

# MODULE 5

## OVERVIEW

**Self-awareness** is a key to opening the door to change. Self-awareness comes through effective communication. The communication pathway to self-awareness is **active sharing**. We do this through **self-disclosure** - sharing how we see ourselves - and through **receiving feedback** - inviting others to share how they see us.

**Other-awareness** opens the door to responsible relationships. The communication pathway to other-awareness is **active listening**. Active listening involves inviting others to share and giving them feedback. Active listening increases our understanding of others and leads to responsible and positive relationship outcomes. Here are the goals of this Module.

- ◆ Learn and practice active sharing and active listening skills.
- ◆ To be challenged to take a deeper look at your history of substance use problems and criminal conduct.

**Module 5 has four sessions.**

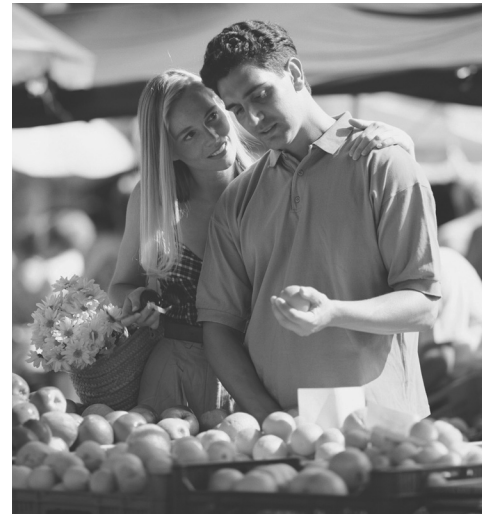
*Session 11: Pathways to Self-Awareness:  
The Skills of Active Sharing*

*Session 12: Pathways to Other-Awareness: The Skills of Active Listening*

*Session 13: A Deeper Sharing of Your AOD Use Problems and Your Emotions.*

*Session 14: A Deeper Sharing of Your Criminal Conduct History*

## Sharing and Listening: Communication Pathways to Self-Awareness and Other- Awareness



*Self-disclosure leads to self-awareness.  
Self-awareness leads to change.*

## SESSION 11: Pathways to Self-Awareness: The Skills of Active Sharing

### SESSION INTRODUCTION AND OBJECTIVES

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Self-awareness is an important part of the puzzle of change. The communication pathway to self-awareness is the skill of **active sharing**, our focus for this session.

#### OBJECTIVES

- ▮ Understand verbal and nonverbal communication.
- ▮ Learn the process and use the tools of self-directed communication - *Active Sharing*.

### GETTING STARTED

- ▮ *CB Map Exercise* and share your *(TAP) Charting*.
- ▮ Key words: nonverbal communication, verbal communication, self-oriented communication (active sharing), defensive, receiving feedback, self-awareness, *Johari Window*.

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### SESSION CONTENT AND FOCUS

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#### WHAT KEEPS US FROM SELF-DISCLOSURE?

**During much of our lives** we were told to not talk about our feelings and problems. If we did express our emotions, we often were put down or even punished. Often we were told not to get angry or to be happy when we were sad. When we did show feelings, it was after we stored them and then they came out by “blowing up” or pouting. **The main problem** is we did not learn healthy ways to tell our thoughts or show our feelings. We were often taught to blame others as a way to solve frustrations and problems. Or, we learned to solve problems by someone being right and someone being wrong. We still hold on to the old ways of showing our feelings and thoughts - by losing our temper or, getting depressed when we don't get our way.

Being **open to feedback** from others **is difficult**. What we often get is not feedback but a reaction to what we have done. It is usually a judgment or telling us we are wrong. Feedback is most helpful when people make it clear that this is how they see us - it is only their view or opinion of us. We listen to feedback when people relate to us and don't just react to what we say or do - when we think the other person understands us. When this happens, we learn about ourselves and are more aware of who we are. By entering this program you are saying “give me feedback about me. Tell me about me so that I can change.” Our goal is to give feedback in a non-blaming manner and help you become more aware of yourself.

## TWO KINDS OF COMMUNICATION

### Nonverbal communication

This is “**talking**” **without words**. We show it through our face, body, hands, the tone of our voice. In this way we tell people what we think and feel. “Talking” without words is often not the same as our talking with words (verbal communication). If we are to have people understand us, we must say the same thing with words that we say without words.

**Exercise:** Show the following emotions without words. What are your thoughts when you show these feelings?

ANGER FEAR SHAME JOY LOVE SURPRISE

### Verbal communication

This is **talking with words**. Clear and honest verbal communication helps other people understand us and helps us better understand our own thoughts, feelings and behaviors. Then we can change those thoughts and behaviors that hurt us and others.

Communication breaks down when we confuse opinion and fact. Opinions are based on how each of us sees the world. Opinions can have different meanings. Facts are what the picture shows - they are camera-checkable. Opinions are what the picture means to you. **Most opinions are not right or wrong.** We can solve problems if we stick to the facts and hear the opinions of others. Verbal communication is also difficult because words mean different things to different people, like “music,” or “food.” Sometimes different words have the same meaning, like “young man,” “boy,” “lad.”

**Exercise:** Group members will share one meaning of the words “fly,” and “light.” If these words have different meanings, think how we can differ around words that are less clear, such as “love.”

## TWO PATHWAYS TO COMMUNICATION

There are two ways that we direct our communicating: **self-oriented communication** and **other-oriented communication**. Both are important if you want to understand and be understood. Both are basic to positive and successful relationships with others. Both are necessary for responsible living. In this session, we will focus on the pathways and skills of self-directed communication - *Active Sharing*.

### ACTIVE SHARING OR SELF-ORIENTED COMMUNICATION

This is communication about you. It is an important pathway to self-awareness. There are two skills to active sharing - **self-disclosure** and **receiving feedback**.



*Good communication means that we say the same thing with words that we say without words.*

## First Active Sharing Skill: Self-disclosure

This is telling others about you. It involves talking about yourself and not the other person. It is sharing with someone - how you see your past and your current feelings, thoughts and actions. It is using the “I” message in communication. There are four basic parts to this communication.

- I think!
- I feel!
- I need!
- I do or act!

Using the word “I” is **unselfish**. It is one way to share yourself. Sharing yourself is unselfish. Active sharing is about you, not about the other person. It’s not bragging. It’s just being honest about you. Self-disclosure does three things. **These are keys to change.**

- It tells you about yourself. It is “you talking to yourself.” It makes you more self-aware.
- It allows others to see who you are and give you honest feedback on how they see you.
- It helps others to self-disclose to you.

We use the word “I” and not “you” in this kind of communication. When we start with the word “you” we are talking about the other person, and not ourselves. When we are mad at someone, we use the word “you.” Practice talking with others without using the word “you.”

**Active sharing** may involve telling someone you are upset or bothered by that person’s actions. Here are some tips on how to make active sharing have positive outcomes.

- **Use “I” messages.** Avoid “you” messages or blaming statements.
- **Use self-talk** to stay in control: “I need to be calm.”
- **Focus on the problem** and not the person.
- **Make it clear it is about you**, and what is acceptable to you.
- **Listen to the other person.** This is the topic for next session.
- **Get closure.** Don’t go on and on. Finish on a positive note.

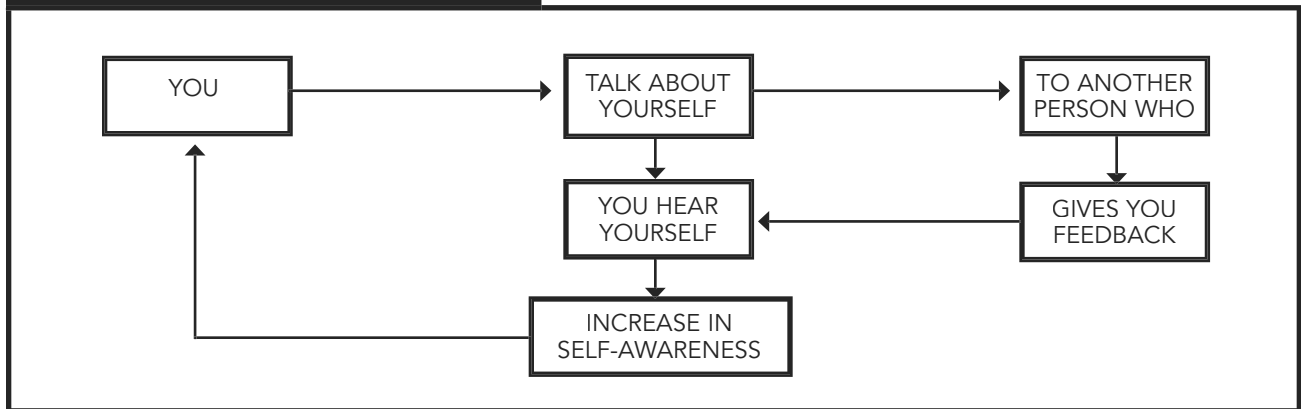
**Exercise:** Role play telling someone you are upset with them. Have someone role play that person. Use the above tips. Make the outcome positive. Do not use the word “you.” Use the word “I.”

## Second Active Sharing Skill: Receiving Feedback

**Receiving feedback** helps you hear yourself through others. This is hard to do. But you give people permission to talk to you **about you**. **The key: Don’t get defensive** or push away. This stops feedback. If the feedback is critical or negative, we get defensive. When feelings and emotions are high between two people, they get defensive. The feedback becomes blaming. But we even tend to push away feedback that is a compliment or positive. Feedback is less threatening if the other person makes it clear that this is only his or her opinion. Or, if you think, “that’s only his opinion.”

**FIGURE 15**

**The Path to Talking and Learning About Self**



**Exercise:** Do *Worksheet 28*, page 101, *Thinking Report* on a time when you got defensive.

Figure 15 above provides a picture of self-oriented communication or active sharing.

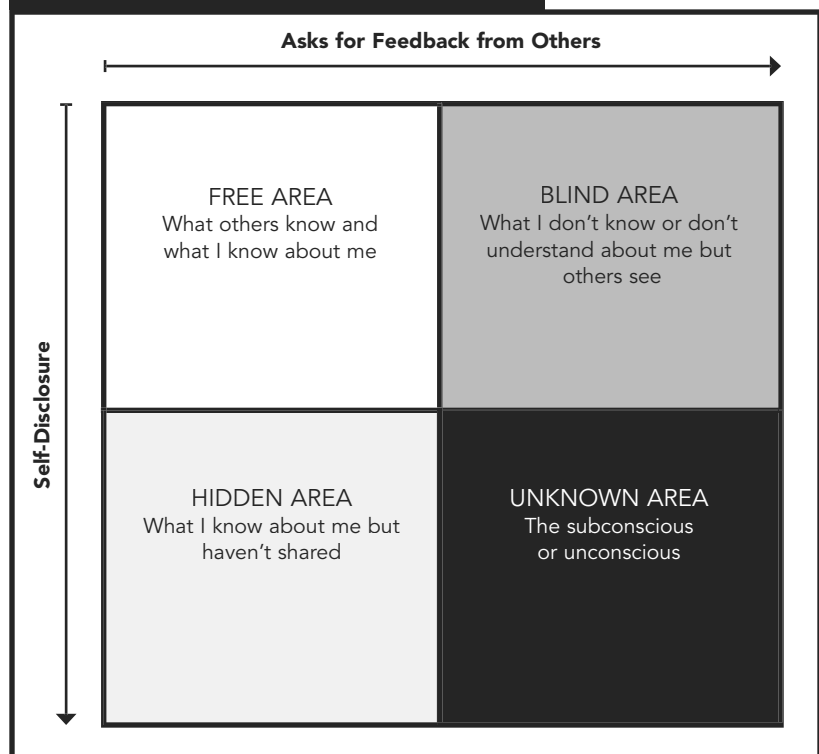
### THE ACTIVE SHARING WINDOW

We can use the *Johari Window*, Figure 16, to look at four parts to ourselves. First, what we know about ourselves that others do not know - the **Hidden Area**. What others see about ourselves and we don't see - the **Blind Area**. What we don't and others don't know about ourselves - **Unknown Area**. What we see and know and that other people see and know - the **Free Area** or **Open Area**. It is healthy to increase the **open area**. The goal of this program is to make the **Free Area** larger and to shrink the **Blind** and **Hidden** areas. This is done through self-disclosure and receiving feedback.

In SSC, we self-disclose through session worksheets, questionnaires, surveys, tests, group exercises and group discussion. We receive feedback from group members and counselors who share their views of us. Self-disclosure and receiving feedback lead to self-awareness and to change.

