

# ***Classroom Instructor's Guide***

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***“If any person be in Christ, he is a new creature...”***  
(Second Corinthians 5:17)

## ***Acknowledgements***

The *NewLife Behavior* (NLB) courses would not have been written if the late Wes Whitt had not given me the invitation to teach in Dallas County Jail. So, thanks to Wes is due first. I am very grateful to Billy Triplett, a member of my first class in Dallas County Jail. He is my “personal proof” that the NLB program *works*. He proved to me that mental, emotional, spiritual and behavioral restructuring is possible and can be long lasting.

I am thankful to the late Chaplain Perry Barnes who invited me to initiate the NLB program at the Wynne Unit of Texas Department of Criminal Justice. I am especially thankful to the offenders at this unit who sat through my first experiences in teaching the curriculum (three times in three years), thus helping to get it *field-tested*.

Two ex-offenders in particular – John Henry Pruitt and David Lugo – have proven that over an extended period of time coupled with consistent study, introspection, interaction and practice, a person can acquire a new mindset and lifestyle.

Without the able assistance from the talented pens of George Creach, Mike & Shelley Brown, Kathy Davis, Buck Griffith, Kim Pendergraft, Carson E. Reed, Alan & Shirley Sowders, and others . . . these courses would be incomplete and unfinished. Even after being written, Chaplain Bill Brewer provided valuable review, including a “fine tooth” inspection by George Clark. The work of Lessie Lee and Glenda Houser were absolutely essential. They meticulously edited the work and I am deeply grateful to all these humble servants of Jesus Christ.

There is one other person who has labored untiringly with me from the beginning – Ray Thompson. In the true volunteer spirit, Ray formatted, illustrated and printed all 1000+ pages on his computer, through countless revisions. In the final stages he found and implemented the latest in print technology to produce our materials at minimum cost. My appreciation runs deep to Ray for his investment of time, talent, energy, and commitment.

**Hillery M. Motsinger**  
Founder

## ***A Word from Our President . . .***

Dr. Hillery M. Motsinger had little idea back in 1984 of how far that early curriculum would eventually spread. Today the *NewLife Behavior* material is reaching around the world in several languages. It enjoys the approval and sanction of many in positions of authority in correction circles.

The emphasis of the NLB curriculum is on *changed lives*. Its primary design is not to lead the lost to salvation but to facilitate positive change in daily behaviors. There is an abundance of “evangelistic” curriculum. Few, however, will commit themselves to the long and hard work of changing habitual conduct. This is the focus of the NLB curriculum.

The best material in the universe must be effectively taught in order to make a difference. NLB is genuinely grateful for hundreds of volunteer instructors all over the world. Without YOU, this curriculum would be “paper on shelves”. Instead, it is getting planted deeply into the hearts of good and honest souls and *watered*. Much remains to be done. Thank each of you willing to accept the awesome opportunities before us.

Buck Griffith

### **BIOGRAPHIES:**

#### **H. M. Motsinger, Ed.D., L.P.C.**

Hillery Motsinger grew up in a large farming family that had little to no church involvement. He was the first in the family to attend college straight out of high school. Only with help from a baseball scholarship could he afford to attend. Shortly before graduating from college he made the decision to live as a Christian. Since that time he has had his share of ups and downs. Through the good, the bad and the ugly, Christ has been his anchor and guide.

After graduating from Elon College in 1958, Hillery earned a Master of Arts degree from Abilene Christian University in 1963 and a Doctorate of Education from North Texas State University in 1968. He also attended Oklahoma State and East Texas University to earn a license to be a professional counselor in the field of marriage and family therapy. Also, he is President of Education and Administrator for *Texans Can!*

Hillery served his military duty in the U. S. Army. He was a public and private school teacher and administrator for fifteen years and served as Dean of Continuing Education for Pepperdine University for six years.

In 1984 Hillery became involved in prison ministry. It began with a single class in Dallas County Jail. Since that time, the ministry has grown dramatically – spreading to prisons in 37 states and 15 foreign countries. Over 750 people have been involved as instructors of the *NewLife Behavior* curriculum. Over 5,000 people have served as studymates (correspondence teachers) of NLB courses.

