

# Being a Pro

## The Prosocial Model for Problem-Solving Counselor Manual



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## Foreword

The *Being a Pro Workbook* is the result of 35 years of clinical experience working with children and adolescents, and since 2001, working intensively with juvenile probation youths. The most influential teachers for therapists are often their patients, and this has been true for me. A major source of inspiration in writing this *Workbook* was my ongoing clinical work as a staff psychologist at Juvenile Hall in San Francisco. Another was doing research at Teen Triumph in Stockton, a residential treatment center for probation youth. This latter work consisted of quantitative research using traditional psychological measures, but also two qualitative focus groups with youths there two years apart. I asked Teen Triumph youths what they "got out of" 30 sessions of treatment with Aggression Replacement Training (ART), a prosocial treatment method. Their description of how the ART program helped them, in turn helped me consider a new approach to prosocial treatment with probation youths. Based in part on their responses, along with other research I had done, I thought there might be a way to accomplish similar treatment goals in a workbook form that would be easier to implement, could be done in one-to-one sessions or groups, was based on current developmental and neuropsychological theory, and was also effective. The key feature of the treatment approach I formulated was to help youth stop reacting impulsively, think through their options, and figure out how to make prosocial choices. The next step, also key, was for them to see that when they made those better choices, life was better for them. They were getting more things they wanted, others responded to them more positively, their own self-image improved, and they felt more in control of their lives.

My interest in ART was reinforced by my prior use of the Roberts 2 (Roberts, 2005), a story-telling test for children and teens, as part of assessments with over 400 probation youths for the juvenile courts. It was striking to see that these juvenile probation youths were some four years behind youths of the same age and ethnic background on measures of prosocial thinking and reasoning on the Roberts 2. If this test measures a person's interpersonal thinking, it seems an easy step to conclude that deficits in this area might be related to the youth violating laws and ending up on probation. ART was based on the same point of view, that delinquent behaviors are related to deficits in prosocial reasoning and skills. ART had substantial research demonstrating that it was effective in reducing prosocial reasoning skills for probation youth. I later conducted three studies using ART with juveniles on probation, and, consistent with the literature, found that it appeared to be effective in promoting prosocial outcomes. One of those studies measured positive prosocial reasoning outcomes as a result of ART. In the course of that research, I developed a vignette-type measure, the *Prosocial Reasoning Outcomes* (PRO). In one published study with this measure (Ralph, 2015) and another still in preparation for publication, there was evidence that this was a useful tool in understanding prosocial reasoning in probation youths. These experiences contributed to my developing the *Being a Pro* model.

There are many factors contributing to why probation youth violate the law, but there is significant evidence that one contributing factor is deficits in prosocial reasoning. This has been documented in the book *Social Problem-Solving and Offending* (McMurrin & McGuire, 2005) which reviews existing literature for both adolescents and adults, and also discusses effective treatment options. This is a basic assumption of the *Being a Pro Workbook*, that is youth get on probation in part because of limitations in prosocial reasoning, not just antisocial attitudes or traits that are a fixed part of their personality. Specifically this includes considering the

consequences of behavior, "if/then" types of thinking, and "prospective memory", that is remembering that you were supposed to do something later. While these areas are part of the development that occurs in prosocial reasoning for all adolescents, challenges in this area for probation youth appear contributory to their problems with offending. This does not rule out other factors, such as family behavior, peer group influences, chemical dependency issues, co-morbid psychiatric problems, effects of poverty, living in a low income neighborhoods, or the effects of traumatic life experiences.

The *Being a Pro Workbook* has been an opportunity to use my background as a clinical psychologist, neuropsychologist, and epidemiologist, together with a career-long interest in adolescent prosocial development. One fundamental task of all cultures is how to transform young people into adults who exhibit mature prosocial reasoning and behavior. An important part of my own professional development was to identify the role of prosocial reasoning in delinquent behavior, how it could be measured, and how it could be improved. Given my epidemiological background, I was also interested in how it could be developed as a public health intervention that was easy to implement, inexpensive, cost-effective, measurable, had measurable outcomes, and could be integrated with usual clinical practice.

