

## **The Senior Living Program**

This curriculum presents a unique opportunity to provide for an underserved corrections population. Current programming and institutional opportunities, in most cases, is not entirely appropriate. For example, athletic, educational, and vocational programming is targeted to the younger inmates.

Given the extremely low rate of recidivism and the extremely low degree of physical violence in this population, the typical outcomes for correctional programming are less relevant. There are, however, appropriate and significant targets for institutional programming:

- improved self-management of physical health and mental health related issues
- motivation for self-improvement
- maintenance of a positive outlook

Among the benefits for the correctional setting, and the community after release, may be significantly reduced health, mental, and physical care costs.

### **Program design - core program resources**

- Core program resources include ten (10) units of ten (10) sessions each for a total of 150 program hours.
- Each session is designed for 90 minutes.
- Open group, open admissions - new participants can be added at any point
- Employs MI techniques incorporated in the resources, staff counseling skills, group contact, and CBT-based lessons and materials
- Significant program content developed specifically to address identified issues in this population

On the following pages are:

- A logic model that identifies specific outcomes for the program
- A theoretical model that details topics covered in the curriculum
- Complete Tables Of Content for the 10 units

**TARGET POPULATIONS/  
THEORY**

**STRATEGIES/  
ACTIVITIES**

**IMMEDIATE  
OUTCOMES**

**INTERMEDIATE  
OUTCOMES**

**FINAL  
OUTCOMES**

**POPULATION:**  
NYSDOCCS Senior Living  
Program inmates (ages 55+)

Intensive intervention based  
on cognitive-behavioral,  
(CBT) motivational  
interviewing (MI), and social  
learning philosophies will:

- (1) reduce resistance to  
behavioral change.
- (2) increase self-  
management and self-care  
in selected physical health  
areas - especially in areas  
related to aging.
- (3) increase self-  
management and self-care  
in behavioral health areas -  
especially in areas related to  
aging.
- (4) increase understanding  
and insight into past life  
experiences.
- (5) build on that insight and  
available internal and  
external protective factors;  
increase resilience and  
motivation to make positive  
changes going forward.
- (6) provide opportunities for  
specific action planning  
while in the facility, and  
going forward.

**Training and Implementation** to prepare program staff  
members to deliver each intervention component

**Program design - core program resources**

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- Employs MI techniques incorporated in the resources, staff counseling skills, group contact, and CBT-based lessons and materials
- Significant program content developed specifically to address identified issues in this population

**The Ten (10) Core Units**

- Knowing yourself better (insight and acceptance)
- Reducing your risk - now and future
- Focusing forward
- Handling difficult feelings: anger
- Handling difficult feelings: sadness, depression, grief, loss, loneliness
- Handling difficult feelings: anxiety, guilt, shame
- Life experiences and resilience (trauma-informed resource), isolation, resilience
- Internal risk factors - The Bridge Unit A
- External risk factors - The Bridge Unit B
- Keeping life in balance - The Bridge Unit C

**Curriculum features**

- Each 10-session unit follows a sequence of elements addressing motivation to make specific changes: pre-contemplation, contemplation, and preparation
- Each lesson includes multiple elements:
  - o session opener (topic-focused, problem solving, mindfulness moment, skills review, etc.).
  - o one or more core lesson elements
  - o problem solving scenarios
  - o summary worksheets
  - o CBT-based cognitive restructuring elements
  - o interpersonal and coping skills introduction/practice

**Motivation to change**

MI and Change evaluations reflect movement through several stages of change.

- **Pre-Contemplation:** participants are unwilling to change, unaware, resistant, or in severe denial.
- **Contemplation:** engagement and participation, but there may be still some denial and/or resistance. Goal is personal awareness, acceptance, and then action.
- **Preparation/Determination:** participation, more active use of program materials, less resistance. For some, initial commitment to new behaviors and action planning.

**Learning outcomes**

- Demonstrate understanding of key concepts as documented and evaluated in competency checklists or review elements in each unit.
- Where appropriate, demonstrated insight into their own behavior in specific situations.

**Behavioral outcomes**

- In practice against internal and external high risk situations presented in scenarios provided, demonstrate repeated successful coping
- Demonstrate competence at problem solving skills (versus specific risk factors).
- Identify and document specific commitments to behavior change in both physical and behavioral health areas.
- Complete issue-specific action plans for self-management, self-care, and problem solving.
- Increase links to protective factors as identified in action plans.

Document commitment to personal functional  
behavior Service Plan

Through completion of  
behaviorally-stated objectives,  
demonstrate effective self-  
management of internal and  
external risk factors targeted by  
program.

Actively and effectively participate  
in programming related to common  
physical, aging, and mental health  
issues in this population, as well  
as issues of anxiety, depression,  
grief, loss, trauma, etc.).

- Success in using problem solving and self-regulation (coping) skills. Action: in daily situations, use new self-management, self-care skills
- Success in handling people problems and selected high risk factors, including vulnerability to victimization (debts, gambling, etc).

Through completion of  
behaviorally-stated objectives,  
demonstrate effective  
implementation and action plans  
for successful integration of key  
strengths and protective factors  
targeted by program.

- Implement action plans
- Implement personal functional behavior Service Plan

Documentation of increased  
importance, confidence, and  
readiness for key changes (as  
assessed by MI-instruments and  
behaviors).

