

The SHIFT Method™: A Cognitive Infrastructure Approach to Durable Transformation in Justice-Involved Youth

Author: T.M. Jefferson, Founder & CEO, Change The Game Educational Program

Date: January 2026

EXECUTIVE SUMMARY

Current interventions for justice-involved youth prioritize behavioral compliance over cognitive transformation, producing short-term performance rather than durable change. The SHIFT Method™ represents a departure from traditional approaches by addressing the internal infrastructure, thinking patterns, identity construction, and decision-making frameworks, that determines long-term outcomes.

This white paper presents the theoretical foundation, implementation structure, and empirical outcomes of the SHIFT Method™, a proprietary five-stage framework designed to produce measurable cognitive and behavioral transformation in justice-involved youth. Pilot data from Fall 2025 demonstrates superior completion rates (72% vs. 50-65% industry standard), significant improvements in self-efficacy (+72%), pattern recognition (+86%), and narrative ownership (+95%), alongside a 28% reduction in behavioral incidents.

The SHIFT Method™ offers a replicable, evidence-based alternative to compliance-focused programming, with applications across juvenile justice facilities, alternative education settings, and community-based reentry programs.

I. THE PROBLEM: COMPLIANCE SYSTEMS PRODUCE PERFORMANCE, NOT TRANSFORMATION

The Crisis in Youth Justice Programming

The United States incarcerates approximately 48,000 youth in residential placement facilities annually, with recidivism rates ranging from 55-75% within three years of release. Despite decades of reform efforts and billions in programming expenditures, outcomes remain largely unchanged. The core issue is not a lack of programs, it is a fundamental misalignment between program design and the mechanisms of durable change.

Compliance vs. Transformation: A Critical Distinction

Most interventions for justice-involved youth operate within a **compliance framework**:

- **Primary goal:** Behavioral modification to satisfy institutional requirements
- **Measurement:** Attendance, participation, correct answers
- **Mechanism:** External management through rules, consequences, and surveillance
- **Outcome:** Short-term performance that collapses under pressure or absence of oversight

True transformation, by contrast, requires **cognitive reconstruction**:

- **Primary goal:** Internal infrastructure development that produces self-directed change
- **Measurement:** Thinking quality, pattern recognition, identity coherence
- **Mechanism:** Self-awareness, intentional practice, and strategic decision-making
- **Outcome:** Durable change that persists beyond program completion

Why Current Approaches Fail

Research on desistance from crime consistently identifies cognitive shifts, not behavioral compliance, as the primary predictor of sustained change. Yet most programs continue to prioritize external control over internal development, producing three predictable failures:

1. Performance Without Insight

Youth learn to provide “correct” answers in group sessions without examining their actual thinking. They master the language of accountability while maintaining unchanged cognitive patterns. This performance satisfies program requirements but produces no lasting transformation.

2. Skill Acquisition Without Foundation

Programs teach anger management, conflict resolution, and employability skills to individuals who have not developed the cognitive infrastructure to apply them consistently. Skills require a foundation of self-awareness, impulse control, and strategic thinking. Without that foundation, skills remain theoretical.

3. Motivation Without Structure

Interventions rely on inspiration, encouragement, and positive reinforcement to drive change. While motivation may initiate action, it cannot sustain transformation. Durable change requires structure, repetition, and intentional practice, not emotional appeals.

The Gap This White Paper Addresses

There exists a documented need for interventions that:

1. Address cognition before behavior
2. Build internal infrastructure rather than external compliance
3. Produce measurable, durable outcomes
4. Operate with fidelity across diverse institutional settings
5. Scale without dilution of effectiveness

The SHIFT Method™ was designed to meet this need.

II. THE METHODOLOGY: THE SHIFT METHOD™ AS COGNITIVE INFRASTRUCTURE

Theoretical Foundation

The SHIFT Method™ integrates three evidence-based frameworks:

1. Cognitive-Behavioral Theory

Thoughts drive emotions, which drive behaviors. Sustainable behavioral change requires addressing the cognitive patterns that generate those behaviors. The SHIFT Method™ systematically reconstructs thinking before expecting behavioral modification.

2. Constructivist Learning Theory

Knowledge is constructed through active reflection and meaning-making, not passive reception. The SHIFT Method™ uses structured writing and guided reflection to externalize thinking, making abstract cognitive patterns visible and subject to examination.

3. Developmental Psychology (Identity Formation)

Adolescence and early adulthood are critical periods for identity construction. Justice-involved youth often operate from imposed identities (labels, stereotypes,

institutional designations) rather than self-authored ones. The SHIFT Method™ creates space for intentional identity reconstruction aligned with chosen values.

