

SELF-DIRECTED IN-HOUSE PROGRAM GUIDE



**Helping individuals overcome self-defeating
thoughts and behaviors**





ACCI Motto

If we keep on **doing** what we have been doing,
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 doing.

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Welcome to ACCI's Self-Directed In-House Program Guide for criminal justice agencies. The alternative to using this program would be to refer your clients directly to ACCI using its online referral system: LifeskillsLink.com. By choosing to use this program, regardless of which of the three options you have chosen, you will be using a program where real change can take place. ACCI has been developing and providing evidence-based, best practice, cognitive restructuring curriculum and programs since 1975. Our materials have been designed to meet many dynamic criminogenic risk factors of clients.

This guide was designed to be a user-friendly resource to assist criminal justice agencies in conducting their own, in-house program using ACCI's self-directed curriculum. We have provided many options and resources for customizing the program to best fit your agency's needs. This program can be scaled up or down to work with clients who have different levels of risk and need.

ACCI recognizes that our self-directed approach is unique. We have learned that this approach elicits intrinsic motivation and requires the participant to be more engaged in the material. This allows the material itself to penetrate more thoroughly through the layers of resistance. We enhance this process through the use of well written vicarious stories and other proven techniques. Every professional therapist, facilitator or change agent will agree that the overriding goal is always to get the intended clients to do as much of their own work as possible.

We are looking forward to assisting your agency in achieving its goals to reduce recidivism rates.

Sincerely yours,

A handwritten signature in black ink that reads "Trevor Lloyd". The signature is written in a cursive, flowing style with a large, elegant loop at the end of the last name.

Trevor Lloyd, MS
President

OVERVIEW

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INTRODUCTION

ACCI has been publishing and conducting group courses since 1975, and first started the transition to the self-directed format in 2001.

This guide was designed for use with ACCI's adult and juvenile self-directed courses. There is a separate set of instructor guides and training materials for ACCI's adult and youth GROUP courses. The self-directed courses offer a variety of applications that the group courses do not. In addition, the self-directed courses contain the newest, updated cognitive skills that have proven to be effective.

The adult curriculum contains 52 to 56 pages and takes around 10-12 hours to complete. The juvenile curriculum contain 42 to 46 pages taking around 8-10 hours to complete. The curriculum was written for all socioeconomic peoples and genders at the 6th to 7th grade reading levels. The goal has been to focus on meeting the all-important criminogenic needs of justice involved. While at the same time enhancing the whole process by applying evidence-based cognitive restructuring techniques, when you add the strength of the self-directed approach. The results have consistently reduced recidivism rates by 35-40%.

There are three basic ways for your agency to use the Self-Directed In-House Program:

SELF-DIRECTED

This option is the easiest to implement. You simply hand them a course with your sheet of instructions to come back in 30 days where their course will be graded, certified, and a completion certificate issued. If you are utilizing the eLearning course format, then training will be provided on how to enroll clients into the Lifeskills Link system.

HYBRID

In this option, clients would initially come together in a group setting, spending 1 to 2 hours (orientation and completion of the first unit). Then they would be given 20 to 30 days to complete the course and bring it back for a final 1 to 2 hour discussion, grading, and finally be given their certificate of completion. Several other adaptations can be employed with this option.

GROUPS

This option allows any of the self-directed courses to be used in a group setting with a trained facilitator. The section in this guide on "Facilitation Techniques" was included specifically for this option. Also, included are **course overviews** and **answer keys** that can be used in 3 options.

Implementing the Self-Directed In-House Program requires two decisions: one, which of the options fits your agency best, and second, which course(s) would best fulfill your agency and your client's needs. If there are questions on which way to go, it is recommended that you consult with ACCI. The whole program was designed to be simple, least costly and least intrusive, while delivering life changing cognitive restructuring curriculum. Once established, it becomes a powerful resource for the agency, staff, and clients.

CRIMINOGENIC NEEDS

Criminogenic Needs is the science of discovering which risk factors are highly correlated with criminal behavior. The available stream of research clearly demonstrates that when a client program successfully targets the client's criminogenic needs, the likelihood of repeating a crime significantly drops by 20% to 30% on average. The table below demonstrates the degree to which ACCI's self-directed curriculum addresses these dynamic criminogenic needs.

NEEDS	GOAL	ACCI'S SOLUTION
Pro-Social values, attitudes, behavior	Introduce pro-social values, attitudes and behaviors. Help clients by providing alternative pro-social thinking skills.	To achieve this goal, ACCI integrates "values clarification" into its curriculum. It uses the cognitive domain, narrative and cognitive dissonance to challenge faulty thinking errors and the affective domain to build self-confidence. ✓
Pro-Social cognition	Reduce anti-social cognition, recognize risky thinking and feelings, adopt alternative.	The program has proven to be a successful solution to the top tier criminogenic needs. It works in the cognitive domain to challenge faulty thinking and the affective domain to build self-worth. ✓
Pro-Social companions	Reduce association with criminals, enhance contact with pro-social friends.	Most group-style cognitive programs don't help clients build positive pro-social relationships. In fact, clients spend more time with other anti-social individuals. The self-directed approach was designed to address this specific issue. ✓
Pro-Social personalities	Build problem-solving, self-imagining, anger awareness, and coping skills.	All of ACCI's adult and juvenile Lifeskills courses use cognitive restructuring to challenge faulty thinking errors, and allow the client to see more clearly how their negative thoughts lead to criminal behavior. They also provide several cognitive skills designed to help clients make permanent behavioral changes. ✓
Family and marital relationships	Reduce conflict, build positive relationships and communication.	The program requires clients to go through the cognitive lifeskills curriculum with a "coach" from their immediate circle of influence. This helps to build positive pro-social relationships and opens up healthy lines of communication. ✓
Substance abuse	Reduce usage, reduce the supports for abusive behavior, enhance awareness.	The curriculum focuses on the deep underlying reasons for abuse, and not so much the symptoms. It takes a cognitive, mind-body approach that becomes the first step to sobriety. It uses well-written vicarious stories as an emotional delivery system. ✓
Employment	Provide employment-seeking and keeping skills and enhance performance.	The Employment Course does not directly address job-seeking skills. It does increase self-worth and address common thinking errors that often keep people from pursuing employment or better paying jobs. ✓
Education	Increase performance rewards and satisfaction.	The self-directed curriculum was not designed for academic learning. It does, however, give self-confidence and empowerment which helps clients perform well in an academic setting.

SECTION 1

SELF-DIRECTED PROGRAM

This option is the least costly, the least time consuming, and the least intrusive to the agency and to the client, yet reaps great rewards. This option does not require a facilitator, a classroom space, traveling costs, or expensive training. This guide will help you successfully implement this program.

You have two ways to use this option. A) You can hand them a course and keep track of them in your own filing system or, B) we can provide you with a Lifeskills Link account. Please note, if you are using eLearning courses, you must use the Lifeskills Link system.

OPTION A

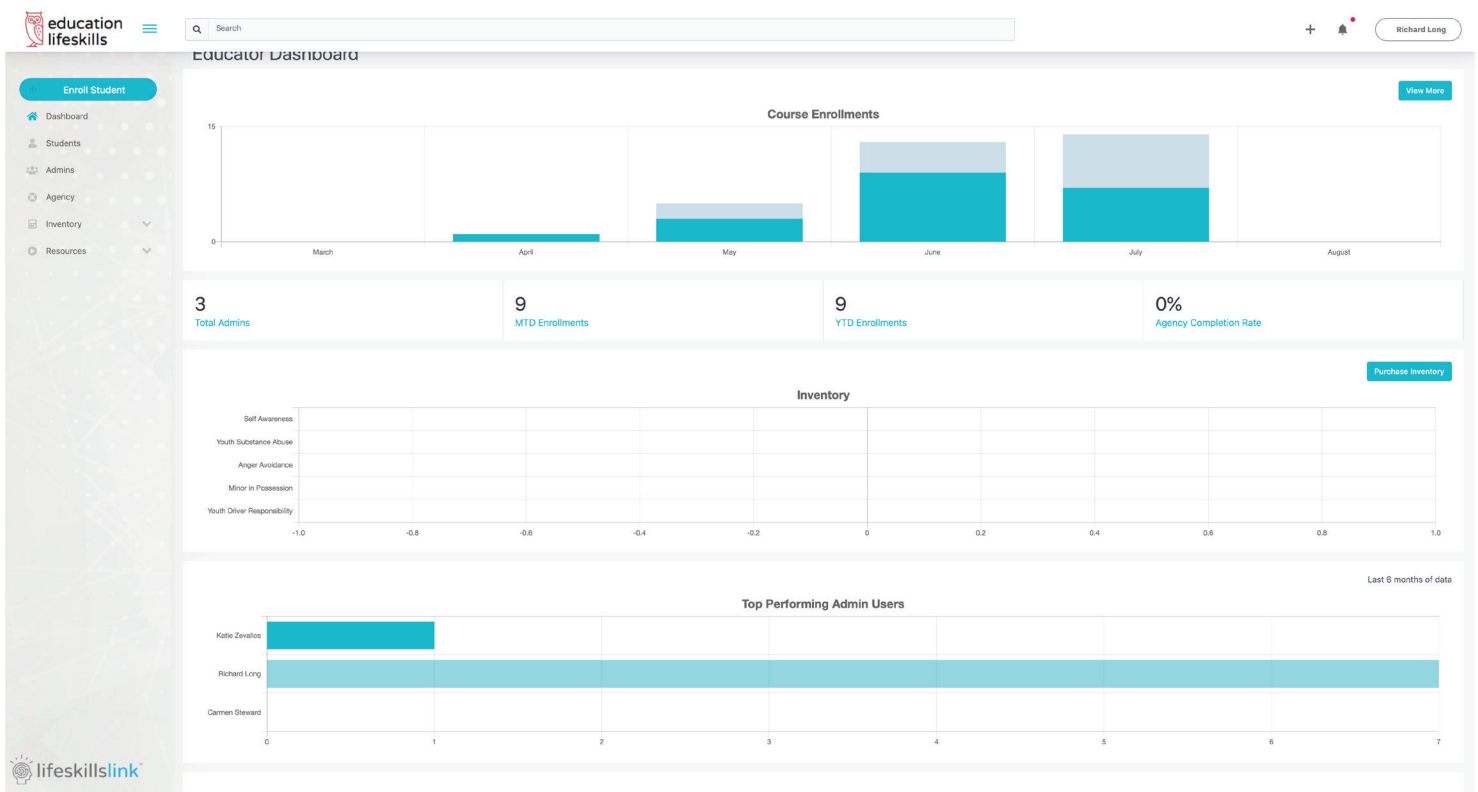
- STEP 1** Determine which course and which group of clients you want to work with. Determine how much you will charge clients.
- STEP 2** Create your own letter of instructions that goes with the course. See enclosed ACCI's instruction sheet for suggestions and recommended language.
- STEP 3** When you hand your client the course, take a few minutes to explain the instruction sheet and discuss the instructions on page 1.
- STEP 4** Keep track of the date that you gave your client the course and the date it is to be returned. We recommend you give no more than 60 days to complete and return it.
- STEP 5** When the course is returned, encourage your client to bring his/her coach with him/her. This can enhance the debriefing and add to the discussion.
- STEP 6** During discussion, comb through the course to make sure it was filled in appropriately. Discuss the coach and student evaluations and verify the affidavit at the end.
- STEP 7** Grade the test taken at the end of the course using the enclosed answer key. He/she needs to get at least 70% correct to pass: 14 out of 20.
- STEP 8** Use the questions on the corresponding course overview as a review and do the exit oral evaluation, which is included in this guide.
- STEP 9** Make copies for your files of the oral evaluation, the written evaluations and affidavit. Issue a completion certificate and return the completed course. (The enclosed certificates can be copied, or you can make up your own.)

OPTION B

Virtually the same steps as Option A, with the added value of using LifeskillsLink.com, an automated referral system designed to manage your referrals to the self-directed cognitive program. It is set on a 65-day cycle that sends your clients reminder e-mails and text messages. On average, LifeskillsLink.com makes up to 20 points of contact with each referral which are all date and time stamped. This referral system gives you 24/7 access to your clients' information and their status towards completion. LifeskillsLink.com also provides case management restricted access. This can help staff stay involved in the program. Observe the following steps:

- STEP 1** Contact ACCI to set up your customized LifeskillsLink.com account.
- STEP 2** Receive training.
- STEP 3** Refer client by entering data into LifeskillsLink.com and click submit.
- STEP 4** A centralized co-worker mails out the appropriate courses with your sheet of instructions.
- STEP 5** When a course is returned or completed, it is graded, certified, evaluated, and a certificate is issued. Or clients are directed to login to their eLearning account.

Here is an image of what each user's LifeskillsLink.com home page looks like. As you can see, you can submit referrals, track referrals and run reports. See page 69 for examples of LSL contacts. Remember to schedule your initial training. Please note that we are available to support you and your agency with LifeskillsLink.com. We can be reached at 800-316-0246, Mondays to Fridays, 8 AM to 5 PM, Mountain Time Zone.



SECTION 2

HYBRID OPTION

The Hybrid Option combines the best of self-directed learning and group facilitation. The cognitive change process is always more effective when the course is completed at home with a pro-social coach or mentor. Typically, a coach is a friend or family member that supports the client by reading, discussing and role playing the cognitive life skills concepts. ACCI recognizes that not every agency can utilize pro-social coaches from the community.

We recognize that every agency has limits of time, space and man-power. This program is designed to provide your agency with flexibility and program adaptations to meet your clients' unique needs and to function within your agency's constraints.

For example, in the Hybrid Option, you could choose to have an in-person orientation and an in-person exit interview, while the bulk of the work is being accomplished at home by the participant with the assistance of his/her pro-social coach or mentor.

You could also have group sessions for every unit. In this option, participants would complete a unit at home with their pro-social coach or mentor and then report on a weekly basis to their group facilitation session. Many facilitators appreciate this option because they spend their efforts in groups facilitating and not teaching the concepts. Regardless of the customizations, the more work the participants do, the better. In addition, we recommend that you utilize the automated features of LifeskillsLink to help facilitate, promote or encourage their accountability.

Depending on your agency's choice of program structure, you may or may not want to utilize the following 60 minute group format. The following suggested format is given as an example for you to develop ideas and make decisions on which format will best fit your client's needs.

0 - 5 MINUTES **INTRODUCTION**

- Orient participant to the life skills course and the unit for this meeting.
- Set the tone and expectation for group participation.
- Announce this unit's learning objectives.

5 - 15 MINUTES **CHECK-IN**

- Allow each participant to share experiences in learnings and implementing what they learned in the previous session.
- Allow new participants to introduce themselves.

15 - 35 MINUTES

COGNITIVE SKILL #1

- Before the session, choose a cognitive skills for this group to focus on.
- Break out into small groups. Have each group choose its own leader.
- Allow each participant to share their responses for that skill.
- Challenge the group to look for similarities and differences in responses.
- Ask one member of each breakout group to share what their group has learned.
- As the facilitator, be looking for increased awareness and new skills.
- Back in the full group, practice the skill by role-playing or scenarios.

35 - 55 MINUTES

COGNITIVE SKILL #2

- Before the session, choose a cognitive skills for this group to focus on.
- Break out into small groups. Recommended that they form different small groups.
- Have each group choose its own group leader.
- Allow each participant to share their responses for that skill.
- Challenge the group to look for similarities and differences in responses.
- Ask the group leader of each breakout group to share what their group has learned.
- As the facilitator be looking for increased awareness and new skills.
- Back in the full group, practice the skill by role-playing or scenarios.

55 - 60 MINUTES

CLOSURE

- Assign the next unit or section of pages to be completed before the next session.
- Other reminders

Contact ACCI for assistance in tailoring a hybrid option to fit your needs.

