

JOINT TRAINING FOR MOTHERS AND YOUTHS - ILLNESS PHASE
(HRA PROJECT)

SESSION 12: HOW CAN WE DEAL WITH DRUGS AND ALCOHOL?

(Day 6, Afternoon. This session runs Two Hours and 15 Minutes.)

OBJECTIVES:

1. Youths and mothers will learn how to avoid reinfection from injection drug use.
2. Youths will increase their commitments to quit, avoid, or reduce substance use.
3. Youths will have an opportunity to learn about the disadvantages of substance use from the experiences of others.
4. Mothers will have an opportunity to make a contribution to their teenagers in substance abuse prevention.
5. Youths and mothers will increase their dialogue on substance use.
6. Youths and mothers will learn how to deal with triggers.

RATIONALE:

The model adopted here is a neurobiological one which combines the effects of substance use on the central nervous system - over which the user has no control - with cognitive behavioral approaches which the user can employ to disrupt the sequence which leads to use. That sequence consists of triggers → thoughts → cravings → use. The focus then is on what is controllable, recognizing that the chemically addictive aspects of substance use located in the central nervous system are not generally open to modification. The model is presented here in order to help potential users understand that what they must control are the triggers that stimulate drug thoughts and beliefs. Once the thoughts and beliefs are activated, stopping the movement toward cravings and use is extremely difficult.

As drug thoughts and beliefs are critical, typical ones are exposed in this session. This exposure and the task of arguing against them serves several purposes. Mothers and youths can see how they handle them, and a diagnostic purpose of identifying youth who are shaky is possible. Youths can learn from their mothers and see them making constructive contributions, and skills in developing contrasting, more protective, points of view are enhanced.

Making a balance sheet of the advantages and disadvantages of quitting or not quitting has been demonstrated to be a useful tool in moving people from not contemplating change to at least exploring the possibility. Thus, this session includes the entire group working on this task, again allowing the mothers to contribute from their own experience without being put on the spot.

Because of their central role triggers are addressed and some fundamental ways to deal with them are presented and practiced. Avoidance, thought stopping, and problem solving are used.

Preventive actions are linked to personal strivings in order to increase motivation to stay clean. While youths identify their personal strivings and figure out how substance use helps or hinders, mothers are considering how they want to give substance use messages to their teens. Both groups meet together and share, as another way of increasing the youths' intentions of staying away from drugs and alcohol use.

PROCEDURES:

1. Introduce the participants. Give out Strokes and do a lottery to reinforce returning back on time and with eagerness. Introduce the topic with a script. (10 minutes)
2. Present needle cleaning procedure.
3. Explain that how one thinks contributes to substance use. Pass out substance use belief cards one at a time and have each person argue against the belief on the card. (20 minutes)
4. Have the group fill out on newsprint the advantages and disadvantages of quitting or not quitting. (20 minutes)
5. Describe the upper/lower brain and trigger→thought→craving→use model. (10 minutes)
6. Explain what triggers are and practice ways to deal with them. Work on avoidance strategies, thought stopping, and diversion. (20 minutes)
7. Mothers and youths work separately. Youths identify their strivings and how substance use fits in while mothers determine what messages they want to give the teenagers and how they want to deliver the messages. (15 minutes)
8. Mothers deliver the messages. (10 minutes)
9. End the session with between-session goals and giving group appreciation. (15 minutes)

MATERIALS:

Strokes

News print and marking pens

Script: What Are Drugs Like?

Guidelines for Cleaning Needles and Syringes

Two sets of needles and syringes, water, bleach; plastic cups
and a jar to collect the discarded bleach and water

Substance Use Belief Cards

Advantages and Disadvantages Form
Trigger Questionnaire
Strivings Questionnaire
Pencils

Exercise 1: What Is This Session About?

(10 minutes)

[The purposes of this exercise are to create a friendly atmosphere, to build group cohesion, and to introduce the topic of substance use. Positive introductions, giving out Strokes, a lottery and a script are used.]

