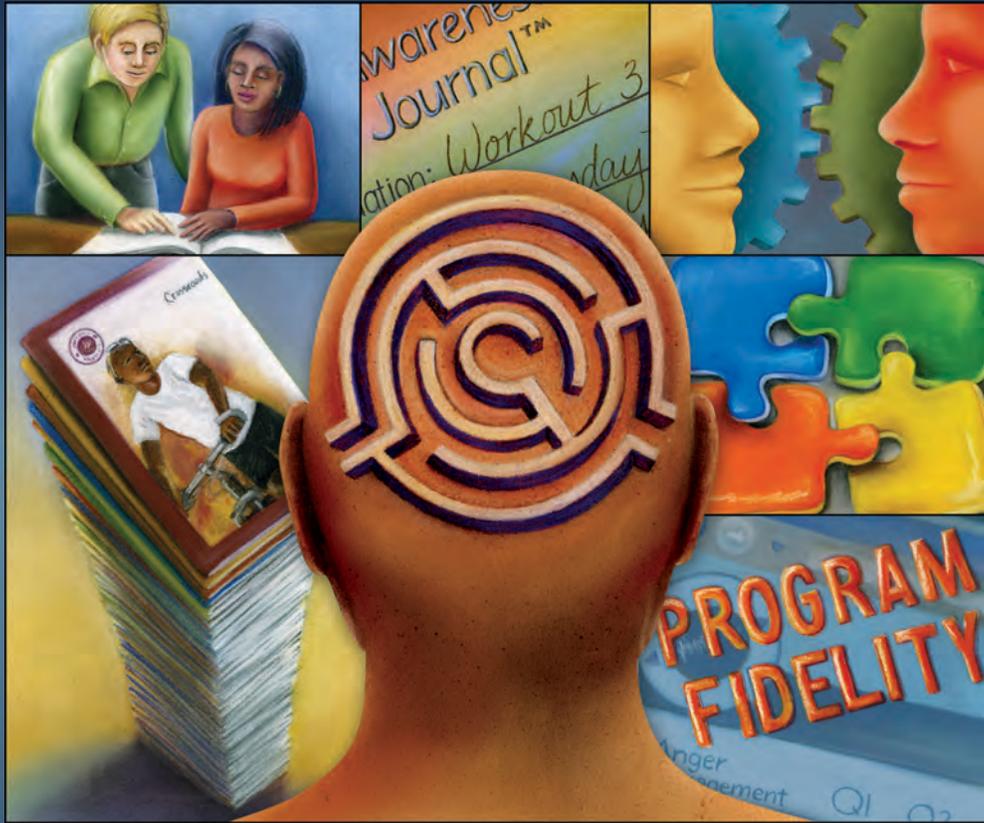


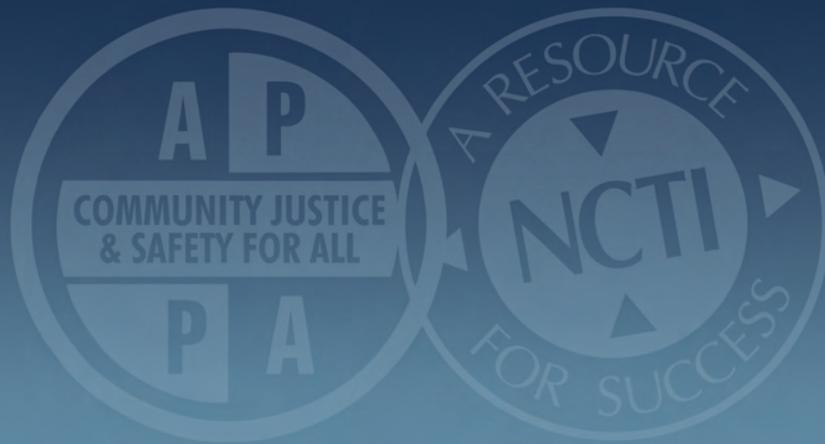
With more than curricula alone...



NCTI's Complete Behavior Change System
gives you a support structure
that makes referring professionals' work more effective,
strengthens program fidelity, and enhances learning by clients.



Evidence-Based Curricula & Facilitator Certification Training from NCTI in Partnership with APPA



Evidence-Based Curricula & Facilitator Certification Training
from National Curriculum & Training Institute in Partnership with
the American Probation and Parole Association

National Curriculum & Training Institute®, Inc.

319 E. McDowell Road, Suite 200 Phoenix, Arizona 85004

800.622.1644 | www.NCTI.org | info@NCTI.org

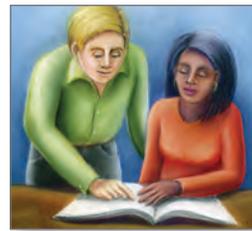
NCTI's Complete Behavior Change System

NCTI's recognized, evidence-based curricula and APPA-accredited, facilitator certification training come with a complete system of powerful tools that helps you create an effective path to behavior change.



