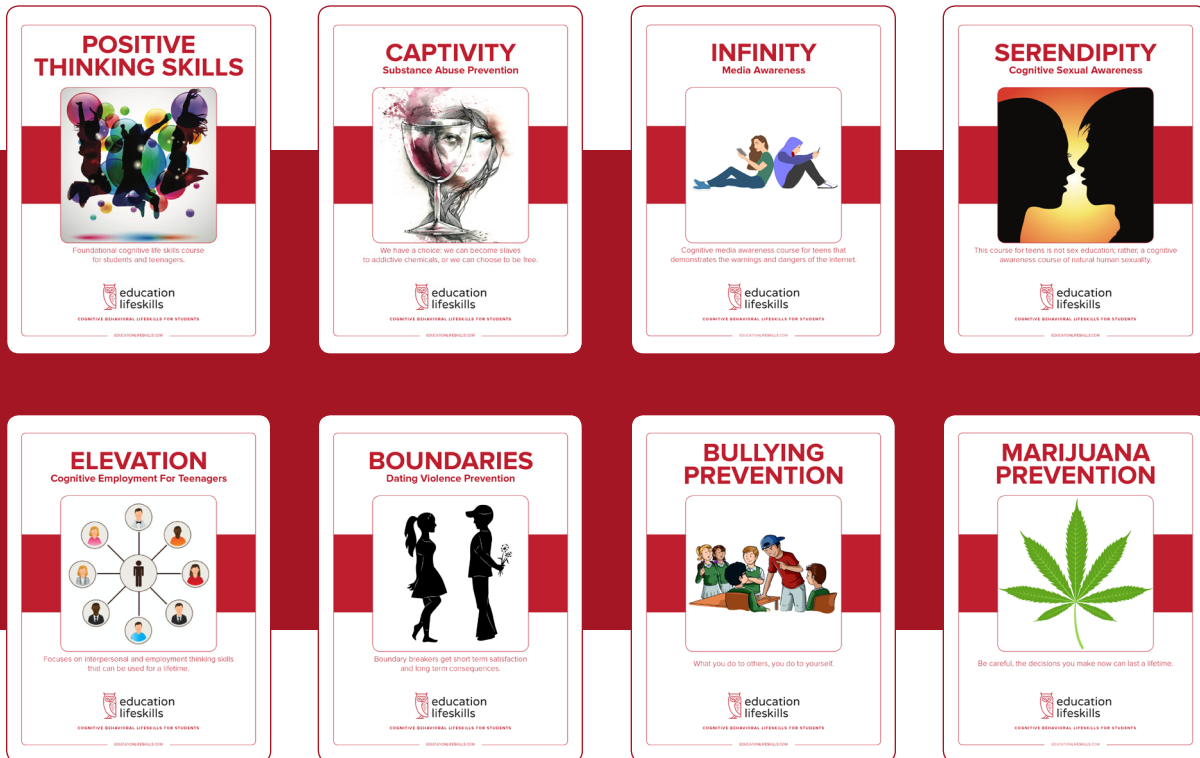


# SAMPLE COURSE

## Early Intervention /Prevention



“Life is full of bright possibilities.”



COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS



# ACCI Motto

.....

If we keep on **doing** what we have been doing,  
we will keep on **getting** what we have been getting.

If we want to **change** what we have been getting, we  
will have to **change** what we have been doing.

.....

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# Objective



Since we first started working with court-referred clients in 1975, we have continuously evolved and have integrated the latest research, while retaining our potent, cognitive restructuring style of curriculum development. The following are some of ACCI's content development techniques and strategies that are infused into all of our early intervention / prevention courses:

- ✓ We use well-written vicarious stories to disarm our participants' objections to what they are learning.
- ✓ We carefully use 'You' statements. We have mastered the art of using strong, third person references as a way to help our participants to see their lives in a new way.
- ✓ Our material works simultaneously in the Cognitive Domain to challenge thinking errors and the Affective Domain to build empathy, self-confidence and empowerment.
- ✓ The cognitive behavioral philosophy that drives our content development is that the subconscious mind doesn't know right from wrong and that there are 3 main ways to get information into the subconscious mind. 1. Repetition 2. Trauma 3. Emotion. It is for these reasons that we use a healthy sense of emotion and repetition by design.
- ✓ All of our self-directed learning courses are designed to be completed with a pro-social "coach" or mentor. It's all about relationships! Participants sink deeper into our content while in the presence of a person of trust. The conversations between the participant and informal coach lead to responsibility, accountability, and increased comprehension, which result in greater application of the cognitive thinking skills being taught.
- ✓ The curriculum demonstrates that people are often many times more talented and capable than they think they are. The main obstacle in their lives is their negative thinking, which leads to negative behavior.
- ✓ We are careful not to use any type of labels in our material. Nor do we employ manipulative or punitive methods to motivate participants.
- ✓ ACCI's content has no agenda for race, religion, gender, sexual orientation or political preference. We have a single focus of helping people face and overcome their self-defeating thoughts and behaviors.
- ✓ Our curriculum is not educational-based; we can't educate people to change. ACCI's curriculum is the purest form of cognitive restructuring that assists the participant in a journey of intervention and self-discovery.
- ✓ Teaching doesn't always equal learning. Self-directed learning always leads to greater retention and application. It is all about ownership.

The **overall objective** of the curriculum is to help students overcome the self-defeating thoughts and behaviors that can keep them from progressing socially and academically. Our evidence-based curriculum is based on decades of experience in working with juvenile offenders who have exhibited at risk thinking and behaviors.

