Gang Intervention and Prevention Program Workbooks

Our gang prevention and intervention programming includes dozens of workbooks, lessons and videos. We specialize in helping programs select the right mix PNF resources to address a range of specific needs or desired outcomes.

Prevention: The Phoenix Curriculum provides extensive curriculum and other resources for prevention starting at the early elementary grades, through middle school. A specific catalog can be downloaded from www.phoenixcurriculum.com.

Intervention: Phoenix curriculum and Phoenix gang program resources provide hundred of hours of different program options.   One of these resources, the **Phoenix/New Freedom 100** was accepted by the National Gang Center as an evidence-based program. Different resources are shaped to correctional, probation, and community settings for adolescents, youth, and young adults - early intervention, detention, and post-adjudication options.

Adult gang programs: While most correctional settings are not designed for complete gang desistence, we provide a range of widely-used targeted resources. They range from pre-contemplation (preparation for change) and step-down programming for ad seg (solitary) units, to transition to 2-person cells and general population programs, to units targeting criminal thinking and aggression and violence.   Our 240-session in-cell program model can be used as a building block for change in Security Threat Group (STG) units.

GG-MI 1,2,3,4	The Motivational Interviewing Gang Intervention Resource (4 elements)	Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage in reducing gang involvement, and finally getting away from the gang completely. Suggested for 1:1 use.	$250
GG1	What was on your mind? *(gang mind-set)*	This is an important workbook, a cognitive restructuring approach to gang activity. It identifies selected negative mind-sets common to people involved in gang activity. Then, it addresses each of these in a systematic fashion, identifying weaknesses in that form of thinking, and offering guidance in the development of a more positive outlook.	7

GG2	Who wants to be at risk?	This workbook addresses the "risk factors" approach to gang involvement and activity. The objective is for participants to identify their own highest risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. *"If you plan for them, and develop options for how you will handle them better, you stand a good chance."*	7
GG3	What do you need? (needs and gangs)	This workbook - based on Maslow's needs hierarchy theory - addresses gang activity from the point of view of underlying needs. These needs won't go away; they will be present when the participants return to the community. Thus this workbook guides the participants in finding alternative - and better - ways to meet those needs than gangs or crime.	5
GG4	Living a non-violent life #1	This workbook provides the opportunity for clients to identify their triggers and highest personal risk factors for violence and to develop strategies to avoid these issues or to cope more effectively in the future.	7
GG5	Living a non-violent life # 2	This workbook provides a more focused opportunity for clients to identify their highest risk factors for violence (the people, places, things, times, and situations where they are at highest risk). It guides the development of "environmental control" strategies to avoid these issues and situations - and helps clients explore their options.	5
GG7	Understanding yourself #1	This is the "risk factors" approach to aggression and violence. It provides an alternative approach to violence issues and behavior, addressing community and family risk factors for violence. For clients, the objective is to begin by increasing awareness. Then, clients can admit that they have these risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. "If you plan for them, and develop options for how you will handle them better, you stand a good chance."	7
GG8 m/f	Understanding Yourself #2	This is the "risk factors" approach to passive-aggressive behavior, which can often lead to violence and other problems. It provides an alternative approach to violence, addressing community and family risk factors for this passive-aggressive behavior. *(Approach is similar to GG7, above)*	2

GG13	Gang intervention resources *(appropriate for both adult and juvenile programs)*	Where are your old friends today?	1
		Criminal Values	2
		Respect	2
		Disrespect	3
	This resource is designed to support the motivational interviewing (MI) approach.	Loyalty	1
		Stinking thinking and gang activity (formerly ST6). Two lessons targeting specific areas of cognitive distortion (criminal thinking or "stinking thinking").	2
CC1/ GG13 a/j/jf	What's been getting you in trouble?	Examines past behaviors and issues: fighting, violence, dangerous risk taking, alcohol abuse, drug use, gang activity, drug sales, and crimes like robbery, burglary, and auto theft. Helps participants understand their risk factors and to consider future choices. *(Available in adult and juvenile versions)*	2
CC2a/ j/jf	Impact! (Victim empathy)	Victim empathy resource guides participants to consider what victims feel, and various consequences for victims. *(Available in adult and juvenile versions)*	1
CC4/ GG13 aj-jf	Trust and distrust	Guides participants in evaluating the costs and consequences of misplaced trust.	1
CC6	I have my reasons	This CBT resource provides an opportunity for participants to analyze why they have been making some of the choices they have, and the costs and consequences of these choices.	1
CC7a/ j	Who do you think you are?	The way we think about ourselves helps us decide what we would, and wouldn't do. Increases emotional awareness and understanding self-talk and self-image. *(Available in adult and juvenile versions)*	2

