



CERTIFIED FACILITATOR – SAMENOW'S THE POWER OF CONSEQUENCES

8 Continuing Education Credits

Asynchronous Distance Learning Course

Content Level: Intermediate

Course Author: Stanton E. Samenow, Ph.D.

Last Updated: 2026

Approved by such credentialing bodies as:

- **National Association of Alcoholism and Drug Abuse Counselors (NAADAC) #94564**
- **National Board of Certified Counselors (NBCC) #6310**

All approval bodies are listed at ceumatrix.com/accreditations

For questions or to request accessibility accommodations please email us at: support@ceumatrix.com

© 2026 CEU Matrix. All rights reserved.



Welcome to CEU Matrix. We have been committed to supporting the continuing education of behavioral health professionals since 2007. Please reach out with any questions, ideas, or feedback.

*Do the best you can until you know better.
Then when you know better, do better.*

— Maya Angelou

COPYRIGHT

Original course materials, including the front matter, supplemental research synthesis, post-test, and CEU Matrix-authored content: © Copyright 2026 CEU Matrix. All rights reserved.

This course is based on training materials by Stanton E. Samenow, Ph.D., reproduced under license from the original copyright holder, who retains all rights to that content.

No portion of this course may be reproduced in any manner without the written permission of the publisher and, where applicable, the original copyright holder, in accordance with the U.S. Copyright Act of 1976, Title 17 U.S.C.

ABOUT THE INSTRUCTOR

Dr. Stanton E. Samenow is a clinical psychologist whose work over the past five decades has shaped contemporary understanding of criminal thinking and rehabilitation. He earned his Ph.D. in clinical psychology from the University of Michigan in 1968 and, in 1970, joined Dr. Samuel Yochelson's research and treatment program at Saint Elizabeth's Hospital in Washington, D.C., where the two conducted a landmark longitudinal study of offenders that fundamentally reframed how the field approaches criminal behavior.

Their collaboration produced *The Criminal Personality*, a three-volume work identifying the cognitive patterns common to offenders and laying the groundwork for cognitive-behavioral interventions still used in correctional and forensic settings today. After Dr. Yochelson's death in 1976, Dr. Samenow continued and expanded this work as a sole author, writing extensively for both clinical and lay audiences. His books include *Inside the Criminal Mind*, *Before It's Too Late: Why Some Kids Get Into Trouble and What Parents Can Do About It*, and *Straight Talk About Criminals*.

Dr. Samenow has maintained a private practice in Alexandria, Virginia, focused on the assessment of and consultation regarding offenders, and has served as a consultant and expert witness in courts throughout the United States.

Consequences as Treatment Mechanism: The Evidence for Contingency Management and Reinforcement-Based Interventions

This course examines how consequences — both natural and structured — function as catalysts for behavioral change in individuals with criminal and addictive thinking patterns. Since this course was developed, an entire evidence-based treatment modality has emerged that operationalizes the power of consequences: contingency management, which provides tangible rewards contingent on verified behavioral change. The research on contingency management, its implementation at scale, its reception by providers, and its use with marginalized populations provides the empirical foundation for the principle this course teaches — that consequences, applied consistently and immediately, are among the most powerful mechanisms for changing entrenched behavior.

The cost-effectiveness of consequence-based intervention was established in a 2026 microsimulation analysis published in *Addiction*. Researchers modeled outcomes for 10,000 individuals with methamphetamine use disorder comparing no treatment to 12-week and 24-week contingency management programs offering up to \$750 in annual incentives. The 12-week program prevented 117 deaths over one year with an incremental cost-effectiveness ratio of \$9,830 per quality-adjusted life year gained. The intervention would be cost-saving when broader social costs are included (Qian et al., 2026). For the consequences framework this course teaches, the Qian et al. analysis quantifies what Samenow has argued qualitatively: consequences — in this case, positive consequences for verified abstinence — change behavior at a population level. The \$9,830 per QALY makes contingency management one of the most cost-effective interventions in all of medicine, not just addiction treatment.

The strongest evidence base for consequence-driven behavior change in stimulant use disorder comes from a 2024 Cochrane systematic review of 64 randomized trials covering 8,241 participants, which evaluated contingency management alongside other psychosocial treatments for stimulant use disorder (Minozzi et al., 2024). Psychosocial treatment produced a high-certainty reduction in treatment dropout (RR 0.82, 95% CI 0.74–0.91) and increased continuous abstinence at end of treatment (RR 1.89, 95% CI 1.20–2.97) — the two outcomes Samenow's framework predicts should move when consequences are applied consistently. For the consequences model this course teaches, the Cochrane synthesis confirms at the highest evidentiary level that structured reinforcement keeps clients in the room long enough for behavior change to take hold.

The application of consequence-based interventions within the criminal justice system — the setting where most of this course's participants encounter consequences — was tested in a 2026 randomized clinical trial that trained juvenile probation officers to deliver contingency management to 160 youth with substance use disorders in rural Idaho. Youth receiving contingency management from their probation officers had a significantly lower likelihood of receiving a new charge (31% vs. 52%, OR = 0.42). The groups showed no significant differences in detention rates (Sheidow et al., 2026). For the consequences framework this course teaches, the Sheidow et al. trial demonstrates that when the person delivering consequences is also the person providing reinforcement for positive change, outcomes improve. Probation officers who combined accountability (the traditional consequence role) with contingency management (the therapeutic consequence role) produced better legal outcomes than officers providing accountability alone.

The implementation of consequence-based approaches by probation officers — a direct

operationalization of the accountability framework this course describes — was examined in a 2024 pilot study of 10 probation officers in rural Oregon who delivered contingency management to 17 emerging adults with substance use disorders. Officers successfully implemented all program components with fidelity, and both officers and clients rated the approach highly on feasibility, acceptability, and appropriateness. The study demonstrated that task-shifting evidence-based consequence interventions to probation officers may improve access to treatment in underserved rural communities (Drazdowski et al., 2024). For the consequences model this course presents, the finding validates a delivery system that Samenow's framework implies but does not formalize: the people who enforce consequences in the justice system can simultaneously deliver therapeutic consequences that reinforce change, rather than treating punishment and treatment as separate and incompatible functions.

The scale at which consequence-based interventions can be implemented in real-world community settings — not research clinics — was documented in a 2023 Preventive Medicine paper reporting lessons learned from two statewide stimulant-focused contingency management rollouts in Montana and Washington. Beginning in 2021, a total of 154 providers from 35 community-based service sites received didactic training, and 17 of those sites went on to implement CM programs adherent to their state's established protocol. Montana successfully launched 10 of 11 trained sites (90.9%), while Washington launched 7 of 24 (29.2%). Site-specific barriers — most often logistical fit — prevented implementation at more than half of trained sites, but tailoring within the required protocol aided successful launches across a diverse cross-section of service settings (Parent et al., 2023). For the consequences framework this course teaches, the Parent et al. findings show that implementing a structured-consequence intervention at scale is possible but uneven. The technical parameters of a consequence system are necessary but not sufficient; site-level fit and fidelity determine whether the framework actually reaches clients.

The way consequences are perceived — by providers, by the public, and by clients themselves — determines whether they are accepted as therapeutic or rejected as coercive. A 2024 qualitative study conducted six focus groups with Australian health service providers who treated people who use methamphetamine but had no prior experience delivering contingency management. Providers expressed genuine interest in having an evidence-based treatment for methamphetamine use disorder, but raised concerns that contingency management conflicted with a client-centered harm-reduction approach, that it dictated abstinence as the treatment goal, and that it was potentially coercive and could reify the power imbalance in the therapeutic relationship. They also worried that offering incentives only to people with methamphetamine use disorder could reinforce the stigma attached to that population (Clay et al., 2024). For the consequences framework this course teaches, the Clay et al. findings surface a tension Samenow's work implicitly navigates: consequences must be structured in a way that builds accountability without being experienced as punitive. When facilitators deliver consequence-based interventions, how the consequence is framed matters as much as whether it is applied.

The critical post-release period — when the natural consequences of incarceration end and the risk of return to substance use peaks — was addressed in a 2023 call to action examining contingency management for incarcerated individuals with opioid use disorder. The authors documented that less than 50% of those prescribed MOUD during incarceration continued medication within 30 days after release. Prior applications of contingency management in criminal justice settings yielded mixed results, largely because programs "provided smaller rewards with greater delays in the delivery of rewards to patients." The authors concluded that larger, more immediately delivered rewards could enhance medication adherence during the critical reentry period (Klemperer et al., 2023). For the consequences

framework this course teaches, the Klemperer et al. analysis identifies why consequence-based approaches sometimes fail in justice settings: the consequences are too small and too delayed. Samenow's principle — that consequences must be immediate, concrete, and personally meaningful — is validated by the contingency management literature's finding that reward magnitude and immediacy predict effectiveness.

The Klemperer argument was quantified directly in a 2025 JAMA Psychiatry review of 112 contingency management protocols (Rash et al., 2025). To produce medium-to-large treatment effects, voucher programs require a median of \$128 per week and prize-based programs \$55 per week; protocols funded below those thresholds consistently underperform. For the consequences framework this course teaches, the Rash et al. review translates Samenow's principle that consequences must be personally meaningful into an operational dollar figure: reinforcement below that threshold is not reinforcement at all.

The gap Klemperer et al. identified — fewer than half of incarcerated patients on MOUD continuing their medication thirty days post-release — was traced to its root causes in a 2024 stakeholder study of treatment providers and probation staff working at the reentry transition (Kang et al., 2024). Stigma inside supervision agencies, inter-agency communication breakdowns, and structural barriers like transportation and finances repeatedly disrupted the continuation of treatment that prevents post-release overdose death. For the consequences framework this course teaches, the Kang et al. findings show that the natural consequence of reentry — elevated overdose risk — is compounded when the system responsible for supervision is itself ambivalent about the therapeutic consequences (MOUD) that reduce that risk.

The populations most exposed to the natural consequences of substance use — homelessness, incarceration, disconnection from care — are also the populations most often excluded from structured-consequence interventions. A 2025 study piloted a 12-week contingency management program inside a transitional pallet shelter community for homeless-experienced veterans at the Veterans Affairs Greater Los Angeles. Twenty-six veterans with stimulant use disorder enrolled in twice-weekly urine drug screening with voucher-based rewards for stimulant-negative results. Average session attendance was 32%, and 49% of urine samples tested negative for stimulants. Qualitative findings identified that contingency management was accessible, structured, and supportive, that monetary rewards helped meet immediate needs, and that the program enhanced engagement with on-site health services (Hsu et al., 2025). For the consequences framework this course teaches, the Hsu et al. findings demonstrate that the same population already absorbing heavy natural consequences — housing instability, health decline — can respond to carefully structured positive consequences. Accessibility and structure, not just reward magnitude, drive whether consequence-based interventions actually land with marginalized clients.

COMMITMENT TO
CHANGE

Parts VII, VIII and IX

with

Stanton E. Samenow, Ph.D.

and

Edward Allen Roberts, M.A.

The Power of
CONSEQUENCES

Produced by

Success Stories

Programs for Change

Leader’s Guide and Workbook
with worksheets you can copy

© MMII by Success Stories II, LLC. All rights reserved.

Evidence Based Treatment

CERTIFIED FACILITATOR – SAMENOW’S THE POWER OF CONSEQUENCES

This program is Evidence-Based Treatment in a multitude of ways.

In 1976 Drs. Stanton Samenow and Samuel Yokelson published the ground-breaking book “The Criminal Personality” based on the largest study of criminal behavior ever conducted at that time. In this study, they identified “criminal thinking errors” as one of the key components of criminal behavior. The Commitment To Change program is the culmination of that work.

One of the learning methods employed in the DVD’s and this workbook is Cognitive Behavioral Therapy (CBT). CBT has been found to be effective in more than 1,000 outcome studies.

These DVD’s and this workbook use role-play exercises to allow participants to experience the same situation from multiple points of view, such as victim AND perpetrator. Targeted interventions of this type are an established form of Evidence Based Treatment.

This program asks the client to engage with material presented in the DVD’s and the group leader’s discussions through the interactive journaling method. This type of written self-reflection helps the client modify his behavior as he progress through the stages of change and is a widely accepted basis of Evidence Based Treatment.

This work contains a set of pre- and post-test questions to administer to clients upon both entry to and successful discharge from this program. It is an invaluable tool to do the course upon entry and re-take close to discharge. The differences could be anything short of astounding. This basic rechanneling of thought processes can create more openness and willingness with the participant to follow more positive programs/lifestyles.

The National Registry of Evidence-Based Practices and Programs (NREPP) requires:

“an intervention that has had one or more positive outcomes” ...

“an evaluation report” ...

“documentation such as training manuals” (this workbook).

