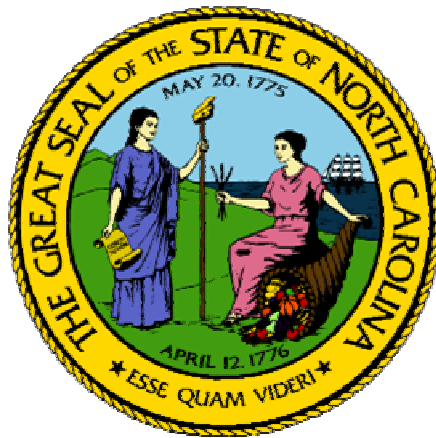# Cognitive Behavioral Interventions

Process Evaluation Report

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Table of Contents

EXECUTIVE SUMMARY

In 1998, the North Carolina Department of Correction adopted the cognitive behavioral intervention (CBI) approach as the cornerstone of its rehabilitative programs and services. Since that time, master trainers have trained over 500 Division of Prisons, Division of Community Corrections, Division of Alcoholism and Chemical Dependency Programs and community college staff to facilitate CBI classes to offenders in prison and in the community.

In 2002, the department obtained grant funding through the Governor's Crime Commission to conduct an evaluation of the Cognitive Behavioral Intervention program. The evaluation process will examine the program in terms of its effectiveness at reaching the appropriate target population, its consistency with program design, resources expended for the program's operation, intermediate program outcomes, and areas for program improvement. This report provides the results of the process evaluation of the CBI program.

Process Evaluation Description
A program evaluation may be defined as the process of asking questions about a program and then systematically collecting and analyzing information to answer these questions.

A process evaluation asks the following questions:
1. To what extent is the program reaching the appropriate target population?
2. Is the program's intervention delivery system consistent with program design specifications?
3. What resources are being or have been expended for program operation? and
4. How can the program be improved?

The Cognitive Behavioral Intervention (CBI) program evaluation design is based on the program logic model. The program logic model analyzes the program's plan to link specific activities to specific intended outcomes.

Program Description
CBI is a generic term for training programs designed to help people become more aware of themselves and why they react to certain events as they do. According to research, one common characteristic that exists among rehabilitation programs that reduce recidivism is a technique, component, or approach that has an impact on the offender's cognition or thinking. Cognitive behavioral intervention (CBI) programs are based on the principle that thinking (an internal behavior) controls overt actions (external behavior). Therefore, through CBI programs, offenders learn new skills and new ways of thinking that can lead to changes in their behavior and actions, and ultimately affect their criminal conduct.

The CBI program goal is to assist the Department of Correction in improving offender behavior and reducing recidivism through the implementation of correctional interventions that are effective with offenders.

<u>Summary of Process Evaluation of the CBI Program</u>
The first phase of the CBI program evaluation, the process evaluation, examined the CBI program in terms of
1. its effectiveness at reaching the appropriate target population,
2. its consistency with program design (program integrity),
3. resources expended for the program's operation, and
4. best practices and areas for program improvement

The second phase of the CBI evaluation will be an outcome evaluation that will look at whether the program has an impact on intermediate outcomes such as prison infractions and probation violations. The evaluation is not intended to measure recidivism such as is done by the Sentencing Commission

The case study method was applied during the process evaluation, involving an assessment of program activities and other data collection such as:
- literature review focusing on intervention programs used in the correctional community
- review of the CBI Curriculum
- review of the CBI Standard Operating Procedures
- site visits and observations of CBI sessions in a variety of settings led by a variety of facilitators
- interviews with selected facilitators and master trainers
- surveys of facilitators and master trainers
- interviews/surveys of selected case managers and probation officers
- review and analysis of the *CBI Monitoring Forms*

<u>Summary of Findings and Recommendations</u>
Findings from the process evaluation indicate that the Department of Correction has only minimally implemented CBI into its programming and that the CBI program integrity has not consistently been upheld.   Less than one-fourth of the prisons and less than half of the community corrections settings currently offer any type of CBI curriculum. Of the 68,575 North Carolina inmates incarcerated between January 1, 2002 and September 30, 2003, 3,432 (5%) have participated in a CBI program and 1,896 (2.76%) have completed a CBI program. As of December 6, 2003, 168 inmates (less than 1%) were participating in a CBI program. Process evaluation data reflects that principles outlined in the CBI Standard Operating Procedures are not being consistently maintained by the CBI facilitators and their agencies/facilities.

As of 12-06-03, 713 inmates in North Carolina prisons were classified as not having basic English proficiency. Although a Spanish version of the Thinking for a Change curriculum is available, it has not been offered to offenders in North Carolina.

If the Department of Correction intends to truly implement CBI and to endorse the CBI approach as the "cornerstone of its rehabilitative programs and services," the Department should prioritize the following recommendations based on findings of this process evaluation:

1. A full implementation plan within prisons, community corrections and alcoholism/chemical dependency programs needs to be developed under the direction of the Department of Correction's management. Division Coordinators need to be appointed to develop plans to offer CBI programming in each correctional facility and setting on a regular basis.

2. In order for CBI to be fully implemented, there needs to be strong support for it. Support depends upon all staff possessing an awareness of its principles, philosophies, skills and requirements, particularly Probation and Parole officers, Correctional officers and case managers. One of the important report findings is the correlation between facility/agency support and CBI implementation. To facilitate this effort the Office of Staff Development and Training (OSDT) should develop an orientation for correctional staff on CBI principles.

3. Division coordinators, working with OSDT, should monitor program implementation statewide, coordinate training, review program quality assurance, and provide technical assistance and support for CBI facilitators and administration regarding CBI issues.

4. A DOC CBI network made up of CBI facilitators from across North Carolina, would be helpful as a communications tool. CBI program coordinators could organize this network to operate primarily on the internet. The purpose of this network would be to:
   ➢ Exchange ideas with other CBI facilitators
   ➢ Offer support to CBI facilitators
   ➢ Act as a statewide resource for individuals and agencies who are implementing and using CBI for offenders.

5. Program integrity is important to the department wide success of CBI. CBI coordinators need to ensure program integrity by developing a quality assurance process based on the CBI Standard Operating Procedure. The need to emphasize the following:
   a. There should be trained co-facilitators in all CBI groups as required in the CBI Standard Operating Procedures.
   b. The CBI curriculum should be followed as developed without modifications in content or length of sessions.
   c. Appropriate screening of all CBI participants is essential to ensure appropriateness for the program.
   d. Use of pre and post tests by participants is valuable in evaluating the program's effectiveness.
   e. CBI facilitators should adhere to the standards set for the allowable number of absences.
   f. Master Trainers should regularly conduct quality assurance visits to CBI groups, especially to newly trained facilitators.
   g. Staff should follow data entry requirements into either OPUS or the CBI Tracking System.

6. Follow-up for CBI participants who have successfully completed the basic CBI curriculum is necessary for the success of the program. Aftercare, reinforcing the

principles and skills learned during the CBI course, should be developed by the Division CBI coordinators.

7. Offenders who are not adequately proficient in English are unable to take advantage of the traditional Thinking for a Change (TFAC) offerings. The Division of Prisons' staff should assess the need for and feasibility of offering a Spanish language version of this course.

8. Some CBI programs offer incentives to offenders for attending/or completing CBI, yet there is no consistency throughout the Department. The Division CBI coordinators should develop department-wide standard incentives for offenders.

9. In order to improve program delivery and integrity, follow-up (refresher) training is recommended for facilitators at a minimum of every two years.

10. The Department should delay conducting an outcome evaluation of the CBI program at this time. Instead the Department should focus its efforts on standardization and quality improvement of the current CBI program.

BACKGROUND OF COGNITIVE BEHAVIORAL INTERVENTIONS IN NORTH CAROLINA

In 1987, Robert Ross and Paul Gendreau published an article entitled *Revivification of Rehabilitation: Evidence from the 1980's*, which analyzed and discussed the characteristics of effective programs that reduce recidivism. According to this research study, one common characteristic that exists among successful programs is a technique, component, or approach that has an impact on the offender's cognition or thinking. Cognitive behavioral intervention (CBI) programs are based on the principle that thinking (an internal behavior) controls overt actions (external behavior). Therefore, through CBI programs, offenders learn new skills and new ways of thinking that can lead to changes in their behavior and actions, and ultimately affect their criminal conduct.

In 1998, the North Carolina Department of Correction adopted the CBI approach as the cornerstone of its rehabilitative programs and services. Since that time, over 400 facilitators have been trained to deliver the CBI programs in North Carolina. CBI is currently delivered to offenders both in prison facilities and in community settings

In 2002, the North Carolina Department of Correction, Office of Research and Planning, obtained grant funding through the Governor's Crime Commission to conduct an evaluation of the CBI program. In February 2003 the Office of Research and Planning began conducting a process evaluation of the CBI program. A process evaluation is the first step for a program. This type of evaluation is usually conducted after the program is stable, generally after at least 12 months of operation. It describes whether the right services are being offered to the right offenders in the right amount to achieve program objectives.

Program Description:
The CBI Program goal is to assist the Department of Correction in improving offender behavior and reducing recidivism through the implementation of correctional interventions that are effective with offenders. CBI curricula approved for use by North Carolina Department of Corrections include:
  ➢ *Thinking for a Change*
  ➢ *Problem Solving Skills in Action*
  ➢ *Reasoning and Rehabilitation*
  ➢ *Choices and Changes*

The following is a brief description of the four approved CBI curricula:

Thinking for a Change (TFAC) – The TFAC curriculum uses problem solving as its core enhanced by cognitive restructuring and social skill interventions. This curriculum is 22 lessons, offered 1-2 times per week for 1 1/2 to 2 hour sessions. The curriculum is appropriate for adult and/or youthful offenders. The cognitive restructuring concepts are introduced and emphasized during the initial eleven lessons, interspersed with critical social skills, which support the cognitive restructuring process. Then, in lessons 16-21, problem-solving techniques are taught, supported by cognitive self-change and social skill development.

Problem Solving Skills in Action (PSSA) – The PSSA curriculum teaches offenders basic social skills critical to effective problem solving. The curriculum is 8 lessons, and is ideally taught for one hour per session. It is recommended that the entire curriculum is taught within a 3-4 week time frame and each session is no more than 3-4 days apart. Problem Solving is appropriate for adult and/or youthful offenders. This curriculum was developed to meet the need for a short term training experience offered to relatively large groups of offenders (16-20 offenders). The scripted instructional unit (8 sessions) focuses upon skill acquisition while the transfer training (transfer coaching) component (6-10 weeks after completing instructional unit) emphasizes the importance of skill application.

Reasoning and Rehabilitation (R&R) – The R&R curriculum was developed in 1989 by Ross, Fabiano, and Diemer-Ewies of Canada and is widely used throughout the Canadian correctional system, as well as in a number of states in the US. This curriculum follows a psycho-educational approach using a variety of techniques such as role-playing, case studies, modeling demonstration, overviews and reading. The program schedule is 18 weeks and is offered 2 days a week for 2 hours each session. This curriculum is appropriate for adults and/or youthful offenders. There are a total of 39 sessions in the R&R program. The curriculum includes 9 modules: Problem Solving, Social Skills, Negotiation Skills, Managing Emotions, Creative Thinking, Values Enhancement, Critical Reasoning, Skills in Review, and Cognitive Exercises.

Choices and Changes– The **Choices and Changes** curricula are based on the adult version of the Wisconsin THINK program. Choices and Changes use realistic stories, interactive exercises and role-plays to help offenders gain insight regarding their thinking, and practice pro-social skills. Both curricula are appropriate for offenders between 16-19 years old. The Choices curriculum is 15 lessons, offered 2-3 times per week for 1 ½ hours each session. The Choices curriculum helps offenders recognize and begin to challenge thoughts and beliefs that lead them to incarceration and/or probation supervision. The Changes curriculum is 12 lessons, offered 2-3 times per week for 1 ½ hours each session. The Changes curriculum helps offenders develop pro-social skills in goal setting, anger management and social problem solving—skills that support the positive change begun in the Choices curriculum.

The CBI program objectives are to
  ➢ train DOC staff to deliver CBI curricula to offenders
  ➢ provide effective rehabilitative programs and services to offenders
  ➢ teach offenders cognitive skills and restructuring techniques
  ➢ improve communication & coordination among the operational divisions of the department as well as sister criminal justice, education and treatment agencies, and
  ➢ increase staff knowledge about CBI as an effective approach to dealing with offenders

This CBI process evaluation examined the CBI program in terms of:
  1. its effectiveness at reaching the appropriate target population,

2. its consistency with program design (program integrity),
3. resources expended for the program's operation, and
4. best practices and areas for program improvement

The case study method was applied during the process evaluation, involving an assessment of program activities and other data collection such as:
- literature review focusing on intervention programs used in the correctional community including relevant current research, articles, books, and other publications regarding CBI programs and interventions.
- review of the CBI Curriculum
- review of the Standard Operating Procedures for CBI
- site visits and observations of CBI sessions in a variety of settings led by a variety of facilitators
- interviews with selected facilitators and master trainers
- surveys of facilitators and master trainers
- interviews/surveys of selected case managers and probation officers
- review and analysis of the *CBI Monitoring Forms*

The majority (approximately 85%) of North Carolina correctional facilities and agencies using CBI have chosen to use the Thinking for a Change curriculum. According to OPUS, the Department's Offender Information System, as of December 2003, 13 of the 74 prison facilities were offering Thinking for a Change to inmates and 5 were offering Reasoning and Rehabilitation. None were offering Problem Solving Skills in Action or Choices and Changes at that time.

The results of a November 2003 telephone survey of DCC units showed that 27 (93%) of those who offer CBI to offenders use the Thinking for a Change curriculum. Three offer Reasoning and Rehabilitation, two offer Choices and Changes and one offered Problem Solving Skills in Action.

CBI STANDARD OPERATING PROCEDURES

CBI Standard Operating Procedures (SOPs) were developed in December 2001. The SOPs outline the accepted procedures for facilitator selection and training, effective facilitation, staff orientation, curricula, participant criteria, referral guidelines and procedures, participant screening, participant conduct in class, quality assurance system, and aftercare. **See Appendix I for a summary of the CBI Standard Operating Procedures as they pertain to this program evaluation.**

RESEARCH METHODS

The CBI program evaluation design includes two components: 1) a ***process evaluation*** which has examined program implementation and delivery issues and 2) a future ***outcome evaluation*** that will use a scientific design to measure changes in pre and post program delivery and in short term outcomes such as

infractions and violations. This report is the product of the process evaluation. It is recommended that the outcome evaluation be postponed until a future date once CBI has been fully implemented in the Department.

The primary concern of a **process evaluation** is to determine whether or not the program has been implemented as originally designed and whether or not services have been delivered as intended. The CBI process evaluation has focused on:

1. Whether the CBI program is being delivered as designed;
2. Whether the program is reaching the desired population;
3. Whether the program is maximizing the available resources.

In order to further understand the nature and intent of CBI and other intervention programs, a literature review focused on intervention programs used in the correctional community including relevant current research, articles, books, and other publications regarding CBI programs and interventions. Other areas reviewed were: 1) best practices in community supervision and corrections, 2) social problem solving, 3) pro-criminal attitudes, 4) social skills, and 5) recidivism.

The evaluation design was based on the program logic model which analyzes a program's plan to link specific activities to specific intended outcomes. A logic model illustrates how a program is expected to work to address a problem. A logic model identifies the key elements of the program and specifies the program's theory of action. In program development, the logic model is used as a tool to examine and strengthen a program's design.

During the process evaluation, the case study method was applied. A case study involves the detailed analysis of program delivery to determine exactly how the program operates in real life, what factors affect implementation and delivery of the program and what resources are necessary to operate the program. The CBI process evaluation involved an assessment of program activities and other activities including:

- Review of the CBI Curriculum
- Review of the Standard Operating Procedures for CBI
- Site visits and observation of CBI sessions in a variety of settings led by a variety of facilitators
- Interviews with selected facilitators and master trainers
- Surveys of facilitators and master trainers
- Interviews/surveys of selected case managers and probation officers
- Review and analysis of the *CBI Monitoring Forms*
- Review and analysis of the *Participant Evaluation Forms*

In the future, an **outcome evaluation** should look at results or outcomes of the CBI program once it is fully implemented. In other words, whether the program works to change attitudes and behaviors of the offenders. The outcome evaluation should involve:

- Interviews/surveys of selected CBI participants
- Review and analysis of the *Participant Interview Forms*

- Review and analysis of the Pre and Post Tests (*Self-Evaluation; What else do I need)* completed by CBI participants
- Collection and analysis of demographic and intermediate outcome information on participants

The following process chart demonstrates the complete CBI program evaluation process:

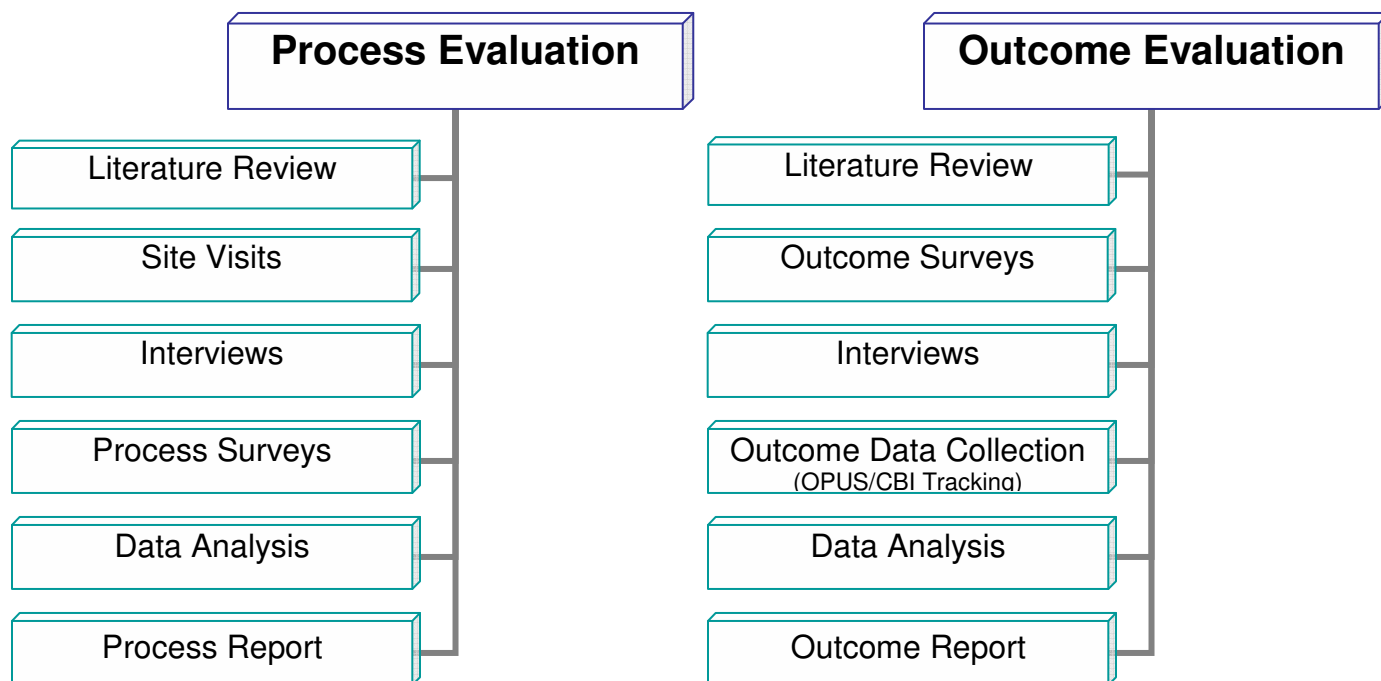| **Process Evaluation**	**Outcome Evaluation**
Literature Review	Literature Review
Site Visits	Outcome Surveys
Interviews	Interviews
Process Surveys	Outcome Data Collection (OPUS/CBI Tracking)
Data Analysis	Data Analysis
Process Report	Outcome Report

Chart 1

LITERATURE REVIEW:

The total number of adult prisoners under the jurisdiction of Federal or State correctional authorities at yearend 2002 was 1,440,655. In North Carolina, this number was 33,104. The rate of incarceration in prison at yearend 2002 was 476 per 100,000 U.S. residents. (Harrison & Beck, 2003). In North Carolina that rate was 410 per 100,000 residents.

According to the Bureau of Justice Statistics (Harrison & Beck, 2003), there were an estimated 4.7 million adult men and women on probation or parole within community corrections in the U.S. at yearend 2002. Of these, 3,995,165 were on probation while 753,141 were on parole. Probation is defined as a period of supervision in the community following a conviction. Parole is defined as a period of supervised release following a prison term.

According to the Bureau of Justice Statistics (Glaze, 2003), the total number of adults on probation or parole in North Carolina at yearend 2002 was 115,705. Of these, 112,900 adults were on probation and 2,805 adults were on parole.

Although working with diverse populations, there are similar objectives and goals for those working in prisons and community corrections. These goals and objectives include the protection of the community, just and consistent sanctions for criminal behaviors, safe and humane conditions for staff and offenders, and effective habilitation and education of offenders.

In striving to reach these goals, numerous programs have been instituted over the years. Punishment based programs have long been thought to reduce crime, yet studies show punishment to be largely ineffective. Fines, incarceration, and even the death penalty have been shown not to deter crime. The U.S. Department of Justice conducted an extensive study of recidivism in 11 states and found that 62.5% of the 108,580 persons released from prisons had been rearrested within 3 years. 46.8% were re-convicted and 41.4% returned to prison/jail (Beck & Shipley, 1989).

Not only is incarceration ineffective at reducing recidivism, it is also very expensive for taxpayers. Maintaining a prisoner for one year cost an average of over $21,000 as seen in the following table:

North Carolina Cost of Prison Incarceration		
	daily cost per inmate	yearly cost per inmate
Minimum Custody	$46.23	$16,874
Medium Custody	$60.54	$22,097
Close Custody	$74.56	$27,214
Average	$57.92	$21,141

Table A   *for fiscal year ending June 30, 2003

Community corrections traditionally are primarily punishment based programs. The use of fines, curfews, and electronic monitoring are common methods used to control behavior. Studies in recent years have shown the only positive outcome of community supervision results from treatment rather than punishment for offenders (Gendreau, Andrews, Goggin & Chanteloupe, 1992).

Various costs for community corrections are found in the following table:

North Carolina Cost of Community Corrections Supervision		
	daily cost per offender	yearly cost per offender
Community/Intermediate Supervision	$1.75	$639
Intensive Supervision	$10.06	$3,672
Electronic House Arrest	$6.65	$2,427
Community Service Work Program	$1.29	$471
Criminal Justice Partnership Program - Sentenced offenders	$7.41	$2,705
Criminal Justice Partnership Program - Pre-trial offenders	$2.82	$1,029
Drug Screening	$ 4.86 per specimen	

Table B   *for fiscal year ending June 30, 2003

The costs for offender substance abuse treatment are found in the following table:

North Carolina Cost of Substance Abuse Treatment for Offenders	
	daily cost per offender
DART Program - In-prison treatment	$14.39
DART Cherry - DWI offenders	$29.61
Private Treatment Beds	$70.63

Table C   *for fiscal year ending June 30, 2003

Human services programs appear to be successful in changing offender behavior. Andrews, Dowden and Gendreau (2000) state that any kind of human service based treatment reduces recidivism on an average of approximately 10%. They further found that treatments that follow empirically validated principles of effective interventions can reduce recidivism by 26% to 40%. Programs using cognitive behavioral interventions that target known predictors of crime for change, and that intervene mainly with high-risk offenders are most effective in reducing recidivism according to Cullen & Gendreau (2000).

Robert Ross and Paul Gendreau (1987) published an article entitled *Revivification of Rehabilitation: Evidence from the 1980's*, which analyzed and discussed the characteristics of effective programs that reduce recidivism. According to this research study, one common characteristic that exists among highly successful programs is a technique, component, or approach that has an impact on the offender's cognition or thinking. Effective programs not only target the offender's environment, behavioral responses and skill development, they also seek to increase the offender's reasoning skills, problem-solving abilities, and expand the offender's empathy toward others. Since the late 1980's and early 1990's, offender programs that incorporate a cognitive behavioral approach are fast becoming the core component of effective rehabilitative programs. Research indicates that cognitive behavioral approaches, in comparison to all types of rehabilitative programs and services, have a positive impact in reducing measurable intermediate outcomes such as prison infractions and probation violations, and long-term outcomes such as recidivism.

Cognitive behavioral interventions (CBI) are based on the simple principle that thinking (an internal behavior) controls overt actions (external behavior). Therefore, through CBI programs (or curricula), offenders learn new skills and new ways of thinking that can lead to changes in their behavior and actions, and ultimately affect their criminal conduct. CBI programs use a combination of approaches to increase an offender's awareness of self and others. This awareness is coupled with the teaching of social skills to assist the offender with intrapersonal and interpersonal problems. In other words, these specific types of intervention programs assist an offender in *restructuring* the thought process and teach *cognitive skills* to assist in basic decision-making and problem solving.

FINDINGS

As part of this CBI process evaluation, information was collected from various sources and evaluated. Site visits were made to prisons and community settings to interview staff and observe CBI groups in progress. Additional data was collected via a facilitator questionnaire sent to 430 CBI facilitators; a CBI implementation and process survey given to the 66 facilitators who attended the CBI refresher conference in September 2003; a Division of Community Corrections CBI Telephone Survey; Quality Assurance Monitoring Forms; and CBI Facilitator Training Evaluation Worksheets. The following are findings from these visits, interviews, surveys and reviews:

<u>**Site Visits and CBI Group Observations**</u>

The process evaluation focused on providing a detailed description of the actual program operation looking at:
- ➢ How does the program work?
- ➢ How is the program delivered in the field?
- ➢ Who are the facilitators?
- ➢ How has the program been implemented?
- ➢ Who are the participants?

Site visits were made and group observations were conducted for the following purposes:
- ➢ To determine program integrity
- ➢ To observe program delivery
- ➢ To observe offender responses
- ➢ To exchange information with staff

A total of 22 site visits to Department of Correction facilities were made for this study. These site visits included interviews with facility staff as well as the observation of 24 CBI groups. A structured observation form was used to evaluate the groups (see Appendix A).

There were a total of 207 CBI participants observed during the site visits. The average number of participants in the CBI groups observed was 8.58. There were 15 females (7%) and 192 males (92%) in the observed CBI groups. The racial/ethnic breakdown was as follows:

African-American	Caucasian	Hispanic/Latino
142 (69%)	62 (30%)	3 (1%)

Table D

Of the CBI groups observed, 13 (54%) had a co-facilitator as prescribed by the CBI Standard Operating Procedures. Of those groups with a co-facilitator, the co-facilitator played an active role in 10 (76%) of the groups.

In regards to the style of the facilitators and co-facilitators, the following table shows the presentation styles used in the groups that were observed:

Presentation Style	# Facilitators (N=24)	# Co-facilitators (N=13)
Reading from the book	7	5
Prepared lecture	18	7
Discussion	13	2
Q&A	11	2
Other	3	2

Table E

In regards to use of the prescribed curriculum, the following table shows the facilitators' use of materials:

Use of Materials	# Facilitators (N=24)	#Co-facilitators (N=13)
Followed the CBI curriculum	20	9
Used other material or a free-flowing style	2	4
Followed both the CBI curriculum and used other material	4	0

Table F

Regarding the use of visual effects, the following shows items used by facilitators:

Item Used	# Facilitators
Overhead	2
Flip Chart	5
TV/VCR	2
White or Chalk Board	6

Table G

15 (62%) of the facilitators covered assigned homework during the group. 21 (87%) of the groups had handouts or workbooks for the participants. Of those with workbooks or handouts, 20 (95%) used the workbook or handouts during the class.

In all of the groups observed, the participants paid attention and were involved in discussions. All of the discussion was relevant to the topic of the session in 20 (83%) of the groups.

The facilitator appeared to know and utilize the principles of CBI in 22 (91%) of the groups observed.

21 (87%) of the observed facilitators have attended CBI training. 11 (84%) of the co-facilitators have attended CBI training. 6 (25%) of the observed facilitators were master trainers.

The average CBI session observed lasted 1.98 hours and meets 1.83 times per week. The hours ranged from 1 to 3 hours per session. The number of classes per week ranged from 1 to 4.

The total number of sessions recommended for Thinking for a Change (TFAC) is 22, covering one lesson per session. The total number of sessions for the TFAC groups observed averaged 16.80. 5 (20%) of the groups observed varied the number of lessons per session in contrast to the TFAC curriculum.

Seven (29%) of the observed groups met during evening hours (after 5:00 PM). The evening hour groups allow for offenders to work during the day and attend sessions at night.

The following table shows the CBI site visit locations and the curriculum used at the facility/agency.

SITE	CURRICULUM
Black Mountain CCW	R & R
Bladen CC	TFAC
Brown Creek CI	TFAC
Caldwell CC	R & R
Caledonia CI	TFAC
Cumberland DRC	TFAC
DART Cherry (3 groups)	TFAC
Foothills CI	TFAC C & C
Forsyth CC (at Dobson Education Center)	TFAC
Franklin CC	TFAC
Hyde CI	TFAC
Lumberton CI	TFAC
McCain CH	TFAC
Morrison CI	TFAC
Nash CI	TFAC
DART Piedmont	TFAC
Polk YI	R & R
Sampson CI	TFAC
Southern CI	TFAC
Surry County DCC	TFAC
Wake CC	TFAC
Western YI	R & R

R & R = Reasoning and Rehabilitation
TFAC = Thinking for a Change
C & C = Choices and Changes

Table H

It should be noted that the Choices and Changes curriculum is offered at Foothills Correctional Institution. Although Foothills was visited during the site visits, the Choices and Changes group was not being conducted at that time. Therefore, the curriculum was reviewed and the Choices and Changes staff was interviewed regarding the program. The Choices and Changes program is

offered at Foothills twice per year. The last session of 2003 began with 10 participants and ended with 5 inmates completing the program. There are 15 sessions in Choices and 10 sessions in Changes that meet once per week. Two trained staff facilitators deliver the Choices and Changes program at Foothills. According to OPUS, Foothills is the only facility offering the Choices and Changes curriculum.

2003 CBI Facilitator Questionnaire Results

During March 2003, a 22 question survey was developed by the Office of Research and Planning in cooperation with a focus group composed of CBI Master Trainers who have extensive experience in facilitating CBI groups, as well as additional training and experience using CBI principles (see appendix B for a copy of the CBI Facilitators Questionnaire).

These questionnaires were sent to the 430 trained CBI facilitators and master trainers in North Carolina who have attended CBI training in order to offer CBI courses to offenders. This population represented persons employed at a variety of sites including the Division of Prisons, Division of Community Corrections, Division of Alcoholism and Chemical Dependency Programs, Community Colleges, and other public and private settings. The questionnaires were mailed out March 13 and March 19, 2003, with a response requested by March 31, 2003. As of April 4, 2003, only 33% of the facilitators had responded. Therefore, a reminder notice was sent to the non-respondents on April, 8, 2003, resulting in an additional 107 responses.

Findings:
Responses to the questionnaire were collected and analyzed. Of the 430 questionnaires sent out, a total of 205 (48%) persons responded. (See appendices C for details of all responses.)

The CBI Facilitator Questionnaire forms were mailed to 19 CBI master trainers in North Carolina. Master trainers are those facilitators who assist with and are actively involved with the training and mentoring of the less experienced CBI facilitators. In order to be a master trainer, one must have two years or more experience in CBI based group instruction/intervention and have completed at least one of the approved master trainer seminars. Of the 19 master trainers, 17 (89%) responded to the CBI Facilitator Questionnaire.

