

CLEAR Facilitator's Manual

Module 1 Act Safe – Substance Use

Session #1: Identifying My Strengths: Creating A Vision for the Future. (1.5 hrs.)

OBJECTIVES:

Youth will become oriented to and comfortable with the tele-counseling modality.

Youth will reach consensus on standards for group interaction.

Youth will identify their strengths, feelings associated with expressing those strengths, and adaptive activities that promote those feelings.

Youth will begin to identify positive values.

Youth will be encouraged to envision a “no limits” future based on expressed strengths and values.

RATIONALE:

The main concern about providing training designed to increase adaptive functioning and enhance the quality of life for HIV positive youth is that they will not be motivated to take advantage of the curriculum. This first session has been designed to increase motivation and enhance self-esteem by increasing awareness of their strengths and values, to choose activities that express their strengths and values, and set the stage for youths to discover that such activities are intrinsically rewarding. Later in the intervention youths will learn to substitute these adaptive activities for self-destructive behaviors. The activities selected will help youths to discover and value their selves, and to progressively increase hope and to encourage wanting a better life. These exercises focus on meaning. The skills learned are self-discovery and self-exploration skills.

SUMMARY:

Introduce the participants, the leaders, the methods, and the supportive environment. (10 minutes)

Present the goals of the first intervention module. Do the lotteries. (10 minutes)

Develop ground rules for how the group members will treat each other and for conduct during the sessions. (20 minutes)

Identify strengths through questioning participants: “Who are you?” (20 minutes)

Have participants identify their values via simulated talk show interviews. (20 minutes)

End the session with a summary, a between-the-sessions goal, and a benefit awareness review. (10 minutes)

MATERIALS:

Attendance/ Participation Record
2 Lottery Prizes in Mailing Envelopes
2 Lottery Number Envelopes
Goal Summary Sheet
Phone Tape Recorder
90-min Audio Tape
Facilitators Manual
Participants Workbook
Cohort Data Binder
Pens and Notepads

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read text in small letters verbatim, make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the workshop along. Exercises may be lengthened or shortened as needed as long as all material is covered.

Exercise 1: Who Am I With On These Calls?
(15 minutes)

[The purposes of this exercise are to increase self-esteem, to build group cohesion, and to create a sense of comfort and safety. The methods used are positive introductions and presenting a safe environment.]

AS PARTICIPANTS CLICK INTO THE CALL THE FACILITATOR SAYS:

Welcome to Project CLEAR, Session 1. This is [name]. Please stay on the line for a minute [e.g. until we get all your group members on the call].

WHEN MOST PARTICIPANTS HAVE JOINED THE CALL THE FACILITATOR SAYS:

Hi and welcome to this workshop on living with HIV.

[FIRST FACILITATOR] My name is _____.

[SECOND FACILITATOR] And my name is _____, and we are going to be your workshop leaders for the next six weeks.

To get started we would like everyone to know who is on the call.

To respect your privacy we will use first names only.

So please, one at a time, say “hello” and tell us your first name. Then tell us one thing that you like about yourself.

To start the ball rolling, your facilitators will go first.

[FIRST FACILITATOR] Hi everyone, my name is _____,
and (e.g.) I like the way I _____.

[SECOND FACILITATOR] Hi gang, my name is _____,
and (e.g.) I'm very _____.

Who wants to go next?

HAVE EACH MEMBER OF THE GROUP GIVE HIS OR HER FIRST NAME AND
RESPONSE.

RECORD ATTENDANCE AS MEMBERS RESPOND.

Did we hear from everyone?

CALL OUT NAMES OF PARTICIPANTS ON ROSTER WHO DID NOT RESPOND
AND COMPLETE ATTENDANCE RECORDS.

Thanks. That was great!

BEEP SEVERAL TIMES BY PRESSING ANY BUTTON ON THE PHONE.

Hey, did you hear that? Do you know what those beeps mean?

Each one of those beeps was a big Thank You, like a handshake or a pat on the back, for
doing something that was appreciated.

When you like something that another person does or says in here, we want you to let that
person know it.

The way to let them know is by giving them a [BEEP] "Thanks!"

You can do that by quickly pressing any button on your touch-tone phone once.

BEEP A THANKS.

