

CLEAR Facilitator's Manual

Act Safe – Substance Use

Session #6: Future Goals: The Impact of Using Drugs and Alcohol. (1.5 hrs.)

OBJECTIVES:

1. The youth will continue to shape self-monitoring skills.
2. The youth will learn formal problem-solving protocol and practice problem solving skills.
3. The youth will review local resources for substance use treatment.
4. The youth will review needle cleaning procedure and needle exchange resources.
5. The youth will examine the impact of using on his/her short-term and long-term goals.

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. These skills are reviewed and shaped so that the youth can use them autonomously between the modules. Motivation; however, is pre-requisite to the youth engaging in this challenging process. 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 via the higher self concept. Longer-term goals have also been shown to buffer short-term impulsiveness; therefore, more general life goals are discussed as a way to direct energies toward activities that compete with substance use.

It is not expected that these activities alone will induce abstinence for all youth. Therefore, information about local substance abuse treatment and support are made available and how to access them is discussed.

Finally, since injection drug use is a main vector for the spread of HIV, needle cleaning procedures are reviewed and local needle exchange resources are provided.

SUMMARY:

1. Welcome participant, review goals, introduce the day's topic, and give gift of appreciation. (25 minutes)
2. Have the youth review the problem solving model and practice using a current substance use trigger and a current problem in living as examples. (25 minutes)
3. Review a local resource list for obtaining substance use treatment and support. (5 minutes)
4. Review needle cleaning procedure and a local resource list for exchanging used needles. (5 minutes)
5. Explore how quitting substance use would impact achieving life goals from the perspective of the higher self. (20 minutes)
6. End with a review, between-modules goal setting, and benefit awareness/appreciation. (10 minutes)

MATERIALS:

Attendance Sheet
Cohort Rosters
Gift of appreciation
Goal Summary Sheet
Tape Recorder
90-min Audio Tape
Facilitator's Manual
Participant's Workbook
Cohort Data Binder
Pens and Notepads
Certificate of completion

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 shape target behaviors, to establish a future expectancy, and to explain the purpose of the session. Welcoming the participant; shaping self-monitoring, cognitive restructuring and relaxation skills; explaining the goals of the session; and giving gift of appreciation are the methods used.]

Welcome to this sixth session on substance use.

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

First, you were going to use your higher self to argue against your strongest beliefs for using alcohol and drugs.

What new self-talk beliefs did you come up with?

PAUSE FOR PARTICIPANT TO RESPOND.

GIVE ENCOURAGEMENT AND APPRECIATION FOR PARTICIPANT'S EFFORTS.

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

Which characteristics of your higher self are you expressing with the arguments, or what we'll start calling, your new beliefs?

SUMMARIZE AND REINFORCE INSIGHTS

Coming from these new beliefs can put you on the fast track to reaching your drug and alcohol goals.

How did your second goal go?

Did you get the chance to spend some time chilling at your special place?

GET FEEDBACK.

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 CONSISTENT WITH THE RELAXATION RESPONSE.

It is becoming clearer and clearer that when we work from our strengths and focus on expressing our higher selves, life just seems to get better.

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

Did you remember to fill out your calendar this past week?

REINFORCE COMPLIANCE.

REINFORCE NUMBER OF DAYS ABSTINENT

IF PARTICIPANT FORGOT, TAKE TIME TO FILL OUT CALENDAR NOW.

Were you ever tempted or had an opportunity to use alcohol or drugs, but did not use on that day?

Please share how you managed to stay away from doing drugs or alcohol.

Did you use anything we talked about in here to help you?

REINFORCE ALL POSITIVE ACTIONS.

NAME/ CATEGORIZE COPING TECHNIQUES USED (RECOGNIZING AND AVOIDING TRIGGERS, SELF-TALK, ETC.).

For days you did you, did you fill out a Drug and Alcohol Report?

