

PHOENIX/NEW FREEDOM IN-CELL “200” PROGRAM MODEL

Features

- 200-session model. Supports weekly packets of 30-45 pages each for 10 months.
- Adult male-specific (gender-specific female model also available)
- The materials are targeted to a grade 4-6 reading level, and meet the “high interest-easy reading” agenda. Topics and materials deliberately vary within the packet, and from packet to packet.
- Materials appropriate for independent (in-cell) use. Topics include: criminal thinking and behavior, substance use/abuse, CBT (dysfunctional and functional thinking, feelings, and behavior), self-awareness, self-discovery (insight), feelings, symptoms management, internal and external risk factors, violence.
- The original version of this program model was developed and is in use in maximum security facilities in Texas DCJ, Tennessee DOC, and Georgia DOC (Statewide). Similar resource sets have been provided to more than 100 Federal Bureau of Prisons programs.
- Each of the modules below includes elements for 20 sessions. Each is divided into four (4) weekly packages provided in PDF format. Each package can then be distributed to inmates once a week, or at any desired interval. Descriptions of each of the workbook-type resources are provided in the ***New Freedom Resource Manual***.

Self Discovery 1	Self Discovery 2	Self-Discovery 3
CBT 1 - Thinking/Feeling	CBT 2 - Thinking/Feeling	CBT 3 - Thinking/Feeling
Self-Management 1	Self-Management 2	Substance Abuse
Anger/Violence	<i>Table of contents is attached.</i>	

Program elements

- 1 Every weekly packet has a cover sheet, a list of the resources in that packet, and a list of the behaviorally-stated objectives for the workbook elements in that packet.
- 2 Each weekly packet includes a summary competency checklist, a list of questions for the inmate, based on the behaviorally stated objectives that probes comprehension as well as completion.
- 3 Training and introductory materials for staff include a helpful PowerPoint resource, and an overview/summary resource.
- 4 Fidelity Monitoring Checklist (optional, for staff).
- 5 Progress Evaluation Resource assesses inmate participation, understanding, and insight; useful in determining readiness for step-down.
- 6 "Motivational Interviewing Toolkit" (with explanation page), useful for cell-door conversation.
- 7 Comprehensive collection of MI tools focused specifically on the Precontemplation stage of change (resource "STD-MI-1").

Key points strengths and limitations of this model:

This resource is shaped specifically for the following settings:

- Administrative segregation (Ad Seg) inmates.
- Facilities where there are limited opportunities for group treatment programs, staff limitations, or waiting lists for formal psycho-educational or therapeutic programs.
- As a first step in a "Step Down" program model.
- As a key supplemental programming resource in special housing units (protective custody, mental health, single-cell housing, etc).

- 1 This resource may be particularly helpful for those situations where it is most useful to distribute the same resource to a number of inmates - regardless of how long they have been in the in-cell or (cell study, or self-study) setting. It does not have any required sequence. Inmates thus can begin at any point.

This allows staff to prepare the same packet for everyone. It also provides a continuity of programming across units - or even facilities - when a master schedule is followed. An inmate who is transferred to a new location will pick up where he left off.

- 2 Phoenix/New Freedom provides other models which are built sequentially, like traditional curriculum. Likewise, this model does not specifically support the stages of change (TTM) approach. Many inmates will progress through the stages of precontemplation and contemplation (and some elements of preparation/determination), but the in-cell model does not generally provide the opportunity for guidance, support, and evaluation that may be needed to progress to the action stage. Please contact us for more information on those models if they are more appropriate for your setting.
- 3 Designed for individual study, this resource does not contain lesson plans or tools for use in group therapy settings. Again, we are happy to provide such models (and many of them include some of the same materials that are included here).
- 4 Because this resource is intended for cell-door conversations (and similar settings), the packets do not include many of the motivational Interviewing (MI) elements that we typically provide. Should such resources be helpful, we have included a few in the staff resource set accompanying this resource.
- 5 The materials do not probe too deeply into sensitive or confidential areas, including trauma and the nature of offenses. Confidentiality of responses should not normally become an issue.

