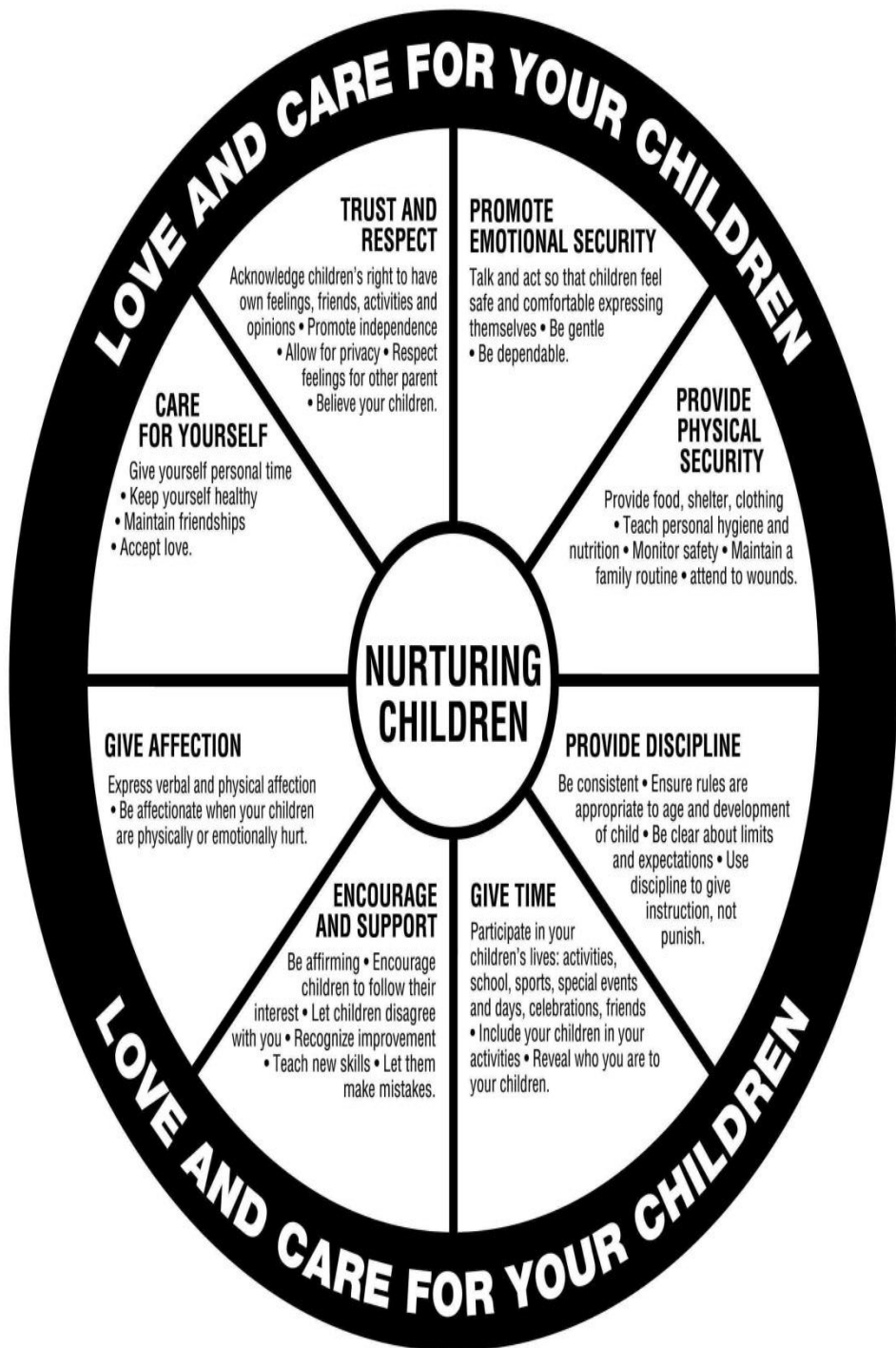
