LEGEND

Program	Title of program as it is listed by the Department of Corrections (DOC)
Program Type	Category in which the program falls
Program in Literature	
- **Description**	How the program is described in the scientific literature (peer-reviewed studies)
- **Objective**	Primary objective, goal, or purpose of the program
- **Theoretical Basis**	Theories that support the use and aims of the program from which outcomes can be drawn
Category Status	Is the particular category of programs evidence-based, research-based or a promising practice in its effectiveness at reducing recidivism? – According to WSIPP meta findings. This is only available where requested by the WADOC.
Specific Program	Is the specific program evidence-based, research-based or a promising practice in its effectiveness at reducing recidivism? – Also according to WSIPP meta findings. This is only available where requested by the WADOC.

Intermediate Outcomes	Outcomes that should be gathered that are in addition to the outcomes mentioned above. These are broken into two categories:
	
	- Participant Purposes
	   o Outcomes that will aid in determining if the program is providing a benefit for the individual who completed it
	
	- Institutional Purposes
	   o Outcomes that will aid in determining if the program is beneficial to the management and safety of the institution

*Note: All outcomes are in addition to traditional measures of recidivism and/or technical violations.

Appendix Contents for Intermediate Outcomes

Program	Moving On
Program Type	Female Specific / Supplemental Programming
Program in Literature	
- **Description**	The primary goal of the program is to provide opportunities to female offenders. Additionally to mobilize and enhance existing strengths and to access personal and community resources.
- **Objectives**	The program strives to: 1. Treat women with respect and dignity. 2. Provide an environment that is supportive, empathic, accepting, collaborative, and challenging. 3. Assist women to build a healthy and mutually supportive network. 4. Introduce a variety of personal strategies, including decision-making, problem-solving, assertiveness skills, and emotional regulation. 5. Assist women with the challenges of reintegration.
- **Theoretical Basis**	*Relational Theory* - Theory explains that mutual, empathic, and empowering relationships produce emotional stability for women. - The theoretical model for *Moving on* explains that women should have (1) increased zest or vitality, (2) empowerment, (3) diminished un-clarity or confusion, (4) enhanced self-worth, and (5) diminished turning away from relationships. *Motivational Interviewing* - As motivational tools, goal importance, and confidence ratings have dual utility: (a) they provide therapists with information about how clients view the importance of changing and the extent to which they feel change is possible, and (b) as with other rating scales (e.g., Readiness to Change Ruler), they can be used to get clients to give voice to what they would need to do to change. - Theoretical model for *Moving On* explains that when implemented in the program therapists should use open-ended questions it allows for a richer, deeper conversation that flows and builds empathy with clients. (Too many back-to-back closed- or ended questions can feel like an interrogation). Additionally, reflective listening. Reflective listening is eliciting statements that support self-efficacy (self-confidence) is done by having clients give voice to changes they have made. *Cognitive Behavioral Intervention* - CBI is based on a theory that it's not events themselves that upset us, but the meanings we give them. If our thoughts are too negative, it can block us seeing things or doing things that don't fit – that disconfirm – what we believe is true.
Specific: Moving On	One study has found this program to be effective for female probationers at reducing rearrest, convictions, and technical violations.

Intermediate Outcomes	**Participant Purposes**
	- Increased
	    o pro-social attitudes and belief in success
	    o Independence /empowerment
	    o Sense of self-worth
	    o Score on certain rating scales (e.g., Readiness to Change Ruler)
	- Decreased victimization
	Institutional Purposes
	- Decreased mental health service costs and subordination problems

Program	Seeking Safety
Program Type	Female Specific / Supplemental Programming
Program in Literature	
- **Description**	Seeking Safety is a therapeutic program for women suffering from trauma, substance abuse, and/or posttraumatic stress disorder (PTSD).
- **Objectives**	The key principles of Seeking Safety: 1. Safety as the overarching goal (helping clients attain safety in their relationships, thinking, behavior, and emotions). 2. Integrated treatment (working on both trauma and substance abuse at the same time). 3. A focus on ideals to counteract the loss of ideals in both trauma and substance abuse 4. Four content areas: cognitive, behavioral, interpersonal, case management 5. Attention to clinician processes (clinicians' emotional responses, self-care, etc.)
- **Theoretical Basis**	Cognitive Behavioral Theory – If you can reduce negative emotional and behavioral responses following child sexual abuse, domestic violence, traumatic loss, and other traumatic events, you can improve prosocial behavior.

Intermediate Outcomes	**Participant Purposes**
	- Increased substance abstinence behavior
	    o Measured by the Addiction Severity Index (ASI)
	- Decreased post-traumatic stress symptoms
	    o Measured by the Posttraumatic Symptom Scale (PSS), a 17-item self-report that indicates frequency of problems following a traumatic event and the Trauma Symptom Checklist 40, a self-report measure
	- Reduction in suicidal thoughts and risk for suicide
	    o Measured by the Suicidal Behaviors Questionnaire
	- Greater improvement in their symptoms of anorexia, somatization, and major depression
	    o Measured by the Brief Symptom Inventory (BSI) of general psychiatric symptoms
	
	Institutional Purposes
	- Decreased mental health service costs and subordination/compliance problems

Program	Beyond Trauma
Program Type	Female Specific / Supplemental Programming
Program in Literature	
- **Description**	28-session intervention that teaches women what trauma is, its process, and its impact. The program focuses on: - Attachment- culture of belonging - Containment- a culture of safety - Communication- a culture of openness - Involvement- a culture of participation and citizenship - Agency- a culture of empowerment. The program model is organized into seven modules that are identified as triggers for relapse and as necessary for growth and healing: The first four: - Self, Relationships, Sexuality, Spirituality The last three focus on the trauma with a major emphasis on coping skills, with specific exercises for developing emotional wellness: - Violence, Abuse, Trauma
- **Objectives**	- Decrease in substance abuse - Decrease in depression - Increase in understanding of trauma - Decrease in trauma symptoms - Increase in self-efficacy - Stabilized recovery
- **Theoretical Basis**	Theory of Addiction - Opponent-process model of motivation Theory of Trauma - Victims of trauma are "injured" and in need of healing Rational Theory of Women's Psychological Development - Primary motivation for women is development of strong social connections
Category: Female Specific	- Unexamined by WSIPP - Generally supported in scholarly literature
Specific: Beyond Trauma	- Unexamined by WSIPP - Generally supported in scholarly literature

Intermediate Outcomes	- Reduction of depression symptoms
	  o Self- report
	- Reduction of trauma symptoms
	  o Self-report
	- Increase in Self-efficacy
	  o Scale options (alcohol abstinence self-efficacy scale) (20 item psychometric scale)
	  o Sherer Self-Efficacy scale (17 item scale)
	
