Based on

TCU Mapping-Enhanced Counseling Manuals for Adaptive Treatment

As Included in NREPP

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STRAIGHT AHEAD: TRANSITION SKILLS FOR RECOVERY

A step-by-step curriculum for leading a 10-part workshop designed to reinforce key recovery concepts

N. G. Bartholomew & D. D. Simpson
Texas Institute of Behavioral Research at TCU
(November 1993)

TCU Mapping-Enhanced Counseling manuals provide evidence-based guides for adaptive treatment services (included in National Registry of Evidence-based Programs and Practices, NREPP, 2008). They are derived from cognitive-behavioral models designed particularly for counselors and group facilitators working in substance abuse treatment programs. Although best suited for group work, the concepts and exercises can be directly adapted to individual settings.

When accompanied by user-friendly information about client assessments that measure risks, needs, and progress over time, *TCU Mapping-Enhanced Counseling* manuals represent focused, time-limited strategies for engaging clients in discussions and activities on important recovery topics. These materials and related scientific reports are available as Adobe PDF® files for free download at http://www.ibr.tcu.edu.

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a TCU/DATAR Training Module

STRAIGHT AHEAD

Transition Skills for Recovery

Institute of Behavioral Research
Texas Christian University

STRAIGHT AHEAD

Transition Skills for Recovery

a Training Manual
from the
TCU/DATAR Project

Developed by

Norma G. Bartholomew, M.A.
D. Dwayne Simpson, Ph.D.
Lois R. Chatham, Ph.D.

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Institute of Behavioral Research
Texas Christian University
TCU Box 298740
Fort Worth, TX 76129
(817) 257-7226
(817) 257-7290 (FAX)
Email: ibr@tcu.edu
Web site: http://www.ibr.tcu.edu

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Preface

The TCU/DATAR project is concerned with enhancing drug abuse treatment and reducing client dropout and relapse rates. A key area of investigation has involved cognitive enhancements to counseling through the use of node-link mapping in both group and individual counseling sessions. In addition, a variety of interventions have been developed for this project, including a structured AIDS/HIV information curriculum; treatment modules addressing relapse prevention, assertiveness training for women, and contingency management; and a social support and life skills package for clients who are approaching readiness to leave treatment (***Straight Ahead: Transition Skills for Recovery***). Research for the DATAR project is being conducted by the Institute of Behavioral Research (IBR) at Texas Christian University, in collaboration with three methadone treatment centers in Texas (Corpus Christi, Dallas, and Houston).

The 10-week* Straight Ahead *program provides an alternative for treatment agencies to provide clients with information, skills, and encouragement in ways to strengthen and maintain recovery on their own.

Previous studies conducted by IBR have focused on long-term treatment outcomes. The Drug Abuse Reporting Program (DARP) study examined 12-year outcomes for male opiate users and looked at their reasons for starting, continuing, and stopping drug use, as well as the role of treatment in the recovery process. Among the many important findings in this study was the validation of the "social" nature of addiction careers. Those who maintained abstinence reported that their efforts were helped by avoiding old drug-using friends and hangouts, developing new friends, interests and work habits, and reestablishing family ties and relationships (Simpson, Joe, Lehman, & Sells, 1986; Simpson & Sells, 1990). Treatment was seen as an important component for helping addicted people begin the social change process necessary for long-term recovery. Other researchers who studied the process of recovery in *nontreated* individuals reported on the importance of social change as well, especially in the areas of establishing supportive, drug-free social networks and developing new nondrug-related interests (Waldorf & Biernacki, 1981; Waldorf, 1983).

The ***Straight Ahead*** training manual was developed as a training and reference tool for substance abuse counselors in the TCU/DATAR project to use with clients who have completed the "primary" phase of their treatment program. This would include clients who have ceased or greatly reduced illegal drug use and alcohol use and have shown evidence of stabilization in terms of program attendance, employment or educational involvement, and desire for change. The focus of the manual is on helping clients develop social skills and support networks for recovery maintenance. The manual addresses relapse prevention, friends and social networks, 12-step and other community-based self-help, family recovery issues, assertive communication, stress reduction, anger management, and planning and problem-solving. These "transition" skills are seen as an important adjunct for preparing the client to establish his or her own continuing aftercare support system for recovery maintenance once involvement in primary treatment has ended.

Restricted staff time and budget constraints have reduced the number of formal aftercare programs available in public treatment settings. The 10-week ***Straight Ahead*** program provides an alternative for treatment agencies to provide clients with information, skills, and encouragement in ways to strengthen and maintain recovery on their own.