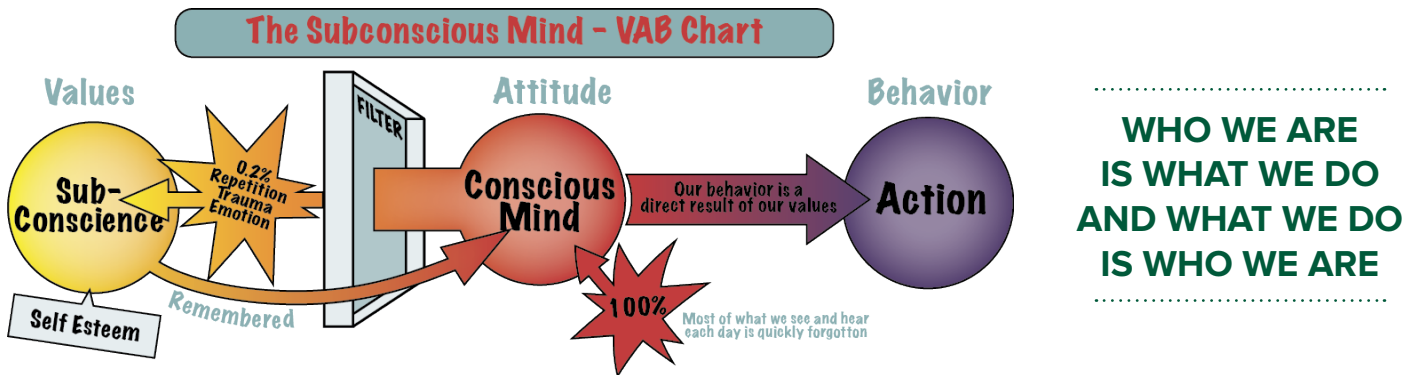
# Positive Thinking Skills Course



## Thoughts = Consequences

To understand the Miller and Johnson families is to understand the subconscious mind. The subconscious mind is like a blank movie film at birth. Soon it is filled with positive and negative experiences. These experiences form the basis of a person's value system. This movie is constantly on, playing back subconscious thoughts to the conscious mind. These thoughts account for most of a person's behavior.

In our effort to improve ourselves, to change what we do and who we are, to put aside old negative habits and behaviors, we need to understand our subconscious mind and how we are programmed. Observe the following diagram.



- Are we **born** with our values, or are we born blank? → \_\_\_\_\_
- Where do a person's **values** come from? → \_\_\_\_\_
- If a person was raised in a **dysfunctional home**, can he or she **change** that programming as an adult? → \_\_\_\_\_
- Most of what we take in, we **lose**. For example, can you remember what you had for lunch, what you wore, or what the headlines were five days ago? → \_\_\_\_\_  
Why? \_\_\_\_\_
- The **subconscious mind** is programmed in three ways: **repetition**, **trauma**, and **emotion**. What is one scary or traumatic memory that you have? → \_\_\_\_\_
- What happens to **children** who are told over and over again that they are **no good**? → \_\_\_\_\_
- What happens to a person when his or her **sub-conscious** is exposed to criminal values? → \_\_\_\_\_
- Are **babies** born bad? Blank? Good? Or what? → \_\_\_\_\_
- In order for **babies** to become successful adults, what do they need? → \_\_\_\_\_
- What usually happens a few days **after** you cram for a test? → \_\_\_\_\_
- What is 4 x 6? \_\_\_\_ Did your answer come from your **conscious** or **subconscious**? → \_\_\_\_\_

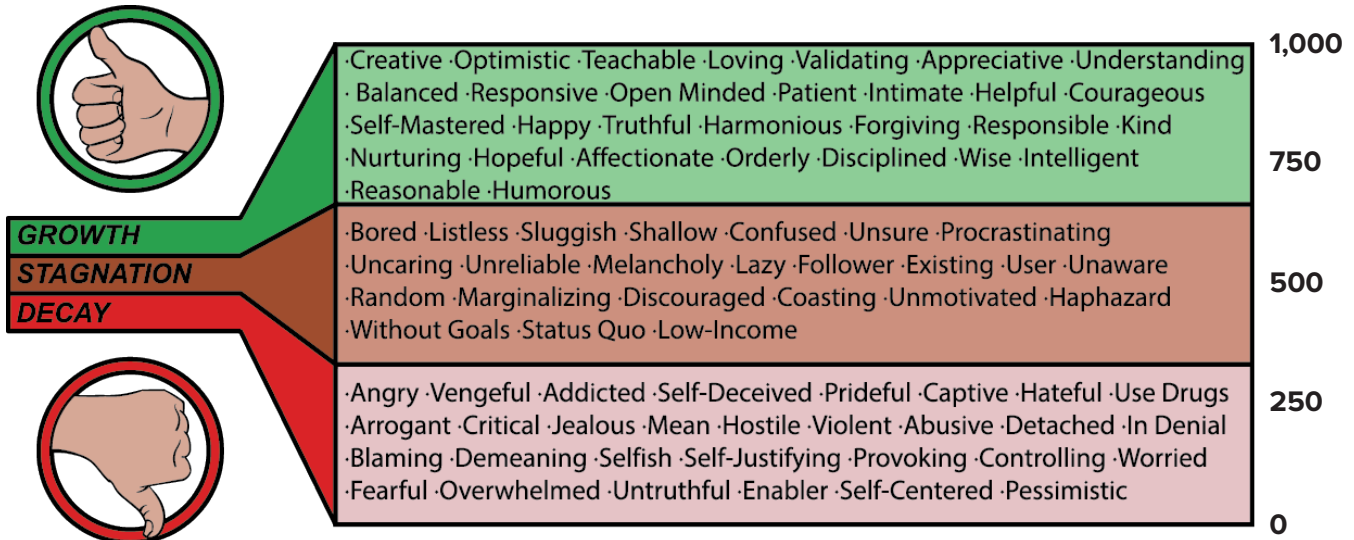
The subconscious mind is like a computer's memory. It doesn't know right from wrong. It only acts out what has been programmed into it.

People begin acquiring their values at birth. By the age of eight to ten they already have most of the values that they will carry for the rest of their lives.

The conscious mind quickly forgets. If you can't recall something, you haven't learned it.

# LIFE SCALE OF TRUTH

This unit focuses on living in growth (above 500). The Life Scale of Truth ranges from 0 to 1,000 as shown below. Whether a person lives at the 250 or the 750 level is a choice. All people, at one time or another, will descend below 500; it is just part of the human experience. However, more and more people are choosing to be permanent bottom dwellers and, as a result, shut themselves off to human progress and happiness. Observe the following:



1. What does this chart mean to you? \_\_\_\_\_  
→ \_\_\_\_\_

2. Most of the **Millers** live above **500** (in light and growth), whereas the **Johnson** clan are bottom dwellers, living in darkness, stagnation, and decay. For example, most people with **serious addictions** to substances such as cocaine, pornography, gambling, alcohol, and meth, naturally **sink to the bottom**. Many never get out. What is life like for a person who lives in decay (at the bottom) and who **chooses** to stay or can't find a way out?  
→ \_\_\_\_\_  
→ \_\_\_\_\_

3. What is life like for someone who **chooses** to be a 750 person, living in **growth**?  
→ \_\_\_\_\_

4. Describe the life of someone who **chooses** to live in **stagnation**. \_\_\_\_\_  
→ \_\_\_\_\_

Where one chooses to live (in growth, stagnation, or decay) has a profound effect on himself/herself and others. A society prospers when its citizens choose to live in growth, and declines as more choose to live in decay.

