

COURSE OVERVIEW

Anger Management

ITEM # W 111



- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning

COURSE DESCRIPTION

People can change as fast as they want to if they are self-motivated to do so. It doesn't take weeks, months, and years, as many believe. Because anger is a secondary emotion, it is important to focus on the primary emotions and challenge the faulty thinking errors that created those emotions.

The objective of this course is to help students overcome the root causes of anger, abuse, and domestic violence by challenging self-defeating thoughts and behaviors. The course teaches anger avoidance and focuses on self-deception, justification, and resistant behaviors.

LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Anger Avoidance
- Self-Awareness
- Internal Locus of Control
- Empathy — People vs. Objects
- Positive Thinking Skills

RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction

COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 111

Workbook Pages: 64

Course Length: ~15 hours

COURSE CONTENT

UNIT 1: BEGINNINGS

Our negative beginnings can greatly impact our endings.

UNIT 2: SUBCONSCIOUS MIND

Doesn't know right from wrong.

UNIT 3: BEGINNINGS

We can't break these needs, we can only break ourselves.

UNIT 4: ANGER AVOIDANCE

Those who anger you, control you!

UNIT 5: INNER WAY OF BEING

Who you are without thinking who you are.

UNIT 6: RELATIONSHIPS

Responsive people look past the negative and seek positive.

UNIT 7: DOMESTIC VIOLENCE

Is a deeply rooted systemic disease.

UNIT 8: HOW TO BE HAPPY

Think more of others than yourself.

UNIT 9: HOW TO CHANGE

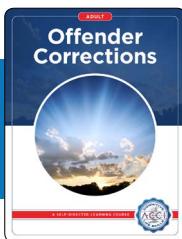
If you never have a desire to change, you won't.

CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial personalities
3. Family and marital relationships

LEARNING ACTIVITIES

Self-assessments | Role playing
 Knowledge check | Self-reflection
 Scenario-based learning | Focused journaling | Discussion with coach
 Application and skill building



COURSE OVERVIEW

Offender Corrections

ITEM # W 112

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning



COURSE DESCRIPTION

Challenging criminal thinking can change behavior. The course focuses on crimes of moral turpitude such as theft, assault, and fraud. It is important that students understand that the primary source of their problems is their thinking. If they never change their thinking, they can never change their behavior. Criminals repeat and repeat and continue through the revolving door, because that is what is programmed into their subconscious minds. Their thoughts are the driving force behind their criminal activity.

If you think like a criminal, you will act like a criminal. This course constantly challenges faulty thinking errors while offering positive cognitive thinking skills that can change lives. As the facilitator, just relax and let the workbook and group process do the rest. This isn't something you can push; it just has to happen on its own. It is not your responsibility to change criminal thinking. Your job is to facilitate and let it happen.



COURSE CONTENT

UNIT 1: SUBCONSCIOUS MIND

Plays back what was downloaded into it.

UNIT 2: CRIME AND LAWS

Criminal behavior is in line with criminal values.

UNIT 3: HUMAN NEEDS

In the deepest sense, all humans are the same.

UNIT 4: ANGER MANAGEMENT

Violent criminals have free-floating hostility.

UNIT 5: CONSEQUENCES

You can choose to do wrong, but not the consequences.

UNIT 6: RELATIONSHIPS

If your last friend didn't like you, the next one won't either.

UNIT 7: LEADING & MANAGING LIFE

Is a deeply rooted systemic disease.

UNIT 8: HOW TO BE HAPPY

If you have chosen to do wrong, you are not happy.

UNIT 9: HOW TO IMPROVE

The first step to self-improvement is self-awareness.

UNIT 10: DRUGS

Place the mind and body in a death trap.



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities



LEARNING ACTIVITIES

Self-assessments | Role playing
Knowledge check | Self-reflection
Scenario-based learning | Focused journaling | Discussion with coach
Application and skill building



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

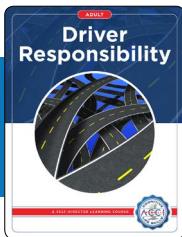
Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 112

Workbook Pages: 64

Course Length: ~15 hours



COURSE OVERVIEW

Driver Responsibility

ITEM # W 113

- ✓ Available in workbook
- ✓ Available in Spanish

COURSE DESCRIPTION

This course on cognitive driving skills was designed for all drivers, regardless of age, who have exhibited a lack of proper driving values, attitudes, and behaviors.