Speaking of his experiences in prison ministry, Hillery commented: “My confidence and encouragement to stay in this work is in the changed lives I have seen, the restoration of families, and the gratitude of the students.”

### **David (Buck) Griffith, NLBM-USA President**

A native of Corpus Christi, Texas and graduate of Abilene Christian University, Buck has served in full-time ministry since 1966. He was the Pulpit Minister for the Windsor Park congregation (now Kings Crossing) in Corpus Christi for over 25 years. He first became involved in prison ministry in Dallas County Jail in 1971.

Responding to specific needs, Buck has pioneered aftercare efforts, authored educational material, started *Christians Against Substance Abuse* (CASA) – a state licensed faith-based drug treatment program, and *Baptistries Around the World* – an effort to place baptistries in jails and prisons.

Buck is a member of the Community Partnership Council in conjunction with Texas Board of Pardons & Paroles-Corpus Christi Division. He is Secretary of the board of the Coastal Bend Council on Alcohol & Drug Abuse. He is Director of *Kings Crossing Prison Ministries* and President of *NewLife Behavior Ministries*. He is a member of the Texas Association of Addiction Professionals, American Protestant Chaplains Association, a charter member of the American Association of Christian Counselors, and a member of the Sheriff’s Association of Texas for over 35 years. He edits two monthly prison ministry newsletters – one for NLBM and *Walking in the Light*. Buck is a board member of the *Christian News of South Texas*.

Speaking of his experiences in prison ministry, Buck commented: “Nothing excites me more than personally witnessing significant lifestyle changes. I see this most frequently among those in or coming out of jails and prisons.”

## ***NEWLIFE BEHAVIOR CLASSROOM INSTRUCTOR’S GUIDE***

### **I. Introduction to Instructor’s Guide**

The *NewLife Behavior* curriculum contains few references to prisons, inmates or criminal behavior (other than as possible consequences to destructive behavior). When Hillery Motsinger started the first NLB class, he did not know the *criminal mind*. He did not know what prisoners needed. What he discovered was that most of his students missed out on the benefits of healthy family structure and value guidelines. He also learned: “There but for the grace of God, family blessings and the protection provided by church and peers . . . go !!”

Therefore, the purpose of the NLB curriculum is to present the possibilities that a person – regardless of past behavior and current conditions – can with time, purpose and diligence, clear his mind of a failure-oriented paradigm and replace it with a productive one.

The NLB curriculum started out being used only in prisons for *men*. It then began to be used in congregations as part of regular Bible School programs. Next, *women* in prison took the courses. The curriculum has now been translated into Spanish, Russian, Bulgarian, Chinese and work on other languages is underway. A “Children’s Edition” is available.

In January 1997 portions of the courses (“Parenting Matters” and “Christian Marriage Skills”) and the Children’s Course were combined in a program called *FamilyNet*. This program brings spouses and children into the prison with their husbands/fathers or wives/mothers. For four hours they can study together, have family fellowship and enjoy a meal. This is also utilized effectively through correspondence.

Currently there are fourteen NLB courses including a *Children’s Edition* of Course I. They are as follows:

Basic Courses for All Students

- I. *A Sense of Self*
- II. *A Sense of Family*
- III. *Parenting Matters*
- IV. *True Freedom*

Courses for Special Needs

- V. *Christian Marriage Skills*
  - VI. *The Christian Woman*
  - VII. *Attitudes & Behaviors*
  - VIII. *Christians Against Substance Abuse (CASA)*
  - IX. *FamilyNet*
  - X. *The Seeker Series*
  - XI. *Prisoners of Christ*
  - XII. *Managing My Anger*
  - XIII. *Christians Against Sex Addiction*
- Children’s Edition:* Course I. “A Sense of Self”

## II. General Description

NLB courses consist of 10 to 14 lessons (approximately 144 letter-size pages in length). Each lesson includes a student worksheet. The lessons (used in a group process) work to reconcile the individual student to God, his family and society. To date, early studies of first-time offenders taking NLB courses and out of prison three or more years, indicates only 12-15% return to prison.

