

Using the New Edition
of *Becoming the Man I
Want to Be*, A Good Lives
Model Workbook for
Adult Males with
Problematic Behaviors

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Welcome!



We're glad you're here

We know you're busy

Gratitude



Our Mission
**Harnessing the power
of knowledge, compassion,
and innovation to create
a world free from sexual
abuse and social violence**



*Knowledge grows
when it is shared*



The Basics

- Use the Q & A and chat feature towards the bottom of your screen to ask questions.
- The intended audience is professional
 - We assume everyone is aware of the harm of abuse and the need for survivors to receive excellent care.
 - Please understand the information and commentary in the spirit in which it is intended.

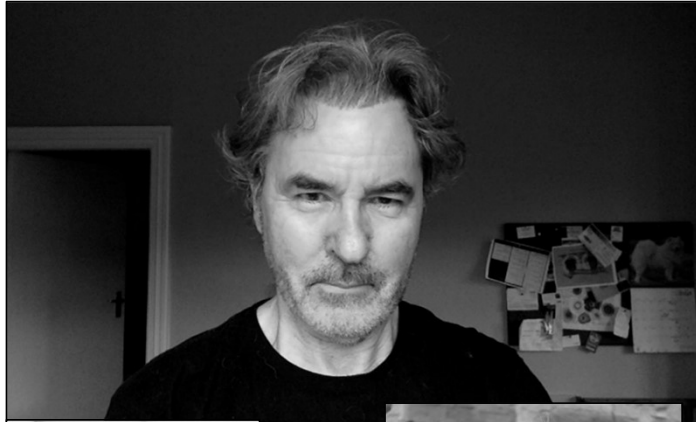
Flow

- Introduction
- Background Information
- Good Lives Model – core principles
- Obstacles to a Good Life Plan
- Identifying Strengths and Protective Factors
- Application

Please Notice!

- We've included LOTS of extra slides
- If we can get to them we will
- They are intended as an added bonus; not the result of bad time management. 😊

Gratitude



Historical Context

(How Our History Shapes the
Workbooks' Usage)

Overview

- Historically punitive approaches



- Smith et al. (2002) meta analysis of 117 studies; $N = 442,471$
- **No form of punishment reduced re-offense risk**

Ultimately

- By the most rigorous/conservative standards:
 1. Punishment doesn't reduce risk
 - Punishment = punishment
 2. Treatment can work
 3. Treatment can be better with the right community supervision

Questions

- What are the forces that turn medical and mental health care into coercive action?
 - What attitudes?
 - What beliefs?
 - Where does the Hippocratic oath of “do no harm” go?
 - Under what conditions do people acquiesce to those who have more power?
- Can the right policies, models, and frameworks prevent further harm?
 - Collaborative treatment?
 - Methods for including the service user’s voice?

1979: Edward S. Bordin



- Therapeutic alliance:
 - Agreement on relationship
 - Agreement on goals
 - Agreement on tasks
 - (Norcross, 2002, would add client preferences)
- Over 1,100 studies have emphasized the importance of the alliance in psychotherapy since (Orlinsky, 1994)

The Ongoing Cost of Our History

Among other things, poor clinical skills
and unnecessary judgments

Clinical Skills

- Moving beyond the medical model (?)
- Understanding narratives in addition to measurements
- Imagination
- Creativity
- Hope and optimism
- Listening
- Listening long
- Listening without “skimming”
 - And if you must skim, listen for the most important “key words”

An Administrative Perspective

1. Assess and classify clients according to risk
2. Assess treatment needs
3. Assess protective factors
4. Conduct comprehensive assessment to develop understanding of specific responsivity
5. Develop understanding of the narrative underlying risks, needs, and responsivity factors
6. Formulate initial hypotheses about how risk/need factors map onto the Good Lives Model goals that we will explore in depth

Operationalizing the Good Lives Model

GLM Defined

(Ward, Willis, & Prescott, 2023)

- *The GLM, first proposed by Ward and Stewart (2003) and further developed by Ward and colleagues (e.g., Purvis et al., 2013; Ward & Gannon, 2006; Ward & Marshall, 2004; Yates et al., 2010), is a strengths-based approach to rehabilitation in the wake of causing harm to others and one's self. It is a strength-based rehabilitation theory and practice framework (Ward & Durrant, 2021) because it is responsive to clients' particular interests, abilities, and aspirations. It also directs practitioners to explicitly construct individualised intervention plans that help corrections clients acquire the means and capabilities to achieve the things that are personally meaningful to them.*

The Good Lives Model (GLM)

“...[our clients] want better
lives, not simply the
promise of less
harmful ones”

(Ward, Mann, & Gannon, 2007)

“As a kid I had lots of examples of what I didn't want to be. I spent my life trying not to be those things. Then when an aide asked me about 5 years ago what I wanted to be I had no idea.”

40 y/o male
in civil commitment (USA)

GLM Approach

- Strengths-based, positive approach
- Approach-goal oriented!
- Collaborative, motivational approach
- Focuses on how treatment/supervision/case management will benefit client
- Two goals:
 - Reducing/managing risk
 - Attaining fulfilling life, psychological well-being
- GLM integrated with RNR

GLM Approach

- Offending relates to the pursuit of legitimate goals via harmful, maladaptive means
- All human beings are goal-directed and predisposed to seek *primary human goods*
- Primary human goods = actions, experiences, circumstances, states of being, etc., that individuals seek to attain for their own sake

GLM Approach

- Secondary goods = concrete ways (means) to secure primary goods (also called instrumental goods)
- Dynamic risk factors = markers for internal or external obstacles that block achieving primary goods in pro-social ways in addition to increasing risk

A Note on Narrative

- We often think in terms of risk and protective “factors”
- Problem of reification
- Ward and his colleagues (including us) encourage thinking in terms of the narrative that underlies the factors
- What’s the actual story?
- How did events result in this “factor”?

Primary Human Goods

- GLM proposes at least 10 primary human goods
- Value/importance placed on various goods determines individual's conceptualisation of a "good life"; reflected in good life plan (GLP)
- Assumption: Pro-social attainment of goods will help reduce or manage risk to re-offend (alongside targeting criminogenic needs)

Primary Human Goods as Common Life Goals

(Yates & Prescott, 2011)

Primary Good	→	Common Life Goal
Life	→	Life: Living and Surviving
Knowledge	→	Knowledge: Learning and Knowing
Excellence in Work & Play	→	Being Good at Work & Play
Excellence in Agency	→	Personal Choice and Independence
Inner Peace	→	Peace of Mind
Friendship/Relatedness	→	Relationships and Friendships
Community	→	Community: Being Part of a Group
Spirituality	→	Spirituality: Having Meaning in Life
Happiness	→	Happiness
Creativity	→	Creativity

GLM vs. Bonta & Andrews Big 8

(Possible Comparison)

