

TeamSolutions

Making Choices: Substances and You



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Content Objectives:

After completing this workbook, participants will be able to:

1. Understand the effects of substance use on mental illnesses.
2. Make decisions about using, reducing, or stopping substance use.
3. Identify and participate in activities that do not involve using substances.
4. Spend more time with people who live a sober lifestyle and less time with people who use substances.
5. Identify high-risk situations for using substances.
6. Plan and practice using coping skills.

Treatment Plan Objectives:

1. Participants will gain knowledge during each session as evidenced by improving at least 25% from pre- to post-Topic Assessment.
2. Participants will choose and use knowledge and skills as evidenced by selecting and attaining at least one personal practice goal per session.
3. Participants will demonstrate skill acquisition as evidenced by demonstrating, choosing, and using at least one strategy for living a sober lifestyle.



Family Friendly Session – good for use in family sessions or groups

The last three sessions are specifically for people who have used or who currently use substances. However, even if you are using this workbook with someone who has never used substances, these sessions are still worth reviewing. The last three sessions can be used as preventive information. Just be sensitive to the fact that the information may not directly apply to those participants.

1

How Substances Affect People
Facilitator Notes**Main Learning Points:**

This is the first session. Every session except this one will begin with a review of the Main Learning Points from the last session.

The goal of this workbook is to provide participants with information and education about the possible effects of alcohol and drugs on their mental illnesses and their lives. This workbook is not designed to be substance abuse treatment or therapy. These sessions can reinforce and support the intent to achieve or stick with a “clean and sober” lifestyle.

Tips for this Session

1. The goal of this workbook is to provide participants with information about the effects alcohol and drugs may have on their mental illness and their lives. The sessions also will help participants make informed decisions about using substances (if they have not used before) or may help them learn how to reach or maintain a “clean and sober” lifestyle (if they have used or are currently using substances).
2. The primary goal of this session is to create an open, accepting, and non-confrontational setting in which participants can be comfortable talking without fear of judgment or being lectured to. People with substance use issues may have high levels of shame and guilt about these problems. In addition, denial and minimization of the effects of substance use are common in people who use or abuse substances. Before completing the “My Experiences Using Substances” worksheet, encourage an open discussion of different types of substances, their effects, and how they may interact with mental illnesses. A flipchart, white board or chalk board can be used to write down participants’ thoughts about substances.
3. You want participants to be comfortable and safe sharing information about themselves. It is expected that everyone respect the privacy of all members of the session. If they do use or have used substances, this information may help them better understand their own experiences. However, what is shared in the group should not be discussed with anyone outside of the session.

General Tips for this Workbook

1. Different cultures have different views on what constitutes substance use and abuse. In many cultures (either ethnic or spiritual), some forms of substance use are a part of their daily lives. If you work with a culturally diverse population, be aware of the role of substances in their lives.
2. Some sessions in this workbook are designated as good to use in family sessions or groups. Look for this icon in the Table of Contents to see which sessions may be used easily in family work.

**Suggestion for Topic Introduction
and Relevance to Participants**

Introduce yourself and then ask each person to introduce himself or herself and tell something interesting about himself or herself (for example, a personal hobby or his or her favorite holiday). Thank the participants for joining the session.

“How many of you are here today because you want to better manage your symptoms and move forward in achieving your life goals? Understanding how substances like alcohol, tobacco, and drugs affect your ability to stay well is very important. Today we will be talking about substances people may often use and how it may affect them.”

“Let’s answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key

1. B 2. A 3. B 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Substances change a person's:

- A. Housing situation.
- B. Thoughts, feelings, or behavior.
- C. Educational experience.
- D. Personality to make them more adaptable to life.

2. Substances can include drinks, foods, tobacco products, medicines, or drugs.

- A. True B. False

3. Substances:

- A. Never have the same effect on anyone.
- B. Can affect people differently.
- C. Always have the same effect on everyone.
- D. Have no effect on most people.

4. There are common effects of substances that many people experience.

- A. True B. False

5. I feel confident that I understand what has happened to me with my illness.

- | | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree | Unsure |

Topic Assessment



6. This information is important for me to know.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

8. What I liked about this session: _____

9. How this session could have been better for me: _____

How Substances Affect People

Objectives for this Session

1. Recognize 3 common effects of substances.
2. Identify at least 1 substance you know about and the effects of that substance.

Many people use substances such as alcohol and drugs. Although different substances can have effects that people like, they can also cause problems for people who have a mental illness. In this session, we will talk about the different types of substances people often use and their effects on thoughts, feelings, and behaviors.

The brain is the organ that brings together our five senses, perceptions and memories. These make up our individual awareness and understanding of what's going on in the world. Although we do not fully understand exactly how the brain works, we do have a basic understanding of how our thoughts, feelings, and views tend to guide our daily lives.

What are Substances?

The word "substance" refers to any type of drink, food, tobacco product, medicine, or drug that changes a person's thoughts, feelings, or behaviors. Some substances also change perceptions. "Perceptions" refers to the information we get from our five senses. So certain substances change what we see, hear, taste, smell, and touch. Some substances can be bought legally at stores, like alcohol, cigarettes, or over-the-counter medicines. Some substances are medicines that require a prescription from a doctor or nurse practitioner, like anti-anxiety or pain medicines. Some substances are illegal drugs, but still may be commonly used, like cocaine and marijuana.

Main Learning Point #1

Substances change people's thoughts, feelings, or behavior.

What are some reasons that people might want to change their thoughts, feelings, or behavior? _____

How Substances Affect People

(continued)

Commonly Used Substances.

A lot of different substances are used by people. The substances a person uses may depend on what they can get, what it costs, what other people around them use and how the substances make them feel. "Effects" refers to what a substance does to a person. There are some common effects of using substances that many people experience. However, each person is unique in his or her own response to alcohol or drug use.

On the next page is a list of different substances that are often used. Slang words for the substances and the effects they can have on people are included. If you have used substances before, you may think, write or talk about your own experiences with different substances listed. Your experiences may be related to your own use or to the use of others who are important to you. You may want to circle each substance you know about and circle the effects you have noticed. There are also places to write in any effects you noticed that are not listed.

Whether or not you share any experiences with other group members, and how much you share, is up to you.

My Experiences with Substances



Circle the Substances You Are Familiar With	Common Slang Words	Circle the effects you have noticed
Alcohol (beer, wine, or “hard” liquor like scotch, whiskey, or gin)	Booze, brew, or beer	Relaxed, sleepy, slowed down, less self-conscious, more likely to do and say things without thinking, other: _____
Cannabis (marijuana or hash)	Pot, weed, grass, reefer, or dope	Relaxed, feel good, hungry, tired, more anxious, paranoid, fearful, other: _____
Cocaine (crack or powder cocaine)	Coke, rock, or snow	More alert, more energy, feel good, increased sex drive, more anxious, paranoid, fearful, tense, other: _____
Amphetamine (methamphetamine, or medicines such as Dexedrine®)	Speed, crystal meth, crank, or uppers	More alert, more energy, feel good, increased sex drive, more anxious, paranoid, fearful, tense, other: _____
Narcotics (heroin, opium, or medicines, such as Vicodin® and some other pain medicines)	Heroin: smack, horse, or H	Feel very high, less pain, sleepy, slowed down, other: _____
Hallucinogens (LSD, PCP, MDMA, peyote, mushrooms, or mescaline)	LSD, acid, windowpane, MDMA, ecstasy, adam, XTC, hug, PCP, or angel dust	Enhanced or distorted perceptions (changes all senses), feel good, more outgoing, restless, less need for sleep, psychotic symptoms (hallucination, see things), other: _____

My Experiences with Substances (continued)



Circle the Substances You Are Familiar With	Common Slang Words	Circle the effects you have noticed
Sedative and anti-anxiety medicines such as Klonopin®, Ambien®, Xanax® and Ativan®	Sleeping pills	Relaxed, less anxious, sleepy, less coordinated, more likely to do and say things without thinking, less self-conscious, other: _____
Inhalants (glue, aerosols, nitrous oxide, or freon)	Huffing, nitrous oxide, or laughing gas	Altered perceptions (changes all senses), disoriented, confused, other: _____
Tobacco (cigarettes, cigars, chewing tobacco, or snuff)	Cigarettes: cigs, smokes, or butts	More alert, relaxed, other: _____
Over-the-counter medicines (cough medicines, antihistamines and similar medicines)		Sleepy, tired, other: _____
Caffeine (coffee, tea, chocolate, caffeine drinks and pills)	Coffee, java, or joe	More alert, jittery, restless, other: _____

Have you ever seen two people act very differently after drinking alcohol? For example, have you ever known someone who is generally quiet, shy, or withdrawn, but when he or she is drinking that person is more active, social, and talkative? You may also know someone who is sensible and responsible when he or she is sober, but takes risks or shows anger or impulsiveness when he or she is drinking.

Main Learning Point #2

Substances can affect people differently, but there are also common effects.

My Experiences with Substances

(continued)



You may think, write or talk about your answers to these questions about substance use:

1. What effects are most important to you?

2. What substance do you use most often or have used most often (including tobacco and caffeine)?

3. What are the reasons you chose that substance?

4. If you are not currently using any substances (including tobacco or caffeine), what questions or concerns do you have about substance use?

Substance use and mental disorders.

Using alcohol or drugs can feel good for a little while, and some substances can change how people experience the world. However, using substances can also interact with your mental illness in a harmful way. In the next session we will talk about how substances can affect a person's recovery from a mental illness.

Review & Moving Forward



The *main learning points* of this session are:

1. _____
2. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ 1. **STUDY.** I am going to reread my handout at least once.
- ☐ 2. **SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about how substances affect people.
- ☐ 3. **LIST.** I will make a list of all the substances (including tobacco and caffeine) that I have used or use now. I will think about why I have used these substances and how it might affect my recovery.
- ☐ 4. **OTHER:** _____

Take an *“Extra Step Forward”* (optional)

- ☐ 5. **DISCUSS.** I will talk with _____ about any substances I have ever used (including tobacco and caffeine).

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **complete** your goal by the next session?

2

Substances and Mental Illness Facilitator Notes

Main Learning Points from last session: *How Substances Affect People*

1. Substances change people's thoughts, feelings, or behavior.
2. Substances can affect people differently, but there are also common effects.

Review Personal Practice Options from last session.



Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

For more information about brain chemistry and mental illness, refer to *Team Solutions Workbook 3 – Understanding My Illness*.

Remember

You can refer to the "Facilitator's Delivery Checklist" when using Team Solutions materials as a reminder of important facilitator tips.

Tips for this Session

1. It is not unusual for people to minimize, disregard, or be unaware of the effects of substance use on their mental illnesses. Therefore, it is important to maintain an open, accepting and non-confrontational approach that invites participants to talk about their beliefs and experiences without being criticized or lectured.
2. It is important to remember as you use the sessions in this workbook that when the authors use "recovery," they are talking about recovery from mental illness, not recovery from substance use or abuse. This is education about substances as they relate to mental illness (for example, dual diagnosis, co-occurring disorder, SAMI, etc.), not a recovery or therapy group for those with addictions.
3. In this workbook, *Making Choices: Substances and You*, you will find lists in several sessions. Whether or not a participant uses check marks or somehow selects items from a list should be up to them. As noted above, participants need to feel safe in sharing information of this kind.
4. Although it is not marked in the participants' handouts, it is always your call whether or not you talk about a list after participants have reviewed it. Someone who may not want to fill out the list in a group may still be willing to identify verbally one or two things on the list. Remember, people have different styles of learning and participating in session.

Suggestion for Topic Introduction and Relevance to Participants

"Do you know what it means for something to 'interact' with something else? 'Interact' means two things that act together or things that have an effect on each other. What have you heard about how substances interact with mental illness? Do you think that substances might make it harder to recover? Why or why not? What are some reasons that this topic might be important for you and your recovery?"

"Let's review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic."

Topic Assessment Answer Key

1. D 2. B 3. C 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 1: How Substances Affect People



Main Learning Points of Session 1

What were the main learning points of Session 1? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Substances change people's thoughts, feelings, or b _____ r.
2. Substances can affect people differently, but there are also c _____ n effects.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Substances:

- A. Make a relapse less likely.
- B. Help keep people out of the hospital.
- C. Have no effect on mental symptoms.
- D. Can make symptoms worse and cause a relapse.

2. Only a small number of people with mental illness have substance use problems.

- A. True B. False

3. People with mental illnesses are:

- A. Less sensitive to the effects of substances than other people.
- B. As sensitive to the effects of substances as everyone else.
- C. More sensitive to the effects of substances than other people.
- D. Immune to the effects of substances.

4. Substance use helps people recover from mental illnesses.

- A. True B. False

5. I am confident I understand how substance use affects mental illnesses.

- | | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree | Unsure |

Topic Assessment



6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Substances and Mental Illness

Objectives for this Session

1. Explain 2 ways that substances affect mental illness.
2. Identify the effect that substance use has on mental recovery.

Substances can make mental symptoms worse and cause relapse.

Substances can cause a person to relapse and symptoms to get worse, which can lead to hospitalization. Using alcohol or drugs can feel good and can change how a person experiences the world for a little while. However, using substances can also interact with a mental illness. Substance use makes it harder to manage mental illness.

Main Learning Point #1

Substances can make mental symptoms worse and cause relapse.



Controlling mental symptoms is important because _____

Avoiding relapse is important because _____

Many people with mental illnesses have substance use problems.

Problems with alcohol and drugs are quite common for people with a mental illness. In fact, at least 50% (or half) of all people with a mental illness have problems related to substance use at some point in their lives. This rate is much lower for people who do not have a mental illness.

Main Learning Point #2

Many people with mental illnesses have substance use problems.

Substances and Mental Illness (continued)



What are some reasons that people with mental illness might be more likely to have substance use problems?

Understanding interactions between mental illness and substance use.

Many people have questions about how substance use can interfere with their mental illness. Common questions people ask are listed below. Mark the questions that are important to you:

- ☐ Why are substance use problems so common in people with a mental illness?
- ☐ Does using substances interact with mental illness?
- ☐ Do substances interact with the medicines used to treat my mental illness?
- ☐ Can using substances cause mental symptoms to get worse?
- ☐ Other: _____

Substances upset brain chemistry.

Mental illnesses are caused by an imbalance in brain chemicals called neurotransmitters. We think medicines that treat mental disorders work by helping to correct these imbalances in neurotransmitters. When a person has a mental illness, stress can upset the balance of brain chemicals. This usually makes symptoms worse. Similar to stress, alcohol and drugs can also upset this balance. Because substances affect the same neurotransmitters, substance use adds to the imbalance in brain chemicals and may make symptoms worse.

Substances and Mental Illness (continued)



Do you think you will feel best if your brain chemicals are balanced or if your brain chemicals are out of balance?

Using substances can change how medicine works. Alcohol and drug use can make it harder for medicine to work well. We think medicines for mental illness work to bring back a healthier balance among brain chemicals. Substances interfere with medicines and make it harder for them to work. Remember, substances affect the brain chemicals that cause mental illnesses. That is why people with mental illnesses are more sensitive to the effects of alcohol and drugs than other people. Even using just small amounts of substances can lead to problems.

Main Learning Point #3

People with mental disorders are more sensitive to the effects of substances.

Effects of substance use on mental illness



Instructions:

Think about the effect that substance use has on mental illness. Check any effects you have noticed, whether for yourself or someone you know.

Effect of substance use on mental illness	YES I have had this	NOT SURE I am not sure if I have had this	NO I have not had this	I know about this through family or friends
1. Made symptoms worse or relapsed				
2. Ended up in the hospital, emergency room, crisis stabilization unit, or jail				
3. Stopped taking medicine or took less medicine				
4. Missed appointments				
5. Stopped going to a mental health program				
6. Denied using to treatment team or family				
7. Other:				
8. None of the above. I have never used any substances.				

You can use the information above to think and talk about your experiences with alcohol or drugs and how it may have affected your mental illness.

Main Learning Point #4

Substance use has a negative effect on recovery from mental illness.

Review & Moving Forward



The main learning points of this session are:

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

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ 1. **STUDY.** I am going to reread my handout at least once.
- ☐ 2. **SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about how substance use affects mental illnesses.
- ☐ 3. **DISCUSS.** I plan to talk with _____ and discuss how I may be more sensitive to substance use because of my mental illness.
- ☐ 4. **OTHER:** _____

Take an “Extra Step Forward” (optional)

- ☐ 5. **LEARN MORE.** I will ask _____ about the chemical imbalance in my brain so I can have a better understanding of these ideas.

Motivation to Practice. How will practicing help you?

3

Common Reasons for Using Substances (Part 1) Facilitator Notes

Main Learning Points from last session: Substances and Mental Illness

1. Substances can make mental symptoms worse and cause relapse.
2. Many people with mental illness have substance use problems.
3. People with mental disorders are more sensitive to the effects of substances.
4. Substance use has a negative effect on recovery from mental illness.

Review Personal Practice Options from last session.

Tips for this Session

1. If a participant discloses that he or she uses substances, whether it occurs in or out of the sessions, provide support related to the participant's willingness to identify his or her substance use problems. You may want to refer him or her to substance abuse professionals.
2. If using in one-on-one sessions, the opportunity is greater that a person will disclose more, but still be sensitive to their personal comfort with the subject. Refer him or her to substance abuse professionals.
3. Do not use personal disclosure about any use of alcohol or substances (for example, on New Year's Eve or other special occasions). This may be appropriate in Substance Abuse Therapy groups, particularly if led by a therapist who has an addiction that he or she is managing, but it is not appropriate for this type of educational group, family, or individual sessions.
4. Remember that these sessions are not merely substance use information, but substance use as it relates to mental disorders.

General Tips

You may have clients with cultural aversion to this type of disclosure until a therapeutic relationship is well-established or who may not be comfortable talking about it in a group setting. Again, keep this session safe and respectful for all participants.

Suggestion for Topic Introduction and Relevance to Participants

"Today we are going to discuss what some people with mental illness say are common reasons they use substances. What do you think are the most common reasons that people with mental illnesses use substances?"

(Listen and respond to their thoughts.)

"Learning more about other people's experiences may help us understand why we might act in certain ways with substances. The topic of today's session is, 'Common Reasons for Using Substances.'"

"Let's review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic."

Topic Assessment Answer Key

1. A 2. C 3. D 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 2: Substances and Mental Illness



Main Learning Points of Session 2

What were the main learning points of Session 2? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Substances can make mental s _____ s worse and cause relapse.
2. Many people with mental illness have s _____ e use problems.
3. People with m _____ l disorders are more sensitive to the effects of substances.
4. Substance use has a n _____ e effect on recovery from mental illness.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. People use substances in social situations:

A. True B. False

2. People use substances in social situations:

- A. Because it is a part of life that can't be changed.
B. Only during celebrations or holidays, but not in other kinds of social situations.
C. For many different reasons.
D. Because everyone uses substances to have a good time.