Thus, with a bit of work you can create your own specific Evidence Based Treatment program! Should you create one of these, we would love it if you would share your results with us.

All across America and in countries around the world, tens of thousands of people have been treated using this program. Several studies have been published documenting that Cognitive Behavioral Therapy produces positive outcomes for clients who successfully complete the program. We are confident that by using this program as it presented here, you too will achieve successful outcomes for more of your clients.

Table of Contents

	<u>PAGE</u>
Using This Program: <i>Brief Overview</i>	5
Workshop Leaders and Program Consultants	8
Additional Credits.....	10
Other Programs from <i>Success Stories</i>	11
<u>Leading the Preview Session</u> <i>Why Do We Choose Trouble –</i>	17
<i>(before viewing the DVD) Again And Again?</i>	
 <u>DVD Part VII — Facing Consequences</u>	
<u>Leading Session One</u> <i>The Courage to See the Truth</i>	23
 <u>DVD Part VIII — Moment of Decision</u>	
<u>Leading Session Two</u> <i>“I didn’t think...” — Ignoring Consequences</i>	31
<u>Leading Session Three</u> <i>Super Optimism</i>	38
<u>Leading Session Four</u> <i>Noticing Your “Go-Ahead” Thoughts</i>	45
 <u>DVD Part IX — Remembering Consequences</u>	
<u>Leading Session Five</u> <i>Slowing Down</i>	53
.....	
<u>Leading Session Six</u> <i>Facing Temptation: Picturing Consequences</i>	60
.....	
<u>Leading Session Seven</u> <i>Practice: Facing Temptation</i>	67

<u>Leading Session Eight</u> <i>Recovery Begins Now</i>	74
<u>Leading Session Nine</u> <i>Who Do You Want To Be?</i>	80
<u>Leading the Review Session</u> <i>Putting It All Together</i>	86
One-Page Summary of Program: <i>Changing, Day by Day</i>	93

THE PROGRAM: *Brief Overview*

FLEXIBLE WAYS TO MEET YOUR NEEDS

Support an existing program with selected DVDs and worksheets

OR...

Lead the complete, *comprehensive program of 11 full sessions*.

- **Worksheets you can copy** for each session
- **Three DVDs divided into sessions** — optional PAUSES for discussion
- **Power Point slides** to enhance learning
- **Pre and Post Learning Gain Measures Exams**
- **Leader's Guide** and role plays for each session

Role Plays

To increase success with participants, FMS Productions provides guidebooks and worksheets that utilize evidence-based practices. As is pointed out by Scott T. Waiters, Ph.D., et al., in “A Guide for Probation and Parole: Motivating Offenders to Change,” “People change when a new action or behavior is ... in line with their personal beliefs or values.” (June, 2007). Stanton Samenow's DVD series and workbooks allow participants to examine their personal beliefs and values then reflect on changes they may want to make in their behaviors. To increase evidence based practices, FMS Productions has now added role plays to the workbooks.

Overwhelming evidence concludes that when participants do choose to change their behavior, they will be more successful if they have an opportunity to practice these new skills in a safe environment. Since the DVD series does not present positive behavior changes in detail, it is incumbent on the teacher/provider to monitor student role-plays for appropriate role-play. Since there are so many appropriate responses to avoiding the negative behaviors, close monitoring and coaching is important to this process.

In addition, there are steps the provider/teacher can take to ensure successful implementation of role-play exercises:

1. Review the key concepts in the DVD and brainstorm positive reactions to the situations presented.
2. Provide participants time to write out a script with plenty of coaching and monitoring from the teacher/provider.

3. Place participants in pairs so they can read aloud their script and practice and/or make revisions based on partner feedback.
4. Have participants perform the role-play for the larger group.
5. As a large group, review the positive behavior, reinforcing the good choices and the ability to avoid falling into old negative behaviors.

Some questions identified by ETR Associates in their article, “Role Play for Behavioral Practice” to help participants reflect on the effectiveness of their role play are listed below. Sharing these questions with participants to help guide the large group discussion will increase the focus on making positive choices with behavior.

1. What feelings did you experience as you used the skill?
2. What words or behaviors made the skill effective? What took away from the effectiveness?
3. How were the role plays similar or not similar to real life?
4. Where there any barriers to using the skill? E.g., strong, aggressive behavior from the other role player, etc. How can a person overcome any barriers that are identified?
5. In what ways or situations might you use the skill in the next week or two?

The article also emphasizes that “Role play for behavioral practice is a teaching strategy that allows [participants] to practice a variety of communication skills by acting out real life situations in a safe environment like a classroom ...”

Utilizing role-plays with the DVD series will increase the effectiveness of implementing the program.

Works Cited

- Walters, Scott T., PH.D., Clark, Michael D., M.S., Gingerich, W. Ray, B.A., Meltzer, Melissa L., M.A., M.P.H. “A guide for probation and parole: Motivating Offenders to Change.” June 2007. NiC Accession Number 022253.
- “Role Play for Behavioral Practice.” Resource Center for Adolescent Pregnancy Program. 2007 ETR Associates 10.30.11 retrieved from <http://www.etr.org/recapp/index.cfm?fuseaction=pages.EducatorSkillsDetail&PageID=94>

Each series in the *Commitment To Change* program can be used independently. Together, their power is enhanced.

Parts I, II and III reveal destructive thoughts: *Errors in Thinking* — and how to overcome them.

Parts IV, V and VI deepen the learning, revealing how those thoughts lead to destructive actions: *Tactics* — and how to move beyond them.

Parts VII, VIII and IX uncover the *Power of Consequences* as a practical tool, essential to the process of change.

SUMMARY OF CONTENT

A powerful key for change lies in facing consequences. Offenders and recovering addicts confront crucial questions: Do we have the courage to face the painful consequences we’ve caused by our actions, so that we have real motivation to change? Do we weigh consequences before we act, or block them out (and are we aware of how we do that)? Do we know how to use consequences as a powerful tool for change? Practical, concrete steps emerge for the day-by-day work of changing lifelong patterns.

TARGET AUDIENCE

Clients in **CORRECTIONS** and substance abuse **TREATMENT**, **YOUTH**, **STAFF TRAINING**, **PROBATION**, **PAROLE** and in many other settings.

QUICK START — *Using the Program is Easy*

- 1) For each member of your group, make one copy of the **Worksheet** for the Preview Session .
- 2) **Lead the Preview Session** as guided by the Leader’s page .

Step by step, **this guide will support you** in presenting the program.
The program supports up to 11 group meetings:

CERTIFIED FACILITATOR – SAMENOW’S THE POWER OF CONSEQUENCES

9 DVD sessions plus Preview and Review sessions in the guide.

Workshop Leaders

STANTON E. SAMENOW, Ph.D.

Dr. Stanton Samenow is widely recognized for his pioneering work in revealing the key role played by thinking patterns and behavioral tactics. He is the author of *The Criminal Personality*, *Inside the Criminal Mind*, *Before It's Too Late* and *Straight Talk About Criminals*.

Dr. Samenow has been a member of the President's Task Force on Crime and has held the position of Clinical Instructor in Psychiatry and Behavioral Sciences at George Washington University Medical School. Dr. Samenow is recognized as an authority on the evaluation and treatment of people who demonstrate criminal and destructive behaviors; he travels throughout the US as a consultant, speaker and leader of workshops.

EDWARD ALLEN ROBERTS, M.A., L.C.D.C.

For more than a decade, Edward Allen Roberts, M.A., has served as Clinical Director for the Texas Department of Criminal Justice, Substance Abuse Treatment Program. He has also held the positions of Program Planning and Development Specialist and Counselor Supervisor.

He provides training and supervisory coaching for InterAction Training Systems in Houston, Texas and is an instructor for Sam Houston State University's Licensed Chemical Dependency Counseling Program. He has a Master of Arts degree in Counseling from Sam Houston State University and is a Licensed Chemical Dependency Counselor. He is also certified by the William Glasser Institute in the use of Reality Therapy.

Consultants

MARTIN LA BARBERA, M.S. Managing Director, Cornell Training Institute; previously Director of Training and Programs, Corrections Research Institute.

Since 1989, Mr. La Barbera has worked as a criminal justice consultant providing technical assistance and training to federal, state and local agencies on the design and implementation of correctional treatment systems.

He has worked extensively with the Department of Justice, Corrections Programs Office, and the Department of Health and Human Services, Center for Substance Abuse Treatment.

Most recently he has developed training and co-authored articles on therapeutic communities in prison settings and transitional services to the free-world.

JAMIESON S. PARRY M.A., C.A.S.A.C, conducts trainings throughout New York state on working effectively with criminal justice clients. He has more than 20 years experience in the corrections and substance abuse fields and is Senior Corrections Counselor/ASAT, Livingston Correctional Facility, Soneya, New York.

Creative Consultant

RICKLIN E. BUSSARD, CCJS is a Criminal Justice Specialist for the Colorado DOC where he develops cognitive programs. He is member of the original team chosen by Dr. Samenow to develop the *Commitment To Change* program.

Author, Leader's Guide and Workbook
EDWARD ALLEN ROBERTS, M.A.

Special Thanks

Mark Gornik M.S.
National Institute of Corrections

Richard McCauly
The Clare Foundation
Santa Monica, California

Ilene Val-Essen, Ph.D.

Ronald Banner, Ph.D.
Leonard Wiley
The Substance Abuse Foundation
Long Beach, California

Howard Lewis
Salvation Army ARC
Santa Monica, California

Executive Producers

DEKE SIMON ED SCHUMAN
Emmy-nominated producers of research-based educational programs
and award-winning documentaries

Workbook Illustrations

TAI-YII YEH

Cover Design

DAVID FAIRINGTON

© MMII by *Success Stories II*, LLC. All rights reserved.

Federal law prohibits copying these materials without permission.
Institutions purchasing the complete program are granted permission to
copy
workbook pages for use at one institution, one site only.

Are you using

these *AWARD-WINNING* programs
from *Success Stories*?

- **ANGER: *Creating New Choices***
- **Commitment to Change**
Parts I, II, III:
Overcoming Errors in Thinking
- **Commitment to Change**
Parts IV, V, VI:
Tactics: *Habits That Block Change*
- **Healing the Addicted Brain**
- **Success Stories I**
- **Success Stories II**

Produced by

Success Stories

Programs for Change

*T*wice honored with the “*Best DVD*” award
from the American Correctional Association,
Success Stories is recognized as the leading producer of DVD-based programs
throughout the field of corrections and drug abuse treatment.

Distributed exclusively by



Before you Proceed:

Have the participants take the Learning Gains Measure Exam on the following pages. (Don't hand out the answer key that follows)

At the conclusion of the entire 11 session program, have the participants take the test again so you can measure how much they have learned.

Learning Gains Measure

Commitment to Change parts 7 – 9

1. When we shut off the consequences
 - a. We tell ourselves that we are able to overcome obstacles
 - b. We tell others how everything will turn out fine
 - c. We tell ourselves forget the consequences, go ahead
 - d. We tell others what we did, honestly
2. Thoughts that lead to trouble are called
 - a. Troubled thoughts
 - b. Errors in thinking
 - c. Leading thoughts
 - d. Trouble and trivial problems
3. Thinking errors include:
 - a. I deserve it
 - b. I can get away with it
 - c. I can control it this time
 - d. All of the above
4. When focusing on thinking errors, using drugs and alcohol is
 - a. A fun way to spend the weekend
 - b. One more way to shut off our awareness of consequences
 - c. One more way to get back in prison
 - d. A disappointment to our families
5. Another way to close our eyes to consequences is
 - a. To use super optimism or believe we won't get caught
 - b. To admit that we even did anything wrong
 - c. To remember the people we have hurt
 - d. To use our imagination
6. When contemplating correcting our thinking errors, to change we must be able to
 - a. Catch our "go ahead" thoughts
 - b. Talk our family into supporting us
 - c. Avoid being incarcerated at all costs
 - d. All of the above

7. According to the DVD, looking at the costs of our past behavior is
 - a. The way to get very depressed
 - b. The purpose of incarceration
 - c. The key to change
 - d. The strategy of losers
8. We should look at the truth and face it
 - a. Before we forget it
 - b. In small steps
 - c. With people who can harm us
 - d. All of the above
9. According to the DVD, it is important to face the harm we have caused others to
 - a. Motivate us to change our behavior
 - b. Motivate us to stay out of prison
 - c. Change the people around us
 - d. Stay out of the way of other victims
10. In the DVD, when we are told “We can take the manure of our lives and grow a few flowers” it means we are able to
 - a. Work in the garden while incarcerated
 - b. Face our pain and grow into a better person
 - c. Take what is bad in our lives and take advantage of others’ sympathy
 - d. Face the accusations of others so we can get it over with
11. The DVD suggests you see your go ahead thoughts as a warning sign, then
 - a. Stop, look around and see if you can accomplish your goal
 - b. Stop, take a deep breath, take a step back and consider the consequences
 - c. Stop, take advantage of the situation and deny everything later
 - d. Stop, look at who might get hurt and try to prevent it
12. According to the DVD, if we catch ourselves before we act
 - a. We can avoid getting caught
 - b. We can think about how we can explain the situation later
 - c. We can share our experiences with others
 - d. We can think about the consequences or where it will lead
13. The DVD suggests that thinking about the consequences can help us to
 - a. Make a different choice
 - b. Avoid prison

