

The Reentry Project

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Reentry Project

Overview

The Reentry Project will offer services in assessment, motivational enhancement, and skills-based and cognitive group therapy modules to justice-involved participants returning to the community. These services will be provided over a period of 3-6 months during their reentry. Guided by Risk-Need-Responsivity theory and using cognitive-behavioral approaches, it will be RNR-adherent as follows. All participants will undergo evaluation and individualized motivational enhancement. The *risk* principle will guide the delivery of each subsequent module to the participant; it will also guide the level of contact with the individual's PO. Participants will complete the modules deemed appropriate based on their assessment results. The *need* principle will guide the focus on the individual's criminogenic deficits identified in the evaluation, informing the decision whether to offer one or two of the group modules. The *responsivity* principle will be observed generally by using interventions that are empirically-supported for justice-involved individuals. More specifically, the responsivity principle will guide the delivery of these interventions according to the individual's motivation and capacities to understand and learn.

If additional clinical services beyond the Reentry Project are needed, they will be available to participants on a sliding scale through the Psychological Services Center (PSC) at Drexel. Two examples of such services might include individual therapy and family therapy.

The Reentry Project Sequence

I. Evaluation, RNR, Skills (2.5 hours)

- a. Notification
 - i. Reentry Project description
 - ii. Rules, sanctions, accountability
- b. Assessment (2.5 hours) (see Appendix A for measures & authors)
 - i. Adult Symptom Report (ASR) (20 minutes)
 - ii. Self-Appraisal of Risk and Needs (SARAN) (20 minutes)
 - iii. WASI (2 subscales; 25 minutes)
 - iv. Social Problem Solving Inventory-Revised (SPSI-R) (10 minutes)
 - v. Novaco Anger Scale and Provocation Inventory (NAS-PI) (20 minutes)
 - vi. Psychological Inventory of Criminal Thinking Styles (PICTS) (30 minutes)
 - vii. Corrections Victoria Treatment Readiness Questionnaire (CVTRQ) (10 minutes)
 - viii. Stressful Life Events Screening Questionnaire-Revised (20 minutes)
 - ix. TRI-PM for psychopathy (10 minutes)
 - x. LS-CMI and relevant history (45 minutes)
 1. Prison programming
 - a. Records
 - b. Self-report

2. Offending
3. Mental health/SMI
4. Educational/learning disability
5. Job/Financial
6. Family/Relationship/Parenting
7. Housing

II. Motivational Enhancement (1 hour)

III. Group Modules

Modules are set up to reflect skills acquisition and mastery before proceeding to next skill. Module I & II will be delivered in a group setting.

a. Module I: Skills Training (13 Sessions)

- i. Introduction & Goals
- ii. Recognizing & Overcoming Bias
- iii. Risk Factors
- iv. Protective Factors
- v. Communication Skills
- vi. Relationship Skills
- vii. Job Skills
- viii. Financial Skills
- ix. Internet Skills
- x. Introduction to Criminal Thinking
- xi. Knowing Your Feelings
- xii. Thinking Controls Behavior
- xiii. Pay Attention to Your Thinking

b. Module II: Cognitive Skills & Problem-Solving (13 Sessions)

- i. Recognizing Risk
- ii. Use New Thinking
- iii. Thinking Check-In
- iv. Stop & Think
- v. Introduction to Problem-Solving
- vi. State the Problem
- vii. Set Goal & Gather Information
- viii. Practice Problem-Solving Skills
- ix. Thinking of Choices & Consequences
- x. Make a Plan
- xi. Do & Evaluate
- xii. Problem-Solving Application
- xiii. Next Steps

IV. Follow-up Assessments

- a. NAS-PI (20 minutes)
- b. SPSI:RS (10 minutes)
- c. SARAN (20 minutes)
- d. PICTS (30 minutes)
- e. CVTRQ (10 minutes)

Training New Reentry Project Clinicians

The Reentry Project training to be facilitated by:

- Review of the Manual and written materials
- Role-playing
- Videotaping segments demonstrating particular points

Program Completion & Tracking: Point System & Policies

To track clients' progress and completion timeline of the program, the Reentry Project implements a point system. The point system begins tolling at the completion of the assessment and motivational phase as the modules begin. Participants have the opportunity to earn three points per session: [1] attendance & punctuality, [2] homework completion, and [3] good participation.

Clients receive a point for attendance and punctuality if he arrives on time for the session. He is considered late if he is more than 5 minutes late for the start of the session. Homework points are also awarded if a client comes to the session with his homework completed via the Qualtrics system. If a client misses a previous session, he may turn in one week of homework late along twice. After the second time, he will begin to lose points and past homework completion will not be counted toward the total.

Each module has the opportunity to earn 39 points (13 sessions, 3 points each). If a client is completing both modules, 80 points in total will be required. These extra points are meant to be fulfilled by completing the follow-up assessments at the end of the program.

If a client is nearing the end of the program, or clinicians have reason to believe he will not be able to complete the program based on how many points he has, clients may complete individual booster sessions to make up lost points.

II. Motivational Enhancement (1 hour)

Purpose

After clients complete the assessment session(s), clinicians will score and interpret test results and give clients assessment feedback. Clinicians are trained in a brief, integrative, manualized, and evidence-based approach to delivering assessment feedback to justice-involved clients. These clients will participate in a 1-hour sessions providing both verbal and written feedback. The feedback is designed to (1) facilitate the clients' linkage of assessment results with intervention needs; (2) prepare clients for interventions that will follow; and (3) motivate clients to participate meaningfully in treatment.

Foundational Principles and Components

The feedback curriculum integrates evidence-based and theoretically promising approaches for orienting justice-involved clients to interventions designed to lower their risk of reoffending, and motivating them to participate in these interventions.

Therapeutic alliance. Clinicians seek to (a) establish a collaborative working relationship and (b) agree on treatment goals and tasks, with each client.

Assessment and feedback linkage. The feedback curriculum links to treatment planning by defining *reoffense risk*, associated *treatment needs*, and *readiness for interventions*. Clients are informed about results reflecting their personal risk level, treatment needs, and readiness for treatment. Finally, clients are presented with general treatment goals derived from the Risk-Need-Responsivity model. Clinicians use a script and a curriculum to produce an individualized plan for each client. In addition, a standardized feedback form is used to assist in the review of important information with clients, who are also given a copy of this form to use throughout treatment.

Collaborative feedback and therapeutic assessment. Feedback is delivered in a respectful, supportive manner that helps clients feel comfortable and discuss their reactions to the feedback. To increase the likelihood that the feedback will be perceived as supportive and beneficial, the discussion about personal risk factors begins with a discussion of risk factors that are absent (i.e., low risk or strength areas), then proceeds to high-risk areas, and finally to medium-risk areas. The feedback process is interactive, and clients are regularly asked if they understand and whether they agree. Confusion on the part of clients prompts further explanation, while disagreement leads to further exploration. Clinicians ensure that clients feel heard, understood, and respected.

Motivational spirit and strategies. The approach to feedback delivery is influenced by the spirit of motivational interviewing, while differing in two important ways. First, the feedback service is designed to be more directive, similar to motivational *enhancement*. Second, it incorporates a

range of motivation-bolstering principles, strategies, and language from a variety of sources, rather than using motivational interviewing exclusively.

Concepts, Principles, and Strategies

1. Assessment and feedback linkage. Explain RNR's principles, give personalized RNR feedback, and present general treatment goals.

The feedback process is partially aimed at helping clients to learn new ways of thinking and feeling about themselves. For instance, clients are apprised that they are at higher risk than most people who have never been to prison. Some aspects of this risk can be reduced, while others they will just have to pay attention to. On the one hand, participating in the treatment modules should reduce their risk of reoffending. But on the other hand, certainly not to zero; they'll always have to be on guard against high-risk situations and the "pulls" of offending. Clinicians might also note that reoffense risk goes down for most people after a certain age (say, 40 or 50). But you're trying to help him give up crime sooner, to avoid wasted years of personal, family, and community destruction that come with crime and incarceration.

Everyone's story is different. But there are some things that are particularly important for preventing return to crime, and then probably incarceration. Furthermore, based on research showing that change in dynamic risk factors is possible and associated with improved outcome, clinicians (a) have reason for hope, (b) use the RNR model, and (c) believe that clients can do what is needed to remain crime free. The goals are for clients to "buy into" the RNR model, and have a stronger belief in their own ability to live crime-free. To make it easier to learn important information, they are asked to describe their understanding in their own words, to apply it to their reentry problems, and to critique its shortcomings (e.g., disadvantage, racism). Clinicians elicit clients' thoughts on these issues, responding with interest, compassion, and a constructive attitude.

Clients are presented with general recommendations for how to change their criminogenic needs, and what those areas of risk would look like if they were strengths. Clients are told that while they have been encouraged to participate by the court, what's really important is that their risk areas start to become strength areas. There's always the chance that things could work out okay for them if they do not make changes like this. But do they not want to do whatever they can to put themselves into the successful group? If they end up back in prison, this whole long process starts again.

2. Collaborative feedback and therapeutic assessment. Deliver feedback respectfully and supportively. Establish rapport to make clients feel comfortable. Use metaphors, analogies, and a client's own language to help explain concepts. Be interactive and encourage clients to offer their reactions by regularly asking clients if they understand the feedback, whether they agree, and how the material fits with their understanding of their situation. In giving personalized feedback, begin with risk factors that are absent (i.e., low risk or strength

areas), then discuss high-risk factors, and finally talk about medium-risk factors. Family and personality risk factors should be discussed tactfully. If a client is confused, explain further. Disagreement calls for further exploration. Ensure that clients feel understood and respected. The clinician know some things based on his or her profession, but the client knows themselves and their own experience with crime and incarceration.

3. Therapeutic alliance. Establish a collaborative working relationship with the client, and seek agreement on treatment goals and tasks. Be genuine. The script below can be adapted to the clinician's own personal style and strengths.
4. Motivational spirit and strategies.

Motivational interviewing summary (Dr. David Rubenstein):

- Foundations:
 - Partnership with individual
 - Acknowledging individual's experience
 - Compassion
 - Evocation: eliciting individual's own resources for change
- Key processes:
 - Engaging: develop working alliance
 - Focusing: choosing a pro-social direction and focusing on it
 - Evoking: eliciting individual's own motivation for change, and reasons for change
 - Planning: developing commitment for change and specific plan of action (how and when?)
- OARS:
 - Open-ended questions
 - Affirmation: recognize, support, and encourage strengths and efforts
 - Reflective listening: accurate empathy
 - Summarizing: pulls together information (collecting); links between past, present, and future (linking); facilitates change planning (transitioning)
- Evoke change (DARN):
 - Desire: "How would you like to change?"
 - Ability: "What can you do?"
 - Reason: "What are the three best reasons to change?"
 - Need: "What needs to happen to change? What is the first step?"
- Clarify goals and values:
 - "Tell me what you care about most in your life. How do you hope life will be different in 3 months, 1 year, 3 years, etc.?"
 - Develop discrepancy between client's current behavior and client's values and short- and long-term goals
- Agenda map:
 - Clear choice

- Several options
- Unclear—will need to explore
- “How should we move forward?” (emphasize choice but in the context of responsible thinking and behavior)
- Be affirmative and supportive
- Offer own opinion only as needed
- Assess readiness and stage of change:
 - Precontemplation: increase perception of risks in client’s mind
 - Contemplation: weigh benefits v. risks
 - Preparation: help client come up with best plan of action
 - Action: support change efforts
 - Maintenance: relapse prevention and support change efforts as consistent with longer-term values and goals

Motivational strategies:

- FRAMES:
 - Personalized feedback (F) to the client about his or her status
 - An emphasis on the personal responsibility (R) of the client for change
 - Provision of clear advice (A) about the need for change, given in a supportive manner
 - Providing the client with a menu (M) of options for how to go about changing, rather than insisting upon one treatment or treatment goal
 - Providing treatment with empathy (E) and support
 - Enhancing the client’s perceived self-efficacy (S) for change
- DARES:
 - Develop discrepancy (D)
 - Avoid arguing (A)
 - Roll with resistance (R)
 - Express empathy (E)
 - Support self-efficacy (S)

Short Motivation Programme (Anstiss, Steyn, Devereux, & Devereux, 2003, 2006, 2007): Successor program to the correctional pre-treatment motivational program evaluated by Anstiss et al. (2011). Ideas and language from this program are worked into the included sample script and curriculum plan, based on a copy of the program materials provided by the program developers.

Materials: See Appendix B for Feedback Worksheet (to be handed out to individuals during session)

Introduce the concept of changing risk areas into strengths

Wanting to avoid crime is a good thing, but it's not enough. You have to take positive steps to improve problem areas. If you really put work into this program, you can do this—and you will be *less likely* to commit crimes in the future. The more problem areas you work on, the better your chances of maintaining a crime free lifestyle. For example, if employment or drug use is a risk factor, working on that area can help you stay out of trouble. However, you will get a better outcome if you work on *all* of your risk factors, not just one or two. That way, if you slip up in one area, then other areas can help keep you from falling back into old habits. Many people have been able to stop committing crimes and stay out of trouble by changing their risk factors.

Review risk factor treatment targets

Using the feedback form, review things to work on for each risk factor, and what each area looks like. Remind the client of their big risk factors. If a client scored low for a particular risk factor, talk about how this is a strength (or is at least a neutral influence). Remind clients that just because a factor is low risk does not necessarily mean it is a strength, but it may become one. While going through each risk factor, ask the client for input. Disagreement is OK, but keep the discussion focused on risk factors and strengths.

Some useful examples:

- Criminal history (item 1):
 - Description:
 - Having been in prison before raises the risk you will go back. There's nothing you can do about that. It just means you have to be careful. There is always some choice about crime versus responsible behavior.
 - Solution/Goals:
 - But you need tools to help you make the choice to stay out of trouble when tough situations arise. These sessions, as well as future sessions, will give you the tools to make good decisions, especially when you find yourself in situations where you have to think and act quickly.

- Antisocial pattern (item 2):
 - Goals:
 - to implement routine in life (this means regular eating, sleeping, and ways of spending time)
 - to get along well with other people
 - Tools

- Some of our group sessions will focus on how to solve problems in an effective way, how to control anger and other destructive emotions, and so on.
 - Examples
 - how to deal with cognitive overload (simplify, externalize, and visualize)
 - how to solve problems planfully (identify the problem, generate lots of potential solutions by aiming for quantity and not quality, do a cost-benefit analysis of each potential solution, select the best one, implement it and evaluate whether it was successful, and potentially go back the strategy-selection step if the first-selected strategy didn't work).
- Procriminal attitudes and orientations (item 3):
 - The major goals are:
 - To develop an ability to recognize risky thoughts
 - And to develop strategies for combating those thoughts
 - Examples:
 - Prosocial logic (i.e., thought disputation/cognitive restructuring).
 - Example 1: The eventual result of crime is incarceration. Thinking otherwise is like thinking you're going to win the lottery. A few win but millions lose. It almost never happens. You need a Plan B.
 - Example 2: Selling drugs. Who really succeeds (makes a lot of money, lives comfortably, stays out of jail or prison)? Once you work in all of the real "costs" associated with drug selling (risk of arrest, risk of harm to you and your family, attorneys' fees, working for no money while you're locked up, going without seeing your family and friends while you're locked up), it's a bad investment.
- Antisocial peers and associates (item 4):
 - Definition:
 - Risk: Associating with people who commit crimes or do risky things also raises your risk.
 - Neutral: If you don't spend much time with anyone, or with just family or a partner, then this is neutral—it doesn't raise your risk, but it doesn't lower it either. This is useful to clarify, as some clients will say that they don't have any friends on the streets, or don't plan to associate with anyone after release except perhaps a spouse.
 - Strength: Finally, associating **only** with people who are good influences makes this a strength. People who are good influences are called prosocial people. Prosocial associations are good

resources for job opportunities, support, etc. Also, when you are involved with prosocial activities in your spare time, they help you meet prosocial individuals.

- The major goals are:
 - keep away from people who are bad influences
 - spend your time with positive people.(Easy to say but hard to do—but you have to figure out a way.)
- Family/marital (item 5):
 - Consider the following:
 - Who are family members that the client sees as supportive?
 - Who is a problem?
 - Are important relatives from childhood still living?
 - Prosocial family
 - If the client's family is prosocial and supportive, encourage client to take advantage of that support. Not everyone is so lucky.
 - Neutral family
 - If the client has a family that is risk-neutral because they sometimes disapprove of the client's criminal activity, but other times condone or ignore it, encourage the client to have his family **not tolerate** antisocial behavior, and to call him on it if it happens.
 - Risky family
 - Strained relationships
 - If the client has strained relationships with his or her family members, encourage the client to construct a more supportive, positive, alternative family unit through a healthy, committed romantic relationship, having children and being a good parent, and being a good family member for others in the family.
 - Crime-involved family
 - If the client has a crime-involved family member with whom he or she is close, warn the client about the risk of that relationship. Encourage the client to distance himself or herself from this person, and to serve as an example for him or her from a distance.
 - Parenting style of client
 - If the client is a parent, talk about regrets for the negative impact of criminal behavior on the children. Crime over generations is a problem in families; appeal to parental responsibility to support and protect children by being there and setting a good example.
- Employment/education (item 6):
 - Definition

- Work is important. It gets money for you and your family to live. It's a way of contributing something positive. It is a responsible way to spend your time. It challenges you. It lowers your risk of more crime and prison.
 - Goals
 - Starting with any job is OK. It does those things you just talked about, and lets you work your way up to a better job if you want.
 - Take away
 - It's good to come home at night having put in a good day at work. It lets you take pride in your work and in yourself.
- Leisure/recreation (item 7):
 - Definition: Having a lot of time on your hands quickly becomes a problem.
 - Example.
 - Guy 1: One guy is busy with an organized sports league and his church. He looks good in this area.
 - Guy 2: Another guy who sits around playing Xbox all day. He doesn't look particularly bad in this area, but he doesn't look good either.
 - **If something goes wrong for the second guy, he doesn't have the protective benefit of a sports league, church, etc. for support.
 - Goals
 - It is better when leisure time is spent on things that are positive, organized, and regular.
 - People are happier if they volunteer for something bigger and more important than they are. How can client contribute to something that goes beyond his immediate life? Get ideas from client.
 - Examples
 - Playing pickup games at the park is a start, but even better would be a weekly league involving practice, games, teammates who depend on you.
 - Going to a religious service or praying is a start. But even better would be volunteering for faith-based activities and staying busy with them.
 - Going to AA or NA is fine. But even better is going to meetings multiple times per week, arriving early and staying late, providing service, becoming a sponsor, and so on.
- Drugs/alcohol (item 8):
 - Definition

- Connections between drugs and crime: stealing to support a habit, distribution-related violence, drugs make your decision-making worse. Ask for client's ideas.
- Goals/Solutions:
 - Self-help groups are a good community resource for this and other risk factors. For example, 12-step meetings are attended by those trying to be sober and responsible; the steps offer a positive message; and 12-step fellowship is responsible "leisure" activity. But one has to work on sobriety, attend, and take other positive actions to benefit from 12-step programs.

Review value of sufficient treatment

- How might the client make positive changes? Will these plans be enough?
- Everyone who succeeds gets some help and coaching. It's good to take advantage of the help available now, because it gets harder to succeed every time you have to return from prison.
- We can give you some tools that work.
 - Example: You need tools to do a job. If you have more tools, you can pick the right ones for the job. Your job is to change your life so you think and behave in responsible ways, and make it much less likely that you will end up back in prison. The meetings after today will be about giving you tools (ways of dealing with problems) that will help you achieve this goal. The better you learn them, the better they will work for you.
- Your time and effort are an investment. You need to get something back. What you'll get back is a better life for you and your family.