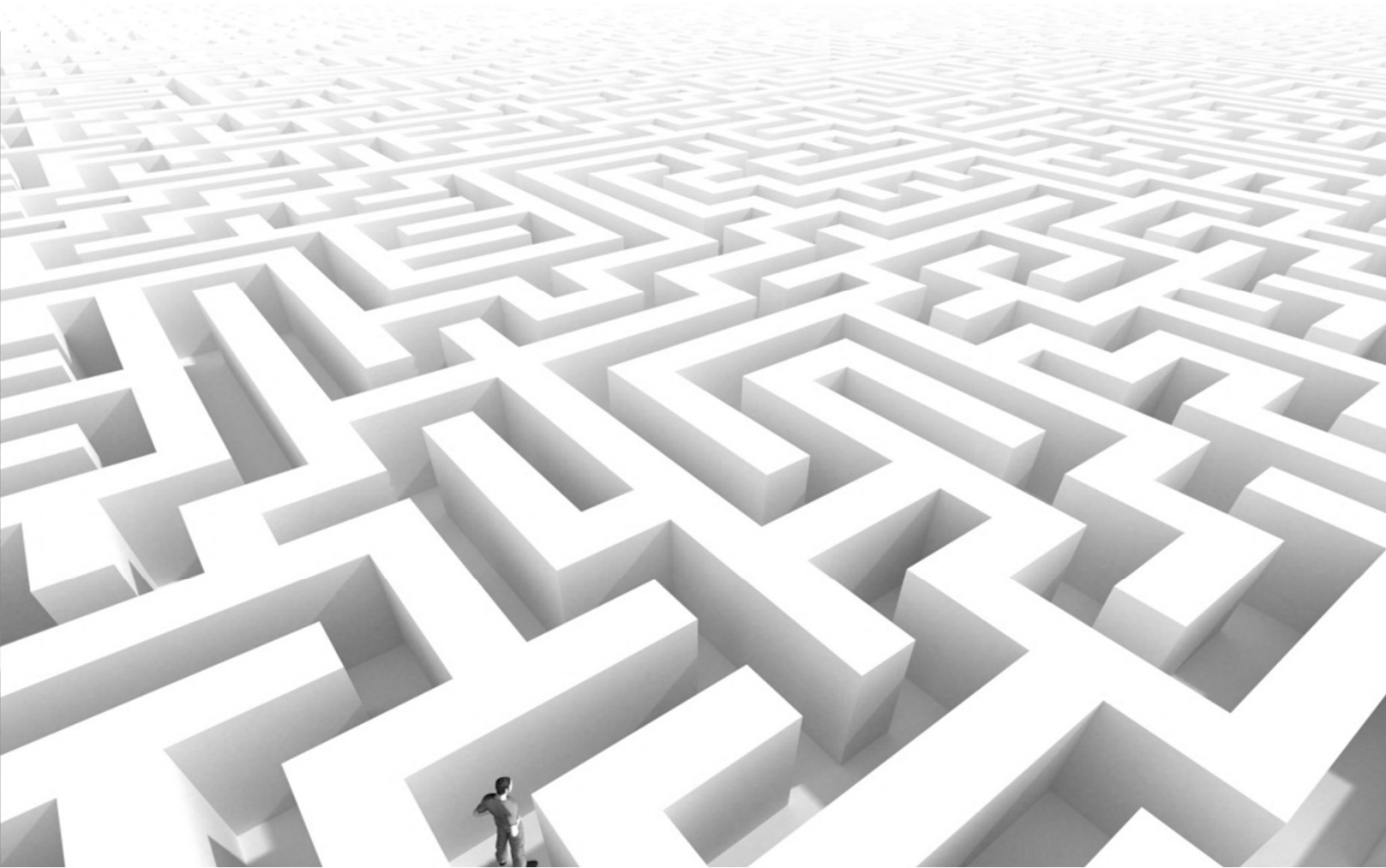
GLM

- Happiness/Pleasure
- Creativity
- Knowledge
- Being good at work and play
- Personal choice/independence
- Relationships and friendships
- Meaning and purpose in life
- Peace of mind
- Community
- Living and surviving

Big 8

- Substance abuse and other pleasure seeking
- Poor performance in school or work
- Impulsivity/self-regulation deficits
- Antisocial peer group/social isolation/family problems
- Antisocial history
- Aggression/irritability
- Attitudes and beliefs supportive of sexual violence
- Alcohol/drugs, reckless, dangerous behavior

Good Life Plan



Good Life Plan Obstacles

In the GLM, harmful behavior and other problems result when...

1. Maladaptive/harmful means are used to seek out primary goods
2. A Good Life Plan lacks scope
3. Conflict between goods and/or means
4. Lack of capacity to attain goods in a prosocial/adaptive way (internal and external)

(Yates, Prescott, & Ward 2010)

Big Questions

- What GLM goals are important to this person?
- What GLM goals were implicated in harmful behaviors and are risk-relevant?
- How is the pursuit of these goals a protective factor?
- How has the problematic pursuit of these goals resulted in risk?
- What other protective factors exist?
- What values does this client feel are most important to them?
- Which obstacles have played a role in this person's behavior and good life plan?
 - And how have they played a role?

Protective Factors

Defined

- Factors associated with Desistance/low probability of offending
- Factors that:
 - Enhance personal competencies
 - Ameliorate the effects of specific risks directly or by interacting with them
 - Serve a stabilizing or enhancing function

(Langton & Worling, 2015)

Vries Robbe et al. (2015)

- Medication
- Empathy
- Secure attachment in childhood
- Intimate relationship
- Motivation for treatment
- Attitude toward authority
- Self-control
- Coping skills
- Work and leisure interests

Vries Robbe et al. (2015)

- Desistance factors:
 - Treatment as a turning point
 - Social network
 - Personal agency
 - Internal locus of control
 - Finds positive outcomes in negative events

Vries Robbe et al. (2015)

- Best outcomes:
 - Goal-directed living
 - Good problem-solving
 - Constructive employment/leisure activities
 - Sobriety
 - Hopeful, optimistic, motivated attitude towards desistance

LET'S GO DEEPER



Meet your clients
where they DREAM

More Big Questions

- Living
 - Happiness
 - Inner peace
 - Independence
 - Excellence
 - Connection
 - Community
 - Purpose
- Can you see the ambivalence?
 - The difference between where he is and where he wants to be?

Becoming the Man I Want to Be

SECOND EDITION

A Good Lives Workbook

**David S. Prescott
Dawn M. Pflugradt**



Brandon, Vermont

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Getting Started

Always say welcome 😊

Starts with what's in it
for the client

WELCOME!

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

HOW THIS BOOK WILL HELP YOU

I have been a counselor for more than 35 years. I have counseled many people who have caused harm to others. Every one of them begins counseling feeling two ways about it. Each one wants to build a better life for himself. But none of them wants to be told what to do.

This workbook is not about anyone—including me—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.

Something you should know is that I wrote this workbook to be as helpful to as many people as possible. I knew that people from all walks of life would be using it. So I worked to keep the language and ideas plain and simple. However, please make no mistake about it. Exploring your life and developing a plan for a better life can be hard, complicated work.

WORDS THAT WILL HELP YOU USE THIS BOOK

I am going to use 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
Achieve	To get as a result of hard work	Roger worked hard to achieve his welder's license.
Achievement	Something gotten as a result of hard work	Roger saw his welder's license as his greatest achievement.
Behavior	The way a person acts	Roger liked to mess around with his friends. But when he applied for welding jobs, he knew he needed to be on his best behavior.
Obstacle	Something that gets in the way of achieving a goal	Roger's biggest obstacle to his success in vocational school was finding time to study. He worked every day after school and all day Saturday.