NCTI's Evidence-Based Curricula

is recommended by APPA and provides a large selection of curricula targeting criminogenic needs, risk-level, and age as well as life skills. Addressing different learning styles, while being delivered in a highly interactive, group-process format, NCTI's curricula encourage participation and comprehension. (pg 2)
(See full curricula list, pg 10)



APPA-Accredited Facilitator

Training prepares facilitators with direct experience and assists in consistent curricula delivery. NCTI's easy-to-use, comprehensive facilitator guidebooks show participant workbook pages next to step-by-step instructor guidelines. Facilitators master how to help offenders learn through participation and a positive reinforcement process. (pg 4)



Extend Learning Beyond the Classroom with Cog Talk™ and Structured Homework.

NCTI's system of recommended session schedules, coordinated homework, and easy-to-use, guided questions for referring professionals is available free of charge for all NCTI curricula. (pg 6)



Improve Communication with NCTI's Real Colors® Personality Instrument,

a unique and effective tool for understanding human behavior, uncovering motivators, and improving communication amongst differing personalities. (pg 7)



Strengthen Program Fidelity

with implementation and technical assistance, webinars for continuing education of facilitators, supervising officers, and referring professionals... plus, pre- and post-tests, and facilitator monitoring tools. (pg 8)

NCTI's Complete Behavior Change System

incorporates the National Institute of Correction's eight key principles of effective interventions. (pg 9)



Recommended by APPA, NCTI's cognitive-based curricula clearly align with the models that research has proven to be effective in reducing recidivism.

Professionally structured to align with the NIC principles of evidence-based research, NCTI's Complete Behavior Change System offers Crossroads®, one of the most comprehensive selections of cognitive curricula available.

NCTI Crossroads curricula address criminogenic needs and risk-level for adult and juvenile participants. In addition, NCTI offers several life skills curricula. NCTI curricula are primarily designed for medium and high-risk offenders, however, NCTI also has curricula available for lower risk offenders plus numerous life skills curricula such as parenting and job-readiness. NCTI's Crossroads curricula are available in both English and Spanish. See a full listing of all NCTI curricula on pages 10-13.

NCTI Curricula address different learning style needs while being delivered in a highly interactive, group-process format which encourages participation and comprehension.

Crossroads curricula follow a precise sequence that leads participants from a general level of discussion to a specific behavioral commitment. This general-to-specific movement accomplishes five important goals:

1. Enables individuals to see the process as relevant to themselves and their particular situation
2. Adapts the process to the participant's own learning style by including lively, responsibility-oriented exercises that require full participation and involvement
3. Expands personal comfort zones and expectations
4. Internalizes information and helps group participants practice pro-social skills
5. Enhances the opportunity for personal discovery

With millions of participants nationally over thirty years, plus

direct experience as a private provider, NCTI's curricula has been praised for ease-of-use and effectiveness of outcomes. Clients served across the country include:

- Probation departments
- Juvenile courts
- Federal, state, county, and municipal courts
- Private providers
- Therapists
- Detention centers
- Jails
- Military brigis
- Prisons
- Rehabilitation centers

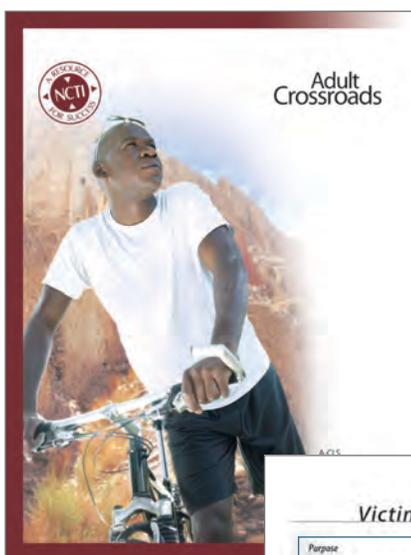
Cog Talk™ **NEW to NCTI's Complete Behavior Change System**



Cog Talk is a reference guide to Crossroads curricula which provides structured homework and creates links between the facilitator, the referring professional, and the participant. This increases meaningful dialogue and reinforces new cognitive concepts and behaviors. (pg 6)

NCTI's easy-to-use, comprehensive facilitator guidebooks show participant workbook pages next to step-by-step instructor guides.

NCTI's Crossroads curricula address criminogenic needs and risk-level as well as adult and juvenile participants. In addition, NCTI offers several life skills curricula.



The following Crossroads facilitator guide sample page is taken from Adult Cognitive Life Skills

Designed for medium to high-risk offenders, the adult Cognitive Life Skills curriculum offers an extended and comprehensive educational process to help participants overcome negative behavior patterns, and enable them to live better within their environment. Through activity-enhanced workbooks, participants learn how to establish positive, goal-directed behavior patterns, and understand the process necessary to achieve pro-social behavior.

Facilitator Instructions

Purpose To help the participants understand that their criminal activity resulted in victimization of other persons, their own family and their community.

Possible Pitfalls People often fail to recognize that their criminal behavior impacts a wide range of people and society. They may minimize the impact of their crime by comparing their crime with other, more obviously serious crimes.

Learning Activity "Who Is the Victim?" and "News Articles"

Approximate Time 60 minutes.

