

T.L.C. Facilitator's Manual

Act Safe Module Reducing Drug and Alcohol Use Session #6: Establishing the Commitment (2 Hours)

OBJECTIVES:

1. Youths will set individualized goals to stop, reduce, or maintain in a low level of drug and/or alcohol use.
2. Youths will define their current use of drugs and alcohol.
3. Youths will determine the advantages and disadvantages of reaching the drug or alcohol reduction goal they have set for themselves.
4. Youths will set a baseline of drug and alcohol use, prepare for evaluating their performance in reducing or stopping alcohol or drug use, and make a weekly schedule.

RATIONALE:

Preliminary data from the youths in this project show that since finding out they were HIV positive 70% have tried to cut down on drugs and alcohol, 89% have used, 43% have used almost daily, 17% have used larger amounts, and 29% felt they needed drugs and alcohol or were dependent on them. Also, 21% report sharing a needle. Thus, there is a clear need to address drug and alcohol use. At the same time 69% report never having used inhalants, 57% never used cocaine, 74% never used crack, 62% never used hallucinogens, and 85% never used heroin. On the other hand only 5% never used alcohol. Obviously individualized goals are in order.

As the goals of this module are to reduce drug and alcohol use and to enter a drug or alcohol rehabilitation program, if needed, the sessions are treatment oriented. The treatment models used are found in Beck, A., Wright, F., Newman, C., & Liese, B. S. (1993) Cognitive therapy of substance abuse, New York: Guilford Press and in Rawson, R., Obert, J., McCann, M., & Scheffey, E. (1991) The Neurobehavioral treatment manual, Beverly Hills, CA: Matrix Center.

From past experience in working with the youths in this project we have chosen to focus less on changing cognitions and more on stopping them from taking hold. Either way it is necessary to recognize drug related thoughts and permission-giving thoughts. The basic pattern followed is trigger→thought→craving→use. The basic strategy is to interrupt this cycle by

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avoiding triggers and preventing thoughts from progressing. Furthermore, as most people with a substance use addiction have chaotic lives with many real problems, each session sets aside a period of time for problem solving a current difficulty. Also, sessions are structured in order to avoid a sense of disorganization in the treatment.

Each session will cover performance on goals, an assessment of progress, a calendar to record days free of drugs and alcohol, scheduling for the next week, problem solving, and setting new goals. Additionally, a new topic is introduced in each session.

To gain commitment in the first session it is assumed that all participants can set an individualized goal regarding stopping, reducing or maintaining a low level of drug and/or alcohol use. (Research seems to show that abstinence goals produce greater long-term effects.) Evaluation is used as a tool to increase motivation, as is developing the pros and cons of quitting and not quitting or reaching another goal. Then the structure and methods are presented. The emphasis is on doing and on progress.

It is very important for the facilitators to maintain the pace and cover what was planned and at the same time be able to listen to participants with an empathic ear. In the discussion of new topics, goal setting and review, and problem solving there are opportunities to provide individual attention to youths.

The overall strategy is to involve youths in the early stages of treatment. This session **begins** treatment. It **does not finish** treatment. It is hoped that youths who need it will continue treatment in a drug or alcohol treatment program.

SUMMARY OF EXERCISES:

1. Welcome the participants, do a lottery, give out "Thanks," present the goals of the module, and set a big goal. (25 minutes)
2. Have youths list the advantages and disadvantages of their individualized goals using quitting and not quitting drugs as an example. (15 minutes)
3. Evaluate current drug use with a questionnaire and discuss. (20 minutes)
4. Present the structure of the sessions and assess progress. Use the weekly drug and alcohol report, the calendar, and scheduling. Discuss goal review and goal setting and problem solving. (30 minutes)
5. Set goals for the next week. Give group appreciation. (30 minutes)

MATERIALS:

Lottery tickets
Lottery prizes
"Thanks"
Newsprint and marking pens
Paper and pencils
Advantage and Disadvantage of Recognizing My Goal Form
The Drug and Alcohol Questionnaire
My Weekly Drug and Alcohol Report
Calendar
Weekly Schedule
Feeling Thermometer
Goal Setting Chart
Goal Summary Sheet
Goal Cards
Attendance Sheet
Problem Solving Chart
Script: Setting A Goal
Referral List of Durg and Alcohol Treatment Programs. (Note: Facilitators need to compile this for their site.)