Caution

- The GLM is not a way to “tell the client what their problem is”
- Everyone always has goals they are striving for. We all have a good life plan, whether implicitly or explicitly.

HOW COUNSELING WILL HELP YOU BECOME THE MAN YOU WANT TO BE

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

What Counseling Is

Some people think counseling is a class you attend and then get a certificate of completion. Not so. Counseling is a process. It 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.

Along the way, you will explore how adverse experiences (like abuse and neglect) in your childhood may have affected your behavior and the way you make decisions in your adulthood. You will also explore your motivation for change.

COUNSELING = REASONS FOR HOPE

- After completing counseling, most people who harmed others in the past have gained the skills they need to prevent future criminal behavior.
- 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!

What Counseling Is Not

Sometimes during counseling, you may feel bad about things you did in the past. But counseling should **NEVER** leave you feeling bad about who you are.

What Will I Gain from Counseling?

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 how to use.

YOUR SKILLS TOOLBOX

- Keeping yourself calm (for example, by using the progressive relaxation technique you will read about later in this chapter)
- Taking action based on your values and not just your emotions
- Making the best use of your existing strengths and developing new ones
- Knowing how to develop relationships with more people
- Being able to manage yourself in difficult situations
- Being accountable to yourself and to others

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 people have begun counseling for harmful actions, they have usually heard a lot of other people 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 family, friends, co-workers, or even the court.) Here is a story about a man whose wife wanted him to be in counseling.

The Cases

- Intended for discussion
- Vetted for cultural stereotypes
- Deliberately made easy
- Feel free to use them as you see fit.
- Note that later exercises refer back to earlier cases



Tyrese's Story, Part 1

Tyrese entered treatment after molesting his wife's 15-year-old niece, Janelle. He was sentenced to three years of probation. He was in jail until his trial and then entered a treatment program in the community after he got out. When he first started in the program, he felt that his circumstances were unfair. Yes, he had gotten carried away in how he handled looking after Janelle one night, but arresting him and convicting him of a crime was way too harsh a response.

Tyrese was lucky. His wife, Wendy, said that she would stay married to him as long as he completed the treatment program. If he ever broke the law again, she would leave him forever. Wendy met with Tyrese and his counselor for a couple's session in between his group treatment sessions. The counselor wanted to hear her side of things and talk about Tyrese's treatment and plans for the future.

At first, Tyrese tried to convince both Wendy and his counselor that he did not need treatment and that he had just gotten carried away while looking after Janelle. Wendy gave him many reasons why she still wasn't sure she could ever trust him again, and that he would need to work hard to regain their relationship. This hit Tyrese hard. He still believed that what he did to Janelle wasn't such a big deal, but he didn't want to lose Wendy. He hoped that going through treatment would help him show her that she could trust him and that he wouldn't let her down.

- ♦ Tyrese and Wendy have different views of what he did. Which of the following is Tyrese's view and which is Wendy's view?

	Tyrese's view	Wendy's view
What Tyrese did to his niece Janelle is wrong.	<input type="checkbox"/>	<input type="checkbox"/>
What Tyrese did to his niece Janelle is no big deal.	<input type="checkbox"/>	<input type="checkbox"/>

Self-Care

Will Counseling Be Stressful?

The short answer to that question is, “Yes, counseling will be stressful—but in a good way!” Stress is a natural part of life. You may think that all stress is bad for you, but that isn’t true. Good stress is the type of stress you feel when you’re excited. There is nothing to fear but there are butterflies in your stomach and your heart is racing. You might feel this type of stress when you are shooting hoops against your rival or going on a first date. Good stress focuses your energy and enhances your performance.

The word for something that makes you feel stressed is stressor. As you work on achieving your good life goals, think of the new challenges—such as attending your first group counseling session or starting a new job—as good stressors. Good stressors not only help you achieve your goals, they make you stronger by building your brainpower and making you more resilient.

While good stressors inspire and motivate you, bad stressors—such as being unable to find a job or pay your bills, or waiting while a loved one is in surgery—can overwhelm and confuse you. In counseling you will learn how to cope with bad stressors that are harmful to your physical and mental health.

Healthy Ways to Cope with Stress

Eliminate bad stressors where you can. Staying away from people who stress you out is a great place to start. Do the muscle men at the gym make you feel embarrassed? Go to a different gym or work out at home.

Manage stressors. Sometimes what stresses us out is not that we have a problem to solve but that we have multiple problems all at once. Managing your time more effectively will go a long way toward lowering your stress level. If, for example, you feel stressed out about all the tasks on your “To-do” list, reread the list, then write one of the following after each task:

- Must do today
- Okay to do tomorrow
- Will do when I have extra time.

Accept that there are things in life beyond your control. Instead of stressing about a problem that you can’t control, focus on what you can control and learn to manage how you react to the problem.

Use the Progressive Muscle Relaxation (PMR) exercise to calm yourself down, unwind, and feel positive when facing stressful situations. Doing PMR before each counseling session will set the stage for a positive session. PMR is also another tool in your toolbox.

PROGRESSIVE MUSCLE RELAXATION

To do this exercise, find a quiet place and get into a comfortable position, either sitting or lying down. During the exercise, you will focus on the muscles in each part of your body, one group of muscles at a time, starting with your feet and working your way up throughout your entire body. The goal is to tense up one group of muscles, hold the tension for between five and ten seconds, and then relax or release the tension. Remember to breathe as you do the PMR exercise. Breathe in as you tense muscles and breathe out as you release the tension. As you do each of the following steps, pay attention to how your muscles feel when tense and then when relaxed.

1. Curl your toes down. Hold, release, repeat.
2. Point your toes upward. Hold, release, repeat.
3. If you are lying down, lift your legs up straight out with your toes pointing upwards. Hold, release, repeat. If you are in sitting, just do one leg at a time.
4. Arch your back away from the chair or floor. Hold, release, repeat.
5. Tighten up your stomach muscles as though you are trying to pull up the zipper on tight jeans. Hold, release, repeat.
6. Take a big, deep breath, pushing out your chest muscles. Hold your breath for between five and ten seconds, release it slowly, repeat.
7. Raise your shoulders up, point your chin downwards toward your chest. Hold, release, repeat.
8. Wrinkle up your forehead, gently clench your jaw, squeeze your eyes shut tightly and press your lips together. Hold, release, repeat.
9. Clench your fists, bend your elbows, and tense your forearms and biceps (as if you are showing off your muscles). Hold, release, repeat.
10. Take a deep breath, close your eyes, and mentally scan your entire body. Notice if you are still feeling tightness in any of your muscles. If so, repeat the PMR exercise for that muscle group or for all the groups if you need it.

Self-Care

Avoidance: The Unhealthy Way to Cope with Stress

This is when we try to avoid whatever is stressing us by trying not to think about it. Avoidance can sometimes be a healthy way to cope, for example, waiting to get home from work or school before thinking about something that stresses us. When avoidance is unhealthy, it might involve turning to drugs and alcohol or simply not dealing with the stress and hoping it goes away.