The Five-Stage Sequential Framework

The SHIFT Method™ is a structured progression through five interdependent stages. Each stage builds on the previous one; skipping or reordering stages compromises outcomes.

Stage 1: Self-Awareness

Definition: The ability to observe one's thinking, identify patterns, and trace beliefs to their origins.

What participants learn:

- How beliefs are formed (inherited narratives vs. chosen values)
- The difference between reacting and responding
- How to identify cognitive patterns that drive repeated outcomes

Why this comes first: Without awareness, change is random. Participants cannot modify what they cannot see.

Measurable outcome: Participant articulates at least one thinking pattern they were previously unaware of.

Stage 2: Habits

Definition: The translation of awareness into consistent, intentional daily practice.

What participants learn:

- How to interrupt automatic responses
- The role of repetition in rewiring cognitive patterns
- How to build behavioral consistency without relying on motivation

Why this comes second: Awareness without action produces insight without change. Habits convert knowledge into practice.

Measurable outcome: Participant describes a specific situation where they chose differently because they paused and assessed before acting.

Stage 3: Identity

Definition: The reconstruction of self-concept based on chosen values rather than imposed labels.

What participants learn:

- How to separate self-worth from past mistakes
- The difference between who they were, who they are, and who they're becoming
- How to align behavior with reconstructed identity

Why this comes third: Behavioral change without identity alignment produces performance. Identity work requires the foundation of awareness and practice built in stages 1 and 2.

Measurable outcome: Participant articulates personal values and identifies behaviors that support or undermine their stated identity.

Stage 4: Focus

Definition: The development of strategic thinking, impulse control, and executive function under pressure.

What participants learn:

- How to predict consequences before acting
- How to manage competing priorities
- How to think through complex decisions systematically

Why this comes fourth: Strategic thinking requires a stable sense of self (identity) and the ability to interrupt reactivity (habits). Without those, focus training becomes abstract.

Measurable outcome: Participant demonstrates the ability to apply structured decision-making to a real or hypothetical high-pressure situation.

Stage 5: Trajectory

Definition: The connection of daily decisions to long-term outcomes and the construction of a realistic forward path.

What participants learn:

- Financial literacy as a tool for stability and agency
- How choices compound over time
- How to create and execute action plans with measurable goals

Why this comes last: Future planning requires all prior stages; self-awareness (knowing what you want), habits (consistent action), identity (knowing who you're becoming), and focus (strategic thinking). Trajectory work without this foundation produces unrealistic plans that collapse under pressure.

Measurable outcome: Participant creates a written 6-month action plan with specific, measurable goals and identified resources.

Why SHIFT is a Method, Not a Model

The SHIFT Method™ provides:

- **Exact sequence:** Stages must be completed in order
- **Defined tools:** Writing, reflection, facilitated discussion
- **Clear milestones:** Measurable cognitive and behavioral outcomes at each stage
- **Replicable process:** Can be implemented with fidelity across settings

This distinguishes it from theoretical models, which guide thinking but do not prescribe operational steps.

III. IMPLEMENTATION: DELIVERING THE SHIFT METHOD™

The Four-Module Curriculum

The SHIFT Method™ is delivered through a 12-week, four-module curriculum. Each module corresponds to specific SHIFT stages and includes structured lessons, writing prompts, and facilitated discussions.

Module I: Foundation (Weeks 1-3) – “Change Your Mindset”

SHIFT stages addressed: Self-Awareness (primary), Habits (introduction)

Content focus:

- Examining belief origins
- Identifying decision-making patterns
- Distinguishing inherited narratives from chosen values

Writing prompts: 8-12 structured reflections (150-500 words each)

Milestone: Participant articulates one previously unrecognized thinking pattern.

Module II: Transformation (Weeks 4-6) – “Change Your Moves”

SHIFT stages addressed: Habits (primary), Identity (introduction)

Content focus:

- Mapping triggers and automatic responses
- Practicing pause-and-assess strategies
- Testing new behaviors in controlled situations

Writing prompts: 10-15 structured reflections on behavioral mapping and consequence prediction

Milestone: Participant describes a specific instance of choosing differently due to intentional assessment.

Module III: Leadership (Weeks 7-9) – “Change Your Influence”

SHIFT stages addressed: Identity (deepening), Focus (primary)

Content focus:

- Examining personal impact on others
- Defining personal brand (alignment between values and behavior)
- Developing self-regulation and communication skills

Writing prompts: 8-12 structured reflections on influence, consistency, and strategic thinking

Milestone: Participant articulates personal brand and identifies one behavior that supports or undermines it.

Module IV: Legacy (Weeks 10-12) – “Change Your Impact”

SHIFT stages addressed: Focus (application), Trajectory (primary)

Content focus:

- Financial literacy fundamentals
- Connecting daily choices to long-term outcomes
- Defining what participants want to build and protect

Writing prompts: 8-10 structured reflections on resource management, relationships, and vision

Milestone: Participant creates a written 6-month action plan with measurable goals.

Delivery Models

The SHIFT Method™ supports multiple implementation models based on institutional context:

1. Blended Learning Model (Recommended)

- 2x weekly facilitated sessions (60-90 minutes)
- Individual digital platform work between sessions (3-5x weekly, 30-45 minutes)
- Best for: Juvenile justice facilities, residential programs

2. Mentor-Led Model

- 1x weekly one-on-one mentor sessions (60 minutes)
- Independent platform work throughout the week
- Best for: Community-based reentry programs

3. Classroom Integration Model

- 3-4x weekly class sessions (45-60 minutes)
- Platform-based homework and extended writing
- Best for: Alternative schools, credit recovery programs

4. Fully Digital Model

- Self-paced progression (12-16 weeks recommended)
- Optional peer forums or community cohorts
- Best for: Adult reentry populations, independent learners

The CTG Digital Platform

All delivery models utilize the CTG Digital Platform, a web-based application that:

- Delivers sequential lessons and writing prompts
- Tracks participant engagement (logins, session duration, completion rates)
- Stores written reflections securely
- Provides facilitator dashboards for progress monitoring
- Ensures continuity across institutional transitions

The platform does not gamify transformation and protects participant privacy.
(facilitators see engagement data, not reflection content, unless voluntarily shared)

Facilitator Training and Fidelity

Facilitator Requirements:

- 2+ years experience working with target population
- Completion of 4-hour CTG facilitator training
- Commitment to 2-3 hours weekly for 12 consecutive weeks

Facilitator Role: The facilitator guides participants through the SHIFT Method™ by:

- Asking questions that deepen thinking (not providing answers)
- Holding space for honest self-examination (not fixing or rescuing)
- Modeling appropriate vulnerability (not performing perfection)
- Monitoring engagement and flagging participants needing support

Facilitators do NOT:

- Lecture or deliver information
- Provide therapy or process trauma
- Motivate or inspire
- Enforce compliance

Fidelity: The SHIFT Method™ works because the sequence is precise. Institutions must implement the framework as designed; modifications to sequence, content, or structure compromise outcomes. Fidelity is maintained through:

- Standardized facilitator training
- Platform-based curriculum delivery
- Ongoing implementation support

- Outcome monitoring and feedback
-

IV. OUTCOMES: PILOT DATA AND EVIDENCE

Pilot Overview

Setting: County juvenile detention facility

Population: 25 justice-involved youth (ages 15-18)

Duration: 12 weeks (Fall 2025)

Delivery Model: Blended learning (2x weekly facilitated sessions + individual platform work)

Completion and Engagement

Completion Rate: 72%

- Industry standard for juvenile justice programs: 50-65%
- CTG exceeded benchmarks by 7-22 percentage points

Engagement Rate: 83% among completers

- Average 4.2 platform logins per week
- Consistent engagement throughout 12 weeks (no significant drop-off)

Writing Output:

- Average 21 pages of written reflection per participant
 - Range: 12-34 pages
 - Total corpus: 525+ pages across cohort
-

Cognitive Outcomes

Self-Efficacy (Pre/Post Assessment):

- Pre-program average: 4.3 (on 10-point scale)
- Post-program average: 7.4
- **Improvement: +72%**

Self-efficacy measures participants' belief in their ability to direct their own lives and influence outcomes through personal choices.

Pattern Recognition:

- **86% improvement** in ability to identify and articulate repeated cognitive and behavioral patterns
- Measured through writing analysis and facilitator assessment

Narrative Ownership:

- **95% improvement** in ability to tell personal story with accountability, growth, and agency (rather than blame or victimhood)
 - Measured through pre/post narrative interviews
-

Behavioral Outcomes

Disciplinary Incident Reduction:

- Pre-program average: 1.88 incidents per participant (6-week baseline)
- During-program average: 1.36 incidents per participant
- **Reduction: 28%**

Impulse Control (Pre/Post Assessment):

- **50% improvement** in self-reported and staff-observed impulse regulation

Emotional Regulation:

- Qualitative improvements noted by facility staff in participants' ability to manage frustration, de-escalate conflict, and communicate needs
-

Academic Outcomes

Writing Development:

- **67% of participants** demonstrated measurable improvement in writing quality (clarity, organization, depth)
- Assessed through comparison of early vs. late module writing samples

Literacy Engagement:

- **89% of participants** reported increased interest in reading and writing
- Post-program survey data

Educational Aspiration:

- **61% of participants** expressed renewed interest in education or career training post-release
 - Measured through Module IV action plans and exit interviews
-

Comparative Analysis

Metric	CTG Pilot	Industry Standard
Completion Rate	72%	50-65%
Self-Efficacy Improvement	+72%	Not widely measured
Behavioral Incident Reduction	28%	10-15% (typical)
Writing Output	21 pages/participant	Minimal to none
Facilitator Satisfaction	9.2/10	Variable

Qualitative Findings

Participant Testimonials (Post-Program Interviews):

“I didn’t know I was just reacting to everything. Now I can see it before it happens.”

“This wasn’t like other groups where you just say what they want to hear. You had to actually think.”

“I used to think I was just bad. Now I see I was just doing what I learned. I can learn something different.”

Facilitator Observations:

“The writing was the key. It made them slow down and actually examine what they believe, not just repeat what sounds good.”

“By Module III, they were holding each other accountable. They could spot performance in each other because they’d done it themselves.”

“I’ve facilitated programs for 8 years. This is the first one where I saw real cognitive shifts, not just behavioral compliance.”

V. IMPLICATIONS: APPLICATIONS AND FUTURE DIRECTIONS

Theoretical Contributions

The SHIFT Method™ advances the field by:

1: Operationalizing Cognitive Transformation: Provides a replicable, measurable framework for addressing thinking patterns, moving cognitive development from abstract theory to practical implementation.

2: Prioritizing Infrastructure Over Intervention: Demonstrates that building internal capacity produces more durable outcomes than external behavior management.

3: Integrating Literacy Development with Identity Work: Shows that writing-based reflection simultaneously develops cognitive skills and academic competencies, addressing multiple needs through a single mechanism.

4: Challenging Compliance Paradigms: Offers empirical evidence that transformation-focused programming outperforms compliance-focused approaches on both cognitive and behavioral metrics.

Policy Implications

For Juvenile Justice Systems:

The SHIFT Method™ aligns with national reform priorities emphasizing rehabilitation over punishment and addressing root causes of justice involvement. Adoption of cognitive infrastructure approaches could:

- Reduce recidivism through durable cognitive change
- Improve facility climate by reducing behavioral incidents
- Demonstrate measurable outcomes for accountability and funding purposes
- Support successful reintegration by building self-directed thinking

For Education Systems:

Alternative education settings and schools serving high-risk populations could integrate the SHIFT Method™ to:

- Address behavioral issues at the cognitive level

- Develop literacy skills through meaningful, identity-relevant writing
- Prepare students for post-secondary success through strategic thinking development
- Reduce school-to-prison pipeline by interrupting patterns before justice involvement

For Reentry Programming:

Community-based organizations supporting formerly incarcerated individuals could use the SHIFT Method™ to:

- Address post-release deprogramming needs
 - Build economic stability through financial literacy and strategic planning
 - Develop leadership capacity in reentry populations
 - Create peer support networks around shared cognitive frameworks
-

Scalability and Replication

The SHIFT Method™ is designed for scale:

Standardization: Platform-based delivery ensures curriculum consistency across sites

Training: 4-hour facilitator training produces implementers with fidelity

Flexibility: Multiple delivery models accommodate diverse institutional contexts

Measurement: Built-in tracking enables continuous outcome monitoring and improvement

Cost-Effectiveness: Digital infrastructure reduces per-participant costs while maintaining quality

Research Directions

Future studies should examine:

Long-term outcomes: Recidivism rates, educational attainment, and employment stability 12-36 months post-program

Dosage effects: Comparing outcomes across delivery models (blended vs. digital-only vs. mentor-led)

Population variations: Effectiveness across age groups, offense types, and demographic categories

Mechanism analysis: Which SHIFT stages produce the greatest impact on specific outcomes

Facilitator variables: Impact of facilitator characteristics and training quality on participant outcomes

Comparative studies: Head-to-head comparisons with other evidence-based interventions

Limitations

This pilot study has limitations that warrant consideration:

Sample size: 25 participants provides preliminary evidence but requires replication with larger samples

Single site: Pilot conducted in one facility; multi-site implementation needed to assess generalizability

Short-term follow-up: Behavioral outcomes measured during program only; long-term recidivism data not yet available

Selection effects: Participants volunteered for the program; outcomes may differ with mandatory enrollment

Facilitator effects: Single highly trained facilitator; outcomes with multiple facilitators require assessment

These limitations do not diminish pilot findings but indicate areas for further research.

VI. CONCLUSION

The SHIFT Method™ represents a paradigm shift in programming for justice-involved youth, from compliance-focused behavior management to transformation-focused cognitive infrastructure development. Pilot data demonstrates that this approach produces superior outcomes across completion, cognitive development, behavioral improvement, and academic engagement metrics.

Most significantly, the SHIFT Method™ addresses the fundamental limitation of traditional interventions: they modify behavior without reconstructing the thinking that produces it. By building internal infrastructure, self-awareness, intentional practice, reconstructed identity, strategic thinking, and future orientation, the SHIFT Method™ creates the conditions for durable, self-directed change that persists beyond program completion and institutional oversight.

The framework is replicable, scalable, and applicable across juvenile justice, education, and reentry contexts. It offers policymakers, practitioners, and funders an evidence-based alternative to approaches that prioritize compliance over capacity-building.

Justice-involved youth do not lack intelligence, potential, or the capacity for transformation. They lack structured frameworks that address cognition before behavior, build infrastructure before teaching skills, and prioritize honesty over performance. The SHIFT Method™ provides that framework.

The question is no longer whether cognitive transformation is possible. The question is whether systems are ready to implement approaches that produce it.

REFERENCES

Recidivism and Juvenile Justice Statistics

Mendel, R. A. (2011). *No place for kids: The case for reducing juvenile incarceration*. Annie E. Casey Foundation.

Petteruti, A., Walsh, N., & Velázquez, T. (2009). *The costs of confinement: Why good juvenile justice policies make good fiscal sense*. Justice Policy Institute.

Sickmund, M., Sladky, T. J., Kang, W., & Puzzanchera, C. (2019). *Easy access to the census of juveniles in residential placement*. Office of Juvenile Justice and Delinquency Prevention. <https://www.ojjdp.gov/ojstatbb/ezacjrp/>

Snyder, H. N., & Sickmund, M. (2006). *Juvenile offenders and victims: 2006 national report*. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Desistance and Criminal Behavior Change

Giordano, P. C., Cernkovich, S. A., & Rudolph, J. L. (2002). Gender, crime, and desistance: Toward a theory of cognitive transformation. *American Journal of Sociology*, 107(4), 990-1064.

Laub, J. H., & Sampson, R. J. (2003). *Shared beginnings, divergent lives: Delinquent boys to age 70*. Harvard University Press.

Maruna, S. (2001). *Making good: How ex-convicts reform and rebuild their lives*. American Psychological Association.

Maruna, S., & Roy, K. (2007). Amputation or reconstruction? Notes on the concept of "knifing off" and desistance from crime. *Journal of Contemporary Criminal Justice*, 23(1), 104-124.

Cognitive-Behavioral Theory

Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. International Universities Press.

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). Guilford Press.

Ellis, A. (1962). *Reason and emotion in psychotherapy*. Lyle Stuart.

Landenberger, N. A., & Lipsey, M. W. (2005). The positive effects of cognitive-behavioral programs for offenders: A meta-analysis of factors associated with effective treatment. *Journal of Experimental Criminology*, 1(4), 451-476.

Lipsey, M. W., Landenberger, N. A., & Wilson, S. J. (2007). *Effects of cognitive-behavioral programs for criminal offenders*. Campbell Systematic Reviews, 6.

Identity Development and Adolescence

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480.

Erikson, E. H. (1968). *Identity: Youth and crisis*. W. W. Norton & Company.

Kroger, J., Martinussen, M., & Marcia, J. E. (2010). Identity status change during adolescence and young adulthood: A meta-analysis. *Journal of Adolescence*, 33(5), 683-698.

Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology*, 3(5), 551-558.

Constructivist Learning Theory

Bruner, J. S. (1961). The act of discovery. *Harvard Educational Review*, 31(1), 21-32.

Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Self-Efficacy and Agency

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1-28.

Metacognition and Self-Awareness

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906-911.

Schraw, G., & Dennison, R. S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology*, 19(4), 460-475.

Writing and Reflection as Learning Tools

Emig, J. (1977). Writing as a mode of learning. *College Composition and Communication*, 28(2), 122-128.

Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, 8(3), 162-166.

Pennebaker, J. W., & Chung, C. K. (2011). Expressive writing: Connections to physical and mental health. In H. S. Friedman (Ed.), *The Oxford handbook of health psychology* (pp. 417-437). Oxford University Press.

Executive Function and Impulse Control

Diamond, A. (2013). Executive functions. *Annual Review of Psychology*, 64, 135-168.

Moffitt, T. E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R. J., Harrington, H., ... & Caspi, A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences*, 108(7), 2693-2698.

Steinberg, L. (2008). A social neuroscience perspective on adolescent risk-taking. *Developmental Review*, 28(1), 78-106.

Program Effectiveness and Implementation Fidelity

Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3-4), 327-350.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network.

Narrative Identity and Life Story

McAdams, D. P. (1993). *The stories we live by: Personal myths and the making of the self*. William Morrow.

McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current Directions in Psychological Science*, 22(3), 233-238.

Singer, J. A. (2004). Narrative identity and meaning making across the adult lifespan: An introduction. *Journal of Personality*, 72(3), 437-460.

Educational Programming in Correctional Settings

Blomberg, T. G., Bales, W. D., Mann, K., Piquero, A. R., & Berk, R. A. (2011). Incarceration, education and transition from delinquency. *Journal of Criminal Justice*, 39(4), 355-365.

Davis, L. M., Bozick, R., Steele, J. L., Saunders, J., & Miles, J. N. (2013). *Evaluating the effectiveness of correctional education: A meta-analysis of programs that provide education to incarcerated adults*. RAND Corporation.

Compliance vs. Transformation in Rehabilitation

Andrews, D. A., & Bonta, J. (2010). *The psychology of criminal conduct* (5th ed.). Anderson Publishing.

Ward, T., & Maruna, S. (2007). *Rehabilitation: Beyond the risk paradigm*. Routledge.

Ward, T., Yates, P. M., & Willis, G. M. (2012). The Good Lives Model and the Risk Need Responsivity Model: A critical response to Andrews, Bonta, and Wormith (2011). *Criminal Justice and Behavior*, 39(1), 94-110.

Financial Literacy and Future Orientation

Danes, S. M., & Haberman, H. R. (2007). Teen financial knowledge, self-efficacy, and behavior: A gendered view. *Journal of Financial Counseling and Planning*, 18(2), 48-60.

Steinberg, L., Graham, S., O'Brien, L., Woolard, J., Cauffman, E., & Banich, M. (2009). Age differences in future orientation and delay discounting. *Child Development*, 80(1), 28-44.

Habit Formation and Behavioral Change

Lally, P., Van Jaarsveld, C. H., Potts, H. W., & Wardle, J. (2010). How are habits formed: Modelling habit formation in the real world. *European Journal of Social Psychology*, 40(6), 998-1009.

Wood, W., & Neal, D. T. (2007). A new look at habits and the habit-goal interface. *Psychological Review*, 114(4), 843-863.

Youth Development and Positive Psychology

Catalano, R. F., Berglund, M. L., Ryan, J. A., Lonczak, H. S., & Hawkins, J. D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *The Annals of the American Academy of Political and Social Science*, 591(1), 98-124.

Damon, W. (2004). What is positive youth development? *The Annals of the American Academy of Political and Social Science*, 591(1), 13-24.

Reentry and Post-Release Programming

Visher, C. A., & Travis, J. (2003). Transitions from prison to community: Understanding individual pathways. *Annual Review of Sociology*, 29, 89-113.

Western, B., Braga, A. A., Davis, J., & Sirois, C. (2015). Stress and hardship after prison. *American Journal of Sociology*, 120(5), 1512-1547.

ABOUT THE AUTHOR

T.M. Jefferson is the founder and CEO of Change The Game Educational Program. A formerly incarcerated individual who rebuilt his life through intentional cognitive transformation, Jefferson developed the SHIFT Method™ from lived experience, translating personal insight into a replicable framework. He is the author of *Change The Game* (memoir) and *Master The Game: The Supreme Principles of Power & Transformation*.

CONTACT

For inquiries regarding implementation, research collaboration, or partnership opportunities:

Change The Game Educational Program

Website: www.ctgpro.org Email: info@ctgpro.org

Phone: (914) 563-8014

**© 2026 Change The Game Educational Program. All rights reserved.
The SHIFT Method™ is a registered trademark of Change The Game
Educational Program.**