3. People might use substances:

- A. Because it is the best way to deal with life's difficulties.
B. To improve their chance of getting a job.
C. Because they are weak-willed or sinful.
D. To cope with symptoms and unpleasant feelings.

4. Some people use substances to cope with problems.

A. True B. False

5. I am confident I understand common reasons that people use substances.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly	Unsure
Disagree		Nor Disagree		Agree	

Topic Assessment



6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Common Reasons for Using Substances (Part 1)

Objectives for this Session

1. Give 1 example of how understanding why someone uses substances could be useful information for you.
2. Identify at least 1 personal reason you may use or have used a substance.

Knowing the reasons people choose to use substances can be helpful.

Everyone who uses alcohol or drugs has his or her own reasons for using these substances. This is true whether a person has mental illness or not. Some people like using substances with other people as a way of socializing. Some people like the way they feel when they use substances. And they may use different substances, such as alcohol or drugs, for different reasons.

Knowing the reasons for alcohol or drug use can help you:

1. Understand how substances may play a role in your life (including tobacco and caffeine).
2. Identify needs that you think substances help you meet.
3. Identify parts of your life where you can make changes.
4. Learn new skills and habits that can be used to overcome substance use problems and better manage your mental illness.

Main Learning Point #1

Knowing a person's reasons for using substances can be helpful.

Common Reasons for Using Substances (continued)

Although each person's reasons for using substances are different, most reasons fall into several general groups.

1. Social situations and social pressure.

People are usually introduced to alcohol or drugs by others. Think about the list of common social situations in which alcohol or drug use may happen. Think, write, or talk about the social situations where you might think about using, including alcohol or drugs.



The social situations that might include substance use include:

- ☐ 1. Celebrating a holiday such as New Year's Eve or the 4th of July, or other special occasions such as birthdays and anniversaries.
- ☐ 2. Going to a party.
- ☐ 3. Spending time with friends or family.
- ☐ 4. Going out with friends to a bar or nightclub.
- ☐ 5. Going to or watching a sports event with friends or family.
- ☐ 6. Other: _____

In which of the social situations above would you be most likely to use substances? _____

What substances would you most likely use? _____

Common Reasons for Using Substances (continued)

2. Making social situations easier.

Many people use substances to feel more comfortable in social situations. Listed below are some of the reasons people say they may use substances. Think, write or talk about the situations that may apply to you.



I (may) use substances in social situations because:

- ☐ 1. It helps me feel "normal," like I don't have a mental illness.
- ☐ 2. It relaxes or calms me down and makes it easier for me to talk to other people.
- ☐ 3. Drinking, smoking, or using other substances helps me fit in with everyone and be part of the group.
- ☐ 4. Other people expect me to use them.
- ☐ 5. It makes sexual intimacy easier.
- ☐ 6. Using with friends or family becomes like a "ritual" or everyday behavior. It is a shared activity that we can do together.
- ☐ 7. Other: _____

Which of the reasons above is the most likely to influence your use of substances? _____

What substances are you most likely to use in that situation? _____

Main Learning Point #2

People use substances in social situations for many different reasons.

Common Reasons for Using Substances (continued)

3. Coping with symptoms and unpleasant feelings.

Alcohol and drugs can have major effects on people's attitudes and feelings. Therefore, it is no surprise that one reason people use these substances is to cope with the symptoms of their mental illnesses and unpleasant feelings. Using substances as a way of coping with symptoms may bring relief, even if it is only for a little while. When people use substances for these reasons, it is sometimes called "self medication". Think, write or talk about the reasons that you might use substances.



I (may) use or think about using substances to cope with:

- ☐ 1. Hearing voices or other hallucinations.
- ☐ 2. Being tense, worried, restless, or afraid.
- ☐ 3. Being depressed or sad.
- ☐ 4. Seeing no future for myself or feeling hopeless.
- ☐ 5. Thinking I am worthless or no good, or being down on myself.
- ☐ 6. Feeling like I am "going over the top" or needing to come down.
- ☐ 7. Being angry or frustrated.
- ☐ 8 . Not being able to focus.
- ☐ 9. Other _____

Which of the reasons above is the most important for you?

Have you ever used or felt like using substances to cope with symptoms or unpleasant feelings?

What else could you do to cope with those symptoms or unpleasant feelings instead of use substances?

Main Learning Point #3

Some people use substances to cope with symptoms and feelings.

Common Reasons for Using Substances (continued)

4. Coping with problems.

People may also use substances to cope with other problems they have in life. Common examples are listed below. Think, write or talk about the ones that may fit for you.



I (may) use or think about using substances to cope with:

- ☐ 1. Sleep problems (trouble getting to sleep or staying asleep).
- ☐ 2. Nightmares.
- ☐ 3. Unpleasant, unwanted memories of upsetting experiences.
- ☐ 4. Medicine side effects.
- ☐ 5. Other _____

Which of the reasons above is the most important for you?

Have you ever used or felt like using substances to cope with that problem?

What else could you do to cope with that problem instead of using substances?

Main Learning Point #4

Some people use substances to cope with problems.

Review & Moving Forward



The main learning points of this session are:

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

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about it.
- ☐ **3. DISCUSS.** I plan to talk with _____ and discuss some of the common reasons that people use substances.
- ☐ **4. OTHER:** _____

Take an **“Extra Step Forward”** (optional)

- ☐ **5. WRITE.** I am going to write down 2 reasons I have used substances. For each reason, I will think of something else I could do to get what I want without using substances.

4

Common Reasons for Using Substances (Part 2) Facilitator Notes

Main Learning Points from last session:

Common Reasons for Using Substances (Part 1)

1. Knowing a person's reasons for using substances can be helpful.
2. People use substances in social situations for many different reasons.
3. Some people use substances to cope with symptoms and feelings.
4. Some people use substances to cope with problems.

Review Personal Practice Options from last session.

Remember

It is important to acknowledge and discuss participants' successes, progress, and challenges.

Tips for this Session

Individual participants will be at different points of readiness to talk about substance use. You will notice that the session gives direct permission to “think, write or talk about” the specific reasons for using substances. This approach allows each person to choose his or her own comfort level and readiness to acknowledge, privately or publicly, the answers to the questions about reasons for using substances. Respecting their individual choice and readiness is often the best way to build trust and promote participation. Inviting them to share without blame, criticism, or embarrassment is imperative. If people choose to disclose personal substance use, the content should be appropriate for a group setting and match the topic being discussed.

It is also important to recognize that some participants may not have used anything stronger than tobacco or caffeine and are in this group for preventive reasons. Education about the negative effects of substances on mental illness symptoms and/or medicines is valuable for all participants and their participation should be valued.

Potential Problem

Someone wants to monopolize a group session by telling “war stories” of their substance use or abuse.

Possible Responses

- 1. Acknowledge.** “I see this is a very meaningful topic to you, and I would be happy to spend time with you outside of our session or set you up with a substance abuse counselor.”
- 2. Re-frame.** “Thank you for your courage in sharing your experiences. We have a lot of material to get through today and we need to move on. Could we talk after the session to make sure your needs are met?”
- 3. Move on.**

Suggestion for Topic Introduction and Relevance to Participants

“There are many different ways to feel good. If we wanted to spend the next hour feeling calm and relaxed or alert and energetic, how could we do that? What are some examples of healthy activities we could choose?”

(Encourage answers. For example, to be calm they could do deep breathing, yoga, stretching, reading, or listening to music. To be energetic, they could take a walk, play a game with someone, meet friends for coffee, or exercise.)

“What are some reasons that this topic might be important for your wellness and recovery?”

“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key
1. C 2. D 3. A 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 3: Common Reasons for Using Substances (Part 1)



Main Learning Points of Session 3

What were the main learning points of Session 3? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Knowing a person’s r _____ s for using substances can be helpful.
2. People use substances in s _____ l situations for many different reasons.
3. Some people use substances to cope with symptoms and f _____ s.
4. Some people use substances to cope with p _____ s.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn’t choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Some people use substances because:

- A. None of them are addictive.
- B. They do not keep people from recovering.
- C. They make them feel good for a while.
- D. It is the best way to deal with mental symptoms and medicine side effects.

2. Substances:

- A. Never have anything to do with daily routines or structure in life.
- B. Help people recover by making medicine work better.
- C. Do not ever become a habit.
- D. Can become a habit, part of a routine, or something that people look forward to.

3. Maintaining substance use can give people meaning and a sense of purpose.

- A. True B. False

4. People may continue to use substances to celebrate being problem-free.

- A. True B. False

5. I am confident I understand common reasons that people use substances.

- | | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree | Unsure |

Topic Assessment



6. This information is important for me to know.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Common Reasons for Using Substances (Part 2)

Objectives for this Session

1. Identify 2 things that can lead to substance use.
2. Identify at least 1 personal reason you might use substances.

People use substances for different reasons.

Everybody who uses alcohol or drugs has reasons for using these substances. Some people enjoy the feelings they get when they use substances. Other people use substances to give their lives some structure or meaning. Each person has his or her own reasons for using substances. Different substances have different effects. That is why people may use different substances, such as alcohol or drugs, for different reasons.

It is good if people can understand the role that substance use plays in their lives. At that point, they may be able to recognize why they use alcohol or drugs. For those who may be thinking about using substances, understanding reasons others use may help them decide to stay sober (or not use substances). Understanding the reasons for using, or being tempted to use, can help people make better decisions about substances.

Reasons for using substances.

Although each person's reasons for using substances are unique, most reasons fall into several general groups. Some of the common reasons for using substances are discussed below. Depending on how comfortable you are with sharing, you may think, write or talk about how the information fits for you.

Common Reasons for Using Substances (continued)

Good feelings.

Alcohol and drugs can make people feel good, even though the feelings do not last very long. Substances may change how a person feels, responds or reacts to situations. Substances can also change people's perceptions, such as what they may see, hear, taste, smell, and touch. Read the examples below and choose the ones that might fit for you (including alcohol and caffeine).



I (may) use substances because it helps me feel:

- ☐ 1. Relaxed and calm.
- ☐ 2. A sense of well-being.
- ☐ 3. More "connected" to others.
- ☐ 4. More alert or energetic.
- ☐ 5. Euphoric, very happy, or high.
- ☐ 6. Intense experiences from my senses.
- ☐ 7. More enjoyment when doing things such as eating, listening to music, or dancing.

When people don't have many other things in their lives that feel good, they may use alcohol and drugs to try and fill the gap.

Main Learning Point #1

People use substances because it makes them feel good for a while.

Common Reasons for Using Substances (continued)

Habit, routine, and structure.

Sometimes using substances becomes a habit or a routine, like brushing your teeth, drinking a cup of coffee in the morning, or watching your favorite television program. Doing familiar things each day can help make life seem more comfortable and scheduled. When using substances is part of a person's routine, they sometimes look forward to the next time they will use them.



Think, write, or talk about one example of how substances (including alcohol and caffeine) are part of your routine: _____

Meaning and sense of purpose.

When using substances becomes a regular habit, it gives people a reason to be motivated. People may be motivated to maintain a supply or to figure out ways to get alcohol or drugs. This can give someone a sense of purpose in life, and everyone needs to have some sense of purpose.

Main Learning Point #2

Substances can become a habit or part of a routine.

Think, write or talk about one example of how substances give your life meaning or a sense of purpose: _____

Addiction.

Nobody starts using alcohol or drugs with the plan of becoming addicted. However, addiction can happen when people use substances on a regular basis. When this happens, people may continue to use because of the addiction itself.

Main Learning Point #3

Some people use substances to have a sense of purpose.

Common Reasons for Using Substances (continued)

Physical dependence.

One way that addiction leads to continued use is when a person becomes physically dependent on a substance. Physical dependence happens when a person develops a tolerance to the effects of the substance. A larger amount is then needed to get the same effects. As people use more and more of a substance on a daily basis, they also begin to experience withdrawal symptoms when they do not use the substance. Common withdrawal symptoms include nausea, headache, tremors, feeling tired or “run down,” agitation, and trouble sleeping. People may continue using substances to keep from having withdrawal symptoms.

Cravings.

Addiction can also cause cravings for a substance. A craving is when people have an intense, almost overwhelming, desire to use alcohol or drugs. Even when people have decided not to use substances, strong cravings can weaken their best intentions. Cravings can lead people to use again. Listed below are some of the common reasons people continue to use substances. Choose the ones that you may be familiar with.

Some people keep using substances because, when they stop, they:

- ☐ 1. Have an upset stomach.
- ☐ 2. Have headaches.
- ☐ 3. Get tremors (or “the shakes”).
- ☐ 4. Feel tired or “run down.”
- ☐ 5. Get agitated, tense, or restless.
- ☐ 6. Have trouble sleeping
- ☐ 7. Get an overwhelming desire to use substances.
- ☐ 8. Get depressed.
- ☐ 9. Other: _____



Main Learning Point #4

People may continue using substances to keep from having withdrawal symptoms or cravings.

Review & Moving Forward



The main learning points of this session are:

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

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ 1. **STUDY.** I am going to reread my handout at least once.
- ☐ 2. **SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about it.
- ☐ 3. **WRITE.** I will write down 5 reasons that using substances like alcohol or street drugs would be harmful to my health and keep me from reaching my goals. I will bring them to the next session.
- ☐ 4. **OTHER:** _____

Take an “**Extra Step Forward**” (optional)

- ☐ 5. **REPLACE.** I will write an example of my usual daily schedule. If I am currently using substances, I will show how they fit into my daily routine. Then I will choose something I could do instead to fill in at least one time period in my daily schedule, and I will do it!

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **complete** your goal by the next session?

5

The Effects of Substances (Part 1) Facilitator Notes

Main Learning Points from last session:

Common Reasons for Using Substances (Part 2)

1. People use substances because it makes them feel good for a while.
2. Substances can become a habit or part of a routine.
3. Some people use substances to have a sense of purpose.
4. People may continue using substances to keep from having withdrawal symptoms or cravings.

Review Personal Practice Options from last session.



Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember

You can refer to the “*Facilitator’s Delivery Checklist*” when using Team Solutions materials as a reminder of important facilitator tips.

Potential Problem

A participant feels that there are no meaningful consequences or effects of substance use. This level of denial may adversely affect the rest of the group members.

Possible Responses

“I understand you do not feel there are any negative effects or consequences from using alcohol or drugs. This session may be especially valuable to you as we will be talking about how people perceive experiences and consequences differently.”

Suggestion for Topic Introduction and Relevance to Participants

“Have you ever been around someone who drank too much or was under the influence of drugs? Sometimes, people who are using substances may be fun to be around, but sometimes they can be scary when they are out of control. It can feel unsafe to be around someone who is using substances. Do you know anyone who has a real problem with drinking or using drugs? It affects many people including family, friends, and even strangers. Someone who drinks and drives a car can cause all kinds of problems, can't they?”

“Today we are going to talk about the effects of drugs and alcohol. Do you think this could be good information for you to have?”

“Let's review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key

1. D 2. C 3. B 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 4: Common Reasons for Using Substances (Part 2)



Main Learning Points of Session 4

What were the main learning points of Session 4? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. People use s _____ s because it makes them feel good for a while.
2. Substances can become a habit or part of a r _____ e.
3. Some people use substances to have a sense of p _____ e.
4. People may continue using substances to keep from having w _____ l symptoms or cravings.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Using substances:

- A. Makes people more dependable.
- B. Makes most people easier to get along with.
- C. Makes you think more clearly.
- D. Often causes problems with relationships.

2. Substances:

- A. Often make relationships stronger and happier.
- B. Have a positive effect on medicine and recovery.
- C. May make it easier to be around people.
- D. Usually become a healthy habit and part of a routine.

3. Substance use makes it easier to function.

- A. True B. False

4. Substance use often leads to money problems.

- A. True B. False

5. I am confident I know the positive and negative effects of substances.

- | | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree | Unsure |

Topic Assessment



6. This information is important for me to know.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

8. What I liked about this session: _____

9. How this session could have been better for me: _____

The Effects of Substances (Part 1)

Objectives for this Session

1. Identify 3 negative consequences of substance use on relationships, day-to-day living, and money.
2. Name 1 negative effect of substance use.

Positive and negative effects.

Using alcohol and drugs can have positive and negative effects. The positive effects of using substances may be different for different people, but the most common experiences are feeling more relaxed and better able to cope, a sense of well-being, and being comfortable with others. Though these feelings are only temporary, it often leads to the desire to use substances again. The more a person uses a substance and the greater amounts they take of the substance, the fewer effects they feel. This is called developing a tolerance for the substance.

The bad effects of using drugs and alcohol are not temporary. Negative effects tend to build over time. The person may not even be aware of long-term effects because they slowly become worse. However, it is important to understand how substance use affects people's lives. Being aware of the problems that can result from substance use can help people make better decisions about using.

Problems caused by using substances.

Using substances can have negative effects on many different areas of our lives. Common effects include problems in six main areas:

1. Relationships.
2. Functioning.
3. Money.
4. Housing.
5. Legal.
6. Health and safety.

This session will be about the first three areas: relationships, functioning, and money.

As you go through this handout you may think, write or talk about the negative effects of substances that you may have had or that someone you know had. It is your choice if you share or how much you share with the group.

The Effects of Substances (Part 1) (continued)

1. Substance use often causes problems in relationships.

Alcohol and drug use can have many different effects on relationships with family and friends. Sometimes the need to get and use substances is so strong it can change how people interact with others, including those they care about. This can be a scary change. Loved ones may say that the person seems totally different when using substances.

Here are some common examples of how substances can affect behavior and have a negative effect on relationships. You may want to put a check beside any that you are familiar with, either from personal experience or knowing someone who uses substances.



- ☐ Lying to people (family, friends, or employers), for any reason, especially about anything that has to do with substance use (such as not using, where you have been, how much you use, participating in treatment, going to work, attending school, or showing up for a program).
- ☐ Being loud or obnoxious when using substances and not being like your usual self.
- ☐ Getting angry, abusive, or aggressive. Being so high, drunk, strung out, or under the influence that family or friends are concerned or afraid.
- ☐ Stealing money from friends or family to buy substances.
- ☐ Stealing things from friends or family and selling or pawning them to buy substances.
- ☐ Scaring or threatening a family member or friend to get money or to maintain a substance use habit.
- ☐ Not spending time with people you care about because of using substances.
- ☐ Not being dependable, or not living up to family responsibilities, such as parenting, shopping, cooking, or cleaning.
- ☐ Disappearing for hours or days when family and friends do not know where you are.
- ☐ Having arguments with family or friends about substance use and behaviors.
- ☐ Other: _____

The Effects of Substances (Part 1) (continued)

2. Substance use often causes problems in functioning.

When people use alcohol or drugs, it often makes it harder to function. Having trouble functioning means it is harder for someone to take care of themselves. It also affects their ability to be responsible and successful in the roles in their life (like being a parent, having a job, or being a student). Listed below are some common examples of how substance use can affect functioning. Choose the ones that you may be aware of.