A BEEP says to the person who just spoke that “I like that;” “That was OK;” “Great job!”

Now, imagine that you each have 5 BEEPS, or Thanks, to give away each session.

I hope that you will give all 5 of your BEEPS away each week. Please give them to others as you feel comfortable to do so.

Any questions about that?

RESPOND TO QUESTIONS

Okay, the first thing you need to know is that we are going to be very active in here.

Everyone will have the chance to talk and to try new things.

But this is also a place where you won't be pushed or forced to do or say something you don't want to.

You will not be judged about how you think or feel, so there is no such thing as making a mistake or saying the wrong thing.

In a little while I am going to ask you to set some ground rules for how you want people to treat you on these calls.

But first I want to take a minute to tell you what the workshop is all about.

Exercise 2: What Are These Meetings All About?
(15 Minutes)

[The purpose of this exercise is to continue to enhance self-esteem, group cohesion, comfort and safety. The methods used include reviewing an outline of the intervention and doing a lottery.]

During the first six calls we will be working on what we call the Act Safe – Substance Use Module, which focuses on substance use and how it effects your lives.

Did everyone get a workbook and bring it to the call? Does everyone have something to write with?

IF ANY YOUTHS FORGOT TO BRING THEIR WORKBOOK OR PEN/ PENCIL TO THE PHONE, HOLD THE CALL MOMENTARILY AND ASK THEM TO GET THEM NOW.

Please remember to bring your workbook and something to write with to every call. Thanks!

Please turn to the outline on page XX in your workbook and follow along.

GO OVER THE OUTLINE AS FOLLOWS:

OUTLINE OF CLEAR SESSIONS

MODULE 1: ACT SAFE – SUBSTANCE USE

- | | |
|-----------|---|
| Session 1 | Identifying My Strengths: Creating A Vision for the Future (1.5hrs) |
| Session 2 | I'm HIV Positive: Attitudes as Barriers to Future Goals (1.5hrs) |
| Session 3 | Seeing the Patterns: Why Do I Use Drugs and Alcohol? (1.5hrs) |
| Session 4 | Beliefs: Thoughts That Influence My Substance Use Patterns (1.5hrs) |
| Session 5 | Future Goals: The Impact of Using Drugs and Alcohol (1.5hrs) |
| Session 6 | Making Commitments: Evaluating and Changing Substance Use (1.5hrs) |

All sessions are an hour and a half long, and we will have these calls once a week at this same time, on [weekday] at [time].

Module 2 will be about better ways to take care of your health.

Module 3 will be about caring for yourself and others through safer sexual acts.

Are there any questions about the outline or what we are going to do?

ANSWER QUESTIONS ABOUT THE OUTLINE.

We are very pleased to have all of you on the call today, and we want to show you that by having a lottery.

When I call out your name, please pick a number from 1 to 10.

We already have a number on a piece of paper that is sealed in an envelope.

After everyone picks a number, we will open the envelope. Whoever picked the number in the envelope will win a lottery prize, which we will mail to you right away.

So, let's have our first lottery.

CALL OUT PARTICIPANT NAMES AND HAVE THEM SELECT A NUMBER.

RECORD NUMBERS AS THEY ARE CALLED, AS PARTICIPANTS WILL KEEP THE SAME LOTTERY NUMBER FOR THE WHOLE MODULE.

DO NOT ALLOW TWO PARTICIPANTS TO HAVE THE SAME NUMBER.

PROMPT THE LAST FEW BY REMINDING THEM OF THE REMAINING AVAILABLE NUMBERS.

This time the prize is _____.

NAME THE PRIZE.

And the winning number is:

OPEN THE ENVELOPE (NEAR THE MICROPHONE SO PARTICIPANTS CAN HEAR IT) AND CALL OUT THE WINNING NUMBER.

BEEP AND CONGRATULATE THE WINNER.

Each week we will have a lottery with prizes.

No Beeps?

PAUSE FOR BEEPS

Okay! Since this is our first time together on a call, we're going to have a second lottery.

DRAW A SECOND WINNER, FOLLOWING ABOVE PROCEDURE.

NOTE: DON'T FORGET TO MAIL THE AWARDED PRIZES AT THE END OF THE INTERVENTION SESSION.

