

CLEAR Facilitator's Manual

Module 1 Act Safe – Substance Use

Session #6: Making Commitments: Evaluating and Changing Substance Use. (1.5 hrs.)

OBJECTIVES:

Youths will define their current use of drugs and alcohol.

Youths will set a baseline of drug and alcohol use, prepare for evaluating their performance in reducing or stopping alcohol or drug use, and make a weekly schedule.

Youths will connect reductions in substance use to increased quality of life.

Youths will set individualized goals to stop, reduce, or maintain in a low level of drug and/or alcohol use.

RATIONALE:

One of the main goals of this intervention is to reduce or stop drug and alcohol use as a means to promote health care compliance, reduce re-infection risks, and reduce transmission of HIV to uninfected others. The aim of this module is to increase motivation, reduce barriers, and provide youths with the skills, tools and resources needed to reduce drug and alcohol use, including entry into drug or alcohol rehabilitation programs if needed.

Behavior shaping (i.e. continuous cycles of goal setting, action, goal review, problem solving) is a long-term process, especially with recalcitrant behaviors. Slips and relapses are expected. Therefore, the work on substance use will continue throughout the intervention. While each of the remaining two modules have their own main foci, each new session will include an exercise that continues to shape substance use behaviors towards complete and permanent abstinence. Advanced skills for changing substance use behaviors will be introduced.

This session is a review and integration of the key tools that will be used to help these youths reduce, maintain low levels of, or eliminate drug and alcohol use throughout the remainder of the study. It is hoped that this training, in conjunction with formal treatment, will empower the youths to achieve sustained abstinence.

The treatment models used have been adopted from the parent study, Teens Linked to Care, and are found in Beck, A., Wright, F., Newman, C., & Liese, B. S. (1993) Cognitive therapy of substance abuse, New York: Guilford Press; and in Rawson, R., Obert, J., McCann,

M., & Scheffey, E. (1991) The Neurobehavioral treatment manual, Beverly Hills, CA: Matrix Center.

SUMMARY:

Welcome the participants, review goals, introduce the topic, and do a lottery. (20 minutes)

Evaluate current drug use with a questionnaire and discuss. (20 minutes)

Review the structure of the substance use activities for future sessions (goal setting, goal review, and problem solving); and the main tools (the weekly drug and alcohol report, the calendar, and scheduling). Discuss with current examples. (20 minutes)

Set between-modules goals. (20 minutes)

Word storm “happiness” and discuss as a desired outcome for this intervention, and conduct benefit awareness and appreciation. (10 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?
(20 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 progress on goals, a description of the session, and doing a lottery are used.]

THE FACILITATOR SAYS:

Hi and welcome to CLEAR. Who just joined the call?

RECORD ATTENDANCE AS YOUTH REPORT IN.

WHEN READY TO START THE FACILITATOR SAYS:

It's great to have all of you back for the last session of the Act Safe module on substance use!

To start off I would like to remind everyone to be generous with your beeps.

Now let's talk about your wins this past week, starting with the between-session goals.

Who remembered to check off their calendars? Everyone who was clean all week give us a beep. [Pause]

Allright! Congratulations!

Of those of you who used, who filled out a Drug and Alcohol Report?

REINFORCE COMPLIERS. EMPHASIZE THE IMPORTANCE OF COMPLIANCE.

The only way to get a handle on your substance use behavior is to become very aware of the triggers that lead you to using.

Triggers can change over time so it's really important to keep monitoring them as time goes on.

That's what the reports are all about.

Next let's talk about your weekly schedule.

Everyone who filled one out give us a beep. [Pause]

Way to go!

Were you able to keep the schedule you wrote?

DISCUSS AND BRIEFLY PROBLEM SOLVE AS NEEDED.

Did you add lots of good things in and have a good time doing them? Who can share a planned day from their calendar they really enjoyed?

**HAVE A YOUTH READ THEIR SCHEDULE FOR A DAY THAT MODELS
SUBSTITUTING REWARDING BEHAVIORS FOR IDLE TIME OR TRIGGER
BEHAVIORS.**

**ASK YOUTH TO COMMENT ON HOW THAT DAY WOULD HAVE BEEN SPENT, AND
WHY THEY LIKED THE CHANGE.**

PROVIDE COPIOUS REFLECTION AND REINFORCEMENT.

CONNECT ACTIVITIES/ FEELINGS TO HIGHER SELF WHERE APPROPRIATE.

