CBT OVERVIEW

WHAT DRIVES SUCCESSFUL PROGRAMS

Presenter: Reginald Prince, Community Corrections Supervisor
Ramsey County Community Corrections
• In a correctional context, the various forms of CBT generally involve changing the dysfunctional thought patterns that contribute to criminal behaviors by applying a structured intervention process, often in a group environment.

• CBT Programs combines two schools of thought
  • Cognitive Restructuring
  • Cognitive Behavioral Skills Development
ICEBERG ANALOGY
COGNITIVE SKILLS

- Cognitive Skills
  - Focus on how to think and act
  - Teach a process (or steps) to follow to take action
  - Teach important “soft skills”
    - thinking about others
    - consequential thinking
CBT VS. PSYCHO-EDUCATIONAL PROGRAMS

• CBT programs teach skills
  • Not group therapy
  • Forward focused rooted in skill acquisition
  • Feeds the Egocentric Self

• Psycho-Educational Programs provide information
  • Education about a certain situation or condition that causes harm
    • Often empathy focused
  • Promotes awareness of impact of actions on others
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POSITIVE ATTRIBUTES OF EFFECTIVE CBT PROGRAMS

• The program has a structured curriculum to which staff can be trained
• Modeling is involved in every lesson.
• Role playing (trying out in group what is modeled)
• Coaching and skill development
• Transfer training opportunities can be best described as homework.
• Dosage adequate to impact behavioral change.
CHARACTERISTICS OF EFFECTIVE PROGRAMS

• Are based on research & sound theory
• Have leadership
• Target crime producing behaviors
• Use effective treatment models (Social learning, therapeutic)
• Vary treatment & services based on risk, needs, & responsivity factors
• Disrupt criminal networks
• Have qualified, experienced, dedicated & educated staff
• Provide aftercare
• Evaluate what they do
• Are stable & have sufficient resources and support
EXAMPLE OF EBP CBT
WHAT DO OFFENDERS LEARN

• How to think, NOT WHAT TO THINK
• Reflective Self Awareness
• Problem Solving
• Social Skills
• Coping Skills
• Thoughts Drive Behavior
• How to take control of their decisions/lives
HOW DO THEY LEARN NEW SKILLS

- Through Objectivity
  - Personal (offender)
  - Non-Judgmental (facilitator)
- Through Social Learning Based instruction
  - Modeling
  - Role Plays
  - Feedback
  - Transfer of Skills
- Through Repetition, Reinforcement, Reward
REFERRALS

• Make clear concrete referrals
• Match offender characteristics with programs (Responsivity)
• Match offender with crime specific programs
  • No marked difference in programs based on name brands (Landenberger, Lipsey 2005)
• Provide program staff with relevant information
  • Reading and writing ability of offender
  • Perceived level of motivation (stage of change)
  • Potential obstacles to success (e.g. transportation, competing priorities, etc.)
YOUR ROLE

- Becoming informed on the available programs
  - Providing information on the programs
  - Building offender motivation
- Supporting program content (during contacts)
- Utilizing program skills (Pro-Social Modeling)
What questions do you have?
INTRODUCTION TO THINKING FOR A CHANGE

National Institute of Corrections

Presenter: Stacy Hughes, Adult High Risk Unit Supervisor
Dakota County Community Corrections
Is a combination of approaches to increase offender’s awareness of self and others.
Three Components of Thinking For a Change

- **Social Skills** - Behaviors or abilities we use in situations that involve other people

- **Cognitive Self-Change** - Paying attention to the thoughts and feelings that go on inside of us to avoid the kinds of thoughts and feelings that lead us to trouble

- **Problem-Solving Skills** - Skills to help us make better choices
Cognitive Self Change

- Cognitive Principle: Thinking Controls Behavior
- Learning to control thoughts and feelings can control actions
- There is always more than one way of thinking about a situation
- Control of thinking results in real power over life
- When we think differently, we act differently
3 STEPS OF COGNITIVE SELF CHANGE

Pay Attention to Thinking
• Pay attention to our thoughts and feelings by observing them without judgement - Thinking Reports

Recognize Risk
• Recognize when there is risk of our thoughts and feelings leading us into trouble.

