

HAWAII STATE DEPARTMENT OF PUBLIC SAFETY

# K.A.S.H.B.O.X

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## Program Curriculum and Lesson Plans for all Phases

[All lesson plans contained in this section infuses the Residential Drug Abuse Program (RDAP) curriculum with the tenants of effective criminal justice programming, creating what is referred to as the KASHBOX PHASE Curriculum.]

**LESSON PLANS FOR THE THERAPEUTIC COMMUNITY  
AND THE ORIENTATION PHASE**

**KASHBOX (Therapeutic Community Orientation)**  
**Day 1      Lesson #1**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Criminogenic Areas.**

- Goal: Reduce recidivism and substance use
- Criminogenic Area: Dysfunctional family, antisocial peers, substance abuse and antisocial values, beliefs and attitudes.
- Target Area: Relapse and recidivism
- Reminders: Review group rules (posted in room).
- Previous Lesson Review: None
- Homework Review: None
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Understand the risk, need and responsivity principle.
- Lesson for today: Criminogenic areas.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Old Brain vs. New Brain.
- Model skill: Facilitators will model the targeted skill (old brain vs. new brain).
- Practice: Group members will practice the targeted skill, old brain vs. new brain in reference to the criminogenic areas.

**Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the old brain vs. new in reference to the criminogenic areas.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: “Meet with your assigned counselor and learn what criminogenic factors put you at risk for future recidivism and substance use.” Additionally, meet with your big brother and learn about the history of KASHBOX.

## ***KASHBOX (Therapeutic Community Orientation)***

### **Day 2      Lesson # 2**

#### **Section One: Introduction, Homework Review, Opening (First 30 minutes)**

##### **Introduction: Historical Perspective of KASHBOX**

- Goal: Develop group cohesion
- Criminogenic Area: Antisocial values, beliefs and attitudes.
- Target Area: Trust, engagement, self-awareness, and rational thinking.
- Reminders: None
- Previous Lesson Review: Risk, Need Responsivity principle.
- Homework Review: complete assignment: "Meet with your assigned counselor and learn what criminogenic factors put you at risk for future recidivism and substance use." Additionally, meet with your big brother and learn about the history of KASHBOX.
- Contingency management will be awarded to each individual who actively participates in the group.
- Review Benchmarks: Individuals will demonstrate an understanding of the cognitive skills being taught.
- Lesson for today: Introductions, ice breakers, and old brain vs. new brain.

#### **Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Old Brain vs. New Brain
- Model skill: Facilitator will model the targeted skill (old brain vs. new brain).
- Practice: Several group members will be selected to practice this skill.

#### **Section Three: Rehearsal (30 Minutes)**

- **Role Plays:** All role-plays and scenarios will be based on the skill, old brain vs. new brain.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Learn the KASHBOX mission statement and philosophy through the participant's big brother. Also, review the cardinal rules, group rules, and general program rules with your big brother.

***KASHBOX (Therapeutic Community Orientation)***

**Day 3 - 6      Lesson # 3**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Understanding the therapeutic community.**

- Goal: Reduce recidivism and program infractions.
- Criminogenic Area: Substance abuse and antisocial values, beliefs and attitudes.
- Target Area: Old Brain vs. New Brain.
- Reminders: Review group rules (posted in room).
- Previous Lesson Review: Old Brain vs. New Brain.
- Homework Review: Group to read the mission and philosophy of KASHBOX; recite all program rules; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate an understanding of the mission, philosophy and rules of KASHBOX.
- Lesson for today: Develop an understanding of the mission, philosophy, and rules of KASHBOX. Show video (Project Reform) on the 3<sup>rd</sup> day of the lesson.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Old Brain vs. New Brain.
- Model skill: Facilitators and/or group members will model the targeted skill (old brain vs. new brain).
- Practice: Group members will practice the targeted skill, old brain vs. new brain in reference to the mission, philosophy and rules of KASHBOX.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the old brain vs. new brain skill. Participants will creatively apply this skill to the mission, philosophy and rules of KASHBOX.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete assignment: “Memorize all chants and memory verses associated with morning and evening meetings.” Participants are also required to have an understanding of the acronyms associated with K.A.S.H.B.O.X. To this end, have the participant’s big brother teach him how to appropriately use positive self-talk skills.

***KASHBOX (Therapeutic Community Orientation)***

**Day 7 & 8      Lesson # 4**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Using Morning and Evening Meetings as a therapeutic agent of change.**

- Goal: Create a sense of unity among participants.
- Goal: Reinforce to the participants the importance of the program structure.
- Goal: Understand the tenants of the therapeutic community.
- Criminogenic Area: Dysfunctional family, antisocial peers, substance abuse and antisocial values, beliefs and attitudes.
- Target Area: Motivation for change; healthy family systems; prosocial values, attitudes and beliefs; and prosocial peer companions.
- Reminders: Review group rules (posted in room).
- Previous Lesson Review: Briefly summarize the mission, philosophy and rules of KASHBOX as well as old brain vs. new brain skills.
- Homework Review: Group to review the process, chants and memory verses of the morning and evening meetings; discuss lessons learned from homework, and present findings. Beyond this, participants will also review how to use positive self-talk skills and will have a thorough understanding of the acronyms associated with KASHBOX. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate an understanding of the mission, philosophy, rules and acronyms related to KASHBOX. Participants will also learn and use positive self talk skills and will have a comprehensive understanding of the morning and evening meeting process.
- Lesson for today: Develop an understanding of the Therapeutic Community. Teach participants thought replacement skills with attention devoted to positive self-talk.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Positive self-talk.
- Model skill: Facilitators will model the targeted skill (old brain vs. new brain and positive self-talk).
- Practice: Group members will practice the targeted skill, old brain vs. new brain and positive self-talk in reference to the mission, philosophy, rules and acronyms associated with KASHBOX.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the old brain vs. new brain and positive self-talk. Participants will creatively apply this skill to the mission, philosophy and acronyms associated with KASHBOX. Additionally, the role-plays will also reinforce these skills by creating and appropriately applying them to a mock morning and/or evening meeting.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete assignment: “Meet with your big brother and learn how to effectively use and apply a Thinking Report to a high-risk situation.” Also, interview members of KASHBOX in Phase I, II or III and learn about the “pull-ups,” “awareness slips” and “push-ups or bonus buck” at KASHBOX.

***KASHBOX (Therapeutic Community Orientation)***

**Day 9 - 11      Lesson #5**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Reinforcement**

- Goal: Create a sense of unity among participants.
- Goal: Reinforce to the participants the importance of the program structure.
- Goal: Understand the tenants of the therapeutic community.
- Goal: Understand how behaviors are reinforced and extinguished at KASHBOX.
- Criminogenic Area: Dysfunctional family, antisocial peers, substance abuse and antisocial values, beliefs and attitudes.
- Target Area: Motivation for change; healthy family systems; prosocial values, attitudes and beliefs; prosocial peer companions.
- Reminders: Review group rules (posted in room).
- Previous Lesson Review: Briefly summarize the mission, philosophy and rules of KASHBOX as well as old brain vs. new brain and positive self-talk skills. Participants will also have a thorough understanding of the morning meeting and evening meeting process.
- Homework Review: Group to review the application of thinking reports to high-risk situations; discuss lessons learned from homework; and present findings. Beyond this, participants will review: “Meet with your big brother and learn how to effectively use and apply a Thinking Report to a high-risk situation.” Also, interview members of KASHBOX in Phase I, II or III and learn about the “pull-ups,” “awareness slips” and “push-ups or bonus buck” at KASHBOX.
- Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate an understanding of the methods used to reinforce and extinguish behaviors in KASHBOX. Client will also be familiar with thought reports to address faulty thinking.

- Lesson for today: Develop an understanding of the Therapeutic Community. Also, teach client how to appropriately construct and apply a thinking report to a high-risk situation.

## **Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Thinking Reports.
- Model skill: Facilitators will model the targeted skill (old brain vs. new brain, positive self talk, and thinking reports).
- Practice: Group members will practice the targeted skill, old brain vs. new brain positive self-talk, thinking reports, and the “reward”/“awareness” systems (learning/reinforcement) in KASHBOX.

## **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the old brain vs. new brain, positive self talk, and thinking reports. Participants will creatively apply these skills to the mission, philosophy, acronym, and reinforcement systems associated with KASHBOX. Additionally, the role-plays may also link these skills to a morning and/or evening meeting.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete assignment: “Meet with your big brother and learn about the Awareness, Conjoint, Encounter, and Primary group process. Also, practice with your big brother how to receive constructive feedback in an appropriate manner, provide constructive feedback in a calm manner, and respond to awareness slips with self-efficacy.”

***KASHBOX (Therapeutic Community Orientation)***

**Day 12 - 14**

**Lesson #6**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Understand the process of awareness groups as a therapeutic agent of change.**

- Goal: Create a sense of unity among participants.
- Goal: Reinforce to the participants the importance of the program structure.
- Goal: Understand the tenants of the therapeutic community.
- Goal: Provide and receive feedback.
- Criminogenic Area: Dysfunctional family, antisocial peers, substance abuse and antisocial values, beliefs and attitudes.
- Target Area: Motivation for change; healthy family systems; prosocial values, attitudes and beliefs; prosocial peer companions; and maladaptive thinking.
- Reminders: Review group rules (posted in room).
- Previous Lesson Review: The use of thought reports to address faulty thinking. Also, review how behaviors are rewarded and extinguished at KASHBOX. Also, have a clear understanding of the “pull up,” “push up,” and “bonus buck” systems in KASHBOX.
- Homework Review: Group to review the Awareness, Conjoint, Encounter, and Primary group process. Further, participants will also review how to receive constructive feedback in an appropriate manner, provide constructive feedback in a calm manner, and respond to awareness slips with self-efficacy. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate an understanding of the Awareness process as well as the Conjoint, Encounter, and Primary group processes. Clients will learn how to receive constructive feedback in an appropriate manner, provide constructive feedback in a calm manner, and respond to awareness slips with self-efficacy (confronting and leveling).

- Lesson for today: Develop an understanding of the Therapeutic Community. Also, teach clients to receive feedback, provide constructive feedback in a calm manner, and respond to awareness slips with self-efficacy.

### **Section Two:** Teach, Model and Practice (30 minutes)

- **Teach Skills:** Teach clients to receive feedback and provide constructive feedback in a calm manner as well as respond to awareness slips with self-efficacy.
- **Model skill:** Facilitators and/or participants will model the targeted skill (old brain vs. new brain, positive self talk, thinking reports, and the aforementioned skills).
- **Practice:** Group members will practice the targeted skill, old brain vs. new brain positive self-talk, thinking reports, “reward”/“awareness” (learning/reinforcement systems) in KASHBOX, and communication skills (stated above).

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the old brain vs. new brain, positive self talk, thinking reports, and healthy communication skills (receive feedback and provide constructive feedback in a calm manner as well as respond to awareness slips with self-efficacy). Participants will creatively apply these skills to the mission, philosophy, acronym, reinforcement systems associated with KASHBOX. Additionally, the role-plays will also link these skills to morning and/or evening meetings; awareness process as well as conjoint, primary and encounter groups.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete assignment: “Meet with your big brother and learn about confronting and leveling in the therapeutic community.” Also, review active listening skills with your big brother.

***KASHBOX (Therapeutic Community Orientation)***

**Day 15 - 16      Lesson #7**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Developing effective communication skills**

- Goal: Create a sense of unity among participants.
- Goal: Reinforce to the participants the importance of the program structure.
- Goal: Understand the tenants of the therapeutic community.
- Goal: Using appropriate forms of communication in the therapeutic community.
- Criminogenic Area: Dysfunctional family, antisocial peers, substance abuse and antisocial values, beliefs and attitudes.
- Target Area: Motivation for change; healthy family systems; prosocial values, attitudes and beliefs; prosocial peer companions; effective communication.
- Reminders: Review group rules (posted in room).
- Previous Lesson Review: Summarize the awareness process as well Conjoint, Encounter, and Primary group processes. Further, review how to receive constructive feedback in an appropriate manner, provide constructive feedback in a calm manner, and respond to awareness skips with self-efficacy.
- Homework Review: “Meet with your big brother and learn about confronting and leveling in the therapeutic community.” Also, “review active listening skills with your big brother.” Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will learn confronting, leveling, and active listening skills.
- Lesson for today: Develop an understanding of the Therapeutic Community. Also, teach clients to use confronting, leveling and use active listening skills.

## **Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Teach clients to use confronting, leveling and active listening skills.
- Model skill: Facilitators and/or participants will model the targeted skill (old brain vs. new brain, positive self talk, thinking reports, and the aforementioned communication skills).
- Practice: Group members will practice the targeted skill, old brain vs. new brain positive self-talk, thinking reports, “reward”/“awareness” (learning/reinforcement systems) in KASHBOX, and communication skills (stated above).

## **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the old brain vs. new brain, positive self talk, thinking reports, and healthy communication skills (receive feedback and provide constructive feedback in a calm manner; respond to awareness slips with self-efficacy; and use leveling, confronting, and active listening skills). Participants will creatively apply these skills to the mission, philosophy, acronym, reinforcement systems associated with KASHBOX. Additionally, the role-plays will also link these skills to morning and/or evening meetings; awareness process as well as conjoint, primary and encounter groups.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete assignment: “Meet with your big brother and learn about the various roles in therapeutic community; communication patterns in the TC; and structure boards.” Ask you self this question, “What is my role in KASHBOX?”

***KASHBOX (Therapeutic Community Orientation)***

**Day 17 - 18      Lesson #8**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: The roles and structure of the therapeutic community.**

- Goal: Create a sense of unity among participants.
- Goal: Reinforce to the participants the importance of the program structure.
- Goal: Understand the tenants of the therapeutic community.
- Goal: Using appropriate forms of communication in the therapeutic community.
- Goal: Understanding the roles and structure of KASHBOX.
- Criminogenic Area: Dysfunctional family, antisocial peers, substance abuse and antisocial values, beliefs and attitudes.
- Target Area: Motivation for change; healthy family systems; prosocial values, attitudes and beliefs; prosocial peer companions.
- Reminders: Review group rules (posted in room).
- Previous Lesson Review: Understand the structure of the TC and the importance of increased responsibility in the TC.
- Homework Review: complete assignment: “Meet with your big brother and learn about the various roles in therapeutic community; communication patterns in the TC; and structure boards.” Ask you self this question, “What is my role in KASHBOX?” Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Understand the roles in the TC, communication patterns, and structured boards.
- Lesson for today: structures, roles and communication patterns in KASHBOX.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: See benchmarks and lessons for today.

- **Model skill:** Facilitators and/or participants will model the targeted skill (old brain vs. new brain, positive self talk, thinking reports, appropriate communication skills in the TC, and self-efficacy).
- **Practice:** Group members will practice the targeted skill, old brain vs. new brain positive self-talk, thinking reports, “reward”/“awareness” (learning/reinforcement systems) in KASHBOX, communication skills; self-efficacy; and goal formulation.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the old brain vs. new brain, positive self talk, thinking reports, healthy communication skills (receive feedback and provide constructive feedback in a calm manner; respond to awareness slips with self-efficacy; use leveling, confronting, and active listening skills); develop personal and increased responsibility in the TC; and formulate goals. Participants will creatively apply these skills to the mission, philosophy, acronym, reinforcement systems associated with KASHBOX. Additionally, the role-plays will also link these skills to morning and/or evening meetings; awareness process (conjoint, primary and encounter groups; structured boards, and responsibilities in the TC, etc); and the top three criminogenic areas.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete assignment: “Ask your Big Brother what you can expect from the RDAP Curriculum especially during the Orientation Phase.”

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Readiness, Opportunity, Agreement and Choices.**

- Goal: Introduce participant to the curriculum.
- Goal: Create and explore opportunities for change.
- Goal: Develop agreements for the treatment process.
- Goal: Exploring choices and identify the benefits of living crime and substance-free.
- Criminogenic Area: Antisocial values, beliefs and attitudes as well as substance abuse.
- Target Area: Drug use and crime; change; agreement and rules; and prosocial choices.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: The tenants of the therapeutic community.
- Homework Review: Group to review pages 1-3 of RDAP (Orientation) and discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Explore opportunities for change; develop treatment agreements; and identify the benefits of living crime and substance free.
- Lesson for today: Exploring feelings about starting the program; identify reasons for entering treatment; creating prosocial attitudes for changing; understanding the agreements of group; assessing the benefits of treatment; and using the cost-benefit model to make healthy choices.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Briefly review pages 1-3 of RDAP Book (Orientation) and teach clients how to use the cost-benefit model.

- Model skill: Facilitator will model the targeted skill.
- Practice: Group members will practice the cost-benefit analysis, old brain vs. new brain, positive self talk, thinking reports, appropriate communication skills in the TC, and self-efficacy.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skills (cost-benefit analysis, old brain vs. new brain, positive self talk, thinking reports, appropriate communication skills in the TC, and self-efficacy ) will be used and demonstrated in the role play, which include:
  - explore feelings about starting the program;
  - identify reasons for entering treatment;
  - create prosocial attitudes for changing; and
  - understand the agreements of group.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** At the conclusion of Day #3, have client's completed "A Closer look at my Box," and "Breaking out of my box" found in pages 4-7.

***RDAP Curriculum (ORIENTATION PHASE)***

**Day 3            Lesson #2**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: The Benefits of Change and Treatment**

- Goal: Creating motivation for change.
- Goal: Identifying and verbalizing the benefits of substance abuse/offender-based treatment.
- Goal: Making healthy choices
- Criminogenic Area: Antisocial values, beliefs and attitudes as well as substance abuse.
- Target Area: Drug use, crime and choices.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Exploring feelings about starting the program; identifying reasons for entering treatment; creating prosocial attitudes for changing; understanding the agreements of group; assessing the benefits of treatment; and using the cost-benefit model to make healthy choices.
- Homework Review: Group will review pages 4-7 of the RDAP (Orientation) book; discuss lessons learned from homework; and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.

Additionally, have 2-3 participants share their drawings with the larger group.

- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Identify the negative consequences of participant's past lifestyles; survey the negative consequences of the participant's choices; change maladaptive behavioral patterns; and apply the skills required to make changes.
- Lesson for today: The Box.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Briefly review pages 4-7 of RDAP Book (Orientation) and apply cost-benefit analysis skills.
- Model skill: Facilitators and/or group members will model the targeted skill.
- Practice: Group members will practice the cost-benefit analysis, old brain vs. new brain, positive self talk, thinking reports, appropriate communication skills in the TC, and self-efficacy.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skills (cost-benefit analysis and verbalizing the benefits of treatment) will be used and demonstrated in the following role plays:
  - explore feelings about starting the program;
  - identify reasons for entering treatment;
  - create prosocial attitudes for changing;
  - understand the agreements of group;
  - identify the negative consequences of participant's past lifestyles;
  - survey the negative consequences of the participant's choices; and
  - change maladaptive behavioral patterns.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: "Extinguish negative self-talk through positive affirmation." Also, complete "The Man in the Mirror" found in pages 8-9.

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

### **Introduction: Assessing strengths and weakness.**

- Goal: Creating motivation for change.
- Goal: Assessing strengths and weaknesses.
- Criminogenic Area: Antisocial values, beliefs and attitudes as well as substance abuse.
- Target Area: Self-evaluation.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Creating motivation for change by exploring strengths and weaknesses.
- Homework Review: Group will review pages 8-9 of the RDAP (Orientation) book; discuss lessons learned from homework; and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.

Additionally, have 2-3 participants the share how to accelerate self-validation strategies, while extinguishing negative thinking.

- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Expose individuals to self evaluation techniques and strategies to create motivation for change, mindfulness, and personal responsibility.
- Lesson for today: The Man in the Mirror.

## **Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 8-9 of RDAP Book (Orientation).
- Model skill: Facilitators and/or group members will model the targeted skill.

