

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

David Prescott & Dawn Pflugradt

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# Welcome!



We're glad you're here  
We know you're busy

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## Gratitude

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



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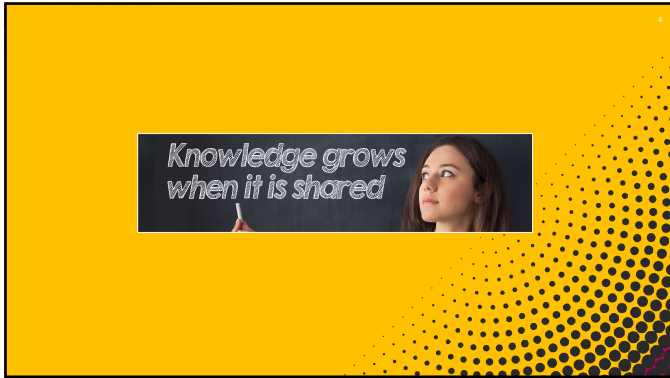
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Knowledge grows when it is shared



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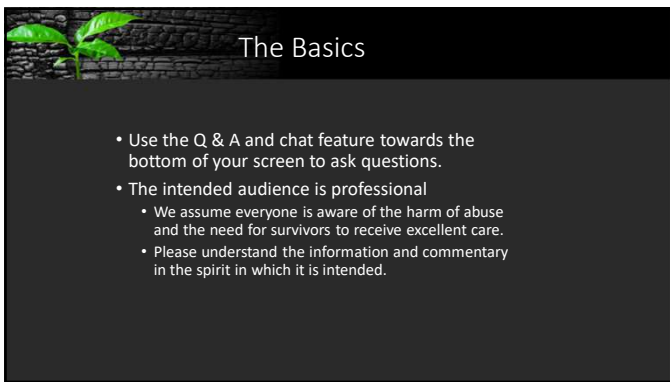
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### The Basics

- 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.

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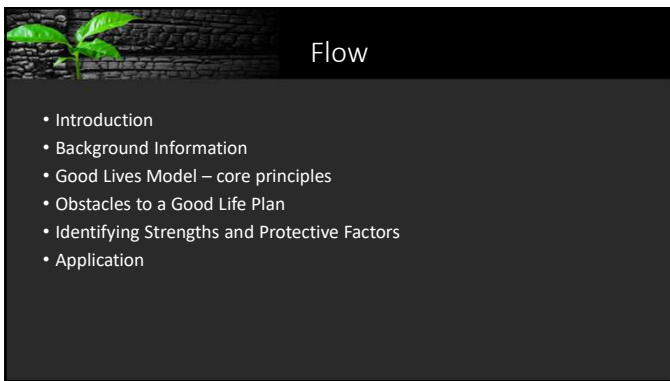
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### Flow

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

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## 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. ☺

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## Gratitude



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## Historical Context

(How Our History Shapes the  
Workbooks' Usage)

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Overview

- Historically punitive approaches



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

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Ultimately

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

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## 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?

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## 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)

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## The Ongoing Cost of Our History

Among other things, poor clinical skills  
and unnecessary judgments

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## 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”

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## 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

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## Operationalizing the Good Lives Model

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### 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.*

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### The Good Lives Model (GLM)

“...[our clients] want better lives, not simply the promise of less harmful ones”  
(Ward, Mann, & Gannon, 2007)

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“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)

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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

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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

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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

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## 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”?

