

T.L.C. Facilitator's Manual

Staying Healthy Module

Session #6: How do I use Drugs and Alcohol? (2 hrs)

OBJECTIVES:

1. Youth will practice identifying thoughts, beliefs, and actions that lead to continued substance use.
2. Youth will identify their own thoughts in a substance use event.
3. Youth will learn strategies to help them self-monitor their thoughts in substance abuse situations.
4. Youth will question typical substance use beliefs.

RATIONALE:

These two introductory sessions (#6 and #7) on substance use have as goals discovering what is the youth's personal blueprint for continued substance use and reconsidering what he or she plans to do about substance use. The premise is that there is a typical sequence of feelings, thoughts, and actions that leads to use. The sequence consists of internal and external cues in a given situation, feelings and beliefs appraising the situation, followed by drug beliefs and expectations of benefits, cravings, thoughts that give permission to use, actions to facilitate substance use, and continuation of the pattern.

In this session one emphasis is on understanding the pattern in a general sense. Next is personal application of the model. In order for the youth to be able to apply the general pattern to their experience there must be some arousal of feelings and beliefs in the workshop. Therefore, a recent substance use event is described by each youth, and the feelings associated with it are exposed. Then, after modelling how to do it, the youth try to identify the sequence of feelings, thoughts, and actions that are found in their recent experience. They summarize the discovery of their own pattern with "When I feel _____, I tell myself _____, and I do the following: _____."

Also, typical substance use beliefs are presented, and youth respond to their emotional impact, reasonableness, and relevance in their own lives. The purpose of this experience is to encourage them to question some of their assumptions and attributions. It is assumed, as well, that as feelings in a substance use event are discovered and avoided, new self-perceptions will change cognitions about substance use.

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Essentially the skills practiced here are self regulatory ones beginning with monitoring feelings, thoughts, and actions. In the second session the next two steps in self-monitoring (evaluation and goal setting) are practiced.

SUMMARY:

1. Welcome participants, and introduce day's topics and goals. Review actions taken to make life better and give out "Thanks." Do a lottery. (20 minutes)
2. Explain the general blueprint (feelings, thoughts and actions) in a substance use event. (15 minutes)
3. Have each youth write the "when, where, who, and what" of a recent substance use event on newsprint. In small groups explore the feelings that were present. (25 minutes)
4. Use a script to demonstrate how to analyze the personal blueprint that led to a substance use event. (15 minutes)
5. In small groups have each youth discover his or her personal blueprint and summarize it for the group. (25 minutes)
6. Give out substance use belief cards and have each youth respond to the belief and comments on its personal relevance. (15 minutes)
7. End with between-session tasks and group appreciation. (20 minutes)

MATERIALS:

Module 1 Attendance Sheet
Lottery tickets
Lottery prize
Lottery Envelope
Goal Summary Sheet
Goal Cards
Goal Setting Display Chart
Thanks
Feeling Thermometer Chart
Chart on the Substance Use Blueprint
Newsprint and marking pens for every youth
Newsprint with "Name, When, Where, Who and What"
Scripts: The Baby (girls' group) and The Bruise (boys' group)
Masking tape
Drug Belief Cards

Note to the Facilitator: **Bold** letters tell you what each exercise is to accomplish. CAPITAL letters tell you what to do. Small case letters give you an example of what to say. Feel free to put what you say into your own words.

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 next two sessions. Positive introductions, reviewing helpful actions taken, an explanation of what the goals of the sessions are, and doing a lottery are used.]

■THE FACILITATOR SAYS

Welcome to this session on substance use.

Before we go any farther I want to give you some "Thanks" to use during this session.

■GIVE OUT TWENTY "THANKS" TO EACH PERSON.

Remember that "Thanks" are given to another person when you like what that person said or did, liked his or her style, or simply appreciated his or her presence here today.

Let's review goals that we set last week.

■PUT UP GOAL REVIEW CHART. REVIEW EACH GOAL FROM
LAST WEEK'S GOAL SUMMARY LIST.

Those were some good examples of taking care of yourself.

