

ADJUSTMENT PHASE FOR YOUNG ADULTS - PHASE III
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

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SESSION 15: HOW CAN I REDUCE SUBSTANCE USE?

OBJECTIVES:

1. Youth will increase their commitment to reducing substance use.
2. Youth will connect grief to substance use.
3. Youth will understand substance use dynamics.
4. Youth will be able to identify where to intervene in the drug use pattern.

RATIONALE:

Youth have been greatly affected by substance use and may have strong feelings about it. They have seen substance use in their parents, relatives, neighbors, friends and themselves. Many have lost parents to AIDS as a direct or indirect effect of substance use. However, most adolescents experiment with drugs and alcohol at some point, and those bereaved may be particularly vulnerable to substance use problems.

The task of helping youth avoid drugs and alcohol is a monumental one and cannot be accomplished in a single session. Thus, this session has limited objectives such as connecting grief to substance use, exploring the advantages and disadvantages of quitting and not quitting, combating rationalizations, and understanding the substance use sequence. This pattern is as follows: triggers -- thoughts -- craving -- use. With these dynamics in mind some initial ways of coping with triggers and thoughts are presented. Additionally, attempts are made to generate strong feelings which can be used to motivate commitments to reduce substance use. The position taken is that substance use at moderate to high levels is typically not part of a healthy lifestyle. The overall attitude is towards harm reduction; that is, helping youth make a commitment to reducing or eliminating it. The session ends with concrete, achievable goals to reduce substance use.

SUMMARY OF EXERCISES:

1. Introduce the participants and the session. Give out AThanks,@and do a lottery. Review "between-session goals" and use a script to connect grief and substance use. (20 minutes)
2. Develop the advantages and disadvantages of quitting and not quitting. (20 minutes)
3. Identify substance use rationalizations and challenge them. (20 minutes)
4. Present the substance use sequence and identify where and how to intervene. (20 minutes)
5. Explore strong feelings related to substance use. (20 minutes)

6. Set short-term goals related to reducing substance use and give group appreciation. Discuss upcoming termination. (20 minutes)

MATERIALS:

Newsprint and marking pens
AThanks@
Goal cards
Lottery tickets
Lottery prize
Script: I'm Using More
Needle and syringe cleaning guidelines

Exercise 1: What Has Been Happening?
(20 minutes)

[The purposes of this exercise are to increase group cohesion, connect substance use to grief, and encourage taking what was learned in the session to back home. Review of goals, Athanks,@ a script, and a lottery are used.]

Welcome back.

Today we are going to explore substance use.

First, let's introduce ourselves.

Tell us your first name and what your most important goal is.

For example, someone might say, AMy name is Harry, and my most important goal is to find a partner who really loves me.@

I'll go first.

My name is _____ and my most important goal is to _____.

FRIENDLY REMINDER: FACILITATOR'S PARTICIPATION IN THIS INTRODUCTION IS TO MODEL THE ACTIVITY FOR THE GROUP MEMBERS. THE FACILITATOR SHOULD REMEMBER TO KEEP SELF-DISCLOSURE WITHIN APPROPRIATE LIMITS.

HAVE THE YOUTH GIVE THEIR FIRST NAME AND STATE

THEIR MOST IMPORTANT GOAL.

That was good.

Before we review what you did between sessions, I want you to have some **ATHANKS@** so that you can let others know that you really liked what they said or did.

GIVE 20 **ATHANKS@** TO EACH YOUTH.

Now let's hear how you made out with the goal that you set in the last session.

Check your goal cards or goal summary sheet.

GO AROUND THE ROOM AND HAVE EACH YOUTH DESCRIBE WHAT HE OR SHE DID TO ACHIEVE THE GOAL FROM LAST SESSION. GIVE OUT **ATHANKS@** AS IS APPROPRIATE. ENCOURAGE YOUTH TO PROBLEM SOLVE OVERCOMING OBSTACLES. YOUTH CAN CHECK GOAL CARDS OR GOAL SUMMARY SHEET IF NECESSARY.

That was great.

Now we are going to do a lottery.

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

I need two volunteers to play a part in a brief scene.

The parts are Frank or Frankie and Ernest or Ernestine.

SELECT THE VOLUNTEERS, GIVE OUT THE SCRIPT, AND HAVE THEM PLAY THE PARTS.

