

THE INTEGRITY PROJECT · THE PATH TO REINTEGRATION

Understanding Yourself and Your Choices

Participant Workbook

Integrity Advisory Group

This workbook goes with *Understanding Yourself and Your Choices* (TIP-R1-BK). Every worksheet here matches an “Apply It” exercise in the book. Page numbers in the book refer to the printed workbook.

How to Use This Workbook

For each chapter, work through the pages in this order:

1. **Read the chapter** in the book first.
2. **Knowledge Check.** Five quick questions to check what you understood. Answers are at the back. Don’t look until you’ve tried.
3. **Apply It worksheet.** The main exercise. Give it real time, usually 30 to 60 minutes.
4. **Decision Point.** Write your choice and your reasons for the scenario in the book.
5. **Reflect.** Private writing. No one has to read it.
6. **Challenge Tracker.** Record what you did for the chapter’s one-week challenge.
7. **Completion Check.** Tick off each part when it’s done.

Write in pencil if you can. Your answers will change as you work through the book, and some later chapters ask you to go back and revise earlier pages.

Ground Rules

- **Be specific.** “I made bad choices” is not an answer. “On March 3, I took $200 from the register” is.
- **Be honest, not harsh.** The goal is accuracy, not punishment. Write what you did, not what you are.
- **Protect other people’s privacy.** When you write about people you harmed, you may use initials or a description instead of a name.
- **Never contact anyone you harmed** because of an exercise in this workbook. Some exercises ask you to imagine their point of view. That is for your understanding only.
- **If it gets heavy, get support.** If an exercise brings up more than you can handle alone, stop and talk to a counselor, chaplain, case manager, or someone you trust. You can call or text 988 to reach the 988 Suicide and Crisis Lifeline.
- **Your workbook is yours.** In a group, you decide what to share. Facilitators will not collect or read your private reflections without your permission.

My Progress

Tick each box when the chapter is complete.

Ch.	Title	Read	Worksheet	Challenge	Date done
1	Your Identity Is More Than Your Past	☐	☐	☐	
2	Understanding Human Behavior	☐	☐	☐	
3	The Psychology of Decision-Making	☐	☐	☐	
4	Values Versus Behavior	☐	☐	☐	
5	Environment, Relationships, and Influence	☐	☐	☐	
6	Pride, Ego, Fear, and Insecurity	☐	☐	☐	
7	The Stories We Tell Ourselves	☐	☐	☐	
8	How People Rationalize Wrongdoing	☐	☐	☐	
9	Gradual Ethical Deterioration	☐	☐	☐	
10	Explanation Versus Excuse	☐	☐	☐	
11	Seeing Harm Through the Victim’s Eyes	☐	☐	☐	
12	Interrupting Destructive Decisions	☐	☐	☐	

Chapter 1: Your Identity Is More Than Your Past

By the end of this chapter you will be able to: explain the difference between who you are and what you have done; identify the story you tell about yourself; draft the identity you want to act from.

Knowledge Check 1

1. In Maruna’s research, which story did people who had stopped offending tend to tell?
    - A. A condemnation script
    - B. A redemption script
    - C. A survival script
2. True or false: Maruna’s research proves that changing your story causes you to stop offending.
3. Which feeling says “I am bad” rather than “I did a bad thing”?
    - A. Guilt
    - B. Shame
    - C. Regret
4. In Tangney’s study, which group reoffended more?
    - A. People prone to guilt
    - B. People prone to shame who also blamed others
    - C. People prone to shame who did not blame others
5. A “feared self” is:
    - A. A picture of the person you will become if nothing changes
    - B. The part of you that is afraid of prison
    - C. A label others give you

Apply It: The Identity Inventory (pp. 4–7)

Step 1: Labels. List every label used to describe you in the past five years, and who used it.

Label	Who used it

Step 2: Roles. List every role you hold or want to hold. Circle the three that matter most.

Step 3: Patterns. For each of your three circled roles, write one thing from the last 30 days that fits it, and one that doesn’t.