- ◆ What are some changes you'd like to make to the ways you cope with stress?

- ◆ What strengths will help you to have a healthy coping style?

HOW SELF-CARE WILL HELP YOU

What do the world's greatest athletes have in common? To stay at the top of their game, they pay close attention to their physical, emotional, and mental health. As you begin the hard—and sometimes stressful—work of building a lifestyle where harmful behaviors are unnecessary (and undesirable), think of yourself as an athlete who needs to take good care of his physical, mental, and emotional health.

Recent years have shown us just how important self-care is. At the time of this writing, the world has seen an increase in stress, anxiety, and depression like never before. It's no surprise that harmful behaviors like sexual and intimate partner violence appear to have increased along the way. We all need to do better at self-care.

We'll start exploring how self-care will help you by listing some common forms of healthy self-care. Then we'll look at some things that may seem like self-care—because they feel good at that moment—but are more self-harming than self-caring.

Self-Care	Things I already do	Things I'd like to do
Getting enough physical exercise	<input type="checkbox"/>	<input type="checkbox"/>
Getting enough rest and getting enough sleep	<input type="checkbox"/>	<input type="checkbox"/>
Staying on top of any medical needs, keeping doctors' appointments	<input type="checkbox"/>	<input type="checkbox"/>
Eating healthy foods	<input type="checkbox"/>	<input type="checkbox"/>
Spending time in nature	<input type="checkbox"/>	<input type="checkbox"/>
Spending time with family	<input type="checkbox"/>	<input type="checkbox"/>
Spending time with others who are good for us	<input type="checkbox"/>	<input type="checkbox"/>
Religious/spiritual activities	<input type="checkbox"/>	<input type="checkbox"/>
Meditation, prayer, or mindfulness	<input type="checkbox"/>	<input type="checkbox"/>
Healthy hobbies, such as woodworking, painting, or sculpting	<input type="checkbox"/>	<input type="checkbox"/>
Focusing on a single healthy chore, like washing your car	<input type="checkbox"/>	<input type="checkbox"/>
Seeking others out for support	<input type="checkbox"/>	<input type="checkbox"/>

- ◆ Put an X in the checkbox for each item on the Self-Care list that you already do.

Self-Harm

(Too Often Overlooked in Assessment and Treatment)

- ◆ Are there other things that you do for self-care that are not on the list?

Now put an X in the checkbox for each item on the Self-Care list that you don't do now but would like to do.

Self-Harm	Things I do
Overeating or eating too much junk food	<input type="checkbox"/>
Overusing drugs and alcohol	<input type="checkbox"/>
Crash dieting	<input type="checkbox"/>
Overexercising	<input type="checkbox"/>
Sleeping too much	<input type="checkbox"/>
Repeatedly complaining about how bad your life is (that is, focusing on the negative emotions rather than finding solutions).	<input type="checkbox"/>
Using sex, pornography, or masturbation as a means to calm yourself down or cope with stress	<input type="checkbox"/>

- ◆ Put an X in the checkbox for each item on the Self-Harm list that you do.

- ◆ Are there other self-harming things that you do?

- ◆ Putting all of these pieces together, what are the top five ways that you can take good care of yourself and cope with the stresses of your daily life?

1. _____

2. _____

3. _____

4. _____

5. _____

There is a saying that getting started can be the hardest part of any big project. Congratulations on doing it!

There is another saying that the journey of 1,000 miles begins with the first step. Your first step is where the next chapter starts. In chapter 2 we will look at the journey to becoming the man you want to be. In it, you will look at both your strengths and the obstacles you face. You will also start discussing who it is you want to become.

Twin Goals

- Reducing risk
- +
- Meeting your goals/needs
- =
- Good Lives Model

- (These are interactive)

Chapter 2

THE JOURNEY

WHAT DOES BECOMING THE MAN I WANT TO BE LOOK LIKE?

There are many ways to become the man 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 ways that are good for you and good for others. To achieve those goals, you will learn to:

Build on your strengths

AND

overcome obstacles.

Obstacles Overview

(More Discussion of GLM Obstacles is in Chapter 13)

WILL OBSTACLES GET IN MY WAY?

Let's start this section with the story of Phil. He had obstacles in his path and there were no easy ways around them.



Phil's Story, Part 1

Phil left his parent's home at the age of 16. He lived with friends and eventually finished high school. He spent a lot of his teenage years getting high and committing small crimes. Now in his 20s, his friends had moved on with their lives, but Phil still didn't know what he was going to do with his life. He joined the armed services, but was discharged after he was caught stealing money while working on the base. His friends all felt bad for Phil. It was like he'd never really grown up or figured out how to get by in the world. His record wasn't good, and he lost a lot of opportunities along the way.

When he was 27, Phil met a woman named Lisa and settled down. She had two children from a previous relationship, who were four and six years old. Phil was working as a day laborer, doing mostly landscaping in the summer and snow removal and other odd jobs in the winter. Times could be tough and money was tight, but for a couple of years he got by.

One day, Phil got caught stealing money from his boss. This cost him his job and the reputation he had built up. He said he had stolen the money so that he could feed his new family, but his boss didn't believe him. When he got home later that day and told Lisa what happened, she didn't believe his excuse either. Phil tried to make things right with Lisa, but she was furious with him. He got angrier and angrier and eventually started screaming and throwing things around the house. He went on like this so loudly and for so long that one of the neighbors called emergency services and Phil was arrested. The police arrived just as he had picked up a handgun from a drawer in his bedroom and had started to wave it around.

Lisa and her kids went to live with her mother. Lisa stayed for a few days and eventually came back to their apartment. She spent time going back and forth between her kids and Phil. Phil was referred to counseling in order to receive a

HOW WILL I DEAL WITH THOSE OBSTACLES?

Other People May Be Obstacles

Let's face it, entering counseling is not always easy. Sometimes 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.

14 Chapter 1

- ◆ Do you think anyone in your friends or 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?

- ◆ How are they different?

Central Questions

- Exploring what's meaningful and relevant
- Finding client (and agreed-upon family) goals that are personally meaningful and relevant.
- You can tie these to the overarching good life goals later.
- These can also be excellent places to use Motivational Interviewing skills (e.g., exploring ambivalence, reflective statements, summaries, affirmations, etc.)

The Journey 17

**WHAT KIND OF PERSON 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?
 My parents My own family Friends or roommates No one

What was your favorite thing to do? _____

Did you have a job? Yes No

If yes, what kind of job was it? _____

What kind of job did you want to have? _____

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

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?

18 Chapter 1

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. _____

Now draw a circle around the one or two words that best describe the person 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 the person you can be when you put your mind to it.

Strengths

- All strengths are welcome!
- Identifying them is an important first step
- Identifying how they can help in the future is critically important.
- Remember that kids with trauma/adversity histories rarely consider these.
- Can examine Bill and Liam Marshall's work in this area

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 is even better. Strengths can be big ("I'm an excellent auto mechanic"). Or they can be small ("I can play five tunes on the guitar"). We all have strengths. For example, I am very good at making friends. The opposite of strength is weakness. We all have weaknesses. My biggest weakness is always being the first to step up when my community asks for volunteers when I should be taking care of my own obligations.