I AM USING MORE

FRANK: Can I borrow a little stuff?

ERNEST: I haven't got any more.

FRANK: You used it all up?

ERNEST: Yes.

FRANK: How come?

ERNEST: I don't know.

FRANK: What's the matter with you?

ERNEST: I told you I don't know.

FRANK: When did you start using more?

ERNEST: A couple of months ago.

FRANK: You felt bad?

ERNEST: I guess.

FRANK: Like how?

ERNEST: Sad, angry - a whole bunch of mixed up feelings. My mom died. I quit school. People I thought were friends stopped talking to me.

FRANK: It really messed you up.

ERNEST: I feel better now. I can get by.

FRANK: You better be careful.

ERNEST: Why?

FRANK: You can become addicted.

ERNEST: I can handle it.

THE END

That was a good reading.

GIVE OUT THANKS TO THE PLAYERS.

What is going on here?

Can Ernest/Ernestine really handle it?

Do you think his/her mom used drugs?

Would Ernest/Ernestine's increased use of drugs be so obvious?

Is having a parent who died related to substance use?

How do you define **Addiction**? How do you know if someone has an **Addiction** problem?

ENCOURAGE A DISCUSSION OF THE CONNECTION BETWEEN
GRIEF AND SUBSTANCE USE.

As I said earlier, today's session is about using drugs and alcohol.

Drugs and alcohol are considered "substances," and "substance use" is another way of saying drug or alcohol use.

There is no way in one session that we are going to get people to stop using drugs and alcohol.

The best we can do is to help you understand how using works, to give you ideas about steps you could take to change your use, and to increase your commitment to reducing dependence on drugs and alcohol.

Next we want to explore the pros and cons of quitting substance use.

Exercise 2: What Are the Advantages and Disadvantages of Quitting and Not Quitting?
(20 minutes)

[The purpose of this exercise is to increase a commitment to reducing drug and alcohol use. Exploring advantages and disadvantages and doing a role play are the approaches taken.]

It may surprise you to realize that there are separate consequences for quitting and not quitting.

Let's take some time to identify the advantages and disadvantages of each.

And remember that not everyone reacts the same way.

Don't expect that you will all agree with every item on the list.

We will start with quitting.

What are the advantages and disadvantages?

You give me suggestions and I will write them on newsprint.

What are the advantages of quitting?

LEAD THE GROUP THROUGH IDENTIFYING THE ADVANTAGES OF QUITTING. SOME EXAMPLES FOLLOW:

ADVANTAGES OF QUITTING

FEEL LESS SUSPICIOUS
SAVE MONEY
WON'T GET INTO LEGAL OR OTHER TROUBLE
WON'T DO AND SAY THINGS YOU REGRET
WON'T DAMAGE YOUR HEALTH
MORE MOTIVATION TO DO THINGS
CAN THINK MORE CLEARLY
FEEL LESS JUMPY
WON'T GET ADDICTED AND RUIN LIFE
WON'T USE NEEDLES THAT CAN LEAD TO HIV
WON'T RUIN FRIENDSHIPS
WON'T WASTE TIME LOOKING FOR MONEY TO BUY DRUGS
MORE LIKELY TO GO TO SCHOOL AND WORK
WON'T GO TO JAIL FOR SELLING OR USING DRUGS

WON'T GET SHOT OR HURT IN DRUG DEAL
MORE LIKELY TO HAVE PROTECTED SEX

That's a good list.

What are some of the disadvantages of quitting?

LEAD THE GROUP THROUGH IDENTIFYING THE
DISADVANTAGES OF QUITTING. SOME EXAMPLES FOLLOW:

DISADVANTAGES OF QUITTING

LOSE FRIENDS
LESS CONFIDENCE WHEN NOT HIGH
LESS ENERGY WHEN NOT ON DRUGS
LESS NERVOUS ABOUT SEX WHEN NOT ON DRUGS
FEEL MORE PAIN WHEN NOT ON DRUGS
CAN'T ESCAPE LIFE WITHOUT DRUGS
LESS FUN
CAN'T SLEEP AS WELL WITHOUT DRUGS
BECOME ALL TENSE
FEEL UNCOOL
IT'S EMBARRASSING TO TELL FRIENDS YOU'RE NOT USING
FEEL DEPRESSED, ANGRY, ETC. MORE OF THE TIME
NOT AS SOCIABLE AND LIKEABLE

Great!

