

PHOENIX GANG PROGRAM RESOURCES

CORE PROGRAMS		
PNF100	Phoenix/New Freedom 100 (Comprehensive Evidence-Based Juvenile Intervention Program)	<p>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.</p> <p>This resource is used as a core program for all juveniles in residential correctional settings in several states. It can also serve as a gang-specific resource. Please contact us for more information on these options.</p>
Det5n	Risks and Decisions options: <ul style="list-style-type: none"> • facility version • community version • female version 	<ul style="list-style-type: none"> • 30 hours, open admission/open group • Divided into six parts (weeks), each part contains 5 sessions • Highly successful in juvenile detention settings (reduced in-facility violence). <p>In six weeks, this program covers a range of critical risk factors for delinquency, violence, criminal behavior, and gang involvement. Fully scripted lesson plans and discussion techniques - easy to implement by non-clinical staff. The program includes DVD-based lessons, role-plays, and a two-session choose-your-own-adventure style Action Maze. Risk factors include:</p> <ul style="list-style-type: none"> • Friends and Peer Pressure • Family Risk Factors • Internal Risk Factors • High Risk People, Places, Things, and Situations • Personal Risk Factors • Criminal Thinking Risk Factors
Juvenile delinquency, substance abuse, risk factors and/or gang intervention Open group/open admissions model. Each unit provides 10 one-hour sessions. MI and CBT-based, stages-of-change model.	Open to Change Unit A(j)	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(j)	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(j)	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.
	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(j)	Change-focused model. It includes elements of MI and CBT, as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net
	Open to Change Unit G(j)	Core change-focused delinquency risk factors program model. Helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change.
	Open to Change Unit H(j)	Resources in this general delinquency unit increase self-awareness with the specific objective of decreasing discomfort with the old choices.

	Open to Change Unit J()	DVD-based gang prevention/intervention resource set, with lesson plans, youth worksheets, and discussion elements.
DVD-based gang intervention program (Unit J)		This package includes all four DVDS (below), with supporting lesson format, including motivational, change-focused, and summary elements. Provides resources for 12+ sessions.
	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.
	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.
	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..
	Choices	This DVD and accompanying workbook identify critical high risk situations and illustrate critical choices faced by at-risk youth.
The Phoenix Curriculum		Intensive series of one-hour lessons addressing critical issues in juvenile offending, substance use/abuse, gang involvement, aggression, and violence.
Prevention and Early Intervention	Elementary Grades (25 and 50 session models)	This is a core social-emotional learning (SEL) resource that can serve as an excellent classroom curriculum, but also can provide multiple options for after-school, summer school, community center programming or as a summer program resource. The research on “best practices” indicates that problem solving is the most effective skill area in preventing and addressing delinquency issues. The Phoenix Curriculum places significant emphasis on self-efficacy in problem solving - primarily in addressing issues and problems relating to high risk factors for gang involvement, other crime, substance abuse, and related problems. Key elements guide development of emotional intelligence, development and practice for specific self-management and problem solving skills, identification and effective management of age-appropriate <u>key risk factors</u> (specifically high risk people, places, things, and situations), and the identification and enhancement of critical " <u>protective factors</u> " or assets which can help students achieve happy and productive lives.
	Sixth Grade (25 and 50 session models)	
	Middle School (25 and 50 session models)	
	Curriculo Phoenix, Middle School (Spanish language, 25 session model)	
	High School (core 30 sessions)	
		The core 30-lesson high school resource has been enhanced (2022) with multiple targeted problem solving situations and scenarios. This resource lends itself to a variety of applications (in-school, after-school, alternative school, summer programs, and mentor-led discussions. It can serve as a valid social-emotional learning (SEL) core teacher-led curriculum or as a flexible program resource.

	High School (full 50 sessions)	The high school-age version of this resource has been adapted (2022) to include a <u>second</u> 20-session element. This resource can be used as a follow-on, building on the first 30 sessions, or independently (with higher risk and/or older youth).
	High School (advanced 20 sessions)	
		<i>Note that certain lessons in the second set of 20 are similar to a <u>few</u> of the lessons in OPEN Units G and H (above). We are happy to recommend specific options to fit your situation, and organize your purchase to avoid duplication.</i>
GV	Guns and violence	New resource (2022-2025) provides 70+discussion starters and topics for use with individuals youth or small groups. Two targeted resources address both prevention, and intervention with youth who are at risk in their schools or communities, as well as with youth who are engaged in delinquent activity or gangs. This flexible resource is supported by a very helpful staff manual and additional worksheets shaped for use by mentors, street outreach, law enforcement, probation, parole, after-school, summer, and community programs.
Adult gang intervention program units	G1 Your mindset and your choices	Demonstrated understanding of the influence of specific life events and specific risk factors on past and present choices, including gang involvement. Movement to Contemplation Stage, and some (limited) Preparation//Determination Stage relative to continued gang involvement.
	G2 Risk factors for gang involvement	The lessons in this unit address certain risk factors and thinking underlying <u>gang involvement</u> . Goals include reduction in assault and acting out behaviors. Success in handling triggers from specific problem situations and risk factors. Demonstrated understanding, (CBT). Movement to Contemplation Stage relative to continued gang involvement.
	G3 Violence and self-management	Goals include reduction in assault and acting out behaviors, success in handling feelings from specific problem situations, demonstrated understanding, (CBT), movement to Contemplation Stage relative to acting out (violence). And hopefully movement to Preparation/Determination stage relative to successful management of selected risk factors (neighborhood, community, home, family, and personal). Note: We suggest that this unit may be most effective if it follows - and builds on - some of the other program elements, including units G1 and G2.
	OPEN F(a)	Change-focused criminogenic thinking and behavior model. It includes elements of MI and CBT, as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net
	OPEN G(a)	Core change-focused criminogenic risk factors program model. Helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change.
	OPEN H(a)	Resources in this criminogenic thinking and behavior unit increase self-awareness with the specific objective of decreasing discomfort with the old choices.