We have written this Instructor’s Guide for those who choose to follow it. We know instructors need freedom to adapt the curriculum to their own styles and environment. The first Instructor’s Guide written by Hillery Motsinger came eight years after completing Course I because the number of instructors was increasing in such large numbers. It was impossible to personally train all of them.

The NLB curriculum was first designed for *classroom* use. Later, the lessons were used as a correspondence course. Even later, individual lessons were given to students/counselors as reading material for specific concerns. You are free to use this material for any of these applications. We believe the material can be used effectively in congregational settings, prisons, military bases, treatment facilities, certain schools, university Bible centers and other institutions. It is helpful to both prevent and correct behavioral problems. If there are other needs for which you find the curriculum relevant, please use it and let us know the results.

The content of NLB curriculum grew out of student needs and recommendations of students and friends. Therefore, the lessons are based on *topic* rather than text. Also, instructors have made invaluable additions, corrections and comments that are now reflected throughout the material. In fact, there are times when instructors will insert an appropriate textual (expository) segment within the printed topical lesson.

The NLB curriculum uses the informal (back door) approach instead of the more formal (front door) method. Our vision is that the instructor and students will become friends and studymates. Some would term this approach “relational” as opposed to didactic. We prefer not to call it *anything*. We know Jesus spoke to large groups, small groups and individuals. He complimented, encouraged and corrected those who asked Him questions. He used compassion and sarcasm. He built a relationship with a small group of men and women. He empowered twelve average men to set forth a force that still lives in spite of attempts to kill it.

Basically, this course is for everyone. All of us, at different times in our lives, get a little out of balance with God, our family, and society. Therefore, this material assists anyone in this reconciliation process as described in our theme text – II Corinthians 5:17. This curriculum was written for people experiencing conflict and changes. We use the Bible as our text yet; this is not a Bible course. Still, the Bible is used as the guide to achieve desired changes in attitudes, emotions and behaviors. Our method is to integrate what a person thinks, feels and does (Proverbs 23:7, KJV), as illuminated by Bible texts. Our goal is to help students reconcile themselves to God, their families, and society in general.

NLB curriculum assumes the existence of God as He is described in the Bible. We do not feel it is fair to ask an individual to create his own God, while simultaneously going through one or more significant life changes/challenges. If one can create his own God, he can also destroy it. Instead, we provide the God of the Bible for the student to argue with, fight against, and, hopefully, find faith in and follow.

We also want the student to know that we all have been created in the image of God as defined in Genesis 1:26-27. We want students to know that we all begin life with potential for self-control, self-empowerment and love (II Timothy 1:7). A loving God bestows all of this upon us. This potential is realized only when we have been spiritually reborn in Jesus Christ.

As children we encounter positive and negative life experiences. As we process them, we either grow toward becoming a *loving* personality or a *fear-based* personality. As we reach our teens we become more responsible for our reactions to life experiences. Once reconciled to a loving God with the assistance of loving Christians, our behavior turns from an orientation toward fear, sin, and rebellion to one of faith, grace and obedience. Our abilities to control our emotions and conduct will improve by obtaining the mind of Christ. This is the basic philosophy on which NLB curriculum rests. We believe that it is possible to use this mind or attitude of Christ (Galatians 2:20; Philippians 2:5) as the mindset by which we make daily decisions. It is by seeing others as Christ sees them (II Corinthians 5:15-21).

H.M. Motsinger & Buck Griffith

### **III. The Four-Step Classroom Process**

#### **A. Classroom Step One: Introductions (*Relaxation through Sharing*)**

1. Be in the classroom as the students are entering the room. Greet them with a smile, a handshake and when possible, call them by their first names.

2. Start the class by saying, "Here is something good that happened to me since we last met". Then proceed to share with the class a particular situation that has given you joy during the past week (no more than 1-2 minutes – appoint a timekeeper).
3. Now give each student an opportunity to share an experience that he or she has had since the last meeting. Remind the group that what is said in group – stays in group. If your class has more than 20 students, we recommend that you subdivide the class into teams to share their positive stories in a smaller group. This will also reduce the class time needed for this activity. Sometimes students have difficulty finding something good to share (nevertheless, urge them to share something). It is good for the attitude of the student sharing and for the entire class. If a student has a hard time sharing something good, go to the next student but allow that student a second opportunity to share at the end.
4. As each student is sharing, the instructor should make mental notes of the facts given and emotional energy attached to the stories. Their stories provide insight into their strengths, behaviors, relationships, and needs. Later, you will want to use parts of these accounts in the lesson as illustrations. Students feel a sense of inspiration, connectedness and importance when, with respect, you use their stories.
5. The objective of this activity is to help students relax and increase their ability and willingness to trust you as a Christian instructor. Refrain from embracing a student in front of others.

