

CLEAR Facilitator's Manual

Act Safe - Sexual Behaviors

Session #7: Higher Self and Sexual Decisions: Facing the Challenges. (1.5 hrs.)

OBJECTIVES:

1. The youth will become reoriented to and comfortable with the individual counseling modality.
2. The youth will review standards for interaction and report his/her progress on substance use goals.
3. The youth will identify guidelines for living based on his/her higher self; motivated by greater joy in the present, goals for the future, and a way of contributing to the well being of others.
4. The youth will confront ethical dilemmas around sexual activity and protecting oneself and others.
5. The youth will be exposed to STD awareness education information.

RATIONALE:

These sessions have two primary goals: 1) to reduce the spread of HIV and 2) to prevent re-infection and STDs. The relationship of substance use to these goals is emphasized throughout. The focus is on increasing motivation to accomplish these objectives through supporting positive self-concepts and through enhancing altruism. Looking at how behaviors change when the higher self is expressed in situations with sexual, moral dilemmas and confronting the ethical issues in these situations are the strategies employed.

In approaching these goals the youth is continuously encouraged to examine the social roles he/she assume in critical areas of their life, the rules for behavior they set or ascribe to, and finally, the routines or behavior patterns they engage in. Awareness and acceptance opens the door to change while skills acquisition empowers the youth to make desired changes in his/her roles, rules, and routines.

Discussion and debates on ethical issues are staged as a way of confronting the dilemmas that sexual situations for HIV-positive youth present. Scenes, scripts, and

stories provide the real life situations around which these discussions take place. To provide a background for future decisions the effects of STDs are presented and the degree of protection in different sexual acts is also considered.

In this first session youth articulate personal standards for living, including caring for self and others by stopping substance abuse and sexual risk behaviors.

SUMMARY:

1. Introduction and review the ground rules. Give “thank you” gift, introduce the module and the first session, and review progress on substance use goals. (30 minutes)
2. Review a set of guidelines for adaptive living and present a rationale for adoption. (15 minutes)
3. Assist the youth in articulating his/her personal standards for living, including guidelines for substance use and sexual behavior. (15 minutes)
4. Confront ethical dilemmas involved in honoring one’s standards for sexual expression as an HIV-positive youth. (20 minutes)
5. End the session with a summary, a between-the-sessions goal, and a benefit awareness review. (10 minutes)

MATERIALS:

Attendance/ Participation Record
“Thank You” Gift
Goal Summary Sheet
Tape Recorder
90-min Audio Tape
Facilitator’s Manual
Participant’s Workbook
Participant Data Binder
Pens and Notepads

NOTES TO THE FACILITATOR:

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: Where Am I Headed in these Sessions?
(30 minutes)

[The purposes of this exercise are to create a positive atmosphere in which to work, to support goal achievement, to explain the sessions' goals and processes, to increase self-esteem, and to identify a possible self relevant to the session's goals. Positive identification, a gift of appreciation, goal review, and determining a positive self are used.]

Hi [NAME] and welcome to the second set of sessions in this workshop on living with HIV.

For the last 6 weeks we have been talking about substance use.

This next set of six sessions we're going to discuss making decisions about sexual behaviors.

But, we're not going to forget your substance use goal.

How many substance-free days did you have in the last week?

REVIEW CALENDAR WITH YOUTH AND GIVE POSITIVE REINFORCEMENT FOR NUMBER OF DAYS THAT WERE SUBSTANCE FREE.

IF NUMBER OF SOBER DAYS HAVE BEEN INCREASING, ASK YOUTH HOW THEY ARE FEELING ABOUT THAT.

BE REFLECTIVE AND ENCOURAGING.

You know, [NAME], working with you has reminded me how I need to express my higher self more often.

FACILITATOR SHARES.

I like expressing _____.

Now, tell me one aspect of your higher self that you have come to appreciate or enjoy a lot more since you started this program.

PAUSE FOR RESPONSE. SHARE AN OBSERVATION IF PARTICIPANT CAN NOT IDENTIFY SOMETHING SPECIFIC.

Thanks. That was great!

To let you know that I appreciate you being here and being on time, I want to start off by giving you a gift.

GIVE THE YOUTH THE THANK YOU GIFT FOR BEING ON TIME.

Each week I'll have a small gift for you and all you have to do to receive it is to be on time for our session.

Before we start, I just wanted to revisit our rules for working together.

HAVE YOUTH TURN TO GROUND RULES IN WORKBOOK.