Welcome back from lunch.

I'm glad to see you here on time and ready to go.

Let's do a lottery for both the mothers and youths.

■FOR EACH GROUP GIVE OUT LOTTERY TICKETS. HAVE THE PARTICIPANTS WRITE THEIR NAMES ON THEM, COLLECT THEM, MIX THE TICKETS UP, HAVE SOMEONE DRAW A WINNER, AND GIVE OUT A PRIZE IN EACH GROUP.

Now I would like you to introduce yourselves, and complete this sentence, "One of the smartest things I did in life was to...."

For example, "I am Mrs. Jones and one of the smartest things I did in life was join a 12-step program."

I'll go first.

My name is _____, and one of the smartest things I did in life was to _____.

■HAVE EACH PERSON GIVE HER/HIS NAME AND COMPLETE THE SENTENCE "ONE OF THE SMARTEST THINGS I DID IN LIFE WAS TO _____."

Very good.

Here are your Strokes for this afternoon, so that you can let people know that you liked what they said or did.

■GIVE OUT 20 STROKES TO EACH PERSON.

To get into this afternoon's topic I need two volunteers to read a brief script.

One person plays the mother, and the other person plays the teenager.

■SELECT THE VOLUNTEERS. DECIDE WHO WILL READ EACH PART, GIVE THEM THE SCRIPTS, AND HAVE THEM READ THE SCENE ALOUD TO THE GROUP. IF NO ONE IN THE GROUP IS CAPABLE OF READING THE PARTS, THE FACILITATORS PLAY THE MOTHER AND TEENAGER.

WHAT ARE DRUGS LIKE?

TEENAGER: Mom, can I ask you a question you might not like?

MOTHER: Give it a try.

TEENAGER: You told me you got HIV when you had a problem with drugs.

MOTHER: That's right. Dirty needles.

TEENAGER: So, you were really into drugs.

MOTHER: I hate to admit it, but I was.

TEENAGER: You were addicted?

MOTHER: A lot.

TEENAGER: What's it like?

MOTHER: Taking drugs?

TEENAGER: Yes.

MOTHER: At first I felt great. Everything seemed clearer. I had more control over life.

TEENAGER: It sounds good.

MOTHER: At the beginning. The more hooked I became, the worse it got. I was tense, afraid. I couldn't concentrate. I lost weight. Everything fell apart.

TEENAGER: Couldn't you tell something was happening?

MOTHER: It sneaks up on you. Once you are addicted, your body does things you don't want it to.
It was hell. Why do you ask?

TEENAGER: I just wondered.

THE END

That you. That was great!

■GIVE OUT STROKES TO THE ROLE PLAYERS.

This afternoon we are going to work on substance use.

This is a difficult topic to discuss because some of you have had difficulties with drugs and alcohol, and others are just starting to mess with it.

It may be that everyone in this room is drug-free.

Regardless of your HIV status or whether you use drugs or not, there are topics we need to discuss.

One topic concerns using needles for injection drugs.

As you already know, sharing used needles is one way HIV is transmitted.

Did you know there is more than one strain of HIV out there?

Well, there is.

People who are HIV+ and using injection drugs run the risk of getting infected with another strain of HIV if they are using needles.

That can weaken the immune system even more. It's also an easy way to pass the virus on to someone else.

That's why learning about needle cleaning is so important - to prevent infection and reinfection.

Even people who do not use injection drugs should know how to clean needles. They can share their skills with users so that users can protect themselves and others against HIV infection.

Exercise 2: How Do I Clean an IV Drug Needle?

(15 minutes)

[The purpose of this exercise is to clean an IV drug needle. Guidelines, a demonstration, and practice are used.]

Unclean needles are dangerous because they contain blood, and blood carries the virus.

The purpose of cleaning the needle is to get out the blood and kill the virus.

Here are the guidelines for cleaning a needle.

■PASS OUT THE GUIDELINES.