**GOALS:**

Improved general  
functioning through  
implementation of long term  
personal physical health  
and self-care plan

Maintenance of positive  
mental health, especially in  
dealing with aging issues.

Positive social integration  
and functioning in the facility

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Maintain or improve key  
areas of basic physical  
health (appropriate to age).

Minimize dependence on  
facility health services by  
reducing risk for: (1) key  
medical issues, (2)  
incidents requiring mental  
health crisis responses,  
and (3) mood-related  
treatment/medication.

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Preparation for effective  
community and social  
reintegration upon release

Effective self-management:  
continue to maintain  
positive and pro-active  
physical and mental health  
behaviors upon return to the  
community.

As appropriate - minimize  
dependence on medical and  
mental health resources  
going forward.

Increased longevity while  
maintaining good health and  
living an appropriate,  
independent lifestyle.

## SENIOR LIVING PROGRAM AREAS -TAKING CHARGE (New Freedom resources)

- 150 program hours
- 6 hours/week for 12 months
- 100 lessons
- Each 90-minute lesson includes both core and complementary aging-related elements

|                                                                                                                                                                 | Key lesson elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource set #1:<br><br><b>Taking charge of your body</b><br>(physical health and general health)                                                               | Taking charge of your life<br>Aging-related healthcare and self-care issues - in the facility; going forward<br>General issues in aging<br>Sleep disturbances<br>Stress management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Improved general functioning and development of long term personal physical health and self-care plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Resource set #2:<br><br><b>Taking charge of your mind</b><br>(positive/functional thinking, and managing your emotions)                                         | Internal risk factors - The Bridge Unit A<br>External risk factors - The Bridge Unit B<br>Keeping life in balance - The Bridge Unit C<br>General issues in aging<br>Handling difficult feelings: Anger<br>Handling difficult feelings: Sadness, depression, grief, loss, loneliness<br>Handling difficult feelings: Anxiety, guilt, shame<br>Life experiences and resilience (trauma-informed resource, isolation, resilience)<br>Aging-related issues in the facility<br>Aging issues in transition<br>Coping skills (CBT, DBT, affect regulation, distress tolerance, mindfulness)<br>Symptoms self-management<br>Institutional issues<br>Future issues ("Going forward")<br>Protective factors (internal,/resilience, and external)<br>Problem solving activities | Improvement and maintenance of positive mental health.<br><br><ul style="list-style-type: none"> <li>• Document increased motivation and engagement in personal goal setting and action planning (MI objective: establishing importance, confidence, and readiness to make and maintain changes).</li> <li>• Actively and effectively participate in programming related to common mental health issues in this population, as well as issues of anxiety, depression, elderly, grief, loss, trauma. etc.).</li> <li>• Prepare for aging through effective self-management in anticipating potential physical issues, emotional issues, and aging issues.</li> </ul> |
| Resource set #3:<br><br><b>Taking charge of your life</b><br>(taking charge of your own well-being while in the program, and preparing - now - for your future) | Knowing yourself better (insight and acceptance)<br>Reducing your risk - now and future<br>Focusing forward<br>Major issues now - and in future transition Functional Behavior Program (conflict reduction, target of victimization or bullying)<br>Interpersonal communication and problem solving skills<br>Community Reintegration<br>Criminal Thinking<br>Planning - now - for transition<br>Open to Change C - Risk factors-focused change resource:<br>Institutional issues & future issues<br>Protective factors<br>Problem solving activities                                                                                                                                                                                                                | #1: Positive social integration and functioning in the facility<br><br>#2: Preparation for: <ul style="list-style-type: none"> <li>• effective community reintegration</li> <li>• effective self-management upon return</li> <li>• social reintegration/ positive social interaction upon community reintegration</li> </ul>                                                                                                                                                                                                                                                                                                                                        |
| Critical summary elements, action plans, journaling, and worksheets<br>Individual functional health behavior Service Plan.                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## THE BRIDGE UNIT A (positive functional thinking and self-management)

### INTERNAL RISK FACTORS

#### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of symptoms and internal risk factors which contribute to problems. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- This unit teaches specific self-management skills.
- This unit addresses multiple health issues associated with aging.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit includes aging-specific health resources (TC elements).

| Lesson    | intro element      | core elements                                                |                                                                       |                                   | Activity      |
|-----------|--------------------|--------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------|---------------|
| Bridge A1 | mindfulness moment | Functional Thinking CBT1.1                                   | MI: expectations<br>Worksheet - The last time                         | TC Accelerated aging 20           | Situations #1 |
| Bridge A2 | mindfulness moment | Functional Thinking CBT1.2                                   | MI: Hypothetical Look Over The Fence<br>Assessing your symptoms       | TC Heart disease 20               | Situations #2 |
| Bridge A3 | mindfulness moment | Functional Thinking CBT1.3                                   | MH FFT deep sadness<br>Skill: selfsoothe #1 & homework                | TC Cancer 20                      | Situations #3 |
| Bridge A4 | mindfulness moment | Functional Thinking CBT1.4<br>Homework Review                | Skill: selfsoothe #2 & homework<br>Worksheet: what's really important | TC Influenza and pneumonia 20     | Situations #4 |
| Bridge A5 | mindfulness moment | Pre4s-SLMH<br>Homework Review                                | Skill: selfsoothe #3 & homework                                       | TC Exercise 20+                   | Situations #5 |
| Bridge A6 | mindfulness moment | FD Coping with uncomfortable feelings 4.1<br>Homework Review | Skill: distraction#1 & homework<br>MH FFT everybody feels sad or down | TC Smoking 20+                    | Situations #6 |
| Bridge A7 | mindfulness moment | FD Coping with uncomfortable feelings 4.2<br>Homework Review | Skill: distraction#2 & homework                                       | TC Arthritis and osteoporosis 20+ | Situations #7 |
| Bridge A8 | mindfulness moment | Functional Thinking CBT4.1<br>Homework Review                | Skill: distraction#3 & homework<br>MH FFT self-harm                   | TC Health and anxiety 20-25       | Situations #8 |

