# PHOENIX/NEW FREEDOM

## RE-ENTRY AND COMMUNITY PROGRAM RESOURCES

Phoenix/New Freedom features a virtual database of program resources for youth and adults returning home and re-entering their communities. This wide range of tailorable options can fit the needs of correctional facilities, community re-entry programs, probation, parole, halfway houses, transition programs and more. The resources can be custom fit into specific programs with dosages up to several hundred hours!

Resources include:

- Workbook-based transition programming for pre-lease, transition, and post-release.
- Motivational Interviewing (MI) resources to monitor and increase motivation
- Aftercare and maintenance-phase resources for specific issues including substance abuse, gangs, mental health, and violence.
- MI-based resources for specific issues (AODA, gang involvement, anger and aggression, etc.).
- Resource options for 1:1, small group, TC, or family settings.
- Life skills resources (housing, clothing, medical, food shopping, money management, etc.).
- Family engagement resources (also coping with family dysfunction, communication and conflict resolution skills).
- Mental health aftercare.
- Vocational preparation (preparing for employment, keeping a job)
- Basic self-management (stress management, handling tough times, making good use of leisure time).
- Reducing exposure to personal highest risk factors; increased and documented self-efficacy.
- Increasing linkage to a specific personal "safety net" and increasing exposure to protective factors; action planning.
- "Relapse intervention" (alternative to revocation) resources.

Based on Motivational Interviewing (MI), Cognitive-Behavioral Therapy (CBT), stages-of-change, and social learning models, they are written at a Grade 5-6 reading level, and provide guidance and self-efficacy for dealing with responsibilities, family, friends, and old temptations. They are highly interactive and easy to implement, and include behaviorally-stated objectives and lesson plans for counselors, probation/parole staff, instructors, or peer leaders. Costs include "site license" allowing unlimited duplication for use in programs conducted on site.

This flyer contains a complete listing of all our community reintegration based available resources. We recommend you review them carefully, then contact us for a consultation. We can help you put together the ideal program for the ideal dosage at a price you can afford!

**Phoenix/New Freedom re-entry and community program resources**

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| ***Returning Home***: Short highly-interactive workbooks for "maintenance," community reintegration or aftercare programming. These materials are specifically designed to support the process of self-efficacy and the reduction of recidivism. | | | |
| RH-MI-1,2,3,4,5 | The Motivational Interviewing Returning Home Resource (5 elements) | The Motivational Interviewing Returning Home Resource. This is a series of five (5) comprehensive resources which are designed to address motivation and change talk issues in a sequential fashion. Designed to support community reintegration and preparation for release, these MI resources each include more than a dozen MI tools or elements focused on the transition. They help participants and staff assess readiness and confidence for handling specific high risk situations, as well as internal risk factors. Included are parole/probation confidence rulers and resources which may be especially helpful in working with parole staff or members of an individual protective factor safety net (as appropriate). Includes an additional comprehensive element addressing feelings, symptoms, triggers, and self-efficacy in handling transition issues. | $295 |
| RH1 | Your first few days | This workbook addresses the issues involved in the first critical days of transition, including common problems and stresses, and planning for safe activities. Includes situation cards for role playing and modeling successful coping. | 5 |
| RH2 | Dealing with people in new ways | Helps participants identify what they can do differently if the "old ways" didn't work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided. | 5 |
| RH3 | Dealing with discomfort | This workbook identifies and addresses common feelings experienced during the transition period. Activities identify issues and ask participants to demonstrate how they plan to handle these concerns. This information can be used by counselors to identify effective - and ineffective - responses. When possible, the "trouble spots" can be addressed individually or in group setting, and a more effective response developed. | 5 |
| RH4 | Facing your responsibilities | This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility. The responses can be shared and evaluated in individual or group settings. | 5 |
| RH5 | If you "lapse" | This workbook addresses the issues of *"lapses"* and *"relapse"* and helps to prepare participants to handle high risk situations by knowing common problems and having confidence in their ability to cope more effectively. A "slip," or having fantasies of use, does not need to lead to a "fall." This workbook provides tools for addressing common slips and reviews two critical coping skills. A set of situation cards for group discussion is provided. | 5 |