Today's session and the one that follows are about substance use.

We want you to discover how you use drugs and alcohol.

What feelings, thoughts, and actions are associated with how you continue to use substances?

What is your personal blue print for substance use?

What keeps the pattern going?

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

We think this is an important area to explore because substance use can make you physically ill, lead you into legal trouble, encourage unsafe sex, mess up relationships, and block you from meeting your dreams and wishes.

So, that is what we are about for this session and our next one.

Now let's do a lottery.

■PASS OUT LOTTERY TICKETS. HAVE THEM WRITE THEIR NAMES ON THE TICKETS. COLLECT THEM, MIX THEM UP, AND DRAW A WINNER. GIVE OUT THE LOTTERY PRIZE.

Now we are going to examine the kind of blueprint that most people who are into substance use follow.

This general blueprint will help you figure out your own pattern.

Exercise 2: What Is a Substance Use Blueprint?
(15 minutes)

[The purpose of this exercise to familiarize the youths with the elements of a substance use blueprint. A brief model is presented.]

We want you to discover your own blueprint.

Let's take a look at how a person gets into a situation that leads to substance use.

■PUT UP A CHART OF THE "SUBSTANCE USE BLUEPRINT."
THE CHART HAS ARROWS CONNECTING EACH ELEMENT SO
THAT IT MAKES A CYCLE.

THE SUBSTANCE USE BLUEPRINT

SOMETHING HAPPENS (INSIDE OR OUTSIDE)
THOUGHTS, BELIEFS AND FEELINGS ABOUT THE
SITUATION
DRUG BELIEFS AND EXPECTATIONS
CRAVINGS
PERMISSION TO USE
ACTIONS TO USE
CONTINUATION

First, something happens either inside you, outside you, or both.

An example of something happening inside you might be feeling down.

An example of something happening outside of you would be a friend asking you to share some drugs he just bought.

These are the cues that start a substance use event.

Can you give me some examples of inside or outside cues?

■ENCOURAGE SHARING OF EXAMPLES OF INTERNAL AND EXTERNAL CUES. GIVE OUT "THANKS."

Next the person's thoughts and feelings about the situation would come into his or her head and gut.

"I can't stand feeling down."

"My friend will get mad if I don't try some of his new stuff."

Then the person's thoughts about the benefits of using appear.

"I'll feel a lot better if I get high."

"My friend and I will keep up our friendship if I have some with him."

What are some other examples of beliefs about what drug or alcohol use will do for a person?

■ENCOURAGE SHARING OF BELIEFS ABOUT THE BENEFITS OF DRUGS OR ALCOHOL IN A SITUATION. GIVE OUT "THANKS."

All of these thoughts will lead to really craving drugs or alcohol.

"I sure do want it." "I got to have it."

Next the person has thoughts that will break down any barriers to getting high.

He or she gives herself/himself permission to use.

"Drugs don't really hurt me. I can handle them."

"Just his once won't do any harm."

Can you think of some other beliefs that give a person permission to go ahead and use drugs or alcohol?

■ENCOURAGE SHARING OF PERMISSION BELIEFS.

Then the person takes whatever actions are necessary to find and use drugs or alcohol.

The drugs or alcohol are taken.

The person feels better for a while, then worse, and the cycle starts all over again.

And, of course, that leads to continued drug or alcohol use.

Are there any questions about the general blueprint?

■ANSWER QUESTIONS ABOUT THE BLUEPRINT.

Each substance user follows the same general blueprint, but fills in the beliefs and feelings differently depending on who they are and the situations that confront them.

Now that you have an idea about the general blue print we want you to discover your own pattern of thoughts, feelings, and actions.

First, it is important to recall a recent time when you used drugs or alcohol.

Exercise 3: What Happened the Last Time I Used Drugs or Alcohol?
(25 minutes)

[The purpose of this exercise is to make the exploration of their substance use blueprint meaningful by arousing feelings associated with a recent substance use event and by making sure feelings related to the event are not avoided. Describing a recent event to an accepting listener and pursuing feelings is employed.]