Professional and intellectual influences were also important. Mark Amendola and Robert Oliver of Perseus House, were patient and effective instructors regarding Aggression Replacement Training (ART) (Goldstein, Glick, and Gibbs, 1998), a prosocial treatment model for teens. A key part of their instruction was not only the treatment methods and fidelity monitoring, but also the therapeutic and "relational" approach with the youths they taught. Another important figure was David Prescott, past president of the Association for the Treatment of Sexual Abusers. I sought his advice about how I might promote ideas regarding prosocial treatments approaches for work with juveniles who sexually offend (JSO). As always, he gave practical and kind advice. Dr. Kevin Powell gave me valuable insights regarding the relationship aspects of treatment with these youths as well as neurocognitive mechanisms for learning. Dr. David Burton influenced my thinking about nonsexual recidivism in JSO youths and the importance of treating nonsexual recidivism. He also demonstrated a fearless approach to careful research regarding adolescents on probation, even when it challenged conventional wisdom. Likewise Dr. Phil Rich also gave wise advice regarding research methods with JSO populations. Dr. Glenn Roberts through his advice and his story telling test, the *Roberts 2*, gave me a readily available tool for assessing prosocial thinking in adolescents and a practical, evidenced-based prosocial developmental theory. Also the late Dr. Paul Chesmore, Rick Carson, and Dr. John Lochman, my supervisors during a fellowship studying adolescents at the University of Texas Southwestern Medical Center at Dallas, taught me about how you could be a good therapist by being a "good-prosocial guy" and how being genuine in that regard was a value in therapy. As important as the advice, critiques, new methods, and methodological suggestions, was that all these individuals modeled a prosocial approach to professional practice that I have tried to emulate. Also, I thank my many interns who have inspired me to make these ideas more clear and practical. I owe a special debt of gratitude to the staff of Teen Triumph in Stockton, including Marti Fredericks and Margo Castaneda, who gave me support, the benefit of their years of practice with these youths, and the opportunity to do research in that setting. Finally, I would like to acknowledge the support of my wonderful wife and son, who are patient with my habit of doing much work from home. My life would not be as nearly rich or prosocial without their love and company.

The easy part is to write and do research about prosocial behavior, but as most can attest, the hard part is consistently behaving in a prosocial manner, even when others are not playing by the same rules. Thanks also to those too numerous to mention, who at times helped me be a better and more prosocial person than I was planning to be that day.

***Being a Pro***  
**The Prosocial Model for Problem-Solving**  
**Counselors Manual**

**Introduction**

This manual is the counselor's guide to using the *Being a Pro Teen Workbook*, a program that teaches adolescents a prosocial model for problem-solving. This manual is a supplement to the required in-person or on-line training for using the *Being a Pro Teen Workbook*. I recommend to counselors who are thinking about implementing *Being a Pro* to also read the *Being a Pro Theory and Research Manual*, which provides the relevant theoretical and research basis for the model. The *Workbook* is designed to be used in individual or group counseling and instructions for using it in each setting are described below.

**Who Should Use the Workbook?**

In my experience, using this *Workbook* is consistent with the job duties and occupational credentials of a variety of professionals. In California, licensed mental health professionals and their trainees, pastoral counselors, probation and corrections officers, and school counselors use this and similar types of materials. The term "counselor" is used here to collectively describe those who would be using the *Workbook* who would fit into these categories.

**Target Group**

The target group for the teen *Workbook* is both male and female youths, ages 12 to 18 who are on probation, or at risk for probation. This includes youths with sexual offenses. The content is suitable across diverse ethnic and economic categories. The reading level of the *Workbook* is suitable for most teens, but some with learning challenges will benefit from counselor help with reading and writing assignments. If the *Workbook* is used in groups, then other group members might help as well. The *Workbook* is not suitable for non-English speakers, non-readers, or those who need help with a majority of the reading and written assignments. The *Workbook* should accommodate most youth and it has about a 6th grade reading level. Information in the *Being a Pro Theory and Research Manual* indicates that the model used here is found across cultures, and if adapted, would likely be useful for other language and cultural groups.

**The Rationale for a Prosocial Workbook**

Workbooks are sometimes used as part of counseling for probation youths or those at risk for probation. Examples are *Juvenile MRT-How to Escape Your Prison* using Moral Reconciliation Therapy by Little and Robinson (1988) and the three workbooks using Social Responsibility Therapy by Yokley (2008). For youths with sexual offenses, Dr. Phil Rich has a four volume workbook, *Stages of Accomplishment* (2009). Probably the most popular workbook in this genre is Timothy Kahn's *Pathways* (2011), which is now in its fourth edition. The *Being a Pro Workbook* offers another option which integrates current treatment, developmental and neuropsychological research, is designed to be easy to use for the youth and therapist, and is based on evidence that it promotes therapeutic outcomes for youths on probation. In addition, the *Workbook* provides an option that is cost-effective and easy to use.