There were several significant correlations noted from the survey responses.

> **A correlation coefficient (expressed as "r") is a statistic that helps us to understand relationships between two variables. This relation is summarized as a numerical value that ranges between -1.00 and + 1.00. A correlation coefficient cannot tell us that the value of one variable has resulted because of the value of the second variable. Therefore, correlations cannot be used to make any statement about causation, but simply that a relationship exists.**

> **Stated with the correlation coefficient is the probability of the relationship occurring by chance (probability or "p"). For example, a probability level of .01 means that chance alone might have produced the same pattern of results one time in 100. A probability level of p < .01 is desirable for confidence in the findings.**

The average facilitator has attended training between 13 and 24 months prior to the survey date. A significant correlation was noted between question number one, "How long have you been a trained CBI facilitator?" and several other responses. These correlations would imply that the longer a facilitator has been trained, the more groups they can be expected to facilitate, the more likely they are to conduct orientation for their agency, the more comfortable they are in facilitating groups and the more likely they are to use CBI techniques in their own personal life.

The **length of time the individual had been a trained facilitator** had a statistically significant correlation with the following at a probability level of .01:
- how many groups they had facilitated
- whether the person had conducted a CBI orientation for their agency
- comfort in facilitating groups, and
- use of CBI techniques in their personal life

The **selection process for the facilitator to attend training** had several significant correlations. Question number two asked, "How were you selected to become a CBI facilitator?" Significant correlations were found between the type of selection (volunteer or chosen by employer/facility) and other question responses. For example, those who were chosen by their employer/facility (as opposed to volunteering):
- were less interested in attending a refresher course
- were more likely to disagree that CBI makes a positive difference in participants' thinking and behavior
- felt less comfortable facilitating a CBI group
- were less likely to facilitate CBI groups in the future, and
- were less interested in facilitating a CBI aftercare group

The implication of these correlations is that the process used initially to select the CBI facilitator may impact the facilitator's attitude and performance regarding CBI. Therefore, the selection process should follow the CBI Standard Operating Procedures (SOPs) qualifications for a CBI facilitator in ensuring that the facilitator has a "strong desire to conduct CBI groups within the correctional environment."

In regards to **education level**, the average facilitator has a bachelor's degree. All facilitators held at least a high school degree or GED. Of the respondents, 99% had some college.

The average facilitator has conducted between one and five CBI groups. Eighty (39%) of the respondents have never conducted a CBI group; 13 (6%) have conducted 16 or more groups; and 36 (18%) were currently conducting a group. Thirty-nine (19%) of the respondents stated they have conducted a CBI orientation for their agency or facility.

The majority (58%) of the responding facilitators have conducted Thinking for a Change groups. Others CBI courses used by facilitators included Reasoning and Rehabilitation (2), Problem Solving Skills in Action (7), Choices and Changes (4) and "other" (2).

Of those responding, 138 (68%) stated they would be **interested in attending a facilitator's refresher course**. In describing their training needs, 31 (23%) said they would like additional training in all aspects of CBI and 9 (6%) said they would like a general refresher of CBI concepts. Other, more specific areas respondents would like training in included problem solving, cognitive self change, reasoning and rehabilitation, choices and changes, and various areas of group dynamics. Refresher training was offered in September 2003.

In questions 11 – 22, respondents were asked to **select the answer that best described their opinions regarding the statements given about CBI**. The majority of respondent opinions about CBI were positive.

➢ 165 (82%) agree or strongly agree that *they have been adequately trained to facilitate CBI groups.*

➢ 147 (74%) agree or strongly agree that *CBI makes a positive difference in participants' thinking and behavior.*

➢ 140 (70%) agree or strongly agree that they *feel comfortable facilitating a CBI group.*

➢ 105 (53%) agree or strongly agree that *participants chosen for CBI groups are well screened to ensure they are appropriate for the group.*

➢ 162 (79%) agree or strongly agree that *they use CBI techniques and skills in their own personal life.*

➢ 65 (32%) agree or strongly agree that *they have facilitated a CBI group or groups without a co-facilitator (by themselves).* Facilitators are encouraged to use co-facilitators with groups for the purposes of role modeling, group observation and assistance. The lesson plans for Thinking for a Change call for two facilitators to engage in role plays.

➢ 150 (74%) agree or strongly agree that *overall, their facility/agency is supportive of the CBI program.* Significant correlations were noted regarding facility/agency support of the CBI program and the following other responses:
  ▪ number of groups facilitated
  ▪ provision of agency/facility CBI orientation

- interest in refresher course
- adequately trained to facilitate CBI groups
- CBI makes a positive difference in participants
- comfort in facilitating a CBI group
- interest in becoming a CBI master trainer
- plan to facilitate future CBI groups
- screening of participants
- use of CBI in personal life
- CBI as part of routine workload
- need for CBI aftercare
- interest in facilitating aftercare

The above correlations imply that the degree of support of the CBI program by the facility/agency impacts several areas of the CBI program as well as the facilitators' attitudes about the CBI program. The number of CBI groups facilitated and the number of staff orientations held were higher in facilities that were supportive of the CBI program. The attitudes and opinions of facilitators whose facilities/agencies were supportive of the CBI program were more positive about CBI and those facilitators were more likely to plan to facilitate future CBI groups. These correlations highlight the need for facilities and agencies to be supportive of the CBI program.

➤ 92 (46%) agree or strongly agree that they *view CBI as a part of their routine workload (not as an extra duty).* 48 had no opinion on this question and 62 (31%) disagreed or strongly disagreed that they *view CBI as a part of their routine workload (not as an extra duty).* As noted above, there was a significant correlation between facility/agency support and the view of CBI as part of the routine workload. There were also significant correlations between view of CBI as part of the routine workload and the following issues:
- number of groups facilitated
- interest in refresher course
- adequately trained to facilitate CBI groups
- CBI makes a positive difference in participant
- comfort in facilitating a CBI group
- interest in becoming a CBI master trainer
- plan to facilitate future CBI groups
- screening of participants
- use of CBI in personal life
- need for CBI aftercare
- interest in facilitating aftercare

In order for the CBI approach to truly become the "cornerstone of rehabilitative programs and services" as adopted by the North Carolina Department of Corrections in 1998, it must be considered *part of the routine workload (not as an extra duty).* This variable goes hand-in-hand with the variable regarding *facility/agency support of the CBI program* as mentioned above. Facilities and agencies need to strive to improve the approach taken toward implementing the CBI program to ensure positive attitudes of staff. Orientation is key to fulfilling this goal. The *CBI Standard Operating Procedures* outline a plan for orienting

staff to CBI. Each facility/agency should follow these guidelines as stated: "During the staff orientation, CBI concepts and principles will be explained and staff will learn ways to support the implementation of the program at their facility or community corrections site. It is recommended that an orientation be conducted prior to the implementation of CBI at a facility or community corrections site." Following the prescribed outline for the orientation could improve the staff attitude and agency/facility support of the CBI program.

➢ 127 (62%) of the total respondents agree or strongly agree that *there is a need for CBI aftercare groups as an on-going support for participants who have completed the initial CBI program.*
➢ 101 (50%) agree or strongly agree that *they would be interested in facilitating a CBI aftercare group.*

In comparing data from the three departmental divisions (Prisons, Community Corrections, and Alcoholism and Chemical Dependency Programs), several differences were noted. The following table best demonstrates this diversity in responses:

Survey Question	Prison Response	DCC Response	DACDP Response
2. How were you selected to become a CBI facilitator?			
Volunteered…	5 (10%)	33 (40%)	4 (22%)
Chosen by employer…	41 (84%)	47 (57%)	14 (78%)
Other…	3 (6%)	3 (4%)	0
3. What is your highest educational level? (Percent holding a bachelor's degree or higher)	59%	96%	61%
4. How many CBI groups have you facilitated? (# groups the majority of respondents have facilitated)	2-5 groups (48%)	None (48%)	None (39%)
12. CBI makes a positive difference in participants' thinking and behavior. (Agree or strongly agree)	76%	65%	94%
15. I plan to facilitate CBI groups in the future. (Agree or strongly agree)	75%	65%	88%
19. Overall, my facility/agency is supportive of the CBI program. (Agree or strongly agree)	80%	61%	94%
20. I view CBI as a part of my routine workload (not as an extra duty). (Agree or strongly agree)	58%	32%	71%

Table I

Complete data separated by divisions may be found in Appendices D.

<u>Summary</u>:
Of the 430 trained facilitators surveyed, 205 (48%) responded. There were significant correlations noted between the selection process, facility/agency support and respondent opinions and attitudes toward CBI. For example, there were significant correlations between how the respondent was selected to attend facilitator's training, facility/agency support and interest in attending refresher training, views of the effectiveness of CBI, comfort in facilitating a CBI group, plans to facilitate future CBI groups, and interest in facilitating a CBI aftercare group.

Differences were noted between responses from the three departmental divisions of DOP, DCC, and DACDP. For example, the DOP facilitators were most likely to have been selected by their employers to attend facilitators' training and the DACDP facilitators were more likely to feel that their facility/agency was supportive of the CBI program. DACDP facilitators were also more prone to view CBI as a part of their routine workload (not as an extra duty) and were more likely to plan to facilitate CBI groups in the future. They also agreed more often that CBI makes a positive difference in participants' lives even though most had not facilitated any CBI groups.

There appears to be a need for continuing CBI education for facilitators as well CBI orientation for other departmental staff. The CBI Standard Operating Procedures provide a sample outline and lesson plan for providing a comprehensive orientation to correctional staff and criminal justice professionals. This orientation would not only educate staff about CBI concepts and principles, but could be used to increase awareness of the need for integration of the CBI program within the corrections framework and to gain support of staff for the CBI program.

The majority of those responding, 138 (68%) stated they would be interested in attending a facilitator's refresher course. The majority of the respondents also believe there is a need for CBI aftercare. Half of those responding expressed an interest in facilitating CBI aftercare groups.

CBI Facilitator Refresher Mini-conference
CBI Implementation and Process Survey Results

As a result of the March 2003 Facilitator's Questionnaire and the subsequent requests for CBI refresher training, a CBI Refresher Mini-conference was held in Burlington, NC on September 15 and 16, 2003. Sixty-six facilitators from across the state of North Carolina attended the mini-conference. During the Data Entry session of the conference, attendees were asked to complete a survey regarding the implementation and process for CBI in their facility/agency (see appendix E). Fifty -four (82%) of the attendees completed the survey.

<u>Findings</u>:
Twenty-six (48%) of the respondents to the survey are employed in the Division of Prisons. The Division of Community Corrections employs 19 (35%) of the

respondents. The Division of Alcoholism and Chemical Dependency Programs employs 4 (7%) of the respondents. The remaining 10% of the respondents are employed by community colleges or are private contractors for CBI.

Significant correlations (p<.01) were noted between the **respondents' place of employment and the following variables**:

DOP staff was more likely to:
- have facilitated a CBI group
- have a trained co-facilitator
- have assigned and reviewed homework
- ensure that participants had at least a fifth grade reading level
- have had a quality assurance visit by a master trainer
- provide incentives for participants
- have a graduation party/snacks for participants
- data enter CBI course/attendance

DCC and DACDP staff were more likely to
- have longer sessions
- spend longer amounts of time each week outside of class in preparation for CBI class

The average respondent has been a trained CBI facilitator for 2.41 years. The length of time the respondents have been trained in CBI ranged from 6 months to 5.5 years. Two of the respondents have not completed CBI training.

In regards to how CBI has been implemented in the respondents' agencies/facilities:
- ➢ 12 (24%) of the agencies/facilities provided orientation to administrative staff only
- ➢ 12 (24%) said their staff actively participated in the implementation process.
- ➢ 11 (22%) of the respondents said their "staff was told to do it without orientation or input"
- ➢ 11 (22%) said CBI has not yet been implemented in their agencies/facilities.

Only one of the respondents said that CBI orientation has been provided to all of their staff. One respondent said that orientation was provided to all of the staff and that the staff actively participated in the CBI implementation process.

Thirty-nine (72%) of the respondents have facilitated a CBI group with only 18 (33%) presently facilitating a CBI group. 46 (92%) plan to facilitate a group within the next six months.

The average respondent has facilitated seven CBI groups while 26% have facilitated only one CBI group.

The CBI Standard Operating Procedures recommend that all CBI groups be facilitated by two trained facilitators. 15 (39%) of the respondents have

facilitated groups alone. Of the ones who have had a co-facilitator, 22 (85%) had a trained co-facilitator. Four (15%) of the respondents said their co-facilitator was not trained in CBI.

The overwhelming majority of the respondents (97%) use the Thinking for a Change (TFAC) curriculum. Only one respondent has used another curriculum (Problem Solving Skills in Action). This same respondent has also facilitated TFAC.

In regards to the **number and length of sessions**, 47% responded that they conduct 22 classes per course with 42% stating that each course lasts for two hours. The length of classes ranged from one to three hours each.

Twenty-six (68%) of the respondents are involved in **the intake interview process for selecting the CBI participants**. The CBI Standard Operating Procedures recommend that the facilitator participate in the selection process. Only 23 (62%) of the respondents stated that all of their CBI participants have at least a fifth grade reading level as recommended by the CBI Standard Operating Procedures.

Regarding the **CBI lesson plan**, only 13 (34%) follow the lesson plan as written. Eighteen (47%) make slight modifications to the lesson plan while 7 (18%) use the lesson plan as a general model, but personalize the content.

Most, 35 (92%) of those responding to the question regarding **CBI homework**, do assign and review CBI homework for all of the lessons that have homework assignments. This is in compliance with the recommendations of the CBI Standard Operating Procedures. More than half of the respondents, 21 (55%) have used thinking reports outside of the CBI classroom.

The lesson plan and CBI Standard Operating Procedures recommend the use of **audio-visual equipment in the classroom**. The respondents reported the following use of audio-visual equipment:

Equipment	Use Reported by Those Responding
Overhead projector	30 (81%)
Flipchart	35 (96%)
Erasable board	23 (62%)
Skill Cards	25 (69%)
Handouts	20 (54%)
TV/VCR	26 (70%)
Other	2 (5%)

Table J

The lesson plan and CBI Standard Operating Procedures recommend "at a minimum" the use of the *Self-Evaluation, What Else Do I Need* in lesson 22 as a pre and post test for CBI participants as a means of measuring attitudinal changes in CBI participants. Two (5%) of the respondents use only the pre-test

while 8 (22%) use only the post-test. Fifteen (41%) use both the pre and post tests with 12 (32%) use neither of the recommended tests.

Thirty-four (91%) of the respondents said each participant in their CBI groups has his/her own **workbook**.

Regarding **participant absences** from CBI class, the following table shows the differences in the number of allowed absences:

Excused Absences Allowed		Unexcused Absences Allowed	
Zero	1 (4%)	Zero	7 (25%)
2	13 (48%)	1	6 (21%)
3	11 (41%)	2	5 (18%)
4	1 (4%)	3	10 (36%)
5	1 (4%)		

Table K

Only four (11%) of the respondents have provided any **aftercare** for CBI participants.

Nine (25%) of those responding have been observed by a master trainer for a **quality assurance** visit.

The average respondent spends 1.5 hours each week outside of the CBI classroom **preparing for the session**.

Most, 31 (86%) of the respondents' facilities/units provide **incentives for CBI participation**. The following table describes the incentives provided:

Merit time	Graduation Party/Snacks	Pizza
1 day – 1 respondent 5 days – 2 respondents	23 respondents	6 respondents

Table L

Although a CBI Tracking System has been developed for **data entry of CBI participation** and is required of CBI facilitators who do not enter data into OPUS, none of the respondents use the system. Nineteen (51%) of the respondents data-enter CBI information into OPUS. Eighteen (49%) do not data-enter information into either OPUS or the CBI Tracking System.

Appendix F provides a more complete explanation of the responses to the CBI Implementation and Process Survey.

Division of Community Corrections CBI Telephone Survey

As stated above, there was a lack of data entry regarding CBI in the Division of Community Corrections. Therefore, it was difficult to know how and where CBI

was being implemented in community corrections. A brief telephone survey was conducted to a sample of 53 Division of Community Correction (DCC) units and 10 Day Reporting Centers/Criminal Justice Partnership Programs (DRC/CJPP) during the months of October and November 2003 to determine where and how CBI has been implemented in the communities. This sample represented approximately 30% of the DCC's and DRC/CJPP's across the state. See Appendix G for the telephone survey form.

Findings:
Of the total sample (63) responding to the survey, 23 DCC units and 6 DRC/CJPP settings (29 total) reported that they were currently offering CBI to offenders. This means that of the 63 settings contacted, less than half (46%) reported that they currently offer CBI to offenders.

Of those settings offering CBI, staff provided CBI to offenders in 28 settings while 1 setting contracted for CBI facilitation. Seven of the 34 settings who were not currently offering CBI (21%) have offered it during the past six months.

Of those offering CBI, *Thinking for a Change* was offered in 27 of the settings. *Reasoning and Rehabilitation* was offered in three of the settings; *Choices and Changes* was offered in two of the settings; and one setting reported offering *Problem Solving Skills in Action*. It should be noted that one of the settings reported offering all four of the CBI curricula.

Forty-eight of the settings had a total of 162 CBI trained facilitators on staff for an average of 3.4 trained facilitators per setting. Yet, of these 48 settings with CBI trained staff, only 29 (60%) were currently offering CBI to offenders.

Quality Assurance Monitoring Forms

Between June 21, 2001 and July 14, 2003, sixteen quality assurance visits have been made to eight different sites by a Master Trainer to observe and evaluate the CBI facilitators. Fourteen different facilitators were observed during these sixteen quality assurance visits. Nine of the sixteen CBI groups (56%) did not have a co-facilitator as required by the CBI Standard Operating Procedures.

All of these groups were using the Thinking for a Change curriculum. The group sizes ranged from one to 14 participants with an average of 8 participants per group.

Per the *North Carolina CBI Monitoring Tools Quality Assurance Checklist* reviewed as part of the process evaluation, some facilitators failed to complete the specified tasks in 18 of the 44 areas evaluated. The following table shows the areas needing improvement and the number of facilitators observed who failed to meet the task. It should be noted that 15 (54%) of these 28 observations with areas needing improvements involved the same facilitator. Three of the 16 facilities visited (19%) had <u>no</u> areas needing improvement per the *CBI Monitoring Tool Quality Assurance Checklist.*

Area Needing Improvement	# Observations
1. Maintain Clear Focus on Basic Steps of Cognitive Change (Lesson Presentation):	
"Staff skipped key issues, left matters 'in the air' at conclusion of lesson; failed to complete lesson on time."	1
"Staff failed to review information from previous lesson."	1
"Staff did not correct previous homework or failed to provide feedback about skill deficits or completeness."	2
"Staff failed to discuss problems evidenced in homework."	2
"Staff failed to monitor participant completion of current homework, allowed participants to complete work in class, did not require all participants to discuss answers."	2
"Staff failed to relate lesson lecture, discussions and activities to lesson objectives"	1
"Staff failed to provide adequate instruction, modeling or skill practice in identifying thoughts, feelings, behaviors and consequences."	1
"Staff did not review current homework assignment, relate it to lesson objectives or respond to questions or confusion about assignment."	2
2. Depersonalize Use of Staff Authority While Maintaining Group Process and Upholding Rules:	
"Staff failed to maintain group direction; staff or participants were off task for substantial periods of time."	2
"Staff failed to establish clear guidelines for program participation and appropriate sanctions for violations."	1
3. Allow Group Member to be Their Own Personal Experts on How They Think and How They Should Think.	
"Staff presented their 'expert' interpretations of thinking of group members; provided the 'answers' for participants."	4
"Staff tried to convince offenders to accept their opinions."	2
4. Consciously Work to Achieve Cooperation Between Group Members and Staff.	
"Staff failed to award cooperative behaviors."	1
"Staff allowed cliques to form/supported opinions of certain cliques."	1
5. Engage All Participants in Group Process.	
""Staff failed to elicit responses from all group members."	2
""Staff failed to reward participation."	1
"Staff allowed particular group members to monopolize discussions."	1
"Staff permitted some group members to consistently decline to answer questions or participate in group activities."	1

Table M

CBI Facilitator Training Evaluation Worksheet

At the conclusion of CBI facilitator training conducted by Master Trainers, an evaluation worksheet is completed by the trainee. These worksheets were reviewed as a part of the process evaluation. The following table shows the ratings received regarding the Master Trainers' skills and abilities while conducting the facilitator's training.

A five point scale was used to rate the Master Trainer where **5=very much** and **1= very little.** 56 newly trained facilitators responded to this survey.

N = 56

Task	Average Rating
Was knowledgeable regarding curriculum.	4.87
Answered questions clearly and completely.	4.72
Gave clear instructions for each exercise.	4.66
Defined concepts clearly.	4.64
Was well prepared and organized.	4.68
Used audio visual aids appropriately.	4.85
Encouraged group participation and involvement appropriately.	4.83

Table N

The second part of the evaluation worksheet deals with the trainee's confidence in delivering the CBI program following training. The results of this confidence questionnaire are noted in the following table:

How confident do you feel?

V=Very   S=Somewhat   NV=Not Very   N=Not at All

N=37

Question	Number of Responses			
	V	S	NV	N
1. Using the curriculum, manual and homework assignments?	23	13	1	0
2. Interacting with offenders during group sessions?	30	5	0	0
3. Co-teaching groups of offenders?	26	8	3	0
4. Modeling pro-social behavior taught in the curriculum?	20	13	2	0
5. Incorporating this program into your assigned work duties?	19	11	3	1
6. Helping offenders use these skills outside of group sessions?	20	12	2	0
7. That you can make this program work in your location?	23	8	0	2

Table O

Ethnicity and Language Issues:

The largest and fastest growing immigrant group in North Carolina is by far Hispanic/Latino. North Carolina's Hispanic population grew by 16% between July 2000 and July 2003. Estimates show that Hispanics/Latinos will be the largest ethnic minority in North Carolina within the next generation.

As of the 2000 U.S. Census, approximately 4.7% of North Carolina's population was Hispanic/Latino while 12.5% of the total U.S. population was Hispanic/Latino. According to the U.S. Department of Justice - Bureau of Justice Statistics, Hispanics/Latinos account for 18.1 percent of the persons under the jurisdiction of state or federal correctional authorities.

The North Carolina Department of Corrections current data system does not effectively account for offender ethnicity or those who speak English as a second language. OPUS does include a category called "Ethnic Group" which lists the Hispanic/Latino prison population as 1,114. There are 6,090 listed as "Unknown". It is possible that some of these may be Hispanic/Latino as well.

As of December 2003, 713 (2%) of the North Carolina prison population was classified as not being proficient in English. Yet, CBI is taught only in English.

The Spanish version of the Thinking for a Change curriculum is available for use but is not being utilized in any facilities in North Carolina. At present, none of the North Carolina correctional facilities are conducting CBI in any language other than English.

RECOMMENDATIONS

Findings from the CBI process evaluation indicate that the Department of Correction has only minimally implemented CBI into its programming from 1998 to present. Although over 500 facilitators have been trained statewide, nearly 66% of these trained facilitators have never facilitated a CBI group. Only 24% of the North Carolina prisons and 46% of community corrections have implemented CBI even minimally in their settings. Of the 68,575 North Carolina inmates incarcerated between January 1, 2002 and September 30, 2003, 3,432 (5%) have participated in a CBI program and 1,896 (2.76%) have completed a CBI program. As of December 6, 2003, 168 inmates (less than 1%) were participating in a CBI program. Accurate data is not available on the number of Community Corrections offenders who have participated in or completed CBI programs.

The CBI process evaluation also indicates that the CBI program integrity has not been upheld. CBI Standard Operating Procedures are not being consistently maintained by facilitators and their agencies/facilities. According to surveys and site visits cited above, key Standard Operating Procedures such as using co-facilitators, following the prescribed curriculum, number and length of sessions, using the pre and post tests, number of allowed absences, etc. are not being followed.

Data entry of required CBI information for statistical purposes was not done in many instances. Almost half (49%) of those questioned reported that they have not data entered CBI information into either OPUS or the CBI Tracking System.

As of 12-06-03, 713 inmates in North Carolina prisons were classified as not having basic English proficiency. Although a Spanish version of the Thinking for a Change curriculum is available, it has not been offered to offenders in North Carolina.

If the Department of Correction intends to truly implement CBI and to endorse the CBI approach as the "cornerstone of its rehabilitative programs and services," the Department should prioritize the following recommendations based on findings of this process evaluation:

1.   A full implementation plan within prisons, community corrections and alcoholism/chemical dependency programs needs to be developed under the direction of the Department of Correction's management. Division Coordinators need to be appointed to develop plans to offer CBI programming in each correctional facility and setting on a regular basis.

2.   In order for CBI to be fully implemented, there needs to be strong support for it. Support depends upon all staff possessing an awareness of its principles, philosophies, skills and requirements, particularly Probation and Parole officers, Correctional officers and case managers. One of the important report findings is the correlation between facility/agency support and CBI implementation. To facilitate this

effort the Office of Staff Development and Training (OSDT) should develop an orientation for correctional staff on CBI principles.

3.   Division coordinators, working with OSDT, should monitor program implementation statewide, coordinate training, review program quality assurance, and provide technical assistance and support for CBI facilitators and administration regarding CBI issues.

4.   A DOC CBI network made up of CBI facilitators from across North Carolina, would be helpful as a communications tool. CBI program coordinators could organize this network to operate primarily on the internet. The purpose of this network would be to:
   ➢ Exchange ideas with other CBI facilitators
   ➢ Offer support to CBI facilitators
   ➢ Act as a statewide resource for individuals and agencies who are implementing and using CBI for offenders.

5.   Program integrity is important to the department wide success of CBI. CBI coordinators need to ensure program integrity by developing a quality assurance process based on the CBI Standard Operating Procedure.   The need to emphasize the following:
   a.   There should be trained co-facilitators in all CBI groups as required in the CBI Standard Operating Procedures.
   b.   The CBI curriculum should be followed as developed without modifications in content or length of sessions.
   c.   Appropriate screening of all CBI participants is essential to ensure appropriateness for the program.
   d.   Use of pre and post tests by participants is valuable in evaluating the program's effectiveness.
   e.   CBI facilitators should adhere to the standards set for the allowable number of absences.
   f.   Master Trainers should regularly conduct quality assurance visits to CBI groups, especially to newly trained facilitators.
   g.   Staff should follow data entry requirements into either OPUS or the CBI Tracking System.

6.   Follow-up for CBI participants who have successfully completed the basic CBI curriculum is necessary for the success of the program. Aftercare, reinforcing the principles and skills learned during the CBI course, should be developed by the Division CBI coordinators.

7.   Offenders who are not adequately proficient in English are unable to take advantage of the traditional Thinking for a Change (TFAC) offerings. The Division of Prisons' staff should assess the need for and feasibility of offering a Spanish language version of this course.

8.   Some CBI programs offer incentives to offenders for attending/or completing CBI, yet there is no consistency throughout the Department. The Division CBI coordinators should develop department-wide standard

incentives for offenders.

9.   In order to improve program delivery and integrity, follow-up (refresher) training is recommended for facilitators at a minimum of every two years.

10.   The Department should delay conducting an outcome evaluation of the CBI program at this time. Instead the Department should focus its efforts on standardization and quality improvement of the current CBI program.

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Appendix
A-I

CBI Group Observation Worksheet

Location:_____Course/Lesson #:_____

Facilitator(s): _____ Relationship to Program: (Staff,

Contract, Volunteer)

R&P Staff Observer: _____ Date and

Time:_____

Describe participants (#, gender, approximate ages, behaviors, etc.)

Is there a co-facilitator? ☐Yes   ☐No

Does the co-facilitator play an active role in the group? ☐Yes   ☐No

What is the style of the facilitator (designate by "1" and "2" if more than one facilitator):
☐ ☐ reading from the book
☐ ☐ prepared lecture
☐ ☐ discussion
☐ ☐ Q&A
☐ ☐ combination, describe_____
☐ ☐ other, explain _____

Is the facilitator (designate by "1" and "2" if more than one facilitator):
☐ ☐ following the CBI curriculum
☐ ☐ using other material or a free-flowing style
☐ ☐ following both the CBI curriculum and using other material

Are overheads, flip charts, or other visual effects used? ☐Yes   ☐No

Is the homework assignment covered? ☐Yes   ☐No

Do participants have handouts or workbooks? ☐Yes   ☐No

        If yes, are they used by the participants during the session? ☐Yes   ☐No

Are all participants paying attention and involved in discussions? ☐Yes   ☐No

        If no, how are individuals chosen to participate?

Is all discussion relevant to the topic of the session?   ☐Yes   ☐No

Does the facilitator appear to know and utilize the principles of CBI?   ☐Yes   ☐No

What are the facilitator's credentials (education, training, experience)?

How long do sessions last?

How frequently does the group meet?

Other observations/comments: **APPENDIX A**

NORTH CAROLINA DEPARTMENT OF CORRECTION
OFFICE OF RESEARCH AND PLANNING
COGNITIVE BEHAVIORAL INTERVENTION
PROGRAM EVALUATION PROJECT
March 2003
CBI Facilitator Questionnaire

As part of a program evaluation of the CBI program, we would like to ask you some questions about your experience with the program.

1. How long have you been a trained CBI facilitator?
   ___ Less than 6 months   ___ 19 month to 24 months
   ___ 6 months to 12 months   ___ 25 months to 36 months
   ___ 13 months to 18 months   ___ More than 36 months

2. How were you selected to become a CBI facilitator?
   ___ Volunteered
   ___ Chosen by employer/facility
   ___ Other, explain _____

3. What is your highest educational level?
   ___ Some High School   ___ Some Post Graduate School
   ___ High School Graduate/GED   ___ Master's Degree
   ___ Some College   ___ Doctorate Degree
   ___ Bachelor's Degree

4. How many CBI groups have you facilitated?
   ___ None   ___ 6 – 10 groups
   ___ One group   ___ 11 – 15 groups
   ___ 2 – 5 groups   ___ 16 or more groups

5. How long has it been since you last facilitated a CBI group?
   ___ Currently Facilitating a Group   ___ 19 month to 24 months
   ___ Less than 6 months   ___ 25 months to 36 months
   ___ 6 months to 12 months   ___ More than 36 months
   ___ 13 months to 18 months   ___ Never

6. Have you conducted a CBI orientation for your agency or facility?
   ___ Yes
   ___ No

7. What type CBI group(s) have you facilitated?
   ___ Thinking for a Change   ___ Choices & Changes
   ___ Reasoning and Rehabilitation   ___ Other, describe_____
   ___ Problem Solving Skills in Action   ___ None

8. Would you be interested in attending a facilitator's refresher course?
   ___ Yes
   ___ No

APPENDIX B

9. In what CBI concepts are you the most knowledgeable?

_____

_____

10. In what CBI concepts would you most like additional training or information?

_____

_____

Using the scale below, please circle the answer that best describes your opinion regarding the following statements:

1	2	3	4	5
Strongly Agree	**Agree**	**No Opinion**	**Disagree**	**Strongly Disagree**

11. I have been adequately trained to facilitate CBI groups.

    1   2   3   4   5

12. CBI makes a positive difference in participants' thinking and behavior.

    1   2   3   4   5

13. I feel comfortable facilitating a CBI group.

    1   2   3   4   5

14. I would like to become a CBI Master Trainer.

    1   2   3   4   5

15. I plan to facilitate CBI groups in the future.

    1   2   3   4   5

16. Participants chosen for CBI groups are well screened to ensure they are appropriate for the group.

    1   2   3   4   5

1 **Strongly Agree**	**2** **Agree**	**3** **No Opinion**	**4** **Disagree**	**5** **Strongly Disagree**

17. I use the CBI techniques and skills in my own personal life.

    1   2   3   4   5

18. I have facilitated a CBI group or groups without a co-facilitator (by myself).

    1   2   3   4   5

19. Overall, my facility/agency is supportive of the CBI program.

    1   2   3   4   5

20. I view CBI as a part of my routine workload (not as an extra duty).

    1   2   3   4   5

21. There is a need for CBI Aftercare groups as an on-going support for participants who have completed the initial CBI program.