Now that we've been meeting for a little while, is there anything you want to change or add to our rules?

REVIEW RULES.

ENCOURAGE FEEDBACK AND ELICIT ANY ADDITIONS OR CHANGES.

Good! Thank you.

IF THERE HAS BEEN A PROBLEM, SAY THE FOLLOWING:

Remember, it's really important that we respect each other and verbal abuse can not be tolerated.

This needs to be a safe place for both of us.

COMMENT ON ADMINISTRATIVE MATTERS AS NEEDED, INCLUDING:
TIME, DAY, AND SITE FOR SESSIONS;
INCENTIVE PAYMENTS;
BRINGING WORKBOOKS TO SESSIONS;
LATENESS;
MISSING SESSIONS;
DROPPING OUT.

Do you have any questions or do I need to clarify anything else?

ANSWER QUESTIONS AND CLARIFY AS NEEDED.

Before we get started, I'd like to review your past goals.

What is your big substance use goal and what kind of progress did you make on the substance use goals that you had set for yourself in the last session?

REVIEW SUBSTANCE USE GOAL AND REVIEW PROGRESS.

BE ENCOURAGING AND SUPPORTIVE

IF PARTICIPANT HAS NOT MADE PROGRESS WITH SUBSTANCE USE GOAL, PROCESS FEELINGS AND PROBLEM SOLVE BARRIERS.

How about the other goal you picked? Did you try the problem solving steps with a real problem?

HAVE YOUTH DESCRIBE PROGRESS ON GOAL.

REFER TO THE GOAL SUMMARY AND PROBLEM SOLVING CHARTS IN THE PARTICIPANT'S WORKBOOK.

PROBLEM-SOLVE ANY BARRIERS TO ACCOMPLISHING GOAL THAT WERE MET.

IF PARTICIPANT DID NOT PRACTICE PROBLEM-SOLVING, PROBLEM SOLVE HIS/HER CHOSEN PROBLEM NOW.

It sounds like you have been trying very hard to let go of using substances, and to find real joy and happiness through expressing your higher selves.

That's great!

So what are we going to work on next?

This session has two goals.

The first goal is for you to choose your own guidelines for how you want to live and how you want to relate to others.

These are guidelines that will help you express your higher self more fully and on a more regular basis.

The second goal is to become aware of your triggers for unsafe sex, including drugs and alcohol use, and to start building skills that will help you choose sexual behaviors that are safer *and* more enjoyable.

Both of these goals are important in getting what you want out of life.

Remember that "no-limit" future you described for yourself?

The faster you learn to express your higher self, the quicker you get to your goals.

Respecting your body and your health, as well as the health of the ones you love and have relations with, are great way to express your higher self.

It also provides more time and energy for reaching your biggest goals.

Exercise 2: How Can I Express My Higher Self?
(15 Minutes)

[The purposes of this exercise are to link the youth's positive roles and values to his/her daily routines and to present him/her with a model of standards for living that reflects his/her higher self. Reviewing such a model is used.]

Let's talk about what it takes to let your higher self show.

What kind of guidelines for daily living could you set up that would allow you to express your higher self on a regular basis?

What personal rules are you willing to set for yourself?

Here is another page for your workbook. It is an example of a set of guidelines for higher living.

I'm not saying these are the guidelines that you should have for yourself. You have to figure out your own.

But, this list may help you think about your own guidelines. I'm going to read each guideline and I'd like to know if it is one you can use for yourself.

Just tell me "yes" or "no".

HAVE YOUTH RESPOND TO EACH GUIDELINE.

DO THE WHOLE LIST AND KEEP RESPONSES BRIEF.

EXAMPLE OF GUIDELINES FOR LIVING

1. APPRECIATE LIFE – DO NOT KILL
2. BE SATISFIED – DO NOT STEAL
3. RESPECT THE BODY – DO NOT MISUSE SEX

4. SEEK TRUTH – BE TRUE TO YOURSELF AND REAL WITH OTHERS
5. KEEP A CLEAR MIND – DO NOT ABUSE DRUGS OR ALCOHOL
6. APPRECIATE OTHERS – DO NOT CUT DOWN, GOSSIP, OR DISH
7. REALIZE WE ARE ALL ONE – TREAT OTHERS AS YOU WISH TO BE TREATED
8. GIVE GENEROUSLY – DO NOT HOLD BACK WHEN I CAN SHARE
9. CREATE HARMONY – DO NOT BE MEAN, LOUD, OR AGGRESSIVE
10. BE PRESENT – DO NOT SEPARATE YOURSELF

Thanks, that was great!