<p>Adult gang desistance programs</p> <p><i>also for emerging adults</i></p>	Pushes and Pulls	<p>A critical step in gang desistance begins with the evaluation of the pushes and pulls relating to their gang activity. This includes assessment of negative significant events, areas of victimization, disillusionment, consequences for themselves and their family, criminal justice involvement, and more. Each individual has his own tolerance limit for the negative experiences connected with their gang activity, and this resource is shaped to start the triggering process for change.</p> <p>It includes exploration of the benefits of making specific changes (increasing <i>pull</i> factors for gang desistance, for example), and is supported by embedded MI tools, multiple checklists, and assessment elements.</p>
	Tipping Points	<p>Everybody has his own tolerance limit for the negative experiences connected with his gang membership (negatives vs positives). In this unit, attention is focused on specific triggers or tipping points to desist or reduce their exposure to gang activity. It is designed to increase acceptance of the triggers/ pushes/ pulls to gang desistance and increase confidence in their ability to succeed in making critical changes.</p> <p>Embedded MI tools and concepts help assess the importance, confidence, and readiness for considering specific changes in their life and lifestyle (the Contemplation Stage of Change).</p> <p>Specific elements guide consideration of options, and the exploration of possible alternatives, building on internal and external protective factors and pro-social pulls (parenthood, family responsibilities, positive relationships, religious or cultural awakening, job opportunities or responsibilities, decline in substance abuse, etc.).</p>
	Transition (gang desistance resource)	Explores options for a better - alternative - future life and lifestyle. It helps build specific plans for community reintegration, reducing their exposure to the highest risk factors, using effective coping skills, and enhancing their connection to positive protective factors.
	<i>successful community reintegration</i>	This resource additionally builds on the concept of “anticipatory socialization.” It helps develop plans to gain and maintain adult responsibilities, and re-envision his personal identity. <i>Complements the Returning Home community reintegration resources. This resource is helpful in the area of “gang desistance” and “gang avoidance.</i>
	Desistance resource set	Successful gang desistance typically includes stages including exploration, exiting, and then maintenance. This process can be strengthened through an approach which assesses risk and protective factors, strengthens motivation, removes barriers, and practices specific strategies and skills . It helps individuals to consider external identification as a gang member internal identification as a gang member, replacement of the gang for social support, and re-envision his personal identity in a new life and lifestyle. This resource provides multiple worksheets and tools to assist this process. <i>Specifically for 1:1 use in gang desistance with individuals who are in the process of making such changes.</i>
	Community parole/probation Model 100	More than 100 program hours of resources supporting gang desistance and renunciation, including successful transition and community reintegration. Tailorable.
	Community parole/probation Model 40	40-hour resource, shaped for community post-release use by participants who have indicated some interest in gang desistance. Supports independent (virtual) work in cases of necessary social distancing. May be done via printed matter or on-line using PDF format. Emphasis is on “pushes and pulls” and increasing importance of making specific changes. Tailorable.

	Gang-focused combined in-facility model	Intensive 12-week program of weekly self-study packets, staff-led group session, and resources supporting peer-led groups. Sequential model - closed group format includes CBT and MI elements guiding and exploring importance, confidence and readiness to make selected changes, including gang desistance, and in-facility conflict reduction. The Georgia DOC reported significant results at the national ACA convention using this resource at their Close Custody Evidence-based Prison. A female version of this model has also been provided.
	Correctional “Safe Harbor”	Resources provided to two state correctional systems for use in separate gang resistance/gang renunciation facilities for inmates. Materials support their decision to step away and also prepare them for successful community reintegration. tailorable.
	Correctional pre-Safe Harbor	We can develop models, based on the resources below, to engage inmates to consider gang desistance and/or gang renunciation. A critical issue is the safety of those who may consider renunciation, so this option is based on the assumption that safe placement will be provided. tailorable.
	158-hour stepdown model	This CBT and MI stage-based model provides a structured alternative to continued STG or solitary housing. Resources build with initial self-study through steps to small controlled group settings and addresses key issues in aggression, violence, and people problems (facility, unit, and cellmate). Additional gang-focused elements can be provided.
	Intensive gang desistance step-down model	This model is similar to the 158-hour version (above), with the <u>addition</u> of four intensive gang desistance-focused elements: 10-session units addressing Pushes/Pulls, Tipping Points, and Transitions. A fourth resource provides a comprehensive set of tools, worksheets, checklists and other elements to guide and assist the Desistance process.

WORKBOOKS			included in OPEN G or H	APPROPRIATE POPULATIONS			hours
				INTER-VENTION	DESIST-ANCE	RENUN-CIATION	
CC1	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.	x	x	x		2
CC2	Impact! (Victim empathy)	Victim empathy resource guides participants to consider what victims feel, and various consequences for victims	x	x	x	(x)	1
CC3	What does your future look like?	This MI-supported resource assists in developing discrepancy, and increasing confidence in making changes.	x	x	x		1
CC4	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.	x	x	x		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.		x			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.	x	x	x		1
CC7	Who do you think you are?	The way we think about ourselves helps us decide what we would, and wouldn't do. Increases emotional awareness and understanding self-talk and self-image. <i>(Available in adult, correctional, and juvenile versions)</i>	x	x	x	(x)	2
CC8/ GG13	Retaliation	Explores how retaliation can escalate. Identifies common situations, costs, and consequences and options.		x	x		1
CC9	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.	x	x	x		1
CC10	Who is making your choices?	Includes elements of peer pressure and external locus of control (allowing others to make or influence your choices).		x	x		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.	x	x	x	(x)	1
WORKBOOKS				INTER	DESIST	RENUN	
CC12j m	Paid the Price?	Explores whether gang involvement is an effective strategy to increase personal safety. Includes subtle exposure evaluating real friendships and to the concept of gang desistance.		x	x		1
CC13	Changing	Reviews the process and experience of cognitive change, including the experiencing of cognitive dissonance and discomfort in the change process. Includes MI tools.		x	x	x	1
CC14	Risk taking	Examines the extent and kinds of risks they have been taking, and guides insight into the behavior. Explores positive options going forward.	push/pull	x	x	x	1
CC15/ GG18	The lifestyle	Exposure to violence, participation in violence, gang-related violence, and other elements of a stressful lifestyle have consequences. This resource examines these factors and encourages the consideration of making new choices. It is one element in exploration of violence as a form of victimization and can be a "push" factor in gang desistance. It can also set up later exploration of post-traumatic consequences.	push/pull	x	x	x	1

