

HOW TO TEACH COGNITIVE MATERIALS

1. Individualized within groups.
2. Begin where the student is.
3. "Wrap" the course around each student.
4. Stay focused on the goal ("re-wiring the brain through frame shifting).
5. Make the environment one of learning and fun.
6. Encourage self-exploration and new behavior.
7. Provide systematic feedback on use of the tools (monitor and reward).
8. USE THEM YOURSELF.

WHEN TO USE COGNITIVE INTERVENTION

Use cognitive with almost any offender.

WHEN TO BE CAUTIOUS USING COGNITIVE INTERVENTION

1. Clients with extremely low motivation.
2. Client unable to be introspective (low functioning).
3. Clients with organic difficulties.
4. Antisocial Personality Disordered Clients (psychopathology).
5. High risk of triggering behavior.

Picking a Cognitive Package

There are over 100 cognitive packages available on the market today (early 2000). Picking the right one for your agency requires some work and thought. Here are some things you need to consider when choosing a cognitive package:

1. The program should come with manuals.
2. The following elements should be present:
 - A. Must help clients identify what they think.
 - B. Must link what they think to how they behave.
 - C. Must show them how to change what they think.
 - D. Must give them appropriate skills to succeed in life.
 - E. Must allow for practice of these skills.
 - F. Must be **INDIVIDUALIZED** for each client (one size does not fit all).
3. Match the package to your staff skills and client population:
 - A. Level of material
 - B. Is the manual "scripted"
 - C. Flexibility and/or divisibility of the material
 - D. Handouts and study material
 - E. Provides for transfer of material to offender's natural life world.
 - F. Length of program (and frequency of delivery).
 - G. Closed groups?
4. Cost
 - A. Instructor's manuals
 - B. Training required?
 - C. Student materials (workbooks, handouts, etc.)
 - D. Ancillary materials.
5. A word or two about "Research".

Writing your Own Cognitive Package

1. It takes longer than you think. Give yourself ample time to deliver the product.
2. Design a template for the material. Develop each session using this template. For example:
 - A. Learning Objectives
 - B. Theoretical Underpinning
 - C. Materials needed for this class
 - D. Class Process (step by step instructions)
 - E. Home work assignments.
 - F. Student Materials
3. Select the topics you want in your package. What behaviors, attitudes, beliefs are you trying to change? What ancillary life skills are you trying to teach?
4. For each topic include the following aspects in your material:
 - A. Distortion remediation (changing the content of the thought)
 - B. Deficit remediation (changing the thought process)
 - C. Goldstein's four step approach to skill acquisition:
 - 1) Model
 - 2) Practice
 - 3) Feedback
 - 4) Transfer
 - D. Each participant has an **individualized** approach to the topic.
 - E. Ample "suggested material" for the instructor. It is easy to get yourself trapped when "winging it" because the class isn't interested in the examples you are trying to use. Provide sufficient alternate materials for the instructor during the class - never leave them forced to "wing it" because there isn't enough material in the manual or the training.
5. Provide instructor training. The training should include at a minimum:
 - A. Theory behind the material as well as the intention of each session and how it relates to others.
 - B. "Tricks and Tips" on the material (the author/trainer should have actually taught the classes).
 - C. Some experiential learning (actually teach sections of the material to the class).
 - D. Practice teaching with critique from instructor and other student teachers.