- Practice: Group members will practice the cost-benefit analysis, old brain vs. new brain, positive self talk, thinking reports, appropriate communication skills in the TC, and self-efficacy.

### **Section Three: Rehearsal (30 Minutes)**

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skills (cost-benefit analysis old brain vs. new brain, positive self talk, thinking reports, appropriate communication skills in the TC, and self-efficacy) will be used and demonstrated in the role plays as follows:
  - explore feelings about starting the program;
  - identify reasons for entering treatment;
  - creating prosocial attitudes for change;
  - understanding the agreements of group;
  - assess the negative consequences of participant's past lifestyles;
  - survey the negative consequences of the participant's choices;
  - change maladaptive behavioral patterns; and
  - use self-evaluation techniques to create motivation for change, mindfulness, and personal responsibility.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

  

- **Homework:** Complete assignment: “Preparing for the work of change and being part of a group” found in pages 10-13.

## **Section One: Introduction, Homework Review, Opening (First 30 minutes)**

## Introduction: The Change and Group Process

- Goal: Preparing for change.
- Goal: Learning to be part of a group.
- Criminogenic Area: Antisocial values, beliefs and attitudes; substance abuse; peer companions; and dysfunctional family.
- Target Area: Change, trust, support, openness to change, caring, honesty, respecting others, and asking for support.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: The Man in the Mirror
- Homework Review: Group will review pages 10-13 of the RDAP (Orientation) book; discuss lessons learned from homework; and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.

Additionally, have 2-3 participants share how to accelerate self-validation strategies, while extinguishing negative thinking.

- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Understand the process of change; demonstrate the ability to ask for help; identify how thoughts and attitudes will drive behavior; reinforce key program standards.
- Lesson for today: Preparing for change and being part of a group.

## **Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 10-13 of RDAP Book (Orientation).
- Model skill: Facilitators and/or group members will model the targeted skill.
- Practice: Group members will practice the cost-benefit analysis, old brain vs. new brain, positive self talk, thinking reports, appropriate communication skills in the TC, self-efficacy, and asking for help with special emphasis on:

- Past attempts at change and why they have failed; and
- How groups can help me to remain clean and sober/crime free.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. Group members will rehearse the cost-benefit analysis of criminal conduct and substance use; old brain vs. new brain, positive self talk, thinking reports, appropriate communication skills in the TC, and self-efficacy in reference to:
  - exploring feelings about starting the program;
  - identifying reasons for entering treatment;
  - creating prosocial attitudes for change;
  - understanding the agreements of group;
  - being part of a group;
  - assessing the negative consequences of participant's past lifestyles;
  - surveying the negative consequences of the participant's choices;
  - changing maladaptive behavioral patterns;
  - use self-evaluation techniques to create motivation for change, mindfulness, and personal responsibility;
  - understanding the process of change;
  - preparing for change;
  - demonstrating the ability to ask for help;
  - identifying how thoughts and attitudes will drive behavior; and
  - reinforcing key program standard.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** At the end of this segment, complete assignment: "Roadblock to Change" found in pages 14-19.

***RDAP Curriculum (ORIENTATION PHASE)***

***Day 7 Lesson #5***

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Dealing with Roadblocks and Our Thinking**

- Goal: Understanding the Roadblock to Change
- Goals: Extinguishing Self-Defeating Thoughts
- Criminogenic Area: Antisocial values, beliefs and attitudes as well as substance abuse.
- Target Area: Self-Defeating Thoughts and Barriers to Success
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Preparing for change and being part of a group.
- Homework Review: Group will review pages 14-19 of the RDAP (Orientation) book; discuss lessons learned from homework; and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.

Additionally, have 2-3 participants demonstrate how to accelerate self-evaluation strategies, while extinguishing negative thinking.

- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Evaluating and changing self-defeating thoughts that serve as roadblocks to change.
- Lesson for today: Evaluating and changing self-defeating thoughts.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 10-13 of RDAP Book (Orientation).
- Model skill: Facilitators and/or group members will model the targeted skill.
- Practice: Group members will practice the cost-benefit analysis; old brain vs. new brain, positive self talk, thinking reports, appropriate communication skills in the TC, self-

efficacy; self-evaluation strategies to extinguish negative thoughts/beliefs; asking for help; and extinguishing self-defeating thoughts.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. Facilitator or members may create their own scenarios. Group members will rehearse the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-evaluation strategies to extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; identify how thoughts and attitudes will drive behavior; and combat self-defeating thoughts in reference to:
  - exploring feelings about starting the program;
  - identifying reasons for entering treatment;
  - creating prosocial attitudes for change;
  - understanding the agreements of group;
  - being part of a group;
  - assessing the negative consequences of participant's past lifestyles;
  - surveying the negative consequences of the participant's choices;
  - changing maladaptive behavioral patterns;
  - use self-evaluation techniques to create motivation for change, mindfulness, and personal responsibility;
  - understanding the process of change;
  - preparing for change;
  - demonstrating the ability to ask for help;
  - identifying how thoughts and attitudes will drive behavior;
  - reinforcing key program standard; and
  - evaluating and changing self-defeating thoughts that serve as roadblocks to change.

Group members viewing the role plays will identify the targeted criminogenic area.

- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- **Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** At the end of this segment, complete assignment: "Daily log and "Positive attitudes for successful change (pages 19 -36)."

***RDAP Curriculum (ORIENTATION PHASE)***

**Day 8 - 13**

**Lesson #6**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Daily log and positive attitudes for successful change.**

- Goal: Developing prosocial attitudes for change.
- Criminogenic Area: Antisocial values, beliefs and attitudes as well as substance abuse.
- Target Area: Prosocial attitudes
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Roadblocks and self-defeating thoughts.
- Homework Review: Group will review pages 19-36 of the RDAP (Orientation) book; discuss lessons learned from homework; and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Developing prosocial attitudes related to honesty, responsibility, willingness, open-mindedness, humility, caring, objectivity, gratitude, and positive attitudes.
- Lesson for the week: Prosocial attitudes.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Briefly review pages 19-36 of the RDAP Orientation Book throughout the week. .
- Model skill: Facilitators and/or group members will model the targeted skill.
- Practice: Group members will practice the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-evaluation strategies to extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; combat self-defeating thoughts; and exemplify prosocial attitudes.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. Facilitator or members may create their own scenarios. Group members will rehearse the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-evaluation strategies to extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; identify how thoughts and attitudes will drive behavior; and combat self-defeating thoughts in reference to:
  - exploring feelings about starting the program;
  - identifying reasons for entering treatment;
  - creating prosocial attitudes for change;
  - understanding the agreements of group;
  - being part of a group;
  - assessing the negative consequences of participant's past lifestyles;
  - surveying the negative consequences of the participant's choices;
  - changing maladaptive behavioral patterns;
  - use self-evaluation techniques to create motivation for change, mindfulness, and personal responsibility;
  - understanding the process of change;
  - preparing for change;
  - demonstrating the ability to ask for help;
  - identifying how thoughts and attitudes will drive behavior;
  - reinforcing key program standard;
  - evaluating and changing self-defeating thoughts that serves as roadblocks to change. and
  - developing prosocial attitudes related to honesty, responsibility, willingness, open-mindedness, humility, caring, objectivity, gratitude, and positive attitudes.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson, "How to do an attitude check" found in pages 37-39 and page 50.

***RDAP Curriculum (ORIENTATION PHASE)***

**Day 14 - 16**

**Lesson #7**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Daily log and positive attitudes for successful change.**

- Goal: Developing prosocial attitudes for change.
- Criminogenic Area: All areas.
- Target Area: Attitude checks; keys to change; diversity.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Developing prosocial attitudes related to honesty, responsibility, willingness, open-mindedness, humility, caring, objectivity, gratitude, and positive attitudes.
- Homework Review: Group will review pages 37-39 and page 50 of the RDAP (Orientation) book; discuss lessons learned from homework; and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Learning how to do an Attitude Check.
- Lesson for the week: Attitude checks.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 37-39 and page 50 of the RDAP Orientation Book throughout the week..
- Model skill: Facilitators and/or group members will model the targeted skill.
- Practice: Group members will practice the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-evaluation strategies to

extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; exemplify prosocial attitudes; and do an attitude check.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. Group members will rehearse the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-evaluation strategies to extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; identify how thoughts and attitudes will drive behavior; combat self-defeating thoughts, and use attitude checks in reference to:
  - exploring feelings about starting the program;
  - identifying reasons for entering treatment;
  - creating prosocial attitudes for change;
  - understanding the agreements of group;
  - being part of a group;
  - assessing the negative consequences of participant's past lifestyles;
  - surveying the negative consequences of the participant's choices;
  - changing maladaptive behavioral patterns;
  - use self-evaluation techniques to create motivation for change, mindfulness, and personal responsibility;
  - understanding the process of change;
  - preparing for change;
  - demonstrating the ability to ask for help;
  - identifying how thoughts and attitudes will drive behavior;
  - reinforcing key program standard;
  - evaluating and changing self-defeating thoughts that serve as roadblocks to change; and
  - developing prosocial attitudes related to honesty, responsibility, willingness, open-mindedness, humility, caring, objectivity, gratitude, and positive attitudes.

Give groups 10-15 minutes to plan their skits of 3-5 individuals. Group members viewing the role plays will identify the targeted criminogenic area.

- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- **Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson, “Keys to positive change” found in pages 39-41; “diversity” in page 45; and “Getting ready to change” in 46-49.

***RDAP Curriculum (ORIENTATION PHASE)***

**Day #17 - 19**

**Lesson #8**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Daily log and positive attitudes for successful change.**

- Goal: Developing prosocial attitudes for change.
- Criminogenic Area: All areas.
- Target Area: Change and diversity.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Attitude checks.
- Homework Review: Review lessons on “Keys to positive change” found in pages 39-41; “diversity” in page 45; and “Getting ready to change” in 46-49 and discuss lessons learned from homework. Group participants will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Listening and sharing skills; diversity; and stages of change.
- Lesson for the week: Communication skills; diversity; and stages of change.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review, Keys to positive change” found in pages 39-41; “diversity” in page 45; and “Getting ready to change” in 46-49 of the RDAP Orientation Book throughout the week. .
- Model skill: Facilitators and/or group members will model the targeted skill.
- Practice: Group members will practice the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-evaluation strategies to extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; exemplify

prosocial attitudes; create an attitude check; use listening and sharing skills; and articulate the stages of change.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. Group members will rehearse the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-evaluation strategies to extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; identify how thoughts and attitudes will drive behavior; and combat self-defeating thoughts; use listening and sharing skills in group; and understand the stages of change in reference to:
  - exploring feelings about starting the program;
  - identifying reasons for entering treatment;
  - creating prosocial attitudes for change;
  - understanding the agreements of group;
  - being part of a group;
  - assessing the negative consequences of participant's past lifestyles;
  - surveying the negative consequences of the participant's choices;
  - changing maladaptive behavioral patterns;
  - use self-evaluation techniques to create motivation for change, mindfulness, and personal responsibility;
  - understanding the process of change;
  - preparing for change;
  - demonstrating the ability to ask for help;
  - identifying how thoughts and attitudes will drive behavior;
  - reinforcing key program standard;
  - evaluating and changing self-defeating thoughts that serve as roadblocks to change;
  - developing prosocial attitudes related to honesty, responsibility, willingness, open-mindedness, humility, caring, objectivity, gratitude, and positive attitudes; and
  - understanding diversity.

Give groups 10-15 minutes to plan their skits of 3-5 individuals. Group members viewing the role plays will identify the targeted criminogenic area.

- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson, “Looking back on my using history” found in pages 51-55 and “Damaging consequences of drug use” in pages 56-73.

***RDAP Curriculum (ORIENTATION PHASE)***

**Day 20 – 26**

**Lesson #9**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Assessing using history and damaging consequences.**

- Goal: Understand history of substance use and its consequences.
- Criminogenic Area: Substance abuse.
- Target Area: Substance use and consequences.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Listening and sharing skills; diversity; and stages of change.
- Homework Review: Review lessons on “Looking back on my using history” found in pages 51-55 and “Damaging consequences of drug use” in pages 56-73. Group participants will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Using history and its consequences.
- Lesson for the week: Using history and the consequences (evidenced in relationships, work and school, responsible behavior, finances, and health)

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Briefly review, “Looking back on my using history” found in pages 51-55 and “Damaging consequences of drug use” in pages 56-73 of the RDAP Orientation Book throughout the week. .
- Model skill: Facilitators and/or group members will model the targeted skill.
- Practice: Group members will practice the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-appraisal strategies to

extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; exemplify prosocial attitudes; create an attitude check; use listening and sharing skills; articulate the stages of change, and understand the consequences associated with behavior.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. Group members will rehearse the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-evaluation strategies to extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; identify how thoughts and attitudes will drive behavior; combat self-defeating thoughts; use listening and sharing skills in group; understand the stages of change; and articulate the consequences of behavior in reference to:
  - exploring feelings about starting the program;
  - identifying reasons for entering treatment;
  - creating prosocial attitudes for change;
  - understanding the agreements of group;
  - being part of a group;
  - assessing the negative consequences of participant's past lifestyles;
  - surveying the negative consequences of the participant's choices;
  - changing maladaptive behavioral patterns;
  - use self-evaluation techniques to create motivation for change, mindfulness, and personal responsibility;
  - understanding the process of change;
  - preparing for change;
  - demonstrating the ability to ask for help;
  - identifying how thoughts and attitudes will drive behavior;
  - reinforcing key program standard;
  - evaluating and changing self-defeating thoughts that serve as roadblocks to change; and
  - developing prosocial attitudes related to honesty, responsibility, willingness, open-mindedness, humility, caring, objectivity, gratitude, and positive attitudes.

Give groups 10-15 minutes to plan their skits of 3-5 individuals. Group members viewing the role plays will identify the targeted criminogenic area.

- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson, “Are you unable to predict your drug use” found in pages 74-75 and “Making excuses for your drug use” in pages 76-77.

***RDAP Curriculum (ORIENTATION PHASE)***

***Day 27-28    Lesson #10***

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Predicting drug use and making excuses for drug use.**

- Goal: Understand history of substance use and its consequences.
- Criminogenic Area: Substance abuse.
- Target Area: Substance use.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Using history and the consequences (evidenced in relationships, work and school, responsible behavior, finances, and health)
- Homework Review: Review lessons on “Are you unable to predict your drug use” found in pages 74-75 and “Making excuses for your drug use” in pages 76-77. Group participants will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Predicting substance use and making excuses.
- Lesson for the week: Predicting future behavior and using skills to extinguish excuses for future use.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review, “Are you unable to predict your drug use” found in pages 74-75 and “Making excuses for your drug use” in pages 76-77 of the RDAP Orientation Book throughout the week.
- Model skill: Facilitators and/or group members will model the targeted skill.

- **Practice:** Group members will practice the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-evaluation strategies to extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; exemplify prosocial attitudes; combat harm and destructive thoughts; create an attitude check; use listening and sharing skills; articulate the stages of change, understand the consequences associated with behavior; predict future behaviors; and extinguish excuses to use substances.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. Group members will rehearse the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-evaluation strategies to extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; identify how thoughts and attitudes will drive behavior; combat self-defeating thoughts; use listening and sharing skills in group; understand the stages of change; understand the consequences of behavior; predict future behaviors; and extinguish excuses to use substances in reference to:
  - exploring feelings about starting the program;
  - identifying reasons for entering treatment;
  - creating prosocial attitudes for change;
  - understanding the agreements of group;
  - being part of a group;
  - assessing the negative consequences of participant's past lifestyles;
  - surveying the negative consequences of the participant's choices;
  - changing maladaptive behavioral patterns;
  - use self-evaluation techniques to create motivation for change, mindfulness, and personal responsibility;
  - understanding the process of change;
  - preparing for change;
  - demonstrating the ability to ask for help;
  - identifying how thoughts and attitudes will drive behavior;
  - reinforcing key program standard;
  - evaluating and changing self-defeating thoughts that serve as roadblocks to change; and
  - developing prosocial attitudes related to honesty, responsibility, willingness, open-mindedness, humility, caring, objectivity, gratitude, and positive attitudes.

Give groups 10-15 minutes to plan their skits of 3-5 individuals. Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson, “The road ahead: my future without drugs” found in pages 78-81 and “Starting to work on readiness statement” in pages 82-83.

***RDAP Curriculum (ORIENTATION PHASE)***

**Day 29 – 30**

**Lesson #11**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: The Road Ahead and Readiness Statement.**

- Goal: Understand history of substance use and its consequences.
- Criminogenic Area: Substance abuse.
- Target Area: Substance use.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Predicting future behavior and using skills to extinguish excuses for future use.
- Homework Review: Review lessons on “The road ahead: my future without drugs” found in pages 78-81 and “Starting to work on readiness statement” in pages 82-83. Group participants will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Articulate my future without drugs and develop readiness statement.
- Lesson for the week: Looking at my life without drugs and drafting a readiness statement.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review, “The road ahead: my future without drugs” found in pages 78-81 and “Starting to work on readiness statement” in pages 82-83.
- Model skill: Facilitators and/or group members will model the targeted skill.

- **Practice:** Group members will practice the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-appraisal strategies to extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; exemplify prosocial attitudes; create an attitude check; use listening and sharing skills; articulate the stages of change, understand the consequences associated with using substance; predict future substance use behaviors; extinguish excuses to use substances; describe a life without drugs and draft a readiness statement.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. Group members will rehearse the cost-benefit analysis of criminal conduct and substance use; verbalize the benefits of treatment; use self-evaluation strategies to extinguish negative thoughts/beliefs; demonstrate the ability to ask for help; identify how thoughts and attitudes will drive behavior; combat self-defeating thoughts; use listening and sharing skills in group; understand the stages of change; understand the consequences associated with using substances; predict future substance use behaviors; extinguish excuses to use substances; describe a life without drugs; and draft a readiness statement in reference to:
  - exploring feelings about starting the program;
  - identifying reasons for entering treatment;
  - creating prosocial attitudes for change;
  - understanding the agreements of group;
  - being part of a group;
  - assessing the negative consequences of participant's past lifestyles;
  - surveying the negative consequences of the participant's choices;
  - changing maladaptive behavioral patterns;
  - use self-evaluation techniques to create motivation for change, mindfulness, and personal responsibility;
  - understanding the process of change;
  - preparing for change;
  - demonstrating the ability to ask for help;
  - identifying how thoughts and attitudes will drive behavior;
  - reinforcing key program standard;
  - evaluating and changing self-defeating thoughts that serve as roadblocks to change; and
  - developing prosocial attitudes related to honesty, responsibility, willingness, open-mindedness, humility, caring, objectivity, gratitude, and positive attitudes.

Give groups 10-15 minutes to plan their skits of 3-5 individuals. Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Final Examination: Participants must pass the final exam with a minimum score of 70%. Additionally, participants will share their “Readiness Statement” in the Orientation Group. Once approved, the participant will also share their “Readiness Statement” in the Therapeutic Community.**

## **LESSON PLANS FOR PHASE I**

***RDAP Curriculum (PHASE I- BOOK I)***

**Day 1 & 2      Lesson # 1**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Start of new book and review, “What is Cognitive Behavioral Therapy (CBT).
- Homework Review: Group to read pages 1-9 of Book 1 and discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill.
- Activity: Develop and implement activity on “What is Cognitive Restructuring”
- Lesson for today: The ABC’s of rational thinking

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 1-9 of Book 1
- Model skill: Facilitators and/or group members will model the targeted skill.
- Practice: Group members will practice the ABC’s of Rationale Thinking.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC) will be used and demonstrated in the role plays. Group members viewing the role plays will identify the targeted criminogenic area.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete assignment: Identifying Thinking Errors (pages 10-11)

***RDAP Curriculum (PHASE I – Book I)***

**Day 3      Lesson # 2**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Review the ABC's of rational thinking.
- Homework Review: Group to review pages 10-11 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Identify errors in thinking and learn how to use a thinking report.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Teach participants how to use a thought report to identify errors in thinking.
- Model skill: Facilitators and/or group members will model how to use a thought report.
- Practice: Group members will practice the appropriate use of a thought report.

**Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC and Thought Report) will be used and demonstrated in the role plays. Group members observing the role plays will identify the targeted criminogenic area and skill being used.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Homework: Review Lesson: Identifying Thinking Errors (Absolutes) and Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete homework assignment found in pages 12-13.

***RDAP Curriculum (PHASE I – Book I)***

**Day 4              Lesson # 3**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish a clear and complete understanding of the Errors in Thinking and how it results in negative consequences and results.
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking vs. Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Brief recap “What are Cognitive Behavioral Therapy (CBT), ABC of rational thinking, and the errors in thinking.
- Homework Review: Group to review pages 12-13 of Book I, discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of CBT to disrupt “absolute” thinking errors.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: The participants will learn how to use a RSA and “positive self-talk” to confront absolute thinking errors.
- Model skill: Facilitators and/or group members will model the targeted skill.
- Practice: Group members will practice positive self-talk and RSA during a high-risk situation.

**Section Three: Rehearsal (30 minutes)**

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, Positive Self-Talk and RSA) will be used and demonstrated in the role plays to address:
  - “Absolute thinking.”

Group members viewing the role plays will identify the targeted criminogenic area.

- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- **Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson, Identifying Thinking Errors (I Can’t) found in pages 14-15.

***RDAP Curriculum (PHASE I – Book I)***

**Day 5      Lesson # 4**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Review the ABC's of rational thinking, thought report, positive self-talk and RSA.
- Homework Review: Group to review pages 14-15 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Identify errors in thinking (I Can't) and learn how to change this error through appropriate use of CBT skill.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, and positive self-talk to confront errors in thinking when "I can't."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, and positive self-talk during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC's, RSA, thought reports, and positive self-talk) will be used and demonstrated in the role plays to address:
  - "absolute thinking," and
  - "I can't."
- Group members observing the role plays will identify the targeted criminogenic area and skill being used.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson, Identifying Thinking Errors (Rhetorical Questions) found in pages 16-17.

***RDAP Curriculum (PHASE I – Book I)***

**Day 6      Lesson # 5**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and apply cognitive behavioral skills to minimize errors in thinking.
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Review the ABC's of rational thinking, thought report, positive self-talk and RSA to stop "I can't" errors in thinking.
- Homework Review: Group to review pages 16-17 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Identify errors in thinking (Rhetorical Questions) and learn how to change this error through appropriate use of CBT skill.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, and positive self-talk to confront errors in thinking, particularly with "Rhetorical Questions."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- Practice: Group members will practice the ABC's, RSA, thought report, and positive self-talk during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC's, RSA, thought reports, and positive self-talk) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't," and
  - rhetorical questions.
- Group members observing the role plays will identify the targeted criminogenic area and skill being used.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on "Identifying Thinking Errors (Awfulizing)" found in pages 18-19.

***RDAP Curriculum (PHASE I – Book I)***

**Day 7      Lesson # 6**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Review the ABC's of rational thinking, thought report, positive self-talk and RSA to stop "Rhetorical Question" thinking errors.
- Homework Review: Group to review pages 18-19 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Identify errors in thinking (Awfulizing) and learn how to change this error through appropriate use of CBT skill.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, and positive self-talk to confront errors in thinking when faced with "Awfulizing."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, and positive self-talk during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC's, RSA, thought reports, and positive self-talk) will be used and demonstrated in the role plays to address:

- "absolute thinking,"
- "I can't,"
- "rhetorical question," and
- "awfulizing".

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- **Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson, "Identifying Thinking Errors (Statement of Facts)" found in pages 20-21

***RDAP Curriculum (PHASE I – Book I)***

**Day 8      Lesson # 7**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Review the ABC's of rational thinking, thought report, positive self-talk and RSA used to address 'Awfulizing.'
- Homework Review: Group to review pages 20-21 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Identify errors in thinking (Statement of Facts) and learn how to change this error through appropriate use of CBT skill.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, and positive self-talk to confront errors in thinking during "Statement of Facts."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, and positive self-talk during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC's, RSA, thought reports, and positive self-talk) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing," and
  - "statement of facts."
- Group members observing the role plays will identify the targeted criminogenic area and skill being used.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on "Identifying Thinking Errors (I Should)" found in pages 16-17.

***RDAP Curriculum (PHASE I – Book I)***

**Day 9      Lesson # 8**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Review the ABC's of rational thinking, thought report, positive self-talk and RSA in reference to "Statement of Facts."
- Homework Review: Group will review pages 22-23 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Identify errors in thinking ("Should") and learn how to change this error through appropriate use of CBT skill.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, and positive self-talk to confront errors in thinking when referring to "Should."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, and positive self-talk during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC's, RSA, thought reports, and positive self-talk) will be used and demonstrated in the role plays to address:

- "absolute thinking,"
- "I can't,"
- "rhetorical questions,"
- "awfulizing,"
- "statement of facts," and
- "should."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on "Identifying Thinking Errors (Have to, Need to, Must)" found in pages 24-25.

***RDAP Curriculum (PHASE I – Book I)***

***Day 10      Lesson # 9***

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Review the ABC's of rational thinking, thought report, positive self-talk and RSA in reference to "Should".
- Homework Review: Group to review pages 24-25 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Identify errors in thinking ("Have to, Need to, Must") and learn how to change this error through appropriate use of CBT skill.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, and positive self-talk to confront errors in thinking when participants "Have to, Need to, Must."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, and positive self-talk during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC's, RSA, thought reports, and positive self-talk) will be used and demonstrated in the role plays to address:

- "absolute thinking,"
- "I can't,"
- "rhetorical questions,"
- "awfulizing,"
- "statement of facts,"
- "should," and
- "have to, need to, must."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- **Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on Identifying Thinking Errors ("Loaded Words") found in pages 26-27.

***RDAP Curriculum (PHASE I – Book I)***

***Day 11      Lesson #10***

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Review the ABC's of rational thinking, thought report, positive self-talk and RSA in reference to "Have to, Need to, Must."
- Homework Review: Group to review pages 26-27 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Identify errors in thinking ("Loaded Words") and learn how to change this error through appropriate use of CBT skill.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, and positive self-talk to confront errors in thinking when I am confronted with "Loaded Words."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, and positive self-talk during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC's, RSA, thought reports, and positive self-talk) will be used and demonstrated in the role plays to address:

- "absolute thinking,"
- "I can't,"
- "rhetorical questions,"
- "awfulizing,"
- "statement of facts,"
- "should,"
- "have to, need to, must," and
- "loaded words."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- **Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on Identifying Thinking Errors (Blaming) found in pages 28-29.

***RDAP Curriculum (PHASE I – Book I)***

**Day 12      Lesson #11**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Review the ABC's of rational thinking, thought report, positive self-talk and RSA in reference to "Loaded Words."
- Homework Review: Group to review pages 28-29 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Identify errors in thinking ("Blaming") and learn how to change this error through appropriate use of CBT skill.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, and positive self-talk to confront errors in thinking when I am confronted with "Blaming."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, and positive self-talk during high-risk situations.

### **Section Three:** Rehearsal

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC's, RSA, thought reports, and positive self-talk) will be used and demonstrated in the role plays to address:

- "absolute thinking,"
- "I can't,"
- "rhetorical questions,"
- "awfulizing,"
- "statement of facts,"
- "should,"
- "have to, need to, must,"
- "loaded words," and
- "blaming."

Group members observing the role plays will identify the targeted criminogenic area and skill being used to confront errors in thinking particularly with "blaming."

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on Identifying Thinking Errors ("He, She, It statements) found in pages 30-31.

***RDAP Curriculum (PHASE I – Book I)***

**Day 13      Lesson #12**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Review the ABC's of rational thinking, thought report, positive self-talk and RSA in reference to "Blaming."
- Homework Review: Group to review pages 30-31 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Identify errors in thinking ("He, She, I statements") and learn how to change this error through appropriate use of CBT skills.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, and positive self-talk to confront errors in thinking when I am confronted with "He, She, It statements."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, and positive self-talk during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC's, RSA, thought reports, and positive self-talk) will be used and demonstrated in the role plays to address:

- "absolute thinking,"
- "I can't,"
- "rhetorical questions,"
- "awfulizing,"
- "statement of facts,"
- "should,"
- "have to, need to, must,"
- "loaded words,"
- "blaming," and
- "he said, she said statements."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- **Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on Identifying Thinking Errors and the appropriate use of Attitude Checks found in pages 32-35.

***RDAP Curriculum (PHASE I – Book I)***

**Day 14      Lesson #13**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Review the ABC's of rational thinking, thought report, positive self-talk and RSA in reference to "He, She, It statements."
- Homework Review: Group to review pages 32-35 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Identify errors in thinking and learn how to change this error through appropriate use of Attitude Checks.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, and positive self-talk to confront errors in thinking. Introduce "Attitude Checks."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, and attitude checks during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC's, RSA, thought reports, positive self-talk, and attitude checks) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing,"
  - "statement of facts,"
  - "should,"
  - "have to, need to, must,"
  - "loaded words,"
  - "blaming," and
  - "he said, she said statements."
- Group members observing the role plays will identify the targeted criminogenic area and skill being used.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on Identifying Thinking Errors and the "Five Rules of Rational Thinking" found in pages 36-37.

***RDAP Curriculum (PHASE I – Book I)***  
***Day 15      Lesson #14***

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Utilizing attitude checks to confront errors in thinking.
- Homework Review: Group to review pages 36-37 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Understanding the five rules of rational thinking.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review "Camera Checks," and the "Five Rules of Rational Thinking."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, and attitude checks during high-risk situations. Beyond this, have the participants practice Camera Checks and the Five Rules of Rational Thinking.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing,"
  - "statement of facts,"
  - "should,"
  - "have to, need to, must,"
  - "loaded words,"
  - "blaming," and
  - "he said, she said statements."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on the Goals of Rational Self-Counseling found in pages 38-41.

***RDAP Curriculum (PHASE I – Book I)***

**Day 16      Lesson #15**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Five rules of rational thinking.
- Homework Review: Group to review pages 38-41 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Three Goals of Rational Self-Counseling, starting with “Goal I.”

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” and Goal I of Rational Self-Counseling.
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, and attitude checks during high-risk situations. Beyond this, have the participants practice Camera Checks, the Five Rules of Rational Thinking, and Goal I of Rational Self-Counseling.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, and Goal #1 of Rational Self-Counseling) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing,"
  - "statement of facts,"
  - "should,"
  - "have to, need to, must,"
  - "loaded words,"
  - "blaming," and
  - "he said, she said statements."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the Goals of Rational Self-Counseling found in pages 42-43.

***RDAP Curriculum (PHASE I – Book I)***

**Day 17      Lesson #16**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: goals for rational self-counseling (Goal 1).
- Homework Review: Group to review pages 42-43 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Three Goals of Rational Self-Counseling “Goal II.”

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” and Goal I /Goal II of Rational Self-Counseling.
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, and goals I and II of rational self-counseling during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, and Goal #1/Goal #2 of Rational Self-Counseling) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing,"
  - "statement of facts,"
  - "should,"
  - "have to, need to, must,"
  - "loaded words,"
  - "blaming," and
  - "he said, she said statements."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the Goals of Rational Self-Counseling found in pages 44-48.

***RDAP Curriculum (PHASE I – Book I)***

**Day 18 - 19      Lesson #17**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: goals for rational self-counseling (Goal I & Goal II).
- Homework Review: Group to review pages 44-48 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Three Goals of Rational Self-Counseling “Goal III.”

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” and Goal I /Goal II/Goal III of Rational Self-Counseling.
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, and goals I, II and III of rational self-counseling during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, and Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing,"
  - "statement of facts,"
  - "should,"
  - "have to, need to, must,"
  - "loaded words,"
  - "blaming," and
  - "he said, she said statements."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on Practicing the RSA's found in pages 49-56.

***RDAP Curriculum (PHASE I – Book I)***

**Day 20 - 21      Lesson #18**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: goals for rational self-counseling (Goal I, II, and III).
- Homework Review: Group to review pages 49-56 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Practicing RSA's

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review "Camera Checks," the "Five Rules of Rational Thinking," and Goal I /Goal II/Goal III of Rational Self-Counseling.
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, and goals I, II and III of rational self-counseling during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, and Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing,"
  - "statement of facts,"
  - "should,"
  - "have to, need to, must,"
  - "loaded words,"
  - "blaming," and
  - "he said, she said statements."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the Five Steps of Education vs. Re-education (changing habits) found in pages 57-64.

***RDAP Curriculum (PHASE I - Book I)***  
***Day 22 - 23      Lesson #19***

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Rational Thinking**

- Goal: Establish positive rational thinking and review cognitive behavioral skills
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Rational thinking/Errors in thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: rational self-analysis (RSA).
- Homework Review: Group to review pages 57-64 of Book 1; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Practicing RSA's

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review "Camera Checks," the "Five Rules of Rational Thinking," and Goal I /Goal II/Goal III of Rational Self-Counseling.
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, and goals I, II and III of rational self-counseling during high-risk situations.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, and Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing,"
  - "statement of facts,"
  - "should,"
  - "have to, need to, must,"
  - "loaded words,"
  - "blaming," and
  - "he said, she said statements."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the Five Steps of Education vs. Re-education (changing habits) found in pages 57-64.

***RDAP Curriculum (PHASE I – Book II)***  
***Day 24 - 26      Lesson #20***

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Rational Thinking**

- Goal: Evaluate short and long-term rewards and consequences of crime.
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief summary of the skills learned in Book I.
- Homework Review: Group to review pages 1-11 of Book II as well as pages 57-64 of Book I; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Examining the Five Steps of Education and Re-Education.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review "Camera Checks," the "Five Rules of Rational Thinking," and Goal I /Goal II/Goal III of Rational Self-Counseling. Apply the payoff matrix and the "Five Steps of Education and Re-Education" to extinguish criminal conduct.

- Model skill: Facilitators and/or group members will model how to use the skills in application.
- Practice: Group members will practice ABC's, RSAs, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, the members will demonstrate "Camera Checks," the "Five Rules of Rational Thinking," and Goal I /Goal II/Goal III of Rational Self-Counseling. Once complete, have the group participants apply the payoff matrix and the "Five Steps of Education and Re-Education" to extinguish criminal conduct.
- 

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, pay off matrix, and the 5 steps of education and re-education) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing,"
  - "statement of facts,"
  - "should,"
  - "have to, need to, must,"
  - "loaded words,"
  - "blaming," and
  - "he said, she said statements."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the Three C's of Cognitive Behavioral Therapy found in pages 12-17 of Book II.

### ***RDAP Curriculum (PHASE I – Book II)***

**Day 27 - 28      Lesson #21**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Rational Thinking**

- Goal: Teach and apply the 3 C's of CBT to high-risk, criminogenic areas.
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and AOD.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: 5 Steps of Education and Re-Education.
- Homework Review: Group to review pages 12-17 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Examining the 3 C's of Cognitive Behavioral Therapy.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review "Camera Checks," the "Five Rules of Rational Thinking," and Goal I /Goal II/Goal III of Rational Self-Counseling, the payoff matrix, "Five Steps of Education and Re-Education, and the 3 C's of CBT.
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; and the 3 Cs of CBT.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix and the 3 Cs) will be used and demonstrated in the role plays to address:

- "absolute thinking,"
- "I can't,"
- "rhetorical questions,"
- "awfulizing,"
- "statement of facts,"
- "should,"
- "have to, need to, must,"
- "loaded words,"
- "blaming," and
- "he said, she said statements."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on the criminal thinking errors found in pages 18-19 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**Day 29      Lesson #22**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and AOD.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of the 3 Cs of CBT.
- Homework Review: Group to review pages 18-19 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Errors in thinking.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review "Camera Checks," the "Five Rules of Rational Thinking," Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C's of CBT; and change thought.
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing,"
  - "statement of facts,"
  - "should,"
  - "have to, need to, must,"
  - "loaded words,"
  - "blaming," and
  - "he said, she said statements."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- **Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on "Mollification" found in pages 20-23 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**DAY #30      Lesson #23**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and AOD.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of change talk in reference to extinguishing criminal thinking errors.
- Homework Review: Group to review pages 20-23 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Errors in thinking.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review "Camera Checks," the "Five Rules of Rational Thinking," Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C's of CBT; and change thought in reference to "Mollification."
- Model skill: Facilitators and/or group members will model how to use the skills in application.

- Practice: Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:

- “absolute thinking,”
- “I can’t,”
- “rhetorical questions,”
- “awfulizing,”
- “statement of facts,”
- “should,”
- “have to, need to, must,”
- “loaded words,”
- “blaming,”
- “he said, she said statements;” and
- “mollification.”

Group members observing the role plays will identify the targeted criminogenic area and skill being used. In application, the skills and subsequent criminogenic area will concentrate on extinguishing “Mollification.”

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Cut Off” found in pages 24-27 of Book II.

***RDAP Curriculum (PHASE I - Book II)***

***Day 31      Lesson #24***

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

### **Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing criminal thinking error associated with “mollification.”
- Homework Review: Group to review pages 24-27 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Errors in thinking with special attention devoted to “Cut offs”

## **Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C's of CBT; and change thought in reference to “Cut offs.”
- Model skill: Facilitators and/or group members will model how to use the skills in application.
- Practice: Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational

self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - “absolute thinking,”
  - “I can’t,”
  - “rhetorical questions,”
  - “awfulizing,”
  - “statement of facts,”
  - “should,”
  - “have to, need to, must,”
  - “loaded words,”
  - “blaming,”
  - “he said, she said statements,”
  - “mollification,” and
  - “cut offs.”

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Entitlement” found in pages 28-31 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**DAY #32      Lesson #25**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing criminal thinking error associated with “Cut offs.”
- Homework Review: Group to review pages 28-31 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Errors in thinking with special attention devoted to “Entitlement.”

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C's of CBT; and change thought in reference to “Entitlement.”

- Model skill: Facilitators and/or group members will model how to use the skills in application.
- Practice: Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - “absolute thinking,”
  - “I can’t,”
  - “rhetorical questions,”
  - “awfulizing,”
  - “statement of facts,”
  - “should,”
  - “have to, need to, must,”
  - “loaded words,”
  - “blaming,”
  - “he said, she said statements,”
  - “mollification,”
  - “cut offs,” and
  - “entitlement.”

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Power Orientation” found in pages 32-35 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**DAY 33      Lesson #26**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing criminal thinking error associated with “Entitlement.”
- Homework Review: Group to review pages 32-35 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Errors in thinking with special attention devoted to “Power Orientation.”

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C's of CBT; and change thought in reference to “Power Orientation.”

- **Model skill:** Facilitators and/or group members will model how to use the skills in application.
- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - “absolute thinking,”
  - “I can’t,”
  - “rhetorical questions,”
  - “awfulizing,”
  - “statement of facts,”
  - “should,”
  - “have to, need to, must,”
  - “loaded words,”
  - “blaming,”
  - “he said, she said statements,”
  - “mollification,”
  - “cut offs,”
  - “entitlement,” and
  - “power orientation.”

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- **Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Sentimentality” found in pages 36-39 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**DAY #34      Lesson #27**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing criminal thinking error associated with “Power Orientation.”
- Homework Review: Group to review pages 36-39 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Errors in thinking with special attention devoted to “Sentimentality.”

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C's of CBT; and change thought in reference to “Sentimentality.”

- Model skill: Facilitators and/or group members will model how to use the skills in application.
- Practice: Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - “absolute thinking,”
  - “I can’t,”
  - “rhetorical questions,”
  - “awfulizing,”
  - “statement of facts,”
  - “should,”
  - “have to, need to, must,”
  - “loaded words,”
  - “blaming,”
  - “he said, she said statements,”
  - “mollification,”
  - “cut offs,”
  - “entitlement,”
  - “power orientation,” and
  - “sentimentality.”