Acknowledgments

Our special thanks to Charlotte Pevoto for conceptualizing the layout and design of this training manual. The hands-on, user-friendly quality of this manual is due to her skills and creativity. Thanks also to Dr. Barry S. Brown for his review of the manual and excellent editorial suggestions, and to Drs. Don Dansereau and Sandra Dees for their guidance and suggestions for the structural map exercises in this manual.

We also want to acknowledge the many contributions of the counselors and supervisors of the Corpus Christi Drug Abuse Council (CCDAC) in Corpus Christi, Texas, and adVance Treatment Center, Inc., in Houston, Texas. Their help in fine-tuning and field testing this manual is very much appreciated.

Introduction

Using This Manual

The ***Straight Ahead*** module consists of ten, two-hour sessions and is best suited for small groups of five to seven participants. The manual follows a "cookbook"/training guide approach with sequence, instructions, and approximate times included for each exercise, activity, and discussion. Icons and margin notes are used to draw attention to this information. Materials and preparation considerations are listed at the beginning of each session. Information handouts and activity worksheets for copying are included at the end of each session, along with an evaluation for the session. A sample pretest/posttest instrument for the module (***Straight Ahead Client Survey***) is found in the Appendix.

The sessions were designed to be presented sequentially, and our initial experiences indicate participants enjoy the pacing of the activities, exercises, and discussions. However, the "cookbook" approach also allows for flexibility. The material can be adapted to meet the demands of a variety of drug and alcohol treatment programs. As with any cookbook, feel free to add, substitute, expand, or rearrange these materials to suit your preferences and the needs of your program. In some cases you may find it helpful to extend the material suggested for one session over two or more sessions. This allows you to adapt the material for shorter meetings or for occasions when the group's interest and receptivity warrants longer discussions. In short, the manual is a resource to use in the way that works best for you and your clients.

The groups are intended for clients who have completed at least their "first 90 days" of primary treatment, and who have been successful in quitting or dramatically reducing drug use. The module is best suited for those who are not in deep crisis, who seem to be making progress in recovery, and who have made optimal use of individual and group counseling services and other opportunities for resolving their problems with sub-

stance use. Ideally, it can be used as an aftercare "readiness" package for helping clients frame and focus their goals for continued recovery and the steps needed to realize those goals.

Psychoeducational groups which address recovery issues have been identified as important components of drug treatment, and especially useful in methadone maintenance programs (La Salvia, 1993; Stark, 1989). The topics included in ***Straight Ahead*** are those cited in the drug and alcohol treatment literature of the last fifteen years as relevant for recovering people. These include avoiding relapse (Marlatt & Gordon, 1985; Nurco, Stephenson, & Hanlon, 1991; Zakon, McAuliffe, & Ch'ien, 1985); improving social and family support (Gibson, Sorensen, Wermuth, & Bernal,1992; Goehl, Nunes, Quitkin, & Hilton, 1993; Kaufman, 1980); creating drug free social networks (Fraser & Hawkins, 1984; Hawkins, 1980); utilizing community-based self-help groups (Brown & Ashery, 1979; Dupont, McGovern, & Brock,1992; Humphries, Mavis, & Stofflemayr, 1991; McCrady & Irvine, 1989; Zweben, 1987); and communication and life skills training (Callner & Ross, 1978; Hawkins, Catalano, & Wells, 1986; Monti, Abrams, Binkoff et al, 1990). ***Straight Ahead*** groups serve to impart information and advice within these topic areas, as well as to encourage participants to invent, explore, and discover potential solutions to problems or concerns they may be experiencing.

Weekly recovery discussions

After the first session, subsequent sessions begin with a half hour period set aside for participants to discuss "homework" assignments and their successes and challenges during the week. This time allows participants to "reconnect" with each other informally before moving on to the more structured and didactic part of the session. Participants are encouraged to keep a ***Weekly Recovery Journal***, a single page chart on which they can jot down successes, challenges, and goals around specific recovery issues.

At the end of each session a specific assignment task, based on the day's topic, is suggested to participants (for example, "In the week ahead, practice using *I-statements* more frequent-

ly"). The assignments are then discussed the following week at the beginning of the session, along with other issues participants have noted in their journals. These assignments are to be suggested, but not mandated. Avoid leading into these discussions by asking "Did you do your homework?" Instead, use the lead-ins suggested in the manual to encourage participation in the discussion regardless of whether or not someone was able to complete the assignment.