This is perhaps the only traffic workbook in the nation that combines cognitive restructuring with traditional traffic curriculum. Notice that the workbook spends a lot of time and effort in the cognitive domain to challenge driver's faulty thinking, and less in the affective domain. Highlights in the workbook include Unit 5, which covers emotional factors, and Unit 6, which covers physical factors. Each unit sets the stage for the next unit and focuses on the ACCI motto:

If we keep on thinking the way we have been thinking, we will keep on getting what we have been getting. If we want to change what we have been getting, we will have to change what we have been thinking.

LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Personal responsibility
- Avoiding distractions while driving
- Overcoming negative thoughts, attitudes and behaviors while driving
- Positive driver attitudes, values, and behaviors
- Driving with skill and sense

RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—Combination of self-directed learning and group instruction
- **Blended Learning**—Combination of online & offline curriculum

COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 750 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 113

Workbook Pages: 64

Course Length: ~15 hours

COURSE CONTENT

UNIT 1: DRIVER VALUES

The reason for most driver problems is driver values.

UNIT 2: DRIVER RESPONSIBILITY

If you are not responsible for your actions, who is?

UNIT 3: LAWS & CONSEQUENCES

A society without laws is not a society.

UNIT 4: ANGER AVOIDANCE

Angry drivers drive with a full anger flask.

UNIT 5: EMOTIONAL FACTORS

Strong emotions impede driving ability.

UNIT 6: DRIVING WITH SKILL

Thirteen factors that cause accidents.

UNIT 7: DRIVING UNDER THE INFLUENCE

A recipe for disaster.

UNIT 8: HOW TO CHANGE

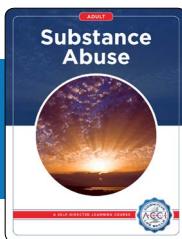
Driver awareness is the first step toward change.

CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial personalities
3. Education

LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Substance Abuse

ITEM # W 114

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning



COURSE DESCRIPTION

This course intervenes in the faulty thinking errors associated with substance abuse and was designed for anyone addicted to chemicals of any kind.

It is important to remember that we have both inner and outer selves. The interaction between mind and body is hyperactive with substance abusers as they try to deal with what they know is right and powerful cravings (cognitive dissonance). Once a person's body is addicted, the only course back to sobriety is through the mind. However, the only window of opportunity for teaching life-changing cognitive skills is during periods of sobriety.

Cognitive restructuring has the ability to intervene in faulty thinking. In the end, there has to be an intrinsic desire to change or it won't happen. This workbook has proven to be very effective in helping users overcome self-defeating thoughts and behaviors; just let it happen.



COURSE CONTENT

UNIT 1: PUTTING LIFE IN FORWARD

Question what you believe; it could be wrong.

UNIT 2: SUBCONSCIOUS MIND

You can tell right from wrong by observing the results..

UNIT 3: HUMAN NEEDS

Chemical addictions separate us from our emotional needs.

UNIT 4: DRUGS AND COURAGE

Users have a dimmer switch attached to their bodies.

UNIT 5: SUBSTANCE ABUSE

Affects every part of life.

UNIT 6: ANGER AVOIDANCE

Anger and lack of empathy is a result of addiction.

UNIT 7: SKILLS FOR LIFE

Ten cognitive skills to empower self-change.

UNIT 8: MANAGING LIFE

Take charge and manage your life, or it will manage you.



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Substance abuse



LEARNING ACTIVITIES

Self-assessments | Role playing
Knowledge check | Self-reflection
Scenario-based learning | Focused journaling | Discussion with coach
Application and skill building



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 114

Workbook Pages: 68

Course Length: ~15 hours



COURSE OVERVIEW

Marijuana Awareness

ITEM # W 115

- ✓ Available in workbook
- ✓ Available in eLearning



COURSE DESCRIPTION

This course presents the possible negative effects of using marijuana, allowing individuals to make more informed decisions on whether to use or not.

The marijuana awareness course is presented in a story format. It follows the lives of several people who use marijuana and the results of their usage. Its focus is to offer cognitive thinking skills that will allow the person to make correct decisions concerning their usage. It avoids contention and allows the individual to make their own decisions.



COURSE CONTENT

UNIT 1: TRISTAN

Follows the life of Tristan as he struggles with marijuana and other drugs.