SECTION 3

GROUP FACILITATION PROGRAM

The following information is presented for the group option only. ACCI's group courses each have a unique Facilitator Manual, whereas, the self-directed learning courses have **overviews** and **exit test answer keys**. This guide is intended to help the facilitator use the self-directed course in a group format, for either adult or juvenile.

It is recommended, because of the heavy cognitive content, that no more than 2 units in a four-hour period be completed. This would require 4 to 5 class sessions to complete the entire course. If you need help in deciding how many class sessions should be held and in what period of time, consult with ACCI. For more detailed information refer to ACCI's Master Facilitator Guide.

GETTING STARTED

- 1** Before your first class begins, become familiar with the course, and fill it out as you would answer it. Put your name on the front cover or label it "Instructor's Guide." This now becomes your instructor guide as you facilitate the class.
- 2** Determine in advance what supplies you would need for class, such as markers for the marker board. You should also have an attendance sheet and/or cards to keep track of participants. It is helpful to fill in completion certificates during small group discussion segments, but don't sign them until the last session.
- 3** Arrive at least a half hour before class and arrange chairs in a circle or semi circle, if possible. Determine before hand if a fee is to be charged, how and when that fee will be paid and how the participant will prove payment. Establish and inform participants of your agency's policy on late students, non-attendees, and/or students who say they can't pay.
- 4** Greet students at the door, have them sign in, and then take a seat. When it is time to start, introduce yourself and then go around the room and have each student give his/her first name.
- 5** Go to the first page in the course and read the objective and go over appropriate instructions, including future class dates, hours, and beginning time(s). Then read the motto on the inside front cover and ask the class what they think it means. Encourage discussion.
- 6** Next, read and discuss the first two pages (pg 1 & pg 2). Starting on page 3, break the class into small groups and have them choose a small-group leader. Five is best for small groups; 7 is okay, but 3 is too few. At the end of the allotted time or unit, facilitate and review what the small groups have discussed as a small group, speaking specifically to the group leader that they have chosen.

- 7 Continue this cycle through the entire course, focusing on the end of each unit. Facilitate as you go asking open ended questions and seeking closure. Refer to facilitating techniques for more detailed information.
- 8 At the end of the final class, have students take the review test. Have them pass their course book to someone else in the class to grade their test. The answers to the test should have come with your instructor kit. Mark the correct answers in your course only, for future reference. Discuss wrong answers.
- 9 Next, have students fill out their evaluations. For closure, go around the room and have them share their evaluations: what they have learned. For a more comprehensive discussion, use the Oral Evaluation in your instructor kit. Share your feelings about the class and your time spent with them. Give them their completion certificate, which should have been filled in earlier, and dismiss the class.
- 10 Share the results of your class with your supervisor. Determine your strengths and weaknesses, and prepare for the next class.

DON'TS FOR GROUPS

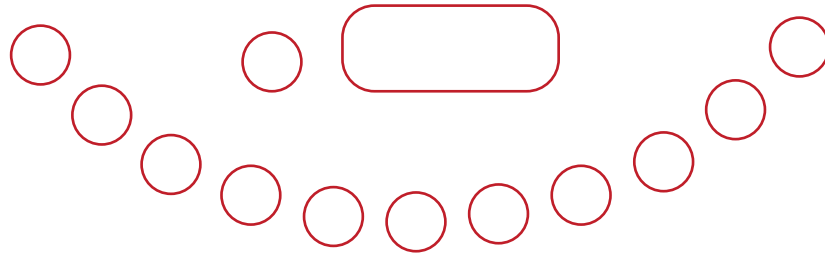
Let's consider some of the major **"DO NOT'S."**

- **Do not beat a dead horse.** For example, don't overkill on a specific topic. Look for listlessness and boredom. Move on to the next topic.
- **Do not answer value-based questions.** Divert them to the class. Remain neutral. The minute you take one side or the other, you will lose.
- **Do not personally confront or argue.** If, for example, only one person in your class is against marijuana, use that person to confront the others. If everyone is for marijuana, don't argue the point, go on.
- **Do not reduce yourself into becoming one of them.** It is important that they accept and trust you, but is also important that you keep your professional image.
- **Do not use class time to discharge your own passions or emotional happenings.** If, for example, you have had a loved one who has been a victim, fight the urge to "get into it" - stay neutral.
- **ALSO**, we suggest that you don't engage in in-depth discussions on politics, religion, or sexual life-styles. Over the years, we have found that these topics tend to divide and fracture classes. Keep your class focused on moving through the course and you will avoid potential pitfalls.

SECTION 4

GROUP FACILITATION TECHNIQUES

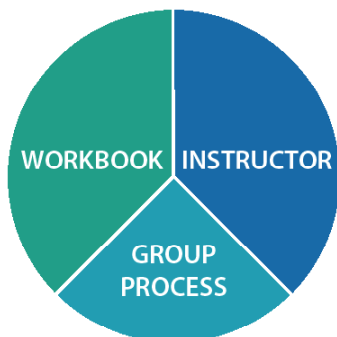
CLASSROOM STRUCTURE



- Step 1** Arrive at least half an hour before class starts.
- Step 2** Arrange chairs in a circle, semicircle or U-shape. Avoid using tables. Try to leave some comfort zone between chairs.
- Step 3** Check that you have chalk, dry erase markers, or pens.
- Step 4** Greet people as they come into the classroom.
- Step 5** Introduce yourself; keep it brief. Don't overwhelm them with your degrees or background. Let them know that you are there because you enjoy it.
- Step 6** Have them open their course to the class objective. Discuss the class objective and agreements. Be aware of those in your class who can't read or write.
- Step 7** Use a seating chart to keep track of your students.
- Step 8** Do the Personal Report section. Go around the group and ask each person the questions listed. Use this time to facilitate; have class members "vote" on any class member that you feel is not telling the truth. Use the clipboard and seating chart to keep track of names and offenses, etc.
- Step 9** Begin at the beginning.
- Step 10** Break the class into small groups when directed in the course. Set a time limit and the page number they are to reach. Have class members choose their own small group leader. You may have to help them. Keep the small groups to 6 to 8 people.
- Step 11** Stop the small group discussion when the time is up, regardless of how far the groups have progressed in the course. Go to where the small groups started and facilitate the entire group. Address your questions to the group leaders and then to the class. Be sure to cover the whole unit.

Step 12 Be aware that the course is designed to work inside out; that is, to get the class members to change themselves. Most of the good that is done occurs in the small groups. Most of the good that takes place happens by opening up and sharing personal experiences.

Step 13 Realize that the course (WB) is only 1/3 of the total program. Of equal importance is the instructor (I), and the knowledge of the group process (GP).



Step 14 Continue breaking into small groups, then facilitating the large group. Pay special attention to sections that provide closure. Use the class to confront or 'vote' on issues or statements that seem untrue.

Step 15 Relax, have fun. Let the class do most of the work. Stay neutral, don't give away your values. Deflect questions directed toward you back to the class. Explain to them that your opinion is not important. You are only one person; their opinion is more important.

Step 16 Don't be afraid to share appropriate experiences from your own life. Self-disclosure will make you more real and allow better bonding with the group.

Step 17 Watch the time. You want group discussion, but don't stray too far from the course. At the same time, don't cut good group discussion short for the sake of staying on schedule; you can always trim other units to make up the time.

Step 18 With the start of each new unit, go around the group and have students report on their homework assignment. Next, using the Unit Overview, review the last unit.

Step 19 At the end of the program go around the room and ask the 'closure' questions at the end of the course. Ask, "What is one thing that you got out of this program? Would you recommend it for others?"

Step 20 Have students fill in their evaluations. Ask them to write a meaningful evaluation instead of short statements.

Step 21 Congratulate them. Have them give themselves a round of applause. Thank them for their time. Leave them with words of encouragement. Hand out their certificates.

Step 22 Write your evaluation and attach it to the students evaluations. Make copies of these evaluations and pass them through the chain of command. It is good that all involved have a chance to see how the program is progressing.

ROLE PLAYING

One of the most effective facilitating techniques we have in our counseling tool box is role playing. Not all role playing situations in the courses work equally well with each group. Feel free to modify the role plays, make up your own, or skip them entirely. **However, when doing role playing, don't do it halfheartedly.** Make your classroom a stage. Have the principal role players sit in chairs in the middle of the large group, facing each other. Show enthusiasm. Encourage the role players to speak directly to each other. With practice and your own modifications, you can make role playing an important part of the overall group dynamics.

FACILITATING vs. LECTURING vs. COUNSELING

All three methods are used in various ways to educate and /or change behavior. There is often a fine line between each. Counseling is more of a one-on-one activity. Lecturing is a one-to-many activity that requires little response from the many.

Facilitating is designed more for group instruction and requires a great amount of interaction and input from the group. The group is more dominant than the instructor. Another good name for a facilitator would be a group guide. **The facilitator guides the group but does not dominate it.** Group facilitating, when done correctly, is the most powerful of the three methods of changing people's behavior.

WHY DOES GROUP FACILITATING WORK?

Group facilitating that works is a combination of a properly designed course, a knowledge of group process techniques, and a talented, energetic facilitator. It is also a combination of small group interaction, role playing, open-ended questions, sharing, story telling, self-actualization, self-image building, positive affirmations, etc.

THE ART OF DIRECTING THE GROUP PROCESS

“No One Teaches Anyone Anything”

Through the years of experience at ACCI we have found that our programs are far more effective when most of the “work” is done by the group, rather than by the facilitator. Listed below are some of the techniques one can use to facilitate group involvement.

- 1 Set the proper atmosphere.** Make the students feel welcome and at ease. Establish an atmosphere of acceptance of the individual and encourage participation. You must create a feeling that students are okay people whom you respect, and at the same time make it clear that it is their behavior that isn't acceptable. Remember, life is a mirror. What you project in class, you will get back.
- 2 Call people by name.** This is not as hard as you might think if you use a seating chart when you first go around the circle. If you use their names a few times, by the second session you will be able to know almost all of the group members by name. If you have trouble remembering names, refer to the seating chart.

- 3 Let the group do most of the work.** This is the most important technique in this section. This means, for example, giving a group member the chance to say the important thing that needs to be said in a certain exercise. Fight your urge to give the answers. Something said by a group member has more impact than the same thing said by you.
- 4 Give the group a chance to operate.** Don't panic if things start slowly. Some groups start shakily but greatly improve as the day goes on. Also, it helps to remember that some groups are just not as "good" as others. Each group will have its own personality.
- 5 Don't lecture. If you start lecturing, you will lose people who simply don't like lectures.** Just as important, you will generate the expectation in the group that you will do most of the work.
- 6 Get the group members talking with each other.** This can be accomplished by simply asking one member of the group to respond to a statement another group member makes. In this way you can generate group cohesion—the feeling of the group members that they are part of a group, not simply individuals in a room together. Many of your exercises should be done in small groups to increase cohesion. Courses are marked where small groups should begin and end.
- 7 Pace yourself to the flow of the group.** Look for signs that the group is following along with you; conversely, remember to look for signs that you are losing them. If it looks like you are losing them, change your style, approach, tempo, content, or technique to see if you can get a more positive response. Be aware of when the group needs a break.
- 8 It is okay to have a good time.** Everyone, including you, will be more comfortable and more responsive with an occasional laugh.
- 9 Be assertive about time limits and similar issues.** It's okay to set firm limits if you do so early and without unnecessary rancor.
- 10 Influence the group, but don't control it.** The exception would be if the group is getting completely off the track, or you are afraid that something destructive might occur. You are better off using influence rather than strict control. If you are too stern, you will lose some people. If you can identify and question people who will agree, at least in principle, with the points you are trying to make, the group will probably be more responsive. (See item I in this section.) Of course, you must also remember that you are ultimately in charge.
- 11 Try not to state your beliefs on controversial subjects.** You are almost assured of offending someone if you take sides in arguments. If you find yourself drawn into an angry situation, find ways to gracefully back out with statements like, "There are certainly great differences of opinion on this subject" or "What do some of the rest of you think about this?" A major part of our job is to let participants know that we value their opinions even if we don't agree with them. If people get overly angry or rude, remind them of their agreements to respect each other's opinions.

12 Be an ACTIVE and RESPONSIVE listener. This will help the participants know that you are concerned with them as people and not just as a number in the group.

13 Be a SHADOW instructor—the less you talk, the more the group listens.

14 Try to answer questions with an “open-ended” question (a question that cannot be answered with a “yes” or “no”). This will encourage discussion.

REMEMBER: Every once in a while a group will not “flow.” Don’t be afraid to try something new or creative at those times. If it doesn’t work, at least you can learn something from the experience. Also, be aware of those in your groups who cannot read or write adequately. Stress the importance of team effort in small groups. Try not to single them out or embarrass them, but stress the importance of those who can read helping those who can’t.

ENJOY YOURSELF

Keep a sense of humor. Have fun! Smile! Be friendly! What you give out will be reflected back. Let class members know you like people. Compliment them on what a good group they are. Be sensitive to their problems. Make friends with them. **Be honest and open. If you don’t know something, say so.** Kid around with them. Put down your course and have a heart-to-heart talk with them. Let them know that you have made mistakes too.

Let them know you care about them. Let them know their past doesn’t matter; today is a new beginning. Let them know that you believe they can change. Your students will rise to your expectations, so be positive. However, do not try to be one of them. Maintain your professional image. Enjoy yourself.

ADDITIONAL TECHNIQUES TO CONSIDER

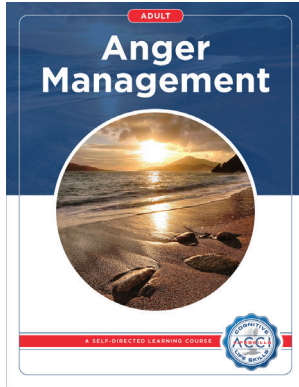
- 1** In order for members of a group to feel comfortable with each other, they need to know each other. Make sure the group members know and use each other’s names. Use name tags, if necessary.
- 2** Let people see that it can be fun in a group; let them have some fun.
- 3** Make sure everyone participates in the group process.
- 4** Sit as part of the group; seat the group in a circle, or an arrangement so that everyone can see everyone else.
- 5** Dress in a manner similar to the group you will be conducting. Avoid dressy, costly clothing.
- 6** Offer unconditional caring.
- 7** Treat each member of the group with respect and dignity.
- 8** Don’t use a lot of personal references; don’t expect indulgences nor to have your needs met.

- 9** Don't reject a person or a person's ideas.
- 10** Have a personal one-on-one experience with group members during the class.
- 11** Have small group experiences during the class; break into small groups of 6 to 8 members.
- 12** Have a definite purpose for the group.
- 13** Know where you want the group to go; help them to feel that they are getting there by themselves.
- 14** Vary the speed in which the group moves, depending on its needs.
- 15** Ask open-ended questions.
- 16** When you ask a question, expect an answer and don't progress until you get one, otherwise you will teach them not to answer.
- 17** Get the group to answer their own questions.
- 18** Do not use authoritarian statements. Instead, refer questions and difficulties back to the group for possible solutions.
- 19** Use the group to confront lying, exaggeration, and defensiveness; use the group to support members, encourage them, and help them.
- 20** Don't be afraid of silence; use it to your advantage.
- 21** Spend lots of time listening.
- 22** Refrain from long positive evaluations of people's comments and answers.
- 23** When a good sequence or good situation occurs, call attention to it. Ask how group members feel about it. Ask what they learned from the process that could be applied to another situation.
- 24** Promote person-to-person interaction.
- 25** Always get to the "feeling" level of an issue.
- 26** Control the group. Don't let individuals dominate the group. If someone is misbehaving or talking too much, take them aside and talk to them. If it persists, warn them that they will not be able to receive a certificate. Use your best judgement.
- 27** Don't be too naive. Don't believe everything you hear. Don't be afraid to confront possible untruths. However, try to have the group do it instead of you. Caution: direct confrontation is not always the best solution. Use your best judgement.
- 28** Do not judge people in the class. Explain the concept that no one should be hated, only his/her negative actions. Accept people for who they are.