|                       |                    |                                                                                                                                                                                            |                                                                                                                 |                                       |                                             |
|-----------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------|
| Bridge A9             | mindfulness moment | Functional Thinking CBT4.2<br>Homework Review                                                                                                                                              | Skill: review selfsoothing and distraction & homework<br>Worksheet - Skills Confidence Self Efficacy Assessment | TC Diabetes 20+                       | Situations #9                               |
| Bridge A10            | mindfulness moment | Functional Thinking CBT4.3<br>Homework Review                                                                                                                                              | Worksheet - Feelings and symptoms issues - and action plan 15                                                   | Worksheet - I lose sleep over this 30 | CF22.2<br>How is this likely to work out #2 |
| Checkpoint after Unit |                    | Staff may assess participation, motivation, understanding, insight. Evaluate situational confidence and summary documentation noted above. Assess action plan for self-care and aftercare. |                                                                                                                 |                                       |                                             |

## THE BRIDGE UNIT B (positive functional thinking and self-management)

### EXTERNAL RISK FACTORS

March 28, 2018

#### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of triggers and external risk factors which contribute to problems. There is a specific emphasis on anxiety, depression, and anger/aggression, as well as a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- This unit teaches specific self-management skills.
- This unit addresses multiple health issues associated with aging.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit includes aging-specific health resources (TC elements).

| Lesson    | intro element         | core element                                     | other elements                                                                                                                       |                                                        |                                        |                |
|-----------|-----------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------|----------------|
| Bridge B1 | mindfulness moment    | Functional Thinking CBT5.1                       | Worksheet: one thing<br>Worksheet: triggers worksheet                                                                                | TC Social workers 15                                   | TC Urinary problems /bowel problems 5  | Situations #10 |
| Bridge B2 | mindfulness moment    | Functional Thinking CBT5.2, 5.3                  | worksheet -Triggers importance/ confidence<br><br>What happened worksheet                                                            | TC Substance abuse and aging 5                         | CT Situations#13<br>Fraud 15           | Situations #11 |
| Bridge B3 | mindfulness moment 10 | Becoming less sensitive to your triggers 15      | skill: intro thought stopping & homework 25-30<br>Worksheet: Assessing your symptoms (frequency, intensity and duration activity) 15 | CF23.2 What's the best way #2 20                       |                                        | Situations #12 |
| Bridge B4 | mindfulness moment    | F13.1 What does anger do to you?<br><br>Homework | Worksheet: MI importance/confidence assessment<br><br>Deep breathing skill & homework                                                | CF16 #3 Adjustment #3 15                               | CT Situations #10 Authority figures 10 | Situations #13 |
| Bridge B5 | mindfulness moment    | F13.2 What does anger do to you?<br><br>Homework | Worksheet: Triggers Summary Activity<br>Muscle relaxation skill & homework<br>Worksheet: Using the anger scale                       | TC Your brain, your memory, and Alzheimer's disease 15 | CT Situation #1 Bad luck 10            | Situations #14 |

|                       |                    |                                                       |                                                                                                                                                                                  |                                                 |                                               |                |
|-----------------------|--------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------|----------------|
| Bridge B6             | mindfulness moment | F14.1 What does anxiety do to you?<br>Homework        | Combination skill & homework                                                                                                                                                     | CF23.5 What's the best way #5<br>20             |                                               | Situations #15 |
| Bridge B7             | mindfulness moment | F14.2 What does anxiety do to you?<br><br>Homework    | Worksheet: External risk factors review<br>Worksheet: Using the anxiety scale                                                                                                    | CT Situation #5 - I just got caught up in it 10 | CT Situation #7 You're either with me. . . 10 | Situations #16 |
| Bridge B8             | mindfulness moment | F15.1 What does depression do to you?                 | Creative visualization skill & homework<br>Worksheet: Assessing your symptoms (FID)                                                                                              | CF23.8 What's the best way #8<br>20             |                                               | Situations #17 |
| Bridge B9             | mindfulness moment | F15.2 What does depression do to you?<br><br>Homework | Worksheet: 6-step triggers activity<br>Worksheet: Using the depression scale<br>Worksheet: Using skills to ameliorate symptoms                                                   | TC Age-related nervous system issues 10         | Worksheet - Change is hard 15                 | Situations #18 |
| Bridge B10            | mindfulness moment | External risk factors - (SCQ)                         | Skills review<br><br>Worksheet: acting out<br>Worksheet: Risk Factors/Protective Factors Summary                                                                                 | PT4 Coping skills self-report card 20           |                                               | Situations #19 |
| Checkpoint after Unit |                    |                                                       | Assess participation, motivation, understanding, insight. Evaluate situational confidence and summary documentation noted above. Assess action plan for self-care and aftercare. |                                                 |                                               |                |

## THE BRIDGE UNIT C (positive functional thinking and self-management)

### KEEPING LIFE IN BALANCE

March 28, 2018

#### KEY FOCUS OF THIS UNIT

The primary focus of these resources assessing and establishing balance - emotional stability and the capability to respond in appropriate ways to events. There is major emphasis on dealing with specific feelings and triggers. The final elements address protective factors, resilience and building personal confidence.