2.2 Chapter 2

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:

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:

Strengths, Courage, Values, and Hope 23

Diego used his strength of persistence to find a rewarding career. He also used this strength to solve other problems in his 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 making friends, helping others can actually be helpful to you; many people have found that the more you help others the better you feel about your own life.

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

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:

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 dentist gives you a Novocain injection.

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

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?

Bravery and Courage

- Courage more of a trait while bravery more of a state?
- Bravery = in the moment
- Courage = bravery over time (?)
- The guiding value is to unpack "grit," the capacity to put in sustained efforts towards goals.
- Most clients have deeper histories of bravery and courage than they realize.

Values

2. _____

3. _____

WHAT ARE MY VALUES?

Long had courage. He also had values. He valued having close friends but he also valued staying out of trouble with the law. What are your values?

Below we have a list of values that are 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, Long valued obeying the law more than he valued having Chi and Duc as his 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
- 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	?
Feeling 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	?
Feeling 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	?

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 below. You do not have to list them in any particular order. In the right column, list five values that you marked 3 "not important."

Values

- It's easier to live by values than by rules, even though both are important.
- Younger adults often more highly attuned to values than rules.
- Values assist in developing approach goals.

Disclosure/Narrative

- Intended to stand alone or dovetail with other disclosures of past problematic behavior.
- Easily supplemented with other approaches (e.g., can be a running start to sexual history questionnaires)

Chapter 4

THE STORY OF MY BEHAVIOR

The central theme of this workbook is to help you move beyond harmful behaviors and develop a lifestyle that is satisfying—a lifestyle in which harmful behaviors are always undesirable and unnecessary. In order to get there, some understanding of your past experiences and behaviors can be necessary. In some cases, talking about your past behaviors is a requirement in treatment. This chapter seeks to make this work easier, and safer, to accomplish.

Before you begin working in this chapter, note that the material is very sensitive, and you may want to talk with your counselor or others before you complete the exercises. Depending on your circumstances, you may want to seek guidance on what kinds of statements could land you in legal trouble. Most states and countries have legal protections for when you talk about your behaviors in treatment, but everyone's circumstances are different.

YOUR HARMFUL BEHAVIORS

Let's begin by considering the problematic behaviors that brought you into treatment.

- ◆ Briefly describe what caused others to become concerned about the harmful things you had done. What were their concerns?

Disclosure/Narrative

If you were convicted of a specific crime, what was it?

- ◆ What was the bigger picture that others may have missed? That is to say, what's the story behind what happened?

- ◆ Have you done other harmful things besides the one that got you convicted?
 No Yes

If yes, what were they?

WHAT MOTIVATED YOUR HARMFUL BEHAVIORS?

Next, let's look at the motivations behind your behaviors. Motivations for any behavior can be very simple ("I wanted to do it") and they can also be very complex. There is an old story about Willy Sutton, a notorious bank robber in the 1930s. After he was caught by the FBI, a reporter asked him why he robbed banks. He answered: "Because that's where the money is."

Sometimes people do harmful or illegal things because they believe it will feel good or because it provides an immediate solution to a problem. However, when we look more closely, we often find that motivations for doing harmful things are more complex. For example, it may be that Sutton needed money and had friends who were willing to help him break the law. He may have had attitudes and beliefs that made it seem okay to meet his financial needs through crime.

Reflect back on a single harmful behavior from your past, then answer the following questions about that occurrence.

1. First, briefly describe that harmful behavior from your perspective.

2. What do you think motivated that behavior?

3. What might have prevented that behavior?

4. What skills or strengths would have prevented you from doing that behavior?

As you think on these things, try writing a one-page account of your history of harmful behaviors. What is the full story of your harmful behaviors? What things motivated you to do those behaviors and what things might have prevented you from doing them.

Get Feedback!

Peer #1's feedback:

What do you think about my account?

What do you think I missed?

Peer #2's feedback:

What do you think about my account?

What do you think I missed?

Considering the Feedback

How does the feedback from your counselor and peers shape how YOU think about your account?

Remember, the idea here is never to make you feel bad about who you are. If you feel bad about your behaviors, it's best to think of this guilty feeling as a motivator to do better. Your counselor can help you with this. Ultimately, a colleague named Michael O'Connell, explains it nicely. Going back over one's behavior is a bit like investigating the scene of a jetliner crash. The goal is to learn what we can all do to fly our planes more safely.

Risk Factors

- Not a formal risk assessment
- Explores many risk outcomes (self as well as others)
- Aimed at understanding one's self more fully
- Narrative understanding of risk
- Risks viewed as obstacles to a good life

Chapter 5

RISK FACTORS

In this chapter we will examine “risk factors” from a variety of angles. A risk factor is anything that increases the chance of health problems for you or harmful behavioral outcomes for you or others. Risk factors are a kind of vulnerability that exists in spite of all your strengths. You might have heard the term “Achilles heel,” which refers to the ancient Greek myth of the warrior (named Achilles) who was completely invulnerable except in his heel. This weakness in his heel ended in his defeat.

The best way to think about our risk factors or vulnerabilities is that they are obstacles. Having them in our lives makes us more likely than other people — but not destined — to experience certain outcomes.

RISKS OF HEALTH PROBLEMS

David Prescott's physician once told him that he is at risk for heart disease because he is a man, he is over 50 years old, eats a lot of junk food, and his work requires that he sit at a desk for long hours. When doctors evaluate a patient's vulnerability for certain medical conditions, they look at risk factors. “David,” his doctor said, “you can't do anything about your first two risk factors—being male and being over 50—but if you put your mind to it, you could do a great deal about the second two.”

We are all at risk in some way. For example, long haul truck drivers are at greater risk for fatal crashes than other truck drivers. Their risk factors are fatigue and distractions, such as texting and eating while driving. While we can't make every risk go away, we can live our lives in ways that minimize our risk factors. To reduce the risk of a heart attack, David makes it a habit to eat healthy foods and run two miles every morning.

Risks

The following is a list of health risk factors that are common among American adults. Read the list and put an X in the box after each risk factor that applies to you.

- Being seriously overweight
- Smoking
- Abusing alcohol or drugs
- Getting very little exercise
- Rarely getting enough sleep
- Eating too much food that is high in sugar, salt, and fat
- Not eating enough vegetables
- Not seeking medical care, even if you're sick
- Not seeking dental care, even if you have a toothache
- Generally having poor hygiene

◆ Looking back at the health risk factors you marked with an X, why did you select them?

We will further consider your health risks in chapter 8 The Good Life Goal of Living.

PERSONAL RISKS OF HARMFUL BEHAVIOR

Harming others can put people at risk of certain outcomes for themselves, such as being shunned by family, friends, and the community, losing their job, being arrested and, possibly, being convicted and incarcerated.

◆ What are some ways that your harmful behaviors have caused harm to you?

As you consider the price that you've paid for these behaviors, what are some risk factors that you can identify? These can be thoughts, feelings, situations, and behaviors that you can notice happening before you do something that you'll regret.

RISK OF HARMING OTHERS

So far, we've looked at the personal risks faced by a person who has harmed others. But from the perspective of the community, the primary risk is that someone who has harmed others before will do it again. You may have gone through a risk assessment process with a professional and you and your counselor may be considering their recommendations.

