

BECOMING WHO I WANT TO BE

A Good Lives Workbook for Young Women



David S. Prescott, LICSW
Tyffani Dent, PsyD

Digital Edition

Counselor's Edition

Safer
Society
PRESS

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Brandon, Vermont

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INTRODUCTION TO THIS COUNSELOR'S EDITION

Welcome to the Counselor's Edition of *Becoming Who I Want to Be*. This edition provides introductory materials and annotations that track the pages of the client workbook to help you work with the young women in your care. You can also use this edition to create your own annotations, develop additional ideas, take note of lessons you may have learned from the clients, and even to do the exercises for yourself.

About the Workbook

The Good Lives Model (GLM) has come into widespread use around the world. Originally designed with a focus on people who have sexually abused, the GLM can be (and has been) modified for use with people who have committed a variety of harmful behaviors. That's where this workbook comes in.¹

¹This workbook borrows heavily from people I have worked with, and who deserve to be recognized. They are Tony Ward, Gwenda Willis, Joann Schladale, Robin Wilson, Pamela Yates, and many others. I am especially grateful to Mary Falcon, Executive Director of Safer Society Press, for her exceptional work in editing and developing many of the ideas within.

Also vitally important to note are two points:

First, the original developer of the GLM was Tony Ward. Since then, an entire community of practitioners and researchers have contributed to it.

Second, I am grateful for the seminal work of G-map Treatment Centre in Manchester, UK, and their director, Bobbie Print, who adapted Ward's adult-centered model for work with adolescents and piloted their adaptation for seven years with their own clients before writing *The Good Lives Model for Adolescents Who Sexually Harm*, a book published by Safer Society Press (Print, 2013). Their book is a practical and informative must-read for adolescent treatment providers interested in integrating the GLM into their own practice. I am honored to have worked with some members

This workbook is intended for young women (early adolescence into early adulthood) whose behaviors have been problematic in a wide range of areas. Depending on the characteristics of your clients, it may have different applications as well. Depending on where you work, it may be important to emphasize that the GLM has always been an overarching rehabilitation framework and—as should be clear in this workbook—not simply an approach to the treatment of sexual offending. Its ultimate reach is far wider. Because we are aware that simply changing pronouns does not make a workbook or treatment appropriate for use with young women, this young women's edition differs in the scenarios used, the probing questions recommended, the mental health issues addressed, and, in some cases, the motivation for the behavior.

Gender-responsive treatment has taught us that girls develop in unique ways that call for specialized focus and that programs designed for boys do not address the unique and complex needs of girls. Young women displaying more conduct disorder and antisocial behaviors tend to have more mental health issues (Leve, Chamberlain & Kim, 2015). Although less represented in detention than boys, girls display a wide array of emotional problems. In addition, what may be viewed as minor delinquent acts in girls may actually be covering for more significant problems girls are facing and may also serve as a way for them to better cope with familial, peer, trauma, and other societal issues (Zahn, et. al, 2010).

In the scenarios and subsequent discussions, counselors are encouraged to adopt a gender-responsive theoretical framework based in the work of Stephanie Covington, who recognized in her work with incarcerated women that utilizing existing curricula does not address the reasons for women's legal involvement or what motivates them to make changes (Bloom & Covington, 1998; Bloom, Owen, & Covington, 2002). Jean Baker Miller's Relational Theory assists in

of their team, including publishing some early reports on their work in earlier, edited volumes.

this process of gender-responsive treatment by exploring how girls and women gain some of their motivation from their relationships (Miller, 1976). Baker Miller encourages us to remember that people grow through relationships throughout the lifespan, and that culture impacts upon relationships in powerful ways (Miller & Stiver, 1991).

This workbook can be used in both group and individual treatment modalities. There are a number of ways that one might use this workbook in a group setting, including having sessions that focus on the exercises themselves, or having clients do the exercises at their own pace and review their work in a group session when they are done. In some situations, it may be necessary to have the clients complete the exercises during the group session. In others, it may be possible to have clients complete the assignments outside of group and then bring their work in to discuss, refine, and add to with others.

As you will see, this workbook does not emphasize a high level of disclosure of the details of problematic behavior. There are many reasons for this, including the fact that each client and counseling situation is different. It is anticipated that disclosure of the details of problem behaviors will take place in private counseling sessions. This reflects an emerging consensus in the field that disclosure of harmful behavior by adolescents (and, we would argue, younger adults) can have considerable “iatrogenic” side effects (e.g., Dishion, Poulin, & McCord, 1999). This is particularly concerning when one considers how susceptible adolescents and young adults can be to peer influences, especially when we recognize that girls often seek an understanding of their identity from their peer group. A body of research has focused on this area across the past three decades and has found that these peer influences can be far-ranging. Of course, your setting and approach may vary, and so this workbook aims not to be too prescriptive.

The authors are aware that professionals using this workbook will come from diverse backgrounds and have varying levels of experi-

ence. Some will be licensed professionals who have worked with the GLM for years, while others will doubtless be earlier in their careers. This counselor’s edition is intended for all professionals! In order to derive the most benefit from using this workbook, you (the counselor) will want to consider:

- Ensuring that you have a good overall understanding of the GLM, either through the available books, articles, and DVDs (most of which are available at the Safer Society Press website).
- Experiencing the GLM personally by considering how each of the GLM elements applies in your own life and that of your loved ones.
- Ensuring that other conditions relevant to your practice are in place (for example, relevant education, degree/licensure, supervision as needed, etc.)
- Developing a comprehensive assessment/understanding of your client to the greatest extent possible.
- Becoming familiar with the principles of effective treatment in working with harmful behaviors (for example, the qualities of competent counselors, the importance of family involvement wherever possible, and the principles of risk, need, and responsivity)
- Becoming familiar with the research on the known re-offense rates of adolescents and young adults in order to tailor treatment effectively.

Further, recent research has highlighted the importance of understanding the role of trauma and adverse childhood events and how these experiences have played a role in developing the attitudes, beliefs, neurological functioning, interpersonal concerns, and other circumstances that contribute to harmful and illegal behaviors. In order to develop a deep understanding and appreciation for a client’s life, a specialized focus in these areas can help

make treatment more effective, one client at a time. In constructing this workbook, we strived to make its structure implicitly trauma-informed. However, attention to these elements on a case-by-case basis will be vital. In some cases, this workbook should be delivered in a trauma-informed way. In others, it may occur in tandem with or after the completion of a specific trauma treatment regimen.²

Likewise, there are ways not to use this workbook. It should not be used:

- Without an understanding of the client's past and current functioning
- Without some understanding of gender-responsive treatment
- Without an acknowledgement of how culture plays a role in the attitudes and beliefs of those we serve. In addition, in working with young women of color, being aware of how intersectionality (race/gender and at times sexual orientation), plays a role in their problematic behavior, what they value, how they see the world, how they view themselves, and their capacity to change.
- As the sole component of a treatment program (it is a tool intended to be used in treatment, but it is not the entirety of a treatment program). In some cases, the author has seen programs that used workbooks as the treatment program itself; clients assume they've completed treatment when they've completed all the exercises. Although this is often a misuse of those workbooks, it does happen. With this workbook, there will likely be additional work for clients to do in their lives, and additional exercises are suggested in this counselor's edition.

- As a determinant of the beginning and ending of treatment. In other words, completing the workbook does not necessarily mean that treatment is "over."

The intent of this workbook is to help counselors apply the GLM as an overarching framework of intervention and rehabilitation. Its ultimate goal is to help young women not only manage the risks they experience in their lives, but to build on their strengths and capacities. In this way, they can lead a balanced and self-determined lifestyle in which illegal behavior is undesirable and unnecessary.

About the Good Lives Model

In essence, the GLM holds that all human beings seek out certain experiences, goals, and states of being. These have been called by various names, starting with primary human goods (Ward & Gannon, 2006) and, later, common life goals (Yates, Prescott, & Ward, 2010). In this workbook they are called good life goals. The eight good life goals you and your clients will address in this workbook are:

1. Having fun
2. Being an achiever
3. Being my own person
4. Being connected to other people
5. Having a purpose in life
6. Meeting my emotional needs
7. Meeting my sexual needs
8. Being physically healthy (Print, 2013)

²To explore trauma-informed care further, readers are encouraged to review *Trauma-Informed Care: Transforming Treatment for People Who Have Sexually Abused* by Jill Levenson, Gwenda Willis, and David Prescott. It is available from Safer Society Press.

The GLM holds that people seek these good life goals for their own sake. For example, virtually everyone wants to have fun or be good at something (being an achiever) in his or her life. Likewise, virtually everyone wants to have relationships with other people or a sense of meaning and purpose in their lives. The GLM is about helping clients define their goals in life and focus on attaining their goals in positive, constructive ways.

The GLM further holds that, in many instances, these good life goals play a central role in problem behavior. For example, one's drive towards independence and autonomy (being my own person) can contribute to harmful behaviors that are as diverse as partner violence and substance abuse. The same goes for good life goals such as being connected to other people, which can contribute to behaviors such as joining a gang, and experiencing happiness and pleasure, which can be expressed by having fun at the expense of others.

Ultimately, the GLM separates itself from other forms of treatment for problem behaviors through its twin focus on building competencies and managing risks. It does this with an explicit emphasis on "approach goals," that is, positive goals we can set for ourselves that we can strive to attain, rather than "avoidance goals," or goals we strive to stay away from. Each of the eight good life goals is expressed as a positive approach goal. So, for example, the emphasis is on striving to be physically healthy rather than struggling to stop abusing drugs.

However, the GLM is not simply about designing a better life for oneself and making it happen. It also involves exploring the ways in which our good life plans go wrong, and how pursuing our goals in unhelpful ways can place us at risk. Research and practice have shown that clients and counselors alike find working within the GLM to be preferable to more exclusively problem-focused methods (Willis, Ward, & Levenson, 2014).

Frequently Asked Questions

What kind of treatment provider style is needed to use this workbook most effectively?

Research has shown that counseling processes are most effective when the counselor is warm, empathic, rewarding, and uses a guiding approach (as opposed to being harsh, confrontational, or pursuing a classroom-style approach). Confrontational counseling approaches are rarely effective. Counselors working with young men who have harmed others often risk replicating the same dynamics of abuse when they become harsh and confrontational. This is not to say that counselors actually become abusive, but rather that becoming harsh and confrontational too often echoes the home environment in which clients grew up. The ultimate goal of treatment is that clients in treatment can learn how to challenge themselves. The fact that you have decided to use this workbook, or are seriously considering it, tells me that you have already chosen to take an empathic approach rather than a confrontational approach. To enhance your chosen skills—if you have not already done so—you may wish to seek further training in the good lives model, trauma-informed care, gender-responsive treatment, the impact of culture, motivational interviewing, and similar approaches. Again, I refer you to Safer Society Press to find professional books and videos on these topic areas.

How do you recommend dealing with clients who don't want to be in treatment?

A critical feature of successful treatment (to borrow a phrase from the motivational interviewing training community) is that the most effective counselors follow the principle of "Dance, don't wrestle." One secret to the GLM is knowing when to put the workbook down and when to pick it up again. When clients are having difficulty getting along with you or are saying that they don't want to change, you may wish to try one or more of the following steps.

First, check to see whether the material is too complicated or whether there are other external factors that prevent their being able to access treatment. Then, consider the cultural and ethnic background of each of your clients. Cultural competence in this work has been the subject of more than one book, and so you may need to go back to the literature to see what you might be missing.

Next, spend time finding out what they want out of life. What are their goals? Often, they have buried what they want out of life so deeply behind their daily presentation that they may not know what they want for themselves in the short or the long term. This is where simply having conversations about their lives can be helpful. However, as you listen, be sure to reflect on the good life goals outlined throughout this workbook. In the spirit of dancing and not wrestling, you can then take what they say and have a discussion about how it ties to the goals in this workbook.

When you have a better idea of what they want out of life, you can then have a conversation about what role they believe you play in their lives. You may think you are their counselor, but they may have other ideas (for example, they may view you as an extension of the police power of the state, or someone who is just waiting to call the authorities. They might also view you as someone prone to judging them negatively, even if this is not your intention.

Then, ask them what elements of your approach and the things you're doing in counseling are working and not working. The idea here is to see to what extent you can match your counseling style to their capacities to learn and connect with you.

In accordance with all of the above, you can then ask what very strong personal values your clients (and their families) have that you should take into account when providing counseling.

Each of these are the building blocks of what is called the working alliance: Agreement on the nature of your relationship and on the goals and tasks of treatment, all in accordance with each client's strongly held values and cultural context.

Here are some specific examples:

- **The rude, seemingly impossible client**

It can be easy to forget that rudeness reflects wanting to be her own person, which itself is one of the good life goals. You can use this in your counseling sessions. How has being assertive served this young woman well? And on the other hand, how has it created conflict with her other goals? Important to remember is that this client may actually be a better candidate for counseling than she seems; she may simply be telling you that you don't understand her yet. Likewise, her difficulty in forming a connection to you may reflect her lifelong problems with the good life goal of being connected to other people. Is she pursuing being her own person at the expense of figuring out how she can be better connected to others?

- **The acting-out client**

When a client acts out in individual or group counseling, our natural response is to simply challenge the manipulation or solely focus on the acting-out behavior. Instead, we must try to explore what topic precipitated the behavior, as it may be a trigger for a topic that is uncomfortable for the client. In addition, we may want to reframe it as coping with feelings of pain/violation/fear/powerlessness/despair without adequate supports. To that end we may ask how such behavior has "worked" for the client in the past. Where did she learn it? How can we help her feel ownership of her own counseling and be more active in guiding it?

- **The client who seems to have no motivation at all**

It can be easy to forget that all human beings have goals and all human beings have areas of their lives that they would like to be better. However, for some clients, these goals can exist beyond their awareness. Often, they may have experienced so much trauma and adversity that they have given up on achieving their good life goals. As you listen to them talk about parts of their lives that they don't like, you can begin to formulate which of their good life goals

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they might like to work on, and what kinds of challenges they've faced in trying to achieve them.

- **The “I don't know” client**

When clients say I don't know a lot, there may be two reasons. The first is that they really don't know and need more time to think. The second is that they may not know you well enough to answer the question openly. If that is the case, you can repeat the same steps above.

In my region, we are expected to use the polygraph with certain kinds of clients. Is there a place in the GLM for this?

The GLM was never originally intended to be used in conjunction with the polygraph. There are many considerations in polygraph usage that are beyond the scope of this workbook. Counselors will therefore wish to study the extant research and consider the expectations of various stakeholders before using this type of assessment.

Where can I go for more information on the GLM?

At present, the two primary sources of information are www.safersociety.org/press and www.goodlivesmodel.com. See Suggested Readings and Resources (page 129) for additional sources.

Good luck!

— David S. Prescott

— Tyffani Dent

WELCOME!

If you've opened this workbook to take a look, congratulations. You have already started down the road toward becoming the person you want to be.

HOW THIS BOOK WILL HELP YOU

We (David and Tyffani, the authors of this book) have been counselors for a combined total of more than 30 years. We have counseled many young people who have caused harm to others. Every one of them begins counseling feeling two ways about it. They want to build a better life for themselves. But none of them wants to be told what to do.

This workbook is not about anyone—including us—telling you how to think, how to feel, or what to do. It is a tool you can use to learn how to do all that for yourself.

WORDS THAT WILL HELP YOU USE THIS BOOK

There are a few words that you do not use in your everyday life. But knowing these words will help you do your work in this book. So let's take a look at them and see what each one means.

The Word	What It Means	Using the Word in a Sentence
Achiever	Someone who is able to get things she wants through hard work	Susan liked being an achiever in middle school. She planned to be an achiever in high school.
Attain	To get as a result of hard work	Susan studied hard to attain good grades in middle school.

Four words that are used repeatedly in the workbook may not be common to the vocabularies of most teens, but they are important to the work in the book. We could not figure out how to replace them with simpler words, so we decided to define them at the very beginning. There may be other words with which some of your clients are unfamiliar—that you will have to define for them—but hopefully that will not be a frequent occurrence.

You, the counselor, can use this as an opportunity to discuss with your clients how we all have people who help us along the way. For you, it could be another counselor, a coach, a supervisor, or someone else. You can even mention them to your client(s) as you introduce them to the workbook. Doing so can accomplish a couple of things. First, expressing gratitude to those who came before us can send the message that being helped by others is not a sign of weakness. Second, expressing gratitude to those who have helped us actually helps us to flourish as human beings (Seligman, 2013).

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Behavior	The way a person acts	Susan likes to mess around with her friends. But when she applies for jobs, she needs to be on her best behavior.
Obstacle	Something that gets in the way of attaining a goal	Susan's biggest obstacle to her success in high school was finding time to study. She worked every day after school and and all day Saturday.

PEOPLE WHO HAVE HELPED US
IN OUR WORK

Becoming who you want to be is a big job. It is easier when you have the help of other people around you. That goes for us, too. This book is based on our work with young people. But it is also based on knowledge we gained from other people. Those people deserve our thanks. For David they are Tony Ward, Gwenda Willis, Mary Falcon, Joann Schladale, Robin Wilson, Pamela Yates, and many others. For Tyffani they are David Prescott, Mary Falcon, Carolyn Strong, Tamara Winfrey Harris, Tanisha Knight, and Satira Streeter. Each of these people has helped us with our work, just as other people will help you.

PEOPLE WHO HAVE HELPED US
WRITE THIS BOOK

During the process of writing this book, we were fortunate to receive guidance from numerous dedicated counseling professionals. Before the actual writing began, a group of professionals attending the 2018 MASOC/MATSA Conference—Rachel Bennet, Stephanie Carlson, Maiteé Soto Crespo, Monica Ferraro, Shiela Fournier, Paula Jones, Patrick Liddle, David Patch, Erica Ogletree, Joe Petracca, and Phil Rich—joined David and the Safer Society Press editor in a brainstorming session. They commented on the proposal for this workbook and shared what they learned from their own clients. Their wise counsel helped get us off to a great start.

As we wrote the book, these colleagues graciously allowed us to benefit from

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their expertise by reading manuscript drafts and making excellent suggestions for improvement:

- Rachel Bennet, LICSW, Clinical Director, Secure Treatment Unit, Worcester, MA
- Stephanie Carlson, LMHC, Clinical Director, Butler Center, Westborough, MA
- Jennifer Hixson, PsyD, Clinical Director, Woodridge Behavioral Care, Madison, TN
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We thank you all so very much!

— David Prescott

— Tyffani Dent

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- Tami Winfrey-Harris

CHAPTER 1

THE JOURNEY TO WHO I WANT TO BE



WHAT DOES BECOMING WHO I WANT TO BE LOOK LIKE?

There are many ways to become the person you want to be. You will know you are on the right path when:

Your everyday life is the way you want it to be

AND

harmful actions are no longer a part of who you are.

The purpose of this workbook is to help you live your life in a way that is good for you and good for others. To reach that goal you will learn to:



Build on your strengths

AND

overcome obstacles.



Chapter 1 Outline

What does becoming who I want to be look like?

How will I know I'm getting there?

How will counseling help me become who I want to be?

What counseling is

What counseling is not

What will my counselor think of me?

What will other people think of me?

Will there be obstacles in my way?

Other people may be obstacles

You may be your own obstacle

How will I deal with those obstacles?

Who do I want to be? What do I want out of life?

My chapter 1 vision box

It is easy to forget the importance of spelling out what progress actually is so that your clients will know when it is happening. As Jan Hindman, the late author and pioneer in the field of treating abuse, used to say, “Clients need to know what the end of treatment looks like.”