Wind down

- You hope the client found the feedback helpful and has a better idea of what will come.
- Remind the client that awareness of problems or determination not to commit future crimes is a good start, but not enough to keep from reoffending. The client must go further, learning new tools and using them to change problems and increase strengths.
- Thank the client for feedback thus far.
- The client now has some idea what positive changes in these areas look like.
- You expect that the client, if he/she takes this seriously and works hard, will succeed.
- Ask if the client has any questions. Thank the client for participating.

Other Examples/Analogies if Pushback

- If an individual expresses that the program will be a waste of time, and that they do not have any risk factors, consider reacting by embellishing so that it does sound like the worst idea ever. For example:
 - You are absolutely right. This could be a complete waste of time. You'll come here for an hour every week, and that is an hour every week for 25 weeks that you will never get back. I agree.
 - Individual may say "there may be something I can get out of this."
 - This is the point we want them to be at
 - If, at the end of all of this, you find that it was a complete waste of your time, I will tell you were right and thank you for coming. If, however, you got something useful out of it, I won't tell you that I was right, but I will thank you for your time and your participation.
- State to the individual that you are not "getting paid" to be here or earning anything from being here, and that you believe in this program and are here to help.
- We are not trying to change your belief without your consent. But the question is – can you have an open mind about this?

III: Module I – Skills and Criminal Thinking (13 Sessions)

1. Introduction & Goals
2. Recognizing & Overcoming Bias
3. Risk Factors
4. Protective Factors
5. Communication Skills
6. Relationship Skills
7. Job Skills
8. Financial Skills
9. Internet Skills
10. Introduction to Criminal Thinking
11. Knowing Your Feelings
12. Thinking Controls Behavior
13. Pay Attention to Your Thinking

MODULE 1: BASIC SKILLS

Session 1: Introduction & Goals

Major session goals:

1. Introduce participants to each other and facilitators
2. Orient participants to goals and content of Module I
3. Establish rules and expectations for group participation

Introduction

- Facilitators
 - Basic introductions
 - Reiterate purpose of program
 - Purpose of program – goals of group therapy
 - Praise participants for motivation/attendance
 - Reference individual sessions
- Participants
 - Basic introduction

Orientation

- To Reentry Project generally (brief, as this has been covered already in ME sessions)
 - Build skills for successful reentry, including increasing strengths and reducing problem areas
 - Help orient participants to daily living, as it has changed while they have been incarcerated
 - Information regarding other module
 - Problem-Solving & Thinking
- To Module I
 - Risk factors
 - Protective factors/strengths
 - Internet skills
 - Communication skills
 - Financial skills

Group rules and expectations

- Introduce group work approach
- Confidentiality and limits
 - Participation and progress
 - Reported to court and related professionals
- Importance of several rules (on poster or whiteboard)
 - “Vegas rule”
 - No cross-talk (like AA)
 - Mutual respect for other participants and group leaders
 - No threats or physical aggression
 - No phones – don’t answer/play with them in session

- Setting professional tone
 - “This is a weird relationship...you will be disclosing a lot about yourselves, we won’t be disclosing anything about ourselves.”
 - Purpose: works better, focus should remain on you

Points

- A number of you have asked when you will be done with the program. To help track your progress, we have a point system. You earn points for completing different benchmarks in the program.
- You have already earned 3 points for your assessment session, and 3 points for the one-on-one feedback meeting
- Each time we meet for groups, you have the potential to earn three points:
 - 1 for being on time, 1 for bringing completed homework, 1 for participation
- Your notebooks have a tracking sheet where we’ll record the number of points you’ve earned and how many more you need to complete the program. The number of points you need is based on how many risk factors you have (as we discussed in one-on-one session). The more risk factors you have, the more points you need to earn. However, there is potential for goal to be readjusted based on how your progress is going.
- If pushback: We understand it may not seem “fair” to be treated differently. But we’re not doing punishment, we’re doing treatment. Different people have different needs, and to treat you all the same would be doing you a disservice. Not getting as much as you could from the program. Let’s see how it goes and readdress after we get closer to 30 points (chance for moving necessary totals).

Check in about goals/expectations

- Based on what we have discussed so far, what do you want to get out of these sessions?
- Do you have any questions/concerns about what we are doing?

Session activity

- Brainstorm personal goals you would like to set for yourself. Write them down and bring them to the next session.
 - Pass out worksheets
 - Write domains on board for inspiration

Homework

Brainstorm ways to achieve those goals and write them down

- Pass out worksheets
- Bring it in, or take a picture of homework once you do it so that way you’ll have it on you for next session.

MODULE 1: BASIC SKILLS

Session 2: Recognizing & Overcoming Bias

Major Session Goals:

1. Review and explain the concept of the blind spot
2. Apply the blind spot to aspects of life
3. Discuss how the blind spot has affected us in these situations
4. Discuss how we can recognize the blind spot moving forward

Homework review

- What kinds of goals did you set for yourself?
- What did you identify as ways to achieve your goals?

Exercise

- When we met for our individual sessions we discussed various risk factors for reoffending. Can you name 3 or 4 of them?
- This list looks great. Let's say that someone named Bob has these risk factors, and that about 47% of individuals in this situation (with this combination of risk factors) are likely to reoffend
- Discussion questions:
 - Is Bob going to reoffend?
 - Now let's say that it's you that has these risk factors. Are you going to reoffend? Why or why not?
 - Most people, when presented with a question of whether or not they vs. someone else is biased, tend to say that other people are biased, whereas "I" personally am not. Regardless of whether or not you personally think Bob will reoffend, just keep this in mind as we talk about why we often think that we are immune to bias.

What are *biases*?

- What do you think of when you hear the word bias? What does it mean to be biased?
- Answer: In general, when someone is biased they show an inclination toward or against someone or something, often in a way that is considered to be unfair. And when we talk about bias today, we are going to be talking about the thinking errors that *every single one of us makes*, that can lead us away from good judgment, and toward some of this thinking that may be less fair or accurate.

Types of bias

- There are actually a variety of different kinds of bias:
 - Confirmation bias

- Tendency to search for, or give more weight to, information that confirms beliefs that we have already held, while ignoring evidence that disconfirms our beliefs.
- For example: An employer who believes that a job applicant is highly qualified may pay attention only to information about the applicant that is consistent with this belief, while ignoring evidence to the contrary.
- Discussion: Have you ever noticed this happening in your own life? If so, what ended up happening?
- Availability heuristic
 - We judge the probability of an event by how quickly or easily examples come to mind, which leads us to make decisions based on knowledge that is readily available in our minds, rather than looking at the alternatives. Events that we hear about more frequently are easier to remember, and because they are easier to remember we judge them as more likely to happen.
 - Example: Terrorism in the media. This is a topic that the media loves, so we often hear about it. But how likely are we to die from a terrorist attack? Not that likely. We are actually more likely to die of a heart attack or diabetes. However, because we frequently hear about terrorism, it seems more likely to happen than some of these other, less talked about, causes of death.
 - Other example: Fear of flying in an airplane. Most of us see this as a very tragic event. However, we are not afraid to drive even though we are much more likely to die in a car accident than a plane crashing.
 - Discussion: Have you ever noticed this happening in your own life? If so, what ended up happening?
- Fundamental attribution error
 - Tendency to place too much emphasis on someone's personality to explain that person's behavior, rather than considering the influence of the situation.
 - Example: Someone doesn't say thank you when you hold the door for them. You assume that it's because they're a jerk and they were being rude. However, maybe they didn't say thank you because they had just received some bad news and their mind was elsewhere. Because of the fundamental attribution error we end up thinking that this guy is a jerk, rather than considering that other things could have been going on in his environment.
 - Discussion: Have you ever noticed this happening in your own life? If so, what ended up happening?
- All of these biases are "shortcuts" that help us reach decisions. We are bombarded with so much information in our daily lives that our brains need ways to make

decisions quickly and efficiently, so we use these shortcuts (often without even knowing it). But, what is the danger of using these shortcuts?

- Answer: These shortcuts might lead us to the wrong decision or wrong assessment of a situation.
- What is the bias blind spot?
 - Definition: The belief that others are more susceptible to these biases, and that we will be more objective and not affected by these biases than others.
 - Discussion question: Why might this be problematic?
 - How does this blind spot happen?
 - Naïve realism – We assume that our own take on the world is accurate, and will be shared by others. When others do not end up sharing our views, we search for an explanation, and the explanation most often arrived at is that other people’s views are biased, but we are not.
 - Introspection illusion – When evaluating our own susceptibility to bias we assess our thoughts and feelings (i.e., we use introspection), but when we evaluate others’ susceptibility, we use their behavior. So when we use introspection we might examine our thoughts and think “I’m not biased,” but when we think about others, we can’t know what they’re thinking, so we use what we can see (which is their behavior). And this often leads us to think that others are biased, while we are not.
 - Overconfidence - Excessive confidence that one knows the “truth” (overprecision) and that when we compare ourselves to others, we judge ourselves as superior (overplacement). Essentially, this is the idea that we might be overconfident that we “know” that we would never be biased, and that when we compare ourselves to other people, we judge ourselves as being better and less biased.
 - **Example:** Why do rear view mirrors have a sticker that says “objects in mirror are closer than they appear”?
 - Imagine that sticker was never there. What would your driving look like?
 - Now imagine that the sticker is there. How would you adjust knowing this information?
 - Recognizing the bias blind spot is a lot like putting an “objects in mirror are closer than they appear” sticker on our decision-making. By knowing that this may affect our perception and understanding of our surroundings, we can adjust how we react to conflicts and situations in life to avoid difficulty.

To what other aspects of your lives might the blind spot apply?

- Relationships
- Decision-making

How might the blind spot have affected us in each of these situations?

- Discussion

How can we recognize the blind spot moving forward?

- Discussion
- Strategies:
 - Get more information - Get more information about the problem. The better that we can describe a problem, the greater the likelihood of selecting the best alternative.
 - Slowing down – Plan a time out to stop and think. Our decision-making ability can suffer when we make decisions too early and without enough information.
 - Recalibration – Try to anticipate additional problems, risks, sources of bias, etc. When we anticipate bias we may be able to make better decisions.
 - Considering the opposite - Seeking out evidence to support a decision opposite to your initial impression (useful way to force yourself to consider other options)
 - Group decision strategy – Seeking others’ opinions in complex situations can be of value, and can sometimes lead to more rational decision making.
- Different strategies may work better for different situations

Homework

Pick two of these strategies and use them throughout the week in situations that arise. Write down:

- Did you notice any biases arising? How did these strategies work for you?
- What did you learn this past week?
- Did a certain strategy work better in a different situation?
- Would a different strategy have worked better for you?

MODULE 1: BASIC SKILLS

Session 3: Risk Factors

Major session goals:

1. Introduce and explain concept of risk factors
2. Discuss “Big Four” risk factors
3. Discuss “moderate four” risk factors
4. Identify risk factors in life, how they could be addressed

Review Homework

What is a Risk Factor?

- Definition: Something that increases your chances of future criminal behavior

“Big Four” Risk Factors

- History of getting in trouble
 1. Examples: being arrested at a young age, large number of prior offenses, variety of prior offenses
- “Faulty brakes”
 1. Explanation: there are parts of your brain that help you slow down to make important decisions - for some people, these brakes don’t work as well as they should
 2. Examples: impulsivity, aggression, pleasure-seeking, disregard for others
- Negative ways of thinking
 1. Examples: anger, irritation, resentment, defiance, identification with criminals, negative attitudes toward law/justice system, “crime pays,” justifying crime (“the victim deserved it”)
- Friends who get in trouble
 1. I.e., hanging out with people who get arrested or otherwise in trouble with the law, not hanging out with people who avoid trouble

“Moderate four” risk factors

- Family/marital relationships
 - For example, poor quality relationships combined with neutral or procriminal expectations
- Poor performance at school/work
 - For example, low levels of involvement/satisfaction with school or work
- Leisure/recreation
 - For example, low levels of involvement/satisfaction with non-criminal pursuits
- Substance abuse
 - The more it’s a problem now, the greater the risk

Group Discussion

- What specific things fall under each factor category? (*Ask after each new risk factor is introduced*)
- Which of these risk factors have you experienced? How have they influenced you? (*Ask after all 8 have been introduced*)

Homework

- Identify any risk factors that you have (or had)
- Which have influenced you a lot?
- How could you improve in these areas?

MODULE 1: BASIC SKILLS

Session 4: Protective Factors

Major session goals:

5. Review risk factors and self-perception of risk factors
6. Introduce and explain concept of protective factors/strengths
7. Discuss potential protective factors
8. Discuss methods of increasing protective factors

Review homework from Session 3

- Clients will be asked to describe their individual risk factors. The session leader will add their responses to a chart of risk factors (**use whiteboard**):

History	Faulty Brakes	Negative Thinking	Trouble Friends	Family/ Marital	School/ Work	Leisure	Substance Abuse

- Group discussion questions:
 - Are there any shared risk factors among clients?
 - How could we improve in these areas? Which are harder to fix?

What is a protective factor?

- Definition: anything that makes it less likely that you will do crime.
- It is very important to build strengths that protect against crime

Specific protective factors

- Coping skills for dealing with difficult situations
- Self-control-- being able to control both emotions and behaviors, limiting impulsive behaviors
- Work-- a job can keep you busy, bring in money, and enhance life satisfaction
- Leisure/recreation -- participation in responsible hobbies, sports, physical activity
- Financial management -- saving money, avoiding debt, spending what you can afford
- Life goals: What do you want to do long term? Intermediate goals?
- Social network, friends, family -- people you can count on for help
- Supportive intimate relationships based on mutual caring and respect
- Professional care -- medical and mental health care when needed
- Safe and stable living circumstances
- Group discussion:
 - Which if any of these protective factors do you have? How have they influenced you?

Increasing protective factors

- Session leader will briefly discuss some of the skills related to protective factors that will be covered in this module (e.g., job search, relapse prevention) as well as those in later modules (e.g., problem-solving skills)
- Clients will think of specific ways in which they can increase protective factors in their own lives
 - Facilitators should anticipate that clients will raise religion as a protective factor. Religion can be a protective factor:
 - Teachings (but must take them seriously and apply them to life)
 - Developing and maintaining social supports
 - Participating in organized prosocial activities.
 - Facilitators may also anticipate clients resisting the idea that family factors can pose a risk for reoffending.
 - This is not to blame family members
 - Most do their best, but many struggle with their own problems
 - You can help your family AND your family can help you
 - Improve relationships
 - Be present
 - Provide help and support

Homework

- Identify protective factors that are present in your life.
- Which of these factors do you think are the most powerful?
- How can you increase them in your life?

MODULE 1: BASIC SKILLS

Session 5: Communication Skills: Active Listening, Asking Questions and Giving Feedback

Major session goals:

1. Review homework
2. Describe the importance of active listening in this group and in other social situations and discuss the steps of active listening.
3. Describe importance of asking questions and discuss steps of asking questions
4. Describe importance of giving feedback and discuss steps of giving feedback

Overview of Skills

- What are “skills”?
 - *Therapists: Write definitions given by participants on white board.*
- Example answers: Things we do; abilities that help us reach a goal; something we learn to do
- What kind of skills do you have?

Social Skills

- What is the difference between social skills and other types of skills?
- Flip Chart:
 - ***Social skills** are the skills we use when we deal with other people*
 - *Good social skills help us get what we want, maximize positive responses, minimize negative responses from others*

Overview of Social Skill: Active Listening

- Today we will talk about a skill that is often taken for granted, active listening. What does active listening mean to you?
 - *Therapists: Write definitions given by participants on white board. Accept all appropriate answers.*

Define the Skill

- For our purposes today, we will define active listening as follows: __
 - Flip Chart: *Active Listening = an active way of hearing what the other person is saying to you.*

Skill Steps – Action and Thinking Steps

- Skill steps: all skills are made up of a few steps, either a thinking or an action step
 - Thinking step: something that we say to ourselves, it can't be seen.
 - Action step: others can see the person doing that skill set
- Flipchart: *Active Listening Skill Steps*

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

Therapists: review skill steps with group members and ask if each step is a thinking or an action step. Ask participants how they know.

Benefits of Active Listening

- What do you get out of active listening?
 - Respect
 - Opportunities
 - Beneficial relationships

Discussion

- Consider having a conversation with your probation officer. How would you make sure he knew you were listening to him?

Overview of Social Skill: Asking Questions

- Discussion question: Who can define what asking questions?
 - Example answers: Asking question is a way for individuals to seek and gain information that is important for them to have.
- Discussion question: Why do we ask questions?
 - Example answers: To get more information, to try to understand better, to get directions, etc.
- Discussion question: What are some other example of situation where you might need to ask questions to get more information?
 - Example answers: Asking for help with an assignment; asking PO for help with paperwork; asking friend to borrow something

Skill Step Identification: Asking Questions

- *Flip chart: Asking questions*
 1. *Decide what you would like to know more about*
 2. *Decide whom to ask*
 3. *Think about different ways to ask your question and pick one way*
 4. *Pick the right time and place to ask your question*
 5. *Ask your question*

Discussing the Skill: Asking Questions

- Discussion questions:
 - Why do you think we are talking about asking questions? Why is it important?
 - When have you asked questions?
 - Have you ever regretted not asking questions?

- What are some scenarios where it would be helpful for you to ask more questions?
- Specific situation
 - What is a current or immediate future situation where it will be important for you to use asking questions?

Applying the Skill: Specific Questions for Specific Scenarios

- What questions might you want to ask before, during, after job interview?
- What questions might you want to ask your PO?
- What questions might you want to ask your judge?
- If you're looking for housing, what questions might you ask? Who would you ask?
- If you're looking for employment, what questions might you ask? Who would you ask?

Overview of Social Skill: Giving Feedback

- Who can tell us what giving feedback means to you?
- *Flip Chart: Giving feedback is a way for you to provide information to another in an objective, non-threatening way about what you think or feel concerning what he or she has said or done.*
- *Therapists: Have group members define "objective" and "non-threatening"*

Discussion Questions: Giving Feedback

- Why is it important to make sure to give feedback in this way? What are some of the consequences if you do not?
- Have you ever received feedback in a way that was not objective or non-threatening? How did you feel?

Skill Step Identification: Giving Feedback

Therapists: Have group members determine whether each step is an action step or a thinking step.

Flip Chart: Giving Feedback – Skill Steps

1. *Decide if you want to provide objective information to someone about his/her behavior, thoughts, or feelings. (thinking)*
2. *Decide what kind of information you wish to provide. (thinking)*
3. *Think about different ways to give the information. Pick one way. (thinking)*
4. *Pick the right time and place to give feedback. (thinking)*
5. *Give the other person the information in an objective manner. (action)*

Discuss situations when giving objective feedback will be useful

- Friend asking for advice
- Talking with probation officer

Apply Skills in Group

- Discuss situations where active listening, asking questions and giving feedback is important (try to identify something that will come up in the next week—maybe upcoming interaction with family member or PO)
- Be specific in identification
 - Current or immediate future situation
 - With whom will you practice these skills?
 - When will you practice it?
 - Where will you practice it?