To really discover something about how you get into substance use, we need to get in touch with your feelings, thoughts, and actions in a recent situation.

■GIVE EACH YOUTH A SHEET OF NEWSPRINT, A MARKING PEN, AND MASKING TAPE FOR STICKING THE NEWSPRINT TO THE WALL.

On this piece of paper I want you to write your first name, and then "when," "where," "who" and "what."

Make it like this.

■SHOW A MODEL ON A PIECE OF NEWSPRINT. LEAVE PLENTY OF SPACE UNDER EACH HEADING - PARTICULARLY UNDER "WHAT."

NAME:

WHEN:

WHERE:

WHO:

WHAT:

Think of the most recent time when you had drugs or alcohol.

Under "when", write when this happened.

Under "where" write where it happened.

Under "who" write who was there.

Under "what" write what happened.

If you want to draw pictures to help you get the feel of that time, go ahead.

Take awhile to bring out how that situation was for you.

■ALLOW FIVE MINUTES TO MAKE THE POSTERS. HAVE THEM WRITE ON THE NEWSPRINT SHEETS WHILE THEY ARE HUNG ON THE WALL (LIKE DOING GRAFFITI).

OK, wander around and see what each other's posters were.

■ALLOW A FEW MINUTES FOR VIEWING.

To make sure there is plenty of time for each person to explore his or her situation, I am going to divide the group in half.

■DIVIDE THE GROUP IN HALF AND TRY TO DO IT SO THAT YOUTH DO NOT NEED TO MOVE THEIR POSTERS.

We need to become aware of how we felt in these situations.

Feelings are the results of our thoughts and actions--what we do and what happens to us.

They put all this information together and give us feedback.

Emotions give us messages about what we need to do to survive and grow.

It is a big mistake to avoid them or ignore them.

That is why we will start looking into them.

Who will go first in exploring feelings?

■SELECT A VOLUNTEER AND HAVE HER/HIM STAND BY HER/HIS POSTER. ASK A SERIES OF QUESTIONS ABOUT FEELINGS. PURSUE THE SAME SERIES OF QUESTIONS WITH EACH PERSON.

Please stand up by your poster.

Remember the Feeling Thermometer?

■HOLD UP A CHART OF A FEELING THERMOMETER.

100 degrees is very uncomfortable and 0 degrees is completely comfortable.

How do you feel now?

■OBTAIN A RESPONSE.

How did you feel when you were making your poster?

■OBTAIN A RESPONSE.

Tell us a little bit about what happened in the situation that you wrote about.

Try to get those feelings again.

■MODEL LISTENING WITHOUT INTERRUPTIONS, CRITICISM OR PUT DOWNS.

What feelings did you have right before this event occurred?

■OBTAIN A RESPONSE. ENCOURAGE THE YOUTH TO LABEL THE FEELINGS EXPERIENCED AND TRY TO MAKE SURE THAT THE YOUTH RECOGNIZES ALL THE FEELINGS THAT WERE PRESENT. PROMPT AND STRETCH THE YOUTH'S AWARENESS A LITTLE BIT.

What feeling would you call that?

■OBTAIN A RESPONSE.

What other emotions did you experience?

■OBTAIN A RESPONSE.

By the words you used, your facial expressions, and your gestures, I wondered if you also felt_____ (DEPENDING ON THE STORY TOLD).

How did you feel as you moved into using drugs or alcohol?

■OBTAIN A RESPONSE. FOLLOW THE SAME EXPLORATION APPROACH AS FOUND ABOVE.

How did you feel the day after you had the drugs or alcohol?

■OBTAIN A RESPONSE. FOLLOW THE SAME EXPLORATION APPROACH AS FOUND ABOVE FOR EACH YOUTH.

What you just did to discover how you felt was really good!

■GIVE "THANKS" TO EACH YOUTH AFTER THEY EXPLORE THEIR FEELINGS.

■CONTINUE UNTIL EACH YOUTH HAS EXPLORED HER/HIS

FEELINGS.

■BRING GROUP BACK TOGETHER.

Exercise 4: How Do I Fill in a Blueprint?

