of critical risk factors for delinquency, violence, criminal behavior, and gang involvement. Fully scripted lesson plans and discussion techniques make the lessons ideal for motivated personnel. The program includes DVD-based lessons, role-plays, and a two-session choose-your-own-adventure style Action Maze. Risk factors include:<br>• Friends and Peer Pressure<br>• High Risk People, Places, Things, and Situations<br>• Family Risk Factors        • Personal Risk Factors<br>• Internal Risk Factors        • Criminal Thinking Risk Factors | $1495 |
| Phoenix DVD 1234 Package | DVD-based package | This package includes all four DVDS, accompanying workbooks, and a selection of short motivational and summary elements from the "What do you think?," Preparation for Treatment, Choices and Changes, and Turning Points resources.  Provides resources for 20-25 sessions.  *(Also listed above).* | $1295 |
| PNF100 | Phoenix/New Freedom 100 (Comprehensive Evidence-Based Juvenile Intervention Program) | Recognized by the National Gang Center/OJJDP. Appropriate for day and residential program sites, this structured comprehensive intervention program provides state-of-the-art curriculum, MI tools, evaluation, and outcomes assessment. Based on motivational interviewing, CBT, stages of change, emotional intelligence, and relapse prevention models. Addresses multiple risk factors underlying delinquency, violence, substance abuse, and gang involvement. Please contact us for more information including logic models, lesson plans, and sample lessons. | $4995 |
| DP1j | You have options! | Risk factors-based workbook for high risk youth.   Clients identify problem situations and practice options to substance abuse or violence.  Action planning activities support personal change. | 2 |
| DP2/ CS1/ | Coping skills for emergencies | Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work.  Included in these skills are thought stopping, conflict avoidance and "escape" skills, and a comprehensive set of "refusal skills."  *(also listed as CS1)  (Different versions provided for detention, diversion, and community programs.).* | 4 |

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| DP3/ F12/ | Let's talk about feelings | Specific feelings (anger, anxiety or fear, low-self-esteem/shame, hurt, and loneliness) are addressed in activities which help clients identify and experience feelings safely. *(Different versions provided for detention, diversion, and community programs.)* | 4 |
| DP4j | Gangs | Short workbook helps client identify gang issues and options to participation. | 2 |
| DP5j | Violence at home | Short workbook helps clients understand family violence and its' consequences. Helps clients identify safe choices and available options. *(For juvenile programs)* | 3 |
| DP6j | Problems at home | This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. *(For juvenile programs)* | 3 |
| DP8/ SD12jj | Key elements of change | This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. *To build increased self-efficacy, it can be supplemented by selected workbooks from the RH series (i.e. RH11, 12, 13, 17, 21, 22, 23,or 24). Also suitable for review and aftercare programs.* | 9 |
| DP9/ SD11j | "What's going on in my life?" | Introductory workbook helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change | 7 |
| **Program Packages: specific resources for higher security adult correctional settings** | | | |
| In-Cell 200 | 200-session in-cell program resource | Based on our experience with several hundred adult federal, state, and county correctional settings. This resource provides easy-to-implement weekly program packages tailored for inmate self-study, with topics focused on self-discovery,, self-management, CBT, aggression/violence, substance abuse, and more. Each packet includes summary activities which can be collected for documentation of participation, motivation, understanding, and insight (may be useful as part of a step-down model). Shorter versions and custom versions available. Price includes site license allowing unlimited duplication for use at the designated site. Monthly unit topics include: <br>• Self Discovery 1   • Self Discovery 2   • Self-Discovery 3 <br>• CBT 1 -Thinking/Feeling   • CBT 2 -Thinking/Feeling   • CBT 3 -Thinking/Feeling <br>• Self-Management 1   • Self-Management 2   • Substance Abuse <br>• Anger/Violence | $7995, with shorter options available |
| Step-down models | several available | Step-down models available for use in transition from: <br>• gang (STG) units   • from MH units to general population <br>• maximum/supermax   • to 2-person cells   • to dormitory <br>• as part of a transition back to the community | flexible |
| Prep for group | Preparation for group | Short resource options tailored for inmates as a pre-group experience (very small group, or for individuals currently in ad seg). Addresses precontemplation stage of change, resistant/aggressive/anti-contemplation, treatment engagement elements, Motivational Interviewing (MI)- based activities, trust issues, etc.. | flexible |
| PreC | Precontemplation | Options include group or 1:1 resources. Shaped to different types of precontemplators (resistant, reluctant, rationalizing, rebellious) with engagement and awareness activities, specific MI tools, and more. | flexible |
| *Motivational Interviewing Resources* | | **Issue-specific tailored MI resources addressing specific stages of change.** | |

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

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

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

Intensive series of one-hour lessons addressing critical issues in juvenile offending, substance use/abuse, gang involvement, aggression, and violence.   Five age-appropriate (high interest, easy-reading) levels of this curriculum are provided, each with 25 and 50 one-hour versions.  Please contact us for more details, or visit our www.phoenixcurriculum.com website for a comprehensive and helpful catalogue of these resources.

PLEASE SPECIFY:
❏ PC-ES 25 (25-session version for elementary grades)          ❏ PC-ES-50 (50-session version for elementary grades)
❏ PC-6 25 (25-session version for Sixth Grade)                      ❏ PC-6-50 (50-session version for Sixth Grade)

❏ PC-MS 25 (25-session version for Middle Schools)              ❏ PC-MS-50 (50-session version for Middle Schools)
❏ PC-HS 25 (25-session version for High Schools)                 ❏ PC-HS-50 (50-session version for High Schools)
❏ PC-S (Curriculo Phoenix, 25-session Spanish Language version)

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**Phoenix Curriculum - Goals**

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

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

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

The research on "best practices" indicates that problem solving is the most effective skill area in addressing delinquency issues.  The *Phoenix Curriculum* places significant emphasis on self-efficacy in problem solving - primarily in addressing issues and problems relating to high risk factors for gang involvement, other crime, substance abuse, and related problems.

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

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

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|---|---|---|---|---|
| | Middle School version | yes | yes | |
| | High School version | yes | yes | |
| | Spanish-language version | yes | | |
| Phoenix Curriculum content areas: | What's important to you?  (Goals, Dreams, and Values) | 5 | | |
| | Understanding Your Feelings   (Emotional Intelligence) | 8 | | |
| | Problem Solving  (avoiding impulsive thinking, problem recognition, consequential thinking, alternative solution thinking, weighing pros and cons, means-ends thinking, planning). | 24 | | |
| | Risk Factors (including skills for Avoidance, Escape, and Refusal) | 6 | | |
| | Protective Factors | 7 | | |
| Phoenix Curriculum Parents Resource | Brief resource for use with parents of young people participating in the Phoenix Curriculum. | $155 | | |
| | Spanish-language version of the above. | $155 | | |
| Peer Pressure | Resources target the highest areas of vulnerability, providing practice in identifying, resisting, and handling peer pressure. Available in elementary ($160), grade 6 ($240), middle ($380), and high school ($140) appropriate levels. Please specify when ordering. | | | |
| Gang Awareness | These resources demonstrate that staying out of gangs is a real option, and provide specific techniques and skills to use in avoiding and resisting gangs. Appropriate for elementary and grade 6. | $240 | | |
| Truancy Resource | A flexible system of materials which provides a variety of tools and guidance designed for one-on-one interactions at home, in school, or at a police station or other community settings.  Specific diagnostic tools for administrators, counselors, and law enforcement help focus intervention on the specific causes of truancy with individual students, and includes solutions, workbook-based resources, MI tools, and issue-based worksheets.  In addition to staff and student resources, it includes an 8-hour workbook-based curriculum that can be used in a group setting or as homework in an ongoing one-on-one interaction. | $595 | | |
| *Family Resources* | The resources below support programs for juveniles, and for families of these juveniles.  Directly focusing on the key elements of family and community, they address the key risk factors for recidivism: substance abuse, gang involvement, violence, and the roles family and relationships play in triggering a return to old behaviors.  Additionally, they also aid in the development of key protective factors for a safe and successful life. They are built on state-of-the-art theory (CBT, MI, relapse prevention). | | | |
| CGV1 | Caregiver #1 | Educates the caregiver on risk factors and protective factors.  Helps them inoculate youth against key risk factors, and develop critical protective factors. | 1 | |
| CGV2 | Caregiver #2 | Provides caregivers the critical coping skill for impulse control, thought stopping, which is part of the stop-think-act model, and the skill of avoid-escape-refuse.  Self-management, or impulse control can be modeled by the caregiver, and reenforced when the youth demonstrates successful behaviors versus high-risk situations. | 1 | |

| CGV3 | Phoenix Curriculum Caregivers Resource | Addresses negative consequences for children who are involved with violence and gangs. Provides caregivers positive hopes for their children and addresses key risk factors that may prevent those hopes from being realized. Includes lessons that caregivers can do with the youth that will help them deal with key personal risk factors, including specific skills for avoidance. Provides caregivers a "blueprint" for immediate action to help youth develop linkages with protective people and places. Also available in a Spanish language version. | $155 |
|---|---|---|---|
| RH27 | Motivation and Confidence Assessment for Family Members | This resource assesses and builds the motivation and confidence of caregivers and other family members in supporting and assisting individuals through the correctional and/or treatment process. | 2 |
| *Gender Specific Workbooks for Men's and Women's Programs* | | **Designed to work with other elements** which address key issues in the *New Freedom* resources, including Preparation for Treatment, Self-Discovery, Turning Points, Returning Home, **many of which are provided in gender-specific versions**. | |
| M2 | Healthy relationships and healthy boundaries | Participants will identify: family-of-origin boundary issues, personal warning signs that boundaries need to be set; personal experiences and effects of physical, emotional, sexual and verbal abuse, and drug/alcohol use as a result of boundary violations. Additionally, client will identify areas where difficulties have recently been experienced in setting boundaries and develop an action plan to start setting boundaries for specific personal problem situations. Clients will practice assertion messages to be used in setting boundaries for current issues and use practice scenarios for setting boundaries. | 6 |
| M8 | Avoiding your old family traps | Family neglect, abandonment, abuse, or addiction often lead to the development of dysfunctional behaviors. In many cases, these even become family roles. This workbook identifies some of these old family roles and traps and provides options. | 6 |
| M11 | Surviving abuse and trauma | Many young men in correctional settings have been victims of violence or abuse. This workbook helps them identify and address some of the consequences of these experiences - including ones they may not feel comfortable talking about. One goal is to help them move from simply "surviving" to a more positive outlook ("thriving"). | 5 |
| M12j | Self-image and body image | Addresses common issues for young men's self image and body image. Includes worksheets on media influences, "what's normal?" and maturation. | 4 |
| M13j | Eating issues | Addresses common eating disorder issues (including eating as a response to stress or a need for comfort). Identifies eating as an area of "control," and guides self-efficacy in resisting eating disturbances. | 7 |
| M21j | Compulsive gambling | Identifies patterns and issues underlying compulsive gambling (male version). Develops action plan for self-efficacy. | 5 |
| M22j | Self-injury | Addresses common issues in self-injury and impulse control (male version). Develops action plan for self-efficacy. | 4 |
| M23 | Making the best use of medical care | This resource provides men with guidance in accessing and making the best use of visits to health care professionals, and in following through on medical treatment. | 2 |