IF PARTICIPANT COMPLETED REPORT:

REVIEW THE REPORT BY ASKING THE PARTICIPANT EACH OF THE QUESTIONS.

CLARIFY AS NEEDED.

IF PARTICIPANT DID NOT COMPLETE A REPORT:

FILL OUT A REPORT RIGHT NOW FOR ONE DAY HE/SHE USED.

ASK THE PARTICIPANT EACH OF THE QUESTIONS.

OFFER ENCOURAGEMENT AND COACHING AS NEEDED.

What did you learn about your patterns and your triggers for using by doing this report?

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

Thanks for being honest and for sharing. I think it's helpful to talk about real situations.

We also introduced a third tool last week. Did you work on your Weekly Schedule?

PAUSE FOR RESPONSE.

Were you able to keep the schedule you wrote?

DISCUSS AND BRIEFLY PROBLEM SOLVE AS NEEDED.

I hope you added lots of good things in and enjoyed doing them too!

Can you share a planned day from your calendar that you really enjoyed?

HAVE THE YOUTH READ HIS/HER SCHEDULE FOR A DAY.

REINFORCE THE SUBSTITUTION OF REWARDING BEHAVIORS FOR IDLE TIME OR TRIGGER BEHAVIORS.

ASK THE YOUTH TO COMMENT ON HOW THAT DAY WOULD HAVE BEEN SPENT, AND WHY HE/SHE LIKED THE CHANGE.

PROVIDE COPIOUS REFLECTION AND REINFORCEMENT.

CONNECT ACTIVITIES/ FEELINGS TO HIGHER SELF WHERE APPROPRIATE.

Thanks! Scheduling is a lot of work, but it sure pays off especially when you follow through with your plans.

MAKE THE TRANSITION TO TODAY'S TOPIC.

I know this wasn't a goal you actually chose, but I'm curious. I hope that our talking about your higher self encourages you to express it more.

How have you expressed your higher self this past week and how did it feel to do it?

REINFORCE POSITIVE ACTIONS.

EMPHASIZE POSITIVE FEELINGS, PARTICULARLY SELF-ESTEEM.

Thanks!

This workshop has been about discovering why you use drugs and alcohol, and how to change that.

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

You identified your personal blueprint for substance use.

In identifying your personal blueprint, you are learning that specific thoughts, feelings, and actions can lead you to using.

Changing those thoughts and feelings, and choosing different actions are the pathways that lead you away from using.

These new paths lead to peace and happiness, and reaching your life's goals through expressing your higher self.

As you have discovered, some of those thoughts, feelings, and actions are easier to change and some are bigger problems.

Today, we're going to talk about how to handle the feelings, thoughts, actions, and triggers that we've been talking about.

Plus, there can be other problems in life that get in the way of your substance use goals and the other big goals you have.

Today you are going to learn a skill that can help you handle any problem in your life.

You can use this skill to deal with your triggers, but it's also helpful in dealing with other problems.

But first, let's talk about the token of appreciation.

IF PARTICIPANT WAS ON TIME, GIVE THEM THE PRIZE. IF HE/SHE WAS LATE ENCOURAGE FUTURE TIMELINESS AND TELL PARTICIPANT YOU WILL HOLD ON TO PRIZE FOR NEXT SESSION.

Exercise 2: How Can I Solve My Problems?
(25 minutes)

[The purposes of this exercise are to increase problem-solving skills, to reduce stress by solving a current problem, and to relate problem-solving to goal setting. Review of each step of the problem-solving protocol and applying it to a current substance use trigger and a current life problem is the approach taken.]

We've been talking about your triggers. Those places, thoughts, and feelings that lead to your using.

A trigger doesn't automatically mean you are going to use. But, a trigger can make it harder for you not to use if you don't take action to handle it right.

What I'd like to do is talk about a trigger you still have problems with and see how you might be able to handle it better in the future.

Which of your triggers is the hardest to handle?