	Participant Purposes
	  o All specific outcomes
	  o Decrease in medicinal needs
	
	Institutional Purposes
	  o Reduction in
	    ▪ drug contraband infractions
	    ▪ physical altercations
	    ▪ victimization (self-report)
	    ▪ supervision needs
	  o Increase in general compliance with rules and verbal directions

Program	Healthy Choices, Healthy Life Program (HCHL)
Program Type	Cognitive-Behavioral Program
Program in Literature	
- **Description**	Cognitive behavioral program designed by the University of Cincinnati Corrections Institute for the Washington State DOC. Generally follows expectations of cognitive behavioral therapy (CBT).
- **Objectives**	Change problematic thinking patterns and subsequent behaviors
- **Theoretical Basis**	- Social Learning Theory - Information processing - Behavioral modification
Category: CBT Programs	Evidence-Based Category according to WSIPP
Specific: HCHL	- Unexamined by WSIPP - No specific literature on this program

Intermediate Outcomes	**Participant Purposes**
	
	- Improvement in:
	   o General coping skills
	   o Social adjustment
	       • A measure of social functioning or social skill
	       • Prosocial involvement in social connections or organizations
	
	Institutional Purposes
	
	- Change in criminogenic needs from standardized needs assessment
	   o Prosocial Attitudes/Behaviors
	   o Development of Coping Skills
	- Cognitive/Behavioral related rule infractions
	   o Interpersonal (e.g., fights)
	   o Dangerous or narcotic-related contraband

Program	CBT Orientation (Evidence Based Corrections – EBC)
Program Type	Cognitive-Behavioral Program
Program in Literature	

- **Description**	CBT is based on the assumption that cognitive deficits and distortions are learned and trains offenders to "self-monitor" poor thinking habits to change behavior. CBT use for offenders can be used in a general sense (to retrain less destructive thinking and behaviors), and in a more specific sense (to train good thinking and behavioral approaches to a particular situation or problem). No matter the form, CBT has specific core elements:
	- Cognitive skills training
	- Cognitive restructuring
	- Behavioral rehearsal / role-playing
	- Supplemental specific components:
	   o Anger management
	   o Relapse prevention
	   o Moral reasoning
	   o Social skills training

- **Objectives**	Promote change problematic thinking patterns and subsequent behaviors while acting as a supplemental precursor to other more specific CBT programming (e.g., Thinking for a Change).
- **Theoretical Basis**	- Social Learning Theory - Information processing - Behavioral modification
Category: CBT Programs	Evidence-Based Category according to WSIPP
Specific: CBT Orientation	- Unspecified by WSIPP - General support from other peer-reviewed scholarship

Intermediate Outcomes	**Participant Purposes**
	
	- Assessment of CBT core understanding
	   o Examples: Does the participant recognize…
	      ▪ the importance of poor thinking patterns
	      ▪ the concept of self-monitoring, etc.
	- Social adjustment
	   o A measure of social functioning or social skill
	   o Prosocial involvement in social connections or organizations
	
	Institutional Purposes
	
	- Change in criminogenic needs from standardized needs assessment
	   o Prosocial Attitudes/Behaviors
	   o Development of Coping Skills
	- Cognitive/Behavioral Rule infractions
	   o Interpersonal (e.g., fights)
	   o Dangerous or narcotic-related contraband

Program	Cognitive Behavioral Change
Program Type	Offender Change
Program in Literature	
- **Description**	- Self-help treatment, aka. Bibliotherapy is self-guided methods of providing psychological support and therapeutic intervention - Most commonly used in conjunction with therapy guided by a clinician
- **Objectives**	- Achieve positive behavioral change through bibliotherapy - Same objectives as most general CBT programming
- **Theoretical Basis**	Learning and cognitive behavioral change through self-guided/self-help literature
Category: Offender Change	Evidence-Based Category according to WSIPP

Specific: Bibliotherapy	- Unspecified by WSIPP
	- Mixed evidence from other peer-reviewed scholarship for bibliotherapy
	    o Support varies and is specific to the type of administration and for what purposes (e.g., via the internet and for panic attacks)
	    o Programs like CBC (especially in prison and with offenders) have no evidence/studies available

Intermediate Outcomes
 	
(same as general CBT)
	Participant Purposes
	
	- Improvement in:
	    o General coping skills
	    o Social adjustment
	        ▪ A measure of social functioning or social skill
	        ▪ Prosocial involvement in social connections or organizations
	
	Institutional Purposes
	
	- Change in criminogenic needs from standardized needs assessment
	    o Prosocial Attitudes/Behaviors
	    o Development of Coping Skills
	- Cognitive/Behavioral related rule infractions
	    o Interpersonal (e.g., fights)
	    o Dangerous or narcotic-related contraband

Program	Standardized Stress & Anger Management
Program Type	Offender Change
Program in Literature	

- **Description**	Addresses anger and anger-triggers through one or more of the following:
	- Cognitive Restructuring
	- Behavioral Skills Training
	- Stress Inoculation Training (SIT)
	    o Identifying situational triggers
	    o Acquisition of relaxation skills
	    o Rehearsal
	- Relaxation Training
	- Problem-solving
	- Combination (Cognitive-Behavioral Therapy)

- **Objective**	To control and reduce anger, hostility, and aggression

- **Theoretical Basis**	- Social learning
	- Information processing
	- Behavioral modification
	- Relational-emotive or Cognitive Therapy
	    o Social Cognition
	    o Individual constructions of reality

Category: Offender Change	Evidence-Based Category according to WSIPP
Specific: Stress/Anger Mgmt	- Unspecified by WSIPP - General support from other peer-reviewed scholarship

Intermediate Outcomes	**Participant Purposes**
	- Anger
	    o Emotional state that can underlie both aggression and hostility
	    o Self-Report
	        ▪ Anger Control, Anger-In (Suppression), Anger-Out (Expression)
	    o Scale measurement examples
	        ▪ Novaco Anger Scale (25 items) or STAXI (57 or 20 items)
	- Hostility - A pervasive aggressive attitude that directs an individual toward aggressive behaviors
	- Aggression - An observable behavior with an intention to do harm
	    o Positive (Non-angry) Behaviors
	    o State Anger (Emotional state)
	    o Trait Anger (Personality related)
	        ▪ Type A Behaviors
	            • High Competitiveness, Impulsive, Impatient, Hostile
	    o Attrition / Drop-out
	        ▪ Did the participant fail or dropout at any time and why
	Institutional Purposes
	- Interpersonal rule infractions
	    o Documenting rule infractions that may be specific to the rise of anger, hostility, or aggression.
	    o Examples: Cursing or screaming at an officer (anger/hostility), Physical altercations with other inmates or officers (aggression)

Program	Redemption
Program Type	Offender-Led
Program in Literature	
- **Description**	Based on what is presented by the program's manual, this program is what the literature would describe as a combined approach or what we would identify as a "bundled" program. This is because it attempts to combine multiple types of programs into one delivery process, using graduated systems of reward-sanction contingencies. However, the only literature that exists to support this program is that which focuses on the bundling of CBT approach with others such as education, and/or mental health treatment.

