



THREE TREES
CENTER FOR CHANGE

Responsible Relationships On Campus

A Mindful Cognitive Behavioral Approach

By

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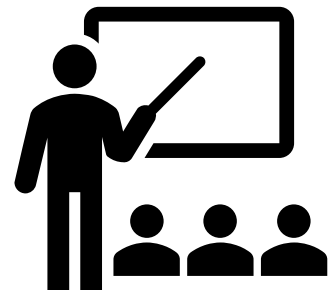
Responsible Relationships on Campus

Introduction

Welcome to the Three Trees Center for Change Responsible Relationships on Campus workbook. College can be a time of great learning, both inside and outside the classroom. This program seeks to equip you with both the knowledge and tools to be successful, as you explore the world of relationships during college.

How this Book will Help you Make Changes

This workbook is based on the idea that change require us to develop the Three Trees of Change. The first tree of change is **working with difficult emotions**. The second tree is **challenging thinking patterns** that are not helpful. The third tree is **aligning our behaviors** with our goals. Each of the assignments in this book is going to be tied to one or more of these trees. We would like you to get into the habit of thinking about each of these trees when you make decisions that do and do not move your life forward. We want you to wonder about the emotions you were able or unable to manage skillfully. We want you to develop awareness of the thinking patterns that supported your life and the ones that created obstacles. We also want you to question each of your daily habits to ensure they are supportive of your growth and the growth of the people within your world.



Rules and Expectations of the Program

Rules and Expectations are the habits we need you to develop to be successful in this program. You can extrapolate this out into the daily habits you may need to engage in to be successful in the different goals you have for yourself and your college career.

There are two people who will be involved in your online course. The first is your Course Coach. This is the person from Three Trees Center for Change who will be guiding you through the process. This person is not affiliated with your university except through this program. The second person is your University Official. This is an employee of the school you attend who has asked you to complete this course and will be receiving updates to your progress as you move through the program.

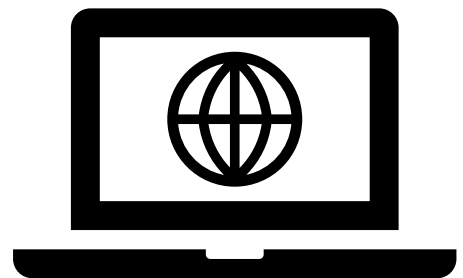
You will be completing this course through a three-step process. The first step is to complete enrollment which consists of contacting Three Trees and providing all necessary contact and referral source information, receiving your workbook, and setting up the next two steps. If you have received this workbook, then this step should be complete. The second step is to complete all the assignments in this workbook. **You cannot participate in the third step, if this second step is not done in its entirety.** The third step is an online session where you will present your responses and be challenged on your thinking patterns. Both steps need to be completed in their entirety with the approval of your Course Coach for you to successfully complete this program. If your responses show very little intention and thoughtfulness, or if you did not follow the directions exactly, you will be asked to repeat that portion of the course. Getting it done right the first time will save you a lot of time and frustration.

When completing assignments, you will need to follow the directions exactly. If it asks you to write four answers and you only write three, you will need to go back and redo that section. If it asks you to list two people and you only list one, you will need to redo this section. Make sure you follow all instructions provided if you wish to successfully complete this course. There may be a couple of directions included that are designed to test your ability to follow directions, so pay close attention! There will also be a lot of repetition and interweaving of similar concepts, for it is only through repetition that we learn new skills, habits, and thinking patterns.

You may find this course difficult at times, as it might challenge values and beliefs that you have held since you were young. Don't worry. This is a part of the change process, and while uncomfortable at times, this is necessary for growth and freedom. Typically, you will have a time frame in which you need to complete this course, so please check with your University Official to find out how much time you have to complete the course. Your University Official will be regularly updated on your progress so that everyone is on the same page as to how you are doing in the course. You should find out from your University Official what the consequences of not completing this course would be before you begin, so that you know exactly what you need to do and what will happen if you do not.

Additional Help

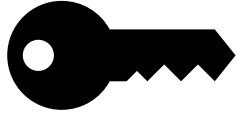
We want you to feel supported and encouraged on your journey. Your class should only be part of your experience. We encourage you to connect with us on social media, so that you can access support and educational resources during the week. We use Instagram and Facebook to engage clients in “Journey of Change” posts. Each of the theories supporting the exercises in this book is explained on our YouTube channel. We also have mindfulness recordings on our website to help people manage stress



and develop an increased focus. There is even a Harmful Habits Podcast that you can find on your preferred podcast provider to get a more in-depth look at how to make change a reality in your life. Some of the assignments may require you to access one of these resources to complete the assignment successfully, so take a minute and go to our website at **www.threetreescenterforchange.com** and learn more about how to support yourself using technology on this process of change. Also, feel free to call us at **(803) 207-0558** to receive help with the assignments or any of the technology resources.

Exercise 1

Laying the Foundations



Before you can get started with the class, we want to get a sense of how prepared you are emotionally, cognitively, and behaviorally for change to occur. Please read the following questions and answer fully.

1. Did you read all the introductory information that will help you understand how to be successful in this program? If not, please explain the emotions and thinking patterns that prevented you from doing so.

2. Which emotions in life seem to create the most obstacles for you?

3. Do you feel your choices impact other people, and if so, how?

4. Which behaviors would you like to engage in, that you currently are not?

5. What do you do when you realize a choice you have made has hurt someone else?

6. Whose responsibility is it to create a healthy, safe campus, and why?

7. What is a habit you wished you had picked up 5 years ago?

8. If someone had their private phone hacked and had pictures stolen from it, who is responsible, and why?

9. When you were hurt by someone else in the past, whose responsibility was it, and why?

10. Which emotions do you wish you did not feel, and why?

Write a paragraph about how you are feeling about this program right now and how likely you think you are to complete it successfully.

[illegible]

Exercise 2

Tell Us About You

For this lesson, we would like to learn more about you and your life on campus. We would like to learn about what motivates you in life. We would like to learn about where you live, who you live with, and what you like about your living situation. Our relationships can be incredibly complex. They can be the cause of a lot of our happiness and a lot of our problems in life. This lesson is designed to help you get a better sense of the strengths and obstacles that shape your relationships.



1. What motivated you to attend the school you attend? _____

2. What do you hope to do after school is complete? _____

3. What do you like about the school you attend? _____

4. Describe your living environment (do you live in a dorm, off campus, who with, and why)?

5. What do you like about your living situation and the people you live with, and why?

6. Are you currently in any relationships, and if so, please give us some basic details about this relationship, such as: how long it has existed, where the relationships is currently, and where you think the relationship is headed?

7. What are you proud of about your life? _____

8. What do you wish was different about your life? _____

9. Who is the person you most look up to in life, and why? _____

10. Why do you think you are in this program? _____

Exercise 3

Stages of Relationships

Every relationship goes through specific stages. Understanding these stages gives us a foundation for how to behave to secure the health of the relationship and to make sure everybody has the same expectations. Issues creep into a relationship when we misidentify the purpose of the stage of the relationship we are in and work towards inappropriate goals or handle the stage in inappropriate ways. We are going to begin by understanding each of these stages.