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## 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)

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## 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

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### GLM vs. Bonta & Andrews Big 8 (Possible Comparison)

GLM	Big 8
<ul style="list-style-type: none"> <li>• Happiness/Pleasure</li> <li>• Creativity</li> <li>• Knowledge</li> <li>• Being good at work and play</li> <li>• Personal choice/independence</li> <li>• Relationships and friendships</li> <li>• Meaning and purpose in life</li> <li>• Peace of mind</li> <li>• Community</li> <li>• Living and surviving</li> </ul>	<ul style="list-style-type: none"> <li>• Substance abuse and other pleasure seeking</li> <li>• Poor performance in school or work</li> <li>• Impulsivity/self-regulation deficits</li> <li>• Antisocial peer group/social isolation/family problems</li> <li>• Antisocial history</li> <li>• Aggression/irritability</li> <li>• Attitudes and beliefs supportive of sexual violence</li> <li>• Alcohol/drugs, reckless, dangerous behavior</li> </ul>

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### Good Life Plan



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### 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)

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## 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?

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## Protective Factors

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## 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)

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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

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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

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Vries Robbe et al. (2015)

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

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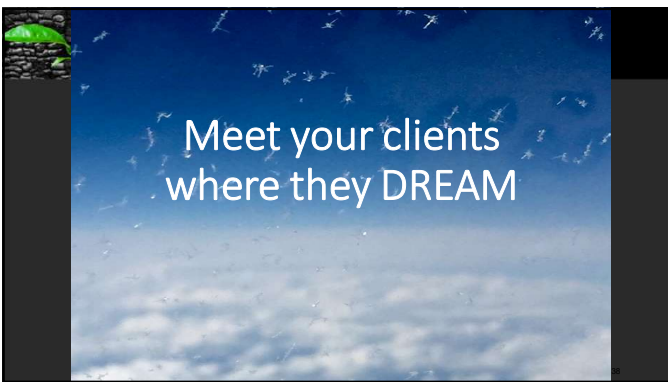
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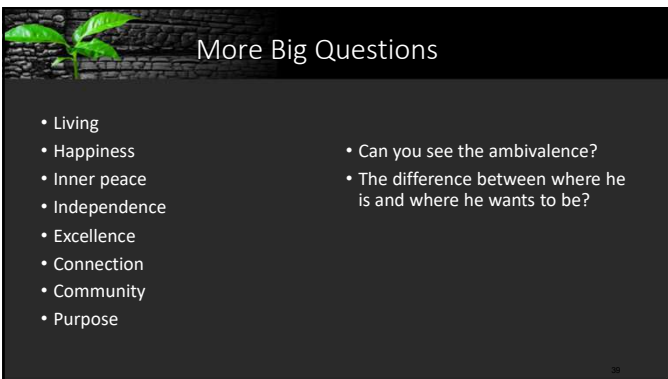
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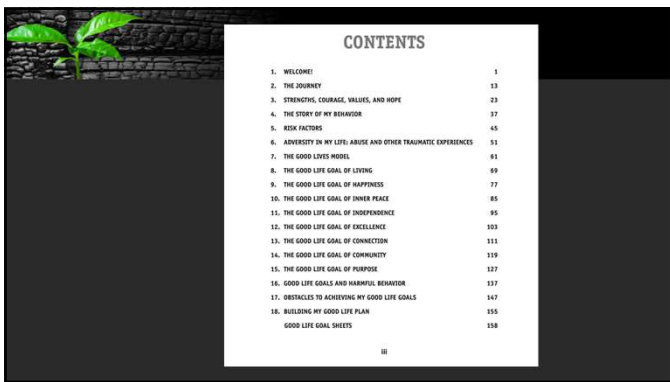
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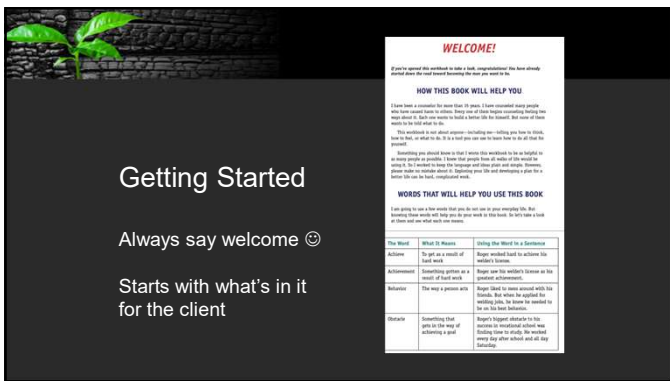
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# Caution

- 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.