What does that last guideline, “Do not separate yourself,” mean?

ENCOURAGE A BRIEF DISCUSSION.

EMPHASIZE THAT STAYING CLEAR HEADED AND EXPERIENCING THE MOMENT REQUIRES SOBRIETY.

We’ll come back to this idea later on.

Do you think it is hard to follow guidelines to express your higher self?

ENCOURAGE A DISCUSSION ABOUT FOLLOWING ONE’S GUIDELINES FOR LIVING.

One of the biggest challenges is that we don’t often think about how we really want to live.

It’s so easy to get caught up in the quest to have things and feel good and not think about what you want and how to get it.

But what I'm suggesting is that expressing your higher self is just that.

Expressing your higher self is about feeling good about yourself and what you're doing.

It's our road map to a way of life that makes us feel good about ourselves and who we really are, and for getting what we really want out of life.

It's a way to feel good without tweaking and crashing, damaging your health, or causing others pain.

So let's talk about and write down some of your own guidelines for living.

Exercise 3: What Are My Guidelines For Living?
(15 Minutes)

[The purpose of this exercise is for the youth to develop his/her own guidelines for living: standards that prompt the expression of his/her strengths and values. Recording them in a workbook is the method employed.]

What rules do you want to set to guide the way you behave in everyday situations?

Here is a page for your workbook. It's for you to record your guidelines.

To start off, I'm going to ask you some questions about different situations.

Think about a guideline you can use to respond to that situation and write it down.

For example, the first question is, "When expressing your higher self, how would you treat other people?"

A possible guideline could be, "I will treat people with respect and appreciate their strengths."

Any questions?

RESPOND TO ANY QUESTIONS AND BEGIN TO ASK THE FOLLOWING LIST OF QUESTIONS.

PAUSE 20 SECONDS BETWEEN EACH QUESTION AND ASK OCCASIONALLY IF YOUTH HAS HAD ENOUGH TIME TO WRITE.

1. When expressing your higher self, how would you treat other people?
2. When expressing your higher self, how would you treat your body?
3. When expressing your higher self, how would you talk to other people?
4. When expressing your higher self, what would you try to give to the world?

5. When expressing your higher self, what thoughts would you focus on?
6. When expressing your higher self, how would you relate to nature?
7. When expressing your higher self, what would you do about using alcohol and drugs?
8. When expressing your higher self, what kind of lover would you like to be?

Okay, let's see what guidelines you came up with.

REREAD EACH QUESTION AND SOLICIT A RESPONSE TO EACH.

DO NOT JUDGE RESPONSES.

ASK THE YOUTH HOW HE/SHE CAME UP WITH EACH GUIDELINE AND WHAT PERSONAL EXPERIENCES INFLUENCED THE CHOICE OF THE GUIDELINE.

Thanks, that was very helpful. I appreciate your thoughtfulness and honesty.

Remember that these aren't the only guidelines you could have, but I hope I got you thinking about how and the way you want to live.

This activity also shows that there are lots of opportunities to make positive changes in our lives and in the world!

Exercise 4: What Makes the Decisions Difficult?
(20 minutes)

[The purpose of this exercise is to confront the value dilemmas inherent in deciding to protect yourself and others. Scripts, thinking out and expressing values, and discussion are employed.]

Now it's time to take this idea to the next level.

It's one thing to think about how you want to live, but it can be really hard sometimes to put those good intentions to action.

Especially how, as a person living with HIV, you are going to express yourself sexually, and care for others at the same time.

I work with individuals with different sexual orientations. Some people I work with are straight, gay, and some are bisexual.

I want what we do in here to be relevant and meaningful to you, so we need to talk about sexual situations you could be involved in.

Do you have sex with men, women or both?

ELICIT RESPONSE ABOUT YOUTH'S SEXUAL ORIENTATION.

DO NOT REACT, BE ACCEPTING.

Thank you for sharing that personal information.

Remember, everything you share with me is strictly confidential.

Now, how you want to express yourself sexually can be very complicated.

To get us started on discussing this, we'll read some soap scenes that are about the issues of making a decision regarding protecting oneself, a partner, and the community.

As we read this first scene think about the higher-self lover you would hope to be, and the lower-self lover you would not want to be.