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 A COUNT OF THIRTY.
6. AFTER USING THE BLEACH,

- A. RINSE THE NEEDLE AND SYRINGE BY FILLING IT TO THE TOP SEVERAL TIMES WITH CLEAN WATER. (DON'T REUSE THE WATER.)
- B. SHAKE AND TAP THE SYRINGE AND NEEDLE.

As I go over each step, I will demonstrate what the guidelines say to do.

Watch carefully, and then you will have a chance to do it.

■READ THE STEP AND THEN DEMONSTRATE IT. MAKE SURE YOU HAVE PRACTICED THIS ROUTINE BEFORE DEMONSTRATING IT.

Any questions?

■ANSWER QUESTIONS.

Now I want you to do it.

■DIVIDE THE GROUP IN TWO. A FACILITATOR GOES WITH EACH GROUP. EACH SMALL GROUP HAS TWO SETS OF NEEDLES AND SYRINGES, WATER, BLEACH AND A JAR TO COLLECT THE DISCARDED BLEACH AND WATER. TWO PEOPLE CLEAN AT THE SAME TIME. THE FACILITATOR COACHES. WHEN EVERYONE HAS HAD A TURN BRING THE GROUPS BACK TOGETHER.

Good job!

Exercise 3: What Do I Believe About Using Drugs and Alcohol?
(20 minutes)

[The purposes of this exercise are to expose participants to beliefs on substance use, to provide mothers with an opportunity to see where their children might be, and to alter beliefs in a more positive direction. Having each person counter the belief on a card is the approach used.]

What you believe about drugs and alcohol can help push you toward addiction, keep an addiction going, or help keep you away from drugs and alcohol.

I am going to give each of a card with a substance use belief on it.

Pretend that someone close to you told you that this is what they believed.

Tell us what the card says.

Then I want you to argue against the belief.

I will demonstrate.

■HAVE SOMEONE PICK A CARD FROM THE STACK AND GIVE IT TO YOU. COUNTER THE BELIEF.

Will someone pick a card from the stack and give it to me?

■READ THE CARD ALOUD AND COME WITH AN ARGUMENT AGAINST IT.

When the person is finished giving an argument, others can offer suggestions too.

Has everyone got the idea?

■CLARIFY ANY CONFUSION OVER THE INSTRUCTIONS.

Here we go.

■PASS OUT THE CARDS ONE AT A TIME. HAVE EACH PERSON
COME UP WITH A COUNTER. THE CARDS ARE AS FOLLOWS:

SUBSTANCE USE CARD 1

LIFE WITHOUT USING IS BORING.

SUBSTANCE USE CARD 2

USING IS THE ONLY WAY TO INCREASE MY CREATIVITY AND PRODUCTIVITY.

SUBSTANCE USE CARD 3

I CAN'T FUNCTION WITHOUT IT.

SUBSTANCE USE CARD 4

THIS IS THE ONLY WAY TO COPE WITH PAIN IN LIFE.

SUBSTANCE USE CARD 5

I'M NOT READY TO STOP USING.

SUBSTANCE USE CARD 6

THE CRAVINGS MAKE ME USE.

SUBSTANCE USE CARD 7

MY LIFE WON'T GET ANY BETTER EVEN IF I STOP USING.

SUBSTANCE USE CARD 8

THE ONLY WAY TO DEAL WITH MY ANGER IS BY USING.

SUBSTANCE USE CARD 9

LIFE WOULD BE DEPRESSING IF I STOPPED.

SUBSTANCE USE CARD 10

I DON'T DESERVE TO RECOVER FROM DRUG USE.

SUBSTANCE USE CARD 11

I'M NOT A STRONG ENOUGH PERSON TO STOP.

SUBSTANCE USE CARD 12

I COULD NOT BE SOCIAL WITHOUT USING.

SUBSTANCE USE CARD 13

I DO DRUGS, BUT SUBSTANCE USE IS NOT A PROBLEM FOR ME.

SUBSTANCE USE CARD 14

THE CRAVINGS WON'T GO AWAY UNLESS I USE DRUGS.