    1   2   3   4   5

22. I would be interested in facilitating a CBI Aftercare group.

    1   2   3   4   5

<p align="center">Please return completed questionnaire to:</p>

<p align="center">**Charlotte A. Price**
N. C. Department of Correction
Office of Research and Planning
4221 MSC, Raleigh, NC 27699-4221</p>

<p align="center">**Courier # 53-71-00**</p>

<p align="center">**cprice@doc.state.nc.us**
919-716-3092</p>

CBI Facilitator Questionnaire – Detailed Results

The following frequency tables and charts show details of the responses to the each question in the CBI facilitators' survey:

* Missing "99" = response not provided by respondent
* Missing "System" = Survey not completed by facilitator

1. How long have you been a trained CBI facilitator?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 6 months	29	6.7	14.4	14.4
	6 - 12 months	48	11.2	23.8	38.1
	13 - 18 months	21	4.9	10.4	48.5
	19 - 24 months	28	6.5	13.9	62.4
	25 - 36 months	38	8.8	18.8	81.2
	More than 36 months	38	8.8	18.8	100.0
	Total	202	47.0	100.0	
Missing	99	3	.7		
	System	225	52.3		
	Total	228	53.0		
Total		430	100.0		

1. How long have you been a trained CBI facilitator?

APPENDIX C
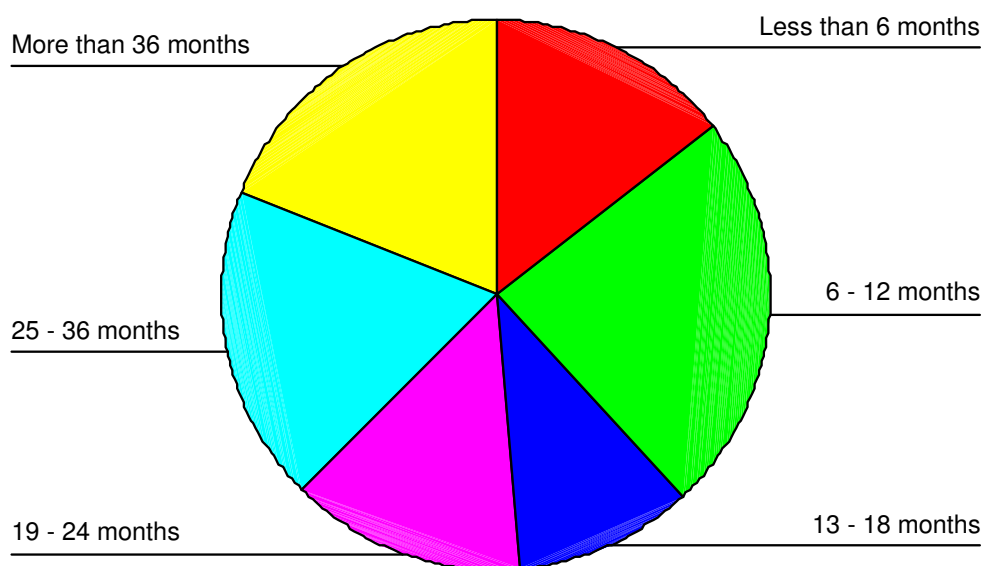
2. How were you selected to become a CBI facilitator?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Volunteered	67	15.6	32.8	32.8
	Chosen by employer/facility	129	30.0	63.2	96.1
	Other	8	1.9	3.9	100.0
	Total	204	47.4	100.0	
Missing	99	1	.2		
	System	225	52.3		
	Total	226	52.6		
Total		430	100.0		

2. How were you selected to become a CBI facilitator?
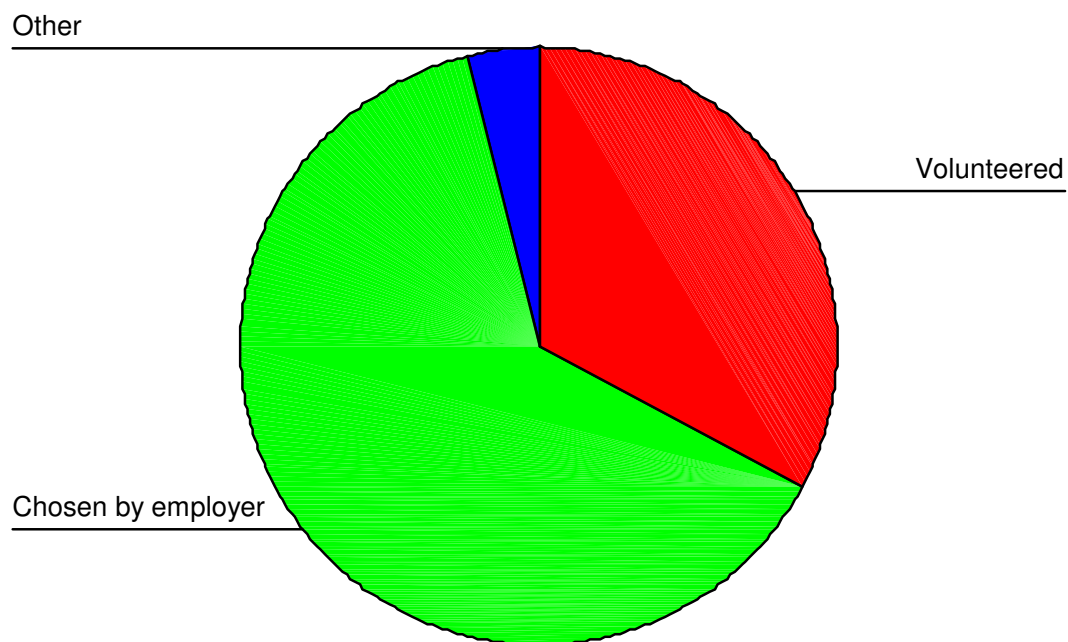
3. What is your highest educational level?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	H S Graduate/GED	2	.5	1.0	1.0
	Some College	29	6.7	14.2	15.2
	Associate's Degree	6	1.4	2.9	18.1
	Bachelor's Degree	124	28.8	60.8	78.9
	Some Post Graduate School	17	4.0	8.3	87.2
	Master's Degree	26	6.0	12.7	100.0
	Total	204	47.4	100.0	
Missing	99	1	.2		
	System	225	52.3		
	Total	226	52.6		
Total		430	100.0		

3. What is your highest educational level?
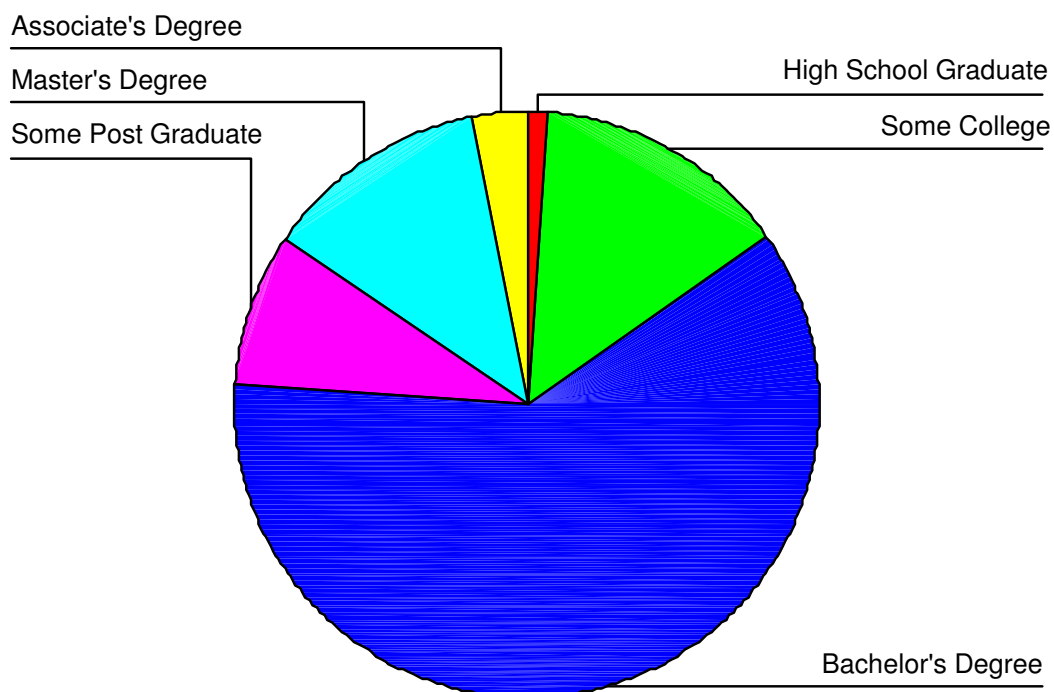
4. How many CBI groups have you facilitated?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	80	18.6	39.2	39.2
	One group	25	5.8	12.3	51.5
	2 - 5 groups	59	13.7	28.9	80.4
	6 - 10 groups	20	4.7	9.8	90.2
	11 - 15 groups	7	1.6	3.4	93.6
	16 or more groups	13	3.0	6.4	100.0
	Total	204	47.4	100.0	
Missing	99	1	.2		
	System	225	52.3		
	Total	226	52.6		
Total		430	100.0		

4. How many CBI groups have you facilitated?
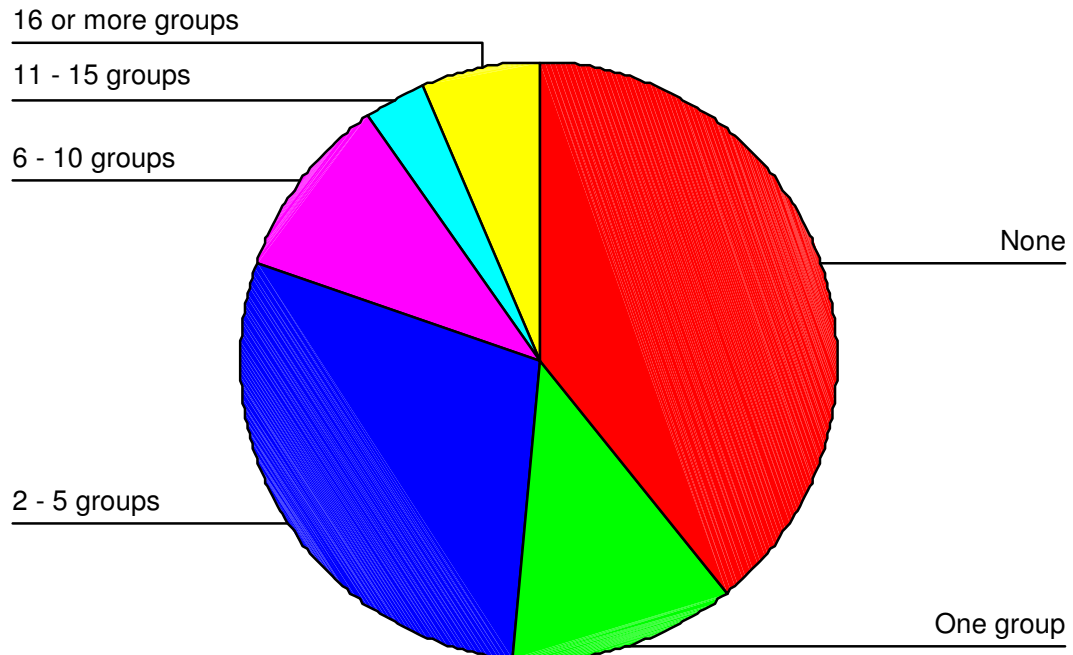
5. How long has it been since you last facilitated a CBI group?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Currently facilitating a group	36	8.4	17.8	17.8
	Less than 6 months	33	7.7	16.3	34.2
	6 - 12 months	34	7.9	16.8	51.0
	13 - 18 months	14	3.3	6.9	57.9
	19 - 24 months	6	1.4	3.0	60.9
	15 - 36 months	5	1.2	2.5	63.4
	Never	74	17.2	36.6	100.0
	Total	202	47.0	100.0	
Missing	99	3	.7		
	System	225	52.3		
	Total	228	53.0		
Total		430	100.0		

5. How long has it been since you last facilitated a CBI group?
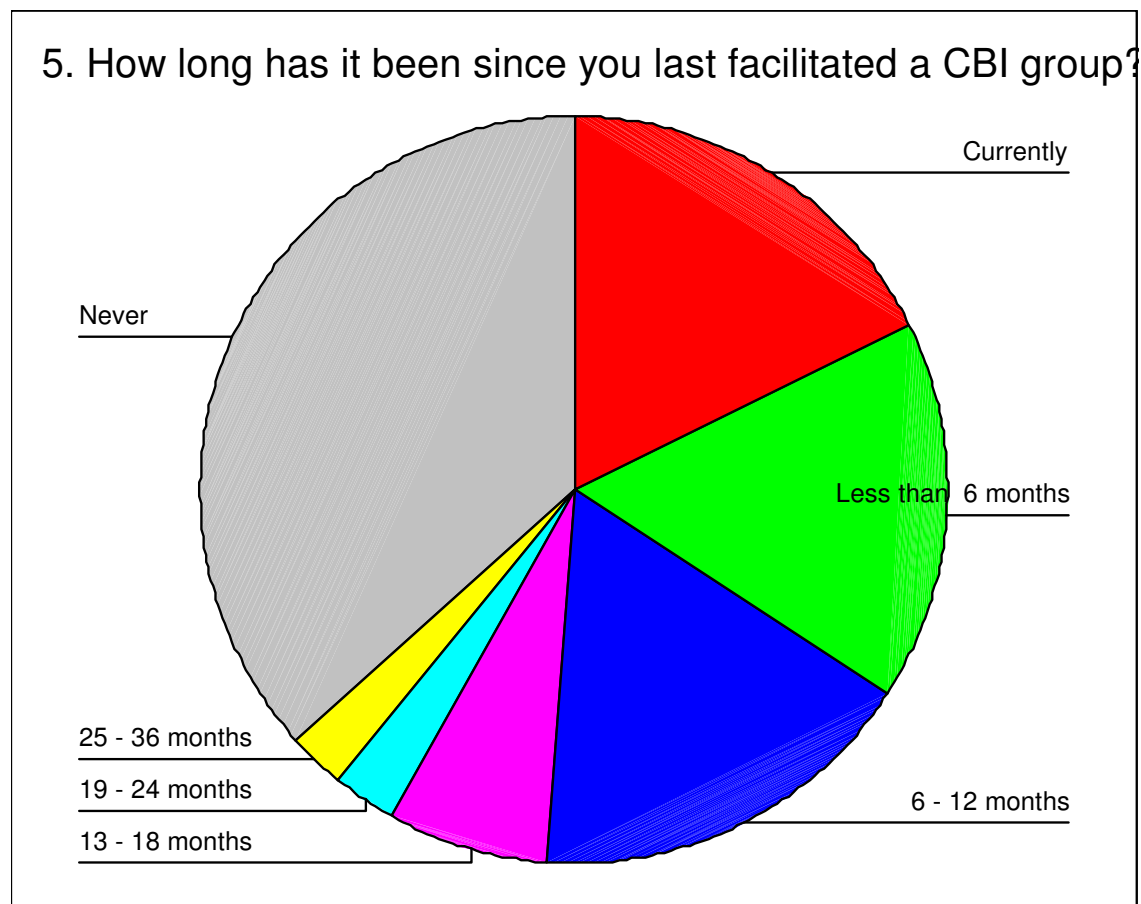
6. Have you conducted a CBI orientation for your agency or facility?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	9.1	19.4	19.4
	No	162	37.7	80.6	100.0
	Total	201	46.7	100.0	
Missing	99	4	.9		
	System	225	52.3		
	Total	229	53.3		
Total		430	100.0		

6. Have you conducted a CBI orientation for your agency?
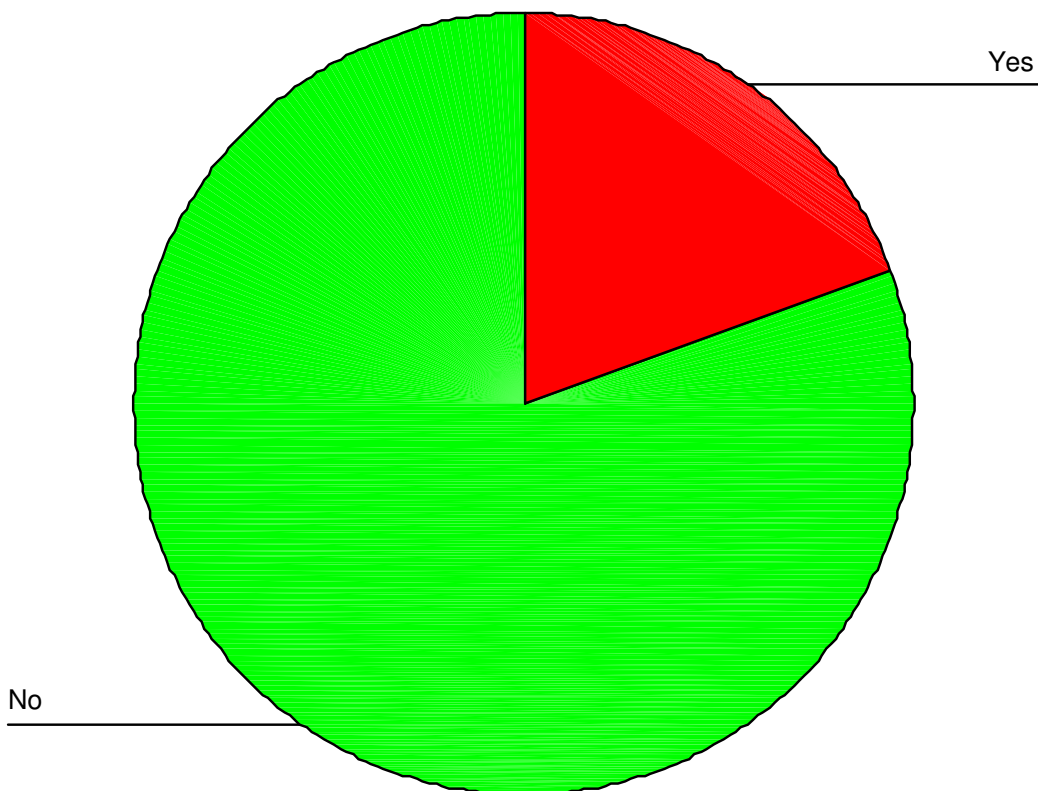
7. What type CBI group(s) have you facilitated?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Thinking for a Change	119	27.7	59.2	59.2
	Choices & Changes	1	.2	.5	59.7
	None	72	16.7	35.8	95.5
	TFAC + PSSA	4	.9	2.0	97.5
	Reasoning & Rehab + Other	1	.2	.5	98.0
	PSSA + Choices & Changes	1	.2	.5	98.5
	TFAC + PSSA + Choices & Changes	1	.2	.5	99.0
	TFAC + PSSA + Other	1	.2	.5	99.5
	TFAC + R & R + PSSA + C & C	1	.2	.5	100.0
	Total	201	46.7	100.0	
Missing	99	4	.9		
	System	225	52.3		
	Total	229	53.3		
Total		430	100.0		

7. What type CBI group(s) have you facilitated?
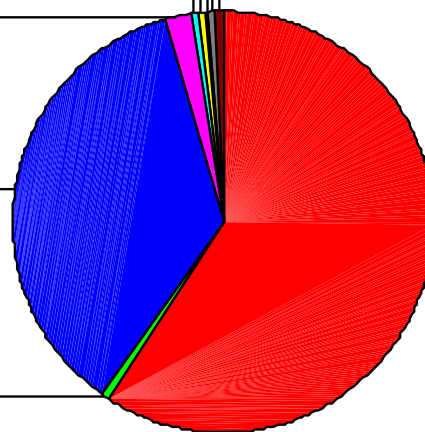
8. Would you be interested in attending a facilitator's refresher course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	138	32.1	68.3	68.3
	No	64	14.9	31.7	100.0
	Total	202	47.0	100.0	
Missing	99	3	.7		
	System	225	52.3		
	Total	228	53.0		
Total		430	100.0		

8.Would you be interested in attending a facilitator's refresher...
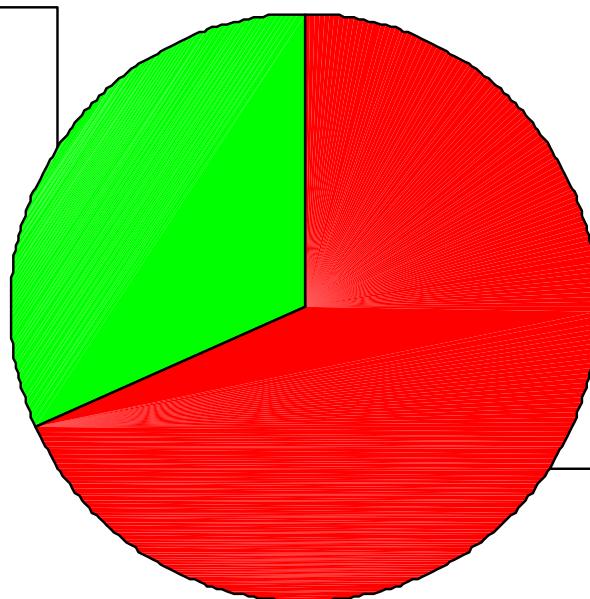
9. In what CBI concepts are you the most knowledgeable?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unknown	17	4.0	11.4	11.4
	Problem Solving	16	3.7	10.7	22.1
	TFAC	23	5.3	15.4	37.6
	Changing Negative Behavior	1	.2	.7	38.3
	Social Skills + Self Change	3	.7	2.0	40.3
	Social Skills	19	4.4	12.8	53.0
	Changing One's Self	1	.2	.7	53.7
	None	15	3.5	10.1	63.8
	All	14	3.3	9.4	73.2
	Stop & Think	2	.5	1.3	74.5
	Cognitive Self Change	4	.9	2.7	77.2
	Social Skills + Thinking Reports	3	.7	2.0	79.2
	Social Skills + Problem Solving	5	1.2	3.4	82.6
	Social Skills + Problem Solving + Role Play	1	.2	.7	83.2
	CJPP Program doesn't have funding for CBI	1	.2	.7	83.9
	Active Listening	1	.2	.7	84.6
	Social Skills + Conflict Cycles	1	.2	.7	85.2
	Thinking Leads to Behavior	5	1.2	3.4	88.6
	Taking Responsibility for Own Actions	1	.2	.7	89.3
	Preparing for Stressful Situations	1	.2	.7	89.9
	Still Brand New	1	.2	.7	90.6
	Thinking Ahead to Outcomes	1	.2	.7	91.3
	Problem Solving + Identifying Thoughts	1	.2	.7	91.9
	I am a Master Trainer	1	.2	.7	92.6
	Internal Control	1	.2	.7	93.3
	Problem Identification	1	.2	.7	94.0
	Thinking Reports	1	.2	.7	94.6
	Responding to Other's Feelings	3	.7	2.0	96.6
	Thinking Skills	2	.5	1.3	98.0
	Conflict Cycle + Choices & Changes	1	.2	.7	98.7
	No money for CBI	1	.2	.7	99.3
	Relapse Prevention	1	.2	.7	100.0
	Total	149	34.7	100.0	
Missing	99	56	13.0		
	System	225	52.3		
	Total	281	65.3		
Total		430	100.0		

10. In what CBI concepts would you most like additional training or information?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unknown	10	2.3	7.4	7.4
	Refresher	9	2.1	6.6	14.0
	TFAC	3	.7	2.2	16.2
	All/Any	31	7.2	22.8	39.0
	None	25	5.8	18.4	57.4
	Cognitive Self Change	5	1.2	3.7	61.0
	Reasoning & Rehabilitation + Choices & Changes	6	1.4	4.4	65.4
	Choices & Consequences	1	.2	.7	66.2
	Problem Solving	19	4.4	14.0	80.1
	Opportunities to Teach/Facilitate Groups	2	.5	1.5	81.6
	Problem Solving + Choices & Changes	1	.2	.7	82.4
	Responding to Anger	1	.2	.7	83.1
	Master Training	1	.2	.7	83.8
	Responding to Anger + Taking Responsibility for Own Actions	1	.2	.7	84.6
	Problem Solving + Conflict Cycles	1	.2	.7	85.3
	Don't Have the Time	1	.2	.7	86.0
	Problem Solving + Cognitive Behavior	2	.5	1.5	87.5
	Getting Inmates to Role Play & Share Experiences	1	.2	.7	88.2
	All Officers Should be Trained in CBI	1	.2	.7	89.0
	Thinking Skills	3	.7	2.2	91.2
	Preparing for Stressful Conversation	1	.2	.7	91.9
	Reasoning & Rehabilitation	1	.2	.7	92.6
	Problem Solving + Responding to Anger	1	.2	.7	93.4
	Dealing with Resistance in the Classroom	2	.5	1.5	94.9
	Conducting Groups	2	.5	1.5	96.3
	Problem Solving + Assertiveness Training + Reasoning & Rehab	1	.2	.7	97.1
	Social Skills	1	.2	.7	97.8
	Understanding the Feelings of Others	1	.2	.7	98.5
	Using CBI with a 12 Step Program	1	.2	.7	99.3
	Thinking Reports	1	.2	.7	100.0
	Total	136	31.6	100.0	
Missing	99	69	16.0		
	System	225	52.3		
	Total	294	68.4		
Total		430	100.0		

11. I have been adequately trained to facilitate CBI groups.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	51	11.9	25.4	25.4
	Agree	114	26.5	56.7	82.1
	No Opinion	15	3.5	7.5	89.6
	Disagree	18	4.2	9.0	98.5
	Strongly Disagree	3	.7	1.5	100.0
	Total	201	46.7	100.0	
Missing	99	4	.9		
	System	225	52.3		
	Total	229	53.3		
Total		430	100.0		
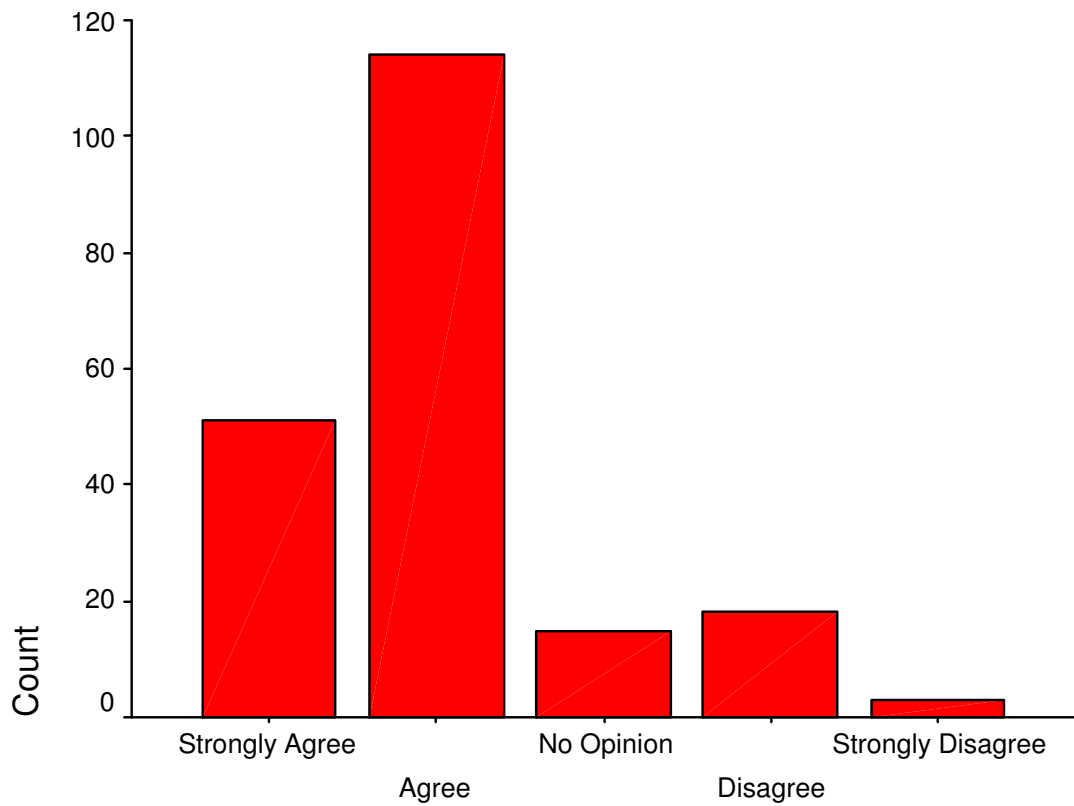
11. I have been adequately trained to facilitate CBI groups.

12. CBI makes a positive difference in participants' thinking and behavior.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	48	11.2	24.0	24.0
	Agree	99	23.0	49.5	73.5
	No Opinion	40	9.3	20.0	93.5
	Disagree	10	2.3	5.0	98.5
	Strongly Disagree	3	.7	1.5	100.0
	Total	200	46.5	100.0	
Missing	99	5	1.2		
	System	225	52.3		
	Total	230	53.5		
Total		430	100.0		
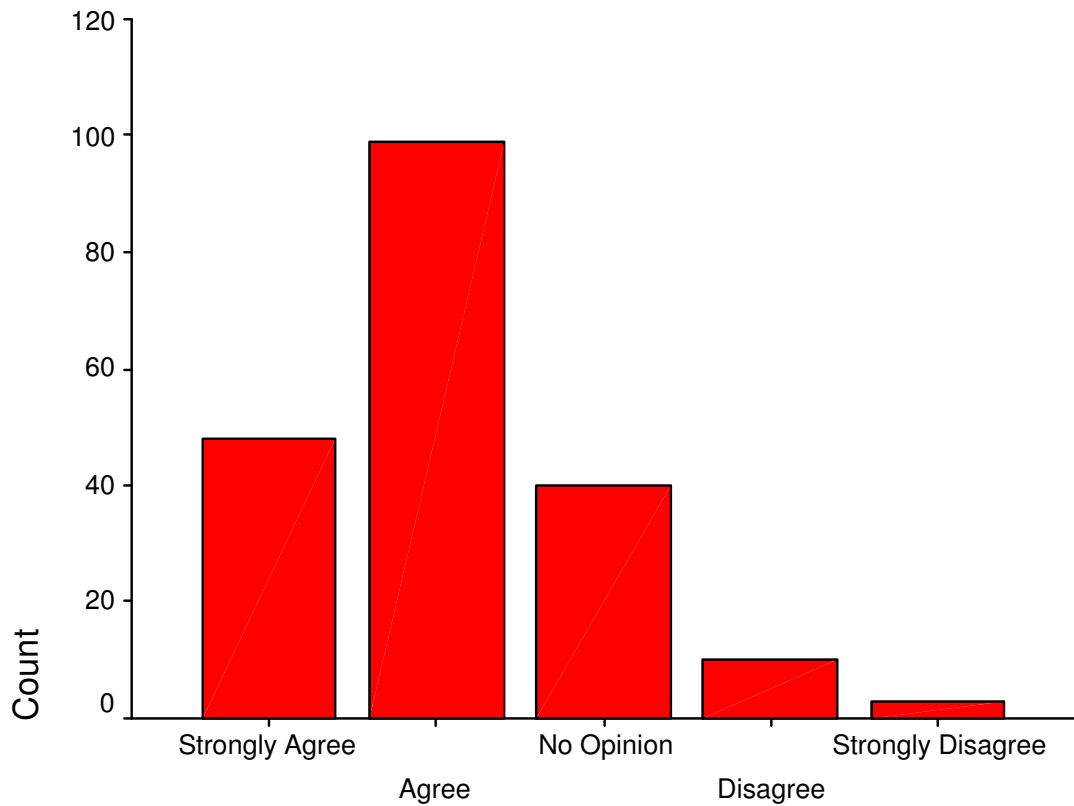
12. CBI makes a postitive difference in participants' thinking and be...