Assign Homework

- Handout: *Pass out Communication Skills Worksheet*
 - Think of an upcoming situation when it would be useful to use one of the three social skills we discussed today (Active Listening, Asking Questions, or Giving Feedback).
 - Therapists: *Have each participant fill out first section of homework regarding upcoming situation that will call for the skill they have chosen.*
 - Complete the second part of the homework assignment on your own after you have practiced the skill

MODULE 1: BASIC SKILLS

Session 6: Relationship Skills & Communication Strategies

Introduction

- *Therapists:* The first step in communicating well with others and building successful relationships is being able to understand how others are feeling in a given situation.
- *Discussion question:* Why might it be an important skill for you to learn?
 - Example answers
 - Requires you to identify specific feelings of others
 - Helps you empathize with others by thinking from the viewpoint of other person's position

Define Skill

Flip chart: Definition of "Understanding the Feelings of Others"

- *Ability to observe another person and identify what they may be feeling by looking at their actions and listening to what they are saying*

Skill Steps

Flip Chart

- *Step 1. Watch the other person*
 - Action
- *Step 2. Listen to what the other person is saying.*
 - Action
- *Step 3. Figure out what the person might be feelings*
 - Thinking
- *Step 4. Think about ways to show you understand what he or she is feeling*
 - Thinking
 - Note: Step 4 is another case where it is critical to use alternative thinking: coming up with more than one way to accomplish something
- *Step 5. Decide on the best way and do it*
 - Thinking and action

Discussion Question- Understanding Feelings of Others

- *Therapists:* Think of a situation from your life where you have had a friend who is upset about something and has come to you. How would you use each of these steps to understand their feelings?

Conflict Resolution Skills

- *Therapists:* Let's say you didn't really understand others' feelings very well, or otherwise got yourself into a conflict with a friend, loved one, or even your PO. There are a lot of

different ways to respond during an argument, or to prevent an argument from happening.

Watch Four Horsemen of the Apocalypse Video

<https://www.youtube.com/watch?v=1o30Ps-8is>

- Give the Four Horsemen handout and talk through the conflict resolution styles.
- Discuss: Do you notice yourself using any of these strategies (we all do!)? Which bothers you the most if someone does it to you?

Watch video from The Breakup (if time)

<https://www.youtube.com/watch?v=JKKyxf BR8>

- Discuss: What communication strategies did you notice in this clip?

Successful Conflict Resolution Skills

- Discuss: What do you think are some good strategies to use when in a conflict, rather than the Four Horsemen?
 - Example answers (make sure to touch on all): Making specific complaints and requests, expressing how you felt not just what the other person did wrong, validate your partner, appreciate your partner, don't be defensive, listen generously, do a thought chart and figure out what's really going on!
- Give the Relationship Conflict Resolution Handout and talk through the main strategies

Apologizing

- Sometimes, the best way to solve a conflict that we may have caused is to simply apologize.
- Discuss: Can you think of a time recently where you apologized for something?

Skill Steps

Flip Chart

- Step 1. Decide if it would be best for you to apologize for something you said or did
 - Discuss: Why is this important? Is it bad to over apologize?
- Step 2. Thinking of the different ways you could apologize
 - Discuss: What are a few different ways of apologizing?
- Step 3. Choose the best time and place to apologize
- Step 4. Make your apology

Questions, Wrap up, and Assign Homework

MODULE 1: BASIC SKILLS

Session 7: Job Skills

Major Session Goals

1. Describe the importance, and perform the steps, of making a complaint
2. Describe the importance, and perform the steps, of negotiating
3. Perform the steps of making a complaint and negotiating in real life situations

Homework Review

- Review homework from Relationship Skills & Communication Strategies Session.

Overview of Session

- Today you will learn two more skills, making a complaint and negotiation, both of which can be helpful in the workplace. Later we will have opportunities to talk about what making a complaint and negotiating mean to you, and how you might use them. We will end the session with one or two role-plays that highlight each of the skills.

Social Skill: Making a Complaint

- *Therapists: Elicit discussion regarding what making a complaint means to the participants. Write definitions given by participants on white board.*
 - Example answer: Making a complaint is about the appropriate way to complain or get assistance if things aren't working the way you think they should.
- *Therapists: Why is this an important skill to know and practice? Write definitions given by participants on white board.*
 - Example answer: It provides you a way to decide what to complain about and to whom; inform the individual about the complaint and tell the person what might be a mutual, acceptable alternative.
- *Flip Chart: This skill gives us a way to decide what to complain about and to whom, inform the individual about the complaint, and tell the person what might be a mutual, acceptable alternative.*
- Based on that definition, start to think about times when you may have had difficulty in situations where you had to make a complaint to someone else.

Skill Steps: Making a Complaint

Flip Chart: Making a Complaint Skill Steps

1. *Decide what your complaint is*
2. *Decide whom to complain to*
3. *Tell that person your complaint*
4. *Tell that person what you would like done about the problem*
5. *Ask how he/she feels about what you've said*

- *Therapists: Ask participants to read skill steps aloud and decide whether each is a thinking step or an action step.*
- *Supplement handout: Pocket Skills Card: Making a Complaint*

Discussion Questions: Making a Complaint

- Why is it important to make a complaint using these steps? What are some of the consequences if you do not?
- Have you ever made a complaint and it did not go well? If so, why?
- Great, now we know the steps involved in making a complaint. Next, I'd like to cover the steps involved in appropriate negotiation.

Social Skill: Negotiating

- Have you ever made a complaint and it did not go well? If so, why?
- What is negotiation? (Elicit responses and record them on the white board).
 - Negotiating is when two people discuss a situation where some agreement must be made that is mutually acceptable to both parties. It involves compromise.
 - Have group members define "mutually acceptable" and "compromise"
- Negotiating requires using several other social skills. What skills does it require? Why is negotiating an important skill for us to have?
 - Sample answers: Listening, asking questions, and understanding the feelings of others
 - Sample answers: To get things done, to keep the peace between parties, or to reach a compromise

Skill Steps: Negotiating

- Flip Chart: Negotiating Skill Steps
 1. Decide if you and the other person are having a difference of opinion
 2. Tell the other person what you think about the situation
 3. Ask the other person what he/she thinks about the situation
 4. Listen objectively to his/her answer
 5. Think about why the other person might feel this way
 6. Suggest a compromise
- *Ask participants to read skill steps aloud and decide whether each is a thinking step or an action step.*
- *Supplement handout: Pocket Skills Card: Negotiating*

Discussion Questions: Negotiating

- Why is it important to negotiate using these steps?
- Have you ever tried to negotiate something before? If so, what either went well or did not go well? Why?
- Great, now we know the steps involved in negotiation. Let's practice some real-life scenarios that involve the use of these two skills.

Role-play Option #1: Making a Complaint

- This role-play will give one of you the opportunity to practice making a complaint in the context of a job interview that did not go as planned.

Therapists: Prior to beginning the role-play, brainstorm with the group why a candidate might not get hired for a job at a moving company after an interview. Note their responses on the white board.

Identify Role Players and Assign Tasks to Group Members

- Identify two group members to volunteer to do a role-play. One group member will be the main actor and the other will take the part of the co-actor. Assign the remaining group members a skill step to watch for during the role-play. Remind the group that they will need to be able to identify specific behaviors that confirm that the main actor completed the step of the skill.

Description of the Situation

- Co-actor: You interviewed a candidate for a job at your moving company last week. He/She didn't get the job (see reasons brainstormed by group). Now, you are at your office, and he/she has come in to talk with you.
- Main actor: You had an interview last week at a moving company. Although you were the perfect person for the job, you didn't get the job. You are very angry. You think that you didn't get the job because of discrimination (for example, because you are an offender, a foreigner, etc). You have decided to go to the company today. Talk with the hiring manager, and find out why you weren't hired!

To the Main Actor

- Set the scene
 - Where will you be when you are using this skill?
 - How is the room furnished? Are you standing or sitting?
- Try to follow the steps of the skill as best you can.

To the Co-Actor

- Try to play the part of _____ as best you can. Say and do what you think _____ would do as (*main actor*) follows the steps of the skill. Please don't ham it up. Remember that we want (*main actor*) to succeed in performing the steps of the skill.

Discussion

Therapists: Invite feedback from the group. Remember, the purpose is for the group members to state, objectively, whether the role player (main actor) followed the steps of the skill, not how well they acted.

- Who was looking for step 1, "Decide what your complaint is"? Did (*main actor*) do that? What was the complaint?
- Who had step 2? Can you tell us if (*main actor*) did that? Did he/she "decide whom to complain to"? Who did he/she decide to complain to?

- Who had step 3? Did (*main actor*) “tell (*co- actor*) his/her complaint”? What did he/she say?
- Who had step 4? Did (*main actor*) “tell (*co- actor*) what he/she would like done about the problem”? What did (*main actor*) suggest?
- And step 5, did (*main actor*) “ask how (*co- actor*) felt about what was said”? How did (*main actor*) do this step?
- To the main actor: How well do you think you followed the steps?

Therapists: Remember to provide feedback to the main actor. Ensure that the main actor has received positive reinforcing statements.

Role-play Option #2: Negotiating

- This role-play will give one of you the opportunity to practice the skill of negotiating in the workplace.

Therapists: Prior to beginning the role-play, brainstorm with the group reasons why an employee might get fired Note their responses on the white board.

Identify Role Players and Assign Tasks to Group Members

- Identify two group members to volunteer to do a role-play. One group member will be the main actor and the other will take the part of the co-actor. Assign the remaining group members a skill step to watch for during the role-play. Remind the group that they will need to be able to identify specific behaviors that confirm that the main actor completed the step of the skill

Description of the Situation

- Co-actor: Your employee, Main Actor, has not been performing very well recently at work. He/She has many problems (See the problems brainstormed by group). You have invited him/her to your office. You plan to fire him/her. Talk to him/her nicely, and let him/her know that he/she must leave at the end of the day.
- Main actor: Your boss has asked you to come into his/her office. You are not sure why. Recently, you have been very stressed out. You have a new baby at home, so you can't sleep. Also, your other workmates are bad at their job, which makes it hard for you to do your job.

To the Main Actor

- Set the scene
 - Where will you be when you are using this skill?
 - How is the room furnished? Are you standing or sitting?
- Try to follow the steps of the skill as best you can.

To the Co-Actor

- Try to play the part of _____ as best you can. Say and do what you think _____ would do as (*main actor*) follows the steps of the skill. Please don't ham it up. Remember that we want (*main actor*) to succeed in performing the steps of the skill.

Discussion

Therapists: Invite feedback from the group. Remember, the purpose is for the group members to state, objectively, whether the role player (main actor) followed the steps of the skill, not how well they acted.

- Who had step 1? Did (*main actor*) decide if he/she and (*co-actor*) were having a difference of opinion? How do you know that (*main actor*) did this step?
- Who was looking for step 2, "Tell the other person what you think about the situation." What evidence was there that (*main actor*) did that?
- Who had step 3? Did (*main actor*) ask (*co-actor*) what he/she thought about the situation? What, specifically, was done?
- Who had step 4? Did the (*main actor*) listen objectively to (*co-actor's*) answer? What is the evidence that (*main actor*) did this step?
- Who had step 5? Did (*main actor*) seem to think about (*co-actor*) might feel this way? How do you know he/she did this step?
- Who had step 6? Did (*main actor*) suggest a compromise to (*co-actor*)? What compromise did (*main actor*) suggest?
- To the main actor: How well do you think you followed the steps?

Therapists: Remember to provide feedback to the main actor. Ensure that the main actor has received positive reinforcing statements.

Group Members Identify a Specific Situation

Now that we have discussed the steps of these skills, what is a current or immediate future situation in which you might use one of these skills? Think of something that is likely to occur before the next session. This is important because what you identify, you will practice in your homework for the next session. Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (Specific time and day.)
- Where will you practice it? (Specific location.)

Homework

- Instruct participants to choose one of the two skills covered in today's session and complete the accompanying worksheet. Participants can use the same worksheet for either skill.

MODULE 1: BASIC SKILLS

Session 8: Financial Skills

(Adapted from NEFE Financial Workshop Kit for Former Inmates)

Workshop Overview

For former inmates, re-entering society requires finding a job, keeping the job, and learning how to manage the money earned. Establishing a solid financial foundation is essential to being able to afford housing, ensure transportation to and from work, access skills to earn a higher-paying job, and do more than just get by day-to-day. The key to this workshop is to encourage participants to take important steps to re-establish themselves financially so they can ease stress and contribute to their families and society.

Facilitator's Preparation

- Review this guide and complete your own set of the accompanying worksheets.
- Review the suggested length for each topic noted as (10) or (15) minutes and so on. This workshop is designed to be approximately 60 minutes (1 hour) from Welcome to Summary.
- Watch your local news sources for stories involving financial scams that may target former inmates or their families.
- Consider that when it comes to talking about money, sharing your own successes and challenges may be more engaging and effective than lecturing.

Materials Needed

- Flip chart and easel or marker board, markers
 - Pencils for participants
 - Copies of Three-Step Spending Plan Worksheet
 - Copies of Choosing a Bank or Credit Union That's Right for You Worksheet (at least three copies per person)
 - Copies of My Action Plan Worksheet

Introduction

- Next, have each participant share one *current* financial concern. List the concerns on the white board.

Objectives

- Share the workshop objectives and tie them back to the list of concerns.
 - Identify key transitional job skills
 - Create a realistic spending plan
 - Establish a relationship with a bank or credit union
 - Avoid money traps
 - Build credit and savings
 - Commit to an action plan

Get a Transitional Job

- Acknowledge that many participants are eager to find work so they have a source of income.
- The reality is that for many transitional jobs, the work will be low paying and require low skills. So the real challenge for participants will be to develop their “soft skills,” such as:
 - Showing up to work on time every day
 - Being presentable with appropriate attire for the job
 - Cooperating with coworkers
 - Taking direction from their supervisors
 - Staying on good terms with their parole officer/probation departments
- Ask participants how many have ever used a spending plan and what results they experienced

Create a Spending Plan

- Assure participants that while some people who leave prison do end up back again later, it is possible to re-enter society, re-establish oneself, and remain on the outside. One essential ingredient is learning and practicing sound money management skills.
 - As a group, have participants think of the kinds of expenses they have encountered as they re-entered society. Write responses on the flip chart or marker board. Continue requesting and adding items until all the lists have been exhausted.
 - Distribute the *Three-Step Spending Plan Worksheets*. Review the sources of income and the three columns provided. Compare the expenses listed under both Step 2: List Expenses and the Utilities Worksheet.
 - Emphasize that we all have a limited amount of money, and it’s important to make decisions on a daily basis about how to manage the money we do have.
 - Explain that many people resist setting up and using a spending plan. However, people who create a monthly spending plan and track their expenses are more likely to succeed financially! Using a spending plan can mean the difference between making a living and just getting by paycheck-to-paycheck.
 - Ask participants what information they still need to create their own spending plans.
 - Review the income-to-expenses comparison. Answer any questions and check for understanding. Remind participants that they need to track their spending and update the spending plan each month.
 - Ask participants if they have an established banking relationship.

Keep Your Money Safe (Slides 6 and 7)

- Explain that setting up a checking and a savings account not only keeps a person’s money safe, it also helps them avoid problems in getting their checks cashed.

- Encourage participants to look at several banks and credit unions and take time to compare costs and features for the most affordable accounts. It's also smart to consider locations when selecting a bank or credit union.
- Distribute the Choosing a Bank or Credit Union That's Right for You Worksheets. Review the worksheet and answer any questions participants may have about the information listed.
- Suggest that if they currently have a banking relationship, it might be helpful to visit the bank and complete the worksheet there. If not, they should visit several banks and credit unions for comparison. (Be prepared to hand out several copies of the worksheet to participants.)
- Check that participants understand the differences between debit, credit, and ATM cards. Provide a brief explanation of all three, if necessary.
- Explain that if participants have had bank problems in the past, they may experience difficulty in opening up a checking or savings account. Therefore, one of the first questions to ask when choosing a bank is whether or not, as a former inmate, a participant will be allowed to open an account.
- Encourage participants to seek assistance from their bank or credit union representative if they do not have experience in using checking or savings accounts. Representatives should be happy to help.
- Suggest that participants ask their employers if the company offers direct deposit of payroll checks. Having checks automatically deposited into a participant's bank account is not only convenient, it also can help them avoid spending it on things they don't need.
- If participants find themselves unable to open bank or credit union accounts, they need not resort to costly alternative financial services such as check-cashing services. If your paycheck comes from a local bank, you may be able to cash it there. In addition, some grocery stores and discount stores offer free or lower-cost check cashing.
- Without bank accounts, participants may need to get creative about managing money. To pay bills, they can first use the "envelope system," which involves dividing up your cash into envelopes for different expenses. Take those envelopes to a store that sells money orders and pay your bills with them. In addition, participants can buy prepaid "credit" cards for spending money rather than carrying around cash.
- Ask participants if they have ever used or considered using a check-cashing outlet or getting a payday loan.

Avoid Money Traps

- Reiterate that managing money can be challenging at times, especially when unexpected expenses occur and a person needs money. When people feel anxious about their finances, it's easy to make a mistake and get caught in a money trap.
- Ask participants if they can name at least four common money traps. As participants name a money trap, write it on the flip chart or marker board.

- Review the list against the following list and use the information provided to discuss each trap.
 - Check-cashing outlets charge a percentage of a person’s total check (for example, 5 percent or \$5 out of every \$100). That’s like pouring money down the drain. Why give anyone a piece of your hard-earned pay?
 - Payday loans are quite costly when you do the math. Consider that a payday loan may charge a person \$20 to borrow \$200 for two weeks. Then, if the borrower cannot pay back the entire amount (\$220), they must roll over the loan for another \$20 fee plus high interest on the amount they borrow and roll over. Consumers will roll over these loans about six times on average. This means a person will pay \$120 dollars in fees alone to borrow \$200.
 - Pawnshops may loan a person a fraction of what something is worth, and then charge the person much more to get the item back. In addition, pawnshops often make car title loans that mean a person ultimately could lose his or her car! If the borrower misses a payment, the pawnshop can have the car repossessed.
 - Tax refund anticipation loans (RALs) are more costly than most people imagine. The tradeoff of getting a refund immediately is that a person significantly reduces the amount they get back since the RAL has a high fee.
 - Rent-to-own stores tempt people because the weekly rate seems so affordable and, in time, they will own the item. Renting-to-own is actually very expensive because the length of the loan is usually more than a year and the buyer ends up paying two or three times the original cost of the item. For example, a \$400 TV at \$15 a week for 65 weeks equals \$975, not including sales tax and delivery costs.
 - Credit card “free” checks are not free. Using a check tied to a credit card means that the check writer will be charged the credit card’s rate of interest (or sometimes a higher rate) on the amount of the check, as if the card owner used the credit card to pay for an item.
 - Scams may come disguised as business opportunities, get-rich-quick schemes, lending scams, immigration service scams, auto lending scams, Internet scams, e-mail scams, and the like. Warn participants to watch out for financial scams in any form.
 - Explain that each of these “quick fixes” is actually a money trap. Once a person gets caught, it’s tough to get out. The traps may put participants deeper into debt and cause greater anxiety. → gambling
 - Suggest that by using the tools discussed today, participants can avoid these money traps altogether.

Rebuild Your Financial Life (Slide 9)

- Explain that anyone can rebuild their financial life by following a few basic guidelines. A good place to start is by building credit. Encourage participants to begin paying all their monthly bills on time, if they aren’t already. Work habits, like being on time every day, also can benefit participants’ financial habits by encouraging prompt bill payment.

Showing up for scheduled appointments also reinforces the idea of keeping a person's promise, which is the concept behind all credit—promising to repay what is borrowed.

- Warn participants to avoid so-called “credit repair” offers they may encounter online or see advertised on TV. Most of these offers charge expensive fees for basic work participants can easily do themselves. In the long run, the only way a consumer can truly rebuild credit is by taking practical steps, such as paying bills on time, not bouncing checks, avoiding overdraft fees, etc.
- Encourage participants to “walk before they run financially.” For example, assume a participant is using a check-cashing service now (which is very expensive). Opening a checking account at a credit union or bank, as discussed earlier, will be even less expensive in the long run.
- Suggest that starting a regular savings program, regardless of the dollar amount saved each week or pay period, is one of the best ways to rebuild a participant's financial life. Encourage participants to take advantage of automatic savings plans in which a set dollar amount is deducted from their paycheck automatically and deposited into a savings account. If participants don't “see” the money leaving their paycheck every pay period, they may become much less likely to “miss” that money.
- Explain to participants that everyone should have an emergency fund to pay for unexpected expenses such as medical emergencies, car repairs, or loss of income. Participants can build up an emergency fund through regular saving, and they should store it in a safe place, such as a bank or credit union savings account. A good long-term goal is to try to save three months' worth of expenses in an emergency fund.