SUBSTANCE USE CARD 15

MY SUBSTANCE USE IS CAUSED BY SOMEONE ELSE.

SUBSTANCE USE CARD 16

IF SOMEONE HAS A PROBLEM WITH DRUGS, IT'S ALL IN THE GENES.

SUBSTANCE USE CARD 17

I CAN'T RELAX WITHOUT DRUGS.

SUBSTANCE USE CARD 18

HAVING THIS DRUG PROBLEM MEANS I AM FUNDAMENTALLY A BAD PERSON.

SUBSTANCE USE CARD 19

I CAN'T CONTROL MY ANXIETY WITHOUT USING DRUGS.

SUBSTANCE USE CARD 20

I CAN'T MAKE MY LIFE FUN UNLESS I USE.

SUBSTANCE USE CARD 21

DRUGS MAKE SEX MUCH BETTER.

SUBSTANCE USE CARD 22

BEING AN ALCOHOLIC IS NOT NEARLY AS BAD AS BEING A DRUG ADDICT.

Thank you for some good answers.

Are there other beliefs that weren't present which you think are typical of people on drugs or alcohol?

■OBTAIN NEW IDEAS.

What would you say against them?

■ENCOURAGE RESPONSES AND DISCUSS.

Exercise 4: What Are the Pros and Cons of Substance Use?

(20 minutes)

[The purpose of this exercise is to increase motivation to become more concerned about substance use, to intend to take actions consistent with the level of concern, and to allow mothers who have had drug problems to contribute. Developing a group list of pros and cons is the approach taken.]

I want the group to think about the pros and cons of taking drugs.

I'll make a chart here on newsprint.

At the top it says "Using" and "Not Using."

On the sides it says "Advantages" and "Disadvantages."

■PUT THE FOLLOWING CHART ON NEWSPRINT. USE TWO SHEETS IF NECESSARY.

Here is a copy of the chart so that you can make notes and later on fill out your own version.

■GIVE OUT A CHART AND PENCIL TO EACH PERSON SO THAT THEY CAN MAKE NOTES ON IT.

<u>THE ADVANTAGES AND DISADVANTAGES OF USING</u>		
	USING	NOT USING
ADVANTAGES		
DISADVANTAGES		

Let's start with "Using."

What are the advantages and disadvantages of "Using?"

■ ENCOURAGE RESPONSES. RECORD THE IDEAS. COACH THE GROUP IN FILLING OUT THE CHART.

Now we will look at "Not Using."

What are the advantages and disadvantages of "Not Using?"

■ENCOURAGE RESPONSES. RECORD THE IDEAS. COACH THE GROUP IN FILLING OUT THE CHART.

EXAMPLES FROM A CHART FOLLOW:

<u>THE ADVANTAGES AND DISADVANTAGES OF USING</u>		
	USING	NOT USING
ADVANTAGES	Feel great Less shy More confident More sex Relaxed More friends Fit in with crowd Fun Takes mind off things	Keep your sanity Get on better with girlfriend Save money Feel better Think Clearly Less jealous No hangovers No withdrawal Sleep better
DISADVANTAGES	Body takes a beating Big debt Relationships suffer Can't have sex Can't remember No self-esteem Ashamed Could get fired Loss of control Stopped eating Sleep all day	I'll be lonely Can't fall asleep Will still be too shy Losing friends Have to face things No fun Bars won't be fun Nervous I'll withdraw

Each person has to figure out her or his own advantages and disadvantages of using and not using.

What do you think of our list of advantages and disadvantages?

Does any one see something critical that is missing?

■ENCOURAGE IDEAS AND DISCUSSION.

Exercise 5: How Does Substance Abuse Work?
(10 minutes)

[The purpose of this exercise is to present a model of substance use that focuses on what is controllable and from which a treatment and prevention approach follows. A brief explanation is used here.]

It can be helpful to have some idea of how substance use works.

From what you have heard how does it happen and keep on going?