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In this workbook you will:

1. Think about things that are important in your life.
2. Understand how you got them in the past and plan how you will get them in the future.
3. Understand the obstacles that have kept you from being the person you want to be.
4. Develop a plan for overcoming obstacles and becoming the person you want to be.
5. Put your plan to work in your daily life.

The last point is very important: Simply doing the exercises in this workbook isn’t enough. What matters are the changes you make every day. Completing exercises in a workbook is one thing—becoming who you want to be is a journey that takes more effort.

Talking to your counselor when you are in counseling is an important part of this journey. You and your counselor will talk about how you can learn new skills, get around obstacles, and move on with your life.

HOW WILL I KNOW I’M GETTING THERE?

Later in this workbook, we will talk about how you will know that you are making progress on this journey. **You will know you are making progress when you are able to answer five questions:**

1. How do you know things are getting better?
2. How do others know things are getting better?
3. How do you know things aren’t going well?
4. How do others know things aren’t going well?
5. If things are not going well, what can you do about it?

Counseling = Reasons for Hope

- After counseling, most people who harmed others in the past do not do it again.
- Young people who complete counseling do much better than those who do not. They get into less trouble with the law and have more skills for living a good life.
- The longer you go without harming anyone, the less likely it is that you will do it again.
- In all, there are lots of reasons for hope!



HOW WILL COUNSELING HELP ME BECOME WHO I WANT TO BE?

Let's start with what counseling is and is not.

What Counseling Is

Counseling is about understanding and changing the ways you think, feel, and act. You will learn how the ways you think, feel, and act have either helped you or gotten you into trouble.

For example, you may believe that the world is a dangerous place. "No one is going to give me what I need, so it is okay to take what I want." If that is your attitude toward life, there is a good chance you will get into trouble sooner or later.

On the other hand, you may believe that, "Life isn't always fair but I have what it takes to solve problems and keep myself safe." If that is your attitude, you will probably have an easier time getting what you want out of life.

In some areas of counseling, there has been controversy as to how effective counseling is and what its active ingredients are (Loeber & Farrington, 1998). Certainly, research shows that some forms of recidivism are higher than others (for example, sexual re-offense rates are lower than non-sexual re-offense rates). Likewise, there is sometimes controversy as to the most effective ways that counseling can be delivered (Lipsey, 2009). However, across the board, those people who complete counseling programs typically re-offend at considerably lower rates than those who don't (Reitzel & Carbonell, 2006).

For all of these reasons, there really is reason for hope on behalf of the majority of adolescents and young adults who enter your counseling program. Of course, adolescents and young adults can be more susceptible to the influences of the environments in which they live; thus it will be vital to involve the other people in their lives in their counseling to the greatest extent possible.

Our strong encouragement is to emphasize in discussions that you work to separate people from their actions. In other words, no one is merely the sum of her worst behaviors. The job of counselors is to fully accept the individuals in front of them without accepting their harmful behaviors. After all, all people have unique strengths and abilities, hopes and dreams. Counselors not only separate their own feelings from their work; a key element of the GLM is maintaining the stance that we are all human beings motivated by the same basic goals. This enables the counselor to act in collaboration with each client.

Not included in this workbook is an explicit discussion of the stigma associated with attending counseling. It is anticipated that whatever stigma exists might be different for each client. You may wish to address this topic with your clients individually, as well as discuss other difficulties they may have in attending counseling. For example, while counselors often address stigma, it can be easy to overlook logistical problems, such as missing school or after-school activities, getting transportation to the counseling agency, etc. As you have this conversation, don't forget to validate their concerns and affirm their willingness to discuss them!

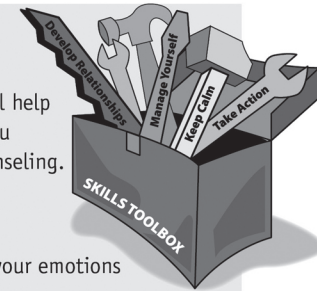
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On the other hand, you may believe that, "Life isn't always fair but I have what it takes to solve problems and keep myself safe." If that is your attitude, you will probably have an easier time getting what you want out of life.

Your Skills Toolbox

Being in counseling is like making a toolbox that will help you build the life you want for yourself. The tools you place in your box will be skills that you learn in counseling. Skills such as:

- Keeping yourself calm
- Taking action based on your values and not just your emotions
- Knowing how to develop relationships with more people
- Being able to manage yourself in difficult situations



What Will My Counselor Think of Me?

When you begin counseling, you may feel that no one will accept or understand you. It is possible that in the eyes of the law you have committed a crime. However, in counseling you will learn that you are much more than your biggest mistakes. In time, you will prove to others that you are no longer the person you were when you made those mistakes.

What Will Other People Think of Me?

By the time young people have begun counseling for harmful actions, they have usually heard a lot of adults tell them why they should be in counseling.

So let's look at what other people want for you. (By other people, we mean your parents, teachers, friends, or even the court.) Here is a story about a young man whose mom wanted him to be in counseling.

Sarah's Story, Part 1



When she was 13 years old, Sarah started sexually abusing her little sister Dawn and her little brother Jonathan. Her parents found out about it when Dawn told a teacher at school. The school counselor asked Sarah's parents to sign her up for counseling.

At first, Sarah was angry about being in counseling. It didn't feel fair. When she said that her older cousin Walter abused her, no one believed her. But when she abused Dawn and Jonathan, everyone started saying she needed help.

Sarah's parents told her they felt terrible that they did not get her help when she was abused. They wanted to make sure she would get help now. Her dad told her, "Everyone in this family loves each other. We can make this right."

So Sarah has decided to try counseling. She doesn't want her parents to think she is a bad person. She also wants them to see that what she did to Dawn and Jonathan was not as bad as what Walter did to her. She loves her brother and sister. Maybe after counseling, they will be happy to be around her.

- ◆ Sarah and her parents have different views of what she did. Which of the following is Sarah's view and which is her parents' view?

	Sarah's view	Parents' view
It is not fair that Sarah has to be in counseling.	<input type="checkbox"/>	<input type="checkbox"/>
Sarah needs to be in counseling.	<input type="checkbox"/>	<input type="checkbox"/>

Sarah's Story, Part 2

Sarah and her parents started meeting with the counselor. Whenever Sarah said that what she did to Jonathan and Dawn was not as bad as what Walter did to her, her mother would start crying. She would tell Sarah, "Your dad and I are so sorry that we

In the beginning of counseling, clients often say that they are different from others. While Sarah's Story is specifically about a girl who sexually abused her brother and sister, the teaching goals of the story and the exercises that follow are more generally about how clients who have harmed others may view the offensive behavior differently from their families and how clients and their families may view the purpose of counseling differently. You can use this as an opportunity to remind clients that causing harm to others is exactly that. Attempting to claim that one form of harm is "better" than others can be a meaningless exercise and a fruitless discussion, even though some behaviors are more severe than others. Put another way, there is no meaningful rank ordering of harmful behaviors.

One advantage to using these case vignettes is that clients are often more willing to initially challenge their own thoughts, attitudes, beliefs, and behaviors when they examine the lives and actions of others. You can start with the vignettes and see whether clients bring up their own examples, whether it be examples of other people that they know or themselves.

One possible way to approach these discussions is to ask “other people” questions. For example: “What things would be concerning to others about your behavior?” or “What advice would other people in your life give to you in these circumstances?”

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did not get you help when Walter hurt you. But what you did to Dawn and Jonathan was really bad. I wish none of my children had been hurt.” Sarah began to see that being hurt by her cousin did not mean it was okay for her to hurt her brother and sister. She wanted to learn more about why she did it.



SARAH'S MOM

	Sarah's view	Parents' view
To prove to other people that she is not a bad person.	<input type="checkbox"/>	<input type="checkbox"/>
To help her understand that what she did was wrong.	<input type="checkbox"/>	<input type="checkbox"/>

- ◆ In what ways are Sarah's reasons and your own reasons for entering counseling similar and different?

- ◆ In what ways are Sarah's parents' views and your own parents' views about counseling similar and different?

WILL OBSTACLES GET IN MY WAY?

Let's start this section with the story of Tanisha. She had obstacles in her path and there were no easy ways around them.

Tanisha's Story, Part I



Tanisha lived with her mom Nicki and her younger sister Zoey. They moved a lot because Nicki spent the money she had on drugs. Wherever they lived, there were always drugs and different people in their house. Nicki often left Tanisha and Zoey alone without food or heat. They knew she was out doing drugs or getting drugs. Sometimes Zoey's dad stopped by to bring Zoey presents. Tanisha never saw her own dad.

Tanisha hated her life.

When Tanisha was 13, Nicki was arrested and sent to a drug treatment center. Tanisha and Zoey went to live with their grandmother. Tanisha thought she would finally have a better life. Her grandmother bought her things, but they were not as nice as what Zoey had. Zoey's dad gave Zoey lots of nice things, including a cellphone. One day, Tanisha asked Zoey if she could borrow her cellphone. She was invited to a sleepover and wanted to fit in with the other girls. Zoey said no. Tanisha grabbed the phone, dropped it on the floor, and stomped on it. When her grandmother tried to stop her, Tanisha pushed her down. A neighbor heard the screaming and called the police. The next day, people from Child Protective Services took Tanisha away and put her in a foster home.

Tanisha was still in the foster home six months later. Nicki was out of drug treatment and was living with Tanisha's grandmother and Zoey. Nicki called every day and told Tanisha how much she wanted them to be a family again. But Tanisha's case had no easy answers. Nicki had a job now and was trying to get her life back together. But no one was sure that Nicki would not go back to using drugs.

Remember, the word *obstacle* means something that gets in the way of attaining a goal. There were no easy ways for Tanisha to get around her obstacles. The family wanted to stay together. On the other hand, no one was sure how safe it was for Tanisha to come home.

At first it might seem as though anger is not addressed by the GLM. This is not true. As you will see later on in this workbook, anger and anger management are closely connected with the good life goal of "meeting my emotional needs." Depending on the client's circumstances, it might be connected to other good life goals as well.

In our experience, counselors often limit the amount of discussion of each client's sense of anger because they don't want the client to become angry in the session. This vignette offers an opportunity to begin a discussion of anger in a safe fashion. Being able to safely address this most central theme in the lives of clients is crucial.

Besides the importance of being open and honest in counseling, this vignette also highlights how difficult it can be for clients to be completely open and honest with their families and other loved ones. As above, this vignette can serve as a springboard to further discussion about the client's ability to be open and honest with others.

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- ◆ In what ways has your family life been similar to Tanisha's?

Tanisha's Story, Part 2

Tanisha was now in counseling. She felt it was helping her control her anger. She was ashamed about what she did to her grandmother. She used counseling to develop skills so that it would not happen again.



One day, Tanisha's grandmother called and told her that Nicki was starting to hang out with her old friends who used drugs. Her grandmother said not to talk about her mom's problems with the counselor because Child Protective Services might not let Tanisha come back home. They might even take Zoey away.

This was a hard situation for Tanisha. Miss Natalie, her counselor, told her that counseling would help her the most if she was honest. But Tanisha was afraid that if she was totally honest about her family, Child Protective Services would never let her go home. Even though she was worried about her mom, Tanisha decided to tell Miss Natalie the truth about everything except what her mom was doing.



Tanisha decided that if she knew for sure her mom was back on drugs, she would be honest about it in counseling. Until then, she would hide her sadness and worry from Miss Natalie, her grandmother, and the foster parents. This was really hard for her.

- ◆ Circle the two reasons why Tanisha wanted to be in counseling.
 - ◆ She needed to deal with her feelings about her mom and dad.
 - ◆ Her mom said she needed to be counseling.
 - ◆ She was ashamed of what she did to her grandmother.



Other People May Be Obstacles

Let's face it, entering counseling is not always easy. Sometimes parents or guardians or other family members have doubts about the usefulness of counseling. Let's explore this kind of obstacle for a while. Then you will be ready to come up with an action plan for moving forward.

- ◆ Do you think anyone in your family might not want you to be in counseling?

☐ Yes ☐ No

If you answered yes:

Could it be that they do not understand your situation? Or could it be that they worry you will share private things about them?

- ◆ Write a few notes about these obstacles.

You May Be Your Own Obstacle



Sometimes people in counseling have their own reasons for not giving it their best shot. Write some reasons why you might not want to be in counseling:

1.

2.

3.

- ◆ How are the reasons you just listed the same for yourself and your family?

It can be helpful in these discussions to highlight the fact that everyone has obstacles in her life, including us. There is a common expression among counselors that someone "can't seem to get out of her own way" in making positive changes. This applies to everyone at one time or another! It can be perfectly acceptable to acknowledge that getting in your own way happens to all of us at one time or another.

One thing to know in doing this exercise is that it may also be the beginning of clients' disclosure of new information that they may be highly ambivalent about sharing. Be sure to provide validation and affirmation of their efforts as they start to share information they may have never shared with anyone. Also, you can explore the pros and cons of disclosing information with them. What are some of the good things? What are some of the not-so-good things about sharing obstacles that they have encountered in counseling or in building the kind of life they want?

Finally, you may want to be aware that a given client's history of trauma and adversity may also play a role in making disclosures challenging.

There can be a place in the discussion of obstacles to talk about how the most successful people in history have often been those who dealt with obstacles directly and always sought to find opportunities to become better at what they did. These can include sports figures, political figures, actors, etc. On page 30 of the workbook clients will read the story of how Nelson Mandela overcame his obstacles by working hard and remaining hopeful that he would succeed in the end. In addition, you may have some personal examples that you can share within the limits of your role as a counselor.

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- ◆ How are they different?
-
-

HOW WILL I DEAL WITH THOSE OBSTACLES?

Before we answer this question, let's see how Tanisha dealt with her obstacles.

Tanisha's Story, Part 3

Tanisha talked to her counselor, Miss Natalie, about how to deal with her family. Miss Natalie suggested that they invite Tanisha's mom, Nicki, to come to a family meeting. Tanisha called Nicki several times that day, but she did not answer. Miss Natalie suggested they call her grandmother.



Tanisha's grandmother said she would come to the meeting and ask Nicki to come too. The next day, Nicki called Tanisha. She said, "I don't need to bring up old stuff in counseling. I need to move on and so do you."

Tanisha was encouraged by Miss Natalie to be honest about her feelings. So she took a deep breath and said, "I love you, Mom, but we need to talk about what happened so that we can be a better family."

Finally, Nicki agreed to come.

At the family meeting, Tanisha talked about how bad she felt for pushing her grandmother down. She did not want to be angry anymore about her life. She talked about how it was growing up with Nicki using drugs and how scared she was when Nicki left her and Zoey all alone. Miss Natalie said that in order for this family to move on, they needed to share their feelings. Tanisha's grandmother said she wanted to hear more about Tanisha's feelings. Nicki said she would try to understand how her drug use had affected Tanisha and Zoey.

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At the end of the meeting, Miss Natalie said they had all taken the first steps toward being a better family. Tanisha's mom and grandmother agreed to come back for more counseling.

- ◆ Tanisha didn't give up when her mom said no to counseling. Circle the strength that Tanisha used to succeed with her mom.

Kindness Fairness Persistence Generosity

- ◆ What strengths do you have that would help you in a situation like Tanisha's?

- ◆ Are your obstacles similar to Tanisha's?

☐ Yes ☐ Not exactly ☐ No, not at all

- ◆ How are they similar or different?

- ◆ What are some steps you can take to deal with your obstacles?



1.

2.

3.

In addressing the client's obstacles, it can be useful to think of the discussion as a cycle of exploring and offering. The client might offer an idea about steps forward. You might explore that further with her and offer some additional ideas if you perceive that she is open to suggestions. You might also want to distinguish between obstacles to success in counseling and obstacles to success in life; these can be different sets of obstacles.

As the text says, these are very big questions. This exercise is designed to take these big questions and break them down into little ones. You may develop additional ways to further break them down. This might include moving beyond “What kind of person did you want to be” to “What kind of student did you want to be?” or “What kind of athlete did you want to be?”

Often, for young people who don’t have a good idea of who they want to be in the future, exploring their past hopes and dreams can help re-awaken their motivation and provide a springboard to further conversation in the future.

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Now take a moment to pat yourself on the back for addressing a difficult topic!

To wrap up these exercises, do your best to complete the following sentence:

My biggest hope is that counseling will help me _____

WHO DO I WANT TO BE? WHAT DO I WANT OUT OF LIFE?

These are very big questions. To start finding the answers that are right for you, try this exercise:

First, try to recall yourself when you were 10 years younger than you are now.

How old were you? _____

Where did you live? _____

Who did you live with?

☐ Both parents ☐ Just my mom ☐ Just my dad ☐ Others

What was your favorite thing to do? _____

What kind of job did you want to have when you grew up? _____

What kind of person did you want to be when you grew up? _____

Now imagine yourself 10 years older than you are today. Imagine that you are healthy, happy, and very satisfied with your life.

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How old are you? _____

Where do you live? _____

Is there someone about your age who you love and who loves you?

☐ Wife? ☐ Husband? ☐ Girlfriend? ☐ Boyfriend? ☐ Other?

Are you a parent?

☐ Yes ☐ No ☐ Not yet, but I will be soon ☐ Never, no way

What kind of job do you have? _____

What kind of person are you now? _____

Do other people like you? ☐ Yes ☐ No

Why yes or why no? _____

Do you like other people? ☐ Yes ☐ No

Why yes or why no? _____

Think about the person you will be ten years from now. What are five words you hope others will use to describe you (for example, strong, hard-working, etc.)?

1. _____

2. _____

3. _____

4. _____

5. _____

Likewise, these questions can be expanded as well. The main idea is to fully explore the past, present, and future of how each client views herself and her life and her hopes, dreams, and aspirations within it.

Depending on circumstances, you might consider simply giving clients a list of adjectives that they can use to describe themselves so that you can help them brainstorm about their answers in this exercise.

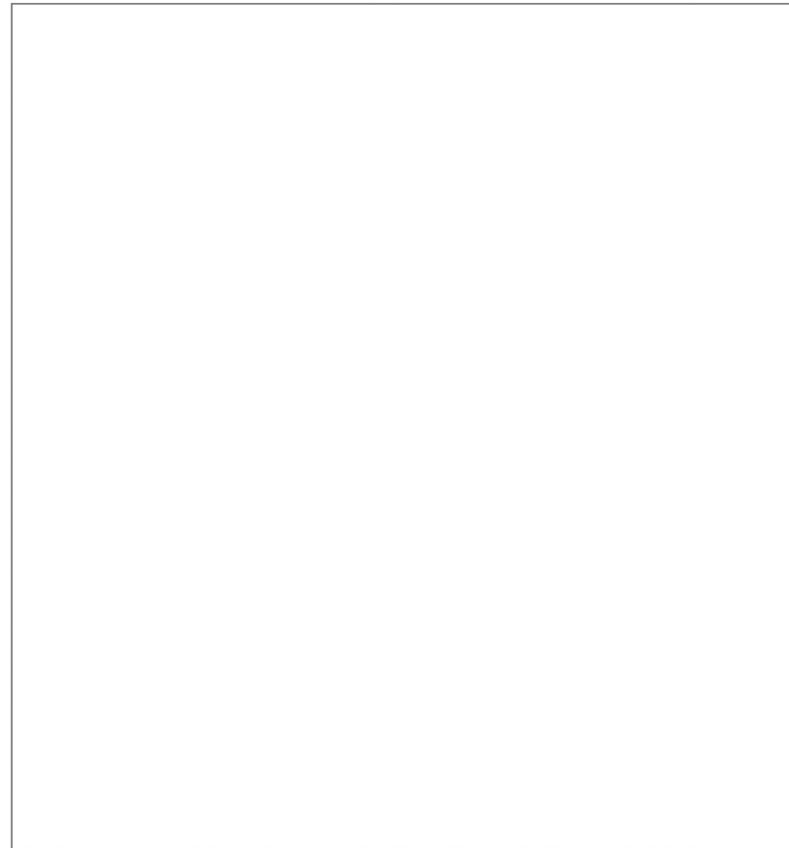
As a reminder, the point of the end-of-chapter exercises in this workbook that call for artwork, poetry, rap, etc. is to deepen the experience for the client. It is worth repeating that, although this is a workbook, it does not mean that the exercises are simply written pieces of homework. Rather, they are tools for helping young people understand their lives at the deepest level that they can.

