

# STEP-DOWN MODEL - GANG DESISTANCE

- Program provides structure for step down: alternatives to solitary housing.
- 8-15 month lesson-based model, targeted to aggression, violence, and people problems (facility, unit, and cellmate).
- Includes gang desistance elements.
- A total of 148 hours of group treatment

<b>Pre-program or Orientation</b>	Preparation and assessment	
In-cell options	8 short packets for engagement, self-awareness	Extended in-cell, resources support 40+ weeks

Goals:  
participation, completion, qualifying for step-down process

Each unit below includes 10 lessons, with lesson plans, participant worksheets, and activities.

<b>Step 1</b>
<b>Self-Discovery</b>
30+ hours

Unit - Introduction to group
Unit - People problems #1
Unit - Fighting/violence #1
Option: Qualifier workbooks**
Assessment resource*

Goals:  
participation, adherence to group rules, understanding, motivation, some Contemplation Stage

<b>Step 2</b>
<b>Conflict Reduction and Gang Desistance</b>
70+ hours

Unit - People problems #2
Unit - Anger
Unit - Fighting/violence #2
Unit - People problems #3
Unit - Mindset and choices
Unit - Risk factors
Unit - Violence
Assessment resource*

Goals:  
participation, demonstrated understanding, (CBT), success at problem solving, Contemplation Stage, some (limited) Preparation/ Determination Stage

<b>Step 3</b>
<b>Situational Confidence</b>
40+ hours

Unit - Criminal Thinking
Unit - Handling the tough times
Unit - Aggression & Violence
Unit - Cellmates & Transition
Assessment resource*

Goals: success at skills, problem solving to avoid return to old behaviors, prepared for successful transition from unit

\* Assessment resource is based on Workbooks CF9 and CF10 (support up to 3 lessons).

\*\* Qualifier workbooks may optionally be assigned at in-cell stage.

**ORIENTATION UNIT** (8 elements)

For group or in-cell use. In addition to providing an introduction and overview, the priority is engagement and the beginning of self-awareness as an early step in the change process.

1	Pre6	Introduction to the program	
2	SD1.1	Introduction to Self-Discovery	
3	SD1.2	Introduction to Self-Discovery	
4	Pre16a	Being locked up right now	
5	Pre11	You can't change me	
6	Pre3c	Self-disclosure/self-image activity	
7	Pre9ac	A starting point	
8	Worksheet	Getting started	FFT: Waiting for a magic wand

## Possible "qualifier" options:

SD7a -My life story. 43-page workbook	These two workbooks can, optionally, be used at this stage, or as part of the next unit. As "qualifiers," they might be helpful in assessing readiness to proceed to the next step. A brief summary/review Competency Checklist is provided for each of these workbooks.
SD2 - What went wrong. 32 page workbook	

**UNIT - INTRODUCTION TO GROUP (10 sessions)**

Introduction to group programming. Focus is engagement (participation) and increasing awareness of their choices and options. Certain elements build toward contemplation of life issues as well as past and present choices.

Preparation ● PreContemplation <input type="checkbox"/> engagement <input type="checkbox"/> awareness	1	Introductions and clarification of program rules and expectations ( <i>staff led</i> ) Pre3a1, part 1 (engagement activity) Pre 8ac - At home in the lockup
	2	Pre3a, part 2 (engagement and early self-disclosure activity) FFT - It's just like magic
	3	Pre3a, part 3 (engagement and self-disclosure activity) Worksheet - Where do you stand?
	4	Pre3a, part 4 (engagement and early self-disclosure activity) Pre15 - There's no point FFT - Do I get a do-over
● PreContemplation <input type="checkbox"/> engagement <input type="checkbox"/> awareness <input type="checkbox"/> acceptance	5	ICD.1 - What's treatment all about? Worksheet - Prior program experiences (opener)
	6	ICD.2 - What's treatment all about? FFT - If you learned
	7	CCI - What's been getting you in trouble? FFT - Anyone who hurt the people I love
	8	Pre12 -I can do this Worksheet - Values activity #1
	9	CC6 - I have my reasons FFT - Change is hard
	10	Pre4 - How important is it to you? Worksheet - Program assessment (motivation)