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| RH6 | Making positive steps to take control of your life | Develops a detailed plan for the use of a post-release "safety net" and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors members of the support system will need to know in order to help. | 5 |
| RH7 | Avoiding the negative | This workbook provides specific help in maintaining recovery through developing a plan to identify and avoid the highest risks. It is based on the concept of using "environmental controls" to avoid the people, places, things, and situations which pose the greatest threat to recovery. It provides participants and program staff with the tools to help address specific vulnerabilities. | 5 |
| RH8 | Practice in handling difficult situations | This workbook will help participants identify - and develop solutions for - common difficult situations encountered during the transition. Exercises identify specific concerns, and a set of situation cards of commonly-encountered problems is provided for group discussion. Problem areas can be used as discussion and learning points to help individuals develop confidence that they can handle these situations appropriately when they face them again. | 5 |
| RH9 | Avoiding problems with authority | This workbook addresses issues involved in dealing with authority figures and helps participants understand the nature of their anger, hurt, and resentment - and the ways in which they may create more problems for themselves. It offers specific suggestions for dealing with potential conflicts with authority figures, and a template for evaluating responses to typical situations. Situation cards provide opportunities for modeling appropriate responses. | 4 |
| RH10 | Avoiding trouble (when you are with others) | Peer pressure and poor choices often lead to trouble. Being in the wrong place at the wrong time, with the wrong people, is a common explanation for failure. This workbook identifies common problems and solutions, and provides twenty typical situations for role-playing and demonstration of effective coping skills. *This resource is suggested for juveniles and young adults.* | 4 |
| RH11/AM 1 | Handling Tough Situations | *An Action Maze Workbook* - provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts). | 2 |
| RH12 | Safety Nets | This workbook guides clients to identify and address early warning signs that they are at increasing risk to fall back into old (negative) behavior patterns. | 3 |
| RH13 | Red flags | Short workbook helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy. | 5 |
| RH14 | Getting close to getting out | Designed for the last few weeks before going home, this workbook addresses common thoughts, feelings, and temptations, including typical anxieties and worries. | 2 |

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| RH15 | How are you doing?<br><br>*This resource is designed to support the motivational interviewing (MI) approach.* | How far have you come? | 1 |
| | | Controlling your impulses | 1 |
| | | Setting yourself up | 1 |
| | | Recovery activities planning | 1 |
| RH16 | How are you going to do? | This resource helps participants gauge how confident they are in dealing with the most common or serious situations they will face upon their return home. | 2 |
| RH17 | Keeping your focus on what's important | Continues Identification of critical goals, high risk choices, and increases importance of making pro-social choices. *Can be used as a follow up to Pre4* | 1 |
| RH18 | Preparation for program completion | Designed as a summary program element, this resource allows participants to summarize their external and internal risk factors and their plans to deal with them effectively. A supplemental element to this resource provides an optional post-release element for use while on probation or parole. | 1 |
| RH19a | Ray's Story | In reacting to the story about Ray, participants will analyze some of the possible challenges facing them upon their release back into the community including with family and friends. They will also identify steps that can be taken to help ease in the transition. *(for adult corrections programs)* | 1 |
| RH21/ PS2 | Problem Solving 1-2-3 | Using basic problem solving model, presents 54 community and home problem situations experienced by people in transition and/or recovery. *(also available for juvenile populations* - ask for RH21j) | 9 |
| RH22/ CS7 | Making long-term changes | Practical and comprehensive post-release and relapse prevention plan. This workbook is designed to identify and address issues and responsibilities facing individual participants. | 10 |
| RH23/ CS8 | Identifying and addressing your highest risks | Identification of personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Special emphasis is placed on the transition to the community. | 10 |
| RH24/ PS3 | Self-efficacy and problem solving | This short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations. *(key self-efficacy summary activity)*. | 3 |

