

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

## **Act Safe Module**

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

#### **Session #9: How Can I Avoid Internal Triggers? (2 Hours)**

##### OBJECTIVES:

1. Youths will record their progress on reducing, maintaining, or stopping drug and alcohol use.
2. Youths will identify their own internal triggers and select the most important one.
3. Youths will practice countering negative thoughts.
4. Youths will practice reframing self-defeating thoughts.
5. Youths will list personally pleasing activities.
6. Youths will develop a plan for solving a problem belonging to a member of the group.

##### RATIONALE:

The reasons triggers are important has already been explained. This session deals with internal triggers which are primarily internal states, such as feelings. These internal states also can be linked to negative core beliefs and attributions. Identifying internal triggers improves self-monitoring and allows for coping actions to surface.

The primary internal trigger dealt with in this session is depression. Two cognitive and two behavioral strategies are employed. The two cognitive strategies are countering negative beliefs and reframing. The two behavioral strategies are distraction through initiating satisfying life activities and scheduling.

Because self-monitoring is an ongoing process review of withdrawal symptoms, days free of drugs, schedules, and goal achievement continues. Problem-solving and goal setting are basic components of the treatment and are found in every session.

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## SUMMARY OF EXERCISES:

1. Welcome the participants, do a lottery, give out "Thanks," and review goals. (20 minutes)
2. Have youths give their weekly drug and alcohol report, show their calendars, and use the Feeling Thermometer. (10 minutes)
3. Have youths identify their own internal triggers and practice countering negative beliefs, reframing, and determining satisfying life activities. (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  
Weekly Drug and Alcohol Report  
Feeling Thermometer Chart  
Calendars  
Weekly Schedules  
Internal Trigger Questionnaire  
Goal Setting Chart  
Goal Summary Sheet  
Goal Cards  
Problem Solving Chart  
Depression 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 session 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 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.

As usual we will spend time reviewing what you did to take a step toward reducing drug and alcohol use.

We need to let group members know when he or she did something good.

Here are your "Thanks" for the day.

■GIVE OUT TWENTY "THANKS" TO EACH PERSON.

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

At the end of the last session everyone set a goal that would help them in their efforts to meet their long-term drug and alcohol goal.

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**■POST GOAL SETTING CHART.**

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

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 THE GOAL SUMMARY SHEET FROM THE LAST SESSION.) INVOLVE THE REST OF THE GROUP IN SUPPORTING PROGRESS, LEARNING FROM THE OTHER PERSON'S EXPERIENCE, AND HELPING ON BARRIERS. GIVE OUT "THANKS."**

I'm pleased with the success on goals for this week.

**■IF THOUGHT STOPPING DID NOT COME UP IN THE GOALS, ASK THE GROUP HOW MUCH THEY USED IT BETWEEN SESSIONS. EXPLORE BARRIERS AND REINFORCE USE. GIVE OUT NEW RUBBER BANDS TO THOSE THAT WANT THEM.**

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

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

**[The purposes of this exercise are to improve self-monitoring and to increase motivation to maintain, reduce, or quit drugs and/or alcohol use. The weekly drug and alcohol report, calendar, and Feeling Thermometer are used.]**

It is really important that you monitor your progress.

Keeping track helps a person move toward keeping drug and/or alcohol use at a reasonable level, preventing getting started in the first place, and quitting drugs and/or alcohol.

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

Here is a copy of the questions to be answered.

■GIVE OUT COPIES OF THE WEEKLY DRUG AND  
ALCOHOL REPORT.

Take a minute to look it over, and then I'll ask each of you to tell us about what happened.

MY WEEKLY DRUG AND ALCOHOL REPORT

WHEN DID I TAKE DRUGS OR DRINK ALCOHOL?

WHERE DID THE SUBSTANCE USE OCCUR?

WHO--WITH WHOM DID I USE SUBSTANCES?

HOW MUCH DRUGS OR ALCOHOL DID I USE?

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

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

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

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

Thank you for some honest and good reports.

Now take out your calendars.

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

■GIVE OUT NEW CALENDARS.

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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 your use of drugs and alcohol isn't always a smooth path.

There are ups and downs.

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

Exercise 3: How Can I Cope with Internal Triggers?  
(40 minutes)

**[The purposes of this exercise are to identify internal triggers and to practice ways of coping with depression. The Internal Trigger Questionnaire, countering negative beliefs, reframing, identifying satisfying life activities, and scheduling are used.]**

We have said before that triggers lead to drug and alcohol thoughts.

These thoughts, then, lead to craving which leads to drug use.