5. The power of the **Life Scale of Truth** doesn't depend on **socioeconomic** status, color of skin, or where a person's home is—it just depends on how a person **chooses** to live. Can the **wealthy** and **famous** be "below 500" bottom dwellers?  
→ \_\_\_\_\_ How? \_\_\_\_\_

6. The biggest factor that divides people on the **bottom** from the people on the **top** is their attitude toward **others**. They may be **self-centered** or **feel sympathy**, have **pride** or **humility**, have **anger** or have **patience**, **reject** others or **accept** them, **objectify** or feel **compassion**, **abuse** others or **love** them. List those in **world history**, or in your life, who you feel lived, or who are living "below **500**" or "above **500**."  
↓

Below 500 People	Above 500 People
→	→

# FORWARD - NEUTRAL - REVERSE

**F N R** We have three choices in life. We can put our life in Forward, in Neutral, or in Reverse.

8. **Chad** is improving himself. **Chad's** cousin **Mike** is doing nothing. His other cousin, **Curt**, has a violent past and sells drugs. If the three keep on doing what they are currently doing, how will their lives turn out? Describe each:

Chad's Life <b>F</b>	Mike's Life <b>N</b>	Curt's Life <b>R</b>
→	→	→

9. What **gear** are you in at the present? \_\_\_\_\_ If you are not presently in "Forward," what will it take to get you there? \_\_\_\_\_

10. As we will discuss later in the workbook, life forgives. The future can bury the past. Wrongs can be forgiven. **Chad** went from reverse to forward. Is it possible for **Mike** or **Curt** to do the same?

→ \_\_\_\_\_

Change your Thoughts, Attitudes, and Behaviors: The ladder to success is simple. Those with a negative attitude, like Chad's cousins, who say, "I can't, I won't," will never climb the ladder. The people with a positive attitude, like Chad and Jessie, that say, "I can, I will, I did," will be able to climb the ladder to success.

- 11. Where are you, **currently**, on this ladder? \_\_\_\_\_

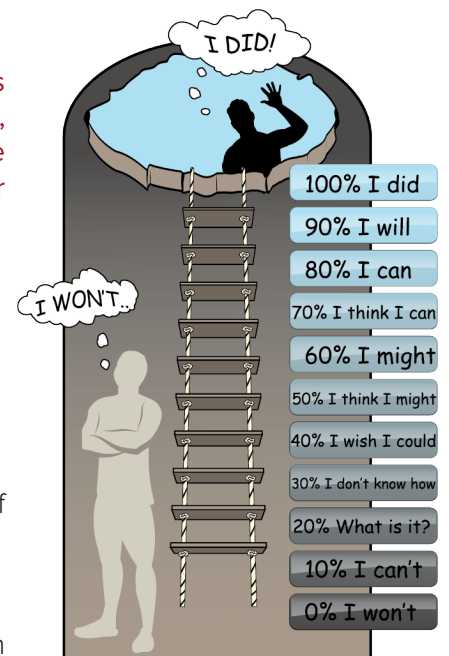
→ Where would you **like** to be? \_\_\_\_\_

→ How can you **get there**? \_\_\_\_\_

12. What can happen to people's financial security who stay at the **bottom** of the ladder?

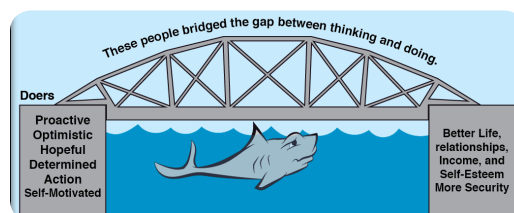
→ \_\_\_\_\_

13. On the ladder, check off the thought process of those who **succeed** in finding good employment. Then check off those who **didn't succeed**.



CHANGE YOUR ATTITUDE

Take Action: Success in life comes to those who are doers. Thinkers only are left behind.



- 14. What happens to people who **don't bridge** the gap? \_\_\_\_\_

- 15. What happens to people who **do bridge** the gap? \_\_\_\_\_

# Captivity: Substance Abuse Prevention



Jacob, was a former classmate of Rene, whom we learned about in Unit 1. The fabric of Jacob's story is woven with threads in common with those of many other American youth. With his permission, we share his story with you and how he lost his freedom.

Jacob's father was an importer serving high-fashion clothing outlets, making over \$380,000 a year. He and Jacob's mother were divorced, and she had remarried, leaving Jacob to live with his father. Though rich in material goods, Jacob was deprived of adequate parental supervision. During his lonely hours, he filled his boredom with a youngster's natural curiosity, and he found his way to his father's liquor cabinet. At age ten, he started drinking alcohol, and thus began his gradual descent into the darkened

pit of drug and alcohol addiction.

With the passing of time, he felt the need for greater excitement. He began smoking marijuana at age 13, and when he reached high school, he joined an underground group of kids called "The Heads." His dad knew something was wrong, but couldn't put a finger on it. Jacob had a lie for every occasion. He often got high at school and blew off his classes. While still in public school, all he wanted to do was get high and drink, but placing him in a private school brought no change.

Because of his serious alcohol problem and brushes with the juvenile courts, Jacob, in his senior year, was sent to live with his mother in a small town in Michigan.

1. The **decisions** we make **today** can last a lifetime.

→ **T or F**

2. When you turn 25, how would you like **your life**

→ to turn out? \_\_\_\_\_

Over the next few years, he noticed that other kids who didn't smoke pot and drink were growing up, going to school, getting jobs, getting married, and having families. They were getting on with life. Still, Jacob and his "friends" failed to realize that life was passing them by as they fulfilled their own ambitions—getting high on drugs and alcohol.

