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GOAL OF HANDBOOK

This handbook is designed to welcome and give you an orientation of the Evidence Based Program that you are now participating in.

THE PROGRAM OFFERS SPECIFIC SKILLS THAT INCLUDES CHOICES AND TOOLS THAT SERVE AS GUIDES IN LIVING A HEALTHY AND PRO-SOCIAL LIFESTYLE.

This handbook provides information about the Evidenced Based Corrections (EBC) model, behavior expectations and interventions, the step system, and classes you will be attending.

It is your right and responsibility to know this information and to ask questions in any area you do not understand.

It is ultimately up to you whether you choose to make the necessary choices and changes that are required. Change always demands hard work and personal sacrifice.



Evidence-Based Corrections

The right offenders in the right programs at the right time to get the best results

What is Evidenced Based Corrections?

Washington State Department of Corrections has an investment plan in place to implement programs that reduce prison misconduct and recidivism rates and to ensure successful reentry when released into the community. Therefore a significant amount of research was conducted to identify programs and intervention strategies that have been proven to produce continual reductions in recidivism rates. The use of these Evidence-Based Practices has been proven to reduce recidivism when done with fidelity and is a core component of this program.

Evidenced based practices have been proven effective in helping people become aware of their own thoughts feelings attitudes that have caused problems in the past and successfully changing behavior to avoid the same mistakes in the future.

Evidence based practices uses direct supervision focusing on actively managing behavior to produce prisons that are safe and secure for offenders and staff. Under this model staff interacts continuously with you to identify problems in the early stages.

Your thinking and behaviors will be challenged during your involvement in this program. We ask that you keep an open mind regarding alternatives to behaviors and thought processes, and that you be willing to hear constructive criticism and accept feedback from both peers and staff. Our goal is to pass on as much information and insight to you as you wish to receive while you are here to assist with your personal growth.

In the next few months you will be making decisions that will affect your life and the lives of those close to you. In the past you have not always made the best choices for yourself. We would like to help you see your many choices so you can make the best decision for yourself. We offer you many opportunities for personal growth.

Case Planning

A very important aspect of the program will be the development of your case plan. Your case plan will be developed within the first ten days of your program. Staff will review goals, problems and needs with you individually. Your input in this process is crucial (i.e., contract for change). The case plan, to be successful, must include your involvement, time, energy, and commitment. The case plan will consist of a series of specific goals for you to complete during your time in the program and as you transition out.

Each goal listed in the case plan is attainable by you but will require your strongest effort and cooperation. This is expected. To give anything less will be a hindrance to treatment and would be unacceptable to the program. Additionally your case plan will identify those areas that are considered a high risk area for you, i.e. chemical dependency treatment, based on your individual Offenders Needs Assessment.

Programming, while in the unit and upon completion, will be focused on those areas. Refusal to participate in targeted programming will impact future programming and transfer eligibility.

What is Cognitive Behavior Therapy (CBT?)

CBT is considered the gold standard of interventions for offenders trying to improve their chances for successful reentry. A clear body of evidence has emerged to show that these interventions positively impact individuals helping to create change in both thinking and behavior.

CBT programming focuses on redirecting an individual's learned negative thoughts and actions into positive or pro-social thoughts and actions. When negative thought processes are interrupted, individuals have the opportunity to understand the consequences of their current choices and thoughts in a way that can guide them to make better decisions in the future. CBT programming generally includes two parts:

1. A general presentation of a skill and then process group(s) to assist individuals with learning to use the skill.
2. The redirection of learned behavior (and thoughts and actions) occurs through the process of learning new techniques or strategies to respond to daily events.

There are currently two scheduled classes for you to participate in during this part of the model, Cognitive Behavioral Treatment Orientation Sessions, established by the University of Cincinnati and Thinking for a Change (T4C). T4C has been developed through the National Institute of Corrections and is an integrated, cognitive behavior change program that includes cognitive restructuring, social skills development, and development of problem solving skills. And if eligible, an additional skill building class each week to support the T4C social skills component and for you to gain proficiency in skill building methods. Combined, the Orientation and T4C have proven to show reduction in recidivism for adult offenders and translate into achievement as offenders move through the DOC continuum toward successful reentry.

Components of Core Correctional Practices Orientation

The eight orientation sessions are designed to introduce you to basic program tools and an overview with homework assignments are as follows:

1. Session One

- Welcome to EBC - handout of orientation handbook
- Behavior expectations
- Group norms and expectations

2. **Session Two:** Introduction to the Decisional Balance

3. **Session Three:** Clarifying Values

4. **Session Four:** Introduction to CBT

5. **Session Five:** Introduction to Thinking Reports

6. **Session Six:** Introduction to Skill streaming—*SAYING THANK YOU*

7. **Session Seven:** Introduction to Skill streaming—*INTRODUCING YOURSELF*

8. **Session Eight:** Identifying Goals

Components of Thinking for a Change (T4C)

T4C uses a combination of approaches to increase your awareness of self and others. It integrates cognitive restructuring, social skills, and problem solving skills. The program begins by teaching you an introspective process for examining your way of thinking and your feelings, beliefs, and attitudes. This process is reinforced throughout the program.

Social-skill training is provided as an alternative to antisocial behaviors. The program culminates by integrating the skills you have learned into steps for problem solving. Problem solving becomes the central approach you will learn that enables you to work through difficult situations without engaging in criminal behavior.

T4C Is Divided Into Skill Modules:

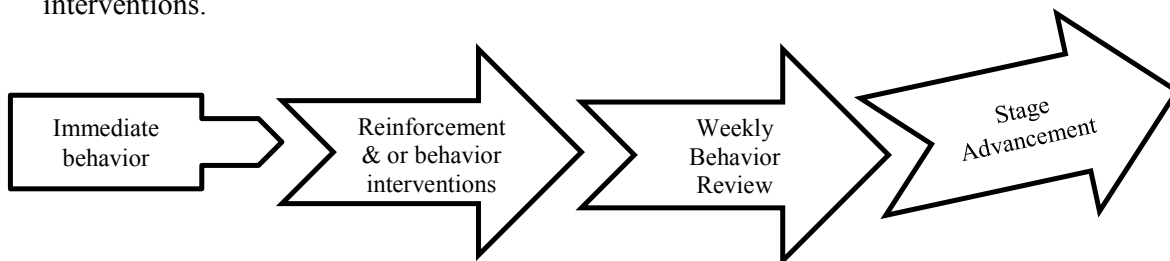
Module 1 - CORE SOCIAL SKILLS
Lesson 1: Introduction and Overview
Lesson 2: Social Skill Active Listening
Lesson 3: Social Skill Asking Questions
Lesson 4: Social Skill Giving Feedback
Lesson 5: Social Skill Knowing Your Feelings
Module 2 - COGNITIVE SELF CHANGE SKILLS
Lesson 6: Cognitive Self Change: Thinking Controls Our Behavior
Lesson 7: Cognitive Self Change Step 1: Pay Attention to Our Thinking
Lesson 8: Cognitive Self Change Step 2: Recognize Risk
Lesson 9: Cognitive Self Change Step 4: Use New Thinking
Lesson 10: Thinking Check-In
Module 3 - ADVANCED SOCIAL SKILLS
Lesson 11: Social Skill: Understanding The Feelings of Others
Lesson 12: Social Skill: Making A Complaint
Lesson 13: Social Skill: Apologizing
Lesson 14: Social Skill: Responding to Anger
Lesson 15: Social Skill: Negotiating
Module 4 - PROBLEM SOLVING SKILL
Lesson 16: Introduction to Problem Solving
Lesson 17: Problem Solving Skill 1: Stop and Think
Lesson 18: Problem Solving Skill 2: State the Problem
Lesson 19: Problem Solving Skill 3: Set a Goal and Gather Information
Lesson 20: Problem Solving Practice Skill 1, 2 and 3
Lesson 21: Problem Solving Skill 4: Think of Choices and Consequences
Lesson 22: Problem Solving Skill 5: Make a Plan
Lesson 23: Problem Solving Skill 6: Do and Evaluate
Lesson 24: Problem Solving: Application
Lesson 25: Closing Session/Next Step
ADVANCED SKILL BUILDING AND AFTERCARE
Lesson 26: Cognitive Self Change –Aftercare Skill Practice
Lesson 27: Social Skill – Aftercare Skill Practice
Lesson 28: Social Skill – Advanced Skill
Lesson 29: Practice Problem Solving – Aftercare skill Practice

Behavior Expectations

If you choose to engage in positive/pro-social behavior, this behavior is rewarded with an reinforcer.

If on the other hand, you choose to engage in inappropriate behavior, a behavior intervention is imposed. Your behavior throughout the program is examined in the classroom and inside and outside the living unit.

If you meet the minimum weekly behavioral expectations for your current step you have an opportunity to participate in the weekly reinforcer and will in turn be supported in your step advancement. The process by which immediate behaviors are addressed is through the use of reinforcements and behavioral interventions.



The reinforcement system is designed to provide multiple opportunities to shape behavior towards success throughout the program. The system is designed to allow staff to deliver reinforcements and behavior interventions in the moment (low level) with structure in place to ensure that the delivery of these reinforcements and interventions are maintained.

Reinforcements and Behavior Interventions

To ensure behavior reinforcements and interventions are administered consistently, the Behavior Intervention Management System provides you with structured guidelines on expectations, interventions, and reinforcements.

Reinforcements

There will be opportunities for you to receive reinforcers and to be rewarded for achieving goals, demonstrating pro-social behavior and going above and beyond in your programming participation. The overall structure of the reinforcement system will be comprised of verbal praise, earned points, coupons, and achievement recognition.

1. **Verbal Reinforcement:** Providing verbal acknowledgement to an individual who has done well.
2. **Coupons:** The coupons are a means to reinforce behavior immediately and in the moment and are issued for being caught engaging in pro-social behaviors. There are two components of the coupons: 1) the coupon itself in which you will receive at the time and 2) Redemption drawing.
3. **Weekly Redemptions:** Individuals are eligible for a weekly redemption based upon you 'making your week' points.
4. **Achievement Recognition:** Individual will be recognized for achievements, particularly those associated with pro-social behaviors by your name being placed on a bulletin board located on the unit.



MAKE YOUR WEEK

“*Make your week*” is a tally of weekly points earned for your progress through the program. At the end of each week, your facilitator will calculate points earned based from your class participation evaluation and reports of behavior demonstrated in and outside of the unit. This includes: interactions with staff and offenders in the day room, during educational/vocational programming, recreation, and on the job.

Available points for class participation evaluations behavior anchors include:

- 2 Exceeds Expectations
- 1 Meets Expectations
- 0 Does Not Meet Expectations – behavior is not conducive to learning, continuing to demonstrate resistance, late for class, etc.

Unit and programming assessments include:

- 2 Exceeding the expectations, demonstrating high levels of proficiently with the social skills learned in group, going above what is expected, as reported by custody/programming staff.
- 1 Meeting expectations, appropriate interactions with staff and other offenders, progressing in the program, etc. as reported by custody/programming staff.
- 0 Demonstrated infraction related behavior, argumentative with staff, not following instructions, etc. as reported by custody/programming staff.

Attending class two times per week

- Maximum total points earned for class participation evaluation is 4 points with attendance of class two times per week
- A maximum of unit points earned would be 2
- Eligible to earn a maximum of 6 points each week
- Base line behavior would be earning one point for each class attendance plus one point for unit behavior and would equal 3 points per week

Attending class one time per week

- Maximum total points earned for class participation evaluation is 2 points with attendance of class one time per week
- A maximum of unit points earned would be 2
- Eligible to earn a maximum of 4 points each week
- Base line behavior would be earning one point for class attendance plus one point for unit behavior and would equal 2 points per week

If you “make your week” and earn the tally points you will be provided an opportunity to use those points the following week and choose from a list of reinforcers based off the amount of tally points earned.

Offenders may only redeem one item per week and bank the rest.

You must be in good standing in the program to participate in the weekly reinforcer. Good standing is defined as anyone who completes homework assignments as required, participates in group, and has no unexcused absences or disruptive behavior in group during the week. Good standing also includes no negative and/or infraction related behavior while in the unit during the week.

- Receiving a score of “0” in any category will result in you not ‘making your week’ and will lose your ability to redeem for the weekly reinforcer for a one week cycle.
- Any points you may have earned will be “banked” for the following week redemption.
- Your tally points will also impact your stage advancement at each check point.

EVIDENCED BASED CORRECTIONS
OFFENDER ORIENTATION HANDBOOK

How tally points are calculated:

Week of orientation	Possible Total points class evaluation	Possible Total points unit evaluation	Maximum total points earned Class plus + unit/environment
1.	0 1 2	0 1 2	4 or 6
2.			4 or 6
3.			4 or 6
4.			4 or 6
5. ↓			4 or 6
May take up to 8 weeks or more to complete orientation	maximum One time per week = 2 Two time per week = 4	maximum 2 2	<ul style="list-style-type: none"> Total after 8 weeks = 48 points or 32 depending upon how many classes an offender attends each week - 48/32 points "exceeds expectation" 24/16 points will be required for step review request Below 24/16 points after 8 weeks would require an individual plan action to increase positive behavior and decrease negative behavior.