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| RH25/ SD12/ DP8 | Key elements of change | This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. To build increased self-efficacy, we suggest supplementing it with workbooks from the RH series (i.e. RH11, 12, 13, 17, 21, 22, 23,or 24). Also suitable for review and aftercare programs. | 9 |
| RH26/ CS10 | Reducing your risk | Basic risk reduction workbook, includes obvious high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks. | 2 |
| Core Transition Program Resources: These resources provide elements which can be used to increase motivation, monitor individual change, address key factors underlying successful transition and reduce recidivism. | | | |
| AODA-MI 1,2,3,4 | Motivational Interviewing Resources for Substance Abuse Programs | Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage. These resources are compatible with the URICA, Socrates, etc. | $250 |
| MAV-MI 1,2,3,4 | The Motivational Interviewing Anger, Aggression, and Violence Resource (4 elements) | The Motivational Interviewing Anger, Aggression, and Violence Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing angry feelings, symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. Also recommended to build and enhance motivation in programs using the MAV Anger Skills lessons. | $250 |
| Axy-MI 1,2,3,4 | The Motivational Interviewing Anxiety Resource (4 elements) | The Motivational Interviewing Anxiety Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of anxiety, stress, fear, or worry, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. | $250 |
| Dep-MI 1,2,3,4 | The Motivational Interviewing Depression Resource (4 elements) | The Motivational Interviewing Depression Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of sadness or depression, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. | $250 |
| GG-MI 1,2,3,4 | The Motivational Interviewing Gang Intervention Resource (4 elements) | Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage in reducing gang involvement, and finally getting away from the gang completely. Suggested for 1:1 use. | $250 |

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| Std-MI 1,2,3,4 | The Motivational Interviewing Standard Resource (4 elements) | The Motivational Interviewing Standard Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools designed to be used with any client issue or behavior. Suggested for 1:1 use. | $250 |
| CS9 | Managing your stress | Basic stress management workbook, including self-examination, symptoms awareness, identification of triggers, underlying stressors and lifestyle issues, evaluation of past coping, and introduction to several key coping skills. | 5 |
| PT1 | Managing your life: It starts with the basics of goal setting | Develops motivation and a positive outlook for the future by identifying hopes and dreams, then developing action plans to effect desired change. | 10 |
| PT3 | Recovery | Clients evaluate weaknesses in their recovery, recent lapses and situations where they missed warning signs (addressing issues of denial). Clients establish a plan for intervention by safe and supportive friends and counselors, summarize life goals, including abstinence, identify areas for forgiveness, evaluate progress toward recovery and complete action plan for continued successful recovery. | 5 |
| PT4 | Coping skills "self report card" (What do I still need - to prevent relapse?) | This tool provides an overview of self-efficacy and relapse prevention planning and reviews lifestyle and coping skills issues. | 1 |
| PT8 | Self analysis: review of relapse prevention plans | This tool evaluates client's relapse prevention plans and issues involved in returning to the community. | 2 |
| Gang Intervention and Prevention Program Workbooks: The Phoenix Gang Intervention and Prevention resources include more than 100 workbooks, DVDs, and similar materials. The options listed below illustrate some of the elements which might be used most frequently in re-entry programming. | | | |
| GG10 | "What do you think? *(brief activities)* | This series of "one-pagers" is designed for individual, group, or family use. Staff select from 150+ alternatives. | 150 elements |
| Contracts | Gang Contracts | Program Contracts #1, 2, 3, 4 (Gang involvement contracts) | NA |
| GG14 | Getting away from the gang | Comprehensive manual, providing suggestions, action planning, and support to assist in leaving the gang. Includes typical situations for role-playing practice and self-efficacy. | 9 |
| GG16 | It's your decision | This workbook overtly explores the concept of getting out of a gang. It provides an opportunity to clarify some of the issues, opportunities, and benefits surrounding these types of decisions. It reminds the participants that this decision should be theirs alone to make. And it summarizes the costs and consequences they have experienced through their gang involvement. | 2 |

