FUNCTIONAL BEHAVIOR MODEL: AN INTRODUCTION

This group program model presents four10-session core modules and one 12-session module for a total of 52 group sessions (detailed Table Of Contents included in this document).

The model is shaped for open admissions/open group dose of 6 months (2 hours a week for 26 weeks).

Key outcomes:

- Reduction in conflict in the facility (bullying, extortion, threats, manipulation, violence, etc.)
- Reduction in requests for transfer to ad seg for safety reasons
- Generally more positive functioning in the facility. Successful self-management of the issues - especially the triggers - they face in the facility.

Core Model Overview:

CORE PROGRAM				
Unit A: Getting by - and doing better (external risk factors resource)	Unit B: People Issues (internal and external risk factors resource)	Unit C: Conflicts within the unit or facility (violence and external risk factors resource)	Unit D: Fighting and violence	Unit E: Bullying and violence
10 sessions	10 sessions	10 sessions	10 sessions	12 sessions

Open Admissions

The program has been carefully crafted to allow for open admissions. Each of the five units features a self-contained flow that moves logically through the stages of change, from Precontemplation to Contemplation to Preparation:

Flow Of Each Unit	
Unit sequence	**Objectives**
Preparation/ Motivation for Treatment, Awareness 2-3 sessions	Objectives: • engagement • awareness/importance • acceptance • increase in confidence to try • readiness to change
Stage of change	Precontemplation (MI-based resources)

Core Programming 7 sessions	Objectives: • address high internal risk factors • address high external risk factors • decrease vulnerability to victimization • decrease vulnerability to bullying • increase protective factors • increase insight • increase readiness to change
Stage of change	Contemplation (CBT and MI-based resources)

Turning Points and Self-Assessment 1-2 sessions	Objectives: • commitment to specific change • assessment of confidence in handling specific high risk factors • summarize comprehension of key issues and concepts • action planning
Stage of change	Preparation/Determination

In an open group program, new participants can be added at any point. However, we strongly suggest this not be done until they compete an initial screening and the preparation for treatment resources during an individual (1:1) session. It may happen that new group members find themselves in the middle of a 10-session unit. For a few sessions, they may not have had the benefit of the preceding sessions in that unit. However, a new unit of 10 sessions will follow shortly. At that point, all group members will be introduced to the same (introductory) resources for that unit.

Best Practice Tip
Common sense and experience will indicate if it's appropriate to delay entry of a new member for a couple of sessions - or find a way for an individual to catch up on 1-2 lessons with the others.

Successful completion of the program should generally not be considered to be simply attendance. If any individual is resistant, or simply shows up but participates minimally, he should not be considered graduated.

Theory base

The critical theories underlying this program include Cognitive-Behavioral Therapy (CBT), the Transtheoretical Stages of Change Model (TTM), Motivational Interviewing (MI), the social learning/self-efficacy model underlying the Situational Confidence (SCQ) resources, and relapse prevention.

In the limited window of opportunity for programming, the critical goal is change - a commitment to making significant changes in their lives. And then increased and realistic self confidence in their ability to handle the highest risk factors to their maintaining their new commitment or changes.

Workbooks, worksheets, scenarios

Lessons are composed of a variety of resources:

Workbooks range in length from one to several program hours (already divided into one-hour lessons). Workbooks are based on CBT and MI. The objectives include increased understanding and insight, and the development of new skills. A detailed lesson plan for each lesson addresses the content and intent of each workbook.

Worksheets are critical summary elements and provide the basis for your making assessment of the degree of change and specific recovery planning. They are an essential component of this program model and are designed to take from 10-20 minutes in those sessions.

Scenarios come in a variety of formats (Food For Thought, Cellmate Issues, People Problems, On The Unit, Sharing A Cell) that present realistic scenarios that participants may or may have already encountered in the facility. They are designed to encourage thinking and discussion, and offer a key opportunity to practice skills and prepare for a successful integration into the General Population.

Best Practice Tip
The workbooks and worksheets are a bit more complex than the scenario resources, so it is critical that you examine them closely before using them. In general, it is advisable to carefully review all materials you are considering before using them in a group setting.

Scenarios are written in the third person to encourage discussion. Many may be reticent to talk about their own issues, but are full of advice for other people. The scenarios are designed for subtle cognitive restructuring, and you may find many opportunities to link participant's responses to their own lives.

Please also review the unit objectives carefully. The resources selected for each unit are designed to support the stated goals. These goals should guide the way you steer group conversations and process the materials.

Skills

The program introduces two key coping skills:

Thought-Stopping is an impulse control skill that is a key strategy in achieving the goals as stated for each unit. Thought-Stopping allows participants to stop themselves before taking action, and gives them time to think things through carefully. .

Combined Muscle Relaxation and Deep Breathing is a calming skill that can relieve anxiety, distress, and the effects of various symptoms. The skill is presented in script format, and it is recommended that you lead the group through the various stages of the skill.

Best Practice Tip
It is vital that you leave ample time to allow participants to practice skills. The included scenarios in this program offer a wealth of opportunities for practice. If there are other skills that participants are learning in different parts of your overall program, feel free to include them in the lessons.

Additional Resources

- An Extended Stay resource of 60 additional sessions for participants who stay longer than the length of the Core Program

- A gender-specific female version of the core program

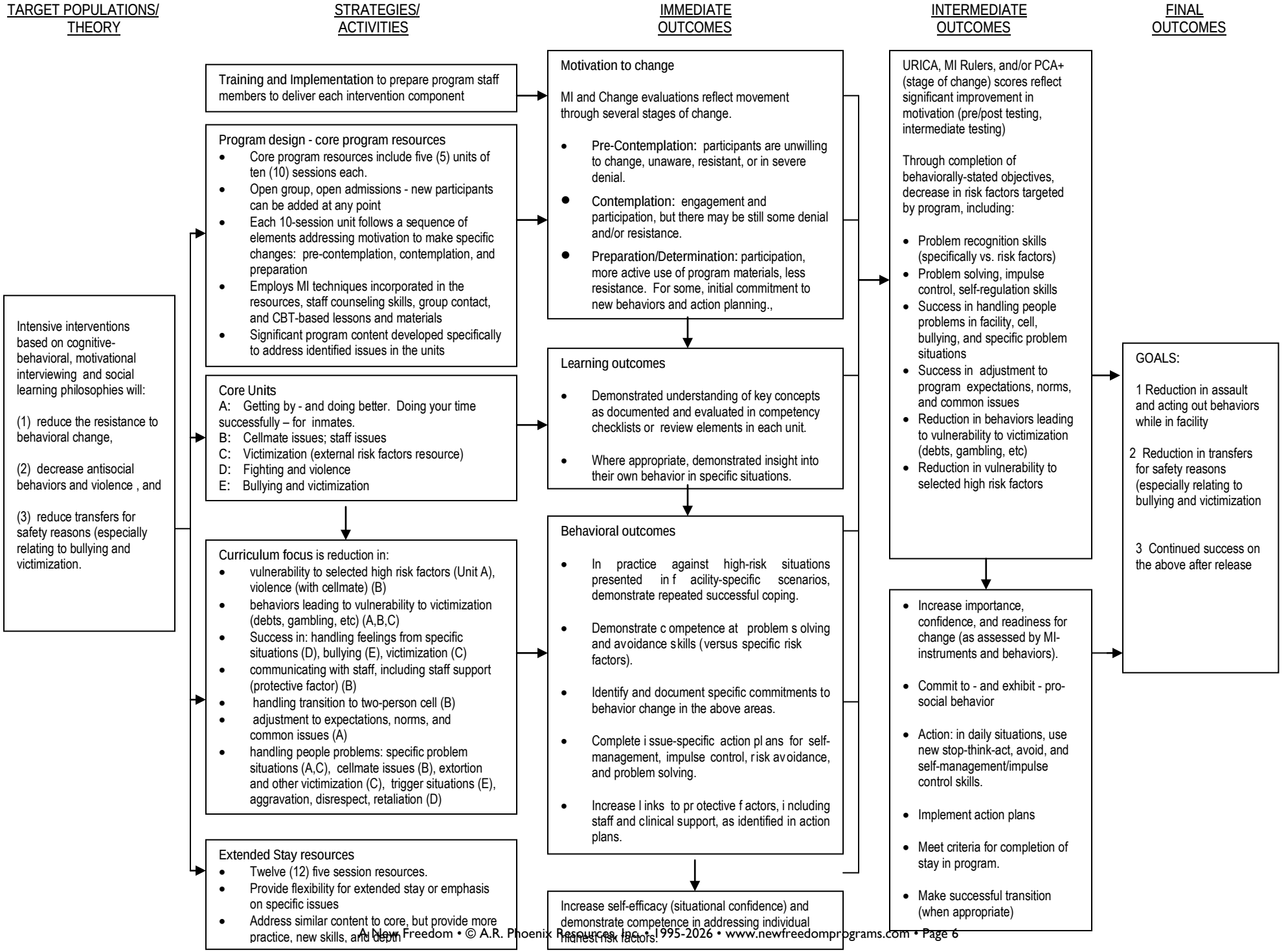
Program and Staff Support

- Program-specific logic model tailored to specific outcomes (see the Logic Model in this document).
- Fidelity Monitoring Checklist tailored to this program to support program implementation, quality assurance, and on-going in-service training.

- Summary activities for each 10-session core unit including situational confidence (self-efficacy) assessment and specific action planning steps.
- General and specific motivational Interviewing (MI) tools incorporated directly into the curriculum, as well as sets for specific program applications (primarily for 1:1 use).
- Progress evaluation model for individual inmates, tailored to this application.
- Summary Program Checkpoint. Checksheet for case management use tailored to this curriculum - for staff review at critical checkpoints (every 10 sessions, for example).

Please see the Logic Model on the next page.

Program Logic Model for the Functional Behavior Model - Core Program Elements



Functional Behavior Model Table of Contents		
Unit A: Doing time here successfully (10 sessions)		
Objectives	GOAL: Reduction in transfers to protective custody or ad seg for safety reasons (especially relating to bullying and victimization) - Success in handling people problems in the facility, specific problem situations - Success in initial adjustment to expectations: norms, and common issues - Reduction in behaviors leading to vulnerability to victimization (debts, gambling, etc) - Reduction in vulnerability to selected high risk factors	
● PreContemplation ❑ engagement ❑ awareness	1	FFT - The revolving door CC1.1 - What's been getting you in trouble? FFT - One thing you'd do
	2	CC1.2 - What's been getting you in trouble? Worksheet - What was going on? (situational assessment) Coping skill - thought stopping
● Contemplation stage	3	CF11 -Adjustment #1 (Learning the ropes) CF11- Adjustment #2 (Nothing is free) CF2 - People Problems #5 (Gambling) CF2 - People Problems #10 (The observer)
	4	CF11 - Adjustment #4 (Being tested) CF11 - 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
● Preparation/ determination, and action planning	10	TP1 - Turning Points Summary activity and checkpoint: "Where do you fall?" Worksheet - Doing your time

Unit B: Cellmate issues (10 sessions)		
Objectives	GOAL #1: Reduction in assault and acting out behaviors GOAL #2: Reduction in transfers to protective custody or ad seg for safety reasons (especially relating to bullying and victimization) - Success in handling people problems and specific cellmate issues - Success in handling transition to two-person cell - Reduction in behaviors leading to vulnerability to victimization (debts, gambling, etc) - Reduction in vulnerability to violence (with cellmate) - Success in communicating with staff, including staff support (protective factor)	
● PreContemplation ❑ engagement ❑ awareness	1	FFT - Waiting for the magic wand 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)
● Contemplation stage; correctional-specific trigger scenarios	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

Unit C: Victimization (10 sessions)		
Objectives	GOAL #1: Reduction in assault and acting out behaviors GOAL #2: Reduction in transfers to protective custody or ad seg for safety reasons (especially relating to bullying and victimization) - Success in handling people problems (extortion and other victimization) - Success in handling specific problem situations - Success in handling feelings resulting from victimization - Reduction in behaviors leading to vulnerability to victimization (debts, gambling, etc)	
● PreContemplation - aggression and violence-specific ❑ engagement ❑ awareness	1	Pre9a - A starting point Pre11 - You can't change me
	2	Pre16a - Being locked up right now Skill - Combined relaxation exercise/script
● Contemplation stage, self-assessment, and change	3	FFT - The trade off CF14.1 - Victimization #1 grooming People problems #6 (Peer pressure)
	4	CF14.2 - Victimization #2 (Extortion) CF14.3 - Victimization #3: (Where are you setting yourself up?) FFT - When you need to keep things private
	5	CF13 - Personal space FFT - Hard to say "no"
	6	Vulnerability FFT - Setting yourself up #5 (Becoming a target/borrowing and debts) FFT - Setting yourself up #1 (Confidence)
	7	Cellmate issue #9 (Meds) Dealing with tough feelings #3 (Money and trust) Difficult situations #6a (Anger) Dealing with tough feelings #2 (Relationships)
	8	On the unit #7 (Extortion - your meds) Cellmate issues #6 (Other people's meds) Difficult situations #6b (Anxiety)
	9	Cellmate issue #5 (Talking to himself) Difficult situations #6c (Depression or sadness) Dealing with tough feelings #1 (Loss issues)
● Preparation/ determination; confidence assessment	10	TP16 - I can do this Worksheet - Confidence scale

Unit D: Fighting and violence (10 sessions)		
Objectives	GOAL #1: Reduction in assault and acting out behaviors GOAL #2: Reduction in transfers to protective custody or ad seg for safety reasons (especially relating to bullying and victimization) - Success in handling selected people problems (aggravation, disrespect, retaliation) - Success in handling feelings from specific problem situations	
● PreContemplation - aggression and violence-specific ❑ engagement ❑ awareness ❑ acceptance	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)
● Contemplation stage; correctional-specific trigger scenarios	4	Worksheet - Violence CC6 - I have my reasons Aggravation and disrespect #12
	5	GG13d.1 - Disrespect 1 Changing thoughts, making choices that work (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)
● Confidence assessment and action planning	10	FFT - Going forward CF-11 What are my options? Sharing a cell #12 (Agitation)

Unit E: Bullying and victimization (12 sessions)		
Objectives	GOAL #1: Reduction in transfers to protective custody or ad seg for safety reasons (especially relating to bullying and victimization) - Success in handling people problems and trigger situations - Success in handling feelings from bullying and similar problem situations	
● PreContemplation ❑ engagement ❑ awareness	1	Pre8c - At home in the lockup FFT - Why they have these places CC3 - What does your future look like?
● Contemplation stage; correctional-specific trigger scenarios	2	CF13.1 - Bullying 1 FFT - I've become the person I hate FFT - Nobody tells me what to do
	3	CF13.2 - Bullying 2 Changing thoughts, making choices that work #4 (How to carry yourself) FFT - I ain't afraid of nothing
	4	CF13.3 - Bullying 3 Trigger events #1 Trigger events #2 Trigger events #3
	5	CF4-1 Risk Factors #1 Sharing a cell #8 (Theft) Trigger events #5 Trigger events #6
	6	CF4-2 Risk Factors #2 Trigger events #7 Trigger events #8 Trigger events #10
	7	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)
	8	Changing thoughts, making choices that work #3 (Respect) Handling difficult situations #2 (Relationships and sex) Trigger events #9 Trigger events #4 People problems (bad choices)
● Preparation/ determination stage; drawing a line	9	FFT - Agree or disagree TP2 - Drawing a line
	10	TP8 - Resilience Worksheet - What's important to me FFT - Masks
● Assessment of importance; situational confidence assessment	11	CF8 - Adding to your troubles: Importance checklist Worksheet - Change talk FFT - Some words I hate
	12	CF9 - Adding to your troubles: Confidence assessment (SCQ)