Answer any questions. Check for understanding.

Summary

- Review the list of concerns and note which ones were addressed and which ones will need to be addressed at a later time.
- Review the topics covered in the workshop:
 - Identify key transitional job skills
 - Create a realistic spending plan
 - Establish a relationship with a bank or credit union
 - Avoid money traps
 - Build credit and savings
 - Commit to an action plan
 - Encourage participants to establish a banking relationship after shopping around and completing several Choosing the Bank or Credit That's Right for You Worksheets.

Homework

- Distribute My Action Plan Worksheets. Ask participants to take a few minutes over the next week to complete these worksheets to ensure that they get started re-establishing themselves immediately.
- Hand out the Three-Step Spending Plan Worksheets, but remind participants that these are for THEM to keep

MODULE 1: BASIC SKILLS

Session 9: Internet Skills

Major session goals:

1. Explain internet basics (how to connect, how to search, how to use e-mail)
 - a. *Note: This session may be change and adapted depending upon participants' internet use/knowledge/skill*
2. Discuss job search techniques
3. Discuss internet safety
4. Discuss social media

Review Homework

Internet Basics

- Accessing the internet
 - Wi-Fi (wireless fidelity)
 - cable
- If they have their own device, can access free WiFi from cafes and public areas (**bring PC from clinic room**)
- If they do not have their own device, can access from a public computer (e.g., library)
- To find connection to internet, go to
 - Systems Preference (Mac)—Applications→System Preferences→Network
 - Control Panel (Windows)—Control Panel→Network and Internet Connections
 - Find internet source by looking through available connections
 - Locate your web browser (e.g., Chrome, Safari, Firefox, Internet Explorer)
 - Look at white box at top of screen
 - Type in the address of the website you want to visit (URL)
- Searching the web
 - Can use keywords to search for websites using “search engines” (e.g., Google, Bing, Ask, Yahoo)
- Setting up an e-mail account
 - Free options: www.gmail.com; www.mail.yahoo.com; www.mail.aol.com; www.hotmail.com
 - On any of these pages, locate “Create New Account” or “Get Free Username”
 - Some personal information (name, birthdate) will be required
 - Do not have to give phone number or other information
 - Choose e-mail address that is appropriate and recognizable
 - Send e-mail by typing in address of person receiving it

Job Search

- Identify possible interesting jobs
 - Get onto web browser (Chrome, Firefox, Safari, Explorer, etc.)

- Browse through job sites (www.indeed.com; www.careerbuilder.com; www.moster.com; www.glassdorr.com; www.snagjob.com)
- Websites will ask for the kind of job you seek, and for certain information
 - For example: on www.monster.com there is a “keywords” box, “city” box, and “state” box
 - Once you search in those broad criteria, most sites allow you to perform and advanced search where you can narrow what you are looking for into filter categories. For example
 - Full-Time vs. Part Time
 - distance from the location you identified
 - After searching for your specific arrangements, the website will pull up job postings that may be what you are looking for
 - You will have to browse through the different options and read through the qualifications and responsibilities
 - Most often, you will have to go through this process of looking around different websites and reading a number of job posting to see what may best suit you
 - Having more filters while doing the advanced search may mean a narrower search. In other words, there will be fewer options the more you restrict your search.
 - For example: willing to travel only 5 miles opposed to 20 miles will only pull up a fraction of the job postings you may have seen and provide less options
 - You may not find a job to apply to on your first try at searching. Try a few different websites with different key words and skills
 - Once you find a job posting that you may be interested in, read through the qualifications and responsibilities and any other information that they provide about the position
 - If interested, apply for the position as directed by the website and follow the directions

Internet Safety

- Keeping your device safe
 - Use antivirus software
 - Avoid strange sites
 - Do not open an attached file or visit a website unless you know what it is
- Keeping your personal information safe
 - Beware of scams
 - Your computer collects information on what you send and what you visit
 - Internet activity can be traced back to you
 - Sites asking for personal or financial information may be trying to steal from you. Never give information such as your Social Security number or your bank account number without first calling to make sure the request is legitimate.
 - Stealing on the internet is illegal in the same way it is in person

- Storing pornography involving children on your computer is illegal
- You can adjust privacy and security settings on your computer. Find the “Security” option for your web browser or “Preferences.” You can manage your privacy options by selecting the amount of information your want your browser to collect
- Tips
 - When you are purchasing or providing information online, look at the web browser where you type in the address. If there is a padlock image on the address line, it is more likely to be safe. If there is no padlock, be hesitant about the website you are using and refrain putting in personal and financial information
 - On the same web browser address bar, if there is a “s” after the “http,” it is indicated to be “safe”
 - Choose strong passwords and refrain from using passwords that incorporate your username or basic information about you
 - Be suspicious of email you may receive. They cannot filter out all junk email. If it is from a sender you did not request information from or appears to be a scam, do not open it as they can send viruses to you as well.
 - Do not click on pop up ads (you can block pop up ads under your web browser settings)
 - Use common sense- if it feels like more information than you should be providing, then do not provide it

Social Media Tips

- Be careful with your posts
 - There are consequences to what you post on social media
 - Once it is on the internet, anyone can see if even if your account is private or locked
 - There are many ways that your comments/pictures/posts can be shared
 - Posting inappropriate content can land you in trouble
 - Employers may search you on the Internet and come across your social media accounts
- Keep personal information private
 - Many social media accounts ask for personal information like name, address, and family
 - Selectively choose what you want to share
 - You may not want to provide your location for family for safety precautions
 - You have control over what you want to share
 - Avoid providing security answers in your public profile
 - Know what you share and who you are sharing it with. For example: You can choose to only share information with your “friends” or “friends of friends” instead of “Everyone”
 - Still be cautious of what you post, because your profile photo and some information may still be seen by strangers
 - Know how to best protect your content. For example, make your Twitter and Instagram accounts private.
 - Be careful of who you meet on the internet

- people may not be who they say that they are
 - do not provide them your personal and/or financial information
 - be aware of who you meet outside of the internet, and tell someone if you intend on doing so
- How to conduct yourself using social media
 - Be respectful and appropriate on the internet
 - Know what to say and when to say it
 - If you would not say something in person, do not say it on the internet
 - Inquire with others if you are posting something about them (i.e pictures) if you are going to include them
 - Be aware of your language. Don't write or post anything you wouldn't say face-to-face.

Homework

- Write down questions/concerns you have about internet/computer use, and any resources you would like in regard to the internet, job searching, or internet safety.

MODULE 1: SKILLS & CRIMINAL THINKING

Session 10: Introduction to Criminal Thinking

Major session goals:

1. Review group rules and norms
2. Describe “tools” analogy
3. Introduce cognitive self-change
4. Describe CBT theories of thoughts, emotions, and behaviors
5. Complete CBT thoughts charts as a group
6. Introduce social skills

Major ideas we will discuss today

- Flip chart: Concepts written on flip chart.
- Therapists: Ask participants what they think each concept means and generate definitions as a group. Write definitions on white board.
 - Thinking = What we say to ourselves inside our head
 - Internal control = Control over our thinking and our feelings
 - Cognitive self-change = Paying attention to the thoughts and feelings that go on inside of us to recognize risk and use new thinking to avoid trouble
 - Social skills = Behaviors or abilities we use in situations that involve other people

Tools - pocket analogy

- The idea of these sessions is to provide you with tools you can use so that you are able to succeed in many different types of situations.
 - Social skills tools
 - Learning listening and question-asking skills
 - Thinking tools
 - Learning ways to think about your thinking and use your thinking
 - learning to identify thoughts
 - learning to describe how you feel about a particular situation
 - Problem Solving Tools
 - Therapists: We will explore these in the next module
- What happens when you have more tools?
 - Therapist: Answers should reflect the idea that more choices lead to greater flexibility and feelings of empowerment.

Cognitive Self Change

White board: CBT thought chart with examples

- **Goals**
 - Idea behind course is that we can learn to take charge of our lives and lead more productive and effective lives by taking control of the thoughts and feelings that go on inside us
 - Thinking connects to the way we feel and act

- *Therapists: Use thought chart to demonstrate*
 - Because thinking controls so much about us, we can learn to control our own lives by learning how to take control of our thinking
- **Examples**
 - Example 1: Someone passes you on the street and makes eye contact with you
 - Example 2: A stranger walks into a room and gives a gift to each of three people sitting there
 - What thoughts might you have?
 - What thoughts might someone else have?
 - What thoughts might an anxious/cheerful/bored/angry person have?
- **Group activity**
 - Thought charts with real life examples from group members
 - *Therapist: Solicit examples of situations, thoughts, and feelings from each group member. Create thought charts on white board as a group.*
- **“Outside” vs. “inside” parts of situations**
 - You often only see the “outside” part of a situation. But each situation also has an “inside part.”
 - “Inside part” includes private thoughts and feelings other people might guess at but which we only really experienced inside our own heads
 - Cognitive change is about observing our thoughts and feelings and recognizing how they can lead us to trouble or make us unhappy.
 - Paying attention to the private thoughts and feelings that go on inside of us can help us learn to have better control over what we do

Social Skills

- Discussion questions
 - What’s the best way to ask for help?
 - What’s the best way to communicate with a rude person?
 - What’s the best way to communicate with your probation officer? The reentry court judge? Law enforcement?
- *Therapist:* Consider role playing proper way to interact with probation officer/judge/rude person. Consider role playing asking for help.

Exploring Actions, Thoughts and Feelings (10 minutes)

- *Flip chart:* Picture of iceberg.
- Iceberg: What are some things you know about an iceberg?
 - *Therapist: An iceberg is a large ice mountain. The biggest part is under the water, invisible to the eye. This is the part that is dangerous to boats, because they cannot see how wide the iceberg is under the water (use Titanic as a reference point).*
 - Discussion question: Looking at this picture, what else is hidden that connects to actions?
 - *Therapist: Looking for attitudes, beliefs, etc.*

- *Flip chart: Picture of pyramid w/ internal and external behaviors.*
- In this module, we have an opportunity to look at what we do, both the parts we can see (actions) and the parts we can't see (thoughts, feelings, attitudes, and beliefs).
How does iceberg relate to this?
 - Actions, the things others can see us doing, are like the tip of an iceberg
 - The things going on inside of us that others cannot see are like the part of the iceberg that is under the water (our thoughts, feelings and beliefs)
 - The biggest part of us is invisible to everyone but us
- We want to work on being aware of what thoughts and feelings we are having so others can hear what we are thinking
- Controlling our actions gives us the *power to choose*. It means understanding *how we think* and *what sets our emotions off*
- Underlying our thoughts and feelings are our attitudes and beliefs, which we will talk about more later in this module

Homework: Complete CBT thought chart.

MODULE 1: SKILLS & CRIMINAL THINKING

Session 11: Knowing Your Feelings

Major session goals:

1. Review homework (thought chart)
2. Describe the importance of knowing your feelings
3. Discuss the steps of knowing your feelings during session
4. Perform the steps of knowing your feelings in real life situations

Homework

Review and discuss thought charts

Overview of Social Skill: Know Your Feelings

- *Today we will learn a skill that has to do with interacting with others, either individually or in a group. This skill is called **knowing your feelings**. What does **knowing your feelings** mean to you?*
 - Sample Answers
 - Recognizing what is going on inside of me
 - Identify what is happening inside of me
 - Being able to identify what emotions I'm having
 - Labeling or naming my feelings (anger, joy, fright, etc.)
 - *Why is knowing your feelings important?*
 - Take home point
 - Your feelings are connected to your actions. Stopping to recognize how you feel is an important step in having control over what you do.
 - White board: *Definition of "Knowing Your Feelings"*
 - *Steps we use to tune into what is going on inside of us that make us think or act in a certain way*

Handout supplement: *Feelings faces*

Knowing your Feelings: Skill Steps

- Therapists: *How do we know if we are "knowing our feelings"?*
- White board: *Skill steps of "Knowing Your Feelings"*
 1. Tune into what is going on in your body that helps you know what you are feeling
 2. Decide what happened to make you feel this way
 3. Decide what you could call the feeling
- Example:
 - My parole officer has just told me that I need to come in to see him 4 times next month instead of the usual 3. He said this is because of a change in departmental policy and there is nothing that he or I can do about it. My face is flushed, I'm

breathing rapidly, and I don't know what to say. This will impact my work, my transportation situation, and will really put a burden on me. I feel annoyed.

- Therapists: Ask participants how they can achieve each skill step.
 - How can you tune into what is going on in your body that helps you know what you are feeling?
 - How can you decide what happened to make you feel this way?
 - How can you decide what you could call the feeling?

Group Members Identify Specific Situations

- Past situations
- Therapists: Ask participants to discuss previous reactions they have had that involved physical symptoms. How do you know if you're angry? How do you know if you're sad? What does your body tell you about what you're feeling? What might you have done different if you had been able to identify your emotions?
- Current or Future Situations
- Therapists: Now that we have discussed this skill, what is a current or future situation in which you might use this skill? Try to think of something that is likely to occur before the next session. Be as specific as possible. How could you use the skill steps?

Homework

Copy down the skill steps for Knowing Your Feelings. Practice the skill this week and then fill out the second shaded part afterward.

MODULE 1: SKILLS & CRIMINAL THINKING

Session 12: Thinking Controls Behavior

Major session goals:

1. Review homework (knowing your feelings)
2. Describe how thinking impacts behavior
3. Discuss hypothetical situation
4. Focus on steps in cognitive self-change

Homework Review (5 minutes)

- Therapists: Ask participants if they can remember the steps involved in knowing feelings
- Flip chart: Skill steps of “Knowing Your Feelings”
 - Tune into what is going on in your body that helps you know what you are feeling
 - Decide what happened to make you feel this way
 - Decide what you could call the feeling
- Therapists: Ask participants how they practiced this skill – when and with whom? What did you do to follow steps of skill? When will you use this skill again in the future?

Overview

- Today we will learn about how our thoughts and feelings control the way we act. This is important because it points to a way we can control how we act by controlling how we think about different situations. We have talked about this a bit before- remember the thought charts we made where we talked about how different people interpret the situation of someone walking down the street staring at you quite differently depending on who they are and what their experiences are?

Sample Situation

- Past Example: Now we will look at a sample situation (co-therapists can role-play if desired) to demonstrate this concept. Let’s say that someone (let’s call him Pat)’s PO decides to set extremely clear limits on being late for appointments because Pat is usually late. One time, Pat is 10 minutes late and his PO lectures him on the importance of responsibility and threatens to violate his probation. Pat believes he has a very legitimate reason for being late. They discuss their viewpoints and the conversation gets extremely heated and angry.
- On White Board
 - Chart out what Pat and his PO might both be thinking and feeling.
 - Therapists: Have participants explain rationale, reinforce that first step of cognitive self-change is to recognize thoughts

Attitudes and Beliefs

White board

- General ways of thinking about different situations
- Rules, principles, or values or general opinions about a kind of person or kind of situation
- Express the values and principles you live by
- Attitudes and beliefs define the things that matter most to us

Sample Attitudes and Beliefs:

- My family is the most important thing in my life
- If someone hurts anyone in my family, I need to set it right
- You have to stand up for yourself
- Teachers are unfair
- Parents are always right

Evaluate and Discuss Attitudes and Beliefs of Group Members

- *Therapists: Discuss attitudes and beliefs of group members. When identifying them, remember to remain neutral. Also, refer back to iceberg drawing to remind group members that attitudes and beliefs are extremely important in how you think, and that it is important to think about both our own and others attitudes/beliefs and how that can shape how different people interpret different situations. Our attitudes and beliefs create personal meaning for us in specific situations.*

Attitudes and Beliefs of Pat and PO

- Now let's brainstorm some possible attitudes and beliefs that Pat and his PO may have (examples: probationers have no respect for authority or rules, POs like pushing people around).
- ***Therapists: TAKE PHOTO OF WHITE BOARD CHART OF PAT AND PO'S THOUGHTS AND FEELINGS AND ATTITUDES TO REFER TO IN LATER SESSIONS***

Predict Future Behavior

- Based on the thoughts, feelings and attitudes of Pat and his PO- what are some possible ways that they will act toward each other? (example: yell, get in a fight, Pat gets arrested). Also discuss if this is a one-time situation or likely to happen again and again? (Answer: will be a pattern unless attitudes change).

Present Cognitive Principle

- So, as we can see, our attitudes, thoughts and beliefs can have a huge effect on how we act in different situations. Most of the time these things happen automatically and out of habit, however we can learn to pay attention to these things and ultimately gain control of how we think and feel.

White board: The Cognitive Principle

- *Learning to control thoughts and feelings can help us control our behavior*
- *There is always more than one way to think about a situation*

- *Control of our thinking results in power over our life*
- *“When we think differently, we act differently”*

Steps to Cognitive Self-Change

White board: *Steps to Cognitive Self Change*

1. Pay attention to our thinking (observe them without judgment)
2. Recognize risk (recognize when thoughts and feelings lead to risk of getting in trouble or other negative consequence)
3. Use new thinking that reduces risk

Apply Cognitive Self-Change Steps to Sample Situation

Therapists: Use above steps to discuss sample situation.

- Step 1: Pay attention to thinking
 - We did this together as a group by writing down Pat and his PO’s thoughts and feelings as we imagined them to be in a non-judgmental way
- Step 2: Recognize risk
 - Ask what the possible risks were in this situation
 - Example: heated argument, fist fight, Pat’s probation getting violated
- Step 3: Use new thinking
 - What could have been done differently here to make this situation better
 - Example: PO could have taken a minute to hear Pat’s excuse for being late, Pat could avoid conflict/making this worse by remaining calm
- Point out that with different thinking strategies, their actions can be different too

Review Key Principles of CBT

- White board: *The Cognitive Principle (above)*

Homework

Thinking Controls Your Behavior – Worksheet with Questions

MODULE 1: SKILLS & CRIMINAL THINKING

Session 13: Pay Attention to Our Thinking

Major session goals:

1. Review homework (Thinking Controls our Behavior)
2. Use thinking reports to observe and report thoughts, feelings, attitudes and beliefs
3. Establish, as a group norm, an objective, non-argumentative frame of reference for each group member to examine his own and others' thoughts, feeling, attitudes, and beliefs and behaviors
4. Write a thinking report using a situation where they have identified a time they had a conflict with another person

Homework Review

- In our last session we looked at the kinds of thoughts, feelings, attitudes and beliefs people can have when they are in conflict with each other.
- Flip chart: Steps to Cognitive Self Change
 1. Pay attention to our thinking (observe them without judgment)
 2. Recognize risk (recognize when thoughts and feelings lead to risk of getting in trouble or other negative consequence)
 3. Use new thinking that reduces risk
- Remember that we learned that when we take control of our thinking, we gain real power over our lives.
- Ask participants what they wrote down about the thoughts and feelings that had during a conflict. Specifically:
 - What was the conflict with another person?
 - What were some of your thoughts and feelings at the beginning of the situation?
 - Did your thoughts and feelings change as the situation developed?
 - What were your attitudes or beliefs about the situation?

Step 1: Pay Attention to Our Thinking

- Today we will learn about how to pay attention to our thinking. To do this, we are going to learn about a technique called thinking reports. Thinking reports are a way for us to observe our own thoughts, feelings, attitudes and beliefs. This is the first step in achieving cognitive self-change.