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Superoptimism” found in pages 40-42 of Book II.

***RDAP Curriculum (PHASE I- Book II)***

**DAY #35      Lesson #28**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing criminal thinking error associated with “Sentimentality.”
- Homework Review: Group to review pages 40-43 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Errors in thinking with special attention devoted to “Super Optimism.”

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C's of CBT; and change thought in reference to “Super Optimism.”

- Model skill: Facilitators and/or group members will model how to use the skills in application.
- Practice: Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - “absolute thinking,”
  - “I can’t,”
  - “rhetorical questions,”
  - “awfulizing,”
  - “statement of facts,”
  - “should,”
  - “have to, need to, must,”
  - “loaded words,”
  - “blaming,”
  - “he said, she said statements,”
  - “mollification,”
  - “cut offs,”
  - “entitlement,”
  - “power orientation,”
  - “sentimentality,” and
  - “super optimism.”

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Cognitive Indolence” found in pages 44-47 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**DAY #36      Lesson #29**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing criminal thinking error associated with “Super Optimism.”
- Homework Review: Group to review pages 44-47 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Errors in thinking with special attention devoted to “Cognitive Indolence.”

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC’s, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C’s of CBT; and change thought in reference to “Cognitive Indolence.”

- Model skill: Facilitators and/or group members will model how to use the skills in application.
- Practice: Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - “absolute thinking,”
  - “I can’t,”
  - “rhetorical questions,”
  - “awfulizing,”
  - “statement of facts,”
  - “should,”
  - “have to, need to, must,”
  - “loaded words,”
  - “blaming,”
  - “he said, she said statements,”
  - “mollification,”
  - “cut offs,”
  - “entitlement,”
  - “power orientation,”
  - “sentimentality,”
  - “super optimism,” and
  - “cognitive indolence.”

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Discontinuity” found in pages 48-51 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**Day 37      Lesson #30**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing criminal thinking error associated with “Cognitive Indolence.”
- Homework Review: Group to review pages 48-51 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Errors in thinking with special attention devoted to “Discontinuity.”

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C's of CBT; and change thought in reference to “Discontinuity.”

- Model skill: Facilitators and/or group members will model how to use the skills in application.
- Practice: Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - “absolute thinking,”
  - “I can’t,”
  - “rhetorical questions,”
  - “awfulizing,”
  - “statement of facts,”
  - “should,”
  - “have to, need to, must,”
  - “loaded words,”
  - “blaming,”
  - “he said, she said statements,”
  - “mollification,”
  - “cut offs,”
  - “entitlement,”
  - “power orientation,”
  - “sentimentality,”
  - “super optimism,”
  - “cognitive indolence,” and
  - “discontinuity.”

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “The 12 Biggest Criminal Thinking Errors” found in pages 52-53 of Book II.

*RDAP Curriculum (PHASE I - Book II)*  
**DAY #38      Lesson #31**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing criminal thinking error associated with “Discontinuity.”
- Homework Review: Group to review pages 52-53 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Errors in thinking with special attention devoted to “The 12 Biggest Criminal Thinking Errors”

## **Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C's of CBT; and change thought in reference to “The 12 Biggest Criminal Thinking Errors.”
- Model skill: Facilitators and/or group members will model how to use the skills in application.
- Practice: Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational

self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - “absolute thinking,”
  - “I can’t,”
  - “rhetorical questions,”
  - “awfulizing,”
  - “statement of facts,”
  - “should,”
  - “have to, need to, must,”
  - “loaded words,”
  - “blaming,”
  - “he said, she said statements,”
  - “mollification,”
  - “cut offs,”
  - “entitlement,”
  - “power orientation,”
  - “sentimentality,”
  - “super optimism,”
  - “cognitive indolence,”
  - “discontinuity,” and
  - “the 12 Biggest Thinking Errors.”

Group members observing the role plays will identify the targeted criminogenic area and skill being used. In application, the skills and subsequent criminogenic area will concentrate on extinguishing “The 12 Biggest Criminal Thinking Errors.”

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Applying the RSA strategy to reducing Criminal Thinking” found in pages 54-57 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**DAY #39      Lesson #32**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking/adaptive thinking
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing criminal thinking error associated with “The Biggest Thinking Errors”
- Homework Review: Group to review pages 54-57 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Errors in thinking with special attention devoted to “Apply the RSA Strategy to Criminal Thinking.”

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC’s, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C’s of CBT; and change thought in reference to “Criminal Thinking.”

- Model skill: Facilitators and/or group members will model how to use the skills in application.
- Practice: Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address.
  - “absolute thinking,”
  - “I can’t,”
  - “rhetorical questions,”
  - “awfulizing,”
  - “statement of facts,”
  - “should,”
  - “have to, need to, must,”
  - “loaded words,”
  - “blaming,”
  - “he said, she said statements,”
  - “mollification,”
  - “cut offs,”
  - “entitlement,”
  - “power orientation,”
  - “sentimentality,”
  - “super optimism,”
  - “cognitive indolence,”
  - “discontinuity,”
  - “the 12 Biggest Thinking Errors,” and
  - “criminal thinking errors (applying RSAs).”

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Harmful Attitude: Manipulation” found in pages 58-59 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**Day 40      Lesson #33**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Goal: Develop prosocial attitude
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking, adaptive thinking, and prosocial attitude.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing criminal thinking error through RSA.
- Homework Review: Group to review pages 58-59 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Utilizing attitude checks to address honesty, responsibility and humility. Hence, harmful and faulty attitudes will be viewed within the context of targeting “manipulation.”

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal

conduct; 3 C's of CBT; and change thought in reference to "Criminal Thinking." Beyond this, use attitude checks to address honesty, responsibility and humility to decelerate "manipulation."

- **Model skill:** Facilitators and/or group members will model how to use the skills in application.
- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought to accelerate honesty, responsibility and humility while simultaneously decelerating manipulation.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing,"
  - "statement of facts,"
  - "should,"
  - "have to, need to, must,"
  - "loaded words,"
  - "blaming,"
  - "he said, she said statements,"
  - "mollification,"
  - "cut offs,"
  - "entitlement,"
  - "power orientation,"
  - "sentimentality,"
  - "super optimism,"
  - "cognitive indolence,"
  - "discontinuity,"
  - "the 12 Biggest Thinking Errors,"
  - "criminal thinking errors (applying RSAs); and
  - "harmful attitudes: manipulation."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Harmful Attitude: Grandiosity” found in pages 60-63 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**Day 41      Lesson #34**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Goal: Develop prosocial attitude
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking, adaptive thinking, and prosocial attitude.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing harmful attitudes associated with manipulation.
- Homework Review: Group to review pages 60-63 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Utilizing attitude checks to address honesty, responsibility and humility. Hence, harmful and faulty attitudes will be viewed within the context of targeting “grandiosity.”

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review “Camera Checks,” the “Five Rules of Rational Thinking,” Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal

conduct; 3 C's of CBT; and change thought in reference to "Criminal Thinking." Beyond this, use attitude checks to address honesty, responsibility and humility to decelerate "grandiosity."

- **Model skill:** Facilitators and/or group members will model how to use the skills in application.
- **Practice:** Group members will practice the ABC's, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought to accelerate honesty, responsibility and humility while simultaneously decelerating grandiosity.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - "absolute thinking,"
  - "I can't,"
  - "rhetorical questions,"
  - "awfulizing,"
  - "statement of facts,"
  - "should,"
  - "have to, need to, must,"
  - "loaded words,"
  - "blaming,"
  - "he said, she said statements,"
  - "mollification,"
  - "cut offs,"
  - "entitlement,"
  - "power orientation,"
  - "sentimentality,"
  - "super optimism,"
  - "cognitive indolence,"
  - "discontinuity,"
  - "the 12 Biggest Thinking Errors,"
  - "criminal thinking errors (applying RSAs),
  - "harmful attitudes: manipulation," and
  - "harmful attitudes: grandiosity."

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Foundation for Change” found in pages 64-69 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**Day 42      Lesson #35**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Goal: Develop prosocial attitude
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking, adaptive thinking, and prosocial attitude.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing harmful attitudes associated with grandiosity.
- Homework Review: Group to review pages 60-63 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Foundation for Change.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review "Camera Checks," the "Five Rules of Rational Thinking," Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C's of CBT; and change thought in reference to "Criminal Thinking." Beyond

this, use attitude checks to accelerate honesty, responsibility and humility while decelerating “grandiosity.” Begin to address, “Foundation for Change.”

- Model skill: Facilitators and/or group members will model how to use the skills in application.
- Practice: Group members will practice the ABC’s, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought to accelerate honesty, responsibility and humility while simultaneously decelerating grandiosity.

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays to address:
  - “absolute thinking,”
  - “I can’t,”
  - “rhetorical questions,”
  - “awfulizing,”
  - “statement of facts,”
  - “should,”
  - “have to, need to, must,”
  - “loaded words,”
  - “blaming,”
  - “he said, she said statements,”
  - “mollification,”
  - “cut offs,”
  - “entitlement,”
  - “power orientation,”
  - “sentimentality,”
  - “super optimism,”
  - “cognitive indolence,”
  - “discontinuity,”
  - “the 12 Biggest Thinking Errors,”
  - “criminal thinking errors (applying RSAs),
  - “harmful attitudes: manipulation,”
  - “harmful attitudes: grandiosity,” and
  - “foundation for change.”

Group members observing the role plays will identify the targeted criminogenic area and skill being used.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** Complete lesson on the criminal thinking errors with particular emphasis on “Foundation for Change” found in pages 64-69 of Book II.

***RDAP Curriculum (PHASE I – Book II)***

**Day 43 - 45      Lesson #36**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Rational Thinking**

- Goal: Understand the impact of criminal thinking errors on criminal behaviors.
- Goal: Establish positive rational thinking
- Goal: Develop prosocial attitude
- Criminogenic Area: Dysfunctional family; antisocial companions; and antisocial values, beliefs and attitudes; and Alcohol and other Drugs.
- Target Area: Maladaptive thinking, adaptive thinking, and prosocial attitude.
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: brief review of skill acquisition and application to extinguishing harmful attitudes associated with grandiosity.
- Homework Review: Group to review pages 64-69 of Book II; discuss lessons learned from homework, and present findings. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate proper use and understanding of the cognitive skill
- Lesson for today: Foundation for Change.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Review ABC's, RSA, thought reports, positive self-talk, and attitude checks to confront errors in thinking. Also, review "Camera Checks," the "Five Rules of Rational Thinking," Goal I /Goal II/Goal III of Rational Self-Counseling; payoff matrix to criminal conduct; 3 C's of CBT; and change thought in reference to "Criminal Thinking." Beyond this, use attitude checks to accelerate honesty, responsibility and humility while

decelerating “grandiosity.” Finally, develop a criminogenic and substance abuse prevention plan to create a “Foundation for Change.”

- Model skill: Facilitators and/or group members will model how to use the skills in application.
- Practice: Group members will practice the ABC’s, RSA, thought report, positive self-talk, camera check, attitude checks, five rules of rational thinking, goals I, II and III of rational self-counseling during high-risk situations; payoff matrix for criminal conduct; 3 Cs of CBT; and change thought to accelerate honesty, responsibility and humility while simultaneously decelerating grandiosity. Develop a viable plan to create a “Foundation for Change.”

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (ABC, Thought Report, RSA, Positive Self-Talk, Attitude Checks, Camera Checks, the Five Rules of Rational Thinking, Goal #1/Goal #2 /Goal #3 of Rational Self-Counseling, payoff matrix; 3 Cs of CBT; and change thought) will be used and demonstrated in the role plays. Group members observing the role plays will identify the targeted criminogenic area and skill being used. In application, the skills and subsequent criminogenic area will concentrate on developing a “Foundation for Change.”
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.
- **Homework:** On Day 43, complete lesson on the criminal thinking errors with particular emphasis on the “Statement of Commitment” found in pages 70-71 of Book II. Once completed, have the participants share their “Statement of Commitment” in the PHASE I group (Day 44 & 45). Prior to Phase II advancement, the participants will also share their “Statement of Commitment” to the Therapeutic Community.

## **LESSON PLANS FOR PHASE II**

## **RDAP Curriculum (PHASE II – Book I)**

**Day 1      Lesson 1      Pgs 1-3**

### **Section One: Introduction, Homework Review, Opening (First 30 minutes)**

#### **Introduction: Exploring Healthy Relationships**

- Goal: Establish and maintain a Healthy Relationship
- Crim-6: Family dysfunction, Anti-soc beh., personality, values, peers, and sub-A.
- Target Area: Benefits of a Healthy Relationship
- Reminders: Review group rules and skills learned.
- Review Previous Lesson: (None- Beginning new book)
- Homework Review: Creating your own village/community.
- Review Benchmarks: Understand the benefits of healthy relationships; identify the criminal and rational thinking errors that arise for unhealthy relationships; and identify positive attitudes that lead to healthy relationships (i.e. humility, caring, honesty and responsibility)

### **Section Two: Teach, Model, Practice (30 minutes)**

- Lesson for today: Benefits of a Healthy Relationship
- Teach Skills: Teach how to use Attitude Checks to support Healthy Relationships
- Model Skills: Facilitators and/or group members will demonstrate targeted skill (Attitude Check)
- Practice Skill: Group members will practice Attitude Checks to maintain healthy relationships. (Attitude Check-Humility, Caring, Honesty, and Responsibility)

### **Section Three: Rehearsal (30 minutes)**

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill(s) (**Attitude Checks**) will be used and demonstrated in reference to:

- Understand the benefits of healthy relationships
- Identify the criminal and rational thinking errors that arise for unhealthy relationships
- Identify positive attitudes that lead to healthy relationships (i.e. humility, caring, honesty and responsivity)

Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete and review pages 4-7 in book 4 “unhealthy relationships”

**RDAP Curriculum (Phase II – Book I)**

**Day 2      Lesson 2      Pgs 4-7**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Exploring Relationships**

- Goal: Establish and maintain a Healthy Relationship
- Crim-6: Family dysfunction, Anti-soc behavior, personality, values, peers, and sub-A.
- Target Area: How Unhealthy behaviors affect relationships.
- Reminders: Review group rules and skills learned.
- Review Previous Lesson: Benefits of a healthy relationship pages 1-3
- Homework Review: Briefly review pages 4-7 in book 4- unhealthy relationships. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Review Benchmarks: Identify how unhealthy behaviors affects relationships in relation to negative attitudes (grandiosity, irresponsibility, uncaring, and dishonesty); Identify your role in an unhealthy relationship (manipulation and grandiosity)
- Lesson for today: How Unhealthy behaviors/Attitudes affect relationships.

**Section Two: Teach, Model, Practice (30 minutes)**

- Teach Skills: Review how to use Positive Self-Talk and Attitude Checks to counter unhealthy attitudes.
- Model Skills: Facilitators and/or group members will demonstrate targeted skill (Attitude Check)
- Practice Skill: Group members will practice using Positive Self-Talk and Attitude Checks in response to unhealthy attitudes: Grandiosity, irresponsibility, uncaring, dishonesty.

**Section Three: Rehearsal (30 minutes)**

- **Rehearse Skill(s):** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk and Attitude Checks**) will be used and demonstrated in the role plays in reference to:
  - Identify how unhealthy behaviors affects relationships in relation to negative attitudes (grandiosity, irresponsibility, uncaring, and dishonesty)
  - Identify your role in an unhealthy relationship (manipulation and grandiosity)

Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

- **Homework:** Complete and review pages 8-9 in book 4 “the Dominator”

**RDAP Curriculum (PHASE II – Book I)**  
**Day 3      Lesson 3      Pgs 8-9**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

### **Introduction: Exploring Relationships**

- Goal: Establish and maintain a Healthy Relationship
- Crim-6: Family dysfunction, Anti-soc beh., personality, values, peers, and sub-A.
- Target Area: How Thinking Errors Affect Behaviors & Relationships.
- Reminders: Review group rules and skills learned.
- Review Previous Lesson: How negative behaviors/attitudes affect your relationship pages 4-7.
- Homework Review: Briefly review pages 8-9 in book 4. Each group will have 3-5 minutes to discuss the lessons learned. Once completed, an individual will be selected from each group and will present the group findings to the larger group of participants.
- Review Benchmarks: Identify and understand the Dominator role in relationships; Identify the criminal thinking areas of the Dominator (power orientation, entitlement and superoptimism); Identify the self-talk related to the Dominator; Realize the need for frequent attitude checks focusing on Humility
- Lesson for today: Identify “The Dominator” error in thinking and style.

### **Section Two: Teach, Model, Practice (30 minutes)**

- Teach Skills: Review how to use an to confront the “dominator” characteristics/attitudes
- Model Skills: Facilitators and/or group members will demonstrate targeted skill (RSA)
- Practice Skill: Review Attitude Checks, Positive Self-Talk, Thought Report, and RSA’s in confronting “Dominator” characteristics.

### **Section Three: Rehearsal (30 minutes)**

- **Rehearse Skill(s):** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, Thought Report, and RSA**) will be used and demonstrated in the role plays in reference to:

- Identify and understand the Dominator role in relationships
- Identify the criminal thinking areas of the Dominator (power orientation, entitlement and superoptimism)
- Identify the self-talk related to the Dominator
- Realize the need for frequent attitude checks focusing on Humility

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Complete and review pages 10-11 in book 4 “the Neglector”

**RDAP Curriculum (PHASE II – Book I)**  
**Day 4            Lesson 4        Pgs 10-11**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction:** Exploring Relationships

- Goal: Establish and maintain a healthy relationship

- Crim-6: Family dysfunction, Anti-soc-beh., personality, values, peers, and sub-A
- Target Area: How Unhealthy Behaviors Affect Relationships
- Reminders: Rules and skills learned
- Review previous lesson: Review the “Dominator” error in thinking and pattern
- Homework Review: Briefly review pages 10-11 “Neglector”
- Review Benchmarks: Understand the Neglector role pattern; Identify the criminal thinking errors of the Neglector (mollification, discontinuity, cut-off, entitlement, cognitive indolence); Identify the self-talk used by the neglector; Realize the need to have frequent attitude checks (responsibility and caring)
- Lesson for today: Identify “The Neglector” error in thinking and pattern

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: How to use Positive Self-Talk, Attitude Checks, Thought Report, RSAs to counter errors in thinking when dealing with the neglector.
- Model Skills: Facilitators and/or group members will demonstrate targeted skill.
- Practice Skill: Brief group discussion on their understanding and utilization of targeted skill.