How to use this resource

Facilities may develop their own protocols. The following describes one option for implementation.

- 1 Prepare a master schedule. For example, each unit contains four packets, each of which could be assigned for a one-week period. Thus ten (10) units could be scheduled for a 10-month cycle.
- 2 Each packet (a typical one-week assignment) is duplicated for all inmates receiving the programming. Packets vary in length and topic, but generally are 35-45 pages in length.
- 3 Writing implements are essential, so should be accessible for all inmates. Written response are limited to short answers, and the materials include a lot of interactive elements (self-quizzes, tables and charts).
- 4 Staff then distribute the packets (at the cell door, for example), and hold a brief conversation on the previous packet's materials. These conversations can be brief. At a minimum, the staff should review the final page of the packet. Titled "Competency Checklist," this page addresses the key points from the major element in that packet. Normally it consists of a small number of questions, and the inmate provides answers in writing. This allows for quick review:

- Did they do the expected work?
- Did they understand the concept or issue?
- Did they draw any constructive conclusions about themselves, their choices, etc.?

Should an inmate who is highly motivated ask for additional resources we suggest providing them with some of the materials from previous units. This allows them to be in the same sequence with the others when new packets are distributed.

- 5 If the program intends to use this resource as part of a step-down program, the satisfactory completion of the materials (perhaps specifically the Competency Checklist) can be part of the documentation used to determine eligibility for the next step.
- 6 At the end of the cell door conversation (or similar encounter), the staff member should provide the next packet.
- 7 Depending on the experience and qualifications of the staff, the Fidelity Monitoring Checklist may be a useful training and/or monitoring tool.

When the entire cycle of units (all 40 packets, for example) is completed, the cycle can begin again with the first unit.

Program Options

- Enhanced aggression and violence model.
- Enhanced substance abuse model.
- Issue-specific models shaped to the behaviors which brought them into ad seg: fighting/violence, staff/authority issues, gang activity, gang leadership, PREA, exposure, etc.
- “Preparation for Group” resource for inmates in ad seg. They were brought to a very small group, in restraints. That resource is included.
- Ad Seg Step-Down Program. Tailorable to facility or program needs (2-person cells, small units, gang intervention, mental health, community reintegration, etc.).

Please contact us for more information.

IN-CELL “200” PROGRAM MODEL - February 18, 2016

MONTH	Theme	Week 1	Week 2	Week 3	Week 4
1	Self Discovery 1 (SD1)	Pre6a Introduction to the program SD1 Introduction to self-discovery	FFT Waiting for the magic wand SD11 What’s going on in my life? FFT Going forward	WDYT 37 I can’t remember a normal life WDYT 42 Pablo cries F1 Introduction to your feelings FFT Where do you stand today? CS Self-soothing	SPI Readiness for change Pre7 Choices SMR Self-management review
2	Self Discovery 2 (SD2)	Pre11 You can’t change me SD6 Reasons to change	FFT Being locked up FFT So many parts of my life F9 Positive feelings WKS What happened to you?	FFT What’s the difference? F11 Are you an excitement junkie? SD8 Your internal strengths WKS Values activity #1 CS Stop skill set	FFT Trauma SD3 Get stronger SMR Self-management review
3	Self Discovery 3	FFT Time to think SD2 What went wrong	F6 Sadness F15 What does depression do to you?	SD4 Grief and loss F12 Feelings CS Coping skills for self-management #1	TP1 Turning points TP2 Drawing a line TP3 The new reinvented you TP4 Then and now TP6 Making a transition SMR Self-management review