| Resources for Community Settings | | | |
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| DP1 | You have options! | Risk factors-based workbook for high risk youth. Clients identify problem situations and practice options to substance abuse or violence. Action planning activities support personal change. *(Different versions provided for detention, diversion, and community programs.)*. | 2 |
| DP2/ CS1/ RI16 | Coping skills for emergencies | Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work. Included in these skills are thought stopping, conflict avoidance and "escape" skills, and a comprehensive set of "refusal skills." *(Different versions provided for detention, diversion, and community programs.)*. | 4 |
| DP3/ F12/ RI17 | Let's talk about feelings | Specific feelings (anger, anxiety or fear, low-self-esteem/shame, hurt, and loneliness) are addressed in activities which help clients identify and experience feelings safely. *(Different versions provided for detention, diversion, and community programs.)* | 4 |
| DP5/ RI18 | Violence at home | Short workbook helps clients understand family violence and its' consequences. Helps clients identify safe choices and available options. | 3 |
| DP6 | Problems at home | This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. *(For juvenile programs)* | 3 |
| DP8/ SD12/ RH25 | Key elements of change | This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. To build increased self-efficacy, it can be supplemented by selected workbooks from the RH series (i.e. RH11, 12, 13, 17, 21, 22, 23,or 24). Also suitable for review and aftercare programs. | 9 |
| DP9/ SD11 | "What's going on in my life?" | Introductory workbook helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change | 5 |
| Phoenix Curriculum Parents Resource | | Brief resource for use with parents of young people participating in the Phoenix Curriculum. | $155 |
| | | Spanish-language version of the above. | $155 |
| Family Issues: Designed to help participants cope with dysfunctional family environment. Includes gender-specific versions (below). | | | |

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| M2 | Healthy relationships and healthy boundaries | Participants will identify: family-of-origin boundary issues, personal warning signs that boundaries need to be set; personal experiences and effects of physical, emotional, sexual and verbal abuse, and drug/alcohol use as a result of boundary violations. Additionally, client will identify areas where difficulties have recently been experienced in setting boundaries and develop an action plan to start setting boundaries for specific personal problem situations. Clients will practice assertion messages to be used in setting boundaries for current issues and use practice scenarios for setting boundaries. | 6 |
| M8 | Avoiding your old family traps | Family neglect, abandonment, abuse, or addiction often lead to the development of dysfunctional behaviors. In many cases, these even become family "roles." This workbook identifies some of these old family roles and "traps" and provides options. | 6 |
| M11 | Surviving abuse and trauma | Many young men in correctional settings have been victims of violence or abuse. This workbook helps them identify and address some of the consequences of these experiences - including ones they may not feel comfortable talking about. One goal is to help them move from simply "surviving" to a more positive outlook ("thriving"). | 5 |
| M12 | Self-image and body image | Addresses common issues for young men's self image and body image. Includes worksheets on media influences, "what's normal?" and maturation. | 4 |
| M13 | Eating issues | Addresses common eating disorder issues (including eating as a response to stress or a need for comfort). Identifies eating as an area of "control," and guides self-efficacy in resisting eating disturbances. | 7 |
| M21 | Compulsive gambling | Identifies patterns and issues underlying compulsive gambling in young men. Develops action plan for self-efficacy. | 5 |
| M22 | Self-injury | Addresses common issues in self-injury and impulse control in young men. Develops action plan for self-efficacy. | 4 |
| W1 | Especially for women: drug abuse, relapse - and recovery | This workbook provides the counselor and clients with a variety of issues and activities, each of which addresses a facet of the different nature of women's abuse, relapse and recovery issues. It can be used in a variety of ways: as a class or group workbook, as a series of topics and activities for individual and group discussion, or as an individual assignment. | 6 |
| W2 | Healthy relationships and healthy boundaries | Women will identify: family-of-origin boundary issues, personal warning signs that boundaries need to be set; personal experiences and effects of physical, emotional, sexual and verbal abuse, and drug/alcohol use as a result of boundary violations. Additionally, client will identify areas where difficulties have recently been experienced in setting boundaries and develop an action plan to start setting boundaries for specific personal problem situations. Clients will practice assertion messages to be used in setting boundaries for current issues and use practice scenarios for setting boundaries. Reference is made to boundary issues young women may experience while in custody situations. | 6 |