Exercises and activities

Many of the exercises and suggested discussion questions in ***Straight Ahead*** are designed to empower participants by encouraging them to think positively about their strengths, abilities, and resources for discovering solutions to the challenges and difficulties they face in recovery. This approach draws on aspects of motivational interviewing as suggested by Miller and Rollnick (1991), as well as approaches developed by Brief Family Therapy practitioners (Berg & Miller, 1992; de Shazer, 1985; Lipchik, 1988; Lipchick & de Shazer, 1986; O'Hanlon & Weiner-Davis, 1989).

Some exercises and handouts use structured maps to help participants focus on specific issues or information. These structured maps are part of a system called *node-link mapping,* a cognitive enhancement approach developed by Dr. Donald Dansereau and colleagues at TCU and used extensively in several DATAR interventions (Dansereau, Joe, & Simpson, 1993). A counselors' manual on node-link mapping, ***Mapping New Roads to Recovery***, is available through the DATAR project and is listed in the Reference Section of the manual.

Here are some closing suggestions for working with the ***Straight Ahead*** materials:

Review the *Straight Ahead* manual: Read through the manual and become familiar with the topics, approaches, and layout of the materials.

Choose your group members: ***Straight Ahead*** is designed for clients who are not in crisis, and who are approaching readiness for aftercare or "graduation" from a formal treatment

setting. At minimum, some degree of success in beginning and maintaining sobriety should be a prerequisite for inclusion.

Where possible, remove barriers to attendance: Transportation, child care, and meeting times are factors that influence attendance. Bus tokens or carpool coordination may be needed by some potential group members. On-site child care can help those with children (especially women) attend more easily. Offering groups during the early evening or on weekends may appeal to working clients.

This manual has been designed to provide chemical dependency counselors with a structured approach for helping clients improve their skills and develop strategies for positive change. It is hoped that practitioners will find this manual a useful tool and handy reference for helping people reach and maintain their recovery goals.

Special Notes and Symbols

In addition to its convenient step-by-step approach, the ***Straight Ahead*** training manual is designed with special notes and symbols, or icons, to assist the group leader with helpful hints and in organizing materials for session preparation.

NOTE!

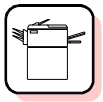
The term ***NOTE!*** in the narrow column informs you of special information and tips in using this training manual.

ICONS

The following icons appear throughout the manual and indicate at what point objects and special procedures are used in the pre-session preparation and presentation steps. Icons are placed in the narrow column directly opposite corresponding text or figures.

Certificate for graduation/recognition

Copies of handouts, worksheets, or evaluations



Crayons, colored pencils, or **markers** for participant use

Directory list of community resources for session topic

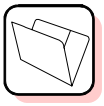
Flip chart materials

Markers for preparing flip charts or listing points during discussion.

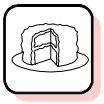
Materials icon represents the list of items directly under the "Group Leader Materials and Preparation" in each session

Music — cassette tape or compact disc and the equipment to play it

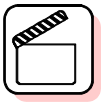
Pencils or **pens** for participant use



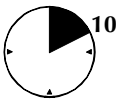
Pocket folders for participants to store handouts, etc.



Refreshments for graduation session



Role play procedure or materials

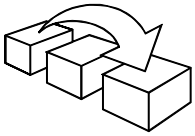


Time icon estimates the minutes needed to complete a procedure step

Videocassette tape and the equipment to present it

1 Maintaining Your Recovery

Objectives



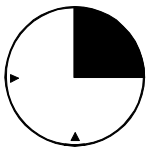
Participants will:

Understand the goals, rules, and content of the ***Straight Ahead*** workshop

Explore definitions of recovery

Share strategies for overcoming urges to use

Session Structure



Procedure Step	Segment Name	Time
1	Welcome	10 minutes
2	Overview of ***Straight Ahead:*** Goals, rules, structure	10 minutes
3	Group introductions	15 minutes
4	Open discussion: ***What is Recovery?***	20 minutes
5	Break	10 minutes
6	Exercise: ***Write It on the Wall***	20 minutes
7	Discussion: Maintaining recovery	15 minutes
8	Homework: Introduction to ***Weekly Recovery Journal***	10 minutes
9	Closure and evaluation	10 minutes
Session Length		**2 hours (120 minutes)**

Group Leader Materials and Preparation

◆ **Materials:**

Flip chart, newsprint, or chalkboard
Easel markers or chalk
Paper and pencils for participants
Crayons, colored pencils, or markers in assorted colors
Pocket folders — one for each participant

◆ **Prepare before class:**

GROUP GUIDELINES
Use a sheet of flip chart paper to write out the guidelines as shown: (Guidelines discussed on pp. 5-6.)