Thinking Report

- A thinking report is a way of paying attention to how you think and feel in a specific situation. It is a structured, objective report of what goes on inside our mind during a specific situation. A thinking report has four parts.
- White board: Thinking Report
- Handouts: Pass out thinking report worksheets

- Brief description of the situation
 - State the facts of what happened
- Who was involved and what was said
 - List of the thoughts we had
 - List every thought you can remember
 - Use the exact words that were in your mind at the time
- List of the feelings we had
 - List all the feelings you remember having
 - Use words that seem right to you
 - Feelings can be either emotions (anger, fear, frustration, excitement, etc.) or bodily sensations (tightness in the stomach, racing heartbeat, feeling hot in the face) or both
- List of our attitudes and beliefs
 - List your attitudes and beliefs. Remember, these are rules, principles, values or ways of thinking that you carry into lots of different situations

Activity: Apply thinking report to Demonstration from last session

- How could the four parts of a thinking report apply to the conflict between Pat and his PO? What were some of the facts? Provide brief, factual description of the situation from **Pat's point of view**. Now do the same from the **PO's point of view**.
- Take away: The ability to write a brief, factual description of a situation is an important skill – remember that the description of the situation can be from two very different points of view, but can both be completely factual and accurate

Objectivity in Thinking Reports

- What does objectivity mean?
- Objective = being objective means saying your thoughts *exactly* as they are going on in your head. Emotional language or judgments of what is right or wrong are not objective. So you don't want to include those kinds of statements in objective descriptions.
- Flip chart: definition of objectivity
 - Objectivity: saying your thoughts exactly as they go through your head
- Objective means without blame, excuses, or judgment of right or wrong, and true or false. An objective thinking report is like a tape recording of what was happening in our mind.
- Why is it important to be objective in a thinking report?
 - A thinking report is like a microscope that lets you look inside your head and see the thoughts and feelings going on in it. You are taking an objective look at your thoughts, feelings, and attitudes/beliefs. The goal is for a thinking report to be a picture of what is going on in your head. To do this, you must stay totally objective.
- How do you stay objective?

White board: Staying Objective

1. Remember the thoughts and feeling you had

2. Don't judge your thinking
 3. Don't look at thoughts as right or wrong, good or bad
 4. Look at your thoughts, feelings, attitudes/beliefs as pure information about what was in your mind during a specific situation
- This is important because you have to be aware of your thinking before you can choose to change it. Thinking reports teach you to become aware of your thinking.

Therapists: What are attitudes and beliefs?

- Attitudes and Beliefs = general ways of thinking that we carry with us into many different situations. Attitudes can be rules, principles, values or opinions about a range of different kinds of people or events. They are general ways of thinking that shape and influence how we experience specific situations.

Activity: Present a Sample Thinking Report

Therapists: Show example of a thinking report done by a member of another group.

- What happened: Jim was on supervised release from jail. Because he was on intensive supervision, he was allowed to leave home only to go to work and to come straight back home, without stopping or visiting friends. The authorities checked on him several times a week. He was often caught on small violations: coming home after from work; talking to people he was not supposed to talk to; being in places he was not supposed to be.
- Jim's Report → Jim was asked to do a thinking report about a time when he went to visit friends he was not supposed to see. Let's review it.
- Handout: Pass out Jim's sample thinking report.
 - Therapists: Read thinking report out loud to the group. Model objectivity – don't imply any personal judgment as to whether the thoughts are good or bad, justified or unjustified.
 - Look closely at Jim's thoughts, feeling and attitudes/beliefs. Not that he listed the thinking that *led up* to him breaking the rule (being out of the area), which was the situation. When we do thinking reports, we must focus on the thoughts and feelings that lead us into risky behavior.
 - Therapists: IMPORTANT → make sure group members understand that they should be paying attention to thinking that *leads to* risky behavior – it's a common error to focus on what we think or feel about a situation after it happened or focus on thinking related to consequences of behavior, as opposed to leading up to behavior.

Activity: Guide First Group Member Through a Thinking Report

- Now we are going to practice doing thinking reports. You can use your homework situation or you can think of a different conflict situation.
- Ask for a volunteer to do first thinking report.
 - First we will have [volunteer] describe in general the conflict situation. Then we will discuss as a group how to write it down in the form of a thinking report

Thinking Report

- White Board: Write thought chart on white board as it is discussed
- Part I: Situation
 - The first part of the thinking report is the situation statement. Before we write this down, take your time and explain what happened.
 - Now let's write a brief, objective factual statement – can you sum up the conflict in a sentence or two?
- Part II: Thoughts
 - Now let's hear the thoughts you had that contributed to this conflict. Remember that we want to focus on the thinking that led up to the conflict, as opposed to what you thought about it afterward.
 - You are the only person who knows what you were thinking in this situation. I may ask you some questions as we go along, but you will be the final authority on your thinking report and what we ultimately write on the chart paper.
 - It is helpful to think of your thoughts in the order you had them.
 - Remember to report your thoughts objectively – use the exact words that went through your head. This is important! Now what thoughts can you remember having in this situation?
 - Therapists:
 - *Make sure group members are not labeling thoughts as negative.*
 - *Make sure individual is being as objective as possible.*
 - *Keep process brief and simple – goal is to demonstrate how easy it is to do thinking report*
 - *If group member gets stuck, consider asking: “Do you remember the very next thought after this one?” or “when you had this thought, did you have more thoughts about the person?”*
 - Therapists: Ask group if they think list of thoughts gives clear idea of what volunteer what thinking
- Part III: List Your Feelings
 - Now let's look at your feelings. Can you remember the feelings you had? Remember that feelings can be either emotions (like happiness or sadness) or physical sensations (like clenched jaw or butterflies in the stomach). Also remember we're talking about your feelings at the time of the situation, not after.
 - Therapist:
 - *Use group member's exact words/phrasing*
 - *It's okay if feelings seem more like thoughts – accept them as feelings if they make sense that way to reporting member*
 - *Ask a few probing questions to help group members remember: “When you had this thought, do you remember what you were feeling?”*
- Transition/Review:
 - Great job – this is exactly what the first three parts of a thinking report are supposed to be (refer to flip chart):
 - (1) You gave a brief factual description of the situation

- (2) You listed a number of thoughts that you had, just as you remember having them
- (3) you listed the feelings that went along with these thoughts
- The next step is to identify the attitudes and beliefs you have about this situation

Attitudes and Beliefs

- Remember, attitudes and beliefs are the rules, values, principles, or opinions that shape our thinking about many different situations. It may be hard to put attitudes and beliefs into exact words, but we can usually come close.
- Flip Chart: Definition of attitudes and beliefs = A set of principles, values or opinions
- Let's review your thoughts and feelings. Do you think there were underlying beliefs or attitudes that you were expressing with these thoughts and feelings?
- White board: After group discussion, write down attitudes/beliefs of group members
- Great job. Your report looks like a clear complete picture of what you were thinking and feeling and it now includes the beliefs and attitudes that were part of your thinking

Summary of How to Do Thinking Reports

- We practice being completely objective
- We don't make judgments
- We don't blame
- We don't make excuses for our thinking
- We don't suggest how we should have thought or how we could have thought differently
- We report our thoughts and feelings exactly as they were

Flip Chart: Report your Thoughts and Feelings Exactly

- Helpful Hints for Staying Objective
 - Don't judge
 - Don't blame
 - Don't make excuses
 - Don't "second guess" (suggestions about how you should have or could have thought)

Therapist: Remember that we can discuss others' thought records in group and ask questions or make suggestions about how he may have been thinking. However, the person giving the report is always the final authority of how he was thinking

Activity: Remainder of Group Members Present Thinking Reports

Activity: Wrap Up

- You have learned and practiced a lot in this session. You have learned to to the first step of cognitive self-change: paying attention to our thinking. You have learned to be objective about your thoughts and feelings. That means you have learned to look at

your thoughts and feelings without making any judgments or blame or justifications or excuses. You treat your thoughts and feelings as pure information.

- This sets the stage for step 2 of cognitive self-change: recognizing risk. In this step, you will learn about how your thoughts, feelings and attitudes and beliefs lead you to do the actions that you do. You will pay special attention to hurtful or illegal actions, and the thinking that leads you do to those things.
- Step 2 will be done with the same objectivity as Step 1 – without any blame, judgment or criticism of how a person thinks or acts. Treat the connection between thoughts and actions as another kind of pure information: This thinking leads to that action. No blame. No judgment.

Homework

- White board: Four parts of thinking report.
- Handout: Pass out HW instructions and blank thinking reports.
- Think of a time when you broke a rule or hurt someone. This could mean violating the law/breaking a rule or hurting someone physically or emotionally. Complete a thinking report on what happened. As you write your thinking report, remember to focus on the thinking that led you to break the rule or hurt someone, as opposed to what your thought and felt afterward.

IV: Module II – Criminal Thinking and Problem-Solving (13 Sessions)

1. Recognizing Risk
2. Use New Thinking
3. Thinking Check-In
4. Stop & Think
5. Introduction to Problem-Solving
6. State the Problem
7. Set Goal & Gather Information
8. Practice Problem-Solving Skills
9. Thinking of Choices & Consequences
10. Make a Plan
11. Do & Evaluate
12. Problem-Solving Application
13. Next Steps

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 1: Recognize Risk

Major session goals:

1. Identify thoughts, feelings, and attitudes and beliefs that have led to trouble in the past
2. Use an objective point of view when describing the risks in those thoughts, etc.
3. Write a thinking report about a recent or past time when they broke a rule or hurt someone

Review of Criminal Thinking (from previous module)

- Think of a time when you broke a rule or hurt someone. This could mean violating the law/breaking a rule or hurting someone physically or emotionally. Complete a thinking report on what happened. As you write your thinking report, remember to focus on the thinking that led you to break the rule or hurt someone, as opposed to what you thought and felt afterward.
- *Discuss group members' situations, how they identified their thoughts, how they knew the situation could have been risky, and how they identified their feelings.*

Step 2: Recognize Risk

- You have learned how to do a thinking report and have practiced Step 1 of cognitive self-change - **pay attention to our thinking**. Today we will practice Step 2- recognizing risk. We will focus specifically on the thoughts, feelings and attitudes/beliefs that can lead us to trouble.
- To review: can someone remind us of the importance of completing step 1 before step 2?
- Answer: we have to know what our thinking is before we can identify risky patterns in our thinking

Activity: Practice with Sample Thinking Report

- We are going to use the example from last week, when Jim was in trouble for being out of the area.
- Flip chart: Step 2- Recognize risk
 1. *Did my thoughts, feelings, attitudes and beliefs lead me to do what I did?*
 2. *Which thoughts, feelings, attitudes and beliefs were most important in leading me to do what I did?*
 3. *How did these thoughts, feelings, attitudes and beliefs lead me to do what I did?*
- Handout: Jim's thinking report
- Therapists: Have participants go through these questions with Jim's report SEPARATELY for thoughts, feelings, and attitudes/beliefs. Write answers on the board (in 3 columns). Once a few answers are identified, have a brief discussion about which ones were most at play.

Activity: Apply Step 2 to own situations

- Go through with one or multiple group members using either their homework or a different situation they'd like to discuss and talk through it the same way as above, answering each question on the flip chart (does not have to be as in depth since people may not want to share all of this information).
- Alternatively, participants can work on it on their own and present to the group after a few minutes.
- Make sure they pick out at least one key thought, feeling, and attitude/belief that led to risky behavior.
- *Have participants then write their answers down (bring extra copies of thinking reports).*

Homework

- Questions and Thinking Report
- Think of a time when you broke a rule or hurt someone. This could mean violating the law/breaking a rule or hurting someone physically or emotionally. Complete a thinking report on what happened. Identify one key thought, key feeling, and key attitude/belief that led you to do what you did.

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 2: Use New Thinking

Major session goals:

1. Review homework (Recognizing risk – Questions and Thought Record)
2. Identify new thoughts and attitudes and beliefs that will reduce the risk in their old ways of thinking.
3. Continue to develop their skill in observing their thoughts, feelings, and attitudes and beliefs (step 1 – pay attention to our thinking), and in recognizing the risk in their thinking (step 2 – recognize risk).
4. Practice using new thinking to reduce the risk of getting into trouble or hurting themselves or others.

Homework Review

- Briefly describe the situation (a recent or past time when you broke a rule or hurt someone). Read your thinking report, without further comment or explanation).
- Therapists: Help each group member consider how his thinking led to the behavior.

Review Steps to Cognitive Self Change

- Flip chart: *Steps to Cognitive Self Change*
 1. *Pay attention to our thinking (observe them without judgment)*
 2. *Recognize risk (recognize when thoughts and feelings lead to risk of getting in trouble or other negative consequence)*
 3. *Use new thinking that reduces risk*
- We have practiced the first two steps of cognitive self-change. Can someone tell us what the first two steps are?
 - Answer: Pay attention to our thinking; and Recognize risk
 - And what is step 3?
 - Answer: Use new thinking.

Step 3: Using New Thinking

- Today we will practice step 3 – **using new thinking**. You will come up with new thinking to use in place of the thinking that got you into trouble. You'll practice with the situations and thinking reports you did in the last lesson. You can't change what you did or thought in past situations. But you can imagine what thinking you could have used that might have helped you avoid getting into trouble. This will help prepare you for future situations.
- ****Remember, during a thinking report you must be completely objective.** Who can summarize what "being objective" means?
 - Example answer: No judging good or bad, right or wrong; No telling anyone else how they should think.)

- Therapists: Keep in mind applicable aspects of cognitive theory --
 - We don't have direct, conscious control over our emotional response to any given situation, but
 - We have more control over the thoughts and beliefs we use to interpret a given situation, and ...
 - By choosing our thoughts and beliefs we are able indirectly to exercise control over our feelings.
 - This is why we teach group members to choose their thinking and by doing so to indirectly control their feelings. We don't ask them "to choose" their feelings.
- When we do step 3 of cognitive self-change, we need to answer some questions:
- White board: Using New Thinking
 - What new ways of thinking can I use that will lead to different consequences?
 - Will I feel okay about myself if I think this way?

Activity: Practice Step 3 with Sample Thinking Report

Let's start with the example we used before, of Jim, who was in trouble for being out of the area.

- Handout: Jim's Thinking Report
- By creating this thinking report, Jim did **step 1 (pay attention to our thinking)**. Then, in our last lesson, we did **step 2 (recognize risk)**. We accomplished this by identifying and circling the thoughts, feelings, and attitudes and beliefs that we guessed most directly led Jim to breaking the rule. Good job.
- Now we are going to practice **step 3 (use new thinking)**, by coming up with some ideas about new thinking Jim could have used that would have reduced his risk of breaking the rule and getting in trouble. We are going to do some brainstorming. Brainstorming helps us practice creative thinking. To brainstorm, we come up with as many ideas about an issue as we can. We won't judge whether the ideas are good or bad; just come up with as many as we can.

Step 1: Brainstorm New Thoughts

- Handout: New Thought Worksheet
- Let's start with Jim's risk thoughts. Let's focus on the one we circled in the last session identified as the thought with the highest risk – the one we thought most directly led Jim to breaking the rule.
- Now comes the brainstorming. Try to think of thoughts that Jim could have had instead of this one, which may have reduced his risk of breaking the rule. List as many different new thoughts as you can think of!
- Therapists: Write new thoughts on the board and/or have participants write them on the New Thought Worksheet.
- Examples: I only have a few weeks to go; I can handle this; It's not worth it.

Step 2: Brainstorm New Attitudes and Beliefs

- *Handout: New Attitudes and Beliefs Worksheet*
- Now we will do the same thing with the risk attitudes and beliefs. We are not going to use this process with the risk feelings, because we can't just choose what we feel. However, as we've discussed, the way that we think about a situation directly impacts the way that we feel about it. So later we'll examine how new thinking might lead to new feelings, as well as new behavior.
- Once again, we're going to focus on the circled attitude and belief – the one we decided was probably most influential in leading Jim to break the rule.
- Using the brainstorming process again, what new attitudes or beliefs could Jim have considered instead of these, which might have lowered his risk of breaking the rule?
- *Therapists: Write new attitudes/beliefs on the board and/or have participants write them on the New Thought Worksheet.*
- Remember, attitudes and beliefs can be rules we live by, principles, or values, or opinions about a range of different kinds of people or events.
- Example answers: I can handle short-term hassles; I'll be okay in the long run.

Step 3: Replacing Risk Thoughts

- Now let's look at the lists we have developed. We'll start with the list of new thoughts. The first question we ask is: Will each of these thoughts help Jim to not break the rule?
 - *Therapists: Cross off any thoughts the group thinks might still lead Jim to break the rule.*
- It won't work for Jim to try to think in a new way if the new thoughts aren't realistic or practical for him personally, will it? Remember, when we consider new thinking, we have to ask ourselves: Will I feel okay about myself if I think this way? Can you imagine Jim thinking this way? Can you imagine yourself thinking this way?
 - *Therapists: Cross off any thoughts the group thinks are not realistic or practical for Jim, or thoughts that won't allow him to feel good about himself.*
- Now, of the thoughts that are left, which one or ones seem most practical, and at the same time which ones will most likely lead Jim to behave in a different way, helping him to not break the rule? And remember, he has to feel good about himself if he thinks this way.
 - *Therapists: Circle new thought(s) that group thinks are most realistic and practical and will most likely help Jim to not break the rule.*
- Now let's consider something else: What new feelings might Jim have if he thinks this way? Might those new feelings help reduce his risk of breaking the rule?

Step 4: Replacing Risk Attitudes and Beliefs

- Now let's look at the list of new attitudes and beliefs. The first question we ask is: Will each of these attitudes and beliefs help Jim to not break the rule?
 - *Therapists: Cross off any attitudes/beliefs the group thinks might still lead Jim to break the rule.*
- But it won't work for Jim to try to use attitudes and beliefs that aren't realistic or practical for him personally. Remember, when we use new thinking, we still want to feel

good about ourselves. That is true for attitudes and beliefs as well. So when considering new attitudes and beliefs, we need to ask ourselves: Will I feel okay about myself if I think this way? Can you imagine Jim having these attitudes and beliefs? Can you imagine yourself with those attitudes and beliefs?

- *Therapists: Cross off any attitudes/beliefs the group thinks are not realistic or practical for Jim, or thoughts that won't allow him to feel good about himself.*
- Now, of the attitudes and beliefs that are left, which one or ones seem most practical, and at the same time which ones will most likely lead Jim to think and act in a different way, helping him to not break the rule?
 - *Therapists: Circle new attitudes/beliefs that group feels are most realistic and practical and will most likely help Jim to not break the rule.*

Step 5: Evaluate Outcome

- What would have happened if Jim had used the steps of cognitive self-change? How would the outcome have been different?

Summary

- It is always possible to think of new ways to think that would have changed what you did in a given situation. Remember that we are emphasizing that you can choose how to think, as well as how to act. Now, of course, the real test is whether or not we can use the new thinking to help us behave in a different way.
- The point of using new thinking is to reduce our risk. Reduce our risk of hurting ourselves or someone else. Reduce our risk of getting in trouble

Activity: Group Members Practice

- *Handout: New Thoughts Worksheet and New Attitudes and Beliefs Worksheet*
- Practice step 3 using the thinking reports of each group member. Follow the above steps.
 - *Therapists: Write down on the board as group members generate new thoughts and beliefs. Circle the ones the group agrees are the most practice and most likely to be effective.*

Wrap Up and Review Steps to Cognitive Self-Change

- *White board: Steps to Cognitive Self Change*
 1. Pay attention to our thinking (observe them without judgment)
 2. Recognize risk (recognize when thoughts and feelings lead to risk of getting in trouble or other negative consequence)
 3. Use new thinking that reduces risk
- It's not always easy to do these steps, especially in real life situations that you have strong feelings about. But the more you practice, the easier it will get.

Homework

- *Handout: Thinking Report*

- Watch for situations between now and the next session where you feel some degree of tension or stress or conflict. Do a thinking report on the situation. Identify and circle key thoughts, feelings, and attitudes and beliefs that might put you at risk for getting in trouble. Remember to focus on the thinking that led you to feeling stressed or tense or conflicted, as opposed to what you thought and felt afterward. We will continue working with these in the next session.