NOTE: DRAW NUMBERS FOR SUBSEQUENT LOTTERIES WITHOUT REPLACEMENT. IF A PARTICIPANT IS ABSENT AND THEIR NUMBER IS CALLED, THEIR NUMBER STAYS OUT UNTIL ALL NUMBERS RECYCLE; ANOTHER NUMBER IS DRAWN UNTIL A YOUTH WHO IS ON THE CALL WINS. IF ALL NUMBERS ARE DRAWN BEFORE THE MODULE ENDS, RECYCLE ALL NUMBERS.

Exercise 3: “What Are the Group’s Ground Rules?”
(15 minutes)

[The purposes of this exercise are to increase group cohesion, to create a sense of control, to establish healthy standards, and to encourage appropriate boundaries. Developing a set of ground rules for each specific group of youths is the approach taken. Rules for polite, efficient, and effective phone interaction are reviewed.]

Before we go on we need to explore how you want members of this group to treat you, what behaviors are OK or not, and to come up with a set of ground rules.

Let’s begin with some rules for talking on the phone. Please look at the list on page XX in your workbooks while I go over some of these points.

REVIEW THE POINTS AS FOLLOWS:

Use your first name each time you speak. For example you might say, “This is Bill; another idea would be to do such and so.”

Only one person should speak at a time. We’ll make sure everyone who has something to say gets heard. So, please, no cross talk.

Protect the call from any unnecessary sounds (such as other people in the room, dogs barking, or heavy breathing). Try to call in from a quiet, private place.

Block call waiting during the calls if you have that service on your line.

Don’t use a speakerphone, a cordless phone, or a cell phone if you can avoid it. They add a lot of static to the call. If you have to use one, use the mute button while you are not speaking.

Any questions? OK, now we'll discuss some ground rules for how we relate to and talk to each other.

Please turn to page XX so you can write down your ideas as we talk about each one.

**DISCUSS EACH AREA, DEVELOP A GROUND RULE, AND
HAVE PARTICIPANTS RECORD THEM IN THEIR WORKBOOKS.**

First, how do you feel about group members talking about your personal business with someone outside of your group?

DISCUSS CONFIDENTIALITY AND COME UP WITH A GROUND RULE.

(e.g. Keep confidentiality. Personal details shared on the calls stay on the calls.)

**HAVE PARTICIPANTS RECORD THE GROUND RULE IN THE SPACE
PROVIDED.**

Should group members be encouraged to express their feelings and how much?

**DISCUSS FEELINGS AND COME UP WITH A GROUND RULE FOR EXPRESSING
THEM.**

(e.g. Open up your feelings; but express them without hurting yourself, another group member, or the facilitators.)

**HAVE PARTICIPANTS RECORD THE GROUND RULE IN THE SPACE
PROVIDED.**

What about how much someone participates? Is it OK to never say a word?

**DISCUSS ACTIVE PARTICIPATION AND COME UP WITH A GROUND
RULE.**

(e.g. Ask questions and share ideas. The only stupid questions are the ones that don't get asked.)

HAVE PARTICIPANTS RECORD THE GROUND RULE IN THE SPACE

PROVIDED.

Is it OK to put pressure on a group member who doesn't want to do a particular exercise?

DISCUSS PRESSURING A MEMBER TO PARTICIPATE AND COME UP WITH A GROUND RULE.

(e.g. Be an active participant. Not too much hiding.)

HAVE PARTICIPANTS RECORD THE GROUND RULE IN THE SPACE PROVIDED.

How about judging other members or putting them down?

DISCUSS JUDGING OTHERS AND COME UP WITH A GROUND RULE.

(e.g. Don't judge others. Accept other group members as they are.)

HAVE PARTICIPANTS RECORD THE GROUND RULE IN THE SPACE PROVIDED.

How do you feel about not listening to others or having a closed mind?

DISCUSS LISTENING AND HAVING AN OPEN MIND AND COME UP WITH A GROUND RULE.

(e.g. Listen actively with an open mind.)

HAVE PARTICIPANTS RECORD THE GROUND RULE IN THE SPACE PROVIDED.

What do you think about group members coming to the calls high?

DISCUSS BEING MENTALLY AND EMOTIONALLY PRESENT AND COME UP WITH A GROUND RULE.

(e.g. Be sober on the calls. No exceptions!)