| GS-AV1 | Abuse and Victimization | This female gender-specific resource addresses a wide range of abuse and victimization issues. It identifies a range of abuses, designed to help clients accept that they were targets or victims of such abuse, hopefully moving them from precontemplation or anti-contemplation stage of change. | 3 |
|---|---|---|---|
| W1 | Especially for women: drug abuse, relapse - and recovery | This workbook provides the counselor and clients with a variety of issues and activities, each of which addresses a facet of the different nature of women's abuse, relapse and recovery issues.  It can be used in a variety of ways: as a class or group workbook, as a series of topics and activities for individual and group discussion, or as an individual assignment. | 6 |
| W2 | Healthy relationships and healthy boundaries | Women will identify: family-of-origin boundary issues, personal warning signs that boundaries need to be set; personal experiences and effects of physical, emotional, sexual and verbal abuse, and drug/alcohol use as a result of boundary violations.  Additionally, client will identify areas where difficulties have recently been experienced in setting boundaries and develop an action plan to start setting boundaries for specific personal problem situations.  Clients will practice assertion messages to be used in setting boundaries for current issues and use practice scenarios for setting boundaries.  Reference is made to boundary issues young women may experience while in custody situations. | 6 |
| W3 | Control!  (issues and answers for women) | Identifies and addresses range of controlling behaviors (including manipulation) and control issues and links controlling with dependencies.  Topics include need to control feelings and controlling of others. | 6 |
| W7 | Avoiding your old relationships traps | This workbook explores some of the issues and situations which caused trouble in past relationships.  In many cases, problems in relationships are triggers to relapse.   Clients are guided to explore and evaluate solutions for common situations or "traps" which affect women in their relationships. | 6 |
| W8 | Avoiding your old family traps | Many young women are at risk to return to old dysfunctional family patterns.  They may continue to experience the consequences of family neglect, abandonment, abuse, or addiction.  This workbook identifies some of these old family "traps" and provides options.  An important component is the identification of typical dysfunctional family roles. | 6 |
| W9 | For women: self-esteem and identity | Supports the developing a realistic and positive self-image as a woman.  Guides the development of self-motivation for personal growth and change. | 4 |
| W10 | Relationships and Friendships | Addresses typical thinking underlying codependent behavior and relationships, as well as other dysfunctional relationship behavior. | 3 |
| W11 | Surviving abuse and trauma | Many young women in correctional settings have been victims of violence or abuse.  This workbook helps them identify and address some of the consequences of these experiences - including ones they may not feel comfortable talking about.  One goal is to help them move from simply "surviving" to a more positive outlook ("thriving"). | 5 |
| W12j | Self image and body image | Addresses common issues for young women's self image and body image.  Includes worksheets on media influences, "what's normal?" and maturation. | 4 |
| W13 | Eating issues | Addresses common eating disorder issues (anorexia, bulimia, and eating as a response to stress or a need for comfort).  Identifies eating as an area of "control," and guides self-efficacy in resisting eating disturbances | 7 |

| W14 | Life at home | This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. | 3 |
|------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---|
| W16j | Pre-natal care | Guidance for women who are, or who may become, pregnant. | 3 |
| W17 | Basic women's health issues | Worksheets in this resource can be used flexibly by the counselor.  Issues include:  self-care (based on basic self-care skills in the *Pathways to Daily Living* program); women's health issues; and health issues while pregnant or nursing.  Among the topics are: pre-natal care issues, drug abuse and your baby, ob/gyn issues, urinary tract infections, mood changes in pregnancy. | 7 |
| W19 | Women and the community | This workbook: (1)  explores social/community issues (including feelings of learned helplessness and hopelessness); (2) guides the exploration for positive female and cultural role models to develop healthy identity as a woman. | 4 |
| W20 | Sex trafficking: issues with prostitution | Addresses risk factors, contributing factors, sexual abuse, victimization, running away, health issues and consequences, self-esteem issue, male-female relationships issues, boyfriends and prostitution,  gangs and prostitution, consequences, healing emotional wounds, dissociation, "Where do I go from here?" | $495 |
| W21 | Compulsive gambling | Identifies patterns and issues underlying compulsive gambling in women.  Develops action plan for self-efficacy. | 5 |
| W22j | Self-injury | Addresses common issues in self-injury and impulse control in women.  Develops action plan for self-efficacy. | 5 |
| W23 | Making the best use of medical care | This resource provides women with guidance in accessing and making the best use of visits to health care professionals, and in following through on medical treatment. | 4 |

| The Female Gender-Specific (GS) Issue-Focused Resource Series  (supports core programming) |
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| RESOURCE AREA | | The issue or topic areas below address some of the most frequent pathways to women's offending or similar life problems.  Each resource set is tailored to help participants identify the nature of the risk these areas still present in their lives.  It then provides a series of stages-of-change and MI-based interventions for group and individual work, helpful guidelines for staff to help identify and address specific issues, a clear set of behaviorally-stated objectives, and situational confidence assessments (SCQ).  These resources are ideal as overlays to a core program based on the New Freedom CBT and DBT-based gender-specific resources. | | |
|---|---|---|---|---|
| GS-AV | Abuse/ Victimization | Addresses physical, verbal, emotional or sexual abuse, victimization of any sort.  Trauma-informed resource. | 30-session comprehensive stage-based program package | $1495 |
| | | Abuse and victimization as risk factors | 10-session short program model | $595 |
| GS-CP | Community/ Poverty | Addresses significant learned helplessness or hopelessness in family/community, adoption of antisocial role or coping models, and poverty or economic issues as significant contributing factors to criminal behavior. | 12-session comprehensive stage-based program package | $595 |

| GS-GI | Gang involvement | Addresses gang activity or experience (including having a boyfriend in a gang). | Tailorable gang intervention resource. 10-session set. | $445 |
|---|---|---|---|---|
| GS-SE | Body Issues, Low Self-Esteem/ Shame | Multiple resources address issues with self-image, body image, eating disorders, and or shame-based addiction or dependency. | 35-session comprehensive stage-based program package (shorter models available). | $1295 |
| GS-NA | Neglect/ Abandonment/Fa mily | Addresses multiple issues: neglect during childhood, abandonment (or absence) of one or more parents/caregiver, significant dysfunction in family-of-origin, and significant placement in foster care or group homes. | 20 to 40-session comprehensive stage-based program packages (tailorable) | $995-1495 |
| | | | 10-session core program (tailorable model). | $545 |
| GS-SL | Sex Trafficking/ Street Life | Specifically addresses past experience in prostitution (including exchanging sex for drugs). | Key resource supports 10-session model. | $495 |
| GS-REL | Relationships/ Friendships - and Boundaries | Relationships are a major pathway to problems, and may continue to be significant risk factors. Multiple resource options address dysfunctional relationships, codependent relationships, and family-of-origin issues, as well as negative peer influence and negative peer pressure. | 10-session short program model | $495 |
| | | | 20-session comprehensive stage-based program package. | $985 |
| | | Additional skills-based elements addressing specific boundaries issues (develops self-efficacy versus key risk factors and triggers), | 45-session comprehensive stage-based program package with key MAV skills lessons. | $1990 |
| MH4f | Codependency | Comprehensive treatment resource for individual or group use. Addresses various forms of co-dependency through multiple workbooks, worksheets, short activities, skills elements, and more. Can be tailored to specific program needs. | | tailorable |
| GS-RA | Running Away | Addresses past experience as a runaway or throwaway. | 10-session resource, includes support for treatment intervention and assessment. | $495 |
| GS-AODA | Substance Abuse | The core New Freedom program includes a wide range of substance abuse-specific resource options, including many workbooks, nearly 200 separate lessons, and several pre-packaged programs. In addition, the female gender-specific resources address significant substance use/abuse, sales of illegal substances, exposure to significant substance abuse during childhood, and include dual diagnosis resources for use in mental health and co-occurring disorder programming. | We recommend a gender-specific version of the OPEN-30 resource (core program with intensive gender-specific overlays). 40, 50, and 75-hour versions available. | $2495 for OPEN-30 with GS |

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

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

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

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

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

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

*Resources for Juvenile Detention, Alternative Schools, After-school programs, and Community Programs*
We specialize in tailoring resources to fit your population, program needs, staff (teachers, officers, mentors, counselors, clergy, etc).

| Det1 | Phoenix Curriculum | We provide nine (9) versions of this resource, including Spanish language.  High interest, easy reading.  Includes lesson plans, discussion starters, and student/youth materials in every lesson.<br><br>Includes motivational element, emotional intelligence, problem solving skills, conflict resolution skills, inoculation to the most common high risk factors for their age group, and linkage to key protective factors. | 25-session model, $995<br><br>50-session model, $1995 |
|---|---|---|---|
| Det2 | The New Freedom Flex Curriculum | 25-hour model, based on 7 short workbooks.  Topics address "What's going on in my life?," Key elements of change, Choices and changes, Let's talk about feelings, You have options, Gangs, and Coping skills for emergences. | $995 |
| Det3 | Preparation for treatment | This MI-based curriculum was developed specifically as a preparation for treatment program for juveniles,  It is ideal for preparing young people for more advanced treatment and skill-building elements.  25-hours, based on 12-15 elements (we readily tailor it to your population, age, and gender). | $995 |
| Det4 | Managing aggression and violence (MAV) | This curriculum contains 50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Shorter version (MAV 25) is also available ($995). Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others.<br><br>The Det 4 resource can be supplemented by selected elements from the "What do you think/" resource, introductory motivational resources and summary confidence elements (tailored to your population, age, and gender).  *Tailorable (cost depends on resources selected).* | $1995<br><br>$995 for the 25-lesson version. |
| Det5n | Risks and Decisions | • 30 hours, open admission/open group<br>• Divided into six parts (weeks), each part contains 5 sessions<br>• Highly successful in juvenile detention settings (reduced in-facility violence)<br>In six weeks, this program covers a range of critical risk factors for delinquency, violence, criminal behavior, and gang involvement. Fully scripted lesson plans and discussion techniques make the lessons ideal for motivated personnel. The program includes DVD-based lessons, role-plays, and a two-session choose-your-own-adventure style Action Maze. Risk factors include:<br>• Friends and Peer Pressure<br>• High Risk People, Places, Things, and Situations<br>• Family Risk Factors        • Personal Risk Factors<br>• Internal Risk Factors        • Criminal Thinking Risk Factors | $1495 |
| Phoenix DVD 1234 Package | DVD-based package | This package includes all four DVDS, accompanying workbooks, and a selection of short motivational and summary elements from the "What do you think?," Preparation for Treatment, Choices and Changes, and Turning Points resources.  Provides resources for 20-25 sessions.  *(Also listed above).* | $1295 |

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

| In-Cell 200 | 200-session in-cell program resource | Based on our experience with several hundred adult federal, state, and county correctional settings.  This resource provides easy-to-implement weekly program packages tailored for inmate self-study, with topics focused on self-discovery,, self-management, CBT, aggression/violence, substance abuse, and more.  Each packet includes summary activities which can be collected for documentation of participation, motivation,  understanding, and insight (may be useful as part of a step-down model).   Shorter versions and custom versions available.  Price includes site license allowing unlimited duplication for use at the designated site.  Monthly unit topics include:<br>• Self Discovery 1      • Self Discovery 2      • Self-Discovery 3<br>• CBT 1 -Thinking/Feeling  • CBT 2 -Thinking/Feeling  • CBT 3 -Thinking/Feeling<br>• Self-Management 1     • Self-Management 2     • Substance Abuse<br>• Anger/Violence | $7995, with shorter options available |
|---|---|---|---|
| Step-down models | several available | Step-down models available for use in transition from:<br>• gang (STG) units         • from MH units  to general population<br>• maximum/supermax    • to 2-person cells        • to dormitory<br>• as part of a transition back to the community | flexible |
| Prep for group | Preparation for group | Short resource options tailored for inmates as a pre-group experience (very small group, or for individuals currently in ad seg).  Addresses precontemplation stage of change, resistant/aggressive/anti-contemplation, treatment engagement elements, Motivational Interviewing (MI)- based activities, trust issues, etc.. | flexible |
| PreC | Precontemplation | Options include group or 1:1 resources.  Shaped to different types of precontemplators (resistant, reluctant, rationalizing, rebellious) with engagement and awareness activities, specific MI tools, and more. | flexible |
| *Motivational Interviewing Resources* | | **Issue-specific tailored MI resources addressing specific stages of change.** | |
| AODA-MI 1,2,3,4 | Motivational Interviewing Resources for Substance Abuse Programs | Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage. These resources are compatible with the URICA, Socrates, etc. | $250 |
| MAV-MI 1,2,3,4 | The Motivational Interviewing Anger, Aggression, and Violence Resource (4 elements) | The Motivational Interviewing Anger, Aggression, and Violence Resource.  This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion.  Includes tools for addressing angry feelings, symptoms, triggers, and self-efficacy in handling anger, aggression and violence.  Suggested for 1:1 use.  Also recommended to build and enhance motivation in programs using the MAV Anger Skills lessons. | $250 |
| Axy-MI 1,2,3,4 | The Motivational Interviewing Anxiety Resource (4 elements) | The Motivational Interviewing Anxiety Resource.  This is a series of four (4)  resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of anxiety, stress, fear, or worry, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. | $250 |

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

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

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

Intensive series of one-hour lessons addressing critical issues in juvenile offending, substance use/abuse, gang involvement, aggression, and violence.   Five age-appropriate (high interest, easy-reading) levels of this curriculum are provided, each with 25 and 50 one-hour versions.  Please contact us for more details, or visit our www.phoenixcurriculum.com website for a comprehensive and helpful catalogue of these resources.