There is substantial research described in the *Being a Pro Theory and Research Manual* supporting the hypothesis that increasing prosocial reasoning skills will increase beneficial

outcomes in youth on probation. These outcomes include a lower risk of recidivism, fewer co-morbid psychiatric symptoms, and having more productive lives. Probation youths as a group, have as a modifiable criminogenic psychological characteristic, that is deficits in prosocial reasoning. Prosocial reasoning refers to the youth's ability to understand important life situations and make choices that have prosocial outcomes. Prosocial outcomes are results that are beneficial to the youth and to others, and do not violate rules or laws. Youths come under the supervision of probation because of their violation of laws. Probation youths, at least according to the court's findings, have behaved in ways other than prosocially that may have harmed others, and have not followed relevant laws.

The *Being a Pro Workbook* includes other features that are consistent with current standards regarding evidence-based practice. One is treatment fidelity, that is, the counselor is trained to an adequate level of competence and reliably uses the model. The *Workbook* requires that the counselor complete an in-person or online training and pass a competence test before using it. Also the *Workbook* has built-in fidelity monitoring to be sure that it has been used correctly by both the teen and counselor. Also the workbook format itself helps give the actual activities of each session and virtually assures complete compliance with the model. The workbook format helps ensure that all assignments will be done in the correct order.

#### **Validation of *Being a Pro*, A Work in Progress**

A central characteristic of evidence-based interventions is that there be outcome studies showing the effectiveness of the model using appropriate scientific methods. While the *Being a Pro* model is based on significant research, the model itself is a work in progress. Field trials to validate the model are being conducted. The users of this *Workbook* are asked to participate in these initial validation studies. For this purpose, there is a pre-test and a post-test, which I am requesting be faxed or scanned and emailed to the author for scoring. This will help provide validation of the treatment approach by measuring changes in prosocial reasoning skills and attitudes for youths using it. For the clinician or program manager, this approach enables them to see whether there are changes for a given youth, but also for their program as a whole. Also this information will be aggregated to evaluate the overall treatment effectiveness of the *Workbook*.

## Use of the Teen Workbook

The *Workbook* is designed to be used in individual or group counseling for youths on or at-risk for probation. A requirement for using the *Being a Pro Workbook* as noted above is to complete the in-person or online training, and also to pass a competency test for the material. Presumably you would not be using this material unless you had completed both. This counselor's manual is supplemental to the training and is meant to provide a ready reference for counselors.

### Pre/Post Test

An important part of the *Being a Pro Workbook* is completing the Pre- and Post-tests, at the beginning and end of the *Workbook*. Detailed instructions as well as the forms for this are part of the *Workbook*, and are placed in the proper sequence for administration. They are "baked-in" to the workbook for easier administration.

### Reading and Written Assignments

Do all the reading and writing assignments. For there to be a "treatment effect" there has to be a sufficient amount and duration of treatment. It is recommended that all reading and written assignments be done during counseling sessions, whether it used in group or individual sessions. This means that the *Workbook* for each youth should also be kept by the counselor between sessions. The counselor should distribute workbooks at the beginning of individual or group sessions, and check them in at the end of group. Not having materials (e.g., "I forgot them", "They are in my mother's car", etc.) is a major obstacle to getting work done and this is avoided by having the work done during counseling sessions and checked in at the end. Having worked with teenagers for nearly 40 years, and being a father of one, I know all too well how such work can get lost and disorganized.

### Counselor Review of Written Assignments

The counselor has to review all written assignments. If revisions are needed, they can be done in the *Workbook*. If all written assignments in a chapter are adequately done, the counselor signs off the chapter as completed. This is done in the checklist at the end of each chapter. It is important to congratulate all youth at the completion of each chapter. Congratulations in recognition of work done should be a fixed part of each individual or group counseling session that contributes to a positive climate in counseling, and a norm that if you accomplish prosocial goals and tasks, you will be acknowledged and rewarded.

### Order of Assignments

The assignments in the *Workbook* are to be done in order to ensure proper learning. The order of chapters and assignments is part of a sequential process essential to mastering the *Being a Pro* model and its concepts.

