

DOWNWARD SPIRAL:

THE GAME YOU REALLY DON'T WANT TO PLAY

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This manual is part of the TCU treatment readiness training program.

Table of Contents

Title Page	i
Table of Contents	ii-iii
Preface	iv-v
Chapter 1: Background Information	1-10
Downward Spiral: The crux of the game	2
Why use a board game?	3-5
Where did the consequences come from?	6
Who played the game?	7
What is happening now?	8-9
Who should play the game?	10
Chapter 2: Playing Downward Spiral: The Rules	11-21
Game description	11-12
Consequence squares and cards	13-15
Personal assets score sheet	16-17
A matter of money	18
Ways You Lose/Horrible Consequences & Treatment/Recovery	20
Post-session discussion	21
Chapter 3: Setting Up the Game	22-30
Full Gameboard Version: Materials	22-23
Instructions on how to set up	24-29
Variations of the full gameboard version	29-30
Group Project	29
Progressive	29-30
Targeting your population	30
Placemat version	30
Bingo version	30
Hybrid version	30
Chapter 4: The "By the Book" version	31-39
Supplementary rules: Selecting consequence cards	30-35
Keeping track of what occurs	36

Chapter 4: The *By the Book* version (cont.)

Selecting the outcome cards	37
Set-up for the <i>By the book</i> version	38
Variations of the <i>By the book</i> version	39
References	40
Appendix A: Cards	41-143
Consequence cards (Overview)	41
Financial/legal consequence cards (overview, card back, cards)	42-61
Self-concept consequence cards (overview, card back, cards)	62-81
Social consequence cards (overview, card back, cards)	82-101
Chance consequence cards (overview, card back, cards)	102-121
Health/Sanity consequence cards (overview, card back, cards)	122-141
Opportunity card (card, card back)	142-143
Outcome cards	144-151
Death cards (overview, card back, cards)	144-147
Recovery card (card, card back)	148-149
Blank cards (overview, cards)	150-151
Appendix B: Score sheets	152-154
Gameboard version	153
<i>By the book</i> version	154
Appendix C: Money (\$5, \$10, \$20, \$50, \$100, \$500, \$1,000)	155-162
Appendix D: Rules	163-170
1-page review (Double sided)	164-165
Complete rules	166-168
By-the-book 1-page review (Double sided)	169-170
Appendix E: Game Logo	171-172
Appendix F: Game boards	173-182
Full size Gameboard	174-181
Placemat Size Gameboard	182
Appendix G: 3-roll method of card selection	183-184
How to get in touch with us.....	185

Preface

Downward Spiral is a game that counselors can use with their clients in a group setting to stimulate realistic examinations of past, present, and future situations. It was designed to be used early in treatment, (although after clients have had time to adjust), to encourage motivation and openness to treatment. Combined with group discussions and guidance from the counselor, the game may facilitate the recognition of a need for personal change. This game is part of the TCU treatment readiness training program. This program, which has its roots in the NIDA-sponsored Drug Abuse Treatment Assessment and Research (DATAR) and Cognitive Enhancements for Treatment of Probationers (CETOP) projects, is designed to enhance motivation, self-efficacy, and personal resources for making the most out of drug abuse treatment. Additional information on the TCU treatment readiness training program is presented in a manual edited by Dees and Dansereau (1997).

The Game

Downward Spiral depicts realistic consequences that could occur to an individual who continues to abuse drugs. In addition to learning about health and financial/legal risks associated with continued drug abuse, players also learn how drug abuse affects family members and one's sense of self-worth and personal accomplishments.

Field Testing

Counselors and researchers have known for years that a client's motivation and engagement is crucial for personal change to occur. Yet, there remains a need for new techniques and strategies that have been carefully evaluated. ***Downward Spiral*** was developed to address these needs. The game has strong conceptual ties with leading research in the addictions, and is the result of field testing with students, clients, counselors, and scientists.

The Manual in Brief

The manual provides detailed instructions and essential materials for building all of the game components. Additional materials, such as paper, dice, pencils, etc. may also be needed. Chapter 1 provides background information on the rationale behind using a gameboard and the field research that went into the development of ***Downward Spiral***. Chapter 2 provides the rules for how to play the game, and Chapter 3 provides rules for setting up the *Full Gameboard* version. This is the version of the game that we use and have tested in both college and treatment settings. We recommend its use because it allows engaging game play similar to other board games such as Monopoly™. Chapter 4 provides the *By the Book* version of the game, which requires less resources to setup and can essentially be played directly out of the book. The Appendices contain the main components of the game such as game cards and the gameboard.

Footnote: Monopoly™ is a trademark for Hasbro, Inc.

Additional Manuals

We hope you find the ***Downward Spiral*** to be a useful counterpart to your other counseling strategies. We also have developed a manual for the college version of the game that focuses more directly on alcohol abuse (though “harder” drugs such as marijuana, cocaine, and heroin are also included). Another promising activity, that we are developing a manual for, is the ***Tower of Strengths*** activity. This activity allows individuals to examine personal strengths they currently have and can apply to treatment, and other strengths they would like to develop further. It is complemented by the ***Weekly Planner*** activity, which asks individuals to select motivational quotes to help develop their strengths and get the most out of treatment. Other activities for motivating clients early in treatment can be found in a manual developed for counselors as part of a National Institute on Drug Abuse sponsored grant (see Dees & Dansereau, 1997, for more information).

The researchers at the Institute of Behavioral Research at Texas Christian University have developed an additional set of manuals that have been designed to improve drug abuse treatment. These manuals include a visual representation strategy for exploring personal issues called *Node-Link Mapping (Mapping New Roads to Recovery: Cognitive Enhancements to Counseling)*; manuals that address AIDS/HIV information, health, and communication issues (*Time Out! For Me: An Assertiveness/Sexuality Workshop Specially Designed for Women*; *Time Out! For Men: A Communications Skills/Sexuality Workshop for Men*; *Approaches to HIV/AIDS Education in Drug Treatment*), and the development of social support networks and recovery coping skills (*Straight Ahead: Transition Skills for Recovery*). Copies of these materials are available through Lighthouse Institute, a nonprofit division of Chestnut Health Systems in Bloomington, Illinois 61701. To order or for more information call (309) 827-6026, or toll-free 1-888-547-8271, or visit their Web Site at www.chestnut.org/LI/Bookstore/index.html.

CHAPTER 1

BACKGROUND INFORMATION

Introduction

The allure associated with drugs has existed for centuries. Thousands of people experiment with drugs every day. Too often, drugs can become the focal point of a person's existence. They can become more important to people than friends, family, health, or their sense of well being. Many times a person does not recognize the accumulating consequences of continued drug use until something drastic takes place. This manual describes a game called ***Downward Spiral*** that was developed to help individuals view the dangers associated with continued drug use more realistically. The game simulates what can happen to a person's health/sanity, social support network, self-concept, and financial/legal situation if he or she were to continue abusing drugs.

Downward Spiral may be used as a prevention or treatment intervention. As a preventative technique, it will familiarize individuals with negative aspects of drug use, potentially decreasing the desire to experiment. It may also help individuals who decide to use drugs to recognize and stop a destructive pattern sooner. Because problem recognition and motivation for change are important first steps toward recovery, the game may be used in treatment to help motivate individuals to examine the negative aspects of their drug use more completely, facilitating the recognition that they do indeed have a problem.