Which part do you want to play; the part of Chris or the part of Johnny?

The issues are similar for straight or same-sex relations. Let's think about these situations as you experience them as a [PARTICIPANT'S ORIENTATION AND GENDER. (I.E., GAY MALE)].

GIVE THE YOUTH THE SCRIPT.

There is one other important point to make.

The character Johnny is HIV-positive.

Ready? Let's do the scene.

READ THE SCENE AS FOLLOWS:

I DON'T CARE

CHRIS: Do you love me?

JOHNNY: Yes.

CHRIS: A lot?

JOHNNY: Of course. Why do you keep asking me?

CHRIS: If you loved me, you would tell me the truth.

JOHNNY: Something is eating you.

CHRIS: Nothing's bothering me.

JOHNNY: Do you always tell the truth?

CHRIS: No.

JOHNNY: Even if you love the person?

CHRIS: It's easier to lie if I don't love them.

JOHNNY: Yes, but what if you love them? Could you still lie to them?

CHRIS: Maybe. If I thought the truth would hurt them.

JOHNNY: I know you want to ask me something. So, ask me.

CHRIS: Have you got HIV?

JOHNNY: Of course not.

CHRIS: I didn't think so, but I wanted to ask you.

JOHNNY: Would it change anything?

CHRIS: Nothing. I'd still love you.

JOHNNY: Would you still let me fuck you?

CHRIS: Every night.

JOHNNY: During the day?

CHRIS: Anytime.

JOHNNY: Would you want me to start wearing a condom?

CHRIS: Who gives a shit? If I'm going to get it, I'm going to get it. There's nothing you can do about it. I want to be close to you; no condom in between.

JOHNNY: Are you sure?

CHRIS: Positive.

JOHNNY: You'll still go down on me?

CHRIS: Nothing could be sweeter. Don't think you could get rid of me just because you have HIV.

JOHNNY: I'm glad you said that. I have never loved anyone like I love you.
I don't want this to ever end.

CHRIS: It won't. I'm sorry I brought this up.

JOHNNY: Don't be. It tells me how much you love me, and how much I want
you. I won't let anything spoil it.

THE END

That was great acting!

So what do you think, should Johnny tell Chris that he is HIV-positive?

Should Johnny make sure they both use condoms?

What are your thoughts on this issue?

NOTE: IF YOUTH SEEM UNCOMFORTABLE DO A FEELING
THERMOMETER CHECK-IN BEFORE PROCEEDING.

PROBE YOUTH FOR REASONS ABOUT OPINIONS.

BE ATTENTIVE AND NON-JUDGMENTAL WHILE PLAYING DEVIL'S
ADVOCATE AS APPROPRIATE.

That's interesting.

If you were Johnny, what kinds of thoughts would you have about these decisions?

Pretend that you are Johnny and think out loud the discussion you would have with
yourself about deciding what to do.

PROCESS THE MEANING AND EFFECT OF THE SCRIPT BY PROBING
WITH THE FOLLOWING QUESTIONS:

GET A RESPONSE TO EACH QUESTION AND PROMPT AS NECESSARY.

HAVE THE YOUTH SHARE HIS/HER THINKING ABOUT THE DECISIONS AS IF HE/SHE WERE JOHNNY.

What would you be thinking and how would you go about deciding what to do?

What worries you in this situation?

What goes into deciding whether to tell Chris about being HIV-positive and whether to use condoms?

Is there a “right” thing to do?

Thanks for sharing what you would think in this situation.

ENCOURAGE MORE DISCUSSION WITH THE FOLLOWING QUESTIONS:

PROMPT AS NECESSARY AND AS TIME PERMITS.

Are there any other issues for Johnny and Chris?

As you were sharing, it made me think about what a hard decision this could be. What makes this a difficult situation?

What pulls a person with HIV in one direction and what pushes him or her in the other direction?

How could using alcohol or drugs affect the decisions made in this situation?

LOOK FOR DILEMMAS AND THEMES SUCH AS:

FEAR OF LOSING A PARTNER

FEAR OF REJECTION

FACING ANGER FROM NOT TELLING PARTNER EARLIER

WANTING TO SAVE THE PARTNER FROM HARM

FEAR OF BEING DEPRIVED OF SEX

WANTING TO DO THE "RIGHT" THING

WANTING TO PROTECT ONESELF

HOPELESSNESS

ESCAPING INTO ALCOHOL AND DRUG USE

Great job!

Now let's take a look at a second situation.