The last goal was one you picked for yourself. Let's go around and see how that went. Who wants to start?

**CALL ON PARTICIPANTS WHO HAVE NOT RESPONDED YET. REFER TO LAST
WEEKS GOAL SUMMARY SHEET.**

[Name], you were going to [activity]. How did that go?

ENCOURAGE AND ENDORSE POSITIVE RESPONSES.

Today we are going to look at how serious your drug and alcohol use is, review all the tools you have learned for monitoring and changing substance use, and set a between-modules goal for reducing substance use and the negative ways using effects your life and your future goals.

But before we get started with today's topic, it's time to have a lottery.

Today the 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.

Now we are going to look at a tool that measures how severe drugs and alcohol are affecting your life.

Exercise 2: How Severe is My Problem?
(20 minutes)

[The purpose of this exercise is to create concern about the youth's use of drugs. A Drug and Alcohol Questionnaire is used.]

Please turn to the questionnaire on page XX in your workbooks. [Pause]

Did everyone find the Drug and Alcohol Questionnaire?

We will read the statements, and you check off whether or not you have had that experience in the last 6 months. That would be since [month/ year].

If you don't understand something, speak up, and we will explain it.

Likewise, if we go to fast, let us know and we will slow down.

Okay, here we go with the first item.

FACILITATORS TAKE TURNS READING THE ITEMS.

SPEAK SLOWLY AND CLEARLY.

PAUSE ABOUT 15 SECONDS AFTER EACH STATEMENT TO ALLOW FOR RECALL.

READ THE INSTRUCTIONS AND BEGIN:

THE DRUG AND ALCOHOL QUESTIONNAIRE

Instructions: This questionnaire is designed to help you determine how drugs and alcohol affect your life. Read each statement and decide if it applied to you anytime in the last 6 months. If it does, check "yes" and, if it does not, check "no."

1. I use drugs or alcohol every week.

yes ___ no ___

2. When I am on drugs and alcohol, I have a loss of consciousness or blackout.

yes ___ no ___

3. I have been late, missed school, or been kicked out of school because of being high on drugs or alcohol.

yes ___ no ___

4. I have lost a job because of drugs or alcohol.

yes ___ no ___

5. My boyfriend or girlfriend and I fight a lot or he/ she has left me because of my drug or alcohol use.

yes ___ no ___

6. My drug or alcohol use has caused family fighting and disturbance.

yes ___ no ___

7. My drug or alcohol use takes more money than I have.

yes ___ no ___

8. I have stolen money or goods to pay for my drug or alcohol use.

yes ___ no ___

9. I need drugs or alcohol to have sex.

yes ___ no ___

10. After using drugs or alcohol, I have found myself in a strange place next to someone I did not know.

yes ___ no ___

11. I deal drugs in order to pay for my habit.

yes ___ no ___

12. I've tried suicide while on drugs or alcohol.

yes ___ no ___

13. I have been arrested for driving while intoxicated. (DUI)

yes ___ no ___

14. I have gotten into a fight while high or drunk.

yes ___ no ___

15. I have gone on drug highs or alcohol binges that lasted several days.

yes ___ no ___

16. I am not comfortable socially unless I take drugs or have some drinks.

yes ___ no ___

There are big blocks of time I can't remember or account for when I was high on drugs or alcohol.

yes ___ no ___

18. I lost touch with friends who don't use drugs or alcohol.

yes ___ no ___

19. I figure things out when I'm high that don't make any sense when I'm sober.

yes ___ no ___

20. People tell me about things that I said or did when I was high on drugs or alcohol that I regret or feel bad about doing.

Before we talk about your responses to the drug and alcohol questionnaire, I am wondering how you felt while taking it.

Remember the Feeling Thermometer? 0 degree is totally comfortable and 100 degrees is totally uncomfortable.

REFER YOUTH TO FEELING THERMOMETER ON PAGE XX.

What is your emotional temperature after taking the drug and alcohol use questionnaire?

ENCOURAGE SHARING OF FEELING LEVELS.

Now that you know what your emotional reaction was, please tell us how you evaluated your drug or alcohol use as you marked down "yes" or "no."

Which statements would a teenager with a drug or alcohol problem answer "yes" to?

ENCOURAGE A DISCUSSION OF WHAT CONSEQUENCES OF DRUG AND ALCOHOL USE INDICATE A PROBLEM.