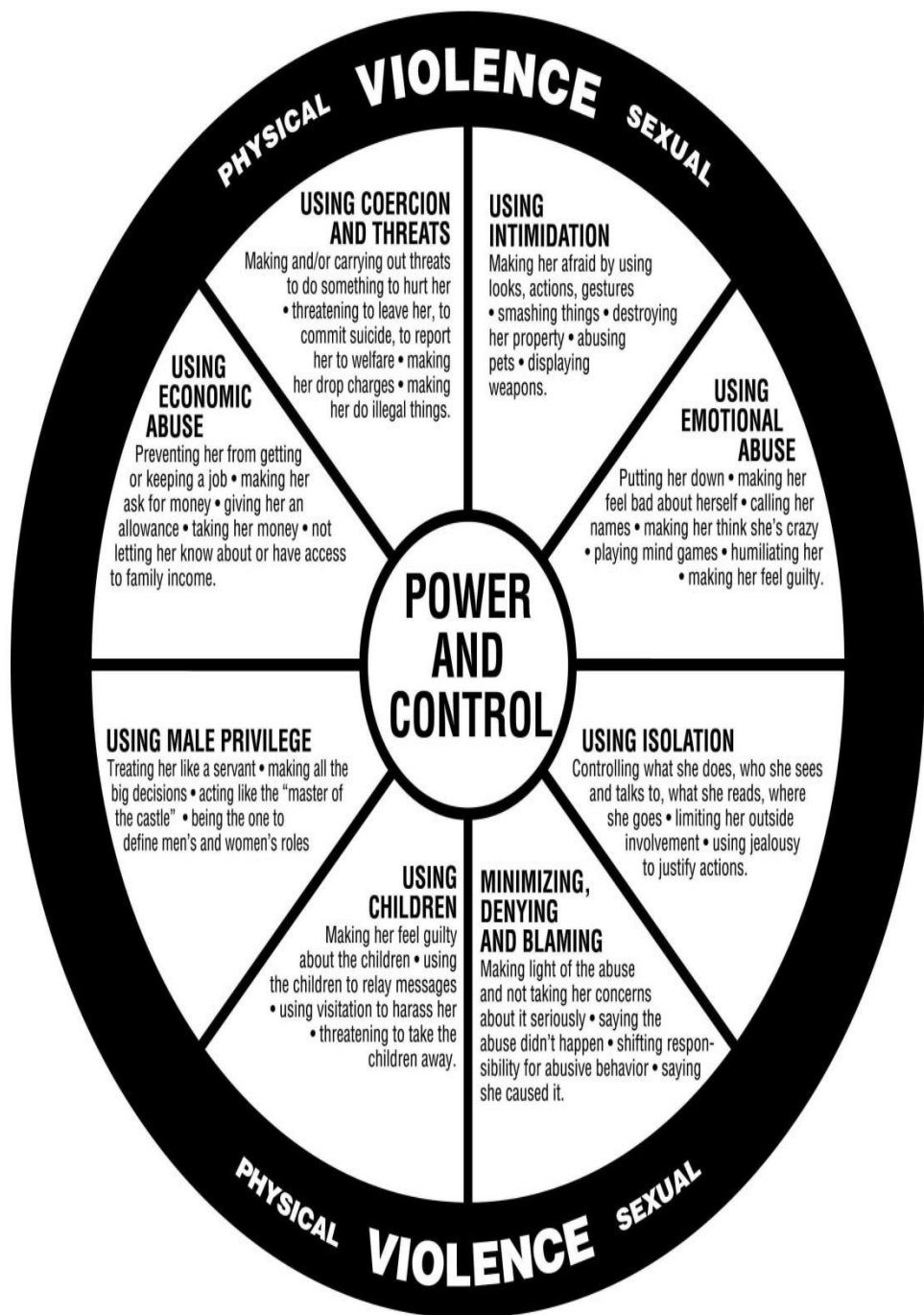