- **Objectives**	- No literature on this program to draw from
	- Program-defined Objectives:
	    o Prevent violence in prison environment
	    o Create an atmosphere of respect and responsibility
	    o Encourage and teach how to establish stronger and more positive ties with one's family
	    o Instill the attitude of giving back to the community, rather than simply doing time
	    o Establish behavioral patterns in the men housed in prison that will reduce their likelihood for recidivism upon release

- **Theoretical Basis**	No literature to draw from
Category: Offender-Led	- Unspecified by WSIPP - No literature on this program
Specific: Redemption	- Unspecified by WSIPP - No literature on this program
Intermediate Outcomes	- None specified by the literature - Recommendations can be made however, to identify those programs that are bundled within the delivery. For instance, self-awareness programs are not given much attention in the corrections literature, but if it follows adequate protocol of evidence-based practice, suggestions can be made based on psychology literature of self-development.

Program	Inside-Out Dads
Program Type	Family Centered Programming
Program in Literature	
- **Description**	Designed to help incarcerated fathers improve their parenting skills and develop stronger relationships with their children while in prison and after release. - Includes - teaching better skills for child rearing - building relationships with the mother while the father is still incarcerated - an optional reentry session helps develop plan for connecting/reconnecting - an evaluation tool (questionnaire) that allows measurement of change The program consists of twelve 2-hour core sessions delivered weekly to groups of up to 12 fathers. The core sessions include: - (1) Getting Started, (2) Family History and the Inside-Out Dad, (3) What It Means To Be a Man, (4) Showing and Handling Feelings, (5) Men's Health, (6) Communication, (7) The Father's Role, (8) Children's Growth, (9) Discipline, (10) Working With Mom and Co-parenting, (11) Fathering From the Inside, (12) Closing The three optional sessions focus on reentry issues and include: - Reconnecting with family - Fathers' rights and responsibilities - Child support - Visits with children. A fourth optional session addresses the role of spirituality in fatherhood. The sessions are led by one or two facilitators (two generally two facilitators for groups of 8 or more). The facilitators may be correctional facility staff or volunteers from the community. No specific qualifications are required to be a facilitator of the program. A facilitator may receive training through the NFI, but it not required.
- **Objectives**	The goals of the program are to increase: - Awareness among fathers about the elements to being good fathers. - Knowledge among fathers about the elements to being good fathers. - Capacity or skills to carry out what the fathers learn. The program has three objectives: - Increase fathers' self-efficacy - Increase fathers' awareness, knowledge, and attitudes about being an involved, responsible, and committed father. - Increase contact between fathers and their children.
- **Theoretical Basis**	Not Theory Driven
Category: Family Centered	- Unexamined by WSIPP - Some support in the literature
Specific: Inside-Out Dads	- Unexamined by WSIPP - Some support in the literature

Intermediate Outcomes	**Participant Purposes**
	- Improved attitudes or knowledge towards parenting
	   o Adult Adolescent Parenting Inventory-version 2 (AAPI-2) (40 item scale)
	   o Parenting Scale (PS) (30 item)
	Institutional Purposes
	- Decreased infractions that may lead to loss of connectivity with family
	- Increased compliance of general orders from authority

Program	Devine Dads
Program Type	Family Centered Programming
Program in Literature	
- **Description**	Divine Alternatives for Dads Services (D.A.D.S.) supports fathers in participating in their children's lives. Provide case management, parent education, resolution of child support issues, parenting plans, and referrals to community resources for fathers and father figures.
- **Objectives**	The goal of Devine Dads is to model healthy relations as a means of creating healthier fathers and families by: - Stopping the cycle of family violence and brokenness in order to improve the lives of children. - Encouraging fathers to become agents of change in their communities.
- **Theoretical Basis**	Not Theory Driven.
Specific: Devine Dads	- Unexamined by WSIPP - Insufficient outcomes to determine whether or not there are specific outcomes.

Intermediate Outcomes	**Participant Purposes**
	- Has been evaluated by Seattle Foundation as being effective in improving trust, father/child involvement, and community involvement (Divine Alternatives for Dads Services, 2010).
	   o Nurturing Fathering Scale (5 point scale ranging from 9 to 45)
	   o Father Involvement Scale (20 domains of father involvement ranging from 20 to 100)
	- Improved attitudes or knowledge towards parenting
	   o Parenting Scale (PS) (30 item)
	Institutional Purposes
	- Decreased infractions that may lead to loss of connectivity with family
	- Increased compliance of general orders from authority

Program	How to be a Responsible Father
Program Type	Family Centered Programming
Program in Literature	
- **Description**	Founded in 2009. Educational and training program designed to promote responsible fatherhood through healthy marriage education, responsible parenting education, and fostering economic stability. Programs usually include 3 hours training programs twice a week for 12 weeks.

- **Objectives**	This work has focused on five broad goals:
	  - Promoting fatherhood involvement
	  - Supporting and sustaining stable families
	  - Intervening during early childhood
	  - Reconnecting disconnected fathers
	  - Fostering high-quality research on fathers and families to support policy and program development.

- **Theoretical Basis**	Derived from the 1900's notion of that the success of the child is dependent on a "responsible father". Explain that fathers need to display healthy amounts of warmth, control, sex role modeling, playfulness, and independence to successfully rear their child (Levine & Pitt, 1995).
Specific	- Unexamined by WSIPP - Insufficient outcomes to determine whether or not there are specific outcomes.

Intermediate Outcomes	**Participant Purposes**
	  - Improved attitudes or knowledge towards parenting
	    o Parenting Scale (PS) (30 item)
	    o Nurturing Fathering Scale (5 point scale ranging from 9 to 45)
	    o Father Involvement Scale (20 domains of father involvement ranging from 20 to 100)
	Institutional Purposes
	  - Decreased infractions that may lead to loss of connectivity with family
	  - Increased compliance of general orders from authority

Program	Long Distance Dads
Program Type	Family Centered Programming
Program in Literature	

- **Description**	The LDD program is designed to assist incarcerated men in developing skills to become more involved and supportive fathers. Structure: - Trained inmate peer leaders facilitate the program in 12 weekly group sessions. The sessions are structured in a small group format (8-10 inmates per group) with at least one peer leader per group.
- **Objectives**	The long-term goal of the LDD program is to create a shift in paradigms by: 1. Promoting responsible fatherhood and holistic parenting; 2. Empowering fathers to assume emotional, moral, spiritual, psychological, and financial responsibility for their children, both during and upon release from incarceration; 3. Accentuating the psycho-social development of both father and child; 4. Meeting the challenges of being an incarcerated father; 5. Increasing the knowledge base concerning fatherhood
- **Theoretical Basis**	The function of a logic model in this program is to assure that inputs, activities, and outputs are linked in a rational way to effect outcomes. The outcomes are either: initial (represented by changes in knowledge, attitudes, and/or skills), intermediate (represented by changes in behavior), or long-term (changes in condition or status).
Specific: LDD	- Unexamined by WSIPP - Based on the random sample of inmates interviewed, approximately half gained knowledge and skills from the program and nearly 70% learned about dealing with anger (Penn State Erie, 2001). - When examining whether or not the Long Distance Dads program improve inmates' fathering knowledge, attitudes, skills, and/or behaviors, the outcomes evaluation found minimal evidence (Skarupski et al., 2003).