Coupons

Coupons are awarded any time you are **observed** engaging in pro-social behaviors. When you demonstrate and put to use skills that you have learned or are achieving goals, staff may issue you a coupon. You may be issued a coupon at any time even if you are on Restricted Intervention Status or serving a sanction.

Coupons may not be requested from staff. Staff must observe evidence of Trustworthiness, Respect, Responsibility, Fairness, Caring, Pro-social behavior and Citizenship.

Examples include:

- An offender, who typically struggles with practicing pro-social skills such as Active Listening, may be given a coupon for actively demonstrating the skill.
- Staff may give an offender a coupon for going above and beyond their baseline behavior.
- An offender who disengages from an argument could be given a coupon.
- When an offenders shows evidence of Trustworthiness, Respect, Responsibility, Fairness, Accountability and Citizenship.

Drawing:

If staff members observe you engaged in pro-social behaviors, they may issue you a coupon that will be yours to keep. The receipt stub of the coupon will be placed in the coupon drawing. The drawing will be held and, if your name is drawn, you will have the ability to choose two different reinforcer items from the weekly reinforcer list. The more coupons you get during the month the more likely your name will be selected. Announcement and recognition for receiving these coupons will also occur in group.

Behavior Interventions

Behavior interventions will occur when you do not meet the expectations as outlined in the behavior expectations.

These behavior interventions are outlined in the offender behavior intervention and management stem handbook

Group Protocols
Failure to Complete Assigned Homework

1st Offense:

- You will receive a score of zero on your class participation form and will lose your ability to redeem points for a one week cycle.
- The facilitator will conduct a one on one session with you immediately after group, or as soon as time allows, to discuss reasons and consequences for failing to turn in your homework.
- Facilitator will provide you an opportunity to turn in their homework before the next scheduled class. If you complete the homework prior to your next scheduled class you will receive credit for the class. If you fail to turn in the homework you will not receive credit for that class and be required to retake the class.

2nd Offense:

- You will receive a score of zero on your class participation form and will lose your ability to redeem points for a one week cycle.
- You will be scheduled to meet with the Facility Risk Management Team (FRMT) at the next scheduled meeting to address undesired behavior.
 - FRMT will decide on behavior intervention to include the loss of privilege for a 24 hours period of time: Options include:
 - Loss of recreation
 - Loss of Day Room
 - Loss of privilege associated with current step
 - If you complete the homework within the time allotted by FRMT you will receive credit for the class. If you fail to turn in the homework you will not receive credit for that class and be required to retake the class.

3rd Offense:

- You will receive a score of zero on the class participation form and will lose your ability to redeem points for a one week cycle.
- You will receive an infraction for WAC 103 – Refusing or failing to obey an order, oral or written, of any staff member.

Group Protocols
Lack of Group Participation

Lack of group participation includes the following: does not engage in class discussions, refuses to role play, leaves class multiple times to meet personal needs.

1st Offense:

- You will receive a score of zero on the class participation form and will lose your ability to redeem points for a one week cycle.
- The facilitator will conduct a one on one session with you immediately after group to discuss reasons for not participating in group and the consequence if the behavior continues.

2nd Offense:

- You will receive a score of zero on the class participation form and will lose your ability to redeem points for a one week cycle.
- You will be scheduled to meet with the Facility Risk Management Team (FRMT/FMDT)) at the next scheduled meeting to address undesired behavior with you.
 - FRMT will decide on behavior intervention to include the loss of privilege for a 24 hours period of time: Options include:
 - Loss of recreation
 - Loss of Day Room
 - Loss of privilege associated with current step status

3rd Offense:

- You will receive a score of zero on the class participation form and will lose your ability to redeem points for a one week cycle.
- You will receive an infraction for WAC 103 – Refusing or failing to obey an order, oral or written, of any staff member.

Group Protocols
Unexcused Absence from Group

Attendance in groups is mandatory as outlined in the program and group expectations, and an unexcused absence from group is the equivalent of missing a mandatory callout. Unexcused absences are tallied throughout the overall program and are not required to be consecutive.

1st Offense:

- You will receive a score of zero on the class participation form and will lose your ability to redeem points for a one week cycle.
- You will immediately be placed on 24 hour loss of privilege to be determined by CUS/designee. Options include:
 - Loss of yard
 - Loss of phone privilege
 - Loss of gym
 - Loss of Day room
 - Loss of privilege associated with current step status

Group Protocols
Unexcused Absence from Group

2nd Offense:

- You will receive a score of zero on the class participation form and will lose your ability to redeem points for a one week cycle.
- You will immediately be placed on 48 hour loss of privilege to be determined by CUS/designee. Options include:
 - Loss of yard
 - Loss of phone privilege
 - Loss of gym
 - Loss of day room
 - Loss of privilege associated with current step status
- You will be scheduled to meet with FRMT at next scheduled meeting.

3rd Offense:

- You will receive an infraction for WAC 104 – Unexcused absence from work or any assignment scheduled meeting, appointment, or call out.
- You will be removed from his T4C class for the current module. You will not receive credit for the session you were in and will be required to repeat it.
- You will be placed on Restricted Intervention Status until you can enter back in the group at the beginning of the next module.

Group Protocols
Disruptive Behavior in Group

Disruptive behavior in group includes disrespectful behavior towards others in the group, creates an environment where others feel unsafe to participate in group discussions and role plays, or prohibits facilitator from doing their job.

- **Per behavior anchors (#4) respectful of others in class i.e., participant verbally attacks demeans belittles strong arms discounts demoralizes or bullies others, frequently violating group norms and expectations, raising their voice in an aggressive manner or is displaying aggressive posturing**

Facilitator will attempt to effectively redirect the behavior by explaining to you what the expectations are and that the behavior is not acceptable and that if it does not stop he will be removed from the class. If the behavior continues you will be removed from class and the following steps will happen:

Group Protocols
Disruptive Behavior in Group

1st Offense:

- You will be instructed to leave class and return to his living unit. Notification will be made to the unit that you are returning.
- Immediately after class, the facilitator will notify the CUS/CPM of the situation and you will be seen by the CUS/designee office within 24 hours.
- You will receive an infraction for WAC 353 – Disruptive Behavior or, receive an onsite adjustment and placed on no more than 24 hours loss of privilege to be determined by CUS/designee. Options include:
 - Loss of phone privileges
 - Loss of Yard
 - Loss of Gym
 - Loss of Day room
 - Loss of privilege associated with current step status
- You will receive a score of zero on the class participation form and will lose your ability to redeem points for a one week cycle.
- You will not receive credit and be required to repeat the class.

