

Corrective Thinking Site Checklist

Site name _____

Type of Site Residential, Halfway House, Outpatient, Day treatment.

Date of visit _____

Do you have the following at your site?

1. Full set of Truthought Posters Yes _____ No _____
 2. How many _____
 3. Where are they located _____

4. Set of Truthought Workbooks Yes _____ No _____
 (for residential sites)
 Charting the Course book in house Yes _____ No _____
-

4 = A Great Deal; 3 = Moderate; 2 = Some; 1 = Not At All

	4	3	2	1
Are you utilizing Truthought tools?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Pocket handouts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. tactic cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. thinking cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. thinking reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ripple chart	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. corrective thinking language (give examples observed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. positive reinforcers for pro social behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. What are they? _____				
9. Do your client orientation policies explain corrective thinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Do the treatment plans incorporate corrective thinking exercises, not just attending the groups?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is the percentage of staff that is trained in corrective thinking at your site? _____%

What percentage of trained staff is using corrective thinking (i.e. leading groups, giving out thinking cards, using the corrective thinking language, making corrective thinking assignments in treatment plans)? _____%

Are there orientation policies in place for new staff to understand corrective thinking?
Yes___ No _____

Group observations:

1. Did the leader/facilitator establish a common ground? Yes___ No___
2. Is the Truthought group code of conduct read at each corrective thinking group?
Yes_ No__
3. Are group rules read at the start of the meeting? Yes___ No___
4. Are role-plays being done during the group? Yes___ No___

Milieu Effectiveness;

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| | 4 | 3 | 2 | 1 |
| 1. Are client infractions handled in a corrective thinking model at the duty station? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Describe one observed incident:

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 2. Does auxiliary staff use corrective thinking language in interactions with clients? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Do ASMs use thinking reports, thinking cards and tactic cards in conjunction with violation sanctions? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Is there a system in place where ASMs communicate the use of thinking reports on clients to the client's case manager? Yes_____No___

Additional questions to consider

Who leads the groups? Only the CSPs or can the ASMs and must they be registered candidates. (For milieu effectiveness, the more people who work there who participate, the better the CT environment.)

What type of Corrective thinking training is available and put in place for auxiliary staff, i.e. cooks, administrative specialists, teachers?

What information is given to referral sources, i.e. probation and parole officers about this model?

Signature of person completing the checklist_____

