

CLEAR Facilitator's Manual

Module 1 Act Safe – Substance Use

Session #5: Future Goals: The Impact of Using Drugs and Alcohol. (1.5 hrs.)

OBJECTIVES:

1. Youth will continue to explore feelings and self-perceptions related to substance use.

Youth will examine the impact of using on their short-term and long-term goals.

Youth will review local resources for substance use treatment.

Youth will implement weekly activity schedules.

Youth will enhance strategies for reducing tension.

RATIONALE:

The intervention for reducing or eliminating substance use (and later, sex risk acts) focuses on the acquisition of three self-regulation skills: monitoring, evaluating, and goal setting. Motivation; however, is pre-requisite to youths engaging in this challenging process.

In this session, youths take a closer look at feelings and self-image issues related to using as a way to increase motivation to decrease or stop their substance use. Further, it is assumed that if substance use goals are not consistent with current strivings, motivation to implement or maintain these goals will be lacking. Therefore, strivings are articulated, and the fit between substance use goals and strivings is explored. Longer-term goals have also been shown to buffer short-term impulsivity; therefore, in order to direct energies toward activities that compete with substance use, more general life goals are discussed and set.

It is not expected that these activities will induce abstinence; that issue is addressed more directly in the next session; however, youths may want information about some of the treatment and support options available to them. Therefore, local substance abuse resources are provided.

SUMMARY:

Welcome participants, take attendance, review goals, introduce the day's topic, and conduct a lottery. (25 minutes)

Have youths respond to incomplete sentences that get at how they really feel about themselves and what emotions they are avoiding. (15 minutes)

Have each youth list current short-term goals and explore how quitting substance use would impact achieving them. (20 minutes)

Review a local resource list for obtaining substance use treatment and support. (10 minutes)

Do a relaxation sequence. (5 minutes)

End with a review, between-sessions goal setting, and benefit awareness/ appreciation. (15 minutes)

MATERIALS:

Attendance Sheet
Cohort Rosters
Lottery Prize in Mailing Envelope
Lottery Number Envelopes
Goal Summary Sheet
Phone Tape Recorder
90-min Audio Tape
Facilitator's Manual
Participant's Manual
Cohort Data Binder
Pens and Notepads

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read text in small letters verbatim, make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the workshop along. Exercises may be lengthened or shortened as needed as long as all material is covered.

Exercise 1: What Is this Session About?
(25 minutes)

[The purposes of this exercise are to enhance self-esteem, to create a pleasant environment, to establish a future expectancy, and to explain the purpose of the session. Welcoming participants, reviewing personal beliefs and relaxation skills, an explanation of the goals of the session, and doing a lottery are used.]

THE FACILITATOR SAYS:

Welcome to this fifth session on substance use. Who just joined the call?

RECORD ATTENDANCE AS YOUTH REPORT IN.

Before we go any farther, I want to everyone to imagine that we just gave you five beeps to give away during this session.

Remember that "beeps" are given to another person when you like what that person said or did.

You had three goals from last week. Let's review those now.

ASK FOR VOLUNTEERS AND THEN CALL ON YOUTHS UNTIL ALL HAVE REPORTED ON AT LEAST ONE GOAL.

What did you write down as your strongest beliefs about using? Who can share one?

GET FEEDBACK FROM A FEW YOUTHS. PROBE FURTHER:

What did you discover about your strongest beliefs for using drugs and alcohol?

Which characteristics of your lower self are you expresses with that belief?

SUMMARIZE AND REINFORCE INSIGHTS.

Did each of you spend some time chilling out at your special place?

GET FEEDBACK FROM YOUTH WHO HAVE NOT YET RESONDED.

Where did you go?

Are you getting good at getting to your special place?

How can you tell that you are getting good at it?

ENDORSE REPORTS OF PHYSICAL SENSATIONS AND EMOTIONAL
RESPONSES CONSISTANT WITH THE RELAXATION RESPONSE.

You also had some goals related to monitoring your substance use.

Who remembered to fill out their calendar this past week?

REINFORCE COMPLIANCE.

That's great. For those of you who may have forgot to do it, let's take a quick minute to do that right now.