**FIGURE 16**

**The Johari Window: Model for Active Sharing**



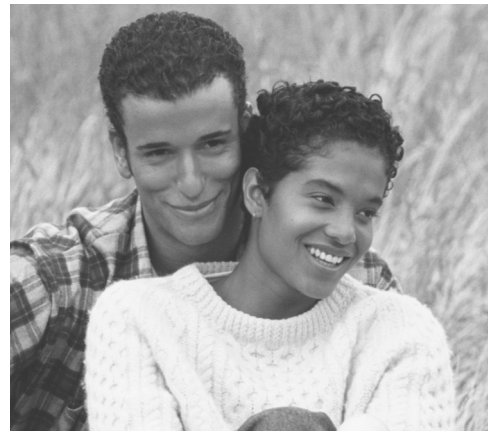
From Joseph Luft, *Of Human Interaction*, National Press Books, Palo Alto, CA, 1969.

## PRACTICING ACTIVE SHARING

**Exercise:** In groups of three, one person shares using “I” messages. The second person listens. The third person listens and gives feedback on how well the “active sharing” person is doing. Then change roles. PRACTICE...PRACTICE.

**Exercise:** Role play a situation where one person is telling another person about a problem he/she is having at work. How did the person do on the skills of active sharing?

**Exercise:** As homework, do *Worksheet 29*, page 101, *Active Sharing*.



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## SUMMARY OF SESSION ACTIVITIES AND HOMEWORK

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1. Do *Worksheet 28* in group and *Worksheet 29* for homework.
2. Try to use only “I” messages for the coming week. See if you use “you” messages more than the “I” messages. Keep track of the number of times you get defensive this week.
3. Update your *Master Skills List*, page 291, and MAP, page 295. Continue working on your *Autobiography*. Do your *TAP charting*, page 300.
4. Using the *SSC Scale*, rate yourself on your knowledge and use of the *Active Sharing Skill*.

Active sharing skill  
knowledge

0	1	2	3	4	5	6	7	8	9	10
LOW			MEDIUM					HIGH		

Active sharing skill  
level

0	1	2	3	4	5	6	7	8	9	10
LOW			MEDIUM					HIGH		

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## SESSION CLOSURE

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Share the work you did in this session. Talk about how you get defensive with people close to you.

## WORKSHEET 28

**Thinking Report about a time when you got defensive:** How could you have made it better by using the above communication skills?

1. DESCRIBE THE EVENT:

2. YOUR THOUGHTS:

3. YOUR ATTITUDES AND BELIEFS:

4. YOUR FEELINGS:

5. THE OUTCOME:

## WORKSHEET 29

**Active sharing:** Take one situation when you used active sharing this week.

1. DESCRIBE THE SITUATION:

2. WHO WAS INVOLVED?

3. WHAT SPECIFIC ACTIVE SHARING SKILLS DID YOU USE?

4. HOW DID THEY WORK? DID THE OTHER PERSON LISTEN? DID YOU RECEIVE FEEDBACK?  
DID YOU GET DEFENSIVE?

## SESSION 12: Pathways to Other-Awareness: The Skills of Active Listening

### SESSION INTRODUCTION AND OBJECTIVES

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Awareness of the thoughts and feelings of others is also an important part of the puzzle of change. The communication pathway to other-awareness is the skill of *active listening*, our focus for this session. **There is power in what we are learning and practicing. It is the power of communication. It is the power of sharing and the power of listening.**

#### OBJECTIVES

- ▮ Review the active sharing skills.
- ▮ Learn the process and use the skills of other-directed communication - *Active Listening*.

### GETTING STARTED

- ▮ *CB Map Exercise* and share your *TAP Charting*.
- ▮ Review *Worksheet 29*, page 101, you did for homework.
- ▮ Keywords: other-oriented communication (active listening), inviting others to share, giving feedback, body language, thinking filters, open channel, listening, other awareness.

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### SESSION CONTENT AND FOCUS

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#### REVIEWING YOUR WORK ON ACTIVE SHARING

The skills of active sharing are the first step of increasing self-awareness which leads to change. Recall the two important parts of active sharing: 1) Self-disclosure; and 2) Receiving Feedback.

We self-disclose and receive feedback through verbal communication and through nonverbal communication. **Exercise:** Using *Worksheet 30*, page 105, list some nonverbal way you self-disclosed this past week and some nonverbal feedback you received from other people.

#### WHAT IS ACTIVE LISTENING OR OTHER-ORIENTED COMMUNICATION?

This skill opens other people up to you. It **increases your awareness of others** and the world - which also increases self-awareness. Active listening leads to positive relationship outcomes. There are **two active listening skills**.



## **First Active Listening Skill: Inviting others to share or self-disclose**

- ▶ **Open stance.** Keeping your hands and arms open, as a basket, for people to put their message in.
- ▶ **Open questions:** “What happened to you?” “How did your day go?” Avoid closed questions that get a “yes” or “no” response. “Did you go to work?”
- ▶ **Open statement:** This is more powerful. “Tell me how you feel!” “Give me your ideas.”

## **Second Active Listening Skill: Feedback or reflective listening skill**

This skill lets the person know you hear them. It reflects or mirrors back what the person says. “You’re not very happy today.” It communicates that you understand the person. “This is how I see you,” or “I see you as upset.” *Reflective listening* is a powerful skill.

## **HOW TO MAKE ACTIVE LISTENING WORK**

### **Bypass your thinking filters - Choose an open channel**

Our “thinking filters” are the screens that we run through what other people say. These thinking filters are our beliefs and values. We don’t have to give up these beliefs and values to listen. We can have an open “listening channel.” Our responses can come from that channel and not our “thinking filters.” When we run what we hear through our “thinking filter,” we stop listening.

### **“Listen” to the person’s body language**

Failing to “listen” to body talk keeps us from hearing the other person, and prevents us from knowing what to reflect back. Some body talk that we can listen to and learn from:

- ▶ facial expressions
- ▶ voice tone
- ▶ eye contact
- ▶ touch
- ▶ posture and gestures
- ▶ personal space
- ▶ dress and clothing
- ▶ timing

### **Clear and accurate reflections or feedback**

No matter how close you listen, if you don’t use talk that reflects back what the person is saying, that person will not know you have heard them. This is critical - reflecting what is said.

### **Here are some tips for active listening**

- ▶ **Look at the person** you are talking with. Make comfortable eye contact.
- ▶ **Watch the person’s body language.**
- ▶ **Pay attention** to what is being said. If you don’t understand, ask an open question.
- ▶ When you do understand, nod your head to **encourage the speaker.**

- ▶ **Reflect** or mirror back what you hear; this tells the other person you are listening.
- ▶ **Do some active sharing.** Share with the other person who you are and what you feel and think.

## PRACTICING ACTIVE LISTENING

**Exercise:** Break up into groups of three. One person practices **active sharing** skills, one practices **active listening** and the third person watches and gives feedback on how well the other two are doing in their roles. Change roles. PRACTICE...PRACTICE.

**Exercise:** Role play a situation where one person is telling another person a problem he/she is having communicating with his/her spouse. How did the person do in active sharing and listening?



*Be open to have people tell you about how they see you. Active listening builds good relationship outcomes.*

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## SUMMARY OF SESSION ACTIVITIES AND HOMEWORK

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1. Do *Worksheet 30*. Update your *Master Skills List*, page 291 and MAP, page 295. Continue working on your *Autobiography*.
2. Do your *TAP Charting* for this week, page 300.
3. Practice the **active listening** skills this week. Do as much reflecting as you can. Look for the results. Also, keep track of the number of times you get defensive this week.

**Exercise:** Use *Worksheet 31*, page 105, for your homework this week. Take an event where you used **active listening**.

4. Using the *SSC Scale*, rate yourself on your knowledge and use of the active listening skills.

Active listening skills knowledge

0	1	2	3	4	5	6	7	8	9	10
LOW			MEDIUM					HIGH		

Active listening skills level

0	1	2	3	4	5	6	7	8	9	10
LOW			MEDIUM					HIGH		

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## SESSION CLOSURE

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Share the work you did in this session. Talk about how you get defensive with people close to you. Practice **active listening** skills in your group.

**W O R K S H E E T 3 0**

**Nonverbal ways you self-disclosed and some nonverbal feedback you received this past week.**

NONVERBAL WAYS YOU SELF-DISCLOSED	NONVERBAL FEEDBACK YOU RECEIVED FROM OTHERS

**W O R K S H E E T 3 1**

**Active listening:** Take one situation where you used active listening this week.

1. DESCRIBE THE SITUATION:
2. WHO WAS INVOLVED?
3. WHAT SPECIFIC ACTIVE LISTENING SKILLS DID YOU USE?
4. HOW DID THEY WORK? DID THE OTHER PERSON LISTEN? DID YOU RECEIVE FEEDBACK? DID YOU GET DEFENSIVE?

## SESSION 13: A Deeper Sharing of Your AOD Use Problems and Your Emotions

### SESSION INTRODUCTION AND OBJECTIVES

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As part of the **Challenge** phase of change, you look deeper into the negative outcomes of your AOD use and the impact of that use on the lives of other people. Another part of this challenge looks at experiences in your life that have been difficult and helps you to develop a better mental outcome around these experiences. This session focuses on the HIDDEN part of the *Johari Window*, parts of our lives we have avoided. This session may be difficult for you. There are some experiences that you may not want to share in group, but rather with your individual counselor. That's OK.

#### OBJECTIVES

- ☞ Share in a deeper way, your past AOD use problems and consequences.
- ☞ See whether you have changed as to sharing your AOD problem outcomes.
- ☞ Share feelings about a personal-emotional experience in your life.

### GETTING STARTED

- ◆ *CB Map Exercise* and share your *TAP Charting*.
- ◆ Talk about *Worksheet 31*, page 105, which you did for homework this week.
- ◆ Key words: deeper sharing, AOD use history.

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### SESSION CONTENT AND FOCUS

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#### A DEEPER SHARING OF YOUR AOD USE HISTORY

Now, we want you to take an honest look at the problem outcomes of your AOD use. You already did (or will do) some of this in *Sessions 7 and 8*.

#### Retesting of your AOD surveys or tests

How have you changed as to your willingness to share the bad outcomes of your AOD use? We will look at this in several ways.

- ◆ **Exercise:** Complete *Worksheet 32*, page 109, *Client Self-Assessment Scale (CSAS)*. Put your score under the 2nd score in the table below. Then go to page 18, *Worksheet 3*, and put the score on the CSAS you took at *Orientation* under the 1st score column in the table below.

- ▶ In *Session 8*, you completed *Worksheet 19*, page 79, *Negative outcomes of AOD use*. Go back and complete the survey again. Use a different mark for your answers. Add your new score. Put your first and second scores in the table below. How do they compare? If you have not completed *Session 8*, you are asked to complete *Worksheet 19* at this time and put your score in the 1st SCORE column.
- ▶ You may have taken the *Adult Substance Use Survey - R (ASUS-R)* or another survey like that when you started the program. You are asked to retake it. Use the table below to put your 1st and 2nd scores of the *ASUS-R GLOBAL SCALE* (or the total scores from the other survey you took).
- ▶ Compare your scores. If you were very open on the first time you took these surveys, your scores probably didn't change. If you were defensive the first time, your scores probably increased.

TEST OR SURVEY	1ST SCORE	2ND SCORE
CSAS (WORKSHEET 3 AND WORKSHEET 32)		
WORKSHEET 19 - NEGATIVE OUTCOMES OF AOD USE		
ASUS-R GLOBAL SCALE		
OTHER SURVEY		

### Your specific AOD problem outcomes and how these affected others

**Exercise:** Using *Worksheet 33*, page 110, write down the specific problem outcomes resulting from your alcohol or other drug use. Be honest. This is only for your use. Share your findings in group. Change your thinking around these AOD outcomes so that you have a more positive emotional outcome.

**Exercise:** Using *Worksheet 34*, page 110, identify persons in your life who were upset or hurt or negatively affected by your alcohol or other drug use. Again, you can't change other people's reactions to these outcomes, but you can change your thinking to have better emotional outcomes around them.

### SHARING DEEPER FEELINGS

You may have been carrying around some deep emotions about past experiences such as hurt, disappointment, resentment, sadness or grief.

**Exercise:** You are asked to write down your emotions about one of these experiences. Use the space on the next page. If you are uncomfortable in self-disclosing, share some of this with your group. This exercise is hard for some people. Take your time. You may find you have some feelings you still have to work on. If this is true, set up some time with your counselor to talk about them.

You cannot change these experiences, but you can change your thinking about them so that you can have better emotional outcomes around them.

## MY DEEPER EMOTIONS ABOUT AN IMPORTANT EMOTIONAL EXPERIENCE

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### SUMMARY OF SESSION ACTIVITIES

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1. Do *Worksheets 32* through *34*.
2. Update your *Master Skills List*, page 291 and MAP, page 295. Have you finished your *Autobiography*? Do your *TAP Charting* for this week, page 300.
3. Using the *SSC Scale*, rate yourself on your ability to be open and share the negative or bad outcomes of your AOD use and your deeper emotions.

Ability to be open  
about negative AOD  
use outcomes

0	1	2	3	4	5	6	7	8	9	10
LOW			MEDIUM					HIGH		

Ability to be open and  
share deeper feelings

0	1	2	3	4	5	6	7	8	9	10
LOW			MEDIUM					HIGH		

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### SESSION CLOSURE

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Some of the work you did in this session may have been difficult for you. You may want to work more on these issues with your counselor. Be sure that your sharing in group is within your comfort level.

**W O R K S H E E T 3 2**

**Client Self-Assessment Scale (CSAS):** Rate yourself on each question. For every check in the "1" column, give yourself a 1, for every check in the "2" column, give yourself a 2, for every check in the "3" column, give yourself a 3, and for every check in the "4" column, give yourself a 4. Total your score.

Rate yourself on each of the following questions	0 None	1 Low	2 Moderate	3 High	4 Very High
1. Degree of problems you have had with the use of alcohol?					
2. Degree of problems you have had with drugs other than alcohol?					
3. Degree of problems you have had with criminal conduct in the past?					
4. Degree of help you need to keep from having further problems with alcohol or other drug use?					
5. Degree of help you need to keep you from being involved in criminal behavior?					
6. To what degree do you want to make changes in your life?					
7. To what degree do you think that you have made changes in your life?					
YOUR SCORE FOR EACH COLUMN					
YOUR TOTAL SCORE					

**WORKSHEET 33****Recording problem outcomes from your AOD use**

YOUR AGE	DESCRIBE THE AOD PROBLEM OUTCOME OR NEGATIVE CONSEQUENCE

**WORKSHEET 34****Persons who have been upset, hurt or negatively affected by your alcohol and other drug use**

SPECIFIC PERSONS WHO WERE HURT, UPSET OR NEGATIVELY AFFECTED BY YOUR AOD USE	WAS THIS PERSON HURT OR UPSET?		WAS IT HARD TO ADMIT: WERE YOU DEFENSIVE?		EXPLAIN HOW YOUR AOD USE AND ABUSE HURT, UPSET OR AFFECTED THESE PERSONS
	YES	NO	YES	NO	
Your parent(s)					
Brother or Sister					
Spouse/intimate partner					
Your child/children					
Close friend(s)					
Someone in community					
Other:					
Other:					



## SESSION 14: A Deeper Sharing of Your Criminal Conduct History

### SESSION INTRODUCTION AND OBJECTIVES

We all think that we are people who want to do good. Even persons with a long history of criminal offenses have a hard time seeing and accepting their past criminal conduct and seeing themselves as “bad.” Most offenders are aware of their past criminal history. But many have not taken a clear and honest look at that history and how their criminal past related to their AOD use.

#### OBJECTIVES

- ➡ Increase awareness of your past criminal conduct and offenses.
- ➡ Understand how your AOD use and abuse relates to your past criminal conduct.

### GETTING STARTED

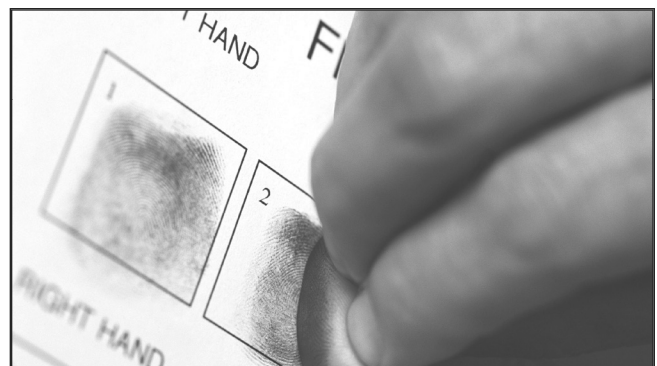
- ▶ *CB Map Exercise* and share your *TAP Charting*.
- ▶ Reflect on last week’s session.
- ▶ Key words: deeper sharing, criminal conduct history.

### SESSION CONTENT AND FOCUS

As part of the **Challenge** phase of change, you are asked to look deeper into your criminal history and what this history has cost you. Be as honest as you can in doing this session’s exercises.

#### DEEPER SHARING OF YOUR CRIMINAL CONDUCT

In *Sessions 9 and 10*, we looked at antisocial attitudes and behaviors and how you might fit these. We also looked at your risk for recidivism. Now, we want you to look at your specific criminal conduct and record and its cost to you.



*We look at how our criminal past is related to alcohol or drug use.*

#### Retesting on the CSAS

Have you changed in your openness to share how you see your past criminal conduct? **Exercise:** In *Session 13* you redid the *Client Self-Assessment Scale (CSAS)*, *Worksheet 32*, page 109. Compare your responses to questions 3 and 5 on *Worksheet 32* with those in *Worksheet 3*, page 18. Were you more open on these questions on the second testing?

## Your Criminal Conduct Log

**Exercise:** Using *Worksheet 35*, put together your *Criminal Conduct History Log*. Take time to complete it as exact as you can. **Do only columns 1 through 5:** 1) list all of your arrests you can recall by year; 2) type of charge; 3) months on probation; 4) months in jail or in prison; 5) months on parole. If the arrest did not result in probation or jail/prison or parole, put NA in each column that does not apply.

**Exercise:** If you have your actual official record, compare that record or your official legal history with the *Criminal Conduct Log* you just completed. How do they compare. Did you put more in your log than is in your official record? Or did you put less?

## HOW ARE YOUR AOD USE AND CRIMINAL CONDUCT RELATED?

**Exercise:** Do the last column of *Worksheet 35*, page 113. For each arrest, write **(B)** if you used AOD (alcohol or other drugs) **before** the offense; write **(D)** if you used AOD **during** the offense; write **(A)** if you used AOD **after** the offense. If all three apply, write BDA. If none of these apply, write NA.

## WHAT HAS YOUR CRIMINAL CONDUCT HISTORY COST YOU?

Most offenders never take time to figure out what their history of criminal conduct has cost them in time, money and effort. **Exercise:** Use *Worksheet 36*, page 114, to summarize the cost of all of your lifetime legal problems in money and time. You may want to do this as homework, or in group.

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## SESSION ACTIVITIES AND CLOSURE GROUP

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1. Update your *Master Skills List*, *Program Guide 1*, page 291 and *MAP, Program Guide 3*, page 295. Have you finished your *Autobiography*? Do your *TAP Charting* for the coming week, page 300.
2. **Exercise:** Group members are asked to do a thinking report on one event or time when the use of alcohol or other drugs led to committing a crime. Then go back and do a re-thinking report making changes that would have led to a prosocial outcome. The thinking report steps are: EVENT, THOUGHTS, BELIEFS, FEELINGS, OUTCOMES.
3. Rate yourself on your ability to be open about your criminal conduct history.

Ability to share your criminal history

0	1	2	3	4	5	6	7	8	9	10
LOW			MEDIUM					HIGH		

4. Closure group: talk about whether you were able to be open and honest in doing the exercises in this session.

**WORKSHEET 35**

**Your Criminal Conduct History Log.** List all of your arrests. If an arrest did not lead to probation or jail/prison or parole, then put NA in each column that does not apply.

ARREST YEAR	TYPE OF CHARGE	MONTHS ON PROBATION	MONTHS IN JAIL/PRISON	MONTHS ON PAROLE	RELATED TO AOD USE

**In the last column for each arrest, put a:**  
B if you drank or used other drugs before the offense  
D if you drank or used other drugs during the offense  
A if you drank or used drugs after the offense  
BDA if you drank or used drugs before, during and after the offense  
NA if AOD not involved in any way.

SPECIFIC AREAS OF COSTS	PUT COST IN DOLLARS
1. Your conviction fines	
2. Court costs	
3. Increases in insurance rates	
4. Attorney fees and expenses	
5. Lost salary and wages	
6. Cost of treatment programs	
7. Other cost in dollars	
8. Other:	
9. Other:	
10. Other:	
<b>Total cost of your criminal conduct in dollars</b>	
SPECIFIC AREAS OF COST IN TIME	TIME COST IN MONTHS
1. Time spent planning crimes	
2. Time spent committing crimes	
3. Time spent with attorneys and legal counsel	
4. Time spent waiting for court and in court	
5. Time spent looking for job	
6. Time spent away from job	
7. Time in treatment programs	
8. Time spent with probation workers	
9. Time spent in jail or prison	
10. Time spent with parole workers	
11. Other:	
12. Other:	
13: Other	
<b>Total time in months lost due to criminal conduct</b>	