If you don't think you have anything to worry about now, and want to make sure that you don't develop a problem later, what could you look for to tell you that your drinking or drug use was getting out of control?

ENCOURAGE RESPONSES.

Before we go on I would like you to count up the number of "yes" responses you had on the questionnaire and fill in the blank at the top page XX along with today's date.

Does everyone see where to do that?

There is a total of 20 possible yes responses. Put the number you have on that blank. We will come back to this in the Modules 2 and 3.

Now we are going to review the tools you will use to continue working on substance use throughout this program.

Exercise 3: How Do We Measure Progress?
(20 minutes)

[The purposes of this exercise are to link together and coordinate the tools for substance use management in preparation for setting between-module goals. Goal setting, progress monitoring (the Drug and Alcohol Report, the Calendar, the Weekly Schedule), goal review, and problem solving are worked on.]

From now on, our work on substance use will follow the same format.

Here is what we will cover:

GOAL REVIEW

PROBLEM SOLVING

THE DRUG AND ALCOHOL REPORT

THE CALENDAR

THE WEEKLY SCHEDULE

A NEW TOPIC

GOAL SETTING

You all share a general goal, which is to stop substance use from interfering with your future plans, your quality of life, and your happiness.

And each one of you, depending on your what substances you use and how much you use, will set your own specific big goal for substance use.

It's also very important that you have short-term goals to achieve between sessions.

These short-term goals will help you achieve your big goal. Short-term goals are like your big goal broken down into smaller steps.

In other words these short-term goals will move you toward:

withdrawing from drugs and alcohol; or
stopping you from returning to drug and alcohol use if you already quit; or
reducing your alcohol and/or drug use; or
keeping you from getting started with drugs and alcohol.

We will teach you how to set and accomplish your short-term goals.

At the beginning of each session we will review the goal you were working on between sessions and help you deal with any barriers that came up.

At the end of each session we will set a new goal related to substance use as well as the main topic that session.

We want you to see progress.

There are several ways to record the progress you are making.

First is to give the group your weekly drug and alcohol report.

Remember, the Drug and Alcohol Report asks you the “5 W’s:”

When did you use?

Where did you use?

What did you use and how much?

Who were you with when you used? And,

Why did you use? That is, what were you feeling, thinking, and doing before you used?

Now we are going to add one more “W” - - Wish.

What do you *wish* you had done about drugs and alcohol last week?

Please turn to page XX in your workbook to see the new Drug and Alcohol Report with the “Wish” question.

Let's practice using it.

Will one of you whom used last week (or some recent time) give us a report on that?

GET A YOUTH TO GIVE A REPORT ON [LAST WEEK'S] DRUG AND/OR ALCOHOL USE.

Thank you--that was very good.

We will also give you a Calendar, so that you can make a big “X” on every day that you did not use drugs or alcohol.

A visual record of accomplishments really helps to keep a person going in the right direction.

Please turn to the Calendar on page XX.

Note that this Calendar also has something new: each day has a list of substance categories.

And each category has a check-off box in front and short blank after each one.

Does everyone see that? Great!

If you can't “X” out the whole day, then you check-off the box for each substance you used that day, and you put how much you used on the blank after the categories you checked.

Let's use a real example to walk through using the Calendar.

GET A DIFFERENT YOUTH TO GIVE A REPORT ON A DAY [LAST WEEK] THAT THEY USED DRUGS AND/OR ALCOHOL AND A

DAY THEY DID NOT.

WALK THE YOUTH THROUGH THE COMPLETION OF THE
CALENDAR FOR THOSE TWO DAYS.

In each session we will review the calendar to see how many days you were free of drugs or alcohol or met your drinking or using target.

In each session we will also work out your weekly schedule.

Remember that if you write down your schedule you have a greater chance of being in control, rather than drugs and alcohol controlling you.

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 meet your goals.

We want you to be in charge of controlling your own life, so only you can decide what goes on your weekly schedule.

Let's work on a schedule for tomorrow right now.

Please turn to page XX in your workbooks.

Can you find tomorrow on the schedule? [PAUSE] Great!

In your schedule put things like working hours, classes, doctor's appointments, attending a group session, and any other commitments you have. [PAUSE] Got that?

Next put in wake up and bedtime, and meal times as well. [PAUSE]

Now fill in the remaining time slots with fun, healthy activities.

Don't forget about all the great ways you can express your higher self. This is a perfect time for those activities.

