

T.L.C. Facilitator's Manual

Act Safe Module

Reducing Drug and Alcohol Use

Session #10: How Can I Handle Anxiety and Anger? (2 Hours)

OBJECTIVES:

1. Youths will record their progress on reducing, maintaining, or stopping drug and alcohol use.
2. Youths will learn ways to express anger constructively.
3. Youths will be able to identify and reduce anxiety.
4. Youths will be able to distract themselves when frustrated.
5. Youths will be able to develop a plan for solving a life problem, in addition to setting a short-term goal.

RATIONALE:

Triggers were explained in the last two sessions, and external and internal triggers were identified. Typical triggers include feeling down, anger, and nervousness. Depression was dealt with as a major internal trigger. In this session anger and anxiety are the focus. Low frustration tolerance, which combines anger and anxiety, is dealt with through strategies to delay gratification.

The empty chair technique is taught as a way of coping with anger. Relaxation and assertiveness are used in the case of anxiety. All of these techniques have been documented to be effective.

Because self-monitoring is an ongoing process, review of drug and alcohol use patterns, days free of or with reduced drugs and/or alcohol use, schedules, and goal achievement continues. Problem-solving and goal setting are basic components of the treatment and are found in every session.

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SUMMARY OF EXERCISES:

1. Welcome the participants, do a lottery, give out "Thanks," and review goals. (20 minutes)
2. Youths give their weekly drug and alcohol report, review their calendars, and record Feeling Thermometer levels. (10 minutes)
3. Youths will identify ways to withstand being frustrated. Practice relaxation and assertiveness to cope with anxiety. (30 minutes)
4. Youths will practice cleaning an IV drug needle and syringe. (10 minutes)
5. Youths work on solving a life problem identified in the group and link it to goals. (20 minutes)
6. Youths schedule the next week and think of reminders. (10 minutes)
7. Youths set goals and give group appreciation. (20 minutes)

MATERIALS:

"Thanks"
Lottery tickets
Lottery prize
Newsprint and marking pen
Weekly Drug and Alcohol Report
Calendars
Feeling Thermometer Chart
Weekly Schedules
Goal Setting Chart
Goal Cards
Goal Summary Sheet
Paper and pencils
Problem Solving Chart
Syringes
Jars
Water
Bleach
Paper towels

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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 aloud the text in small letters--make it natural.

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

FACILITATOR'S NOTES--REMINDERS AND POINTS TO MAKE

Exercise 1: What Happened Between Sessions?
(20 minutes)

[The purposes of this exercise are to create a positive environment and to reinforce setting goals for oneself as an important self-monitoring tool. Introductions, a lottery, and reviewing between session goals are used.]

I'm very glad to see you here.

I also appreciate your being on time.

So, let's start off with a lottery.

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

It's helpful to let a group member know when he or she did something good.

Here are your "Thanks" for the day.

■GIVE OUT TWENTY "THANKS" TO EACH PERSON.

Please let people know when you liked something they did or said or their style or simply their presence.

Like in other sessions we are going to keep reviewing what you did to work towards your long-term drug and alcohol use goal. That could have been reducing, maintaining, or quitting drugs and alcohol use or maybe never wanting to start.

At the end of the last session everyone set a short-term goal that would help them work toward their long-term drug and alcohol use goal.

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I want to find out how you did on your goals.

Remember what makes a short-term goal effective.

■POST THE GOAL SETTING CHART.

If problems came up in finishing the goal, all of us will help figure out how to overcome them.

■ASK EACH PERSON TO REPORT ON HIS OR HER SHORT-TERM GOAL. (CHECK YOUR GOAL SUMMARY SHEET FROM THE LAST SESSION.) INVOLVE THE REST OF THE GROUP IN SUPPORTING PROGRESS, LEARNING FROM THE OTHER PERSON'S EXPERIENCE, AND HELPING ON BARRIERS. GIVE OUT "THANKS."

I'm pleased with your success in goals for this week.

We need now to take some readings on how you have been making out.

Exercise 2: How Have I Been Doing?
(10 minutes)

[The purposes of this exercise are to improve self-monitoring and to increase motivation to stay free of drugs. The weekly drug and alcohol report, calendar, and Feeling Thermometer are used.]

Keeping an eye on monitoring your progress is critical in reducing drug and alcohol use.

Tracking helps you move toward reaching your big goal.

First, I'd like you to give us your weekly drug and alcohol report.