→ 3. You can find in life what your **desire** most. **T or F**

4. Life is a **space of time** that allows us to make our own decisions. We can choose to be **addicted** or chemically free, we can't choose to be both. What

→ bad decisions did **Jacob** make? \_\_\_\_\_

5. Put a **"T"** for **True** or an **"F"** for **False**.

→ \_\_\_\_\_ People who constantly deny they have a substance problem most likely have one.

\_\_\_\_\_ Like many teenagers, Jacob lacked wisdom and wouldn't listen to his parents.

\_\_\_\_\_ Sometimes you have to hit bottom before you can go back up.

\_\_\_\_\_ Drug & alcohol abuse separate the user from reality, thereby providing a distorted view of life.

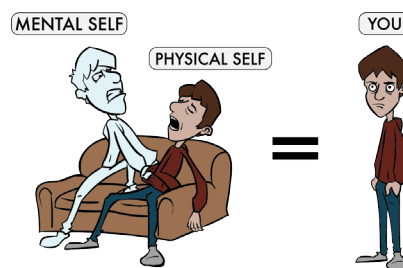
6. How can a person like **Jacob** tell they have gone from casual use to addiction?

→ \_\_\_\_\_

The addicted live in a fog of confusion, fear, and uncertainty. They lose their freedom and power of choice. They sell themselves to the drug monster, Mr. Grooge, and follow his bidding. How would you feel if you were an alcoholic, or drug addict?

→ \_\_\_\_\_

We have two selves, a physical self and a mental self. Our physical self, our body, can become addicted to a variety of things if we are not careful. If the physical self becomes addicted, we only have the mental self to rescue us.



7. **Jacob** was young and lacked self-control. What was the result? \_\_\_\_\_

→ \_\_\_\_\_

8. Life has two bookends, **birth** and **death**. In between there is joy, confusion, happiness, and contention. How has your life been so far?

→ \_\_\_\_\_



# Infinity: Media Awareness



The summer before her sophomore year had been kind to Julie. She no longer wore braces and her body was growing in all the right places. It was only the third day of school and already she could sense an increased interest from the opposite sex. Most notably from a boy named Zack, whose locker was just two down from her own. He was a junior, and she'd had a crush on him since junior high when he had first moved into town. At first it was just a warm glance her way as they visited their lockers; a glance that brought a blush to her cheeks and caused her heart to race. Then came the note in her locker asking her for a date. The date was all she could have wished for, including their first kiss when the movie ended.

1. Once a "sext" gets posted on the **social media**, how many people can be **sexually stimulated** by it? → \_\_\_\_\_
2. Millions of **students** and **young adults** have either sent or received a **sext** that can remain on the internet for a **lifetime**. If every one does it, does that make it right? \_\_\_\_ Why is **sexting** a bad idea? → \_\_\_\_\_

Julie quickly came to realize that Zack only had one thing in mind: her body. He would often ignore her in public, and she knew he had other girlfriends. There

Zack, however, did not want it to end there. An adult situation quickly developed when he took her to his car. Frightened by his aggression, she struggled to push him away. He apologized then, but as they later spent time together in the garden swing behind her home, his kisses again became more intimate than she wished. This time, her resistance was overcome by his strength, and he went so far as to threaten her if she should cry out. Only the family dog, sensing her danger, prevented her from being raped.

Following this incident came a series of suggestive texts from him that caused deep feelings of concern. She immediately recognized them for what they were: Sexts.

- was little conversation, such as that between friends – just making out and touching. Warnings from her mother were being overridden by her desire to belong. Her resolve not to have sex was wearing thin, especially with his relentless advances and threats that he would call off their relationship.
3. According to research, students who are sexting are more likely to engage in **risky sexual behavior**. What do you think are some of the possible physical and **emotional** consequences for teenagers having sex? → \_\_\_\_\_

Possible physical consequences	Possible emotional consequences
→	→

## GAMING

Daryl, age 19, looked frantically around his living quarters. His bloodshot eyes scarcely taking in the squalor of the dimly lit basement apartment. He wasn't seeing the half-empty, moldy soup cans, the soiled clothing, or the dirty dishes that filled the scum-lined kitchen sink. He was visualizing himself out on the streets.

His grandmother had allowed him to live here for the past two years, but following her death three months ago, the house had been sold and he had

only two days until he would be homeless. He moved mechanically toward his X-box, knowing he could find solace in working toward the next level of the game he had been playing when he had been given the bad news.

4. Daryl had a video game addiction best described as a **pathological** or **compulsive** use of video and/or computer games. Look up and write in the definition of both.

**Compulsive:** \_\_\_\_\_ ←  
**Pathological:** \_\_\_\_\_ ←



# Serendipity: Cognitive Sexual Awareness



Vaguely conscious of a creeping chill, Zoey snuggled deeper into her sleeping bag. Wakefulness slowly dawned along with the sun, and suddenly she jerked upright as she remembered where she was. Leaning eagerly forward, she opened the flaps of the tent and poked her head out. She breathed in deeply the wonderful autumn air, it was so different from that of the smog-filled city where she lived. Brilliant sunlight filtered through the crimson and golden leaves that still clung to the branches of the forest trees, and for a long moment she thrilled at all the beauty of her surroundings. Not only was it beautiful, but also wonderfully peaceful and quiet. Even the birds seemed to twitter in subdued tones, and the gurgling brook only added to the peace and contentment she felt.

She glanced back at her sleeping cousin, wondering how she could bear to miss the dawn of this glorious day. But Katie was a seasoned camper and this was no novel experience for her, while it was Zoey's very first time camping. It had been dark last night when they started their two-hour trip and she was quite unprepared for the experience of awakening outside of the crowds and clamor of her city home.

She noticed movement in the cab-over camper that housed her aunt and uncle, and wondered how long she would have to wait for Uncle Ben's famous breakfast. Not long, she hoped. She was starving!



Again she glanced at Katie, who was finally beginning to stir. How lucky Katie was to have had this frequent experience of camping over the past 14 years of her life! Experiences like this had broadened her skills and self-reliance in ways Zoey had never dreamed of. Katie, as well as her grown up siblings,

could skin a deer, hit a soup can 200 yards away with a rifle, and could tame unbroken horses.