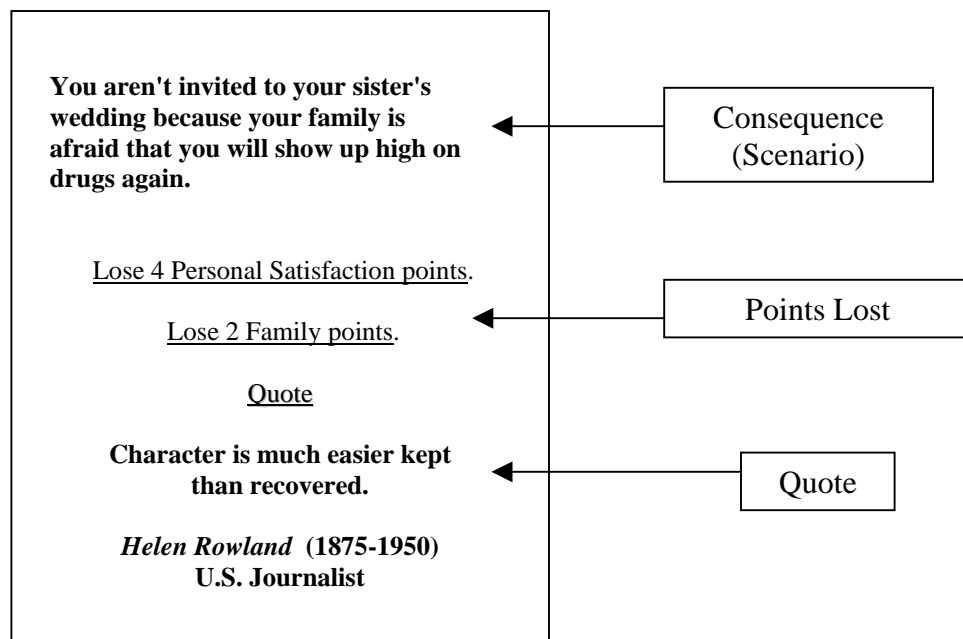
The version of ***Downward Spiral*** described in this manual includes consequences associated with alcohol, marijuana, and "harder" drugs such as cocaine, methamphetamine, and heroin. However, as will be seen, it can be tailored to specific populations (e.g., those with alcohol as their primary problem).

LET THE GAME BEGIN!!

The next sections give a brief review of the game and the rationale and research behind its development. If you would prefer to learn how to play the game in more detail first, please turn to Chapter 2. To learn how to set up the game, turn to Chapter 3.

Downward Spiral: The Crux of the Game

Downward Spiral is a board game in which each individual takes on the role of someone who has decided to continue abusing drugs. In doing so, participants experience the consequences that can occur to their health, social support system, self-esteem, and financial/legal situations. The object is to outlast other players or recover. Players begin the game with a job, \$200 in cash, and health, social support, and self concept points. Players roll 3 dice and move around the board. The square that the player lands on determines what type of consequence card he or she receives. Most cards have a realistic scenario, a cost (e.g., points lost), and a corresponding quote or fact. For example, a person could land on a square and receive the following card:



The card is read to the group and the player who received the card indicates the number of points lost on their score sheet.

Other aspects of the game include:

- ◆ Loss of possessions
- ◆ Jail time
- ◆ An opportunity to earn back points by remembering what happened to other players, or by remembering facts or quotes
- ◆ Post-game discussion of who won? and why?
- ◆ Group discussion of insights that occurred during the game

Why Use a Board Game?

This section outlines some of the potential benefits of games such as *Downward Spiral* as prevention and treatment implementations. The use of board games for therapeutic purposes is by no means a new idea, as many counselors and clinicians have used a wide range of conventional board games (e.g., Parcheesi™, Monopoly™) to involve clients, or have informally created their own games to address particular treatment issues. However, there appears to be very little systematic research and development on therapeutically useful games. We have attempted to remedy this situation with the *Downward Spiral*.

Perhaps one of the biggest advantages of games is that they are naturally engaging and involving. They have the ability to draw people in, to capture their attention, and to influence their thinking. To the extent that they can simulate real life, they provide people with an opportunity to prepare for and reflect upon aspects of their own life. We felt that a board game activity could be developed to take advantage of the naturally engaging aspects of games, and that the game's content could be used to motivate personal change.

The board game approach was also appealing for other reasons. First, we felt that an important benefit of games was that they provided a less confrontational means for delivering information. This was seen as particularly important because anytime one attempts to persuade another to change, there is the danger that the person will be resistant, or worse, become even more extreme in his or her behavior in an attempt to reestablish a sense of freedom or personal control. In fact, it has been shown that a dogmatic message that confronts the use of alcohol directly can actually increase intentions to drink (Bensley & Wu, 1991). We felt that because individuals are more likely to get involved in the concrete aspects of a game (e.g., how to win, what is going to happen next, etc.), resistance to more serious messages (e.g., cumulative effects of substance abuse) may be reduced. In a sense, the game could facilitate the delivery of key information through the "side door."

Footnote:

Parcheesi™ is a trademark for the Milton Bradley Company.
Monopoly™ is a trademark for Hasbro, Inc.

We were also concerned that an intervention that provided factual or statistical information alone would not be persuasive. For example, the link between smoking and lung cancer has been clearly documented. Tell this to smokers and, after restraining from choking you, they will tell you that they have known this information for years.

We suggest that the reason this factual information does not influence people to change is because most people decide whether or not to change based on their own personal experiences. Most smokers feel terrible when they stop smoking suddenly. They feel more relaxed, calm, and less irritable when they do smoke. This experience-based information is salient, accessible, and important to smokers. The knowledge that smoking causes lung cancer is less accessible and often ignored. The crux of *Downward Spiral* lies in the different consequences or drug-related scenarios that occur to players throughout the game. We felt it was important to make these scenarios concrete and realistic so that individuals would either recognize that similar things had happened in their own lives, or that these events could take place in the future.

We designed the game to convey other more subtle messages. For example, the gameboard itself was designed to give the sense of moving in a downward spiral. Also, even though the game is heavily weighted with negative consequences, we felt it was important to include positive events as well. One type of positive (or neutral) event that we included in the game was the safe square, where nothing bad happens. To simulate the progression of addictive disease, we included fewer and fewer of these squares as players get further into the spiral. Other positive events were included with chance cards, in which either good or bad things can happen. Some of the good events symbolize positive things that could occur by avoiding drug use. We also wanted to avoid a total sense of hopelessness. We accomplished this by making recovery through treatment one possible consequence. Thus, in the game, or in life, one can still get out of the downward spiral.

Another important aspect of the game was the inclusion of opportunity squares. These squares provide an opportunity for players to earn back points by remembering something that occurred to another player, or by remembering a quote or fact. This facet was included to encourage players to attend to facts, quotes, and scenarios that occurred to others during the game.

The score sheet was developed to provide a memorable, quantifiable, visual history of the events that take place during the game. At a glance,

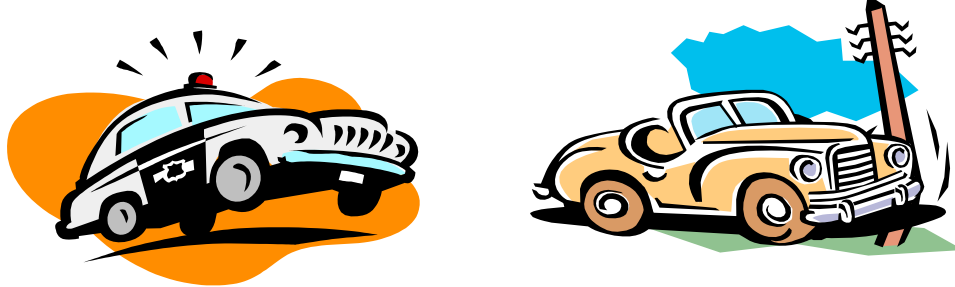
players can see how much damage they have received to their health, social support system, and self-concept as a result of continued drug use. They also see how many possessions they have lost, and the number of times they have gone to jail. Players keep the cards they receive so they can review what occurred in greater detail.