HAVE PARTICIPANTS RECORD THE GROUND RULE IN THE SPACE PROVIDED.

Are there other ground rules you think the group should talk about?

ENCOURAGE BRINGING UP OTHER AREAS AND DISCUSSING THEM.
DEVELOP GROUND RULES AS NEEDED.

HAVE PARTICIPANTS RECORD THOSE GROUND RULES IN THE EXTRA SPACES PROVIDED.

That's a great set of ground rules.

I always like to add one more, which is to HAVE FUN!

AN EXAMPLE OF A COMPLETED SET OF GUIDELINES FOLLOWS:

GROUP GUIDELINES

KEEP CONFIDENTIALITY- PERSONAL DETAILS SHARED ON THE CALLS
STAY IN THE GROUP.

OPEN UP YOUR FEELINGS; BUT EXPRESS THEM WITHOUT HURTING
YOURSELF, ANOTHER GROUP MEMBER, OR THE FACILITATOR.

ASK QUESTIONS. THE ONLY STUPID QUESTIONS ARE THE ONES THAT
DON'T GET ASKED.

BE AN ACTIVE PARTICIPANT. NOT TOO MUCH HIDING.

DON'T JUDGE OTHERS. ACCEPT OTHER GROUP MEMBERS AS THEY ARE.

LISTEN ACTIVELY WITH AN OPEN MIND

BE SOBER ON THE CALLS. NO EXCEPTIONS!

HAVE FUN!

One further point is that [CO-FACILITATORS NAME] and I will not under any circumstances permit a group member to get verbally abused by others.

This will be a safe place for everybody and that's our bottom line.

COMMENT ON ADMINISTRATIVE MATTERS AS NEEDED, INCLUDING:

TIME, DAY, AND PHONE NUMBER FOR CALLS;

INCENTIVE PAYMENTS;

LATENESS;

MISSING SESSIONS;

DROPPING OUT.

Any Questions about these details?

BREIFLY RESPOND TO QUESTIONS.

Exercise 4: Who Am I? Exploring My Higher Self
(25 minutes)

[The purpose of this exercise is to increase youth's awareness of and alignment with their positive traits, qualities, characteristics and potentials. The rewards of adopting more adaptive roles, and the rules of behavior associated those roles, will begin to emerge. Introspection is stimulated through repeated, non-threatening questioning.]

Every person, including each one of us on this call, is a complex mix of a lot of good stuff and some not-so-good stuff.

There are plenty of experiences in life that remind us of the things about us that are not so good.

So sometimes it's easy to forget about the real strengths each of us has.

The next exercise will help you get in touch with all of the good stuff that you are, what we will refer to as your higher self.

This is important because our higher self (our good stuff, our strengths) helps us to cope with life's challenges and helps us be happy.

So to help remind you of what your higher self is all about, what we will do is this:

[CO-FACILITATORS NAME] and I will take turns asking each of you the question, "Who are you?"

You will answer each time by using a word that describes or reminds you of your strengths.

A strength could be any of your positive qualities, talents, things you do well, things others like about you, or abilities you have.

It could be something about your looks, traits, accomplishments, skills, your style, or the way you think.

A strength could be anything that resembles or reminds you of the things you like about yourself.

Strengths describe our higher self.

You will be asked, “Who are you?” several times. Don’t try to plan or rehearse what you will say. Listen carefully to the responses other group members make.

And when it’s your turn, just say whatever comes to mind.

[CO-FACILITATOR’S NAME] and I will demonstrate how this exercise works.

ONE FACILITATOR ASKS THE OTHER “WHO ARE YOU?” AND WAITS FOR A RESPONSE BEFORE REPEATING THE QUESTION, AS FOLLOWS:

OK everyone, focus in on [CO-FACILITATOR’S NAME] responses.

Who are you, [CO-FACILITATOR’S NAME]?

“I am a friend.”

Who are you, [CO-FACILITATOR’S NAME]?

“I am a teacher”

Who are you, [CO-FACILITATOR’S NAME]?

“I am no limits.”

Who are you, [CO-FACILITATOR’S NAME]?

“I am a lover.”

Who are you, [FACILITATORS NAME]?

“I am a mirror.”

Who are you, [FACILITATORS NAME]?

“I am big smiles.”

