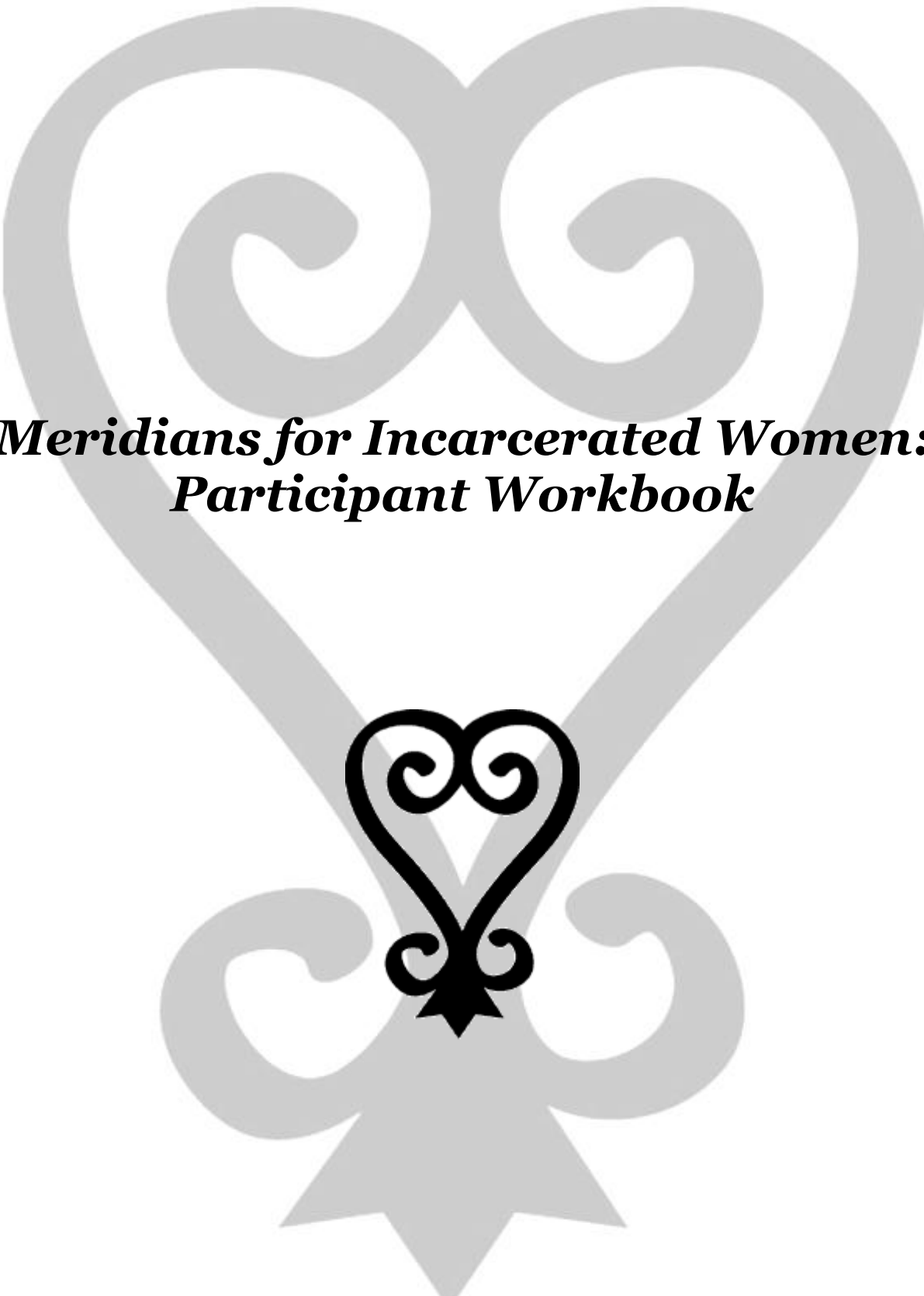




Meridians for Incarcerated Women: Participant Workbook



Meridians for Incarcerated Women: Workbook



***Meridians Curricula Provide Women Unique
Opportunities to Reflect Upon Their Pasts As They
Shape Their Futures***

Written and Developed by:

Lisa Young Larance, MSW, LCSW, LMSW

Jeffrie K. Cape, LMSW, ACSW, CAADC

David J.H. Garvin, MSW, LMSW

Developed for:

Michigan Department of Corrections



Table of Contents

WORKBOOK OVERVIEW	7
GROUP RULES	8
ENRICHMENT ASSIGNMENTS.....	9
I STATEMENTS.....	10
GROUP LEADER RESPONSIBILITIES.....	11
OPENING OBSERVANCE: OVERVIEW.....	12
INDIVIDUAL GROUP MEMBER INTRODUCTIONS	13
CLOSING OBSERVANCE: OVERVIEW.....	14
ACCOUNTABILITY MEDITATION	15
GROUP AGENDA.....	16
ATTENDANCE LOG.....	17
ASSIGNMENT COMPLETION LOG (1).....	18
ASSIGNMENT COMPLETION LOG (2).....	19
ASSIGNMENT COMPLETION LOG (3).....	20
REVISED POWER & CONTROL WHEEL	21
POWER AND CONTROL WHEEL'S DEVELOPMENT	22
DEFINITIONS OF ABUSE	23
PHYSICAL ABUSE	25
SEXUAL ABUSE	26
INTIMIDATION.....	27
THREATS AND COERCION: PART 1	28
THREATS AND COERCION: PART 2	29
THREATS AND COERCION: PART 3	30



EMOTIONAL ABUSE	31
OBFUSCATION	32
ISOLATION	33
ECONOMIC ABUSE	34
USING OTHERS	35
MALE PRIVILEGE	36
POWER AND CONTROL: MY FAMILY OF ORIGIN	37
POWER AND CONTROL: MY INTIMATE RELATIONSHIP	38
POWER AND CONTROL: MY FUTURE	39
MY HOUSES FOR PRESENTATION 1	41
MY FAMILY OF ORIGIN HOUSE	42
MY INTIMATE RELATIONSHIP HOUSE	43
MY FUTURE HOUSE	44
PRESENTATION 1: UNDERSTANDING HOW I HAVE EXPERIENCED ABUSE	45
GENERAL GROUP FEEDBACK	46
PERCEPTION: PART 1 AND 2	48
PERCEPTION: PART 3 AND 4	49
I.C.E.E.	50
I.C.E.E. EXPLANATION	51
PERSONAL EXAMPLE OF I.C.E.E.	52
MORAL VS. STRATEGIC BEHAVIOR	53
MORAL VS. STRATEGIC BEHAVIOR ASSIGNMENT	54
ACTIONS I TOOK	55
THE CHOICE MODEL	56
INCIDENT WHEN I USED FORCE	57
BEHAVIORS I USED DURING THE INCIDENT	58



PRESENTATION 2: CHOICE MODEL CHOICE MODEL ASSIGNMENT.....	59
CHOICE MODEL ASSIGNMENT.....	60
PRESENTATION 2: CHOICE MODEL.....	61
GENDER BELIEFS EXERCISE.....	63
MEDIA MESSAGES.....	64
WORD CHOICE	91
RELATIONSHIP HISTORY: PART 1.....	92
RELATIONSHIP HISTORY: PART 2.....	93
CONTEXTUAL ABUSIVE BEHAVIOR INVENTORY: PART 1.....	94
CONTEXTUAL ABUSIVE BEHAVIOR INVENTORY: PART 2.....	95
CONTEXTUAL ABUSIVE BEHAVIOR INVENTORY: PART 3.....	96
CONTEXTUAL ABUSIVE BEHAVIOR INVENTORY: PART 4.....	97
JOB DESCRIPTIONS: PAST AND FUTURE	99
JOB DESCRIPTION: THE PAST.....	99
JOB DESCRIPTION: THE FUTURE.....	100
PRESENTATION 3: GENDER BELIEFS	101
GENERAL GROUP FEEDBACK.....	102
DOMAINS OF ACCOUNTABILITY-DESCRIPTION	104
DOMAINS OF ACCOUNTABILITY-ILLUSTRATION	105
PERSONAL DOMAINS OF ACCOUNTABILITY	106
BASES OF ACCOUNTABILITY-DESCRIPTION.....	107
BASES OF ACCOUNTABILITY-ILLUSTRATION	109
ATTITUDES IN THINKING.....	110
ATTITUDES IN THINKING.....	111
POSITIVE ATTITUDES ASSIGNMENT: PART 1	112
POSITIVE ATTITUDES ASSIGNMENT: PART 2.....	113



NEGATIVE ATTITUDES ASSIGNMENT: PART 1	114
NEGATIVE ATTITUDES ASSIGNMENT: PART 2	115
EXAMPLES OF FEELING WORDS	116
PRESENTATION 4:	117
MY ACCOUNTABILITY PLAN & SDRACCOUNTABILITY PLAN: CLUES	117
ACCOUNTABILITY PLAN: CLUES	118
ACCOUNTABILITY PLAN: THE P.A.U.S.E.	121
STOP DROP AND ROLL (SDR)	124
DEVELOP YOUR OWN SDR:.....	125
PRESENTATION 4: MY ACCOUNTABILITY PLAN.....	126
MY TRUE SELF	128
BEHIND THE CURTAIN	130
FINDING A PATH FORWARD.....	131
TREASURE HUNT	132
ALL ABOUT ME.....	133
MY TREASURE CHEST	137
PRESENTATION 5: MY TREASURE CHEST	138
GENERAL GROUP FEEDBACK.....	139
EXIT CRITERIA	140
SUPPLEMENTAL MATERIALS	141
THE ELEPHANT IN THE LIVING ROOM STORY.....	142
THE LIGHTNING STORY	144
THE JACK STORY.....	146
ALASKA AND HAWAII: "BUT I ALWAYS DID IT THIS WAY!".....	147
THE ROAST STORY: "BUT IT'S TRADITION!!".....	149



Workbook Overview

The Sankofa Symbol

The footnote and watermark image is a Sankofa symbol. "Sankofa," a term from the Akan language of Ghana, means to reach back and gather the best of what our past has to teach us, so we can achieve our full potential as we move forward. In this context, the Sankofa symbolizes the opportunities *Meridians* participants have to reflect upon their pasts while shaping their futures.

Purpose

To provide incarcerated women an opportunity to explore their domestic violence survivorship histories in a gender-informed and gender-responsive manner.

Explanation of the Model

Meridians for Incarcerated Women provides a framework for psycho-educational group exercises with complementary individual exercises. The information in this manual is best utilized within a nonjudgmental atmosphere of intervention, support, and participatory group work. Homework assignments are to be completed by participants. Homework contents are shared at the group members' discretion. The assignments gradually prepare participants for each of the five group presentations. Although the homework assignments are not formally shared in group, facilitators can ask participants about the assignments and their contents. There are three opportunities for group members to receive formal feedback about their group participation. These General Group Feedback opportunities follow presentations 1, 3, and 5.

Philosophy and Function

RENEW Program (www.csswashtenaw.org/renew) staff experience and evidenced based research indicate that women who have used force against their intimate partners often do so in response to the abuse they have suffered and/or because the women believe their behavioral and institutional options to be limited. Therefore, it is valuable to provide a forum for women to explore their experiences perpetrating, surviving and/or witnessing domestic violence. The group process enables an eclectic mix of compassionate confrontation and group member interaction, grounded in gender-responsive curriculum-based sessions, where women have the opportunity to heal from their survivorship histories as they explore viable nonforceful behaviors for violence-free futures.



Group Rules

1. Group participants must sign in.
2. During the group opening everyone is to listen without interruption or distraction.
3. Group will start on time.
4. Only one person may leave for the restroom at a time.
5. Participants must be prepared and bring all materials to group.
6. Participants are required to have other group participants sign that their assignments are complete.
7. What is said in group stays in group.
8. Participants must complete and turn in participant sheets at the end of each group.
9. When group members are ready to present an assignment or need group time, they will give their names to the group leader for her to put in the group book.
10. Only one presentation is allowed per week.



Enrichment Assignments

Enrichment Assignments are additional assignments that are not included in your workbook but are appropriate to the material covered in Meridians.

Enrichment Assignments may be given when a rule has been violated or to enhance understanding of a particular topic.

These assignments will be recorded in the group book by the group leader and presented as required on the assignment.

There is no limit to the number of Enrichment Assignments an individual can be assigned.



I Statements

Trust, honesty, and social connection can and do flow from an atmosphere of mutual trust, support, and validation. In order to encourage this process “advice giving” is strongly discouraged. Instead, group members are asked to speak from their personal experiences by using “I statements.” For example, instead of “You should...”, a group member offering insight and/or feedback is encouraged to preface her comment with, “In my experience I....” This process reminds group members that each woman is focused on the integrity of who *she* wants to be rather than who the group members and/or group facilitator want her to be.



Group Leader Responsibilities

1. Before the group begins choose a reading for the opening.
2. Set-up the group room with a battery operated candle, sign-in sheet, group book, and participant sheets.
3. Begin group on time.
4. Lead the opening.
5. Follow the agenda and set priorities outlined in the group book.
6. Complete the agenda sheet.
7. Make sure someone has signed off on assignments before a presentation is given.
8. Make sure presentations begin and end within the allotted time.
9. Call for vote on presentations.
10. Make sure feedback is provided where required.
11. Write any unfinished business in the book for next session.
12. Pick a group leader for next session.
13. End group on time.
14. Lead the group in the closing.
15. Put away candle, group book, and extra participant sheets.



Opening Observance: Overview

Before the group the group leader will select a song, poem, or reading. She will then present that song, poem, or reading during the Opening Observance. The material selected should be inspirational, meaningful, and reflective of where that woman is in her life and how her personal process relates to the work she is doing in *Meridians for Incarcerated Women*.

1) Welcome

Group Leader: "I welcome you to this intervention and support group where women who have used force in their relationships have the unique opportunity to explore individual choices, identify areas of accountability, and recognize how personal responsibility can empower each of us in our efforts to live violence-free lives. In this circle we will reflect upon our relational experiences and behaviors in order to embrace viable options for our futures. I have chosen to open the group with the following poem or reading because _____."

2) Candle Lighting

Group Leader: "We light this candle in recognition, reflection, memory, and honor of all survivors of domestic violence and women who have used force in their relationships because they did not see an alternative."

Turn on the Candle

Group Leader: "We invite any reflections or dedications you wish to share."



Individual Group Member Introductions

My name is _____.

What I hope to get out of today's group is:

_____.



Closing Observance: Overview

1) The Group Leader Says:

"As we work toward a better understanding of how the context of our situations motivated our chosen behaviors, we acknowledge the power of personal choice and commit to living violence-free lives. May we incorporate nonviolence into all aspects of our lives as we support and encourage one another on this pivotal journey."

2) Group Members Stand and Recite:

"We observe 12 seconds of silence in recognition of the challenges and joys we will encounter before we have the opportunity to sit together again."

3) Group Members Stand in Silence for 12 Seconds

4) Group Leader Turns Off the Candle

5) Group Members Stand and Recite the Accountability Meditation:

"I commit all my efforts to seek accountability in my thinking and actions, and to provide safety and respect to everyone in my life."



Accountability Meditation

I commit all my efforts to seek
accountability in my thinking
and actions and to provide
safety and respect to everyone
in my life.



Group Agenda

Group Leader: _____ **Date:** ____/____/____

Group Leader, read the following:

1. "I welcome you to this intervention and support group where women who have used force in their relationships have the unique opportunity to explore individual choices, identify areas of accountability, and recognize how personal responsibility can empower each of us in our efforts to live violence-free lives. In this circle we will reflect upon our relational experiences and behaviors in order to embrace viable options for our futures. I have chosen to open the group with the following poem or reading because _____."

Group Leader: Read the selected reading.

2. Candle Lighting:

"We light this candle in recognition, reflection, memory, and honor of all survivors of domestic violence and women who have used force in their relationships because they did not see an alternative." **(TURN ON CANDLE)**
"We invite any reflections or dedications you wish to share."

3. Facilitator Business

4. Introductions: See page 14

5. Group Leader Business: Attendance Log Reminder, Names from Book

6. Business for Next Session: _____

7. Group Leader for Next Session: _____

8. Closing Observance

Group Leader:

"As we work toward a better understanding of how the context of our situations motivated our chosen behaviors, we acknowledge the power of personal choice and commit to living violence-free lives. May we incorporate nonviolence into all aspects of our lives as we support and encourage one another on this pivotal journey."

Group Leader:

"We observe 12 seconds of silence in recognition of the challenges and joys we will encounter before we have the opportunity to sit together again."

Group Leader: Turn Candle Off

Group Members Recite Accountability Pledge:

"I commit all my efforts to seek accountability in my thinking and actions, and to provide safety and respect to everyone in my life."