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| W3 | Control! (issues and answers for women) | Identifies and addresses range of controlling behaviors (including manipulation) and control issues and links controlling with dependencies. Topics include need to control feelings and controlling of others. | 6 |
| W7 | Avoiding your old relationships traps | This workbook explores some of the issues and situations which caused trouble in past relationships. In many cases, problems in relationships are triggers to relapse. Clients are guided to explore and evaluate solutions for common situations or "traps" which affect women in their relationships. | 6 |
| W8 | Avoiding your old family traps | Many young women are at risk to return to old dysfunctional family patterns. They may continue to experience the consequences of family neglect, abandonment, abuse, or addiction. This workbook identifies some of these old family "traps" and provides options. An important component is the identification of typical dysfunctional family roles. | 6 |
| W9 | For women: self-esteem and identity | Supports the developing a realistic and positive self-image as a woman. Guides the development of self-motivation for personal growth and change. | 4 |
| W10 | Relationships and Friendships | Addresses typical thinking underlying codependent behavior and relationships, as well as other dysfunctional relationship behavior. | 3 |
| W11 | Surviving abuse and trauma | Many young women in correctional settings have been victims of violence or abuse. This workbook helps them identify and address some of the consequences of these experiences - including ones they may not feel comfortable talking about. One goal is to help them move from simply "surviving" to a more positive outlook ("thriving"). | 5 |
| W12 | Self image and body image | Addresses common issues for young women's self image and body image. Includes worksheets on media influences, "what's normal?" and maturation. | 4 |
| W13 | Eating issues | Addresses common eating disorder issues (anorexia, bulemia, and eating as a response to stress or a need for comfort). Identifies eating as an area of "control," and guides self-efficacy in resisting eating disturbances | 7 |
| W14 | Life at home | This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. | 3 |
| W16 | Pre-natal care | Guidance for young women who are, or who may become, pregnant. | 3 |
| W17 | Basic women's health issues | Worksheets in this resource can be used flexibly by the counselor. Issues include: self-care (based on basic self-care skills in the *Pathways to Daily Living* program); women's health issues; and health issues while pregnant or nursing. Among the topics are: pre-natal care issues, drug abuse and your baby, ob/gyn issues, urinary tract infections, mood changes in pregnancy. | 7 |
| W19 | Women and the community | This workbook: (1) explores social/community issues (including feelings of learned helplessness and hopelessness); (2) guides the exploration for positive female and cultural role models to develop healthy identity as a woman. | 4 |