A brief description of the Purpose and Possible Pitfalls associated with this component

The names and locations of Learning Activities for the component

Thorough, descriptive facilitator instructions, with references to the Appendix for tools and activities

A complete Workbook page that matches what the participants are using

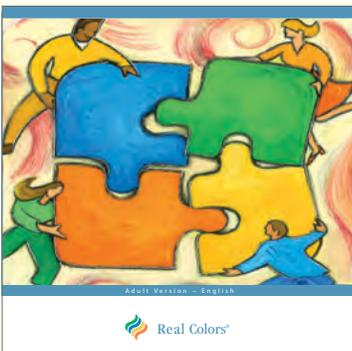


Facilitator Certification Training from NCTI provides all the skills necessary to successfully facilitate NCTI's cognitive behavior change curricula.

The APPA & NCTI partnership provides nationally-accredited cognitive facilitator certification

Certification training is required for individuals wishing to use NCTI's cognitive behavior change curricula, Crossroads®, to ensure fidelity in the delivery of programs. NCTI, in conjunction with APPA, presents a five day course for individuals to achieve nationally-recognized certification.

Real Colors® Certification is Included in NCTI's Cognitive Facilitator Certification Training



When used in conjunction with Crossroads curricula, Real Colors quickly provides a common ground for communication between participants and facilitators. In a very short time, participants begin to understand their own personality styles. (pg 7)

Facilitator Certification Training

Sessions: NCTI's fast-paced, interactive training provides practitioners with the skills necessary to successfully facilitate our cognitive behavior change curricula. These training sessions address the importance of individual learning styles, how to use activities, games and small groups to enhance the learning process, and practice facilitation skills using NCTI's Complete Behavior Change System. These training sessions are approved for 35 Professional Contact Hours, through our partnership with APPA.

NCTI's facilitator training teaches sensitivity to learning style, level of motivation, gender and culture.

Facilitators master how to help participants learn through participation and a positive, reinforcement process. In addition, NCTI certifies facilitators in our Real Colors Personality Instrument to improve communication skills. Real Colors is an effective tool for understanding human behavior, uncovering motivators, and improving communication amongst differing personalities.

Certified Facilitators will learn to:

1. Instruct individuals in clarifying the relationship between values, attitude, and behavior with consistency in delivery.
2. Facilitate an array of cognitive behavioral, offense-specific curricula for juvenile and adult individuals.
3. Create a supportive environment based on trust that allows for trial and error.
4. Teach understanding and appreciation of one's own communication and learning style and the styles of others by using the NCTI Real Colors Personality Instrument.
5. Facilitate the group process using lively, interactive exercises to involve even the most disinterested individuals.
6. Construct open-ended questions to elicit an intrinsic commitment to change.
7. Use structured homework and NCTI's Personal Awareness Journal™ to encourage practice of pro-social behaviors learned in group sessions.

The American Probation and Parole Association, APPA, strives to improve standards and communication in the field of community corrections.

The American Probation and Parole Association is an international association composed of individuals actively involved with probation, parole and community-based corrections, in both adult and juvenile sectors. All levels of government associated with the executive, judicial and legislative branches are counted among its constituents.

By taking the initiative, APPA has grown to become the voice for thousands of probation and parole practitioners including: line staff, supervisors, and administrators. Educators, volunteers and concerned citizens with an interest in criminal and juvenile justice are also among APPA's members. With the combined input of all its members, the association represents a strong, unified voice for the field of community corrections.



NCTI's model of cognitive behavior change works because we focus on the internal motivators of values and personal attitudes.

It is a common misconception, particularly among educators, that once a person has been told something, the information being delivered will automatically cause a change in behavior. This is simply not the case. NCTI's curricula help each participant understand that values and attitudes influence their behavior. By quantifying these concepts and seeing the inconsistency in their own lives, participants want to make a commitment to change.

The NCTI approach focuses on intrinsic change. Intrinsic change is different than extrinsic change which simply tells a person of the adverse consequences of a certain behavior. Intrinsic change helps a participant see the personal benefits of new behaviors and motivates through the participant's own vision of improved benefit. Intrinsic change is more effective and much longer-lasting because it is internal motivation, rather than instruction from an external source.

Another mistaken belief is that it takes long periods of time for a person to change their behavior.

NCTI's approach has proven that once a participant becomes aware of the need to change, commits to change, and learns the skills necessary to affect new behavior, change can happen quickly. There are, of course, some behaviors that are harder than others to extinguish, and there are new skills that are difficult for some participants to master. But even complex behavior change can take place in a matter of weeks, rather than months or years. What most participants need is to be shown a better way to behave and to be provided with skills to behave in that way.

NCTI has found that working in groups is a more effective format for change to occur. Participants can see others changing, they can see successes in others that motivate them to attempt change, they draw reinforcement from others, and they can celebrate successes with other participants. Changing behavior is easier when it is done with others.

Cog Talk™ extends learning beyond the classroom with structured homework and by bringing referring professionals into the learning loop with facilitators and participants.

Cog Talk™ is a user-friendly guide that helps anchor the learning experience.