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

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Exercise 1: What Is This Workshop All About?
(25 minutes)

[The purposes of this exercise are to establish a comfortable environment, to reinforce goal achievement, to establish a personal target, and to present the goals and procedures to the participants. A goal review, a lottery, and explanations are used.]

Welcome to this session on drugs and alcohol.

As you may recall from before, I like to have us let people know when they did or said something we appreciated.

Each of you will get some "Thanks" to give out.

When you like what someone said or did, their style, or just their being here, give them a "Thanks."

■GIVE TWENTY "THANKS" TO EACH PERSON.

So, let's do a lottery.

Write your name on a ticket, and we will see who wins the prize.

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

The next six sessions are about controlling drug and alcohol use.

We just ended the sessions on sex, and I am sure you know that there is a big connection between drug and alcohol use and unsafe sex.

First, let's take a few minutes and review the goals you set at the end of the last session on safer sex.

Here are the tips on setting a good goal.

■POST THE GOAL SETTING CHART.

Make the goal realistic, clear, not too easy or too hard, and easy to see if completed.

I will ask each person to indicate what his or her goal was and what happened in reaching it.

■REVIEW GOALS. REFER TO GOAL SUMMARY SHEETS AND GOAL CARDS. GIVE OUT "THANKS" AND ASSIST WITH OVERCOMING BARRIERS. INVOLVE OTHER YOUTHS IN BRAINSTORMING WAYS TO WORK OUT A PROBLEM THAT AROSE IN WORKING ON THE GOAL.

That was very good.

Now let's get into our session on dealing with drugs and alcohol.

Around the country all the youths in this program gave us information on what they currently used.

■BACKGROUND INFORMATION FOR THE FACILITATOR FOLLOWS. THIS INFORMATION USES PERCENTAGES, BUT FOR CLARITY, USE MORE GENERAL TERMS AS IS SEEN IN THE TEXT.

89% USED SINCE FINDING OUT HIV+
43% USED ALMOST DAILY
17% USED MORE NOW
29% FELT DEPENDENT NOW

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Many of you indicated that since finding out you were HIV positive you wanted to cut down on drugs and alcohol.

Most of you indicated using since you found out you were HIV positive; almost half said they used almost daily; and one person out of five used more now.

About one third of you felt that you need drugs and alcohol more since finding out you were positive and were dependent on drugs and alcohol.

Starting now you may have a goal of quitting drugs or cutting down on alcohol use or, if you only use a little bit of alcohol now, keeping it that way.

The goal you choose is up to you.

Everyone is probably at a different place with drug or alcohol use.

Some use it more than others.

But the basic pattern is the same for everybody.

When we had some earlier sessions, drugs were covered.

At that time you worked on changing some of your attitudes toward drugs.

In these sessions we want to work on changing what you do--changing how you behave.

The sessions you will attend for the next couple of weeks have two goals.

First, to **start** you on meeting your big goal.

Here is a referral list of drug and alcohol treatment programs.

**■HAND OUT REFERRAL LIST OF DRUG AND ALCOHOL
TREATMENT PROGRAMS.**

Second, for you to get involved with a drug or alcohol treatment program, if you need it.

What goal do you have right now about drugs?

On this first day all goals are all right.

I want to know where you are starting from.

Remember the Goal Setting Chart that we have used before.

■SHOW THE GOAL SETTING CHART AGAIN.

Make sure the goal is realistic, clear, not too easy, or too hard, and easy to see if completed.

We will begin with the big goal that you set today, and then throughout the sessions we will set smaller, short-term goals that get you to the big one.