- ☐ Not going to classes or dropping out of school because of poor attendance or not keeping up with assignments.
- ☐ Losing jobs because of missed work or poor performance.
- ☐ Skipping days or dropping out of a vocational rehabilitation program.
- ☐ Not being dependable or not being able to take care of children or other family members.
- ☐ Not being able to take care of basic needs, such as:
 - ☐ Grooming, hygiene, and personal appearance.
 - ☐ Nutrition.
 - ☐ Sleep.
 - ☐ Missing group sessions or appointments with healthcare providers.
 - ☐ Not taking medicine as prescribed.
 - ☐ Other: _____

Main Learning Point #1

Substance use often causes problems in relationships.

Main Learning Point #2

Using substances can make it harder to function.

The Effects of Substances (Part 1) (continued)

3. Substance use often causes problems in money.

Using substances costs money, so it is no surprise that substance use problems and money problems often go together. Listed below are some common problems that people who use substances often have with money. Choose the ones that you may have experienced.



- ☐ Spending a lot of earned income on substances.
- ☐ Not having enough money to pay rent, buy food, or take care of other basic needs.
- ☐ Borrowing money to buy alcohol or drugs.
- ☐ Selling personal possessions (your own or someone else's) to buy substances.
- ☐ Losing a job and the money earned because of substance use.
- ☐ Not being able to support children, a partner, or parents.
- ☐ Lying or stealing to get money from other people.
- ☐ Impulsively using money that was intended for something important to buy alcohol or drugs instead.
- ☐ Other: _____

Main Learning Point #3

Substance use often leads to money problems.

Review & Moving Forward



The main learning points of this session are:

1. _____
2. _____
3. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about the effects of substances.
- ☐ **3. LIST.** I am going to list four negative effects that substance use could cause. This will help me stay clean and sober if I start thinking about using substances.
- ☐ **4. OTHER:** _____

Take an **“Extra Step Forward”** (optional)

- ☐ **5. FIGURE.** I will add up and write down how much money I spend on substances each month. Then I will write down ways I could spend the money that would be better for me or my family

If I am not using anymore, I will write down how much money I am saving by making the choice to be clean and sober.

6

The Effects of Substances (Part 2) Facilitator Notes

Main Learning Points from last session:

The Effects of Substances (Part 1)

1. Substance use often causes problems in relationships.
2. Using substances can make it harder to function.
3. Substance use often leads to money problems.

Review Personal Practice Options from last session.



Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

General Tip

Be sensitive to cultures that may think calling someone by his or her first name is a sign of disrespect. If working with diverse ethnic populations, make sure you know how to appropriately address participants, particularly as the subject of this workbook is also highly sensitive.

Suggestion for Topic Introduction and Relevance to Participants

“Have any of you, after a night of using substances, woke up in the morning with an injury (bruises, scrapes, or cuts) and did not know how it happened? You can’t remember how the injury happened? Maybe you know someone that happened to?”

(Wait for responses.)

“Have you ever been aware of people taking risks while they are using substances that they would never take if they were sober? What were some of those risk-taking behaviors?”

(Listen and respond.)

“Did those risks ever result in arrests or other legal problems? Today we are going talk about how substances can impact different areas of our lives, including our health.”

“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key

1. C 2. C 3. B 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 5: The Effects of Substances (Part 1)



Main Learning Points of Session 5

What were the main learning points of Session 5? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Substance use often causes problems in r _____ s.
2. U _____ g substances can make it harder to function.
3. Substance use often leads to m _____ y problems.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn’t choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Using substances often leads to:

- A. Having a better place to live.
- B. A better social life.
- C. Housing problems.
- D. More money for housing needs.

2. Using substances can lead to:

- A. Curing symptoms of mental illness.
- B. Better relationships with your landlord or neighbors.
- C. Legal problems.
- D. Helping people recover and get more out of their medicine.

3. You are safer when using substances because your instincts become very clear.

- A. True B. False

4. Health problems you may have could get worse if you use substances.

- A. True B. False

5. I am confident I understand the consequences of using substances.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Topic Assessment



6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

The Effects of Substances (Part 2)

Objectives for this Session

1. Identify 2 possible negative effects of substance use on housing and legal issues.
2. Name 2 possible negative effects of substance use on health and safety.

Positive and negative effects.

As covered in the previous session, the negative effects of using substances may last longer and have a greater effect on people's lives. Understanding the different areas that are affected by using substances may help us make wiser decisions about using substances.

Problems caused by using substances.

Other areas of life that are affected by the use of drugs or alcohol (in addition to relationships, functioning, and money) are housing, legal, and health and safety. Examples of housing, legal, and health and safety problems people experience are listed below. As you read through each section, see if you recognize any negative effects substance use may have had on your life or the life of someone you know. **It is your choice if you share or how much you share with the group. The list on the next page is continued from the last session.**

The Effects of Substances (Part 2) (continued)



4. Substance use often causes problems in housing.

People who use substances often have problems with housing. Substance use can lead to so much stress that family life may become very hard to deal with. Because of the financial problems that many people experience due to their substance use, they may not be able to pay their rent or mortgage. The lifestyle that often goes with alcohol and drug use can also cause housing problems. Loud parties or people at their house at all hours can cause problems because they are not being a good neighbor. Unhappy neighbors may call the police, which can cause them to be evicted from their home. Using alcohol and drugs can also make it much harder to keep their home clean.

A person who uses substances may be asked to move out of his or her home because of:

- ☐ 1. Conflicts with others living in the home that are related to the use of substances.
- ☐ 2. Not being able to pay rent, house payments, or room and board due to money problems.
- ☐ 3. Neighbors complaining about parties or people at the house at all hours.
- ☐ 4. People calling the police to complain about loud and disturbing behavior related to substance use.
- ☐ 5. Not cleaning or taking care of the apartment or house. People using substances sometimes damage property because they are not making wise decisions.
- ☐ 6. Other: _____

Main Learning Point #1

Using substances often leads to housing problems.

The Effects of Substances (Part 2) (continued)



5. Substance use often causes legal problems.

Using alcohol or drugs can lead to legal problems. Because people do not think clearly when they are using substances, they may do illegal things without even realizing it. Many illegal activities can result in being arrested, put in jail, sent to court, or taken to the hospital. You may want to circle any that apply to you or that apply to someone you know.

Using substances can lead to legal problems because of:

- ☐ 1. Disorderly conduct or being a public nuisance (such as shouting, harassing strangers, or creating a disturbance).
- ☐ 2. Socially inappropriate or very disorganized behavior (such as taking off your clothes).
- ☐ 3. Driving while under the influence of alcohol or drugs.
- ☐ 4. Possession of substances or selling illegal substances.
- ☐ 5. Getting into fights.
- ☐ 6. Being physically or verbally abusive to a partner, family member, or children.
- ☐ 7. Shoplifting, stealing, or trading sex for money.
- ☐ 8. Sexually assaulting someone.
- ☐ 9. Not paying child support because money is spent on substances or substance use gets in the way of keeping jobs.
- ☐ 10. Other: _____

Main Learning Point #2

Using substances can lead to legal problems.

The Effects of Substances (Part 2) (continued)



6. Substance use often causes health and safety problems.

Using alcohol or drugs, including tobacco, can cause many health problems. Substances can interfere with other medicines used to treat mental illnesses. Substances may cause drug interactions which can sometimes be dangerous. Finally, people who spend a lot of time using substances may neglect their other health issues. Below is a list of problems that can be caused or made worse by using alcohol or drugs.

Using substances can lead to health problems, such as:

- ☐ 1. Liver disease (such as cirrhosis or Hepatitis C).
- ☐ 2. Infectious disease (such as Hepatitis C or HIV) from sharing needles.
- ☐ 3. Heart problems due to stimulant use, such as cocaine and speed.
- ☐ 4. Lung disease or breathing problems from smoking tobacco, marijuana, or crack cocaine.
- ☐ 5. Worsening of long-term illnesses (such as diabetes, hypertension, or heart trouble).
- ☐ 6. Passing out, falling, or other similar injuries.
- ☐ 7. Worsening of mental illness symptoms, as substances may cause a relapse.
- ☐ 8. Other: _____

The Effects of Substances (Part 2)

(continued)



In addition to the effects on health, using substances can also lead to unsafe situations. Alcohol and drug use can lead to accidents or being taken advantage of. Review the examples below. Think, write or talk about any that you or someone you know may have experienced.

Substance use can put people in dangerous situations, such as:

- ☐ 1. Having an accident or driving recklessly.
- ☐ 2. Being hurt from doing something unsafe such as walking into traffic, falling down, or getting into a fight.
- ☐ 3. Going to unsafe places where you might be robbed.
- ☐ 4. Being sexually assaulted.
- ☐ 5. Associating with unsafe people and taking unnecessary risks.
- ☐ 6. Other: _____

Main Learning Point #3

Substance use can lead to health and safety problems.

Review & Moving Forward



The *main learning points* of this session are:

1. _____
2. _____
3. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ 1. **STUDY.** I am going to reread my handout at least once.
- ☐ 2. **SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about some of the bad things that can happen when using substances.
- ☐ 3. **WRITE.** I will write down my thoughts about the negative effects that substance use has had on my life (housing, legal, or health or safety problems).
- ☐ 4. **OTHER:** _____

Take an “*Extra Step Forward*” (optional)

- ☐ 5. **CREATE.** I will list the negative effects that substance use has had on my life. I will share it with _____ on my treatment team.

If I am not using anymore, I will write down how much money I am saving by making the choice to be clean and sober.

7

Substance Use and Goals Facilitator Notes

Main Learning Points from last session: *The Effects of Substances (Part 2)*

1. Using substances often leads to housing problems.
2. Using substances can lead to legal problems.
3. Substance use can lead to health and safety problems.

Review Personal Practice Options from last session.

Tips for this Session

You may want to use a flip chart or the board for the suggested topic introduction. You can hold an open discussion with the group, but it is not necessary to go into great detail. The purpose of this is to have participants recall some of the important areas in their lives and have them available to refer to as you conduct the session. Just take one or two responses per question.

Suggestion for Topic Introduction and Relevance to Participants

“Let’s take a few minutes to talk about some of the areas of your life that are important to you, and we will write them here. If you like, you can write some of them down on your worksheet, too.”

“What kind of friendships and relationships are important to you? What types of relationships would you like to have (such as a boyfriend or girlfriend) or that you would like to improve (such as with your partner, parents, siblings, or children)?”

“Is money important to you? Would you like to change your financial situation?”

“Is work or education important to you? What does work mean to you? Would you like to go back to school so you can prepare for the work you want?”

“What do you like to do with your spare time for fun?”

“How important is your physical health and fitness? How would you like your health and fitness to be different?”

“How important is your mental health, such as being able to cope with depression, anxiety, hearing voices, or other symptoms? What changes would you like to make in your coping with symptoms?”

“Today, we will talk about how substance use may keep you from meeting your life goals.”

“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key

1. D 2. A 3. C 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 6: The Effects of Substances (Part 2)



Main Learning Points of Session 6

What were the main learning points of Session 6? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Using substances often leads to h _____ g problems.
2. Using substances can lead to 1 _____ l problems.
3. Substance use can lead to h _____ h and safety problems.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Most people:

- A. Live life day-to-day without any hopes or dreams.
- B. Give up on goals and can't make a fresh start.
- C. Let someone else choose their hopes and dreams for the future.
- D. Have hopes and goals.

2. People decide for themselves what is important and what changes they want to make.

- A. True B. False

3. Setting goals:

- A. Should only be done when you are really ready to work on them.
- B. Is a waste of time and energy unless you have already stopped using all substances.
- C. Gives people something important to work toward.
- D. Is really hard to do and takes a lot of time because you must think of every step.

4. Substance use usually makes it easier to reach life goals.

- A. True B. False

5. I am confident I understand how substances can affect my life.

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly | Disagree | Neither Agree | Agree | Strongly | Unsure |
| Disagree | | Nor Disagree | | Agree | |

Topic Assessment



6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Substance Use and Goals

Objectives for this Session

1. Identify 3 ways substance use can make it harder to reach your goals, hopes, and dreams.

Everyone has hopes and goals.

People usually have ideas about what they would like to have in their lives. Hopes and dreams give us something to look forward to. However, using substances can cause setbacks with mental illness. Some people get discouraged and forget what is important to them. They may even give up and think that they can't reach their goals. Never give up! Everyone deserves to have a wonderful life.

Main Learning Point #1

Everyone has hopes and goals

What do I want my life to be?

One way to choose your goals is to decide what areas of your life you are happy with and what areas of your life you want to change. The worksheet on the next page will give you a chance to think and write about your individual answers to the following questions:

1. Which areas of life am I happy with?
2. Which areas of life am I less happy with?
3. In the areas of life I am not happy with, what changes do I want to make and what changes am I able to make?
4. What are my hopes for the future?

Substance Use and Goals (continued)



Area of my life	YES I am happy with this	NO I am NOT happy with this	What do I want in this area of my life? What are my hopes and dreams for the future?
Friendships			
Family relationships			
Close relationships (such as boyfriend, girlfriend, or partner)			
Parenting			
Money or finances			
Living situation			
Fun activities for my spare time			
Work (paid or unpaid)			
Education			
Religion or spirituality			
Physical health (sleep, exercise, or eating habits)			
Creative expression (painting or poetry)			
Music, singing, acting, or dancing			
Belonging to a community organization			
Mental health (depression, anxiety, or hearing voices)			
Other area: _____ _____			

Substance Use and Goals (continued)

What steps could you take to make your life more like what you want it to be?

To make positive changes in your life, it is helpful to set goals. For example, if you are not happy with your money situation, you might set a goal of getting a job or a better job. If you would like to have a close relationship, you might set a goal of getting a girlfriend or boyfriend. If you want to finish your education, you could set the goal of taking a class or two.

Thinking about the steps you need to take will help you decide if your goals are short- or long-term. Short-term goals are needs you have or things you want to do in the immediate future or very soon. Long-term goals are the things you want to do in life that might take a while. Whenever you want to make a change in your life, setting goals and breaking it into small steps helps you be successful.

For now, choose a goal that you would like to reach. You do not have to be ready to start working on this goal right now. It can be helpful to figure out what steps you could take when you are ready to work towards your goal. These are steps that help you work toward your goals. You can use the space below to write your goal and the first couple of steps that you could take towards reaching it. An example is given first, followed by a blank goal for you to fill in.

Main Learning Point #2

**People decide for themselves
what is important and what
changes they want to make.**

Example of a goal:

Henry's goal he would like to reach: Get a girlfriend.

Four steps towards reaching this goal:

1. Meet a woman that he likes.
2. Ask her out on a date.
3. Take her to a nice place.
4. Have an interesting conversation with her.

Substance Use and Goals (continued)



My goal:

Goal that I would like to reach:

Four steps towards reaching this goal:

1.

2.

3.

4.

Review your goal.

How would substance use affect your success in taking steps towards your goal? Would substance use be helpful or would it cause problems in reaching your goal? You may use the space below to write your answer.

Main Learning Point #3

Setting goals gives people something important to work towards.

Main Learning Point #4

Using substances can make it harder to reach personal goals.

Review & Moving Forward



The main learning points of this session are:

1.

2.

3.

4.

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask

 to read it and talk with me about my hopes and dreams.
- ☐ **3. WRITE.** I will write how substance use has made it harder for me to reach my goals and dreams.
- ☐ **4. OTHER:**

Take an “Extra Step Forward” (optional)

- ☐ **5. PLAN.** I will use the attached “My Goal” sheet and identify one or two goals that I am ready to work on. I will bring it to the next session.



Choosing New Ways to Have Fun

Facilitator Notes

Main Learning Points from last session: *Substance Use and Goals*

1. Everyone has hopes and goals.
2. People decide for themselves what is important and what changes they want to make.
3. Setting goals gives people something important to work towards.
4. Using substances can make it harder to reach personal goals.

Review Personal Practice Options from last session.

Handout for this Session: *Fun Things to Do*

Tips for this Session

For many participants, using substances has been one of their main sources of social activities. Many people with mental illnesses have spare time, and using substances may have filled up some of that time.

This session will help participants identify and start new leisure activities. These may help them begin to enjoy their lives as they are working on recovery goals rather than waiting for other things to happen in their lives. The more participants see that they can have fun without substances, the more motivated they may be to work on recovery goals.

Because having fun activities that do not involve substances is so critical, and because it takes time and trial-and-error for people to find activities they enjoy, focus on following through on leisure activities as a component of "Personal Practice" for several sessions.

Suggestion for Topic Introduction and Relevance to Participants

"What happens when we have an empty room or an empty closet or an empty box?"

(Someone will likely say, "We put things in it" or "We fill it up.")

"That's right. If we have something that is empty, it is our instinct to fill it up or put things in it. Some of us may be very neat and organized and make sure that things are put into the space in a way that makes it easy to use. Some of us may be more likely to throw things into the space so it is cluttered. If people use alcohol, drugs, or tobacco, a lot of time is spent doing things that are related to drinking or taking drugs. When we cut down or stop using, there is an empty space in our lives. And what happens when you have an empty space? You want to fill it up!"

"Today, we are going to talk about how to put some fun activities into that 'empty' time that we will not spend using substances. The title of today's session is 'Choosing New Ways to Have Fun.'"

"Let's review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic."

Topic Assessment Answer Key

1. A 2. C 3. D 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 7: Substance Use and Goals



Main Learning Points of Session 7

What were the main learning points of Session 7? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Everyone has hopes and g _____ s.
2. People decide for themselves what is i _____ t and what changes they want to make.
3. S _____ g goals gives people something important to work toward.
4. Using s _____ s can make it harder to reach personal goals.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Most people want to enjoy life and have fun things to do.

A. True B. False

2. Choose new ways of having fun:

- A. That give you a chance to practice refusal skills.
- B. With people who are likely to be using substances, so you can test yourself.
- C. That do not involve using substances.
- D. And make a plan to cut down on substance use during that fun activity.

3. When you discover an activity you enjoy:

- A. Do it under the influence of substances.
- B. Just go do it.
- C. Choose something that you might do if you are using substances.
- D. Make a plan.

4. It is best to keep trying different activities to find some you enjoy.

A. True B. False

5. I am confident I can find new ways to have fun.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Topic Assessment



6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Choosing New Ways to Have Fun

Objectives for this Session

1. Identify at least 1 benefit of having fun.
2. Choose at least 1 fun activity you would be willing to try.
3. Complete an activity plan related to the activity you have chosen.

Most people want to enjoy life and have fun things to do.

It is human nature to want to enjoy ourselves and have fun. Having fun activities helps people in many ways. Having fun can improve mood, raise self-esteem, structure our time, reduce stress, and make it easier to meet people. Write and talk about how having fun could help you.

Main Learning Point #1

Most people want to have fun things to do.

Choose ways of having fun without using substances.

When people use substances, many of the activities they once enjoyed have been replaced by drinking and/or taking drugs. What they now consider to be fun activities are related to their using substances. When a person has been using substances and decides it is time to cut down or quit, it is important to figure out fun things to do that do not include using substances. If they have never used substances, it is important for them to have fun so they are not tempted to start using them because they are bored.