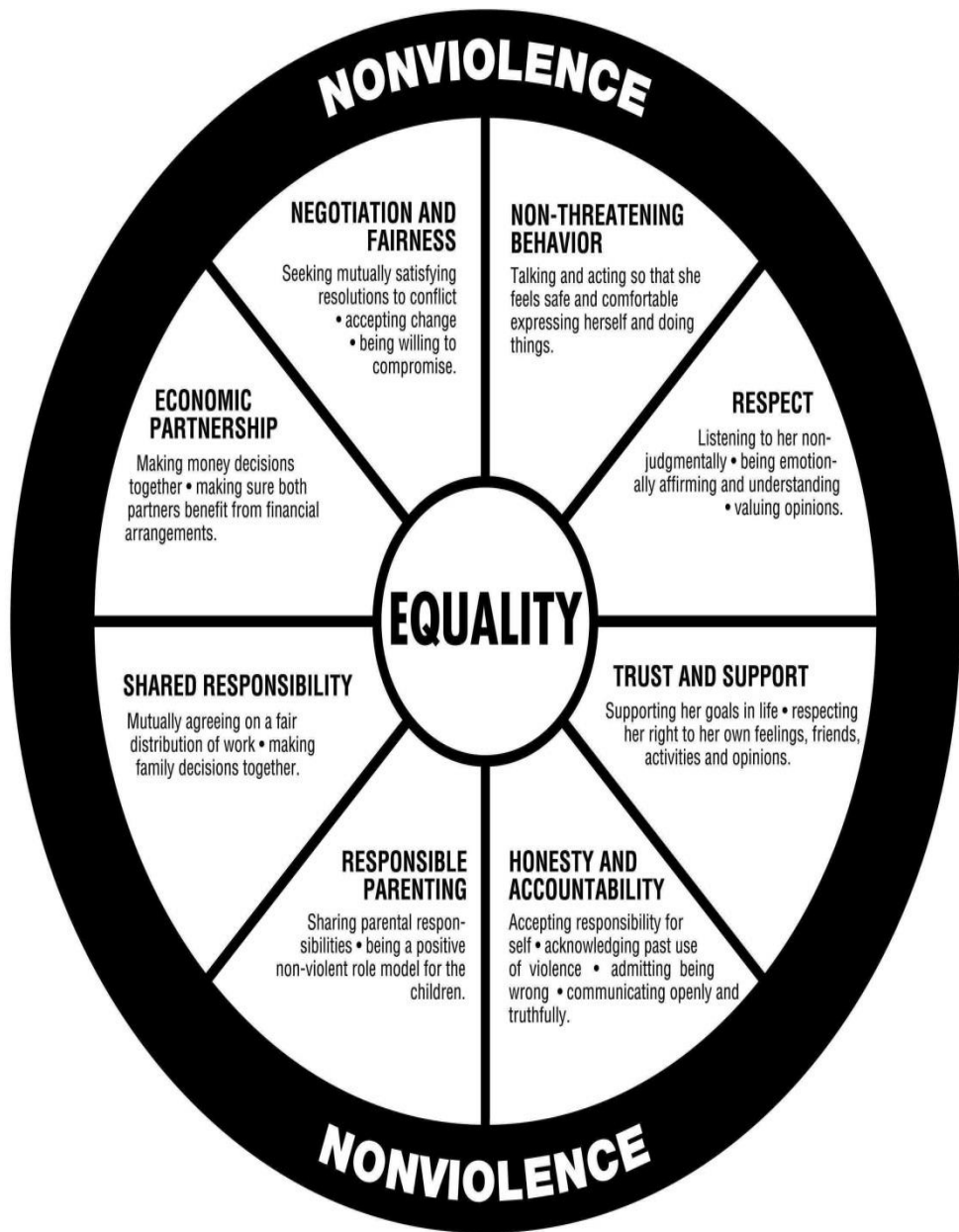
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Client Workbook  
February & March, 2014