PLEASE SPECIFY:
❑ PC-ES 25 (25-session version for elementary grades)          ❑ PC-ES-50 (50-session version for elementary grades)
❑ PC-6 25 (25-session version for Sixth Grade)                ❑ PC-6-50 (50-session version for Sixth Grade)

❑ PC-MS 25 (25-session version for Middle Schools)           ❑ PC-MS-50 (50-session version for Middle Schools)
❑ PC-HS 25 (25-session version for High Schools)             ❑ PC-HS-50 (50-session version for High Schools)
❑ PC-S (Curriculo Phoenix, 25-session Spanish Language version)

**Phoenix Curriculum - Goals**

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

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

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

The research on "best practices" indicates that problem solving is the most effective skill area in addressing delinquency issues.  The *Phoenix Curriculum* places significant emphasis on self-efficacy in problem solving - primarily in addressing issues and problems relating to high risk factors for gang involvement, other crime, substance abuse, and related problems.

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

| Phoenix Curriculum program options | | 25-session version | 50-session version | |
|---|---|---|---|---|
| | Middle elementary grades version | yes | yes | |
| | Sixth Grade version | yes | yes | |
| | Middle School version | yes | yes | |
| | High School version | yes | yes | |
| | Spanish-language version | yes | | |
| Phoenix Curriculum content areas: | What's important to you?  (Goals, Dreams, and Values) | | | 5 |
| | Understanding Your Feelings   (Emotional Intelligence) | | | 8 |
| | Problem Solving  (avoiding impulsive thinking, problem recognition, consequential thinking, alternative solution thinking, weighing pros and cons, means-ends thinking, planning). | | | 24 |
| | Risk Factors (including skills for Avoidance, Escape, and Refusal) | | | 6 |
| | Protective Factors | | | 7 |
| Phoenix Curriculum Parents Resource | Brief resource for use with parents of young people participating in the Phoenix Curriculum. | | | $155 |
| | Spanish-language version of the above. | | | $155 |

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

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

| W3 | Control! (issues and answers for women) | Identifies and addresses range of controlling behaviors (including manipulation) and control issues and links controlling with dependencies.  Topics include need to control feelings and controlling of others. | 6 |
|---|---|---|---|
| W7 | Avoiding your old relationships traps | This workbook explores some of the issues and situations which caused trouble in past relationships.  In many cases, problems in relationships are triggers to relapse.   Clients are guided to explore and evaluate solutions for common situations or "traps" which affect women in their relationships. | 6 |
| W8 | Avoiding your old family traps | Many young women are at risk to return to old dysfunctional family patterns.  They may continue to experience the consequences of family neglect, abandonment, abuse, or addiction.  This workbook identifies some of these old family "traps" and provides options.  An important component is the identification of typical dysfunctional family roles. | 6 |
| W9 | For women: self-esteem and identity | Supports the developing a realistic and positive self-image as a woman.  Guides the development of self-motivation for personal growth and change. | 4 |
| W10 | Relationships and Friendships | Addresses typical thinking underlying codependent behavior and relationships, as well as other dysfunctional relationship behavior. | 3 |
| W11 | Surviving abuse and trauma | Many young women in correctional settings have been victims of violence or abuse.  This workbook helps them identify and address some of the consequences of these experiences - including ones they may not feel comfortable talking about.  One goal is to help them move from simply "surviving" to a more positive outlook ("thriving"). | 5 |
| W12j | Self image and body image | Addresses common issues for young women's self image and body image.  Includes worksheets on media influences, "what's normal?" and maturation. | 4 |
| W13 | Eating issues | Addresses common eating disorder issues (anorexia, bulimia, and eating as a response to stress or a need for comfort).  Identifies eating as an area of "control," and guides self-efficacy in resisting eating disturbances | 7 |
| W14 | Life at home | This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. | 3 |
| W16j | Pre-natal care | Guidance for women who are, or who may become, pregnant. | 3 |
| W17 | Basic women's health issues | Worksheets in this resource can be used flexibly by the counselor.  Issues include:  self-care (based on basic self-care skills in the *Pathways to Daily Living* program); women's health issues; and health issues while pregnant or nursing.  Among the topics are: pre-natal care issues, drug abuse and your baby, ob/gyn issues, urinary tract infections, mood changes in pregnancy. | 7 |
| W19 | Women and the community | This workbook: (1)  explores social/community issues (including feelings of learned helplessness and hopelessness); (2) guides the exploration for positive female and cultural role models to develop healthy identity as a woman. | 4 |
| W20 | Sex trafficking: issues with prostitution | Addresses risk factors, contributing factors, sexual abuse, victimization, running away, health issues and consequences, self-esteem issue, male-female relationships issues, boyfriends and prostitution,  gangs and prostitution, consequences, healing emotional wounds, dissociation, "Where do I go from here?" | $495 |

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| W21 | Compulsive gambling | Identifies patterns and issues underlying compulsive gambling in women.  Develops action plan for self-efficacy. | | 5 |
| W22j | Self-injury | Addresses common issues in self-injury and impulse control in women.  Develops action plan for self-efficacy. | | 5 |
| W23 | Making the best use of medical care | This resource provides women with guidance in accessing and making the best use of visits to health care professionals, and in following through on medical treatment. | | 4 |
| **The Female Gender-Specific (GS) Issue-Focused Resource Series  (supports core programming)** | | | | |
| **RESOURCE AREA** | | The issue or topic areas below address some of the most frequent pathways to women's offending or similar life problems.  Each resource set is tailored to help participants identify the nature of the risk these areas still present in their lives.  It then provides a series of stages-of-change and MI-based interventions for group and individual work, helpful guidelines for staff to help identify and address specific issues, a clear set of behaviorally-stated objectives, and situational confidence assessments (SCQ).  These resources are ideal as overlays to a core program based on the New Freedom CBT and DBT-based gender-specific resources. | | |
| GS-AV | Abuse/ Victimization | Addresses physical, verbal, emotional or sexual abuse, victimization of any sort.  Trauma-informed resource. | 30-session comprehensive stage-based program package | $1495 |
| | | Abuse and victimization as risk factors | 10-session short program model | $595 |
| GS-CP | Community/ Poverty | Addresses significant learned helplessness or hopelessness in family/community, adoption of antisocial role or coping models, and poverty or economic issues as significant contributing factors to criminal behavior. | 12-session comprehensive stage-based program package | $595 |
| GS-GI | Gang involvement | Addresses gang activity or experience (including having a boyfriend in a gang). | Tailorable gang intervention resource.  10-session set. | $445 |
| GS-SE | Body Issues, Low Self-Esteem/ Shame | Multiple resources address issues with self-image, body image, eating disorders, and or shame-based addiction or dependency. | 35-session  comprehensive stage-based program package (shorter models available). | $1295 |
| GS-NA | Neglect/ Abandonment/Family | Addresses multiple issues: neglect during childhood, abandonment (or absence) of one or more parents/caregiver, significant dysfunction in family-of-origin, and significant placement in foster care or group homes. | 20 to 40-session comprehensive stage-based program packages (tailorable) | $995-1495 |
| | | | 10-session core program (tailorable model). | $545 |
| GS-SL | Sex Trafficking/ Street Life | Specifically addresses past experience in prostitution (including exchanging sex for drugs). | Key resource supports 10-session model. | $495 |

| GS-REL | Relationships/ Friendships - and Boundaries | Relationships are a major pathway to problems, and may continue to be significant risk factors.  Multiple resource options address dysfunctional relationships, codependent relationships, and family-of-origin issues, as well as negative peer influence and negative peer pressure. | 10-session short program model | $495 |
|---|---|---|---|---|
| | | | 20-session comprehensive stage-based program package. | $985 |
| | | Additional skills-based elements addressing specific boundaries issues (develops self-efficacy versus key risk factors and triggers), | 45-session comprehensive stage-based program package with key MAV skills lessons. | $1990 |
| MH4f | Codependency | Comprehensive treatment resource for individual or group use.   Addresses various forms of co-dependency through multiple workbooks, worksheets, short activities, skills elements, and more.  Can be tailored to specific program needs. | | tailorable |
| GS-RA | Running Away | Addresses past experience as a runaway or throwaway. | 10-session resource, includes support for treatment intervention and assessment. | $495 |
| GS-AODA | Substance Abuse | The core New Freedom program includes a wide range of substance abuse-specific resource options, including many workbooks, nearly 200 separate lessons, and several pre-packaged programs.  In addition, the female gender-specific resources address significant substance use/abuse, sales of illegal substances, exposure to significant substance abuse during childhood, and include dual diagnosis resources for use in mental health and co-occurring disorder programming. | We recommend a gender-specific version of the OPEN-30 resource (core program with intensive gender-specific overlays).  40, 50, and 75-hour versions available. | $2495 for OPEN-30 with GS |
| GS-T | Trauma | As many women in the program setting have been exposed to significant trauma, these helpful resources address prior exposure to trauma, symptoms (and symptoms management) of post-traumatic stress, and vulnerability to specific types of triggers.  Highly recommended for most treatment settings. | 10-session short program model | $495 |
| | | | 20-session comprehensive stage-based program package. | $985 |
| GS-V | Violence | A wide range of resource options address exposure to significant violence, violence in home setting during childhood, violence in relationships (target or victim), and violent behavior (self). | 10-session short program model | $495 |
| | | | 20-session comprehensive stage-based program package. | $985 |
| | | | 45-session comprehensive stage-based program package including MAV skills-based lessons. | $1990 |
| **Female (GS) stage-based program options** | | | | |

| GS-Pre | GS Preparation for Treatment | These resources are designed to be used flexibly by staff in introducing or supporting the initial stages of programming. They address key issues of precontemplation and are shaped to be used prior to - or in conjunction with - the first female gender-specific core program elements.  They include: (1) focused MI-based pre-treatment or early treatment activities addressing anti-contemplation and resistance to change, (2)  MI-based early treatment or treatment engagement activities, focusing on importance and confidence in thinking about change, (3) multiple MI-based pre-contemplation curriculum resources for participants, as well as tools for staff. | Program resource set of 5 short workbooks, 10 key issue-focused (FFT) elements, 6 worksheets and staff support guidance and tools. | $695 |
| | | | Program resource set of 10 short workbooks, 15 key issue-focused (FFT) elements, 8 worksheets and staff support guidance and tools. | $995 |
| GS-TP | GS Turning Points | Support the midpoints of the change process.  In the Stages of Change model (TTM), this may be in the Determination stage, or the later portions of the Contemplation stage  - or with individuals who are experiencing a certain amount of cognitive dissonance (and need encouragement to move forward).  Moreover, they bring the change process into focus: drawing a line, commitment to change, action planning, determination to master new coping skills and strategies and building on new strengths.  The materials provide the counselor with a range of options. | 10 hours of core resources and 25 targeted supplementary resources. Recommended. | $795 |
| GS-RH | GS Returning Home | This resource set provides multiple options for use during the transition period.  It is designed to supplement the Returning Home workbook series (nearly 30 different titles, more than 130 program hours).  We strongly suggest the use of several of these resources which can be used flexibly in 1:1 or small groups with others who are at a similar stage in their programming. | Multiple affordable program options, readily tailorable - support group, in-cell, individual, and both pre-release and aftercare programming options. | 130-hour set is $4800. |
| | | Program resource tailored for a 60-day transition period, and includes workbooks, lesson plans,  key resources for Motivational Interviewing-based counseling by program staff, and critical summary lessons. | 60-session packaged program model. | $2465 |
| DV1 | Domestic violence #1: increasing personal awareness | A primary objective is to address denial of the issue  - or its seriousness - by its victims. This workbook uses comprehensive worksheets and checklists to help participants identify and understand the physical, sexual, verbal and emotional violence they have experienced with male and/or female partners.  It also helps them understand why they remained in abusive relationships. | 3 | |
| DV2 | Domestic violence #2: becoming less vulnerable to domestic violence | This workbook helps identify and address some of the most common underlying vulnerabilities in women who are in abusive or dysfunctional relationships.   It addresses the costs and consequences of being in an unhealthy relationship, healthy and unhealthy relationships, and some of the characteristics of the abuser.  This workbook provides suggestions for healing personal areas of vulnerability and initiates the action planning process. | 4 | |

| DV3 | Domestic violence #3: your safety is your business | This workbook develops a comprehensive individual-specific action plan for preventing future relationship difficulties.  It helps identify the progressive nature of these behaviors, the reasons why she may need to get away from an abusive or threatening situation, and helps identify issues in her own thinking relating to the abusive relationship with a male or female partner.  Templates identify specific areas of personal strength which may help her in difficult times. | 3 |
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*Mental Health Treatment Support resources* (comprehensive resources for common diagnoses, linked to specific resource elements, behaviorally-stated objectives, and concrete support for treatment planning and clinical supervision  These resources support the motivational interviewing (MI) approach.   We are happy to provide program models and cost quotes shaped to your specific program needs!

