

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 fluid and cursive, with a large, stylized "T" and "L".

Trevor Lloyd, MS
President

OVERVIEW

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INTRODUCTION

→ A POWERFUL PROGRAM

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.

RISKS AND NEEDS

→ RISK FACTORS CORRELATED WITH NEGATIVE BEHAVIOR

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.

NEED	GOAL	ACCI'S SOLUTION	LEVEL
Pro-social values, attitudes, behaviors	Introduce pro-social values, attitudes, and behaviors. Help people by providing alternative pro-social thinking skills.	To achieve this goal, ACCI integrates "values clarification" into its curriculum. It uses the cognitive domain, narratives, and cognitive dissonance to challenge thinking errors and the affective domain to build self-confidence.	
Pro-social cognition	Reduce anti-social cognition, recognize risky thinking and feelings, adopt alternatives.	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 those who have committed crimes, enhance contact with pro-social friends	Our home study approach encourages those who take our courses to seek out a pro-social 'coach' thereby encouraging pro-social contact in their personal circle.	
Pro-social personalities	Build problem-solving, self-imaging, anger awareness, and coping skills.	ACCI Lifeskills courses use cognitive restructuring to challenge faulty thinking and allow people to see how their negative thoughts lead to negative behavior. Courses also provide cognitive skills designed to help people make permanent behavioral changes.	
Family and marital relationships	Reduce conflict, build positive relationships and communication.	The program requires people 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 cognitive employment course directly addresses job-seeking skills. It increases self-worth and addresses 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 people perform well in an academic setting.	



DEFINITELY



SOMEWHAT

LIFESKILLSLINK PROGRAM

→ TWO OPTIONS

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

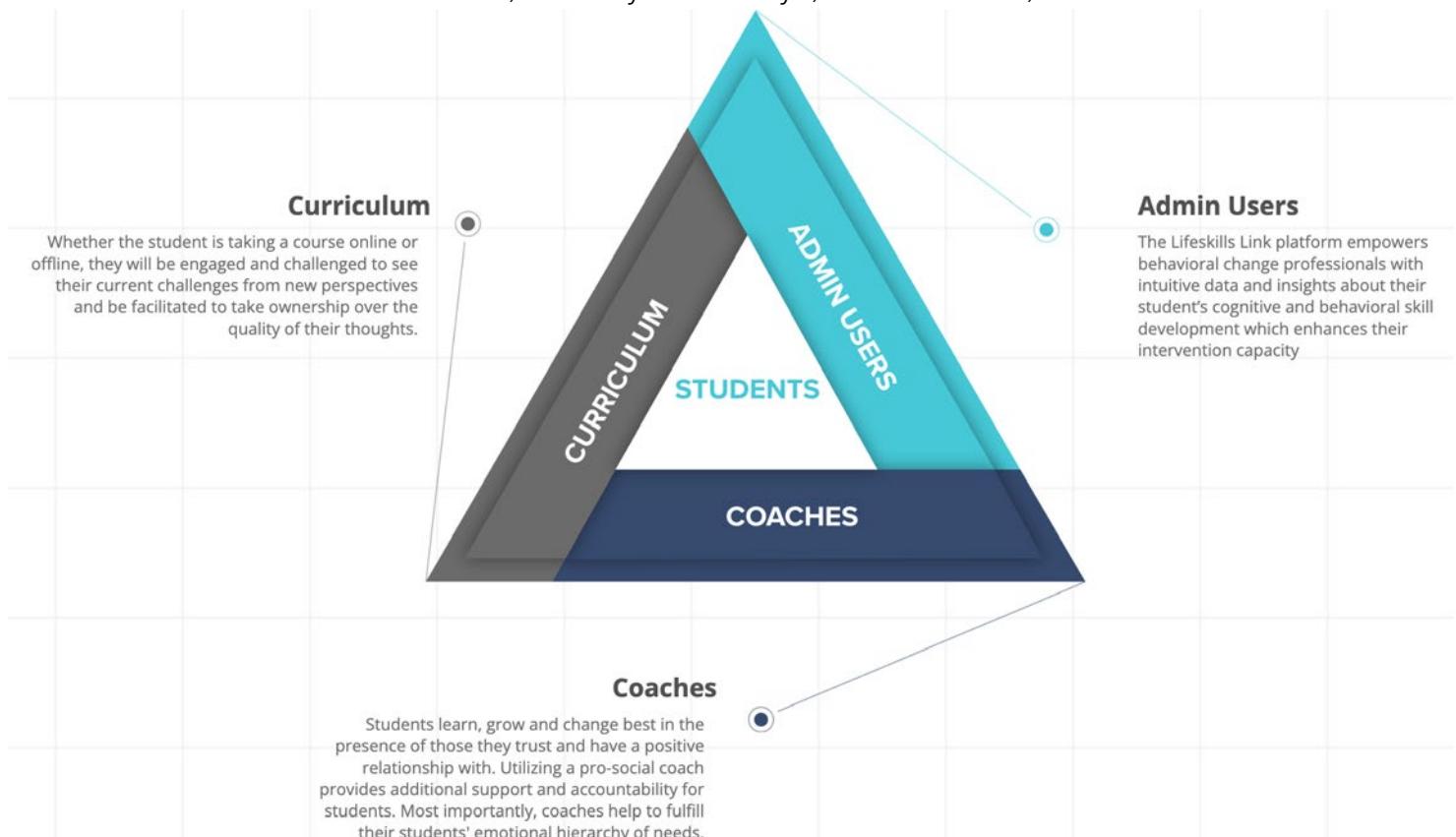
- STEP 1** Determine which course and which group of clients you want to work with.
Determine how much you will charge clients.
- STEP 2** Create your own letter of instructions that goes with the course. See enclosed ACCI's instruction sheet for suggestions and recommended language.
- STEP 3** When 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, text messages, and phone calls. 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 ACI 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.

Lifeskills Link is a system of collaboration and accountability. It provides intelligent insights into each student's experience which informs targeted intervention and cognitive-behavioral skill development. The curriculum is built on our evidence-based model of cognitive behavior therapy together with our unique self-directed learning approach which has proven to help students and clients overcome self-defeating thoughts and behaviors. 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.



HYBRID PROGRAM

► SELF DIRECTED AND GROUP

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 customization, 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 units 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.

GROUP FACILITATION

→ FACILITATOR MANUAL

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.

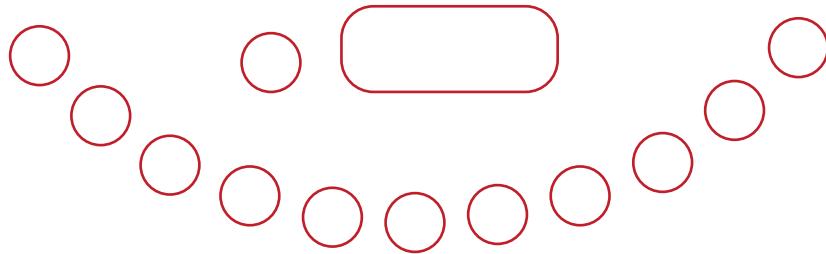
DON'TS FOR GROUPS

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.

GROUP TECHNIQUES & SKILLS

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 1 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

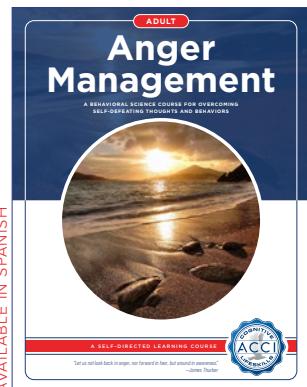
- 1** In order for members of a group to feel comfortable with each other, they need to know each other. Make sure the group members know and use each other’s names. Use name tags, if necessary.
- 2** Let people see that it can be fun in a group; let them have some fun.
- 3** Make sure everyone participates 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

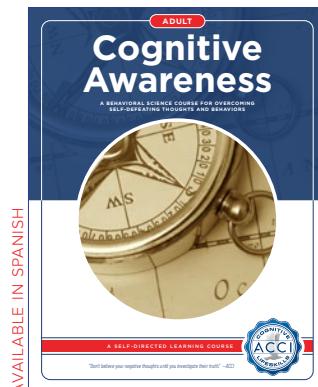
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→ **CLICK TO JUMP TO OVERVIEWS**



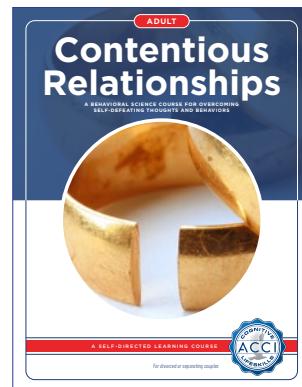
Anger Management

Those who anger you, control you.



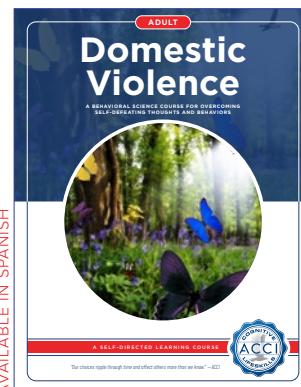
Cognitive Awareness

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



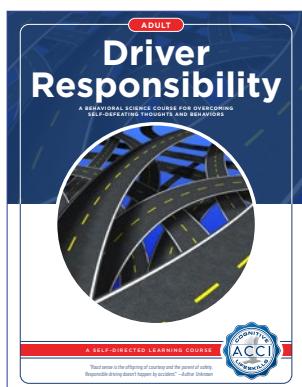
Contentious Relationship

Avoid the ring of fire.



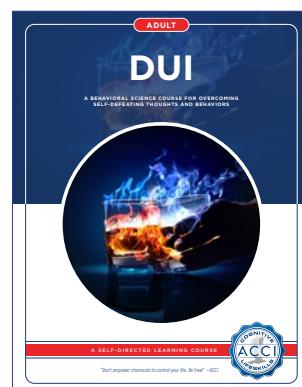
Domestic Violence

What you do to others, you do to yourself.



Driver Responsibility

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



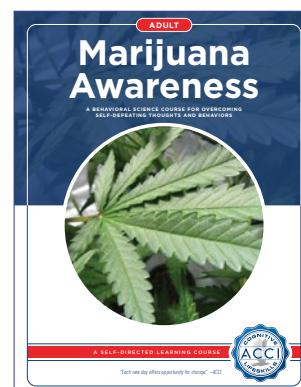
DUI

Think before you drink.



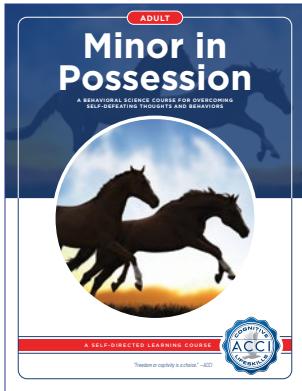
Employment

Positive Thinking Skills lead to Employment Skills.



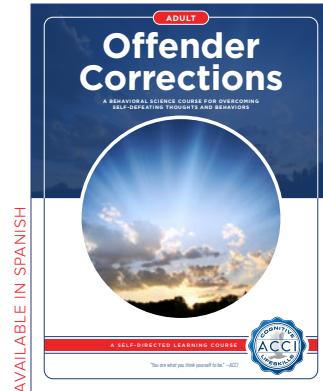
Marijuana Awareness

Developing awareness results in better decisions.



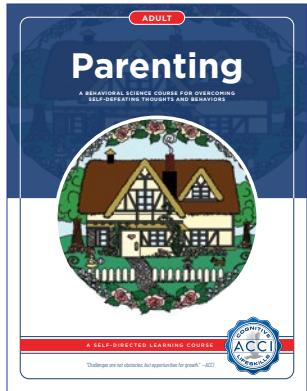
Minor in Possession

Avoid Mr. Grooge.



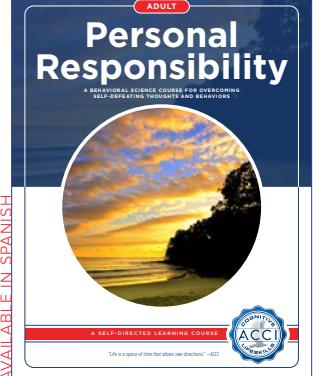
Offender Corrections

Overcoming self-defeating thoughts and behaviors.



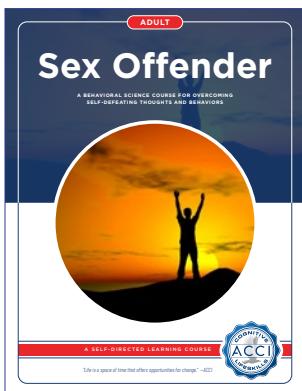
Parenting

Breaking dysfunctional family generational cycles.



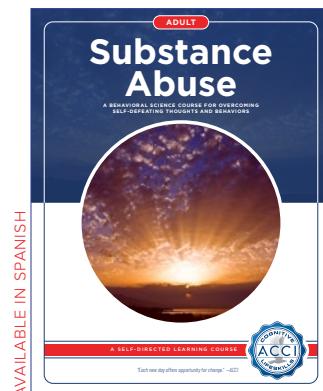
Personal Responsibility

If you are not responsible, then who is?



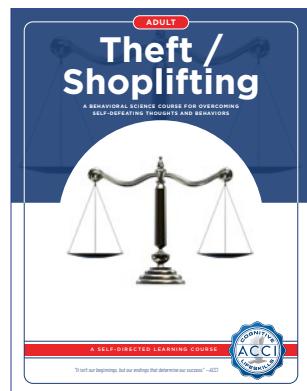
Sex Offender

Cognitive thinking skills for healing and responsibility.



Substance Abuse

Avoid addiction.



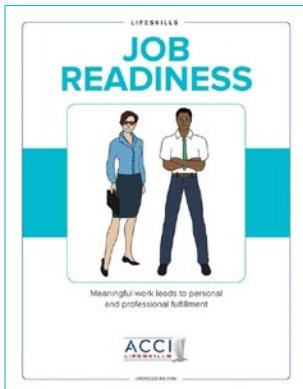
Theft/ Shoplifting

Pro-social values for anti-social thinking.

LIFESKILLS COURSES

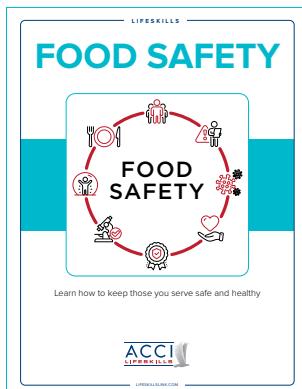
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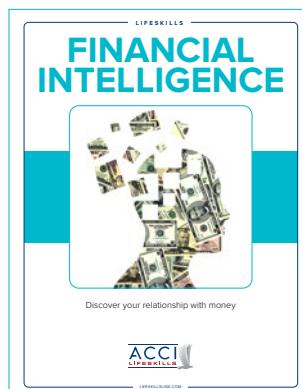
Job Readiness

Work matters!



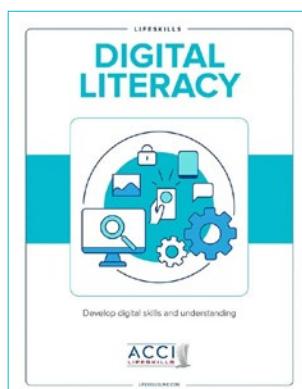
Food Safety

Employment in the food & beverage industry.



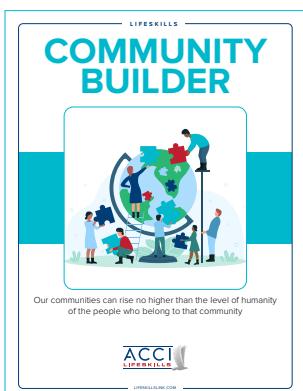
Financial Intelligence

Relationships and connection to money.



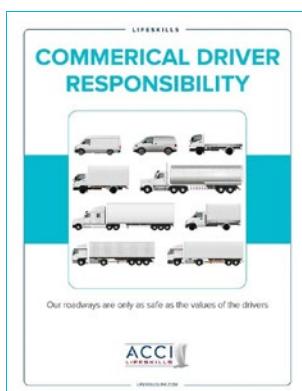
Digital Literacy

We live in a digital realm.



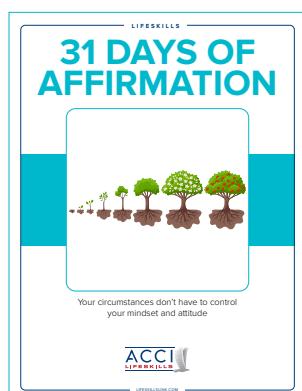
Community Builder

What does it mean to be human?



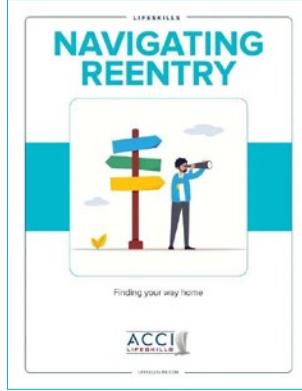
Commercial Driver Responsibility

Re-examined driving.



31 Days of Affirmation

A journey or empowerment.



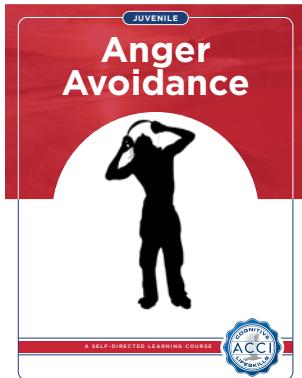
Navigating Reentry

Transitioning to community life.

JUVENILE JUSTICE COURSES

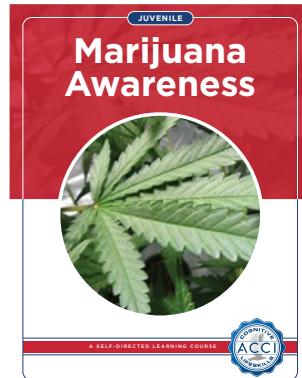
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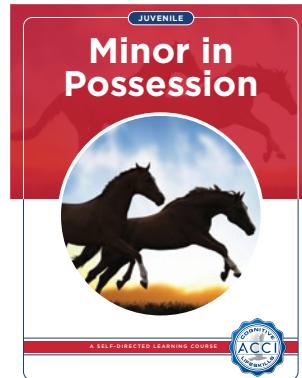
Anger Avoidance

You can't manage anger.



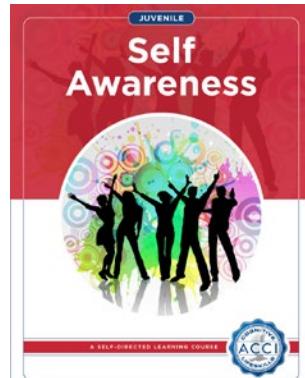
Marijuana Awareness

Developing awareness results in better decisions.



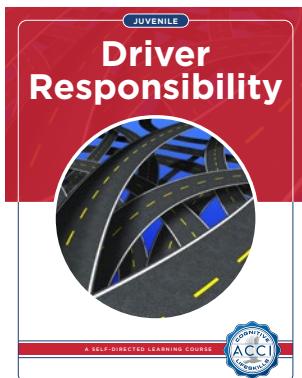
Minor in Possession

Avoid Mr. Grooge.



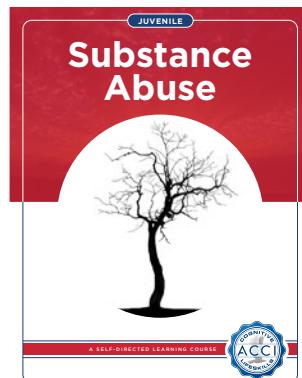
Self Awareness

Self-awareness is the first step to change.



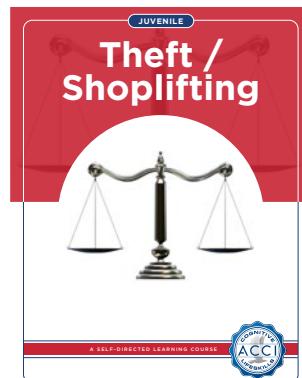
Driver Responsibility

Seconds from disaster.



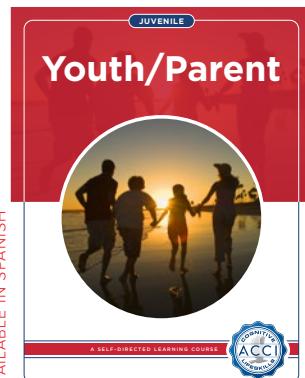
Substance Abuse

Avoid the drug monster.



Theft / Shoplifting

Avoid pro-criminal thoughts and behaviors.



Youth / Parent

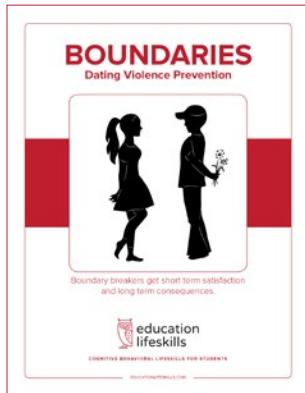
Providing parents with a platform for critical conversations.

YOUTH PREVENTION COURSES

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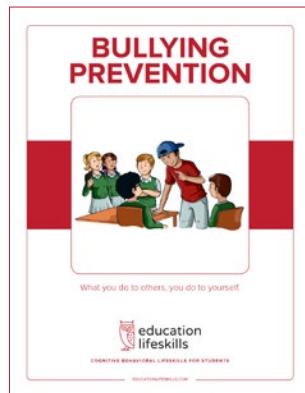
For Junior High and High School Levels

→ **CLICK TO JUMP TO OVERVIEWS**



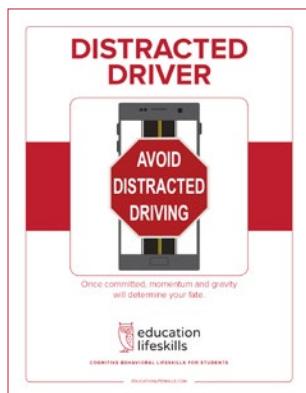
Boundaries

Stay out of harms way into adulthood.



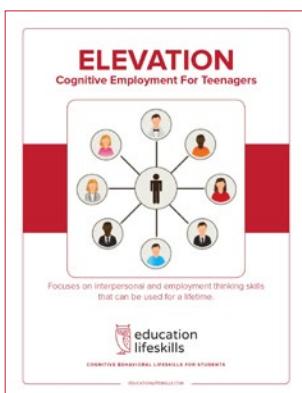
Bully Prevention

Self-awareness of the potential to bully or to become a victim of bullying.



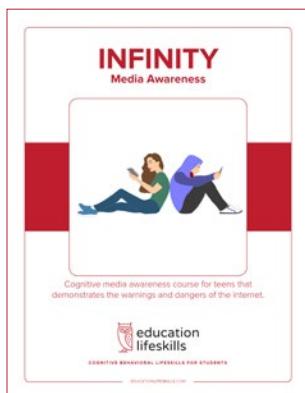
Distracted Driver

Manage distractions and specifically technology distractions while driving a motor vehicle.



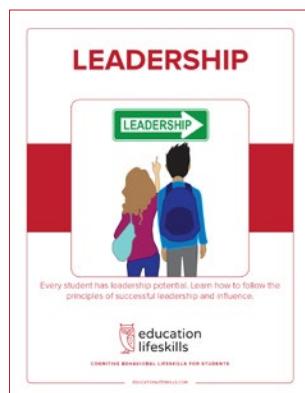
Elevation

Cognitive employment for teens.



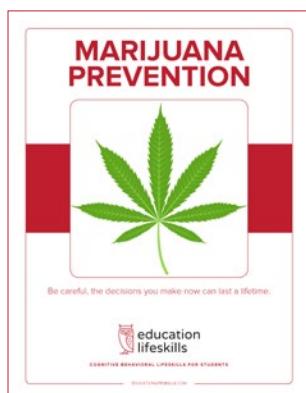
Infinity

Warnings and dangers of the internet.



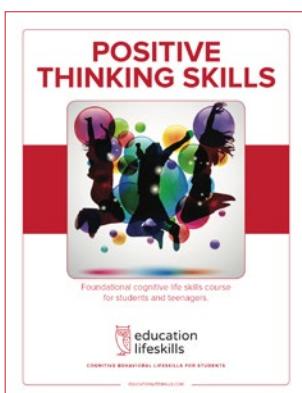
Leadership

Influence others in a positive way.



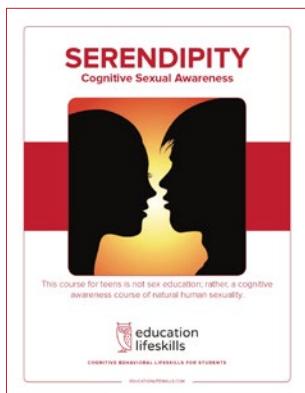
Marijuana Prevention

Avoid Mr. Grooge.



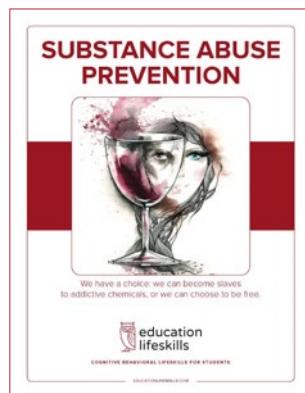
Positive Thinking Skills

Anger avoidance and self-esteem +



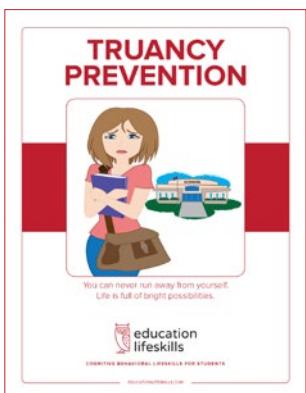
Serendipity

Natural human sexuality.



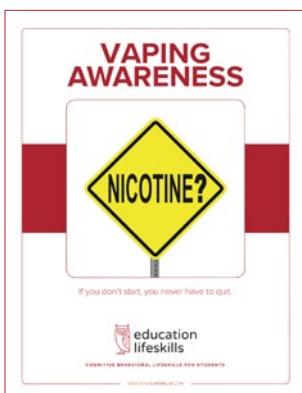
Substance Abuse Prevention

Avoid addiction.



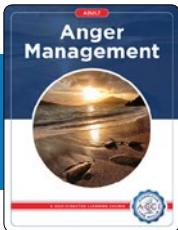
Truancy Prevention

Stay in school.



Vaping Awareness

See the risks.



COURSE OVERVIEW

Anger Management

ITEM # W 111



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

COURSE DESCRIPTION

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

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

LEARNING OBJECTIVES & SKILL DEVELOPMENT

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

RECOMMENDED USES

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

COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 111

Workbook Pages: 64

Course Length: ~15 hours

COURSE CONTENT

UNIT 1: BEGINNINGS

Our negative beginnings can greatly impact our endings.

UNIT 2: SUBCONSCIOUS MIND

Doesn't know right from wrong.

UNIT 3: HUMAN NEEDS

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

UNIT 4: ANGER AVOIDANCE

Those who anger you, control you!

UNIT 5: HUMANITY

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 SUCCESSFUL

Think more of others than yourself.

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

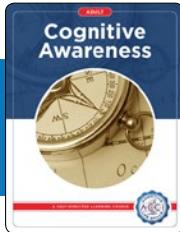
Anger Management

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. If you don't have goals, you are like a
 - car with a full tank of gas.
 - phone with a strong signal.
 - ship at sea without a rudder.
2. In order to move your life forward you need...
 - more money
 - to release your past
 - more hours in the week
3. Scripting is the same thing as
 - writing
 - programming
 - remembering
4. The subconscious mind
 - takes up to 35% of your brain.
 - 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 has a \$2 mindset because
 - of the way she was scripted as a child.
 - she carried a \$2 bill with her all the time.
 - she was attracted to men with a \$2 mindset.
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. When we stand up to life, we
 - get rolled over.
 - dwell in growth and progress.
 - deserve double chocolate cake.
12. The best way to deal with anger is to
 - express it.
 - squelch it.
 - avoid it.
13. You can avoid anger by ...
 - sleeping in late.
 - becoming a hermit.
 - quickly forgiving others.
14. A major force behind anger is ...
 - abuse
 - doing wrong
 - both
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 men/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 thinking.



COURSE OVERVIEW

Cognitive Awareness

ITEM # W 118



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

COURSE DESCRIPTION

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

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

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

LEARNING OBJECTIVES & SKILL DEVELOPMENT

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

RECOMMENDED USES

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

COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 118

Workbook Pages: 64

Course Length: ~15 hours

COURSE CONTENT

UNIT 1: BEGINNINGS

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

UNIT 2: SUBCONSCIOUS MIND

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: HUMANITY

Self-focused people live below 500.

UNIT 8: RELATIONSHIPS

Intimate relationships take people to the deepest sense.

UNIT 9: SUCCESS IN LIFE

Comes when you stop believing the untruth.

CRIMINOGENIC NEEDS MET

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

LEARNING ACTIVITIES

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

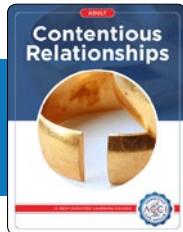
Cognitive Awareness

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. If you fail ...
 that is your responsibility
 you cannot blame others
 both of the above
2. Survivors ...
 seek the help they need to move forward
 do not move on with life
 feel more anger in life
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
 behavior.
 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. The following is a lie:
 I am not as good as others.
 I am me, I can't change.
 both of the above
8. Financial well being or debt is mostly related to ...
 how much you make an hour.
 how much skill you have.
 your thoughts, values, attitudes and beliefs.
9. Your grandparents may have had a great influence in your life because...
 they are rich.
 they told you what to do.
 they scripted your parents.
10. Growth, stagnation, and decay is.....
 determined at birth.
 a choice.
 the cycle of a plant.
11. People who live in decay are ..
 courageous
 truthful
 self-deceived
12. People who grew up in growth ...
 will always stay there
 were luckier
 deserve it
13. If you never change your thoughts ...
 you will have a happier life.
 you can't change your behavior.
 you are easier to live with.
14. Our thoughts drive ...
 values, attitudes and beliefs
 behaviors and consequences
 all of the above
15. Humor and laughing is good for you because ...
 it is free
 it improves your emotional outlook
 you can keep it to yourself
16. If you are having a bad day you can change this by
 eating chocolate
 expressing your anger
 changing your thoughts
17. Successful people ...
 choose to live above 500
 make more money
 have fewer problems
18. The opposite of the ring of fire is ...
 ring of smoke
 ring of peace
 ring of control
19. What is the strongest element of society?
 military
 corporations
 family
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 thinking.



COURSE OVERVIEW

Contentious Relationships

✓ Available in workbook

ITEM # W 116



COURSE DESCRIPTION

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

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



COURSE CONTENT

UNIT 1: BEGINNINGS

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

UNIT 2: HUMANITY

Determines if we will be happy in life.

UNIT 3: DIVORCE

We can divorce each other, but not our children.

UNIT 4: ANGER AVOIDANCE

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 & SUCCESSFUL IN LIFE

Nine steps to success.

UNIT 8: HOW TO CHANGE & IMPROVE LIFE

We must change ourselves before changing others.



LEARNING ACTIVITIES

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



RECOMMENDED USES

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



COURSE INFORMATION

Course Format: Printed Workbook

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 116

Workbook Pages: 48

Course Length: ~8 hours

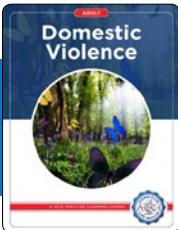
Contentious Relationships

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. Divorce and separation ...
 is the only option
 is wrong
 does not have to be a tragedy, it can be a new beginning
2. We may not be responsible for our beginnings, but as adults we are responsible for ...
 our endings
 our healing
 both
3. The most important things in a marriage are ...
 the money
 the people
 the pets
4. Besides love, what else keeps people bonded?
 Money
 Children
 Hate
5. Your personal way of being
 determines your income
 is who you are without thinking who you are
 is easy to detect
6. Dependency occurs when ...
 two people get married
 one or both partners never became independent
 two people like each other very much
7. Change begins ...
 when others change first
 with self-awareness
 in childhood
8. Four sources of anger are ...
 force, fight, abuse, stubbornness
 abuse, doing wrong, force, things beyond our control
 focus, doing wrong, teasing, others
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. How to be happy and successful in life?
 help others
 hold grudges
 both
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

ITEM # W 129



- ✓ Available in workbook
- ✓ Available in eLearning

COURSE DESCRIPTION

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

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

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: DOMESTIC VIOLENCE

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

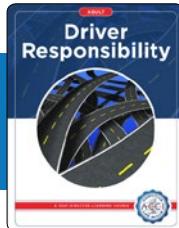
Domestic Violence

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. Violence is ...
 a choice
 an accident
 excusable
2. Successful people ...
 strive to control others
 are always right
 treat others as they would like to be treated
3. Bullies and abusers have to face the truth that ...
 They will suffer the consequences for their behavior.
 They are responsible for their behavior.
 Both of the above.
4. What do spouse abusers use to control their victims?
 Demean their victims and make them feel worthless.
 Control all the finances; withhold money.
 Both of the above.
5. Why do individuals stay in abusive relationships
 Fear
 Embarrassment
 Worry about finances
 All of the above.
6. The best way to have a successful relationship is to
 avoid your partner's family.
 have loving hearts.
 stand your ground.
7. Being interdependent means
 you do everything on your own.
 you are focused on everyone else.
 two people bond and grow together through love, caring, and sharing.
8. Many people stay in abusive relationships because ...
 they are afraid
 they are lazy
 they are bored
9. An important value to have in a relationship is...
 to offer sincere appreciation and give praise.
 to always be right
 to make more money
10. If you try to force others to change
 you will create anger, frustration, and separation.
 you will always get your way.
 you will turn enemies into friends.
11. What is one of the primary sources of domestic violence?
 Video games
 Subconscious programming
 Movies
12. The subconscious remembers things ...
 for only a short period of time.
 only when sleeping.
 through repetition, trauma, and emotion.
13. We don't have control over our beginnings ...
 so we will live the same life as our parents.
 but we can control our endings.
 so we should just give up.
14. People who live above 500.....
 are happier.
 are luckier.
 are richer.
15. In a good marriage, couples naturally validate each other by
 listening to each other by giving full attention.
 having a strong hand.
 having a lot of pets.
16. Batterers batter because...
 they choose to.
 they want control and power.
 both of the above.
17. Validation can only come from...
 a person with a positive regard for others.
 a friend.
 parents.
18. The greatest positive emotion a person can experience in life is...
 Love
 Excitement
 Pride
19. What is the first step to change?
 Attitude
 Awareness
 Behavior
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 thinking.



COURSE OVERVIEW

Driver Responsibility

ITEM # W 113

- ✓ Available in workbook
- ✓ Available in Spanish

COURSE DESCRIPTION

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

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

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

LEARNING OBJECTIVES & SKILL DEVELOPMENT

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

RECOMMENDED USES

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

COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 750 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 113

Workbook Pages: 64

Course Length: ~15 hours

COURSE CONTENT

UNIT 1: DRIVER VALUES

The reason for most driver problems is driver values.

UNIT 2: DRIVER RESPONSIBILITY

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

UNIT 3: LAWS & CONSEQUENCES

A society without laws is not a society.

UNIT 4: ANGER AVOIDANCE

Angry drivers drive with a full anger flask.

UNIT 5: EMOTIONAL FACTORS

Strong emotions impede driving ability.

UNIT 6: DRIVING WITH SKILL & SENSE

Thirteen factors that cause accidents.

UNIT 7: DRIVING UNDER THE INFLUENCE

A recipe for disaster.

UNIT 8: HOW TO CHANGE

Driver awareness is the first step toward change.

CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial personalities
3. Education

LEARNING ACTIVITIES

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

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 has less to do with skills and more to do with
 - values.
 - attitudes.
 - both.
3. A good way to determine good vs. bad drivers is
 - their height.
 - their behavior.
 - their language.
4. Good drivers
 - get angry.
 - don't let others merge in.
 - are kind and courteous.
5. Bad drivers are
 - patient.
 - responsible.
 - self-centered.
6. Successful drivers
 - avoid tickets and accidents.
 - are self empowered.
 - both.
7. A society falls because of
 - its military.
 - its values.
 - its education.
8. Our driving habits are controlled by
 - our subconscious mind.
 - other people.
 - the number of miles we drive.
9. People who anger you
 - like you.
 - control you.
 - make you laugh.
10. Anger is
 - a primary emotion.
 - a secondary emotion.
 - good for driving.
11. What emotional factors can help cause accidents?
 - fear.
 - worry.
 - both.
12. My mood and emotional state will affect my driving.
 - sometimes true.
 - always true.
 - never true.
13. Which of the following age groups represents the safest drivers on average?
 - elderly.
 - teens.
 - middle Age.
14. Speeding can save you a significant amount of time, so it's worth the risk.
 - sometimes true.
 - always true.
 - never true.
15. Drug pushers
 - are selfish.
 - destroy freedom.
 - both.
16. Driving while intoxicated
 - puts only yourself at risk.
 - puts yourself and others at risk.
 - puts no one at risk.
17. Substance abuse can cause
 - accidents.
 - health problems.
 - both.
18. What is the first step to change?
 - self-criticism.
 - self-awareness.
 - self-actualization.
19. Whatever driving habits you may have had, you can change them.
 - true.
 - false.
20. A successful life is
 - doing for others.
 - hitting the jackpot.
 - getting all you want.



COURSE OVERVIEW

Driving Under the Influence

ITEM # W 128

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



COURSE DESCRIPTION

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

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

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



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: DRUGS & DRIVING

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

ITEM # W 124

- ✓ Available in workbook
- ✓ Available in eLearning



COURSE DESCRIPTION

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

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

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



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 mindset people....
 have more fun in life
 have successful relationships
 seek out others with a similar mindset
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. If our thoughts don't change, what else wont change?
 Values and Attitudes
 Behaviors and Consequences
 All of the Above
7. If you are having a bad day you can instantly change by...
 eating chocolate
 expressing your anger
 changing your thoughts
8. Cognitive Dissonance can create...
 Discomfort and internal tension
 A desire to change
 All of the above
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. Successful people...
 choose to live above 500
 make more money
 have fewer problems
12. What is best?
 I think I can
 I will
 I did
13. Doers are ...
 optimistic
 determined
 both
14. Self-focused people....
 make good referees
 do not care about others, and often mistreat them
 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. The best way to influence others is to ...
 treat them as objects
 give them money
 treat them as people
17. Humor and laughter can ...
 age you
 improve your emotional outlook
 make you sick
18. The best way to keep a job is ...
 show a positive attitude
 be on time
 both
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

ITEM # W 115

- ✓ Available in workbook
- ✓ Available in eLearning



COURSE DESCRIPTION

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

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



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

34

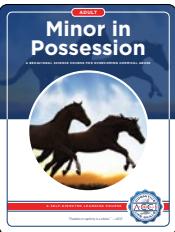
Marijuana Awareness

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. The drug monster doesn't care ...
 if you are rich or poor.
 if you are male or female.
 neither.
2. The focus of this course on marijuana is to help you...
 make correct decisions.
 stay out of harm's way.
 both.
3. The mind altering drug found in marijuana is...
 THC
 PTH
 LMR
4. What plant does marijuana come from?
 Carbon
 Hemp
 Venise
5. Which of these is how our subconscious is programmed?
 repetition, trauma, and emotion.
 gaming.
 school.
6. Who died from complications of meth?
 Tristan
 Colton
 Jessica
7. Long term marijuana usage has been linked to...
 depression
 suicidal thoughts
 both
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. What is an effect of forgiveness?
 It weakens emotional resilience.
 It frees you from resentment and anger.
 It makes you more dependent on substances.
11. People who don't manage their lives ...
 don't save or plan for retirement.
 don't develop better job skills.
 both.
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. An adult child is...
 dependent.
 selfish.
 both.
16. What was the most important thing Martha gave her children?
 shelter and clothing.
 love, security and safety.
 money.
17. Good people skills will
 elevate you.
 be needed for a lifetime.
 both of the above.
18. An unwise person
 doesn't use good judgment.
 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

ITEM # W 125



- ✓ Available in workbook
- ✓ Available in eLearning

COURSE DESCRIPTION

The course intervenes in the faulty thinking processes that allows 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**—Combination of self-directed and group instruction
- **Blended Learning**—Combination of online & offline curriculum

CRIMINOGENIC NEEDS MET

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

COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 168 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 125

Workbook Pages: 24

Course Length: 6-8 hours

COURSE CONTENT

UNIT 1: MINOR IN POSSESSION

Life is a space of time to make correct choices.

UNIT 2: THE DRUG MONSTER

Casual use can lead to addiction.

UNIT 3: FREEDOM VS. CAPTIVITY

Growth or decay is a choice!

UNIT 4: LIFE UNDER THE INFLUENCE

A recipe for disaster.

UNIT 5: COGNITIVE THOUGHTS

Be careful what you think; you could be wrong!

UNIT 6: SKILLS FOR LIFE

Ten life skills to improve the quality of life.

UNIT 7: LEADING & MANAGING LIFE

Proactive vs. reactive.

PURCHASE OPTIONS

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

eLEARNING ACTIVITIES

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

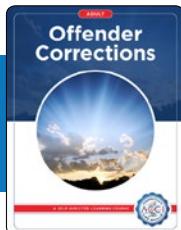
Minor in Possession

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. What can drugs do to brain cells?
 Nourish them
 Kill them
 Help them multiply
2. What are some of the behaviors of addicts?
 Give up old friends and pets
 Give up family activities
 Both
3. Mr. Grooge represents what?
 Denial
 Addictive Chemicals
 Happiness
4. What job did Brenda take to help youth?
 School Teacher
 Volleyball Coach
 Juvenile Probation Officer
5. Who was Charley?
 Jake and Brenda's daughter
 A mother
 Both
6. Who died from complications of meth?
 Brenda
 Se'mion
 Jessica
7. Which is an attribute of growth?
 Bored
 Detached
 Optimistic
8. Living in decay is a ...
 Choice
 Lot of fun
 Safe place to be
9. If we don't change our thinking....
 We can't expect to change our behavior
 We will keep on getting the same
 Both
10. Driving under the influence is not a problem...
 Unless you are caught
 If you are a good driver
 It is a recipe for disaster
11. Good drivers also have good....
 Values
 Attitudes and Beliefs
 All 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 result
 the words people speak
15. \$2 thinking people...
 are really \$10 people, but don't know it yet
 would feel comfortable dating a \$8 thinking person
 save more money
16. Anger is ...
 A primary emotion
 A secondary emotion
 Something we cannot control
17. Good people skills will
 elevate you
 be needed for a lifetime
 both of the above
18. An unwise person
 doesn't use good judgment
 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

ITEM # W 112



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

COURSE DESCRIPTION

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

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

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: SUBCONSCIOUS MIND

Plays back what was downloaded into it.

UNIT 2: CRIME AND LAWS

Criminal behavior is in line with criminal values.

UNIT 3: HUMAN NEEDS

In the deepest sense, all humans are the same.

UNIT 4: ANGER AVOIDANCE

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 & ALCOHOL

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

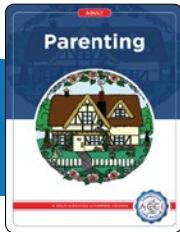
Offender Corrections

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. Without laws ..
 - our society would not exist**
 - we would be free
 - we would be happier
4. Whether a person is a victim or a survivor ...
 - depends on their parents.
 - is determined at age 18.
 - is a choice.**
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. People who lack hope experience ...
 - despair**
 - luck
 - joy
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 effect 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. We can deal with life's stresses better when we ...
 - medicate with drugs
 - drain our anger flask**
 - watch TV
13. The most important thing(s) in a marriage is/are
 - love and security.
 - the people in the marriage.**
 - vacations.
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 thinking.**



COURSE OVERVIEW

Parenting

ITEM # W 117

✓ Available in workbook



COURSE DESCRIPTION

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

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

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



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: HUMANITY

Parents are most important in parenting.

UNIT 4: TRUTH

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

UNIT 5: WHAT YOUR CHILDREN WANT YOU TO KNOW

Six important steps to greater success.

UNIT 6: LIFE

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

UNIT 7: ANGER AVOIDANCE

Angry people imprison themselves.

UNIT 8: RELATIONSHIPS & DOMESTIC VIOLENCE

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

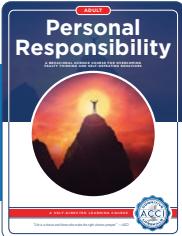
Parenting

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. The subconscious mind
 Controls our moral reasoning
 Doesn't know right from wrong
 Is programmed by addictions
2. Which of the following represents a child's emotional hierarchy of needs?
 Authority
 Directional Needs
 Video Game Needs
3. Silent Parenting is.....
 Being who you are without thinking about it.
 Making sure you are understood.
 Avoiding child discipline.
4. What is important in staying mentally and emotionally balanced in life:
 Avoiding challenges.
 Ignoring emotions.
 Adjusting and recovering.
5. When we validate someone's feelings we need to...
 Assume they need advice
 Listen attentively and speak less
 Try to fix their problems
6. Amy stayed with Curt because
 he was a good provider.
 he threatened her.
 she was deceived.
7. A person who dwells in the 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. Everyone wants to be heard including our kids. What does it mean to be a true listener?
 You care to understand
 You care but don't listen
 You don't care
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. Passive parents...
 love their kids.
 whisper a lot.
 let others do the parenting.
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 as a self-focused person.
 lives in a self-made cage.
19. Which of the following are not part of the 6 Steps To Change:
 Attitude
 Behavior
 Doubt
20. Successful parents are
 Proactive
 Wealthy
 Always Right



COURSE OVERVIEW

Personal Responsibility

(formerly Offender Responsibility)

ITEM # W 119

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



COURSE DESCRIPTION

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

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



LEARNING OBJECTIVES & SKILL DEVELOPMENT

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



RECOMMENDED USES

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



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 750 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 119

Workbook Pages: 64

Course Length: ~15 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

Life is a gift of time to do much good.

UNIT 2: SUBCONSCIOUS MIND

Doesn't know right from wrong.

UNIT 3: GROWTH VS DECAY

Living in growth or decay is a choice.

UNIT 4: RESPONSIBILITY

If we are not responsible, who is?

UNIT 5: HUMAN NEEDS

The importance filling emotional needs.

UNIT 6: ANGER AVOIDANCE

Forgiveness is pardoning others.

UNIT 7: ADDICTIONS

The drug monster has no mercy.

UNIT 8: HUMANITY

You are who you are without thinking.

UNIT 9: RELATIONSHIPS

The most important thing in a relationship is the people.

UNIT 10: HOW TO BE HAPPY

Happiness and choices are connected.



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. Victims ...
 - seek for help.
 - feel more anger in their lives.**
 - both of the above.
3. In order to move your life forward you need ...
 - more money.
 - to release your past.**
 - more hours in the week.
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 ...
 - avoid it.**
 - express it.
 - squelch it.
6. Debbie Johnson had a \$2 mindset 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. A person living above 500
 - 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 thinking.**
 - we have to have more luck.
10. People who do not get their emotional needs met
 - are generally satisfied.
 - go on more vacations.
 - do not feel validated and secure.**
11. If you are constantly blaming others in your life
 - you might be the problem.**
 - you are living a happy life.
 - you have positive and healthy relationships.
12. What is the final step to change?
 - Awareness
 - Skill
 - Subconscious**
13. People who grew up in difficult dysfunctional homes ...
 - can become stronger because of it.**
 - have no hope.
 - should find someone to blame.
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.
 - dangerous.
 - a secondary emotion.**
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 person by his/her
 - deep values.
 - body language.
 - actions.**
19. People who are addicted ...
 - sleep less.
 - have an opportunity to change.**
 - are happier.
20. Which one of these is **not** one of the 4 sources of anger?
 - Manipulation**
 - Abuse
 - Things beyond our control



COURSE OVERVIEW

Sex Offender

ITEM # W 123

✓ Available in workbook



COURSE DESCRIPTION

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

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



COURSE CONTENT

UNIT 1: BEGINNINGS

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

UNIT 2: CONSEQUENCES

Every choice has a consequence.

UNIT 3: RIGHT VS WRONG

We can tell right from wrong by the results.

UNIT 4: GROWTH VS DECAY

Where we live is a choice.

UNIT 5: PORNOGRAPHY

Can hijack your brain and addict you.

UNIT 6: SEX ADDICTION

Sexual addiction is a descent into decay.

UNIT 7: ANGER AVOIDANCE

Addicted people lack empathy for others.

UNIT 8: SELF-DECEPTION

Self-deceived people communicate disdain.

UNIT 9: RELATIONSHIPS

Anything broken can be repaired.

UNIT 10: SUCCESS IN LIFE

Is determined by your thoughts.



CRIMINOGENIC NEEDS MET

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



LEARNING ACTIVITIES

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



RECOMMENDED USES

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



COURSE INFORMATION

Course Format: Printed Workbook

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 123

Workbook Pages: 48

Course Length: ~10 hours

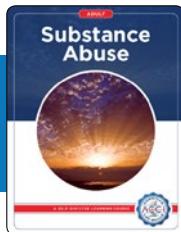
Sex Offender

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.



COURSE CONTENT

UNIT 1: PUTTING LIFE IN FORWARD

Question what you believe; it could be wrong.

UNIT 2: SUBCONSCIOUS MIND

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

UNIT 3: HUMAN NEEDS

Chemical addictions separate us from our emotional needs.

UNIT 4: DRUGS AND COURAGE

Users have a dimmer switch attached to their bodies.

UNIT 5: SUBSTANCE ABUSE

Affects every part of life.

UNIT 6: ANGER AVOIDANCE

Anger and lack of empathy is a result of addiction.

UNIT 7: SKILLS FOR LIFE

Ten cognitive skills to empower self-change.

UNIT 8: MANAGING LIFE

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



CRIMINOGENIC NEEDS MET

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



LEARNING ACTIVITIES

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



RECOMMENDED USES

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



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 114

Workbook Pages: 68

Course Length: ~15 hours

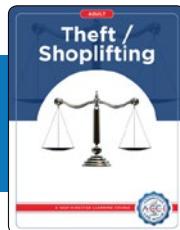
Substance Abuse

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. We didn't get to choose our beginnings, but we can ...
 choose our endings.
 blame it on someone else.
 hide from it.
2. If your life is a mess ...
 it is your mothers fault.
 it's because of your programming.
 it's your fault.
3. Substance abuse is a result of...
 broken homes.
 values, attitudes, and beliefs
 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 had a \$2 mindset 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. Addicts can reduce their cravings by...
 sleeping more
 eating more fruit
 practicing cognitive skills
13. Drug users...
 have better marriages.
 are often in denial.
 don't let their peers influence them.
14. Underage drinking can lead to ...
 a criminal record.
 addiction.
 both of the above.
15. What do drug abusers have in common?
 They live in Growth
 They live in Stagnation
 They live in Decay
16. Dendrites and axons are...
 substances found in meth.
 neurotransmitters and neuroreceivers.
 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. I shouldn't give up because...
 every day is a new day to start over.
 I may win the lottery.
 someone will rescue me.
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 thinking.



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: SUBCONSCIOUS MIND

Thoughts = Consequences.

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: HUMAN NEEDS

Success comes from filling needs in a positive way.

UNIT 8: STEPS TO CHANGE

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. People who admit their faults
 Get in trouble
 Stay Stagnate
 Grow
2. When I choose to steal, I harm ...
 Myself
 The victim
 Both
3. The opposite of freedom is ...
 Empowerment
 Peace
 Neither
4. The subconscious mind
 can be blocked by the conscious mind
 doesn't know right from wrong
 stops when it gets too full
5. Another word for 'subconscious programming'
 Gaming
 Scripting
 Living
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. The following is a mistake, not a wrong choice:
 Shoplifting
 Calling the wrong number
 Using illegal drugs
8. The following is a need:
 A smart watch
 Affection
 A giant TV
9. You can always tell a good citizen from a bad one...
 By observing their behavior
 By the car they drive
 By who they hang out with
10. When you enable someone
 You slow them down
 You make it easier for them to repeat a mistake
 You should provide a wheelchair
11. We can't break universal laws..
 Without help
 We can only break ourselves against them
 Unless we change them
12. Life is a mirror because...
 You get back what you give out
 What you do reflects what you are
 Both
13. Anger is ...
 A primary emotion
 A secondary emotion
 No emotion
14. Those who climbed the ladder to success had an attitude of
 I won't / I can't
 I don't know / I wish I could
 I can / I will / I did
15. People who live in the swamp feel:
 Peace
 Happiness
 Worried
16. People who grew up in difficult unstable homes usually have
 Emotional scars and challenges
 The ability to grow and change
 Both
17. Which is not one of the six emotional needs?
 Need to be loved
 Need to be understood
 Need to have new clothes
18. When we forgive someone we...
 Feel better
 Pardon them
 Both
19. The steps to change ...
 Are automatic
 Take conscious effort
 Have shortcuts
20. Permanent change is possible.
 True
 False



LIFESKILLS COURSE #L 505



Job Readiness



COURSE DESCRIPTION

Work matters! The *Job Readiness* course is where you will learn essential skills and gain knowledge to prepare for entering the workforce and advancing your career. Work is not just an activity; it's a path to personal fulfillment and contribution to society.



COURSE CONTENT

Unit 1: Work Matters

Establishing your why for employment.

Unit 2: Self Development

Continuously improving skills, knowledge, and mindset.

Unit 3: SMART Goals

Specific, Measurable, Achievable, Relevant, Time-bound.

Unit 4: Hitting Your Groove

Finding a job that is right for you.

Unit 5: The Job Search

Attitude is everything.

Unit 6: The Interview

Putting your best foot forward.

Unit 7: Career Planning

Consider the future.



eLEARNING ACTIVITIES

- Narration & Story Telling
- Animated Thoughts
- Self Assessments
- Scenario Based Learning
- Focused Journaling
- Application and Skill Building



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- eLearning License



RECOMMENDED USES

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



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning

Item Number: L 505

eLearning Length: 171 Slides

Scientific Model: Cognitive Restructuring

CRIMINOGENIC NEEDS MET

Employment

Job Readiness Answer Key



To pass this course, you must completely answer all the questions in this course and score 70% or better on the following test. Use a dark pen or pencil to fill in the circle that corresponds to the most correct answer.

1. Why is work important for personal development?
 It provides a steady income
 It teaches valuable life lessons
 It offers opportunities for socializing
 All of the Above
2. Which of the following is a consequence of not valuing work?
 Increased personal growth
 Financial stability
 Lack of important life skills such as time management
 Higher sense of purpose
3. How does work contribute to financial security?
 It allows for flexible work hours
 It provides a steady income
 It offers vacation time
 It guarantees immediate wealth
4. What is one way work can impact your sense of purpose?
 By providing a platform to watch movies
 By allowing more leisure time
 By giving the feeling of contributing to something meaningful
 By ensuring fewer work responsibilities
5. Why might someone experience lower self-esteem if they do not value work?
 They might not feel they are fulfilling their potential
 They can avoid difficult tasks
 They have less stress from work
 All of the Above
6. What does "investing in yourself" primarily involve?
 Financial planning
 Improving skills, knowledge, abilities, and overall well-being
 Networking with professionals
 Exercise and mindfulness practices
 All of the above
7. Which quote best reflects the essence of investing in oneself?
 "An investment in knowledge pays the best interest." - Benjamin Franklin
 "Learning never exhausts the mind." - Leonardo da Vinci
 "The more you learn, the more you earn." - Warren Buffett
 "A person who never made a mistake never tried anything new." - Albert Einstein
 All of the above
8. What is a common challenge faced by job seekers?
 Prolonged waiting for responses from employers
 Quick and easy access to job opportunities
 Minimal competition in the job market
 Guaranteed job offers after the first interview
9. What does the "S" in SMART goals stand for?
 Structured
 Specific
 Strategic
 Successful
10. What does the "M" in SMART goals stand for?
 Manageable
 Measurable
 Motivational
 Meaningful
11. What does the "A" in SMART goals stand for?
 Ambitious
 Achievable
 Adaptable
 Aligned
12. What does the "R" in SMART goals stand for?
 Realistic
 Resourceful
 Relevant
 Reliable
13. What does the "T" in SMART goals stand for?
 Tangible
 Time-bound
 Timely
 Thoughtful
14. Which approach is essential for overcoming job search challenges?
 Avoiding networking events and career fairs
 Ignoring feedback from informational interviews
 Maintaining a resilient and proactive mindset
 Limiting job board searches to only one platform
15. What traits are employers often attracted to in candidates?
 Indifference and passivity
 Enthusiasm and optimism
 Cynicism and skepticism
 Avoidance of networking and social interaction
16. How can embracing challenges during the job search process contribute to personal growth and career development?
 It hinders progress and learning opportunities
 It limits career options and prospects
 It provides opportunities to learn, adapt, and strengthen skills
 It guarantees immediate job placement without effort
17. What is the best way to prepare for common interview questions?
 Memorize answers to the most popular questions
 Practice answering questions with a friend
 Write down detailed responses and read them during the interview
 Avoid preparing to keep your responses spontaneous
18. Why is it important to take a personality test or skills assessment during the job search process?
 To find out which company pays the most
 To identify potential career paths that align with your interests
 To avoid preparing a resume
 To decide which jobs to reject
19. How can budgeting help with retirement savings?
 By guaranteeing a fixed income after retirement
 By reducing taxes on retirement withdrawals
 By tracking expenses and identifying areas to save more
 By automatically increasing contributions to retirement accounts
20. What is a crucial factor to research when considering potential career options?
 The vacation policy of the company
 Industry trends and job market demand
 The size of the company's cafeteria
 The color of the company's logo



LIFESKILLS COURSE # L 503



Food Safety



COURSE DESCRIPTION

The goal of this **Food Safety** course is to prepare you for employment in the Food & Beverage industry. It covers important topics such as avoiding foodborne illness, food preparation and nutritional information. This is an educational lifeskills course, not an ANSI-approved certification course.



COURSE CONTENT

Unit 1: Understanding Foodborne Illness

Foodborne illnesses affect millions of Americans each year.

Unit 2: Preventing Foodborne Illness

Clean, Separate, Cook, Chill.

Unit 3: The 5 Major Foodborne Illness Risk Factors

Knowledge is power.

Unit 4: Additional Prevention Measures

The more you know, the better off you are.

Unit 5: Employee Health & Hygiene

When working with food on the job.



eLEARNING ACTIVITIES

- Narration & Story Telling
- Animated Thoughts
- Self Assessments
- Scenario Based Learning
- Focused Journaling
- Application and Skill Building



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- eLearning License



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills
 Course Format: eLearning
 Item Number: L 503
 eLearning Length: 159 Slides
 Scientific Model: Cognitive Restructuring



RECOMMENDED USES

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



CRIMINOGENIC NEEDS MET

Employment
 Vocational Development

Food Safety Answer Key



To pass this course, you must completely answer all the questions in this course and score 70% or better on the following test. Use a dark pen or pencil to fill in the circle that corresponds to the most correct answer.

1. What is the primary cause of food allergies?
 Microorganisms
 Chemical contaminants
 Physical contaminants
 Proteins in certain foods
2. Which of these symptoms are NOT on the when to call the doctor list:
 High fever
 Diarrhea that lasts more than 3 days
 Signs of dehydration
 Stomach Ache
3. Foods associated with food-borne illness include
 TCS Foods
 Non TCS Foods
 Undercooked Foods
 All of the Above
4. Who is at higher risk for food-borne illness?
 Age 65+
 Children younger than 5
 Those with weakened immune systems
 Pregnant Women
 All of the above
5. What is the recommended method for checking the done-ness of a hamburger?
 Check the color
 Use a food thermometer
 Trust cooking time alone
 Look for juices running clear
6. What is the recommended minimum internal cooking temperature for poultry?
 145°F
 160°F
 165°F
 180°F
7. How often should cutting boards used for raw meat be sanitized?
 Once a week
 After each use
 Only when visibly soiled
 Never, as they are self-cleaning
8. Which of these is NOT one of the main steps to food safety?
 Clean
 Separate
 Cook
 Chill
 Freeze
9. What is the temperature danger zone for food?
 32°F - 40°F
 41°F - 140°F
 141°F - 165°F
 166°F - 212°F
10. What is the purpose of cross-contamination?
 Enhancing flavor
 Combining different foods
 Transferring harmful microorganisms
 Improving texture
11. How long can perishable food be left at room temperature before it should be discarded?
 1 hour
 2 hours
 4 hours
 6 hours
12. Each time you wash your hands you should scrub them for at least:
 5 seconds
 20 seconds
 45 seconds
 2 minutes
13. What is the correct way to store raw meat in a refrigerator?
 On the top shelf
 In the door
 Above ready-to-eat foods
 On the bottom shelf
14. What is the proper way to thaw frozen food?
 Leave it on the kitchen counter
 Run hot water over it
 Thaw it in the refrigerator
 Outside
15. Why is it important to use a food thermometer when cooking?
 To speed up the cooking process
 To enhance the flavor of the food
 To ensure food reaches a safe internal temperature
 To reduce the need for frequent taste tests
16. What is NOT considered a shelf stable food?
 An open bottle of ketchup
 Cereal
 Olive oil
 Uncooked rice
17. How often should you wash your hands when working with food?
 Once per hour
 Twice per shift
 Only when visibly dirty
 Before and after handling food
18. What is the most effective method for killing bacteria on hands?
 Hand dryers
 Hand sanitizers
 Warm water and soap
 Air drying
19. To prevent contamination, always use a barrier instead of bare hands when handling ready-to-eat foods - Barriers include:
 Tongs
 Deli paper
 Gloves
 All of the above
20. Which professional situations could be significantly affected by not washing hands properly?
 Food service
 Public Safety
 Agriculture
 All professions



LIFESKILLS COURSE #L 502



Financial Intelligence



COURSE DESCRIPTION

The *Financial Intelligence* course is designed to help individuals discover their relationship and connection to money. It addresses gambling and other irresponsible approaches to personal finances and empowers individuals to better understand money, navigate personal finances, and achieve their financial goals.



COURSE CONTENT

Unit 1: Money Talks

Money is unavoidably necessary to finding happiness and security in life.

Unit 2: Positive Thinking Skills

Positive thoughts create positive behaviors.

Unit 3: Spending and Lending

Living within your means.

Unit 4: Gambling

How to safeguard your financial well-being.

Unit 5: Advancing Your Opportunities

The power that money can potentially have in your life.

Unit 6: Becoming Financially Intelligent

Financial intelligence allows you to have control over your finances.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Personal Responsibility, Opportunity and Growth
- Financial Freedom, Financial Literacy Skills
- Gambling Prevention
- Financial planning and goal-setting
- Examine financial values, attitudes, and beliefs
- Emphasize responsibility for negative and positive choices



RECOMMENDED USES

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



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning

Item Number: L 502

eLearning Length: 251 Slides

Scientific Model: Cognitive Restructuring



eLEARNING ACTIVITIES

- Narration & Story Telling
- Animated Thoughts
- Self Assessments
- Scenario Based Learning
- Focused Journaling
- Application and Skill Building



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- eLearning License

CRIMINOGENIC NEEDS MET

Financial Well-being

Financial Intelligence Answer Key



To pass this course, you must completely answer all the questions in this course and score 70% or better on the following test. Use a dark pen or pencil to fill in the circle that corresponds to the most correct answer.

1. T or F Money can solve all your problems.
 T or F Money is always the answer.
 T or F The people with the most money are the happiest.
 T or F While money can't solve all your problems, a strong sense of how to earn and manage money can solve many of life's problems.
 T or F Money does not exist.
2. "Personal finances" refer to
 a person's fiancé
 a person's method for earning, managing, spending, saving, and investing money
 when a person makes great money management choices
 when a person makes poor money management choices
3. Which of the following are NOT needs?
 Shelter and food
 Warmth
 Sleep
 chocolate
4. Which of the following statements are true?
 Money can open opportunities, but cannot buy happiness.
 Having money does not guarantee that you will avoid managing your money unwisely.
 Money is a tool that, when used correctly, can help you obtain stability in your life.
 All the above.
5. Pick the best option from the course: Benji...
 made a lot of money
 managed his money wisely
 made a budget and stuck to it
 could not differentiate between his needs and wants
6. Which of the following is NOT how our subconscious is programmed?
 repetition
 trauma
 emotion
 gaming
7. How can we determine is something is right or wrong?
 by guessing randomly
 by looking at the results
 by tossing a coin
 by asking a stranger
8. I may not have had control over my beginnings, but I can determine what my life will turn out to be. It is my choice!
 T or F
9. Which of the following is NOT a type of debt?
 Student loan debt
 Credit card debt
 Mortgage debt
 All of the above are types of debt.
10. What does it mean to be rich, by our definition?
 Having a high income
 Owning a large house
 Driving a luxury car
 Having more than enough to pay for your needs
11. Which of the following expenses would qualify as a need?
 A vacation to a tropical island
 A designer handbag
 Rent or mortgage payments
 All of the above
12. Why can debt be known as a monster?
 It is difficult to pay off.
 It can grow and grow if left unchecked.
 It can cause financial stress.
 All of the above.
13. Why is it important to leave some "wiggle room" in your budget?
 It allows you to splurge on occasional treats.
 It helps you save money.
 It gives you a cushion in case of unexpected expenses.
 All of the above.
14. What is the most common and conventional way to earn money?
 By working as an employee for a business or company
 By starting and running your own business
 By investing in stocks, real estate, or other financial instruments
 By winning a lottery or gambling
15. The employer will first consider the employee's...
 appearance and fashion sense.
 social status and network.
 qualifications, skills and experience.
 willingness to work long hours or overtime.
16. What is the most effective way to network and make professional connections?
 Attending job fairs and industry events
 Calling or emailing people that work in your desired field
 Utilizing social media and professional networking platforms such as LinkedIn
 All of the above
 none of the above
17. Which of the following is NOT part of being financially intelligent?
 Having control over your finances
 Making informed, wise decisions about money
 Having power over others
 Having enough for your needs
18. What was the main motivation for Sandra to create a better life for herself?
 Wealth and fame
 A strong desire to help others
 A desire to escape poverty and oppression
 The text doesn't say
19. What are the steps to break the poverty cycle?
 Learn about how to manage finances wisely
 Find a mentor, or someone willing to help you learn
 Don't give up
 All the above
20. Which of the following is NOT part of becoming financially intelligent?
 Setting goals
 Using money to control others
 Tracking how your money is spent
 Improving yourself



LIFESKILLS COURSE #L 508



Digital Literacy



COURSE DESCRIPTION

We live in a digital realm. In an increasingly digital world, understanding online safety, digital literacy, and digital responsibility is crucial. The **Digital Literacy** course aims to equip participants with the skills to navigate the digital landscape safely and ethically. It covers key topics such as protecting personal information, evaluating online content, and communicating responsibly in digital spaces.



COURSE CONTENT

Unit 1: Introduction to the Digital Realm

Gain an overview of the digital landscape and its implications.

Unit 2: Online Safety and Privacy

Learn techniques for protecting personal information online.

Unit 3: Evaluating Digital Content

Learn to assess the accuracy of online information.

Unit 4: Digital Communication and Etiquette

Practice responsible and ethical communication online.

Unit 5: Responsible Digital Citizenship

Understanding digital rights and responsibilities.

Unit 6: Managing Your Digital Footprint

Manage your online presence and reputation.

Unit 7: Technology as a Skill

Overview of career paths that involve technology.



eLEARNING ACTIVITIES

- Narration & Story Telling
- Animated Thoughts
- Self Assessments
- Scenario Based Learning
- Focused Journaling
- Application and Skill Building



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- eLearning License



RECOMMENDED USES

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



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning

Item Number: L 508

eLearning Length: 194 Slides

Scientific Model: Cognitive Restructuring

CRIMINOGENIC NEEDS MET

Employment

Vocational Development

Digital Literacy Answer Key



To pass this course, you must completely answer all the questions in this course and score 70% or better on the following test. Use a dark pen or pencil to fill in the circle that corresponds to the most correct answer.

1. What was a common method for someone to communicate in the pre-digital age?
 Email
 Social Media
 Written Letters
 Instant Messaging
2. Who is often credited as the "father of the computer"?
 Ada Lovelace
 Alan Turing
 Charles Babbage
 Steve Jobs
3. What is a significant disadvantage of the digital age?
 Instant Communication
 Convenience
 Erosion of Privacy
 Access to Information
4. Which of the following is a benefit of the digital age?
 Social Isolation
 Dependence on Technology
 Innovation and Creativity
 Digital Divide
5. What is a risk associated with sharing personal information online?
 Improved connectivity
 Enhanced user experience
 Identity theft
 Increased privacy
6. Which of the following practices can help protect yourself while shopping online?
 Using unsecured payment methods
 Clicking on links in unsolicited emails
 Ensuring the website uses encryption (look for "https" in the URL)
 Sharing personal information freely
7. What is one major disadvantage of accepting cookies on websites?
 Enhanced website functionality
 Personalized content
 Targeted advertising
 Improved browsing experience
8. What is a common characteristic of false news?
 It is always supported by multiple reputable sources.
 It often features sensational headlines.
 It is typically published by well-known news organizations.
 It includes detailed scientific data and research studies.
9. What should you look for when evaluating the credibility of a digital content source?
 The number of advertisements on the website.
 The emotional tone of the content.
 The domain of the website and evidence provided.
 The popularity of the content on social media.
10. What is a red flag indicating that digital content might be false?
 It includes multiple references and citations.
 It evokes a strong emotional reaction without substantial evidence.
 It is published on an educational (.edu) website.
 It is supported by recent and relevant research studies.
11. What is a key characteristic of being a good online citizen?
 Ignoring privacy settings for convenience
 Using sarcasm to handle online disagreements
 Engaging in respectful communication
 Sharing unverified information for the sake of sharing
12. Which of the following actions is NOT considered ethical behavior online?
 Citing sources for information used in your work
 Paraphrasing and giving credit to the original source
 Using someone else's work without acknowledgment
 Respecting copyright by seeking permission or using public domain works
13. What should you do if you encounter cyberbullying online?
 Ignore the comments and continue as if nothing happened
 Engage with the bully to defend yourself
 Reach out for support and report the abuse to the platform
 Post retaliatory comments to express your frustration
14. What is plagiarism?
 Properly citing sources for your research
 Using someone else's work without proper acknowledgment
 Using public domain works in your projects
 Paraphrasing ideas and giving credit to the original author
15. What does a digital footprint include?
 Only the content you post on social media
 Only the information stored in your email
 Any information about you created and stored online
 Only the websites you visit
16. Why is it important to be mindful of your digital footprint?
 Because it only affects your online interactions, not your personal life
 Because it has no long-term impact and can be easily changed
 Because it influences how others perceive and judge you, both personally and professionally
 Because it only impacts the content you share on social media
17. What is the primary purpose of a web browser?
 To manage your computer's hardware
 To access and navigate websites
 To edit images and videos
 To create programming code
18. What feature of a browser allows you to view multiple websites at the same time?
 The address bar
 Tabs
 Bookmarks
 The refresh button
19. Which of the following best describes a "search engine"?
 A tool for creating documents
 A system for browsing through local files
 A service that helps you find information on the internet
 A software for coding and programming
20. What does the term "secure website" refer to?
 A website that offers free services
 A website with a "https://" prefix and a padlock icon
 A website that requires no login information
 A website that frequently updates its content



LIFESKILLS COURSE #L 501



Community Builder



COURSE DESCRIPTION

What does it mean to be human? The **Community Builder** course offers individuals the opportunity to explore the essence of humanity, understand the foundations of community-building, and learn how to combat bias, prejudice, and mistreatment through empathy and inclusive practices.



COURSE CONTENT

Unit 1: Humanity

Everything that makes you human can be summarized as your humanity.

Unit 2: Where does bias come from?

Our beliefs about others.

Unit 3: Mistreatment and its many forms

Mistreatment stems from having low levels of humanity, it can be intentional or unintentional.

Unit 4: Empathy

This skill empowers us to form strong connections.

Unit 5: Community Builders

Develop tools to create inclusive communities.



eLEARNING ACTIVITIES

- Narration & Story Telling
- Animated Thoughts
- Self Assessments
- Scenario Based Learning
- Focused Journaling
- Application and Skill Building



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- eLearning license



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Personal Responsibility
- Empathy
- Community Building
- Self-Awareness



RECOMMENDED USES

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



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: L 501

eLearning Length: 224 Slides

Scientific Model: Cognitive Restructuring



CRIMINOGENIC NEEDS MET

Restorative Justice

Developing Pro-Social Relationships

Belonging to Pro-Social Groups and Communities

Community Builder Answer Key



To pass this course, you must completely answer all the questions in this course and score 70% or better on the following test. Use a dark pen or pencil to fill in the circle that corresponds to the most correct answer.

1. What is humanity?

- The understanding and recognition that other people are just as important as I am.
- The ability to see people as people.
- Everything that makes us human.
- All the above.

2. Which statement is NOT true about connection?

- We are all connected.
- We can determine if our connections will be negative or positive.
- It is easy to connect to people that I treat cruelly.
- Connection is an important part of humanity.

3. How did connection prevent a nuclear war?

- President Kennedy and Premier Khrushchev fought each other instead.
- There was no mention of this.
- Connection did not prevent a nuclear war.
- Premier Khrushchev and President Kennedy shared their concerns and desires for peace.

4. Which of the following is NOT a way to connect with others?

- Being friendly and kind.
- Respecting differences.
- Gossiping about others.
- Putting yourself in someone else's shoes.

5. Your level of humanity is set in stone; you can't change it.

- True
- False

6. What is the halo effect and how does it impact our judgments of others?

- It is when we judge someone negatively based on their appearance.
- It is when we believe someone is good at everything based on one positive trait or a good first impression.
- It is when we judge someone based on their social status.
- It is when we give someone a second chance despite a negative first impression.

7. Why is it important to be aware of unconscious biases?

- Unconscious biases can affect our thoughts and actions without us realizing it.
- Unconscious biases can lead to unfair judgments and discrimination.
- Unconscious biases are common and can harm our relationships with others.
- All of the above.

8. Which of the following best defines bias?

- Having a neutral stance towards something or someone.
- Having a leaning or preference towards something or someone.
- Treating everyone equally and without any preferences.
- Hating everyone regardless of their background or life choices.

9. Which of the following best defines prejudice?

- Having fair and positive thoughts or feelings about someone or a group of people.
- Having no thoughts or feelings about someone or a group of people.
- Having an unfair, negative opinion or attitude about someone or a group of people.
- Having mixed thoughts or feelings about someone or a group of people.

10. Which of the following statements accurately describes the relationship between biases, stereotypes, stories, prejudice, and discrimination, as shown in the building block tower?

- Biases lead to stereotypes, which are distorted beliefs about groups of people. Single stories reinforce stereotypes, more prejudice, and eventually discrimination.
- Stereotypes lead to biases, which are personal preferences or unfair judgments. Single stories reinforce stereotypes, leading to prejudice, and eventually discrimination.
- Prejudice leads to stereotypes, which are simplified beliefs about groups of people. Single stories reinforce stereotypes, leading to biases, and eventually discrimination.
- Stereotypes lead to prejudices, which are personal preferences or unfair judgments. Single stories reinforce prejudices, leading to discrimination.

11. What is the difference between intention and impact?

- Intention refers to our actions, while impact refers to our thoughts and feelings.
- Intention is the harm we cause, while impact is the repair process.
- Intention is what we mean or intend to do, while impact is how others experience our actions.
- Intention and impact are the same thing.

12. What is the key to challenging bias and prejudice?

- Assigning blame to others for their biased views.
- Recognizing and actively challenging our own biases.
- Avoiding conversations about bias and prejudice.
- Ignoring instances of bias and prejudice around us.

13. How can we promote healing and repair after unintentionally hurting someone?

- Offer a genuine apology and take responsibility for our actions.
- Ignore the situation and hope it goes away on its own.
- Blame the person we hurt for not understanding our intentions.
- Avoid self-reflection and feedback from others.

14. How can we create an environment of inclusion and empathy?

- Encouraging others to maintain their biases and prejudices.
- Avoiding conversations about diversity and cultural awareness.
- Ignoring our own biases and prejudices.
- Encourage empathy and understanding among our peers.

15. What is the impact of micro aggressions?

- They have no impact and are harmless.
- They can cause harm and hurt to the individual targeted.
- They only affect the person perpetrating the micro aggression.
- They lead to positive changes in the community.



LIFESKILLS COURSE # L 509



Commercial Driver Responsibility



COURSE DESCRIPTION

The *Commercial Driver Responsibility* course is not a standard traffic program. Our research shows that problem drivers have other factors in their life that cause them to repeat offenses or disregard traffic laws. This is a lifeskills course that teaches cognitive and emotional skills needed by today's commercial drivers of all ages, who may need to re-examine their driving values, attitudes, and behaviors to become safer drivers.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Opportunity and Growth
- Self-Awareness
- Examine values, attitudes, and beliefs
- Emphasize responsibility for negative and positive choices



RECOMMENDED USES

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



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills
 Course Format: eLearning
 Item Number: L 509
 eLearning Length: 399 Slides
 Scientific Model: Cognitive Restructuring



CRIMINOGENIC NEEDS MET

Vocational Development
 Employment
 Pro-Social Values, Attitudes, and Beliefs



COURSE CONTENT

- Unit 1: Driver Values + Attitudes + Beliefs = Behavior
- Unit 2: Driver Professionalism
- Unit 3: Commercial Driving Violations
- Unit 4: Anger Avoidance
- Unit 5: Emotional Factors
- Unit 6: Driving with Safety in Mind
- Unit 7: Driving Under The Influence
- Unit 8: How To Change And Be Happy



eLEARNING ACTIVITIES

- Narration & Story Telling
- Animated Thoughts
- Self Assessments
- Scenario Based Learning
- Focused Journaling
- Application and Skill Building



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- eLearning license

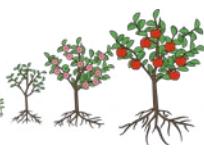
Commercial Driver Responsibility

Answer Key



To pass this course, you must completely answer all the questions in this course and score 70% or better on the following test. Use a dark pen or pencil to fill in the circle that corresponds to the most correct answer.

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. Inconsiderate drivers
 - justify their behavior.
 - do not feel guilt when breaking traffic laws
 - both of the above.**
5. Bad driving behavior can be due to
 - drivers having an "off" day
 - wilfully ignoring driving laws
 - both are true**
6. Many 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. What is driver professionalism?
 - a set of qualities, behaviors, and standards expected of drivers**
 - having a job as a professional driver
 - being allowed to ignore commercial driver regulations
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. Mike drove recklessly and ended up breaking his
 - neck**
 - arm
 - ribs
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 65 MPH, about how many feet does it take to stop a heavy commercial vehicle?
 - 250 feet
 - 400 feet
 - 525 feet**
15. Although responsible driving does not 100% prevent accidents,
 - it can reduce accidents.
 - makes the roads safer
 - both of the above.**
16. People should be good drivers because...
 - it is the right thing to do.
 - it will reduce accidents.
 - both of the above.**
17. Which of the following are NOT part of driver professionalism?
 - Staying updated on industry-safe practices.
 - Attending training programs to improve knowledge & skills.
 - Ignoring safety protocols because you're tired.**
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. How can emotions affect driving?
 - Anger can cause aggressive driving.**
 - Panic creates careful driving.
 - Dismay creates safe drivers.



LIFESKILLS COURSE # L 504



31 Days of Affirmation



COURSE DESCRIPTION

The *31 Days of Affirmation* course is a journey designed to empower and uplift individuals as they prepare to transition back into society. Through thought provoking questions and journaling activities, you will learn to believe in your strength, trust in your journey, and know that you have the power to create the life you desire.



COURSE CONTENT

Unit 1: 31 Days of Affirmation

Welcome to the journey.

Unit 2: Worth

Your soul is priceless.

Unit 3: I Can

Believe in yourself.

Unit 4: Goals and Aspirations

Your personal roadmap to the future.

Unit 5: Living in Forward

The best days are still ahead.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Positive Thinking Skills
- Opportunity and Growth
- Self-Awareness
- Goal setting and achievement



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- eLearning License



RECOMMENDED USES

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



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning

Item Number: L 504

eLearning Length: 31 Slides

Scientific Model: Cognitive Restructuring

No one has achieved greatness without a coach or mentor

CRIMINOGENIC NEEDS MET

Restorative Justice

LIFESKILLS COURSE #L 507



Navigating Reentry



COURSE DESCRIPTION

The *Navigating Reentry* course provides practical guidance and support for individuals transitioning from incarceration to community life. It covers essential skills, resources, and strategies for overcoming challenges and achieving long-term success in reentry.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Taking personal responsibility
- Positive subconscious thoughts
- Opportunity and Growth
- Self-Awareness
- Goal setting and achievement
- Strengthen ability to overcome adversity



RECOMMENDED USES

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



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills
 Course Format: eLearning
 Item Number: L 507
 eLearning Length: 141 Slides
 Scientific Model: Cognitive Restructuring



CRIMINOGENIC NEEDS MET

Reentry
 Restorative Justice



COURSE CONTENT

Unit 1: Understanding the Re-entry process

Developing a vision for the future and anticipating obstacles.

Unit 2: Securing Basic Needs

Building a foundation for a stable and healthy life after prison.

Unit 3: Safety and Security

Focusing on your physical environment, financial independence, and emotional well-being.

Unit 4: Love, Belonging and Esteem

Developing a sense of connection, respect, and personal growth.

Unit 5: Self Actualization

Finding a deeper purpose, and living a life that aligns with true values and potential.



eLEARNING ACTIVITIES

- Narration & Story Telling
- Animated Thoughts
- Self Assessments
- Scenario Based Learning
- Focused Journaling
- Application and Skill Building



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- eLearning License

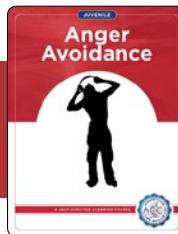
Finding your way home requires good planning, support, and a resilient mindset

Navigating Reentry Answer Key



To pass this course, you must completely answer all the questions in this course and score 70% or better on the following test. Use a dark pen or pencil to fill in the circle that corresponds to the most correct answer.

1. What is the primary focus of the reentry process?
 Adjusting to life incarcerated
 Transitioning from incarceration back into society
 Avoiding criminal activities
 Maintaining a solitary lifestyle
2. Which of the following is NOT a common barrier faced during reentry?
 Background checks
 Supportive family relationships
 Financial constraints
 Lack of references
3. What is one strategy Marcus uses to manage triggers?
 Ignoring his feelings
 Practicing mindfulness and envisioning adaptive strategies
 Avoiding all social situations
 Seeking out old friends
4. How can people enhance their emotional and physical well-being?
 By completely isolating themselves
 By incorporating self-care practices into their routine
 By avoiding any routine
 By relying solely on external validation
5. What is the primary purpose of Maslow's hierarchy of needs?
 To describe the stages of human development
 To illustrate the importance of higher-level psychological needs
 To show that basic physiological needs must be met before pursuing higher-level needs
 To categorize different types of mental health disorders
6. What type of organization can help individuals re-entering society find food assistance?
 Clothing banks
 Food banks and soup kitchens
 Transportation services
 Employment agencies
7. When securing housing, what is one option available for transitional support?
 Private luxury apartments
 Transitional housing or halfway houses
 Permanent public housing
 Homeless shelters for long-term stays
8. What is one barrier that individuals may face when trying to access basic needs after incarceration?
 Overabundance of resources
 Lack of motivation to seek help
 Documentation issues
 Too much available knowledge about the system
9. What is the primary focus of Maslow's safety and security needs?
 Achieving personal growth
 Obtaining financial stability and protection from harm
 Developing social relationships
 Satisfying physiological needs
10. Why is stable employment considered essential for achieving safety and security?
 It allows for personal leisure activities
 It ensures a steady income to afford basic needs
 It promotes social status
 It eliminates the need for further education
11. What is one barrier individuals may face when seeking housing?
 Availability of affordable housing options
 Long wait-lists for government programs
 Too many supportive relationships
 Excessive financial resources
12. What role does therapy and counseling play in achieving emotional security?
 It is only necessary for those with severe mental health issues
 It provides a space to deal with stress, anger, and anxiety
 It is optional and not recommended
 It guarantees immediate job placement
13. Which of the following is a recommended strategy for rebuilding family relationships?
 Avoiding communication
 Setting healthy boundaries
 Ignoring past issues
 Reliving past conflicts
14. What is one way to build self-esteem?
 Set and achieve small goals
 Avoid physical activity
 Focus solely on the past
 Isolate from others
15. What does the acronym SMART stand for in goal-setting?
 Simple, Manageable, Achievable, Relevant, Time-bound
 Specific, Measurable, Achievable, Relevant, Time-bound
 Significant, Meaningful, Accessible, Realistic, Timely
 Strategic, Motivational, Achievable, Reasonable, Time-sensitive
16. What is the highest level in Maslow's hierarchy of needs?
 Safety and security
 Love and belonging
 Self-actualization
 Esteem
17. Which of the following describes self-actualization?
 Achieving financial success above all else
 The process of becoming the best version of yourself through personal growth and fulfillment
 Gaining recognition and fame in your community
 Conforming to societal expectations and norms
18. Which of the following is NOT a step to obtaining self-actualization?
 Embracing authenticity
 Understanding yourself deeply
 Seeking constant approval from others
 Pursuing personal growth
19. What does it mean to live authentically?
 Making choices that please everyone around you
 Living according to your own values and beliefs
 Following trends and popular opinions
 Achieving perfection in all areas of life
20. How can one contribute to their self-actualization process after reentering society?
 Isolating from others to focus solely on personal issues
 Finding a deeper purpose and contributing to the community
 Focusing only on past mistakes
 Avoiding challenges and staying within comfort zones



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.



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: PROGRESS VS REGRESS

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



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

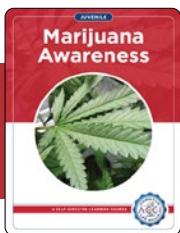
Anger Avoidance

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

Marijuana Awareness

ITEM # W 142

- ✓ Available in workbook
- ✓ Available in eLearning

COURSE DESCRIPTION

This course presents the possible negative effects of using marijuana, allowing individuals to make a more informed decision 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

CRIMINOGENIC NEEDS MET

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

COURSE INFORMATION

Course Format: eLearning and Printed Workbook
 eLearning Length: 168 Slides
 Scientific Model: Cognitive Restructuring
 Author and Publisher: ACCI Lifeskills

W 115

24

6-8 hours

COURSE CONTENT

UNIT 1: MARIJUANA AWARENESS
 Follows the life of Tristan as he struggles with marijuana and other drugs.

UNIT 2: SUBCONSCIOUS PROGRAMMING

Demonstrates how thoughts precede behaviors.

UNIT 3: DECISION MAKING

Discusses the mental and physical effects of using marijuana.

UNIT 4: ADDICTION

Fictional account of people struggling with their addictions.

UNIT 5: FREEDOM VS CAPTIVITY

Consequences of choosing to use illegal drugs.

UNIT 6: RECOVERY

Discusses recovery from drug addiction in a story format.

UNIT 7: LEADING & MANAGING LIFE

Responsibility and pro-activity.

PURCHASE OPTIONS

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

eLEARNING ACTIVITIES

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

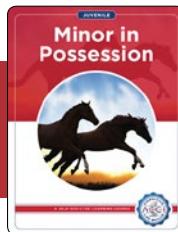
Marijuana Awareness

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. The drug monster doesn't care ...
 if you are rich or poor.
 if you are male or female.
 neither.
2. The focus of this course on marijuana is to help you...
 make correct decisions.
 stay out of harm's way.
 both.
3. The mind altering drug found in marijuana is...
 THC
 PTH
 LMR
4. What plant does marijuana come from?
 Carbon
 Hemp
 Venise
5. Which of these is how our subconscious is programmed?
 repetition, trauma, and emotion.
 gaming.
 school.
6. Who died from complications of meth?
 Tristan
 Colton
 Jessica
7. Long term marijuana usage has been linked to...
 depression
 suicidal thoughts
 both
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. What is an effect of forgiveness?
 It weakens emotional resilience.
 It frees you from resentment and anger.
 It makes you more dependent on substances.
11. People who don't manage their lives ...
 don't save or plan for retirement.
 don't develop better job skills.
 both.
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. An adult child is...
 dependent.
 selfish.
 both.
16. What was the most important thing Martha gave her children?
 shelter and clothing.
 love, security and safety.
 money.
17. Good people skills will
 elevate you.
 be needed for a lifetime.
 both of the above.
18. An unwise person
 doesn't use good judgment.
 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

ITEM # W 141

- ✓ Available in workbook
- ✓ Available in eLearning



COURSE DESCRIPTION

The course intervenes in the faulty thinking processes that allows 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.



COURSE CONTENT

UNIT 1: MINOR IN POSSESSION

Life is a space of time to make correct choices.

UNIT 2: THE DRUG MONSTER

Casual use can lead to addiction.

UNIT 3: FREEDOM VS. CAPTIVITY

Growth or decay is a choice!

UNIT 4: LIFE UNDER THE INFLUENCE

A recipe for disaster.

UNIT 5: COGNITIVE THOUGHTS

Be careful what you think; you could be wrong!

UNIT 6: SKILLS FOR LIFE

Ten life skills to improve the quality of life.

UNIT 7: LEADING & MANAGING LIFE

Proactive vs. reactive.



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**—Combination of self-directed and group instruction
- **Blended Learning**—Combination of online & offline curriculum



CRIMINOGENIC NEEDS MET

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



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 168 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 125

Workbook Pages: 24

Course Length: 6-8 hours



PURCHASE OPTIONS

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



eLEARNING ACTIVITIES

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

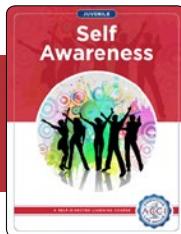
Minor in Possession

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. What can drugs do to brain cells?
 Nourish them
 Kill them
 Help them multiply
2. What are some of the behaviors of addicts?
 Give up old friends and pets
 Give up family activities
 Both
3. Mr. Grooge represents what?
 Denial
 Addictive Chemicals
 Happiness
4. What job did Brenda take to help youth?
 School Teacher
 Volleyball Coach
 Juvenile Probation Officer
5. Who was Charley?
 Jake and Brenda's daughter
 A mother
 Both
6. Who died from complications of meth?
 Brenda
 Se'mion
 Jessica
7. Which is an attribute of growth?
 Bored
 Detached
 Optimistic
8. Living in decay is a ...
 Choice
 Lot of fun
 Safe place to be
9. If we don't change our thinking....
 We can't expect to change our behavior
 We will keep on getting the same
 Both
10. Driving under the influence is not a problem...
 Unless you are caught
 If you are a good driver
 It is a recipe for disaster
11. Good drivers also have good....
 Values
 Attitudes and Beliefs
 All 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 result
 the words people speak
15. \$2 thinking people...
 are really \$10 people, but don't know it yet
 would feel comfortable dating a \$8 thinking person
 save more money
16. Anger is ...
 A primary emotion
 A secondary emotion
 Something we cannot control
17. Good people skills will
 elevate you
 be needed for a lifetime
 both of the above
18. An unwise person
 doesn't use good judgment
 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

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

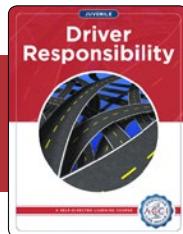
Self-Awareness

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

Youth Driver Responsibility

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 140



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

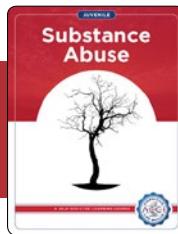
Youth Driver Responsibility

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 has less to do with skills and more to do with
 values.
 attitudes.
 both.
3. A good way to determine good vs. bad drivers is
 their height.
 their behavior.
 their language.
4. Good drivers
 get angry.
 don't let others merge in.
 are kind and courteous.
5. Bad drivers are
 patient.
 responsible.
 self-centered.
6. Successful drivers
 avoid tickets and accidents.
 are self empowered.
 both.
7. A society falls because of
 its military.
 its values.
 its education.
8. Our driving habits are controlled by
 our subconscious mind.
 other people.
 the number of miles we drive.
9. People who anger you
 like you.
 control you.
 make you laugh.
10. Anger is
 a primary emotion.
 a secondary emotion.
 good for driving.
11. What emotional factors can help cause accidents?
 fear.
 worry.
 both.
12. My mood and emotional state will affect my driving.
 sometimes true.
 always true.
 never true.
13. Which of the following age groups represents the safest drivers on average?
 elderly.
 teens.
 middle Age.
14. Speeding can save you a significant amount of time, so it's worth the risk.
 sometimes true.
 always true.
 never true.
15. Drug pushers
 are selfish.
 destroy freedom.
 both.
16. Driving while intoxicated
 puts only yourself at risk.
 puts yourself and others at risk.
 puts no one at risk.
17. Substance abuse can cause
 accidents.
 health problems.
 both.
18. What is the first step to change?
 self-criticism.
 self-awareness.
 self-actualization.
19. Whatever driving habits you may have had, you can change them.
 true.
 false.
20. A successful life is
 doing for others.
 hitting the jackpot.
 getting all you want.



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 master 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.



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



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

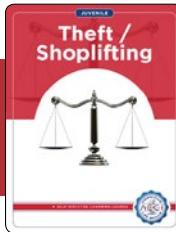
Substance Abuse

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

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. People who admit their faults . . .
 Get in trouble
 Stay Stagnate
 Grow
2. When I choose to steal, I harm . . .
 Myself
 The victim
 Both
3. The opposite of freedom is . . .
 Empowerment
 Peace
 Neither
4. The subconscious mind
 can be blocked by the conscious mind
 doesn't know right from wrong
 stops when it gets too full
5. Another word for 'subconscious programming'
 Gaming
 Scripting
 Living
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. The following is a mistake, not a wrong choice:
 Shoplifting
 Calling the wrong number
 Using illegal drugs
8. The following is a need:
 A smart watch
 Affection
 A giant TV
9. You can always tell a good citizen from a bad one...
 By observing their behavior
 By the car they drive
 By who they hang out with
10. When you enable someone
 You slow them down
 You make it easier for them to repeat a mistake
 You should provide a wheelchair
11. We can't break universal laws..
 Without help
 We can only break ourselves against them
 Unless we change them
12. Life is a mirror because...
 You get back what you give out
 What you do reflects what you are
 Both
13. Anger is ...
 A primary emotion
 A secondary emotion
 No emotion
14. Those who climbed the ladder to success had an attitude of
 I won't / I can't
 I don't know / I wish I could
 I can / I will / I did
15. People who live in the swamp feel:
 Peace
 Happiness
 Worried
16. People who grew up in difficult unstable homes usually have
 Emotional scars and challenges
 The ability to grow and change
 Both
17. Which is not one of the six emotional needs?
 Need to be loved
 Need to be understood
 Need to have new clothes
18. When we forgive someone we...
 Feel better
 Pardon them
 Both
19. The steps to change ...
 Are automatic
 Take conscious effort
 Have shortcuts
20. Permanent change is possible.
 True
 False



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.



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



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

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

Boundaries

Dating Violence Prevention

SCH 205



COURSE DESCRIPTION

The **Boundaries and Dating Violence** course was designed as prevention to help students become more self aware of their own and others boundaries. It is also a short course on the Constitutional rights and privileges that protect each individual from abuse. It is written as historical fiction as it follows the individuals who are having their boundaries broken.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Increase student understanding of their constitutional rights and personal boundaries.
- Students will be able to more readily identify instances of boundary breaking.
- Students will learn how to effectively respond to instances of boundary breaking.
- Perpetrators will learn how to respect each person's personal boundary.



RECOMMENDED USES

- Self-Directed—Student does most of the course work independently with a parent or mentor.
- Group—To be completed at school in a group format with a facilitator.
- Hybrid—A combination of self-directed learning and group instruction.
- Blended Learning—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 205

eLearning Length: 192 Slides

Scientific Model: Cognitive Restructuring

Workbook Pages: 36

Course Length: 4-6 hours

Instructor Guide: G605



COURSE CONTENT

Unit 1: CONSTITUTIONAL RIGHTS

Your fundamental rights to freedom and safety.

Unit 2: BOUNDARIES

How to keep your boundaries from being broken.

Unit 3: JULIE

Abuser probability profile test.

Unit 4:

BREAKING THE CYCLE

I am smarter and more intelligent than I may think I am.



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Customized eLearning platform
- Parent Enrollment
- School Referral



eLEARNING ACTIVITIES

Narration

Story Telling

Animation

Gamification

Animated Thoughts

Self Assessments

Interactive Images

Boundaries

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. What was Darcy's second big problem?
 Leaky faucet
 David
 Mother
2. What day of the week did she text David?
 Sunday
 Friday
 Saturday
3. When was the Declaration Of Independence ratified?
 1774
 1776
 1772
4. Who was Carmen Garcia?
 Teacher
 Therapist
 Plumber
5. When was the Bill of Rights passed?
 1774
 1782
 1789
6. How many blocks was Darcy from home?
 4
 6
 16
7. What was Julie's dog name?
 Ugly
 Spot
 Rascal
8. Who was Squeek?
 Moose
 Cat
 Mouse
9. What sport did David play?
 Football
 Basketball
 Tennis
10. What was Julie's brothers name?
 Guy
 Ted
 Jeff
11. Who was Jetta?
 New car
 Neighbor and friend
 Coach
12. Who would become Julie's husband?
 Rascal
 Matt
 Trekker
13. Who played basketball?
 Julie
 Jetta
 Marcie
14. If you scored a 60 on the abuser profile test...
 High risk
 Low risk
 Medium risk
15. What did Maria Fernandez do?
 Teacher
 Keep a diary
 Attorney
16. Who was Cici?
 Maria's cousin
 Maria's dog
 Maria's mother
17. What did Penny do?
 Lied to her parents
 Gave in to peer pressure
 Both
18. What grade was Mason in?
 Junior
 Senior
 Freshman
19. Who was Collin?
 A football player.
 Rescued Carrie
 Both.
20. If you are not happy...
 it is your mother's fault.
 it is your fault.
 it is your dog's fault


COURSE OVERVIEW

Bullying Prevention

SCH 206



COURSE DESCRIPTION

Bullying Prevention is a cognitive life skills course for students, written as historical fiction. It follows the lives of those being bullied and those doing the bullying. The course highlights the consequences for both victims and perpetrators. The course demonstrates the serious problems associated with bullying in its many forms, ranging from in person to cyber bullying. The course defines bullying and helps students become more self aware of their potential to bully or become a victim of bullying and provide effective solutions for avoiding bullying.



COURSE CONTENT

Unit 1: LUCAS

Are we better because we were born different?

Unit 2: BERT

Why would we want to hurt our classmates?

Unit 3: MARISA

The many aspects of bullying and its effect on others.

Unit 4: PAY IT FORWARD

We can be a positive influence in our school and community.



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Customized eLearning platform
- Parent Enrollment
- School Referral



eLEARNING ACTIVITIES

Narration
Story Telling
Animation
Gamification
Animated Thoughts
Self Assessments
Interactive Images



RECOMMENDED USES

- Self-Directed—Student does most of the course work independently with a parent or mentor.
- Group—To be completed at school in a group format with a facilitator.
- Hybrid—A combination of self directed learning and group instruction.
- Blended Learning—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 206

Workbook Pages: 36

eLearning Length: 186 Slides

Course Length: 4-6 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G605

Bullying Prevention

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. What grade was Lucas in?
 5th
 3rd
 2nd
2. How far did Lucas live from school?
 4 miles
 2 miles
 3 miles
3. What grade was Tom in?
 3rd
 4th
 5th
4. What was the name of the 5th grade bully?
 Richard
 Nathan
 Lucas
5. What was the name of the school program?
 Be Kind
 Anti-Bullying
 Be A Friend
6. How many siblings did Bert, the bear, have?
 2
 1
 3
7. How many siblings did Bert, the boy, have?
 1
 2
 3
8. How much was Bert's rent?
 \$400
 \$200
 \$600
9. What was wrong with Bert's bedroom?
 Bugs and spiders
 Hole in the floor
 Both
10. Who was Bert's best friend?
 Lucas
 Billy Bob
 Marisa
11. What was the name of Bert's uncle?
 Ted
 Mike
 He was not named
12. What was the name of Bert's wife?
 Julie
 Crystal
 Dian
13. How large was Marisa's home?
 12,000 sq. ft.
 8,000 sq. ft.
 6,000 sq. ft.
14. Where did Marais's parents meet?
 School
 Colorado River
 India
15. What do we know about Jareem?
 He is Marais's uncle.
 He has a 92 mph fast ball.
 He was a straight A student.
16. What was the "rat's" name?
 Craig
 Johnny
 Richard
17. What was the name of the school's mascot?
 Knights
 Cougars
 Snakes
18. What grade was Rachael in?
 12th
 7th
 9th
19. Richard was ...
 Very smart.
 Marais's friend
 Both
20. School safety is...
 Everyone's responsibility.
 Important.
 Both

COURSE OVERVIEW


Distracted Driver

SCH 207



COURSE DESCRIPTION

The Distracted Driver course is ideal for teenagers and young adults who find it challenging to manage distractions and specifically technology distractions while driving a motor vehicle. This is not a standard traffic program nor is it a traffic education program, rather, it is a cognitive awareness course that helps students develop a safety first mindset while operating a moving vehicle. The course offers insights and awareness that increase driver responsibility.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Increase student safety and awareness while driving
- Identify and manage technology addictions
- Develop positive thinking skills associated with driving
- Develop appreciation for traffic laws and consequences



RECOMMENDED USES

- Self-Directed—Student does most of the course work independently with a parent or mentor.
- Group—To be completed at school in a group format with a facilitator.
- Hybrid—A combination of self directed learning and group instruction.
- Blended Learning—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 207

Workbook Pages: 48

eLearning Length: 205 Slides

Course Length: 6-8 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G 605



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Parent Enrollment
- Customized eLearning platform
- School Referral



COURSE CONTENT

Unit 1: TEXTING WHILE DRIVING

Seconds can mean the difference between safety, death or serious harm.

Unit 2: DRIVER VALUES, ATTITUDES, AND BEHAVIORS

A lesson on the sub conscious mind

Unit 3: DRIVER RESPONSIBILITY

You can't separate the person from the driver. Positive people = positive drivers

Unit 4: LAWS AND CONSEQUENCES

A society without laws is no society at all.

Unit 5: DRIVING WITH SKILLS AND SENSE

15 emotional factors that contribute to driving



eLEARNING ACTIVITIES

Narration

Story Telling

Animation

Gamification

Animated Thoughts

Self Assessments

Interactive Images

Distracted Driver 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. You can determine a problem driver by
 - their not feeling guilt for breaking traffic laws.
 - they are always trying to justify their behavior.
 - 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. Ed ruined how many yards
 - 2
 - 3**
 - 4
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 most 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. Texting while driving is . . .
 - a privilege and a right.
 - is OK if you are driving slowly.
 - is never safe.**
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 course.**



COURSE OVERVIEW

Elevation

Cognitive Employment for Teenagers

SCH 203



COURSE DESCRIPTION

Elevation is a cognitive employment course for teens. It is not an educational course that addresses resume writing and other standard procedures found in common employment programs. This course does address the thinking errors that keep people in low wages and demonstrates how to climb the ladder of employment success. It is written as historical fiction as it follows the lives of individuals in their employment pursuits and how they became successful. The **Elevation** course goes hand in hand with the **Financial Intelligence** SCH 211 course and it is recommended that students complete both courses together.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Increase student understanding of how their beginnings can effect future employment.
- Students will take personal responsibility for their preparation and future employment.
- Students will learn how to overcome common thinking errors associated with low wages.
- Students will learn how to use the DEAR model: Determination-Endurance-Assurance-Resiliency



RECOMMENDED USES

- Self-Directed—Student does most of the course work independently with a parent or mentor.
- Group—To be completed at school in a group format with a facilitator.
- Hybrid—A combination of self directed learning and group instruction.
- Blended Learning—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 203

Workbook Pages: 36

eLearning Length: 184 Slides

Course Length: 4-6 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G605



COURSE CONTENT

Unit 1:

BEGINNINGS

Our beginnings don't have to be our endings.

Unit 2:

EMPLOYMENT FORMULA

There are always options.

Unit 3:

SUCCESS

The ladder to success requires the first step.

Unit 4:

EMPLOYMENT

Good employment is determined by your thoughts.



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Customized eLearning platform
- Parent Enrollment
- School Referral



eLEARNING ACTIVITIES

Narration

Story Telling

Animation

Gamification

Animated Thoughts

Self Assessments

Interactive Images

Elevation

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


COURSE OVERVIEW

Infinity Media Awareness

SCH 202



COURSE DESCRIPTION

Infinity is a social media awareness course for today's students. It covers four separate subjects; gaming, sexting, social media addiction, and cyber-bulling. This is not an educational course, rather, It is a cognitive awareness course that focuses on prevention and early intervention. It is written as historical fiction as it follows the lives of young people as they encounter real and possible problems with social media. The Infinity course is a timely solution for assisting students to manage their online activity and focus on their academic success.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Equip students with the necessary thinking skills to avoid the dangers of the internet
- Increase student awareness of possible consequences of sexting, gaming and social media
- Students will learn how better manage their online activities.
- Students will develop skills and techniques for avoiding internet social addictions.



RECOMMENDED USES

- Self-Directed**—Student does most of the course work independently with a parent or mentor.
- Group**—To be completed at school in a group format with a facilitator.
- Hybrid**—A combination of self directed learning and group instruction.
- Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 202

eLearning Length: 186 Slides

Scientific Model: Cognitive Restructuring

Workbook Pages: 36

Course Length: 4-6 hours

Instructor Guide: G605



COURSE CONTENT

Unit 1: GAMING

Gaming addiction can be mentally, emotionally, and physically addictive.

Unit 2: SEXTING

Sexting is not smart, naked pics can last a lifetime on the internet.

Unit 3: SOCIAL MEDIA

Are you addicted to social media? Take self evaluation!

Unit 4: CYBERBULLYING

What is cyberbullying and how can you tell you're a victim.



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Customized eLearning platform
- Parent Enrollment
- School Referral



eLEARNING ACTIVITIES

Narration

Story Telling

Animation

Gamification

Animated Thoughts

Self Assessments

Interactive Images

Infinity

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. Where did Daryl live?
 0 He was homeless
 0 In a tree house
0 With his grandmother
2. How old was Daryl?
0 19
 0 21
 0 17
3. What state did Daryl move to?
0 Arizona
 0 California
 0 Mississippi
4. What school did Daryl's cousin go to?
 0 USC
0 Air Force Academy
 0 Duke
5. What was Daryl's dad's name?
 0 Mark
 0 Ty
 0 Neither
6. What grade was Julie in?
 0 Freshman
0 Sophomore
 0 Junior
7. What grade was Zack in?
 0 Sophomore
0 Junior
 0 Senior
8. How would you describe Zack?
 0 Funny
0 Mean
 0 Considerate
9. Who was Zack's other victim in school?
 0 Carol
 0 Judy
0 Amber
10. Who first helped Julie?
 0 Her teacher
0 Mother
 0 Her cousin
11. What is Marty's problem?
 0 Addicted to social media
 0 Suffered from FOMO
0 Both of the above
12. Why was Marty upset at school?
 0 She forgot her lunch money
 0 She didn't do her homework
0 Her smart phone went dead
13. What % of accidents is motor vehicles?
0 73%
 0 76%
 0 68%
14. Marty's mom made a graph showing
 0 a family budget.
0 hours spent on social media.
 0 hours spent watching TV.
15. Who was Steven?
 0 A classmate of Marty's
 0 A cab driver
0 Marty's cousin
16. How many in Morris's family?
0 3
 0 4
 0 6
17. Who was Buggs?
 0 Ethan's friend
0 A bully
 0 Dog catcher
18. Who was Brittany?
 0 School principal
0 Member of the outcasts
 0 Worked in the cafeteria
19. How did Brittany's mother help?
0 Got her another cell phone
 0 Screamed at Buggs
 0 Kept her home
20. This course can only help if...
 0 it can make you rich
0 you become self-aware and want to change
 0 it puts you to sleep

COURSE OVERVIEW



Leadership

SCH 208



COURSE DESCRIPTION

This **Leadership** course for teens focuses on the cognitive thinking skills that develop good leadership skills and how these skills can influence others in a positive way. It is a work of historical fiction as it follows the lives of Marty and others as they learn and implement the principles and top tier requirements for leading and influencing others. The course discusses the self-defeating thoughts and behaviors that can limit progress and offers simple and direct solutions. The course also demonstrates how the principles of leadership can be used in daily life to enhance personal progress in all areas of life including academic success.



COURSE CONTENT

Unit 1: WHO IS IN CHARGE

An excellent discussion on positive vs negative programming.

Unit 2: LEADERSHIP

The top ten requirements for effective leadership.

Unit 3: INFLUENCING OTHERS

Eight tools that can be used to positively influence others.

Unit 4: STAND FOR YOURSELF

If you are not in charge of your life, who is?



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Customized eLearning platform
- Parent Enrollment
- School Referral



eLEARNING ACTIVITIES

Narration
Story Telling
Animation
Gamification
Animated Thoughts
Self Assessments
Interactive Images



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Provide students with the positive thinking skills for leading and influencing others.
- Advancing students understanding of the fundamental principles of leadership.
- Prepares students to face and overcome adversity in becoming an effective leader.
- Increase student self-efficacy with tangible leadership applications.



RECOMMENDED USES

- Self-Directed—Student does most of the course work independently with a parent or mentor.
- Group—To be completed at school in a group format with a facilitator.
- Hybrid—A combination of self directed learning and group instruction.
- Blended Learning—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 208

eLearning Length: 168 Slides

Scientific Model: Cognitive Restructuring

Workbook Pages: 24

Course Length: 6-8 hours

Instructor Guide: G605

Leadership

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 Amy's mother?
 38
 36
 34

2. What controls your life?
 Mother
 Subconscious mind
 Internet

3. How much did Letty weigh?
 110 lbs
 126 lbs
 138 lbs

4. In which grade did Letty start to change?
 9th
 10th
 11th

5. Colby's house was abandoned...
 12 years ago.
 22 years ago
 20 years ago.

6. How many acres did they have?
 82
 68
 88

7. For how much did Colby sell his company?
 \$6.4 million
 \$3.2 million
 \$4.6 million

8. How old was Letty when she met Colby?
 32
 48
 26

9. Must a good leader have good self-esteem?
 Not sure
 Yes
 No

10. Inclusion...
 builds self-worth.
 brings people together.
 Both of the above.

11. A good leader...
 listens and counsels.
 focuses on the person talking.
 Both of the above.

12. Your genie in the bottle represents...
 how much money you will make.
 your self-esteem and potential.
 how much luck you will have.

13. Who had the highest ambition to be a leader?
 Colby
 Letty
 Juan

14. If I focus on getting rich...
 I will absolutely be happy.
 I will absolutely be unhappy.
 Not sure; some rich people are happy.

15. What is the first step in becoming a leader?
 Commitment
 Passion
 Desire

16. How old was Brent when Kelly stole from him?
 74
 56
 48

17. How old was Kelly when he died of cancer?
 52
 64
 82

18. When was Gustav born?
 1343
 1645
 1464

19. How old was Gustav when his village was attacked?
 9
 11
 14

20. Who was Tarisha?
 A pig farmers daughter.
 Gustav's wife.
 Both of the above.



COURSE OVERVIEW

Marijuana Prevention

SCH 209



COURSE DESCRIPTION

This marijuana prevention course takes a unique approach to marijuana use by focusing on the roots of the behavior (using marijuana). Through stories, reflective questions and activities, students are able to examine the values, attitudes, and beliefs in others and themselves that may lead to marijuana use and abuse. Students will understand the importance of good health and the impact - negative or positive - that decisions made in their youth can have on the rest of their lives. Tangible solutions and increased awareness can help students avoid the negative consequences associated with marijuana abuse.



COURSE CONTENT

- Unit 1: TRISTAN
- Unit 2: SUBCONSCIOUS PROGRAMMING
- Unit 3: ABOUT MARIJUANA
- Unit 4: RECOVERY
- Unit 5: LIFE



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Increase student awareness of risks associated with marijuana use
- Emphasize the significance of maintaining good health in creating a fulfilling life
- Examine the potential impact of decisions made in youth on the rest of a person's life
- Develop strategies to avoid marijuana use
- Empower students to take control of their decisions & lives



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Customized eLearning platform
- Parent Enrollment
- School Referral



eLEARNING ACTIVITIES

- Narration
- Story Telling
- Animation
- Gamification
- Animated Thoughts
- Self Assessments
- Interactive Images



RECOMMENDED USES

- Self-Directed—Student does most of the course work independently with a parent or mentor.
- Group—To be completed at school in a group format with a facilitator.
- Hybrid—A combination of self directed learning and group instruction.
- Blended Learning—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 209

Workbook Pages: 44

eLearning Length: 170 Slides

Course Length: 4-6 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G 605

Marijuana Prevention

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. What city was Tristan born in?
A. Topeka
B. Phoenix
C. Rutland
2. How old was Tristan when he first experienced pot?
A. 12
B. 13
C. 14
3. How many days was Tristan in the hospital?
A. 8
B. 6
C. 4
4. What city did Tristan move to, to live with relatives.
A. Oslo
B. Detroit
C. Kufa
5. What was Tristan's aunt and uncle business?
A. Fishing
B. Tourists
C. Pizza
6. Who did Tristan marry?
A. Carol
B. Megan
C. Sofia
7. The focus of this course on marijuana is ...
A. to help you make correct decisions.
B. to stay out of harms way.
C. All the above.
8. The mind altering drug found in marijuana is...
A. DRG
B. THC
C. LMR
9. What plant does marijuana come from?
A. Carbon
B. Hemp
C. Rose
10. Which resin is extracted from marijuana?
A. Hash oil
B. Budder
C. All the above
11. Long term marijuana usage has been linked to...
A. depression, anxiety, suicidal thoughts.
B. temporary hallucinations .
C. All the above.
12. How long did Tristan and Owen visit?
A. 2 hours
B. 3 hours
C. 4 hours
13. What was the name of Tristan's friend who he helped?
A. Mark
B. Owen
C. Curt
14. People who sell drugs are ...
A. heartless and selfish.
B. mean and arrogant.
C. Both the above.
15. Who was Dorothy?
A. School teacher.
B. Tourist.
C. Owen's girlfriend.
16. What country did Justin move to?
A. Tonga
B. Indonesia
C. Australia
17. Who was Owen?
A. Drug counselor
B. Cab driver
C. Tristan's friend
18. What was Tristan's mother name?
A. Sharon
B. Carol
C. Jennifer
19. What do we know about Martha?
A. She was an instructor.
B. Loved her children?
C. Was an author.
20. If a person lives in the swamp or on the mountain ...
A. it is a choice
B. it is where they were born.
C. depends on their income.



COURSE OVERVIEW

Positive Thinking Skills

SCH 200



COURSE DESCRIPTION

The **Positive Thinking Life Skills** course serves as the foundation to all of the topic specific courses. When possible, it is recommended that this course be completed first. This course covers a wide range of topics including, anger avoidance and self-awareness. This course is full of time tested thinking skills that help students successfully navigate their teenage years into adulthood.



COURSE CONTENT

Unit 1: BRIGHT POSSIBILITIES

You have more bright possibilities than you do problems.

Unit 2:

THOUGHTS = CONSEQUENCES

Thoughts drive behaviors and consequences.

Unit 3: GROWTH vs DECAY

Where you live is a choice.

Unit 4: UNDERSTANDING OUR BEGINNINGS

We can change our endings.

Unit 5: AVOIDING ANGER

Those who anger you, control you.

Unit 6: LEADING AND MANAGING LIFE

Life is what you make of it.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Students will learn to overcome self-defeating thoughts and behaviors.
- Students will increase awareness of how their thoughts contribute to their level of success.
- Students will develop a strong locus of control and avoid anger.
- Students will learn the principles of positive relationship building



RECOMMENDED USES

- Self-Directed—Student does most of the course work independently with a peer or mentor
- Group—To be completed at school in a group format with a facilitator.
- Hybrid—A combination of self-directed learning and group instruction
- Blended Learning—A combination of online and offline curriculum



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Customized eLearning platform
- Parent Enrollment
- School Referral



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 200

Workbook Pages: 48

eLearning Length: 192 Slides

Course Length: 8-10 hrs

Scientific Model: Cognitive Restructuring

Instructor Guide: G605



eLEARNING ACTIVITIES

Narration

Story Telling

Animation

Gamification

Animated Thoughts

Self Assessments

Interactive Images

Positive Thinking Skills

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 Lucas have?
0 2
0 1
0 4
2. Of the Johnson cousins, who was successful in life?
0 Curt
0 Scott
0 Lucas
3. Lucas and Curt had what in common?
0 personality
0 family
0 successful relationships
4. The subconscious mind
0 will always tell the truth.
0 doesn't know right from wrong.
0 stops when it gets too full.
5. Substance abusers
0 make better workers.
0 lose control of their lives.
0 retire with health and wealth.
6. You can determine right from wrong by
0 listening to others.
0 doing what most of society is doing.
0 observing what each produces, the results.
7. \$2.00 thinking people
0 have more fun in life.
0 seek out other \$2.00 people.
0 have successful relationships.
8. The truth
0 is what you think it is.
0 is hard to find.
0 has more power than the untruth.
9. It doesn't matter
0 what you have done in the past.
0 if you go to school or not.
0 if you do wrong.
10. People who have their hierarchy of emotional needs met
0 make more money.
0 feel validated and secure.
0 go on more vacations.
11. Substance abuse keeps you in the darkened room
0 because there is no happiness in doing wrong.
0 because you forgot to turn on the light.
0 because you prefer darkness.
12. I am free to choose to do wrong
0 because I can choose the outcome.
0 because there is no right and wrong.
0 but I can't choose the consequences.
13. Life is rewarding
0 when you drop out of school.
0 only if you have money.
0 when you live the truth.
14. Who was Dr. Shepard?
0 a high school counselor
0 a detention center volunteer
0 a surgeon
15. People who live in growth
0 are lucky
0 were born there
0 made correct choices
16. If you let the past go, you will
0 have to apologize to others.
0 feel better.
0 have to deal with it later.
17. "It is what it is," means:
0 you can't change what happened.
0 you can't change the future.
0 you are powerless to make decisions.
18. Anger is
0 a primary emotion.
0 a secondary emotion.
0 liberating.
19. Becky's best high school friend was?
0 Heather
0 Tammy
0 Crystal
20. To change what we are getting in life,
0 we have to make more money.
0 we have to have more luck.
0 we have to change what we are doing.



COURSE OVERVIEW

Serendipity

Cognitive Sexual Awareness

SCH 204



COURSE DESCRIPTION

Serendipity is a cognitive sexual awareness life skills course for teens. It is not sex education rather a cognitive awareness course of natural human sexuality. Written as historical fiction, it follows the lives of how teens struggled with their own sexuality. Serendipity means “happy accident” or finding something good or useful. This course can be serendipitous, an unsuspected gem of awareness and protection for youth, as they struggle with changing bodies and their own sexuality.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Students will learn healthy ways to manage their changing bodies and sexuality.
- Students will learn the possible consequences of STD's.
- Students will develop skills for avoiding common problems associated with human sexuality.
- Students will become more aware of how their thoughts drive their feelings, emotions and behaviors.



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor.
- **Group**—To be completed at school in a group format with a facilitator.
- **Hybrid**—A combination of self directed learning and group instruction.
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 204

Workbook Pages: 36

eLearning Length: 192 Slides

Course Length: 4-6 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G605



COURSE CONTENT

Unit 1: SERENDIPITY

Family discussion on sexuality.

Unit 2: MR. STEED

Rational behaviors are often defeated by irrational thinking.

Unit 3:

TWELVE YEARS LATER

Decisions now affect our lives in the future.

Unit 4: CLOSURE

There is a big difference between bacterial and viral STD's.



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Customized eLearning platform
- Parent Enrollment
- School Referral



eLEARNING ACTIVITIES

Narration

Story Telling

Animation

Gamification

Animated Thoughts

Self Assessments

Interactive Images

Serendipity

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. Serendipity is . . .
 A flavor of ice cream.
O an unexpected, happy surprise.
 O what you get when you sit on a ripe avocado.
2. Which is true?
 O To fight STDs, you have to alter your sexuality.
 O Every one is going to get an STD, so why worry?
O Oslo is the capital of Norway.
3. Zoey's mother was . . .
 O single.
 O a nurse.
O both of the above.
4. Zoey was rescued by a . . .
 O schnauzer.
O delivery man.
 O neighbor.
5. Katie's father name is . . .
 O Matt.
 O Steve.
O Ben.
6. Zoey's father came from . . .
 O Fiji.
O Tonga.
 O Samoa.
7. Smart and wise teenagers will . . .
 O listen to their peers.
O listen to messages in this course.
 O trust potential sex partners.
8. How is Zoey related to Ben?
O Her uncle.
 O Her grandfather.
 O Her father in-law.
9. Zoey's first date with David was . . .
O in her back yard.
 O at a high school dance.
 O at a movie.
10. The easiest way not to get sexually aroused is . . .
O only kiss for ten seconds.
 O run laps and take a cold shower.
 O grow old and go to sleep.
11. Mr. Steed was . . .
O in charge of STDs.
 O the Mayor of Zoey's town.
 O the name of Katie's horse.
12. Stacy and Matt . . .
 O got married.
O got infected with genital warts.
 O had happy, productive lives.
13. The worse kind of STD is . . .
 O bacteria.
 O retro.
O virus.
14. Oxytocin is a . . .
 O pain reliever.
O sexual chemical.
 O substitute for sugar.
15. Using condoms will . . .
 O assure 100% protection.
 O give you a bad reputation.
O help keep you safer.
16. Drugs can make you . . .
 O happier.
O more promiscuous.
 O stress-free.
17. Zoey and David had how many children?
 O 5
O 3
 O 2
18. Katie and Zoey had what in common?
 O They were both blondes.
O They both were almost raped.
 O They were the same height.
19. Katie and her husband spent their honeymoon in . . .
 O Ireland.
 O Egypt.
O Dubai.
20. If you are not happy it is . . .
 O your mothers fault.
 O bad luck.
O your fault.



COURSE OVERVIEW

Substance Abuse Prevention

SCH 201



COURSE DESCRIPTION

Substance Abuse Prevention is a substance abuse course specifically written for teenagers. It is a cognitive self-awareness course that focuses on the underline thinking errors that get so many youth in trouble. It is a prevention and early intervention course written as historical fiction as it follows the lives of young people as they struggle with their decisions to experiment with harmful substances. It is designed to help teenagers improve their academic performance and personal development as they navigate their youth into adulthood by avoiding the common pitfalls of chemical abuse.



COURSE CONTENT

Unit 1: RENE

Drug addiction is not a forever sentence.

Unit 2: JACOB

The decision to change is personal.

Unit 3: JESSICA

Decisions to use bring real consequences.

Unit 4: LIFE

We have a choice, captivity or freedom.



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Customized eLearning platform
- Parent Enrollment



eLEARNING ACTIVITIES

Narration
Story Telling
Animation
Gamification
Animated Thoughts
Self Assessments
Interactive Images



RECOMMENDED USES

- Self-Directed—Student does most of the course work independently with a parent or mentor.
- Group—To be completed at school in a group format with a facilitator.
- Hybrid—A combination of self directed learning and group instruction.
- Blended Learning—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 201

Workbook Pages: 36

eLearning Length: 182 Slides

Course Length: 4-8 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G605

Substance Abuse Prevention

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 Rene's home?
 5
 6
 8
2. Who was Charley's father?
 Carl
 Kevin
 Jake
3. What was Rene's dog's name?
 Spot
 Blacky
 Duffy
4. What did Jacob's father do?
 Importer
 Police Officer
 Lawyer
5. Minors who use illegal chemicals...
 lack clarity of thinking.
 are asking for trouble.
 both the above.
6. Who died from complications of meth?
 Rene
 Jacob
 Jessica
7. How old was Jessica when she died?
 31
 22
 26
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 results.
 both the above.
10. If we are healthy we can expect to live ...
 1,200 months.
 900 months.
 700 months.
11. How old was Jake when Rene met him?
 36
 42
 34
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 an \$8 person.
 save more money.
16. Who lived the untruth?
 Rene
 Jessica
 Charley
17. Good people skills will ...
 elevate you.
 be needed for a lifetime.
 both the above.
18. An unwise person ...
 doesn't use good judgment.
 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



Truancy Prevention

SCH 210



COURSE DESCRIPTION

Truancy Prevention is a course of self-discovery that focuses on the thinking errors that lead to truancy and dropping out of school. This is not an educational program, rather a cognitive restructuring course that works in the cognitive domain to challenge faulty thinking and the affective domain to build self-esteem. It is a course that helps students with their social and emotional skills which lead to academic progress.



COURSE CONTENT

Unit 1: EXCEPTIONAL HAPPENINGS

You can't run from yourself

Unit 2: AUSTIN

Understanding the sources and drivers of Truancy

Unit 3: THINKING SKILLS

What you think is what you become

Unit 4: MOVING FORWARD

Developing resilience is key to overcoming personal challenges



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Customized eLearning platform
- Parent Enrollment
- School Referral



eLEARNING ACTIVITIES

Narration
Story Telling
Animation
Gamification
Animated Thoughts
Self Assessments
Interactive Images



RECOMMENDED USES

- Self-Directed—Student does most of the course work independently with a parent or mentor.
- Group—To be completed at school in a group format with a facilitator.
- Hybrid—A combination of self directed learning and group instruction.
- Blended Learning—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 210

eLearning Length: 190 Slides

Scientific Model: Cognitive Restructuring

Workbook Pages: 36

Course Length: 4-6 hours

Instructor Guide: G 605

Truancy Prevention

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. Lucilla's dog's name?
 Bernard
O Sergio
 Lepo
2. Lucilla's twin's name?
 Edmund
 Carlos
O Gillespie
3. What year were the twins born?
O 1844
 1626
 1922
4. What was the healer's name?
 Patricia
O Angela
 Maria
5. Who did Lucilla marry?
 Anthony
O Marcus
 Durango
6. What did Dexter sell on the Internet?
O Chocolates
 Cheese
 Mushrooms
7. Austin's grandfather's name?
 Henry
 Ralph
O Nicholas
8. Austin's dog's name?
O Toronto
 Butch
 Spots
9. Who was Jiggers?
 Parrot
 Turtle
O Cat
10. How did Austin's grandmother die?
 Car accident
O Spider bite
 Cancer
11. A mistake is . . .
 using drugs.
O dialing a wrong number.
 droping out of school.
12. Our thoughts result in the following:
 Feelings & Emotions
 Behaviors & Consequences
O Both the above.
13. Truancy is a clear indicator of:
 Drug abuse & Teen pregnancy
 Social isolation & Drop out
O Both the above.
14. Brain cells at birth?
 50,000,000,000
O 100,000,000,000
 10,000,000,000
15. How many thoughts a day?
 6,000
O 3,000
 1,000
16. Harlan...
O made bad decisions.
 made good decisions.
 had good control.
17. Good thinking skills will...
 give you a headache.
O elevate you above the mundane.
 turn your hair green.
18. TJ went to...
 Alaska
 New Zealand
O Hawaii
19. Captain Mark did what?
 Owned his own fishing business.
 Came from Iceland.
O Both the above.
20. TJ married whom?
O Victoria
 Jennifer
 Grace

COURSE OVERVIEW



Vaping Awareness

SCH 211



COURSE DESCRIPTION

This course is designed as a prevention and early intervention measure for students who are vaping. Students will gain a comprehensive understanding of the potential risks associated with vaping, emphasizing the significance of maintaining good health as a cornerstone for a fulfilling life. The course engages students through case study stories to explore the values, attitudes, and beliefs that can lead to vaping. Students will also discuss ways to avoid vaping its associated risks.



COURSE CONTENT

- Unit 1: HEALTHY CHOICES
- Unit 2: SUBCONSCIOUS PROGRAMMING
- Unit 3: CONSEQUENCES
- Unit 4: MR. NIC
- Unit 5: TOBACCO AND OTHER FORMS OF NICOTINE



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Increase student awareness of the risks associated with vaping
- Emphasize the significance of maintaining good health in creating a fulfilling life
- Examine values, attitudes, beliefs that lead to vaping behavior
- Empower students to take control of their decisions and lives
- Develop strategies to avoid vaping



PURCHASE OPTIONS

- License to reprint
- Purchase individual courses
- Customized eLearning platform
- Parent Enrollment
- School Referral



RECOMMENDED USES

- Self-Directed—Student does most of the course work independently with a parent or mentor.
- Group—To be completed at school in a group format with a facilitator.
- Hybrid—A combination of self directed learning and group instruction.
- Blended Learning—A combination of online and offline curriculum



eLEARNING ACTIVITIES

- Narration
- Story Telling
- Animation
- Gamification
- Animated Thoughts
- Self Assessments
- Interactive Images



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 211

eLearning Length: 170 Slides

Scientific Model: Cognitive Restructuring

Workbook Pages: 40

Course Length: 4-6 hours

Instructor Guide: G 605

Vaping 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 long does the average person tend to live?
 600-700 months
O 800-900 months
 00-600 months
 Over 1,000 months
2. How old was Darlene when she started using Nicotine?
 12
 13
O 14
 16
3. Ken lived in
 Paradise
O Growth
 Stagnation
 Decay
4. What was the name of Darlene's boyfriend?
 Hank
O Jerry
 Tom
 Henry
5. How did Billy become addicted to vaping?
O He experimented once
 He saw it on TV
 He was never addicted
 Mindy gave him a vape
6. When Darlene vaped, how many ingredients did she inhale?
 400
 500
O 600
 700
7. Who is Mr. Nic?
 Mailman
 Teacher
O Mr. Nicotine Addiction
 Cowboy
8. Who helped Joe quit vaping?
 His parents
 His uncle
 Himself
O All the above
9. Who benefits from nicotine use?
 State and federal government for taxes
 Retail stores
 Tobacco manufacturers
O All of the above
10. Which statement is false in regards to nicotine use?
 Wrinkles skin
 Takes years off of your life
O Is harmless when used in moderation
 Attacks vital organs
 All the above

SAMPLE FORMS

→ FROM LIFESKILLSLINK.COM

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.

Did this course . . .

Check (✓)
Yes No

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

has successfully completed the

ELEARNING SUBSTANCE ABUSE COURSE

Agency: ACCI Lifeskills Detention
Completion Date: Aug 13, 2025



Case Manager

Authorized Signature



Certificate Key: 5a0ffad0-53f7-11f0-99a9-8f1f3795d3bf

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

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



Hello Mark Crosby,

You have one week left to register and pay for this course before you are reported as non-registered to Kevin Bonnell of the NV DPS Parole & Probation.

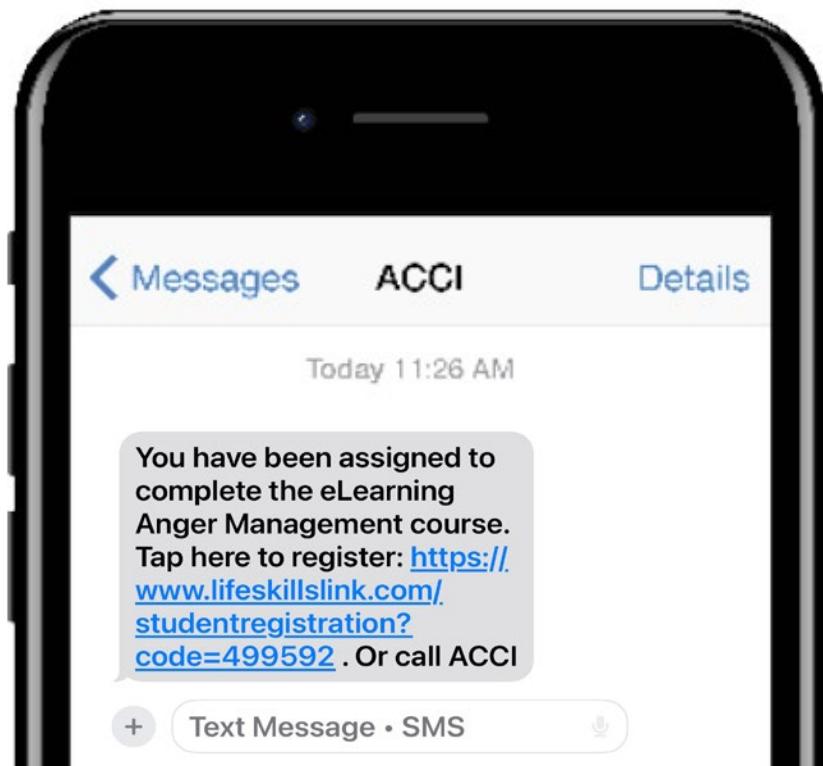
[Register Now](#)

Or you can call us during normal business hours to register: ACCI



TEXT MESSAGING

LIVE AND AUTOMATED CALLS



OUR MODEL

Cognitive Restructuring Model

The philosophical model that drives American Community Corrections Institute is represented by the diagram below. It is that our thoughts drive our feelings and emotions, which produce our attitudes and behaviors, that result in the consequences of our lives. If we never change our faulty thinking, we will never change our self-defeating behaviors. If we keep on thinking what we have been thinking, we will keep on doing what we have been doing, and we will keep getting what we have been getting. If we want to change what we have been getting, then we will have to change what we have been thinking. Otherwise, nothing will change. Learn more on our website.



ACCI Curriculum Development

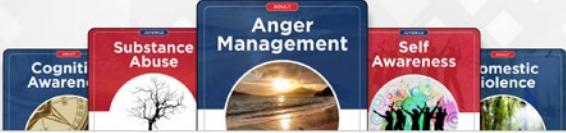
Since we first started working with court referred clients in 1975 we have continuously evolved and integrated the latest research while retraining our potent cognitive restructuring style of curriculum development. The following are some of ACCI's propriety techniques and strategies that are infused into all of our courses:

- Our content doesn't play the **shame game**. We do not believe in belittling people, rather, our focus is on empowerment and **self discovery**.
- Our curriculum's first and most important objective is to **challenge self defeating thoughts** and behaviors.
- We use **vicarious stories** to dis arm our participant's objections to what they are learning.
- We carefully use You statements. We have **mastered the art of using third person references** as a way to help our participants to see their life is a new way.
- Our material is working simultaneously in the **Cognitive Domain** to challenge thinking errors and the **Affective Domain** to build empathy, self confidence and empowerment.
- The philosophy that drives our content creation is that the **subconscious mind doesn't know right from wrong**

and that there are 3 main ways to get information into the subconscious mind. 1. Repetition 2.Trauma 3. Emotion.

- All of our self-directed learning courses are designed to be completed with a **pro-social "coach"** or mentor. Its all about relationships! Participants sink deeper into our content while in the presence of a person of trust. The conversations between the participant and informal coach lead to informal accountability, greater comprehension, personal conversations, role playing and stronger application of **new cognitive thinking skills**.
- **Responsive content.** The curriculum validates peoples efforts and issues and regards them as a person with tremendous potential.
- **No labels.** We are careful to use any type of labels in our material. Nor do we employ manipulative or punitive methods to motivate participants.
- **No ulterior agendas.** ACCI content has no agenda for race, religion, gender, sexual orientation or political preference. We have a single focus of helping people face and overcome their self-defeating thoughts and behaviors.
- **Facilitation versus telling.** Our content asks more questions and facilitates responses as opposed to simply telling the participant what to do.
- **Teaching doesn't equal learning.** Self-directed learning always leads to greater retention and application.

RESOURCES



COGNITIVE LIFESKILLS COURSE BUNDLES
Save a bundle!

Bundle 1: \$225 (\$310 Value)	Bundle 2: \$225 (\$310 Value)
Any 10 workbooks Program guide included Shipping included	10 eLearning courses Requires participants to have active email addresses and good internet access
Bundle 3: \$850 (\$1,145)	Bundle 4: \$850 (\$1,145)
Any 40 workbooks Program guide included Shipping included	40 eLearning courses Includes Lifeskills Link Admin account for 3 months, training included
Bundle 5: \$2,000 (\$2,800 value)	Bundle 6: \$2,000 (\$2,800 value)
Any 100 workbooks Program guide included Shipping included	100 eLearning courses Includes Lifeskills Link Admin account for 6 months, training included
Bundle 7: \$1,350 (\$1,550 value)	Bundle 8: \$500 (\$600 value)
Any 25 workbooks + 25 eLearning courses Includes Lifeskills Link Admin account for 3 months, training included	ACCI Certified Facilitator Kit Includes 10 courses, a training kit and the corresponding facilitator manual

You can save a bundle by combining courses into Workbook Bundles to best fit your specific needs.

EVALUATIONS

Male, age 29
CALIFORNIA CORRECTIONAL INSTITUTE, CA

Substance Abuse

"I absolutely love your workbooks, I have also completed the course Cognitive Awareness and let me be the first to say THESE BOOKS REALLY WORK!. This book has changed my life. If I would have had this book one month before that accident I would not have gone out drinking and driving."

Male, age 26
OSBORN CORRECTIONAL FACILITY, CT

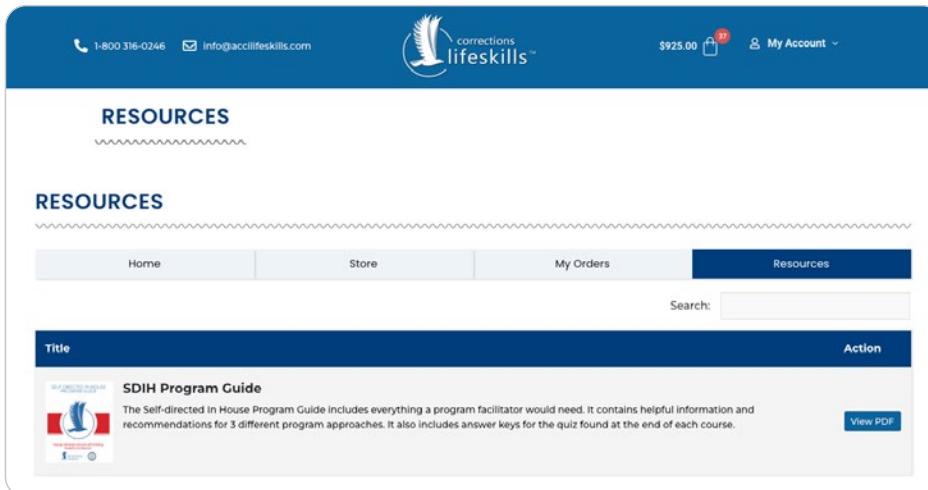
Offender Corrections

"In ten years I have not come across anything like this program. I gave the brochure to my therapist and hope my facility looks into making this program available to those who need it most."

Male, age 33
MARSHALL COUNTY JAIL, TN

Cognitive Awareness

"This is a very good and helpful workbook. I saw a great improvement in my life, attitude and behaviors. everyday I woke up did unit in this life skills workbook I highly recommend this workbook to others."



RESOURCES

1-800-316-0246 info@acci-lifeskills.com

corrections
lifeskills™

\$925.00  My Account

RESOURCES

Home Store My Orders Resources

Search:

Title **Action**

SDIH Program Guide
The Self-directed In House Program Guide includes everything a program facilitator would need. It contains helpful information and recommendations for 3 different program approaches. It also includes answer keys for the quiz found at the end of each course.

[View PDF](#)

The newly designed Corrections Lifeskills website makes it easy to learn about all that we have to offer. Once you make a first purchase and establish an account with us, you will have access to a growing number of resources, including program guides.

TRAINING OPTIONS

FROM ACCI LIFESKILLS

Free Webinar Training

This training quickly and effectively equips community correction professionals with tools and resources that they can begin using immediately. Officers can participate from their individual computers, making this a convenient training option. The training includes an overview of our web based referral system – www.lifeskillslink.com – and will also highlight ACCI's cognitive change model and curriculum.

Free Onsite Training

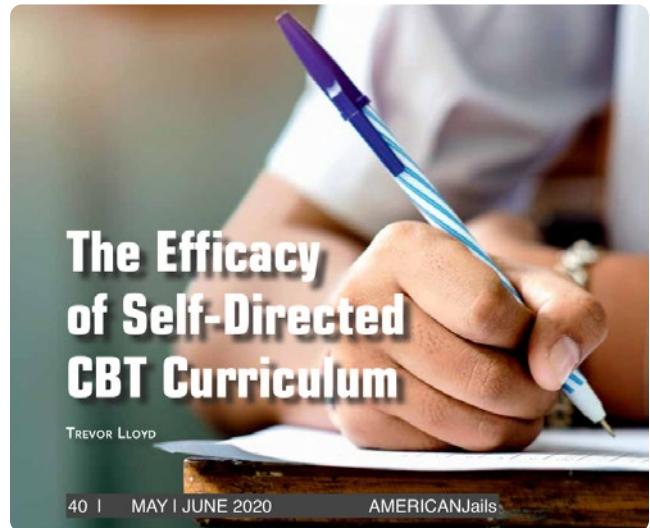
This training is identical to the webinar training with the key difference of having an ACCI representative in person to conduct the training at your location.

Restorative Justice Training

ACCI provides professional development training for correctional staff to enhance their intervention capacity. This Training includes 3 workshops that build on each other. Each workshop is 4 hours long:

- Rooted In Restorative Justice
- Growing a Restorative Culture
- Sustaining Restorative Capacity

Contact us to discuss custom training options.



THE INFORMED DECISION

EVIDENCE-BASED RESOURCES

Through each of our program options in conjunction with our cognitive-behavioral life skills courses we can equip the staff at your facility involved with re-entry with a user-friendly platform for intervention. Utilizing our courses helps to foster a culture that is focused on helping inmates address their criminogenic and emotional hierarchy of needs as opposed to a facility that breeds resistance through traditional punitive strategies. Our unique self-directed learning model empowers inmates to identify their own pro-social values, attitudes and beliefs and prepares them to better face the challenges that are waiting for them upon their release. This approach is ideal for many facilities that have limited staff, space and budget as most of the self-directed learning program is being ran by the inmate. For those facilities that have robust resources and qualified social workers and mental health professionals, our programs become an excellent resource for them to engage and facilitate inmates in the process of overcoming self-defeating thoughts and behaviors.

RESULTS

ACCI PROGRAM RESEARCH AND OUTCOMES

Evidence-based programs have to pass all of their trials. They must be able to operate consistently and effectively with all socioeconomic peoples and genders in all places and circumstances. The following evidence-based studies/reports were completed with the help of each agency, and focuses on completion and recidivism rates. For more detailed information, visit us online: www.corrections lifeskills.com.

AGENCY	TOTAL REFERRED	COMPLETION RATES	RECIDIVISM RATES
U.S. Probation	1,137	80%	18%
AZ Justice Courts	1,336	92%	13%
Texas CSCD	806	81%	12%
Arizona Parole	2,859	70%	10%
Oklahoma AP & P	747	86%	5%
San Diego County	60	88%	8%
Box Elder Justice Court	487	92.2%	57% drop in substance abuse case
North Dakota U. S. Probation	346 total 101 experiment 245 control	88%	16 significant (.05) behavioral outcomes between control and experiment groups
Ohio Misdemeanor Probation	383	75%	5%
PSI Probation Report	814	89.3%	7.6%

More scientific research needs to be conducted to establish a cause and effect relationship between ACCI's Lifeskills Link (self-directed) Program and recidivism reduction. However, these studies and reports clearly indicate that ACCI's Lifeskills Link Program has very low attrition and recidivism rates. All of ACCI's cognitive lifeskills courses not only address the behavioral or surface level symptoms, but spend most of their time challenging self-defeating thoughts and, at the same time, building confidence. Please refer to this research article in *American Jail Association*: "[The Efficacy of Self-Directed CBT Programming](#)."

EVALUATIONS

Female, age 39
ROBERT ELLSWORTH
CORRECTIONAL FACILITY, WI
Anger Management

"I like this workbook because it helped me to understand the anger issues i have and thought that I had put behind me. It also gave me the tools to help deal with future anger issues that the anger management class didn't teach me, my favorite part is the "self-awareness". I feel good about going into my future I am going to make better choices."

Male, age 22
INDIANA STATE PRISON, IN
Anger Management

"The work book helped me a lot I was blaming others for my problems when I should have been looking in the mirror."

PROGRAM OPTIONS

FIND THE RIGHT OPTION FOR YOUR AGENCY



Self-Directed In-House

This program guide is part of the Corrections Lifeskills arm of the ACCI family. The American Community Corrections Institute is an international evidence-based provider of cognitive life skills courses and programs. We have been providing cognitive lifeskills curriculum to justice involved individuals since 1975. This program option is the most flexible and customizable program option that we offer. Instead of referring your clients out to us, we can provide you with the tools to run our programs internally while maintaining fidelity.



Correctional Facilities

ACCI Lifeskills provides correctional facilities with several options to utilize our curriculum to help achieve its rehabilitation goals and objectives with their incarcerated population. Our evidence-based curriculum has been utilized in over a thousands of county, state and federal facilities across the nation, as well as, internationally.



Education Lifeskills

Since 1975, ACCI has developed evidence-based cognitive lifeskills courses. Now, we have infused our cognitive restructuring model into early intervention and prevention courses.



Lifeskills Link

Lifeskills Link is a robust and user friendly web-based referral system which allows referring professionals (or which allows correctional and educational professionals) to assign individuals to complete one of our cognitive life skills courses.



Affiliate Opportunities

The Affiliate Program is a revenue generating opportunity for local providers and individuals who are aligned with our core values and goals. We empower our affiliates to have deep impact in the communities and areas in which they operate with robust software solutions, evidence-based curriculum, 50 year track record of success!



Group Facilitation

ACCI is rooted in group facilitation. Up until the year 2000, ACCI only offered group facilitation courses. The group approach to cognitive-behavioral programming for justice involved individuals will continue to be a viable and evidence-based approach.

CORE BENEFITS

- ✓ **Reduce Incidents**
- ✓ **Reduce correctional staff turn over**
- ✓ **Facilitate successful re-entry outcomes**
- ✓ **Influence a correctional culture of learning and self-discovery**
- ✓ **Reduce Recidivism Rates**
- ✓ **Provide evidence-based resources to correctional staff**



TRUSTED FOR 50 YEARS, AND COUNTING . . .



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correctionslifeskills.com
800.316.0246