



# Thinking for a Change 3.0 Broadcast

Participant Guide



## Thinking for a Change 3.0 – Worth the Wait

NIC Satellite/Internet Broadcast

A National Satellite and Internet Broadcast from the  
U.S. Department of Justice, National Institute of Corrections

May 11, 2011

*Program broadcast times:*

Eastern Time Zone	12:00 noon	to	3:00 p.m.
Central Time Zone	11:00 a.m.	to	2:00 p.m.
Mountain Time Zone	10:00 a.m.	to	1:00 p.m.
Pacific Time Zone	9:00 a.m.	to	12:00 noon

*Pre- and post-broadcast wrap-around activities scheduled locally. Check your site or ask your Site Coordinator for details.*

*Closed captioning available for hearing-impaired viewers.*

A production of the U.S. Department of Justice, National Institute of Corrections.

Access the live Internet videostream and supplemental information online at  
<http://www.nicic.gov/Training/SIBT4C2011>

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## **Welcome to Participants**

Welcome to NIC's satellite/Internet program, **Thinking for a Change 3.0 – Worth the Wait!** The program introduces the new and improved cognitive behavioral model developed by the National Institute of Corrections. This model continues to integrate evidence-based principles in an effort to reduce risk of recidivism. This Participant Guide is provided to support your learning in this program.

NIC encourages all viewers to:

- **Participate in the live broadcast** by phone, fax, text or chat. These technologies will assure your questions and comments reach the panel. (See page 2 for contact information.)
- **Use this opportunity to discuss and share ideas** with colleagues from your own agency and any other area agencies participating at your viewing site, both before and after the program. Take an active part in any supplemental activities at your viewing site.
- **Ensure you are listed on the participant roster** at your site, if you are interested in obtaining CEU credits for participating in this program. Check with your Site Coordinator for more information.
- **Access the readings and web sites** that have been selected as supplemental resources for this program. A list of these items is provided throughout this document.
- **Complete a program evaluation.** Your views are important to NIC. An online evaluation is available. Please take the time to complete the evaluation after the broadcast by going to:

<https://www.surveymonkey.com/s/SIBT4C2011ThinkingForAChangeBroadcastEvaluation>

Your Site Coordinator is available to help you if you have any questions about the program. For information on future programs, or past programs viewable on DVD, see the NIC website. Thank you for your interest in NIC broadcast events.

## **Program Agenda**

*(See local site schedule for welcome and introductory activities.)*

**On Air: Welcome and Introduction** 12:00 noon Eastern Time      10:00 a.m. Mountain  
11:00 a.m. Central      9:00 a.m. Pacific

### **Overall Objectives:**

- 1. Describe** the scope and limitations of Thinking for a Change.
- 2. Explain** why T4C is a cognitive behavioral evidence-based program.
- 3. Examine** the improvements incorporated into T4C 3.0.
- 4. Identify** available resources that support implementation of T4C 3.0.

**Segment 1:** T4C – That was Then, This is Now

**Segment 2:** Drilling Down Social Skills

**Segment 3:** Drilling Down Cognitive Self Change

**Segment 4:** Drilling Down Problem Solving

**Segment 5:** Resources and Next Steps

## **Contacting the Broadcast Site**

Your Site Coordinator will assist participants who would like to call the presenters with a question or comment. Specific times will be designated during the program for calls from participants.

**On-air live call-line: 1-877-871-9525**

**E-mail address: nicsatbroadcast@tpt.org**

**Fax: 1-651-229-1553**

**Chat Room:**

**[http://community.nicic.gov/CuteSoft\\_Client/CuteChat/Channel.aspx?Place=Lobby-35](http://community.nicic.gov/CuteSoft_Client/CuteChat/Channel.aspx?Place=Lobby-35)**