Honeymoon Stage

Description: The Honeymoon stage is the first period of a relationship when everything is new. Our brain is flooded with chemicals, limiting the effectiveness of our decision making, similar to being intoxicated by alcohol or other substances. The purpose of this stage of the relationship is to have fun. That's it. Just have fun and learn about each other's lives and the similarities you share. Remember, during this period, each person tends to just present their best selves. It is normal to think that you have so much in common and that you belong together and that you have never felt so good before. This is just a new relationship high, so enjoy the ride. Remember, some people just enjoy the honeymoon stage and do not want anything more serious. If this is you, be honest and open about this from the start, or as soon as it is realized. Another important challenge in the relationship stage is establishing consent. Because you do not know each other very well, the chance of consent being misunderstood is high. Consent needs to be talked about and understood by both parties from the first moment you realize you would like physical intimacy to be a part of the relationship.

Things to do: Just enjoy each moment and be as honest as you can, so that you get a good idea of who each other is and the types of goals you have. If you are honest about all this and refrain from commitment, you can choose to either separate if your interests and goals are different or move into the next stage. Establish consent and discuss what consent means to each of you (the next lesson will focus on this topic).

Things NOT to do: Do not make any commitment during this stage. Do not move in together. Do not get married. Do not have children. Do not merge bank accounts. Do not plan out the rest of your lives. The things you are feeling during this stage are natural and enjoyable but not necessarily good predictors of the qualities the relationship will need to survive and thrive. So just sit back and relax.

Problem Solving Stage

Description: The problem-solving stage is sometimes the opposite of the honeymoon stage. During the honeymoon stage, you tend to focus on everything you like about the other person and everything you share. In the problem-solving stage, we tend to focus on the differences we have and the things we do not like about the other person. These new dislikes can be

about the way they chew their food, the type of music they listen to, or more serious concerns about their friends and their family. If you have already made a commitment to the other person in terms of having a child together, and/or living together, this can be much more tricky to work out. However, if you went through the honeymoon stage without making any commitments, you can use assertive communication to navigate these differences and to determine if this individual is someone you are ready to make a commitment to.

Things to do: You want to map out all the areas of the relationship, both present and future, and take time to discuss your views on all the issues that come up within a committed relationship. You want to spend time with their friends and family and learn about their past relationships and how they ended. You want to learn if the other person can manage problems using assertive communication without falling into the pitfalls of passive and aggressive communication.

Things NOT to do: Do not ignore this stage. Do not make a commitment while you are going through this stage. This stage is necessary to make sure you and your partner are a good fit for each other. If you use negative coping skills such as passive or aggressive communication or avoidance to get through this stage, the consequences may echo through the remainder of your relationship.

Commitment Stage

Description: The commitment stage is when you have learned how to compromise together, and you have learned how to problem solve difficult issues. You know about each other's family of origins and related strengths and challenges. You are now ready to make a commitment to each other and have the resources to start a family or work on other projects as a functional unit, respecting each other's differences and independence and enjoying the similarities and support.

Things to do: Go ahead and make that commitment. Be aware of falling back into the problem-solving period and when you do so, be sure to use the tools you used the first time around to move back out of it. It is inevitable that you and your partner will cycle through the problem-solving period again and again as life brings new challenges, but each time, you should rest assured that you and your partner have the necessary strengths to overcome.

Things NOT to do: Do not get complacent. Do not get sucked into the patterns or routines of your responsibilities so that one or both of you starts feeling bored, taken for granted or unfulfilled. Keep expanding as a couple and making regular time to enhance the relationship, no matter what other responsibilities come along.

During College, you are probably going to have the most experience with the first two stages of relationships. If you have experience with the third stage, you may notice that as the third stage settles, in a healthy way, you can start to cycle effortlessly through all three stages.

Please answer the following questions.

1. Which stage are you currently in with your relationship, if any?

2. What are you enjoying about this stage?

3. Are you struggling with this stage in anyway, and please, explain how?

4. What do you need to remind yourself about this stage in order to successfully complete it?

5. What is the best way of setting expectations and gaining consent during the honeymoon phase of the relationship?

6. What stage have you struggled with most in the past, and why do you think this is?

7. Think of times you have been in the problem-solving stage in a relationship and what problem behaviors did you use in this stage, such as passive or aggressive communication, avoidance of problems, managing stress with drugs or alcohol?

8. In your last relationship, had you successfully completed the honeymoon stage prior to the problem-solving stage, and if not, how did it intensify problems during the problems solving stage?

9. Had you both successfully completed the problem-solving stage before you made commitments to each other, and if not, how did it complicate the commitment stage?

10. Do you think relationships in college should not go beyond a particular stage, and if so, which stage and why?

11. What do you do in a relationship if both parties have different beliefs about what stage they are in?

12. What are some signs in a relationship that both parties are successfully working through the problem-solving stage?

Exercise 4

HVO Cycle

The Hero-Victim-Offender cycle is one of the most important lessons in how people give up power to others and how others are manipulative within their relationships.

This cycle helps us see how drama and problems often emerge in our lives. By examining the separate roles and then how they combine, we can start to reduce the amount of drama and problems we experience in life. It is important to state that when we talk about people playing these roles, we are not talking about genuine victims, but rather people giving up control of areas of their life that are fully under their control.

Part 1: Definitions

Hero Role:

The hero role is where we feel we can fix and please other people. However, in doing so, we often develop expectations regarding what we expect in return. For example, we may do something nice for them and expect their appreciation, and when we do not receive it, we feel let down and like a victim.

Victim Role:

The victim role is where we feel helpless or powerless to fix what is upsetting us. We immediately see the problem as being caused by other people and we see them as worthy of our anger. For example, when the person we did something nice for does not express appreciation, we may feel taken advantage of.

Offender Role: The offender role is where we feel we have been wronged and are therefore, empowered by the universe to punish whomever we feel has wronged us. This includes using physical, verbal, emotional, and other forms of abuse to accomplish our aims. By punishing people, we often create more drama in our lives and keep the cycle spinning.

Part Two: Putting it all together

Imagine you meet someone, and you start dating. Imagine that they tell you one evening that they are struggling with their rent payments, so you suggest, just to help them out, that they should move in with you to save some money. You tell them not to worry about money, as you have it all covered (**Hero Role**). The next thing you know, you are going to school and working all the time to pay the rent and your new roommate is living for free, filling their days with soap opera re-runs and drinking with their friends. You start feeling as though you have been taken advantage of and as though you had no responsibility in setting up this problem (**Victim Role**). You then decide to get your revenge, so you come home one day and in front of their friends tell them a bunch of embarrassing information that you know

your significant other did not want you to share. When your significant other asks why you are doing this, you tell them they deserve it for taking advantage of you (**Offender Role**). You and your new roommate now start a feud where you switch places between victim and offender role as the drama escalates. You then meet someone new, who is also in a bad situation, and you offer to help them out. A new cycle begins.

Part Three: How to Escape the Cycle

- The only way to avoid the drama cycle is by focusing on yourself in a healthy, non-selfish way.
- When you do something for someone else, check your expectations for any future resentments.
- If you identify any, think twice about the help you are providing. Thinking about these expectations can help us avoid the hero role.
- The same is true with the victim role. Examine parts of your life where you feel helpless and test this against reality. For example, if you are thinking "She never appreciates me," can you recognize that maybe this person does appreciate you, but shows it in different ways?
- Sometimes, we must realize the limitations and strengths of people around us without turning each difference into a feeling of resentment.
- If we continually feel resentful, we are going to spiral into the offender role.
- To avoid the offender role, seek to learn from your experiences, so that situations where you have been wronged become learning experiences rather than opportunities for more problems to come into your life.
- If someone has not appreciated you in the past when you did something nice for them, think through this before you go out of your way for them again. Can you do this kind thing without expecting any kindness in return? If the answer is no, then it may be better to hold off on doing the kind act until you have worked through your need for others to return kindness in the manner in which you require it.
- Remember that the only way to manage the HVO cycle is to focus on your own emotional boundaries and to make sure you do not overextend them.

1. Please explain the hero role and provide some examples from your own life of how you have played this role.

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2. Please explain the victim role and provide some examples from your own life of how you have played this role.

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3. Please explain the offender role and provide some examples from your own life of how you have played this role.

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4. Do you find that in your relationships, you tend to date people who seem to play the same role, and if so, which role?

5. Which of these roles has created the most problems in your life?

6. Please explain how playing one role will automatically lead you to playing the other two roles using examples from your own life.

7. Growing up in your family of origin, which of the 3 roles would your caretakers play, and how did it make life challenging for you?

8. Explain how you plan to use your understanding of the hero-victim offender-cycle to avoid relationship drama in the future.

Exercise 5

Consent and Relationships

Relationships have many areas where consent is required. It is important to understand that as a relationship grows, we will need to keep communicating rather than assuming consent to each of these different areas. Consent is one of the first things we should establish in any relationship. Most people only associate the word consent with sexual behavior; however, there should be consent in many areas of a healthy relationship.

1. Sex: As we mentioned, people are often familiar with consent in terms of sexual behavior. For anyone who is not familiar, consent means that both parties agree to the sexual behavior occurring and that both parties are able to provide consent, meaning they are of age, not under the influence, and not being coerced or threatened into the behavior. In terms of relationship, consent also implies that both parties are being honest about their relationship. If the relationship is exclusive and one person is being unfaithful, we would consider that going against the consent and consider it a type of violence. People often engage in sexual behavior without knowing each other very well yet, which can create some serious issues with consent. It is your responsibility in any relationship, new or old, to make sure you have received verbal consent for any sexual behavior and also be open to that consent changing at any time. You should also be aware of body language and other factors that may imply the person, even though verbalizing consent, now feels differently.

A. What negates consent for sexual behavior, even if it is provided verbally? _____

B. How do you establish consent prior to sexual behavior with someone? _____

C. What should you do when you are unsure about the level of consent during sexual behavior? _____

2. Honesty: How much honesty is there in your relationship? Have you ever thought about honesty as a consent issue? Lack of honesty and use of omission (hiding certain information) creates serious issues with trust, as it prevents the other person being fully informed before they provide consent to an area of the relationship. This lack of trust can seriously damage an otherwise healthy relationship and create all sorts of conflict. If you are not honest in a relationship, either

new or old, and withhold information that the other person may be using to offer consent to a part of the relationship, then you are voiding that consent. People must be fully informed to provide you consent and your lack of honesty can prevent consent from being established.

A. How is honesty related to consent? _____

B. How do you engage in a relationship with someone who struggles with honesty? _____

C. Do you use different levels of honesty at different stages of the relationship, and if so, why? _____

3. Free-Time: People often have not thought about how they and their partner use their free time and this part of the relationship normally exists based on unspoken rules, without the verbal consent of either partner. Because of this, there can often be a lot of unfairness in how a couple spends their free time, both individually and together. The use of free time can be a symbol for unbalance and power disparities within a relationship.

A. Do you mind how your partner spends their free time? _____

B. Do you let your partner know what you are doing when you are not with them? _____

C. Do you have any double standards in your expectations around free time? _____

4. Emotions: Partners are often very different in how they express emotions. This can result in one person deeming their emotional expression more appropriate and the right way to display emotions, and the other person wrong for using their natural emotional expression. Without talking about it and learning about it, each of you may never truly know your partner and may fall into the trap of thinking your approach is naturally better, rather than just different. Consent in this area is the permission to be oneself and for the other person to accept you as you are. You have choices about whether or not you choose to be with someone, but you do not have any control over how people express themselves emotionally if you do choose to be with them.

A. What expectations do you have for how your partner communicates emotions? _____

B. Have you ever not felt safe communicating how you feel in a relationship, and if so, why?

C. What emotions are you not comfortable with other people expressing and why? _____

5. Social Media and Technology: Social Media creates a lot of problems in campus relationships. We ask people to discuss social media as the relationship progresses and moves into the problem-solving stage to learn about the expectations that each person has regarding their own and their partners social media use. This includes what each person would see as a violation of their privacy and even hostile social media use. Social media is a big part of our communication these days, and just like with all communication, we need to discuss our boundaries and what we would expect our partner's boundaries to be too. This does not mean that the other person needs to adopt out boundaries, rather it gives us the opportunity to identify areas we are compatible, and areas we are not, and to negotiate what we can, and to let go of relationships when we cannot.

A. What expectations do you have around social media in a relationship? _____

B. How do you respond if the other person chooses to ignore these expectations? _____

C. Do you have any double standards when it comes to your social media expectations?

6.Consistent Relationship Rules: One of the challenges we often see with relationships on campus is that people have double standards. One of the most important aspects of relationships should be that both parties wish the best for each other and care and support each other in the same way they would want to be cared for and supported. However, what we often see is that individuals can expect their partner to follow rules that they have not even set for themselves. For example, you may not want your partner flirting with people of the gender they are attracted to, yet you are very comfortable receiving and providing attention to people of the gender you are attracted to. We need to be honest and transparent about these double standards and take some personal responsibility to make sure the relationship is fair and very supportive of both people's individual interests and goals. It is not a big deal if we meet someone who has different expectations than us as learning what we are comfortable with and communicating that is a big part of learning about healthy relationships.

A. How do you set boundaries within a developing relationship? _____

B. How do you change boundaries as the needs of the relationship change? _____

C. How do you respond to people crossing boundaries within a relationship? _____

Exercise 6

Substance Use and Relationships

During our college years, people may find themselves experimenting with different types of substances in order to have fun, connect with others, or explore an altered consciousness. However, when substance use mixes with relationships, there can be a considerable cost. To self-assess your own substance use, please fill in the blanks in the following paragraph. Note: we would consider alcohol a drug.



My favorite substance is _____. I first used this drug when I was _____ years old. _____ introduced me to the drug and the first time I tried it, I felt _____. When I was using this drug, the most I was probably using about _____ times a _____. The last time I used this drug was _____. The thing I like most about using this drug is _____. I have regretted doing the following things while high/drunken (1) _____ (2) _____ and (3) _____. My use of this drug has impacted my family by _____. I have had the following legal problems because of this drug _____. I have had the following job related problems because of this drug _____. If my younger brothers or sisters or children ever wanted to use this drug, I would tell them that _____. This drug has probably cost my family about \$_____ in order to buy it, in lost wages, court fees, lawyer bills, and treatment costs.

The Spectrum of Substance Use:

People often think about substance use in a binary way. This means they typically view themselves as being in one of two categories: 1. Having a problem. 2. Not having a problem. These two categories do not represent the many different levels of substance use that exist. A more effective way to look at substance use is to ask yourself the number of and intensity of the problems you have had in life related to substance use. This does not even have to be your own substance use but could be that of a partners or family members. When we think in this way, we can get a much clearer sense of how substance use has impacted our life. Looking back at this assignment, think of all the problems that your substance use or the substance use of people close to you has brought into your life. Then put a number on it from 1 to 10. 1 being no impact of substance use on your life and 10 being a very high level of substance use impact on your life.

What is your number and why: _____

Exercise 7

Dropping the Thinking Errors



Many of our harmful decisions are made based on faulty beliefs. Faulty beliefs are beliefs that do not accurately reflect reality. An example of this might be an individual who drinks and drives because they feel they drive better under the influence. Because these beliefs are not accurate, they prevent us from making decisions that move our life forward. It is like using glasses that have lenses that are cracked and dirty, preventing us from seeing things clearly. We develop these thinking errors based on bad information from friends or family or from false confidence due to not yet having experienced consequences for our decisions. Below are some thinking errors for you to think about and then revise by writing a more accurate statement. Here is an example:

Thinking Error: I drive better under the influence.

Replacement: It is proven that with each drink, reaction time decreases. This means that drinking alcohol and driving is going to put me and others in danger through a decreased reaction time to events while driving.

Thinking Error	Replacement
I am special, and therefore, don't need to follow the rules like other people.	
I am in trouble because the whole world is against me.	
The rules make no sense, so why should I follow them?	
People are just so sensitive these days.	
If they don't say no, then this means they are having fun.	
If we are in a relationship, then I have an expectation for how much sex we should be having.	

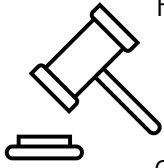
Think about the thinking errors that have created trouble in your life. Write them below and then fill out the boxes to see the connections between your thinking errors and the

consequences of your thinking errors. Finish this exercise by focusing on how you could replace these thinking errors with other thoughts.

Your Thinking Error	Consequences	Replacement Thought

Exercise 8

Definitions of Violence within Relationships



People are often confused about the types of behavior that are illegal in relationships. While we are not lawyers, this lesson is going to provide you some basic guidelines for making sure your relationship behaviors are in line with the legal system. You may be surprised that many common behaviors used in on campus relationships are out of step with legal guidelines and subject the individual to legal involvement. This assignment seeks to clear up any misunderstandings and provide you with a clear picture of what a healthy, legal relationship looks like.

There are 2 different parts of relationship we are going to look at, the first is relationship violence and the second is consent.

Relationship Violence

With relationship violence, the law in most states has 2 parts to it. The first part normally focuses on the types of behaviors that would be considered domestic violence and includes harm, threats of harm, intimidation, stalking, harassment, and control. The second part focuses on the relationship between the two individuals and normally includes married couples, dating couples, couples who were once in a relationship but no longer are together, and people who have a child together.

Consent

The consent laws in most states require clear, verbal consent for the behavior we are choosing to engage in with both parties being sober, of age, without limited cognitive abilities or under any duress or coercion.

In the following examples, please explain why a behavior may be at risk for crossing a legal threshold.

1. Alberto yells at his girlfriend and uses profanity during their arguments.

2. Joe has been drinking at a bar and meets a female who has also been drinking and they decide to go home to have sex.

3. Beth thinks her date wants to have sex even though he never really consented to it and seems a little uncomfortable, but she continues anyway, as she really wants to have sex.

4. Brittany throws items at the wall right next to her boyfriend's head to voice her anger at his choices.

5. Fred and his partner have had sex before and are starting to have sex again when his partner initiates that he no longer wants to have sex. Fred continues anyway as they had already started and feels if they are in a relationship, it is not a big deal.

6. Casey meets a male at a club she goes to and figures that everybody there is in college so the male must be old enough to consent, and so engages in sexual behavior with him, without knowing his age or the age of consent in the state she is in.

7. John has naked pictures of his partner, and when they break up, he puts the pictures online to embarrass them.

8. Alfred takes his girlfriend's phone away from her during an argument when she wanted to call a friend to come get her.

9. Fred is a senior on campus and mentors a group of first year students who are all of consenting age. He implies to them that if they engage in sexual behavior with him, he will help them out on campus. He also implies that if they do not engage in sexual behavior with him, he will make their lives challenging.

10. John's girlfriend tells him she does not want to have sex, so he keeps pressuring her and pressuring her until she "gives in."

11. Olivia's partner breaks up with her, so she harasses him online and gets others to join in, verbally abusing him through social media.

Exercise 9

Habits


Habits are behaviors that we have repeated so often that they become automatic. Habits are important, as they save the brain from having to think through every small decision. While habits have their upside, they also have their downside. If you develop automatic behaviors that are harmful, it can be hard to drop these habits and develop new ones. Some researchers say that habits make up 95% of our daily behavior. So, because habits make up so much of our daily behavior, and because they have the potential to impact our lives positively and negatively, it is important that we examine them and make changes where we see we need to.

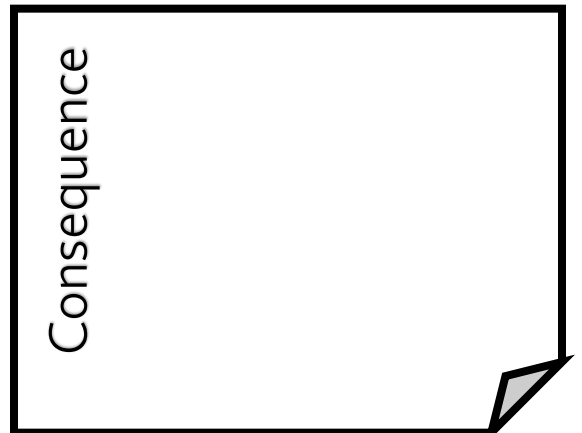
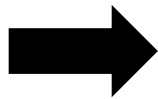
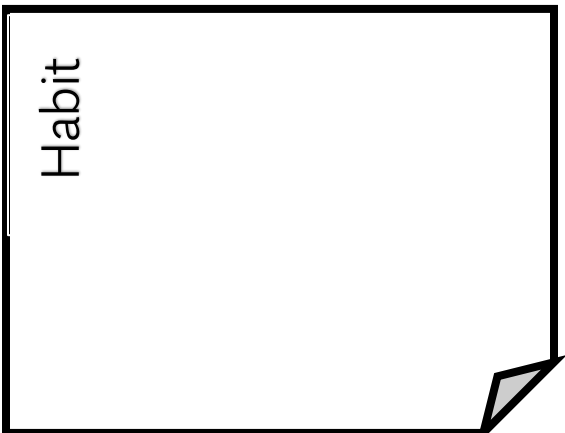
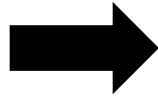
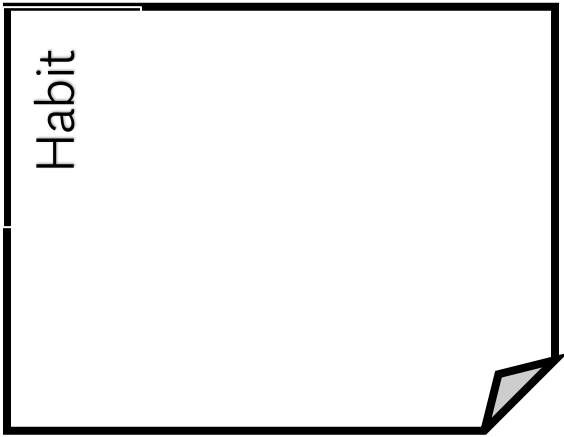
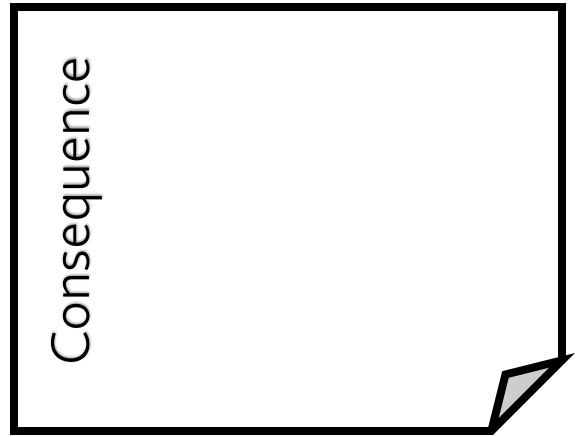
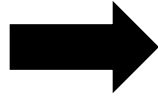
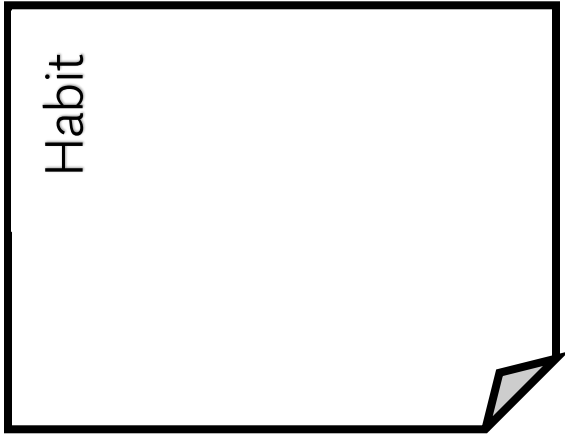