B. Classroom Step Two: The Devotional (*Unity through Worship*)

1. This is an inspirational time. During the devotional (which students conduct-either spontaneously or preplanned), the instructor listens to what the students say and observes what they do. You will also use some of their comments later as illustrations. Be sure to go around the room first to see if anyone has someone that is in need of prayer. Ask, "Does anyone have a prayer, song or scripture that you want to share?" Limit the devotional to 10-12 minutes.
2. The objective of this activity is to set a spiritual basis for unifying the group – not only during the class period but also throughout the week.

C. Classroom Step Three: Teaching the Lesson (*Presentation and Discussion*)

1. See section IV ("Special Notes") for specific instructions about omitting this activity in the *first* class meeting.
2. Starting with the second class meeting, use whatever time is left for your class period (minus 5-6 minutes) to teach the lesson. You should definitely teach the lesson with enthusiasm and straightforwardness. Use as few notes as possible and read very little. Stand up, walk around the room and call on students to comment and respond to questions. When a student comments, give a positive response. If you agree, say so. If you disagree, you can at least say, "That is very interesting. I need to think about that more". Always thank the student for responding. Ignoring a response can be considered an insult.
3. Follow the outline of the lesson but utilize what you heard during the sharing time and the devotional to illustrate your main points. What they have said is public property and information for you to use. However, it is not for use outside the class.
4. Stop the class with sufficient time to for Class Activity 4 (which should take 5-6 minutes).
5. The objective here is to move the student to a new level of understanding of how to bring his or her behavior into harmony with the Christian lifestyle.

D. Classroom Step Four: Application (*Decision Time*)

1. During the last 5-6 minutes of each class period ask the students to write down the one decision they think they should make in terms of their behavior between now and the

next class session. For example: "I am not going to cuss for the next week" or, "I'm going to read my Bible every day" or, "I am going to write my \_\_\_\_\_" or, "I am going to be more cooperative". Whatever it is, a conscious decision to try to modify and improve behavior before the next class meeting will help get the student involved in a personal way.

2. The student will go home and practice this behavior. Then, during the sharing time of the next meeting, ask students to share by completing this statement: "Since last week, I practiced \_\_\_\_\_, and here is how I feel about what I did."
3. Class members should encourage each other with some type of response such as: "That's okay", "That's good", "Amen", or clap. Their words should be encouraging and unique to their culture. If there are some students who did not do well, you and the class can work with them (they will have explained their weaknesses). If some did very well, everyone can rejoice with them in their successes and growth.
4. The purpose of this activity is to:
  - a. Let students know you believe they can improve their behavior and you expect them to do so. You express confidence in them.
  - b. Let students have a set time frame and specific behavior on which to focus.
  - c. Let students have a support group to whom they can report on successes and from whom they can experience a spirit of rejoicing.
  - d. Let students have a support group to whom they can report failures and from whom they can gain a spirit of understanding and encouragement.
  - e. Let students have a group of peers to whom they are held accountable and by whom they experience acceptance.

#### **IV. The Class Meetings**

##### **A. The First Class Meeting (Steps 1, 2 & 4)**

Do Class Steps 1, 2 & 4 as described above:

1. During the first class meeting do not teach Unit 1-Lesson 1. Save it for the *second* class meeting.
2. If permissible in this first meeting, obtain each student's name, number, home address, phone number, names of wife and children, their ages and birth dates.
  - a. You will need this information to send out Christmas gift certificates and birthday cards (gifts can come from church groups or individuals – not from in-prison volunteers).
  - b. You will also need this information to help secure a studymate (mentor) for the student and the family.
3. Give a biography of yourself.
4. Explain how and why you are a NLB instructor. Let your enthusiasm be evident.
5. Let students ask you questions and give them appropriate answers.
6. If you have time to teach a lesson during the first meeting, share one of your favorite Bible studies (like Psalm 23, the Prodigal Son, etc.). You can teach your own special lesson for this first session.
7. The last thing to do prior to Step 4 (the *decision step*) is to give each student the lesson material and Response Sheet for Unit 1-Lesson 1. This is their homework. Ask students to conduct their study as follows:
  - a. Answer the first essay question on the Response Sheet before reading the lesson material.
  - b. Read through the lesson material as you would read a book.