ADULT SELF-DIRECTED COURSES

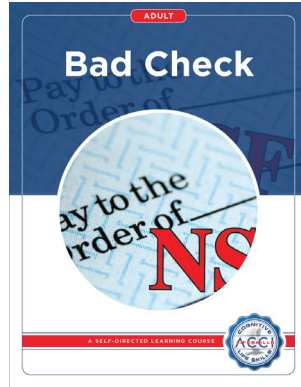
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Anger Management

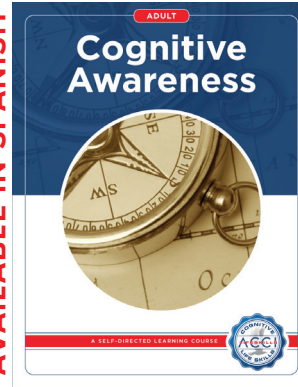
Those who anger you,
control you.



Bad Check

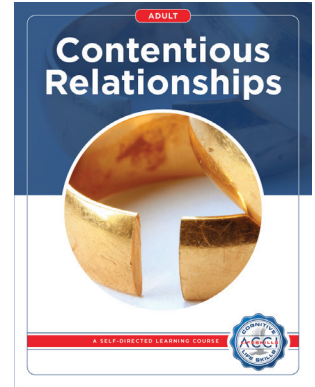
What goes around,
comes around.

AVAILABLE IN SPANISH



Cognitive Awareness

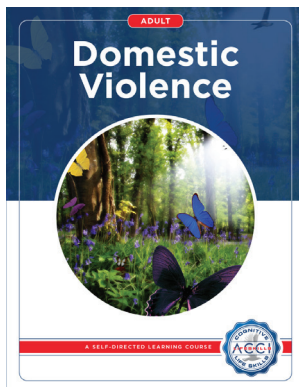
You can go no further in
life than what you think of
yourself.



Contentious Relationship

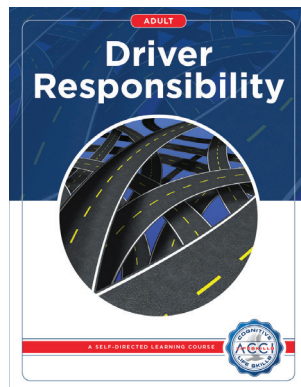
Avoid the ring of fire.

AVAILABLE IN SPANISH



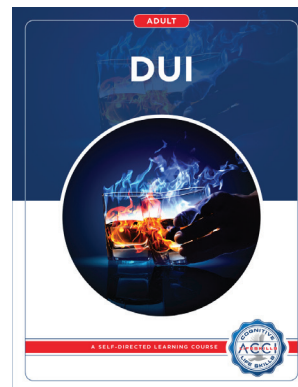
Domestic Violence

What you do to others,
you do to yourself.



Driver Responsibility

A person's values and
attitudes are reflected in
their driving.



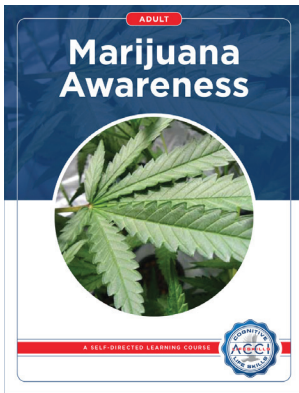
DUI

Think before
you drink.



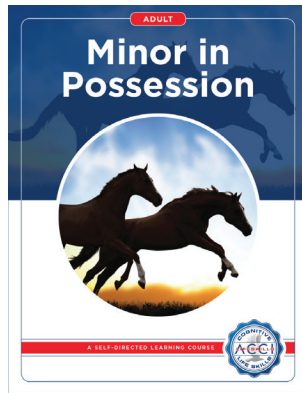
Employment

Positive Thinking Skills
lead to Employment
Skills.



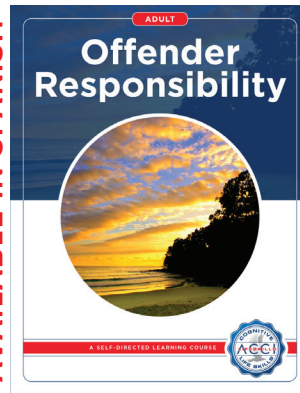
Marijuana Awareness

Developing awareness results in better decisions.



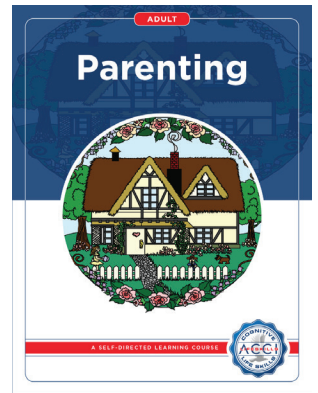
Minor in Possession

Avoid Mr. Grooge.



Offender Corrections

Overcoming self-defeating thoughts and behaviors.

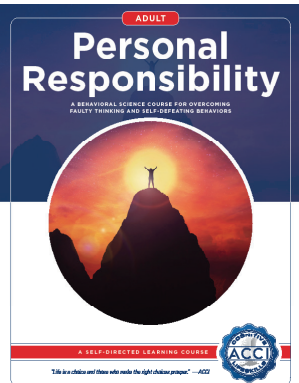


Parenting

Breaking dysfunctional family generational cycles.

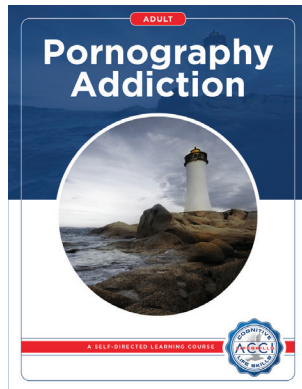
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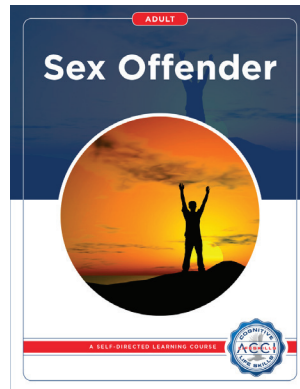
Persaonal Responsibility

If you are not responsible, then who is?



Pornography Addiction

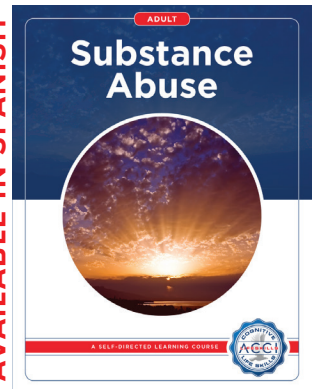
Breaking the cycling of addiction.



Sex Offender

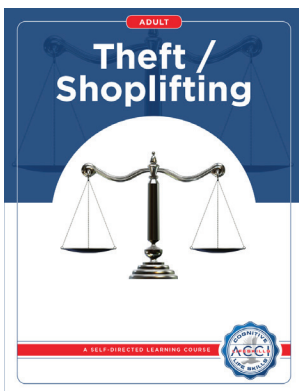
Cognitive thinking skills for healing and responsibility.

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Substance Abuse

Avoid captivity.

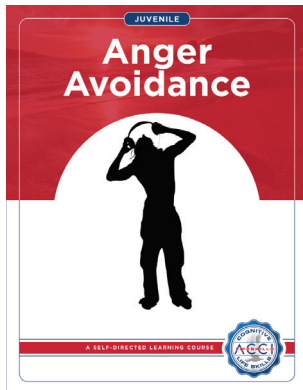


Theft/ Shoplifting

Pro-social values for anti-social thinking.

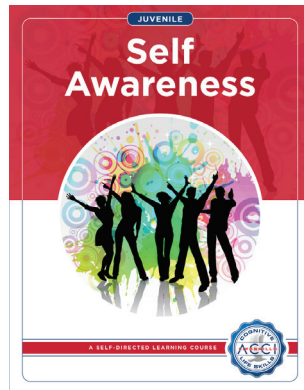
YOUTH SELF-DIRECTED COURSES

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Anger Avoidance

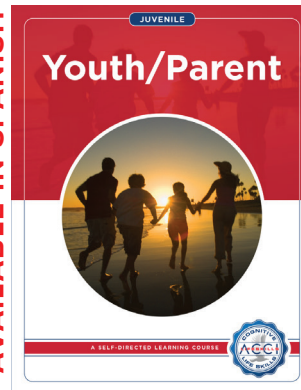
You can't manage anger.



Self Awareness

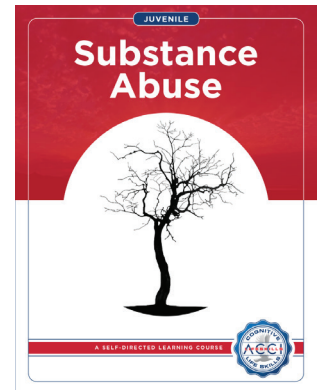
Self-awareness is the first step to change.

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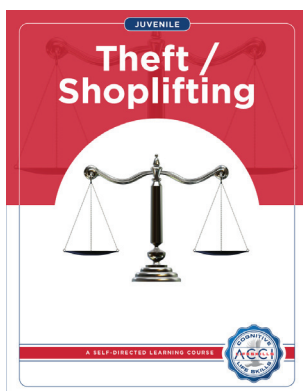
Youth / Parent

Providing parents with a platform for critical conversations.



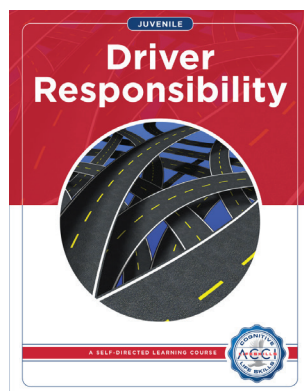
Substance Abuse

Avoid the drug monster.



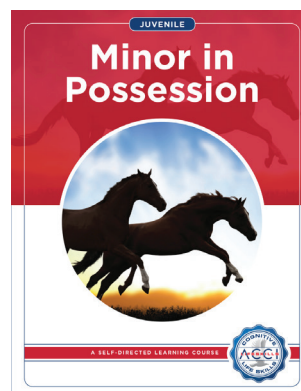
Theft / Shoplifting

Avoid pro-criminal thoughts and behaviors.



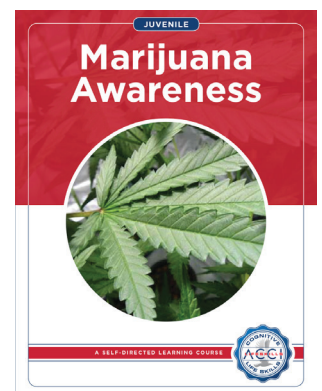
Driver Responsibility

Seconds from disaster.



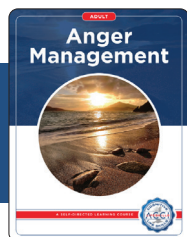
Minor in Possession

Avoid Mr. Grooge.



Marijuana Awareness

Developing awareness results in better decisions.



COURSE OVERVIEW

Anger Management

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

ITEM # W 111



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

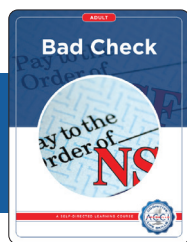
Anger Management

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many are there in the Johnson family pyramid?
☐ 104 people
☒ **137 people**
☐ 126 people
2. Of the Johnson cousins, who succeeded in life?
☐ Curt
☐ Scott
☒ **Jason**
3. Scripting is the same thing as
☐ writing
☒ **programming**
☐ remembering
4. The subconscious mind
☐ can be blocked by the conscious mind.
☒ **doesn't know right from wrong.**
☐ stops when it gets too full.
5. You can tell a good person from a bad one by his/her
☒ **actions.**
☐ deep values.
☐ bad language.
6. You can determine right from wrong by
☐ listening to others.
☐ doing what most of society is doing.
☒ **observing what it produces, the results.**
7. Debbie Johnson felt like a \$2 woman because
☒ **of the way she was scripted as a child.**
☐ she carried a \$2 bill with her all the time.
☐ she was attracted to \$2 men.
8. A self-deceived person
☐ is liked by others.
☒ **denies the truth and blames others.**
☐ constantly forgets things.
9. The meeting of our emotional needs as a child depends
☐ on nutrition.
☒ **on scripting.**
☐ on functional parents.
10. People who have their emotional needs met
☐ make more money.
☒ **feel validated and secure.**
☐ go on more vacations.
11. Becky Johnson played what sport in college?
☐ Basketball
☒ **Volleyball**
☐ Tennis
12. The best way to deal with anger is to
☐ express it.
☐ squelch it.
☒ **avoid it.**
13. Your Personal Way of Being is
☐ always visible to others.
☒ **who you are without thinking who you are.**
☐ determined by your income level.
14. People in the box are said to be
☐ better supervisors.
☒ **resistant people.**
☐ responsive people.
15. Self deception is
☒ **not being able to see the truth of self.**
☐ a good tactic when bargaining for a raise.
☐ a good way to build self esteem.
16. Battered women stay in abusive relationships
☒ **because they have faulty thinking.**
☐ because they have no place to go.
☐ because they like the attention.
17. Self-betrayal is
☐ part of a court procedure.
☒ **going against what you know is right.**
☐ a good mental exercise to feel better.
18. Anger is
☐ a primary emotion.
☒ **a secondary emotion.**
☐ liberating.
19. Batterers batter others because
☐ victims deserve it.
☐ it feels good.
☒ **they choose to.**
20. To change what we are getting in life,
☐ we have to make more money.
☐ we have to have more luck.
☒ **we have to stop what we are doing.**



COURSE OVERVIEW

Bad Check

✓ Available in workbook

ITEM # W 120



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

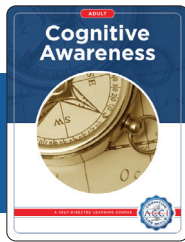
Bad Check

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. The Millers had debt, because
 - ☐ they had more income
 - ☒ they had fewer thinking errors
 - ☐ they had fewer people in their household
2. Bad choices are:
 - ☐ to misunderstand
 - ☐ easy to detect
 - ☒ choosing to do wrong
3. Wants. . .
 - ☐ will get me in financial trouble.
 - ☐ are not presently necessary.
 - ☒ both of the above.
4. The subconscious mind
 - ☐ can be blocked by the conscious mind.
 - ☒ doesn't know right from wrong.
 - ☐ stops when it gets too full.
5. You can tell a good person from a bad one by his/her
 - ☒ actions.
 - ☐ deep values.
 - ☐ bad language.
6. You can determine right from wrong by
 - ☐ listening to others.
 - ☐ doing what most of society is doing.
 - ☒ observing what it produces, the results.
7. If people don't trust me, it is
 - ☒ because I am untrustworthy.
 - ☐ because they don't know me.
 - ☐ their fault.
8. A self-deceived person
 - ☐ is liked by others.
 - ☒ denies the truth and blames others.
 - ☐ constantly forgets things.
9. I have to be careful of what I think
 - ☐ because it could make me emotionally sick.
 - ☐ because it could become reality.
 - ☒ both of the above.
10. People who live in decay
 - ☐ had a bad childhood.
 - ☐ found it easy to elevate to growth.
 - ☒ choose to be there.
11. Living in past mistakes . . .
 - ☐ is comfortable.
 - ☒ poisons the future.
 - ☐ is my mother's fault.
12. The best way to deal with anger is to
 - ☐ express it.
 - ☐ squelch it.
 - ☒ avoid it.
13. Your Personal Way of Being is
 - ☐ always visible to others.
 - ☒ who you are without thinking who you are.
 - ☐ determined by your income level.
14. People in the box are said to be
 - ☐ better supervisors.
 - ☒ resistant people.
 - ☐ responsive people.
15. Self-deception is
 - ☒ not being able to see the truth of self.
 - ☐ a good tactic when bargaining for a raise.
 - ☐ a good way to build self-esteem.
16. If you were born into a decayed home, you . . .
 - ☐ can never get out.
 - ☒ will have decayed scripting and thoughts.
 - ☐ don't do anything, it will take care of itself.
17. When you validate others . . .
 - ☐ it is important to get into their problems.
 - ☒ you give unconditional caring.
 - ☐ you try to fix them.
18. Anger is
 - ☐ a primary emotion.
 - ☒ a secondary emotion.
 - ☐ liberating.
19. Batterers batter others because
 - ☐ victims deserve it.
 - ☐ it feels good.
 - ☒ they choose to.
20. To stand up to life
 - ☐ I will need help from others.
 - ☒ I have to make the decision myself.
 - ☐ requires a lot of money.



COURSE OVERVIEW

Cognitive Awareness

- ✓ Available in multiple levels
- ✓ Facilitator manuals available
T 103 (Level I), T 104 (II), T 105 (III)

ITEM # W118



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



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



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 | Small group breakouts
 Application and skill building

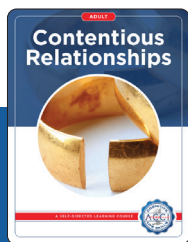
Cognitive Awareness

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many are there in the Johnson family pyramid?
☐ 104 people
☒ 137 people
☐ 126 people
2. Of the Johnson cousins, who succeeded in life?
☐ Curt
☐ Scott
☒ Jason
3. Scripting is the same thing as
☐ handwriting
☒ programming
☐ remembering
4. The subconscious mind
☐ can be blocked by the conscious mind.
☒ doesn't know right from wrong.
☐ stops when it gets too full.
5. You can tell a good person from a bad one by his/her
☒ actions.
☐ deep values.
☐ bad language.
6. You can determine right from wrong by
☐ listening to others.
☐ doing what most of society is doing.
☒ observing what it produces, the results.
7. Debbie Johnson felt like a \$2 woman because
☒ of the way she was scripted as a child.
☐ she carried a \$2 bill with her all the time.
☐ she was attracted to \$2 men.
8. A self-deceived person
☐ is liked by others.
☒ denies the truth and blames others.
☐ constantly forgets things.
9. The meeting of our emotional needs as a child depends
☐ on nutrition.
☒ on scripting.
☐ on functional parents.
10. People who have their emotional needs met
☐ make more money.
☒ feel validated and secure.
☐ go on more vacations.
11. Becky Johnson played what sport in college?
☐ Basketball
☒ Volleyball
☐ Tennis
12. The best way to deal with anger is to
☐ express it.
☐ squelch it.
☒ avoid it.
13. Your Personal Way of Being is
☐ always visible to others.
☒ who you are without thinking who you are.
☐ determined by your income level.
14. People in the box are said to be
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☒ resistant people.
☐ responsive people.
15. Self-deception is
☒ not being able to see the truth of self.
☐ a good tactic when bargaining for a raise.
☐ a good way to build self-esteem.
16. Battered women stay in abusive relationships
☒ because they have faulty thinking.
☐ because they have no place to go.
☐ because they like the attention.
17. Self-betrayal is
☐ part of a court procedure.
☒ going against what you know is right.
☐ a good mental exercise to feel better.
18. Anger is
☐ a primary emotion.
☒ a secondary emotion.
☐ liberating.
19. Batterers batter others because
☐ victims deserve it.
☐ it feels good.
☒ they choose to.
20. To change what we are getting in life,
☐ we have to make more money.
☐ we have to have more luck.
☒ we have to change what we are doing.



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. Secondly, 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.

LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Managing negative emotions
- Healthy parenting mindset
- Forgiveness
- Children triangulation avoidance
- Satisfying emotional hierarchy of needs

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 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

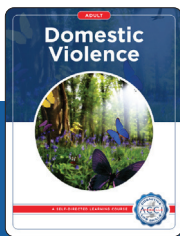
Contentious Relationship

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. Who is Misty's husband?
☒ **Jacob**
☐ Scott
☐ Jason
2. How many are there in the Miller family pyramid?
☐ 137 people
☐ 116 people
☒ **104 people**
3. Scott's younger sister's name is?
☐ Shelly
☒ **Jenny**
☐ Denise
4. Besides love, what else keeps people bonded?
☐ Money
☐ Sex
☒ **Hate**
5. Your personal way of being
☐ determines your income.
☒ **is who you are without thinking who you are.**
☐ is easy to detect.
6. Amy stayed married to Cord because
☐ he was a good provider.
☐ he threatened her.
☒ **she was deceived.**
7. A person who dwells in the box
☒ **is resistant.**
☐ can't get out.
☐ makes a better leader.
8. Collusion is when two people
☐ in a relationship are hitting each other.
☐ make up.
☒ **are both resistant and live in the box.**
9. A self-deceived person
☐ is liked by others.
☒ **denies the truth and blames others.**
☐ constantly forgets things.
10. Self-betrayal is
☐ part of a court procedure.
☒ **going against what you know is right.**
☐ a good mental exercise to feel better.
11. Anger is
☐ a primary emotion.
☒ **a secondary emotion.**
☐ liberating.
12. To change what we are getting in life,
☐ we have to make more money.
☐ we have to have more luck.
☒ **we have to change what we are doing.**
13. People who have their emotional needs met
☐ make more money.
☒ **feel validated and secure.**
☐ go on more vacations.
14. The subconscious mind
☐ only believes what you tell it.
☒ **doesn't know right from wrong.**
☐ stops when it gets too full.
15. Contention in a marriage
☒ **is like cancer.**
☐ will stop if one partner stops.
☐ is a good reason for divorce.
16. People stay in abusive relationships because
☐ they don't want to be alone.
☐ they enjoy being abused.
☒ **of faulty thinking from bad programming.**
17. When you validate people
☐ you make them better workers.
☒ **you allow them to fix their own problems.**
☐ it gives you more control over them.
18. A resistant person
☐ makes a good marriage partner.
☐ will die resistant.
☒ **lives in the box.**
19. Batterers batter others
☒ **for control and power.**
☐ because they are smaller.
☐ because they can get away with it.
20. The children who best survive divorce
☐ come from more affluent homes.
☒ **have their hierarchy of emotional needs met.**
☐ live with their mother.



COURSE OVERVIEW



Domestic Violence

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 129



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.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Develop empathy in personal relationships
- Positive relationship building skills
- Increased self-awareness and responsibility of generational cycles of abuse
- Develop anger avoidance skills
- Learn how to satisfy emotional hierarchy of needs in a positive manner
- Develop positive thinking skills within all relationships



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



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

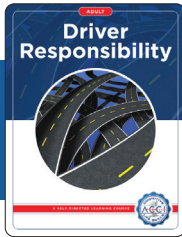
Domestic Violence

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. Lizzie planned to escape what day?
☐ Tuesday
☒ **Thursday**
☐ Wednesday
2. Who was Lizzie seeing for help?
☒ **Cousin**
☐ Neighbor
☐ Friend
3. Who was Mr. Crack?
☐ A friend of Mike
☐ A shoe salesman
☒ **In charge of domestic violence**
4. How old was Lizzie when she camped?
☐ 12
☒ **9**
☐ 16
5. What was the name of the camp dog?
☐ Spot
☒ **Jack**
☐ Chip
6. Mike died from what?
☒ **Cancer**
☐ Car accident
☐ Falling
7. What was the name of Lizzie's new husband?
☐ Rob
☐ Jeff
☒ **Cade**
8. How many children did Cade have?
☒ **2**
☐ 3
☐ 4
9. Who was Lizzie's grandmother?
☐ Jennifer
☐ Margaret
☒ **Christina**
10. When was Christina born?
☐ 1892
☒ **1886**
☐ 1902
11. How many people in the Johnson group?
☒ **137**
☐ 104
☐ 126
12. How old was Ralph when he married Sue?
☐ 22
☒ **25**
☐ 32
13. What was Mike's occupation?
☐ Car salesman
☐ Dentist
☒ **Attorney**
14. People who live above 500.....
☒ **are happier.**
☐ are luckier.
☐ are richer.
15. How many emotional needs are listed?
☐ 5
☐ 8
☒ **6**
16. What was the name of Shelly's husband?
☐ Curt
☒ **Ron**
☐ Steve
17. How often are women abused in the U.S.?
☒ **Every 12 seconds.**
☐ Every 6 seconds.
☐ Every 18 seconds.
18. Who was Curt's girlfriend?
☐ April
☐ Sarah
☒ **Carrie**
19. How many steps to change?
☒ **6**
☐ 8
☐ 12
20. How many children did Mattie have?
☐ 4
☐ 3
☒ **2**



COURSE OVERVIEW

Driver Responsibility

- ✓ Available in workbook
- ✓ Available in Spanish

ITEM # W 113



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.



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

Driver Responsibility

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. The subconscious mind
 - ☐ only believes what you tell it.
 - ☒ **doesn't know right from wrong.**
 - ☐ stops when it gets too full.
2. Good driving is a matter of
 - ☐ being a good defensive driver.
 - ☐ luck.
 - ☒ **proper values, attitudes, and behaviors.**
3. You can determine people's values by
 - ☒ **observing their actions.**
 - ☐ how new their car is.
 - ☐ looking at their driving record.
4. Mike broke his neck and was permanently paralyzed
 - ☐ because he hit a trailer.
 - ☐ because he was an impatient driver.
 - ☒ **both of the above.**
5. Bad drivers are inconsiderate because
 - ☐ they were mistreated as children.
 - ☐ they lack proper nutrition.
 - ☒ **their behaviors are in line with their values.**
6. Bad drivers keep victimizing themselves with fines
 - ☐ because they like going to court.
 - ☒ **because they refuse to change.**
 - ☐ because they have lots of money and don't care.
7. People drive while their licenses are suspended because
 - ☐ they have to get to work.
 - ☒ **they have chosen to be dishonest.**
 - ☐ they don't like the picture on the license.
8. People drive under the influence
 - ☒ **because they are more concerned with self.**
 - ☐ because they drink too much.
 - ☐ because their brains are impaired and they are confused.
9. The best way to avoid difficult drivers is to
 - ☒ **ignore them and don't make eye contact.**
 - ☐ tail gate, honk your horn, and make rude gestures.
 - ☐ invite them to lunch.
10. I can avoid the consequences of bad driving by
 - ☐ letting someone else drive.
 - ☐ practicing harder at not getting caught.
 - ☒ **changing my values, attitudes, and behaviors.**
11. Karen's car hit the tree with the force of
 - ☐ 500 tons.
 - ☐ 200 tons.
 - ☒ **100 tons.**
12. Anger is
 - ☐ a primary emotion.
 - ☒ **a secondary emotion.**
 - ☐ good for the body.
13. On a 20 mile trip, going 65 MPH in a 55 MPH zone
 - ☒ **you could save 3 minutes.**
 - ☐ you could save 4 minutes.
 - ☐ you could save 2 minutes.
14. At 60 MPH, how many feet does it take to stop?
 - ☐ 190 feet
 - ☒ **275 feet**
 - ☐ 125 feet
15. Good drivers are often killed because
 - ☐ they drive too cautiously.
 - ☐ bad drivers don't like them.
 - ☒ **they are in the wrong place at the wrong time.**
16. People should be good drivers because. . .
 - ☐ it is the right thing to do.
 - ☐ it will reduce accidents.
 - ☒ **both of the above.**
17. Bob first became addicted because
 - ☒ **he was bored; wanted excitement and acceptance.**
 - ☐ because he had a low IQ.
 - ☐ because his father gave him alcohol as a child.
18. The first step in changing who we are is?
 - ☐ Desire
 - ☒ **Awareness**
 - ☐ Knowledge
19. People are wise when they
 - ☐ take vitamins
 - ☒ **recognize and live the truth.**
 - ☐ drive a humvee.
20. If you fail this test, it is because
 - ☐ you were having a bad day.
 - ☐ you don't like tests.
 - ☒ **you didn't complete the workbook.**



COURSE OVERVIEW

Driving Under the Influence

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

ITEM # W 128



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-



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Personal responsibility
- Decision-making skills
- Positive driver values, attitudes and behaviors
- 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 128
Workbook Pages: 48
Course Length: -10 hours



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

Driving Under the Influence

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How old was Jennifer when her dad died?
☐ 18
☐ 16
☒ 15
2. What was Jennifer dog's name?
☐ Sport
☒ Chip
☐ Ralph
3. Who was driving under the influence?
☐ Jack
☒ Tanya
☐ Doris
4. The subconscious mind . . .
☐ is programmed through repetition , trauma, and emotion.
☐ doesn't know right from wrong.
☒ Both of the above.
5. You can determine people's values by . . .
☒ observing their actions.
☐ how new their car is.
☐ how old they are.
6. Driving can get no better than . . .
☐ the car being driven.
☐ the roads people drive on.
☒ the people who drive.
7. Problem drivers....
☐ do not feel guilt for breaking traffic laws.
☐ are always trying to justify their behavior.
☒ Both of the above.
8. People drive under the influence because . . .
☒ they are more concerned with self.
☐ they drink too much.
☐ their brains are impaired.
9. DUI's can avoid future problems by . . .
☐ practicing harder to not get caught.
☒ changing their values, attitude, and behaviors.
☐ riding a motorcycle.
10. Karen's car hit the tree with the force of . . .
☐ 500 tons
☒ 100 tons.
☐ 200 tons.
11. How old was Bob when he first OD'd?
☐ 13
☐ 22
☒ 25
12. Traffic offenders . . .
☐ don't feel guilt (remorse) for breaking the laws.
☐ repeat and always justify their actions.
☒ Both of the above.
13. A neuron is . . .
☐ easy to change.
☐ very expressions.
☒ a brain cell.
14. Anger is . . .
☐ accidental.
☒ a secondary emotion.
☐ a primary emotion.
15. Actors . . .
☒ are in control.
☐ get paid well.
☐ are reactive.
16. Krystal was arrested for DUI . . .
☐ 4 times.
☒ 5 times.
☐ 3 times.
17. The first step in changing who we are is?
☐ Desire
☒ Awareness
☐ Knowledge
18. If we never change our thoughts. . .
☐ we can never change our behavior.
☐ we will continue to suffer the consequences.
☒ Both of the above.
19. Only ____ % of our genes are different.
☐ 6
☒ 4
☐ 8
20. If you fail this test, it is because . . .
☐ you were having a bad day.
☐ you don't like tests.
☒ you didn't complete the workbook.



COURSE OVERVIEW

Employment

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 124



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.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Growth mindset
- Overcoming self-defeating thoughts and attitudes
- Self-confidence
- Social skills for the workplace
- 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: 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 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

Employment

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. The subconscious mind....
 - ☐ will always tell the truth.
 - ☒ **doesn't know right from wrong.**
 - ☐ stops when it gets too full.
2. \$2.00 thinking people....
 - ☐ have more fun in life.
 - ☐ have successful relationships.
 - ☒ **seek out other \$2.00 people.**
3. Be careful what you think.
 - ☐ What you think could be wrong.
 - ☐ What you think could be scripted.
 - ☒ **Both of the above.**
4. The truth....
 - ☐ is what you think it is.
 - ☐ is hard to find.
 - ☒ **has more power than the untruth.**
5. People who live in growth....
 - ☐ are lucky.
 - ☐ were born there.
 - ☒ **made correct choices.**
6. Chad's aunt's name is....
 - ☐ Madeline
 - ☒ **Monica**
 - ☐ Maria
7. Jesse's father's name is....
 - ☐ Jose
 - ☒ **Hernando**
 - ☐ Ricardo
8. How much was Chad and Jesse's rent?
 - ☐ \$400
 - ☐ \$600
 - ☒ **\$200**
9. People who have their emotional needs met...
 - ☐ make more money.
 - ☒ **feel validated and secure.**
 - ☐ go on more vacations.
10. Stagnation refers to....
 - ☒ **a place between growth and decay.**
 - ☐ spoiled food.
 - ☐ where Chad ended up.
11. Chad and Josefina had how many children?
 - ☐ 2
 - ☒ **3**
 - ☐ 4
12. Brandon's son's name is....
 - ☒ **Tommy**
 - ☐ Mike
 - ☐ Steve
13. Scott is....
 - ☐ Curt's cousin.
 - ☐ a construction worker.
 - ☒ **a Miller.**
14. Resistant people....
 - ☐ make good referees.
 - ☒ **live in the box.**
 - ☐ make good partners.
15. A ring of fire is....
 - ☐ a good place to barbecue.
 - ☐ dangerous and can start fires.
 - ☒ **a personal zone of hostility.**
16. Who brought the good news to Madeline.
 - ☐ Chad
 - ☒ **Ted**
 - ☐ Kathy
17. How many people were in Chad's jail?
 - ☒ **1600**
 - ☐ 1200
 - ☐ 1800
18. What was Chad's mortgage payment?
 - ☐ \$1240
 - ☐ \$920
 - ☒ **\$880**
19. Self-betrayal is....
 - ☐ turning your self in.
 - ☒ **going against what you know is right.**
 - ☐ hiding the facts.
20. What is the first step to change?
 - ☐ Desire
 - ☐ Attitude
 - ☒ **Awareness**



COURSE OVERVIEW

Marijuana Awareness

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 115



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.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Risk of marijuana abuse
- Personal responsibility
- Self-awareness
- Positive subconscious thoughts
- Pro-social values



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 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

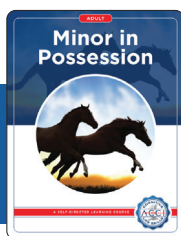
Marijuana Awareness

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many people lived in Tristan's home?
☒ 5
☐ 6
☐ 8
2. How old was Tristan when he first used pot?
☐ 12
☐ 16
☒ 13
3. What was Tristan wife's name?
☐ Jessica
☒ Sofia
☐ Julie
4. What was Colton's father's occupation?
☒ Importer
☐ Police Officer
☐ Lawyer
5. Minors who use illegal chemicals.....
☐ lack clarity of thinking.
☐ are asking for trouble.
☒ both of the above.
6. Who died from complications of meth?
☐ Tristan
☐ Colton
☒ Jessica
7. How old was Jessica when she died?
☐ 18
☐ 22
☒ 28
8. If people live in decay, it is a . .
☒ choice.
☐ result of malnutrition.
☐ permanent state.
9. If we don't change our thinking . .
☐ we can't expect to change our behavior.
☐ we will keep on getting the same.
☒ both of the above.
10. Who was Owen?
☐ Tristan's friend.
☐ A drug addict
☒ Both.
11. Owen's girlfriend name is
☐ Julie.
☒ Dorothy.
☐ Jessica.
12. The subconscious mind....
☐ can't remember things.
☒ doesn't know right from wrong.
☐ can help you win the lottery.
13. Scripting is another word for..
☒ programming.
☐ story telling.
☐ writing.
14. You can tell good from bad by...
☐ how much it costs.
☒ the results.
☐ the words people speak.
15. \$2.00 people...
☒ are really \$10 people, but don't know it.
☐ would feel comfortable dating a \$8 person.
☐ save more money.
16. Who lived the untruth?
☐ Scott
☐ Sofia
☒ Curt
17. Good people skills will
☐ elevate you.
☐ be needed for a lifetime.
☒ both of the above.
18. An unwise person
- ☒ doesn't use good judgement.
☐ sleeps better.
☐ pays less in taxes.
19. A true friend....
☐ will give you drugs.
☒ will be there when others leave.
☐ will always agree with you.
20. It doesn't matter if you
☐ don't finish this course.
☐ are not responsible.
☒ were adopted.



COURSE OVERVIEW



Minor in Possession

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 125



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

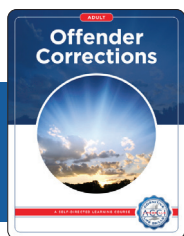
Minor in Possession

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many people lived in Brenda's home?
☐ 5
☒ 6
☐ 8
2. Who was Charley's father?
☐ Carl
☐ Kevin
☒ Jake
3. What was Brenda dog's name?
☐ Spot
☒ Blacky
☐ Flopper
4. What did Se'mion's father do?
☒ Importer
☐ Police Officer
☐ Lawyer
5. Minors who use illegal chemicals....
☐ lack clarity of thinking.
☐ are asking for trouble.
☒ Both of the above
6. Who died from complications of meth?
☐ Brenda
☐ Se'mion
☒ Jessica
7. How old was Jessica when she was raped?
☐ 15
☒ 16
☐ 17
8. If people live in decay, it is a....
☒ a choice.
☐ result of malnutrition.
☐ permanent state.
9. If we don't change our thinking....
☐ we can't expect to change our behavior.
☐ we will keep on getting the same.
☒ Both of the above.
10. Driving under the influence is not a problem...
☐ unless you are caught.
☐ if you are a good driver.
☒ is a recipe for disaster.
11. Good drivers also have good....
☐ values.
☐ attitudes.
☒ Both of the above.
12. The subconscious mind....
☐ can't remember things.
☒ doesn't know right from wrong.
☐ can help you win the lottery.
13. Scripting is another word for...
☒ programming.
☐ story telling.
☐ writing.
14. You can tell good from bad by...
☐ how much it costs.
☒ the results.
☐ the words people speak.
15. \$2.00 people...
☒ are really \$10 people, but don't know it.
☐ would feel comfortable dating a \$8 person.
☐ save more money.
16. Who lived the untruth?
☐ Scott
☐ Gary
☒ Curt
17. Good people skills will
☐ elevate you.
☐ needed for a lifetime.
☒ Both of the above.
18. An unwise person
☒ doesn't use good judgement.
☐ sleeps better.
☐ pays less in taxes.
19. A true friend....
☐ will give you drugs.
☒ will be there when others leave.
☐ will always agree with you.
20. It doesn't matter if you....
☐ don't finish this course.
☐ are not responsible.
☒ were adopted.



COURSE OVERVIEW



Offender Corrections

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

ITEM # W 112



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.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Positive thinking skills
- Decision-making skills
- Overcoming irrational beliefs
- Identifying negative subconscious programming
- 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 112

Workbook Pages: 64

Course Length: ~15 hours



COURSE CONTENT

UNIT 1: SUBCONCIOUS 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

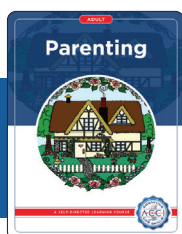
Offender Corrections

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. The subconscious mind
 - ☐ will always tell the truth.
 - ☒ **doesn't know right from wrong.**
 - ☐ stops when it gets too full.
2. You can determine right from wrong by
 - ☐ listening to others.
 - ☐ doing what society is doing.
 - ☒ **observing what it produces, the results.**
3. Debbie felt like a \$2.00 woman because
 - ☒ **of the way she was scripted as a child.**
 - ☐ she carried a \$2 bill with her all the time.
 - ☐ she was attracted to \$2 men.
4. A confused mind always
 - ☐ needs nutrition.
 - ☒ **says no.**
 - ☐ needs someone else to help it.
5. When your behavior is in line with your values
 - ☐ you will always be happy.
 - ☐ more people will like you.
 - ☒ **your life will be in harmony.**
6. In a 1,000 bed prison, what does one bed cost?
 - ☒ **\$30,000**
 - ☐ \$40,000
 - ☐ \$60,000
7. People who have their hierarchy of emotional needs met
 - ☐ make more money.
 - ☒ **feel validated and secure.**
 - ☐ go on more vacations.
8. If you don't stop what you are doing,
 - ☒ **you will keep on getting the same.**
 - ☐ you will go to jail.
 - ☐ you will lose friends.
9. We may not have control over our beginnings, but
 - ☐ we can improve our life.
 - ☒ **we do have control over our endings.**
 - ☐ our beginnings have no affect on us.
10. Anger is
 - ☐ a primary emotion.
 - ☒ **a secondary emotion.**
 - ☐ liberating.
11. The best way to handle anger is to
 - ☐ release it.
 - ☐ squelch it.
 - ☒ **avoid it.**
12. Kelly was
 - ☐ a good citizen.
 - ☐ a spouse abuser.
 - ☒ **a thief.**
13. The most important thing(s) in a marriage is/are
 - ☐ love and security.
 - ☒ **the people in the marriage.**
 - ☐ sex.
14. Spouse abusers
 - ☐ are afraid of being caught.
 - ☒ **are satisfied with the way things are.**
 - ☐ don't know they are abusers.
15. The best kind of person to marry is
 - ☒ **an interdependent person.**
 - ☐ an independent person.
 - ☐ a dependent person.
16. A self-deceived person
 - ☐ is depressed.
 - ☐ can never change.
 - ☒ **doesn't know he/she is deceived.**
17. The first step to changing who we are is
 - ☐ a change in attitude.
 - ☐ a change in desire.
 - ☒ **a change in awareness.**
18. If you believe you are no good, it is because
 - ☐ you have made many bad choices.
 - ☒ **of bad programming.**
 - ☐ it is the truth.
19. People who consume illegal drugs
 - ☐ lack wisdom and intelligence.
 - ☐ slowly kill themselves.
 - ☒ **both of the above.**
20. To change what we are getting in life,
 - ☐ we have to make more money.
 - ☐ we have to have more luck.
 - ☒ **we have to change what we are doing.**



COURSE OVERVIEW

Parenting

✓ Available in workbook

ITEM # W 117



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.



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



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 ACTIVITIES

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

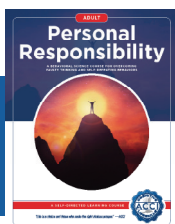
Parenting

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. Who is Misty's husband?
☒ **Jacob**
☐ Scott
☐ Jason
2. How many are there in the Miller family pyramid?
☐ 137 people
☐ 116 people
☒ **104 people**
3. Scott's younger sister's name is?
☐ Shelly
☒ **Jenny**
☐ Denise
4. Besides love, what else keeps people bonded?
☐ Money
☐ Sex
☒ **Hate**
5. Your humanity
☐ determines your income.
☒ **is who you are without thinking who you are.**
☐ is easy to detect.
6. Amy stayed with Curt because
☐ he was a good provider.
☐ he threatened her.
☒ **she was deceived.**
7. A person who dwells in a self-made cage
☒ **is self-focused.**
☐ can't get out.
☐ makes a better leader.
8. A self-deceived person
☐ is liked by others.
☒ **denies the truth and blames others.**
☐ constantly forgets things.
9. Which of these are one of the four sources of anger?
☐ fighting.
☒ **force.**
☐ hunger.
10. Curt had how many children?
☐ 3
☒ **6**
☐ 7
11. Anger is
☐ a primary emotion.
☒ **a secondary emotion.**
☐ liberating.
12. To change what we are getting in life,
☐ we have to make more money.
☐ we have to have more luck.
☒ **we have to think differently.**
13. People who have their emotional needs met
☐ make more money.
☒ **feel validated and secure.**
☐ go on more vacations.
14. The subconscious mind
☐ only believes what you tell it.
☒ **doesn't know right from wrong.**
☐ stops when it gets too full.
15. Contention in a marriage
☒ **is like cancer.**
☐ will stop if one partner stops.
☐ is a good reason for divorce.
16. People stay in abusive relationships because
☐ they don't want to be alone.
☐ they enjoy being abused.
☒ **of faulty thinking from bad programming.**
17. When you validate people
☐ you make them better workers.
☒ **you allow them to fix their own problems.**
☐ it gives you more control over them.
18. A self-focused person
☐ makes a good marriage partner.
☐ will die self-focused.
☒ **lives in self-made cage.**
19. Batterers batter others
☒ **for control and power.**
☐ because they are smaller.
☐ because they can get away with it.
20. Sharon's child was named
☐ Rachel
☒ **Jennifer**
☐ Amy



COURSE OVERVIEW



Personal Responsibility

(formerly Offernder Responsibility)

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

ITEM # W 119



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

Personal Responsibility

Answer Key

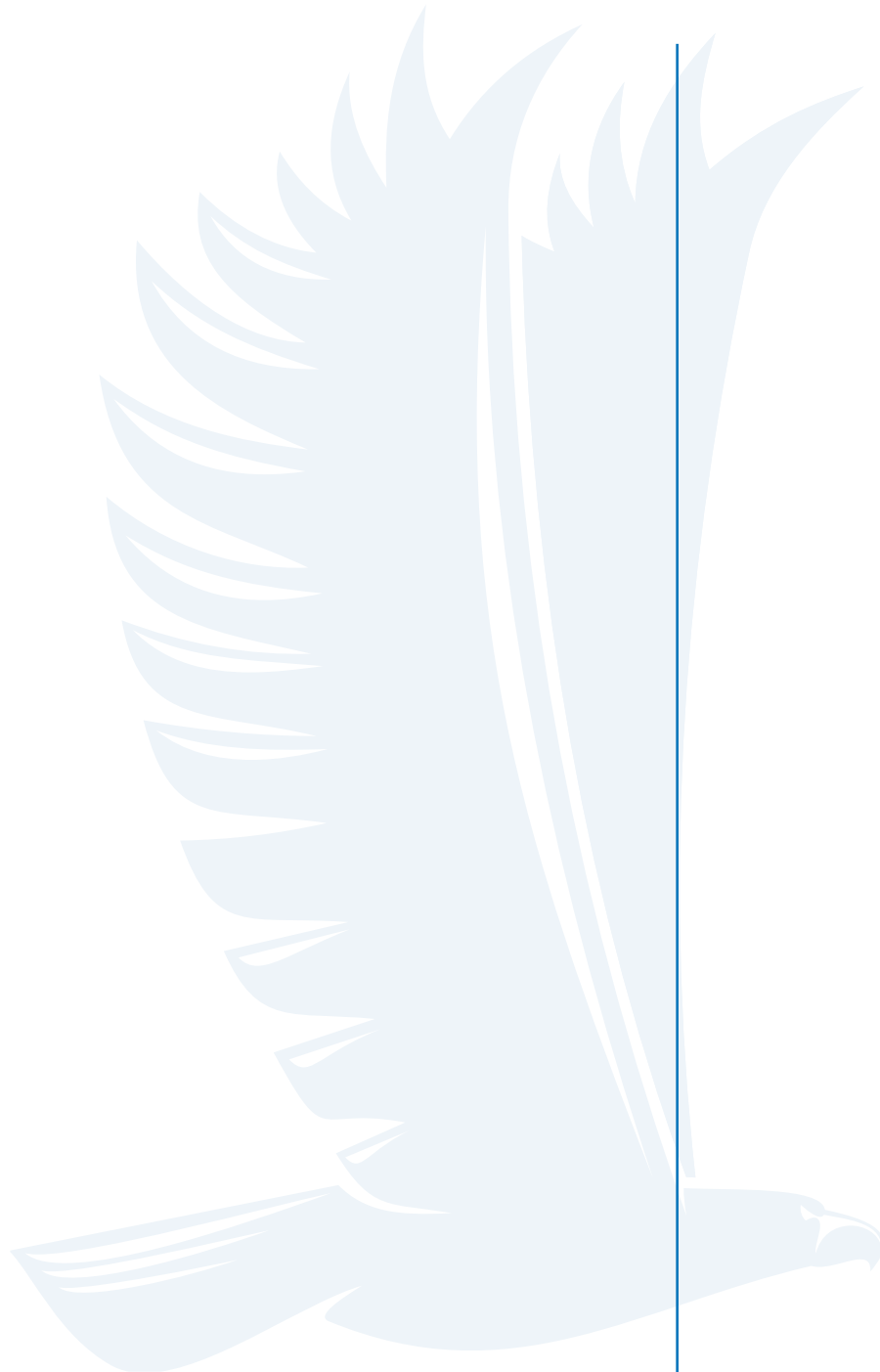


To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. Scripting is the same thing as
 - ☐ handwriting
 - ☐ memorizing
 - ☒ programming
2. Of the Johnson cousins, who succeeded in life?
 - ☒ Jason
 - ☐ Curt
 - ☐ Scott
3. How many are there in the Johnson family pyramid?
 - ☒ 137 people
 - ☐ 112 people
 - ☐ 97 people
4. Your personal regard for humanity is
 - ☐ determined by your family.
 - ☐ based on your level of income.
 - ☒ who you are without thinking about it.
5. The best way to deal with anger is to
 - ☐ express it.
 - ☐ squelch it.
 - ☒ avoid it.
6. Debbie Johnson felt like a \$2 woman because
 - ☐ she carried a \$2 bill with her all the time.
 - ☐ she was attracted to \$2 men.
 - ☒ of the way she was scripted as a child.
7. An “above 500” person
 - ☐ lives in stagnation.
 - ☐ is conflicted.
 - ☒ lives in growth.
8. A self-deceived person
 - ☒ denies the truth and blames others.
 - ☐ is liked by others.
 - ☐ constantly forgets things.
9. To change what we are getting in life
 - ☐ we have to make more money.
 - ☒ we have to change what we are doing.
 - ☐ we have to have more luck.
10. People who have their emotional needs met
 - ☐ are generally satisfied.
 - ☐ go on more vacations.
 - ☒ do not feel validated and secure.
11. If you are constantly blaming other in your life
 - ☒ you might be the problem.
 - ☐ you are living a happy life.
 - ☐ you have positive and healthy relationships.
12. How many steps to change are there?
 - ☐ 4
 - ☒ 6
 - ☐ 8
13. Becky Johnson played what sport in college?
 - ☐ Soccer
 - ☐ Tennis
 - ☒ Volleyball
14. The subconscious mind
 - ☐ stops when it gets too full.
 - ☒ doesn't know right from wrong.
 - ☐ can be blocked by the conscious mind.
15. You can determine right from wrong by
 - ☒ the results.
 - ☐ listening to others.
 - ☐ following social media.
16. Anger is
 - ☐ a primary emotion.
 - ☒ a secondary emotion.
 - ☐ liberating.
17. Which one of these is not a marriage/relationship killer?
 - ☐ Pornography
 - ☒ Communication
 - ☐ Financial issues.
18. You can tell a good person from a bad one by his/her
 - ☐ deep values.
 - ☐ bad language.
 - ☒ actions.
19. Who is Austin's twin sister?
 - ☐ Becky
 - ☒ Teresa
 - ☐ Julie
20. Which one of these is **not** one of the 4 sources of anger?
 - ☒ Manipulation
 - ☐ Abuse
 - ☐ Things beyond our control

Pornography Addiction

ITEM # W 123

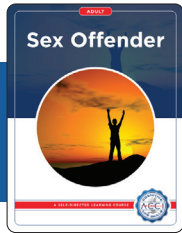


Pornography Addiction

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.



COURSE OVERVIEW

Sex Offender

✓ Available in workbook

ITEM # W 123



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.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Overcoming shame and denial
- Self-awareness
- Building and maintaining pro-social relationships
- Positive thinking 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 123
Workbook Pages: 48
Course Length: ~10 hours



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

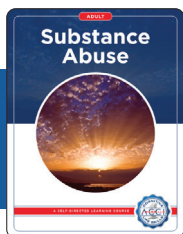
Sex Offender

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many are there in the Johnson family pyramid?
 - ☐ 104 people
 - ☒ 137 people
 - ☐ 126 people
2. Mindy had how many siblings?
 - ☐ Four
 - ☒ None
 - ☐ Two
3. Scripting is the same thing as
 - ☐ handwriting
 - ☒ programming
 - ☐ remembering
4. The subconscious mind
 - ☐ can be blocked by the conscious mind.
 - ☒ doesn't know right from wrong.
 - ☐ stops when it gets too full.
5. You can tell a good person from a bad one by his/her
 - ☒ actions.
 - ☐ deep values.
 - ☐ bad language.
6. You can determine right from wrong by
 - ☐ listening to others.
 - ☐ doing what most of society is doing.
 - ☒ observing what it produces, the results.
7. Who found Mindy on the bridge?
 - ☐ Jeremy
 - ☐ Todd
 - ☒ Collie
8. A self-deceived person
 - ☐ is liked by others.
 - ☒ denies the truth and blames others.
 - ☐ constantly forgets things.
9. Dr. Bernard is a . . .
 - ☐ friend of Todd.
 - ☐ prison counselor.
 - ☒ sex therapist.
10. Dr. Bernard developed a . . .
 - ☐ 12 step program.
 - ☒ 10 step program.
 - ☐ poor attitude towards offenders.
11. Jeremy hit . . .
 - ☐ Mindy
 - ☒ April
 - ☐ Kathy
12. The best way to deal with anger is to
 - ☐ express it.
 - ☐ squelch it.
 - ☒ avoid it.
13. Cooper Johnson . . .
 - ☐ hated rats.
 - ☐ was a truck driver.
 - ☒ both.
14. People in the box are said to be
 - ☐ better supervisors.
 - ☒ resistant people.
 - ☐ responsive people.
15. Self-deception is
 - ☒ not being able to see the truth of self.
 - ☐ a good tactic when bargaining for a raise.
 - ☐ a good way to build self-esteem.
16. A ring of fire is a . . .
 - ☐ ceremony.
 - ☐ place of learning.
 - ☒ zone of hostility.
17. The tree is located in
 - ☐ California.
 - ☒ Arizona.
 - ☐ North Dakota
18. Anger is
 - ☐ a primary emotion.
 - ☒ a secondary emotion.
 - ☐ liberating.
19. People who live "above 500"
 - ☐ were born that way.
 - ☒ choose to be there.
 - ☐ are more deserving.
20. To change what we are getting in life,
 - ☐ we have to make more money.
 - ☐ we have to have more luck.
 - ☒ we have to change what we are doing.



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.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Resisting addictive substances
- Positive subconscious thoughts
- Fulfilling the emotional hierarchy of needs
- Goal achievement
- 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: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 114

Workbook Pages: 68

Course Length: ~15 hours



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

Substance Abuse

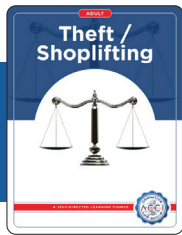
Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many are there in the Johnson family pyramid?
☐ 104 people
☒ 137 people
☐ 126 people
2. Of the Johnson cousins, who succeeded in life?
☐ Curt
☐ Scott
☒ Jason
3. Substance abuse is a result of:
☐ broken homes.
☒ values, attitudes, and behaviors.
☐ low IQ.
4. The subconscious mind
☐ only believes what you tell it.
☒ doesn't know right from wrong.
☐ stops when it gets too full.
5. Substance abusers
☐ make better workers.
☒ lose control of their lives.
☐ retire with health and wealth.
6. You can determine right from wrong by:
☐ listening to others.
☐ doing what most of society is doing.
☒ observing what it produces, the results.
7. Debbie Johnson felt like a \$2 woman because
☒ of the way she was scripted as a child.
☐ she carried a \$2 bill with her all the time.
☐ she was attracted to \$2 men.
8. A self-deceived person
☐ is liked by others.
☒ denies the truth and blames others.
☐ constantly forgets things.
9. Brain damage caused by substance abuse
☐ can cause permanent memory loss.
☐ can cause permanent depression.
☒ both of the above.
10. People who have their emotional needs met
☐ make more money.
☒ feel validated and secure.
☐ go on more vacations.
11. Substance abuse keeps you in the darkened room
☒ because there is no happiness in doing wrong.
☐ because you forgot to turn on the light.
☐ because you prefer darkness.
12. How long had Teresa been separated from Austin?
☐ 12 years
☐ 16 years
☒ 20 years
13. Drug users
☐ have better marriages.
☒ are often in denial.
☐ don't let their peers influence them.
14. What country did Teresa live in
☒ Italy.
☐ Switzerland.
☐ Frontier Land.
15. Jessica is whose daughter?
☐ Jason
☒ Curt
☐ Austin
16. Dendrites and axons are
☐ substances found in meth.
☒ neurotransmitters and neuroreceptors
☐ important in overcoming drug addiction.
17. Self-betrayal is
☐ part of a court procedure.
☒ going against what you know is right.
☐ a good mental exercise to feel better.
18. Anger is
☐ a primary emotion.
☒ a secondary emotion.
☐ liberating.
19. Who was Becky's best high school friend?
☐ Heather
☒ Tammy
☐ Crystal
20. To change what we are getting in life,
☐ we have to make more money.
☐ we have to have more luck.
☒ we have to change what we are doing.

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

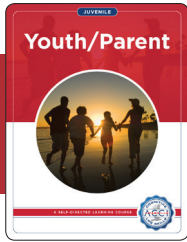
Theft and Shoplifting

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. The Millers had debt, because
 - ☐ they had more income
 - ☒ they had fewer thinking errors
 - ☐ they had fewer people in their household
2. Bad choices are:
 - ☐ to misunderstand
 - ☐ easy to detect
 - ☒ choosing to do wrong
3. Wants. . .
 - ☐ will get me in financial trouble.
 - ☐ are not presently necessary.
 - ☒ both of the above.
4. The subconscious mind
 - ☐ can be blocked by the conscious mind.
 - ☒ doesn't know right from wrong.
 - ☐ stops when it gets too full.
5. You can tell a good person from a bad one by his/her
 - ☒ actions.
 - ☐ deep values.
 - ☐ bad language.
6. You can determine right from wrong by
 - ☐ listening to others.
 - ☐ doing what most of society is doing.
 - ☒ observing what it produces, the results.
7. If people don't trust me, it is
 - ☒ because I am untrustworthy.
 - ☐ because they don't know me.
 - ☐ their fault.
8. A self-deceived person
 - ☐ is liked by others.
 - ☒ denies the truth and blames others.
 - ☐ constantly forgets things.
9. I have to be careful of what I think
 - ☐ because it could make me emotionally sick.
 - ☐ because it could become reality.
 - ☒ both of the above.
10. People who live in decay
 - ☐ had a bad childhood.
 - ☐ found it easy to elevate to growth.
 - ☒ choose to be there.
11. Living in past mistakes . . .
 - ☐ is comfortable.
 - ☒ poisons the future.
 - ☐ is my mother's fault.
12. The best way to deal with anger is to
 - ☐ express it.
 - ☐ squelch it.
 - ☒ avoid it.
13. Your Personal Way of Being is
 - ☐ always visible to others.
 - ☒ who you are without thinking who you are.
 - ☐ determined by your income level.
14. People in the box are said to be
 - ☐ better supervisors.
 - ☒ resistant people.
 - ☐ responsive people.
15. Self-deception is
 - ☒ not being able to see the truth of self.
 - ☐ a good tactic when bargaining for a raise.
 - ☐ a good way to build self-esteem.
16. If you were born into a decayed home, you . . .
 - ☐ can never get out.
 - ☒ will have decayed scripting and thoughts.
 - ☐ don't do anything, it will take care of itself.
17. When you validate others . . .
 - ☐ it is important to get into their problems.
 - ☒ you give unconditional caring.
 - ☐ you try to fix them.
18. Anger is
 - ☐ a primary emotion.
 - ☒ a secondary emotion.
 - ☐ liberating.
19. Batterers batter others because
 - ☐ victims deserve it.
 - ☐ it feels good.
 - ☒ they choose to.
20. To stand up to life
 - ☐ I will need help from others.
 - ☒ I have to make the decision myself.
 - ☐ requires a lot of money.



COURSE OVERVIEW

Youth/Parent

ITEM # W 134

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



COURSE DESCRIPTION

This course helps you change what you have been doing so you can change what you have been getting. It is a personal development self-awareness guide for youth on how to achieve success in life.

The main focus of this program is to have youth and parent(s) work together to increase the quality of their relationships. This cognitive restructuring curriculum is designed to help youth and parents overcome self-defeating thoughts and behaviors. The goal is to have parents take a larger role and achieve greater understanding about their children's lives.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Pro-social relationships
- Positive parenting
- Meeting the emotional hierarchy of needs
- Positive thinking skills
- Decision-making 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**—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 134

Workbook Pages: 24

Course Length: 6–8 hours



COURSE CONTENT

UNIT 1: RIGHT VS WRONG

Doing right or wrong is a choice.

UNIT 2: VALUES AND BEHAVIOR

What you think is what you become.

UNIT 3: CRIME AND LAWS

Bad decisions now can limit your adult life.

UNIT 4: HUMAN NEEDS

Life is better when our emotional needs are met.

UNIT 5: ANGER AVOIDANCE

Angry people see people as objects.

UNIT 6: SKILLS FOR LIFE

Sincere praise chases away the darkness.

UNIT 7: SUBSTANCE ABUSE

Denial won't stop the drug monster.

UNIT 8: MANAGING LIFE

It is a choice; live in the swamp or on the mountain.



CRIMINOGENIC NEEDS MET

1. Antisocial cognition
2. Antisocial companions
3. Antisocial personalities
4. Family relationships
5. Substance abuse



LEARNING ACTIVITIES

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

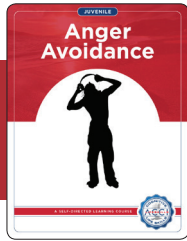
Youth/Parent

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many are there in the Johnson family pyramid?
☐ 104 people
☒ 137 people
☐ 126 people
2. Of the Johnson cousins, who was successful in life?
☐ Curt
☐ Scott
☒ Jason
3. A victim who never becomes a survivor has more
☐ happiness.
☒ anger and self pity.
☐ freedom.
4. The subconscious mind
☐ will always tell the truth.
☒ doesn't know right from wrong.
☐ stops when it gets too full.
5. Substance abusers
☐ make better workers.
☒ lose control of their lives.
☐ retire with health and wealth.
6. You can determine right from wrong by
☐ listening to others.
☐ doing what most of society is doing.
☒ observing what each produces, the results.
7. \$2.00 thinking people
☐ have more fun in life.
☒ seek out other \$2.00 people.
☐ have successful relationships.
8. The truth
☐ is what you think it is.
☐ is hard to find.
☒ has more power than the untruth.
9. It doesn't matter
☒ what you have done in the past.
☐ if you go to school or not.
☐ if you do wrong.
10. People who have their hierarchy of emotional needs met
☐ make more money.
☒ feel validated and secure.
☐ go on more vacations.
11. Substance abuse keeps you in the darkened room
☒ because there is no happiness in doing wrong.
☐ because you forgot to turn on the light.
☐ because you prefer darkness.
12. I am free to choose to do wrong
☐ because I can choose the outcome.
☐ because there is no right and wrong.
☒ but I can't choose the consequences.
13. Life is rewarding
☐ when you drop out of school.
☐ only if you have money.
☒ when you live the truth.
14. Becky Johnson played what sport?
☐ Basketball
☐ Tennis
☒ Volleyball
15. The most important physical need is
☐ water
☐ food
☒ air
16. If you let the past go, you will
☐ have to apologize to others.
☒ feel better.
☐ have to deal with it later.
17. The drug monster
☐ can be your best friend.
☐ will always tell the truth.
☒ doesn't care who you are.
18. Anger is
☐ a primary emotion.
☒ a secondary emotion.
☐ liberating.
19. Becky's best high school friend was?
☐ Heather
☒ Tammy
☐ Crystal
20. To change what we are getting in life,
☐ we have to make more money.
☐ we have to have more luck.
☒ we have to change what we are doing.



COURSE OVERVIEW

Anger Avoidance

ITEM # W 136

- ✓ Available in workbook
- ✓ Available in eLearning



COURSE DESCRIPTION

The objective of this course is to focus on the root causes of anger and to teach cognitive skills that can help youths avoid anger before it takes control.

Some people have free-floating anger and erupt like a volcano without notice. Their anger is fueled by the four root causes—negative primary emotions. These emotions can be expressed as secondary emotions, which can result in negative behaviors. Anger is a natural emotion. People who live in growth have less of it, and people who live in decay have more of it. When you don't let anger in, it has no control over you.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Develop a strong locus of control
- Generational cycles of anger
- Positive thinking skills
- Positive influence 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: 500 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 136

Workbook Pages: 48

Course Length: ~8 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

Our beginnings don't have to be our endings.