Let's say I am a cocaine addict.

I started using at a few parties - like Christmas.

I felt much more relaxed when I used it.

I began using cocaine a little more, and the next thing I knew I was addicted.

I can't stop it.

What happened? How do you explain it?

■ENCOURAGE IDEAS ABOUT SUBSTANCE ABUSE WORKS.

Let me share with you the way I see it.

Drugs affect your central nervous system.

You don't have much control over the chemical reactions that take place.

The more you take drugs, the more you train your body and mind to associate wanting drugs with something that you see, hear or feel at the time you take the drugs.

Just like watching an ad on TV may result in your thinking, "I sure feel like some potato chips right now," having someone give you \$10 may lead to your thinking about drugs.

Making those connections is natural - it's the way the brain is wired.

If you become addicted, having your thinking and rational brain try to argue with your central nervous system won't help.

The central nervous system doesn't listen to you.

Here is the process that takes place.

■DRAW THE FOLLOWING MODEL ON NEWSPRINT.

TRIGGER → THOUGHT → CRAVING → USE

For someone who is addicted, this cycle can be automatic.

The addict may be unaware that a trigger has occurred which led to a thought which caused cravings that ended up with using.

Take a look at the first part of the drawing - triggers.

What is a trigger?

Triggers are anything that can cause cravings.

For example, if every Friday night after work you cash your paycheck, go out with friends to a particular club, and use cocaine, the triggers would be

Friday night

After work

Money

Friends who use

The club

What would be some triggers for a teenager who buys drugs on 164th street when he feels angry, goes to the park, and shoots up with some friends?

■ENCOURAGE IDENTIFYING TRIGGERS. LOOK FOR THE STREET, THE DEALER, FEELING ANGRY, THE PARK, THE FRIENDS, THE PARAPHERNALIA.

These triggers then lead to thoughts which tell you that

using is ok,

it won't hurt you,

you'll feel better,

you really need it.

Those thoughts give you permission to use.

They lead to cravings; thinking, "I **must** have it," feelings in the head and chest that demand using it.

Obviously "use" comes next.

Even if you want to stop using, triggers will affect your thoughts and feelings and create cravings.

And the central nervous system part of the addiction is very difficult to control.

What can a person do who doesn't want to use?

Pick fights with that part of your addiction which you can beat.

Once you start craving, it is very hard to stop moving on to using.

So you want to make sure that the whole triggers → thoughts → cravings → use cycle doesn't have a chance to begin.

Two main strategies are avoiding triggers and stopping substance use thoughts before they get started.

We will look at these strategies next.

Are there any questions about the explanation we have been talking about?

■CLARIFY ANY CONFUSION.

Exercise 6: How Do I Deal with Triggers and Thoughts?
(20 minutes)

[The purposes of this exercise are to increase the groups' skills in identifying and avoiding triggers and to decrease drug facilitating thoughts from forming. Trigger questionnaires are filled out, strategies discussed, and thought stopping is taught.]

First let's see what might be triggers for you.

I will give you a questionnaire about triggers and you indicate what has been or might be a trigger for you.

This questionnaire is for your own private use.

■PASS OUT TRIGGER QUESTIONNAIRE.

TRIGGER QUESTIONNAIRE

1. Place circle the activities or situations in which you have used drugs. Next circle where you think you might use drugs.

Home alone	Before a date	After payday
Home with friends	During a date	Before going out to dinner
Friend's home	Before sexual activities	Before breakfast
Parties	During sexual activities	At lunch break
Sporting events	After sexual activities	While at dinner
Movies	Before work	After work
Bars/clubs	When carrying money	After passing a particular street
Beach	After going past where dealer is	Before school

Concerts	With particular people	During school
Parks		After school

2. There are often feelings or emotions that can trigger the brain to think about using drugs or alcohol. Read the following feelings and circle the ones which can trigger drug or alcohol cravings in you.