- c. Involve others
 - d. Exacerbate the problem
14. Visualizing the consequences is a powerful way avoid negative behaviors such as
- a. Handcuffs
 - b. Homelessness
 - c. Disappointing your children
 - d. All of the above
15. Triggers for relapse are also opportunities to
- a. Recruit others for recovery
 - b. Practice skills for picturing consequences and stopping the behavior
 - c. Practice skills for picturing consequences while visiting old friends
 - d. Visit the old places and prove to yourself that you are sober
16. According to the DVD, to change
- a. We must have a supportive family
 - b. We must not have committed a severe crime
 - c. We must forgive the people around us
 - d. We must practice day by day
17. If we stop to think about the consequences of our actions, we may think
- a. "I don't want to go back to that"
 - b. "Those consequences aren't that bad"
 - c. "This won't lead to other things"
 - d. All of the above
18. When we give up our old life
- a. It is easy sailing from there
 - b. It feels so much better than hanging on to it
 - c. It leaves a hole in our life that we must fill
 - d. Our family is happy
19. To fill the hole left by our old life, we may need to
- a. Deal with grief
 - b. Find new activities
 - c. Work the program
 - d. All of the above
20. To build a new life
- a. It is important to see the new life clearly

- b. It is important to see a counselor on a regular basis
- c. It is important to have the support of your family
- d. All of the above

KEY

- 1. C
- 2. B
- 3. D
- 4. B
- 5. A
- 6. A
- 7. C
- 8. B
- 9. A
- 10. C
- 11. B
- 12. D
- 13. A
- 14. D
- 15. B
- 16. D
- 17. A
- 18. C
- 19. D
- 20. A

Leading The PREVIEW Session

Why Do We Choose Trouble — Again And Again?

NOTE: The Preview Session is designed to take place prior to viewing the first DVD. Its purpose is to enhance motivation and create readiness for learning.

LEARNING OBJECTIVES: After completing the session, worksheet and follow-up discussion, group members will be able to...

- ... Express interest in learning why they make destructive choices again and again
- ... Discuss and think about the *process* of making decisions
- ... Focus on the role of *thinking* in repeated relapse and recidivism

DISCUSSION Suggestions:

- ? Ask group members, *Why did you decide to attend this group?*
If some say, “I was required to,” clarify by inquiring, *So you came to get free of the restrictions you are now under?* Then ask, *Are you only interested in getting free of restrictions now — or do you want to remain free for good?*
- ? *How many of you have been in jail or prison — or a treatment program — more than once? Three times? More than three times?*
*So many of you have made choices that have led to trouble, over and over again? “**Why do people make choices that lead to trouble again and again?**” (Allow the question to remain open.)*

Explain: That is the focus of this series: To find out **why our thinking** leads to trouble again and again – and **how we can make better choices** in the future.

GROUP EXERCISE:

Note: The purpose of this exercise is to allow members to discover how we make choices — and to create a readiness for understanding the DVD through a concrete, personal experience. The introduction to this exercise might be something like, *To learn more about how we make choices, let's try an experiment.*

Divide participants into groups of about four. Pass out copies of the page entitled, ***“Shipwreck”*** (following this Leader Page). Allow five to ten minutes for each participant to fill these out individually (they will need pencils or pens).

Within small groups, discuss and reach consensus about which items to keep. Have each group appoint a reporter.

In the larger group, ask reporters these questions:

- *What are the advantages of the items your group chose?*
- *What are the disadvantages of the items that were not chosen?*
- *How do people make decisions? How do we decide between choice “A” and choice “B”? (Key point: We weigh the benefits against the costs — the “pro’s” and “con’s.”)*

DISCUSSION IDEA (Choosing High-Risk Behavior):

Let's look at a different kind of decision. Make two columns on the board; label one **“Pro”** the other **“Con.”**

Ask, *When you make the choice to use drugs or commit an offense, what are some of the **payoffs**, or “pro’s”?* (Get high, feel good, money, excitement, forget problems, etc.) List responses in the “Pro” column.

Then ask, *What are the **drawbacks** — what do you lose when you choose to be involved in drugs or crime?* (Pain and loss to family, loss of relationships, family, money, jobs, freedom, self-respect, health, etc.) List responses under “Con.”

What is similar about all these items on the “Pro” side? (All are short term — the payoff is over quickly.) What is similar about all items on the “Con” side? (Most are long term — the pain and loss last for years.)

*So the payoffs last a short time. The losses last a long time. Then **why is it that people choose crime and drugs — again and again?** Leave the question open; lack of closure will create a readiness for the sessions which follow.*

ASSIGNMENT: Ask students to complete the worksheets for this session (see the pages following the “*Shipwreck*” Exercise). Responses and observations can be discussed at the end of this session or the beginning of the next.

EXERCISE for PREVIEW SESSION

S*hipwreck*

Your cruise liner has hit an iceberg and is now under water. You are in a lifeboat with 3 other people.

You have been told there is an island about 300 miles east of where your ship went down. It could take 2 weeks or more for rescue planes to find you.



Your lifeboat has many items in it, but they are too heavy; you're sinking fast! You must decide **which items to keep** — and which to throw overboard.

You have only enough room for the following:

1 heavy item + 3 lightweight items

Or...

2 heavy items + NO lightweight items

Which items will you keep?

Put a check by the 4 items you choose:

Heavy Items

- ☐ a radio transmitter
- ☐ paddles
- ☐ 5 gallons of fresh water
- ☐ gold jewelry valued
- ☐ a kerosene lantern with fuel
- ☐ life jackets
- ☐ fishing rod, fully equipped
- ☐ warm fur jackets

Lightweight Items

- ☐ a box of matches
- ☐ 12 dried food packets
- ☐ flare gun with flares
- ☐ a carton of cigarettes
- ☐ \$200,000 worth of jewelry
- ☐ a Swiss army knife
- ☐ waterproof plastic
- ☐ a first aid kit

Continued...

WORKSHEET for PREVIEW SESSION

Why do we choose trouble

— *again*
and again?

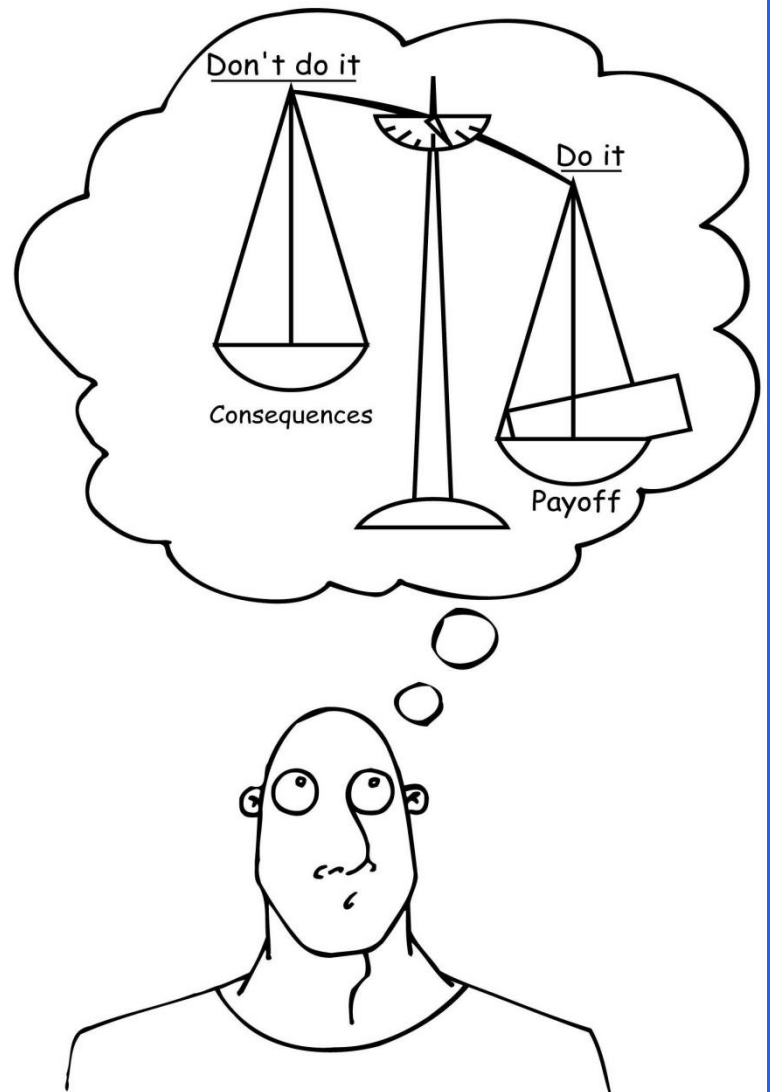
*L*ist 3 payoffs you get when you
choose drugs/alcohol or crime:

1. _____
2. _____
3. _____

*F*or each one, make a check v
to show whether it lasts for a short time
or a long time:

Lasts short time Lasts a long time

1. _____
2. _____



Why do we chose trouble -
again and again?

List 3 “cons” or drawbacks you could experience
when you choose drugs/alcohol or crime. Make a v to show
whether each one lasts a short time or a long time.

<u>Drawbacks (cons)</u>	<i>Lasts a short time</i>	<i>Lasts a long time</i>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

What have you learned from this session?

Leading Session One — *The Courage to See the Truth*

NOTE: Before beginning the work of this session, have peer or counseling support for group members in place.

If there is not yet a sense of trust in the group, you can begin with **DVD Part III**, then follow with Parts **VII** and **IX**.

LEARNING OBJECTIVES: After completing the session, worksheet and follow-up discussion, group members will be able to...

- ... Describe in detail how the consequences of their destructive actions have affected their lives
- ... List those who have been harmed by their actions and describe all the ways in which they have been harmed
- ... Describe in depth how they feel now about the impact of their behavior on their own lives and on the lives of others

BEFORE VIEWING

Discussion: *For people who want to change, is it useful to take an honest look at the consequences of their actions — the impact on their own lives? On the lives of others? Why or Why not?*

NOTE: Hear points of view, raise questions, leave the answer open.

To watch for in the DVD: *As you watch, can you find other answers to the questions above?*

VIEW Session One, DVD Part VII.

OPTIONAL PAUSE for discussion: The DVD poses this question: *Curtis was ready to look at the pain he caused himself and others. Watching him do that, what is your response?*

NOTE: Provide support and encouragement to help people begin to face feelings, without minimizing their discomfort.

AFTER VIEWING — Questions

- *In the DVD roleplay, Curtis' wife and daughter told him how they felt when he was using drugs or getting locked up. How do you think your family members have felt when you were getting drunk, high or being involved in criminal behavior? Describe all the effects on them; be specific.*
- *In the roleplay of the crime victim, we heard some of the ways this crime affected her and her neighborhood. What are some ways you can think of that it might have affected the victim's family members?*
- *Have there been victims of your actions? Talk about what you think they might have experienced.*
- *How could someone begin to “set things right”— to make up, in some way, for harm done? (Include “changing your own life,” as well as responsible actions, doing positive things to make up for past wrongs, sincere apologies, etc.)*
- *After seeing the DVD, do you have any more answers to the question: Why is it useful to take an honest look at the consequences of your actions? It was stated in this session that “Change is hard work — we don't stick with it unless we have a very good reason.” How can looking at the pain we've caused help us to stay committed to change?*

ASSIGNMENT: ***Note — The worksheet for this session is longer than others; you might want to assign it in parts (see the following pages). Discuss responses at the end of this session or beginning of the next.***

Role Play Session 1

Facing Consequences

In this session a participant, Curtis, discusses his past and honestly accesses how his past behaviors have affected the people in his life, including his victims and the community at large. By examining the hurt he has caused, Curtis and the other participants are motivated to take the steps necessary to change their behavior.

Like any skill, we must practice to be good at thinking clearly and reacting to situations and people in a healthy way. The following role-play allows you to practice empathy by putting yourself in the shoes of one of your victims.

Think of a situation in which your behavior hurt another person. Write about that below.

Now think of how it must have felt to be the person harmed by your actions. Write about that below.

Now write a script in which you are the victim of your behavior. As the victim, explain to yourself how it felt to be victimized by your behavior.

