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CURRICULUM NAME		AUTHORS	NEED AREA(S) TARGETED	COMMENTS	Requirements for Use
<i>General Criminality</i>					
Thinking for a Change	(T4C)	Glick, Bush and Taymens	attitudes, peers, personality, social skills	22 sessions (with 10 additional optional sessions)--addresses general criminality issues--includes structured role play, cog restructuring and problem solving skills; good curriculum to meet general offender needs; used with both juveniles and adults	<i>Non-proprietary</i> (free through NIC); training (through UC or NIC) plus training of trainers available through NIC
Aggression Replacement Training	(ART)	Goldstein, Glick and Gibbs	anger management, attitudes/values, peers social skills	initially developed for juveniles, but has been used with adults with some evidence of effectiveness with this population; 30 sessions--addresses general criminality issues along with aggression problems--includes module on anger control, skillstreaming and moral reasoning	requires purchase of book + training (available through UC or private trainers); training of trainers available
Prepare		Goldstein	anger management, attitudes/values, peers social skills, problem solving, empathy	same sessions as ART but with additional modules covering problem solving, empathy, stress management and others--recommended if ART is a primary curriculum and program needs to increase dosage/expand need areas targeted; developed for juveniles but can be modified for use with adults	requires purchase of book + training; training of trainers available
Equip*		Potter, Gibbs and Goldstein	anger management, attitudes/values, peers, social skills	very similar to ART (Goldstein author) and also designed for adolescents--similar to above three modules but geared more toward youthful offenders and incorporates a positive peer culture component (which typically leads to recommending ART)	requires purchase of book + training; training of trainers available
Reasoning and Rehabilitation	(R & R)	Ross and Fabiano	attitudes, personality (problem solving/social skills)	35 1.5-2 hour sessions--incorporates prob solving, social skills, cog restructuring, management of emotions; developed for adults but studied with juveniles	requires purchase of curriculum + training
Truthought: Corrective Thinking*		Spon	attitudes	focus on cognitive restructuring (with little skills training)--teaches 9 thinking barriers and correctives--would supplement some social skills training ; adult and juvenile versions	requires purchase of curriculum + training
CounterPoint		Orbis Partners, Inc.	motivation, attitudes, peers, personality, problem solving	33 sessions covering motivation, cog restructuring, anger mgmt, problem solving, peers and relapse prevention; developed for adults, has been used with juveniles	requires purchase of curriculum + training; available through Orbis
Cognitive Self Change	(CSC)	Bush	attitudes	developed for the Vermont DOC; focuses on cognitive restructuring via the use of thinking reports; incorporates role play related to practicing prosocial thinking, but does not incorporate social or coping skills--focus on cog, so would need to supplement; developed for adults but applicable to juveniles	<i>non-proprietary</i> ; curriculum available via NIC;

DRAFT

Substance Abuse					
Cognitive Behavioral Interventions for Substance Abuse		UCCI	substance abuse	38 session CBT-based SA curriculum developed by UC; has pretreatment, motivational enhancement, cog restructuring, emotional regulation, social skills, problem solving and relapse prevention component; empirically informed by not tested; adult and juvenile version under development	non-proprietary--requires training
Treating Alcohol Dependence: A Coping Skills Training Guide		Monti et al.	substance abuse	skills-based curriculum (i.e. emphasis is on structured skill building related to alcohol abuse); designed for adults, can be adapted for youth	requires purchase of manual + training
Strategies for Self Discovery and Change*		Milkman and Wanberg	substance abuse and criminality	CBT-based SA curricula designed for co-occurring SA/criminality--heavy in cog so may need to supplement with skills training pertinent to SA. Must purchase workbooks for participants, so ongoing costs	requires purchase of curriculum, participant workbooks + training
Group Treatment for Substance Abuse*		Velasquez, Maurer, Crouch, DiClemente	Substance abuse	uses a stages of change model with CBT elements	requires purchase of curriculum
Relapse Prevention Approaches to Substance Abuse		Marlatt & Gordon	substance abuse relapse prevention planning	incorporates cognitive skills and cognitive restructuring elements along with behavioral strategies to cope with high risk situations that halt the relapse cycle; may use as an addition to a substance abuse intervention	requires purchase of manual
Seeking Safety		Najavits	substance abuse/PTSD	CBT-based curriculum designed to target co-occurring SA/PTSD disorders; flexible--may choose from various sessions/modules to fit program; positive outcomes for reducing SA/PTSD sx; studied with adults and juveniles; should limit use to individuals with co-occurring SA/PTSD	requires purchase of curriculum (worksheets can be copied) + training
Anger Management					
Controlling Anger and Learning to Manage It	(CALM)	Winogron, Van Dieten, Gauzas, Grisim	anger management (non-DV)	24 2-hour sessions; CBT approach; has motivational enhancement, managing arousal, thinking patterns, assertiveness and communication, other emotions, RP; developed for adult male offenders	requires purchase of curriculum + training; available through Orbis
Aggression Replacement Training (see above)					
Gender Specific					
Moving On		Van Dieten	female offenders	One of the few CBT based female curriculums; targets motivation, attitude, healthy relationships, stress reduction; adult and juvenile version	requires purchase of curriculum + training; available through Orbis

DRAFT

* recommended for use since they are based primarily on a CBT model, but with adaptations to the curriculum, e.g., incorporation of additional structured skill building exercises or de-emphasis on a portion of the curriculum

THIS LIST SHOULD NOT BE CONSIDERED A COMPREHENSIVE LIST OF EFFECTIVE PROGRAMS/CURRICULA, JUST THOSE COMMONLY SEEN and/or RECOMMENDED BY UC

EVIDENCE SUGGESTS THAT IN-HOUSE/SELF-DEVELOPED CURRICULA CAN BE AS EFFECTIVE AS NAME BRAND CURRICULA, SO LONG AS IT IS DEVELOPED USING AN EVIDENCE-BASED MODEL, I.E. CBT (LIPSEY, 2009)

Blue=top recommendations; data to supports curriculum + curriculum uses a comprehensive CBT model (cognitive restructuring + social/coping skill development)

Green=highly recommended; preliminary data to support OR uses a comprehensive CBT model with cog restructuring and behavioral elements

Tan=recommended as it is based in a CBT model but may need to be supplemented with additional practice components or used as part of a larger treatment package