Our day-to-day habits are the reason that some people reach their dreams, while others never seem to get a start at following them. For example, one baseball pro who was interviewed in a newspaper, stated that since a young age, he has been playing and practicing baseball an average of five hours a day. He knew from an early age that he really enjoyed this sport and the more he made the sport a daily habit, the better he got at it. He is now making a good living and doing what he loves because of these habits.

On a sadder note, an inmate I spoke with recently developed habits early in life that have now cost him 15 years and counting. He states that from an early age, his daily habits focused on how to bend and break the rules without being caught, and on using other people for his own benefit. He stated that for a long time, he felt that everyone thought and acted this way, and it was not until he had to give up 15 years of his life, that he had the time to think about these daily habits and make some changes.

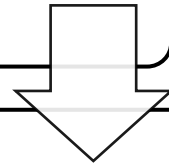
Think about some of the unhealthy habits that you have had and the consequences of them. In the spaces provided, draw or write a brief description of the habit and the consequence:

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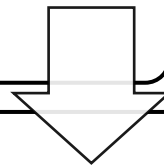
Once we get rid of old habits, we must replace them with new ones that are going to move us in the direction we want to go. Think about the goals you have for yourself and the habits you would need to get there. Draw these habits in the spaces provided and note the goal that each habit is moving you towards. Remember, habits are daily behaviors that you need to repeat until they become automatic. Make sure each habit you write down is a daily repetitive, observable, and measurable behavior. As an example, doing more exercise is not a habit, but exercising every day for 30 minutes is.

New Habit:



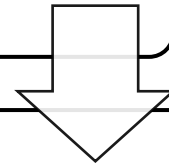
Goal:

New Habit:



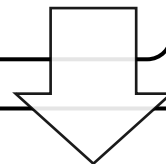
Goal:

New Habit:



Goal:

New Habit:



Goal:

Remember that at first, these habits are going to feel uncomfortable because the human brain does not like change and is programmed to repeat patterns; just like a train running on its tracks. So, any time you try to break these patterns, your brain is going to resist. To break through this resistance, you must keep focused on the importance of making these changes. What is one word that reminds you why you want to make these changes:

Exercise 10

Communication



Communication is the foundation of any healthy relationship, whether you have known the person for three minutes or three years. There are 3 main communication styles that people use. We will discuss each style with an explanation of its pros and cons.

Passive Communication

- When we use this communication style, we often put the rights of others before our own, minimizing our own self-worth.
- People typically use passive communication to minimize short term drama: such as agreeing with someone, so as not to cause conflict even when we do not agree at all.
- When we use passive communication, we prevent other people from really understanding how we feel, which can then create long term confusion.
- It also prevents us from fixing situations, and so, can cause a lot of long-term resentment, leading us to boil over and erupting at others.
- People who use a lot of passive communication, often consider themselves easy-going, when in reality, passive communication creates a lot of long-term confusion, resentment, and frustration, which they rarely connect to their communication style.

Aggressive Communication

- Aggressive communication is when you speak your mind without concern for the rights, feelings, or sensitivities of others.
- People who use aggressive communication often feel they are speaking up for the truth and that they have ownership over what the truth is.
- They sometimes use sayings that represent this like, "Well that's just the truth and if it upsets you, then that's your problem."
- Or "if you cannot handle the truth, then why did you ask for it?"
- People use aggressive communication because it is easy to use without much thinking required and it provides an adrenaline surge and a feeling of power.
- The problem with aggressive communication is that it prevents you from seeing that people have stopped listening to you and that people either stopped providing you their honest opinion or that they just avoid you altogether.

- People who use aggressive communication often end up feeling isolated and untrusting of others, but often fail to see this is because of their preferred communication style.
- A bigger problem with aggressive communication is that it often prevents consent from being freely given.
- Aggressive communicators often do not see how their style of communication can be coercive and negate consent provided by other parties who felt intimidated and threatened by the style of communication.

Assertive Communication

- Assertive communication is where we speak the truth in a way that is considerate of how others feel.
- In doing so, we allow our voices and opinions to be heard and understood, preventing the buildup of resentment.
- Assertive communication can be challenging and takes a lot of practice.
- People who typically use aggressive communication, have to practice kindness and patience when learning assertive communication.
- People who typically use passive communication, must practice being open and honest in developing their communication style.
- While assertive communication takes practice, energy, and the ability to tolerate short term discomfort, the payoff is huge.
- By using assertive communication, people will better understand your needs, preferences, and boundaries, and they will be more able to share their own.

Here is an example of all three styles that a client recently experienced:

Crissy and Lisa were roommates who shared an apartment together. Lisa did not clean up as much as Crissy. Crissy always told Lisa it was no problem, as she was slightly intimidated by how direct Lisa was. On the inside, Crissy was becoming more and more frustrated. One day, when Crissy came back to her dorm room and found that Lisa had left a bunch of stuff all over the room, she felt her anger boiling over. When she tried to talk to Lisa about it, Lisa was unable to speak to Crissy in a kind and understanding way. Instead, she just told Crissy that this was her problem for not speaking up sooner and if she did not like it, that was her problem. An altercation ensued that brought them into our services.

After a few meetings, they were able to develop an understanding of how Crissy communicating in passive ways led to problems not being dealt with and going unresolved. Lisa learned that her aggressive communication style led to people not wanting to discuss problems with her, and that if she was going to make friendships and relationships work, she

needed to learn the necessary skills to both listen and to share with others. After some time and some practice, they started having casual weekly meetings where they would share what the experience was like for both of them and make small adjustments to keep the living situation going smoothly. In the beginning, Crissy had to focus on being honest about what she was feeling, and Lisa had to focus on being understanding and listening with patience. They ended up moving off campus after the first year in the dorms together and spent the rest of the college years as roommates, which they both stated they never saw happening in those early days.

Review the previous information with someone who cares about you before answering the questions below:

1. What type of communication did you both agree that you use?

2. Why do you both think you use this style of communication?

3. What problems has this communication style created in your life?

4. Where do you think you learned this communication style?

5. What are three things you would have to remember to develop a more assertive communication style?

6. Someone you go on a first date with tells you they absolutely love a type of music that you cannot stand. How could you tell them this in an assertive way that does not take away from the flow of the date?

7. You are spending time with a friend when he makes a racist comment. What would you tell them?

8. You feel as though your roommate is not doing their share of the housework. What would you tell them or do to manage this problem?

9. Your roommate tells you that they don't mind where they go to dinner, but then they keep telling you "no" to all the places you suggest. What would you tell them or do?

10. Someone asks you if you can give them a ride home, but you are on a tight schedule and are going a completely different way from them. What would you tell them?

11. You are about to engage in sexual behavior with someone and notice that even though they provided verbal consent, they now look a little uncomfortable. What would you do?

12. You are in a new relationship with someone you are starting to like a lot and you are beginning to realize that the person is very controlling. How would you respond?

Remember that assertive communication takes practice, so be sure to be patient with yourself and take advantage of every communication as an opportunity to practice becoming more assertive.

Exercise 11

Mindfulness, F3, and R2



One of the problems that occurs when we get angry is that we tend to get caught up in our thoughts. As we get caught up in our thoughts, they tend to engage our emotions. As this whirlwind picks up speed, we tend to lose focus and we tend to act out in ways we would not if we were feeling calm and balanced.

There are two types of nervous systems that explain this. We have a sympathetic nervous system that is responsible for alerting us to danger and then preparing the body to either fight the danger or run from the danger (or even pretend to be dead). This is called our fight, flight, freeze (F3) system. It is an evolutionary carry-over from when most dangers were physical, and we had to do a lot of fighting and running and freezing. Today, the types of things that trigger our F3 are not effectively managed by either fighting, running, or freezing, yet our sympathetic nervous system has not yet caught up and still responds in the same ways it always has. To understand the F3 system, watch a national geographic show where a prey animal is being chased by a predator. The prey animal has had its F3 system triggered, allowing it to run as fast as it possibly can to increase chances of escape. It is easy to see how this is not helpful in managing bills, upcoming school exams or challenging relationships. These days, we spend a lot of time having our F3 systems triggered, which overtime can prevent us from ever slowing down or feeling safe. As a result, we stay on edge all the time ready to run or to fight.

We have another process in our body called the relaxation response (R2) or the parasympathetic nervous system. This system is what happens in a nature documentary when the prey animal escapes from the predator and the prey animal goes back to eating and resting and healing its body. We can actively trigger this parasympathetic or relaxation response by certain practices. A very promising practice that helps with this is often called Mindfulness. Mindfulness can be an umbrella for a lot of different beliefs and practices but in its most basic form, it is paying attention in the present moment without judgment. While this may sound easy, it can be very challenging to do because we are constantly wanting to activate our fight or flight nervous system to try to get ready for all the real and imaginary dangers we see in the world.

Perhaps one of the easiest ways of activating the R2 and calming this storm before it picks up too much speed is to drop into our bodies. We can do this through a variety of mindfulness techniques that we will explore in this lesson. This lesson is a bit different than all the others in the course, as it requires that you take some time and really explore the practices described. Be warned, it could take a few days or up to a lifetime to master this approach. But do not be too overwhelmed, as most people find that they can quite quickly receive stress reduction by practicing these activities.

When we practice mindfulness, the goal is to have no goal. We are trying to activate a different part of the brain than we usually use. We are trying to move away from the goal orientated, controlling the side of the brain, and move towards parts of the brain that can help you sit comfortably in the present moment with whatever you may be feeling.

So, this is another part of mindfulness: the ability to pay attention to the present moment. You may have started to realize that anger is all about the past or the future and wrongs we imagine have happened or will happen. As you practice mindfulness, your only job is to be in the present moment with whatever your experience is, and each time your brain attempts to move into the future or the past, you just gently pull it back to where it is right now. On our website, you can find 4 guided mindfulness exercises. Pick one, sit comfortably and enjoy. These can be found at www.threetreescenterforchange.com. After you have listened to this mindfulness exercise, please answer the questions below.

1. How difficult was it to keep your brain focused on the present moment?

2. What were the different thoughts that came up during the ten-minute exercise?

3. What were the different feelings that came up during the ten-minute exercise?

4. Do you feel that this type of daily exercise would be helpful for you?

5. What kinds of things do you do each day that trigger the fight-or-flight part of your nervous system?

6. What are some things you do each day that help trigger your relaxation response?

7. What could you change about your day to trigger your relaxation response more regularly?

8. Who are some people, places, or things that need to be avoided to minimize how often your fight-or-flight gets triggered?

9. When your fight-or-flight does get triggered, what are 3 things you can immediately do to help trigger your relaxation response?

10. What is the effect of gratitude on your relaxation response? (Perhaps to find out, spend some time thinking about your heart and how beats regularly, without too much issue, day-in and day-out for all of your many years of life).

11. Do you think you spend more time in your day thinking about threats to your future, or thinking about the gratitude for all that you have?

12. Make a list of the top 5 things you feel grateful for:

13. Did making the list change how you felt, and if so, how?

Exercise 12

Think About Your Priorities

Our behaviors are governed by the things we feel are important to us. For example, if I think my family is important, I will make sure I do everything I can to support them and prevent them from suffering. Make a list of the things that are important to you in descending order (most important would be #1, least important #5). Remember to put your most important item at the top:

Priority #1
Priority #2
Priority #3
Priority #4
Priority #5

Now, let us test these priorities. If these things are important to you, then you would spend each waking moment tending and supporting them. For example, if playing video games was your number one priority, it would make sense that you spend eight hours a day playing. However, if you are stating that your school success is your number 1 priority, but you spend 8 hours each day playing video games, then there is a conflict in your thinking.

Do the above priorities match your daily behavior choices (please explain your answer):

At the time that the problem occurred that brought you into this class, what were your priorities?

Priority #1 that got me in trouble

Priority #2 that got me in trouble
Priority #3 that got me in trouble

When we have this conflict of priorities, we have to sit down and really think about what we want. We cannot have it all. We cannot have both the illegal lifestyle and freedom. At some point, we have to make a commitment to a set of priorities that will help us make positive decisions.

Each priority takes a sacrifice. For example, if I want to be healthy, I must sacrifice eating fast food that I may really enjoy. Revisit your top 5 priorities and in the space provided below, detail what you would have to sacrifice.

Priority #1:
What I would have to sacrifice:
Why the sacrifice would be worth it:
Priority #2:
What I would have to sacrifice:
Why the sacrifice would be worth it:
Priority #3:
What I would have to sacrifice:
Why the sacrifice would be worth it:
Priority #4:
What I would have to sacrifice:

Why the sacrifice would be worth it:

Priority #5:

What I would have to sacrifice:

Why the sacrifice would be worth it:

As you move forward, continue to think about these conflicting priorities and the decisions and sacrifices you will need to make to make your dreams a reality.

Exercise 13

Red Flags and Risky Situations



When problems enter your life, they typically do not come out of nowhere. There are patterns and warnings leading up to the event that in retrospect, we perhaps should have paid more attention to. This lesson is going to help us better understand how to predict problems happening before they occur.

(1) No Problems -> (2) Red Flag -> (3) Risky Situation -> (4) Problem

Luckily, there is a way to prevent this. You can avoid future problems by being aware of these four steps and responding in the right way at the right time.

1. **No Problems** is when everything is going well.
2. **Red Flags** are warning signs that if we do not take action, a situation could progress towards a problem.
3. A **Risky Situation** is where we have not taken action and have limited control over whether or not a problem will emerge.
4. Then, based on factors outside of our control at this stage, a **Problem** may evolve.

One of the main challenges in spotting red flags and risky situations is False Confidence. False Confidence is a type of thinking error where we believe because a habit has been harmless in the past, or has yet to create problems, that it never will. This false confidence leads to an increase in frequency and intensity of the behavior, leading to a problem eventually emerging. Driving under the influence is a classic example of the role of false confidence.

For the following situations, identify what the red flag or risky situation is telling Antonio might happen if he does not acknowledge it, and what he should do if he does acknowledge it:

Example:

Situation: Antonio has a meeting with his boss at work, who tells him he is not performing up to the level they were hoping he would when they hired him.

The Red Flag: This is a red flag because if he does not follow her recommendations, his employment may be at risk.

A Good Response: Antonio needs to hear what she has to say, ask for suggestions, and then follow through on all recommendations if he wants to stay employed. Now it's your turn...

Situation 1: Antonio is telling his cousin who smokes a lot of weed how stressed he feels.

The Red Flag:

A Good Response:

Situation 2: Antonio is getting frustrated with his partner, and they still have 20 minutes left in the car ride together.

The Red Flag:

A Good Response:

Situation 3: Antonio is about to engage in sexual behavior with his partner, but they do not look engaged in the intimacy.

The Red Flag:

A Good Response:

Situation 4: Antonio is sitting on the couch while his partner is yelling at him, and he feels his body start to tense up and the temperature rising.

The Red Flag:

A Good Response:

Situation 5: Antonio meets someone at a bar who has been drinking and they suggest that Antonio take them home and have sex together.

The Red Flag:

A Good Response:

Now that you know how to spot red flags, use the following boxes to **draw** your personal red flags that are signs you are moving back into old behaviors, and then **write** the best response to them.

Personal Red Flag 1:	Response:
Personal Red Flag 2:	Response:
Personal Red Flag 3:	Response:

As you go through your week, start making a mental note of all the red flags you see. If you are alert and serious about getting free of the legal system, you will probably see many of them each day.

Journey of Change:

For the remaining assignments we are going to ask you to begin interacting with our Journey of Change posts through Facebook or Instagram. If you do not have social media please let us know so we can supply these posts to you directly. For each of the next assignments we want you to state which journey of change post you found interesting and what your response was.

Journey of Change Post Question: _____

Journey of Change Post Response: _____

Exercise 14

Power and Control Ladder

One misconception about anger and power and control is that the way people express anger is inherited and cannot be changed. People are not born with set and specific ways of expressing anger. Genetics may indicate that some are likely to experience feelings of anger, depression, etc.; however, the ways in which anger is expressed is learned behavior. This means that appropriate ways to express anger can be learned.

Anger tends to go through similar stages for everyone and behaviorally, turns towards a need to escalate up the power and control ladder. Each time we handle the level of anger in unproductive ways, we step up to the next level. We are going to begin this exercise by reviewing each step on the power and control ladder and seeing if you can recognize the times that you have felt this way.

Step 1: Passive Anger
The first step on the anger ladder is where we start feeling annoyed with someone for some small reason, and rather than express this anger to them or take some time out to process the anger, we may try to communicate to them that we are angry through passive means, such as giving them the silent treatment. This tends to create resentment in the person at whom we are angry, which then escalates the situation to the next step.
Step 2: Blaming and Shaming
This is where we start making comments to the other person to try to make them feel badly for what we feel has upset us, in an effort to motivate them to fix the problem. The only result is to alienate the other person and increase the confusion and frustration within the situation. Comments can review many years of perceived wrong doing, such as, "This is just like that time ten years ago when you forgot my birthday; you have always been neglectful and cold."
Step 3: Fussing and Cussing:
At this stage, voices are raised over conversational level, and people start using profanity. They become increasingly hostile and difficult to respond to, using irrational thinking. They may become subject to law enforcement sanctions.
Step 4: Demanding and Commanding
The hostility is focused on controlling the other person, with statements such as, "You are not going anywhere tonight," or "You are not leaving until we finish this argument." This level of hostility is completely unacceptable and definitely subject to law enforcement intervention.
Step 5: Intimidation through Actions
The hostility is focused on making the other person feel afraid, so that they will acquiesce to your demands. The angry individual may slam a door, throw a phone at a wall, break a picture frame, or punch a hole in the wall.
Step 6: Controlling Movement

At this stage, the verbal demands and commands have turned into physical force, which is used to back up the demands and commands. Instead of someone telling the person they cannot go out, they are physically preventing them from going out.

Step 7: Controlled Physical Violence

This is where an individual chooses a certain level of violence, even if they pretend like they did not. For example, if you ask an individual who hit his friend why he did not stab her, he may respond, "Are you crazy? Who stabs their friend?" When one might wonder who hits a friend, in their statement is the admission that part of them is okay with violence towards friends. Although the individual may act as though they were not in control, the type of violence used is thought out and planned.

Step 8: Uncontrolled Violence

This is a level that few individuals ever reach and is where an individual engages in violent behavior without any form of control. Many individuals will claim to have exhibited this level of violence, but, most of them exhibited Step 7, the Controlled Physical Violence level.

Questions:

1. What is the highest level you have been to on the anger ladder?

2. What is the normal level you go to during a disagreement with someone?

3. Which level is unacceptable to you, and why?

4. Which level brought you into this program?

5. Which is the most challenging level of anger for you, and why?

6. What level do you wish you would not go beyond when you are feeling angry?

7. When was the last time you were at a level 2, and what coping skill did or would have helped?

8. When was the last time you were at a level 3, and what coping skill did or would have helped?

9. When was the last time you were at a level 4, and what coping skill did or would have helped?

10. When was the last time you were at a level 5, and what coping skill did or would have helped?

11. When was the last time you were at a level 6, and what coping skill did or would have helped?

12. When was the last time you were at a level 7, and what coping skill did or would have helped?

13. When was the last time you were at a level 8, and what coping skill did or would have helped?

14. What are three ways you can use the anger ladder to better manage the way you work with your anger?

15. What are three ways you can use the anger ladder to better manage the way you work with other people's anger?

Journey of Change

Journey of Change Post Question: _____

Journey of Change Post Response: _____

Exercise 15

Stop Before You Act

A lot of decisions in life are based on emotions, which can sometimes be helpful and sometimes be harmful. One of the helpful things is to balance our emotions with the consequences of our actions. We want to act thoughtfully, rather than react emotionally. For those of us who make most of our decisions based on our emotions, this can take a lot of practice. Here is a basic decision-making model, called the ABC model.



Acting Thoughtfully > Reacting Emotionally

A stands for Activating Emotion, which means the feeling that triggered the desire to make a behavior choice.

B stands for Behavior Choice.

C stands for the Consequences of the behavior choice.

When we feel emotions, we sometimes choose behaviors based on this emotion, and then have to deal with consequences. What would be more helpful is if, despite what we are feeling, we could identify the consequences we would like and then choose the behaviors we need to get those consequences.

Let's look at an example of how this works on a basic level.

When I feel angry (**A**ctivating emotion) that someone cut me off in traffic, I often want to cuss them out (**B**ehavior choice). Previously, this has led to fighting and getting arrested (**C**onsequence).

Part One: Fill in the following sentences to gain some insight into how making decisions based on consequences we want rather than the emotions we are feeling, changes behavior choices.

1. If I felt embarrassed by my partner in public, I may want to act out by _____

_____, which would

probably bring about the following problems _____

_____. However, the consequence I would want

would be _____, which would require that I make the following behavior choices _____

_____.

2. If I felt like my partner was ignoring my texts, I may want to act out by _____

_____, which would

probably bring about the following problems _____.

However, the consequence I would want would be _____,

which would require that I make the following behavior choices _____

_____.

3. If I felt jealous of my partner talking to others, I may want to act out by _____

_____, which would

probably bring about the following problems _____.

However, the consequence I would want would be _____

which would require that I make the following behavior choices _____

_____.

4. If I felt frustrated that my partner was not listening to me, I may want to act out by _____,

_____.

which would probably bring about the following problems _____.

However, the consequence I would want would be _____,

which would require that I make the following behavior choices _____
_____.

5. If I felt like my partner was cheating, I may want to act out by _____
_____, which would
probably bring about the following problems _____.
However, the consequence I would want would be _____,
which would require that I make the following behavior choices _____
_____.

6. If I felt hurt by my partner, I may want to act out by _____
_____, which would
probably bring about the following problems _____.
However, the consequence I would want would be _____,
which would require that I make the following behavior choices _____
_____.

Part Two: Please review the following questions and answer fully.

1. In the past, what types of emotions have led to poor decision making on your part?

2. What kinds of emotions have helped you to make decisions that are more helpful to your life and your goals?

-
-
3. Is there a pattern in the types of places you often make decisions that are harmful, and what can you do about this?

-
-
-
4. Is there a pattern in the types of places where you often make healthy decisions, and how can you use this information to build a pattern of healthy decision making?

-
-
-
5. Do you find there are certain activities that you engage in that often lead to poor decision making, and if so, what types of activities are these?

-
-
-
6. Do you find there are certain activities that you engage in that often lead to effective decision making, and if so, what types of activities are these?

-
7. What does it help to remind yourself of to promote healthy decision making?

8. Who are some of the people that you would like to make proud in life?

9. What would it take to make these people proud? (If you are not sure, just ask them).

10. What types of decisions would you need to make over the next year to make you proud of yourself one year from now?

Journey of Change

Journey of Change Post Question: _____

Journey of Change Post Response: _____

Exercise 16

Think about Tomorrow!

Sometimes, we act for the moment. This is not always a bad thing. But when we make decisions that enhance the moment but create problems for us later in life, we can become self-destructive. Take Tony, for instance. He was about to graduate and went out celebrating with some friends at a local bar on campus. He was talking to someone he found attractive when his current partner came into the bar. They were very upset at him, as they witnessed him making out with someone else. He got into an argument with his partner, which due to his substance use that evening, escalated right up the power and control ladder. He started using language not typical for him and then started trying to control his partner and their choices. He then took his partner's phone away from them, as they attempted to call their friends to come pick them up. This escalated even further, and when he woke up the next day, he was facing domestic violence charges and was unsure how this would impact his impending graduation.

We all act impulsively from time to time. But it is important that we do not do so at the cost of tomorrow. The ways people prevent this from happening vary, but many people find the following coping skills helpful for impulse control.

Play the Tape Through

Anytime you are about to make a choice, play all options through to the end of the tape. For example: If I go fishing with my friend who already has two DUI's, we will start drinking and having a good time, but then what? Many of us just focus on the good feeling we will have, without focusing on what would happen next.

Explore the Impact on Others

Before engaging in a behavior, stop and examine how this may impact everyone in the situation that you care about. For example: If I go fishing, how will this impact my job, and will that negatively hurt the people I love and am responsible for?

What would I do if people I love were watching?

Imagine that the person who cares most about you in this world were with you 24/7. If this were true, would you make the same decisions? If not, why not? Everything the person who loves you most in this world is asking you to do, is to keep you out of trouble, so if you are going against this, you are likely to be putting yourself in trouble. In the spaces provided, draw or write your responses.

Fill in the blank boxes below:

Situation	Play the Tape Through	Impact on Others	If the person who loved me most in this world were watching, I would...
Old friend calls up and wants to hang out.	We will probably end up going out and using either drugs, alcohol, or both.	If I mess up, I could really hurt my whole family.	Take my kids out to eat and come home and spend time with them.
Drinking at a bar without your partner and start talking to someone you find attractive.			
Arguing with your partner and find yourself using profanity that you do not typically.			
Starting to find yourself wanting to control another person's movement.			
Someone whose age you do not know for sure is initiating sexual contact with you.			
You are having sex with someone who suddenly looks bored or distant.			

Each person feels that different strategies work better for them. What are some of the strategies that you have developed to handle impulse control?

Explain in detail, how not thinking about tomorrow has hurt you previously.

Journey of Change

Journey of Change Post Question: _____

Journey of Change Post Response: _____

Exercise 17

Motivation

It takes a lot of motivation to make the changes that this course is asking you to make. In the space below, I would like you to write an essay that includes the following points:

1. What you did that got you into trouble?
2. What it has cost you in terms of finances, relationship problems with friends and family, time, legal issues, school problems?
3. Based on previous assignments that you have completed in this course, why you think you made the decisions that you did?
4. What changes are you making in order to prevent this from happening again?
5. Who or what are the biggest motivational factors to make you want to make and maintain these changes?
6. What would be the consequences if you were to get into trouble again?
7. Who are some people in your life that you can always turn to for good advice and support, as you try to maintain these changes in your life?
8. What will be the biggest obstacles for you on this path, and how will you respond to them?
9. What are you most proud of about yourself and the positive decisions you have made in life?
10. Any other thoughts or feelings related to the path of change that you are on?

[illegible]

Journey of Change

Journey of Change Post Question: _____

Journey of Change Post Response: _____

Exercise 18

Class Review

Do you feel differently about this program now that you are completing it, compared to when you started it, and if so, how?

What was the problem that brought you into this class? _____

What are the chances of you getting into further trouble while at school, and why? _____

What have you gained because of completing this class? _____

Are you thinking differently after completing this course, and if so, how? _____

Which part of the course was the most helpful for you, and why? _____

Which part of the course was the least helpful, and why? _____

Which part of the course was the most challenging for you? _____

Which of the online Three Trees free resources do you think you might continue to use and why?

Put down the names and contact information of three individuals that you can call night or day for help when dealing with a risky situation:

Person 1:

Person 2:

Person 3:

Journey of Change

Journey of Change Post Question: _____

Journey of Change Post Response: _____

Congratulations for completing this course. In doing so, you have proven that you can complete what you begin, and that you can succeed where hard work and dedication is required. Keep this book with you wherever you go in life, so that you can continue to revisit the lessons you have learned.