If the *Workbook* is done in individual sessions, the sequential administration of the *Workbook* is straightforward. Extra consideration needs to be given for its use in groups, however. For using it in groups, all members should start the *Workbook* at the same time, be working on the same assignments each week in group, and have the expectation that the group can be stable over the 10 weeks or longer to complete the *Workbook*. This means new group members cannot easily be added. It also means that group members should be expected to be present for the entire 10+

sessions of the group, and not have significant absences. This is especially important for the introduction to the *Workbook* and Chapters 1 through 5, which describe the Prosocial Model and the conceptual basis for *Being a Pro*. The Introduction and Chapter 1 are completed together and Chapters 2 through 5 are each done separately. If a member misses one of these first five group sessions, they should complete missed sections of the *Workbook* in individual sessions to catch up to the other group members and maintain the pace of the group. Also occasionally some youth may benefit from extra individual sessions to work on material they may be having trouble mastering in group.

Chapter 6 is done in five weeks or more, and has two written assignments for each youth to complete. If a member misses one of these group sessions, then the session should be made up as soon as possible in an individual session.

The *Workbook* has 10+ weeks of work if used in either the individual or group setting. It should not be completed sooner than this; however, taking longer shouldn't be a problem, as long as there aren't significant gaps between sessions.

### **Use of Counseling Time**

What would the typical counseling session look like for using the *Being a Pro Workbook*? As described below, doing the reading and writing in the *Workbook* is important. But there also needs to be a discussion of the material with the counselor as an essential part of the *Being a Pro* model. The reading and writing assignments may be supplemented by a discussion of relevant life experiences that the youth or counselor brings up. It is important that the focus of the counseling—whether in group or individual sessions—be on the *Being a Pro* model, and not be focused on life crisis issues for the youths. If a youth has a situational problem or crisis, those should be dealt with in separate individual sessions, not in the individual or group sessions for *Being a Pro*. The model used here is a psychoeducational type model, not a more traditional group therapy without a fixed structure or agenda.

Using the *Workbook* will look somewhat different in individual and group sessions. Individual sessions are usually easy to do and straightforward given the sequential nature of the *Workbook*. The youth can do the reading in the session, and then discuss it with the counselor. The same would be the case with the written exercises, that is, the youth will do the writing, and then discuss it with the counselor, and sometimes do corrections. Group sessions require more organization and coordination. An average group might be scheduled for 1.5 hours and have four to six members. Depending on the group, one counselor can usually handle this group size. Sometimes two group leaders might be appropriate if the youths need more direction and supervision. *ART*, for example, a group oriented intervention, has two leaders for each group. In that model, one group facilitator leads the group, and the other helps keep the group members on track following group rules.

As with youths in individual sessions, youths in group sessions will read each section then have a brief discussion and review the material with their group counselor. Comments from group members should be on a rotational basis, so that all members participate, and a few of the more verbal youths do not dominate the conversation. After doing the reading and brief discussion, the members do the written assignments. The group counselor or occasionally other group members



can help individuals who are having difficulty with the written assignments. Any individuals who continue to have difficulty with reading and writing assignments may be more appropriate for individual rather than group sessions. Some youths will finish the written assignments faster than others. As assignments are done, the group leader should review them and make any suggestions for correction or elaboration. In my experience, most of the time this can be done relatively quickly, often with only a few changes. The corrections can be made in the *Workbook*, as noted above. After the group leader has reviewed all the group's written assignments and approved them, the counselor should go around and have some members read their written assignments to the group. Every chapter has more than one assignment, and the goal would be to have different youths take turns reading their work. If the presentations are rotated, each youth will be equally presenting to the group over time.

At the end of each chapter, the counselor should complete the *Workbook* chapter checklist for each youth and sign off on the work. Congratulations should be given to each youth for completing the chapters.

### **The *Workbook* as Part of Counseling**

The *Workbook*, as noted above, is meant to be used as part of a therapeutic discussion with youths to expand their skills and thinking about how to manage social relations. In this section I would like to elaborate on this point. The goal in doing the *Workbook* is not only to do the reading and writing, but to learn the material as well. The reading and written assignments are meant to be useful as a springboard for therapeutic discussion. As with a lot of counseling work, key learning often takes place in the counseling dialogue. For example, having the youth consider one more prosocial option they may not have considered pushes them in direction of developing more sophisticated prosocial reasoning skills. This is done, for example, by asking a youth to elaborate on questions about various ways to handle situations or consider possible consequences or outcomes of their choices. Learning should be an active process in which the youths are doing most of the work. The emphasis should not be on them getting hypothetical "right answers", but on exercising and expanding their prosocial reasoning skills by considering prosocial alternatives and options. The focus is on helping them develop their ability to employ prosocial solutions in dealing with problems and avoid shortcuts or reactive responses that will likely be counterproductive. The *Being a Pro* program is designed to promote improvement by stretching the youth's thinking beyond where it is now, just as in athletic training you want to push yourself just beyond your comfort zone, but not too far. The workbook examples can be supplemented by relating prosocial concepts to present or past life situations, such as how youth got on probation in the first place, or even issues that come up in counseling itself. Keeping examples about important, specific, and relevant real life situations is important.