4	Self-Management 1 (SM1)	<p>FFT The revolving door</p> <p>FFT Small problems add up</p> <p>CS9 Managing your stress</p>	<p>F3 Anxiety and fear</p> <p>FFT I don't feel anything</p>	<p>F14 What does anxiety do to you?</p> <p>SP2 Getting it right this time</p> <p>TP8 Developing resilience</p>	<p>FD6 Learning to trust</p> <p>SMR Self-management review</p>
5	Self-Management 2 (SM2)	<p>FFT I shouldn't be here</p> <p>ICD 1 & 2 Introduction</p> <p>Pre4 How important is it to you?</p> <p>CCI What's been getting you in trouble?</p> <p>WKS Values activity #2</p>	<p>Pre8 At home in the lockup?</p> <p>FFT It's often a matter of degree</p> <p>MH15 Sleep Disturbances Part 1</p>	<p>MH15 Sleep Disturbances Part 2</p> <p>CC3 What does your future look like</p>	<p>WKS How would you like things to be</p> <p>F7 Loneliness</p> <p>CS Coping skills for self-management #2</p>
6	CBT 1 - Thinking/Feeling (CBT1)	<p>WKS Getting started</p> <p>CBT1 Introduction to functional thinking</p>	<p>FFT Some time to think</p> <p>CBT3 Feelings</p> <p>CC2 Empathy</p> <p>WDYT 47 The old lady</p>	<p>CC4 Trust and distrust</p> <p>F4 Guilt</p> <p>CS Relaxation skills</p>	<p>FD5 Becoming realistic and honest with yourself</p> <p>Pre16 Being locked up right now</p> <p>FFT Superhero</p> <p>SMR Self-management review</p>
7	CBT 2 - Thinking/Feeling (CBT2)	<p>CC6 I have my reasons</p> <p>FFT Long time to go</p> <p>CBT4 Symptoms and early warning signs</p>	<p>FFT Do I get a do-over?</p> <p>CBT5 Triggers</p> <p>CC9 Denial</p>	<p>F5 Shame</p> <p>CS Muscle relaxation skill</p>	<p>M2 Healthy boundaries</p> <p>SMR Self-management review</p>

8	CBT 3 - Thinking/Feeling (CBT3)	Pre9 A starting point F8 Feeling hurt CS Basic symptoms (FID)	CBT7A Making choices that work Pre10 A new direction SMR Self-management review	FFT Problem behaviors FDI Giving your thinking a reality check FFT The future	CS12 Impulse control CCI1 Why am I thinking about changing CS Let's talk about feelings
9	Substance Abuse (SAI)	Pre13 It's just like magic FFT Too far gone SD5 Understanding your dependencies. Part 1	FFT Hitting bottom SD5 Understanding your dependencies, Part 2 FFT I was helpless CS Relaxation skills	FFT Why should it matter? SD7b My life so far SAI Self-awareness	FFT The warning signs of addiction F10 Your feelings and relapse Pre14 Famous last words CS Self-suggestion SMR Self-management review
10	Anger/Violence (AVI)	Pre15 There's no point FFT Anger F2 Anger	F13 What does anger do to you? WKS Violence WKS Fighting and violence WKS Experiences with violence CS Introduction to anger skills	GG13 Respect GG13 Disrespect CS Thought stopping (basic model)	WKS What was going on? GG13 Criminal values WKS Take a look WKS What was going on GG Your story (crim) FFT Suppression CC8 Retaliation WDYT 45 Out of sight, out of mind SMR Self-management review

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- 2 Each weekly packet has a summary competency checklist, a list of questions for the inmate, based on the behaviorally stated objectives that probes comprehension as well as completion.
- 3 Training and introductory materials for staff include a helpful PowerPoint resource, and an overview/summary resource which was used in the Georgia training.
- 4 A Fidelity Monitoring Checklist (for staff) and Progress Evaluation Resource (sample attached) are provided.
- 5 Counselor's Manual (a general approach to counseling with New Freedom program resources)
- 6 "Motivational Interviewing Toolkit" (with explanation page), useful for cell-door conversation.
- 7 MI tools focused on the Precontemplation stage of change (resource "STD-MI-I").