GROUP GUIDELINES

What is said here, stays here.

Show respect -- for each other and ourselves.

Participate -- be involved.

Share with others what has worked for you.

MOVING STRAIGHT AHEAD
Use a sheet of flip chart paper to write out the key points on the ***Moving Straight Ahead*** handout as shown: (Handout shown on p. 17.)

MOVING STRAIGHT AHEAD

Stop using all drugs.

Avoid people and situations that trigger urges!

Get support (a "partner" in recovery).

Form a self-image of yourself as a recovering person.

Plan your time and stay busy.

Keep coming to this group.

◆ **Prepare before class (continued):**

WRITE IT ON THE WALL
Label four sheets of flip chart paper as shown below:
(Exercise discussion begins on p. 9.)

(1) People or situations that trigger urges to use

(2) Thoughts or feelings that trigger urges to use

(3) How do you overcome cravings? What works?

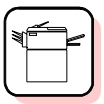
(4) What do you like most about yourself when you don't use?

ICONS

Icons appear in this narrow column of the page to draw your attention to where materials, preparations, and handouts are used in the sessions.

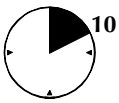
All icons are described in the section, "Special Notes and Symbols," pp. xi-xii.

◆ **Make copies:**



What is Recovery? handout (p. 16)
Moving Straight Ahead handout (p. 17)
Weekly Recovery Journal (p. 18)
Session One Evaluation (pp. 19-20)
Client Survey/pretest (optional — pp. 185-187)

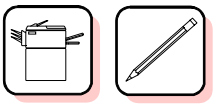
Procedure Steps



Step 1

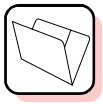
Welcome

◆ **Welcome participants** as they arrive.

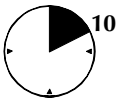


◆ **Administer the *Client Survey*/**pretest (optional).

◆ **Introduce yourself by giving your name. Go around the room and ask participants to do the same.** If you are able to provide transportation assistance or child care during the ***Straight Ahead*** sessions, go over the details. Let participants know there will be a short break about halfway through each meeting.



◆ **Distribute pocket folders, and ask participants to use them to store their handouts and materials.** Suggest they bring their folders to each session.



Step 2

Overview: Goals, rules, and structure

◆ **Discuss the goals and purpose of the *Straight Ahead* workshops, using information from the following script:**

SCRIPT: *Goals and Purpose of the* ***Straight Ahead*** *Workshops*

The purpose of the ***Straight Ahead*** workshops is to help you make a commitment to long-term recovery. This is sometimes called the *maintenance* stage of recovery. Maintaining your recovery is likely to be one of the most difficult accomplishments of your life — and also one of the most rewarding. Each of you is to be commended for the strength and courage that has brought you to your present level of recovery.

Straight Ahead is designed to help you expand your skills, confidence, and sources of support as you continue to work on maintaining recovery. The goal of ***Straight Ahead*** is to help you build a strong foundation for recovery. This includes improving relationships with family and friends, taking advantage of community recovery groups, setting goals, and making a life for yourself beyond the drug scene. Some of the issues we'll address include:

Issues addressed by ***Straight Ahead***

Getting along better with people
Dealing with stress, anger, and conflict
Maintaining a positive self-concept
Improving family relationships
Making plans and solving problems
Dealing with cravings and triggers
Taking credit for your successes
Getting involved in the recovering community

These are areas of daily living where all of us can use some help — so the philosophy of the group will be to help each other. We will share our experiences, offer support and understanding, and learn from each other.

In order to do this effectively, let's consider a few guidelines for how the groups will operate.

◆ **Introduce the *Group Guidelines*.** Use the flip chart outline of the main points as shown on page 2 to lead the discussion.

❖ **What is said here, stays here.**

We all need a safe place to talk about our feelings, concerns, and progress in recovery. Therefore, we will honor each person's confidentiality.

❖ **Show respect — for each other and ourselves.**

This would include listening to each other; not engaging in put-downs, threats, or hostility; and being supportive of each other.

❖ **Participate — be involved.**

Listen; contribute; share your thoughts and experiences; take part in the exercises and take home assignments.

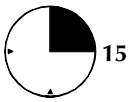
❖ **Share with others what has worked for you.**

To help strengthen recovery it's important to stay focused on what works. If it works, do more of it. This group is a place to talk and share with others what you've found to be successful.