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

| | The Bridge Unit A | Core change-focused mental health program unit.  The primary focus of these resources is awareness and self-management of symptoms and internal risk factors which contribute to problems.  Key elements include a basic cognitive-behavioral approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management. | Unit model |
|---|---|---|---|
| | The Bridge Unit B | Core change-focused mental health program unit.  The primary focus of these resources is awareness and self-management of triggers and external risk factors which contribute to problems.  There is a specific emphasis on anxiety, depression, and anger/aggression, as well as  a basic cognitive-behavioral approach, supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management . | Unit model |
| | The Bridge Unit C | Core change-focused mental health program unit.  The primary focus of these resources assessing and establishing balance - emotional stability and the capability to respond in appropriate ways to events.  There is major emphasis on dealing with specific feelings and triggers.  The final elements address protective factors, resilience and building personal confidence. | Unit model |
| | The Bridge Unit D | Core mental health program unit focused on increasing treatment adherence and medication compliance.  Addresses a critical stage of change in mental health treatment: symptom awareness, but treatment non-compliance.  Supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management. | Unit model |
| | The Bridge Unit E | Relapse Prevention  - This unit provides a change-focused approach to relapse prevention, both substance abuse and mental health issues.  It targets the most common internal risk factors (lapses), and external risk factors (identifying and avoiding their specific high risk people, places, things, and situations).  It also supports the development of internal protective factors and external protective factors (safety nets).   The MH version is similar to the substance abuse model, with differences noted by (MH) in the resource title for selected core lesson elements.  The MH version also includes a brief mindfulness element in each lesson. | Unit model |

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| | The Bridge Unit F | Warning Signs (Avoiding Relapse)  -  This unit provides a risk factors approach to relapse prevention.  It focuses primarily on the most common internal risk factors, but also identifies early warning signs that their thinking may be drawing them closer to their highest external risk factors (high risk people, places, things, and situations).  The final elements provide a working model for building on their internal protective factors and making specific changes.  The MH version is similar to the substance abuse model, with differences noted by (MH) in the resource title.  The MH version also includes a brief mindfulness element in each lesson. | Unit model |
| Dual diagnosis | The **New Freedom** Dual Diagnosis open group/open admissions model is built on the combination of the **Open to Change** core substance abuse resource set and **The Bridge Model** (focusing on symptoms self-management).   Elements from both resource sets can be combined, and this model includes linking resources to seamlessly support programs of any length - and which may be conducted by a variety of staff.  For example, A typical IOP might include three units from OPEN and three units from the Bridge.  An EOP might also include additional relapse prevention units, aftercare elements, gender-specific resources, and resources targeting specific feelings or behaviors. | | |
| Issue-specific behavioral health units | Anger | The primary focus of these resources is awareness and <u>self-management of symptoms and triggers to anger</u>.  Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.  This unit provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools. | Unit model |
| | Anxiety | The primary focus of these resources is awareness and <u>self-management of symptoms relating to anxiety.  Additionally, the unit addresses feelings of guilt and shame</u>.  Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management, especially anxiety. This unit provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools. | Unit model |
| | Depression | The primary focus of these resources is awareness and <u>self-management of symptoms relating to sadness and depression.  Additionally, the unit addresses grief, loss, loneliness, and boredom</u>.  Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.  This unit provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools. | Unit model |
| | Trauma | The primary focus of these resources is awareness, insight, and more effective self-management of the impact of distressful life experiences, such as past traumatic events.  Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by distress tolerance, affect regulation,  and coping skills, and tools designed to assist awareness and motivation for successful symptoms self-management.  This unit includes multiple Motivational Interviewing (MI) tools. | Unit model |

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| BTB | Beyond The Bridge | Developed for the Mental Health units at New York City's Department of Corrections (Rikers Island), this excellent resource provides a comprehensive intervention core resource for significantly mentally-ill populations. CBT, MI, and specific coping skills. 72 sessions. ***Available in English and Spanish-language versions.***<br><br>A recent peer-reviewed article in the *American Journal of Public Health* reported that violent incidents across the Rikers Island facility are down 15%, but violent incidents among the population receiving our curriculum are down 31%. In an experimental cell unit using our programming violence was down 46% while in a mirror cell unit not using the materials violence was up by almost 500%. | $2,495 Its' goals are: • |
| CAPS | Clinical Alternative Program for Self-Management | Clinical Alternatives Program for Self Management (CAPS) is a CBT/DBT/MI, comprehensive and stage-based group curriculum and clinical support resource - one of the first designed specifically for the seriously mentally ill population. This particular resource focuses primarily on psychotic spectrum and mood disorders (a 50-session track for each). The curriculum elements include helpful lesson plans and client worksheets for each session, plus skills development and practice activities, MI-tools, and tools for systematic self-evaluation. | $2995 core<br><br>extended models up to $9995 |
| CSMC-corr | Comprehensive Self-Management Curriculum<br><br>(Correctional version) | The Comprehensive Self-Management Curriculum, is a 50 hour group program with overlays for common issues including mood disorders and psychotic spectrum disorders ) basically a 50-session track for each). Based on Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI change model), social learning theory (skills modeling, practice, and mastery), and selected DBT skills, this easy-to-implement new curriculum:<br>• addresses pre- and anti-contemplation<br>• reduces the impact of major symptoms,<br>• introduces DBT skills in the areas of affect/emotional regulation, distress tolerance, and increased self-awareness<br>• makes a clear connection between client changes (med compliance and new coping skills) and feeling better (symptom frequency, intensity, and duration)<br>• provides optional critical overlays for self-injury and anger/aggression/violence<br>• emphasizes Situational Confidence in facing high-risk situations<br>• Its' goals are: measurable decrease in acting out, violence and self-harm<br>• reduction in frequency, intensity, and duration of specific problem symptoms<br>• documentable movement along the Stages of Change and achievement of specific clinical objectives/outcomes<br>• increase in treatment and med compliance, and long-term success in symptom and behavior management<br>• serve as a program and staff capacity builder by providing clinical supervisors with program elements which can be delivered by psych techs and other staff<br>Demonstrated statistical success documented in recent peer-reviewed article in *International Journal of Environmental Research and Public Health.* | $5250 for both core elements<br><br>tailorable<br><br>extended models up to $9995 |
| CSMC-comm | Comprehensive Self-Management Curriculum (community version) | Similar program to the resource above, but designed for community settings, aftercare, IOP settings, and programs which transition clients from residential to less-restrictive settings. Developed to allow for flexible administration: 1+ hours per day, open/closed groups, individual counseling (1:1) settings, etc.. includes helpful supportive documentation resources. | see above |

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| CSMC overlays | MH15/W15 - Sleep Disturbances:  Comprehensive resource for individual or group use.  Addresses causes, sleep hygiene, and coping skills.  $750 | | |
| | Life skills - multiple options, ranging from basic activities for daily living to problem solving, vocational, coping skills, CBT, DBT, transition, and problem solving.  Tailorable. | | |
| | M22/W22 - Self-injury:  Separate resources for men and women; for individual or group use. $275 | | |
| | Interpersonal skills - multiple options from the MAV resource set (up to 50 lessons available), supported by MI tool sets, worksheets, and personal aftercare and planning tools.   Tailorable. | | |
| MH1 m/f | Anger | Comprehensive treatment resource for individual or group use.  Includes anger, aggression, violence, and repressed anger. | *tailorable* |
| MAV-MI-1,2,3,4 | The Motivational Interviewing Anger, Aggression, and Violence Resource (4 elements) | The Motivational Interviewing Anger, Aggression, and Violence Resource.  This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion.  Includes tools for addressing angry feelings, symptoms, triggers, and self-efficacy in handling anger, aggression and violence.  Suggested for 1:1 use.  Also recommended to build and enhance motivation in programs using the MAV Anger Skills lessons. | $250 |
| MH2 m/f | Anxiety | Comprehensive resource.  Addresses several anxiety disorders. *Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).* | *tailorable* |
| AXY-MI-1,2,3,4 | The Motivational Interviewing Anxiety Resource (4 elements) | The Motivational Interviewing Anxiety Resource.  This is a series of four (4)  resources which are designed to address motivation and change talk issues in a sequential fashion.  Includes tools for addressing feelings of anxiety, stress, fear, or worry, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. | $250 |
| MH3 m/f | Abandonment/ neglect | Comprehensive treatment resource for individual or group use. | *tailorable* |
| MH4 m/f | Codependency | Comprehensive treatment resource for individual or group use.   Addresses various forms of co-dependency | *tailorable* |
| MH5 m/f | Depression | *Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).*   Comprehensive treatment resource for individual or group use. | *tailorable* |
| DEP-MI-1,2,3,4 | The Motivational Interviewing Depression Resource  (4 elements) | The Motivational Interviewing Depression Resource.  This is a series of four (4)  resources which are designed to address motivation and change talk issues in a sequential fashion.  Includes tools for addressing feelings of sadness or depression, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. | $250 |
| MH6 m/f | Grief/loss | Addresses various sources of loss and grief.   Comprehensive treatment resource for individual or group use. | *tailorable* |
| MH7 m/f | Conduct issues | ADHD/ADD/Oppositional Defiant Disorder/Conduct Disorder. *Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).* | *tailorable* |

| MH8 m/f | PTSD/Trauma | Comprehensive treatment resource for individual or group use.  Addresses various sources of trauma . *Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).* | *tailorable* |
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| MH14 m/f | Handling difficult feelings | For use with dual diagnosis clients and adolescents who have difficult identifying and dealing appropriately with feelings, including confusion and emptiness.  Comprehensive treatment resource for individual or group use. | *tailorable* |
| MH15 | Sleep Disturbances | Comprehensive resource for individual or group use.  Addresses causes, sleep hygiene, and coping skills. | $750 |
| MH18 m/f | Eating Disorders | Comprehensive treatment resource for individual or group use;  addresses common eating disorder issues.  Separate elements for men and women. | $350 |
| MH19 af/jm/jf | Compulsive Gambling | Addresses common issues underlying problem gambling.  Separate plans for men and women for individual or group use. | $250 |
| MH22 | Self-injury | Separate resources for men and women; for individual or group use. | $275 |
| SD10 | Reducing Consequences | Designed as part of a harm reduction strategy, it helps clients identify the consequences of their behaviors and examine their readiness to reduce their substance abuse. This can be a critical first step towards abstinence (for group or 1:1 use). | 3 |
| MH23 | Mood disorders | Selected elements from the CSMC resource set (resources support up to 50 sessions).  Suitable for residential, transition, IOP and outpatient programs.   Based on Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI change model), social learning theory (skills modeling, practice, and mastery), and selected Dialectical Behavioral Therapy (DBT) skills, this easy-to-implement new curriculum:<br>- addresses pre- and anti-contemplation<br>- reduces the impact of major symptoms,<br>- introduces skills in the areas of affect/emotional regulation, distress tolerance, and increased self-awareness<br>- makes a clear connection between client changes (med compliance and new coping skills) and feeling better (symptom frequency, intensity, and duration) | *tailorable* |
| MH24 | Psychotic spectrum disorders | Selected elements from the CSMC resource set (resources support up to 50 sessions).  Suitable for residential, transition, IOP and outpatient programs.   Based on Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI change model), social learning theory (skills modeling, practice, and mastery), and selected Dialectical Behavioral Therapy (DBT) skills, this easy-to-implement new curriculum:<br>- addresses pre- and anti-contemplation<br>- reduces the impact of major symptoms,<br>- introduces skills in the areas of affect/emotional regulation, distress tolerance, and increased self-awareness<br>- makes a clear connection between client changes (med compliance and new coping skills) and feeling better (symptom frequency, intensity, and duration) | *tailorable* |
| TX-1 | Treatment adherence: Helping Treatment Work | Treatment adherence workbook, primarily for clients with medical issues.  Addresses compliance issues, including taking of prescribed medications (for group or 1:1 use). | 2 |