Victim:

Your Past Self:

Victim:

Your Past Self:

Victim:

Your Past Self:

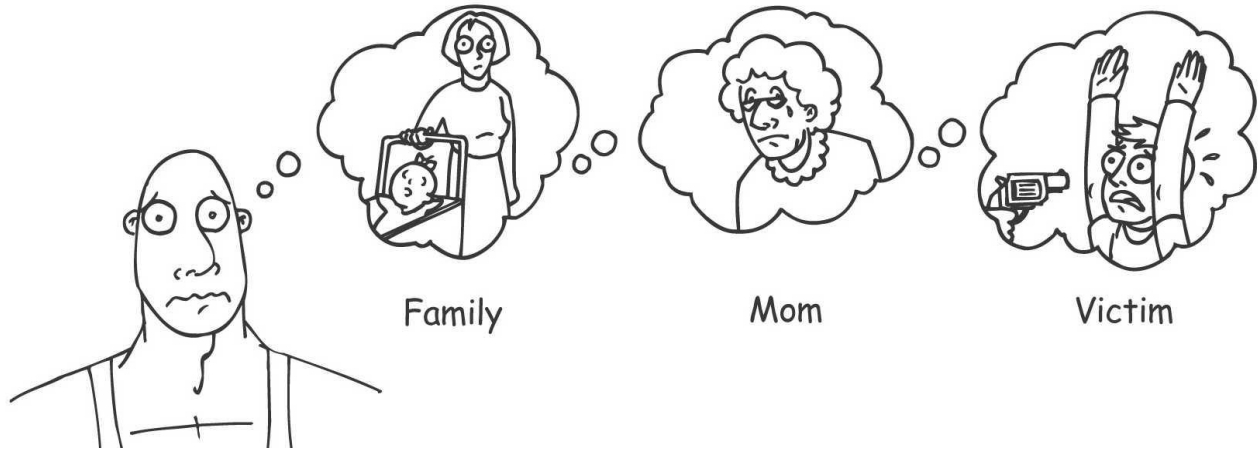
Victim:

Your Past Self:

Now practice the script with a partner and be prepared to share the role-play with the entire group.

WORKSHEET For SESSION ONE

The Courage to See the Truth



Looking at the hurt I've caused gives me a reason to change.

Write a life history about your drinking/drugging/criminal actions. Where, when and how did it all start for you? Describe what happened and come forward from that point to the present. (Use separate sheets of paper or the back of this sheet.)

How do you see your choices as having impacted the following aspects of your life:

Education _____

Career _____

Relationships (with parents, spouse/lover, children, others, self)

WORKSHEET for SESSION ONE – *The Courage to Face the Truth* – continued

Finances _____

Make a check mark next to the people you think you have harmed through your involvement with alcohol/drugs/crime:

___ Parent(s)	___ Friend
___ Other Relative	___ Victim
___ Children	___ Employer
___ Spouse	___ Stranger

Now list the people you have harmed under each of the following categories (some may go under all three):

Financial damage	Emotional damage	*Physical damage

**Physical damage includes ignoring children's physical needs, doing drugs while pregnant or giving drugs to someone who is pregnant, not providing medical or dental care, etc.*

For each of the people you have listed, write a few sentences describing how you have harmed them in each of the ways you listed above (use a separate sheet of paper or the back of this sheet).

WORKSHEET FOR SESSION ONE – *The Courage to Face the Truth* – continued

Optional Exercise:

Choose the person you think you have hurt the worst by your actions (other than yourself), and write them a letter, telling them...

- ...How you see that you have violated them.
- ...How you would feel about it, if you were them.
- ...How you feel now about this.
- ...What you would like to do to try and set things right.*

*This last item must be something you can actually do to try to make things right. Even if you never do it, it should be something you *could* do if you really wanted to.

Notes about this letter:

- You do not have to send the letter.
- The purpose of writing the letter is to help you to fully realize the *consequences* of your actions.
- This may make you feel bad, but feeling the pain you've caused can be very useful. Those feelings can help you to make a solid commitment to changing your life.
- Changing the way you think and live is the best thing you can do to set things right. It gives some meaning and value to the pain you have caused.
- Even if you can't set things right directly, you can *always* do something indirectly to redeem yourself.

Example: A young man had killed a friend while driving drunk. He went to high schools and told his story to students. The possibility of saving someone else gave his experience value and meaning.

Additional Points:

- You don't have to start with the person you have harmed the most if you don't think you are ready to deal with that.
- **If you can make up in some way for the worst thing you have done, it will become easier for you to do something about lesser wrongs.**

Dear _____:

List the ways you have hurt the person – financially, emotionally, etc.
Tell exactly what you did to hurt them in each of these ways.
Say how you think they must have felt about it.
Tell how you feel now about what you have done.
Tell what you would like to do to help make it right.

[illegible]

Leading Session Two

“I didn’t think...” — Ignoring Consequences

LEARNING OBJECTIVES: After completing the session, worksheet and follow-up discussion, group members will be able to demonstrate an understanding of these concepts:

The Concepts:

- People who stay out of trouble take a hard look at **consequences** before acting
- When people get into trouble, they often **ignore** consequences
- Each person finds their own ways to block out thoughts of consequences; to say to themselves, *“Go ahead and do it.”*

Some examples:

- *“This time will be different.”*
- *“I’ll deal with it later.”*
- *“It doesn’t matter.”*
- *“I can control it.”*
- *“I won’t get caught.”*
- *“I don’t care.”*

This session also reviews these basic concepts:

- All of our actions begin as **thoughts**
- We choose whether to act on our thoughts; we make a **decision** — a choice

BEFORE VIEWING

Discussion: *Have you ever found yourself in trouble, and when you looked back at it said, “I didn’t think — I just did it.”?*

To watch for in the DVD: *In the DVD, you will see a man interviewed. He is a recovering criminal and addict. Decide as you watch: Did he think before he acted?*

VIEW: Session Two in DVD Part VIII.

OPTIONAL PAUSE The DVD asks this question: *What was it, in Johnny’s thinking, that led to trouble?*

(Hear points of view, raise questions, leave the answer open.)

ADDITIONAL QUESTIONS:

- *What thoughts were in Johnny’s mind before he acted?*
- *Did Johnny make a decision to act? How can you tell?*
- *Did Johnny have any concern about consequences before he acted? Why do you think he did or didn’t?*

AFTER VIEWING — Discussion

The session ends with another **optional pause**: The DVD asks this question:
What do you say to yourself to get past the consequences and make the decision to go ahead? (Purpose: Identify your own “Go ahead” thoughts.)

- *How did Johnny block out thoughts of consequences — what did he say to himself?*
- *Can you think of anything he might have said to himself that would have stopped him from acting destructively?*

PROJECT THE OVERHEAD: SHOW THE OVERHEAD CARTOON OF THE CHILD CHOPPING DOWN THE TREE. ASK THE GROUP: HOW DOES THIS RELATE TO WHAT WE SAW IN THE DVD? (OUR BODIES DON’T ACT ON THEIR OWN; WHETHER WE NOTICE IT OR NOT, WE DO THINK BEFORE ACTING. WE CAN LEARN TO TAKE TIME TO THINK ABOUT CONSEQUENCES.)

ASSIGNMENT: Ask group members to complete the Worksheets for this session (see the following page). Discuss at the end of this session or the beginning of the next.

Role Play Session 2

Ignoring Consequences

In this session you watched an interview of one of the participants which illustrated how often we ignore consequences when choosing to participate in behavior that harms ourselves and others.

Think of a situation in which you made a choice without contemplating the consequences of the choice. Write about that below.

Now think of a healthier way to think about and react to the situation. Keep in mind that when we ignore the possible consequences of our behavior, we put ourselves and others at risk of being harmed by those choices. Write about the consequences of the situation you should have acknowledged before making your choice.

Now write out a script you can use to practice role-playing thinking about the consequences to the choice above by explaining to another person the price you and others might have to pay if you make that choice.

Other person:

You:

Other Person:

You:

Leading Session Two – “*I didn’t think...*” – *Ignoring Consequences* – continued

Other Person:

You:

Other Person:

You:

Other Person:

You:

Now practice the script with a partner and be prepared to share the role-play with the entire group.

WORKSHEET For SESSION TWO

“I didn’t think...”

Ignoring Consequences



Sometimes it feels as if we react without thinking: “*I didn’t think; I just did it.*”

Yet, in the DVD we were reminded that...

...Before acting, we do have **thoughts**

...We make a **decision** whether to act on our thoughts.

...In deciding to act, we either consider **consequences** — or ignore them.

Think of one specific incident where your actions got you into trouble. Try to remember the situation in detail. Where were you that day? What was going on before you acted?

What thoughts went through your mind before you acted?

What thought said, “*Go ahead and do it?*” What did you tell yourself?

What did you decide to do?

What were the consequences for you? For others?

*P*eople who stay out of trouble take a hard look at consequences before they act. They ask themselves, “If I do this, what will happen, in the long run?”

*W*hen we get ourselves into trouble, we do one of the following:

- ...Ignore the consequences
- ...Convince ourselves there won’t be any consequences
- ...Tell ourselves the consequences won’t be that bad
- ...Tell ourselves, “*I don’t care.*”

***“I actually convinced myself
the results was gonna be different.”***

— Rodney, in the DVD

Check the answer that best fits you:

In the incident you wrote about did you:

___ a) Not think about the consequences at all

___ b) Convince yourself that there wouldn't be any consequences

___ c) Tell yourself the consequences — if any — wouldn't be that bad

___ d) ***Decide you didn't care about the consequences.***

Briefly explain your answer:

What have you learned from this session?

Leading Session Three

Super Optimism

LEARNING OBJECTIVES: After completing the session, worksheet and follow-up discussion, group members will be able to...

...Describe how unrealistic thinking (Super Optimism) keeps them from seeing reality

...Identify how Super Optimism affects their decisions to act destructively

...Describe how fear can be useful

BEFORE VIEWING — Question

Why are people are so often able to convince themselves there won't be any negative consequences to their actions? (Accept a variety of answers; leave it open.)

To watch for in the DVD: **As you watch, look for answers to this question: *How do people fool themselves into believing they will succeed?***

VIEW: Session Three in DVD Part VIII.

OPTIONAL PAUSE: The DVD asks this question:

- **How did Jenna convince herself to go ahead?**

Then ask:

- **What keeps Jenna from recognizing potential danger?**

AFTER VIEWING — Discussion:

The session ends with another optional pause. The DVD asks,

- **Do you shut off fear with super-optimism? What do you say to yourself? (Identify each person’s “Go-ahead” thoughts.)**
- *Jenna eventually came to see that she had a lifelong pattern: Using Super Optimism to shut out the fear of consequences. What role do you see this kind of thinking as having played in your life?*
- In the DVD, Dr. Samenow says, “Fear is not a dirty word...fear is a plus.” *How can fear be useful to you?*

PROJECT AN OVERHEAD:

***Show the overhead cartoon for Session Three (fantasy of self as Superman).
Discuss: What is the error in each of these thoughts?***

- ***“I won’t get caught — next time.”***
- ***“If it hadn’t been for____, I would have succeeded.”***
- ***“I’ll only do it this once.”***

ASSIGNMENT: ***Ask group members to complete the worksheet for this session (see the following page). Discuss at the end of this session or the beginning of the next.***

**Role Play Session 3
Super Optimism**

In this session the idea of an inner voice which alerts us to our innate fear in dangerous situations was discussed. Often we engage in super optimism, quieting the inner voice and ignoring the healthy fear we feel.

Listening to the inner voice after so many years of ignoring it may be difficult. Acknowledging our fear after so many years of ignoring it may be difficult. To reacquaint ourselves with the inner voice and healthy fear, we are going to practice “talking” to them.

Like any skill, to be good at thinking clearly and reacting to situations and people in a healthy way, we must practice. The following role-play allows you to practice listening to your inner voice.

Think of a situation in which you used super optimism to drown out the inner voice warning you of a dangerous situation. Write about that below.

Now think of a healthier way to think about and react to the situation. Think about what your inner voice may have been telling you or should have been telling you in this situation. Write about that below.

Now write out a script where you are having a conversation with your inner voice. Be sure that the inner voice explains to you the possible consequences of your actions.

You:

Inner Voice:

You:

Inner Voice:

Leading Session Three – *Super Optimism* – continued

You:

Inner Voice:

You:

Inner Voice:

You:

Now practice the script with a partner and be ready to share with the group.

WORKSHEET For SESSION THREE

Super Optimism



I won't get caught ...

... next time.

*I*n the DVD, several people said they told themselves, “*I won’t get caught.*” Their Super Optimism led to trouble.

Describe an incident where Super Optimistic thinking led you into trouble. What did you tell yourself that made you believe it would work out fine?