**Sign in will display as Guest and a random number – RIGHT CLICK**

**Click on “Change display name”**

**Sign In format: Last name, first name; two letter state abbreviation**

***(e.g. Jones, Thomas; NY)***

## **About the Presenters**

**Peggy Bryan**  
**Cognitive Behavioral Services Manager**  
**Kansas Department of Corrections**

**Jerry Green**  
**Sex Offender Team Supervisor**  
**Adams County Probation Department (MN)**

**Michael Guevara**  
**Correctional Program Specialist**  
**National Institute of Corrections**

**Reginald Prince**  
**Planning Specialist 2**  
**Ramsey County Corrections (MN)**

**Geri Riley**  
**Reentry Training Manager**  
**Massachusetts Department of Corrections**

**Steve Swisher**  
**Correctional Program Specialist**  
**National Institute of Corrections**

**Segment 1: T4C – That was Then, This is Now**

What is T4C 3.0? Rooted in research, Thinking for a Change teaches:

- 1) \_\_\_\_\_ (SS)
- 2) \_\_\_\_\_ (CSC)
- 3) \_\_\_\_\_ (PS)

Revisions to T4C were influenced by:

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**The concepts, theory and model of Thinking for a Change remain the same.**

**Current facilitators will not need to be “retrained”.**

What is different?

- Easier to follow
- Larger dosage
- No optional lessons
- More detailed lesson plans (Scripts)
- More action
- Choices in modeling scenarios

Table of Contents (Refer to page 6)

Presentation Slides vs. Overheads

Appendices and Aftercare

Other

## **Segment 2: Drilling Down Social Skills (SS)**

**Dr. Barry Glick comments:** *(Fax, Text or Chat questions welcomed)*

### **Preface changes**

#### **Eliminated:**

- Preparing for Stressful Conversation
- Responding to the Feelings of Others
- Dealing with an Accusation

#### **Moved:**

- Knowing your Feelings (before Cognitive Self Change)

#### **Added Skills:**

- Making a Complaint
- Apologizing
- Negotiating

#### **Improvements:**

- Formal Definitions of Each Skill
- Modeling Scenarios
- Thinking and Actions Steps Identified in Each Skill
- All Lessons Scripted in More Detail

#### **Lesson One Demo (including Pocket Analogy):**

*Appendix B provides template for Social Skills Aftercare*

**Questions and Answers:** *(Phone calls welcomed in addition to Fax, Text and Chat)*

### **Segment 3: Drilling Down Cognitive Self Change (CSC)**

**Dr. Jack Bush comments:** *(Fax, Text and Chat questions welcomed)*

#### **Specific changes in Cognitive Self Change:**

Thinking Check-In

Redefined “New Thinking” as affirming

Presented Cognitive Self Change as one Skill with three steps

Appendix A provides template for Cognitive Self Change Aftercare

**Questions and Answers:** *(Phone calls welcome in addition to Fax, Text and Chat)*

#### **Segment 4: Drilling Down Problem Solving (PS)**

**Dr. Juliana Taymans Comments:** *(Fax, Text, and Chat questions welcomed)*

#### **Changes to Problem Solving:**

Added ongoing adolescent/adult problem

Cognitive Self Change language integrated

More active in Problem Solving groups

Lesson plans are longer but lesson delivery is the same length

More Lessons

- Added 2 review lessons

Sequences are the same but packaging is different

Six skills with step support

Fewer Handouts

More adolescent examples available

Appendix C provides a template for Problem Solving After-care

#### **Adolescent Scenario: Sherry and Ms. Porter Video**

**Questions and Answers:** *(Phone calls in addition to Fax, Text, and Chat welcomed)*

**Segment 5: Resources and Next Steps, What YOU, the audience can do?**

**Resources:**

**T4C 3.0 Quick Reference Guide (pages \_\_\_\_ in this Participant Guide)**

**Join us on Facebook:**

**<https://www.facebook.com/#!?group.php?gid=125626112147>**

**Public Forums:** T4C Forum @ **<http://community.nicic.org/forums/63.aspx>**

**Upcoming National Conferences:**

<u>July 24-27, 2011</u> American Probation and Parole Association 36th Annual Training Institute Chicago, IL	<u>August 5-10, 2011</u> American Correctional Association 141st Congress of Correction Kissimmee, FL
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**T4C-CF:** **Become a Credentialed Facilitator**  
**<http://www.cce-global.org/T4CCF>**