After briefly discussing each guideline and the reasons for it, **ask group members if they would like to add any additional guidelines.** If there is a consensus for an additional guideline, add it to the list. When the list is complete, secure closure by asking the group for an indication of approval (such as a show of hands or an informal voice vote). You may choose to bring the ***Group Guidelines*** list to future meetings for reference.

◆ **Invite general questions from participants about the goals or guidelines for the group.**

Step 3



Group introductions

◆ **After answering any questions about the *Straight Ahead* topics or program goals, go around the room and ask participants to introduce themselves**. Give each person about 2-3 minutes. Write the following questions on flip chart or chalkboard, and ask each person to answer them by way of their introduction:

- *Your name* (or the name you like to use)
- *How long in the program?*
- *Who's "special" in your life?*
- *What is one thing you do really well?*
- *Where do you want to be in your recovery six months from now?*

◆ **Introduce yourself by answering the same questions as the participants.** Skip the last question if it doesn't apply to you.

Step 4

Open discussion: *What is Recovery?*

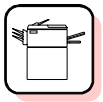
◆ **Introduce the topic of recovery** by reminding participants that one goal of ***Straight Ahead*** is to improve skills for maintaining recovery, and to help them take advantage of the sources of support available from their families, friends, and the community.

◆ **Write "recovery from drug addiction" on flip chart or chalkboard and ask participants to help you brainstorm a list of meanings for the phrase.** Prompt as needed. For example: *"When we say someone has recovered from addiction, what do we mean? What all is involved?"* List responses. Sug-

gest and add items, as needed, to assure that the following ideas are included:

What is Recovery? *Discussion Points*

- ❖ Not using — no matter what!
- ❖ Change attitudes about drugs and drug users.
- ❖ Spend more time with people who don't use.
- ❖ Get involved: job, school, hobby, pastime.
- ❖ Find a drug free support network.
- ❖ Resolve anger, guilt, frustration about past drug use.
- ❖ Do what works to help you avoid cravings.
- ❖ Find new, enjoyable social activities without drugs.
- ❖ Ask for support when you need it.
- ❖ Learn new skills and be open to new ideas.



◆ **Distribute handout *What is Recovery?* for participants to review.**

◆ **Summarize using information from the following script.** Allow further discussion and comment as needed.

SCRIPT: *Summarizing* ***What is Recovery?***

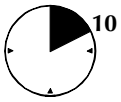
There is more to recovery than quitting drug use. However, you cannot begin to work on recovery until you have quit using. Abstinence or cessation of drug use is the foundation of recovery, and for many people it's the easiest step. **Staying** quit is much more difficult. Staying quit involves making changes in your attitudes, in your family and social relationships, and in your responses to feelings and life events. These changes are the ones that give you the strength and the skills to maintain your recovery. And maintaining recovery is the key.

As you move ahead in recovery, it's important to tell family members and friends about your needs as you make changes. Often, family members and friends believe that once the recovering person has quit using, then he or she is "fixed." Talk with your

family and friends who support your recovery efforts and help them understand about the complexity of recovery. Al-Anon or Families Anonymous groups may be especially helpful for those needing support and education about recovery issues. You'll also benefit from setting limits ("drawing the line") with family and friends who don't support your recovery or who continue to use drugs themselves.

Ultimately, you're responsible for your own recovery — no one else. Help, support, and advice are all important, but you're the one who puts the wheels in motion. Give yourself credit for each tiny step you take in the right direction. You're responsible for your successes and for continuing to figure out what will work best to help you maintain recovery.

Step 5



Break

◆ **Allow a 10 minute break**.

Step 6

Exercise: *Write It on the Wall*

◆ **During the break, prepare for the *Write It on the Wall* exercise by hanging the four sheets of flip chart paper or newsprint around the room which have been labeled as shown on page 3.**

◆ **Welcome the group back from break,** and explain that the remainder of the session will focus on a key issue in recovery: What works for overcoming urges to use?

◆ **Distribute crayons, markers, or colored pencils for the *Write It on the Wall* exercise.** Tell participants that the exercise is designed to open up discussion about what leads to cravings and what works to beat cravings.

◆ **Read each of the posted topics aloud. Instruct participants to walk around and "write on the walls," using their markers to answer the questions or write about their experiences. Let them know they can write more than one item on each sheet.** Explain that the **only rule** is their answers must be based on honest personal experiences, thoughts and feelings. Encourage them to read what others have written as they move from sheet to sheet. Let them know they can begin at any sheet, and move around the room in the order they prefer. Allow about 5-10 minutes for the exercise. Encourage people to go back around and read new items as they are added to the lists.

