

T.L.C. Facilitator's Manual

Act Safe Module

Reducing Drug and Alcohol Use

Session #8: How Can I Avoid External Triggers? (2 Hours)

OBJECTIVES:

1. Youths will be able to recognize and identify "external triggers" and relate them to the trigger→thought→craving→use sequence.
2. Youths will identify and prioritize their external triggers.
3. Youths will design and implement plans to avoid external triggers.
4. Youths will be able to record their progress on reaching their long term drug and alcohol goal.
5. Youths will create a plan for solving a typical life problem.

RATIONALE:

This session focuses on external triggers in the trigger→thought→craving→use sequence. We assume that the three basic strategies in reducing drug and alcohol use are 1) avoid triggers, 2) stop drug and alcohol thoughts, and 3) solve life problems. Triggers are categorized as either external and internal. External triggers are situations and cues which lead to drug and alcohol thoughts. The primary line of defense is to identify personal, external triggers, rank them in terms of importance, and design plans to avoid them.

Self-monitoring and scheduling are continued as they represent basic processes which support withdrawal. Reviewing goal accomplishment is also a part of self-monitoring.

Goal setting follows a model which begins with determining what one is unhappy about in a key area of life, turning the unhappy factors into what one would want a solution to include, generating possible alternative solutions or goals, gathering information about them, evaluating them and selecting one, determining what skills and resources are required to reach the goal,

October 1994
Module 2
Session #8

assessing what skills and resources the person has and needs to be successful in reaching the specific goal, designing plans for obtaining skills and resources, obtaining them, trying to reach the goal, and evaluating success. Aspects of this goal setting and achieving process are introduced into the session.

SUMMARY OF EXERCISES:

1. Welcome the participants, do a lottery, give out "Thanks," and review goals. (20 minutes)
2. Have youths present their weekly drug and alcohol report, fill out their calendar, and share Feeling Thermometer readings. (10 minutes)
3. Have youths identify their external triggers, rank them, and develop plans for avoiding them. Role play avoiding a social trigger. (40 minutes)
4. Have youths work on solving a life problem identified in the group and link it to goals. (20 minutes)
5. Have youths schedule the next week. (10 minutes)
6. Have youths set goals and give group appreciation. (20 minutes)

MATERIALS:

"Thanks"
Lottery tickets
Lottery prize
Newsprint and marking pen
Goal Setting Chart
Weekly Drug and Alcohol Report
Calendars
Feeling Thermometer Chart
Problem Solving Chart
Goal Summary Sheet
Goal Summary Cards
Weekly Schedules
Script: "Avoid It!"
Pencils
External Triggers Questionnaire
Steps in Problem Solving Handout

October 1994
Module 2
Session #8

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. A lottery and reviewing between session goals are used.]

Welcome back.

I'm very glad to see you here and appreciate that you are 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 steps you took to stay free of drugs and how to avoid triggers.

There will be lots of chances to let other people in the group know when he or she did good.

Here are your "Thanks" for the day.

■GIVE OUT TWENTY "THANKS" TO EACH PERSON.

Please show other group members 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 goal that would help them in their efforts to maintain and reduce use or to quit drugs or alcohol.

October 1994
Module 2
Session #8

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

Remember what a good goal looks like.

■POST THE GOAL SETTING CHART.

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

**■ASK EACH PERSON TO REPORT ON HIS OR HER GOAL.
(CHECK YOUR GOAL SUMMARY SHEET.) 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 check out how you have been doing with big goal of maintaining, reducing or quitting drug and alcohol use.

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

[The purposes of this exercise are to improve self-monitoring, to increase motivation to stay free of drugs and to create realistic expectations. 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 maintaining, significantly cutting down or quitting alcohol or drug use.

First, give us 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?

October 1994
Module 2
Session #8

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.

October 1994
Module 2
Session #8

■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.

It is important to recognize that reducing, maintaining or quitting your use of drugs and alcohol isn't always a smooth path.

October 1994
Module 2
Session #8

There are ups and downs.

Today we will work on external triggers, solving a problem that one of you brings up and setting goals.

First, we will work on avoiding external triggers.

Exercise 3: How Can I Avoid External Triggers?
(40 minutes)

[The purposes of this exercise are to identify external triggers, to assess their importance, and to develop skills in avoiding them. Explanation, trigger forms, planning, a script and role playing are used.]

Remember the drug and alcohol pattern that leads to using.

■PUT UP ON NEWSPRINT THE FOLLOWING DIAGRAM.

TRIGGERS→THOUGHTS→CRAVING→USE

Drug or alcohol use starts with a trigger.

Triggers can be within you or outside of you.

Triggers lead to your thinking about taking drugs or having a drink.

We want you to learn how to avoid triggers.

If drugs and alcohol are not a problem for you, never have been, and never will be, think of avoiding triggers that lead to unprotected sex instead of ones that lead to taking a drink or getting a hit.

If there is no trigger, there will be no drug or alcohol thought, no craving, and no use.

Today we will start on external triggers.

An external trigger is anything outside of yourself that stimulates a drug or alcohol thought.

October 1994
Module 2
Session #8

Like having someone come up to you and say, "Do you want to buy some crack?"

That would be an external trigger.

Going past a bar where you've done some heavy drinking can be a trigger.

Just seeing the place makes your mouth water.

You start thinking, "It sure would be nice to have a drink right now."

Can you give me some examples of external triggers?

■ENCOURAGE RESPONSES. WRITE THEM UP ON NEWSPRINT. IF THE EXAMPLE GIVEN IS NOT AN EXTERNAL TRIGGER, EXPLAIN TO THE PERSON WHY IT IS NOT. GIVE OUT "THANKS." TRY TO GET AT LEAST FOUR OR FIVE TRIGGERS.

Those are some good examples.

Next, I would like you to identify your own external triggers.

I am going to give you an external trigger questionnaire.

First, you check the ones that apply to you.

Then you add any that are not listed.

Next you select the ones that are most likely to lead to drug and alcohol use.

October 1994
Module 2
Session #8

■HAND OUT PENCILS AND THE EXTERNAL TRIGGER QUESTIONNAIRE.

EXTERNAL TRIGGER QUESTIONNAIRE

1. Place an "X" next to activities or situations in which you frequently used drugs or alcohol.
Place a "0" next to activities or situations in which you never have used drugs or alcohol.

- | | | |
|--|---|---|
| <input type="checkbox"/> When Alone | <input type="checkbox"/> Before a Date | <input type="checkbox"/> After Payday |
| <input type="checkbox"/> With Friends | <input type="checkbox"/> During a Date | <input type="checkbox"/> Before Breakfast |
| <input type="checkbox"/> Parties | <input type="checkbox"/> Before Sex | <input type="checkbox"/> At Lunch Break |
| <input type="checkbox"/> Sporting Events | <input type="checkbox"/> During Sex | <input type="checkbox"/> While at Dinner |
| <input type="checkbox"/> Movies | <input type="checkbox"/> After Sex | <input type="checkbox"/> After Work |
| <input type="checkbox"/> Bars and Clubs | <input type="checkbox"/> Before Work | <input type="checkbox"/> After Passing a Certain Street |
| <input type="checkbox"/> Beach | <input type="checkbox"/> When Carrying Money | <input type="checkbox"/> Before School |
| <input type="checkbox"/> Concerts | <input type="checkbox"/> After Passing Dealer's Place | <input type="checkbox"/> Before School |
| <input type="checkbox"/> Park | <input type="checkbox"/> Desert Building | <input type="checkbox"/> After School |
| <input type="checkbox"/> School Bathroom | | |

2. List any other settings or activities where you frequently use drugs or alcohol. _____

3. List the people who could start your using drugs or alcohol.

4. List the three activities or situations which are **most** likely to lead to your using drugs or alcohol.

A. _____

B. _____

C. _____

■ALLOW TIME FOR FILLING OUT THE EXTERNAL

TRIGGER QUESTIONNAIRE.

Now I would like each of you to tell us what your most important trigger is.

■GO AROUND THE ROOM. HAVE EACH PERSON TELL WHAT HIS OR HER STRONGEST TRIGGER IS. WRITE ON NEWSPRINT EACH PERSON'S TRIGGER AND BESIDE IT HIS OR HER NAME.

OK, that's a good list.

Now listen to this little scene.

I need two volunteers to play the parts of the counselor and Jacky.

■SELECT TWO VOLUNTEERS. DECIDE WHO WILL PLAY EACH ROLE. GIVE THEM THE SCRIPT AND HAVE THEM READ IT TO THE GROUP.

AVOID IT!

COUNSELOR: What is your strongest trigger?

JACKY: There's this place in the park where all my drug using friends hang out. If I go over there, it will be hard to resist using.

COUNSELOR: What can you do to avoid it?

JACKY: I like the park.

COUNSELOR: But you know what will happen if you go there.

JACKY: Yes. I guess I could go to another park.

COUNSELOR: Is there one close by?

JACKY: Not really. It's about a mile away.

COUNSELOR: Is there a part of the park where your friends don't hang out?

JACKY: There's a way I could cut through the park and not see them.

COUNSELOR: Are your friends there all the time?

JACKY: Only late afternoon and early evening.

COUNSELOR: So, that's another option.

JACKY: What is?

COUNSELOR: Planning to go there in the mornings.

JACKY: I guess so. I can see there are a number of ways I could avoid that trigger.

THE END

Thank you for acting out that scene.

■GIVE OUT "THANKS" TO THE PLAYERS.

In this scene they talked about a way to avoid the trigger of drug-using friends in the park.

Let's go back to your trigger that's up here on newsprint.

What could you do to avoid it?

■ASK EACH PERSON TO COME UP WITH A PLAN FOR
AVOIDING THEIR MOST IMPORTANT TRIGGER. COACH,

October 1994
Module 2
Session #8

**PROVIDE SUPPORT, AND INVITE THE GROUP MEMBERS
TO HELP EACH OTHER IN DEVELOPING PLANS.**

Those were some good plans.

One of the most difficult areas is in dealing with people you know to be triggers or with people who surprise you--who have kept it hidden.

Let's say that you are talking to a friend of yours.

You don't know that the friend was into drugs or heavy drinking.

You thought this person was safe.

How would you handle the situation where the friend tries to get you to join him or her in using or drinking?

How would you avoid the trigger?

How would you avoid getting all wrapped up in drug and alcohol thoughts?

I need two people to role play this situation.

**■SELECT TWO VOLUNTEERS. DECIDE WHO WILL PLAY
THE PERSON TRYING TO AVOID TRIGGERS AND WHO
WILL PLAY THE FRIEND.**

Here are your instructions.

(TO THE PERSON AVOIDING)--Your goal is to avoid the trigger of a friend pushing you to

October 1994
Module 2
Session #8

use drugs or get into heavy drinking.

(TO THE FRIEND)--You are lonely. Your goal is to have your friend use or drink with you.

■PUT TWO CHAIRS IN THE MIDDLE OF THE ROOM. HAVE THE TWO PLAYERS SIT IN THEM.

Before we start, I want to make sure that the observers have something specific to pay attention to.

■ASSIGN SPECIFIC TASKS TO EACH OBSERVER.

You pay attention to	eye contact
	facial expressions
	gestures
	posture
	voice
	words
	breathing
	feelings

OK, now let's go ahead and start the role play.

■ALLOW A FEW MINUTES FOR THE ROLE PLAY.

How about some feedback.

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

■OBTAIN FEEDBACK.

October 1994
Module 2
Session #8

(TO THE FRIEND)--Please tell us one thing the other person did that you liked and one thing you would have done differently if you had played that part.

■OBTAIN FEEDBACK.

(TO THE OBSERVERS)--What one action did you like by the person trying to avoid a trigger and what would you have done differently?

■OBTAIN FEEDBACK.

As we said earlier, you can't argue with your body if it is craving drugs or alcohol.

But, you can avoid triggers and stop drug and alcohol thoughts from getting going.

Those are the main strategies for quitting drugs, reducing alcohol use, not starting up again, or never getting into it in the first place.

Are there questions about avoiding external triggers?

■CLARIFY QUESTIONS ON AVOIDING TRIGGERS.

Next time we will work on internal triggers, like your own feelings and moods.

In the exercise coming up we will select a problem that one of you has and work on it.

Exercise 4: 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.]

Last time we talked about people who are heavy into drugs and alcohol having lots of real life problems because using or drinking has caused a great deal of chaos in their lives.

For awhile using and drinking may have made them feel better.

Maybe they thought that at long last they were in charge of their life, but then the drugs or alcohol began to get the upper hand.

Difficulties in every day living started to pop up.

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.

Trying to make changes in our behavior must go hand in hand with reducing the problems in our life.

So in each session we work on solving a problem.

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.

October 1994
Module 2
Session #8

What are some pressing problems that people in the group are experiencing?

Just say a sentence or two to describe the problem.

■HAVE EACH 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 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.

Last time we went over how to use problem solving.

I hope you remember the steps.

But just in case you need to some review, here is the handout again.

■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.

October 1994
Module 2
Session #8

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.

Today I want one of you to co-lead this part of the workshop.

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 A FEW MINUTES AT THE END TO CARRY

October 1994
Module 2
Session #8

THE ACTION SELECTED INTO THE GOAL
IMPLEMENTATION PROCESS.

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

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, if your goal is to practice protected sex with your partner.

You need to be able to negotiate with your partner to wear a condom.

As your partner doesn't use condoms, you want to make sure you have some condoms with you.

Negotiating is the skill required to reach the goal of protected sex.

Some condoms are a required resource.

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. OBTAIN A RESPONSE.

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 money to get to work 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 STILL 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.

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 today and our next session.

October 1994
Module 2
Session #8

Exercise 5: 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.]

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?

How can you schedule events to avoid barriers to maintaining your plan?

■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?

Have you got our next session scheduled in your week?

I am going to ask a few of you to share with us what is going on during one morning or afternoon.

■ASK A FEW YOUTHS TO SHARE A SPECIFIC MORNING OR AFTERNOON. FOR EXAMPLE, "WHAT IS YOUR SCHEDULE FOR MONDAY MORNING?" DON'T DUPLICATE. GIVE OUT "THANKS" FOR FULL AND WELL-SCHEDULED SCHEDULES.

Schedules can be difficult to do--particularly for someone who has never kept one.

If you are having trouble, start small and build up.

Do Monday, Wednesday and Friday mornings, for example, and gradually increase the time.

Remember that a busy person who maintains a schedule has little time for or interest in drugs and alcohol.

Exercise 6: 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 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 during the next week.

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

■POST GOAL SETTING CHART.

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

Here are some of the things we covered today:

- identifying external triggers
- ranking triggers
- developing plans to avoid triggers
- monitoring progress
- scheduling
- solving a real life problem
- setting goals

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

Some ideas might include

1. Putting into effect a plan to avoid a specific high risk external trigger.
2. Increasing the number of scheduled activities by 3 per week.

October 1994
Module 2
Session #8

3. Rehearsing how to say "no" to a friend who wants to do drugs.

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 reducing alcohol or drug use:

avoid triggers

stop drug and alcohol thoughts

solve life problems

Obviously you can set goals around avoiding triggers and stopping drug and alcohol thoughts.

If you wanted to set a short-term goal related to some other area of your life, that may take a little longer and be a bit more complex.

Every time we meet we work on some of the steps you needed to take.

The first thing is to pick the area, such as work, education, living arrangements, health, and social.

Then ask yourselves what you don't like about your situation currently.

For example, I work part-time and don't like it.

What I don't like about it is

the pay is low,
the hours are long,

October 1994
Module 2
Session #8

the people aren't friendly,
the task is boring,
the work-place is dirty,
and it is too far away.

Turn your list of dislikes into what you would like.

For example, low pay becomes "I want to earn \$15 per hour."

With your list of what you would like you can select the job that best fits what you want.

Your goal then becomes getting that specific job.

Between the sessions you may want to pick an area in your life that you are unhappy with, make a list of what you don't like, and turn that list into what you would like.

That would be a big step toward starting to solve an important life problem.

Once you have done that there are other steps to take to insure that you will reach your short-term goal.

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 SHORT-TERM GOAL.

Let's hear what each person's 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, COMPLETED. SHOW THE GOAL SETTING CHART AGAIN. RECORD THE GOALS ON THE FACILITATOR'S GOAL SUMMARY SHEET. GIVE OUT "THANKS."

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

For example, let's say your goal was to avoid two friends who were heavy into drugs.

A new friend who was not into drugs might be the resource that you need to help you avoid the other two people.

And the skill you might need is related to how to make a new friend.

Maybe the skill is carrying on a conversation with someone you don't know very well.

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?

■ENCOURAGE RESPONSES. INQUIRE IF THE PERSON HAS THE SKILL OR RESOURCE THAT IS REQUIRED BY THE GOAL OR IF IT IS SOMETHING 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 SHORT-TERM GOALS. REVISE ANY GOALS ON THE GOAL SUMMARY SHEET, IF NEEDED.

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 anything 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 8.

October 1994
Module 2
Session #8

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?

October 1994
Module 2
Session #8

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

October 1994
Module 2
Session #8

10	10	10	10	10	10	10
11	11	11	11	11	11	11

October 1994
Module 2
Session #8

AVOID IT!

COUNSELOR: What is your strongest trigger?

JACKY: There's this place in the park where all my drug using friends hang out. If I go over there, it will be hard to resist using.

COUNSELOR: What can you do to avoid it?

JACKY: I like the park.

COUNSELOR: But you know what will happen if you go there.

JACKY: Yes. I guess I could go to another park.

COUNSELOR: Is there one close by?

JACKY: Not really. It's about a mile away.

COUNSELOR: Is there a part of the park where your friends don't hang out?

JACKY: There's a way I could cut through the park and not see them.

COUNSELOR: Are your friends there all the time?

JACKY: Only late afternoon and early evening.

COUNSELOR: So, that's another option.

JACKY: What is?

COUNSELOR: Planning to go there in the mornings.

JACKY: I guess so. I can see there are a number of ways I could avoid that trigger.

THE END

EXTERNAL TRIGGER QUESTIONNAIRE

1. Place an "X" next to activities or situations in which you frequently used drugs or alcohol.
Place a "0" next to activities or situations in which you never have used drugs or alcohol.

- | | | |
|--|---|---|
| <input type="checkbox"/> When Alone | <input type="checkbox"/> Before a Date | <input type="checkbox"/> After Payday |
| <input type="checkbox"/> With Friends | <input type="checkbox"/> During a Date | <input type="checkbox"/> Before Breakfast |
| <input type="checkbox"/> Parties | <input type="checkbox"/> Before Sex | <input type="checkbox"/> At Lunch Break |
| <input type="checkbox"/> Sporting Events | <input type="checkbox"/> During Sex | <input type="checkbox"/> While at Dinner |
| <input type="checkbox"/> Movies | <input type="checkbox"/> After Sex | <input type="checkbox"/> After Work |
| <input type="checkbox"/> Bars and Clubs | <input type="checkbox"/> Before Work | <input type="checkbox"/> After Passing a Certain Street |
| <input type="checkbox"/> Beach | <input type="checkbox"/> When Carrying Money | <input type="checkbox"/> Before School |
| <input type="checkbox"/> Concerts | <input type="checkbox"/> After Passing Dealer's Place | <input type="checkbox"/> Before School |
| <input type="checkbox"/> Park | <input type="checkbox"/> Desert Building | <input type="checkbox"/> After School |
| <input type="checkbox"/> School Bathroom | | |

2. List any other settings or activities where you frequently use drugs or alcohol. _____

3. List the people who could start your using drugs or alcohol. _____

4. List the three activities or situations which are **most** likely to lead to your using drugs or alcohol.

A. _____

B. _____

C. _____