

Becoming the Woman I Want to Be

A Good Lives Workbook

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Digital Edition



Counselor's Edition

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Brandon, Vermont

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INTRODUCTION TO THIS COUNSELOR'S EDITION

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

About the Workbook

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

This workbook is intended for adult women whose behaviors have been problematic in a wide range of areas. It is intended for people whose intelligence levels are in the low normal to normal range and above, although in the hands of a skilled counselor can

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

Also vitally important to note are two points:

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

Second, we are grateful to the many clinicians who have worked to implement the GLM in numerous settings treating people with diverse harmful behaviors. We are honored to have worked with so many committed, innovative, and creative professionals.

be adapted for clients presenting with intellectual or learning disabilities. Depending on the characteristics of your clients, it may have different applications as well. Depending on where you work, it may be important to emphasize that the GLM has always been an overarching rehabilitation framework and—as should be clear in this workbook—not simply an approach to the treatment of sexual offending. Its ultimate reach is far wider.

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

As you will see, this workbook does not emphasize a high level of disclosure of the details of problematic behavior. There are many reasons for this, including the fact that each client and counseling situation is different. It is anticipated that disclosure of the details of problem behaviors will take place in private counseling sessions. Of course, your setting and approach may vary, and so this workbook aims not to be too prescriptive.

We are aware that professionals using this workbook will come from diverse backgrounds and have varying levels of experience. Some will be licensed professionals who have worked with the GLM for years, while others will doubtless be earlier in their careers. This counselor's edition is intended for all professionals! In order to derive the most benefit from using this workbook, you (the counselor) will want to consider:

- That you have a good overall understanding of the GLM, either through the available books, articles, and DVDs (most of which are available at the Safer Society Press website).
- Experiencing the GLM personally by considering how each of the GLM elements applies in your life and those of your loved ones.

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- That other conditions relevant to your practice are in place (for example, relevant education, degree/licensure, supervision as needed, etc.)
- Developing a comprehensive assessment/understanding of your client to the greatest extent possible.
- Becoming familiar with the principles of effective treatment in working with harmful behaviors (for example, the qualities of competent counselors, the importance of family involvement wherever possible, and the principles of risk, need, and responsivity)
- Becoming familiar with the research on the known re-offense rates of adult women in order to tailor treatment effectively.

Further, recent research has highlighted the importance of understanding the role of trauma and adverse childhood events and how these experiences have played a role in developing the attitudes, beliefs, neurological functioning, interpersonal concerns, and other circumstances that contribute to harmful and illegal behaviors.² In order to develop a deep understanding and appreciation for a client's life, a specialized focus in these areas can help make treatment more effective, one client at a time. In constructing this workbook, we strived to make its structure implicitly trauma-informed. However, attention to these elements on a case-by-case basis will be vital. In some cases, this workbook should be delivered in a trauma-informed way. In others, it may occur in tandem with or after the completion of a specific trauma treatment regimen.³

²To read peer reviewed articles on adverse childhood events in women who commit crimes, please see Levenson, J.S., Willis, G.M., & Prescott, D.S. (2015) Adverse childhood experiences in the lives of female sex offenders. *Sexual Abuse: A Journal of Research and Treatment*, 27(3), 258-283 as well as Pflugrad, D.M., Allen, B.P., & Zintsmaster, A.J. (2018). Adverse childhood experiences of violent female offenders: A comparison of homicide and sexual perpetrators. *International Journal of Offender Therapy and Comparative Criminology*, 62(8), 2312-2328.

³To explore trauma-informed care further, readers are encouraged to review *Trauma-Informed Care: Transforming Treatment for People Who Have Sexually Abused* by Jill Levenson, Gwenda Willis, and David Prescott. It is available from Safer Society Press.

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

- Without an understanding of the client's past and current functioning
- As the sole component of a treatment program (it is a tool intended to be used in treatment, but it is not the entirety of a treatment program). In some cases, the authors have seen programs that used workbooks as the treatment program itself; clients assume they've completed treatment when they've completed all the exercises. Although this is often a misuse of those workbooks, it does happen. With this workbook, there will likely be additional work for clients to do in their lives, and additional exercises are suggested in this counselor's edition.
- As a determinant of the beginning and ending of treatment. In other words, completing the workbook does not necessarily mean that treatment is "over."

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

About the Good Lives Model

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

1. Living
2. Happiness

3. Inner peace
4. Independence
5. Excellence
6. Connection
7. Community
8. Purpose

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

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

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

However, the GLM is not simply about designing a better life for oneself and making it happen. It also involves exploring the ways in which our good life plans go wrong, and how pursuing our goals in unhelpful ways can place us at risk. Research and practice have

shown that clients and counselors alike find working within the GLM to be preferable to more exclusively problem-focused methods (Willis, Ward, & Levenson, 2014).

Professionals sometimes ask whether the GLM is a model, a theory, or a paradigm for treatment. To some degree it is all of these. It is a model for treatment that rests on very solid theoretical underpinnings. Its focus on the entirety of human experience can certainly give it the feel of a paradigm. However, the best way to understand the GLM is to consider it an overarching framework for rehabilitation and renewal of one's life.

Frequently Asked Questions

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

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

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

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

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

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

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

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

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

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

Here are some specific examples:

- **The rude, seemingly impossible client**

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

- **The acting-out client**

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

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

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

- **The "I don't know" client**

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

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

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

Where can I go for more information on the GLM?

At present, the two primary sources of information are www.safersociety.org/press and www.goodlivesmodel.com. See Suggested Readings and Resources (page 120) for additional sources.

Good luck!

— David S. Prescott
— Dawn M. Pflugrad
— Bradley P. Allen

WELCOME!

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

HOW THIS BOOK WILL HELP YOU

If you are looking at this workbook, you have decided to make changes in your life or a judge or another person has told you that you need to make changes. We have worked for many years with women who have caused harm to themselves and/or others. If you have strong feelings about counseling, you are not alone. Most women who begin counseling feel nervous, afraid, or even angry. However, each one wants to build a better life for herself.

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

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. We strongly recommend that you use this workbook with a counselor as part of treatment. The counselor can help you work through the book and help you if you get stuck.

WORDS THAT WILL HELP YOU USE THIS BOOK

We are 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.

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

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

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The Word	What It Means	Using the Word in a Sentence
Achieve	To get as a result of hard work	Margaret worked hard to achieve her cosmetology 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	Margaret liked to joke around with her friends. But when she applied for jobs, she knew she needed to be on her best behavior.
Obstacle	Something that gets in the way of achieving a goal	Margaret's biggest obstacle to her success in vocational school was finding time to study. She worked every day after school and all day Saturday.

PEOPLE WHO HAVE HELPED US
IN OUR WORK

Becoming the person you want to be is a big job. It is easier when you have the help of other people around you. That goes for us, too. This book is based on our work with people. But it is also based on knowledge we gained from other people. Those people deserve our thanks. For David they are Tony Ward, Gwenda Willis, Mary Falcon, Joann Schladale, Robin Wilson, Pamela Yates, and many others. Dawn would like to thank all her colleagues, mentors (teachers), and supervisors that have supported her throughout her journey in this field. She especially wants to thank Mike Schultz and Mike Loomis as well as Drs. Apps, Bepalac, and Blomgren. Bradley would like to thank all of the women who answered questions, and shared their life stories while participating in research studies with Dawn and himself.

Each of these people has helped us with our work, just as other people will help you.

Chapter 1

THE JOURNEY TO THE WOMAN I WANT TO BE

WHAT DOES THE JOURNEY TO BECOMING THE WOMAN I WANT TO BE LOOK LIKE?

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

Your everyday life is the way you want it to be

AND

you no longer hurt other people.

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

Build on your strengths

AND

overcome obstacles.

Chapter 1 Outline

What does becoming the woman I want to be look like?

How will I know I'm getting there?

How will counseling help me become the woman I want to be?

What counseling is

What counseling is not

What will my counselor think of me?

What will other people think of me?

Harriett's story, parts 1 and 2

Will obstacles get in my way?

Rebecca's story, parts 1 and 2

Other people may be obstacles

You may be your own obstacle

Rebecca's Story, Part 3

How will I deal with these obstacles?

What kind of person do I want to be? What do I want out of life?

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

4 Chapter 1

In this workbook you will:

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

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

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

HOW WILL I KNOW I’M GETTING THERE?

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

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

Counseling = Reasons for Hope

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

HOW WILL COUNSELING HELP ME BECOME THE WOMAN I WANT TO BE?

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

What Counseling Is

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

For example, you may believe that the world is a scary and even dangerous place. "No one is going to give me what I need, so it is okay to get what I need any way I can." 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 can solve problems and keep myself safe." If that is the way you think, you will probably have an easier time getting what you want out of life.

In some areas of counseling, there has been controversy as to how effective it is and what its active ingredients are (Martinson, 1974). Certainly, research shows that some forms of recidivism are higher than others (for example, sexual re-offense rates for women are lower than general or violent re-offense rates). Likewise, there is sometimes controversy as to the most effective ways that counseling can be delivered (Gendreau, Smith, & Thériault, 2009). However, across the board, those people who complete counseling programs typically re-offend at lower rates than those who don't (Andrews & Bonta, 2010).

For all of these reasons, there is hope on behalf of the majority of women who enter your counseling program. Of course, some women, particularly those in early adulthood, can be more susceptible to the influences of the environments in which they live; thus it will be vital to involve the other people in their lives in their counseling to the greatest extent possible.

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

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

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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.

Your Skills Toolbox

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

- Keeping yourself calm (your counselor may call this emotional regulation)
- Taking action based on your values and not just your emotions
- Knowing how to develop relationships with people (your counselor may call this interpersonal effectiveness)
- Being able to manage yourself in difficult situations

What Will My Counselor Think of Me?

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

What Will Other People Think of Me?