Processing the exercise

◆ **Process the exercise by discussing the material generated on each of the sheets.** Use some of the following questions to process each point. Use flip chart or chalkboard to list and consolidate answers:

Point #1

❖ **People or situations that trigger your urges to use**

Discussion Questions

What's the best way to deal with people who trigger urges to use? What's worked in your life?

Think about people who help you **not** to use — what's different about them? How can you spend more time with them?

What works to get out of situations that trigger urges?

What situations help you **not** to use?

❖ **Thoughts and feelings that trigger your urges to use**

Point #2

Discussion Questions

What do thoughts about using "sound" like?

What's been successful for you in "talking back" to those thoughts?

What feelings or emotions make you vulnerable to using?

What has worked for you in handling difficult feelings?

❖ **How do you overcome cravings? What works?**

Point #3

Discussion Questions

How did you figure out what works for you to overcome cravings?

How do you reward yourself when you're able to deal with cravings?

❖ **What do you like most about yourself when you don't use?**

Point #4

Discussion Questions

What do your family/friends notice that's different about you when you're **not** using?

What do you do differently when you're **not** using?

◆ **Summarize the exercise by discussing the key points from the following script:**

SCRIPT: *Summarizing the* ***Write It on the Wall*** *exercise*

Most people in recovery have a sort of "early warning system" that can alert them when the risk for "slipping" or using is high. Learning to listen for this "warning" system takes practice because the **cues** are often very subtle.

Your early warning system may be sounding if you notice one or more of the following changes:

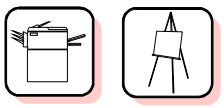
- **Changes in thoughts or attitudes about recovery** — For example, not caring about recovery efforts; thinking that drugs are deserved because you've been so "good" lately; or thinking you can control your use.
- **Changes in feelings** — For example, noticing greater than usual feelings of depression, anger, anxiety, guilt, or frustration.
- **Changes in how you act** — For example, fighting or arguing a lot; finding excuses to visit places or people associated with drugs; not attending group or counseling sessions.

These changes may or may not apply to you. However, anytime you notice changes in how you are thinking, feeling, and acting with regards to your commitment to recovery — it could be a warning that a "slip" is on the way.

The best advice for avoiding "slips" is to become **aware** of your own personal "warning" system, and then pay attention to what **works for you** in dealing with cravings and urges to use. It's also helpful to share this information with others.

Step 7

Discussion: Maintaining recovery



◆ **Distribute handout *Moving Straight Ahead,* and use a flip chart outline of the key points as shown on page 2 to review issues related to maintaining recovery.**

DISCUSSION POINTS: Moving Straight Ahead

Include some of the following points in your discussion:

How you go about maintaining your recovery is your choice. Certainly it's a good idea to keep doing what works and to try again things that have worked in the past — even if they only worked for a little while. Give yourself credit for your successes — even the little bitty ones!

Here are some additional recommendations from experts in the recovery field:

Stop using all drugs. Don't be around drugs. You already know this, but it's worth repeating again. Don't hang out with so-called "recreational" users. Don't deal, hold someone's stash, or help someone score. Stay away from all drugs. This includes cocaine, speed, other opiates, and pot. The only exception is methadone or other prescription drugs you need. You will be better off if you also avoid alcohol. If you don't choose to do this, at least limit your alcohol use to no more than two drinks (beers, glasses of wine) per day and avoid drinking every day.

Avoid people and situations that trigger your desire to use. People and situations that trigger craving will vary from one person to the next. Learn to focus on what works for you in avoiding risky situations. If it's worked in the past — even just a little bit — then it's worth trying again. On the other hand, if what you've tried hasn't worked — then do something different.

DISCUSSION POINTS: Moving Straight Ahead *(continued)*

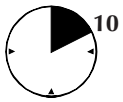
Ask a non-using family member or a close friend to be your "partner" in recovery. Recognize your need for another person to call on when you need help. It's in your best interest to tell someone about your recovery, your program, and your plans for the future. Ask for help and emotional support as you move to establish a solid recovery. Involvement in NA or AA groups can provide you with a sponsor who may be willing to provide you with emotional support and counsel when you are feeling shaky, have urges to use, or just need to talk things out. Within your family, your social network, or through a 12-step program, find a sober, drug-free "partner" for recovery.