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 3: Thinking Check-In

Major session goals:

1. Review homework (Thinking Report)
2. Practice a thinking check-in to reinforce the 3 steps of cognitive self-change in everyday life.
3. Continue to develop the skill of objective self-observation.

Review Homework

- For homework, you were asked to watch for situations when you felt some degree of stress or tension or conflict. These kinds of situations are risky for most of us. They tend to bring out thoughts and feelings that have the potential of leading to trouble.
- White board: Steps to Cognitive Self Change
 1. Pay attention to our thinking (observe them without judgment)
 2. Recognize risk (recognize when thoughts and feelings lead to risk of getting in trouble or other negative consequence)
 3. Use new thinking that reduces risk
- Have group members review steps of cognitive self-change. Have discussion regarding the situations they wrote about for homework.
- Now we are going to use your homework thinking reports to practice a new way of using the 3 steps of cognitive self-change, called a “thinking check-in.”

Introduction of Thinking Check-in

- Thinking check-ins are a brief report that uses all 3 steps of cognitive self-change (what we have spent the past few weeks learning). Thinking check in has four parts.
- White board: A thinking check-in is a brief report of a risk situation and the application of the steps of cognitive self-change to that situation.
 1. Brief report of the situation
 2. Brief report of the thoughts and feelings
 3. Identify the risk in those thoughts and feelings
 4. Find new thinking or thinking they used or could have used to reduce risk
- Therapists: Explain to group members that this is like the thinking report process that they have practiced many times – this is a way of practicing thinking reports so they can conduct them without having to write everything down.

Activity: Group Members Practice Thinking Check-in’s with Homework

- Therapists: Primary objective of this activity is to show how easy thinking check-in’s can be – not to squeeze as much out of them as we can. A check-in is intended to be quick practice – nothing should be written down!

- Have one group member volunteer to start. Start by having him give us an objective description of the situation. You've practiced this before. Keep it brief and factual (part 1 of a thinking check-in)
- Now have him describe the thoughts, feelings, and attitudes and beliefs you were having at the time of the situation. Group members can read them right off of their thinking reports (part 2 of a thinking check-in).
- Have group member describe how his thinking, feelings, and attitudes and beliefs put him at risk. That risk could be breaking a rule, or hurting someone, including himself, or doing something he might later regret.
- Now let's do the part that was not assigned as homework. What new thinking could the group member have used in this situation to reduce his risk? What new attitudes or beliefs could be used to reduce risk?
- Would any of those thoughts have worked?
- How might thinking these new thoughts have lead someone to acting in a different way?
- Repeat activity with remaining group members

Wrap Up

- You have learned how to do all 3 steps of cognitive self-change. With more practice you will be able to identify the risk in your thinking and make changes in that thinking right on the spot – even while the situation is actually going on.
- Between now and the next session watch out for times where you have thoughts or feelings that may carry some risk. Remember that risk can be really high or really low, but it is still worth noting. Even if you think you won't do the risky behavior, thoughts and situations still can carry risk and are worth noting and talking about, even if you did the right thing in that situation.

Homework

- *Handout: Thinking Report*
- Complete another thinking report form and come prepared to give a thinking check-in next session.

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 4: Stop & Think

Major Session Goals

1. Review homework
2. Discuss how to identify specific warning signs: physical reactions, risk thoughts, and risk feelings that indicate that they are in a problem situation
3. Discuss how to intervene in their internal experiences to begin to use thinking skills to reduce their risk reactions
4. Practice “Stop and Think” in real life situations

Homework Review

- Therapists: Review and discuss Thinking Report

Overview of Problem-Solving Skill: Stop and Think

- Today we are going to explore skill 1: stop and think. Using this problem-solving skill helps us get control of our feelings and get our thinking skills to kick in, stopping the conflict cycle. When we use problem solving skills we *decide* what we are going to do rather than *reacting* based on our feelings.
- We can read our internal thoughts and feelings just like we would the temperature on a thermometer. For instance, if we pay attention to the temperature on a thermometer we can get useful information such as how to dress for the weather. We can also pay attention to our own “internal thermometers” to tell the temperature of our thoughts and feelings. This information can help us know when to stop and think.
- White Board: Risk Feelings Thermometer.
 - We can see that feelings are hot - way above 90 degrees. When we first get into a problem situation we can experience mild to strong risk feelings. Look at the thinking skills thermometer: The indicator is way down. The thinking skills thermometer shows that we are having risk thoughts and feelings that can overcome the thinking skills we have been developing in this program.
- During stop and think our job is to begin to take control of our internal thermometers. We want to reduce our risk feelings and start to use our thinking skills. Getting our feelings under control is important if we are going to decide to take control of ourselves in the situation.

Types of Problem Situations

- We can use problem-solving skills in two types of types of situations – “in your face” problems and “time to think” problems.
 - **“In your face”** problems are situations where we have to act immediately. For example, someone in authority accuses us, or there is a physical threat. These situations usually call for some immediate response on our part. We have mere seconds or minutes to respond.

- “Time to think” problems are situations where we do not have to take immediate action. For example, expecting to see someone who does not show up or wanting something that we don’t have enough money to pay for. In these situations, we usually have more time to think about what we are going to do.
- We are going to learn to use problem-solving skills in both types of problems.

Stop and Think: Skill Steps

- Here is a skill card with the stop and think steps. You can use this card while you practice the skill here in class, as well as when doing your homework.
- *Hand out supplement: Stop and Think Pocket Skills Card*
- *Stop and think has two steps. Who will read the steps for us?*

Step 1: Stop - Pay attention to your warning signs

- We introduced the idea of physical reactions, risk thoughts, and risk feelings in a previous session. Paying attention to them is actually the first step of being able to effectively stop and think.
- Physical Reactions
 - Our bodies react physically when we have a problem. For the earliest humans, this helped them survive by being ready to take immediate action when they were in danger from a threat. We learned about these physical reactions when we learned the social skill, knowing your feelings. We also discussed this when we covered the conflict cycle.
 - Example: Here is a statement from a father who is in an “in your face” problem situation when he finds his daughter doing drugs: “I walked into the room and saw her using. I felt like waves of heat flamed around me and my insides started shaking. I clenched my jaw and my fists.”
 - Therapists: What are the physical reactions that he described?
 - Sample answers:
 - Head throbbing, dry mouth, tight muscles, feeling shaky, clenched muscles, etc.
 - Therapists: What have we learned so far about recognizing our physical reactions? Why is doing so important?
- Take home point
 - Each of us has our own individual set of physical reactions when stressed. They are often the first things we recognize in a problem situation and can help us know what we are feeling.
- Risk Thoughts
 - Risk thoughts also act as warning signs that we are in a problem situation.
 - Therapists: What might be some risk thoughts of the man who found his daughter using drugs?
- Sample answers:
 - This is my fault, Oh my god! She’s no good, etc.

- Risk Feelings
 - We also have emotional feelings that tell us we are at risk.
 - *What might the man who found his daughter using drugs be feeling?*
 - Sample answers:
 - Anger, disappointment, shock, etc.

Activity: Practice Paying Attention to Your Warning Signs

- Have each group member identify a problem situation that they are currently having or have recently had. Once they identify their situation, they should write the answers for step: 1.
- *Hand out supplement: Using Skill 1: Stop and Think*
- *Instruct group members to first consider if this is an “in your face” or “time to think” problem. Then ask them to take note of their physical reactions, risk thoughts, and risk feelings. Finally, prompt the group to share some of their ideas.*

Summary: Pay attention to your warning signs

- You’ve done great work with step 1. Lets take a moment to review: In step 1 of stop and think we pay attention to three warning signs. We need to recognize these warning signs so that we don’t react immediately. These signs let us know we have to cool down and do some thinking before we do anything else.
- This is just like recognizing a stop sign. There is risk if you keep going without first stopping. When you brake for a stop sign, you don’t have to stop for very long, but you need to stop to make a decision about when it is safe to go. The same idea applies when you recognize your warning signs. You need to stop and take a moment to use your thinking so that you can be in control of the situation. The second step of the stop and think skill helps us get control of our feelings and get our thinking working.

Step 2: Think – Reduce your risk

- Paying attention to our warning signs is important, but then we need to do something to reduce our risk of taking an impulsive or emotional action. Here are three things you can do.
- Be Quiet
- Be quiet by doing things to stop from carrying out immediate reactions like yelling, threatening, arguing, and complaining. These reactions feed into the conflict cycle and can make the problem worse. For example, what if the father who found his daughter using drugs immediately started yelling at her and threatening her? He is now in a situation where both he and his daughter are reacting to each other.
- The more angry and upset you are, the easier it is to say things that will feed into the conflict and make the problem more difficult to deal with. With “in your face” problems, being quiet means that you hold inside what you want to say in the first few seconds of a problem. With “time to think” problems, being quiet means that you don’t say anything until you’ve taken some time to think things through.
- *Therapists: Instruct the group to complete the two questions for number 1, “Be Quiet” on*

their Stop and Think handout. Prompt the group to share some of their ideas.

- Get Space

- Another way to reduce our risk is to find a way to get some space between ourselves and the other people involved. We can get space in two ways: By choosing what we think and by choosing what we do with our bodies.
- One way to get space is to use our thinking to **visualize** a calming place or scene that eases the stress and tension we feel.
- *Therapists: What are some places where people can feel relaxed? (Example answers: beach, park, looking out a window, going for a ride). Visualizing a peaceful scene can help us “get space.” Let’s give it a try. Close your eyes and imagine yourself in the place you identified. Think about what is in front of you. Think about the light – how dark or light is it? What colors do you see? What do you hear? What do you smell? Is anyone else there? What do you feel? Now open your eyes. What parts of the scene could you describe? Who would like to share their thoughts about the visualization experience*
- Once you practice visualization, you can “see” the place in your mind without closing your eyes. With practice you will be able to bring this scene to mind without much work.
- The other way to get space is with our body, through **actions**. There are a number of ways to do this:
 - We can move away from the situation. This can mean taking a step or two back. Or, if practical, we can actually walk away.
 - If on the phone, pull the phone away.
 - These actions aren’t always possible, though, so sometimes we have to use smaller actions, like readjusting our body so we aren’t directly in front of the person. Or controlling our eyes so we are not in direct eye contact with the other person. At the very least we need to avoid moving closer. Moving closer sends a signal that we are increasing the conflict.
- *What can the father in our previous example do to get space?*
 - *Walk out, stand where he is, not make eye contact, use visualization, etc.*
- *Instruct the group to complete the two questions under “Get Some Space” for the problem they have identified. Prompt the group to share some of their ideas.*

- Calm Down

- Problems cause risk thoughts and feelings. We want to reduce our risk by trying to use new thinking to get these thoughts and feelings under control. We can do this in two ways: By using new thinking that will reduce our risk thoughts and feelings, and by taking actions to help calm yourself down.

- New Thinking:

- This process isn’t new to us. This is yet another skill you already have “in your pockets.” In cognitive self-change we identified new thinking that reduced our risk of making the situations worse. These thoughts are a way to calm down. Therapists: What are some things that the father in the previous example could realistically say to himself that might help him calm down?

- Calming Actions:
 - Taking one or more deep breaths helps your body get more oxygen and helps slow down your physical reactions. For example, breathe in for a count of 4 and breathe out for a count of 5. Do this 3 times. That can be an extremely effective way of calming down.
 - The things you do to get space can also help you calm down. With “time to think” problems taking a walk or doing something that you find more enjoyable like listening to music or talking to a friend can help you calm down.
 - Therapists: Instruct the group to complete the two questions under number 3, “Calm down,” for the problem they have identified. Prompt the group to share some of their ideas. Finally, collect the Stop and Think handouts for use in the next session.

Homework

- *Hand out supplement: Homework sheet: Stop and Think*
- Watch for problem situations and practice the two steps of stop and think. Use the homework handout to guide you through the steps, and complete the form after you have practiced the skill.

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 5: Introduction to Problem-Solving

Major session goals:

1. Review homework (Thinking Report)
2. Identify thoughts, feelings, and attitudes and beliefs that have led to trouble in the past
3. Use an objective point of view when describing the risks in those thoughts, etc.
4. Write a thinking report about a recent or past time when they broke a rule or hurt someone

Homework Review

- Think of a time when you broke a rule or hurt someone. This could mean violating the law/breaking a rule or hurting someone physically or emotionally. Complete a thinking report on what happened. As you write your thinking report, remember to focus on the thinking that led you to break the rule or hurt someone, as opposed to what your thought and felt afterward.
- Therapists: Discuss group members' situations, how they identified their thoughts, how they knew the situation could have been risky, and how they identified their feelings.

Step 2: Recognize Risk

- You have learned how to do a thinking report and have practiced Step 1 of cognitive self-change - **pay attention to our thinking**. Today we will practice Step 2- recognizing risk. We will focus specifically on the thoughts, feelings and attitudes/beliefs that can lead us to trouble.
- To review: can someone remind us of the importance of completing step 1 before step 2? Answer: we have to know what our thinking is before we can identify risky patterns in our thinking

Activity: Practice with Sample Thinking Report

- We are going to use the examples from last week, when Jim was in trouble for being out of the area.
- White board: Step 2 – Recognize risk
 - Did my thoughts, feelings, attitudes, and beliefs lead me to do what I did?
 - Which thoughts, feelings, attitudes, and beliefs were most important in leading me to do what I did?
 - How did these thoughts, feelings, attitudes, and beliefs lead me to do what I did?
 - Handout: Jim's thinking report
- Have participants go through these questions with Jim's report SEPARATELY for thoughts, feelings, and attitudes/beliefs. Write answers on the board (in 3 columns). Once a few answers are identified, have a brief discussion about which ones were most at play.

Activity: Apply Step 2 to own situations

- Go through with one or multiple group members using either their homework or a different situation they'd like to discuss and talk through it the same way as above, answering each question on the flip chart (does not have to be as in depth since people may not want to share all of this information).
- Alternatively, participants can work on it on their own and present to the group after a few minutes.
- Make sure they pick out at least one key thought, feeling, and attitude/belief that led to risky behavior.
- *Therapists: Have participants them write their answers down (bring extra copies of thinking reports).*

Homework

- Handout: Homework – Questions and Thinking Report
- Think of a time when you broke a rule or hurt someone. This could mean violating the law/breaking a rule or hurting someone physically or emotionally. Complete a thinking report on what happened. Identify one key thought, key feeling, and key attitude/belief that led you to do what you did.

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 6: State the Problem

Major Session Goals

1. Review homework
2. Be able to identify warning signs that are experienced in problem situations
3. Be able to describe problems situations objectively
4. Discuss how physical reactions, risk thoughts, and risk feelings create a risk of reacting impulsively

Homework Review

- Your homework assignment was to watch for problem situations and practice the two steps of problem solving skill 1: stop and think. Let's take a minute to review what you did. Briefly tell us the problem situation you chose. Then explain how you practiced the stop and think steps. Who would like to begin?

Overview of Problem-Solving Skill: State the Problem

Handout supplement: Problem Solving Skill 2: State the Problem

- Today we are going to learn problem-solving skill 2: state the problem. The skill focuses on thinking about the problem rather than just reacting to what happened. Let's look at the state the problem handout and examine the thermometers. If we think of risk feelings and thinking skills as individual thermometers we see that the strength of risk feelings decrease as we use the steps of this thinking skill. State the problem means you are keeping your risk feelings in control while you let your mind define the problem objectively. This type of thinking helps you gain control by using thinking skills rather than reacting based on emotions. The more thinking we are able to do in a situation the more power and control we have.
- Handout supplement: Pocket Skills Card: State the Problem
- Therapists: Who will volunteer to read the "state the problem" steps?
- Stating the problem means looking at the problem objectively just as you did when you did thinking reports in the cognitive self-change part of this program. Stating the problem is like writing a "mini" thinking report.

Step 1: Identify a Warning Sign

- We have had a lot of practice identifying our warning signs. Remember warning signs are our physical reactions, risk thoughts and/or risk feelings. These put us at risk for reacting in a way that gets us into trouble or hurts others.

Step 2: Describe What Happened Objectively

- We also practiced step 2: Describe what happened objectively, when doing thinking reports. In step 2 we want to come up with a short description that tells who was involved and what was said or done. This should be very short and factual.

Step 3: Describe a Risk Reaction

- We have also had a lot of practice in describing risk reactions in stressful situations throughout the cognitive self-change and social skills sessions. In this step we identify what we might want to do in a situation that would break a rule or hurt someone. We describe our risk reaction because it describes what we could do to make the problem bigger than it already is. Remember the conflict cycle.
- As you can see, the steps of this skill are things we have practiced throughout this program and are things we already know how to do. You have these steps “in your pockets.” So now, we are going to add something new – learning how to put this information into a problem statement.

Putting Information Into a Problem Statement

- Our goal is to state the problem in one or two sentences. We want to end up by using the formula: I (think or feel) _____ because _____ and my risk reaction is _____.
- Part 1
 - We start the problem statement with the word “I.” Starting with the word “I” shows that we are going to take control of the problem situation. Starting with the word “I” also lets us put our risk thought or feeling as the first thing we consider. We have the power to control our risk thoughts and feelings. That is the first piece of information in a problem statement. It is the piece of the situation that we have the most control over.
- Part 2
 - The second part of the problem statement describes the situation objectively just like a thinking report. It tells who is involved and what was said or done.
- Part 3
 - The third part of the problem statement identifies how we could react that would break a rule, hurt someone or make the problem bigger.

Activity: Applying Steps of Skill 2

- Lets go through the steps of State the Problem for the father who caught his daughter using. Record this information on the flip chart. Remind the group of the situation: “I walked into the room and saw her using. I felt like waves of heat were flaming around me and my insides started shaking. I clenched my jaw and my fists. I thought, “My daughter is wasting her life.” “She must be selling to have money to do this.”

Step 1: Identify a Warning Sign

Therapists: What are his warning signs? Of the warning signs that you have identified, which do you think might hold the most risk for him?

- Sample responses:
 - Thinking, “This is my fault” or “She must be selling.”
 - Physical reaction of feeling hot all over
 - Emotional feeling of being angry, disappointed, etc.

Step 2: Describe What Happened Objectively

Therapists: How could we describe this problem objectively?

- Sample response:
 - I walked into the room and saw her using.

Step 3: Describe a Risk Reaction

Therapists: What could the father do that could be a risk reaction?

- Sample response:
 - Go off on his daughter, etc.

Handout supplement: Father's Reaction

Therapists: Now let's put this information into a problem statement.

- *Sample response:*
 - *I think my daughter is selling drugs because I walked into the room and saw her using, and my risk is to react by throwing her out of the house.*

Activity: Review Examples of Problem Statements

Next we are going to look at some examples of problem statements that may or may not contain all of the steps.

Handout supplements: Problems Statements Example 1 and Example 2

Example 1

Here is an example of a problem statement that does not follow the steps. "You give me a hard time and I will give you a hard time." Let's talk through it 1 step at a time.

Therapists: Do you see step 1: Identify a warning sign?

- Sample response: This could be debated, but you could say that "you give me a hard time and I give you a hard time" is an example of a risk thought.

Therapists: How about step 2: Identify what happened objectively?

- There is not an objective statement of the situation.

Therapists: And what about step 3: Describe a risk reaction?

- Answer: Maybe, maybe not – you could argue that "I'll give you a hard time" is a risk reaction.

Example 2

Let's look at the second statement.

Therapists: Do you see step 1: Identify a warning sign?

- Sample response: I think my supervisor likes to put me down is an example of a risk thought.

Therapists: Do you see step 2: Describe the situation objectively?

- Sample response: He told me to redo the job he gave me in from of other workers.