Cog Talk is a reference guide designed to create a link between the facilitator, the referring professional, and the participant, increasing meaningful dialogue and reinforcing new cognitive concepts and behaviors for the participant.

Cog Talk breaks each Crossroads® curriculum into two-hour sessions for ease in program management and supplies a homework assignment for each two-hour session.

Through guided questions based on motivational interviewing techniques, referring professionals can hold meaningful conversations with their participants on concepts they encounter in group sessions. This allows the participant to continue processing new information and to discuss the skills they have been practicing in their homework assignments.

Cog Talk is available free of charge to every agency and provider who is utilizing NCTI's Crossroads curriculum.



NCTI's structured homework encourages pro-social practice to reinforce new concepts.

Practicing new behaviors with NCTI's structured homework helps participants understand the connection between their thoughts and their actions, an essential part of behavior change.

Session Components	Homework	Guided Questions
1 Pre-test Introduction Agreements & Objectives Tell Your Story What Has It Cost?	Write an essay describing the happiest event in your life and why it made you happy.	1. If you could tell me only one thing about yourself, what would it be? – OR – What is one thing I need to know about you that is not included in your case file? 2. What do you expect to get out of the Cognitive Life Skills class? 3. On a scale of 1 to 10, how committed are you to making positive changes in your life? 4. What has the offense for which you are on probation cost you?
2 Contributing Factors Values, Attitude, Behaviors	From now until the beginning of our next class, log each time you act in a way (behavior) that goes against what you believe (values) is right. What were your thoughts (attitude) about the situation?	1. There is no doubt that your environment has had an impact on the person you are today. What can you do to overcome the negative impact your environment has on you? 2. When has there been a time when you acted in a way that was not in alignment with your values? 3. What is the connection between your values, attitudes, and behaviors?
3 Trust Who Is a Criminal?	Write an essay describing your plan to become more trustworthy with the person you care about the most.	1. What are you doing to become a trustworthy person? 2. How are these actions helping you to become more trustworthy? 3. What is the difference between you and a criminal?

Sample of a structured homework assignment.

Sample Cog Talk page: Guided questions connect referring professionals to classroom learning.

Structured homework reinforces new cognitive concepts and behaviors.



Improve communication between facilitators, referring professionals, and clients with Real Colors® Personality Instrument.

Real Colors is an effective tool for understanding human behavior, uncovering motivators and improving communication amongst differing personalities.

By helping people recognize, accept, and learn to value the differences in others, Real Colors training will strengthen communication between facilitators, referring professionals and participants. For this reason, we recommend agencies train probation, parole, and other referring professionals in Real Colors to allow communication with participants to be most effective.

Together, NCTI's Crossroads® cognitive curricula and Real Colors Personality Instrument provide facilitators the ability to maximize their efforts at affecting positive, pro-social behavior change in participants.

With an understanding of temperament, facilitators are better equipped to account for individual traits when working with participants. These

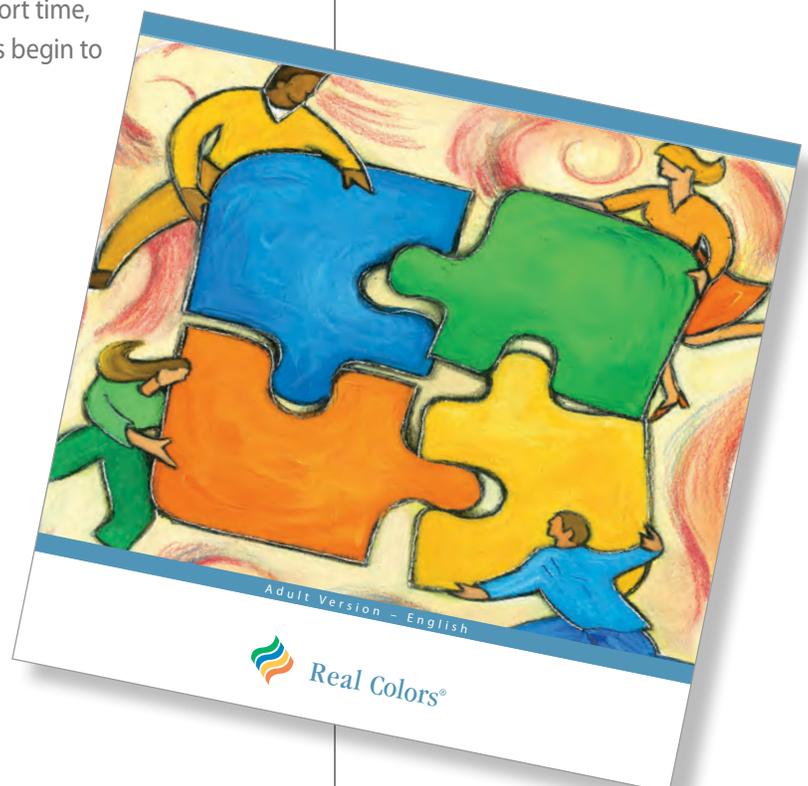
traits include consideration of culture, gender, motivational stages, developmental stages, learning styles and communication styles. These factors are what indicate a participant's responsiveness to particular types of intervention services. Responding appropriately to responsivity involves choosing the right type of service by matching the style and methods of communication with the participant's readiness to make a change.