Attendance Log

Name: _____ MDOC #: _____

Date	Presentation/Leader	Date	Presenter/Leader



Assignment Completion Log (1)

I have completed and had another group member sign off on the following assignments:

Physical Abuse	
Sexual Abuse	
Intimidation	
Threats and Coercion: Part 1	
Threats and Coercion: Part 2	
Threats and Coercion: Part 3	
Emotional Abuse	
Obfuscation	
Isolation	
Economic Abuse	
Using Others	
Male Privilege	
Power and Control: My Family of Origin	
Power and Control: My Intimate Relationship	
Power and Control: My Future	
My Houses for Presentation 1	
Presentation 1: Understanding How I Have Experienced Abuse	
General Group Feedback	
Perception: Part 1 and 2	
Perception: Part 3 and 4	
Personal Example of I.C.E.E.	
Moral vs. Strategic Behavior	
Incident When I Used Force	



Assignment Completion Log (2)

I have completed and had another group member sign off on the following assignments:

Behaviors I Used During the Incident	
Choice Model Assignment	
Presentation 2: Choice Model	
Gender Beliefs Exercise	
Media Messages	
Word Choice	
Relationship History: Part 1	
Relationship History: Part 2	
Contextual Abusive Behavior Inventory: Part 1	
Contextual Abusive Behavior Inventory: 2	
Contextual Abusive Behavior Inventory: 3	
Contextual Abusive Behavior Inventory: 4	
Job Description: The Past	
Job Description: The Future	
Presentation 3: Gender Beliefs	
General Group Feedback	
Personal Domains of Accountability	
Positive Attitudes Assignment: Part 1	
Positive Attitudes Assignment: Part 2	



Assignment Completion Log (3)

I have completed and had another group member sign off on the following assignments:

Negative Attitudes Assignment: Part 1	
Negative Attitudes Assignment: Part 2	
Accountability Plan: Clues	
Accountability Plan: The P.A.U.S.E.	
Personal SDR	
Presentation 4: My Accountability Plan	
My True Self	
Behind the Curtain	
Finding a Path Forward	
Treasure Hunt	
All About Me	
My Treasure Chest	
Presentation 5: My Treasure Chest	
General Group Feedback	



Revised Power & Control Wheel

POWER AND CONTROL WHEEL

(*Revised)



Power and Control Wheel's Development

The Power and Control Wheel was created by battered women as a visual tool to understand the violence they had survived. When we think of a wagon wheel we envision the metal frame that holds the wooden rungs together. In the dynamics of domestic violence, physical and sexual violence are often the framework which enable an individual to have and maintain long-term power and control over another person. The physical and sexual violence may happen frequently or infrequently but they are often the framework for the coercion and control in battering relationships. In the case of women who have used force, many are also survivors of domestic and sexual violence. Therefore it is important to understand that women use the behaviors noted on the Power and Control Wheel in order to attain autonomy or some type of short-term control during battering and/or abusive heterosexual relationships. This is not to excuse the behavior but to explain the behavior so effective and sustainable changes can be made. In contrast, when men use the behaviors noted on the Power and Control Wheel they often do so in order to exercise their authority and primary power in intimate heterosexual relationships.



Definitions of Abuse

Physical Abuse: Any unwanted physical contact, especially that which may cause fear, pain or injury whether done directly or indirectly.

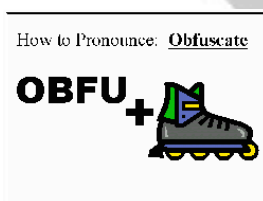
Sexual Abuse: Any contact, statements, or actions which are intended to cause or result in physical, emotional or psychological sexual injury to another person.

Intimidation: Any physical action taken or omitted which invokes a fear of negative consequences.

Threats: Statements which promise negative consequences for certain behaviors or actions.

Coercion: Statements or actions which imply, indirectly, negative or positive consequences for a certain behavior or action.

Emotional abuse: Any statements, actions or lack of action, which is intended to or results in a partner experiencing any emotional or psychological injury.



Obfuscation: Any action of obscuring, concealing or changing people's perceptions, which result in your advantage and/or her disadvantage.

Isolation: Any actions intended to or resulting in her physical, psychological, emotional or social disruption or separation from those people, places or things she is attached to or enjoys.

Economic abuse: Any action, which limits her ability to earn, have access to or manage the economic resources in her life.

Using others or children: Any direct or indirect action involving children, other people, pets or social institutions used as leverage to gain advantage.

Male Privilege (privus = private; leg = law): Any action or inaction based on attitudes or beliefs that you have special or exalted status over others, particularly women.

Myths: Ill-founded beliefs held uncritically, especially by an interested group.

Battering: A pattern of coercive control, intimidation, and oppression effectively used to instill fear and maintain long term relationship domination.

Use of Force: Physically, verbally, and emotionally detrimental behaviors used toward an intimate partner to gain short term control of chaotic, abusive and/or battering situations.



Section 1 Assignments:

- Physical Abuse
- Sexual Abuse
- Intimidation
- Threats and Coercion: Part 1
- Threats and Coercion: Part 2
- Threats and Coercion: Part 3
- Emotional Abuse
- Obfuscation
- Isolation
- Economic Abuse
- Using Others
- Male Privilege
- Power and Control: My Family of Origin
- Power and Control: My Intimate Relationship
- Power and Control: My Future
- My Family of Origin Houses (To Be Used for Presentation 1)
- My Intimate Relationship House (To Be Used for Presentation 1)
- My Future House (To Be Used for Presentation 1)



Physical Abuse

Write a personal definition for **physical abuse**:

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **physical abuse**:

- 1)

- 2)

- 3)

- 4)

- 5)

Where and how did you learn about **physical abuse**?

What are the cultural and societal messages that have shaped your experience of **physical abuse**?



Sexual Abuse

Write a personal definition for **sexual abuse**: _____

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **sexual abuse**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn about **sexual abuse**? _____

What are the cultural and societal messages that have shaped your experience of **sexual abuse**? _____



Intimidation

Write a personal definition for **intimidation**: _____

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **intimidation**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn about **intimidation**? _____

What are the cultural and societal messages that have shaped your experience of **intimidation**? _____



Threats and Coercion: Part 1

Write a personal definition for **threats**:

Write a personal definition for **coercion**:

The difference between **threats** and **coercion** is that threats have negative consequences that are clearly and explicitly stated, for example, "If you call your mother, I will beat your head in." **Coercion** has positive or negative consequences that are purposefully vague or indirect, for example, "If you call your mother, you know what may happen, Sweetheart."

Using this model, write an example of **threats**:

Using this model, write an example of **coercion**:



Threats and Coercion: Part 2

Write 5 ways you have experienced (perpetrated, survived, and/or witnessed) **threats**:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Write 5 ways you have experienced (perpetrated, survived, and/or witnessed) **coercion**:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____



Threats and Coercion: Part 3

Where and how did you learn about **threats** and **coercion**? _____

What are the cultural and societal messages that have shaped your experience of **threats** and **coercion**? _____



Emotional Abuse

Write a personal definition for **emotional abuse**: _____

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **emotional abuse**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn about **emotional abuse**? _____

What are the cultural and societal messages that have shaped your experience of **emotional abuse**? _____



Obfuscation

Write a personal definition for **obfuscation**: _____

Write 5 ways you have experienced (perpetrated, survived, and/or witnessed) **obfuscation**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn to about **obfuscation**? _____

What are the cultural and societal messages that have shaped your experience of **obfuscation**? _____



Isolation

Write a personal definition for this **isolation**: _____

Write 5 ways you have experienced (perpetrated, survived, and/or witnessed) **isolation**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn about **isolation**? _____

What are the cultural and societal messages that have shaped your experience of **isolation**? _____



Economic Abuse

Write a personal definition for **economic abuse**: _____

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **economic abuse**:

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn to about **economic abuse**? _____

What are the cultural and societal messages that have shaped your experience of **economic abuse**?



Using Others

Write a personal definition for **using others**: _____

Write the 5 ways you have experienced (perpetrated, survived, and/or witnessed) **using others**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

How has **using others** been utilized in the dynamic of my relationship? _____

Where and how did I learn about **using others**? _____

What are the cultural and societal messages that have shaped your experience of the way others in your life have been used? _____



Male Privilege

Write a personal definition for **male privilege**: _____

Write the 5 ways you have experienced (survived and/or witnessed) **male privilege**: _____

1) _____

2) _____

3) _____

4) _____

5) _____

Where and how did you learn about **male privilege**? _____

What are the cultural and societal messages that have shaped your experience of **male privilege**? _____

Why is **male privilege** central to battering? _____



Power and Control: My Family of Origin

Using the information about your experiences with abuse tactics, think about your family of origin. Please answer the questions below from the perspective of the child you were.

1) In your family of origin who had the power in your house?

2) What did those people do to demonstrate they had the power?

3) What did those people do to demonstrate they wanted power?

4) How did you feel as a member of that house?



Power and Control: My Intimate Relationship

Using the information about your experiences with abuse tactics, think about your relationships with intimate partners. When answering the questions below use examples from one significant relationship or a combination of your relationships.

1) Who had the power in your intimate relationships?

2) What did that person/those people do to demonstrate they had the power?

3) What did that person/those people do to demonstrate they wanted power?

4) How did it feel to be part of that relationship?



Power and Control: My Future

Using the information about your experiences with abuse tactics, think about the kind of relationships you would like to have in the future.

1) How would you like to see the power distributed?

2) How will you be able to tell who has power?

3) How will you be able to tell who does not have power?

4) How will it feel to be part of this relationship?