The information players keep track of on their score sheet is particularly important at the conclusion of the game. We have found that it is often worthwhile to stop the game before clear winners and losers have been established. Players can then be asked to engage in a discussion to determine who won, and why. Although they will often want guidance and ask “How should we decide?”, the purpose of this activity is to have them establish their own criteria for winning or losing. When several games are played at once, each group can share their criteria and a discussion can ensue to examine the relative importance of money, family, health, or other criteria that was used to establish who won or lost. Sometimes players will reach the conclusion that there were no winners at all.

This post-game discussion can naturally transition into an examination of any insights or comments that players would like to share with the group. Such after-activity review has been shown to be an important component of experiential learning situations (Kohn, 1991). These comments can be particularly illuminating in determining how clients are processing the information that occurred during the game. It also allows counselors an opportunity to challenge clients’ rationalizations for what happened during the game, which many times reflects what is actually occurring or has occurred in their lives.

These were some of the major considerations that went into the development of the ***Downward Spiral***. The next sections describe the research that was conducted to examine its effectiveness.

Where Did the Consequences Come From?



One of our main objectives was to ensure that *Downward Spiral* would provide realistic drug-related consequences. To realize this objective, several hundred scenarios were generated. This process was guided by the professional literature on substance abuse, input from substance abuse researchers and counselors, and observations of group therapy sessions in a substance abuse treatment facility. The consequences were rated for realism and impact by 64 volunteers. The set of consequences were then reduced based on these ratings.

Who Played the Game?



Drug abuse counselors, probationers in a four-month residential treatment facility, and college students played the game, evaluated the drug-related consequences, and provided feedback (see Czuchry, Sia, Dansereau, & Dees, 1997). Based on these evaluations, we modified the set of consequences and some of the practical aspects of the game. For example, all of the game card consequences were phrased as *you* instead of *I*. This allowed for the possibility of including a team leader who could read the cards to individuals who have reading problems.

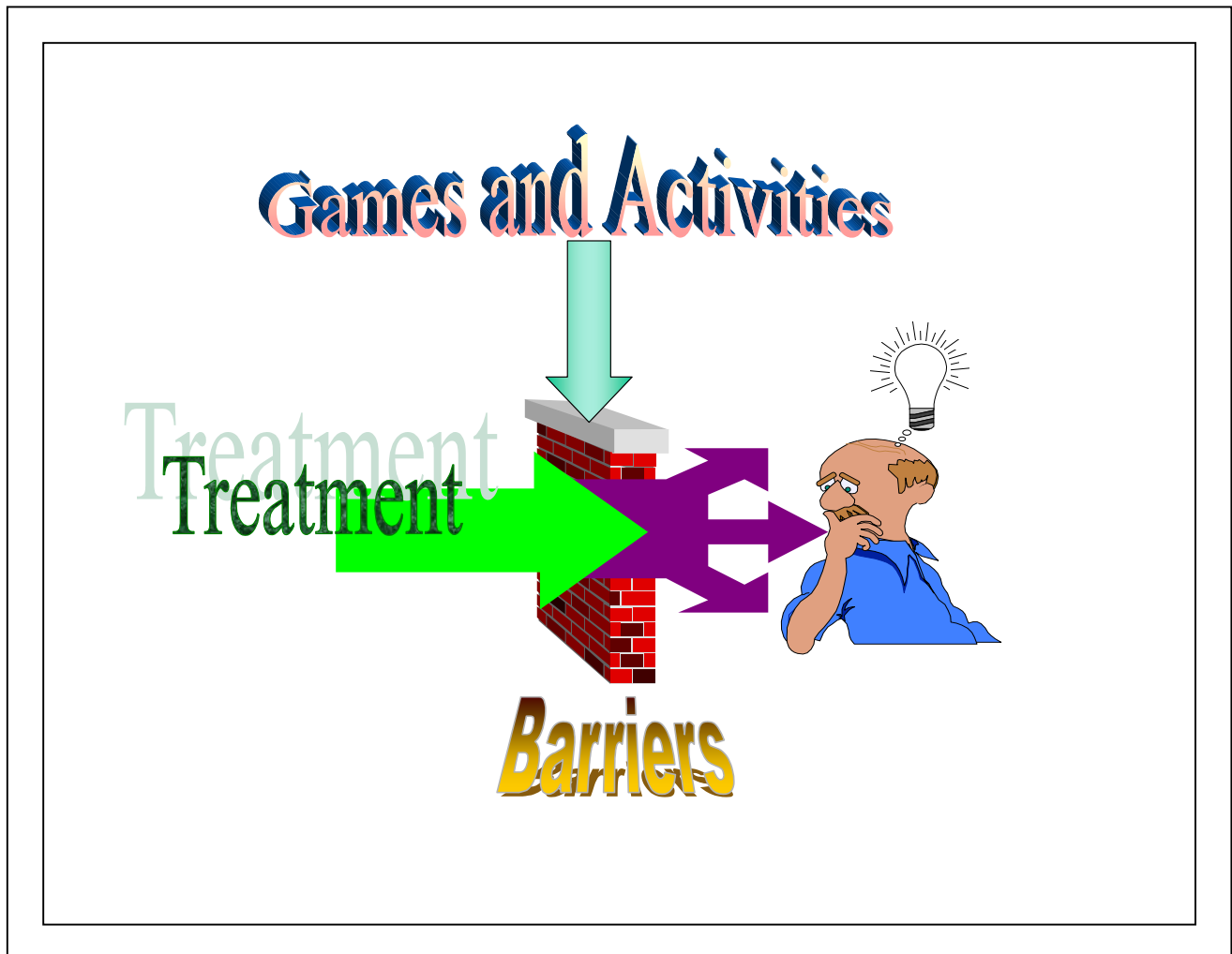
An additional study (Czuchry, Sia, & Dansereau, 1999) examined the impact of the college version of the game on students' attitudes and behavioral intentions toward alcohol-related activities. In this study, college students either played ***Downward Spiral***, watched educational videos on substance abuse, or completed a set of questionnaires unrelated to alcohol and drug abuse. The game and the videos were rated as beneficial. They both increased students' intentions to limit alcohol consumption compared to students who served as controls. Individuals in the game group also indicated significantly greater intentions to make changes in their alcohol behavior than students in either the video or control condition.



What is Happening Now?

The results of the first studies indicated that *Downward Spiral* was well received by counselors, addiction researchers, clients, and students. The studies also indicated that the game can influence students' intentions to make personal changes regarding alcohol consumption.

Downward Spiral has been subsequently implemented as part of a 5-year NIDA-sponsored project entitled Cognitive Enhancements for Treatment of Probationers (CETOP). The game is used as part of a set of activities directed at motivating and engaging clients who have been mandated to treatment within the criminal justice setting. In a general sense, the purpose of these activities is to break through barriers to personal change, allowing treatment efforts to have their greatest impact.



The activities developed for the CETOP project address the following (See Dees & Dansereau, 1997, for more information):

- ◆ Building appropriate self-esteem by identifying personal strengths and by developing new ones (e.g., ***Tower of Strengths***; See Sia, Czuchry, & Dansereau, 1999; Sia Czuchry, Dansereau, & Blankenship, 1998).
- ◆ Facilitating the recognition of a need for positive personal and situational change (e.g., ***Downward Spiral***; See Czuchry, Sia, Dansereau, & Dees, 1997; Czuchry, Sia, Dansereau, 1999).
- ◆ Developing a positive view of treatment and identifying personal actions to take (e.g., ***Believe It or Not*** and ***Personal Action List***).
- ◆ Learning specific strategies that can help clients make the most out of treatment (e.g., ***Pegword Memory Technique***).

We are currently investigating the impact that these activities have had on a variety of cognitive and behavioral treatment progress indicators for probationers receiving 4 months of residential drug abuse treatment. Early feedback suggests that the ***Downward Spiral*** and the other activities are being positively received by the probationers.