The big one might be to quit drugs completely, to bring your alcohol use down to two drinks once per week, or to keep you at two drinks once per week.

Also, you may have reduced your use of drugs already, and your goal may be to not start up again.

If you do not use drugs and don't drink alcohol, then your goal would be to keep it that way.

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There are lots of pressures on you to use drugs and alcohol.

These sessions will help you meet your goal of staying drug and alcohol free.

Another reason to go through the sessions, even if you don't use, is to help friends of yours who are deep into drugs and alcohol.

These are just examples.

What do you want to shoot for?

**■ASK EACH YOUTH WHAT HIS OR HER GOAL IS
RELATED TO DRUG AND ALCOHOL USE. WRITE THE
YOUTH'S NAME AND GOAL ON NEWSPRINT AS THEY GO
ALONG. GIVE OUT "THANKS" FOR SHARING.**

I really appreciate your sharing what your goals are at this point.

You just stated what your goals were.

Next, I want to understand your reasons.

What are the pros and cons of reaching your goal?

Exercise 2: What Are the Pros and Cons of Reaching the Goal?
(15 minutes)

[The purposes of this exercise are to increase motivation to withdraw from drugs and to expose what the current thinking is behind the youths' goals. Group work on pros and cons of quitting and not quitting is used as a model, and individual analysis is employed.]

Let's see what you think are the advantages and disadvantages of meeting your goal or not meeting it.

To illustrate how you list the advantages and disadvantages we will use the goal of quitting drug use.

Imagine that you are hooked on drugs, that your drug use has some bad consequences for you--like you do things you regret later, or you in trouble with school or the cops, or it takes up all of your money.

What are the advantages and disadvantages of quitting?

■ LEAD THE GROUP THROUGH LISTING ADVANTAGES AND DISADVANTAGES OF QUITTING. SOME EXAMPLES FOLLOW.

ADVANTAGES OF QUITTING

FEEL LESS SUSPICIOUS
SAVE MONEY
THINK CLEARLY
FEEL LESS JUMPY

DISADVANTAGES OF QUITTING

LOSE FRIENDS
CAN'T SLEEP
BECOME ALL TENSE
NOT AS SOCIABLE OR LIKEABLE

Those were some good ideas.

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Now let's come up with advantages and disadvantages of not-quitting.

■LEAD THE GROUP THROUGH THE ADVANTAGES AND DISADVANTAGES OF NOT-QUITTING. SOME EXAMPLES FOLLOW:

ADVANTAGES OF NOT-QUITTING

DRUGS GIVE ME CONFIDENCE
MORE ENERGY ON DRUGS
MORE SEX
DON'T FEEL ANYTHING--NO PAIN
GOOD ESCAPE
LOTS OF FUN--PARTYING

DISADVANTAGES OF NOT-QUITTING

BODY TAKES A BEATING
NO MOTIVATION TO DO ANYTHING
BIG DEBT OR BROKE
GET INTO TROUBLE

That was very good.

Does everyone have the idea of how to develop a list of advantages and disadvantages of reaching your goal and not reaching it?

■CLARIFY ANY CONFUSION.

Here is a form to help you come up with your list.

■HAND OUT THE ADVANTAGES/DISADVANTAGES FORM.

ADVANTAGES AND DISADVANTAGES OF REACHING MY GOAL

MY GOAL IS _____

THE ADVANTAGES OF REACHING MY GOAL ARE:

1. _____
2. _____
3. _____
4. _____

THE DISADVANTAGES OF REACHING MY GOAL ARE:

1. _____
2. _____
3. _____
4. _____

THE ADVANTAGES OF NOT REACHING MY GOAL ARE:

1. _____
2. _____
3. _____
4. _____

THE DISADVANTAGES OF NOT REACHING MY GOAL ARE:

1. _____
2. _____
3. _____
4. _____

Can someone share some of the advantages and disadvantages that you wrote down?

■ENCOURAGE SHARING OF A FEW EXAMPLES.

Thank you. Next, you will evaluate your drug and alcohol use.