2nd Offense:

- You will be instructed to leave class and return to your living unit. Notification will be made to the unit that you are returning.
- Immediately after class the facilitator will notify the CUS/CPM of the situation and you will be called into the CUS/designee office within 24 hours.
- You will receive an infraction for WAC 353 – Disruptive Behavior.
- You will receive a score of zero on the class participation form and will lose your ability to redeem points for a one week cycle.
- You will not receive credit for the session you were in and will be required to repeat it.

3rd Offense:

- You will be infracted for WAC 557 – Refusing to participate in an available education or work program or other mandatory programming assignment.
- You will be placed on Restricted Intervention Status.

Restricted Intervention Status (RIS)

Definition:

Restricted Intervention Status is the result of failing to adhere to the programs behavioral expectations as outlined in the step advancement and behavior intervention and management systems. If you are placed on RIS you will lose all step and redemption privileges associated with the Evidence Based Program for duration of time determined by the Facility Risk Management Team (FRMT) / Step Review Board.

You may be placed on RIS for the following reasons:

- 1. Failure to progress onto the next step in the allotted time frame**
 - a. If you fail to submit a request to step up within two weeks of the completion of the T4C session, and/or you have not met the behavioral expectations as identified in the step progression assessment, group participation and/or demonstration of skills learned within the unit, you will be placed on RIS until you have met the criteria to step up.
- 2. Unexcused absence from class**
 - a. If you have 3 unexcused absences from class you will be placed on RIS.
- 3. Disruptive Behavior**
 - a. You will be placed on RIS for the 3rd offense for disruptive behavior in group.
- 4. Offender Receiving Three (general) infractions**
 - a. If you receive three general infractions for the same behavior you will be placed on RIS.
- 5. Receiving Any Serious Infraction.**
 - a. If you receive a serious infraction you may be placed on RIS, depending upon a case by case review of your behavior and hearing outcome.
 - b. If you are found guilty of a series infraction you will be placed on RIS.

PROCESS

1. Facilitators/counselor will track your progress to ensure that you are meeting the program behavior expectations.
2. If you who have been identified as meeting one of the above criteria, you will be scheduled for FRMT/step review board at the next available meeting.
3. FRMT/step review board will review all documentation associated with the violations and speak with you letting you know that you will be placed on Restricted Intervention Status and will be required to turn over your step privilege card.
4. FRMT/step review board will work with you on developing an individualized behavior contract identifying the target behavior that is specific to the behavior you are exhibiting, and improvements.
5. FRMT/step review board will determine when the behavior contract will be reviewed; however, it will not exceed 2 weeks in duration. The FRMT/step review board will take into consideration the exhibited behavior and circumstances surrounding the behavior when determining length of the contract.
6. The FRMT/step review board will reconvene in two weeks for update and review. If you have demonstrated the target behavior identified in the contract you will be removed from Restricted Intervention Status immediately.
7. If you continue to exhibit negative behavior you will remain on Restricted Intervention Status and the contract will be updated.

Evidence Based Corrections Step System

EBC has built in a step system that will determine your progression through the program. Each step and check point has clear and specific behavior you will be expected to demonstrate. It is up to you how you choose to demonstrate individual motivation, knowledge, skill, attitude, and completion of program expectations that determines your progress or lack of advancement through each step. These steps will determine if you have demonstrated the behavior and skills expected of you to earn increased privileges.

ORIENTATION
Step (approximately 8 weeks):

WHITE

Every offender in the Evidenced Based Program (EBC) will enter into Orientation. Orientation is intended to provide you with the time to learn what is expected of you in the program and demonstrate your understanding through your participation and your behavior in and outside of the Unit. It is a step in your success in reaching your goals. Knowing your goals, developing a plan to achieve those goals, and taking steps in carrying out your plan are important in this step.

√ **CHECK POINT** – Upon completion of orientation, you will have the opportunity to request step advancement by completing a Commitment for Change and the proposal requesting step advancement and submitting to your assigned Classification Counselor.

STEP 1
T4C Core Social Skills (approximately 6 weeks):

GREEN

You will be learning to take charge of your life by learning pro-social ways of thinking. You will actively participate in learning and taking responsibility for your life situations. You will demonstrate your progress in changing negative self-destructive behaviors, attitudes, and roadblocks identified in the Contract for Change and T4C classes both inside and outside the classroom process.

√ **CHECK POINT** – Upon completion of T4C Module 1, you will have the opportunity to request step advancement by completing a new Commitment for Change and the proposal requesting step advancement and submitting to your assigned Classification Counselor.

Evidence Based Corrections Step System

STEP 2

T4C Cognitive Self Change/Advanced Social Skills (approximately 10 weeks)

BROWN

You will be learning to recognize how thoughts feelings, attitudes, and beliefs lead to predicable patterns of behavior and to direct thinking away from self and towards others. You will have demonstrated an ability to express a complaint to an individual or a group of individuals about a situation or condition or a fact with which they are dissatisfied or unhappy.

√ **CHECK POINT** – Upon completion of T4C Module 3, you will have the opportunity to request step advancement by completing a new Commitment for Change and the proposal requesting step advancement and submitting to your assigned Classification Counselor.

STEP 3

T4C Problem Solving Skills (approximately 10 weeks)

ORANGE

During this module you will learn to demonstrate problem solving skills that, when used in conjunction with social skills and cognitive self-change skills, can change the way you're thinking and acting can get you into trouble, especially in stressful (risky) situations.

√ **CHECK POINT** – Upon completion of T4C Module 4, you will have the opportunity to request step advancement by completing a new Commitment for Change and the proposal requesting step advancement and submitting to your assigned Classification Counselor.

The completion of this Module marks the completion to Thinking for a Change course material. Your overall assessment of behavior and ability to demonstrate the skills outside of the classroom will determine if you are eligible for graduation or if you are being recommended to move on to Advanced Skill Practices.

Advanced Skill Building (minimum of 4 weeks)

ORANGE

This is to help you cross the bridge from practicing the skills to making them a part of your everyday way of living, building self-reliance on pro-social behaviors so you are confident in your ability to lead a crime free life. You will develop a personal plan for making the skills you have learned part of your life and transition into the community.

√ **CHECK POINT** – Upon completion of the 4 weeks of advanced skill building your progress will be reviewed by the step review board. If progress has been made then you will be recommended for graduation.