Who should play the game?

Although the game targets substance abuse treatment, it has many potential niches. Alcohol and substance abuse is associated with a number of other problematic social issues such as criminal behavior, domestic violence, gang violence, and homelessness. The game may be used as a vehicle to uncover the role that substance abuse may have played in these or other problem areas.

One arena that the game would be very useful is for prevention. By choosing which cards to use, the game can be modified for many different prevention settings (e.g., family counseling, high school, college). We are currently developing a manual for the college version of ***Downward Spiral***. In addition, new cards can be created to individualize the game for specific populations.

CHAPTER 2

PLAYING DOWNWARD SPIRAL: THE RULES

Chapter 2 provides the rules and Chapter 3 provides the setup procedure for the *Full Gameboard* version of ***Downward Spiral***. This is the way we recommend you set up the game. The *Full Gameboard* version has the following benefits:

- ◆ Allows smoother, faster play
- ◆ Helps players keep track of what happens in the game (they keep their cards)
- ◆ Greater interaction among participants
- ◆ Makes it easier to see who is “winning” and “losing”
- ◆ More fun and engaging

Chapter 4 provides supplementary rules and the setup procedure that will be necessary to play the *By the Book* version (a way of playing the game that requires fewer resources to set up).

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 also are used to capture the flavor of certain consequences. In ***Downward Spiral***, luck and the decisions players make determine how long it takes before they succumb to the mounting dangers of continued drug abuse. Players roll dice that dictate their movement around the board. Based on where they land, players draw different cards that reflect drug-related consequences. Points lost are recorded on their score sheets.

The objective is to survive while retaining some points, and by avoiding death and jail. To win, players must outlast their peers or recover.

Objective

- Outlast other players or recover

Role:

- You play the role of someone who decides to continue abusing drugs (alcohol is a drug)

Ways You Lose:

- Landing on a death square
- Going to jail 4 times
- Losing all your health points

Rules

- ◆ Select one player to be the reader/banker for the game. He or she will read the consequence cards, keep track of the money, and referee the game.
- ◆ Have each player choose a playing piece, and roll one die to determine who plays first. The player with the highest score rolls first. Play continues in a clockwise direction.
- ◆ Each player receives \$200 at the start of the game and each time he or she passes the \$ square.
- ◆ The player rolls the 3 dice and moves the number of spaces equal to their total.
- ◆ Draw a card with the same icon (color) as the square you land on.
- ◆ The table leader reads the card to everyone, then gives it to you.
- ◆ Keep track of your score on your score sheet.

Game Squares and Cards

The type of square that a player lands on determines what type of card he or she receives. There are **Consequence** cards (Health, Social Support, Self-Concept, Financial/Legal, and Chance), an **Opportunity** card, and **Outcome** cards (Death and Recovery). The reader/banker will read the appropriate card to the player and then give the player the card to keep face down in front of them.

Before you read the section that follows, you may want to examine the gameboard (Appendix F) to familiarize yourself with the different types of consequence squares.

Consequence Squares and Cards

Consequence squares and cards have the following symbols associated with them:

Health



An example is the fourth square from the start position on the gameboard. A player that landed on this square would receive a health card, and then indicate on their score sheet the corresponding number of **emotions/sanity, physical, or judgement** points lost.

Social Support



An example is the first square from the start position. Social support consequences affect one's **significant other, family, or friends**.

Self-Concept



An example is the thirteenth square from the start position. Self-concept consequences affect one's **self-esteem, personal accomplishments, or self-confidence**.

Financial/Legal



An example is the second square from the start position. Financial/legal consequences may involve fines and/or jail time. Players who are sent to jail miss their next turn, but continue play after the next turn on the square that sent them to jail. Players may need to sell possessions or ask their significant other, family, or friends to help them out (but it will cost them social support points to do so).

Chance



An example is the tenth square from the start position. Both good or bad things can occur to a player who receives a chance card.

Outcome Squares and Cards

Death



These are located toward the center of the gameboard. A person who lands on a death square receives a death card and is automatically removed from the game.

Treatment Recovery



These are located toward the center of the gameboard. A person who lands on a treatment recovery square receives the treatment recovery card and wins the game. Play continues until all other players recover or die. It is possible to have more than one “winner.”

Opportunity Squares



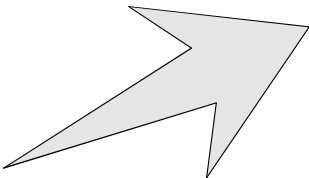
An example is the twenty-third square from the start position. Players who land on an opportunity square can earn back up to 4 points for each consequence, fact, or quote they can remember (the opportunity card included in Appendix A provides a summary of the following rules for game players). Importantly, consequences remembered have to be ones that happened to **another** player. When this player answers incorrectly, cannot remember anything new, or has earned all the points he or she can, the person to his or her left gets a chance. Other players can earn up to 2 points for remembering a new consequence, fact, or quote. After everyone has had a chance to earn points, play continues as normal to the left of the person who landed on the opportunity square.

Money Squares



An example is to the left of the fifth square from the start position. Players start the game with a job, and every time they land on or pass a money square they receive a \$200 wage (for as long as they have a job). Players can earn back a job they lost by rolling 3 of a kind (the number on all 3 dice are the same) at any point during the game. If a player has less than 3 dice, (players lose a die each time they lose all of their points for one **Health** dimension, such as *emotions/sanity*), they may not earn back their job.

Transport Squares



An example is the twelfth square from the start position. Transport squares either send you further in or back out of the spiral (usually further in). Players must land on a transport square for it to have any effect. Players advance to the square indicated by the arrow. This square is a “safe” square (nothing bad happens).

Safe Squares.



An example is the third square from the start position. Nothing bad happens to the player who lands on a safe square (note that there are fewer safe squares the further into the spiral you get). A player stays on a safe square until his or her next turn. Play continues as usual with the player to this person's left.

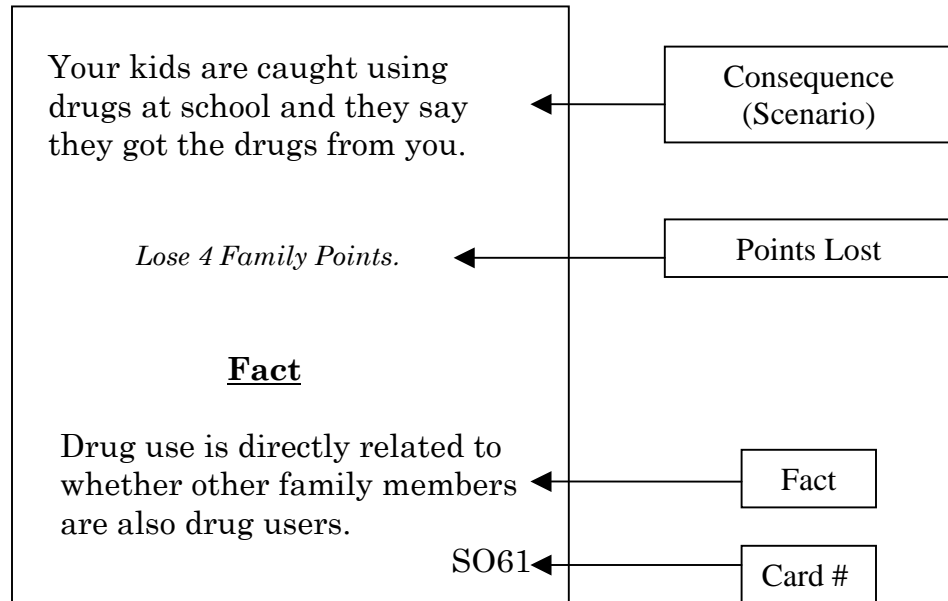
Personal Assets Score Sheet (See Appendix B)

Players keep track of their current standing on their **Personal Assets Score Sheet**. The score sheet has 15 points for every aspect of **Health**, **Social Support**, and **Self-concept**. When a player loses points in any of these areas, he or she places as many X's in the squares for that dimension as are points lost (starting from the 1's box and moving right for each dimension). When a player has an X in all 15 boxes for a given dimension, he or she loses that dimension.