What about not quitting drugs and alcohol; that is, continuing to use?

LEAD THE GROUP THROUGH THE ADVANTAGES AND
DISADVANTAGES OF NOT QUITTING. NOTE THAT
ADVANTAGES AND DISADVANTAGES OF NOT
QUITTING/CONTINUING TO USE SUBSTANCES ARE THE
OPPOSITE OF THOSE FOR QUITTING.
STRATEGY: BECAUSE THIS EXERCISE CAN BECOME
CONFUSING TO YOUTH WITH A MORE CONCRETE APPROACH,
IT MIGHT BE PREFERABLE TO EMPHASIZE ADVANTAGES AND
DISADVANTAGES OF QUITTING AND ONLY BRIEFLY MENTION
ADVANTAGES AND DISADVANTAGES OF NOT QUITTING.

THE MAIN POINT IS THAT THERE ARE PROS AND CONS FOR
QUITTING AND CONTINUING TO USE. YOUTH NEED TO
CONSIDER BOTH AND MAKE A DECISION ABOUT THEIR OWN
SUBSTANCE USE.

ADVANTAGES OF NOT QUITTING

NOTE: THESE ARE THE SAME ITEMS, BUT THE OPPOSITE AS, "DISADVANTAGES OF QUITTING."

WON'T LOSE FRIENDS WHO USE
MORE CONFIDENCE WHEN HIGH
MORE ENERGY WHEN ON DRUGS
LESS NERVOUS ABOUT SEX WHEN ON DRUGS
FEEL LESS PAIN WHEN NOT ON DRUGS
CAN ESCAPE LIFE WITH DRUGS
MORE FUN
CAN SLEEP BETTER WITH DRUGS
BECOME LESS TENSE
DON'T FEEL UNCOOL
WON'T FEEL EMBARRASSED TO TELL FRIENDS YOU'RE NOT USING
FEEL LESS DEPRESSED, ANGRY, ETC.
ACT MORE SOCIABLE AND LIKEABLE

DISADVANTAGES OF NOT QUITTING

NOTE: THESE ARE THE SAME ITEMS, BUT THE OPPOSITE AS, "ADVANTAGES OF QUITTING."

FEEL MORE SUSPICIOUS
LOSE MONEY
MIGHT GET INTO LEGAL OR OTHER TROUBLE
MIGHT DO AND SAY THINGS YOU REGRET
MIGHT DAMAGE YOUR HEALTH
LESS MOTIVATION TO DO THINGS
LESS ABLE TO THINK CLEARLY
FEEL MORE JUMPY
MIGHT GET ADDICTED AND RUIN LIFE
MIGHT USE NEEDLES THAT CAN LEAD TO HIV
MIGHT RUIN FRIENDSHIPS
WILL WASTE TIME LOOKING FOR MONEY TO BUY DRUGS
LESS LIKELY TO GO TO SCHOOL AND WORK
MIGHT GO TO JAIL FOR SELLING OR USING DRUGS
MIGHT GET SHOT OR HURT IN DRUG DEAL
LESS LIKELY TO HAVE PROTECTED SEX

What do you think of our lists?

ENCOURAGE A DISCUSSION OF THE ADVANTAGES AND DISADVANTAGES OF QUITTING AND NOT QUITTING.

I want to see what you might do with these ideas.

I need two people for a brief role play.

One person will be older brother or sister.

The other person will play little sister.

SELECT THE PLAYERS, DECIDE WHO WILL PLAY WHICH PART,
AND GIVE THEM INSTRUCTIONS.

(TO THE OLDER BROTHER OR SISTER) Your younger sister keeps coming in drunk.

Your task is to talk to her about it.

You don't want to see her throw her life away.

(TO THE LITTLE SISTER) Your older sister (or brother) has caught you coming in drunk several times.

Most kids get drunk at the parties you go to.

No one would invite you if you didn't drink.

The rest of you will be observers.

Go ahead and do the role play.

PUT TWO CHAIRS IN THE MIDDLE OF THE ROOM. HAVE THEM
DO THE ROLE PLAY. STOP AFTER FOUR MINUTES.

That was very good!