■PASS OUT THE WEEKLY DRUG AND ALCOHOL
REPORTS AND HAVE THE YOUTHS USE THEM AS A
GUIDE IN GIVING THEIR REPORTS.

MY WEEKLY DRUG AND ALCOHOL REPORT

WHEN DID I TAKE DRUGS OR DRINK ALCOHOL?

WHERE DID THE SUBSTANCE USE OCCUR?

WHO--WITH WHOM DID I USE SUBSTANCES?

HOW MUCH DRUGS OR ALCOHOL DID I USE?

FEEL--HOW DID I FEEL USING DRUGS OR ALCOHOL?

WISH--WHAT DO I WISH I HAD DONE ABOUT USING DRUGS OR ALCOHOL?

Please tell us what your week has been like in terms of using drugs and alcohol.

■HAVE EACH YOUTH GIVE A VERBAL WEEKLY DRUG AND ALCOHOL REPORT FOLLOWING THE QUESTIONS ON THE FORM.

Thank you for some honest reports.

Now take out your calendars.

If you need a new calendar, please let us know.

■GIVE OUT NEW CALENDARS.

Put a big "X" in every day that you met your big goal of staying free, reducing, or maintaining low levels of drug and/or alcohol use.

■ALLOW TIME FOR FILLING OUT THE CALENDAR.

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What do your calendars look like?

■HAVE YOUTHS SHOW THEIR CALENDARS TO THE GROUP.

How do you feel about the progress made in the last week?

When telling us how you feel, use the Feeling Thermometer.

■HOLD UP A COPY OF THE FEELING THERMOMETER.

100 degrees is very uncomfortable, and 0 is totally comfortable.

■HAVE EACH YOUTH REPORT WHAT HIS OR HER FEELING THERMOMETER TEMPERATURE IS.

Thank you for sharing.

Next, we will work on two triggers that are inside of you.

Exercise 3: How Can I Cope with Anger and Anxiety?
(30 minutes)

[The purposes of this exercise are to increase skills in coping with anger and to increase skills in dealing with anxiety. Relaxation, identifying "musts," developing delaying strategies, and assertiveness are employed.]

Remember that triggers lead to drug thoughts which lead to craving which leads to drug use.

In the last session we learned how to cope with depression, which is a common internal trigger.

Today we are trying to deal with two other internal triggers: anger and anxiety.

Anger and anxiety are physical sensations.

If you observe closely, you can locate where you feel anxiety or anger.

Where in your body do you feel anger?

■ENCOURAGE SHARING OF BODILY LOCATIONS FOR ANGER. WRITE ON NEWSPRINT THE LOCATIONS UNDER THE HEADING OF "ANGER."

Very good. Now let's do the same thing for anxiety.

You may call it being tense or nervous.

■ENCOURAGE SHARING OF BODILY LOCATIONS FOR ANXIETY. WRITE ON NEWSPRINT THE LOCATIONS UNDER THE HEADING OF "ANXIETY."

Thank you for telling us where in your body you feel tense and nervous.

These physical sensations are the result of our interactions with the world around us.

They are messages that we need to do something.

They happen whether or not we want them to.

They are neither good or bad.

But feeling lots of anger or lots of anxiety can be very hard on us and wear us out.

They can weaken our immune systems.

Likewise, having feelings and failing to recognize and express them can also be hard on us physically.

People who bury their feelings tend to have more physical illnesses.

Let's start with anger.

Think of a recent situation that really made you angry.

■ALLOW TIME TO RECALL AN ANGRY SITUATION.

In a few words tell us what the situation was about.

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■HAVE EACH PERSON VERY BRIEFLY SHARE THE NATURE OF THE SITUATION.

That was very good!

■GIVE OUT A "THANKS."

How do you feel now?

■OBTAIN A RESPONSE USING THE FEELING THERMOMETER.

Reviewing how you feel and the situation in which your strong feelings arose can help as long as you don't keep obsessing about it.

Set aside five minutes to think about it each day until the feeling have diminished naturally.

Let's look at another part of getting irritated--dealing with when things don't go our way.

Ernesto is playing his radio very loud.

He enjoys listening to loud music.

His landlady knocks on his door to tell him to turn it down.

"Oh, shit!" he says, disappointed that he can't do what he enjoys.

"No one gives a damn what I want," he thinks.

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Ernesto feels angry and stomps around the place.

He starts drinking.