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Now draw a circle around the one or two words that best describe who you want to be. Write the words on an index card. Put the card in a safe place. Once in a while, take it out to remind yourself about who you can be when you put your mind to it.

In the box below, make a picture, or write a poem, song, rap, or story about the person you hope you will be 10 years from now.

My Chapter 1 Vision Box

A large, empty rectangular box with a thin black border, intended for a student to draw a picture, write a poem, song, rap, or story about the person they hope to be 10 years from now.

CHAPTER 2



STRENGTHS, COURAGE, VALUES, AND HOPE

It's no secret that making changes to your life takes strength and courage. First let's talk about strength. Have you read this book up to here? Did you complete the exercises? Then it is clear that you have some strengths. You will need to rely on your strengths as you go through counseling.

WHAT ARE MY STRENGTHS?



Your strengths are ways in which you are strong. Physical strength is a good thing to have. But strength of mind and strength of character are even better. Strengths can be big ("I'm an excellent student"). Or they can be small ("I can play three chords on the guitar"). We all have strengths. For example, author David is very good at making friends. The opposite of strength is weakness. We all have weaknesses. When author David was a teenager, his biggest weakness was paying attention in school. Sometimes all he could think about was playing baseball after school.

Anita's Story

Anita was a bully in the seventh grade. Once, she got all the girls in gym to make fun of Maria. When Maria started to cry, Anita and the other girls laughed. They thought it was funny to see Maria cry. The gym teacher did not agree. Later that day, the principal sent Anita to talk to the Mr. Green, the school counselor.



Chapter 2 Outline

What are my strengths?

Anita's story

How can my strengths help me to succeed?

Do I have courage?

What is bravery?

What is courage?

Dayanara's story

What are my values?

Is there any hope for me?

My chapter 2 vision box

A common counseling error is to make a list of client strengths and never come back to it. Please keep in mind that the identification and validation of client strengths is a vital part of GLM-based counseling from the first session to the last.

As you go through counseling with a client, you can ask yourself, “What is the strength underneath what I’m hearing from this client? How can I provide validation of this strength? How can I make sure this client knows that I understand and respect the strengths she has, even though I don’t approve of her behavior?”

Some clients will need a lot of assistance with this. Just as counselors are often more highly trained in identifying problems, deficits, and needs in clients than they are in identifying solutions, strengths, and accomplishments, our clients have often had little opportunity to think about these things in their lives.

If clients are having difficulties identifying strengths, it may be because of their background of trauma. It may also be because of other areas of concern in their lives, such as anxiety or depression. For some, it may be because others in their lives have caused them to view themselves as not having any strengths. One possible way to explore this area might be to ask how others in their lives might answer this question. What strengths would their parents, teachers, friends, or neighbors see?

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At first, Mr. Green did not mention the bullying of Maria. He asked Anita what kinds of strengths she had. Anita sat for a minute. Then she said she could not think of any. Mr. Green said, “Think some more. I’ll wait.” After a few minutes of silence, Anita said, “Well, I’m really good at braiding hair. Does that count?” Mr. Green said, “Tell me more about that.”



Anita told him that she had started with her own hair. Then she braided hair for her friends. Other girls asked her to do their hair. She spent hours on the computer looking for new styles. She practiced them until she was able to do them well.

Mr. Green said “Those are your strengths. You have a talent for doing hair, but you also practiced and got better at it. That’s called persistence. It is a very importance strength to have in life.” Anita said, “Yeah, but that is only because I like doing hair.” The counselor said, “True, but you stuck with it and worked hard to get better at it. Let’s talk about building on that strength.” Talking to Mr. Green got Anita thinking less about bullying other girls and more about what she wanted to do with her life.

Fast forward 15 years. Anita has become a popular hairdresser. She just opened her own salon. Anita built on her strengths—her persistence and talent for doing hair and she became more successful than she ever dreamed she could be.

Now let’s talk about your strengths. Start by writing down as many strengths as you believe you have. They can be big ones and small ones. Don’t worry about what other people think. This is about what **YOU** think.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



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7. _____

8. _____

9. _____

10. _____

Look back over the list and circle your top three strengths—the three you are proudest of.

Now put a check mark next to each strength you would like to make stronger through counseling.

HOW CAN MY STRENGTHS HELP ME TO SUCCEED?

Anita used her strength of persistence to succeed in counseling. How can you use your strengths to help you be successful in counseling? For example, if you are good at drawing, you can draw pictures to show your counselor how you feel.

List your top three strengths below. Under each strength, describe how it might help you succeed in counseling.

My Top Strength #1



How This Strength Can Help Me Succeed in Counseling:


Your clients might not understand why this is important. In fact, they may begin to feel that all these questions about their strengths are getting tedious or boring. They may be thinking, “What’s the point?” The work of the counselor and the client here is to keep this discussion alive and active. It’s a bit like painting your house. It’s exciting to think about how beautiful your house will be with a fresh coat of paint, but in order to get there, it’s really important to first scrape off the old coat of paint and start from the beginning.

Encourage them to hang in there and answer all the questions by explaining that their strengths will come up again and again in their counseling and throughout this workbook. It will make more sense the further they go. Also, the better they are at identifying their own strengths, the better they will be at identifying strengths in others. That will go a long way to helping them form solid relationships with other people—at home, on the job, and in the community.

It may help to have your client keep in mind that there are many possible ways to be successful in life.


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My Top Strength #2



How This Strength Can Help Me Succeed in Counseling:

My Top Strength #3



How This Strength Can Help Me Succeed in Counseling:

Anita used her strengths of doing hair and persistence to find a rewarding career. She also used her strengths to solve other problems in her life. How can you use your strengths to help you be successful in other parts of your life? For example, if you are good at sports, you can use that strength at school to make more friends.

List your top three strengths again. Under each strength, describe how it might help you succeed in other parts of your life.

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My Top Strength #1

How This Strength Can Help Me Succeed in Life:

My Top Strength #2

How This Strength Can Help Me Succeed in Life:

My Top Strength #3

How This Strength Can Help Me Succeed in Life:

It may be necessary to remind your clients that there are other kinds of success in life besides their immediate goals. For example, if they are coming into counseling only with the goal of returning to their homes as quickly as possible, you can gently remind them that there will be even more goals that they develop as they go through counseling. Success comes in many forms.

A common counseling error is to discuss brave and courageous acts and never come back to discuss them later. Please keep in mind that the identification and validation of client courage and bravery is a vital part of GLM-based counseling from the first session to the last. Even though your clients have caused harm, they have also doubtless been courageous in some ways, and the most effective counselors will be able to spot even small acts of courage and praise them.

The purpose of these exercises is to develop clients' ability to recognize "what's right with me," especially when so many others in the world have already provided them with feedback about what's wrong with them.

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DO I HAVE COURAGE?

Courage means having the strength to do the right thing. It also means sticking with it even if it is hard. Courage is different from bravery.

What is Bravery?

Bravery usually involves a single event. An example of bravery is staying calm when the nurse gives you a flu shot.

Describe some times in your life when you have been brave.

1. _____

2. _____

3. _____

4. _____

5. _____

◆ Have there been times when others said you were brave but you did not agree?

☐ Yes ☐ No

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If yes, list some times when others said you were brave and explain why you did not agree with them.

When Others Said I Was Brave	Why I Did Not Agree With Them
1.	
2.	
3.	
4.	
5.	

- ♦ What do your answers tell you about your strengths?

What is Courage?



Having courage is different from being brave. For example, it is easy to be friends with people who are popular. But it takes courage to be friends with someone who other people make fun of. It also takes courage to do the right thing when your friends want to do something that is wrong. Dayanara's story is a good example of courage.

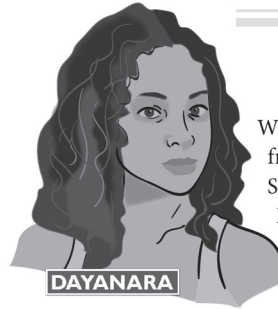
The purpose of this exercise is to explore courage and bravery at a deeper level. If clients do not agree that they were being brave or courageous, they may be simply overlooking their positive qualities, or they might have a different sense of values from those who felt their actions were brave or courageous. For example, one client who had survived horrific abuse said that she was not being courageous by disclosing it to her teachers; she simply had no other ideas about how to make it stop.

Discussing these can be an important way for counselor and client to refine what is and isn't important to the client. This information, in turn, can inform strategies for attaining goals and managing risks.

Bravery often comes in the form of going against the norm. For some clients, it does not happen immediately. Instead, they go along with what others are doing in order to be accepted. Counselor might ask clients to consider having done things they did not feel comfortable doing because it was more important to be accepted. Talk with them about how being brave sometimes means risking relationships in order to adhere to values. Then discuss with them the current relationships they may lose, or those that may change, when they decide to make positive changes in their lives.

You might start off a discussion of courage by listing a few simple things that your clients may not consider courageous. For example, going to school every day even though you're afraid of a bully in your class; or helping your younger brothers or sisters do their homework and staying up late to do your own homework. It can also mean keeping yourself together even though you have to live someplace away from your loved ones.

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Dayanar's Story

When Dayanara was four years old, her family moved to America from the Dominican Republic. In that country, people speak Spanish, not English. When she started school in America, Dayanara did not know any English. But then she met Teresa and Bianca. They were in the second grade and they spoke Spanish and English. They helped Dayanara learn English. They became like family to Dayanara.

Growing up, Dayanara did everything with Teresa and Bianca. Every night at dinner, Dayanara told her parents about the fun things she did that day with Teresa and Bianca. But as the girls got older, they started to do things that Dayanara could not tell her parents about. They often skipped school. They broke into abandoned houses and drank beer. Sometimes, Dayanara had to lie to her parents about what she did that day with Teresa and Bianca.

One day, Teresa and Bianca said they needed lipstick but had no money. They said they were going to just take it. Dayanara stopped in front of the store and said, "We shouldn't do this. It's stealing." Bianca said, "So what? They expect people to steal stuff."

Dayanara found her courage. She took a deep breath and said, "No they don't! And I don't want to do stuff anymore that I can't tell my parents about." Teresa said, "Fine! Then you can't be our friend." Dayanara said, "Fine." Teresa and Bianca started to walk away. Bianca turned around and said, "Come on, Dayanara, do this with us." Dayanara did not answer. She turned and walked away.

Dayanara felt awful about losing her friends. But she was also relieved. It would not be long before Teresa and Bianca got in trouble with the law.

Describe some ways you think you have been courageous in your life. Remember, it doesn't matter what other people think of your answers.

1. _____

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2. _____

3. _____

In what ways do you hope you will be courageous—or more courageous—in the future?



1. _____

2. _____

3. _____



WHAT ARE MY VALUES?

Dayanara had courage. She also had values. She valued having close friends but she also valued staying out of trouble with the law. What are your values?

Below we have a list of values held by people all over the world. Most people agree that all of the values on the list are good. However, some of the values are more important to some people. Other values are less important. For example, Dayanara valued obeying the law more than she valued having close friends.

Go down the list and rate each one's importance to you.

- For values that are VERY IMPORTANT to you, circle the number 1
- For values that are A LITTLE IMPORTANT to you, circle the number 2
- For values that are NOT IMPORTANT to you, circle the number 3

It's always important to remember that the GLM is about how virtually all human beings have underlying goals and states of being that they want to achieve in their lives. As mentioned earlier, what makes people different is how they go about achieving these goals and states of being.

Values play a central role in how people develop their good life plan. For example, an artist who prizes creativity above everything else is willing to take certain risks in order to be an artist that others would not. Likewise, a counselor who wants to get better at her work may value creativity but seek to balance it with other important values as well. Neither is right or wrong; both are pursuing their goals according to their values.

Clarifying and reflecting on one's values can be extremely important. Often times, our values can conflict with one another. For example, imagine that you are committed to a non-violent lifestyle and discover that your favorite artist or athlete was arrested for violence against his partner. How do you reconcile these values? Likewise, our clients can be conflicted in their values: "I want to participate in counseling because change is important to me. At the same time, my parents value not talking to people outside the family."

Before going further, you might suggest that clients take a moment to check in with themselves. “What did you notice as you considered each of these values? Were there some values that you did not know you had? Were you surprised at the ones you viewed as the most or least important? Do your behaviors go against any of your values? Which values had a role in the behaviors that got you here? What thoughts went through your mind and what feelings and reactions did you have? You might even have felt reactions in your body. Where did you feel those reactions in your body?

Having clients ask these questions of themselves can be important, because they may not have learned to listen to their instincts (which often appear in part as physical sensations). Many of our clients have spent so much of their lives trying to cope with and survive their momentary circumstances that they haven’t had the opportunity to reflect on their own internal experiences, whether in their thoughts, emotions, or even their physical responses to events in their lives.

When working with young women who have been violent (including being sexually abusive) towards others, having them work to understand the connection between their physical sensations and states of high emotion and arousal can be a critical component of treatment. Stopping themselves before they do something wrong often involves identifying what’s happening in their bodies.

Note: The authors are grateful to Milton Rokeach, Robin Wilson, Bill Miller, and the Motivational Interviewing Network of Trainers for their contributions to the theoretical foundation of this discussion of values.

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- If you’re not sure, circle the question mark.

Here are the values:

Values	Importance			
Learning skills and being able to do them well	1	2	3	?
Being loving towards others	1	2	3	?
Looking my best and having good hygiene	1	2	3	?
Being in control of my behavior	1	2	3	?
Having courage	1	2	3	?
Being kind to others	1	2	3	?
Being honest with myself and others	1	2	3	?
Being creative	1	2	3	?
Being able to do things on my own	1	2	3	?
Being smart	1	2	3	?
Being able to understand other peoples’ view points	1	2	3	?
Obeying the law	1	2	3	?
Being helpful to others	1	2	3	?
Being responsible	1	2	3	?
Being able to forgive others	1	2	3	?
Having close friends	1	2	3	?
Being loved	1	2	3	?
Having self-respect	1	2	3	?
Being happy	1	2	3	?
Having peace of mind	1	2	3	?
Being free	1	2	3	?
Experiencing pleasure	1	2	3	?
Being well known for my skills	1	2	3	?
Having a safe and secure life	1	2	3	?
Having a comfortable life	1	2	3	?
Having an exciting life	1	2	3	?

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Go back to all the values that you marked 1 “very important to me.” Pick the top five most important ones and list them in the left column. You do not have to list them in any particular order. In the right column, list five values that you marked 3 “not important.”

Very Important	Not Important

Finally, here's a tricky exercise: Let's see what you can learn about yourself by finishing the following sentences:

This is what my “very important” values say about me:



This is what my “not important” values say about me:

Fill in the blank in this sentence:

That makes me think that I am _____ person.

As mentioned above, your clients may question the purpose of all these questions about their values. You can encourage them to keep working and answer all the questions by explaining that their values will come up again and again in their counseling and throughout this workbook.

Some clients might believe that Nelson Mandela was some guy from long ago and far away. The fact is that these are recent events in history and that his contributions in South Africa have affected millions of people and are still in place today.

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IS THERE ANY HOPE FOR ME?

Selena plays video games at night and often forgets to do her math homework. Anna does her math homework every night. Both girls hope they will pass the math test tomorrow. Which of them do you think has any hope of passing the test? Before we talk more about your goals in life, let's take some time to consider the idea of hope.

Having hope means:

Believing that you can accomplish a goal

AND

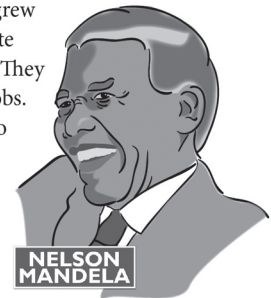
having a plan to attain it.



Nelson Mandela and Hope

You may have heard of Nelson Mandela. He was a Black man who grew up in the country of South Africa. When he was a young man, White people ruled that country. Black people could not vote in elections. They were not allowed to be educated and only allowed to have certain jobs. Nelson worked all his life to lead the Black people of South Africa to freedom and equality. Before he and his people won that battle, he spent 27 years in prison.

When Nelson was 44 years old, he was arrested and sent to prison. South Africa's White leaders wanted him kept behind bars for the rest of his life. But Nelson never gave up hope. He organized the other prisoners and helped them learn reading, writing, and history. Together they developed a new system for their country's government. When Nelson finally got out of prison he was 62 years old. With the help of others, he became South Africa's leader. In the end, his success boiled down to staying hopeful and being willing to work toward a goal.



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- ◆ If Nelson Mandela could give advice to people who are trying to change their lives, what do you think it would be?

- ◆ Imagine yourself five years from now. You completed counseling and you have moved on with your life. Now imagine you can travel back from the future to the day you first started counseling. What advice do you think your future self will give you?

- ◆ Where can you find hope in your life?



- ◆ What are some ways that other people in your life can give you hope and help you with counseling?

And now, take a few moments to give yourself praise for a job well done.

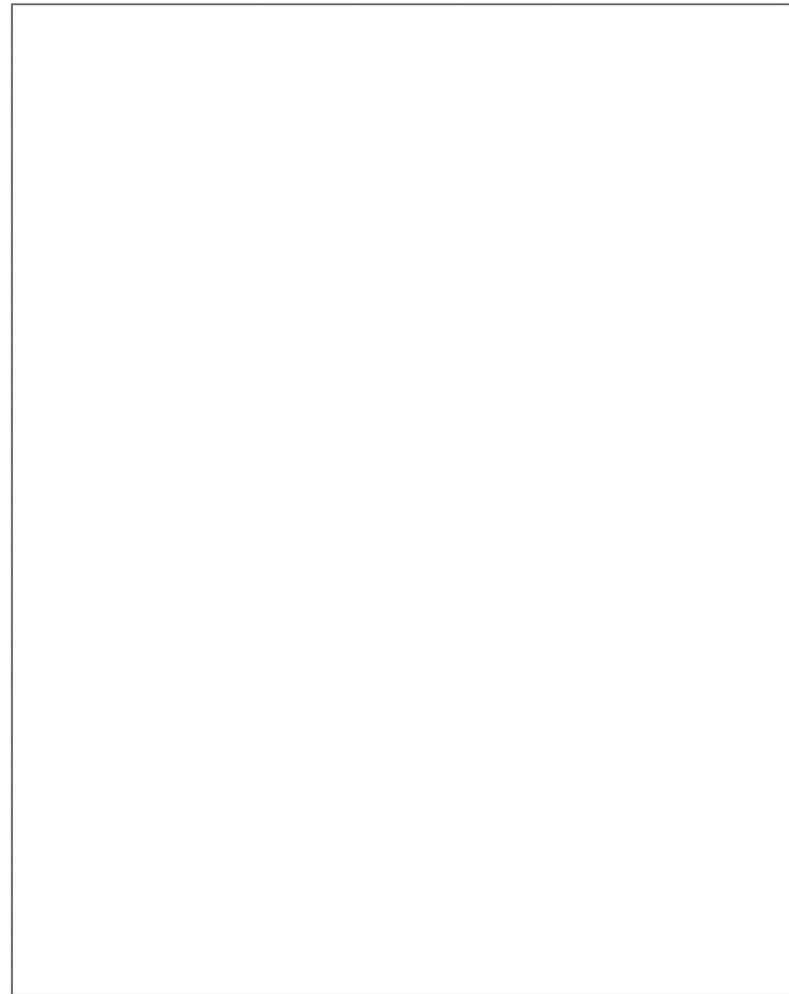
These are big questions with a purpose. You can also break them down during your conversations. For example, where can you find hope today? Where do you think you'll be able to find hope in six months?

