

# MOVING ON

*A Program for At-Risk Women*

REVISED AND EXPANDED



MODULES 1 and 6  
FACILITATOR'S GUIDE



## Transitions

Marilyn Van Dieten, Ph.D.

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Hazelden®

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*Editor's note*

The names, details, and circumstances may have been changed to protect the privacy of those mentioned in this publication.

This publication is not intended as a substitute for the advice of health care professionals.

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# MOVING ON

## *A Program for At-Risk Women*

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### **PROGRAM COMPONENTS**

*Moving On* is made up of the following components:



← ***Modules 1 and 6 Facilitator's Guide: Transitions***

Module 1 is designed to engage the women and motivate them to participate. Module 6 prepares the women to transition out of the program.



← ***Module 2 Facilitator's Guide: Listening and Being Heard***

Module 2 provides effective communication skills to help women initiate and maintain healthy relationships.



← ***Module 3 Facilitator's Guide: Building Healthy Relationships***

Module 3 explores the impact of unhealthy relationships and domestic violence.



← ***Module 4 Facilitator's Guide: Expressing Emotions***

Module 4 focuses on expressing and celebrating emotions.



← ***Module 5 Facilitator's Guide:  
Making Connections and Staying Healthy***

Module 5 addresses real-life challenges regarding women's relationships with themselves and their connections with others.



← ***CD-ROM and DVD***

The CD-ROM includes participant handouts and facilitator supplements. The DVD features the *Moving On* lead trainer as she demonstrates six activities with female participants from the Iowa Correctional Institution for Women.



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## CONTENTS

How to Access the Resources on the <i>Moving On</i> CD-ROM .....	1
--	---

### **MODULE 1**

<b>Introduction to Module 1: Orientation</b> .....	5
--	---

<b>Session 1: Getting Started</b> .....	7
---	---

*Part 1: Program Description, 7*

*Part 2: Assessment, 13*

<b>Session 2: Enhancing Motivation to Change</b> .....	19
--	----

*Part 3: Feedback, 19*

*Part 4: Personal Change Plan, 27*

### **MODULE 6**

<b>Introduction to Module 6: Endings</b> .....	37
--	----

*Part 1: Program Debriefing, 39*

*Part 2: Post-program Assessment, 43*

*Part 3: Achievements, 47*

*Part 4: Maintenance Plan, 51*

Appendix .....	57
----------------	----


References .....	75
------------------	----



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## How to Access the Resources on the *Moving On* CD-ROM

The *Moving On* CD-ROM contains electronic versions of the participant handouts and facilitator supplements that you'll need for these modules. All of these resources are in PDF format and can be accessed using Adobe Reader. If you do not have Adobe Reader, you can download it for free at [www.adobe.com](http://www.adobe.com).

The "Materials Needed" list at the beginning of each part indicates which facilitator supplements and participant handouts will be needed from the CD-ROM. Whenever you see this icon  in this guide, this means a handout or supplement will be used in the exercise or activity.

To access these resources, put the disk in your computer's CD-ROM player. Open your version of Adobe Reader. Then open the documents by finding them on your CD-ROM drive. These resources cannot be modified, but they may be printed for use without concern for copyright infringement.





**MOVING ON**

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**MODULE 1**



## Module 1: Orientation

There are two overarching goals for this module. First and foremost, this module was designed to facilitate treatment engagement prior to group entry. Second, it was developed to enhance motivation and to help the woman identify and remove barriers that might interfere with her willingness and ability to fully participate in the group.

This module has four parts, delivered over two sessions:

### Session 1: Getting Started

- Part 1: Program Description (30 minutes)
- Part 2: Assessment (Time varies)

### Session 2: Enhancing Motivation to Change

- Part 3: Feedback (30 minutes)
- Part 4: Personal Change Plan (approximately 2 hours)

The first three parts of this module should be delivered on a one-to-one basis as the woman waits to enter the program. Part 4 can be conducted within a small group.