Role	Something I did that fits	Something I did that didn’t

Step 4: “I am someone who…” Write three. Each must describe a behavior other people could see.

1. I am someone who _____
2. I am someone who _____
3. I am someone who _____

Check yourself: Could a stranger watch you for a week and see each of these? If not, make it more specific.

Decision Point: “Once a Thief”

My choice (A, B, C, or D): _____

Why: _____

What would the person in my Step 4 statements do?

_____

Reflect

1. Which label about you has hurt the most, and why do you think it stuck?
2. When you think about what you did, does the feeling sound more like “I did a bad thing” or “I am bad”? What do you tend to do when that feeling comes up?
3. Describe your own feared self in a few sentences.
4. Who in your life has seen something in you that a label left out?
5. Which of your “I am someone who” statements will be hardest to keep?

Challenge Tracker 1

The statement I chose: _____

Date	What I did	Did anyone see it?

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Identity Inventory ☐ Decision point ☐ Reflection ☐ Challenge

Chapter 2: Understanding Human Behavior

By the end of this chapter you will be able to: explain how behavior comes from the person and the situation together; identify the habits and early experiences that shaped your patterns; map one past decision.

Knowledge Check 2

1. Kurt Lewin’s formula says behavior comes from:
    - A. The person alone
    - B. The environment alone
    - C. The person and the environment together
2. In Wood’s study, about what share of recorded behaviors were habits?
    - A. About 10%
    - B. About 43%
    - C. About 90%
3. True or false: According to the age-crime curve, offending tends to peak in the late teens or early twenties.
4. In the ACE study, about how many adults reported at least one adverse childhood experience?
    - A. About one in ten
    - B. More than half
    - C. Nearly all
5. True or false: Understanding the conditions behind a decision means you were not responsible for it.

Apply It: The Decision Map (pp. 10–13)

Choose one decision that harmed someone. Fill in the map.

Column	What I write
Around me: place, people, time, what was available, pressure that day	
Inside me: feelings, anything I had used, what I believed, what I told myself	

Column	What I write
Patterns: which of the above had happened before, and how often	
Roots: earlier experiences that shaped those patterns	
The choice: the moment I could have done something else, and what that was	
The harm: who was affected, and how	

Now circle what you could change if a similar situation came up again. Put a star next to the moment of choice.

Decision Point: The Old Neighborhood

My choice: _____ · Does it change the situation, or rely on willpower?

_____

Why: _____

Reflect

1. In what settings do you behave at your best? At your worst? What's different?
2. Which of your habits would you be most embarrassed for someone to see? What triggers it?
3. When you explain your past, do you lean on the situation or the person? Which do you leave out?
4. What did your childhood teach you about handling fear, anger, or need?
5. Look at the star on your map. What would it have taken to choose differently?

Challenge Tracker 2

The trigger I chose: _____ · The change I made: _____

What happened: _____

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Decision Map ☐ Decision point ☐ Reflection ☐ Challenge

Chapter 3: The Psychology of Decision-Making

By the end of this chapter you will be able to: explain fast and slow thinking; identify the conditions that make your decisions worse; build a pause plan.

Knowledge Check 3

1. Which kind of thinking is automatic and effortless?
    - A. Fast thinking
    - B. Slow thinking
2. True or false: People in a calm state usually predict accurately how strongly anger or craving will affect them later.
3. According to the National Institute of Justice, what deters crime more?
    - A. The severity of punishment
    - B. The certainty of being caught
    - C. The length of a sentence
4. In the scarcity studies, worrying about money cost about as much thinking power as:
    - A. Drinking one cup of coffee
    - B. Losing a full night’s sleep
    - C. Nothing at all
5. Present bias means:
    - A. Weighing what happens now much more than what happens later
    - B. Being biased toward people who are present
    - C. Paying attention only to the past

Apply It: My Pause Plan (pp. 16–19)

Part	My answer
1. My hot states (three feelings or conditions that came before my worst decisions)	1. 2. 3.
2. My warning signs (what I notice first for each)	1. 2. 3.