What is Ernesto's problem?

■ENCOURAGE RESPONSES. LOOK FOR ANSWERS WHICH SUGGEST ERNESTO CAN'T STAND BEING FRUSTRATED.

That's right--Ernesto can't stand being frustrated.

Here's another example.

Gloria asks Yvette to go the drug store with her.

Yvette says she can't do it now--maybe this afternoon.

Gloria gets really pissed.

What is Gloria's problem?

Gloria can't stand to be frustrated.

She wants what she wants when she wants it.

■HAND OUT PAPER AND PENCILS.

On this paper write 5 things that you must do or must have.

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If you couldn't have them or do them, you would feel really frustrated.

What are they?

■ALLOW A FEW MINUTES FOR WRITING DOWN THE "MUST'S."

Please give us some examples of what you wrote down.

■ENCOURAGE EACH GROUP MEMBER TO SHARE ONE EXAMPLE.

When you don't get what you "must" have, you feel frustrated.

Can you strengthen your ability to deal with more frustration?

The answer is "yes."

If you wanted to train yourself to be patient and wait, you would start by distracting yourself.

Get your mind off the fact that you didn't get what you wanted when you wanted it.

What could you do to distract yourself?

■ENCOURAGE BRAINSTORMING OF WAYS TO DISTRACT ONESELF IN ORDER TO INCREASE THE ABILITY TO TOLERATE FRUSTRATION. MAKE A LIST ON NEWSPRINT AS IDEAS ARE CALLED OUT. LOOK FOR DOING PLEASANT ACTIVITIES, TALKING WITH SOMEONE, OR GETTING INVOLVED IN A DAY DREAM OR FANTASY.

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That's a good list.

Both anger and anxiety can be reduced by letting people know what you want in an honest and respectful way.

Angry people often trample all over the other person.

More hostility and anger gets generated, and fewer needs are met.

People who communicate in an angry mode only think of their needs.

Anxious people can be so afraid of what someone else might think that they pay attention to the other person's needs and ignore their own.

Ignoring their own needs leads them to feel more tense.

You want to be somewhere in between. The middle way is to be direct about what you want and understanding of what the other person wants.

In the middle way you want to satisfy your needs but not trample on the needs of others.

At the same time you won't permit yourself to be abused physically, emotionally, intellectually, or spiritually.

When you say what you want in an honest and respectful way, you do four things:

1. State what you want.
2. State how you will feel when you get it.

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3. State what the other person wants.
4. State what you want the other person to do.

Make sure you say "I want . . . " "I feel . . . " "I like . . . "

Don't say, "You did . . . " "You said . . . " "You never . . . "

When you start off with "You," the message ends up being a blaming one.

People are not likely to respond to your wishes if you are chewing them out.

Here are the key points to remember.

■PUT THE KEY WORDS ON NEWSPRINT:

I WANT.....
I FEEL.....
I UNDERSTAND THAT YOU WANT.....
I WANT YOU TO.....

The order can be changed to fit the situation and your comfort.

Here is an example in which I am talking to a friend.

"I want to avoid triggers which could lead me to use drugs again.

So, please don't keep asking me to use.

I will feel so much safer when you stop asking me.

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I realize that you just want to share something that we used to enjoy together."

Did I cover the four points?

I want . . .

I feel . . .

I understand what you want . . .

I want you to . . .

■ENCOURAGE CRITICISM OF THE MODELING THAT THE FACILITATOR JUST DID.

Now we will do some role playing to practice this way of getting what is good for you.

■DIVIDE THE GROUP IN HALF AND THEN IN PAIRS. A FACILITATOR GOES WITH EACH HALF. IN EACH PAIR DECIDE WHO WILL BE THE PERSON EXPRESSING HIS OR HER NEEDS AND WHO WILL BE THE OTHER CHARACTER. GIVE INSTRUCTIONS TO THE FIRST PAIR.

■IF TIME IS TIGHT, DO ONLY ONE ROLE PLAY IN EACH SMALL GROUP.

(TO THE EXPRESSER)--You are at a party with your partner.

It is getting late.

You are tired and want to leave.

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(TO THE PARTNER)--You are having a good time and want to stay.

(TO THE OBSERVERS)--See if the person who wanted to leave follows the four points that are listed on newsprint.

■HAVE THEM DO THE FIRST ROLE PLAY. ALLOW A FEW MINUTES. THEN OBTAIN FEEDBACK. GIVE OUT "THANKS" TO THE ROLE PLAYERS.