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

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So let's look at what other people want for you. (By other people, we mean your family, friends, co-workers, social workers, or even the court.) Here is a story about a woman who was ordered into counseling by the court.

Harriett's Story, Part 1

Harriett was a single mom with one daughter, LaTasha, who was eight years old. Harriett was in many bad relationships with men. One day she met Paul and she thought things were going to change. Paul was nice to her and her daughter, paid attention to her, and bought her things. She was determined to stay with Paul no matter what. Paul started asking her to include LaTasha in their sexual acts. Harriett did not want to call LaTasha into the bedroom and engage in sexual acts with her but she did it to keep Paul happy. LaTasha told her school guidance counselor about her mother's and Paul's sexual behavior with her. Harriett and Paul were arrested.

Harriett was charged and convicted for molesting LaTasha. She was sentenced to three years of probation. She started counseling because the court ordered her into treatment. When she first started in counseling, she felt that her punishment was unfair. Yes, she had engaged in sexual acts with her daughter, but she did not want to do it and it was because Paul wanted it. Making her serve probation and attend treatment was too harsh a punishment.

Harriett was lucky. Her mother said that she would support her as long as she completed the treatment program. This was important to Harriett because her mother was the one caring for LaTasha. However, if she ever broke the law again, her mother would no longer be there for her.

At first, Harriett tried to convince the counselor and her mother that she did not need treatment and that it was all Paul's fault. Her mother gave her many reasons why she wasn't sure if she could ever trust her again. Harriett would have to work hard to regain her mother's trust. This upset Harriett. She still believed that molesting LaTasha was Paul's fault, but she did not want to lose her mother's support. She hoped that going through treatment would help show her mother that she could be trusted.

In the beginning of counseling, clients often say that they are different from others. While Harriett's Story is specifically about a woman who sexually co-offended against her daughter, the teaching goals of the story and the exercises that follow are more generally about how clients who have harmed others may view the offensive behavior differently from their families and how clients and their families may view the purpose of counseling differently.

You can use this as an opportunity to remind clients that causing harm to others is exactly that. Attempting to claim that one form of harm is "better" than others can be a meaningless exercise and a fruitless discussion, even though some behaviors are more severe than others. Put another way, there is no meaningful rank ordering of harmful behaviors.

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

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

8 *Chapter 1*

- ◆ Harriett and her mother have different views of what she did. Which of the following is Harriett’s view and which is her mother’s view?

	Harriett’s view	Her mother’s view
What Harriett did to her daughter LaTasha was wrong.	<input type="checkbox"/>	<input type="checkbox"/>
What Harriett did to LaTasha was all Paul’s fault.	<input type="checkbox"/>	<input type="checkbox"/>

Harriett’s Story, Part 2

Harriett worked in treatment to understand why she had hurt her daughter. She believed that she needed to show others that she really wasn’t the kind of person they thought she was. Her mother continued to be firm with her, telling her that she needed to change to become a good mother and daughter. Harriett wanted things to be like they had been before. Her mother wanted to be able to trust her again.

We will revisit Harriett’s story later in this book.

- ◆ Harriett and her mother have different reasons for wanting her to be in counseling. Which of the following is one of Harriett’s reasons and which is one of her mother’s reasons?

	Harriett’s reason	Her mother’s reason
To prove to other people that she is not a bad person.	<input type="checkbox"/>	<input type="checkbox"/>
To regain her mother’s lost trust.	<input type="checkbox"/>	<input type="checkbox"/>

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

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

WILL OBSTACLES GET IN MY WAY?

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

Rebecca's Story, Part 1

Rebecca left her parent's home at the age of 16. She lived with friends and eventually quit high school. She spent a lot of her teenage years getting high and turning tricks to make money. Now in her 20s, her friends had moved on with their lives, but Rebecca still didn't know what she was going to do with her life. She got a job at a gas station, but was fired after she was caught stealing money. Her friends all felt bad for her. It was like she never really grew up or learned how to get by in the world. Since she quit high school, she didn't have the education needed to get a good paying job and as a result lost a lot of opportunities along the way.

When she was 27, Rebecca met a woman named Deb and settled down. Deb had two children from a previous relationship who were four and six years old. Rebecca was working as a server at a local restaurant. Times could be tough and money was tight, but for a couple of years, Rebecca, Deb, and the children got by.

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

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

10 Chapter 1

One day, Rebecca got caught stealing money from the restaurant. She lost her job and the reputation that she had built. She said she had stolen the money so that she could feed her family, but her boss didn't believe her. When she got home later that day and told Deb what happened, Deb didn't believe her excuse either. Rebecca tried to make things right with Deb, but Deb was very angry with her. Rebecca became upset too. Rebecca got angrier and angrier and started screaming and throwing things around the house and at Deb. A glass hit Deb and cut her cheek. Rebecca went on like this for so long that one of the neighbors called the police. She was arrested for a domestic incident.

Deb and her kids went to live with Deb's mother. After a few weeks, Deb and Rebecca started talking again and wanted their relationship to work out. Rebecca was referred to counseling in order to receive a lighter sentence. Also, Child and Family Services had told Deb that if Rebecca didn't complete counseling, Rebecca would not be allowed to live with Deb and the children. Things were hard for everyone. Deb didn't want to leave Rebecca but she also didn't want things to stay the same.

Rebecca was getting more and more depressed. It was hard for her to talk in counseling because all of her problems seemed to get bigger and bigger. Every time she thought about them or tried to talk about them, her problems just seemed to get harder to solve. Meanwhile, talking to Deb was hard because she was always busy working, taking care of the kids, shopping for groceries, and doing other things. Rebecca felt guilty for not helping her more and this was also difficult to talk about. Sometimes, it seemed the only thing she wanted to talk about was how unfair the Child and Family Services people were.

Remember, the word obstacle means something that gets in the way of achieving a goal. There were no easy ways for Rebecca to get around her obstacles.

- ◆ In what ways have the obstacles to your success in counseling been similar to Rebecca's?

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- ◆ In what ways have the obstacles to your success in counseling been different from Rebecca's?

Rebecca's Story, Part 2

Rebecca was now in counseling. Deb didn't ask too many questions and was so focused on her children that she just wanted it all to be over. She was less talkative than she was before the incident. For her part, Rebecca didn't want to be violent anymore. She felt terrible about what she'd done. Her friends went on to have great lives. Why didn't she? On the one hand, she felt like a loser. On the other hand, she was sure that if she could have one more chance to get it right, she could be a better partner and maybe a better stepmother.

Rebecca tried to talk with Deb about the changes she was making. She was learning new skills for managing her emotions, and she was thinking a lot about their relationship. Each time she spoke about it, Deb would listen for a little while and then change the subject or say she didn't want to think about it too much. She wanted Rebecca around, but it was too hard for her to think about what they had been through. This was a problem for Rebecca, because in order to make sure counseling was working for her, she needed feedback from Deb on how their relationship was working. She also needed her input on developing a safety plan.

-
-
- ◆ Circle the two reasons why Rebecca wanted to be in counseling.
 - ◆ She didn't want to be angry or violent any more.
 - ◆ Her partner said she needed to be in counseling.
 - ◆ She wanted to have a better relationship with her partner.

Besides the importance of being open and honest in counseling, this vignette also highlights how difficult it can be for clients to be completely open and honest with their families and other loved ones.

As above, this vignette can serve as a springboard to further discussion about the client's ability to be open and honest with others.

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

One thing to know in doing this exercise is that it may also be the beginning of clients' disclosure of new information that they may be highly ambivalent about sharing. Be sure to provide validation and affirmation of their efforts as they start to share information they may have never shared with anyone.

Also, you can explore the pros and cons of disclosing information with them. What are some of the good things? What are some of the not-so-good things about sharing obstacles that they have encountered in counseling or in building the kind of life they want?

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

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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.

- ◆ 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.

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

- ◆ How are they different?

HOW WILL I DEAL WITH THOSE OBSTACLES?

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

Rebecca's Story, Part 3

Rebecca really appreciated what counseling was doing for her. It had taken her a long time to talk about some things, but she felt better afterwards. She had learned a lot of skills she could practice to keep herself from getting angry and she was having good luck with these skills. The problem was that she wasn't able to work on communicating with Deb as much as she had hoped, and she really wanted to be able to do this. Their life together was improving, but she couldn't figure out how to talk with Deb effectively.

Eventually, Rebecca persuaded Deb to at least give the counselor a call. Deb was willing to do that. The counselor explained that Rebecca had been wanting to make sure they were communicating well and that Rebecca was truly making good progress in treatment. That was enough to get Deb to agree to come to a session. In it, they talked about how they communicate.

There can be a place in the discussion of obstacles to talk about how the most successful people in history have often been those who dealt with obstacles directly and always sought to find opportunities to become better at what they did. These can include sports figures, political figures, actors, etc. On page 29 of the workbook clients will read the story of how Mia Hamm overcame her obstacles by working hard and remaining hopeful that she would succeed in the end. In addition, you may have some personal examples that you can share within the limits of your role as a counselor.

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

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

Kindness Fairness Persistence Generosity

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

- ◆ Are your obstacles similar to Rebecca's?

☐ Yes ☐ Not exactly ☐ No, not at all

- ◆ How are they similar or different?

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

1.

2.

3.

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

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

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My biggest hope is that counseling will help me _____

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.

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

Often, for women who don't have a good idea of who they want to be in the future, exploring their past hopes and dreams can help re-awaken their motivation and provide a springboard to further conversation in the future. For older women, you might consider discussing what they want their older years to look like.

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

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

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How old are you? _____

Where do you live? _____

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

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

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.

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 teacher"). Or they can be small ("I can play five tunes on the piano"). We all have strengths. For example, author Dawn is very good at playing basketball. The opposite of strength is weakness. We all have weaknesses. Dawn's biggest weakness is not asking for help from her support system when she really needs it.