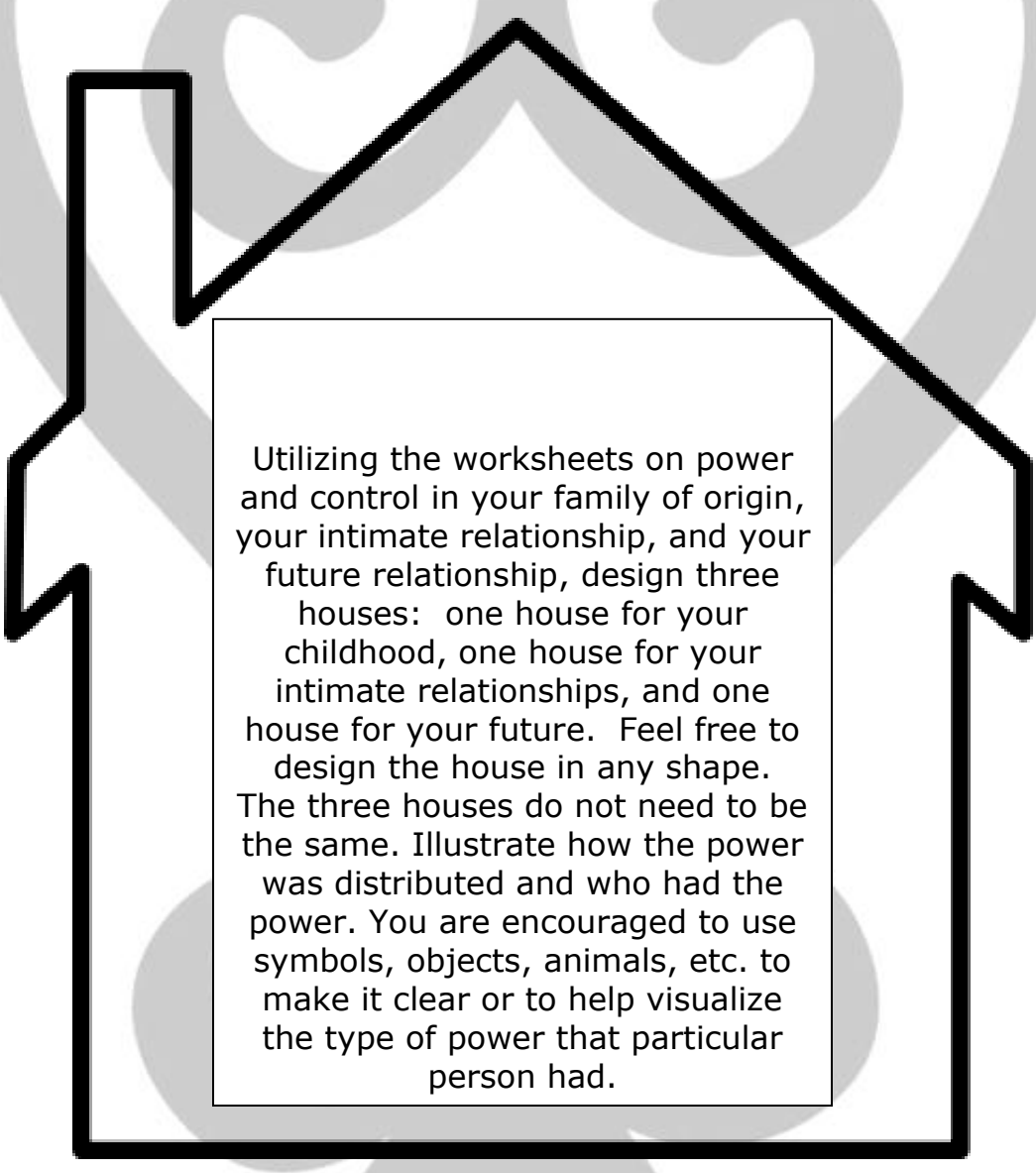




Presentation 1: Understanding How I Have Experienced Abuse



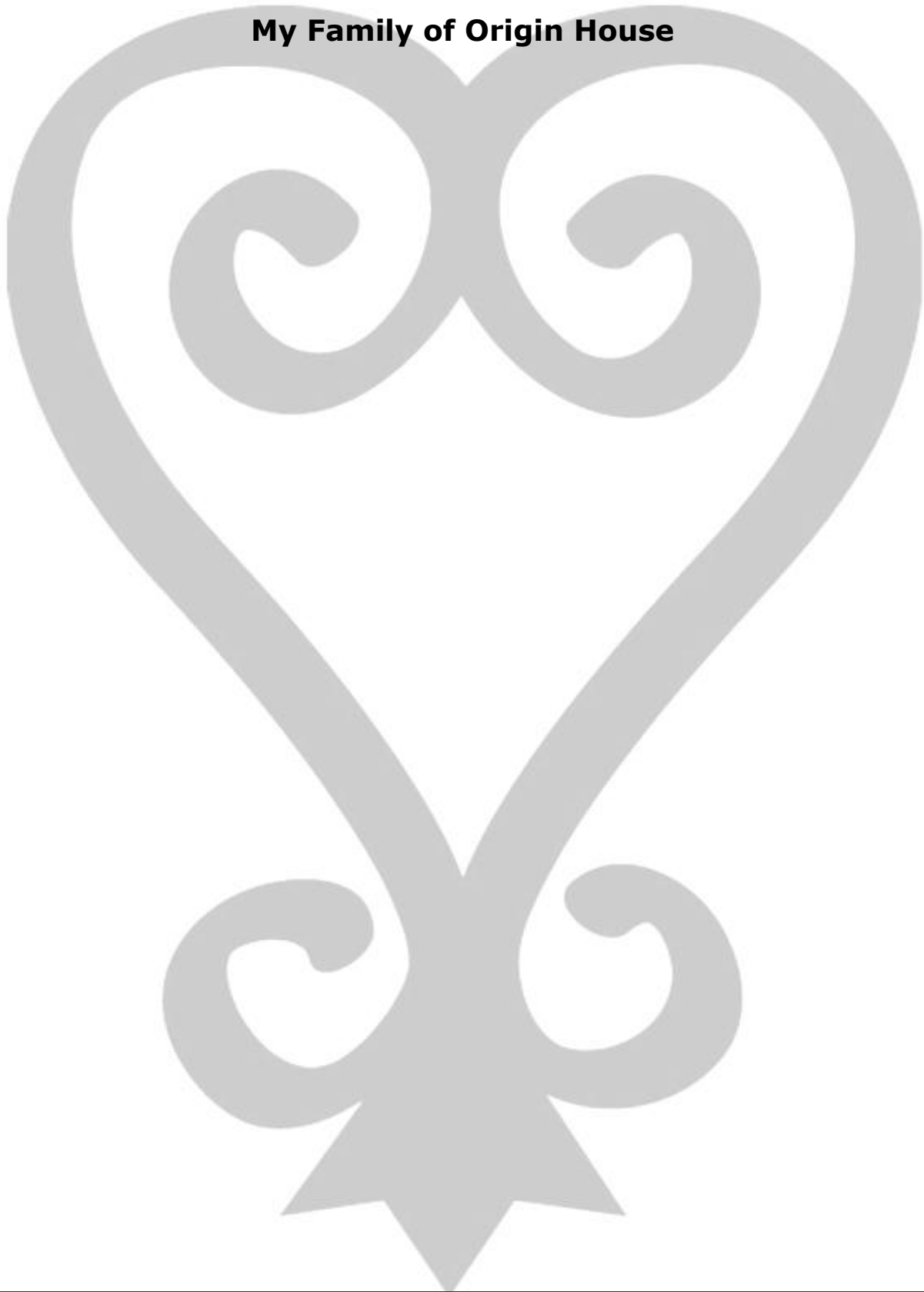
My Houses for Presentation 1



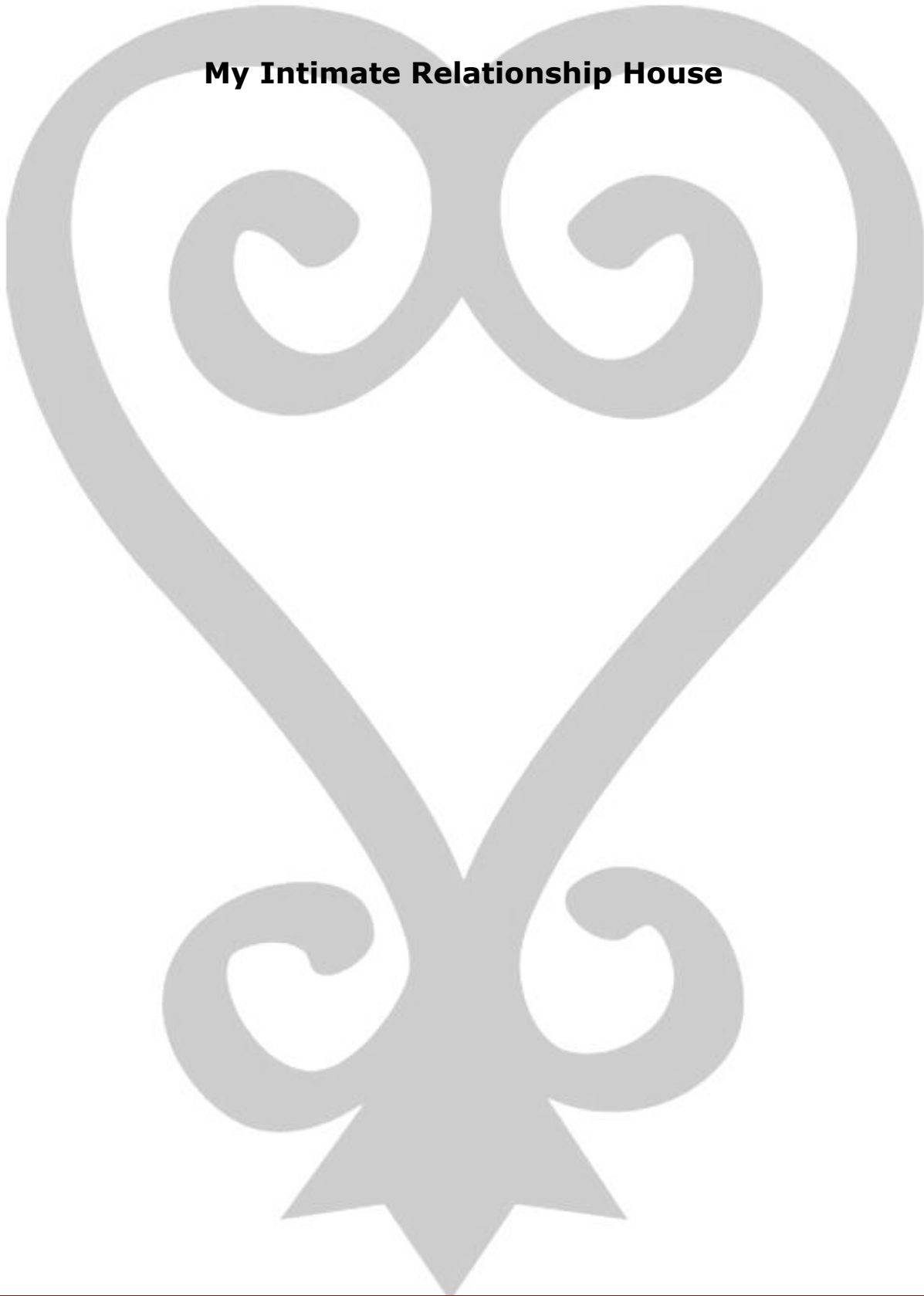
Utilizing the worksheets on power and control in your family of origin, your intimate relationship, and your future relationship, design three houses: one house for your childhood, one house for your intimate relationships, and one house for your future. Feel free to design the house in any shape. The three houses do not need to be the same. Illustrate how the power was distributed and who had the power. You are encouraged to use symbols, objects, animals, etc. to make it clear or to help visualize the type of power that particular person had.



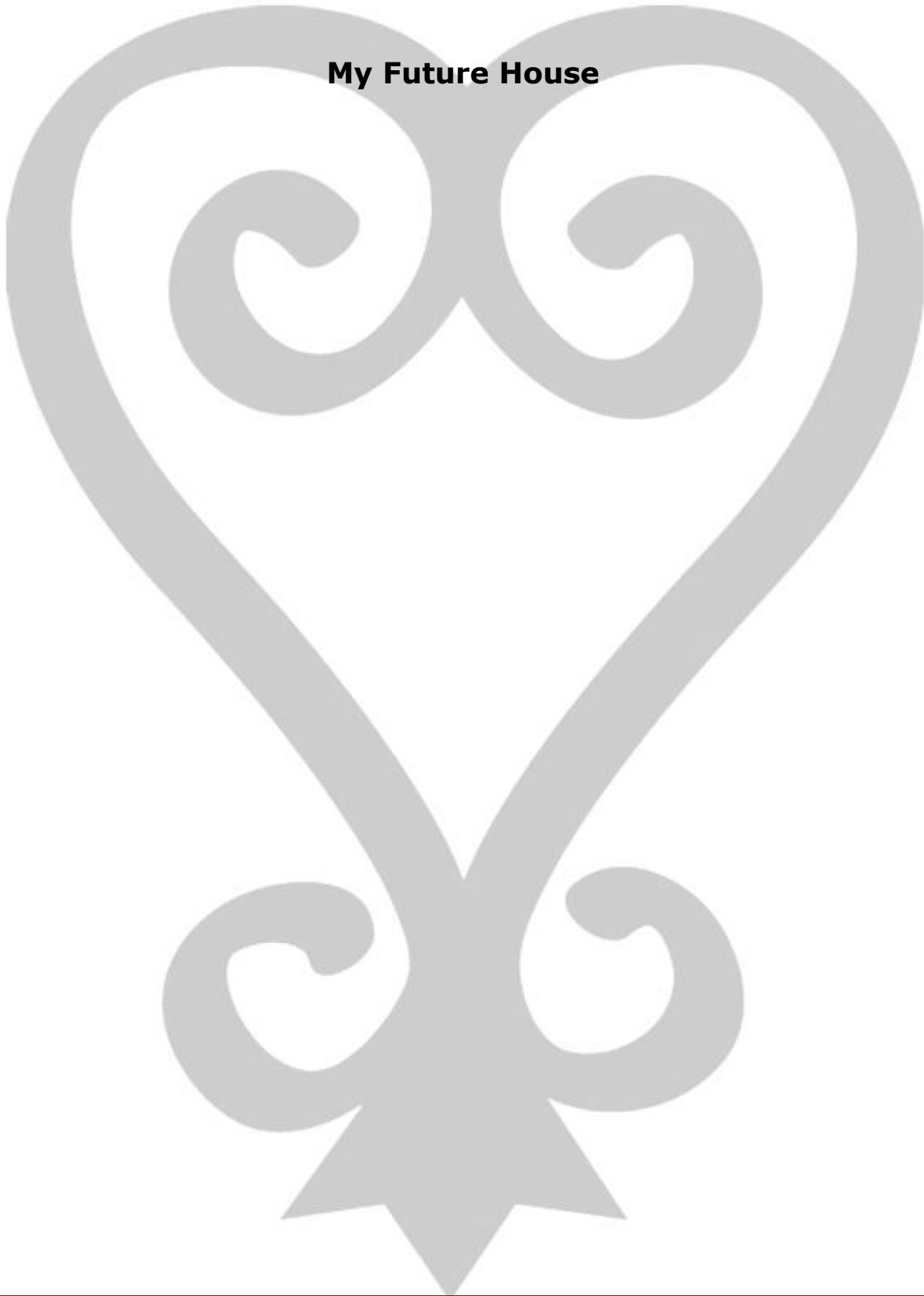
My Family of Origin House



My Intimate Relationship House



My Future House



Presentation 1: Understanding How I Have Experienced Abuse

1. Complete all assignments about how you have experienced abuse.
2. Have another participant sign off that assignments are completed.
3. Complete My Houses assignment.
4. Put your name on the board.
5. Give a 10 minute presentation on your three houses and the power dynamics.
6. Answer questions from the group.
7. Get feedback from 3 group members and facilitator(s).

Expect that you may be asked to rewrite or expand on some of your presentation.

Date Presented: ____/____/____



General Group Feedback

Pick three group members you think will give you helpful feedback. Things about me that my group peers and group facilitators think I should know:

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Facilitator:	Facilitator's Feedback:

Facilitator:	Facilitator's Feedback:



Section 2 Assignments:

- Perception: Part 1 and 2
- Perception: Part 3 and 4
- I.C.E.E.
- I.C.E.E. Explanation
- Personal Example of I.C.E.E.
- Moral vs. Strategic Behavior
- Incident When I Used Force
- Behaviors I Used During the Incident
- The Choice Model (To Be Used for Presentation 2)



Perception: Part 1 and 2

Perception is how you view or interpret something at a particular time. Look at the pictures below and describe what you see. When you are finished, compare your perceptions with other group members or bring to group for discussion.

Picture #2

Picture #1



What do you see in Picture #1?

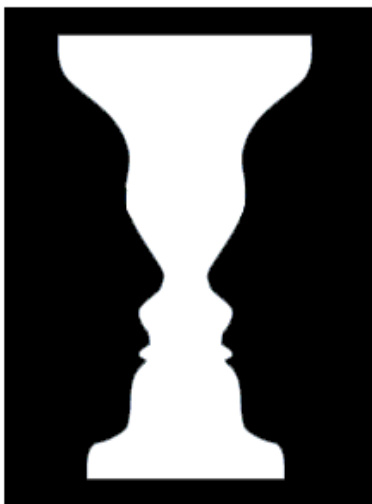
What do you see in Picture #2?



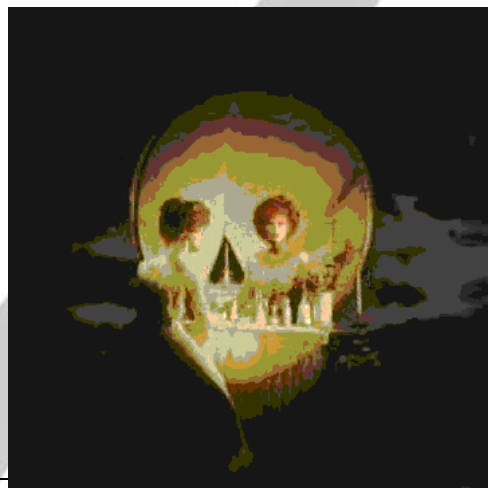
Perception: Part 3 and 4

Perception is how we view or interpret something at a particular time. Look at the pictures below and describe what you see. When you are finished, compare your perceptions with other group members or bring to group for discussion.

Picture #3



Picture #4



What do you see in Picture #3?

What do you see in Picture #4?



I.C.E.E.

Perception

Investment
Consequences
Environment
Experience

I See



I.C.E.E. Explanation

<i>There are four elements of choice that people use in making decisions. Individuals vary in the weighting of each of these elements.</i>	
<u>Investment:</u>	How invested are you in the person or outcome?
<u>Consequences:</u>	Your perception of what the consequences will be or what you want to have happen.
<u>Environment:</u>	Where am I? What is around? Who is around?
<u>Experience:</u>	What is my past experience with this person, this kind of person, this situation, and/or these feelings?
In making a decision individuals evaluate these four elements based on their perception of the situation and the desired outcome, which may differ from the actual outcome.	
<u>Perception:</u>	One's view or interpretation of something.



Personal Example of I.C.E.E.

Pick a specific situation when you chose to drive over the speed limit. Use the I.C.E.E. components to explore your decision making.

Situation (Where were you going? Was anyone with you?)	
Investment	
Consequences	
Environment	
Experience	
Outcome	



Moral vs. Strategic Behavior

Circumstances (What was going on?)	Goal (What did you want to happen?)	Behavior (What did you do?)	Right	Wrong
Chart the events that occurred.	This is what you want to have happen. It may take some pulling away of the layers to get down to the real answer of what you wanted to happen.	WRITE ACTUAL, SPECIFIC BEHAVIORS.	The assessment of right/wrong is not based on the moral answer, but on the strategy you implemented. Here the "right" answer is one that assists in attaining your "goal". This may take you by surprise, because you will want to simply focus on the right vs. wrong aspect of this from a moral perspective. This can assist in understanding how your behavior was a choice.	
(Example) "Dan was yelling at me about spending money."	"I wanted Dan to stop yelling at me and to not question my actions."	"I yelled, 'Shut up!' and threw a coffee cup at Dan."		

Notes:



Moral vs. Strategic Behavior Assignment

Write three examples from your own life.

Circumstances (What was going on?)	Goal (What did you want to happen?)	Behavior (What did you do?)	Right	Wrong



Actions I Took

I yelled, "You stupid, lying, cheating bastard! You've done it again!"

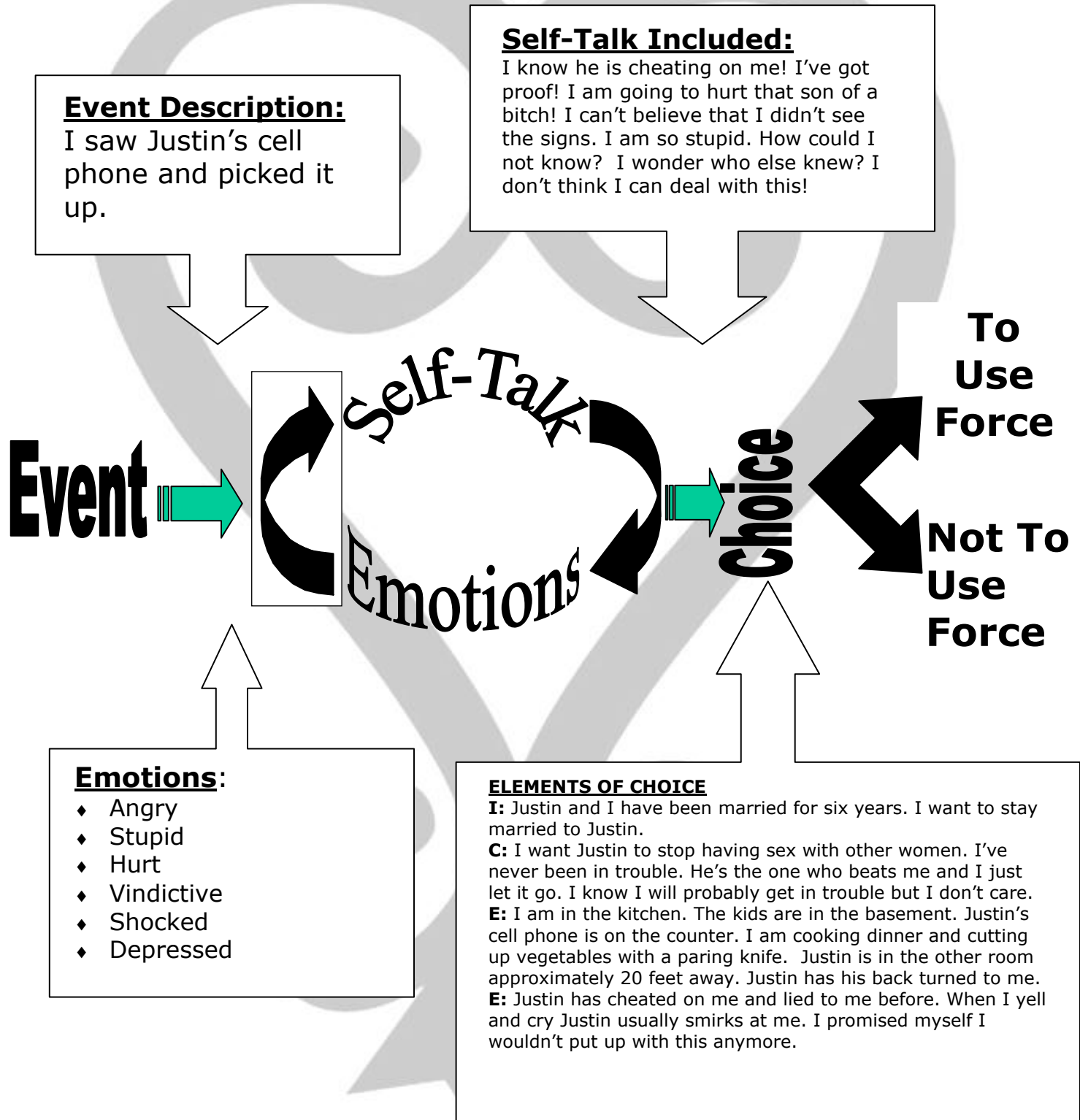
I ran into the other room with the knife in my hand. I yelled, "Look at me, damn you, I am your wife!"