(TO THE EXPRESSER)--Please tell us how you felt, what one thing you did that you liked, and what one thing you would do differently.

■OBTAIN FEEDBACK.

(TO THE PARTNER)--Please tell us how you felt, what one thing you liked that the other person did, and what one thing you would have done differently.

■OBTAIN FEEDBACK.

(TO THE OBSERVERS)--Please tell us what one thing the person making the request did that you liked, and what one thing you would do differently.

■OBTAIN FEEDBACK.

■DO SECOND ROLE PLAY IF THERE IS ENOUGH TIME.

Now let's give another pair a chance to practice making a request.

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Here are your instructions.

(TO THE EXPRESSER)--Your older brother keeps borrowing money from you to help pay for his drug habit.

You don't have enough money for yourself, and he doesn't pay you back.

You want him to stop asking you for money.

(TO THE OLDER BROTHER)--You need your brother's (or sister's) money.

If you don't get it, you might have to get in trouble to support your habit.

(TO THE OBSERVERS)--See if the younger person follows the four points that are listed on newsprint.

■HAVE THEM DO THE SECOND ROLE PLAY. ALLOW THREE MINUTES. GIVE OUT "THANKS" TO THE ROLE PLAYERS. THEN OBTAIN FEEDBACK.

(TO THE EXPRESSER)--Please tell us how you felt, what one thing you did that you liked, and what one thing you would do differently.

■OBTAIN FEEDBACK.

(TO THE OLDER BROTHER)--Please tell us how you felt, what one thing you liked that the other person did, and what one thing you would have done differently.

■OBTAIN FEEDBACK.

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(TO THE OBSERVERS)--Please tell us what one thing the person making the request did that you liked, and what one thing you would do differently.

■OBTAIN FEEDBACK.

That was very good.

■BRING THE GROUPS BACK TOGETHER AGAIN.

What was that experience like for you?

■ENCOURAGE RESPONSES AND DISCUSS THE ASSERTIVE APPROACH.

Another way to reduce both anger and anxiety is through relaxation.

There are three main ways to relax:

through breathing

through muscle tightening and releasing

through imagination and visualizing things.

We tried each of these in Module 1, if you remember.

Each person needs to find his or her own way.

I will start you off with a tiny bit of each.

Then there will be silence while you work on your own.

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At the end we will go around and see how each person is doing.

How comfortable can you get in your chair? PAUSE

Close your eyes if you wish.

Observe your breathing. PAUSE

Breathe in and let your breath flow out slowly. PAUSE

Breathe in and let your breath flow out slowly. PAUSE

Breathe in and let your breath flow out slowly. PAUSE

Now tighten your fist and hold it. PAUSE

Keep holding it tight. PAUSE

Release it and feel the tension disappear. PAUSE

Bring your shoulders up to your ears and hold them there. PAUSE

Keep holding them. PAUSE

Now let them droop.

Feel the tension disappear. PAUSE

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Imagine that you are floating on a cloud or in a warm tub of water. PAUSE

See colors that are soothing to you. PAUSE

Smell an aroma that is pleasant to you. PAUSE

Hear sounds that make you feel dreamy. PAUSE

Imagine that you are in a special place where you feel totally at peace. PAUSE

Now use whatever you like to become deeply relaxed.

■WAIT A FEW MINUTES. WANDER FROM PERSON TO PERSON. PICK UP THEIR WRISTS AND LET THEM DROP. SEE HOW LIMP THEIR WRISTS ARE. HOW FAST ARE THEY BREATHING? WAIT A MINUTE MORE.

It is time to come back.

When you are fully alert, you will feel a sense of peace and well-being.

Yawn and stretch.

Yawn and stretch.

On a scale of 1 to 10 with 10 being completely relaxed, how relaxed were you able to get yourself?

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■ASK EACH PERSON FOR AN ESTIMATE OF HOW RELAXED THEY BECAME. ALSO ASK IF BREATHING EXERCISES, MUSCLE RELAXATION, OR IMAGERY WORKS BEST FOR THEM TO SEE IF THEY CAN IDENTIFY WHICH TECHNIQUE THEY ARE RESPONDING TO BEST.

We worked on a number of different ways to deal with anger and anxiety.

Between the sessions you may want to set goals around trying these methods.