**Next Steps:**

**Next Steps for New Facilitators**

**Next Steps for Current Facilitators**

**Next Steps for Administrators**

### **Program Evaluation Form**

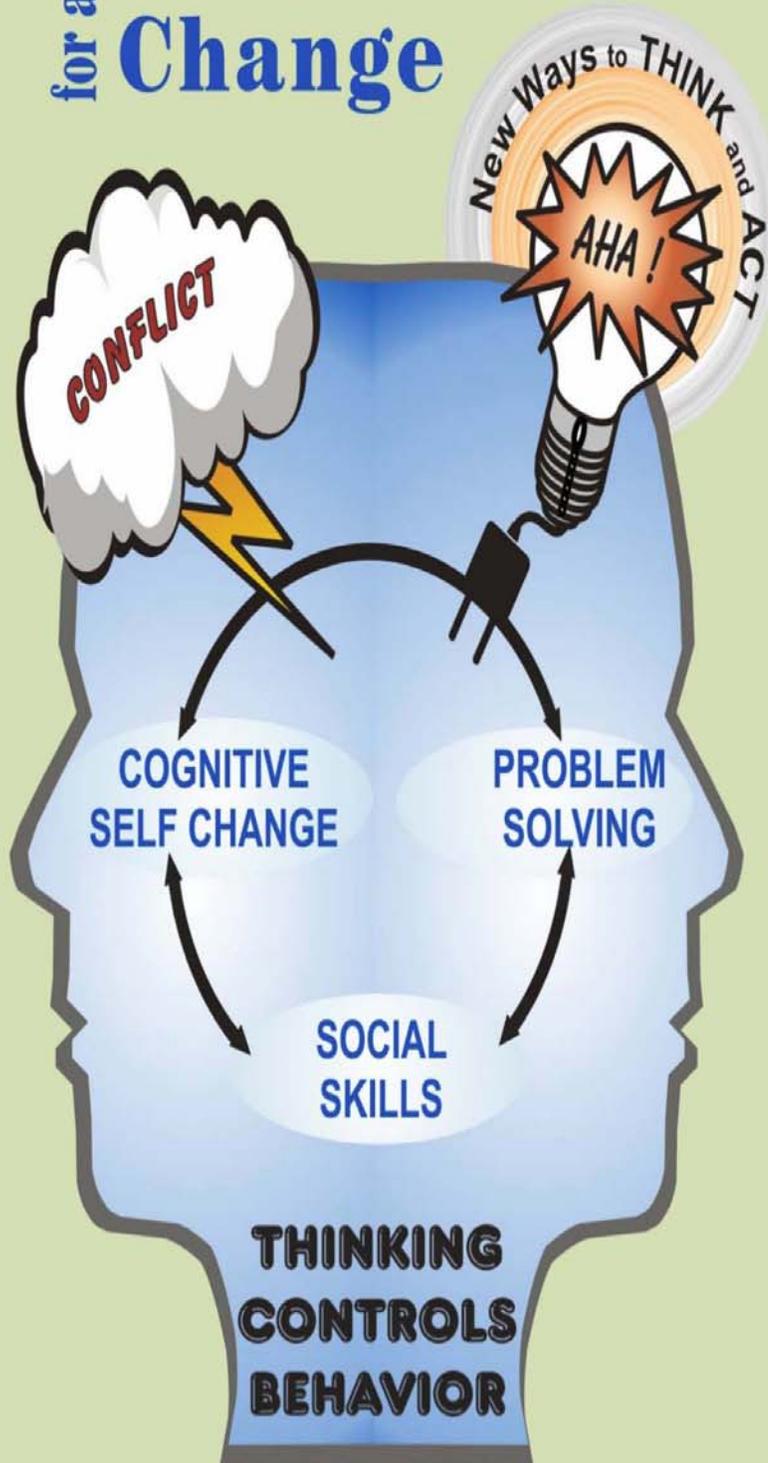
NIC values your feedback on its Satellite/Internet programs. By completing an online evaluation, you will assist NIC in its commitment to high-quality and productive Satellite/Internet Broadcasts. Please visit <https://www.surveymonkey.com/s/SIBT4C2011ThinkingForAChangeBroadcastEvaluation> to complete the online evaluation.