13. I feel comfortable facilitating a CBI group.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	51	11.9	25.6	25.6
	Agree	89	20.7	44.7	70.4
	No Opinion	27	6.3	13.6	83.9
	Disagree	20	4.7	10.1	94.0
	Strongly Disagree	12	2.8	6.0	100.0
	Total	199	46.3	100.0	
Missing	99	6	1.4		
	System	225	52.3		
	Total	231	53.7		
Total		430	100.0		

13. I feel comfortable facilitating a CBI group.
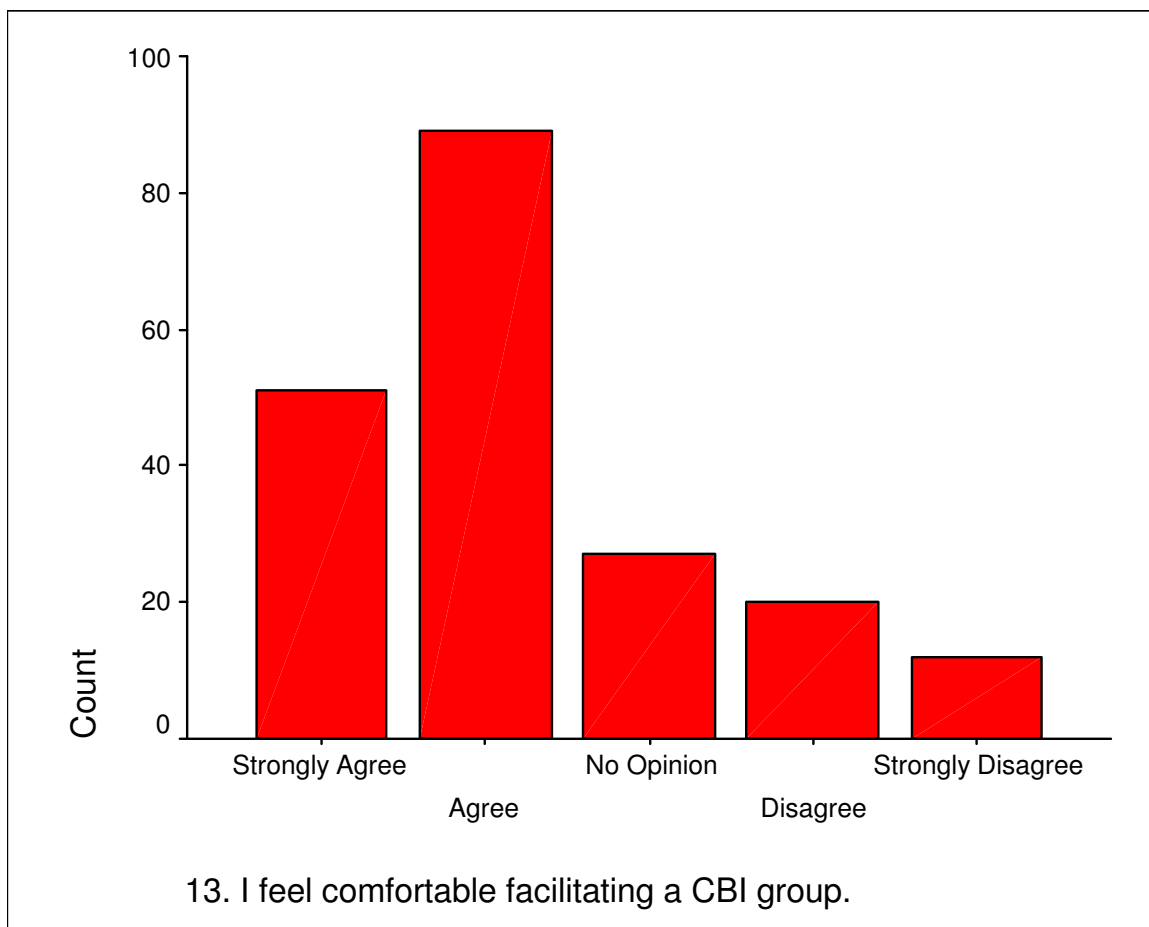
14. I would like to become a CBI Master Trainer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	41	9.5	20.6	20.6
	Agree	30	7.0	15.1	35.7
	No Opinion	45	10.5	22.6	58.3
	Disagree	31	7.2	15.6	73.9
	Strongly Disagree	42	9.8	21.1	95.0
	Already a Master Trainer	10	2.3	5.0	100.0
	Total	199	46.3	100.0	
Missing	99	6	1.4		
	System	225	52.3		
	Total	231	53.7		
Total		430	100.0		

14. I would like to become a CBI Master Trainer.
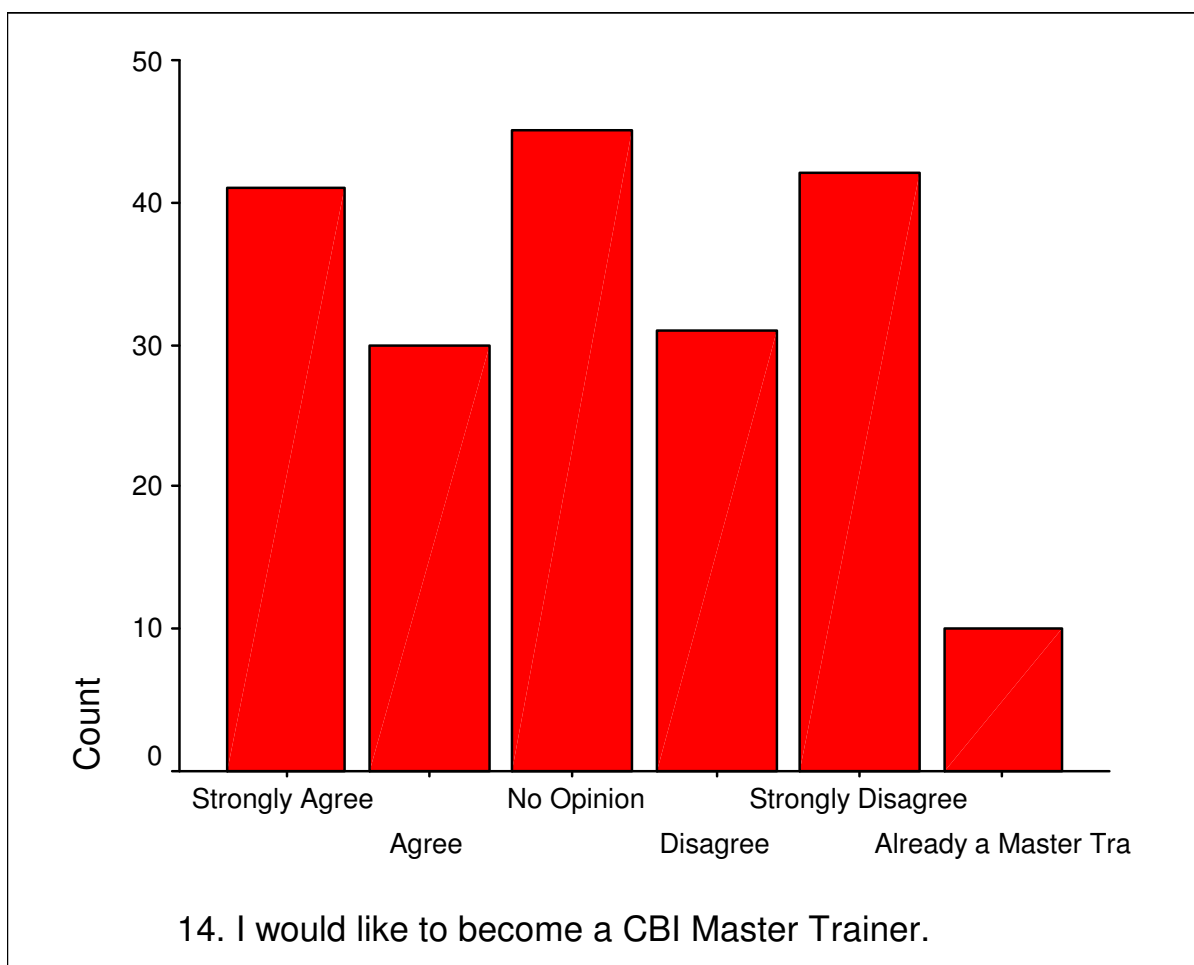
15. I plan to facilitate CBI groups in the future.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	61	14.2	30.5	30.5
	Agree	88	20.5	44.0	74.5
	No Opinion	34	7.9	17.0	91.5
	Disagree	10	2.3	5.0	96.5
	Strongly Disagree	7	1.6	3.5	100.0
	Total	200	46.5	100.0	
Missing	99	5	1.2		
	System	225	52.3		
	Total	230	53.5		
Total		430	100.0		
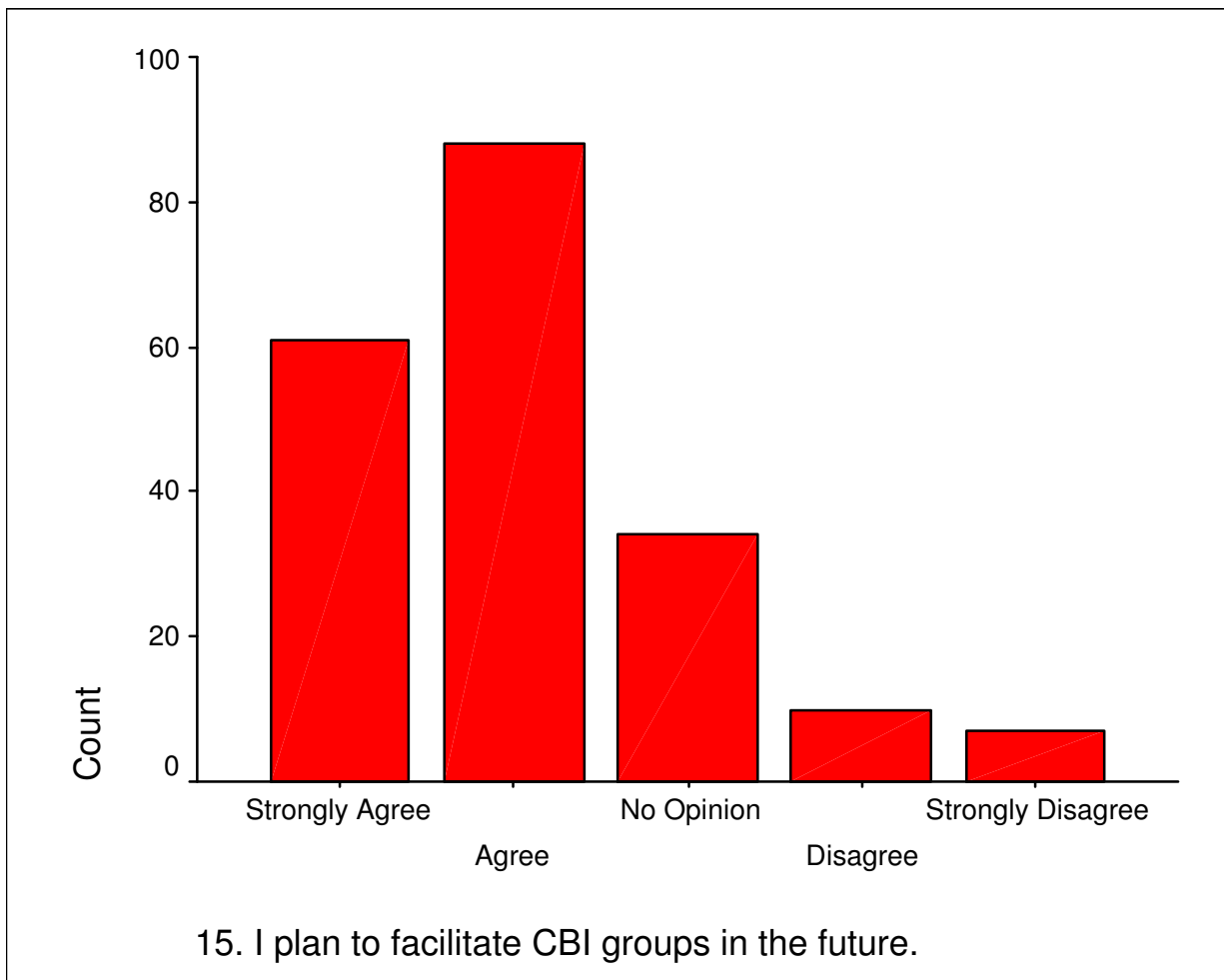
15. I plan to facilitate CBI groups in the future.

16. Participants chosen for CBI groups are well screened to ensure they are appropriate for the group.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	34	7.9	17.3	17.3
	Agree	71	16.5	36.0	53.3
	No Opinion	53	12.3	26.9	80.2
	Disagree	29	6.7	14.7	94.9
	Strongly Disagree	10	2.3	5.1	100.0
	Total	197	45.8	100.0	
Missing	99	8	1.9		
	System	225	52.3		
	Total	233	54.2		
Total		430	100.0		

16. Participants chosen for CBI groups are well screened...
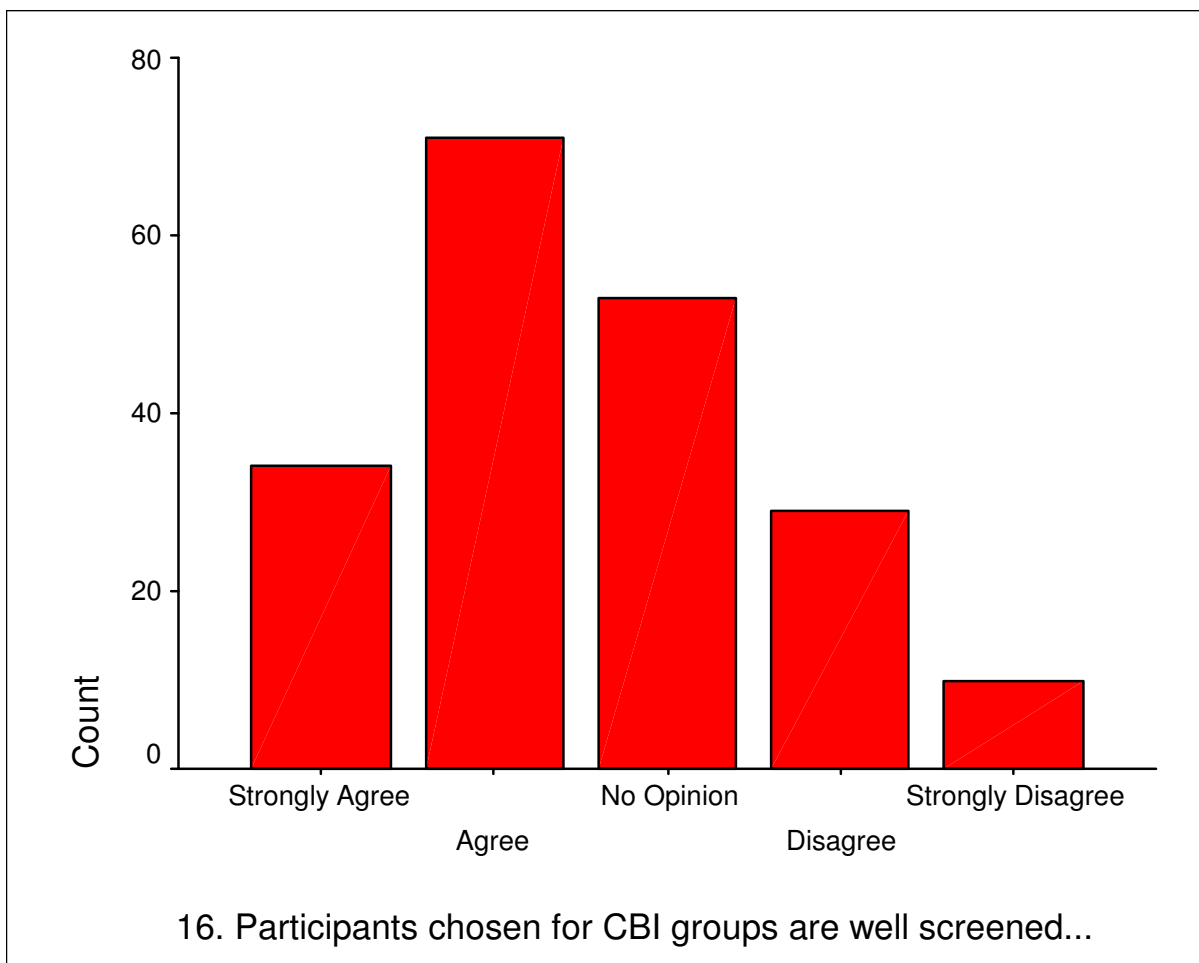
17. I use CBI techniques and skills in my own personal life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	10.9	23.0	23.0
	Agree	115	26.7	56.4	79.4
	No Opinion	26	6.0	12.7	92.2
	Disagree	13	3.0	6.4	98.5
	Strongly Disagree	3	.7	1.5	100.0
	Total	204	47.4	100.0	
Missing	99	1	.2		
	System	225	52.3		
	Total	226	52.6		
Total		430	100.0		

17. I use CBI techniques and skills in my own personal life.
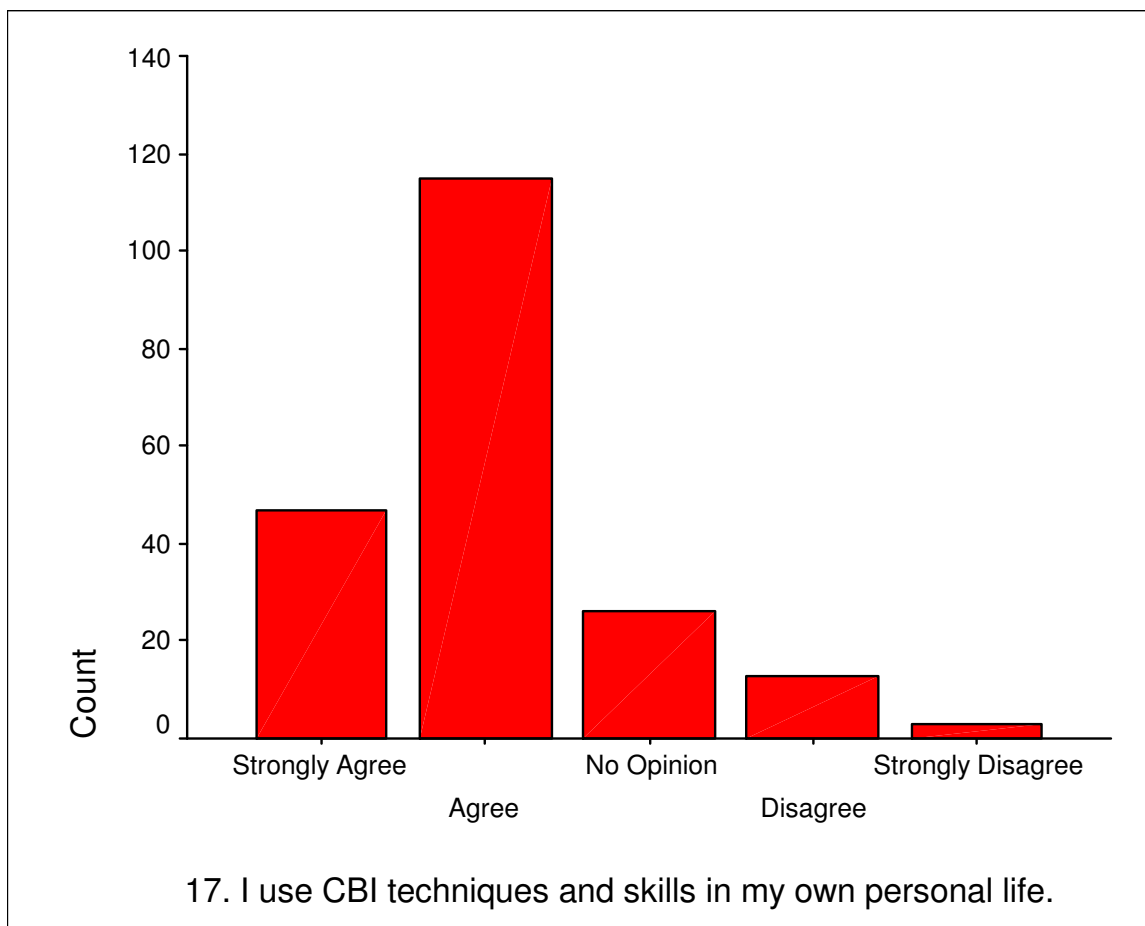
18. I have facilitated a CBI group or groups without a co-facilitator (by myself).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	30	7.0	14.9	14.9
	Agree	35	8.1	17.3	32.2
	No Opinion	34	7.9	16.8	49.0
	Disagree	51	11.9	25.2	74.3
	Strongly Disagree	52	12.1	25.7	100.0
	Total	202	47.0	100.0	
Missing	99	3	.7		
	System	225	52.3		
	Total	228	53.0		
Total		430	100.0		

18. I have facilitated a CBI group or groups without a co-facilitator.
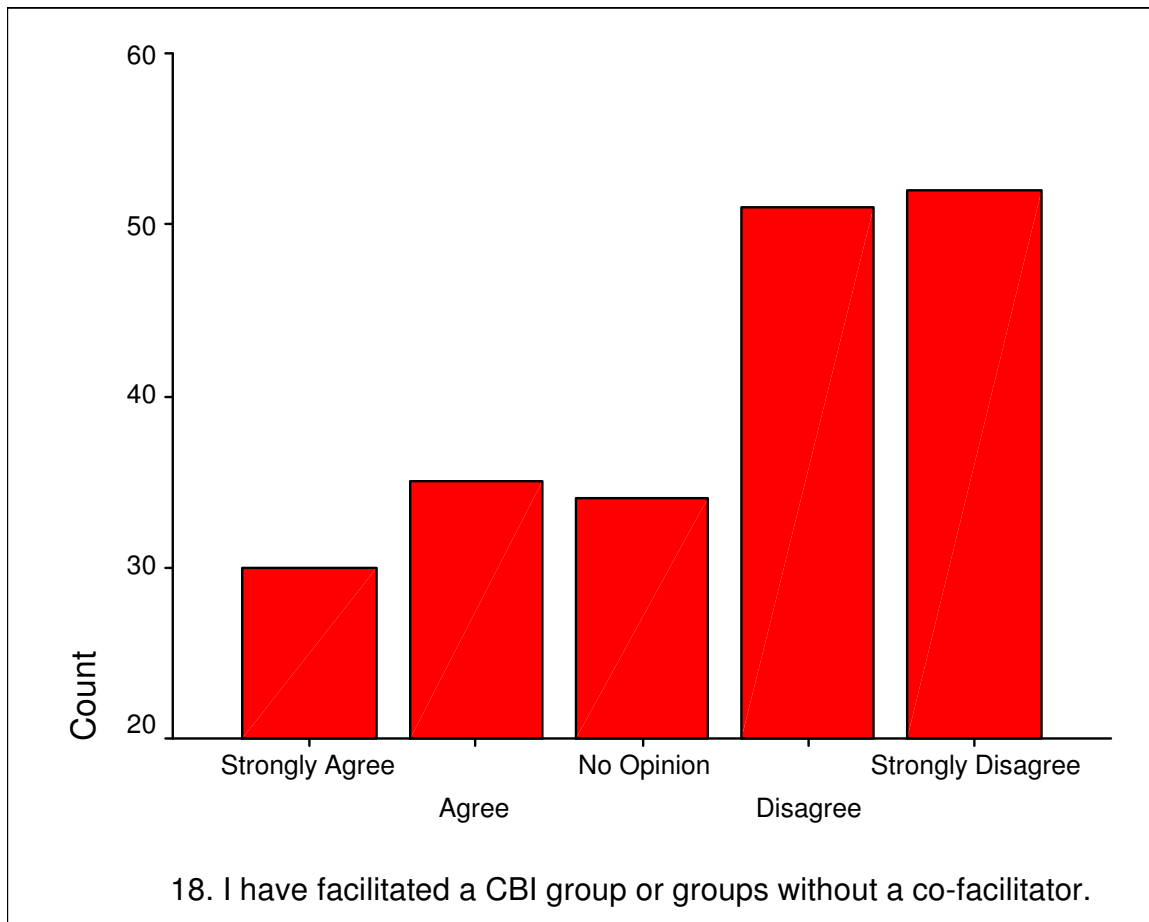
19. Overall, my facility/agency is supportive of the CBI program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	63	14.7	30.9	30.9
	Agree	87	20.2	42.6	73.5
	No Opinion	41	9.5	20.1	93.6
	Disagree	7	1.6	3.4	97.1
	Strongly Disagree	6	1.4	2.9	100.0
	Total	204	47.4	100.0	
Missing	99	1	.2		
	System	225	52.3		
	Total	226	52.6		
Total		430	100.0		
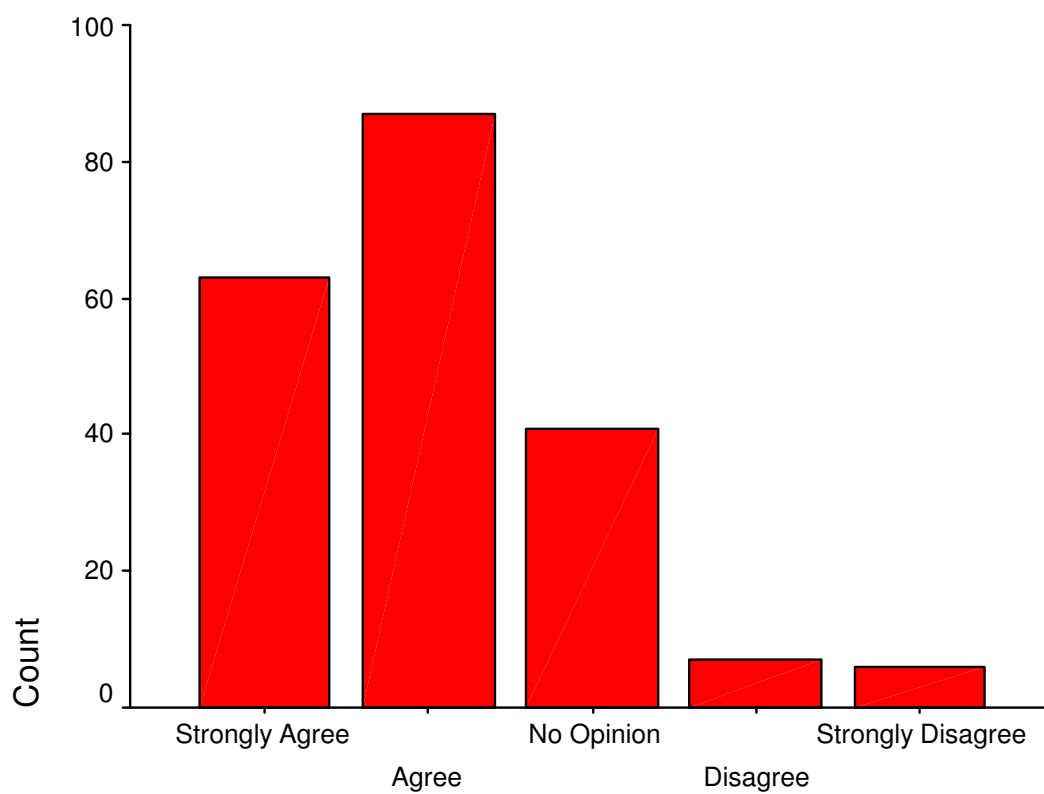
19. Overall, my facility/agency is supportive of the CBI program.

20. I view CBI as a part of my routine workload (not as an extra duty).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	6.5	13.9	13.9
	Agree	64	14.9	31.7	45.5
	No Opinion	48	11.2	23.8	69.3
	Disagree	37	8.6	18.3	87.6
	Strongly Disagree	25	5.8	12.4	100.0
	Total	202	47.0	100.0	
Missing	99	3	.7		
	System	225	52.3		
	Total	228	53.0		
Total		430	100.0		
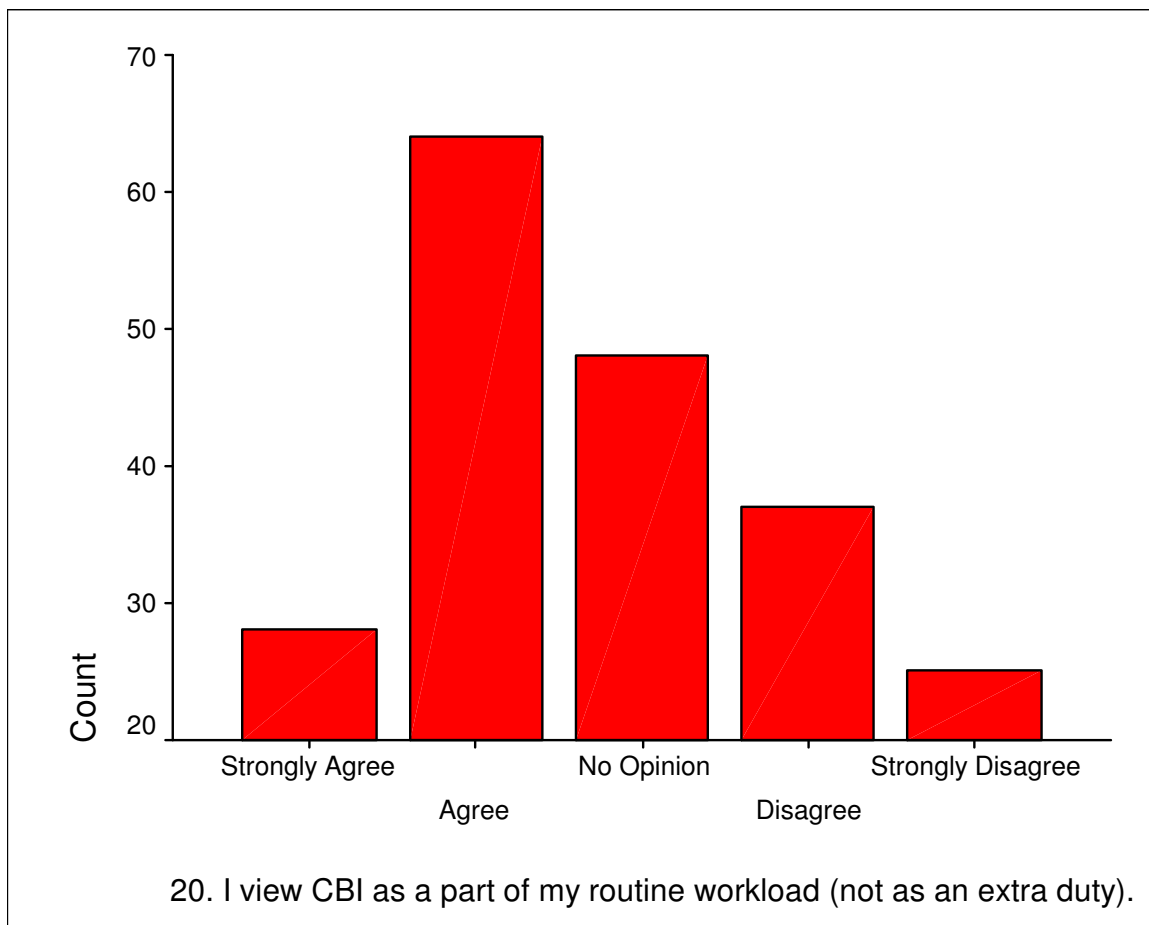
20. I view CBI as a part of my routine workload (not as an extra duty).