Exercise 4: How Do I Clean a Needle?
(10 minutes)

[The purposes of this exercise is to increase the youths' skill in cleaning an IV drug needle. Reviewing the steps and procedure is used.]

Before we take a problem that came up during the week and work on solving it, I would like us to review the problem of shooting up with a dirty needle.

We went over this before, but so many IV drug users get infected with HIV because they share needles that I thought it was good to review the steps in cleaning a needle.

Cleaning the needle and syringe--if done properly--kills HIV.

You want to get the blood out of the works.

Even if you don't shoot up, you can teach a friend who does and save a life.

■HOLD UP AN UNMARKED BOTTLE WITH FULL-STRENGTH HOUSEHOLD BLEACH IN IT.

What is the liquid that we will clean the needle and syringe with?

■ENCOURAGE RESPONSES. GIVE "THANKS" TO THOSE YOUTHS WHO SAY "BLEACH."

Is the bleach mixed with water or is it full-strength household bleach?

■ENCOURAGE RESPONSES AND REWARD YOUTHS WITH THE CORRECT ANSWER. "FULL-STRENGTH IS CORRECT."

How many times do you clean the works?

■ENCOURAGE CORRECT ANSWERS. IF SOMEONE SAYS "TWICE" (THE RIGHT ANSWER), ASK THEM WHEN DO YOU DO THE TWO TIMES. "IMMEDIATELY AFTER USE AND ONCE AGAIN WHEN YOU ARE GOING TO RE-USE THE NEEDLE AND SYRINGE."

Now who will demonstrate how you do it?

■SELECT TWO VOLUNTEERS. HAVE ONE PERSON DO THE CLEANING WHILE THE OTHER PERSON COACHES. PROMPT AS NEEDED.

SET OUT SYRINGE, BLEACH, CLEAN WATER, PAPER TOWELS, BASIN.

BEFORE USING THE BLEACH

1. WASH OUT THE NEEDLE AND SYRINGE BY FILLING THEM WITH CLEAN WATER. DRAW THE PLUNGER UP AS FAR AS IT WILL GO.
2. 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.)
3. SHOOT THE WATER OUT.

STOP AND GIVE OUT "THANKS".

That's a good start.

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Now let's have two more people continue cleaning the works.

■SELECT TWO MORE YOUTHS TO CONTINUE CLEANING THE NEEDLE AND SYRINGE. HAVE ONE YOUTH CLEAN AND THE OTHER COACH. PROMPT AS NEEDED.

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 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 THIRTY 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 THE WATER THAT YOU USED IN STEP #2 AND USE CLEAN WATER EACH TIME YOU DO THIS.) EACH TIME DRAW UP WATER AS FAR AS IT WILL GO AND THEN SHOOT OUT ALL WATER.

That was very good.

■GIVE OUT "THANKS."

Here is a copy of the guidelines for cleaning a needle and syringe.

■PASS OUT A COPY OF THE GUIDELINES.

GUIDELINES FOR CLEANING A NEEDLE AND SYRINGE

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1. CLEANING OF THE NEEDLE AND SYRINGE SHOULD BE DONE TWICE-- ONCE IMMEDIATELY AFTER USE AND ONCE AGAIN JUST BEFORE RE-USE.
2. BEFORE USING BLEACH.
 - A. WASH OUT THE NEEDLE AND SYRINGE BY FILLING THEM WITH CLEAN WATER. DRAW THE PLUNGER UP AS FAR AS IT WILL GO.
 - B. 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.)
 - C. 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 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 THIRTY 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 THE WATER THAT YOU USED IN STEP #2 AND USE CLEAN WATER EACH TIME YOU DO THIS.) EACH TIME DRAW UP WATER AS FAR AS IT WILL GO AND THEN SHOOT OUT ALL WATER.

Now that we have solved that problem, let's look at problems that came up during the week and see what we can do to fix them.

Exercise 5: How Can I Solve This Problem?

(20 minutes)

[The purposes of this exercise are to increase problem solving capabilities, to reduce stress by solving a problem, and to relate problem solving to goal setting. Working on one of the youths' problems, using a problem solving protocol is the approach taken.]

We have talked before about the fact that everyone, especially people who use drugs or are into alcohol have lots of real life problems.

Problems with lovers, problems with housing, problems with money, problems with the job, problems with school, problems paying bills, problems with children, problems with the police, problems with your social worker, and so on.

Trying to work towards your big drug and alcohol goal must be accompanied by reducing the problems in the person's life.