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*Program Director/Counselor*







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## Recognizing Your Impact On Others

By now you have learned many skills. It is time to take those skills into the world and be a positive role model for those around you. It's a big responsibility, because as you live from day to day you influence people. With that in mind, let's review some of the skills we have learned.



Who do you influence?

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How can you be a positive role model towards the people you influence?

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## **Focus on Emotional Abuse**

Emotional abuse is a way of hurting someone without necessarily being physical. It's when one person tries to control the other person's feelings or thoughts in order to gain power over them.

I am evaluating my relationship with: \_\_\_\_\_

Some examples of emotional abuse (also called mental, verbal, or psychological abuse) are listed below. Check any that you have done to this person or that this person has done to you.

- Put down: Calling names, telling them they're stupid or ugly, telling they're not good enough or no one could ever love them
- Frequently cursing or yelling at the other person
- Threatening or intimidating – making the other person feel nervous or scared for themselves or someone they care about.
- Frequently criticizing or correcting the other person – the way they look, talk, act, etc.
- Lying or cheating
- Playing mind games or making the other person think they're crazy
- Putting responsibility for your behavior on the other person
- Making fun of or putting down the other person's family, culture, religion, race, or heritage
- Embarrassing or humiliating the other person, especially in front of other people
- Withholding affection as punishment – not giving them love if they don't do what you want them to do
- Controlling behavior – telling the other person what to do, what to wear, who to hang out with, etc.
- Making all the decisions in the relationship and ignoring the other person's feelings.
- Guilt trips – trying to make the other person feel guilty when you don't get your way, especially by threatening to hurt yourself or commit suicide

- Keeping the other person from spending time with their friends or family members, or from work or other activities that are important to him/her
- Using the children to get the other person to do what you want
- Being extremely jealous, and using jealousy to justify controlling behavior.
- Threatening to break up with the other person if you don't get your way.
- Saying you don't love the other person just to get him/her to do what you want
- Accusing the other person of cheating on you as a way of manipulating him/her to what you want
- Keeping constant tabs on a person, expecting to know his/her every move.

Here are some examples of emotional abuse I have experienced in my life (not necessarily from the person above):

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Am I being emotionally abusive to my partner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have I been emotionally abused in the past?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Am I being emotionally abusive to my partner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have I been emotionally abusive in the past?	<input type="checkbox"/> Yes <input type="checkbox"/> No



## Core Competencies:

### \_\_\_\_\_A. Elimination of Abusive Behavior

- \_\_\_1. Offender commits to eliminate abusive behaviors
- \_\_\_2. Eliminates the use of physical intimidation, psychological cruelty, or coercion toward one's partner or children.

### \_\_\_\_\_B. Demonstration of Change

- \_\_\_1. Offender demonstrates change by working on the comprehensive personal change plan:
- \_\_\_2. Begins implementing portions of the personal change plan;
- \_\_\_3. Accepts that working on abuse related issues and monitoring them is an ongoing process;
- \_\_\_4. Begins designing an Aftercare Plan;
- \_\_\_5. Completes an Aftercare Plan and is prepared to implement this plan after discharge from treatment

### \_\_\_\_\_C. Personal Change Plan

- \_\_\_1. Offender completed a comprehensive Personal Change Plan:
- \_\_\_2. Reflects the level of treatment and has been reviewed and approved by MTT
- \_\_\_3. Driven by the offender's risk and level of treatment

### \_\_\_\_\_D. Empathy

- \_\_\_1. Offender development of empathy: Recognizes and verbalizes the effects of one's actions on one's partner/victim;
- \_\_\_2. Recognizes and verbalizes the effects on children and other secondary and tertiary victims such as neighbors, family, friends, and professionals;
- \_\_\_3. Offers helpful, compassionate response to others without turning

attention back on self

**\_\_\_\_\_ E. Responsibility**

- \_\_\_1. Offender accepts full responsibility for the offense and abusive history;
- \_\_\_2. Discloses the history of physical and psychological abuse toward the offender's victim(s) and children;
- \_\_\_3. Overcomes the denial and minimization that accompany abusive behavior;
- \_\_\_4. Makes increasing disclosures over time;
- \_\_\_5. Accepts responsibility for the impact of one's abusive behavior on secondary, tertiary victims and the community;
- \_\_\_6. Recognizes that abusive behavior is unacceptable (abuse wrong-no excuses or justifications-no blaming)

**\_\_\_\_\_ F. Understanding of offense, pattern of power and control, cultural context**

- \_\_\_1. Offender identifies and progressively reduces pattern of power and control behaviors, beliefs, and attitudes of entitlement:
- \_\_\_2. Recognizes that the violence was made possible by a larger context of the offender's behaviors and attitudes;
- \_\_\_3. Identifies the specific forms of day-to-day abuse and control, such as isolation that have been utilized, as well as the underlying outlook and excuses that drove those behaviors;
- \_\_\_4. Demonstrate behaviors, attitudes and beliefs congruent with equality and respect in personal relationship