Jennifer's Story

Jennifer's family could trace its history back many generations. Her family valued education and educational achievement. Her mother, grandmother, and great-grandmother all worked in education in various areas. Her mother and grandmother were highly respected school teachers and her great-grandmother worked as an assistant to the principal. The family was proud of this history and

Chapter 2 Outline

What are my strengths?

Jennifer's story

How can my strengths help me to succeed?

Do I have courage?

What is bravery?

What is courage?

Paula's story

What are my values?

Is there any hope for me?

Mia Hamm and hope

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

Jennifer's case provides an excellent example of the importance of taking clients' histories and working to understand how their histories have shaped the behavior that led them into counseling.

For example, histories of head injuries are very rarely noted in counseling records.

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wanted Jennifer to work in education too. That didn't happen. Jennifer grew up having problems with her schoolwork and was diagnosed with attention deficit hyperactivity disorder (ADHD). When she was 12, she suffered a serious brain injury after being hit by a car while riding her bike. She always promised her family that she would graduate from high school and attend college to become a school teacher. She never graduated from high school. In high school, Jennifer started using alcohol and marijuana. She also started getting into trouble with the law. This went on until she was 26.

Jennifer's family was not happy and had a hard time understanding how her history of ADHD and head injury contributed to her problems with substances and the law. For many years, they told her to get her act together, but nothing helped. She tried to attend community college to earn her GED but had a difficult time and eventually quit.

Eventually, Jennifer went to counseling. Her counselor asked her what strengths she had. Jennifer couldn't think of anything. Her counselor noted that even though she'd had an accident and problems, Jennifer still tried for many years to live up to her family's expectations. The fact that Jennifer kept trying showed her strength. This persistence showed strength of character. Jennifer disagreed at first, pointing out that she had not been successful. After some thinking, though, she agreed that, at the very least, she had given everything her best shot. Then she realized that no matter how much she had messed up, she had stayed connected to her family, even when they were angry and frustrated with her. Being deeply connected to her family and always trying to do better despite her problems were good things she could use in counseling to start becoming the person she wanted to be.

Fast forward 15 years. Today at the age of 41, Jennifer works as a teacher's aide for a diversion program. This program is designed to help troubled teenagers refrain from persisting in the illegal behaviors that get them into trouble with the law.

-
-
- ◆ In what ways were Jennifer's teen years and your own teen years similar or different?

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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

HOW CAN MY STRENGTHS HELP ME TO SUCCEED?

Jennifer used her strengths of persistence and commitment to family to succeed in counseling. How can you use your strengths to help you be successful in counseling? For example, if you are good at solving everyday problems, you can show others in your group how to solve their everyday problems. Helping others in your counseling group will help you achieve your own counseling goals.

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

If clients are having difficulties identifying strengths, it may be because of their background of trauma. It may also be because of other areas of concern in their lives, such as anxiety or depression. One possible way to explore this area might be to ask how others in their lives might answer this question. What strengths would their significant others, coworkers, friends, or neighbors see?

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

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

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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:

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Jennifer used her strength of persistence to find a rewarding job. She also used this strength to solve other problems in her life. How can you use your strengths to help you be successful in other parts of your life? For example, if you are good at 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:

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

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

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

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

Another way to think about this is that these exercises move away from "What's the matter with you?" to "What matters to you?"

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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 doctor gives you a shot.

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

1.

2.

3.

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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?

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

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

You might start off a discussion of courage by listing a few simple things that your clients may not consider courageous. For example, going to work every day even though you're worried about your boss or how others at work will treat you, or taking care of a sick family member. It can also mean keeping yourself together even though you have to live someplace away from your loved ones.

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What is Courage?

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

Paula's Story

Paula is 28 years old. Her parents came to Chicago, Illinois, from Russia just before Paula was born. Her parents have never left the neighborhood where other Russian people live and work. They don't speak English. Paula speaks to her parents in Russian but she speaks English at work, with her friends, and with her husband and children.

Paula's friends Nikolai and Vera have been like family. When they were younger, they did everything together and had fun. But now that Paula has grown up, gotten married, and settled down, she has come to understand that she can't party and goof around like she did when she was younger. At the same time, she doesn't want to lose her friends. One way she tries to do this is by only staying out with them until 10 pm, telling them that she has to get up at 5 am to go to work the next morning.

Nikolai and Vera sometimes enjoy going to bars and casinos where they drink, gamble, and stay out until the early morning hours. Paula always makes up excuses to get out of going with them. One night last week, the three of them were out at a bar. Nikolai and Vera started pressuring Paula to drive with them to the local casino so they could gamble and have some fun. Paula said she really had to go home, but because Nikolai and Vera had been drinking, they continued to pressure her and would not take "No" for an answer.

When Nikolai and Vera started pushing Paula into their car, Paula found her courage. She was a little angry with her friends. She not only said she wasn't going to go with them, but she also said that maybe it was time for them to grow

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up and not go either. This didn't go over very well with her friends. They left and didn't call her again.

Paula felt bad about losing her lifelong friends. But, she also felt relieved that she could be who she wanted to be without pressure from others.

-
-
- ◆ What do you think you would do if you found yourself in a situation like Paula's?

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

1.

2.

3.

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

1.

Please remember that clients may need extra help in understanding that some of their past behaviors may actually have been courageous.

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

Values play a central role in how people develop their good life plan. For example, an artist who prizes being creative above everything else is willing to take certain risks, such as poverty and social isolation, that others would not. Conversely, a teacher who values her dedication to students’ needs may balance it with other important values, such as tending to her family’s needs. Neither is right or wrong; both are pursuing their goals according to their values.

Clarifying and reflecting on one’s values can be extremely important. Often times, our values can conflict with one another. For example, imagine that you are committed to a non-violent lifestyle and discover that your favorite artist or athlete was arrested for violence against his or her partner. How do you reconcile these values? Likewise, our clients can be conflicted in their values: “I want to participate in counseling because change is important to me. At the same time, I grew up in a close-knit family that valued keeping our personal business to ourselves.”

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- 2. _____

- 3. _____

WHAT ARE MY VALUES?

Paula had courage. She also had beliefs about what is right. She valued having close friends, but she also valued staying out of trouble and being home with her family.

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, Paula valued staying sober and being with family more than she valued having Nikolai and Vera as her 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:

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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	?
Obedying 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."

Before going further, you might suggest that clients take a moment to check in with themselves. "What did you notice as you considered each of these values? What thoughts went through your mind and what feelings and reactions did you have? You might even have felt reactions in your body. Where did you feel those reactions in your body?"

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

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

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

As mentioned above, your clients may question the purpose of all these questions about their values. You can encourage them to keep working and answer all the questions by explaining that their values will come up again and again in their counseling and throughout this workbook. For example, when clients are asked to list ways they plan to achieve a good life goal, they will be reminded to consider how that plan fits with their values. Goals tend to be more readily attained when they are connected to one’s values.

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Very Important	Not Important

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

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

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

IS THERE ANY HOPE FOR ME?

Sue and Ashley work at a big insurance company. Sue watches Netflix at night and often stays up late and falls asleep at her desk the next day. Ashley makes sure she gets lots of sleep so she can be good at her job. Both of these women have applied for a promotion to become a manager. Which one of them do you think has any hope of getting the promotion.

Before we talk more about your goals in life, let’s take some time to consider the idea of hope.

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Having hope means:

Believing that you can accomplish a goal

AND

having a plan to attain it.

Mia Hamm and Hope

You may have heard of Mia Hamm. Mia is a retired American professional soccer player, two-time Olympic gold medalist, and two-time Women's World Cup champion. Before retirement, she played as a forward for the United States Women's National Team.

Mia was born in 1972 in Selma, Alabama. Due to her father's job, her family often moved around. Mia was born with a physical deformity, a clubfoot. A clubfoot is when the foot is turned inward and downward. If not treated, the foot remains deformed and the individual must walk on the side of the foot. This may lead to pain and even difficulty walking. Mia's medical treatment required that she wear a cast, braces, and even corrective shoes throughout her childhood. But Mia never gave up hope. She started to play soccer at the age of five. She stayed with it and continued to practice and work on her skills throughout her life. Mia went on to become one of the greatest female soccer players of all time. In the end, her success boiled down to staying hopeful and being willing to work toward her goals.

Life does not always happen as we plan. But sooner or later, we have to decide how we are going to make the most of what we have. Once we decide, we know two things in life are for sure: We cannot live without hope and we don't have to live forever as nothing more than victims of our circumstances.

Some clients might believe that Mia Hamm is nothing like them. The fact is that she (just like all of us) had to overcome adversity and hardship in order to achieve her goals.

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

30 Chapter 2

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

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

- ◆ Where can you find hope in your life?

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

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

Chapter 3

THE GOOD LIVES MODEL

A "good life" is what all people hope to have. I am sure you noticed that the title of this workbook is *Becoming the Woman 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 4–11.

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 (chapter 12).

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

Chapter 3 Outline

How can I have a good life?

Big goals and small goals

Mabel's goal and Alice's goal

Avoidance goals and approach goals

Shawnda's goal

What are my good life goals?

It’s easy to forget that many of our clients are quickly overwhelmed by big goals. It may take extra help on your part to teach them how to break down large goals or tasks into smaller ones.

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

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

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

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Big Goals and Small Goals

Mabel’s Goal and Alice’s Goal

After their group session, the counselor asked Mabel and Alice to fold up the ten chairs and stack them against the wall. Mabel and Alice agreed that each of them would do five chairs. Alice decided to do them all in one trip. She folded up her chairs and tried to lift them all up at the same time. She kept dropping them as she tried to walk to the wall.

Mabel decided to do her chairs one at a time. While Alice was still wrestling with her chairs, Mabel finished her chairs and left the room.