In the last session we selected _____ (NAME THE PROBLEM FROM LAST SESSION) and worked on it.

We need to decide what to work on today.

What are some pressing problems that people in the group have now?

Just say a sentence or two to describe the problem.

■HAVE EACH OF THE YOUTHS BRIEFLY INDICATE WHAT THEIR MOST PRESSING PROBLEM IS. WRITE A KEY WORD TO IDENTIFY THE PROBLEM ON NEWSPRINT.

Now that we have our list of problems for today is there one here that we can agree to use for our problem solving?

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Remember that we will work on a different problem each time.

■SELECT A PROBLEM FOR THE DAY.

Each time we have gone over how to solve a problem.

Let's see if you can tell me the steps in problem solving.

■HAVE THE GROUP LIST THE STEPS. HAVE A GROUP MEMBER WRITE THEM ON NEWSPRINT AS THEY ARE SUGGESTED. LET THEM STRUGGLE WITH THE STEPS BEFORE COACHING THEM.

Here are the steps.

■POST THE PROBLEM SOLVING CHART.

Again, I want one of you to co-lead this.

I will help out if you need me to.

Who will act as co-facilitator and take the group through problem solving on this problem?

■SELECT A VOLUNTEER.

We have the problem _____ (NAME OF THE PROBLEM CHOSEN), we have the steps to follow, and we have our leader.

Let's begin.

■ **HAVE THE YOUTH WHO IS ACTING AS CO-FACILITATOR LEAD THE GROUP THROUGH THE PROBLEM SOLVING STEPS ON THE PROBLEM THAT WAS SELECTED. COACH AND PROMPT AS NECESSARY.**

_____, (NAME OF YOUTH) will help us solve this problem.

■ **HELP THE YOUTH CO-FACILITATOR FOLLOW THE PROCESS THROUGH SELECTING THE BEST OPTION TO TAKE. LEAVE AT LEAST TIME AT THE END TO CARRY THE ACTION SELECTED INTO THE GOAL IMPLEMENTATION PROCESS.**

(TO THE YOUTH CO-FACILITATOR) Thank you. That was great!

Now that the group has chosen an action to take we need to think about making it happen.

■ **TURN THE ACTION SELECTED INTO A GOAL TO BE ACHIEVED. ASSESS WHAT SKILLS AND RESOURCES ARE REQUIRED TO BE SUCCESSFUL AND WHETHER THE PERSON HAS THOSE SKILLS AND RESOURCES. MAKE A PLAN FOR ACQUIRING THE SKILLS AND RESOURCES. IF A NEEDED SKILL IS SOCIAL, USE ROLE PLAYING TO PRACTICE THE SKILLS IN THE GROUP.**

Think of the action that was selected to solve the problem as a goal to be achieved.

Specific skills and resources are required to meet each goal.

For example, a girl's goal is to help her new baby gain weight.

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A number of things might be a resource for her.

A WIC program that she can go to for help, ample breast milk, and free formula might all be resources for her.

She has never had a baby before.

She doesn't really know how to breast feed her baby.

The skill of breast feeding a baby is one she needs to obtain in order to meet her goal of helping her baby gain weight.

What skills and resources would a person need to be successful at taking the action we just chose in the problem solving?

■ENCOURAGE RESPONSES. MAKE TWO COLUMNS ON NEWSPRINT: "SKILLS" AND "RESOURCES." WRITE RESPONSES UNDER THE CORRECT HEADINGS.

Now we need to talk to the person who had the problem we worked on today.

(TO THE PERSON WITH THE PROBLEM)--The group has come up with a list of skills that are required to take the action that was chosen.

Looking at that list, do you think that you have the skills that you need?

■COACH THE PERSON IN ASSESSING WHETHER HE OR SHE HAS THE SKILLS NEEDED FOR THIS SPECIFIC ACTION, SOLUTION OR OPTION. OBTAIN A RESPONSE.

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How can you obtain the skills that you need?

■COACH THE PERSON IN PLANNING HOW TO OBTAIN THE SKILLS.

■IF THE SKILL IS INTERPERSONAL OR SOCIAL AND THERE IS TIME, USE ROLE PLAYING TO PRACTICE THE INTERPERSONAL SKILL.

(TO THE PERSON WITH THE PROBLEM)--Let's check over the resources required.

Almost anything that isn't a skill can be a resource.

Other people can be a resource.

Time can be a resource.