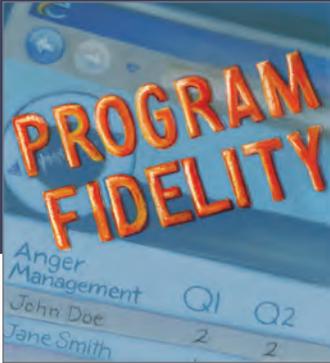
Used in conjunction with Crossroads curricula, Real Colors quickly provides a common ground for communication between participants and facilitators. In a very short time, participants begin to

understand their own personality styles. Then they begin developing the skills of application that improve communication with others.

Real Colors is an integral part of NCTI's Complete Behavior Change System, our wide assortment of criminal justice curricula and training programs.

NCTI's Real Colors Personality Instrument is grounded in the theory of Carl Jung and validated in the research of Myers-Briggs and Keirsey-Bates. It combines experience and research into an exciting approach that is extremely accurate, understandable and easy to apply in everyday life.





Strengthen Program Fidelity with technical assistance, webinars, pre- and post-tests, and facilitator monitoring tools.

Program Implementation and Technical Assistance:

The implementation phase of technical assistance is designed to assist agencies in a cohesive implementation of NCTI's Crossroads cognitive curricula.

The fidelity assurance phase of technical assistance is crucial in maintaining an evidence-based program. This phase is focused on monitoring the delivery of the NCTI curricula to ensure the efficacy of the principles of the NCTI model.

Webinars are provided for continuing education of facilitators, supervising officers, and referring professionals.

NCTI routinely offers webinars with topics ranging from information aimed at helping professionals understand how NCTI's Behavior Change System works to information and tips on how to implement a new program for certified facilitators and agency administrators.

Track increases in learning, establish facilitator consistency and pin-point areas for improvement with free pre- and post-testing, including a web-based online tracking program.

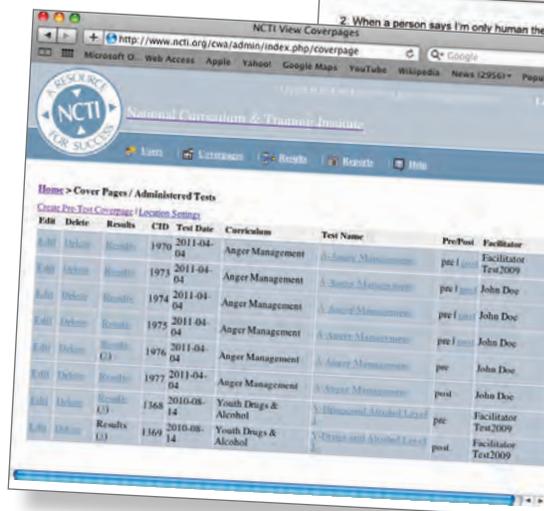
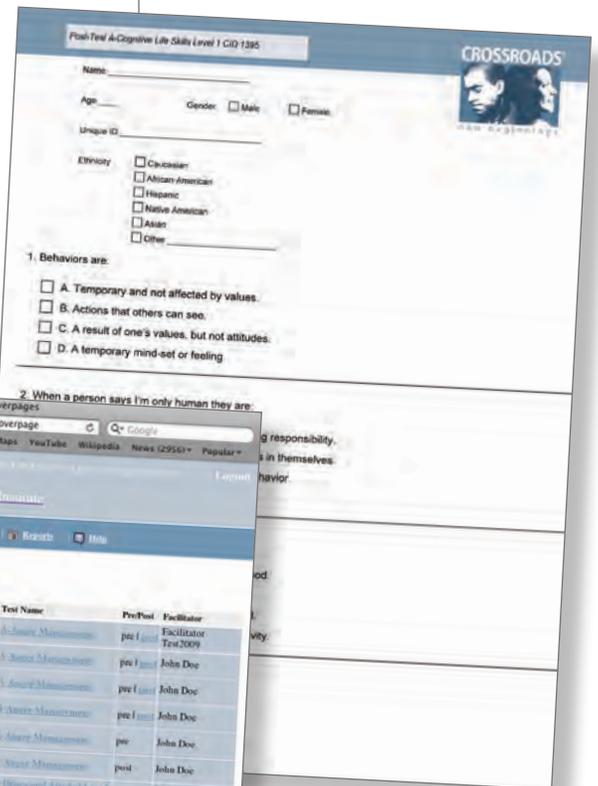
Pre- and post-tests are used to measure the participant's increase in learning for each course and allow program managers to ensure facilitator effectiveness, as well as measure program fidelity.

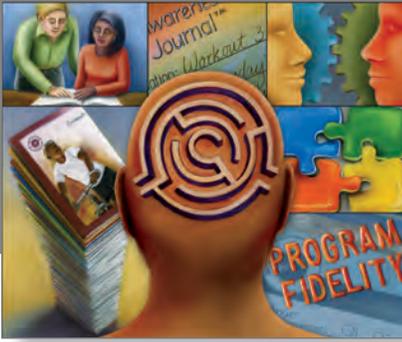
NCTI has developed a web-based system to assist the data entry and evaluation of pre- and post-test scores. Agencies are now able to enter their own pre- and post-test scores and print Aggregate, Demographic, and Pre/Post Breakdown reports.