- c. Read the lesson a second time, studying the scriptures and references in the material.
- d. Answer the ten questions on the Response Sheet.
- e. Answer the second essay question at the end of the Response Sheet.
- f. Share and talk about the lesson with at least two or three close friends or associates.
8. Remind students to bring the lesson material and Response Sheet to the next class session. Tell them that they can correct any of their ten answers during the next class session while you are teaching the material.
9. Proceed to Step 4 and allow each student to make their decision.
10. Close the class with a prayer.

B. The Second Class Meeting (Step 3)

Do Classroom Step 3 as described above:

1. Make sure every student has the lesson material and Response Sheet for Unit 1-Lesson 1. Students should have this from the last session. If one is new to the class, give it to the student at this time.
2. Present information in the sequence of the printed lesson material.
3. Share information that would help students answer the ten questions found on the Response Sheet.
4. As the information is presented, allow time for short and relevant discussion. Tell the students up front that any elaborate or off the point discussion will be deferred until after the lesson.
5. Allow 2-3 minutes for students to correct and modify their answers to the second essay question.
6. Students are to give you their Response Sheet before leaving the class. They keep the lesson to review, share with others or even mail to a family member. At this point in time, you are to give each student the lesson sheets and Response Sheet for the next lesson. This process is repeated each week.

## V. Your Assignment between Sessions

Your activity between class sessions is to read over the Response Sheets (one person read one sheet/sheets are divided up each week) and make positive, encouraging and instructive comments. When you go back to the next class meeting, give the Response Sheets back to the students.

One instructor, Randell Dyess, takes the Response Sheets to church on Wednesday evening. A group of Christians read over them there – right answers receive *happy faces* or encouraging comments. Besides the questions that are answered incorrectly, notes are added that point to the paragraph in the lesson where the students finds the right answer. Do not write the correct answers on the Response Sheet because students need to look it up themselves, increasing their learning and retention of answers.

The persons that read the Response Sheets sometimes becomes a studymate for the student when transferred to another city and has to leave the NLB class. This innovative method supports our overall objective of developing a long-term relationship between students and responsive Christian men or women.

## VI. Collecting Data from NLB Classes

### A. Collecting Recidivism Data

We are constantly asked about the recidivism rate of NLB students. This is the percentage that remain out of prison for 3+ years after release. Our volunteers, friends and supporters want to know how our students compare with those that do not receive NLB training. We don't blame them. We would want to know how our students compare with those that do not receive NLB training. We don't blame critics.

We want to know, too!

The current recidivism rate for the general prison population is discouraging. Any improvement in these rates from the NLB program *that we can document* is very important.

	<u>Texas</u>	<u>National</u>	<u>NLB</u>
<b>1993</b>	45%	36%	
<b>1994</b>	43%	35%	
<b>1995</b>	43%	35%	
<b>1999</b>	45%	???	88% (Preliminary)

During 1999, we were able to assemble statistics on 224 NLB students into a database designed by Bill Brewer and Ray Thompson. This database calculated the recidivism rate. *While we need much more data*, this preliminary analysis was encouraging. Out of the 234 NLB students in this study, 88% were successful in staying out of prison after their first parole. The non-NLB offenders have only a 45% rate of success in staying out of prison (at least for the next 3 years). So, you see how much we need the help of all NLB instructors in collecting data that will allow us to estimate the rate of recidivism for our students. *You are the first and most important link in obtaining this estimate*. If we can obtain credible statistics, we are certain it will help us in convincing more people to become involved, utilize this curriculum, offer time slots in prisons, and be supportive of this ministry.