Step Review Board Interviews

- Upon receipt of the *Commitment For Change* and proposal requesting step advancement, the Classification Counselor will review to ensure that it is complete with well thought out answers. Upon approval the counselor will schedule you to meet with the step review board.
- Your counselors will get feedback, from staffs that have had daily interactions with you, i.e. education, programing, work supervisor, and/or custody staff, on your interactions with staff and offenders outside of groups.
- Step review board will review *Commitment for Change*, proposal requesting review, and the action steps with you to ensure progression of attitude, commitment, and motivation in the program.
- This review is a measure of the internal and outward behavior changes and progress that you have shown in order to advance to the next step.
- If you do not meet the criteria to advance to the next step, due to your negative behavior and/or lack of progress in the program, you will be maintained in the current step and will not advance to increased privileges until you meet the criteria for advancement.
- You will be maintained in your current step until you meet the skill level, knowledge, and attitude as indicated in your weekly, education & unit assessment as well as your Offender Needs Assessment that identifies specific areas needing to be addressed for successful reentry. You may also be required to repeat other step classes and groups to gain the knowledge that you missed the first time to improve your motivation and behavior.
- Even though you may be completing the education classes, it is ultimately the combination of education and unit behavior and attitude that advances you into the next step, privileges, and graduation. For example, you may be in Step 3 education classes, "*Problem Solving Skills*," however; you will remain in the white step entry privileges. You do not meet the successful completion criteria for graduation nor the privileges associated with the green brown and oranges privileges earned.

EVIDENCED BASED CORRECTIONS

OFFENDER ORIENTATION HANDBOOK

Graduation Eligibility

Graduation from the EBCP means that you have completed all education, behavioral and step expectations.

If you have completed the education responsibilities, yet still remain in the white step due to lack of behavioral progress, you will not graduate.

If you have completed the education responsibility and remain in the green or tan/brown step; pending behavioral review, you may or may not meet the eligibility requirement to graduate.

Graduation eligibility means you have attained and maintained all privileges associated with each step plus:

- Ability to request Good Time Restoration
- Opportunity to request facility transfer
- Letter of Achievement
- Graduation ceremony
- Certificate of Achievement

Certificate of Completion Criteria

Failure to meet the minimum standards or just “barely getting by” the minimum standards of education and behavior expectations will result in the loss of all graduation privileges.

Meeting minimum standards has nothing to do with education ability; it has everything to do with motivation, attitude, and commitment in behavior change.

You may receive a certificate of completion indicating that you have completed the T4C course material but you failed to progress and meet the behavior expectation of steps prior to Step 3. .

There may be an exception to where a participant is at step 2 (tan/brown) and due to extenuating circumstance may in fact, upon staff approval, meet the graduation criteria. However this will be an exception to the rule not the standard practice.

The expectation is that in order to graduate you must progress to Step 3 (orange) prior to meeting graduation eligibility.

Eligibility of Privileges AFTER GRADUATION

- To maintain earned privileges you must remain infraction free, for example,
 - If you receive a major infraction your facility transfer request will not be considered
 - If you remain at the institution where you participated in the program, to maintain job priority eligibility you must remain infraction free.

EVIDENCED BASED CORRECTIONS
OFFENDER ORIENTATION HANDBOOK

Orientation - White Approximately 8 weeks					
Entry privileges include: Regularly scheduled recreation times and use of dayroom and amenities (televisions, board games, J-Pay, Kiosk, Microwaves, telephones, and ice machine) When Participants enter the program they will be screened and referred to a level 2B job priority if eligible					
THINKING FOR A CHANGE (T4C)					
Step 1 – Green Approximately 6 weeks		Step 2 – Brown Approximately 12 weeks		Step 3 - Orange Approximately 10 weeks	
Core Social Skills		Cognitive Self-Change Skills	Advanced Social Skills	Problem Solving Skills	
Advanced		Advanced		Advanced	
Entry		Entry for each level		Entry	
Restricted		Restricted		Restricted	
Behavior Checkpoint for Step Advancement		Behavior Checkpoint for Step Advancement		Behavior Checkpoint for Step Advancement	
Level 1 Privileges		All privileges from level 1 plus:		All privileges from level 2 plus:	
<u>AHCC</u> • Use of ping pong table • Weekend eating in dayroom	<u>CRCC</u> • Purchase ice cream • Use of the ping pong table • Level 2 Job priority if eligible	<u>AHCC</u> • Job priority • Movie night once per month • Popcorn on unit once per month • Fundraiser for food	<u>CRCC</u> • Movie night/popcorn once per month • Access to study/quiet room • Participate in additional fund raiser for food	<u>AHCC</u> • Preferential job priorities 2A • Ability to ask for increase in job criteria eligibility • 2 nd Movie night per month • 2 nd Popcorn on unit per month	<u>CRCC</u> • Preferential job priorities 2A • Ability to ask for increase in job criteria eligibility • 2 nd Movie night/popcorn per month
SUCCESSFUL COMPLETION OF EACH LEVEL INCLUDES: Certificate of Completion and Achievement Board Recognition					
Advanced Skill Building					
All privileges from Level 3 plus: • Opportunity to request Facility transfer • Ability to request Good Time Restoration • Letter and Certificate Completion/ Achievement • Graduation ceremony (to include preapproved family – AHCC)					

FREQUENTLY ASKED QUESTIONS

- **Why me?**

The Department of Corrections has been tasked by the Washington State Legislatures to look at Evidence Based Corrections in an attempt to reduce the need to build future prisons, and reduce the number of offenders returning to prison. Offenders assessed as the highest risk to re-offend, have high needs in coping skills, aggression and criminal thinking have been targeted to receive the program. You have been assessed as a high to moderate risk to re-offend, with needs in coping skills, aggression and criminal thinking. Therefore you have been selected to participate in the Evidence Based Corrections.

- **What do I get?**

You will get the skills and knowledge to take charge of your life by learning non-criminal ways of thinking in addition to actively participate in learning and taking responsibility for your life situations. And by doing this, you will also receive privileges directly associated to your level of participation and step progression. These privileges associated with each step are listed in the Step Progression System in this Handbook.

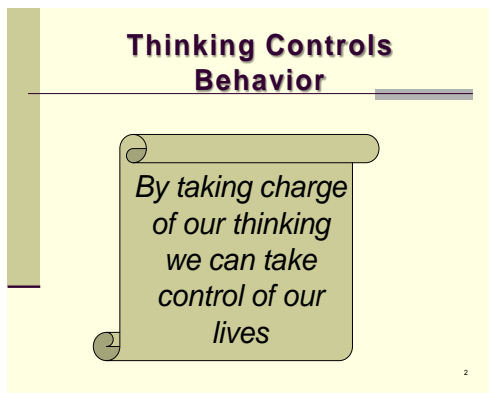
- **How long does this program last?**

The length of the program depends on your personal motivation, growth, understanding, and meeting behavioral and educational guidelines.

- **What happens after I complete the program?**

After your successful completion of the program, you will return to general population. Depending on your time left to serve and sentence structure, you may promote to lower levels of custody to those facilities that will support what you have learned in Evidence Based Corrections. Based off your case plan and Offender Needs Assessment, you will be targeted for programs that have been identified as being a high risk area for you, i.e. chemical dependency treatment, education, etc. Refusal to participate in targeted programming will impact future programming, custody designation, and transfer eligibility.

