

# **T.L.C. Facilitator's Manual**

## **Act Safe Module**

### **Reducing Drug and Alcohol Use**

#### **Session #7: How Can I Stop Drug and Alcohol Thoughts? (2 Hours)**

##### OBJECTIVES:

1. Youths will be able to explain the trigger→thought→craving→use model of substance use.
2. Youths will be able to record their progress on reaching drug and alcohol reduction goals.
3. Youths will increase their skills in stopping drug and alcohol thoughts.

##### RATIONALE:

The rationale for this session is that presenting a model that bears directly on the skills and exercises found in the workshop encourages participation. First, practicing these skills makes sense (fits into a plan), and there is increased motivation to follow along. Using the trigger→thought→craving→use aspects of the model helps a participant understand why triggers and substance use thoughts must be avoided. The two brain component of the model enables the youths to pick fights they can win--controlling the rational brain and not trying to impact on the mid and lower brain where physiological changes are automatic.

Flowing from the model is the need to stop substance use thoughts; consequently working on thought stopping is the new topic introduced and practiced in this session. Goals, problem solving, and progress markers are continued in this session and every other session.

Goals are used as a part of the self-monitoring process by which people move toward desired long term ends with little apparent external reinforcement. Problem solving and goals become linked. Goal setting and implementing skills foster the development of underlying processes, such as decision making, self-knowledge, and greater understanding of the outside world.

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## SUMMARY OF EXERCISES:

1. Welcome the participants, do a lottery, give out "Thanks," and review goals. (20 minutes)
2. Have youths give their weekly drug and alcohol reports, use the Feeling Thermometer, and show their calendars. (10 minutes)
3. Present trigger→thought→craving→use and two brain model of substance use. (10 minutes)
4. Have youths practice thought stopping. (35 minutes)
5. Have youths work on solving a life problem identified in the group and link it to implementation of options. (20 minutes)
6. Have youths schedule the next week. (5 minutes)
7. Have youths set short-term goals and give group appreciation. (20 minutes)

## MATERIALS:

"Thanks"  
Lottery tickets  
Lottery prize  
Newsprint and marking pen  
Weekly Drug and Alcohol Reports  
Calendars  
Weekly Schedules  
Large rubber bands  
Feeling Thermometer Chart  
Goal Setting Chart  
Problem Solving Chart  
Steps in Problem Solving Sheet  
Goal summary sheet  
Goal cards

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.

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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 progress on between session goals are used.]**

Welcome back.

I'm very glad to see you here and 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.

Today we will be reviewing what some of you did to take a step toward staying free of drugs or alcohol, reducing the use of drugs or alcohol, or maintaining low levels of use.

We need to let that person know when he or she did good.

Here are your "Thanks" for the day.

■GIVE OUT TWENTY "THANKS" TO EACH PERSON.

Please let other group members know when you liked something they did or said or their style or simply because they are here.

At the end of the last session everyone set a short-term goal that would help him or her reach a big goal such as quitting drugs or reducing alcohol use.

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Remember that you tried to make the goal realistic, clear, not too easy, or too hard, and easy to see if you did it.

**■POST THE GOAL SETTING CHART.**

I want to find out how everyone did on his or her goal.

If problems came up in reaching the goal, all of us can help figure out how to overcome the problems.

**■ASK EACH PERSON TO REPORT ON HIS OR HER GOAL. (CHECK YOUR GOAL SUMMARY SHEETS 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 the success on goals for this week.

We need now to take some other kinds of 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.]**

I mentioned to you last time that in every session we would check out how you were doing in your effort to meet your big goals.

Only you can truly monitor how well you have been doing.

Keeping track helps a person move toward being drug or alcohol free or significantly cutting down on alcohol or drugs.

First, everyone fill out your weekly drug and alcohol report.

Here are the questions to answer.

■GIVE OUT THE WEEKLY DRUG AND ALCOHOL REPORT  
FORM.

MY WEEKLY DRUG AND ALCOHOL REPORT

WHEN DID I TAKE DRUGS OR DRINK ALCOHOL?

WHERE DID THE SUBSTANCE USE OCCUR?

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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.

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**■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.**

Show your calendar to the person sitting next to you.

**■ALLOW A MINUTE FOR SHOWING CALENDARS. THE FACILITATORS SHOULD WALK AROUND THE ROOM AND CHECK OUT CALENDARS.**

You have just reviewed progress toward your big goal.  
How do you feel about your progress?

Using the Feeling Thermometer, what is your emotional temperature?

**■HOLD UP A COPY OF THE FEELING THERMOMETER.**

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

**■HAVE EACH YOUTH TELL WHAT HIS OR HER TEMPERATURE IS NOW.**

Thank you for sharing where you are.

Today we will provide you with some ways to control drugs and alcohol use.

First, you need to understand how addictions work.

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Both drugs and alcohol are addictive.

Exercise 3: How Does Using Drugs and Alcohol Keep Going?  
(10 minutes)

**[The purpose of this exercise is to provide a cognitive map of how substance use works. Explanation and discussion are used.]**

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.

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

You can fight a battle you can win.

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■PUT UP ON NEWSPRINT THE FOLLOWING DIAGRAM.

TRIGGERS→THOUGHTS→CRAVING→USE

Substance use starts with a trigger.

Triggers can be within you or outside of you.

Triggers lead to your thinking about drugs or alcohol.

What kind of feeling could make you think of drugs or alcohol?

■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 might you see that could trigger a drug thought?

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**■ENCOURAGE RESPONSES. LOOK FOR THINGS SUCH AS A PLACE WHERE DRUGS ARE, DRUG PARAPHERNALIA, A 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.

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 THOUGHTS.**

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

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Thoughts can lead to cravings.

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

"Oh, I gotta have it!"

How would you describe a craving?

**■HAVE THE YOUTHS DESCRIBE WHAT A CRAVING IS LIKE. ENCOURAGE GETTING INTO 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 these sessions is to help you get rid of triggers and to stop thoughts before they lead to cravings.

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Next, we are going to work on stopping thoughts.

Exercise 4: How Do I Stop Drug and Alcohol Thoughts?  
(35 minutes)

**[The purpose of this exercise is to increase skills in thought stopping. Visualization, snapping, floating, and relaxation are practiced.]**

If you are dwelling on drug and alcohol thoughts, arguing with yourself about whether to quit, or trying to convince your body that it doesn't want a hit or a drink, it is almost impossible to prevent yourself from having cravings and sliding into substance use.

■IF FACILITATORS ARE CONVINCED THAT A YOUTH HAS ABSOLUTELY NO DRUG OR ALCOHOL THOUGHTS, THEN THEY MAY WANT TO HELP THAT YOUTH APPLY WHAT FOLLOWS TO ANOTHER AREA OF MEANING IN HIS OR HER LIFE. ADDICTIVE AREAS SUCH AS SMOKING--"ONE CIGARETTE DOESN'T HURT"--OR EATING--"WHAT'S ANOTHER BAG OF CHIPS GOING TO DO?" ARE POSSIBILITIES AS IS UNPROTECTED SEX.

When things get that far along with your head full of drug or alcohol thoughts, you may not have much choice about using.

But you do have a choice about stopping the thought from getting started and taking hold.

Has anyone here found a successful way to kick a drug or alcohol thought out of your mind?

■ENCOURAGE SHARING OF TECHNIQUES THAT STOP DRUG THOUGHTS FROM TAKING HOLD. GIVE OUT "THANKS."

Those are some good ideas.

I am going to have you try four approaches for stopping thoughts.

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Your job is to see which one works best for you.

The first is called switching.

**■IF THE ROOM DOES NOT HAVE A FUNCTIONING LIGHT SWITCH IN IT, MAKE SURE YOU HAVE BROUGHT A FUNCTIONING RADIO WITH AN ON-OFF SWITCH. IF YOU USE THE LIGHT SWITCH, HAVE EVERYONE GET UP AND TURN IT OFF AND ON. IF YOU USE RADIO, HAVE EVERYONE TURN IT OFF AND ON AND PASS IT TO THE NEXT PERSON.**

Now I want everyone to turn the switch (LIGHT OR RADIO) on and off.

**■HAVE EVERYONE TURN THE SWITCH ON AND OFF.**

Close your eyes and see if you can picture what you just did--turning the switch off.

**■HAVE EVERYONE VISUALIZE TURNING OFF THE SWITCH.**

Think of a pleasant thought that has nothing to do with drugs or alcohol.

Can someone give me what would be a pleasant thought for them?

**■HAVE SEVERAL PEOPLE SHARE PLEASANT THOUGHTS. GIVE OUT "THANKS."**

Thank you.

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I am going to read you a list of thoughts--some of them are drug or alcohol thoughts, but not all of them.

When you hear a drug or alcohol thought, I want you to picture yourself turning off the switch.

Then put the pleasant thought in your mind.

Is everyone clear about what to do?

**■CLARIFY ANY CONFUSION: TURN OFF THE SWITCH  
AND PUT THE PLEASANT THOUGHT IN.**

Here we go.

Close your eyes and get comfortable.

Listen to these thoughts, and, when you hear a drug or alcohol thought, see yourself turning off the switch.

Then bring your pleasant thought into your mind.

**■READ THE THOUGHTS SLOWLY, PAUSING IN BETWEEN  
SO THAT YOUTHS HAVE TIME TO RESPOND TO THE  
DRUG OR ALCOHOL THOUGHTS.**

Here we go:

It's a nice day today.

I wish I had more money.

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Life without drugs or alcohol is boring.

I need to call my friend.

I can't function without drugs.

I wonder what time it is.

I should try harder to be nice.

I'm not a strong enough person to stop using or drinking.

I'm proud of finding a job.

I can't control feeling uncomfortable without drugs or alcohol.

OK. How did that work for you?

**■ENCOURAGE RESPONSES.**

Remember that we are experimenting--trying different approaches so that you can see which one works best for you.

The next approach is called snapping.

I want you to put a rubber band on your left wrist if you are right handed.

**■PASS OUT A BIG RUBBER BAND TO EACH PERSON.  
HAVE EACH PERSON PUT THE RUBBER BAND ON HIS OR  
HER LEFT WRIST IF RIGHT HANDED.**

Put the rubber band on your wrist.

This time when you have the drug or alcohol thought, snap the rubber band against your wrist and

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say "no!"

Then bring your pleasant thought into your head.

Has everyone got the idea?

■CLARIFY SNAPPING.

When you hear a drug thought, I want to hear some snapping.

Here we go with some more thoughts.

It's a nice day today.

I like it when it rains.

I can't have fun unless I use.

I'd like to go to the beach.

No one will like me if I stop using.

My life won't get any better if I stop using.

I prefer cool weather to hot weather.

I wish I had a drink.

I wish I were older.

The only way to keep from feeling angry is to use.

I am more creative when I use.

I heard some good snapping by some of you.

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What was your reaction to snapping?

**■ENCOURAGE RESPONSES AND EVALUATIONS OF  
SNAPPING.**

Now we want to try relaxing.

Let's first learn how to do a little relaxation.

Get yourself in a comfortable position.

Now put your hand on your stomach.

Breathe in deeply so that your stomach pushes out.

Don't breathe in your chest; instead, breathe in your midsection.

Now just breathe naturally and watch your breathing. PAUSE

Breathe in deeply and let it out slowly. PAUSE

Again, breathe in deeply and let it out slowly. PAUSE

Breathe in deeply and let it out slowly. PAUSE

Feel the cool air come in and the warm air flow out. PAUSE

Feel the cool air come in and the warm air flow out. PAUSE

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Tighten your fist. PAUSE

Hold it. PAUSE

Loosen your fist and stretch your fingers. PAUSE

Tighten your shoulders. PAUSE

Hold it. PAUSE

Shrug your shoulders and let them become loose. PAUSE

Roll your head around on your neck. PAUSE

Roll it around.

Now yawn and stretch. PAUSE

Yawn and stretch.

That quick run-through should give you a feel for relaxation.

OK. This time when you hear a drug or alcohol thought, take three deep breaths and tighten your fist, then release it.

Yawn and stretch.

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Here we go with the thoughts.

Remember only try to stop the drug or alcohol thoughts.

**■READ THE THOUGHT SLOWLY SO THAT THERE IS TIME TO RELAX AFTER THEM.**

Now come the thoughts.

I really like my best friend.

I have more fun with my friends when we use.

I know someone who is the perfect person for me.

If I stop using, my friend will leave me.

I'll never be able to find someone I could love who doesn't use or who doesn't get drunk.

Basically I am a nice person.

Sex is no good unless I am high.

Using gives me confidence.

I can be the life of the party when I'm high.

There's no need to change the way I am.

How did the relaxation work?

**■ENCOURAGE RESPONSES AND EVALUATIONS OF RELAXING.**

The last technique we will practice is called floating.

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This time don't try to stop the thought by changing it.

Don't try to talk to it.

Just watch the thought like it was a bird or a balloon.

Let the thought float away.

Watch it getting smaller and smaller as it floats out of sight.

Then pay attention to your breathing.

If another thought comes by, again just watch it.

Let it float away until you can no longer see it.

First, get comfortable in your chair.

Become aware of your body.

Feel the cloth of your clothes against your skin.

Feel your body against the chair.

Here come the thoughts.

I have got to have a drink.

I like swimming.

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I will always desire drugs.

I like dancing.

Cravings make so nervous I can't stand it.

I'll never get off drugs or alcohol, so I might as well keep using.

I like talking to my friends on the telephone.

When I'm craving drugs, I can't function.

I like ice cream.

How did floating work for you?

**■ENCOURAGE RESPONSES ON FLOATING.**

So, now that you tried switching, snapping, relaxing, and floating, which one is your choice to stop drug thoughts from getting started?

**■HAVE THE YOUTHS COMMENT ON WHICH APPROACH WORKS BEST FOR THEM.**

Next, we will select a problem that one of you has and work on it.



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 and implementation. Working on one of the youths' problems, using a problem solving protocol is the approach taken.]**

As I mentioned before, people who are addicted to drugs or alcohol usually have chaotic, out of control lives.

At the beginning the drug or alcohol may have helped the person to believe that he or she was getting his or her life in order, but that hope fades quickly.

The result is lots of real life problems.

Everyone has 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.

With all those real life problems you would have a hard time maintaining low levels of use, reducing use, or withdrawing no matter how much support you get and how many new skills you learn.

So in each session we will work on solving a problem.

I would like each person to tell us what is the most important problem that he or she faces.

Just a say a sentence or two to describe the problem.

**■HAVE EACH YOUTH BRIEFLY INDICATE WHAT HIS OR HER BIGGEST PROBLEM IS. WRITE A KEY WORD TO IDENTIFY THE PROBLEM ON NEWSPRINT.**

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

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

**■SELECT A PROBLEM FOR THE DAY.**

In many of the sessions you went through before we often used problem solving.

I hope you remember the steps.

But just in case you need to be refreshed, let's briefly review the steps in problem solving.

**■HAND OUT THE "STEPS IN PROBLEM SOLVING," POST PROBLEM SOLVING CHART, AND BRIEFLY GO OVER IT.**

1. "Define the Problem" means being clear on what the problem actually is.
2. "Figure Out the Goal" means what will it look like when the problem is solved. What are you trying to do?
3. "List the Actions You Might Take" means coming up with at least three options you could try to solve the problem.
4. "Decide on a Course of Action" means picking the best option, after you have looked at the advantages and consequences of each action.
5. "Do it!" means go ahead and try out the solution you came up with.
6. "Review it" says to check out what happened. Give yourself some strokes for a good job. Figure out how to make it better.

I will start as the leader in helping the group solve the problem you selected, but next time I will want one of you to do it.

Does anyone think that there is no way we can solve this problem?

■IF THE ANSWER IS YES, EXPLORE THE ATTITUDES. IF THE ANSWER IS NO, CONTINUE ON WITH THE PROBLEM SOLVING STEPS.

Let's follow the steps and work on this problem.

■FOLLOW THE PROCESS THROUGH SELECTING THE BEST OPTION TO TAKE. CARRY THE ACTION SELECTED INTO THE GOAL IMPLEMENTATION PROCESS.

■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.

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

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

Certain skills and resources are required to meet goals.

For example, maybe a person needs assertiveness skills to reach the goal.

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And maybe the person needs a friend for moral support while trying out the assertiveness skills.

The friend is a resource.

Money is a resource.

Things you already have that can help you could be a resource.

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

**■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. OBTAIN A RESPONSE.**

How can you obtain the skills that you need?

**■COACH THE PERSON IN PLANNING HOW TO OBTAIN**

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## THE SKILLS.

(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 a lunch pail 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?

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

That was very good.

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

If you need more assistance, your counselor in the program will be available to work with you.

We have finished problem solving for today.

Let's take a look at what you are going to do next week.

Exercise 6: What Am I Doing Next Week?  
(5 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.]**

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

Let's see if it can contain more activities than the week before.

Think about what you did last week--things that you forgot to put on last week's schedule--and put them in for this week if they will happen again.

■HAND OUT NEW WEEKLY SCHEDULES. HAVE YOUTHS FILL THEM OUT. FACILITATORS WANDER FROM PERSON TO PERSON TAKING A QUICK LOOK AT HOW PROGRESS ON SCHEDULING IS COMING. FACILITATORS SHOULD PROMPT YOUTHS IF THEY SEE THAT THE TLC SESSION FOR NEXT WEEK IS NOT ON THE SCHEDULE. WITH THE TWO FACILITATORS REVIEWING, EACH PERSON SHOULD RECEIVE SOME FEEDBACK ON HIS/HER SCHEDULE.

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

**[The purposes of this exercise are to increase the commitment to big goals by practicing in the real world environment, to increase skills through real world practice, and to build group cohesion. Goal setting and giving appreciation to each other are used.]**

We are coming to the end of today's session and need to set a goal to achieve during the next week.

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.

We emphasized avoiding drug and alcohol thoughts and things that reminded us of drugs.

Also, we worked on problem solving a real life, major problem.

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

Some ideas might include

1. Keeping a record of drug and alcohol thoughts for two days.
2. Getting rid of all drug paraphernalia.
3. Putting a rubber band on your wrist and counting the number of times you snapped it during two days.
4. Making a list of positive thoughts to substitute for drug and alcohol thoughts.



5. Practicing relaxing three times next week.
6. Taking a specific action toward solving a problem.

Do you have other suggestions?

**■INCLUDE OTHER IDEAS.**

How are you going to decide on which goal to choose?

Think of what would be important about a goal.

For example, you might say, "I want a goal which is a challenge. Also I want a goal that really shows I am serious about quitting drugs."

If that is what's important to you, you might choose getting rid of all drug paraphernalia.

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

**■HAND OUT GOAL CARDS.**

Write your goal on your goal card.

**■ALLOW A FEW MINUTES FOR COMING UP WITH A GOAL.**

Let's hear what each person's short-term goal is.

**■GO AROUND THE ROOM AND ASK EACH YOUTH FOR**

HIS OR HER SHORT-TERM GOAL. COACH TO MAKE SURE THE GOAL IS REASONABLE, CLEAR, NOT TOO EASY OR TOO HARD, AND EASY TO SEE IF COMPLETED. RECORD THE GOALS ON THE GOAL SUMMARY SHEET. GIVE OUT "THANKS."

Remember to ask yourself what skills and resources you need to achieve your goal.

For example, if your goal was to get rid of all drug paraphernalia, a helpful resource might be a check list that contained the following:

vials	pipes	scales	straws
grinders	Bic Pens	rum	baking soda
chemicals	lighters	spoons	storage boxes
phone numbers	mirrors	razors	paper
needles	syringes		

Or maybe you are working on a problem with your partner, and the skill you need is to be able to negotiate with your partner.

You want to know where you could go to learn how to do that.

Finding out where you can learn negotiating skills is your short-term goal for the week.

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.

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?

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**■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?

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

We are at the end of the session.

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.**

We enjoyed working with you.

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

**THE END OF SESSION 2 ON SUBSTANCE USE**

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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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