I spat on him.

I cut the back of Justin's right arm with a knife.



The Choice Model



Incident When I Used Force

Think of a time when you used force. Write down the actions and behaviors you used during the incident. Use the same incident to complete the Choice Model.

A large, faint, light gray decorative flourish or scrollwork design is centered on the page. It features a symmetrical, stylized floral or scroll-like pattern with multiple loops and curves, resembling a traditional woodcut or calligraphic ornament. The design is composed of thick, rounded lines and is positioned behind the horizontal ruling lines.

Behaviors I Used During the Incident

Reviewing the "Incident When I Used Force" you wrote about on the previous page, outline those actions below:

Event Description: _____

Self-Talk Included: _____

Emotions: _____

Elements of Choice

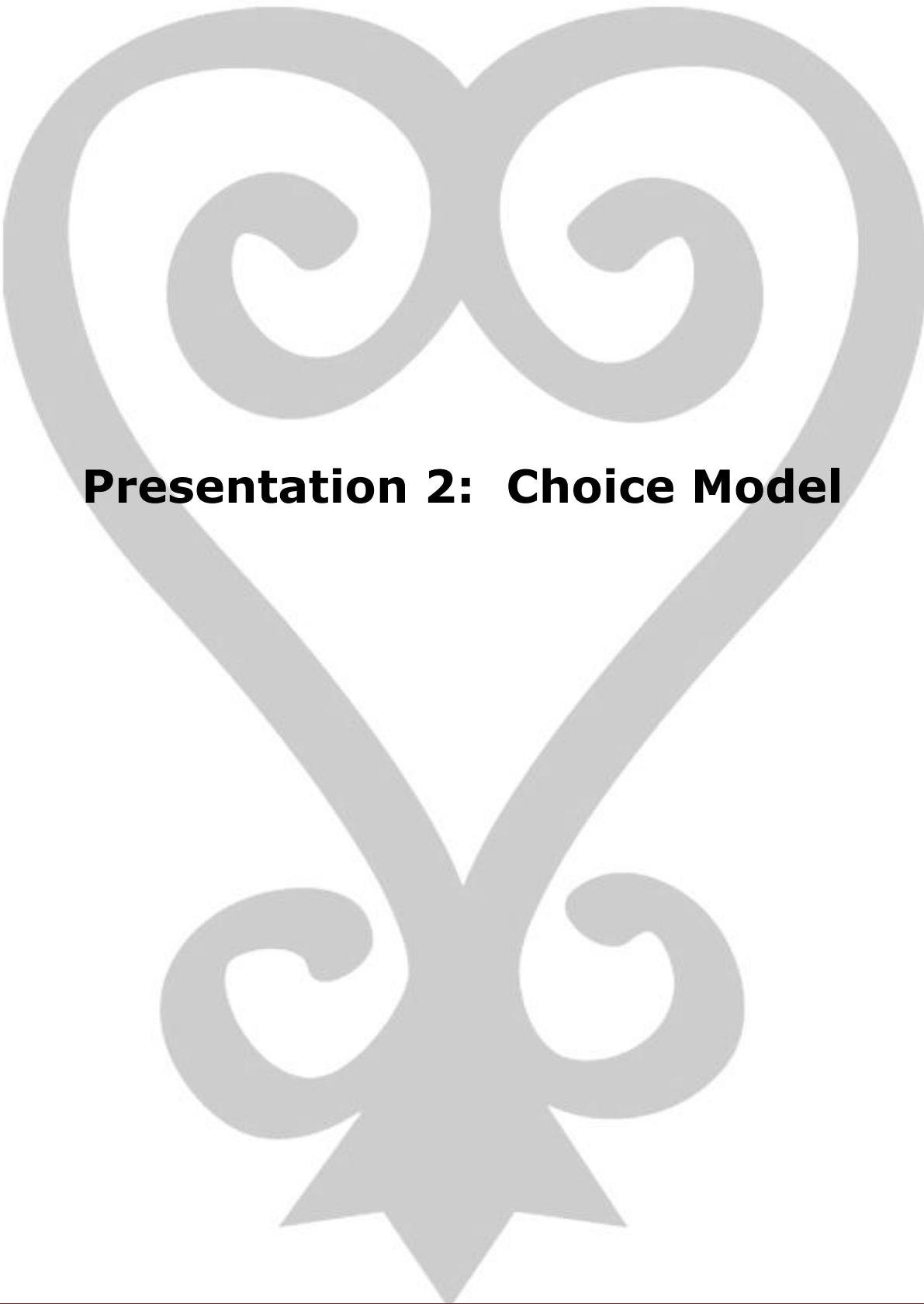
Investment: _____

Consequences: _____

Environment: _____

Experience: _____



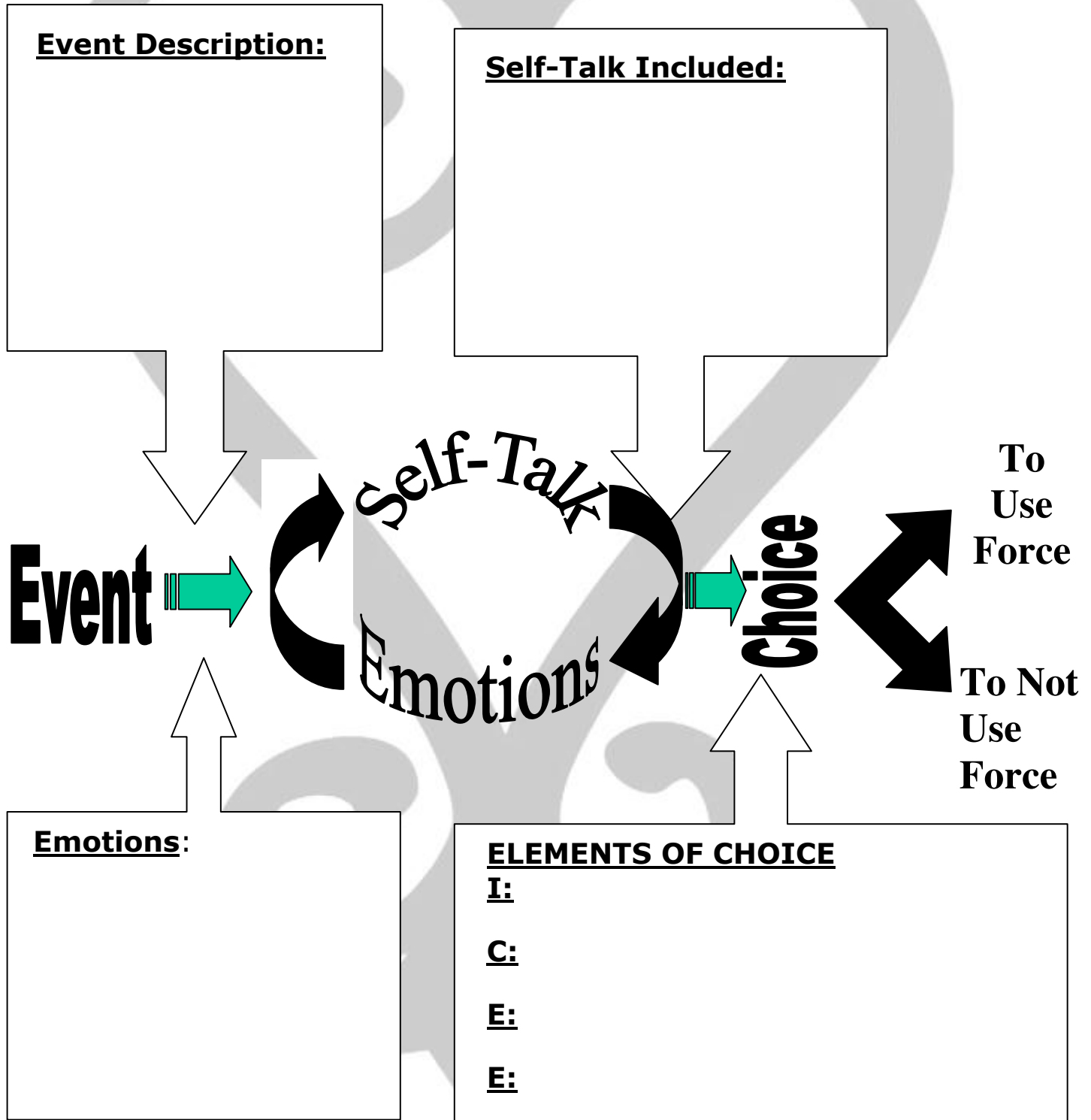
A large, light gray decorative graphic in the background, resembling a stylized heart or a fleur-de-lis with intricate scrollwork and a star-like base.

Presentation 2: Choice Model



Choice Model Assignment

Complete this using a time you chose to use force:



Presentation 2: Choice Model

- 1) Complete all assignments through the Choice Model.
- 2) Have another participant sign off that assignments are complete.
- 3) Put your name on the board.
- 4) Give your presentation a title.
- 5) Give a 5-10 minute presentation on your Choice Model. Include your actions. Be sure to explain how the Choice Model works.
- 6) Answer questions from the group.

Expect that you may be asked to rewrite or expand on some of your presentation.

Date Presented: ____/____/____



Section 3: Assignments

- Gender Beliefs Exercise
- Media Messages
- Word Choice
- Relationship History: Part 1
- Relationship History: Part 2
- Contextual Abusive Behavior Inventory: 1
- Contextual Abusive Behavior Inventory: 2
- Contextual Abusive Behavior Inventory: 3
- Contextual Abusive Behavior Inventory: 4
- Job Description: The Past (To Be Used for Presentation 3)
- Job Description: The Future (To Be Used for Presentation 3)



Gender Beliefs Exercise

Using your own words write 5 beliefs you have about women and beliefs you have about men. Write one behavior or expectation that is reflective of each belief.

Beliefs About Women	Women Should
Example: "Women are natural mothers."	Example: "Be good caregivers."
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Beliefs About Men	Men Should
Example: "Men can have sex with anyone and not have consequences."	Example: "Have NO responsibility for the results of their sexual behavior."
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.





Media Messages

The media has all kinds of messages about women which influence the way women see themselves and are seen by men.

On the next several pages are pictures of women in different situations and stages of life. Look at each picture and write your personal response to it. Examples of response include: I can relate, Ugh!, how sweet, this reminds me of... etc. After you write your response write your interpretation of what message the media intends to send with the picture.

you have completed all the pictures have a discussion with your group members.





My Response

Media Message





My Response

Media Message

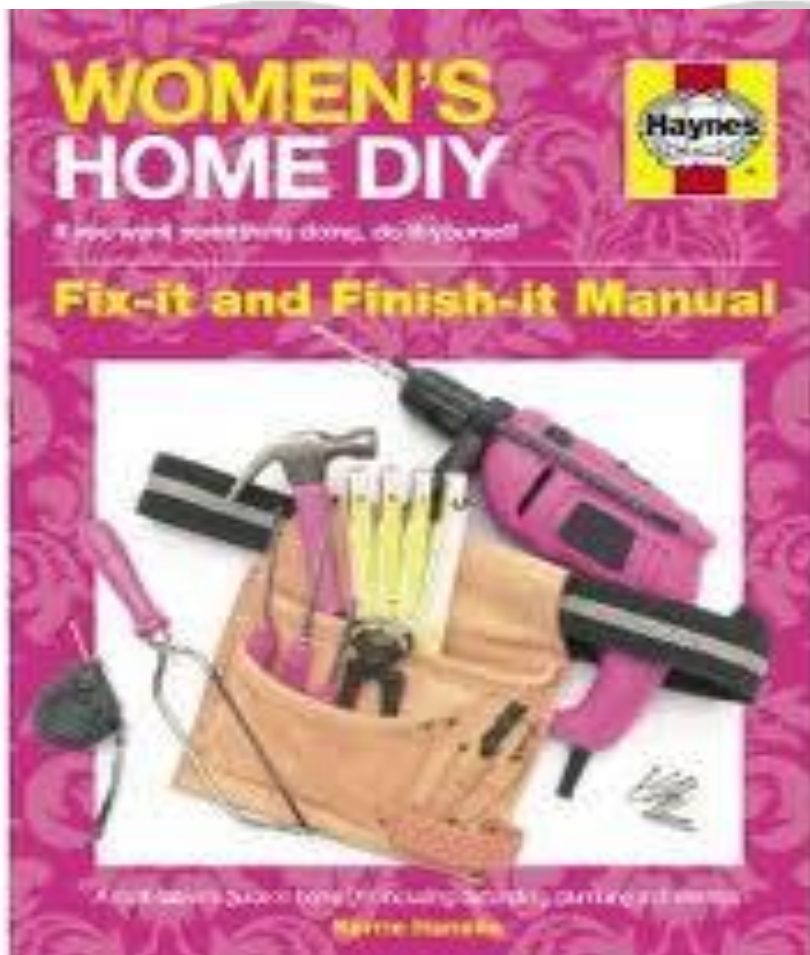




My Response

Media Message





My Response

Media Message





My Response

Media Message





My Response

Media Message





My Response

Media Message





My Response

Media Message





My Response

Media Message





My Response

Media Message





My Response

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My Response

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My Response

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My Response

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My Response

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My Response

Media Message



Word Choice

Terms for Women's Genitals		Sexually Assertive Women	Women Who Refuse Sex
1.		1.	1.
2.		2.	2.
3.		3.	3.
4.		4.	4.
5.		5.	5.
6.		6.	6.
7.		7.	7.
8.		8.	8.

Write the names you use and why you choose to use those names:



Relationship History: Part 1

Fill out the chart below for every person you have had a relationship with. Relationships include dating relationships that were not sexual and sexual relationships that did not include dating.

Partner's Name	Your age when you first met?	Partner's age when you first met?	Partner's race/culture?	Where did you meet?	Either one of you use alcohol/ drugs during the relationship?	How long before you had sex ?	Did you live together?	How long did you date before living together?



Relationship History: Part 2

Did you get married?	Do you have children together?	Are there step children?	Did you use physical force?	Did your partner use violence against you?	Did you use other abusive behaviors?	Did your partner use other tactics?	How and why the relationship ended	How old were you when the relationship ended?	Whose idea was it to end the relationship?	Current contact?



Contextual Abusive Behavior Inventory: Part 1

Write the name of partners from two past relationships in the boxes below. Then go through this list and put a "√" in the box of behaviors/actions you used against your partner, behaviors/actions partner used against you, or leave the box blank if the behaviors/actions were not used.

Partner's Name:				
Who Used the Behaviors/Actions:	I Used	Used Against Me	I Used	Used Against Me
Slapped				
Grabbed				
Pushed or shoved				
Kicked				
Hit with an object				
Threw an object				
Beat partner up				
Used a knife				
Used a gun				
Pinned to the ground or the wall				
Bite				
Pulled hair				
Twisted arm				
Spanked				
Hit with fist				
Strangled				
Abused children				
Broke objects				
Broke objects belonging to partner				
Broke down doors				
Thrown food at partner				
Punched walls				
Expressed intense jealousy				
Abused in front of partner's children				
Verbally pressured for sex				
Withheld sex				
Verbally pressured to have sex with other people, objects, or animals				



Contextual Abusive Behavior Inventory: Part 2

Write the name of partners from two past relationships in the boxes below. Then go through this list and put a "✓" in the box of behaviors/actions you used against your partner, behaviors/actions partner used against you, or leave the box blank if the behaviors/actions were not used.