Use New Thinking
• Try a new way of thinking that reduces risk
**Situation:** My step daughter told my PO I broke into her house.

**Thoughts:**
1. This bitch is trying to lock me up.
2. Hope my PO doesn’t believe her.
3. She don’t want me with her mother.
4. I should slap her ass when I see her.
5. Now I’m going to get locked up until they investigate.
6. The truth will come out.
7. I should get my niece to beat her ass.
8. My PO is going to revoke my sentence.

**Feelings:** Angry, Anxious, Negative, Surprised, Frightened

**Attitudes & Beliefs:** What don’t come out in the wash will come out in the rinse.
• Social Skills lessons will help you improve your relationships with others as you become aware of how what you do and say affects others.

• Combines Action and Thinking steps to build pro-social skills
Social Skills

- Active Listening
- Asking Questions
- Knowing Your Feelings
- Understanding the Feelings of Others
- Making a Complaint
- Responding to Anger
- Negotiating
- Apologizing
- Giving Feedback
These lessons combine what was learned in Cognitive Self Change and Social Skills and provides a step-by-step way to address challenging or stressful situations.
1. Stop & Think

2. State the Problem

3. Set A Goal & Gather Information

4. Think of Choices & Consequences

5. Make A Plan

6. Do & Evaluate
Minnesota Cognitive Behavioral Network - 2016 Cog Summit

MOVING ON – PROGRAM FOR JUSTICE-INVOLVED WOMEN (JIW)

Presenters: Roxanne Sanderson & Dori Maddox
THE DEVELOPMENT OF MOVING ON

First prompted for development by staff from Dodge-Fillmore-Olmstead (DFO) Community Corrections in the mid-1990’s

 Authored by Dr. Marilyn Van Dieten with special contribution from Patti McKenna, MSW

 Held focus groups with JIW and learned 2 main points: 1) Women want to be heard and not always told what to do and 2) They do not want to dwell in the past and to be creative and hopeful for the future
The Development of Moving On


- Hazelden Published 2010 Edition
PHILOSOPHY AND GUIDING PRINCIPLES

Two Overlapping Tenets

1. Gender-Responsive Program – based on theory and research concerned with women.

2. Aims to not only reduce criminal behavior, but also increasing the health and well-being of women, their families, and the community.
THREE COMPLEMENTARY APPROACHES

Relational Theory

Motivational Interviewing

Cognitive-Behavioral Intervention
GUIDING PRINCIPLES

- Relational
- Strengths-Based
- Trauma-Informed
- Respectful of Differences
- Work Collaboratively to Establish Program Outcomes
- Framework for Continuous Services
- Build Formal & Informal Supports
- Enhance Motivation & Self-Efficacy
- Evaluation
PROGRAM SNAPSHOT

Module 1: Orientation

Module 2: Listening and Being Heard

Module 3: Building Healthy Relationships

Module 4: Expressing Emotions

Module 5: Making Connections & Staying Healthy

Module 6: Endings
MOVING ON TRAINERS IN MINNESOTA

- Nicole Staeheli
- Christine Dimmick
- Dori Maddox
- Roxanne Sanderson

For more information regarding training opportunities contact Christine Dimmick, Christine.Dimmick@co.ramsey.mn.us
The Carey Guides

An Overview of the Skill-Based Tools

Kevin Fors & Angela Brewer
2016 Cog Summit

The Carey Group, All Rights Reserved, 2013
What are the Guides?