Intermediate Outcomes	**Participant Purposes**
	- Father's Questionnaires – see work by Penn State Erie, The Behrend College's Center for Organizational Research & Evaluation (CORE)
	    o Involvement, Consistency, Awareness, & Nurturing (ICAN) scale used internally by the LDD program as a pre- and post-test (The National Center for Fathering, 1997).
	    o 1) the LDD Content Test that we developed using the LDD curriculum;
	    o 2) Parental Locus of Control (Campis, Lyman, and Pentice-Dunn, 1986);
	    o 3) Index of Parental Attitudes (IPA) (Hudson, 1982);
	    o 4) Cleminshaw-Guidubaldi (C-G) Parent Satisfaction Scale (Guidubaldi & Cleminshaw, 1985).
	    o Scales measuring subjective health, anxiety, self-esteem, mastery, morale, personality disorders, and a host of socio-demographic variables.
	
	Institutional Purposes
	- Decreased infractions that may lead to loss of connectivity with family
	- Increased compliance of general orders from authority

Program	Nurturing Fathers
Program Type	Family Centered Programming
Program in Literature	
- **Description**	NPP instruction is based on psychoeducational and cognitive-behavioral approaches to learning and focuses on "re-parenting," or helping parents learn new patterns of parenting to replace their existing, learned, abusive patterns. By completing questionnaires and participating in discussion, role-play, and audiovisual exercises, participants learn how to nurture themselves as individuals and in turn build their nurturing family and parenting skills as dads, moms, sons, and daughters. Participants develop their awareness, knowledge, and skills in five areas: (1) Age-appropriate expectations; (2) Empathy, bonding, and attachment; (3) Nonviolent nurturing discipline; (4) Self-awareness and self-worth; and (5) Empowerment, autonomy, and healthy independence. Participating families attend sessions either at home or in a group format with other families. Group sessions combine concurrent separate experiences for parents and children with shared "family nurturing time." In home-based sessions, parents and children meet separately and jointly during a 90-minute lesson once per week for 15 weeks
- **Objectives**	Nurturing Fathers seeks to: - Increase parents' sense of self-worth, personal empowerment, empathy, bonding, and attachment. - Increase the use of alternative strategies to harsh and abusive disciplinary practices. - Increase parents' knowledge of age-appropriate developmental expectations. - Reduce abuse and neglect rates.
- **Theoretical Basis**	Not theory driven
Specific	- Unexamined by WSIPP - Some support in the literature
Intermediate Outcomes	**Participant Purposes** - Increases in Adult Adolescent Parenting Inventory-version 2 (AAPI-2) score overall and subscale scores o Improved understanding of the developmental capabilities of children, demonstrate empathy toward the needs of children, reported use of alternate strategies to corporal punishment, understanding and acceptance of the needs of self and children, value placed on children feeling empowered, and in parental attitudes and behaviors that were known to contribute to child abuse and neglect (Daire, Greenidge, Johnson) **Institutional Purposes** - Decreased infractions that may lead to loss of connectivity with family - Increased compliance of general orders from authority

Program	Partners in Parenting Education (PIPE)
Program Type	Family Centered Programming
Program in Literature	
- **Description**	Parenting is Parenting is an education program designed to educate, strengthen, and support families.
- **Objectives**	*PIPE* instructional model aims to provide a framework for parents to become aware of the concepts of emotional development and attachment and to integrate them into their parenting practice.
- **Theoretical Basis**	Attachment Theory: This program is shaped around the framework that focuses on parent child bonds. This includes: 1. Fostering a strong and trusting relationship with your child. 2. Increasing one's joy in the experience of parenting 3. Helping your child to become confident in themselves and able to form good relationships with others. 4. Developing your child's sensitivity towards themselves and others. 5. Improving your child's physical and intellectual development. (Many aspects of attachment parenting include breastfeeding; close physical contact and affection; and nurturing sleep practices have been shown to improve a child's physical and intellectual development). 6. Making discipline easier. Children that have a strong relationship with their parents are more easily disciplined because they trust what their parents say and want to please them. (Appleyard & Berlin, 2007).
Specific	- Unexamined by WSIPP - Some support in the literature
Intermediate Outcomes	**Participant Purposes** - All Pre-Post evaluation materials that come with this manual - Improved attitudes or knowledge towards parenting o Parenting Scale (PS) (30 item) **Institutional Purposes** - Decreased infractions that may lead to loss of connectivity with family - Increased compliance of general orders from authority

Program	Life Skills Programming - Life Skills Computing - I-BEST Programming
Program Type	Transitional
Program in Literature	
- **Description**	Life skills programs vary widely in the literature with regard to components and inclusion in impact analyses. This is largely due to the fact that the notion of "life skills" is defined differently across jurisdictions and programs. For instance, the I-BEST program offered by the WADOC is a program that offers skills that emphasize some vocational aspect (e.g., building maintenance). Other systems/programs might define "life skills" as part of an educational curriculum or including day-to-day needs like learning how to cook. As such, the effectiveness of such programs have not been specified by any particular literature.
- **Objectives**	- No literature on this program to draw from - Provide skills and knowledge that will aid in reentry
- **Theoretical Basis**	No literature to draw from
Category: Transitional	Evidence-Based Category according to WSIPP
Specific: Life Skills	- Unspecified by WSIPP - No literature on this program
Intermediate Outcomes (same as vocational programs)	Due to the nature of "life skills" programming described above, intermediate outcomes for WADOC's programs involve those possible for vocational programming. **Participant Purposes** - Increase in general employment following release - Use of vocational skills learned in prison for similar job on reentry - Increase in length of time able to keep the same employment - Passing exams that are recognized by specific professions/trades in the community **Institutional Purposes** - Decrease in general infractions that would risk losing the vocational training - Increase in compliance with rules and direct CO orders