**UNIT - HANDLING PEOPLE PROBLEMS HERE SUCCESSFULLY #1 (10 sessions)**

**GOALS:** Success in handling people problems, specific problem situations.  
 Reduction in vulnerability to selected high risk factors.  
 Participation, adherence to group rules.  
 Increased understanding, motivation, some movement to Contemplation Stage.

<ul style="list-style-type: none"> <li>● PreContemplation</li> <li><input type="checkbox"/> engagement</li> <li><input type="checkbox"/> awareness</li> </ul>	1	FFT - The revolving door Worksheet - What happened to you (ages 4-8)
	2	Worksheet - What happened to you (ages 9-12) Worksheet - What was going on? (situational assessment)
<ul style="list-style-type: none"> <li>● Contemplation stage</li> </ul>	3	CF1 I -Adjustment #1 (Learning the ropes); CF1 I- Adjustment #2 (Nothing is free) CF2 - People Problems #5 (Gambling) CF2 - People Problems #10 (The observer)
	4	CF1 I - Adjustment #4 (Being tested) CF1 I - Adjustment #3 (What you mean and what you say) A practical question #10 (Healing)
	5	CF5.1 - Everybody's got an opinion 1 FFT - Categories FFT - Choice
	6	CF5.2 - Everybody's got an opinion 2 FFT - Gladiators FFT - Labels
	7	CF2 - People Problems #1 (Trust) CF2 - People Problems #2 (The job) On the unit #1 (Meds) On the unit #4 (Staff)
	8	CF2 - People Problems #7 (Bullying) CF2 - People Problems #9 (Harassment) On the unit #5 (Extortion) On the unit #7 (Harassment)
	9	CF2 - People Problems #3 (Family) CF2 - People Problems #4 (Contraband) FFT - Survivor
<ul style="list-style-type: none"> <li>● Preparation/ determination, and action planning</li> </ul>	10	TPI - Turning Points Summary activity and checkpoint: "Where do you fall?" Summary checkpoint "A"

UNIT - FIGHTING AND VIOLENCE #1 (10 sessions)		
<b>GOALS:</b> Reduction in assault and acting out behaviors. Success in handling feelings from specific problem situations. Participation, adherence to group rules. Demonstrated understanding, (CBT). Movement to Contemplation Stage.		
<ul style="list-style-type: none"> <li>● PreContemplation</li> <li>- aggression and violence-specific</li> <li><input type="checkbox"/> engagement</li> <li><input type="checkbox"/> awareness</li> <li><input type="checkbox"/> acceptance</li> </ul>	1	Worksheet - Fighting and violence Worksheet - Experiences with violence Changing thoughts, making choices that work #1 (The letter)
	2	CF6.1 - Aggravation #1 Aggravation and disrespect (1-4)
	3	CF6.2 - Aggravation #2 Aggravation and disrespect (5-8)
<ul style="list-style-type: none"> <li>● Contemplation stage; correctional-specific trigger scenarios</li> </ul>	4	Worksheet - Violence CC6 - I have my reasons Aggravation and disrespect #12
	5	GG13d.1 - Disrespect 1 Changing thoughts, making choices that work #3 (Respect) Aggravation and disrespect #17
	6	GG13d.2 - Disrespect 2 Aggravation and disrespect #15 Aggravation and disrespect #16
	7	CC8 - Retaliation A practical question #1 (The enemy)
	8	CF12-Where are you setting yourself up? On the unit #2 (Top dog) A practical question #12 (The lookout) A practical question #13 (Gang pressure)
	9	Aggravation and disrespect (5 elements #9-11) Worksheet - Take a look at what is going on around you (situational awareness and analysis) A practical question #14 (Recruitment) A practical question #6 (Making a change)
<ul style="list-style-type: none"> <li>● Confidence assessment and action planning</li> </ul>	10	FFT - Going forward CF-11 What are my options? Sharing a cell #12 (Agitation)