IF THE YOUTH IS UNABLE TO IDENTIFY A TRIGGER, REVIEW SOME OF THE TRIGGERS MENTIONED IN PREVIOUS DRUG AND ALCOHOL REPORTS, AND ASSIST YOUTH IN CHOOSING ONE.

Let's look at this trigger as a problem and see if we can make some progress using the problem-solving model.

Here is a worksheet to help you keep track of what we're doing.

GIVE YOUTH PROBLEM-SOLVING WORKSHEET.

We've figured out the problem, [NAME THE TRIGGER]. Write that down on the worksheet.

Now what's the goal in this situation?

When faced with any problem, there are a variety of goals that a person might have.

In this case, it might be to avoid the trigger or do something else besides use when the trigger occurs.

What is your goal for this situation?

GET THE YOUTH TO NAME A GOAL.

Once you choose a goal, write it down.

HAVE THE YOUTH RECORD GOAL ON APPROPRIATE BLANK.

Now it's time for the next step, coming up with options for reaching the goal.

What are some actions you might take that would accomplish your goal in dealing with this trigger?

Let's try to come up with at least 3 options.

Now the idea is not to evaluate the options yet, we're just going to come up with as many as we can.

HAVE THE YOUTH RECORD OPTIONS ON THE APPROPRIATE BLANKS.

Good. Not every option will be a great one. Some might have better success, cause fewer problems, or be easier to take.

Let's try and evaluate each of the options we listed to see which might be the better choice.

To do this, let's consider the advantages and disadvantages of each option.

REVIEW ADVANTAGES AND DISADVANTAGES OF EACH OPTION AND
RECORD THEM ON THE SPACES PROVIDED.

Now we are getting somewhere. It's time to select the best option based on the advantages and disadvantages.

Which option would you chose and why you would try it first.

HAVE THE YOUTH CHOOSE THE BEST SOLUTION.

Great! Now you have an action plan you can feel good about trying.

At this point there is nothing left to it but to do it!

That means trying that option to see if it works.

So, the next time you encounter [NAME THE TRIGGER], try [NAME THE OPTION] and see if it helps to steer you away from using.

The last step is important to remember.

After you've tried it, it's really important to review what happened. Check to see if you reached your goal or not.

If you did not, select another option and try again.

Keep going until you hit an option that works for you.

Finally, you have to give yourself some strokes for a job well done. Trying to get past a trigger is hard work and you have to acknowledge yourself for trying.

We've just completed an example that showed a practical way to go about solving a problem, in this case a strong trigger.

Let's take a minute to review the steps of problem-solving we just went through.

Here are the steps to add to your workbook.

GIVE YOUTH THE "STEPS IN PROBLEM-SOLVING" AND BRIEFLY REVIEW THEM.

STEPS IN PROBLEM SOLVING

1. DEFINE THE PROBLEM.

Be clear on what the real problem is.

2. FIGURE OUT THE GOAL.

What will it look like when the problem is solved? What are you trying to do?

3. LIST POSSIBLE ACTIONS.

Come up with at least three options you could try to reach the goal.

4. DECIDE ON A COURSE OF ACTION.

Look at the advantages and disadvantages of each option and choose the best solution.

5. DO IT!

Try out the solution you choose.

6. REVIEW IT.

Check out what happened. Celebrate if you hit your goal. Modify your action or try a new option. Reward yourself for good work.

Do you have any questions about problem solving?

CLARIFY AND ANSWER ANY QUESTIONS

You've chosen an action to deal with your trigger. Now we need to think about making it happen.

Think of the action that was selected as a goal to be achieved.

Certain skills and resources may be required to meet a specific goal.

For example, maybe a person needs to be able to speak more directly to reach their goal.

And maybe the person needs a friend for support while trying to talk more directly about their feelings and how they want another to treat them.

Speaking directly or assertively is a skill.

The friend is a resource.

What skills and resources would a person need to be successful at taking the action we just chose to handle the trigger?

Let's use this worksheet to figure this out.