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Chapter 1
Review 3

## 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 diet you attend and then get a certificate of completion. Not so. Counseling is a process. It is about understanding and changing the way you think, feel, and act. The way you think, feel, and act will have the way 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. The way it goes is that you are afraid, so it is hard to take what is good. 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 love what it does to my problems and how I get along." If that is your attitude, you will probably have an easier time getting what you want out of life.

Along the way, you will acquire basic academic experience (like, also and support) in your childhood may have affected your behavior and the way you make decisions in your adulthood. We will also explore your experiences in college.

### COUNSELING = REASONS FOR HOPE

- After completing counseling, most people who believed values in the past have gained the skills they need to succeed in their current situations.
- People who complete counseling do much better than those who do not.
- They get the best results with the fewest and least expensive sessions.
- The longer you go without having sessions, the less likely it is that you will be again.
- In all, there are lots of reasons to hope!

### What Counseling Is Not

Remember 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 to pursue. The more tools in your box will be skills that you have in counseling, here is one:

#### YOUR SKILLS TOOLBOX

- Keeping yourself calm (for example, by using the progressive relaxation techniques you will learn about later in this chapter)
- Making entries based on your values and not just your emotions
- Making the best use of your remaining strengths and developing new ones
- Knowing how to develop relationships with some 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 man you have counseled a certain amount. In counseling you will learn that you are much more than your biggest mistakes. In fact, you will discover that you are an unique life person you were when you made those mistakes.

### What Will Other People Think of Me?

As 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 think you are. (By other people, we mean your family, friends, or members of your church.) There is a great chance a man whose will matter time to be in counseling.

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# 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

The Exercise 1

### Tynes's Story, Part 1

Tynes worked in a store that sold electronics. He liked to work there. He was paid well for his job and had a good boss. He was also a member of the church. He had a good friend who was also a member of the church. He had a good relationship with his boss. He was a good worker. He was a good person. He was a good man.

Tynes was happy. He was healthy and had a good life. He was a good man. He was a good person. He was a good worker. He was a good friend. He was a good man. He was a good person. He was a good worker. He was a good friend. He was a good man.

So the Tynes man was happy. He was healthy and had a good life. He was a good man. He was a good person. He was a good worker. He was a good friend. He was a good man. He was a good person. He was a good worker. He was a good friend. He was a good man.

So let's look at what other people think you are. (By other people, we mean your family, friends, or members of your church.) There is a great chance a man whose will matter time to be in counseling.

What Tynes did to his store isn't so big deal.

Tynes's view	Wanda's view
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

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## 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 see your life in ways that are good for you and good for others. To achieve these goals, you will have to:

Build on your strengths  
**AND**  
overcome obstacles.

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## Obstacles Overview

*(More Discussion of GLM Obstacles is in Chapter 13)*

**WILL OBSTACLES GET IN MY WAY?**

**Phil's Story Part 1**

**HOW WILL I DEAL WITH THOSE OBSTACLES?**

**Other People May Be Obstacles**

**You May Be Your Own Obstacle**

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## 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.)

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

**Other People May Be Obstacles**

**You May Be Your Own Obstacle**

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# 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**

**WHAT ARE MY STRENGTHS?**

How do you define your strengths? Do you think of them as talents, skills, or character traits? Do you think of them as things you are good at, or things you value? Do you think of them as things you are proud of, or things you are grateful for? Do you think of them as things you are confident in, or things you are resilient to?

**WHY ARE MY STRENGTHS IMPORTANT?**

How do your strengths help you? Do you think of them as things that help you succeed, or things that help you cope? Do you think of them as things that help you connect, or things that help you heal? Do you think of them as things that help you grow, or things that help you thrive? Do you think of them as things that help you live, or things that help you love?