Last time we worked on external triggers.

The street where you used to buy drugs would be an example of an external trigger.

Today we are trying to deal with internal triggers.

Internal triggers are usually emotions and feelings.

Emotions and feelings are physical sensations.

If you observe closely, you can locate where you feel sadness or anger. For example, many people feel their heart beating quickly when they're angry.

There are also bodily states like fatigue or pain which may be a trigger. For example, if we are in pain we may get high to relieve the pain.

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

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Feelings and emotions are difficult to control.

What is clearly under our control is what we do about these emotions, feelings, and bodily states.

To start off learning how to cope with these internal triggers, you need to identify which ones are dangerous triggers for you.

Please fill out the internal trigger questionnaire.

■HAND OUT THE INTERNAL TRIGGER QUESTIONNAIRE  
AND PENCILS.

### INTERNAL TRIGGER QUESTIONNAIRE

CERTAIN FEELINGS OR EMOTIONS OR BODILY STATES CAN TRIGGER THE BRAIN TO THINK ABOUT USING DRUGS AND ALCOHOL. READ THE LIST OF EMOTIONS, FEELINGS, AND BODILY STATES AND CHECK THE ONES THAT CAN TRIGGER DRUG AND ALCOHOL THOUGHTS AND DRUG AND ALCOHOL CRAVINGS FOR YOU.

IF THERE ARE FEELINGS, EMOTIONS, OR BODILY STATES MISSING, ADD THEM TO THE LIST.

<input type="checkbox"/> Afraid	<input type="checkbox"/> Frustrated	<input type="checkbox"/> Nervous
<input type="checkbox"/> Angry	<input type="checkbox"/> Guilty	<input type="checkbox"/> Passionate
<input type="checkbox"/> Confident	<input type="checkbox"/> Happy	<input type="checkbox"/> Relaxed
<input type="checkbox"/> Criticized	<input type="checkbox"/> Insecure	<input type="checkbox"/> Sad
<input type="checkbox"/> Depressed	<input type="checkbox"/> Jealous	<input type="checkbox"/> In Pain
<input type="checkbox"/> Embarrassed	<input type="checkbox"/> Lonely	<input type="checkbox"/> Worthless
<input type="checkbox"/> Excited	<input type="checkbox"/> Tired	

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1. WHICH EMOTIONS, FEELINGS OR BODILY STATES TRIGGERED YOUR USING DRUGS OR ALCOHOL IN THE LAST MONTH?

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2. WHICH EMOTIONS, FEELINGS OR BODILY STATES ARE MOST LIKELY TO TRIGGER YOUR USING DRUGS OR ALCOHOL?

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3. WAS THERE A TIME WHEN YOU WERE TRYING TO STAY FREE OF DRUGS AND ALCOHOL AND A FEELING, EMOTION OR BODILY STATE RESULTED IN YOUR USING DRUGS AND ALCOHOL?

YES \_\_\_ NO \_\_\_

IF YOU CHECK "YES," WHICH FEELING OR EMOTION WAS IT?

---

Take a few minutes to complete it.

■ALLOW A FEW MINUTES FOR FILLING OUT THE QUESTIONNAIRE.

Please share with us which internal trigger might put you in danger of using drugs or taking a drink.

Which one is the most powerful?

■ENCOURAGE SHARING. WRITE THE TRIGGERS UP ON NEWSPRINT.

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You can see which triggers cause people in the group the most trouble.

In this session we will learn how to cope with one of the common triggers related to unhappiness and depression.

In session 5 the emphasis will be on dealing with triggers related to anger and anxiety.

First, it is important to make sure you actually have the feeling.

It may sound silly, but a lot of people talk themselves into believing they have a negative feeling, when actually it has disappeared.

To check out if the feeling exists, locate the feeling in your body--not your mind--and describe it.

Where is it? Stomach? Neck?

What does it feel like? Pinch? Burn? Press?

If it is there, go on.

If it has disappeared, there is nothing to worry about.

When you have depressed feelings, you usually are telling yourself negative thoughts.

Each person will get a card with a negative thought on it.

Some of the thoughts are on having a negative self concept, others are on having a negative view of the past, others on a negative view of one's life, and others on a negative view of the future.

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All of them are based on misperceptions and misunderstandings of the world and oneself.

I'll give out the cards one at a time.

When you get your card, read what it says to the group.

Then tell us how you would argue against that thought.

For example, if my card said, "I have never done anything right," I would say, "Never?"

Never is a pretty strong word.

You did something right by coming here today, by sharing your feelings, by surviving all these years.

Have you got the idea?

**■CLARIFY ANY MISUNDERSTANDING ABOUT THE TASK.**

Here we go.

**■PASS OUT THE CARDS ONE AT A TIME. HAVE EACH YOUTH READ THE CARD AND THEN ARGUE AGAINST IT. THE CARDS ARE AS FOLLOWS:**

CARD 1

I AM UNLOVABLE.

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CARD 2

I AM A FAILURE BECAUSE I USE DRUGS/ALCOHOL..

CARD 3

NOTHING HAS EVER WORKED OUT FOR ME.

CARD 4

I HAVE ALWAYS BEEN UNHAPPY.

CARD 5

EVERYONE HAS GIVEN UP ON ME BECAUSE I GET HIGH/DRUNK.

CARD 6

I CAN'T HANDLE ALL THE DEMANDS ON ME.

CARD 7

MY FUTURE IS HOPELESS.

CARD 8

THINGS CAN ONLY GET WORSE.

That was very good.

You can see that one strategy for dealing with depression is to challenge the negative thoughts which create depression.

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Another strategy is called re-framing.

When you reframe, you don't argue with the negative belief. Instead, you turn it around and put a different spin on it.

The new way of looking at it is a more positive and less harmful one.

For example, if you said that you were a bad person, I might say that it is easy to see how using drugs might encourage you to think that way.

Substance use can lead to doing things that hurt you.

Using drugs and alcohol has a lot of bad consequences.

But the person is not bad or immoral.

It is possible to love the person, but not the act.

I am going to divide the group into pairs.

I will give each pair a different negative thought.

I want you to try to put a more positive spin on it.

Each pair will try it before the group.

One of you will believe the negative thought and the other person will try to help you see it differently.

**■DIVIDE THE GROUP INTO PAIRS.**

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**■IF TIME IS SHORT, ALL THE PAIRS COULD GO AT THE SAME TIME AND THEN REPORT BACK.**

Here is the first pair's statement: "I am no good because I can't control my drinking or using drugs."

**■INDICATE WHO BELIEVES THE STATEMENT AND WHO IS THE HELPER.**

See what you can do with that.

**■HAVE THE FIRST PAIR ROLE PLAY. COACH AS NEEDED. GIVE OUT "THANKS." SOME IDEAS FOR REFRAMING THE STATEMENTS ARE AS FOLLOWS:**

"I AM NO GOOD BECAUSE I CAN'T CONTROL MY DRINKING OR USING DRUGS."

DON'T CONFUSE THE FACT THAT YOU ARE WORKING ON A DIFFICULT AND TECHNICAL PROBLEM WITH BEING NO GOOD. YOU NEED TO UNDERSTAND HOW DRUG AND ALCOHOL USE WORKS AND DEVELOP SPECIAL TECHNIQUES FOR CUTTING DOWN.

Here is the second pair's statement, "Life is painful and empty without using drugs or alcohol."

**■HAVE THE SECOND PAIR ROLE PLAY. INDICATE WHO HAS THE BELIEF AND WHO IS HELPING TO SEE IT DIFFERENTLY. COACH AS NEEDED. GIVE OUT "THANKS." AN EXAMPLE OF REFRAMING IS AS FOLLOWS:**

"LIFE IS PAINFUL AND EMPTY WITHOUT USING DRUGS OR ALCOHOL."



LIFE IS PAINFUL AND EMPTY BECAUSE OF YOUR PERSONAL PROBLEMS AND BECAUSE YOU ARE USING DRUGS AND ALCOHOL TO TRY TO FIND RELIEF. WORKING WITH A DRUG OR ALCOHOL PROGRAM YOU CAN LEARN TO SOLVE PROBLEMS AND FIND OTHER WAYS TO GAIN SATISFACTION.

Here is the third pair's negative thought.

"With my drinking and drugs I have hit the bottom of the barrel."

■HAVE THE THIRD PAIR TRY RE-FRAMING. INDICATE WHO HAS THE BELIEF AND WHO IS HELPING TO PUT A NEW SPIN ON IT. COACH AS NEEDED. GIVE OUT "THANKS." KEEP THE ROLE PLAY BRIEF. AN EXAMPLE OF RE-FRAMING IS AS FOLLOWS:

ONCE YOU HIT THE BOTTOM ALL YOU CAN GO IS UP. LOOK AT THIS AS AN OPPORTUNITY TO MAKE SOME BASIC CHANGES. BY NOW YOU KNOW ALL THE TRICKS YOUR BODY CAN USE TO KEEP YOU USING AND DRINKING.

Here is the negative belief for the fourth pair.

(POINTING TO ONE MEMBER OF THE PAIR) You believe that you are weak because you keep using drugs and alcohol.

(TO THE OTHER MEMBER OF THE PAIR) Help your partner see the situation in a better light.

■HAVE THE FOURTH PAIR DO THE ROLE PLAY. COACH AS NEEDED. GIVE OUT "THANKS." AN EXAMPLE OF RE-FRAMING IS AS FOLLOWS:

YOUR BODY IS WEAK. NONE OF OUR BODIES CAN STAND UP TO DRUGS AND ALCOHOL. THAT'S THE WAY WE ARE MADE.

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YOU ARE STRONG TO TRY AND MAKE A CHANGE. KNOWING HOW VULNERABLE YOU ARE WILL HELP YOU FOCUS ON WHAT YOU CAN CHANGE--LIKE TRIGGERS AND THOUGHTS.

Those are good examples of reframing.

We have worked on arguing against certain thoughts and putting a different spin on how a person sees his or her situation.

I want to mention another approach to dealing with feeling down.

Depressed people don't engage in activities that give them satisfaction.

What activities give you or would give you satisfaction in your life?

Take a minute and think of some activities that would give you satisfaction.

**■GO AROUND THE ROOM AND HAVE EACH YOUTH NAME ONE ACTIVITY THAT WOULD GIVE HIM OR HER SATISFACTION IN LIFE.**

Thank you for sharing.

One way to start putting satisfying activities into your life is through scheduling.

Depressed people often lie in bed all day and do nothing.

Scheduling helps them get up and be active.

Activity reduces depression.

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Later on we will work on your week's schedule.

Make sure it includes at least one activity that you will gain some satisfaction from doing.

We have covered countering negative beliefs, reframing, satisfying activities, and scheduling.

Think of a time when you were depressed and got yourself out of it.

What did you do?

What other suggestions does the group have for ridding oneself of depression?

**■ENCOURAGE SHARING. WRITE SUGGESTIONS ON  
NEWSPRINT. GIVE OUT "THANKS."**

Thank you for your ideas.

Now let's turn to taking a problem someone in the group is having 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.]**

We have talked before about everyone, especially those who use drugs and alcohol a lot having many real life problems.

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

Trying to reduce or quit drugs and/or alcohol must be accompanied by reducing the problems in the person's life.

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

We need to decide what to work on today.

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

Just a 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 for today is there one here that we can agree to use for our problem solving?

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

**■SELECT A PROBLEM FOR THE DAY.**

Last time we went over how to use problem solving.

It is worth repeating.

**■POST THE PROBLEM SOLVING CHART AND BRIEFLY GO OVER IT.**

1. DEFINE THE PROBLEM.
2. FIGURE OUT THE GOAL.
3. LIST ACTIONS YOU MIGHT TAKE.
4. DECIDE ON A COURSE OF ACTION.
5. DO IT!
6. REVIEW IT.

Again, 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.

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■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 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, a guy's goal is to live in an apartment he has picked out.

To live there he needs to find some furniture.

So, furniture is the resource that he has to acquire.

He has never had his own apartment and isn't sure how to manage money, budget, and pay bills on time.

For him learning how to budget is a critical skill he needs to have to ensure successful living in his new apartment.

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

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

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

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

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

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

How can you obtain the skills that you need?

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

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THE SKILLS.

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

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

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

Other people can be a resource.

Time can be a resource.

Something material like school books can be a resource.

Most people only think of money as a resource.

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

Do you have those resources?

■OBTAIN A RESPONSE AND LIST THE RESOURCES NEEDED.

How do you plan to get those resources?

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

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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 next week.

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 or alcohol. 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?

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

■HAND OUT NEW WEEKLY SCHEDULES. HAVE YOUTHS FILL THEM OUT. ALLOW TIME FOR FILLING THEM OUT.

What does your schedule for the week look like?

Do you have our next session scheduled?

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

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

Are there barriers to scheduling that are getting in your way?

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■ENCOURAGE LISTING OF BARRIERS. PICK ONE AND  
BRAINSTORM GETTING AROUND IT.

Remember that a busy person who maintains a schedule has little time for or interest in drugs and is less likely to get depressed.

Exercise 6: What Is My Goal for the Week?  
(20 minutes)

**[The purposes of this exercise are to increase the commitment to maintaining, reducing, or quitting drugs and/or alcohol use by practicing in the real world environment, to increase skills through real world practice, to develop goal setting skills, and to build group cohesion. Goal setting with an emphasis on obtaining information 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 until the next session.

■POST THE GOAL SETTING CHART.

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

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

Here are some of the things we covered today:

- identifying internal triggers
- ranking triggers
- countering negative thoughts
- reframing depressed ideas
- identifying what would make life satisfying
- using schedules to fight depression
- scheduling
- solving a real life problem
- setting goals

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

Some ideas might include

1. Keeping a record of negative thoughts and how you would counter them.

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2. Increasing the number of scheduled activities that give you satisfaction by 1 per week.
3. Actually doing one of the satisfying activities.
4. Meeting and getting to know a new person who does not 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 drug and alcohol use:

- avoid triggers
- stop drug thoughts
- solve life problems

Sometimes when people are setting goals they forget that getting information can be a very important goal.

For example, Peter has a goal related to solving a life problem.

Peter wants to move to a better place.

He has decided that the place must be quiet, have some other people his age there, have few rules, be near public transportation, be in a safe area, be near a park, and cost no more than \$500 per month.

He could 1) go back home, 2) move in with his older sister, 3) move into an apartment downtown, or 4) share half a house in the suburbs with his friend Ned.

Obviously Peter can't make a good decision without knowing whether each place meets what he

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wants.

He needs to find out about each place he is considering.

How is he going to get the information?

Call, write, visit, ask others?

He needs an information plan.

For Peter to have a goal about getting more information on possible places to live would be a good goal.

Are there information goals that make sense for you too?

Does anyone have questions about the example I just gave about Peter and the places where he could live?

**■ANSWER QUESTIONS ABOUT INFORMATION GOALS.**

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

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

Write your short-term goal on your goal card.

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

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**■GO AROUND THE ROOM AND ASK EACH YOUTH FOR HIS OR HER 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 FACILITATOR'S GOAL SUMMARY SHEET. GIVE OUT "THANKS."**

Don't forget to ask yourself what skills and resources you need to achieve your goal.

For example, let's say your goal was to control your anger so that it wouldn't trigger you into drugs.

Having someone to talk with when you were angry might be the resource that you need.

And the skill you might need is to express your anger in writing.

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 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?

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

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

END OF SESSION 9.



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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INTERNAL TRIGGER QUESTIONNAIRE

CERTAIN FEELINGS OR EMOTIONS OR BODILY STATES CAN TRIGGER THE BRAIN TO THINK ABOUT USING DRUGS AND ALCOHOL. READ THE LIST OF EMOTIONS, FEELINGS, AND BODILY STATES AND CHECK THE ONES THAT CAN TRIGGER DRUG AND ALCOHOL THOUGHTS AND DRUG AND ALCOHOL CRAVINGS FOR YOU.

IF THERE ARE FEELINGS, EMOTIONS, OR BODILY STATES MISSING, ADD THEM TO THE LIST.

- |                                      |                                     |                                     |
|--------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Afraid      | <input type="checkbox"/> Frustrated | <input type="checkbox"/> Nervous    |
| <input type="checkbox"/> Angry       | <input type="checkbox"/> Guilty     | <input type="checkbox"/> Passionate |
| <input type="checkbox"/> Confident   | <input type="checkbox"/> Happy      | <input type="checkbox"/> Relaxed    |
| <input type="checkbox"/> Criticized  | <input type="checkbox"/> Insecure   | <input type="checkbox"/> Sad        |
| <input type="checkbox"/> Depressed   | <input type="checkbox"/> Jealous    | <input type="checkbox"/> In Pain    |
| <input type="checkbox"/> Embarrassed | <input type="checkbox"/> Lonely     | <input type="checkbox"/> Worthless  |
| <input type="checkbox"/> Excited     | <input type="checkbox"/> Tired      |                                     |

1. WHICH EMOTIONS, FEELINGS OR BODILY STATES TRIGGERED YOUR USING DRUGS OR ALCOHOL IN THE LAST MONTH?

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2. WHICH EMOTIONS, FEELINGS OR BODILY STATES ARE MOST LIKELY TO TRIGGER YOUR USING DRUGS OR ALCOHOL?

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3. WAS THERE A TIME WHEN YOU WERE TRYING TO STAY FREE OF DRUGS AND ALCOHOL AND A FEELING, EMOTION OR BODILY STATE RESULTED IN YOUR USING DRUGS AND ALCOHOL?

YES \_\_\_ NO \_\_\_

IF YOU CHECK "YES," WHICH FEELING OR EMOTION WAS IT?

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