Okay. Who has tomorrow completely filled in from waking up in the morning to going to bed at night? [PAUSE]

Super! Who would like to share their day with the group?

HAVE A YOUTH SHARE THEIR SCHEDULE.

That was great, [name]. Thanks for sharing your schedule with us.

Does anyone have any questions about how to schedule?

RESPOND TO QUESTIONS/ CONCERNS.

BE SYMPATHETIC TO HOW TIME CONSUMING IT IS, BUT POINT OUT THAT THAT IN ITSELF IS A BENEFIT!

KEEP EMPHASIZING THE IMPORTANCE OF SCHEDULING.

Exercise 4: What Are My Between-modules Goals?
(20 minutes)

[The purposes of this exercise are to improve goal setting skills, to set between-modules goals, and to increase group cohesion. Modeling and goal setting are used.]

We are going to start with what you are trying to do.

Each of you has a big goal such as withdrawing from drugs, reducing your alcohol use if it is high, or keeping it low if it already is low.

You want to make sure that drugs and alcohol don't control your life.

You want to keep drugs and alcohol to stop interfering with expressing your higher self as a way of living.

You want to stop using from holding you back from your future goals.

If you think that drugs and alcohol are in charge of your life, you want to take back the control.

So what goals will help you do that?

Here is an example of setting a goal.

In this next scene I will play the person with a drug problem and _____ (THE OTHER FACILITATOR) will play a drug counselor.

Listen carefully to the steps they go through.

This will help you in choosing your own goal.

SETTING A GOAL

COUNSELOR: You want to be able to withdraw from drugs.

YOUTH: That's right.

COUNSELOR: What makes it hard to do that right now?

YOUTH: I don't know.

COUNSELOR: What makes you unhappy now?

YOUTH: For one thing I'm bored most of the time.

COUNSELOR: So, if you had things to do you could withdraw more easily.

YOUTH: Definitely.

COUNSELOR: What else?

YOUTH: I keep changing my mind. One minute I say I want to quit using and the next moment I tell myself it is OK to use.

COUNSELOR: If you could come up with strong reasons for stopping, would that help?

YOUTH: Maybe.

COUNSELOR: Anything else?

YOUTH: I got so many problems.

COUNSELOR: Like what?

YOUTH: Well, my partner and I keep fighting about using drugs. That's what we do all the time - use drugs together. My partner doesn't want me to quit. If I quit, we have no relationship together.

COUNSELOR: That's a big problem.

YOUTH: It sure is. And I have other problems too. Lots of them.

COUNSELOR: Any other reasons to use besides the problems in your life?

YOUTH: Well, I feel discouraged at times about being able to quit. I need to believe that I'm making progress.

COUNSELOR: Right now you have no way of showing yourself that you are doing OK in quitting.

YOUTH: That's it.

COUNSELOR: So far I have heard four possible goals for this week. They are 1) find some things to do to keep you busy; 2) come up with good reasons to quit; 3) make a list of problems to work on; and 4) keep a record of your progress. How would you choose between them?

YOUTH: I'm just starting this, so I don't want a goal that's too hard. I want something that I can actually do. And I want some pay off. Something that actually helps me feel better about it.

COUNSELOR: That's a good list. Which goal for the week meets what you want?

YOUTH: I don't think I can come up with things to do that easily. And making a list of reasons for quitting won't really help me that much. I could keep a calendar of every day that I stay free of drugs, but I will have to do that anyway in the sessions. So, I guess making a list of problems is a good goal. Then I can pick the one I want to get help on.

COUNSELOR: OK. You have decided that your short-term goal is to make a list of the big problems in your life. That's a great place to start.

YOUTH: Yes, and to decide which one is the most important.

COUNSELOR: Sounds good to me.

YOUTH: That's what I'll come in with next time.

THE END

Are there any questions about the scene you just saw?

ANSWER QUESTIONS AND CLARIFY THE PROCESS.

Turn to page XX in your workbooks so we can work out your between-modules goals right now.

Try to fill in the blanks as we go along.

Step 1 is to write down your big goal for substance use.

Remember, the big goal choices include:

withdrawing from drugs and alcohol; or
stopping you from returning to drug and alcohol use if you already quit; or
reducing your alcohol and/or drug use; or
keeping you from getting started with drugs and alcohol.

Who can pick a big goal now?

SOLICIT A RESPONSE.

Good, [name], now write that goal in under Step 1. Everyone else should write their own big goal down under Step 1 as well.