Begin to form a self-image of yourself as a recovering person. One way to begin this process is to find new friends and acquaintances who don't use drugs. If you keep running with the same old drug using crowd, you increase your chances of setbacks. Work to shed the image of yourself as a drug user, righteous dope fiend, junkie, or hustler. Many people find involvement in AA, NA, or other recovery-based groups helps them begin to develop a new sense of identity and purpose. Ultimately, you are who you think you are. Begin, in small and large ways, to think of yourself differently.

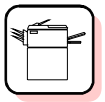
Plan your time and stay busy. Find things you enjoy doing. Make and carry out plans to get involved in something you really like, or something that makes you feel better about yourself. Go back to school, join a training program, pursue a hobby or volunteer activity. Find *something* to occupy your time and fill your mind.

Keep coming to this group. Each week you'll have the chance to share with and learn from others who are working on recovery. You'll find "excuses" not to come — but resolve to put those excuses out of your mind. Weekly attendance will help you strengthen your goal to not use, and will provide you with information and insights in all areas of recovery. It's also something you can plan to do in order to stay busy.

Step 8



Homework: *Weekly Recovery Journal*

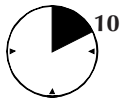


◆ **Distribute a *Weekly Recovery Journal* sheet**, and ask participants to complete their journal before the next group meeting. Reassure them they're not required to write a lot, and should simply use the journal to jot down notes about the recovery issues they have dealt with in the past week. Let them know there is no "right" or "wrong" way to do their journal. The purpose is to help them stay focused on their weekly successes, rough spots, concerns and goals in recovery. Instruct them to pay special attention to what they do right — what works. **Ask them to bring their journals to group for discussion each week.**

◆ **Provide the following specific assignment:**

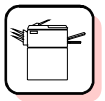
Between now and next week, think about what you're doing that helps you stay busy and keeps your mind occupied. Use your journal to keep notes.