You can remind your clients that they will have a vision box at the end of each chapter that they can use and keep coming back to.

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In the box below, make a picture, or write a poem, song, or story about your strengths, your courage, your values, or your hopes.

My Chapter 2 Vision Box

A large, empty rectangular box with a thin black border, intended for a client to create a vision box. It occupies the lower half of the page.



CHAPTER 3

THE GOOD LIVES MODEL

HOW CAN I HAVE A GOOD LIFE?

A "good life" is what all people hope to have. We are sure you noticed that the title of this workbook is *Becoming Who I Want to Be*. But did you notice the subtitle: *A Good Life Workbook for Young Women*?

The work you do in the coming chapters will help you reach your goal of having a good life. It is based on something called the Good Lives Model. Let's begin by looking more closely at different kinds of goals.

Big Goals and Small Goals



HANNAH

Hannah's Goals and Lily's Goals

After their group session, the counselor asked Hannah and Lily to fold up the ten chairs and stack them against the wall. Hannah and Lily agreed that each of them would do five chairs.

Lily decided to do them all in one trip. She folded up her chairs and tried to lift them all up at the same time. She kept dropping them as she tried to walk to the wall.

Hannah decided to do her chairs one at a time.

While Lily was still wrestling with her chairs, Hannah finished her chairs and left the room.



LILY

Chapter 3 Outline

How can I have a good life?

Big goals and small goals

Hannah's goals and Lily's goals

Avoidance goals and approach goals

Jamie's goal

What are my good life goals?

My chapter 3 vision box

When referring to Hannah's and Lily's story, counselors may wish to discuss how there are often different ways to attain a goal. However, sometimes, we want to accomplish it quickly instead of taking the smaller steps to attain it. We may think that doing it faster is the ideal way, but in the end, if we have not learned to break a goal down into manageable steps, the goal may actually be harder to attain. This workbook helps each young woman learn the steps.

If a client decides that she would prefer to do everything at once like Hannah, you can discuss the pros and cons of this decision, and also discuss how wanting everything all at once might itself become an obstacle to other things that the client wants in her life.









It’s important to remember that developing approach goals looks easy on paper but is actually very difficult.

Something for you, the counselor, to consider is to reflect on your own life and the goals within it. What goals are you trying to approach? And if there is a goal you have based on avoidance (for example stopping an unhealthy habit), how can you reframe it as an approach goal?

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Picking up five chairs at a time, as Lily tried to do, is a big goal. Having a good life is a much bigger goal. So big, that it is best to break it down into smaller goals, just like Hannah did with her chairs.

Here are some tasks that most young people do at home, at school, and in counseling. Look at each task and circle the way you would do it. Would you do it all at once, like Lily? Or break it up into smaller steps, like Hannah?

	Do It All At Once Like Lily	Do It In Small Steps Like Hannah
Eat a bag of M&Ms		
Clean my room		
Study for a final exam		
Complete this workbook		

Avoidance Goals and Approach Goals

Another way to think about goals is whether they are avoidance goals or approach goals. Avoidance goals are things that we try to avoid, or stay away from. Approach goals are things that we want to have in our lives.

	
Avoidance goals are things we try to avoid or stay away from.	Approach goals are things we want to have in our lives.

The difference between avoidance goals and approach goals is shown in Jamie's Story.

Jamie's Goal

Jamie started looking at online pornography when her friend sent her a video as a joke. Her mom found some videos on her cellphone and started to monitor Jamie's Internet usage. But Jamie knew how to look at porn without her mother finding out.

Jamie liked how she was able to have sexual feelings in her body without having to actually have other people touch her. But as she looked at more videos, she started to worry, because some of them made her feel creepy.



So Jamie decided to stop looking at porn. She set a goal for herself of "No more porn." But spending all day trying not to look at porn made her think about porn even more. Her mom noticed that Jamie seemed sad and confused. So she signed her up for a teen counseling group. During a group meeting, Jamie talked about her problem. The group counselor told her it is normal to have sexual feelings while looking at porn. But if she wanted to stop doing it so much, she could think about attaining that goal in a positive way. She told Jamie to turn her goal of avoiding porn into an approach goal. "For example, your approach goal could be to follow the rules about Internet usage that our teen group has agreed upon." Jamie said she would try it. Soon, she saw that an approach goal is much easier to attain than an avoidance goal.

Jamie didn't have to worry anymore about her mother checking her cellphone. Paying attention to the rules made her think less about watching porn.

Like all human beings, Jamie found it hard to think about **NOT** doing something. When Jamie changed her goal to an approach goal—I will follow the rules my group set for Internet usage—she was much more successful.

People are happier and have an easier life when they have approach goals. People who focus on approach goals are less likely to end up doing harmful things. As Jamie learned, spending your time trying to avoid things is very hard work. Think about it

This story about Jamie's goal is an example of how a counselor's personal values and behavior may not match a client's values and behavior. It's important to keep in mind the client's values as well as her best interests. Counseling should never be about imposing the counselor's values onto the client. Indeed, a large scale analysis of 129 studies found that the more coercive the programming is for the client, the less likely it is to be effective (Parhar, Wormith, & Beauregard, 2008).

You might also wish to explore with your clients what they have been told about having sexual feelings. What are the views concerning girls and sex expressed by their families? Their teachers?


You could suggest to clients as they consider this exercise that they might ask themselves about some of the goals that they've accomplished. How many were approach-oriented and how many were avoidance-oriented? Which were easier to attain?

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this way. Do you want to spend your time doing things or spend your time trying not to do things?

**Do you think it is easy or hard to not do something?
Try this task to find out:**

Sit down.
Close your eyes.
Sit still for a few minutes.
Do not think about an elephant.



In the left column below, we have some examples of avoidance goals. In the right column we have the same goals reworded as approach goals. Can you draw a line from each avoidance goal to its reworded approach goal? We will do the first one for you.

Avoidance Goals	Versus	Approach Goals
I want to quit smoking		I want other people to feel that they can trust me
I don't want to yell at my teachers when they make me mad		I want to be close with my family and have them respect me
I hope I don't get caught		I want to be healthy
I don't want my family to hate me		I want to have friends
I don't want to feel lonely		I want to find ways to work with my teachers, even when I'm angry

◆ What avoidance goal have you tried to attain in your life?

- ◆ Think of a way you could change that into an approach goal.

Now do you see the difference between avoidance goals and approach goals? We'll bet you are thinking, "Yes, I see the difference. What does it have to do with counseling?" Our answer is this: **The Good Lives Model of counseling will help you focus on positive approach goals, or what we call good life goals.**

WHAT ARE MY GOOD LIFE GOALS?

So far in this workbook we have worked on:

Building up your strengths

AND

becoming the person you want to be.



Now we will focus on your good life goals. These are the eight good life goals you will work on in this book:

1. Having fun
2. Being an achiever
3. Being my own person
4. Being connected to other people
5. Having a purpose in life
6. Meeting my emotional needs
7. Meeting my sexual needs
8. Being physically healthy

All people have good life goals. But how people work toward these goals is different from one person to the next.

In the coming chapters we will explore each of these goals at a deeper level. We will see how it fits into your life when you were younger. Then we will see how it fits now. And then we will think about how each good life goal will fit into your life in the future.

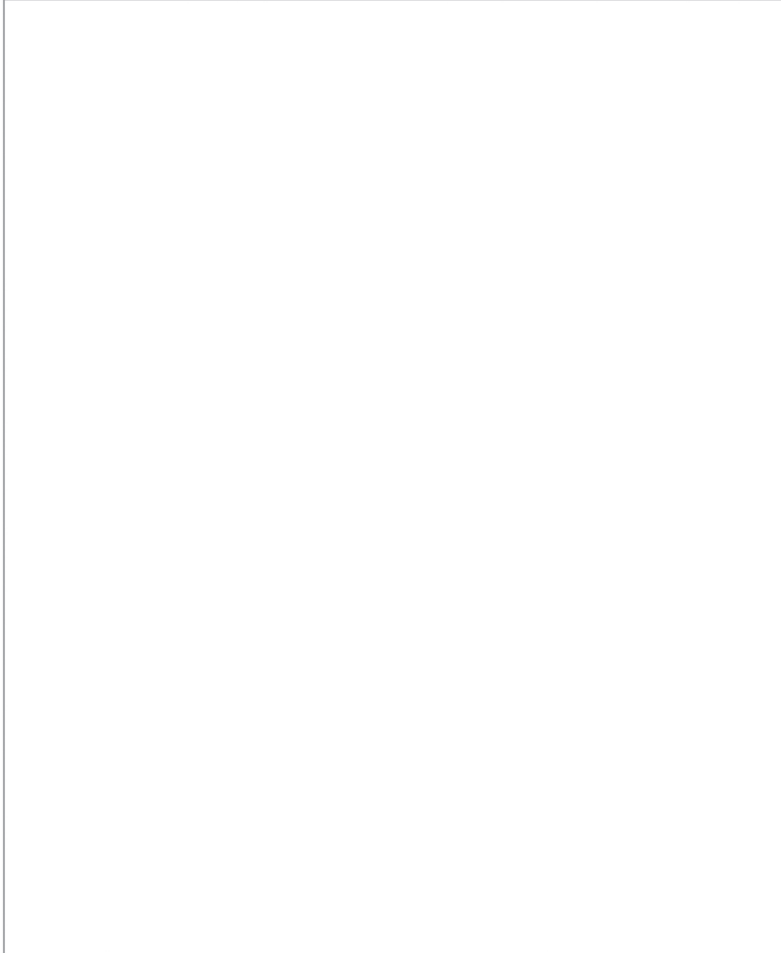
As mentioned in the introduction, it can be useful for you to think about how these good life goals operate in your life and in the lives of your loved ones. Doing so can deepen your understanding of the model and how it can help people in treatment.

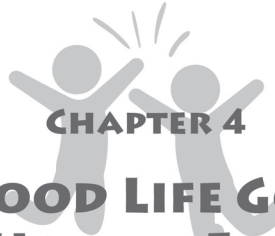
The question comes up periodically as to whether it is necessary to address all eight of these goals. Ultimately, this can only be decided on a case by case basis. Obviously, some of these goals will be much more important to some clients than others; that is the nature of individualized counseling. In situations where time is short, it may be necessary to devote less time to some goals than others and focus on those goals that played a role in the client's behaviors. Ultimately, however, the GLM is like other forms of counseling—the more seriously the client takes it and applies herself, the more effective it is likely to be for her.

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In the box below, make a picture, or write a poem, song, rap, or story about your good life goals.

My Chapter 3 Vision Box

A large, empty rectangular box with a thin black border, intended for a student to create a vision box by drawing a picture or writing a poem, song, rap, or story about their good life goals.



CHAPTER 4

THE GOOD LIFE GOAL OF HAVING FUN

The good life goal of having fun includes having happiness, pleasure, and excitement. It is easy to forget that we all need to have these things every now and then! No matter what our lives are like, it is always important to find a little time to have fun. People usually do positive things to have fun, but sometimes they do harmful things to attain this goal.

Positive Ways of Having Fun

Here are some positive ways that young people might attain this goal:

- Playing a sport
- Watching a movie
- Reading a science fiction story
- Going swimming
- Playing video games



Harmful Ways of Having Fun

Some harmful ways people might try to have fun are bullying, putting others down, or having sex with people who do not want to have sex with you. Having fun by harming other people also harms the person who does it. Take Angela for example.

Chapter 4 Outline

Positive ways of having fun

Harmful ways of having fun

Angela's idea of having fun

How did I have fun when I was younger?

How do I have fun now?

How will I have fun in the future?

My chapter 4 vision box

This goal can seem strange at first. Aren't clients in counseling to learn how to stop doing bad things? Again, the GLM is about building wellbeing as well as managing risks. It's important to focus on this goal because all human beings need to have some fun, take a break from the routine, etc. Likewise, we all need to find healthy and productive ways of doing this in our lives.

As mentioned elsewhere throughout this workbook, one's capacity for having fun can be deeply influenced by one's history of trauma and other adverse experiences. It can also be influenced by clients' histories of anxiety and depression. For many clients, their past attempts to have fun have resulted in a sense of failure, shame, and self-loathing. Sometimes they might feel as though feelings of enjoyment might actually place them at risk for losing control and getting into trouble again. Ultimately, having fun can actually be an emotionally charged topic for many clients.

One option for addressing the issues above might be to use methods such as cost-benefit analyses (e.g., What are some of the good things about having fun in this way and, on the other hand, what are some of the not-so-good things about having fun in this way?), and motivational interviewing, with a goal of eliciting each client's desire, ability, reasons, and need to make changes with this goal.

Keep in mind that one reason for the comparison of trying to attain goals in the past and in the present is to illustrate the fact that a person has already changed in her life. If she's changed in the past, she can change in the future. If she's changed in unhealthy ways, she can also change in healthy ways.

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Angela's Idea of Having Fun



Angela liked putting other girls down. She said things like, "Your chest is so flat, I thought you were a wall." Angela thought all the kids in school liked her because she made them laugh. But then her friend told her the truth: "They laugh so you don't say mean things to them." Someday, Angela may be in trouble and need help. Then she may discover that she is not so well-liked and people may not come to help her.


- ◆ How could Angela use her sense of humor to reach her goal of having fun in a positive way?





HOW DID I HAVE FUN WHEN I WAS YOUNGER?


When you were younger, what were some of the ways you tried to attain the goal of having fun? Write one way on each line.



Go back and circle the  after the ones that were good for yourself and other people.

Now circle the  after the ones you now think were harmful to other people.

If you circled the  for all three, great! Keep up the good work.

If you circled the  (harmful to other people) after any of them:

How was it harmful to other people?

Do you think that way of having fun was also harmful to yourself?

☐ Yes ☐ No

If you answered "Yes," how was it harmful to yourself?

HOW DO I HAVE FUN NOW?



In what positive ways are you working to attain the good life goal of having fun?

Positive Way #1: _____

How is this way working for you?

How does this way of having fun fit with your values?



Positive Way #2: _____

How is this way working for you?

An additional way to break this goal down into manageable ideas is to ask about different facets of having fun and not settling for the first answers: How can you have fun when you are at home? At school? In the community? By asking clients to examine all the ways they can have fun in different areas of their lives, you can help make this goal more attainable. You might also remind them of ways that they've had fun in the past that they have shared in sessions with you.

Again, an additional consideration in this discussion is the role of trauma. Very often, people with histories of trauma and other adverse experiences not only have difficulty relaxing enough to have fun generally, but also have difficulty experiencing physical pleasure. In brief, this is often because they have spent so much time focusing their attention outwards, toward threats in their environment, that they have had too few opportunities to focus on their own experience, including what feels physically pleasurable. This can be a factor in your discussions. For example: What kinds of things can you do that just feel good in your body and are good for you?

This time frame can be very difficult to achieve with some adolescents and young adults. Often, their life experiences have left them with little ability to think that far into the future. One option is to start by having them think several weeks or months into the future and gradually build up the time frames. Another option is to think ahead to major annual events, for example: Imagine your life after the end of this semester or at the end of the summer.

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How does this way of having fun fit with your values?



Positive Way #3: _____

How is this way working for you?

How does this way of having fun fit with your values?

What can others do to help you attain this goal?



HOW WILL I HAVE FUN IN THE FUTURE?

Imagine your life two or three years from now. What are some ways you will attain the goal of having fun?

1. _____
2. _____
3. _____

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Which of your strengths can you use in the future to help you attain this goal?



1. _____
2. _____
3. _____

What are some small acts of courage that may help you attain this goal?



What are some things that give you hope that you will attain this goal in the future?



What is one small thing you can start doing **TODAY** that will help you to attain this goal in the future?



As is emphasized throughout this workbook, focusing on the linkage between strengths and actual use of strengths is important. Vague strengths like "I'm a great guy" are not as useful as "I can have fun with others in school by..."

Same as the comment above about strengths. Working to clarify examples of courage will be vital to this exercise's effectiveness.

You may want to remind a client that hope involves both knowing that this goal is possible and having some idea of how to accomplish it. You may also wish to have some examples from the client's past experiences that can help to provide hope.

As clients complete chapter 4, it might be helpful to summarize what they have learned. You may wish to offer a summarizing statement and to write key points down onto a sheet of paper. You could use a format that includes:

- Now that you have completed these exercises, you have a better understanding of how you've tried to attain the goal of having fun in the past. In your case, you ____.
- You've explored attaining the goal of having fun in both healthy and harmful ways. In your case, you ____.
- You've also explored how you can attain the goal of having fun in the future. In your case, you can ____.

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In the box below, make a picture, or write a poem, song, rap, or story about how you will have fun in the future.

My Chapter 4 Vision Box



CHAPTER 5

THE GOOD LIFE GOAL OF BEING AN ACHIEVER

This good life goal is about being good at doing things that are important to us and that are valued by important people in our lives and our communities. All people want to be good at something, whether it be their work, a hobby, or an activity. You may want to be good at doing something that is important to you but less interested in being good at other things. Everyone is different, but we all want to be able to achieve.

Positive Ways of Being an Achiever

Here are some positive ways that young people might attain this goal:

- Studying hard and passing tests
- Learning to ride a bike or drive a car
- Learning to play a musical instrument
- Drawing or painting
- Writing poetry, stories, or songs
- Joining a sports team or afterschool activity club
- Working on weekends to earn money
- Helping younger sisters and brothers do these things



Chapter 5 Outline

Positive ways of being an achiever

Harmful ways of being an achiever

Tamiko's way of being an achiever

How was I trying to be an achiever when I was younger?

How am I trying to be an achiever now?

How will I be an achiever in the future?

My chapter 5 vision box

As a helpful hint, when you address this and similar goals, keep in mind that you will want to provide validation of clients' efforts and not simply the fact that they are achievers. Like other good life goals, being an achiever is something that people (hopefully) work at all their lives. Therefore, it's important not to praise them for actually being achievers too early on in counseling. Instead, be sure to praise them for their specific efforts and accomplishments.

There is research showing that it is more effective to praise, validate, and affirm people for their actions than for who they are. For example, praising students for their efforts motivates them to extend even more effort at being successful, while telling them that they are smart does not result in increased motivation or effort (Pink, 2011).

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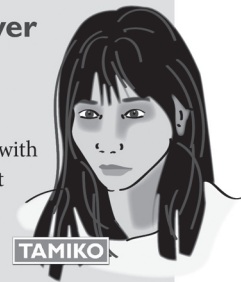
Harmful Ways of Being an Achiever

Some harmful ways that young people might try to attain this goal include:

- Committing a crime to get money
- Becoming a bully to earn respect in the schoolyard
- Cheating to get a good grade on a test

Tamiko's Way of Being an Achiever

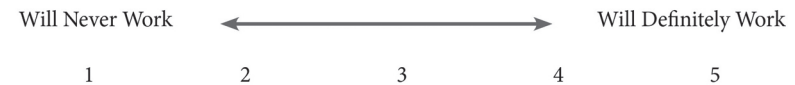
Tamiko's brother was in the Tiger gang. She saw that he had the respect of everyone in the neighborhood. She wanted to be respected too. So, when she was 13, Tamiko started to hang out with the Dragon gang. Her brother warned her, "The Dragons are not nice people." Tamiko said, "They are nice to me. Someday, I will get them to do good things." Tamiko thought about how she and the Dragons could make the neighborhood safer.