**My Top Strength #1**

**How This Strength Can Help Me Succeed in Life:**

**DO I HAVE COURAGE?**

Courage means having the strength to do the right thing, to also means taking risks & even if it is hard, Courage is Different from Bravery.

**What is Bravery?**

Bravery usually involves a single event. An example of bravery is stepping onto the stage for your first performance.

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**When Others Said I Was Brave, Why I Did Not Agree With Them:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**What do your parents tell you about your strengths?**

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24 Chapter 2  
**Strengths, Courage, Values, and Hope 25**

**My Top Strength #1**

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5. \_\_\_\_\_

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1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**What do your parents tell you about your strengths?**

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# 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.

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# Disclosure/Narrative

**28 Chapter 4**

If you were convicted of a specific crime, what was it?  
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• What were the major actions that either may have ensued? That is to say, what's the story behind what happened?  
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\_\_\_\_\_  
\_\_\_\_\_

• Were you able to take any actions that either may have ensued?  
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• If you did take any action?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WHAT MOTIVATED YOUR HARMFUL BEHAVIORS?**

But, let's look at the motivations behind your behavior. Motivations for any behavior can be very complex ("I wanted to do it") and they can vary in many varieties. There is an old story about Billy Beane, a virtuoso baseball player in the 1930s. When he was caught by the FBI, a reporter asked him why he robbed banks. He answered, "Because that's where the money is."

**30 The Story of My Behavior**

Sometimes people do harmful or "right" things because they believe it will not lead to harm or if possible to beneficial outcomes for a person. However, when that does occur, it may not be the best. Sometimes the wrong behavior brings the most results. For example, it may be that before we're ready and just finally when we're ready to go, we may have had harmful and behavior that made it more easy to see the beneficial results through others.

**Reflect back on a single harmful behavior from your past. How would the following questions about the outcomes:**

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-paragraph account of your behavior of harmful behavior. What is the full story of your harmful behavior? What things motivated you to do those behaviors and what things might have prevented you from doing them.

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# “Feedback is the Breakfast of Champions”

**40 Chapter 4**

**The History of My Harmful Behavior, Motivations, and Possible Prevention**

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**Getting Feedback**

There is a saying that "feedback is the breakfast of champions." What this means is that receiving your share to receive that your share help.

1. Get feedback from others.
2. Give the feedback first of thought.
3. Consider your own ability/changes based on that feedback.
4. Put that your own plan.
5. Check back on the plan.

Ask your instructor and one of your peers—people who you're close to and who can help you on your own—what you would do if you just finally finished. Then ask each of them these two questions: What do you think about my account? What do you think I missed?

**Your instructor's feedback:**

What do you think about my account?  
\_\_\_\_\_  
\_\_\_\_\_

**What do you think I missed?**  
\_\_\_\_\_  
\_\_\_\_\_

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# Get Feedback!

**42 Chapter 4**

**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?  
\_\_\_\_\_  
\_\_\_\_\_

**38 The Story of My Behavior**

How does the feedback from your classmates and peers shape how YOU think about your account?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Remember, this does help to make you feel that about what you are. If you feel that about your behavior, it's time to look at this really being an awareness to do that. Remember that help you to think that about it, perhaps even with a coach. It's really about that you can't believe it until the moment you see it a person's face. The goal is to learn what we can do to try to please more safely.

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## 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.

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## 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.

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## 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?

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## 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

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## Chapter 17

- Obstacles to Achieving My Good Life Goals

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## 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!

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## Putting the Pieces Together

(Please note the Process in the Bullet Points)

- Chapter 18
- Expanded from the 1<sup>st</sup> 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 plan for your life. You have already done much of this work. After you complete the exercises in this chapter, you will be able to show others that you are:

- Realizing who you want to be
- Realizing 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 paper so that you can tear them out and save them in order of importance.