(15 minutes)

[The purpose of this exercise is to increase the youths' ability to identify where specific, thoughts, feelings, and actions fit into a personal blueprint. A script and an analysis of it is the approach taken.]

■THERE IS A BOYS' VERSION AND A GIRLS' VERSION OF THIS EXERCISE. WHAT FOLLOWS IS THE GIRLS' VERSION.

To learn how to make a blueprint we will start with a script.

Who will play Lucy and who will play her friend?

■SELECT THE VOLUNTEERS. DECIDE WHO WILL PLAY EACH ROLE. GIVE THEM THE SCRIPT, AND HAVE THEM READ IT ALOUD TO THE GROUP. IF YOU HAVE A MIXED GROUP, SELECT EITHER BOY'S OR GIRL'S VERSION.

THE BABY
(Girl's version)

LUCY: Can you hear her?

FRIEND: Who?

LUCY: My baby. Screaming her head off.

FRIEND: I hear her crying a little.

LUCY: She's screaming her head off.

FRIEND: Shall I get her?

LUCY: I don't want to hear her.

FRIEND: How old is she now?

LUCY: Three months. She hates me already.

FRIEND: Maybe she's just hungry or her diaper's wet. Little babies don't hate.

LUCY: Mine does. I'm glad my mother isn't here or she'd be telling me what to do and saying I wasn't a good mother. I love my baby. I want to be a good mother, but there is so much work. And I can't stand her crying.

FRIEND: Most babies cry some.

LUCY: I can't take it any more.

FRIEND: What are you going to do?

LUCY: I really can't stand it.

FRIEND: Lucy,

LUCY: God, I want some so much. I just got to have some shit.

FRIEND: What are you going to do?

LUCY: Get a hit.

FRIEND: What's that going to do?

LUCY: Are you kidding? When I'm on the shit, everything is beautiful.

FRIEND: Don't you wish.

LUCY: If I can get some shit, then I'll be mellowed out and my baby won't bother me. I'll be much more able to be a good mother. I can handle things then. It will be good for my baby. She needs me to take care of her.

FRIEND: But if you are on a binge, how can you take care of her?

LUCY: You don't have shit on you, do you?

FRIEND: No.

LUCY: Where can I get some?

FRIEND: I don't know.

LUCY: Can you lend me twenty bucks?

THE END

That was great!

■GIVE THE PLAYERS "THANKS."

What triggered off Lucy's craving?

■ENCOURAGE RESPONSES. LOOK FOR THE BABY'S CRYING AS THE TRIGGER.

How did Lucy view the situation?

■ENCOURAGE RESPONSES. LOOK FOR CAN'T STAND THE CRYING, SHE'S A BAD MOTHER, HER MOTHER WILL CRITICIZE HER AND CALL HER A BAD MOTHER.

What feelings did Lucy have that pushed her toward drug use?

■ENCOURAGE RESPONSES. LOOK FOR IRRITATION, ANXIETY, DISCOURAGED, AND HELPLESS.

What do you think Lucy's core beliefs about herself are?

■ENCOURAGE RESPONSES. LOOK FOR SHE IS HELPLESS AND WORTHLESS.

What does Lucy expect from drug use?

■ENCOURAGE RESPONSES. LOOK FOR SHE'LL FEEL BOTH MELLOW AND ABLE TO HANDLE THINGS.

Did Lucy develop a craving for drugs and what evidence is there that she did?

■ENCOURAGE RESPONSES. LOOK FOR HER SAYING HOW MUCH SHE HAS GOT TO HAVE IT.

Is there any evidence that Lucy gave herself permission to use drugs?

■ENCOURAGE RESPONSES. LOOK FOR TAKING DRUGS WILL BE GOOD FOR THE BABY.

What actions leading to drug taking were present?

■ENCOURAGE RESPONSES. LOOK FOR ASKING HER FRIEND FOR DRUGS AND MONEY.

That was a very good analysis.

Can you see how to fill in the blueprint?

■ENCOURAGE RESPONSES AND QUESTIONS. CLARIFY AND COACH.