In this situation, the concerns go beyond the two people involved. A person's responsibility to the community can also be an issue.

This is an example of two men and concerns they have for their community.

Help me out again by reading one of the parts. Would you like to be Bernie or Steve?

READ THIS SCRIPT.

DO YOU WANT TO HELP?

BERNIE: Steve! You're just the person I was looking for.

STEVE: What's happening?

BERNIE: I want to ask you about helping out.

STEVE: Doing what?

BERNIE: You still go to The Spike, don't you?

STEVE: I hang out there.

BERNIE: I thought so. I was asking the bartender there who were the guys that others respected. He gave me your name. I checked it out. You are as they call it "An Opinion Leader."

STEVE: Cut it out, Bernie. What's all the bull shit.

BERNIE: We've got this project.

STEVE: Tell me about it.

BERNIE: I'm trying to. You know a lot of younger guys aren't practicing safer sex. Well, they had this project where guys like you--leaders--wore this button in the bar where they hung out. When someone asked what it meant, they told the guy about safer sex, why it was smart to do it, and what steps they personally were taking. It worked.

STEVE: Are you kidding me?

BERNIE: You get free training on how to give out a good HIV prevention message.

STEVE: How much time?

BERNIE: Two nights a week for a month.

STEVE: Do you get paid?

BERNIE: \$50 for the training. The rest is volunteer.

STEVE: No, I don't think so.

BERNIE: Why not?

STEVE: It just isn't for me.

BERNIE: Don't you care?

STEVE: Of course, I care. Don't try a guilt trip on me.

BERNIE: I don't get it. What's the problem? I was sure you would do it and be real good at it.

STEVE: So, what if some guy asks me if I'm HIV-positive?

BERNIE: Tell him the truth.

STEVE: Tell him that I'm HIV-positive?

BERNIE: I'm sorry. I didn't know.

STEVE: What steps am I supposed to tell him I'm taking?

BERNIE: What steps are you taking?

STEVE: I'm eating better, drinking less alcohol, and cut way down on crystal.

BERNIE: No. I mean what steps to stop the spread.

STEVE: If whoever I'm having sex with will use a condom, I go along with it. If that person doesn't want us to use one, I'm not going to get into a fight about it.

BERNIE: Do you tell your partner that you are positive?

STEVE: Sometimes. I don't want the person to stop having sex with me because of that. It's not fair to deprive me of sex just because I'm positive.

BERNIE: If you wore a condom, who would refuse you?

STEVE: Plenty of people.

BERNIE: You used to use condoms.

STEVE: All the time. Then I found out that I had it. Everything went down hill after that.

BERNIE: I'm sure after you got over the shock you did something different to protect other people and yourself.

STEVE: Protect me from what? I already got it.

BERNIE: Protect yourself from STDs and things that could make it worse for you.

STEVE: Well, I do try to stick with things like mutual masturbation and oral sex. And I avoid sex when I'm high.

BERNIE: Those are good steps. Look, you understand the problems. You're struggling with them yourself. I still think you'd make a great opinion leader.

STEVE: Sorry, Bernie. I haven't got it together enough.

BERNIE: You will.

STEVE: Maybe, but not now. I say I care about other people, but I don't always act like it. I say I value myself, but I don't always do what I know I should.

BERNIE: Give it a try.

STEVE: No. When I can sort things out in my own head, I'll give you a call and we can talk about it again.

THE END

Again I want you to share what makes this a difficult scene for Steve.

ENCOURAGE THE YOUTH TO SHARE HIS/HER THOUGHTS.

Put yourself in Steve's position.

This might have been a chance to help others in the community.

He had his own reasons for not helping: he didn't recognize the opportunity, or he refused to act, or something else was going on.

What thoughts would Steve have about this situation?

Think out loud and tell me the thoughts that would go through his head.

HAVE THE YOUTH SHARE OUT LOUD THE THOUGHTS THAT STEVE WOULD HAVE.

ENCOURAGE DISCUSSION BY PROMPTING WITH THE FOLLOWING QUESTIONS.

What kind of a discussion would he have with himself?

Pretend that you are Steve.

What might be Steve's internal conflict?

Thank you for being Steve.

Any other reactions to Steve and his decisions?

What are the conflicts about being protective and caring for others in the community?

Is there a "right" thing to do?

ENCOURAGE SHARING OF CONFLICTS AND DILEMMAS.