UNIT 2: MARIJUANA

Discusses the mental and physical effects of using marijuana.

UNIT 3: COLTON

Fictional account of people struggling with their addictions.

UNIT 4: FREEDOM VS CAPTIVITY

Consequences of choosing to use illegal drugs.

UNIT 5: RECOVERY

Discusses recovery from drug addiction in a story format.

UNIT 6: COGNITIVE THOUGHTS

Demonstrates how thoughts precede behaviors.

UNIT 7: MANAGING LIFE

Responsibility and pro-activity.



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities
4. Family relationships
5. Addictions



LEARNING ACTIVITIES

Self-assessments | Role playing
Knowledge check | Self-reflection
Scenario-based learning | Focused journaling | Discussion with coach
Application and skill building



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 600 Slides

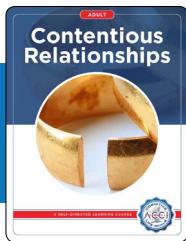
Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 115

Workbook Pages: 48

Course Length: ~10 hours



COURSE OVERVIEW

Contentious Relationships

 Available in workbook

ITEM # W 116



COURSE DESCRIPTION

The main objective of this course is to change the hearts and minds of contentious couples, thereby reducing the harm to their children. It was also designed to speed up the court process, thereby reducing costs.

The purpose of this cognitive lifeskills workbook is not necessarily to keep couples together, but to reduce damage to the children. Secondarily, it offers cognitive skills that can minimize the impact of the strong emotional feelings that usually accompany contentious divorces. This workbook is also an excellent resource that defines domestic violence and explains how to break the strong emotional cords that bind couples in unhealthy ways. It also demonstrates how to go through the door and resolve conflicts.



COURSE CONTENT

UNIT 1: BEGINNINGS

We can't control our beginnings, but we can control our endings.

UNIT 2: PERSONAL WAY OF BEING

Determines if we will be happy in life.

UNIT 3: DIVORCE

We can divorce each other, but not our children.

UNIT 4: ANGER MANAGEMENT

Forgiveness is pardoning without resentment.

UNIT 5: DOMESTIC VIOLENCE

There are many ways to commit domestic violence.

UNIT 6: CHILDREN

Children's suffering is often expressed over a lifetime.

UNIT 7: HOW TO BE HAPPY

Nine steps to success.

UNIT 8: HOW TO IMPROVE

We must change ourselves before changing others.



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



RECOMMENDED USES

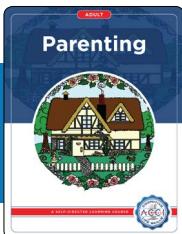
- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: Printed Workbook
 Scientific Model: Cognitive Restructuring
 Author and Publisher: ACCI Lifeskills

Item Number: W 116
 Workbook Pages: 48
 Course Length: ~8 hours



COURSE OVERVIEW

Parenting

ITEM # W 117

✓ Available in workbook



COURSE DESCRIPTION

The objective of this course is to help parents become more aware of the long-term subconscious programming they instill in their children. Parenting is not easy. However, there are a few powerful cognitive steps that can be taken that will have the greatest impact on child and parent relationships.

Children have physical, emotional, directional, and creative needs. The more they get of these needs in early childhood, the better their adult life. The most important thing in parenting is the parents. Just a few changes now can reap great rewards in the future. The good and bad done to children will be reflected in future generations. One good way to gauge our success as parents is to see how our grandchildren turned out.

One of the problems with parenting courses is guilt and denial. Parents can become angry and contentious at any suggestion that their children are acting out because of them. Because of the coach and home study format as well as positive curriculum, most of these strong emotions are negated, providing an excellent opportunity to change and learn.



COURSE CONTENT

UNIT 1: BEGINNINGS

There are four elements in the hierarchy of needs for children.

UNIT 2: FAMILIES

Families are the most important unit in any society.

UNIT 3: PERSONAL WAY OF BEING

Parents are most important in parenting.

UNIT 4: TRUTH

Truth is what it is. You can't break the truth, only yourself.

UNIT 5: CHILDREN

Six important steps to greater success.

UNIT 6: LIFE

Simple interventions now can result in a cascade of positive results.

UNIT 7: ANGER MANAGEMENT

Angry people imprison themselves.

UNIT 8: RELATIONSHIPS

The more we think of others, the happier we will be.