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

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

	Do It All At Once Like Alice	Do It In Small Steps Like Mabel
Eat everything in your lunchbox	<input type="checkbox"/>	<input type="checkbox"/>
Shop for a car	<input type="checkbox"/>	<input type="checkbox"/>
Clean your bathroom	<input type="checkbox"/>	<input type="checkbox"/>
Complete this workbook	<input type="checkbox"/>	<input type="checkbox"/>

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.**

The Good Lives Model 33

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 Shawnda's Story.

Shawnda's Goal

Shawnda and her husband Antoine were struggling with intimacy in their relationship. She missed the attention she once received from him. In order to get attention and feel better about herself, she started a fans only online site. On this site, people would pay to access the content that she put up. Shawnda would mostly post nude photos of herself as well as photos of herself in lingerie. Antoine knew about this and told her that he didn't like it. He said it had an effect on their relationship, and he could tell by how she behaved that she was enjoying the attention she received from people. This caused arguments and put a strain on their relationship.

After talking about it in counseling, Shawnda decided it was time to take down the fans only site. However, she liked the attention she received from it and she knew it was going to be hard to give that up. She tried to set a goal of taking the site down. But doing it turned into quite a struggle. The site and the attention she received from it became the only thing she would think about. Sometimes she practiced stopping these thoughts, but the thoughts often seemed to reappear even stronger.

Shawnda's counselor told her that if she really wanted to change her behavior and strengthen her relationship with Antoine, she should think about the solution in a positive way. The counselor told Shawnda to turn the problem into an "approach goal." Shawnda's approach goal could be to have a better relationship with her husband and to focus on getting the attention she wanted from him.

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

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

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This might not happen as often as she would like, but it might be better for her overall. Shawnda agreed to try that. Soon she saw that the positive approach goal was working well for her. Having a positive approach goal that she could work toward was much easier for her to do than the negative avoidance goal. Shawnda felt good when her relationship with Antoine started to improve. She also found other things that gave her happiness and made her feel good about herself. She continued to focus on the positive things in her life.

Like all human beings, Shawnda found it hard to think about **NOT** doing something. When Shawnda changed her goal to an approach goal—to have a better relationship with and get attention from her husband—she was much more successful.

People are happier and have an easier life when they have approach goals. People who focus on approach goals are less likely to end up doing harmful things. As Shawnda learned, spending your time trying to avoid things is very hard work. Think about it this way. Do you want to spend your time doing things or spend your time trying not to do things?

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

Sit down.

Close your eyes.

Sit still for a few minutes.

Do not think about an elephant.



Here's a simple exercise that will help you remember the difference between avoidance goals and approach goals. In the left column, we have five examples of avoidance goals. In the right column we have reworded the first two avoidance goals as approach goals. Try to do the same for the other three examples.

The Good Lives Model 35

Avoidance Goals	Versus	Approach Goals
I want to quit smoking		I want to be healthy
I don't want to yell at my co-workers when they make me mad		I want to find ways to work with my co-workers even when I'm angry
I hope I don't get caught		
I don't want my family to hate me		
I don't want to feel lonely		

- ♦ What avoidance goal have you tried to achieve in your life?

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

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

It's important to reiterate that the GLM is about attaining goals as well as managing risks.

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

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

36 Chapter 3

WHAT ARE MY GOOD LIFE GOALS?

So far in this workbook we have worked on:

Building up your strengths

AND

becoming the person you want to be.

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

1. **Living**
2. **Happiness**
3. **Inner Peace**
4. **Independence**
5. **Excellence**
6. **Connection**
7. **Community**
8. **Purpose**

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

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

Chapter 4

THE GOOD LIFE GOAL OF LIVING

The good life goal of living is about survival—about being healthy, secure, and safe. It is about meeting such needs as your physical health, having a decent place to live, and 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 this goal:

- Getting enough rest and relaxation
- Eating well
- Exercising
- Attending to personal hygiene
- Always wearing a seatbelt in the car
- Having a steady source of income to maintain at least a moderate standard of living

Harmful Ways of Trying to Achieve This Goal

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

- Always assuming there is danger around them or that all men are dangerous.

Chapter 4 Outline

Positive ways of achieving this goal

Harmful ways of trying to achieve this goal

Bella's story: good goal, wrong approach

How did I try to achieve this goal when I was younger?

How am I trying to achieve this goal now?

How will I achieve this goal in the future?

The goal of living is very broad. It can encompass housing and employment as well as physical health. Very often, it is the single most important goal for clients who are just being released into the community from prison. It may be necessary to spend extra time exploring all the ways that the client is trying to live successfully, wherever they may be living at the time of counseling.

The physical health component of the living goal can be a source of anxiety for counselors. Let's face it: many of us struggle with meeting our own physical needs! As above, the point of the exercise is that it aligns with the client's unique characteristics, values, and cultural considerations.

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

It is worthwhile to remember that physical exercise can be as (or more) effective in relieving symptoms of depression as antidepressant medication (Ratey & Hagerman, 2008). Likewise, practicing safe sex and attending to reproductive health can be a matter of life or death.

Of course, this goal also involves other forms of taking good care of oneself, including having a decent, safe place to live, regular visits to the doctor, getting plenty of rest and relaxation, etc. For some clients, it may also involve education around laws related to sexual activity, such as age of consent. The challenge for all of us is balancing this goal with the other good life goals in our lives.

38 Chapter 4

- Playing the lottery with money they should be saving
- Overly restricting their diet to keep their weight down
- Caring more about looking healthy than actually being healthy
- Trying to undo the effects of years of unhealthy behavior with remedies that claim to be quick and easy

Take Bella for example.

Bella’s Story: Good Goal, Wrong Approach


Bella had always been overweight. It seemed she couldn’t lose weight no matter how hard she tried. As a young woman, she also started smoking cigarettes. Every time she thought she should quit smoking, she got afraid that it would make her gain more weight. She often felt stuck between two bad choices.


Bella tried different ways to lose weight. She tried diet pills and even bought illegal prescription amphetamines to lose weight. These drugs worked for a little while, but at the age of 37, Bella had a heart attack. Bella’s first thought was to cut the dose of amphetamines by half. But her doctor told her taking amphetamines was the wrong approach. Yes, she 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 DID I TRY TO ACHIEVE THIS GOAL
WHEN I WAS YOUNGER?**


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

The Good Life Goal of Living 39

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?

HOW AM I TRYING TO ACHIEVE THIS GOAL NOW?

In what positive ways are you working to achieve this good life goal?

Positive Way #1: _____

How is this way working for you?

An additional way to break this down into manageable ideas is to ask about different facets of their lives. For example: "What are you doing to live safely?" or "What are you doing to find satisfying work?" By examining the components of the client's present life situation, it can be easier to help her imagine her future life.

40 Chapter 4

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

Positive Way #2: _____

How is this way working for you?

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

Positive Way #3: _____

How is this way working for you?

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

What can others do to help you attain 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 this goal?

- 1. _____
- 2. _____

The Good Life Goal of Living 41

3. _____

Which of your strengths 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 this goal?

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

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

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

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

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

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

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

Chapter 5 Outline

Positive ways of achieving this goal

Harmful ways of trying to achieve this goal

Yara's way of being happy hurts others

How was I trying to achieve this goal when I was younger?

How am I trying to achieve this goal now?

How will I achieve this goal in the future?

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

Don't be surprised if your clients have difficulty coming up with examples of happiness. Many clients who have experienced trauma and adversity have not had many opportunities to consider what makes them happy.

Chapter 5

THE GOOD LIFE GOAL OF HAPPINESS

The good life goal of happiness is about having things in your life that give you pleasure and make you feel emotionally content or sexually satisfied. It is also about finding ways to be happy without harming the happiness of others.

Positive Ways of Achieving This Goal

Here are some positive ways that people might achieve this goal:

- Enjoying themselves with friends, for example, going to a party or a concert
- Having a healthy, safe, and satisfying sexual experience with yourself (masturbation) or an appropriate partner
- 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 this goal include:

- Taking drugs or drinking too much

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- Forcing someone to have sex against their will or having sex with someone who can't legally consent
- Masturbating to the point of injury or pain
- Doing illegal things for the thrill of it
- Becoming violent because they think it will make them feel good
- Taking unnecessary risks for excitement (for example, driving too fast)

Yara's Way of Being Happy Hurts Others

Yara feels happy and better about herself when she is making others feel bad about themselves. When a woman approached her to apologize because she accidentally bumped into her at a coffee shop, Yara said, "I can see why you're sorry, your hair is hideous." Another time, when she was at the gym, she decided to comment loudly on how "fat" everyone around her was. Yara found that by putting others down, she felt better about herself. Yara did not realize that even though it made her feel better, it made other people not want to be around her.

- ◆ How could Yara achieve her goal of happiness in a positive way?

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

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




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


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

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


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

The Good Life Goal of Happiness 45

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?

HOW AM I TRYING TO ACHIEVE THIS GOAL NOW?

In what ways are you working to achieve this good life goal?

Positive Way #1: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

46 Chapter 5**Positive Way #2:** _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

What can others do to help you achieve this goal?

HOW WILL I ACHIEVE THIS GOAL IN THE FUTURE?

Imagine your life one to three years from now. What are some ways you will achieve this goal?

1. _____

2. _____

3. _____

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

This time frame can be very difficult to achieve with young adults or with women who have spent very little time living outside of institutions. Often, their life experiences have left them with little ability to think that far into the future. One option is to start by having them think several weeks or months into the future and gradually build up the time frames. Another option is to think ahead to major annual events, for example: Imagine your life at the end of the summer or after you've completed your probation.

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

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

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

The Good Life Goal of Happiness 47

Which of your strengths 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 this goal in the future?

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

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

Chapter 6

THE GOOD LIFE GOAL OF INNER PEACE

The good life goal of inner peace is about maintaining a general sense of calm or peace of mind and being able to meet your emotional needs in the face of problems and adversity. It can also be about spirituality or religion, if those are important aspects of your family, community, or culture.

Positive Ways of Achieving This Goal

Here are some positive ways that people might achieve this goal:

- Practicing martial arts or doing yoga
- Meditating or praying
- Going for a walk or drive
- Going to church
- Focusing on a hobby
- Seeking counseling to help them cope with emotional pain, anger, or loneliness

Harmful Ways of Trying to Achieve This Goal

Some harmful ways people might try to achieve this goal include:

Chapter 6 Outline

Positive ways of achieving this goal

Harmful ways of trying to achieve this goal

How Lachelle achieves inner peace

How did I try to achieve this goal when I was younger?

How am I trying to achieve this goal now?

How will I achieve this goal in the future?

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

This goal reflects overall self-regulation capacity, which itself is the subject of entire books.¹ Additional worksheets are available through the publisher's website. For purposes of the GLM, there are three basic self-regulation styles (Yates, Prescott, & Ward, 2011):

1. **Under-regulation** is when the client simply lacks the skills to meet her emotional needs and she is not able to prevent harmful or illegal behavior, particularly when she is stressed, upset, angry, or anxious.
2. **Mis-regulation** occurs when the client tries to use skills to manage challenging situations, but these skills are either ineffective for the situation or misapplied.
3. When a person has **intact self-regulation**, it means that she is capable of healthy, effective self-regulation. However, it may also be that, while she is able to prevent harmful or illegal behavior, she chooses not to or believes that it is acceptable. There can be many reasons for this, and the counselor is referred to other GLM materials for more information.

Ultimately, clients should strive for a healthy, effective self-regulation that enables them to meet their emotional needs without creating difficulties for themselves or others.

¹Linehan, M. (2014) DBT skills training manual, (2nd ed.). Guilford Press

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- Being violent or verbally aggressive toward others with the belief that it will change their behavior or attitude
- Putting someone down in order to win an argument or make themselves feel better
- Taking drugs or drinking in order to get away from pain, anger, or loneliness

How Lachelle Achieves Inner Peace

Lachelle can't stand being wrong. At work, if her boss or coworker tells her to try doing something differently, she thinks they are putting her down. She has to fight back the tears and her impulse to tell the person off.

Lachelle has a lot of good qualities and has many skills that are needed at work and at home. But everyone knows she has difficulties with her emotions, so they keep their distance from her.







Lachelle knows that drinking alcohol helps her regulate her emotions for a little while, but then she gets even more upset. She's tried smoking marijuana hoping it would help calm her down, but she also hates the feeling of being out of control.


- ◆ If Lachelle continues with these behaviors, what will happen to her?


- ◆ If Lachelle were your friend, what advice would you give her that would help her manage her emotions?

HOW DID I TRY TO ACHIEVE THIS GOAL WHEN I WAS YOUNGER?


When you were younger, what were some of the ways you tried to achieve this goal? 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 achieving this goal was also harmful to yourself?

☐ Yes ☐ No

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

Something for counselors to consider is that for some clients, a major part of attaining this goal when they were younger was finding ways to avoid, or cope with, the ever-present emotion of fear: fear of emotional, physical, or sexual abuse at home or fear of violence at school and in the community. As many girls became teenagers, they had to avoid or cope with fear of gangs and fear of the police. Just as important, they may not have recognized that they were trying to meet the goal of inner peace in this way because they were focused exclusively on taking action rather than reflecting on that action.

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

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

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

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

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

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HOW AM I TRYING TO ACHIEVE THIS GOAL NOW?

In what positive ways are you working to achieve this good life goal?

Positive Way #1: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

Positive Way #2: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

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 this goal?

1. _____
2. _____
3. _____

Which of your strengths 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 this goal?

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

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

People change dramatically throughout their lives, and self-regulation skills can improve as one gets older. This might be a good place to remind your clients that people change across their lifetimes in how they meet the goal of inner peace. This is a vitally important exercise that they will wish to return to, in their own time and in their own way, later in their lives.

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

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

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

Chapter 7 Outline

Positive ways of achieving this goal

Harmful ways of trying to achieve this goal

Linda's way of trying to achieve independence

How did I try to achieve this goal when I was younger?

How am I trying to achieve this goal now?

How will I achieve this goal in the future?

It's important to keep in mind that the good life goal of independence is implicated in many types of harmful behaviors. For example: "Just once in my life I'm going to show my girlfriend who's got the power." Likewise, the goal of independence has many links to the other goals, and this should be a part of the conversations you have.

One possible source of discussion is to ask the client about vignettes earlier in the workbook in which the people in the stories, such as Nikolai and Vera in Paula's Story, were trying to achieve the goal of independence.

Chapter 7

THE GOOD LIFE GOAL OF INDEPENDENCE

The good life goal of independence is about having the freedom and ability to make your own choices and decisions. It's also about being able to make choices and decisions that are good for you and don't cause problems for others. Like freedom, independence is not just about being able to do whatever you want, but about doing what is right for you in the context of your life.

Positive Ways of Achieving This Goal

Here are some positive ways that people might achieve this goal:

- Listening to advice from others but ultimately making up their own minds
- Speaking up for themselves and refusing to be manipulated by others
- Having the power to take a needed action
- Taking responsibility for their actions instead of blaming others

Harmful Ways of Trying to Achieve This Goal

Some harmful ways people might try to achieve this goal include:

- Doing whatever they want, even if it causes other people harm
- Telling themselves that it is okay to break rules
- Acting angry to get other people to give them what they want

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- Bossing people around
- Blaming others for their actions

Linda's Way of Trying to Achieve Independence

Linda's lover, Richard, asked her to go to the office Christmas party where he worked. This was a big deal for Richard because he was helping to organize the party. However, Linda and Richard had also recently talked about how sometimes each of them needed to take time away by themselves. Sometimes, they gave so much of themselves in their relationship that they both felt they needed more time alone to be their own person.







When Richard asked Linda to go with him to the Christmas party, Linda said no. Richard asked her why not, and Linda said she hated these kinds of events, and anyway, they had both talked about how they each needed some time alone to be their own person.

Here are three ways Linda could be there for Richard but also be her own person. Circle the one you would do if you were Linda:

- Go to Richard's office Christmas party, but politely leave early
- Promise to do something else with Richard
- Suggest that they have a more relaxed Christmas party for their mutual friends

HOW DID I TRY TO ACHIEVE THIS GOAL WHEN I WAS YOUNGER?

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

_____		
_____		
_____		


It is simply part of life that we all try to balance our independence with our other goals. It can be foolish to assert independence at the risk of compromising one's job security (by lashing out at one's boss) or sexual health (for example, through unprotected sex or dangerous practices) without considering the possible impacts.


Although balancing all of the good life goals requires careful consideration, independence can be tricky for women. Achieving this goal can be made more complicated when they are incarcerated or on parole or probation. This alone can be the source of considerable discussion.

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


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

The Good Life Goal of Independence 57

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 achieving this goal was also harmful to yourself?

☐ Yes ☐ No

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

HOW AM I TRYING TO ACHIEVE THIS GOAL NOW?

In what ways are you trying to achieve this good life goal?

Positive Way #1: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

58 Chapter 7**Positive Way #2:** _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

What can others do to help you attain 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 this goal?

1. _____

2. _____

3. _____

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

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

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

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

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

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

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

The Good Goal of Independence 59

Which of your strengths 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 this goal?

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

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

Chapter 8

THE GOOD LIFE GOAL OF EXCELLENCE

The good life goal of excellence is about being very good at something that is important in your life—your job, your education, a hobby, or some other leisure interest. If you have children, it can also include being a very good mother.

Positive Ways of Achieving This Goal

Here are some positive ways that people might achieve this goal:

- Taking steps to get better at their job
- Getting feedback on how they can be the best partner or lover they can be
- Taking up a hobby and working actively to get really good at it
- Talking to others to get ideas on how they can improve their work performance or similar activity
- Studying to get a GED if they didn't finish high school or enrolling in a vocational or community college program
- Taking parenting classes

Harmful Ways of Having a Purpose in Life

Some harmful ways people might try to achieve this goal include:

- Cheating at school or work in order to advance

Chapter 8 Outline

Positive ways of achieving this goal

Harmful ways of trying to achieve this goal

Ruth's way of achieving excellence

How did I try to achieve this goal when I was younger?

How am I trying to achieve this goal now?

How will I achieve this goal in the future?

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

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

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- Working to become more effective at criminal behavior
- Spending time with people who encourage you to break the law or get better at breaking the law
- Developing beliefs that support crime, such as:
 - ♦ Believing yourself to be smarter and more effective than the police
 - ♦ Believing that you won't get caught because you're effective at breaking the law
 - ♦ Believing that it's okay to do as you please because you are special or different from others

Ruth's Way of Achieving Excellence

Ruth got involved with Clayton, who stole credit card and bank account numbers. A friend told her not to trust him. Ruth told her friend that Clayton knew what he was doing and he assured her that she would not get into trouble if he ever got caught. She believed that they could make a lot of money and that she would be protected from trouble because she was good at what she was doing and because Clayton told her so.

Ruth spent a lot of time assisting Clayton with obtaining numbers. She created a network to use the numbers to purchase items that they both wanted or needed. Ruth and Clayton were making lots of money and Ruth felt truly proud of their achievement.

Then, one day, Clayton was arrested. Ruth wholeheartedly believed that Clayton would protect her, so she kept going on her own, and even planned to build up her "business" by training a new partner to assist her the same way she had assisted Clayton.







- ♦ What do you think of Ruth's plan to expand her "business"? Circle a number on the scale below, where 1 = it will never work and 5 = it will definitely work.


It Will Never Work			It Will Definitely Work	
1	2	3	4	5


The Good Life Goal of Excellence 63


HOW DID I TRY TO ACHIEVE THIS GOAL WHEN I WAS YOUNGER?


When you were younger, what were some of the ways you tried to achieve this goal? 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?

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

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

HOW AM I TRYING TO ACHIEVE THIS GOAL NOW?

In what ways are you working to achieve this good life goal?

Positive Way #1: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

Positive Way #2: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

What can others do to help you achieve this goal?

HOW WILL I ACHIEVE THIS GOAL IN THE FUTURE?

Imagine your life two to three years from now. What are some ways you will achieve this goal?

1. _____
2. _____
3. _____

Which of your strengths 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 this goal?

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

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

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

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

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

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

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

Chapter 9 Outline

Positive ways of achieving this goal

Harmful ways of trying to achieve this goal

Harriett's story, part 3

How did I try to achieve this goal when I was younger?

How am I trying to achieve this goal now?

How will I achieve this goal in the future?

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

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

Chapter 9

THE GOOD LIFE GOAL OF CONNECTION

The good life goal of connection is about having relationships and friendships and feeling emotionally close to other people who feel close to you.

Positive Ways of Achieving This Goal

Here are some positive ways that people might achieve this goal:

- Making new friends or connecting with old friends
- Joining a church club
- Finding a boyfriend or girlfriend for emotional and physical intimacy
- Spending time with their family
- Having a trusted person to talk to
- Asking a more experienced worker to be their mentor on the job

Harmful Ways of Trying to Achieve This Goal

Some harmful ways people might try to achieve this goal include:

- Trying to form new relationships (with a boyfriend or girlfriend) too quickly
- Having sex too soon or using sex to keep a relationship going
- Trusting people before they really know them, only to end up being hurt or exploited

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- Testing people deliberately to see if they can be trusted
- Lying in order to impress people
- Forcing someone into sexual contact
- Having sex with people who aren't able to give consent (for example, because they are too young or intoxicated)

Another harmful way to achieve this goal is to sexually abuse a young person like Harriett did.







Harriett's Story, Part 3

You first read about Harriett in chapter 1. Remember that she entered counseling after sexually abusing her daughter LaTasha. She hoped counseling would help her understand why she did what she did. She also hoped counseling would prove to others that they could trust her again and that she wouldn't let her mother down.

After a few sessions of counseling, Harriett began to open up about what she'd done to LaTasha. She was as confused by what she'd done as her mother was. On the one hand, she was an adult and LaTasha was a kid that she was responsible for. On the other hand, she felt close to Paul and believed men deserve to have sex with whomever they want. She also loved him and would have done anything to keep him in her life. It was hard to separate her love for Paul and her obligations to protect her daughter.

HOW DID I TRY TO ACHIEVE THIS GOAL WHEN I WAS YOUNGER?

When you were younger, what were some ways that you tried to achieve this goal? Write one way on each line.

_____		
_____		
_____		

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


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


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

As you review this case with your clients, it might be helpful to review the comments made earlier in this counselor's edition about Harriett and her status as someone who participated in sexually abusive behaviors in order to obtain a connection with Paul (see Harriett's Story, Part 1, including that the teaching goals of the story and the exercises that follow are more generally about how clients who have harmed others may view the offensive behavior differently from others and how clients and their families may view the purpose of counseling differently).


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

The Good Life Goal of Connection 69

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?

HOW AM I TRYING TO ACHIEVE THIS GOAL NOW?

In what ways are you working to achieve this good life goal?

Positive Way #1: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

70 Chapter 9**Positive Way #2:** _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

What can others do to help you attain this goal?

HOW WILL I ACHIEVE THIS GOAL IN THE FUTURE?

Imagine your life two to three years from now. What are some ways you will achieve this goal?

1. _____

2. _____

3. _____

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

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

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

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

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

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

The Good Life Goal of Connection 71

Which of your strengths 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 this goal?

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

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

Chapter 10

THE GOOD LIFE GOAL OF COMMUNITY

The good life goal of community is about belonging to a group of people, whether it be your geographic or religious community or a group of people with similar interests to yours, such as a local political club, the labor union where you work, or the PTA (parent-teachers association) at your children's school.

Positive Ways of Achieving This Goal

Here are some positive ways that people might achieve this goal:

- Joining a club where people socialize and do things together
- Joining a neighborhood watch group
- Getting together with others who share the same hobbies
- Volunteering at a local animal shelter or soup kitchen
- Being part of activities at a church or spiritual center

Harmful Ways of Trying to Achieve This Goal

Some harmful ways people might try to achieve this goal include.

- Joining a criminal gang
- Doing illegal or dangerous things in order to impress others

Chapter 10 Outline

Positive ways of achieving this goal

Harmful ways of trying to achieve this goal

Bina's attempt to fit in

How did I try to achieve this goal when I was younger?

How am I trying to achieve this goal now?

How will I achieve this goal in the future?

This can be a difficult goal for clients to talk about. Clients who are just getting out of prison are often much more focused on immediate tasks like finding a place to live and connecting with a few people close to them. Being part of a community is often not the first thing they are thinking about. Many clients have never felt as though they have fit into any community at all. A friend of one of the authors, Kieran McCartan, often observes that the idea of "community reintegration" makes little sense for people who have never experienced themselves as integrated.

This goal is different from connection. While connection is about relationships, community is about people coming together because they share a common vision or goals.

Bina's case illustrates many of the challenges that people face when trying to be a part of the community. Relationships with close friends and family members often enable clients to receive feedback about how their actions are affecting people. Successfully navigating community settings can present a different set of challenges. For some clients, this may involve developing a skill set for communicating with strangers (for example, not staring at others, or learning when and how to make small talk in public areas). For other clients, approaches such as motivational interviewing may be helpful to explore and resolve their concerns and desires about participating in various communities.

It's important to remember that clients have often had experiences in their lives that led them to feel that they are neither worthy of being, nor able to be, part of a community. As with other goals, it can be helpful to examine key components and skills related to getting along with others as well as exploring clients' various interests.

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- Buying drinks all around at a bar to fit in with the "regulars" there
- Joining an Internet hate tweet group just to get lots of retweets

Bina's Attempts to Fit In

At the age of 29, Bina never felt like she fit in anywhere. She lived with her mother and was mostly only comfortable when she was chatting with others online. She went to singles' night at a local bar, but ended up sitting at a table drinking by herself. Everyone seemed to be there with friends; she was the only one who came alone. Whenever anyone did talk to her, she told them all kinds of lies. She said that she owned a condo on the beach and had a lot of money. No one seemed to be impressed.







Bina wanted desperately to feel like she was part of a group, so she tried to impress some of the people at work by bragging about her ability to shoplift. They dared her to steal beer and cigarettes from a delivery truck so they could have a party. Bina accepted the challenge and was arrested just before she could drive away with what she had stolen.


- ◆ How could Bina meet her need to be part of a community in a positive way?


- ◆ What are some skills that Bina should learn?

HOW DID I TRY TO ACHIEVE THIS GOAL WHEN I WAS YOUNGER?


When you were younger, what were some of the ways you tried to achieve this goal? 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?

This exercise may involve recalling efforts to try to fit in at school, or participate in after-school activities, or join groups of friends. It may also involve exploring past barriers to participating in community activities, such as social isolation, growing up in an isolated community, or living in a dangerous or disenfranchised community.

Likewise, it may be the case that clients were not able to participate in their communities because they were too busy trying to survive the dangers and traumas they encountered in their lives every day.

Again, some clients—particularly those who have recently re-entered the community from prison, a psychiatric hospital, or other inpatient setting—may view the larger community as an ordeal they need to survive rather than a place that offers opportunities. If these clients are too focused on more immediate goals, such as living and connection, they may ignore this goal to their detriment. Pursuing only goals such as living and connection and forgetting about purpose and community can result in an overly narrow good life plan. Furthermore, the goal of community is an excellent counterbalance to social isolation.

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HOW AM I TRYING TO ACHIEVE THIS GOAL NOW?

In what ways are you working to achieve this good life goal?

Positive Way #1: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

Positive Way #2: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

What can others do to help you achieve this goal?

*The Good Life Goal of Community 77***HOW WILL I ACHIEVE THIS GOAL IN THE FUTURE?**

Imagine your life two to three years from now. What are some ways you will achieve this goal?

1. _____
2. _____
3. _____

Which of your strengths 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 this goal?

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

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

As clients complete these exercises and the discussions that follow, it may be necessary to help them develop easily accomplished smaller tasks as well as develop larger strategies.

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

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

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

Chapter 11 Outline

Positive ways of achieving this goal

Harmful ways of trying to achieve this goal

Barbara's purpose in life

How did I try to achieve this goal when I was younger?

How am I trying to achieve this goal now?

How will I achieve this goal in the future?

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

Chapter 11

THE GOOD LIFE GOAL OF PURPOSE

The good life goal of purpose is about having a sense of meaning in your life. It can include dedicating part of your time and energy to adhering to your religious practices or doing volunteer work in your community. If you have children, or a spouse or significant other in your life, it can also involve taking responsibility for their welfare.

Positive Ways of Achieving This Goal

Here are some positive ways that people might achieve this goal:

- Working to ensure the safety and happiness of their families
- Putting a part of every paycheck aside for their children's college tuition
- Becoming active citizens and getting involved in local politics and government
- Thinking deeply about who they are and where they fit into the world
- Mentoring younger workers on the job
- Adhering to their religion's customs and practices, such as dietary restrictions

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Harmful Ways of Trying to Achieve This Goal

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

- Developing criminal identities (in other words, telling themselves that being a criminal is who they are)
- Putting their own happiness and welfare above all else
- Imposing their religious or political beliefs on others

Barbara's Purpose in Life

By the time she'd turned 18, Barbara had already had a hard life. She was sexually abused by a family friend when she was 5. When she was 9, her parents let their friend sexually abuse her in exchange for drugs. After she grew up, Barbara worked for years at odd jobs and sold heroin and painkillers. Painkillers have always made her feel happy. She feels like nothing can hurt her when she is high. When painkillers were hard to find, she would sometimes take heroin.

When Barbara was 29, she was finally arrested and ended up in detox and rehab. One day she met Kristine, a recovering addict. Kristine seemed to be happy without using drugs. Kristine told Barbara she was happy because she had a purpose in life. Her purpose was to help kids stay off drugs. Kristine said, "I know I am making a difference in those kids' lives. That makes me happy. What is your purpose in life, Barbara?"

Barbara told Kristine her only purpose in life was getting high. She said this had been her purpose for as long as she could remember. When she could not get any drugs, she felt very sick and scared. As Barbara progressed in treatment, she saw that other people found their purpose in different ways. Some found it in their work. Others found it in their family. Still others found it in their community or their church. Barbara wondered where she would find her purpose.

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

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

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

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

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


- ◆ Have you known anyone like Barbara? What kinds of things did they do to have meaning and purpose in their lives?

- ◆ What advice would you give to Barbara?


HOW DID I TRY TO ACHIEVE THIS GOAL WHEN I WAS YOUNGER?

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




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

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

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

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

How was it harmful to other people?

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

☐ Yes ☐ No

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

HOW AM I TRYING TO ACHIEVE THIS GOAL NOW?

In what ways are you working to achieve this good life goal?

Positive Way #1: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

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

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

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

Positive Way #2: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

Positive Way #3: _____

How is this way working for you?

How does this way of achieving this goal fit with your values?

What can others do to help you attain this goal?

HOW WILL I ACHIEVE THIS GOAL IN THE FUTURE?

Imagine your life two to three years from now. What are some ways you will achieve this goal?

1. _____

2. _____

3. _____

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Which of your strengths 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 this goal in the future?

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

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

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

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

Chapter 12 Outline

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

Same behavior—different goals:

Rachel's Goal

Rose's Goal

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

The good life goal of living

The good life goal of happiness

The good life goal of inner peace

The good life goal of independence

The good life goal of excellence

The good life goal of connection

The good life goal of community

The good life goal of purpose

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

Chapter 12

GOOD LIFE GOALS AND HARMFUL BEHAVIOR

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

First, remember that all people have the same goals in life. You know that most people do positive things to 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 woman might play sports to achieve the goal of excellence. Another woman might play sports to achieve the goal of community.

The same goes for harmful behavior.

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

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

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Same Behavior—Different Goals

Rachel and Rose were both found guilty of violent behavior. Both are now in prison. One of the things they are required to do is meet once a week with a counselor.

Rachel's Goal

Rachel grew up in a home where her father got drunk every night and was often violent. Rachel learned how to shut off her fear of violence from an early age. By the time she was in her mid-twenties, she had been in a number of abusive relationships.

As she got older, she entered into a committed relationship with a man named Steve. Steve drank a lot and often beat Rachel severely. She needed medical attention on a number of occasions. One night while drunk, Steve beat Rachel. Rachel had had enough. She waited until Steve passed out and got his gun from the dresser. She loaded it and shot him. Neighbors called police after hearing the gun shot. Rachel was arrested.

Rachel is now in prison. She has been talking to a counselor about why she behaved violently. Acting violently was the only way she could think of to get out of the situation. That is, acting violently was the only way she knew how to meet the goal of being independent.

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

- How is it that so many people will continue to abuse alcohol or drugs despite clear evidence of what it is doing to their physical health? Is it an unhelpful way they are trying to have happiness or gain inner peace?
- How is it that so many people are willing to stay in violent relationships? Is it a way to feel happy and connected to others? What other goals are they not attaining? And what other ways exist for them to meet these goals? And how can they meet their various needs in ways that aren't harmful or dangerous?

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

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

Rose's Goal

Like Rachel, Rose also uses violence to meet a goal. She lives with her girlfriend, who has a son from a previous relationship. Tired of not making enough money to pay their bills, she made up her mind that when she saw the right opportunity, she would rob a store. She put a real-looking toy gun in the glove compartment of her car. One night she saw an empty convenience store and decided to rob it. It made her nervous, but she got away with a lot of money. The second time Rose tried this at a liquor store, the police arrived before she could escape and arrested her.

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

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

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

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

88 Chapter 12**The Good Life Goal of Living**

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

The Good Life Goal of Happiness

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

The Good Life Goal of Inner Peace

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

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

The Good Life Goal of Independence

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

The Good Life Goal Excellence

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

The Good Life Goal of Connection

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

90 Chapter 12**The Good Life Goal of Community**

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

The Good Life Goal of Purpose

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

Chapter 13 Outline

What obstacles are getting in my way?

How am I dealing with obstacles?

The good life goal of living

The good life goal of happiness

The good life goal of inner peace

The good life goal of independence

The good life goal of excellence

The good life goal of connection

The good life goal of community

The good life goal of purpose

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

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

Chapter 13

OBSTACLES TO ACHIEVING MY GOOD LIFE GOALS

WHAT OBSTACLES ARE GETTING IN MY WAY?

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

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

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

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

For example, you may decide you only want to try to achieve the goal of independence. But do you really want to miss out on being connected to other people and being part of a community?

Or, if you only ever try to have happiness, your connections with other people may suffer. You won’t ever have much of a purpose in life or make a difference in

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

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

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

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

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

For example, you may have tried to get a high-paying job but no matter what you do, you haven't received the right education or training.

Another example is that you might meet a person with whom you want to have a relationship, and yet you lack the skills necessary for communicating with her or him.

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

For example, it can be very difficult to meet the right person or get the right job when you live in an isolated area.

Sometimes the lack of opportunity is temporary. For example, completely being independent may not be possible while you are incarcerated.

HOW AM I DEALING WITH OBSTACLES?

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

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

When you see obstacle #3 (conflict between goals), consider "going upstream" in the client's life and seeing what other obstacles existed for the individual goals prior to their coming into conflict with one another. For example, consider the act of molesting children. It can be a means of feeling connected to others or experiencing happiness. However, it quickly brings those goals into conflict with the goal of independence, since child molestation requires considerable secrecy and often ends up in legal difficulties. The goals of inner peace, happiness, and independence can all conflict with one another in the wrong circumstances. You might consider what happened during the process of this client's attempts to be connected or be happy that resulted in child molestation as the outcome. What were the obstacles to each of these goals that resulted in this conflict between goals?

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

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

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

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

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

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

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

The Good Life Goal of Living

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

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

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

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

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The Good Life Goal of Happiness

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

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

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

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

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

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

It will be important to emphasize to clients that patience and trial-and-error is crucial to attaining this goal. Research into “affective forecasting” shows that people are not very accurate when predicting future emotional states.

It will also be important for many clients to address the role of guilt, shame, anxiety, and depression in their lives. Many clients feel that they don’t deserve to have inner peace. Others, particularly those whose crimes and/or past treatment experiences were severe believe that if they were to relax enough to experience inner peace that they might end up lowering their guard against re-offending.

The Good Life Goal of Inner Peace

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

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

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

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

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The Good Life Goal of Independence

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

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

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

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

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

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

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

The Good Life Goal of Excellence

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

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

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

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

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The Good Life Goal of Connection

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

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

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

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

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

Motivational interviewing can be particularly helpful here. Clients often feel different ways about developing ties to the community. On the one hand, they may identify as individuals who will never fit in, while on the other hand they often strongly desire to find groups of people with similar interests and goals. Likewise, the idea of being in a community might be so big that they have trouble imagining little communities that they can belong to, such as joining a club or volunteering for a charity.

The Good Life Goal of Community

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

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

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

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

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The Good Life Goal of Purpose

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

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

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

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

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

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

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

Chapter 14

BUILDING MY GOOD LIFE PLAN

You are almost done!

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

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

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

102 Chapter 14**The Good Life Goal of Living****Working on Achieving this Goal**

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:

Noticing Obstacles Along the Way

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

Here are some warning signs I will look out for:

Components of this goal, such as having a safe, healthy sex life, can be difficult when it comes to engaging in a realistic discussion. In the case of a client who has sexually abused others, it may be that this will be part of a larger safety planning discussion. It might also be that her answers become vague because in her mind she is anxious about her sexuality and its place in her future. With other clients, discussion of this exercise may also involve consciousness-raising about laws related to sexual activity if you haven't already done this in chapter 4.

Physical health and hygiene is another goal that can be easy for clients to overlook as they attempt to get to the end of counseling as quickly as they can.

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

This can be an excellent checklist that people can develop to make sure they are on track. Because they often have histories of trauma and adversity, it can be easy for clients to miss the subtle clues that they are not taking care of themselves. One way to look at it is that most people take their car to the shop when the “check engine” light comes on, but we often don’t do the same when it is our bodies or experiences telling us that something is not right.

It’s worth noting again that other people in a person’s life often notice that someone is having trouble before they do.

Overcoming Obstacles

Here are the things I will do if I notice 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 can do:

Being Hopeful that I Will Achieve this Goal

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

1.

2.

3.

4.

5.

104 Chapter 14**The Good Life Goal of Happiness****Working on Achieving this Goal**

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:

Noticing Obstacles Along the Way

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

Here are some warning signs I will look out for:

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

It can be important to note that a trial-and-error approach may be necessary, as people are often poor predictors of what will or won't make them happy. There can be a place for trying new activities for clients. When initial feedback is not positive, making changes to how one is trying to achieve a goal is to be expected when it comes to the goal of happiness. Likewise, what does and doesn't make us happy can change dramatically over the course of our lives.

Overcoming Obstacles

Here are the things I will do if I notice 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 can do:

Being Hopeful that I Will Achieve this Goal

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

- 1.

- 2.

- 3.

- 4.

- 5.

106 Chapter 14**The Good Life Goal of Inner Peace****Working on Achieving this Goal**

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:

Noticing Obstacles Along the Way

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

Here are some warning signs I will look out for:

Discussion of this goal can often involve topics that cause frustration for clients, like how they will calm themselves down or manage impulses. You will want to be sure not to settle for answers such as "I will use my coping skills." Instead, you will want to take the time to explore and discuss what those skills actually are.

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

Because problems attaining inner peace can be implicated in so many problematic behaviors, it is essential to consider the answers to these questions to be an early warning system to help keep someone on track.

As with other areas of human endeavor, it is often people who are close to the client who are the first to notice when there are problems.

It will be important to validate and affirm the client's responses. Developing inner peace has not been a skill set that most clients have had.

Overcoming Obstacles

Here are the things I will do if I notice 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 can do:

Being Hopeful that I Will Achieve this Goal

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

1.

2.

3.

4.

5.

108 Chapter 14**The Good Life Goal of Independence****Working on Achieving this Goal**

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:

Noticing Obstacles Along the Way

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

Here are some warning signs I will look out for:

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

Discussing these answers will likely involve discussing how the goal of independence meshes with other goals, particularly the goal of connection.

These obstacles may be a challenge to negotiate. When someone is having difficulty with the goal of independence, their first inclination can be to “go it alone” rather than seek out the feedback of others (which can feel contrary to the spirit of independence).

As above, remaining sensitive to how independence meshes with other goals will be particularly important here.

Overcoming Obstacles

Here are the things I will do if I notice 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 can do:

Being Hopeful that I Will Attain this Goal

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

1.

2.

3.

4.

5.

110 Chapter 14**The Good Life Goal of Excellence****Working on Achieving this Goal**

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:

Noticing Obstacles Along the Way

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

Here are some warning signs I will look out for:

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

The idea here is to develop an early warning system. For example, being spoken to by your boss at work is a more effective warning signal than being fired.

Overcoming Obstacles

Here are the things I will do if I notice 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 can do:

Being Hopeful that I Will Achieve this Goal

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

- 1.

- 2.

- 3.

- 4.

- 5.

112 Chapter 14**The Good Life Goal of Connection****Working on Achieving this Goal**

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:

Noticing Obstacles Along the Way

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

Here are some warning signs I will look out for:

Discussion of this goal will likely be quite comprehensive. It will involve discussion of acquaintances (for example at work or in the community) and people to whom the client is very close (such as significant others, children, other family members and close friends).

Given that people whose behavior has gotten them into trouble often tend to be focused on their own experience more than those of others, these answers may require considerable discussion. Given the role of trauma and adversity in the backgrounds of many clients, it is not surprising that they may pay more attention to some aspects of connection (such as whether they feel victimized) than others (such as whether they are doing their part to maintain the relationship).

Overcoming Obstacles

Here are the things I will do if I notice 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 can do:

Being Hopeful that I Will Achieve this Goal

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

1.

2.

3.

4.

5.

114 Chapter 14**The Good Life Goal of Community****Working on Achieving this Goal**

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:

Noticing Obstacles Along the Way

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

Here are some warning signs I will look out for:

Assuming that the client followed the steps outlined in chapter 10 in a comprehensive and thoughtful way, these questions should be straightforward (for example, "I'll attend church at least three times a month"). One source of discussion can be to ask about how they will assess the quality of their interactions with others. Are they participating superficially or are they getting to know others at a social level? What signs is the client seeing that others feel comfortable around her?

As above, it can be particularly useful for the client to collect feedback from others about how well she is doing with this goal.

In contrast with some other goals, becoming hopeful may be an extra challenge for clients trying to achieve this goal. Integrating into communities can be much harder than it seems, and it is easy for counselors (who often have good overall communication skills or else they wouldn't be counselors) to underestimate the challenges.

Overcoming Obstacles

Here are the things I will do if I notice 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 can do:

Being Hopeful that I Will Achieve this Goal

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

1.

2.

3.

4.

5.

116 Chapter 14**The Good Life Goal of Purpose****Working on Achieving this Goal**

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:

Noticing Obstacles Along the Way

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

Here are some warning signs I will look out for:

Depending on how much time you have with the client in counseling, it may be that the client tries to move quickly through this goal. Sometimes it is as though the client is saying “We can discuss my purpose in life later; I need to get through this counseling program now.” I recommend that you do what you can to keep the discussion in this area comprehensive, maintaining one’s curiosity about the client and what is important to her. Likewise, motivational interviewing can be a useful approach for evoking what is relevant and meaningful to each client.

Signs that the client is having trouble might include symptoms of anxiety or depression, or the development of a “why bother” attitude.

In discussing this goal, it can be important to remind your clients that hope consists of being aware that a goal is attainable as well as having ideas about how to accomplish it. Clients' ideas of their purpose in life can take time to develop.

Overcoming Obstacles

Here are the things I will do if I notice 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 can do:

Being Hopeful that I Will Achieve this Goal

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

1.

2.

3.

4.

5.

SPECIAL ASSIGNMENT

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

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

Here is how to complete an interview sheet.

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

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

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

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

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

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

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

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

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

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

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

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

INTERVIEW SHEET

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

Person's name: Deb Relationship to you: Girlfriend

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

- I would like to ask you about my Good Life Goal of:
Connection
- This is what this goal is about: Having the best, most trusting
relationship with the people I care about
- Here are some of the positive ways I am trying to achieve this goal:
I am working on being able to manage my emotions so that I don't become violent or threatening. I
am also trying to learn as much as I can about parenting skills so that I can be good with the kids
and make sure that Child and Family Services knows I am working hard to keep them safe. I am also
talking about issues instead of becoming upset or sad about them. Talking things out really helps.
- This is how I will know I am achieving this goal:
When Deb tells me she trusts me more and when I am showing that I am trustworthy. I will also know
I am achieving this goal when she says that our relationship is improving and we are spending more
time together. Finally, I will know when her kids are enjoying spending time with me.
- This is how I will know I am having trouble achieving this goal.
I will know this if I start having trouble managing my emotions or talking about them. Also, if Deb tells
me she is starting to not trust me again or that she doesn't feel that it is safe to have the kids
around me. I will definitely know things are getting worse if she or I start talking less to each other.
- These are the warning signs I will look for.
Angry thoughts and having a hard time keeping myself calm. When Deb starts acting distant or is
quiet, I will know that we need to talk and find solutions.

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

- What do you think of the positive ways I am trying to achieve this goal?
I think you are trying very hard, and I appreciate this. I am working very hard too, and
don't always have the time for deep conversations. I can see that you are putting a
lot of effort into this.
- How do you think you will know that I am achieving this goal?
When you have not been angry for a long time and when you have earned the trust of
our case worker with the Department of Child and Family Services.
- How do you think you will know that I am having trouble achieving this goal?
When you are having trouble managing your emotions and when you start getting
quiet. Also, if you start getting angry at the kids.
- What warning signs will you look for?
When you start getting quiet and looking like you have things on your mind. Also,
when you start complaining about things or looking tense. Definitely, if you start
yelling, I will know that it is definitely time to take action.

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

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

INTERVIEW SHEET

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

Person's name: _____ Relationship to you: _____

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

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

- This is what this goal is about:

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

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

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

- These are the warning signs I will look for.

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

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

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

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

- What warning signs will you look for?

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

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

You might like to consider one final possible discussion. There is an axiom in psychotherapy that when treatment is effective, both the client and the counselor are better off. As you conclude your treatment experience with your client, consider sharing with her what you’ve learned and how you’ve changed as a result of your work together.

This concludes the counselor’s edition of *Becoming the Woman I Want to Be*. We sincerely hope it is helpful to you. Be sure to visit the Safer Society website and periodically check it for updates:

www.safersocietypress.org

SUMMING IT ALL UP

What final things do you want others to know about you? What’s missing from all of this that you want others to be aware of?

Complete your Plan-at-a-Glance (next page) as a way to sum up all the work you have done in this book. It will come in handy whenever you want a reminder of your goals and your plans to meet them. Your counselor has additional copies of the blank form that you can use to update your plan from time to time.

My Good Life Plan-At-A-Glance

Name: _____ Date: _____

Good Life Goal	Ways to Achieve this Goal	How I Will Know I Am Achieving this Goal
Living		
Happiness		
Inner Peace		
Independence		
Excellence		
Connection		
Community		
Purpose		

[illegible]

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SUGGESTED READINGS AND RESOURCES

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Carich, M. & S. Mussack, ed. *The Safer Society Handbook of Sexual Abuser Assessment and Treatment*. Safer Society Press, 2014.

The volume provides clinicians with the most current empirically and clinically supported methods for assessing the treatment needs of sexual offenders and providing them with effective treatment.

Cortoni, F. *Women Who Sexually Abuse: Assessment, Treatment, & Management*. Safer Society Press. 2018

Jung, S., **RNR Principles in Practice In the Management and Treatment of Sexual Abusers**. Safer Society Press, 2017.

Dr. Jung summarizes the history of RNR and the science behind it; translates the principles into practice with sexual offenders; describes what that implementation looks like; and examines the potential challenges of implementation.

Levenson, J., G. Willis, D. Prescott, *Trauma-Informed Care: Transforming Treatment for People Who Have Sexually Abused*, Safer Society Press, 2017.

Written for professionals who work with adult sexual abusers, but contains much valuable information about trauma-informed counseling in general.

Pflugradt, D.M., & Allen, B.P. *The Application of the Good Lives Model to Women Who Commit Sexual Offenses*. Current Psychiatry Reports, 21, 119doi.org/10.1007/s11920019-1115z. 2019.

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A downloadable pdf of a chapter on the general subject of motivational interviewing and goal setting, excerpted from the Safer Society Handbook of Sexual Abuser Assessment and Treatment.

Prescott, D.S., & Dent, T. *Becoming Who I Want to Be: A Good Lives Workbook for Young Women*. Safer Society Press. 2020.

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The official website of the Good Lives Model.

Yates, P., D. Prescott, *Applying the Good Lives and Self-Regulation Models to Sex Offender Treatment*, Safer Society Press, 2010.

A comprehensive guide to integrating the Good Lives and Self-Regulation models into a sex offender treatment program.

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