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| TX-2 | What's treatment all about? | Short workbook explains the behavioral health treatment process and expectations. *(For small group and 1:1 interactive counseling uses)* | 2 |
| PT5 | Coping skills and interventions for specific issues | Prescriptive format.  Identifies specific coping skills to address anxiety, depression, loneliness, isolation, grief, etc. | *with MH packages* |
| PT7 | Coping skills worksheet and self-analysis checklist | Self-assessment: identifies coping skills by past patterns of substance abuse and behaviors. Recommends critical coping skills for addressing those patterns. | 1 |
| PREA | PREA program resources | Comprehensive, stage-based PREA resource, includes short-stay and extended resources for youth as well as support for staff.  Versions for both males and females. | $1495 |
| **Program resources** | | | |
| Journaling | | Nearly 100 journaling activities and assignments. Tailorable to different program types (in-cell, behavioral health, substance abuse, community, or facility settings). | *tailorable* |
| WDYT-ES/6 | "What do you think? *(brief activities)* | This series of program activities is designed to facilitate class participation, group cooperation, and self-disclosure.   They range from 5-30 minutes, and can be used to open a class session or provide a "change of pace" later in the session.   *We provide age-appropriate versions of this resource.  Please specify:  grades 4-6 or grades 7-12* | $395 |
| WDYT-MS/HS | | | $480 |
| WDYT-A | "What do you think? *(brief activities - adult version)* | These brief (single-page) activities provide the stimulus for short thinking - or writing - activities.  They are designed to provide "food for thought" on issues relating to criminal behavior and recovery. | $395 |
| CT Situations | Criminal Thinking (Situations) | Fifteen (15) separate activities examining different forms of criminal thinking or decision making. | 5 |
| FFT | Food for Thought | More than three hundred (300) short (3-4 page) activities, each addressing one type of problem or faulty thinking.   Participants examine that issue, options, and outcomes.  More than 300 FFT options are available, and typically are selected to fit specific program models, stage of change,  agendas, desired treatment outcomes, and population (adult/juvenile//male/female). | *tailorable* |
| Summary activities: ● Checkpoints ● Worksheets ● Situational Confidence Questionnaires (SCQs) | | We have developed more than 200 focused summary activities, multi–page worksheets, progress checkpoints based on learning objectives and behaviorally-stated objectives, and Situational Confidence Questionnaires - SCQs -shaped to specific target issues and outcomes.   They typically are selected to fit specific program models, stage of change, agendas, desired treatment outcomes, and population (adult/juvenile//male/female). | *tailorable* |
| CM | *Counselor's Manual* | For certain programs, we provide a comprehensive counselor's manual, with tools for administrators, in-service training worksheets, and program guidance.  Helpful in orienting and training new staff. | |
| **Program Models** | | | |

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| **Sample Program Models Available**; We have developed program models ranging in dosage from 24 to 700 program sessions. We are happy to provide these models to assist in your program design process. These models have been tailored to address specific program needs; open group, closed group, gender-specific, day or outpatient treatment, residential, in-cell, Spanish-language, substance abuse, mental health, dual diagnoses, adult, and juvenile. Please contact us. | | | |
| **Competency Checklists.** We are happy to provide competency checklists for any workbook. These may be especially helpful in treatment planning, program documentation, and evaluation. We provide review questions for each workbook, which can be used flexibly.  These questions are based on the behaviorally-stated objectives for each workbook.  In addition, these behaviorally-stated objectives are included in the lesson plans. | | | |
| **Fidelity Monitoring Checklists.**   Supervisors and instructors/trainers can observe, document, and support teachers, counselors and other staff in delivering program content. Several models are available, and can readily be modified to the specific program.  Ensure fidelity to the intent of the design and achieving the program's objectives. | | | |
| **Program checkpoints.**  Many programs include weekly or regular review checkpoints.  They are tailored to include motivational assessment (MI tools such as MI rulers and the PCA change assessment tool), learning outcomes, (competency checklists of understanding and insight), and intermediate outcomes.  For certain programs, they may also include evaluation of participant behaviors.  Valuable as assessment of individual and group progress, in "go/no go" decisions for promotion to the next stage of closed group programs, and as documentation in case management or clinical supervision. | | | |
| **Progress evaluation model.**   Tailorable model summarizes and supports monitoring of specific aspects of each participant's progress: attendance, participation, learning outcomes (behaviorally-stated objectives in the intervention or curriculum), motivation assessment (MI), behavioral objectives for the resources - and actual behavior,  improved functioning (for mental health programs), pre/post testing, and assessment of situational confidence/self-efficacy in achieving specific outcomes. May be used in conjunction with Program Checkpoints, for clinical supervision, in program or treatment documentation, for court or parole/probation use, and in 1:1 counseling.  Readily tailorable to each program. | | | |

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

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| LT/LI | Making Good Use of Your Leisure Time & Life Issues | 9 lessons (with complete lesson plans, worksheets and participant activities). These activities remind participants of the positive possibilities in their lives. (Includes Pathway to success, and Pathway to better use of your leisure time) | 9 |
| TT | Handling the Tough Times | 18 lessons (with complete lesson plans, worksheets and participant activities). Included are lessons addressing key coping skills, managing stress, better personal organization, using community resources and external supports, and decision making. | 18 |
| PDLa | Pathways to Daily Living | One hour lessons with detailed lesson plans, instructor's scripts, worksheets, activity cards, and other program activities. | |
| | | (H)    Pathway to better hygiene (8) | $115 |
| | | (N)    Pathway to better basic food shopping and nutrition (8) | $115 |
| | | (PO)  Pathway to better personal organization (5) | $95 |
| | | (PEH) Pathway to better physical and emotional health (6) | $95 |
| | | (IL)    Pathway to independent living (6) | $95 |
| MAV | Anti-violence skills Communication/ social skills | 50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Replaces MAS resource. Shorter version (MAV 25) is also available ($995). This resource is available in juvenile and adult versions. Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others. | $1,995 |
| MM | Managing Your Money | 9 lessons  (with complete lesson plans, worksheets and participant activities) | 9$115 |
| **Vocational Program Resources** | | | |
| P3 | Personal Preparation Program | Identification of work skills and job options, a positive attitude, thinking realistically about work, practical aspects of finding a job, development of personal data sheet, handling applications, resumes,  and interviews, and keeping a job (10 sessions). | 10$215 |
| **Problem Solving and Decision Making** | | | |
| PS1 | Problem Solving | Basic problem solving program, with problem solving template and 44 cards with typical personal and interpersonal problems.  *(for juvenile programs)* | $195 |
| AM1/ RH11 | Handling Tough Situations | *An Action Maze Workbook* (provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts). | 2 |
| PS2/ RH21 am/af | Problem Solving 1-2-3 | Using basic problem solving model, presents 54 community and home problem situations experienced by people in transition and/or recovery. | $195 |
| PS2j/ RH21j | Problem Solving 1-2-3 | Using basic problem solving model, presents 54 community and home problem situations experienced by people in transition and/or recovery. *(juvenile version)* | $195 |
| PS3/ RH24 | Self-efficacy and problem solving | This short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations.  *(key summary activity).* | 2 |

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

| GG5 | Living a non-violent life # 2 | This workbook provides a more focused opportunity for clients to identify their highest risk factors for violence (the people, places, things, times, and situations where they are at highest risk).  It guides the development of "environmental control" strategies to avoid these issues and situations - and helps clients explore their options. | 5 |
|---|---|---|---|
| Di5 m/f | Holding in my anger | Addresses passive-aggressive thinking and behavior. | |
| Di12m | Tough-minded | Identifies and addresses issues underlying aggressive behavior.  Topics include  overly-"macho" approach and controlling others by anger. | |
| FFT | Food for Thought | Short (3-4 page) activities, each addressing one type of problem or faulty thinking.  Participants examine that issue, options, and outcomes.  More than 300 FFT options are available, and typically are selected to fit specific program models, stage of change, agendas, desired treatment outcomes, and population (adult/juvenile//male/female). | *tailorable* |
| Summary activities: <br> ● Checkpoints <br> ● Worksheets <br> ● Situational Confidence Questionnaires (SCQs) | | We have developed more than 200 focused summary activities, multi–page worksheets, progress checkpoints based on learning objectives and behaviorally-stated objectives, and Situational Confidence Questionnaires - SCQs -shaped to specific target issues and outcomes.   They typically are selected to fit specific program models, stage of change, agendas, desired treatment outcomes, and population (adult/juvenile//male/female). | *tailorable* |

***Revocation and Relapse Intervention Programs*** (post-release interventions)

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

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

| RI-MI 1,2,3,4 | The Motivational Interviewing Relapse Intervention Resource (4 elements) | The Motivational Interviewing Relapse Intervention Resource.  This is a series of four (4) comprehensive resources which are designed to address motivation and change talk issues in a sequential fashion.  Designed to support community reintegration and preparation for release in those that have had past "lapses" in their recovery, these MI resources each include more than a dozen MI tools or elements focused on the transition.  They help participants and staff assess readiness and confidence for handling specific high risk situations, as well as internal risk factors.  Included are parole/probation confidence rulers and resources which may be especially helpful in working with parole staff or members of an individual protective factor safety net (as appropriate).  Includes an additional comprehensive element addressing feelings, symptoms, triggers, and self-efficacy in handling transition issues. | $295 |
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| RI-1 m/f | Relapse prevention practice *(for your first few days at home)* | Addresses selected high risk areas involved in the first few days after returning home.   The RI-1 resource is primarily a set of problems.  We suggest the additional use of RH-1 for those clients who did not have those materials. | 4 |

| RI-2 m/f | Dealing with people in new ways | Helps participants identify what they can do differently if the "old ways" didn't work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided. The RI version of this workbook includes reference to issues with family and old friends which developed upon returning home. | 4 |
|---|---|---|---|
| RI-3 m/f | How did you deal with your feelings? | Addresses feelings of discomfort which led to relapse or other problems. "Trouble spots" are addressed individually or in group setting, and a more effective response developed. Again, the focus of the RI resource is on the specific feelings experienced upon returning home, and any connection between those feelings and the issues leading to revocation. | 3 |
| RI-4 | Facing your responsibilities | This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility. The responses can be shared and evaluated in individual or group settings. The RI resource targets areas where these responsibilities were not met, including the issues leading to revocation. | 4 |
| RI-5 m/f | Practice in handling lapses | This activity provides practice for clients in identifying and coping effectively with the issues involved in their lapse, relapse, or revocation. *(Similar to RH5)* | 5 |
| RI-6 | Making positive steps to take control of your life | Develops a detailed plan for the use of a post-release "safety net" and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors these people will need to know in order to help. | 4 |
| RI-7 | Avoiding the negative | This workbook provides specific help in maintaining recovery through developing a plan to identify and avoid the highest risks. It is based on the concept of using "environmental controls" to avoid the people, places, things, and situations which pose the greatest threat to recovery. It provides participants and program staff with the tools to help address specific vulnerabilities. | 4 |
| RI-8 | Practice in handling difficulties | This activity provides practice on the difficult situations encountered during the transition. Problem areas can be used as discussion and learning points to help individuals develop confidence that they can handle these situations appropriately when they face them again upon returning home. | 5 |
| RI-9 | Avoiding problems with authority | This workbook addresses issues involved in dealing with authority figures and helps participants understand the nature of their anger, hurt, and resentment - and the ways in which they may create more problems for themselves. It offers specific suggestions for dealing with potential conflicts with authority figures, and a template for evaluating responses to typical situations. Situation cards provide opportunities for modeling appropriate responses. | 3 |
| RI-10 m/f | Avoiding trouble (when you are with others) | Peer pressure and poor choices often lead to trouble. Being in the wrong place at the wrong time, with the wrong people, is a common explanation for failure. This workbook identifies common problems and solutions, and provides twenty typical situations for role-playing and demonstration of effective coping skills. | 3 |
| RI-11 m/f | Making long-term changes | Participants evaluate their post-release and relapse prevention plans, and modify elements as needed to increase their chances of success. | 5 |