Optional: 3 session review element			
CF8	Adding to your troubles: Confidence assessment (SCQ)	Summary activity assesses confidence in handling a range of the most common high risk potential situations for violence in the correctional setting, (MI resource)	2
CF9	Adding to your troubles: Importance checklist	Summary activity assesses the degree of importance in avoiding violence in a range of common correctional high risk situations. (MI resource)	1

**Assessment:**

Getting sent back to Ad Seg	Comprehensive self-assessment. Addresses multiple issues risk factors, feelings, and triggers. Specific to issues resulting in returning to Ad Seg placement.	Can be used at multiple stages in the process.
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**UNIT - HANDLING PEOPLE PROBLEMS HERE SUCCESSFULLY #2 (10 sessions)**

**GOALS:** Success in handling people problems; success in handling specific problem situations.  
 Participation, adherence to group rules.  
 Demonstrated understanding (CBT).  
 Movement to Contemplation Stage, and some (limited) Preparation//Determination Stage.

<ul style="list-style-type: none"> <li>● PreContemplation</li> <li>- aggression and violence-specific</li> <li><input type="checkbox"/> engagement</li> <li><input type="checkbox"/> awareness</li> </ul>	1	FFT - The trade off CF14.1 - Victimization #1 grooming People problems #6 (Peer pressure)
	2	CC2 - Impact (victim empathy) FFT - Jamal's story
<ul style="list-style-type: none"> <li>● Contemplation stage, self-assessment, and change</li> </ul>	3	CF14.2 - Victimization #2 (Extortion ) CF14.3 - Victimization #3 (Where are you setting yourself up? ) FFT - When you need to keep things private
	4	CF13 - Personal space FFT - Hard to say "no"
	5	Vulnerability FFT - Setting yourself up #5 (Becoming a target/borrowing and debts) FFT - Setting yourself up #1 (Confidence)
	6	Cellmate issue #9 (Meds) Difficult situations #6a (Anger) Dealing with tough feelings #2 (Relationships)
	7	On the unit #7 (Extortion - your meds) Cellmate issues #6 (Other people's meds) Difficult situations #6b (Anxiety)
	8	Cellmate issue #5 (Talking to himself) Difficult situations #6c (Depression or sadness) Dealing with tough feelings #1 (Loss issues)
<ul style="list-style-type: none"> <li>● Preparation/ determination; confidence assessment</li> </ul>	9	TP4 - Then and now Dealing with tough feelings #3 (Money and trust)
	10	TPI6 - I can do this Worksheet - Confidence scale

**UNIT - ANGER (10 sessions)**

**GOALS:** Increased understanding and successful management of angry feelings.  
 Success in handling angry feelings from specific problem situations.  
 Demonstrated understanding (CBT).  
 Movement to Contemplation Stage.

<ul style="list-style-type: none"> <li>● Contemplation stage</li> <li><input type="checkbox"/> awareness</li> <li><input type="checkbox"/> understanding</li> <li><input type="checkbox"/> insight</li> <li><input type="checkbox"/> acceptance</li> </ul>	1	F10 - Your feelings, part 1 FFT - It's just like magic
	2	F10 - Your feelings, part 1 WDYT 37 - I can't remember a normal life
	3	F10 - Your feelings, part 1 FFT - Time to think
	4	F2 - Anger, part 1 FFT - Long time to go
	5	F2 - Anger, part 2 FFT - Too far gone
	6	F2 - Anger, part 3 WDYT 42 - Pablo cries at night
	7	F2 - Anger, part 4 FFT - Small problems add up
	8	What does anger do to you?, part 1 FFT - Shawn's choices
	9	What does anger do to you?, part 2 FFT - Conflict resolution
<ul style="list-style-type: none"> <li>● Assessment and action planning</li> </ul>	10	TP4 - Then and now FFT - One thing you'd do