### B. Forms for You to Use

We have provided three forms that you can copy for your use. Of course, you can use your own forms if they supply the necessary information as outlined below. Use separate sets of these forms for each jail or prison where you teach. As requested below, please mail or fax these forms to NLB as they are completed:

*NewLife Behavior Ministries*  
P. O. Box 270720  
Corpus Christi, Texas 78427-0720  
Fax: 361/855-7469

1. Attendance Sheet for *NewLife Behavior* Classes (Meetings 1-26)
2. Attendance Sheet for *NewLife Behavior* Classes (Meetings 27-52).  
These are the basic forms to substantiate a regular attendance pattern. Students tracked through a minimum of 36 lessons (not including absences) can be used in our calculations. Use separate sets of these forms for each class taught during a calendar year. *Please mail or fax a copy to NLB as classes are completed during the year!*
3. Attendance Summary for *NewLife Behavior* by Year

Use this summary form twice each year (January and July) to summarize the class attendance sheets (above) for all students who completed at least 36 lessons. If a student attended more than one class, he may be listed twice. If a class overlaps a six-month report period, include it in the next report. In January and July of each year, please mail or fax a copy to NLB Ministries.

4. Participant Information Form

This form is to be filled out for each student. The instructor keeps the original and a copy is mailed or faxed to NLB.

5. Student Summary Form

This form is used by the local congregation or instructor to track progress of the student. Where possible, the student also needs to keep copy so that, if the student is transferred to another unit, the form can be supplied the NLB instructor there.

NLB will use these forms to work out the recidivism rate and other statistics and share this information with you from time to time. Your cooperation is vital!

As important as collection of this data is, it is not more important that the greater task you have of teaching God's Word. When preparing a report gets in the way of your more important task of teaching – TEACH! Report as time is available. Our focus must be on souls, not *paper!*

## VII. Outreach to Student's Family

In recent years, NLB has put more emphasis and resources into reaching out to families of incarcerated students. We have learned some procedural lessons and formulated contact information that may be helpful to you. Each facility operates differently. Please adapt the following to your environment and needs.

### A. Family Member Outreach Procedure

1. The NLB instructor gives a contact letter to offender. (See *Sample Letter*, next page)
2. The offender sends the letter to his or her wife/husband, mother/father and/or children.
3. The family member decides to respond. If the decision is "No", the process stops. If the decision is "Yes", the family gives requested information on letter, signs it, photocopies it and returns the copy to the offender.
4. The offender sends the letter to the NLB office.
5. The NLB office contacts the family by phone and interviews the family leader. If the family decides "No", the process stops. If the family decides "Yes", NLB representatives (not in-prison instructors) visit the family to assess needs.
6. The NLB office recruits a mentor/studymate to work with the family.
7. The mentor/studymate works to meet the spiritual, physical, vocational, financial and other needs.
8. The mentor/studymate supplies a support group – a "hedge of protection" – around the family.
9. NLB representatives (not in-prison instructors) confer, advise, etc., with the family.
10. Reminder: NLB Instructors are not to contact family members of their students.

## Sample Contact Letter for Family Outreach

[Date]

[Significant Other]

[Some Street]

[Some City, State, Zip]

Dear [Wife, Husband, Mother, Father, Child, etc.],

I hope and pray that all is well with you and the rest of the family. During this time of separation, I desperately regret not being able to be a part of your life (lives). However, while I have been here, I have been fortunate in finding and participating in a class that has been a great help to me. The course I am enrolled in is called "*NewLife Behavior*". This bible-based study is having a tremendous impact on my life. I have learned a great deal about how to change my failed behavior pattern and to start a new pattern of Christ-like behavior – I have a new attitude about life. The course is teaching me how to be a godly husband and father that you and the children need and deserve.

*NewLife Behavior Ministries* (NLBM), the Christian organization that provides this curriculum, also has volunteers that are interesting in contacting you. They can help fill the spiritual, physical, and financial needs of our family. If you are willing for these Christian friends to contact you, please check "Yes" below and print your name, address and phone number. Then, sign it and return it to me.

I feel certain that this ministry can help our family build a new and better life together!

Please return this letter to me as soon as possible. I will get it back to the NLBM office and their staff will arrange for a volunteer to contact you.