Step 2 is to write down three reasons that it will hard to reach your big goal. [Name], can you name some reasons it is hard to go for your goal?

SOLICIT A RESPONSE AND HELP YOUTH TO ARRIVE AT THREE GOOD REASONS.

Those are great reasons, [name]. Write those reasons down under step 2 now.

These reasons are very important, because they tell what to work on so you can eventually reach your big goals. That brings us to the next step.

Step 3 is to break the big goal down into smaller steps or short-term goals.

For today, that means making a list of possible short-term goals that can be accomplished between modules.

That could include things like:

listing the advantages and disadvantages of reaching your big goal and not reaching your big goal.

setting specific times to do your Drug and Alcohol Reports, Calendar, and Weekly Schedules.

making a list of (higher self) things you could do to put on your weekly schedule, so it will be easier to fill in.

- d. making a list of problems in your life and deciding which needs to be handled first.
- e. taking care of a reason that your big goal is hard to do. [GIVE AN EXAMPLE FROM ONE OF THE YOUTHS RESPONSES ABOVE.]
- f. stop getting high when you plan to have sex.

The last step, Step 5, is to pick one of these short-term goals and go for it.

It can helpful to consider the advantages and disadvantages of each short-term goal in making your decision.

Sometimes you can just trust your feelings about which one is best for right now.

It's time for each of you to come up with a short-term goal around substance use to work on between modules.

Now, who can think of a short-term goal that would help you get to your big goal?

Before you commit to your goal, you need to make sure it's a SMART one.

Make sure it's:

Specific - clear to everyone what you are doing;

Measurable - easy to tell when it's done;

Appropriate - fits in with the big goals you have;

Realistic - not too hard or too easy;

Timed - has a set time to do it in.

GO AROUND THE ROOM HAVING EACH PERSON TELL THE GROUP WHAT GOAL HE OR SHE PLANS TO ACCOMPLISH BETWEEN SESSIONS. RECORD THE GOALS ON THE FACILITATOR'S SUMMARY SHEET. HAVE THE GROUP HELP SHARPEN GOALS AS YOU GO.

Those are good goals.

Write your short-term goal on your goal log for this week.

At the beginning of the next session we will check out what happened.

Exercise 5: Where Is This Going?
(10 minutes)

[The purposes of this exercise are to identify what goes into the concepts of "happiness" and "inner peace" and to relate them to one's own life. Using a word storm for both concepts and making a personal list are used.]

Have you ever heard of a word storm?

In a word storm I give you with a word.

Then you let all the words that come into your head pour out of your mouth like a heavy rainstorm.

Don't screen words out.

Just let them fall.

I'll write down what you come up with.

Here is the first word: "HAPPINESS"

What do you think of when you hear the word "happiness?"

ENCOURAGE EVERY YOUTH TO MAKE A CONTRIBUTION.

That's a great list.

Did you notice any themes in this list of words?

ENCOURAGE A SEARCH FOR THEMES BY EXPLORING EACH OF THE FOLLOWING QUESTIONS:

ARE THE WORDS ABOUT HAVING THINGS?

ARE THE WORDS ABOUT CHANGING ONE'S LIFE?

ARE THE WORDS ABOUT DESIRING THINGS ONE DOESN'T HAVE?

ARE THE WORDS RELATED TO ONESELF OR TO OTHERS?

ARE THE WORDS MORE RELATED TO THE HIGHER SELF OR THE LOWER SELF?

OK. Now we have some idea of what happiness means to you.

This module has been about stopping, reducing, or maintaining low levels of substance use.

And it has also been about being happy.

One of the best ways to find happiness is to find your higher self and to find ways to express your higher self in the everyday things you do.

Getting control of your substance use is about finding happiness now and in the future.

We hope you enjoyed this first module of project Clear, that you will work on your between-module goals, and that you will join us for Module 2, which is all about staying healthy.

Before we end I would like you to share something that you got out of, or what you liked most about today's session.

This is also your chance to show appreciation to other group members if they said something that was helpful to you or you enjoyed their presence in this module.

As always, everyone who agrees with your remarks can give them a BEEP.

October 1994
Module 2
Session #6

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.

Thank You! Now I'll leave you with this final thought:

If It Is To Be – It Is Up To Me!

The first session of Module 2 – Stay Healthy is on _____ (day and date) at _____ (time and phone number).

We look forward to joining you again on the call.

END OF MODULE 1