UNIT - FIGHTING AND VIOLENCE #2 (10 sessions)		
<b>GOALS:</b> Reduction in assault and acting out behaviors. Success in handling feelings from specific problem situations. Demonstrated understanding, (CBT). Movement to Contemplation Stage. Increased confidence in anticipation of specific high risk or problem situations (SCQ).		
<ul style="list-style-type: none"> <li>● PreContemplation - aggression and violence-specific</li> </ul>	1	Worksheet - What happened in your life? FFT - Trigger events #1
	2	Worksheet - Growing up around violence FFT - Trigger events #2 Changing thoughts, making choices that work #2 (anger)
	3	FFT - Anger GG13r - Respect, Part 1
<ul style="list-style-type: none"> <li>● Contemplation stage</li> </ul>	4	GG13r - Respect, Part 2 FFT - Fear vs respect
	5	CC4 - Trust and distrust CF3-5 - Dealing with tough feelings #5 (loss)
	6	CC8 - Retaliation CF3 - Dealing with tough feelings #4 (What's going on?)
	7	CF9 - Adding to your troubles: Importance checklist Worksheet - Values Activity #2
	8	FFT - Hurt people hurt people CC11 - Why am I thinking about changing?
<ul style="list-style-type: none"> <li>● Situational confidence assessment and action planning (correctional-specific)</li> </ul>	9	CF8.1 - Adding to your troubles: Confidence assessment (SCQ) FFT - What's really important to me
	10	CF8.2- Adding to your troubles: Confidence assessment (SCQ) Summary activity and checkpoint

Note: Resources CF8 and CF9 may be valuable assessments of change at this point.

**Optional Assessment:**

Getting sent back to Ad Seg	Comprehensive self-assessment. Addresses multiple issues risk factors, feelings, and triggers. Specific to issues resulting in returning to Ad Seg placement.	Can be used at multiple stages in the process.
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**UNIT - YOUR MINDSET AND YOUR CHOICES (10 sessions)**

**GOALS:** Demonstrated understanding of the influence of specific life events and specific risk factors on past and present choices, including gang involvement.  
 Movement to Contemplation Stage, and some (limited) Preparation//Determination Stage relative to continued gang involvement.

Note: Critical elements of this unit address the risk factors and thinking underlying **gang involvement** and related behaviors. They are appropriate for individuals who have been identified as members of a security threat group (STG), as well as those who may be exposed to gang activity. We suggest that this unit may be most effective if it follows - and builds on - some of the other program elements.

● **Contemplation**

This unit examines thinking (CBT), risk factors, and choices

1	FFT - I knew they were watching me GG3 - What do you need?, part 1 Situations #1
2	Situations #2 GG3 - What do you need?, part 2
3	Situations #3 GG3 - What do you need?, part 3
4	Situations #4 GG1- What was on your mind, part 1
5	Situations #5 GG1- What was on your mind, part 2
6	Activity - WDYT #52 GG1- What was on your mind, part 3 Situations #6
7	Situations #7 GG1- What was on your mind, part 4 FFT - Problems with authority
8	Situations #8 GG1- What was on your mind, part 5 Activity - Problem Behaviors #8
9	CF12 - Where are you setting yourself up? Worksheet - What's really important to me

● **Determination and action planning**

10	FFT - Setting yourself up #3 TPI5 - The future
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## UNIT - RISK FACTORS (10 sessions)

**GOALS:**

- Reduction in assault and acting out behaviors.
- Success in handling triggers from specific problem situations and risk factors.
- Demonstrated understanding, (CBT).
- Movement to Contemplation Stage relative to continued gang involvement.

