



Course Catalog and Buyer's Guide

If we never change negative thinking,
we will never change negative behavior.

IT ALL BEGINS WITH A THOUGHT



Hello, and welcome to ACCI!

We appreciate your interest, and we are committed to helping you succeed. More than 40 years ago, our company started by offering cognitive restructuring workbooks to justice-involved individuals. We have followed evidence-based practices every step of the way and are confident that our offerings can help reduce recidivism rates for any offender population.

We believe our cognitive structuring techniques and narrative format can also help individuals before they commit crimes or face incarceration. Think prevention, not reaction. Our team has worked hard to expand our offerings with courses designed for teens and families, and we are pleased to make them available to professionals everywhere.

This catalog provides information on each available course and lists information such as completion time, learning objectives, and formats. Please take your time to peruse our curriculum, and let us know if you have any questions or concerns.

Regards,

Trevor Lloyd

ACCI President & CEO, Trevor Lloyd



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The following and other similar stories are based on personal experiences and years of conducting lifeskills classes, which are found throughout the cognitive restructuring courses written by Mr. Lloyd.

It was the summer of 1952; Jason was 9 years old. The hot California sun was beating down on the boy's old two-person military tent. Because of what had happened the night before, he was afraid to go into the house. Beads of sweat were starting to form on his forehead. His best friend, Queenie, part dog and part coyote, came into the tent begging to go play in the river bottom. The river bottom, filled with ponds and turtles, was his escape.

Suddenly, memories of the night before grabbed his gut and depressed him. His dad was a pipefitter and made good money, but spent it in the local bar treating his cronies, acting big, then coming home with precious little for rent, food, and clothing. Jason's mother begged the lad, as she had before, to go to the bar and beg money from his father. As Jason left to do as she asked, he remembered being evicted from their last house, with all their belongings put outside.

Entering the bar, he surprised and embarrassed his father as he begged out loud for money. When his dad opened his wallet to give him some money, Jason grabbed all of it and hightailed it out the door. His father, half drunk, came after him but hit the corner of a pool table and went down cussing. Jason, running with his bicycle through the gravel parking lot, tried to stuff the money in his pockets and hop on. He was hotly pursued by his father until his father stumbled and went down, barely missing a grab for Jason's bicycle. Bloodied and hurt, his father hollered out severe warnings against the boy.

Arriving home out of breath, Jason ran into the house and warned his mom. Filled with fear, she grabbed a quilt, then threw some food into a grocery bag. She then collected Jason's younger brother and sister, and ran out the door and down a darkened dirt road into a stand of Eucalyptus trees. About 100 yards away, they reached their goal just in time as the car came to a dusty stop. They could hear the car door slam, followed by hollering and cussing and the sound of glass and other household items breaking.

Leaving the tent, it was with trepidation and hunger pains that Jason slowly opened the back door to the kitchen. He found his father passed out, snoring loudly, with a pool of slobber formed on the linoleum floor. The constant fear and contention eventually got to his mother. She started to drink to medicate her hurts, gave up, and became an alcoholic. Things got so bad that Jason went to live with his uncle. Jason's mother died young from abuse and a broken heart.

Jason's childhood experiences resulted in some nervous habits, such as gritting his teeth, sniffing through his nose, choking on his food, sleeping with his head under his pillow, making up stories, and exhibiting other nervous habits.

It is said that childhood abuse is like a bear in a forest. Every child will sooner or later get scared and meet the bear in the forest. However, when they leave the forest they leave the bear behind. Not so with traumatized children. The bear goes with them, often for a lifetime.



Message from our founder, Larry Lloyd

This is my story and the environment I grew up in. Like thousands of other children, I was raised in a highly dysfunctional, abusive, and alcoholic home, with many of the known ramifications of being exposed to that type of environment. It remains a common thread in all that I write. In order to survive the years of daily emotional abuse, I had to create my own world where I could go for comfort and safety. This created some interesting and often amusing situations in my life as I sometimes lost track of reality. However, it greatly enhanced my storytelling abilities that I later put to good use in the lifeskills courses.

My formal education consisted of a high school diploma and a few college courses. I always considered my high school graduation as a major achievement.

Because I didn't like school, I focused on being self-taught. I became a successful tax preparer and made enough money in four months that I didn't have to work the rest of the year.

From Accounting to Traffic Safety

All of that came to a screeching halt when I met Dr. Leonard Dalton, a highly innovative educator and school superintendent. Together, we established the National Traffic Safety Institute and in October 1975, I taught the first behavioral traffic safety class in Walnut Creek, California. It worked so well that we went on to other programs such as shoplifting and substance abuse. I was hooked!

Two years later, I sold my interest in the National Traffic Safety Institute (NTSI) but kept the rights to the criminal programs. I then moved to Austin, Texas, and established the National Corrective Training Institute (NCTI). A few years later, I sold NCTI and then in 1985, established the current organization: American Community Corrections Institute (ACCI).

Cognitive Restructuring Curriculum

Not satisfied with the status quo and common lifeskills curriculum, I moved to the next level — cognitive restructuring. I incorporated the all-important criminogenic needs of offenders. This science clearly demonstrated that you can reduce recidivism rates by 25–30% (normal is 8–10%). However, nowhere in the research did it explain how to do it, only that this would be the results if you did.

With this quest to find how to fulfill the criminogenic needs of offenders, I became very much in tune with the group cognitive lifeskills classes I was teaching. Through intensive research and hundreds of hours teaching, I discovered some common threads between criminal thinking and criminogenic needs. I changed the workbooks to address those discoveries.

Most of this intense research took place over a two-year period in Kerrville, Texas, as I personally conducted weekend lifeskills classes. The results were amazing! We started to achieve the 25-30% reduction in recidivism rates everywhere it was used.

Self-Directed Home Study

We soon realized that meeting with offenders in groups can violate one of the major needs regarding pro-criminal associates. By 2001, we established the self-directed learning approach. Participants were required to complete the course at home with a coach of their choosing, usually a friend or relative. This also helped to fulfill the pro-social need of family and other relationships.

Next in my research, I came across a book called “Influencer – The Power to Change Anything,” by Kelly Patterson. This was an amazing fit and became a blueprint for everything I have written since. Among other things, it validated what I already knew — that well-written, vicarious stories will disarm people’s objections to what you’re teaching them. My childhood experiences and storytelling abilities now became a great asset.

I soon realized that what I was writing was heavily resonating with the participants because I had lived it before. I wasn’t writing it to become famous or make a lot of money and they could sense it; insincerity wears a thin robe! Like many people who experienced traumatic events in their lives, I just wanted to help people. The result was that just more than 96% of those who completed the home study course gave positive evaluations. Recidivism rates also fell, validating the content.

A Commitment to Best Practice

My desire has been to create a best-practice tool that goes beyond the status quo. Best practice means going to the next level and incorporating new and validated systems that can significantly lower recidivism rates. At ACCI, we believe that leading the nation in lowering recidivism rates equates to being the leading expert in the nation when it comes to writing and producing cognitive restructuring curriculum. It is now easy to see the major flaws that I committed years ago, flaws that keep current programs from achieving success.

Although there is no such thing as perfection, I am delighted in the curriculum and delivery systems that have come together to help reduce crime and protect communities. They focus on the real reason for criminal behavior: criminal thinking. If I had to go through the gauntlet myself to achieve success in helping others, then so be it. The future looks very bright. We are currently engaged in converting our printed workbooks into state-of-the-art, eLearning courses.

I am grateful for the many counselors and experts in their fields who, over the past four decades, have shared their expertise. My son, Trevor Lloyd, an organizational psychologist, is now president of ACCI. He is taking ACCI into a more automated and digital system to increase efficiency and meet new challenges in helping courts, schools and the military. I would invite you to consider our curriculum for your program. We would love to help your clients, their families, and your community.

Sincerely Yours,

A handwritten signature in black ink that reads "Larry Lloyd". The signature is written in a cursive, flowing style.

The Science Behind Our Cognitive Lifeskills Curriculum

At American Community Corrections Institute (ACCI), we are committed to integrating the latest research in cognitive restructuring into our curriculum, designed to assist individuals in overcoming their self-defeating thoughts and behaviors.

We believe that it all begins with a thought. Thoughts lead to actions, which lead to behaviors. Many repeat offenders are trapped in a downward spiral by their negative and untrue thoughts, which originate in the subconscious mind. In some cases, the individuals who commit crimes are programmed for failure. Until a cognitive restructuring intervention can help individuals become aware of their negative or false programming and create their own solutions for positive behavioral change, the problematic behavior will continue.

The philosophical model that drives ACCI is represented by this diagram. Our thoughts drive our feelings and emotions, which produce the attitudes and behaviors that result in the consequences of our lives. If we never change our faulty thinking, we will never change our self-defeating behaviors.

Since we first started working with court-referred clients in 1975, we have continuously evolved while retaining our potent cognitive restructuring style of curriculum development.

ACCI infuses the following propriety techniques and strategies into each course:

- We don't shame or use labels — our focus is on empowerment and self discovery.
- We don't use punitive methods.
- Our courses challenge self-defeating thoughts and behaviors.
- We use vicarious stories to disarm our participants' resistance.
- Our material works simultaneously in the cognitive domain, to challenge thinking errors, and the affective domain, to build empathy, self-confidence, and empowerment.
- There are 3 main ways to get information into the subconscious mind: repetition, trauma, and emotion.
- All courses implement some form of coach or facilitator.
- We integrate conversations, trust, relationships, accountability, and role playing.
- Rather than just telling, our course content encourages interaction and conversation.
- Our courses have no hidden agendas; we stick to our main message, which is that the participant is likely much better than they think they are.
- We encourage self-directed learning, which always leads to greater retention and application.
- Our cognitive restructuring courses have helped millions, and we don't intend to stop there. All behaviors begin with how a person thinks — if people's thinking errors can be corrected, then so can their actions.





Criminal Justice Programs

GROUP FACILITATION

ACCI has provided group curriculum since 1975! Today, our group curriculum represents years of feedback, research, and integration of the latest best practices. Whether you are conducting group cognitive lifeskills courses within a correctional facility or in a community-based setting, our courses will help your offender population learn how criminal thinking has contributed to criminal behavior and discover steps to make positive behavioral change.



Each group course has a corresponding facilitator manual. These guides will help each facilitator be prepared for each lesson and get the most out of our curriculum. [Click here](#) for more information about becoming a Certified ACCI Facilitator.

SELF-DIRECTED IN-HOUSE

ACCI has developed a unique opportunity for agencies to utilize our evidence-based self-directed learning courses in house. The client's cost is substantially less, and agencies can control and customize the program to fit their needs.



ACCI will provide a program guide with your first purchase. The guide provides information and guidelines for our main program options, which include:

Self-directed learning

Hybrid approach

Group facilitation

eLearning courses and LMS

Please [contact us](#) for more information and recommendations.

CORRECTIONAL FACILITIES

ACCI's self-directed cognitive lifeskills courses are an ideal fit for jails and prisons that are looking to offer evidence-based curriculum to the entire inmate population. We have several options:



Inmate Correspondence Program — We encourage friends and family members to visit InmateLifeskills.com to purchase a correspondence cognitive lifeskills course for their loved one who is behind bars. ACCI is working with hundreds of jails and prisons that are allowing inmates to purchase courses and work on them on their own time and with another inmate of their choosing.

Purchase Curriculum — Correctional facilities may purchase any combination of courses to address specific programs or populations of inmates.