Partner's Name:				
Who Used the Behaviors/Actions:	I Used	Used Against Me	I Used	Used Against Me
Made threats to leave the relationship				
Threatened sexual abuse				
Made threats to take away the children				
Have taken the children				
Made threats to hit partner				
Made threats to harm partner with a weapon (gun, knife, etc.)				
Made threats to kill or do great bodily harm				
Made threats to commit suicide				
Made threats to harm children				
Made threats to harm family or friends				
Made threats to get drunk or high				
Ridiculed the most admired or valued traits				
Threatened to abuse the pets				
Abused the pets				
Manipulated into doing something partner didn't want to do				
Called partner names with sexual connotations				
Kept partner up late yelling at partner or by accusing partner of having affairs				



Contextual Abusive Behavior Inventory: Part 3

Write the name of partners from two past relationships in the boxes below. Then go through this list and put a "√" in the box of behaviors/actions you used against your partner, behaviors/actions partner used against you, or leave the box blank if the behaviors/actions were not used.

Partner's Name:				
Who Used the Behaviors/Actions:	I Used	Used Against Me	I Used	Used Against Me
Intercepted partner's mail, email, or telephone calls				
Drilled partner about who called or wrote partner				
Felt partner's decisions and opinions must meet approval				
Slammed doors, broke things, driven off quickly, squealed tires, or thrown things				
Threatened to "punish" or "teach a lesson" if partner did something unwanted				
Suggested partner is crazy or stupid				
Said that the hurtful things I do are because partner is loved				
Become angry or upset if partner wants to be with someone else				
Ridiculed partner's family or friends				
Denied partner access to the car				
Requested that everything be done in a precise way or it will not be acceptable				
"Checked up" on partner throughout the day				
Made promises to stop the abuse and things will get better				

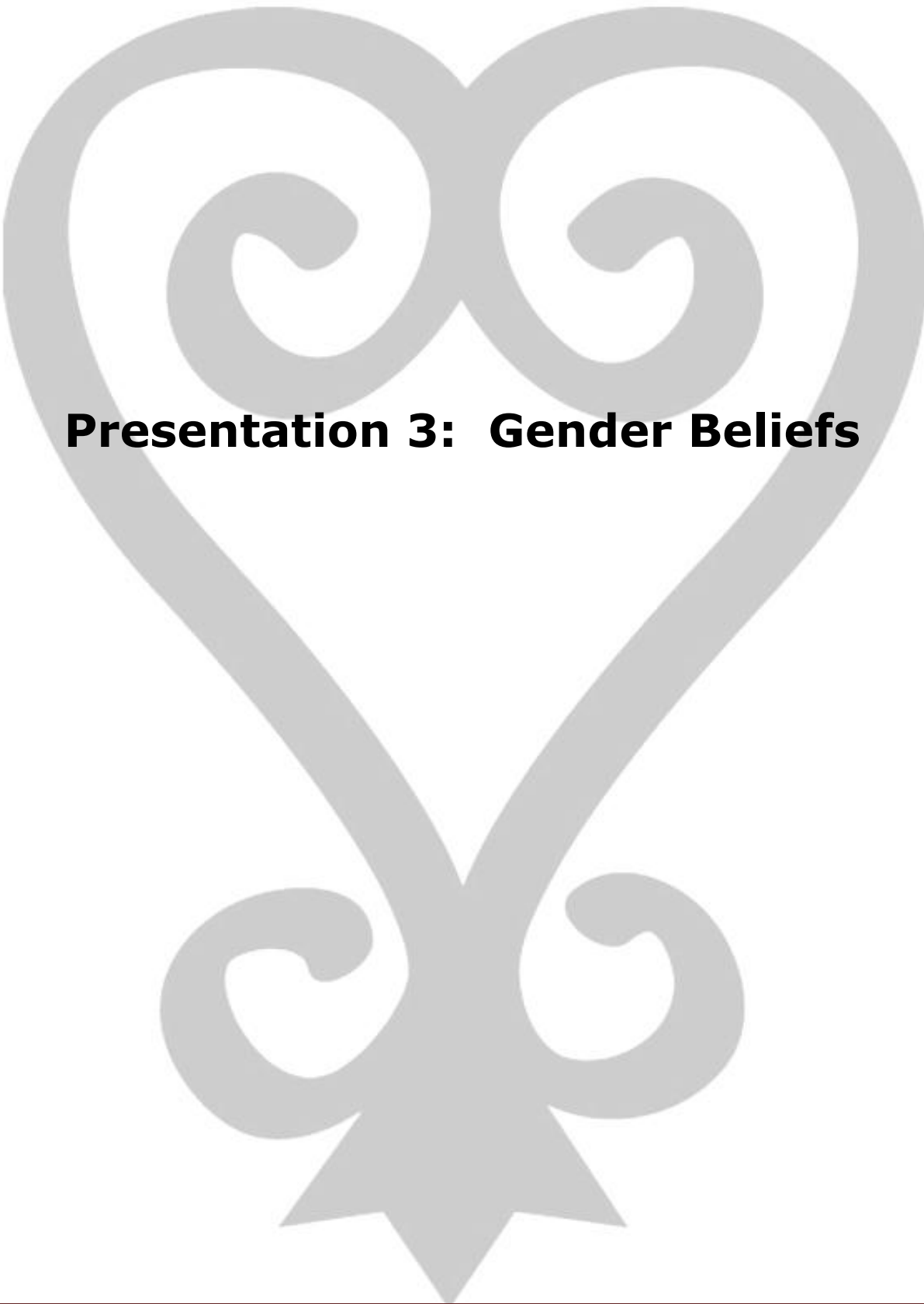


Contextual Abusive Behavior Inventory: Part 4

Write the name of partners from two past relationships in the boxes below. Then go through this list and put a "√" in the box of behaviors/actions you used against your partner, behaviors/actions partner used against you, or leave the box blank if the behaviors/actions were not used.

Partner's Name:				
Who Used the Actions:	I Used	Used Against Me	I Used	Used Against Me
Put partner down or criticized partner and then showered partner with affection or special care				
Ignored partner when partner is speaking				
Complained or ridiculed partner when partner asks for emotional support.				
Discouraged partner's plans.				
Request that partner wear only clothing, jewelry, etc., that is "approved."				





Presentation 3: Gender Beliefs



Job Descriptions: Past and Future

In the workplace people have roles, expectations, and responsibilities. These are usually spelled out in the job description. In interpersonal relationships people also have roles, expectations, and responsibilities for themselves and for their partners. On the following pages write four job descriptions, two reflecting on the past and two reflecting on the future.

Job Description: The Past

This is who I thought I was supposed to be as a partner:

These are the qualities I was looking for in a partner:



Job Description: The Future

This is who I want to be as a partner:

These are the qualities I want in a partner:



Presentation 3: Gender Beliefs

- 1) Complete all assignments through the Job Descriptions.
- 2) Have another participant sign off that assignments are complete.
- 3) Put your name on the board.
- 4) Give your presentation a title.
- 5) Give a 5-10 minute presentation on your Job Descriptions Past and Future.
- 6) Answer questions from the group.

Expect that you may be asked to rewrite or expand on some of your presentation.

Date Presented: ____/____/____



General Group Feedback

Pick three group members you think will give you helpful feedback. Things about me that my group peers and group facilitators think I should know:

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Facilitator:	Facilitator's Feedback:

Facilitator:	Facilitator's Feedback:



Section 4: Assignments

- Personal Domains of Accountability
- Positive Attitudes Assignment: Part 1
- Positive Attitudes Assignment: Part 2
- Negative Attitudes Assignment: Part 1
- Negative Attitudes Assignment: Part 2
- Accountability Plan: Clues (To Be Used for Presentation 4)
- Accountability Plan: The P.A.U.S.E. (To Be Used for Presentation 4)
- Personal SDR (To Be Used for Presentation 4)



Domains of Accountability-Description

Accountability is something everyone has an opportunity to use every day. In this program we define accountability as: Actions toward or involving others that reflect the integrity of the person you want to be.

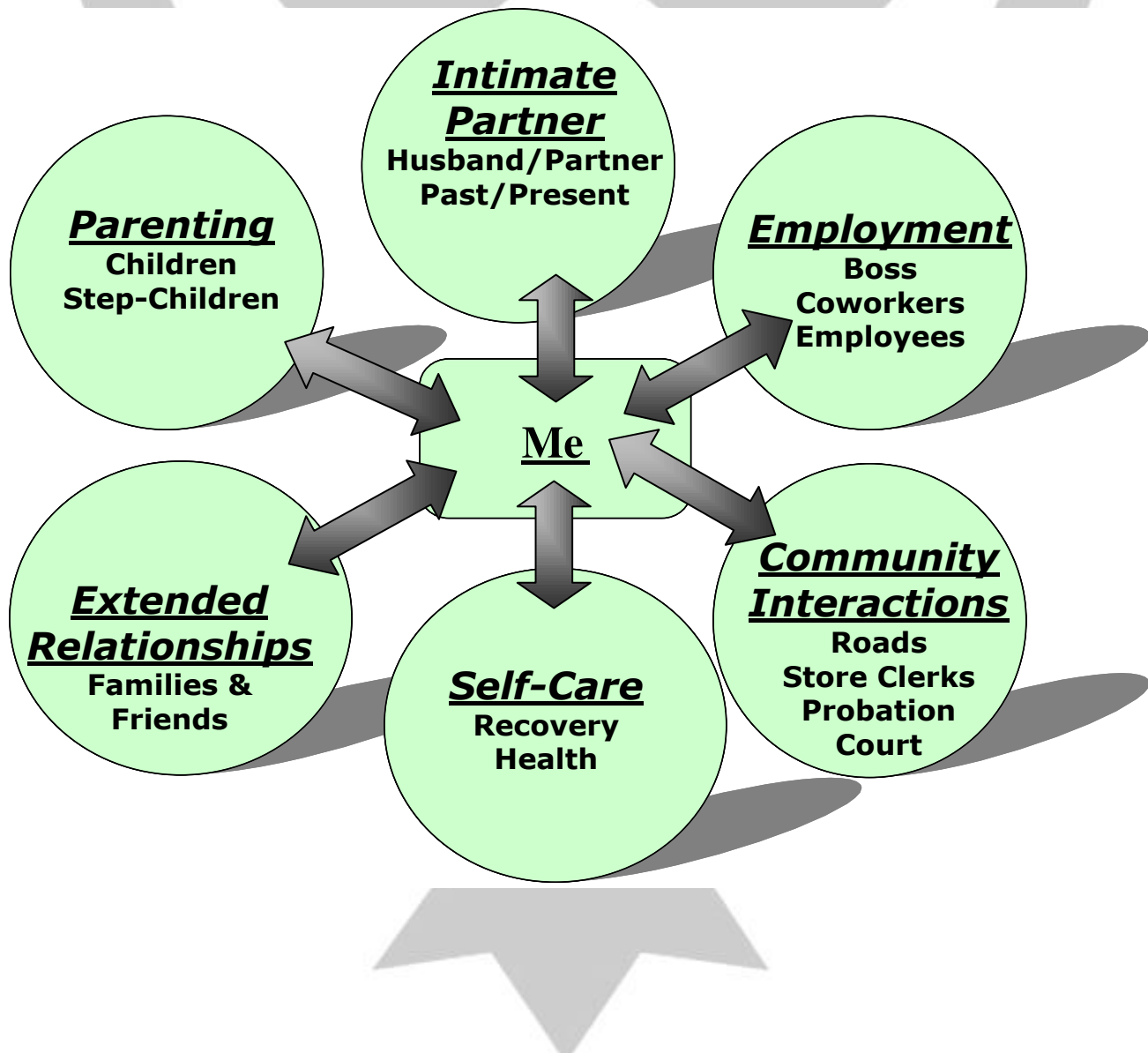
These actions can occur in many domains:

1. **Intimate Partner:** This includes anyone you have dated with the intent of building a relationship (may or may not have included sex). Anyone you had sex with (whether you had a long term relationship with them or not). This includes past and present partners.
2. **Community:** This includes people you interact with that you do not have a personal relationship with (store clerks, other drivers, etc.) or institutions you have a relationship with like parole, police, or the courts.
3. **Extended relationships:** This includes your extended family; brothers, sisters, parents, aunts, uncles and friends.
4. **Parenting:** This includes your children (whether you have custody of them or not), stepchildren or any other child where your role is primarily parental (a niece or nephew where you are the main caregiver).
5. **Self-Care:** This includes anything that impacts how you feel or care about for yourself (recovery, health care, spiritual involvement, etc.).
6. **Employment:** This includes anything related to work or school.



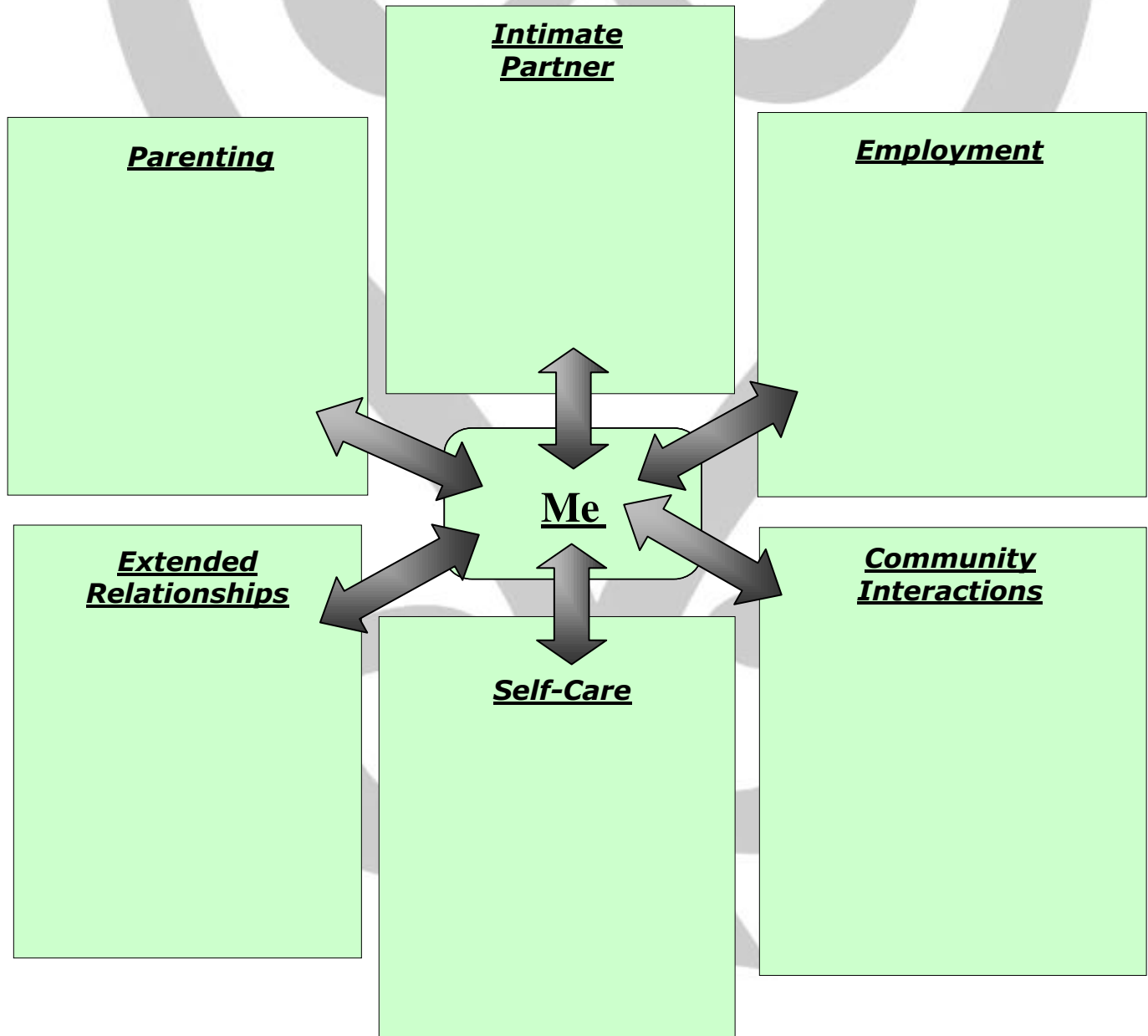
Domains of Accountability-Illustration

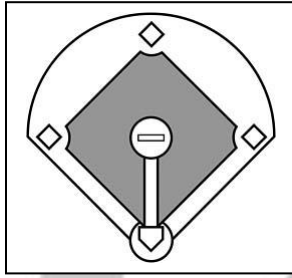
Accountability: Actions toward or involving others that reflect the integrity of the person you want to be.



Personal Domains of Accountability

Write in the names of all the people in your life who fit into each domain





Bases of Accountability-Description

Any action can be accountable or unaccountable. It must always be viewed in context. The bases of accountability are designed to help you understand how to evaluate an action. The bases are not just what you do but how you do it.

FIRST BASE is acknowledging what you have done. This might be an apology after being unaccountable or remembering how you behaved in the past. *Example: I spilled the milk and I say, "I was the one who spilled the milk."* First base is focused on the past.

SECOND BASE is either changing the behavior (acting differently) or repairing the situation. *Example: I clean up the milk and buy new milk or pour another glass.* Second base is focused on the present.

THIRD BASE is when you plan, commit and implement a change in your life that applies to more than one situation. *Example: I always put the milk further back on the table or counter, I watch how I use my hands when I speak.* Third base is future focused.

Home Run or Run Batted In (RBI) is when you integrate the changes you have made into your life or you extrapolate from one situation to another. *Example: I realize that I have to be careful not just with milk, but with pop, coffee, water, lemonade, etc.* This is building the future on the past.



Foul balls: When an action starts out looking accountable, but in the end it is out of bounds (not accountable). *Example: I talked to John about the overage on the cell phone bill and calmly explained my concerns. At the end of the discussion, as I was walking out of the room, I said loud enough for John to hear, "One day you will be able to manage money without me here."*

Strike Outs: When an action is unaccountable right from the start. *Example: I stormed into the living room, waving the cell phone bill yelling, "You're an idiot! You can't keep track of your own minutes! I'm tired of having to figure out what you are doing all of the time!"*

One action can be on different bases in different domains, it can even be accountable in one domain and unaccountable in another.

Accountability is not the same as a good deed although a good deed can be accountable if it is reflective of the integrity of who you want to be.

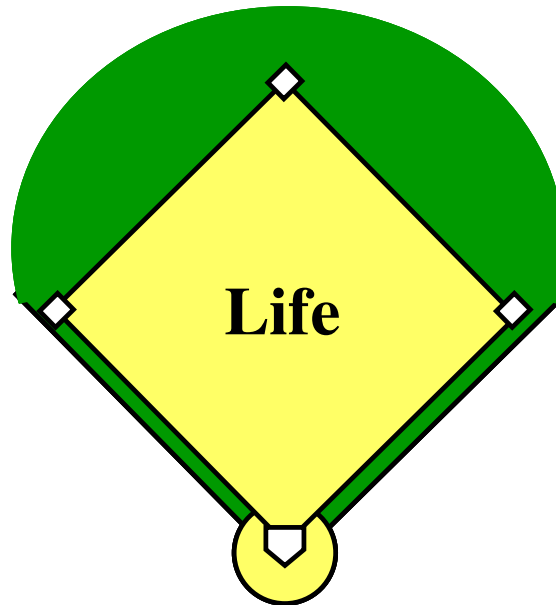


Bases of Accountability-Illustration

Repair & Replace

Present

**Plan, Commit,
Implement**
Future



Acknowledge
Past

Integration & Extrapolation

Building a Future on the Past

<u>Baseball</u>	<u>Accountability</u>
Score a run	Long term behavior change.
To get to home plate you need to run all the bases.	To become accountable you must go through all the stages.
Getting on base is the first step.	Acknowledgement is the first step.
To advance on the bases you need help.	To progress you need help.
You need to hit whatever the pitcher throws.	You need to deal with what life throws you.



Attitudes in Thinking

Negative Attitudes in Thinking	Positive Attitudes in Thinking
<p style="text-align: center;">Closed Thinking</p> <p>Lies by omission. Not self-critical. Unreceptive to responsible alternatives.</p>	<p style="text-align: center;">Open Channels</p> <p>Is receptive to positive change. Communicates truthfully and openly. Evaluates own behavior honestly and critically.</p>
<p style="text-align: center;">Victim Role</p> <p>Self-pity Defenses: Blames others (family, childhood, genetics, social conditions, the past, etc.) Only sees self as the victim.</p>	<p style="text-align: center;">Personal Accountability</p> <p>Is reliable, prompt, and prepared. Fulfills commitments and promises. Takes responsibility for choices and actions. Begins to see self as a survivor.</p>
<p style="text-align: center;">Superior Self-Image</p> <p>FOCUSES ONLY ON PERSONAL GOOD DEEDS. Refuses to acknowledge harm to others. Fails to admit own destructive behavior.</p>	<p style="text-align: center;">Self-Respect</p> <p>Shows gratitude. Earns the respect of others. Explores alternatives before making choices. Identifies feelings, works toward positive solutions.</p>
<p style="text-align: center;">Reckless Attitude</p> <p>Says, "I can't ," when you mean, "I won't." No concept of obligation to others. Unwilling to do anything disagreeable. Considers responsible living to be "dull and unsatisfying." Complies only when benefits to self can be gained.</p>	<p style="text-align: center;">Daily Effort</p> <p>Considerate of others. Has healthy associations. Organizes time, work, and fun to achieve what is expected. Fulfills obligations to family, friends, employer, community.</p>
<p style="text-align: center;">"I want, what I want, when I want it!"</p> <p>Does not learn from the past. Expects an immediate response. Makes decisions on feelings only. Seeks easy solutions to hard questions.</p>	<p style="text-align: center;">Self-Discipline</p> <p>Plans and builds toward the future. Makes decisions based on facts, not feelings. Uses past experience and guilt as a learning tool.</p>



Attitudes in Thinking

Negative Attitudes in Thinking	Positive Attitudes in Thinking
<p style="text-align: center;">Fear of "Losing Face"</p> <p>Has profound fear of personal insults, "put downs." Experiences a "zero state"(feelings of worthlessness). Has irrational fears but refuses to admit them Pessimistic.</p>	<p style="text-align: center;">Courage Over Fear</p> <p>Views criticism as positive feedback. Trusts others and asks for help and advice. Admits fears and meets challenges without dodging. Optimistic</p>
<p style="text-align: center;">Power & Control</p> <p>A compulsive desire to control every situation. Manipulates & deceives to gain power & control over others. Refuses to cooperate (unless someone can be taken advantage of).</p>	<p style="text-align: center;">Healthy Relationships</p> <p>Uses "I" language. Seeks to understand others. Recognizes the desire to control others and chooses not to act on it.</p>
<p style="text-align: center;">Possessive Attitude "It's Mine"</p> <p>No respect for the rights and property of others. Thinks others opinions are worthless. Feels possessive of all people, places, and things. Uses sex and sexual innuendo for power and control not intimacy.</p>	<p style="text-align: center;">Respect For Others</p> <p>Sees genuine value in others. Works toward "win/win" cooperative relationships. Respects the rights, property, and privileges of others.</p>
<p style="text-align: center;">Uniqueness</p> <p>Quits at the first sight of failure. Demands more of others than self. Views self as unique and better than others.</p>	<p style="text-align: center;">Humility</p> <p>Demands more from self than others. Acknowledges a personal "Higher Power." Has a realistic view of self in relation to others (no better or worse).</p>



Positive Attitudes Assignment: Part 1

Positive Attitudes in Thinking	My examples of Positive Attitudes in Thinking
<p style="text-align: center;">Open Channels</p> <p>Is receptive to positive change. Communicates truthfully and openly. Evaluates own behavior honestly and critically.</p>	
<p style="text-align: center;">Personal Accountability</p> <p>Is reliable, prompt, and prepared. Fulfills commitments and promises. Takes responsibility for choices and actions. Begins to see self as a survivor.</p>	
<p style="text-align: center;">Self-Respect</p> <p>Shows gratitude. Earns the respect of others. Explores alternatives before making choices. Identifies feelings and works toward positive solutions.</p>	
<p style="text-align: center;">Daily Effort</p> <p>Considerate of others. Has healthy associations. Organizes time, work, and fun to achieve what is expected. Fulfills obligations to family, friends, employer, community.</p>	
<p style="text-align: center;">Self-Discipline</p> <p>Plans and builds toward the future. Makes decisions based on facts, not feelings. Uses past experience and guilt as a learning tool.</p>	



Positive Attitudes Assignment: Part 2

Positive Attitudes in Thinking	My examples of Positive Attitudes in Thinking
<p style="text-align: center;">Courage Over Fear</p> <p>Views criticism as positive feedback. Trusts others and asks for help and advice. Admits fears and meets challenges without dodging. Optimistic</p>	
<p style="text-align: center;">Healthy Relationships</p> <p>Uses "I" language. Seeks to understand others. Recognizes the desire to control others and chooses not to act on it.</p>	
<p style="text-align: center;">Respect For Others</p> <p>Sees genuine value in others. Works toward "win/win" cooperative relationships. Respects the rights, property, and privileges of others.</p>	
<p style="text-align: center;">Humility</p> <p>Demands more from self than others. Acknowledges a personal "Higher Power." Has a realistic view of self in relation to others (no better, no worse).</p>	



Negative Attitudes Assignment: Part 1

Negative Attitudes in Thinking	My Examples of Negative Attitudes in Thinking
<p style="text-align: center;">Closed Thinking</p> <p>Lies by omission. Not self-critical. Unreceptive to responsible alternatives.</p>	
<p style="text-align: center;">Victim Role</p> <p>Self-pity Defenses: Blames others (family, childhood, genetics, social conditions, the past, etc.) Only sees self as a survivor.</p>	
<p style="text-align: center;">Superior Self-Image</p> <p>FOCUSES ONLY ON PERSONAL GOOD DEEDS. Refuses to acknowledge harm to others. Fails to admit own destructive behavior.</p>	
<p style="text-align: center;">Reckless Attitude</p> <p>Says, "I can't," when you mean, "I won't." No concept of obligation to others. Unwilling to do anything disagreeable. Considers responsible living to be "dull and unsatisfying." Complies only when benefits to self can be gained.</p>	
<p style="text-align: center;">"I want, what I want, when I want it!"</p> <p>Does not learn from the past. Expects an immediate response. Makes decisions on feelings only. Seeks easy solutions to hard questions.</p>	



Negative Attitudes Assignment: Part 2

Negative Attitudes in Thinking	My Examples of Negative Attitudes in Thinking
<p style="text-align: center;">Fear of "Losing Face"</p> <p>Has profound fear of personal insults, "put downs."</p> <p>Experiences a "zero state"(feelings of worthlessness).</p> <p>Has irrational fears but refuses to admit them.</p> <p>Pessimistic</p>	
<p style="text-align: center;">Power & Control</p> <p>A compulsive desire to control every situation.</p> <p>Manipulates and deceives to gain power and control over others.</p> <p>Refuses to cooperate (unless someone can be taken advantage of).</p>	
<p style="text-align: center;">Possessive Attitude "It's Mine"</p> <p>No respect for the rights and property of others.</p> <p>Thinks others opinions are worthless.</p> <p>Feels possessive of all people, places, and things.</p> <p>Uses sex and sexual innuendoes for power and control, not intimacy.</p>	
<p style="text-align: center;">Uniqueness</p> <p>Quits at the first sight of failure.</p> <p>Demands more of others than self.</p> <p>Views self as unique and better than others.</p>	



Examples of Feeling Words

Abandoned	Accepted	Adamant	Adequate
Affectionate	Agonized	Almighty	Ambivalent
Angry	Annoyed	Anxious	Apathetic
Apprehensive	Ashamed	Astounded	Awed
Awkward	Betrayed	Bewildered	Bitter
Blissful	Bold	Bored	Brave
Burdened	Calm	Caring	Captivated
Challenged	Charmed	Cheated	Cheerful
Comfortable	Competitive	Concerned	Condemned
Confident	Confused	Contemptuous	Content
Contrite	Crushed	Defeated	Defensive
Defiant	Delighted	Depressed	Despairing
Despondent	Determined	Disappointed	Discontented
Discouraged	Distraught	Disturbed	Eager
Ecstatic	Embarrassed	Empty	Enchanted
Energetic	Envious	Exasperated	Excited
Exhausted	Exhilarated	Fascinated	Fearful
Flustered	Frantic	Frustrated	Frightened
Furious	Garrulous	Glad	Gratified
Greedy	Grief-stricken	Guilty	Happy
hateful	Helpful	Helpless	Hesitant
Homesick	Hopeful	Hopeless	Horrible
Hostile	Humble	Hurt	Hysterical
Impatient	Important	Impressed	Inadequate
Indifferent	Infatuated	Inferior	Infuriated
Intimidated	Irritated	Inspired	Isolated
Intolerant	Jealous	Joyous	Lonely
Loving	lustful	Maudlin	Melancholy
Miserable	Nervous	Numb	Obsessed
Outraged	Overwhelmed	Panic	Peaceful
Pity	Playful	Pleased	Pressured
Rage	Rapture	Refreshed	Regret
Relaxed	Relieved	Reluctant	Remorseful
Resentment	Restless	Reverent	Righteous
Sad	Scared	Secure	Self Pity
Settled	Shocked	Shy	Silly
Skeptical	Sneaky	Solemn	Sorrowful
Spiteful	Stingy	Strange	Stubborn
Stupid	Stunned	Stupefied	Successful
Superior	Surprised	Suspicious	Sympathetic
Tense	Tentative	Terrified	Threatened
Thwarted	Tranquil	Trapped	Troubled
Understood	Uneasy	Unsettled	Unsure
Vehement	Vulnerable	Vivacious	Warm
Weepy	Wicked	Witty	Wonderful
Worried	Worthy		





Presentation 4: My Accountability Plan & SDR



Accountability Plan: Clues

When you are coming down with the flu you usually know about it because of the physical clues your body provides you. Clues that you are getting the flu might include feeling tired, losing your appetite, or that you just don't feel like yourself. Similarly, you can ALWAYS tell when you are considering use of force by paying attention to a variety of your clues. The first part of this Accountability Plan helps you identify your clues.

1. MAJOR SUBJECT CLUES (check at least 4 clues you use the most, then write in two more)

- | | | | |
|---|---|--|---|
| ☐ family | ☐ can't find something | ☐ spirituality | ☐ letter from ____ |
| ☐ money | ☐ sex | ☐ confrontations | ☐ others' actions |
| ☐ parole hearing | ☐ children | ☐ family | ☐ family |
| ☐ messy | ☐ meals | ☐ faith | ☐ _____ |
| ☐ lying | ☐ friends | ☐ others' attitudes | ☐ _____ |
| ☐ food | ☐ others don't care | ☐ _____ | ☐ _____ |

2. EMOTIONAL CLUES: (check at least 4 clues you use the most, then write in two more)

- | | | | |
|--------------------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| ☐ angry | ☐ impatient | ☐ defensive | ☐ depressed |
| ☐ frustrated | ☐ fearful | ☐ rage | ☐ scared |
| ☐ anxious | ☐ insecure | ☐ irritated | ☐ nervous |
| ☐ humiliated | ☐ threatened | ☐ exasperated | ☐ jealous |
| ☐ embarrassed | ☐ powerless | ☐ hurt | ☐ resentful |
| ☐ possessive | ☐ _____ | ☐ _____ | ☐ _____ |
| ☐ _____ | ☐ _____ | ☐ _____ | ☐ _____ |

3. PHYSICAL CLUES (I don't have any control over): (check at least 4 clues you use the most, then write in two more)

- | | | |
|--|--|--|
| ☐ change in breathing | ☐ tension in jaw | ☐ veins stick out |
| ☐ heart pounding | ☐ tension - where? _____ | ☐ feeling hot |
| ☐ hands sweating | ☐ trembling | ☐ dizziness |
| ☐ headache | ☐ butterflies in stomach | ☐ chest pain |
| ☐ dry mouth | ☐ tingling in hands, feet | ☐ upset stomach |
| ☐ jittery | ☐ grinding teeth | ☐ adrenaline rush |
| ☐ _____ | ☐ _____ | ☐ _____ |
| ☐ _____ | ☐ _____ | ☐ _____ |



4. NEGATIVE SELF-TALK CLUES ABOUT MY PARTNER/OTHERS (check at least 4 clues you use the most, then write in two more):

- | | |
|--|--|
| ☐ He is a lying, cheating, _____! | ☐ He doesn't love me. |
| ☐ He is a loser. | ☐ He is a jerk. |
| ☐ I don't know what's wrong with him. | ☐ He's a _____. |
| ☐ Who does he think he's talking to? | ☐ _____ |
| ☐ _____ | ☐ _____ |
| ☐ _____ | ☐ _____ |

5. NEGATIVE SELF-TALK CLUES ABOUT MYSELF (check at least 4 clues you use the most, then write in two more):

- | | |
|--|---|
| ☐ I could've done better. | ☐ What's wrong with me? |
| ☐ I always pick jerks. | ☐ I'm a loser magnate. |
| ☐ I wanna die. | ☐ Why do I bother? |
| ☐ Nothing I ever do is good enough. | ☐ No one cares about me. |
| ☐ _____ | ☐ _____ |
| ☐ _____ | ☐ _____ |

6. BEHAVIOR CLUES (things I actually do) (check at least 4 clues you use the most, then write in two more):

- | | |
|--|--|
| ☐ I get loud. | ☐ I quit talking. |
| ☐ I slap my hand down on the table. | ☐ I cry. |
| ☐ I tap my fingernails. | ☐ _____ |
| ☐ _____ | ☐ _____ |
| ☐ _____ | ☐ _____ |
| ☐ _____ | ☐ _____ |

7. MENTAL PICTURE CLUES (things I see myself doing or I see partner/other doing) (check at least 4 clues you use the most, then write in two more):

- | | |
|---|---|
| ☐ Being alone to raise the kids. | ☐ Seeing him with another woman. |
| ☐ Him hitting me. | ☐ Him drunk or high. |
| ☐ Him complaining about _____ | ☐ Him sitting and watching the TV. |
| ☐ Dishes on the counter. | ☐ _____ |
| ☐ _____ | ☐ _____ |
| ☐ _____ | ☐ _____ |



The choice of whether or not to use force starts with my decision to be aware of my clues. Below are two sections that explore ways I can improve my ability to be aware of my clues.