How can change be expected if the need to change is not respectfully brought to one's attention?



COGNITIVE BEHAVIORAL TREATMENT ORIENTATION SESSIONS



CBT ORIENTATION SESSIONS

The Eight Orientation sessions are designed to introduce you to basic program tools and an overview with homework assignments are as follows:

1. Session One

- Welcome to EBC - handout of orientation handbook
- DOC HQ Letter to Participants
- Participant survey
- Behavior expectations
- Orientation packet – handout
- Behavior management system overview
- Group process and assessment with anchors handout
- Group norms and expectations
- Question and answers

2. Session Two: Introduction to the Decisional Balance

The Decisional Balance tool will be used as a motivational enhancement tool to encourage you to begin thinking about how participation in the program might benefit you. You will learn how to complete a decisional balance form, and apply this skill to participate and engage in treatment.

3. Session Three: Clarifying Values

The Values Clarification exercise helps you to examine your risky behaviors in light of other important life areas. The objective of the session is to raise your awareness of the discrepancy between risky behaviors and personal values.

4. Session Four: Introduction to CBT

The cognitive behavioral model, i.e., the behavior chain will be reviewed with you. You will practice applying this model to situations pertinent to their lives. You will also be taught the “iceberg effect” to help differentiate thoughts from belief systems.

5. Session Five: Introduction to Thinking Reports

You will be taught the purpose of a thinking report. You are then taught each component of a thinking report and will practice completing a thinking report.

6. Session Six: Introduction to Skill streaming—*SAYING THANK YOU*

You will be taught the purpose of role play and the social skill *SAYING THANK YOU* through educational presentation and modeling. You will then practice using the skill via structured role play.

7. Session Seven: Introduction to Skill streaming—*INTRODUCING YOURSELF*

You will then learn the social skill *INTRODUCING YOURSELF* through educational presentation and modeling. You will practice using the skill via structured role play.

8. Session Eight: Identifying Goals

You will learn to begin identifying goals that you can link to successful completion of programming.

Session 2 - Decisional Balance Handout

Short-term Positive

Long-term Positive

Short-term Negative

Long-term Negative

Session 2 Handout

LIVING YOUR VALUES

List value or important part of life:

How does Risky behavior:

Help: _____

Hurt: _____

Help: _____

Hurt: _____

Help: _____

Hurt: _____

Help: _____

Hurt: _____

Help: _____

Hurt: _____

WHAT'S IMPORTANT TO ME

Relationships

- Having a healthy relationship with my partner
- Having a healthy relationship with my child(ren)
- Forming a long-term romantic relationship
- Being an effective parent
- Being a kind friend
- Being a supportive partner
- Having supportive friends
- Getting married
- Being close to loved ones
- Being faithful to my partner
- Respecting others
- Feeling a sense of belonging
- Being trustworthy
- Being honest
- Standing up for myself

Intellectual Growth

- Having an education
- Finding a satisfying job
- Keeping a clear mind
- Solving life problems
- Concentrating on a task
- Finding interesting hobbies
- Meeting my responsibilities
- Doing what I say
- Earning a diploma/degree
- Having a driver's license

Emotional Growth

- Finding a spiritual practice
- Following my spiritual practice
- Feeling relaxed and content
- Having fun
- Feeling Happiness
- Feeling safe

Emotional Growth cont..

- Finding humor in life
- Living true to my values
- Feeling worthy
- Feeling life importance
- Feeling needed
- Reducing stress
- Controlling my temper
- Reducing my worry/paranoia
- Coping with emotions

Physical Growth

- Being physically fit
- Being clean (Hygiene)
- Being healthy
- Following medical advise
- Being productive
- Working hard
- Looking healthy
- Looking groomed
- Sleeping well

Physical Environment

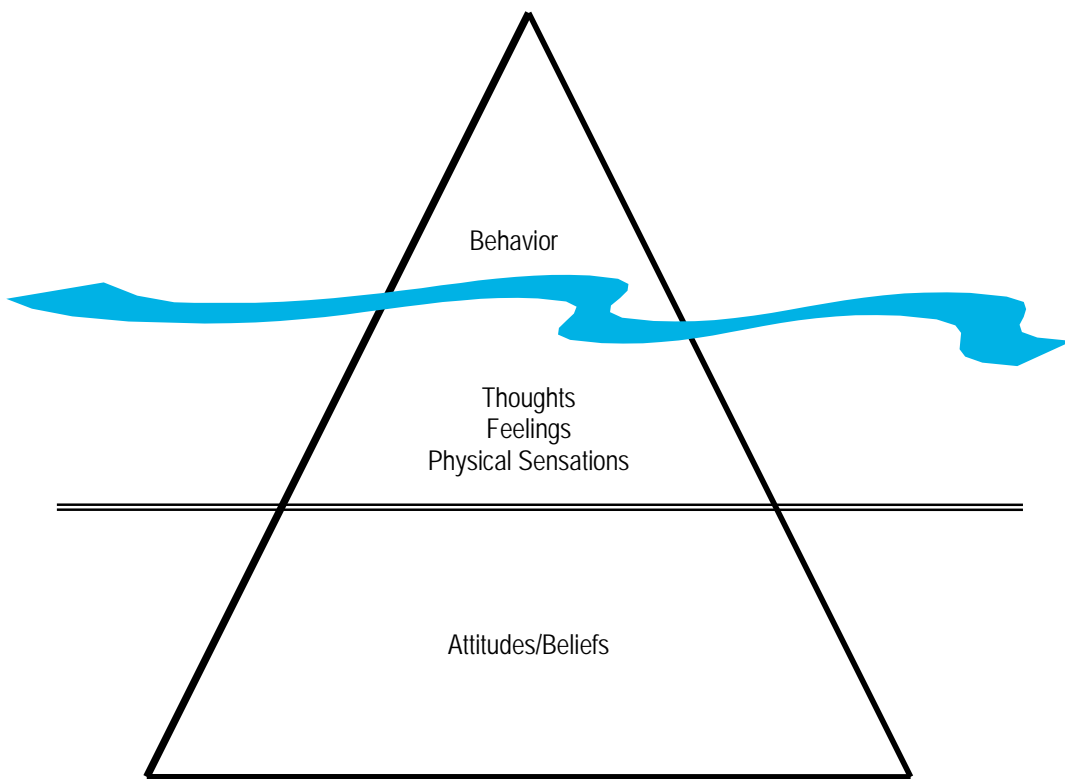
- Having a stable place to live
- Having financial security
- Getting my basic needs met (Food, shelter, clothing)
- Staying out of trouble
- Staying out of hospital
- Being safe
- Making money
- Experiencing freedom
- Having security
- Being independent