CC16	Not thinking	This resource helps explore how people suddenly find themselves in a high risk situation. It includes elements addressing “not thinking at the time,” seemingly unimportant decisions, a lack of situational awareness, and similar ways of setting themselves up. Participants evaluate recent poor decisions and better options on 14 critical questions.		x	x	x	1
TP16/ Pre12	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.		X	x	x	1
TP22/ RH37	Starting to make things better	Valuable resource in self-discovery and self-healing. Useful resource in developing positive focus to continuing changes - fits recovery, relapse prevention, community, correctional, parole, and probation settings.	<i>May be added to Bridge E or F</i>	x	x	x	1
WORKBOOKS				INTER	DESIST	RENUN	
TP23/ CF12	Where are you setting yourself up?	Comprehensive lesson for reducing vulnerability to making bad decisions. Includes 30-item checklist, self-assessment tools, and action plan.		x	x	x	1
TP24	The crab in the pot	People who are trying to change their life may sometimes find themselves being sabotaged or dragged backwards by their peers. Their efforts at recovery, self-improvement, or other positive changes may be targeted by others. This resource provide support for positive self-talk and positive change.		x	x	x	1
TP25	Self-Management	Comprehensive resource guides planning for the change process toward a more healthy life and lifestyle (MI tools included).		(x)	(x)	x	2
TP26/ RH39	Making a choice	Comprehensive checklist and action plan. Addresses 42 key areas in health, mental health and self-management in transition. Action plan includes MI tools for self-assessment.		(x)	(x)	x	1
TP27/ RH40	Lifestyle changes (making them happen)	This resource addresses the issue of “anticipatory socialization.” It explores and guides the process of adjusting from street life to a new life and lifestyle that is based on confirming their critical goals and dreams for a different future. For individuals looking to engage in a more pro-social lifestyle, it helps in understanding and making some adaptation to common social and work norms and expectations (removing a few rough edges to find and keep a job and adapt to a less eventful family and community life).			x	x	2
TP28/ GG24	Obstacles to changing	Participants use comprehensive checklists to identify major obstacles in their gang desistance process, including specific fears and areas needing increased confidence going forward. <i>Gang desistance resource.</i>			x	(x)	1

TP29/ RH46	Taking charge of your life	This resource guides the evaluation of 29 critical self care areas (mental health, physical health, self-management (activities for daily living), and 16 specific physical health issues. Participants identify their top three issues or concerns, specify a personal action plan to address those issues, and list their immediate first steps.		(x)	(x)	x	I
TP30	Challenges in recovery	Addresses common challenges experienced in recovery: anger as a common emotion for people in the change process, the abstinence violation effect (when a slip leads to giving up), euphoric recall, bargaining versus total abstinence, missing old friends - and loneliness, choosing to be around it, but not planning on doing it, minimizing the risks with weed in drug recovery, the hidden 'emergency' stash, and celebrations.			X	x	I
WORKBOOKS				INTER	DESIST	RENUN	
TP31/ RH47	What are you carrying around with you?	We may have been carrying many burdens around with us. This resource looks at the various issues and guides the evaluation of 33 specific types of issues or common life problems. Each is evaluated in terms of relevance, degree to which it could be under their control, importance, and priority. Selected critical issues are prioritized and action plans steps are developed.		x	x	x	I
RH29j	Easy money	Participants use decision matrix tool to analyze pros and cons of making easy money (drug sales, for example) versus other options. <i>Most appropriate for younger populations.</i>		x	x		I
RH30/ TP7	I Can't Ever Do That Again	A critical goal in treatment is the decision to make the actual commitment to stop the problem behavior (drugs, alcohol, violence, etc). That decision - a turning point - sometimes occurs as a result of sudden insight. This is sometimes called an "Aha moment!" This resource helps participants clarify their most important reasons for making this kind of change. It includes concepts like "drawing a line," "burning bridges," as well as clarifying the impact of their old choices on the important people in their lives.		x	x	x	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.			x	x	I

RH33/ RI-39	How are you going to do? (Standard version)	This is a 27-question confidence assessment resource relating to transition. It is currently divided into 4 units. Different versions are appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs. RH33 (Std) is appropriate for most setting		x	x	x	4
	Going Home: How are you going to do? (CF version)	This version is appropriate for correctional pre-release settings.					
	Handling problems (Present-LA version)	This version is appropriate for people who are currently making an adjustment to a community setting (parole, post-release, post-residential aftercare, etc.)					
WORKBOOKS				INTER	DESIST	RENUN	
RH35/ RI-41	How are you handling things?	Seven (7) worksheets addressing common problems. Each worksheet identifies 10-15 issues relating to high risk factors, issues, decisions, and problem situations. Participants identify specific issues in their experience and describe their plans to handle them successfully. <i>Also see RH33/RI-41 and CF18/RH8 (similar resources).</i>		x	x	x	3
RH38	Making adjustments	Designed to assist people in the transition process to evaluate how they are handling common thoughts and emotions. Identifies issues ranging from fears and worries to anger, guilt, sadness, and community and home adjustment.			x	x	1
RH41/ GG19	The pack	People, by nature, have some of the characteristics of pack animals. Like them, we tend to gravitate to groups for safety, security, belongingness, and even for a sense of identity. In the process of gang desistance, former gang members should begin the process of developing an alternative pack or group, building on family and members of their safety net, for example. This resource helps them build this new option to reduce the risk of returning to the previous comfort zone of street life. <i>Adult gang desistance resource.</i>			x	x	1
RH42/ GG20	Building your gang desistance plan	Addresses 20 key steps in building a personal gang desistance plan. Serves as an introductory checklist and also as a review. <i>Gang desistance resource.</i>			x	x	1
RH43/ GG22	When a slip	"When a slip becomes a fall." Workbook addresses the risks from the Abstinence Violation effect - a minor failure leads to giving up (a complete relapse). This version also addresses slips in the gang desistance process.			x	x	1

