

## PHOENIX GANG INTERVENTION PROGRAM RESOURCES

<b>INTRODUCTORY PROGRAM RESOURCES</b>		
What am I doing here? (Pre1)	Begins identifying areas and issues in legal problems, substance abuse, and other dependencies. Guides clients from pre-contemplation to contemplation of change. Includes six sets of activity cards.	6 hours
You have options (DP1)	Risk factors-based workbook for high risk youth. Clients identify problem situations and practice options to substance abuse or violence.	4
Gangs (DP4)	Short workbook helps younger clients identify gang issues and options to participation.	2
Violence at home (DP5)	Short workbook helps clients understand family violence and its' consequences. Helps clients identify safe choices and available options.	3
Problems at home (DP6)	This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff.	3
Let's talk about feelings (DP3/F12)	Specific feelings (anger, anxiety or fear, low-self-esteem/shame, hurt, and loneliness) are addressed in activities which help clients identify and experience feelings safely.	2
What's your story?	Self-disclosure activity.	2
"My first time," and "History of use"	Self-disclosure activities.	2
Coat of arms (Pre3c)	Self-disclosure and self-image activity.	1
Reasons to change (SD6)	Addresses denial, resistance, other defenses. Raises awareness of consequences of own behavior for self and others (including criminal thinking and victim empathy). Builds motivation to make personal changes.	5
"What went wrong?" (SD2)	This workbook identifies and addresses underlying issues and areas of vulnerability - critical to the process of personal change and long-term recovery.	7
Stress and trauma (SD3)	Introduces areas of trauma/ PTSD issues. Links client trauma and dependencies and identifies steps toward cognitive change.	5
<b>A NEW FREEDOM</b>	Over 40 supplementary workbooks address preparation for treatment issues, as well as basic self-discovery and substance abuse programming issues.	200+ hours
Problem backpack (PB)	This activity helps clients identify/admit problems and issues to be addressed in treatment. It includes 60-80 typical individual issues or problems, and can be used to prioritize issues to be addressed in aftercare. It also can serve to identify issues which have been addressed during the program. Includes short handbook for individual or group use.	1

GANG INTERVENTION PROGRAM WORKBOOKS		
What was on your mind? ( <i>gang mind-set</i> ) (GG1)	This is an important workbook, a cognitive restructuring approach to gang activity. It identifies selected negative mind-sets common to people involved in gang activity. Then, it addresses each of these in a systematic fashion, identifying weaknesses in that form of thinking, and offering guidance in the development of a more positive outlook.	7
Who wants to be at risk? (GG2)	This workbook addresses the “risk factors” approach to gang involvement and activity. The objective is for participants to identify their own highest risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. <i>“If you plan for them, and develop options for how you will handle them better, you stand a good chance.”</i>	10
What do you need? (needs and gangs) (GG3)	This workbook - based on Maslow’s needs hierarchy theory - addresses gang activity from the point of view of underlying needs. These needs won’t go away; they will be present when the participants return to the community. Thus this workbook guides the students in finding alternative - and better - ways to meet those needs than gangs or crime.	5
Living a non-violent life #1 (GG4)	This workbook provides the opportunity for clients to identify their triggers and highest personal risk factors for violence and to develop strategies to avoid these issues or to cope more effectively in the future. It is designed to work with the other materials in the anti-violence portion of the program (the <b>Managing your anger</b> skills series, and the other workbooks in the <b>Phoenix</b> gangs curriculum).	10
Living a non-violent life # 2 (GG5)	This workbook provides the opportunity for clients to identify their triggers and highest risk factors for violence and to develop strategies to avoid these issues or to cope more effectively in the future. It is designed to work with the other materials in the anti-violence portion of the program (the <b>Managing your anger</b> skills series, and the other workbooks in the <b>Phoenix</b> gangs curriculum).	6
Understanding yourself #1 (GG7)	This is the “risk factors” approach to aggression and violence. It provides an alternative approach to violence issues and behavior, addressing community and family risk factors for violence.  For clients, the objective is to begin by increasing awareness. Then, clients can admit that they have these risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. <i>“If you plan for them, and develop options for how you will handle them better, you stand a good chance.”</i>	7
Understanding Yourself #2 (GG8)	This is the “risk factors” approach to passive-aggressive behavior, which can often lead to violence and other problems. It provides an alternative approach to violence, addressing community and family risk factors for this passive-aggressive behavior.  For clients, the objective is to begin by increasing awareness. Then, clients can admit that they have these risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. <i>“If you plan for them, and develop options for how you will handle them better, you stand a good chance.”</i>	5
For young women - reducing your risk (GG9)	This workbook addresses the “risk factors” approach to gang involvement and activity for females. ( <i>Appropriate for juvenile and young adult women.</i> )	6 lessons