Turn to page XX in your workbooks.

Starting with [date] put an X on each day you did not use drugs or alcohol.

WAIT 45 SECONDS.

Okay, everyone who was not able to X off every day for the past week, let us know by giving us a single beep on your phone.

Of those of you who beeped, who filled out at least one Drug and Alcohol Report during the past week? [PAUSE]

IF SOMEONE RESPONDS, REVIEW THE REPORT BY ASKING THE PARTICIPANT EACH OF THE QUESTIONS. ASK FOR CLARIFICATION AS NEEDED.

IF NO ONE COMPLETED A REPORT, ASK FOR A VOLUNTEER TO FILL OUT A REPORT RIGHT NOW, WITH HELP FROM THE GROUP.

ASK THE PARTICIPANT EACH OF THE QUESTIONS. ASK THE GROUP HOW THEY MIGHT ANSWER THE QUESTION IF THE PARTICIPANT GETS STUCK.

What did you learn about using by doing this report?

REINFORCE IDENTIFICATION OF TRIGGERS AND IDEAS ON HOW TO INTERRUPT THE PATTERN.

Thanks for being honest and for sharing.

REINFORCE WORKING AT AND MAKING PROGRESS ON GOALS.

Doing the reports and calendars are important steps in setting the foundation for changes you may want to make down the road.

Please make a point to do keep up with these every day. It is much easier and you will get much more out of it if you do them regularly.

MAKE THE TRANSITION TO TODAY'S TOPIC.

Today's session is the fifth session in this module on substance use.

So far you worked on discovering why you use drugs and alcohol.

You are learning that specific feelings, thoughts, and actions are connected to using, and those can be different for each person.

You identified your personal blue print for substance use.

Today we want you to reconsider what you plan to do about your use of drugs and alcohol.

What are the advantages and disadvantages of using?

What goals do you have for yourself?

How does using fit in with what you really want for yourself?

But first, let's do our lottery.

Today's lottery prize is _____.

NAME THE PRIZE.

And the winning number is:

OPEN THE ENVELOPE (NEAR THE MICROPHONE SO PARTICIPANTS CAN HEAR IT) AND CALL OUT THE WINNING NUMBER.

BEEP AND CONGRATULATE THE WINNER.

Exercise 2: What Is Deep Inside Me?
(15 minutes)

[The purpose of this exercise is bring into awareness feelings and thoughts about oneself that could contribute to the substance use blueprint and that might stimulate wanting to change. Incomplete sentences is the method chosen to meet the purpose.]

What people think and feel about themselves makes a big difference in their continuing to use substances and also in their stopping.

We want you to experience more of your thoughts and feelings about yourself.

Please open your workbooks to page XX. This page has a list of unfinished sentences on it.

When I call your name, read the next sentence on the list aloud to the group, filling in the end of it.

Fill it in with the first thing that comes to your mind. There is no right or wrong answer, so just let whatever comes into your head come out of your mouth.

For example the sentence might read, "When I am not the best at something, I _____."

One person might say, "...feel terrible."

Another person could have a different response: "...I tell myself I don't have to be perfect."

When you fill in the incomplete sentence, you can learn more about yourself and have more fun by saying the first thing that comes into your mind.

Here we go.

ONE AT A TIME, HAVE EACH PARTICIPANT READ AND COMPLETE A

SENTENCE ON THE LIST. DO EACH SENTENCE ONCE. DON'T RUSH SO THAT OTHER YOUTHS CAN SPECULATE ON HOW THEY MIGHT HAVE FINISHED SOME ONE ELSE'S SENTENCE.

1. I ACT STRONG; DOWN INSIDE I _____.
2. I WORRY MOST ABOUT _____.
3. I FEEL SADDEST WHEN _____.
4. I AM SECRETLY AFRAID OF _____.
5. I PRETEND TO BE _____.
6. WHEN I FEEL UNCOMFORTABLE, I _____.
7. I TRY TO KEEP PEOPLE FROM SEEING THAT I _____.
8. I DON'T LIKE TO THINK ABOUT _____.
9. I HATE FEELING _____.
10. WHAT I HIDE FROM MYSELF IS _____.