Afraid	Frustrated	Neglected
Angry	Guilty	Nervous
Confident	Happy	Passionate
Criticized	Inadequate	Pressured
Depressed	Insecure	Relaxed
Embarrassed	Irritated	Sad
Excited	Jealous	
Exhausted	Lonely	

Take a few minutes and fill out the questionnaire so that you have some idea of what your triggers are.

■ ALLOW A FEW MINUTES TO FILL OUT THE QUESTIONNAIRE.

Everyone's list will be different, but you can't begin to cut out the triggers if you don't know what they are.

If you are using now and want to quit by controlling triggers, the first thing to do is to throw away all alcohol and drugs at your place.

The second thing to do is to throw away all drug paraphernalia because that stuff is a potent trigger.

What would you throw away?

■ BRAINSTORM A LIST. SOME IDEAS ARE AS FOLLOWS:

VIALS	PIPES	LIGHTERS
SCALES	SPOONS	STORAGE BOXES
STRAWS	MIRRORS	PHONE NUMBERS
GRINDERS	RAZORS	BIC PENS
PAPER	RUM	BAKING SODA
CHEMICALS	NEEDLES	SYRINGES

That's a good list.

What would you get rid of next?

People who are triggers are next on the list.

After you threw things away, another strategy to use is to stay away from triggers.

Where wouldn't you go?

■BRAINSTORM PLACES TO AVOID. LOOK FOR DEALERS, WHERE DRUG USING FRIENDS ARE, PLACES IN WHICH YOU USED TO TAKE DRUGS. GIVE OUT STROKES.

Who wouldn't you see?

■BRAINSTORM A LIST OF PEOPLE TO STOP SEEING. SOME OF THEM MAY BE JUST TEMPORARY - A PERSON WHO GETS YOU ANGRY - WHILE ANOTHER PERSON IS A CONSTANT RISK - A DEALER.

Another important way to reduce triggers is to keep a busy schedule.

Make the schedule regular and full of things to do.

You would be surprised how much that cuts down on contacts with triggers.

We said before that triggers lead to thoughts that lead to cravings.

You do have control over stopping thoughts.

■PASS OUT A BIG RUBBER BAND TO EVERYONE.

Please put the rubber band on your wrist.

Close your eyes.

I am your inner thoughts, and I am going to say a couple of thoughts.

Some will be drug thoughts and some will not.

When you hear a drug thought, snap the rubber band against your wrist and say "No" loudly.

Don't even wait for the thought to be completed.

Snap as soon as you think it is a drug thought.

Here we go.

It's a nice day today.

I feel like a pizza.

A little marijuana would be nice for dessert.

I think I'll go out tonight.

I've heard of a good party.

They should have some good coke there.

A little bit won't hurt me.

OK, that's all.

I hear a lot of snapping and "no" but the "no's" weren't loud enough.

**■GIVE OUT A STROKE TO THE PERSON WHO SAID THE LOUDEST
"NO."**

You can also picture a switch in your head.

When a drug thought comes into your mind, actually see yourself turning the switch off.

If you are good at relaxation, you can sit quietly and count your breath.

Count to ten, and if the thought throws off your count, go back to 1 and start again.

Last I want to point out that eating right, engaging in regular exercise and getting enough sleep all help to protect you from drug use.

Exercise 7: What Messages to Give?
(15 minutes)

[The purposes of this exercise are to prepare the mothers and teenagers for giving messages to each other about drug use and to increase the teenagers motivation to avoid drugs. Mothers as a group will develop messages and teenagers will examine their strivings.]

For about fifteen minutes I want the mothers and teenagers to meet separately.

■HAVE THE MOTHERS AND TEENAGERS MEET IN SEPARATE PLACES. A FACILITATOR GOES WITH EACH GROUP.

(TO THE MOTHERS) - I would like you to decide as a group what messages you want to give your children about drugs and alcohol.

You have fifteen minutes to put your messages together and then when we meet with the teenagers again, I will ask you to present your messages.

You can do it anyway you want to.

The message could be in a skit you made up, a poem, a story, a panel whatever.