Who are you, [FACILITATORS NAME]?

“I am reaching.”

Who are you, [FACILITATORS NAME]?

“I am a quick learner.”

Have you got the idea?

The person who is answering the questions should let the answers flow naturally, saying whatever comes into his or her head.

Relax and let yourself enjoy this.

When we call your name, answer the question each time it's asked until we call someone else's name.

Any questions before we begin?

ANSWER ANY QUESTIONS

OK, here we go.

USING THE ATTENDANCE RECORD ONE FACILITATOR ASKS A PARTICIPANT “WHO ARE YOU, [NAME]?” FIVE TIMES WHILE THE OTHER FACILITATOR RECORDS PARTICIPANTS’ RESPONSES.

FACILITATORS SWITCH ROLES AND CONTINUE SO EACH YOUTH IS QUERRIED TEN TIMES IN A ROW, FIVE TIMES BY EACH FACILITATOR.

Wow, that was great. [BEEP SEVERAL TIMES].

OK, let’s take a minute to appreciate all the really great strengths you people are.

FACILITATORS ALTERNATE READING BACK 20 TO 30 RESPONSES REFLECTING THE DIVERSITY OF STRENGTHS AMONG THE GROUP.

That’s an incredible list of really great stuff.

Just think of all the wonderful things that could be accomplished in the world, and all the good things that could be done if we were to express only our higher selves.

What are some of the things you do, or that you have done in the past, that made you feel really good about who you are?

It could be something like practicing some dance steps until you can do them very well, or helping someone cross a street, or taking a minute to really enjoy a sunset.

Let’s go around the room so everyone has a chance to share one thing.

We would also like you to name the strength, or qualities of your higher self, that you were expressing.

For example, you might say “ I threw some litter in the trash can instead of dropping it in

the street. I was expressing my respect for the environment, my appreciation of the beauty of nature, and showing concern for the future.

ASK EACH YOUTH IN TURN TO NAME AN ACTION AND WHAT CHARACTERISTICS OF THEIR HIGHER SELF WAS EXPRESSED BY THE ACTION.

[SECOND FACILITATOR CAN SHARE A PERSONAL EXAMPLE IF THE GROUP IS SLOW TO GET STARTED.]

MAKE SURE ALL THE YOUTHS RESPOND

IF NOT OFFERED, PROBE FOR RESPONSES RELATED TO SUBSTANCE USE AND SEX ACTS (E.G. TELLING A FRIEND THEY HAD ENOUGH OR ASKING THEM NOT TO DRIVE WHILE HIGH, OR SUGGESTING USING A CONDOM WITH A SEX PARTNER.

Thanks, that was great! We can accomplish so much good when we focus on expressing our higher selves!

And the truth is, no matter what else is happening around us or to us, expressing our higher selves can help us feel better about ourselves.

How did you feel about remembering the characteristics of your higher self, and the good things you have done?

ENCOURAGE SHARING. ASK PROBING QUESTIONS.

Did it in any way change your thoughts about yourself today?

Did you feel emotional when you were giving certain responses?

ENCOURAGE DISCUSSION AS TIME PERMITS

SUMMARIZE THE DISCUSSION: (EXAMPLE FOLLOWS):

It doesn't seem to matter what is happening to us or around us; when our **thoughts and**

actions come from our **higher selves**, we **really feel better** about who we are and the world we live in.

Exercise 4: "What's Important to Me?"
(30 minutes)

[The purpose of this exercise is to elicit values and a recognition of what is important to each person. Peer interviews are used to get at values and importance.]

Now we want you to think about what is important to you.

What is important to you could include many different things.

Some examples include:

Making money

Being healthy

Having friends

Being honest

Caring for other people

Being safe from violence

Having a boyfriend or girlfriend who loves you

Your family

Being spiritual

Fairness

Freedom

Having a good job

Completing your education

Protecting the environment

Having a fun life

Being popular

And so on.

While people share some values in common, no two people will have the same exact list.

We need two volunteers to do this exercise, one to play the part of a radio talk show host, and one to be a famous person who is being interviewed on the show.

The interview is trying to find out what is really important to the famous person.

Who wants to be the talk show host?

GET A VOLUNTEER OR RECRUIT ON]

Great! Thanks, [name]. [BEEP]

And who will be the famous person?