- This unit teaches specific self-management skills.
- This unit addresses multiple health issues associated with aging.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit includes aging-specific health resources (TC elements).

| Lesson    | intro element      | core element                                               | other elements                                                                                                    |                                       |                                   |                |
|-----------|--------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------|----------------|
| Bridge C1 | mindfulness moment | SP3.1 Learning how to keep life in balance                 | FFT Out of balance<br>TT10 How am I doing today                                                                   | TC Oral health 5                      | Worksheet- What's normal? 15      | Situations #20 |
| Bridge C2 | mindfulness moment | SP3.2 Learning how to keep life in balance                 | MH FFT Less and less<br><br>Worksheet - To review the situation that brought you here<br><br>MI: Change talk tool | TC Your skin 15                       | TC Eating and digestion changes 5 | Situations #21 |
| Bridge C3 | mindfulness moment | SP3.3k Learning how to keep life in balance                | MH FFT designated worrier<br>Assessing your symptoms (FID)                                                        | TC Vision 5                           | FFT I'm going to live forever 15  | Situations #22 |
| Bridge C4 | mindfulness moment | SP3.4 Learning how to keep life in balance                 | Worksheet - Turning points SL 20                                                                                  | SL Aging in prison 15-20              | TC Hepatitis C 5                  | Situations #23 |
| Bridge C5 | mindfulness moment | SP3.5 Learning how to keep life in balance<br><br>Homework | FFT Where do you stand today?<br>MH FFT new meds<br>Anchoring skill                                               | Worksheet - Is it an addiction? 20-25 | TC Hearing                        | Situations #24 |
| Bridge C6 | mindfulness moment | CS9.1 Managing your stress<br><br>Homework                 | 4-7-8 skill<br>Worksheet - What really matters to you                                                             | PDL22 Visiting the doctor 20          | TC Falls                          | Situations #25 |

|                       |                    |                                                                                                                                                                                        |                                                                                                  |                                       |                                       |                |
|-----------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|----------------|
| Bridge C7             | mindfulness moment | CS9.2 Managing your stress<br><br>Homework                                                                                                                                             | Worksheet - Assessing your symptoms<br><br>Worksheet - Stressors and triggers lead to discomfort | PDL23 at the office of your doctor 20 | TC My memory                          | Situations #26 |
| Bridge C8             | mindfulness moment | CS9.3 Managing your stress<br><br>Homework                                                                                                                                             | Deep breathing skill                                                                             | TC HIV 5                              | FFT Hitting bottom 15                 | Situations #27 |
| Bridge C9             | mindfulness moment | CS9.4 Managing your stress<br><br>Homework                                                                                                                                             | Combined relaxation skills<br>Worksheet - What are my options                                    | Worksheet - Obstacles for changing 20 | TC Heat and Cold                      | Situations #28 |
| Bridge C10            | mindfulness moment | CS9.5 -Managing your stress (incl problems)<br><br>Homework                                                                                                                            | Confidence checklist (balance) - SCQ                                                             | TC Tuberculosis (TB) 10               | Worksheet - self-confidence scales 10 | Situations #29 |
| Checkpoint after Unit |                    | Assess participation, motivation, understanding, insight. Evaluate situational confidence (SCQ) and summary documentation noted above. Assess action plan for self-care and aftercare. |                                                                                                  |                                       |                                       |                |

## Handling difficult feelings (Anger)

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of symptoms and triggers to anger. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

### 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. (□ awareness, □ understanding, □ insight, □ acceptance).
- This unit teaches specific self-management skills.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit supports self-control and anger management (selected skills lessons from the MAV resource).

|   |                                                   |                                                               |                                                                                     |                                          |                 |
|---|---------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------|-----------------|
| 1 | Mindfulness moment 5                              | Pre I I - You can't change me 15<br>F10 - Feelings, part 1 20 | FFT Conflict Resolution 10<br>Worksheet - Anger symptoms template 10                |                                          | MAV lesson 1 35 |
| 2 | Mindfulness moment 10                             | F10 - Feelings, part 2 25                                     | Worksheet: Anger symptoms management - FID 15 (shorter model)                       | Trigger events 1                         | MAV 2 35        |
| 3 | Mindfulness moment 10                             | F10 - Feelings, part 3 25                                     | Worksheet: Using the feelings rules anger scale to help identify triggers 10-15     | Problem behaviors 2                      | MAV 3 35        |
| 4 | FFT Anger? I think it's more like aggravation. 10 | F2 - Anger, part 1 25                                         | Worksheet: Anger self-assessment (from MI-MAV-1) 15                                 | Trigger events 2                         | MAV 4 35        |
| 5 | Mindfulness moment 10                             | F2 - Anger, part 2 25                                         | Worksheet: Anger symptoms checklist (from MI-MAV-1) 15                              | Trigger events 3                         | MAV 5 35        |
| 6 | Mindfulness moment 10                             | F2 - Anger, part 3 25                                         | Worksheet: Assessment: anger stressors or triggers - what pushes your buttons 10-15 | Trigger events 4                         | MAV 6 35        |
| 7 | Mindfulness moment 10                             | F2 - Anger, part 4 25                                         | Worksheet: Dealing with your anger - where do you want to be? 10                    | CF17.4 Aggravation and disrespect 4 (SL) | MAV 7 35        |
| 8 | Mindfulness moment 5 or 10                        | FFT ST19 Using anger to control others 20                     | Worksheet: Anger triggers summary activity 20                                       | Problem behaviors 1                      | MAV 12 35       |

