

# New Freedom Programs Logic Model

## PROGRAM CONCEPT/ THEORY

## CHANGE-BASED MODEL ACTIVITIES/GOALS

## IMMEDIATE OUTCOMES

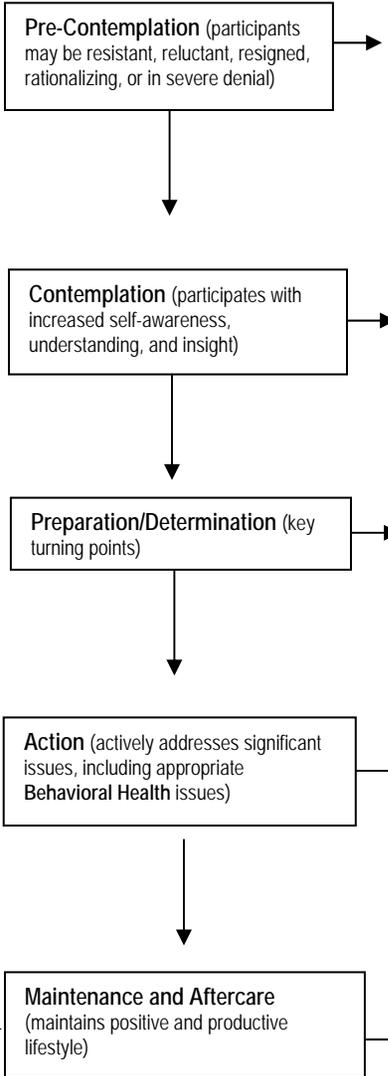
## INTERMEDIATE OUTCOMES

## FINAL OUTCOMES

- Open Group/Open Admissions program resources for:**
- Correctional Facilities
  - Probation/Parole
  - Detention Centers
  - Jails
  - Mental Health Facilities
  - Forensic Facilities
  - Community Services
  - Community Programs
  - Drug Courts
  - Mental Health Courts
  - Diversion Programs
  - Halfway Houses

Structured and monitored substance abuse, criminogenic thinking and behavior, and/or behavioral health interventions based on cognitive-behavioral (CBT), motivational interviewing (MI), and social learning philosophies. Stages-of-change model reduces the resistance to behavioral change and decreases dysfunctional or antisocial behaviors, including substance use and abuse.

*Evidence-based resources*



- Program curriculum and other resources including MI tools integrated in the materials, engage participants and enhance motivation and receptiveness.
- Increase importance, confidence, and readiness for change (MI).

- MI and CBT curriculum elements increase self-awareness and emotional recognition; realistic assessment of current thinking and behavior choices.
- Identify critical internal and external risk factors and explore more functional options.

- MI/CBT curriculum elements guide exploration of new cognitive and behavioral options and acquisition of new coping skills.
- Commitment to changes through documentation of action plans for specific changes, including effective ways to reduce impact of specific highest risk factors.
- Development of internal and external protective factors.

- Activities – program resources guide implementation of changes.
- Observable mastery - through continued practice and use - of new skills; success in handling highest risk factors, and implementation/development of key protective factors to build situational confidence going forward.

Continue and revise action plans dealing with risk factors; maintain and develop links with protective factors, including support systems.

- Effective handling of highest internal and external risk factors.
- Increase in resiliency factors targeted by program.
- Demonstrated effectiveness:
- Specific coping skills for relapse prevention
  - Conflict/Anger management skills
  - Self-management skills
  - Symptoms and triggers awareness and management
  - Problem solving skills
  - Skills for dealing with criminogenic or dysfunctional thoughts, cravings, and feelings
  - Goal setting/action planning
  - Functional behaviors in the unit
  - Development of personal safety nets
  - Employability skills
  - Life skills
  - Recreation/leisure time skills
  - Healthy relationships
  - Successful management of mental health issues

- Participants:
- Recognize the negative consequences associated with high risk people, places, things, and situations
  - Demonstrate expected prosocial behaviors
  - Utilize their new skills and generalize them across situations
  - Decrease specific negative behaviors (e.g., violence, substance use/abuse, acting out)
  - Implement changes to increase internal and external protective factors
  - Follow their action plans

- Selected to fit specific program**
- Decrease in negative or dysfunctional behaviors.
  - Decrease in post-release substance use/abuse
  - Decrease in symptoms-related crises
  - Increase in adherence to medication and therapy
  - Decrease in recidivism/post-program infractions (any post-program regulations and/or requirements)
  - Active participation in post-release treatment/aftercare/counseling/support groups activities as required or needed

**Assessment of program effectiveness**

Summary elements provide documentation of progress and achievement of behaviorally-stated objectives.

Included are fidelity monitoring and performance evaluation tools.