Getting away from the gang (GG14)	Comprehensive manual, providing suggestions, action planning, and support to assist in leaving the gang. Includes typical situations for role-playing practice and self-efficacy.	9
Program Activities (GG11)	This series of program activities is designed to facilitate class participation, group involvement and cooperation, and self-disclosure. Many are based on traditional experiential learning approaches. They range from 10-50 minutes, and provide a “change of pace” for participants and staff. <i>(included at no cost with longer programs)</i>	60 activities
“What do you think? <i>(brief activities)</i> (GG10)	This series of program activities is designed to facilitate class participation, group cooperation, and self-disclosure. They range from 5-30 minutes, and can be used to open a class session or provide a “change of pace” later in the session. <i>(included at no cost with longer programs)</i>	60 activities
What do you think? <i>(women’s materials)</i> (GG12)	This series of program activities is designed to facilitate class participation, group cooperation, and self-disclosure.	18 sessions
What’s wrong with being tough-minded? (Di12)	Identifies and addresses issues underlying aggressive behavior. Topics include overly-”macho” approach and controlling others by anger.	3
What’s wrong with holding in my anger? (Di5)	Addresses passive-aggressive thinking and behavior.	3
Shame and low self-esteem (F5g)	Identifies client shame and low self-esteem issues, including symptoms and sources of shame, and links between shame and dependencies. Identifies steps to making changes. <i>(includes gang issues and self-esteem)</i>	8
Gang intervention resources	Where are your old friends today?	2
	Criminal Values	2
	Respect	3
	How to identify your real friends	1
	Thinking about stereotypes	2
	Loyalty	2
	How have the movies, music, and TV influenced you?	2
	“Do the math” - The prospect of earning a lot of money through drug dealing can be very appealing. This lesson asks participants to “do the math” in comparing the risks and rewards of drug dealing with the risks and rewards of earning money legitimately.	2
	Program Contracts #1, 2, 3, 4	
Are you an “excitement junkie?” (F11)	Addresses issues of clients with high need for stimulation and high-risk behavior.	1
The Anger game (G1)	Activity cards and game board guide discussion of triggers, symptoms, and behaviors relating to anger.	2
Anti-violence skills Communication/social skills (MAS)	36 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence.	36