## SESSION 1: GETTING STARTED



### PART 1

# Program Description



#### TIME

- Approximately 30 minutes



#### FORMAT

- One-to-one



#### GOALS

- Provide the woman with a description of the program.
- Explore and enhance her level of motivation to participate in the group.



#### PREPARATION NEEDED

- Develop a program brochure with the dates, times, and location of the program (optional).
- Develop a participant contract based on the *Moving On* Sample Participant Contract provided on the CD-ROM.



#### OUTLINE

- Introductions (10 minutes)
- What Is *Moving On*? (10 minutes)
- What Does Getting Involved in *Moving On* Really Mean? (10 minutes)

## • • • PART 1 (30 MINUTES) • • •

**PROGRAM DESCRIPTION****INTRODUCTIONS** (10 minutes)**Step 1:**

Begin by introducing yourself and discussing your role as facilitator.

***My name is [name], and I am one of the facilitators of Moving On. I like to meet with everyone one-to-one before they enter the group. It gives us a chance to get to know each other, and I can tell you more about the program.***

**Step 2:**

Gently explore the reason that the woman was referred to *Moving On*. Try to determine whether she is self-motivated to attend or if she feels that she has no choice. Validate and empathize with any concerns she raises.

***Before we start, tell me what brought you to the program. Why were you referred here?***

***What do you hope to gain from being in this program?*** Probe for more information and some other reasons.

***What does [the referral agent] believe you will get out of being in this program?*** Ask this question if applicable.

**Step 3:**

Establish if her perspective is consistent with, or similar to, that of the referral agent. Summarize areas where her views are the same and where they differ.

- If the woman identifies areas of change that tie directly to a topic introduced in *Moving On*, tell her that she will have the opportunity to focus on this during group.
- If the woman does not want to attend the program and cannot identify a reason, acknowledge and validate her feelings. Tell her that you would like the opportunity to provide some additional information about the program.

(Providing an overview of program expectations and content can often decrease anxiety. It also may help the woman identify what topics might interest her.)

**Step 4:**

Once you have obtained her consent to continue, move on to the next segment.

**WHAT IS MOVING ON?** (10 minutes)

**Step 1:**

Provide a brief overview of the program. Begin by telling the woman the overall goal for the program.

*Over the years, the developers of this program spent a lot of time talking with women about what it's like to get caught up in the criminal justice system. Almost every woman they spoke with said the same thing.*

*First, they told them they were tired of people telling them what to do. So, this program gives you the opportunity to be heard while the program facilitators listen. We want to hear from you—your thoughts about what you want right now and your hopes for the future. We want to hear what you think has to be different and what you need to feel safe and to keep you out of the courts.*

*The second thing women said is that they wanted a program that doesn't dwell on the past. They wanted a program that lets them be creative and hopeful about the future.*

*How does that sound to you?*

**Step 2:**

Try to enlist an affirmative response. If the woman does not engage, ask her permission to continue. Tell her:

*The women also wanted a program that focused on helping them go forward. Many of the women described feeling angry or sad about events in the past. Moving On is a program that looks to the future. This helps women create a vision for the future and work toward it.*

**Step 3:**

Review the major goals of the program.

*The six major goals of Moving On are*

- 1. Provide a safe place to talk about your hopes for the future.*

2. *Work to create a “vision for success.”*
3. *Focus on your personal strengths and build on them.*
4. *Introduce strategies and skills that move you forward and help you manage unpleasant feelings like anger, guilt, and sadness.*
5. *Look at ways to avoid the criminal justice system and to feel happier and more content.*
6. *Work to build connections with people in the community that are useful and mutually supportive.*

*To meet these goals, we are going to work together to create your own plan for the future.*

For women who are ambivalent or continue to express resistance, work intentionally to identify personal benefits for attending the program. Attempt to elicit any personal goals, wants, and desires that can be linked to the program goals.