Part	My answer
3. My never-tonight list (decisions I will never make the same night)	
4. My call (name and number of one or two people I'll contact before acting)	Name: · Number: · Did they say yes? ☐
5. My access cuts (what makes a harmful decision too easy, and what I'll do about it)	
6. My daylight plan (my biggest pressure, and one person or program that can help)	

Make your card: copy your never-tonight list and your call's number onto an index card. Carry it.

Decision Point: The Text at 2 a.m.

My choice: _____ · Which option uses slow thinking? _____ · Which reduces access? _____

Why: _____

Reflect

1. Think of your worst decision. What time of day was it? How much had you slept? What were you feeling?
2. When you're calm, what do you promise yourself you'll never do again? How confident are you that the hot version of you will keep it?
3. When has money pressure made you think less clearly?
4. What reasons did your mind supply before past harmful decisions? Do any of them sound noble?
5. Whose faces would you need to picture to stop yourself in a hot moment?

Challenge Tracker 3

Who agreed to be my call: _____ · Date: _____

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Pause Plan ☐ Card made ☐ Decision point ☐ Reflection ☐ Challenge

Chapter 4: Values Versus Behavior

By the end of this chapter you will be able to: explain stated versus lived values; identify the gap in your own life; write if-then plans.

Knowledge Check 4

1. Stated values are what you say matter. Lived values are:
    - A. The values you were raised with
    - B. What your behavior shows matters, especially when something is at stake
    - C. The values on your workbook list
2. True or false: Across hundreds of studies, good intentions explained almost everything people actually did.
3. Cognitive dissonance is:
    - A. Tension from holding beliefs and actions that contradict each other
    - B. Disagreeing with another person
    - C. Forgetting what you value
4. What do most people do to reduce dissonance?
    - A. Change the behavior
    - B. Change the value
    - C. Change the story
5. An if-then plan names:
    - A. A goal and a reward
    - B. A specific situation and the action you will take when it comes
    - C. A value and a person

Apply It: Stated Values, Lived Values (pp. 22–25)

Step 1: Stated values. Circle your top five from this list, then rank them 1–5.

honesty · family · loyalty · hard work · faith · respect · courage · fairness · independence · security · achievement · status · comfort · freedom · kindness · responsibility · learning · service · friendship · health · humility · patience · self-control · justice · generosity · discipline · creativity · belonging · trust · forgiveness · gratitude · love · peace · integrity · wisdom · adventure · money · power · recognition · tradition

Step 2: The evidence test.

Rank	Value	Three things I did that showed it (year before arrest)	Three things I did that went against it
1			
2			
3			
4			
5			

Step 3: Lived values. Based only on the evidence, the five values a stranger would say I lived by: _____

Step 4: Cover stories. Where stated and lived values didn't match, the story I told myself:

The gap	The story I told

Step 5: Three if-then plans.

Value	If…	Then I will…

Decision Point: The Extra $200

My choice: _____ · The story my mind offered: _____

Why: _____

Reflect

1. What would the people closest to you say your top value is, based only on what you've done?
2. Which value on your list have you used to justify something harmful?
3. Think of a time your stated and lived values matched even when it cost you.
4. What cover story do you use most often? What does it protect you from feeling?

5. Which if-then plan will be hardest to follow?

Challenge Tracker 4

Date	Situation	Did I follow my if-then plan?
		☐ yes ☐ no
		☐ yes ☐ no
		☐ yes ☐ no

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Values worksheet ☐ If-then plans ☐ Decision point ☐ Reflection ☐ Challenge

Chapter 5: Environment, Relationships, and Influence

By the end of this chapter you will be able to: explain how people around you shape what feels normal; identify which relationships pull you toward or away from your values; map and rebalance your network.

Knowledge Check 5

1. Sutherland's theory of differential association says criminal behavior is:
    - A. Inherited
    - B. Learned through close relationships
    - C. Caused only by poverty
2. In the Chein and Steinberg driving study, who took more risks when friends were watching?
    - A. Adults
    - B. Teenagers
    - C. Everyone equally
3. In Asch's experiments, what sharply reduced conformity?
    - A. A larger group
    - B. A reward for the right answer
    - C. One other person who gave the correct answer
4. In Sampson, Laub, and Wimer's study, marriage was associated with about how much lower chance of offending?
    - A. 5%
    - B. 35%
    - C. 90%
5. True or false: To change your network, you must cut off everyone who is a negative influence.