Note: The lessons in this unit address certain risk factors and thinking underlying gang involvement. They are appropriate for individuals who have been identified as members of a security threat group (STG), as well as those who may be exposed to gang activity. We suggest that this unit may be most effective if it follows - and builds on - some of the other program elements.

<ul style="list-style-type: none"> <li>● Contemplation (risk factors for gang involvement and similar behavior)</li> </ul>	1	Situations #9 GG2- Who wants to be at risk?, part 1
	2	CT Situations #10 GG2- Who wants to be at risk?, part 2
	3	CT Situations #11 GG2- Who wants to be at risk?, part 3
	4	CT Situations #12 GG2- Who wants to be at risk?, part 4
	5	Activity - WDYT #64 GG2- Who wants to be at risk?, part 5 CT Situations #13
<ul style="list-style-type: none"> <li>● Contemplation (living a non-violent life)</li> </ul>	6	CT Situations #14 GG5 - Living a non-violent life # 2, part 1
	7	FFT - An early start to trouble CT Situations #15 GG5 - Living a non-violent life # 2, part 2
	8	FFT - Too late for George GG5 - Living a non-violent life # 2, part 3
	9	GG13I - Loyalty FFT - What's the right call?
<ul style="list-style-type: none"> <li>● Summary</li> </ul>	10	GG17 -Your story Worksheet - Where do you want to be?

**UNIT - VIOLENCE AND SELF-MANAGEMENT (10 sessions)**

**GOALS:** Reduction in assault and acting out behaviors.  
 Success in handling feelings from specific problem situations.  
 Demonstrated understanding, (CBT).  
 Movement to Contemplation Stage relative to acting out (violence).  
 Movement to Preparation/Determination stage relative to successful management of selected risk factors (neighborhood, community, home, family, and personal).

Note: This unit is appropriate for individuals who have been identified as members of a security threat group (STG), as well as those who may be exposed to gang activity. We suggest that this unit may be most effective if it follows - and builds on - some of the other program elements, including units G1 and G2.

<ul style="list-style-type: none"> <li>Contemplation (living a non-violent life)</li> </ul>	1	GG4 - Living a non-violent life, part 1 CF12- What's the best way (set #1)
	2	GG4 - Living a non-violent life, part 2 CF12- What's the best way (set #2)
	3	GG4 - Living a non-violent life, part 3 CF12- What's the best way (set #3)
	4	GG4 - Living a non-violent life, part 4 CF12- What's the best way (set #4)
<ul style="list-style-type: none"> <li>Contemplation, Preparation/ Determination</li> </ul> <p><i>Development of specific action plans for avoiding violence. Addresses specific risk factors and triggers: community, neighborhood, home, family, and personal.</i></p>	5	GG7 - Understanding yourself, part 1 CF12- What's the best way (set #5) Worksheet - anger scales
	6	GG7 - Understanding yourself, part 2 Activity - Trigger Events #4
	7	Activity - WDYT #69 GG7 - Understanding yourself, part 3 Activity - Trigger Events #9
	8	Activity - WDYT #33 GG7 - Understanding yourself, part 4 Activity - Trigger Events #3
	9	GG7 - Understanding yourself, part 5 Activity - Trigger Events #2
<ul style="list-style-type: none"> <li>Action planning</li> </ul>	10	TP7 - I can't ever do that again CF20 - Handling difficult situations #6a

**Assessment:**

Getting sent back to Ad Seg	Comprehensive self-assessment. Addresses multiple issues risk factors, feelings, and triggers. Specific to issues resulting in returning to Ad Seg placement.	Can be used at multiple stages in the process.
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## UNIT - CRIMINAL THINKING

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.			
<ul style="list-style-type: none"> <li>• Contemplation stage</li> <li><input type="checkbox"/> awareness</li> <li><input type="checkbox"/> understanding</li> <li><input type="checkbox"/> insight</li> <li><input type="checkbox"/> acceptance</li> </ul>	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
<ul style="list-style-type: none"> <li>• Assessment and action planning</li> </ul>	10	ST38 - Criminal thinking 20-25	CT Defense Mechanism: Intellectualization 15	CT Defense Mechanism: Projection 15 CT Situation #10

**UNIT - HANDLING THE TOUGH TIMES (STRESS MANAGEMENT) (10 sessions)**

**GOALS:** Success in handling feelings from specific problem situations.  
 Improved coping strategies(CBT).  
 Assessment of current stress and health-related behaviors.  
 Elements in the Preparation/Determination stage - action planing for better self-management of stress and health-related behaviors.