Now we will give you a chance to look at your recent experience with drugs or alcohol.

To learn to make a blueprint we will start with a script.

Who will play Steve and who will play Ronald?

■SELECT THE VOLUNTEERS. DECIDE WHO WILL PLAY EACH ROLE. GIVE THEM THE SCRIPT, AND HAVE THEM READ IT ALOUD TO THE GROUP.

THE BRUISE
(Boy's version)

RONALD: What happened to you?

STEVE: What do you mean?

RONALD: You have a big bruise on your cheek.

STEVE: It's nothing.

RONALD: Tell me the truth.

STEVE: Jack hit me.

RONALD: How come?

STEVE: He gets that way if I don't do what he wants.

RONALD: Why don't you leave him?

STEVE: I love him. A lot of the time he's very nice to me. Besides I'm trapped. Where else could I find someone who wants me?

RONALD: What's wrong with you?

STEVE: I don't know.

RONALD: Are you upset?

STEVE: I'm terribly hurt. The pain of his getting angry at me is more than I can stand, but there's nothing I can do.

RONALD: There's lots you can do.

STEVE: Go find some stuff - that's the best thing. That's the only thing that will ease the pain.

RONALD: Temporarily.

STEVE: I'll be OK then. At least I can turn off how bad I feel.

RONALD: It doesn't solve anything.

STEVE: God, I just got to have some stuff.

RONALD: Then you'll go right back to him.

STEVE: It won't hurt me any to take something. Besides I'm sure it will be the last time. Once I get rid of the hurt, then I can straighten things out with him.

RONALD: How?

STEVE: I know getting stoned will help a lot. No one can blame me for trying to fix things with Jack. I just can't stand this feeling anymore.

RONALD: If you say so.

STEVE: You don't have anything on you, do you?

RONALD: No.

STEVE: Can you lend me twenty bucks?

THE END

That was great!

■GIVE THE PLAYERS "THANKS."

What triggered off Steve's craving?

■ENCOURAGE RESPONSES. LOOK FOR GETTING HIT BY JACK.

How did Steve view the situation?

■ENCOURAGE RESPONSES. LOOK FOR NEEDING JACK, NOT BEING ABLE TO FIND ANYONE ELSE, DESERVING TO GET HIT BECAUSE HE DIDN'T DO WHAT JACK WANTED. CAN'T STAND THE FEELING OF HURT.

What feelings did Steve have that pushed him toward drug use?

■ENCOURAGE RESPONSES. LOOK FOR FEELING HURT, TRAPPED, DEPRESSED.

What do you think Steve's core beliefs are about himself?

■ENCOURAGE RESPONSES. LOOK FOR WORTHLESS,

UNLOVABLE, HELPLESS.

What does Steve expect from drug use?

■ENCOURAGE RESPONSES. LOOK FOR EASING THE PAIN, FEELING SOME POWER IN BEING ABLE TO DO SOMETHING TO CONTROL THE PAIN.

Did Steve develop a craving for drugs and what evidence is there that he did?

■ENCOURAGE RESPONSES. LOOK FOR HIS SAYING HOW MUCH HE'S GOT TO HAVE IT. CAN'T STAND THE PAIN WITHOUT IT.

Is there any evidence that Steve gave himself permission to use drugs?

■ENCOURAGE RESPONSES. LOOK FOR THE LAST TIME HE'LL USE DRUGS, WILL STRAIGHTEN THINGS OUT AFTERWARDS, WON'T HURT HIM.

What actions leading to taking drugs were present?

■ENCOURAGE RESPONSES. LOOK FOR ASKING RONALD IF HE HAD DRUGS WITH HIM AND TRYING TO BORROW MONEY.

That was a very good analysis of Steve's feelings, thoughts, and actions.

Can you see how to fill in the blueprint?

■ENCOURAGE RESPONSES AND QUESTIONS. CLARIFY AND COACH.

Now we will give you a chance to look at your recent experience with drugs or alcohol.

Exercise 5: What Is My Personal Blueprint?
(20 minutes)

[The purpose of this exercise is to improve the youth's abilities to look at their own substance use blueprint. Analyzing the experiences they wrote on newspaper is the approach.]