UNIT 9: HOW TO CHANGE

We can influence others to change, but not force them.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Anger Avoidance
- Self-Awareness
- Internal Locus of Control
- Empathy—People vs. Objects
- Positive Thinking Skills



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

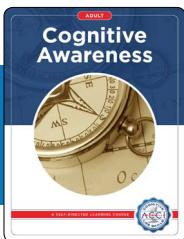
Course Format: Printed Workbook
 Scientific Model: Cognitive Restructuring
 Author and Publisher: ACCI Lifeskills

Item Number: W 117
 Workbook Pages: 48
 Course Length: ~10 hours



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Cognitive Awareness

ITEM # W 118



- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning

COURSE DESCRIPTION

This workbook is for all people who may be experiencing problems associated with self-defeating thoughts and behaviors. It is a self-development workbook designed to teach cognitive skills that will empower participants to live happier, more productive lives.

This course was designed for mostly non-criminals, but it may be used for offenders (Offender Responsibility is the equivalent for offenders). It was intended to be used by therapists and others who need a strong cognitive component to their counseling. Often, the answers to the future can be found in the past.

The subconscious mind remembers things in three basic ways: repetition, trauma, and emotion. The goal of this workbook, and any cognitive behavioral therapy (CBT) effort, is to intervene at the deepest level and challenge faulty thinking errors. Clients become cognizant of what is blocking their progress and can find their true potential. This workbook will lead people on a journey of self discovery. It will demonstrate that they are most often many times more talented and capable than they think they are.

LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Self-awareness
- Money management
- Positive subconscious thoughts
- Goal setting and achievement
- Empathy
- Positive relationship building

RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction

COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 118

Workbook Pages: 64

Course Length: ~15 hours

COURSE CONTENT

UNIT 1: BEGINNINGS

Your beginnings are mostly luck—it is not your fault.

UNIT 2: RIGHT VS WRONG

We can block the wrong and not pass it on.

UNIT 3: LIVING ABOVE 500

Whether we live in growth or decay is our choice.

UNIT 4: HUMAN NEEDS

The average American only lives 900 months, or 620,000 hours.

UNIT 5: ANGER AVOIDANCE

If you don't control anger, it will control you.

UNIT 6: ADDICTIONS

The addicted are held captive by heavy chains they created.

UNIT 7: WAY OF BEING

Resistant, self-deceived people live below 500.

UNIT 8: RELATIONSHIPS

Intimate relationships take people to the deepest sense.

UNIT 9: SUCCESS IN LIFE

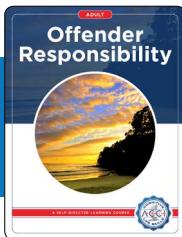
Comes when you stop believing the untruth.

CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial personalities
3. Family relationships

LEARNING ACTIVITIES

Self-assessments | Role playing
 Knowledge check | Self-reflection
 Scenario based learning | Focused journaling | Discussion with coach
 Application and skill building



COURSE OVERVIEW

Offender Responsibility

ITEM # W 119

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning

COURSE DESCRIPTION

This workbook was written to help offenders overcome denial and accept responsibility for their actions. The objective of this course is to intervene in revolving criminal thinking. It is a cognitive restructuring lifeskills course designed to challenge deeply seated self-defeating thoughts and behaviors.

Whether people choose to live in growth or decay has a powerful impact on them, their significant others, and society as a whole. Living below 500 is fraught with many dangers, strong negative emotions, and life-demeaning results. It is a life filled with captivity, where the subjects have empowered other people and self-inflicted events to control their lives. What the captives don't understand is that the prison doors to their mind are never locked. All they have to do is push on them and leave.

LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Personal responsibility
- Overcoming self-deception
- Satisfying the emotional hierarchy of needs
- Growth mindset
- Anger avoidance

RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction

COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 750 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 119

Workbook Pages: 64

Course Length: ~15 hours

COURSE CONTENT

UNIT 1: BEGINNINGS

Life is a gift of time and space to do much good.

UNIT 2: SUBCONSCIOUS MIND

Doesn't know right from wrong.

UNIT 3: GROWTH VS DECAY

Whether one lives in growth or decay is a choice.

UNIT 4: RESPONSIBILITY

If we are not responsible for our lives, who is?

UNIT 5: HUMAN NEEDS

Many people spend a lifetime trying to fulfill these needs.

