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 control a group of offenders, at-risk youth, or challenging individuals 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

Source: National Institute of Corrections, Thinking for a Change Curriculum 4.0

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 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.