Just as people of different sexes can be vulnerable to different medical conditions, you have your own vulnerabilities that place you at risk for harmful behaviors. What are they?

Risks

The following is a list of risk factors that are common among men involved in the criminal justice system. Read the list, then go back and put one X in the box after each risk factor that applies to you a little and two Xs (XX) if it applies to you a lot.

- Repeating harmful behaviors even after you've gotten in trouble for them
- Having challenges with delaying gratification (for example, being impulsive)
- Being unable to cope or regulate your emotions when stressed
- Having attitudes and beliefs that make harmful behavior appear okay
- Distrusting all women (this is a risk factor for intimate partner violence and sexual assault)
- Having few skills for starting and maintaining relationships and friendships
- Feeling as though people are out to get you or no one cares about you
- Having friends with harmful behaviors similar to yours
- Having problems at school or at work
- Having abuse-related sexual interests (for example, being sexually interested in children)
- Having friends and/or family who support or tolerate harmful behaviors

◆ Looking back at the risk factors you marked with one X, meaning that they apply to you a little, why did you select those in particular?

◆ Looking back at the risk factors you marked with two Xs (XX), meaning that they apply to you a lot, why did you select those in particular?

◆ Which of the risk factors you selected may have been the primary "drivers" of your harmful behaviors? That is, if you had taken these risk factors out of the mix, your harmful behaviors wouldn't have happened.

Adversity

- Included so as to develop a deeper understanding of one's life
- Can be a way to identify strengths
- Adversity is not exculpatory
- Trauma symptoms frequently become risk-relevant
- “Adversity” used in part because “trauma” can be controversial

Chapter 6

ADVERSITY IN MY LIFE: ABUSE AND OTHER TRAUMATIC EXPERIENCES

Having examined your history of harmful behavior, it is time to consider any adversity you may have experienced in your younger years, including abuse and other forms of trauma. By “abuse” we are referring to physical, sexual, or emotional maltreatment, or neglect. The word “trauma” covers a lot of ground. In medicine, the word refers to severe physical injuries, such as those that occur in war, car crashes, or extreme sports. In this workbook, we use the word in the psychological sense, to mean mental injury resulting from severe emotional stress.

A broken leg is a broken leg, no matter whose leg it is. But when it comes to emotional stress, what is very traumatic to one person may not be to someone else. For example, some children may simply laugh when a bully makes fun of them, while other kids may be unable to shake off the emotional pain of the teasing and peer rejection. Of course, when we look back on our childhood, we may have been more affected by something that happened to us than we realized at the time. The man who laughed off bullying when he was a child may come to realize as an adult that laughing was just his way of hiding his pain. Figuring out how events have shaped our lives can take years. There is a lot that a workbook alone cannot help with, but it can be a good place to start.

In this chapter you will be asked to think about any abuse or trauma you experienced when you were young. Adverse experiences are never an excuse to harm others but understanding them can help us to understand our behavior and how we became the person we are. Understanding the effects of adversity on our lives also helps us in our efforts to make positive changes and to form relationships with the people who can help us change.

Key Theme

Was the traumatic, adverse, (or whatever we call it) event beyond the client's capacity to cope with and manage?

Relationships, Thought Processes, Self-Regulation...

ADDRESSING YOUR ADVERSE EXPERIENCES

There is one simple rule about addressing your adverse experiences in treatment: only you have the right to decide when, where, and how you want to do it. Others may push you to talk about this part of your life; some studies have found that talking about it before you're completely ready can actually make things worse. If and when you choose to complete the following exercises, please only share what you can handle talking about with your counselor or your group.

- ◆ Describe up to three adverse events that happened to you that have shaped who you are today. Only write down those you are willing to share. You may also have others in mind that you are not yet ready to discuss.

Event #1

Event #2

Event #3

- ◆ How have these adverse events shaped your behaviors?

Next you will be asked to think about how those adverse events have affected you. There are three aspects of our lives that can be affected by adversity: our relationships, our thought patterns, and our coping style.

Our relationships For example, adversity may cause us to crave relationships or avoid them. We may distrust people and not know how to start or maintain relationships, or we may believe that we can only form relationships with children.

Our thought patterns For example, adversity may cause us to see the world as a dangerous place. We may believe that others are out to take advantage of us, or that we have to fight to get even, or that authorities can never be trusted. Our adversity-affected thought patterns can also include being quick to respond with anger or having the attitudes and beliefs that make it seem okay to act harmfully even though we know it's wrong.

Our coping style For example, our adverse experiences might cause us to become impulsive and always ready to fight. We might cope with stressful problems in harmful ways like engaging in sexual behaviors or lashing out at others who we believed have caused the problem instead of actively seeking solutions that will be good for everyone involved.

- ◆ What are some specific ways that the events you described earlier have affected these three aspects of your life?

Your relationships

And Then Strengths!

Your thought patterns

Your coping style

Finally, it's important to know that the ways in which those aspects of your life are impacted can interact with each other. For example, you may be impulsive, quick to anger, and have trouble forming relationships. If you also have problems coping with stress and believe the world is out to get you, each of these can combine to make it seem all the more difficult to find a close friend, romantic partner, or be successful in work or school.

FINDING YOUR HIDDEN STRENGTHS

Now, let's explore this a little further and find some of the strengths in all of this that you may not know you have. Remember when you made a list of your strengths in chapter 2? As you complete the following exercises, you may discover some strengths that you didn't think to put in that list.

Take for example, Phil, who you read about in chapter 1. Phil was in counseling because his anger had gotten him into trouble. He asked his wife Lisa to come to a counseling session to help him improve his communication skills, but she refused. It was then that he discovered a strength he never realized he had—persistence. Rather than getting angry, he patiently persisted and eventually persuaded Lisa to come to counseling.

Now, as you answer additional questions about how your relationships, thought patterns, and self-regulation style have been affected by the adverse experiences you had growing up, think about the strengths you knew you had and add any strengths you now realize you have.

Note: Some of the questions in this chapter, such as the next one, start with a zero-to-ten rating scale. The numbers on the scale are not intended to be exact—this is not a test. These questions and the numbers are simply a way to start thinking about the issues and working together with your counselor. They are a tool for conversations.

Challenges to Your Relationships. How much have your relationships with others been affected by the adverse experiences you had growing up? Draw a circle around the number that fits you the best:

0 1 2 3 4 5 6 7 8 9 10
Not at all Somewhat Very much

Why did you choose that number?

Explain why you didn't pick a higher number. For example, if you circled "7," why didn't you choose 9? Another way to think about this is to ask yourself, "Why isn't this challenge in my life more difficult than it is?"

Whatever you've written down probably relates to your strengths. Write down here which of the strengths that you listed in chapter 2 made this challenge less difficult for you.

The GLM

Understanding counseling >

Observing/disclosing one's
past and present >

Understanding one's risks >

Understanding one's history of
adversity >

Understanding one's strengths
>

Good Lives Model

Chapter 7

THE GOOD LIVES MODEL

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

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. This model holds that all people have certain goals in common. Each of these goals, which we call *good life goals*, are discussed in chapters 8 to 15.