Riding unbroken horses seemed rather dangerous to Zoey, but not as dangerous as her own experience of the week before in the drug-infested neighborhood where she lived. She had stayed late for volleyball practice and her mother, a nurse, couldn't get off to take her home. She shuddered at the memory of taking a shortcut to her apartment through a dark alley. It was there that she had been attacked by several males. The fear of being raped gave her strength beyond her own as she kicked and screamed for help. As the attackers ripped at her clothing, they covered her mouth, but not before a delivery man heard her cries. They looked up to see a large man running at them with a metal pipe he had stumbled across amid the strewn garbage that littered the alley. When the police arrived at the scene, she was still sobbing out her fears in the burly arms of her rescuer. Zoey's mother promptly sent her to live with Uncle Ben and Aunt Doreen.

Zoey shook off the memory as the smell of sausage sizzling over the crackling fire brought her back to the present. Soon she was chowing down on the best breakfast burrito she had ever eaten.

In addition to the counseling Uncle Ben had arranged for Zoey, both he and Aunt Doreen saw to her other needs as well. One day after school, Aunt Doreen brought both girls into the kitchen for a frank discussion on the "birds and bees." At first it was awkward for Zoey, but it seemed normal for Katie and her mother. This openness encouraged Zoey to open up as well, especially with her "sister-cousin." Being close in age, the girls found they had many interests in common. A frequent topic of conversation was that of boys, and both revealed that they had never had sex before. They shared feelings about their changing bodies and the different messages they were receiving from their friends.

1. What different and sometimes confusing messages do **teenagers** get today regarding sex?



2. **Katie** and **Zoey** refrained from sex throughout their teenage years. What problems do you think they **avoided** by making this decision?



## APPLYING WHAT WE HAVE LEARNED

Many members of the Johnson and Miller families still live in the same small town. Their kids go to the same schools. Lucas Johnson's aunt Debbie who grew up abused, now has inoperable brain cancer and has come back home to die. Debbie's oldest child, Becky, is a freshman.

Becky was sad and depressed. She knew about her mother's condition. Becky worried about what would become of her and her two younger sisters and brother. They had no money and lived off the help of relatives. Becky had few clothes, no friends and was ashamed of her condition. Her first day at school found her eating alone at lunch. Becky tried to hold back the tears, but they swelled up and ran down her cheeks.

One of the Miller's, Tammy, was a sophomore. She grew up caring for wounded animals. She was kind, soft-spoken, and couldn't stand to see living things suffer. When she saw Becky crying, she left her friends, went and introduced herself to Becky. A special and close friendship began which has lasted through the years.

1. How important was **Tammy's** friendship to **Becky**? → \_\_\_\_\_
2. What can it feel like to be **lonely** and without **friends** at school? → \_\_\_\_\_
3. What can happen if kids at **school** call their **classmates** names, snub them, or cause them to be **lonely** and isolated? → \_\_\_\_\_
4. If students were **accepting** and **friendly** toward their classmates instead of **putting them down**, how might their school be affected? → \_\_\_\_\_
5. How important is a **good childhood**? → \_\_\_\_\_
6. When a **human being** is deprived of love, nurturing, feelings of security, and is physically abused, he or she will become **emotionally damaged**. Are there a lot of emotionally damaged youth in our schools today? → \_\_\_\_\_ How can the less-damaged kids in school help? → \_\_\_\_\_
7. When you increase a person's **self-esteem**, you also **increase** his/her **ability** to **focus** and **learn**. Are there many students doing poorly in school because of personal problems? → \_\_\_\_\_
8. Do you think a **friendly school**, where there is more acceptance of others and less fear, taunting, and put downs, would foster an atmosphere where more **learning** would take place? → \_\_\_\_\_ Would overall grades increase? \_\_\_\_ Why? → \_\_\_\_\_



## DETERMINING RIGHT FROM WRONG

9. Put an "R" for right or a "W" for wrong.

→ _____	Make fun of a fellow student	_____	Use illegal drugs
_____	Be honest and tell the truth	_____	Be friends with unpopular kids
_____	Cheat on a test	_____	Smoke cigarettes
_____	Be obedient to parents	_____	Watch hard-core pornography
_____	Spread a false rumor, gossip	_____	Return a student's purse
_____	Turn in a student for selling drugs	_____	Steal from lockers

It doesn't matter what people "believe" is right or wrong; what matters is the truth. There are natural laws regarding right and wrong. Those who do wrong will have to suffer the natural consequences. For example, what are some natural consequences of taking drugs? → \_\_\_\_\_

# Elevation: Cognitive Employment for Teens



Chad and Jesse's first month's income was \$488. They spent hours handing out flyers that suggested how important first impressions were for customers: "Clean windows outside suggests a clean house inside." Their second month's income was \$698. They dressed in blue shirts and baseball caps that had their logo on them, and they had their name printed on the pickup truck. By the end of twelve months with two employees, they were grossing over \$5,200 a month with a net of \$2,800 that they split among themselves.

Both Chad and Jesse were experiencing powerful and permanent life-changing thoughts through a process called "Cognitive Restructuring." Their success

was in contrast to their former subconscious programming of being losers. This difference in what they had believed about themselves and

the reality of the truth about themselves caused them "Cognitive Dissonance," which helped them to change their behavior. Why was this good? Because there is no gain without pain. Going from a loser mentality to a winner mentality can be quite emotional.



1. Do an internet search for '**Cognitive Restructuring**' and '**Cognitive Dissonance**.' What did you learn? \_\_\_\_\_

2. Let's say that after taxes you were bringing home \$1,800 a month. What could you **wisely** do with that money? \_\_\_\_\_

## LIFE GETS BETTER

Finding success with window cleaning, they were soon into cleaning yards, houses, and hauling trash. They even tried their hand at painting rooms, but that turned out to be a disaster and they had to hire someone to do it right. With extra money, Chad had his teeth fixed, bought better clothes, and even tried to remove a tattoo on his neck. But his biggest prize was a business truck that was paid for by the company. It was a beautiful blue used Dodge Ram 2500 extended cab. He sat in it for over an hour, listening to the radio and caressing the leather seats. Tears moistened his eyes as gratitude sunk into his heart.