Exercise 3: How Severe is My Problem?
(20 minutes)

[The purpose of this exercise is to create concern about the youth's use of drugs. A Drug and Alcohol Questionnaire is used.]

Now, let's find out how drugs and alcohol affect your life.

Here is a questionnaire to help you see what the impact is.

Please take a moment and fill it out.

■HAND OUT THE DRUG AND ALCOHOL
QUESTIONNAIRE. READ THROUGH IT IF ANYONE HAS
POOR READING SKILLS.

If you don't understand something, raise your hand, and we will come and explain it.

THE DRUG AND ALCOHOL QUESTIONNAIRE

Instructions: This questionnaire is designed to help you determine how drugs and alcohol affect your life. Read each statement and decide if it applies to you. If it does, check "yes" and, if it does not, check "no."

1. I use drugs every week.

yes ___ no ___

2. When I am on drugs and alcohol, I have a loss of consciousness or blackout.

yes ___ no ___

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3. I have been late, missed or kicked out of school because of being high on drugs or alcohol.
yes ___ no ___
4. I have lost a job because of drugs and alcohol.
yes ___ no ___
5. My boyfriend or girlfriend and I fight a lot or has left me due to my drug or alcohol use.
yes ___ no ___
6. My drug or alcohol use has caused family fighting and disturbance.
yes ___ no ___
7. My drug or alcohol use takes more money than I have.
yes ___ no ___
8. I have stolen money or goods to pay for my drug or alcohol use.
yes ___ no ___
9. I need drugs or alcohol to have sex.
yes ___ no ___
10. After using drugs or alcohol, I have found myself in a strange place next to someone I did not know.
yes ___ no ___
11. I deal drugs in order to pay for my habit.
yes ___ no ___
12. I've tried suicide while on drugs or alcohol.
yes ___ no ___

13. I have been arrested for driving while intoxicated. (DUI)

yes ___ no ___

14. I have gotten into a fight while high or drunk.

yes ___ no ___

15. I have gone on drug highs or alcohol binges that lasted several days.

yes ___ no ___

16. I am not comfortable socially unless I take drugs or have a some drinks.

yes ___ no ___

■ALLOW TIME FOR FILLING OUT THE QUESTIONNAIRE.

Before we talk about your responses to the drug and alcohol questionnaire, I am interested in how you felt while taking it.

Remember the Feeling Thermometer? 0 degree is totally comfortable and 100 degrees is totally uncomfortable.

■HOLD UP A COPY OF THE FEELING THERMOMETER.

What is your emotional temperature after taking the drug and alcohol use questionnaire?

■ENCOURAGE SHARING OF FEELING LEVELS.

Now that you know what your emotional reaction was, please tell us how you evaluated your own drug or alcohol use as you marked down "yes" or "no."

Which statements would a teenager with a drug or alcohol problem answer "yes" to?

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■ENCOURAGE A DISCUSSION OF WHAT BEHAVIOR OR IMPACT OF DRUG AND ALCOHOL USE MAKES FOR A PROBLEM.

If you didn't think you had anything to worry about now, but wanted to make sure that you didn't develop a problem later, what would you look for to tell you that your drinking was getting out of hand?

■ENCOURAGE RESPONSES.

Next, I want you to be aware of what will go on in our sessions together while you work on your drug and alcohol goal.

Exercise 4: How Do We Measure Progress?
(30 minutes)

[The purposes of this exercise are to explain what happens in each session and to begin charting progress. Goal setting and review, the drug and alcohol report, the calendar, a weekly schedule, and problem solving are presented and, in some cases, worked on.]

The next six sessions will follow the same format.

Here is what we will cover.

■WRITE ON NEWSPRINT THE FOLLOWING TOPICS:

GOAL REVIEW

THE DRUG AND ALCOHOL REPORT

THE CALENDAR

THE WEEKLY SCHEDULE

A TOPIC

PROBLEM SOLVING

GOAL SETTING

It is very important that you have short-term goals to achieve between sessions.