RH44/ P4	In the long run (keeping a job)	Getting a job is a critical problem considering current local job markets and individual past issues. But it is also critical to keep the job once you have it. In many situations one person out of three will lose that job within 90 days. This resource addresses common problems and offers practical solutions.			(x)	x	I
RH45/ CF3	Dealing with Tough Feelings	Four (4) activities, addressing common problems. Two versions: (1) within the correctional setting - and dealing with issues from the outside, and (2) post-release.					4 eleme nts
		2 - Relationships w skills (3-5 pages each)		x	x	(x)	
		3 - Money and trust w/ skills		x	x		
		4 - Feelings and FID w/ skills		x	x	x	
		5 - Things can happen while locked up w/ skills		x			
RH48	Problem review, skills, and action plan	The first element in this resource guides the evaluation of recent problem behavior (or relapse), focusing on the triggers. It includes a chart examining immediate triggers and preceding events. A second element explores the same issues in a six-stage evaluation. The third element recommends a range of coping skills, and provides a specific review of thought stopping, deep breathing skill, and the muscle relaxation skill. A final element provides a template for a comprehensive action plan for success going forward. The resource includes MI tools assessing importance readiness, and confidence in making changes.		x	x	x	I
WORKBOOKS				INTER	DESIST	RENUN	
TP32/ RH49	At this point (decision summary)	This resource provides a major review of critical elements in the change process: key decisions they have made, - including their thinking supporting those decisions, analysis and commitment to dealing successfully with key specific external risk factors, analysis and commitment to dealing with key specific internal risk factors and early warning signs, analysis and commitment to dealing with additional substances, dependencies and/or behaviors, identification of specific coping skills, and detailed analysis/scoring of confidence in dealing with more than 25 specific issues (situational confidence questionnaire - SCQ).		x	x	x	I
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 I:I use.	For I:I use only				

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.	push/pull G1	x	x		7
GG2	Who wants to be at risk?	This workbook addresses the “risk factors” approach to gang involvement and activity. The objective is for participants to identify their own highest risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. <i>“If you plan for them, and develop options for how you will handle them better, you stand a good chance.”</i>	G2	x	x		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.	push/pull G1	x	x		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.	G3	x	x		7
WORKBOOKS				INTER	DESIST	RENUN	
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.	G2	x	x		5
GG7	Understanding yourself #1	This is the “risk factors” approach to aggression and violence. It provides an alternative approach to violence issues and behavior, addressing community and family risk factors for violence. For clients, the objective is to begin by increasing awareness. Then, clients can admit that they have these risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. <i>“If you plan for them, and develop options for how you will handle them better, you stand a good chance.”</i> Primarily focused for older youth and young adults.	G3	x	x		7
GG8 m/f	Understanding Yourself #2	This is the “risk factors” approach to passive-aggressive behavior, which can often lead to violence and other problems. It provides an alternative approach to violence, addressing community and family risk factors for this passive-aggressive behavior. <i>(Approach is similar to GG7, above)</i>		x	x		2

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.		x	x		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?	In G UNITS	x	x		1
		Criminal Values		x	x		2
		Respect		x	x		2
		Disrespect (correctional programs)		x	x		3
		Loyalty		x	x		1
		Stinking thinking and gang activity (formerly ST6). Two lessons targeting specific areas of cognitive distortion (criminal thinking or “stinking thinking”).		x	x		2
WORKBOOKS				INTER	DESIST	RENUN	
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)		x			2
		How to identify your real friends (juvenile-specific content)		x			1
		Program Contracts #1, 2, 3, 4		x	x	x	na
GG13 (ys)	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.		X	x	x	1
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.			x 1:1	x 1:1	na

WORKBOOKS			INTER	DESIST	RENUN	
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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.		x	x		2
GG16j	It's your decision	Overtly explores the concept of gang desistance or getting out of a gang - for youth. 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.	push/pull	x	x		2
GG17	Your story (with the film)	Accompanies film: Romeo: Stories from the Streets		x	x		(1)
GG23	Patterns of desisting	People begin the process of gang desistance in different ways. Some are affected by a major event, and immediately begin the process of separating themselves, while others built up to a tipping point. This workbook helps participants examine the pushes toward desistance and reinforce their decision to step away. <i>Gang desistance resource.</i>	push/pull		x		1
GG25	In the life (then and now)	Three-part resource provides checklists and guides the examination of their reasons for joining a gang in the first place, their reasons for staying as an active member of the gang as long as they did, and their reasons for leaving (the "pushes" and "pulls" contributing to reaching their tolerance limit). <i>Gang desistance resource.</i>	push/pull		x		1
GG26	Assessing situational confidence (gang)	This is a comprehensive self-assessment of their confidence in handling a range of specific high risk situations, including gangs, relationships, criminal activity, conflicts, symptoms and feelings. This SCQ resource also includes a short assessment of internal coping strategies.		opt (1:1)	x	x	1
GG27	Making decisions (gang desistance)	Addresses specific topics in going forward for people who are in the process of desisting from gang involvement.. Explores issues like staying busy, setting boundaries, goal setting, selecting safe people to spend more time with, how you carry yourself, becoming low profile, and dealing with requests to become involved in their activities.				x (1:1)	1
GG21	Vulnerability	Eleven comprehensive worksheets address the key areas of vulnerability as risk factors for failure in the gang desistance process. Comparable to the highest risk factors for relapse, this approach provides specific issues and checklists in each area. Topics: external risk factors problems at home, positive social situations, social problems at work, social tension, physical discomfort, positive emotions, testing personal control, urges and temptations, when your thinking sets you up, feelings and symptoms uncomfortable feelings substance abuse cues trouble finding work/trouble earning enough			x	x	7

WORKSHEETS	Push/pull	INTER	DESIST	RENUN	# of pages
Worksheets are critical program elements. They document readiness to change (MI), action plans, situational confidence, and accomplishment of behaviorally-stated objectives.					
Action plan - going forward			x	x	2
A high risk time for relapse			x	x	2
A quick check	push/pull		x	x	2
Angry men		x	x		5
Burnout checklist	push/pull	x	x		3
Confidence pre/post		x	x	x	3
Family issues #2	push/pull	x	x		1
Exploring your future		x	x	x	2
Feelings - how are you doing		(x)	x	x	2
2		(x)	x	x	2
3		(x)	x	x	2
4		(x)	x	x	2
Goal setting activity (gang)			x	x	1+
Gradual desistance scales	push/pull		x		1
How did this become a big problem?	push/pull	x	x		3
How do you classify yourself now?	push/pull	(x)	x	(x)	2-3
Introduction to “risk factors” (gg, aoda, corr, comm, cbt)		x	x	x	4
Making decisions	push/pull	(x)	x	(x)	5
Making the adjustment		x	x	x	1
Positive pulls into a new life	push/pull	(X)	x		2+
PUSH evaluation - personal experiences	push/pull	x	x		4
- effect on family and friends	push/pull	x	x		3
- burnout of gang lifestyle	push/pull	x	x		5

- disillusionment	push/pull	x	x		5
- grew out of the gang	push/pull	x	x		4
- criminal justice system involvement	push/pull	x	x		3
- police harassment/pressure	push/pull	x	x		3
- substance abuse/addictions	push/pull	x	x		3
Push-pull worksheet: experiences with violence checklist	push/pull	x	x		4
Reasons for joining gangs	push/pull	x			1
Risk factors assessment (Vulnerability)		x	x	x	1
Situational confidence - gang activity		x	x	x	6
Snapshot-Where am I	push/pull		x	x	2
Temptation weekly self-monitoring log		x	x	x	3
Then and now #2	push/pull	x	x	x	1
What do you need to have a better life		x	x		3
What <u>really</u> matters to you? (Comm gg version)		x	x	x	3
When you realized you had been let down or betrayed	push/pull		x	x	3
Where do you stand in the process (gang desistance)		x	x	x	1
Where are you	push/pull	x	x	x	2
Exploring your future		x	x	x	2
GENERAL WORKSHEETS FOR GANG PROGRAMS	push/pull	INTER	DESIST	RENUN	
Agree - or disagree?		x	x		2
At this stage . . . where are you? (covert, WM)		x	x	x	2
Bad days and bad weeks FID (aoda or mh in general)		x	x		3
Change is hard		x	x	x	3
Change Talk #1		x	x		1
Change Talk #5			x	x	1

Change Talk #6			x	x	1
Change Talk #2		x	x		1
Change Talk #3		x	x	x	1
Change Talk #4		x	x	x	1
Growing up around violence	push/pull	x			4
Health and anxiety (MH and F)		(x)	(x)	x	2
How do you think you have changed	push/pull	x	x	x	1
How have things worked in the past		x	x	x	1
How do <u>you</u> think you have changed?		x	x		1
Self-assessment (pre)		x	x	x	1
Small problems add up (cbt)	push/pull	x	x	x	2
The basic recipe			x	x	3
Then and now #1		x	x	x	3
What do you want to be		x	x	x	2
What if you don't change		x	x		1
What's the difference between <u>changing your life</u> and a <u>lifestyle change</u> ?		x	x	x	2
What's really important to me		x	x	x	3
When you've lost everything		x	x	x	1
Where am I?		x	x	x	1
Where do you want to be		x	x	x	1
Where do you stand? (Cbt)		x	x		4

FFT	Food for Thought: Situations illustrating risk factors and potential problem situations. Participants are guided to examine choices and possible outcomes. Very appropriate for gang intervention programming.	push/pull	INTER	DESIST	RENUN	20
	A new direction? Gg	x	x	x	x	
	An early start to trouble gg		x			

	Benny's summer rf gg		x			
	Choices gg		x	x		
	Decisions about friendship, relationships, and sex		x	x		
	Fear versus respect gg	x	x	x		
	Getting out of the swamp gg comm	x	x	x	x	
	Gladiators GG comm and corr versions		x			
	Helping Ricky GG		x			
	I knew they were watching me." Comm, gg, ccorr	x	x	x		
	Paid the price? Gg, comm	x	x	x		
	People problems #6 corr and GG	x	x			
	Problems with authority gg and corr	x	x	x	x	
	The trade-off gg	x	x	x	x	
	The "G" issue corr gg	x	x	x		
	They didn't have to see this. GG Push 2	x	x	x	x	
	Time to think GG corr AM	x	x	x		
	Tough choice for Luis gg 3-4pp		x	x		4
	Walk and talk comm/gg		x	x	x	
	Your <u>other</u> choices gg	x	x	x	x	