***“When I’m dreaming
and fantasizing.....I never fail.”***

— Jason, in the DVD

Jenna saw a pattern: thinking she could talk her way out of anything. Think about earlier incidents in your life; can you find a pattern of super optimism? If so, discuss how it works for you.

What impact has this pattern of thinking had on your life?

***“If I could pay attention
to that fear...
and try to listen
to what it’s trying to tell me...”***

— Randy, in the DVD

Continued...

In the DVD, Dr. Samenow said, *“Fear is not a dirty word; fear can be a plus.”* How do you think fear can be a plus for you?

What have you learned from this session?

*“We try to consider everything
that could possibly go wrong.*

*But it seems
that we always miss something.”*

— Rodney

Leading Session Four

Noticing Your “Go-Ahead” Thoughts

LEARNING OBJECTIVES: After completing the session, worksheet and follow-up discussion, group members will be able to...

...Discuss the value of noticing thoughts that say, “*Go ahead and do it.*”

Noticing is useful because:

- *These thoughts lead to trouble.*
- *They can serve as warning signs.*

...Practice noticing their own “go-ahead” thoughts; describe three they have used again and again

...Discuss the value of slowing down, taking time to think about consequences rather than reacting

BEFORE VIEWING

Discussion: *Is it useful to notice when and how you tell yourself to “Go ahead”? Why or why not?*

To watch for in the DVD: As you watch, see if you can find more ways people tell themselves to forget consequences and “Go ahead.”

VIEW Session Four in DVD Part VIII.

AFTER VIEWING - Questions:

- *In the first roleplay (coffee spilled in movie theater), how did Rodney tell himself to “Go ahead” and act destructively?
 (“If he doesn’t apologize, I attack.”)*

- *In the DVD roleplays, people said they didn't take time to think about consequences; they "just reacted" — out of habit. Have you ever "just reacted" without thinking about consequences — and later regretted it?*
- *Rodney reacted (spilled coffee roleplay); he found it difficult to think about consequences in the heat of the moment. How can people learn to slow down and think before acting?*

(It takes a lot of practice — every day. New skills — like a new sport — require constant practice. If you want to succeed, start right here, right now, practicing in everyday situations.)

- **IN THE SECOND ROLEPLAY, RANDY THOUGHT ONLY ABOUT THE FUN HE COULD HAVE; HE GAVE NO THOUGHT TO POSSIBLE CONSEQUENCES. HOW MANY POTENTIAL DANGERS CAN YOU SEE IN THE CHOICE HE MADE?**

WOULD THE FUN BE WORTH THE RISK FOR YOU? WHY OR WHY NOT?

PROJECT AN OVERHEAD: Show and discuss the cartoon for Session Four: *"How do you close your eyes to consequences?"*

Discuss these questions:

- *What are some of the ways people tell themselves, "Forget consequences — go ahead and do it" (do something destructive)?*
(*"I'll deal with it later;" "I can control it;" "I don't care;" "I want it now;" "I'll perform better;" "He apologizes or he's history."*)
- *Can you find the error in each of these "go ahead" thoughts? (All ignore reality: consequences.)*

OPTIONAL ROLEPLAY: Practice catching "Go-ahead" thoughts in roleplays similar to those in the DVD — common situations group member experience.

Discuss in each roleplay: *What was your "Go-ahead" thought?*

ASSIGNMENT: Ask students to complete the worksheet for this session (see the following page). Discuss at the end of this session or the beginning of the next.

Role Play Session 4

Go Ahead Thoughts

In this session the participants review their “go ahead” thoughts. Then they are challenged to stop and that perhaps with time to think about the situation, they may decide that the situation is different than their go ahead thought is leading them to believe. Participants are encouraged to give themselves time to think before reacting on the go ahead thought.

Like any skill, to be good at thinking clearly and reacting to situations and people in a healthy way, we must practice. The following role-play allows you to practice giving yourself time to think by talking back to your go ahead thought, perhaps using the inner voice you practiced listening to in the last role play.

Think of a situation in which you acted on a “go ahead” thought. Write a brief description of that situation below.

Now think of what you might say to the “go ahead” thought to stop yourself from acting on that thought. Write about that below.

Now write out a script you can use to practice talking back to the go ahead thought.

“Go Ahead” Thought:

Inner Voice:

“Go Ahead” Thought:

Inner Voice:

“Go Ahead” Thought:

Inner Voice:

“Go Ahead” Thought:

Inner Voice:

“Go Ahead” Thought:

Inner Voice:

“Go Ahead” Thought:

Inner Voice:

Now practice the script with a partner and be prepared to share the role-play with the entire group.

WORKSHEET For SESSION FOUR

Noticing

Your “Go Ahead” Thoughts



How do you close your eyes to consequences?

*H*ave you ever “just reacted” without thinking and later regretted it?”

If we don’t understand how our thinking leads to trouble, we’re doomed to repeat it, again and again. What happens — in the mind — that leads to trouble? Here’s what we’ve seen so far:

Our actions begin as *thoughts*.

We can act on those thoughts — or not.

We make a *decision*.

If we consider the *consequences*,
we make a wise decision.

When we *ignore* consequences,

that often leads to trouble.

*W*e each have different ways to tell ourselves, “*Forget consequences — Go ahead.*”

If you began to notice when you tell yourself, “*Go ahead and do it,*” would that be useful to you? If so, how?

What can you do to help you notice these thoughts before you act on them?

In Session Two, we said people get into trouble when they tell themselves one of these things:

- 1) “*I won’t think about the consequences of my actions.*”
- 2) “*There won’t be any consequences.*” (Super Optimism)
- 3) “*The consequences won’t be that bad.*”
- 4) “*I don’t care what happens.*”

Think of a time when you used each of these thoughts to “go ahead” and drink, use drugs, or act criminally. Below, list what you did — and the consequences.

- 1) “*I won’t think about the consequences of my actions.*”

What I did

Consequences

(for me and others)

2) “*There won’t be any consequences.*” (Super Optimism)

What I did

Consequences

(for me and others)

3) “*The consequences won’t be that bad.*”

What I did

Consequences

(for me and others)

4) “*I don’t care what happens.*”

What I did

Consequences

(for me and others)

***“We didn’t allow our self
time to think.”***

— Marlin, in the DVD

Think of a time when you reacted quickly, “without thinking,” and serious trouble followed. Is that way of reacting a habit?

Yes____ No____

Habits change only with effort and practice. What can you do now so that something similar doesn't happen again?

What did you learn from this session?

Leading Session Five — *Slowing Down*

LEARNING OBJECTIVES:

After completing the session, worksheet and follow-up discussion, group members will be able to...

- ... Recognize their “Go ahead” thoughts as warning signs of potential trouble
- ... Discuss the concept that temptations may continue to occur — yet they need not *act* on those thoughts
- ... Describe the value and use of these steps: *Stop; step back; take a deep breath; consider consequences*
- ... List current situations where they face temptation (to break rules, lie, etc.); begin to practice the skills above in these situations

BEFORE VIEWING

Discussion: *How can we break the habit of blocking out or ignoring consequences? What can we do to help us consider consequences before we act?* (Develop the habit of paying attention to our thinking; make a list of potential Go-ahead thoughts and be alert for them, journal about situations where we are tempted, etc.)

To watch for in the DVD: *As you watch, can you identify additional ways to break the habit of ignoring consequences?*

VIEW Session Five in DVD Part IX.

OPTIONAL PAUSE:

A scene in a convenience store is shown; the cash drawer is left open. The DVD asks this question:
As you watched the scene, what thoughts did you have?

Encourage participants to notice and write down their thoughts that say, “Go ahead.” Ask: *That thought might well come up for you in the future. When that happens, what can you do about it?* Also: *Did you think about consequences?*

AFTER VIEWING — Discussion

- *Is it possible to have thoughts about doing something destructive — and not act on those thoughts? Describe your experience in doing that (or how you believe it could work).*
- *The DVD talked about “warning signs.” Can you explain what that means — and how that might work?*
- *When facing temptation — when you have thoughts that say, “Go ahead” — what happens in your body? What physical feelings do you experience?*
- *Is there any value in noticing these feelings? What is the value?*
(Gives you another warning sign.)
- *When facing temptation — the DVD teaches these steps: **Stop, step back. Take a deep breath.** How could that help you?*

ASSIGNMENT: *Ask group members to complete the worksheet for this session (see the following page). Discuss at the end of this session or the beginning of the next.*

Role Play Session 5

Slowing Down

In this session participants are encouraged to slow down and consider consequences before reacting to a situation.

Like any skill, to be good at thinking clearly and reacting to situations and people in a healthy way, we must practice. The following role-play allows you to practice slowing down to consider consequences.

Think of a situation in which you reacted without allowing yourself to consider the consequences. Write about that below.

Now think of a healthier way to think about and react to the situation. Think about what it would have been like to slow down and consider the consequences and how that may have changed the choices you made. Write about that below.

Now write out a script you can use to practice role-playing these new healthy ways of thinking including the decision to slow down and consider the consequences by having a conversation again with your inner voice which is explaining to you the negative consequences of your choice.

Inner Voice:

You:

Leading Session Five – *Slowing Down* – continued

Inner Voice:

You:

Inner Voice:

You:

Inner Voice:

You:

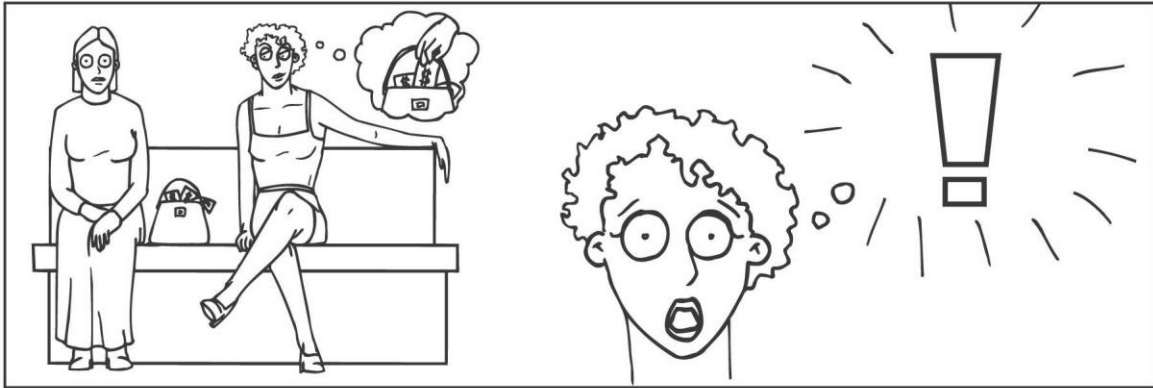
Inner Voice:

You:

Now practice the script with a partner and be prepared to share the role-play with the entire group.

WORKSHEET For SESSION FIVE

Slowing Down



Stop! That thought leads to trouble.

The DVD showed a scene with an open cash drawer. List three different “go ahead” thoughts you might have in that situation.

1. _____
2. _____
3. _____

Is it possible to have thoughts like those above — and not act on them?

Yes____ No ____

List situations where you are likely to face temptation. List as many as you can.

Imagine yourself in a tempting situation. You have a thought that says, "Go ahead and do it" — yet you want to stay clean and sober. What would help you not act? Describe exactly how you would handle that moment.

When you face temptation, what happens in your mind?

If you “play” with tempting thoughts (“It sure would be fun to...” or “I could get away with that...”) they can become stronger. The urge can grow. It can become more powerful.

But if you don’t allow those thoughts to continue, the outcome can be different.

If you recognize those thoughts as warning signs, you can do something different. You can...

...Stop...

...Step back

...Take a deep breath...

— and think about the consequences.

Look at the 3 thoughts you listed at the start of this worksheet. Each one might bring up a physical and emotional feeling. What might you feel in your body? What emotional feelings?

Body

Emotions

Thought 1. _____

Thought 2. _____

Thought 3. _____

*“There is always
going to be temptation.”*

— Dr. Samenow

Suppose you noticed your “go ahead” thoughts and physical and emotional reactions whenever they happened. How could you use them as warning signs? Describe what you would do:

*“It’s just habit....
too many years of
being in that mode, you know.”*

— Randy

Leading Session Six

Facing Temptation:

Picturing Consequences

LEARNING OBJECTIVES: After completing the session, worksheet and follow-up discussion, group members will be able to...

- ... Develop powerful images of consequences — to call to mind when facing temptation
- ... Identify current situations where they can practice using those images
- ... Describe the importance of *planning ahead*, as a way to deal with temptation

Note: The skill of *planning* is also addressed in the guide and workbook in the following session.

A goal for each person: find an image of consequences that has power for you.