**\_\_\_\_\_ G. Offender Accountability**

- \_\_\_1. Accepts responsibility for one's abusive behavior

- \_\_2. Accepts the consequences of those abusive behaviors
- \_\_3. Actively works to repair the harm, and prevent future abusive behavior
- \_\_4. Taking corrective actions to foster safety and health for victim
- A. \_\_\_\_\_ Recognizes and eliminates all minimizations of abusive behavior and without prompts identifies one's own abusive behaviors
- B. \_\_\_\_\_ Demonstrates full ownership for his/her actions and accepts the consequences of these actions: The offender demonstrates an understanding of patterns for past abusive actions and acknowledges the need to plan for future self-management and further agrees to create the structure that makes accountability possible
- C. \_\_\_\_\_ The offender accepts that their partner or former partner and their children may continue to challenge them regarding past or current behaviors. Should they behave abusively in the future, they consider it their responsibility to report those behaviors honestly to their friends and relatives, to their probation officer, and to others who will hold them accountable

**H. \_\_\_\_\_ Consequences and Choice**

- \_\_1. Offender accepts that one's behavior has, and should have, consequences;
- \_\_2. Identifies the consequences of one's own behavior and challenges distorted thinking and understands that consequences are a result of one's actions or choices.
- \_\_3. The offender makes decisions based on recognition of potential consequences;
- \_\_4. Recognizes that the abusive behavior was a choice, intentional and goal-oriented

**\_I. Offender participation and cooperation in treatment:**

- \_\_1. Participates openly in treatment - processing personal feelings, providing constructive feedback, identifying one's own abusive patterns,

\_\_2. Completes homework assignments,

\_\_3. Presents letter of accountability

\_\_4. Demonstrates responsibility by attending treatment by the  
Treatment Plan

\_\_\_\_\_ **K. Offender understanding, identification and management of  
one's personal pattern of violence**

\_\_1. Acknowledges past/present violent/controlling/abusive behavior;

\_\_2. Explores motivations;

\_\_3. Understands and can explain learned pattern of violence

\_\_4. Disrupts pattern or violence prior to occurrence of behavior

\_\_\_\_\_ **L. Understanding of intergenerational effects of violence**

\_\_1. Identifies and recognizes past victimization, its origin, its type and  
impact

\_\_2. Recognizes the impact of witnessed violence; acknowledges that  
one's upbringing has influenced current behaviors

\_\_3. Develops and implements a plan to distance oneself from violent  
traditional tendencies, as well as cultural roles.

\_\_\_\_\_ **M) Offender understanding and use of appropriate communication  
skills:**

- \_\_\_ 1. Demonstrates non-abusive communication skills that include how to respond respectfully to the offender's partner's grievances.
- \_\_\_ 2. How to initiate and treat one's partner as an equal.
- \_\_\_ 3. Demonstrates an understanding of the difference between assertive, passive, passive aggressive, and aggressive communication.
- \_\_\_ 4. Makes appropriate choices in expressing emotions
- \_\_\_ 5. Demonstrates appropriate active listening skills.
- \_\_\_\_\_ N) Offender understanding and use of "time-outs" and Stop-Breathe-Focus
  - \_\_\_ 1. Recognizes the need for "time-outs and/or other appropriate self-management skills;
  - \_\_\_ 2. Understands and practices all components of the time-out;
  - \_\_\_ 3. Demonstrates and is open to feedback regarding the use of time-outs in therapy
- \_\_\_\_\_ Offender recognition of financial abuse and management of financial responsibility
  - \_\_\_ 1. Consistently meets financial responsibilities such as treatment fees, child support, maintenance, court fees, and restitution; the MTT may choose to require the offender to provide documentation that demonstrates financial responsibilities are being met.

\_\_\_ 2. Maintains legitimate employment, unless verifiably or medically unable to work

\_\_\_ P) Violence and Abuse

\_\_\_ 1. Offender eliminates all forms of violence and abuse.