|                                                                                                                                                                                                |                       |                                     |                                                                                          |                                                      |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------|
| 9                                                                                                                                                                                              | Mindfulness moment 10 | FFT ST20 Holding on to anger 20     | Worksheet: Symptoms management - assessing frequency, intensity, and duration 20 (again) | CF17.1 Aggravation and disrespect I (SL )            | MAV 15 35         |
| 10                                                                                                                                                                                             | Mindfulness moment 10 | TP7 - I can't ever do that again 35 | Worksheet: Situational confidence - anger 25                                             | Worksheet: Decision tool - with rulers 10 (optional) | Trigger events 10 |
| <p>Key summary elements:</p> <ul style="list-style-type: none"> <li>● Lesson #10 - TP7 I can't ever do that again</li> <li>● Lesson #10 - Worksheet: Situational confidence - anger</li> </ul> |                       |                                     |                                                                                          |                                                      |                   |

## Handling difficult feelings (anxiety, guilt, and shame) - Unit DF-2

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of symptoms relating to anxiety. Additionally, the unit addresses feelings of guilt and shame. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management, especially anxiety.

- This unit teaches specific self-management skills.
- This unit addresses multiple issues associated with anxiety and aging, especially in this environment.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

|   |                                                |                                                              |                                                                |                                                             |                                                                                      |
|---|------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 1 | Mindfulness Moment 5-10                        | Worksheet - Making the adjustment SL 15                      | Pre16 - Being locked up right now 40                           | Worksheet - Anxiety self-assessment 15                      | Worksheet - Using the feelings rulers 10-15<br><i>assign FID homework (tracking)</i> |
| 2 | FFT Ten troubles 10                            | Worksheet - Anxiety vs Fear 15                               | Anxiety (F3.1sl)* 40                                           | Worksheet - Anxiety and where you are now 30                |                                                                                      |
| 3 | Anxiety (F3.2sl) 40                            | Worksheet - Looking back - when anxiety or stress started 10 | Worksheet - Anxiety Triggers 15                                | Worksheet - Anxiety Triggers Summary Activity 20            |                                                                                      |
| 4 | Worksheet - Anxiety Scale 10                   | <b>Worksheet - Situational confidence for anxiety 40</b>     | <b>Guilt (F4.1sl) 40</b>                                       |                                                             |                                                                                      |
| 5 | FFT Anticipation of change 10                  | Worksheet - Anxiety and aging 20+                            | Guilt (F4.2sl) 45-50                                           | Worksheet - Where do I go from here? - anxiety 10-15        |                                                                                      |
| 6 | Worksheet - Think of one time 10               | CF3.3 Dealing with tough feelings #4 10                      | Shame (F5.1sl) 40                                              | Coping (Anxiety) Skills 10<br>Deep Breathing and Meditation | CF23.4 What's the best way? Set #4 20                                                |
| 7 | Coping (Anxiety Skill) 10<br>Muscle Relaxation | Shame (F5.2sl) 35-40                                         | Worksheet - Self-assessment summary - feelings and symptoms 30 | CF23.3 What's the best way? Set #3 15-20 (optional)         |                                                                                      |
| 8 | FFT Hitting bottom 15                          | TPI6 I can do this 45                                        | CF23.6 What's the best way? Set #6 20                          | CF20.6b Handling difficult situations #6b (optional) 20     |                                                                                      |

|    |                                       |                                                             |                                          |                                       |  |
|----|---------------------------------------|-------------------------------------------------------------|------------------------------------------|---------------------------------------|--|
| 9  | FFT Serenity 10                       | Worksheet - Develop a healthy outlook (shame-focus) 10      | CC11 Why am I thinking about changing 50 | CF23.1 What's the best way? Set #1 20 |  |
| 10 | TP6SL At this point 45 (also in DF-1) | Worksheet - Buildup of symptoms - situational confidence 35 | CF23.7 What's the best way? Set#7 10-20  |                                       |  |
|    |                                       |                                                             |                                          |                                       |  |

Key summary elements:

- Lesson #4: Worksheet - Situational confidence for anxiety
- Lesson #9: CC11: Why am I thinking about changing (key MI resource)
- Lesson #10: TP6SL - At this point (major summary) - also included in Unit DF-1
- Lesson #10: Worksheet - Buildup of symptoms - situational confidence