Choosing New Ways to Have Fun (continued)



Finding ways to have fun.

To find ways to have fun, it can be helpful to come up with a list of possibilities. Start by answering the questions below. Come up with ideas that do not include using substances.

1. What do I enjoy doing now in my free time?

2. What did I enjoy doing in the past?

3. What do my friends do for fun?

Main Learning Point #2

Choose new ways of having fun
without substances.

Choosing New Ways to Have Fun (continued)

Choosing an activity and trying it out.

The best way to find new activities to enjoy is to choose some and try them out. Look over your choices in the attached handout. Pick out an activity that sounds the most interesting to you and make a plan to try it. You might invite someone to join you, such as a friend or relative who does not use substances. It is usually more fun to do things with someone else so you can talk to them about the experience. You can use the “Activity Plan” on the next page to make a plan for trying a fun activity. An example is given, followed by a plan that you can fill out.

“Like what you do, and do what you like.”

Example of an Activity Plan:

1. Activity I would like to try: Playing a board game (like checkers).

2. Resources I would need:

A. Information: None.

B. Transportation: None.

C. Money: None.

D. Equipment: Game and pieces.

E. Skill: I know how, but I have not played in a while and need to practice.

F. Someone to do it with: Mark.

3. Steps I will take and when I will take each one:

A. Get out my checkers set and make sure I have the board and all the pieces. If not, I will call my sister to borrow her set. (Wednesday)

B. Call Mark and ask him to come over this weekend. (Thursday)

C. Practice a little. (Friday)

D. Get some healthy snacks to have while we are playing. (Friday)

E. Play games of checkers with Mark. (Saturday or Sunday)

4. Date for talking about how I am doing with my plan:

At the next session.

My Activity Plan



1. Activity I would like to try: _____

2. Things I will need to do the activity:

A. Information: _____

B. Transportation: _____

C. Money: _____

D. Equipment: _____

E. Skill: _____

F. Someone to do it with: _____

3. Steps I will take and when I will take each one:

A. _____

B. _____

C. _____

D. _____

E. _____

4. Date for talking about how I am doing with my plan: _____

Main Learning Point #3

Making a plan and following it is a good way to try a new activity.

Choosing New Ways to Have Fun

(continued)

It is usually best to try an activity several times.

The more often people do an activity, the more likely they will enjoy it. For example, when people play board games after not playing for a long time, it might be hard to remember certain moves. But the second or third time, they may be more confident and really enjoy the game. They might even think about playing board games with several different people.

Whether you like an activity or not after you do it a few times, try something new. Looking at the ideas on the “Fun Things to Do” handout can give you new ideas.

Main Learning Point #4

Keep trying different activities to find some you enjoy.

Review & Moving Forward



The *main learning points* of this session are:

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

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ 1. **STUDY.** I am going to reread my handout at least once.
- ☐ 2. **SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and support my trying new activities by choosing, planning, and doing an activity with me.
- ☐ 3. **PLAN.** Using the “Fun Things to Do” handout, I will fill out two “Activity Plans” for something fun to do.
- ☐ 4. **OTHER:** _____

Take an “*Extra Step Forward*” (optional)

- ☐ 5. **DO.** Using one of the “Activity Plans,” I will invite someone who does not use substances to do a fun activity with me before our next session. I will let the group know how it went.

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **complete** your goal by the next session?

Fun Things to Do

There are lots of fun activities to choose from.

The following list gives a lot of examples of fun activities that people enjoy. This list of ideas may help you think of new activities that might be fun for you to try. Put a check by the activities that might interest you.



- | | |
|--|---|
| <input type="checkbox"/> 1. Taking an adult education class. | <input type="checkbox"/> 19. Attending a place of worship. |
| <input type="checkbox"/> 2. Going out to eat. | <input type="checkbox"/> 20. Visiting a museum. |
| <input type="checkbox"/> 3. Listening to music. | <input type="checkbox"/> 21. Taking an aerobics class. |
| <input type="checkbox"/> 4. Playing a board game (checkers, chess, cribbage, or backgammon). | <input type="checkbox"/> 22. Taking a dance class. |
| <input type="checkbox"/> 5. Taking a yoga class. | <input type="checkbox"/> 23. Bike riding. |
| <input type="checkbox"/> 6. Doing crossword puzzles. | <input type="checkbox"/> 24. Making crafts. |
| <input type="checkbox"/> 7. Drawing, cartooning, painting, or pottery. | <input type="checkbox"/> 25. Stargazing. |
| <input type="checkbox"/> 8. Volunteering. | <input type="checkbox"/> 26. Knitting or crocheting. |
| <input type="checkbox"/> 9. Taking a martial arts class. | <input type="checkbox"/> 27. Going to a movie. |
| <input type="checkbox"/> 10. Playing an instrument. | <input type="checkbox"/> 28. Taking a writing class. |
| <input type="checkbox"/> 11. Lifting weights. | <input type="checkbox"/> 29. Hiking or taking a walk. |
| <input type="checkbox"/> 12. Going to the zoo. | <input type="checkbox"/> 30. Playing a card game. |
| <input type="checkbox"/> 13. Cooking. | <input type="checkbox"/> 31. Spending time doing a hobby. |
| <input type="checkbox"/> 14. Studying history. | <input type="checkbox"/> 32. Playing a computer game. |
| <input type="checkbox"/> 15. Playing a sport (basketball, football, softball, or bowling). | <input type="checkbox"/> 33. Doing jigsaw puzzles. |
| <input type="checkbox"/> 16. Going to a sports event. | <input type="checkbox"/> 34. Writing poetry or a story. |
| <input type="checkbox"/> 17. Going fishing. | <input type="checkbox"/> 35. Outside games (horseshoes, badminton, croquet, or lawn darts). |
| <input type="checkbox"/> 18. Reading. | <input type="checkbox"/> 36. Playing catch. |
| | <input type="checkbox"/> 37. Baking. |
| | <input type="checkbox"/> 38. Other: _____ |

9

Staying Away From Substances
Facilitator Notes**Main Learning Points from last session:****Choosing New Ways to Have Fun**

1. Most people want to have fun things to do.
2. Choose new ways of having fun without substances.
3. Making a plan and following it is a good way to try a new activity.
4. Keep trying different activities to find some you enjoy.

Review Personal Practice Options from last session.**Remember**

It is important to acknowledge and discuss participants' successes, progress, and challenges.

Tips for this Session

1. In discussing different skills for resisting offers to use substances, ask participants which ones they would use with different people, such as their family, close friends, drug dealers, or acquaintances. Also discuss how the participants think the skills would work in "real life." Invite them to make changes that would improve the effectiveness of the refusal (for example, with wording). Model and role-play at least two of the refusal skills described in the handout.
2. Role-plays of refusal skills can be very helpful during this session. By practicing the skills in the session, participants are much more likely to use them in real situations. Even participants who do not use substances can benefit from this exercise.

General Tips

Minor irrelevant comments or mildly disturbing behavior does not need to get in the way of learning. By ignoring these, you avoid reinforcing the behavior and set a tone that you plan to stay on track with the material. However, there may be times when a particular behavior becomes distracting to others. For example, if someone is repeatedly tapping their pen on a table, you may wish to ask him/her to refrain from the behavior.

**Suggestion for Topic Introduction
and Relevance to Participants**

"None of us likes to say 'no' to a family member or friend. It doesn't feel good when we think we're not doing what someone wants us to do, especially when we care about that person. Have you ever said 'yes' to someone, even when you didn't want to because you wanted to make them happy? Or you were afraid they would be angry with you if you did not agree? Sometimes we feel pressured to say 'yes' just because someone is important to us. However, sometimes we have to say 'no' to people in order to take care of ourselves. Sometimes people ask us to do things that may not be healthy for us."

"It is useful to think ahead to those situations where people are likely to ask you to drink, use drugs, or to buy drugs. If you have a plan in place, it is easier to make wise choices. Today, we are going to talk about 'Staying Away from Substances.'"

"Let's review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic."

Topic Assessment Answer Key

1. B 2. D 3. B 4. C

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 8: Choosing New Ways to Have Fun



Main Learning Points of Session 8

What were the main learning points of Session 8? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Most people want to have fun t _____ s to do.
2. Choose new ways of having fun w _____ t substances.
3. Making a plan and following it is a good way to try a new a _____ y.
4. Keep trying d _____ t activities to find some you enjoy.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? _____

☐ **2. No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ **3. I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. It is good to put yourself in situations where people will offer you substances so you can practice how to refuse them.

A. True B. False

2. Plan ways to:

- A. Accept just a few offers to use substances.
- B. Explain the reasons you can't refuse offers to use substances.
- C. Cut down on substance use during your high-risk situations.
- D. Refuse offers to use.

3. It is best to use just one refusal skill in every situation with everyone.

A. True B. False

4. Practicing refusal skills:

- A. Will not be helpful. Just refuse offers that come up.
- B. Should mostly be done late at night when it is time to cut back on using substances.
- C. Helps people successfully turn down offers to use substances.
- D. Is a good way to check out new substances.

5. I am confident I know how to say "no" to using substances.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Topic Assessment



6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Staying Away From Substances

Objectives for this Session

1. Identify at least 1 personal high-risk situation for using substances.
2. Choose and practice at least 1 refusal skill.

Stay away from situations where alcohol or drugs are being used.

For those of you who have used substances, avoiding situations where you used in the past will reduce your risk of using again. Staying away from those situations is the best way to avoid offers to use substances. Making plans about how to stay away from those situations can help you be successful in cutting down, stopping, or avoiding substance use. In these situations, sometimes called “high-risk situations,” other people are likely to offer you drugs or alcohol.

Plan ahead to avoid high-risk situations.

Read the list of situations below. Can you identify the situations or activities that might be high risk for you? You may want to put a check beside them.



- ☐ 1. Hanging out with people who drink or use drugs.
- ☐ 2. Celebrating holidays and special days with people who use substances.
- ☐ 3. Going to bars, clubs, casinos, or nightspots.
- ☐ 4. Running into a drug dealer.
- ☐ 5. Going to places where drug deals are made.
- ☐ 6. Spending time with family members or friends who use substances.
- ☐ 7. Having a party.
- ☐ 8. Going to parties.
- ☐ 9. Other: _____

Main Learning Point #1

Stay away from situations where substances are used.

Main Learning Point #2

Plan ways to refuse offers to use substances

Staying Away From Substances (continued)

Plan ways to refuse offers to use substances.

It is not possible to avoid every high-risk situation. It's a good idea to make several different plans for how you will respond to offers to use alcohol or drugs. Make each plan based on the situation and who is making the offer. For example, you would probably respond differently to a friend who asked you to drink than to a dealer who pressured you to buy drugs. Look at the following examples of skills that can be used for refusing alcohol or drugs. Decide when each skill might work best for you.

Main Learning Point #3

**Different refusal skills are needed
for different situations.**

Directly refuse.

1. **Refuse offer.** Turn them down in a firm voice.
2. **Suggest activity.** Suggest something you could do together instead of using substances (if this is someone you want to spend time with).
3. **Ask them to stop.** If they keep asking you to use substances, tell them you want them to stop asking.

Repeat refusal.

1. **Refuse offer.** Turn them down in a firm voice.
2. **Suggest activity.** Keep saying “no,” each time they offer.
3. **Ask them to stop.** Point out that you have already said “no” to their offers.

Express feelings.

1. **Share feelings.** Tell the person how you feel when you are pressured to use substances.
2. **Explain decision.** Explain to them that it is your decision not to use substances.
3. **Ask them to stop.** Tell them to stop asking you to use substances with them.

Leave situation.

1. **Explain stress.** Explain that the situation is stressful for you.
2. **Say you're leaving.** Tell them that you are leaving.
3. **Suggest another time.** Tell them you'd like to see them later in a different situation that does not include using substances (if it fits the situation and the person).

Group activity (optional)

Now that you have reviewed some different refusal skills, let's practice. Can two of you volunteer to role-play a situation where you are asked to use substances?

Main Learning Point #4

**Practicing refusal skills helps
people turn down offers to
use substances.**

Review & Moving Forward



The *main learning points* of this session are:

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

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and help me practice refusal skills.
- ☐ **3. PRACTICE.** I will select two of the refusal skills above and practice with _____ until I feel that I know them well enough to use them in a real situation.
- ☐ **4. OTHER:** _____

Take an “*Extra Step Forward*” (optional)

- ☐ **5. IDENTIFY.** I will identify which refusal skill (from the list above) I will use with the 3 people I have used substances with most often.
- ☐ **6. TRY AN ACTIVITY.** I will try a new fun activity or repeat a fun activity that I have already tried (from Session 8).

10

Having Meaningful Roles in Life Facilitator Notes

Main Learning Point from last session: *Staying Away from Substances*

1. Stay away from situations where substances are used.
2. Plan ways to refuse offers to use substances.
3. Different refusal skills are needed for different situations.
4. Practicing refusal skills helps people turn down offers to use substances.

Review Personal Practice Options from last session.

Tips for this Session

People who abuse substances often think of themselves as not having anything to contribute to society. They may believe that they don't have a positive “identity” or role in life. Although it takes significant time and effort, it is well worth it for people with substance abuse problems to identify and pursue a meaningful role in their lives.

Note

Having a meaningful role serves many functions. It decreases the amount of time available to use substances, provides contact with others who are pursuing a meaningful role, gives people a different “identity” (for example, a person who is contributing to society), increases self-esteem, and builds confidence. All of these functions can contribute to people being successful in reaching their sobriety goals. By the end of this session, each participant will have an opportunity to choose, plan, and take steps toward getting involved in meaningful roles.

Suggestion for Topic Introduction and Relevance to Participants

“Does anyone know what the word ‘meaningful’ means?”

(Encourage responses and look for something similar to “Having meaning or purpose.”)

“Everyone has a different idea of what is meaningful to them. For some, it may be volunteering at a nursing home or taking care of their children. For others, it may be helping out at an animal center. Today we are going to explore what is meaningful to you and how that can help you remain substance-free.”

“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key

1. **A** 2. **D** 3. **B** 4. **B**

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 9: Staying Away from Substances



Main Learning Points of Session 9

What were the main learning points of Session 9? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Stay away from s _____ s where substances are used.
2. Plan ways to r _____ e offers to use substances.
3. Different refusal s _____ s are needed for different situations.
4. P _____ g refusal skills helps people successfully turn down offers to use substances.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn’t choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. New roles give people positive activities to replace harmful activities:

- A. True B. False

2. Participating in a new role can:

- A. Give you new places where you can use substances.
B. Improve awareness of your mental illness.
C. Be started after you have been clean and sober for at least 3 months.
D. Add meaning to life.

3. It is best to reach your sobriety goal before you get involved in a meaningful role in life.

- A. True B. False

4. The time to get involved in a meaningful role in life is:

- A. After you have been clean and sober for at least 3 months.
B. Now.
C. Once you reach your 6-month sobriety goal.
D. Next month.

5. I am confident I can be involved in meaningful roles.

- | | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree | Unsure |

Topic Assessment



6. This information is important for me to know.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Having Meaningful Roles in Life

Objectives for this Session

1. Discuss 1 way that getting involved in meaningful roles can be helpful.
2. Choose at least 1 role that could make your life more meaningful.
3. Make a plan for getting involved in 1 meaningful role.

New roles give people something to do with their time.

For many people, developing a sober lifestyle includes having meaningful roles in their lives. Meaningful things to do can replace using substances. Meaningful roles give people a sense of satisfaction from helping others and give them the chance to feel good. Some roles can give them a chance to make new friends. Taking an active role in the community can be one way to contribute to society. Many roles can give people pride in being active members of their community.

Main Learning Point #1

New roles give people something meaningful to do with their time.

Having Meaningful Roles in Life (continued)

Participating in a new role can add meaning to life.

Different people find meaning in different ways. However, many people say that certain roles give them satisfaction and help them feel better about themselves. Can you identify at least one role that could add meaning to your life? You may want to make a check beside two or three of the roles you are interested in:

1. **Employee:** Working or having a job.
2. **Parent:** Taking care of your children
3. **Caregiver:** Helping take care of an elderly relative or disabled person.
4. **Student:** Going to school or taking classes.
5. **Volunteer:** Helping out at a park, an animal rescue, zoo, shelter, or non-profit organization like a shelter or an outpatient mental health center.
6. **Club/Team member:** Taking part in a school activity, club, or sports team.
7. **Community member:** Being part of a community service project, such as helping plant flowers in a new park or making repairs on homes after a natural disaster.
8. **Active church member:** Taking an active part in your church, such as planning picnics, coordinating charity events, being an usher, setting up refreshments after services, or working in a soup kitchen.
9. **Other Role:** _____

Main Learning Point #2

Participating in a new role can add meaning to life.

Having Meaningful Roles in Life (continued)

Making plans to get involved.

You can use the following “Meaningful Role Plan” to make a plan for getting involved in the role you picked. An example is given below, followed by a blank plan for you to fill in.

Example of a meaningful role plan:

1. **A meaningful role I would like to do:** Volunteer at a soup kitchen.

2. **Things I will need to do this role:**

A. Information: Phone number of the volunteer coordinator at the St. Jude Kitchen.

B. Transportation: Bus #6 to St. Jude Kitchen.

C. Money: Bus fare.

D. Equipment: None.

E. Skill: Learn what to do at the job training session.

F. Someone to do it with: My dad (who volunteered at St. Jude’s in the past).

3. **Steps I will take and when I will take each one:**

A. Ask my dad if he wants to volunteer with me. (Sunday).

B. Look up phone number for St. Jude Kitchen. (Tuesday).

C. Call and ask for volunteer department. (Wednesday).

D. Offer my services two days a week. (Wednesday).

E. Sign up for the next job training session. (Thursday)

4. **Date for talking about how I am doing with my plan:** At the next session. (Monday).

My Plan for a Meaningful Role



1. **A meaningful role I would like to do:** _____

2. **Things I will need to do this role:**

A. Information: _____

B. Transportation: _____

C. Money: _____

D. Equipment: _____

E. Skill: _____

F. Someone to do it with: _____

3. **Steps I will take and when I will take each one:**

A. _____

B. _____

C. _____

D. _____

E. _____

4. **Date for talking about how I am doing with my plan:** _____

Having Meaningful Roles in Life

(continued)

Now is the time to start working on a meaningful role.

A person can start developing a meaningful role in life at any time. In fact, for someone who is cutting down or stopping substance use, sooner is better. Right now is a great time to do something worthwhile in life. There are many benefits to staying clean and sober, like being stable and in control of his or her illness. Now is the time to begin.

Main Learning Point #3

Now is the time to start getting involved in a meaningful role.

Review & Moving Forward**The main learning points of this session are:**

1. _____
2. _____
3. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about developing a role that will add meaning to my life.
- ☐ **3. GET STARTED.** I will carry out my plan (from the exercise above) for getting involved in a meaningful role or I will select a different role and develop a new plan to get started on.
- ☐ **4. OTHER:** _____

Take an “Extra Step Forward” (optional)

- ☐ **5. USE REFUSAL SKILLS.** I will practice refusal skills for using in a high-risk situation.