UNIT 6: ANGER AVOIDANCE

Forgiveness is pardoning others without resentment.

UNIT 7: ADDICTIONS

The drug monster has no mercy.

UNIT 8: INNER BEING

You are who you are without thinking who you are.

UNIT 9: RELATIONSHIPS

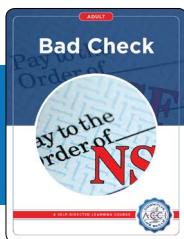
The most important thing in a relationship is the people.

CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities
4. Family relationships
5. Substance abuse
6. Employment

LEARNING ACTIVITIES

Self-assessments | Role playing
 Knowledge check | Self-reflection
 Scenario-based learning | Focused journaling | Discussion with coach
 Application and skill building



COURSE OVERVIEW

Bad Check

ITEM # W 120

 Available in workbook
**COURSE DESCRIPTION**

Writing bad checks is a symptom of deeper problems. The objective of this course is to challenge the faulty thinking errors behind passing bad checks.

Some bad checks happen because of mistakes and bad accounting practices, while others were written on purpose. Regardless, there are many opportunities to catch this behavior before it gets into the criminal justice system. Most bad checks are written because of moral turpitude—on purpose. Often, people who pass bad checks confuse wants and needs and choose to live beyond their means. Mix in denial, drugs, procrastination, and rationalization, and you have a recipe for theft.

**LEARNING OBJECTIVES & SKILL DEVELOPMENT**

- Overcoming self-deception
- Positive decision-making skills
- Personal responsibility

**RECOMMENDED USES**

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction

**COURSE INFORMATION**

Course Format: Printed Workbook
 Scientific Model: Cognitive Restructuring
 Author and Publisher: ACCI Lifeskills

Item Number: W 120
 Workbook Pages: 48
 Course Length: ~8 hours

**COURSE CONTENT****UNIT 1: BAD CHECKS**

A check is a promissory note to pay later.

UNIT 2: CRIME AND LAWS

A society without laws is not a society.

UNIT 3: VALUES AND BEHAVIOR

We can choose to do wrong, but cannot choose the consequences.

UNIT 4: DEBT

The chief reasons for debt are values, attitude, and behavior.

UNIT 5: MONEY MANAGEMENT

Debt is a major source of marital discord.

UNIT 6: SKILLS FOR LIFE

Time-tested skills to improve the quality of life.

UNIT 7: COGNITIVE SKILLS

What we think, we get.

UNIT 8: CLOSURE

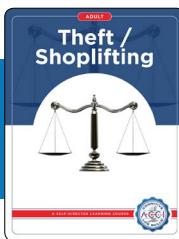
There are no shortcuts; it all starts with self-awareness.

**CRIMINOGENIC NEEDS MET**

1. Antisocial cognitions
2. Antisocial personalities
3. Employment

**LEARNING ACTIVITIES**

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Theft/Shoplifting

ITEM # W 121

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning

COURSE DESCRIPTION

The objective of this course is to challenge the faulty thinking errors and self-defeating behaviors associated with retail and other forms of theft.

Retail companies face an onslaught of different forms of theft from employees, vendors, and customers. When you add damaged goods, their shrinkage could be more than their profit. This is one of the shortest courses, but it hits hard and direct. There are several reasons why a person could be shoplifting, including kleptomania and other forms of mental illness. The most effective and least costly tool that exists to counter these problems is cognitive restructuring.

LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Pro-social mindset
- Overcoming criminal justification
- Positive decision-making skills
- Understanding and appreciation for societal laws

RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction

COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 650 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 121

Workbook Pages: 48

Course Length: ~6–8 hours

COURSE CONTENT

UNIT 1: THEFT

People should be good because they want to be.

UNIT 2: LIFE IN FORWARD

If you live in reverse, you impair yourself.

UNIT 3: RIGHT VS WRONG

You are in control; order yourself to do right.

UNIT 4: CRIME AND LAWS

A good society depends on good citizens.

UNIT 5: SKILLS FOR LIFE

Focus on your good points, not your shortcomings.

UNIT 6: COGNITIVE SKILLS

If you are not happy, it is your fault.

UNIT 7: CLOSURE

True freedom comes from choosing to do right.

CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities

LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Sex Offender

ITEM # W 123

 Available in workbook


COURSE DESCRIPTION

This course challenges faulty thinking and self-defeating behaviors associated with sex offenses to help offenders overcome excuses and justifications for their behavior.