## Handling difficult feelings: (sadness, depression, grief, loss, loneliness and boredom)

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of symptoms relating to sadness and depression. Additionally, the unit addresses grief, loss, loneliness, and boredom. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- This unit teaches specific self-management skills.
- This unit addresses multiple issues associated with aging, especially in this environment.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

|    |                                 |                                       |                                                                         |                                                                                      |                                                                  |
|----|---------------------------------|---------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------|
| 1  | Mindfulness moment 5            | FFT Masks 10                          | Pre8SL - Making a career out of it 20                                   | F1.1 Introduction to your feelings 40                                                | Worksheet - Where do you stand? 15                               |
| 2  | Mindfulness moment 5            | F1.2 Introduction to your feelings 40 | Worksheet - Sadness and depression - Aging issues 35                    | Skills- Deep Breathing 10                                                            |                                                                  |
| 3  | Mindfulness moment 10           | F6.1 SL Sadness and depression 40     | Worksheet - Sadness and depression #3 - here and now 30-35              | Skills- Thought Stopping 10                                                          |                                                                  |
| 4  | Mindfulness moment 10           | F6.2 SL Sadness and depression 40-45  | Worksheet - Situational Confidence for Depression, 25                   | Skills - Stop Think Act 10                                                           |                                                                  |
| 5  | Mindfulness moment 10           | FFT SL - Growing old 10               | SD4.1 - Grief/Loss #1 40                                                | FFT - Chris' pain 10                                                                 | Skills- Muscle Relaxation 10                                     |
| 6  | Mindfulness moment 10           | FFT - Closure 10                      | SD4.2 - Grief/Loss #2 40                                                | CF3.2 Dealing with Tough feelings #2 (relationships) 10                              | Skills- Combined Relaxation 10                                   |
| 7  | Mindfulness moment 10           | FFT Institutional losses 10           | SD4 - Grief/Loss #3 35-40                                               | Worksheet - Planning for change - summary and action plan (difficult feelings) 20-25 | Worksheet - Brief self-check (sadness and depression scale) 5-10 |
| 8  | Mindfulness moment 10           | F7SL - Loneliness 25                  | Worksheet - SL - Dealing with loneliness and boredom - going forward 25 | CF20.6c Activity - Handling difficult situations #6c SL 10                           | Skills- Creative Visualization 10                                |
| 9  | Mindfulness moment 10           | TP3 The new reinvented you 40         | <b>CF3.5 Dealing with tough feelings #5 - Things can happen 10</b>      | Worksheet - Past successes 10                                                        | CF3.3 Dealing with Tough feelings #3 15                          |
| 10 | Mindfulness moment 5 (optional) | TP6SL - At this point 45              | F12SL Feelings Summary 45                                               |                                                                                      |                                                                  |

Key summary elements:

- Lesson #9: TP3 - The new reinvented you
- Lesson #10: TP6SL - At this point (major summary) - also included in Unit DF-2
- Lesson #10: FI2SL - Feeling summary

## LIFE EXPERIENCES AND RESILIENCE (TRAUMA) Unit

March 16, 2018

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness, insight, and more effective self-management of the impact of distressful life experiences, such as past traumatic events. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by distress tolerance, affect regulation, and coping skills, and tools designed to assist awareness and motivation for successful symptoms self-management and effective sleep hygiene.

**Please note:** While this unit is not designed as a PTSD therapeutic resource, it does provide a psycho-educational perspective. It may be assumed that nearly all participants have been exposed to traumatic events in their lives - including the universal experience of the trauma of incarceration. Some group members may have experienced the symptoms of post-traumatic stress, and certain others may qualify for a PTSD diagnosis. As with any program, the guidelines of “trauma-informed care” should rule. First, do no harm and seek to avoid making things worse.

- This unit teaches specific self-management skills.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

### Key questions for participants:

- How do certain kinds of life experiences affect who you are today?
- How could certain kinds of life experiences affect what you choose to do going forward?

|   | Introductory element          | Core element                                   | Worksheets, FFTs, Skills                                    |                                       | Sleep disturbances resource              |
|---|-------------------------------|------------------------------------------------|-------------------------------------------------------------|---------------------------------------|------------------------------------------|
| 1 | FFT Tom's Experience 15       | M11.1 Strategies for having a great life 25    | Worksheet TC How do certain kinds of life experiences 10-15 | FFT Carlos 10                         | <b>Sleep Disturbances (30) p. 4-10</b>   |
| 2 | FFT Trauma - and life 15      | SD3.1: Getting stronger with M11 element 25    | Worksheet TB How can certain life experiences knock 10+     | FFT Walter 10<br>Skill: Stretching 10 | <b>Sleep Disturbances (20) p. 16-21</b>  |
| 3 | FFT I don't feel... 15        | SD3.2: Getting stronger 30                     | Worksheet TJ Where you are 25                               |                                       | <b>Sleep Disturbances (20) p. 23-27</b>  |
| 4 | FFT Edgar 10 (survivor guilt) | SD3.3: Getting stronger (survivor guilt) 20-25 | Worksheet TH What can I do now? 20+                         | FFT Danny 10                          | <b>Sleep Disturbances (30+) p. 28-40</b> |
| 5 | FFT Afterwards 10+            | SD3.4: Getting stronger 35                     | Worksheet TD2 Self awareness review 15                      | Anxiety skills TS/TS 10               | <b>Sleep Disturbances (20) p.41-46</b>   |