\_\_\_ 2. The offender does not engage in further acts of abuse and commits no new DV offenses or violent offenses against persons or animals

\_\_\_ Q) Weapons

\_\_\_ 1. Offender prohibited from purchasing, possessing, or using firearms or ammunition;

\_\_\_ 2. An exception may be made if there is a specific court order allowing this – must provide written proof-treatment provider must address safety plan/storage, etc.

\_\_\_ R) Identification and challenge of cognitive distortions

\_\_\_ 1. Offender identifies and challenges cognitive distortions that play a role in the offender's violence

\_\_\_ 2. Offender demonstrates an understanding of distorted view of self, others, and relationships (gender role stereotyping, misattribution of power and responsibility, sexual entitlement.

Additional Competencies:

\_\_\_ S) Offender understanding and demonstration of responsible parenting

- \_\_\_ 1. Consistently fulfills all applicable parenting responsibilities such as cooperating with the child/children's other parent regarding issues related to parenting
- \_\_\_ 2. Follows established parenting plan and appropriately uses parenting time including the safety and care of the child/children
- \_\_\_ 3. Demonstrates an understanding that abuse during pregnancy may present a higher risk to the victim and the unborn child
- \_\_\_ 4. The offender demonstrates sensitivity to the victim's needs (physical, emotional, psychological, medical, financial, sexual, social, during pregnancy)
- \_\_\_ 5. Demonstrates appropriate interaction with the children and partner in a co-parenting or step-parenting situation
- \_\_\_ T) Offender identification of pro-social and/or community support and demonstration of the ability to utilize the support in an appropriate manner (sponsor, support person, etc., not the victim)
- \_\_\_ U) Offender's consistent compliance with any psychiatric and medical recommendations for medication that may enhance the offender's ability to benefit from treatment and/or reduce the offender's risk of re-offense.
- \_\_\_ V) Offender's consistent compliance with any alcohol or substance abuse evaluation and treatment that may enhance the offender's ability to benefit from treatment and/or reduce the offender's risk of re-offense

\_\_\_\_ Personal Change Plan

\_\_\_\_ Aftercare Plan

\_\_\_\_ Statement of Responsibility

\_\_\_\_ Personal Mission Statement

\_\_\_\_ Commitment Statement/Elimination of Abusive Behavior



# **Personal Change Plan Worksheet Example**

## **The changes I want to make are:**

1. Stop using abusive behaviors
2. Develop a healthy relationship
3. Take better care of my kids
4. Stop using drugs and alcohol

## **The most important reasons why I want to make these changes are:**

1. Get out of trouble with probation
2. Take better care of my health
3. Give my kids a better chance
4. Avoid more charges and/or dirty UAs
5. Reduce stress levels
6. Happy within current/future relationships and myself

## **The steps I plan to take in changing are:**

1. Compliant with terms and conditions of probation (PO)
2. Spend time each day focusing on my children/relationship
3. Attend and participate in DV treatment
4. Comply with protection order (P/O)
5. Acknowledge and identify controlling and abusive behaviors
6. Practice respect and empathy for others

## **The ways other people can help me are:**

1. My P.O. can encourage me
2. My counselor, family, friends and PO can help hold me accountable for my actions
3. My group can help me talk about my difficulties with change

4. My partner can be involved in applying what I learned in group at home

**I will know that my plan is working if:**

1. I am not displaying controlling or abusive behaviors
2. I will attend DV group consistently (on time, attentive and participating)
3. I am not abusing substances
4. I am meeting the Core Competencies outlined by the CO DVOMB
5. I am implementing what I am learning in group in my personal relationships and everyday life

**Some things that could interfere with my plan are:**

1. If I pick up new charges (DV or otherwise)
2. If I use drugs or alcohol
3. If I don't stay employed or lack of motivation to find employment
4. If I quit treatment.
5. If I continue with abusive behavior and don't hold myself accountable
6. Non-compliance with treatment and/or excessive absences from treatment

**What I will do if the plan isn't working:**

1. Be honest with my counselor and my group and ask for help.
2. Update treatment plan and Personal Change Plan to better address my needs
3. Tell my PO/counselor I need residential treatment or additional treatment if substance abuse is an issue.
4. Refuse to let myself feel like a failure

## Aftercare Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

My plan for remaining violence free after completion of the program is:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