11

Getting Support to Stay Sober
Facilitator Notes**Main Learning Points from last session:**
Having Meaningful Roles in Life

1. New roles give people something meaningful to do with their time.
2. Participating in a new role can add meaning to life.
3. Now is the time to start getting involved in a meaningful role.

Review Personal Practice Options from last session.**Tip for this Session**

In this session, the goal is to help participants identify specific people they can ask for support and to encourage them to think of self-help groups as a useful resource.

Although self-help groups are covered in more detail in a later session, it is helpful in this session for you to bring in contact information for local branches of self-help groups and a list of at least a few local meetings of each. It is also beneficial to offer to attend an initial meeting of a self-help group with interested participants if possible. This can improve the chance of attendance and make the experience more enjoyable. It may be possible to invite a speaker from a self-help group to come and share briefly about the group, to reduce anxiety and offer an opportunity for questions, answers, and further understanding.

Some participants may be hesitant to ask someone for support. They may benefit from a discussion about how to request support from others. You could model asking for support and engage participants in role-play, providing coaching and cues as needed.

**Suggestion for Topic Introduction
and Relevance to Participants**

“It can be difficult for anyone to make a change. Even small changes, like exercising an extra 10 minutes a day, can be difficult. Getting support from a friend can make a big difference in being successful. For instance, having someone exercise with us can help us stick to a routine and work in that extra 10 minutes. Has anyone ever had support from someone for a change you decided to make in your life?”

(If yes, say:)

“Can you tell us what that change was, and who helped you make it?”

(If no, say:)

“Well, today we are going to learn about getting help or support for not using substances.”

“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key

1. A 2. B 3. A 4. D

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 10: Having Meaningful Roles in Life



Main Learning Points of Session 10

What were the main learning points of Session 10? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. New roles give people something meaningful to do with their t ____ e.
2. Participating in a new role can add m _____ g to life.
3. N _____ is the time to start getting involved in a meaningful role.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? _____

☐ **2. No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ **3. I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Getting support:

- A. Can help a person develop a sober lifestyle.
- B. Is only important during a crisis situation.
- C. Means deciding the pros and cons of using substances.
- D. Points out the advantages of using substances.

2. It is best to choose a support person who has substance use problems and both of you quit using at the same time.

- A. True B. False

3. It is best to choose a support person who lives a sober lifestyle.

- A. True B. False

4. Self-help meetings are:

- A. All the same, so going to one is just like all the rest.
- B. Not necessary or useful unless you are ready to be sober right away.
- C. Not really needed because most people get sober without any support.
- D. Good places to meet people who support sobriety.

5. I am confident I know how to choose a support person.

- | | | | | | |
|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | Unsure |

Topic Assessment



6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Getting Support to Stay Sober

Objectives for this Session

1. Identify 2 possible sources of support.
2. Understand 1 important guideline for choosing a support person.

Getting support can help you develop or maintain a sober lifestyle.

When you decide to make an important change in your life, it helps to get the support of people who care. Having people in your life who are supportive gives you someone to talk to and rely on. If you use substances, the people who support you can help you celebrate when you take steps towards not using substances. Those same people can also help you deal with problems that you may run into. All of us feel better knowing that there are people we can count on and that we are not alone.

Main Learning Point #1

Getting support can help you develop or maintain a sober lifestyle.

People who can provide support.

If you have stopped using substances, it is important to choose someone who does not have an alcohol or drug problem, or who has been in addictions recovery for a long time. To overcome substance use problems, it helps to spend time with people who do not use substances.

Even if you do not use substances, it is important to limit the time you spend with people who do. If you do, you will have fewer temptations to use substances. People who are in recovery from substance use problems (and are not currently drinking or using drugs) may be especially supportive, because they have had similar experiences.

Getting Support to Stay Sober (continued)

Examples of people who might be able to provide support are listed below. This list may help you identify people in your life who could be supportive if you needed them. Let's review the list below and mark those you feel can give you support and encouragement.



- ☐ 1. Friend.
- ☐ 2. Partner or spouse.
- ☐ 3. Member at my place of worship.
- ☐ 4. Teacher or coach.
- ☐ 5. Member of a local peer support group or agency.
- ☐ 6. Someone who attends the same treatment program that I attend.
- ☐ 7. Member of a self-help group for drug and alcohol problems.
- ☐ 8. Other: _____

The person who you may ask to support you in avoiding substances is:

Main Learning Point #2

It is best to choose a support person who lives a sober lifestyle.

Getting Support to Stay Sober (continued)

Self-help meetings are good places to meet people who support sobriety. Self-help groups have helped millions of people overcome substance use problems. Going to self-help meetings can be a good way to meet supportive people. The members of these groups have all dealt with alcohol or drug problems and have made personal decisions to lead a clean and sober lifestyle.

Each self-help group is different. Do not judge a group based on going to just one meeting. Many people find that it is a good idea to go to several groups until they find the ones that feel comfortable to them. By going to different meetings and several self-help groups, you can find the one that is the best for you. Going to meetings with someone else may help you feel more comfortable when you are starting, so you may want to invite a friend or family member to go with you.

Listed below are examples of self-help groups. The groups that have meetings in my area are:



- ☐ 1. **Dual Recovery Anonymous** (DRA) for people who have a mental illness and substance use problems.
- ☐ 2. **Alcoholics Anonymous** (AA).
- ☐ 3. **Narcotics Anonymous** (NA).
- ☐ 4. Other: _____

I can find out where and when local meetings happen by:

- ☐ Looking in the phone book and calling to ask.
- ☐ Asking someone who is in recovery.
- ☐ Checking the Internet.
- ☐ Talking to people who go to the treatment program you want to attend.
- ☐ Asking a member of your treatment team.
- ☐ Other: _____

Main Learning Point #3

Self-help meetings are good places to meet people who believe in and practice staying sober.

Support Helps

When you decide to live a sober lifestyle, it helps to get support from people who believe in the changes you are making. Talking to someone who understands the challenges of not using substances can be very helpful. You can get encouragement when the going gets tough. Knowing that you are not alone can make it easier to resist using drugs and alcohol.



How might getting support be helpful for you?

You can get support near home and when you travel.

There are many self-help groups available, even if you do not use substances. So when you need support, you can usually find a group to attend. Even if you move or travel, you can almost always find support groups to help meet your needs.

Review & Moving Forward



The main learning points of this session are:

1. _____
2. _____
3. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about it.
- ☐ **3. WRITE.** I am going to make a list of the support meetings in my area, including the days, times, and addresses of meetings.
- ☐ **4. OTHER:** _____

Take an “Extra Step Forward” (optional)

- ☐ **5. ATTEND MEETING.** I will find a group that is right for me by going to at least one self-help meeting.

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **reach** your goal by the next session?

12

Coping With Uncomfortable Feelings
Facilitator Notes**Main Learning Points from last session:**
Getting Support to Stay Sober

1. Getting support can help you develop or maintain a sober lifestyle.
2. It is best to choose a support person who lives a sober lifestyle.
3. Self-help meetings are good places to meet people who believe in and practice staying sober.

Review Personal Practice Options from last session.**Tips for this Session**

Most people have some depression, anxiety, or other uncomfortable feelings during their life. Developing coping skills for managing feelings can help participants avoid their old habit of using substances as a coping mechanism.

A wide range of strategies can be effective for coping with feelings, and different people benefit from different strategies. Finding the right strategy, or the right combination of strategies for each person, takes practice and trial-and-error learning. Therefore, it is important to follow up after this session to evaluate if the coping strategies the participant selects are implemented. It is also important to see how they are working, troubleshoot if necessary, or choose new strategies as needed. Ensure that participants who report ideas of suicide or other serious signs of depression are immediately evaluated by a prescriber.

**Suggestion for Topic Introduction
and Relevance to Participants**

“Have you ever found yourself feeling kind of sad or upset and just not wanting to feel that way? So you may have called a friend, watched a movie, went shopping, or listened to music that you like. Did you find you felt better?”

(Wait for responses.)

“We all have times when we are unhappy or stressed out. We have the ability to do things to help ourselves feel better. All of us can improve our skills to better manage the uncomfortable feelings we may have. Learning these skills can help us take charge of how we handle our own discomfort when we feel badly. Today we will talk about coping with those types of feelings.”

“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key

1. A 2. C 3. D 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 11: Getting Support to Stay Sober



Main Learning Points of Session 11

What were the main learning points of Session 11? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Getting support can help to d _____ p or maintain a sober lifestyle.
2. It is best to choose a support person who lives a s _____ r lifestyle.
3. Self-help m _____ s are good places to meet people who believe in and practice staying sober.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

- ☐ 1. **Yes.** How did it go? _____
- _____
- ☐ 2. **No.** What got in the way of completing your practice?
- _____
- _____

If you still plan to complete your practice, when will you do it?

- ☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Having trouble sleeping can be a sign of depression or anxiety:

A. True B. False

2. Substance use:

- A. Is a healthy coping skill for dealing with emotions.
- B. Cures negative feelings over time.
- C. Tends to make depression and anxiety worse over time.
- D. Never makes depression worse in the long run.

3. Recognizing uncomfortable feelings:

- A. Is only important for people who are diagnosed with a depressive disorder.
- B. Tells me when to drink or use drugs, so I can feel better.
- C. Only helps people who are recovering from substance use problems.
- D. Can help me take action and feel better.

4. Coping skills help people deal with uncomfortable feelings without using substances.

A. True B. False

5. I am confident I have skills to manage uncomfortable feelings.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree ☐ Unsure

Topic Assessment



6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Coping with Uncomfortable Feelings

Objectives for this Session

1. Recognize 2 personal signs of anxiety and depression.
2. Identify 1 way substance use impacts anxiety and depression.
3. Identify at least 1 healthy coping skill.

Problems with uncomfortable feelings are common.

Everybody is anxious, worried, or depressed from time to time. This often happens when people who have been using substances are working to stay clean and sober. Depression and anxiety are not something to be embarrassed about. If you listen to the stories of people who are recovering, you will probably hear them talk about many uncomfortable feelings they have had to overcome. It is not unusual for people to get depressed or anxious, even as they are working toward their sobriety goal.

Main Learning Point #1

Problems with depression and anxiety are common.

Coping with Uncomfortable Feelings (continued)

People cope with uncomfortable feelings.

Many people with alcohol or drug problems have used substances to deal with feelings they don't like. At the time, it might have seemed like a good way, or the only way, they knew how to cope. Use of some substances can make people feel calmer or less depressed for a little while. However, the more someone drinks or the more drugs they take, the worse they feel over time. This is because of the negative effects that substances have on a person's brain chemistry.

The depression and anxiety always come back. The uncomfortable feelings usually get stronger after the substances wear off. This usually causes even more distress. When people become more depressed, more anxious, and more distressed, they may increase their use of substances.

Main Learning Point #2

Substance use tends to make depression and anxiety worse over time.

When to start practicing healthy coping skills.

Healthy coping skills can help people deal with their feelings and live a life that is free from alcohol and drugs. The next two sessions will offer a variety of coping skills that you can use to deal with uncomfortable feelings. It is usually best to begin practicing coping skills right away. You don't have to wait until you feel depressed or anxious to learn and practice healthy coping skills.

Recognizing Signs of Depression and Anxiety

To learn better coping skills, it is helpful to recognize your own signs of depression and anxiety. Once you know your signs, you can begin using coping skills as soon as you start feeling uncomfortable. This can help keep feelings from building up and causing more distress. Some of the most common signs of depression and anxiety are listed below. You may want to put a check beside the signs that you may experience or have experienced recently.



Common signs of depression and anxiety include:

- ☐ **1. Sad mood.** Feeling down and thinking everything is a bit gloomy.
- ☐ **2. Appetite problems.** Losing interest in food or food not tasting good.
- ☐ **3. Trouble sleeping.** Trouble falling asleep at night, waking and not being able to go back to sleep, or sleeping more than usual.
- ☐ **4. Hopelessness.** Thinking everything is hopeless, or feeling worthless or that you have nothing to offer.
- ☐ **5. No joy.** Lack of pleasure in doing things you enjoyed in the past or a loss of joy in life.
- ☐ **6. Trouble concentrating.** Taking a long time to understand things, having problems staying focused, or having trouble making decisions.
- ☐ **7. Increased arousal.** Rapid breathing, pounding heart, muscle tension, perspiration, headache, or upset stomach.
- ☐ **8. Behavioral changes.** Shaking, trembling, talking fast, not talking at all, fidgeting, or pacing.
- ☐ **9. Fearful thoughts.** Worrying you will be hurt, embarrassed, or the worst will happen.
- ☐ **10. Overwhelmed.** Feeling you can't handle anything or feeling vulnerable.
- ☐ **11. Thoughts of harming myself.**
- ☐ **12. Other:** _____

If you experience any of these signs of depression or anxiety, it is important that you talk to your treatment team or prescriber right away.

Main Learning Point #3

Recognizing uncomfortable feelings can help you take action to feel better.

Choosing Healthy Coping Skills

Many healthy coping skills can be used to deal with depression. Different skills work for different people. Choose and practice skills to find out how well they work for you. If your mood does not get better with those skills, decide to learn different skills. Three coping skills are described here, and more coping skills will be talked about in the next session. Choose at least one healthy coping skill below that you think might help you.



- ☐ **1. Planning and doing fun things.** People usually stop doing things when they are depressed. To ease depression, it can be helpful to make specific plans to do things that are enjoyable. Plan an activity for a specific day and time. For example, “I am going play cards for one hour on Thursday afternoon” or “I will go see a movie on Friday night.” Sometimes it’s hard to follow through on doing things if you plan to do them alone. You may be more likely to carry out your plan if someone else is counting on doing it with you. It can also be more fun to share things with someone. Planning, looking forward to, and doing at least one activity each day helps many people cope with depression.
- ☐ **2. Exercising.** People usually slow down and become less active when they are depressed. When they stop doing things, depression tends to get worse. Increasing your exercise can improve your mood. Walking, jogging, dancing, bicycling, or doing aerobics are just a few ways to exercise. It is wise to start with a small goal and build up. For example, you might start by taking a 10-minute walk every other day. After a few weeks of reaching this goal, you could decide to walk every day. After a few weeks of daily walks, you may decide to replace one walk with a 10- minute jog. It may be helpful to exercise with someone else. For example, it might be more fun to walk with a family member or do aerobics with a friend.

Choosing Healthy Coping Skills (continued)



- ☐ **3. Increasing appetite.** Depression and anxiety affect people’s appetite, usually by decreasing it. The following habits can help people eat more, even if they don’t have much of an appetite. If you have appetite problems, choose at least one idea that might help you:
 - ☐ **A. Eat food you like.** Eat small amounts of the foods that you like.
 - ☐ **B. Take your time.** Don’t rush meals; take your time eating.
 - ☐ **C. Drink nutrition.** Drink a healthy amount of fluids to keep up your calorie intake (such as fruit juices, smoothies, protein shakes, milk, or nutrition drinks).
 - ☐ **D. Other:** _____
- ☐ **4. Accepting.** As hard as we try, no one can control everything that goes on in their minds. We can’t control every thought or feeling. This is true for both depression and anxiety. Most people have feelings that are uncomfortable. However, that does not mean that negative feelings cannot be managed or reduced. By accepting that these feelings are a part of everyone’s life, people can learn that they do not always have to fight these feelings. Instead, they can decide to not let the feelings control their life.
- ☐ **5. Choosing Skills.** Decide which of the following skills will help you cope with uncomfortable feelings.
 - ☐ **A.** “Just noticing” your uncomfortable thoughts and feelings without focusing on them.
 - ☐ **B.** “Thanking your brain” for all its “wonderful” (depressed or anxious) thoughts in a lighthearted way and going on with life.
 - ☐ **C.** Telling yourself, “Into every life some rain must fall.” Imagine yourself wearing a raincoat and staying dry under an umbrella. Imagine yourself going about your life while it keeps raining.
 - ☐ **D. Other:** _____

Main Learning Point #4

Coping skills help people deal with uncomfortable feelings without using substances.

Review & Moving Forward



The main learning points of this session are:

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

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ 1. **STUDY.** I am going to reread my handout at least once.
- ☐ 2. **SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about my personal signs of depression and the coping skills that might work best for me.
- ☐ 3. **PLAN.** I will make a plan of three healthy coping skills I can use to help me cope with uncomfortable feelings. I will include at least two fun things and at least one way to exercise. I will share with the group at our next session.
- ☐ 4. **OTHER:** _____

Take an “**Extra Step Forward**” (optional)

- ☐ 5. **PRACTICE HEALTHY COPING.** Using my specific plan from #3 above, I will practice at least one of the new healthy coping skills.

13

Finding Healthier Coping Skills Facilitator Notes

Main Learning Points from last session: *Coping with Uncomfortable Feelings*

1. Problems with depression and anxiety are common.
2. Substance use tends to make depression and anxiety worse over time
3. Recognizing uncomfortable feelings can help you take action to feel better.
4. Coping skills help people deal with uncomfortable feelings without using substances.

Review Personal Practice Options from last session.

Remember

You can refer to the “*Facilitator's Delivery Checklist*” when using Team Solutions materials as a reminder of important facilitator tips.

Tips for this Session

1. Everyone has problems, stress, and difficulties from time to time. Developing coping skills for dealing with times of trouble can help participants deal with life's difficulties without resorting to using substances.
2. Experiential learning is critical for mastering and using new skills. Therefore, it's best to take the time to practice some of these skills during the session itself. If possible, consider spending two sessions on these coping skills. This will give you plenty of time to help participants practice the skills and increase the chances of developing new habits for coping with problems and stress.

3. Remember that people remember more of what they say than what is said to them. Engage participants in reading aloud, repeating something aloud, and making the information meaningful to them by restating things in their own words.
4. During this session is a section on problem-solving. Please refer to workbook 6 *Managing Stress and Problems* (Session 9), for more information on problem-solving skills.

Suggestion for Topic Introduction and Relevance to Participants

“People sometimes use alcohol or drugs as a way of coping with problems and stress. However, just like we know that we can learn skills to cope with our sad or anxious feelings, there are ways we can learn how to handle problems during times of trouble. Can everyone do something with me? You can sit down or stand up for this. Let’s pump our arms up and down.”

(Demonstrate several arm movements, such as pumping your hands alternately straight above your head, curls from the elbow, and scissoring your arms in front of you. Do this for at least 1-2 minutes.)

“Do you know what we just did?”

(Listen to responses.)

“Yes, we exercised, but we also just learned one positive coping skill. When we exercise, we reduce some of our stress and anxiety, and we may be able to sleep better. Getting enough sleep helps us function better. So exercise is one example of a coping skill that is really easy to do. In this session, we will talk about healthy ways to manage problems without drinking or using illegal drugs. Practicing these skills can help you reach or keep your goal of living a sober lifestyle.”