By examining the role of each of these goals in your own life, you can start down the road to a better life. And you can do so in the ways that are best for you.

Even when people are committing a crime, there is still some kind of good life goal they are trying to achieve (see chapter 16).

Let's begin by looking more closely at different kinds of goals.

About Goals

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 Donald's Story.

Into the Goals

- Introduction of goals
- 10 Primary goods compressed into eight goals
- This was only done with considerable consultation; attempts to simplify the primary goods easily becomes reductionist.

Into the Goals

- Central to all goals:
- How have you met this goal in the past
- How are you meeting this goal now?
- How can you meet this goal in the future?

Into the Goals

- Additional questions include how they and others will know things are/aren't working, how they can acknowledge and celebrate progress, etc.
- Don't forget how trauma and adversity have played a role in achieving this goal in the past!
 - Clients are sometimes very wary about these kinds of goals!
- An excellent place to use Motivational Interviewing, especially to explore and resolve ambivalence towards achieving this goal in the past, present, and future.
- Also is an excellent opportunity to explore strengths that clients can use.

Keeping the Basic Format For Each Goal but with Variations

Chapter 8

THE GOOD LIFE GOAL OF LIVING

The good life goal of living is about survival. It is about being physically and mentally healthy by practicing self-care and avoiding self-harm. But it is also about being secure, self-sufficient, and safe. Being secure is about having a decent place to live and a source of income. Being self-sufficient involves such things as having a job, a means of transportation, and a bank account. Being safe involves taking sensible safety measures, such as driving carefully and practicing safe sex.

Positive Ways of Achieving This Goal

Here are some positive ways that people might achieve the goal of living:

- Maintaining regular exercise and personal hygiene routines
- Learning how to shop for healthy foods and cook healthy meals
- Getting and keeping a job
- Getting a drivers license and a reliable car
- Opening a checking account at a bank
- Learning how to budget their money
- Always wearing a seatbelt in the car
- Always using a condom when having sex

Harmful Ways of Trying to Achieve This Goal

Here are some harmful ways people might try to achieve this goal:

- Caring more about looking healthy than actually being healthy

Explicit Use of Motivational Interviewing/Scaling Questions

- Trying to undo the effects of years of unhealthy behavior with remedies that claim to be quick and easy
- Playing the lottery with money they should be saving
- Borrowing money they know they can't repay
- Applying for high-paying jobs even though they aren't qualified
- Getting drunk or high to enhance sexual pleasure

Take Omar for example.

Omar's Story: Good Goal, Wrong Approach



On his fortieth birthday, Omar decided it was time to move out of his mother's house and get his own place. A friend told him about a nice apartment with a great view that was available for a pretty low rent. But when Omar went to look at the apartment, he found out why the rent was so low. It was on the third floor of a building with no elevator. Omar could barely make it up the three flights of stairs. At the top of the stairs, bent over and gasping for air, Omar had to face the truth—he was overweight and out of shape.

Omar had always been overweight. It seemed he couldn't lose weight no matter how hard he tried. As a young man, he also started smoking cigarettes. Every time he thought he should quit smoking, he got afraid that it would make him gain more weight. He often felt stuck between two bad choices.

Omar experimented with different ways to lose weight.

He tried diet pills and even bought illegal prescription amphetamines in order to lose weight. These worked for a little while, but at the age of 42, Omar had a heart attack. Omar's first thought was to cut the dose of amphetamines by half. But his doctor told him taking amphetamines was the wrong approach. Yes, he needed to lose 50 pounds, but the only safe way to do it was to eat right and exercise regularly. There were no short cuts.

HOW IMPORTANT IS THE GOAL OF LIVING TO YOU?

As we begin to explore the good life goal of living, let's start with your rating of how important this goal is to you. Keep in mind that the numbers on the scale are not intended to be exact. They are simply a way for you and your counselor to start thinking about the goal of living.

On a scale of zero to ten, how important is it to you to achieve the good life goal of living?

Circle one number.

0	1	2	3	4	5	6	7	8	9	10
Not at all				Somewhat important				Very important		

How did you arrive at that number? What is it that makes this goal more or less important than other goals?

On the same scale of zero to ten, how confident are you that you can make positive changes towards achieving this goal?

Circle one number.






0	1	2	3	4	5	6	7	8	9	10
Not at all				Somewhat confident				Very confident		


Next, write why you didn't pick a lower number? For example, if you circled a "5," why didn't you choose a "3"?


Whatever you've written down probably relates to your internal abilities or your wishes to be more successful at this goal. Knowing about motivation can help you put your Good Life Plan into place.


HOW WAS I TRYING TO ACHIEVE THIS GOAL WHEN I WAS YOUNGER?


When you were younger, what were three ways you tried to achieve the goal of living? 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 trying to achieve this goal was also harmful to yourself?

Yes No

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

What adverse experiences might have made the goal of living harder for you to achieve when you were younger?

HOW AM I TRYING TO ACHIEVE THIS GOAL NOW?

In what positive ways are you working to achieve the good life goal of living?

Positive Way #1: _____

How is this way working for you?

How does this way of trying to achieve the goal of living fit with your values?

Positive Way #2: _____

How is this way working for you?

How does this way of trying to achieve the goal of living fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of trying to achieve the goal of living fit with your values?

“If you are currently under supervision or in a supervised setting”

Note inclusion of risk factors. Other sections also focus on adversity, strengths, courage, bravery, etc.

If you are currently living under supervision or in a supervised setting, how is achieving the goal of happiness different for you?

Looking back to the risk factors you listed in chapter 5, which of them are making progress in this area more challenging for you?

How can you best manage those risk factors?

What skills do you need to manage these risk factors?

Looking back now to the self-care strategies you learned about in chapter 1, which of them can help you achieve the goal of living?

How can you add this activity to your routine?

What can others do to help you achieve this goal?

HOW WILL I ACHIEVE THIS GOAL IN THE FUTURE?

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

1.

2.

3.

What are some ways that your past adversity might make achieving the goal of living harder in the future?

What can you do that will help you move past the effects of this adversity?

Which of your strengths that you listed in chapter 3 can you use in the future to help you achieve this goal?

1. _____
2. _____
3. _____

What are some small acts of courage that may help you achieve the goal of living?

What are some reasons why you are hopeful that you can achieve the goal of living?

How can you keep yourself hopeful even when things aren't going as well as you would like?

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

Chapter 9

THE GOOD LIFE GOAL OF HAPPINESS

The good life goal of happiness is about having things in your life that give you feelings of enjoyment, pleasure, and excitement. It is about feeling good in the here and now. This is different from the overarching goal of having a happy life. A life of happiness, satisfaction, and contentment is what we achieve when all eight good life goals have been achieved.

This good life goal is also about finding ways to be happy that are not harmful to yourself or others.

Positive Ways of Achieving This Goal

Here are some positive ways that people might achieve the goal of happiness:

- Enjoying themselves with friends, for example, going to a party or a concert
- Having a good sexual experience
- Eating a delicious meal
- Listening to music
- Watching a sporting event on TV
- Watching their children perform in a school play

Harmful Ways of Trying to Achieve This Goal

Some harmful ways people might try to achieve the goal of happiness include:

- Taking drugs or drinking too much
- Forcing someone to have sex against their will

GLM Goals Implicated in Harmful Behaviors (Chapter 16)

Chapter 16

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 and why you did them. You should work closely with your counselor on the exercises in this chapter.