Check This Out!!



For example, say a player received the following card:



The reader/banker would read the consequence and then tell how many points were lost (in this case 4 family points). The player would then mark off 4 points on their score sheet (see below).

Social

Support

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Significant Other															
Family	X	X	X	X											
Friends															

If a person had already lost most or all of their **family** points, then they would choose whether to lose **significant other** or **friends** points. The reader/banker next reads the fact and then hands the card to the player.

A Matter of Money (See Appendix C)

Players start the game with \$200 in their bank account and receive \$200 each time they pass the squares with the \$ sign on them (you do not have to land on the squares, you only have to pass them). If players lose their job, they no longer collect a \$200 dollar wage. However, a player that rolls 3 of a kind (all three dice are the same) will earn their job back. A person with less than 3 dice cannot earn their job back (players lose a die each time they lose all of their points for one **Health** dimension, such as *emotions/sanity*).

Selling Possessions. If players do not have enough money in their bank account to pay the bank for fines or other consequences involving money, they may attempt to sell any possessions they have indicated on the *personal assets* score sheet to raise money. To sell possessions, players should first announce which item they intend to sell, and then roll one die. If they roll a 2, 4, or 6, they can sell the item and receive its full value from the bank. If they roll a 1, 3, or 5, that item is repossessed and they receive no money back even if the item was worth more than the fine. The “repossession,” however, still covers the player’s debt, as long as the debt does not exceed the full value of the possession.

EXAMPLE:

You must pay a \$2,000 dollar fine, you may decide to sell your car (worth \$5,000). If you roll a 2, 4, or 6 then you receive the difference in cash (i.e., \$3,000). If you roll a 1, 3, or 5 then the fine is removed but you receive no money from the bank. You cannot switch items once you have announced which item you intend to sell, so choose wisely. Cross off any possessions that you no longer have from your score sheet (Appendix C).

If you still cannot meet your financial obligation, you may have the opportunity to get friends, family, or significant other to bail you out of the situation, but it will cost you **Social Support** points. If you still cannot meet your financial obligation you go directly to jail. If you go to jail more than four times, you are sentenced to life in prison and are removed from the game.

Note This!!

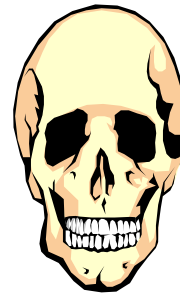
Many of the instructions are included on the game cards themselves. In fact, whatever is written on a game card takes precedence over the rules included here in the manual.

When in doubt, democracy rules!!

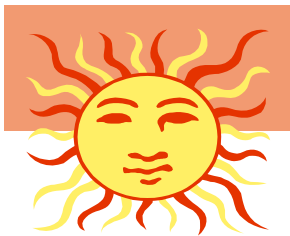




Ways You Lose/Horrible Consequences



- ◆ If you lose all of your **Health** points (dice) you are terminated!!
(1 die = **physical**; 1 die = **emotions/sanity**; 1 die = **thinking judgment**)
- ◆ If you land on a **Death** square, you face horrible consequences and are automatically removed from the game!!
- ◆ If you go to jail more than 4 times, you are sent to life in prison and are removed from the game!!
- ◆ Anytime you cannot meet a financial obligation, and you do not have an option or ability to use social support points to get out of the bind, you go directly to jail!!
- ◆ If you lose all of your **Self-concept** points, all **Health** points lost are doubled!!



Treatment Recovery



- ◆ If you are lucky enough to land on the ☺ square, you recover while in treatment and win the game. You leave the game with your remaining possessions, but still retain all the damage to your **Health, Social Support, and Self-concept**. If there are two or more remaining players, they continue to play until there is one sole survivor. The sole survivor also *wins*.

Post-Session Discussion

We recommend that you engage players in a discussion after playing the game to synthesize and share any insights that occurred during game play. Before clear winners are established, we often have players at each table engage in a discussion to determine *who won and why*. It is interesting to see what types of criteria players will use to determine a winner. For example, some players may think that money is the deciding factor, whereas others may think that having friends and family or their health is more important. It is important that players look at their score sheet and cards and consider the true impact that these would have had on their lives. Then, players at each table can share their criteria for who won and why. This can be followed by a group discussion about any other important ideas the game has stimulated. These discussions allow the counselor to see how individuals are processing game-related information, and to intervene and highlight faulty logic or rationalizations.

Other Potential Discussion Topics

- ◆ How closely did the game resemble your real life?
(Players could complete a score sheet to reflect their real life experiences for point of comparison)
- ◆ Which quotes or facts affected you?
- ◆ How realistic is the game?
(Could it really happen?)



CHAPTER 3

SETTING UP THE GAME



This chapter provides the setup instructions for the *Full Gameboard* version of ***Downward Spiral***. We also include suggestions for several different variations on the *Full Gameboard* theme.

The Full Gameboard Version



This is the way we have set up the game in the past. It will require some amount of effort to put together, but once completed it will provide the full feel of a board game such as Monopoly™.

Footnote:

Monopoly™ is a trademark of Hasbro, Inc.

Materials Needed (Included in this Manual)

- ◆ Consequence cards (located in Appendix A).
- ◆ Symbols for each type of card (located in Appendix A)
- ◆ Score sheets (located in Appendix B).
- ◆ Money sheets (located in Appendix C).
- ◆ Abridged version of the rules (located in Appendix D).
- ◆ Game logo to glue on box (located in Appendix E).
- ◆ Eight squares of the gameboard (located in Appendix F).

Additional Materials (Not Included)

- ◆ Dice (3).
- ◆ Pencils or pens (3-6).
- ◆ Playing pieces (e.g., 8 pieces of colored glass, beads, coins, seashells, etc.).
- ◆ White card stock (make sure to check what weight and type of paper the copy machine you have access to can handle).
- ◆ Colored paper (size 8.5" x 11") for money (yellow, green, red, etc.) or any other play money.
- ◆ Eight pieces of 8.5" x 11" regular weight white paper (for score sheet).
- ◆ Eight pieces of 8.5" x 11" regular weight white or blue paper (for rules).
- ◆ 34" x 22" piece of heavy cardboard (for gameboard).
- ◆ Box or container of some sort (roughly 21" x 15" in size) to contain cards, money, pencils, rule sheet, dice, and playing pieces.
- ◆ Clear tape.
- ◆ Glue.
- ◆ Scissors or large paper cutter.
- ◆ Access to a copy machine.

Optional Materials

- ◆ Small box (roughly 3" x 2")
- ◆ Eight box lids (roughly 6" x 4") or extra paper to partition game box.
- ◆ Spray or transparent shelf paper to protect surface of the board.
- ◆ Crayons, colored pencils, or pens to color in game board.
- ◆ Colored card stock (to replace the white card stock indicated above, if you prefer to add some color to the game).

If you have already read Chapter 2, then you know how to play the game. Therefore, do not be afraid to be creative and improvise upon the suggestions we have provided to set up the game. Set it up in a way that works best for you.

Instructions on How to Set Up the Full Gameboard Version


The components that require the most work include setting up the gameboard, as well as copying and cutting game cards and money. You may want to enlist the help of others to set up the game. In fact, one suggestion (at the end of this section) is to make the process of setting up the game a group activity. This may be useful as a team-building exercise and would certainly facilitate the production of multiple copies of the game.