Apply It: My Network Map (pp. 28–31)

Step 1: Draw the map. In the box below, write your name in the middle. Around it, write everyone you talk to or spend time with in a typical week. Draw a line to each. Make it thicker for people you're closer to or see more.

My network map

Step 2: Mark each person + (easier to live my values), – (harder), or ? (not sure).

Step 3: The balance. Count: + ____ · – ____ · ? ____ · Where does most of my time go? _____

Step 4: Change the balance.

Person	Mark	Change I will make (when, where, how much)	By when

Step 5: My ally. The one person who will tell me the truth: _____

If I don't have one yet, a place I could meet that kind of person: _____

Decision Point: The Ride

My choice: _____ · What could happen in that car that isn't up to me? _____

Reflect

1. Who taught you the most about what's normal growing up? What did they teach about work, money, conflict, or the law?
2. Think of a time you did something in a group you wouldn't have done alone. What did the group give you?
3. Which relationship would be hardest to change? What would you lose and gain?
4. Who is watching you the way Jasmine's sister watched her?
5. What kind of person would you add to your life in the next year?

Challenge Tracker 5

The change I made: _____ · Time with a + person (who, what, how it felt): _____

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Network Map ☐ Ally named ☐ Decision point ☐ Reflection ☐ Challenge

Chapter 6: Pride, Ego, Fear, and Insecurity

By the end of this chapter you will be able to: explain how a threatened ego and fear of losing face drive harmful choices; identify your threat triggers; use a values reminder before threatening moments.

Knowledge Check 6

1. Baumeister’s research found that aggression often comes from:
    - A. Low self-esteem
    - B. A favorable but fragile self-image that has been challenged
    - C. Having no self-image at all
2. In Bushman and Baumeister’s experiment, the most aggressive participants were:
    - A. People with low self-esteem who were praised
    - B. Narcissists who had just been criticized
    - C. Everyone who was criticized
3. Loss aversion means people tend to:
    - A. Feel losses more strongly than gains of the same size
    - B. Avoid all risk
    - C. Forget their losses quickly
4. True or false: A cover-up often grows larger than the original mistake.
5. In Sherman, Nelson, and Steele’s study, coffee drinkers who first reflected on their most important value were:
    - A. More defensive about the health article
    - B. More accepting of the health article
    - C. No different

Apply It: My Threat Triggers and Values Reminder (pp. 34–37)

Part 1: Threat triggers.

What happened	What it threatened (respect, image, status, belonging, security)	What I did to protect it	What it cost, and who paid

Part 2: The pattern. When someone threatens my _____, I tend to _____.

Part 3: My values reminder. (Two or three sentences, readable in one minute: my most important value, why it matters, and a time I lived up to it.)

My values reminder

Part 4: When I'll use it.

Upcoming situation where my ego may feel threatened	Date

Decision Point: The Mistake at Work

My choice: _____ · What my ego said: _____ · What my values reminder said: _____

Reflect

1. When did you last feel disrespected? What did you want to do, and what did you do?
2. What image of yourself have you worked hardest to protect? Who is it for?
3. Think of something you hid instead of admitting. What did hiding it cost, compared with the truth?
4. Where does your sense of worth come from?
5. Who would be proud of you for telling the truth about a failure?

Challenge Tracker 6

The mistake I admitted: _____ · To whom: _____ · How they reacted: _____ · How I felt: _____

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Threat triggers ☐ Values reminder ☐ Decision point ☐ Reflection ☐ Challenge

Chapter 7: The Stories We Tell Ourselves

By the end of this chapter you will be able to: explain how life stories and moment stories shape behavior; identify your most common thinking errors; use catch, check, change.