UNIT 2: VALUES

We receive most of our values at home.

UNIT 3: GROWTH VS DECAY

Growth, stagnation, or decay is a choice.

UNIT 4: LIFE

If we are not happy, it is our fault.

UNIT 5: AVOIDING ANGER

Arguing never works; everyone loses.

UNIT 6: SKILLS

People with good people skills go further in life.

UNIT 7: LEADERSHIP

If we go with the flow, we could end up in decay.



CRIMINOGENIC NEEDS MET

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



LEARNING ACTIVITIES

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

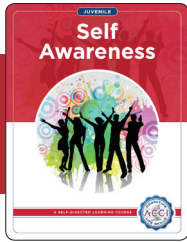
Anger Avoidance

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many total in the Johnson group?
☐ 104
☒ 137
☐ 126
2. Of the Johnson cousins, who was successful in life?
☐ Curt
☐ Scott
☒ Jason
3. Jason and Curt had what in common?
☐ personality
☒ family
☐ successful relationships
4. The subconscious mind
☐ will always tell the truth.
☒ doesn't know right from wrong.
☐ stops when it gets too full.
5. Substance abusers
☐ make better workers.
☒ lose control of their lives.
☐ retire with health and wealth.
6. You can determine right from wrong by
☐ listening to others.
☐ doing what most of society is doing.
☒ observing what each produces, the results.
7. \$2.00 thinking people
☐ have more fun in life.
☒ seek out other \$2.00 people.
☐ have successful relationships.
8. The truth
☐ is what you think it is.
☐ is hard to find.
☒ has more power than the untruth.
9. It doesn't matter
☒ what you have done in the past.
☐ if you go to school or not.
☐ if you do wrong.
10. People who have their hierarchy of emotional needs met
☐ make more money.
☒ feel validated and secure.
☐ go on more vacations.
11. Substance abuse keeps you in the darkened room
☒ because there is no happiness in doing wrong.
☐ because you forgot to turn on the light.
☐ because you prefer darkness.
12. I am free to choose to do wrong
☐ because I can choose the outcome.
☐ because there is no right and wrong.
☒ but I can't choose the consequences.
13. Life is rewarding
☐ when you drop out of school.
☐ only if you have money.
☒ when you live the truth.
14. Becky Johnson played what sport?
☐ Basketball
☐ Tennis
☒ Volleyball
15. People who live in growth
☐ are lucky
☐ were born there
☒ made correct choices
16. If you let the past go, you will
☐ have to apologize to others.
☒ feel better.
☐ have to deal with it later.
17. "It is what is," means:
☒ you can't change what happened.
☐ you can't change the future.
☐ you are powerless to make decisions.
18. Anger is
☐ a primary emotion.
☒ a secondary emotion.
☐ liberating.
19. Becky's best high school friend was?
☐ Heather
☒ Tammy
☐ Crystal
20. To change what we are getting in life,
☐ we have to make more money.
☐ we have to have more luck.
☒ we have to change what we are doing.



COURSE OVERVIEW

Self Awareness

ITEM # W 137

- ✓ Available in workbook
- ✓ Available in eLearning



COURSE DESCRIPTION

The objective of this course is to present to teens a different way of thinking, allowing them to reach their true potential by overcoming erroneous subconscious beliefs about themselves.

This cognitive restructuring course focuses on bright possibilities. It can help teens discover avenues of positive thinking of which they may have been unaware. It speaks to them in a different language, one they can use for a lifetime. It helps them empower themselves and become productive citizens. If students never change their thinking, they can never change their behavior.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Self-awareness
- Empathy
- Positive relationship building
- Decision-making 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



CRIMINOGENIC NEEDS MET

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



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 650 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 137

Workbook Pages: 48

Course Length: ~8 hours



COURSE CONTENT

UNIT 1: BRIGHT POSSIBILITIES

There are no dead-ends, just opportunities.

UNIT 2: THOUGHTS = CONSEQUENCES

Change your thoughts, change your life.

UNIT 3: GROWTH VS DECAY

It is your choice!

UNIT 4: FINDING SUCCESS

Success comes when we think more of others.

UNIT 5: AVOIDING ANGER

Anger is a secondary emotion that can be controlled.

UNIT 6: SKILLS FOR LIFE

Social skills can raise you up or put you down.

UNIT 7: MANAGING LIFE

Be grateful for what you have and quit complaining.



PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



LEARNING ACTIVITIES

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

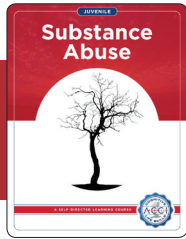
Self-Awareness

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many siblings did Cooper have?
☐ 2
☒ 1
☐ 4
2. Of the Johnson cousins, who was successful in life?
☐ Curt
☐ Scott
☒ Cooper
3. Cooper and Curt had what in common?
☐ personality
☒ family
☐ successful relationships
4. The subconscious mind
☐ will always tell the truth.
☒ doesn't know right from wrong.
☐ stops when it gets too full.
5. Substance abusers
☐ make better workers.
☒ lose control of their lives.
☐ retire with health and wealth.
6. You can determine right from wrong by
☐ listening to others.
☐ doing what most of society is doing.
☒ observing what each produces, the results.
7. \$2.00 thinking people
☐ have more fun in life.
☒ seek out other \$2.00 people.
☐ have successful relationships.
8. The truth
☐ is what you think it is.
☐ is hard to find.
☒ has more power than the untruth.
9. It doesn't matter
☒ what you have done in the past.
☐ if you go to school or not.
☐ if you do wrong.
10. People who have their hierarchy of emotional needs met
☐ make more money.
☒ feel validated and secure.
☐ go on more vacations.
11. Substance abuse keeps you in the darkened room
☒ because there is no happiness in doing wrong.
☐ because you forgot to turn on the light.
☐ because you prefer darkness.
12. I am free to choose to do wrong
☐ because I can choose the outcome.
☐ because there is no right and wrong.
☒ but I can't choose the consequences.
13. Life is rewarding
☐ when you drop out of school.
☐ only if you have money.
☒ when you live the truth.
14. Becky Johnson played what sport?
☐ Basketball
☐ Tennis
☒ Volleyball
15. People who live in growth
☐ are lucky
☐ were born there
☒ made correct choices
16. If you let the past go, you will
☐ have to apologize to others.
☒ feel better.
☐ have to deal with it later.
17. "It is what it is," means:
☒ you can't change what happened.
☐ you can't change the future.
☐ you are powerless to make decisions.
18. Anger is
☐ a primary emotion.
☒ a secondary emotion.
☐ liberating.
19. Becky's best high school friend was?
☐ Heather
☒ Tammy
☐ Crystal
20. To change what we are getting in life,
☐ we have to make more money.
☐ we have to have more luck.
☒ we have to change what we are doing.



COURSE OVERVIEW

Substance Abuse

ITEM # W 138

- ✓ Available in workbook
- ✓ Available in eLearning



COURSE DESCRIPTION

The objective is to present to youth a wide range of practical and cognitive skills that can help them be chemically free.

The drug monster doesn't care who you are; it doesn't discriminate. Its main job is to get you addicted and ruin your life. Chemical addiction seeps into your body and hijacks your mind. It attacks your frontal lobe and other brain processes as well as organs in your body. Soon, your whole self is caught up in revolving processes that often don't find conclusion until death. The only way back to sobriety is through the inner self, accompanied by strong determination and support from others. Youth playing around with drugs is like playing Russian roulette—you never know when a bullet will fire.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Resisting addictive substances
- Positive subconscious thoughts
- Fulfilling the emotional hierarchy of needs
- Goal achievement
- 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: 650 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 138

Workbook Pages: 48

Course Length: ~8 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

A teen doesn't become fully cognizant until age 25.

UNIT 2: VALUES AND BEHAVIOR

Home and society script our values.

UNIT 3: GROWTH VS DECAY

It is not all your fault.

UNIT 4: LIFE

Life is what we make of it.

UNIT 5: AVOIDING ANGER

Chemical dependency creates anger.

UNIT 6: SKILLS FOR LIFE

Nine powerful skills that can change your life.

UNIT 7: LEADING LIFE

If you don't control your life, it will control you.



CRIMINOGENIC NEEDS MET

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



LEARNING ACTIVITIES

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

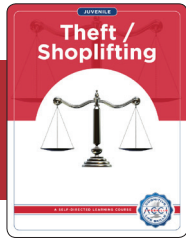
Substance Abuse

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many total in the Johnson group?
☐ 104
☒ 137
☐ 126
2. Of the Johnson cousins, who was not successful?
☒ Curt
☐ Becky
☐ Jason
3. Jason and Curt had what in common?
☐ personality
☒ family
☐ successful relationships
4. The subconscious mind
☐ will always tell the truth.
☒ doesn't know right from wrong.
☐ stops when it gets too full.
5. Substance abusers
☐ make better workers.
☒ lose control of their lives.
☐ retire with health and wealth.
6. You can determine right from wrong by
☐ listening to others.
☐ doing what most of society is doing.
☒ observing what each produces, the results.
7. \$2.00 thinking people
☐ have more fun in life.
☒ seek out other \$2.00 people.
☐ have successful relationships.
8. The truth
☐ is what you think it is.
☐ is hard to find.
☒ has more power than the untruth.
9. It doesn't matter
☒ what you have done in the past.
☐ if you go to school or not.
☐ if you do wrong.
10. People who have their hierarchy of emotional needs met
☐ make more money.
☒ feel validated and secure.
☐ go on more vacations.
11. Substance abuse keeps you in the darkened room
☒ because there is no happiness in doing wrong.
☐ because you forgot to turn on the light.
☐ because you prefer darkness.
12. I am free to choose to do wrong
☐ because I can choose the outcome.
☐ because there is no right and wrong.
☒ but I can't choose the consequences.
13. Life is rewarding
☐ when you drop out of school.
☐ only if you have money.
☒ when you live the truth.
14. Becky Johnson played what sport?
☐ Basketball
☐ Tennis
☒ Volleyball
15. People who live in growth
☐ are lucky
☐ were born there
☒ made correct choices
16. If you let the past go, you will
☐ have to apologize to others.
☒ feel better.
☐ have to deal with it later.
17. "It is what it is," means:
☒ you can't change what happened.
☐ you can't change the future.
☐ you are powerless to make decisions.
18. Anger is
☐ a primary emotion.
☒ a secondary emotion.
☐ liberating.
19. Becky's best high school friend was?
☐ Heather
☒ Tammy
☐ Crystal
20. To change what we are getting in life,
☐ we have to make more money.
☐ we have to have more luck.
☒ we have to change what we are doing.



COURSE OVERVIEW

Theft/Shoplifting

ITEM # W 139

- ✓ Available in workbook
- ✓ Available in eLearning



COURSE DESCRIPTION

This cognitive restructuring course intervenes in the faulty thinking processes that allow crimes of moral turpitude to take place.

Teenagers keep pushing the boundaries to see how far they can go while still getting away with it. This course challenges the cognitive domain while offering solutions in the affective domain. Like all cognitive restructuring courses, this course was designed to create cognitive dissonance as students' criminal values clash with accepted society values. Shoplifting or theft is just a symptom of deeper issues.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Pro-social mindset
- Overcoming criminal justification
- Positive decision making
- 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 139

Workbook Pages: 48

Course Length: ~8 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

Shoplifting starts in the beginning, not the middle.

UNIT 2: THEFT

There are no excuses, just consequences.

UNIT 3: THOUGHTS = CONSEQUENCES

Change your thoughts, change your life.

UNIT 4: GROWTH VS DECAY

One is nurturing, the other is vengeful.

UNIT 5: FINDING SUCCESS

Change yourself first, then influence others.

UNIT 6: AVOIDING ANGER

Either you control or you are controlled.

UNIT 7: SKILLS FOR LIFE

Life is a mirror; what you reflect out, you get back.



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

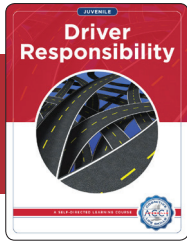
Theft/Shoplifting

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many siblings did Cooper have?
☐ 2
☒ 1
☐ 4
2. What was Cooper's wife's name?
☐ Becky
☐ Marianne
☒ Jenny
3. Cooper and Curt had what in common?
☐ personality
☒ cousins
☐ successful relationships
4. The subconscious mind
☐ will always tell the truth.
☒ doesn't know right from wrong.
☐ stops when it gets too full.
5. Substance abusers
☐ make better workers.
☒ lose control of their lives.
☐ retire with health and wealth.
6. You can determine right from wrong by
☐ listening to others.
☐ doing what most of society is doing.
☒ observing what each produces, the results.
7. \$2.00 thinking people
☐ have more fun in life.
☒ seek out other \$2.00 people.
☐ have successful relationships.
8. The truth
☐ is what you think it is.
☐ is hard to find.
☒ has more power than the untruth.
9. It doesn't matter
☒ what you have done in the past.
☐ if you go to school or not.
☐ if you do wrong.
10. People who have their hierarchy of emotional needs met
☐ make more money.
☒ feel validated and secure.
☐ go on more vacations.
11. Teenagers who steal and lie
☐ will suffer the consequences.
☐ can change as soon as they want to.
☒ both of the above.
12. I am free to choose to do wrong
☐ because I can choose the outcome.
☐ because there is no right and wrong.
☒ but I can't choose the consequences.
13. Life is rewarding
☐ when you drop out of school.
☐ only if you have money.
☒ when you live the truth.
14. Becky Johnson played what sport?
☐ Basketball
☐ Tennis
☒ Volleyball
15. People who live in growth
☐ are lucky
☐ were born there
☒ made correct choices
16. If you let the past go, you will
☐ have to apologize to others.
☒ feel better.
☐ have to deal with it later.
17. "It is what it is," means
☒ you can't change what happened.
☐ you can't change the future.
☐ you are powerless to make decisions.
18. Anger is
☐ a primary emotion.
☒ a secondary emotion.
☐ liberating.
19. Becky's best high school friend was
☐ Heather.
☒ Tammy.
☐ Crystal.
20. To change what we are getting in life,
☐ we have to make more money.
☐ we have to have more luck.
☒ we have to change what we are doing.



COURSE OVERVIEW

Youth Driver Responsibility

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 113

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 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: ~10 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 to 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

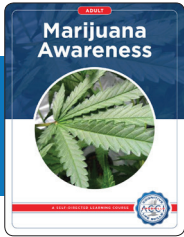
Youth Driver Responsibility

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. The subconscious mind
 - ☐ only believes what you tell it.
 - ☒ **doesn't know right from wrong.**
 - ☐ stops when it gets too full.
2. Good driving is a matter of
 - ☐ being a good defensive driver.
 - ☐ luck.
 - ☒ **proper values, attitudes, and behaviors.**
3. You can determine people's values by
 - ☒ **observing their actions.**
 - ☐ how new their car is.
 - ☐ looking at their driving record.
4. Mike broke his neck and was permanently paralyzed
 - ☐ because he hit a trailer.
 - ☐ because he was an impatient driver.
 - ☒ **both of the above.**
5. Bad drivers are inconsiderate because
 - ☐ they were mistreated as children.
 - ☐ they lack proper nutrition.
 - ☒ **their behaviors are in line with their values.**
6. Bad drivers keep victimizing themselves with fines
 - ☐ because they like going to court.
 - ☒ **because they refuse to change.**
 - ☐ because they have lots of money and don't care.
7. People drive while their licenses are suspended because
 - ☐ they have to get to work.
 - ☒ **they have chosen to be dishonest.**
 - ☐ they don't like the picture on the license.
8. People drive under the influence
 - ☒ **because they are more concerned with self.**
 - ☐ because they drink too much.
 - ☐ because their brains are impaired and they are confused.
9. The best way to avoid difficult drivers is to
 - ☒ **ignore them and don't make eye contact.**
 - ☐ tail gate, honk your horn, and make rude gestures.
 - ☐ invite them to lunch.
10. I can avoid the consequences of bad driving by
 - ☐ letting someone else drive.
 - ☐ practicing harder at not getting caught.
 - ☒ **changing my values, attitudes, and behaviors.**
11. Karen's car hit the tree with the force of
 - ☐ 500 tons.
 - ☐ 200 tons.
 - ☒ **100 tons.**
12. Anger is
 - ☐ a primary emotion.
 - ☒ **a secondary emotion.**
 - ☐ good for the body.
13. On a 20 mile trip, going 65 MPH in a 55 MPH zone
 - ☒ **you could save 3 minutes.**
 - ☐ you could save 4 minutes.
 - ☐ you could save 2 minutes.
14. At 60 MPH, how many feet does it take to stop?
 - ☐ 190 feet
 - ☒ **275 feet**
 - ☐ 125 feet
15. Good drivers are often killed because
 - ☐ they drive too cautiously.
 - ☐ bad drivers don't like them.
 - ☒ **they are in the wrong place at the wrong time.**
16. People should be good drivers because. . .
 - ☐ it is the right thing to do.
 - ☐ it will reduce accidents.
 - ☒ **both of the above.**
17. Bob first became addicted because
 - ☒ **he was bored; wanted excitement and acceptance.**
 - ☐ because he had a low IQ.
 - ☐ because his father gave him alcohol as a child.
18. The first step in changing who we are is?
 - ☐ Desire
 - ☒ **Awareness**
 - ☐ Knowledge
19. People are wise when they
 - ☐ take vitamins
 - ☒ **recognize and live the truth.**
 - ☐ drive a humvee.
20. If you fail this test, it is because
 - ☐ you were having a bad day.
 - ☐ you don't like tests.
 - ☒ **you didn't complete the workbook.**



COURSE OVERVIEW

Marijuana Awareness

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 115



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.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Risk of marijuana abuse
- Personal responsibility
- Self-awareness
- Positive subconscious thoughts
- Pro-social values



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 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

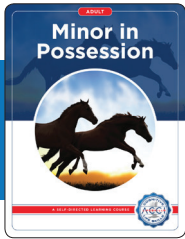
Marijuana Awareness

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many people lived in Tristan's home?
☒ 5
☐ 6
☐ 8
2. How old was Tristan when he first used pot?
☐ 12
☐ 16
☒ 13
3. What was Tristan wife's name?
☐ Jessica
☒ Sofia
☐ Julie
4. What was Colton's father's occupation?
☒ Importer
☐ Police Officer
☐ Lawyer
5. Minors who use illegal chemicals.....
☐ lack clarity of thinking.
☐ are asking for trouble.
☒ both of the above.
6. Who died from complications of meth?
☐ Tristan
☐ Colton
☒ Jessica
7. How old was Jessica when she died?
☐ 18
☐ 22
☒ 28
8. If people live in decay, it is a . .
☒ choice.
☐ result of malnutrition.
☐ permanent state.
9. If we don't change our thinking . .
☐ we can't expect to change our behavior.
☐ we will keep on getting the same.
☒ both of the above.
10. Who was Owen?
☐ Tristan's friend.
☐ A drug addict
☒ Both.
11. Owen's girlfriend name is
☐ Julie.
☒ Dorothy.
☐ Jessica.
12. The subconscious mind....
☐ can't remember things.
☒ doesn't know right from wrong.
☐ can help you win the lottery.
13. Scripting is another word for..
☒ programming.
☐ story telling.
☐ writing.
14. You can tell good from bad by...
☐ how much it costs.
☒ the results.
☐ the words people speak.
15. \$2.00 people...
☒ are really \$10 people, but don't know it.
☐ would feel comfortable dating a \$8 person.
☐ save more money.
16. Who lived the untruth?
☐ Scott
☐ Sofia
☒ Curt
17. Good people skills will
☐ elevate you.
☐ be needed for a lifetime.
☒ both of the above.
18. An unwise person
- ☒ doesn't use good judgement.
☐ sleeps better.
☐ pays less in taxes.
19. A true friend....
☐ will give you drugs.
☒ will be there when others leave.
☐ will always agree with you.
20. It doesn't matter if you
☐ don't finish this course.
☐ are not responsible.
☒ were adopted.



COURSE OVERVIEW

Minor in Possession

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 125



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

Minor in Possession

Answer Key



To pass this course, the student must completely answer all the questions in this course and score 70% or better on the following test.

1. How many people lived in Brenda's home?
☐ 5
☒ 6
☐ 8
2. Who was Charley's father?
☐ Carl
☐ Kevin
☒ Jake
3. What was Brenda dog's name?
☐ Spot
☒ Blacky
☐ Flopper
4. What did Se'mion's father do?
☒ Importer
☐ Police Officer
☐ Lawyer
5. Minors who use illegal chemicals.....
☐ lack clarity of thinking.
☐ are asking for trouble.
☒ Both of the above
6. Who died from complications of meth?
☐ Brenda
☐ Se'mion
☒ Jessica
7. How old was Jessica when she was raped?
☐ 15
☒ 16
☐ 17
8. If people live in decay, it is a....
☒ a choice.
☐ result of malnutrition.
☐ permanent state.
9. If we don't change our thinking....
☐ we can't expect to change our behavior.
☐ we will keep on getting the same.
☒ Both of the above.
10. Driving under the influence is not a problem...
☐ unless you are caught.
☐ if you are a good driver.
☒ is a recipe for disaster.
11. Good drivers also have good....
☐ values.
☐ attitudes.
☒ Both of the above.
12. The subconscious mind....
☐ can't remember things.
☒ doesn't know right from wrong.
☐ can help you win the lottery.
13. Scripting is another word for...
☒ programming.
☐ story telling.
☐ writing.
14. You can tell good from bad by...
☐ how much it costs.
☒ the results.
☐ the words people speak.
15. \$2.00 people...
☒ are really \$10 people, but don't know it.
☐ would feel comfortable dating a \$8 person.
☐ save more money.
16. Who lived the untruth?
☐ Scott
☐ Gary
☒ Curt
17. Good people skills will
☐ elevate you.
☐ needed for a lifetime.
☒ Both of the above.
18. An unwise person
- ☒ doesn't use good judgement.
☐ sleeps better.
☐ pays less in taxes.
19. A true friend....
☐ will give you drugs.
☒ will be there when others leave.
☐ will always agree with you.
20. It doesn't matter if you....
☐ don't finish this course.
☐ are not responsible.
☒ were adopted.

SECTION 7

SAMPLE FORMS

SELF-DIRECTED : Suggested Instruction Letter

You are hereby assigned to complete this self-directed, program as a condition of your sentence or in agreement with this agency. To successfully complete this assignment, you must follow the instructions on this page and the instructions found on page 1 of your course. Be sure to choose a coach, anyone 18 or older. You and your coach must work through the course together, answering all the questions; fill in the evaluations, and sign the affidavit at the back of the course.

You must return the course within 30 days, or by the date written here: _____, to the office or person who referred you to this program. Start on this course as soon as possible; it could take 20 hours or more to complete.

This program costs \$_____ (Fill in detailed information)

When you return your course, it will be graded and certified, and if you passed you will be given a completion certificate. Also be aware, at the time of grading, that there could be an oral evaluation as to the contents of the course. It is important that this is you and your coach(s) work and no others. If you have a reading or other learning problems, it is permissible for the coach to write down your answers. Your coach can be present at the time of your evaluation.

Failure to follow these instructions or complete the course on time, could result in increased fines or penalties as well as a summons or warrant for your arrest.

I AGREE TO THE ABOVE _____ Date _____

This is just one of ACCI's Self-directed Instruction forms when using LifeskillsLink.com. We have additional forms, for example, for youth.

AMERICAN COMMUNITY CORRECTIONS INSTITUTE SELF-DIRECTED INSTRUCTIONS

☒ Check off each item as completed. *Note: Don't put this off, it may take 2 to 3 hours per unit to complete the course. If you have questions that are not covered on this instruction sheet, you may contact us at 800-516-3813 during our office hours (9 AM - 4 PM MST).*

☐ I have read the instructions on page one of the course and understand that I will need a coach. I understand I have only 30 days to complete the course and mail it by the date below.

☐ I realize it is my responsibility to return the completed course using the preprinted and have it **mailed** on or before the due date. *If you lose the enclosed envelope, you will be required to buy your own envelope, take it to the post office to have it weighed, and send your course back via "First Class" mail with Delivery Confirmation.*

WARNING: Your course **MUST** be **MAILED** by

☐ I realize that if my book is lost for any reason, it is my responsibility. *ACCI can send you a replacement course at an additional fee of \$85.* Also, be aware your court date, if any, is different from the date our course is to be mailed.

☐ My coach and I have filled in and signed the evaluations and affidavit at the back of the course. *Incomplete courses will be sent back to you for completion.*

☐ I realize my course will be graded and I must score 70% or more to pass. *If I fail, I will receive another course and charged an additional \$85.*

☐ I realize when I get my Completion Certificate in the mail, it is my responsibility to present it to the court or probation officer. *Keep a copy for your records.*

☐ I realize if I fail to return my course by the due date above, a prompt Report of Non Compliance will be sent to my judge, probation officer, or referring agency.

ORAL EXIT EVALUATION

ACCI COGNITIVE LIFE SKILLS ORAL EXIT EVALUATION

NAME OF PARTICIPANT: _____ # _____

NAME OF AGENCY: _____ City: _____

NAME OF INTERVIEWER: _____ Date: _____

Please read the following questions to participant and mark accordingly. This is an optional form that can be used to help gauge the participant's personal experience with his/her course. It is suggested that this Oral Evaluation be stapled to the "Student and Coach" Evaluation Page from their course and presented to administration for their review.

	Check (√)	
	Yes	No
Did this course . . .		
help you feel better about yourself?		
help because it was written about real people?		
help you become more aware of areas of your life that need improvement?		
offer you new insights and cognitive skills that you can use for self-improvement?		
help you realize that not all of your problems are self-inflicted?		
help you more than group counseling sessions you have attended in the past?		
help create a stronger desire and hope to improve your life?		
offer you more clarity and direction for your future?		
give you greater determination not to repeat as an client?		
help because it was completed with a coach of your choice?		

USING THE SCALE BELOW, HOW WOULD YOU RATE THIS COURSE AND SELF-DIRECTED FORMAT COMPARED TO OTHER PROGRAMS YOU HAVE TAKEN?

1	2	3	4	5	6	7	8	9	10
WORSE	SLIGHTLY BETTER			BETTER		EXCELLENT			

of Yes's

SIGNED:

PARTICIPANT

INTERVIEWER

SAMPLE COMPLETION CERTIFICATE from LifeskillsLink.com:

American Community Corrections Institute

CERTIFIES THAT

Participant's Name _____

has successfully completed the

Substance Abuse Cognitive Lifeskills Course.

ADC - Parole

Case: 276697

Completion Date: 2/8/2013 4:46:24 PM

Authorized Signature: _____ ACCI Staff Signature

Paid fees of: \$ 85.5 (not including late fees if any)

AMERICAN COMMUNITY **ACCI** LIFESKILLS CORRECTIONS INSTITUTE

SAMPLE COMPLETION CERTIFICATE for Self-Directed, Hybrid or Group Curriculum:

CERTIFICATE OF COMPLETION

PRESENTED TO:

in recognition of successful completion of

NEW _____ *LIFESKILLS COURSE*

at the _____

(location)

Date Issued _____ Authorized Signature _____

SECTION 8

POINTS OF CONTACT FROM LIFESKILLSLINK.COM

On average, every referral receives 15 to 20 unique points of contact from LifeskillsLink.com. We utilize the following five modes of communication:

- US Postal Service
- Live calls
- Automated calls
- Text messaging
- E-mail

US POSTAL SERVICE

EMAIL



RE: Kody Kennedy has successfully completed the assigned eLearning



ACCI <noreply@accilifeskills.com>
to me

Hello Richard,

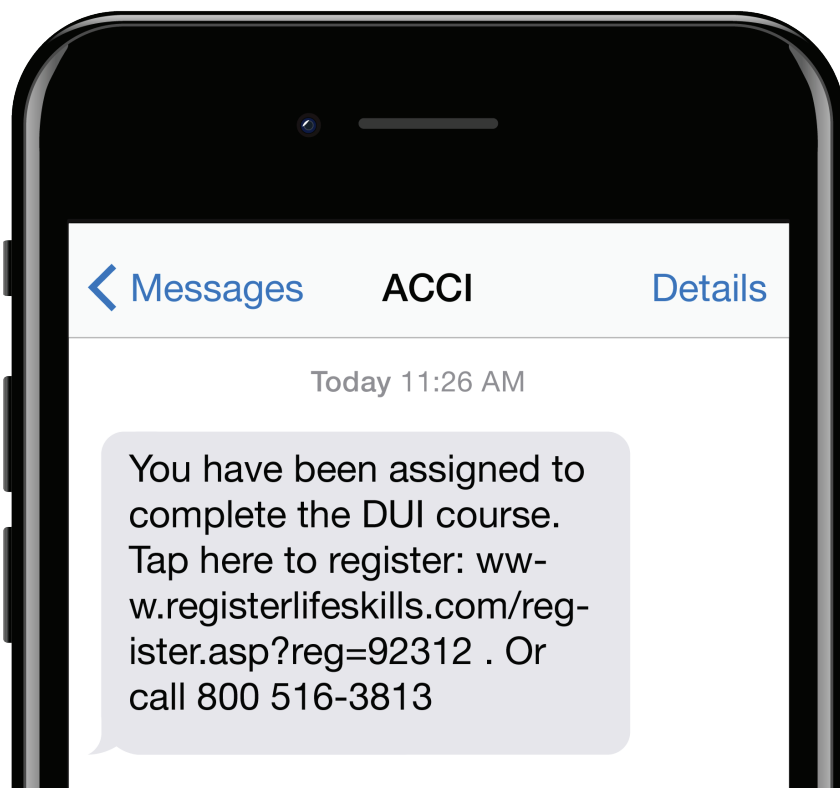
As of 6/26/2020 6:37:12 AM. Kody Kennedy, Case Number : 105124 and DOB: 3/28/ Awareness Course that you assigned. You can login to your Lifeskills Link account: Status Report. Their eLearning Completion Certificate is attached to this email.

As a convenience, you can simply click this link to view their answers or click this lin

You can copy and paste the following into your browser:

TEXT MESSAGING

LIVE AND AUTOMATED CALLS



RESOURCES



COGNITIVE LIFESKILLS COURSE BUNDLES

Bundle 1: \$165 (\$200 value!) 10 shipped workbooks Includes SDIH Guide	Bundle 2: \$165 (\$200 value!) 10 eLearning courses
Bundle 3: \$600 (\$800 value!) 40 workbooks Includes SDIH Guide	Bundle 4: \$600 (\$800 value!) 40 eLearning courses
Bundle 5: \$1,600 (\$2,250 value!) 100 workbooks Includes SDIH Guide	Bundle 6: \$1,600 (\$2,250 value!) 100 eLearning courses Includes Lifeskills Link Admin account and Training for 6 months
Bundle 7: \$800 (\$1,000 value!) 25 workbooks + 25 eLearning courses Includes Lifeskills Link Admin account and Training for 3 months	Bundle 8: \$400 (\$550 value!) ACCI Certified Facilitator Kit (10 courses + training kit + facilitator manual)

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OR GIVE US A CALL (800) 316-0246 | WWW.CORRECTIONSLIFESKILLS.COM

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You can save a bundle by combining courses into Workbook Bundles to best fit your specific needs. Available to first time purchasers only.

The newly designed Corrections Lifeskills website makes it easy to learn about all that we have to offer and to create an account and begin using our intuitive online referral & reporting tools.

NOTES



info@accilifeskills.com
www.correctionslifeskills.com
800.316.0246