Annual License to Reprint — This option is exclusive to correctional facilities and is the most cost-effective option we offer. It gives each participating facility several customizations and adaptations to create programs that meet their specific needs.

Inmate Tablets — ACCI’s eLearning courses are available on several kinds of inmate tablets. Contact us to make our courses available on the tablets your institution is using.



LIFESKILLS LINK

Lifeskills Link is a web-based referral system that gives courts, attorneys, and community corrections officers an evidence-based resource that assists them in addressing criminal behavior and criminogenic risk factors. We have 15–20 unique points of contact, which are all date- and time-stamped for legal documentation. We provide free training and ongoing support to help referring professionals get the best possible results from this program. We have published 10 evidence-based studies and reports that emphasize the success this program has achieved in thousands of communities across the country and abroad. Both the adult and juvenile courses are available in the Lifeskills Link program.

AFFILIATE OPPORTUNITY

In order to meet the ongoing need to reduce recidivism across the nation and internationally, ACCI has developed an affiliate program. Now, qualified individuals can represent ACCI and utilize our products and services in their local area. This is truly a win-win opportunity to make a positive impact in the lives of others and simultaneously generate revenue.



Our Technology Resources:



Lifeskills Link™

Lifeskills Link is a robust, user-friendly and web-based referral system that allows correctional and educational professionals to assign individuals to complete one of our cognitive lifeskills courses. This is the tool that behavioral change professionals have been waiting for.



Online Lifeskills™

Online Lifeskills is our integrated LMS (Learning Management System). Agencies can choose to have a custom portal and run courses and programs locally or they can refer students to us.





Training

ACCI provides the following training options, which accommodate different budget constraints and support end users in utilizing our cognitive lifeskills curriculum and programs:



Corrections and Treatment Intervention Training

ACCI is an authorized provider of Arbinger Training for correctional professionals. This is by far the most powerful training available to increase safety and reduce recidivism. The main emphasis of the training is to help participants learn how self-deception is compromising safety. Participants are empowered to discover ways to overcome this self-deception and thereby increase their productive influence.



Self-help Training

This is an economical option for agencies that already have a skilled facilitator and simply want to become familiar with ACCI's group courses and prepare group session plans. It is highly recommended that group facilitators purchase the Facilitator Manual that corresponds with each group course. We also offer a complete Training Kit, which includes a Master Facilitator Guide, group activities, a training video, and other group supplements.



Lifeskills Link Program Training

The Lifeskills Link Training can be offered at no cost to community corrections agencies, courts, and other referring agencies. This training empowers each officer or judge to follow evidence-based practices by becoming more intervention-oriented and by utilizing research-driven Cognitive Lifeskills curriculum. Each participant will be given a free account on our web-based referral system, LifeskillsLink.com.



Self-Directed In-House Training

Running the Self-directed In-house program offers agencies needed flexibility and significantly lowers the cost to the participants. Instead of referring clients to ACCI, we train and prepare your agency to operate the program internally.



ACCI Facilitator Training

We recommend that you become a Certified ACCI Facilitator, but it's not mandatory. The process for becoming certified takes about 2 months. Get started by visiting CorrectionsLifeskills.com/become-facilitator.

TRAINING MATERIALS AND FACILITATION RESOURCES

Training Kit (T-700)

Includes all of the following:

- **Master Facilitator Guide (T-500)**

This is your guide on how to facilitate, A-Z. It is excellent for first-time facilitators and a good refresher for seasoned veterans. It consists of 105 pages with diagrams, self-directed assessments, and step-by-step best practices on group facilitation.

- **Training Video (T-600)**

Learn how to apply your group facilitation skills to our cognitive restructuring curriculum.

- **Cognitive Posters (S-900)**

- **Games, Activities, and Supplement (S-902)**

- **Cognitive Life Sketches (S-903)**



ACCI Leadership Team

GROUP COURSES

Each of the group courses has a corresponding facilitator manual, which assists facilitators by giving them helpful prompts for discussion, taking breaks and calling attention to important principles. Group courses are available in different levels to accommodate different lengths of time or dosages.

Click to jump to a specific course:

Adult

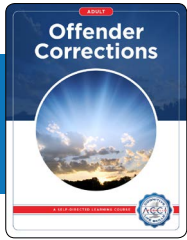
30 Offender Corrections (Available in Levels I and II)

31 Cognitive Awareness (Available in Levels I, II, and III)

32 Substance Abuse

Juvenile

33 Youth Corrections (Available in Levels I, II, and III)



COURSE OVERVIEW

Offender Corrections

- ✓ Available in multiple levels
- ✓ Facilitator manuals available
T 101 (Level I), T 102 (Level II)

ITEM # W 101 (Level I) , W 102 (Level II)



COURSE DESCRIPTION

This course challenges criminal thinking and behavior, with a focus on crimes of moral turpitude such as theft, assault, and fraud.

It is important that students understand that the primary source of their problems is their thinking. If they never change their thinking, they can never change their behavior. Criminals repeat and repeat and continue through the revolving door, because that is what is programmed into their subconscious mind. Their thoughts are the driving force behind their criminal activity. If you think like a criminal, you will act like a criminal.

The Offender Correction Lifeskills Course constantly challenges faulty thinking errors while offering positive cognitive thinking skills that can change lives. As the facilitator, just relax and let the workbook and group process do the rest. This isn't something that you can push; it just has to happen on its own. It is not your responsibility to change criminal thinking. Your job is to facilitate and let it happen.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Positive thinking skills
- Decision-making skills
- Overcoming irrational beliefs
- Identifying negative subconscious programming
- Positive relationship building



COURSE INFORMATION

Level Number:	Level I	Level II
Item Number:	W 101	W 102
Facilitator Manual:	T 101	T 102
Workbook Pages:	28	60
Course Length:	8 hours	20 hours

Course Format: Printed Workbook
 Scientific Model: Cognitive Restructuring
 Author and Publisher: ACCI Lifeskills



COURSE CONTENT

UNIT 1: SUBCONCIOUS MIND

Plays back what was downloaded into it.

UNIT 2: CRIME AND LAWS

Criminal behavior is in line with criminal values.

UNIT 3: HUMAN NEEDS

In the deepest sense, all humans are the same.

UNIT 4: ANGER MANAGEMENT

Violent criminals have free-floating hostility.

UNIT 5: CONSEQUENCES

You can choose to do wrong, but not the consequences.

UNIT 6: RELATIONSHIPS

If your last friend didn't like you, the next one won't either.

UNIT 7: LEADING & MANAGING LIFE

Is a deeply rooted systemic disease.

UNIT 8: HOW TO BE HAPPY

If you have chosen to do wrong, you are not happy.

UNIT 9: HOW TO IMPROVE

The first step to self-improvement is self-awareness.

UNIT 10: DRUGS

Place the mind and body in a death trap.



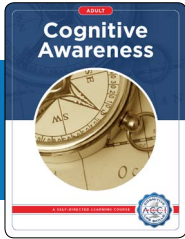
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities



LEARNING ACTIVITIES

Self-assessments | Role playing
 Knowledge check | Self-reflection
 Scenario-based learning | Focused journaling | Small group breakouts
 Application and skill building



COURSE OVERVIEW

Cognitive Awareness

- ✓ Available in multiple levels
- ✓ Facilitator manuals available
T 103 (Level I), T 104 (II), T 105 (III)

ITEM # W 103 (Level I) , W 104 (Level II) , W 105 (Level III)



COURSE DESCRIPTION

This workbook is for all people who may be experiencing problems associated with self-defeating thoughts and behaviors. It is a self-development workbook designed to teach cognitive skills that will empower participants to live happier, more productive lives.

This course was designed for non-criminals, although it can be used for offenders (Offender Responsibility is the equivalent for offenders). It was intended to be used by therapists and others who need a strong cognitive component to their counseling. Often, the answers to the future can be found in the past. The subconscious mind remembers things in three basic ways: repetition, trauma, and emotion.

The goal of this workbook, and any cognitive behavioral therapy (CBT) effort, is to intervene at the deepest level and challenge faulty thinking errors, helping clients become cognizant of what is blocking their progress and allowing them to find their true potential. This workbook will lead people on a journey of self discovery. It will demonstrate that they are many times more talented and capable than they think they are. Some people need just a tune up (cognitive structuring), while others need an overhaul (cognitive restructuring). People who live above 500 in growth will experience validation, while those living in decay, below 500, will have quite another experience.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Self-awareness
- Money management
- Positive subconscious thoughts
- Goal setting and achievement
- Empathy and positive relationship building



COURSE INFORMATION

Level Number:	Level I	Level II	Level III
Item Number:	W 103	W 104	W 105
Facilitator Manual:	T 103	T 104	T 105
Workbook Pages:	28	60	106
Course Length:	8 hours	20 hours	35 hours

Course Format: Printed Workbook

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills



COURSE CONTENT

UNIT 1: BEGINNINGS

Your beginnings are mostly luck—it is not your fault.

UNIT 2: RIGHT VS WRONG

We can block the wrong and not pass it on.

UNIT 3: LIVING ABOVE 500

Whether we live in growth or decay is our choice.

UNIT 4: HUMAN NEEDS

The average American only lives 900 months, or 620,000 hours.

UNIT 5: ANGER AVOIDANCE

If you don't control anger, it will control you.

UNIT 6: ADDICTIONS

The addicted are held captive by heavy chains they created.

UNIT 7: WAY OF BEING

Resistant, self-deceived people live below 500.

UNIT 8: RELATIONSHIPS

Intimate relationships take people to the deepest sense.

UNIT 9: SUCCESS IN LIFE

Comes when you stop believing the untruth.



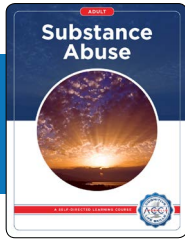
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial personalities
3. Family relationships



LEARNING ACTIVITIES

Self-assessments | Role playing
 Knowledge check | Self-reflection
 Scenario-based learning | Focused journaling | Small group breakouts
 Application and skill building



COURSE OVERVIEW

Substance Abuse

✓ Facilitator manuals available
ITEM # G 605

ITEM # W 106



COURSE DESCRIPTION

This course intervenes in the faulty thinking errors associated with substance abuse and was designed for anyone addicted to chemicals of any kind.

It is important to remember that we have both inner and outer selves. The interaction between mind and body is hyperactive with substance abusers as they try to deal with what they know is right and powerful cravings (cognitive dissonance). Once a person's body is addicted, the only course back to sobriety is through the mind. However, the only window of opportunity for teaching life-changing cognitive skills is during periods of sobriety.

Cognitive restructuring has the ability to intervene in faulty thinking. In the end, there has to be an intrinsic desire to change or it won't happen. This workbook has proven to be very effective in helping users overcome self-defeating thoughts and behaviors; just let it happen.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Resisting addictive substances
- Positive subconscious thoughts
- Fulfilling the emotional hierarchy of needs
- Goal achievement
- Anger avoidance



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Substance abuse



COURSE INFORMATION

Facilitator Manual: G 605

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 114

Workbook Pages: 68

Course Length: ~15 hours



COURSE CONTENT

UNIT 1: PUTTING LIFE IN FORWARD

Question what you believe; it could be wrong.

UNIT 2: SUBCONSCIOUS MIND

You can tell right from wrong by observing the results.

UNIT 3: HUMAN NEEDS

Chemical addictions separate us from our emotional needs.

UNIT 4: DRUGS AND COURAGE

Users have a dimmer switch attached to their bodies.

UNIT 5: SUBSTANCE ABUSE

Affects every part of life.

UNIT 6: ANGER AVOIDANCE

Anger and lack of empathy is a result of addiction.

UNIT 7: SKILLS FOR LIFE

Ten cognitive skills to empower self-change.

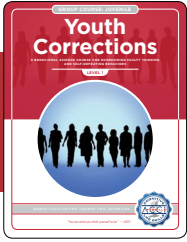
UNIT 8: MANAGING LIFE

Take charge and manage your life, or it will manage you.



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Small group breakouts
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Youth Corrections

- ✓ Available in multiple levels
- ✓ Facilitator manuals available
W 131 (Level I), W 132 (II), W 133 (III)

ITEM # W 131 (Level I) , W 132 (Level II) , W 133 (Level III)



COURSE DESCRIPTION

The youth corrections group workbooks levels I, II, and III are written for teenagers ages 13–18. All three workbooks cover the same content, but higher levels cover additional cognitive skills. Each workbook is 36 pages long, with six units. They average 8–10 hours to complete. This is a popular short class for juvenile offenders. It is recommended that only 1–2 units be covered in a single session. Cognitive Lifeskills Sketches (S 903) is an excellent supplement for these workbooks. This workbook contains subjects such as family beginnings, living in reverse, negative scripting, we are what we think, values clarification, consequences, and lifeskills.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Positive thinking skills
- Decision-making skills
- Self-confidence
- Self-awareness
- Empathy



LEARNING ACTIVITIES

- Self assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Small group breakouts
- Focused journaling
- Knowledge check



COURSE INFORMATION

Level Number:	Level I	Level II	Level III
Item Number:	W 131	W 132	W 133
Facilitator Manual:	T 103	T 104	T 105
Workbook Pages:	36	62	134
Course Length:	8 hours	20 hours	35 hours

Course Format: Printed Workbook

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills



COURSE CONTENT

UNIT 1: PUTTING LIFE IN FORWARD

To move forward, we need to release the past.

UNIT 2: THE SUBCONSCIOUS MIND: RIGHT VS WRONG

We can always know right versus wrong by looking at the consequences.

UNIT 3: CRIME AND LAWS

A society with no laws is not a real society.

UNIT 4: VALUES

Values, attitudes, and beliefs all come from the subconscious mind.

UNIT 5: HUMAN NEEDS

The average American only lives 900 months, or 620,000 hours.

UNIT 6: ANGER MANAGEMENT

It is better to avoid anger than to try and manage it.

UNIT 7: 10 BASIC SKILLS FOR LIFE

Build a strong foundation for a successful life.

UNIT 8: CONSEQUENCES

Not all consequences need to be negative.

UNIT 9: RELATIONSHIPS

Building pro-social relationships and experiencing intimacy.

UNIT 10: LEADING & MANAGING LIFE

If you are not responsible for your life, then who is?

UNIT 11: HOW TO BE HAPPY & SUCCESSFUL IN LIFE

Comes when you stop believing the untruth.

UNIT 12: HOW TO CHANGE & IMPROVE LIFE

Moving from decay to stagnation to growth.

UNIT 13: DRUGS & ALCOHOL

Place the mind and body in a death trap.

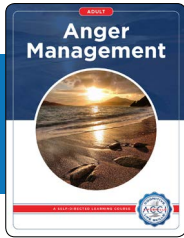
ADULT SELF-DIRECTED COURSES

In the year 2000, we expanded on our traditional group courses to include a catalog of self-directed learning courses. Not everyone can attend a live class, nor are live classes a good fit for every individual. Furthermore, we have to come realize that all learning and changing takes place when the participant has an active role in the learning process.

Each of the courses in this category is built on ACCI's evidence-based model of cognitive restructuring, and each course requires the participant to work with a pro-social coach or mentor. The coach or mentor is often a person from the participant's immediate circle of influence who supports the participant in understanding and applying the cognitive lifeskills found within all of the courses.

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- 32** [Driving Under the Influence](#)
- 33** [Domestic Violence](#)



COURSE OVERVIEW

Anger Management

ITEM # W 111

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning



COURSE DESCRIPTION

People can change as fast as they want to if they are self-motivated to do so. It doesn't take weeks, months, and years, as many believe. Because anger is a secondary emotion, it is important to focus on the primary emotions and challenge the faulty thinking errors that created those emotions.

The objective of this course is to help students overcome the root causes of anger, abuse, and domestic violence by challenging self-defeating thoughts and behaviors. The course teaches anger avoidance and focuses on self-deception, justification, and resistant behaviors.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Anger Avoidance
- Self-Awareness
- Internal Locus of Control
- Empathy — People vs. Objects
- Positive Thinking Skills



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 111

Workbook Pages: 64

Course Length: ~15 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

Our negative beginnings can greatly impact our endings.

UNIT 2: SUBCONSCIOUS MIND

Doesn't know right from wrong.

UNIT 3: BEGINNINGS

We can't break these needs, we can only break ourselves.

UNIT 4: ANGER AVOIDANCE

Those who anger you, control you!

UNIT 5: INNER WAY OF BEING

Who you are without thinking who you are.

UNIT 6: RELATIONSHIPS

Responsive people look past the negative and seek positive.

UNIT 7: DOMESTIC VIOLENCE

Is a deeply rooted systemic disease.

UNIT 8: HOW TO BE HAPPY

Think more of others than yourself.

UNIT 9: HOW TO CHANGE

If you never have a desire to change, you won't.



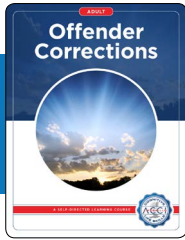
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial personalities
3. Family and marital relationships



LEARNING ACTIVITIES

Self-assessments | Role playing
 Knowledge check | Self-reflection
 Scenario-based learning | Focused journaling | Discussion with coach
 Application and skill building



COURSE OVERVIEW

Offender Corrections

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning

ITEM # W 112



COURSE DESCRIPTION

Challenging criminal thinking can change behavior. The course focuses on crimes of moral turpitude such as theft, assault, and fraud. It is important that students understand that the primary source of their problems is their thinking. If they never change their thinking, they can never change their behavior. Criminals repeat and repeat and continue through the revolving door, because that is what is programmed into their subconscious minds. Their thoughts are the driving force behind their criminal activity.

If you think like a criminal, you will act like a criminal. This course constantly challenges faulty thinking errors while offering positive cognitive thinking skills that can change lives. As the facilitator, just relax and let the workbook and group process do the rest. This isn't something you can push; it just has to happen on its own. It is not your responsibility to change criminal thinking. Your job is to facilitate and let it happen.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Positive thinking skills
- Decision-making skills
- Overcoming irrational beliefs
- Identifying negative subconscious programming
- Positive relationship building



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 112

Workbook Pages: 64

Course Length: ~15 hours



COURSE CONTENT

UNIT 1: SUBCONCIOUS MIND

Plays back what was downloaded into it.

UNIT 2: CRIME AND LAWS

Criminal behavior is in line with criminal values.

UNIT 3: HUMAN NEEDS

In the deepest sense, all humans are the same.

UNIT 4: ANGER MANAGEMENT

Violent criminals have free-floating hostility.

UNIT 5: CONSEQUENCES

You can choose to do wrong, but not the consequences.

UNIT 6: RELATIONSHIPS

If your last friend didn't like you, the next one won't either.

UNIT 7: LEADING & MANAGING LIFE

Is a deeply rooted systemic disease.

UNIT 8: HOW TO BE HAPPY

If you have chosen to do wrong, you are not happy.

UNIT 9: HOW TO IMPROVE

The first step to self-improvement is self-awareness.

UNIT 10: DRUGS

Place the mind and body in a death trap.



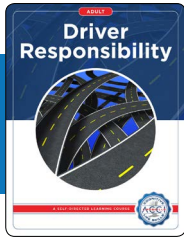
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities



LEARNING ACTIVITIES

Self-assessments | Role playing
Knowledge check | Self-reflection
Scenario-based learning | Focused journaling | Discussion with coach
Application and skill building



COURSE OVERVIEW

Driver Responsibility

- ✓ Available in workbook
- ✓ Available in Spanish

ITEM # W 113



COURSE DESCRIPTION

This course on cognitive driving skills was designed for all drivers, regardless of age, who have exhibited a lack of proper driving values, attitudes, and behaviors.

This is perhaps the only traffic workbook in the nation that combines cognitive restructuring with traditional traffic curriculum. Notice that the workbook spends a lot of time and effort in the cognitive domain to challenge driver's faulty thinking, and less in the affective domain. Highlights in the workbook include Unit 5, which covers emotional factors, and Unit 6, which covers physical factors. Each unit sets the stage for the next unit and focuses on the ACCI motto:

If we keep on thinking the way we have been thinking, we will keep on getting what we have been getting. If we want to change what we have been getting, we will have to change what we have been thinking.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Personal responsibility
- Avoiding distractions while driving
- Overcoming negative thoughts, attitudes and behaviors while driving
- Positive driver attitudes, values, and behaviors
- Driving with skill and sense



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—Combination of self-directed learning and group instruction
- **Blended Learning**—Combination of online & offline curriculum



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 750 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 113

Workbook Pages: 64

Course Length: ~15 hours



COURSE CONTENT

UNIT 1: DRIVER VALUES

The reason for most driver problems is driver values.

UNIT 2: DRIVER RESPONSIBILITY

If you are not responsible for your actions, who is?

UNIT 3: LAWS & CONSEQUENCES

A society without laws is not a society.

UNIT 4: ANGER AVOIDANCE

Angry drivers drive with a full anger flask.

UNIT 5: EMOTIONAL FACTORS

Strong emotions impede driving ability.

UNIT 6: DRIVING WITH SKILL

Thirteen factors that cause accidents.

UNIT 7: DRIVING UNDER THE INFLUENCE

A recipe for disaster.

UNIT 8: HOW TO CHANGE

Driver awareness is the first step toward change.



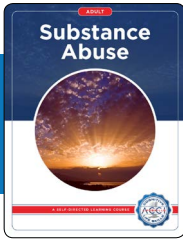
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial personalities
3. Education



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Substance Abuse

ITEM # W 114

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning



COURSE DESCRIPTION

This course intervenes in the faulty thinking errors associated with substance abuse and was designed for anyone addicted to chemicals of any kind.

It is important to remember that we have both inner and outer selves. The interaction between mind and body is hyperactive with substance abusers as they try to deal with what they know is right and powerful cravings (cognitive dissonance). Once a person's body is addicted, the only course back to sobriety is through the mind. However, the only window of opportunity for teaching life-changing cognitive skills is during periods of sobriety.

Cognitive restructuring has the ability to intervene in faulty thinking. In the end, there has to be an intrinsic desire to change or it won't happen. This workbook has proven to be very effective in helping users overcome self-defeating thoughts and behaviors; just let it happen.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Resisting addictive substances
- Positive subconscious thoughts
- Fulfilling the emotional hierarchy of needs
- Goal achievement
- Anger avoidance



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 114

Workbook Pages: 68

Course Length: ~15 hours



COURSE CONTENT

UNIT 1: PUTTING LIFE IN FORWARD

Question what you believe; it could be wrong.

UNIT 2: SUBCONSCIOUS MIND

You can tell right from wrong by observing the results..

UNIT 3: HUMAN NEEDS

Chemical addictions separate us from our emotional needs.

UNIT 4: DRUGS AND COURAGE

Users have a dimmer switch attached to their bodies.

UNIT 5: SUBSTANCE ABUSE

Affects every part of life.

UNIT 6: ANGER AVOIDANCE

Anger and lack of empathy is a result of addiction.

UNIT 7: SKILLS FOR LIFE

Ten cognitive skills to empower self-change.

UNIT 8: MANAGING LIFE

Take charge and manage your life, or it will manage you.



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Substance abuse



LEARNING ACTIVITIES

Self-assessments | Role playing
 Knowledge check | Self-reflection
 Scenario-based learning | Focused journaling | Discussion with coach
 Application and skill building



COURSE OVERVIEW

Marijuana Awareness

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 115



COURSE DESCRIPTION

This course presents the possible negative effects of using marijuana, allowing individuals to make more informed decisions on whether to use or not.

The marijuana awareness course is presented in a story format. It follows the lives of several people who use marijuana and the results of their usage. Its focus is to offer cognitive thinking skills that will allow the person to make correct decisions concerning their usage. It avoids contention and allows the individual to make their own decisions.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Risk of marijuana abuse
- Personal responsibility
- Self-awareness
- Positive subconscious thoughts
- Pro-social values



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 600 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 115

Workbook Pages: 48

Course Length: ~10 hours



COURSE CONTENT

UNIT 1: TRISTAN

Follows the life of Tristan as he struggles with marijuana and other drugs.

UNIT 2: MARIJUANA

Discusses the mental and physical effects of using marijuana.

UNIT 3: COLTON

Fictional account of people struggling with their addictions.

UNIT 4: FREEDOM VS CAPTIVITY

Consequences of choosing to use illegal drugs.

UNIT 5: RECOVERY

Discusses recovery from drug addiction in a story format.

UNIT 6: COGNITIVE THOUGHTS

Demonstrates how thoughts precede behaviors.

UNIT 7: MANAGING LIFE

Responsibility and pro-activity.



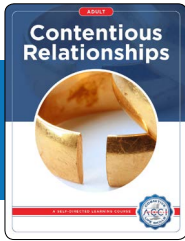
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities
4. Family relationships
5. Addictions



LEARNING ACTIVITIES

Self-assessments | Role playing
Knowledge check | Self-reflection
Scenario-based learning | Focused journaling | Discussion with coach
Application and skill building



COURSE OVERVIEW

Contentious Relationships

✓ Available in workbook

ITEM # W 116



COURSE DESCRIPTION

The main objective of this course is to change the hearts and minds of contentious couples, thereby reducing the harm to their children. It was also designed to speed up the court process, thereby reducing costs.

The purpose of this cognitive lifeskills workbook is not necessarily to keep couples together, but to reduce damage to the children. Secondly, it offers cognitive skills that can minimize the impact of the strong emotional feelings that usually accompany contentious divorces. This workbook is also an excellent resource that defines domestic violence and explains how to break the strong emotional cords that bind couples in unhealthy ways. It also demonstrates how to go through the door and resolve conflicts.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Managing negative emotions
- Healthy parenting mindset
- Forgiveness
- Children triangulation avoidance
- Satisfying emotional hierarchy of needs



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: Printed Workbook
Scientific Model: Cognitive Restructuring
Author and Publisher: ACCI Lifeskills

Item Number: W 116
Workbook Pages: 48
Course Length: ~8 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

We can't control our beginnings, but we can control our endings.

UNIT 2: PERSONAL WAY OF BEING

Determines if we will be happy in life.

UNIT 3: DIVORCE

We can divorce each other, but not our children.

UNIT 4: ANGER MANAGEMENT

Forgiveness is pardoning without resentment.

UNIT 5: DOMESTIC VIOLENCE

There are many ways to commit domestic violence.

UNIT 6: CHILDREN

Children's suffering is often expressed over a lifetime.

UNIT 7: HOW TO BE HAPPY

Nine steps to success.

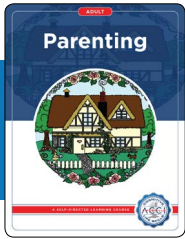
UNIT 8: HOW TO IMPROVE

We must change ourselves before changing others.



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Parenting

✓ Available in workbook

ITEM # W 117



COURSE DESCRIPTION

The objective of this course is to help parents become more aware of the long-term subconscious programming they instill in their children. Parenting is not easy. However, there are a few powerful cognitive steps that can be taken that will have the greatest impact on child and parent relationships.

Children have physical, emotional, directional, and creative needs. The more they get of these needs in early childhood, the better their adult life. The most important thing in parenting is the parents. Just a few changes now can reap great rewards in the future. The good and bad done to children will be reflected in future generations. One good way to gauge our success as parents is to see how our grandchildren turned out.

One of the problems with parenting courses is guilt and denial. Parents can become angry and contentious at any suggestion that their children are acting out because of them. Because of the coach and home study format as well as positive curriculum, most of these strong emotions are negated, providing an excellent opportunity to change and learn.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Anger Avoidance
- Self-Awareness
- Internal Locus of Control
- Empathy—People vs. Objects
- Positive Thinking Skills



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: Printed Workbook
Scientific Model: Cognitive Restructuring
Author and Publisher: ACCI Lifeskills

Item Number: W 117
Workbook Pages: 48
Course Length: ~10 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

There are four elements in the hierarchy of needs for children.

UNIT 2: FAMILIES

Families are the most important unit in any society.

UNIT 3: PERSONAL WAY OF BEING

Parents are most important in parenting.

UNIT 4: TRUTH

Truth is what it is. You can't break the truth, only yourself.

UNIT 5: CHILDREN

Six important steps to greater success.

UNIT 6: LIFE

Simple interventions now can result in a cascade of positive results.

UNIT 7: ANGER MANAGEMENT

Angry people imprison themselves.

UNIT 8: RELATIONSHIPS

The more we think of others, the happier we will be.

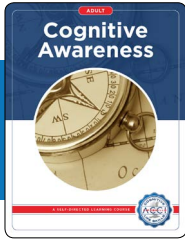
UNIT 9: HOW TO CHANGE

We can influence others to change, but not force them.



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Cognitive Awareness

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning

ITEM # W 118



COURSE DESCRIPTION

This workbook is for all people who may be experiencing problems associated with self-defeating thoughts and behaviors. It is a self-development workbook designed to teach cognitive skills that will empower participants to live happier, more productive lives.

This course was designed for mostly non-criminals, but it may be used for offenders (Offender Responsibility is the equivalent for offenders). It was intended to be used by therapists and others who need a strong cognitive component to their counseling. Often, the answers to the future can be found in the past.

The subconscious mind remembers things in three basic ways: repetition, trauma, and emotion. The goal of this workbook, and any cognitive behavioral therapy (CBT) effort, is to intervene at the deepest level and challenge faulty thinking errors. Clients become cognizant of what is blocking their progress and can find their true potential. This workbook will lead people on a journey of self discovery. It will demonstrate that they are most often many times more talented and capable than they think they are.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Self-awareness
- Money management
- Positive subconscious thoughts
- Goal setting and achievement
- Empathy
- Positive relationship building



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 118

Workbook Pages: 64

Course Length: ~15 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

Your beginnings are mostly luck—it is not your fault.

UNIT 2: RIGHT VS WRONG

We can block the wrong and not pass it on.

UNIT 3: LIVING ABOVE 500

Whether we live in growth or decay is our choice.

UNIT 4: HUMAN NEEDS

The average American only lives 900 months, or 620,000 hours.

UNIT 5: ANGER AVOIDANCE

If you don't control anger, it will control you.

UNIT 6: ADDICTIONS

The addicted are held captive by heavy chains they created.

UNIT 7: WAY OF BEING

Resistant, self-deceived people live below 500.

UNIT 8: RELATIONSHIPS

Intimate relationships take people to the deepest sense.

UNIT 9: SUCCESS IN LIFE

Comes when you stop believing the untruth.



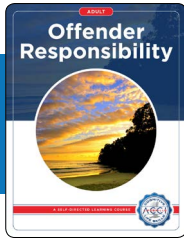
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial personalities
3. Family relationships



LEARNING ACTIVITIES

Self-assessments | Role playing
 Knowledge check | Self-reflection
 Scenario based learning | Focused journaling | Discussion with coach
 Application and skill building



COURSE OVERVIEW

Offender Responsibility

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning

ITEM # W 119



COURSE DESCRIPTION

This workbook was written to help offenders overcome denial and accept responsibility for their actions. The objective of this course is to intervene in revolving criminal thinking. It is a cognitive restructuring lifeskills course designed to challenge deeply seated self-defeating thoughts and behaviors.

Whether people choose to live in growth or decay has a powerful impact on them, their significant others, and society as a whole. Living below 500 is fraught with many dangers, strong negative emotions, and life-demeaning results. It is a life filled with captivity, where the subjects have empowered other people and self-inflicted events to control their lives. What the captives don't understand is that the prison doors to their mind are never locked. All they have to do is push on them and leave.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Personal responsibility
- Overcoming self-deception
- Satisfying the emotional hierarchy of needs
- Growth mindset
- Anger avoidance



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 750 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 119

Workbook Pages: 64

Course Length: ~15 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

Life is a gift of time and space to do much good.

UNIT 2: SUBCONSCIOUS MIND

Doesn't know right from wrong.

UNIT 3: GROWTH VS DECAY

Whether one lives in growth or decay is a choice.

UNIT 4: RESPONSIBILITY

If we are not responsible for our lives, who is?

UNIT 5: HUMAN NEEDS

Many people spend a lifetime trying to fulfill these needs.

UNIT 6: ANGER AVOIDANCE

Forgiveness is pardoning others without resentment.

UNIT 7: ADDICTIONS

The drug monster has no mercy.

UNIT 8: INNER BEING

You are who you are without thinking who you are.

UNIT 9: RELATIONSHIPS

The most important thing in a relationship is the people.



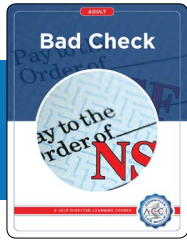
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities
4. Family relationships
5. Substance abuse
6. Employment



LEARNING ACTIVITIES

Self-assessments | Role playing
Knowledge check | Self-reflection
Scenario-based learning | Focused journaling | Discussion with coach
Application and skill building



COURSE OVERVIEW

Bad Check

✓ Available in workbook

ITEM # W 120



COURSE DESCRIPTION

Writing bad checks is a symptom of deeper problems. The objective of this course is to challenge the faulty thinking errors behind passing bad checks.

Some bad checks happen because of mistakes and bad accounting practices, while others were written on purpose. Regardless, there are many opportunities to catch this behavior before it gets into the criminal justice system. Most bad checks are written because of moral turpitude—on purpose. Often, people who pass bad checks confuse wants and needs and choose to live beyond their means. Mix in denial, drugs, procrastination, and rationalization, and you have a recipe for theft.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Overcoming self-deception
- Positive decision-making skills
- Personal responsibility



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: Printed Workbook
 Scientific Model: Cognitive Restructuring
 Author and Publisher: ACCI Lifeskills

Item Number: W 120
 Workbook Pages: 48
 Course Length: ~8 hours



COURSE CONTENT

UNIT 1: BAD CHECKS

A check is a promissory note to pay later.

UNIT 2: CRIME AND LAWS

A society without laws is not a society.

UNIT 3: VALUES AND BEHAVIOR

We can choose to do wrong, but cannot choose the consequences.

UNIT 4: DEBT

The chief reasons for debt are values, attitude, and behavior.

UNIT 5: MONEY MANAGEMENT

Debt is a major source of marital discord.

UNIT 6: SKILLS FOR LIFE

Time-tested skills to improve the quality of life.

UNIT 7: COGNITIVE SKILLS

What we think, we get.

UNIT 8: CLOSURE

There are no shortcuts; it all starts with self-awareness.



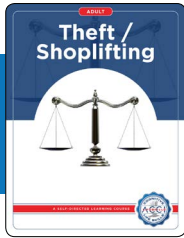
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial personalities
3. Employment



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Theft/Shoplifting

ITEM # W 121

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning



COURSE DESCRIPTION

The objective of this course is to challenge the faulty thinking errors and self-defeating behaviors associated with retail and other forms of theft.

Retail companies face an onslaught of different forms of theft from employees, vendors, and customers. When you add damaged goods, their shrinkage could be more than their profit. This is one of the shortest courses, but it hits hard and direct. There are several reasons why a person could be shoplifting, including kleptomania and other forms of mental illness. The most effective and least costly tool that exists to counter these problems is cognitive restructuring.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Pro-social mindset
- Overcoming criminal justification
- Positive decision-making skills
- Understanding and appreciation for societal laws



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 650 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 121

Workbook Pages: 48

Course Length: ~6–8 hours



COURSE CONTENT

UNIT 1: THEFT

People should be good because they want to be.

UNIT 2: LIFE IN FORWARD

If you live in reverse, you impair yourself.

UNIT 3: RIGHT VS WRONG

You are in control; order yourself to do right.

UNIT 4: CRIME AND LAWS

A good society depends on good citizens.

UNIT 5: SKILLS FOR LIFE

Focus on your good points, not your shortcomings.

UNIT 6: COGNITIVE SKILLS

If you are not happy, it is your fault.

UNIT 7: CLOSURE

True freedom comes from choosing to do right.



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Sex Offender

✓ Available in workbook

ITEM # W 123



COURSE DESCRIPTION

This course challenges faulty thinking and self-defeating behaviors associated with sex offenses to help offenders overcome excuses and justifications for their behavior.

This sex offender course could be a stand-alone program for minor sex offenders. However, it was not intended to stand alone for serious sex offenders. For serious offenders, it could be used as an excellent cognitive component to traditional therapy. If sex offenders keep on thinking what they have been thinking, they will keep on doing what they have been doing and keep on getting what they have been getting. If sex offenders remain in denial, they cannot make progress.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Overcoming shame and denial
- Self-awareness
- Building and maintaining pro-social relationships
- Positive thinking skills
- Personal responsibility



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: Printed Workbook
 Scientific Model: Cognitive Restructuring
 Author and Publisher: ACCI Lifeskills

Item Number: W 123
 Workbook Pages: 48
 Course Length: ~10 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

To understand the present, we have to understand the past.

UNIT 2: CONSEQUENCES

Every choice has a consequence.

UNIT 3: RIGHT VS WRONG

We can tell right from wrong by the results.

UNIT 4: GROWTH VS DECAY

Where we live is a choice.

UNIT 5: PORNOGRAPHY

Can hijack your brain and addict you.

UNIT 6: SEX ADDICTION

Sexual addiction is a descent into decay.

UNIT 7: ANGER AVOIDANCE

Addicted people lack empathy for others.

UNIT 8: SELF-DECEPTION

Self-deceived people communicate disdain.

UNIT 9: RELATIONSHIPS

Anything broken can be repaired.

UNIT 10: SUCCESS IN LIFE

Is determined by your thoughts.



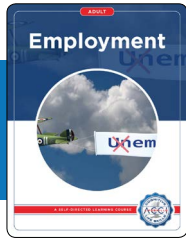
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial comparisons
3. Antisocial personalities
4. Family relationships
5. Addictions



LEARNING ACTIVITIES

Self-assessments | Role playing
 Knowledge check | Self-reflection
 Scenario-based learning | Focused journaling | Discussion with coach
 Application and skill building



COURSE OVERVIEW

Employment

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 124

COURSE DESCRIPTION

The cognitive employment lifeskills workbook is the latest in a series of evidence-based, cognitive restructuring workbooks designed to help offenders overcome self-defeating thoughts and behaviors. This course is designed to help individuals identify and change the root causes of their employment issues. If we never change problem thinking, we can never change the problem behavior.

The Employment Workbook is 44 pages long and takes approximately 15 hours to complete. This is a home study workbook, designed to be completed at home with a coach of the student's choosing, usually a friend or relative. It is a cognitive restructuring approach written at the sixth or seventh grade level, and it intervenes into the common thinking errors that keep people from moving forward.

This course uses the cognitive domain to challenge faulty thinking errors and the affective domain to build self-esteem and offer hope. One of the main messages in the workbook is that you are many times more capable and talented than you think you are. If you are not successful, it is your fault; your restrictions to gainful employment are self-imposed. The workbook follows the lives of two cousins, Chad and Jesse, as they break out of their loser mentality and discover that even in a down economy, there are many opportunities to make money.

LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Growth mindset
- Overcoming self-defeating thoughts and attitudes
- Self-confidence
- Social skills for the workplace
- Personal responsibility

RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction

COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 650 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 124

Workbook Pages: 52

Course Length: ~10 hours

COURSE CONTENT

UNIT 1: BEGINNINGS

Your beginnings don't have to be your endings.

UNIT 2: EMPLOYMENT FORMULA

$T = (F+E) = (V+A) = B = C.$

UNIT 3: GROWTH VS DECAY

We can choose growth, stagnation, or decay.

UNIT 4: SOCIAL SKILLS

Can elevate you or keep you in decay.

UNIT 5: EMPLOYMENT

There are many opportunities, even in a down economy.

UNIT 6: EMPOWERMENT

No one can change you except you.

UNIT 7: SELF-ASSESSMENT

You are more capable than you think you are.

UNIT 8: OVERCOMING OBSTACLES

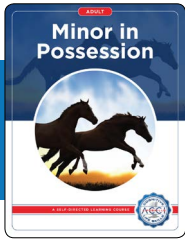
There is no trial that we can't overcome.

CRIMINOGENIC NEEDS MET

1. Employment
2. Antisocial cognitions
3. Antisocial personalities
4. Antisocial relationships

LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Minor in Possession

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 125



COURSE DESCRIPTION

The course intervenes in the faulty thinking processes that allow minors in possession to possess and use illegal substances.

Most people don't become fully cognizant until age 25. This lack of self-awareness and proper thinking is a major contributor to minors in possession and their problems. Unlawful use of drugs and alcohol are just symptoms of deeper faulty thinking errors. The goal of this course is to help minors get through this stage in their life and become responsible adults. If we never change faulty thinking, we can never change faulty behavior.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Self-awareness
- Decision-making skills
- Identify and overcome rationalization
- Drug and alcohol education



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 650 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 125

Workbook Pages: 48

Course Length: ~10 hours



COURSE CONTENT

UNIT 1: BRENDA

Life is a space of time to make correct choices.

UNIT 2: SE'MION

Casual use can lead to addiction.

UNIT 3: CAPTIVITY VS FREEDOM

Growth or decay is a choice!

UNIT 4: DRIVING

A recipe for disaster.

UNIT 5: COGNITIVE THOUGHTS

Be careful what you think; you could be wrong!

UNIT 6: SKILLS FOR LIFE

Ten lifeskills to improve the quality of life.

UNIT 7: LEADING & MANAGING LIFE

Proactive vs. reactive.



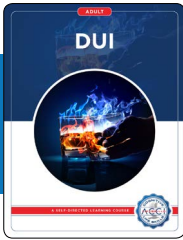
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Relationships
4. Substance abuse



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Driving Under the Influence

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning

ITEM # W 128



COURSE DESCRIPTION

This course helps those who drive under the influence of chemicals become more aware of the thinking errors that lead to that behavior.

ACCI's experience with people who drive under the influence is that they are focused on self and have little regard for others. This group makes little effort to overcome their addictions and considers it their right to drive. This course offers a strong cognitive restructuring format that challenges the core reasoning, beliefs, and excuses that allow people to repeat and continue driving under the influence.

This self-directed cognitive restructuring course approaches the problem of driving under the influence from a different direction than the normal DUI class. It is especially effective as a self-directed home study program, completed with a coach of the participant's choosing. Today's DUI violators are not your local drunks, but sophisticated chemical abusers who require effective intervention.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Personal responsibility
- Decision-making skills
- Positive driver values, attitudes and behaviors
- Positive thinking skills



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: Printed Workbook
 Scientific Model: Cognitive Restructuring
 Author and Publisher: ACCI Lifeskills

Item Number: W 128
 Workbook Pages: 48
 Course Length: ~10 hours



COURSE CONTENT

UNIT 1: TRAGEDY

Our thoughts drive the behaviors that result in tragedies.

UNIT 2: DRIVER VALUES

Driving is a shared mutual trust.

UNIT 3: DRIVER RESPONSIBILITY

If we are not responsible for our lives, who is?

UNIT 4: LAWS & CONSEQUENCES

Driving is a privilege, not a right.

UNIT 5: DUI

DUI causes a tangled web of legal and personal problems.

UNIT 6: ANGER AVOIDANCE

Those who anger you control you.

UNIT 7: HOW TO CHANGE

The first step toward change is cognitive awareness.



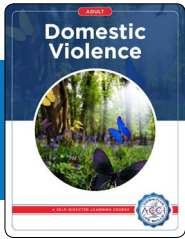
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Substance abuse
4. Antisocial personalities



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Domestic Violence

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 129



COURSE DESCRIPTION

This course helps both the perpetrator and the victim overcome the self-defeating thoughts and behaviors that are the core issues in domestic violence.

This course focuses on the real causes of domestic violence and not just the symptoms. The course was designed for both the perpetrator and the victim. It helps victims handle their lack of cognition and propensity for re-victimization. For perpetrators, it helps with self-defeating thoughts and behaviors. It is a course of self discovery that helps individuals understand the negative forces that exist in domestic violence relationships.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Develop empathy in personal relationships
- Positive relationship building skills
- Increased self-awareness and responsibility of generational cycles of abuse
- Develop anger avoidance skills
- Learn how to satisfy emotional hierarchy of needs in a positive manner
- Develop positive thinking skills within all relationships



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—Combination of self-directed learning and group instruction
- **Blended Learning**—Combination of online & offline curriculum



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 168 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 129

Workbook Pages: 24

Course Length: 6–8 hours



COURSE CONTENT

UNIT 1: LIZZIE

Domestic violence is a deliberate act of violence.

UNIT 2: BUTTERFLIES

Victims are trapped in a web of deceit.

UNIT 3: SUNRISE

Each new day offers an opportunity for change.

UNIT 4: BROKEN RELATIONSHIPS

Freedom to choose.

UNIT 5: GENERATIONS

Your beginnings don't have to be your endings.

UNIT 6: EMOTIONAL NEEDS

Six elements in the hierarchy of emotional needs.

UNIT 7: ANGER AVOIDANCE

Those who anger you control you.

UNIT 8: HOW TO CHANGE

Change is a choice.



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities
4. Antisocial relationships



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check

JUVENILE SELF-DIRECTED COURSES

In the year 2000, we expanded on our traditional group courses to include a catalog of self-directed learning courses. Not everyone can attend a live class, nor are live classes a good fit for every individual. Furthermore, we have to come realize that all learning and changing takes place when the participant has an active role in the learning process.

Each of the courses in this category is built on ACCI's evidence-based model of cognitive restructuring, and each course requires the juvenile participant to work with a pro-social coach or mentor. The coach or mentor is often a parent or guardian from the juvenile's immediate circle of influence who supports the juvenile in understanding and applying the cognitive lifeskills found within all of the courses.

Click to jump to a specific course:

35 [Youth Driver Responsibility](#)

36 [Marijuana Awareness](#)

37 [Minor in Possession](#)

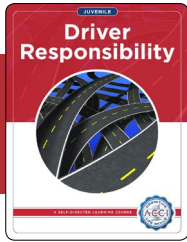
38 [Youth/Parent](#)

39 [Anger Avoidance](#)

40 [Self Awareness](#)

41 [Substance Abuse](#)

42 [Theft/Shoplifting](#)



COURSE OVERVIEW

Youth Driver Responsibility

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 140



COURSE DESCRIPTION

This course on cognitive driving skills was designed for all drivers, regardless of age, who have exhibited a lack of proper driving values, attitudes, and behaviors.

This is perhaps the only traffic workbook in the nation that combines cognitive restructuring with traditional traffic curriculum. Notice that the workbook spends a lot of time and effort in the cognitive domain to challenge driver's faulty thinking, and less in the affective domain. Highlights in the workbook include Unit 5, which covers emotional factors, and Unit 6, which covers physical factors. Each unit sets the stage for the next unit and focuses on the ACCI motto:

If we keep on thinking the way we have been thinking, we will keep on getting what we have been getting. If we want to change what we have been getting, we will have to change what we have been thinking.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Personal responsibility
- Avoiding distractions while driving
- Overcoming negative thoughts, attitudes and behaviors while driving
- Positive driver attitudes, values, and behaviors
- Driving with skill and sense



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 800 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 111

Workbook Pages: 64

Course Length: ~10 hours



COURSE CONTENT

UNIT 1: DRIVER VALUES

The reason for most driver problems is driver values.

UNIT 2: DRIVER RESPONSIBILITY

If you are not responsible for your actions, who is?

UNIT 3: LAWS & CONSEQUENCES

A society without laws is not a society.

UNIT 4: ANGER AVOIDANCE

Angry drivers drive with a full anger flask.

UNIT 5: EMOTIONAL FACTORS

Strong emotions impede driving ability.

UNIT 6: DRIVING WITH SKILL

Thirteen factors that cause accidents.

UNIT 7: DRIVING UNDER THE INFLUENCE

A recipe for disaster.

UNIT 8: HOW TO CHANGE

Driver awareness is the first step to change.



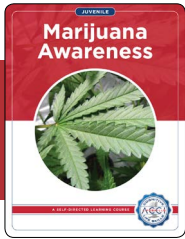
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial personalities
3. Education



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling
- Knowledge check



COURSE OVERVIEW

Marijuana Awareness

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 142



COURSE DESCRIPTION

This course presents the possible negative effects of using marijuana, allowing individuals to make a more informed decision on whether to use or not.

The marijuana awareness course is presented in a story format. It follows the lives of several people who use marijuana and the results of their usage. Its focus is to offer cognitive thinking skills that will allow the person to make correct decisions concerning their usage. It avoids contention and allows the individual to make their own decisions.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Risk of marijuana abuse
- Personal responsibility
- Self-awareness
- Positive subconscious thoughts
- Pro-social values



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities
4. Family relationships
5. Addictions



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 168 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 115

Workbook Pages: 24

Course Length: 6–8 hours



COURSE CONTENT

UNIT 1: TRISTAN

Follows the life of Tristan as he struggles with marijuana and other drugs.

UNIT 2: MARIJUANA

Discusses the mental and physical effects of using marijuana.

UNIT 3: COLTON

Fictional account of people struggling with their addictions.

UNIT 4: FREEDOM VS CAPTIVITY

Consequences of choosing to use illegal drugs.

UNIT 5: RECOVERY

Discusses recovery from drug addiction in a story format.

UNIT 6: COGNITIVE THOUGHTS

Demonstrates how thoughts precede behaviors.

UNIT 7: MANAGING LIFE

Responsibility and pro-activity.



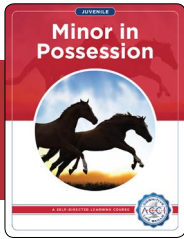
PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling



COURSE OVERVIEW

Minor in Possession

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 141



COURSE DESCRIPTION

The course intervenes in the faulty thinking processes that allows minors in possession to possess and use illegal substances.

Most people don't become fully cognizant until age 25. This lack of self-awareness and proper thinking is a major contributor to minors in possession and their problems. Unlawful use of drugs and alcohol are just symptoms of deeper faulty thinking errors. The goal of this course is to help minors get through this stage in their life and become responsible adults. If we never change faulty thinking, we can never change faulty behavior.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Self-awareness
- Decision-making skills
- Identify and overcome rationalization
- Drug and alcohol education



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—Combination of self-directed and group instruction
- **Blended Learning**—Combination of online & offline curriculum



CRIMINOGENIC NEEDS MET

1. Antisocial cognition
2. Antisocial companions
3. Relationships
4. Substance abuse



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 168 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 125

Workbook Pages: 24

Course Length: 6–8 hours



COURSE CONTENT

UNIT 1: BRENDA

Life is a space of time to make correct choices.

UNIT 2: SE'MION

Casual use can lead to addiction.

UNIT 3: CAPTIVITY VS FREEDOM

Growth or decay is a choice!

UNIT 4: DRIVING

A recipe for disaster.

UNIT 5: COGNITIVE THOUGHTS

Be careful what you think; you could be wrong!

UNIT 6: SKILLS FOR LIFE

Ten life skills to improve the quality of life.

UNIT 7: LEADING & MANAGING LIFE

Proactive vs. reactive.



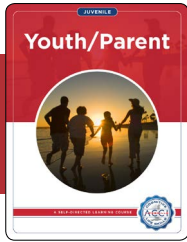
PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling



COURSE OVERVIEW

Youth/Parent

ITEM # W 134

- ✓ Available in workbook
- ✓ Available in Spanish
- ✓ Available in eLearning



COURSE DESCRIPTION

This course helps you change what you have been doing so you can change what you have been getting. It is a personal development self-awareness guide for youth on how to achieve success in life.

The main focus of this program is to have youth and parent(s) work together to increase the quality of their relationships. This cognitive restructuring curriculum is designed to help youth and parents overcome self-defeating thoughts and behaviors. The goal is to have parents take a larger role and achieve greater understanding about their children's lives.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Pro-social relationships
- Positive parenting
- Meeting the emotional hierarchy of needs
- Positive thinking skills
- Decision-making skills



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—Combination of self-directed learning and group instruction
- **Blended Learning**—Combination of online & offline curriculum



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 168 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 134

Workbook Pages: 24

Course Length: 6–8 hours



COURSE CONTENT

UNIT 1: RIGHT VS WRONG

Doing right or wrong is a choice.

UNIT 2: VALUES AND BEHAVIOR

What you think is what you become.

UNIT 3: CRIME AND LAWS

Bad decisions now can limit your adult life.

UNIT 4: HUMAN NEEDS

Life is better when our emotional needs are met.

UNIT 5: ANGER AVOIDANCE

Angry people see people as objects.

UNIT 6: SKILLS FOR LIFE

Sincere praise chases away the darkness.

UNIT 7: SUBSTANCE ABUSE

Denial won't stop the drug monster.

UNIT 8: MANAGING LIFE

It is a choice; live in the swamp or on the mountain.



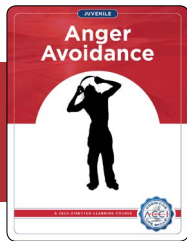
CRIMINOGENIC NEEDS MET

1. Antisocial cognition
2. Antisocial companions
3. Antisocial personalities
4. Family relationships
5. Substance abuse



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling



COURSE OVERVIEW

Anger Avoidance

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 136



COURSE DESCRIPTION

The objective of this course is to focus on the root causes of anger and to teach cognitive skills that can help youths avoid anger before it takes control.

Some people have free-floating anger and erupt like a volcano without notice. Their anger is fueled by the four root causes—negative primary emotions. These emotions can be expressed as secondary emotions, which can result in negative behaviors. Anger is a natural emotion. People who live in growth have less of it, and people who live in decay have more of it. When you don't let anger in, it has no control over you.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Develop a strong locus of control
- Generational cycles of anger
- Positive thinking skills
- Positive influence skills



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 500 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 136

Workbook Pages: 48

Course Length: ~8 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

Our beginnings don't have to be our endings.

UNIT 2: VALUES

We receive most of our values at home.

UNIT 3: GROWTH VS DECAY

Growth, stagnation, or decay is a choice.

UNIT 4: LIFE

If we are not happy, it is our fault.

UNIT 5: AVOIDING ANGER

Arguing never works; everyone loses.

UNIT 6: SKILLS

People with good people skills go further in life.

UNIT 7: LEADERSHIP

If we go with the flow, we could end up in decay.



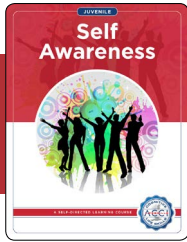
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities
4. Family relationships



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling



COURSE OVERVIEW

Self Awareness

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 137



COURSE DESCRIPTION

The objective of this course is to present to teens a different way of thinking, allowing them to reach their true potential by overcoming erroneous subconscious beliefs about themselves.

This cognitive restructuring course focuses on bright possibilities. It can help teens discover avenues of positive thinking of which they may have been unaware. It speaks to them in a different language, one they can use for a lifetime. It helps them empower themselves and become productive citizens. If students never change their thinking, they can never change their behavior.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Self-awareness
- Empathy
- Positive relationship building
- Decision-making skills



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities
4. Family relationships



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 650 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 137

Workbook Pages: 48

Course Length: ~8 hours



COURSE CONTENT

UNIT 1: BRIGHT POSSIBILITIES

There are no dead-ends, just opportunities.

UNIT 2: THOUGHTS = CONSEQUENCES

Change your thoughts, change your life.

UNIT 3: GROWTH VS DECAY

It is your choice!

UNIT 4: FINDING SUCCESS

Success comes when we think more of others.

UNIT 5: AVOIDING ANGER

Anger is a secondary emotion that can be controlled.

UNIT 6: SKILLS FOR LIFE

Social skills can raise you up or put you down.

UNIT 7: MANAGING LIFE

Be grateful for what you have and quit complaining.



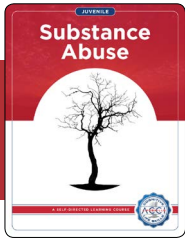
PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling



COURSE OVERVIEW

Substance Abuse

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 138



COURSE DESCRIPTION

The objective is to present to youth a wide range of practical and cognitive skills that can help them be chemically free.

The drug monster doesn't care who you are; it doesn't discriminate. Its main job is to get you addicted and ruin your life. Chemical addiction seeps into your body and hijacks your mind. It attacks your frontal lobe and other brain processes as well as organs in your body. Soon, your whole self is caught up in revolving processes that often don't find conclusion until death. The only way back to sobriety is through the inner self, accompanied by strong determination and support from others. Youth playing around with drugs is like playing Russian roulette—you never know when a bullet will fire.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Resisting addictive substances
- Positive subconscious thoughts
- Fulfilling the emotional hierarchy of needs
- Goal achievement
- Anger avoidance



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 650 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 138

Workbook Pages: 48

Course Length: ~8 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

A teen doesn't become fully cognizant until age 25.

UNIT 2: VALUES AND BEHAVIOR

Home and society script our values.

UNIT 3: GROWTH VS DECAY

It is not all your fault.

UNIT 4: LIFE

Life is what we make of it.

UNIT 5: AVOIDING ANGER

Chemical dependency creates anger.

UNIT 6: SKILLS FOR LIFE

Nine powerful skills that can change your life.

UNIT 7: LEADING LIFE

If you don't control your life, it will control you.



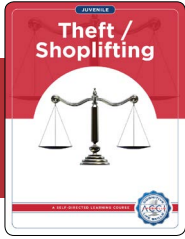
CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities
4. Substance abuse



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling



COURSE OVERVIEW

Theft/Shoplifting

- ✓ Available in workbook
- ✓ Available in eLearning

ITEM # W 139



COURSE DESCRIPTION

This cognitive restructuring course intervenes in the faulty thinking processes that allow crimes of moral turpitude to take place.

Teenagers keep pushing the boundaries to see how far they can go while still getting away with it. This course challenges the cognitive domain while offering solutions in the affective domain. Like all cognitive restructuring courses, this course was designed to create cognitive dissonance as students' criminal values clash with accepted society values. Shoplifting or theft is just a symptom of deeper issues.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Pro-social mindset
- Overcoming criminal justification
- Positive decision making
- Understanding and appreciation for societal laws



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed in a group setting with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction



COURSE INFORMATION

Course Format: eLearning and Printed Workbook

eLearning Length: 650 Slides

Scientific Model: Cognitive Restructuring

Author and Publisher: ACCI Lifeskills

Item Number: W 139

Workbook Pages: 48

Course Length: ~8 hours



COURSE CONTENT

UNIT 1: BEGINNINGS

Shoplifting starts in the beginning, not the middle.

UNIT 2: THEFT

There are no excuses, just consequences.

UNIT 3: THOUGHTS = CONSEQUENCES

Change your thoughts, change your life.

UNIT 4: GROWTH VS DECAY

One is nurturing, the other is vengeful.

UNIT 5: FINDING SUCCESS

Change yourself first, then influence others.

UNIT 6: AVOIDING ANGER

Either you control or you are controlled.

UNIT 7: SKILLS FOR LIFE

Life is a mirror; what you reflect out, you get back.



CRIMINOGENIC NEEDS MET

1. Antisocial cognitions
2. Antisocial companions
3. Antisocial personalities



LEARNING ACTIVITIES

- Self-assessments
- Scenario-based learning
- Application and skill building
- Self-reflection
- Role playing
- Discussion with coach
- Focused journaling

EDUCATION LIFESKILLS COURSES

Group, Self-Directed, and eLearning

Youth Prevention courses are designed for teenagers, ages 13–19. These courses can also be utilized by educational and correctional organizations. We have infused our evidence-based model of cognitive restructuring into each of the topic-specific prevention courses to address the underlying thinking errors associated with each of the topics. These courses are not educational, nor are they informational. Rather, they are transformational. They elicit self discovery and ownership for solutions and behavioral change. Several program options are available to accommodate varying budgets and needs. For example, we offer a site license for schoolwide climate improvement programs. Alternatively, individual students can be enrolled in any of the courses as the need arises.

Click to jump to a specific course:

- [44 Positive Thinking Skills](#)
- [45 Infinity — Media Awareness](#)
- [46 Leadership](#)
- [47 Bullying Prevention](#)
- [48 Financial Intelligence](#)
- [49 Captivity — Substance Abuse Prevention](#)
- [50 Elevation — Cognitive Employment for Teenagers](#)
- [51 Marijuana Prevention](#)
- [52 Truancy Prevention](#)
- [53 Serendipity — Cognitive Sexual Awareness](#)
- [54 Boundaries — Dating Violence Prevention](#)
- [55 Distracted Driver](#)
- [56 Vaping Awareness](#)

COURSE OVERVIEW



Positive Thinking Skills

SCH 200



COURSE DESCRIPTION

The Positive Thinking Life Skills course serves as the foundation to all of the topic-specific courses. When possible, it is recommended that this course be completed first. This course covers a wide range of topics, including anger avoidance and self-awareness. This course is full of time-tested thinking skills that help students successfully navigate their teenage years into adulthood.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Students will learn to overcome self-defeating thoughts and behaviors
- Students will increase awareness of how their thoughts contribute to their level of success
- Students will develop a strong locus of control and avoid anger
- Students will learn the principles of positive relationship building



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a peer or mentor
- **Group**—To be completed at school in a group format with a facilitator.
- **Hybrid**—A combination of self-directed learning and group instruction
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 200

Workbook Pages: 48

eLearning Length: 192 Slides

Course Length: 8-10 hrs

Scientific Model: Cognitive Restructuring

Instructor Guide: G605



COURSE CONTENT

Unit 1: BRIGHT POSSIBILITIES

You have more bright possibilities than you do problems.

Unit 2: THOUGHTS = CONSEQUENCES

Thoughts drive behaviors and consequences.

Unit 3: GROWTH vs DECAY

Where you live is a choice.

Unit 4: UNDERSTANDING OUR BEGINNINGS

We can change our endings.

Unit 5: AVOIDING ANGER

Those who anger you, control you.

Unit 6: LEADING AND MANAGING LIFE

Life is what you make of it.



PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

Narration | Storytelling

Animation | Gamification

Animated thoughts

Self assessments

Interactive images

COURSE OVERVIEW



Infinity

 Media Awareness

SCH 202



COURSE DESCRIPTION

Infinity is a social media awareness course for today's students. It covers four separate subjects; gaming, sexting, social media addiction, and cyber-bullying. This is not an educational course; rather, it is a cognitive awareness course that focuses on prevention and early intervention. It is written as historical fiction as it follows the lives of young people as they encounter real and possible problems with social media. The Infinity course is a timely solution for helping students manage their online activity and focus on their academic success.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Equip students with the necessary thinking skills to avoid the dangers of the internet
- Increase student awareness of possible consequences of sexting, gaming and social media
- Students will learn how to better to manage their online activities
- Students will develop skills and techniques for avoiding internet social addictions



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor
- **Group**—To be completed at school in a group format with a facilitator
- **Hybrid**—A combination of self directed learning and group instruction
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 202

eLearning Length: 186 Slides

Scientific Model: Cognitive Restructuring

Workbook Pages: 36

Course Length: 4-6 hours

Instructor Guide: G605



COURSE CONTENT

Unit 1: GAMING

Gaming addiction can be mentally, emotionally and physically addictive.

Unit 2: SEXTING

Sexting is not smart; naked pictures can last a lifetime on the internet.

Unit 3: SOCIAL MEDIA

Are you addicted to social media? Take a self-evaluation!

Unit 4: CYBERBULLYING

What cyberbullying is, and how can you tell you're a victim?



PURCHASE OPTIONS

1. License to reprint
2. Purchase individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

Narration

Storytelling

Animation

Gamification

Animated thoughts

Self assessments

Interactive images

COURSE OVERVIEW



Leadership

SCH 208



COURSE DESCRIPTION

This Leadership course for teens focuses on the cognitive thinking skills that develop good leadership skills and how these skills can influence others in a positive way. It is a work of historical fiction and follows the lives of Marty and others as they learn and implement the principles and top-tier requirements for leading and influencing others. The course discusses the self-defeating thoughts and behaviors that can limit progress and offers simple and direct solutions. The course also demonstrates how the principles of leadership can be used in daily life to enhance personal progress in all areas of life, including academic success.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Provide students with the positive thinking skills for leading and influencing others
- Advance students' understanding of the fundamental principles of leadership
- Prepare students to face and overcome adversity in becoming effective leaders
- Increase students' self-efficacy with tangible leadership applications



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor
- **Group**—To be completed at school in a group format with a facilitator
- **Hybrid**—A combination of self-directed learning and group instruction
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 208

Workbook Pages: 24

eLearning Length: 168 Slides

Course Length: 6-8 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G605



COURSE CONTENT

Unit 1: WHO IS IN CHARGE

An excellent discussion on positive vs negative programming.

Unit 2: LEADERSHIP

The top ten requirements for effective leadership.

Unit 3: INFLUENCING OTHERS

Eight tools that can be used to positively influence others.

Unit 4: STAND FOR YOURSELF

If you are not in charge of your life, who is?



PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

Narration
Storytelling
Animation
Gamification
Animated thoughts
Self assessments
Interactive images

COURSE OVERVIEW



Bullying Prevention

SCH 206



COURSE DESCRIPTION

Bullying Prevention is a cognitive lifeskills course for students, written as historical fiction. It follows the lives of those being bullied and those doing the bullying. The course highlights the consequences for both victims and perpetrators. The course demonstrates the serious problems associated with bullying in its many forms, ranging from in-person to cyberbullying. The course defines bullying and helps students become more self-aware of their potential to bully or become a victim of bullying and provides effective solutions for avoiding bullying.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Increase student awareness for the consequences of bullying
- Students will obtain new thinking skills to avoid being involved in bullying
- Students will be able to accurately identify instances of bullying
- Students will obtain new skills to respond effectively to instances of bullying



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor
- **Group**—To be completed at school in a group format with a facilitator
- **Hybrid**—A combination of self directed learning and group instruction.
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 206

Workbook Pages: 36

eLearning Length: 186 Slides

Course Length: 4-6 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G605



COURSE CONTENT

Unit 1: LUCAS

Are we better because we were born different?

Unit 2: BERT

Why would we want to hurt our classmates?

Unit 3: MARISA

The many aspects of bullying and its effect on others.

Unit 4: PAY IT FORWARD

We can be a positive influence in our school and community.



PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

Narration

Storytelling

Animation

Gamification

Animated thoughts

Self assessments

Interactive images

COURSE OVERVIEW



Financial Intelligence

SCH 212



COURSE DESCRIPTION

This is a timely course that prepares students in navigating today's financial maze. It focuses on delayed gratification, debt avoidance and the growth mindset. It helps students understand and take responsibility for their deep-seated thoughts associated with personal finances and provides time-tested principles of personal financial successes.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Identify and avoid common financial pitfalls
- Develop positive thinking skills associated with money and finances
- Develop delayed gratification mindset
- Increase understanding of interest and debt



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor.
- **Group**—To be completed at school in a group format with a facilitator.
- **Hybrid**—A combination of self-directed learning and group instruction.
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 212

Workbook Pages: 36

eLearning Length: 170 Slides

Course Length: 4-6 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G 605



COURSE CONTENT

Unit 1: THE DEBT MONSTER

Unit 2: GROWTH MINDSET

Unit 3: POVERTY AND MISERY

Unit 4: MY RELATIONSHIP WITH MONEY



PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent Enrollment
5. School Referral



eLEARNING ACTIVITIES

Narration
 Storytelling
 Animation
 Gamification
 Animated Thoughts
 Self Assessments
 Interactive Images

COURSE OVERVIEW



Captivity

 Substance Abuse Prevention

SCH 201



COURSE DESCRIPTION

Captivity is a substance abuse course specifically written for teenagers. It is a cognitive self-awareness course that focuses on the underlying thinking errors that get so many youth in trouble. It is a prevention and early intervention course written as historical fiction. It follows the lives of young people as they struggle with their decisions to experiment with harmful substances. It is designed to help teenagers improve their academic performance and personal development as they navigate their youth into adulthood by avoiding the common pitfalls of chemical abuse.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Arm students with the necessary thinking skills to avoid the addictive nature of drugs
- Increase student awareness of possible consequences of chemical use
- Inspire and empower students to live a drug-free life
- Students will develop drug avoidance skills and techniques



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor.
- **Group**—To be completed at school in a group format with a facilitator.
- **Hybrid**—A combination of self-directed learning and group instruction.
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 201

Workbook Pages: 36

eLearning Length: 182 Slides

Course Length: 4-8 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G605



COURSE CONTENT

Unit 1: RENE

Drug addiction is not a forever sentence.