Game Cards. To make game cards, copy the cards we have provided onto card stock so that, once made, the cards will last well into the future. It is not recommended that you cut out the cards directly from the manual as they will be flimsy, last perhaps one game, and then you will be left with nothing to copy from later. By copying and keeping the original cards included in this manual, you will be able to replenish cards that get lost or damaged.

If you have access to a copy machine, make sure you know what weight and type of paper it can handle, and that the copies will be reasonably clear. Then purchase white card stock (approximately 120-150 pieces of paper at roughly 65# bond). If you prefer, you may use different colored card stock for each type of consequence card (about 20-25 pieces of paper per type except for death, treatment recovery, and opportunity cards, which require only 2-3 pieces of paper each). The color scheme we have used in the past is the following:



Using different colors is one way you can heighten the aesthetic value of the game. Feel free, of course, to come up with a color scheme that you prefer. However, if you do color the cards, you may want to color the squares of the game board as well (using markers or colored pencils).

Copy the cards (Appendix A) onto the card stock and then copy the appropriate symbols on the back of each card (e.g.  on the back of the chance cards).

Then, with great patience, cut out each card. If you have access to a large paper cutter then you may be able to cut several pieces of paper (with the cards aligned appropriately) at once.



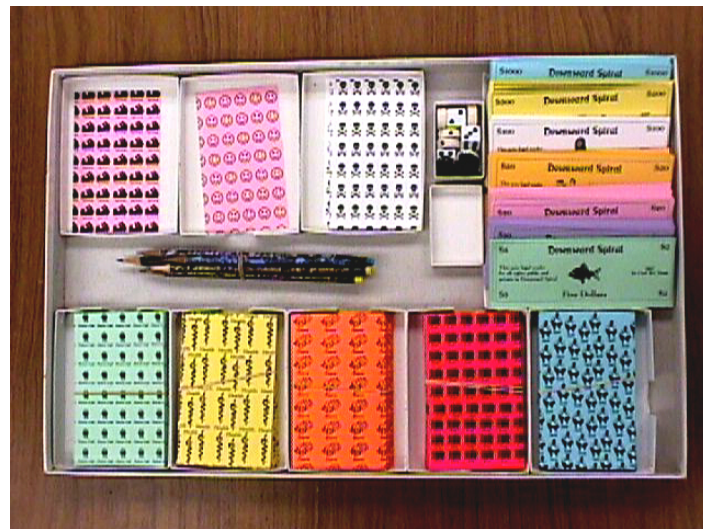
Money. To make the money, you will follow the same process that you did for making the cards, but in this case copy the cards onto colored paper at a normal weight. Copies done in this way will have a closer look and feel to real money compared to copies that are made on card stock. Or, if you have access to other play money, you could use it instead.

Gameboard. To set up the gameboard, copy the eight pieces of the game board located in Appendix F. **Be sure to indicate the number (located on the back of the original squares) on the back of each copied square.** Then, using the matrix below, tape the squares together, and glue them (numbered side down) to the large 34" x 22" piece of heavy cardboard. If you want to color the squares, do this before you tape the squares together.

Top 1	Top 2	Top 3	Top 4
Top 5	Top 6	Top 7	Top 8

Once dry, you may want to use clear shelf paper to protect the playing surface longer. Alternatively, some copying companies will be able to laminate the board for you, or you could use a spray that is typically used to protect completed puzzles.

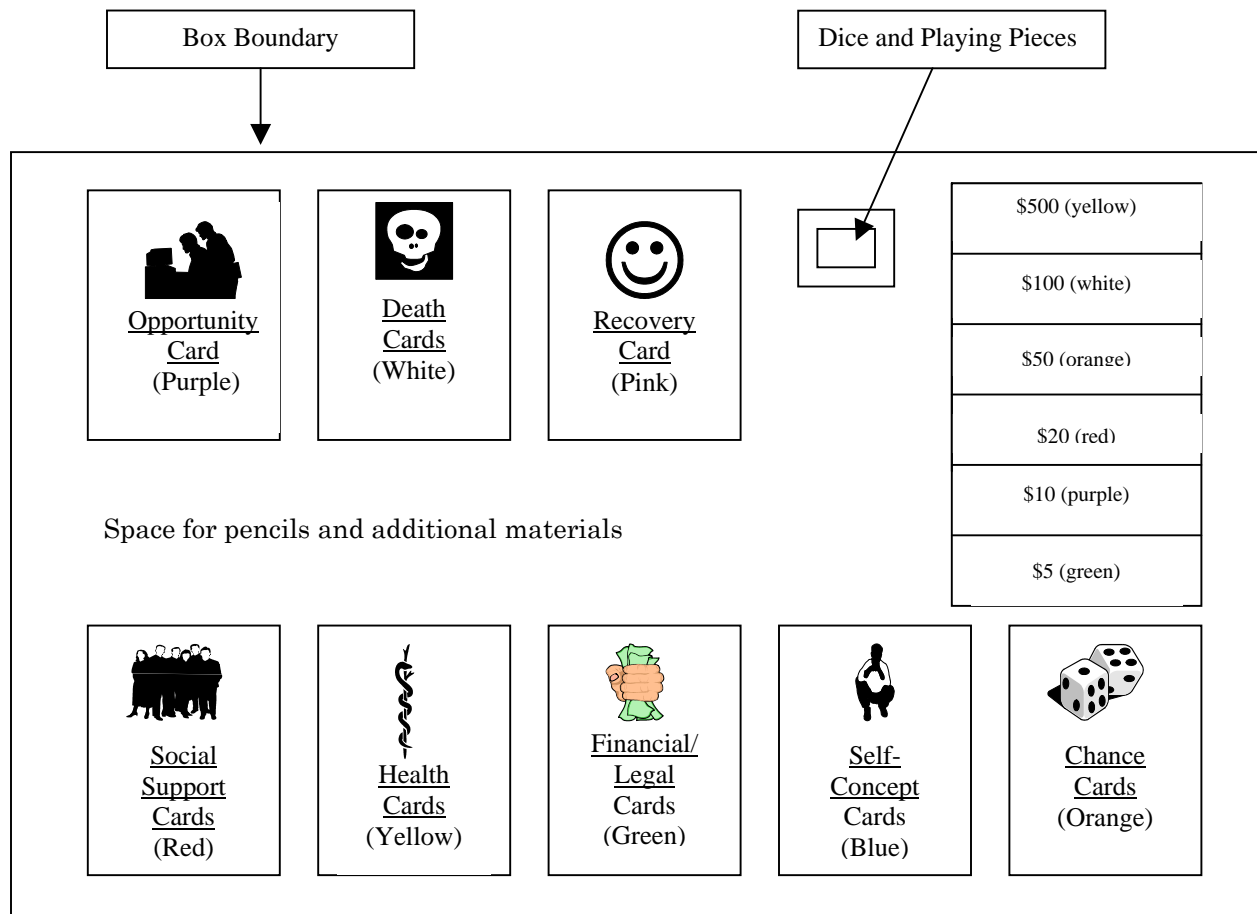
Game Box. You will probably want a container of some sort to organize and store the main components of the game (besides the gameboard itself). These include the cards, money, score sheets, rules, dice, pencils, and playing pieces. This is a good time to be creative. You may have a better way to do this than the way we suggest here. For example, many container stores have a variety of filing systems that you could explore to determine what works best for you.



Here is one of many ways you can set up the game.

To mimic what we have pictured on the previous page, you will need to buy a paper box (roughly 21" x 15" in size or larger), a small paper jewelry-sized box (roughly 3" x 2" in size or slightly larger) to contain the dice and playing pieces, and any other type of paper (e.g., index cards, or leftover paper from the cards, money, or score sheets) to partition the board into the different sections indicated in the previous picture. Another way to partition the board is to use small box lids (roughly 6" x 4" or slightly larger), and then cut out a small section on the side to make it easier to get the cards out during game play.