Program	Vocational Programming
Evaluation Type	Categorical and Intermediate
Program in Literature	
- **Description**	Generally include the development of some work related techniques and educational skills (e.g., math) that are then applied in a specific field (e.g., carpentry or construction). Some offer accreditation or certifications that are recognized by employers in the community.
- **Objectives**	Provide trade skills and knowledge that will aid in reentry.
- **Theoretical Basis**	- Can be connected to criminological theory of social control. This would promote any form of pro-social ties, commitment, and involvement to the community, and as such would decrease the likelihood for the person to reoffend. - Strain theory can also be applied as having gainful employment would reduce unnecessary strain on the individual to obtain assets by way of illegal activities.
Category: Vocational	Evidence-Based Category according to WSIPP
Intermediate Outcomes	Due to the fact that many of WADOC's programs provide accreditation, intermediate outcomes possible range the gamut for employment opportunities. **Participant Purposes** - Increase in general employment following release - Use of vocational skills learned in prison for similar job on reentry - Increase in length of time able to keep the same employment - Passing exams that are recognized by specific professions/trades in the community **Institutional Purposes** - Decrease in general infractions that would risk losing the vocational training - Increase in compliance with rules and direct CO orders

Program	Associate of Arts Degree Programming (All Courses)
Program Type	Education
Program in Literature	
- **Description**	Programs/Courses offered to inmates that are traditionally offered outside of prison by post-secondary education institutions for the purpose of obtaining a higher level degree such as, and most commonly in, Associate of Arts Degree programs.

- **Objectives**	Provide supplemental education for offenders while incarcerated
	- Secondary objective:
	   o Increased compliance among course participants
	   o Increased responsivity to offender change programs
	   o Provide opportunity to gain college credit if allowed by state

- **Theoretical Basis**	No initial criminological theory provides a basis for the initiation of these programs - Argument for their use can be traced back to notion that the development of respecting conformity, critical thinking, and problem-solving skills will reduce a person's likelihood of reoffending - Can be tied to the premises of social learning and social control theories which respectively suggest that if the offender is exposed to and takes vested interest in more conventional norms/definitions while also increasing the development in reasoning skills, the offender should be less likely to engage in criminal activities.
Category: Post-Secondary Ed.	- Research-Based according to WSIPP - General support from other peer-reviewed scholarship
Specific: Associate of Arts Deg.	- Research-Based according to WSIPP - General support from other peer-reviewed scholarship

Intermediate Outcomes	**Participant Purposes**
	- Academic Achievement
	   o Performance on a standardized test of critical thinking skills
	      ▪ Example: College Assessment of Academic Proficiency (CAAP) test
	- Credit Acquisition
	   o Number of undergraduate credits completed during the academic year
	- Achievement Motivation
	   o Includes: personal expectations for achievement, exhibiting pro-academic attitudes and behaviors (e.g., problem solving)
	      ▪ 7 item measure used a 4-category agreement scale
	- Educational Aspirations
	   o Self-assessment (survey) in likelihood of course completion - Self-efficacy
	- Personal Development
	   o Short-term, self-reported personal development outcomes
	      ▪ e.g., changes in attitude, improved interpersonal relationships, etc.
	
	Institutional Purposes
	- Institutional (prison) Climate
	   o Self-reported behavior
	   o Institutional records of infractions and violence
	   o Decreased risk and need scores

Program	Sustainability Programming
Program Type	Sustainability
Program in Literature	
- **Description**	Sustainability programs are commonly used in many other venues such as public schools and universities, hospitals, and some businesses. Washington State DOC is one of the few places in the country that utilizes sustainability programming.
- **Objectives**	Typically, objectives include providing inmates with jobs while incarcerated that also provides for sustainable resources to be used by the institution. This may vary however, depending on the type of focus of the program (e.g., recycling versus compost worker).
- **Theoretical Basis**	Not connected to criminological literature or theories of behavior.

Intermediate Outcomes	**Participant Purposes**
	- Increased employment upon release
	    o Only if it provides a job/training that translates to a job in the community (e.g., recycling, waste management, etc.)
	- Decreased medical needs due to general sickness
	    o Only for programs that directly relate to the inmates' diet/food intake
	
	Institutional Purposes
	- Decreased general infractions
	- Lower medical expenses
	    o Only for programming related to dietary needs
	- Lower costs related to waste management
	    o Only for programming that directly relates to compost disposal

Program	Mental Health Programming
Evaluation Type	Intermediate
Program in Literature	
- **Description**	Programs that address cognitive or behavioral problems associated with mental disorders. It is common for programs that are created for offenders without mental disorders to be modified for people with disorders. - There is surprisingly little research on the benefits of having mental health programming in general. o Most is focused on specific programs for mentally ill (e.g., modified therapeutic communities), or they focus on specific populations such as the severely or dangerously mentally ill.

- **Objectives**	- Dependent on focus of program
	   o Programs designed for typical offender population have same objectives as CBT or Life Skills programs, only sometimes with an extra mental health component.
	   o Programs specific to mentally disordered population
	        ▪ Teach offenders about disorders, as well as how to live with and manage mental disorder symptoms
	        ▪ Decrease in disorder symptoms (e.g., depression)

- **Theoretical Basis**	Theoretical connections vary widely depending each program's focus
Intermediate Outcomes	**Participant Purposes** - Decreased victimization while incarcerated - Decreased recidivism with regard to new crimes and hospitalization o Only for programming with intense aftercare - Decreased disorder related symptoms - Increased compliance with medication - Reductions in self-inflicted injury incidents involving the inmate **Institutional Purposes** - Decreased general infractions - Increased compliance with direct orders from COs - Lower mental health expenses (e.g., pharmaceutical) - Reductions in injuries among correctional staff - Reductions in forced cell-extractions

Program	Class II Industries – Correctional Industries
Program Type	Correctional Industries
Program in Literature	
- **Description**	Jobs available to certain eligible offenders while incarcerated that produce products that aid in the sustainability of the facilities as well as provide products to be sold to the general public. These jobs typically include an intensive training regimen to account and cover a wide range of services/trades.
- **Objective**	Typically these programs are provided as another means of vocational employment and have the same objectives. Primarily allows for an avenue of revenue generation, facility maintenance, and vocational education.
- **Theoretical Basis**	Same as vocational programming – no direct, driving theory
Category: **Correctional Industries**	Evidence-based category according to WSIPP
Intermediate Outcomes (same as vocational programs)	In addition to the wide range of vocational education in the types of trades covered by Class II Industries, the WADOC version of correctional industries involves a CBT element (called Makin' it Work). As a result the intermediate outcomes for WADOC's version should include both types of programs - vocational and CBT. **Participant Purposes** - Increase in general employment following release - Use of vocational skills learned in prison for similar job on reentry - Increase in length of time able to keep the same employment - Passing exams that are recognized by specific professions/trades in the community **Institutional Purposes** - Decrease in general infractions that would risk losing the vocational training - Increase in compliance with rules and direct CO orders