But after she joined the Dragons, she found herself stealing for them. Tadashi, the leader of the gang, began to like Tamiko. She liked him, too. He told her that one day, she could lead the Dragons with him.







Tamiko worked even harder for the Dragons. She forgot all about doing good. Now, she wanted to be the leader with Tadashi. One day, Tamiko helped Tadashi steal the car of a rival gang leader. That day, Tadashi made her his girlfriend and the female leader of the gang.


- ♦ What do you think of Tamiko's plan to get the Dragons to do good things? Circle a number on the scale below, where 1 = will never work and 5 = will definitely work.




HOW WAS I TRYING TO BE AN ACHIEVER WHEN I WAS YOUNGER?


When you were younger, what were some ways that you tried to attain the good life goal of being an achiever?

_____		
_____		
_____		

Go back and circle the  after the ones that were good for yourself and other people.

Now circle the  after the ones you now think were harmful to other people.

If you circled the  for all three, great! Keep up the good work.

If you circled the  (harmful to other people) after any of them:

How was it harmful to other people?

Do you think that way of being an achiever was also harmful to yourself?

☐ Yes ☐ No

If you answered "Yes," how was it harmful to yourself?

Keep in mind that one reason for the comparison of trying to attain goals in the past and in the present is to illustrate the fact that a client has already made changes in his life. If he's changed in the past, he can change in the future. If he's changed in unhealthy ways, he can also change in healthy ways.

It is also important to remember that some clients who have been traumatized have come to believe that they will never become achievers. In some cases, they have been told that they will never amount to anything. For them, addressing this goal can bring unexpected challenges and it may be necessary to spend extra time in this area.



**HOW AM I TRYING TO BE
AN ACHIEVER NOW?**

In what positive ways are you working to attain their good life goal of being an achiever?

Positive Way #1: _____

How is this way working for you?

How does this way of being an achiever fit with your values?

Positive Way #2: _____

How is this way working for you?

How does this way of being an achiever fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of being an achiever fit with your values?

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What can others do to help you attain this goal?

HOW WILL I BE AN ACHIEVER IN THE FUTURE?



Imagine your life one to three years from now. What are some ways you will attain your goal of being an achiever?

1.

2.

3.

Which of your strengths can you use in the future to help you attain this goal?



1.

2.

3.

What are some small acts of courage that may help you attain this goal?



What are some things that give you hope that you will attain this goal in the future?



An additional way to break this down into manageable ideas is to ask about different facets of what they want to achieve: How can you become an achiever at work or in your hobbies and other interests? By examining the components of the person, it can be easier to imagine the entire person.

This can be a good place to offer a reminder that hope involves both knowing that this goal is possible and having ideas about how to accomplish it.

Regarding “one small thing you can start doing today,” you can offer to check in on how it is going each session. Of course, once you have agreed to check in on this, it is important to follow through in order to keep this activity alive and at the top of the client’s mind.

As clients complete chapter 5, it might be helpful to summarize what they have learned. You may wish to offer a summarizing statement and to write key points down onto a sheet of paper. You could use a format that includes:

- Now that you have completed these exercises, you have a better understanding of how you’ve tried to attain the goal of being an achiever in the past. In your case, you ____.
- You’ve explored attaining the goal of being an achiever in both healthy and harmful ways. In your case, you ____.
- You’ve also explored how you can attain the goal of being an achiever in the future. In your case, you can ____.

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What is one small thing you can start doing **TODAY** that will help you to attain this goal in the future?

In the box below, make a picture, or write a poem, song rap, or story about the achiever you will be in the future.

My Chapter 5 Vision Box



CHAPTER 6

THE GOOD LIFE GOAL OF BEING MY OWN PERSON

This goal is about becoming more independent and meeting your own needs. All people want to make their own decisions and take care of themselves. Becoming your own person is part of growing up. It is a very important goal. However, sometimes the way we try to attain it can cause problems for ourselves and others.

Positive Ways of Being Your Own Person

Here are some positive ways that young people might attain this goal:

- Making your own decisions
- Speaking up for yourself
- Having the power to take a needed action
- Taking responsibility for your actions instead of blaming others



Harmful Ways of Being Your Own Person

Some harmful ways that young people might try to attain this goal include:

- Doing whatever you want, even if it causes other people harm
- Telling yourself that it is okay to break rules
- Acting angry to get other people to give you what you want
- Bossing people around
- Blaming others for your actions

Chapter 6 Outline

Positive ways of being your own person

Harmful ways of being your own person

Kimi's way of being her own person

How was I trying to be my own person when I was younger?

How am I trying to be my own person now?

How will I be my own person in the future?

My chapter 6 vision box

It's important to keep in mind that the good life goal of being your own person is implicated in many types of harmful behaviors. For example: "Just once in my life I'm going to decide how late I can stay out tonight." or "I'm going to get the clothes I want no matter what." Likewise, the goal of being your own person has many links to the other goals, and this should be a part of the conversations you have.

One possible source of discussion is to ask the client about vignettes earlier in the workbook (such as Teresa and Bianca in Dayanara's Story) in which the people in the stories were trying to achieve the goal of being their own persons.

It is simply part of life that we all try to balance our independence with our other goals. Asserting one's independence at the risk of compromising our physical health (by taking wild, unconstructive risks such as jumping off a high bridge to go swimming) or sexual health (for example, through unprotected sex or dangerous practices) without considering the possible impacts can be foolish.

Although balancing all of the good life goals requires careful consideration, independence can be especially tricky for young women. This can be made more complicated when they are under the supervision of governmental agencies such as child welfare or the department of corrections; this alone can be the source of considerable discussion with this goal.

Again, keep in mind that one reason for the comparison of trying to attain goals in the past and in the present is to illustrate the fact that a person has already changed in her life. If she's changed in the past, she can change in the future. If she's changed in unhealthy ways, she can also change in healthy ways.

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Kimi's Way of Being Her Own Person

Kimi's younger sister Cheyenne asked her to go to her dance recital on Saturday. She said no, she wanted to go to the movies with her friends on Saturday. Kimi's mom said, "Why can't you do this little thing for your sister?" Kimi said, "Sorry Mom, I am 15 now and I am my own person. I don't want to go to some dumb dance recital. I want to spend time with my friends."



- ◆ Here are three ways Kimi could be there for Cheyenne but also be her own person. Circle the one you would do if you were Kimi.



- Go to Cheyenne's recital but leave early to be with her friends.
- Promise to ride bikes with Cheyenne next Saturday.
- Promise to spend special time with Cheyenne and play any game Cheyenne chooses.


- ◆ Can you think of a better way Kimi could be there for Cheyenne?


HOW DID I TRY TO BE MY OWN PERSON WHEN I WAS YOUNGER?


When you were younger, what were some ways that you tried to be your own person? Write one way on each line.




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Go back and circle the  after the ones that were good for yourself and other people.

Now circle the  after the ones you now think were harmful to other people.

If you circled the  for all three, great! Keep up the good work.

If you circled the  (harmful to other people) after any of them:

How was it harmful to other people?

Do you think that way of being your own person was also harmful to yourself?

☐ Yes ☐ No



If you answered "Yes," how was it harmful to yourself?

HOW AM I TRYING TO BE MY OWN PERSON NOW?

In what positive ways are you working to meet the good life goal of being your own person?

Positive Way #1: _____

How is this way working for you?

One possible topic for discussion is how people generally become more independent as they grow up and that it is no longer necessary to seek out independence in harmful or illegal ways.

You can break this one down into manageable ideas by asking about different facets of their independence: How can you be independent at home? At your job? At school? It will be essential to consider how being independent in these areas might bring them into conflict with other goals, like being connected with others. For example, asserting your independence while also maintaining an intimate relationship can jeopardize the relationship. As emphasized throughout this workbook, by examining the components of the entire person, it can be easier to imagine the entire person.

One source of discussion can be to explore how attempts to pursue this goal are in conflict with the pursuit of other goals, although conflict between goals receives more formal discussion later in the workbook.

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How does this way of being your own person fit with your values?



Positive Way #2: _____

How is this way working for you?

How does this way of being your own person fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of being your own person fit with your values?

What can others do to help you attain this goal?

HOW WILL I BE MY OWN PERSON IN THE FUTURE?



Imagine your life two or three years from now. What are some ways you will attain the goal of being your own person?

55

1. _____

2. _____

3. _____

Which of your strengths can you use in the future to help you attain this goal?



1. _____

2. _____

3. _____

What are some small acts of courage that may help you attain this goal?



What are some things that give you hope that you will attain this goal in the future?



What is one small thing you can start doing TODAY that will help you to attain this goal in the future?



Same as the comment above about strengths. Working to clarify examples of courage will be vital to this exercise's effectiveness.

One possible source of discussion for this (as well as all the other goals) might be to have your clients think throughout the week about how public figures they hear about might achieve this goal. This can include actors, pop stars, sports figures, etc. It might also include watching what people they respect at school or work are doing.

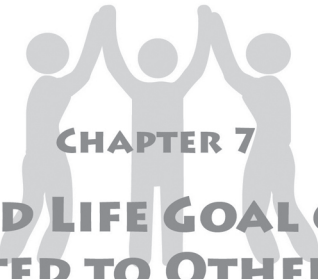
As clients complete chapter 6, it might be helpful to summarize what they have learned. You may wish to offer a summarizing statement and to write key points down onto a sheet of paper. You could use a format that includes:

- Now that you have completed these exercises, you have a better understanding of how you've tried to attain the goal of being your own person in the past. In your case, you ____.
- You've explored attaining the goal of being your own person in both healthy and harmful ways. In your case, you ____.
- You've also explored how you can attain the goal of being your own person in the future. In your case, you can ____.

In the box below, make a picture, or write a poem, song, rap, or story about how you will be your own person in the future.

My Chapter 6 Vision Box

A large, empty rectangular box with a thin black border, intended for a client to draw a picture or write a poem, song, rap, or story about their future self.



CHAPTER 7

THE GOOD LIFE GOAL OF BEING CONNECTED TO OTHER PEOPLE

Everyone wants to be connected to other people. You can be connected to groups of people who have similar interests, like a sports team or a band. You can be connected to a person, such as a friend, a girlfriend or boyfriend, or someone you trust to talk to in private.

Positive Ways of Being Connected to Other People

Here are some positive ways that young people might attain this goal:

- Making new friends
- Joining a youth club
- Finding a girlfriend or boyfriend
- Spending time with family
- Having a trusted person to talk to
- Having a mentor
- Joining a sports team or music group
- Engaging in other afterschool activities



Chapter 7 Outline

Positive ways of being connected to other people

Harmful ways of being connected to other people

Sarah's story, part 3

How was I trying to be connected to other people when I was younger?

How am I trying to be connected to other people now?

How will I be connected to other people in the future?

My chapter 7 vision box

Being connected to other people is another of the good life goals that is often implicated in harmful and illegal behavior, especially among people who have abused drugs and alcohol, and those who have abused others sexually. We have found that clients in counseling can dramatically overestimate or underestimate the importance of this goal in their lives.

It is useful to remember that many people who have experienced challenges with this goal have also gone through traumatic experiences such as abuse or neglect. Depending on the client, additional time may be needed to explore and discuss this goal.

Some clients will attempt to excuse their harmful behavior by claiming that they were desperately seeking out the approval of their peers, which may or may not be an accurate accounting. In this case, a task of counseling may be to raise their awareness of ways that they can attain this goal without resorting to harm. Likewise, others may have had experiences that cause them to downplay or minimize the importance of being connected to others.

In some cases, they may appear to view themselves as loners (or a “lone wolf”) or, in other cases, they may have been so hopelessly unable to meet this goal that they have tried to develop a lifestyle in which they don’t need others.

Both approaches are unsustainable in the long run. Some clients may benefit from exploring how their past assessment of this goal has not served them well, while others may simply want and need to improve their skills in this area.

As you review this case with your clients, it might be helpful to review the comments made earlier in this counselor’s edition about Sarah and her status as someone who has sexually abused. (See Sarah’s Story, Part 1, including that the teaching goals of the story and the exercises that follow are more generally about how clients who have harmed others may view the offensive behavior differently from their families and how clients and their families may view the purpose of counseling differently).

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Harmful Ways of Being Connected to Other People

One harmful way to attain the goal of being connected to other people is to join a gang, like Tamiko did.

Another harmful way to attain this goal is to sexually abuse a younger person, like Sarah did.



Sarah’s Story, Part 3

You first read about Sarah in chapter 1. Remember that she entered counseling after sexually abusing her younger brother and sister.

In their third meeting, Sarah began talking about when she was abused by her cousin Walter. She was confused about why she abused her brother and sister because she hated it so much when Walter abused her. She was mad at her parents for not getting her help when she was abused. But she was glad that she was getting help now.

Knowing that she hurt Jonathan and Dawn made Sarah so sad. She loved them very much and she really wanted to be close to them. She realized that Walter made her think that sexual touching brought people closer together. She thought that having secret touching with Jonathan and Dawn would make their relationship unbreakable.







- ◆ How could Sarah use her desire to be connected to other people in a positive way?


- ◆ What are some things Sarah could do to improve her connections with others?


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HOW WAS I CONNECTED TO OTHER PEOPLE WHEN I WAS YOUNGER?


When you were younger, what were some of the ways you tried to be connected to other people? Write one way on each line.

_____		
_____		
_____		

Go back and circle the  after the ones that were good for yourself and other people.

Now circle the  after the ones you now think were harmful to other people.

If you circled the  for all three, great! Keep up the good work.

If you circled the  (harmful to other people) after any of them:

How was it harmful to other people?

Do you think that way of having people in your life was also harmful to yourself?

☐ Yes ☐ No

If you answered "Yes," how was it harmful to yourself?

Again, keep in mind that one reason for the comparison of trying to attain goals in the past and in the present is to illustrate the fact that a person has already changed in her life. If she's changed in the past, she can change in the future. If she's changed in unhealthy ways, she can also change in healthy ways.

As you address these exercises, you might also consider discussing all the ways in which clients have attempted to connect with other people. This can include activities as simple as whether they ask others how their day is going, spend time with others outside of school, call others on the phone, chat online, communicate with others on social media, have conversations throughout the day, etc.

One option might be to make a list of all the ways a particular client might connect with others and then have her circle all of the ways she does this and put stars next to other ways to connect that she could try in the future.

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HOW AM I CONNECTED TO OTHER PEOPLE NOW?



In what positive ways are you working to meet the good life goal of being connected to other people?

Positive Way #1: _____

How is this way working for you?

How does this way of being connected to other people fit with your values?



Positive Way #2: _____

How is this way working for you?

How does this way of being connected to other people fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of being connected to other people fit with your values?

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What can others do to help you attain this goal?

HOW WILL I BE CONNECTED TO OTHER PEOPLE IN THE FUTURE?



Imagine your life two or three years from now. What are some ways you will attain the goal of connecting to other people?

1.

2.

3.

Which of your strengths can you use in the future to help you attain this goal?



1.

2.

3.

What are some small acts of courage that may help you attain this goal?



What are some things that give you hope that you will attain this goal in the future?



This goal is often connected with skills that need to be developed, from dating to everyday social skills. As the counselor, you may want to keep a library of skills development tools depending on the needs of each individual client. This can include developing a reference library of relevant websites.

As clients complete chapter 7, it might be helpful to summarize what they have learned. You may wish to offer a summarizing statement and to write key points down onto a sheet of paper. You could use a format that includes:

- Now that you have completed these exercises, you have a better understanding of how you've tried to attain the goal of being connected to other people in the past. In your case, you ____.
- You've explored attaining the goal of being connected to other people in both healthy and harmful ways. In your case, you ____.
- You've also explored how you can attain the goal of being connected to other people in the future. In your case, you can ____.

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What is one small thing you can start doing **TODAY** that will help you to attain this goal in the future?



In the box below, make a picture, or write a poem, song, rap, or story about yourself and your connections to other people in the future.

My Chapter 7 Vision Box



CHAPTER 8

THE GOOD LIFE GOAL OF HAVING A PURPOSE IN LIFE

Everyone wants to have a purpose in life and make a difference in the world. To most people this goal is about having positive values, helping other people, and living within the rules of the community. For some people, the highest purpose in life is contributing your time and energy to your community, your country, the environment, or world peace.

Positive Ways of Having a Purpose in Life

Here are some positive ways that young people might attain this goal:

- Doing community service work
- Volunteering for a local charity
- Working in an animal shelter
- Doing things for others without expecting a reward
- Having a belief system or faith that focuses your attention outside of yourself

Harmful Ways of Having a Purpose in Life

Some young people decide that their purpose in life is to take advantage of other people or hurt them. For people who become addicted to drugs or alcohol, the only purpose in life is getting high. Here is an example of someone who saw her purpose in life that way.



Chapter 8 Outline

Positive ways of having a purpose in life

Harmful ways of having a purpose in life

Madison's purpose in life

What was my purpose in life when I was younger?

What is my purpose in life now?

How will I have a purpose in life in the future?

My chapter 8 vision box

Again, every person wants to have some sense of meaning and purpose in her life, some sense of where she fits in and what her life is about. You may wish to have some examples of your own on hand. For example, some people seek out this goal through religion, while others pursue it through some other form of spirituality. For others, it is being the best mother, father, uncle, aunt, or grandparent that she or he can be. For many of us, how we achieve this goal can change over time.

As discussed earlier, the GLM is an overarching rehabilitation framework. It does not address issues such as substance abuse directly. For young women who have challenges in this area, the GLM may be a helpful part of their overall counseling program, or it may be that you want to supplement the GLM with specific interventions, depending on the needs of your client. Because each client is different, drug or alcohol use and abuse may be related to the common life goals of having fun, meeting her emotional needs, or others. Some clients will benefit from other comprehensive services.

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Madison's Purpose in Life

Madison's mom left home when she was 13. She wondered why her mom did not love her. Madison's dad worked all the time. She was often bored and lonely in the house by herself.

One day Madison stole some of her dad's pills for his back pain. Taking the pills took away the boredom and made her forget about her mother not wanting her. Soon she needed more pills to feel good. So she stole money out of her dad's wallet and bought pills from a drug dealer near her school.

One day, Madison met JoJo, a recovering addict. JoJo told Madison that she was happy without drugs because she had a purpose. JoJo said, "I know how using drugs can fill a hole in your life. I have simply learned to fill the hole with a purpose. My purpose is to help girls like you stay off drugs. What is your purpose in life, Madison?"

Madison told JoJo that her only purpose in life was getting high. When she could not get any pills, she just felt scared and alone.







- ◆ How could Madison have purpose in her life in a positive way?


- ◆ What are some steps Madison could take to have meaning and purpose in her life?


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WHAT WAS MY PURPOSE IN LIFE WHEN I WAS YOUNGER?


When you were younger, what were some of the ways you tried to have a purpose in life? Write one way on each line.

_____		
_____		
_____		

Go back and circle the  after the ones that were good for yourself and other people.

Now circle the  after the ones you now think were harmful to other people.

If you circled the  for all three, great! Keep up the good work.

If you circled the  (harmful to other people) after any of them:

How was it harmful to other people?