**Comparison of Old & New Table of Contents**

<b>Thinking for a Change</b>			
<b>Lesson</b>	<b>OLD</b>	<b>Lesson</b>	<b>T4C 3.0</b>
			<b>Preface</b>
<b>1</b>	<b>Introduction and Overview</b>	<b>1</b>	<b>Introduction</b>
<b>Social Skills</b>			
<b>2</b>	<b>Active Listening Skill</b>	<b>2</b>	<b>Active Listening</b>
<b>3</b>	<b>Asking a Question</b>	<b>3</b>	<b>Asking Questions</b>
<b>4</b>	<b>Giving Feedback</b>	<b>4</b>	<b>Giving Feedback</b>
		<b>5</b>	<b>Knowing Your Feelings</b>
<b>Cognitive Self Change</b>			
<b>5</b>	<b>Our Thinking Controls How We Act</b>	<b>6</b>	<b>Thinking Controls Our Behavior</b>
<b>6</b>	<b>Paying Attention to Our Thinking</b>	<b>7</b>	<b>Pay Attention to Our Thinking</b>
<b>7</b>	<b>Recognizing the Thinking that Leads to Trouble</b>	<b>8</b>	<b>Recognize Risk</b>
<b>8</b>	<b>Finding New Thinking</b>	<b>9</b>	<b>Use New Thinking</b>
<b>9</b>	<b>Using Thinking Check Ins</b>	<b>10</b>	<b>Thinking Check-in</b>
<b>Social Skills</b>			
<b>10</b>	<b>Knowing Your Feelings</b>		
<b>11</b>	<b>Understanding the Feelings of Others</b>	<b>11</b>	<b>Understanding the Feelings of Other</b>
<b>12</b>	<b>Responding to the Feelings of Others</b>		
<b>13</b>	<b>Preparing for a Stressful Conversation</b>		
		<b>12</b>	<b>Making a Complaint</b>
		<b>13</b>	<b>Apologizing</b>
<b>14</b>	<b>Responding to Anger</b>	<b>14</b>	<b>Responding to Anger</b>
		<b>15</b>	<b>Negotiating</b>
<b>15</b>	<b>Dealing with an Accusation</b>		

<b>Problem Solving</b>			
16	Introduction to Problem Solving	16	Introduction to Problem Solving
17	Step 1 Stop and Think	17	Stop and Think
18	Step 2 Problem Description	18	State the Problem
19	Step 3 Getting Information to Set a Goal	19	Set a Goal and Gather Information
		20	Practice Problem Solving Skills 1 – 3
20	Step 4 Choices and Consequences	21	Think of Choices and Consequences
21	Step 5 Choose, Plan, Do Step 6 Evaluate	22	Make a Plan
		23	Do and Evaluate
		24	Problem Solving – Application
<b>After-care</b>			
22	Self-Evaluation: What Else Do I Need	25	Next Steps
		Appendix A	Cognitive Self Change After -care Template
		Appendix B	Social Skills After-care Template
		Appendix C	Problem Solving Skills After-care Template

# Thinking for a Change



## CURRENT FACILITATOR SKILL CARD

### Next Steps for Current Facilitator

1. Download the new curriculum
2. Take part in the curriculum update
3. Order the support discs from the NIC library
4. Review current practices for implementation to ensure you have fidelity and evaluation components
5. Join the NIC T4C forum
6. Facilitate 2 + session
7. Get credentialed as a facilitator

1. Download the new curriculum: The new curriculum is available through the National Institute of corrections library at (insert library link here). It is important that you familiarize yourself with the concepts and lesson plan design from the new updated T4C 3.0 version.

2. Take Part in the curriculum update:

NIC's latest satellite/Internet broadcast, Thinking for a Change 3.0 Worth the Wait!, will review the basics of T4C and unveil the newest improvements to this time-tested program. The initial version of T4C was introduced over ten years ago. Thousands of facilitators across the country have been trained since then. For the past two years, NIC has been working to revise and update the program, incorporating lessons learned from delivering and training others on the curriculum.

This broadcast is not intended to train individuals on how to run T4C, but rather it will prepare those who have been previously trained to implement the changes in version 3.0. After watching this program, participants will be able to:

- Describe the scope and function of Thinking for a Change.
- Explain why T4C is a cognitive-behavioral evidence-based program.
- Examine the improvements incorporated into the T4C revision.
- Identify available resources that support implementation of version 3.0.

3. Order the support discs from the NIC library: The support materials will provide you with a wealth of resources to effectively administer the T4C program. The content ranges from instructions on how to deliver lesson to specific vignettes used within actual lesson. You can order the support discs from (insert library link here) free of charge.

4. Review current practices for implementation to ensure you have fidelity and evaluation components: The support discs and broadcast will provide examples of effective implementation and quality assurance ideas from agencies and jurisdictions around the country. Fidelity to program design and curriculum delivery is a vital aspect to the effectiveness of a program. Recent evidence posits if a program is done incorrectly, it can have a negative effect on reducing recidivism. (Latessa; Sperber 2010)

5. Facilitate 2 + session: one of the most effective ways to maintain your knowledge of the curriculum and learn how to deliver the program is by facilitating actual sessions. The more you facilitate the lessons, the more your knowledge of the skills will grow along with your comfort in delivering the lessons. New facilitators are encouraged to begin facilitating session as soon as possible following being trained.

6. Get credentialed as a facilitator: The NIC has collaborated with (insert name here) to establish an official process for becoming an accredited facilitator of the curriculum. Use the below link to access information on how to become a certified facilitator.

## NEW FACILITATOR SKILL CARD

### Next Steps for New Facilitator

1. **Download the new curriculum**
2. **Work with Administrators to design a implementation plan with sustainability**
3. **Attend a accredited training for facilitators**
4. **Order the support discs from the NIC library**
5. **Join the NIC T4C forum**
6. **Facilitate 2 + session**
7. **Get credentialed as a facilitator**

1. Download the new curriculum: The new curriculum is available through the National Institute of corrections library at (insert library link here). It is important that you familiarize yourself with the concepts and lesson plan design from the new updated T4C 3.0 version.
2. Work with Administrators to design an implementation plan with sustainability: a vital piece of the success of a programming is to have administrative support both through vision and monetarily. Connect with your stakeholders and decision makers to educate them on the benefits and potential costs of the program.
3. Attend an accredited training for facilitators: Attending a facilitator training for T4C is essential to establishing fidelity to the program and provides invaluable feedback and instruction on how to effectively deliver the program content. Check for training opportunities in your area or potentially request technical assistance from the NIC.
4. Order the support discs from the NIC library: The support materials will provide you with a wealth of resources to effectively administer the T4C program. The content ranges from instructions on how to deliver lesson to specific vignettes used within actual lesson. You can order the support discs from (insert library link here) free of charge.
5. Join the NIC T4C forum: The forum is an interactive discussion where facilitators, program managers and even the authors discuss relevant issues and curriculum points. There are trainings posted, discussions about pre/post tests and many other useful topics throughout the forum.
6. Facilitate 2 + session: one of the most effective ways to maintain your knowledge of the curriculum and learn how to deliver the program is by facilitating actual sessions. The more you facilitate the lessons, the more your knowledge of the skills will grow along with your comfort in delivering the lessons. New facilitators are encouraged to begin facilitating session as soon as possible following being trained.
7. Get credentialed as a facilitator: The NIC has collaborated with (insert name here) to establish an official process for becoming an accredited facilitator of the curriculum. Use the below link to access information on how to become a certified facilitator.

## **ADMINISTRATOR SKILL CARD**

### **Next Steps for Administrator**

- 1. Download the new curriculum**
- 2. Review example strategies for implementation from other jurisdictions/agencies**
- 3. Collaborate with other regional agencies**
- 4. Create a plan for implementation**
- 5. Request Technical Assistance through the NIC**
- 6. Support your program and facilitators**

