The Phoenix/New Freedom 100
At A Glance

- 100 one-hour lessons organized into five 20-lesson books to be done **sequentially** in a **closed group**

- Designed to **reduce resistance** to behavioral change and decrease antisocial behaviors, including gang activity, while increasing linkage to protective factors and pro-social elements

- Participants will:
  - develop **emotional intelligence** and **empathy**
  - identify their **risk factors** (people, places, things, situations) for violence, criminal behavior, and gang activity
  - identify specific **protective factors** to immunize them from their risk factors, including a safety net of supportive people who can help
  - develop **coping skills** and **impulse control**
  - manage **aggression and violence**
  - master new **problem-solving skills**
  - prepare to re-enter their old lives, including **specific action plans** to avoid trouble

- The program is **stage-based**– each book focuses on an element of Prochaska and DiClemente's **Stages of Change Model.** The lessons and activities in each book are designed to move the participants along the Stages of Change and reinforce that progress with appropriate material:

  - Book 1: Pre-Contemplation to Contemplation
  - Book 2: Contemplation
  - Book 3: Contemplation, Preparation, Determination
  - Book 4: Contemplation, Preparation, Determination, Action
  - Book 5: Contemplation, Preparation, Determination, Action

Each book features activities and programming only appropriate for the identified Stage of Change.

- Specific **anti-gang materials** can be found throughout, particularly in Book 4. These sessions include DVD-based lessons where young people speak directly to risk factors for gang involvement and other gang issues.

- This is designed to be a **closed group.** Once a group is started in Book 1, they must continue together as a group through Book 5 with no new members being introduced.

- The books include frequent **MI assessments and tools.** At the end of every fifth lesson, you will find:

  – Importance Ruler
  – Confidence Ruler
  – Readiness Ruler
  – Change Talk Tool
  – Leader's evaluation of accuracy of participants' self-report
  – Leader's evaluation of current stage of change

  These tools must be collected every fifth lesson and the data recorded.

- At the end of each book, there are two additional tools to be collected and recorded:

  – **Book Review**, a competency check for the whole book
  – **Go/No Go Decision Form** to authorize movement to the next book.

NOTE: **Social Promotion is not allowed!** Each participant must be in the correct stage of change before proceeding from one book to another.

- Each lesson begins with a discussion starter called **What Do YOU Think?** These carefully crafted scenarios with questions will allow you to begin each session by getting the participants awake and talking.

- Lessons also include behavior rehearsal (role plays) and ample opportunity to **practice new skills**, a key element in successful skill development.

- Some best practices:

  – Use the curriculum – **be manual-bound**.
  – Facilitate lessons **in the order provided** (starting at Lesson 1 and running each lesson through Lesson 20 in each book - for each group of youth).
  – Ideal number of youth in each group (**7-10**)
  – Youth may participate in **the same lesson more than once** (if readmitted to facility, or re-cycled)
  – Maintain **group format** (program is designed for closed group model)

Program Logic Model for the Phoenix/New Freedom 100 *version 3.24.13*

TARGET POPULATIONS/ THEORY

POPULATION:
Long-term juvenile detention facility residents

Intensive interventions based on cognitive-behavioral, motivational enhancement, and social learning philosophies will reduce the resistance to behavioral change and decrease antisocial behaviors, including gang activity, while increasing linkage to protective factors and pro-social elements

STRATEGIES/ ACTIVITIES

Training and Implementation to prepare program staff members to deliver each intervention component

STAGE ONE: Pre-Contemplation (participants are unwilling to change, unaware, resistant, or in severe denial).
Activities – 20 sessions, *using MI and CBT techniques, group contact, and curriculum materials, including initial basic goal setting and emotional intelligence lessons*

STAGE TWO: Contemplation (participation, but there may be still some minor denial and/or resistance)
- Activities – 20 sessions *using MI techniques, group contact, and CBT-based lessons and materials* – to increase self-awareness and emotional recognition; awareness of current internal/external risk factors and new protective factor options

STAGE THREE: Preparation/Determination (participation, more active use of program materials, less resistance)
- Activities – 20 sessions *using MI techniques, group contact, and CBT-based lessons and materials* -- aimed to identify what needs to be changed in the offender's life; testing new ideas and learning new skill sets; understanding gang involvement issues

STAGE FOUR: Gang Intervention (focuses on risk factors and decisions relating to gang involvement). Activities. 20 sessions, *using MI and CBT cognitive restructuring techniques, group contact, multiple lessons based on a series of DVD-based lessons with accompanying worksheets* - aimed at challenging old thinking and exploring options to gang involvement.