● Stress management unit	1	FFT - Anger and stress CS9.1 - Stress management, part 1
	2	CS9.2 - Stress management, part 2 FFT - I ain't afraid of nothing
	3	CS9.3 - Stress management, part 3 Activity - Trigger event #5
	4	CS9.4 - Stress management, part 4 CF3 - Dealing with tough feelings (#4) - (FID resource)
	5	CS9.5 - Stress management, part 5 Worksheet - The rest of your life can be the best of your life
	6	TT4 - What pushes your buttons? Worksheet - Your internal resources FFT - I don't care
	7	Stress and Health Worksheet - It's good to be me Activity - Trigger event #10
	8	Activity Trigger event #6 TT3 - What happened to you? Worksheet - Life experiences and resilience
	9	Making a choice (going forward - planning for your future) Activity - Trigger event #7
● Action planning	10	FFT - One thing you'd do Starting to make things better Action plan

UNIT - HANDLING PEOPLE PROBLEMS HERE SUCCESSFULLY #3 (10 sessions)		
<b>GOALS:</b> Success in handling people problems and trigger situations. Demonstrated understanding, (CBT). Movement to Contemplation Stage, and some (limited) Preparation//Determination Stage. Increased confidence in anticipation of specific high risk or problem situations (SCQ).		
<ul style="list-style-type: none"> <li>● PreContemplation</li> <li><input type="checkbox"/> engagement</li> <li><input type="checkbox"/> awareness</li> </ul>	1	CC3 - What does your future look like? FFT - Why they have these places
<ul style="list-style-type: none"> <li>● Contemplation stage; correctional-specific trigger scenarios</li> </ul>	2	GG13cv - Criminal values FFT - Nobody tells me what to do
	3	CF4-1 Risk Factors #1 Sharing a cell #8 (Theft) Trigger events #5 Trigger events #6
	4	CF4-2 Risk Factors #2 Trigger events #7 Trigger events #8 Trigger events #10
	5	A practical question #8 (Loyalty) A practical question #15 (The mule) A practical question #5 (Leaders and followers) A practical question #4 (STG) A practical question #7 (Bad choices)
	6	Handling difficult situations #2 (Relationships and sex) Trigger events #9 Trigger events #4 People problems (bad choices) Summary element "C"
<ul style="list-style-type: none"> <li>● Preparation/ determination stage; drawing a line</li> </ul>	7	FFT - Agree or disagree TP2 - Drawing a line
	8	TP8 - Resilience Worksheet - What's important to me FFT - Masks
<ul style="list-style-type: none"> <li>● Assessment of importance; situational confidence assessment</li> </ul>	9	CF8 - Adding to your troubles: Importance checklist Worksheet - Change talk FFT - Some words I hate
	10	CF9 - Adding to your troubles: Confidence assessment (SCQ)

Optional: 3 session review element			
CF8	Adding to your troubles: Confidence assessment (SCQ)	Summary activity assesses confidence in handling a range of the most common high risk potential situations for violence in the correctional setting, (MI resource)	2
CF9	Adding to your troubles: Importance checklist	Summary activity assesses the degree of importance in avoiding violence in a range of common correctional high risk situations. (MI resource)	1



**UNIT - MANAGING AGGRESSION AND VIOLENCE (10 lessons)****GOAL:** Increased self-awareness and improved interpersonal and self-management skills.*Skills development resource - with complete lesson plans, worksheets and participant activities.*