“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key

1. B 2. C 3. D 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 12: Coping With Uncomfortable Feelings



Main Learning Points of Session 12

What were the main learning points of Session 12? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Problems with d _____ n and anxiety are common.
2. S _____ e use tends to make depression and anxiety worse over time.
3. Recognizing u _____ e feelings can help you take action and feel better.
4. Coping skills help people deal with uncomfortable feelings without using s _____ s.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn’t choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. The best way to solve sleep problems is to take a pill or drink alcohol.

A. True B. False

2. Changing thinking:

- A. Only helps you blindly ignore the realities of life.
- B. Is a waste of time because it does not solve anything.
- C. Can help people cope with stress.
- D. Makes problems bigger than they really are.

3. Using problem solving skills:

- A. Should always be done alone and in private.
- B. Is done in just three simple steps.
- C. Includes both alcohol and drug use.
- D. Can help people cope.

4. Positive self-talk is like “rose colored glasses.” It ignores the realities in life.

A. True B. False

5. I am confident I can use healthy coping skills to deal with problems.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Topic Assessment



6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Finding Healthier Coping Skills

Objectives for this Session

1. Identify 2 examples of healthy coping skills.
2. Choose at least 1 coping skill that you will use to deal with problems and stress.
3. Practice 1 healthy coping skill during this session and before the next session.

Problems and stress are facts of life.

It is impossible to go through life without having times of trouble. Some amount of stress, conflict, disappointment, and problems are everyday experiences for most people. There are also times in every person's life when more trouble comes their way than usual. Practicing healthy coping skills can help people build resilience, or the ability to "bounce back" from life's difficulties.

Choosing healthy coping skills.

Healthy coping skills can help people deal with problems without turning to alcohol and drugs. There are many healthy coping skills that may work well in dealing with problems and stress.

In this session, we will focus on:

- Improving sleep.
- Changing our focus from negative thinking to positive thinking.
- Better problem-solving.

Choose and practice at least one skill to find out how well it works in your everyday life.

Improving Sleep



When people go through tough times, they usually have trouble sleeping. Lack of sleep adds to stress. Practicing new habits can help you cope. If you want to improve your sleep, choose the ideas that might help you:

- ☐ **A. Set a regular bedtime.** Choose a bedtime and go to bed at that time every night.
- ☐ **B. Relax.** Practice relaxation skills at bedtime, such as deep breathing, imagining a peaceful scene, muscle relaxation, or meditation.
- ☐ **C. Calm yourself.** Do something calming before going to bed, such as reading, listening to music, or taking a bath.
- ☐ **D. Keep a regular schedule from day to day.** This will help keep your sleep schedule regular.
 - **Get up on time.** Get up at the same time every morning. Do not stay in bed or sleep late, even if you feel tired.
 - **Avoid naps.** Stay out of bed and stay awake all day, even if you do not get a good night's sleep.
- ☐ **E. Exercise.** Get enough exercise during the day so you are tired at night.
- ☐ **F. Limit caffeine.** Cut back to just two or three drinks that contain caffeine (such as coffee, tea, soda, energy drinks, or cocoa) per day. Stop drinking caffeine by 5 p.m. every evening.
- ☐ **G. Routine.** If you have a prescribed medicine that you are supposed to take at night, take it at the same time each night.
- ☐ **H. Other.** _____

Main Learning Point #1

Practicing new habits can help people cope with sleep problems.

Changing Negative Thinking to Positive Thinking



The way we think affects the way we feel. For example, if we think the world is a cold, unforgiving place, we feel discouraged. If we think there are only bad things in our future, we feel hopeless. Negative thoughts cause us to feel bad. However, if we think positive thoughts, they will also affect the way we feel.

- ☐ **A. Glass half empty thinking.** Thinking about things that are negative and ignoring the positive. For example, “I do not think I am getting anywhere because I do not have my own apartment.” (Ignoring that you have stayed in a job for three months.)
- ☐ **B. All-or-nothing thinking.** Thinking about things in extreme ways with nothing in between. For example, “If I don’t get this job, I’m a total failure.”
- ☐ **C. Jumping to conclusions thinking.** Thinking you know what’s going to happen based on very little information. For example, “If I call my old friend Ben, he won’t want to get together because I haven’t called him in a long time.”
- ☐ **D. Over-personalizing thinking.** Thinking that something is personal when it’s not. For example, “I stopped riding the bus because the driver doesn’t like me and he glared at me.” (The bus driver glares at everyone.)
- ☐ **E. Emotional thinking.** Believing that because you feel something, it must be true. For example, “I feel afraid, so I must be in danger.”

Main Learning Point #2

The way we think affects the way we feel.

Changing Negative Thinking to Positive Thinking (continued)



When you catch yourself thinking negatively, stop!

Practice replacing it with more positive thoughts that are more accurate and balanced. If we think positive thoughts, it will also affect the way we feel. Here are some examples of positive thinking:

- ☐ “I’m not going to let this stop me.”
- ☐ “I have some wonderful things happening in my life too.”
- ☐ “This is a tough time, but things are going to get better.”
- ☐ “I have people who care about me.”
- ☐ “I’ve always gotten through tough times in the past. I am a survivor.”
- ☐ “I’m going to take one step at a time and solve this problem.”
- ☐ **Other:** _____

Most people need lots of practice to get into the habit of replacing negative thinking with positive thinking. It is a simple step they can take that can help them cope with problems and stress.

Main Learning Point #3

Practicing positive self-talk can help people cope.

Better Problem-Solving



Sometimes problems may seem like too much to handle. When working to fix a problem, it is helpful to follow several small steps for finding solutions. Reach out to people you trust and practice these steps together.

The following five steps for solving problems have been helpful to many people:

Step #1: Define the problem. Think about exactly what the issue is and how it impacts you.

Step #2: Brainstorm solutions to the problem. Come up with as many solutions as possible. Do not judge yet whether the ideas are good or bad. Just make a list of anything that you think might be a possible solution to the problem.

Step #3: Evaluate the solutions. This is the time you want to look at the good and bad aspects of each idea. For each idea, think about what is positive about it (pro) and what is negative about it (con). This process is called weighing the “pros and cons.”

Step #4: Choose and use the best solution. Pick two solutions that you will use and number them one and two. Make a plan and use the first solution.

Step #5: Check for success. It is important to go back and evaluate your solution. Did it work? If it did, great! Your problem is solved. If it did not work, use your second solution. It is very important that you examine how it worked each time you try something. Remember, even if your first choice did not solve the problem, you can use the second option to see if it works.

Main Learning Point #4

Using problem-solving skills
can help people cope.

Review & Moving Forward



The *main learning points* of this session are:

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

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about how I can improve my sleep habits.
- ☐ **3. PRACTICE.** I will practice using positive self-talk until our next meeting, and I will talk about it at the next session.
- ☐ **4. OTHER:** _____

Take an *“Extra Step Forward”* (optional)

- ☐ **5. PROBLEM-SOLVING.** I will use the problem-solving steps 2, 3, and 4 for the practice situation below and bring one solution to the next session to share with the group.

14

Finding Sober Friends
Facilitator Notes**Main Learning Points from last session:**
Finding Healthier Coping Skills

1. Practicing new habits can help people cope with sleep problems.
2. The way we think affects the way we feel.
3. Practicing positive self-talk can help people cope.
4. Using problem-solving skills can help people cope.

Review Personal Practice Options from last session.**Note**

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Materials Needed to Accompany Participant Handout

1. *Making a Plan to Spend More Time with People who are Sober.*
2. *Fun Things to Do*

Tips for this Session

1. Substance use often occurs in social situations and people may use substances to make socialization easier and more comfortable. In addition, some people live in settings in which substance use is normal social behavior. Thus, the social dimension of substance use needs to be addressed in order for people to develop or maintain a sober lifestyle.
2. This session builds on information used in session 8, “Choosing New Ways to Have Fun.” We are including the same handout used in that session, “Fun Things to Do,” to remind people that they can pursue fun activities that are not related to substance use.
3. Finally, participants can pursue personally meaningful activities that may increase contact with sober individuals, such as work, school, or volunteering. People may need to experiment with a variety of strategies before finding something that works. The primary goal is for the person to identify at least one or two people they like to spend time with who do not use substances.

Suggestion for Topic Introduction and Relevance to Participants

(Note: Listen and respond to answers to all questions during this introduction.)

“Does anyone like to bake things? What do you like to bake? And don’t we all like freshly baked foods! Is anyone here handy with a hammer and other tools? Do you like repair work or do you like to build things? How about crafts? Is anyone talented with making craft items that are fun and decorative?”

“This session focuses on helping you strengthen or build friendships with people who do not use substances and who can be friends with you as you continue your road to recovery. How does this fit in with baking and building and doing crafts? There are many opportunities for all of us to volunteer our services and use our skills to help others. Places of worship and hospitals all need people with these skills to help them out. You like to bake? Volunteer for the bake sale or to hand out coffee and cookies after services. Are you handy with a hammer? Offer to help with repairs and building projects. Are you good with crafts? There will be lots of opportunities to help out in a place of worship or hospital. Their newsletters are full of requests for help, as well as other activities that might interest you. Today we will talk about this and more.”

“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key

1. A 2. B 3. A 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 13: Finding Healthier Coping Skills



Main Learning Points of Session 13

What were the main learning points of Session 13? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Practicing new habits can help people cope with s _____ p problems.
2. The way we t _____ k affects the way we feel.
3. Practicing p _____ e self-talk can help people cope.
4. Using p _____ m-solving skills can help people cope.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Spending less time with people who use substances helps support a sober lifestyle.

A. True B. False

2. When someone offers you substances, you should use with them to make them happy.

A. True B. False

3. Finding people with similar interests can start new friendships.

A. True B. False

4. Meaningful roles:

- A. Are better for you than fun activities.
- B. Can give people the chance to make new friends.
- C. Are important for joining activities with alcohol and drug use.
- D. Are ways to practice refusal skills.

5. I am confident I can spend more time with people who do not use substances.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly	Unsure
Disagree		Nor Disagree		Agree	

Topic Assessment



6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Finding Sober Friends

Objectives for this Session

1. Identify 1 way that friendships can influence your decisions to use or not use substances.
2. Choose 2 ideas that could help you find and spend time with people who are sober.

Choose to spend less time with people who use substances.

Many people use alcohol and drugs in social situations with others. Substances are often shared between people, and you may be offered substances by others. It may be hard or awkward to turn down these offers, especially if you like the person and want him or her to like you. For all of these reasons, it can be hard to maintain a sober lifestyle without changing the people with whom you spend the most time. Having as little contact as possible with people who use alcohol or drugs can make it easier for you to stay alcohol- and drug-free.

Support your recovery by choosing to spend more time with people who do not use substances.

Overcoming your substance use problems can be much easier if you hang out with people who do not use substances. Supporting your recovery in this way is a healthy thing to do for yourself at this time. But for most people, symptoms can be managed. And you can get back to being healthy—a new level of healthy.

Main Learning Point #1

Spending more time with people who do not use substances makes it easier to stay sober.

People I spend time with

It can be helpful to think about who you currently spend the most time with. Do they use alcohol or drugs? Write the names of up to five family members or friends you spend the most time with. List the people you spend the most time with first. For each person, check whether or not they use alcohol or drugs. Then mark whether you have used substances with that person in the past. We will not be sharing this list with each other, but it will be good for you to think about.



First name of person	Does the person use substances?	Have you used substances with the person?
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Sober people in my life

Now think of all the people you know who do not use alcohol or drugs. Include people you don't see very often. Write the names of up to five people you know who do not use substances. For each person, mark how often you spend time with them. Choose whether you would like to spend more time with each of them (or not).



First name of person	How often I spend time with this person	I would like to spend more time with this person
	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly <input type="checkbox"/> Less than Yearly	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly <input type="checkbox"/> Less than Yearly	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly <input type="checkbox"/> Less than Yearly	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly <input type="checkbox"/> Less than Yearly	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly <input type="checkbox"/> Less than Yearly	<input type="checkbox"/> Yes <input type="checkbox"/> No

Finding interest groups

You can find local clubs, special interest groups, friends you meet at your treatment center or go to groups with, and people who share your interests in several ways. Choose the ideas that might work best for you:



- ☐ **1. Discussing shared interests.** Talk with people while you are doing activities (such as bowling, attending classes, playing chess, going to an art museum, taking part in a local walk or race, playing bingo, or going to the library).
- ☐ **2. Finding announcements.** Look for flyers and announcements about groups or clubs in local newspapers or magazines. Check for information that is posted in public places (such as the library, local YMCA, coffee houses, supermarkets, or the Internet).
- ☐ **3. Asking around.** Let your treatment team members, friends, and family know about your interests. Find out if they know anyone with similar interests.

Main Learning Point #2

Finding people with similar interests can start new friendships.

Use meaningful roles in your life to meet new people

Your job, school, or volunteer work may give you natural opportunities to meet people. You can also join organizations, such as a church group, that offers many chances to spend time with other people. If you are in a caregiver role, such as taking care of a child or an elderly person, there may be groups in your area where other caregivers are interested in meeting people. Taking time to talk with and get to know people at work or school can help you make friends. Choose the ideas that might work best for you:



- ☐ **1. Stop to talk.** Make a point of talking with people before and after groups, classes, or work. Spend time with others during breaks.
- ☐ **2. Have meals together.** Spend lunch or dinner breaks with classmates or coworkers. Invite people to sit with you at meal times. Invite someone to go out to eat.
- ☐ **3. Share a ride.** Join a car pool, ride the bus or subway together, or walk to and from classes or work together.
- ☐ **4. Volunteer at your place of worship or a hospital.** Your place of worship and hospitals always need volunteers to help with many tasks.

Main Learning Point #3

Meaningful roles can give people opportunities to make new friends.

Review & Moving Forward



The *main learning points* of this session are:

1. _____
2. _____
3. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about finding friends who don't use substances.
- ☐ **3. REVIEW.** I am going to reread the list of sober people in my life and review the list of fun things to do. I will pick one fun activity I think each sober person on the list would like to do with me. I will talk about my list with: _____
- ☐ **4. OTHER:** _____

Take an *“Extra Step Forward”* (optional)

- ☐ **5. PLAN and ACT.** Review the list of people who do not use substances whom you would like to spend more time with. Using that list and the handout, *Making a Plan to Spend More Time with People Who Are Sober*, create a plan to take at least one step toward spending more time with one or two people who do not use substances.

Make a Plan to Spend More Time with People Who Are Sober



Person 1:

A. Who I will spend time with:

B. How I will contact them:

C. What I will suggest doing together:

D. When I will do this:

Person 2:

A. Who I will spend time with:

B. How I will contact them:

C. What I will suggest doing together:

D. When I will do this:

Fun Things to Do

There are lots of fun activities to choose from.

The following list gives a lot of examples of fun activities that people enjoy. This list of ideas may help you think of new activities that might be fun for you to try. Put a check by the activities that might interest you.



- | | |
|--|---|
| <input type="checkbox"/> 1. Taking an adult education class. | <input type="checkbox"/> 19. Attending a place of worship. |
| <input type="checkbox"/> 2. Going out to eat. | <input type="checkbox"/> 20. Visiting a museum. |
| <input type="checkbox"/> 3. Listening to music. | <input type="checkbox"/> 21. Taking an aerobics class. |
| <input type="checkbox"/> 4. Playing a board game (checkers, chess, cribbage, or backgammon). | <input type="checkbox"/> 22. Taking a dance class. |
| <input type="checkbox"/> 5. Taking a yoga class. | <input type="checkbox"/> 23. Bike riding. |
| <input type="checkbox"/> 6. Doing crossword puzzles. | <input type="checkbox"/> 24. Making crafts. |
| <input type="checkbox"/> 7. Drawing, cartooning, painting, or pottery. | <input type="checkbox"/> 25. Stargazing. |
| <input type="checkbox"/> 8. Volunteering. | <input type="checkbox"/> 26. Knitting or crocheting. |
| <input type="checkbox"/> 9. Taking a martial arts class. | <input type="checkbox"/> 27. Going to a movie. |
| <input type="checkbox"/> 10. Playing an instrument. | <input type="checkbox"/> 28. Taking a writing class. |
| <input type="checkbox"/> 11. Lifting weights. | <input type="checkbox"/> 29. Hiking or taking a walk. |
| <input type="checkbox"/> 12. Going to the zoo. | <input type="checkbox"/> 30. Playing a card game. |
| <input type="checkbox"/> 13. Cooking. | <input type="checkbox"/> 31. Spending time doing a hobby. |
| <input type="checkbox"/> 14. Studying history. | <input type="checkbox"/> 32. Playing a computer game. |
| <input type="checkbox"/> 15. Playing a sport (basketball, football, softball, or bowling). | <input type="checkbox"/> 33. Doing jigsaw puzzles. |
| <input type="checkbox"/> 16. Going to a sports event. | <input type="checkbox"/> 34. Writing poetry or a story. |
| <input type="checkbox"/> 17. Going fishing. | <input type="checkbox"/> 35. Outside games (horseshoes, badminton, croquet, or lawn darts). |
| <input type="checkbox"/> 18. Reading. | <input type="checkbox"/> 36. Playing catch. |
| | <input type="checkbox"/> 37. Baking. |
| | <input type="checkbox"/> 38. Other: _____ |

15

Improving Friendship Skills Facilitator Notes

Main Learning Points from last session:

Finding Sober Friends

1. Spending more time with people who do not use substances makes it easier to stay sober.
2. Finding people with similar interests can start new friendships.
3. Meaningful roles can give people opportunities to make new friends

Review Personal Practice Options from last session.

Remember

You can refer to the “Facilitator’s Delivery Checklist” when using Team Solutions materials as a reminder of important facilitator tips.

Tips for this Session

1. Participants may benefit from role-playing the conversation skills included in this session. If possible, take time to engage people in practicing the skills. Experiential learning helps build confidence and may increase the likelihood of successful skill utilization outside of the session. Provide coaching, cues, shaping, and prompting as needed. Provide recognition for skills that people have already mastered as well as for the skills acquired during the session.
2. If you use the suggestion for topic introduction, you may want to talk to the participant whom you will ask to role-play with you before the session begins so no one feels put on the spot.

Suggestion for Topic Introduction and Relevance to Participants

(Note: Select a participant who you know will interact with you and respond to your questions. Smile, look the participant in the eye and speak with confidence.)

“Today we are going to start with a role-play. Camille, will you help me? Hello, Camille. How are you doing today?”

(Let the person respond.)

“I was thinking about seeing a movie later, but I am not sure what sounds good. Have you seen any good movies recently?”

(If the person names a movie, ask what it is about and listen. If the person says they have not seen any movies, ask the person what type of movies he or she likes to see. Let them respond either way.)

“That sounds like a lot of fun. I have an idea. Would you like to see what is playing and maybe go see a movie together?”

(You could also say, “Would you like to see what is playing on TV later? Maybe we could watch something together and have some popcorn?”)

“What do you think about that conversation? Is this a conversation you could see yourself having? During this session, we will talk about ways you can raise your confidence and continue to improve your friendship skills. Making new friends and finding healthy activities can help you reach or maintain your sobriety goals. Does this sound like something you would be interested in?”