|    |                          |                                                     |                                                                          |                                                                                    |                                                 |
|----|--------------------------|-----------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------|
| 6  | FFT Marco<br>10          | SD3.5: Getting stronger<br>(self-destructive)<br>25 | Worksheet - What is<br>the connection 15                                 | Anxiety skills<br>DB 10+ (also<br>HW)                                              | <b>Sleep Disturbances<br/>(30) p. 92-103</b>    |
| 7  | FFT PTSD 10+             | SD3.6 and 3.7: Getting<br>stronger<br>25-40         | FFT Another loss 10-15<br>HW: CS review 5                                | Anxiety skills<br>PMR 10-+<br>(also HW)                                            | <b>Sleep Disturbances<br/>20-25) p. 104-112</b> |
| 8  | FFT<br>Withdrawing<br>10 | Di.7,1 - Isolation<br>35                            | Worksheet TA Life<br>experiences and<br>resilience 15<br>HW: CS review 5 | Anxiety skills<br>Combined 15<br>HW                                                | <b>Sleep Disturbances<br/>(15) p. 113-116</b>   |
| 9  | FFT Survival<br>15       | TP8.1 Developing<br>Resilience 35+                  | HW: CS review 5<br>Worksheet TK Your<br>own exposure 15                  | Worksheet -<br>How are you<br>dealing with<br>these issues<br>(decision<br>matrix) | <b>Sleep Disturbances<br/>(25) p. 117-125</b>   |
| 10 |                          | TP8.2<br>Resilience<br>35+                          | Worksheet Trauma self-<br>efficacy scales 20                             |                                                                                    | <b>Sleep Disturbances<br/>(30) p. 126-136</b>   |

Key summary elements:

- Lesson # 9: Worksheet - How are you dealing with these issues (decision matrix)
- Lesson #10: Worksheet - Trauma self-efficacy scales

## KNOWING YOURSELF BETTER - CORE UNIT #1 (X)

March 28, 2018

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is increased self-awareness, self-knowledge, and insight into some of the issues leading to their current situation. Key elements include a basic cognitive-behavioral (CBT) approach and tools designed to assist awareness and motivation for successful self-management.

- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit also addresses multiple criminal thinking issues (CT resources).
- This unit provides many opportunities for problem solving.

|   | Intro                                                          | Core element                      |                                                      |                                                  | Criminal thinking                            |
|---|----------------------------------------------------------------|-----------------------------------|------------------------------------------------------|--------------------------------------------------|----------------------------------------------|
| 1 | FFT Getting into problems by accident 15                       | Pre15 -There's no point (anti) 35 | CC9 Denial (also a CT resource) 35                   | FFT Anyone who hurt 10-15                        |                                              |
| 2 | FFT Being locked up right now - Is this a bump in the road? 30 | SD1.1 - Self-discovery #1 30      | Worksheet - What really matters to you? 15           |                                                  | CT Defense Mechanism: Rationalization 15     |
| 3 | Pre13 It's just like magic 25                                  | SD1.2 - Self-discovery #2 30      | FFT Small problems add up 10                         | FFT I ain't afraid 10                            | CT Defense Mechanism: Manipulation 15        |
| 4 | FFT On the day you were arrested 15                            | SD1.3 - Self-discovery #3 25      | Pre4 SL - How important is it to you (SL version) 35 |                                                  | CT Defense Mechanism: Minimization 15        |
| 5 | FFT Mike's pain 10                                             | SD2.1 - What went wrong #1 35     | FFT Hurt people hurt people 10                       | Worksheet - Let's check your confidence          | CT Defense Mechanism: Avoidance 15           |
| 6 | FFT The revolving door 15                                      | SD2.2 - What went wrong #2 25     | FFT I shouldn't be here 10                           | Worksheet - Agree or Disagree 15                 | CT Defense Mechanism: Suppression 15         |
| 7 | Worksheet - Abandonment or neglect 15                          | SD2.3 - What went wrong #3 30     | SL Worksheet - How far have you come? 25             |                                                  | CT FFT Resistance (longer)20+                |
| 8 | FFT SL Less and less 10                                        | SD2.4 - What went wrong #4 35     | SL Worksheet - Pass it on? 15                        | FFT I've become the kind of person I hated 10-15 | CT Defense Mechanism: Deflection 15          |
| 9 | FFT I knew they were watching 10                               | SD6.3a - Reasons to change 35     | TP1 - Turning points 40                              |                                                  | CT Defense Mechanism: Intellectualization 15 |

|    |                                         |                               |                                              |  |                                     |
|----|-----------------------------------------|-------------------------------|----------------------------------------------|--|-------------------------------------|
| 10 | CF22.7 How is this likely #7 (optional) | SD6.3b - Reasons to change 30 | Worksheet - Turning points (self-evaluation) |  | CT Defense Mechanism: Projection 15 |
|    |                                         |                               |                                              |  |                                     |

Key summary elements:

- Lesson #9 - TPI - Turning points
- Lesson #10 - Worksheet - Turning points (self-evaluation)

## REDUCING YOUR RISK: NOW AND FUTURE

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of key risk factors which contribute to problems primarily in the current situation, but also going forward.

Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit provides many opportunities for interpersonal problem solving.

|   | Intro                                 | Core elements                         |                                                                                   |                                                                                               |
|---|---------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 1 | Mindfulness moment 10                 | FFT Categories 10                     | Worksheet - Introduction to risk factors 20<br>Worksheet - Violence 15            | Worksheet - Take a look (violence) 25<br>Worksheet - Growing up around violence (optional) 15 |
| 2 | It's almost like disrespect #1, #2 25 |                                       | CF-5 Everybody's got an opinion 50                                                | CF14.2 Victimization #2 - Extortion 15                                                        |
| 3 | Worksheet - Does being a victim? 15   | CF15.3 - Bullying 20-25               | CF15.2 Bullying - some personal options 20-25<br>CF15.1 Bullying - (verbal) 10-15 | People Problems #7 (Bullying) 20                                                              |
| 4 | Mindfulness moment 10                 | People problems #5 (Pepe) 10          | CF12 -Where are you setting yourself up? 50                                       | Worksheet - What was going on? 20-25                                                          |
| 5 | Mindfulness moment 5                  | People problems #3 (family) 10        | CF6 -Aggravation #1,#2 60                                                         | Worksheet - Internal risk factors situational confidence - SCQ 15                             |
| 6 | FFT Nobody gets to tell me 15         | Worksheet - Change self-assessment 15 | CF11- What are my options? 45                                                     | Worksheet - Your internal resources 15                                                        |
| 7 | Worksheet - Values Activity #1 20     | TP2 - Drawing a line 55               | Worksheet - External risk factors SCQ 10-15                                       |                                                                                               |
| 8 | Mindfulness moment 10                 | FFT Now you've crossed the line 20    | CF8-SL Importance 45                                                              | Asking for help #1 15                                                                         |
| 9 | Mindfulness moment 10                 | FFT Hey you kids 10                   | SL Stress and Health 50                                                           | CF9.1- SL Confidence 30                                                                       |

|    |                                   |                                        |                                    |                         |
|----|-----------------------------------|----------------------------------------|------------------------------------|-------------------------|
| 10 | Mindfulness moment 5 (very short) | Worksheet - I've got to have it now 15 | SD 10.1 - Reducing consequences 40 | CF9.2- SL Confidence 30 |
|    |                                   |                                        |                                    |                         |

Key summary elements:

- Lesson #8: CF8-SL Importance
- Lesson #10: SD 10.1 - Reducing consequences
- Lesson #9, 10: CF9.2- SL Confidence

## FOCUSING FORWARD: - CORE UNIT #3 (Z)

March 23, 2018

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is motivation for effective self-management in their current circumstances, and going forward.

Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by selected DBT mindfulness activities, and tools designed to assist awareness and motivation for successful self-management going forward.

- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit also addresses multiple criminal thinking issues (CT resources).

*This unit does not address pre-release or transition issues, given the expected length of stay for this population. Additional resources from the Returning Home resource sets (or similar materials) may be appropriate as the release date nears.*

|   | Intro                                             | Core elements                                     |                                                  |                                                           | Criminal thinking  |
|---|---------------------------------------------------|---------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------|--------------------|
| 1 | FFT Waiting for the magic wand 15                 | Pre9 A starting point 30                          | SL Worksheet -The rest of your life 25           |                                                           | CT lesson: ST1 20  |
| 2 | FFT Labels 15-20 and possibly Mindfulness 10      | TP15a The future 35                               | FFT Hurting 15                                   |                                                           | CT lesson: ST2 20  |
| 3 | FFT Too far gone 10-15 and possibly Mindfulness 5 | SL Worksheet - Vulnerability in the community 25  | SL Worksheet - The basic recipe 15               | Worksheet - What's really important to me (life goals) 15 | CT lesson: ST3 20  |
| 4 | Mindfulness 10                                    | Pre12 I can do this 35                            | SL Worksheet - Denial of release 25              | Worksheet - Going forward - risk factors 20               |                    |
| 5 | FFT Older inmates 10                              | FFT Authority figures 10                          | SL Worksheet - Starting to make things better 50 |                                                           | CT lesson: ST4 20  |
| 6 | Mindfulness 5-10<br>FFT Some time to think 10-15  | SL Worksheet - Purpose and direction 15           | Worksheet - Initiative 25                        | Worksheet - New Activities 10                             | CT lesson: ST5 20  |
| 7 | Mindfulness 10                                    | FFT The negative 10                               | FFT If you learned 25                            | Worksheet: Buffers 25                                     | CT lesson: ST10 20 |
| 8 | Mindfulness moment 5                              | Worksheet - How do you think you have changed? 10 | TP4 Then and now 45                              | SL Worksheet - Your time line 10                          | CT lesson: ST42 20 |

|    |                       |                                               |                                   |                               |                                |
|----|-----------------------|-----------------------------------------------|-----------------------------------|-------------------------------|--------------------------------|
| 9  | Mindfulness moment 10 | SL Worksheet - Family issues 10               | TP20 Burning your bridges 45      | RH28 Accept this help? 15     | FFT One thing you'd do- now 10 |
| 10 | Mindfulness moment 5  | SL Worksheet - Changes in relationships 10-15 | SL Worksheet - Making a choice 50 | SL Worksheet - Where am I? 20 |                                |

Key summary elements:

- Lesson # 5 - SL Worksheet - Starting to make things better
- Lesson # 9 - TP20 Burning your bridges
- Lesson #10 - SL Worksheet - Making a choice