21. There is a need for CBI Aftercare groups as an on-going support for participants who have completed the initial CBI program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	58	13.5	28.4	28.4
	Agree	69	16.0	33.8	62.3
	No Opinion	59	13.7	28.9	91.2
	Disagree	15	3.5	7.4	98.5
	Strongly Disagree	3	.7	1.5	100.0
	Total	204	47.4	100.0	
Missing	99	1	.2		
	System	225	52.3		
	Total	226	52.6		
Total		430	100.0		

21. There is a need for CBI Aftercare groups as an on-going support...
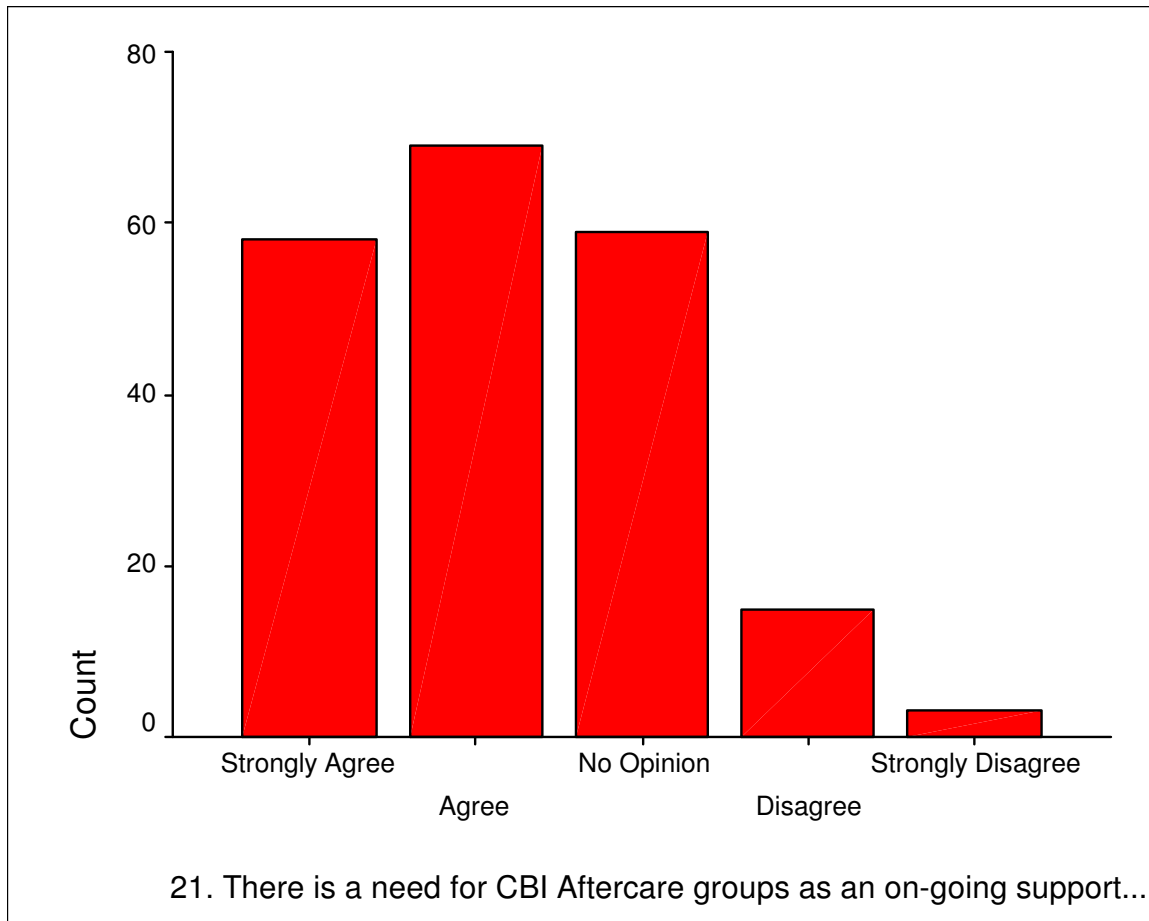
22. I would be interested in facilitating a CBI Aftercare group.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	41	9.5	20.1	20.1
	Agree	60	14.0	29.4	49.5
	No Opinion	54	12.6	26.5	76.0
	Disagree	23	5.3	11.3	87.3
	Strongly Disagree	26	6.0	12.7	100.0
	Total	204	47.4	100.0	
Missing	99	1	.2		
	System	225	52.3		
	Total	226	52.6		
Total		430	100.0		
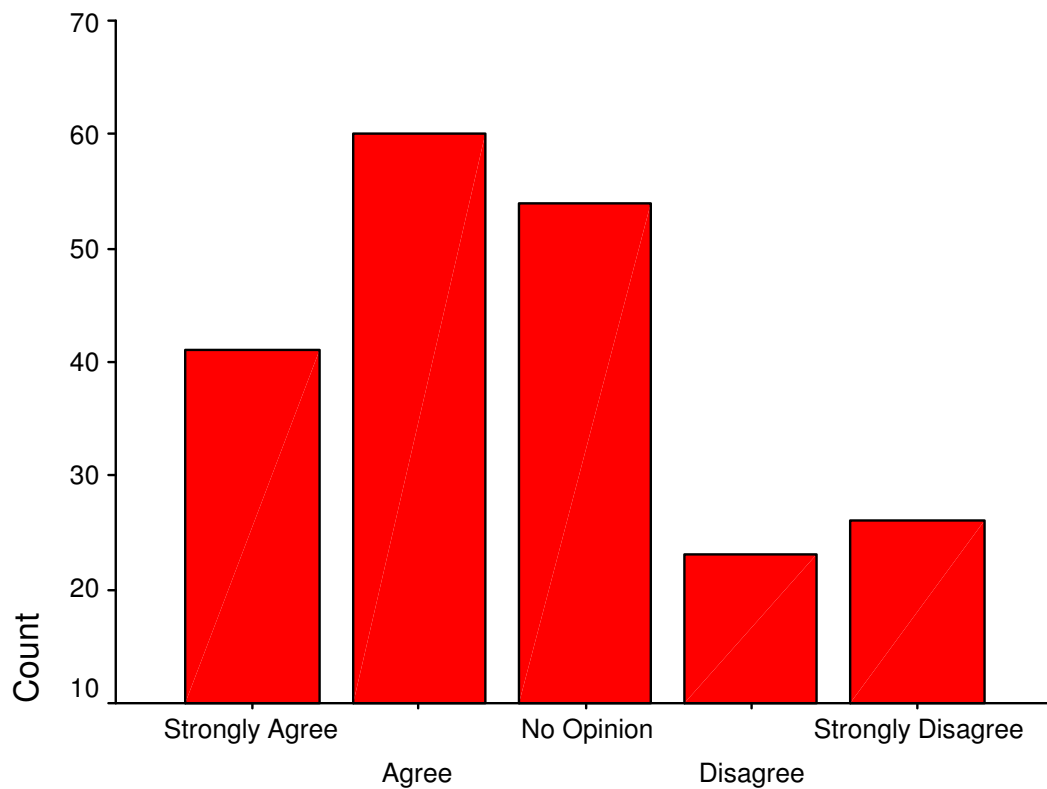
22. I would be interested in facilitating a CBI Aftercare group.

CBI Facilitator Questionnaire – Division of Prisons Results

Of the 90 questionnaires sent out within the Division of Prisons (DOP), 50 persons (56%) responded.

The following are the DOP staff responses to the CBI Facilitator Questionnaire:

* Missing "99" = response not provided by respondent
* Missing "System" = Survey not completed by facilitator

1. How long have you been a trained CBI facilitator?

	Response	Frequency	Valid Percent
Valid	Less than 6 months	5	10.2
	6 - 12 months	5	10.2
	13 - 18 months	1	2.0
	19 - 24 months	9	18.4
	25 - 36 months	12	24.5
	More than 36 months	17	34.7
	Total	49	100.0
Missing	99	1	
	System	40	
	Total	41	
Total		90	

2. How were you selected to become a CBI facilitator?

	Response	Frequency	Valid Percent
Valid	Volunteered	5	10.2
	Chosen by employer/facility	41	83.7
	Other	3	6.1
	Total	49	100.0
Missing	99	1	
	System	40	
	Total	41	
Total		90	

APPENDIX D

CBI Facilitator Questionnaire – Division of Prisons Results

3. What is your highest educational level?

Response		Frequency	Valid Percent
Valid	High School Graduate/GED	1	2.0
	Some College	14	28.6
	Associate's Degree	5	10.2
	Bachelor's Degree	19	38.8
	Some Post Graduate School	6	12.2
	Master's Degree	4	8.2
	Total	49	100.0
Missing	99	1	
	System	40	
	Total	41	
Total		90	

4. How many CBI groups have you facilitated?

Response		Frequency	Valid Percent
Valid	None	8	16.0
	One group	3	6.0
	2 - 5 groups	24	48.0
	6 - 10 groups	10	20.0
	11 - 15 groups	2	4.0
	16 or more groups	3	6.0
	Total	50	100.0
Missing	System	40	
Total		90	

CBI Facilitator Questionnaire – Division of Prisons Results

5. How long has it been since you last facilitated a CBI group?

Response		Frequency	Valid Percent
Valid	Currently facilitating a group	15	30.0
	Less than 6 months	14	28.0
	6 - 12 months	4	8.0
	13 - 18 months	4	8.0
	19 - 24 months	3	6.0
	15 - 36 months	2	4.0
	Never	8	16.0
	Total	50	100.0
Missing	System	40	
Total		90	

6. Have you conducted a CBI orientation for your agency or facility?

Response		Frequency	Valid Percent
Valid	Yes	14	29.2
	No	34	70.8
	Total	48	100.0
Missing	99	2	
	System	40	
	Total	42	
Total		90	

7. What type CBI group(s) have you facilitated?

Response		Frequency	Valid Percent
Valid	Thinking for a Change	41	82.0
	None	8	16.0
	TFAC + R & R + PSSA + C & C	1	2.0
	Total	50	100.0
Missing	System	40	
Total		90	

CBI Facilitator Questionnaire – Division of Prisons Results

8. Would you be interested in attending a facilitator's refresher course?

Response		Frequency	Valid Percent
Valid	Yes	36	72.0
	No	14	28.0
	Total	50	100.0
Missing	System	40	
Total		90	

9. In what CBI concepts are you the most knowledgeable?

		Frequency	Valid Percent
Valid	Unknown	3	7.0
	Problem Solving	6	14.0
	TFAC	8	18.6
	Changing Negative Behavior	1	2.3
	Social Skills + Self Change	1	2.3
	Social Skills	6	14.0
	Changing One's Self	1	2.3
	None	2	4.7
	All	5	11.6
	Social Skills + Thinking Reports	1	2.3
	Social Skills + Problem Solving	4	9.3
	Program doesn't have funding for CBI	1	2.3
	Preparing for Stressful Situations	1	2.3
	Problem Solving + Identifying Thoughts	1	2.3
	Thinking Reports	1	2.3
	Thinking Skills	1	2.3
	Total	43	100.0
Missing	99	7	
	System	40	
	Total	47	
Total		90	

CBI Facilitator Questionnaire – Division of Prisons Results

10. In what CBI concepts would you most like additional training or information?

		Frequency	Valid Percent
Valid	Unknown	2	4.8
	Refresher	4	9.5
	TFAC	1	2.4
	All/Any	11	26.2
	None	7	16.7
	Cognitive Self Change	2	4.8
	Reasoning & Rehabilitation + Choices & Changes	1	2.4
	Choices & Consequences	1	2.4
	Problem Solving	6	14.3
	Problem Solving + Choices & Changes	1	2.4
	Problem Solving + Conflict Cycles	1	2.4
	Getting Inmates to Role Play & Share Experiences	1	2.4
	Thinking Skills	1	2.4
	Reasoning & Rehabilitation	1	2.4
	Dealing with Resistance in the Classroom	1	2.4
	Problem Solving + Assertiveness Training + Reasoning & Rehab	1	2.4
	Total	42	100.0
Missing	99	8	
	System	40	
	Total	48	
Total		90	

CBI Facilitator Questionnaire – Division of Prisons Results

11. I have been adequately trained to facilitate CBI groups.

Response		Frequency	Valid Percent
Valid	Strongly Agree	13	26.5
	Agree	30	61.2
	No Opinion	3	6.1
	Disagree	3	6.1
	Total	49	100.0
Missing	99	1	
	System	40	
	Total	41	
Total		90	

12. CBI makes a positive difference in participants' thinking and behavior.

Response		Frequency	Valid Percent
Valid	Strongly Agree	11	22.4
	Agree	26	53.1
	No Opinion	8	16.3
	Disagree	3	6.1
	Strongly Disagree	1	2.0
	Total	49	100.0
Missing	99	1	
	System	40	
	Total	41	
Total		90	

13. I feel comfortable facilitating a CBI group.

Response		Frequency	Valid Percent
Valid	Strongly Agree	11	22.4
	Agree	26	53.1
	No Opinion	7	14.3
	Disagree	2	4.1
	Strongly Disagree	3	6.1
	Total	49	100.0
Missing	99	1	
	System	40	
	Total	41	
Total		90	

CBI Facilitator Questionnaire – Division of Prisons Results

14. I would like to become a CBI Master Trainer.

Response		Frequency	Valid Percent
Valid	Strongly Agree	13	26.5
	Agree	7	14.3
	No Opinion	8	16.3
	Disagree	5	10.2
	Strongly Disagree	12	24.5
	Already a Master Trainer	4	8.2
	Total	49	100.0
Missing	99	1	
	System	40	
	Total	41	
Total		90	

15. I plan to facilitate CBI groups in the future.

Response		Frequency	Valid Percent
Valid	Strongly Agree	16	33.3
	Agree	20	41.7
	No Opinion	8	16.7
	Disagree	3	6.3
	Strongly Disagree	1	2.1
	Total	48	100.0
Missing	99	2	
	System	40	
	Total	42	
Total		90	

CBI Facilitator Questionnaire – Division of Prisons Results

16. Participants chosen for CBI groups are well screened to ensure they are appropriate for the group.

Response		Frequency	Valid Percent
Valid	Strongly Agree	18	36.7
	Agree	19	38.8
	No Opinion	7	14.3
	Disagree	4	8.2
	Strongly Disagree	1	2.0
	Total	49	100.0
Missing	99	1	
	System	40	
	Total	41	
Total		90	

17. I use CBI techniques and skills in my own personal life.

Response		Frequency	Valid Percent
Valid	Strongly Agree	12	24.0
	Agree	32	64.0
	No Opinion	4	8.0
	Disagree	1	2.0
	Strongly Disagree	1	2.0
	Total	50	100.0
Missing	System	40	
Total		90	

18. I have facilitated a CBI group or groups without a co-facilitator (by myself).

Response		Frequency	Valid Percent
Valid	Strongly Agree	8	16.0
	Agree	16	32.0
	No Opinion	5	10.0
	Disagree	7	14.0
	Strongly Disagree	14	28.0
	Total	50	100.0
Missing	System	40	
Total		90	

CBI Facilitator Questionnaire – Division of Prisons Results

19. Overall, my facility/agency is supportive of the CBI program.

Response		Frequency	Valid Percent
Valid	Strongly Agree	18	36.0
	Agree	22	44.0
	No Opinion	10	20.0
	Total	50	100.0
Missing	System	40	
Total		90	

20. I view CBI as a part of my routine workload (not as an extra duty).

Response		Frequency	Valid Percent
Valid	Strongly Agree	9	18.0
	Agree	20	40.0
	No Opinion	8	16.0
	Disagree	7	14.0
	Strongly Disagree	6	12.0
	Total	50	100.0
Missing	System	40	
Total		90	

21. There is a need for CBI Aftercare groups as an on-going support for participants who have completed the initial CBI program.

Response		Frequency	Valid Percent
Valid	Strongly Agree	19	38.0
	Agree	17	34.0
	No Opinion	7	14.0
	Disagree	5	10.0
	Strongly Disagree	2	4.0
	Total	50	100.0
Missing	System	40	
Total		90	

CBI Facilitator Questionnaire – Division of Prisons Results

22. I would be interested in facilitating a CBI Aftercare group.

Response		Frequency	Valid Percent
Valid	Strongly Agree	14	28.0
	Agree	13	26.0
	No Opinion	6	12.0
	Disagree	10	20.0
	Strongly Disagree	7	14.0
	Total	50	100.0
Missing	System	40	
Total		90	

CBI Facilitator Questionnaire – Division of Community Corrections Results

Of the 168 questionnaires sent out within the Division of Community Corrections (DCC), 83 persons (49%) responded.

The following are the DCC staff responses to the CBI Facilitator Questionnaire:

* Missing "99" = response not provided by respondent
* Missing "System" = Survey not completed by facilitator

1. How long have you been a trained CBI facilitator?

Response		Frequency	Valid Percent
Valid	Less than 6 months	14	17.1
	6 - 12 months	12	14.6
	13 - 18 months	13	15.9
	19 - 24 months	13	15.9
	25 - 36 months	18	22.0
	More than 36 months	12	14.6
	Total	82	100.0
Missing	99	1	
	System	85	
	Total	86	
Total		168	

2. How were you selected to become a CBI facilitator?

Response		Frequency	Valid Percent
Valid	Volunteered	33	39.8
	Chosen by employer/facility	47	56.6
	Other	3	3.6
	Total	83	100.0
Missing	System	85	
Total		168	

CBI Facilitator Questionnaire – Division of Community Corrections Results

3. What is your highest educational level?

Response		Frequency	Valid Percent
Valid	High School Graduate/GED	1	1.2
	Some College	2	2.4
	Bachelor's Degree	72	86.7
	Some Post Graduate School	3	3.6
	Master's Degree	5	6.0
	Total	83	100.0
Missing	System	85	
Total		168	

4. How many CBI groups have you facilitated?

Response		Frequency	Valid Percent
Valid	None	40	48.2
	One group	8	9.6
	2 - 5 groups	27	32.5
	6 - 10 groups	6	7.2
	11 - 15 groups	1	1.2
	16 or more groups	1	1.2
	Total	83	100.0
Missing	System	85	
Total		168	

5. How long has it been since you last facilitated a CBI group?

Response		Frequency	Valid Percent
Valid	Currently facilitating a group	3	3.7
	Less than 6 months	10	12.2
	6 - 12 months	21	25.6
	13 - 18 months	9	11.0
	19 - 24 months	1	1.2
	Never	38	46.3
	Total	82	100.0
Missing	99	1	
	System	85	
	Total	86	
Total		168	

CBI Facilitator Questionnaire – Division of Community Corrections Results

6. Have you conducted a CBI orientation for your agency or facility?

Response		Frequency	Valid Percent
Valid	Yes	12	14.6
	No	70	85.4
	Total	82	100.0
Missing	99	1	
	System	85	
	Total	86	
Total		168	

7. What type CBI group(s) have you facilitated?

Response		Frequency	Valid Percent
Valid	Thinking for a Change	42	51.2
	None	37	45.1
	TFAC + PSSA	2	2.4
	PSSA + Choices & Changes	1	1.2
	Total	82	100.0
Missing	99	1	
	System	85	
	Total	86	
Total		168	

8. Would you be interested in attending a facilitator's refresher course?

Response		Frequency	Valid Percent
Valid	Yes	47	57.3
	No	35	42.7
	Total	82	100.0
Missing	99	1	
	System	85	
	Total	86	
Total		168	

CBI Facilitator Questionnaire – Division of Community Corrections Results

9. In what CBI concepts are you the most knowledgeable?

	Response	Frequency	Valid Percent
Valid	Unknown	8	14.3
	Problem Solving	6	10.7
	TFAC	7	12.5
	Social Skills + Self Change	1	1.8
	Social Skills	8	14.3
	None	11	19.6
	All	3	5.4
	Cognitive Self Change	1	1.8
	Social Skills + Thinking Reports	2	3.6
	Active Listening	1	1.8
	Social Skills + Conflict Cycles	1	1.8
	Thinking Leads to Behavior	2	3.6
	Taking Responsibility for Own Actions	1	1.8
	Still Brand New	1	1.8
	Thinking Ahead to Outcomes	1	1.8
	I am a Master Trainer	1	1.8
	Internal Control	1	1.8
	Total	56	100.0
Missing	99	27	
	System	85	
	Total	112	
Total		168	

CBI Facilitator Questionnaire – Division of Community Corrections Results

10. In what CBI concepts would you most like additional training or information?

Response		Frequency	Valid Percent
Valid	Unknown	5	10.0
	Refresher	2	4.0
	TFAC	1	2.0
	All/Any	12	24.0
	None	10	20.0
	Cognitive Self Change	1	2.0
	Reasoning & Rehabilitation + Choices & Changes	1	2.0
	Problem Solving	9	18.0
	Responding to Anger	1	2.0
	Master Training	1	2.0
	Responding to Anger + Taking Responsibility for Own Actions	1	2.0
	Problem Solving + Cognitive Behavior	1	2.0
	All Officers Should be Trained in CBI	1	2.0
	Thinking Skills	1	2.0
	Preparing for Stressful Conversation	1	2.0
	Conducting Groups	1	2.0
	Social Skills	1	2.0
	Total	50	100.0
Missing	99	33	
	System	85	
	Total	118	
Total		168	

CBI Facilitator Questionnaire – Division of Community Corrections Results

11. I have been adequately trained to facilitate CBI groups.

Response		Frequency	Valid Percent
Valid	Strongly Agree	18	22.2
	Agree	43	53.1
	No Opinion	8	9.9
	Disagree	11	13.6
	Strongly Disagree	1	1.2
	Total	81	100.0
Missing	99	2	
	System	85	
	Total	87	
Total		168	

12. CBI makes a positive difference in participants' thinking and behavior.

Response		Frequency	Valid Percent
Valid	Strongly Agree	15	18.5
	Agree	38	46.9
	No Opinion	22	27.2
	Disagree	4	4.9
	Strongly Disagree	2	2.5
	Total	81	100.0
Missing	99	2	
	System	85	
	Total	87	
Total		168	

13. I feel comfortable facilitating a CBI group.

Response		Frequency	Valid Percent
Valid	Strongly Agree	18	22.2
	Agree	34	42.0
	No Opinion	11	13.6
	Disagree	12	14.8
	Strongly Disagree	6	7.4
	Total	81	100.0
Missing	99	2	
	System	85	
	Total	87	
Total		168	

CBI Facilitator Questionnaire – Division of Community Corrections Results

14. I would like to become a CBI Master Trainer.

	Response	Frequency	Valid Percent
Valid	Strongly Agree	8	10.0
	Agree	10	12.5
	No Opinion	21	26.3
	Disagree	18	22.5
	Strongly Disagree	19	23.8
	Already a Master Trainer	4	5.0
	Total	80	100.0
Missing	99	3	
	System	85	
	Total	88	
Total		168	

15. I plan to facilitate CBI groups in the future.

	Response	Frequency	Valid Percent
Valid	Strongly Agree	20	24.7
	Agree	33	40.7
	No Opinion	20	24.7
	Disagree	4	4.9
	Strongly Disagree	4	4.9
	Total	81	100.0
Missing	99	2	
	System	85	
	Total	87	
Total		168	

16. Participants chosen for CBI groups are well screened to ensure they are appropriate for the group.

	Response	Frequency	Valid Percent
Valid	Strongly Agree	6	7.6
	Agree	22	27.8
	No Opinion	27	34.2
	Disagree	17	21.5
	Strongly Disagree	7	8.9
	Total	79	100.0
Missing	99	4	
	System	85	
	Total	89	
Total		168	

CBI Facilitator Questionnaire – Division of Community Corrections Results

17. I use CBI techniques and skills in my own personal life.

	Response	Frequency	Valid Percent
Valid	Strongly Agree	11	13.4
	Agree	47	57.3
	No Opinion	15	18.3
	Disagree	8	9.8
	Strongly Disagree	1	1.2
	Total	82	100.0
Missing	99	1	
	System	85	
	Total	86	
Total		168	

18. I have facilitated a CBI group or groups without a co-facilitator (by myself).

	Response	Frequency	Valid Percent
Valid	Strongly Agree	8	9.9
	Agree	8	9.9
	No Opinion	16	19.8
	Disagree	25	30.9
	Strongly Disagree	24	29.6
	Total	81	100.0
Missing	99	2	
	System	85	
	Total	87	
Total		168	

19. Overall, my facility/agency is supportive of the CBI program.

	Response	Frequency	Valid Percent
Valid	Strongly Agree	16	19.5
	Agree	34	41.5
	No Opinion	20	24.4
	Disagree	7	8.5
	Strongly Disagree	5	6.1
	Total	82	100.0
Missing	99	1	
	System	85	
	Total	86	
Total		168	

CBI Facilitator Questionnaire – Division of Community Corrections Results

20. I view CBI as a part of my routine workload (not as an extra duty).

	Response	Frequency	Valid Percent
Valid	Strongly Agree	6	7.3
	Agree	20	24.4
	No Opinion	21	25.6
	Disagree	19	23.2
	Strongly Disagree	16	19.5
	Total	82	100.0
Missing	99	1	
	System	85	
	Total	86	
Total		168	

21. There is a need for CBI Aftercare groups as an on-going support for participants who have completed the initial CBI program.

	Response	Frequency	Valid Percent
Valid	Strongly Agree	19	23.2
	Agree	28	34.1
	No Opinion	28	34.1
	Disagree	6	7.3
	Strongly Disagree	1	1.2
	Total	82	100.0
Missing	99	1	
	System	85	
	Total	86	
Total		168	

22. I would be interested in facilitating a CBI Aftercare group.

	Response	Frequency	Valid Percent
Valid	Strongly Agree	12	14.6
	Agree	22	26.8
	No Opinion	26	31.7
	Disagree	9	11.0
	Strongly Disagree	13	15.9
	Total	82	100.0
Missing	99	1	
	System	85	
	Total	86	
Total		168	

CBI Facilitator Questionnaire – Division of Alcoholism and Chemical Dependency Programs Results

Of the 39 questionnaires sent out within the Division of Alcoholism and Chemical Dependency Programs (DACDP) 21 persons (54%) responded.

The following are the DACDP staff responses to the CBI Facilitator Questionnaire.:

* Missing "99" = response not provided by respondent
* Missing "System" = Survey not completed by facilitator

1. How long have you been a trained CBI facilitator?

Response		Frequency	Valid Percent
Valid	Less than 6 months	4	22.2
	6 - 12 months	8	44.4
	13 - 18 months	4	22.2
	19 - 24 months	2	11.1
	Total	18	100.0
Missing	System	21	
Total		39	

2. How were you selected to become a CBI facilitator?

Response		Frequency	Valid Percent
Valid	Volunteered	4	22.2
	Chosen by employer/facility	14	77.8
	Total	18	100.0
Missing	System	21	
Total		39	

3. What is your highest educational level?

Response		Frequency	Valid Percent
Valid	Some College	7	38.9
	Bachelor's Degree	4	22.2
	Some Post Graduate School	3	16.7
	Master's Degree	4	22.2
	Total	18	100.0
Missing	System	21	
Total		39	

CBI Facilitator Questionnaire – Division of Alcoholism and Chemical Dependency Programs Results

4. How many CBI groups have you facilitated?

Response		Frequency	Valid Percent
Valid	None	7	38.9
	One group	4	22.2
	2 - 5 groups	1	5.6
	6 - 10 groups	2	11.1
	11 - 15 groups	2	11.1
	16 or more groups	2	11.1
	Total	18	100.0
Missing	System	21	
Total		39	

5. How long has it been since you last facilitated a CBI group?

Response		Frequency	Valid Percent
Valid	Currently facilitating a group	6	33.3
	Less than 6 months	3	16.7
	6 - 12 months	4	22.2
	Never	5	27.8
	Total	18	100.0
Missing	System	21	
Total		39	

6. Have you conducted a CBI orientation for your agency or facility?

Response		Frequency	Valid Percent
Valid	Yes	4	22.2
	No	14	77.8
	Total	18	100.0
Missing	System	21	
Total		39	

CBI Facilitator Questionnaire – Division of Alcoholism and Chemical Dependency Programs Results

7. What type CBI group(s) have you facilitated?

	Response	Frequency	Valid Percent
Valid	Thinking for a Change	9	50.0
	None	6	33.3
	TFAC + PSSA	2	11.1
	TFAC + PSSA + Choices & Changes	1	5.6
	Total	18	100.0
Missing	System	21	
Total		39	

8. Would you be interested in attending a facilitator's refresher course?

	Response	Frequency	Valid Percent
Valid	Yes	17	94.4
	No	1	5.6
	Total	18	100.0
Missing	System	21	
Total		39	

9. In what CBI concepts are you the most knowledgeable?

	Response	Frequency	Valid Percent
Valid	Unknown	2	15.4
	Problem Solving	1	7.7
	TFAC	3	23.1
	Social Skills	1	7.7
	All	2	15.4
	Stop & Think	1	7.7
	Thinking Leads to Behavior	1	7.7
	Responding to Other's Feelings	2	15.4
	Total	13	100.0
Missing	99	5	
	System	21	
	Total	26	
Total		39	

CBI Facilitator Questionnaire – Division of Alcoholism and Chemical Dependency Programs Results

10. In what CBI concepts would you most like additional training or information?

Response		Frequency	Valid Percent
Valid	Unknown	2	18.2
	Refresher	2	18.2
	None	2	18.2
	Reasoning & Rehabilitation + Choices & Changes	2	18.2
	Thinking Skills	1	9.1
	Problem Solving + Responding to Anger	1	9.1
	Understanding the Feelings of Others	1	9.1
	Total	11	100.0
Missing	99	7	
	System	21	
	Total	28	
Total		39	

11. I have been adequately trained to facilitate CBI groups.

Response		Frequency	Valid Percent
Valid	Strongly Agree	5	29.4
	Agree	9	52.9
	No Opinion	1	5.9
	Disagree	2	11.8
	Total	17	100.0
Missing	99	1	
	System	21	
	Total	22	
Total		39	

CBI Facilitator Questionnaire – Division of Alcoholism and Chemical Dependency Programs Results

12. CBI makes a positive difference in participants' thinking and behavior.

Response		Frequency	Valid Percent
Valid	Strongly Agree	5	29.4
	Agree	11	64.7
	No Opinion	1	5.9
	Total	17	100.0
Missing	99	1	
	System	21	
	Total	22	
Total		39	

13. I feel comfortable facilitating a CBI group.

Response		Frequency	Valid Percent
Valid	Strongly Agree	6	37.5
	Agree	7	43.8
	Disagree	3	18.8
	Total	16	100.0
Missing	99	2	
	System	21	
	Total	23	
Total		39	

14. I would like to become a CBI Master Trainer.

Response		Frequency	Valid Percent
Valid	Strongly Agree	7	41.2
	Agree	5	29.4
	No Opinion	3	17.6
	Strongly Disagree	2	11.8
	Total	17	100.0
Missing	99	1	
	System	21	
	Total	22	
Total		39	

CBI Facilitator Questionnaire – Division of Alcoholism and Chemical Dependency Programs Results

15. I plan to facilitate CBI groups in the future.

	Response	Frequency	Valid Percent
Valid	Strongly Agree	6	35.3
	Agree	9	52.9
	No Opinion	1	5.9
	Strongly Disagree	1	5.9
	Total	17	100.0
Missing	99	1	
	System	21	
	Total	22	
Total		39	

16. Participants chosen for CBI groups are well screened to ensure they are appropriate for the group.

	Response	Frequency	Valid Percent
Valid	Strongly Agree	3	18.8
	Agree	6	37.5
	No Opinion	3	18.8
	Disagree	3	18.8
	Strongly Disagree	1	6.3
	Total	16	100.0
Missing	99	2	
	System	21	
	Total	23	
Total		39	

17. I use CBI techniques and skills in my own personal life.

	Response	Frequency	Valid Percent
Valid	Strongly Agree	6	33.3
	Agree	10	55.6
	No Opinion	1	5.6
	Strongly Disagree	1	5.6
	Total	18	100.0
Missing	System	21	
Total		39	

CBI Facilitator Questionnaire – Division of Alcoholism and Chemical Dependency Programs Results

18. I have facilitated a CBI group or groups without a co-facilitator (by myself).

Response		Frequency	Valid Percent
Valid	Strongly Agree	3	16.7
	Agree	4	22.2
	No Opinion	3	16.7
	Disagree	5	27.8
	Strongly Disagree	3	16.7
	Total	18	100.0
Missing	System	21	
Total		39	

19. Overall, my facility/agency is supportive of the CBI program.

Response		Frequency	Valid Percent
Valid	Strongly Agree	14	77.8
	Agree	3	16.7
	No Opinion	1	5.6
	Total	18	100.0
Missing	System	21	
Total		39	

20. I view CBI as a part of my routine workload (not as an extra duty).

Response		Frequency	Valid Percent
Valid	Strongly Agree	4	23.5
	Agree	8	47.1
	No Opinion	1	5.9
	Disagree	4	23.5
	Total	17	100.0
Missing	99	1	
	System	21	
	Total	22	
Total		39	

CBI Facilitator Questionnaire – Division of Alcoholism and Chemical Dependency Programs Results

21. There is a need for CBI Aftercare groups as an on-going support for participants who have completed the initial CBI program.