Pre- and post-tests are available free of charge to agencies who are utilizing NCTI's Adult and Youth Crossroads® curricula.

Monitor curricula delivery consistency with thorough facilitator evaluation forms.

The Crossroads® Facilitator Evaluation Form is a tool designed to assist agencies in establishing and maintaining program fidelity. This form provides a consistent guideline to assist a program monitor in their observation of a facilitator as they deliver the Crossroads curriculum in their group environment. Facilitator evaluation forms are available free of charge to all agencies utilizing Crossroads curricula.





NCTI's Complete Behavior Change System incorporates the National Institute of Correction's eight key principles of effective interventions.

1) Address the Actuarial Risk / Needs of the Offender

When available, NCTI uses Risk/Needs data found to be essential for best practices in criminal justice. NCTI supports the use of actuarial assessment tools that focus on both dynamic and static factors, provide a criminogenic need profile, and have been validated on similar populations. This information allows programs to better address the individual offender.

2) Enhance Intrinsic Motivation For lasting behavior change to happen, the offender must experience intrinsic motivation. NCTI curricula uses a values-discrepancy model with the assistance of motivational interviewing techniques to enhance the possibility of the intrinsic desire taking place.

3) Target Interventions:

Risk Principle: NCTI curricula are primarily designed for medium and high-risk offenders.

Need Principle: NCTI curricula target specific interventions toward reducing criminogenic needs of offenders.

Responsivity Principle: NCTI curricula and certified facilitators are sensitive to temperament, learning style, level of motivation, gender, and culture of offenders.

Dosage: NCTI curricula are designed to be delivered in two-hour increments and we encourage program designs of two, 2-hour sessions per week.

Treatment Principle: NCTI curricula are written using a cognitive-behavioral approach. NCTI believes such treatment is an integral part of the behavior change process.

4) Use a Cognitive-Behavioral Treatment Model

NCTI's curricula are written based on a cognitive-behavioral treatment model as well as a cognitive dissonance model. NCTI uses a number of techniques such as: role-play, personal awareness journaling, skill practice, and behavior modeling. Within a dynamic group setting, offenders begin to make positive behavior changes by learning how to think and act in increasingly positive, pro-social ways.

5) Increase Positive Reinforcement

A sustained behavior change process increases the amount of positive reinforcements an offender receives. NCTI facilitators are instructed in techniques for encouraging offenders with positive reinforcement while maintaining clear and consistently applied rules.

6) Engage On-going Support in Natural Communities

Active engagement of offender, pro-social support during the treatment process allows for greater offender success. NCTI curricula encourage and provide opportunities for the offender to practice positive behavior change within their own environment.

7) Measure Relevant Processes / Practices

NCTI routinely assesses the changes in offenders' cognitive and pro-social skill development. NCTI's pre- and post-tests data for each curriculum is collected and used to ensure facilitator and program fidelity. Our curricula have been used throughout the United States, in programs that have successfully replicated reduced recidivism. NCTI's five day facilitator certification training teaches facilitators to deliver a standardized model, regardless of location.

8) Provide Measurement Feedback

Facilitator & participant evaluations are used to provide feedback to referring agencies. Pre- and post-tests provide an additional method for obtaining feedback and monitoring ongoing processes. Feedback is provided to offenders, facilitators, and NCTI staff in a variety of ways in order to ensure increased accountability and program integrity.





ADULT Crossroads® Curricula Library

All Crossroads curricula utilize a Facilitator Guide and corresponding Participant Workbook for each topic. Participant Workbooks are available in English and Spanish.

Each curriculum is included in Cog Talk™, a free reference guide that divides each curriculum into two-hour sessions, provides specific homework assignments and additional open-ended questions to continue curriculum-specific conversation outside of the group setting.

Anger Management

The Adult Anger Management curriculum is designed to give participants an opportunity to practice skills that will allow them to positively control their behavior and the events in their lives. Through activity-enhanced components, individuals learn to successfully control their emotions and channel their energies in a positive direction.

Bad Check

The Adult Bad Check curriculum emphasizes and teaches fiscal responsibility as a resource to curb future bad check writing. By focusing on planning and goal setting activities, participants learn behaviors that reduce the likelihood of budgeting mistakes and bad decisions. When the workshop is coupled with a requirement to make full restitution, both the offender and the victim are dealt with judiciously.

Cognitive Life Skills, Levels I & II

Designed for medium to high-risk offenders, the Adult Cognitive Life Skills curriculum offers an extended and comprehensive educational process to help participants overcome negative behavioral patterns, and enable them to be more productive in their environment. Through activity-enhanced components targeting criminogenic needs, participants learn how to establish positive, goal-directed behavior patterns, and understand the process necessary to change negative behavior.