GET A VOLUNTEER OR RECRUIT ONE.

Thanks, [name]. [BEEP]

Everyone else just relax and listen to the interview. Listen for what's really important to the guest celebrity.

[Name of interviewer], turn to page XX in your workbook. This is a list of questions to guide you in the interview. Did you find them?

[Name of interviewee], try to answer the questions as your higher self; not some fictional character.

Are you ready? Great, I'll get it started.

THE INTERVIEW:

Here we are at Q R U 2 B talk radio where we ask the really important questions like, “Who are you to be?” Today DJ [interviewer’s name] is talking with the guy/gal that everyone’s been buzzing about, [guest’s name]. Take it away [interviewer’s name].

PROMPT SUGGESTED INTERVIEW QUESTIONS AS NEEDED:

WHAT IS REALLY IMPORTANT TO YOU?

WHAT MEANS A LOT TO YOU?

WHAT DO YOU CARE ABOUT MOST IN THE WORLD?

OF ALL THE THINGS YOU HAVE, WHAT WOULD BE THE MOST DIFFICULT TO GIVE UP?

WHAT IS IT THAT YOU WANT MOST IN YOUR LIFE THAT YOU DON'T HAVE NOW?

What did you think of the interview?

How would you answer the questions differently?

ASK EACH QUESTION AND ELICIT THREE OR FOUR RESPONSES. TRY TO GET EVERYONE TO PARTICIPATE.

ENCOURAGE SHARING AND DISCUSSION. POINT OUT COMMONALITIES AND THEMES.

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

[The purposes of this exercise are to introduce goal setting skills, build group cohesion and create a positive expectation for the next session. Review, a between-session goal, and expressing benefit awareness and appreciation to group members is undertaken.]

We are at the end of today's session.

Today you were introduced to the members of your group and to the topics we will discuss over the first six weeks of this program.

We also set group rules and got back in touch with some of the things we like about ourselves, our strengths, or higher selves.

At the end of each of our sessions we will set some goals.

A goal is usually a project or activity that you can accomplish during the week between sessions.

Sometimes we will assign goals, and sometimes you will pick goals to work on for the next session.

Please turn to page XX in your workbooks while I review the goal setting chart.

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

Specific – exactly what you will do.

Measurable – can tell when it is done.

Appropriate – fits the situation or topic well.

Realistic – not too hard or too easy to do.

Time – when goal will be completed.

For this week I would like you to commit to doing at least one thing that expresses your higher self.

Something you don't often do, and something that shows your higher self in action.

It could be something like doing a favor or kind thing for someone without being asked.

It could be practicing a song you like so you can sing it better.

You might pick up one piece of litter everyday and throw it in the trash.

You pick your own goal. Just make it a SMART one.

Take a minute right now and pick a goal.

TIME ½ MINUTE.

Let's go around quickly to see what goals you picked. Who wants to start?

HAVE ALL YOUTHS REPORT ON THEIR GOALS.

Those are great goals! 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 record your goals now.

DIRECT YOUTHS TO THIS WEEKS GOAL LOG, AND HAVE EACH MEMBER WRITE OUT THE GOAL FOR THIS WEEK.

Note that there is another goal on your goal log for this week.

We want you to begin to create a vision of your future, one that would be just right for you.

A world where you have a special way to express your higher self and to honor all of your values - a future where you are fulfilled and truly happy.

This is the future you would choose if there were no limits or nothing to hold you back.

On page XX in your workbook, please describe 3 things: the work you would be doing, the important relationships you would have, and what you would do for fun.

The next call will take place on [DAY, DATE, AND TIME]. Please call in on time.

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

This is also your chance to show appreciation to other group members if they said something that was helpful to you.

Just say who it was and what they said, and everyone who agrees can give them a [BEEP] thanks.

We will get this round started.

FACILITATOR'S MODEL BY GOING FIRST.

THEN USE THE CALL ROSTER AND HAVE EVERYONE RESPOND.

**HAVE THE GROUP MEMBERS IDENTIFY BENEFITS OF PARTICIPATION.
MODEL SHOWING APPRECIATION BY ACKNOWLEDGING AND
PRAISING MEMBERS AS APPROPRIATE.**

THE END OF SESSION ONE.