| RI-12 | Identifying and addressing your highest risks | Reviews personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Focuses on the risk factors present at the time of lapse, relapse, and revocation. *(Similar to CS8)* | 5 |
|---|---|---|---|
| RI-13 m/f | Handling problem feelings | Activities identify issues and ask participants to demonstrate how they plan to handle difficult feelings and situations. | 3 |
| RI-14 | Handling common problems | Helps participants identify - and develop solutions for - common difficult situations encountered during the transition. | 3 |
| RI-15 jm/jf | Giving yourself options | Risk factors-based workbook for high risk youth. Clients identify problem situations and practice options to substance abuse or violence. Action planning activities support diversion program. *(for juvenile programs)* | 3 |
| RI-16/ CS1/ DP2 | Coping skills for emergencies. | Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work. Included in these skills are thought stopping, conflict avoidance and "escape" skills), and a comprehensive set of "refusal skills." *(Similar to CS1)* | 3 |
| RI-17/ F12/ DP3 | Let's talk about feelings | Specific feelings (anger, anxiety or fear, low-self-esteem/shame, hurt, and loneliness) are addressed in activities which help clients identify and experience feelings safely. | 3 |
| RI-18/ DP5 m/f | Violence at home | This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. *(for juvenile programs)* | 2 |
| RI-19 | How are things at home? | Helps clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. Targets problem areas experienced upon release. | 2 |
| RI-20/ DP4juv | Gangs | Short workbook helps client identify gang issues and options to participation. This is specifically for use as a prevention resource for younger adolescents. *(for juvenile programs)* | 3 |
| RI-21 m/f | Handling people problems | This workbook will help participants identify - and develop solutions for - common difficult situations. | 3 |
| R1-22 | Red flags | Useful workbook helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy. *(Similar to RH13)* | 5 |
| RI-23 | Safety nets | This workbook guides clients to identify and address early warning signs that they are at increasing risk to fall back into old (negative) behavior patterns. *(Similar to RH12)* | 2 |
| RI-24 | Getting close to getting out | Designed for the last few weeks before going home, this workbook addresses common thoughts, feelings, and temptations, including typical anxieties and worries. | 2 |
| RI-25 | How are you doing? | Four lessons: How far have you come?, Controlling your impulses, Setting yourself up, Recovery activities planning) which can be used as self-inventories. (Similar to RH15) | 5 |
| RI-26 | Self-efficacy and problem solving | ThisSThis short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations. *(key self-efficacy summary activity)* (similar to RH24) | 5 |
| RI-27 | What's going on in my life? | Introductory workbook helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change. | 5 |

| RI-28 | Key elements of change | This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. Highly recommended. | 9 |
|---|---|---|---|
| RI-29 | Relapse intervention issues - for women | This workbook provides the counselor and clients with a variety of issues and activities, each of which addresses a facet of the different nature of women's abuse, relapse and recovery issues - including revocation issues. It can be used in a variety of ways: as a class or group workbook, as a series of topics and activities for individual and group discussion, or as an individual assignment. | 6 |
| RI-30 | Handling tough situations | *An Action Maze Workbook* - provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts). *(Similar to RH11)* | 4 |
| RI-31 | Problem solving 1-2-3 | Using basic problem solving model, presents 54 community and home problem situations experienced by people in transition and/or recovery. | 7 |
| RI-32 | Problem solving cards for Revocation programs | Using basic problem solving model, presents community and home problem situations experienced by people in transition and/or recovery. Focus includes women returning home to the community from prison. | 5 |
| RI-33 | Reducing your risk | Basic risk reduction workbook, includes obvious high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks. *(Similar to CS10)* | 2 |
| RI-34 | How are you going to do? | This resource helps participants gauge how confident they are in dealing with the most common or serious situations they will face upon their return home. | 2 |
| RI-35 | Keeping your focus on what's important | Continues Identification of critical goals, high risk choices, and increases importance of making pro-social choices. *Can be used as a follow up to Pre4* | 1 |
| RI-36 | Preparation for program completion | Designed as a summary program element, this resource allows participants to summarize their external and internal risk factors and their plans to deal with them effectively. A supplemental element to this resource provides an optional post-release element for use while on probation or parole. | 1 |
| RI-37j | Problem recognition | This workbook addresses a basic element in problem solving: problem recognition. The point of this workbook is to help participants "think" and learn to look beyond the obvious. The key skill elements are the STOP and THINK parts of STOP-THINK-ACT. *(for juvenile programs)* | 3 |
| RI-38 | What happened? | This resource allows participants to explore what happened during and prior to their last relapse. By exploring the people, places, things, situations and feelings they had, the participants will be in a better position to plan for their next attempt at change. | 2 |
| RI-39 | Back again (RI) | Twenty-five (25) problem situations. The RI version of this resource focuses on the problems they may have handled unsuccessfully, which resulted in their parole violation, revocation or assignment to a relapse intervention program. Important resource. | $525 If sold separately |

| RH35/ RI-41 | Going home | Twenty-seven (27) problem situations/scenarios.  Appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs. | $525 If sold separately |
|---|---|---|---|

## Recursos del programa Una Libertad Nueva

| Manual | Titulo | | Horas |
|---|---|---|---|
| **Auto-Descubrimiento** | | Introducción al tratamiento: reduciendo la resistencia, e identificando las áreas de vulnerabilidad subyacente. Empieza el proceso de identificación y tratamiento de los asuntos subyacentes en el abuso de sustancias y otras dependencias similares. | |
| **Preparación de los materiales de tratamiento:** Introducción al tratamiento, reduciendo la resistencia, empezando el proceso de auto-revelación. | | | |
| ICD | ¿Qué es lo que significa el tratamiento? | Un manual corto que explica el proceso de tratamiento y las expectativas. | 1 |
| Pre1 | ¿Qué estoy haciendo aquí? | Empieza identificando áreas y asuntos en el abuso de sustancias y otras dependencias similares. Guía los clientes desde los cambios de la pre-contemplación hasta la contemplación. Incluye seis grupos de tarjetas para actividades. *(Para programas correccionales juveniles)* | 1 |
| Pre2 | Mientras tu estes aquí | Actividades cortas clarifican las oportunidades y expectativas para los participantes en programas de tratamiento a nivel correccional. *(Para programas correccionales juveniles)* | 1 |
| **Manuales de Auto-descubrimiento** | | | |
| SD1 | Introducción al Auto-Descubrimiento | Un manual de trabajo corto a manera de introducción para el uso individual y de grupo. Empieza el proceso de identificación y tratamiento del abuso de sustancias y otras dependencias similares. *(Para programas correccionales de jóvenes y adultos)* | 4 |
| SD2 | "*¿Qué salio mal?*" | Este manual de trabajo identifica y trata las áreas de vulnerabilidades y los asuntos subyacentes - críticos para el proceso de cambio personal y recuperación a largo plazo. | 9 |
| SD5 | Entendiendo tus dependencias | Examina las adicciones individuales y adicciones múltiples ademas de explicar la naturaleza crónica de las dependencias. Trata sobre asuntos de la negación y ayuda los clientes a enfocarse en la recuperación. | 8 |
| SD6 | Razones para cambiar | Trata la negación, resistencia, y otras defensas. Aumenta el conocimiento acerca de las consecuencias de nuestras conductas sobre nosotros mismos y sobre los demás (incluyendo pensamiento criminal y compasión a la victima) Aumenta la motivación para hacer cambios personales. | 6 |
| SD7 | Mi Vida hasta ahora. | Diseñado para permitir a los participantes que describan las experiencias en sus vidas, incluyendo sus experiencias con el alcohol y otras drogas - en un ambiente sin criticas. Discusiones sobre los asuntos familiares y las memorias de la infancia ayudan a identificar asuntos y áreas especificas para ser tratadas durante sesiones de consejería. Está diseñado para funcionar conjuntamente con otros recursos de Incremento Motivacional en este programa. | 8 |

| Manual | Titulo | | Horas |
|---|---|---|---|
| SD11 | ¿Qué está sucediendo en mi vida? | Un manual de introducción para ayudar a identificar los sentimientos, los asuntos, y los factores de riesgo, reduciendo la resistencia, y empezando el proceso de cambio y alerta personal. Basado en el modelo de Incremento Motivacional. | 7 |
| RH25/ SD12 jm/jf | Elementos claves del cambio | Este manual de trabajo provee un repaso compresivo acerca del cambio personal en el área de abuso de sustancias. Este incluye elementos de la terapia de expansión motivacional (MET. Siglas en ingles) y de la terapia cognitiva y del comportamiento (CBT. Siglas en ingles ), así como un análisis de los factores de riesgo, del desarrollo de habilidades claves de enfrentamiento y de rechazo, y del desarrollo de una red de seguridad. Para aumentar la auto-eficacia, este puede ser complementado con manuales selectos de la serie RH (i.e. RH11, 12, 13, 17, 21, 22, 23,o 24). También disponibles para la revisión y los programas mantenimiento. | 8<br><br>*(up to 12)* |
| *Comprendiendo tus sentimientos* | | Educación enfocada en los síntomas. Conecta los sentimientos con el abuso de sustancias en el pasado y la recaída. | |
| F2 | Enojo | Identifica los síntomas de enojo, asuntos, y estímulos del cliente, relacionando el enojo con las dependencias. Los tópicos incluyen el enojo reprimido, y la conducta pasivo-agresiva. | 6 |
| CBT1 | Introducción al pensamiento funcional | | 4 |
| CBT4 | Síntomas y señales tempranas de advertencia | | 3 |
| CBT5 | Factores Cuasantes | | 3 |
| CBT5a | Factores Cuasantes 2 | | 4 |
| CBT7b/ CS1 | Habilidades de enfrentamiento para emergencias: Los clientes aprenden a identificar sus propias situaciones de alto riesgo, las señales de que se están volviendo de alto riesgo, que harán para enfrentar efectivamente, y luego practicar estas habilidades nuevas hasta que tengan la confianza de que funcionaran. Incluido en estas habilidades están: deteniendo el pensamiento, evitando el conflicto, y habilidades de "escape," y un juego comprensivo de habilidades de "rechazo." *(También mencionadas como CS1)* | | 6 |
| TX2 | Ayudando que funcione el tratamiento | | 1 |
| FID | Frecuencia, intensidad y duración | | |
| TSA | Actividad de Resumen de los Factores Causantes | | 1 |
| PDL26/27 | Vías para una mejor salud física o emocional -1 | | 1 |
| F3m | Ansiedad y Miedo | Identifica en el cliente los síntomas de ansiedad, los asuntos, y las causas del estrés y sus estímulos. Los tópicos incluyen: los temores, las fobias, y las preocupaciones innecesarias. Conecta la ansiedad con las dependencias. | 6 |

| Manual | Titulo | | Horas |
|---|---|---|---|
| F5m | Vergüenza | Identifica en el cliente los asuntos relacionados con la vergüenza, incluyendo los síntomas y las fuentes de la vergüenza, y la conexión entre la vergüenza y las dependencias. Identifica los pasos para realizar un cambio. | 7 |
| F12/DP3 | Vamos a hablar sobre los sentimientos | Sentimientos específicos (enojo, ansiedad o miedo, auto-estima baja, / vergüenza, dolor, y soledad) son tratados en actividades que ayudan a los clientes a identificar y experimentar los sentimientos de una manera segura. | 4 |
| *"Auto-conocimiento"* | | Incrementa el conocimiento sobre los patrones o ciclos de pensamientos, sentimientos, y conductas que han conducido a la recaída en el pasado. | |
| SA1 | Auto-conocimiento: previniendo la recaída incrementando tu sensibilidad a tu patrón o ciclo | Provee el vocabulario básico en el tratamiento del abuso de sustancias.  Explica los patrones típicos de dependencia y recaída.  Guía los clientes a examinar el uso en el pasado y los estadios en el ciclo de recaída personal.  Los clientes identifican vulnerabilidades, estímulos específicos para dificultades pasadas, y "pensamiento hediondo" (sobre ellos mismos, sobre otras personas, no siendo realistas, pensando negativamente sobre el futuro, etc.).  Los clientes describen como han tratado con sus sentimientos de incomodidad, como el aislamiento pudo haber sido un factor contribuyente en su dificultades pasadas, patrones típicos de acumulación hacia la recaída, la necesidad de controlar sentimientos incomodos, y los pasos que se han tomado en el pasado para obtener esa sensación de control, y como ellos empezaron a planear o predisponerse para una recaída.  Adicionalmente, los clientes describen las tentaciones especificas experimentadas en varias categorías, sus conductas o dependencias mas comunes y dañinas, sus pensamientos, sentimientos, y conductas después de la recaída, y los asuntos resultante de la recaída. | 6 |
| SA2 am/af | Auto-conocimiento: examina en detalle tu patrón o ciclo   (Manual de trabajo ampliado) | | 10 |
| *Habilidades de Enfrentamiento para la Prevención de Recaída* | | Cambio de conducta, entrenamiento sobre relajación, y otras habilidades de enfrentamiento. Desarrolla un set de conductas y habilidades nuevas y comprensivas para las personas en recuperación.   La meta es el desarrollo de "auto-eficacia". | |
| CS1/ CBT7b | Habilidades de enfrentamiento para emergencias | Los clientes aprenden a identificar sus propias situaciones de alto riesgo, las señales de que se están volviendo de alto riesgo, que harán para enfrentar efectivamente, y luego practicar estas habilidades nuevas hasta que tengan la confianza de que funcionaran.  Incluido en estas habilidades están: deteniendo el pensamiento, evitando el conflicto, y habilidades de "escape," y un juego comprensivo de habilidades de "rechazo."  *(También mencionadas como CBT7b)* | 6 |
| CS2 | Habilidades de enfrentamiento para la prevención de recaída , set# 1:  técnicas para ser usadas cuando estes en alto riesgo | Provee guía y práctica en el dominio de siete habilidades de emergencia - para tratar las áreas de tentación a la recaída (o para exteriorizar el enojo, ect.).  Guía el desarrollo del plan de acción personal para el uso de medidas inmediatas durante situaciones de alto riesgo. | 7 |

| Manual | Titulo | | Horas |
|---|---|---|---|
| CS4 | Habilidades de enfrentamiento, serie # 3: técnicas para el manejo sentimientos y pensamientos incomodos | Provee una guía importante para el dominio de trece habilidades de enfrentamiento en la prevención de recaída. | 7 |
| CS7/ RH22 | Habilidades de enfrentamiento para la prevención de recaída , set #6: Técnicas para hacer cambios de largo plazo | Un plan práctico y comprensivo para la prevención de recaída luego de la salida de la cárcel.  Este manual de trabajo esta diseñado para identificar y tratar los asuntos y las responsabilidades enfrentadas individualmente por los participantes. | 7 |
| CS8/ RH23 | Haciendolo personal: tu plan propio para mantener tu recuperación, identificando y tratando tus riesgos mas altos | Identificación de los factores personales de mas alto riesgo con la especifica habilidad de enfrentamiento a ser usada y una demostración de capacidad (eficacia personal) en el tratamiento de los riesgos de recaída.  Poniendo énfasis especial en la transición a la comunidad. | 7 |
| CS9 | Manejando tu estrés | Manual básico sobre el manejo del estrés, incluyendo el auto-examen, el conocimiento de los síntomas, la identificación de los estímulos, el estrés subyacente y los asuntos del estilo de vida, una evaluación de las habilidades de enfrentamiento pasadas, y una introducción a varias habilidades de enfrentamiento claves. | 5 |
| CS10/ RH26 | Reduciendo tus riesgos | Un manual básico de reducción de riesgo. Trata sobre las situaciones de alto riesgo, los signos de alerta, los sentimientos de alto riesgo que conducen a la recaída, y provee una guía de habilidades de enfrentamiento. | 3 |
| ADR (also RH) | **Actividades de resumen** | ● Lista de Control de las Habilidades de Enfrentamiento de Auto-Eficacia<br>● Revisión de las habilidades de enfrentamiento<br>● ¿Cuáles son tus elecciones? | 1 |
| *Regresando a Casa* | | Manuales cortos altamente interactivos para la reintegración a la comunidad y parte del plan para el mantenimiento. | |
| RH1m | Tus primeros días | Este Manual trata los asuntos envueltos en los primeros días críticos de la transición, incluyendo problemas comunes y estrés, y la planificación de actividades seguras. Además se incluyen tarjetas de situaciones para practicar en simulacro y modelar formas de enfrentamiento de manera exitosa. | 5 |

| Manual | Titulo | | Horas |
|--------|--------|---|-------|
| RH2m | Relacionándote con las personas de diferentes maneras | Ayuda los participantes a identificar lo que pueden hacer diferente si sus "maneras viejas" no funcionaron, incluyendo tentaciones y asuntos con la familia, amigos y la comunidad que pudieran interponerse en el camino hacia una transición exitosa. Se provee además de un juego de tarjetas de situaciones para discusión de grupo. | 5 |
| RH3m | Manejando la incomodidad | Este manual identifica y trata los sentimientos más comunes que se experimentan durante el periodo de transición. Las actividades identifican los asuntos y cuestiona los participantes para que demuestren como planean manejar estos asuntos. Esta información puede ser usada por los consejeros para identificar respuestas efectivas e inefectivas. Cuando sea posible, el "punto del problema " se puede manejar de una manera individual o de grupo, y desarrollar una respuesta más efectiva. | 5 |
| RH4m | Enfrentado tus responsabilidades | Este manual identifica y trata las responsabilidades comunes enfrentadas durante la transición. Los ejercicios mencionan las responsabilidades más importantes, y le pide a los participantes que identifiquen como van a cumplir con cada área de responsabilidad. Las respuestas pueden ser compartidas y evaluadas de manera individual o de grupo. | 5 |
| RH5m | Si tu 'lapsas" | Este manual de trabajo trata los asuntos de "lapsos" y "recaídas" y ayuda a preparar al participante para el manejo de situaciones altamente riesgosas mediante el conocimiento de los problemas comunes y teniendo confianza en sus habilidades para un enfrentamiento mas efectivo. Un "resbalón," o teniendo fantasías de uso, no necesita conducir a una "caída." Este manual de trabajo provee las herramientas para tratar resbalones comunes y revisa dos habilidades de enfrentamiento criticas. Un juego de tarjetas de situaciones es proveído para la discusión de grupo. | 6 |
| RH6 | Tomando pasos positivos para tener control de tu vida | Desarrolla un plan detallado para el uso de una "red de seguridad" y actividades de recuperación después de la excarcelación. Guía el proceso de identificación, selección de amigos, y recursos en la comunidad, para asistir durante la transición. Adicionalmente, este identifica y trata los factores de alto riesgo que estas personas necesitaran conocer para que ellas puedan ayudar. | 5 |
| RH7m | Evitando lo negativo | Este manual ofrece ayuda específica en el mantenimiento de la recuperación a través del desarrollo de un plan para identificar y evitar situaciones de alto riesgo. Este se basa en el concepto del uso de "controles del medio ambiente" para evitar personas, lugares, cosas, y situaciones que presenten una gran amenaza a la recuperación. Provee a los participantes y miembros del personal con las herramientas para ayudar a tratar vulnerabilidades especificas. | 5 |

| Manual | Titulo | | Horas |
|---|---|---|---|
| RH8m | Práctica sobre el manejo de situaciones difíciles | Este manual ayudara a los participantes a identificar - y desarrollar soluciones para - situaciones difíciles comunes encontradas durante la transición.   Los ejercicios identifican preocupaciones especificas, y se provee un juego de tarjetas con los problemas encontrados mas comúnmente, para la discusión de grupo.  Las áreas problemáticas pueden ser usadas como discusión y puntos de aprendizaje para ayudar los individuos a desarrollar la confianza de que ellos pueden manejar esas situaciones de una manera apropiada cuando las confronten de nuevo. | 6 |
| RH9 | Evitando los problemas con la autoridad | Este manual trata los asuntos envueltos en el manejo de las figuras de autoridad y ayuda a los participantes a entender la naturaleza de su enojo, dolor y resentimiento - y las maneras en que estos pudieran causarles problemas a ellos mismos.  Este ofrece sugerencias especificas para tratar con los conflictos potenciales con las figuras de autoridad, y un patrón para evaluar las respuestas durante situaciones típicas.  Las tarjetas de situaciones proveen oportunidades para ensayar las respuestas apropiadas. | 4 |
| RH10 | Evitando los problemas (cuando estas con los demás) | La presión de los amigos y las malas elecciones generalmente conducen a los problemas.  Estar en el lugar equivocado en el momento equivocado, con las personas equivocadas, es la explicación mas común por el fracaso.  Este manual identifica problemas y soluciones comunes, y provee veinte situaciones típicas para la practica y demostración de habilidades de enfrentamiento efectivas. | 4 |
| RH11/ AM1 | Manejando situaciones difíciles | *Un manual del laberinto de acción* - provee al participante la oportunidad de tomar decisión al tratar con tentaciones y problemas comunes (personas, lugares, cosas, situaciones, y sus propios pensamientos). | 4 |
| RH 12 | Redes de Seguridad | Este Manual de trabajo guía los clientes para identificar y tratar los signos de alarma tempranos, de que están en un riesgo en aumento de volver de nuevo hacia los patrones (negativos) de conductas viejas. | 2 |
| RH13 ¡/a? | Banderas Rojas | Un manual de trabajo corto que ayuda al participante a identificar y planear para tratar los síntomas y señales de que se están acercando a situaciones de alto riesgo.  Este es un paso clave hacia la auto-eficacia. | 5 |
| RH14m | Acercandose al tiempo de salir | Diseñado para las ultimas semanas antes de irte a casa, este manual trata los pensamientos, sentimientos, y tentaciones comunes, incluyendo ansiedades y temores típicos. | 2 |
| RH 15 | ¿Como estas haciendo? | ¿Que tan lejos has llegado? | 1 |
| | | Controlando tus impulsos | 1 |
| | | Predisponiendote | 1 |
| | | Planeamiento de actividades de recuperación | 1 |