STAGE FIVE: Action (active pursuit of new skills and addressing significant issues and feelings)
- Activities: 20 sessions *using MI techniques, group contact, and CBT-and social learning model-based materials* - designed to practice new skills; active change and action planning for building self-efficacy and pro-social relationships; pre-release preparation

IMMEDIATE OUTCOMES

Staff Training
Pre-Test (URICA, etc.)

Review evaluation (#1-1 to 1-20) reflects insight
Identification of behavior costs/consequences
MI and Stage of Change evaluations

Review evaluation (#2-1 to 2-20) reflects insight
Action plans (risk and protective factors)
MI and Change evaluations reflect significant contemplation of change

Review evaluation (#3-1 to 3-20) reflects insight
Demonstrated competence at problem solving and avoidance skills (versus risk factors)
Action plans (risk and protective factors)
MI and Change evaluations reflect significant preparation/determination to change
Also: Identify and begin to address specific issues underlying gang involvement

Review evaluation (#4-1 to 4-20) reflects insight
Demonstrated competence in addressing specific personal highest risk factors using problem solving, avoidance and escape skills
Action plans (risk and protective factors)
MI and Change evaluations reflect significant action in making personal changes
Also: Identify and begin to address specific issues relating to gang involvement

- Increased self-efficacy and demonstrated competence and confidence in addressing individual highest risk factors
- Increased linkage to protective factors identified in action plans.
- Final evaluation (#5-1 to 5-20) reflects insight

INTERMEDIATE OUTCOMES

URICA, MI Rulers, and PCA+ (stage of change) scores reflect significant improvement.

Learning outcomes for Books #1-5 document increased understanding, personal insight, and skill competence.

Behavior/discipline records reflect and document improvement during program.

Action plans reflect increased commitment to change. Resulting positive actions are documented. *(This may include actual gang renunciation.)*

Through completion of behaviorally-stated objectives, decrease in risk factors targeted by program, including:
- Competence in problem solving, impulse control, self-regulation skills
- Increase linkage and contact with protective factors including pro-social adults
- Verbalization of pro-social options vs. violence, substance use, gangs, etc.
- "Go/no go decisions" reflect positive staff evaluations.

FINAL OUTCOMES

- Decrease in post-release gang involvement
- Decreased prevalence and incidence of recidivism
- Reduced risk through active avoidance of specific highest risk people, places, things, and situations
- Increased contact with protective factors, including programs and pro-social peers and adults
- Decreased post-release infractions of probation regulations and requirements
- As appropriate, participates in education and vocational activities

GOALS:
___% of offenders who complete program will not be re-arrested for criminal offense for one-year following completion

___% of offenders who complete program will not be re-arrested or receive probation/parole violations for gang related offenses for one-year following completion

POST-RELEASE GOAL: Maintenance (upon return to the community, continue to practice new skills against highest risk factors, increase linkage to protective factors, work with safety net/officers to successfully address transition issues/responsibilities, educational/vocational opportunities, family, peers, and former gang.

THE PHOENIX-NEW FREEDOM 100 CURRICULUM
Book One

PHASE 1: Orientation & Preparation for Treatment - *Pre-contemplation to contemplation*		
Lesson	**Core Resource**	**Evaluation tools**
Pre-evaluation:		URICA
1	Introduction to the program	Change Talk Tool Change rulers (Importance, Readiness, Confidence)
2	Introduction to self-discovery	
3	Self-disclosure	
4	How important is it to you?	
5	What am I doing here?	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations
6	Introduction to Risk Factors	
7	What does your future look like?	
8	Life goals and life dreams	
9	Reasons to change	
10	Alcohol and drugs	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations
11	Costs and consequences	
12	Friends and Peers	
13	How it all fits together: Sam's story	
14	Why am I thinking about changing?	
15	Strengths	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations
16	Empathy	
17	Introduction to CBT	
18	How you feel affects what you do	
19	Understanding your feelings: anger and anxiety	
20	Understanding your feelings: sadness/depression	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Content Review (Lessons 1-1 to 1-20) Leader's Evaluations