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| W20 | Issues with prostitution | Addresses risk factors, contributing factors, sexual abuse, victimization, running away, health issues and consequences, self-esteem issues, male-female relationships issues, boyfriends and prostitution, gangs and prostitution, consequences, healing emotional wounds, dissociation, "Where do I go from here?" | 7 |
| W21 | Compulsive gambling | Identifies patterns and issues underlying compulsive gambling in young women. Develops action plan for self-efficacy. | 5 |
| W22 | Self-injury | Addresses common issues in self-injury and impulse control in young women. Develops action plan for self-efficacy. | 5 |
| W23 | Making the best use of medical care | This resource provides women with guidance in accessing and making the best use of visits to health care professionals, and in following through on medical treatment. | 4 |
| WDYT-A | What do you think? - adult | 160+ discussion starters. An excellent resource for opening a session, for short breaks between other topics, and to assist in the cognitive restructuring process. | $480 |
| WDYT-HS | What do you think? - high school | 160+ discussion starters. An excellent resource for opening a session, for short breaks between other topics, and to assist in the cognitive restructuring process. | $480 |
| Mental Health Issues: The facility-based New Freedom mental health resources may serve as a building block for continued treatment after release. Contact us to find out how this "continuity of care" could be implemented. Specific issues addressed include anxiety disorders, mood disorders, Conduct Disorder, Oppositional Defiant, self-injury, etc. | | | |
| TX1 | Helping treatment work | Treatment adherence workbook, primarily for clients with medical issues. | 2 |
| TX2 | Treatment adherence 2 | Addresses compliance issues, including taking of prescribed medications. | 2 |
| SD10 | Reducing consequences | Designed as part of a harm reduction strategy, it helps clients identify the consequences of their behaviors and examine their readiness to reduce their substance abuse. This can be a critical first step towards abstinence | 3 |
| Pathways to Daily Living/Returning Home - life skills program. These resources can be used in 1:1, group, or family settings. | | | |
| LT/LI | Making Good Use of Your Leisure Time & Life Issues | 9 lessons (1-2 hours each, with complete lesson plans, worksheets and participant activities). These activities remind participants of the positive possibilities in their lives. | 9 |
| TT | Handling the Tough Times | 18 lessons (1-2 hours each, with complete lesson plans, worksheets and participant activities). Included are lessons addressing key coping skills, using community resources and external supports, and decision making. | 18 |

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| PDLa | Pathways to Daily Living<br>*(This resource is also listed with the BEHAVIORAL HEALTH program options, and should only be purchased with one set of resources for each facility).* | One hour lessons with detailed lesson plans, instructor's scripts, worksheets, activity cards, and other program activities. | |
| | | (H) Pathway to better hygiene | 8 |
| | | (N) Pathway to better basic food shopping and nutrition | 8 |
| | | (PO) Pathway to better personal organization | 5 |
| | | (PEH) Pathway to better physical and emotional health | 6 |
| | | (IL) Pathway to independent living | 6 |
| MM | Managing Your Money | 9 lessons (1-2 hours each, with complete lesson plans, worksheets and participant activities) | 9 |
| P3 | Personal Preparation Program | Identification of work skills and job options, a positive attitude, thinking realistically about work, practical aspects of finding a job, development of personal data sheet, handling applications, resumes, and interviews, and keeping a job. | 10 |
| V1/V2 | Vocational lessons | Topics include: self-evaluation, job and career values, interviewing practice, job success skills, and ethical issues in the workplace. | 10 |
| ***Revocation and Relapse Intervention Programs*** (post-release interventions)<br><br>These materials address the needs of parole violators and others who face revocation of their freedom upon returning to the community. These materials assist clients in identifying "what went wrong" and in learning (and mastering) needed skills of effective coping. They may be supplemented by additional workbooks from the ***New Freedom*** and ***Returning Home*** resources, as needed.<br><br>While some of these workbooks are based on elements of the *Returning Home* (RH) series, adapted specifically for use with a Revocation Program (parole violators), additional materials were developed specifically for this population. All materials designed for this use are identified as "RI" series workbooks. Four elements below are essentially identical to other program elements. They are identified specifically below. | | | |
| RI-MI 1,2,3,4 | The Motivational Interviewing Relapse Intervention Resource (4 elements) | The Motivational Interviewing Relapse Intervention Resource. This is a series of four (4) comprehensive resources which are designed to address motivation and change talk issues in a sequential fashion. Designed to support community reintegration and preparation for release in those that have had past "lapses" in their recovery, these MI resources each include more than a dozen MI tools or elements focused on the transition. They help participants and staff assess readiness and confidence for handling specific high risk situations, as well as internal risk factors. Included are parole/probation confidence rulers and resources which may be especially helpful in working with parole staff or members of an individual protective factor safety net (as appropriate). Includes an additional comprehensive element addressing feelings, symptoms, triggers, and self-efficacy in handling transition issues. | $295 |