In group or individual counseling, it is important to keep the content of discussions within a prosocial framework. When appropriate, the counselor can redirect and refocus discussions towards prosocial issues and resolutions of conflicts. Glorification or romanticizing of antisocial behaviors such as violence or committing crimes needs to be addressed when it comes up. In my experience, redirection can usually deal with these issues, for example, by making statements such as, "In these sessions, let's keep the focus on staying out of trouble." Counter-examples of individuals who dealt with challenging circumstances while choosing a prosocial stance can be cited, like Nelson Mandela's choice to treat his prison guards with respect, or Cesar Chavez and

Martin Luther King, who in the face of violence and discrimination showed even more courage than those who oppressed them by choosing the path of nonviolent action, rather than other alternatives. While probation youths are not always prosocial in their words, motivation, and deeds, it is also important to notice when they are and point out, praise, and reinforce these prosocial behaviors when they do occur.

### **The Counseling Relationship**



“Children have never been very good at listening to their elders, but they have never failed to imitate them.”

— James Baldwin

Baldwin's quote suggests children learn from what adults role model. There is also substantial research from developmental psychology and the counseling literature supporting a similar point, that is children learn from not just what parents or counselors say, but from the type of relationship they have with others. This is discussed in more detail in the *Research and Theory Manual*. In the *Being a Pro* model, the relationship between the youth and the counselor is an important way to teach the model. While it may seem obvious, it is important to keep in mind that the counselor should model a prosocial relationship with youths in the counseling setting.

Carl Rogers, the founder of client-centered therapy, developed useful concepts regarding this area (Rogers & Farson, 1987). He described counselor characteristics helpful to produce changes in a client. These include genuineness, unconditional positive regard for the client, and accurate empathy. Regarding genuineness, it is important to be yourself, and friendly, like a high school math teacher who shares some interests with teens, but is an adult authority figure. In the *Being a Pro* program, it is important to demonstrate unconditional positive regard for the youths, but in a particular way. This is by noticing, reinforcing, and nurturing the prosocial behaviors, attitudes, and possibilities in each of them. Accurate empathy also is consistent with the prosocial model. Accurate empathy is based on an understanding of the specific issues challenges and struggles of a given youth. In the prosocial model described here, this is an important part of the "Problem" section of the model. Also a prosocial relationship is characterized by a nonjudgmental, non-coercive approach that is realistically optimistic and supportive of youths and their prosocial motivations and possibilities.

Youths who are very challenging to work with in a group can be more manageable in individual sessions.

### **Youth Selection**

The *Being a Pro* model is not appropriate for all youth and selection criteria need to be used. Youths who are experiencing a severe mood disorder, are acutely suicidal, psychotic, or have major neuropsychological deficits—including severe autistic spectrum type conditions—likely will not be good candidates for the *Being a Pro* program, even on an individual basis. Such individuals should obtain necessary medical care for whatever conditions they are experiencing. Use of the *Workbook* is not a substitute for psychiatric treatment, but a psychoeducational activity specifically designed to promote prosocial reasoning which may have benefits in other areas.

Selection criteria for group counseling are more limited than individual counseling. The major consideration is whether or not the youth benefit from group without disrupting the treatment of others. Youths who are very immature, have severe problems with impulsiveness and/or inattention, are heavily gang affiliated, or persistently aggressive, would likely not be good candidates for group. As noted above, such youths might function better in individual sessions. Usually groups are all boy or all girl, not mixed. For many the distraction of dealing with the opposite sex in group is too great to allow mixed groups.

### **Group Issues**

Doing counseling in groups for teens is different than doing counseling individually. Some considerations for using the *Workbook* in group are as follows:

1. Peer Influences: Teens have a powerful need for peer acceptance and affiliation, and this will be expressed especially in groups. This can be used as a added positive factor if the group counselor can establish a prosocial peer culture in groups. Treatment approaches like Moral Reconciliation Therapy will "seed" a group with more mature and prosocial youth who can help establish this type of culture, which might also be used with the *Being a Pro* model. Having counselors model those values and behaviors is another way to establish such a culture, while discouraging and redirecting attempts to "hijack" to group focus to antisocial themes and topics. Having a prosocial culture in a group can greatly facilitate learning the *Being a Pro* curriculum.