*If you could change one thing about your life right now, what would you change?*

*Are there other things that you would change if you could?*

#### **Step 4:**

Summarize any statements that suggest a positive reason for attending the program.

**Note:** For example, a woman who is mandated to attend the program may feel that one benefit is the completion of a court-ordered requirement. Though this is not an example of intrinsic motivation, it should be affirmed and encouraged.

### **WHAT DOES GETTING INVOLVED IN MOVING ON REALLY MEAN?** (10 minutes)

#### **Step 1:**

Review details about how and when the group will be run and explore the expectations for participation. Discuss

- group size
- how often the group meets, when, and where
- session length
- in-class participation
- confidentiality and reporting requirements to the referral agent, if applicable

- attendance requirements

Give the woman a copy of the program brochure if you have developed one. Have the woman read the participant contract you have developed and sign it. A sample contract is provided on the CD-ROM.



**Step 2:**

If the woman expresses a desire to seek change through the program, reinforce this and then move on to part 2: Assessment.

***It seems that you feel you could benefit from this program, and that you are ready to commit to it. That's great. Why don't we just move on to the next part?***

If the woman continues to express resistance about attending the program, validate her concerns and ask her to participate in the assessment. The assessment can help to identify need areas and challenges faced by the woman that are addressed in the program. It will also provide the information necessary to decide whether the program is right for her.

***It is clear that you have concerns about attending the program. Before anyone starts the group, program facilitators ask them to answer some questions. Your answers can help the facilitators tell if this program is a good match for you. How does that sound?***

• • •

## SESSION 1: GETTING STARTED



### PART 2

## Assessment



#### TIME

- Varies, depending on assessment



#### FORMAT

- One-to-one



#### GOALS

- Administer the pre-program assessment tools.
- Provide the woman with the opportunity for self-discovery.
- Identify major challenges, strengths, and incentives across four domains: personal, family, community/peers, and career/vocational.



#### MATERIALS NEEDED

##### *Facilitator Supplements:*

- Assessment Tools: Changes I Would Like to Make: Pre-program; Eco-map; Personal Strategies for Success; Life Events Checklist; PTSD Checklist (PCL)
- Case Analysis

##### *Other Materials:*

- Pencil or pen



#### OUTLINE

- Administer the Assessment (varies)
- Complete the Case Analysis (30 minutes)



"We've been using *Moving On* for a little more than ten years now. It has been one of the best programs, if not the best program, we have used. *Moving On* works for us. It's female oriented, it's gender responsive, and it addresses all the needs that the women have."

— Patti Wachtendorf, Warden, Iowa Correctional Institution for Women



According to the United States Bureau of Justice Statistics, the total number of female state and federal prison inmates has grown 5 percent each year since 1995, compared to 3.3 percent average annual growth for male prisoners. Considering that women often serve as family caregivers and that their incarceration affects the entire household, this disturbing statistic carries widespread implications for society.

To address this important issue, Hazelden has created *Moving On: A Program for At-Risk Women*. This gender-specific, manualized program provides women with alternatives to criminal activity by helping them identify and mobilize personal and community resources.

*Moving On* is organized around four main themes: encouraging personal responsibility and enhancing motivation for change; expanding connections and building healthy relationships; skill enhancement, development, and maintenance; and relaxation and stress management. The complete program is delivered in five facilitator's guides (*Transitions, Listening and Being Heard, Building Healthy Relationships, Expressing Emotions, and Making Connections and Staying Healthy*), a CD-ROM that contains the program manual and reproducible handouts, and a powerful DVD that features real women in the process of going through the program.

This dynamic program is flexible and open-ended to allow continuous intake of new participants and draws on the evidence-based treatment models of relational theory, motivational interviewing, and cognitive-behavioral therapy. It has been successfully administered to adult women in a number of correctional settings, including community corrections as well as state- and federal-level institutions.

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