Do you think that way of having a purpose in your life was also harmful to yourself?

☐ Yes ☐ No

If you answered "Yes," how was it harmful to yourself?

Again, keep in mind that one reason for the comparison of trying to attain goals in the past and in the present is to illustrate the fact that a person has already changed in her life. If she's changed in the past, she can change in the future. If she's changed in unhealthy ways, she can also change in healthy ways.

As with many of the other good life goals, understanding one's purpose in life is something that can change dramatically as one matures.

You can also explore how things are different for the client.

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**WHAT IS MY PURPOSE
IN LIFE NOW?**

In what positive ways are you working to attain the good life goal of having a purpose and making a difference?

Positive Way #1: _____

How is this way working for you?

How does this way of having a purpose in life fit with your values?



Positive Way #2: _____

How is this way working for you?

How does this way of having a purpose in life fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of having a purpose in life fit with your values?

What can others do to help you attain this goal?

HOW WILL I HAVE A PURPOSE IN LIFE IN THE FUTURE?



Imagine your life two or three years from now. What are some ways you will attain the goal of having a purpose and making a difference in the world?

1.

2.

3.

Which of your strengths can you use in the future to help you attain this goal?



1.

2.

3.

What are some small acts of courage that may help you attain this goal?



What things give you hope that you will attain this goal in the future?



An additional way to break this down into manageable ideas is to ask about different facets of his identity: "In what way will you attain meaning and purpose as a young Latina?", "as the mother of a child?", or "as a daughter?" By examining the components of the entire person, it can be easier to imagine the entire person.

This can be another excellent place in the workbook for clients to take time to reflect on the sense of purpose that someone they respect has. It can be a sports figure, pop star, or a person they admire in their lives. This kind of discussion can help clients home in on what's important to them. You might explore with them what that person's strengths are, what kinds of courage she has shown, and how they can use the accomplishments of that person as a template for their own lives.

As clients complete chapter 8, it might be helpful to summarize what they have learned. You may wish to offer a summarizing statement and to write key points down onto a sheet of paper. You could use a format that includes:

- Now that you have completed these exercises, you have a better understanding of how you've tried to attain the goal of having a purpose in life to other people in the past. In your case, you ____.
- You've explored attaining the goal of having a purpose in life in both healthy and harmful ways. In your case, you ____.
- You've also explored how you can attain the goal of having a purpose in life in the future. In your case, you can ____.

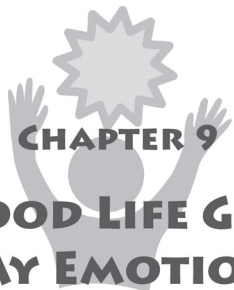
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What is one small thing you can start doing **TODAY** that will help you to attain this goal in the future?



In the box below, make a picture, or write a poem, song, rap, or story of your purpose in the future and how you will make a difference in the world.

My Chapter 8 Vision Box



CHAPTER 9

THE GOOD LIFE GOAL OF MEETING MY EMOTIONAL NEEDS

This is a complicated goal that is not easy to describe in one sentence. Meeting your emotional needs involves being able to deal with strong emotions without engaging in harmful behaviors towards yourself or others. It is also about believing in yourself and loving yourself when others try to make you feel bad.

Positive Ways of Meeting Emotional Needs

Positive ways that young people attain this goal include:

- Developing the ability to calm themselves
- Learning to have respect for themselves
- Understanding the feelings of others
- Getting support from others
- Finding places to be that are free from conflict
- Maintaining their emotional health through exercise and other positive activities



Harmful Ways of Meeting Emotional Needs

Some harmful ways that people might try to attain this goal include focusing on negative emotions or trying to avoid them instead of solving the problems that triggered the emotion in the first place. Take Emma for example.

Chapter 9 Outline

Positive ways of meeting emotional needs

Harmful ways of meeting emotional needs

How Emma met her emotional needs

How did I meet my emotional needs when I was younger?

How do I meet my emotional needs now?

How will I meet my emotional needs in the future?

My chapter 9 vision box

An additional way to break this goal down into manageable ideas is to ask about specific emotions. This can include being happy, proud, satisfied with themselves or their circumstances, feeling love towards others, compassion towards themselves and others, etc. Likewise, it can include managing anger, fear, anxiety, sadness, guilt, shame, envy, jealousy, disgust, etc. By examining the *components* of the entire person's experience, it can be easier to imagine the entire person's day-to-day existence.

This goal reflects overall self-regulation capacity, which itself is the subject of entire books. Additional worksheets are available through the publisher's website. For purposes of the GLM, there are three basic self-regulation styles (Yate, Prescott, & Ward, 2011):

1. Under-regulation is when the client simply lacks the skills to meet her emotional needs and she is not able to prevent harmful or illegal behavior, particularly when she is stressed, upset, angry, or anxious.
2. Mis-regulation occurs when the client tries to use skills to manage challenging situations, but these skills are either ineffective for the situation or misapplied.
3. When a person has intact self-regulation, it means that she is capable of healthy, effective self-regulation. However, it may also be that, while she is able to prevent harmful or illegal behavior, she chooses not to or believes that it is acceptable. There can be many reasons for this, and the counselor is referred to other GLM materials for more information. Ultimately, clients should strive for a healthy, effective self-regulation that enables them to meet their emotional needs without creating difficulties for themselves or others.

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How Emma Meets Her Emotional Needs

Emma is 15 years old. She feels stressed out when she thinks no one at home is paying attention to her. She starts thinking that life is not worth living and sometimes she runs away from home.

One time when she ran away, her mom took her to the hospital when she came back home looking like she was out of it. Emma's mom has installed an alarm system on the house and has not told Emma the code. She doesn't want Emma to leave in the middle of the night.

When Emma comes back home after staying away for a few days, she finds that her mom is nicer and pays more attention to her. It makes her feel less stressed out. Emma has tried to do other things to get her mom's attention, but only leaving for days seems to work.

Emma knows how to hide her stress. When she is around other girls she is happy and fun to be with. The girls tell her they want to be just like her. They listen to Emma and ask her for advice. She has been sent to the school guidance counselor for not attending school. But, Emma still runs away and seems sad when the guidance counselor talks to her.







- ◆ How could Emma use her leadership skills to meet her emotional needs in a positive way?


- ◆ If Emma was your friend, what advice would you give her that would help her calm herself down?


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HOW DID I MEET MY EMOTIONAL NEEDS WHEN I WAS YOUNGER?


When you were younger, what were some ways that you tried to attain the good life goal of meeting your emotional needs?

_____		
_____		
_____		

Go back and circle the  after the ones that were good for yourself and other people.

Now circle the  after the ones you now think were harmful to other people.

If you circled the  for all three, great! Keep up the good work.

If you circled the  (harmful to other people) after any of them:

How was it harmful to other people?

Do you think that way of meeting your emotional needs was also harmful to yourself?

☐ Yes ☐ No

If you answered "Yes," how was it harmful to yourself?

Something for counselors to consider is that for some clients, a major part of attaining this goal when they were younger was finding ways to avoid, or cope with, the ever-present emotion of fear: fear of emotional abuse at home or fear of violence at school and in the community. As young women of color became teenagers, they faced fear of being sexualized, fear of being overlooked because there is more concern for boys of color, fear of general safety, and fear of the police. Just as important, they may not have recognized that they were meeting their emotional needs in this way because they were focused exclusively on taking action rather than reflecting on that action.

In addition, girls often base their view of themselves and their value as a person on how others perceive them. For that reason, girls may fear not being wanted or valued by other girls and feel anxious about their relationships with other girls.

Another helpful approach for counseling in this goal can be to examine what we know about people's coping styles. Summarizing what has been written elsewhere:

Emotion-focused coping is when a person focuses primarily on the emotions she is experiencing rather than trying to find a solution to whatever is stressing her. For example, a young woman who is angry at her roommates may smoke marijuana as a means of calming down without actually solving the problem.

Problem-focused coping is when the person tries to cope with the fact that she has a problem rather than finding a solution to it. For example, the same person who is angry at her roommates simply yells at them for making her angry.

Solution-focused coping occurs when the person actively finds solutions to whatever situations are challenging her ability to cope and meet her emotional needs. For example, the person who is angry at her roommates goes out for a walk or listens to music in order to calm herself down and then talks to her roommates to figure out a solution.

To help the client understand these, you might take two or three problems that the client has faced and explore how she has coped with them.

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HOW DO I MEET MY EMOTIONAL NEEDS NOW?



In what positive ways are you working to attain the good life goal of meeting your emotional needs?

Positive Way #1: _____

How is this way working for you?

How does this way of meeting your emotional needs fit with your values?



Positive Way #2: _____

How is this way working for you?

How does this way of meeting your emotional needs fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of meeting your emotional needs fit with your values?

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What can others do to help you attain this goal?

HOW WILL I MEET MY EMOTIONAL NEEDS IN THE FUTURE?



Imagine your life two or three years from now. What are some ways you will attain the goal of meeting your emotional needs?

1.

2.

3.

Which of your strengths can you use in the future to help you attain this goal?



1.

2.

3.

What are some small acts of courage that may help you attain this goal?



What are some things that give you hope that you will attain this goal in the future?

People change dramatically throughout their lives, and self-regulation skills can improve with maturity. This might be a good place to remind your clients that people change across their lifetimes in how they meet their emotional needs. This is a vitally important exercise that they will wish to return to, in their own time and in their own way, later in their lives.

As clients complete chapter 9, it might be helpful to summarize what they have learned. You may wish to offer a summarizing statement and to write key points down onto a sheet of paper. You could use a format that includes:

- Now that you have completed these exercises, you have a better understanding of how you've tried to attain the goal of meeting your emotional needs in the past. In your case, you ____.
- You've explored attaining the goal of meeting your emotional needs in both healthy and harmful ways. In your case, you ____.
- You've also explored how you can attain the goal of meeting your emotional needs in the future. In your case, you can ____.

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What is one small thing you can start doing **TODAY** that will help you to attain this goal in the future?



In the box below, make a picture, or write a poem, song, rap, or story of how you will meet your emotional needs in the future.



My Chapter 9 Vision Box



CHAPTER 10

THE GOOD LIFE GOAL OF MEETING MY SEXUAL NEEDS

All human beings want to have sexuality in their lives. But the path to sexual pleasure, sexual fulfillment, and sexual confidence is different for everyone.

Positive Ways of Meeting Sexual Needs



Here are some positive ways that young people might attain this goal:

- Sexual education at school
- Having a positive sexual identity
- Speaking to supportive people about sexual anxieties
- Masturbation
- Consensual sexual experiences

Harmful Ways of Meeting Sexual Needs

Some harmful ways that young people might try to attain this goal of meeting their sexual needs include sexually abusing or taking advantage of others.

Take Keisha for example.

Chapter 10 Outline

Positive ways of meeting sexual needs

Harmful ways of meeting sexual needs

How Keisha tried to meet her sexual needs

How did I meet my sexual needs when I was younger?

How do I meet my sexual needs now?

How will I meet my sexual needs in the future?

My chapter 9 vision box

Before discussing this topic with your clients, it can be vitally important to examine your own attitudes and beliefs about sex and sexuality. The purpose of these exercises is to allow clients to explore these issues for themselves, within their unique circumstances, characteristics, and cultural considerations. Unless acting in their own interests could hurt themselves or others, the goal here is not to be beholden to other people's ideas of what someone's sexuality and sexual behavior should be. For some counselors, talking about sex and sexuality can be upsetting and distressing. Taking this one step further, it might be a good idea to talk about your own attitudes and beliefs with a supervisor or colleague to make sure that you don't impose your own values or beliefs onto your clients.

Also important to remember is that sexual needs are not the same thing as sexual intercourse. These needs can involve touch, sensuality, and other forms of intimacy that are sexual in nature.

To be the most effective, it is best to be specific in the areas of cognition, attitude, and behavior rather than use vague or general terms. If a client of yours is in treatment for causing sexual harm to others, this will be a critical section of the workbook and your treatment efforts. Please make sure that you are properly prepared for these discussions, and that you have them in the spirit and mindset of helping your client to become the person that she wants to be. As with all of the other good life goals, the more you can explore these issues the more effective the experience will be.

You may also want to explore the fact that society tends to address the sexuality of girls differently than the sexuality of boys. Girls tend to be discouraged from identifying themselves as having sexual thoughts, feelings, and behaviors. Discuss with clients what they have been told about having sexual thoughts and needs. Which thoughts and feelings (if any) were they told it is okay to have? Be open to affirming that sexual thoughts and feelings are normal, including for girls.

Obviously, people's sexual needs change significantly as they mature. It may be that in your client's early life, meeting her sexual needs was simply about staying safe or learning about sexuality in an age-appropriate way within her culture.

As people get older, however, learning to meet their sexual needs can be quite a challenge. This section provides opportunities to review societal norms and laws about sexual behavior even with clients who do not have histories of problematic sexual behaviors. As above, the counselor may wish to have resources available on what constitutes healthy versus unhealthy or illegal sexual behavior.

Counselors may also wish to make sure that such resources are specifically designed for girls and address all aspects of their sexual health. If any of your clients identify as LGBTQ, you should be mindful of this and make sure that the sexual health resources provided to them address their needs.

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How Keisha Tried to Meet Her Sexual Needs



Keisha never felt like she fit in anywhere. Because her mom was White and her dad was Black, she felt like she did not belong with anyone. The White girls in school told her to go hang out with the Black girls. The Black girls would not talk to her.

They said she thought she was better than them. Most guys ignored her. In order to get attention, Keisha started posting pictures of herself in a skimpy bikini on social media. Guys started saying they liked her and even told her she was pretty.

Keisha was happy. At last someone was liking her. She began saying sexual stuff around guys because it made them say they liked her even more. Being looked at sexually made Keisha feel sexy and it turned her on.

Girls in school started saying mean things about Keisha behind her back, but she did not care. At least the guys liked her. One day, a guy asked Keisha to send him a picture of her breasts. She did. The next day, the picture was all over the school and the Internet. The guy had shared it with his friends. Keisha did not know he was going to do that, but she was still arrested for sending the picture in the first place.







- ◆ How could Keisha meet her sexual needs in a positive way?


- ◆ What are some skills that Keisha should learn?


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HOW DID I MEET MY SEXUAL NEEDS WHEN I WAS YOUNGER?


When you were younger, what were some of the ways you tried to meet your sexual needs? Write one way on each line.

_____		
_____		
_____		

Go back and circle the  after the ones that were good for yourself and other people.

Now circle the  after the ones you now think were harmful to other people.

If you circled the  for all three, great! Keep up the good work.

If you circled the  (harmful to other people) after any of them:

How was it harmful to other people?

Do you think that way of meeting your sexual needs was also harmful to yourself?

☐ Yes ☐ No

If you answered "Yes," how was it harmful to yourself?

As mentioned earlier, for some clients, meeting their sexual needs when they were younger may be as simple as "by being kept safe from abuse and premature exposure to sexually explicit materials." For other clients, this question may also open up considerable discussion about any trauma history they may have. In either case, this can serve as a helpful discussion in its own right or as the beginning part of the broader discussion of the future that follows.

An additional way to break this down into manageable ideas for your clients is to ask about different facets of their sexual identity. For example: “In what ways are you meeting your sexual needs as a young woman starting out in life?” or “as a young woman who has felt hurt in relationships?” or “as a young woman who has hurt others sexually?” or “as a young woman who was supposed to care for someone?” By examining the components of the entire person, it can be easier to imagine the entire person.

For some clients, it can be helpful to review different types of legal versus illegal sexual behavior as well as to explore options for further education in healthy sexuality. There can also be a place for exploring the role of technology in meeting sexual needs. Having a firm grasp on the dos and don'ts of social media can be crucial to a client's success, while pornography use may be complicated by his cultural values and upbringing. Issues of masturbation can also be complicated by religious, cultural, and family values.

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HOW AM I MEETING MY SEXUAL NEEDS NOW?



In what positive ways are you working to attain the good life goal of meeting your sexual needs?

Positive Way #1: _____

How is this way working for you?

How does this way of meeting your sexual needs fit with your values?



Positive Way #2: _____

How is this way working for you?

How does this way of meeting your sexual needs fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of meeting your sexual needs fit with your values?

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What can others do to help you attain this goal?

HOW WILL I MEET MY SEXUAL NEEDS IN THE FUTURE?



Imagine your life two or three years from now. What are some ways you will attain the goal of meeting your sexual needs?

1.

2.

3.

Which of your strengths can you use in the future to help you attain this goal?



1.

2.

3.

What are some small acts of courage that may help you attain this goal?



What things give you hope that you will attain this goal in the future?



Of course, you will want to ensure that this is a safe and meaningful conversation oriented in the direction of the client's hopes and aspirations. In our experience, the vast majority of clients approach this conversation in the spirit in which it is intended, although there can be a risk that some clients will engage in a display of provocative behavior, apathy, or unrealistic goal-setting. If this is the case, we recommend that you adopt a matter-of-fact stance and not get caught up in the emotions that this can create. Instead, techniques such as identifying what would make sexual discussions important, exploring the costs and benefits of these attitudes, and their effect on others, can be useful in further exploring this goal.

As clients complete chapter 10, it might be helpful to summarize what they have learned. You may wish to offer a summarizing statement and to write key points down onto a sheet of paper. You could use a format that includes:

- Now that you have completed these exercises, you have a better understanding of how you've tried to attain the goal of meeting your sexual needs in the past. In your case, you ____.
- You've explored attaining this goal in both healthy and harmful ways. In your case, you ____.
- You've also explored how you can attain this goal in the future. In your case, you can ____.

Obviously, this is not the place for the vision box to become a pornographic display, and you may want to guide this discussion depending on the characteristics of the individual client.

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What is one small thing you can start doing **TODAY** that will help you to attain this goal in the future?



In the box below, make a picture, or write a poem, song, rap, or story about how you will meet your sexual needs in the future.

My Chapter 10 Vision Box



THE GOOD LIFE GOAL OF BEING PHYSICALLY HEALTHY

Everyone wants to feel good in their body. This typically involves taking good care of one's health through sleep, diet, exercise, hygiene, and physical safety.

Positive Ways of Trying to Be Physically Healthy

Here are some positive ways that young people might attain this goal:

- Getting enough rest and relaxation
- Eating well
- Exercising
- Bathing regularly
- Avoiding dangerous activities that may cause physical harm



Harmful Ways of Trying to Be Physically Healthy

Some harmful ways that people might try to attain this goal might include deciding that being physically healthy means being thin. Also, some people think that losing weight is more important than any other goal in life.

Take Christina for example.

Chapter 11 Outline

Positive ways of trying to be physically healthy

Harmful ways of trying to be physically healthy

Christina's way of being physically healthy

How did I try to be physically healthy when I was younger?

How do I try to be physically healthy now?

How will I be physically healthy in the future?

My chapter 9 vision box

Like the topic of sexuality, the goal of being physically healthy can be a source of anxiety for counselors. Let's face it: many of us struggle with meeting our own physical needs! As above, the point of the exercise is that it aligns with the client's unique characteristics, values, and cultural considerations. Because society often puts unrealistic expectations on girls related to what is deemed physically healthy (or attractive), counselors may want to define what being physically healthy means for clients and work with them to develop a realistic definition of it.

Different clients will have different ways of keeping themselves physically healthy. Every little step helps. There is a familiar axiom among runners that what all people who run have in common is that when they first started they could barely make it around the block.

Also important is recognizing how socioeconomic factors may influence clients' ideas of how to be physically healthy. Counselors should be mindful of this when working with clients on strategies to be physically healthy. Factors such as access to fresh fruits and vegetables, outdoor and indoor recreation, etc. should be kept in mind.