Love,

[Student's Name and ID#]

[Prison or Jail]

[Address]

[City/State/Zip]

\_\_\_\_\_ "Yes, I want to be contacted by *NewLife Behavior Ministries*

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone (Including Area Code): \_\_\_\_\_

Signature: \_\_\_\_\_





# ***NewLife Behavior Ministries***

## **Participant Information Form**

Offender: \_\_\_\_\_ No. \_\_\_\_\_ Date: \_\_\_\_\_

Unit: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Age: \_\_\_\_\_ Afro-American \_\_ Caucasian \_\_ Hispanic \_\_ Indian \_\_ Asian \_\_ Other: \_\_\_\_\_

Date Imprisoned: \_\_\_\_\_ Prison Status: \_\_\_\_\_

### MARRIAGE INFORMATION:

Marital Status: Single \_\_ Married \_\_ Divorced \_\_ Separated \_\_ Common-Law \_\_

Name of Spouse: \_\_\_\_\_ Married Before Incarcerated \_\_ Married By Proxy \_\_

Wedding Anniversary: \_\_\_\_\_ Spouse's D.O.B.: \_\_\_\_\_ Spouse's Age: \_\_\_\_\_

Spouse's City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Phone: \_\_\_\_\_

### Child 1

Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

Child's City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

### Child 2

Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

Child's City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

### Child 3

Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

Child's City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

### Child 4

Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

Child's City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

### OTHER PARENT'S INFORMATION:

Is Father Living? \_\_\_\_\_ Age: \_\_\_\_\_ Father's City: \_\_\_\_\_ State: \_\_\_\_\_

Zip Code: \_\_\_\_\_

Is Mother Living? \_\_\_\_\_ Age: \_\_\_\_\_ Mother's City: \_\_\_\_\_ State: \_\_\_\_\_  
Zip Code: \_\_\_\_\_

Do you attend chapel programs on a regular basis? \_\_\_\_\_ What is your religious preference?  
\_\_\_\_\_

Education (Circle highest grade completed): 7 8 9 10 11 12 College: 1 2 3 4

Major Subjects: \_\_\_\_\_ Degrees Earned: \_\_\_\_\_

Vocational Training: \_\_\_\_\_

Institutional Work Assignment: \_\_\_\_\_

How many times have you been in prison? \_\_\_\_\_ What is your parole date? \_\_\_\_\_

Date arrived in prison: \_\_\_\_\_ Length of your sentence? \_\_\_\_\_

To whom do you plan to parole? \_\_\_\_\_ What job do you plan to pursue on parole?  
\_\_\_\_\_

How many visits do you receive from family and/or friends? Per month: \_\_\_\_\_ Per year: \_\_\_\_\_

With whom do you visit? Spouse \_\_\_ Parents \_\_\_ Children \_\_\_ Friends \_\_\_ Other: \_\_\_\_\_

Is your family enrolled in *NewLife Behavior* courses? \_\_\_\_\_ Would you like for them to be  
enrolled? \_\_\_\_\_ Does your family have a church home? \_\_\_\_\_ Name/Location of your family's  
church home:  
\_\_\_\_\_

<p><b>To Be Filled Out by <i>NewLife Behavior</i>:</b> Date Lessons Begun: _____</p> <p><b>INSTRUCTOR</b> Name: _____ Phone: _____ _____</p> <p><u>Home Address</u> Street: _____ City: _____ State: _____ Zip: _____ —</p> <p>Church: _____ —</p> <p>Street: _____ City: _____ State: _____ Zip: _____ —</p> <p><b>STUDYMATE</b> <u>Home Address</u></p>
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Street: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 \_\_\_\_\_  
 Church: \_\_\_\_\_  
 Street: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 \_\_\_\_\_