Using the Feeling Thermometer as a guide, what was your feeling level when completing your sentence?

ENCOURAGE SHARING.

How do you think the feelings and thoughts a person has about himself or herself connects with substance use?

ENCOURAGE DISCUSSION WITHOUT STRUCTURING IT OR MAKING POINTS.
DON'T PUSH ANY PARTICULAR MESSAGE,

THE PURPOSE IS FOR YOUTHS TO COME UP WITH THEIR OWN IDEAS ABOUT CONNECTIONS AND TO INVEST IN THE PROCESS OF RELATING SELF-PERCEPTIONS (LOWER SELF VS HIGHER SELF) WITH VULNERABILITY.

Exercise 3: What Do I Want for My Self?
(20 minutes)

[The purpose of this exercise is to create a desire for something more than substance use in the youths' lives. Exploring future goals in important areas is the method employed.]

I am going to ask you to think of what you want for yourself.

On page XX in your workbook is a list of categories or areas to have goals for. Turn to page XX now.

Here are some areas that many people have goals for, but you don't have to have a goal for each one. [PAUSE]

I'm going to go down the list of categories.

When I name a category, I want you to beep as soon as you can think of a future goal you have for that category.

For example, when I say living arrangements, someone might think, "I'd like to own my own house someday."

Some one else might think, "I'd like to have a responsible roommate to share expenses with now."

And some one else may not think of any goal for that category. That's alright.

As soon as you think of a goal write it down next to the category. Just write a few words to remind you of the goal. For the last example "responsible roommate" would be good enough.

As soon as you write a goal down let us know by giving a beep. That's all there is to it:

Think of a goal, write it down, and beep. Everyone got it?

If you don't have a goal for one category you can look ahead to the next one.

Okay let's give this a try. The first category is Education.

Write your education goal down and then beep.

AFTER ½ OF THE YOUTH BEEP, GO TO THE NEXT CATEGORY.

REPEAT UNTIL YOU COVER ALL THE CATEGORIES ON THE LIST:

EDUCATION

WORK

LIVING ARRANGEMENTS

SOCIAL RELATIONSHIPS

LIFESTYLE/ ACTIVITIES

PERSONAL IMPROVEMENT

SUBSTANCE USE

Great job everyone. We have one more step to go.

Glance down the list of goals you came up with and put a check by the most important one. Go ahead and do that now. [PAUSE]

Now, if the goal you picked was a substance use goal, check the next most important goal on your list as well. Go ahead and do that now. [PAUSE]

Okay, let's go around the circle and see what you came up with.

When you speak please share the goal from your list that is the most important to you.

And then share what your substance use goal is, or the other goal you checked.

Let's here from everyone on this one. Who will start us off?

HAVE EACH PERSON A LIFE GOAL AND A SUBSTANCE USE GOAL.

AS THEY REPORT. ASK EACH YOUTH TO EXPLAIN HOW THE SUBSTANCE
USE GOAL WORKS WITH THEIR OTHER GOAL.

REFRAME AND CLARIFY AS NEEDED.

USE THE GROUP TO HELP MAKE THE CONNECTION WHERE NEEDED.

Thanks for taking part in that exercise. That was really good.

Exercise 4: Accessing Local Resources Who Can Help Me.
(10 minutes)

[The purpose of this exercise is to strike while the iron is hot. That is, the last exercise was designed to increase motivation to reduce or stop substance use by identifying cessation as a catalyst to reaching cherished goals. Making sure youth are aware of and have ready access to treatment programs may facilitate their taking action now.]

In case you want to do something about your substance use, we have prepared a list of local resources for you to consider.

Please turn to page XX in your workbooks while we go over the programs we found.

These resources include both substance use treatment programs and support programs.

GO OVER THE LIST OF LOCAL RESOURCES WITH PHONE NUMBERS,
ADDRESSES, HOURS, AND SERVICES PROVIDED.

AS YOU TOUCH ON EACH, ASK IF THE YOUTH HAVE HAD ANY POSITIVE
EXPERIENCES OR KNOWLEDGE OF WITH THE AGENCIES.

INVITE THOSE YOUTHS TO SHARE ANY POSITIVE INFORMATION ABOUT
THE AGENCY THAT MIGHT BE HELPFUL FOR OTHERS.

ASK PARTICIPANTS TO MENTION ANY LOCAL PROGRAMS NOT INCLUDED
ON THE LIST.

END BY OFFERING TO CONNECT YOUTHS TO A CASE MANAGER OR
CONTACT PERSON FOR ANY PROGRAM/ AGENCY THEY ARE
INTERESTED IN.

Wow, we did a lot today.

Let's take a few minutes and deal with any feelings of tension that have come up in today's session.

Exercise 5: How Can I Reduce Tension and Negative Thoughts?
(5 minutes)

[The purpose of this exercise is to reduce tension and negative thoughts. Relaxation approaches are used.]

As you will learned as we move through the sessions, there are all kinds of relaxation techniques.

What we are going to do now will reduce tension and distract you from negative thoughts.

Get yourself comfortable as possible, in your chair or where ever you might be.

Be quiet for a moment and close your eyes if you wish. [PAUSE]

Become aware of your breathing. [PAUSE]

Don't try to change it - just feel it. [PAUSE]

In and out. [PAUSE]

In and out. [PAUSE]

Now take a deep breath in. [PAUSE]

And let it out slowly. [PAUSE]

Breathe in. [PAUSE]

And let it out slowly. [PAUSE]

Can you feel the cool air coming in and the warm air flowing out? [PAUSE]

Let the air coming in flow through your chest, your shoulders, your arms and out your finger tips.

Taking all the tension with it. [PAUSE]

Let all the tension flow out of your body. [PAUSE]

Feel your body become wonderfully limp. [PAUSE]

Now feel the peace in your body. [PAUSE]

I want you to use your imagination.

See how vividly you can imagine.

Think of a place away from here that you like.

A place that means safety, and calm, and good feelings. [PAUSE]

A place you have been to before, or maybe a new place.

Have you got it? [PAUSE]

Can you see the beautiful colors there? [PAUSE]

Can you hear the soothing sounds? [PAUSE]

Can you catch the pleasant fragrance? [PAUSE]

Can you sense the air making your skin feel good? [PAUSE]

Let this wonderful place surround you. [PAUSE]

Be the wonderful place. [PAUSE]

Right now your head is clear and calm.

You think light thoughts.

There's no confusion.

Say to yourself "Clear mind. [PAUSE]. Light thoughts."

Can you say it again? "Clear mind. [PAUSE]. Light thoughts."

Now slowly open your eyes. [PAUSE]

Yawn and stretch.

Yawn and stretch.

How do you feel?

ENCOURAGE SHARING OF FEELINGS.

Exercise 7: Where Do I Go From Here?
(20 minutes)

[The purposes of this exercise are to increase self-esteem, to build group support, and to apply what was experienced in the group to the outside world. Between session tasks and giving group appreciation are used.]

We are at the end of today's session.

I hope the session has provided you an opportunity to re-think the advantages and disadvantages of quitting substance use, and to re-consider what you plan to do about it in your life.

You have choices.

It is important to take some of the things we have worked on in here and try them in the outside world.

So, I am going to ask you to pick a goal that you will complete in the next week.

Make the goal related to what we have been doing in here.

The goal should be a SMART one.

DIRECT YOUTH TO THE GOAL LOG ON PAGE XX.

REVIEW THE ACRONYM

Some examples of goals are as follows:

Visit a drug or alcohol rehabilitation program and talk to a counselor there about the services available.

On a piece of paper, list the advantages and disadvantages of quitting and not quitting.

Practice relaxing and letting go of tension using one of the scripts we used so far.

You don't have to pick a goal from this list. You can make up your own.

Take a moment and think about the goal you will try to accomplish before the next session.

ALLOW 30 SECONDS TO PASS FOR SELECTING A GOAL.

Let's do a round to see what you agree to do.

ASK EACH PERSON FOR A TASK THEY WILL DO.

MAKE SURE IT MEETS THE SMART CRITERIA.