<b>CRIMINAL THINKING PROGRAM RESOURCES</b>		
Thinking about right and wrong (TAR&W)	Based on Kohlberg's model of moral development, it includes group activities to increase participant awareness, build empathy, and guide cognitive changes.	10
"Downers": "stinking thinking" and low self-esteem (ST1)	46 separate "stinking thinking" issues are addressed in this series, using worksheets for cognitive restructuring. Each lesson provides examples of this form of cognitive distortion, asks participants to examine their own thinking, then guides the examination - including consequences. Worksheets guide the development of new ways of thinking and responding.	46
"Stinking thinking" and other people (controlling, anger, and dishonesty) (ST2)	Counselors are provided tools to help select appropriate lessons for use with individual or groups. Major topic areas include criminal thinking, negativity, manipulation of others, and issues which emerge in recovery programs and groups. <i>(Cost for this series is \$245)</i>	
"Stinking thinking" . . . and people in recovery (ST3)		
Stinking thinking and gang activity (ST6)	A range of "stinking thinking" issues are addressed in this series, using worksheets for cognitive restructuring. Each lesson provides examples of this form of cognitive distortion, asks participants to examine their own thinking, then guides the examination - including consequences. Worksheets guide the development of new ways of thinking and responding.  Counselors are provided tools to help select appropriate lessons for use with individual or groups. Major topic areas include criminal thinking, negativity, manipulation of others, and issues which emerge in recovery programs and groups.	5
Criminal values	Addresses areas of criminogenic thinking and values.	1
<b>VOCATIONAL PROGRAM RESOURCES</b>		
Personal Preparation Program (P3)	Identification of work skills and job options, a positive attitude, thinking realistically about work, practical aspects of finding a job, development of personal data sheet, handling applications, resumes, and interviews, and keeping a job.	10
Vocational lessons (V1)	Topics include: self-evaluation, interviewing practice, job success skills, and ethical issues in the workplace.	9
Job values (V2)	1 hour lesson addressing job and career values.	1
<b>COPING SKILLS FOR SELF-EFFICACY</b>		
Coping skills: techniques for use when you are at greatest risk (CS2)	Provides guidance and practice in mastery of seven emergency skills - to address areas of temptation to relapse (or to act out anger, etc.). Guides the development of personal action plan for use of immediate measures at highest risk situations.	7
Coping skills for emergencies (CS1)	Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work. Included in these skills are thought stopping, conflict avoidance and "escape" skills, and a comprehensive set of "refusal skills."	6
Basic Coping Skills (CS1b)	Critical coping skills lessons (thought stopping, thought switching, etc.), including lesson plans, skills practice activities and scripts.	2

Coping skills, set 2: establishing a safer environment (CS3)	Clients are guided to identify their most dangerous temptations, high risk people, places, things, feelings, and situations. They will identify areas of continued vulnerability to old temptations. Clients will complete action plans to avoid high risk people, places, things, and situations.	6
Coping skills: techniques for handling uncomfortable feelings and thoughts (CS4)	Provides guidance in mastery of thirteen coping skills important for relapse prevention.	6
Basic Coping Skills (CS4b)	Critical coping skills lessons (breathing/relaxation skills), including lesson plans, skills practice activities and scripts.	4
Basic Coping Skills (CS4c)	Critical coping skills lessons (creative visualization and relaxation), including lesson plans, skills practice activities and scripts.	2
Coping skills: techniques for making long-term changes (CS7)	Practical and comprehensive post-release and relapse prevention plan. This workbook is designed to identify and address issues and responsibilities facing individual participants. It is a critical element of the self-efficacy objective.	7
Your highest risks (CS8)	Identification of personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Special emphasis is placed on the transition to the community.	7
Review of post-release plans (PT8)	This tool evaluates client's relapse prevention plans and issues involved in returning to the community.	2
Coping skills self-report card (PT4)	This tool provides an overview of self-efficacy and relapse prevention planning and reviews lifestyle and coping skills issues.	1
Tough Times (TT)	Handling the Tough Times. One-hour lessons for handling difficult life issues.	7
<b>SUPPLEMENTARY PROGRAM MATERIALS</b>		
Life issues	Dealing with crises	1
Life issues	Taking the initiative	1
Life issues	Joy and humor	1
Making good use of your leisure time (LT)	These activities remind participants of the positive possibilities in their lives.	7
<b>A NEW FREEDOM</b>	Over 50 supplementary workbooks address life issues and recovery issues.	200+ hours
<b>RETURNING HOME PROGRAM RESOURCES FOR GANG INTERVENTION</b>		
Your first few days (RH1)	This workbook addresses the issues involved in the first critical days of transition, including common problems and stresses, and planning for safe activities. Includes situation cards for role playing and modeling successful coping.	5
Dealing with people in new ways (RH2)	Helps participants identify what they can do differently if the "old ways" didn't work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided.	5