Unit 2: JACOB

The decision to change is personal.

Unit 3: JESSICA

Decisions to use bring real consequences.

Unit 4: LIFE

We have a choice: captivity or freedom.



PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment



eLEARNING ACTIVITIES

Narration

Storytelling

Animation

Gamification

Animated thoughts

Self assessments

Interactive images

COURSE OVERVIEW



Elevation

 Cognitive Employment for Teenagers

SCH 203



COURSE DESCRIPTION

Elevation is a cognitive employment course for teens. It is not an educational course that addresses resume writing and other standard procedures found in common employment programs. It addresses the thinking errors that keep people in low-wage jobs and demonstrates how to climb the ladder of employment success. Written as historical fiction, it follows the lives of individuals in their employment pursuits and their paths to success. The Elevation course goes hand-in-hand with the Financial Intelligence SCH 211 course and we recommend that students complete the courses together.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Increase students' understanding of how their beginnings can affect future employment
- Students will take personal responsibility for their preparation and future employment
- Students will learn how to overcome common thinking errors associated with low wages
- Students will learn how to use the DEAR model: Determination-Endurance-Assurance-Resiliency



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor
- **Group**—To be completed at school in a group format with a facilitator
- **Hybrid**—A combination of self directed learning and group instruction
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 203

eLearning Length: 184 Slides

Scientific Model: Cognitive Restructuring

Workbook Pages: 36

Course Length: 4-6 hours

Instructor Guide: G605



COURSE CONTENT

Unit 1:

BEGINNINGS

Our beginnings don't have to be our endings.

Unit 2:

EMPLOYMENT FORMULA

There are always options.

Unit 3:

SUCCESS

The ladder to success requires the first step.

Unit 4:

EMPLOYMENT

Good employment is determined by your thoughts.



PURCHASE OPTIONS

1. License to reprint
2. Purchase individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

Narration

Storytelling

Animation

Gamification

Animated thoughts

Self assessments

Interactive images

COURSE OVERVIEW



Marijuana Prevention

SCH 209



COURSE DESCRIPTION

This is a unique course that is addressing a hot topic in our world today. This course doesn't focus on the political or scientific differences that surround marijuana use. Rather, it focuses on the deep-seated thinking errors that are associated with marijuana abuse. Participants are given an opportunity for self-discovery as they read and respond to real stories of how marijuana abuse has affected real lives. Tangible solutions and increased awareness can help participants avoid the negative consequences that are connected to marijuana abuse.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Increase student awareness of the dangers of marijuana abuse
- Help students grow pro-social relationships
- Students will develop personal goal setting skills
- Students will develop drug and alcohol avoidance skills



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor.
- **Group**—To be completed at school in a group format with a facilitator.
- **Hybrid**—A combination of self-directed learning and group instruction.
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 209

Workbook Pages: 36

eLearning Length: 187 Slides

Course Length: 4-6 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G 605



COURSE CONTENT

Unit 1: TRISTAN

Small decisions can create big consequences.

Unit 2: MARIJUANA

The facts and effects of marijuana use.

Unit 3: RECOVERY

Changing thoughts and behaviors is always an option.

Unit 4: LIFE

Taking control of your life requires courage.



PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

Narration

Storytelling

Animation

Gamification

Animated thoughts

Self assessments

Interactive images

COURSE OVERVIEW



Truancy Prevention

SCH 210



COURSE DESCRIPTION

Truancy Prevention is a course of self-discovery that focuses on the thinking errors that lead to truancy and dropping out of school. This is not an educational program, but a cognitive restructuring course that works in the cognitive domain to challenge faulty thinking and in the affective domain to build self-esteem. It helps students with their social and emotional skills, which leads to academic progress.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Students will learn to overcome common thinking errors associated with truancy
- Students will develop positive decision-making skills
- Increase student awareness of the possible consequences of truancy
- Students will identify and develop resiliency for life's challenges



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor.
- **Group**—To be completed at school in a group format with a facilitator.
- **Hybrid**—A combination of self-directed learning and group instruction.
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 210

Workbook Pages: 36

eLearning Length: 190 Slides

Course Length: 4-6 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G 605



COURSE CONTENT

Unit 1: EXCEPTIONAL HAPPENINGS

You can't run from yourself.

Unit 2: AUSTIN

Understanding the sources and drivers of truancy.

Unit 3: THINKING SKILLS

What you think is what you become.

Unit 4: MOVING FORWARD

Developing resilience is key to overcoming personal challenges.



PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

Narration
 Storytelling
 Animation
 Gamification
 Animated thoughts
 Self assessments
 Interactive images

COURSE OVERVIEW



Serendipity

 Cognitive Sexual Awareness

SCH 204



COURSE DESCRIPTION

Serendipity is a cognitive sexual awareness lifeskills course for teens. It is not sex education, but a cognitive awareness course of natural human sexuality. Written as historical fiction, it follows the lives of teens struggling with their own sexuality. Serendipity means “happy accident” or finding something good or useful. This course can be serendipitous — an unsuspected gem of awareness and protection for youth — as they struggle with changing bodies and their own sexuality.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Students will learn healthy ways to manage their changing bodies and sexuality
- Students will learn the possible consequences of STIs
- Students will develop skills for avoiding common problems associated with human sexuality
- Students will become more aware of how their thoughts drive their feelings, emotions and behaviors



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor.
- **Group**—To be completed at school in a group format with a facilitator.
- **Hybrid**—A combination of self-directed learning and group instruction.
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 204

Workbook Pages: 36

eLearning Length: 192 Slides

Course Length: 4-6 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G605



COURSE CONTENT

Unit 1: SERENDIPITY

Family discussion on sexuality.

Unit 2: MR. STEED

Rational behaviors are often defeated by irrational thinking.

Unit 3:

TWELVE YEARS LATER

Decisions now affect our lives in the future.

Unit 4: CLOSURE

There is a big difference between bacterial and viral STIs.



PURCHASE OPTIONS

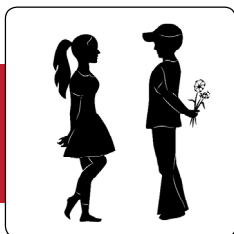
1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

Narration
Storytelling
Animation
Gamification
Animated thoughts
Self assessments
Interactive images

COURSE OVERVIEW



Boundaries

Dating Violence Prevention

SCH 205



COURSE DESCRIPTION

The Boundaries and Dating Violence course was designed as prevention to help students become more aware of their own and others' boundaries. It is also a short course on the constitutional rights and privileges that protect each individual from abuse. It is written as historical fiction and follows the stories of individuals who have their boundaries broken.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Increase student understanding of their constitutional rights and personal boundaries
- Students will be able to more readily identify instances of boundary breaking
- Students will learn how to effectively respond to instances of boundary breaking
- Perpetrators will learn how to respect each personal boundaries



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor.
- **Group**—To be completed at school in a group format with a facilitator.
- **Hybrid**—A combination of self directed learning and group instruction.
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 205

Workbook Pages: 36

eLearning Length: 192 Slides

Course Length: 4-6 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G605



COURSE CONTENT

Unit 1:

CONSTITUTIONAL RIGHTS

Your fundamental rights to freedom and safety.

Unit 2: BOUNDARIES

How to keep your boundaries from being broken.

Unit 3: JULIE

Abuser probability profile test.

Unit 4:

BREAKING THE CYCLE

I am smarter and more intelligent than I may think I am.



PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

Narration

Storytelling

Animation

Gamification

Animated thoughts

Self assessments

Interactive images

COURSE OVERVIEW



Distracted Driver

SCH 207



COURSE DESCRIPTION

The Distracted Driver course is ideal for teenagers and young adults who find it challenging to manage distractions and specifically technology distractions while driving a motor vehicle. This is not a standard traffic program nor is it a traffic education program; rather, it is a cognitive awareness course that helps students develop a safety-first mindset while operating a moving vehicle. This course offers insights and awareness that increase driver responsibility.

LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Increase student safety and awareness while driving
- Identify and manage technology addictions
- Develop positive thinking skills associated with driving
- Develop appreciation for traffic laws and consequences



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor.
- **Group**—To be completed at school in a group format with a facilitator.
- **Hybrid**—A combination of self directed learning and group instruction.
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 207

Workbook Pages: 48

eLearning Length: 205 Slides

Course Length: 6-8 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G 605



PURCHASE OPTIONS

- License to reprint
- Individual courses
- Parent enrollment
- Customized eLearning platform
- School referral



COURSE CONTENT

Unit 1: TEXTING WHILE DRIVING

Seconds can mean the difference between safety, death or serious harm.

Unit 2: DRIVER VALUES, ATTITUDES AND BEHAVIORS

A lesson on the subconscious mind.

Unit 3: DRIVER RESPONSIBILITY

You can't separate the person from the driver. Positive people = positive drivers.

Unit 4: LAWS AND CONSEQUENCES

A society without laws is no society at all.

Unit 5: DRIVING WITH SKILLS AND SENSE

15 emotional factors that contribute to driving.



eLEARNING ACTIVITIES

Narration

Storytelling

Animation

Gamification

Animated thoughts

Self assessments

Interactive images

COURSE OVERVIEW



Vaping Awareness

SCH 211



COURSE DESCRIPTION

This course is designed for both prevention and early intervention for students who are considering or experimenting with tobacco use. All types of tobacco use are addressed, including vaping, e-cigarettes and chewing tobacco. Students are presented with several facts, stories and questions that help them see clearly the risks associated with tobacco use.



LEARNING OBJECTIVES & SKILL DEVELOPMENT

- Increase student awareness of the risks associated with tobacco use
- Increase knowledge on the harmful effects of tobacco use for the physical body
- Students will develop tobacco avoidance skills
- Students will gain insights for becoming a positive influence on others



RECOMMENDED USES

- **Self-Directed**—Student does most of the course work independently with a parent or mentor.
- **Group**—To be completed at school in a group format with a facilitator.
- **Hybrid**—A combination of self-directed learning and group instruction.
- **Blended Learning**—A combination of online and offline curriculum



COURSE INFORMATION

Author and Publisher: ACCI Lifeskills

Course Format: eLearning and Printed Workbook

Item Number: SCH 211

Workbook Pages: 36

eLearning Length: 170 Slides

Course Length: 4-6 hours

Scientific Model: Cognitive Restructuring

Instructor Guide: G 605



COURSE CONTENT

Unit 1: DRIP DRIP DRIP

The story of Darlene and nicotine.

Unit 2: CONSEQUENCES

If you don't start, you will never have to quit.

Unit 3: MR. NICK

Exploring the addictive nature of tobacco.

Unit 4: TOBACCO

The winners and losers of tobacco use.



PURCHASE OPTIONS

1. License to reprint
2. Individual courses
3. Customized eLearning platform
4. Parent enrollment
5. School referral



eLEARNING ACTIVITIES

Narration
 Storytelling
 Animation
 Gamification
 Animated thoughts
 Self assessments
 Interactive images



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If we keep on **doing** what we have been doing,
we will keep on **getting** what we have been getting.

If we want to **change** what we have been getting,
we will have to **change** what we have been doing.

.....



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