We are going back into our small groups and work on your experiences.

**■PUT THE YOUTHS BACK INTO THE SAME SMALL GROUPS.
ONE AT A TIME HAVE EACH YOUTH STAND BY THEIR
POSTER AND ANALYZE THEIR BLUEPRINT.**

I want each of you to stand by your poster and tell us how you would analyze your own recent experience.

Use the chart on the blueprint as a guide.

It covers the internal and external cues that started the situation off, how you saw the situation, your expectations of what drugs or alcohol would do for you, cravings, giving yourself permission to use drugs and alcohol, and the actions that you took to get and use substances.

**■HAVE EACH YOUTH ANALYZE HIS OR HER RECENT
EXPERIENCE. WHEN THEY ARE FINISHED HAVE THEM
SUMMARIZE BY FILLING IN THE BLANKS OF THE
FOLLOWING SENTENCE: WHEN I FEEL _____, I TELL
MYSELF _____ AND I DO THE FOLLOWING
_____. COACH AS NECESSARY. GIVE OUT
"THANKS" AFTER EACH ANALYSIS.**

Please wrap up your analysis by filling in this sentence: "When I feel _____, I tell myself _____, and I do the following: _____."

■DO THE ANALYSES.

Those were very good attempts to map out your own blueprints.

What did you discover about your own drug and alcohol blueprint?

■ENCOURAGE SHARING OF WHAT WAS LEARNED.

Let's take a few minutes and look at some typical beliefs of people who are in to substance use.

Exercise 6: What Do I believe About Drugs?
(10 minutes)

[The purpose of this exercise is encourage youths to question their beliefs about drug and alcohol use. Responding to cards with substance use beliefs on them is the method applied.]

I will give each person a card with a belief on it.

I want you to tell the group what your thoughts are about this belief.

Do you agree or disagree and how does it apply to you?

■GIVE OUT CARDS ONE AT A TIME AND HAVE THEM RESPOND. THE DRUG BELIEF CARDS ARE AS FOLLOWS:

DRUG BELIEF CARDS

1. LIFE WITHOUT DRUGS IS BORING.
2. I CAN'T FUNCTION WITHOUT IT.
3. THIS IS THE ONLY WAY TO COPE WITH THE PAIN IN MY LIFE.
4. I'M NOT READY TO STOP USING.
5. MY LIFE WON'T GET ANY BETTER, EVEN IF I STOP USING.
6. I COULD NOT BE SOCIAL WITHOUT USING.
7. I DON'T DESERVE TO RECOVER FROM DRUG USE.
8. MY SUBSTANCE USE IS CAUSED BY SOMEONE ELSE.
9. HAVING THIS DRUG PROBLEM MEANS I AM A FUNDAMENTALLY BAD PERSON.
10. I'M NOT A STRONG ENOUGH PERSON TO STOP.

What other beliefs can you think of?

■ENCOURAGE SHARING OF BELIEFS.

What was your reaction to these beliefs?

■ENCOURAGE SHARING OF REACTIONS.

When you had to comment on the belief card and apply it to yourself, how did you feel?

Using the Feeling Thermometer - 100 is very uncomfortable and 0 is completely comfortable - what were your Feeling Thermometer temperature readings?

■HAVE EACH PERSON STATE WHAT THEIR TEMPERATURE LEVELS WERE DEALING WITH THESE BELIEFS.

How would feeling differently make a difference on what you believed?

■ENCOURAGE DISCUSSION. SUGGEST THAT FEELING DIFFERENTLY MAY ALTER WHAT YOU BELIEVE.

Exercise 7: What Is Next?
(20 minutes)

[The purposes of this exercise are to increase group cohesion, to increase self-esteem, and to apply what was learned in the natural environment. Giving appreciation to each other and a between-sessions assignment is used.]

We are at the end of today's session.

Next time we will look at what you want to do about your substance use.

Between the sessions I would like you to take one step.

On _____ (A DAY OF THE WEEK) pay attention to your thoughts and feelings.