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Book Two

PHASE 2: CBT, Emotional Intelligence - *Contemplation of Change*		
Lesson	**Core Resource**	**Evaluation tools**
1	Who Do You Think You Are 1	
2	Who Do You Think You Are 2	
3	Symptoms and early warning signs 1	
4	Symptoms and early warning signs 2	
5	Triggers 1	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations
6	Triggers 2	
7	Functional thinking 1	
8	Functional thinking 2	
9	Functional thinking 3	
10	I have my reasons	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations
11	Functional thinking 4	
12	Functional thinking 5 - Thoughts that work; Thoughts and feelings	
13	Coping skills: thought stopping	
14	Coping skills: thought stopping	
15	Coping skills: thought stopping	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations
16	Coping skills: thought switching/creative visualization	
17	STOP Model, part 1	
18	STOP Model, part 2	
19	Problem Recognition	
20	Think your way out of problems	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Content Review (Lessons 2-1 to 2-20) Leader's Evaluations

THE PHOENIX-NEW FREEDOM 100 CURRICULUM
Book Three

PHASE 3: Coping Skills, Problem Solving, Risk Factors - *Contemplation, Preparation/Determination*		
Lesson	**Core Resource**	**Evaluation tools**
1	Avoidance Skills	Confidence Ruler
2	Escape skills	
3	Refusal skills 1	
4	Refusal skills 2	
5	Avoidance/escape review	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations
6	Risk Factors 1	
7	Risk Factors 2	
8	Risk Factors 3	
9	Respect 1	
10	Respect 2	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations
11	What do you need? 1	
12	What do you need? 2	
13	What do you need? 3	
14	What do you need? 4	
15	What's been getting you in trouble? 1	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations
16	What's been getting you in trouble? 2	
17	Disrespect 1	
18	Disrespect 2	
19	Avoiding the negative 1	
20	Avoiding the negative 2	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Content Review (Lessons 3-1 to 3-20) Leader's Evaluations

THE PHOENIX-NEW FREEDOM 100 CURRICULUM
Book Four

Phase 4 Gang Intervention - *Contemplation, Preparation/ Determination, Action*		
Lesson	**Core Resource**	**Evaluation Tools**
1	Romeo's Story	
2	Your Story	
3	How Did Things Work Out?	
4	Problem Behaviors	
5	Retaliation	Change Talk Tool Change Rulers (Importance, Readiness, Confidence) Leader's Evaluations
6	Daniel's Story	
7	A Practical Question	
8	Risk Factors 1: intro, school, friends/peers	
9	Risk Factors 2: community	
10	Risk Factors 3: family	Change Talk Tool Change Rulers (Importance, Readiness, Confidence) Leader's Evaluations
11	Risk Factors 4: Personal 1	
12	Risk Factors 5: Personal 2	
13	Choices/Changes	
14	Terion's Story	
15	Gang Issues 1	Change Talk Tool Change Rulers (Importance, Readiness, Confidence)Leader's Evaluations
16	Gang Issues 2	
17	Gang Issues 3	
18	Trust and Distrust	
19	It's Your Decision 1	
20	It's Your Decision 2	Change Talk Tool Change Rulers (Importance, Readiness, Confidence) Content Review (Lessons 4-1 to 4-20) Leader's Evaluations

THE PHOENIX-NEW FREEDOM 100 CURRICULUM
Book Five

PHASE 5: Risk Factors and Protective Factors - *Contemplation, Preparation/ Determination, Action*		
Lesson	**Core Resource**	**Evaluation tools**
1	Getting close to getting out 1	
2	Getting close to getting out 2	
3	Do the math 1	
4	Do the math 2	
5	Facing your responsibilities 1	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations Trigger summary activity 1:1 resource (Staying in the gang)
6	Facing your responsibilities 2	
7	Facing your responsibilities 3	
8	You have options	
9	You have options	
10	Importance	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations
11	Confidence 1	
12	Confidence 2	
13	Safety net 1	
14	Safety net 2	
15	Dealing with old people in new ways 1	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Leader's Evaluations
16	Dealing with old people in new ways 2	
17	Your first few days 1	
18	Your first few days 2	
19	Jake's lesson	
20	Program conclusion; Triggers summary activity	Change Talk Tool Change rulers (Importance, Readiness, Confidence) Content Review (Lessons 5-1 to 5-20) Leader's Evaluations
Post evaluation:		URICA