Response		Frequency	Valid Percent
Valid	Strongly Agree	7	38.9
	Agree	9	50.0
	No Opinion	1	5.6
	Disagree	1	5.6
	Total	18	100.0
Missing	System	21	
Total		39	

22. I would be interested in facilitating a CBI Aftercare group.

Response		Frequency	Valid Percent
Valid	Strongly Agree	6	33.3
	Agree	6	33.3
	No Opinion	4	22.2
	Disagree	2	11.1
	Total	18	100.0
Missing	System	21	
Total		39	

CBI Implementation and Process Survey
(Conducted at the 2003 Facilitators' Refresher Conference)

1. In what type facility/agency are you employed?
    ☐ Prison
    ☐ Community Corrections
    ☐ Dependency Program
    ☐ Community College
    ☐ Self-employed (Contractor)
    ☐ Other, explain _____

2. How long have you been a trained CBI facilitator?
    _____ Years _____ Months

3. How was CBI implemented in your facility/agency?
    ☐ Staff was told to do it without orientation or input
    ☐ Orientation was provided to administrative staff only
    ☐ Orientation was provided to all staff
    ☐ Staff actively participated in the development/implementation process
    ☐ CBI has not yet been implemented
    ☐ Other, explain: _____

4. Have you facilitated any CBI groups? ☐ Yes ☐ No

5. Are you presently facilitating a CBI group? ☐ Yes ☐ No

6. Do you plan to facilitate a CBI group within the next six months?
    ☐ Yes ☐ No

(If you answered "Yes" to either question 4 or 5, complete the following questions – if you answered "No" to <u>both</u> 4 & 5, you may go to the end of the survey)

7. How many CBI groups have you facilitated? _____

8. Have you facilitated ☐ alone or ☐ with a co-facilitator?

9. If you had a co-facilitator, have they been through CBI facilitator training?
    ☐ Yes ☐ No

10. What curriculum have you used?
    ☐ Thinking for a Change
    ☐ Reasoning and Rehabilitation
    ☐ Choices and Changes
    ☐ Other, explain _____

11. How many sessions (classes) do you conduct per course? _____

12. What has been the length of each session (class)? _____ hour(s)

13. Were you involved in the intake interview process for selecting the CBI participants? ☐ Yes ☐ No

APPENDIX E

14. Have you followed the CBI lesson plan:
    ☐ Exactly as written
    ☐ With some slight modifications
    ☐ Using the lesson plan as a general model, but personalizing the content
    ☐ Haven't followed the curriculum at all

15. Have you assigned and reviewed homework for all lessons with homework?
    ☐ Yes   ☐ No

16. Have you used thinking reports outside the CBI classroom? ☐ Yes ☐ No

17. Approximately how much time have you spent <u>each week</u> outside of class in preparation for the CBI session? _____ hour(s) _____ minutes

18. Have you regularly used the following equipment in your CBI classroom?
    ☐ Overhead projector   ☐ Skill cards
    ☐ Flipchart   ☐ Handouts
    ☐ Erasable board   ☐ TV/VCR
    ☐ Other, describe _____

19. Have participants completed the *Self-Evaluation, What Else Do I Need,* found in lesson 22 as a: ☐ pre-test ☐ post-test ☐ Neither?

20. Has each participant had his/her own CBI workbook? ☐ Yes   ☐ No

21. Have all participants had at least a fifth grade reading level? ☐ Yes ☐ No

22. How many absences do you allow a participant before releasing them from class? _____ Excused _____ Unexcused

23. Have you provided any CBI aftercare following completion of the curriculum?
    ☐ Yes   ☐ No   If yes, explain _____

24. Has your CBI program been observed by a master trainer for a quality assurance visit? ☐ Yes   ☐ No

25. Do you provide any incentives to CBI participants?   ☐ Yes   ☐ No
    If yes, what: ☐ Merit Time (how much? _____) ☐ Graduation Party/Snacks
    ☐ Other, explain: _____

26. Have you data entered information regarding your CBI course/attendance into:
    ☐ OPUS
    ☐ CBI Tracking System
    ☐ Neither

_____   _____
DATE   NAME

CBI Implementation and Process Survey Responses

The following are the results of a survey given to CBI facilitators at the CBI Facilitator Refresher Mini-conference in September 2003. 54 of the 66 facilitators in attendance (82%) responded to the survey.

N = 54

1. In what type facility/agency are you employed?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Prison	26	48.15	26	48.15
DCC	19	35.19	45	83.33
DACDP (DART)	4	7.41	49	90.74
Community College	2	3.70	51	94.44
Contractor	3	5.56	54	100.00

APPENDIX F
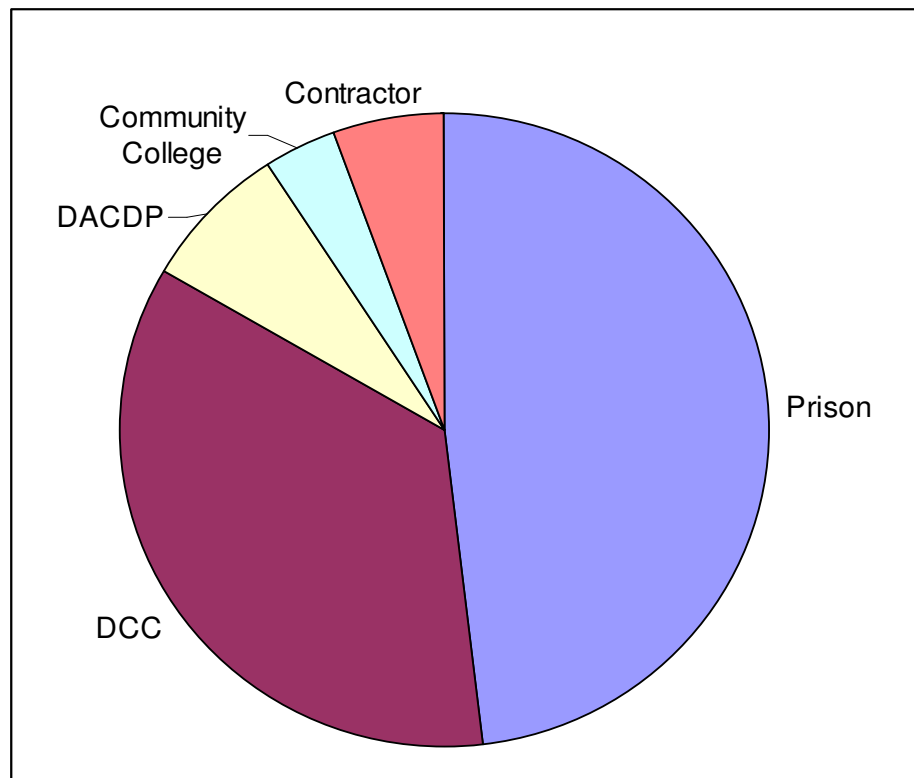
2. How long have you been a trained CBI facilitator?

Response (yrs.)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Trained	2	3.70	2	3.70
0.5	2	3.70	4	7.41
0.8	2	3.70	6	11.11
1	9	16.67	15	27.78
1.1	1	1.85	16	29.63
1.25	1	1.85	17	31.48
1.4	1	1.85	18	33.33
1.5	4	7.41	22	40.74
1.8	1	1.85	23	42.59
2	4	7.41	27	50.00
2.25	1	1.85	28	51.85
2.5	1	1.85	29	53.70
2.75	1	1.85	30	55.56
3	6	11.11	36	66.67
3.3	2	3.70	38	70.37
3.4	1	1.85	39	72.22
3.5	1	1.85	40	74.07
4	9	16.67	49	90.74
4.4	1	1.85	50	92.59
4.5	1	1.85	51	94.44
4.75	1	1.85	52	96.30
5	1	1.85	53	98.15
5.5	1	1.85	54	100.00
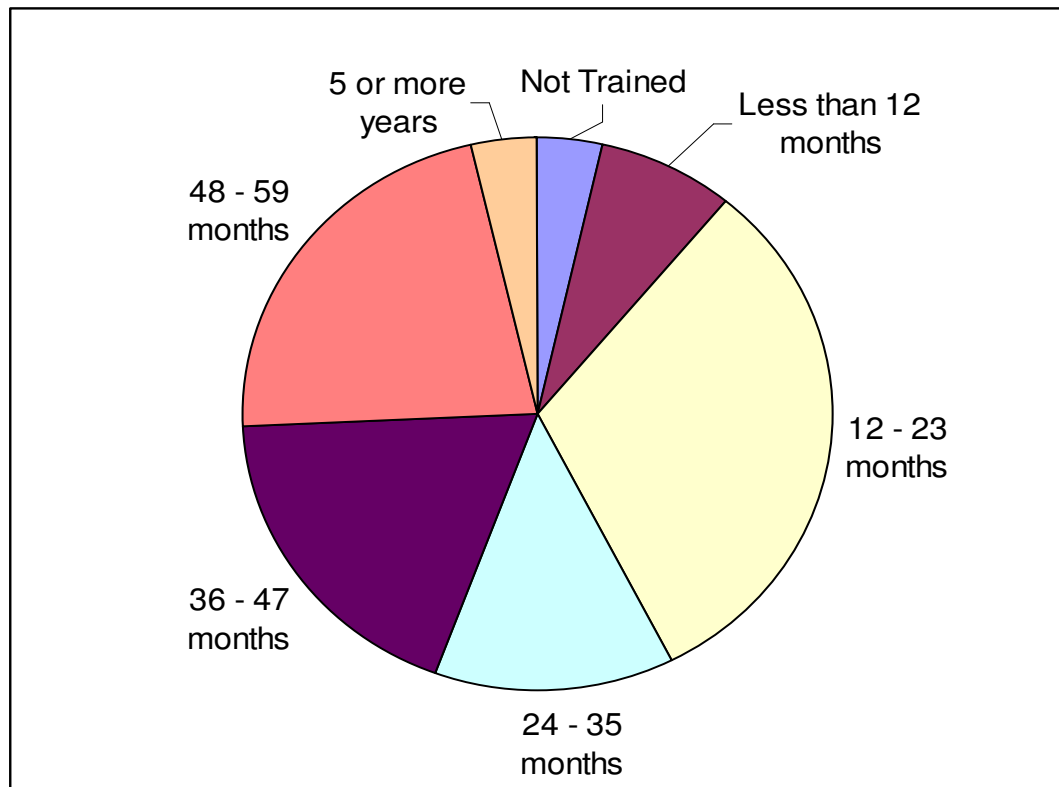
3. How was CBI implemented in your facility/agency?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Staff was told to do it without orientation or input	11	21.57	11	21.57
Orientation was provided to administrative staff only	12	23.53	23	45.10
Orientation was provided to all staff	2	3.92	25	49.02
Staff actively participated in the process	12	23.53	37	72.55
CBI has not yet been implemented	11	21.57	48	94.12
Other	2	3.92	50	98.04
Both provided to all staff & all staff participated	1	1.96	51	100.00

Frequency Missing = 3
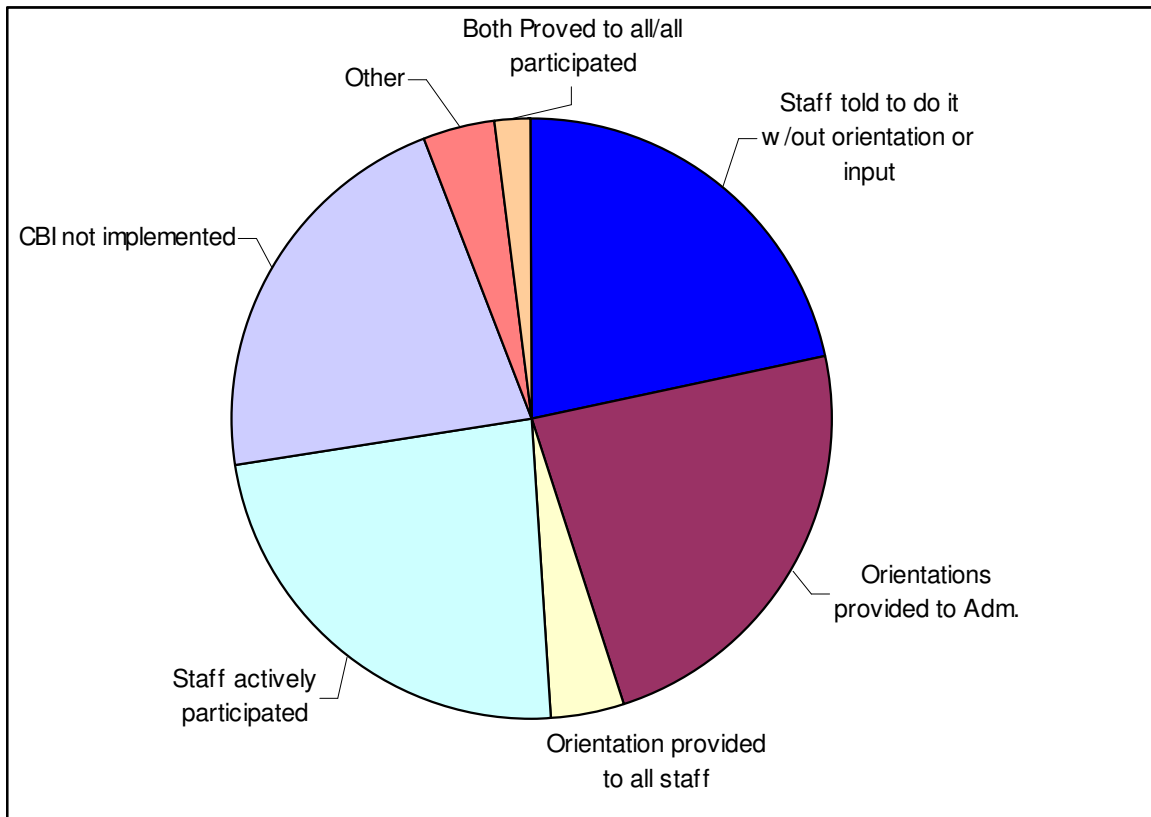
4. Have you facilitated any CBI groups?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	39	72.22	39	72.22
No	15	27.78	54	100.00
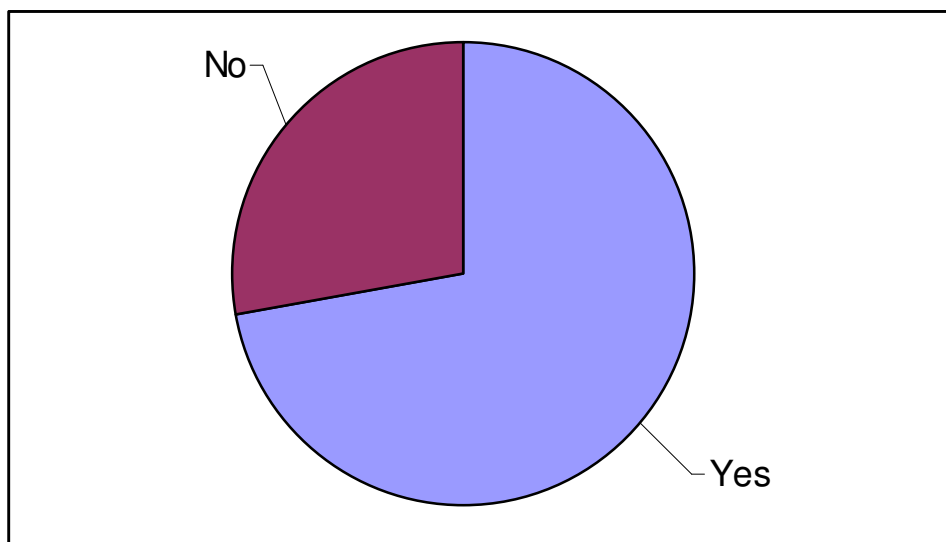
5. Are you presently facilitating a CBI group?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	18	33.33	18	33.33
No	36	66.67	54	100.00
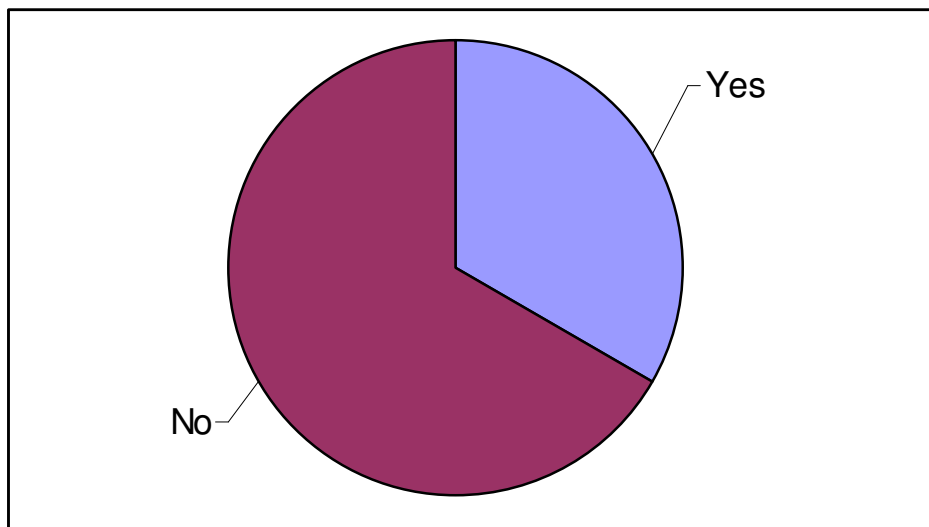
6. Do you plan to facilitate a CBI group within the next six months?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	46	92.00	46	92.00
No	4	8.00	50	100.00

Frequency Missing = 4
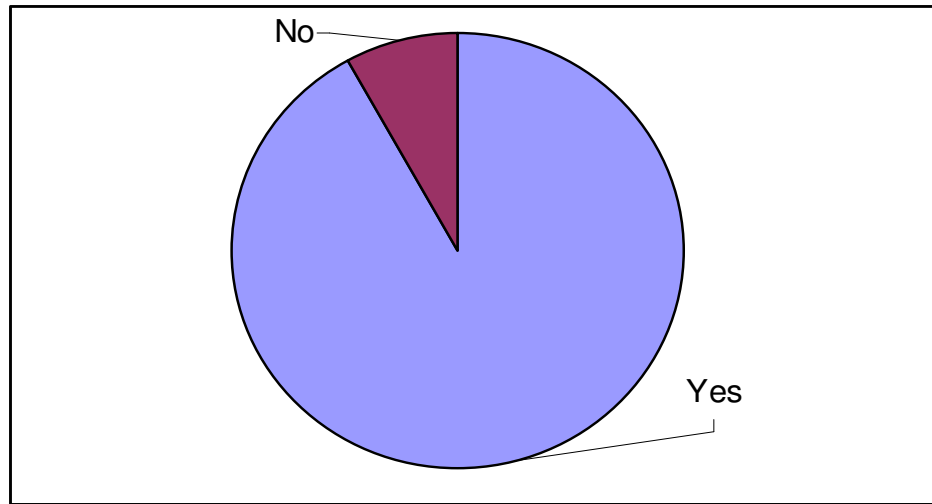
7. How many CBI groups have you facilitated?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	9	25.71	9	25.71
2	4	11.43	13	37.14
3	3	8.57	16	45.71
4	3	8.57	19	54.29
4.5	1	2.86	20	57.14
5	2	5.71	22	62.86
6	3	8.57	25	71.43
7	3	8.57	28	80.00
8	1	2.86	29	82.86
12	1	2.86	30	85.71
16	1	2.86	31	88.57
20	2	5.71	33	94.29
30	1	2.86	34	97.14
45	1	2.86	35	100.00

Frequency Missing = 19

7.   How many CBI groups have you facilitated? (Continued)
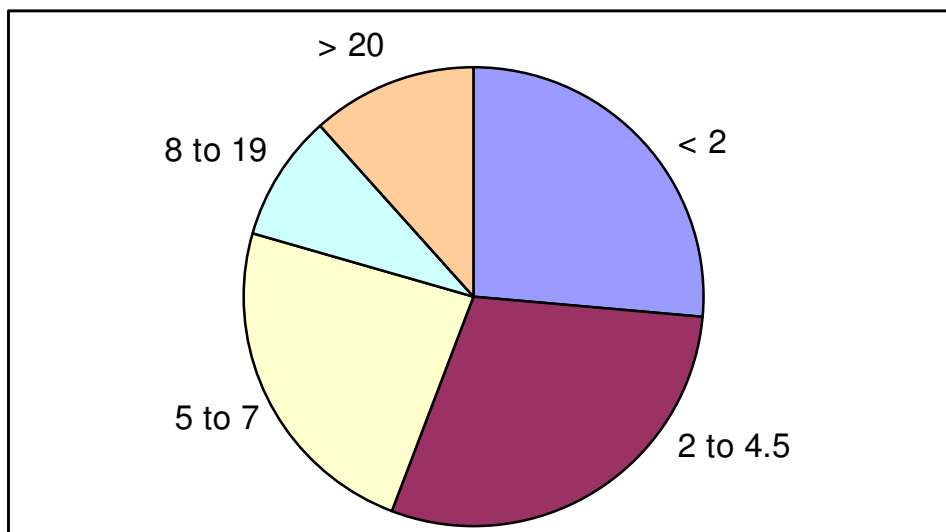
8. Have you facilitated alone or with a co-facilitator?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Alone	15	39.47	15	39.47
With a co-facilitator	23	60.53	38	100.00

Frequency Missing = 16
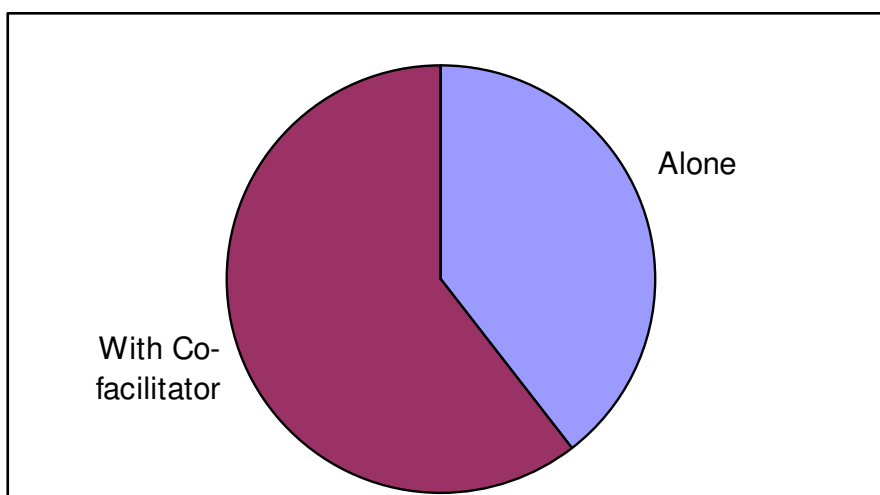
9. If you had a co-facilitator, have they been through CBI facilitator training?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	22	84.62	22	84.62
No	4	15.38	26	100.00

Frequency Missing = 28
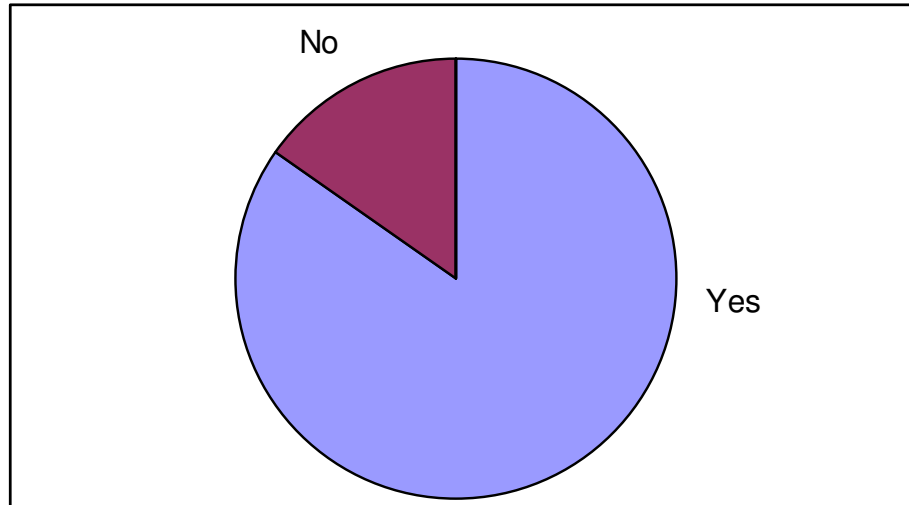
10. What curriculum have you used?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
TFAC	35	97.22	35	97.22
PSSA	1	2.78	36	100.00

Frequency Missing = 18
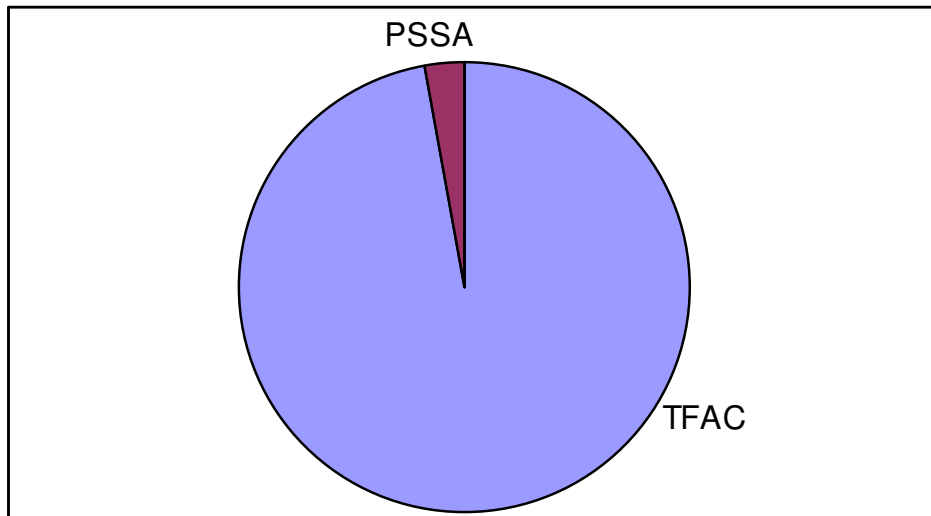
11. How many sessions (classes) do you conduct per course?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
11	3	8.82	6	8.82
12	3	8.82	9	17.64
14	2	5.88	11	23.52
16	3	8.82	14	32.34
18	1	2.94	15	35.28
19	1	2.94	16	38.22
20	1	2.94	17	41.16
21	1	2.94	18	44.10
22	16	47.06	34	91.18
24	2	5.88	33	97.06
25	1	2.94	34	100.00

Frequency Missing = 20
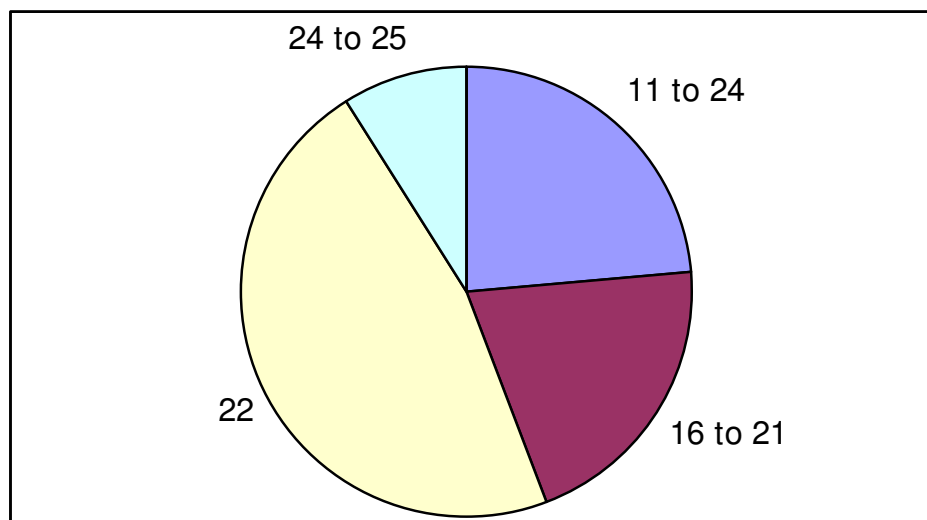
12. What has been the length of each session/class?