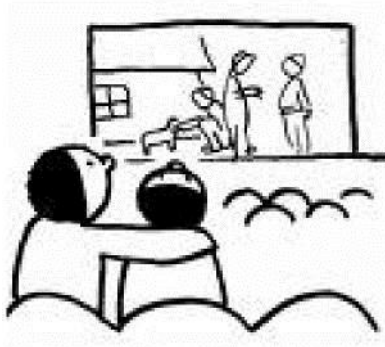
\_\_\_\_\_

Signed: \_\_\_\_\_

Approved by MTT: \_\_\_\_\_



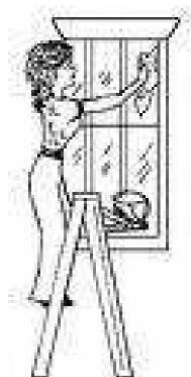
## Life Skills



Think for a minute. Are there activities you do or places you go where you don't have stress?



Some activities that cause stress for some people actually relieve stress for others:



The key is to find something that works for you.

What activities might work for you that you can do alone?

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## Addictive Behaviors



Was either party using alcohol or drugs prior to or during the incident that brought you here? If so, what impact did the use of drugs or alcohol have on the incident?

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Has drug or alcohol use been an issue in your relationships? \_\_\_\_\_

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In my childhood home, my family's use of drugs and/or alcohol was (i.e. dinner, daily, weekends, parties, barbecues, weddings, holidays, etc.):

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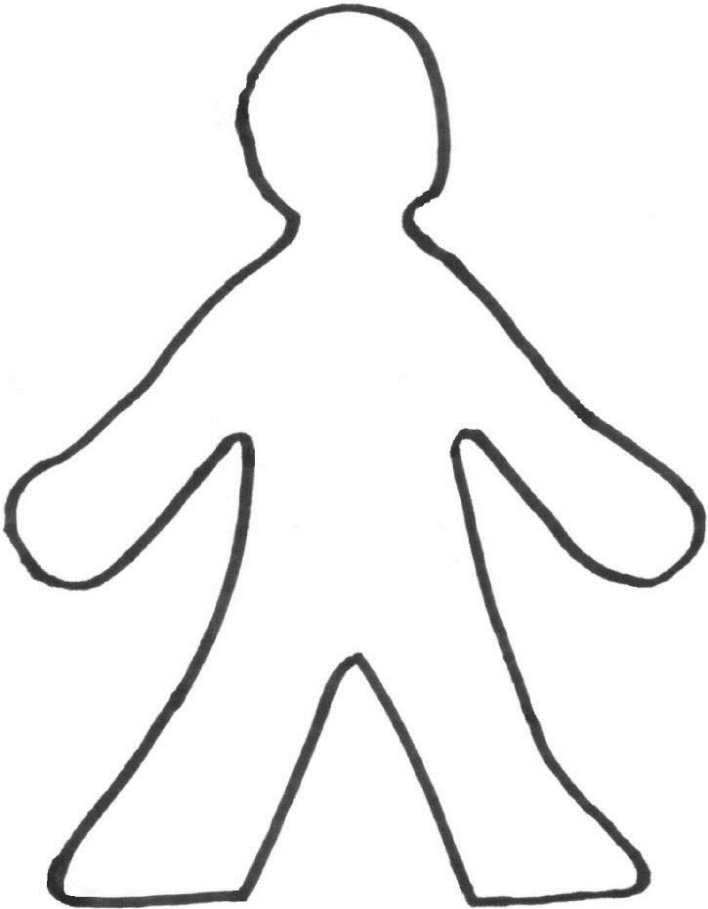
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## Recognizing Stress

Physical signs of stress:

Headache, dizziness, flushed or hot face, increased or no appetite, grinding teeth, dry throat and mouth, tightness or aching of neck, shoulders and/or back, heartburn, faster heart rate, stomach upset, cold/sweaty hands and/or feet, diarrhea, constipation, cramps, etc.

Fill in the physical symptoms you have had due to stress





## Work and Job Issues

No matter how much you like the type of work you do, there is a reason you're getting paid. Work can be frustrating. You don't choose your boss or your co-workers. Having issues with handling anger can magnify any problem.