The main goal is to use the paper (or small box lids) to partition the box so that each type of card, each denomination of money, and the box containing the dice and playing pieces are all easily accessible. The matrix below can be used as a guide (note that you may choose to use all white card stock for the cards instead of the colors indicated below).



Again, the matrix is only a guide; feel free to make the game box in a way that works best for you. The main goal should be to have a means to organize and store the game components. Being able to play directly out of the box is an added bonus. To provide a finishing touch, you may want to tape or glue the ***Downward Spiral*** game logo (Appendix E) on the top of the box.

Score Sheets. Next, photocopy on regular weight white paper enough of the score sheets for every player (Appendix B). You may want to make extra copies of these to have them available. Once copied, they can be stored in the game box itself.

Rules. We also have found that including the one page (front and back) abridged version of the rules inside the game box facilitates explanation of how to play the game and reduces confusion. If you want to include the unabridged version of the rules, copy the rules (Appendix D) onto blue regular weight paper (to distinguish them from the score sheets), or if you prefer, use white paper, and store them in the game box. Please note that if you make any variations to the game (in terms of colors used, etc.), you will need to indicate these changes on the rule sheet to avoid confusion.

Additional Materials. Next, you need to make sure you have the dice (3), pencils for every player, and playing pieces (to keep track of movement along the board and to mark spaces that send players to jail). Dice can usually be found in stores near board games or card decks. We have found that comic book or novelty stores will sometimes sell pieces of colored glass at a reasonable price. Buttons, pennies, paperclips, etc. can also serve as playing pieces. Make sure you have enough playing pieces for every player plus 2-3 that can be used to mark a space that sent a person to jail (things that look like a ball & chain are recommended).



If you have made it this far, congratulations!!

You are ready to play.

Now, all you have to do is make sure you know how to play the game (See Chapter 2) so that you will be able to explain the rules to other players. If you plan to have several games playing at once (e.g., in a group counseling environment), you may want to train one person to serve as the table leader for each game. The table leaders can then be responsible for teaching other players how to play.

Variations of the Full Board Game Version

Group Project. If you are planning to play *Downward Spiral* with a group of people, you may want to assign individuals to groups of 4-6 and have them work together to build their own game. This may provide an opportunity for team building and would make it feasible to make multiple copies of the *Full Board Game* version. You could even make it a contest such that the best-constructed final product is awarded with prizes (e.g., recognition, a certificate of accomplishment, coupons, etc.). If you are working with clients, a group discussion could follow game construction to examine how individuals learned to cooperate, assumed specific roles, or influenced the way in which the game was constructed. The discussion could also examine any obstacles that individuals were not able to overcome and how these problems subsequently affected the closeness and morale of the team. Another powerful group activity may be to have clients develop and create new consequence cards themselves. They would decide what the ramifications should be (in terms of points lost) and could even provide quotes or their own sayings that serve to highlight the consequence that occurred. These could then be added to the mix of cards we have provided. However, a self-generated card activity may be better suited for advanced players as the game is directed at facilitating recognition for a need to change. We suspect that players who do not yet recognize a personal need for change may have a tendency to create cards that glorify and support drug use and minimize bad effects, whereas players who recognize a need for change may be more likely to highlight the negative consequences associated with continued drug use.

Progressive. Because copying and cutting are the most time consuming aspects involved in producing the full game version, you may want to develop the game gradually over time. For example, you could cut out only a subset of game cards the first time (5-10 cards per player), and play an abridged version of the game for approximately 20 to 30 minutes. The next time you

play, copy and cut additional cards and add them to the mix. Eventually you would have a complete set.

Target Population. Some of the cards may not be appropriate or applicable to the people who will be playing the game. For example, perhaps everyone has a problem with alcohol but not with other drugs. Or, perhaps none of the players have kids. If so, you may want to select, copy, and cut only those cards that are relevant. Appendix A comes with a table of contents that will help you identify the different types of consequence cards that are available, so that you may select the cards that are most appropriate for the people who will be playing the game. You can also individualize the game for target populations by creating your own cards. For example, you could make additional cards to address the use of diet pills and steroids. We provide a blank card page for this purpose at the end of Appendix A.

Placemat (Personal Gameboard) Version. If for some reason playing on a gameboard is not feasible, you can make copies of the 8.5" x 11" version of the gameboard (Appendix F) and have each player keep track of their progress on the "placemat."

Bingo Version. You could even play a bingo version of the game with a large group at once, using the placemat version of the gameboard. Everyone could roll a die and move on their personal board, but everyone who landed on the same colored square (even though at a different place on their board) would receive the same consequence. After all consequences were read for that turn, players would roll again to receive their next consequence. In this case, you may want to have players roll only one die. Players could share several dice that are made available at each table.

Hybrid Version. Of course, you may have a better idea of how to produce and play the game that better meets your needs. We say go for it. If you think you have come up with a winner, please contact us at the following address so we can include your idea (giving you full credit, of course) in future editions of this manual. Do note, however, that this book is ***not*** produced for profit, so don't expect royalty checks to be arriving in the mail to cover next month's rent.

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CHAPTER 4

THE “BY THE BOOK” VERSION

“By the Book” Supplementary Rules

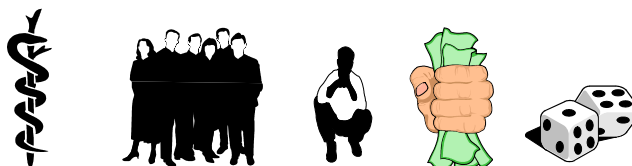
This section provides additional rules that are needed if you plan to play directly out of the manual. As mentioned, we strongly recommend that you create the Full Gameboard version because it offers the following benefits:

- ◆ Allows smoother, faster play
- ◆ Helps players keep track of what happens in the game (they keep their cards)
- ◆ Greater interaction among participants
- ◆ Makes it easier to see who is “winning”
- ◆ More fun and engaging

However, if you do not have the time or resources to make the *Full Gameboard* version, the *By the Book* version may adequately meet your needs. In the *By the Book* version, there are no cards or money to hand out to players. The lack of paper money is easily overcome by having players keep track of their financial standing using the *By the Book* score sheet (see Appendix G).

The main difference for the *By the Book* version is the method by which consequence cards are selected and recorded. Players roll their 3 dice and move as before, but keep track on their personal gameboard (Appendix F) with a pencil or pen. However, they must also roll to determine which card they receive. Also, players do not receive cards, the cards are read to them from out of the manual by the reader/banker. Finally, players indicate what consequences they received by writing a few words or drawing a picture to depict what happened.

Selecting Consequence Cards



There are two different ways to select consequence cards from the manual. One involves having a player pick a number and then roll a die, and the other involves having a player roll a die 3 times. The first way is

probably easiest to convey and may be the one you prefer to use. However, die-hard gamers may prefer to leave it completely to the roll of the dice so we have included the second option as well.


One Roll Selection. To select the consequence card a person will receive using one roll of the dice:

1. Tell the person how many consequences are in the category he or she landed on (i.e., 72).
2. He or she picks a number within the range.
3. He or she then rolls 1 die.
4. The number picked and the number rolled are added together to get the number of the card to be read.
5. If the number is beyond the range, start at one.


Note that you do not need to use this procedure if you are selecting death, treatment recovery, or opportunity cards because there are 6 or less cards in each of these categories (there is only 1 treatment recovery and 1 opportunity card). When selecting a death card, just roll 1 die.

EXAMPLE:



Let's say I landed on a financial/legal square, . The reader/banker would tell me how many consequence cards there are (in this case 72). I next pick a number, say 40. Then I roll one die, and say I get a 4. I add the two together ($40 + 4 = 44$). The card that is read to me is thus financial/legal card number 44 (i.e., FL44). The first page of Appendix A can be used to help the reader/banker locate cards.



As another example, let's say I landed on a self-concept square, . The reader/banker would tell me there are 72 cards in this category. I next pick a number, say 68. Then I roll one die, and say I get a 6. I add the two together ($68 + 6 = 74$). Because the number is beyond 72, the card to be selected starts over at 1. Because I am left with 2 extra points, I receive self-concept card number 2 (i.e., SE2).


**If you understand,
and are happy
with the 1 roll method,
do not attempt to decipher
the 3 roll method.
Instead turn to page #36**



**If you think you might
like selecting cards
by the roll of the dice alone
turn the page**



Three Roll Selection. To select consequence cards using 3 rolls, use the procedure that follows.

Say a person landed on a social support square, .

Next, he or she would roll a die 3 times to determine which chance card is read from the manual (see the following page for an example of this process).

Players will use the following procedure to select which card (in this case a chance card) to be read from the manual using the 3 roll method (See Appendix H for the ***By the Book Consequence Card Selection*** sheet).

1.

First, players roll one die to place them in one of six sections (boxes 1 – 6).
In this example, say your first roll was a 1.

2.

Next, players roll a die to place them in either the even or odd subsection.
In this example, say your second roll was a four (even).

3.

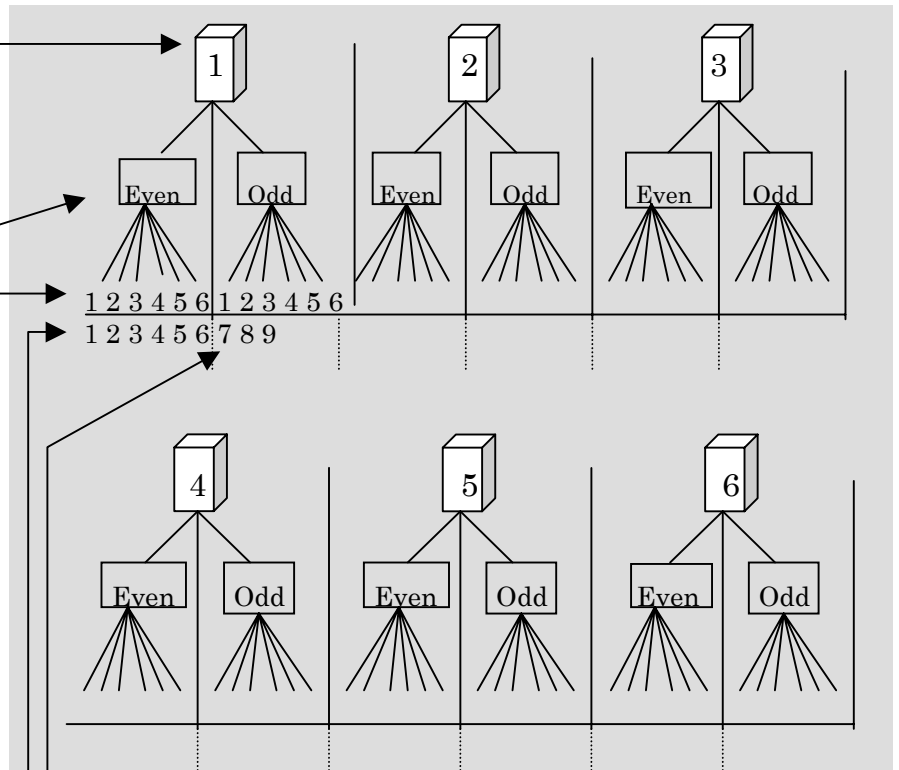
Next, players roll a die to determine what their final number is (1-6).
In this example, say your third roll was a 1.

4.

The player's card # is located beneath the 3rd number that he or she rolls.

In this example the third roll was a 1, the card number associated with 1 is card #1.

Note that, in this example, if your second roll had been an odd number, then the third roll (in this case a 1), would have been associated with card #7.



The reader/banker can locate the page of the consequence card by using the index located at the bottom of the selection sheet (See Appendix H). Underneath each card number is the page (1-18) associated with each consequence. In the example above, card #1 will be on page 1 in the Social Support section (i.e., SO1). **If you are having trouble deciphering the 3 roll method, use the 1 roll method instead (See page #31).**

Keeping Track of What Occurs. Players write down the number of the card they received on the square they landed (on their personal gameboard). Players also write a couple of words to remind them of the consequence that occurred somewhere on the square or on the outside edge of the board (See example below).

Card Received: SO1

Your family kicks you out of the house because you were stealing from them to pay for drugs. You think they are being unreasonable, because you really had to have the drugs.

Lose 5 Family points.

Quote

He reminds me of a man who murdered both his parents and then... pleaded for mercy on the grounds that he was an orphan.

*Abraham Lincoln (1809-1865)
U.S. President*

SO1

The person then indicates on his or her personal gameboard which consequence he or she received as well as a few words or a picture to remind them what happened.

Square Originally Landed On:





*Kicked out of
house for stealing
for drugs*

In the previous example, the person indicated that they received consequence SO1 (which was read to them by the reader/banker), as well as a couple of words to remind them what occurred (i.e., “kicked out of house for stealing for drugs”).

Selecting Outcome Cards



If players land on either the Death or Treatment Recovery squares, they receive an outcome card. If they land on a death square, , have them roll 1 die to determine which of 6 death outcomes occurs. For example, if a player were to roll a 3, then the Death Card number 3 (i.e., DE3) is read to the player.

If a player lands on the Treatment Recovery square, , the treatment outcome card is read from the manual. It is easy because there is only 1 card.



Selecting the Opportunity Card

A player who lands on an opportunity square receives an opportunity card. (see Appendix A) The reader/banker reads the rules (on the card located in the manual) the first time players land on the opportunity square so they will know how to earn points back.

All Other Rules Are the Same!!



Setup for the "By the Book" Version

Here are the materials needed and the setup procedure for the *By the Book* version.

Materials Needed (Included in this Manual)

- ◆ Consequence cards (located in Appendix A).
- ◆ By the Book score sheets (located in Appendix G).
- ◆ Abridged version of the By the Book rules (located in Appendix D).
- ◆ Placemat version of gameboard (located in Appendix F).

Additional Materials (Not Included)

- ◆ Dice (3).
- ◆ Pencils (3-6).
- ◆ 8.5" x 11" regular weight white paper.
- ◆ Access to a copy machine.

Instructions for Setting up the Bare Bones *By the Book* Version

To set up the bare bones version of the game all you need to do is make enough copies (1 copy per player) of the *By the Book* score sheets (with the *By the Book* Consequence Card Selection procedure on the back side (see Appendix G and pages 31-35, respectively), *By the Book* rules, and placemat (personal board game) version of the gameboard. You will need to make sure you have 3 dice (you could always borrow them from another game you own) and pencils for every player. Then you play directly out of the manual using the rules outlined in this chapter.

Wow, that was easy enough!!

Variations of the By the Book Version

By the Book with Gameboard. Because the most time consuming aspect of creating the full board game version involves copying and cutting cards and money, you may want to bypass this process altogether. However, the game board is comparably easy to put together, and will facilitate interaction among players. We recommend that even if you play out of the manual to construct a gameboard to keep track of play. Follow the instructions included in Chapter 3. If you do make a gameboard, remember you will also need some tape, glue, and a 33X33 piece of heavy cardboard. You will also need playing pieces for every player and a few additional markers to keep track of spaces that send players to jail.

By the Book with Gameboard and Money. Let's face it, everyone loves money. It will certainly help the "feel" of the game to include money, and we are certain that players will appreciate efforts to include money as part of the game. Importantly, the presence of money provides players with something tangible to focus on, which may actually heighten the impact of the game by allowing the game's content to be delivered in a more indirect manner.

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