GIVE YOUTH THE RESOURCE AND SKILL WORKSHEET.

First write the goal down on the first blank.

PAUSE FOR YOUTH TO WRITE.

Good! Now what skills would be required to take that action effectively?

ENCOURAGE RESPONSE.

DIRECT YOUTH TO RECORD THREE RESPONSES ON THE BLANKS UNDER "SKILLS."

Now, after looking at the list of skills that are required to take the action that was chosen, do you think you have the skills that you need?

COACH THE YOUTH IN ASSESSING WHETHER HE/SHE HAS THE SKILLS NEEDED FOR THIS SPECIFIC ACTION. OBTAIN RESPONSES.

Assuming you did not have the skills, how could you go about getting them?

COACH THE YOUTH IN PLANNING HOW TO OBTAIN THE SKILLS.

Great! Now we have a plan and the skills to carry it out.

But we may still need some other resources to make it happen.

Let's check over the resources required.

Almost anything that isn't a skill can be a resource.

Most people only think of money as a resource.

But other people can be a resource. Time can be a resource. A ride can be a resource.

Something material like a paper bag can be a resource.

Let's come up with a list of resources needed to carry out the action you selected.

BRAINSTORM ON RESOURCES.

HAVE YOUTH WRITE THEM DOWN ON THE BLANKS UNDER
"RESOURCES."

You are doing well! Now, do you have those resources?

OBTAIN RESPONSE.

If you do not, how do you plan to get those resources?

OBTAIN SUGGESTIONS.

ASSIST THE YOUTH IN THINKING ABOUT HOW TO ACQUIRE
RESOURCES.

That was very good.

Now you have a strategy to plan for how you're going to keep your trigger from causing you to use.

You're already one step closer to accomplishing your big substance use goal!

Let's try out the problem solving again.

As we mentioned before, people who have a problem with drugs or alcohol usually have chaotic, out of control lives.

Early on, drugs or alcohol may have helped the person to believe that she was getting her life in order.

But that false belief fades quickly. The result of substance abuse is lots of real life problems.

But let's face it.

Everyone has problems.

Problems with lovers, with housing, with money, with work, with school, with bills, with children, with police, with case managers, and so on.

The good news is that the problem solving steps you just learned are good for dealing with real life problems, too.

Let's try them out again so you can see what I mean.

What is the most important problem you are facing right now?

ENCOURAGE YOUTH TO SHARE CURRENT LIFE PROBLEMS.

SELECT ONE FOR ILLUSTRATION.

Here's a fresh problem solving worksheet.

GIVE YOUTH CLEAN PROBLEM SOLVING WORKSHEET.

Now, let's follow the steps and work on this problem.

FOLLOW THE PROCESS THROUGH SELECTING THE BEST OPTION TO TAKE BEFORE PROCEEDING WITH THE SCRIPT.

You've done a great job choosing an action. Now we need to think about making it happen.

CARRY THE ACTION SELECTED INTO THE GOAL IMPLEMENTATION PROCESS.

What skills and resources would a person need to be successful at taking the action we just chose?

ENCOURAGE RESPONSES.

HAVE THE YOUTH RECORD RESPONSES UNDER THE CORRECT HEADINGS.

Now, after looking at the list of skills that are required to take the action that was chosen, do you think you have the skills that you need?

COACH THE YOUTH IN ASSESSING WHETHER HE/SHE HAS THE SKILLS NEEDED FOR THIS SPECIFIC ACTION.

If you didn't already have them, how could you obtain the skills that you need?

COACH THE YOUTH IN PLANNING HOW TO OBTAIN THE SKILLS.

Let's check over the resources required.

Do you have those resources?

OBTAIN RESPONSE.

If you didn't already have those resources, how could you get them?

OBTAIN RESPONSE. ASSIST THE YOUTH IN THINKING ABOUT HOW TO ACQUIRE RESOURCES.

That was very good.

