

Minnesota Cognitive

Behavioral Network

sharing striving promoting

Terminology

Alternative Solution Thinking:

The ability to name unconnected, alternative solutions to a stated problem

Amenable- Level of Staff Being:

Shows dedication to the values of the services and, in particular, believes in the principles and ways of working of the service; is devoted to the sentence planning beliefs; believes in the need for change, for both offenders and staff, and accepts that offenders can change if they acquire the skills to adapt and cope more effectively.

Analytical Thinking:

Ways to critically assess one's own ideas and those presented by others (and thereby become less susceptible to manipulation, "conning" or persuasion).

Assertive Expression:

Communicating one's proposed solution precisely and accurately and in such a manner that people clearly understand how you feel and what you think.

Automated and Validated Risk Assessment Tools:

The newest generation of risk/need tools is validated on the existing local offender population for prediction of re-offense based on actuarial methods. The tool identifies key factors that predict recidivism. It also lends itself to supervision levels and intervention strategies.

Behavioral Approaches:

The primary tenet of behavioral treatment is that it is easier to focus on and increase positive behaviors than to try to decrease negative behaviors. By applying consistent reinforcement for positive behaviors the negative or coercive behaviors begin to dissipate.

Behavioral Principle:

Utilize behavioral techniques to teach and reinforce specific, targeted behavior change, and use effective disapproval.

Case Plans:

Ensure that case managers channel a sundry of information and diverse mission objectives into a purposeful interaction. The plans target the purpose of supervision and hold the offender, staff, and service provider accountable. To be effective, the plan should be written, time and goal driven, realistic, and dynamic in nature. Case planning should also be directly tied to areas of risk revealed by the actuarial assessment tool.

Causal Thinking:

Ability to see the cause and effect relationship between ones actions and another's behavior.

Cognition:

The mental operations involved in thinking; the biological/neurological processes of the brain that facilitate thought.

Cognitive-Behavioral Interventions:

Curricula or programs that are based in a cognitive-behavioral theoretical foundation. These types of programs are designed to assist groups of participants in developing or restructuring interpersonal cognitive (or thinking) skills in areas such as: problem solving, critical reasoning, negotiation skills, values reasoning, empathy, and social skills.

Cognitive Approaches:

At the fundamental level these approaches attempt to change the offenders' cognitions, attitudes, values, and expectations that maintain their anti-social behavior. Problem solving, reasoning, self-control, and self-instructional training are frequently used techniques. Cognitive facilitators stress that a good therapeutic relationship (e.g.,, empathy, openness, warmth) is necessary for effective cognitive therapy.

Cognitive Style:

Offenders develop a more positive cognitive style when they become less rigid and narrow in their thinking and less prone to externalizing blame.

Cognitive Restructuring:

Changing the attitudes, beliefs, and habits of thinking that lead to criminal behavior.

Concrete Thinker:

Individual who does not have the skills to think in the future or think abstract, is present-oriented, has an inability to imagine, and/or needs to see it or feel it to believe it does exist.

Consequential Thinking:

Offenders who fail to use consequential thinking do not think about a situation and analyze it before reacting. They do not understand the reasons behind situations, they externalize blame, and use rationalizing behavior.

Critical Reasoning:

Self-critical analysis of one's beliefs, evaluating ideas objectively and considering a variety of sources of information in the process of decision making.

Critical Thinking:

Reasonable, reflective thinking that is focused on deciding what to believe or do. Critical thinkers try to be aware of their own biases, to be objective and logical.

Dynamic Risk Factors:

Those aspects of the offender's everyday functioning that are amenable to change.

Egocentricity:

Awareness of only one's own emotional states, thoughts and views, while disregarding those of others.

Facilitation Skills:

An ability to encourage offenders to feel comfortable contributing their views and ideas within a group setting. Showing awareness of the group process, and leading the group when this is needed, but also standing back from the discussion in the group while ensuring that the group achieves its objectives.

Impulsivity:

A tendency to be action-oriented and non-reflective, to have a hard time resisting temptations, to not stop and think, and to repeat behaviors over and over.

Infusion:

Integrating thinking skills instruction into the regular curriculum; infused programs are commonly contrasted to separate programs, which teach thinking skills as a curriculum in itself.

Interpersonal Skills:

Awareness of one's own style of dealing with others, one's own strengths and weaknesses, etc. and the impact which one has being open minded and sensitive towards others' feelings, values or opinions. Anticipating likely problems when dealing with other people and an ability to adapt own behavior as required. Showing empathy but also knowing when to maintain a professional distance. Being comfortable challenging others and persuading them to accept viewpoints while remaining open to compromise. Having an ability to respect others and, in return, to be respected.