GIVE THANKS TO THE PLAYERS.

It is time for feedback.

First, I want to ask the older sister (or brother) how did you feel, what one thing did you like about what you said and what would you have done differently?

OBTAIN FEEDBACK FROM THE OLDER BROTHER OR SISTER.

How about the little sister.

What did you like about the way your older sister (or brother) talked to you and what would you have done differently if you played the older one?

OBTAIN FEEDBACK FROM THE LITTLE SISTER.

Now for the observers.

What one thing did you like about the older brother or sisters dealing with the little sister, and what would you have done differently?

OBTAIN FEEDBACK FROM THE OBSERVERS.

Thank you for your ideas.

Looking at advantages and disadvantages is a critical step in problem solving, in making a decision, and in resolving a conflict between yourself and someone else.

Remember that there are more steps in problem solving.

We have a way of remembering how to solve problems. It's called Smart.

S is for state the problem.

M is for make a goal.

A is for actions you could take.

R is for reach a decision.

T is for try it and review it.

Today we looked at the problem of substance use and the pros and cons of using or quitting. We can use that information to make a goal.

We are going to set goals at the end of the session.

Then this week you can take action.

Exercise 3: What Is My Excuse?
(20 minutes)

[The purposes of this exercise are to increase the awareness of substance use risk and to combat rationalizations. Completing a sentence in order to expose rationalizations challenging them is the approach used here.]

We want to see what your thoughts are about being vulnerable to drugs and alcohol.

I am going to go around the room and ask each of you to complete this statement:

Drugs and alcohol could not mess up my life because _____.

For example someone might say, Drugs and alcohol could not mess up my life because I know how to handle it.

Or, Drugs and alcohol could not mess up my life because a little bit doesn't hurt you.

We all have explanations we give ourselves when we do something that might not be good for us.

After each person has completed the sentence I'll write down the explanation.

Let's get started.

HAVE EACH PERSON COMPLETE THE SENTENCE, DRUGS AND ALCOHOL COULD NOT MESS UP MY LIFE BECAUSE_____. WRITE EXPLANATION ON NEWSPRINT.

That was very good.

Now that we have the substance use explanations, we can comment on them.

For example, do you agree with the way the sentence was completed?

Is someone who has this explanation possibly fooling him or herself?

ENCOURAGE THE GROUP MEMBERS TO EXPRESS THEIR

OPINIONS ON THE WAY THE SENTENCE WAS COMPLETED. ENCOURAGE PARTICIPANTS TO EXPRESS THEMSELVES IN A WAY THAT DOES NOT BELITTLE OTHER MEMBERS. THE POINT IS THAT ALL PARTICIPANTS HAVE EXPLANATIONS FOR WHY SUBSTANCE USE WILL NOT HARM THEM, AND THESE EXPLANATIONS ARE NORMAL, ALTHOUGH NOT NECESSARILY ACCURATE.

What makes people vulnerable for substance use and what can they do about it?

STIMULATE A DISCUSSION ABOUT THIS GROUP OF YOUNG ADULTS WHOSE PARENT DIED OF AIDS AND THEIR RISK FOR DRUG AND ALCOHOL USE. MAKE SURE TO INCLUDE MARIJUANA, EVEN THOUGH SOME PARTICIPANTS MAY NOT CONSIDER THIS A DRUG.

Next I want you to understand how using drugs and alcohol works.

Then you can see where a person could begin to break the pattern.

Exercise 4: How Does One Thing Lead to Another?
(20 minutes)

[The purposes of this exercise are to assist youth in understanding the substance use pattern and to see where they might intervene to break the pattern. Presenting the pattern and brainstorming ways to break the pattern are employed.]

In order to control drugs and alcohol it helps to know how using them works.

The most important point is to fight the battles that you can win.

We have no control over how drugs and alcohol affect our bodies and our brain.

If we use drugs and alcohol regularly and in large enough quantities, our body and brain will want to keep it up.

You have no choice in the matter.

That's the way drugs work on the body and the brain.

You may have had the experience yourself or knew someone who once started using drugs or alcohol could not stop.

You can't fight the body's and brain's natural reactions to addictive substances, but you can stop the way that using happens.

The only way to stop the body and brain from wanting more is to avoid drugs and alcohol.