LOOK FOR CONCERNS ABOUT:

LETTING OTHERS KNOW YOUR STATUS

HOPELESSNESS

FEARS AROUND BEING DEPRIVED OF SEX

NOT BEING AS ABLE TO DENY ONE'S STATUS

CONFLICT - PROTECTING ONESELF VERSUS HELPING OTHERS

That was a good discussion.

Can you think of situations that you have been in where you were not sure what was the right thing to do?

ENCOURAGE YOUTH TO SHARE HIS/HER OWN ETHICAL DILEMMAS.

Those are interesting situations that show the value conflicts that can be involved in trying to do the right thing.

What it means to make some of the decisions that you face will differ from person to person.

You have to decide for yourself what is the right thing to do.

Exercise 5: What's Next?
(10 minutes)

[The purposes of this exercise are to reinforce today's learning, build rapport and create a positive expectation for the next session. Review, a between-session goal, and expressing benefit awareness and appreciation are undertaken.]

We are at the end of today's session. I think we got off to a great start on these sessions on sexual decision making.

Today we revisited our rules on how we want to relate to each other.

Then we went on to look at a bigger set of ground rules: standards that you set for yourself about how to live life from day to day, and how to find happiness through expressing your higher self.

We also looked at some of the challenges involved in honoring those standards when it comes to caring for yourself and others in sexual behaviors.

The ultimate goal is for you to know, *from your own experience*, that the best sexual experience you can have is when you express your sexuality and your higher self together.

A good way to get on that track would be "sober sex only."

As you know, at the end of each of our sessions we set some goals.

And we try to make sure that the goals we set are SMART goals.

Please turn back to the SMART goal chart in your workbook.

I will review the goal setting chart.

REVIEW S.M.A.R.T. GOAL SETTING CHART:

Specific – tells exactly what you will do.

Measurable – can tell if it is done.

Appropriate – fits the situation or topic well.

Realistic – not too hard or too easy to do.

Time – tells when goal will be completed.

For this week I would like you to commit to doing a couple things.

First I request that you look over your guidelines for living and try to add at least two more to your list.

Then I want you to pick one of your guidelines, anyone you want, and try to honor it all week long.

For example, maybe one would be to try “sober sex only” all this week.

Make note of any challenges that came up, how you handled them, and how you felt about it as you try to stay true to your standard.

We’ll talk about what that was like next week.

That goal is already written on your goal log.

Finally, I would like you to try using the problem-solving method to work on a real problem you’re having right now.

You might want to ask friends to help you come up with some options to add to your list.

Sometimes talking to other people can give you a new perspective on dealing with a problem.

BRIEFLY REVIEW PROBLEM SOLVING STEPS.

Which problem are you going to practice the steps on?

PAUSE FOR YOUTH TO IDENTIFY PROBLEM AND RECORD ON GOAL LOG.

Remember to keep those Calendars, Reports, and Schedules going.

The important thing is that you make some progress each week on your short and long-term goals.

Now that we have explored some of the difficulties in making decisions about taking care of yourself, your lover, your friends, and others in the community, I want you to have some background information that will help you make sexual decisions.

Here is some information about other sexually transmitted diseases, or STDs.

Add this list to your workbook.

GIVE YOUTH STD INFORMATION SHEET.

It's important to know about STDs, especially when you are HIV positive, because they can further weaken the immune system and help HIV disease to progress.

STDs can also make it easier to transmit the HIV virus, resulting in more new infections and re-infections.

Please read this information on the different types of STDs. Being able to avoid STDs, or being able to recognize the symptoms and get early treatment could be very important to your overall health and well being.

Okay, do you have any questions on those goals?

ANSWER QUESTIONS AND CLARIFY AS NECESSARY.

We will review them at the beginning of our next session to see how you did.

It's important to write goals down on your log for each week. Let's make sure all your goals are recorded.

DIRECT THE YOUTH TO THIS WEEK'S GOAL LOG, AND HAVE HIM/HER WRITE OUT THE GOAL FOR THIS WEEK.

Remember that the Reports, Calendars, and Weekly Schedules are important tools for reaching and maintaining your substance use goals.

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

Our next session will be on [DAY, DATE, AND TIME].

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

I'd like to go first.

FACILITATORS MODEL BY GOING FIRST.

ACKNOWLEDGE AND PRAISE YOUTH AS APPROPRIATE.

HAVE THE YOUTH IDENTIFY BENEFITS OF PARTICIPATION.

END OF SESSION SEVEN.