On a card that I will give you write down one strong feeling that you had, what the situation was, and what you thought.

Let the feeling alert you to your thoughts.

■POST GOAL SETTING CARD.

■PASS OUT A GOAL CARD TO EACH PERSON. RECORD GOAL ON GOAL SUMMARY SHEET.

■IF ANY OF THE GROUP MEMBERS HAD A DIFFICULT TIME WITH LAST WEEK'S GOAL, THE FACILITATORS CAN TAKE TIME TO HELP THEM PROBLEM-SOLVE AND HAVE THEM MODIFY, SO THAT THEY HAVE TWO GOALS.

Now let's give appreciation to each other.

Let people know that you liked their being part of the group.

You can give appreciation for what they said or did, their style or simply their being here.

■ENCOURAGE GROUP APPRECIATION. MODEL WITH

"THANKS," VERBAL PRAISE, AND GESTURES. REINFORCE THOSE WHO GAVE ENCOURAGEMENT TO OTHER DURING THE SESSION. MAKE SURE EVERYONE IS INCLUDED.

That is the end of today's session.

I look forward to seeing you again next time.

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

This is the end of the Session on Drugs & Alcohol.

CARD 1: DRUG BELIEF CARDS

LIFE WITHOUT DRUGS IS BORING.

CARD 2: DRUG BELIEF CARDS

I CAN'T FUNCTION WITHOUT IT.

CARD 3: DRUG BELIEF CARDS

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

CARD 4: DRUG BELIEF CARDS

I'M NOT READY TO STOP USING.

CARD 5: DRUG BELIEF CARDS

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

CARD 6: DRUG BELIEF CARDS

I COULD NOT BE SOCIAL WITHOUT USING.

CARD 7: DRUG BELIEF CARDS

I DON'T DESERVE TO RECOVER FROM DRUG USE.

CARD 8: DRUG BELIEF CARDS

MY SUBSTANCE USE IS CAUSED BY SOMEONE ELSE.

CARD 9: DRUG BELIEF CARDS

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

CARD 10: DRUG BELIEF CARDS

I'M NOT A STRONG ENOUGH PERSON TO STOP.

What Happened the Last Time I Used Drugs or Alcohol?

NAME:

WHEN:

WHERE:

WHO:

WHAT:

THE SUBSTANCE USE BLUEPRINT

SOMETHING HAPPENS (INSIDE OR OUTSIDE)

SITUATION THOUGHTS, BELIEFS AND FEELINGS ABOUT THE

DRUG BELIEFS AND EXPECTATIONS

CRAVINGS

PERMISSION TO USE

ACTIONS TO USE

CONTINUATION

THE BRUISE
(Boy's version)

RONALD: What happened to you?

STEVE: What do you mean?

RONALD: You have a big bruise on your cheek.

STEVE: It's nothing.

RONALD: Tell me the truth.

STEVE: Jack hit me.

RONALD: How come?

STEVE: He gets that way if I don't do what he wants.

RONALD: Why don't you leave him?

STEVE: I love him. A lot of the time he's very nice to me. Besides I'm trapped. Where else could I find someone who wants me?

RONALD: What's wrong with you?

STEVE: I don't know.

RONALD: Are you upset?

STEVE: I'm terribly hurt. The pain of his getting angry at me is more than I can stand, but there's nothing I can do.

RONALD: There's lots you can do.

STEVE: Go find some stuff - that's the best thing. That's the only thing that will ease the pain.

RONALD: Temporarily.

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RONALD: It doesn't solve anything.

STEVE: God, I just got to have some stuff.

RONALD: Then you'll go right back to him.

STEVE: It won't hurt me any to take something. Besides I'm sure it will be the last time. Once I get rid of the hurt, then I can straighten things out with him.

RONALD: How?

STEVE: I know getting stoned will help a lot. No one can blame me for trying to fix things with Jack. I just can't stand this feeling anymore.

RONALD: If you say so.

STEVE: You don't have anything on you, do you?

RONALD: No.

STEVE: Can you lend me twenty bucks?

THE END