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| RI-1 | Relapse prevention practice *(for your first few days at home)* | Addresses selected high risk areas involved in the first few days after returning home. The RI-1 resource is primarily a set of problems. We suggest the additional use of RH-1 for those clients who did not have those materials. | 4 |
| RI-2 | Dealing with people in new ways | Helps participants identify what they can do differently if the "old ways" didn't work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided. The RI version of this workbook includes reference to issues with family and old friends which developed upon returning home. | 4 |
| RI-3 | How did you deal with your feelings? | Addresses feelings of discomfort which led to relapse or other problems. "Trouble spots" are addressed individually or in group setting, and a more effective response developed. Again, the focus of the RI resource is on the specific feelings experienced upon returning home, and any connection between those feelings and the issues leading to revocation. | 3 |
| RI-4 | Facing your responsibilities | This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility. The responses can be shared and evaluated in individual or group settings. The RI resource targets areas where these responsibilities were not met, including the issues leading to revocation. | 4 |
| RI-5 | Practice in handling lapses | This activity provides practice for clients in identifying and coping effectively with the issues involved in their lapse, relapse, or revocation. *(Similar to RH5)* | 5 |
| RI-6 | Making positive steps to take control of your life | Develops a detailed plan for the use of a post-release "safety net" and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors these people will need to know in order to help. | 4 |
| RI-7 | Avoiding the negative | This workbook provides specific help in maintaining recovery through developing a plan to identify and avoid the highest risks. It is based on the concept of using "environmental controls" to avoid the people, places, things, and situations which pose the greatest threat to recovery. It provides participants and program staff with the tools to help address specific vulnerabilities. | 4 |
| RI-8 | Practice in handling difficulties | This activity provides practice on the difficult situations encountered during the transition. Problem areas can be used as discussion and learning points to help individuals develop confidence that they can handle these situations appropriately when they face them again upon returning home. | 4-5 |

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| RI-9 | Avoiding problems with authority | This workbook addresses issues involved in dealing with authority figures and helps participants understand the nature of their anger, hurt, and resentment - and the ways in which they may create more problems for themselves. It offers specific suggestions for dealing with potential conflicts with authority figures, and a template for evaluating responses to typical situations. Situation cards provide opportunities for modeling appropriate responses. | 3 |
| RI-10 | Avoiding trouble (when you are with others) | Peer pressure and poor choices often lead to trouble. Being in the wrong place at the wrong time, with the wrong people, is a common explanation for failure. This workbook identifies common problems and solutions, and provides twenty typical situations for role-playing and demonstration of effective coping skills. | 3 |
| RI-11 | Making long-term changes | Participants evaluate their post-release and relapse prevention plans, and modify elements as needed to increase their chances of success. | 7-8 |
| RI-12 | Identifying and addressing your highest risks | Reviews personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Focuses on the risk factors present at the time of lapse, relapse, and revocation. *(Similar to CS8)* | 7-8 |
| RI-13 | Handling problem feelings | Activities identify issues and ask participants to demonstrate how they plan to handle difficult feelings and situations. | 3 |
| RI-14 | Handling common problems | Helps participants identify - and develop solutions for - common difficult situations encountered during the transition. | 3 |
| RI15 | Giving yourself options | Risk factors-based workbook for high risk youth. Clients identify problem situations and practice options to substance abuse or violence. Action planning activities support diversion program. *(for juvenile programs)* | 3 |
| RI-16/ CS1/ DP2 | Coping skills for emergencies. | Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work. Included in these skills are thought stopping, conflict avoidance and "escape" skills), and a comprehensive set of "refusal skills." *(Similar to CS1)* | 3 |
| RI-17/ F12/ DP3 | Let's talk about feelings | Specific feelings (anger, anxiety or fear, low-self-esteem/shame, hurt, and loneliness) are addressed in activities which help clients identify and experience feelings safely. | 3 |
| RI-18/ DP5 | Violence at home | Short workbook helps client identify gang issues and options to participation. *(for juvenile programs)* | 3 |
| RI-19 | How were things at home? | Helps clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. Targets problem areas experienced upon release. | |
| RI-20/ DP4 | Gangs | This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. *(for juvenile programs)* | 3 |