This sex offender course could be a stand-alone program for minor sex offenders. However, it was not intended to stand alone for serious sex offenders. For serious offenders, it could be used as an excellent cognitive component to traditional therapy. If sex offenders keep on thinking what they have been thinking, they will keep on doing what they have been doing and keep on getting what they have been getting. If sex offenders remain in denial, they cannot make progress.



COURSE CONTENT

UNIT 1: BEGINNINGS

To understand the present, we have to understand the past.

UNIT 2: CONSEQUENCES

Every choice has a consequence.

UNIT 3: RIGHT VS WRONG

We can tell right from wrong by the results.

UNIT 4: GROWTH VS DECAY

Where we live is a choice.

UNIT 5: PORNOGRAPHY

Can hijack your brain and addict you.

UNIT 6: SEX ADDICTION

Sexual addiction is a descent into decay.

UNIT 7: ANGER AVOIDANCE

Addicted people lack empathy for others.

UNIT 8: SELF-DECEPTION

Self-deceived people communicate disdain.

UNIT 9: RELATIONSHIPS

Anything broken can be repaired.

UNIT 10: SUCCESS IN LIFE

Is determined by your thoughts.



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial comparisons
3. Antisocial personalities
4. Family relationships
5. Addictions



LEARNING ACTIVITIES

Self-assessments | Role playing
Knowledge check | Self-reflection
Scenario-based learning | Focused journaling | Discussion with coach
Application and skill building



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: Printed Workbook
Scientific Model: Cognitive Restructuring
Author and Publisher: ACCI Lifeskills

Item Number: W 123
Workbook Pages: 48
Course Length: ~10 hours



COURSE OVERVIEW

Employment

ITEM # W 124

- ✓ Available in workbook
- ✓ Available in eLearning



COURSE DESCRIPTION

The cognitive employment lifeskills workbook is the latest in a series of evidence-based, cognitive restructuring workbooks designed to help offenders overcome self-defeating thoughts and behaviors. This course is designed to help individuals identify and change the root causes of their employment issues. If we never change problem thinking, we can never change the problem behavior.

The Employment Workbook is 44 pages long and takes approximately 15 hours to complete. This is a home study workbook, designed to be completed at home with a coach of the student's choosing, usually a friend or relative. It is a cognitive restructuring approach written at the sixth or seventh grade level, and it intervenes into the common thinking errors that keep people from moving forward.

This course uses the cognitive domain to challenge faulty thinking errors and the affective domain to build self-esteem and offer hope. One of the main messages in the workbook is that you are many times more capable and talented than you think you are. If you are not successful, it is your fault; your restrictions to gainful employment are self-imposed. The workbook follows the lives of two cousins, Chad and Jesse, as they break out of their loser mentality and discover that even in a down economy, there are many opportunities to make money.



COURSE CONTENT

UNIT 1: BEGINNINGS

Your beginnings don't have to be your endings.

UNIT 2: EMPLOYMENT FORMULA

$$T = (F+E) = (V+A) = B = C.$$

UNIT 3: GROWTH VS DECAY

We can choose growth, stagnation, or decay.

UNIT 4: SOCIAL SKILLS

Can elevate you or keep you in decay.

UNIT 5: EMPLOYMENT

There are many opportunities, even in a down economy.

UNIT 6: EMPOWERMENT

No one can change you except you.

UNIT 7: SELF-ASSESSMENT

You are more capable than you think you are.

UNIT 8: OVERCOMING OBSTACLES

There is no trial that we can't overcome.



CRIMINOGENIC NEEDS MET

1. Employment
2. Antisocial cognitions
3. Antisocial personalities
4. Antisocial relationships



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 650 Slides

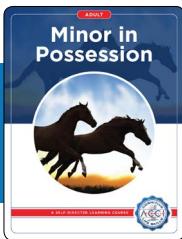
Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 124

Workbook Pages: 52

Course Length: ~10 hours



COURSE OVERVIEW

Minor in Possession

ITEM # W 125



- ✓ Available in workbook
- ✓ Available in eLearning

COURSE DESCRIPTION

The course intervenes in the faulty thinking processes that allow minors in possession to possess and use illegal substances.