3. What are some of the things you are grateful for? \_\_\_\_\_

4. What kind of job would you like to have? \_\_\_\_\_

One of their specialties was cleaning homes to rent or sell. They had purchased a powerful portable

cleaning system that they pulled behind their truck. When Chad was finished with one of these houses, he shut down the noisy pump and was headed back to the house when he noticed a little girl next door sitting on her front porch sobbing. When he came back out of the house, he could not ignore her crying. Approaching her, he asked:

"Are you okay?"

"My mommy is sick and she won't wake up!"

"Well, let's go in and see what we can do?"

"How long has she been this way?"

"All night and this morning, and I am very hungry."

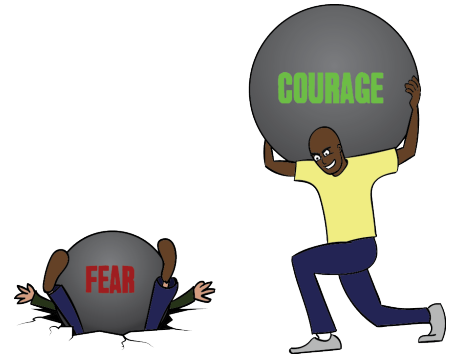
"We need to call an ambulance. I packed a lunch today; would you like a sandwich?"

"Yes!"

The young woman had taken an overdose of sleeping pills, but quickly recovered with no side effects. Broke, beaten, seriously depressed and about to be evicted, she had lost all hope. Jesse's grandparents took them in and nourished them both back to physical and emotional health. Chad fell madly in love with this **amazing** young woman and when he proposed, she said, "Absolutely yes!" Jesse moved out of the small cottage and stayed with his parents. Now Chad had a wonderful family, a home, and a bright and secure future. He knew he could easily make money-opportunities were everywhere. Lying next to a loving wife and with his adorable feisty daughter in the next room, tears of gratitude again swelled in his eyes as he looked forward to tomorrow.

# HOPE

The opposite of HOPE is DOUBT and FEAR. If you really think about it, these three words are really getting to the core of what holds people back from gainful employment and financial opportunities. Hope is trust that the future will improve. Hopeful people who live in growth are more confident, optimistic, enthusiastic, and patient. When you have hope, you work through trials and difficulties with the confidence and assurance that all things will work together for your good.



- People who **lack hope**, allow **doubt** and **fear** from their past to rule their lives. Deep subconscious **pathways** in their minds end up **controlling** their behavior and the consequences of their lives. How did **Chad** and **Jesse** overcome a lack of hope and move their lives forward? \_\_\_\_\_
- Because of the **body/mind** connection, thoughts filled with stress and worry can literally **deplete** the body of vitamins, minerals, and other chemicals needed for **proper** health. What can happen to **people** who allow **doubt** and **fear** to rule their lives? \_\_\_\_\_
- Why do you think so many **people** lack hope? \_\_\_\_\_
- Chad's** wife, **Josefina**, went from the very depths of **despair** to the **brightness** of **hope** in just a few days. What lesson can be learned from this? \_\_\_\_\_
- On the graph below, circle where you have been in your life regarding the highs of **hope** vs. the lows of **despair**. Put an "X" where you are now.



- Looking back, how did you get out of some of your lows? \_\_\_\_\_
- Josefina** was severely depressed. What are some of the symptoms of depression? \_\_\_\_\_
  - Mark the following phrases to describe the results of **Hope "H" vs. Despair "D"**.
 

→ _____ Greater endurance	_____ Physically weaker	_____ Better sleep	_____ More reliable
_____ Better employment	_____ Happier	_____ Self-centered	_____ More anxiety
_____ Mentally weaker	_____ Less anger	_____ Rejected	_____ Insecure

# PROBLEM SOLVING

- Mark **"T"** for **True** and **"F"** for **False**.
 

→ \_\_\_\_\_ We don't fail until we give up.

\_\_\_\_\_ The biggest lies are the ones we tell ourselves.

\_\_\_\_\_ Most people don't lack the courage to change, just the knowledge.

\_\_\_\_\_ Verbal persuasion can inspire people to change.

\_\_\_\_\_ If we never take the first step, we will never take the last.

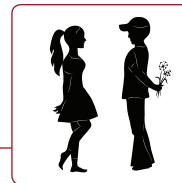
\_\_\_\_\_ When **Chad** changed his thinking, his life started to change.

\_\_\_\_\_ By the time a person turns 13 it is too late to change.

\_\_\_\_\_ The quickest way to change others is to change yourself first.



# Boundaries: Dating Violence Prevention



For example, Darcy's boyfriend David looked good: he was handsome, polite, and had good personal hygiene. But Darcy didn't know what was beneath the surface. David's mother, soon after he was born, developed a serious infection and was given Lortab for pain. So started her addiction to Lortab that saw her lying to her doctors and going to friends' homes to find prescription drugs. This addiction led to her

divorce, and so David was raised by a single parent with a drug addiction. When David was five, he was left alone for two days. His mother was under the influence and couldn't get home. Thus David grew up with fear, anger, anxiety, and with few of his hierarchy of emotional needs met. David didn't realize until he was older how his mother harmed him by him growing up in a fractured home.

1. Take this profile test and answer how you think **David** would score, between **0–5**. The higher the score, the greater the probability of becoming an abuser. Add up the scores for a total score.

Yes	Probably					No
5	4	3	2	1	0	0

## Did/Does this person . . .

- \_\_\_ have a tendency to make excuses and blame others for their problems?
- \_\_\_ grow up in a home with marital discord, divorce, and/or abuse?
- \_\_\_ grow up in a home where drugs, alcohol, and other addictions were a problem?
- \_\_\_ get in trouble with the law, either as a juvenile or adult?
- \_\_\_ have friends who use drugs and/or abuse alcohol?
- \_\_\_ have extended family with substance abuse problems?
- \_\_\_ have extended family who have gotten in trouble with the law?
- \_\_\_ have family/extended family with a history of low wages and unemployment?
- \_\_\_ have a self-control problem or is easily angered?
- \_\_\_ have a history of control issues and breaking others' boundaries?
- \_\_\_ have low self-esteem and socially retract from others?
- \_\_\_ have a prior history of abuse, violence, and failed relationships?
- \_\_\_ have a tendency to be prideful, selfish, and put others down?
- \_\_\_ have a tendency to be lazy, and lack self-motivation?