Session 4 Handout

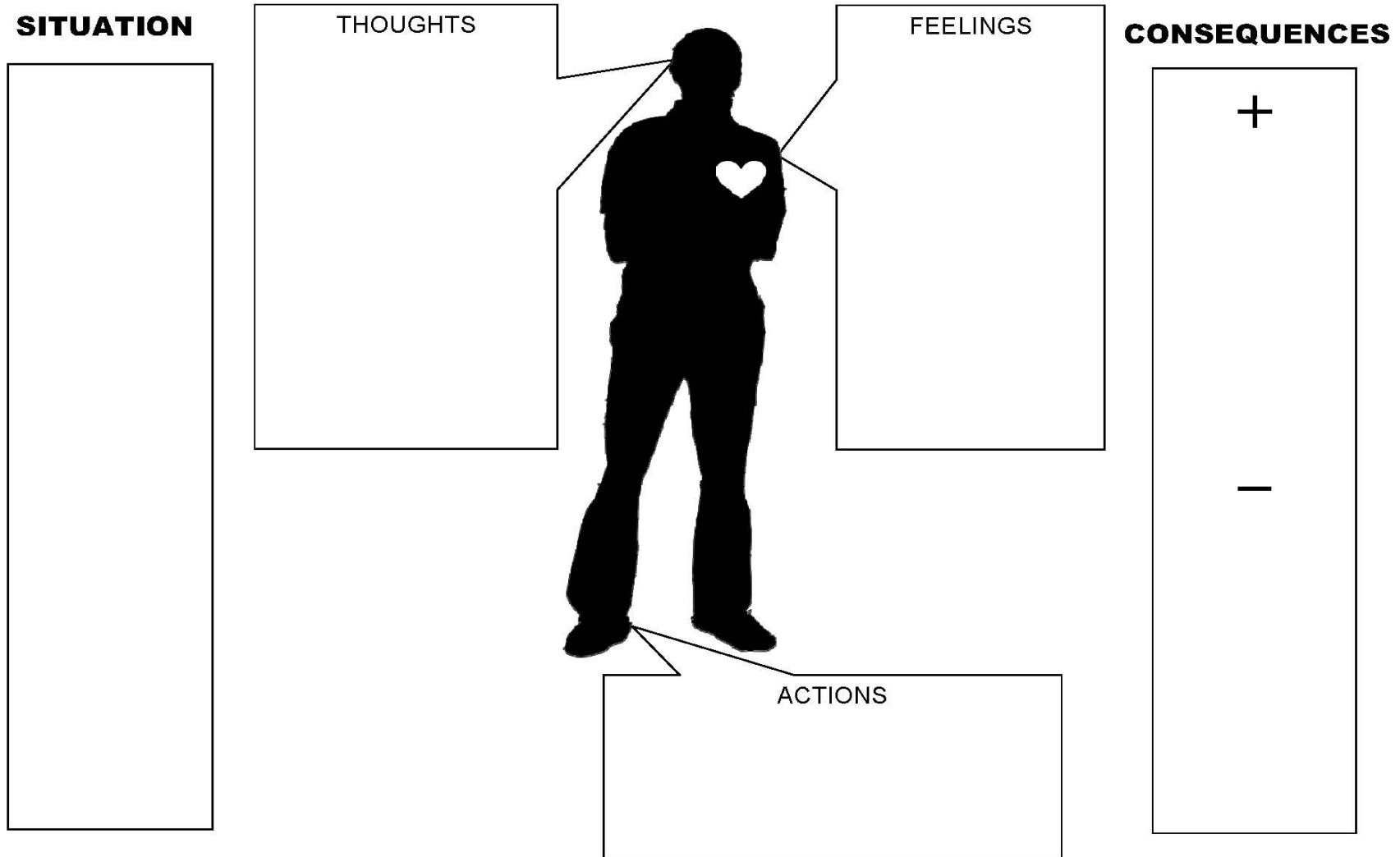
Introduction to CBT

The cognitive behavioral model, i.e., the behavior chain will be reviewed with you and you will practice applying this model to situations pertinent to your life. You will also be taught the “iceberg effect” to help differentiate thoughts from belief systems.

ICEBERG EFFECT OF BEHAVIORS



Behavior Chain



Session 5 Handout

Introduction to Thinking Reports

You will be taught the purpose of a thinking report, each component of a thinking report and will practice completing a thinking report.

THINKING REPORT

1. **SITUATION.** Describe the situation. _____

2. **THOUGHTS.** What were your thoughts? _____

3. **FEELINGS.** What were your feelings? _____

4. **BEHAVIOR/ACTION.** What did you do? _____

5. **CONSEQUENCES.** What were the consequences of your behavior? _____

6. **NEW THINKING.** What new thinking would you need to have a better outcome?

7. **NEW BEHAVIOR:** How could you have handled the situation differently? _____

8. **NEW OUTCOME.** How might things have turned out better for you if you used the *new thinking*?

Session 6 Handout

Introduction to Skill streaming—*Saying Thank You*

You will be taught the purpose of role playing and the social skill *Saying Thank You* through educational presentation and modeling. You will then practice using the skill through a structured role play.

Saying Thank You
Skill Steps

1. DECIDE IF THE OTHER PERSON SAID OR DID SOMETHING THAT YOU WANT TO THANK HIM/HER FOR
2. CHOOSE A GOOD TIME AND PLACE TO THANK THE OTHER PERSON
3. THANK THE OTHER PERSON IN A FRIENDLY WAY
4. TELL THE OTHER PERSON WHY YOU ARE THANKING HIM/HER

HOMEWORK REPORT

Name: _____ Date: _____

Group Leaders: _____

Fill in during this class:

1. Homework assignment:

a. Skill:

b. With whom:

c. Use when:

d. Use where:

2. Steps to be followed:

Fill in after you use the skill (before the next class):

3. Describe what happened when you did the homework assignment:

4. Steps you actually followed:

5. Rate yourself on how well you used the skill (check one):

Excellent _____ Good _____ Fair _____ Poor _____

6. Was there anything that you could have done differently:

Session 7 Handout

Introduction to Skill streaming—*INTRODUCING YOURSELF*

You will then learn the social skill *INTRODUCING YOURSELF* through educational presentation and modeling. You will practice using the skill via structured role play.

INTRODUCING YOURSELF

Skill Steps

1. Choose the right time and place to introduce yourself.
2. Greet the other person and tell your name.
3. Ask the other person his/her name if you need to.
4. Tell or ask the other person something to help start your conversation.