Knowledge Check 7

1. A “moment story” is:
    - A. Your whole life story
    - B. The quick explanation your mind gives you about what’s happening right now
    - C. A story you tell others
2. Hostile attribution bias is the tendency to:
    - A. Assume others meant harm when their intentions were unclear
    - B. Blame yourself for everything
    - C. Avoid conflict
3. “It wasn’t a big deal. Nobody really got hurt” is an example of which thinking error?
    - A. Mind reading
    - B. Minimizing
    - C. Fortune telling
4. In Lipsey’s review of cognitive-behavioral programs, reoffending dropped by about:
    - A. A quarter
    - B. Half
    - C. Nothing
5. True or false: In catch, check, change, the new thought should be as positive as possible.

Apply It: Fact or Addition? (pp. 40–43)

Part 1: Sort the story. Write a recent story the way you told it to yourself. Then underline every **fact** (provable) and circle every **addition** (guesses about thoughts, meaning, or what will happen).

My story

Part 2: My thinking errors. Tally each one you found.

Thinking error	Count
Mind reading	
Fortune telling	
All-or-nothing	
Blaming	
Victim stance	
Entitlement	
Minimizing	

Part 3: Catch, check, change.

Catch: the thought	Check: what I know, what I added, other explanations	Change: a more accurate thought

Part 4: Life story check. Write one paragraph of your life story as you usually tell it. Underline condemnation-script sentences. Rewrite one so it includes a choice you can make.

Original sentence	Rewritten, just as honest, with a choice

Decision Point: The Job You Didn’t Get

What I know: _____ · What I added: _____ · My choice: _____

Reflect

1. What story do you tell most often about why your life went the way it did? Who would tell it differently?
2. When are you most likely to assume someone meant to disrespect you?
3. Which thinking error do you use most when you're about to do something wrong?
4. Think of a time you were sure what someone was thinking and were wrong.
5. Whose story have you made yourself a character in?

Challenge Tracker 7: Seven Days of Catch, Check, Change

Day	Catch	Check	Change	Mostly fact or addition?
1				
2				
3				
4				
5				
6				
7				

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Fact or Addition ☐ Decision point ☐ Reflection ☐ Challenge

Chapter 8: How People Rationalize Wrongdoing

By the end of this chapter you will be able to: explain how rationalizations let people do harm while feeling decent; identify your own rationalizations; build a list of warning phrases.

Knowledge Check 8

1. Sykes and Matza argued that most young people who broke the law:
    - A. Rejected society's values entirely
    - B. Actually agreed with conventional values and used techniques to switch off guilt
    - C. Had no sense of right and wrong
2. "Insurance covers it" is an example of:
    - A. Denial of injury
    - B. Appeal to higher loyalties
    - C. Condemnation of the condemners
3. Calling theft "getting a bag" is an example of which mechanism of moral disengagement?
    - A. Dehumanization
    - B. Euphemistic labeling
    - C. Diffusion of responsibility
4. The three sides of the fraud triangle are:
    - A. Pressure, opportunity, rationalization
    - B. Greed, skill, luck
    - C. Motive, weapon, victim
5. True or false: The rationalizations you still believe after the harm are the least dangerous.

Apply It: My Rationalization Inventory (pp. 46–49)

Part 1 to 3: Before, during, after.

When	What I told myself	Technique	The true piece (if any)	What it left out	Who it erased
Before					
Before					
During					
During					
After					
After					

Part 4: My top five warning phrases.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Part 5: The honest sentence. I chose to _____ because I wanted _____.

Decision Point: The Side Cash

Rationalizations the customer offered: _____ · Ones my mind added: _____ · My choice: _____

Reflect

1. Which of the five techniques do you recognize most in yourself?
2. Which rationalization do you still believe, at least partly?
3. Think of someone who rationalized harm done to you. How did it sound from your side?
4. What did you want, honestly?
5. What warning phrase will you listen for this week?

Challenge Tracker 8

Date	Warning phrase I caught	What I was about to justify

Total this week: _____

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Rationalization Inventory ☐ Warning phrases ☐ Decision point ☐ Reflection ☐ Challenge

Chapter 9: Gradual Ethical Deterioration

By the end of this chapter you will be able to: explain how small lapses make larger ones easier; trace your own slide; set bright lines that stop a slide at the first step.

Knowledge Check 9

1. In Welsh's experiment, which group cheated most in the final round?
    - A. Those offered the same reward every round
    - B. Those offered nothing, then a large reward
    - C. Those whose rewards grew gradually
2. In Garrett's brain study, what happened to the amygdala's response with each self-serving lie?
    - A. It got stronger
    - B. It got weaker
    - C. It stayed the same
3. Ethical fading is:
    - A. When the moral side of a decision drops out of view
    - B. Forgetting the rules over time
    - C. Losing interest in ethics classes
4. True or false: Once you're deep into a harmful behavior, continuing is usually less costly than stopping.
5. A good bright line:
    - A. Is general, like "I'll be honest"
    - B. Is specific, uses "never" or "any," and covers the small version
    - C. Allows exceptions in emergencies

Apply It: My Slide Map and Bright Lines (pp. 52–55)

Parts 1 and 2: My slide. Start with the first small step you remember.

Step	What happened	What I told myself	How it felt
1			
2			

Step	What happened	What I told myself	How it felt
3			
4			
5			
6			
7			

Part 3: The fade. The step where the alarm started to fade: _____

Part 4: The easiest stop. The step that would have been easiest to refuse: _____

Part 5: My bright lines.

1. I never _____
2. I never _____
3. I never _____

Check yourself: Does each line cover the smallest version? Does it use *never* or *any*? Would it have stopped your slide at step 1, 2, or 3?

Decision Point: The Small Favor

My bright line for this situation: _____ · My choice: _____ · The words I'd say to my manager: _____

Reflect

1. What was the smallest step you took toward your most serious harm?
2. When did you stop feeling nervous about what you were doing?
3. What words made the behavior feel like something else?
4. Have you ever felt "in too deep" to stop?
5. Which bright line will be hardest to keep, and when?

Challenge Tracker 9

The person I told my bright lines to: _____ · Date: _____ · Their check-in and what they said: _____

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Slide Map ☐ Bright lines ☐ Decision point ☐ Reflection ☐ Challenge

Chapter 10: Explanation Versus Excuse

By the end of this chapter you will be able to: explain the difference between understanding why and avoiding responsibility; find the excuses in your own account; rewrite your account so it explains without excusing.

Knowledge Check 10

1. The self-serving bias is the tendency to:
    - A. Credit yourself for good outcomes and blame outside forces for bad ones
    - B. Serve yourself first
    - C. Blame yourself for everything
2. “I panicked. I couldn’t help it” weakens which link in the responsibility triangle?
    - A. The link between you and the event (no control)
    - B. The link between the rule and the event (unclear rules)
    - C. The link between you and the rule (not my job)
3. Which is a sign of an explanation rather than an excuse?
    - A. It leads to a request for sympathy
    - B. It leads to an action: repair, change, accountability
    - C. It begins with a long list of hardships
4. True or false: The opposite of an excuse is beating yourself up.
5. When explaining your past, what should come first?
    - A. The context
    - B. The choice and the harm
    - C. What other people did wrong

Apply It: Rewriting My Account (pp. 58–61)

Part 1: The way I usually tell it.

My usual account

Part 2: The explanation test.

Question	My answer
Who made the choice? Is “I chose” in my account?	

Question	My answer
Is the harm in view? Did I name who was hurt and how?	
What is it for? Understanding, or being judged less harshly?	
What comes next? An action, or a request?	

Part 3: The excuses.

Sentence	Link it weakens (no control / unclear rule / not my job)

Part 4: My rewritten account (under 150 words).

Part	My words
1. The choice (“I…”)	
2. The harm (who, how)	
3. The context (one or two sentences)	
4. What I’ve done since (actions, not feelings)	

Part 5: Out loud. The sentence that was hardest to say: _____

Decision Point: The Family Dinner

My choice: _____ · The exact words I would use: _____

Reflect

1. When you explain your past, what comes first: your hard times, or what you did?
2. Which excuse do you use most? Which link does it weaken?
3. Think of someone who gave you an excuse after hurting you. How did it feel?
4. Is there any part of your past you still believe was not your fault? How would you test that?
5. How would your account change if the person you harmed were the only one listening?

Challenge Tracker 10

Who I shared my account with: _____ · What they said still sounded like an excuse: _____ · My revision: _____

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Rewritten account ☐ Decision point ☐ Reflection ☐ Challenge

Chapter 11: Seeing Harm Through the Victim’s Eyes

By the end of this chapter you will be able to: describe the full range of harm your decisions caused; explain how crime affects victims; understand what you owe, and what you have no right to ask.

Knowledge Check 11

1. Who defines the harm a crime caused?
    - A. The person who committed it
    - B. The court
    - C. The people who experienced it
2. In 2021, about how many Americans age 16 or older experienced identity theft?
    - A. About 2.4 million
    - B. About 24 million
    - C. About 240 million
3. True or false: Victims owe the person who harmed them a chance to apologize.
4. In the London study, victims who chose to take part in a facilitated restorative meeting had:
    - A. More symptoms of post-traumatic stress
    - B. Fewer symptoms of post-traumatic stress
    - C. No difference
5. Which of these can you do without asking anything of the person you harmed?
    - A. Pay restitution on time
    - B. Send them a message on social media
    - C. Ask them to write a letter to your parole board

Apply It: My Ripple Map (pp. 64–67)

Part 1: The center. The person or people most directly harmed (initials or a description):

Person	Financial	Physical	Emotional	Practical	Relational	Sense of safety

Part 2: The ripples.

Ripple	Who	How they were affected
Their family		
Witnesses or bystanders		
Coworkers, neighbors, or community		
My own family		

Part 3: What I didn't see. Put a check next to every harm above that you never saw happen. Count: _____

Part 4: Their words. Write a short letter from the point of view of the person at the center. **Do not send it. Do not try to contact them.**

In their words (for my understanding only)

Part 5: What I owe (that doesn't depend on their response).

What I owe	Amount or action	Status
Restitution		
Fines or court costs		
Not reoffending		Ongoing
Honesty about the harm		Ongoing

Decision Point: The Facebook Search

My choice: _____ · How the message might feel to them: _____ · Who the message would really be for: _____

Reflect

1. Before this chapter, who did you think of as the victim? Has that changed?
2. Which harm on your map is hardest to look at?

3. Have you been a victim yourself? What did the person who harmed you not understand?
4. If the person you harmed never wants to hear from you, how will you take responsibility anyway?
5. Is there any harm on your map you still want to argue with?

Challenge Tracker 11

The obligation I acted on: _____ · What I owe in total: _____ · Payment made or plan set up: _____ · Date: _____

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Ripple Map ☐ What I owe ☐ Decision point ☐ Reflection ☐ Challenge

Chapter 12: Interrupting Destructive Decisions and Writing Your Values Statement

By the end of this chapter you will be able to: tell a lapse from a relapse; combine the book's tools into one plan; write your Personal Values Statement.

Knowledge Check 12

1. A lapse is:
    - A. A single slip
    - B. A full return to the old pattern
    - C. A new crime
2. The abstinence violation effect is:
    - A. The shame and self-blame after a slip that can turn a lapse into a relapse
    - B. A legal penalty for breaking supervision
    - C. The relief of quitting a habit
3. In WOOP, the "O" that comes third stands for:
    - A. Opportunity
    - B. Obstacle
    - C. Outcome
4. True or false: Imagining a good outcome without thinking about obstacles can reduce the effort people put in.
5. A useful Personal Values Statement:
    - A. Lists inspiring words
    - B. Ties values to visible behaviors, bright lines, plans, and obligations
    - C. Is written once and never changed

Apply It: My Personal Values Statement (pp. 70–75)

Part 1: Gather my tools.