**If you live in your past, you will poison your future.**

- \_\_\_ keep apologizing and saying they will change, but doesn't?
- \_\_\_ have a tendency to hold grudges and not forgive?
- \_\_\_ use profanity/foul language as a normal part of their language?
- \_\_\_ have parent(s) that were raised in abusive/dysfunctional homes?
- \_\_\_ have a tendency to be pessimistic, dishonest, and untrustworthy?

## TOTAL

100 - 70	69 - 20	19 - 0
High	Medium	Low

2. The totals show the probability of a person becoming an abuser or being in an abusive relationship. What was **David's** probability score of growing up to be abusive, controlling, and to break people's boundaries? \_\_\_\_\_
3. Can you find **yourself** in the above evaluations? \_\_\_\_\_ What does it mean? \_\_\_\_\_
4. If you married or had a relationship with a person who scored **high**, what might you expect to happen? \_\_\_\_\_
5. **Darcy** used her test to filter out the men she was dating. Finally, in her junior year she found **Alex** who was raised in a small village in the Black Forest region in Russia. He was taught to be respectful of girls and his mother from childhood. He scored a 28 on the test. It was instant love and attraction for both. They bonded in a trusting relationship and truly loved one another. They had three children. What kind of people would you expect their children and grandchildren to grow up to be? \_\_\_\_\_



# Bullying Prevention



1. KIDS WHO BULLY OTHERS may engage in **risky behaviors** into **adulthood**. Check the ones you think could be a result of choosing to be a bully.

→ ☐ Abuse alcohol and other drugs  
☐ Get into fights, vandalize property  
☐ Skip, miss, or drop out of school  
☐ Have criminal convictions or traffic citations as adults  
☐ Be abusive towards romantic partners, and/or children  
☐ Suffer physical, mental, & emotional illnesses  
☐ Lack self control and/or easily angered

2. Many students who **bully** come from **good**, functional homes. Bullying is a choice, regardless of your beginnings. **T or F**

3. The most important period of life for a **human** being is the first **five years**. **T or F**

After a week of observing the trio bullying Richard and other students, Marisa decided to take action. Over the weekend, consulting with her mother, she made up a flyer showing the trio dressed in combat gear with exaggerated mean faces towering over a nervous “boy”. She gave Richard’s image a frightened look, and at the top of the flyer wrote the words “BULLIES”. She printed 800 yellow flyers on their home-office copier and was at school early Monday morning handing them out as students entered school. Students were stunned with her boldness. She was halfway through 1st period when she was summoned to the principal’s office.

4. WARNING SIGNS: Check the ones you think that the **millions** of young bullied people in our society are **experiencing** each day.

→ ☐ Lost or destroyed clothing, books, electronics, or jewelry  
☐ Unexplainable injuries  
☐ Frequent headaches, stomach aches, sickness, or faking illness  
☐ Worry, fear, loss of self-esteem.  
☐ Declining grades, not wanting to go to school  
☐ Self-destructive behaviors, hurting self  
☐ Sudden loss of friends or avoidance of social situations

5. When you **bully** someone you **degrade** the society that we all live in. What goes around, comes around. **T or F**

6. Is it possible that someone you **bully** today will victimize **you** in the future? **YES or NO**

The vice principal explained that it was against school district policy to hand out flyers on school property, and then promptly invited her to be on the student council in charge of bullying. Marisa readily accepted.



She and Richard became best friends, and she invited him to be on the committee for bullying. The school mascot was the Knights, only no one wanted to play the part. Richard soon found himself at Marisa’s home being fitted with armor, sword, a helmet with red plumage, and a red cape. When he entered the football field with the cheer-leaders, he got a standing ovation. After the game, Richard’s mom, with tears in her eyes, hugged Marisa.

7. KIDS WHO BULLY OTHERS can exhibit the following. Check the ones you have seen in **your** school.

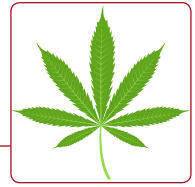
→ ☐ Get into verbal or physical fights  
☐ Have friends who bully others  
☐ Are increasingly aggressive  
☐ Frequently get sent to the principal  
☐ Have unexplained extra money or things  
☐ Deny responsibility and blame others  
☐ Worry about their reputation and popularity  
☐ Like to be in charge and dominate others  
☐ Have poor parenting and trouble at home

14. Good homes like **Marisa’s** where empathy and respect are taught produce few bullies. **T or F**

15. One angry, **abused person** can affect his/her offspring for generations to come. **T or F**



# Marijuana Prevention



## MR. GROOGE

While Tristan was recovering in the hospital, he had what he described later as an out-of-body experience. He found himself traveling to a dark and desolate location that had no green vegetation, just dead trees. It was there he met Mr. Grooge, sitting on a throne cut out of a huge dead tree. **ROLE PLAY:** Tristan = Student; Grooge = Coach

"Where am I? And who are you?"

"My name is Mr. Grooge! Welcome to my kingdom. I rule over all the chemicals that addict people. My quest is to bring havoc and misery to as many humans as possible."

"Why do you want to destroy people's lives? Do you enjoy what you do?"

"Yes, I really enjoy what I do. I have always relished the dark side. I have raised a formidable army of drug manufacturers, distributors, and users. I see this as a war, and I am winning. I am a great leader, and thousands of the newly addicted are joining my ranks every month. I am excited for the future and the many lives I can destroy."

"Yes, but why? I don't understand why you would want to hurt others?"

"Why should I care about others? I'm not them. Someone has to be

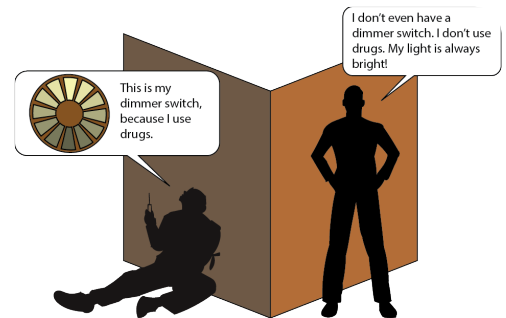
in charge, why not me? I don't addict them, they addict themselves. If they make the wrong choices, it is their fault and responsibility. For example, I didn't force you; you made your own bad decisions, and now you belong to me. By the way, you have done an excellent job addicting others; would you like to see some of the results? Remember Crystal and Justin?"