| Manual | Titulo | | Horas |
|--------|--------|---|-------|
| RH21/ PS2 | Resolución del problema 1-2-3 <br><br> *Dos opciones* | (A) Usando el modelo básico de resolución del problema, se presentan 54 situaciones en la comunidad y el hogar, experimentadas por personas en transición y/o en recuperación. <br> (B) Este recurso cuenta con 28 situaciones problemáticas en el líder debe escoger los que mejor se adapten al grupo. | 9 |
| RH22/ CS7 | Haciendo cambios de largo plazo | Plan de prevención de recaída practico y comprensivo para ser usado después de la salida de la cárcel.  Este manual es diseñado para identificar y tratar los asuntos y las responsabilidades enfrentadas por los participantes individuales. | 10 |
| RH23/ CS8 | Identificando y tratando tus altos riesgos | Identificación de los factores personales de alto riesgo, con las habilidades de enfrentamiento especificas a ser usadas, y una demostración de competencia (auto-eficacia) en el tratamiento de los factores de riesgo para la recaída.  Se pone un énfasis especial en la transición hacia la comunidad. | 10 |
| RH24/ PS3 | Auto-eficacia y resolución de los problemas | Este pequeño manual resume las estrategias claves de enfrentamiento o evitando/escapando, usadas por los clientes en situaciones de alto riesgo. (Actividad clave de resumen de auto-eficacia) | 3 |
| RH25/ SD12 | Elementos claves del cambio | Este manual de trabajo provee un repaso compresivo acerca del cambio personal en el área de abuso de sustancias.  Este incluye elementos de la terapia de expansión motivacional (MET. Siglas en ingles) y de la terapia cognitiva y del comportamiento (CBT. Siglas en ingles ), así como un análisis de los factores de riesgo, del desarrollo de habilidades claves de enfrentamiento y de rechazo, y del desarrollo de una red de seguridad. | 12 |
| RH26/ CS10 | Reduciendo tus riesgos | Un manual básico de reducción de riesgo. Trata sobre las situaciones de alto riesgo, los signos de alerta, los sentimientos de alto riesgo que conducen a la recaída, y provee una guía de habilidades de enfrentamiento. | 3 |
| ADR | Actividades de resumen | ● Lista de Control de las Habilidades de Enfrentamiento de Auto-Eficacia <br> ● Revisión de las habilidades de enfrentamiento <br> ● ¿Cuáles son tus elecciones? | 1 |
| *Manuales del Programa de Intervención a las Pandillas* | | | |
| GG1m | ¿Qué tenías en mente? *(Estado de mente pandillero)* | Este es un manual importante, que contiene un enfoque de re-estructuración cognitiva sobre las actividades pandilleras.  Identificando un grupo selectivo de estados de mente negativos y que son comunes en las personas envueltas en actividades pandilleras.  Después de esto, trata de manera sistemática con cada uno de ellos, identificando los puntos débiles de esas formas de pensamiento, ademas de ofrecer una guía para el desarrollo de una presentación mas positiva. | 8 |

| Manual | Titulo | | Horas |
|---|---|---|---|
| GG2 m | ¿Quién quiere estar a riesgo? | Este manual trata sobre el enfoque de los "factores de riesgo" para el envolvimiento en las actividades pandilleras. El objetivo es hacer que los participantes puedan identificar sus propios factores de alto riesgo y reconocer que estos riesgos y tentaciones van a estar ahí afuera esperando por ellos cuando salgan de la cárcel. *"Tienes muchas posibilidades de éxito si planeas para esto, y desarrollas opciones acerca de como lo manejarías mejor."* | 14 |
| GG3m | ¿Qué necesitas? (Las necesidades y las pandillas) | Este manual - basado en la teoría de las necesidades jerárquicas de Maslow - trata sobre las actividades pandilleras desde el punto de vista de las necesidades subyacentes. Estas necesidades no se van a ir; ellas seguirán presentes cuando los participantes regresen a la comunidad. Por lo tanto, este manual guía los estudiantes para que encuentren maneras alternativas - y mejores - para satisfacer sus necesidades sin tener que recurrir a las pandillas o al crimen. | 6 |
| GG4m | Viviendo una vida sin violencia #1 | Este manual provee a los clientes la oportunidad de identificar sus estímulos y factores de riesgo personal mas altos para la violencia, y desarrolla estrategias para evitar estos asuntos o enfrentarlos en el futuro con mas efectividad. | 10 |
| GG5m | Viviendo una vida sin violencia # 2 | Este manual provee a los clientes una oportunidad mas enfocada para identificar sus factores de mas alto riesgo para la violencia (personas, lugares, cosas, momentos, y situaciones donde ellos están en un riesgo mas alto). Este guía el desarrollo de estrategias de "controles ambientales" para evitar estos asuntos y situaciones - y ayudar al cliente a explorar sus opciones. | 8 |
| GG7m | Comprendiendote a ti mismo #1 | Este es el enfoque de los "factores de riesgos" para la agresión y la violencia. Este provee un enfoque alternativo para los asuntos de la violencia y la conducta, tratando los factores de riesgo en la comunidad y en la familia para la violencia.<br><br>Para los clientes el objetivo es incrementar el conocimiento. Luego los clientes pueden admitir que tienen estos factores de riesgo y reconocer que estos riesgos y tentaciones estarán afuera esperando por ellos cuando salgan de prisión. "Si planeas para ellos, y desarrollas opciones sobre como los vas a manejar mejor, entonces tendrás una buena oportunidad." | 9 |
| GG8m | Comprendiendote a ti mismo #2 | Este es el acercamiento de los "factores de riesgo" para la conducta pasivo-agresiva, la cual conduce muchas veces a la violencia y otros problemas. Este provee un acercamiento de alternativa para la violencia, tratando los factores de riesgo para esta conducta pasivo-agresiva en la comunidad y en la familia. *(El acercamiento es similar al de  GG7, arriba)* | 5 |
| GG13 | Recursos para la intervención de pandillas | ¿Donde están hoy tus viejos amigos? | 2 |
| | | Valores criminales | 2 |
| | | Respeto | 3 |

| Manual | Titulo | | Horas |
|--------|--------|---|-------|
| | | Cómo identificar tus amigos verdaderos | 1 |
| | | Pensando sobre los estereotipos | 2 |
| | | Lealtad | 2 |
| GG14 | Alejandose de la pandilla | Un manual comprensivo que provee sugerencias, plan de acción y apoyo, para asistir en el alejamiento de la pandilla. Incluye situaciones típicas para el ensayo practico y auto eficacia | 9 |
| *Recursos de los Programas de Desviación* | | | |
| DP1j | ¡Tienes opciones! | Un manual de trabajo basado en los factores de riesgo para jóvenes de alto riesgo. Los clientes identifican situaciones problemáticas y practican opciones a la violencia o el abuso de sustancias. Actividades planeadas de acción dan soporte y apoyo al programa de distracción. | 3 |
| DP2/CS2 /RI16 | Habilidades de enfrentamiento para emergencias | Los clientes aprenden a identificar sus propias situaciones de alto riesgo, las señales de que se están volviendo de alto riesgo, que harán para enfrentar efectivamente, y luego practicar estas habilidades nuevas hasta que tengan la confianza de que funcionaran. Incluido en estas habilidades están: deteniendo el pensamiento, evitando el conflicto, y habilidades de "escape," y un juego comprensivo de habilidades de "rechazo." *(También mencionadas como CS1)* | 4 |
| DP3/F12 /RI17 | Vamos a hablar sobre los sentimientos | Sentimientos específicos (enojo, ansiedad o miedo, auto-estima baja, vergüenza, dolor, y soledad) son tratados en actividades que ayudan a los clientes a identificar y experimentar los sentimientos de una manera segura. | 4 |
| DP4/ RI20j | Pandillas | Manual corto que ayuda al cliente a identificar asuntos relacionados con las pandillas y opciones a la participación. | 2 |
| DP5 /RI18j | Violencia en el Hogar | Manual corto que ayuda clientes entender violencia familiar y sus consecuencias. Ayuda clientes a identificar selecciones seguras y opciones disponibles. | 3 |
| DP6j | Problemas en la casa | Este manual corto esta diseñado para ayudar a los clientes a que comiencen a discutir asuntos familiares (negligencia, abuso, abandono, o adiciones) con los miembros del programa. | 3 |
| DP8/ SD12/ RH25 | Elementos claves del cambio | Este manual de trabajo provee un repaso compresivo acerca del cambio personal en el área de abuso de sustancias. Este incluye elementos de la terapia de expansión motivacional (MET. Siglas en ingles) y de la terapia cognitiva y del comportamiento (CBT. Siglas en ingles ), así como un análisis de los factores de riesgo, del desarrollo de habilidades claves de enfrentamiento y de rechazo, y del desarrollo de una red de seguridad. Para aumentar la auto-eficacia, este puede ser complementado con manuales selectos de la serie RH (i.e. RH11, 12, 13, 17, 21, 22, 23,o 24). También disponibles para la revisión y los programas mantenimiento. | 12 |

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| **Resolución del Problema y Toma de Decisión** | | | |
| AM1/ RH11 | Manejando situaciones difíciles | *Un manual del laberinto de acción* - provee al participante la oportunidad de tomar decisión al tratar con tentaciones y problemas comunes (personas, lugares, cosas, situaciones, y sus propios pensamientos). | 3 |
| **CURRÍCULO PHOENIX** | | | |
| PC8 25 | Currículo Phoenix (A nivel de estudiantes de Secundaria) | Programa de intervención de 25 horas que incluye elementos del currículo de la escuela, con materiales adicionales específicamente dirigidos a dar prioridad a los factores de riesgo comunes al grupo. Permite una amplia variedad de opciones, incluyendo la violencia con intimidación, las pandillas, y los programas específicos para los diferentes géneros sexuales. | |

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

**Currently in editing/review status**

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| Di3 | Being empathetic and generous | Identifies issues with apparent generosity and interpersonal empathetic behavior, including inappropriate or unusual behavior ("over-doing it"). Examines possible compensation for underlying issues and feelings. | 3 |
| Di4 | Self-sacrificing | Addresses self-sacrifice or "martyr" behavior as compensation and as possible manipulation or control issues | 3 |
| Di6 | Heavy social involvement | Addresses compulsive social activity. | 3 |
| Di7 | Choosing to be alone | Identifies and addresses issues of : (1) isolation and avoidance; (2) effects of past abuse or trauma; (3) avoidance due to poor social skills; (4) lack of self-confidence. | 3 |
| Di8 m/f | People pleasing | Addresses specific issues in dependent relationships. Addresses people pleasing as a form of codependent behavior, a manipulation and control issue, and as a form of compensating for underlying issues (including low-self-esteem). | 3 |
| Di9 | Trying to fit in: issues with conformity and rigidity | Addresses issues of over-conformity and "hiding" by apparent conformity, including underlying self-confidence issues. In addition, it helps clients examine over-rigidity (personal and interpersonal inflexibility) and its' relationship to compulsive behaviors. | 3 |
| Di10 | Living up to expectations | Addresses issues of family expectations, codependent behavior, pleasing mother or father, and lack of individuation. | 3 |
| PA | *Program Activities* | This series of 60 program activities is designed to facilitate class participation, group involvement and cooperation, and self-disclosure. Many are based on traditional experiential learning approaches. They range from 10-50 minutes, and provide a "change of pace" for participants and staff. | $145 |
| MI Manual | *New Freedom Motivational Interviewing Manual* | Comprehensive guide to using Motivational Interviewing (MI) techniques with the New Freedom program resources. Provides specific guidelines and model activities, as well as basic MI theory and practice. | |
| MH9f | Domestic violence | Guides individual or group process (for women only). | |
| MH10 m/f | Low self-esteem and shame | Addresses various sources of shame or low self-esteem. Comprehensive treatment resource for individual or group use. | |
| MH11 | Self-efficacy: coping skills for specific needs | Provides direction and practice to develop confidence in specific skills needed to address individual high risk situations | |
| MH12 | Self-inventories | Selection of tools useful at different stages of recovery. Designed for use with **New Freedom** programs but compatible with Twelve Step programs. | |
| MH13 | Feeling Hurt | Addresses various sources of hurt and guides process of learning how to handle this feeling successfully. Comprehensive treatment resource for individual or group use. | |

| MH16 m/f | Aggression and violence | Builds on the "anger" treatment resources to address risk factors and guides the development of new coping skills.  (Also see MH1).  *Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).* |
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| MH17 m/f | Gang involvement | Helps clients identify and address underlying needs and risk factors, and develop alternatives.  Also see the GG workbook series and the GG-MI-1234 resource.  We have tailored dozens of gang prevention and intervention programs nationwide; for individual or group use. |
| MH20 af/jm/jf | Body image and self-image | Identifies and addresses common body and self-esteem issues.  Separate plans for men and women; for individual or group use.. |
| MH21 | Special Losses | A resource for counselors helping clients who have serious medical crises (i.e., HIV+ diagnoses). |