“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key

1. **B** 2. **D** 3. **A** 4. **B**

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 14: Finding Sober Friends



Main Learning Points of Session 14

What were the main learning points of Session 14? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Spending m _____ e time with people who do not use substances makes it easier to stay sober.
2. Finding people with similar interests can start new f _____ s.
3. Meaningful roles can give people o _____ s to make new friends.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn’t choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. It is important to only practice verbal friendship skills.

- A. True B. False

2. When you are starting a conversation with a new friend, pick a topic that:

- A. You are interested in.
B. Is about religious or political issues.
C. The other person is interested in.
D. Both you and the other person might be interested in.

3. Show that you are interested by:

- A. Nodding, making comments, or asking questions.
B. Talking more than the other person.
C. Letting the other person do all the talking.
D. Agreeing with everything the other person says.

4. If the conversation does not go very well, you probably did not do it right.

- A. True B. False

5. I am confident I know how to improve my skills to make friends with people who do not use substances.

- | | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree | Unsure |

Topic Assessment



6. This information is important for me to know.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Improving Friendship Skills

Objectives for this Session

1. Choose at least 1 topic that you could use to start a conversation.
2. Select 1 way to deal with conversations that do not turn out well.

Starting conversations.

An important part of meeting new people is starting conversations. A pleasant, interesting conversation with someone is enjoyable and could lead to spending more time with that person. This session gives some tips on starting conversations with people.

1. Choose a good time. Choose a time to start the conversation when you won't be interrupting the other person. Ask yourself:

- **Busy?** Is the person in the middle of doing something? Does it look like the person has time to talk right now?
- **Talking?** Is the person already talking to someone? Is he or she on the phone?

2. Use verbal and nonverbal skills. *How* we say something is often just as important (and sometimes more important) as *what* we say. How we talk with someone else refers to the way we say things, including our expressions, "body language," and our tone of voice. Choose at least one skill that you would like to practice and get better at doing:

- **Look.** Make eye contact. Don't look at the floor.
- **Smile.** Keep a friendly facial expression.
- **Approach.** Walk toward the person. Stand a comfortable distance from the person (usually about an arm's length away).
- **Speak up.** Talk in a normal voice without being too loud. Don't mumble.
- **Smile.** Keep a friendly facial expression.
- **Be confident.** Use a firm tone of voice.

Main Learning Point #1

Practice both verbal and non-verbal skills.

Starting Conversations

(continued)



3. Pick a topic. A good topic is something that you and the other person might be interested in. Listed below are examples of topics that you could use to start a conversation.

A. Activity topics. One way to choose a topic is to say something about an activity that you are both doing together. You could also talk about activities that you enjoy to find out if the person is interested in the same activity. Choose an activity you could use to start a conversation:

- ☐ **Sports.** You could talk about national, college, or local sports while watching or playing sports.
- ☐ **Art.** You could talk about the artists you like while at an art show or art class.
- ☐ **Classes.** You could talk with classmates about the class you are taking together.
- ☐ **Favorite Activity.** Find out if the person is interested in one of your favorite hobbies or activities, such as music, bird watching, bowling, playing chess, or computer games.
- ☐ **Other:** _____

B. General topics. Some general topics for starting conversation are listed below. Choose at least one general topic you could use to start a conversation:

- ☐ **Weather.** Make a comment about what the weather has been like.
- ☐ **News.** Mention a local or national news story you know about.
- ☐ **Entertainment.** Talk about a movie you like or a TV show you watch. Ask what movies or TV shows the other person enjoys.
- ☐ **Books or magazines.** Say something about your favorite author. Talk about something you are reading. Find out what the other person likes to read.
- ☐ **Other:** _____

Starting Conversations (continued)



C. Personal topics to avoid. Some topics are too personal to use until you know someone better. Examples of topics to avoid are:

- a. Religion.** It is usually best to avoid talking about religious topics, unless you met the person through a religious organization.
- b. Politics.** It is usually unwise to talk about politics, unless you met the person through a political organization.
- c. Sex.** This is a topic to avoid when you are making new friends.
- d. Private information.** Do not mention very personal information about yourself. Some examples of private information might be:
 - Your address.
 - Your illness and treatment.
 - How much money you have.

Save private topics for the people who are your close friends.

e. Other: _____

4. Show you are interested.

Don't just focus on what you have to say. Show interest in the other person. Choose the skills you would like to practice:

- ☐ **Nod.** Nodding your head lets people know you are paying attention. It shows that you agree with what they are saying. It also encourages the other person to say more.
- ☐ **Make a comment.** Respond back to what the person said. You might agree, say what you think about what they said, or share a similar experience.
- ☐ **Ask questions.** Asking questions gives the other person a chance to talk. It also encourages them to say more. It lets them know you are interested in hearing what they have to say.
- ☐ **Favorite Activity.** You could talk with classmates about a class you are taking together.
- ☐ **Other:** _____

Main Learning Point #2

Pick a topic that interests both of you.

Starting Conversations (continued)



5. Use positive self-talk when conversations don't go well. You won't always get the response you want. Do not take it personally. Some attempts to start a conversation don't turn out very well. Listed below are some examples of positive self-talk that you could use when conversations do not turn out very well:

- ☐ She just might be too busy to talk right now.
- ☐ He might be having a hard day.
- ☐ She may have something important on her mind.
- ☐ Maybe she doesn't want to talk to anyone.
- ☐ She doesn't want to talk to me, but someone else will want to.
- ☐ He does not want to talk to me, but it doesn't mean that it is about me. He may be in a bad mood today.
- ☐ From time to time, everyone starts a conversation that doesn't work out.
- ☐ I am not going to take it personally. I will just shrug it off.
- ☐ I will find someone else who is more interested in talking with me.
- ☐ Other: _____

Main Learning Point #3

Nod, make a comment, or ask questions to show that you are interested in the other person.

Main Learning Point #4

Use positive self-talk when conversations do not go well.

Review & Moving Forward



The main learning points of this session are:

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

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about how I can improve my conversation skills.
- ☐ **3. PRACTICE SKILLS.** I will review the materials and select three or four topic starters (you may want to ask a friend in this group to pair up with you to practice topic starters together.). I will think about the kinds of things I would like to say to start a conversation.
- ☐ **4. OTHER:** _____

Take an “**Extra Step Forward**” (optional)

- ☐ **5. PRACTICE SKILLS.** I will begin improving my friendship skills by starting at least one conversation with someone I do not know very well.

16

Managing High-Risk Situations Facilitator Notes

Main Learning Points from last session: *Improving Friendship Skills*

1. Practice both verbal and non-verbal skills.
2. Pick a topic that interests both of you.
3. Nod, make a comment, or ask questions to show that you are interested in the other person.
4. Use positive self-talk when conversations do not go well.

Review Personal Practice Options from last session.

Remember

It is important to acknowledge and discuss participant's successes, progress, and challenges.

Note



This is a good session that could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Handouts for this Session

Coping with High-Risk Situations.

Tips for this Session

1. High-risk situations for relapsing back into substance abuse are typically related to the person's motives for using substances. Motivations might include social situations, coping with negative feelings, wanting something to do, and having cravings. Most of the skills for dealing with these high-risk situations have been previously addressed in this workbook. Developing a personal plan for dealing with high risk-situations involves selecting skills based on the individual needs. Therefore, while there is a broad range of material covered in this session, participants may be familiar with much of it already.
2. The last three sessions are geared more specifically to people who have used or do use substances. However, if you are using this in a group setting, there is still educational value for participants who have not used substances. These last three sessions can be used as preventive information, but be aware that it may not directly apply to those participants.

Suggestion for Topic Introduction and Relevance to Participants

“Have you ever been walking around with money in your pocket for a specific thing, such as buying a bus pass or groceries, or paying a bill, when you saw something you just could not resist? Maybe you spent the money that was supposed to go for something else? Has that ever happened?”

(Respond to comments.)

“I think we have all done that! If we spend our money impulsively on shoes or a shirt or a vase or something, it is probably not a horrible problem. But if we make impulsive decisions about using alcohol or drugs, we may find ourselves in a bad situation. This session will focus on identifying high-risk situations or situations where we might be impulsive. We will make a plan for dealing with high-risk situations.”

“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key
1. D 2. C 3. A 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 15: Improving Friendship Skills



Main Learning Points of Session 15

What were the main learning points of Session 15? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Practice both v _____ l and non-verbal skills.
2. Pick a topic that i _____ s both of you.
3. Nod, make a comment, or ask q _____ s to show that you are interested in the other person.
4. Use p _____ e self talk when conversations do not go well.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn’t choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. It is important to be prepared to deal with:

- A. Religious conversations.
- B. People who only think about themselves.
- C. Your television not working.
- D. High-risk situations.

2. To maintain sobriety, it is a good idea to:

- A. Keep plenty of extra cash in your pocket.
- B. Spend time with people who use substances so you can practice your refusal skills.
- C. Say “no thank you” and not carry extra money.
- D. Get your checks sent directly to you, instead of being put into your account.

3. Coping skills can help you feel better and avoid urges to use:

- A. True
- B. False

4. When I am bored, it is okay to call a friend who drinks as long as we agree I won't drink with him or her.

- A. True
- B. False

5. I am confident I know how to manage high-risk situations.

- | | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree | Unsure |

Topic Assessment



6. This information is important for me to know.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

- | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree |

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Managing High-Risk Situations

Objectives for this Session

1. Identify at least 1 personal high-risk situation.
2. Choose at least 1 plan for dealing with a personal high-risk situation.
3. Choose 1 option for personal practice by the next session.

It is important to be prepared for high-risk situations.

High-risk situations are when you are at the greatest risk for using substances again. To overcome alcohol and drug use problems, be prepared for how you will handle those situations. Planning for high-risk situations can help you succeed in staying sober and getting on with your life.

Identifying and dealing with your high-risk situations. It is helpful to identify your own personal high-risk situations. Knowing when you might be most tempted to use substances is important so you can make a plan.

A plan can help you avoid using substances in the future. For most people, these situations are connected to the reasons they use substances. Review the list of high-risk situations listed below. Choose the situations that may be high risk for you. Ideas for dealing with each high-risk situation will follow.

Main Learning Point #1

It is important to be prepared to deal with high-risk situations.

Situations that are high risk for me include:

- ☐ **Being offered or pressured to use substances.**
- ☐ **Having money in my pocket.**
- ☐ **Unpleasant feelings.**
- ☐ **Having trouble sleeping.**
- ☐ **Feeling anxious or depressed.**
- ☐ **Being bored or having nothing to do.**
- ☐ **Having cravings to use substances.**
- ☐ **Other:** _____



Managing High-Risk Situations (continued)



Your plan for managing high-risk situations:

1. Dealing with offers or pressure to use substances. One way to deal with offers or pressure to use substances is to avoid those people and situations in the first place. If you believe that people may be using in a certain situation, figure out a way to avoid being there. There are times when certain social situations can't be avoided. For example, you may accidentally run into a friend who uses substances. In those situations, it can be helpful to have a planned and practiced response. Examples of responses are listed below. Be ready to say these responses again and again. Choose the responses that you will use in high-risk situations:



- ☐ **Simple refusal.** "No, thanks."
- ☐ **Refusal and redirection.** "No, thanks, how about if we do something else instead?"
- ☐ **Being honest.** "No, thanks. I have stopped using substances."
- ☐ **Other:** _____

Managing High-Risk Situations (continued)

2. Managing the money in your pocket. Easy access to money can lead to the desire to use substances. The best way to deal with this temptation is to carry just enough money to take care of your immediate needs. Choose the plans that you will use to avoid having money in your pocket:



- ☐ Put money in a safe place (at home or in a bank). Do not keep it with me.
- ☐ Keep my bank debit card in a safe place. Don't carry it with me.
- ☐ Carry only a little money each day—enough for the bus, a drink, and lunch.
- ☐ Ask someone I trust to hold my bank card.
- ☐ Set up direct deposit into my account for paychecks or disability income.
- ☐ Have a guardian co-sign cash withdrawals from my account.
- ☐ Put the money I want to save into an account that is hard to get to.
- ☐ Other: _____

Main Learning Point #2

Saying “no, thank you” and not carrying extra money will help you maintain sobriety.

Managing High-Risk Situations (continued)

3. Coping with unpleasant feelings. Sometimes strong negative feelings such as anxiety or depression trigger urges to use substances. Using coping skills can help you resist these urges to use. Ideas for dealing with unpleasant feelings are listed below. Choose the coping skills that you will use to deal with strong unpleasant feelings and avoid substance use:



- ☐ Scheduling and doing fun activities.
- ☐ Changing thinking patterns.
- ☐ Practicing relaxation skills.
- ☐ Accepting the unpleasant feeling without letting it run my life.
- ☐ Other: _____

3. Coping with sleep problems. When difficulty getting to sleep is a high-risk situation for using substances, developing good sleep habits can help. The following sleep habits can improve your ability to get a good night's sleep. Choose the sleep habits that you will use to deal with trouble sleeping, instead of using substances:



- ☐ **Limit caffeine.** Reduce caffeine during the day and avoid caffeine after 5 p.m. every evening.
- ☐ **Set regular bedtimes.** Go to bed at the same time each night and get up at the same time every morning.
- ☐ **Relax.** Do something calming for 15-30 minutes each night before you go to bed (such as taking a bath, reading, listening to music, or meditating).
- ☐ **Stay awake and out of bed.** Don't sleep late or take a nap, even if you did not get a good night's sleep.
- ☐ **Exercise.** Get plenty of exercise, so you feel tired at night.
- ☐ **Medicine.** Make sure to take your medicine at the same time every day.
- ☐ Other: _____

Main Learning Point #3

Using coping skills can help you feel better and avoid giving in to urges to use substances.

Managing High-Risk Situations (continued)

5. Dealing with boredom or nothing to do. Getting involved in fun activities and having meaningful roles in your life can cut down on boredom. No matter how busy you are, there will probably still be times when you aren't doing anything. When you are bored, you may be tempted to use substances. Doing something can help you resist the temptation to use substances. Pick things you can do anywhere, anytime you feel bored. Choose the activities you will use to cope with boredom and avoid using substances:



- ☐ Reading a book or magazine.
- ☐ Listening to music or watching TV.
- ☐ Taking a walk or exercising.
- ☐ Doing crossword puzzles, find-a-word puzzles, etc.
- ☐ Inviting a friend to go to a movie or to watch TV together.
- ☐ Doing crafts such as knitting, crocheting, etc.
- ☐ Sketching, drawing, or painting.
- ☐ Calling a friend who does not use substances.
- ☐ Praying or reading books on faith, religion, or spirituality.
- ☐ Reading self-help material, including step work.
- ☐ Attending a self-help meeting.
- ☐ Other: _____

Managing High-Risk Situations (continued)

6. Coping with cravings to use. Cravings are very strong desires to use substances that can sometimes seem overwhelming. Cravings usually last for only a few minutes. However, they may return when you least expect them. During these times, you might think how wonderful or relieving it would be to use alcohol or drugs. You may even forget all the problems that using substances has caused for you.



To cope with cravings, you need a plan that will help you resist temptations. Follow your plan and let those moments of temptation pass! Choose the plan that you will follow to cope with cravings to use substances:

- ☐ **Get support.** Contact someone who supports your sobriety, such as a friend, a relative, or a member of a self-help group.
- ☐ **Do something.** Distract yourself with something, such as listening to music, taking a walk, saying prayers, or reading.
- ☐ **Use positive self-talk.** Engage in positive self-talk to get through the moment ("I can handle this" or "I am strong, I don't need to give into these desires.")
- ☐ **List problems.** Remind yourself of the problems you have had because of using substances (such as thinking about your worst experiences using substances or the tough times you have been through because of using them). Keep this list somewhere you will be able to see it often, such as on a bathroom mirror, refrigerator, or door.
- ☐ **Review reasons.** Remind yourself of the most important reasons you want to be sober (such as working, going to school, having happy relationships, being a good parent, maintaining your health, or staying on your own). It is a good idea to post these reasons somewhere you will see them often (such as the refrigerator, bathroom mirror, or a door) to help remind you.
- ☐ **Other:** _____

Main Learning Point #4

**Boredom and cravings will pass if
you make a plan and follow it.**

Review & Moving Forward



The main learning points of this session are:

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

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about managing high-risk situations.
- ☐ **3. PRACTICE.** I will practice using three refusal skills with _____ so I feel comfortable that I will be able to use them if needed.
- ☐ **4. OTHER:** _____

Take an “*Extra Step Forward*” (optional)

- ☐ **5. COPING.** Review the *Coping with High-Risk Situations* handout with one of your treatment team members before you return to the next session.

Coping with High-Risk Situations



Instructions: For each of your high-risk situations, briefly write down at least one thing you can do to cope with that situation.

High-Risk Situation	How I Will Cope
Offers or pressure to use substances	1. _____ _____
Feeling depressed	1. _____ _____
Feeling anxious	1. _____ _____
Trouble sleeping	1. _____ _____
Boredom or having nothing to do	1. _____ _____
Cravings to use substances	1. _____ _____
Having money in my pocket	1. _____ _____

17

Planning for a Sober Lifestyle
Facilitator Notes**Main Learning Points from last session:**
Managing High-Risk Situations

1. It is important to be prepared to deal with high-risk situations.
2. Saying “no, thank you” and not carrying extra money will help you maintain sobriety.
3. Using coping skills can help you feel better and avoid giving in to urges to use substances.
4. Boredom and cravings will pass if I make a plan and follow it.

Review Personal Practice Options from last session.**Remember**

It is important to acknowledge and discuss participants’ successes, progress, and challenges.

Note

This is a good session that could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Handouts for this Session

My Plan for a Sober Lifestyle.

Tips for this Session

1. Effective substance use relapse prevention includes using strategies to avoid using substances in high-risk situations (the focus of the previous session) and developing a sober lifestyle that is rewarding (the focus of this session). The sessions leading up to this one have involved developing the primary elements of a sober lifestyle. This session focuses on pulling those elements together into a single written plan that the participant can refer to and share with others. Therefore, the primary emphasis in this session is not on learning new information or skills, but consolidating information and skills previously learned and conceptualizing it in terms of a sober lifestyle plan.

2. If you have participants who have not used substances, you may want to let them know that this session is more directed towards people who have used. However, there is educational value if you decide to include everyone in this session (as well as sessions 16 and 18).

Note

The next session is the last session of the workbook. This is a perfect opportunity to demonstrate a way to have fun without substances. If you can arrange a small party for the last session (popcorn and diet soda make healthy snacks), encourage participants to invite a friend or family member who does not use substances to join them at that session. You might have some music and encourage dancing, conversation, or some type of game like charades. Better yet, let participants plan their own party with the activities they would most enjoy for their guests. You could suggest that participants pair up to manage different tasks for the party, like decorating, setting up paper products, or making popcorn or other snacks, or bringing drinks. Offer assistance from staff as requested by the participants.

The group might prefer to have the last session without guests and plan a party for the next regular group time. Be creative and celebrate together!

Suggestion for Topic Introduction
and Relevance to Participants

“Who thinks that making a grocery list before you go shopping is a good idea? Why would making a list be a good idea?”

(Possible answers include, “Knowing ahead of time what you will buy,” “Making sure you have enough money,” “You will not forget items,” or “Having a plan.” Use “plan” for the introduction.)

“Thanks for those ideas. A grocery list is a plan for what to buy, so if you want spaghetti for dinner, you have everything you need to make it. Planning for things is usually a good idea. For instance, we need to plan how to pay our bills, how to get from one place to another, and how to meet with family and friends for fun activities. And it is important to make a sober lifestyle plan. That is what we will be talking about today.”

“Let’s review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic.”

Topic Assessment Answer Key

1. C 2. D 3. A 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 16: Managing High-Risk Situations



Main Learning Points of Session 16

What were the main learning points of Session 16? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. It is i _____ t to be prepared to deal with high-risk situations.
2. Saying “no, thank you” and not carrying extra m _____ y will help you maintain sobriety.
3. Using c _____ g skills can help you feel better and avoid giving in to urges to use substances.
4. B _____ m and cravings will pass if you make a plan and follow it.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Making a sober lifestyle plan can:

- A. Show me where I have failed.
- B. Point out the parts of my life that I should be ashamed of.
- C. Help me have a rewarding life.
- D. Improve my hearing.

2. A rewarding life:

- A. Means having plenty of extra cash in your pocket.
- B. Can't ever really be achieved by someone who has used substances.
- C. Means not having any more problems or stress.
- D. Includes having sober relationships and meaningful roles.

3. A rewarding life includes enjoyable activities and healthy coping skills.

- A. True B. False

4. I need to join some type of church to stay sober.

- A. True B. False

5. I am confident I can make and follow a plan to have a sober lifestyle.

- | | | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly
Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly
Agree | Unsure |

Topic Assessment



6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Planning for a Sober Lifestyle

Objectives for this Session

1. Develop a personal plan for a sober lifestyle.

Making a sober lifestyle plan can help you have a rewarding life.

The ultimate goal of overcoming alcohol and drug use is to have a sober lifestyle that is meaningful and rewarding. You will be less likely to use substances if you enjoy your life. Having a sense of purpose and having positive relationships can help you stay sober. How you spend your time can make a difference too. Many of the sessions in this workbook have helped you learn ways to develop or maintain a worthwhile and sober lifestyle. This session will focus on each part of a rewarding life, and pull them all together into a personal sober lifestyle plan.

What is a rewarding life? What makes life enjoyable and worth living? Everyone has their own personal values and preferences about what is important. People make their own choices about how to enjoy life and be happy. While each person is unique, everyone is still human. And most people agree that the following five areas of life are important parts of making our lives rewarding:

1. Good relationships.
2. Meaningful roles.
3. Fun activities.
4. Healthy coping skills.
5. Religion, faith, or spirituality.

Main Learning Point #1

Making a sober lifestyle plan can help you have a rewarding life.

Planning for a Sober Lifestyle (continued)



Plan for living a sober lifestyle. It is helpful to pull together all five areas into a personal plan that shows how you are making (or will make) your life rewarding. Then, of course, following your plan is the next step to reaching your goals. Write your own personal sober lifestyle plan below:

- 1. Remembering why I want to stay sober.** Why is being sober important to you? How has using substances interfered with your life?
Write at least one important reason for staying sober

- 2. My close relationships with sober people.** Almost 400 years ago, the poet John Donne wrote these famous lines:

"No man is an island, entire of itself; every man is a piece of the continent, a part of the main." (Meditation, 1624).

When Donne wrote, "Every man is a piece of the continent," he meant that people are connected to each other. Everyone is a member of the human family. We all need relationships. Do you have someone in your life who lives a sober lifestyle?

Do you to turn to that person when you need support?

- ☐ **Yes.** The person in my life whom I turn to for support and who lives a sober lifestyle is _____
- ☐ **No.** I don't have a close relationship with someone who lives a sober lifestyle.
- ☐ **My Plan.** I am going to work toward having a close relationship with a person who lives a sober lifestyle. The first step I will take to develop a relationship is _____

Planning for a Sober Lifestyle (continued)



Are you going to a self-help group, such as Dual Recovery Anonymous, Alcoholics Anonymous, or Narcotics Anonymous?

- ☐ **Yes.** I am going to self-help meetings.

Which one(s)? _____

How often? _____

- ☐ **No.** I have not attended any self-help meetings recently.

- ☐ **My Plan.** I am going to attend self-help meetings. The first step I will take to attend self-help meetings is:

- 3. My meaningful roles in life.** You can have one or many different meaningful roles in your life. Having a role, and meeting the responsibilities of that role, can give you a sense of purpose and meaning. Put a check beside the roles you already have in your life:

- ☐ **Employee.** I work or I have a job.
- ☐ **Caregiver.** I take care of a child, someone who is ill, or an elderly relative.
- ☐ **Homemaker.** I am responsible for most of the work around the house.
The people I live with depend on me for the cooking, cleaning, shopping, and paying bills.
- ☐ **Volunteer.** I do volunteer work (such as with a church group, school, hospital, homeless shelter, or a local organization).
- ☐ **Student.** I am going to school.
- ☐ **Other:** _____

- ☐ **My Plan.** I will get involved in (write activity):

The first step I will take to get involved in that activity:

Planning for a Sober Lifestyle (continued)

4. My fun activities. Everyone needs to have things to do in their spare time that are fun or personally fulfilling. Having rewarding activities brings us joy. It can also help a person stay away from using substances. Other things can give you joy instead of substances.

Main Learning Point #2

Sober relationships and meaningful roles can be rewarding.



What do you do during your free time? Think about the activities you have done recently. Put a check beside the things on the list that you have done:

- ☐ **Fun.** Hobby, games, movies or music.
- ☐ **Healthy.** Exercise, karate, dance, or sports.
- ☐ **Self improvement.** Gardening classes, reading club, or cooking group.
- ☐ **Creative.** Writing, poetry, art, musical instrument, dance, or acting in a local theater group.
- ☐ **Other:** _____
- ☐ **My Plan.** I will get involved in (write activity):

The first step I will take to get involved in that activity is:

Planning for a Sober Lifestyle (continued)

5. My healthy coping skills. Everyone has challenges in life. Think about the stress you've experienced recently. Stress may include the symptoms of a mental illness, uncomfortable feelings, or cravings to use substances. Conflict, problems, and managing a physical illness can also be stressful. What healthy coping skills have you been practicing to manage stress in your life?



- ☐ **Positive self-talk.**
- ☐ **Relaxation skills.**
- ☐ **Good sleep habits.**
- ☐ **Problem-solving.**
- ☐ **Staying busy.**
- ☐ **Illness management**
(such as healthy eating habits, taking medicine, and monitoring blood sugar).
- ☐ **Getting support.**
- ☐ **Prayer.**
- ☐ **Enjoyable activities.**
- ☐ **Exercise.**
- ☐ **Writing in a journal.**

☐ **My Plan.** I will start practicing (write activity):

The first step I will take to get involved in that activity is:

Main Learning Point #3

Enjoyable activities and healthy coping skills can be rewarding.

My Religion, Faith, or Spirituality

Religion, faith, or spirituality is an important part of our lives. This has to do with our understanding of our existence. Our self-understanding can be in line with a religious belief, or it can simply be how we think we fit into the world. Spirituality can give us support and comfort during times of need. It can also help us connect with people who have similar beliefs. This connection may include being a member of a community of people who have similar beliefs or faith.

Examples of religious or spiritual involvement include:

- Being a member of the local church or place of worship.
- Having a personal belief in God.
- Connecting with nature.



Are you involved in religion, faith, or spirituality?:

☐ **Yes.** I am getting my religious, faith, or spiritual needs met by:

☐ **No.** I am not involved in religion, faith, or spirituality right now.

☐ **My Plan.** I am going to get involved in religion, faith, or spirituality.
The first step I will take to get involved is:

Main Learning Point #4

Spirituality has to do with our understanding of our existence.

Review & Moving Forward



The main learning points of this session are:

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

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about at least one of the things that can make life more rewarding.
- ☐ **3. CREATE.** I will draw or write a poem about what my spirituality means to me. I will share it with _____.
- ☐ **4. OTHER:** _____

Take an “Extra Step Forward” (optional)

- ☐ **5. WORK ON MY PLAN.** I will choose and work on at least one part of my plan for living a sober lifestyle. I will share it with _____.

My Plan for a Sober Lifestyle



Instructions: Use the worksheet below to summarize your personal sober lifestyle plan.

Remembering why you want to stay sober:

Why is being sober important to you? How have using substances interfered with your life? Write down at least one important reason for staying sober:

1. Positive relationships with sober people. What family members or friends do you have a positive relationship with? Who can you turn to when you need support? Which of these people are sober? Write down the name of at least one person who is sober and with whom you have a close relationship:

If you participate in a self-help group, such as Alcoholics Anonymous or Dual Recovery Anonymous, which one(s) do you attend and how often?

2. Meaningful roles in your life. What roles do you have in your life, such as a job, being a student, providing care to someone, or being a volunteer? Write down at least one role you fulfill in your life:

3. Fun activities. What activities do you like to do in your spare time? Consider activities that you do just for the fun of it (such as games or hobbies), those that are good for your health (such as exercise), those that enhance your skills (such as taking classes), or those that involve creative expression (such as writing or art). Write down at least three enjoyable activities:

My Plan for a Sober Lifestyle (continued)



4. Coping skills.

Think of the different types of stress you have in your life, such as the symptoms of mental illness or managing a physical disorder. Write down each stressful thing, and then write down at least one coping strategy you can use (or want to develop) to manage it.

Stressful thing

Coping Strategy

- a. _____
- b. _____
- c. _____

5. Religion and spirituality. Is religion or spirituality important to you?

☐ No ☐ Yes

If yes, write down at least one way you are getting (or would like to get) your religious or spiritual needs met.

Personal Practice.

1. Continue to work on your sobriety goal.
2. Follow up on any parts of your sober lifestyle plan that are not currently in place.
3. Share your sober lifestyle plan with someone who supports your sobriety.

18

Looking Ahead
Facilitator Notes**Main Learning Points from last session:****Planning for a Sober Lifestyle**

1. Making a sober lifestyle plan can help you have a rewarding life.
2. Sober relationships and meaningful roles can be rewarding.
3. Enjoyable activities and healthy coping skills can be rewarding.
4. Spirituality has to do with our understanding of our existence.

Review Personal Practice Options from last session.**Note**

This is a good session that could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Tips for this Session

Effective substance use relapse prevention includes new information and skills that are not taught during this session. Rather, this session focuses on a combination of reviewing what participants have learned and accomplished in the prior sessions, exploring their hopes and dreams for the future, and celebrating their successful completion of the workbook. When reviewing accomplishments, encourage participants to first identify their own accomplishments and share them. Then encourage feedback from other participants (and facilitators) about what changes they have seen that person make during the time they have attended these sessions.

Celebration Tip

This is the last session of this workbook. Celebrating completion of this workbook is a perfect opportunity to show participants that they can have fun without substances.

Facilitator Notes

(continued)

General Note

If you are interested in an outcomes measurement for this workbook, you may want to consider using the Personal Growth Initiative Scale (PGIS), developed by Christine Robitschek, Ph.D., the Quality of Life Index by Dr. W. O. Spitzer, 1980, or the COOP Chart for Primary Care Practices (Eugene C. Nelson, 1987).

The PGIS (Christine Robitschek, Ph.D) is a 9 question, self-report instrument that yields a single scale score for personal growth initiative. Personal growth initiative is a person's active and intentional involvement in changing and developing as a person. The PGIS consists of nine items that are rated on a Likert scale from 1 = Strongly Disagree to 6 = Strongly Agree. Item scores are summed to obtain a total PGIS score. There is evidence that high scores on the PGIS are strongly positively related to psychological well-being and lower scores are related to psychological distress. Reliability and validity evidence has been strong. The PGIS takes about 5 minutes to complete, and there is no time limit. You can access the PGIS at: <http://www.ppc.sas.upenn.edu/ppquestionnaires.htm>

The Quality of Life Index, by Dr. W. O. Spitzer, has both a 5 topic self-rating scale and a 5 topic clinician scale, which allows clinicians to compare their

impressions to a client's perception. The dimensions measure Activity, Daily Living, Health, Support, and Outlook. The clinician version measures from 0 - 2 with 0 indicating lower quality and 2 indicating higher quality of life. This instrument has been used in many studies and is considered a reliable and valid tool.

The COOP scales (The Dartmouth/Northern New England Primary Care Cooperative Information Project) was developed to create a system to measure health status in physicians' offices. One of the basic tenets of the charts is that the functioning of the person as a whole is more important than that of separate organ systems. You may have seen some of the graphic charts (e.g., the "face" charts to measure feelings). Other graphic charts measure daily activity levels, social activities, physical fitness, change in health, overall health, social support, and quality of life. These charts are widely used in studies and are found to have good reliability and high validity. They are rated as useful by high numbers of office staff and clients.

The editors believe these scales fit the content of this workbook well. These and other health measures can be found in McDowell, (2006).

Suggestion for Topic Introduction and Relevance to Participants

"Today is the last session of this workbook. We will be looking back at what each of you has accomplished. Then we will talk about our hopes and dreams. We will think about how the knowledge you have gained and the skills you have developed can help you reach your goals."

"Let's review the main points from our last session and answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic."

Topic Assessment Answer Key

1. **A** 2. **B** 3. **B** 4. **A**

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 17: Planning for a Sober Lifestyle



Main Learning Points of Session 17

What were the main learning points of Session 17? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Making a s _____ r lifestyle plan can help you have a rewarding life.
2. Sober r _____ s and meaningful roles can be rewarding.
3. Enjoyable activities and h _____ y coping skills can be rewarding.
4. Spirituality has to do with our u _____ g of our existence.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Recovery from mental illness can be affected by using substances:

A. True B. False

2. My hopes and dreams:

- A. Can't ever really be reached because someone who uses substances can't ever live a sober lifestyle.
- B. Can guide me in the choices I make for my life.
- C. Mean not having any more problems or stress.
- D. Are certain to keep me from ever relapsing or using substances again.

3. I will avoid thinking about my hopes and dreams so I will not be disappointed.

A. True B. False

4. I will keep my sights on my hopes and dreams.

A. True B. False

5. I am confident I can reach some of my hopes and dreams.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly	Unsure
Disagree		Nor Disagree		Agree	

6. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly
Disagree		Nor Disagree		Agree

Topic Assessment



At the end of the session, answer these questions before turning in this paper:

7. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly
Disagree		Nor Disagree		Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Looking Ahead

Objectives for this Session

1. Identify at least 1 personal accomplishment.
2. Identify 1 hope or dream and steps you will take to reach it.

You are determined. Participating in these sessions shows that you are committed to avoiding or overcoming alcohol and drug problems. Attending these sessions also shows that you are determined to have control over your own life. In the last session in the workbook, we will focus on:

1. Reviewing your accomplishments.
2. Sharing your hopes and dreams for the future.
3. Looking at one hope or dream and planning ahead.

Reviewing accomplishments. You have done a lot of work during these sessions. You have learned how substance use can affect your life. You have taken steps towards living a sober and rewarding lifestyle. In the last two sessions, you created plans to help you live a sober lifestyle. You have also learned skills for dealing with urges to use substances. You should be proud of yourself!

My Accomplishments:



Put a check beside the things that you accomplished during these sessions:

- ☐ 1. I learned how using substances can affect my recovery.
- ☐ 2. I cut down on my use of substances (if I used substances).
- ☐ 3. I stopped using substances (if I used substances).
- ☐ 4. I refused offers to use substances.
- ☐ 5. I successfully resisted urges or cravings to use substances.
- ☐ 6. I started or improved relationships with people who are sober.
- ☐ 7. I am spending less time with people who use substances.
- ☐ 8. I am going to self-help meetings.
- ☐ 9. I am spending more time with people who are sober.
- ☐ 10. I am practicing healthy coping skills.
- ☐ 11. I am involved in a new meaningful role
(volunteer, work, or school).
- ☐ 12. I am doing fun activities in my spare time.
- ☐ 13. I am involved in religious, faith-based, or spiritual activities.
- ☐ 14. Other: _____

Discussion. What are the two items you checked above that you are most proud of?

Main Learning Point #1

**Using substances can affect
your mental illness.**

Hopes and Dreams

Most people have hopes and dreams. Sometimes these hopes and dreams become buried or lost in the mix of mental illness and substance use. People may forget what they had hoped for the future. They may give up their dreams. They may become discouraged by setbacks they have had.

There is always hope. Change is always possible, even when it seems doubtful and you feel discouraged. Rediscovering your dreams and setting goals can help you look forward to a brighter future.

The following list includes hopes and dreams that many people have. What are your hopes and dreams? Put a check beside any of these that apply to you:



- ☐ 1. Fix relationships with people who do not use substances.
- ☐ 2. Develop new relationships with people who do not use substances.
- ☐ 3. Get and keep a job.
- ☐ 4. Get a G.E.D., go to trade school, get technical training, or start working on a college degree.
- ☐ 5. Help other people.
- ☐ 6. Live in my own house, apartment, or trailer.
- ☐ 7. Get involved in creative arts.
- ☐ 8. Do volunteer work in my community.
- ☐ 9. Other: _____

Main Learning Point #2

Your hopes and dreams can guide you in the choices you make for your life.

Your Personal Hopes and Dreams



Choose one hope or dream you have for the future. For that hope or dream, list the steps you have taken in the past to reach it. Then write the steps you will take to work towards reaching your goal.

1. My hope or dream _____

2. Steps I have taken in the past to reach my hope or dream:

a. _____

b. _____

3. Steps I will take to reach my hope or dream:

a. _____

b. _____

c. _____

4. Knowledge or skills that I have gained that will help me reach my hope or dream:

a. _____

b. _____

Main Learning Point #3

Keep your hopes and dreams alive by nurturing them.

Congratulations on completing this workbook!

You have learned about substances and how using substances can affect your mental illness. You have chosen to stay or get sober as a personal goal. Keep looking ahead and moving your life forward.

Review & Moving Forward



The main learning points of this session are:

1. _____
2. _____
3. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. Although this is the last session in this workbook, you may still want to practice this important subject. Please choose one option from the list below:

- ☐ 1. **STUDY.** I am going to reread my handout at least once.
- ☐ 2. **SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about the accomplishments I have reached with this workbook.
- ☐ 3. **CREATE.** I will create a poem, essay, song, or artwork about my hopes and dreams.
- ☐ 4. **OTHER:** _____

Take an “*Extra Step Forward*” (optional)

- ☐ 5. **WORK ON MY HOPES AND DREAMS.** I will take at least one step toward reaching my hopes and dreams.

Team Solutions

Certificate of Achievement

is presented to

for completion of

Making Choices: Substances and You

Facilitator

Date

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