Response (hrs.) f	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	6	15.79	6	15.79
1.25	1	2.63	7	18.42
1.5	10	26.32	17	44.74
2	16	42.11	33	86.84
2.5	4	10.53	37	97.37
3	1	2.63	38	100.00

Frequency Missing = 16

12. What has been the length of each session/class? (Continued)
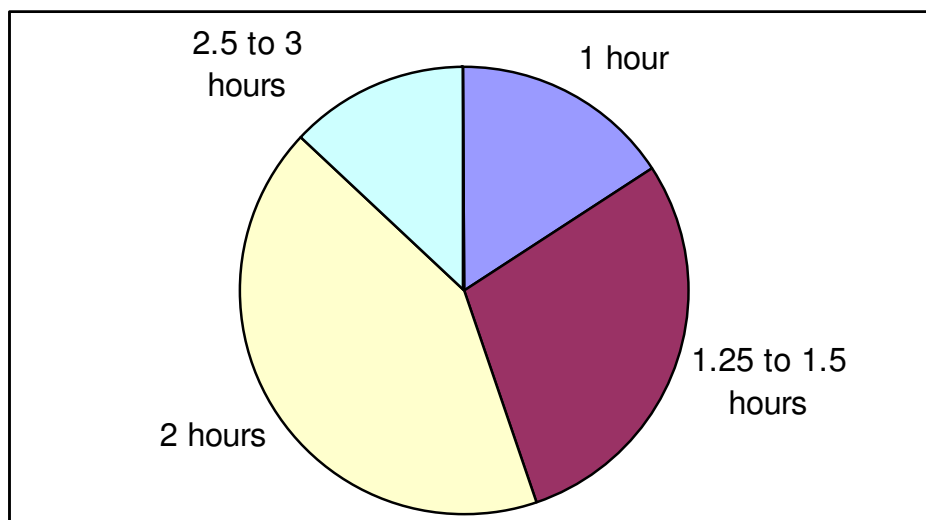
13. Were you involved in the intake interview process for selecting the CBI participants?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	26	68.42	26	68.42
No	12	31.58	38	100.00

Frequency Missing = 16
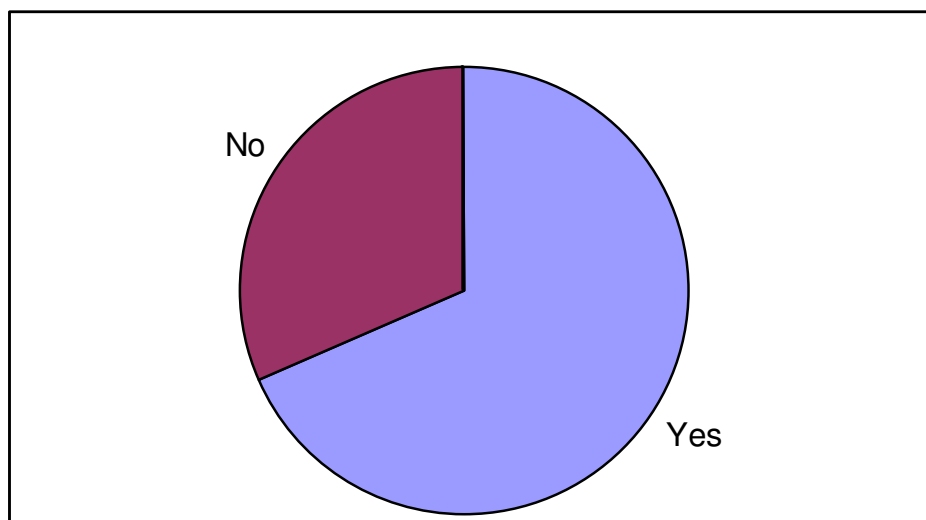
14. Have you followed the CBI lesson plan?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Exactly as written	13	34.21	13	34.21
With some slight modifications	18	47.37	31	81.58
Using the lesson plan as a General model, but person- alizing the content	7	18.42	38	100.00

Frequency Missing = 16
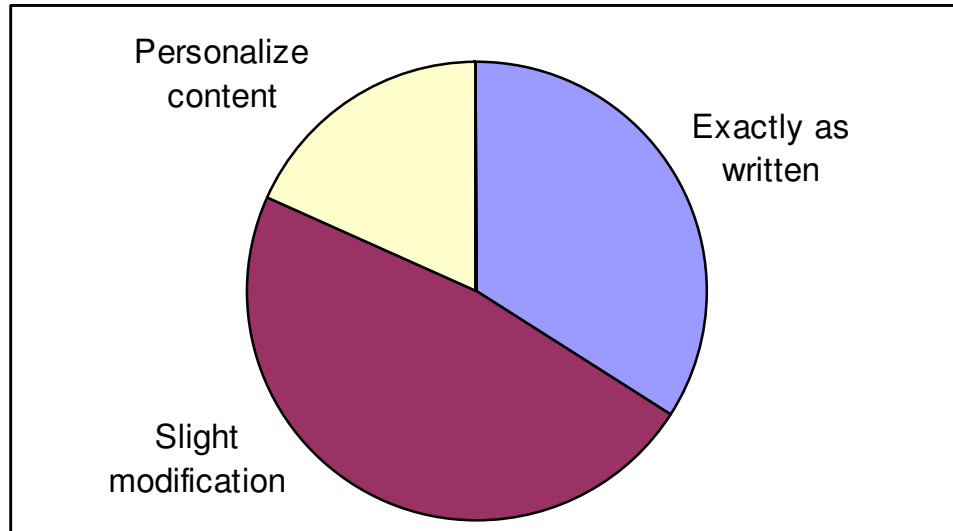
15. Have you assigned and reviewed homework for all lessons with homework?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	35	92.11	35	92.11
No	3	7.89	38	100.00

Frequency Missing = 16
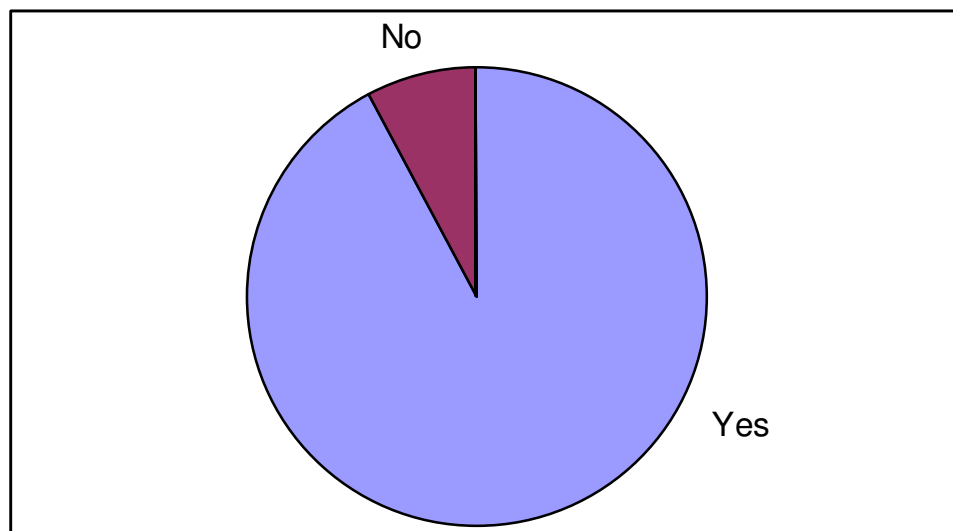
16. Have you used thinking reports outside the CBI classroom?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	21	55.26	21	55.26
No	17	44.74	38	100.00

Frequency Missing = 16
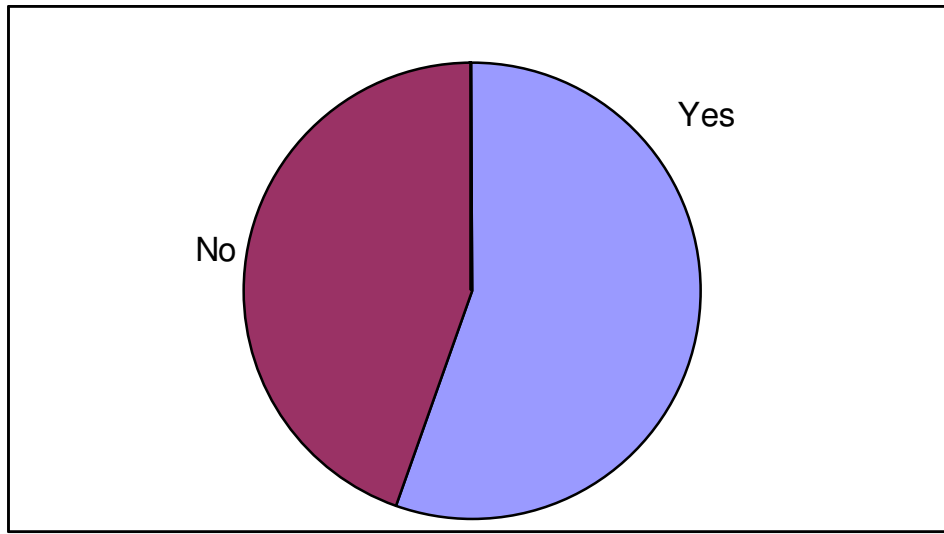
17. Approximately how much time have you spent <u>each week</u> outside of class in preparation for the CBI session?

Response (hrs.)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0.4	1	2.94	1	2.94
0.5	4	11.76	5	14.71
0.75	1	2.94	6	17.65
1	12	35.29	18	52.94
1.5	1	2.94	19	55.88
2	12	35.29	31	91.18
3	2	5.88	33	97.06
4	1	2.94	34	100.00

Frequency Missing = 20

17. Approximately how much time have you spent _each week_ outside of class in preparation for the CBI session? (Continued)
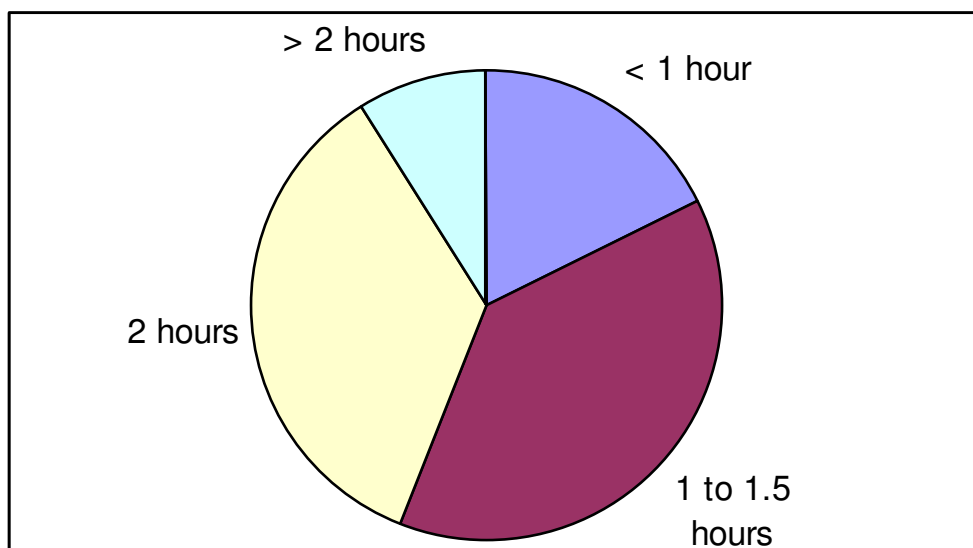
18. Have you regularly used the following equipment in your CBI classroom?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Overhead projector	30	81.08	30	81.08
Flipchart	35	95.59	65	176.67
Erasable board	23	62.16	58	238.83
Skill cards	25	68.57	126	307.40
Handouts	20	54.05	146	361.45
TV/VCR	26	70.27	172	431.72
Other	2	5.41	174	437.13

Frequency Missing = 17
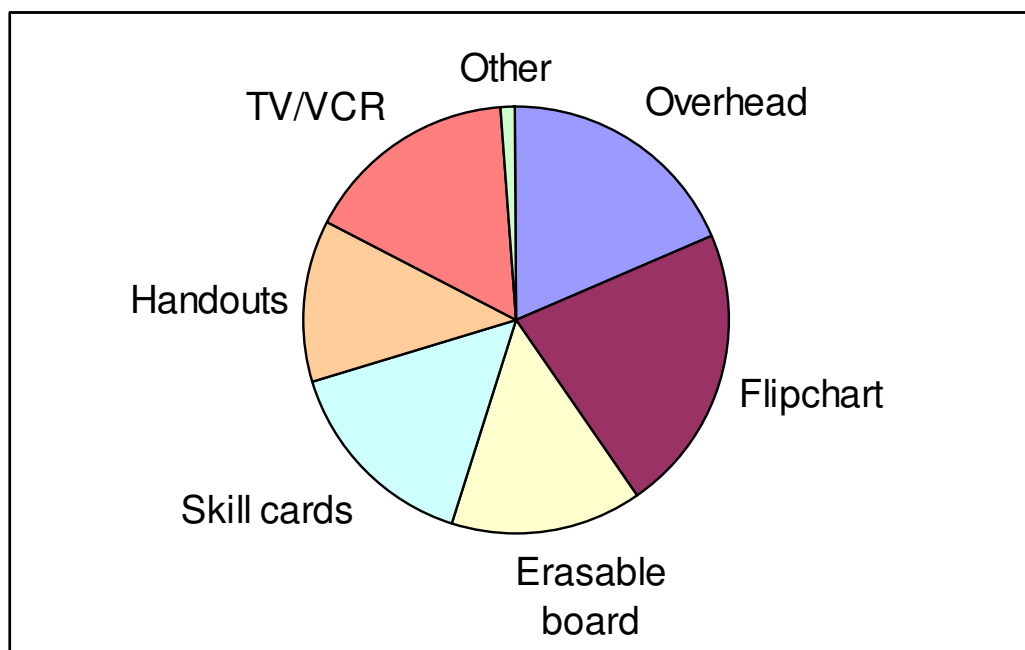
19. Have participants completed the *Self-Evaluation, What Else Do I Need,* found in lesson 22 as a:

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Pre-test	2	5.41	2	5.41
Post-test	8	21.62	10	27.03
Neither	12	32.43	22	59.46
Both	15	40.54	37	100.00

Frequency Missing = 17
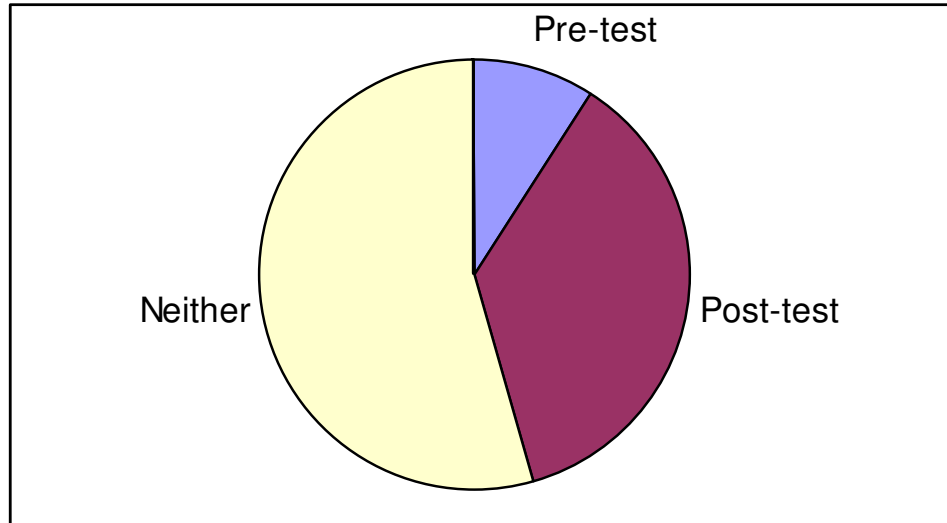
20. Has each participant had his/her own CBI workbook?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	34	91.89	34	91.89
No	3	8.11	37	100.00

Frequency Missing = 17
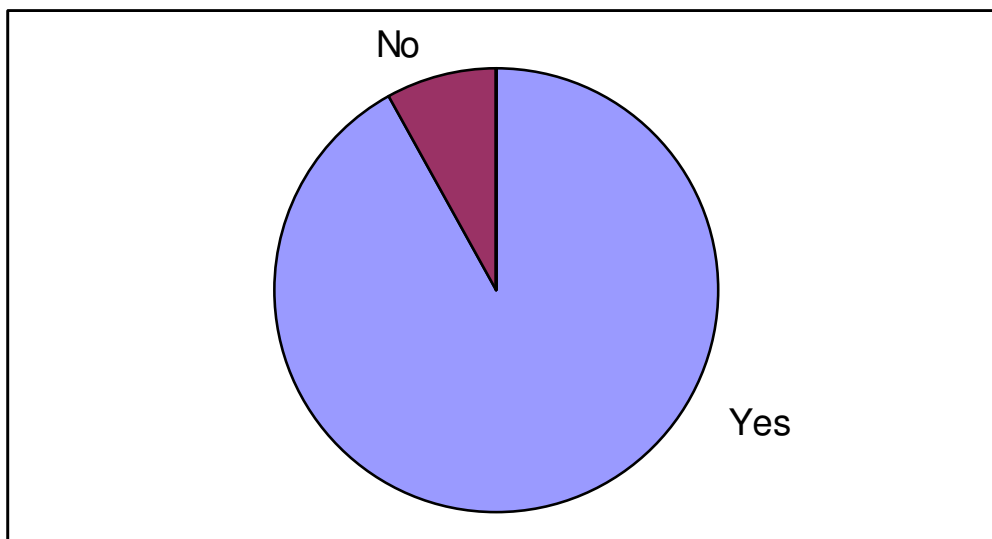
21. Have all participants had at least a fifth grade reading level?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	23	62.16	23	62.16
No	14	37.84	37	100.00

Frequency Missing = 17
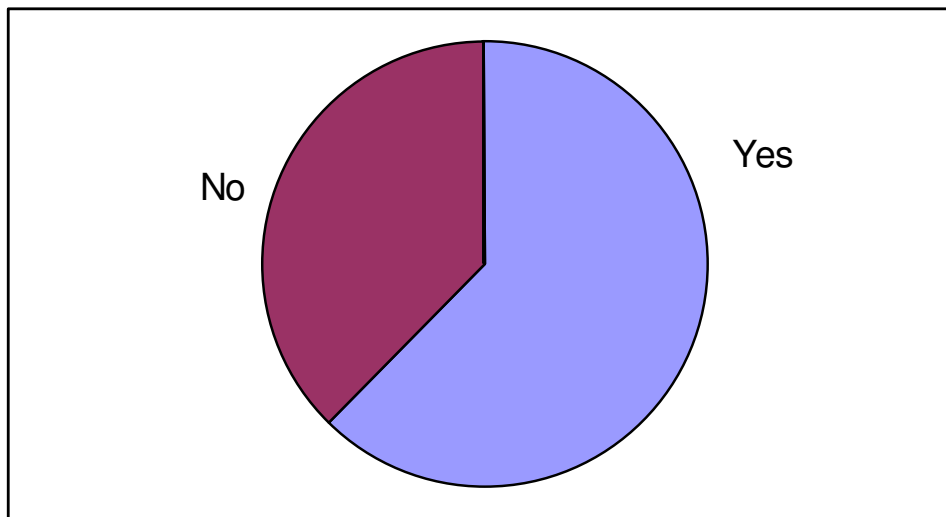
22. How many EXCUSED absences do you allow a participant before releasing them from class?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	3.70	1	3.70
2	13	48.15	14	51.85
3	11	40.74	25	92.59
4	1	3.70	26	96.30
5	1	3.70	27	100.00

Frequency Missing = 27

22. How many EXCUSED absences do you allow a participant before releasing them from class? (Continued)
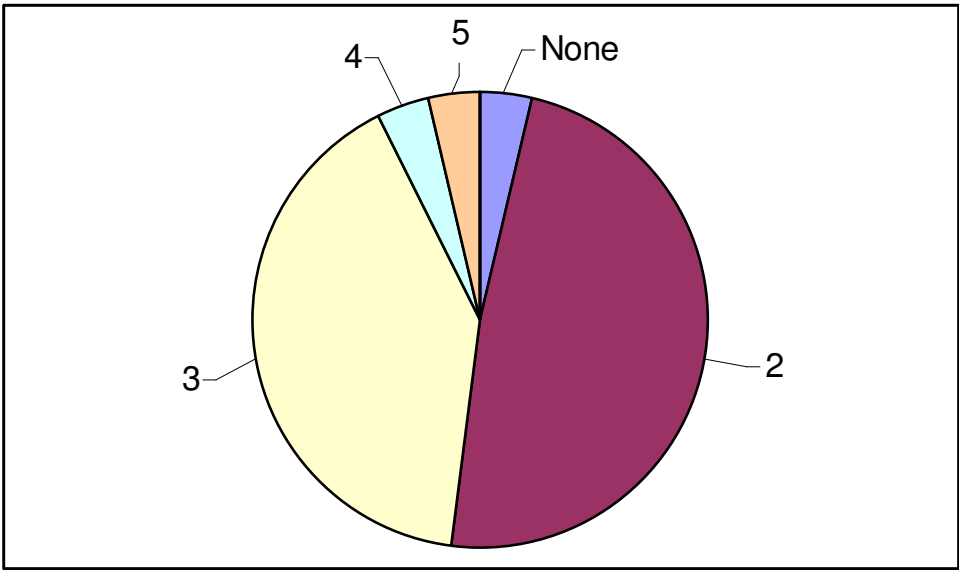
22A. How many UNEXCUSED absences do you allow a participant before releasing them from class?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	7	25.00	7	25.00
1	6	21.43	13	46.43
2	5	17.86	18	64.29
3	10	35.71	28	100.00

Frequency Missing = 26
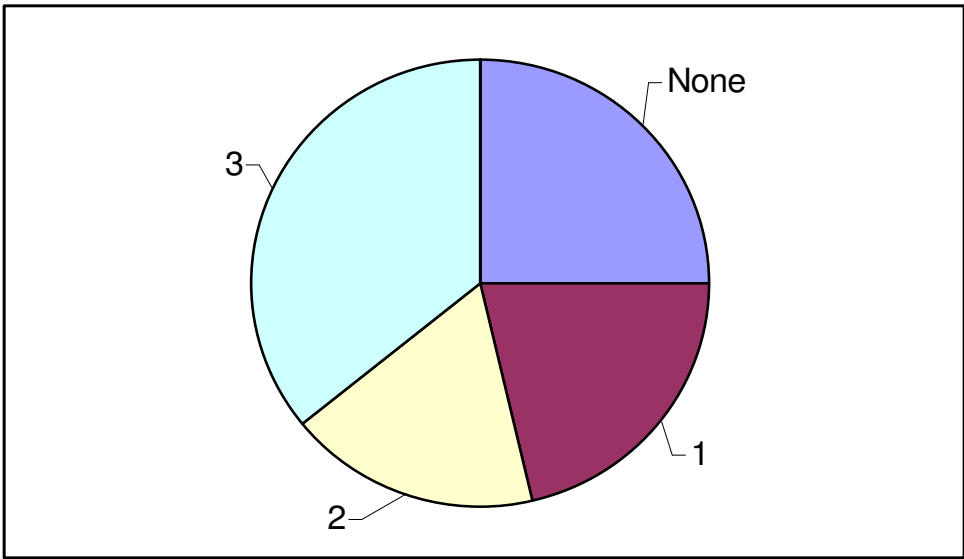
23. Have you provided any CBI aftercare following completion of the curriculum?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	4	10.81	4	10.81
No	33	89.19	37	100.00

Frequency Missing = 17
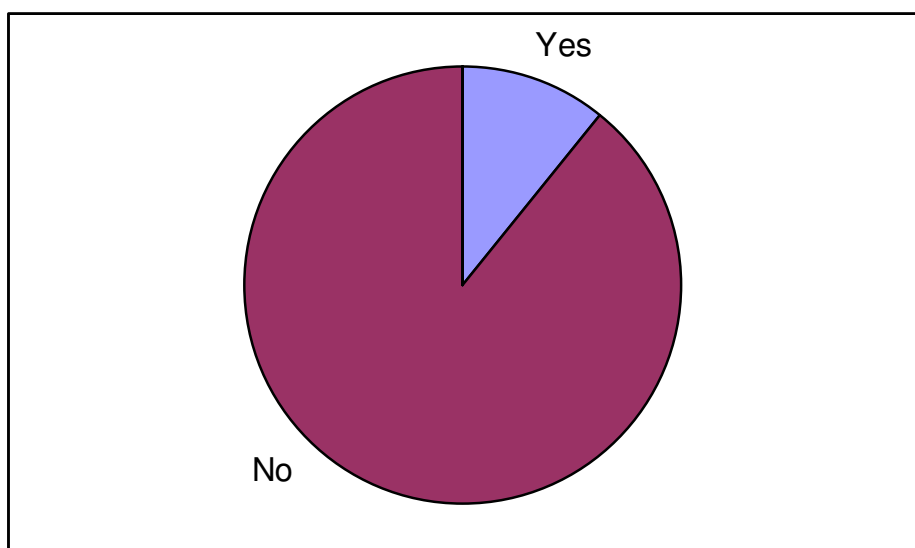
24. Has your CBI program been observed by a master trainer for a quality assurance visit?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	9	25.00	9	25.00
No	27	75.00	36	100.00

Frequency Missing = 18
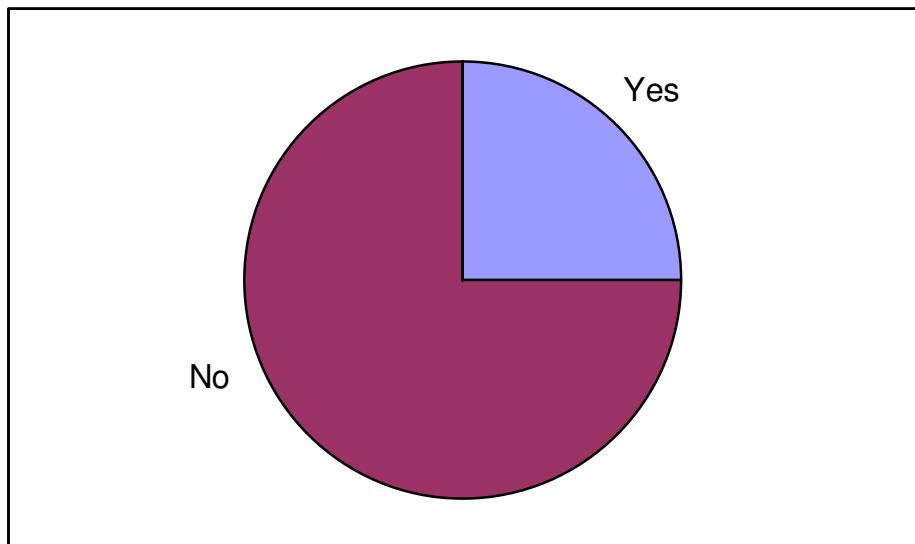
25. Do you provide any incentives to CBI participants?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	31	86.11	31	86.11
No	5	13.89	36	100.00

Frequency Missing = 18
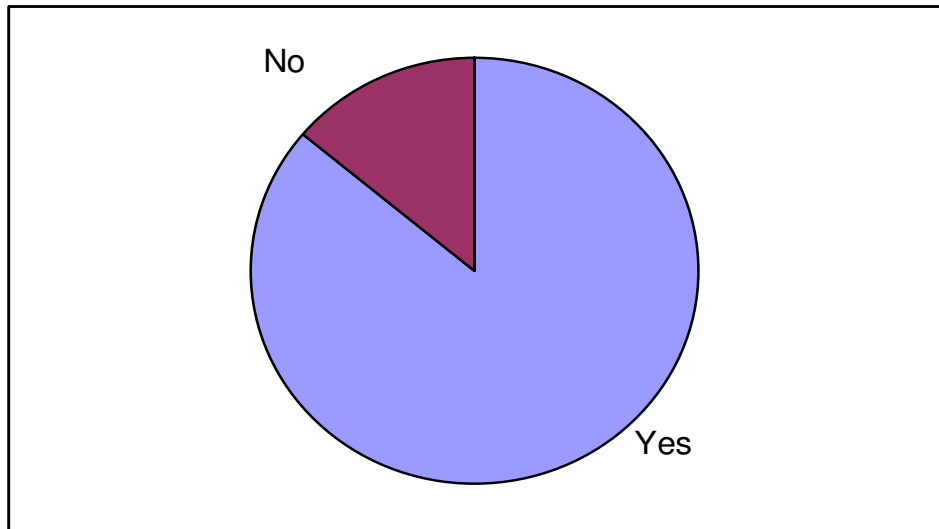
25A. If merit time is given for CBI, how much?

Response (days)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	33.33	1	33.33
5	2	66.67	3	100.00

Frequency Missing = 51
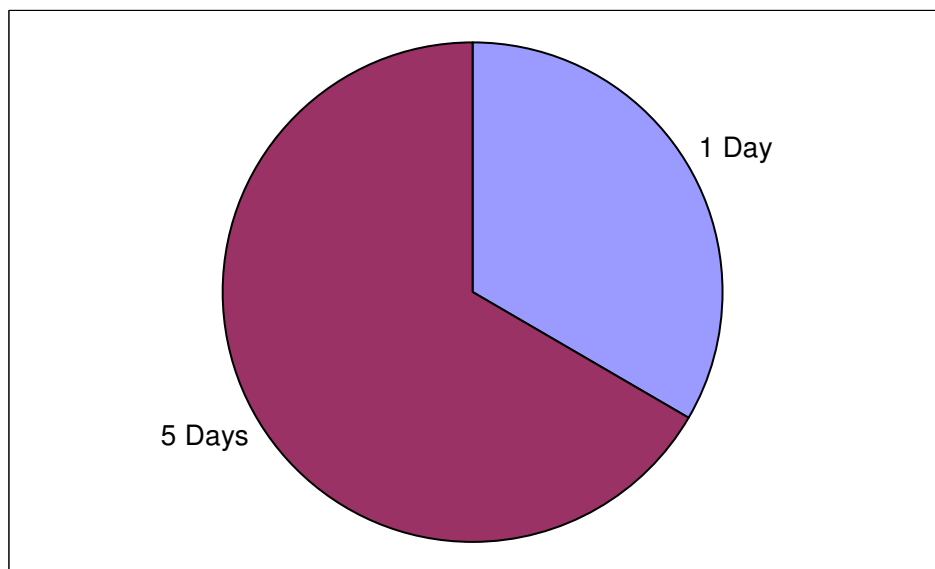
25B. If other incentives are given for CBI, what?