RH34 (mi)	Making it (LA)	Similar to "Back Again" (below) but focused on increasing awareness and importance (25 issues). Emphasis is on making good decisions in <u>current problem situations</u> for people on probation or parole. Some may also apply to people in recovery and aftercare. SEE BELOW		x	x	x	1-2 pages each
RH34 (ba)	Back again (RH)	Twenty-five (25) problem situations/scenarios. Appropriate for pre-release and correctional transition programs.		x	x	x	

RI-39
(ri)

	Back again (RI)	Twenty-five (25) problem situations. The RI version of this resource focuses on the problems they may have handled unsuccessfully, which resulted in their parole violation, revocation or assignment to a relapse intervention program. Important resource.		x	x	x	
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MAKING IT		Adult incl G & H	JUV	g123	RH	INTER	DESIST	RENUN	1-2 pages each
Can be used in various ways. RH is best, or in COMM, but could work in In-cell or recovery AODA. 1-2 pages each									
1	low confidence	x		x	x	x	x	x	
2	good intentions	x		x	x	x	x	x	
3	hard to change	x		x	x	x	x	x	
4	overconfidence	x		x	x	x	x	x	
5	not get caught	x		x	x	x	x	x	
6	lonely	x		x	x	x	x	x	
7	old girlfriend	x		x	x	x	x	x	
8	AVE	x		x	x	x	x	x	
9	social chance	x		x	x	x	x	x	
10	missed the ERF	x		x	x	x	x	x	
11	wrong place wrong time	x		x	x	x	x	x	
12	stolen car (JUV specific)		juv			x			
13	cravings	x		x	x	x	x	x	
14	job	x		x	x	x	x	x	
15	felt dissed	x		x	x	x	x	x	
16	handling feelings	x		x	x	x	x	x	
17	celebrating	x		x	x	x	x	x	
18	under stress	x		x	x	x	x	x	
19	self-sabotage	x		x	x	x	x	x	
20	close call	x		x	x	x	x	x	

21	testing control	x		x	x	x	x	x	
22	PO problems	x		x	x	x	x	x	
23	got stupid	x		x	x	x	x	x	
24	showing off -mouth	x		x	x	x	x	x	
25	don't care about rules	x		x	x	x	x	x	

GG10j	“What do <u>you</u> think?” (youth delinquency and gang resource)	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.	Youth correctional facility basic version (39 separate elements)			
			Youth correctional facility intervention set #2 (more advanced topics).			
			Youth community version (33 separate elements)			
WHAT DO YOU THINK (youth gang resource version)			INTER	DESIST	RENUN	1-2 pages each
Basic set for juvenile residential settings. These brief activities provide the stimulus for short thinking - or writing - activities and address key issues in gang intervention and gang desistance. They average 1-2 pages, and include questions for individual or group use (6-10 minutes each). Revised and updated 2021.						
	About Pablo		x			as above
	A face in the crowd		x			
	Angry		x			
	Bully		x			
	Career Choice		x			
	Control		x			
	Cousin problem		x			
	Dissed		x			
	Drive By		x			
la6	Family Tradition		x			
	Family violence -Mom		x			
la3	Feeling Unsafe		x			
	Getting Caught		x			

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	Goals and Dreams	x			
	Helpless	x			
	I never went looking for trouble	x			
	I Quit	x			
	In The Life	x			
	Looking back	x			
	Matching the description	x			
	More Than One Kid of Scar	x			
	No Rules	x			
	Numb	x			
	Provocation	x			
	School	x			
	School Trouble	x			
	Tayshawn school choice	x			
	The cops had it in for me	x			
	The Curfew	x			
	Tough choices	x			
	The Street Code	x			
	Wrong Place	x			
	Younger Kids	x			
	You're Either With Me	x			
	You're nothing	x			
Youth Gang Intervention set #2. These elements address more advanced issues, and are recommended for use after the above. They may be helpful in 1:1 and more intensive small group interventions.					
	Best friends	x	x		
	Broken promises	x	x		

	Getting out of the gang	x	x		
	If you don't care #1	x	x		
	In the office	x	x		
	It makes me feel good	x	x		
	Just don't care #2	x	x		
	Locked up	x	x		
	How is this going to work out - Nomar	x	x		
	Jaylen 18 and his son	x	x		
la12	Ghost	x	x		
la13	Obstacles	x	x		
la16	Where do I go - PTSD	x	x		
la22	New home?	x	x		
la24	Career choice	x	x		
la28	Omar home	x	x		
la29	Loco	x	x		
la30	Max	x	x		
la33	Crazy	x	x		
la34	Are you violent?	x	x		
la37	GG-RH Summary	x	x		
la4	Ask for help?	x	x		
la42	Re-think	x	x		
la45	Mom	x	x		
la51	Living large	x	x		
la58	Leader betrayal #1	x	x		
la59	Leader betrayal #2 ASPD	x	x		
la60	Disillusionment	x	x		

WHAT DO YOU THINK (youth gang resource - community version)		INTERV	DESIST	RENUNC	1-2 pages each
These 39+ brief activities provide the stimulus for short thinking - or writing - activities and address key issues in gang intervention and gang desistance. They average 1-2 pages, and include questions for individual or group use (6-10 minutes each). Revised and updated 2020-2021.					
1	About Pablo	x			as above
2	Broken Promises	x			
3	Bully	x			
4	Career Choice	x			
5	Control	x			
6	Dissed	x			
7	Drive By	x			
8	Face In The Crowd	x			
9	Family Tradition	x			
10	Feeling Unsafe	x			
11	Getting Caught	x			
12	Ghost	x			
13	Goals and Dreams	x			
14	Helpless	x			
15	I Quit	x			
16	If You Don't Care	x			
17	In The Life	x			
18	Just Don't Care	x			
19	Locked Up	x			
20	Loco	x			
21	Looking For Trouble	x			
22	Max	x			