HAVE THEM COMPLETE THEIR GOAL LOGS.

FACILITATORS SHOULD COMPLETE THIS WEEK'S GOAL SUMMARY SHEET.

Thank you. Those are some good goals.

We will review how you did on the next call.

I also want to remind you to complete your calendar, and to fill out a report anytime you use drugs or alcohol. You will find this weeks on pages XX.

Finally, there is one new tool I want to introduce that can help you make progress towards your goals.

It's on page XX, and this one can be fun if your willing to have fun with it.

This tool is your Weekly Schedule.

If you are not used to making a weekly schedule, it can be a difficult and unpleasant thing to do.

But people with drug or alcohol problems don't schedule their time, and people who do

schedule their time usually don't use additive substances.

If you write down your schedule, you have a greater chance of being in control, rather than drugs or alcohol controlling you.

A schedule kept only in your head is easily changed by the part of your brain that craves drugs or alcohol.

Without a written schedule there is too much chance that you will do what you feel like doing and not what you need to do to take care of yourself.

Also, the part of your brain that craves substances likes chaos and out-of-control behavior.

Therefore, by becoming an organized person, you will help yourself.

The cool thing is that no one else but you decides on what gets scheduled, and that leaves lots of time for things you enjoy that don't trigger substance use.

You are in charge of controlling your life.

So, let's start now. On page XX in your workbooks you will find a schedule for this next week.

CONFIRM THAT EVERYONE HAS FOUND THE SCHEDULE.

Let's do the next two days only to see how this works.

First put things like work hours, classes, doctor's appointments, attending a meeting, these calls, etc. on your schedule for the next two days.

PAUSE FOR ONE MINUTE. CONFIRM THAT EVERYONE HAS THE NEXT TWO DAYS FILLED IN.

Now put in what time to get up and what time to go to bed, and meal times.

ALLOW TIME FOR YOUTH TO ADD THOSE IN TO THEIR SCHEDULES.

Now comes the fun part. With all the remaining blocks of time, fill your schedule in with things you really enjoy that don't involve drugs or alcohol.

Let's start with a list of some of those things. When I say your name, share two things that fit that description.

After we think of a bunch of them, then we will fill the schedule in.

USE THE ROSTER AND CALL ON EVERYONE. LOOK FOR OPTIONS THAT INVOLVE PHYSICAL ACTIVITY, INTELLECTUAL INVOLVEMENT, SOCIAL ACTIVITIES, CHARITABLE ACTS, SELF CARE, EXPRESSIONS OF HIGHER SELF, OR ANY ADAPTIVE ACTIVITIES.

That's the idea, now fill in all the open time on your schedule for the next two days.

ALLOW TIME FOR WORKING ON THE SCHEDULE.

Now let's see what we got. Who has a great day scheduled for tomorrow?

GET A VOLUNTEER TO SHARE THEIR SCHEDULE WITH THE GROUP.

Start with the time you will get up in the morning and describe each hour until bedtime.

REINFORCE GOOD CHOICES. USE THE GROUP TO BRAINSTORM IDEAS WHERE THE SCHEDULE MAY BE PADDED, ETC.

Thanks [name] for helping the group to understand scheduling.

Your last goal for the week then will be to finish the schedule for this week. Do this one today or tomorrow so it will be ready when you need it.

What is your reaction to scheduling?

ENCOURAGE SHARING OF REACTIONS.

**BE SYMPATHETIC TO HOW HARD IT IS IF YOU ARE NOT USED TO IT, BUT
KEEP EMPHASIZING ITS IMPORTANCE.**

Before we end I would like you to share something that you got out of today's session.

Don't forget to show appreciation to other group members if they said something that was helpful to you as well.

USE THE CALL ROSTER AND HAVE EVERYONE RESPOND.

HAVE THE GROUP MEMBERS IDENTIFY BENEFITS OF PARTICIPATION.

**MODEL SHOWING APPRECIATION BY ACKNOWLEDGING AND PRAISING
MEMBERS AS APPROPRIATE.**

The next session will take place on [DAY, DATE, AND TIME].

Please be on time for the call, and make it a great week!

THE END OF SESSION FIVE.