Cognitive Life Skills, for Women

Designed for medium to high-risk female offenders, the Adult Cognitive Life Skills for Women curriculum offers an extended and comprehensive educational process to help women overcome negative behavioral patterns, become self-reliant, and enable them to be more productive in their environment. Through activity-enhanced components targeting criminogenic needs, women learn how to establish positive, goal-directed behavior patterns, and understand the process necessary to change negative behavior. The length of the curriculum allows for greater development of the participant/facilitator relationship, providing an additional support base for the participant.

Domestic Violence

Designed for medium to high-risk offenders, the Adult Domestic Violence curriculum uses a unique, interactive model to allow participants to explore why they use violence to try to solve problems. They practice the skills necessary to cope with interpersonal problems in a nonviolent manner. Participants will learn that problems that they think are solved with violence are never permanently solved, and individuals will make a commitment never to use violence in their relationships.

Drugs & Alcohol, Levels I & II

The Adult Drugs & Alcohol curriculum uses a number of innovative role plays, games and scenarios to help participants understand the dangers of ingesting harmful substances.

By exploring patterns of use and contributing attitudes, individuals learn the effects of their abusive behavior on their family as well as their future.

DUI

The Adult DUI curriculum allows participants to explore their decision-making process prior to drinking that places them behind the wheel once intoxicated. By focusing on their decision-making process, rather than gory films about accidents or effects of alcohol on the body, participants learn to make decisions and choices ahead of time that will allow them to control this dangerous, self-destructive behavior in the future.

Felony Offenses

The Adult Felony Offenses curriculum addresses the needs of medium to high risk offenders who have entered the court system for a wide variety of felony offenses. This curriculum uses activity-enhanced components to provide an in-depth process for gaining and practicing new behavioral skills that can help participants achieve constructive life changes. Individuals are encouraged to practice skills outside of the group setting and to report on the progress and problems they experienced during practice. The length of the curriculum allows for greater development of the participant/facilitator relationship, providing an additional support base for the participant.

JOBTEC

The JOBTEC curriculum teaches those competencies that the Department of Labor and research have found to be necessary for finding and keeping a

job. Through this extensive curriculum, participants will learn practical job-finding skills, practice positive and professional behavior, and explore their own personal strengths and values.

Larceny

The Adult Larceny curriculum assists participants in focusing on the processes they went through when they broke the law. Participants will learn how certain attitudes can override a person's sense of right and wrong and cause behavior that is contrary to his or her personal beliefs. The curriculum establishes an atmosphere where participants can learn from and accept their mistakes as well as strengthen their ability to act in accordance with what they believe.

Minor in Possession

The Adult Minor in Possession curriculum is designed for individuals between 18 and 21 years of age, who have committed alcohol offenses. The curriculum focuses on dispelling the cultural myths surrounding drinking, understanding why one drinks, and overcoming peer pressure. Time is spent exploring other activities that can replace the "high" that results from drinking. Through this upbeat and exciting curriculum, participants examine their negative behavior, and learn to make informed decisions.

Misdemeanor Offenses, Levels I & II

The Misdemeanor Offenses curriculum addresses the needs of individuals who have entered the court system for a wide variety of misdemeanor offenses. Building on a foundation of activities and interactive components, the curriculum helps individuals learn how to avoid negative influences, handle stress and take responsibility for their decisions. This skills-based curriculum is designed for first-time offenders.

Parenting

The Adult Parenting curriculum helps parents understand the process of changing negative behavior in their children and motivating positive behavior. Through activity-enhanced components, parents learn how to counteract negative behaviors using methods that are non-threatening, effective, and that build responsibility. Parents learn the difference between punishment and discipline, and are encouraged to use discipline instead of punishment.

Shoplifting

The Adult Shoplifting curriculum assists participants in focusing on the processes they went through when they shoplifted. Through activity-enhanced components, they learn to behave differently when faced with a similar situation in the future. Participants will learn how certain attitudes can override a person's sense of right and wrong and cause behavior that is contrary to his or her personal beliefs. The curriculum establishes an atmosphere where participants can learn from and accept their mistakes and strengthen their ability to act in accordance with what they believe.

Substance Abuse Intervention

The Adult Substance Abuse Intervention curriculum addresses the needs of the low-risk client who has become involved with the criminal justice system for a substance abuse offense. The client may not have an addiction issue that meets the requirements of traditional treatment but instead has a behavior issue that can better be addressed using a shorter cognitive educational model. This curriculum allows clients to explore their anti-social attitudes, how their use of substance abuse affects their personal and professional relationships, and includes training and practice in self-control and self-management.



YOUTH Crossroads® Curricula Library

All Crossroads curricula utilize a Facilitator Guide and corresponding Participant Workbook for each topic. Participant Workbooks are available in English and Spanish.

Each curriculum is included in Cog Talk™, a free reference guide that divides each curriculum into two-hour sessions, provides specific homework assignments and additional open-ended questions to continue curriculum-specific conversation outside of the group setting.

Anger Management, Levels I & II

The Youth Anger Management curriculum uses role plays and scenarios to assist individuals in learning what they must do to avoid confrontational situations. The curriculum assists participants in learning ways to manage their emotions and develop alternative behavioral responses. Through this skills-based curriculum, participants make a commitment to avoid the use of anger or violence to solve personal problems.