• Set of 33 Short-term Interventions
• The Guides were designed to address specific criminogenic needs – particularly the “Big Four” – as well as case management issues that are common among offenders
• The Guides were designed with cognitive-behavioral theory in mind
For Offenders, The Carey Guides are:

• Simple and easy to understand
• Designed for juveniles and adults, males and females
• For both the pre-contemplative offender and the motivated
• To be:
  – Given as homework
  – Completed in the office prior to or after an appointment, or
  – Completed in a one-on-one session with the corrections professional
  – Multiple Tools per guide, varied learning styles
Carey Guides are designed to be used in **three** ways:

- Standalone intervention
- Reinforcement to other program interventions
- Ad hoc intervention when problematic behavior or attitude emerges
The Carey Guides are Designed to:

Structure your one-on-one interactions!

- They are not an “add-on” to *what* you do
- They are *how* you spend your time
- Assist you in accomplishing a clear purpose/objective
- Avoid wandering from subject to subject in your discussions with offenders
- Aid in your case planning and management
Use the Guides with the Right Offenders

- Interventions such as the Carey Guides work best (most likely to reduce recidivism) when we target medium and high risk offenders.

- Low risk might benefit from some of the Guide tools but it will likely help them become more aware and skilled but not less likely to commit future illegal acts.
Questions?
EXAMPLE OF A THINKING CHECK-IN

National Institute of Corrections

Presenters: Reginald Prince & Stacy Hughes
Part 1: Brief report of the situation.  
Objective-just the facts

That you had during the situation

Part 3: Identify the risk in those thoughts and feelings.  
What trouble could these thoughts and feelings lead to.

Part 4: Find new thinking.  
That reduces the risk of you acting out.
Situation: My step daughter told my PO I broke into her house.

Thoughts:
1. This bitch is trying to lock me up.
2. Hope my PO doesn’t believe her.
3. She don’t want me with her mother.
4. I should slap her ass when I see her.
5. The truth will come out.
6. I should get my niece to beat her ass.
7. My PO is going to revoke my sentence.

Feelings: Angry, Anxious, Negative, Surprised, Frightened

Attitudes & Beliefs: What don’t come out in the wash will come out in the rinse.
Thinking Check-In

Actual Situation: *My step daughter told my PO I broke into her house*

List your thoughts, feelings, attitudes and beliefs. *This bitch is trying to lock me up. Now I’m going to get locked up until they investigate. Angry, Anxious. What don’t come out in the wash will come out in the rinse.*

Risk of doing what? *Physically hurting my step daughter*

What new thinking did you use (or could have used) to reduce the risk: *I didn’t break into her house and the truth will come out.*
What questions do you have?
MOVING ON – DEMONSTRATION OF REFLECTION DIARY

Presenters: Roxanne Sanderson & Dori Maddox
Reflection Diaries are intended to:

- Capture participants’ reactions to events occurring outside the program
- Increase self-awareness
- Promote the use of healthy and adaptive coping strategies
Get in touch with and value their feelings

Monitor their feelings and explore the connection between mind, body, and behavior

Identify and change harmful self-talk that can lead to emotional distress and ongoing difficulties

Identify and track personal strategies that lead to successful and satisfying outcomes
REFLECTION DIARIES ALSO HELP WOMEN TO...

- Identify resources and make healthy connections with the community
- Increase self-efficacy
- Find a safe avenue for expression of feelings
- Be solution-focused; build on assets and strengths as opposed to deficits
Reflection Diary

Date: __________________________

Part 1: What Happened?
1. Describe briefly what happened (what, where, when, why).

Part 2: How Did You Respond?
5. What strategies did you use to respond to the situation? What did you tell yourself and what did you do?

6. How successful were you in dealing with the challenge or keeping the experience positive?

7. What other strategies (if any) could you try the next time? Evaluate the best choice.

8. How will you prepare?
The Carey Guides

An Example of an Intervention Tool

Kevin Fors & Angela Brewer
2016 Cog Summit
Carey Guides: Criminogenic Needs

• Antisocial Associates

• Tool 1: Thinking About Friendships