CC8/ GG13	Retaliation	Explores how retaliation can escalate. Identifies common situations, costs, and consequences and options.	1
CC11	Why am I thinking about changing?	Helps identify and clarify some of the issues involved in the decision to make changes. Examines specific reasons and obstacles.	1
CT Situations	Criminal Thinking (Situations)	Fifteen (15) separate activities examining different forms of criminal thinking or decision making.	5.
GG17	Your story	Directly addresses the factors that contributed to the participants' gang involvement, and helps clarify specific costs and consequences. Asks them to consider specific choices and options available to them if they decide to change.	1
Targeted resource: correctional facility-specific conflict management resource set		Useful as core lesson elements, focused session openers, or change-of-pace activities in conflict resolution program for groups, in 1:1, or in-cell.	
CF1	Basic Issues (addressing specific issues in correctional settings)	Thirteen (13) potential conflict situations between individuals in correctional settings. Reduce potential conflict and increase the likelihood that they avoid violence. *Provided in a general population version and ad seg cellmate version (stepping down to a two-person cell).*	3 (13 elements)
CF1b	Cellmate issues	Fourteen (14) specific issues relating to getting along with cellmates: commonly-encountered problems for group discussion, skills practice, and learning points to help individuals develop confidence that they can handle these kinds of situations appropriately.	4
CF2a	People problems Set A	Six (6) interpersonal or group problem situations. Goal is to reduce potential conflict and increase the likelihood that they avoid violence.	2 (6 elements)
CF2b	People problems Set B	Ten (10) interpersonal or group problem situations. Goal is to reduce potential conflict and increase the likelihood that they avoid violence.	3 (10 elements)

CF3	Dealing with Tough Feelings	Four (4) activities, addressing common problems from the outside, or in the facility which lead to difficult feelings	2 (4 elements).
CF4	Risk factors	Short workbook identifies and addresses common external risk factors in the correctional setting. Assists the participant to understand <u>why</u> certain situations are higher risk and identify the very highest risk situations - and the consequences of allowing those situations to turn bad (violence, return to AdSeg, etc.). Additionally, helps participants explore the benefit of avoidance - and explore ways to get away from ("escape") from those situations and achieve some of their long-term goals by avoiding trouble.	2
CF5	Everybody's got an opinion	Nine (9) problem situations, addressing specific interpersonal trigger scenarios (high risk interpersonal issues - correctional-specific). The goal is to reduce problems by making good choices and avoiding certain high risk behaviors.	2 (9 elements)
CF6	Aggravation	Guides participants to identify situations in the facility where certain annoyances or triggers can lead to violence, or add up to increase vulnerability to acting on the anger.	2
CF7	Changing thoughts, making choices	Four (4) correctional-specific trigger scenarios which provide practice in changing thoughts that don't work into more functional thinking..	2 (4 elements)
CF8	Adding to your troubles: Confidence assessment (SCQ)	Summary activity assesses confidence in handling a range of the most common high risk potential situations for violence in the correctional setting, (MI resource)	2
CF9	Adding to your troubles: Importance checklist	Summary activity assesses the degree of importance in avoiding violence in a range of common correctional high risk situations. (MI resource)	I

CF/10 TP18 RH33	Activities: A practical question	Eleven (11) problem situations, addressing problems they may confront in making good choices going forward. Questions guide the development of effective responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. *Most helpful with criminal justice (correctional and probation/parole clients).*	4
CF11	What are my options?	Specific guidance and worksheets for doing time successfully.	1
CF12	Where are you setting yourself up?	Comprehensive lesson for reducing vulnerability to making bad decisions while incarcerated. Includes 30-item checklist, self-assessment tools, and action plan.	1
CF13	Personal space	Increases understanding and skill at respecting other people's space, and protecting your own.	1
CF14	Victimization	Victimization can result from making bad decisions around such areas as borrowing from others gambling, making debts, or misreading predatory behavior from others. These resources help identify situations before they occur, and reduce the risk of making poor choices.	3
CF15	Bullying	Three lessons provide comprehensive guidance in reducing exposure to bullying, avoiding difficult situations, and self-control.	3
CF16	Adjustment	Four (4) scenarios addressing issues commonly experience by people new to incarceration - or in adjusting to a new unit.	2
CF17	Aggravation and disrespect	Seventeen (17) correctional-based problem situations for skills practice. Scenarios address cellmate, unit, program, and staff issues.	5
CF18/ RH8	Practice in handling difficult situations	Workbook helps participants identify - and develop solutions for - common difficult situations encountered during the transition from incarceration. Thirty (30) brief situation cards provide commonly-encountered problems for group discussion, skills practice, and learning points to help individuals develop confidence that they can handle these kinds of situations appropriately.	5

CF19	Asking for help	Four (4) elements supporting successful inmate-staff interactions.	2
CF20/ TP17	Activity - Difficult situations	Seven (7) situations commonly faced by program participants going forward. *Multiple versions include substance abuse, mental health, and addressing specific feelings.*	3
CF21	Trigger events	Identifies ten (10) high risk situations - with potential for violence in the facility. Provides guidance in avoiding the situations and reducing personal risk.	3
CF22	How is this likely to work out?	Seven (7) scenarios which guide the process of evaluating outcomes from making choices and life changes.	3
CF23	What's the best way?	Eight (8) sets of problem solving activities. Each set includes several scenarios. The objective is to generate effective solutions to the scenario - and similar situations in the unit, program, or facility.	8
CF24/ TP19/ RH32	Activities: Problem behavior	Ten (10) problem situations, addressing decisions they may face in making good choices going forward. Most address common form of criminal (criminogenic) thinking, Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill.	4
CT Situations	Criminal Thinking (Situations)	Fifteen (15) separate activities examining different forms of criminal thinking or decision making.	5