To avoid drugs and alcohol you need to know the flow that happens when you take drugs or drink a lot of alcohol.

How one thing leads to another.

If you know the way it works, you can interrupt the cycle.

You can fight a battle you can win.

PUT UP ON NEWSPRINT THE FOLLOWING DIAGRAM.

TRIGGERS ⇒ THOUGHTS ⇒ CRAVING ⇒ USE

Substance use starts with a trigger.

Triggers can be within you (like a negative feeling) or outside of you (like pressure from a friend to use drugs).

Triggers lead to your thinking about drugs and taking a drink.

What kind of feeling could make you think of drugs or taking a drink?

ENCOURAGE RESPONSES. LOOK FOR FEELINGS SUCH AS DEPRESSION, LONELINESS, FRUSTRATION. GIVE OUT "THANKS" FOR GOOD RESPONSES.

That's right - feeling down, irritated, or lonely could trigger off a drug or alcohol thought.

What could a friend say to you that could trigger off thoughts about taking drugs or having a drink?

ENCOURAGE RESPONSES. LOOK FOR SUCH THINGS AS SOCIAL PRESSURE ("LET'S GO GET HIGH.") OR SOCIAL ANXIETY ("THERE'S A BIG PARTY TONIGHT AND I NEED TO FEEL RELAXED.")

Those are good examples.

What things that you might see could trigger a drug thought?

ENCOURAGE RESPONSES. LOOK FOR THINGS SUCH AS THE PLACE WHERE DRUGS ARE, PARAPHERNALIA, DRUG DEALER.

Those are also good ideas.

Feelings are internal triggers.

What your friend says or seeing drug paraphernalia are external triggers.

I think you have the idea that the first step toward drug use is a trigger, and triggers are anything that makes you have a drug or alcohol thought.

Is there any confusion about what a trigger is and the need to avoid triggers?

ANSWER QUESTIONS AND CLARIFY TRIGGERS.

Let's explore drug and alcohol thoughts.

What are some examples of drug and alcohol thoughts?

ENCOURAGE RESPONSES. LOOK FOR THOUGHTS SUCH AS THE FOLLOWING:

"I WILL FEEL BETTER WITH IT."

"I CAN'T GET THROUGH THIS WITHOUT DRUGS OR A DRINK."

"IF I DON'T USE DRUGS OR ALCOHOL, I'LL HAVE NO FRIENDS."

"DRUGS DON'T REALLY GIVE ME THAT MUCH TROUBLE."

"I CAN HANDLE MY LIQUOR."

"JUST ONE LITTLE BIT WON'T HURT."

WRITE THE THOUGHTS ON NEWSPRINT. FEEL FREE TO SUGGEST SOME ADDITIONAL THOUGHTS.

Some thoughts convince you that you need drugs or alcohol, and other thoughts give you permission to use them.

Thoughts can lead to cravings.

Cravings are those strong urges to go get a hit or a drink.

"Oh, I gotta to have it!"

How would you describe a craving?

HAVE THE YOUTH DESCRIBE WHAT A CRAVING IS LIKE.
ENCOURAGE COLORFUL DESCRIPTIONS.

Those are some great ways to describe cravings.

Once the cravings are on you there is no way to stop using.

In fact, going back to what I said about the body's and the brain's reactions to drugs and alcohol, when you start dwelling on drug or alcohol thoughts, you are already lost.

The automatic parts of the body and brain take over.

You will never win an argument with your body and brain once they are used to drugs and alcohol.

So, the sequence is triggers lead to thoughts which lead to cravings which lead to drug and alcohol use.

Our strategy in this sessions is to help you begin to get rid of triggers and stop thoughts before they lead to cravings.

You avoid triggers and you stop thoughts.

That stops the automatic program.

We could do a whole session on avoiding triggers and another whole session on stopping thoughts.

What can you do?

For example, to avoid a trigger don't go near the corner where the dealer hangs out - even if it means going blocks out of your way.

Put your drug stuff away where you can't easily see it or find it.

When you feel depressed, call a friend.

Those are ideas about avoiding triggers.

What about stopping thoughts?

For example, to stop a drug thought keep a rubber band on your wrist

When a drug thought pops up, snap the rubber band hard.

The thought will go away.

Or breathe deeply, letting the thought come into your mind, but don't get all tangled up with the thought.

