

Thinking for a Change Successful Completion Policy

For a participant to successfully complete Thinking for a Change (T4C), the participant must have participated in (or made up) 25 of the 25 group sessions and have successfully met at least 70% of the session objectives for each T4C session. Meeting the above requirements will result in a Certificate of Successful Completion being issued during graduation. Any participant not meeting the criteria above for successful completion but is still enrolled in the program at the time of graduation, will be issued a Certificate of Attendance, which will indicate the participant attended XX out of 25 T4C group sessions and will not reference successful completion of the T4C program. A certificate of attendance will be reported to the Criminal Justice Coordinating Council (CJCC), grant funders, as “unsuccessful”, where as a certificate of successful completion will be reported to CJCC as “successful.”

T4C Session Learning Objectives Description:

Lesson 1: Introduction

1. Describe the 3 key parts of Thinking for a Change.
2. Describe expectations for Thinking for a Change.
3. Agree to group rules and norms to follow during Thinking for a Change.

Lesson 2: Active Listening

1. Describe the importance of active listening in this group and in other social situations.
2. Perform the steps of active listening during the lesson.
3. Perform the steps of active listening in real life situations.

Lesson 3: Asking Questions

1. Describe the importance of asking questions.
2. Perform the steps of asking questions during the lesson.
3. Perform the steps of asking questions in real life situations.

Lesson 4: Giving Feedback

1. Describe the importance of giving feedback.
2. Perform the steps of giving feedback during the lesson.
3. Perform the steps of giving feedback in real life situations.

Lesson 5: Knowing Your Feelings

1. Describe the importance of knowing your feelings.
2. Perform the steps of knowing your feelings during the lesson.
3. Perform the steps of knowing your feelings in real life situations.

Lesson 6: Thinking Controls Our Behavior

1. Recognize how thoughts, feelings, attitudes, and beliefs lead to predictable patterns of behavior.

2. Practice "objective detachment" in observing and describing thoughts, feelings, attitudes, and beliefs.
3. Practice the three steps of cognitive self-change during the Lesson.
4. Apply the steps of cognitive self-change to real life situations.

Lesson 7: Pay Attention to Our Thinking

1. Use thinking reports to observe and report thoughts, feelings, attitudes, and beliefs.
2. Establish, as a group norm, an objective, non-argumentative frame of reference for each group member to examine his/her own and others' thoughts, feelings, attitudes, and beliefs, and behaviors.
3. Write a thinking report using a situation where have identified a time they had a conflict with another person.

Lesson 8: Recognize Risk

1. Identify thoughts, feelings, attitudes, and beliefs that have led to trouble in the past.
2. Use an objective point of view when describing the risk in thoughts and feelings.
3. Write a thinking report about a recent or past time when a rule was broken or someone else was hurt.

Lesson 9: Use New Thinking

1. Identify new thoughts, attitudes, and beliefs that will reduce the risk in old ways of thinking.
2. Continue to develop skills in observing thoughts, feelings, attitudes, and beliefs and in recognizing the risky thinking.
3. Practice using new thinking to reduce the risk of getting into trouble or hurting anyone.

Lesson 10: Thinking Check-in

1. Practice a thinking check-in to reinforce the 3 steps of cognitive self-change in his/her everyday life.
2. Continue to develop the skill of objective self-observation.

Lesson 11: Understanding the Feelings of Others

1. Describe the importance of understanding the feelings of others.
2. Perform the steps of understanding the feelings of others during the lesson.
3. Perform the steps of understanding the feelings of others in real life situations.

Lesson 12: Making a Complaint

1. Describe the importance of making a complaint.
2. Perform the steps of making a complaint during the lesson.
3. Perform the steps of making a complaint in real life situations.

Lesson 13: Apologizing

1. Describe the importance of apologizing.
2. Perform the steps of apologizing during the lesson.
3. Perform the steps of apologizing in real life situations.

Lesson 14: Responding to Anger

1. Describe the importance of responding to anger.
2. Perform the steps of responding to anger during the lesson.
3. Perform the steps of responding to anger in real life situations.

Lesson 15: Negotiating

1. Describe the importance of negotiating.
2. Perform the steps of negotiating during the lesson.
3. Perform the steps of negotiating in real life situations.

Lesson 16: Introduction to Problem Solving

1. As a result of this lesson the group members will be able to answer questions that help them apply the problem-solving skills to a situation.

Lesson 17: Stop and Think

1. Identify specific warning signs: physical reactions, risk thoughts and risk feelings that a problem situation.
2. Intervene in internal experiences to begin to use thinking skills to reduce risky reactions.

Lesson 18: State the Problem

1. Identify a warning sign experienced in a problem situation.
2. Describe problem situations objectively.
3. Identify how physical reactions, risk thoughts, and risk feelings create a risk of their reacting impulsively to make the problem worse.

Lesson 19: Set a Goal and Gather Information

1. Develop positive and realistic goal statements.
2. Identify reasons to consider other people's thoughts and feelings.
3. Better determine the thoughts and feelings of others.
4. Differentiate between facts and opinions.

Lesson 20: Practice Problem Solving Skills 1 – 3

1. Demonstrate the lesson's problem-solving skills (stop and think, state the problem, set a goal and gather information.)

Lesson 21: Think of Choices and Consequences

1. Generate multiple possible actions in problem situations.
2. Identify possible consequences of the choices generated.
3. Choose an action based on consequences and goals.
4. Identify thoughts that support chosen actions.

Lesson 22: Make a Plan

1. Following this lesson, group members will apply the lesson's problem-solving skill and make a plan for a real life situation.

Lesson 23: Do and Evaluate

1. Demonstrate the steps for "do it" and then use questions to evaluate what happened.
2. Using the answers to evaluation questions, decide what needs to be done next.

Lesson 24: Problem Solving – Application

1. Following this lesson, the group members will be able to apply all 6 problem solving skills to real life problems.

Lesson 25: Next Steps

1. Celebrate their successful completion of the Thinking for a Change program. (Aftercare is an option for group members/agencies).
2. Develop a personal plan for making the skills they have learned part of their life.