Some examples:

“Seeing myself with the handcuffs on”
“My child without a father”
“Being homeless”
“My little girl’s sad face”
“My parents getting that phone call”
“Being in that smelly holding tank”
“My casket”

BEFORE VIEWING

Discussion: In Session Five, we learned that when facing temptation, it can be beneficial to **stop, step back, take a deep breath** and think about consequences. *What else can help us to stop before it’s too late?* (Avoid being there at all, plan ahead how you’ll handle tempting situations, walk away, call someone, distract yourself, etc.) Accept all answers; leave the question open until later.

To watch for in the DVD: Session One was about facing consequences. As you watch, look for how those consequences can be used now, to deal with temptation.

VIEW Session Six in DVD Part IX.

OPTIONAL PAUSE: The DVD shows people developing their own images of consequences, to use when facing temptation. At the optional pause, it asks: What are the consequences you can picture? Discuss.

Further discussion: How can you turn that memory into a powerful mental image (to use as a “stopper” when facing temptation)? Help group members distill their experience into a single, clear image. Ask: Explain exactly how you would use that image.

AFTER VIEWING:

- *Could the skill of planning ahead (to avoid temptation) be useful to you?*
- *Explain exactly how you could use it (to help avoid or deal with tempting situations).*

ASSIGNMENT: *Ask group members to complete the worksheet for this session (see the following page). Discuss at the end of this session or beginning of the next.*

Role Play Session 6 Picturing Consequences

In this session participants were encouraged to picture the consequences of their past behaviors as a way to strengthen their inner voice which will be able to warn them of consequences before they choose a behavior.

Like any skill, to be good at thinking clearly and reacting to situations and people in a healthy way, we must practice. The following role-play allows you to practice listening to the inner voice that is warning you of consequences by relying on the experiences of past consequences.

Think of a situation in which you were tempted to make a choice that would harm you and others. Write about that below.

Now think of what warnings the inner voice would be telling you in that situation. Write about that below.

Leading Session Six – *Facing Temptation: Picturing Consequences* – continued

Now write out a script you can use to practice listening to your inner voice which is warning you of the situation.

You:

Inner Voice:

You:

Inner Voice:

You:

Inner Voice:

You:

Inner Voice:

You:

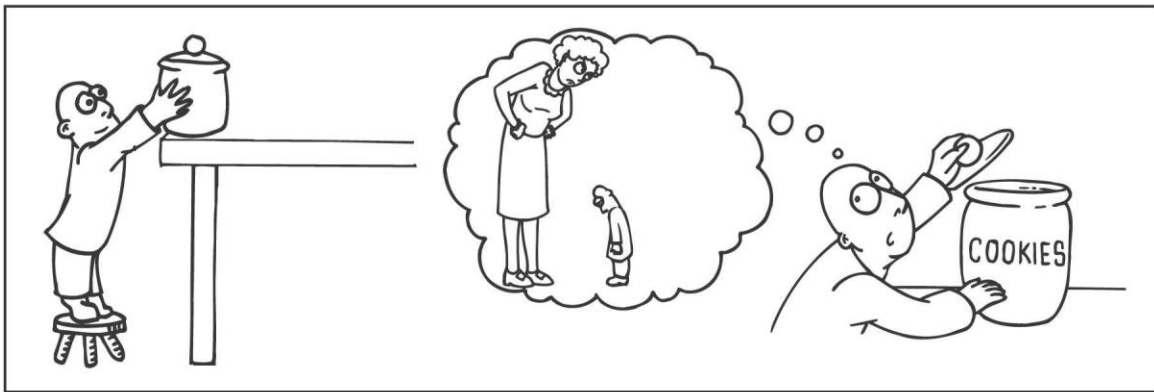
Inner Voice:

Now practice the script with a partner and be prepared to share the role-play with the entire group.

WORKSHEET For SESSION SIX

Facing Temptation:

Picturing Consequences



Picturing Consequences

*W*hat can you do...

...when you face temptation — when your thoughts tell you,
“Go ahead — do it”?

That’s when you can ***picture consequences*** — recall an image of what could happen:

“I see myself with those handcuffs on.”

“I picture my kids with that hurt look.”

“Sitting in that smelly holding tank.”

WORKSHEET for SESSION SIX – *Facing Temptation – Picturing Consequences* – cont’d

Describe 3 situations that tempt you — in the place you live right now.

(Examples in a prison or treatment program might include temptations to keep contraband, lie, smoke, steal food, etc.)

1) _____

2) _____

3) _____

Write a “Go-ahead” thought you might have in each situation:

1) _____

2) _____

3) _____

In each situation above, what image — or mental picture — of consequences could you recall to stop you from going ahead and acting?

1) _____

2) _____

3) _____

Choose one situation (from above) where you would be willing to practice these skills:

- Stop
- Step back
- Breathe
- Picture the consequences

Try practicing these skills for three days. (Try it in more than one kind of situation if you can.)

Write down (on the chart below) each time you're tempted — and each time you remember to stop and breathe.

# of times I was TEMPTED	# of times I REMEMBERED to stop and breathe
Day 1 _____	Day 1 _____
Day 2 _____	Day 2 _____
Day 3 _____	Day 3 _____

RESULTS:

*H*ow many times did you remember (to stop, step back, take a deep breath — and picture the consequences)? _____

When you remembered, did it make a difference in your actions? Yes____ No____

If yes, describe how and why it made a difference:

What did you learn from this session?

Leading Session Seven — Practice: *Facing Temptation*

LEARNING OBJECTIVES: After completing the session, worksheet and follow-up discussion, group members will be able to...

- ... Identify temptations they're most likely to face — and most difficult for them to resist (temptations to act in destructive ways)
- ... Practice using the Program's skills in those situations through roleplay
- ... Discuss the importance of *practice* when learning new habits and skills
- ... Plan ahead by writing what they will say when facing temptation

BEFORE VIEWING

Discussion: You have learned to ***Stop, Step Back*** from the situation, take a ***Deep Breath*** and ***Picture the Consequences***. *Will it work for you when the pressure is on?*

To watch for in the DVD: *As you watch, decide whether the person in the roleplay uses the skills fully. What else could he do, to help him succeed in situations like this one?*

VIEW Session Seven in DVD Part IX.

AFTER VIEWING:

The session ends with an optional pause. We have seen a re-do of an earlier roleplay: Randy is offered dope by two flirtatious women. This time he resists, but it's clear he could use more practice. The DVD poses this question for discussion:

- In a situation like this, what else could he have done? (*Options include: Plan ahead to avoid seeing them or plan what he would say, not begin the conversation, politely walk away, etc.*)

Leading Session Seven – Practice: *Facing Temptation* - continued

- In a situation like the one in the roleplay, how could planning ahead have been useful? How would you do it?
- Randy (in the DVD roleplay) resisted the women's offer; he stopped for a moment and thought about consequences. Do you think he needs more practice in using these skills? Why is practice important? (*Think about learning any sport. What does it take to get good?*)

GROUP ACTIVITY:

- *Ask:* What are the strongest temptations you're likely to face?
- For each temptation, what image of consequences could you call to mind? Would that image have enough power to stop you from going ahead?
- *Roleplay some situations where you will face temptation. See if you can use the skills (stop, step back, breathe, consider consequences — and/or planning ahead). Afterward, roleplayers and others comment, make helpful suggestions.*

Questions for Roleplays:

- What was it like for the person facing temptation? Would these skills be useful when facing tempting situations in the future? Why or why not?
- What are some other tools you could use when facing a situation like this one?

NOTE: *You might want to hold an additional session on this topic to give everyone the opportunity to practice these skills through roleplay.*

After each roleplay, discuss as above. Later roleplays should include participants' planned scripts for saying "No," based on this session's worksheet.

ASSIGNMENT: *Ask group members to complete the worksheet for this session (see the following page). Discuss at the end of this session or the beginning of the next.*

Role Play Session 7 Practice

In this session participants contemplated possible temptations they may face in the near future so they could practice taking a breath, taking a step back and then choosing a different reaction.

Like any skill, to be good at thinking clearly and reacting to situations and people in a healthy way, we must practice. The following role-play allows you to practice healthy responses to situations that may be temptations.

Think of a situation in which you may be tempted in the near future. Write about that below.

Now think of a healthier way to think about and react to the situation. Keep in mind that if we can contemplate the consequences of our actions or where our actions might lead before we act, we may choose differently. Write about that below, including the actions of taking a deep breath and taking a step back before reacting.

Now write out a script you can use to practice role-playing these new healthy ways of thinking, reacting, and responding to the old situation.

Voice of Temptation:

You:

Voice of Temptation:

You:

Voice of Temptation:

You:

Voice of Temptation:

You:

Voice of Temptation:

Leading Session Seven – Practice: *Facing Temptation* - continued

You:

Now practice the script with a partner and be prepared to share the role-play with the entire group.

WORKSHEET For SESSION SEVEN:

Practice: Facing Temptation



When you're on the spot...

When you face a powerful temptation,
will you be able to resist?

Will old habits take over?

How can you make sure you choose new ways of acting?
Make the new ways a habit.

And that takes ***practice***.

Think about learning a new sport. How do you get good at it?
Practice.

If you truly want change, practice new ways of acting *now*. Every day, wherever you are.

Over time, the new ways will replace the old habits.

WORKSHEET For SESSION SEVEN: *Practice: Facing Temptation* - continued

List two situations where you might face a powerful temptation. (Do not use those you used in a roleplay.)

1. _____
2. _____

For each situation above, what images of consequences could you call to mind — to keep you from acting on these temptations?

1. _____
2. _____

Planning Ahead

*D*o you know what causes people to relapse?

*O*ne important cause is failure to ***plan ahead***.

One good way to plan ahead is to think about temptations you might face *before* they happen.

Then think: how can you *avoid* that situation? What will you do if you *can't* avoid it?

Write a script for how you will say, “No.” Practice it. That will give you confidence — and help you succeed.

Saying “No” — 5 Suggestions:

- Look the person directly in the eye.
- State it clearly and convincingly.
- Don’t hesitate!
- Use humor, or change the focus. Examples:

“I can’t use that stuff, it makes me break out — I break out doors, windows, you name it.”

“If I get in any more trouble, they’ll put me under the jail! I can’t do any more time — I’ve done all the time I can stand.”

- Ask the person to change their behavior:

“Don’t even offer me that stuff. You know I can go back to jail, lose my job, etc.”

Based on the suggestions above, write 2 ways that you can comfortably say “No.”

1. _____

2. _____

Leading Session Eight — *Recovery Begins Now*

— Using the Skills in Prison or Treatment

LEARNING OBJECTIVES: After completing the session, worksheet and follow-up discussion, group members will be able to...

... Describe how to use the skills in a prison or treatment setting

... Identify the value of using the skills wherever you are

NOTE: Session Eight in the DVD is very brief; deals with handling temptations related to drugs in prison or treatment settings.

BEFORE VIEWING

Discussion: *Can the skills in this Program be used in prison? Why or why not?*

The skills include:

- Notice the thought that says, “*Go ahead and do it.*”
- Use that thought as a *Warning Sign*
- *Stop — Step Back — Take a Deep Breath*
- ***Picture Consequences***
- *Plan Ahead* how you’ll handle difficult situations

To watch for in the DVD: *As you watch, look for what people did in prison or treatment that helped them stay clean. Afterward, describe exactly what they did, whether it worked, and why.*

VIEW Session Eight in DVD Part IX.

AFTER VIEWING — Discussion

- **Discuss topics from the section above: “To watch for in the DVD”.**
- **Have you ever used these skills in prison or treatment situations? What did you do? How did it work — and why?**
- **What other methods have you used to stay out of trouble in prison or a treatment program?**

ASSIGNMENT: Ask group members to complete the worksheet for this session (see the following page). Discuss at the end of this session or the beginning of the next.

Role Play Session 8 & 9

Recovery Begins Now Who Do You Want to Be

In these sessions participants discussed how choosing recovery will leave a space in our lives that was once inhabited by our addiction and how we must choose to fill that space with healthy activities, thoughts, and people.

Like any skill, to be good at thinking clearly and reacting to situations and people in a healthy way, we must practice. The following role-play allows you to practice filling in the space left by your old, unhealthy behaviors.

Think of the space left by your old behaviors. Write about that below.

Now think of how you want to fill that space. Write about that below.

Now write out a script you can use to practice explaining to others what you will be choosing to do with your new life.

You:

Other Person:

Leading Session Eight – *Recovery Begins Now* – continued

You:

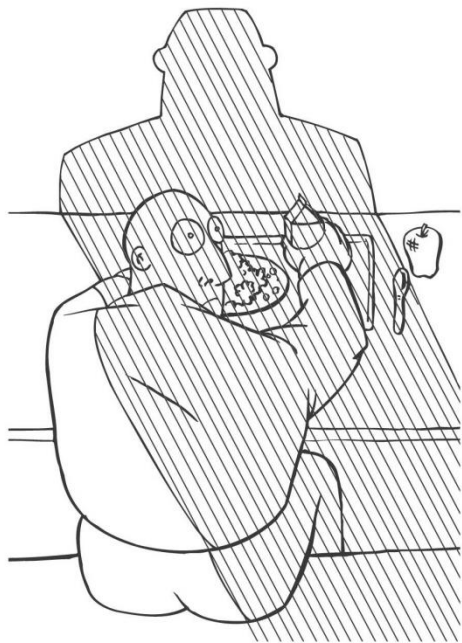
Other Person:

You:

Other Person:

You:

Now practice the script with a partner and be prepared to share the role-play with the entire group.