Just watch it enter your mind and float away.

Don't attach to the drug thought.

I want to make one more comment.

You know that HIV is connected to IV drug use.

HIV is transmitted through sharing dirty needles.

There is blood on the needle and in the syringe.

We don't have the time to practice cleaning needles, but I wanted you to know how it is done.

I know most of you will not shoot drugs, but some of you might be doing so now or will do so in the future.

Here is a guideline on cleaning syringes and needles.

**HAND OUT THE GUIDELINES ON CLEANING NEEDLES AND
SYRINGES.**

Can you have someone who knows how to do this show you sometime? It's a good thing to know and you can teach others.

You can help stop the spread of HIV by helping people clean their needles if they shoot up.

Next we want to explore strong feelings associated with drug and alcohol use.

Exercise 5: What Is a Bad Experience?
(20 minutes)

[The purpose of this exercise is to generate emotional motivation for reducing drug and alcohol use. Story telling is the approach employed.]

People often talk about doing something to change their drug and alcohol use, but they don't end up making a change.

Maybe they don't hurt enough yet.

Where are you?

Do you know how you feel?

To explore having the desire to change, I am going to ask you to tell a brief story about your life.

Here is the title: **My Worst Experience with Drugs or Alcohol.**

Please tell us your worst experience with drugs or alcohol.

Some people think marijuana is not considered a drug, but it is. So you can include that.

If you don't want to tell your worst experience, you can tell about a very bad one.

If you have never had any kind of bad experience with drugs and alcohol, make one up or share one that happened to a friend or family member.

You can tell us when you are finished if it is not a true story.

What made it so awful?

Think back on that time.

See if you can still feel how you did then.

Take a minute to get the story in your mind.

Then take a minute to let the feelings come to the surface.

To make sure everyone has a chance to tell his/her story, it is important to describe your worst experience somewhat briefly.

Go ahead and get ready.

ALLOW A FEW MINUTES FOR THE YOUTH TO GET READY.

Your story doesn't have to be perfectly thought-out or a great performance.

Tell us your story.

GO AROUND THE ROOM AND HAVE EACH PERSON TELL HIS/HER STORY. GIVE #THANKS.@

As a whole group now, what were your reactions to the stories?

ENCOURAGE THE GROUP MEMBERS TO COMMENT ON THE STORIES. IF NEED BE, PROMPT WITH QUESTIONS SUCH AS

HOW DID YOU FEEL TELLING YOUR STORY?

ARE YOU AT A DIFFERENT PLACE NOW?

WHAT MOVED YOU ABOUT THE STORIES?

WHAT WAS THE DIFFERENCE BETWEEN TRUE AND FALSE STORIES?

WERE THERE COMMON THEMES?

DO YOU FEEL ANY DIFFERENT ABOUT SUBSTANCE USE AFTER THE STORIES?

You are all to be congratulated for sharing such stories.

IF THERE IS TIME, YOUTH CAN INDICATE WHAT THEY COULD HAVE DONE TO MAKE THE STORY COME OUT DIFFERENTLY.

IF YOUTH RAISE STORIES ABOUT PARENTS' SUBSTANCE USE, USE WHAT THEY SAY TO CONNECT THEIR PARENTS' SUBSTANCE USE TO THEIR OWN USE. FACILITATORS CAN EMPHASIZE THAT ALTHOUGH PARENTS MAY HAVE MADE MISTAKES, YOUTH HAVE AN OPPORTUNITY TO LEAD A DIFFERENT LIFE, ETC.

We are at the last part of our session.

Exercise 6: Goals and Appreciation
(20 minutes)

[The purposes of this exercise are to build group spirit, to encourage trying out at home the lessons learned in the workshop, and to increase self esteem. Goals setting and group appreciation are the approaches used.]

When you set goals to accomplish between now and the next time we meet, please make them related to today's session on substance use.

It seems like there are many possibilities.

For example,

- Keeping a daily record of your substance use.
- Writing out a commitment to reducing your drug and alcohol use.
- Seeking out friends who don't use substances.
- Avoiding some specific triggers.
- Using the wrist rubber band to stop drug thoughts
- Writing out how substance use might affect your job, school, family, friendships
- Writing a poem about substance use
- Making a painting about substance use.

What ideas do you have about substance use that can be added to the list?