These short-term goals will help you achieve your big goal.

In other words these short-term goals will move you toward

withdrawing from drugs and alcohol or

stopping you from returning to drug and alcohol use if you already quit or
reducing your alcohol and/or drug use or
keeping you from getting started with drugs and alcohol.

We will teach you how to set and accomplish these short-term goals.

At the beginning of each session we will review the goal you were working on between sessions and help you deal with any barriers that came up.

At the end of each session we will set a new goal.

We want you to see progress.

There are several ways to record the progress you are making.

First is to give the group your weekly drug and alcohol report.

The weekly drug and alcohol reports consists of the following:

When during the week did you take drugs or drink alcohol?

Where during the week did substance use occur?

Who--with whom did you use?

How much did you use?

Feel--using the Feeling Thermometer, how did you feel?

Wish--what do you wish you had done about drugs and alcohol last week?

■HAND OUT A COPY OF "MY WEEKLY DRUG AND
ALCOHOL REPORT.

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?

Let's practice using it.

I will ask each of you to give us a report on last week.

■HAVE EACH YOUTH GIVE A REPORT ON LAST WEEK'S DRUG AND/OR ALCOHOL USE.

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Thank you--that was very good.

We will also give you a calendar, so that you can make a big check on every day that you did not use drugs or drink more than your personal limit.

To have a visual record of accomplishments is very useful in keeping a person going.

Here is your calendar.

■GIVE EACH PERSON A CALENDAR THAT COVERS THE PERIOD OF TIME DURING WHICH THE SESSIONS WILL OPERATE.

In each session we will review the calendar to see how many days you were free of drugs or alcohol or met your drinking or using target.

In each session we will also work out your weekly schedule.

If you are not used to making a weekly schedule, it can be a difficult and unpleasant thing to do.

But people with drug or alcohol problems don't schedule their time, and people who do schedule their time are not actively using addictive substances.

If you write down your schedule, you have a greater chance of being in control, rather than drugs and alcohol controlling you.

A schedule kept only in your head is easily revised by the part of your brain that craves drugs or alcohol.

Without a written schedule there is too much chance that you will do what you feel like doing and not what you need to do.

The part of your brain that craves substances likes chaos and out-of-control behavior.

Therefore, by becoming an organized person, you will help yourself.

No one else but you decides on what gets scheduled.

You are in charge of controlling your life.

Let's start now.

Here is a schedule for the next week.

■HAND OUT A WEEKLY SCHEDULE.

In your schedule put things like working hours, classes, doctor's appointments, going to a movie with a friend, attending a group session, and so on.

WEEKLY SCHEDULE

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
11	11	11	11	11	11	11

See if you can fill out the schedule for three days in that time.

■ALLOW TIME FOR WORKING ON THE SCHEDULE.

Now get with another person in the room.

Check out each other's schedule.

Are there real events there?

Is the schedule padded?

What can be done with the blank spaces?

How hard was it to do?

■ALLOW A FEW MINUTES FOR REVIEW.

What was your reaction to scheduling?

■ENCOURAGE SHARING OF REACTIONS. BE SYMPATHETIC TO HOW HARD IT IS IF YOU ARE NOT USED TO IT, BUT KEEP EMPHASIZING ITS IMPORTANCE.

Let's go on with what is contained in the sessions.

In each session there will be a topic to cover.

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Next week's topic is how to learn how to stop thoughts that lead to drug or alcohol use.

Finally, I have "problem solving" up on the list.

We know that peoples lives are filled with real problems.

It is very hard to stick with withdrawing from drugs or cutting down on alcohol when you are overwhelmed with problems.

So, each week we will take a problem that one of you has and problem solve it.

Those are the main things that we will do each week.

Is everyone clear?

■CLARIFY ANY CONFUSION.

Next, we will set some goals for the week to come.

Exercise 5: What Are My Next Week's Goals?
(30 minutes)

[The purposes of this exercise are to improve goal setting skills, to set next week's goals, and to increase group cohesion. Modeling, goal setting, and group appreciation are used.]