HOMEWORK REPORT

Name: _____ Date: _____

Group Leaders: _____

Fill in during this class:

1. Homework assignment:

a. Skill:

b. With whom:

c. Use when:

d. Use where:

2. Steps to be followed:

Fill in after you use the skill (before the next class):

3. Describe what happened when you did the homework assignment:

4. Steps you actually followed:

5. Rate yourself on how well you used the skill (check one):

Excellent _____ Good _____ Fair _____ Poor _____

Was there anything that you could have done differently?

Session 8 Handout

Identifying Goals

You will learn to begin identifying goals that you can link to successful completion of programming.

PREPARING FOR CHANGE

Name: _____ Date: _____

State your goal or the behavior you wish to change: _____

Based on the goal you chose, answer the following questions:

1. Some roadblocks that might get in my way are...

2. The negative consequences that might happen if I choose not to work on this are...

3. If I make this change or reach my goal, my life will improve in the following ways...

4. The three main reasons I want to make this change or reach my goal are...

1) _____
2) _____
3) _____

5. People who might help me in making the change or reaching my goal are...

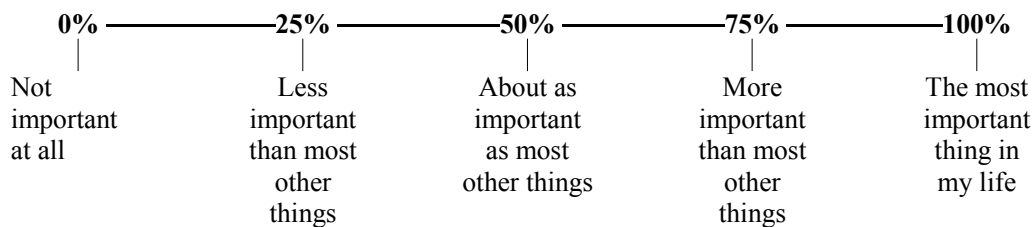
6. The steps I need to take to begin making the change or reaching my goal are...

7. The first step I am willing to take is: _____

8. I will begin making this change or working toward my goal on the following date: _____

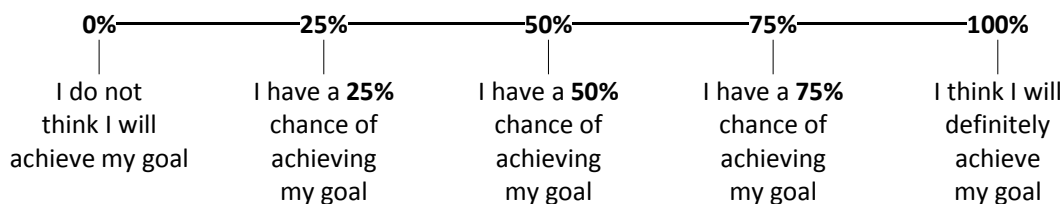
EVIDENCED BASED CORRECTIONS
OFFENDER ORIENTATION HANDBOOK

At this moment, *how important* is it that you work on changing this or meeting the above goal? Use the following scale, and circle how important working on this is to you.



The importance of my goal is _____ %

At this moment, *how confident* are you that you could make a change with your chosen behavior or meet your goal? Use the following scale, and circle how confident you are.



I am _____ % confident that I will achieve my goal.

EVIDENCED BASED CORRECTIONS
OFFENDER ORIENTATION HANDBOOK

COMMITMENT FOR CHANGE - Orientation

EBC Offender _____ DOC # _____



A) Identify your “Top of the Mountain”

B) What I would most like to change about myself, or work on while in this step? (Example: I would like to stop my impulsive behavior/selfishness/drug use as it stops me from being a good Dad – my being a good Dad is my “*Top of the Mountain*”)

1. _____

2. _____

3. _____

C) In order to do this, I am willing to:

(Identify specific measurable issues you can utilize to address these behaviors in question B)

1. _____

2. _____

3. _____

D) I most often hit road blocks and give up on my plans when.... (Refer to answers in question B)

What specific self-defeating thoughts, feelings, and/or behaviors do you think, feel, or use that interferes with your “*Top of the Mountain*” (for example, I become closed minded and entitled when someone addresses my behavior)

1. _____

2. _____

3. _____

E) I will know I have succeeded when I (refer to your answers in question B): give concrete specific measurable examples of success, for example, *I know I am changing my behavior when I don’t react immediately and get angry because I am thinking of different ways to respond* (identify specific skills)

1. _____

2. _____

3. _____

I have completed this contract to the best of my ability.

I hereby agree to work this contract to the best of my ability to achieve the goals set forth in Step _____.

EBC Offender Signature: _____ DATE _____

Staff Signature: _____ DATE _____

EVIDENCED BASED CORRECTIONS
OFFENDER ORIENTATION HANDBOOK

Evidence-Based Corrections Behavior Expectations

Offenders housed in EBC units are expected to follow all DOC, facility, and unit rules, in addition to the EBC Behavior Expectations noted below.

1. Participate in assessments, structured programming/skills groups/interventions, and other EBC-related activities according to the Custody Facility Plan that is generated with the offender and the classification counselor.
2. Practice using skills learned in structured programming/skills groups/interventions while interacting with others (offenders and staff) both inside and outside of the living unit.
3. Respect offenders and staff of all races and cultures. This includes respecting the observance of religious behavior or refraining from making racial, sexist, homophobic, or other slurs.
4. Engage in respectful and healthy interactions with peers at all times.
 - Refrain from any physical violence, threats or acts of physical violence, abusive arguing, or inappropriate language.
 - Maintain appropriate hygiene.
 - Treat others with the same respect you would want them to provide to you.
5. Engage in respectful and healthy interactions with staff at all times.
 - Use appropriate (non-cursing/non-aggressive) language and communication with staff. This includes both language and gestures.
 - Maintain appropriate boundaries/use appropriate social skills when interacting with staff. This includes physical boundaries, boundaries around staff time, and personal issues.
6. Respect and protect the privacy, rights and confidentiality of other offenders in the unit. Information shared in skills groups/interventions are not to be shared with those outside of the group.
7. Maintain respect for the property of others and the program/interventions
 - Maintain respect for one another's property. This includes refraining from stealing, damaging, or destroying the property of peers and others.
 - Maintain respect for the program's physical property. This includes refraining from stealing, damaging, or destroying the property of the program, such as posters, informational packets, etc.
8. Positive, pro-social behavior will be recognized. Reinforcers and the ability to move through progressive steps may be earned for pro-social behavior, including but not limited to the expectations outlined above, both inside and outside of the living unit.
9. Behavior that does not align with the expectations outlined above will result in negative consequences'

I hereby acknowledge that I have read, or have had read to me, and understand all of the above behavior expectations and

I have received the Evidenced Based Offender Orientation Handbook and Workbooks, which are my responsibility to maintain and keep throughout the program.

Offender Signature _____ DOC # _____ Date _____

Staff Signature _____ Date _____