23	Michael	x			
24	Minding His Business	x			
25	Mom	x			
26	More Than One Scar	x			
27	No Rules	x			
28	Numb	x			
29	Obstacles	x			
30	Provocation	x			
31	School Trouble	x			
32	The Curfew	x			
33	The Description	x			
34	The Rules	x			
35	The Street Code	x			
36	Won't Get Caught	x			
37	Wrong Place	x			
38	Younger Kids	x			
39	You're Either With Me	x			
	Looking back	x			
	You're nothing	x			

WHAT DO YOU THINK (adult gang resource version)		GG or ALL	PUSH/ PULL for P/P unit	INTER TP UNIT	RH UNIT - also some elements of desist	DESIST UNIT - also Renunciation	1-2 pages each
These 60+ brief activities provide the stimulus for short thinking - or writing - activities and address key issues in gang intervention and gang desistance. They average 1-2 pages, and include questions for individual or group use (6-10 minutes each). Revised and updated 2020-2021.							
1	got your back		x				
2	deaths, stopped caring		x				
3	unsafe		x				
4	ask for help			x			
5	love		x				
6	family		x				
7	joining, choices			x			
8	time to reflect		x	x			
9	not get caught			x			
10	drugs			x			
11	kid holding		x	x			
12	ghost +				x	x	plus
13	obstacles				x	x	
14	lost his job				x	x	
15	bully		x				
16	burned out		x				
17	stepping away				x	x	
18	loyalty		x	x			
19	seen so much		x				
20	dad and son		x				
21	probably be dead						

22	moving away				x	x	
23	step away				x	x	
24	career school				x	x	
25	grandmother		x		x		
26	lonely				x		
27	old girlfriend				x	x	
28	home and tempted				x	x	
29	loco			x			
30	Max			x	x		
31	street code		x	x			
32	looking for trouble		x	x			
33	crazy			x			
34	violent		x	x			
35	when is enough		x	x	x	x	
36	could slip away				x	x	
37	can leave				x	x	
38	very bad guy		x	x			
39	DeJuan			x	x		
40	Robert and Max				x	x	
41	things changing			x	x		
42	rethinking ++		x	x	x		plus
43	Getting out				x	x	
44	little brother offer		x	x	x	x	
45	Mom		x	x			
46	wannabees		x	x	x		
47	ten years		x	x	x		

48	drama		x	x	x		
49	exit trap			x	x		
50	add up		x	x	x		
51	living large		x	x	x		
52	living the life ++		x	x	x	x	plus
53	exploration				x	x	
54	re-start				x	x	
55	they disappeared		x	x			
56	respect		x	x			
57	trauma		x	x			
58	leader betrayal 1		x		x		
59	leader betrayal 2		x		x		
60	disillusion		x	x	x		
61	people change		x	x	x		

ACTIVITIES and PROBLEM SOLVING PRACTICE SCENARIOS - AND RESOURCES SPECIFIC TO CORRECTIONAL SETTINGS				
			specific settings	hours, etc
TP17/ CF20 (Also: RH35)	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. Each element can be supplemented with the 3 Ky Skills resource.	(AODA, CF, community, and general problem options available)	7 situations
	CF20 version (How are you handling>)	1 Problems with family and close friends	Community or corrections	
		2 Problems in relationships		
		3 Problems in the community		
		4 Problems with people you got in trouble with before	intervention	
		5 Problems with the authorities		
		6 Problems with your feelings		

		7 Problems with maintaining your new life and direction		
TP18/ CF10	Activities: Practical question	Eight (8) problem situations, addressing problems they may confront in making good choices going forward. Questions guide the development of effective responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. <i>Can add the 3 Skills, but not critical</i>	Most helpful with criminal justice (correctional and probation/parole clients). 7 are in OPEN Community or corrections intervention	8 gang situations
		1 Tonio's problem - old enemy push pull		
		2 Danny's 2 problems - little brother into gang life Community GG		
		5 Party time again?		
		7 Mom's needs and health vs gang push pull		
		8 Loyalty card		
		9 Mom vs homie card Community GG RH RI push pull		
		10 paid a price and healing as way out Community GG RH RI		
		11 Mario and faith RH RI		
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. (2-3 pages each)	Community or corrections intervention	8-10 situations
		1 Anger - Axel		
		2 Dominating - Bruno		
		also in CT Situations 3 Stealing from employer Tonio CT COMM 4 Stealing from employer - gas station CT COMM		
		5 Sneaking grandmas car CT COMM		
		6 Lying Frankie		
		7 Cheating - school and work CT COMM		
		8 Stealing - moms purse and more CT COMM		
		9 Giving weed to baby brothers		
		10 Selling drugs to grade school kids		

TP21/ RH36	Situations RH set 2021	Twenty-four (24) 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. 8 OF THEM IN G1, 1 OF THEM IN G2	Community or corrections intervention desistance and supports renunciation 8 OF THEM IN G1, 1 OF THEM IN G2	25 situations
		1 Quentin		
		2 Paulo		
		3 Geo just got back		
		4 Hal just heard that his cousin		
		5 I seem to make some bad		
		6 Oscar just got home from work		
		7 Tough time finding work-#1 drugs		
		7b Tough time finding work #2 - bad choices		
		8 While I was away		
		9 I haven't always handled #1		
		10 I haven't always handled #2		
		11 I admit I was drinking		
		12 Louis had words with a coworker		
		13 Nobody can press my buttons like		
		14 The way the PO looked at me		
		15 I'm human		
		16 I'd actually gotten away from		
		17 It was one of those KEY		
		18 money problems led to other		
		19 Family and relationships		
		20 I'd made some changes		
		21 Setting yourself up - Alex		
		22 Setting yourself up - Charlie		