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Graduation Party/Snacks	23	79.31	23	79.31
Pizza	6	20.69	29	100.00

Frequency Missing = 25
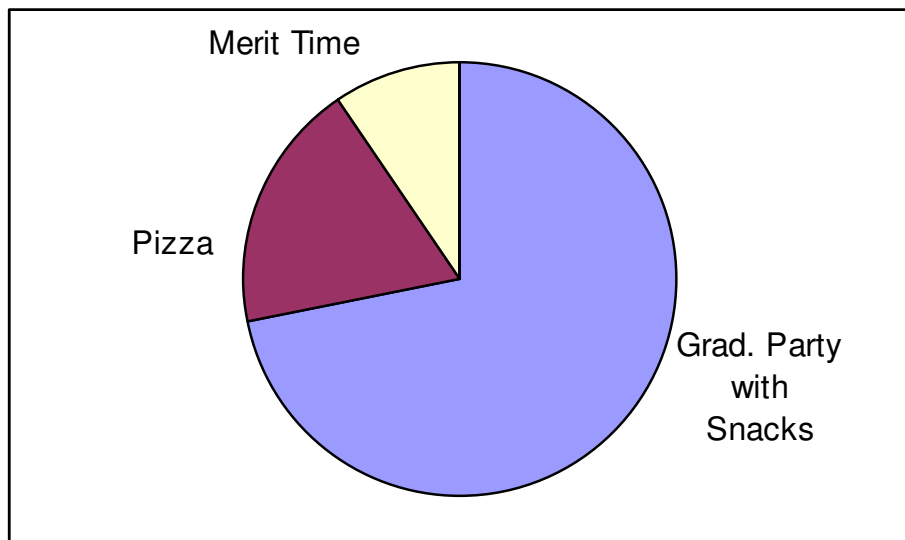
26. Have you data entered information regarding your CBI course/attendance into:

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Opus	19	51.35	19	51.35
CBI Tracking	0	0	19	51.35
Neither	18	48.65	37	100.00

Frequency Missing = 17
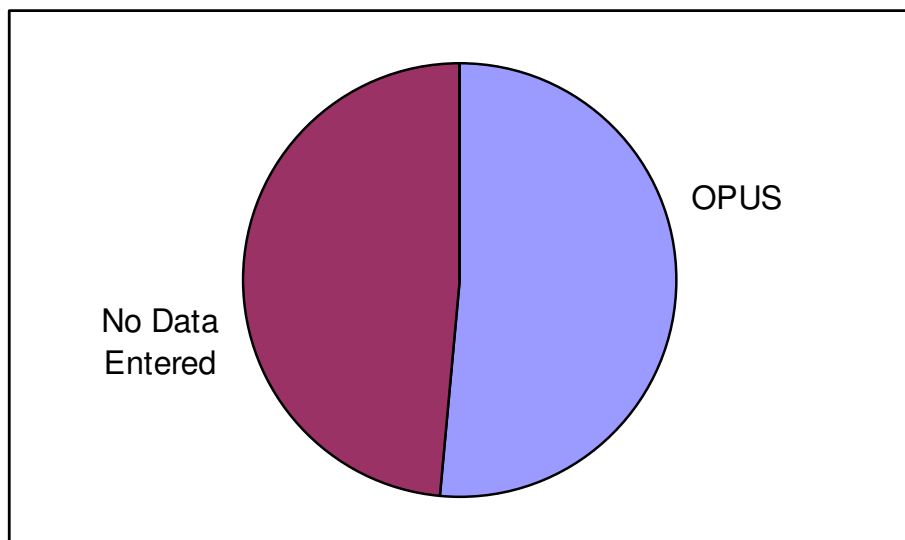
Division of Community Corrections
Telephone Survey

1. Office/Location _____

2. Respondent/Title _____

3. Is Cognitive Behavioral Intervention (CBI) <u>currently</u> being offered to offenders by

   ☐ Staff   ☐ Contract   ☐ Not currently offered

4. If <u>not</u> <u>currently</u> being offered, has it been offered in the past 6 months?

   ☐ Yes   ☐ No

5. If offered, what program is used?

   ☐ Thinking for a Change

   ☐ Reasoning and Rehabilitation

   ☐ Choices and Changes

   ☐ Problem Solving Skills in Action

   ☐ Other, _____

6. Do you have trained CBI facilitators on staff?   ☐ Yes   ☐ No

7. If yes, how many? _____

Appendix G

<div style="border: 1px solid black; text-align: center;">

North Carolina CBI Monitoring Tool
Quality Assurance Checklist

</div>

This instrument is based on the Wisconsin Cognitive Interventions Program Monitoring Tool. We appreciate the assistance of the Wisconsin Department of Corrections, with special thanks to Sandy Reno, in this effort to implement cognitive behavioral approaches with the offender population.

Program Site:	
Lead Facilitator:	
Co-Facilitator:	
Group Size:	
Curriculum Name:	
Lesson Topic & Brief Description	
QA Visit Number:	
Observer:	
Date:	

DIRECTIONS: This Monitoring Tool is designed to assess adherence to the objectives and process of the North Carolina CBI effort. The attached pages should be completed based on observation of one group session in its entirety. Place a check mark in front of the statements that most accurately describe the characteristics of the staff and/or group. If neither item is appropriate due to a lack of observable information, check Not Applicable in the space provided.

Items checked should reflect actual group events. If, for example, the group leader reads from the manual because it is his/her first time teaching, this item should be checked. Observer responses should reflect the experience of being in a particular group. In this way, qualitative differences will be noted even though there may be good reasons for those differences. Explanations for specific ratings may be recorded under the "Comments" section.

At the end, complete the summary section, which should include constructive feedback and recommendations for the facilitators. Also, obtain signatures to indicate that the summary has been reviewed and discussed with the facilitators. Signature by the facilitators only means that the summary was provided to them and discussed. It is an acknowledgment rather than agreement or acceptance.

Please note the following:
* denotes **Not Applicable** to the Reasoning & Rehabilitation curriculum, and

** denotes that Reasoning & Rehabilitation staff do not determine sanctions and therefore the statements do not apply to that curriculum.

Appendix H

1. Maintain Clear Focus on Basic Steps of Cognitive Change (Lesson Presentation)		
__ Staff worked together in cooperative manner to deliver material.	__ All staff was not actively in presentation of materials and/or group discussions/activities; staff provided conflicting information or answers.	__ NOT APPLICABLE
__ Staff displayed knowledge of lesson content; provided personal examples and illustrations to explain concepts.	__ Staff did not appear prepared to present lesson (i.e., read from manual, failed to provide personal examples and illustrations, could not answer participant questions).	__ NOT APPLICABLE
__ Staff proceeded slowly and systematically; modified lesson presentation to accommodate level of participants understanding.	__ Staff presented lesson materials in a haphazard or hurried manner; failed to recognize/respond to signs that participants misunderstood concepts or purpose of tasks and activities.	__ NOT APPLICABLE
__ Staff discussed key issues and concluded lesson in timely manner.	__ Staff skipped key issues, left matters "in the air" at conclusion of lesson; failed to complete lesson on time.	__ NOT APPLICABLE
__ Staff reviewed information from previous lesson.	__ Staff failed to review information from previous lesson.	__ NOT APPLICABLE
* __ Staff corrected previous homework assignment, feedback addressed skill deficits and completeness.	* __ Staff did not correct previous homework or failed to provide feedback about skill deficits or completeness.	__ NOT APPLICABLE
* __ Staff discussed problems evidenced in homework.	* __ Staff failed to discuss problems evidenced in homework.	__ NOT APPLICABLE
* __ Staff monitored participant completion of current homework assignment, required all participants to discuss answers.	* __ Staff failed to monitor participant completion of current homework, allowed participants to complete work in class, did not require all participants to discuss answers.	__ NOT APPLICABLE
__ Staff provided additional group instruction to address skill deficits or unclear concepts before proceeding to new lesson materials.	__ Staff failed to address skill deficiencies or clarify misunderstandings before proceeding to new lesson materials.	__ NOT APPLICABLE
__ Staff related lesson lecture, discussions and activities to lesson objectives and program goals.	__ Staff failed to relate lesson lecture, discussions and activities to lesson objectives.	__ NOT APPLICABLE
__ Staff provided instruction, modeling and skill practice in identifying thoughts (thinking patterns and beliefs), feelings, behaviors and consequences.	__ Staff failed to provide adequate instruction, modeling or skill practice in identifying thoughts, feelings, behaviors and consequences.	__ NOT APPLICABLE
__ Staff provided instruction, modeling and skill practice in alternative thinking (problem solving, coping and social skills).	__ Staff failed to provide instruction, modeling and skill practice in alternative thinking.	__ NOT APPLICABLE
* __ Staff reviewed current homework assignment, related it to lesson objectives, clarified questions.	* __ Staff did not review current homework assignment, relate it to lesson objectives, or respond to questions or confusion about assignment.	__ NOT APPLICABLE
Comments:		

2. Depersonalize Use of Staff Authority While Maintaining Group Process and Upholding Rules.		
__ Staff maintained group control, directed or redirected as necessary to stay on track.	__ Staff failed to maintain group direction; staff or participants were off task for substantial periods of time.	__ NOT APPLICABLE
** __ Staff established clear guidelines for program participation and appropriate sanctions for violations	__ Staff failed to establish clear guidelines for program participation and appropriate sanctions for violations.	__ NOT APPLICABLE
__ Staff communicated consequences as facts.	__ Staff communicated consequences as threats.	__ NOT APPLICABLE
** __ Staff enforced group rules (attendance, punctuality, and homework) and imposed sanctions for violations.	** __ Staff failed to enforce group rules or impose sanctions for violations.	__ NOT APPLICABLE
__ Staff displayed professional detachment; depersonalized conflict that occurred.	__ Staff addressed conflict by expressing intention to do things "my way".	__ NOT APPLICABLE
__ Staff conveyed that disruptive behavior interferes with the task at hand.	__ Staff took personal offense at behavior of group members.	__ NOT APPLICABLE
__ Staff assisted group members in accepting behavioral limits and conditions without personal resentment.	__ Staff responses to behavior problems escalated resistance to behavioral limits and increased personal resentment.	__ NOT APPLICABLE
__ Staff communicated in a courteous and respectful manner and required that group members do the same.	__ Staff belittled participants, responded with sarcasm; allowed group members to interrupt, distract or harass each other.	__ NOT APPLICABLE
__ Staff encouraged group members to speak for themselves and express their opinions.	__ Staff used their status and power to silence opinions of group members.	__ NOT APPLICABLE
Staff diffused arguments and debates by focusing discussion on CBI process.	__ Staff attempted to "crush" problems with their authority; conveyed intention to dominate will of participants.	__ NOT APPLICABLE
Comments:		

3. Allow Group Members To Be Their Own Personal Experts on How They Think and How They Should Think.		
__ Staff communicated that group members are responsible for identifying their patterns of thinking and choosing whether they will change these patterns.	__ Staff presented themselves as having the authority to determine how members think or how they should think.	__ NOT APPLICABLE
__ Staff modeled techniques of guided discovery to assist offenders in thought identification.	__ Staff presented their "expert" interpretations of thinking of group members; provided the "answers" for participants.	__ NOT APPLICABLE
__ Staff elicited participants' opinions and points of view.	__ Staff failed to elicit or censored participants' opinions and points of view.	__ NOT APPLICABLE
__ Staff modeled a non-judgmental attitude and open-mindedness.	__ Staff presented their opinions as "correct/right" and/or offender opinions as "incorrect/wrong".	__ NOT APPLICABLE
__ Staff promoted independent thinking.	__ Staff tried to convince offenders to accept their opinions.	__ NOT APPLICABLE

__ Staff asked participants to verify staff perceptions of offender thinking when presented.	__ Staff presented stereotypes of offender thinking or did not verify staff perceptions.	__ NOT APPLICABLE
Comments:		

4. Consciously Work to Achieve Cooperation Between Group Members and Staff.

__ Staff displayed efforts to work together with participants toward a common goal.	__ Staff displayed hostility or indifference toward group members.	__ NOT APPLICABLE
__ Staff asked group members to assist them and another in meeting lesson objectives and program goals.	__ Staff failed to convey group members' responsibility to assist one another in acquiring program skills.	__ NOT APPLICABLE
__ Staff addressed group member concerns about the value of their participation in the program.	__ Staff members failed to address group members' doubts that it is worth their trouble to take part in the program.	__ NOT APPLICABLE
__ Staff modeled a non-judgmental attitude and open-mindedness.	__ Staff displayed judgmental attitudes or failed to encourage open-mindedness.	__ NOT APPLICABLE
__ Staff rewarded cooperation.	__ Staff failed to reward cooperative behaviors.	__ NOT APPLICABLE
__ Staff attempted to minimize conflict and competition.	__ Staff allowed group members to criticize, ridicule or interrupt one another.	__ NOT APPLICABLE
__ Staff remained neutral and objective toward group members.	__ Staff allowed cliques to form/supported opinions of certain cliques.	__ NOT APPLICABLE
Comments:		

5. Engage all participants in the group process.

__ Staff attended to verbal interactions and behaviors of whole group.	__ Staff limited their focus to one individual or part of the group.	__ NOT APPLICABLE
__ Staff fostered an exchange of ideas between themselves and all group members.	__ Staff monopolized conversations or discussions.	__ NOT APPLICABLE
__ Staff supported independent thinking.	__ Staff discouraged participant questions and comments.	__ NOT APPLICABLE
__ Staff called upon each group member to participate in discussions and activities.	__ Staff failed to elicit responses from all group members.	__ NOT APPLICABLE
__ Staff rewarded class participation.	__ Staff failed to reward participation.	__ NOT APPLICABLE
__ Staff made statements emphasizing the importance of input from all group members.	__ Staff allowed particular group members to monopolize discussions.	__ NOT APPLICABLE
__ Staff required that all participants contribute to the group process.	__ Staff permitted some group members to consistently decline to answer questions or participate in-group activities.	__ NOT APPLICABLE

__ Staff addressed signs of group boredom or disinterest by varying delivery style, introducing training aids and creative learning experiences.	__ Staff failed to address signs of boredom or disinterest on the part of group members.	__ NOT APPLICABLE
Comments:		

QUALITY ASSURANCE SUMMARY

Recommendations_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____   _____
Monitor's signature & date   Facilitator's signature & date

          _____
          Co-facilitator's signature & date

North Carolina Department of Correction
CBI Standard Operating Procedures Summary

The following is a summary of the SOPs as they pertain to this CBI Process Evaluation:

CBI Facilitator Selection and Training:

Master Trainer
Master Trainers are those individuals who will assist with and be actively involved in the training of facilitators, including initial in-depth training and refresher courses.

The major duties of a CBI Master Trainer are:
1. Master Trainers will deliver initial facilitator training and/or refreshers training at designated locations, usually based on assigned regional responsibilities.
2. Master Trainers will provide technical assistance onsite at least one time after an initial training, or within forty-five (45) days from such training. Otherwise technical assistance can be as frequent as deemed necessary.
3. Master Trainers will conduct quarterly divisional meetings in order to promote continuity, consistent service delivery, support, and assist with any implementation problems as afforded by opportunity and/or resources.
4. Master Trainers will also facilitate CBI groups to the offender population of the North Carolina Department of Correction as needed.
5. Master Trainers will conduct quality assurance activities in regions where assigned by the CBI Project Director or program coordinator/supervisor.

The qualifications of a CBI Master Trainer are:
1. Two years or more experience in cognitive behavioral-based group instruction/intervention and possession of current CBI certification. Demonstration of a keen knowledge of cognitive behavioral theoretical background.
2. Experience preferred in training and supervision of staff.
3. Excellent oral and written communication skills.
4. Ability to work effectively with diverse populations.
5. Good planning and organizational skills.
6. Experience working in the criminal justice system.
7. The CBI Project Director or designee can grant an exception to any person deemed appropriate.

To become a certified Master Trainer, one must attend at least one of the Master Trainer Seminars for the state approved CBI curriculum in which they will be facilitating

Appendix I

Facilitator
The major duties of a CBI Facilitator include: 1) coordinating and conducting CBI groups directly for the offender population and 2) conducting a staff orientation for a prison facility and/or community corrections site where a CBI group will be held. Additional responsibilities may include entering attendance and participation data into OPUS or a data collection system approved by the CBI Project Director or designee. In some instances, other DOC staff in accordance with departmental policy and procedures will enter attendance and participation data.

The qualifications for a CBI Facilitator are as follows:
1. Experience working with the offender population in a classroom or similar setting.
2. Strong oral and written communication skills are essential.
3. Strong desire to conduct CBI groups within the correctional environment.
4. Specific knowledge of the CBI curriculum to be implemented is essential.
5. Ability to work well with diverse populations demonstrating organizational skills, flexibility, a non-judgmental demeanor, and the ability to be personable.

A CBI facilitator will be certified based on attending and completing all training for the curriculum that will be implemented. The CBI Project Director or designee shall coordinate the training. In addition, certified facilitators will participate in quarterly and/or annual meetings to maintain facilitator certification. Each curriculum will vary in terms of how many hours are necessary for certification on an annual basis.

Effective Facilitation of CBI:

Group/Class Setup
1. The facilitator is present; with the necessary materials adequately organized, and prepared to greet arriving participants several minutes ahead of the scheduled group time.
2. Attendance and tardiness are accurately and efficiently documented.
3. Homework (as required by specific programs) is reviewed, checked, and appropriately reinforced.
4. Each lesson is introduced so participants have an overview of the session.
5. The introduction of each lesson should include reasons why content or process should be valued by the participants and should be tailored to address each participant's perspective.

Specific Skill Development
1. The facilitator should define the skill or concept being introduced.
2. The facilitator should explain why the skill or concept is important and how it is related to other material previously covered.
3. The facilitator should present the thinking and actions that make up the specific skill.
4. The facilitator should model the skill correctly.
5. The facilitator should ask questions and make sure all participants understand the specific skill before moving on to a new skill.

6. The facilitator should use examples and scenarios that are simple and easy to follow and directly relevant to the criminogenic (crime-producing behavior) needs of participants.
7. The facilitator should allow participants to practice skills as much as possible and devote a significant portion (at least two-thirds) of a session to practice and exercises.
8. The facilitator should provide feedback to participants with at least 80% being positive and reaffirming.
9. During the summary session, the facilitator should include a review of what the group is learning, why the information is important to participants, and in what specific situations the skills can be used.
10. The facilitator should always follow the lesson plan and assign homework as directed by the curriculum.

Classroom Management
1. The facilitator should start the session precisely on time.
2. The facilitator should identify and address (but not judge) any pro-criminal responses and behaviors (allowing these responses and behaviors to going on without addressing them undermines the intent of the curriculum).
3. The facilitator should maintain a clearly defined set of group participation rules with simple, specific consequences for violation.
4. The facilitator should enforce class rules and boundaries.
5. The facilitator should acknowledge the need for and expect a different level of performance based on the individual skills and abilities of the participants.
6. The facilitator should take the necessary steps (both structural and situational) to insure each participant is involved in each session.
7. The facilitator should use humor appropriately throughout each session.
8. The facilitator should use the necessary equipment and materials (i.e., flipcharts, chalkboards, overheads, TV/VCR, and workbook) appropriately throughout each session.

Participant Involvement
1. Participants should be actively and voluntarily engaged and paying attention throughout each session.
2. Participants should be able to demonstrate their understanding of the content and processes used throughout each session.
3. Participants should provide positive and innovative input to the session.
4. Participants should adequately complete class activities and homework assignments.
5. Participants should demonstrate some understanding of their individual risk factors.

Documentation and Accountability
The facilitator should have a clear and effective system to document the following items:
•   Intake interview process (in addition to pre-testing instrument)
•   Attendance
•   Tardiness
•   Homework (as required by specific programs)

- Session participation levels
- Ongoing motivation, skill and participation issues
- Exit interview process (in addition to post-testing instrument).

In most instances, this information can be entered into OPUS in accordance with existing policies and procedures. In other situations, this information should be entered into the CBI Tracking System that is available through the Internet.

Staff Orientation:

During staff orientation, CBI concepts and principles should be explained in order for staff to learn ways to support the implementation of the program at their facility or community corrections site. It is recommended that an orientation be conducted prior to the implementation of CBI at a facility or community corrections site.

Lesson Objective: To provide correctional staff and criminal justice professionals with a comprehensive orientation to Cognitive Behavioral Interventions (CBI).

Learner Objectives:
1. Describe the basic underlying premise of CBI
2. Understand the foundation and research that supports using CBI with offenders
3. Recognize the major components of the CBI curriculum and related activities
4. Understand ways to externally support the CBI program through positive reinforcement and using cognitive reflective communication techniques

Time Required for Lesson: Six (6) hours

Instructional Methods: Lecture, Small Group Discussion, and Practical Exercises

CBI CURRICULA

Standards
1. The specific CBI curriculum must be followed exactly within the guidelines of that individual program.
    a. There will be no addition or deletion of content materials.
    b. The program time frame will be adhered to: e.g., number of sessions suggested completing the program, and time frame regarding the specific amount of time to complete each session. If the program suggests twenty-two sessions at 1 1/2 to 2 hours per session, then it shall be delivered in that manner.
    c. A CBI curriculum cannot be condensed unless approved by the CBI Project Director or designee.
    d. Two trained instructors are required to facilitate a CBI group. However, an untrained staff member may serve as an apprentice (under the guidance and supervision of a trained facilitator) until a training slot is available.

Implementation Steps
1. Conduct an orientation for administrative and program staff members of the facility/location in which you intend to provide services.
2. Secure approval of both administrative, custody, and/or program staff of the specific facility/location in which you plan to facilitate your CBI program.
3. Determine who at the facility/location will be your contact person to ask questions, report problems, and in some cases bring the offenders to the group room.
4. Secure a room for holding the group, per facility/location procedures.
5. Gain approval of a start date for the group, then:
    a. send written notification to administrative, custody, and/or program staff of start date;
    b. notify participants of program start date

Class size: the class size will be limited to no more than fifteen participants, due to the nature of the protocol which encourages class discussion and requires participant role play. The ideal class size is between 8-10 participants.

The following conditions should exist for a CBI program classroom:

1. The classroom needs to have proper ventilation and lighting.
2. The room dimensions should be large enough to accommodate chairs and desks, or one large table for the group, and work table for the facilitator, and a chalkboard, white board, or flipchart stand, paper, and markers. Other room setups include chairs for participants and facilitators arranged in a circle or u-shape.
3. Proper classroom acoustics are necessary, free from outside noise that could be considered distracting. The classroom should be private, however safety precautions for the facilitators and participants should be considered.
4. The room should have proper climate control comfortable for a learning environment.

The following supplies should be available for each group:

1. The facilitator should have access to a copy machine.
2. An overhead projector, screen (if necessary), chalkboard, white board, or flipchart stands, paper, and markers, and TV-VCR system are the basic supplies needed to offer a CBI group. The TV-VCR system is not needed every session, but will be needed during the problem-solving segment of the "Thinking for a Change" curriculum.
3. A stapler, paper clips, pens, pencils, and paper should be provided for each facilitator.

The following supplies should be available for each participant:

1. Each participant should have a workbook or folder to hold loose workbook pages or additional information.
2. Each participant should have additional paper for note taking.

3. Each student should be provided with a pen or pencil.

Approval Process for New Curricula

The CBI Project Director or designee will periodically review approved CBI curricula to ensure compliance with standards, policies, and procedures. In addition, the Project Director or designee will continue to review new curricula for inclusion in the department's menu of CBI choices. To get a new curriculum approved, a written proposal requesting approval should be sent to the CBI Project Director.

The proposal should describe the following about the curriculum:
• Name and description of intended audience (i.e. age, gender, reading level, etc.)
• Credentials and experience of the author(s)
• Brief description of the curriculum and its contents and layout
• Summary of research findings
• Steps to implementing the curriculum
• Training needs for facilitators
• Costs for training and materials
• Sustainability of curriculum

Participant Criteria

As a general rule, potential candidates for any CBI group should be screened for participation and inclusion based on the rules and regulations of the sponsoring facility or location as well as by the CBI Facilitator conducting the group. Ideally, the CBI Facilitator will be able to select from a group of potential participants to ensure an appropriate balance to maintain group integrity.

CBI is an effective intervention for youthful and adult offenders. One of the most attractive aspects of this intervention is that various populations can be mixed with successful outcomes. For example, violent and nonviolent offenders, substance abusing and non-substance abusing offenders can be successfully mixed while providing successful outcomes.

However, there is strong evidence to suggest that CBI increases recidivism among psychopaths. CBI facilitators should not make any non-clinical diagnosis based on this presumed condition, but should refer offenders for clinical screening and assessment. In the event that an offender is clinically identified as a psychopath, the offender should be prohibited from all CBI activities and programs unless under the direct supervision of a licensed, clinical psychologist.

There are no strict criteria at this time that would preclude any offender from participation in CBI. However, the following represents a set of guidelines that will assist instructors in selecting populations that may benefit the most.

<u>Referral Guidelines</u>

Each referral source and CBI facilitator will use the following as guidelines to make decisions regarding offender inclusion in CBI groups. Exceptions to these guidelines or questions regarding participation should be discussed with the CBI Project Director or a Master Trainer.

1. Criminal offenses: All offenders can be included in the group with the exception of sex offenders. These offenders should be included only in a CBI series where all participants are sex offenders.

2. Intellectual level: Low borderline or mentally retarded offenders are usually incapable of abstract reasoning/thinking and may be unable to grasp the important concepts. Generally an IQ of 80 and above would provide the most chance of success.

3. Academic level: A participant should have at least a fifth grade reading level. However, this criteria alone should not preclude participation. The facilitator can make special arrangements for another participant to assist or provide direct assistance to someone reading below the fifth grade level.

4. Sentence Length: Participants should have enough time remaining on their sentence or probationary period to complete the respective program. (This is a general guideline to insure program completion).

5. Infraction History: Generally unless the facilitator has vast experience with group dynamics, inmates with several Class A assaultive infractions occurring within the past year are usually poor candidates for successful program completion. Once they have demonstrated conscious efforts at controlling these aggressive impulses, they may be reconsidered for participation. This criterion does not apply to probationers, although offenders with criminal histories that include assaultive behavior or crimes should be screened carefully before inclusion in a CBI group.

6. Motivation: Ideally, facilitators and the group as a whole will benefit from motivated participants. Motivation is most beneficial if a result of intrinsic factors, such as having a goal of improving oneself. However, extrinsically motivated individuals may also benefit. For example, an offender participating in CBI to avoid consequences such as probation revocation or being demoted to a higher security level may be an ideal candidate. (The goal in such cases would be to have the offender eventually develop some intrinsic motivation by seeing some meaningful benefit in the curriculum).

<u>Referral Procedure</u>

The referral procedure designated by the hosting facility should be followed. DOC program staff will be responsible for providing referrals for inmates; community referrals could come from DCC, TASC or CJPP. Each facility will keep a list of all referrals whether enrolled in CBI groups or not. The list shall

include offender name and OPUS number. Those offenders who were referred but did not participate will be used as a comparison (control) group in future evaluation efforts.

Screening

Referrals should be screened prior to start of each CBI group session. The facilitator should screen all potential CBI group participants by completing the appropriate interview form. During the screening interview, all questions should refer to current term of incarceration or probation supervision. "Length served" or "Probation/Parole Period" refers to the total amount of time served or supervised as of the interview date. "Length of Sentence Remaining" or "Length of Probation/Parole Remaining" refers to earliest date of projected prison release or probation termination.

For DOP referrals, the CBI Interview Form - Prisons will be completed. Referrals for community groups will be screened using the *Interview Form - Community*. Maintain all interview forms whether the offender is admitted into the CBI group as a means of documenting referrals for evaluation purposes.

The screening interview provides demographic information, education/employment history, marital status, and number of dependents (if applicable). It also assesses an offender's willingness to participate with CBI group requirements, provides criminal history to determine aggressive behavior or other criteria that may cause the referral to be screened out (i.e., sexual offender or low borderline or mentally retarded offenders). A decision to screen out a referral should be discussed and agreed upon by the referral agency. Critical information should be verified.

Participant Conduct

1. Once participant selection has been completed, the following conditions will be maintained:
   Absences:
   - Curricula consisting of fewer than ten (10) sessions will allow no more than two (2) excused absences and no unexcused absences.
   - Curricula consisting of 11-22 sessions will allow 2 unexcused absences and 2 excused for a total of 4 absences per participant.
   - Curricula with 23 lessons or more will allow up to 3 excused and 4 unexcused absences, with no more than 7 total absences per participant.

2. Excused Absences: Each host facility/location should define excused absences based on existing policies and procedures. In general, reasons for excused absences can be defined as court appointments, medical appointments or visits, disciplinary, and other types of verifiable appointments. CBI facilitators will not be responsible for making the decision of whether an offender can miss group. Permission for an "excused absence" shall be granted by the referral agency.

3. Confidentiality within the group will be emphasized and maintained by facilitators and participants. However, facilitators should clearly explain that any disclosures that identify a verifiable victim, indicate a conspiracy or intent to commit unlawful acts such as prison escape or riot, absconding supervision, or harming others or self will be reported according to the policies and procedures of the host facility/location.

4. Disruptive behavior should be handled based on established policy and procedure of the host facility/location.

5. Participants will be included in developing the general guidelines for group conduct, management and organization, which will be followed throughout the sessions.

6. Successful completion will be defined as a participant completing the program and satisfying established attendance requirements. Completion with honors will include meeting attendance guidelines as well as scoring average or above on the program participant evaluation form (Appendix 3). Successful completion should be documented in OPUS or the CBI Tracking System.

Quality Assurance System

Master Trainers will conduct quality assurance with CBI facilitators. Sites will be assigned to Master Trainers on a regional basis. Master Trainers will visit assigned regions 1-2 times during each curriculum cycle located in that region. A standardized form, the *North Carolina Monitoring Tool*, will be completed and shared with each group facilitator. The form consists of five areas with a checklist of questions in each to be completed by Master Trainers. Areas identified as opportunities for improvement will be addressed with CBI facilitators and technical assistance will be available when needed.

During the first quality assurance visit, group participants will be given a two page, 20 question mid-term evaluation to evaluate group progress and facilitation skills by the Master Trainer. Each group member will complete the form by rating questions on a Likert scale of 1 which means strongly agree to 5 which means strongly disagree. Master Trainers will review these evaluations with the CBI facilitator and then keep these forms until completion of the group cycle.

At the end of a group cycle, the Master Trainer will administer a three-page final evaluation form to group participants. The 33-question form is an extended version of the mid-term evaluation and is structured with the same 1 to 5 rating scale. The final evaluation form is given to measure overall improvement of facilitators and offenders, as well as identify areas of weakness in the group process. Master Trainers will review these evaluations with the CBI facilitator and make recommendations to improve the group process and/or delivery techniques.

Pre & Post Testing
The basic purpose of this process is to begin collecting data that can be used in either a process or outcome evaluation of CBI. At a minimum, CBI facilitators should administer a pre- and post-test using Lesson 22 from Thinking for a Change, *Self-Evaluation, What Else Do I Need*. The procedure for administering these tests is described below.

Administer the *Self-Evaluation, What Else Do I Need* as the pre-test prior to the start of group instruction. Make sure that the following information is completed on all pre-test: the offender's name, OPUS number, and the date of the pre-test. Keep all completed pre-tests, even if the offender does not successfully complete the group. After completing group instruction, facilitators should re-administer Lesson 22 and include the offender's name, OPUS number, and date on each post-test. Once completed, these tests should be mailed to: NC Department of Correction, Office of Research & Planning, 2020 Yonkers Road, 4221 MSC, Raleigh, NC 27699-4221.

Aftercare

Aftercare planning prevents future criminogenic behavior by providing a continuum of mutual support and continued practice of skills learned in CBI. Thus, through aftercare, offenders receive both the intensity of services and continuity of care that is essential for successful outcomes.

Research indicates that the longer an offender is engaged in treatment, the better the expected outcome. This is true for all treatment modalities or interventions including CBI. After completing treatment, many offenders have trouble transferring learning from one setting to another, so the gains made in treatment are lost unless there is continuity of care.

Aftercare is crucial for any offender leaving a highly structured correctional environment such as prison or probation supervision. The offender may be so acclimated to the structure that everyday decision-making and personal responsibility is overwhelming. Aftercare, or relapse prevention, is a strategy to help the offender identify the triggers in their daily lives that may lead to future problems and to train them to cope more effectively with these situations and become more comfortable in overcoming these triggers.

Implementation

Aftercare groups are recommended to be at least 6 months in duration, meeting bi-weekly for 1½ hours. Open-ended groups are best, allowing recent graduates to enter the Aftercare group as they complete a CBI curriculum. Group members with varying lengths of time in the aftercare group can then mentor, as well as hold accountable, the newer members. Group size should be limited to a maximum of 15 offenders. Only one trained CBI facilitator is required for conducting aftercare sessions, and it is not necessary to have the same facilitator from the instructional segment of the CBI class. A thoroughly oriented, untrained

staff member can assist the trained facilitator to conduct Aftercare if needed and appropriate.

Facilitators can determine areas that need further training by noting skills or skill clusters rated almost never (1) or "seldom"(2). Lesson 22 Skill Checklist can also be given to others such as a prison case manager, supervising probation officer, treatment providers, family members, fellow group members to assist in the identification of skill deficits for further training.