It is worthwhile to remember that physical exercise can be as (or more) effective in relieving symptoms of depression as antidepressant medication (Ratey & Hagerman, 2008).

Of course, this goal also involves other forms of taking good care of one's body, including regular visits to the doctor, getting plenty of rest and relaxation, etc. The challenge for all of us is balancing this goal with the other good life goals in our lives.

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Christina's Way of Being Physically Healthy



Christina always wanted to be thin like her mom. People would stop her mom on the street and tell her she was pretty.

Christina wanted to be pretty, too. Although her mom and dad told her she was pretty, no one else did.

One day her dad gave her a carton of her favorite cookies to cheer her up. Christina threw the cookies away. She wanted to be skinny and she knew that eating cookies would not help.







At first, she just stopped eating sweets. She started to lose some weight and people began to notice. Having people notice her made Christina want to lose weight even more. So she stopped eating lunch and ate only salad for dinner.


Christina saw on TV that there are diet pills that can help you lose weight fast. So she bought the diet pills and started taking them. She saw that they did not just make her lose weight, but they also gave her energy. Now she had so much energy she couldn't sleep. But she didn't care. She used makeup to hide the bags under her eyes so her parents wouldn't notice them. Other girls at school asked her how she had lost so much weight. Christina was happy to give pills to her new friends. But one of the girls ended up getting sick and told her mother that Christina had given her pills.


- ◆ What could Christina do to slim down in a healthy way?


HOW DID I TRY TO BE PHYSICALLY HEALTHY WHEN I WAS YOUNGER?


When you were younger, what were some of the ways you tried to be physically healthy? Write one way on each line.

_____		
_____		
_____		

Go back and circle the  after the ones that were good for yourself and other people.

Now circle the  after the ones you now think were harmful to other people.

If you circled the  for all three, great! Keep up the good work.

If you circled the  (harmful to other people) after any of them:

How was it harmful to other people?

Do you think that way of being physically healthy was also harmful to yourself?

☐ Yes ☐ No

If you answered "Yes," how was it harmful to yourself?

Elements of their younger lives that are easy to overlook for some clients may include finding ways to avoid, or cope with, physical abuse at home or violence at school and in the community; or coping with food insecurity or problems in their neighborhood that caused them to feel threatened.

An additional way to break this down into manageable ideas is to ask about different facets of their physical health. For example: “What can you do that makes you feel strong?” or “What can you do to make you like the way you look?” or “What can you do that will make it easy to take your medications without being reminded?” By examining the components of the entire person and her physical health, it can be easier to imagine the entire person.

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HOW AM I TRYING TO BE PHYSICALLY HEALTHY NOW?



In what positive ways are you working to attain the good life goal of being physically healthy?

Positive Way #1: _____

How is this way working for you?

How does this way of meeting your physical needs fit with your values?



Positive Way #2: _____

How is this way working for you?

How does this way of meeting your physical needs fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of meeting your physical needs fit with your values?

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What can others do to help you attain this goal?

HOW WILL I BE PHYSICALLY HEALTHY IN THE FUTURE?

Imagine your life two or three years from now. What are some ways you will attain the goal of being physically healthy?

1.

2.

3.

Which of your strengths can you use in the future to help you attain this goal?



1.

2.

3.

What are some small acts of courage that may help you attain this goal?



What things give you hope that you will attain this goal in the future?



As is emphasized throughout this workbook, focusing in on the linkage between a client's perceived strengths and the actual use of his strengths is important. Vague strengths like "I'm smart" are not as useful as "I'm going to use the alarms on my smartphone to remind me when it's time to go to the gym or take my medication."

"I'm brave" or "I'm not a worrier" is not as useful as "My friends can make fun of me if they want, but I'm going to pass up on the chips and eat healthy food."

As clients complete chapter 11, it might be helpful to summarize what they have learned. You may wish to offer a summarizing statement and to write key points down onto a sheet of paper. You could use a format that includes:

- Now that you have completed these exercises, you have a better understanding of how you've tried to attain the goal of being physically healthy in the past. In your case, you ____.
- You've explored attaining the goal of being physically healthy in both positive and harmful ways. In your case, you ____.
- You've also explored how you can attain the goal of being physically healthy in the future. In your case, you can ____.

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What is one small thing you can start doing **TODAY** that will help you to attain this goal in the future?



In the box below, make a picture, or write a poem, song, rap, or story about how you will be physically healthy in the future.

My Chapter 11 Vision Box



CHAPTER 12

GOOD LIFE GOALS AND HARMFUL BEHAVIOR

Are you ready for some difficult work? The purpose of this chapter is to help you understand the harmful things you have done. You should work closely with your counselor on the exercises in this chapter.

First, remember that all people have the same goals in life. You know that most people do positive things to attain their goals. But people who do positive things do not always do them to attain the same goal. Take for example the positive behavior of playing sports. One young woman might play sports to attain the goal of having fun. Another young woman might play sports to attain the goal of being physically healthy.

The same goes for harmful behavior.

WHAT DO GOOD LIFE GOALS HAVE TO DO WITH HARMFUL BEHAVIOR?

People who do harmful things do not always do them to attain the same goal. Take, for example, the harmful behavior of violence. Here are the stories of two young women who used violent behavior to attain different goals.

Chapter 12 Outline

What do good life goals have to do with harmful behavior?

Same behavior—different goals

Gabriela's goal

What did my good life goals have to do with the harmful things I did?

The good life goal of having fun

The good life goal of being an achiever

The good life goal of being my own person

The good life goal of being connected to other people

The good life goal of having a purpose in life

The good life goal of meeting my emotional needs

The good life goal of meeting my sexual needs

The good life goal of being physically healthy

Thinking in these terms can be a new experience. Instead of focusing on what's wrong with a client, this chapter involves actively seeking out what is right with them. A helpful exercise for counselors can be to apply these exercises to things you've done in your life that you now regret.

From this point forward, it can be particularly helpful to you professionally to think deeply about your clients and even people you've known in your private life. Identifying the otherwise positive goals underlying problematic behavior is a practice skill that can take years to develop. For example:

- How is it that so many people will continue to abuse alcohol or drugs despite clear evidence of what it is doing to their physical health? Is it an unhelpful way they are trying to have fun or meet their emotional needs?
- How is it that so many people are willing to be violent towards their partners? Do they believe it helps them to feel like their own person and meet their emotional needs?
- How is it that so many people view having sex with children as a way to feel connected to others and have fun? What other goals are they not attaining? And what other ways exist for them to meet these goals? And how can they meet their various needs in ways that don't cause harm?

You might use Gabriela's story to explore how feeling unwanted may contribute to a young woman's engagement in behaviors that are harmful to others. Here are some questions you might ask to launch a conversation with your clients: How do you think the messages Gabriela received from her father play a role in her response to being called a weakling? Have you had people say things about you that you did not like and did you respond in a way that was harmful to you or others? What emotions played a role in Gabriela's harmful behaviors? What feelings have played a role in your own harmful behaviors?

Same Behavior—Different Goals

Gabriella and Tess were both found guilty of violent behavior. They are now living in a juvenile facility. One of the things they do there is meet once a week with a counselor.

Gabriela's Goal

When Gabriela's dad got angry he told her he never wanted a daughter. He always hoped Gabriela would be a boy. He said, "I wanted a tough kid who would go places. Instead, I got a soft girl who won't amount to anything."

When she was 14, Gabriela decided to become the tough kid her dad wanted. She started fighting other girls. Even though her dad told her not to do it, she heard him brag to his friends, "That little daughter of mine is a great fighter. She's going to achieve a lot in life."

One day in gym another student called Gabriela a weakling. This made her angry. She jumped on the girl and began hitting her. When the gym teacher tried to pull Gabriela off, she turned and started punching the teacher in the face. Two other teachers came and grabbed Gabriela. The gym teacher went to the hospital and Gabriela was arrested.

Now, Gabriela is in a residential treatment facility. In counseling, she has been talking about why she behaves violently. She has figured out that being violent is the only way she knows how to show her father that she can be an achiever.



GABRIELA



Tess's Goal

Every day on her way home from school, Tess saw a group of girls in the park. One day, she asked if she could hang out with them. The leader said, "Okay, but first you have to show us you are worthy. You have to beat up a girl I point to and take her cellphone." Tess decided to do it.

The first time she tried, she could not go through with it. The second time, Tess beat up a girl and stole her cellphone. The leader praised Tess. It felt good to have friends. The last time Tess tried it, she got caught by the police.

Now, Tess lives in a residential treatment facility. She has been talking to her counselor about why she mugged people. She has figured out that it felt great being connected to the girls in the park.

Gabriella and Tess both got in trouble with the law for violent behavior. But as you can see, they were trying to attain different goals. As Gabriella and Tess—and you—are learning in counseling, the good life goals themselves are not harmful. But if you are trying to attain a good life goal in a harmful way, it is time to think about other ways to get what you want out of life.

WHAT DID MY GOOD LIFE GOALS HAVE TO DO WITH THE HARMFUL THINGS I DID?

In the next exercise, you will take a close look at each harmful thing you have done. Then you will consider what good life goals you were trying to attain when you did those harmful things.

The eight good life goals are listed below. Not every harmful behavior is an attempt to attain every goal. Your answer to some goals may be that you did nothing harmful to attain that goal. However, other goals may have been an important reason for some of your harmful actions.

Counselors will want to be on the lookout for evidence of shame and even self-hatred. Clients may try to move through this exercise quickly, and the task of the counselor is to remain warm, empathic, affirming, and guiding. One professional (named Michael O'Connell) once compared this work to when accident investigators go out to an area where a plane or train crashed. The purpose of going through the wreckage is to find out how we can all prevent these accidents from happening again. A primary consideration is not to let this work become too upsetting and to keep the mindset of an investigator.

Give your clients permission to identify their harmful behaviors without judgment. Remember to separate the good life goal itself from the behaviors clients used to attempt to attain the goal.

Again, the idea with this exercise is to approach it in the spirit of what your clients can learn from the past in order to have a better future. Often, there is a kind of paradox in clients' lives that they had to go through times doing harmful things to become the person they are today. Research has shown that people who are able to remain crime-free often have a "desistance script." That is, they often make statements like, "Doing those things was something I had to go through to become the person I am today." Often, this is coupled with statements such as, "I want to help others avoid the mistakes that I've made" (Maruna, 2001).

It can be useful for clients to go back and review what they've written about these goals in earlier chapters.

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The Good Life Goal of Having Fun

As you look back on your actions that caused harm to yourself or others, in what ways do you think you were using those harmful actions to attain the goal of having fun?



The Good Life Goal of Being an Achiever

In what ways do you think you were using those harmful actions to attain the goal of being an achiever?



The Good Life Goal of Being My Own Person

In what ways do you think you were using those harmful actions to attain the goal of being your own person?

***The Good Life Goal of Being Connected to Other People***

In what ways do you think you were using those harmful actions to attain the goal of being connected to other people?

***The Good Life Goal of Having a Purpose in Life***

In what ways do you think you were using those harmful actions to attain the goal of having a purpose and making a difference?

***The Good Life Goal of Meeting My Emotional Needs***

In what ways do you think you were using those harmful actions to attain the goal of meeting your emotional needs?

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The Good Life Goal of Meeting My Sexual Needs

In what ways do you think you were using those harmful actions to attain the goal of meeting your sexual needs?



The Good Life Goal of Being Physically Healthy

In what ways do you think you were using these harmful behaviors to attain the goal of being physically healthy?

Before you finish this exercise, take some time to think about what you've learned from the experience of looking back on your harmful actions. Then, write down your thoughts.

Now, give yourself a pat on the back and say congratulations! This is hard work. It is very normal for people to think of more things to say about their behavior later on in counseling. It is okay to come back later and add to your answers.



CHAPTER 13

OBSTACLES TO ATTAINING MY GOOD LIFE GOALS

WHAT OBSTACLES ARE GETTING IN MY WAY?



Everyone faces obstacles in life. Things don't always turn out as you planned. Most young people in counseling are trying to meet their good life goals, but sometimes things go wrong. This section looks at five ways that this might be happening to you.

1. The way you have chosen to attain a goal may not be working. Sometimes the way you are trying to attain a goal isn't working. Sometimes it is making things even worse.

For example, taking drugs to feel good might be fun and it might make you feel emotionally healthy. But that is temporary. Taking drugs actually makes attaining these goals less likely in the long run.

2. The goals you have chosen to work on may be too few in number. It is difficult to attain any of your good life goals if you are only attempting to attain one or two of the eight goals. Taking a balanced approach to all eight goals is the best way to assure your success.

For example, you may decide you only want to try to attain the goals of being your own person and being an achiever. But do you really want to miss out on having fun, being connected to other people, and meeting your emotional, sexual, and physical needs?

Likewise, if you only ever try to have fun, your physical health will suffer. You won't ever have much of a purpose in life or make a difference in the world.

Chapter 13 Outline

What obstacles are getting in my way?

How am I dealing with obstacles?

The good life goal of having fun

The good life goal of being an achiever

The good life goal of being my own person

The good life goal of being connected to other people

The good life goal of having a purpose in life

The good life goal of meeting my emotional needs

The good life goal of meeting my sexual needs

The good life goal of being physically healthy

Obstacle #1 is very common for most people who try to make changes to their lives. It is reminiscent of the old adages that "Insanity is doing the same thing over and over while expecting a different result" or "When you're stuck in a hole, stop digging." Although it would be highly impolite to say these things to most clients, the point is still well-taken.

Obstacle #2 is important to consider. While so often the rest of the world views this clientele as lazy or unwilling to work to attain their goals, very often the truth is different. Consider the person who was working 14 hours a day in a warehouse or convenience store who finally "snapped" and did something reprehensible. Likewise, consider the person who became violent after placing too much emphasis on being her own person or who could only meet her emotional needs through aggression or substance abuse. Likewise, the person who can only meet her sexual needs by looking at pornography has a lifestyle that may be too narrowly defined and lends itself to harm.

Although clients wouldn't use these words and often don't understand the concepts, learning disabilities, intellectual disabilities, developmental insults, trauma and other adverse experiences, and cognitive rigidity can all act as barriers to attaining goals. Likewise, environmental and contextual elements can also act as severe obstacles to goal acquisition.

When you see obstacle #3 (conflict between goals), consider "going upstream" in the client's life and seeing what other obstacles existed for the individual goals prior to their coming into conflict with one another. For example, consider the behavior of acting out sexually with several people. The client's goals may be to meet her emotional needs and be connected to others, but the behavior can actually become an obstacle to attaining those goals, as others who matter to her—and would otherwise truly care about her—may not approve of the behavior. The goals of meeting one's emotional needs, sexual needs, and being one's own person can all conflict with one another in the wrong circumstances. You might consider what happened during the process of this client's attempts to meet her emotional needs, be connected to others, and be her own person that resulted in the outcome. What were the obstacles to each of these goals that resulted in this conflict among goals?

Regarding obstacle #4, even the most intentional of harm can be the downstream result of a lack of skills in attaining a goal. In other words, lacking the skills to attain a goal can result in problematic behaviors.

The same goes for obstacle #5. Many clients lack the resources and opportunities to attain what they aspire to in their lives. For example, these might include access to educational and job opportunities or the financial resources to get started in a given pursuit. Or they might simply lack support from others in their lives. It can therefore be easy for counselors to overlook this lack of opportunities as well as to downplay the role of living environments (family circumstances, community disenfranchisement) in shaping behavior.

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It is fine if some goals are more important to you than others. However, it is important to make a place in your life for all of the goals in this workbook.

3. There may be a conflict between some of your goals. Sometimes, the way that people try to attain one goal makes it harder for them to attain another goal.

For example, stealing money from other people may be fun, but it may interfere with your goal of being connected to other people.

In fact, engaging in illegal activities for fun can prevent you from attaining any of the other good life goals. Why? Because sooner or later, breaking the law will get you caught and you will end up in prison.

4. You may lack needed skills. Despite our best efforts, we are sometimes unable to attain our goals in the way we want.

For example, what if you want to become an achiever by being the first in your family to go to college? If you don't have good enough grades in high school, you may need to think about a different way to become an achiever.

Another example is being able to calm yourself down when you get upset. Until you learn that skill, you won't be able to attain the goal of meeting your emotional needs.

5. You may lack opportunities. The world is not always a fair place. Sometimes people simply do not have access to the resources they need to get what they want. So it is important to be realistic about the ways you choose to attain your goals.

For example, you may want to be an achiever by becoming a brain surgeon. But is it realistic to think you will find the money to pay for eight years of medical training?

Sometimes the lack of opportunity is temporary. For example, completely being your own person may not be possible while you are living in a residential counseling facility.

HOW AM I DEALING WITH OBSTACLES?



In this exercise, you will think about obstacles you may be facing in attaining each of the good life goals. Then you will explore possible solutions.



The Good Life Goal of Having Fun

As you work toward attaining this goal, you may be experiencing one or more obstacles. Circle the **most important obstacle** that is getting in your way:

1. The way I am trying to attain this goal isn't working.
2. The goals I have chosen to work on are too few in number.
3. There is a conflict between this goal and some other goals.
4. I lack needed skills to meet this goal.
5. I lack opportunities to meet this goal.

What can you do **TODAY** to begin overcoming this obstacle?

Which of your strengths can you build up to help prevent this obstacle in the future?



It is possible that a client will not believe that he has any obstacles in meeting one or more of these goals. This may indeed be the case for some clients, and you can explore this in your sessions.

This section is an excellent opportunity to revisit and refine each client's strengths and motivations. One possible area of focus is to consider the three types of coping skills mentioned earlier:

1. **Problem-focused:** When the client focuses on the problem but does not generate solutions to the problem. For example, the client gets upset, telling himself "I can't believe this is happening! Maybe I should just give in. Nothing ever works for me anyway."
2. **Emotion-focused:** When clients focus on the emotions that the problem generates. For example, "I'm so angry right now. I can't believe people are treating me like this. This is the perfect time to treat myself by getting high."
3. **Solution-focused:** When clients actively seek solutions to the problem. "I'm so upset right now. Let me see what I can do to fix this in a way that doesn't make matters worse."

Obviously, it's the third, solution-focused coping style that is the most desirable.

Discussing these approaches to thinking about obstacles with clients can help them better understand obstacles and generate solutions.

Some clients will have experienced many obstacles over the years in the pursuit of this goal. Again, the idea is to come up with a plan for the way forward and not descend into shame, self-hatred, or giving up. As above, it may be helpful to remind your clients that you are doing this work in the spirit of helping them get better, particularly now that they know more about themselves.

You can refer to the three coping styles to help clients think about their answers to the question of “What can you do TODAY to begin overcoming this obstacle?”

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The Good Life Goal of Being an Achiever

As you work toward attaining this goal, you may be experiencing one or more obstacles. Circle the **most important obstacle** that is getting your way:

1. The way I am trying to attain this goal isn't working.
2. The goals I have chosen to work on are too few in number.
3. There is a conflict between this goal and some other goals.
4. I lack needed skills to meet this goal.
5. I lack opportunities to meet this goal.

What can you do **TODAY** to begin overcoming this obstacle?

Which of your strengths will you build up to help prevent this obstacle from occurring in the future?





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The Good Life Goal of Being My Own Person

As you work toward attaining this goal, you may be experiencing one or more obstacles. Circle **the most important obstacle** that is getting in your way:

1. The way I am trying to attain this goal isn't working.
2. The goals I have chosen to work on are too few in number.
3. There is a conflict between this goal and some other goals.
4. I lack needed skills to meet this goal.
5. I lack opportunities to meet this goal.