Same Goal—Different Behaviors

First, remember that all people have the same goals in life. But different people may do different things to achieve those goals. Take for example the good life goal of community. One person might decide to achieve it by enlisting in the military, whereas another person might try to achieve it by working in a soup kitchen. Both people are attempting to achieve the same goal, but they are doing it in two positive but very different ways.

The same goes for harmful behavior. Different people might do different harmful things to achieve the same goal. Take for example, two people who are trying to achieve the good life goal of connection. One of them does it by coercing a neighbor's teenage daughter into having sex with him, whereas the other person does it by helping a fellow worker steal money from their employer. Both are trying to achieve the same goal, but they are doing it in different harmful ways.

Same Behavior—Different Goals

You know that most people do positive things to achieve their goals. But people who do positive things do not always do them to achieve the same goal. Take for example the positive behavior of playing sports. One man might play sports to

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 five of the harmful things you did in the past. Then you will consider what good life goals you were trying to achieve when you did those harmful things. (Depending on your circumstances,

you can speak with your counselor about using specific incidents or adding more behaviors.)

Harmful Thing #1

◆ What was the behavior?

◆ How old were you when this happened? _____

◆ What were the Good Life Goals you were trying to achieve?

◆ How did this behavior seem to make sense at the time?

◆ How can you achieve these goals more effectively in similar situations in the future?

◆ What skills can you work on so that you will be prepared the next time you're in a similar situation?

Harmful Thing #2

◆ What was the behavior?

◆ How old were you when this happened? _____

◆ What were the Good Life Goals you were trying to achieve?

◆ How did this behavior seem to make sense at the time?

◆ How can you achieve these goals more effectively in similar situations in the future?

◆ What skills can you work on so that you will be prepared the next time you're in a similar situation?

Note on Chapter 16

- The discussion of what goals were implicated in harmful behavior can segue into a discussion about those behaviors.
- For those who emphasize disclosure in treatment, this can be a good place to include that work, even though the workbook does not make a specific place for it.
- It can also be a useful place to discuss how seeking out GLM goals in harmful ways contributes to risk
- Finally, it can be a good place in treatment to explore the client's risk factors and their linkage to GLM goals.

Up to this Point

Up to this point, the workbook has covered:

- The underpinnings of the GLM (strengths, hope, courage, bravery, case examples for discussion, etc.)
- The GLM goals and their roles in the client's life
- The GLM goals implicated in harmful behaviors
- Next comes the GLM obstacles. It builds on the earlier overview of obstacles in general at the start of the workbook

Chapter 17

- Obstacles to Achieving My Good Life Goals

Obstacles Can Interact

- Lack of opportunities and skills can combine >
- Client pursues some goals at the expense of others (goals too few in number) >
- Conflict between goals >
- Using inappropriate/harmful means
(Ways to achieve goals aren't working)

Remember that obstacles often reflect prior processes of trauma and adversity!

Putting the Pieces Together

(Please note the Process in the Bullet Points)

- Chapter 18
- Expanded from the 1st Edition

Chapter 18

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 achieve this goal

Because we know that you will be putting a little more time and effort into achieving the goals that are the most important to you, we have printed the goals on perforated pages so that you can tear them out and sort them in order of importance.

Rating the Goals in Order of Their Importance to You

Before you begin working on the eight goals, indicate below which ones are the most important to you and which ones are the least important. You can begin by looking at that goal's chapter to see how you rated the goal back then. But now that you have gone through all the goals, you may feel differently about some, or all, of them. And that's fine. Just rate each goal as you feel about it now.

To sort the eight goals in order of their importance to you, give each goal a number from 1 to 8, with 1 being your most important goal and 8 being your least important goal.

For example, this is how Barry (whose story is in chapter 9) and Tyrese (whose story is in chapter 13) rated the good life goals in order of importance to them:

Barry's goals in order of importance to him:		Tyrese's goals in order of importance to him:	
Living	5	Living	7
Happiness	1	Happiness	4
Inner Peace	8	Inner Peace	3
Independence	4	Independence	6
Excellence	2	Excellence	8
Connection	6	Connection	1
Community	7	Community	2
Purpose	3	Purpose	5

My goals in order of importance to me:

Living	
Happiness	
Inner peace	
Independence	
Excellence	
Connection	
Community	
Purpose	

Top Goals and Connected Goals

To which goals have you given a rating of 1, 2, or 3?

- # 1. _____
- # 2. _____
- # 3. _____

These are your *top goals*. This means that you will probably be devoting a little more of your time and attention to achieving these goals.

But keep in mind two important facts:

1. **All eight goals are connected.** In order to achieve your overarching goal of having a good life, you must give at least some of your attention to all the goals — even the ones that seem to be the least important to you.
2. **Some goals are more directly connected to one another than other goals.** Here is the example of directly connected goals we gave you in chapter 17 Obstacles.

You can't achieve the goal of Independence without also achieving the goal of Living—which is about being self-sufficient and having a decent place to live and a source of income. And you can't achieve Independence or Living without the encouragement and support of friends and family (the goal of Connection). And you're not going to achieve any of those three goals without also achieving the goal of Inner Peace—which gives you the calm and peace of mind you will need to deal with the problems you will encounter in trying to achieve those goals.

Whatever you do, don't forget those goals that you may not be working on immediately. For example, if you do not give the goal of Purpose any attention, you may find that the other goals start to lack meaning, or that your life is becoming unbalanced.

Living at a Glance

THE GOOD LIFE GOAL OF LIVING



THIS GOAL'S RATING

Back on page 71, you rated how important achieving each goal is to you, where 1 = most important and 8 = least important. Write that rating in the circle at the top of this page.

Is Living a Top Goal for You?

If Living is one of your top goals (rated 1, 2, or 3), put a check next to the names of the goals that are directly connected to it. (Check at least three.)

- Happiness Independence Community Purpose
 Inner Peace Excellence Connection

As you pursue the goal of Living, think of the goals you checked off as the directly connected goals — goals that you need to work on at the same time as you work on the goal of Living.

Working on Achieving the Goal of Living

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

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

Continue on the back >>>

LIVING

Noticing Obstacles Along the Way

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

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

Here are some things they can do:

Being Hopeful that I Will Achieve the Goal of Living

Finally, here are some of the reasons why I am confident and hopeful that I will achieve this goal:

1.

2.

3.

4.

5.

Treatment is something we do for
and **with** clients, not **to** and on
them

(Miller & Rollnick, 2013)



Ultimately

- Effectively using the GLM involves effective therapeutic practice
- The therapist who delivers it is the most important variable
 - It's not just "what works," it's "who works"
- Instead of "nothing works" we can ask, "Has nothing been implemented?" (hat tip to Faye Taxman)

A black and white photograph of a starry night sky, filled with numerous bright and dim stars of varying sizes. The text "To Be Continued..." is centered in the upper half of the image.

To Be Continued...

... by you!