

THINKING FOR A CHANGE FIDELITY CHECKLIST

Thinking for a Change (T4C) is an evidence-based integrated cognitive behavioral change program authored by Jack Bush, Ph.D., Barry Glick, Ph.D., and Juliana Taymans, Ph.D., under a cooperative agreement with the National Institute of Corrections (NIC). T4C incorporates research from cognitive restructuring theory, social skills development, and the learning and use of problem-solving skills.

The following are the National Institute of Corrections recommended standards of practice to support program fidelity and quality assurance.

Group Facilitators

- _____ Should have the ability to demonstrate empathy
- _____ Should be skilled in facilitation/teaching techniques
- _____ Should understand group processes
- _____ Should understand interpersonal interactions
- _____ Should have the ability to manage a group of offenders, at-risk youth, or challenging behaviors through non-coercive means
- _____ Should have completed formal T4C facilitator training of a minimum of 32 hours
- _____ Should be able to adhere to the script and facilitate the program precisely as written and designed, and according to training

Group Membership

- _____ Group members (offenders, students, and at-risk youth) should be prescreened and selected after a brief individual interview. Such a meeting need not take any more than five to ten minutes. It should set the tone of the learning sessions, direct and focus the group member to the usefulness of the program in their own lives and set expectations that positive participation would greatly enhance their options
- _____ Thinking for a Change is recommended for individuals (juveniles/adults) who have been evaluated as medium to high risk by a validated risk assessment instrument

Leadership

- _____ Active involvement and support from the top down is essential
- _____ Leaders should develop a clear process for selecting facilitators who are interested in facilitating the program, including interviewing potential facilitator candidates
- _____ Leaders should ensure ongoing expert supervision, coaching, and support for the overall program and individual facilitators
- _____ Leaders should ensure that the program has clearly defined goals and measurable outcomes
- _____ Leaders should ensure ongoing monitoring

Program Delivery

- _____ Recommended group size is 8-12
- _____ Lessons should be delivered in its entirety and in sequential order
- _____ Should be delivered as a closed program - Lesson 5 is a logical cut-off point for new group members
- _____ Program is designed to be delivered by two trained facilitators. The role of a non-trained individual may include assistance with audio/visual operation, charting, group management, co-acting during modeling displays, and lesson preparation
- _____ Each group member must report out on their homework, and each group member must practice new skills by doing the role-plays
- _____ Establishment of group norms and expectations is important
- _____ Best delivered on a schedule of 2-3 sessions per week
- _____ Only one lesson should be taught in a session. Never begin a new lesson immediately after completing a lesson in the same session. The reason for this has to do with learning. Group members must have an opportunity to practice a new skill in a real-life situation, by doing their homework, before they will be ready to move to the next lesson to learn an additional skill

Note: Sessions are usually scheduled for 1-2 hours and there are 25 lessons in the program. Because many lessons may take more than one session to complete (some up to three sessions) and because the program is not designed to facilitate more than one lesson in a session, 25 lessons does not equate to 25 sessions. Therefore, more than 25 sessions will be needed to go through the entire program – possibly 30-40 depending on the length of the sessions.