Remember that time is short, so let's get started.

■COACH AND CONSULT AS NECESSARY. BRING THEM BACK TO THE TEENAGERS IN FIFTEEN MINUTES.

(TO THE TEENAGERS) - I would like you to think of the things that you are trying to do in your life right now.

Here are some examples:

I am trying to treat my boyfriend nicer.

I am trying to be more popular.

I am trying to gain weight.

I am trying to find a new girlfriend.

Regardless of how many strivings you have at this point, please stop.

Now I want you to think of what impact getting involved with drug or alcohol use would have on your strivings.

Under the "impact" heading write down for each striving what the impact would be of using drugs or alcohol.

Write either "helps" if you think drugs would help you get your striving or "hurts" if you think drugs would hurt getting it.

For example, if my striving was to be more popular, I might think that using would make me more popular; therefore I would write "helps" under "impact."

Go ahead and figure out the impact.

**■WANDER FROM YOUTH TO YOUTH HELPING OUT AS NEEDED.
STOP WHEN IT IS NEARING THE TIME TO MEET WITH THE
MOTHERS.**

In a minute you will meet with your mothers.

From what you just did you should have some feel for what role you want drugs and alcohol to play in your life now.

That information might come in use for what we will do next.

■HAVE THE YOUTHS MEET WITH THE MOTHERS.

Exercise 8: Here Is My Message to You.
(10 minutes)

[The purpose of this exercise is for mothers to have an opportunity to influence their children about substance use. Mothers give messages and teenagers respond.]

As I am sure you could guess, mothers are concerned about drug use messing up their children's lives.

They are older and have been around.

We want to give them a chance to share their wisdom with you.

Will the mothers please give your messages to the youths?

■HAVE THE MOTHERS PRESENT WHAT THEY HAVE WORKED ON IN THE PREVIOUS EXERCISE.

Thank you. That was great.

■GIVE OUT STROKES AS APPROPRIATE.

I am interested in knowing what the sons' and daughters' responses are to their mothers' messages.

What are your reactions to your mothers messages and what messages would you give them about drug and alcohol use?

■ENCOURAGE THE YOUTHS TO RESPOND AND SHARE THEIR OWN MESSAGES ON SUBSTANCE USE.

Exercise 9: Hasn't It Been Good To Work on This Together?
(15 minutes)

[The purposes of this exercise are to transfer learning to the community and to build group cohesion. Between-session tasks and group appreciation are used.]

We are at the end of today's session on substance use.

It has been a good session of working together.

I would like every mother to pick a goal related to custody and every family to pick a goal that can be achieved between the sessions.

The family goal should be on substance use.

Let's do the custody goal first.

Remember when you pick a goal, make it realistic, clear, not too much or too little, and easy to see if you completed it.

Some examples related to custody might be....

■HAVE THE WOMEN SELECT A CUSTODY RELATED GOAL TO
ACHIEVE BETWEEN SESSIONS.

Now lets do the family goal on substance use.

Remember when you pick a goal, make it realistic, clear, not too much or too little, and easy to see if you completed it.

Some examples related to substance use might be to

1. List five drug beliefs that you heard expressed during the week, and come up with arguments against them.
2. Have the mothers and teenagers make their own list of advantages and disadvantages of using and share them with each other.

3. Make a list of three goals the family wants to achieve in the next four months and decide how any family member's drug use would affect the goals.
4. Agree to meet for ten minutes at home and discuss substance use.

Get together in family groups and come up with a goal.

■HAVE THE FAMILIES MEET AND SELECT A GOAL TO ACHIEVE BETWEEN SESSIONS.

Now I would like to hear what your goal is.

■HAVE FAMILY INDICATE WHAT ITS GOAL IS.

Those are good goals.

We'll hear how you made out at the next session.

Now it is time to show appreciation to each other.

Let others know that you liked what they said or did or their style or simply their presence.