"No, I don't want to see! I feel terrible enough!"

"Well, you can't stay here. You need to go back into your body and resume your activities. I have more work for you to do."

"Yes, I want to go back. I hate this place! But I don't want to work for you! I'm tired of wasting my life and being under your influence. This is a sickening way to live."

"Okay, but the odds are against



you. You are a hard-core abuser, and I will work hard to keep you addicted. You have been a good recruit. You can create a lot of misery and harm before your time is up."

"I know it won't be easy. However, after coming here, I see things more clearly. I am more determined than ever to get you out of my life."

"Yes, wait until you get back into your body and those powerful cravings, stomach aches, and shaking start. We'll see who is the strongest!"

"Yes, let's see."

1. How do teenagers and young adults let **Mr. Grooge** take over their lives? \_\_\_\_\_

2. If you become addicted and get **in trouble**, your so-called friends will quickly disappear. It will just be you and your shattered life, and maybe a parent there for support. For every success story, there are many who go off into paths of darkness and ruin their lives. Describe a place of **darkness** where the addicted reside. \_\_\_\_\_

him two choices: go into a wilderness drug rehab program or go to Bali and live with his aunt and uncle. Tristan's aunt was Indonesian and was born in Bali. His aunt and uncle met on a cruise and had been married 24 years. They had three children; one was a boy Tristan's age. Tristan soon learned that Bali was an island and a providence of Indonesia. It was an easy choice.

3. What percentage of those who use **marijuana** on a regular basis do you think convert to other drugs? \_\_\_\_\_

Tristan spent eight days recovering in the hospital and when he went home for further recovery, he encountered stern and worried parents who offered

4. Once fully addicted to a **chemical**, how many out of 100 do you think successfully overcome their addiction and never go back? \_\_\_\_\_

# Test

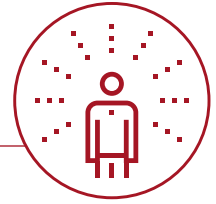


To pass this course, you must completely answer all the questions in this course and score 70% or better on the following test. Use a dark pen or pencil to fill in the circle that corresponds to the most correct answer.

1. How many people lived in Rene's home?
  - ☐ 5
  - ☐ 6
  - ☐ 8
2. Who was Charley's father?
  - ☐ Carl
  - ☐ Kevin
  - ☐ Jake
3. What was Rene dog's name?
  - ☐ Spot
  - ☐ Blacky
  - ☐ Duffy
4. What did Jacob's father do?
  - ☐ Importer
  - ☐ Police Officer
  - ☐ Lawyer
5. Minors who use illegal chemicals. . .
  - ☐ lack clarity of thinking.
  - ☐ are asking for trouble.
  - ☐ both of the above.
6. Who died from complications of meth?
  - ☐ Rene
  - ☐ Jacob
  - ☐ Jessica
7. How old was Jessica when she was raped?
  - ☐ 15
  - ☐ 16
  - ☐ 17
8. If people live in decay, it is a . . .
  - ☐ a choice.
  - ☐ result of malnutrition.
  - ☐ permanent state.
9. If we don't change our thinking . . .
  - ☐ we can't expect to change our behavior.
  - ☐ we will keep on getting the same.
  - ☐ both of the above.
10. Driving under the influence is not a problem...
  - ☐ unless you are caught.
  - ☐ if you are a good driver.
  - ☐ it is a recipe for disaster.

# Evaluations for

## Sample Course: Early Intervention / Prevention



### COACH'S EVALUATION

Please complete the following evaluation of this program. We are very interested in your responses as the coach. Please use dark ink as these evaluations are copied. If you need more room, attach a sheet of paper.

- This course was designed to help youth become more aware of the realities of substance abuse. What are your feelings about this program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Were there any parts in the course that helped you personally? \_\_\_\_\_ If yes, how? \_\_\_\_\_  
\_\_\_\_\_
- Did the course in any part relate to your student's life? \_\_\_\_\_ How? \_\_\_\_\_  
\_\_\_\_\_
- Do you know other people that this program could help? \_\_\_\_\_ How? \_\_\_\_\_  
\_\_\_\_\_

Coach's Name: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_

**BE SURE THAT THIS PAGE IS COMPLETE AND BOTH OF YOU SIGN THE AFFIDAVIT. >>>**

### STUDENT'S EVALUATION

Please complete the following evaluation of the program. We are very interested in your responses. What are your general feelings about this course? If you need more room, attach a sheet of paper. Please use dark ink.

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Would you recommend this program to others? (Circle) **YES NO** Why? \_\_\_\_\_

What was the most helpful part of the course? \_\_\_\_\_

What was the least helpful part? \_\_\_\_\_

What do you plan to do to make sure the drug monster doesn't get you?

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Date Started: \_\_\_\_\_ Date Finished: \_\_\_\_\_ Student's gender: Male Female Age: \_\_\_\_\_  
Name of School: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

# Affidavit of Completion



## Sample Course: Early Intervention / Prevention

We, the undersigned student and instructor/parent/guardian acting as coach, affirm that we completed this course to the best of our abilities and that this is our own work and no other's. It took us \_\_\_\_\_ hours to complete this course.



Student's Signature: X \_\_\_\_\_ Date \_\_\_\_\_

Coach's Signature: X \_\_\_\_\_ Date \_\_\_\_\_

Fill in your full legal name and current mailing address. (Please Print)

Student's Name: \_\_\_\_\_

Coach's Name: \_\_\_\_\_

Student's Mailing address: \_\_\_\_\_

Student's City: \_\_\_\_\_ State \_\_\_\_\_ Zip Code: \_\_\_\_\_

Student's Phone #: \_\_\_\_\_

### PROCESSOR'S USE ONLY

Processed by: \_\_\_\_\_  
Print Authorized Name Authorized Signature

Date Processed: \_\_\_\_\_ Grade: (circle one) **Pass** **Fail**

**Congratulations on finishing this course!**  
**The goal has been to help you overcome**  
**any self-defeating thoughts and behaviors**  
**that may be limiting your progress.**



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# Remember Mr. Owl and BE WISE!

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If we never change  
negative thinking,  
we will never change  
negative behavior.



COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS