

Healthy Living Plan Section 1: Protective Factors

- Values Clarification
- Short-term & Long-Term Goals
- Strengths & Supports

Comments for counselors about Section 1:

- The youth and counselor begin talking about these strengths-based topics right out of the gate, early in treatment.
- The counselor acknowledges that while the youth may have done something hurtful, he or she is a valuable human being, while validating that the youth may not feel that way if they are feeling shame and guilt about their offense.
- The youth will continue to clarify and identify these strengths-based protective factors throughout treatment, and will add to and refine his or her values, goals, strengths and supports lists on an ongoing basis.
- Remember that identifying goals and linking them to treatment is a primary engagement and motivation strategy.
- As the youth learns about the problem solving process in section two of the HeLP, he or she will be able to apply the Problem Solving skill to the process of living his values, working toward his goals, including addressing behaviors that are obstacles to values and goals.
- As the youth progresses in treatment, focus can shift from target behaviors that are being reduced/blocked, to other behaviors to be increased (values, goals, skills)

Healthy Living Plan (HeLP)

Welcome to the JRA treatment program for youth who have sexually offended.

Our goals are to:

- Provide an environment where you are safe from harm and secured against harming others.
- Encourage you to make a commitment to healthy living.
- Help you increase your understanding of what lead you to do the behavior(s) that got you here, and to create solutions to keep it from happening again.
- Support you to be prepared to leave JRA and be successful in the community.

We define **Healthy Living** as:

- Taking care of your self in a positive way.
- Knowing what is important in your life (your values) - what you want to achieve for yourself and what you want to give to the world.
- Being aware of your personal strengths, skills and talents, and who the people are in your life who you can count on for support, and how you can use the protective factors to help you be successful.
- Being connected to other people in the world. Understanding how other people feel, and how things you say & do affect other people. Not saying or doing things that harm other people.

You are in a tough position. You have lost your freedom. You have hurt yourself and others through your behavior. Because you were convicted for a sexual offense, you will probably face a number of challenges when you leave JRA, including having to register with law enforcement.

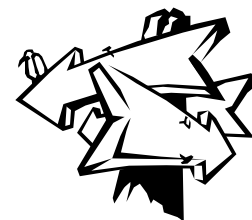
You are going to have to work hard to **Problem-Solve** the harm caused by your behavior and to prevent the problem from happening again. We are here to help you with this hard work.

Problem Solving is a very powerful skill. Here are the steps to problem solving:

- Describe the Problem
- Brainstorm Solutions
- Look at the Pros & Cons of your ideas
- Plan, Commit & Take Action
- Review your Results

The **Treatment Program** is going to help you learn how to **Creatively Problem-Solve** in your life in a positive way. We will use these problem-solving steps together over and over again. By using these you will learn about your behavior. You will learn new skills. You will also learn a lot about your personal wisdom and strengths.

Name & Date: _____



Short Term Goals

What goals are important to YOU?

*We are asking you to look at goals that you have for **today**, for **this week**, and for **this month**. We can look back on these goals after time has passed, to see if you met your goals. If you do meet your goals – **congratulations!** If you don't meet your goals – that is OK too. Together, we will look at what got in the way of making your goals, and target those barriers so you can have more success in goals later.*

*Here are some examples of goals that may be like your goals. These goals focus on the areas of your life most likely to contribute to success or challenges. These are important life areas for everybody. You may have risk factors or protective factors in each of these important life areas. Your goals can be very different than the goals below. You get to pick **your own** goals, but let us know if you need help.*

My Goals Today

School: I know it would be good if I could ask for help in English, my hardest class.

Use of Free Time: I want to go to two rec activities tonight, it feels good to be outside.

Work: I want to help out with cleaning the cottage so that maybe I can earn the detail job in the cottage next week.

Friends & Loving Relationships: I want to get along with the guys in my pod, maybe find someone else to play spades or basketball with me.

Family, Home & Living Plans: I want to write my grandparents a letter because I might go live with them when I get out.

Alcohol & Drugs: If my brother calls me when he is high, I'll tell him I don't want to talk to him when he is high. Because I wasn't to show him that I don't want to do drugs anymore.

Mental Wellness/ Treatment: I know that I need to take my medications so that I can get a good night sleep. When I don't do this it makes the next more stressful when I am sleepy.

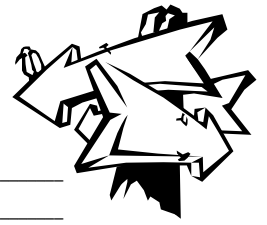
Attitudes & Behavior: I want to follow the rules so I can get enough tokens to use PS2.

Skills: I want to use my radical acceptance when the person in room 8 calls names because otherwise I might get in a fight with them.

Aggression (verbal, physical, property): I don't want to get into any arguments or fights with the person in room 8 today.

Other Goals: I want to borrow a picture from the person in room 4, so I can trace it and try to figure out how to draw like them.

Short Term Goals: What Goals do you have for TODAY?
School



use of free time

work

friends making relationships

family coming plans

alcohol drugs

mental illness treatment

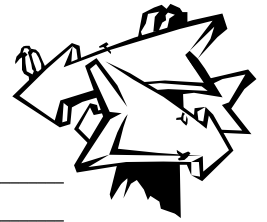
attitudes behavior

Skills

aggression (verbal physical property)

Other goals

Short Term Goals: What Goals do you have for THIS WEEK?
School



use of free time

work

friends forming relationships

family home living plans

alcohol drugs

mental illness treatment

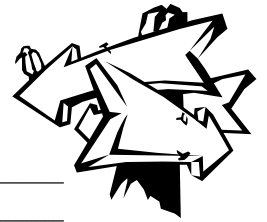
attitudes behavior

Skills

aggression (verbal physical property)

Other goals

Short Term Goals: What Goals do you have for THIS School Year ?



Use of free time

Work

Friends / forming relationships

Family / home / living plans

Alcohol / drugs

Mental / illness / treatment

Attitudes / behavior

Skills

Aggression (verbal / physical / property)

Other goals

Values:



The Compass

You use a compass to help you know what direction you are heading, and what direction you want to go.

Values are the things that are important to you. Values are your priorities. Your values direct the way you live your life, the way you relate to other people, and the goals you choose.

You might have values that you have not been able to live by until now because you have not had the support or opportunities. Our goal is to help you be more aware of your values and to help you develop plans to live by your values in a safe way.

Here are the Values that are most important to ME: *(You can look at the list on the next page for ideas)*

Values:



You know yourself better than anyone else in the world knows you. So you get to decide the values that define you as who you are. No two people are exactly the same, so no two people have exactly the same values.

You know what is most important to *you*, in your *head*, in your *heart*, and in your *guts*! Here are examples of some commonly shared values. You may use these values for ideas, and you may also think of values not on this list.

Forgiveness - To be forgiving of others.

Humility - To be modest and unassuming.

Growth - To keep changing and growing.

Commitment - To make enduring, meaningful commitments.

Popularity - To be well-liked by many people.

Health - To be physically well and healthy.

Family - To have a happy, loving family.

Fitness - To be physically fit and strong.

Flexibility - To adjust to new circumstances easily.

Attractiveness - To be physically attractive.

Challenge - To take on difficult tasks and problems.

Respect - To be respectful to others and have them be respectful to me.

Loyalty - To be committed to the people who are important to me..

Integrity - To be the kind of person that I say I am.

Wisdom - To understand life on a deep level.



Long Term Goals:

The Map

Long Term Goals: Anything goes, even if you want to be professional competitive underwater basket weaver. That's just fine. The sky is the limit with this activity. See pictures in your mind. Use your creativity.

Goals are:

- **Tasks** you want to accomplish.
- **Places** You want to go
- **Experiences** you want to have
- **Gifts** you want to give
- **Changes** you want to make

School: I want to earn the credits I need to catch up on my grade level and then work on graduating.

Use of Free Time: I want to keep getting better at basketball, maybe practice at the YMCA.

Work: I want to work with my uncle, he has a general contracting business and he can teach me about how to build houses and run a business of my own.

Friends & Loving Relationships: I want to get a girlfriend/boyfriend that will not judge me wrong about my crime or having to register, and will be understanding. I want to have real friends who are good to me and don't pressure me to break the law, but just let me be chill.

Family, Home & Living Plans: I really want to be able to live at home again, and my goal is to go back home. If I'm not able to go home because of my crime, I want to at least visit my parents as much as I can.

Alcohol & Drugs: I've never used drugs and I've just tried alcohol once, so I want to keep it that way and not have problems with that stuff.

Mental Wellness/ Treatment: I want to talk with a counselor more when I get out. I want to figure out some of the crazy stuff that has happened in my life, some of the stuff I have seen and done that stays on my mind.

Attitudes & Behavior: I want to finish parole with no problems so that I can keep my registration level where it's at, or maybe have my level lowered or get relieved of the duty to register. I want to get better at telling myself that I can be successful.

Skills: I want to teach my skills to my younger brother so that he doesn't have to learn them they way that I did.

Aggression (verbal, physical, property): I want to graduate ART. I want to be able to think of things I can do instead of yelling when people make me mad.

Other Goals: I want to learn how to play guitar and be in a band.

Other Goals: I want to see the ocean.

Long Term Goals: What goals do you have for 1 year from now?
School



Use of free time

Work

Friends / ongoing relationships

Family / coming plans

Alcohol / drugs

Mental health treatment

Attitudes / behavior

Skills

Aggression (verbal / physical / property)

Other goals

Long Term Goals: What goals do you have for 1 year from now?
School



Use of free time

Work

Friends / ongoing relationships

Family / home / living plans

Alcohol / drugs

Mental / illness / treatment

Attitudes / behavior

Skills

Aggression (verbal / physical / property)

Other goals

Long Term Goals: What goals do you have for the next year from now?
School



Use of free time

Work

Friends / ongoing relationships

Family / ongoing plans

Alcohol / drugs

Mental wellness treatment

Attitudes / behavior

Skills

Aggression (verbal / physical / property)

Other goals

Strengths, Skills & Supports (Protective Factors)



STRENGTHS

You already have a lot of the resources you need to live by your values and get your goals. We want to help increase your resources by building on your strengths, teaching you new skills, and helping you connect with new resources.

Your strengths may be your natural talents and abilities. Your strengths may be how you are unique, and how you are special. Strengths are things you are naturally good at, that energize you. You get “in the flow” when you do them.

Some examples of individual strengths are:

- Athletic:** Having fun in sports.
- Creative:** Showing other people what you think and feel in a special way like art, or humor.
- Resilient:** To deal with stress and problems in a positive way.
- Caring:** To be kind to others and show them that they are special.
- Chill:** To keep calm and cool through change, “Go with the flow.”
- Brave:** To keep on trying, even when feeling afraid or worried.
- Honorable:** To be trustworthy by keeping your word and following through on promises.
- Sensitive:** To notice the world around you, and notice how you affect the world.

Just for fun... *On the next page - Can you think of personal strengths that spell out the letters of your name? You can also draw pictures of what these skills look like.*

Example:

- B** Brave – I always keep on trying, even when I’m feeling afraid or worried.
- I** Independent – Able to work on my own and be responsible taking care of myself.
- L** Loving – I feel and show care for my family, my pets, and my friends.
- L** _____

Spell out your name in the left column (there may be extra blanks) and write your personal strengths in the right column that spell out the letters of your name? You can also draw pictures of what these skills look like. On the additional lines you may list additional strengths.



Strengths, Skills & Supports (*Protective Factors*)



STRENGTHS

What personal strengths do YOU think YOU have? *Name* and *describe* them below!
The categories are provided to help you get ideas.

School: _____

Friends: _____

Family: _____

Sports/Arts _____
 Hobbies: _____

Attitudes _____
 & _____
 behavior: _____

Work: _____

Religion: _____

Special _____
 Talents: _____

Strengths, Skills & Supports
(*Protective Factors*)



SKILLS

Skills are behaviors you learn in order to be more effective in working on your goals. These could be DBT or ART skills. They could also be electrician skills or basketball skills, or guitar skills.

Name some of your skills and describe how they help you.

Lined area for writing skills and descriptions.

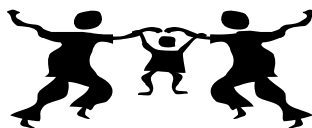
Strengths, Skills & Supports
(Protective Factors)



SUPPORTS

List your supports (immediate family, extended family, non-familial adults, friends/peers, coaches, teachers, priest/pastor, and counselors/social workers):

List your supports, what your relationship is with them, and how they support you to live by your values and work on your goals.



Healthy Living Plan Dictionary

Action Steps are your specific, small and measurable steps you will take to work on a goal.

Drivers are beliefs, attitudes, thoughts, body sensations, emotions, rewards, and actions that seem to strongly influence a behavior. Some drivers influence success (protective factors), some drivers include problems (risk factors). The BCA helps you identify your drivers.

The **Healthy Living Plan (HeLP)** is your detailed plan that you will work on throughout your treatment program to deal with your targets and drivers, to live your values and work toward your goals, and to create a plan for when you return to the community.

“If-Then” plans are your **troubleshooting** plans for dealing with obstacles or challenges that get in the way of working on your goals and dealing with your target behavior or drivers.

Function of a behavior: What problem were you trying to solve or what goal were you trying to get with the behavior? What did you want to happen as a result of doing the behavior? The BCA helps you identify functions of your behavior.

Goals are tasks you want to accomplish, places you want to go, experiences you want to have, gifts you want to give, and changes you want to make.

Healthy Living Plan Dictionary

Protective Factors are skills, strengths, and supports that protect you from problem situations and behaviors. They are drivers that can contribute to effective behavior.

Risk Factors are attitudes, beliefs, situations, and behaviors that put you at higher risk for problems with the law. They are drivers that can contribute to problem behavior.

Skills are things you do to handle problems and stay in your wise mind.

Strengths are your qualities, talents and beliefs you can use to help yourself deal with challenges and be effective.

Supports are people in your life that support you to behave in a safe and healthy way (for example– family, friends, counselors, teachers, pastors)

Targets are behaviors that get you into trouble, are dangerous, illegal, reduce the quality of your life, or violate other people's boundaries.

Values are the things that are important to you. Values are your priorities. Your values guide the way you live your life, the way you relate to other people, and the goals you choose.