Cognitive Life Skills Levels I & II

Designed for medium to high-risk offenders, the Youth Cognitive Life Skills curriculum offers an extended and comprehensive educational process to help participants overcome negative behavioral patterns, and enable them to be more productive in their environment. Through activity-enhanced components targeting criminogenic needs, participants learn how to establish positive, goal-directed behavior patterns, and understand the process necessary to change negative behavior.

Curfew

The Youth Curfew curriculum is comprised of activity-enhanced components helping young people learn how to avoid negative influences, take responsibility for themselves and balance the need for freedom with a respect for authority and the law. This skills-based program is very effective for first-time offenders as well as repeat offenders who need to develop the necessary skills to enable them to make positive changes in their lives.

Drugs & Alcohol, Levels I & II

The Youth Drugs & Alcohol curriculum assists participants in understanding the dangers of continued drug use/abuse. Through activity-enhanced components, participants learn alternatives to drug use that will help them cope with stress and make positive choices in their daily lives.

Gang Involvement, Levels I & II

The Youth Gang Involvement curriculum assists participants in examining the reasons a person joins a gang. The curriculum does not simply focus on the negative aspects of gangs, but allows an exploration into alternative methods of achieving social and economic goals, while providing insight into the consequences of gang membership.

Graffiti

The Youth Graffiti curriculum is a dynamic and interactive course which helps at-risk youth examine their reasons for vandalizing property with graffiti. Participants discuss their motivation for using graffiti and identify new and pro-social ways to communicate their "message." A comfortable, non-threatening atmosphere is created where participants are encouraged to realistically examine their futures and to set positive goals.

High Risk Offender

The Youth High Risk Offender curriculum covers a broad range of issues that are designed to help participants overcome negative behavioral patterns and enable them to become more pro-social and productive individuals. This curriculum demonstrates ways to make and keep supportive, positive friends, ones that will encourage the offender to make pro-social choices. The curriculum also introduces the offender to the idea of accepting responsibility for the harm caused to the victim. Last but not least, the curriculum covers a variety of research-validated employment-focused components.

JOBTEC

The JOBTEC curriculum teaches those competencies that the Department of Labor and research have found to be necessary for finding and keeping a job. Through this extensive curriculum, participants will learn practical job-finding skills, practice positive and professional behavior, and explore their own personal strengths and values.

Misdemeanor Offenses

The Youth Misdemeanor Offenses curriculum addresses the needs of individuals who have entered the court system for a wide variety of misdemeanor offenses. Building on a foundation of activity enhanced components, the curriculum helps young people learn how to avoid negative influences, handle stress and take responsibility for their decisions. This skills-based curriculum is designed for first-time offenders.

Shoplifting

The Youth Shoplifting curriculum assists juveniles in focusing on the processes they went through when they shoplifted. Through activity-enhanced components, they learn to behave differently when faced with a similar situation in the future. Juveniles will learn how certain attitudes can override a person's sense of right and wrong and cause behavior that is contrary to his or her personal beliefs. The curriculum establishes an atmosphere where participants can learn from and accept their mistakes and strengthen their ability to act in accordance with what they believe.

Traffic Safety

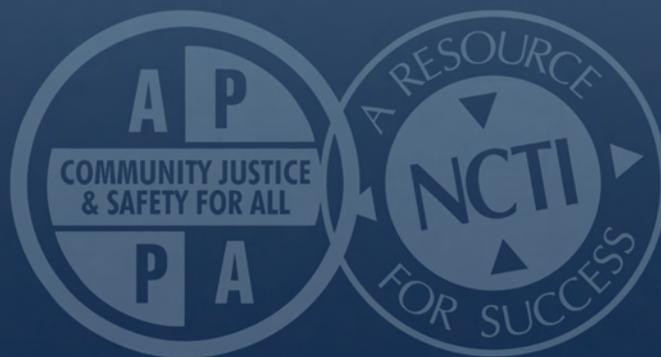
Research has shown that ignorance of traffic laws accounts for only a small percentage of traffic problems. In fact, about 90% of traffic accidents are a result of improper decisions, uncontrolled emotions and the bad habits of drivers. For this reason, the curriculum helps drivers examine the relationship that attitudes have on behavior and helps them develop a personal awareness of the effect that their emotional state has on their driving behavior.

Truancy, Levels I & II

The Youth Truancy curriculum is designed to assist juveniles in discovering the relevance of school to their lives, and assists them in setting concrete goals for graduation. Participants explore the effects today's choices have on their future, and learn techniques for helping them become successful in school. This curriculum emphasizes solutions that encourage regular attendance, and examines reasons for failing to attend school. The Youth Truancy curriculum concludes with a joint session for youth to work directly with their parents to develop a shared plan for improving school attendance.

The National Curriculum & Training Institute's Complete Behavior Change System is more than curricula alone.

- APPA-Recommended Cognitive Curricula
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- Structured Homework
- Cog Talk™ Extended Learning Guide
- Real Colors® Personality Instrument
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