		23 Setting yourself up - Isaac		
		24 Setting yourself up - Corey		
CF1	Basic Issues (addressing specific issues in correctional settings)	Thirteen (13) potential conflict situations between individuals in correctional settings. Reduce potential conflict and increase the likelihood that they avoid violence. <i>Provided in: (1) a general population version and (2) an ad seg cellmate version (stepping down to a two-person cell).</i>	residential correctional settings (2 versions: gen pop and ad seg stepdown)	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. <i>(adult and emerging adult facilities)</i>	correctional settings (cellmates)	14 issues
CF2a	People problems Set A	Six (6) interpersonal or group problem situations (facility-based). Goal is to reduce potential conflict and increase the likelihood that they avoid violence.	residential correctional settings	6 elements
CF2b	People problems Set B	Ten (10) interpersonal or group problem situations (facility-based). Goal is to reduce potential conflict and increase the likelihood that they avoid violence.	residential correctional settings	10 elements
CF3	Dealing with Tough Feelings	Four (4) activities, addressing common problems. Two versions: (1) within the correctional setting - and dealing with issues from the outside, and (2) post-release. Include review of suggested skills (3-5 pages each)	Community and corrections versions	4 elements (3-5 pages each)
		2 - Relationships w/skills	intervention	
		3 - Money and trust w/ skills		
		4 - Feelings and FID w/ skills		
		5 - Things can happen while locked up w/ skills		
CF4	Risk factors	Short workbook identifies and addresses common external risk factors in the correctional setting. Assists the participant to understand <u>why</u> certain situations are higher risk and identify the very highest risk situations - and the consequences of allowing those situations to turn bad (violence, return to AdSeg, etc.). Additionally, helps participants explore the benefit of avoidance - and explore ways to get away from (“escape”) from those situations and achieve some of their long-term goals by avoiding trouble.	residential correctional settings	2 hours
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. Each resource also includes brief coping skills overview/review elements.	residential correctional settings	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)	residential correctional settings	2 hours

CF9	Adding to your troubles: Importance checklist	Summary activity assesses the degree of importance in avoiding violence in a range of common correctional high risk situations. (MI resource)	residential correctional settings	1 hour
CF11	What are my options?	Specific guidance and worksheets for doing time successfully.	residential correctional settings	1 hour
CF12/TP23	Where are you setting yourself up?	Comprehensive lesson for reducing vulnerability to making bad decisions. Includes 30-item checklist, self-assessment tools, and action plan. <i>CF version is appropriate for correctional settings.</i>	2 versions: community & correctional	1 hour
CF13	Personal space	Increases understanding and skill at respecting other people's space, and protecting your own.	residential correctional settings	1 hour
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.	residential correctional settings	3 hours
CF15	Bullying	Three lessons provide comprehensive guidance in reducing exposure to bullying, avoiding difficult situations, and self-control.	residential correctional settings	3 hours
CF16	Adjustment	Four (4) scenarios addressing issues commonly experience by people new to incarceration - or in adjusting to a new unit.	residential correctional settings	4 scenarios
CF17	Aggravation and disrespect	Seventeen (17) correctional-based problem situations for skills practice. Scenarios address cellmate, unit, program, and staff issues.	residential correctional settings	17 scenarios
CF18/RH8	Practice in handling difficult situations	Workbook helps participants identify - and develop solutions for - common difficult situations encountered during the transition from incarceration - or while on parole or probation. An additional thirty (30) brief situation cards provide commonly-encountered problems for group discussion, skills practice, and learning points to help individuals develop confidence that they can handle these kinds of situations appropriately. <i>(also see RH15 and RI41)</i>	pre-and post release	workbook and 30 situation cards
CF19	Asking for help	Four (4) elements supporting successful inmate-staff interactions.	residential correctional settings	4 elements

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.	residential correctional settings 4 of these are provided in resource Unit G3	10 situations
CF22	How is this likely to work out?	Six (6) scenarios which guide the process of evaluating outcomes from making choices and life changes.	Community or corrections intervention	6 scenarios
		2 Small paycheck vs crime		
		3 Feel better when I am drinking		
		5 Life as a tough guy		
		6 People can talk me into it		
		7 I can be around it		
		8 Being in a gang makes me feel GG		
CF23	What's the best way?	Eight (8) <u>sets</u> 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. (2 options - with or without the 3 Key Skills elements)	residential correctional settings provided in resource Unit G3	8 sets of activities (each with several scenarios)
		Set #1		
		Set #2		
		Set #3		
		Set #4		
		Set #5		
		Set #6		
		Set #7		
		Set #8		
CF25/ RH21 - CT	Problem Solving Situations (Criminal Thinking)	This resource provides 13 problem solving situations or scenarios which provide practice relating to Criminal Thinking versus pro-social choices. Supports group discussion or role playing.	Community or corrections	13 situations

CF25/ RH21 - INT	Problem Solving Situations (Interpersonal)	This resource provides 20 problem solving situations or scenarios which provide practice relating to interpersonal relationships or peer pressure. Also provides an additional four (4) life crises scenarios. Supports group discussion or role playing.		24 situations
CF25/ RH21 - MON	Problem Solving Situations (Money)	This resource provides 14 problem solving situations or scenarios relating to money or financial situations. Supports group discussion or role playing.		14 situations
CRIMINAL THINKING (SITUATIONS)		Seventeen (17) separate activities examining different forms of criminal thinking or decision making. (2-3 pages each) 6 OF THEM IN G2	Community or corrections intervention 6 OF THEM IN G2	17 situations
		1 basically bad luck. GG		
		2 I have always had the short end of things.		
		3 If you grew up where I did		
		4 the cops had it in for me.		
		5 I just got caught up in it. GG		
		6 The PO had it in for me.		
		7 you're either with me - or you're against me." GG		
		8 pay child support		
		9 Fear me.		
		10 problem with authority figures		
		11 stealing - it's basically up for grabs		
		12 wanted me to pay restitution		
		13 insurance will pay		
		14 change the way things are right now? GG		
		15 Employment vs gang GG		

	16 I can get away with this. (Ex-PB##)		
	17 The boss will never notice-gas station (ex-PB#4)		