# Thinking for a Change 3.0 Quick Reference Guide

## GENERAL ENHANCEMENTS

- More detailed lesson plan: the script and notes have been enhanced to provide more clarity on delivery and ensure discussion of relevant aspects of each skill
- The concepts are now defined as "Skills" that have multiple "Steps" for completion
- There are no longer any optional lessons. All lessons are integral to the effectiveness of the program
- There are now 10 Social Skills instead of 9 (see Social Skill notes)
- Practice is emphasized more throughout the curriculum
- There is more of a linkage between the skills with common terms and verbiage
- Problem Solving extended to include more practice
- Number of lessons increased from 22 to 25
- Aftercare component added with templates for structuring additional sessions

## PREFACE

- More detail description regarding why T4C was developed
- Addresses which of the three interventions are addressed during each lesson.
- ICONS have changed to include LCD and PowerPoint.
- Discuss purpose and goals of the revision and those individuals involved in the process.
- Newly designed program organizer.
- Defines all components as skills
- Discusses credentialing process to receive a Thinking for a Change Group Facilitator Certificate
- Offers characteristics for selecting group facilitators.
- Discusses time frames for lessons.
- Recommends best practices for delivering Thinking for a Change.
- Options to extend group as described in lesson 25

## LESSON 1: INTRODUCTION

- "Pocket" analogy added to front of the lesson which shows how all c... ll be become tools
- Lesson plan adds importance of and pointing finger to your head to indicate when you are verbalizing thoughts
- Overviewing the skills similar with the exception of problem solving. Now we are advised to discuss "socially acceptable" way of problem solving with participant before completing the example
- Added content:
  - Discussion of modeling and Role play;
  - "Iceberg" analogy with deeper explanation of thinking and behavior;
  - Clear introduction of Program Organizer

# Thinking for a Change 3.0 Quick Reference Guide

## COGNITIVE SELF CHANGE

- More enhancements than outright changes
- Cognitive Self Change described as a full skill with 3 steps
- Language of the steps made more simple and concise.
- Richer dialogue in the script that makes lessons clearer
- More evoking and participant discussion
- Stronger emphasis on realistic and practical new thinking
- Emphasis on new thinking being affirming "should make you feel good"
- Clearer explanation of the "Thinking Check In"
- Lessons that are more than 1 session are clearly identified

## SOCIAL SKILLS

- Knowing Your Feelings moved before CSC
- Responding to Feeling of Others and Preparing for a Stressful Conversation gone
- New skills added: Making a Complaint; Apologizing; Negotiating
- Current included skills more action oriented
- Adding a formal definition in addition to steps
- Adding the Action & Thinking step verbiage to lesson plan
- Clear instructions on feedback for role plays
- Notes and script beefed up
- All Lessons have detailed script
- Participant specific vignettes added for modeling: jails, prison, community
- Homework supplement shaded for more clarity

## PROBLEM SOLVING

- 6 skills versus 6 steps.
- Skill 1: Stop and think
  - Pay attention to warning signs
  - Think: Reduce your risk
- Skill 2: State the problem
  - Identify a warning sign
  - Describe the situation objectively
  - Identify a risk reaction
- Skill 3: Set a goal and gather information
  - Identify a positive and realistic goal
  - Gather information
- Skill 4: Think of choices and Consequences
  - Brainstorm Choices
  - Think about Consequences
  - Pick a choice to get to your goal
- Skill 5: Make a plan
  - Identify who, where, and when
  - Choose key social skills that can help you
  - Identify what you will do or say
  - Identify how you will do and say it
  - Decide on a thought that will help you get started
- Skill 6: Do and evaluate
  - Do it
  - Ask questions
  - Decide what to do next
- More lessons (2 Review lessons)
- More active problem solving in group.
- Adolescent vignette.
- Lesson plans offer more detail and clarity.
- Lesson 16 has a detailed chart of the 6 skills.
- Each Problem Solving skill has its own lesson.
- Problem examples have changed.

# Thinking for a Change 3.0 Quick Reference Guide

## Lesson 25: Aftercare

- Major addition to the curriculum
- Intended to be a celebration of completing main program and act as a spring board for continued sessions
- Allows flexibility for facilitators or group discussion of future topics

# Aftercare Appendix

A: Cognitive Self Change

Social Skills

B: Review of Previous skills

C: A detailed list of the 40 remaining skills

D: Problem Solving