Of course there are some very basic rules to successful employment. First off, a worker needs to be on time and clean/sober. It's important to be hygienic and well rested with a good attitude and ready to work.

Take a look at these pictures, what do you see?

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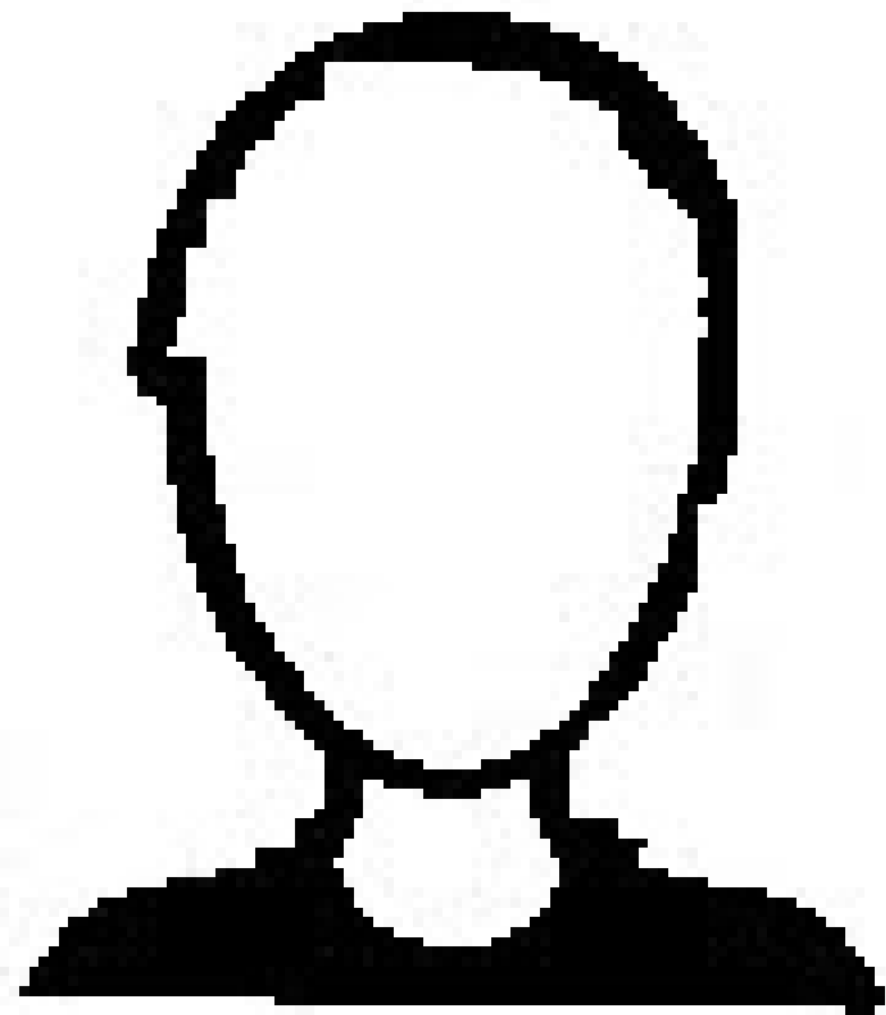
Do you think these people would have problems at work?

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On the following pages, show how these people would look if they were following the guidelines listed above and

ready to work:







Consider yourself at a crossroads in life. You have the opportunity to change directions and help not only yourself, but also your loved ones live a healthier lifestyle. We're here to accomplish just that. Let's Get Busy.



## ***Class Times***

### **TUESDAY**

Level II Education.....5:00pm

**Women's** Domestic Violence.....6:30 pm

### **THURSDAY**

Men's Domestic Violence.....5:00pm

Level II Therapy (DUI).....6:30pm

### **SATURDAY**

Men's Domestic Violence .....9:30am

Level II Therapy (DUI) .....11:00am

(Lesbian) Women's Domestic Violence.....12:30 pm

### **SUNDAY**

Women's Group/ Parenting.....9:30 am

Mens Group.....11:00am

Level II Education (DUI).....12:30 pm

Relapse Prevention.....12:30 pm