We are going to start with what you are trying to do.

Each of you has a big goal such as withdrawing from drugs, reducing your alcohol use if it is high, or keeping it low if it already is low.

You want to make sure that drugs and alcohol don't control your life.

If you think that drugs and alcohol are in charge of your life, you want to take back the control.

So what goals will help you do that?

Here is an example of setting a goal.

In this next scene I will play the person with a drug problem and _____ (THE OTHER FACILITATOR) will play a drug counselor.

Listen carefully to the steps they go through.

I want you to be able to help another person in the group select a goal for next week and choose your own goal.

SETTING A GOAL

COUNSELOR: You want to be able to withdraw from drugs.

YOUTH: That's right.

COUNSELOR: What makes it hard to do that right now?

YOUTH: I don't know.

COUNSELOR: What makes you unhappy now?

YOUTH: For one thing I'm bored most of the time.

COUNSELOR: So, if you had things to do you could withdraw more easily.

YOUTH: Definitely.

COUNSELOR: What else?

YOUTH: I keep changing my mind. One minute I say I want to quit using and the next moment I tell myself it is OK.

COUNSELOR: If you could come up with strong reasons for stopping, would that help?

YOUTH: Maybe.

COUNSELOR: Anything else?

YOUTH: I got so many problems.

COUNSELOR: Like what?

YOUTH: Well, my partner and I keep fighting about using drugs. That's what we do all the time--use drugs together. My partner doesn't want me to quit. If I quit, we have no relationship together.

COUNSELOR: That's a big problem.

YOUTH: It sure is. And I have other problems too. Lots of them.

COUNSELOR: Any other ideas besides the problems in your life?

YOUTH: Well, I feel discouraged at times about being able to quit. I need to believe that I'm making progress.

COUNSELOR: Right now you have no way of showing yourself that you are doing OK in quitting.

YOUTH: That's it.

COUNSELOR: As I hear you, there are four possible goals for this week. They are 1) find some things to do to keep you busy; 2) come up with good reasons to quit; 3) make a list of problems to work on; and 4) keep a record of your progress. How would you choose between them?

YOUTH: I'm just starting this. So I don't want a goal that's too hard. I want something that I can actually accomplish. And I want some pay off. Something that actually helps.

COUNSELOR: That's a good list. Which goal for the week meets what you want?

YOUTH: I don't think I can come up with things to do that easily. And making a list of reasons for quitting won't really help me that much. I could keep a calendar of every day that I stay free of drugs, but I will have to do that anyway in the sessions. So, I guess making a list of problems is a good goal. Then I can select the one I want to get help on.

COUNSELOR: OK. You have decided that your short-term goal is to make a list of the big problems in your life.

YOUTH: Yes, and to decide which one is the most important.

COUNSELOR: Sounds good to me.

YOUTH: That's what I'll come in with next time.

THE END

Are there any questions about the scene you just saw?

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■ANSWER QUESTIONS AND CLARIFY THE PROCESS.

When you set a goal, make sure it is realistic, clear, not too easy or too hard, and have a clear end point so that you can see when it has been accomplished.

■POST THE GOAL SETTING CHART.

First I am going to divide the group into partners.

The partners will help each other.

I want you to go through the following steps:

■PUT THE STEPS ON NEWSPRINT.

1. LIST WHAT MAKES IT HARD TO REACH YOUR BIG GOAL
 2. LIST POSSIBLE SHORT-TERM GOALS
 3. LIST WHAT TO LOOK AT WHEN SELECTING A SHORT-TERM GOAL
 4. EVALUATE SHORT-TERM GOALS AND SELECT ONE
-
1. Make a list of what makes it hard to reach your big goal and discuss it with your partner. Help each other come up with the list.
 2. Make a list of possible short-term goals that can be accomplished between sessions. Base them on what we talked about today:
 - a. the advantages and disadvantages of reaching your big goal and not reaching your big goal.
 - b. keeping a calendar of days free of drugs.
 - c. making a list of things you could do to put on your weekly schedule.

