CORE PROGRAM UNIT - CRIMINAL THINKING

Model CR-CT-V

The primary focus of these resources is awareness and self-management of selected areas of dysfunctional or criminal thinking. Key elements include a basic cognitive-behavioral (CBT) approach and multiple resources which provide a foundation for examining faulty thinking - including common defense mechanisms.

- This unit teaches specific cognitive restructuring (CBT) skills.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

Objectives	GOAL: Identify and address selected areas of dysfunctional or criminal thinking.			
● Contemplation stage ❑ awareness ❑ understanding ❑ insight ❑ acceptance	1	CC9 Denial 35	ST1 - Becoming a victim - or helpless 20	CT situation 1 10
	2	CC7 - Who do you <u>think</u> you are? 40	CT Defense Mechanism: Rationalization 15	CT situation 2 10
	3	Worksheet - Empathy (CT resource) 40	CT Defense Mechanism: Manipulation 15	CT situation 3 10
	4	GG13 - Criminal values 40	Worksheet - Agree or disagree? 15	CT situation 4 10
	5	ST2 - Blaming 20	CT Defense Mechanism: Minimization 15	FFT - I've become the person I always hated 20 CT situation 5 10
	6	ST3 - Playing dumb or naive 20	CT Defense Mechanism: Avoidance 15	CT situation 6 10 FFT - Getting into problems, by accident 10-15
	7	ST4 - The doormat 20	CT Defense Mechanism: Suppression 15	CT situation 7 10 FFT - Why they have these places 15
	8	ST5 - Self-pity 20	CT FFT Resistance (longer) 20+	CT situation 8 10 FFT - I ain't afraid 10
	9	CC11 - Why am I thinking about changing? 35	CT Defense Mechanism: Deflection 15	CT situation 9 10
● Assessment and action planning	10	ST38 - Criminal thinking 20-25	CT Defense Mechanism: Intellectualization 15	CT Defense Mechanism: Projection 15 CT Situation #10

OUTCOMES

- "Build a life worth living." (Linehan)
- Participant functions successfully in daily living - and has the skills and motivation to maintain positive functioning.
- Envision and pursue positive life goals. Deal successfully with ordinary problems.
- In practice against internal and external high risk situations presented in scenarios provided, demonstrate repeated successful coping
- demonstrate competence at problem solving skills (versus specific situations).
- key outcome is that they have the motivation to handle some of these issues more successfully going forward.

ADDITIONAL GOALS

- documentation of increased importance, confidence, and readiness for key changes (as assessed by MI-instruments and behaviors).
- positive social integration and functioning in the program