1	MAV1 - Introduction to anger Discussion starter: What do <u>you</u> think?
2	MAV2 - Introduction to anger2 Using the feelings rulers for triggers (anger version) Discussion starter: What do <u>you</u> think?
3	MAV3 - Why we need good communication skills Discussion starter: What do <u>you</u> think?
4	MAV4 - Why we need good communication skills2 Discussion starter: What do <u>you</u> think?
5	MAV14 - Before you get angry Symptoms management (assessing frequency, intensity, duration) Discussion starter: What do <u>you</u> think?
6	MAV 16 - How to keep out of fights Discussion starter: What do <u>you</u> think?
7	MAV 17 - How to keep out of fights 2 Changing thoughts, making choices that work #4 (carry yourself)
8	MAV20 - Handling Provocations Using the feelings rulers for triggers (anger version)
9	MAV21 - Handling Provocations 2 Discussion starter: What do <u>you</u> think?
10	MAV22 - When someone else is angry at you Symptoms management (assessing frequency, intensity, duration) Discussion starter: What do <u>you</u> think?

**UNIT - CELLMATE ISSUES (10 sessions)**

**GOALS:** Reduction in assault and acting out behaviors.  
 Success in handling people problems, specific problem situations; reduction in vulnerability to selected high risk factors.  
 Demonstrated understanding, (CBT).  
 Movement to Contemplation Stage, and some (limited) Preparation//Determination Stage.  
 Increased confidence in anticipation of specific high risk or problem situations (SCQ).

<ul style="list-style-type: none"> <li>● PreContemplation</li> <li><input type="checkbox"/> engagement</li> <li><input type="checkbox"/> awareness</li> </ul>	1	Sharing a cell #14 (The long view) FFT - Some time to think Worksheet - What's really important to me
	2	Sharing a cell #1 (Messy cellmate) Sharing a cell #2 (Hygiene) Sharing a cell #5 (The lockdown)
<ul style="list-style-type: none"> <li>● Contemplation stage; correctional-specific trigger scenarios</li> </ul>	3	Sharing a cell #13 (Getting along) Cellmate issue #14 (Trying to sleep) Sharing a cell #3 (The talker) FFT_2cell_11 (The fanatic)
	4	Cellmate issue #1 (At night) Cellmate issue #2 (Aggression) Cellmate issue #7 (Heroin) Sharing a cell # 4 (Conflict)
	5	Cellmate issue #13 (Canteen) Cellmate issue #12 (Debts) FFT_2cell_3 (Controlling) Sharing a cell #9 (Borrowing)
	6	People problems #10 (Forced sex) Cellmate issue #10 (Sexual favors) Cellmate issue #11 (The relationship) Sharing a cell #7 (Drugs)
	7	Sharing a cell #10 (Mental health) Cellmate issue #4 (Rocking) Cellmate issue #8 (Voices) Asking for help
	8	Problems with authority FFT - Resistance (staff issue) FFT - Tough words (a staff issue)
	9	On the unit #3 (Acting out for attention) Calling for help/Asking for help Issues in asking for help Skills practice - making a request for a cell move

● Preparation/ determination; self- assessment and action planning	10	Sharing a cell #6 (The search) Worksheet - Change self-assessment Cellmate issue summary Worksheet - Goal setting activity	
Optional: 3 session review element			
CF8	Adding to your troubles: Confidence assessment (SCQ)	Summary activity assesses confidence in handling a range of the most common high risk potential situations for violence in the correctional setting, (MI resource)	2
CF9	Adding to your troubles: Importance checklist	Summary activity assesses the degree of importance in avoiding violence in a range of common correctional high risk situations. (MI resource)	1

**Assessment:**

Getting sent back to Ad Seg	Comprehensive self-assessment. Addresses multiple issues risk factors, feelings, and triggers. Specific to issues resulting in returning to Ad Seg placement.	Can be used at multiple stages in the process.
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