

My Risk Management Workbook



Linn - Benton Juvenile Detention Center
Albany, Oregon

“Achieving Public Safety through Changing Youth Behavior”

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PART ONE: WHAT IS RISK ALL ABOUT?

What is risk and why are we doing this workbook?

People in the criminal justice system often talk about “risk”. Most would agree that if you are detained or in a secure facility, you are probably at “high risk” for criminal activity. What does that mean, to be “at high risk”?



Let's first look at what risk means. Here is the definition from the Merriam-Webster Dictionary:

ˈrisk
Pronunciation: ˈrisk
Function: *noun*
Etymology: French *risque*, from Italian *risco*
Date: circa 1661
1: possibility of loss or injury: **PERIL**
2: someone or something that creates or suggests a hazard
3 **a**: the chance of loss or the perils to the subject matter of an insurance contract; *also*: the degree of probability of such loss **b**: a person or thing that is a specified hazard to an insurer <a poor *risk* for insurance> **c**: an insurance hazard from a specified cause or source <war *risk*>
- **risk less**: *ris-kl&s/ adjective*
- **at risk**: exposed to a usually specified danger or loss <patients *at risk* of infection>

Let's look at each part of the definition.

1. POSSIBILITY OF LOSS OR INJURY.

The first part talks about the “possibility of loss or injury”. Do you have any “possibilities for loss or injury” in your life now? What are they?



What about “loss” or “hurt “ to others? Do you have any possibilities of hurting others now or in the near future?

2. HAZARD.

The second part talks about “hazard”. Some things that are a hazard might be a railroad crossing, or an accidental blood spill, or a slippery sidewalk in winter.

What are some other things that you know or think are “hazards?” Try to list as many as possible.

Have you ever come across a “hazard” in your life? Do you have a friend or family member who has some hazards in his/her life?

Can people be a “hazard”? How?



How would you define “hazard” in your own words?

Please look at the following “hazards” and tell how you know there may be a hazard ahead. Complete 1 through 6, and then come up with three of your own risks and signs (7-9).

RISK	SIGN or WARNING THAT THE RISK IS AHEAD
1. Train coming through a railroad crossing	
2. Road construction equipment and men/women working ahead on the highway	
3. A container that contains medical waste, blood contaminated material	
4. Fence which is electrified with high voltage	
5. A car whose engine has died ahead on the highway	
6. Cancer causing effects of cigarette smoke	
7.	
8.	
9.	

3. THE PROBABILITY OF LOSS, INJURY OR HAZARD.

The last part of the definition talks about the “probability” of loss, injury or hazard. “Probability” refers to the chance that something is likely to occur. For example in Oregon, an 80-degree day in January is not very probable. On the other hand, the probability of an 80-degree day sometime in July is very probable.

How do you think people determine that the 80-degree day in January is not very probable and an 80-degree day in July is very probable?

How do you think the risk or probability of loss is determined in general?

So what have we learned from the definition of risk?

First, risk involves the possibility of injury or loss.

Second, risks are related to “hazards”: people, places, things that put us at risk.

Third, risks vary in their “probability” or likelihood of causing problems for others or us.



Sooooooooo.....

Why are doing these “mental gymnastics” on the definition of risk? Most research tells us that if you have committed a crime or did things that are likely to lead to crime or hurt to self or others, you are likely to commit a crime or do those behaviors again.



Think about this: How many police contacts have you had? _____
 How many times have you been to court? _____
 How many times have you been in detention? _____

What does this tell you about YOUR risk?

PART TWO: HOW DO WE GET RISKS INTO OUR LIFE?



1. HOW DO OUR RISKS DEVELOP?

Over a hundred years ago a scientist in Russia was studying the behavior of dogs (to eventually learn something about human behavior!). He did this experiment. He put some meat out in front of a dog. What do you think the dog did when she saw the food? What would you do when you saw your favorite food sitting out in front of you when you are really hungry?



Yes, the dog began to salivate (SAL-eh-vayt), which means it drooled like crazy! I bet you have had the same experience. After doing this and observing the dog's reaction, he then rang a bell just before giving the dog the meat.



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He paired up the bell and meat several times. Every time he would feed the dog, he would first ring the bell. Then one day, he just rang the bell!

What do you think happened? What did the dog do?

Hint: If you are hungry and see you favorite place to eat up the street, what do you begin to feel? Does your mouth begin to water?

What happened was that the dog salivated just as when she had seen the food in front of her.



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This is called "classical conditioning". It means that when things are paired up with very pleasurable situations, soon just the situation alone will bring about the feelings and bodily reactions that the pleasurable event brought about. For example, if you had a habit of using drugs in your basement, whenever you go to the basement you will start getting sensations like the last time you used drugs there.

What do you think that this has to do with the way we get risk factors into our life? Think about the not-so-good stuff you did, with whom you did it, where you did it! Give some examples below:

SOMETHING I DID THAT WASN'T GOOD	WHEN, WHERE, WITH WHOM DID I DO THIS?

PART THREE: RISK MANAGEMENT

The “art” of staying out of trouble, achieving your goals, and being successful is called **RISK MANAGEMENT**. (People in the substance abuse treatment area use a similar concept called **RELAPSE PREVENTION**)

Both of these concepts focus on identifying “risks”, tying “hazards” or “warning signs” or “triggers” (things that happen before we’ve gotten into trouble or committed a new crime) to these risks, and determining their probability (low/medium/high). The last step is important, because we have only so much time and energy: we need to focus on those risk/hazards that are most likely to cause us trouble.



What do we need to do to be successful in managing our risk?

FIRST—relapse/re-offending is a process. It is not something that “just happens”. We don’t just start using drugs again; or just start committing crimes, or just start hurting others. The drug use, the crime, the hurtful behavior is the result of a long process of steps and choices that we make. In order to change the process we need to be **MOTIVATED** to make change: to look at things differently, to try new behaviors and different strategies. To look at things different, to try some new behaviors is also risky? (e.g. you might wonder what will my friends think? how will others see me?)

SECOND—we need to determine what are the highest risk situations (hazards and warning signs) that can prevent us from moving forward and keep us locked in the re-offending/relapse cycle.

THIRD—we need to figure out how to deal with **urges and cravings** (if it involves drugs/alcohol or other compulsive behavior) or with **old patterns of thinking and feeling** (if it involves criminal or other inappropriate behavior).

FOURTH—we need to know that WE MAY FAIL; we need to know how to do “damage control” and reduce the negative consequences of slipping back into old thinking and behavior.

FIFTH—we need to find support from parents, other adults, positive peers and need to end up with a balanced, healthy lifestyle: physically, mentally, spiritually. We need to build on our **STRENGTHS!**

PART FOUR: WHY DO I GOTTA? *(Or finding the motivation for change)*



Motivation can be defined as the likelihood that you will find a way to think and behave differently!

How would you define *motivation* for yourself?

Have you found anything *“motivating”* for you?

Have you ever changed anything in your life or did something different? Like learning to ride a bike, do weightlifting, learn to sew or knit....

What “motivated” you to make that change?

IN ORDER FOR YOU TO BE MOTIVATED FOR CHANGE, YOU NEED TO BE:

WILLING: see change as important, as a way of reducing the difference between where you see yourself now and where you want to see yourself in the future?

ABLE: confidence to make change and to find ways to make change happen.

READY: change is the important priority in your life.

4A. ARE YOU WILLING?

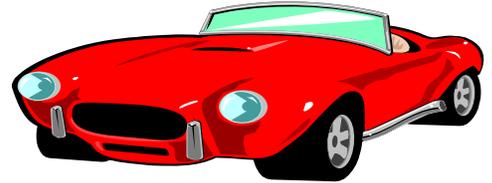
One of the things that complicates wanting to change is.....?

AMBIVALENCE

This word is pronounced *ahm-BIV-a-lens*. This word means: feeling two ways about something, wanting to and not wanting to, liking and not liking, being between a rock and a hard place [can you explain what this means?], seeing good points and bad points, seeing benefits and costs....

For example, let's say you want to buy a new car. Should you buy a Corvette? OR just some old beater? Let's look at this decision process.

DECISION: To buy a Corvette vs. Old beater



Below, please write the benefits and costs of getting a new corvette vs. an old "beater"

BUY A CORVETTE		BUY AN OLD BEATER	
Benefits (+)	Costs (-)	Benefits (+)	Costs (-)

This process is called “Cost Benefit Analysis”: a process for looking at the pros and cons of something before making a final decision.

WHY DO WE NEED TO DO THIS??????

Every decision we make has pros and cons: costs and benefits.

There are costs to doing and thinking in the same way you act now; there are also benefits. There are costs to changing, and there are benefits to changing. If you underestimate the costs of changing, you will get frustrated and quit trying.



For example, if my friends do things I shouldn’t do, there is a benefit to not hanging with them anymore. Yet, trying to make new friendships is one of the MOST challenging things that you can do (e.g. risk of rejection, seen as associating with “nerds” and “dorks”, etc.)

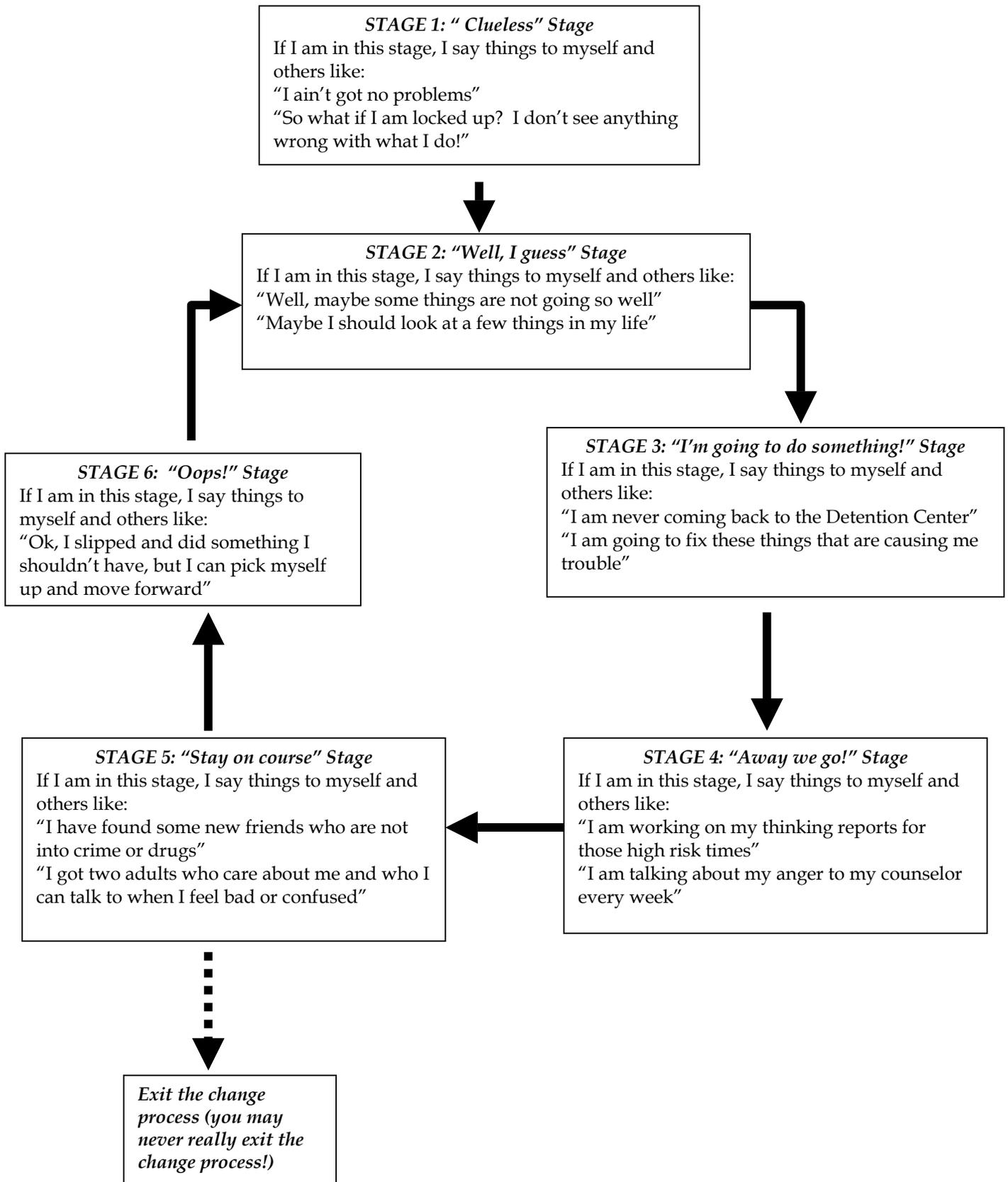
Pick something that you would like to change (stay away from specifics of crimes!) and do the decisional balance for yourself!

ONE THING I WOULD LIKE TO CHANGE:	
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STAYING THE WAY I AM		CHANGING TO SOMETHING NEW	
Benefits (+)	Costs (-)	Benefits (+)	Costs (-)

What did you find out about the change process? Not as easy as you thought?

The process of change has several steps, which form a kind of circle:



Some things to think about in respect to the Stages of Change.

Unless you move to the “Well, I guess...” stage, you are not going to make any changes. The change process is like a wheel, and you will move through the stages, making progress and getting stuck. Relapse (“OOPS” stage, falling back) is a normal part of the process. Stumbling when moving forward is what the process of change is all about. Starting to use drugs or alcohol again is something to deal with, not something to use as an excuse to give up. A relapse gives you information about a “high risk” situation you may not have thought about or prepared for. The process of making change will always involve making mistakes. The key is not to make mistakes, but to pick yourself up and move forward when you do make mistakes! And the good thing is you can always start the change process again and again.

Where do you think you are now in the change process? Why do you think that?

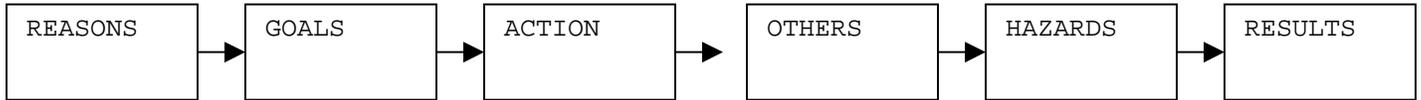


Where would you like to be? What would it take for you to get there?

In order to really make change in your thinking and behavior, you need to do the following:

- A. Have important REASONS for making a change**
- B. Set GOALS for yourself in making this change (goals are where you want to be at a future time)**
- C. Determine ACTIONS to take to accomplish the goals**
- D. Find OTHERS who will help you for each action (this is a tough one, we all think we can handle things by ourselves, and thinking asking for help makes us less of a person)**
- E. Clearly find the HAZARDS in the change process—obstacles and risks to getting where you want to go and figuring how to respond to these hazards.**
- F. Determine how you will know that you have succeeded (what are the RESULTS you want?)**

So here is the process in summary:



Let's play with this a while. Pick some thing that you would like to change and run it through the process:

SOMETHING I WOULD LIKE TO CHANGE IN MY LIFE:	
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STEP	MY RESPONSE
REASONS	
GOALS	
ACTION	
OTHERS	
HAZARDS	
RESULTS	



4B. ARE YOU ABLE AND READY?

The research on risk for re-offending (committing a new crime) tells us that there are clear risk factors for why kids continue to commit crimes or engage in other harmful/hurtful behavior. Some of these factors can also be sources of strengths or actually be “protective” (helpful) from future problems. In the chart below, look at each factor, and check the ones that are risks for you and the ones that are helpful or protective.

FACTOR	RISK COMPONENTS	PROTECTIVE COMPONENTS
1. Family	<input type="checkbox"/> Little expressed love/support <input type="checkbox"/> Little parental supervision <input type="checkbox"/> Inconsistent or harsh discipline <input type="checkbox"/> Neglect/abuse	<input type="checkbox"/> Lots of expressed love/support <input type="checkbox"/> Kid feels free to seek out parent advice <input type="checkbox"/> Parent support for school success <input type="checkbox"/> Clear rules/consequences <input type="checkbox"/> Parents not involved in crime or hurtful behavior <input type="checkbox"/> Parents reinforce successes
2. Attitudes, Values, Beliefs	<input type="checkbox"/> Tolerates deviance from social norms <input type="checkbox"/> Rejects conventional approaches <input type="checkbox"/> Rationalizes law violations <input type="checkbox"/> Interprets actions of others as hostile <input type="checkbox"/> Thinking/beliefs support crime <input type="checkbox"/> Rigid/irrational thinking <input type="checkbox"/> Blame others for everything	<input type="checkbox"/> Likes to help others <input type="checkbox"/> Tells the truth even if it hurts <input type="checkbox"/> Takes responsibility for thinking and behavior
3. Peers/Community	<input type="checkbox"/> Lots of antisocial friends <input type="checkbox"/> No prosocial friends	<input type="checkbox"/> Supported by non-parent adults <input type="checkbox"/> Caring neighbors <input type="checkbox"/> Community involvement <input type="checkbox"/> Feels safe in neighborhood <input type="checkbox"/> Neighbors are pro-social <input type="checkbox"/> Involved in supervised and organized activities
4. Behavioral History, Temperament and Personality	<input type="checkbox"/> Restlessly energetic, impulsive, adventurous, and pleasure seeking <input type="checkbox"/> Difficulty in putting things into words <input type="checkbox"/> Low frustration tolerance <input type="checkbox"/> Poor skills for self-management and self-control <input type="checkbox"/> Behavior problems from an early age <input type="checkbox"/> Unable to see harm caused to others	<input type="checkbox"/> Can plan ahead and make good choices <input type="checkbox"/> Can understand and see others' point of view <input type="checkbox"/> Can resist peer pressure <input type="checkbox"/> Can resolve conflicts without violence <input type="checkbox"/> Optimistic about his/her future <input type="checkbox"/> Can make amends when wrong
5. School	<input type="checkbox"/> Little educational accomplishments <input type="checkbox"/> Few employable skills <input type="checkbox"/> Problem behavior in school <input type="checkbox"/> School sees problem kid	<input type="checkbox"/> School is a safe place <input type="checkbox"/> School has clear rules and expectations <input type="checkbox"/> Teachers encourage success <input type="checkbox"/> Involved in extra-curricular activities <input type="checkbox"/> Motivated to do well in school <input type="checkbox"/> B average or better <input type="checkbox"/> Home assignments completed <input type="checkbox"/> Reads beyond school required books

What has this told you about yourself?

PART FIVE. HOW DO I DO THIS RISK THING?

Risks and hazards can come from many places:

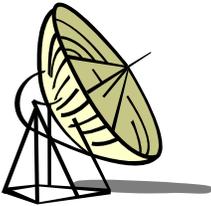
External Risks (outside of us)	<input type="checkbox"/> People, places, things, situations
Internal Risks (inside of us)	<input type="checkbox"/> Core beliefs and self-talk, learned patterns of behavior <input type="checkbox"/> Basic personality structure (e.g. how you see life and respond to things around you)

Helps for handling risks can come from many places also:

Helpful external factors	<input type="checkbox"/> Family, friends, expectations of others <input type="checkbox"/> Non-risky leisure activities <input type="checkbox"/> Availability of time-occupying activities (working, studying, helping others)
Helpful internal factors	<input type="checkbox"/> Using Active Risk Management <input type="checkbox"/> Ability to “stop-look-listen” <input type="checkbox"/> Awareness of core beliefs, ability to intercept self-talk

WHAT HAZARDS ARE THERE IN YOUR LIFE?

How do you go about finding hazards? Take an objective look at what is not working. What got you into the detention center or on probation? While there may be one or two major things, you can probably find an entire sequence or series of events that led up to your arrest.



The key idea with risk management: you need **D.E.W. skills**.



What is **D.E.W**? In the early period of the cold war (in the 1950's), the United States set up a string of radar towers in Northern Canada, to observe possible planes coming in over the North Pole to drop bombs on America. This was called the D.E.W line (Distant Early Warning) line. Why were the towers in northern Canada? Detecting the planes heading for Chicago in southern Wisconsin would probably be too late.

By the time anti-aircraft missiles would be launched, bombs would be falling.....on your head!

Soooo..... if you wait until the risk situation is right on top of you, guess what?



IT WILL BE TOO LATE!!

RISK MANAGEMENT tells us that the final thing which gets us into trouble starts way back in time, with small decisions that turn us heading in the wrong direction! Sometimes the little decisions, which seem ok at the moment, can lead to some big problems later on.

SIDE BAR: True Story About Risk

Joe drove to San Diego to visit some family and friends. Joe has a serious gambling addiction. He really missed his family at home in Chicago, and decided to take a quicker way back home. This route would take him very near to LAS VEGAS, Nevada. He was very near to Las Vegas about lunchtime. He decided to stop for lunch in Las Vegas). As he drove into town, he saw a restaurant that he thought would meet his needs. Unfortunately, there were parking meters, and no off-street parking available. He saw a casino across from the restaurant. He said "They have change in there. I can get change for the parking meter and go have lunch!" Joe's wife had to fly to Las Vegas two days later and literally drag him out of the Casino.

Look at the story in the SIDEBAR. What were the three decisions that Joe made? Write why each decision looks ok on face value. Write what was (were) the hidden hazard(s) in those choices.

DECISIONS/CHOICES	WHY "OK" ON FACE VALUE?	HIDDEN HAZARD
1.		
2.		
3.		

This example tells us a lot about risk and risk management.

First, it means that we always have to look ahead.

The final event: crime, hurting someone or ourselves, using drugs is the result of a long series of small choices, usually. Some of these choices may appear very "innocent" in the short run but have hidden hazards that lead to long-term problems.

Second, as we move closer to the problem situation, it becomes more and more difficult to avoid it or change direction.

Our control over our outcomes is easiest when we are at the beginning of the sequence of choices, rather than closer to the final choice with lots of pressure to make a bad choice.

Can you think of some choices or decision you made that did not seem to be bad, but ended up getting you into trouble? Please describe.

PART SIX. ACTIVE RISK MANAGEMENT

“ACTIVE RISK MANAGEMENT” is a process where you take control of your risks and respond to them effectively.

Active risk management starts with making a list of warning signs. These are the “hazards” that you need to watch out for if you are going to stay out of trouble and achieve your goals. Like from the example above, some of these risks are distant, some closer to actual problem behavior/situation. Remember, it is easier to manage risks that are the most distant from the problem. See the examples below on 1-3 and then fill out the rest for yourself!



RISK WARNING SIGN (HAZARD)	RELATED TO THIS PROBLEM BEHAVIOR/SITUATION	DISTANCE OF RISK TO PROBLEM BEHAVIOR
1 My friend calling me up and inviting me to go out with him, even though I know he is a heavy drug user.	Using drugs	<input checked="" type="checkbox"/> Distant <input type="checkbox"/> Medium <input type="checkbox"/> Close
2 Getting in a car with several friends who are going to a party where there will be drugs.	Using Drugs	<input type="checkbox"/> Distant <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Close
3 Sitting at a party where most people are using drugs, and two people next to me are trying to get me to use some coke.	Using Drugs	<input type="checkbox"/> Distant <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Close
4		<input type="checkbox"/> Distant <input type="checkbox"/> Medium <input type="checkbox"/> Close
5		<input type="checkbox"/> Distant <input type="checkbox"/> Medium <input type="checkbox"/> Close
6		<input type="checkbox"/> Distant <input type="checkbox"/> Medium <input type="checkbox"/> Close
7		<input type="checkbox"/> Distant <input type="checkbox"/> Medium <input type="checkbox"/> Close
8		<input type="checkbox"/> Distant <input type="checkbox"/> Medium <input type="checkbox"/> Close
9		<input type="checkbox"/> Distant <input type="checkbox"/> Medium <input type="checkbox"/> Close
10		<input type="checkbox"/> Distant <input type="checkbox"/> Medium <input type="checkbox"/> Close

6A. BELIEFS AND WARNING SIGNS

For each of these warning signs, please write self-talk/core beliefs associate with each one, and the problem with the beliefs:

WARNING SIGN	SELF-TALK/BELIEFS	PROBLEM/IRRATIONLITY WITH SELF-TALK/BELIEFS
1 My friend calling me up and inviting me to go out with him, even though I know he is a heavy drug user.	I need to get out. I need to see "my boy." I need to get away from my parents for a while	Looking only at short-term outcomes.
2 Getting in a car with several friends who are going to a party where there will be drugs.	I need to get out. I can handle anything.	Everyone has limits on what he/she can handle.
3 Sitting at a party where most people are using drugs, and two people next to me are trying to get me to take some coke.	Just because others use, I won't. A little drug use is ok.	Over confidence in ability to handle risk.
4		
5		
6		
7		
8		
9		
10		

6B. STRENGTHS IN RESPONDING TO WARNING SIGNS

Everyone has been able to deal with risk successfully at one time or other. Find the 5 risks/warning signs from your life that are most likely to get you into trouble and identify when you managed them successfully and when you did not. What worked for you to avoid these hazards in the past?

WARNING SIGN	WHEN I MANAGED HAZARD OK (HOW HARD WAS IT?)	WHEN I DIDN'T MANAGE HAZARD OK
1		
2		
3		
4		
5		

6C. LOOKING AT YOUR OWN RISK PROFILE

Let's look at your risks and see how they can be handled. What has the research found to be the biggest risk factors? If you look closely at the list below (from Marlatt, 1985), these are the three major reasons why people go back to using drugs or doing criminal behavior. The "biggees" of the three are negative emotional states, and social pressure.

NEGATIVE EMOTIONAL STATES

INTERPERSONAL CONFLICT

SOCIAL PRESSURE

Negative emotional states are strong feelings that are hard to handle, like anger or fear.

Interpersonal Conflict involves arguments and fights with parents, other adults, friends, boyfriend/girlfriend.

Social Pressure is past patterns of behavior that you and your friends have engaged in, and pressure to continue these behaviors.

Can you give examples of each risk area from your own life? Try to list 3-5 for each. Examples are given.

Negative Emotional States	Interpersonal Conflict	Social Pressure
Getting angry when my parents come down on me for something.	Getting into an argument with my best friend.	Going to a party where my friends are using drugs and offering me some.

PART SEVEN. THINGS TO DO TO MANAGE RISK

7A. USE THE "D TOOLS"

These are tools to use when being faced to make a choice, which may be risky!

DELAY. Don't be impulsive. Don't immediately respond to someone's request to do something, which could get you into trouble. Don't jump at the first thing that comes in your mind. Take time to think.

Given an example from the past if you have used DELAY to manage risk; also where you might use it in the future:

EXAMPLE FROM PAST:	POSSIBLE USE IN THE FUTURE:

DISTRACT. Think about something else; think about something pleasant or happy, but far removed from the current risk or hazard situation; think about something that is coming up tomorrow or the next day; think about your goals and the consequences for not managing your risk

Given an example from the past when you have used DISTRACT to manage risk; also where you might use it in the future:

EXAMPLE FROM PAST:	POSSIBLE USE IN THE FUTURE:

7B. REFUSAL SKILLS

One of the most significant hazards you will face is people: especially old friends, maybe family members, or your brothers or sisters.



I. STRONG BODY LANGUAGE

Your posture and facial expression can communicate more than a thousand words! Most people pick up on the non-verbals more quickly than verbals. Most kids who get in trouble have internal “radar” that senses what is going on with another person. Anybody who spends time on the streets and survives has this radar developed to a high skill level.

What is “strong” body language?

Describe someone who is using “strong” body language.

SIDEBAR: Bernie and the Bees

Many years ago Bernie was working outdoors during the summer: cutting grass, and other things in an orchard/garden area. As part of the orchard complex, the small farm had an apiary (bee hives). The bees lived in what looked like stacked white wooden boxes, called “supers”. 20 stacks, four boxes high. His boss said, “You need to start cutting the grass around the beehives every week.” Bernie started to sweat. Bees were not his favorite animals. And there were lots of them in the apiary. “What will I do?” he thought. He decided to talk to the beekeeper. He asked the beekeeper what he should know about cutting the grass around the supers. The beekeeper was an old and wise man, who knew the bees well. He said, “The bees are very protective of their homes. Their homes contain honey for them to eat, and feed their young, and all of the young bees are raised there. They are very concerned about someone around their home who may not know what he or she is doing. A fearful person is the most dangerous person to the bees, because people who are anxious and fearful can do impulsive and irrational things.” (He didn’t know about AFROG then).

His advice to Bernie: “When you go out there, be confident and calm. When you come to the first super, the bees will come out and buzz you, especially around the head. Just keep on going with the grass cutter (don’t blow grass into their doorway!). Stay cool, and soon they will go about their business and leave you alone.”

The next day Bernie’s friend Jeff helped him dress for the new task. Beekeeper headpiece, two pairs of jeans, long top coat, jeans and coat cuffs tied with string at the ankles/wrists. Bernie’s heart was pounding a little, but started the mower and headed toward the first super. Just like the beekeeper said, the bees sent out a party to test him. He just took a deep breath and kept on going. In a few minutes the bees were gone, and he completed cutting all the grass with no problem.

His friend Jeff, being a little competitive, said “I will cut the grass around the beehives next week!” Bernie froze in horror: Jeff was the most anxious and up tight person he knew. He said, “I can cut the bee area.” “NO,” replied Jeff. So reluctantly next week Bernie dressed his friend up. Tightening the strings around his wrists and hands almost to the point of cutting of circulation. He told Jeff what the beekeeper told him. Bernie then went to another part of the garden to move some fertilizer.

A few minutes later, Bernie heard the law mower start. About two minutes after that he heard a blood-curdling scream. The noise from the law mower stopped. He looked back to the area of the apiary. There was Jeff, running as fast as he could, followed by a very obvious cloud of angry bees. Jeff dived under a large garden sprinkler. The bees chose not to get wet, and after a while dispersed back to the orchard.

Bernie ran over to help a now water-soaked Jeff get up from the muddy ground. He was still shaking badly, and was trying to shake off the bees that managed to get under his outfit. Bernie asked Jeff what happened. “When I got to the first super, they poured out and flew around me. I panicked and stood there screaming. Then the entire colony poured out and I ran.” That was Jeff’s last venture into the world of grass cutting in the beehive area.



What does the SIDEBAR story tell us about body language, confidence and handling risky situations?

What do you look like when you have “STRONG BODY LANGUAGE”?

II. CONFIDENT TONE OF VOICE

How does a confident tone of voice sound? How does a not-so-confident tone of voice sound?

What kind of self-talk helps you use a confident tone of voice?

How do you know someone is talking to you with a confident tone of voice?

What do you say or do differently, depending on the other person’s tone of voice?



III. PRACTICE SAYING “NO!” FIRST



Often we are “yes” people. We say “yes” often without thinking. If you are going to manage your risks more easily, you need to practice saying “No!” More often. (It will be good practice for when you become a parent!)

How can you say “No!” without being annoying, disrespectful, or hurtful?

What kinds of risk situations can be handled more easily by saying “NO!” first?

IV. SUGGEST ALTERNATIVES

Often when confronted with having to make what will likely be a bad choice, taking the initiative to suggest a different choice can help. First, it can change the whole direction of where things are going. Second, it can make it clear that you are really trying not to say, "Yes!" to what is being asked of you.

Have you ever done this before to get out of doing something you did not want to?

Give an example of how you could do this in the future.

V. REQUEST OTHERS TO STOP ASKING

"Hey, knock it off and leave me alone." Have you ever said that before?

Have others ever said that to you?

What was your response?



Just asking someone else to stop bugging you can help re-direct the situation from a hazard to something less risky.

VI. CHANGE THE SUBJECT

Usually kids are very good at doing this when confronted by adults (parents, teachers, probation officers, etc.) Why do we do this and why does it work?

BECAUSE, by changing the subject **YOU** take control of the interaction. When you are or feel you are in control of the interaction, you will be more confident and appear stronger.

Have you ever used this in the past? How can you use this in the future?

VII. AVOID MAKING EXCUSES AND TAKE RESPONSIBILITY FOR YOURSELF BY SAYING “NO!”

This is the toughest one to do! It means really taking control of the situation and asserting yourself very strongly.

Is this easy to do?

What can help you make this easier to do? (e.g. self-talk, thinking about consequences, etc.)



PART EIGHT. WHEN YOU FAIL....

Well, so you have failed!!!! We all fail from time to time. If you are serious about the process of change, you will find that you cannot change everything at once, nor can avoid completely falling back into old thinking, old patterns of behavior. These patterns took years to develop; they will not change overnight.

Hopefully, the failure does not seriously hurt anyone or yourself.

How have you done with failure in your life in the past?

List a few times that you have failed in the past. What did it feel like? What did others tell you? What did you tell yourself?

FAILURE SITUATION	HOW DID YOU FEEL	WHAT DID OTHERS SAY?	WHAT DID YOU SAY?



Sometimes, when you try real hard, and things don't work out, it is easy to get into an "I stink" way of thinking and say change is not worth it. Or we blame others for what happened and fail to take responsibility.

What are some things that you can say to yourself that can help you deal with failure?

HANDY DANDY GUIDE FOR WHEN YOU SLIP or RELAPSE *(from Connors, Donova, & DiClemente, 2001)*

1. Use it as a learning experience
2. See it as a unique, specific event *(It is NOT the end of the world: Don't say "I can never get over it")*
3. Examine it openly in order to reduce the amount of guilt/shame you may feel *(this kind of thinking can cause continued use or continued criminal behavior; don't hide it)*
4. Look at the triggers, warning signs, and risk areas involved
5. What were your expectations of using at the time? (What would using/doing criminal behavior accomplish for you in the situation that happened)
6. Plan for dealing with the aftermath (How should you view yourself? Respond to others?)
7. Tell yourself control is only a moment away.
8. Renew your commitment to not use or engage in criminal behavior.
9. Plan how to avoid this result in the future—start the plan NOW!
10. Discuss it with someone who can help you.

PART NINE: NOW-PUTTING IT ALL TOGETHER!

RISK LIST

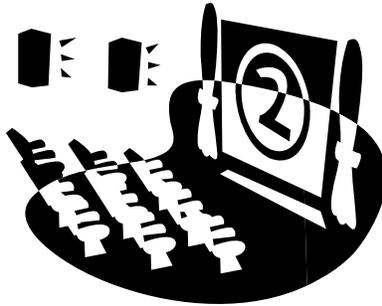
Please list your 10 most significant risks for using drugs,
engaging in criminal behavior,
or just doing dumb things.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

RISK PROCESSING

Now that you have identified these risks,
pick the three biggest risks and
work them through the model below:

1. Identify the risk			
2. Name 2 situations involving this risk	1. 2.	1. 2.	1. 2.
3. What makes this a risk for you?			
4. What thinking/core beliefs enable taking the risk and becoming vulnerable to previous behavior/drug use?			
5. Why is this thinking/core beliefs irrational and not reality based? What are more realistic beliefs?			
6. How can you respond to this risk, at different levels (distant, medium, close)?	Distant: Medium: Close:	Distant: Medium: Close:	Distant: Medium: Close:
7. How do I pick up the pieces if I don't manage it?			



THE END

Now you have learned what risks are, identified ways to be successful, how stay away from crime and drugs and listed some specific ways to do this. Change is just an arms length away; it is up to you to grasp it.



This manual was adapted for use in the Linn-Benton Juvenile Detention Center. It was originally written by Bernard Glos, Ph.D., and is based on original work and material adapted from other sources including:

- ❑ Criminogenic Risk Information based on YASI: Youth Assessment and Screening Instrument: Manual for Administration and Scoring (Ottawa, Ontario, Canada: Orbis Partners, Inc., 2001).
- ❑ Relapse Prevention: Maintenance Strategies in the Treatment of Addictive Behaviors (G. Alan Marlatt & Judith R. Gordon, New York, NY: Guilford Press, 1985)
- ❑ Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions (G.J. Connors, D.M Donovan, & C.C. DiClemente, New York, NY: Guilford Press, 2001)

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