Most people don't become fully cognizant until age 25. This lack of self-awareness and proper thinking is a major contributor to minors in possession and their problems. Unlawful use of drugs and alcohol are just symptoms of deeper faulty thinking errors. The goal of this course is to help minors get through this stage in their life and become responsible adults. If we never change faulty thinking, we can never change faulty behavior.

LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Self-awareness
- Decision-making skills
- Identify and overcome rationalization
- Drug and alcohol education

RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction

COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 650 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 125

Workbook Pages: 48

Course Length: ~10 hours

COURSE CONTENT

UNIT 1: BRENDA

Life is a space of time to make correct choices.

UNIT 2: SE'MION

Casual use can lead to addiction.

UNIT 3: CAPTIVITY VS FREEDOM

Growth or decay is a choice!

UNIT 4: DRIVING

A recipe for disaster.

UNIT 5: COGNITIVE THOUGHTS

Be careful what you think; you could be wrong!

UNIT 6: SKILLS FOR LIFE

Ten lifeskills to improve the quality of life.

UNIT 7: LEADING & MANAGING LIFE

Proactive vs. reactive.

CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Relationships
4. Substance abuse

LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Driving Under the Influence

ITEM # W 128

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning



COURSE DESCRIPTION

This course helps those who drive under the influence of chemicals become more aware of the thinking errors that lead to that behavior.

ACCI's experience with people who drive under the influence is that they are focused on self and have little regard for others. This group makes little effort to overcome their addictions and considers it their right to drive. This course offers a strong cognitive restructuring format that challenges the core reasoning, beliefs, and excuses that allow people to repeat and continue driving under the influence.

This self-directed cognitive restructuring course approaches the problem of driving under the influence from a different direction than the normal DUI class. It is especially effective as a self-directed home study program, completed with a coach of the participant's choosing. Today's DUI violators are not your local drunks, but sophisticated chemical abusers who require effective intervention.



COURSE CONTENT

UNIT 1: TRAGEDY

Our thoughts drive the behaviors that result in tragedies.

UNIT 2: DRIVER VALUES

Driving is a shared mutual trust.

UNIT 3: DRIVER RESPONSIBILITY

If we are not responsible for our lives, who is?

UNIT 4: LAWS & CONSEQUENCES

Driving is a privilege, not a right.

UNIT 5: DUI

DUI causes a tangled web of legal and personal problems.

UNIT 6: ANGER AVOIDANCE

Those who anger you control you.

UNIT 7: HOW TO CHANGE

The first step toward change is cognitive awareness.



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Substance abuse
4. Antisocial personalities



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



RECOMMENDED USES

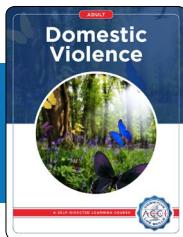
- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: Printed Workbook
 Scientific Model: Cognitive Restructuring
 Author and Publisher: ACCI Lifeskills

Item Number: W 128
 Workbook Pages: 48
 Course Length: ~10 hours



COURSE OVERVIEW

Domestic Violence

ITEM # W 129

- ✓ Available in workbook
- ✓ Available in eLearning



COURSE DESCRIPTION

This course helps both the perpetrator and the victim overcome the self-defeating thoughts and behaviors that are the core issues in domestic violence.

This course focuses on the real causes of domestic violence and not just the symptoms. The course was designed for both the perpetrator and the victim. It helps victims handle their lack of cognition and propensity for re-victimization. For perpetrators, it helps with self-defeating thoughts and behaviors. It is a course of self-discovery that helps individuals understand the negative forces that exist in domestic violence relationships.



COURSE CONTENT

UNIT 1: LIZZIE

Domestic violence is a deliberate act of violence.

UNIT 2: BUTTERFLIES

Victims are trapped in a web of deceit.

UNIT 3: SUNRISE

Each new day offers an opportunity for change.

UNIT 4: BROKEN RELATIONSHIPS

Freedom to choose.

UNIT 5: GENERATIONS

Your beginnings don't have to be your endings.

UNIT 6: EMOTIONAL NEEDS

Six elements in the hierarchy of emotional needs.

UNIT 7: ANGER AVOIDANCE

Those who anger you control you.

UNIT 8: HOW TO CHANGE

Change is a choice.



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities
4. Antisocial relationships



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—Combination of self-directed learning and group instruction
- **Blended Learning**—Combination of online & offline curriculum



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 168 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 129

Workbook Pages: 24

Course Length: 6–8 hours