Dealing with discomfort (RH3)	This workbook identifies and addresses common feelings experienced during the transition period. Activities identify issues and ask participants to demonstrate how they plan to handle these concerns. This information can be used by counselors to identify effective - and ineffective - responses. When possible, the “trouble spots” can be addressed individually or in group setting, and a more effective response developed.	5
Facing your responsibilities (RH4)	This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility. The responses can be shared and evaluated in individual or group settings.	5
If you lapse (RH5)	This workbook addresses the issues of “lapses” and “relapse” and helps to prepare participants to handle high risk situations by knowing common problems and having confidence in their ability to cope more effectively. A “slip,” or having fantasies of use, does not need to lead to a “fall.” This workbook provides tools for addressing common slips and reviews two critical coping skills. A set of situation cards for group discussion is provided.	5
Making positive steps to take control of your life (RH6)	Develops a detailed plan for the use of a post-release “safety net” and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors these people will need to know in order to help.	5
Avoiding the negative (RH7)	This workbook provides specific help in maintaining recovery through developing a plan to identify and avoid the highest risks. It is based on the concept of using “environmental controls” to avoid the people, places, things, and situations which pose the greatest threat to recovery. It provides participants and program staff with the tools to help address specific vulnerabilities.	5
Practice in handling difficult situations (RH8)	This workbook will help participants identify - and develop solutions for - common difficult situations encountered during the transition. Exercises identify specific concerns, and a set of situation cards of commonly-encountered problems is provided for group discussion. Problem areas can be used as discussion and learning points to help individuals develop confidence that they can handle these situations appropriately when they face them again.	4
Avoiding problems with authority (RH9)	This workbook addresses issues involved in dealing with authority figures and helps participants understand the nature of their anger, hurt, and resentment - and the ways in which they may create more problems for themselves. It offers specific suggestions for dealing with potential conflicts with authority figures, and a template for evaluating responses to typical situations. Situation cards provide opportunities for modeling appropriate responses.	4
Avoiding trouble (when you are with others) (RH10)	Peer pressure and poor choices often lead to trouble. Being in the wrong place at the wrong time, with the wrong people, is a common explanation for failure. This workbook identifies common problems and solutions, and provides twenty typical situations for role-playing and demonstration of effective coping skills.	4
Handling Tough Situations (RH11/AM1)	<i>An Action Maze Workbook</i> - provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts).	4

Safety Nets (RH 12)	This workbook guides clients to identify and address early warning signs that they are at increasing risk to fall back into old (negative) behavior patterns.	2
Red flags (RH13)	Short workbook helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy.	4
Getting close to getting out (RH14)	Designed for the last few weeks before going home, this workbook addresses common thoughts, feelings, and temptations, including typical anxieties and worries.	2
How are you doing? (RH15)	How far have you come?	1
	Controlling your impulses	1
	Setting yourself up	1
	Recovery activities planning	1
Problem Solving 1-2-3 (RH21/PS2)	Using basic problem solving model, presents 54 community and home problem situations experienced by people in transition and/or recovery.	9
Making long-term changes (RH22/CS7)	Practical and comprehensive post-release and relapse prevention plan. This workbook is designed to identify and address issues and responsibilities facing individual participants.	10
Identifying and addressing your highest risks (RH23/CS8)	Identification of personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Special emphasis is placed on the transition to the community.	10
Self-efficacy and problem solving (RH24/PS3)	This short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations. ( <i>key self-efficacy summary activity</i> )	3
Key elements of change (RH25/DP8)	This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational enhancement therapy (MET) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. To build increased self-efficacy, we suggest supplementing it with workbooks from the RH series (i.e. RH11, 12, 13, 17, 21, 22, 23, or 24). Also suitable for review and aftercare programs.	12

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