■HAVE THE GROUP GIVE APPRECIATION TO IT MEMBERS. MODEL HANDING OUT STROKES, VERBAL PRAISE, AND GESTURES.

I'll see you next time.

We meet on _____(day and date) at _____(time and place).

END OF SESSION ON SUBSTANCE USE

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

SUBSTANCE USE CARD 1

LIFE WITHOUT USING IS BORING.

SUBSTANCE USE CARD 2

USING IS THE ONLY WAY TO INCREASE MY CREATIVITY AND PRODUCTIVITY.

SUBSTANCE USE CARD 3

I CAN'T FUNCTION WITHOUT IT.

SUBSTANCE USE CARD 4

THIS IS THE ONLY WAY TO COPE WITH PAIN IN LIFE.

SUBSTANCE USE CARD 5

I'M NOT READY TO STOP USING.

SUBSTANCE USE CARD 6

THE CRAVINGS MAKE ME USE.

SUBSTANCE USE CARD 7

MY LIFE WON'T GET ANY BETTER EVEN IF I STOP USING.

SUBSTANCE USE CARD 8

THE ONLY WAY TO DEAL WITH MY ANGER IS BY USING.

SUBSTANCE USE CARD 9

LIFE WOULD BE DEPRESSING IF I STOPPED.

SUBSTANCE USE CARD 10

I DON'T DESERVE TO RECOVER FROM DRUG USE.

SUBSTANCE USE CARD 11

I'M NOT A STRONG ENOUGH PERSON TO STOP.

SUBSTANCE USE CARD 12

I COULD NOT BE SOCIAL WITHOUT USING.

SUBSTANCE USE CARD 13

I DO DRUGS, BUT SUBSTANCE USE IS NOT A PROBLEM FOR ME.

SUBSTANCE USE CARD 14

THE CRAVINGS WON'T GO AWAY UNLESS I USE DRUGS.

SUBSTANCE USE CARD 15

MY SUBSTANCE USE IS CAUSED BY SOMEONE ELSE.

SUBSTANCE USE CARD 16

IF SOMEONE HAS A PROBLEM WITH DRUGS, IT'S ALL IN THE GENES.

SUBSTANCE USE CARD 17

I CAN'T RELAX WITHOUT DRUGS.

SUBSTANCE USE CARD 18

HAVING THIS DRUG PROBLEM MEANS I AM FUNDAMENTALLY A BAD PERSON.

SUBSTANCE USE CARD 19

I CAN'T CONTROL MY ANXIETY WITHOUT USING DRUGS.

SUBSTANCE USE CARD 20

I CAN'T MAKE MY LIFE FUN UNLESS I USE.

SUBSTANCE USE CARD 21

DRUGS MAKE SEX MUCH BETTER.

SUBSTANCE USE CARD 22

BEING AN ALCOHOLIC IS NOT NEARLY AS BAD AS BEING A DRUG ADDICT.

<u>THE ADVANTAGES AND DISADVANTAGES OF USING</u>		
	USING	NOT USING
ADVANTAGES		
DISADVANTAGES		

TRIGGER QUESTIONNAIRE

1. Place circle the activities or situations in which you have used drugs. Next circle where you think you might use drugs.

Home alone	Before a date	After payday
Home with friends	During a date	Before going out to dinner
Friend's home	Before sexual activities	Before breakfast
Parties	During sexual activities	At lunch break
Sporting events	After sexual activities	While at dinner
Movies	Before work	After work
Bars/clubs	When carrying money	After passing a particular street
Beach	After going past where dealer is	Before school
Concerts	With particular people	During school
Parks		After school

2. There are often feelings or emotions that can trigger the brain to think about using drugs or alcohol. Read the following feelings and circle the ones which can trigger drug or alcohol cravings in you.

Afraid	Frustrated	Neglected
Angry	Guilty	Nervous
Confident	Happy	Passionate
Criticized	Inadequate	Pressured
Depressed	Insecure	Relaxed
Embarrassed	Irritated	Sad
Excited	Jealous	
Exhausted	Lonely	