It sounds like you have some ideas now on how to work on this problem.

Does the problem feel as big as before we started working on it?

ENDORSE THE YOUTH'S RESPONSE AND INSTILL HOPE.

Even though it's not resolved yet, problems often seem more manageable when you have a good game plan and you start taking actions.

Now we are going to look at some other resources to help you in reaching your substance use goals.

Exercise 3: Where Can I Go For Help With Drugs And Alcohol?
(5 minutes)

[The purpose of this exercise is to make sure the youth is aware of and has ready access to treatment programs for substance use. Providing and reviewing a list of local resources is the approach used.]

The main focus of this workshop has been on setting and reaching your big substance use goals.

And you have been learning many new tools and skills for reaching those goals.

While we will continue to work on your substance use goals throughout Project CLEAR, the next sessions will focus on new topics.

In case you would like more help in reaching your substance use goals, I've prepared a list of local resources for you to consider.

Here it is.

GIVE YOUTH RESOURCE LIST.

Let's go over these programs.

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 HAS HAD ANY POSITIVE EXPERIENCES WITH OR KNOWLEDGE OF EACH AGENCY.

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

END BY OFFERING TO CONNECT THE YOUTH TO A CASE MANAGER
OR CONTACT PERSON FOR ANY PROGRAM/ AGENCY HE/SHE IS
INTERESTED IN.

I have one more resource to share with you before we come to the close of this session.

Exercise 4: What Can I Do About Contaminated Needles?
(5 minutes)

You may not have experience with injection drugs.

I'm talking about injecting drugs or steroids into your muscles, into your veins, or just under your skin, which is called "popping."

Injecting drugs is a special problem because HIV can be spread directly by using unclean needles.

Therefore, it's always use a fresh needle that is taken out of a sealed wrapper if you are going to inject.

If fresh needle isn't available or someone uses the needle after, always clean the needle first.

Here are the steps for cleaning a needle. We'll add this to your workbook.

GIVE YOUTH NEEDLE CLEANING GUIDELINES

These are the steps for cleaning a needle properly so that HIV cannot be passed on through the needle.

I am going to read through the steps now, but you should look at these steps again later and study the pictures.

See if you can picture what is happening as I read the steps.

READ THE STEPS ALOUD TO THE YOUTH.

GUIDELINES FOR CLEANING A NEEDLE AND SYRINGE

1. CLEANING SHOULD BE DONE TWICE: ONCE IMMEDIATELY AFTER USE AND ONCE AGAIN JUST BEFORE RE-USE OF THE NEEDLE AND SYRINGE.

2. BEFORE USING BLEACH,
 - A. TAKE THE SYRINGE APART, REMOVING THE PLUNGER.
 - B. WASH OUT THE NEEDLE AND SYRINGE BY FILLING THEM SEVERAL TIMES WITH CLEAN WATER.
 - C. SHAKE AND TAP THE NEEDLE AND SYRINGE. (THE MORE BLOOD THERE IS THE LESS EFFECTIVE THE BLEACH.)

3. THEN USE FULL-STRENGTH LIQUID HOUSEHOLD BLEACH.

4. COMPLETELY FILL THE NEEDLE AND SYRINGE TO THE TOP WITH BLEACH THREE TIMES. SHAKE AND TAP THE NEEDLE AND SYRINGE.

5. EACH TIME, KEEP THE BLEACH IN THE NEEDLE AND SYRINGE FOR THIRTY SECONDS.

6. AFTER USING THE BLEACH,
 - A. RINSE THE NEEDLE AND SYRINGE BY FILLING IT TO THE TOP SEVERAL TIMES WITH CLEAN WATER. (DON'T RE-USE THE WATER.)
 - B. SHAKE AND TAP THE SYRINGE AND NEEDLE.

Do you have any questions about the steps?

RESPOND TO QUESTIONS BRIEFLY.

Remember, the goal is to avoid re-infection and to not pass the virus on to others.