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| RI-21 | Handling people problems | This workbook will help participants identify - and develop solutions for - common difficult situations. | 3 |
| R1-22 | Red flags | Useful workbook helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy. *(Similar to RH13)* | 5 |
| RI-23 | Safety nets | This workbook guides clients to identify and address early warning signs that they are at increasing risk to fall back into old (negative) behavior patterns.*(Similar to RH12)* | 2 |
| RI-24 | Getting close to getting out | Designed for the last few weeks before going home, this workbook addresses common thoughts, feelings, and temptations, including typical anxieties and worries. | 2 |
| RI-25 | How are you doing? | Four lessons (How far have you come?, Controlling your impulses, Setting yourself up, Recovery activities planning) which can be used as self-inventories. (Similar to RH15) | 4 |
| RI-26 | Self-efficacy and problem solving | This short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations. *(key self-efficacy summary activity)* (similar to RH24) | 2-3 |
| RI-27 | What's going on in my life? | Introductory workbook helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change. | 5-7 |
| RI-28 | Key elements of change | This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. Highly recommended. | 10 |
| RI-29 | Relapse intervention issues - for women | This workbook provides the counselor and clients with a variety of issues and activities, each of which addresses a facet of the different nature of women's abuse, relapse and recovery issues - including revocation issues. It can be used in a variety of ways: as a class or group workbook, as a series of topics and activities for individual and group discussion, or as an individual assignment. | 6 |
| RI-30 | Handling tough situations | *An Action Maze Workbook* - provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts). *(Similar to RH11)* | 4 |
| RI-31 | Problem solving 1-2-3 | Using basic problem solving model, presents 54 community and home problem situations experienced by women in transition and/or recovery. | 8 |
| RI-32 | Problem solving cards for Revocation programs | Using basic problem solving model, presents over 40 additional community and home problem situations experienced by people in transition and/or recovery. Focus includes women returning home to the community from prison. | 5-6 |

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| RI-33 | Reducing your risk | Basic risk reduction workbook, includes obvious high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks. *(Similar to CS10)* | 2-3 |
| RI-34 | How are you going to do? | This resource helps participants gauge how confident they are in dealing with the most common or serious situations they will face upon their return home. | 2 |
| RI-35 | Keeping your focus on what's important | Continues Identification of critical goals, high risk choices, and increases importance of making pro-social choices. *Can be used as a follow up to Pre4* | 1 |
| RI-36 | Preparation for program completion | Designed as a summary program element, this resource allows participants to summarize their external and internal risk factors and their plans to deal with them effectively. A supplemental element to this resource provides an optional post-release element for use while on probation or parole. | 1 |
| RI-37j | Problem recognition | This workbook addresses a basic element in problem solving: problem recognition. The point of this workbook is to help participants "think" and learn to look beyond the obvious. The key skill elements are the STOP and THINK parts of STOP-THINK-ACT. *(for juvenile programs)* | 3 |
| RI-38 | What happened? | This resource allows participants to explore what happened during and prior to their last relapse. By exploring the people, places, things, situations and feelings they had, the participants will be in a better position to plan for their next attempt at change. | 2 |