2. Group Rules: Establishing rules at the start of every group helps reinforce a prosocial group culture. Some sample group rules are as follows: 1. Group starts and ends on time, and anyone more than 15 minutes late won't be admitted to group. 2. No threats, swearing, insults, or discriminatory comments of any type in group. 3. No touching or hitting other group members. 4. Members should follow the counselor's directions. 5. Members are expected to do reading and written work as assigned in group. 6. Members are expected to keep information presented in groups confidential and not discussed outside of group. 7. Polite and orderly behavior is expected while arriving, waiting, and leaving group. Consequences can be set up for not following group rules, including being excused from group for that session with a report sent to the probation officer.

### **Session Schedule**

As stated above, the *Workbook* is designed to be used over 10 sessions. Specifically this means:

Week 1: Introduction and Chapter 1.

Week 2 to 5: Chapters 2 through 6.

Week 6 to 10: Activities for each week, which will be one Story Exercise, and the Pro-Log.

As noted above, work should not be done faster. We had youths who wanted to finish a whole workbook over a weekend. The work takes time to "sink in" to be effective and is designed so that in the later weeks, the youths are practicing material in the real world and then discussing those experiences in group sessions. Some youths will benefit from a slower approach,

particularly if they have learning challenges. For youths with reading or writing challenges, the counselor or other group members can help them with assignments. In my experience, the teen and counselor can find a style of using material that works for them. The important point is to have the youth do the work, and not to have the counselor provide answers in order to "just get it done." That way no learning will take place for the youth.

- Outline of the *Workbook*

## INTRODUCTION

This provides an introduction to the book itself and exercises to begin thinking about what are prosocial relationships.

### Chapter 1 THE PROSOCIAL MODEL

This chapter describes the Prosocial Model in contrast to the Reactive Model. It describes the rationale for the Prosocial Model with exercises and how the model applies to everyday situations. In subsequent chapters there is a review of each part of the Prosocial Model.

### Chapter 2 STOP: Stop and think before you act.

This chapter describes the first part of the Prosocial Model, "Stop." It delineates obstacles to stopping and thinking, including habits, emotions, social pressure, and drugs and alcohol. It also describes solutions for each of these obstacles, to help youths gain an ability to use "Stop." The exercises are to help youths understand and begin to practice these ideas.

### Chapter 3 PROBLEM: Figure out what is going on in the situation.

This describes the second part of the Prosocial Model, "Problem." If youths can use "Stop," then they can begin to use problem-solving skills. A key part of solving problems is having an adequate understanding of what is going on. You cannot solve a problem without adequate understanding. In developmental research, this is a key factor that distinguishes younger from older adolescents, as well as adolescents who are on probation versus those who are not. This chapter describes how youths might better understand the problem by knowing what was going on before, what is happening now, what people are thinking and feeling, what relevant rules or laws apply, and what was the outcome. Written materials, as well as pictures, are used for exercises.

### Chapter 4 CHOICES: What are your choices?

This chapter discusses what comes after stopping and analyzing problems. It helps youths formulate prosocial choices. These are choices that are mutually beneficial and follow relevant rules and laws. The chapter describes criteria for prosocial choices, including:

1. Is it true?
2. Is it fair and benefit all?
3. Will it build cooperation and better relationships?
4. Are you playing by the rules?

The exercises help youths begin to practice prosocial choices.

Chapter 5 REVIEW: Review the outcome and look for improvements.

This chapter discusses Review, the last part of the Prosocial Model. It looks at the outcomes from choices and whether there can be improvements, just as a football team will review tapes of their last game, whether they won or lost. The steps in Review include:

1. Were goals met?
2. If goals were not met, what were the causes?
3. Where there any other problems that came up?
4. What can be done to improve outcomes or fix problems?

Chapter 6: Weekly Prosocial Practice

This last chapter is used over five weeks. Each week consists of a Story Exercise and a Pro-Log for the past week. By this time the youths will have mastered the ideas of the Prosocial Model. These last five weeks are dedicated to the practice of the material in real life. When appropriate, past chapters can be reviewed and concepts clarified.

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