Something material like school books can be a resource.

Most people only think of money as a resource.

The group came up with a list of resources need to carry out the action that was selected.

Do you have those resources?

■OBTAIN A RESPONSE AND LIST THE RESOURCES NEEDED.

How do you plan to get those resources?

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■OBTAIN A RESPONSE. ASSIST THE YOUTH IN
THINKING ABOUT HOW TO ACQUIRE RESOURCES.

That was very good.

It sounds like you have some ideas now on how to work on the problem that has been bothering you.

We have finished problem solving for today.

Let's take a look at what you are going to do between now and next session.

Exercise 6: What Am I Doing Next Week?
(10 minutes)

[The purpose of this exercise is to help create a busy life where there is no time for drugs. Making a schedule and sharing it is the process employed. Reminders are included as well.]

I want you to take some time and fill out next week's schedule.

Learn from last week's schedule.

Was it too much or too little?

Remember that you are going to include at least one activity that will make your life feel more satisfying.

■HAND OUT NEW WEEKLY SCHEDULES. HAVE YOUTHS FILL THEM OUT. ALLOW A FEW MINUTES FOR FILLING THEM OUT.

What does your schedule for the week look like?

I am going to ask each person to share with us what is going on during one morning or afternoon.

■ASK EACH PERSON TO SHARE A SPECIFIC MORNING OR AFTERNOON. FOR EXAMPLE, "WHAT IS YOUR SCHEDULE FOR MONDAY MORNING?" DON'T DUPLICATE. CHECK TO SEE IF THE NEXT SESSION IS SCHEDULED. PROMPT ON DOCTOR'S APPOINTMENTS. GIVE OUT "THANKS" FOR FULL AND WELL-SCHEDULED SCHEDULES.

Before setting your goal for between sessions, I want to mention something else that can be helpful.

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Put up little reminders in places where you will read them like on your refrigerator door or your mirror.

By reminders I mean sayings like these:

"Getting high" is not worth it.

Drugs are not my friend.

People die from using drugs.

The longer I wait to stop using, the more of my life I waste.

Too many drinks can lead to unprotected sex and STDs.

My life is better when I accomplish my goals.

I have the power to control my drug and alcohol use.

I would like you to write at least one reminder on an index card. You can then take it home and tape it up.

**■HAND OUT INDEX CARDS AND HAVE YOUTH WRITE
AT LEAST ONE REMINDER.**

What reminders did you write down for yourselves?

■ENCOURAGE GROUP MEMBERS SHARE THEIR
REMINDERS. GIVE OUT "THANKS."

Those were good reminders.

Now let's work on next week's goal.

Exercise 7: What Is My Goal for the Week?
(20 minutes)

[The purposes of this exercise are to increase the commitment to withdrawal by practicing in the real world environment, to increase skills through real world practice, to develop goal setting skills, and to build group cohesion. Goal setting with an emphasis on learning skills and giving appreciation to each other are used.]

We are coming to the end of today's session and need to set a short-term goal to achieve by our next session.

Remember the goal should be reasonable, clear, not too easy or too hard, and easy to tell if completed.

■POST THE GOAL SETTING CHART.

Try to keep the goal related to what we worked on today.

Here are some of the things we covered today:

- coping with anger through talking to the empty chair
- relaxation
- distracting yourself so that you can stand delaying getting what you wanted
- stating what you need with honesty and respect
- reminders
- scheduling
- solving a real life problem
- setting goals

What are some examples of short-term goals to achieve this next week?

Some ideas might include

1. talking to an empty chair as if it were the person you are angry with.
2. relaxing for 5 minutes three times during the week.

3. making list of distractions.
4. putting up three reminders.
5. telling someone what you want with honesty and respect.

Do you have other suggestions?

■INCLUDE OTHER IDEAS.

We keep repeating that there are three strategies for you to take in order for you to be successful at meeting your long-term drug and alcohol goal:

avoid triggers

stop drug thoughts

solve life problems

There are times when you have decided that you need a certain skill in order to achieve your goal.

Getting the skill becomes a target for you to achieve.

But how do you learn a new skill?

The "Tell, Show, Do" method is good for learning skills.

"Tell" means telling yourself what are the different parts of the skill or the steps you have to take when doing the skill.

"Show" means having someone show you what to do--demonstrate the skill.

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And "Do" means to practice the skill.

Let's take a simple illustration.