Therapists: Do you see step 3: Describe your risk reaction?

- Sample response: Telling him off.

Role-Play: Combining Problem Solving Skills 1 and 2

- In this session we have looked at a number of examples of problem situations. Now,

with your partner, I want you to use the situation you worked on last session and move on to skill 2: state the problem. I am handing back your stop and think handout from the previous lesson. You will now use your skill 2: state the problem handout that I gave you earlier in this session. Work with a partner as each of you completes this handout and think about how to role-play the first two problem solving skills.

- *Therapists: Solicit a volunteer to role-play their situation. Set the scene and have the role player pick other group members to take parts in the role-play as necessary. Assign a step or part of a step to each group member to observe. Provide feedback after the role-play.*

Homework

- In a real life problem situation, practice the first 2 skills of problem solving. If you're not able to do the skills while the problem is actually happening, then write out how you could have done the skills or how you could do them next time.

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 7: Set a Goal and Gather Information

Major Session Goals

1. Review Homework
2. Develop positive and realistic goal statements
3. Better determine the thoughts and feelings of others
4. Learn to differentiate between facts and opinion

Homework Review

- For homework review, I would like each of you to briefly and informally describe your problem situation and how you used the first two skills. If you were not able to do the first two skills while the problem was actually happening, then please describe how you could have done the steps of skills 1 and 2.

Overview of Problem-Solving Skill: Set a goal and gather information

- *Handout supplement: Using Skill 3: Set a goal and gather information*
- Let's look at where the risk feelings and thinking skills thermometers are at this time. In problem solving skill 3: set a goal and gather information we are increasing the thinking skills we will be using. In this step our thinking takes over. This helps us reduce our risk feelings. We think ahead to set a goal and then use our minds to analyze the problem situation. We remain in control by thinking through the steps of this problem solving skill instead of just reacting to what we don't like. There are 2 steps to problem solving skill 3:

Step 1: Identify a positive and realistic goal

- Make it positive – something that does not hurt you or others
- Keep your goal realistic – something that you can make happen
- Then make a simple goal statement starting with the words, "I want....." and then describe the goal.
- Our goal statement can also include what we *don't* want. We can say, "I want... [state our goal], but I don't want... [describe that]"

Step 2: Gather information

In this step we identify two types of information:

- Facts
- What we think the other person is thinking and feeling

Handout supplement: Pocket Skills Card: Set a Goal and Gather Information

Explanation of Step 1: Identify a positive and realistic goal

- A positive goal means that we do not set out to hurt ourselves or others, because this usually just makes the problem worse. Solving problems can cause pain, but that should not be the goal. If the goal is to cause pain, then the problem can just get bigger.
- Realistic means that the goal is something you think you can make happen. For example, you don't have enough money to buy your girlfriend or boyfriend a birthday present. A realistic goal would be to find a way to show that you remembered the birthday. An unrealistic goal would be to get everything the person might want.
- As an example, a goal statement for someone who is a recovering drug user could be: *I want to keep away from drugs today.* Or, the goal can say what we want and what we don't want: *I want to go out with my friends, but I don't want to use drugs or alcohol.*

Explanation of Step 2: Gather information - Facts

- There are two parts to step 2: gather information. The first part is to identify the facts about the situation. The second part is to identify the other person's thoughts and feelings. Let's talk about the first part first: The facts. As we have discussed previously, an important part of problem solving is objective thinking. When gathering information, we separate facts from opinions as a way of being objective. This means making a statement of what happened, who was involved and what was said and done. Knowing the difference between fact and opinion is important in problem solving, because facts are objective and opinions are not. Sometimes our opinions are right on and sometimes they are dead wrong. It is important to know the difference.
- Observe a Situation
- I am going to act out a situation. Watch what I do so that when I make statements about what I did, you can tell me which are facts and which statements are opinions.

Therapists: Act out a situation where you stagger in front of the group as you walk up to a table/chair, look around the room, pick up a wallet, smile and stagger away.

- I was staggering. Is that fact or opinion?
 - *Answer: Fact*
- I was drunk.
 - *Answer: Opinion*
- Why is this opinion? What else could cause me to stagger?
 - *Sample answer: Being sick, having an injury, being dizzy.*
- I was looking around the room.
 - *Answer: Fact*
- I didn't want anyone to see what I was doing.
 - *Answer: Opinion. I could have been looking for someone to help me.*
- I stole the money/wallet.
 - *Answer: Opinion. You don't know if the wallet/money was mine or if it belonged to someone who asked me to get it for them.*
- *I picked up the wallet/money.*
 - *Answer: Fact*
- *I smiled when I saw the wallet.*

- *Answer: Fact*
- *I entered the room by myself.*
 - *Answer: Fact*
- *I left the room by myself.*
 - *Answer: Fact*
- *I am a person who should not be trusted.*
 - *Answer: Opinion. You don't know why I was staggering or if I was acting responsibly or not.*
- Identifying facts keeps you thinking objectively in a problem situation rather than letting your risk thoughts and feelings take over. This is an important thinking skill. Facts should be information that other people can also observe. Facts are something you can check out or verify.
 - *Therapists: Turn to your partner and in one sentence describe the facts of what you saw. What did you come up with?*
 - Sample response: The person staggered into the room, looked around, took the wallet, and left.

Explanation of Step 2: Gather information – Other Person's Thoughts and Feelings

- Now let's discuss the second part of step 2: gather information. In this part, we imagine the other person's thoughts and feelings.
 - *Therapists: How do you figure out how someone else might be feeling?*
 - Sample responses: Watch for body language and listen to the person's tone of voice as well as what they are saying. We can also use our previous experiences with that person.

Application of Problem-Solving Skill 3

- I now want you to apply both steps of skill 3: set a goal and gather information, to the problem you used for homework. Explain the situation to your partner and fill out the problem solving skill 3: set a goal and gather information handout. I will collect these to get an idea of how well we are doing in understanding problem solving skill 3: set a goal and gather information.
- *Therapists: Ask for volunteers to identify what they decided for one or more of the steps for skill 3.*

Homework

- I want you to take a new situation through the first three problem solving skills. This is a problem you will work on through the rest of the problem solving lessons. I need each of you to fill in your problem before you leave the session today. Make it a "time to think" problem, and make it something you anticipate facing in the near future or something that is on-going.
- *Therapists: Provide feedback to group members to ensure that the problem they have selected will be able to take them through the remaining problem solving skills.*

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 8: Practice Problem Solving Skills 1, 2, and 3

Major session goals:

1. Review homework (apply problem solving skills to situation)
2. Demonstrate problem solving skill 1: stop and think; skill 2: state the problem; and skill 3: set a goal to gather information.

Homework Review

- Your homework was to identify a situation and then apply the first three problem solving skills to that problem.
- *Handout: Chart of Problem Solving Skills*
- *Therapists: Prior to the session, prepare a chart page for each group member. You will write his homework responses on the chart as he does his homework review.*
- Give us some brief background information about the problem: the other person involved, when and where the problem situation might occur (or has occurred) and how difficult you anticipate (or found) this problem. Tell us if it is an “in your face” or “time to think” problem.
 - What is your stop and think?
 - How did you state the problem? *Therapists: If the statement that does not follow the problem statement guidelines, ask questions to guide the group member to restating the problem statement. Invite the other group members to ask questions to help make the problem statement as clear as possible. The focus group member is the final authority and only write what he agrees to. Record the problem statement on the chart once it is in the correct format.*
 - What is your positive and realistic goal? *Therapists: if goal is unclear or is not positive or realistic, ask some of the following questions*
 - How does this goal help you address your stated problem, from skill 2?
 - Is this a positive goal for you?
 - Does it set out to hurt the other person(s) involved?
 - Realistic means it is something that you think you can make happen. What will be challenging about making this happen?
 - Is there a more realistic goal that would still help you address this problem?
 - Now, regarding some important information:
 - What were/are the facts in this situation?
 - What do you guess the other person might be thinking?
 - What do you think the other person might be feeling?

Activity: Model Problem Solving Skill 1: Stop and Think

- Today we are going to practice putting the first three problem solving skills together. You are going to have a chance to try out these three skills in a role play based on what you did for homework. My co-facilitator and I will show you how we want you to role

play skill 1, then we will stop and discuss it. Then we will show you how we want you to role play skill 2, then skill 3.

- Handout: *Problem Solving Skills 1, 2, and 3 Observation Form*
- Therapists: Choose **Father's Problem Situation** or **Student's Problem Situation script**
- Let us show you what your role plays should look like. We will assign skill steps for you to watch for. We are going to start with skill 1: stop and think.
- (Group member name), observe step 1 – Stop: Pay attention to warning signs. Watch for physical reactions, risk thoughts and feelings.
- (Group member name), observe step 2 – Think: Reduce your risk. Watch for how the problem solver is: being quiet, getting space and calming down.
- Therapists: *Conduct the Model*
- Discussion questions:
 - What did you observe for step 1- Stop: Pay attention to your warning signs?
 - What did I think aloud to show I was paying attention to my physical reactions, risk thoughts and risk feelings?
 - What did you observe for step 2 – Think: Reduce your risk?
 - Did you see me being quiet?
 - What did you observe for get space? Did I do anything with my body to get space? Did I do any thinking to get space?
 - What did you observe about my trying to calm down? Did I do anything with my body to calm down? Did I do any thinking to help me calm down?
 - How do you think stop and think helped me in this situation?

Activity: Model Problem Solving Skill 2: State the Problem

- Now I am going to demonstrate skill 2: state the problem. Watch for all three parts of the problem statement.
- I want all of you to listen for what I say starting with “I” and then identify a warning sign. Listen for the second part after the “because” to see if it is an objective description of what happened. Finally, listen for the final part to see if I identify what my risk reaction could be in this situation.
- Therapists: *Conduct the Model*
- Discussion:
 - What did you hear me say for my problem statement?

Activity: Model Problem Solving Skill 3: Set a Goal and Gather Information

- Handout(s): *Problem Solving Skills 1, 2, and 3 Observation Form* or *Problem Solving Skills and Steps*
- Now I am going to demonstrate skill 3.
- First, I will identify a positive and realistic goal. (Group member name), listen for my goal.

- Then I will identify what I know about the situation. What kind of information will you listen for? (Answer: Facts and the other person’s thoughts and feelings.) (Group member name), watch for the facts.
- (Group member name), pay attention to my thoughts about the other person’s thoughts and feelings.
- *Therapists: Conduct the Model*
- Discussion questions:
 - What was my goal?
 - How would you rate this goal for being realistic and positive?
 - What facts did you observe? What facts did I think about?
 - What did I think the other person was thinking and feeling?

Activity: Group Members Role Play Problem Solving Skills 1, 2 and 3

- You have seen me model the first three problem solving skills. Now it is your turn. I want you to take your homework and the information we have written on the chart paper and plan a role play with a partner. You will plan your role play to show the problem and how you can use each of the three problem solving skills. We will stop and have a discussion after each skill. Use the information on the chart paper and on your homework sheet to prepare with your partner.
- *Therapists: Circulate and help group members prepare*
- *Follow this procedure for each role play: Clearly identify who is the problem solver in the role play. Display the chart that was filled out for the problem solver in Activity 1.*
- *Make sure the problem solver has his homework to refer to. Ask the problem solver to introduce the problem situation (i.e., who is involved, where is it occurring). Structure observation and feedback using Problem Solving Skills 1, 2, and 3 Observation Form*

Individual Practice of Skill 1: Stop and Think

- Assign stop and think steps for group members to observe just like you did in your modeling display.
- Hold up a paper that says “Stop and think” to clearly indicate the beginning of the scene.
- Monitor the role play and coach as necessary. Stop the role play and replay if steps are missed.
- Discuss each stop and think step by having observers report what they observed.

Individual Practice of Skill 2: State the Problem

- Remind all observers to watch for all the parts of the problem statement.
- Hold up a paper saying “State the problem” to clearly indicate the beginning of the scene.
- Monitor the role play and coach as necessary. Replay the scene if necessary to get a complete and correct problem statement.
- Discuss the parts of the problem statement.

Individual Practice of Skill 3: Set a Goal and Gather Information

- Assign set a goal and gather information steps for group members to observe.

- Hold up a paper saying “Set a goal and gather information” to clearly indicate the beginning of the scene.
- Monitor and coach as necessary. If necessary replay the scene.
- Discuss each step by having assigned observers report what they observed.
- Congratulate the role player and debrief:
 - Now that you have tried them, which skill do you think you are most able to use?
 - What insights do you have on how to make these three skills work for you?
 - *Therapists: Follow this procedure for all group members so that each group member has a chance to role play his problem situation.*

Wrap Up

- During this session, you have made the first three problem solving skills come alive by role playing a problem situation when you could use them. I will collect your homework where you have identified the information for the stop and think, state the problem and set a goal and gather information skills. You will keep working on this same problem in our next few lessons.
- In our next lesson we will learn about problem solving skill 4: think of choices and consequences. You’ve worked very hard today. **You’ll get a break from official homework today**, but I encourage you to keep using the skills you have learned when you encounter risky or problem situations. See you next time!

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 9: Thinking of Choices and Consequences

Major session goals:

1. Generate multiple actions possible in problem situations.
2. Identify possible consequences of the choices generated, both for themselves and other people.
3. Choose an action based on consequences and goals.
4. Identify thinking to support chosen actions.

Activity: Review of First Three Problem Solving Skills

- Handout: *Problem Solving Skills and Steps*
- Q: What is the first skill? Answer: Stop and think.
- Q: What is important about it? Answer: To help us begin to think rather than react emotionally.
- Q: What is the second skill? Answer: State the problem.
- Q: What is the purpose of this skill? Answer: To describe the problem objectively and to recognize our risk reaction.
- Q: What is the third skill? Answer: Set a goal and gather information.
- Q: What happens in this skill? Answer: This is where you set a positive and realistic goal and think about the facts and the other person involved.

Overview of Lesson

- A key skill to becoming a good problem solver is to be able to think of many different ways to respond to a problem. After you get information and know what your goal is, it is time to decide what to do. In any situation, there are many different choices a person can make. What limits us is that we often don't let ourselves think about actions that don't immediately come to mind.
- Q: What do you think the risk feeling and new thinking skills thermometers should look like for this skill?
- Answer: Risk feelings have cooled down and new thinking skills are heated up.
- Problem solving skill 4: think of choices and consequences focuses on some important thinking skills such as brainstorming and imagining the consequences of your actions.
- There are three steps in problem solving skill 4:
 - Step 1: Brainstorm choices
 - Step 2: Think about the consequences
 - Step 3: Pick a choice to get to your goal
- Handout: *Pocket Skill Cards*
- Here is a skill card with the think of choices and consequences steps. You can use this card while you practice the skill here in class, as well as when doing your homework.

Activity: Discuss Step 1: Brainstorm Choices

- *Handout: Choices and Consequences Chart*
- Step 1: Brainstorm choices – means just that. We think of lots and lots of things we can do to respond to the situation. People who do research on problem solving say that this is the most important step because it helps us open our minds to new options for taking action.
- Let’s try an example of brainstorming. A man takes a woman out for dinner. The check comes and he realizes that he has forgotten his wallet. What are some of his choices for what he could do? Let’s come up with at least 10 things he could do in this situation.
 - *Therapists: Lead a brainstorming session. Ideas do not have to be realistic or positive. After the brainstorming is over, write down at least 3 – 4 ideas that seem to have a range of positive and negative consequences in the “Choices” column (do not discuss “Consequences” until the next activity.)*
 - *Example answers: Call a friend, ask the date for money, skip out on the bill, or ask the date to wait while he goes to get some money.*
 - Great, see how easy it is to come up with a lot of ideas. As you do step 1, it can be helpful to talk to others as a way to get ideas that you may not think of.

Activity: Discuss Step 2: Think About Consequences

- Consequence is another word for outcome. A consequence can be good or a consequence can be bad. In step 2 of this skill we imagine what could happen as a result of each choice we are considering.
- We want to consider what might happen for ourselves and what might happen for the others involved. As we have already discussed, thinking about the effect of our actions on others is important in problem solving. Making things bad for others often makes problems worse.
- In this situation there are at least two others. One is the man’s date and the other is the person running the restaurant or the food server.
- Considering each of the choices we wrote on the chart in the previous activity – What might be the consequence for:
 - The problem solver?
 - The problem solver’s date?
 - The person running the restaurant and the food server?
- *Therapists:*
 - *Encourage group members to share their ideas. The goal is to have group members do cause and effect thinking as well as consider the impact of actions on others. Disagreement about consequences is okay.*
 - *After group members describe possible consequences, code consequences as: + (positive), - (negative), or +/- (could be positive or negative)*
 - *It is okay to have either one or two columns under the “Others” column.*

Activity: Discuss Step 3: Pick a Choice to Get to Your Goal

- Once we have brainstormed choices and thought about the consequences, it is time to connect this to our goal. That is why having positive and realistic goals are important.

Our goals should help guide our actions. We want to pick a choice that will get us to our goal.

- For example, if the man on the date had set as his goal that he wants to impress the woman he is with, which of these choices has the best chance of getting him to his goal?
- *Therapists: Discuss the question. It is okay if the group does not agree. The purpose of the discussion is for them to provide a reason for the choice they think is best. Only write a final choice on the chart if the group agrees on one.*

Activity: Apply Steps 1 and 2 to the Ongoing Problem Situation

- *Handout: Choices and Consequences Chart (clean copies)*
- *Therapists: Continue using the ongoing problem situation introduced in lesson 10 (either Shewan and Ms. Shells or Sherry and Ms. Porter). Post the charts where you have identified the information from problem solving skills 1, 2, and 3 for the ongoing problem situation and review the information on the charts. Replay (or re-model) the scene if you think it would be helpful.*
- Now let's do step 1 of problem solving skill 4: think of choices and consequences for Shewan/Sherry. We are going to brainstorm possible actions she could take.
- **Step 1: Brainstorm Choices**
- As a group, let's brainstorm actions the problem solver, (Shewan or Sherry), can take. Let's come up with at least 8 different choices.
- *Therapists: Be alert to the group getting "stuck" in a narrow track of choices. (For instance, they might only consider destructive choices or choices that express anger.) If this kind of narrowing happens, remind the group that the point of the step is to consider as wide a range of options as possible. If necessary, make a suggestion or two of your own to get them on another track. On the other hand, remember that this is brainstorming, so not all choices need to be realistic or pro-social.*
- Think about the social skills you have learned. Are there some that we could include in our list of choices?
 - *Example answers: Active listening, asking questions, responding to anger*
- **Step 2: Think about Consequences**
- Now that you have thought of lots of choices, we can consider the possible consequences of these choices. Remember consequences can be positive or negative. Consider two kinds of consequences: consequences for self and consequences for others.
- *Therapists: If your group has generated many choices, consider the first 4 to 5 with the total group and then assign pairs to consider consequences for specific actions that are left. After a few minutes of pair discussion time, ask pairs to report out their ideas about possible consequences.*

Activity: Apply Step 3 to the Ongoing Problem Situation

- *Therapists: Display the chart that was developed in lesson 7 with Shewan's or Sherry's goal and the information identified for skill 3.*

- In step 3 we want to pick a choice to get to our goal and to use the information we identified when we did problem solving skill 3: set a goal and gather information.
- Let's look at the information on the chart that shows Shewan's/Sherry's goal and the information she may want to consider when she decides what action to take.
 - **Choices That Will Not Lead to the Goal**
 - We will go through a process of elimination. This means we will start by identifying any choice that will not lead to her goal.
 - *Therapists: cross off actions that will not lead to the goal. If there is disagreement, do not cross off the choice.*
 - **Examine Remaining Choices**
 - Let's get some recommendations from group members. Who wants to suggest a choice from our remaining list that you think Shewan/Sherry should take?
 - **Step 3: Pick a Choice to Get to Your Goal**
 - It is now time for the group to decide on what the best choice might be to help Shewan/Sherry to her goal. First, I am going to read through our list so you have one more chance to consider these options.
 - Now I will read them a second time and ask you to vote by raising your hand for one (and only one) of these choices.
 - Okay, most group members think (*insert the choice with the most votes*) will get Shewan/Sherry closer to her goal. We will work with this choice in our next session.

Wrap Up

- Problem solving skill 4: Think of choices and consequences, has three steps. Which of these steps do you think will be easiest to remember?
- Why do you think brainstorming is important?
 - *Example answers: We are learning to consider new ways of thinking and acting in problem situations.*
- What do you like about considering consequences for others as well as yourself?
 - *Example answers: If you do something that has significant negative consequences for others it can lead to more problems.*

Homework

- For homework, I am handing back the homework you role played in the previous lesson (Session 8 - Practicing Problem Solving Skills 1, 2 and 3). I want you to apply skill 4: Think of choices and consequences to that problem. Be sure you list at least eight different things you can do.
- If you can, find someone you trust to help you with this assignment. Brainstorming and considering consequences is easier when we have the benefit of another person's perspective, even if we disagree with it. Why? Because it can help us think of things we would not think of on our own. Be sure to brainstorm choices first and then consider consequences. Consider consequences for both you and others.

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 10: Thinking of Choices and Consequences

Major session goals:

1. Generate multiple actions possible in problem situations.
2. Identify possible consequences of the choices generated, both for themselves and other people.
3. Choose an action based on consequences and goals.
4. Identify thinking to support chosen actions.

Activity: Review of First Three Problem Solving Skills

- Handout: *Problem Solving Skills and Steps*
- Q: What is the first skill? Answer: Stop and think.
- Q: What is important about it? Answer: To help us begin to think rather than react emotionally.
- Q: What is the second skill? Answer: State the problem.
- Q: What is the purpose of this skill? Answer: To describe the problem objectively and to recognize our risk reaction.
- Q: What is the third skill? Answer: Set a goal and gather information.
- Q: What happens in this skill? Answer: This is where you set a positive and realistic goal and think about the facts and the other person involved.

Overview of Lesson

- A key skill to becoming a good problem solver is to be able to think of many different ways to respond to a problem. After you get information and know what your goal is, it is time to decide what to do. In any situation, there are many different choices a person can make. What limits us is that we often don't let ourselves think about actions that don't immediately come to mind.
- Q: What do you think the risk feeling and new thinking skills thermometers should look like for this skill?
- Answer: Risk feelings have cooled down and new thinking skills are heated up.
- Problem solving skill 4: think of choices and consequences focuses on some important thinking skills such as brainstorming and imagining the consequences of your actions.
- There are three steps in problem solving skill 4:
 - Step 1: Brainstorm choices
 - Step 2: Think about the consequences
 - Step 3: Pick a choice to get to your goal
- Handout: *Pocket Skill Cards*
- Here is a skill card with the think of choices and consequences steps. You can use this card while you practice the skill here in class, as well as when doing your homework.

Activity: Discuss Step 1: Brainstorm Choices

- *Handout: Choices and Consequences Chart*
- Step 1: Brainstorm choices – means just that. We think of lots and lots of things we can do to respond to the situation. People who do research on problem solving say that this is the most important step because it helps us open our minds to new options for taking action.
- Let's try an example of brainstorming. A man takes a woman out for dinner. The check comes and he realizes that he has forgotten his wallet. What are some of his choices for what he could do? Let's come up with at least 10 things he could do in this situation.
 - *Therapists: Lead a brainstorming session. Ideas do not have to be realistic or positive. After the brainstorming is over, write down at least 3 – 4 ideas that seem to have a range of positive and negative consequences in the "Choices" column (do not discuss "Consequences" until the next activity.)*
 - *Example answers: Call a friend, ask the date for money, skip out on the bill, or ask the date to wait while he goes to get some money.*
- Great, see how easy it is to come up with a lot of ideas. As you do step 1, it can be helpful to talk to others as a way to get ideas that you may not think of.

Activity: Discuss Step 2: Think About Consequences

- Consequence is another word for outcome. A consequence can be good or a consequence can be bad. In step 2 of this skill we imagine what could happen as a result of each choice we are considering.
- We want to consider what might happen for ourselves and what might happen for the others involved. As we have already discussed, thinking about the effect of our actions on others is important in problem solving. Making things bad for others often makes problems worse.
- In this situation there are at least two others. One is the man's date and the other is the person running the restaurant or the food server.
- Considering each of the choices we wrote on the chart in the previous activity – What might be the consequence for:
 - The problem solver?
 - The problem solver's date?
 - The person running the restaurant and the food server?
- Therapists:
 - *Encourage group members to share their ideas. The goal is to have group members do cause and effect thinking as well as consider the impact of actions on others. Disagreement about consequences is okay.*
 - *After group members describe possible consequences, code consequences as: + (positive), - (negative), or +/- (could be positive or negative)*
 - *It is okay to have either one or two columns under the "Others" column.*

Activity: Discuss Step 3: Pick a Choice to Get to Your Goal

- Once we have brainstormed choices and thought about the consequences, it is time to connect this to our goal. That is why having positive and realistic goals are important.

Our goals should help guide our actions. We want to pick a choice that will get us to our goal.

- For example, if the man on the date had set as his goal that he wants to impress the woman he is with, which of these choices has the best chance of getting him to his goal?
- *Therapists: Discuss the question. It is okay if the group does not agree. The purpose of the discussion is for them to provide a reason for the choice they think is best. Only write a final choice on the chart if the group agrees on one.*

Activity: Apply Steps 1 and 2 to the Ongoing Problem Situation

- *Handout: Choices and Consequences Chart (clean copies)*
- *Therapists: Continue using the ongoing problem situation introduced in lesson 10 (either Shewan and Ms. Shells or Sherry and Ms. Porter). Post the charts where you have identified the information from problem solving skills 1, 2, and 3 for the ongoing problem situation and review the information on the charts. Replay (or re-model) the scene if you think it would be helpful.*
- Now let's do step 1 of problem solving skill 4: think of choices and consequences for Shewan/Sherry. We are going to brainstorm possible actions she could take.
 - **Step 1: Brainstorm Choices**
 - As a group, let's brainstorm actions the problem solver, (Shewan or Sherry), can take. Let's come up with at least 8 different choices.
 - *Therapists: Be alert to the group getting "stuck" in a narrow track of choices. (For instance, they might only consider destructive choices or choices that express anger.) If this kind of narrowing happens, remind the group that the point of the step is to consider as wide a range of options as possible. If necessary, make a suggestion or two of your own to get them on another track. On the other hand, remember that this is brainstorming, so not all choices need to be realistic or pro-social.*
 - Think about the social skills you have learned. Are there some that we could include in our list of choices?
 - *Example answers: Active listening, asking questions, responding to anger*
 - **Step 2: Think about Consequences**
 - Now that you have thought of lots of choices, we can consider the possible consequences of these choices. Remember consequences can be positive or negative. Consider two kinds of consequences: consequences for self and consequences for others.
 - *Therapists: If your group has generated many choices, consider the first 4 to 5 with the total group and then assign pairs to consider consequences for specific actions that are left. After a few minutes of pair discussion time, ask pairs to report out their ideas about possible consequences.*

Activity: Apply Step 3 to the Ongoing Problem Situation

- *Therapists: Display the chart that was developed in lesson 7 with Shewan's or Sherry's goal and the information identified for skill 3.*

- In step 3 we want to pick a choice to get to our goal and to use the information we identified when we did problem solving skill 3: set a goal and gather information.
- Let's look at the information on the chart that shows Shewan's/Sherry's goal and the information she may want to consider when she decides what action to take.
 - **Choices That Will Not Lead to the Goal**
 - We will go through a process of elimination. This means we will start by identifying any choice that will not lead to her goal.
 - *Therapists: cross off actions that will not lead to the goal. If there is disagreement, do not cross off the choice.*
 - **Examine Remaining Choices**
 - Let's get some recommendations from group members. Who wants to suggest a choice from our remaining list that you think Shewan/Sherry should take?
 - **Step 3: Pick a Choice to Get to Your Goal**
 - It is now time for the group to decide on what the best choice might be to help Shewan/Sherry to her goal. First, I am going to read through our list so you have one more chance to consider these options.
 - Now I will read them a second time and ask you to vote by raising your hand for one (and only one) of these choices.
 - Okay, most group members think (*insert the choice with the most votes*) will get Shewan/Sherry closer to her goal. We will work with this choice in our next session.

Wrap Up

- Problem solving skill 4: Think of choices and consequences, has three steps. Which of these steps do you think will be easiest to remember?
- Why do you think brainstorming is important?
 - *Example answers: We are learning to consider new ways of thinking and acting in problem situations.*
- What do you like about considering consequences for others as well as yourself?
 - *Example answers: If you do something that has significant negative consequences for others it can lead to more problems.*

Homework

- For homework, I am handing back the homework you role played in the previous lesson (Session 8 - Practicing Problem Solving Skills 1, 2 and 3). I want you to apply skill 4: Think of choices and consequences to that problem. Be sure you list at least eight different things you can do.
- If you can, find someone you trust to help you with this assignment. Brainstorming and considering consequences is easier when we have the benefit of another person's perspective, even if we disagree with it. Why? Because it can help us think of things we would not think of on our own. Be sure to brainstorm choices first and then consider consequences. Consider consequences for both you and others.

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 10: Make a Plan

Review

We've practiced 4 of the 6 problem solving skills. Let's briefly review them.

- Stop and Think (why is this important?)
- State the Problem (what is the purpose of this one?)
- Set a goal & gather information (what happens when we use this skill?)

Now what? This skill involves making the best choices to get to our goal. Can you think of what it might be?

- Answer: Make a plan!
 - Discuss: why is it important to make a plan? What happens if you don't make plans and just act?

Homework Review

Overview of this week's lesson

In making a plan, you will use many of the skills you already know.

Skill Steps (whiteboard)

1. Identify who, where and when
2. Choose key social skills that can help you
3. Identify what you will do or say
4. Identify how you will do or say it
5. Decide on a thought to get you started

Important Points

- Step 1: Identify who, where, and when
 - This is important because if we act too soon, we can get do things or say things we do not mean, but if we wait too long, we may lose our chance to take action
 - Have either of those situations ever happened to you?
 - What was the outcome?
- Step 2: Choose key social skills that can help you
 - What can you think of that may be helpful here?
 - Ex: active listening, asking questions, giving feedback, apologizing, making a complaint, responding to anger, negotiating
- Step 3: Identify what you will do or say
 - BE SPECIFIC with words or actions! Visualize & plan out details
- Step 4: Identify how you will do or say it
 - Same as above—think about voice, body language, eye contact, etc.
- Step 5: Decide on a thought to get you started
 - Similar to stop & think—use your thoughts to calm you down and identify the most effective thoughts that you can communicate and take action with

Practice

- Think of a situation where you may need to make a plan to do something. Walk through situations with as many group members as time allows.

Homework

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 11: Do and Evaluate

Review Last Week

- Review steps for making a plan
- Review homework

Skill Steps

- 1) Do it
- 2) Ask questions
- 3) Decide what to do next

Asking Questions

There are two key questions in evaluating a plan.

- 1) Am I closer to my goal?
 - a. Sometimes our actions get us exactly what we want, and sometimes our actions get us closer to our goal, but there are still more actions to take
 - b. Sometimes things don't go as we expect and a problem still exists, so it is important to make sure this is not the case when evaluating if a plan worked
- 2) Which parts of the plan worked best?
 - a. Think about our own thoughts and feelings
 - b. Also consider what happened for other involved parties- did anyone get hurt? Were they happy with the outcome? Did they react as we expected?

Discuss Examples

- Discuss times a plan backfired or just did not get the intended result
- Discuss times when a plan worked as expected
- What do you do when a plan does not go as expected?

Homework

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 12: Problem Solving Applications

Major session goals:

1. Review homework
2. Apply all 6 problem solving skills to real life situations

Homework Review

- For your homework, you identified two problem situations. What problems have each of you identified? Also tell us the risk thoughts, feelings, and attitudes and beliefs you identified.
- Therapists: Have each participant review what they wrote on their thinking report forms.

Overview of Lesson

- Great work on that homework review! In this lesson we will have an opportunity to put into action everything we have learned in problem solving.
- Review Problem Solving Skills 1 through 6.
- White board
 - Skill 1 – Stop and Think
 - Skill 2 – State the Problem
 - Skill 3 – Set a Goal and Gather Information
 - Skill 4 – Think of Choices and Consequences
 - Skill 5 – Make a Plan
 - Skill 6 – Do and Evaluate

Activity: Practice Problem Solving Skills

- Have each group member come up with a problem situation. For each individual's problem, ask the other group members to have a discussion on how to implement all 6 problem solving skills to address the problem situation.
- Therapist: Consider having one group member introduce the skill and the steps involved and one group member demonstrate how to implement the steps involved. Then, all the group members can discuss together how the skill impacted the problem solving process.
- Therapists: Write on white board (or have group members write on white board) as you discuss each skill step with the group.
- Skill 1: Stop and Think
 - Step 1: Stop! Pay attention to your warning signs
 - What physical reactions will you show?
 - What risk thoughts will you think aloud?
 - What risk feelings will you express?
 - Step 2: Think! Reduce your risk.
 - Be quiet – keep quiet before responding
 - Get some space – what will you think or visualize to get some space?

- Calm down – what new thinking will you use to calm down? What actions will you take to calm down?
- Skill 2: State the Problem
 - Step 1: Identify a warning sign
 - What warning sign will you identify?
 - Step 2: Describe what happened objectively
 - How will you describe the situation objectively?
 - Step 3: Describe your risk reaction
 - What is your risk reaction?
 - Put it together in a problem statement: “I (think or feel) _____ because _____ and my risk reaction is _____.”
- Skill 3: Set a Goal and Gather Information
 - Step 1: Identify a positive and realistic goal.
 - What is your goal?
 - I want _____
 - I want _____ but I don’t want _____.
 - Step 2: Gather Information
 - What are the facts in this situation?
 - What do you think the other person is/was thinking?
 - What do you think the other person is/was feeling?
- Skill 4: Think of Choices and Consequences
 - *Handout: Choices and Consequences Worksheet*
 - Step 1: List choices you have.
 - Step 2: List positive and negative consequences of each choice to you and others.
 - Step 3: Pick a choice to get to your goal.
- Skill 5: Make a Plan
 - Step 1: Identify who, where and when
 - Step 2: Choose key social skills that can help you
 - Step 3: Identify what you will do or say
 - Step 4: Identify how you will do it and say it
 - Step 5: Decide on a thought to get you started
- Skill 6: Do and evaluate
 - Step 1: Do it!
 - Step 2: Ask questions
 - Are you closer to your goal?
 - What parts of the plan worked best?
 - Step 3: Decide what to do next
 - What do you think you should do next?
- *Therapists: If time permits, choose problem of another group member and apply 6 steps again.*

Homework

- *Handout: Homework worksheet – Applying 6 steps*
- Between now and next session identify a situation that caused you some type of problem. It can be a minor problem like having to wait in line when you don't want to or a major problem that could result in a fight. Identify what you did in that situation that helped you not make the problem worse.

MODULE 2: CRIMINAL THINKING & PROBLEM-SOLVING

Session 13: Next Steps

Major session goals:

1. Review homework (Problem Solving Worksheet)
2. Celebrate successful completion of Module 2
3. Develop personal plan for making the skills they have learned become a part of their life.

Homework Review

- For your homework, you identified a situation that caused you some type of problem. You were to focus on what you did in that situation that helped you to not make the problem worse. Who would like to start out by sharing how you tried out something we've learned to solve a problem or at least not make it worse?
- *Therapist: Have each participant review what they wrote down for their homework assignment.*
- *Therapist: Write relevant material on the white board as you go through review.*

Review Material Covered: Module 1

- Set realistic and reasonable goals and make specific steps to achieve them
- Big Four Risk factors: history of getting in trouble, impulsivity, negative thinking styles, and friends who get in trouble
- Protective Factors: good coping skills, a job, responsible hobbies, goals, supportive social network/family/relationships, stable housing
- Internet safety
- Relapse prevention
 - Good coping skills → good outcomes → less likely to commit crime
 - Bad coping skills → bad outcome → more likely to use bad coping skills again
- It is important to rely on external supports for help and advice when you need it. Asking for help makes you stronger, not weaker.

Review Material Covered: Module 2

- It is important to have “tools” in your pocket to handle various difficult situations
- We can control our lives by controlling our thoughts and feelings
- We can see the “outside” parts of situations but cannot always see the “insides” (which applies to both ourselves and others)
- Skills such as active listening, asking questions, giving feedback, and understanding others' feelings are important to make our interactions with others more effective and successful
- We have to be aware of our own feelings (and what behaviors they may trigger) to start controlling our behavior in difficult situations
- Situation → Thoughts/Attitudes/Beliefs → Feelings → Behavior

- Steps to Cognitive Self Change
 - Pay attention to thoughts and observe without judgment
 - Recognize risk (know when thoughts and feelings may lead to risky behavior or other negative consequences)
 - Use new thinking to reduce risk (and incorporate social skills above)
- Differences between thoughts, attitudes and beliefs and how each uniquely impacts a situation
- How to recognize which thoughts may be particularly risky and in what ways they may lead to negative consequences
- Be creative when brainstorming new thoughts and make sure you feel comfortable with them (or else they might not be effective for change)
- Remember the skills required when you encounter a problem
- Conflict cycle → cycle of thoughts, feelings actions and consequences that increase and escalate problem situations
- Goals of problem solving = escape conflict cycle and minimize negative impact of a particular problem situation
- Conflict cycle has 4 parts → problem, warning signs, actions, and consequences
- Apply 6 problem solving skills to handle problem situations → stop and think; state the problem; set a goal and gather info; think of choices and consequences; make a plan; do and evaluate.

Activity: Reflection

- Handout: List of skills learned.
 - We have spent many weeks learning and practicing skills to take charge of our lives by taking control over the thoughts and feelings that go on inside of us. Which of the tools that you have learned do you think will be most helpful as you leave this program?
- Therapist: Conduct a “round robin,” having each group member report on his or her favorite tool or tools.
- Additional discussion questions
 - What were easy/hardest parts about group?
 - What is the most valuable thing you learned?
 - What skills do you feel you have mastered?
 - What skills do you still need to work on? How will you work on them?
 - Discuss safety plans for when difficult/risky situations come up.
 - Reintroduce goals, plans, and steps to achieve them.

Activity: Gather Feedback

- What did you get out of the program?
- How could we improve?
- What worked? What did not work?

Activity: Wrap Up

- Remember to practice the tools you have learned. Remember to pay attention to your thoughts and feelings, and to use new thinking when you recognize risk. Remember to stop and think when you encounter a problem, and to carefully approach each problem and solution in a thoughtful and deliberate manner. Remember that when you are dealing with other people, your social skills are made up of steps that include both thoughts and actions. And finally, remember that THINKING CONTROLS BEHAVIOR.

Activity: Celebration!

- Today is a very big deal! You have completed the Reentry Project program! We've had a long journey together. Let's recognize and honor each and every one of you for your hard work and dedication throughout the program. I have learned from you, just as I hope you have learned from me and each other.

IV: Follow-Up Assessments

Similar to assessments given at the beginning of the program, follow-up assessments will be conducted to assess client improvement. Clients will receive points in the point system that may boost them to completion if they have missed session, failed to hand in homework, or had poor participation.

The follow-up assessments that will be administered at the program's conclusion include:

- NAS-PI (20 minutes)
- SPSI:RS (10 minutes)
- SARAN (20 minutes)
- PICTS (30 minutes)
- CVTRQ (10 minutes)