Program	Class III Industries
Program Type	General Employment or Trained Employment – Institutional Support
Program in Literature	
- **Description**	Jobs available to incarcerated offenders that aid in the sustainability of the facilities. These jobs typically include less training, expectations, and responsibility.
- **Objective**	These jobs are typically not viewed as actual programs as they are usually used simply for giving the inmates a something constructive to do that is also beneficial to the facility.
- **Theoretical Basis**	Same as vocational programming – no direct, driving theory
Category: **General Work / Institutional Support**	- Unexamined by WSIPP - Virtually no literature
Intermediate Outcomes (same as vocational programs)	There is virtually no literature that evaluates the effectiveness of prison-based jobs or work for institutional support. Given the nature of these jobs, it is recommended that intermediate outcomes follow those offered through vocational training. **Participant Purposes** - Increase in general employment following release - Use of vocational skills learned in prison for similar job on reentry - Increase in length of time able to keep the same employment **Institutional Purposes** - Decrease in general infractions that would risk losing the vocational training - Increase in compliance with rules and direct CO orders

Program	Class IV Industries
Program Type	Transitional Programming
Program in Literature	
- **Description**	The WADOC defines these programs as Community Work Industries. "Community Work Industries are supervised by Department of Corrections' personnel. The Class IV program is designed to provide services to institutions' host communities at a reduced cost. Public and non-profit agencies may hire Class IV workers. The CI Board of Directors sets policy for these Class IV offender work crews." From WADOC published business description – P351B (2010) In the literature, these types of programs are not commonly evaluated. Most literature refers to work release or prison-based vocational programming. However, we recognize that this is different from the WADOC Class IV Industries. One study
- **Objectives**	In the only robust evaluation of this type of program (Affordable Homes Program in Minnesota DOC), the objectives were two-fold: - Provide a reduced rate service to the community (build or remodel low-income homes) - Provide inmates with occupational skills to help them secure employment following release from prison o (see Bohmer and Duwe, 2012 – "Minnesota's Affordable Homes Program: Evaluating the Effects of a Prison Work Program on Recidivism, Employment and Cost Avoidance")
- **Theoretical Basis**	Same as vocational programming – no direct, driving theory
Category: **Transitional Programming**	Evidence-based category according to WSIPP
Intermediate Outcomes (same as vocational programs)	Given the nature of this type of programming, it is recommended that intermediate outcomes follow those offered through vocational training. **Participant Purposes** - Increase in general employment following release - Use of vocational skills learned in prison for similar job on reentry - Increase in length of time able to keep the same employment **Institutional Purposes** - Decrease in general infractions that would risk losing the vocational training - Increase in compliance with rules and direct CO orders

Program	Behind the Firearm Crime Enforcement
Program Type	Supplemental – Offender Enrichment
Program in Literature	
- **Description**	Stemming directly from Project Safe Neighborhoods, Behind the Firearm Crime Enforcement program is an educational enhancement program developed through collaborative efforts of several law enforcement agencies within the State of Washington and the region's Federal District Attorney. The program is designed to inform eligible (habitual) offenders of the potential consequences of being prosecuted with under the federal Firearm Crime Enforcement (FACE) Act.
- **Objectives**	The primary objective of the educational course is to reduce the likelihood of incarcerated individuals classified as Armed Career Criminals to re-offend using firearms.
- **Theoretical Basis**	The educational component is one prong of deterrence/rational choice theory, which suggests that if a person is aware of the law and its consequences, then the individual should be deterred from committing the associated offense, so long as the offender views the consequences/punishment as more costly than the crime is worth in benefit.
Specific: Behind the FACE	- Unexamined by WSIPP - No additional literature to draw from
Intermediate Outcomes	Apart from the specific objective of reducing firearm related recidivism, there are no other outcomes that would be pertinent to this program.

Program	Animal Handling Programs
Program Type	Complimentary – Animal Handling
Program in Literature	
- **Description**	Refers to programs that provide eligible offenders with the opportunity to train animals (most commonly dogs, but can include many other types), often for adoption into the community for various purposes.
- **Objectives**	Aims to build offender accountability and skills, while providing a needed service to the community.
- **Theoretical Basis**	Originates from the medical field's use of animal-assisted therapy where animal handling will aid the effectiveness of other therapy as well as reduce select health issues.
Specific:	- Unexamined by WSIPP - Some support in the literature o WADOC program recently evaluated by WSU and determined to be effective on multiple institutional outcomes
Intermediate Outcomes	**Participant Purposes** - Sociobehavioral effects (e.g., pro-social attitudes) - Emotional and psychological stability (e.g., coping needs/mechanisms or self-esteem) - Decrease in need of psychological services and medication **Institutional Purposes** - Rates of serious, violent infractions, inmate filed grievances, and sanctions imposed on inmates - Decrease in expenses of psychological medication and general health care

Program	Alcoholic, Narcotics, and Crystal Meth Anonymous
Program Type	12-Step Programming
Program in Literature	

- **Description**	- 12-step recovery program to aid in stopping drug use.
	- Focused on spirituality, religion, and God having an impact on changing a person's life
	     o The 12 steps may be altered depending on the participants' needs
	- Confidential in nature (hence anonymous). No participant is supposed to discuss others outside the group, and this is for safety and reputation's sake.
	- Participants are usually encouraged to accept a sponsor from the group who has already successfully passed through the program and act as a focus for support through the program.
	     o Mutual help for recovery
	- 12-step programs assume that healing is a constant process - never really complete

- **Objectives**	Achieve complete abstinence from drug and alcohol use
- **Theoretical Basis**	- Initially, this program was centered on religious views of individual development through social support - Recent research has suggested that there are many other theories that can apply to the 12-step programs, many of which are psychosocial o Examples: Theory of mind and empathy, schema development, cognitive dissonance theory
Category: 12-Step Programs	- Unexamined by WSIPP - Mixed findings in literature
Specific: AA, NA, CMA	- Unexamined by WSIPP - Findings vary in general literature

Intermediate Outcomes	**Participant Purposes**
	     o Drug/alcohol cravings and strength/frequency
	     o Craving suppression
	     o Social empathy development
	     o Procedural memory development
	     o Response to incentives (reward/punishment contingency)
	     o Ability to resolve cognitive dissonance
	
	Institutional Purposes
	     o Rule infractions related to drug contraband, use, and gang activity

Program	Post-Traumatic Stress Disorder
Program Type	Mental Health Programming
Program in Literature	
- **Description**	- Treatment for people who have experienced a dramatic and life altering incident that has left the person having difficulties cognitively and/or behaviorally - PTSD intervention that relies on: o Cognitive processing therapy (CPT) o Traumatic Incident Reduction (TIR) o Cognitive behavioral therapy (CBT) - Presented in Group and individual therapy
- **Objectives**	- Reduce mental health symptoms of PTSD, depression, and general behavioral problems
- **Theoretical Basis**	- Social-cognitive - Conditioning - Information-processing - Anxious apprehension - Emotional processing theory - Dual representation theory
Category: Mental Health	- Unexamined by WSIPP - General support from other peer-reviewed scholarship
Specific: PTSD Therapy	- Unexamined by WSIPP - General support from other peer-reviewed scholarship

