

## **Steps to Responsible Thinking**

1. **Open Channels**
  - Is receptive to positive change
  - Communicates truthfully and openly
  - Evaluates own behavior honestly and critically
2. **Personal Accountability**
  - Is reliable, prompt and prepared
  - Fulfills commitments and promises
  - Takes responsibility for choices and actions
3. **Self-Respect**
  - Shows gratitude
  - Earns the respect of others
  - Explores alternatives before making choices
  - Controls feelings and works toward achieving positive solutions
4. **Daily Effort**
  - Considerate of others
  - Has healthy associations
  - Organize time, work, and fun to achieve what is expected
  - Fulfills obligations to family, friends, employer, community
5. **Self-Discipline**
  - Plans and builds toward the future
  - Makes decisions based on facts, not feelings
  - Uses past experience and guilt as learning tool
6. **Courage Over Fear**
  - Views criticism as positive feedback
  - Trusts others and asks for help and advice
  - Admits fears and meets challenges without dodging
7. **Healthy Relationships**
  - Uses "I" language
  - Seeks to understand others
  - Chooses to let go of the desire to control others
8. **Respect for Others**
  - Sees genuine value in others
  - Works toward "win/win" cooperative relationships
  - Respects the rights, property, and privileges of others
9. **Humility**
  - Demands more from self than others
  - Acknowledges a personal "Higher Power"

# Key Ingredients

## Ingredients Necessary to Regain Manageability and Restore Life Powers

1. A conscious decision to get help and learn how to make responsible decisions by:
  - Examining the consequences
  - Examining the effects on others
  - Examining facts
  - Determining how this will affect your future
  - Asking what your higher power would do
2. Willpower: Make a daily commitment to “do whatever it takes”
3. Replacement: Identify irresponsible thinking patterns and replace them with new responsible ways of thinking

## “Time-Bomb” Tactics

### To avoid accountability and responsibility

#### Shifts blame of focus

1. attempts to confuse
2. points out others' faults
3. builds self up by putting others down
4. makes a big scene over minor issues
5. accuses others of misunderstanding
6. uses anger as a weapon to control others
7. argues over “words” to avoid the real issue
8. introduces irrelevant material (racial/gender issues)
9. puts others on defense by embarrassing

#### Lies & deceives

10. deliberately vague
11. avoids obligations (by saying “I forgot”)
12. tells what others want to hear, not the whole truth
13. omits facts, reveals only what pleases self
14. says “yes” without meaning it

#### Ignoring obligations

15. does not pay attention
16. chooses only what is self-gratifying
17. refuses to communicate or participate – silence
18. minimizes behavior (“I just got into a little trouble”)
19. says “I’m changed” after doing the right thing once

## Continuum of Behavior

(Relapse Prevention)

<b>RESPONSIBLE</b>	<b>IRRESPONSIBLE</b>	<b>ARRESTABLE</b>	<b>EXTREME CRIMINAL</b>
Balances hard work and fulfillment of obligations with recreation	Routinely lies, manipulates and intimidates in an unbalanced lifestyle	Acts secretive, prefers to be a loner; considers self as better than others	Commits crimes, uses alcohol and other drugs to feel superior
Earns the respect of others and self-respect through achievement	Habitually inconsiderate, unreliable, late	Closed and unreceptive to others' views	Exhibits no consideration for others
Exhibits responsibility in daily routine at home, work and socially	Prone to laziness, procrastination, and poor work/study habits	Acts responsibly only when there is no alternative but resists all the way	Accepts no responsibility
Shows genuine consideration for others	Acts semi-responsibly, voicing many excuses	Feels successful because offenses/crimes have gone without detection or penalty	Over confident and arrogant, continues against all odds, to try to "beat the system"
When temptations to violate arise, they vanish with little effort	Fails to fulfill intentions, promises and obligations	When consequences or restraints are removed, will commit violations previously only imagined	Continually plots and focuses on selfish/criminal thoughts
Shows respect for the rights and property of others	Exhibits good to excellent behavior only when immediate benefits are at hand	Appears responsible and surprise many when caught in a seriously wrong act	Makes decisions without regard for others, or consideration of consequences
Values opinions and judgments of others	Pits authorities against each other (parents, counselors, teachers, etc.)	Enjoys using anger to intimidate and get own way	Exploits relationships for self profit
Make choices for the good of others and self	Makes apathetic, incomplete attempts; and expects to fail	Chooses to move away to gain greater freedom and avoid detection	Views self as a "good person" while ignoring harm done to others
	Lacks goals or direction	Active in minor offenses or crimes without detection	Promotes self at expense of others
		Urges to violate are restrained only by potential consequences	Sees being nice as a weakness
			Cries unfair, claims injustice, and blames others when caught

**Is your will to change stronger than our will to resist?**

## **Steps for Interrupting Anti-Social Patterns**

### **A. CHECK YOUR THINKING ERRORS FIRST**

1. AVOID overlooking or de-emphasizing a problem (i.e. stealing).
2. AVOID attributing misconduct to outside circumstances (i.e. blaming teachers, parents, environment, etc.)
3. Realize that the adolescent makes choices: The choices are the problem, not the circumstances.
4. AVOID accentuating the positive at the cost of denying the existence of serious problems and hoping the problems will vanish.
5. AVOID viewing anti-social behavior as a minor and acceptable spurt of rebellion. Adolescents who habitually insist on their own way, who gain control and strongholds by any means, and seek to overcome anyone who opposes them are not exhibiting simple or innocent forms of rebellion.
6. AVOID minimizing, ignoring, or excusing any anti-social behavior. Silence on your part sends a message of indifference to or approval of the behavior.

### **B. MAINTAINING ACCOUNTABILITY IS YOUR ROLE**

1. Recognize the beginning of anti-social patterns in youngsters.
2. Firmly establish and consistently enforce the set of rules you expect adolescents to adhere to as a way to disrupt the anti-social patterns.
3. Fair rules consistently enforced provide a sense of security and shows caring concern for the adolescent.
4. Establish clear guidelines with clear consequences so the adolescent can develop a sense of accountability and responsibility
5. Impose significant consequences for destructive behavior. Be matter of fact, firm, and consistent. Doing nothing reinforces destructive behavior.

### **C. AFTER YOU'VE DRAWN THE LINE, DON'T MOVE IT**

1. Teach respect for trust. Adolescents must prove themselves trustworthy.
2. You are not accountable to the anti-social youngster. Don't allow them to intimidate or divert you away from the issue at hand.
3. Anti-socials hold to the Criminal Code, trusting only those who will collaborate and whom they can control. For them, to trust means to become a victim.
4. Be an example. Show that trust is a choice and is demonstrated in responsible living. Role model respect and consistency. Let adolescents know they must earn your trust.

### **D. PAY ATTENTION TO DETAIL – AVOID POWER STRUGGLES**

1. Disagreement is part of life and adolescents are entitled to their opinion. There is a time, however, for the youngster to set aside personal opinion. (Cooperative, conscientious adolescents are more self-motivated.)
2. Youngsters have keen sense for which adults are most easily influenced. They avoid the adult who knows them best and whom they view as stricter.
3. Anti-social youngsters count on adults to ignore “what” they’ve done and focus on “why” they did it. (The “why” allows excuses rather than solutions.)
4. Anti-social adolescents use a “divide and conquer” approach with siblings and peers, pitting one against another. This maneuver creates a sense of power and control.

5. Adults must make it clear to anti-social adolescents that they will not be permitted to victimize anyone in order to further self-serving objectives.

E. FORGET THE PAST AND IT'S PAIN

1. The most common errors made by "Agents of Change."
  - a. Believing the adolescents' version of events accurately reflects facts.
  - b. Failing to perceive that by presenting themselves as victims, anti-social individuals are using tactics to justify wrongdoing.
  - c. Failing to question whether the adolescent's adverse situation resulted because of that one's behavior.
2. Anti-social individuals aim at convincing others they are not to blame. They are masters of excuses.
3. Anti-social youngsters expect life to be a never ending roller coaster of thrills, and they expect others to give them what they want.
4. A genetic predisposition does not cause one to become a certain way. Everyone makes their own choices. We can love, teach, encourage, restrain, praise, discipline and influence individuals in many positive or negative ways, but we cannot make their choices for them.

F. YOU ARE NOT THE CAUSE, NOR THE CURE, NOR THE CONTROL

1. Anti-social youngsters claim their parents are to blame for everything they find distressing.
2. Anti-social youngsters play upon their parents' guilt in order to bail them out.
3. The only way these children learn is to experience the consequences for their behavior.

G. EFFECTIVE INTERVENTION

1. Know the early anti-social indicators and with whom you are dealing.
2. Correct your own thinking errors.
3. Realize anti-social youngsters rarely suffer doubt about social/academic competence, or paralyzing anxiety, and are rarely withdrawn.
4. Unlike other individuals, anti-social adolescents do not develop a concept for injury to others nor learn to empathize. They reject socializing influences and persist in regarding life as a "one-way street."
5. When irresponsible behavior starts to shift to trustworthiness:
  - a. Freely express recognition and appreciation for the desired behavior.
  - b. Emphasize the difference between the old and new behavior.
  - c. Maintain a "time-will-tell" attitude. Avoid unrealistic optimism or undue pessimism.