It's a good idea to learn these steps, even if you don't inject, because you may be able to share them with someone who does.

The last resource is a list of places where you can trade used needles in for new, clean ones.

GIVE YOUR LIST OF NEEDLE EXCHANGE PROGRAMS.

Please take a minute to look over those locations now.

PAUSE.

Now it's time to close the session.

Exercise 5: 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 youth's life. Exploring future goals in important areas is the method employed.]

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

Here is a list of categories or areas to have goals for.

GIVE YOUTH LIFE GOALS SHEET.

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 see if 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."

As soon as you write the goal down let me know and I'll go to the next one. That's all there is to it.

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

Write your education goal down.

REPEAT UNTIL YOU COVER ALL THE CATEGORIES ON THE LIST:

EDUCATION

WORK

LIVING ARRANGEMENTS

SOCIAL RELATIONSHIPS

LIFESTYLE/ ACTIVITIES

PERSONAL IMPROVEMENT

SUBSTANCE USE

Great job. There is 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 hear what you came up with.

HAVE YOUTH GIVE THE LIFE GOAL AND A SUBSTANCE USE GOAL.

AS HE/SHE REPORT, ASK YOUTH TO EXPLAIN HOW THE SUBSTANCE USE GOAL WORKS WITH THE LIFE GOAL.

REFRAME AND CLARIFY AS NEEDED.

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

I think it's really important to keep reminding ourselves why we're doing all of this.

These are the goals you're working towards and although what we've been doing is difficult, there's a reason for it.

We're working together towards your accomplishing your goals in life and ultimately obtaining happiness.

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

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

We are at the end of today's session.

I hope the session has provided you an opportunity to rethink the advantages and disadvantages of quitting substance use, and to reconsider 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.

You've already got two goals chosen.

We've problem solved a trigger and a personal problem and you have a plan of action for each.

Those are your first goals.

REVIEW ACTION PLANS FROM PROBLEM SOLVING EXERCISE.

ASSIST YOUTH IN CLARIFYING GOAL. RECORD GOAL ON GOAL LOG.

Pick one more goal that you would try to accomplish between now and the next time we meet.

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 AND REVIEW THE ACRONYM.

Here are some examples of goals:

1. Visit a drug or alcohol rehabilitation program and talk to a counselor there about the services available.
2. On a piece of paper, list the advantages and disadvantages of quitting and not quitting.
3. Practice relaxing and letting go of tension using one of the scripts we used so far.
4. Practice problem solving one of your drug use triggers.
5. Practice problem solving a problem you're having.

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 hear what you agree to do.

ASK PARTICIPANT FOR A TASK THEY WILL DO.

MAKE SURE IT MEETS THE SMART CRITERIA.

HAVE HE/SHE COMPLETE THEIR GOAL LOGS.

Thank you. That is a great goal.

I also want to remind you to complete your calendar, and to fill out a report anytime you use drugs or alcohol. Here are some more if you need them.

GIVE PARTICIPANT DRUG AND ALCOHOL REPORTS.

Here are some more weekly calendars so that you can keep scheduling fun things for yourself.

GIVE PARTICIPANT WEEKLY SCHEDULES.

I know this sounds like a lot, but it's really just continuing what you've already been doing.

You've made so much progress so far, keep up the good work!!!

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

HAVE THE PARTICIPANT IDENTIFY BENEFITS OF PARTICIPATION.

SHOW APPRECIATION BY ACKNOWLEDGING AND PRAISING PARTICIPANT AS APPROPRIATE.

HAND OUT CERTIFICATE SAYING SHE/HE HAS COMPLETED SESSIONS 1-6. HAVE HER/HIM RECEIVE THE CERTIFICATE. SHAKE THEIR HAND. WHEN SHE/HE RECEIVES HER/HIS CERTIFICATE ASK HER/HIM TO SAY A FEW WORDS.

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

Make it a great week!

END OF SESSION SIX.