## ***NewLife Behavior Ministries***

### **Student Summary Sheet**

Offender: \_\_\_\_\_ ID No. \_\_\_\_\_  
LAST FIRST MIDDLE INITIAL

Dorm Status: \_\_\_\_\_ Class: \_\_\_\_\_

Date NLB Started: \_\_\_\_\_ First Lesson: \_\_\_\_\_

Date Transferred/Paroled: \_\_\_\_\_ Last Lesson: \_\_\_\_\_

Transferred To: \_\_\_\_\_ Address: \_\_\_\_\_

Instructor: \_\_\_\_\_ Studymate: \_\_\_\_\_

Date New Instructor Notified: \_\_\_\_\_ Date Completed Course: \_\_\_\_\_

Release Date: \_\_\_\_\_ Parole Location: \_\_\_\_\_

Age: \_\_\_ Afro-American \_\_\_ Caucasian \_\_\_ Hispanic \_\_\_ Indian \_\_\_ Asian \_\_\_ Other: \_\_\_\_\_

Date Imprisoned: \_\_\_\_\_ Prison Status: \_\_\_\_\_

LESSONS/DATE COMPLETED					
COURSE I	COURSE III	19:3 _____	28:4 _____	34:1 _____	44:2 _____
1:1 _____	10:2 _____	20:1 _____	COURSE VIII	34:2 _____	44:3 _____
1:2 _____	10:3 _____	20:2 _____	29:1 _____	34:3 _____	COURSE XII
1:3 _____	11:1 _____	20:3 _____	29:2 _____	34:4 _____	45:1 _____
2:1 _____	11:2 _____	20:4 _____	29:3 _____	35:1 _____	45:2 _____
2:2 _____	11:3 _____	COURSE VI	30:1 _____	35:2 _____	45:3 _____
2:3 _____	11:4 _____	21:1 _____	30:2 _____	35:3 _____	45:4 _____
2:4 _____	12:1 _____	21:2 _____	30:3 _____	36:1 _____	46:1 _____
3:1 _____	12:2 _____	21:3 _____	31:1 _____	36:2 _____	46:2 _____
3:2 _____	12:3 _____	22:1 _____	31:2 _____	36:3 _____	46:3 _____
3:3 _____	COURSE IV	22:2 _____	31:3 _____	COURSE X	47:1 _____
4:1 _____	13:1 _____	22:3 _____	31:4 _____	37:1 _____	47:2 _____
4:2 _____	13:2 _____	23:1 _____	32:1 _____	37:2 _____	47:3 _____
4:3 _____	13:3 _____	23:2 _____	32:2 _____	37:3 _____	48:1 _____
COURSE II	14:1 _____	23:3 _____	32:3 _____	38:1 _____	48:2 _____
5:1 _____	14:2 _____	24:1 _____	COURSE VIIIb	38:2 _____	48:3 _____
5:2 _____	14:3 _____	24:2 _____	29:1b _____	38:3 _____	<i>CHILDREN'S EDITION</i>
5:3 _____	15:1 _____	24:3 _____	29:2b _____	38:4 _____	1:1 _____
6:1 _____	15:2 _____	24:4 _____	29:3b _____	39:1 _____	1:2 _____
6:2 _____	15:3 _____	COURSE VII	30:1b _____	39:2 _____	1:3 _____
6:3 _____	15:4 _____	25:1 _____	30:2b _____	39:3 _____	2:1 _____

7:1 _____	16:1 _____	25:2 _____	30:3b _____	COURSE XI	2:2 _____
7:2 _____	16:2 _____	25:3 _____	31:1b _____	41:1 _____	2:3 _____
7:3 _____	16:3 _____	26:1 _____	31:2b _____	41:2 _____	2:4 _____
7:4 _____	COURSE V	26:2 _____	31:3b _____	41:3 _____	3:1 _____
8:1 _____	17:1 _____	26:3 _____	31:4b _____	41:4 _____	3:2 _____
8:2 _____	17:2 _____	26:4 _____	32:1b _____	42:1 _____	3:3 _____
8:3 _____	17:3 _____	27:1 _____	32:2b _____	42:2 _____	4:1 _____
COURSE III	18:1 _____	27:2 _____	32:3b _____	42:3 _____	4:2 _____
9:1 _____	18:2 _____	27:3 _____	COURSE IX	43:1 _____	4:3 _____
9:2 _____	18:3 _____	28:1 _____	33:1 _____	43:2 _____	
9:3 _____	19:1 _____	28:2 _____	33:2 _____	43:3 _____	
10:1 _____	19:2 _____	28:3 _____	33:3 _____	44:1 _____	

Follow-up Notes: