

TREATMENT READINESS INDUCTION PROGRAM

TRIP

TCU INSTITUTE OF BEHAVIORAL RESEARCH

VERSION 1.0

Treatment Readiness and Induction Program (TRIP)



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INTRODUCTION

Treatment Readiness and Induction Program (TRIP)



TREATMENT READINESS AND INDUCTION PROGRAM

What is TRIP?

This manual will introduce you to TRIP – the Treatment Readiness and Induction Program – for adolescents.

TRIP consists of 8 modules that can be adapted for use in open or closed groups within treatment programs. The modules are designed for delivery with youth that are in their first 30 days of substance abuse treatment, also called the *orientation phase* or *induction phase* of treatment. The goal of TRIP is to help engage adolescent clients in the treatment process, to improve life skills and decision making, and to strengthen their commitment to remaining in treatment in order to fully address their treatment goals. The 8 TRIP modules are:

Mapping It Out – Part 1 – Introduction to mapping (see below); using maps

Mapping It Out – Part 2 – Mapping personal strengths and resources for change

The Art of the Nudge – Part 1 – Examining strategies for self-motivation

The Art of the Nudge – Part 2 – Exploring changing self-talk for better motivation

Downward Spiral – Part 1 – Playing and discussing an experiential board game

Downward Spiral – Part 2 – Exploring personal consequences of drug use

WORK IT – Part 1 – Steps for making choices and working on goals

WORK IT – Part 2 – Practice with decision-making and problem solving

What are the key components of TRIP?

There are 4 primary elements that make up the TRIP intervention – (1) mapping-enhanced counseling strategies, (2) motivation and cognitive enhancements, (3) the Downward Spiral game, and (4) peer facilitation.

Mapping-Enhanced Counseling Strategies

TRIP modules make use of graphic representations, primarily *node-link mapping* (also known as *mapping-enhanced counseling*), to boost client and counselor communication and thinking. The maps that are used in TRIP employ boxes (nodes) and lines (links) to visually illustrate clients' thoughts, feelings, and actions and how they relate to each other. There are three basic types of maps:

- Free style maps are drawn “from scratch” during group time or as homework.
- Guide maps are “fill in the blank” templates that “guide” thinking around a particular topic. Guide maps are completed by answering the questions inside the nodes for later discussion.

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- Information maps may be created ahead of time to convey information or events and ideas. They can be "expert" prepared for education sessions or assigned as homework or group projects.

TRIP is designed to give the counselors the flexibility to tailor the use of the mapping-enhanced graphic representations to supplement and compliment their preferred method of counseling, as well as to meet the needs and preferences of their clients.

Consequently, in doing TRIP a counselor may use maps individually or in combination to stimulate discussion, clarify and organize thinking, and to increase memory for what has been covered (see Overview of Mapping-Enhanced Strategies that follows).

Cognitive Motivational Enhancements

TRIP modules also will address the development and practice of skills that enhance motivation, such as challenging negative or ineffective thinking patterns and replacing them with thought processes that help in setting and completing realistic goals. These life skills areas will use mapping-enhanced activities and worksheets to facilitate discussions and help participants gain confidence in applying these skills in real world settings.

The purpose of cognitive and motivation enhancements in TRIP is to provide a safe environment where clients can gain awareness of the impact of deficits in these areas on overall recovery and progress. These segments also provide clients with “tools” to improve and maintain attitudes and behaviors that help foster success in their treatment program.

Downward Spiral Game

Participants in TRIP have an opportunity to play the *Downward Spiral* game toward the mid-point of their orientation phase as a vehicle for exploring motivation, future planning, and the consequences of decisions.

The Downward Spiral uses a classic board game format to engage participants in thinking about the long-term consequences of continued drug use. Each player takes on the role of an individual who has decided to continue using drugs. As the game unfolds, players roll the dice and land on squares that reveal the consequences of staying involved in a drug lifestyle.

Players face “real” consequences as they battle through drug use with their health, social support, financial resources, legal status, and mental health at stake. The areas of life impacted by drug use are represented on the game board through color-coded cards that outline a (1) drug using scenario, the (2) outcome or consequence of the scenario (i.e.,

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loss of points or money, or both), and (3) a quote, saying, or fact that relates to the consequences.

Players begin the game with \$200 in cash, a job, and basic possessions (car, stereo, computer, DVD, camera, cell phone). Analogous to real life drug involvement, the longer a person plays, the more they might lose. In a similar vein, recovery wins the game.

Reviews of Downward Spiral

Over the past few years, Julie Bailey, CADC, a counselor with Preferred Family Healthcare in St. Louis has corresponded with one of the game's creators. Every 3 or 4 months she asks clients in her residential treatment programs for young adults who have finished playing the *Downward Spiral* to send their thoughts and comments. Here is a selection of reviews:

"Thank you very much for the game. It was scary to know that the things that the cards said were true. It will make you think. Thank you, J."

"I really enjoyed playing Downward Spiral. I was very surprised at how accurate the cards I received related to my actual drug life. I think the game would be great for high school age and up. Signed, A recovering drug addict, G. P.S. By the way, I died in the game."

"I was chosen to read the cards to the players at my table and reading these cards effected and related to a lot in my life. It made me think if I had played this game 10 years ago I would have many years of sobriety. Sincerely, DO."

"I thought the most important part of the game was how closely the outcomes mirrored real life. Sincerely, EL"

"I loss my job, loss personal accomplishment, unprotected sex, broken promise, brother don't like me no more. Everything that happen to me in the game has happen to me in real life. This game is brillent." (not signed)

Peer Facilitation

Peer facilitators have a role in the TRIP intervention by serving as "hosts" and assistants for activities related to the *Downward Spiral* game. This includes the actual playing of the game and the processing activities that follow each "game day."

"Senior" program clients that are further along in their treatment endeavors are selected to serve as peer facilitators based on their progress in the program, their leadership and

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interpersonal skills, and their interest in serving as a peer facilitator. The peer facilitator role is viewed as a privilege and a serious commitment.

Those invited to serve as peer facilitators will be given training and coaching from TRIP counselors to prepare them for their roles. Those who successfully complete the training will (1) be familiar with the playing and purpose of the *Downward Spiral* game, (2) understand the dynamics of small group activities and discussions, and (3) be able to use effective interpersonal and facilitator skills.

Peer facilitators will be given a Leadership certificate to acknowledge completion of the training and their participation in helping facilitate the *Downward Spiral* game. See the *Peer Facilitation Handbook* included in the Appendix for example of these materials and instructions on leading peer facilitator training.

What's contained in the TRIP Modules?

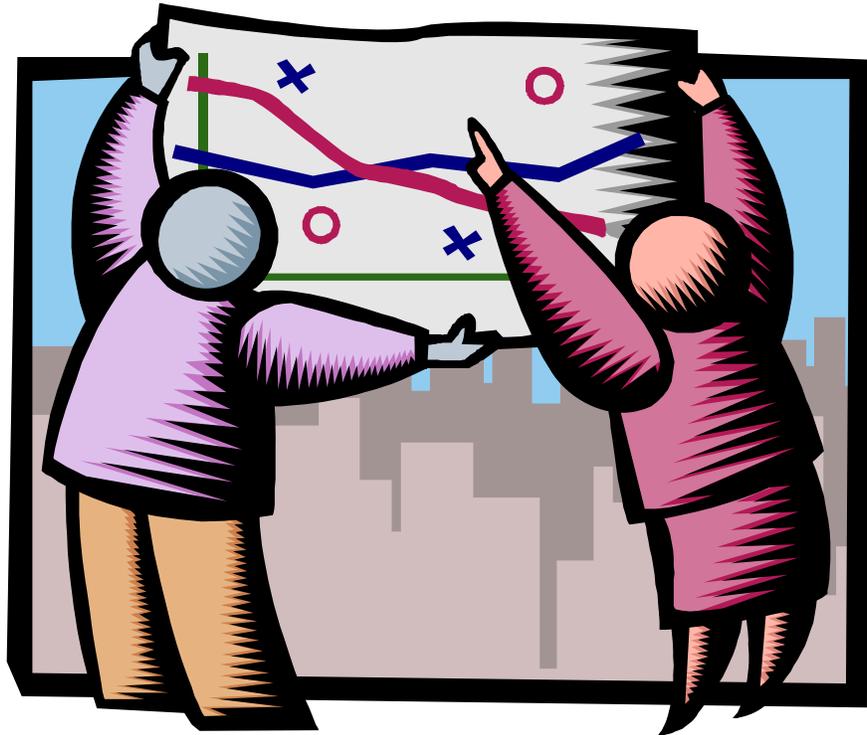
The TRIP modules are designed with flexibility that allows certain activities to be conducted in “open” groups, depending on the needs and census flow of the treatment facility. TRIP modules contain two activities, with the exception of Module 4, or “game day” for playing the *Downward Spiral* game. The game is the sole activity for this module and it is recommended that extra time be allotted (at least 90 minutes) to fully explain the rules and allow for a good “dose” of actually playing the game.

Materials for each module will include: (1) A syllabus outline and rationale for each module, (2) detailed descriptions of each activity, including instructions for leading the activity in a group or individual session, along with discussion and processing questions, and (3) templates for all mapping handouts and activities from which photocopies can be made.

A syllabus with sample activities for each of the 8 TRIP modules follows, along with examples of counselor and client feedback forms that will be completed for each activity. In addition, a detailed description of mapping-enhanced counseling strategies is included.



More about Mapping-Enhanced Counseling

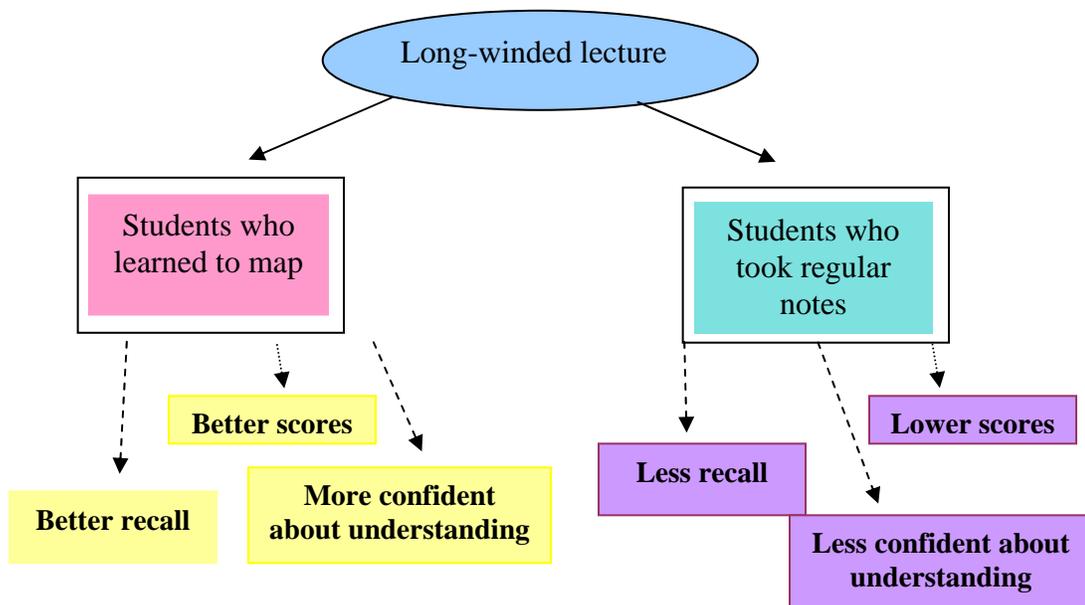


What is mapping-enhanced counseling?

TCU Mapping-Enhanced Counseling is listed in SAHMSA’s National Registry of Evidence-based Practices and Programs (NREPP). Mapping is a cognitive-enhancement that helps organize information and ideas spatially. Most counselors have been exposed to the helpfulness of graphically displaying ideas and connections. For example, *genograms* use boxes and lines to help clients better understand their family history over several generations.

The type of mapping we use in this manual is more commonly known as “*node-link mapping*.” (See Appendix for the node-link mapping bibliography.) It was first studied as a handy tool for helping students take better notes during lengthy college lectures. In these studies, some students were taught to take notes using boxes to record central ideas in shorthand (“nodes”). These nodes were connected to other nodes with lines (“links”) representing different types of relationships. The final product often resembled a map or flow chart of the lecture. Other students took notes as they would usually take them. The results showed that students who used this “node-link mapping” system had better recall, did better on tests, and felt more confident about understanding the lecture than did students who took the usual scripted type of notes (see Figure 1). There seems to be something about graphically displaying information that helps us better understand meanings and be able to recall the information (hopefully when we need to use it).

Figure 1. Simple map of early mapping research



Mapping as a Counseling Tool

Mapping was adapted for use as a counseling tool beginning in 1989 as part of a long-range project to enhance addiction treatment and study therapeutic process. A key element – that mapping appears to help foster understanding and support better recall – was seen as potentially beneficial to the counseling relationship both for individual and group applications.

Mapping serves two major functions in the counseling process. First, it provides a communication tool for clarifying information and sharing meaning between counselor and client. It can be used effectively with whatever therapeutic orientation or style a counselor follows. Second, regular use of mapping-based strategies helps with the continuity of care. Mapping worksheets or notes can be placed in the client's file, so that discussions of treatment issues (around goals, for example) can be picked up where they were left off at the end of the previous session. Clients also may be offered copies of maps to help focus and task completion between visits.

Using mapping as a clinical tool assists the counselor in structuring sessions to better address key issues that are important to the client. Of course, from the client's perspective, it is the conversation itself that is most important. Mapping can help make treatment conversations more memorable, help clients focus, and give clients confidence in their ability to think through problems and develop solutions.

Another benefit of creating maps with clients is having those maps available for clinical supervision meetings. When mapping is part of the counseling process with clients, this material can be discussed jointly in supervision. Maps placed in the client's file document and efficiently outline the work being done in session. This provides a foundation and focus for supervisors to offer specific feedback and clinical guidance.

In treatment settings interested in fidelity and adherence to protocol when following evidence-based practices, the nature of the mapping intervention itself (i.e., producing visual representations) provides for easy documentation. The maps themselves document the frequency, focus, and application of their use. In addition, the number of maps produced, the types of maps used, the topics addressed, and the client's involvement in the mapping process provide accurate evidence of counselor-level and client-level adherence to mapping-enhanced counseling practices.



Mapping and Collaboration

Collaborative counseling approaches are emerging as effective strategies for improving motivation and goal-setting, and for helping clients feel that they were heard and respected during sessions. These are seen as building blocks for a strong therapeutic alliance and for instilling hopefulness and determination as clients begin their treatment journey. A central skill in collaborative approaches is the eliciting and highlighting of the client's perspective. This includes encouraging clients to discuss, with enriched detail, what needs to change in their lives, how they view the change process, and what steps make sense for what they want to accomplish.

When a counselor uses mapping to engage the client, this type of collaboration is naturally facilitated. Maps are co-created, and the content of a map – the thoughts, ideas, and issues – are those raised and identified by the client. The map provides a focal point for this work as the counselor skillfully elicits from the client what should be written down, what should be noted in passing, and what should be addressed next.



As part of a collaborative model of treatment planning, counselors help clients develop a clear picture of what they want to be different or improved as a result of participating in treatment. This logically involves a discussion of goals and the positive consequences of those goals. It also involves assisting the client in identifying his or her available resources for tackling those goals. Resources are identified broadly to include a client's strengths, relationships, attitudes, thoughts, skills, behaviors, and perceptions.

Within this framework, the counselor accepts that a client's goals may change during the process of treatment and that the client is the determiner of when enough progress has been made toward a particular goal and when goals should be amended. Likewise, the counselor accepts that a client's most salient and meaningful goals may not reference alcohol or drug use, per se. For example, saving a marriage or relationship, getting and keeping a job, regaining a driver's license, or committing to an educational pursuit are more commonly identified goals. Ending or controlling substance use becomes one of the factors or ways to achieve these major goals.

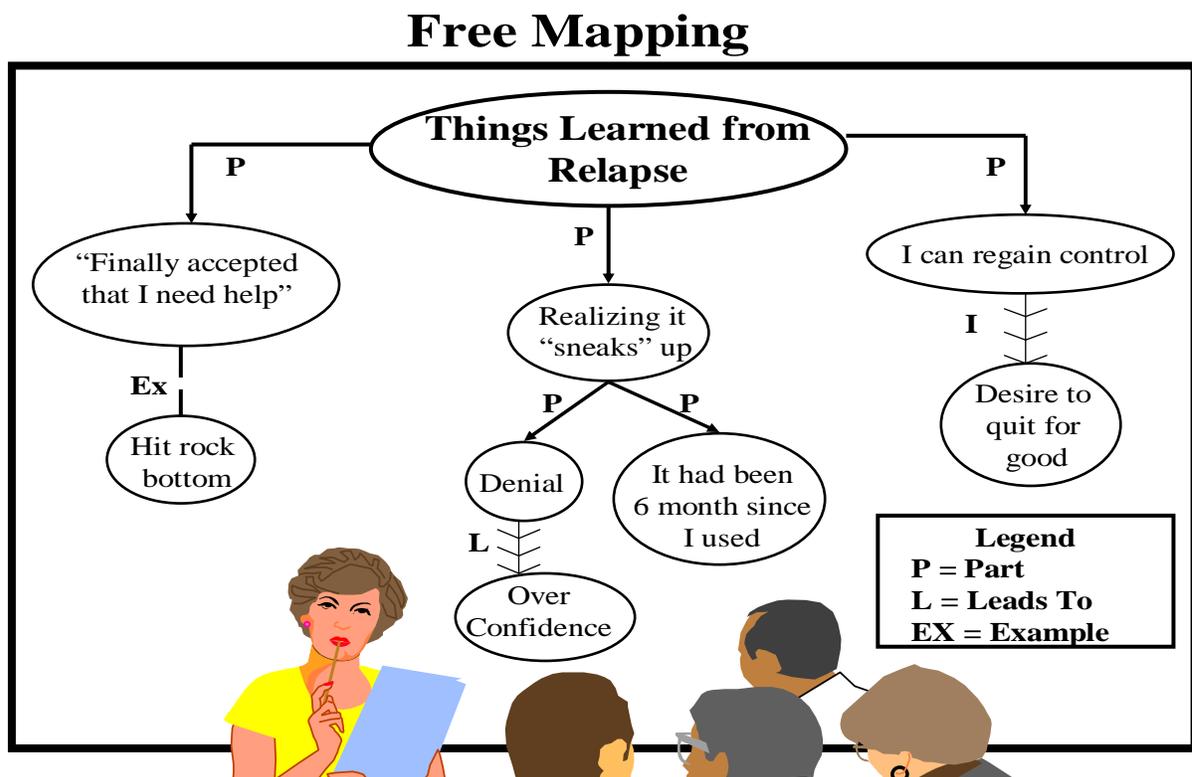
Types of Maps

Mapping Categories

As noted, *node-link maps* are tools that can visually portray ideas, feelings, facts, and experiences. There are three broad categories of these maps:

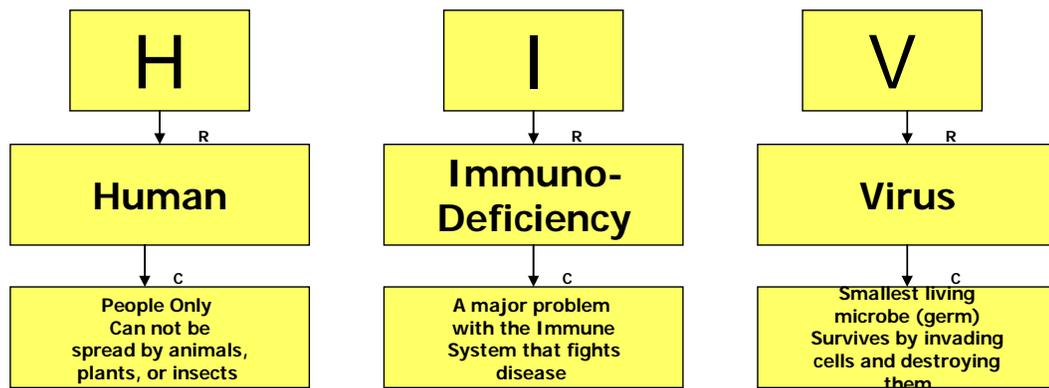
- ◆ **Free style** (“free”) maps
- ◆ **Information** maps
- ◆ **Guide** maps

Free style or “free” maps: Using an erasable board, flip chart, or paper and pencil, client(s) and counselor can work separately or together to create a map of the problem or issue under discussion. The counselor may take the lead in briefly explaining mapping to the client(s) and providing a starting point for creating the map. When possible, both counselor and client(s) should have pencils or markers so that co-creation of the map is facilitated. Here is an example of a free map used as a process map and created during a group session on “relapse.” In this case, the counselor created the map on an eraser board with group members’ input and then led a process discussion on the issues that were raised:

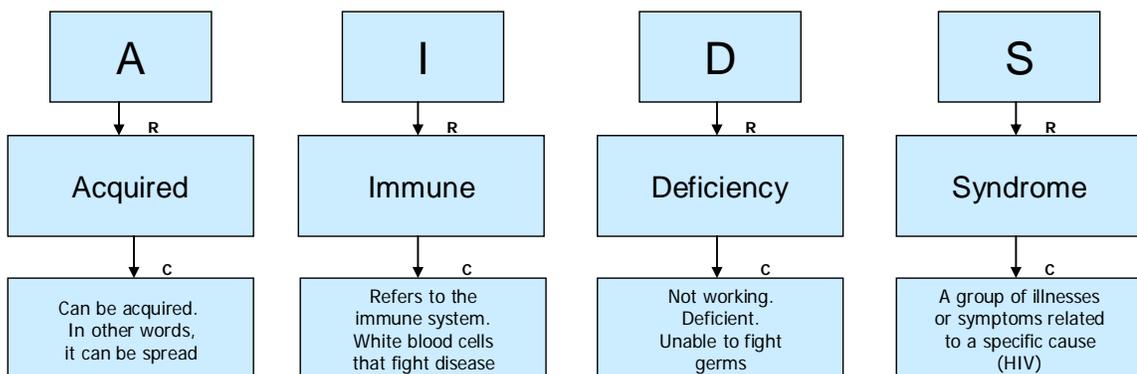


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Information maps: Information maps have been used in a variety of settings to help communicate basic information in a readily understandable way. Information maps are usually prepared ahead of time to serve as handouts or presentation slides. These maps organize facts in a specific content area and present them in an easy-to-remember format. Early mapping studies with clients attending psychoeducational groups on HIV-risk reduction found that information maps were useful in helping clients learn and retain information about HIV transmission and high-risk practices.



HIV is a human virus that invades and destroys the cells of the immune system.



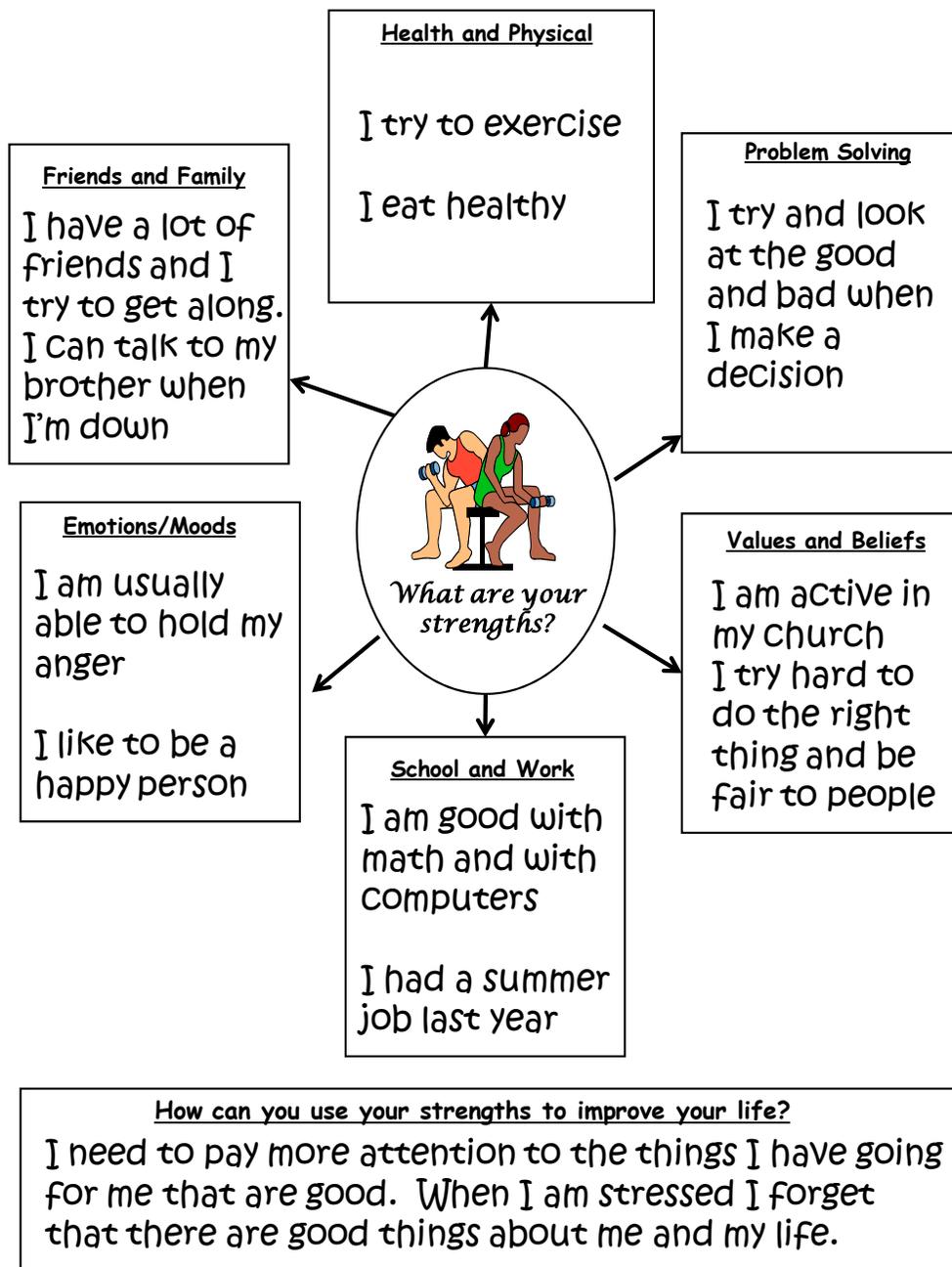
AIDS is the late stage of HIV infection, resulting in illnesses and cancers the body can no longer fight off.

Guide maps: Guide maps are pre-structured templates with a “fill-in-the-space” format that help guide the counselor-client interaction during a session, while also allowing ample freedom for self-expression. As part of an individual counseling session, these maps provide a structure for thinking about and talking about goals, personal resources, and specific steps and tasks for arriving at goals.

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In group work, guide maps can be used as homework or as individual worksheets that are then processed and discussed within the larger group. These mapping activities can provide some assurance that each group member has had a chance to visit a particular issue personally. Similarly in group settings, guide maps can be used to focus and keep a discussion on track.

SAMPLE GUIDE MAP

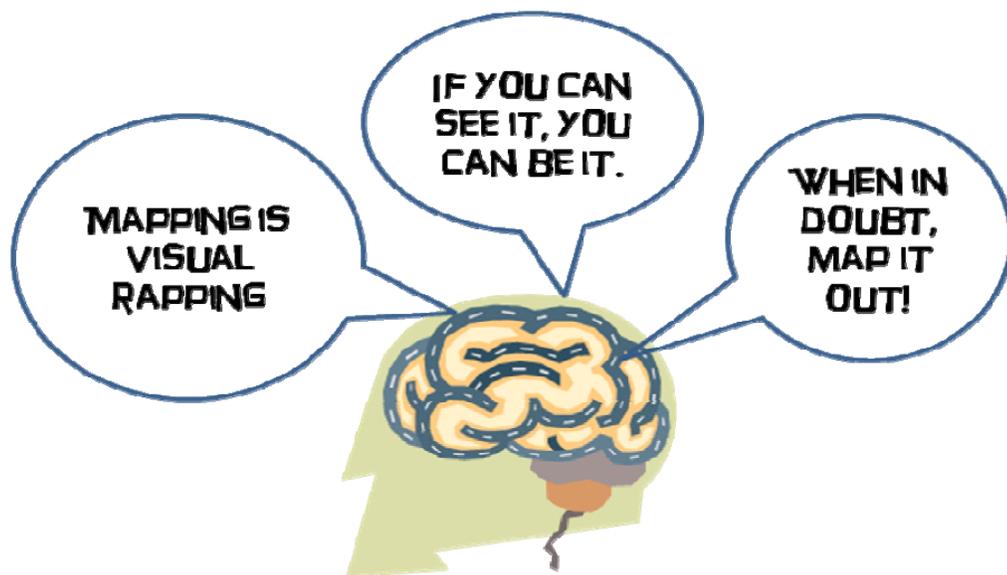


Chapter 1

Mapping It Out

Part 1

***GROWING YOUR BRAIN
WITH MAPS***



Part One: Growing Your Brain with Maps

Leader Notes for Module One

As general objectives for this module, participants will:

Learn to create node-link maps (free and guide maps) and explore their uses
Explore characteristics of supportive friends and peers

Rationale

Mapping-enhanced counseling strategies help create the “language” used for coaching and encouraging clients to begin thinking in new ways – thinking visually, so to speak. It is therefore important to introduce clients to the basics of free mapping and guide maps, the two primary types of maps. In one activity, clients are given basic instructions and a template worksheet and encouraged to create a free map. A second activity furthers the client’s practice through completion of a personal guide map to explore peer relationships.

Activities

Quick “Check In”	10 minutes
Magic Trick Draw Me	20 minutes
Mapping 101 (Brief didactic, with practice)	30 minutes
Valuable Friends (Guide map activity)	20 minutes
Wrap Up/Thinking assignment	5 minutes

Materials needed for this session

*(*Handout materials for copying are located at the end of the session)*



Opening Board

Copy the brain map on the front cover of this session on erasable board or flip chart so participants can read it as they come in

Cognitive Magic Trick: Draw Me

Provide plain paper and pencils for the group. Make copies of the ***Draw Me*** object for participants to use (page 14)

Mapping 101

Provide copies of free style mapping paper (page 15), as well as pieces of large paper for participants to use in making their maps. Provide boxes of mapping materials

Valuable Friends Inventory - Guide Map

Provide copies of the ***Valuable Friends*** guide map for participants (page 16)

Mapping materials

Make sure you have plenty of pencils, pens, markers, colored map pencils, crayons, and mapping paper for the group

TRIP Session Evaluation

Provide copies of the Session Evaluation (page 17)

MAPPING IT OUT PART 1

STEP ONE

Welcome participants to the group. Take a minute to acknowledge any new members with a quick introduction:

If this is your first TRIP group - Welcome! In this group, we take some time to think about thinking. You heard right - it's all about learning more about the thinking process. It will be a little different from some of the other groups you attend here, but every session is different, so you won't have any trouble joining in.

Go around the room quickly and ask group members to introduce themselves to any new members.

Ask participants:

*What has been on your mind the last few days?
What have you found yourself really thinking about?*

Use erasable board or flip chart to make a map of participants' thoughts or issues that they volunteer.

Summarize the check-in activity:

As always, it looks like there has been a whole lot of thinking going on over the last few days. Brains have been active. I have made a map or layout of your thoughts or the ideas you all have been having. We'll leave these posted here, and see what kind of influence today's activities might have on everyone's thinking before we leave.

STEP TWO

Introduce the “Draw Me” cognitive trick activity (page 14):

I am going to ask you to think about this idea: Sometimes, what we think is influenced by what we understand. This is most commonly known as an assumption - we think we know, and we move ahead without fully considering all possible angles or explanations. We are going to do a brain-stimulating activity to illustrate this point.

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Distribute paper and pencils to group members and tell them they are about to engage in an activity that requires concentration and being able to listen and think about what they have heard.

Break the group into pairs (2) or triads (3), as needed, so that everyone has someone to work with. Arrange the pairs with space in between so they can work independently and not be distracted by other groups.

Ask them to choose – one person to draw and one person to give instructions.

Okay, in this activity, one person is going to draw something and the other person is going to direct or tell that person what to draw.

Just so you know, the object to be drawn uses simple shapes like boxes, circles, triangles, straight lines, so no great art talent is needed.

Take a minute to decide who will do what role. (For those in groups of three, two people will draw and one will give the directions.)

Explain that the people doing the drawing need to position themselves to have their backs to the person who will give the directions:

Before we start, I need those doing the drawing and those giving the instructions to be sitting so they have their backs to each other. In other words, facing away from each other.

The person doing the drawing cannot see the picture that the person giving instructions will use. Likewise, the person giving the instructions cannot see what the person doing the drawing has drawn.

Distribute copies of the Draw Me object to those that will give the directions (page 14). Distribute clip boards or equivalent to those doing the drawing. Instruct "direction giver" to not show it to their partner(s) and to take a few minutes to study it.

For those giving the instructions, take a few minutes to look over the object you will be directing your partner to draw.

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For those doing the drawing, wait for your partner to give you an instruction. Listen very carefully. When you have drawn what you have been told to draw, say “done” or “got it” to alert your partner to give you the next direction.

For those giving the directions – the best strategy is to ask your partner to draw each of the shapes, one at a time, with directions about how each of the shapes connect or touch each other.

Check to make sure all the “teams” are ready and answer any questions:

We are going have a contest to see which “team” does the best job in using teamwork to accurately draw the object that is being described. Are there any questions about the rules before we begin?

Go ahead and start. You will have about 5 minutes or so to finish.

Allow teams about 5 minutes to complete the task, then call time. Invite teams to share the results with each other. Then invite them to walk around and look at other team’s results.

Call them back together and invite discussion:

How did this task work out – was it easy or difficult?

(For the person drawing): What did you find most difficult?

What would have made it easier?

(For the person giving directions): What was most difficult for you?

What would have made it easier?

What assumptions did each of you make?

So which team got the closest? Who’s the winner?

Allow some recognition for the team that did the best job, then summarize the activity before moving on:

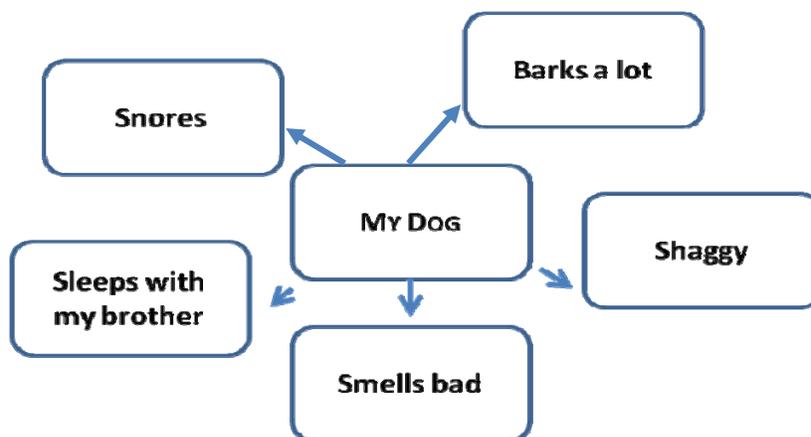
“Information” means thoughts, ideas, feelings, and knowledge. And it is tricky stuff for the brain. What we have demonstrated here is that it is possible to have information, like those giving the directions, but not be

MAPPING IT OUT PART 1

able to easily communicate it to others. Also, it is possible to receive information, like those doing the drawing, and not really know what to do with it. Like I said, tricky stuff. Today we are going to explore something called mapping that can help the brain deal with this problem.

STEP THREE

Introduce mapping by drawing a large shape on a flip chart or erasable board with a line connecting it to another shape. Here's a thumbnail example of the map you will be demonstrating, drawing it one node at a time as described below:



When we first started today, I asked you about what you had been thinking about this week, and I wrote it on the board this way **(point back to the map created during check-in)**. This is the basic idea behind mapping.

(Use nodes you just drew): Some piece of information – an idea, thought, feeling, description – is placed inside a shape. It is connected with a link to another shape that contains information related to the first shape.

So if I enter the words “my dog” in the first shape and “barks a lot” in the second shape – what do you understand about my dog?

(Create other linked nodes): And if I add some more shapes connected to “my dog” and place inside those shapes these ideas “shaggy” “sleeps with my brother” and “mixed breed mutt,” – What do you now understand about my dog?

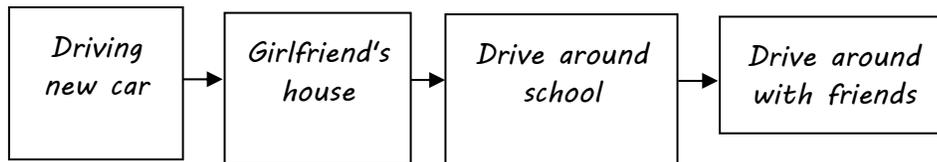
MAPPING IT OUT PART 1

(Create other linked nodes): *And if I add some information here – related to “sleeps with my brother” – for example, “snores” and “smells bad” – What do you know?*

And how do you know I'm talking about my dog and not my brother?
(point to the links)

Taken all together from this map or diagram – What can you tell me about my dog?

Distribute "mapping" paper (page 15) and mapping materials to participants. Tell them you want them to practice mapping by following your example. Use the thumbnail example below to aid with your step by step instruction to participants:



So you can see from the dog example how to make a simple map to describe something.

Now let's look at how to put some action into a map:

(Create a node): *So let's imagine you are old enough to drive (if you aren't already) and you get this great new car. So I'll call this node "my new car." Now I could add lots of detail about the car, and maybe I'll do that later, but this map is about "cruising" in "my new car."*

So here I am, driving my new car - Where will I go first? Where will I drive to first? (add first node and link).

Ask a participant for help: *If it were your new car, and you were driving it for the first time, where would you go? (add his/her answer to the first node)*

Okay - so I have my new car and the first place I drive is to "my girlfriend/boyfriend's house." (add a second node and link). So where to then? Where might I drive next?

MAPPING IT OUT PART 1

Get an answer from the group: *So where would you go next? Great! (add answer to second node and add a third node with link).*

Get another answer from group: *And where to from there? Give me one more example (add answer to third node).*

So let's see what we have on this map. I'm "driving my new car" and first I go to "my girlfriend's", then I "drive around school" (show off a little), and then I just go "driving around with my friends."

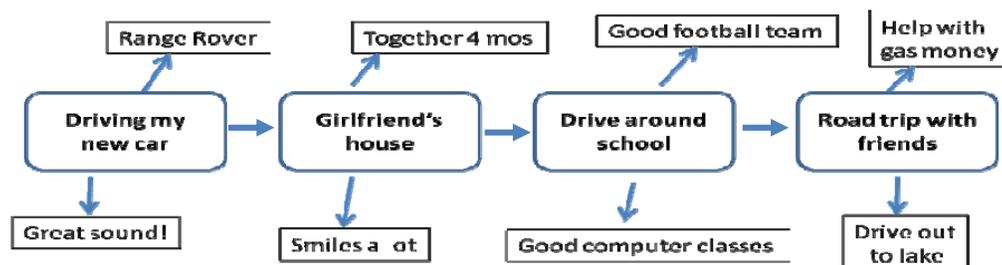
Instruct participants to create a "cruising" map of their own:

I want you to practice by making a cruising map of your own. First, I want you to follow this design on your own map - You are "driving in your new car." You add where you would drive first, then where you would go second, and then where you would go third.

Your ideas might be the same or similar to the group example - or maybe not. You decide. Take a minute to draw out your own cruising map. Make a node (or box) linked to another and another, and so on.

It's your new car, where do you drive first, then where, then where.

Allow a few minutes for participants to add their ideas. Then instruct them to expand the basic map, by quickly adding detail to the group cruising map. Here's a thumbnail example:



Now I want you to expand your basic map with some details. Let me quickly show you how I might add detail to the group map we created.

(Add these nodes to the "driving new car" node): *So here's what I might add to the "driving new car" node. I might add "it's a brand new Range Rover;" and I might add "has a smoking sound system." So I have added more information about the car.*

MAPPING IT OUT PART 1

(Add these nodes to the "girlfriend" node): *And here's what I might add to the "girlfriend" node. I might add "we've been together 4 months;" and I might add "she smiles a lot." So I have added more information about the girlfriend.*

(Add these nodes to the "school" node): *For the "school" node, I might add "good football team;" and I might add "I like computer classes." So I have added more information about the school.*

(Add these nodes to the "just drive with friend" node): *And here's what I might add to the "drive with friends" node. I might add "head out to the lake;" and I might add "ask for gas money." So I have added more information about driving with the friends.*

Instruct participants to expand on their maps with details about their "cruising" journeys. Encourage them to use whatever kinds of mapping materials they like.

Now take some time and expand on your own maps. For the example up here, I only added a few points, but you can add as many as you like.

You can use pencil or pen, or if you like, use some of the markers and colors to help "personalize" your cruising map. You can also draw picture or tag your maps.

Allow time for participants to expand and embellish their maps. Walk around to check on progress and offer encouragement a few times as they work.

Once they have completed their maps, have participants stand in a circle and pass their map to the person to their right, so that everyone can see what other people's maps communicate.

You can write your name on the bottom of your map if you like. Then I want you to pass your maps around in the circle. That way your map will eventually make it back to you after others have had a chance to look. So you can start by passing your map to the person on your right. Take time to look over your neighbor's map and compare it to your own. Then pass it to your right.

MAPPING IT OUT PART 1

Allow time for participants to examine each other's maps. Summarize the activity:

I've had a chance to walk around and look at your work while you were working. I think everyone has got the basics of mapping - making a map using boxes (nodes) and lines (links) to express a lot of information in a quick, organized way. Making maps helps us train our brains to get things organized.

We started with a simple map about my dog. We then did a map with action - in other words, a maps showing a "flow" or how "one thing leads to another." You made your own maps and then added extra information to them.

STEP FOUR

Discuss types of maps by introducing guide maps. Distribute copies of the *Valuable Friends* guide map (page 16):

The maps be have just been creating are called "free style maps." With a "free style map" or "free map," you create nodes and links that help lay out your own thoughts and ideas.

*Another type of map is a **guide map**. A guide map is arranged like a free map, but it provides "guides" to what you should write about in each node. The guides often ask questions for you to answer in the nodes. Or the guides instruct you to list things - like on the guide map in front of you, to list out "friends that are important to me." The finished product still expresses your own thoughts and ideas about the subject.*

Instruct participants to complete the *Valuable Friends* guide map:

*Take a few minutes to complete the *Valuable Friends* guide map. Take time to think about the guide questions, then fill in the nodes with your thoughts and ideas.*

Allow time for participants to complete their guide maps.

MAPPING IT OUT PART 1

When participants have completed their work, process the activity by engaging them in discussion, using some of the following questions:

How did you decide which friends to add to your map?

What are some things that make a friend important to you?

What thoughts did you have about how a friend would be supportive of your recovery?

Are there friends you didn't include because they might hurt your recovery? How would you describe them?

What did this guide map make you realize or think about?

STEP FIVE

Summarize mapping as a brain tool and briefly review the opening map reflecting things participants stated they had been thinking about.

Today you have had the chance to learn about and practice a "brain tool" that we call "mapping" or "node-link mapping" because it uses boxes (nodes) and lines (links) to lay out ideas, thoughts, feelings, and actions.

Ask for discussion: *What do you think about mapping?
What makes mapping a "brain tool"?
How does it help our thinking?*

*Before we break for the day, let's review some of the things you were thinking about when you first arrived (**review each point on the map**).*

Over the next few days, when you are sitting around thinking, grab a pencil and paper (or a napkin, the back of your folder, whatever is in front of you) and try making a map to help you think about your idea/problem in a different way. Use nodes and links to identify and expand ideas and plans. Mapping can also help with school work. You can map your notes from class or use maps to outline a project.

Remember, when it comes to mapping, you can pick your nodes, but you should never pick your friend's nodes.

MAPPING IT OUT PART 1

Here is your take away question to think about:

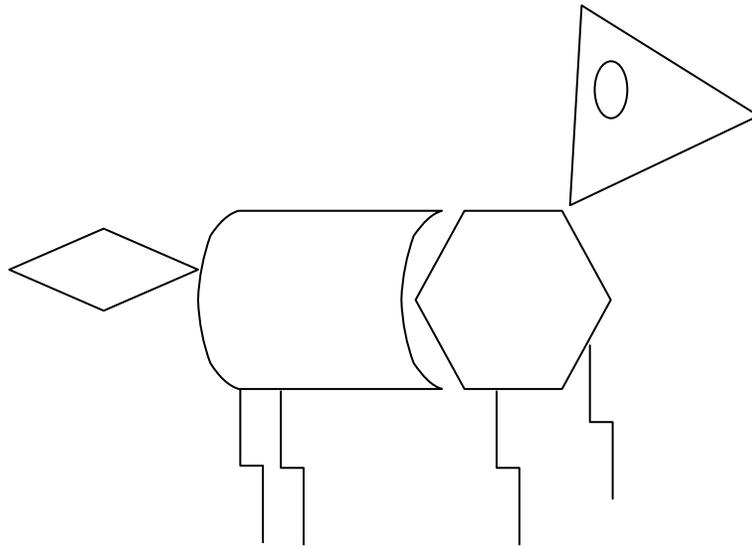
Ask: *How can something simple like mapping help me with my goals?*

Distribute copies of the *Session Evaluation* (page 17) and ask participants to complete and hand in before leaving.

Thank members for their participation and encourage them to attend their next TRIP group.

MAPPING IT OUT PART 1

DRAW ME FIGURE

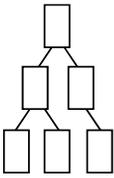
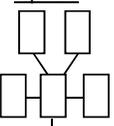
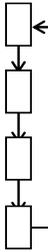
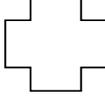
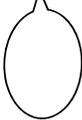
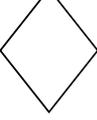
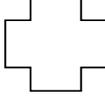
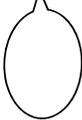
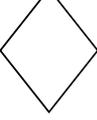
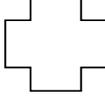
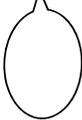
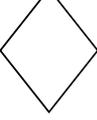


MAPPING IT OUT PART 1

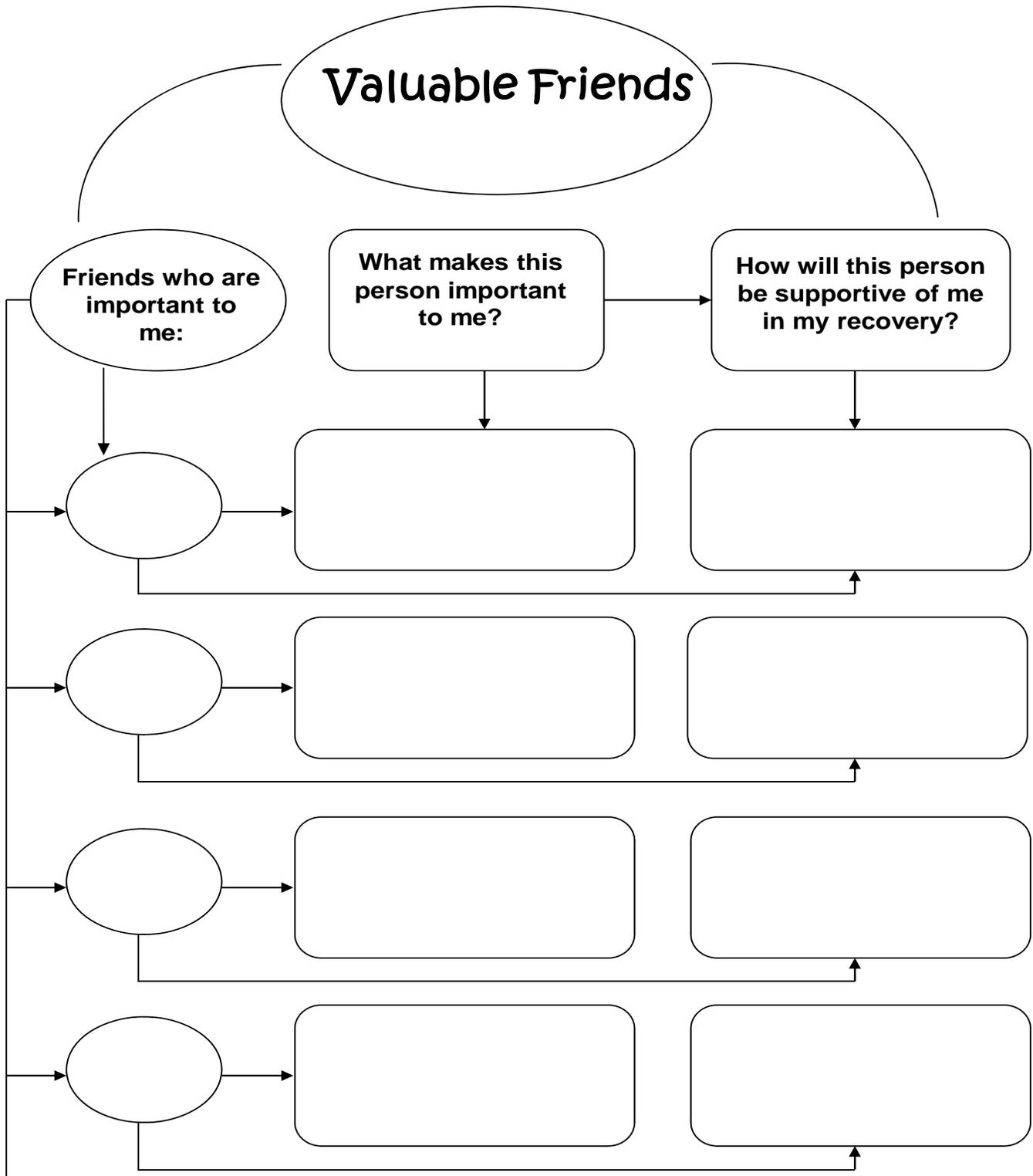
TCU Node-Link Mapping

FREESTYLE MAPPING SHEET

WEBSITE: ibr.tcu.edu

<p>LINK TYPES</p> <p><u>Action</u></p> <p>Leads to L ->->-></p> <p>Next N ->->-></p> <p>Influences I ->->-></p> <hr/> <p><u>Description</u></p> <p>Part P _____</p> <p>Type T _____</p> <p>Characteristic C _____</p> <hr/> <p><u>Elaboration</u></p> <p>Example E _____</p> <p>Comment Co _____</p> <p>Analogy An _____</p> <hr/> <p>PERSONAL</p>			<p>STRUCTURE TYPES</p> <p><u>Hierarchy</u></p>  <p><u>Spider</u></p>  <p><u>Chain</u></p>  <hr/> <p>PERSONAL</p> <hr/> <p>HINTS</p> <ul style="list-style-type: none"> • Draw pictures in nodes • Use colors and highlighters • Make mini-maps • Put numbers in nodes to make continuation maps 													
<p>IDENTIFICATION INFORMATION</p>	<p>NODE TYPES</p>	<p>GENERAL</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center; font-size: 8px;">GENERAL PURPOSE</td> <td style="width: 12.5%; text-align: center; font-size: 8px;">POSITIVE ITEM</td> <td style="width: 12.5%; text-align: center; font-size: 8px;">AGITATING ITEM</td> <td style="width: 12.5%; text-align: center; font-size: 8px;">DEPRESSING ITEM</td> <td style="width: 12.5%; text-align: center; font-size: 8px;">ACTION ITEM</td> <td style="width: 12.5%; text-align: center; font-size: 8px;">DECISION ITEMS</td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table>	GENERAL PURPOSE	POSITIVE ITEM	AGITATING ITEM	DEPRESSING ITEM	ACTION ITEM	DECISION ITEMS							<p>PERSONAL</p>	<p>COMMENTS ABOUT MAP</p>
GENERAL PURPOSE	POSITIVE ITEM	AGITATING ITEM	DEPRESSING ITEM	ACTION ITEM	DECISION ITEMS											
																

MAPPING IT OUT PART 1



MAPPING IT OUT PART 1

Session Evaluation ***Mapping Part 1***

INSTRUCTIONS: Please take a minute to give us some feedback about how you liked this session.

1. Use one word to describe your feelings about today's class _____

2. What was the most important thing you learned today?

3. On a scale of 1 to 10, how do you rate today's class? (Circle your rating.)

<u>01</u>	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>	<u>09</u>	<u>10</u>
Poor				Pretty Good					Excellent

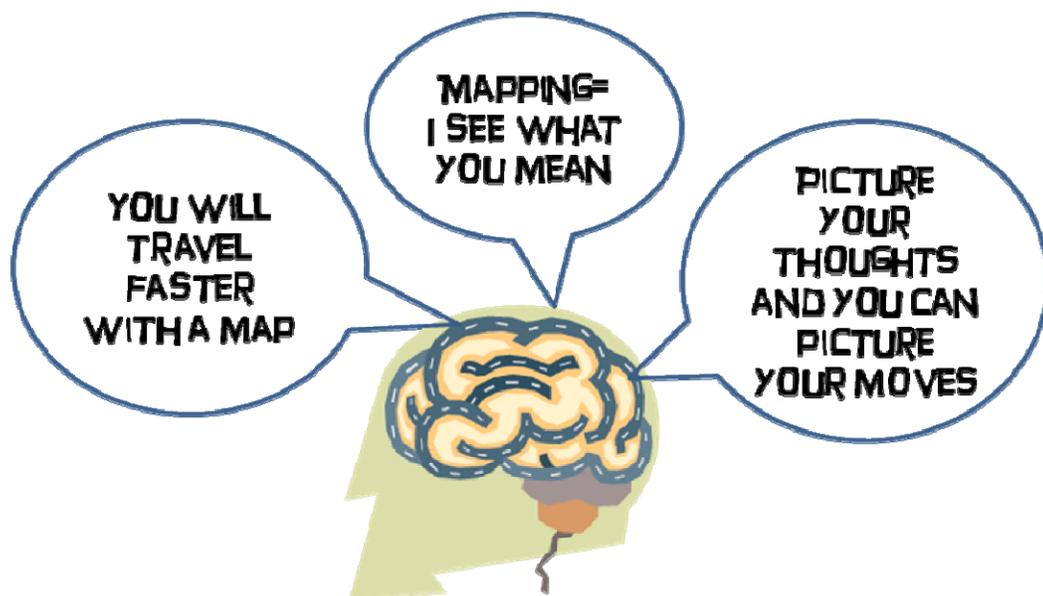
4. Do you have any suggestions to help make this class better?

Chapter 2

Mapping It Out

Part 2

***GROWING YOUR BRAIN
WITH MAPS***



Part Two: Growing Your Brain with Maps

Leader Notes for Module

As general objectives for this module, participants will:

Learn to create node-link maps (free style and guide) and explore their uses
Explore personal characteristics and healthy self-esteem

Rationale

Mapping-enhanced counseling strategies help create the “language” used for coaching and encouraging clients to begin thinking in new ways – thinking visually, so to speak. It is important for clients to have several opportunities to explore the basics of free style mapping and guide maps. Clients review basic mapping instructions and are encouraged to create a free style map using a template worksheet. They also complete a guide map that focuses on strengths and self-esteem.

Activities

Quick “Check In”	10 minutes
Magic Trick Ash Adams - DVD Segment 1 "Magic Glass"	20 minutes
Mapping Practice (Brief didactic, with practice)	30 minutes
Personal Strengths (Guide map activity)	20 minutes
Wrap Up/Thinking assignment	5 minutes

Materials needed for this session

*(*Handout materials for copying are located at the end of the session)*



Opening Board

Copy the brain map on the front cover of this session on erasable board or flip chart so participants can read it as they come in

Cognitive Magic Trick: Ash Adams

Ash Adams DVD cued to Segment #1 - "Magic Glass"

A Couple of Maps

Provide copies *A Couple of Maps* handout (page 41)

My Personal Strengths - Guide Map

Provide copies of the *Personal Strengths* guide map for participants (page 42)

Mapping materials

Make sure you have plenty of pencils, pens, markers, colored map pencils, crayons, and mapping paper (page 43) for the group

TRIP Session Evaluation

Provide copies of the Session Evaluation (page 44)

MAPPING IT OUT PART 2

STEP ONE

Welcome participants to the group. Take a minute to acknowledge any new members with a quick introduction:

If this is your first TRIP group - Welcome! In this group, we take some time to think about thinking. You heard right - it's all about learning more about the thinking process. It will be a little different from some of the other groups you attend here, but every session is different, so you won't have any trouble joining in.

Go around the room quickly and ask group members to introduce themselves to any new members.

Ask participants:

*What has been on your mind the last few days?
What have you found yourself really thinking about?*

Use erasable board or flip chart to make a map of participants' thoughts or issues that they volunteer.

Summarize the check-in activity:

As always, it looks like there has been a whole lot of thinking going on over the last few days. Brains have been active. I have made a map or layout of your thoughts or the ideas you all have been having. We'll leave these posted here, and see what kind of influence today's activities might have on everyone's thinking before we leave.

STEP TWO

Introduce Ash Adams DVD:

Today we get to watch a magic trick by Ash Adams, a real magician. Some of you may remember watching Ash Adams, the magician in a previous group.

How many of you have ever watched a magician?

MAPPING IT OUT PART 2

Was it in person or on television?

Were you completely "fooled" or were you able to figure out how the magician was doing the tricks?

How many of you have ever tried a magic trick? How'd it work?

Today's magic trick by Ash Adams shows us that things aren't always as they seem. Later on we'll talk about a technique called mapping that can help us think about things clearly - to better know what's what. Let's watch:

Play Segment 1 “Magic Glass” of Ash Adams DVD.

(Leader note: You will stop the DVD when the "pause" slide appears. You will then talk briefly with participants about what they saw. After this, start the DVD again for the conclusion and magic "tips" from Ash.

At the "pause" point, ask participants some of the following questions:

Ready to place your bets? What's your answer to Ash's question?

How many vote for the height as bigger? How come?

How many think the glass circumference is bigger? How come?

Restart the DVD to complete the segment.

Summarize a few key ideas from the magic show:

The brain can sometimes confuse itself – that is what's happening with the trick. The eyes say one thing, our sense of logic says another - the brain struggles.

Something similar can happen when we struggle with daily problems and concerns. There can be a lot of information to consider. For example, what are the facts, what are your feelings, how does it affect you, how do other people see it, how will I feel next week, etc?

MAPPING IT OUT PART 2

Today we'll talk about mapping as a way to sort out all the parts of problems and decisions. Mapping helps you take a clear look and be better able to make a judgment about things.

STEP THREE

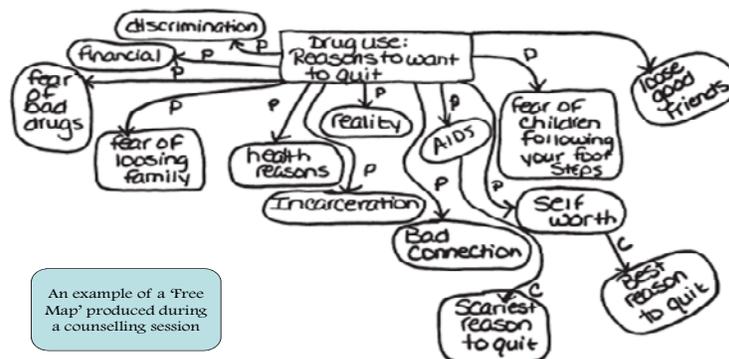
Distribute *A Couple of Maps* handout (page 41) and use the examples to review mapping "basics." Supplement as needed by making your own maps on the flip chart or erasable board to engage participants.

As you can see by looking at the examples, mapping is a way of communicating information by putting ideas, thoughts, feelings, observations, or plans into boxes or shapes. The words inside the box can be very brief - maybe just a word or two. You can also draw pictures to help illustrate.

Mapping is a kind of short hand. Maybe "word art." We lay out the boxes and connect them to other boxes to show how things are related in our own creative way.

In the first example, you see a real map made by someone in a treatment program like this one. What makes maps cool is that a lot of information can be communicated without a lot of words. In the case of this map, the person labeled the connecting lines or links as "p" to show that one thing is a part of another.

**Ask for a volunteer to describe what they can "read" from the map.
Assist, as needed:**



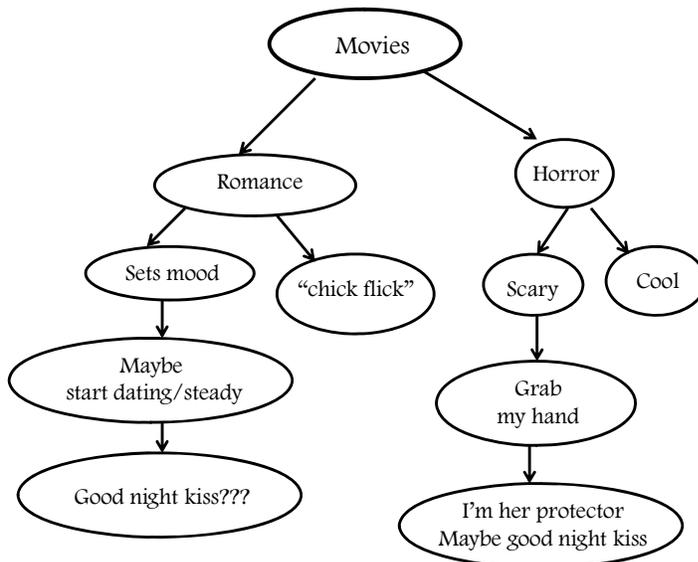
MAPPING IT OUT PART 2

Review the second map example:

In the next example, a young man has made a map to look at two movie choices for his first date with a girl he really likes.

He is hoping the first date will end with a good night kiss, cause he really likes the girl. He's mapping to see if he can get an idea of what kind of movie might be the best.

Ask for a volunteer to describe what they can "read" from the map. Assist, as needed.



Distribute "mapping" paper (page 42) and mapping materials to participants. Tell them you want them to practice mapping by making a couple of free maps like the ones in the example. Provide them with the following list of possible topics, or encourage them to create their own.

The best way to learn mapping is to do it. When you practice making maps it helps teach your brain a new or different way of dealing with information.

MAPPING IT OUT PART 2

I want you to spend some time making 2 maps. The mapping paper has ideas around the edge for shapes and structure, or you can invent your own.

*Here are some topic ideas - or come up with your own. You can use one map to **practice** with one of these topics, and then make the second map **personal and your own**. Here are some ideas:*

Should you buy a truck or a regular car? (good/bad for each)

Your dream vacation place and what you like about it.

People you admire and reasons why you admire them.

If someone gave you a \$100 gift certificate for 3 stores, what are the stores and what would you buy at each one?

Or some more serious topics:

What makes people begin using drugs?

What is good/bad about treatment?

What is a good plan for maintaining recovery and avoiding relapse?

Allow time for participants to complete their maps. Circulate as they work, to help them stay on task and to answer questions and give encouragement.

Once they have completed their maps, ask for 1 or 2 volunteers to come to front and draw their maps on the erasable board. Ask them to review their map and their thinking with the group.

Use some of these processing questions:

What did you like most about mapping?

How did you decide what to add and what to leave off?

What makes maps so easy to understand?

MAPPING IT OUT PART 2

Summarize the mapping activity:

I think everyone has gotten the basics of mapping - making a map using boxes (nodes) and lines (links) to express a lot of information in a quick, organized way. Making maps helps us train our brains to get things organized.

The way to get good at mapping and help your brain learn how to use it is through practice. You can use mapping for just about anything. For example, start using mapping to take notes in school or to help you plan a paper or school project. You'll become a real believer in no time.

STEP FOUR

Distribute copies of the *Personal Strengths* guide map (page 43):

The maps we have just been creating are called "free style maps." With a "free map" you create nodes and links that help lay out your own thoughts and ideas.

*Another type of map is a **guide map**. A guide map is arranged like a free map, but it provides "guides" to what you should write about in each node. The guides often ask questions for you to answer in the nodes. Or the guides instruct you to list things - like on the guide map in front of you. It is a guide map about you and your personal strengths. For each of the nodes you are asked to think about and write down good and positive things about yourself. The finished product still expresses your own thoughts and ideas about the subject.*

Instruct participants to complete the *Personal Strengths* guide map:

*Take a few minutes to complete your **Personal Strengths** guide map. It's a way to think about yourself in a positive way. Take time to think about the guide questions, then fill in the nodes (boxes) with your thoughts and ideas. These questions ask you about your understanding of your own strengths in each of the areas.*

This map isn't asking about problems or trouble spots. So really focus on the things that you know about yourself that are strong and positive in

MAPPING IT OUT PART 2

each of the areas. If you get stuck, imagine or remember what someone who likes you and cares about you would say about your strengths.

Allow time for participants to complete their guide maps.

When participants have completed their work, process the activity by engaging them in discussion, using some of the following questions:

Was it easy or difficult to come up with your strengths?

What are some examples of things you wrote about?

What did you learn or realize about yourself in doing this map?

STEP FIVE

Summarize the mapping activities:

Mapping is an important brain tool because it helps us look at information in an organized way. Over the next few days, when you are sitting around thinking, grab a pencil and paper (or a napkin, the back of your folder, whatever is in front of you) and try making a map to help you think about your idea/problem in a different way. Use nodes and links to identify and expand ideas and plans. Mapping can also help with school work. You can map your notes from class or use maps to outline a project.

Ask for discussion: *What do you like about mapping?*

What makes mapping a "brain tool"?

How does it help our thinking?

*Before we break for the day, let's review some of the things you were thinking about when you first arrived (**review each point on the map**).*

Ask: *Is there a way that mapping could help you with these issues?*

So here is your take away question to think about:

MAPPING IT OUT PART 2

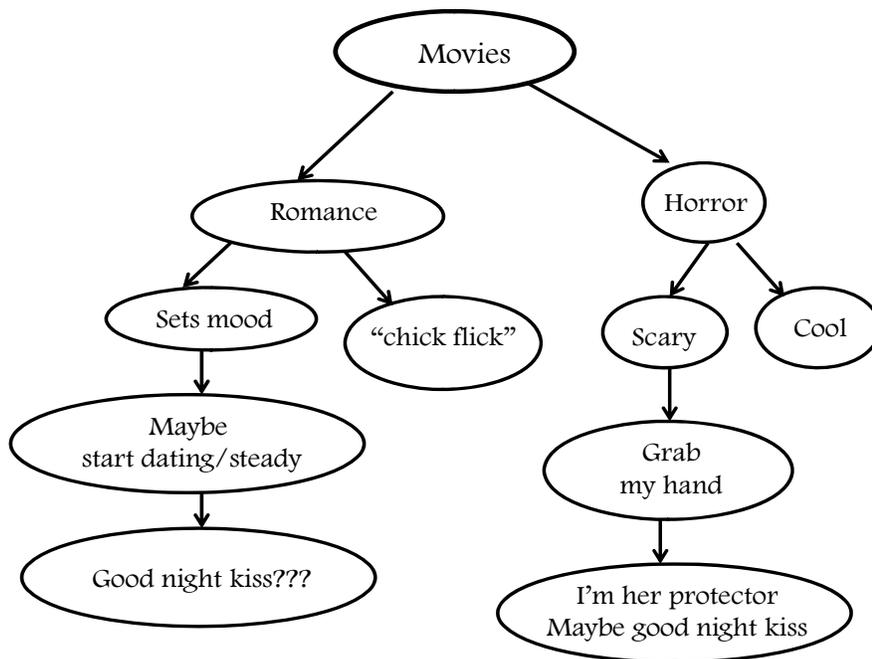
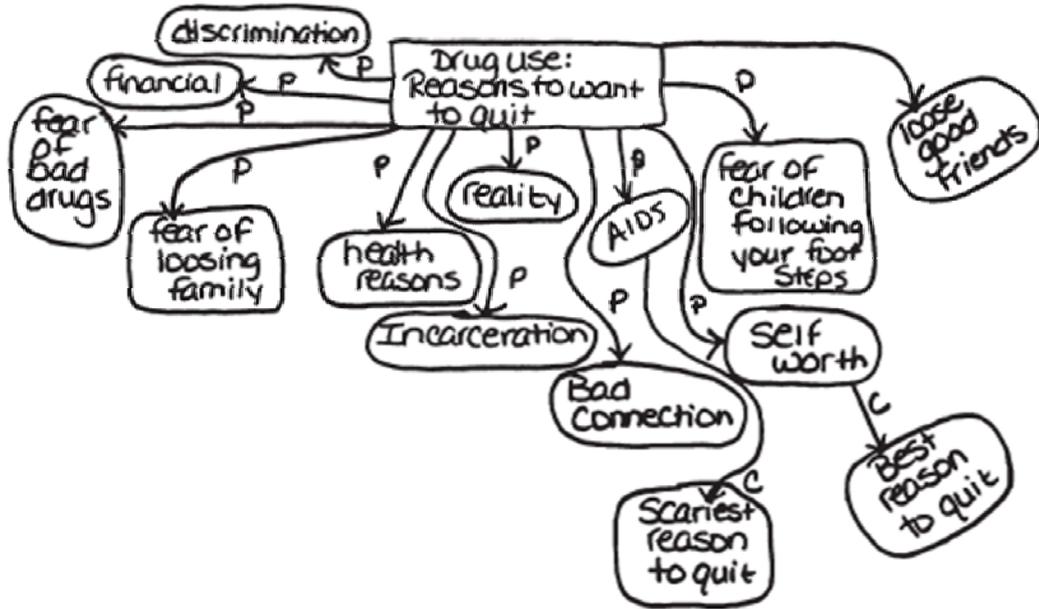
Ask: *Why is it so difficult for people to stay focused on their strengths instead of their problems?*

Distribute copies of the *Session Evaluation* (page 44) and ask participants to complete and hand in before leaving.

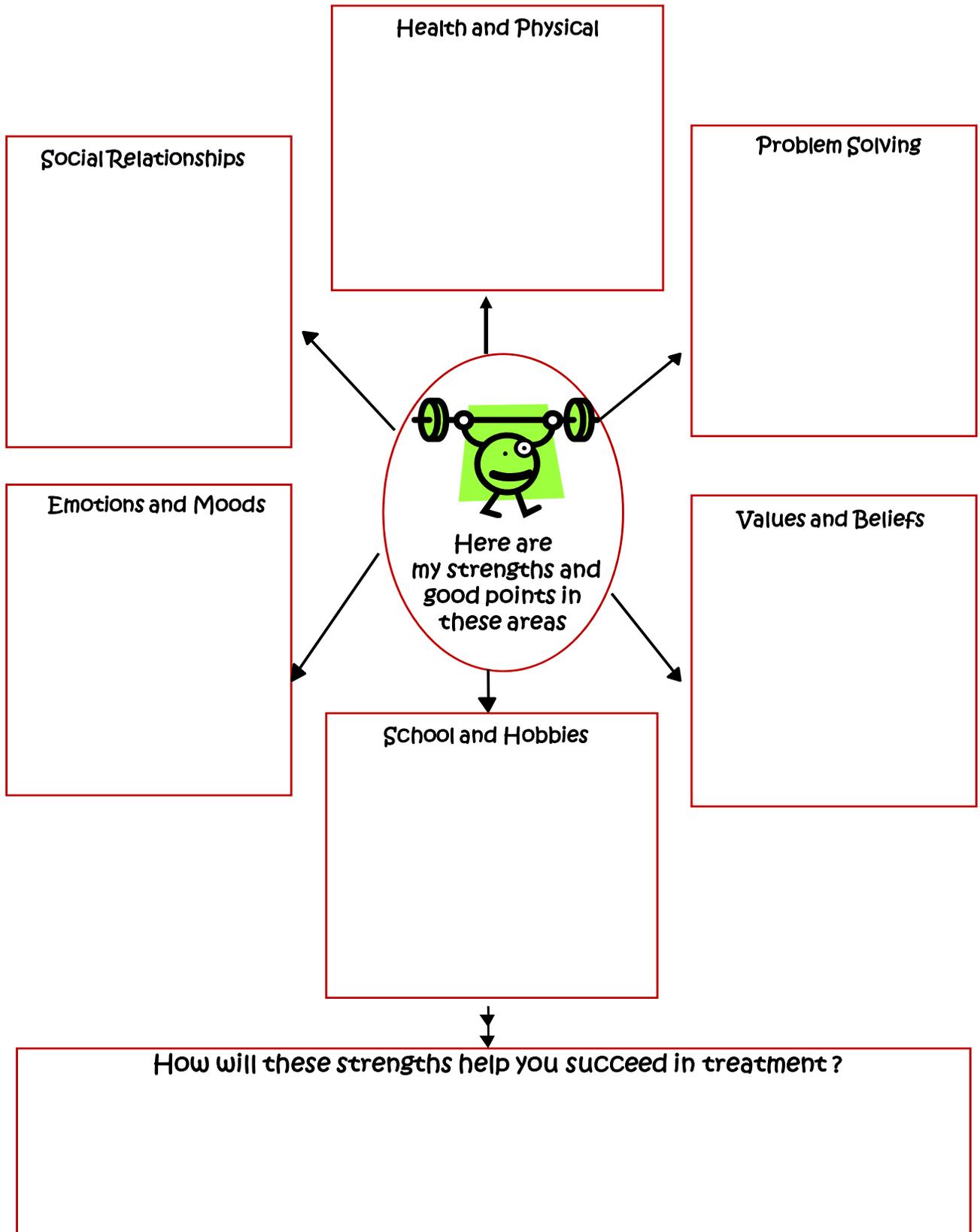
Thank members for their participation and encourage them to attend their next TRIP group.

MAPPING IT OUT PART 2

A COUPLE OF MAPS



MAPPING IT OUT PART 2



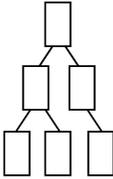
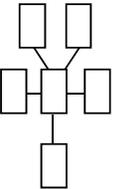
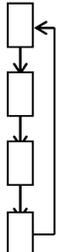
MAPPING IT OUT PART 2

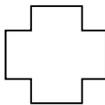
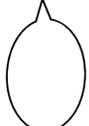
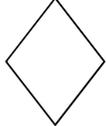
TCU Node-Link Mapping

FREESTYLE MAPPING SHEET

WEBSITE: ibr.tcu.edu

LINK TYPES
Action
Leads to L →→→→
Next N →→→→
Influences I →→→→
Description
Part P _____
Type T _____
Characteristic C _____
Elaboration
Example E -----
Comment Co -----
Analogy An -----
PERSONAL

STRUCTURE TYPES
<u>Hierarchy</u>

<u>Spider</u>

<u>Chain</u>

PERSONAL
HINTS
<ul style="list-style-type: none"> • Draw pictures in nodes • Use colors and highlighters • Make mini-maps • Put numbers in nodes to make continuation maps

IDENTIFICATION INFORMATION	NODE TYPES	GENERAL						PERSONAL	COMMENTS ABOUT MAP
		GENERAL PURPOSE	POSITIVE ITEM	AGITATING ITEM	DEPRESSING ITEM	ACTION ITEM	DECISION ITEMS		
									

MAPPING IT OUT PART 2

Session Evaluation *Mapping Part 2*

INSTRUCTIONS: Please take a minute to give us some feedback about how you liked this session.

1. Use one word to describe your feelings about today's class _____

2. What was the most important thing you learned today?

3. On a scale of 1 to 10, how do you rate today's class? (Circle your rating.)

<u>01</u>	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>	<u>09</u>	<u>10</u>
Poor				Pretty Good				Excellent	

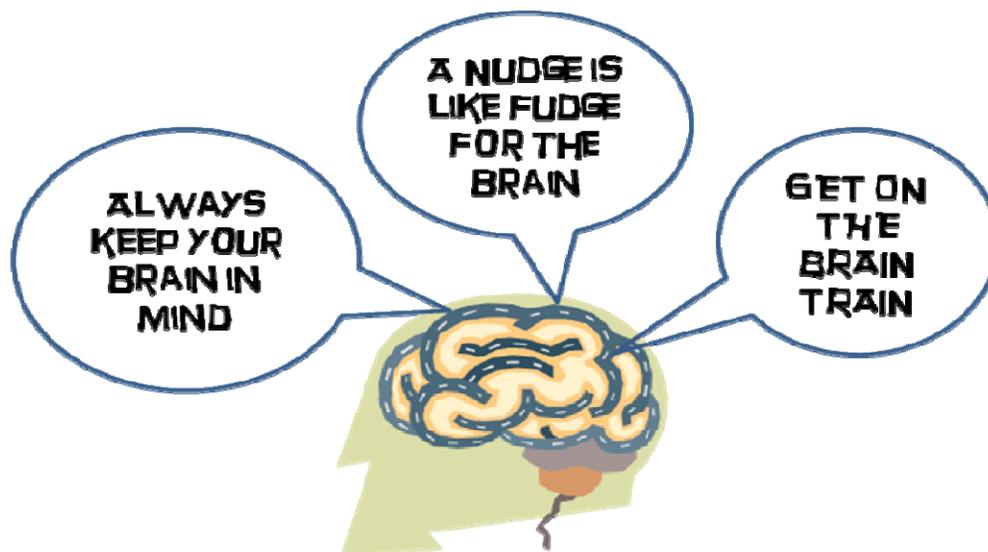
4. Do you have any suggestions to help make this class better?

Chapter 3

The Art of the Nudge

Part 1

***HIGH LEVEL
BRAIN-TRAINING***



Part One: High Level Brain Training

Leader Notes for Module

As general objectives for this module, participants will:

Learn how impulsive actions begin in the brain

Explore ways to nudge the brain toward more controlled thinking

Rationale

Adolescents are often troubled by impulsive thinking and actions that result in many of their problems with substance abuse and treatment engagement. This session introduces teens to the notion of developing their own personal cues introduced as “nudges.” Nudges are defined as reminders that are created physically (e.g. maps, calendars, post-it notes) or stored as cognitive cues (“just do it;” “count to 10”) that teens are taught to create and access to offset the often negative consequences of thinking or acting impulsively.

Activities

Quick “Check In”	10 minutes
Magic Trick Slap Jack	20 minutes
The Art of the Nudge (Brief didactic; group mapping practice)	25 minutes
Nudge Game Plan (Guide map activity)	25 minutes
Wrap Up/Thinking assignment	5 minutes

Materials needed for this session



Opening Board:

Copy the brain map on the front cover of this session on erasable board or flip chart so participants can read it as they come in

Cognitive Magic Trick: Slap Jack

A deck of cards for each pair of participants, with Jacks removed. Save Jacks to reinsert in deck later in activity. Have an intact deck for group leader demonstration. Decks with backs that are all the same (e.g. red, blue, etc.) with simplify the activity.

Inner Nudge/Outer Nudge guide map

Provide copies of the *Inner/Outer Nudge* guide map (page 58)

Positive Nudge/Negative Nudge guide map

Provide copies of the *Positive/Negative Nudge* guide map (page 59)

Nudge Game Plan guide map

Provide copies of the *Nudge Game Plan* guide map to participants (pages 60)

Mapping materials

Make sure you have plenty of pencils, pens, markers, colored map pencils, crayons, and mapping paper for the group

TRIP Session Evaluation

Provide copies of the Session Evaluation (page 61)

THE ART OF THE NUDGE PART 1

STEP ONE

Welcome participants to the group. Take a minute to acknowledge any new members with a quick introduction:

If this is your first TRIP group - Welcome! In this group, we take some time to think about thinking. You heard right - it's all about learning more about the thinking process. It will be a little different from some of the other groups you attend here, but every session is different, so you won't have any trouble joining in.

Go around the room quickly and ask group members to introduce themselves to any new members.

Ask participants:

*What has been on your mind the last few days?
What have you found yourself really thinking about?*

Use erasable board or flip chart to make a map of participants' thoughts or issues that they volunteer.

Summarize the check-in activity:

As always, it looks like there has been a whole lot of thinking going on over the last few days. Brains have been active. I have made a map or layout of your thoughts or the ideas you all have been having. We'll leave these posted here, and see what kind of influence today's activities might have on everyone's thinking before we leave.

STEP TWO

Introduce *Slap Jack* activity by asking how many people remember how to play the old card game called "Slap Jack."

Use your intact deck of cards (one with the Jacks in it) to quickly demonstrate how it is played with a volunteer from the group.

THE ART OF THE NUDGE PART 1

This is an old game from childhood. In a deck of card there are cards with numbers and cards with faces. The face cards are Kings, Queens, and Jacks. In a deck there are 4 Kings, 4 Queens, and 4 Jacks.

The objective of Slap Jack is to capture as many cards as you can. You do this by being the first person to slap a Jack. If you correctly slap a Jack, you win all the cards underneath it.

Only slapping a Jack wins the cards in the pile. If you accidentally slap any other card, you forfeit the stack to your opponent. So you really have to focus and think in order to win.

Arrange participants in pairs at tables or surface where they can play. Demonstrate how one person can turn cards so that both maintain an "alert" hand near the card stack.

Distribute decks with Jacks removed and start participants playing with "Go."

Once they are finished with the game, process the experience:

What did you learn about your deck?

When did you figure it out?

How many "false" hits were there? (People winning a stack because their partner hit another face card?)

How many found it harder to "hold back" the shorter the deck was getting?

Return 4 Jacks to each pair of players and ask them to shuffle their decks and try again. Help out with shuffling decks, as needed. Give them a "Go" start:

Once they are finished, process the entire experience:

What was different playing the second time?

How did you think differently about "slapping" or holding back?

Were there more or fewer "false" slaps?

What did say to yourself as you concentrated on the second round?

THE ART OF THE NUDGE PART 1

Summarize with a few key ideas:

In the Slap Jack game, you had a chance to experience different parts of your brain in action together. One part screaming "Slap and Win, Dude!!!" and the other saying "Watch! Wait! Be Cool."

You know that if you slap too fast, you lose. So chances are, as you played the second round, inside your head you developed some faint reminders to "concentrate" or "focus on the J," or maybe even "count the Jacks and estimate the odds" (for you math whizzes).

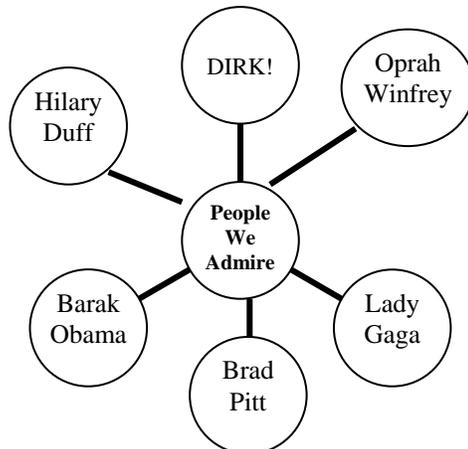
Regardless, somewhere in your brain, in your own personal way, you worked to develop some reminders to help you win the game. Similarly, when you play video or electronic games, over time you develop and remember strategies to help you play well and win.

STEP THREE

Introduce the Art of the Nudge discussion by generating names of people that the group admires.

To start off today, let's make a quick map of famous people that we like and admire. These can be favorites from music, TV, or movies. Think of people who you think are talented or who have made great achievements in their lives.

Use erasable board or flip chart to make a map of participants' choices. Here's a thumbnail example:

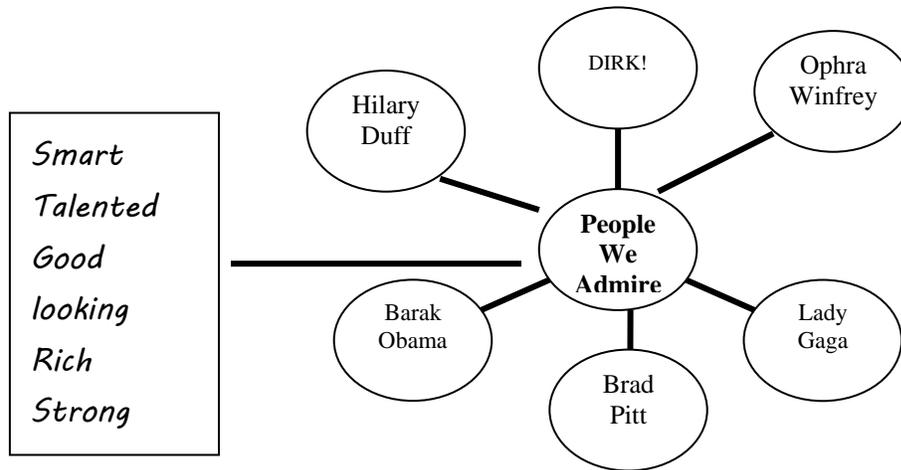


THE ART OF THE NUDGE PART 1

Generate 6-8 responses, then ask:

This is a very diverse list of people. What is one thing you think they all have in common? What would you say they all have in common?

Create a node off to the side and add their ideas about what the famous people have in common. Here's a thumbnail example:



Summarize with the following ideas:

Your ideas about what all of these famous, talented people that you admire have in common are very good. It's true that all these folks are... (add their ideas from the map, for example "It's true that all these folks are good looking, rich, connected, and strong").

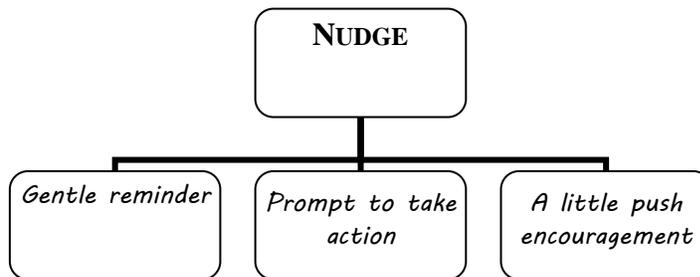
However, there is something else I'm thinking they have in common. It has to do with what's going on in their brains. Way back when, before the money and the connections and the fame, most of these people had one important thing in common that paved the way for their success. They learned how to Nudge themselves.

In their own personal way, in their own personal style, they all learned the Art of the Nudge. Nudging involves developing and listening to your own "inner coach." It's what you learn to say to yourself and what you teach yourself to do in order to reach your goals and handle disappointments and setbacks.

THE ART OF THE NUDGE PART 1

The good news is that we can learn the Art of the Nudge, too. It is the key to success in anything. Learn to Nudge, Nudge every day. Let's stop here and break it down - What do we mean by a nudge?

Build an information map to define “nudge,” using the group's responses, as illustrated in the thumbnail below:



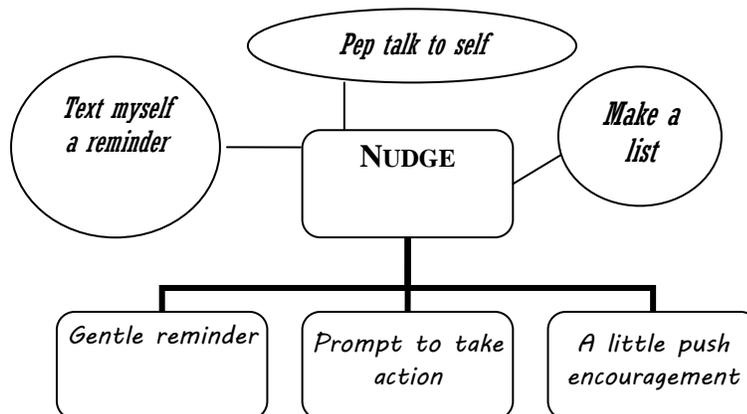
A good definition of a “nudge” might be a “gentle reminder.” It can also be a “cue” or a “prompt” to take action or to remember to do something. Kind of like a little “push” or an “encouragement.”

For example, if your best friend was in danger of getting in serious trouble for cutting class, you might give him a “nudge” by encouraging him to go to class, reminding him about the consequences, and maybe add an extra little “push” by walking with him to class.

That's an example of how we can nudge others. But equally important is learning how to nudge yourself.

What are some example of how we nudge ourselves?

Add responses to the nudge definition, as shown below:



THE ART OF THE NUDGE PART 1

We nudge ourselves by acting like a good coach to ourselves, giving ourselves reminders, encouragements, pushes, memory aids, and other creative cues that keep us focused and motivated on what we know we need to do to be successful or get the job done.

Distribute copies of *Inner Nudge/Outer Nudge* guide map. Provide the following explanation and instructions:

What we see developing with Nudges is much like belly-buttons. There are "innies" and "outies." Some Nudges are in the form of MENTAL reminders and coaching. These are thoughts and self-talk that are inside our heads, so we call these Inner Nudges. Other Nudges are in the form of PHYSICAL reminders and cues. These are things like lists, post it notes, posters and other things that we can see and touch, things we create to serve as reminders. We call these Outer Nudges.

Use your Inner Nudge, Outer Nudge worksheet to list as many examples of each of these nudge-types as you can think of. Put some thought into it and be creative, but realistic.

Ask for volunteers to provide examples of Inner and Outer Nudges. Use some of the following questions to probe their answers.

*Where did the idea for this nudge come from?
Have you ever tried this type of nudge? What was the situation?*

Distribute copies of *Positive Nudge/Negative Nudge* guide map. Provide the following explanation and instructions

Let's look at another guide map worksheet.

In the world of Nudges, like in everything, there are bound to be Positive and Negative Nudges. In other words, some inner or outer nudges can serve to nudge us in a positive or negative direction.

Positive Nudges push us in the direction that is in our best interest. These nudges push us toward success and getting things done. Positive Nudges can equally be Inner and Outer. For example, Jaime is motivated to get in shape. He keeps a calendar to schedule his workouts (outer nudge) and tells himself "just 5 minutes more" (inner nudge) when he wants to quit.

THE ART OF THE NUDGE PART 1

Negative Nudges, on the other hand, often are in the form of Inner Nudges such as thoughts, ideas, and self-talk that encourage us to give up, not try, drop out, get high. In other words, nudges that push us to thoughts and actions that are not in our best interests. Negative Outer Nudges often are actions or associations with others that usually lead to trouble. For example, Tony is angry and spends the day thinking over and over that "treatment is just a joke" (inner nudge). Later that day, he meets up with another guy who wants to sneak out and smoke (outer nudge). These nudges lead to a potentially disastrous direction - down and out!

Take a few minutes to complete your Positive Nudge, Negative Nudge worksheet to list as many examples of each of these nudge-types as you can think of. The nudges can be Inner or Outer, just focus on whether you would call them Positive (helpful) or Negative (unhelpful).

Ask for volunteers to provide examples of Positive and Negative Nudges. Use some of the following questions to probe their answers.

(For Positive example): How will this type of nudge help the person be successful?

(For Negative example): What would happen if a person followed this type of nudge?

Summarize the discussion about Nudges with some of the following ideas:

Our brains are not really muscles, but, like a muscle, learning to create and use Inner and Outer Nudges that are Positive in focus can strengthen different parts of the brain. These are parts of the brain associated with memory, with motivation, and with controlling impulses.

For example, Outer Nudges like lists and calendars help remind us what needs to be done (memory), and Inner Nudges like "you can do it" (motivation) help us reach the goal.

Nudges can help us avoid the problems that impulsive decisions can bring. Impulsive means "acting without thinking clearly," often in a "quick" way that might sometimes be "reckless" or "careless," or even "foolish." Things done "impulsively" are often "unthinking" and done "without

THE ART OF THE NUDGE PART 1

regard" to obvious and natural consequences. For example, deciding to dive headfirst into a pool without checking the depth of the water.

Here is where Nudges come in. Nudges can serve as thoughts or reminders to slow down and think before acting. For example, John sees another guy talking with his girlfriend and he gets mad. He might act impulsively (without thinking) and run over to start a fight or hit the other guy in the nose and cuss him out.

However, John has trained himself in Nudges. He uses Nudges a lot, so that part of his brain is very well developed.

Here's what he does instead of having a meltdown: He calls on his favorite Inner Nudge. His self-talk tells him to stand back, count to ten, take a deep breath. He reminds himself that fighting will only cause bigger problems!

Then he uses his favorite Outer Nudge. He pulls out his cell phone and takes a picture of himself. He uses the picture to remind himself that he looks stupid when he's mad, and this helps him relax his face.

*This helps him let go of the impulse to start a fight. Suddenly his girlfriend is standing next to him, talking about being glad she was able to **stop one of her class mates in time to get tomorrow's assignment**. John realizes that's why she was talking to the other guy and is very glad that he didn't over-react.*

Another example of Nudges saving the day!

We want to strengthen the "nudge" part of the brain, because that's where our "wisdom" is stored. It gives us reminders of how to stick with things that are in our own best interest. In others words, things that keep us from getting in trouble or failing in things we want to work for us. A Nudge or two a day can keep trouble away.

STEP FOUR

Distribute copies of *Nudge Game Plan* guide maps (pages 57-59).

THE ART OF THE NUDGE PART 1

The best way to begin using Nudges is to have a game plan. Here's how it works. Your Game Plan map asks you to think about two issues or goals that you want to end successfully.

Fill in the map as indicated. Think about nudges, both inner and outer, that would be helpful for keeping you on track to solve the issue or get closer to the goal.

You also want to think about nudges that you need to avoid, as these could steer you wrong. These would be Negative Nudges. These are thoughts or actions that would not be helpful in getting us where we want to be.

Allow time for participants to complete their maps. Once maps are complete, process the activity by asking for volunteers to share their experiences, using some of the following questions to get things started:

*What are some examples of helpful kinds of nudges in your game plan?
How did you think of these?*

What about unhelpful nudges you identified? What makes it a Negative Nudge?

How can we turn off or unarm a Negative Nudge? What can we do to take away its power?

Conclude activity with a few key points about nudges:

So the take-away message is - Nudge, baby, Nudge.

As simple as it sounds, the more you develop and use your own unique, creative Nudges, the stronger your brain becomes for memory, motivation, and avoiding potentially stupid decisions.

Let's think back to that map of famous people we admire - What kind of nudges do you think helped them get where they are today?

STEP FIVE

Summarize session and briefly review the opening map reflecting things participants stated they had been thinking about.

THE ART OF THE NUDGE PART 1

Nudges are the secret to success. Developing cues and reminders that help keep you focused on your goals and on things that are in your best interest will be one of the smartest things you do in your life.

Ask for discussion: *What nudges fit you the best - inner, outer, or both?
How are nudges a "brain tool?"
How can they help your thinking?*

*Before we break for the day, let's review some of the things that were on your mind when you first arrived (**review each point on the map**). So here is your take away question to think about:*

Ask: *What kind of nudges might help you with what's been on your mind this week?*

Distribute copies of the *Session Evaluation* (page 61) and ask participants to complete and hand in before leaving.

Thank members for their participation and encourage them to attend their next TRIP group.

INNER NUDGES AND OUTER NUDGES



Inner nudges

Your
Examples



Outer nudges

Helpful thoughts, ideas, self-talk
What your inner coach would say

Creative physical reminders
Ways to catch your own attention

Positive and Negative NUDGES



Positive nudges

Your
Examples



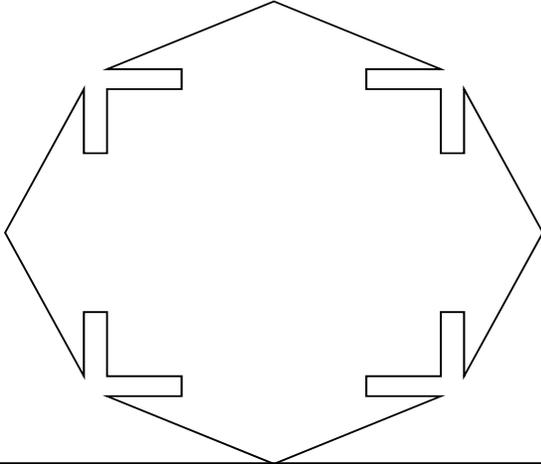
Negative nudges

Inner and Outer Nudges
Push you in the Right Direction

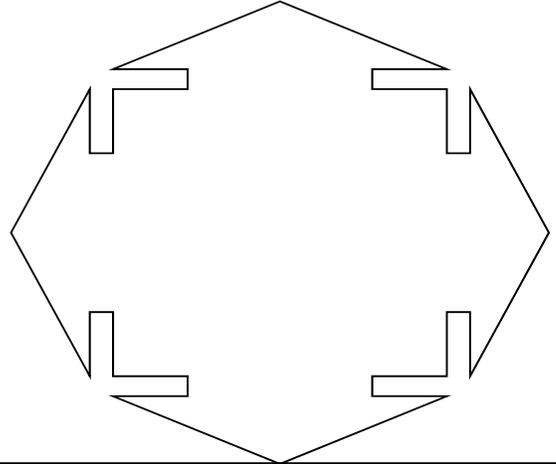
Inner and Outer Nudges
Try to Push you in the Wrong Direction

NUDGE Game Plan

*Here's an issue
I want to deal with successfully*



*Here's a goal
I want to reach successfully*



Positive nudges

My Inner Nudges

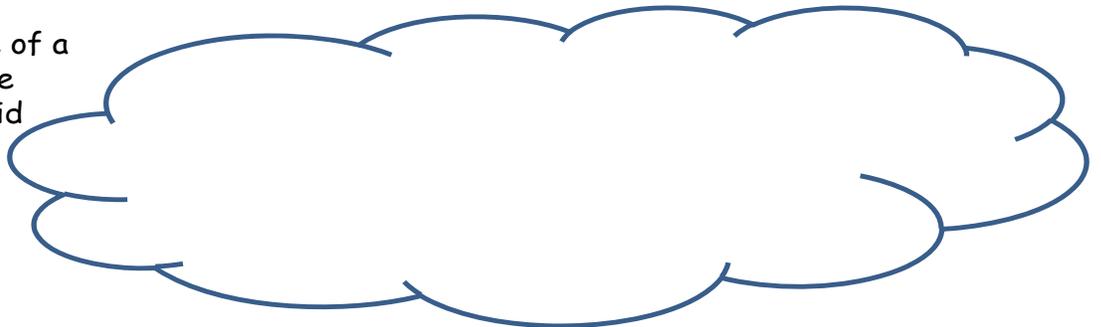
My Outer Nudges

Positive nudges

My Inner Nudges

My Outer Nudges

Here's an example of a
Negative Nudge
I'll need to avoid



THE ART OF THE NUDGE PART 1

Session Evaluation *The Art of the Nudge Part 1*

INSTRUCTIONS: Please take a minute to give us some feedback about how you liked this session.

1. Use one word to describe your feelings about today's class _____

2. What was the most important thing you learned today?

3. On a scale of 1 to 10, how do you rate today's class? (Circle your rating.)

01	02	03	04	05	06	07	08	09	10
Poor			Pretty Good				Excellent		

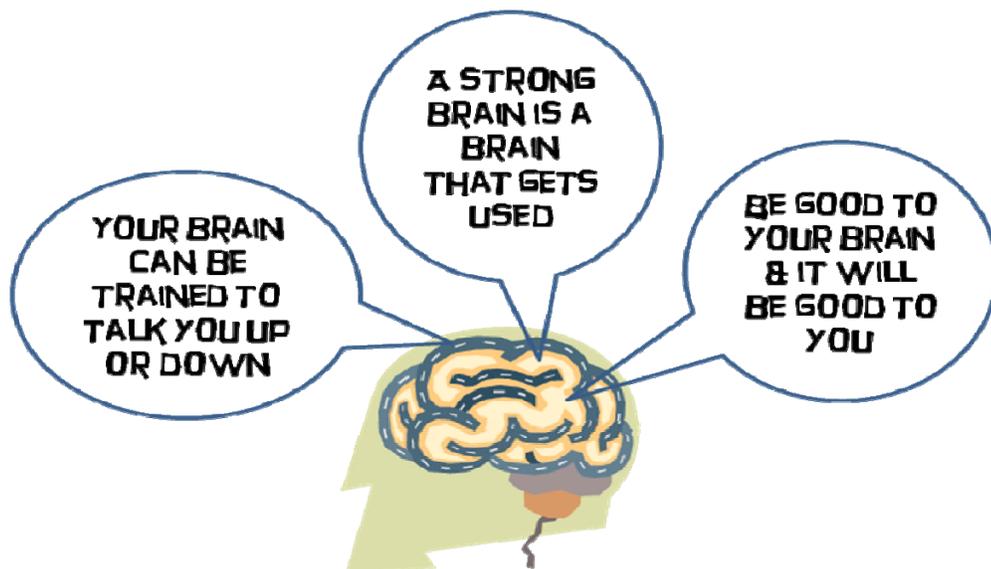
4. Do you have any suggestions to help make this class better?

Chapter 4

The Art of the Nudge

Part 2

***HIGH LEVEL
BRAIN-TRAINING***



Part Two: High Level Brain Training

Leader Notes for Module

As general objectives for this module, participants will:

- Identify situations that test motivation
- Learn skills for nudging toward good decision making
- Practice recognizing and changing negative self-talk

Rationale

This session continues with activities that help teens consider how "nudges," positive internal or external reminders or cues, can be used in daily life to support motivation and override impulsivity. Participants are invited to consider the role of "self-talk" (internal cognitions) in terms of positive and negative nudges, including skills for changing negative nudges into more productive ways of thinking.

Activities

Quick "Check In"	10 minutes
Magic Trick Ash Adams DVD Segment 2 – "All Aces"	20 minutes
The Art of the Nudge (Review concepts with case studies)	20 minutes
Fighting Negative Nudges (Self-talk guide maps)	30 minutes
Wrap Up/Thinking assignment	5 minutes

Materials needed for this session



Opening Board:

Copy the brain map on the front cover of this session on erasable board or flip chart so participants can read it as they come in

Cognitive Magic Trick: Ash Adams

Ash Adams DVD, cued to Segment # 2 – “All Aces”

Nudge Case Studies

There are three *Nudge Case Studies*. Provide each team with a copy of a different case study (pages 76-78) and a *Nudge Case Study Worksheet* (page 79).

Negative Nudge handouts and guide maps

Provide copies of *Negative Nudges* and *Fighting Negative Nudges* handouts and *Changing Negative Nudges* guide map (pages 80-82)

Mapping materials

Make sure you have plenty of pencils, pens, markers, colored map pencils, crayons, and mapping paper for the group

TRIP Session Evaluation

Provide copies of the Session Evaluation (page 83)

THE ART OF THE NUDGE PART 2

STEP ONE

Welcome participants to the group. Take a minute to acknowledge any new members with a quick introduction:

If this is your first TRIP group - Welcome! In this group, we take some time to think about thinking. You heard right - it's all about learning more about the thinking process. It will be a little different from some of the other groups you attend here, but every session is different, so you won't have any trouble joining in.

Go around the room quickly and ask group members to introduce themselves to any new members.

Ask participants:

*What has been on your mind the last few days?
What have you found yourself really thinking about?*

Use erasable board or flip chart to make a map of participants' thoughts or issues that they volunteer.

Summarize the check-in activity:

As always, it looks like there has been a whole lot of thinking going on over the last few days. Brains have been active. I have made a map or layout of your thoughts or the ideas you all have been having. We'll leave these posted here, and see what kind of influence today's activities might have on everyone's thinking before we leave.

STEP TWO

Introduce Ash Adams DVD:

We'll start the group with a little bit of magic. Our guest magician, Ash Adams will show you a trick and then teach you how to do it. Magic tricks encourage the audience to believe without thinking, but as you can imagine, the magician him or herself is doing an awful lot of high level thinking in order to keep the his/her mind on the trick being performed.

THE ART OF THE NUDGE PART 2

How many of you have ever watched a magician?

Were you completely "fooled" or were you able to figure out how the magician was doing the tricks?

How many of you have ever tried a magic trick? How'd it work?

Let's watch Mr. Adams do his trick and you pay attention to how you instantly react to what he is doing:

Play Segment 2 "All Aces" of Ash Adams DVD.

Leader note: You will stop the DVD when the "pause" slide appears. You will then talk briefly with participants about what they saw. After this, start the DVD again for the conclusion and magic "tips" from Ash.

At the "pause" point, ask participants some of the following questions:

How do you think this trick is done?

How is Ash trying to fool you? What did he make you focus on? What did he want you to ignore?

Do you think you could learn to do this trick?

Restart the DVD to complete the segment.

Summarize a few key ideas from the magic show:

How confident do you feel that you have learned the trick?

The card trick is a great example of the importance of Internal Nudges or self-talk. In this case, the "self-talk" is simply counting cards and reminding yourself to follow the steps in correct order. It's an exercise in focus. Lots of attention to the details is needed to do the trick correctly. You have to listen to your thoughts and shut other things out.

Today we will continue talking about Nudges and a certain kind of self-talk that needs to be changed in order to be successful and make decisions

THE ART OF THE NUDGE PART 2

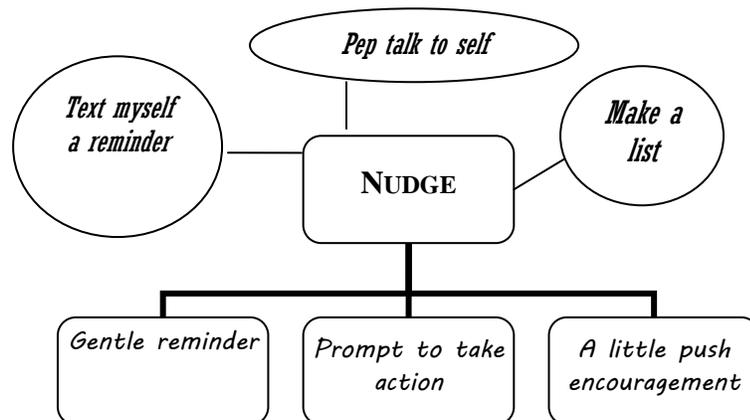
that are in your best interest. Self-talk is what we say to ourselves. It is the thought – often experienced as language or talk – that we “say” to ourselves in response to people, places, or events. For example – if I saw someone stealing an old lady’s purse, my self-talk might sound like this: “Oh my god. That is so wrong. I’m calling 911 right now.” Self-talk involves what we say to ourselves about who we are and how capable we are of solving problems and coping with stress.

STEP THREE

Review *The Art of the Nudge* . If there are participants that attended previous session on Nudges, call on them to help review key ideas or to give examples.

We are going to quickly review the Art of the Nudge. A Nudge is what we call a reminder, an encouragement, a cue. Its purpose is to help us remember what needs to get done and to give us self-motivation. Nudges can also help us think through a problem rather than react impulsively or over-react.

Make a map on the erasable board that highlights key points of Nudges from previous session. See thumbnail below for template:



There are two types of Nudges - Inner Nudges and Outer Nudges. Inner Nudges are thoughts and self-talk, your own private inner coach, that help keep you focused on your goals or on being successful.

THE ART OF THE NUDGE PART 2

Outer Nudges are material reminders that we create. These items and actions help keep us focused by using sight, sound, material objects as reminders and cues to keep ourselves motivated. For example, making lists or listening to music.

Another thing about Nudges is that they can be Positive or Negative. Positive Nudges are reminders that push us in the right direction. Like setting an alarm clock so we don't lose points by being late for class. This is a Positive Nudge because it helps us succeed.

Negative Nudges do just the opposite. They are thoughts or actions that push us in the wrong direction. Like obsessing about how much you miss smoking. Focusing on those kinds of thoughts can be cues or pushes to break the rules, run away or something, in order to smoke. Those thoughts are Negative Nudges because they mess with your chances of success.

Ask participants to give some examples of different types of Nudges. Encourage them to be creative in the kinds of thoughts or physical reminders that could be used:

Suppose that I am trying to get over a fight with my boyfriend.

What is an example of an Inner Nudge that I could use?

What's an example of an Outer Nudge that might help me?

What would be a Negative Nudge - thoughts or actions I should not listen to?

Suppose that I really need to study in order to pass my Math test.

What is an example of an Inner Nudge that I could use?

What's an example of an Outer Nudge that might help me?

What would be a Negative Nudge - thoughts or actions I should not listen to?

Everyone seems to get the idea. Let's look at some other case studies.

Divide participants into two teams and give each team a copy of a different Nudge case study to work on (pages 76-78). Provide each team with a Case Study worksheet (page 79) to record their answers.

THE ART OF THE NUDGE PART 2

Each team has a case study and a case study worksheet to record their responses. Here's the challenge for each team - work together to come up with as many Inner Nudges and Outer Nudges you can think of that would be useful or helpful for the issue described in your case study. Your Nudges should be creative, but also realistic, in that they are things that might really work. For example, having a helicopter buzz my house each morning might be a creative Nudge to get out of bed, but probably not too realistic.

Allow teams time to work on their case studies and worksheets. When the activity is completed, have one person from each team report, first by reading the case study aloud, then by reading out the Nudges the team was able to come up with.

Summarize the discussion about Nudges with some of the following ideas:

It is a good idea to develop and use your own unique, creative Nudges to help increase your odds of success in reaching goals and handling issues in your life. Nudges help make your brain stronger. When you create and use Nudges, your memory and motivation get stronger. In addition, constructive Nudges help you avoid acting out and making potentially stupid decisions.

The case studies are a good way of exploring and creating Nudges. Nudges are very personal and individual. What works as a helpful Nudge for one person may not work as well for someone else.

So the answer is - know your Nudge. Develop your own Nudges and pay attention to how well they work for you.

STEP FOUR

Introduce self-talk as a type of Inner Nudge. Point out that a lot of Negative Nudges can be described as self-talk that you get caught up in and that pushes you in the wrong direction. Negative Nudges can get in the way of feeling good about ourselves.

One way to really get a handle on how Negative Nudges take root is to become aware of our own "self-talk" and how it makes us feel and act.

THE ART OF THE NUDGE PART 2

Self-talk is what we say to ourselves, what we tell ourselves about a situation, a person, or our own choices.

Some self-talk – what you say to yourself inside your head – can keep you thinking angry, blaming thoughts. These thoughts can act like Negative Nudges, often leading to trouble, bad consequences, fights, and feeling bad about yourself and angry at other people.

Here's an example: Andre really likes Monika. He sees her walking one day across the street, and he waves at her to get her attention, but she just keeps on walking. Here's what Andre's Negative Nudge self-talk may sound like:

Write out Andre's "self-talk" contained in a node:

Man! She's fine but she is stuck up! She thinks she is all of that. Too good to talk to me. Maybe I'll call her cell and tell her off!

The way to turn off Negative Nudge self-talk is to recognize it when you "hear" it inside your head. Once you recognize it as negative, you can drop it or think about ways to challenge the negativity.

Andre's wave at Monika does not get the response he wanted. His initial negative self-talk is to tell himself that Monika is stuck-up and thinks she is too good for him.

But Andre has attended TRIP, so he recognizes this self-talk as a Negative Nudge and knows it is not helpful. Here's how he challenges the self-talk:

Write out Andre's new "self-talk" in a node and connect to first node:

Hang on! That won't do any good. You know, I bet she didn't even see me. She looked like she was in a hurry. If I call her and say those things, it will make me look bad and it would hurt her feelings. I'll ask her what the hurry was next time I see her.

THE ART OF THE NUDGE PART 2

The Negative Nudge self-talk is automatically negative, critical, or blaming and it gets in the way of having good relationships with others.

By learning to go the next step of recognizing and challenging negative self-talk, we can keep our motivation sharp and keep our options open for better decisions.

Looking back at Andre's self-talk we can see the how he changes the Nudge from negative to finding another explanation.

Refer back to the self-talk and circle the sentence:

You know, I bet she didn't even see me

By taking a different view, a different explanation, Andre has nudged his self-talk by paying attention to another way of looking at the situation. This allows him to calm down and not get angry about what happened. Some people call this "taking another perspective" or "reframing the situation."

Distribute *Negative Nudges* handout (page 80) and review key points with participants:

There are some kinds of self-talk that almost always indicate we are headed in a Negative direction, thinking-wise. There are 3 basic kinds of Negative Nudges to be on the lookout for:

Self-talk that puts you down, keeps you down, so it can't help you reach your goals. You can recognize this self-talk as harsh, critical, negative thoughts about yourself, like telling yourself that you are "no good," or "stupid."

Ask for a volunteer to read examples of what this "sounds" like from the handout.

Likewise, self-talk that puts other people down keeps you angry and unfocused. This includes blaming, disrespecting, and name-calling. It also includes thinking others are responsible for your own mistakes. This self-talk tells you that other people are "no good" or "trying to make you mad."

THE ART OF THE NUDGE PART 2

Ask for a volunteer to read examples of what this "sounds" like from the handout.

Finally, any self-talk that just keeps you upset and angry over life's normal ups and downs doesn't give you a chance to slow down and take perspective. When you worry too much about life's ups and downs and you react to things you don't like by telling yourself that it is "awful," or "terrible," or "unfair," this is a definite Negative Nudge.

Ask for a volunteer to read examples of what this "sounds" like from the handout.

So, too much negative self-talk gets in the way of clear thinking. Luckily, there is a way to change these Negative Nudges into positive ones.

Distribute *Fight Negative Nudges* handout (page 81) and review key points with participants:

Negative Nudge self-talk happens inside our heads. When we are tired, anxious, worried, sad, this kind of self-talk can get really loud. And the problem is, it is REALLY bad for our brains (like eating too many donuts is REALLY bad for your body). So what's a brain to do?

Catch and challenge the Negative Nudges and find a way to make the self-talk more positive or useful. That means catching the negative self-talk and nipping it in the bud. Cutting it off. Changing it to something else. When we learn to do this and really practice it, it is actually good for the brain. It helps the brain grow and develop in areas that are important. This helps us think creatively and gives us more power to solve problems

Let's look at the steps to put the brakes on Negative Nudges:

The first step is awareness. This means getting into the habit of listening to your self-talk. It's awareness of the "voice inside your head" and what you hear it saying. If it is negative self-talk - call it out! Ask it some tough questions:

THE ART OF THE NUDGE PART 2

Ask for a volunteer to read the "awareness" questions from Point 1 on the handout.

The next step is a reality check. The reality check also has some tough questions. It's a wake-up call. If the answer to any of these questions is "NO," then this is a big clue that the self-talk really is nudging you in a negative direction - away from your dreams and goals.

Ask for a volunteer to read the "reality check" questions from the handout.

Now we can turn the negative nudge around. If your self-talk is keeping you stuck, thinking differently can get you moving. If your self-talk actually makes you feel bad about yourself or hurts your relationships, it's Negative and it has gotta go. Change it. Develop Positive Nudges - self talk that helps you tone it down and opens the door for thinking and problem solving.

Ask for a volunteer to read the "turn around" examples from the handout.

Summarize the review:

*Nudges can be positive or negative. Positive Nudges help soothe the brain and help us develop a better perspective on the situation. By using Positive Nudges to guide your brain away from negative cycles, you can actually make yourself feel better. Let me repeat that - **you have the power, through controlling your inner nudges and thinking, to actually make yourself feel better**. Awesome power when you really think about it. Now let's practice.*

Distribute *Changing My Nudges* guide maps (page 82) and ask participants to complete a copy.

Let me give you an example to walk through the worksheet. Afterwards, you can complete your worksheet with a couple of examples of your own.

Let's say that I am very unhappy because I have gained some weight and it makes me feel bad. So I would list this as my situation.

THE ART OF THE NUDGE PART 2

Let's say that my Negative Nudge "old" self-talk sounds like this:

"You're a pig; you are disgusting and have no will power; you might as well give up."

This is some pretty negative self-talk and I would put these thoughts in the "old self talk" box.

In order to change my thinking, I need a nudge to challenge the negative self-talk. That might be something reassuring like: "I am very disappointed in myself, but I can turn it around." This would go in my Challenge Nudge box.

Then I develop and practice some new self-talk that will Nudge me in the right direction. Things like - "I think I'll call Angela - She goes to the gym everyday" and "I can make a good plan for eating less." This is the kind of new self-talk that can help motivate me and keep me from failing.

Circulate as the group works to help anyone that gets stuck. When all participants are finished with their worksheets, process the activity by having each person present an example from their worksheet.

Summarize the activity with some of the following points:

Learning how to Nudge yourself in a positive direction by challenging Negative Nudges is the secret of success in life. Almost anyone who has ever succeeded in anything has used his/her own system of Nudges to get there. Maybe it's Inner Nudges, maybe Outer Nudges, maybe a combination. Developing and using your own creative Nudges will help keep you on the road toward goals that are meaningful to you.

STEP FIVE

Summarize session and briefly review the opening map reflecting things participants stated they had been thinking about.

Today we have focused on learning to change your self-talk, especially self-talk that keeps you doubting yourself, blaming others, or staying angry. Letting go of that kind of self-talk is one of the best things you can

THE ART OF THE NUDGE PART 2

do for your brain. As we learn to Nudge our brains toward healthy thinking, healthy thinking becomes automatic.

Ask for discussion: *What's important about changing negative self-talk?
How is changing self-talk a "brain tool"?
How does it help our thinking?*

*Before we break for the day, let's review some of the things you were thinking about when you first arrived (**review each point on the map**).*

Ask: *For the things you were thinking about at the beginning of group, how might changing your self-talk help?*

So here is your take away question to think about:

Ask: *Who do you know that would benefit from what we talked about today? How can you tell them about Nudges and self-talk?*

Distribute copies of the *Session Evaluation* (page 83) and ask participants to complete and hand in before leaving.

Thank members for their participation and encourage them to attend their next TRIP group.

NUDGE CASE STUDY #1

It's been a long year for Casey. Her mom and dad were sent to jail and social services decided to send Casey to a treatment program because she told them that she smoked pot and took pills when she went to parties.

Lately, Casey feels mad all of the time. There is another girl at the treatment program that she fights with all the time. Casey thinks the other girl is to blame, but Casey is the one who gets in trouble. Casey feels like she will lose control every time she sees the other girl.

Casey knows she will be kicked out of the treatment program and possibly sent to "juvie" lock-up if she fights with this girl again. She also feels bad about herself when she fights.

What are some Inner Nudges that would help Casey?

What are some Outer Nudges she could use?

What Negative Nudges does she need to ignore?

NUDGE CASE STUDY #2

Martin has been home for about a month. Before that he was in a treatment program. Last year, when he started smoking pot, his parents lectured and grounded him. But when they learned he was snorting heroin, they sent him to treatment.

Martin wants to get back with his old girlfriend. Recently, they went to a movie, but afterwards she wanted to go to a friend's house and get high. He went with her but didn't smoke. The whole thing left him feeling confused.

Martin is feeling pulled in two directions. He is proud of kicking drugs and wants to stay clean. He also misses hanging out with his girlfriend, but she still uses. He doesn't want to fail.

What are some Inner Nudges that would help Martin?

What are some Outer Nudges he could use?

What Negative Nudges does he need to ignore?

NUDGE CASE STUDY #3

Teddy is having the hardest week ever since coming into the treatment program. He can get through the days, just gets depressed at night because he misses his family and his sisters. He doesn't let people see it, but sometimes he cries.

Last week, a guy that Teddy hung out with left the program. His friend just waited until everyone was down for the night and snuck out a window. No one has heard from him since.

Now, when Teddy is feeling sad at night, missing his family, he thinks about running, too. Even though he has been doing well in treatment, he thinks about giving it all up and leaving. He knows his mother would feel let down and worried if he did.

What are some Inner Nudges that would help Teddy?

What are some Outer Nudges he could use?

What Negative Nudges does he need to ignore?

NUDGE CASE STUDY WORKSHEET

Inner nudges

Positive thoughts, ideas, self-talk
What an inner coach would say

Outer nudges

Creative physical reminders
Attention catchers

Negative nudges

To Avoid

Negative Nudges

WATCH OUT FOR SELF-TALK FULL OF NEGATIVE NUDGES

1. Any self-talk that puts you down is a negative nudge. This includes telling yourself harsh, critical, or negative things about yourself or telling yourself that you are “no good” or “hopeless.”

*Everybody thinks I'm stupid.
I'll never amount to anything.
I always get it wrong.
I don't deserve to be happy because of my past.
If something goes wrong, it's always my fault.
I'm just no good.*

2. Any self-talk in which you blame, condemn, resent, or disrespect others is negative nudging. This includes trying to make other people responsible for your problems or mistakes. It includes telling yourself that other people are “no good” or out to get you.

*He's really a lame loser.
None of this would have happened if she wasn't so stupid!
If he really loved me, he'd act differently.
She thinks she's so much better than me.
He's trying to hurt me on purpose.
It's all her fault that I'm so mad.*

3. Any self-talk that keeps you upset over life's normal ups and downs is a negative nudge. This includes telling yourself that it is awful, terrible, unfair, or unbearable when you run into problems.

*I can't stand it when my parents ask me questions.
I shouldn't have to deal with hassles.
People who disappoint me are awful.
It's not fair if things don't always go my way.
It's absolutely horrible if I make a mistake.
People should give me what I want when I want it.*

FIGHT NEGATIVE NUDGES

Follow these steps

1. **Awareness.** Be aware of the “voice inside your head” (your self-talk) and what you hear it saying. You know it is a Negative Nudge if the following questions are true:

*Is my self-talk putting me down?
Am I putting others down or blaming them?
Is my self-talk keeping me from my goals?
Is my self-talk telling me I should never have problems?*

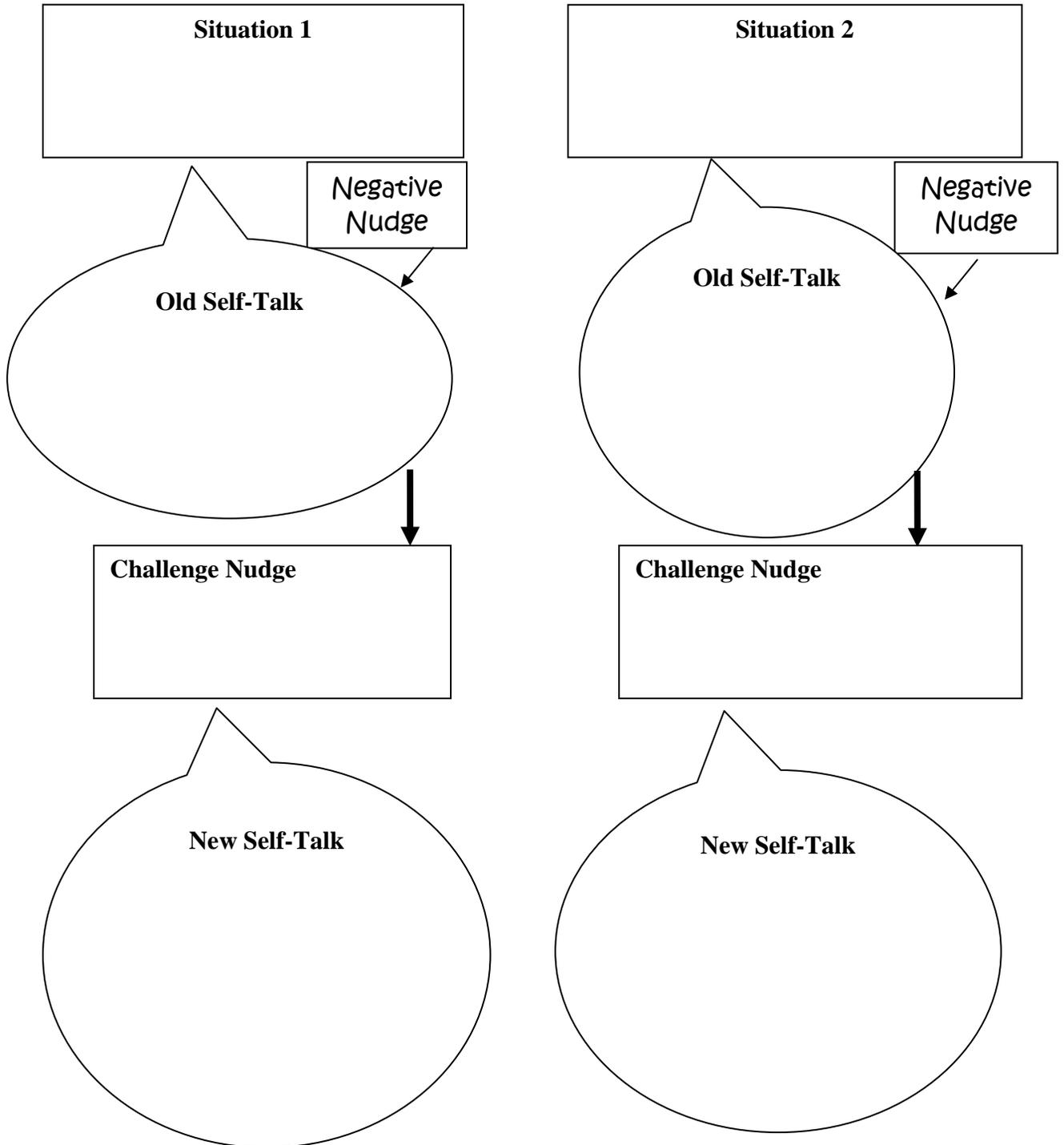
2. **Reality-check.** Once you have identified negative self-talk, answer the questions below honestly. If the answer to any of them is “No,” then start working on fighting the Negative Nudges:

*Is this self-talk helping me?
Is this self-talk helping my relationships with others?
Will this kind of self-talk help me with my goals?
Will this self-talk help me solve my problems?*

3. **Turn the Negative Nudge around.** If your self-talk is really a Negative Nudge or is making you feel bad about yourself or is hurting your relationships, change it. Develop POSITIVE NUDGES to challenge the negative ones. Here are some examples:

*Calm down. Take it easy.
Don't be so hard on yourself.
I'm angry, but staying mad won't help me reach my goals.
People are not perfect. I'm not perfect, but I am persistent!
I don't like this situation, but I can't let it get in my way.*

Changing My Nudges



THE ART OF THE NUDGE PART 2

Session Evaluation *The Art of the Nudge Part 2*

INSTRUCTIONS: Please take a minute to give us some feedback about how you liked this session.

1. Use one word to describe your feelings about today's class _____

2. What was the most important thing you learned today?

3. On a scale of 1 to 10, how do you rate today's class? (Circle your rating.)

<u>01</u>	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>	<u>09</u>	<u>10</u>
Poor				Pretty Good				Excellent	

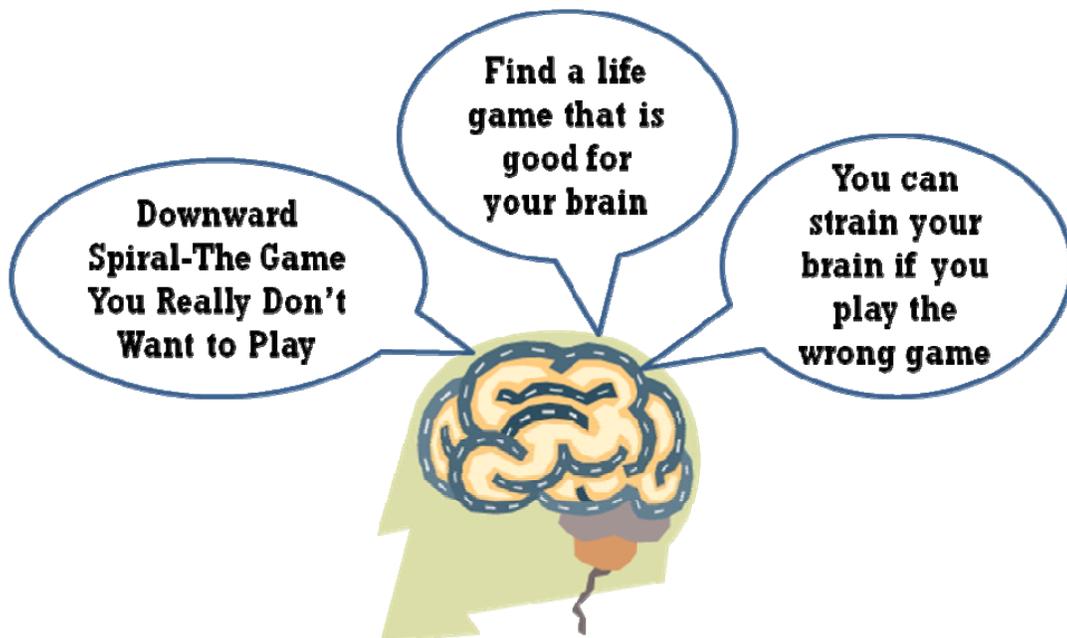
4. Do you have any suggestions to help make this class better?

Chapter 5

Downward Spiral

Part 1

***THINKING ABOUT
WHAT'S REAL***



Part One: Thinking About What's Real

Leader Notes for Module

As general objectives for this module, participants will:

- Play an experiential game on the perils of drug abuse
- Explore consequences that follow drug life styles
- Gain perspectives from "senior" peers in the program

Rationale

The *Downward Spiral* game used in this session has been widely implemented in drug treatment programs around the country. Using a monopoly-like game to engage adolescents' interest, players move across a board fraught with realistic scenarios depicting personal, social, financial, and health consequences associated with drug abuse. The game is facilitated by senior peers who take a role in engaging participants in the game and leading discussions using "reflection cards" to help picture a future that is not a "downward spiral."

Activities

Quick "Check In"	10 minutes
Game Introduction Senior peers	5 minutes
Downward Spiral Game (Peer led game session)	50 minutes
Reflection Cards (Process activity)	15 minutes
Wrap Up/Thinking assignment	5 minutes

Materials needed for this session



Opening Board

Copy the brain map on the front cover of this session on erasable board or flip chart so participants can read it as they come in

Senior Peers

Make arrangements for your senior peer facilitators to be available for this session
Note: If your group is small, you may want to arrange for senior peers to join in playing the game

Downward Spiral Game and materials

Downward Spiral "Quick Rules" (page 92)
One or two *Downward Spiral* game sets (each game allows for 6 players)
Refer to "Downward Spiral Set-up" (page 93) for set up needs

Mapping materials

Make sure you have plenty of pencils, pens, markers, colored map pencils, crayons, and mapping paper for the group

TRIP Session Evaluation

Provide copies of the Session Evaluation (page 94)

DOWNWARD SPIRAL PART 1

STEP ONE

Welcome participants to the group. Take a minute to acknowledge any new members with a quick introduction:

If this is your first TRIP group - Welcome! In this group, we take some time to think about thinking. You heard right - it's all about learning more about the thinking process. It will be a little different from some of the other groups you attend here, but every session is different, so you won't have any trouble joining in.

Go around the room quickly and ask group members to introduce themselves to any new members.

Ask participants:

*What has been on your mind the last few days?
What have you found yourself really thinking about?*

Use erasable board or flip chart to make a map of participants' thoughts or issues that they volunteer.

Summarize the check-in activity:

As always, it looks like there has been a whole lot of thinking going on over the last few days. Brains have been active. I have made a map or layout of your thoughts or the ideas you all have been having. We'll leave these posted here, and see what kind of influence today's activities might have on everyone's thinking before we leave.

STEP TWO

Introduce "senior peers" that will help facilitate the game and discussion:

Today is what we call Game Day - so to allow more time for playing we aren't starting with a thinking trick today. You are going to play a game, but it is hard to say it's a "fun" game. It's called Downward Spiral. We have a few of your senior peers joining us for the game. These folks are farther along in the program and in their recoveries and can add some

DOWNWARD SPIRAL PART 1

perspective to the game. They will be the "game masters" and keep the game flowing along.

Allow "senior peers" to introduce themselves and say a few words about themselves.

STEP THREE

Leader note: If you are able to have extra tables set up with Downward Spiral game laid out, this would be great. Participants could move chairs and be ready to play. Otherwise, you will need to take a moment to set up the game.

Use Downward Spiral "Quick Rules" (page 92) to briefly explain the rules and process of the game (a copy also is contained in the game set box).

Here's how you play in a nutshell. You will each choose a playing piece and then use the dice to move around the board. You will land on different colored spaces. Depending on what it is, you will draw a card and do what it says. You will have a Score Sheet for keeping up with your money and possessions - which will be a challenge...because this is the Downward Spiral.

Remember, in the game, you play the part of someone who continues to abuse drugs and alcohol, even when there is everything to lose.

Now I'm going to turn things over to the game masters. They will explain the rules in more detail and get everyone playing. Good luck!

Turn the further explanation of the rules and facilitation of the game over to the senior peers. Monitor senior peers as they facilitate the playing of the game. Allow about 40-45 minutes of play, depending on group size. (Refer to the *Peer Facilitation Handbook* in the Appendix)

DOWNWARD SPIRAL PART 1

STEP FOUR

Reassemble group and briefly process participants' experiences with game. Encourage senior peers to participate by asking for their observations, as well, using some of the following questions:

What did you think of the game?

What did you like best? Least?

What scenario was most realistic to you?

What scenario scared you the most?

Who do you think "won" the game? What do you base that on?

Was there a "biggest loser" in the game? What's that based on?

Ask senior peers to pass out a "Reflection Card" to each player and to take one for themselves. Allow a minute for participants to reflect:

Take a minute to read over the scenario on your card and to think hard about the reflection question that is asked. Imagine that the person in the card is you. Let yourself think about your strengths and possibilities when you aren't burdened with all the hassles of getting high.

Once you've had a chance to think and reflect, we'll go around the room and talk about our cards and our thoughts.

Go around the room and allow players and peers to share their scenarios and their thoughts about a more positive future. Use probes, as needed to encourage participants to share their reflections.

Summarize the game and discussion:

The Downward Spiral game was designed to give players a feel for what happens when drugs and alcohol hijack the brain. Thinking suffers, and when thinking suffers, people can make really stupid decisions and choices. The games give plenty of examples. It truly is a Downward Spiral.

And we've also had a chance to reflect on the "upward spiral" - the way thinking and behaving can change once people get a handle on recovery.

DOWNWARD SPIRAL PART 1

Getting high can make people feel lousy, in part, because it gets in the way of taking care of the little things that can make all the difference. Sometimes when people are high they forget about all the strengths and possibilities that they possess.

STEP FIVE

Summarize the Downward Spiral game and briefly review the opening map reflecting things participants stated they had been thinking about.

You were joined today by senior peers to experience a game called Downward Spiral. Also titled - The Game You Don't Want to Play.

Ask for discussion: *What did you learn from Downward Spiral?
How is it a useful "brain tool"?
How did it help your thinking?*

*Before we break for the day, let's review some of the things you were thinking about when you first arrived (**review each point on the map**).*

Ask: *What is something from the game that you could use to help with what was on your mind when group started?*

So here is your take away question to think about:

Ask: *What did this game teach you about how you are going to avoid your own personal downward spiral?*

Distribute copies of the *Session Evaluation* (page 94) and ask participants to complete and hand in before leaving.

Thank members for their participation and encourage them to attend their next TRIP group.

DOWNWARD SPIRAL PART 1

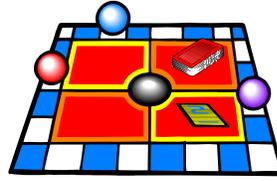
QUICK RULES TO PLAYING.... DOWNWARD SPIRAL

You play the role of someone who decides to continue abusing drugs (alcohol is a drug). Your goal is to outlast the other players or recover.

- Get a game piece, a score sheet, a copy of quick rules to playing, a pencil, and \$200 from the Reader/Banker.
- Roll all three dice and move your game piece.
- Draw a card with the same icon/color as the square you land on (see below for details).
- Read the card out loud or hand it to the Reader/Banker to read to everyone, and then he/she gives it to you. Keep each card (except the Opportunity Card) until the end of the game.
- Keep track of your score, possessions, and jail time on your score sheet.

Land on this 	→	Get a Health Card	Land on this 	→	Get an Opportunity Card (see additional rules if necessary)
Land on this 	→	Get a Self-Concept Card	Land on this 	→	Get a Recovery Card (you win)
Land on this 	→	Get a Chance Card	Land on this 	→	Get a Death Card (you lose)
Land on this 	→	Get a Social Card	Land on this 	→	Safe Square (roll again)
Land on this 	→	Get a Financial/ Legal Card	Land on, or pass this 	→	Collect \$200
			Land on this 	→	Move up or down one level in the spiral. This is also a Safe Square (roll again)

DOWNWARD SPIRAL PART 1



Downward Spiral Set-Up

(6 players per game set)

Unroll board and lay out with weights (books) to help flatten. You may want to mount your board(s) on cardboard or foamboard using a spray adhesive

When ready to play:

Set out decks of cards by color for easy reach by players

Remove "Reflection Cards" (Hot Pink) and keep separate. These are used at the end of the game for processing

Set up bank, with money arranged for easy access by players

Unpack dice and playing pieces

Make a copy of Downward Spiral Score Sheet for each player

Make a copy of Downward Spiral Quick Rules for each player

Have pencils available for Score Sheets (there may be a need to erase)

DOWNWARD SPIRAL PART 1

Session Evaluation ***Downward Spiral Part 1***

INSTRUCTIONS: Please take a minute to give us some feedback about how you liked this session.

1. Use one word to describe your feelings about today's class _____

2. What was the most important thing you learned today?

3. On a scale of 1 to 10, how do you rate today's class? (Circle your rating.)

<u>01</u>	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>	<u>09</u>	<u>10</u>
Poor				Pretty Good					Excellent

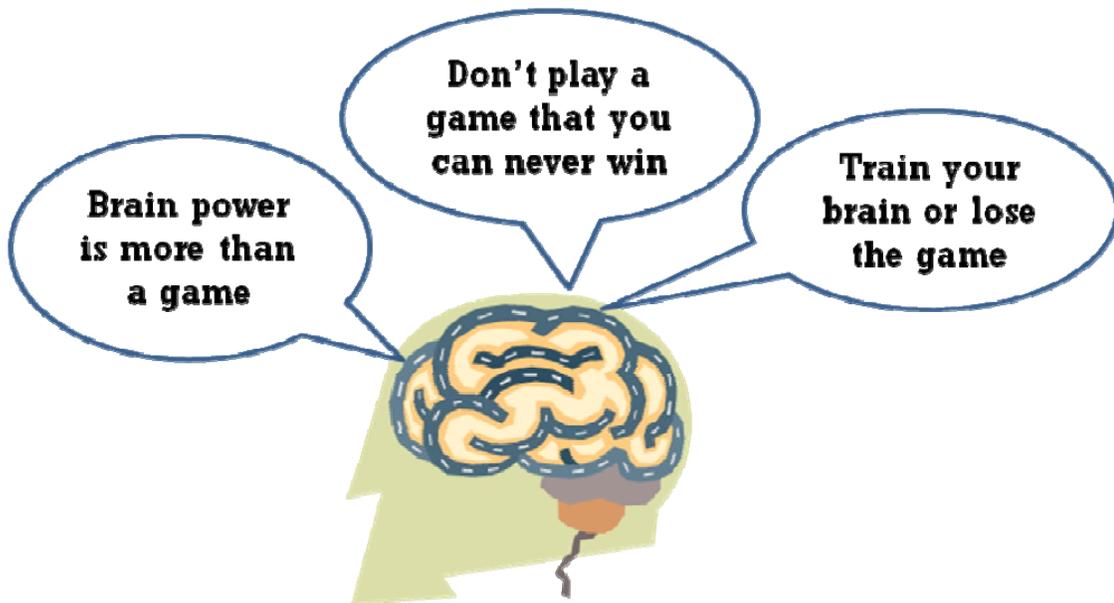
4. Do you have any suggestions to help make this class better?

Chapter 6

Downward Spiral

Part 2

***THINKING ABOUT
WHAT'S REAL***



Part Two: Thinking About What's Real

Leader Notes for Module

As general objectives for this module, participants will:

- Consider personal scenarios that resulted from drug involvement
- Bolster awareness of consequences by creating prevention messages for peers
- Gain perspectives from "senior" peers in the program

Rationale

Looking at drug-related issues from a personal perspective allows teens to engage in discussions about real-life consequences. Building on the *Downward Spiral* game used in a previous session, participants are asked to create their own game cards reflecting “realistic” scenarios they have encountered. In conjunction, participants work together to create a poster-sized group map to help convey prevention and recovery messages to other teens. This session is co-facilitated by senior peers who take a role in engaging participants by serving as team leaders and keeping discussions focused on the value of peer-to-peer outreach.

Activities

Quick “Check In”	10 minutes
Magic Trick Triangles	15 minutes
Personal Spirals (Review and game card creations)	35 minutes
Writing on the Wall (Group mapping poster)	25 minutes
Wrap Up/Thinking assignment	5 minutes

Materials needed for this session



Opening Board

Copy the brain map on the front cover of this session on erasable board or flip chart so participants can read it as they come in

Senior Peers

Make arrangements for your senior peer facilitators to be available for this session

Cognitive Magic Trick: Triangles

"Oh" shaped oat cereal (or round flat candies). Have enough pieces for each participant to have 10 pieces for the activity. You can have these pre-packaged in snack-size plastic bags.

Personal Spiral Cards

Downward Spiral game set with cards, score sheet, etc. for demonstration

Squares of colored paper (2 colors), so that participants get one of each color (cut 8"X11" sheets into quarters)

Drop box for collecting cards

Writing on the Wall

Pieces of flip chart size paper for participants to use

Mapping materials

Make sure you have plenty of pencils, pens, markers, colored map pencils, crayons, and mapping paper for the group

TRIP Session Evaluation

Provide copies of the Session Evaluation (page 107)

DOWNWARD SPIRAL PART 2

STEP ONE

Welcome participants to the group. Take a minute to acknowledge any new members with a quick introduction:

If this is your first TRIP group - Welcome! In this group, we take some time to think about thinking. You heard right - it's all about learning more about the thinking process. It will be a little different from some of the other groups you attend here, but every session is different, so you won't have any trouble joining in.

Go around the room quickly and ask group members to introduce themselves to any new members.

Ask participants:

*What has been on your mind the last few days?
What have you found yourself really thinking about?*

Use erasable board or flip chart to make a map of participants' thoughts or issues that they volunteer.

Summarize the check-in activity:

As always, it looks like there has been a whole lot of thinking going on over the last few days. Brains have been active. I have made a map or layout of your thoughts or the ideas you all have been having. We'll leave these posted here, and see what kind of influence today's activities might have on everyone's thinking before we leave.

STEP TWO

Introduce *Triangles* by asking participants if they have confidence when it comes to solving puzzles

Most people enjoy puzzles, depending on how difficult.

Ask: *How many of you have played puzzle games or solved different kinds of puzzles?*

DOWNWARD SPIRAL PART 2

Discuss types of puzzles participants may have enjoyed. Introduce Triangles puzzle:

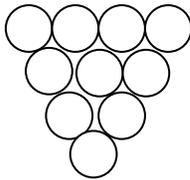
We are going to start today doing a puzzle "with benefits." The benefits are you can eat the puzzle if you want - AFTER you solve it.

Introduce "senior peers" as helpers who will help facilitate the session:

We have some "senior" program members joining today to help with the puzzle and today's mapping work. These are folks who are further along in the program and can offer you some good ideas.

For today's puzzle, I will give you the instructions and (names/senior peers) will serve as "puzzle masters" and will be available to check your work and see if you solved it.

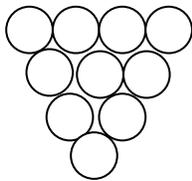
Distribute oat cereal or candy packets and have senior peers go around the room and help each person create a triangle using the circle shapes so that base is on top (like so):



Instruct participants to not touch their triangle until given their instructions.

Demonstrate on erasable board or show example of what participants have in front of them and what the "solved" puzzle should look like:

START

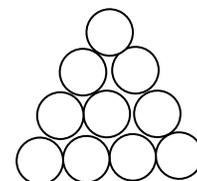


Make your triangle look like this



YOU CAN ONLY MOVE
3 CIRCLES/PIECES

FINISH



DOWNWARD SPIRAL PART 2

Here are the rules. The triangle in front of you has the base on the top (little end down). You need to copy it exactly so that the base is now on the bottom (little end up).

You can only move 3 of the "ohs" or pieces to make this happen. It can be done. Take a stab at solving the puzzle.

You can move a piece as a "trial" to help you think, if you want. But once you have moved it and taken your hand off, it counts as an official "move."

*Call over one of the "puzzle masters" once you think you have it solved. He/she will move it back and then watch you solve it by moving **ONLY 3** of the round pieces. Once verified, you are a winner. Sit quietly and see who comes in next.*

Allow time for participants to work on the puzzle. Senior peers are checking work by asking participants to duplicate their solution and verifying a win.

Leader note: This process allows senior peers to interact with new comers. Also, in the enthusiasm to solve the puzzle, some may move more than the allowed 3 pieces. This allows verification of a Winner.

Once someone has solved the puzzle, they are asked to sit quietly. Senior peers keep track of 1st, 2nd, and 3rd place puzzle solvers. At this point, call time on the game. Invite the Winner to demonstrate for those who have not solved it, how they did it.

Ask: *How did you figure it out?
Did you take some "practice" moves?
Did you look around for clues?
Who else finished? Who was close?*

Recognize 1st, 2nd, & 3rd finishers. Summarize the activity:

The triangle puzzle shows an example of different ways of looking at something. Sometimes, the longer we stare at something, the more

DOWNWARD SPIRAL PART 2

difficult it becomes. People usually figure this out by making more than 3 moves, then taking them back, until the solution "Jumps Out."

Today, we are going to put our heads together to solve another kind of puzzle - how do we help our friends (or maybe our brothers, sisters, cousins) either avoid using drugs in the first place or be like you and get into recovery.

STEP THREE

Leader note: Have Downward Spiral game set and cards available for demonstration.

Begin by introducing the Downward Spiral game:

We are going to use ideas from the Downward Spiral game to help us develop ideas for helping our friends who might still be thinking that drug use, and all of the hassles it brings with it, is something "cool." Let's start with a review of Downward Spiral.

Ask group members that have played the Downward Spiral to comment on the game:

*What do you remember about the Downward Spiral game?
What did you like best about playing it?
What was most realistic to you?*

For benefit of those that have not played the game, and for review for those that have, ask senior peer to review the rules of Downward Spiral game and how it is played. This brief explanation should cover:

Showing board and pointing out how players move around it
Review game cards - scenarios and consequences
Read a few cards aloud as examples
Review score sheet - how players lose points

DOWNWARD SPIRAL PART 2

Showing the board

Tape or clip a game board to the erasable board or flip chart (or other allowable means for display). Briefly explain rolling dice, movement around the board, and drawing cards. Mention that participants start out with money and get money when they pass the \$ sign. Point out that “Jail” is a feature of the game, as is the likelihood of Death.

Review game cards – scenarios and consequences

Explain that as players move around the board, they must draw a card, based on the color of square they land on. These cards reflect parts of life that are hurt by drug use, for example, health, social relationships, self-worth, and legal problems. Explain that at the bottom of each card, there are consequences to be paid related to the scenario. There is also an interesting quote or saying that has to do with the situation.

Read a couple of cards, with scenarios, consequences, and quote.

Review score sheet – how players win and lose points and money

Walk group through the areas that cost points (health, relationships, legal, etc.) and how points are lost. Use the cards that were read aloud as example to demonstrate how points are lost. Point out that players have possessions (TV, phone, laptop, car) that can be sold if the player needs money, to get out of jail or pay a lawyer or other pitfalls of drug use.

Introduce “Personal Spirals” activity by distributing a couple of game cards from Downward Spiral game set to each of the participants.

Today we are going to play a shorter version of Downward Spiral using games cards that we create ourselves. There’s a lot of experience and a lot of creativity in the group that we can call on.

Take a minute to read over the game cards you were given. These will give you the layout and some ideas about making your own cards.

Ask senior peers to distribute two colored paper squares to each participant. Invite them to write out a scenario from their own lives (something that happened to them, or to a friend or family member) on each square, just like the example cards they have.

DOWNWARD SPIRAL PART 2

You have some blank cards, like those in the Downward Spiral game. I'd like for you to try writing some scenarios like those in the game, based on something you have experienced personally or something a friend or family member experienced or something you heard about. The only rule is that it has to be related to problems or bad consequences caused by alcohol or drug use.

You may have to think for a minute, but most of us know of "reality" cases where drugs or alcohol (or both) caused trouble. If you can't think of a real life situation then be creative and make one up or write down one you heard about on TV or in a movie.

After we use these "reality" cards to play a game, we can send them to the researchers at TCU who created the game.

At the bottom, just like the sample card you have, show how many points the situation will "cost" the person (what they lose).

And if you want, you can put your own favorite quotes on the back. This might be song lyrics that have meaning for you, or something you've heard in a movie or read in a book. Take some time with it - I'm looking forward to seeing what you come up with.

We are joined again today by our "game-masters" or senior peers and they are available to help you if you get stuck or just want to bounce an idea.

Don't show your cards to anyone else while you work, as we will play a game with them when we are done.

Allow participants time to work on their cards. Senior peers are encouraged to walk around and offer advice and encouragement, if needed and to help participants who get stuck.

Leader Note: If group is small, ask senior peers to also take part in making cards and joining in the next step of sharing cards.

DOWNWARD SPIRAL PART 2

Create a mock-up of the Downward Spiral score sheet on erasable board or flip chart. It should resemble the score sheet from the game set, but is adapted to meet the needs of the activity. See thumbnail below:

	Health	Family	Social	Self	Legal
Mary	-5			-3	
Dee		-3	-3		-3
Dona					
Abby					
Grace					
T'meka					
Louise					
Molly					

Once participants have completed their cards, play an informal "game" to share the cards with each other. A senior peer is appointed to keep score on the erasable board.

Now we'll play a quick game with the cards you have created. We will go around the room, and when it is your turn, you take a card from another player. Read it aloud and see what the consequences are, as well as the quote, if there is one. Your score will be recorded on the board.

We'll see who draws the most serious or difficult scenario.

Go around the room once, with participants reading each other's cards. Senior peers are there to help with the reading, if needed. When the round is completed, process with a few questions:

Who lost the most, in terms of points? What was the scenario about?

(To the card's author) How did you come up with the scenario?

Which scenarios seemed really "true" or "real" to you?

What makes them seem so "real?"

When you were writing your scenario, how did you decide on the "consequences?"

DOWNWARD SPIRAL PART 2

Invite participants to send their cards to the "game developer." Have a drop box or envelope available.

There were some very good scenarios created. If you would like to send yours along to the developers of the Downward Spiral game at TCU, you can drop them in the box on the way out. Just make sure that your name is NOT on the cards (to protect your privacy).

STEP FOUR

Ask participants to get into groups of two or three. Distribute flip-chart sized (poster sized) pieces of paper and mapping materials. Invite participants to work in their group to create a "prevention" poster for other teens.

Instruct them to use mapping to connect ideas on the poster. Encourage them to use ideas from the game cards they created to add to the posters.

Allow groups time to complete their posters.

Once posters are completed, have each group "show off" their poster to other group members, explaining how they organized their ideas.

Conclude the activity with some of the following ideas:

We did a couple of activities today to help you realize what you know about consequences related to drug use and drug life styles. You created some original game cards based on your personal experiences – things you heard about or saw for yourself related to the consequences of drugs.

Then you used some of those ideas to create a poster for others that might help them avoid negative consequences.

Leader note: If allowed, based on program policy, find a place where the posters can be displayed for everyone in the program to see and let participants know that will occur.

DOWNWARD SPIRAL PART 2

STEP FIVE

Summarize the usefulness of the Downward Spiral game and briefly review the opening map reflecting things participants stated they had been thinking about.

You were joined today by senior peers to create “true-to-life” game cards for the Downward Spiral game. Also titled - The Game You Don't Want to Play.

Ask for discussion: *What do you think about the scenarios and posters that you created?
How useful are they as “brain tools”?
How did they help your thinking?*

*Before we break for the day, let's review some of the things you were thinking about when you first arrived (**review each point on the map**).*

Ask: *If you were to make a “game card” for this issue, what would it look like?*

So here is your take away question to think about:

Ask: *What kinds of things am I seeing and hearing about every day that would make a good game card?*

Distribute copies of the *Session Evaluation* (page 107) and ask participants to complete and hand in before leaving.

Thank members for their participation and encourage them to attend their next TRIP group.

DOWNWARD SPIRAL PART 2

Session Evaluation ***Downward Spiral Part 2***

INSTRUCTIONS: Please take a minute to give us some feedback about how you liked this session.

1. Use one word to describe your feelings about today's class _____

2. What was the most important thing you learned today?

3. On a scale of 1 to 10, how do you rate today's class? (Circle your rating.)

<u>01</u>	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>	<u>09</u>	<u>10</u>
Poor				Pretty Good				Excellent	

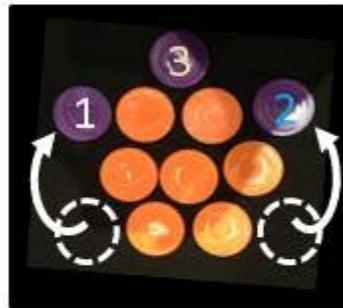
4. Do you have any suggestions to help make this class better?

Triangles Solution

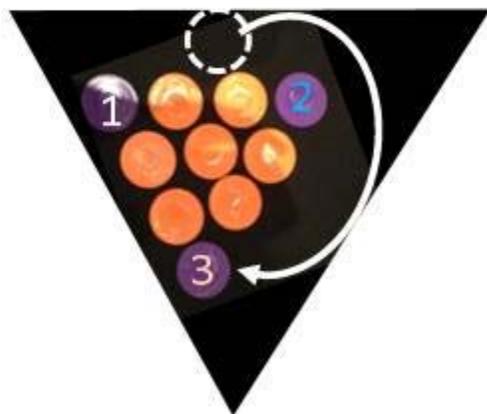
From the TRIP Manual
Downward Spiral - Part 2 (pp. 4-7)



Moves 1 and 2 – move chips 1 and 2 to the ends of the row just under chip 3.



Move 3 – move chip 3 to the bottom of the figure.



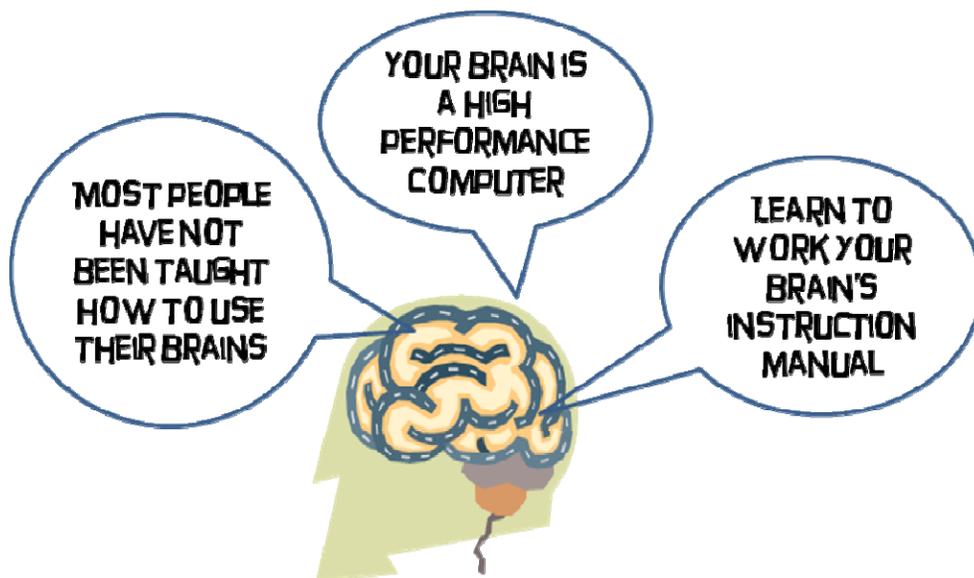
SUCCESS!!!

Chapter 7

Work It!

Part 1

***REVVING UP
YOUR THINKING***



Part One: Revving Up Your Thinking

Leader Notes for Module

As general objectives for this module, participants will:

- Examine a system for thinking through decisions
- Explore how decisions impact self and others

Rationale

Adolescent impulsiveness is recognized as a component in poor decisions that teens often make. In teaching teens to think more clearly, it is helpful to introduce a template for working through important decisions or solving problems. A mapping-based template is introduced that allows teens to work through and consider how different components of decision making are related.

Activities

Quick “Check In”	10 minutes
Magic Trick Ash Adams DVD Segment 3 – “ <i>Counting Candy</i> ”	20 minutes
Work It System (Brief didactic, group mapping)	25 minutes
Work It Yourself (Guide map activity)	25 minutes
Wrap Up/ Thinking assignment	5 minutes

Materials needed for this session



Opening Board

Copy the brain map on the front cover of this session on erasable board or flip chart so participants can read it as they come in

Cognitive Magic Trick: Ash Adams

Ash Adams DVD cued to Segment #3 - "Counting Candy"

Work It Guide Map

Copies of the *Work It* guide map for participants (pages 123-125). Each participant will need 2 copies

Mapping materials

Make sure you have plenty of pencils, pens, markers, colored map pencils, crayons, and mapping paper for the group

TRIP Session Evaluation

Provide copies of the Session Evaluation (page 126)

WORK IT PART 1

STEP ONE

Welcome participants to the group. Take a minute to acknowledge any new members with a quick introduction:

If this is your first TRIP group - Welcome! In this group, we take some time to think about thinking. You heard right - it's all about learning more about the thinking process. It will be a little different from some of the other groups you attend here, but every session is different, so you won't have any trouble joining in.

Go around the room quickly and ask group members to introduce themselves to any new members.

Ask participants:

*What has been on your mind the last few days?
What have you found yourself really thinking about?*

Use erasable board or flip chart to make a map of participants' thoughts or issues that they volunteer.

Summarize the check-in activity:

As always, it looks like there has been a whole lot of thinking going on over the last few days. Brains have been active. I have made a map or layout of your thoughts or the ideas you all have been having. We'll leave these posted here, and see what kind of influence today's activities might have on everyone's thinking before we leave.

STEP TWO

Introduce Ash Adams DVD:

We'll get started today by watching a magic trick. (If appropriate) Some of you may remember watching Ash Adams, the magician in a previous group.

How many of you have ever watched a magician?

WORK IT PART 1

Was it in person or on television?

Were you completely "fooled" or were you able to figure out how the magician was doing the tricks?

How many of you have ever tried a magic trick? How'd it work?

Today's magic trick by Ash Adams focuses on how paying attention and following a system can make magic. He will demonstrate the "trick" and then teach you how to do it yourselves. Let's watch - Mr. Adams has worked as a professional magician for many years.

Play Segment 3 "Counting Candy" of Ash Adams DVD.

Leader note: You will stop the DVD when the "pause" slide appears. You will then talk briefly with participants about what they saw. After this, start the DVD again for the conclusion and magic "tips" from Ash.

At the "pause" point, ask participants some of the following questions:

How do you think this trick is done?

How is Ash trying to fool you? What did he make you focus upon? What did he want you to ignore?

Do you think you could learn to do this trick?

Restart the DVD to complete the segment.

Summarize a few key ideas from the magic show:

Ash showed us a magic trick that was really just a system for counting candy. When you do the trick, you have to pay attention to details and make quick, but informed choices about moving the candy, so as to keep the audience amazed.

Today we will look at a system called Work It that is much like magic for everyday problems, concerns, and decisions. By learning to follow the Work It steps (much like following the system for moving candies around) you can take the pain out of decision making.

WORK IT PART 1

STEP THREE

Distribute copies of the *Work It* Guide Map (pages 123-125). Introduce the *Work It* “system” with a discussion of the usefulness of having a “go to” formula when a problem or important decision needs to be handled:

*As you can read on today's brain board, none of us were actually taught how to think, so let's make up for lost time. The **WORK IT** system is a way to teach your brain to think. It is especially good for thinking about important decisions and ways to solve problems. Making good decisions is one of the main things we rely on our brains to help us do.*

Let's start by first reviewing the parts of the Work It System. Follow along with your handout:

*The first letter – **W** – stands for “What's the problem or issue?” that you want to work on. Another part of the **W** is “Who.” Who (besides yourself) will be affected by what you decide? And who can help you with your decision? (This would be “helpful people” you can ask for ideas or opinions.) It could be people you used to know or people you admire, but have never met. These people can serve as role models as you continue to think through your decision.*

*The next letter – **O** – stands for options. Options are choices or possible solutions. For any problem in life, there are always several choices about how to handle it. And underneath, for each choice, option, or possible solution, there are good things (benefits) and bad things (negatives) that could result. It's a good idea to brainstorm about those as part of making your decision.*

*Once we have examined some possible choices and options, and thought about all the possible benefits and negatives for each one, we can give them a score. The next letter – **R** – stands for Rate It. Enter your 3 choices, and circle your ratings for each one as the scale indicates. If your answer to a question is “very bad” for example, you would circle a “0” or “1.” If your answer is “very good” you would maybe circle a “3”*

WORK IT PART 1

or “4.” And if your answer is somewhere in the middle, you will circle a number in the middle.

At the bottom of the rating box, you add up the total points for each choice by adding up the numbers that you circled for each question.

The next letter – **K** – stands for know. By thinking about your problem, thinking about all the possible solutions, good and bad, and then rating them, you should now have a clearer idea about what the best choice might be. Use the big star at the bottom to describe your “best” choice.

The **I** in “It” stands for imagine. Once you have thought through your best choice, it is important to develop a “game plan.” This means imaging or thinking about the steps and actions that you will have to take in order to make your choice happen. It won’t just happen on its own. For each step, you will want to think about – when will you do it? Also – who can help you? It is also a good idea to think about “roadblocks” – what could get in the way of doing the step and how you would handle the roadblock.

And last, but very important, is the **T**, which stands for Test the results. You’ve examined and rated your options, picked the best one, and developed a good game plan to make it happen or get it done. You must give yourself time to carry out the plan and judge the results. At this time you would ask – Have I made progress? What needs to happen next?

At this point, you have “worked it.” More than likely, if you follow all the steps, you will have made progress in your decision or problem.

Lead participants in a “walk through” of *Work It* using a group problem described below. Encourage participants to write in their answers to the *Work It* questions as you go along:

*For practice, let’s walk through *Work It* using a case study. Let’s call the guy “John.” Here’s John’s problem:*

WORK IT PART 1

John has been doing great in his treatment program and has been able to earn a week-end pass home. His parents have invited a bunch of family over. The problem: John's cousins still get high. In fact, the main people he used to use with before coming to treatment were his cousins. He's afraid being around them will make him want to use, and he knows he will be drug tested when he comes back. He also does not want to "narc" on his cousins by telling his parents.

How would you describe John's problem or decision? Write your answer in the "What's the problem?" balloon.

➔Once participants have had a chance to write in their descriptions, ask for a volunteer (or two) to read their descriptions aloud.

Continue walking participants through the parts of *Work It*:

A wise man once said: "No man or woman is an island." This means you are not floating all alone out in the world - you are connected and related to other people - friends, family, teachers, coaches, neighbors, counselors.

John, of course, is connected, also. And because we are all connected, what we decide to do can impact other people.

In the next box, write down who will likely be affected by John's decision about his problem. The best way to do this is to think about it for a minute. If you were John and you were facing his problem, who would be affected by your decision?

Write a few examples in the "who will be affected" box.

➔After participants have had a chance to write in their descriptions, ask for a volunteer (or two) to read theirs aloud.

Move on to the next component:

Finally, as we finish thinking about John's issue, it is useful to come up with a list of people who could help John with the decision. This would be

WORK IT PART 1

people he trusts and can talk with honestly (in other words, people who will take him seriously and care about him).

If you were John, and you were facing his problem, who are the people you feel you could call on for help and advice, or maybe just encouragement? Keep in mind that even if you don't actually talk with them you can imagine the advice they might give. Write in a few examples in the "helpful people" box.

➔ Once participants have had a chance to write in their examples, ask for a volunteer (or two) to read theirs aloud.

Move on to the next section of *Work It*:

We have now completed the foundation or ground floor for using your brain to think and help make the best decision. Here's what you have done: After hearing John's problem described, you have helped John think about who besides himself will be affected by his decision and identified "helpful people" to help John think through the problem.

When we have an important decision to make, like John, it can be like being in a large cafeteria - there are so many choices. And just like a cafeteria - some of the choices may be good, but others... not so much.

*When you are doing some serious thinking about a serious decision, you will have to narrow down the options or choices. For most people facing a decision, out of all the millions of choices they **could** make, they usually narrow their choices down to 3 or 4 that seem most realistic or logical. In other words, choices that are "real" and possible.*

So let's practice by helping John with at least 3 possible solutions or choices for his problem.

For each one of the choices you come up with, think about the "benefits" of the choice (good things) and the "downside" of the choice (not so good things). Write your ideas for possible choices, and the good and bad for each in the boxes in the Options section.

WORK IT PART 1

➔ **Once participants have had a chance to write in their descriptions, ask for a volunteer (or two) to read their descriptions aloud.**

Move on to the next section of *Work It*:

At this point, you have done some fine, high quality, powerful thinking. You were given John's problem and you identified people who will care about John's decision, and identified people who can help him. Then, turning up the brain-amps, you've come up with possible solutions or choices for John. And you've also looked at the possible good or bad in each choice.

The next step is to give each choice a rating. In the Rating section, write in the 3 possible choices from the previous page, then rate each choice using the questions on the rating scale.

Your rating will involve your judgment of the benefits and downsides of each choice, as well as thinking about the following ideas:

How do you think John will feel 10 minutes after he makes each of the choices? (How would you feel?)

How will John feel 2 weeks after he makes each of the choices? (How would you feel?)

How would John feel 1 year after each of the choices? (How would you feel?)

How would the person who would be most affected by John's choice rate each of the choices? (How would your person rate the choice?)

How would his #1 "Helpful person" rate each of the choices? (How would your helpful person rate it?)

The last step in this section is to total up the scores for each of the choices and see what this tell us. We simply add up the number scores for each question and add them to the final box.

I'll give you a few minutes to make your ratings for John's choices for solving his problem. Go ahead and make the ratings based on your own thoughts and feelings.

WORK IT PART 1

- ➔ Once participants have had a chance to figure their ratings, ask for a volunteer (or two) to read their results aloud.

Continue the process:

Now is the time to bring all of this thinking together. You've been doing a great job across Work It so far, thinking and training your brain.

Take a deep breath. Exhale. Now, based on everything we have been talking about, what is the best decision or solution John could make?

Think about: What you listed as good and bad for each decision; what a person who cares the most might choose; what a "helpful person" might say; what is in John's long-term best interest.

What do you think is the best decision for John? This is the "Know" part of Work It.

Fill in your choice for John's best decision.

- ➔ Once participants have had a chance to write in their answers, ask for a volunteer (or two) to read theirs aloud.

Continue with the IT component of Work It:

The IT part is the ACTION part of Work It.

The "I" refers to "Imagine." It will be helpful for John to think about or "imagine" what steps he needs to take in order to make his solution happen. In other words, John needs a game plan.

The Imagine section is used to write out the steps and actions for a game plan. No matter how brilliant or wonderful a solution might be, without getting up and actually doing it, everything will stay the same.

So, John needs a game plan for the choice you selected for him. Think about some of the logical steps he will need to take in order to get the job done. Also think about when he should do the step, who could help him, and what roadblocks he might need to avoid.

WORK IT PART 1

➔ Once participants have had a chance to write in their game plans, ask for a volunteer (or two) to read theirs aloud.

Conclude the activity:

The "T" stands for "Test," as in "test it out." John is now ready to put his choice into action, thanks to everyone's hard work.

The way to test any plan is to put it into action and see if it works. John will have to give himself some time to work through the steps and actions he needs to take. This will take time. John will want to look back over things at some point. The two big questions would be: "Have I made progress resolving the problem?" and "What else needs to be done?"

Briefly process the activity, using some of these questions:

What do you think about the Work It System?

What did the components of Work It force you think about?

How did Work It help you find a good choice for John?

STEP FOUR

Distribute fresh copies of the *Work It* guide map, as needed, and instruct participants to complete a *Work It* map for a problem or decision they are presently dealing with:

Now that we have walked through the Work It system with John's case study, it's time for you to "Work It yourself."

Follow the same step we followed for John and work on a current problem or decision that you are dealing with. Maybe it's something that's been on your mind a lot or something you have been worrying about.

Here's a fact - about 98% of teens that have learned to do Work It report that they feel better after going through the steps. Try it and see.

WORK IT PART 1

Allow time for participants to complete their *Work It* maps. Circulate around the room as they work to provide encouragement or answer questions.

When participants have completed their *Work It* maps, ask them to pair with another group member to review their decision-making process. Encourage them to spend time discussing the action section and planning out steps.

When you get to the action section, where you imagine the specific steps needed to carry out your “best choice” solution, take the time to give your partner details about how you will make it happen. You can prompt each other for details that are realistic and doable.

Also spend some time explaining to your partner how you will overcome any “roadblocks” or things that might go wrong or not work out.

In other words, always have a Plan B. Remember, using fixed wings to lift an airplane into flight was Plan B. Plan A was floppy wings that moved up and down like a big bird (and never got off the ground).

Conclude the activity with some of the following ideas:

The Work It System you have practiced today is based on ideas about problem solving that are as old as the ancient Greeks and Romans. The fact that it's been around so long speaks to why it works.

Sometimes when we face problems, our brains just shut down. The stress or anxiety may cause us to simply not deal with the problem until it almost kicks us in the seat of our pants.

Learning to use Work It helps train the brain to not shut down and be more effective and creative in finding solutions and answers. Eventually, people who use the Work It guide map learn to go through all the steps in their heads. Good problem solving thinking and practices sort of become second nature.

WORK IT PART 1

STEP FIVE

Summarize the usefulness of having a problem solving planner and briefly review the opening map reflecting things participants stated they had been thinking about.

Today you have had the chance to practice using a planner for solving problems -WORK IT.

Ask for discussion: *What do you think about WORK IT?
How is it a useful "brain tool"?
How does it help our thinking?*

*Before we break for the day, let's review some of the things you were thinking about when you first arrived (**review each point on the map**).*

Ask: *How can you use WORK IT to help with these issues?*

Offer participants a "to go" copy of WORK IT guide map:

Over the next few days, when you are thinking or worrying about a decision you have to make or a problem you need to solve, give WORK IT a try. The more you WORK IT, the more you memorize the steps, until it becomes part of how your brain works.

Here is your take away question to think about:

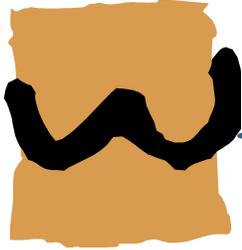
Ask: *Who do you know that could REALLY benefit from WORK IT?*

Distribute copies of the *Session Evaluation* (page 126) and ask participants to complete and hand in before leaving.

Thank members for their participation and encourage them to attend their next TRIP group.

WORK IT PART 1

workit



WHAT's the problem or issue?

Who will be affected by what you decide?

Who can help you with this decision?
(Helpful People)

(1)

(2)

(3)



Think about your Options and Choices
What would your "Helpful People" suggest?

Options	CHOICE A	CHOICE B	CHOICE C
Describe each Option or Choice			
For each choice, what <u>good</u> things might happen?			
For each choice what <u>not so good</u> things might happen?			

WORK IT PART 1

workit



Rate
It

Options	CHOICE A	CHOICE B	CHOICE C
Enter your Options or Choices from Previous Page			

C
I
R
C
L
E

Y
O
U
R

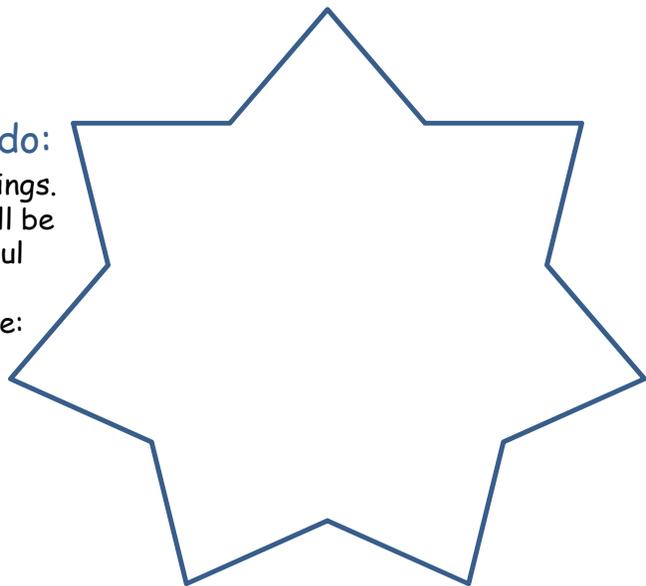
R
A
T
I
N
G
S

	Very Bad	1	2	3	4	Very Good	Very Bad	1	2	3	4	Very Good	Very Bad	1	2	3	4	Very Good
How will you feel 10 minutes after you make this choice?	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4			
How will you feel 2 weeks after you make this choice?	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4			
How will you feel 1 year after you make this choice?	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4			
How would the #1 person most affected rate this choice?	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4			
How would your #1 "helpful person" rate this choice?	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4			
TOTALS Add up your ratings for each choice																		



Know more about what to do:

Look over your choices and your ratings.
Think about how other people will be affected and what your "helpful people" would say.
Describe your best choice here:



WORK IT PART 1

workit



Imagine how you will turn your choice into action

What specific steps are needed? List them in order.	When will you do this step?	Who can help with this step?	What "roadblocks" might get in your way? How will get around them?



Give yourself time to carry out your plan
Use this worksheet as a reminder
Then see what else needs to be done



TEST the Results!

Have I made progress resolving my problem?
What needs to happen next?



WORK IT PART 1

Session Evaluation *Work It Part 1*

INSTRUCTIONS: Please take a minute to give us some feedback about how you liked this session.

1. Use one word to describe your feelings about today's class _____

2. What was the most important thing you learned today?

3. On a scale of 1 to 10, how do you rate today's class? (Circle your rating.)

01	02	03	04	05	06	07	08	09	10
Poor			Pretty Good				Excellent		

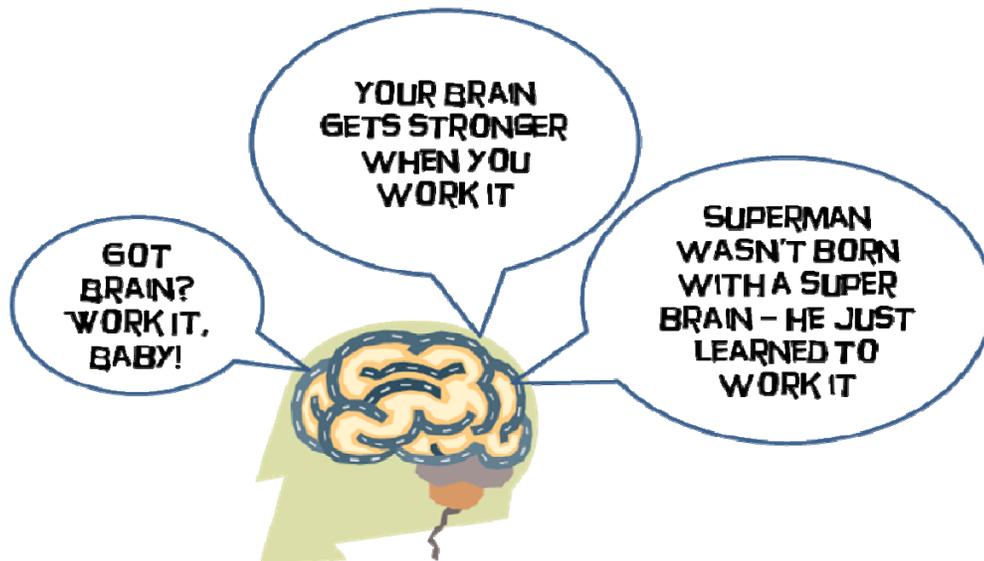
4. Do you have any suggestions to help make this class better?

Chapter 8

Work It!

Part 2

***REVVING UP
YOUR THINKING***



Part Two: Revving Up Your Thinking

Leader Notes for Module

As general objectives for this module, participants will:

- Continue practice with the *Work It* guide map
- Explore ways to use *Work It* from memory

Rationale

In helping adolescents practice thinking more clearly, it is helpful to have multiple exposures to a template for working through important decisions or solving problems. The *Work It* template is used in a different format that provides teens another perspective for considering problems and solutions.

Activities

Quick “Check In”	10 minutes
Magic Trick	20 minutes
Alphabet Formula	
Work It System	30 minutes
(Brief review; team decision making)	
Work It for Yourself	20 minutes
(Mapping activity)	
Wrap Up/Thinking assignment	5 minutes

Materials needed for this session



Opening Board

Copy the brain map on the front cover of this session on erasable board or flip chart so participants can read it as they come in

Cognitive Magic Trick: Alphabet Game

Flip chart or slide with set-up for Alphabet trick (page 139)

Work It Guide Maps

Provide copies of the *Work It* guide map for participants (pages 140-142)

Mapping materials

Make sure you have plenty of pencils, pens, markers, colored map pencils, crayons, and mapping paper for the group

TRIP Session Evaluation

Provide copies of the Session Evaluation (page 143)

WORK IT PART 2

STEP ONE

Welcome participants to the group. Take a minute to acknowledge any new members with a quick introduction:

If this is your first TRIP group - Welcome! In this group, we take some time to think about thinking. You heard right - it's all about learning more about the thinking process. It will be a little different from some of the other groups you attend here, but every session is different, so you won't have any trouble joining in.

Go around the room quickly and ask group members to introduce themselves to any new members.

Ask participants:

*What has been on your mind the last few days?
What have you found yourself really thinking about?*

Use erasable board or flip chart to make a map of participants' thoughts or issues that they volunteer.

Summarize the check-in activity:

As always, it looks like there has been a whole lot of thinking going on over the last few days. Brains have been active. I have made a map or layout of your thoughts or the ideas you all have been having. We'll leave these posted here, and see what kind of influence today's activities might have on everyone's thinking before we leave.

STEP TWO

Introduce *Alphabet Game* (page 139) by asking participants how well they feel they know the alphabet.

Have you ever heard the expression of “over-thinking” something. It’s one of the little stumbles all brains can make. Today’s “trick” is an example.

WORK IT PART 2

Ask: *How many of you know the Alphabet? Can I have a volunteer to sing it for us? (Encourage all to join in alphabet song.)*

With that excellent introduction, I now challenge you to discover my special formula or system for arranging the alphabet across a straight line so that some of the letters go above the line and others go below.

Your challenge is to figure out the formula.

On erasable board or flip chart paper, create the following:

A E F H

BCD G

Ask: *Where does the “I” go? Based on the special formula, does the “I” belong above or below the line? How come you see it that way?*

(Leader note: Here's the code: letters with straight lines are place above and letters with any curved lines are placed below.)

Allow participants to give their ideas and see if there is a "consensus". However, add the “I” where it actually belongs.

Follow the same process with the K, L, M, N, O, P, Q - asking for guesses about whether the letter goes on top or bottom of the line.

If a participant "gets it," allow him/her to explain.

If participants are still struggling, ask them to take their eyes away (put head down) for a few seconds and not look at the chart. Then ask:

Now look at it again. Forget formulas for a minute. Just look closely at what you see as different between the letters above the line and those placed below. (Usually, at least one person will "get it".)

Process with a few discussion questions:

WORK IT PART 2

What made this difficult to figure out?

How many thought they had it figured out differently? What was your "theory" about letter placement?

Summarize the activity with some of the following points:

Once it has been explained, this formula is fairly easy. It's been said that 3-year old children figure this out rather quickly. But as we get older, our brains get more complicated. We need to know about more than just straight or curved lines.

Luckily there are formulas that can help with the complexity of the things that the brain has to deal with - problems, decisions, making a choice about something. Some of you may remember the Work It formula - well we're going to Work It again!

STEP THREE

Distribute copies of the *Work It* guide map (page 140-142). Review the *Work It* points by walking any newcomers through the steps:

We are going to continue working today with a thinking tool called Work It. Work It is a formula for teaching the brain how to think about decisions and solutions for problems. Something we all can use. Let's review the steps of the Work It system.

Use an erasable board or flip chart to write out the cue words for each step in *Work It*, as illustrated below:

The first letter – W – stands for “What’s the problem or issue?” that you want to work on. Another part of the W is “Who.” Who (besides yourself) will be affected by what you decide? And who can help you with your decision? (This would be “helpful people” you can ask for ideas or opinions.) It could be people you used to know or people you admire, but have never met. These people can serve as role models as you continue to think through your decision.

WORK IT PART 2

The next letter – **O** – stands for options. Options are choices or possible solutions. For any problem in life, there are always several choices about how to handle it. And underneath, for each choice, option, or possible solution, there are good things (benefits) and bad things (negatives) that could result. It's a good idea to brainstorm about those as part of making your decision.

Once we have examined some possible choices and options, and thought about all the possible benefits and negatives for each one, we can give them a score. The next letter – **R** – stands for Rate It. Enter your 3 choices, and circle your ratings for each one as the scale indicates. If your answer to a question is “very bad” for example, you would circle a “0” or “1.” If your answer is “very good” you would maybe circle a “3” or “4.” And if your answer is somewhere in the middle, you will circle a number in the middle.

At the bottom of the rating box, you add up the total points for each choice by adding up the numbers that you circled for each question.

The next letter – **K** – stands for know. By thinking about your problem, thinking about all the possible solutions, good and bad, and then rating them, you should now have a clearer idea about what the best choice might be. Use the big star at the bottom to describe your “best” choice.

The **I** in “It” stands for imagine. Once you have thought through your best choice, it is important to develop a “game plan.” This means imaging or thinking about the steps and actions that you will have to take in order to make your choice happen. It won't just happen on its own. For each step, you will want to think about – when will you do it? Also – who can help you? It is also a good idea to think about “roadblocks” – what could get in the way of doing the step and how you would handle the roadblock.

And last, but very important, is the **T**, which stands for Test the results. You've examined and rated your options, picked the best one, and developed a good game plan to make it happen or get it done. You must

WORK IT PART 2

give yourself time to carry out the plan and judge the results. At this time you would ask – Have I made progress? What needs to happen next? And that’s Work It. If we follow all the steps, we make progress in putting our decisions and solutions into action.

Have participants "pair up." If you have an odd number, you can have one group of 3 work together. If possible, pair newcomers with group members that were in the first *Work It* session.

The best way to get good at using Work It is to practice. Today we're going to use Work It to brainstorm a solution to an important decision that you will be called upon to make. I will explain what the decision is in a moment, and you will work with your partner (or team of 3) to complete the Work It process to help make the decision.

Here's how this works:

Once I've told you about the decision that you have to make, you and your partner will brainstorm ideas for each portion of Work It. You will fill in your Work It map with your best ideas and advice.

For some of the sections, you will have to come up with good ideas based on what you or your partner might do. You also will have to fill out some of the Work It questions based on what you or your partner might think or feel in a similar situation. In other words, put yourselves in the situation and complete Work It as if you and your partner were really making the decision.

The main idea is to follow each of the steps so that you become familiar with them. I will be walking around while you are working to help out if needed.

When each team has finished, we'll hear each team's results and see if we can decide which team came up with the best ideas.

Present the difficult decision that they are called upon to make:

Here is the story and the decision that you have to make:

WORK IT PART 2

You are walking out in the country, far away from anywhere, when you hear a strange noise. It sounds like a high-pitched electronic sound. Naturally, you go to investigate. What you find startles you so much that you must sit down.

It's an alien space craft. Just like in the movies. It's sitting on the ground and there are several space creatures standing around.

You are about to run away and call the authorities, when one of the space creatures speaks to you. It says:

“We have come in peace. We are only here to gather some rock samples. We think we can help you solve many of your planet's problems in the future, but right now, we ask you to not tell anyone that we are here. We will leave by tomorrow. Please do the right thing and let us do our work in peace.”

So now you know the unusual situation and the decision you must make.

In the first box – “What's the issue?” – write:

“Should I tell or not tell the authorities that aliens have landed?”

Now you and your partner put your heads together and use Work It to come up with a good decision about what to do.

Allow time for participants to complete their worksheets, then go around the room and allow each team to explain how they approached the decision and what decision they reached.

Process the activity with some of the following questions:

What did you think about the Work It System?

How did it feel to use it with a “fantasy” decision?

WORK IT PART 2

*How did Work It help you think about what the best decision would be?
What are some examples of different issues that came up as you worked
with your partner?*

Conclude the activity with some of the following points:

*Of course, the decision we worked on is probably not one you will ever
have to make, but, hey!, - if you ever run across any space aliens in the
future, you will be prepared.*

*The main point, no matter what the decision, is to have a system of
questions that you run through your brain before you settle on a decision.
Decision-making questions, like the ones in Work It, help us think about
some of the people and things that might be affected by our decision. It
also helps you be more creative in different ways to solve problems. A
lot of you brought that up in trying to decide how to handle the space
visitors. When we take time to ask questions about a decision from
different angles, we often can feel more confident about making a good
or practical decision.*

STEP FOUR

**Distribute sheets of blank paper and ask participants to put away their
copies of the *Work It* map. Allow the *Work It* mnemonic to remain visible
on the board.**

**Inform participants they have a chance to create a *Work It* map of their
own design:**

*Let's briefly review the steps again, using the letters of Work It as our
"cues." The **W** stands for "what's the problem." The **O** stands for
"options" and "choices." It's good to have 2 or 3 choices to think about.
The **R** stands for "rating" or giving a high/low score to each of the
choices based on how we are likely to feel about a choice in the long run
and what people we care about might think about the choice. The **K** is
for knowing what choice to make. The **I** reminds you to "imagine" how
you will carry out the choice you have made. In other words, imagine the
plan and the steps you need to take. And the **T** is for "test" it or "try" it.
In other words, put the plan in action and see how it goes.*

WORK IT PART 2

Now that we have walked through the Work It system again, I'd like you to create a Work It map of your own design. As long as it has all of the steps, you can make it look and flow anyway you want.

This will be easier if you have an issue to work on. So take a minute to think about a problem or decision you are facing right now and use it to work on creating a finished Work It map that is your own design.

You have paper, and there are colors and markers available to help you jazz up and customize your Work It map. Don't be afraid to be creative, just include the Work It steps as we have been practicing.

Work It for yourself. Design your own layout for the Work It steps and then fill in the answers for the decision or problem you are working on.

Allow time for participants to complete their Work It maps. Circulate the room as they work to provide encouragement or answer questions.

When participants have completed their Work It maps, ask them to come to the front of the room and tape up their maps for others to review. When all participants have finished, invite them to walk around and review other's maps.

Conclude the activity with some of the following ideas:

Probably the best thing about memorizing and using the Work It system is the power and control that it gives you. Now you may be thinking: "What!? Power and control? Me?? How?"

Work It helps you connect with your thinking brain – and there is nothing more powerful than a brain that knows what it is doing. Control means being in charge – and the truth is, the only thing we are ever fully in charge of is our brain and how we think.

Things come and things go. Stuff happens out there in the world that we can never control. But your thinking, how you choose to think and make decisions, that is yours. No one can ever take it away – unless you allow it. So, remember, got a brain? Work It, baby!

WORK IT PART 2

STEP FIVE

Summarize WORK IT and briefly review the opening map reflecting things participants stated they had been thinking about.

Today you have certainly learned to - WORK IT. This is a lifetime tool. If you can learn to Work It and practice using the steps when you have problems or decisions to conquer, your brain will start smiling. Your brain will love you. And as we all know, a happy brain is a healthy brain.

Ask for discussion: *What do you like best about Work It?
How is it a useful "brain tool"?
How will you use Work It in the future?*

*Before we break for the day, let's review some of the things you were thinking about when you first arrived (**review each point on the map**).*

Ask: *Could Work It help with the things that were on your mind when group started?*

Offer participants a "to go" copy of Work It guide map.

So here is your take away question to think about:

Ask: *How could the President of the United States use Work It?*

Distribute copies of the Session Evaluation (page 143) and ask participants to complete and hand in before leaving.

Thank members for their participation and encourage them to attend their next TRIP group.

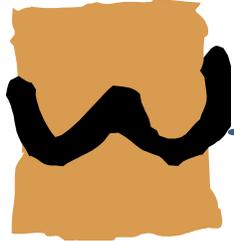
Alphabet Game

A EF H

BCD G

WORK IT PART 2

workit



WHAT's the problem or issue?

Who will be affected by what you decide?

Who can help you with this decision?
(Helpful People)

(1)

(2)

(3)



Think about your Options and Choices
What would your "Helpful People" suggest?

Options	CHOICE A	CHOICE B	CHOICE C
Describe each Option or Choice			
For each choice, what <u>good</u> things might happen?			
For each choice what <u>not so good</u> things might happen?			

WORK IT PART 2

workit



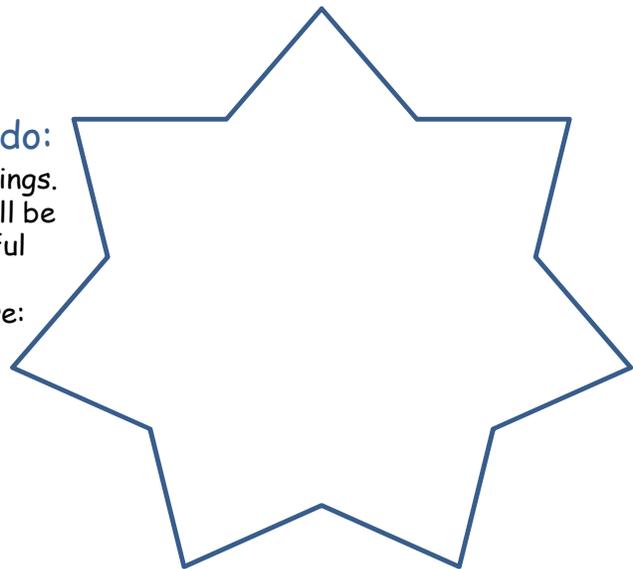
Rate It

	Options	CHOICE A	CHOICE B	CHOICE C
	Enter your Options or Choices from Previous Page			
C I R C L E Y O U R R A T I N G S	How will you feel 10 minutes after you make this choice?	Very Bad 0 1 2 3 4	OK 0 1 2 3 4	Very Good 0 1 2 3 4
	How will you feel 2 weeks after you make this choice?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	How will you feel 1 year after you make this choice?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	How would the #1 person most affected rate this choice?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	How would your #1 "helpful person" rate this choice?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
	TOTALS Add up your ratings for each choice			



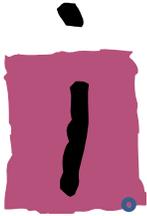
Know more about what to do:

Look over your choices and your ratings.
Think about how other people will be affected and what your "helpful people" would say.
Describe your best choice here:



WORK IT PART 2

workit



Imagine how you will turn your choice into action

What specific steps are needed? List them in order.	When will you do this step?	Who can help with this step?	What "roadblocks" might get in your way? How will get around them?



Give yourself time to carry out your plan
Use this worksheet as a reminder
Then see what else needs to be done



TEST the Results!

Have I made progress resolving my problem?
What needs to happen next?



WORK IT PART 2

Session Evaluation *Work It Part 2*

INSTRUCTIONS: Please take a minute to give us some feedback about how you liked this session.

1. Use one word to describe your feelings about today's class _____

2. What was the most important thing you learned today?

3. On a scale of 1 to 10, how do you rate today's class? (Circle your rating.)

<u>01</u>	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>	<u>09</u>	<u>10</u>
Poor				Pretty Good				Excellent	

4. Do you have any suggestions to help make this class better?

APPENDIX

Treatment Readiness and Induction Program (TRIP)



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Appendix 2: *Emergency Guide Maps*

Appendix 3: *Fidelity Resources*

Appendix 4: *Mapping Bibliography*

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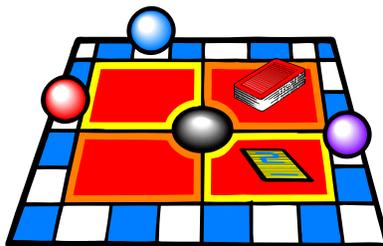
Appendix 1



Peer Facilitation Handbook

Peer Facilitation Handbook

USING PEER LEADERS TO ENHANCE THE DOWNWARD SPIRAL GAME



Downward Spiral Peer Facilitation

Leader Notes for Module

As general objectives for this module, peer leaders will:

- Learn to play Downward Spiral game
- Gain expertise in the rules of Downward Spiral
- Explore ways to interact with peers to enhance the game experience
- Gain perspectives on how to process the game with peers

Rationale

Peer leaders (senior peers that have advanced in treatment) can help provide richness and focus during the playing of the *Downward Spiral* game. Peers are important opinion leaders for teens. The *Downward Spiral* game experience provides a good backdrop for peer mentoring and guidance around issues of past drug experiences, consequences, and commitment to recovery.

Recruiting and training peer leaders:	Page
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Downward Spiral components	
Game Set Up	12
Quick Rules	13
Complete Rules	14
Score Sheet	18
Certificate for peer leaders (sample)	19

TRIP PEER FACILITATION HANDBOOK

RECRUITING PEER LEADERS

As we know, teens will often believe another teen over an adult. And when it comes to relating to anecdotal stories, another teen's experiences are much more moving than hearing an adult's stories about when they were teens. Over the past few decades, we have seen more and more evidence about the value of teen mentors or peer leaders across a variety of settings.

Peer mentors or peer leaders are used informally in the TRIP program. They are brought in to help play and help facilitate the *Downward Spiral* segments of the intervention. Their role includes clarifying game rules, encouraging sharing and focus among players, sharing personal anecdotes, when appropriate, and serving as "fill-in" players should group size be too small to play the game effectively.

In some programs, peer leaders are "ready-built" into the framework of the treatment approach itself (e.g., in therapeutic community settings). In others, peer leaders emerge through the program's criteria for engagement and improvement. Programs should use their own measures for choosing clients to participate as peer leaders for TRIP. In general, we would expect that these teens were beyond 30 days in treatment, were doing well in their own recovery, were not experiencing ongoing discipline problems, and were comfortable talking to a group.

Once potential peer leaders are recruited, you will put them through a brief training session in which they learn to play *Downward Spiral* and understand the rules, are coached in facilitation skills, and receive a certificate as a TRIP peer leader. You will need at least 4 recruits to conduct the training class. The class will take about 2 hours to conduct.

Recruiting peer leaders for TRIP may require more preparation when the TRIP intervention is first used in a program. Thereafter, "graduates" of TRIP that have already experienced the *Downward Spiral* game (and the role of a peer leader) may be recruited.



Training Peer Leaders

STEP ONE

Welcome participants to the group. Take a minute to acknowledge members with a quick introduction:

Welcome to the training class for becoming peer leaders for TRIP. At the end of the class you will know a lot about the Downward Spiral games and a lot about each other.

Go around the room quickly and ask group members to introduce themselves.

Distribute *Peer Leader Role and Duties* (page 11) handout and briefly review with participants.

You will have three basic roles and duties as a peer leader for TRIP. As you can see in the first column - one role is that of "game master" for Downward Spiral and Reflection cards in the first session. Next, in the second session you will help with the "icebreaker" and also help newcomers design personal spirals - their own Downward Spiral cards. And last - you can be a listener and helper to teens new to the program. Also, other duties as assigned. That means the group counselor may call on you for your help or ideas at different times.

You can use the space at the bottom of each column to take notes or jot down ideas as we go through the training today.

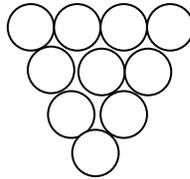
Introduce "Triangles" icebreaker as one activity they will be participating in as co-facilitators.

There are two sessions that you will be involved in as co-facilitators or "game masters" to help other teens new to the program. (If appropriate: Some of you may remember...). In the first session, we play Downward Spiral, and in the second, we do some activities

TRIP PEER FACILITATION HANDBOOK

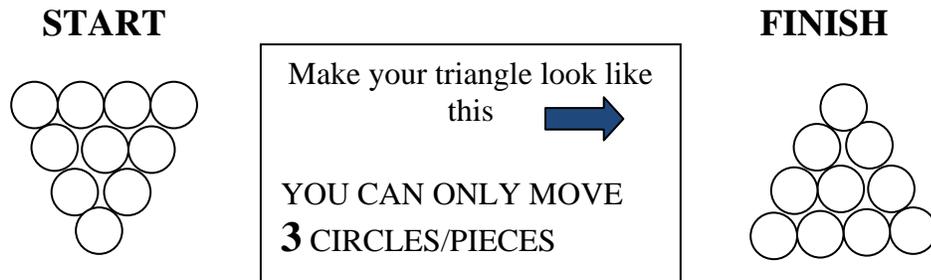
based around the game. For the second session, there's a "thinking task" or icebreaker called "Triangles." I'll run you through it today so you can see how it works, then you can help others.

Distribute oat cereal or candy packets and go around the room and help each person create a triangle using the circle shapes so that base is on top (like so):



Instruct participants to not touch their triangle until given their instructions.

Demonstrate on erasable board or show example of what participants have in front of them and what the "solved" puzzle should look like:



Here are the rules. The triangle in front of you has the base on the top (little end down). You need to copy it exactly so that the base is now on the bottom (little end up).

You can only move 3 of the "ohs" or pieces to make this happen. It can be done. Take a stab at solving the puzzle.

You can move a piece as a "trial" to help you think, if you want. But once you have moved it and taken your hand off, it counts as an official "move."

I'll be checking to see how you go about solving it. (If appropriate: If you remember doing this from your days as a "newcomer," don't give it away. Sit quietly and you can demonstrate it once we are done.

TRIP PEER FACILITATION HANDBOOK

When you help out as the "game masters" for this activity, you will do what I'm doing, verifying that someone solved it by returning the pieces and watching them do it by moving ONLY 3 of the round pieces. Once verified, that person is a winner and waits to see who comes in next.

Allow time for participants to work on the puzzle. Discuss the activity:

Ask: *How did you figure it out?*

Did you take some "practice" moves?

When you serve as "game master" what do you think you will need to watch for?

How can you help other teens learn from this activity?

STEP TWO

Introduce the Downward Spiral game:

As a peer leader in TRIP, one of your main jobs will be to help newcomers to this program play a game called Downward Spiral. You are going to play the game today and learn all the rules so you can teach others. After we play for a while, we will stop and talk about how you, as more "senior" members of treatment, can help make the game memorable for kids that are new to recovery.

Set up the Downward Spiral game board (or boards). Have the participants assist you with the set up in order to help them become familiar with all the pieces. Use this as a teaching opportunity to explain to them the purpose of each game piece (see *Set Up*, page 12).

Next, use Downward Spiral *Quick Rules* (page 13) to briefly explain the rules and process of the game. Provide a copy of *Quick Rules* (page 13) and a copy of *Complete Rules* (pages 14-17) for each board of players. Copy *Score Sheet* (page 18) for each player.

Here's how you play in a nutshell. You will each choose a playing piece and then use the dice to move around the board. You will land on different colored spaces. Depending on what it is, you will draw a card

TRIP PEER FACILITATION HANDBOOK

and do what it says. You will have a Score Sheet for keeping up with your money and possessions - which will be a challenge...because this is the Downward Spiral. In the game, you play the part of someone who continues to abuse drugs and alcohol, even when there is everything to lose.

I'll leave you with a copy of Quick Rules and the Complete Rules. I'll be here to oversee as you play. But part of what you will do today is become familiar with the rules, so if you get stuck, use the rule pages to help figure it out.

Allow about 40-45 minutes of play.

STEP THREE

Briefly process participants' experiences with game. Encourage their observations, as well, using some of the following questions:

What did you think of the game?

What did you like best? Least?

What scenario was most realistic to you?

What scenario scared you the most?

Who do you think "won" the game? What do you base that on?

Was there a "biggest loser" in the game? What's that based on?

Distribute a "Reflection Card" to each player and allow a minute for participants to reflect:

Take a minute to read over the scenario on your card and to think hard about the reflection question that is asked. Imagine that the person in the card is you. Let yourself think about your strengths and possibilities when you aren't burdened with all the hassles of getting high.

Once you've had a chance to think and reflect, we'll go around the room and talk about our cards and our thoughts.

TRIP PEER FACILITATION HANDBOOK

Go around the room and allow players to share their scenarios and their thoughts about a more positive future. Use probes, as needed to encourage participants to share their reflections.

Summarize the game and discussion:

The Downward Spiral game was designed to give players a feel for what happens when drugs and alcohol hijack the brain. Thinking suffers, and when thinking suffers, people can make really stupid decisions and choices. The game gives plenty of examples. It truly is a Downward Spiral.

And we've also had a chance to reflect on the "upward spiral" - the way thinking and behaving can change once people get a handle on recovery. Getting high can make people feel lousy, in part, because it gets in the way of taking care of the little things that can make all the difference. Sometimes when people are high they forget about all the strengths and possibilities that they possess.

STEP FOUR

Lead peer leaders in a discussion about how the Downward Spiral and reflection cards might be helpful to newcomers:

After today, you will be recruited to serve as peer leaders when Downward Spiral is played in classes for kids who just came into treatment. Your role, beyond just keeping everyone straight about the rules, is to also help them understand how staying in treatment and being serious about recovery is the smartest thing they'll ever do.

Ask for discussion: *How do you see yourself helping newcomers?
What do you think will have the biggest impact on them about the game?
What will you encourage them to think about?*

Introduce Personal Spiral cards activity and allow participants to write a few cards of their own for practice:

TRIP PEER FACILITATION HANDBOOK

You have some blank cards, like those in the Downward Spiral game. I'd like for you to try writing some scenarios like those in the game, based on something you have experienced or heard about that has to do with problems and consequences of drug use. You may have to think for a minute, but most of us know of "reality" cases where drugs or alcohol (or both) caused trouble. If you can't think of a real life situation then be creative and make one up.

At the bottom, just like the sample card you have, show how many points the situation will "cost" the person (what they lose).

And if you want, you can put your own favorite quotes on the back. This might be song lyrics that have meaning for you, or something you heard in a movie or read in a book. Take some time with it - I'm looking forward to seeing what you come up with.

This will be an activity that you participate in and assist newcomers with as part of the second session of Downward Spiral. Your job will be to walk around and help anyone that gets stuck, as well as sharing your own cards with the group.

Allow participants time to work on their cards. Once participants have completed their cards, play an informal "game" to share the cards with each other.

Now we'll play a quick game with the cards you have created. We will go around the room, and when it is your turn, you take a card from another player. Read it aloud and see what the consequences are, as well as the quote, if there is one. Your score will be recorded on the board.

This will be an "informal" game that you will help lead as a peer leader in TRIP. You will join with the newcomers in playing and helping keep score.

Go around the room once, with participants reading each other's cards. When the round is completed, process with a few questions:

Who lost the most, in terms of points? What was the scenario about?

(To the card's author) How did you come up with the scenario?

Which scenarios seemed really "true" or "real" to you?

TRIP PEER FACILITATION HANDBOOK

Lead a discussion about how this activity may impact newcomers:

What is something from the game that you think would be especially helpful for newcomers?

How do you see yourself helping make these activities - making personal cards and playing with them - a good learning experience for newcomers?

What do you hope newcomers will learn from this activity?

What can this game teach newcomers about how to avoid their own personal downward spiral?

STEP FIVE

Summarize the role of the peer leader for TRIP and distribute copies of Downward Spiral rules and certificates:

Thank you all for participating today. You will be contacted to serve as a peer leader in the TRIP classes by the group's counselor. In the meantime, you have copies of the Quick Rules and Complete Rules to take with you to review, in case you need it.

You will be serving a very important role in helping newcomers play and learn from the Downward Spiral game. You will be able to do this because you know the game, and because you are able to share your stories and your ideas, as you demonstrated today.

I'll end with a quote, since there are lots of quotes in Downward Spiral. I think this one sums up the main point of the game:

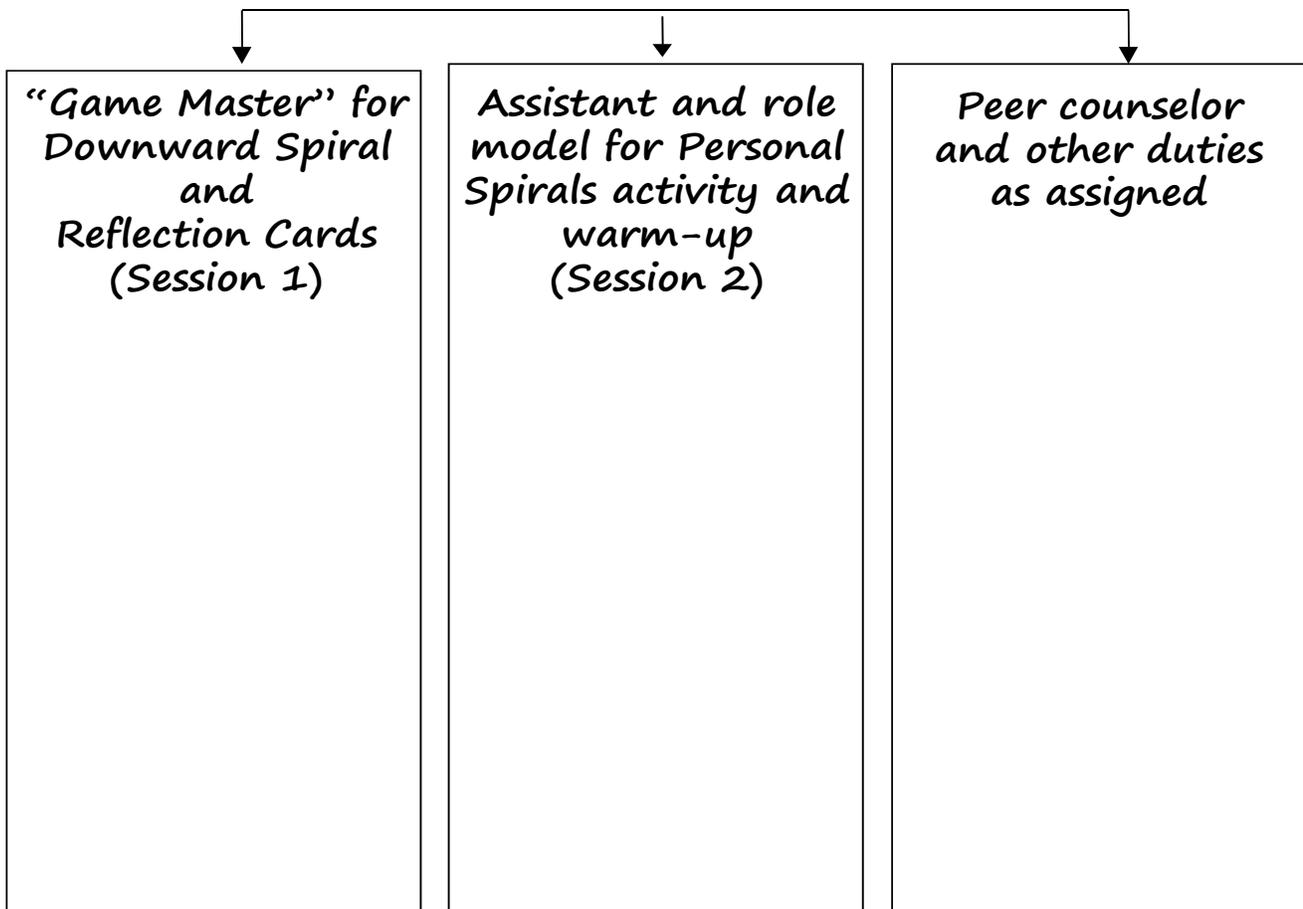
"Nobody can go back and start a new beginning, but anyone can start today and make a new ending."

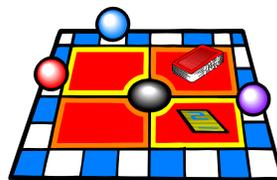
Thank peer leaders and distribute certificates. Let them know how and when they will be contacted to take part in a TRIP group.

TRIP PEER FACILITATION HANDBOOK



MY ROLE AND DUTIES





Downward Spiral Set-Up

(6 players per game set)

Unroll board and lay out with weights (books) to help flatten. You may want to mount your board(s) on cardboard or foamboard using a spray adhesive

When ready to play:

Set out decks of cards by color for easy reach by players

Remove "Reflection Cards" (Hot Pink) and keep separate. These are used at the end of the game for processing

Set up bank, with money arranged for easy access by players

Unpack dice and playing pieces

Make a copy of Downward Spiral Score Sheet for each player

Make a copy of Downward Spiral Quick Rules for each player

Have pencils available for Score Sheets (there may be a need to erase)

TRIP PEER FACILITATION HANDBOOK

QUICK RULES TO PLAYING.... DOWNWARD SPIRAL

You play the role of someone who decides to continue abusing drugs (alcohol is a drug). Your goal is to outlast the other players or recover.

- Get a game piece, a score sheet, a copy of quick rules to playing, a pencil, and \$200 from the Reader/Banker.
- Roll all three dice and move your game piece.
- Draw a card with the same icon/color as the square you land on (see below for details).
- Read the card out loud or hand it to the Reader/Banker to read to everyone, and then he/she gives it to you. Keep each card (except the Opportunity Card) until the end of the game.
- Keep track of your score, possessions, and jail time on your score sheet.

Land on this		→ Get a Health Card	Land on this		→ Get an Opportunity Card (see additional rules if necessary)
Land on this		→ Get a Self-Concept Card	Land on this		→ Get a Recovery Card (you win)
Land on this		→ Get a Chance Card	Land on this		→ Get a Death Card (you lose)
Land on this		→ Get a Social Card	Land on this		→ Safe Square (roll again)
Land on this		→ Get a Financial/ Legal Card	Land on, or pass this		→ Collect \$200
			Land on this		→ Move up or down one level in the spiral. This is also a Safe Square (roll again)

**THE COMPLETE RULES FOR
*DOWNWARD SPIRAL***



THINGS TO KEEP IN MIND

- 1. You don't need to read the complete rules before playing the game.** Start playing the game using the quick rules and if something comes up that is not covered on the score sheet or the quick rules, refer to the complete rules.
- 2. If you can't find the rule for a specific situation, make up a rule that makes sense.** Just use your rule consistently.
- 3. As long as you are getting something out of the game, you are playing it right.**

TRIP PEER FACILITATION HANDBOOK

THE BASICS

Game Description: Downward Spiral takes players on a journey that is plagued with pitfalls due to continued drug use. Health problems, loss of social support, loss of self-esteem, financial difficulties, and jail terms are all part of the game. Factual information supports negative consequences whenever possible. Quotes are also used to capture the flavor of certain consequences. In the Downward Spiral the odds are truly stacked against you. You will most likely lose everything dear to you, including your health, family, and possessions. Luck and the decisions you make determine how long it takes before you succumb to the mounting dangers of continued substance abuse.

Objective: Your objective is to survive for as long as possible. To win, you must either outlast your peers or recover. The last remaining player or the first to recover wins.

Ways You Lose:

- If you land on a death square, you are removed from the game.
- If you go to jail 4 times you are sent to prison for life, and removed from the game.

Ways You Win:

- You are the last player still standing at the end of the game or you land on the recovery square.

Reader/Banker: Choose 1 player (this could be the peer facilitator) to be the Reader/Banker for the game. He or she will read the consequence cards (if the player asks them), keep track of the money, and referee the game. At the beginning of the game the Reader/Banker should pass out a score sheet, quick rules sheet, pencil, game piece, and \$200 to each player.

Dice: Use all 3 dice, unless you are rolling to decide who goes first, or want to sell a possession (see “selling a possession”), or rolling to decide a consequence.

Game Board Squares: The square you land on determines what happens. In most cases, the icon/color matches the type of card you read. Other squares have consequences as listed on the quick rules.

Score Sheet: The score sheet is used to keep track of your personal assets. As cards are read, you will lose points from a dimension (Emotional Health, Physical Health, Thinking/Judgment, Girl/Boy Friend Support, Family Support, Friend Support, Personal Satisfaction, Personal Accomplishment, and Self-Confidence/Self-Esteem). When you lose points in any of these areas, place as many Xs in the squares for that dimension as the points lost. Start from the 1st box and move right for each dimension. If you “X” out all 15 points in any row, you start to “X” out points in a similar dimension.

TRIP PEER FACILITATION HANDBOOK

In addition to points, you keep track of your possessions and jail time on the score sheet. If you lose or sell a possession (see “selling a possession” for more info), cross it off your score sheet in the “lose” column. If you get sent to jail, mark it off on your score sheet (see “going to jail” for more info).

Consequence Cards: There are 8 different consequence cards (Social, Financial/Legal, Health, Self-Concept, Death, Recovery, Chance, and Opportunity). Keep each consequence card you receive (except the Opportunity card), and place it face down in front of you. When the consequence cards say things that differ from the rules, follow the instructions on the cards. **As you play the game and hear the consequences read to you, please try to consider how you would feel if the consequence did happen to you. Imagine the types of feelings, thoughts, and concerns you would have.**

SPECIAL CIRCUMSTANCES

MONEY MATTERS

Borrowing money from friends and relatives: Sometimes you may not have the money to pay back debts or fines. In this case you can sell possessions (see possessions on the score sheet). The cards will tell you whether or not you can ask your friends, family, or girl/boy friend for help (it will cost you Social Support points). If the card doesn’t say how many points, it is 1 point per \$100.

Losing your Job: Some cards may say you lose your job. If you lose your job you no longer collect \$200 when you land on or pass the “\$” square. If you roll 3 of a kind in regular play, you get your job back, but you do not collect back pay.

Selling a Possession: If you have no money, you may attempt to sell your possessions to raise money that you need. To sell a possession:

- First announce which item you intend to sell.
- You can sell the item and receive the full value from the bank. You get to keep the difference between what you owe and the value of the possession.
- If the object is not worth enough to cover your debt, continue to sell possessions until the dollar amount of the debt is covered.

JAIL

Go to Jail: Some of the cards send you to jail. This means that you lose 1 turn (unless the card says otherwise), mark off a jail term on the score sheet, place your piece in jail, and place a black marker on your square to hold your place until you get out. Four (4) jail terms and you lose.

Getting Out of Jail: Unless the card says otherwise, lose 1 turn when you “Go to Jail.”

TRIP PEER FACILITATION HANDBOOK

OPPORTUNITY CARD

Opportunity Squares/Card: There are 2 possibilities if you land on an opportunity square:

1. You can earn back points for remembering what things happened to other players in the game. Each consequence, fact, quote, or proverb remembered from other players' cards is worth 1 point anywhere on the score sheet. You cannot remember consequences, facts, or quotes from your own cards. You cannot write down other players' cards as they are occurring. After the player who landed on the square has had an opportunity to try and earn back 4 points (1 point for each thing correctly remembered), the player to his/her left has the opportunity to earn back up to 2 points (1 point for each thing correctly remembered). The players cannot repeat consequences, facts, or quotes that have already been used to earn back points. After the player on the left has tried to earn back 2 points, it is the next player's turn until everyone has had an opportunity. If there is any question, the group decides if the person remembered enough to earn a point. Do not keep the opportunity card, it will be re-used throughout the game.
2. If you land on an opportunity square, you can earn back points for a specific dimension. If you have not lost any points for the specified dimension, select a similar dimension and gain those points back instead.

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TRIP PEER FACILITATION HANDBOOK

DOWNWARD SPIRAL SCORE SHEET

Dimension	POINTS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Emotional Health															
Physical Health															
Thinking/ Judgment															
Girl/Boy Friend Support															
Family Support															
Friend Support															
Personal Satisfaction															
Personal Accomplishment															
Self-Confidence/ Self-Esteem															

Note: If you lose all 15 points in any row, start to mark off consequences in a similar dimension. For example, if you lost all 15 Physical Health points, you would start to lose either the Emotional Health or Thinking/Judgment points.

Value of Personal Possessions

Possession	Value	Lose	
Car	\$5,000		Selling an Item If you need to sell an item, roll a die. If you roll an even number you get the complete value for that object. If you roll an odd number you must sell the item to cover the amount of the debt. You get no additional cash even if the item was worth more than the debt. If the object was worth less than the debt, sell other possessions.
Laptop	\$1,000		
Plasma TV	\$500		
iPod	\$200		
CDs/DVDs	\$200		
Cell Phone	\$100		
Jewelry	\$150		

Times sent to Jail

1	2	3	4
Unless the card says otherwise, lose 1 turn when you "Go to Jail" and mark it off on the score sheet. If you go to jail 4 times, you get life in prison and lose the game.			

Certificate of Completion



Be It Known That

has successfully completed

Peer Leadership training for TRIP

Developed by the Institute of Behavioral Research

Texas Christian University, Fort Worth, Texas

AWARDED _____, _____ at _____

Training Coordinator

Program Director

TRIP APPENDIX

Appendix 2



Emergency Guide Maps

Emergency Guide Maps

***GUIDE MAPS FOR REFLECTION
AND PROBLEM-SOLVING
FOR TEENS THINKING ABOUT
RUNNING***



Leaving Early

Mapping and the TRIP may help you have productive discussions with clients who want to leave treatment early.

One possibility is to use a “free” map (see the TRIP Introduction) to encourage the client to think about reasons for leaving/staying, consequences, and solutions.

The “guide” maps on the next pages might also be useful. In addition, ideas from other portions of TRIP can be brought into the discussion. For example, the TRIP units on self-talk and nudges (*The Art of the Nudge*) might be used to help the client shift perspectives.

Clearly the use of these approaches requires good clinical judgment. A client may not be ready or willing to engage in cognitive activities. Other more emotion-based methods may be needed before or in lieu of mapping or TRIP approaches.

WANTING TO LEAVE THE PROGRAM EARLY

1.

Why am I thinking about leaving?

A large, empty rounded rectangular box intended for the user to write their reasons for wanting to leave the program early.

2.

Should I go or should I stay?

What happens if I go?

A large, empty rounded rectangular box intended for the user to write the consequences of leaving the program.

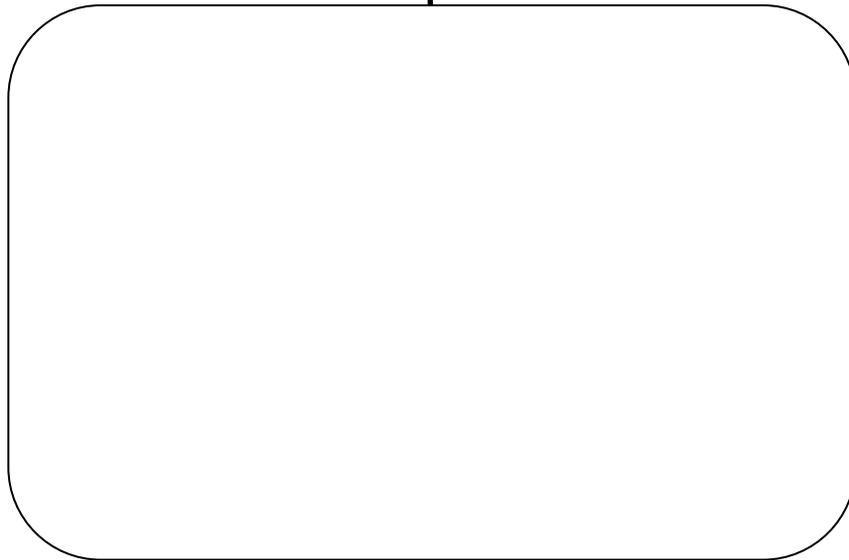
What happens if I stay?

A large, empty rounded rectangular box intended for the user to write the consequences of staying in the program.

EMERGENCY GUIDE MAPS

3.

If I stay how can I make it
better for myself?



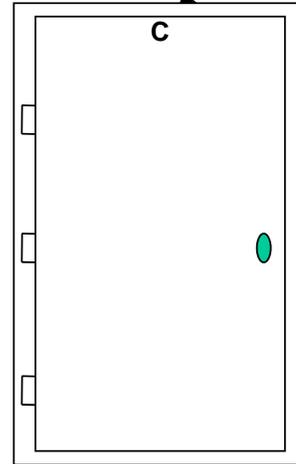
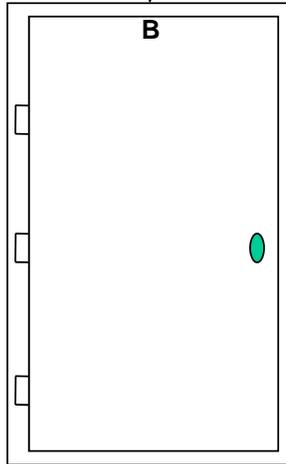
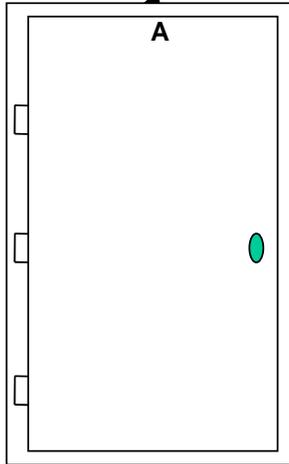
Use the space below to draw or write about what your "gut" tells you is the right thing to do:

EMERGENCY GUIDE MAPS

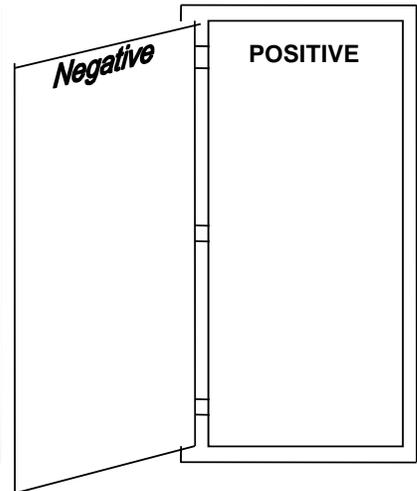
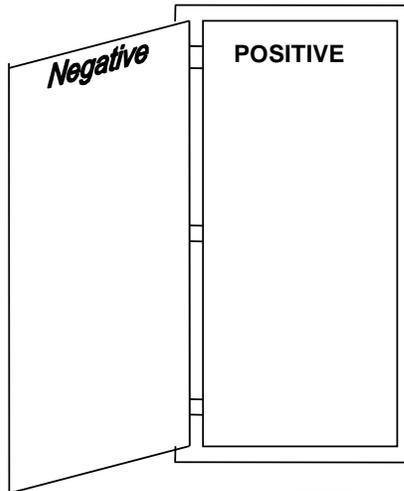
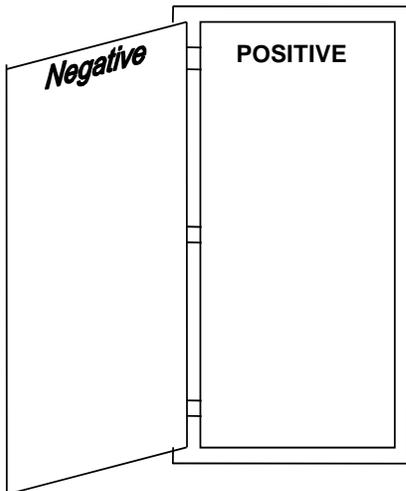


YOU ARE ABOUT TO TAKE A BIG STEP...(Describe it)

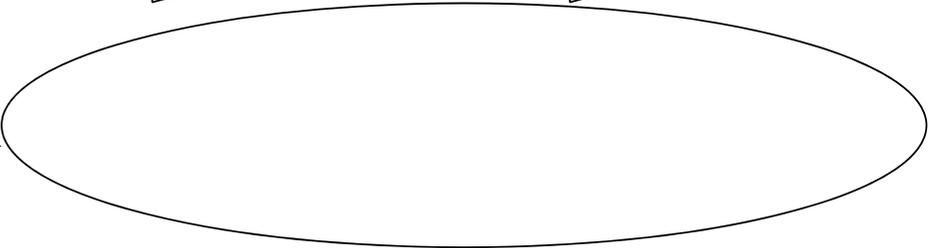
HOW WILL THINGS BE DIFFERENT
AFTERWARDS?



WEIGH THESE
DIFFERENCES



WHAT SHOULD
YOU DO?



Feelings About Going or Staying

(1)



**If you leave
how will you feel:**

(a) Tomorrow?

(b) One week from now?

(c) One month from now?

**If you stay
how will you feel:**

(a) Tomorrow?

(b) One week from now?

(c) One month from now?

EMERGENCY GUIDE MAPS

**Besides yourself,
who is the most important person
in your life?**

_____ (NAME)

(2)

THEIR FEELINGS

**If you leave
how will this person feel:**

(a) Tomorrow?

(b) One week from now?

(c) One month from now?

**If you stay
how will this person feel:**

(a) Tomorrow?

(b) One week from now?

(c) One month from now?

TRIP APPENDIX

Appendix 3



Fidelity Resources

PASSPORT

TRIP

TCD INSTITUTE OF BEHAVIORAL RESEARCH

TRIP PASSPORT

Name _____

MAP 1	GAME 1
MAP 2	GAME 2
NUDGE 1	WORK IT 1
NUDGE 2	WORK IT 2

TRIP PASSPORT

Name _____

MAP 1	GAME 1
MAP 2	GAME 2
NUDGE 1	WORK IT 1
NUDGE 2	WORK IT 2

TRIP PASSPORT

Name _____

MAP 1	GAME 1
MAP 2	GAME 2
NUDGE 1	WORK IT 1
NUDGE 2	WORK IT 2

TRIP PASSPORT

Name _____

MAP 1	GAME 1
MAP 2	GAME 2
NUDGE 1	WORK IT 1
NUDGE 2	WORK IT 2

Form

Counselor ID

Group ID

Facility ID

TRIP Fidelity Checklist

Mapping It Out -- Part 1

Date:

MO

DAY

YR

A. FILL IN ONE ANSWER FOR EACH QUESTION

No (1)	Yes (2)
-----------	------------

B. FILL IN ONE ANSWER FOR EACH QUESTION

Group Interest

Low (1)	Medium (2)	High (3)
------------	---------------	-------------

Did you cover ...

1. *Opening Board Brain Map?*
2. *Check-in Thoughts/Issues Map?*
3. *Draw Me Icebreaker (Cognitive Trick)?*
4. *Mapping 101 Instruction/Practice?*
5. *Valuable Friends Guide Map?*
6. *Wrap Up/Review Thoughts/Issues Map?*

<input type="radio"/>	<input type="radio"/>

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. GENERAL

Almost Never (1)	Very Little (2)	About Average (3)	Very Often (4)
------------------------	-----------------------	-------------------------	----------------------

1. I was able to help the group stay focused and working.
2. I was able to manage group distractions or tensions.
3. I felt confident and self assured.
4. I followed each activity with a brief group discussion.
5. I summarized key points after each activity/discussion.
6. I used board/flip chart to map out group ideas.
7. I used maps effectively to organize group discussions.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Clients in Attendance (Client ID)

ADD COMMENTS ON BACK

Form

Counselor ID

Group ID

Facility ID

TRIP Fidelity Checklist

Mapping It Out -- Part 2

Date:
 MO DAY YR

A. FILL IN ONE ANSWER FOR EACH QUESTION

	No (1)	Yes (2)
Did you cover . . .		
1. Opening Board Brain Map?	<input type="radio"/>	<input type="radio"/>
2. Check-in Thoughts/Issues Map?	<input type="radio"/>	<input type="radio"/>
3. Ash Adams DVD (Cognitive Trick)?	<input type="radio"/>	<input type="radio"/>
4. Mapping Practice?	<input type="radio"/>	<input type="radio"/>
5. Personal Strengths Guide Map?	<input type="radio"/>	<input type="radio"/>
6. Wrap Up/Review Thoughts/Issues Map?	<input type="radio"/>	<input type="radio"/>

B. FILL IN ONE ANSWER FOR EACH QUESTION

Group Interest		
Low (1)	Medium (2)	High (3)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. GENERAL

Almost Never (1)	Very Little (2)	About Average (3)	Very Often (4)
------------------------	-----------------------	-------------------------	----------------------

1. I was able to help the group stay focused and working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I was able to manage group distractions or tensions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I felt confident and self assured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I followed each activity with a brief group discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I summarized key points after each activity/discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I used board/flip chart to map out group ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I used maps effectively to organize group discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clients in Attendance (Client ID)

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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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ADD COMMENTS ON BACK

Form Counselor ID Group ID Facility ID

TRIP Fidelity Checklist

The Art of Nudge -- Part 1

Date:
MO DAY YR

	A. FILL IN ONE ANSWER FOR EACH QUESTION	B. FILL IN ONE ANSWER FOR EACH QUESTION																																																
<u>Did you cover . . .</u>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;"><u>No</u></th> <th style="width: 50%; text-align: center;"><u>Yes</u></th> </tr> <tr> <th style="text-align: center;">(1)</th> <th style="text-align: center;">(2)</th> </tr> </thead> <tbody> <tr><td><input type="radio"/></td><td><input type="radio"/></td></tr> </tbody> </table>	<u>No</u>	<u>Yes</u>	(1)	(2)	<input type="radio"/>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;"><u>Group Interest</u></th> </tr> <tr> <th style="width: 33%; text-align: center;"><u>Low</u></th> <th style="width: 33%; text-align: center;"><u>Medium</u></th> <th style="width: 33%; text-align: center;"><u>High</u></th> </tr> <tr> <th style="text-align: center;">(1)</th> <th style="text-align: center;">(2)</th> <th style="text-align: center;">(3)</th> </tr> </thead> <tbody> <tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </tbody> </table>	<u>Group Interest</u>			<u>Low</u>	<u>Medium</u>	<u>High</u>	(1)	(2)	(3)	<input type="radio"/>																																	
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2. Check-in Thoughts/Issues Map?	<input type="radio"/>	<input type="radio"/>																																																
3. Slap Jack Icebreaker (Cognitive Trick)?	<input type="radio"/>	<input type="radio"/>																																																
4. Inner/Outer Nudge Guide Map?	<input type="radio"/>	<input type="radio"/>																																																
5. Positive/Negative Guide Map?	<input type="radio"/>	<input type="radio"/>																																																
6. Nudge Game Plan Guide Map?	<input type="radio"/>	<input type="radio"/>																																																
7. Wrap Up/Review Thoughts/Issues Map?	<input type="radio"/>	<input type="radio"/>																																																

C. GENERAL

<u>Almost Never</u>	<u>Very Little</u>	<u>About Average</u>	<u>Very Often</u>
(1)	(2)	(3)	(4)

1. I was able to help the group stay focused and working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I was able to manage group distractions or tensions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I felt confident and self assured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I followed each activity with a brief group discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I summarized key points after each activity/discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I used board/flip chart to map out group ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I used maps effectively to organize group discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clients in Attendance (Client ID)

ADD COMMENTS ON BACK

Form

Counselor ID

Group ID

Facility ID

TRIP Fidelity Checklist

The Art of Nudge -- Part 2

Date:
 MO DAY YR

A. FILL IN ONE ANSWER FOR EACH QUESTION

No Yes

(1) (2)

Did you cover ...

1. Opening Board Brain Map?
2. Check-in Thoughts/Issues Map?
3. Ash Adams DVD (Cognitive Trick)?
4. Nudge Case Studies?
5. Negative Nudge Guide Maps?
6. Wrap Up/Review Thoughts/Issues Map?

<input type="radio"/>	<input type="radio"/>

B. FILL IN ONE ANSWER FOR EACH QUESTION

Group Interest

Low Medium High

(1) (2) (3)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. GENERAL

Almost Never	Very Little	About Average	Very Often
(1)	(2)	(3)	(4)

1. I was able to help the group stay focused and working.
2. I was able to manage group distractions or tensions.
3. I felt confident and self assured.
4. I followed each activity with a brief group discussion.
5. I summarized key points after each activity/discussion.
6. I used board/flip chart to map out group ideas.
7. I used maps effectively to organize group discussions.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clients in Attendance (Client ID)

ADD COMMENTS ON BACK

Form Counselor ID Group ID Facility ID

TRIP Fidelity Checklist

Downward Spiral -- Part 1

Date:
MO DAY YR

Did Peer Mentor(s) Participate? No Yes

	A. FILL IN ONE ANSWER FOR EACH QUESTION		B. FILL IN ONE ANSWER FOR EACH QUESTION		
	No (1)	Yes (2)	Group Interest		
<u>Did you cover . . .</u>			Low (1)	Medium (2)	High (3)
1. Opening Board Brain Map?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Check-in Thoughts/Issues Map?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Game Introduction Senior Peers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Downward Spiral Game Session?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Reflection Cards Activity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Wrap Up/Review Thoughts/Issues Map?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<u>C. GENERAL</u>	Almost Never (1)	Very Little (2)	About Average (3)	Very Often (4)
1. I was able to help the group stay focused and working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I was able to manage group distractions or tensions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I felt confident and self assured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I followed each activity with a brief group discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I summarized key points after each activity/discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I used board/flip chart to map out group ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I used maps effectively to organize group discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clients in Attendance -- Client ID

Peer Mentor(s) in Attendance -- Client ID

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ADD COMMENTS/ADDITIONAL IDs ON BACK
Appendix 3 – Fidelity Resources

Form Counselor ID Group ID Facility ID

TRIP Fidelity Checklist

Downward Spiral -- Part 2

Date:
MO DAY YR

Did Peer Mentor(s) Participate? No Yes

	A. FILL IN ONE ANSWER FOR EACH QUESTION		B. FILL IN ONE ANSWER FOR EACH QUESTION		
	No (1)	Yes (2)	Group Interest		
			Low (1)	Medium (2)	High (3)
Did you cover . . .					
1. Opening Board Brain Map?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Check-in Thoughts/Issues Map?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Triangle Icebreaker (Cognitive Trick)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Personal Spirals Game Card Creation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Writing on the Wall Group Map?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Wrap Up/Review Thoughts/Issues Map?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. GENERAL

Almost Never (1)	Very Little (2)	About Average (3)	Very Often (4)
------------------------	-----------------------	-------------------------	----------------------

1. I was able to help the group stay focused and working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I was able to manage group distractions or tensions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I felt confident and self assured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I followed each activity with a brief group discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I summarized key points after each activity/discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I used board/flip chart to map out group ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I used maps effectively to organize group discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clients in Attendance -- Client ID

Peer Mentor(s) in Attendance -- Client ID

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ADD COMMENTS/ADDITIONAL IDs ON BACK

Form

Counselor ID

Group ID

Facility ID

TRIP Fidelity Checklist*Work It -- Part 1*

Date:

MO

DAY

YR

A. FILL IN ONE ANSWER FOR EACH QUESTION

No	Yes
(1)	(2)

B. FILL IN ONE ANSWER FOR EACH QUESTION

Group Interest

Low	Medium	High
(1)	(2)	(3)

Did you cover ...

- Opening Board Brain Map?
- Check-in Thoughts/Issues Map?
- Ash Adams DVD (Cognitive Trick)?
- Work It Instruction/Mapping?
- Work It Guide Map?
- Wrap Up/Review Thoughts/Issues Map?

<input type="radio"/>	<input type="radio"/>

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. GENERAL

Almost Never	Very Little	About Average	Very Often
(1)	(2)	(3)	(4)

- I was able to help the group stay focused and working.
- I was able to manage group distractions or tensions.
- I felt confident and self assured.
- I followed each activity with a brief group discussion.
- I summarized key points after each activity/discussion.
- I used board/flip chart to map out group ideas.
- I used maps effectively to organize group discussions.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clients in Attendance (Client ID)**ADD COMMENTS ON BACK**

Form Counselor ID Group ID Facility ID

TRIP Fidelity Checklist

Work It -- Part 2

Date:
 MO DAY YR

Did you cover ...

1. Opening Board Brain Map?
2. Check-in Thoughts/Issues Map?
3. Alphabet Icebreaker (Cognitive Trick)?
4. Work It Review/Paired Activity?
5. Work It Yourself Mapping?
6. Wrap Up/Review Thoughts/Issues Map?

A. FILL IN ONE ANSWER FOR EACH QUESTION		B. FILL IN ONE ANSWER FOR EACH QUESTION		
No	Yes	Group Interest		
(1)	(2)	Low	Medium	High
(1)	(2)	(1)	(2)	(3)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. GENERAL

1. I was able to help the group stay focused and working.
2. I was able to manage group distractions or tensions.
3. I felt confident and self assured.
4. I followed each activity with a brief group discussion.
5. I summarized key points after each activity/discussion.
6. I used board/flip chart to map out group ideas.
7. I used maps effectively to organize group discussions.

Almost Never	Very Little	About Average	Very Often
(1)	(2)	(3)	(4)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clients in Attendance (Client ID)

ADD COMMENTS ON BACK

Form

Counselor ID

Group ID

Facility ID

TRIP Fidelity Checklist

Peer Mentor

Date:
 MO DAY YR

A. FILL IN ONE ANSWER FOR EACH QUESTION

	No	Yes
	(1)	(2)

Did you cover ...

1. *Game Introduction?*
2. *Downward Spiral Game Session?*
3. *Reflection Cards Activity?*
4. *Triangle Icebreaker (Cognitive Trick)?*
5. *Personal Spirals Game Card Creation?*
6. *Role of peer mentor?*

- | | |
|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> |

B. FILL IN ONE ANSWER FOR EACH QUESTION

Group Interest

Low	Medium	High
(1)	(2)	(3)

- | | | |
|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

C. GENERAL

Almost Never	Very Little	About Average	Very Often
(1)	(2)	(3)	(4)

1. I was able to help the group stay focused and working.
2. I was able to manage group distractions or tensions.
3. I felt confident and self assured.
4. I followed each activity with a brief group discussion.
5. I summarized key points after each activity/discussion.
6. I used board/flip chart to map out group ideas.
7. I used maps effectively to organize group discussions.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Clients in Attendance (Client ID)

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

ADD COMMENTS ON BACK

TRIP APPENDIX

Appendix 4



Mapping Bibliography

TCU Mapping-Enhanced Counseling



SAMHSA's National Registry of Evidence-based Programs and Practices
<http://nrepp.samhsa.gov>



TCU Mapping Atlas / Instructions

The **TCU Mapping Atlas** is a dissemination aid for TCU Mapping-Enhanced Counseling. It assists treatment practitioners in locating a particular map. About 70 maps are linked from the 7-page atlas, and the matrix structure identifies maps under 18 counseling topics. Also, the **Manuals Selection Matrix** links to all TCU mapping guides with treatment maps.

Mapping-enhanced counseling is a cognitive strategy shown to be effective in increasing client motivation, engagement, participation, and retention in treatment. It also promotes more positive interactions with other clients and treatment staff, both in community-based and correctional settings. TCU manuals for adaptive treatment services provide guidance on the use of mapping techniques (a visual representation and communication strategy for group and individual counseling) using a variety of structured and free-flow formats, as well as a related series of motivational readiness interventions. All **TCU Counseling Manuals** are based on this counseling technique for improving psychosocial and related decision-making skills.

Lead Investigators: [Don Dansereau](#), [Dwayne Simpson](#)

- [➤ Manuals Selection Matrix](#)
- [➤ List of Mapping Manuals and Guides](#)
- [☑ Published evidence for TCU Mapping-Enhanced Counseling](#)

Overview of Evidence

by **D. F. Dansereau** and **D. D. Simpson**

TCU Mapping-Enhanced Counseling is a graphic representation strategy used to visually enhance the counseling process, including the presentation, training, and implementation of the TCU intervention manuals (Dansereau & Simpson, 2009; Dansereau, Joe, & Simpson, 1993; Dees, Dansereau, & Simpson, 1994). Training workshops follow a set of guidelines established for use with counselors, clinical supervisors, and trainers (*Teaching People How to Map: Leader's Manual* -- [PDF / 556 KB / 19 pages](#)).

Node-link mapping (NLM)—which uses boxes (nodes) and lines (links) to illustrate thoughts, feelings, and actions, and how they relate to each other—forms the foundation of the TCU counseling approach. Research in psychology and communication shows there are strong communication and thinking advantages for graphic representations like NLM in comparison to traditional language

Evidence Section Contents

[Mapping-Enhanced Counseling](#)

[Treatment Process](#)

[Counseling Manuals](#)

[Corrections-Based Treatment](#)

[National Evaluations of Treatment Effectiveness](#)

[Organizational Readiness for Change](#)

[Assessment Fact Sheets \(moved to Forms Section\)](#)

[MANUALS](#)

[FORMS](#)

[EVIDENCE](#)

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www.ibr.tcu.edu/evidence/evi-mapcoun.html

Questions and Additional Information:
ibr@tcu.edu

Site Comments:
[Webmaster](#)

Updated:
 March 4, 2011

TCU (Texas Christian University) Mapping-Enhanced Counseling

TCU (Texas Christian University) Mapping-Enhanced Counseling is a communication and decision-making technique designed to support delivery of treatment services by improving client and counselor interactions through graphic visualization tools that focus on critical issues and recovery strategies. As a therapeutic tool, it helps address problems more clearly than when relying strictly on verbal skills. Mapping-Enhanced Counseling is the cognitive centerpiece for an adaptive approach to addiction treatment that incorporates client assessments of needs and progress with the planning and delivery of interventions targeted to client readiness, engagement, and life-skills building stages of recovery. The technique centers on the use of "node-link" maps to depict interrelationships among people, events, actions, thoughts, and feelings that underlie negative circumstances and the search for potential solutions. There are three types of maps: (1) information maps are produced by a counselor or content expert to communicate important ideas (e.g., causes and consequences of HIV); (2) guide maps are predrawn "fill-in-the-node" displays completed by the client (either with assistance from the counselor or as homework); and (3) free style maps are drawn "from scratch" on paper or a marker board while a session progresses. These map types can be used independently or in combination to capitalize on the cognitive advantages of graphical representation while augmenting the flexibility and power of a verbal dialog between clients and counselors/therapists. They also document process and progress across sessions.

TCU Mapping-Enhanced Counseling training relies on manuals and/or workshops to emphasize the importance of integrating applications into the unique styles of counselors and client circumstances. Guidelines are provided for sequencing and timing of mapping activities, but flexibility permits modifications to fit unique situations. This technique has been evaluated across diverse outpatient and residential treatment settings, using both individual and group counseling. Its applications address common treatment issues (e.g., motivation, anger management, thinking errors, relationships) as well as how to facilitate organizational changes within treatment systems.

Descriptive Information

Areas of Interest	Substance abuse treatment Co-occurring disorders
Outcomes	Review Date: July 2008 1: Substance use 2: Counseling session attendance 3: Client rapport, motivation, and self-confidence 4: HIV risk behavior 5: Criminal behavior 6: Participation in group meetings 7: Perceived treatment progress, affect, and engagement 8: Treatment retention
Outcome Categories	Crime/delinquency Drugs Treatment/recovery
Ages	18-25 (Young adult) 26-55 (Adult) 55+ (Older adult)
Genders	Male Female
Races/Ethnicities	American Indian or Alaska Native Black or African American Hispanic or Latino White Race/ethnicity unspecified
Settings	Residential Outpatient

Mapping Bibliography

- Joe, G. W., Dansereau, D. F., Pitre, U., & Simpson, D. D. (1997). Effectiveness of node-link mapping enhanced counseling for opiate addicts: A 12-Month Posttreatment Follow-up. *Journal of Nervous and Mental Disease, 185*(5), 306-313.
- Dansereau, D. F., & Dees, S. M. (2002). Mapping training: The transfer of a cognitive technology for improving counseling. *Journal of Substance Abuse Treatment, 22*(4), 219-230.
- Czuchry, M., & Dansereau, D. F. (2003). A model of the effects of node-link mapping on drug abuse counseling. *Addictive Behaviors, 28*(3), 537-549.
- Dansereau, D. F. (2005). Node-link mapping principles for visualizing knowledge and information. In S. O. Tergan & T. Keller (Eds.), *Knowledge visualization and information visualization: Searching for synergies* (Lecture Notes in Computer Science 3426, pp. 61-81). Heidelberg: Springer-Verlag.
- Newbern, D., Dansereau, D. F., Czuchry, M., & Simpson, D. D. (2005). Node-link mapping in individual counseling: Treatment impact on clients with ADHD-related behaviors. *Journal of Psychoactive Drugs, 37*(1), 93-103.
- Dansereau, D. F., & Simpson, D. D. (2009). A picture is worth a thousand words: The case for graphic representations. *Professional Psychology: Research & Practice, 40*(1), 104-110.