Freddy wants to live on his own and take care of himself, but he doesn't know how to wash his clothes in a coin-operated washing machine.

"Tell" would mean making a list of the steps--sort clothes by color and material, select the water temperature, and so on.

"Show"--Freddy has someone show him how to do it--actually run a load.

"Do"--Freddy practices with the other person coaching him.

That's an example of using the "Tell-show-do" method to learn a skill.

Are there any questions about the tell-show-do method?

■ANSWER QUESTIONS ABOUT THE TELL-SHOW-DO METHOD OF LEARNING SKILLS.

Take a few minutes and decide on your goal for the next week.

■ALLOW A FEW MINUTES FOR COMING UP WITH A GOAL. WRITE GOALS ON THE GOAL CARDS.

Let's hear what each person's goal is.

■GO AROUND THE ROOM AND ASK EACH YOUTH FOR HIS OR HER GOAL. COACH TO MAKE SURE THE GOAL IS REASONABLE, CLEAR, NOT TOO MUCH OR TOO LITTLE,

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AND EASY TO SEE IF COMPLETED. SHOW THE GOAL SETTING CHART AGAIN. RECORD THE GOALS ON THE FACILITATOR'S GOAL SUMMARY SHEET. GIVE OUT "THANKS."

If your goal is important to you, there is no reason to abandon it because you don't have a skill or resource that you need right now.

Make getting the skill or resource the goal.

Have someone help you with the tell-show-do method of learning the skill.

Once you acquire the skills and resources to be able to do this task, then you can put it all together.

What are some examples of skills and resources that you need to achieve your goal?

■ENCOURAGE RESPONSES. INQUIRE IF THE SKILL OR RESOURCE IS WHAT IS REQUIRED BY THE GOAL OR IS IT WHAT THE PERSON DOESN'T HAVE.

Now that you have explored the skills and resources that you will need to meet your goal, does anyone want to change his or her goal?

It could be that you have to do some other things before you can meet the original goal you chose earlier.

■CHECK OUT NEW GOALS. CORRECT ANY GOALS ON THE GOAL CARD AND ON THE GOAL SUMMARY SHEET.

We are at the end of the session.

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Let's give each other appreciation.

Let others know that you liked their actions, words, style, presence and any thing else.

**■ENCOURAGE GIVING APPRECIATION TO EACH OTHER.
MODEL THROUGH "THANKS," VERBAL PRAISE, AND
GESTURES. MAKE SURE EVERYONE IS INCLUDED.**

Before we finish for today, we would like each of you to complete this short questionnaire.

**■EITHER FACILITATORS OR AN INTERVIEWER ASSISTS
PARTICIPANTS IN COMPLETING THE PROCESS
MEASURE. DIRECTIONS ARE IN THE PROCESS MEASURE
PACKET.**

We enjoyed working with you today and look forward to seeing you next time.

The next session is on _____(day and date) at _____(time and place).

END OF SESSION 10.

MY WEEKLY DRUG AND ALCOHOL REPORT

WHEN DID I TAKE DRUGS OR DRINK ALCOHOL?

WHERE DID THE SUBSTANCE USE OCCUR?

WHO--WITH WHOM DID I USE SUBSTANCES?

HOW MUCH DRUGS OR ALCOHOL DID I USE?

FEEL--HOW DID I FEEL USING DRUGS OR ALCOHOL?

WISH--WHAT DO I WISH I HAD DONE ABOUT USING DRUGS OR ALCOHOL?

MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10
11	11	11	11	11	11	11
12	12	12	12	12	12	12
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10

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11	11	11	11	11	11	11
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GUIDELINES FOR CLEANING A NEEDLE AND SYRINGE

1. CLEANING OF THE NEEDLE AND SYRINGE SHOULD BE DONE TWICE-- ONCE IMMEDIATELY AFTER USE AND ONCE AGAIN JUST BEFORE RE-USE.
2. BEFORE USING BLEACH.
 - A. WASH OUT THE NEEDLE AND SYRINGE BY FILLING THEM WITH CLEAN WATER. DRAW THE PLUNGER UP AS FAR AS IT WILL GO.
 - B. 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.)
 - C. 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 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 THIRTY 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 THE WATER THAT YOU USED IN STEP #2 AND USE CLEAN WATER EACH TIME YOU DO THIS.) EACH TIME DRAW UP WATER AS FAR AS IT WILL GO AND THEN SHOOT OUT ALL WATER.