### **Section Three:** Rehearse (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, Thought Report, RSA**) will be used and demonstrated in the role plays in reference to:
  - Understand the Neglector role pattern; Identify the criminal thinking errors of the Neglector (mollification, discontinuity, cut-off, entitlement, cognitive indolence)
  - Identify the self-talk used by the neglector
  - Realize the need to have frequent attitude checks (responsibility and caring)

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Complete and review pages 12-13 “The Manipulator”

### **RDAP Curriculum (PHASE II – Book I)**

**Day 5            Lesson 5            Pgs 12-13**

#### **Section One: Introduction, Homework Review, Opening (First 30 minutes)**

##### **Introduction:** Exploring Relationships

- Goal: Establish and maintain a healthy relationship
- Crim-6: Family dysfunction, Anti-soc-beh., personality, values, peers, and AOD

- Target Area: How unhealthy behaviors affect relationships
- Reminders: Rules and skills learned
- Review previous lesson: Review the “Neglector” error in thinking
- Homework Review: Briefly review pages 12-13 “Manipulator”
- Review Benchmarks: Understand the manipulator role pattern; Identify the criminal thinking pattern demonstrated by the manipulator (entitlement, super-optimism, power orientation, mollification); Identify the self-talk used by the manipulator; Realize the need for frequent attitude checks on honesty
- Lesson for today: Identify “The Manipulator” error in thinking

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: Review Positive Self-Talk, Attitude Checks, RSA, Thought Report, and Flip-the-Script to confront thinking errors of the “Neglector”.
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Brief group discussion on their understanding and utilization of targeted skill

### **Section Three:** Rehearse (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, RSA, Thought Report ,Flip-the-Script**) will be used and demonstrated in the role plays in reference to:
  - Understand the manipulator role pattern
  - Identify the criminal thinking pattern demonstrated by the manipulator (entitlement, superoptimism, power orientation, mollification)
  - Identify the self-talk used by the manipulator
  - Realize the need for frequent attitude checks on honesty

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Complete and review pages 14-15 “Identifying patterns in my relationships”

**RDAP Curriculum (PHASE II – Book I)**  
**Day 6            Lesson 6        Pgs 14-16**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

Introduction: Establish and maintain a healthy relationship

- Crim-6: Family dysfunction, Anti-soc-beh., personality, values, peers, and AOD

- Target Area: How unhealthy behaviors affect relationships
- Reminders: Rules and skills learned
- Review previous lesson: Review Thinking Errors in relation to the “Manipulator” pattern of behavior: entitlement, super-optimism, mollification and power orientation
- Homework Review: Briefly review pages 14-16 “Identifying patterns in my relationships”
- Review Benchmarks: Identifying patterns in my relationships (dominator, neglecter, manipulator); Identify my most problematic relationship pattern
- Lesson for today: Identifying patterns in my relationships that have had the most harmful effects.

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: How to use Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Matrix to counter three patterns in an unhealthy relationship: Neglector, Manipulator, and Dominator.
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Brief group discussion on their understanding and utilization of targeted skill. Group members will practice Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Thought Reports, and Cost/Benefit Matrix in relation to confronting the neglecter, manipulator, and dominator.

### **Section Three:** Rehearse (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Thought Reports, Cost/Benefit Matrix**) will be used and demonstrated in the role plays in reference to:
  - Identifying patterns in my relationships (dominator, neglecter, manipulator)
  - Identify my most problematic relationship pattern

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Complete and review pages 17-18 “What do you get from a healthy relationship?”

**RDAP Curriculum (PHASE II – Book I)**  
**Day 7      Lesson 7      Pgs 17-18**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction:** Exploring Relationships

- Goal: Establish and maintain a healthy relationship
- Crim-6: Family dysfunction, Anti-soc-beh., personality, values, peers, and AOD
- Target Area: Understanding the Components of Healthy Relationship

- Reminders: Rules and skills learned
- Review previous lesson: Review the patterns in my relationship that have had the most harmful effects.
- Homework Review: Briefly review pages 17-18 “What do you get from a healthy relationship?”
- Review Benchmarks: Understand the 5 benefits of a healthy relationship (emotional support, instrumental support, companionship, sense of connectedness and belonging, and giving and receiving honest feedback)
- Lesson for today: Five benefits of a healthy relationship: emotional support, instrumental support, companionship, sense of connectedness and belonging, honest feedback

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: How to use Memorization, Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Thought Reports, Cost/Benefit Matrix skills for decision-making and in reference to countering unhealthy behavior patterns
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Consumers will get into their respective groups and discuss the 5 benefits of a healthy relationship and use newsheets to creatively display components of each and give a brief summary.

### **Section Three:** Rehearse (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Matrix, Memorization**) will be used and demonstrated in the role plays in reference to:
  - Understand the 5 benefits of a healthy relationship (emotional support, instrumental support, companionship, sense of connectedness and belonging, and giving and receiving honest feedback)

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Pages 19-21. Attitude check on Humility.

**RDAP Curriculum (PHASE II – Book I)**  
**Day 8            Lesson 8        Pgs 19-21**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction:** Exploring Relationships

- Goal: Establish and maintain a healthy relationship
- Crim-6: Family dysfunction, Anti-soc-beliefs, personality, values, peers, and sub-A
- Target Area: Maintaining Relationships

- Reminders: Rules and skills learned
- Review previous lesson: Five benefits of a healthy relationship
- Homework Review: Briefly review pages 19-21. Keeping up your end/knowing what you want in a relationship.
- Review Benchmarks: Understand what it means to keep up your end of the relationship; Realize that the best way to get the 5 benefits of a healthy relationship is to give the 5 benefits; Give in order to receive
- Activity: Men will break up into their groups and come up with a list of the benefits of a healthy relationship most important to them and share with the larger group.
- Lesson for today: Keeping your end of the relationship. What will you do to maintain your relationships

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: Teach how positive attitudes of change and Attitude Checks can be used and applied toward “Keeping your end of the relationship”; What actions will you do to maintain it
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Use the Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Matrix, Memorization develop personal strategies to maintain accountability in “Keeping your end of the relationship”

### **Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Matrix, Memorization**) will be used and demonstrated in the role plays in reference to:
  - Understand what it means to keep up your end of the relationship
  - Realize that the best way to get the 5 benefits of a healthy relationship is to give the 5 benefits
  - Give in order to receive

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Pages 22-23

**RDAP Curriculum (PHASE II – Book I)**  
**Day 9            Lesson 9        Pgs 22-25**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction:** Exploring Relationships

- Goal: Establish and maintain a healthy relationship
- Crim-6: Family dysfunction, Anti-soc-beliefs, personality, values, peers, and sub-A
- Target Area: Exploring effective communication
- Reminders: Rules and skills learned
- Review previous lesson: Keeping your end of the relationship. Know what you want in a relationship; demonstrating the five benefits of a healthy relationship. Attitude checks, Identifying unhealthy relationship patterns

- Homework Review: Briefly review pages 22-25 of Book four.
- Review Benchmarks: Understand the need for effective communication; Understand your overall communication style; Identify the difference between casual and personal communication; Understand the 4 styles of communication (aggressive, passive, passive-aggressive, assertive); Understand the 3 elements of communication (talking, listening, and body language); Understand assertive communication
- Activity: Men will break up into their groups and briefly discuss their overall communication style.
- Lesson for today: Learning to communicate effectively. Understand the different styles of communication.

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: Learning to communicate by using Four styles of communication: Passive, Aggressive, Passive-aggressive, and assertive communication to communicate effectively with others
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Review how using **Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles**, can be used to communicate effectively with others

### **Section Three:** Rehearsal (30 minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles**) will be used and demonstrated in the role plays in reference to:
  - Understand the need for effective communication
  - Understand your overall communication style
  - Identify the difference between casual and personal communication; Understand the 4 styles of communication (aggressive, passive, passive-aggressive, assertive)
  - Understand the 3 elements of communication (talking, listening, and body language)
  - Understand assertive communication

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Pg. 26-28 RDAP Book 4

## RDAP Curriculum (PHASE II - Book I)

## **Section One: Introduction, Homework Review, Opening (First 30 minutes)**

## **Introduction: Effective Communication**

- Goal: Establish and maintain a healthy relationship
- Crim-6: Family dysfunction, Anti-soc-beliefs, personality, values, peers, and sub-A
- Target Area: Assertive Communication
- Reminders: Rules and skills learned
- Review previous lesson: Learning to communicate effectively. Casual/personal communication. Four styles of communication: Passive, Aggressive, Passive-aggressive, and assertive communication
- Homework Review: Briefly review pages 26-28 of Book four.

- Review Benchmarks: Know the three elements of communication. Know the difference between Ineffective vs. Assertive Communication. Focus on the third element of communication “Body Language” and the four styles of communication (passive, aggressive, passive-aggressive, and assertive).
- Lesson for today: Know the three elements of communication. Know the difference between Ineffective vs. Assertive Communication.

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: Teach communication styles – Talking, Listening, Body Language to communicate effectively
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Review how the following skills: **Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles** can be used to communicate effectively

### **Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles**) will be used and demonstrated in the role plays in reference to:
  - Understand and evaluate your communication style in reference to (assertive, passive, passive-aggressive, assertive)

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Increase awareness of your communication style by practicing assertive communication today and write your experience to share in-group.

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

## **Introduction: Effective Communication**

- Goal: Establish and maintain a healthy relationship
- Crim-6: Family dysfunction, Anti-soc-beliefs, personality, values, peers, and sub-A
- Target Area: Assertive Communication
- Reminders: Rules and skills learned
- Review previous lesson: Know the three elements of communication. Know the difference between Ineffective vs. Assertive Communication. Focus on “Talking Skills”
- Homework Review: Discuss briefly homework assignment on Assertive Communication

- Review Benchmarks: Know the three elements of communication. Know the difference between Ineffective vs. Assertive Communication. Focus on the third element of communication “Body Language” and the four styles of communication (passive, aggressive, passive-aggressive, and assertive).
- Lesson for today: Know the three elements of communication. Know the difference between Ineffective vs. Assertive Communication.

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: Using the Reflective Listening, highlight the importance of “Listening Skills” in communicating with others
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skills: Practice using Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles, Reflective Listening in communicating effectively with others

### **Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles, Reflective Listening**) will be used and demonstrated in the role plays in reference to:
  - Understand and identify the physical signs of anger
  - Understand how anger affects you physically
  - Identify and understand your personal anger cues

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Journal: Write one page reflecting back to how you communicated with others in your life (boss', friends, loved-ones, strangers, etc.)

## **Section One: Introduction, Homework Review, Opening (First 30 minutes)**

## **Introduction: Effective Communication**

- Goal: Establish and maintain a healthy relationship
- Crim-6: DF, ASB, ASP&V, ASP, AOD
- Target Area: Assertive Communication
- Reminders: Rules and skills learned
- Review previous lesson: Know the three elements of communication. Know the difference between Ineffective vs. Assertive Communication. Focus on “Body Language” and four styles of communication
- Homework Review: Discuss briefly homework assignment on being a “Good Listener”
- Review Benchmarks: Understand there are multiple ways to respond for every situation presented which lead to multitude of possible outcomes

- Lesson for today: Know the three elements of communication. Know the difference between Ineffective vs. Assertive Communication.

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: Using communication styles (Aggressive, passive, & Assertive), teach the importance of “body language” in effective communication
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Review and practice using Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles, Reflective Listening in learning effective communication styles

### **Section Three:** Rehearsal (30 minutes)

**Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles, Reflective Listening**) will be used and demonstrated in the role plays in reference to:

- Understand how “should” thinking intensifies anger
- Understand healthy attitudes that can counter “should thinking” (objectivity)
- **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

**Homework:** Pgs. 29-31 RDAP, complete an **Attitude Check- “Willingness” & “Open-Mindedness”**

## RDAP Curriculum (PHASE II - Book I)

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

## **Introduction: Effective Communication**

- Goal: Establish and Maintain Healthy Relationships
- Crim-6: DF, ASB, ASP&V, ASP, AOD
- Target Area: Communication Styles
- Reminders: Rules and skills learned
- Review previous lesson: Understand there are multiple ways to respond for every situation presented which lead to multitude of possible outcomes
- Homework Review: Pg. 29-31 RDAP; Attitude Check- “Open-Mindedness & Willingness”
- Review Benchmarks: Understand what anger does to you; Identify the attitude needed to be demonstrated to counter anger (objectivity)
- Lesson for today: Evaluating your communication style

## **Section Two: Teach, Model, Practice (30 minutes)**

- Teach Skills: Teach cost-benefit analysis in evaluating the different communication styles in maintaining healthy relationships
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Use Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles, Reflective Listening to maintain healthy relationships

### **Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles, Reflective Listening**) will be used and demonstrated in the role plays in reference to:
  - Understand what anger does to you
  - Identify the attitude needed to be demonstrated to counter anger (objectivity)

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Pg. 32 RDAP Book 4, In your Journal: RSA on the situation you wrote about in your homework.

## Section On Introduction, Homework Review, Opening (First 30 minutes)e:

## **Introduction: Anger Management**

- Goal: Establish and maintain a healthy relationship
- Crim-6: DF, ASB, ASP&V, ASP, AOD
- Target Area: Understand how anger affects you physically
- Reminders: Rules and skills learned
- Review previous lesson: Evaluating your communication style
- Homework Review: Pg. 32 RDAP Book 4
- Review Benchmarks: Understand and identify the physical signs of anger; Understand how anger affects you physically; Identify and understand your personal anger cues
- Lesson for today: Anger and you: Learn your physical signs of anger.

## Section Two: Teach, Model, Practice (30 minutes)

- Teach Skills: Use Positive Self-Talk, Attitude Checks, RSA, and Cost/Benefit Analysis in coping when anger affects you physically.
- Model Skills: Facilitators and/or group members will demonstrate targeted skill

- Practice Skill: Group members will practice **Positive Self-Talk, Attitude Checks, RSA, Cost/Benefit Analysis** during situation in which the consumer recognizes his anger cues are present

### **Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles, Reflective Listening**) will be used and demonstrated in the role plays in reference to:

- Identify and understand your “hot spots”

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Pg. 33 RDAP Book 4; begin to develop a scenario where your anger was a result of a “should” message. Present this scenario in your group for possible role-play (must be different from the one written on p.33)

## **RDAP Curriculum (PHASE II- Book I)**

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

## **Introduction: Anger Management**

- Goal: Establish and maintain a healthy relationship
- Crim-6: DF, ASB, ASP&V, ASP, AOD
- Target Area: Understand how anger affects you
- Reminders: Rules and skills learned
- Review previous lesson: Anger and you: Learn your physical signs of anger and using Positive Self-Talk, Attitude Checks, RSA, Cost/Benefit Analysis to counter anger cues
- Homework Review: Pg. 33 RDAP Book 4
- Review Benchmarks: Understand how “should” thinking intensifies anger; Understand healthy attitudes that can counter “should thinking” (objectivity)
- Lesson for today: Anger begins with your thinking and is usually the result of a hidden want or desire. At the center of most anger is the belief that things “should” be.

## **Section Two: Teach, Model, Practice (30 minutes)**

- Teach Skills: Review Positive Self-Talk, , RSA, Cost/Benefit Analysis to counter irrational self-talk 'should' messages and Attitude Checks to develop healthy attitudes to counter 'should' thinking.
- Model Skills: Facilitators and/or group members will demonstrate targeted skill

- Practice Skill: Group members will practice **Positive Self-Talk, Attitude Checks, RSA, Cost/Benefit Analysis** during situation in which the consumer encounters various “should” messages

### **Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles, Reflective Listening**) will be used and demonstrated in the role plays in reference to:
  - Understand the strategies for controlling anger- Anger control cards (examine your thinking, seek compromise, take a time out, check your attitude, keep your options open)

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Pg. 34 RDAP Book 4; Complete 2 Attitude Checks on “Objectivity” focusing on the last 2 episodes you got angry

## **RDAP Curriculum (PHASE II - Book I)**

## Section One: Introduction, Homework Review, Opening (First 30 minutes)

## **Introduction: Anger Management**

- Goal: Establish and maintain a healthy relationship
- Crim-6: DF, ASB, ASP&V, ASP, AOD
- Target Area: Understand how anger affects you
- Reminders: Rules and skills learned
- Review previous lesson: Anger begins in your thoughts and is usually the result of a hidden want or desire. At the center of most anger is “should” thinking. Irrational self-talk ‘should’ messages. Healthy attitude to counter ‘should’ thinking is ‘objectivity’
- Homework Review: Pg. 34 RDAP Book 4; Brief review of some Attitude Checks
- Review Benchmarks: Understand what anger does to you; Identify the attitude needed to be demonstrated to counter anger (objectivity)
- Lesson for today: What anger does to you (Physical & Mental Stress)

## **Section Two: Teach, Model, Practice (30 minutes)**

- Teach Skills: Review Cost/Benefit Analysis, ABC's, RSA in examining consequences of both physical and mental of anger on self and others
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group members will practice Cost/Benefit Analysis, ABC's, RSA during situations where anger has leads to physical and mental distress

### **Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, ABC's, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles, Reflective Listening**) will be used and demonstrated in the role plays in reference to:
  - Understanding and developing an “Anger Plan”

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

**Homework:** Pg. 35 RDAP Book 4; Choose 6 of those checklist boxes on p. 35 to write about in detail. Focus on choosing the ones that REALLY have gotten you upset. THOSE are the ones that need to be looked at!

## Section One: Introduction, Homework Review, Opening (First 30 minutes)

## **Introduction: Anger Management**

- Goal: Establish and maintain a healthy relationship
- Crim-6: DF, ASB, ASP&V, ASP, AOD
- Target Area: Understand how anger affects you
- Target Skills: CBT Model, ABC's, RSA's, Identifying 'Hot Spots'
- Reminders: Rules and skills learned
- Review previous lesson: Anger begins in your thoughts and is usually the result of a hidden want or desire. At the center of most anger is "should" thinking. Irrational self-talk 'should' messages. Healthy attitude to counter 'should' thinking is 'objectivity'
- Homework Review: Pg. 35 RDAP Book 4; Call upon several inmates to share their most difficult checklist boxes from p.35
- Review Benchmarks: Identify and understand your "hot spots"
- Lesson for today: What are your hot spots?

## **Section Two: Teach, Model, Practice (30 minutes)**

- Teach Skills: Review ABC's, CBT, RSA to address your "Hot Spots" in regard to Anger
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group members will practice ABC's, CBT, RSA during situations where "Hot Spots" arise

### **Section Three:** Rehearsal

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles, Reflective Listening**) will be used and demonstrated in the role plays. Group members viewing the role plays will identify the targeted criminogenic area.
  - **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied
- **Homework:** Pg. 36-38 RDAP Book 4; Provide a **detailed** look at using the Anger Control Cards with the “Hot Spots” most likely to arise or has arisen before. Be prepared to discuss with facilitator and group

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction:** Anger Management

- Goal: Establish and maintain a healthy relationship
- Crim-6: DF, ASB, ASP&V, ASP, AOD
- Target Area: Strategies for controlling anger
- Reminders: Rules and skills learned
- Review previous lesson: What are your hot spots? Identify hot spots, and using ABC's, CBT, RSA's to confront those "Hot Spots"
- Homework Review: Pg. 35 RDAP Book 4; briefly discuss the Anger Control cards and get some sharing from several consumers
- Review Benchmarks: Understand the strategies for controlling anger- Anger control cards (examine your thinking, seek compromise, take a time out, check your attitude, keep your options open)
- Lesson for today: Strategies for controlling anger

**Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: Review Positive Change Attitudes- Objectivity& Humility, Attitude Checks, Positive-Self-talk and RSA's to implement the Anger Control Cards when encountering "Hot Spots"
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group members will practice Positive Change Attitudes- Objectivity& Humility, Attitude Checks, Positive-Self-talk and RSA's during situations where "Hot Spots" arise

### **Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles, Reflective Listening**) will be used and demonstrated in the role plays. Group members viewing the role plays will identify the targeted criminogenic area.
  - **Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied
- **Homework:** Pg. 39-41 RDAP Book 4; Provide details in the completion of your Anger Plan. Be prepared to share, discuss in groups. These spots will arise and the better you develop the plan, the better your chances getting out.

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

## Introduction: Anger Management

- Goal: Establish and maintain a healthy relationship
- Crim-6: DF, ASB, ASP&V, ASP, AOD
- Target Area: Strategies for controlling anger
- Reminders: Rules and skills learned
- Review previous lesson: What are your hot spots? Identify hot spots, ABC's, CBT Model, RSA's
- Homework Review: Pg. 39-42 RDAP Book 4
- Review Benchmarks: Understand and develop an "Anger Plan"
- Lesson for today: My anger plan

**Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: Use Oral & Written Communication to express, plan, organize, and implement skills (Positive Change Attitudes- Objectivity& Humility, Attitude Checks, Positive-Self-talk and RSA's) to implement the Anger Control Cards and devise an effective Anger Plan
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group members will practice **Positive Change Attitudes- Objectivity& Humility, Attitude Checks, Positive-Self-talk and RSA's** during situations identified in the Anger Plan

**Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral & Written, Reflective Listening**) will be used and demonstrated in the role plays. Group members viewing the role plays will identify the targeted criminogenic area.