1. Things that REDUCE my awareness of my clues include *(check at least 4 clues you use the most, then write in two more):*

- ☐ alcohol/drugs
- ☐ defensiveness
- ☐ hungry
- ☐ tired
- ☐ not talking to anybody
- ☐ obsessing

☐ depression

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

2. Things that INCREASE my awareness of my clues include *(check at least 4 clues you use the most, then write in two more):*

- ☐ being sober
- ☐ open minded
- ☐ taking care of myself
- ☐ rested
- ☐ being social
- ☐ journaling

☐ prayer

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____



Accountability Plan: The P.A.U.S.E.

After I have identified a clue it is time to take the next step to interrupt the process and to prevent using force. This P.A.U.S.E. is **P**rotecting **A**ccountable **U**nderstanding of **S**elf **E**verytime.

Preventing Use of Force means taking a moment to reflect on what is happening, while it is happening, so that I can remain non-violent and utilize safe, productive interactions with others. It may seem like this is difficult or impossible to do with certain people. However, the fact that I can deal with high amounts of stress or difficult people/situations under some circumstances (for example, in public or privately around those people I would never consider using force against) indicates I can do it.

1. POSITIVE SELF-TALK I WILL USE:

- ☐ We can resolve this situation
- ☐ I can handle this.
- ☐ He/she has a right to his/her feelings/thoughts
- ☐ I may be wrong
- ☐ I can understand his/her opinion
- ☐ I will listen carefully
- ☐ I must be missing what he/she really wants or is saying

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

2. POSITIVE MENTAL PICTURES I WILL USE:

- ☐ See myself doing my most relaxing activity _____
- ☐ See myself sitting down and talking calmly
- ☐ Recall pleasant memories of life with my partner/family/friends
- ☐ See myself negotiating an agreement
- ☐ See myself enjoying my favorite pastime _____

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____



3. ACKNOWLEDGING AND UNDERSTANDING MY FEELINGS:

- ☐ What am I feeling right now?
- ☐ Why am I feeling this way?
- ☐ Am I covering up another feeling (with anger)?
- ☐ Am I ready to discuss my feelings right now?
- ☐ What is a healthy way to take care of my feelings right now?
- ☐ Maybe discussing this now will help me understand my feelings.
- ☐ How can I discuss my feelings without using force?
- ☐ _____
- ☐ _____
- ☐ _____

4. WHAT SHOULD I SAY?

- ☐ Would it be best to say something now?
- ☐ If I'm not going to say something now, will I say something later?
- ☐ I want to say something about what is happening inside me without using force; how should I do that?
- ☐ What is the tone of my voice?
- ☐ Do I know what I want to happen with this?
- ☐ How clear am I being?
- ☐ Do I want feedback?
- ☐ _____
- ☐ _____
- ☐ _____

5. THINGS THAT HELP ME RELAX

- ☐ Silently take deep breaths, letting them out slowly
- ☐ Stretch
- ☐ Identify where I am feeling tension in my body right now
- ☐ Sit down
- ☐ Close my eyes for a moment
- ☐ Use positive mental pictures from # 2
- ☐ Focus on the nearest pleasant sound for 10 seconds
- ☐ Count the number of things in my environment of one color
- ☐ Take a moment to identify how many smells are around me
- ☐ Focus on the temperature of the place where I am, compared to my body temperature
- ☐ _____
- ☐ _____



6. CHANGE MY BEHAVIOR

- ☐ Sit down ☐ Change my posture
- ☐ Change eye contact ☐ Empty my hands so nothing is distracting me
- ☐ Change my voice tone
- ☐ _____
- ☐ _____
- ☐ _____

7. QUESTION MYSELF

- ☐ What do I want/need to do now?
- ☐ What are my intentions?
- ☐ What do I really want from this?
- ☐ How will I feel about this tomorrow?
- ☐ Am I setting myself up to use force?
- ☐ Do I have any clues?
- ☐ Am I safe?
- ☐ _____
- ☐ _____
- ☐ _____

8. LISTEN

- ☐ What is partner/family member/friend really saying to me?
- ☐ What do I think partner/family member/friend needs from me?
- ☐ What am I really communicating right now?
- ☐ How have I not listened before in situations like this?
- ☐ _____
- ☐ _____
- ☐ _____

***I COMMIT TO MYSELF TO USE THIS
ACCOUNTABILITY PLAN
AND USE IT TO BE AWARE OF MY PERSONAL CLUES AS I
CHOOSE TO TAKE A P.A.U.S.E.***

_____/_____/_____
Signature **Date**



Stop Drop and Roll (SDR)



"Stop, Drop and Roll" is used as a tool to teach children how to keep themselves safe in case of a fire. The concept is to give children an easy way to remember action words that will help them minimize the damage to themselves in the case of an emergency. Most adults still remember this phrase from their childhood. In a potentially abusive situation, there is also a point where an individual needs to have a simple, action-based plan to interrupt their behaviors and keep themselves and others from getting hurt. You now have the opportunity to develop your own SDR. Look at your accountability plan, see what your first clues are and what behaviors you use. Then,

think of what you have to do to divert each of these clues or behaviors. Finally, summarize your ideas down to a few brief action steps. For example, if your clues indicate that your pulse races and you get short of breath, you might choose "breathe" as your first step. If you then begin to pace and shout, you might add, sit down and shut up. In this example the SDR would be Breathe, Sit down and Shut up."

The key to an effective SDR is to keep it simple and specific.

Example of Effective SDR

Physical Clues	Diversion
1.Pulse races and shortness of breath	"Breathe"
2.Pace	"Sit"
3.Shout	"Shut up"



Develop Your Own SDR:

Physical Clues		Diversion	
1.			
2.			
3.			

My Personal SDR (this should be no more than 3 to 4 words per line)

1.	
2.	
3.	



Presentation 4: My Accountability Plan

- 1) Complete all assignments through the SDR.
- 2) Have another participant sign off that assignments are complete.
- 3) Put your name on the board.
- 4) Give your presentation a title.
- 5) Give a 5-10 minute presentation.

Close book and group members will ask you questions about your Accountability Plan and your SDR.

- 6) Answer questions from the group.

Expect that you may be asked to rewrite or expand on some of your presentation.

Date Presented: ____/____/____



Section 5: Assignments

- My True Self
- Behind the Curtain
- Finding a Path Forward
- Treasure Hunt
- All About Me
- My Treasure Chest (To Be Used for Presentation 5)



My True Self

Connection is what gives purpose and meaning to our lives. Sometimes there are things we don't want people to know. The effort of hiding those things and the feeling of shame makes it more difficult for us to connect, even if we want to. In order for connection and healing to take place, it is important for us to explore the things that we keep hidden. The following exercise will help you identify some of the secrets you have kept hidden.

Something about myself that embarrasses me:

As a child I was most afraid people would find out the following about me:

As a teenager I was most afraid people would find out the following about me:



As an adult I was most afraid people would find out the following about me:

In my relationships I was most afraid people would find out the following about me:

I always wished that I could be:

How I cover up the things about myself I don't want others to know:



Behind the Curtain

People express themselves in different ways. Reviewing your answers from the "My True Self" exercise draw a picture, write a poem, or write lyrics to a song that shows how shame feels for you.



Finding a Path Forward

Moving beyond shame is a challenging process. However, doing so provides us personal freedom and peace. An important step in moving beyond shame is recognizing the difference between shame and “guilt” and then, finally, forgiving yourself. Shame is self defeating and keeps people stuck. Guilt is appropriate and can motivate people to move forward and find a path to personal forgiveness.

Shame Thought	Guilt Thought
“I am a bad person.”	“I did a bad thing.”
Examples: Thought Process	
“I am a failure.”	“I failed to do something.”
“People will hate me if I talk about this.”	“This is going to be really hard to talk about.”
“I can’t be forgiven.”	“What I did may be difficult to accept or understand.”
“No one will ever love me.”	Invalid

My Thought Process: List 5 Shame Thoughts and either reframe them into guilt thoughts or write “invalid.”

My Shame Thought	My Guilt Thought or “Invalid”
1)	
2)	
3)	
4)	
5)	



Treasure Hunt

Using the following table, place a "√" next to items you already have as a skill, trait, or resource. Then, put an "x" next to any skill, trait, or resource you believe you can have in the future. Fill in skills, traits, and/or resources not already listed in the bottom row:

Skill/Trait/Resource	√/x	Skill/Trait/Resource	√/x	Skill/Trait/Resource	√/x	Skill/Trait/Resource	√/x	Skill/Trait/Resource	√/x
persistent		prayer		open		athletic		circle of supportive people	
good with money		thoughtful		survivor		sister		poetry	
creative		aunt		father		artistic		chosen family	
thrifty		teacher		grandparents		brother		dance	
great at trivia		religious institution		clergy		stepchildren		grandmother	
passionate		best friend		read books		comics		assertive	
my sponsor		massage		nature		make jewelry		spirituality	
great speller		leader		chant		meditate		build	
hardworking		music		art		researcher		grandfather	
great at math		sing		children		determined		therapist	
humor		great listener		write		green thumb		lift weights	
faith		coach		resourceful		cousin		design clothes	
mother		go to doctor		share my feelings		continue my education		paint	
exercise		musical		father		uncle		travel	
resilient		journaling		sharing		loving		therapy	
kind		go back to school		logical		great storyteller		Meridians group members	
eat healthfully		swimming		drawing		intuition		strong	
thoughtful		nutrition		quick		thorough		free spirit	
peacemaker		sleep		fearless		smart		deep breathing	
caregiver		risk taker		brave		courageous		positive self-talk	
fashion plate		write stories		walk		wise		GED	



All About Me

Using the Treasure Hunt List from the previous exercise, or skills, traits, or resources not listed on the Treasure Hunt, answer the following questions:

List 5 things I do well:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List 5 things I am most proud of in my life:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



All About Me

List 5 skills I have that help me get through tough situations:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

List 5 people or places that could provide me with support:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____



All About Me

List 5 things I do to take care of myself:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



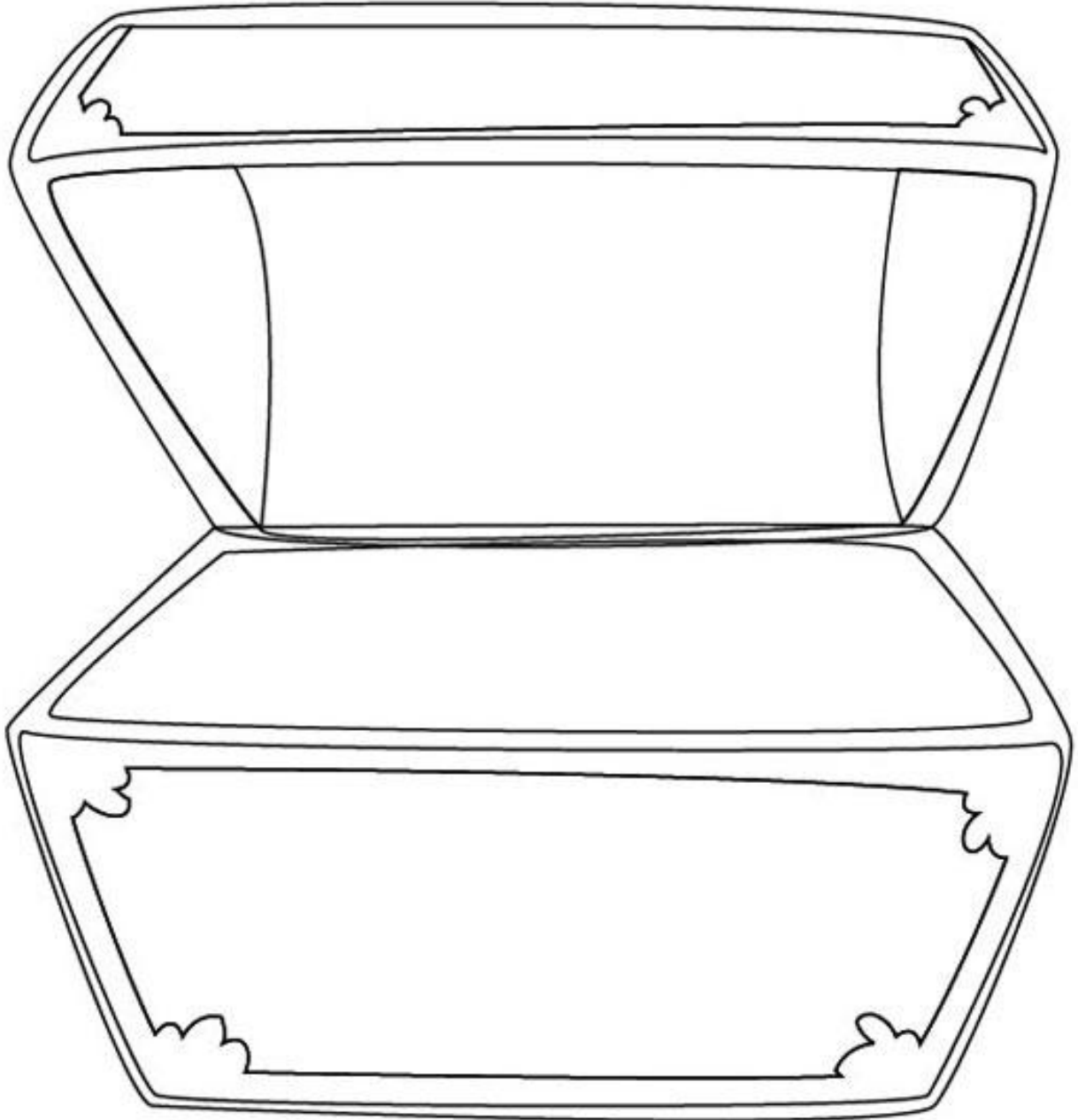


Presentation 5: My Treasure Chest



MY TREASURE CHEST

Using the information from the preceding assignments fill your treasure chest with as many resources, skills, and supports that you feel will help you.



Presentation 5: My Treasure Chest

1. Complete all assignments through, "My Treasure Chest."
2. Have another participant sign off that assignments are complete.
3. Put your name on the board.
4. Give your presentation a title.
5. Give a 5-10 minute presentation describing "My Treasure Chest."
6. Answer questions from the group.

Expect that you may be asked to rewrite or expand on some of your presentation.

Date Presented: ____/____/____



General Group Feedback

Pick three group members you think will give you helpful feedback. Things about me that my group peers and group facilitators think I should know:

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Group Member:	Group Member's Feedback:

Facilitator:	Facilitator's Feedback:

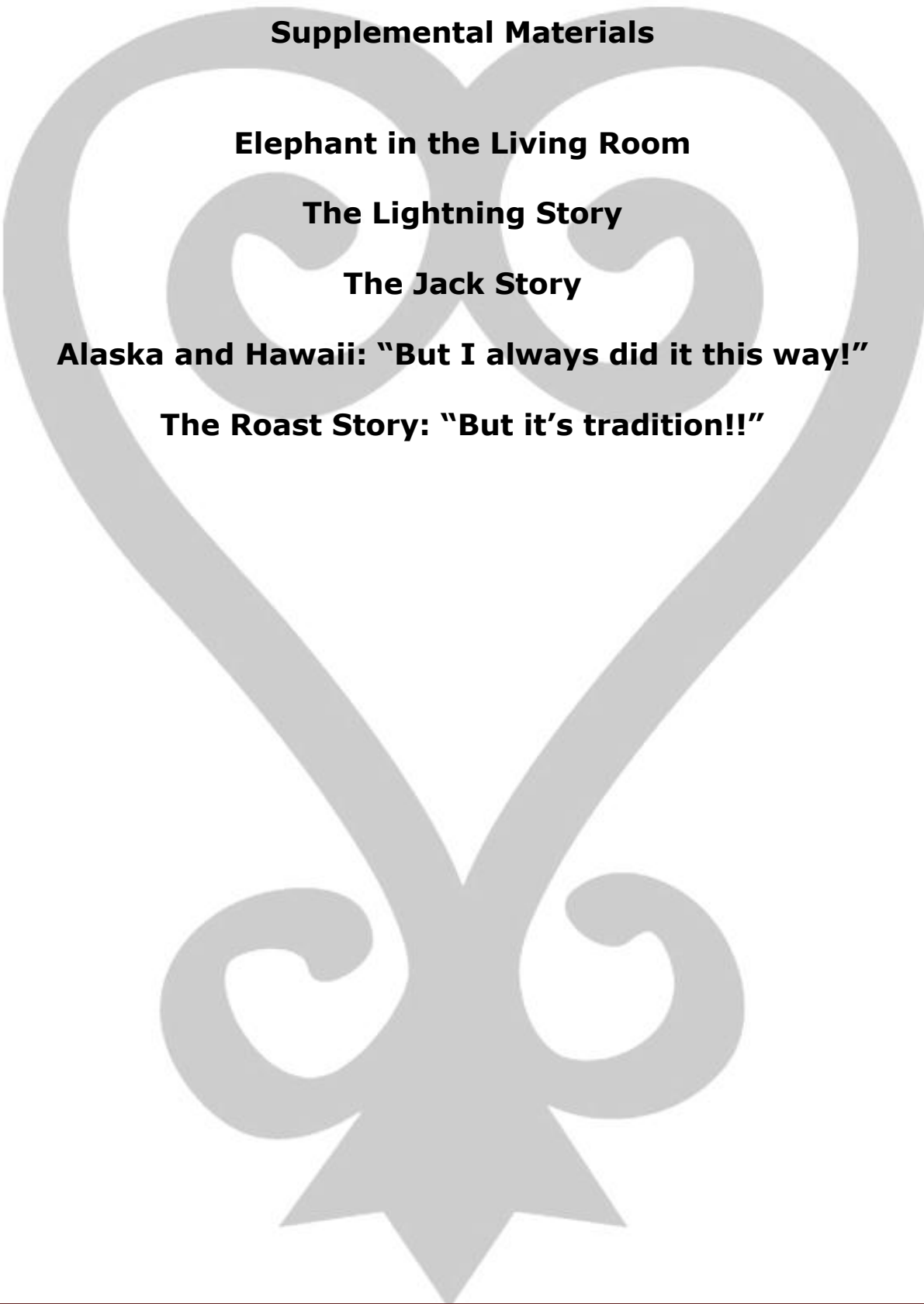
Facilitator:	Facilitator's Feedback:



Exit Criteria

- 1) I have participated in a minimum of 20 groups.
- 2) I have been group leader.
- 3) I have completed all assignments.
- 4) I have given 5 presentations.
- 5) I have received feedback from my group members and facilitator(s).
- 6) I have turned in my attendance log.





Supplemental Materials

Elephant in the Living Room

The Lightning Story

The Jack Story

Alaska and Hawaii: "But I always did it this way!"

The Roast Story: "But it's tradition!!"



The Elephant in the Living Room Story

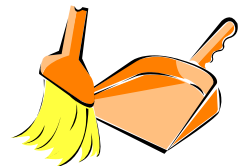
Imagine there is a great big huge elephant living in your living room. Everybody sees it, everybody moves around it, everybody accommodates it,



but nobody talks about it. After a while you start to wonder if there really is an elephant in the living room, because if there was, wouldn't somebody else say something? And if nobody else is saying anything about it, well maybe you're just crazy and the elephant isn't really there. This is a story written by Claudia Black to help children understand what it is like to grow up with a parent who is using alcohol or drugs and the elephant is the "alcohol or

drugs."

However, some of us in the field have said the elephant could be more than just the alcohol or drugs. The elephant could be physical abuse, sexual abuse, domestic violence, mental illness, physical illness, adoption, abortion, it could be anything that is central to a family, that gets called something else, or it gets called nothing at all. Elephants are pretty big. There are some rules that you have to keep in order to stay safe. The rules are; 1) "Don't talk", 2) "Don't Trust", and 3) "Don't feel". Because if somebody got close, they might say..."you know there is an elephant in your living room?" What might you have to do? Well you might have to get rid of it, and that is a big job. You might not want to do that. On the other hand, if they were close and they didn't say anything about the elephant, well that might just be further proof, that you were just plain crazy. So what happens is that people grow up with the elephants and they just don't talk about it. Now sometimes something happens and they get a drunk driving ticket or arrested for domestic violence and sent to jail or leave the relationship. They say "you know what...that's it, I'm not doing that behavior anymore!" thereby putting the "elephant" outside the living room.



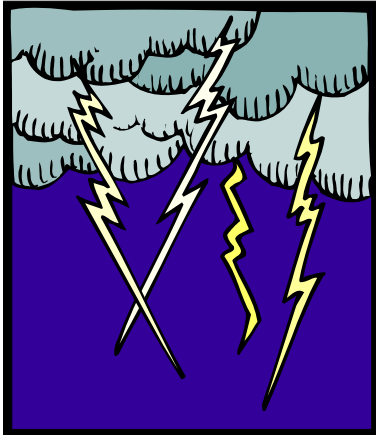
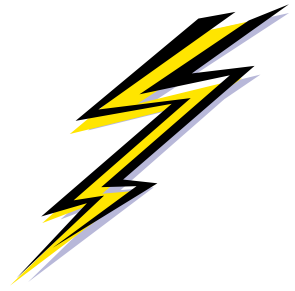
If you have ever seen an elephant at the zoo, you know exactly what they leave behind...Great Big Piles of it! So if those piles are in the living room, can you walk across it? Can you have people come over? The answer is "NO". Basically you have to live your life exactly the same way that you did when the elephant was there, except now the elephant isn't there. That is a visual for: "dry drunk," being unaccountable, and not healing. Recovery, accountability, and healing require walking back into the



room and cleaning up the mess that got left behind. What do you really need to do? The answer is, clean the mess up! Now that is really smelly work, nobody really wants to do it. You clean up one pile and you say "Wow! that was really hard work! That was really stinky. I don't think I want to do it anymore." The problem is that until you clean up the whole mess, you can't walk across the living room. The legacy of living with elephants is that if you grow up with them or you live with them for a period of time, what you learn is to not trust yourself or others, as anything could be the elephant. Often, this is what leads to making assumptions. One of the things we do in MERIDIANS is to assist you by providing you with the shovel, broom, bucket and other tools to clean up the piles. Often times we point out where the piles are that you might have missed. The work is yours to do. We will be there to support you doing it. The choice to do it remains yours.



The Lightning Story



This is a story about a man, who one day was out on the golf course, enjoying his usual game of golf. The man liked to golf and was a good golfer. He spent most of his free time golfing. One day it started to rain. He could hear the thunder and see the lightning fill the sky. He stood still with the golf club clutched in his hand the head pointed at the sky. Suddenly, he was struck by lightning. A bolt sent him to his knees. After a while he regained consciousness and went home. He told his friends what had

happened. He said, **"Can you believe how unlucky I am? I got hit by lightning! But I GUARANTEE YOU THIS, IT WILL NEVER HAPPEN AGAIN!!!"** Just to be on the safe side, the man decided to give up his golfing.

Since the man used to spend a lot of his time golfing he now had extra time on his hands. He decided to take a part-time job installing flagpoles. He liked his job. He liked the boss. The boss liked him. He liked having the extra money. Everything was going along well. One day when he was doing an installation it started to rain, thunder and lightning filled the sky. He stood still watching the storm while he held onto the flagpole. Suddenly, he was struck by lightning. This time the bolt sent him flat on his face. After a while he regained consciousness and went home. He told his friends what had happened. He said, **"Can you believe how unlucky I am? I got hit by lightning! But I GUARANTEE YOU THIS, IT WILL NEVER HAPPEN AGAIN!!!"** Just to be on the safe side, the man decided to give up his part time job.

He decided to spend more time at home. He got a little bored at home so he decided to get a dog. The dog would run into the street, into the neighbor's yard. The man started thinking "I have all this experience putting in flagpoles; I bet I could put in my own chain link fence". SO he calls Home Depot and has the chain link fence delivered. As he is doing the installation it started to rain thunder and lightning filled the sky. The man watched the storm while he leaned on the metal fence. Wouldn't you know it; he was struck by lightning again, a third time. After a while, like in the past, he regained consciousness and went into his house. He sat on the couch, he



wondered how unlucky could a man be? This time he not only didn't have a golf club in his hand, but he was not carrying the flagpole. He asked himself inside his head the question, "What the heck is going on in my life?" "The same thing keeps happening over and over and over again! What am I missing?"

Consider:

The man does not like getting hit by lightning and he does make changes in his life after each incident. But he tells his friends that he is getting hit by lightning because he is unlucky. He thinks he knows what changes he needs to make and then he **guarantees** his friends that he will never happen again.

He never asks his friends why they think he is getting hit by lightning; he does not go to a bookstore or a library and get a book on lightning. He does not contact a university or weather station to find an expert on lightning to get some advice. He does not go on the internet and look up lightning. He assumes that he know what the problem is and makes his changes based solely on that understanding.

In order to guarantee something, a person has to first know how it is happening and there has to be something that is within his control that he can change that will prevent it from happening in the future. Once he makes the connection between metal and lightning he can begin to make choices that will truly promote safety

This program believes that the use of force is learned and a choice. Now this is good news and bad news. The good news is: You can learn something new and make different choices. The bad news is: You learned that using force was the best option and then made the choice to use force.

The purpose of the program is to help participants learn about 'lightning', but the 'lightning' we are focused on is use of force.



The Jack Story

A man is driving down the road. He gets a flat tire. He pulls his car to the side of the road and opens up the trunk. The man realizes he does not have a car jack to aid him in the changing of the tire. The road he is on is dead flat. He can see for miles and miles in both directions and can tell that there are no cars coming. There are no stores, minimarts, businesses, bicycles or houses. All he can see is way up ahead a house with a light on and smoke coming out of the chimney. He is fairly well convinced that there is somebody there.



So while he is walking, he is thinking to himself, "I'll just go right up to his door and ask the guy if I can borrow his jack." Then he thinks to himself, "this dude's gonna want some money as a deposit or something." He thinks about \$20.00 should do it. He takes out his wallet and he only has \$5.00. Well now he thinks to himself, "this dude is gonna say, why should I loan you my jack for only \$5.00? It would cost me much more than that if I would have to replace it." He continues this conversation in his head, thinking, "Well I'm a good guy. Why wouldn't you trust me with your jack? I told you I'd bring it back." Then the dude is gonna say, "Well, how do I know you're really trustworthy? How do I know that you're not gonna just take my jack because you lost your own? I can't really trust you with my property!"

The man says to himself, "You know he has a lot of nerve thinking like that about me. All I want to do is borrow a little thing that nobody hardly ever uses! It's not like I am asking to borrow your car, eat your food or sleep in your house! I just need a jack, I have my own tire back there. I just need a jack so I can change the tire! I'm gonna bring it right back. You know, I'm only just down the road." When the man finally reaches the door of the house, he knocks on the door. When the homeowner opens the door, the man needing the jack yells at the homeowner...



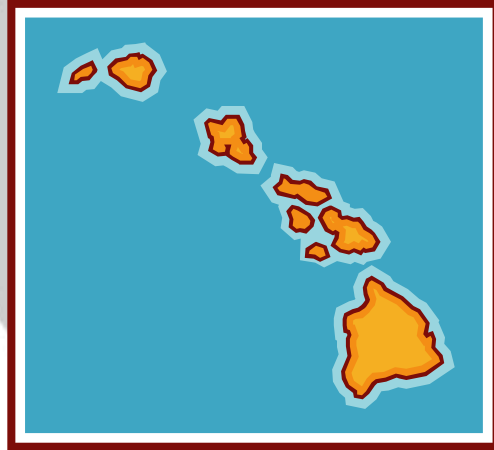
"AND YOU CAN KEEP YOUR DAMN JACK!"

Consider:

Sometimes we think we know how situations are going to turn out and act on our thoughts without ever really giving the other person a chance to respond.



Alaska and Hawaii: "But I always did it this way!"



Imagine that you lived in Alaska all your life. Every winter you order a warm parka, boot, mittens and a warm hat. When they arrive you begin to wear them. You need these things in order to survive the cold, long Alaska winter.

Then one day your job offers you a transfer to Hawaii. This is a change that you want to make and you move there. In the fall you go online and order your warm jacket, boots and mittens, because this is what you always do. When everything arrives you start to wear it. In the warm temperatures of Hawaii, you start to sweat. When people question why you are wearing all this warm clothing in Hawaii, you reply; "I always do it this way". In fact if you continue to wear all this warm clothing you risk the possibility of developing heat stroke.

SO... What kept you alive in Alaska could potentially kill you in Hawaii!!

In our lives we often develop strategies and behaviors for very good reasons, usually survival based (emotional and/or physical). But when we get older and our lives change those exact same strategies can cause us serious problems.

In order to survive in Hawaii you have to evaluate why you bought the warm clothing when you lived in Alaska. You have to decide if it is still appropriate and you might also have to buy some different things that you didn't need when you lived in Alaska, like shorts, lighter shirts, sandals, etc.



Consider:

In our lives we have to go through the same evaluation of our choices. Just because we always did something a particular way doesn't make it a good reason to continue to do it. It wasn't wrong to buy and wear the parka and warm clothing when living in Alaska, and many behaviors and strategies weren't wrong when you first used them, but as your life circumstances change these strategies are not longer necessary or useful and sometimes may even be harmful. It is time to go back and acknowledge why you chose these things and figure out what might be more effective in your current circumstances.



The Roast Story: "But it's tradition!!"

There is a family and they had a special tradition at every holiday. The woman would make a special roast. She made a special blend of spices that she rubbed on the roast and then she folded the roast under, put it in the pan and put in the oven. It was Delicious!!!



Her daughter grew up watching her make the roast this way and when she grew up and she had a family of her own, she also made the special roast. She would mix up; the blend of spices, rub them on the roast, fold the roast under, put it in the pan and put it in the oven. She made this roast for every holiday, family get together or other special occasion. It was delicious and everyone loved it.

Her daughter grew up watching her make the roast and when she got older and was newly married she decided that she would make the special roast when the whole family came over. She mixed up the blend of spices, rubbed them on the roast, folded the roast under, put it in the pan and just as she was getting ready to put it in the oven, her husband came in.

He noticed that she was making the special roast and he had had it several times at family gatherings. He said to her "I understand about the special spices but why do you fold the roast under??" The young woman became very agitated and immediately started yelling "What do you mean why do we fold it under?!?! This part of the family tradition it is the way my grandmother made it all the years my mother was growing up. This is the way my mother made it all the years I was growing up. Folding it under is the tradition it is part of what makes the roast so special!! What do you mean Why do we fold it under!!!"



Her husband looked at her said "I was just wondering what the folding under does?" "Oh" said the young woman "I don't really know, I'll have to call my



mom". So she calls her mother and says, "Mom, I was making the special family roast and I was wondering why we fold the roast under? "Before she had fully completed her sentence her mother was yelling" What do you mean why do we fold the roast under!!?? This is an important part of the family tradition!! This is the way I made the roast all the years you were growing up and this is the way grandma made it all the years I was growing up. It is tradition!! What do you mean why do we fold it under?!?" The young woman said. "Well I was just wondering, what does folding the roast under do??"

Her mother thought for a moment and replied "You know, I'm not sure, I'll call grandma". So she calls her mother and says "Mom you know the special family roast that we make? Why do we fold it under?" Her mother did not hesitate in her response she said

"I don't know why you do it, my pan was too small"!!!

Consider:

The young woman and her mother both were very defensive when they felt that tradition was being questioned, even though neither of them actually knew the origins of the tradition. When the actual origin was identified it was for a very practical reason that might no longer apply, but both of the women felt a strong emotional attachment to the tradition. Sometimes when we grow up with things a certain way we put emotional importance on them without exploring fully where the tradition came from and whether or not it makes sense to continue it. The young woman in the story may continue to fold her roast under, but when her children ask her why she can respond "because that is the way my grandmother did it because her pan was too small." At this point the tradition is carried on for personal reasons rather than the belief that there is a practical or sacred basis for it. So in our lives we have to look at some of the things we think of as 'traditions', not to be questioned, and explore the origins and see if it is something we really want to continue to carry on or if needs to be modified or even eliminated.





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