**Rating the Goals in Order of Their Importance to You**

Before you begin working on the eight goals, indicate which goals are the most important to you and which ones are the least important. You can begin by rating all of the goals except for the two you need the most help with. But note that you have gone through all of 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 rank the eight goals in order of their importance to you, give each goal a number from 1 to 8. List your most important goal as your first goal and your least important goal as your last goal.

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186 Chapter 18

For example, this is how Betty Johnson rated in the chapter 18, and Teresa Johnson rated in the chapter 18: What goal do you rate in order of importance to you?

Betty's goals in order of importance to her:	Teresa's goals in order of importance to her:
Living	1
Relationships	2
Inner Peace	3
Independence	4
Education	5
Community	6
Environment	7
Progress	8

My goals in order of importance to me:

Living	
Relationships	
Inner Peace	
Independence	
Education	
Community	
Environment	
Progress	

Building My Good Life Plan 187

#### 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 one important factor:

1. **All eight goals are connected.** In order to achieve your connecting goal of being joyful, you must give at least some of your attention to all of 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: education.

You can't achieve the goal of independence without also achieving the goal of living — which is about being well-adjusted and having a broad grasp of the real nature of things. And you can't achieve independence — living without the involvement and support of friends and family — the goal of community. And you can't give to others any of these goals without also achieving the goal of inner peace — which gives you the skills and power of mind you will need to deal with the problems you will encounter in trying to achieve these goals.

Whenever you don't forget these goals that you may not be working on immediately. For example, if you do not give the goal of progress any attention, you may find that the other goals begin to get messy, or that you stop living joyfully.

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### THE GOOD LIFE GOAL OF LIVING

Back on page 75, you listed 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 Me?**

If living is one of your top goals (ranked 1, 2, or 3), put a check mark in the number of the goals that are directly connected to it. (Check at least three.)

Progress     Independence     Community     Purpose  
 Inner Peace     Education     Environment     Community

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 over the next year 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:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

These are the ways that I see myself that I am having trouble achieving this goal. Because we know that they may cause obstacles:

Here are some things I can do:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Being Hopeful that I Will Achieve the Goal of Living

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

\_\_\_\_\_

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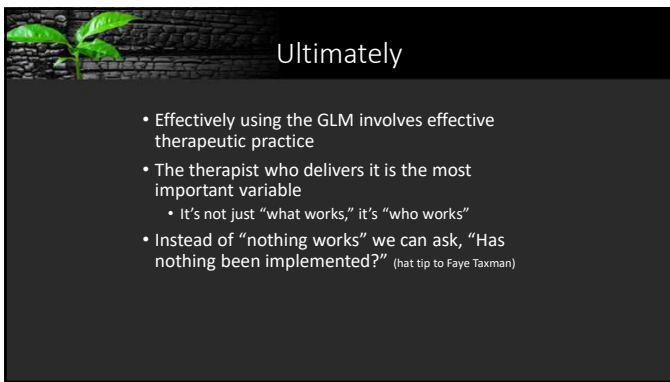
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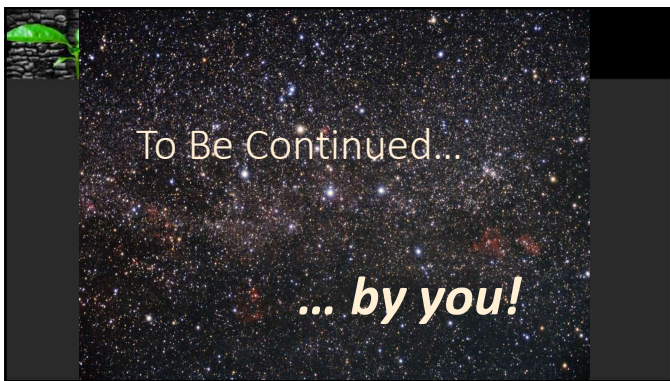
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