What can you do **TODAY** to begin overcoming this obstacle?

Which of your strengths will you build up to help prevent this obstacle from occurring in the future?



Some clients will have had few opportunities in their lives to be truly independent. It is crucial to understand, discuss, affirm, and validate their attempts to be their own person when they have lived inside of institutions or had their liberties restricted, whether as a result of their own behaviors or not. Even things like earning privileges, advancing in level systems, getting jobs within institutions, etc., can be evidence of praiseworthy attempts to attain this goal.

As above, it may well be the case that some clients have had multiple obstacles in achieving this goal, and some may simply have given up. Some of these obstacles may be directly related to trauma and other adverse experiences. It may be necessary to return to more overtly motivational approaches (such as reflective listening and other elements of Motivational Interviewing) in order to help clients rekindle their hope and optimism.

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The Good Life Goal of Being Connected to Other People

As you work toward attaining this goal, you may be experiencing one or more obstacles. Circle the **most important obstacle** that is getting in your way:

1. The way I am trying to attain this goal isn't working.
2. The goals I have chosen to work on are too few in number.
3. There is a conflict between this goal and some other goals.
4. I lack needed skills to meet this goal.
5. I lack opportunities to meet this goal.

What can you do **TODAY** to begin overcoming this obstacle?

Which of your strengths will you build up to help prevent this obstacle from occurring in the future?






The Good Life Goal of Having a Purpose in Life

As you work toward attaining this goal, you may be experiencing one or more obstacles. Circle the most important obstacle that is getting in your way:

1. The way I am trying to attain this goal isn't working.
2. The goals I have chosen to work on are too few in number.
3. There is a conflict between this goal and some other goals.
4. I lack needed skills to meet this goal.
5. I lack opportunities to meet this goal.

What can you do **TODAY** to begin overcoming this obstacle?

Which of your strengths will you build up to help prevent this obstacle from occurring in the future? 

As with other goals, a client may have experienced considerable obstacles as a result of past adverse experiences. It may well be that the client has had few opportunities to attain this goal because she has spent so much of her life simply trying to survive her current circumstances.

Counselors should acknowledge their clients' resilience and not minimize what they have gone through to survive difficult life circumstances. Help your clients identify some of their survival skills and work with them to turn those skills into positive strengths.

As above, past adverse experiences can result in numerous obstacles for the client.

As with other exercises, it can be useful to reflect on what you've learned about other clients and seeing to what extent their characteristics apply with a particular client.

100




The Good Life Goal of Meeting My Emotional Needs

As you work toward attaining this goal, you may be experiencing one or more obstacles. Circle the **most important obstacle** that is getting in your way:

1. The way I am trying to attain this goal isn't working.
2. The goals I have chosen to work on are too few in number.
3. There is a conflict between this goal and some other goals.
4. I lack needed skills to meet this goal.
5. I lack opportunities to meet this goal.

What can you do **TODAY** to begin overcoming this obstacle?

Which of your strengths will you build up to help prevent this obstacle from occurring in the future? 




The Good Life Goal of Meeting My Sexual Needs

As you work toward attaining this goal, you may be experiencing one or more obstacles. Circle **the most important obstacle** that is getting in your way:

1. The way I am trying to attain this goal isn't working.
2. The goals I have chosen to work on are too few in number.
3. There is a conflict between this goal and some other goals.
4. I lack needed skills to meet this goal.
5. I lack opportunities to meet this goal.

What can you do **TODAY** to begin overcoming this obstacle?

Which of your strengths will you build up to help prevent this obstacle from occurring in the future? 

The obstacles to attaining this goal might result from a low fund of knowledge about sexuality, past victimization, etc.

When addressing this goal with people who have sexually harmed others, it is vital to remember that some clients become anxious about or ashamed of their own sexual interests. Many clients come to believe that anything related to sexual urges or desire is bad. You will want to listen carefully for signs of shame and self-loathing and explore these issues deeply.

102



The Good Life Goal of Being Physically Healthy

As you work toward attaining this goal, you may be experiencing one or more obstacles. Circle the most important obstacle that is getting in your way:

1. The way I am trying to attain this goal isn't working.
2. The goals I have chosen to work on are too few in number.
3. There is a conflict between this goal and some other goals.
4. I lack needed skills to meet this goal.
5. I lack opportunities to meet this goal.

What can you do **TODAY** to begin overcoming this obstacle?

Which of your strengths will you build up to help prevent this obstacle from occurring in the future?





CHAPTER 14

BUILDING MY GOOD LIFE PLAN

You are almost done!

All that is left for you to do now is to put the pieces together into a solid good life plan. You have already done most of the work. After you complete the exercises in this chapter, you will be able to show others that you are:

- Becoming who you want to be
- Noticing obstacles along the way
- Overcoming obstacles
- Being hopeful that you will attain this goal

Let's go through each of your goals and plan how you will make each of them happen in the future.

This set of exercises basically explains itself. As above, the three-year timeframe can be broken down. One possible addition to this might be to have the client answer each of these questions with respect to six months into the future first, and then the full three years.

One way to approach this is also to have the client fill out the exercises as if she were the probation officer, neighbor, group member, or a loved one (people who care about her from whom she hasn't already solicited feedback so that she can explore their perspectives as well).

As I said in chapter 4, this goal can seem strange at first. Aren't they in treatment to learn how to stop doing bad things? Again, the GLM is about building wellbeing as well as managing risks. It's important to focus on this goal because all human beings need to have some fun, take a break from the routine, etc. Likewise, we all need to find healthy and productive ways of doing this in our lives.

104



The Good Life Goal of Having Fun

Working on Attaining this Goal

Here is my plan for attaining this goal one to three years from now:

This is how I will know that I am attaining this goal:

Noticing Obstacles Along the Way



This is how I will know that I am having trouble attaining this goal.

Here are some warning signs I will look out for:

105

Overcoming Obstacles

Here are the things I will do if I notice that I am having trouble attaining this goal:

Others who are close to me may notice that I am having trouble attaining this goal.
Here are some things they can do about it:

Being Hopeful that I Will Attain this Goal

Finally, here are all the reasons why I am confident and hopeful that I will attain this goal:



1.

2.

3.

4.

5.

Discussing this goal can also be an opportunity to explore what additional resources are available to the client currently and in the future.

Encourage your clients to be realistic in this, based upon what is available to them in their community. Consider becoming familiar with available community-based programs for clients that may be low-cost or no-cost to decrease economic barriers.

106



The Good Life Goal of Being an Achiever

Working on Attaining this Goal

Here is my plan for attaining this goal one to three years from now:

This is how I will know that I am attaining this goal:

Noticing Obstacles Along the Way



This is how I will know that I am having trouble attaining this goal.

Here are some warning signs I will look out for:

107

Overcoming Obstacles

Here are the things I will do if I notice that I am having trouble attaining this goal:

Others who are close to me may notice that I am having trouble attaining this goal.
Here are some things they can do about it:

Being Hopeful that I Will Attain this Goal

Finally, here are all the reasons why I am confident and hopeful that I will attain this goal:



1.

2.

3.

4.

5.

Depending on the nature of the client's circumstances (for example, if she is incarcerated), discussion of this goal may be quite comprehensive.

108



The Good Life Goal of Being My Own Person

Working on Attaining this Goal

Here is my plan for attaining this goal one to three years from now:

This is how I will know that I am attaining this goal:

Noticing Obstacles Along the Way



This is how I will know that I am having trouble attaining this goal.

Here are some warning signs I will look out for:

Overcoming Obstacles

Here are the things I will do if I notice that I am having trouble attaining this goal:

Others who are close to me may notice that I am having trouble attaining this goal.
Here are some things they can do about it:

Being Hopeful that I Will Attain this Goal

Finally, here are all the reasons why I am confident and hopeful that I will attain this goal:



1.

2.

3.

4.

5.

The framework for addressing overcoming obstacles should be that it is normal to encounter obstacles in life. But “knowing is half the battle.” Encourage clients to be open, honest, and realistic about the challenges that they may face. Remind them that in doing so, they will be better prepared to manage challenges as they come along. Be cautious about advising them to “over plan,” because we cannot plan for every scenario and obstacle. Instead choose some specific ones to address, such as “I will find myself using drugs again,” and some others that are less specific, such as “I will find myself hanging out again with the types of people who make poor decisions.”

As with the above goals, discussion of this goal will likely be quite comprehensive. It will involve discussion of acquaintances (for example, at school or at work as well as in the community) and people to whom the client is very close (such as family members and close friends).

110



The Good Life Goal of Being Connected to Other People

Working on Attaining this Goal

Here is my plan for attaining this goal one to three years from now:

This is how I will know that I am attaining this goal:

Noticing Obstacles Along the Way



This is how I will know that I am having trouble attaining this goal.

Here are some warning signs I will look out for:

Overcoming Obstacles

Here are the things I will do if I notice that I am having trouble attaining this goal:

Others who are close to me may notice that I am having trouble attaining this goal.
Here are some things they can do about it:

Being Hopeful that I Will Attain this Goal

Finally, here are all the reasons why I am confident and hopeful that I will attain this goal:



1.

2.

3.

4.

5.

Depending on how much time you have with a client in counseling, it may be that the client tries to move quickly through this goal. Sometimes it is as though the client is saying “We can discuss my purpose in life later; I need to get through this counseling program now.” We recommend that you do what you can to keep the discussion in this area comprehensive.

For clients who are more artistic, you may wish to have them make a collage or vision board addressing these areas before or after completing this section. Vision board templates can be found on the Internet.

112



The Good Life Goal of Having a Purpose in Life

Working on Attaining this Goal

Here is my plan for attaining this goal one to three years from now:

This is how I will know that I am attaining this goal:

Noticing Obstacles Along the Way

This is how I will know that I am having trouble attaining this goal.



Here are some warning signs I will look out for:

113

Overcoming Obstacles

Here are the things I will do if I notice that I am having trouble attaining this goal:

Others who are close to me may notice that I am having trouble attaining this goal.
Here are some things they can do about it:

Being Hopeful that I Will Attain this Goal

Finally, here are all the reasons why I am confident and hopeful that I will attain this goal:



1.

2.

3.

4.

5.

Discussion of this goal can often involve topics that cause frustration for clients, like how they will calm themselves down or manage impulses. You will want to be sure not to settle for answers such as “I will use my coping skills.” Instead, you will want to take the time to explore and discuss what those skills actually are. Have your clients identify specific ones. To help increase their optimism about being able to truly use the skills, have them identify times when they have used such skills successfully.

You can consider pulling in other goals, such as being physically healthy or connected to others. In some cases, there can be overlap between the goals.

114



The Good Life Goal of Meeting My Emotional Needs

Working on Attaining this Goal

Here is my plan for attaining this goal one to three years from now:

This is how I will know that I am attaining this goal:

Noticing Obstacles Along the Way



This is how I will know that I am having trouble attaining this goal.

Here are some warning signs I will look out for:

115

Overcoming Obstacles

Here are the things I will do if I notice that I am having trouble attaining this goal:

Others who are close to me may notice that I am having trouble attaining this goal.
Here are some things they can do about it:

Being Hopeful that I Will Attain this Goal

Finally, here are all the reasons why I am confident and hopeful that I will attain this goal:



1.

2.

3.

4.

5.

As above, this can be a difficult goal when it comes to engaging in a realistic discussion. In the case of a client who has sexually abused others, it may be that this will be part of a larger safety planning discussion. It might also be that her answers become vague because in her mind she is anxious about her sexuality and its place in her future. With other clients, discussion of this exercise may also involve consciousness-raising about laws related to sexual activity. For those clients who are also a part of the LGBTQ community, where they are in their coming out process may effect this as well.

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The Good Life Goal of Meeting My Sexual Needs

Working on Attaining this Goal

Here is my plan for attaining this goal one to three years from now:

This is how I will know that I am attaining this goal:

Noticing Obstacles Along the Way



This is how I will know that I am having trouble attaining this goal.

Here are some warning signs I will look out for:

Overcoming Obstacles

Here are the things I will do if I notice that I am having trouble attaining this goal:

Others who are close to me may notice that I am having trouble attaining this goal.
Here are some things they can do about it:

Being Hopeful that I Will Attain this Goal

Finally, here are all the reasons why I am confident and hopeful that I will attain this goal:



1.

2.

3.

4.

5.

This is another goal that can be easy for clients to overlook as they attempt to get to the end of counseling as quickly as they can. Again, you may want to help clients resist unrealistic societal messages about body image.

You can consider checking in on these goals to make sure that your clients are working at them. You can also check in to see what obstacles they might be facing as they try to move forward.

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The Good Life Goal of Being Physically Healthy

Working on Attaining this Goal

Here is my plan for attaining this goal one to three years from now:

This is how I will know that I am attaining this goal:

Noticing Obstacles Along the Way



This is how I will know that I am having trouble attaining this goal.

Here are some warning signs I will look out for:

Overcoming Obstacles

Here are the things I will do if I notice that I am having trouble attaining this goal:

Others who are close to me may notice that I am having trouble attaining this goal.
Here are some things they can do about it:

Being Hopeful that I Will Attain this Goal

Finally, here are all the reasons why I am confident and hopeful that I will attain this goal:



1.

2.

3.

4.

5.

It may be necessary for clients to explore their ambivalence about this exercise with you. They may have doubts about their ability to approach this conversation with loved ones and it may also be that they doubt their capacity to complete the exercise. Likewise, they may doubt the loved one's ability to take the exercise seriously or willingness to answer honestly.

This exercise may be best accomplished during a session in which a parent or guardian is brought in as part of a counseling session. Every case is different and so, as the saying goes, "your mileage may vary." The important thing is for the conversation to take place at as focused a level as possible, and for the client to listen and give serious consideration to the answers she receives.

Before beginning the exercise, you might revisit with the client, or the group, Tanisha's Story in chapter 1. Then read together the example of the interview Tanisha did with her mother.

SPECIAL ASSIGNMENT

Now it is time to talk with others who are close to you and find out how they think you are doing. Do they think you are progressing in your work to attain your good life goals?

Ask your counselor to give you some blank Interview sheets. Use each sheet for an interview with one person about one of your good life goals.

Here is how to complete an interview sheet.

Step 1. Ask someone close to you if you can interview him or her for 10 minutes. Write at the top of the sheet your name, the person's name, the person's relationship to you, and the date of the interview.

Step 2. Choose one of your goals and describe it to this person:

- Talk about some of the positive ways you are trying to attain this goal.
- Explain how you will know things are working for you in attaining this goal.
- Describe how you will know you are having trouble attaining this goal.
- Explain the warning signs you will look for.

Step 3. Say to this person, "Now I would like to know how you think I am doing." Give the person your pen or pencil and ask him or her to write answers to the four questions under Step 3 on the interview sheet.

Step 4. Read what the person wrote out loud and ask any questions you have about what he or she wrote.

Step 5. Look the person in the eyes, smile, and say, "Thank you for sharing your thoughts with me!"

Before you do any interviews, read the example of a completed interview on the following pages. Do you remember Tanisha's Story in Chapter 1? Tanisha had trouble controlling her temper and was arrested by police when she hurt her grandmother. Here is Tanisha's interview with her mom.

INTERVIEW SHEET

Step 1. Your name: Tanisha Date of interview: 9/12/19

Person's name: Nicki Relationship to you: My mom

Step 2. Talk to the person about your goal. Say out loud:

- I would like to ask you about my Good Life Goal of:
Meeting my emotional needs.
- This is what this goal is about: Being able to control my
anger and express myself calmly.
- Here are some of the positive ways I am trying to attain this goal:
Working hard in counseling. Talking with my counselor, my
mom, and my grandmother about my feelings. Working hard
to find ways to keep myself calm and think before I act.
Reminding myself that there are always better ways to handle
things and I can do them.
- This is how I will know I am attaining this goal:
I will know I am attaining this goal when I watch my sister get
presents from her dad and be happy for her.
- This is how I will know I am having trouble attaining this goal.
I will know I am having trouble if I still get angry when Zoey's
dad gives her nice things. When the things I do to keep myself
calm aren't working.
- These are the warning signs I will look for.
Thinking angry thoughts.

Reading chapter 1 happened weeks, or even months, ago, so it would be helpful to have the client reread Tanisha's Story in order to get the most out of this example.

It might be useful for the client to practice this with you or with group members (if that applies in her case) as a way of warming up to completing this interview with others outside of treatment.

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Step 3. Say, "Now I would like to know how you think I am doing with this goal. Please write your answers here and try to answer honestly."

- What do you think of the positive ways I am trying to attain this goal?

I think you are doing helpful things like sharing your feelings with your counselor, your grandmother, and me and helping me understand how my problem with drugs has hurt you and your sister.

- How do you think you will know that I am attaining this goal?

When you have not gotten angry for a long time and are ready to live at home with your grandmother, your sister, and me.

- How do you think you will know that I am having trouble attaining this goal?

When you are having trouble being nice to your sister and respectful to your grandmother.

- What warning signs will you look for?

When you get really quiet and don't want to talk about what is on your mind.

Step 4. Read what the person wrote out loud and ask any questions you have about what he or she wrote.

Step 5. Look the person in the eyes, smile, and say, "Thank you for sharing your thoughts with me!"

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INTERVIEW SHEET

Step 1. Your name: _____ Date of interview: _____

Person's name: _____ Relationship to you: _____

Step 2. Talk to the person about your goal. Say out loud:

- I would like to ask you about my Good Life Goal of:

- This is what this goal is about:

- Here are some of the positive ways I am trying to attain this goal:

- This is how I will know I am attaining this goal:

- This is how I will know I am having trouble attaining this goal.

- These are the warning signs I will look for.

Additional copies of the blank interview sheet are available as free downloads from www.safersociety.org/press

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Step 3. Say, "Now I would like to know how you think I am doing with this goal. Please answer honestly."

- What do you think of the positive ways I am trying to attain this goal?

- How do you think you will know that I am attaining this goal?

- How do you think you will know that I am having trouble attaining this goal?

- What warning signs will you look for?

Step 4. Read what the person wrote out loud and ask any questions you have about what he or she wrote.

Step 5. Look the person in the eye, smile, and say, "Thank you for sharing your thoughts with me!"

SUMMING IT ALL UP

What final things do you want others to know about you? What's missing from all of this that you want others to be aware of?

Complete your Plan-at-a-Glance (next page) as a way to sum up all the work you have done in this book. It will come in handy whenever you want a reminder of your goals and your plans to meet them. Your counseling provider has additional copies of the blank form that you can use to update your plan from time to time.

You might like to consider one final possible discussion. There is an axiom in psychotherapy that when treatment is effective, both the client and the counselor are better off. As you conclude your treatment experience with your client, consider sharing with her what you've learned and how you've changed as a result of your work together.

This concludes the counselor's edition of *Becoming Who I Want to Be*. We sincerely hope it is helpful to you. Be sure to visit the Safer Society website and download some additional counseling aids and periodically check it for updates:

www.safersociety.org/press

This plan-at-a-glance appears on a two-page spread in the workbook. Additional copies are available as free downloads from www.safersociety.org/press

My Good Life Plan-At-A-Glance

Name: _____ Date: _____

Good Life Goal	Ways to Attain this Goal	How I Will Know I Am Attaining this Goal
Having Fun 		
Being an Achiever 		
Being My Own Person 		
Being Connected to Other People 		
Having a Purpose in Life 		
Meeting My Emotional Needs 		
Meeting My Sexual Needs 		
Being Physically Healthy 		

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