WORKSHEET For SESSION EIGHT

**R
ec
o
er**

y

Begins

Now

— Using the Skills in Prison or Treatment

"That's my seat!"

If you want to change your life...

when do you start? _____

Where do you start? _____

Start **here**.

Start **now**.

List 3 situations that happened in prison or a treatment program. Each should be one where you were tempted to do something that you knew could lead to trouble — and so you decided not to act.

1. _____
2. _____
3. _____

What made you decide not to act? What thought or image of consequences helped you to stop in each case?

1. _____
2. _____
3. _____

In each situation, what did you do instead?

1. _____
2. _____
3. _____

If you were able to answer the questions above, you have used the skills successfully — even if you didn't realize it. Why do you use them sometimes, but not other times? What makes the difference?

What have you learned from doing this worksheet?

How can what you've learned benefit your recovery process?

Leading Session Nine

Who Do You Want To Be?

NOTE: For those who want to create a new way of life, it is valuable to envision that goal clearly. A specific picture of “the person I want to be” provides a concrete goal and encourages hope.

LEARNING OBJECTIVES: After completing the session, worksheet and follow-up discussion, group members will be able to...

- ... Describe the “hole” people sometimes feel when ending an exciting but destructive lifestyle; discuss positive ways to “fill the hole”
- ... Describe the qualities and behaviors of the person they would like to become
- ... Write a mission statement for their lives *from this day forward*, based on their commitment to change.

BEFORE VIEWING 1st Part

Discussion — “*Filling the hole*” When people end a destructive lifestyle to lead a life that is clean and free, sometimes they miss the excitement of the old way of life. Some say they feel a “hole” at times.

- Have you ever experienced that?
- What can people do to “fill the hole?”

To watch for in the DVD: *As you watch, look for ways people in the DVD “fill the hole.”*

VIEW Session Nine in DVD Part IX

NOTE: You might want to view only the part about “filling the hole” — then stop and discuss before going on the next topic in the DVD. If so,

stop the DVD when Dr. Samenow says, “These are all critical to filling the hole....etc. etc....and important things are not built over night.”

AFTER VIEWING “Filling The Hole”

Now that you’ve seen this part of the DVD, how would you answer:

- What can people do to “fill the hole?”
- Why is it important to find new, positive activities?

BEFORE VIEWING “The Person I Want To Be”

Discussion: Imagine that you were going to build your own house. Just one problem: you don’t know what kind of house you want — wood or brick, four rooms or ten, large or small.... What do you need before you can start building?

Now imagine that you want to build a new life. What do you need before you can start building?

If you want to create a new life, it helps to have a clear picture of the life you want. Here’s one way to begin:

Choose a person that you admire. What do you admire about them (qualities and behaviors)? Do you want to have those qualities and behaviors? Why?

To watch for in the DVD: *As you watch, look for the qualities and behaviors people in the DVD want.*

VIEW the remainder of Session Nine up to the optional pause for discussion.

OPTIONAL PAUSE for discussion: The DVD poses this question: If we want to build a new life — we need a clear picture of the life we want. Can you describe the person you would like to become? (If they describe qualities, guide them to describe what behaviors show those qualities. For example, convert “honesty” into “Always pays back borrowed money.”)

AFTER VIEWING – Discussion:

- *What would you like people to say about you at your funeral? Why would that please you?*
- *What could you do that would cause you to have great respect for yourself? How would it feel to respect yourself that much? (Describe that feeling as precisely as you can.)*

PROJECT AN OVERHEAD: Show the overhead for Session Nine:

(The cartoon is captioned, “What kind of role model am I?”)

Discuss:

- *What behaviors would you like your children to copy from you? (List responses on board or ask them to write their desired behaviors on paper.)*
- *So you have a goal — a picture of the kind of person you’d like to become. How can you use that picture to help you avoid temptation — to stay committed to change?*

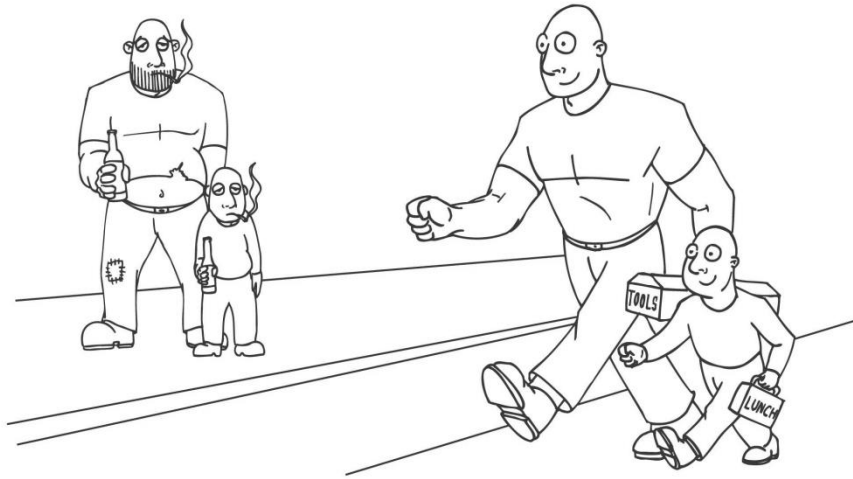
Leading Session Nine – Who Do You Want To Be? - continued

ASSIGNMENT: Assign the Worksheets (next page). Discuss at earliest opportunity.

WORKSHEET For SESSION NINE

Who...

Do You Want To Be?



What kind of role model am I?

List 3 people you admire (living or dead) and tell what behaviors you admire about them:

1st Name _____ Behaviors _____

2nd Name _____ Behaviors _____

3rd Name _____ Behaviors _____

[Type text]

List 3 things you could do differently in your life to become more like the people you wrote about above.

1. _____

2. _____

3. _____

When will you begin doing these things? _____

*I want to be
a good father to them...*

— Donald, in the DVD

List 3 behaviors you would like your children to be able to copy from you.

1. _____

2. _____

3. _____

How can you begin to model those behaviors now? What can you begin doing to model each one?

1. _____

2. _____

3. _____

When will you begin doing these things? _____

Write a eulogy for yourself: *“What I want people to be able to say about me at my funeral.”*

Based on what you’ve written above, write a “mission statement” for your life. Tell your goal or purpose — what you are willing to dedicate your life to becoming and role-modeling.

Leading The REVIEW Session – Putting It All Together

THE PURPOSE of this session is to **assess** how well group members retain and can use the concepts and skills of the Program. Once areas of weakness and strength are known, this is an opportunity to **review and practice** the skills and behaviors.

LEARNING OBJECTIVES: After completing the session, worksheet and follow-up discussion, group members will be able to demonstrate an understanding of these concepts:

... Describe the skills learned in this Program and how to use them

... Identify those skills and behaviors where more understanding — or more practice — is needed

... Describe how they will continue to practice and use what they have learned — and why that has value for them

ASSESS AREAS OF STRENGTH AND WEAKNESS:

Discussion:

- *What have you learned in this Program?* Encourage discussion.
- *How will it be useful to you from here on?* Discuss fully.

Project the Overhead (*“Changing — Day by Day”*)

Refer to the overhead as you review, “What we’ve learned in this Program.”

Encourage questions and discussion.

Next, to discover areas where more practice is needed, refer to each major topic on the overhead as you ask:

- *Raise your hand if you understand this topic fully — and feel very confident in using it.* (Hands not raised indicate need for practice.) Do the same for each topic.

DISTRIBUTE WORKSHEETS: After participants to complete the Worksheets; discuss or review them to assess areas of weakness and strength.

REVIEW AND PRACTICE skills and behaviors as needed. Refer to previous sessions or worksheets where useful. Use questions, roleplays and/or discussion.

DISCUSS: *What skills from this Program will be most useful to you?*

WORKSHEET for the REVIEW SESSION

Putting It All Together

From here on,
whenever you face temptation,
you have some skills
that can guarantee success

Here is a personal plan
for handling temptation

Find the
courage
to face the consequences
of your actions

Each pain — each loss
gives you a strong

reason
to change

List 3 things you can do — beginning now — to make up in some way for things you've done wrong. (Changing your life in positive ways can be one of them.)

1. _____
2. _____
3. _____

Notice...

the thoughts

that tell you

to “go ahead.”

Use them as warning signs.

What are the ways I most often tell myself to “go ahead”? What do I say to myself?

When you are tempted,
notice your

Emotions

and the way

your body feels.

Also use these as

warning signs.

WORKSHEET for REVIEW SESSION – *Putting It All Together* - continued

What feelings in my body and/or emotions do I often experience when telling myself to “go ahead”?

When

you

notice

these warning signs,

Stop

Step Back

Take a Deep Breath

and picture...

Consequences

When I feel tempted, I will remember the following thoughts of consequences:

Examples: “I could end up back in that holding tank — hating myself again.”

I will also remember these mental pictures of consequences:

Examples: “Having the cuffs put on me.” “My kid’s face — crying.”

And...

I will think of

the person I want to be.

I will become a role model for my children and others. The 3 most important qualities I want to have are...

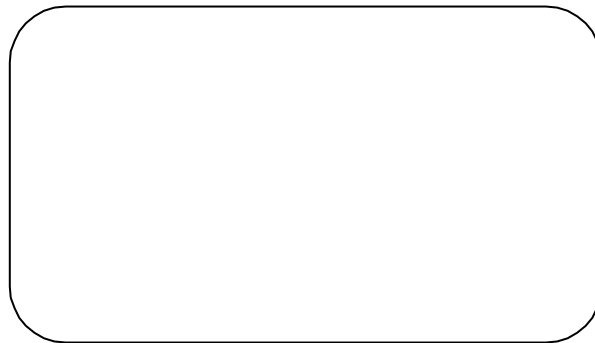
1. _____
2. _____
3. _____

The way I will show these qualities is through these behaviors:

1. _____
2. _____
3. _____

When I will start: _____.

When my life comes to an end my children and others will be able to say:



You might want to keep the
Summary (next page) as a reminder
of what you've learned.

Changing — Day by Day

Facing consequences

- ... takes courage
- ... is essential for change
- ... gives us a *reason* to change

Ignoring consequences

- ... leads to trouble

NOTICE thoughts

- ...that dismiss consequences
- ...and say, “*Go ahead...*”
- They can alert you like a...

Warning Sign

You can **STOP • STEP BACK**
Take a **DEEP BREATH**. Then

Picture the
CONSEQUENCES

Plan ahead

- ... to handle temptation:
 - ? what to avoid
 - ? what you will do
 - ? what you will say

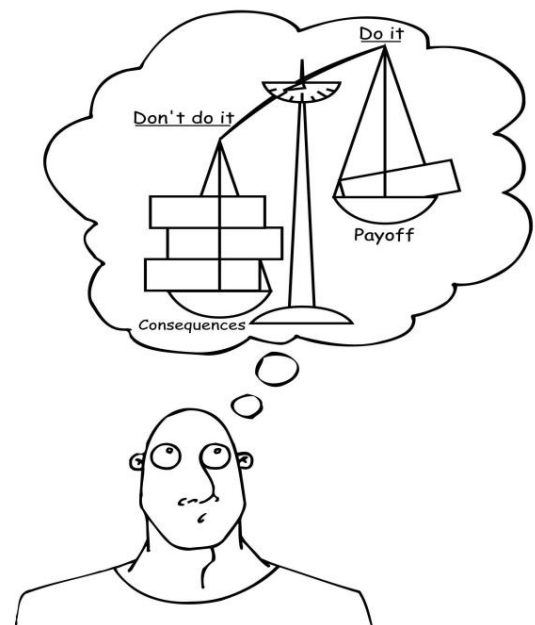
Picture the Benefits

- ... of wise choices.

Ask...

“What kind of
person
do I want to be?”

When we weigh consequences...



Author, Guide and Workbook:

Edward Allen Roberts, M.A., L.C.D.C.

Success Stories

Produced by

Programs for Change

TO RE-ORDER any part of this Program...

Call or write...