LSI-R (Level of Service Inventory-Revised):

This instrument consists of a 54 Item scale with 10 separate sub-components including criminal history, education/ employment, financial situation, family marital relationships, accommodation, leisure and recreation, companions, alcohol and drug use, emotional/mental health, and attitudes/orientations. The LSI-R is a risk/need assessment instrument to identify criminogenic factors in offenders.

Means-Ends Thinking:

Skill used to reach a stated interpersonal goal. With this approach, a person plans step-by-step, sequenced means to reach that goal. The person then identifies potential obstacles that could interfere with reaching that goal and appreciates that problem solving takes time.

Modeling:

Offender observes facilitator(s) demonstrating a behavior in the class that he/she can benefit from (e.g., expressing a complaint, asking for help).

Multi-Modal Design:

A combination of cognitive behavioral techniques along with the utilization of Restructuring , Skill and Behavioral principles.

Perspective Taking:

The cognitive ability to anticipate another's point of view.

Problem Recognition:

The ability to recognize the early signs or cues that lead to interpersonal problems and to anticipate problems.

Professional Override Principle:

Not all clients fit into neat categories; professional override must always be available when assessment tools are used.

Responsivity Principle:

While social learning and cognitive behavioral approaches are the preferred method of treatment, correctional services should be sensitive to special circumstances which warrant changes in approach based on the appropriateness of the individual client. Services and approaches should be matched with client needs in order to maximize the response.

Resilience/Flexibility:

An ability to continue to work effectively when faced with conflicting demands, ambiguity, criticism, time pressure, or pressure from other people, to be calm and self-controlled, able to control own feelings, think clearly and encourage others to remain calm and on task. To have confidence in own ability and stand by own decisions/views. To be purposeful, driving through initiatives and persisting with tasks until they are completed.

Restorative Justice:

Restorative justice is a systematic response to wrongdoing that emphasizes healing the wounds of victims, offenders and communities caused or revealed by the criminal behavior. An intervention is deemed to be restorative when it answers the questions of what was the harm, what is needed to repair the harm, and who is responsible for the repair. It focuses on the needs of the three stakeholders (community, victim, offender) and gives all parties involved the opportunity for input. The offender is held accountable by understanding the harm and “making things right” to the degree possible.

Restructuring Principle:

Thinking skills used to understand how we perceive the world, others, and ourselves and how that affects our behavior (e.g., thinking logs/reports, identification of problematic beliefs and thought patterns).

Rigid Thinking:

An inability to accept new ideas and new information in order to make changes.

Risk Principle:

The level of services should be matched to the level of offender risk. High-risk offenders receive intensive services while low risk offenders receive minimal services.

Role Playing:

Demonstrate pro-social behaviors to offenders and then have offenders practice that particular skill or tool so they know what it feels like to do it a different way.

Self Control and Self-Management:

Stopping to “think” before acting or reacting; learning to control emotions, especially anger. Becoming more aware of emotions as they are occurring and managing their impact on our behavior.

Skill Principle:

Teach thinking skills used to cope with life situations (e.g., negotiation, problem solving, anger control, emotion management, moral reasoning, assertiveness, active listening).

Social Interaction Skills:

Interaction that is attuned to one’s own and others’ interpersonal rights: increased social acuity, confidence and competence in interaction with others.

Social Learning Approaches:

Social learning theory emerged from radical behaviorism. It describes the importance of the clients’ awareness of rules and the rewards and costs associated with the consequences of their behavior. This concept recognizes cognitive processes, self-regulation, and reciprocal determinism and is also related to vicarious learning or modeling. The primary tenet of social learning theory is that people can learn new behaviors, attitudes and feelings by observing other people or events. Modeling of pro-social behavior is the primary technique.

Social Perspective Taking:

Acknowledging that the behavior of others has impact on ourselves and that there are consequences of one’s own behavioral choices for other persons.

Stages of Change:

Stages start with **Pre-contemplation** (the individual is not intending to make any changes in the behavior in the next six months), then **Contemplation** (the individual is intending to take some sort of action within six months), then **Preparation** (the individual is intending to take action within the next 30 days), then **Action** (the individual made overt changes less than six months ago), finally **Maintenance** (the individual made overt changes more than six months ago). **Relapse** (the individual has lapsed and needs to re-enter into the stage process).

Static Risk Factors:

Any aspect of an offender’s criminal history that is fixed in time and not amenable to change (e.g., number of previous convictions).

Value Reasoning:

Acknowledging that the behavior of others has an impact on oneself and that there are consequences of ones own behavioral choices for other persons.