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Pg. 43-46 RDAP Book 4; Complete an Attitude Check for the most recent episode in which consumer was Angry. Be prepared to share. Take some time to read carefully through the introduction to the next section Road Blocks to + Attitudes

## Section One: Introduction, Homework Review, Opening (First 30 minutes)

### **Introduction: Road Blocks to Positive Attitudes**

- Goal: Establish and maintain a healthy relationship
- Crim-6: DF, ASB, ASP&V, ASP, AOD
- Target Area: Letting go of Resentments
- Reminders: Rules and skills learned
- Review previous lesson: My anger plan. Anger Control Cards #1 Examining your thinking using self-talk and RSA's, #2 Seek Compromise, #3 Take a time out, #4 Check your attitude, #5 Keep your options open, Identify hot spots.
- Homework Review: Pg. 43-46 RDAP Book 4
- Review Benchmarks: Understand the roadblock to positive attitudes (resentments, self-pity, and grandiosity); Understand how to let go of resentments; Identify the thinking error most closely related to resentment- blaming; Demonstrate forgiveness, gratitude, open-mindedness, willingness, and objectivity; Effectively counter mollification and entitlement
- Lesson for today: Letting go of Resentments

### **Section Two: Teach, Model, Practice (30 minutes)**

- Teach Skills: Teach how to use Attitude Checks, RSA's, and Positive Self-Talk in confronting identified thinking errors closely related to resentments
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group members will practice Attitude Checks, Positive-Self-talk and RSA's during situations where resentments are identified

### **Section Three: Rehearsal (30 minutes)**

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication**

**Styles- Oral & Written, Reflective Listening**) will be used and demonstrated in the role plays in reference to:

- Understand the roadblock to positive attitudes (resentments, self-pity, and grandiosity)
- Understand how to let go of resentments; Identify the thinking error most closely related to resentment- blaming
- Demonstrate forgiveness, gratitude, open-mindedness, willingness, and objectivity; Effectively counter mollification and entitlement

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Journal about how you can be more “forgiving, grateful, open-minded, and objective” in your daily endeavors **Pg. 47-49 RDAP Book 4; Review Rational Thinking Journal from phase 1-** (5 Rules for Rational Thinking, Camera Check, Rational Self-Counseling).

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

### **Introduction: Road Blocks to Positive Attitudes**

- Goal: Establish and maintain a healthy relationship
- Crim-6: DF, ASB, ASP&V, ASP, AOD
- Target Area: Avoiding Self-Pity
- Reminders: Rules and skills learned
- Review previous lesson: Letting go of Resentments. Identifying personal roadblocks, Attitude Checks, RSA's, Identifying thinking errors closely related to resentments
- Homework Review: Pg. 47-49 RDAP Book 4
- Review Benchmarks: Understand how to avoid self-pity; Identify thought patterns of self-pity; Identify thinking error closely related to self-pity (awfulizing, "I can't" thinking, cut-off)
- Lesson for today: Avoiding Self-Pity

### **Section Two: Teach, Model, Practice (30 minutes)**

- Teach Skills: Review the 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling, Attitude Checks, Rational Challenge, RSA's in confronting thinking errors closely related to self-pity,
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group members will practice **5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling** during situations where self-pity is identified. Also focus on **Attitude Checks, Rational Challenge, RSA's**

### **Section Three: Rehearsal (30 minutes)**

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral & Written, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling**) will be used and demonstrated in the role plays in reference to:

- Understand how to avoid self-pity
- Identify thought patterns of self-pity
- Identify thinking error closely related to self-pity (awfulizing, “I can’t” thinking, cut-off)

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Pg. 50-53 RDAP Book 4; what is the definition of Grandiosity or Grandiose Thinking? Be prepared to discuss your finding. Review your Rational Thinking Journals (Bring it to class)

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

## Introduction: Road Blocks to Positive Attitudes

- Goal: Establish and maintain a healthy relationship

- Crim-6: DF, ASB, ASP&V, ASP, AOD
- Target Area: Grandiosity: Keeping your ego in check
- Reminders: Rules and skills learned
- Review previous lesson: Letting go of Resentments. Identifying personal roadblocks, Attitude Checks, RSA's, Identifying thinking errors closely related to resentments
- Homework Review: Pg. 50-53 RDAP Book 4; call upon a few people to define the concept of grandiose thinking and grandiosity. Call upon others to cite how they have been grandiose
- Review Benchmarks: Understanding grandiosity; Identifying thinking errors related to grandiosity (should and absolute, power-orientation, entitlement, and superoptimism)
- Lesson for today: Grandiosity: Keeping your ego in check

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach Skills: Teach to use Rational Challenges (Camera Checks, RSA, Rational Self-Counseling, 5 Rules of RT) and Attitude Checks to defeat identified personal roadblocks and thinking errors closely related to grandiosity
- Model Skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group members will practice **5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and** during situations where grandiosity is identified. Also focus on **Attitude Checks, Rational Challenge, RSA's**

### **Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral & Written, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling**) will be used and demonstrated in the role plays in reference to:
  - Understanding grandiosity
  - Identifying thinking errors related to grandiosity (should and absolute, power-orientation, entitlement, and super-optimism)

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

**Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Pgs. 54-59. For the next five days, keep track of your roadblocks. At the beginning of group for the next five days, a participant will be called to share it. Be prepared to review the findings and benchmarks of this Journal (**Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral & Written, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling**). Be able to have some idea of application of these benchmarks on all topic areas of "Living with Others"

## **RDAP Curriculum (PHASE II – Book II)**

**Day 1      Lesson 1      Pgs 1-4**

### **Section One: Introduction, Homework Review, Opening (First 30 minutes)**

#### **Introduction:** Lifestyle Balance

- Goal: Understand/Establish Balance in Life
- Crim-6: All
- Target Area: Define/Understand the Need for Balance
- Reminders: Rules and skills learned
- Review Previous Lesson: Interactive Journal, *Living with Others*: Unhealthy/Healthy Components of Relationships, Proven Ways of Communication, Recognizing Personal Anger Cues and Strategies and Skills to manage It, and overcoming known roadblocks such as Resentment, Self-Pity, and Grandiosity
- Homework Review: Pages 1
- Review Benchmarks: Understand the importance of living a balanced life and view a balanced life as a “buffer” or protection in recovery; Understand that “quick fixes” do not replaced or is substitution for a balanced life; Identify indicators of unbalance; Identify indicators of balance
- Lesson for today: “Is Your Life in Balance?” Developing a “Balanced Lifestyle” and recognizing when you are balanced/unbalanced (p.1-4)

### **Section Two: Teach, Model, Practice (30 minutes)**

- Teach skills: Use Active Sharing (Self-Disclosure) and Attitude Checks (Honesty, Willingness, Humility, Objectivity) to express oneself and communicate thoughts, feelings, emotions, as well as challenges in answering the question “*Is Your Life in Balance?*”
- Model skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group members will practice Active Sharing and Attitude Checks while identifying “balance” within their current lifestyles

### **Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral, Written, &Active Sharing,, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling**) will be used and demonstrated in the role plays in reference to:
  - Understanding the importance of living a balanced life and view a balanced life as a “buffer” or protection in recovery
  - Understanding that “quick fixes” do not replace or is substitution for a balanced life
  - Identifying indicators of unbalance
  - Identifying indicators of balance

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Using **Attitude Checks, RSA, and Effort**, begin to develop and plan to get from where you are or have been (point A) and what you need to do to get to where you need to be (point B). Be prepared to discuss in Section 1. Read and complete RDAP Pages 5-9. Be sure to invest some thought and time into the completion of the exercises.

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)**Introduction:** Lifestyle Balance

- Goal: Understand/Establish Balance
- Crim-6: All
- Target Area: Define/Understand the Need for Balance
- Reminders: Rules and skills learned
- Review Previous Lesson: Developing a Balanced Lifestyle: Recognizing when you are in balance and when you're not
- Homework Review: Review homework assignments- using the selected skills (Attitude Check/RSA) to become balanced where the individual was once unbalanced. How do the skills help the process?
- Review Benchmarks: Understand that maintaining physical health requires regular activity, eating, and sleep habits; Understand the importance of Aerobic exercises being more important than strength training for overall health; Understand the importance of a healthy diet; understand the benefits of getting enough sleep; Demonstrate the use of a Spoke Check
- Lesson for today: Balancing your "Health" Spoke: Activity, Nutrition, & Sleep

**Section Two:** Teach, Model, Practice (30 minutes)

- Teach skills: Use Cost/Benefit Analysis, Attitude Checks (Honesty, Willingness, and Objectivity), Old Brain/New Brain, Spoke Check skills in the development and planning for a "Healthy Spoke."
- Model skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group members will practice skills of Attitude Checks (Honesty, Willingness, Objectivity), Old Brain/New Brain, and Cost/Benefit Analysis, Spoke Check while identifying "balance" within their "Health Spoke"

**Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Spoke Check, Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral, Written, &Active Sharing,, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling**) will be used and demonstrated in the role plays in reference to:
  - Understanding that maintaining physical health requires regular activity, eating, and sleep habits
  - Understanding the importance of Aerobic exercises being more important than strength training for overall health
  - Understanding the importance of a healthy diet
  - Understanding the benefits of getting enough sleep
  - Demonstrating the use of a Spoke Check

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

**Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Participants will discuss and list pro-social activities that they know or have heard of, but have never before participated and discuss those activities benefits and costs. Likewise, participants will look at their answers on page 7 (Nutrition) and discuss where would some changes be needed? Finally, participants will review pg 8 and be prepared to discuss.

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

### **Introduction:** Lifestyle Balance

- Goal: Understand/Establish Balance
- Crim-6: All
- Target Area: Emotional Health Spoke
- Reminders: Rules and Skills learned
- Review Previous Lesson: Balancing your “Health” Spoke: Activity, Nutrition, & Sleep
- Homework Review: Participants will discuss and list pro-social activities that they know or have heard of, but have never before participated and discuss those activities benefits and costs. Likewise, participants will look at their answers on page 7 (Nutrition) and discuss where changes would be needed?
- Review Benchmarks: Understand that feelings and emotions can be controlled by their thoughts; Understand the CBT model; Demonstrate proficiency in RSA and Attitude Check use; Understand the benefits of daily RSA's for a weak emotional spoke
- Lesson for today: Balancing your “Emotional” Spoke: Positive Attitudes

## **Section Two:** Teach, Model, Practice (30 minutes)

- Teach skills: Use Spoke Check, Attitude Checks (Honesty, Willingness, and Objectivity), Anger Control Cards, Positive Self-Talk, 5 Rules of Rational Thinking, RSA Cost/Benefit Analysis, and Old Brain/New Brain skills in the development and planning for an “Emotional Spoke.”
- Model skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group will practice Attitude Checks (Honesty, Willingness, Objectivity), Spoke Check, Anger Control Cards, Positive Self-Talk, 5 Rules of Rational Thinking, RSA Cost/Benefit Analysis, and Old Brain/New Brain to establish or maintain balance in regard to their identified “Emotional” spoke

## **Section Three:** Rehearsal (30 minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Spoke Check, Anger Control Cards**,

**Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral, Written, &Active Sharing,, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling) will be used and demonstrated in the role plays in reference to:**

- Understanding that feelings and emotions can be controlled by their thoughts
- Understanding the CBT model
- Demonstrating proficiency in RSA and Attitude Checks
- Understanding the benefits of daily RSA's for a weak emotional spoke

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Participants will bring balance to an unbalanced spoke by completing an Emotional Health spoke check and being prepared to discuss in section 1. Participants will read pgs 14-17 and begin to identify how Attitude Checks, RSA, and Effective Communication (Confront/Level, Active Sharing/Listening, and Awareness Window) can balance a Relationship Spoke. Be prepared to discuss.

# **RDAP Curriculum (PHASE II - Book II)**

## **Day 6-7                    Lesson 4        Pgs 14-17**

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

## Introduction: Lifestyle Balance

- Goal: Understand/Establish Balance

- Crim-6: All
- Target Area: Relationship Spoke
- Reminders: Rules and skills learned
- Review Previous Lesson: Balancing your “Emotional” Spoke: Positive Attitudes
- Homework Review: Participants will bring balance to an unbalanced spoke by completing an Emotional Health spoke check and being prepared to discuss in section 1. Participants will read pgs 14-17 and begin to identify how Attitude Checks, RSA, and Effective Communication (Confront/Level, Active Sharing/Listening, Awareness Window) can balance a Relationship Spoke. Be prepared to discuss.
- Review Benchmarks: Understand that important relationships include everyone and not exclusive to people on the outside of prison walls; Evaluate current relationships while incarcerated; Understand the affects of day-to-day relationships; Identify relationships in need of repair
- Lesson for today: Examining Your Healthy Relationships/My Current Relationships

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach skills: Use Communication Skills (Confronting/Leveling, Active Sharing/Listening, Constructive Feedback) RSA', Attitude checks, Anger Control Cards, Positive Self-Talk, Five rules of rational thinking.
- Model skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group will practice using identified skills Confronting/Leveling, Active Sharing/Listening, Constructive Feedback, RSA', Attitude checks, Anger Control Cards, Positive Self-Talk, Five Rules of Rational Thinking to examine Healthy Relationships

### **Section Three:** Rehearsal (30 Minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Confronting/Leveling, Active Sharing/Listening, Constructive Feedback, Spoke Check, Anger Control Cards, Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral, Written, &Active Sharing, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling**) will be used and demonstrated in the role plays in reference to:

- Understanding that important relationships include everyone and not exclusive to people on the outside of prison walls
- Evaluating current relationships while incarcerated
- Understanding the affects of day-to-day relationships
- Identifying relationships in need of repair

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Participants will complete and evaluate their *current relationships* (p. 15) and be prepared to practice communication (active sharing) in the process. Participants can begin to develop some scenarios highlighting the things liked MOST and LEAST about their relationships and communicating that to the persons involved using appropriate skills (Confronting/Leveling, Assertiveness, etc.)

## **RDAP Curriculum (PHASE II - Book II)**

## **Section One:** Warm-up and Review (First 30 minutes)

## Introduction: Lifestyle Balance

- Goal: Understand/Establish Balance
- Crim-6: All
- Target Area: Relationship Spoke
- Reminders: Rules and skills learned
- Review Previous Lesson: Balancing your “Emotional” Spoke: Positive Attitudes

- Homework Review: Participants will complete and evaluate their *current relationships* (p. 15) and be prepared to practice communication (active sharing) in the process. Confronting/Leveling, Assertiveness, etc.
- Review Benchmarks: Demonstrate proficiency in using Attitude Checks to repair relationships (Humility, Caring, Honesty, Respect); Demonstrate proficiency in application of a Spoke Check for Relationships Spoke unbalance
- Lesson for today: Positive Attitudes Lead to Healthy Relationships

### **Section Two:** Teach, Model, Practice (30 minutes)

- Teach skills: Use
- Model skills: Facilitators and/or group members will demonstrate targeted skill
- Practice Skill: Group will practice using identified skills RSA, Attitude Checks, Spoke Check to begin to repair damaged relationships identified on p. 15

### **Section Three:** Rehearsal (30 Minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Confronting/Leveling, Active Sharing/Listening, Constructive Feedback, Spoke Check, Anger Control Cards, Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral, Written, &Active Sharing, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling**) will be used and demonstrated in the role plays in reference to:
  - Demonstrating proficiency in using Attitude Checks to repair relationships (Humility, Caring, Honesty, Respect)
  - Demonstrating proficiency in application of a Spoke Check for Relationships Spoke unbalance

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Participants will complete pages 18-19. In addition participants will define Entitlement, Super-optimism and what it means to them in relationship to “Unrealistic Expectations.”

**RDAP Curriculum (PHASE II – Book II)**  
**Day 8            Lesson 6        Pgs 18-19**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction:** Lifestyle Balance

- Goal: Understand/Establish Balance
- Crim-6: All
- Target Area: Job Satisfaction Spoke
- Reminders: Rules and skills learned
- Review Previous Lesson: “Examining Your Healthy Relationships”

- Homework Review: Participants will complete pages 18-19. In addition participants will define Entitlement, Super-optimism and what it means to them in relationship to “Unrealistic Expectations.”
- Review Benchmarks: Ascertain the pitfalls of thinking errors (entitlement and super-optimism) in relation to job satisfaction; Understand that entitlement and super-optimism can lead to unrealistic expectations; Understand how unrealistic expectations can result in failure; Understand that learning (knowledge) fueled by curiosity and willingness can bridge the gap between not having a job and having a job.
- Lesson for today: Examining Your Job Satisfaction/Learning: The Bridge to Opportunity

### **Section Two:** Teach, Model, Practice (30 minutes)

Teach skills: Use Attitude checks, RSA, Camera Checks, ABC in developing job satisfaction and learning opportunities.

Model skills: Facilitators and/or group members will demonstrate targeted skill

Practice Skill: Group will practice using Attitude checks, RSA, Camera Checks, ABC to confront entitlement issues, super-optimism, and unrealistic expectations in relationship to Job Satisfaction

### **Section Three:** Rehearsal (30 Minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Confronting/Leveling, Active Sharing/Listening, Constructive Feedback, Spoke Check, Anger Control Cards, Positive Self-Talk, Attitude Checks, ABC's, CBT, RSA, Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral, Written, &Active Sharing, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling**) will be used and demonstrated in the role plays in reference to:
  - Ascertaining the pitfalls of thinking errors (entitlement and super-optimism) in relation to job satisfaction
  - Understanding that entitlement and super-optimism can lead to unrealistic expectations
  - Understanding how unrealistic expectations can result in failure
  - Understanding that learning (knowledge) fueled by curiosity and willingness can bridge the gap between not having a job and having a job.

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

**Contingency Management:** Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Participants will review their answers on page 19 and expound on the question: "Am I spending (investing) my time in ways that will lead me to positive learning. Participants will write a paragraph in doing so. Participants will read and complete pages 20-21. Participants will write one paragraph expounding on "What is Self-Discipline?"

**RDAP Curriculum (PHASE II – Book II)**  
**Day 9            Lesson 7        Pgs 20-21 & 22**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

- Introduction: Lifestyle Balance
- Goal: Understand/Establish Balance
- Crim-6: All
- Target Area: Job Satisfaction Spoke
- Reminders: Rules and skills learned
- Review Previous Lesson: Examining Your Job Satisfaction/Learning: The Bridge to Opportunity. Participants will review their answers on page 19 and expound on the

question: "Am I spending (investing) my time in ways that will lead me to positive learning. Participants will write a paragraph in doing so

- Homework Review: Participants will read and complete pages 20-21. Participants will write one paragraph expounding on "What is Self-Discipline?"
- Review Benchmarks: Understand the need to develop personal qualities; Understand that Self-Discipline is associated with the attitude willingness; Understand that *accepting* responsibility is a part of practicing the attitude of responsibility; Realize that seeking cooperation is directly linked to attitudes of open-mindedness and humility; Demonstrate proficiency in the use of the job satisfaction Spoke Check
- Lesson for today: Job Satisfaction: Personal Qualities

### **Section Two:** Teach, Model, Practice (30 minutes)

Teach skills: Use Attitude checks in developing an understanding of positive attitudes (willingness, responsibility, open-mindedness, and humility) associated with "personal qualities" in seeking job satisfaction. In addition, RSA, Camera Checks, ABC to help the process

Model skills: Facilitators and/or group members will demonstrate targeted skill

Practice Skill: Group will practice using Attitude checks, RSA, Camera Checks, ABC to confront entitlement issues, super-optimism, and unrealistic expectations in relationship to Job Satisfaction

### **Section Three:** Rehearsal (30 Minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Attitude Checks, ABC's, CBT, RSA, Confronting/Leveling, Active Sharing/Listening, Constructive Feedback, Spoke Check, Anger Control Cards, Positive Self-Talk, , Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral, Written, &Active Sharing, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling**) will be used and demonstrated in the role plays in reference to:
  - Understanding the need to develop personal qualities
  - Understanding that Self-Discipline is associated with the attitude willingness
  - Understanding that *accepting* responsibility is a part of practicing the attitude of responsibility

- Realizing that seeking cooperation is directly linked to attitudes of open-mindedness and humility
- Demonstrating proficiency in the use of the job satisfaction Spoke Check

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Participants will complete a spoke check for job satisfaction (p.22) and be prepared to discuss/review in section 1. Participants will identify the “communities” around them.