FMS Productions

**P.O. Box 2268
140 B Market St.
Georgetown, TX 78627**



Leaders in Educational and Treatment Films/Videos since 1976

REFERENCES

- Clay, S., Wilkinson, Z., Ginley, M., Arunogiri, S., Christmass, M., Membrey, D., MacCartney, P., Sutherland, R., Colledge-Frisby, S., & Marshall, A. D. (2024). The reflections of health service providers on implementing contingency management for methamphetamine use disorder in Australia. **Drug and Alcohol Review*, 43*(5), 1313–1322. <https://doi.org/10.1111/dar.13853> (PMID: 38704742)
- Drazdowski, T. K., Kelton, K., Hibbard, P. F., McCart, M. R., Chapman, J. E., Castedo de Martell, S., & Sheidow, A. J. (2024). Implementation outcomes from a pilot study of training probation officers to deliver contingency management for emerging adults with substance use disorders. **Journal of Substance Use and Addiction Treatment*, 166*, 209450. <https://doi.org/10.1016/j.josat.2024.209450>
- Hsu, M., Panadero, T., Choothakan, N., Castellon, M. O., Gee, G., & Jacobo, E. (2025). Feasibility and acceptability of a contingency management program for stimulant use disorder in a pallet shelter community for homeless-experienced veterans. **Journal of Substance Use and Addiction Treatment*, 177*, 209771. <https://doi.org/10.1016/j.josat.2025.209771> (PMID: 40752833)
- Kang, A. W., Bailey, A., Surace, A., Stein, L., Rohsenow, D., & Martin, R. A. (2024). Medications for opioid use disorders among incarcerated persons and those in the community supervision setting: Exploration of implementation issues with key stakeholders. **Addiction Science & Clinical Practice*, 19*(1), 95. <https://doi.org/10.1186/s13722-024-00528-9> (PMID: 39696603)
- Klemperer, E. M., Evans, E. A., & Rawson, R. (2023). A call to action: Contingency management to improve post-release treatment engagement among people with opioid use disorder who are incarcerated. **Preventive Medicine*, 176*, 107647. <https://doi.org/10.1016/j.ypmed.2023.107647>
- Minozzi, S., Saulle, R., Amato, L., Traccis, F., & Agabio, R. (2024). Psychosocial interventions for stimulant use disorder. **Cochrane Database of Systematic Reviews*, 2*(2), CD011866. <https://doi.org/10.1002/14651858.CD011866.pub3> (PMID: 38357958)
- Parent, S. C., Peavy, K. M., Tyutyunnyk, D., Hirchak, K. A., Nauts, T., Dura, A., Weed, L., Barker, L., & McDonell, M. G. (2023). Lessons learned from statewide contingency management rollouts addressing stimulant use in the Northwestern United States. **Preventive Medicine*, 176*, 107614. <https://doi.org/10.1016/j.ypmed.2023.107614> (PMID: 37451553)
- Qian, G. L., Chen, Y., Rawson, R. A., Humphreys, K., & Brandeau, M. L. (2026). Cost-effectiveness of contingency management for methamphetamine use disorder: A model-based analysis. **Addiction**. <https://doi.org/10.1111/add.70377>
- Rash, C. J., Black, S. I., Parent, S. C., Erath, T. G., & McDonell, M. G. (2025). Data-driven contingency management incentive magnitudes: A review. **JAMA Psychiatry*, 82*(9), 940–945. <https://doi.org/10.1001/jamapsychiatry.2025.1341> (PMID: 40601332)
- Sheidow, A. J., Drazdowski, T. K., Chapman, J. E., & McCart, M. R. (2026). Legal outcomes of task-shifting contingency management for youth substance use to rural probation officers: Secondary results from a randomized clinical trial. **Journal of Consulting and Clinical Psychology*, 94*(3), 151–158. <https://doi.org/10.1037/ccp0001002>

Appendix A: Certified Facilitator – Samenow's The Power of Consequences

Directions: To receive credits for this course, you are required to take a post test and receive a passing score. We have set a minimum standard of 80% as the passing score to assure the highest standard of knowledge retention and understanding. The test is comprised of multiple choice and/or true/false questions that will investigate your knowledge and understanding of the materials found in this CEU Matrix – The Institute for Addiction and Criminal Justice distance learning course.

After you complete your reading and review of this material, you will need to answer each of the test questions. Then, submit your test to us for processing. This can be done in the following manner:

Submit your test via the Internet. All of our tests are posted electronically, allowing immediate test results and quicker processing. First, you may want to answer your post test questions found at the end of this appendix. Then, return to your browser and go to the Student Center located at:

<http://www.ceumatrix.com/studentcenter>

Once there, log in as a Returning Customer using your Email Address and Password. Then click on 'View Lesson Quiz' and you will be presented with the electronic exam.

To take the exam, simply select from the choices of "a" through "e" for each multiple choice question. For true/false questions, select either "a" for true, or "b" for false. Once you are done, simply click on the submit button at the bottom of the page. Your exam will be graded and you will receive your results immediately. If your score is 80% or greater, you will receive a link to the course evaluation. You will also receive a link to the Certificate of Completion. This is the final step in the process, and you may save and / or print your Certificate of Completion.

If, however, you do not achieve a passing score of at least 80%, you will need to review the course material and return to the Student Center to resubmit your answers.

NOTE: THE EXAM QUESTIONS AND /OR ANSWERS MAY BE IN A DIFFERENT ORDER IN THE ONLINE EXAM

Answer the following questions by selecting the most appropriate response.

1. Part of the process of change involved having the inmates look at the pain they had caused to:
 - a. the victims and their families
 - b. the community
 - c. their own families
 - d. all of the above
 - e. none of the above
2. One of the tactics that keeps people stuck in their behavior is blaming themselves.
 - a. True
 - b. False
3. External consequences resulting from the inmates' poor decision-making include all EXCEPT which of the following:
 - a. lost time with their families
 - b. lies and infidelity to their partners
 - c. loss of self esteem
 - d. stealing from their families
 - e. lost employment opportunities
4. Change involves the courage to:
 - a. face the truth
 - b. look at their choices
 - c. see the pain caused to others
 - d. face their own pain
 - e. all of the above
5. One of the consequences the inmates were unlikely to consider was the lasting trauma to the victims of their violent acts.
 - a. True
 - b. False
6. Even when they were aware of the consequences, what was the tactic that led to proceeding with the action anyway?
 - a. fear
 - b. denial
 - c. justification
 - d. projection
 - e. none of the above

7. Inmates' justification for their actions included all but which of the following:
 - a. "I'm going to be able to control it"
 - b. "I feel that I deserve it"
 - c. "I can get away with it"
 - d. "I'm not hurting anyone"
 - e. "I don't care about the consequences"
8. Beliefs that allowed them to "get around" consequences include:
 - a. "This time will be different"
 - b. "I want it now."
 - c. "I'll deal with the consequences later"
 - d. "I can't take it anymore."
 - e. All of the above
9. One of the errors in thinking is overestimating the consequences of failure.
 - a. True
 - b. False
10. Thinking that an illegal act is so well planned that it is impossible to fail is called:
 - a. delusion
 - b. miraculous thinking
 - c. super-optimism
 - d. narcissism
11. "It is the shutting off of _____ that will often lead us to make a bad decision and commit the criminal act."
 - a. fear
 - b. conscience
 - c. communication
 - d. reason
12. Among the thought patterns that trigger an automatic aggressive response are:
 - a. assuming the worst
 - b. personalizing the action
 - c. seeing the situation for what it's worth
 - d. a and b
 - e. b and c

13. The specific tool that Samenow suggests for stopping the temptation from becoming behavior is:
- a. creating a visual image of the consequences
 - b. thinking about something else
 - c. fear
 - d. all of the above
 - e. none of the above
14. Another important step is to identify _____, which are persons, places or things that serve as temptations to relapse to old behaviors.
- a. associations
 - b. prompts
 - c. triggers
 - d. go-ahead thoughts
15. One of the biggest disappointments expressed by the men was their not being good role models for their children.
- a. True
 - b. False
16. Change involves all of the following EXCEPT:
- a. being willing to change
 - b. trying to create different consequences from the same behaviors
 - c. knowing how we make decisions that lead to trouble
 - d. experiencing the pain we’ve caused to ourselves and others
17. One of the errors in thinking was the complete confidence that there wouldn’t be any negative consequences from their actions.
- a. True
 - b. False
18. Instantaneous decisions to commit acts regardless of consequences are called:
- a. go-ahead thoughts
 - b. irrational thoughts
 - c. dismissing thoughts
 - d. go-for-it thoughts
19. “_____ can give us reason to change.”
- a. family
 - b. pain
 - c. prison
 - d. positive reinforcement

20. What is often missing between the original thought and the behavior?
- insight
 - time
 - thoughts of consequences
 - thoughts of alternatives
21. "Fear can get us into difficult, troublesome situations."
- True
 - False
22. "Triggers" for some of the men include:
- being around drugs
 - sex
 - anger
 - money
 - all of the above
23. "Harnessing thoughts of doing crimes and getting high can serve as a warning sign that tells us to stop and make a different choice."
- True
 - False
24. Dr. Samenow stated that even when people think they are just reacting there are thoughts and decisions made.
- True
 - False
25. When we shut off the consequences
- We tell ourselves that we are able to overcome obstacles
 - We tell others how everything will turn out fine
 - We tell ourselves forget the consequences, go ahead
 - We tell others what we did, honestly
26. Thoughts that lead to trouble are called
- Troubled thoughts
 - Errors in thinking
 - Leading thoughts
 - Trouble and trivial problems
27. Thinking errors include:
- I deserve it
 - I can get away with it
 - I can control it this time
 - All of the above

28. When focusing on thinking errors, using drugs and alcohol is
- a) A fun way to spend the weekend
 - b) One more way to shut off our awareness of consequences
 - c) One more way to get back in prison
 - d) A disappointment to our families
29. Another way to close our eyes to consequences is
- a) To use super optimism or believe we won't get caught
 - b) To admit that we even did anything wrong
 - c) To remember the people we have hurt
 - d) To use our imagination
30. When contemplating correcting our thinking errors, to change we must be able to
- a) Catch our "go ahead" thoughts
 - b) Talk our family into supporting us
 - c) Avoid being incarcerated at all costs
 - d) All of the above
31. According to the DVD, looking at the costs of our past behavior is
- a) The way to get very depressed
 - b) The purpose of incarceration
 - c) The key to change
 - d) The strategy of losers
32. We should look at the truth and face it
- a) Before we forget it
 - b) In small steps
 - c) With people who can harm us
 - d) All of the above
33. According to the DVD, it is important to face the harm we have caused others to
- a) Motivate us to change our behavior
 - b) Motivate us to stay out of prison
 - c) Change the people around us
 - d) Stay out of the way of other victims

34. In the DVD, when we are told “We can take the manure of our lives and grow a few flowers” it means we are able to
- a) Work in the garden while incarcerated
 - b) Face our pain and grow into a better person
 - c) Take what is bad in our lives and take advantage of others' sympathy
 - d) Face the accusations of others so we can get it over with
35. The DVD suggests you see your go ahead thoughts as a warning sign, then
- a) Stop, look around and see if you can accomplish your goal
 - b) Stop, take a deep breath, take a step back and consider the consequences
 - c) Stop, take advantage of the situation and deny everything later
 - d) Stop, look at who might get hurt and try to prevent it
36. According to the DVD, if we catch ourselves before we act
- a) We can avoid getting caught
 - b) We can think about how we can explain the situation later
 - c) We can share our experiences with others
 - d) We can think about the consequences or where it will lead
37. The DVD suggests that thinking about the consequences can help us to
- a) Make a different choice
 - b) Avoid prison
 - c) Involve others
 - d) Exacerbate the problem
38. Visualizing the consequences is a powerful way avoid negative behaviors such as
- a) Handcuffs
 - b) Homelessness
 - c) Disappointing your children
 - d) All of the above
39. Triggers for relapse are also opportunities to
- a) Recruit others for recovery
 - b) Practice skills for picturing consequences and stopping the behavior
 - c) Practice skills for picturing consequences while visiting old friends
 - d) Visit the old places and prove to yourself that you are sober

40. According to the DVD, to change
- a) We must have a supportive family
 - b) We must not have committed a severe crime
 - c) We must forgive the people around us
 - d) We must practice day by day
41. If we stop to think about the consequences of our actions, we may think
- a) "I don't want to go back to that"
 - b) "Those consequences aren't that bad"
 - c) "This won't lead to other things"
 - d) All of the above
42. When we give up our old life
- a) It is easy sailing from there
 - b) It feels so much better than hanging on to it
 - c) It leaves a hole in our life that we must fill
 - d) Our family is happy
43. To fill the hole left by our old life, we may need to
- a) Deal with grief
 - b) Find new activities
 - c) Work the program
 - d) All of the above
44. To build a new life
- a) It is important to see the new life clearly
 - b) It is important to see a counselor on a regular basis
 - c) It is important to have the support of your family
 - d) All of the above