Tool	From chapter	What I wrote
Three "I am someone who" statements	1	
Top three values and if-then plans	4	

Tool	From chapter	What I wrote
Pause plan: hot states, never-tonight list, my call	3	
Values reminder	6	
Top five warning phrases	8	
Three bright lines	9	
Rewritten account	10	
What I owe	11	

Part 2: My WOOP.

Step	My answer
Wish: what I most want my life to show a year from now	
Outcome: what that looks like on an ordinary day	
Obstacle: what inside me is most likely to get in the way	
Plan: If [obstacle], then I will [action]	

Part 3: Draft statement. Use the final template at the back of this workbook. Draft here first.

Draft

Decision Point: The Day After

Lapse or relapse in the making: _____ · My choice: _____ · Exact words to my ally: _____

Reflect

1. Which tool from this book has helped most? Which have you used least?
2. When is your biggest obstacle most likely to show up next month?
3. How have you responded to slips in the past? What story did you tell afterward?

4. If someone read only your statement, what would they learn? If they watched you for a month, would they learn the same?
5. Who is watching you now, and what do you want them to see?

Challenge Tracker 12: Seven Mornings With My Card

Day	Read my card?	A moment it helped, or I wish I'd read it
1	☐	
2	☐	
3	☐	
4	☐	
5	☐	
6	☐	
7	☐	

Completion check: ☐ Read chapter ☐ Knowledge check ☐ Tools gathered ☐ WOOP ☐ Final statement ☐ Card made ☐ Witnessed ☐ Challenge

Answer Key

Ch.	Q1	Q2	Q3	Q4	Q5
1	B	False	B	B	A
2	C	B	True	B	False
3	A	False	B	B	A
4	B	False	A	C	B
5	B	B	C	B	False
6	B	B	A	True	B
7	B	A	B	A	False
8	B	A	B	A	False
9	C	B	A	False	B
10	A	A	B	False	B
11	C	B	False	B	A
12	A	A	B	True	B

Notes on the trickier ones

- **Ch. 1, Q2 (False):** Maruna's research found a pattern, not proof of cause. Changing your story and stopping offending may happen together.
- **Ch. 2, Q5 (False):** Understanding the conditions explains a decision. It does not remove responsibility for it.
- **Ch. 5, Q5 (False):** You can change *when*, *where*, and *how much* time you spend with someone without cutting them off.
- **Ch. 7, Q5 (False):** The new thought should be accurate, not just positive. Accurate thoughts are easier to believe.
- **Ch. 8, Q5 (False):** Rationalizations you still believe afterward are the most dangerous, because they are ready for next time.
- **Ch. 9, Q4 (False):** The longer a slide continues, the worse the outcome tends to be. The cheapest time to stop is now.
- **Ch. 10, Q4 (False):** The opposite of an excuse is an honest explanation, not shame.

- **Ch. 11, Q3 (False):** Victims owe you nothing, including the chance to apologize.

My Personal Values Statement (Final)

Who I am committed to being	I am someone who … I am someone who … I am someone who …
The lines I will not cross	I never … I never … I never …
What I will do when it gets hard	If …, then I will … If …, then I will … When I feel _____, I call _____ (number _____) before I do anything else.
If I slip	If I break one of my lines, then within 24 hours I will tell _____, fix what I can, and adjust my plan.
What I owe	I owe …, and I will keep paying it by …
Why it matters	(my values reminder)

Signed: _____ Date: _____

Witnessed by: _____ Date: _____

The witness's signature means they know what I've committed to, and I've given them permission to remind me.

Review dates (revise once a year, or after any slip): _____ · _____ · _____

My Wallet Card

Cut along the border, fold in half, and carry it.

Front	Back
I am someone who _____ **I never** _____ **When I feel the heat, I** _____	**My call:** _____ **Number:** _____ **Backup:** 988 (Suicide and Crisis Lifeline)

Certificate of Completion

The Integrity Project · The Path to Reintegration

This certifies that

_____

has completed the workbook for
Understanding Yourself and Your Choices
including all twelve chapter worksheets and a Personal Values Statement.

Program / facilitator: _____ Date: _____

This certificate recognizes completion of an educational program. It is not a professional credential or a legal document.

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