- d. making a list of problems in your life and deciding which problem is the most trouble.
 - e. add something else if you wish.
3. Decide how you are going to select a short-term goal. Discuss with your partner and help each other.
4. Evaluate the possible goals and pick one. Discuss with your partner and help each other.

You have ten minutes to come up with a goal.

■GIVE OUT PAPER AND PENCILS.

■DIVIDE THE GROUP INTO PAIRS.

■ALLOW TEN MINUTES FOR SELECTING A GOAL.
WANDER FROM PAIR TO PAIR, COACHING AS NEEDED.

Before you leave the workshop today make sure you have what you need to accomplish the goal like a calendar or schedule.

Write your goal on your goal card.

■HAND OUT GOAL CARDS.

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

■GO AROUND THE ROOM HAVING EACH PERSON TELL THE GROUP WHAT GOAL HE OR SHE PLANS TO ACCOMPLISH BY NEXT WEEK. RECORD THE GOALS ON THE FACILITATOR'S SUMMARY SHEET. HAVE THE GROUP HELP SHARPEN GOALS AS YOU GO.

Those are good goals.

At the beginning of the next session we will check out what happened.

We are at the end of this first session on controlling drugs and alcohol.

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

Let other group members know that you appreciated their comments and actions or their style or simply their presence.

■ENCOURAGE GIVING APPRECIATION. MODEL THROUGH USING "THANKS," COMMENTS OF PRAISE, AND GESTURES. MAKE SURE ALL GROUP MEMBERS ARE INCLUDED. REINFORCE OTHERS WHO GIVE GOOD APPRECIATION.

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

We look forward to seeing you then.

END OF SESSION 1

ADVANTAGES AND DISADVANTAGES OF REACHING MY GOAL

MY GOAL IS _____

THE ADVANTAGES OF REACHING MY GOAL ARE:

1. _____
2. _____
3. _____
4. _____

THE DISADVANTAGES OF REACHING MY GOAL ARE:

1. _____
2. _____
3. _____
4. _____

THE ADVANTAGES OF NOT REACHING MY GOAL ARE:

1. _____
2. _____
3. _____
4. _____

THE DISADVANTAGES OF NOT REACHING MY GOAL ARE:

1. _____

2. _____

3. _____

4. _____

THE DRUG AND ALCOHOL QUESTIONNAIRE

Instructions: This questionnaire is designed to help you determine how drugs and alcohol affect your life. Read each statement and decide if it applies to you. If it does, check "yes" and, if it does not, check "no."

1. I use drugs every week.
yes ___ no ___
2. When I am on drugs and alcohol, I have a loss of consciousness or blackout.
yes ___ no ___
3. I have been late, missed or kicked out of school because of being high on drugs or alcohol.
yes ___ no ___
4. I have lost a job because of drugs and alcohol.
yes ___ no ___
5. My boyfriend or girlfriend and I fight a lot or has left me due to my drug or alcohol use.
yes ___ no ___
6. My drug or alcohol use has caused family fighting and disturbance.
yes ___ no ___
7. My drug or alcohol use takes more money than I have.
yes ___ no ___
8. I have stolen money or goods to pay for my drug or alcohol use.
yes ___ no ___
9. I need drugs or alcohol to have sex.

yes ___ no ___

10. After using drugs or alcohol, I have found myself in a strange place next to someone I did not know.

yes ___ no ___

11. I deal drugs in order to pay for my habit.

yes ___ no ___

12. I've tried suicide while on drugs or alcohol.

yes ___ no ___

13. I have been arrested for driving while intoxicated. (DUI)

yes ___ no ___

14. I have gotten into a fight while high or drunk.

yes ___ no ___

15. I have gone on drug highs or alcohol binges that lasted several days.

yes ___ no ___

16. I am not comfortable socially unless I take drugs or have a some drinks.

yes ___ no ___

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?

WEEKLY SCHEDULE

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
11	11	11	11	11	11	11

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