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

## Introduction: Lifestyle Balance

- Goal: Understand/Establish Balance
- Crim-6: All
- Target Area: Community Involvement
- Reminders: Rules and skills learned
- Review Previous Lesson: Job Satisfaction: Personal Qualities. Understanding that self-discipline, Accepting responsibility, and seeking cooperation are tied to positive attitudes (willingness, responsibility, open-mindedness, and humility) in order to

achieve balance. Participants will complete a spoke check for job satisfaction (p.22) and be prepared to discuss/review in section 1

- Homework Review: Participants will identify the “communities” around them.
- Review Benchmarks: Understand that Responsibility means meeting your obligations to members of your community; Identify the different communities in your life; Ascertain how actions affect others; Identify how the attitude of caring can be shown in the community; Identify how the attitude of open-mindedness can be shown in the community; Identify how the attitude of responsibility can be shown in the community; Identify how the attitude of willingness can be shown in the community; Demonstrate proficiency in using a spoke check for community involvement
- Lesson for today: Your Community Involvement Spoke

### **Section Two:** Teach, Model, Practice (30 minutes)

Teach skills: Use Attitude checks in developing an understanding of positive attitudes (willingness, responsibility, open-mindedness, and caring) associated with community involvement. In addition, RSA, Camera Checks, ABC to help the process

Model skills: Facilitators and/or group members will demonstrate targeted skill

Practice Skill: Group will practice using Attitude checks (willingness, responsibility, open-mindedness, and caring), RSA, Camera Checks, ABC to develop more involvement in the communities around them.

### **Section Three:** Rehearsal (30 Minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Attitude Checks, ABC's, CBT, RSA, Confronting/Leveling, Active Sharing/Listening, Constructive Feedback, Spoke Check, Anger Control Cards, Positive Self-Talk, , Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral, Written, &Active Sharing, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling**) will be used and demonstrated in the role plays in reference to:
  - Understanding that Responsibility means meeting your obligations to members of your community
  - Identifying the different communities in your life
  - Ascertain how actions affect others
  - Identifying how the attitude of caring can be shown in the community

- Identify how the attitude of open-mindedness can be shown in the community
- Identifying how the attitude of responsibility can be shown in the community
- Identifying how the attitude of willingness can be shown in the community
- Demonstrating proficiency in using a spoke check for community involvement

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Participants will complete a spoke check for community involvement (p.26) and be prepared to discuss/review in section 1. Participant will review the previous spokes and complete pages 28-30 and be prepared to present and receive feedback.

**RDAP Curriculum (PHASE II – Book II)**  
**Day 11- 13 Lesson 9 Pgs 28-30**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction:** Lifestyle Balance

- Goal: Understand/Establish Balance
- Crim-6: All
- Target Area: Spoke Review and Presentation
- Reminders: Rules and skills learned
- Review Previous Lesson: Community Involvement Spoke: Understanding that in order to have balance within the community, the individual needs to exhibit the positive attitudes of change: caring, open-mindedness, responsibility and willingness and put those into action. Spoke check on Community Involvement (p.27)
- Homework Review: Participant will review the previous spokes and complete pages 28-30 and be prepared to present and receive feedback.
- Review Benchmarks: Demonstrate proficiency in the application of the daily spoke check in each topical area; Identify the spoke that is most likely to become unbalanced and the reasons for the unbalance and identify the skills to be applied to balance the spoke

- Lesson for today: A Final Look at Your Spokes

## **Section Two:** Teach, Model, Practice (30 minutes)

Teach skills: Use ALL skills to review ALL spokes. Identify the Spoke(s) most likely to be unbalanced and apply the necessary skill(s) to bring it into balance. (Attitude Checks, ABC's, CBT, RSA, Confronting/Leveling, Active Sharing/Listening, Constructive Feedback, Spoke Check, Anger Control Cards, Positive Self-Talk, , Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral, Written, &Active Sharing, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling)

Model skills: Facilitators and/or group members will demonstrate targeted skill

Practice Skill: Group members will share and receive LIMITED feedback on their spokes. ALL SKILLS should be utilized to develop and maintain a balanced wheel.

## **Section Three:** Rehearsal (30 Minutes)

- **Rehearsal:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (**Attitude Checks, ABC's, CBT, RSA, Confronting/Leveling, Active Sharing/Listening, Constructive Feedback, Spoke Check, Anger Control Cards, Positive Self-Talk, , Flip-the-Script, Cost/Benefit Analysis, Memorization, Communication Styles- Oral, Written, &Active Sharing, Reflective Listening, 5 Rules for Rational Thinking, Positive Self-Talk, Camera Checks, and Rational Self-Counseling**) will be used and demonstrated in the role plays in reference to:
  - Demonstrating proficiency in the application of the daily spoke check in each topical area
  - Identifying the spoke that is most likely to become unbalanced and the
  - Identifying the reasons for the unbalance
  - Identifying the skills to be applied to balance the spoke

**Rehearse Skill(s):** Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

**Groups must identify the spoke or spokes most at risk of becoming unbalanced and apply at least 3 skills to bring the spoke into balance.**

Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied

- **Homework:** Prepare for written examination.

## **LESSON PLANS FOR PHASE III**

***RDAP Curriculum (PHASE III – Book I)***

**Day 1      Lesson # 1**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Recovery Maintenance**

- Goal: Enhance recovery maintenance
- Criminogenic Area: All areas
- Target Area: Positive strategies to maintain recovery and acknowledging personal strengths
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: First session
- Homework Review: None
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Identify decisions one makes every day that support recovery; re-assessing lifestyle balance; explore how new thinking skills have achieved positive outcomes; explore which attitudes have improved the most; and review readiness statements regularly.
- Lesson for today: Recovery maintenance and reviewing your strengths.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 1-3 of Book I
- Model skill: Facilitators and/or group members will model the targeted skill (attitude checks).
- Practice: Attitude checks

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (attitude checks) will be used and demonstrated in the following role plays:

- identify decisions one makes every day that support recovery;
- re-assess lifestyle balance;
- explore how new thinking skills have achieved positive outcomes;
- determine which attitudes have improved the most; and
- review readiness statements regularly.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: “Four steps to recovery maintenance – page 4-7.”

***RDAP Curriculum (PHASE III – Book I)***

**Day 2 & 3    Lesson # 2**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Four Steps to Recovery Maintenance**

- Goal: Enhance recovery maintenance
- Criminogenic Area: All areas
- Target Area: Recovery maintenance
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Recovery maintenance and personal strengths
- Homework Review: “Four steps to recovery maintenance – page 4-7.”
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Identify the consequences of extinguishing attitude checks and RSA’s in your recovery; assess the most important activities or behaviors to perform regularly to maintain recovery; determine the negative activities or behaviors that are likely to become obstacles to success; address the damaging consequences of drug abuse and criminal conduct that you don’t want to repeat; understand the attitudes that have prevented you from building a healthy support system; and review the relationship patterns that make it difficult for you to build your new safety net.
- Lesson for today: Four Steps to Recovery Maintenance.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Briefly review pages 4-7 of Book I
- Model skill: Facilitators and/or group members will model the targeted skill (attitude checks, RSA).
- Practice: Attitude checks and RSAs

**Section Three: Rehearsal (30 Minutes)**

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (attitude checks and RSAs) will be used and demonstrated in the following role plays:
  - identify decisions one makes every day that support recovery;
  - re-assess lifestyle balance;
  - explore how new thinking skills have achieved positive outcomes;
  - determine which attitudes have improved the most;
  - review readiness statements regularly;
  - pinpoint the consequences of extinguishing attitude checks and RSA's in your recovery;
  - assess the most important activities or behaviors to perform regularly to your maintain recovery;
  - determine the negative activities or behaviors that are likely to become obstacles to your success;
  - address the damaging consequences of drug abuse and criminal conduct that you don't want to repeat;
  - understand the attitudes that have prevented the participant from building a healthy support system; and
  - re-discover the relationship patterns that make it difficult for you to build your new safety net.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: "Your Safety Net – Page 8-11."

***RDAP Curriculum (PHASE III – Book I)***  
***Day 4 & 5    Lesson # 3***

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Your Safety Net**

- Goal: Creating and Using a Safety Net
- Criminogenic Area: All areas
- Target Area: Prosocial support
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Four steps to recovery maintenance
- Homework Review: “Your Safety Net – Pages 8-11.”
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Identify the mentors, role model, healthy peers, family members and professionals that will comprise your safety net; review who the participant has talked to or corresponded with about the changes they have made and how they can support their efforts; assess which individuals in the safety net are not aware of these changes or that the participant is in a drug abuse treatment program; tell these individuals of their effort to change; and inform a person of their plan to change.
- Lesson for today: Your Safety Net.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 8-11 of Book I
- Model skill: Facilitators and/or group members will model the targeted skill (attitude checks, RSA).
- Practice: Attitude checks, RSAs, and informing a person of their plan to change.

**Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (attitude checks and RSAs) will be used and demonstrated in the following role plays:
  - identify decisions one makes every day that support recovery;
  - re-assess lifestyle balance;
  - explore how new thinking skills have achieved positive outcomes;
  - determine which attitudes have improved the most;
  - review readiness statements regularly;
  - pinpoint the consequences of extinguishing attitude checks and RSA's in your recovery;
  - assess the most important activities or behaviors to perform regularly to maintain your recovery;
  - determine the negative activities or behaviors that are likely to become obstacles to success;
  - address the damaging consequences of drug abuse and criminal conduct that you don't want to repeat;
  - understand the attitudes that have prevented you from building a healthy support system;
  - rediscover the relationship patterns that made it difficult for you to build your new safety net;
  - pinpoint the mentors, role model, healthy peers, family members and professionals that will comprise your safety net;
  - review who the participant has talked to or corresponded with about the changes they have made and how they can support their efforts;
  - distinguish which individuals in the safety net are not aware of these changes or that the participant is in a drug abuse treatment program; and
  - tell these individuals of your effort to change and inform a person of your plan to change.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: "Navigating the path of recovery – page 12-13."

***RDAP Curriculum (PHASE III – Book I)***

**Day 6 Lesson # 4**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Navigating the path of recovery**

- Goal: Exploring the barriers to recovery
- Criminogenic Area: All areas
- Target Area: Barriers to recovery
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: “Your Safety Net”
- Homework Review: “Navigating the path of recovery (pgs. 12-13)
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Uncover life’s inevitable problems and setbacks and manage obstacles while keeping recovery on track.
- Lesson for today: “Navigating the path of recovery”

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages12-13 of Book I.
- Model skill: Facilitators and/or group members will model the targeted skill (attitude checks, RSA).
- Practice: Attitude checks and RSAs in reference to: uncovering life’s inevitable problems and setbacks; and managing obstacles while keeping recovery on track.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (attitude checks and RSAs) will be used and demonstrated in the following role plays:
  - identify decisions one makes every day that support recovery;
  - re-assess lifestyle balance;
  - explore how new thinking skills have achieved positive outcomes;
  - determine which attitudes have improved the most;
  - review readiness statements regularly;
  - pinpoint the consequences of extinguishing attitude checks and RSA's in your recovery;
  - assess the most important activities or behaviors to perform regularly to maintain recovery;
  - determine the negative activities or behaviors that are likely to become obstacles to success;
  - address the damaging consequences of drug abuse and criminal conduct that you don't want to repeat;
  - understand the attitudes that have prevented the you from building a healthy support system;
  - re-discover the relationship patterns that made it difficult for you to build your new safety net;
  - pinpoint the mentors, role model, healthy peers, family members and professionals that will comprise your safety net;
  - review who the participant has talked to or corresponded with about the changes they have made and how they can support their efforts;
  - distinguish which individuals in the safety net are not aware of these changes or that the participant is in a drug abuse treatment program;
  - tell these individuals of your effort to change and inform a person of your plan to change;
  - uncover life's inevitable problems and setbacks; and
  - manage obstacles while keeping recovery on track.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: "What is relapse (pg.14); "Getting back on track (pg 15.)"; "Path to relapse vs. path of recovery (pg. 16-17)."

***RDAP Curriculum (PHASE III – Book I)***  
***Day 7 & 8    Lesson # 5***

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Relapse, getting back on track, and path to relapse vs. path to recovery**

- Goal: Deal with relapse
- Criminogenic Area: All areas
- Target Area: relapse
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: “Navigating the path of recovery”
- Homework Review: “What is relapse (pg.14); “Getting back on track (pg. 15.”); “Path to relapse vs. path of recovery (pg. 16-17).”
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Define relapse; understand the relapse process; implement exit strategies; review each stage of relapse.
- Lesson for today: Relapse and recovery (pg. 14 – 17).

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 14-17 of Book I.
- Model skill: Facilitators and/or group members will model the targeted skill (attitude checks, RSA).
- Practice: Attitude checks and RSAs in reference to: defining relapse; understanding the relapse process; implementing exit strategies; reviewing each stage of relapse.

**Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (attitude checks and RSAs) will be used and demonstrated in the following role plays:
  - identify decisions one makes every day that support recovery;
  - re-assess lifestyle balance;
  - explore how new thinking skills have achieved positive outcomes;
  - determine which attitudes have improved the most;
  - review readiness statements regularly;
  - pinpoint the consequences of extinguishing attitude checks and RSA's in your recovery;
  - assess the most important activities or behaviors to perform regularly to maintain recovery;
  - determine the negative activities or behaviors that are likely to become obstacles to success;
  - address the damaging consequences of drug abuse and criminal conduct that you don't want to repeat;
  - understand the attitudes that have prevented you from building a healthy support system;
  - re-discover the relationship patterns that made it difficult for you to build your new safety net;
  - pinpoint the mentors, role model, healthy peers, family members and professionals that will comprise your safety net;
  - review who the participant has talked to or corresponded with about the changes they have made and how they can support their efforts;
  - distinguish which individuals in the safety net are not aware of these changes or that the participant is in a drug abuse treatment program;
  - tell these individuals of your effort to change and inform a person of your plan to change;
  - uncover life's inevitable problems and setbacks;
  - manage obstacles while keeping recovery on track;
  - define relapse;
  - understand the relapse process;
  - implement exit strategies; and
  - review each stage of relapse.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.

- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: "Maintaining your recovery (pgs. 18-21)."

***RDAP Curriculum (PHASE III – Book I)***  
***Day 9 & 10    Lesson # 6***

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Maintaining your recovery**

- Goal: Maintaining recovery
- Criminogenic Area: All areas
- Target Area: recovery maintenance
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: “What is relapse; “Getting back on track”; “Path to relapse vs. path of recovery.”
- Homework Review: “Maintaining your recovery (pgs. 18-21).”
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Identify the two components of recovery maintenance; recovering persons often underestimate the difficulties associated with pulling out of a relapse spiral; ascertain when recovery is in danger; and develop an effective exit strategy which includes four requirements.
- Lesson for today: Maintaining your recovery.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 14-17 of Book I.
- Model skill: Facilitators and/or group members will model the targeted skill (attitude checks, RSA).
- Practice: Attitude checks and RSAs in reference to: identifying the two components of recovery maintenance; recognizing the person’s underestimate of difficulties associated with pulling out of a relapse spiral; ascertaining when recovery is in danger; and developing an effective exit strategy which includes four requirements.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (attitude checks and RSAs) will be used and demonstrated in the following role plays:
  - identify decisions one makes every day that support recovery;
  - re-assess lifestyle balance;
  - explore how new thinking skills have achieved positive outcomes;
  - determine which attitudes have improved the most;
  - review readiness statements regularly;
  - pinpoint the consequences of extinguishing attitude checks and RSA's in your recovery;
  - assess the most important activities or behaviors to perform regularly to maintain recovery;
  - determine the negative activities or behaviors that are likely to become obstacles to success;
  - address the damaging consequences of drug abuse and criminal conduct that you don't want to repeat;
  - understand the attitudes that have prevented you from building a healthy support system;
  - rediscover the relationship patterns that made it difficult for you to build your new safety net;
  - pinpoint the mentors, role model, healthy peers, family members and professionals that will comprise your safety net;
  - review who the participant has talked to or corresponded with about the changes they have made and how they can support their efforts;
  - distinguish which individuals in the safety net are not aware of these changes or that the participant is in a drug abuse treatment program;
  - tell these individuals of your effort to change and inform a person of their plan to change;
  - uncover life's inevitable problems and setbacks;
  - manage obstacles while keeping recovery on track;
  - define relapse;
  - understand the relapse process;
  - implement exit strategies;
  - review each stage of relapse;
  - identify the two components of recovery maintenance;
  - re-cover persons underestimate of difficulties associated with pulling out of a relapse spiral;
  - ascertain when recovery is in danger; and

- develop an effective exit strategy which includes four requirements.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:**

Day 11: "Damaging Attitudes (pg. 22-25);"

Day 12: "Lifestyle Imbalance (pg. 26-27);"

Day 13-14: "Increased Discomfort/Conflict (pg. 28-31);"

Day 15-17: "Urges and Cravings (pgs. 32-35);"

Day 18-19: "High-risk Situations (pgs. 36-39); and"

Day 20-23: "Single Use" (pgs. 40 – 46).

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

### **Introduction: Maintaining your recovery**

- Goal: Dealing with damaging attitudes, lifestyle imbalance, discomfort/conflicts, urges and cravings, high-risk situations, and single use.
- Criminogenic Area: All areas
- Target Area: recovery maintenance
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: “What is relapse; “Getting back on track”; and “Path to relapse vs. path of recovery.”
- Homework Review:
  - Day 11: “Damaging Attitudes (pg. 22-25);”
  - Day 12: “Lifestyle Imbalance (pg. 26-27);”
  - Day 13-14: “Increased Discomfort/Conflict (pg. 28-31);”
  - Day 15-17: “Urges and Cravings (pgs. 32-35);”
  - Day 18-19: “High-risk Situations (pgs. 36-39); and”
  - Day 20-23: “Single Use” (pgs. 40 – 46).
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks:
  - Day 11: “Damaging Attitudes (pg. 22-25)”
    - Identify changes in attitude(s) that could lead to a relapse.
    - Document the exit strategies for damaging attitudes.
    - Conduct an attitude check on damaging attitudes.
  - Day 12: “Lifestyle Imbalance (pg. 26-27)”
    - Determine some ways that lifestyle habits might change if attitudes start to slide.
    - Describe specific things the participants might start doing or stop doing that are destructive to a balanced lifestyle.
    - Document the exit strategies for lifestyle imbalance.
  - Day 13-14: “Increased Discomfort/Conflict (pg. 28-31)”

- Determine the feelings or conflicts that occur when you are out of balance.
  - Identify the three relationships that are most likely to be affected when you slip in your recovery.
  - Provide examples of three interpersonal conflicts that would clearly signal a problem in your recovery.
  - Develop an exit strategy for increased discomfort/conflict.
  - Use the five rules of rational thinking to extinguish increased discomfort/conflict.
- Day 15-17: “Urges and Cravings (pgs. 32-35)”
  - Understand the definition of cravings and urges.
  - Name the four patterns of urge thinking.
  - Identify the exit strategy to deal with urges and cravings.
- Day 18-19: “High-risk Situations (pgs. 36-39)”
  - Make a list of high risk people, place and activities associated with drug use and criminal lifestyle.
  - Apply the five rules of rational thinking to high-risk situations.
  - Document an irrational decision that could lead to relapse.
  - Create an exit strategy for high-risk situations.
- Day 20-23: “Single Use” (pgs. 40 – 46).
  - Identify the impact of single use.
  - Understand the contrast of the Marlatt Model which suggests that a single use is a learning experience.
  - Assess the consequences of a single use.
  - Develop an exit strategy for single use with particular emphasis on using your safety net.
  - Challenge negative attitudes and thinking about single use.
  - Conduct an attitude check
- Lesson for next two weeks: Issues leading to relapse and using exit strategies to maintain recovery.