Intermediate Outcomes	**Participant Purposes**
	 o PTSD Symptoms
	 o Depression Symptoms
	 o Reduction in Anxiety
	 o Increase in Self-Efficacy
	
	Institutional Purposes
	
	 o Reductions in problem behavior
	  ▪ Interpersonal infractions/violence
	  ▪ Suicide attempts
	  ▪ Destruction of property
	  ▪ Compliance with orders

Program	Therapeutic Community
Program Type	Substance Abuse Treatment
Program in Literature	

- **Description**	- "Residential treatment" intervention for incarcerated offenders with histories of multiple drug-involved arrests and chronic substance abuse problems
	- Relies on multiple phases (typically five)
	    o Assessment, evaluation, and orientation
	    o Active involvement as a TC resident
	    o Role modelling
	    o Preparedness for release/gainful employment
	    o Reentry
	    o Aftercare component is highly recommended but not always included

- **Objectives**	- Reduce rearrest - Abstinence from illicit drug use - Reduce relapses - Increase post-release employment
- **Theoretical Basis**	- Models of community/social therapy - Humanistic/service approach to treatment - Milieu therapy
Category: Substance Abuse	- Unexamined by WSIPP - General support from other peer-reviewed scholarship
Specific: CTC	Evidence-Based according to WSIPP

Intermediate Outcomes	**Participant Purposes**
	    o Abstinence from drug use
	    o Reduction in relapses
	        ▪ Specific or more severe drug use
	    o Increased employment following release
	
	Institutional Purposes
	    o Reductions in problem behavior
	        ▪ Interpersonal infractions/violence
	        ▪ Suicide attempts
	        ▪ Destruction of property
	        ▪ Compliance with orders

Program	Fitness Management Health/ Wellness Slender Offender Yoga Your Health is Your Wealth
Program Type	Wellness
Program in Literature	
- **Description**	These categories of programs are designed to help inmates maintain and improve their health and fitness and includes both mental as well as physical needs of the individual. The ultimate goal is to educate and motivate inmates to implement positive habits that will improve their quality of life and longevity. Various activities are offered to encourage active inmate participation and interest in their personal well-being.
- **Objectives**	- These programs addresses the issue of incarcerated persons losing muscle mass while in confinement. - The problem is reduced and/or eliminated with a few simple exercises that were developed in cooperation with the American Medical Association Committee on Prisons and Jails. - These exercises are designed to be done within the small space allotted to most confinement cells.
- **Theoretical Basis**	Not Theory Driven

Intermediate Outcomes	**Participant Purposes**
	
	- Reduction in drug use
	    o studies reports psychoactive medication use declined.
	- Reduction in depression symptoms
	    o The intervention group had significantly fewer self-reported bed disability days from baseline to 12-month follow-up than the comparison group. Significantly lower average HAQ Disability Index scores at follow-up relative to the comparison group, indicating better ability to perform everyday tasks.
	- Increased levels of physical activity
	    o Participants reported significantly higher levels of physical activity and significantly more positive attitudes toward physical activity relative to the comparison group, as measured by the Physician-based Assessment and Counseling for Exercise (PACE).
	
	Institutional Purposes
	- Decrease in overall health care expenses
	- Decrease in psychological health care expenses

Program	Creative Energies Creativity 101: Acrylic Basics
Program Type	Supplemental – Offender Enrichment
Program in Literature	
- **Description**	Dedicated to fostering individual and social change by providing current and former inmates opportunities to participate in the performing arts as artists, students, and audience members. Through the performing arts, inmates' creativity is channeled in constructive ways that generate respect, cooperation, and self-discipline, developing skills that positively influence the prison culture and support their successful return to their families and communities.
- **Objectives**	Seeks to accomplish: - Holding the heart sacred. - The reemergence of holistic values. - Authenticity - Emergent ways of living
- **Theoretical Basis**	Driven by ideologies rather than theory(ies)

Intermediate Outcomes	**Participant Purposes**
	    o Reduction in psychological symptoms (disordered inmates)
	    o Improved overall health and coping skills
	
	Institutional Purposes
	    o Reductions in problem behavior
	        ▪ Interpersonal infractions/violence
	        ▪ Suicide attempts
	    o Reductions in grievances

Program	Toastmasters Writers Offering Wisdom (WOW) Women's Issues Group
Program Type	Supplemental – Offender Enrichment
Program in Literature	
- **Description**	Programs that generally aim to provide a structure to social support given by peers within the facility.
- **Objectives**	Programs generally focus around: - Integrity - Respect - Service - Excellence - Communication - Leadership skills - Self-confidence - Personal growth.
- **Theoretical Basis**	Not theory driven

Intermediate Outcomes	**Participant Purposes**
	- Reduction in Obsessive-compulsive disorder symptom severity
	   o Participants had a reduction in OCD symptom severity from baseline to both post-treatment follow-up assessments.
	- Reduction in Depression symptoms
	   o Adults with at least a mild baseline level of depression symptoms (BDI-II score of ≥13) showed greater reductions in depression symptoms than comparison participants from baseline to 1- and 12-week post-treatment follow-up assessments.
	- Reduction in re-hospitalization
	   o Adults experiencing auditory hallucinations or delusions at the time of admission to a state psychiatric hospital who received a team-based treatment approach which included: community-based psychiatric treatment, psychosocial rehabilitation, and social support services had a smaller likelihood of being re-hospitalized.
	- Improvement in general mental health
	   o Participants received a reduction in General Health Questionnaire-12 (GHQ-12), a brief self-report instrument containing 12 items from the original, 60-item version of the GHQ, after completion of the program.
	
	Institutional Purposes
	- Reduction in inmate grievances
	- Decrease in psychological health care expenses

Program	Financial Peace University
Program Type	Supplemental – Offender Enrichment
Program in Literature	
- **Description**	Through video teaching, class discussions and interactive small group activities, FPU presents biblical steps to enhance financial stability.
- **Objectives**	- Strengthen relationships - Bring a sense of hope and freedom - Change family tree - Encourage to give generously
- **Theoretical Basis**	- Not theory driven - Has faith-based qualities
Intermediate Outcomes	No literature exists on this type of program, though some intermediate outcomes can be derived from the objectives of the program. **Participant Purposes** - Increase in visitation from family - Decrease in risky financial behavior (e.g., gambling or purchasing drugs/alcohol) **Institutional Purposes** - Decrease in minor infractions regarding contraband