ENCOURAGE THE GROUP TO SUGGEST POSSIBLE GOALS.

Take a few minutes and decide on your goal.

ALLOW A FEW MINUTES FOR THE YOUTH TO SELECT A
"BETWEEN-SESSION GOAL."

Let's hear what you came up with.

HAVE EACH YOUTH TELL WHAT HER/HIS GOAL IS. USE GOAL
CARDS AND THE GOAL SUMMARY FORM. ASSIST IF A GOAL
DOES NOT MEET THE CRITERIA: CLEAR, REALISTIC, NOT TOO
MUCH OR TOO LITTLE, AND EASY TO SEE IF ACHIEVED.

Those were good goals.

Next week is our last session.

We all have done some good work together and you have come a long way.

Next week we will talk about your futures. We will also have a graduation ceremony to acknowledge all your hard work.

Saying goodbye is an important part of life and we will help you do it.

We are going to ask you to say a few short words when you get your diploma, so give some thought to what you would like to say.

Are you ready to graduate from the program? Do you feel you have been coming to it long enough? Not long enough?

USE THIS QUESTION TO HAVE PARTICIPANTS BEGIN TALKING ABOUT TERMINATION IN A RELATIVELY NEUTRAL WAY.

Now it is time to show your appreciation of group members=contributions.

Feel free to get up, move around, and let people know that you liked what they said or did.

SET THE EXAMPLE OF GIVING GROUP APPRECIATION. MAKE SURE NO ONE IS LEFT OUT.

I will see you on _____(day and date) at _____(time and place).

END OF SESSION 15 - YOUNG ADULT

I AM USING MORE

FRANK: Can I borrow a little stuff?

ERNEST: I haven't got any more.

FRANK: You used it all up?

ERNEST: Yes.

FRANK: How come?

ERNEST: I don't know.

FRANK: What's the matter with you?

ERNEST: I told you I don't know.

FRANK: When did you start using more?

ERNEST: A couple of months ago.

FRANK: You felt bad?

ERNEST: I guess.

FRANK: Like how?

ERNEST: Sad, angry - a whole bunch of mixed up feelings. My mom died. I quit school. People I thought were friends stopped talking to me.

FRANK: It really messed you up.

ERNEST: I feel better now. I can get by.

FRANK: You better be careful.

ERNEST: Why?

FRANK: You can become addicted.

ERNEST: I can handle it.

THE END

GUIDELINES FOR CLEANING A NEEDLE AND SYRINGE

1. CLEAN THE NEEDLE AND SYRINGE TWICE - ONCE BEFORE AND ONCE AFTER USE.
2. BEFORE USING BLEACH

WASH OUT THE NEEDLE AND SYRINGE BY FILLING THEM WITH CLEAN WATER. DRAW THE PLUNGER UP AS FAR AS IT WILL GO.

WHILE THE NEEDLE AND SYRINGE ARE FILLED WITH WATER, FLICK THE SYRINGE A COUPLE OF TIMES. (THE MORE BLOOD THERE IS THE LESS EFFECTIVE THE BLEACH.)

SHOOT THE WATER OUT.

3. THEN USE FULL-STRENGTH LIQUID HOUSEHOLD BLEACH.
4. FILL THE NEEDLE AND SYRINGE TO THE TOP WITH BLEACH. (DRAW THE PLUNGER UP AS FAR AS IT WILL GO. FLICK THE SYRINGE AND THEN SHOOT THE BLEACH OUT COMPLETELY.
5. FILL THE NEEDLE AND SYRINGE AGAIN UP TO THE TOP WITH CLEAN BLEACH. (DRAW THE PLUNGER UP AS FAR AS IT WILL GO.) FLICK THE SYRINGE. THIS TIME KEEP THE BLEACH IN THE NEEDLE AND SYRINGE FOR 30 SECONDS. SHOOT THE BLEACH OUT COMPLETELY.
6. RINSE THE NEEDLE AND SYRINGE BY FILLING IT TO THE TOP AT LEAST TWICE WITH CLEAN WATER. (DO NOT USE WATER THAT YOU USED IN STEP 2, AND USE CLEAN WATER EACH TIME YOU DO THIS.) EACH TIME DRAW WATER AS FAR AS IT WILL GO AND THEN SHOOT OUT ALL WATER.