## **Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 22-46 of Book I.
- Model skill: Facilitators and/or group members will model the targeted skill (attitude checks, RSA, and the five rules of rational thinking).
- For the next 2 week, practice the following: Attitude checks, RSAs and the five rules of rational thinking in reference to the aforementioned benchmarks in Section I of this lesson plan:

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (attitude checks and RSAs) will be used and demonstrated in the following role plays:
  - identify decisions one makes every day that support recovery;
  - re-assess lifestyle balance;
  - exploring how new thinking skills have achieved positive outcomes;
  - determine which attitudes have improved the most;
  - review readiness statements regularly;
  - pinpoint the consequences of extinguishing attitude checks and RSA's in your recovery;
  - assess the most important activities or behaviors to perform regularly to maintain recovery;
  - determine the negative activities or behaviors that are likely to become obstacles to success;
  - address the damaging consequences of drug abuse and criminal conduct that you don't want to repeat;
  - understand the attitudes that have prevented the participant from building a healthy support system;
  - rediscover the relationship patterns that made it difficult for you to build your new safety net;
  - pinpoint the mentors, role model, healthy peers, family members and professionals that will comprise your safety net;
  - review who the participant has talked to or corresponded with about the changes they have made and how they can support their efforts;
  - distinguish which individuals in the safety net are not aware of these changes or that the participant is in a drug abuse treatment program;
  - tell these individuals of your effort to change and inform a person of their plan to change;
  - uncover life's inevitable problems and setbacks;
  - manage obstacles while keeping recovery on track;
  - define relapse;
  - understand the relapse process;
  - implement exit strategies;
  - review each stage of relapse;
  - identify the two components of recovery maintenance;
  - re-cover persons underestimate of difficulties associated with pulling out of a relapse spiral;
  - ascertain when recovery is in danger;
  - develop an effective exit strategy which includes four requirements;
  - identify changes in attitude(s) that could lead to a relapse;

- extinguishing damaging attitudes, lifestyle imbalance, increased discomfort/conflict, urges, and cravings, single use, and high-risk situations;
- determine some ways that lifestyle habits might change if attitudes start to slide;
- describe specific things the participants might start doing or stop doing that are destructive to a balanced lifestyle;
- determine the feelings or conflicts that occur when you are out of balance;
- identify the three relationships that are most likely to be affected when you slip in your recovery;
- provide examples of three interpersonal conflicts that would clearly signal a problem in your recovery;
- understand the difference between cravings and urges and the four patterns of urge thinking;
- make a list of high risk people, places and activities associated with drug use and criminal lifestyle;
- document an irrational decision that could lead to relapse.
- identify the impact of single use;
- understand the contrast of the Marlatt Model which suggests that a single use is a learning experience;
- assess the consequences of a single use; and
- challenge negative attitudes and thinking about single use.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: “Planning ahead (pg.47),” “My Ongoing Maintenance Plan (pg. 48),” and “My Exit Strategy (49-51).”

***RDAP Curriculum (PHASE III – Book I)***  
***Day 24-26 Lesson # 8***

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Planning ahead, ongoing maintenance plan and exit strategy**

- Goal: develop ongoing maintenance plans and exit strategies
- Criminogenic Area: All areas
- Target Area: recovery maintenance
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Damaging attitudes, lifestyle imbalance, increase discomfort/conflict, urges and cravings, and single use.
- Homework Review:
  - Day 24: “Planning ahead (pg. 47) and “My Ongoing Maintenance Plan (pg 48)”
  - Day 25-26: “My Exit Strategies (pg 49-51).”
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks:
  - Day 24: Describe a situation that may produce continued use of drugs; draft a Recovery Maintenance Plan to deal with a situation that may produce continued drug use, and use safety net while ensuring the person(s) are aware of their role in the participant’s recovery.
  - Day 25-26: Create exit strategies that are specific and personalized.
- Lesson for next 3 days: Recovery maintenance

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 22-46 of Book I.
- Model skill: Facilitators and/or group members will model the targeted skill (attitude checks, RSA, and the five rules of rational thinking).

- For the next 3 days, practice the following: Attitude checks, RSAs and the five rules of rational thinking in reference to the aforementioned benchmarks in Section I of this lesson plan:

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (attitude checks and RSAs) will be used and demonstrated in the following role plays:
  - identify decisions one makes every day that support recovery;
  - re-assess lifestyle balance;
  - exploring how new thinking skills have achieved positive outcomes;
  - determine which attitudes have improved the most;
  - review readiness statements regularly;
  - pinpoint the consequences of extinguishing attitude checks and RSA's in your recovery;
  - assess the most important activities or behaviors to perform regularly to maintain recovery;
  - determine the negative activities or behaviors that are likely to become obstacles to success;
  - address the damaging consequences of drug abuse and criminal conduct that you don't want to repeat;
  - understand the attitudes that have prevented you from building a healthy support system;
  - re-discover the relationship patterns that made it difficult for you to build your new safety net;
  - pinpoint the mentors, role model, healthy peers, family members and professionals that will comprise your safety net;
  - review who the participant has talked to or corresponded with about the changes they have made and how they can support their efforts;
  - distinguish which individuals in the safety net are not aware of these changes or that the participant is in a drug abuse treatment program;
  - tell these individuals of your effort to change and inform a person of their plan to change;
  - uncover life's inevitable problems and setbacks;
  - manage obstacles while keeping recovery on track;
  - define relapse;
  - understand the relapse process;
  - implement exit strategies;
  - review each stage of relapse;
  - identify the two components of recovery maintenance;

- re-cover the person's underestimate of difficulties associated with pulling out of a relapse spiral;
- ascertain when recovery is in danger;
- develop an effective exit strategy which includes four requirements;
- identify changes in attitude(s) that could lead to a relapse;
- extinguishing damaging attitudes, lifestyle imbalance, increased discomfort/conflict, urges, and cravings, single use, and high-risk situations;
- determine some ways that lifestyle habits might change if their attitudes start to slide;
- describe specific things the participants might start doing or stop doing that are destructive to a balanced lifestyle;
- determine the feelings or conflicts that occur when you are out of balance;
- identify the three relationships that are most likely to be affected when you slip in your recovery;
- provide examples of three interpersonal conflicts that would clearly signal a problem in your recovery;
- understand the difference between cravings and urges and the four patterns of urge thinking;
- make a list of high risk people, place and activities associated with drug use and criminal lifestyle;
- document an irrational decision that could lead to relapse.
- identify the impact of single use;
- understand the contrast of the Marlatt Model which suggests that a single use is a learning experience;
- assess the consequences of a single use;
- challenge negative attitudes and thinking about single;
- describe a situation that may produce continued use of drugs;
- apply a Recovery maintenance plan to deal with a situation that may produce continued drug use and use safety net while ensuring the person(s) are aware of their role in the participant's recovery; and
- create specific exit strategies that are personalized.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Book II (pgs. 1-3)

***RDAP Curriculum (PHASE III – Book II)***

**Day 1 & 2      Lesson # 1**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Evaluating Expectations**

- Goal: Evaluating expectations
- Criminogenic Area: All areas
- Target Area: Change, thinking errors, expectations
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Completion of Book I.
- Homework Review: Book 2, pgs. 1-3.
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will demonstrate understanding of their future challenges; review criminal thinking errors (superoptimism and entitlement) in reference to expectations; and apply prosocial support and attitude check to address this issue.
- Lesson for today: Using prosocial support and attitude checks to extinguish thinking errors and faulty expectations.

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 1-3 of Book II
- Model skill: Facilitators and/or group members will model the targeted skill (using prosocial support and attitude checks).
- Practice: Evaluating expectations as well as using support and attitude checks to extinguish faulty thinking.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (evaluating expectations, using social support and attitude checks) will be used and demonstrated in the role plays. Group members viewing the role plays will identify the targeted criminogenic area.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: “Key Transitional Issues: Identifying key transitional issues – pg 4.”

***RDAP Curriculum (PHASE III – Book II)***

**Day 3      Lesson # 2**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Transitional Issues**

- Goal: Identifying Key Transitional Issues
- Criminogenic Area: All areas
- Target Area: Transition from prison
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Evaluating expectations.
- Homework Review: Key Transitional Issues: Identifying Key Transitional Issues (Pg. 4).
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Individuals will identify key transitional issues that will be the greatest challenge.
- Lesson for today: Transitional areas that are problematic for addicted offenders.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Briefly review pages 4 of Book II.
- Model skill: Facilitators and/or group members will model the targeted skill (evaluating expectations, using prosocial support and attitude checks) to deal with transition issues that are problematic.
- Practice: evaluating expectations, using support and attitude checks to extinguish faulty thinking and problematic transitional issues.

**Section Three: Rehearsal (30 Minutes)**

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (evaluating expectations, using social support and attitude checks) will be used and demonstrated in the role plays (realistic and unrealistic expectations and problematic transition issues). Group members viewing the role plays will identify the targeted criminogenic area.
  - Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
  - Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: “Key Transitional Issues: Working Effectively with authority figures – pages 5-8.”

## **Section One:** Introduction, Homework Review, Opening (First 30 minutes)

### **Introduction: Authority Figures**

- Goal: Working Effectively with Authority Figures
- Criminogenic Area: Antisocial attitudes, values and beliefs
- Target Area: Authority Figures
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Identifying key transitional issues.
- Homework Review: “Key Transitional Issues: Working Effectively with authority figures – pages 5-8.”
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Identify the negative consequences that can occur if an individual has difficulty with authority figures while in transition; review the authority figures each individual will be required to work with during their transition; link the irrational expectations of these authority figures to criminal thinking errors and rational thinking errors; address how these thinking errors can result in irrational expectations with authority figures; and challenge participants to name people who played important roles in their lives who were also authority figures.
- Lesson for today: Working effectively with authority figures.

## **Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 5-8 of Book II.
- Model skill: Facilitators and/or group members will model the targeted skill (evaluating expectations, using prosocial support and attitude checks) to deal with transition issues that are problematic.
- Practice: Evaluate expectations, use support, draft attitude checks, apply thinking reports, and implement RSA to:

- identify the negative consequences that can occur if an individual has difficulty with authority figures while in transition; and/or
- review the authority figures each individual will be required to work with during their transition; and/or
- link the irrational expectations of these authority figures to criminal thinking errors and rational thinking errors; and/or
- address how these thinking errors can result in irrational expectations with authority figures; and/or
- challenge participants to name people who played important roles in their lives who were also authority figures.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (using social support, attitude checks, thinking reports, and RSA) will be used and demonstrated in the following role plays:
  - dealing with realistic and unrealistic expectations;
  - extinguish faulty thinking and problematic transitional issues;
  - identify the negative consequences that can occur if an individual has difficulty with authority figures while in transition;
  - review the authority figures each individual will be required to work with during their transition;
  - link the irrational expectations of these authority figures to criminal thinking errors and rational thinking errors;
  - address how these thinking errors can result in irrational expectations with authority figures; and
  - challenge participants to name people who played important roles in their lives who were also authority figures.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: “Key Transitional Issues: Learning to handle social pressure (pg. 9-15).”

***RDAP Curriculum (PHASE III – Book II)***

***Day 6 - 8      Lesson # 5***

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Social Pressures**

- Goal: Learning to handle social pressure
- Criminogenic Area: Antisocial attitudes, values and beliefs; prosocial companions; dysfunctional family.
- Target Area: Social pressure
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Working effectively with authority figures.
- Homework Review: “Key Transitional Issues: Learning to handle social pressures-- pages 9-15.”
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Identify examples of social pressure situation; describe when you put someone else into a social pressure situation; maximize the amount of time individuals spend with people in their safety net; explore how rational and criminal thinking errors can lead to the irrational conclusion that using or drinking is safe, appropriate, permissible or even necessary; identify the thinking errors associated with irrational thoughts; conduct RSAs appropriately in a number of activating events; name common social pressure situations; and develop and write up brief social pressure scenarios for each other, provide critique, and suggest improvements.
- Lesson for today: Learning to handle social pressure

**Section Two:** Teach, Model and Practice (30 minutes)

- Teach Skills: Briefly review pages 9-15 of Book II.

- **Model skill:** Facilitators and/or group members will model the targeted skill (evaluate expectations and use prosocial support, attitude checks, thinking reports, and RSAs) to handle social pressure.
- **Practice:** Using support, attitude checks, thinking reports, and RSA to address:
  - examples of social pressure situation; and/or
  - when you put someone else into a social pressure situation; and/or
  - the amount of time individuals spend with people in their safety net; and/or
  - how rational and criminal thinking errors can lead to the irrational conclusion that using or drinking is safe, appropriate, permissible or even necessary;
  - thinking errors associated with irrational thoughts; and/or
  - activating events;
  - common social pressure situations; and
  - brief social pressure scenarios for each other. Once completed, provide critique and suggest strategies for improvements.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (using social support, attitude checks, thinking reports, and RSA) will be used and demonstrated in the following role plays:
  - dealing with realistic and unrealistic expectations;
  - extinguish faulty thinking and problematic transitional issues;
  - identify the negative consequences that can occur if an individual has difficulty with authority figures while in transition;
  - review the authority figures each individual will be required to work with during their transition;
  - link the irrational expectations of these authority figures to criminal thinking errors and rational thinking errors;
  - address how these thinking errors can result in irrational expectations with authority figures;
  - challenge participants to name people who played important roles in their lives who were also authority figures.
  - examples of social pressure situations;
  - when you put someone else into a social pressure situation;
  - the amount of time individuals spend with people in their safety net;
  - how rational and criminal thinking errors can lead to the irrational conclusion that using or drinking is safe, appropriate, permissible or even necessary;
  - thinking errors associated with irrational thoughts;
  - activating events; and
  - common social pressure situations;

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: “Key Transitional Issues: Exploring ways to reintegrate with your family (pg. 18-19) and Preparing for other transitional issues (pg. 20)”

***RDAP Curriculum (PHASE III – Book II)***

**Day 9 - 11      Lesson # 6**

**Section One: Introduction, Homework Review, Opening (First 30 minutes)**

**Introduction: Reintegrate with your family and other transitional issues**

- Goal: Appropriately reintegrate with family
- Criminogenic Area: Antisocial attitudes, values and beliefs and dysfunctional family.
- Target Area: Family
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Social Pressure.
- Homework Review: “Key Transitional Issues: Exploring ways to reintegrate with your family (pg. 18-19) and Preparing for other transitional issues (pg. 20)”
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Explore successful ways to integrate with family members; explore expectations when a participant returns home; explore problematic transitional issues with family members; apply RSAs and complete the rational approach to reintegration with family members; identify the activating events that will be most problematic; and develop a list of transitional issues the participants will face, the expectations associated with these issues, and the use of support to deal with these issues.
- Lesson for today: Reintegration with family and other transitional issues.

**Section Two: Teach, Model and Practice (30 minutes)**

- Teach Skills: Briefly review pages 9-15 of Book II.
- Model skill: Facilitators and/or group members will model the targeted skill (evaluate expectations and use prosocial support, attitude checks, thinking reports, RSAs, camera check, rational challenge and desired consequences) to handle reentry issues with family members and other transitional issues..

- **Practice:** Using support, attitude checks, thinking reports, RSA, camera check, rational challenge, and desired outcomes to address:
  - successful ways to integrate with family members;
  - expectations when a participant returns home;
  - problematic transitional issues with family members;
  - activating events that will be most problematic; and other
  - transitional issues the participants will face.

### **Section Three:** Rehearsal (30 Minutes)

- **Role Plays:** All role-plays and scenarios will be based on the criminogenic areas identified in this lesson plan. The targeted skill (evaluate expectations, use social support, attitude checks, camera checks, thinking reports, RSA, rational challenge, and desired outcomes) will be used and demonstrated in the following role plays:
  - dealing with realistic and unrealistic expectations;
  - extinguish faulty thinking and problematic transitional issues;
  - identify the negative consequences that can occur if an individual has difficulty with authority figures while in transition;
  - review the authority figures each individual will be required to work with during their transition;
  - link the irrational expectations of these authority figures to criminal thinking errors and rational thinking errors;
  - address how these thinking errors can result in irrational expectations with authority figures;
  - challenge participants to name people who played important roles in their lives who were also authority figures.
  - examples of social pressure situation;
  - when you put someone else into a social pressure situation;
  - the amount of time individuals spend with people in their safety net;
  - how rational and criminal thinking errors can lead to the irrational conclusion that using or drinking is safe, appropriate, permissible or even necessary;
  - thinking errors associated with irrational thoughts;
  - activating events;
  - common social pressure situations;
  - successful ways to integrate with family members; and
  - expectations when a participant returns home;
  - problematic transitional issues with family members;
  - activating events that will be most problematic; and the
  - transitional issues the participants will face.

Group members viewing the role plays will identify the targeted criminogenic area.

- Rehearse Skill(s): Groups will be comprised of 3-5 individuals; facilitator or members will create their own scenarios. Give groups 10-15 minutes to plan their skits.
- Contingency Management: Rewards will be given to consumers, and provided when the facilitator observes the skills being demonstrated and/or when the larger group identifies the targeted skills being applied.

**Homework:** Complete assignment: “Your Personal Statement of Change (pg. 21-29) and It’s Time to do an Attitude Check (pg. 30)”

***RDAP Curriculum (PHASE III – Book II)***

**Day 12- 20      Lesson # 7**

**Section One:** Introduction, Homework Review, Opening (First 30 minutes)

**Introduction: Personal Statement to Change**

- Goal: Personal Statement to Change
- Criminogenic Area: All areas
- Target Area: Commitment to Change
- Reminders: Review group rules (posted in room) and inform group participants that all skills learned can be applied to all criminogenic areas.
- Previous Lesson Review: Reintegration with family and other transitional issues.
- Homework Review: “Your Personal Statement of Change (pg. 21-29) and It’s Time to do an Attitude Check (pg. 30).”
- Contingency management will be awarded to each individual who has completed their homework assignment.
- Review Benchmarks: Review readiness statements (from Orientation Journal) and statements of Commitment (from the Criminal Lifestyle Journal); reflect on the thoughts, attitudes, and harmful behaviors that have affected you and others; review all RSAs and attitude checks that participants have completed in the program; determine which attitudes or irrational and criminal thinking errors have been a pattern; ensure that participant’s responses to all questions in “Your Personal Statement of Change” is accurately reflected in the goals of their treatment plan; require that all participants responses in “Your Personal Statement of Change” reflects how he has benefited from RDAP/KASHBOX; present your “Personal Statement of Change” to the group and to the therapeutic community at large; document the feedback from the group; identify what the participant was like before entering KASHBOX; describe the lessons learned about one’s self since before entering KASHBOX (review the attitudes and thinking errors that have given the participant the most trouble); draft a plan of action, which also includes the barriers and pitfalls to success; and once completed, participate in a formal “ceremony” to honor your success. Finally, conduct a final attitude check.
- Lesson for today: Personal Statement of Change.

**Section Two:** Teach, Model and Practice (30 minutes)

Participants will present their “Personal Statement of Change,” which also includes the final Attitude Check.

### **Section Three:** Rehearsal (30 Minutes)

Participants will present their “Personal Statement of Change,” which also includes the final Attitude Check.