Program	Multilingual Studies
Program Type	Supplemental – Offender Enrichment
Program in Literature	
- **Description**	The program primarily targets Latino/Latina adults and uses cognitive decision making, positive cultural identity (cultural empowerment), and resiliency models of prevention as its conceptual underpinnings.
- **Objectives**	Program concentrates on enhancing: - Knowledge Power: brain physiology, physical effects of drugs - Skill Power: decision making strategies, role-playing - Personal Power: multicultural stories, symbol making - Character Power: multicultural historical figures, character traits - Culture Power: defining culture, bicultural, subculture; cultural symbols - Future Power: multicultural role models, choosing a role model, goal setting
- **Theoretical Basis**	Not theory driven
Intermediate Outcomes	**Participant Purposes** - Decrease in substance use o participants in such programs reported less alcohol, tobacco, and other drug use **Institutional Purposes** - Decrease in minor infractions regarding contraband - Decrease in interpersonal infractions toward officers and other inmates

Program	Music theory
Program Type	Supplemental – Offender Enrichment
Program in Literature	
- **Description**	Programs use music and the arts as interactive teaching tools to influence behaviors and attitudes related to the use of four targeted substances: alcohol, tobacco, marijuana, and inhalants. The intervention is also designed to increase awareness of the risks of substance use; develop personal and social skills; foster a number of positive traits such, health and wellness, media literacy, anger management, and problem solving.
- **Objectives**	The intervention aims to create a safe and supportive environment in which the desired behaviors and attitudes can be achieved. The core components are in-class lesson plans, usually one class period in length, which include visual, auditory, and kinesthetic elements.
- **Theoretical Basis**	Social learning theory: The theoretical basis of the intervention is rooted in the positive behavior supports approach to reducing negative behaviors and enhancing positive outcomes.
Intermediate Outcomes	**Participant Purposes** - Decrease drug and alcohol use – self report. - Decrease self-harming behavior (i.e.) cutting, burning, self-mutilation – self report**.** **Institutional Purposes** - Decrease in overall health care expenses - Decrease in psychological health care expenses

Program	Making a good brain great
Program Type	Supplemental – Offender Enrichment
Program in Literature	
- **Description**	Guide to understanding and optimizing brain functioning.
- **Objectives**	Thematic emphasis of 6 chapters: - (Chapter One) concerns the principle that one's brain is involved in everything that one does. - (Chapter Two) the substance of the brain centric principle delineated is that the brain determines a person's effectiveness in life. - (Chapter Three) the human brain is the Universe's most complicated organ. - (Chapter Four) particular brain systems are associated with particular behaviors. - (Chapter Five) imaging the brain is crucial to knowing how to help it. - (Chapter Six) very few persons have perfect brains.
- **Theoretical Basis**	Social cognitive theory- posits that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences.
Intermediate Outcomes	No literature exists on this type of program, though some intermediate outcomes can be derived from the objectives of the program. **Participant Purposes** - Increase in effectiveness of other programming (e.g., CBT) **Institutional Purposes** - Decrease in minor infractions regarding interpersonal conflict

Program	Mastering the 7 decisions
Program Type	Supplemental – Offender Enrichment
Program in Literature	
- **Description**	Demonstrates common qualities attainable by anyone willing to take the dive and explore the purpose of his life in the world. Used to help treat a wide range of issues in a person's life, from sleeping difficulties or relationship problems, to drug and alcohol abuse or anxiety and depression.
- **Objectives**	Goal is to change patterns of thinking or behavior that are behind people's difficulties, and so change the way they feel. The seven decisions are: 1. The Responsible Decision: The buck stops here. I accept responsibility for my past. I am responsible for my success. I will not let my history control my destiny 2. The Guided Decision: I will seek wisdom. 3. The Active Decision: I am a person of action. 4. The Certain Decision: I have a decided heart. Criticism, condemnation, and complaint have no power over me. 5. The Joyful Decision: Today I will choose to be happy. 6. The Compassionate Decision: I will greet this day with a forgiving spirit. 7. The Persistent Decision: I will persist without exception.
- **Theoretical Basis**	Sort of-Implements some factors from Cognitive Behavioral Therapy (CBT). Believes that people's perceptions of, or spontaneous thoughts about, situations influence their emotional, behavioral (and often physiological) reactions. They can learn to identify and evaluate their thoughts and to correct their thinking so that it more closely resembles reality. When they do so, their distress usually decreases, they are able to behave more functionally

Intermediate Outcomes	**Participant Purposes**
	- Decrease in substance use behaviors
	  o self-report
	- Symptoms of mental health problems
	  o Lower scores on the General Mental Distress Index (GAIN-GMDI), a 22-item index based on the Symptom Checklist--90 (SCL-90), with higher scores indicating a greater breadth and severity of internal mental distress (e.g., somatic, depression, anxiety).
	- Increase in effectiveness of other programming (e.g., CBT)
	Institutional Purposes
	- Decrease in minor infractions regarding interpersonal conflict
	- Decrease in infractions involving contraband

Program	Non-violent communication
Program Type	Supplemental – Offender Enrichment
Program in Literature	
- **Description**	Nonviolent Communication holds that most conflicts between individuals or groups arise from miscommunication about their human needs, due to coercive or manipulative language that aims to induce fear, guilt, shame, etc. These "violent" modes of communication, when used during a conflict, divert the attention of the participants away from clarifying their needs, their feelings, their perceptions, and their requests, thus perpetuating the conflict.

- **Objectives**	Goals:
	1. All human beings share the same needs
	2. Our world offers sufficient resources for meeting everyone's basic needs
	3. All actions are attempts to meet needs
	4. Feelings point to needs being met or unmet
	5. All human beings have the capacity for compassion
	6. Human beings enjoy giving
	7. Human beings meet needs through interdependent relationships
	8. Human beings change
	9. Choice is internal
	10. The most direct path to peace is through self-connection
	Intentions:
	• Open-Hearted Living
	  1. Self-compassion
	  2. Expressing from the heart
	  3. Receiving with compassion
	  4. Prioritizing connection
	  5. Moving beyond "right" and "wrong" to using needs-based assessments
	• Choice, Responsibility, Peace
	  1. Taking responsibility for our feelings
	  2. Taking responsibility for our actions
	  3. Living in peace with unmet needs
	  4. Increasing capacity for meeting needs
	  5. Increasing capacity for meeting the present moment
	• Sharing Power (Partnership)
	  1. Caring equally for everyone's needs
	  2. Using force minimally and to protect rather than to educate, punish, or get what we want without agreement

- **Theoretical Basis**	Social Learning Theory: Based on the principles of nonviolence-- the natural state of compassion when no violence is present in the heart. Assumes that we are all compassionate by nature and that violent strategies—whether verbal or physical—are learned behaviors taught and supported by the prevailing culture.
Specific Outcomes	- Unexamined by WSIPP - Some support from other peer-reviewed scholarship o Found to reduce recidivism from 37% to 21%.
Intermediate Outcomes	**Participant Purposes** - Suggested increase in empathy - Balanced Emotional Empathy Scale (BEES) (30 item scale) - Decrease anger - The Appetitive Aggression Scale (AAS) (31 item scale) **Institutional Purposes** - Decreased violent and other interpersonal infractions towards staff and inmates