Step 9



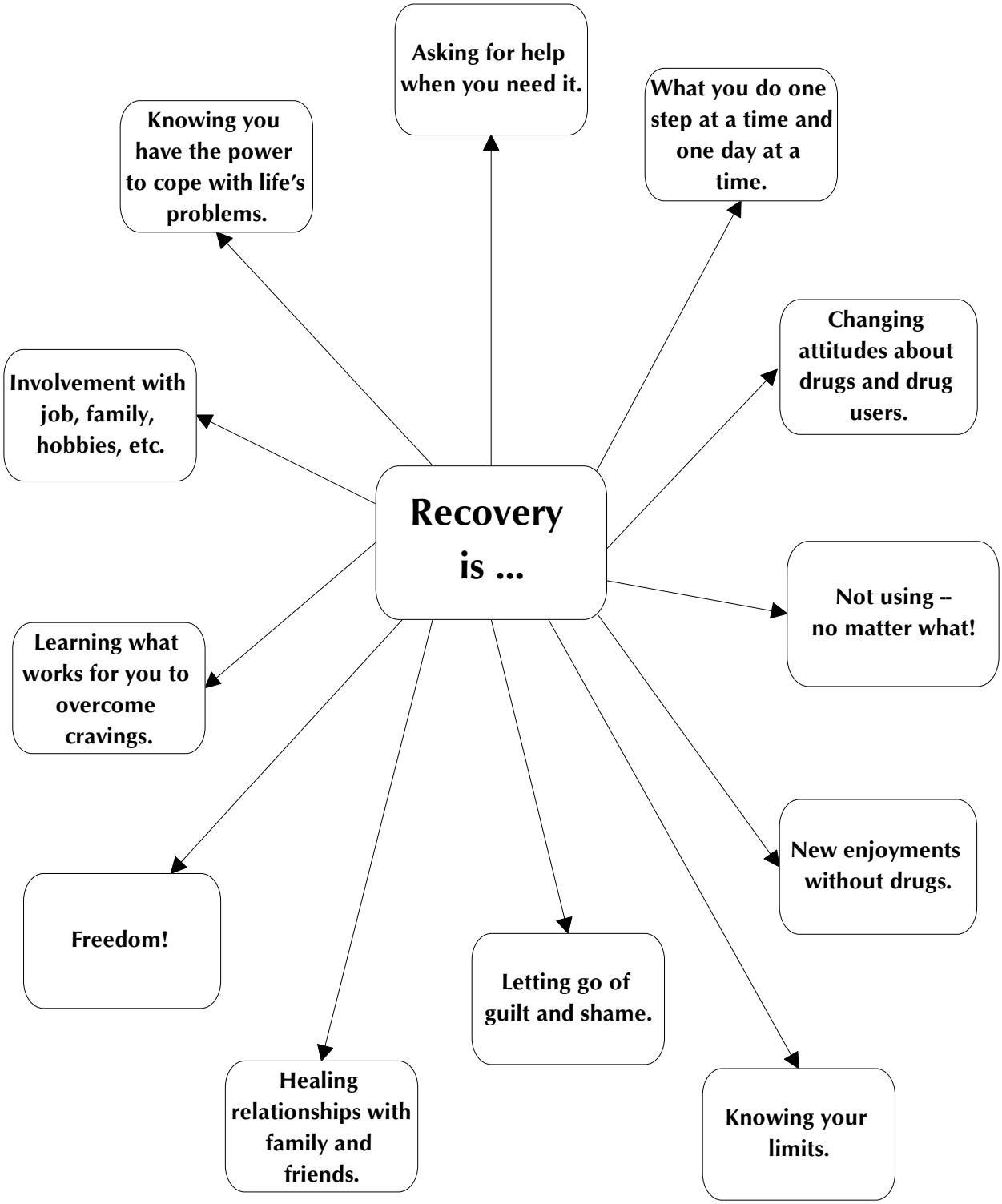
Closure and evaluation

◆ **Provide closure with a brief summary** of the points touched upon in this session. **Go around the room quickly, and ask participants to tell you the most important thing they learned today.**



◆ **Ask each participant to complete a session evaluation.** Thank each person as he or she leaves, and extend an invitation to return next week.

WHAT IS RECOVERY?



MOVING STRAIGHT AHEAD

■ **Stop using all drugs. Don't be around drugs.**
You already know this, but it's worth repeating again. Don't hang out with so-called "recreational" users. Don't deal, hold someone's stash, or help someone score. Stay away from all drugs. This includes cocaine, speed, other opiates, and pot. The only exception is methadone or other prescription drugs you need.

■ **Avoid people and situations that trigger your urges to use.**
People and situations that trigger craving vary from one person to the next. Learn to recognize your dangerous situations and develop a variety of planned actions you can take when you feel you have the urge to use. **If something has worked in the past, keep doing it!**

■ **Ask a non-using family member or a close friend to be your "partner" in recovery.**
Recognize your need for another person to call on when you need help. It's in your best interest to tell someone about your recovery, your program, and your plans for the future. Ask for help and emotional support as you move to establish a solid recovery. Involvement in NA or AA groups can help.

■ **Begin to form a self-image of yourself as a recovering person.**
One way to begin this process is to find new friends and acquaintances who don't use drugs. If you keep running with the same old drug using crowd, you increase your chances for setbacks. Work to shed the image of yourself as a drug user, righteous dope fiend, junkie, or hustler. Ultimately, you are who you think you are. Begin, in small and large ways, to **think** of yourself differently.

■ **Plan your time and stay busy.**
Find things that you enjoy doing. Make and carry out plans to get involved in something you really like, or something that makes you feel better about yourself. Go back to school, join a training program, pursue a hobby or volunteer activity. Find something to occupy your time and fill your mind.

■ **Keep coming to this group.**
Each week you'll have the chance to share with and learn from others who are working on recovery. Weekly attendance will help you strengthen your resolve to not use, and will provide you with information and insights in all areas of recovery. It's also something you can plan to do in order to stay busy.

WEEKLY RECOVERY JOURNAL
WEEK # ____

RECOVERY AREAS	SUCCESS	ROUGH SPOTS	CONCERNS	GOALS
STAYING CLEAN Handling cravings Avoiding triggers Not using				
RECOVERY WORK Group attendance AA/NA meeting AA/NA sponsor				
SOCIAL RELATIONS Recovery "partner" New friends Avoiding users				
PERSONAL Job, school, hobby Plans and goals Self-image work Family				

Before each group, jot down details about how the past week has been for you. Be specific about your successes, rough spots, concerns, and goals in each recovery area.

SESSION EVALUATION OF *STRAIGHT AHEAD*

SESSION 1

THIS BOX IS TO BE COMPLETED BY DATA COORDINATOR: [FORM 70; CARD 01]

SITE # |__|__| [5-6] CLIENT ID# |__|__|__|__|__|__|__| [7-12] DATE: |__|__||__|__||__|__| MO DAY YR [13-18] COUNSELOR ID# |__|__| [19-20]

Please answer these questions based on what you learned today. Select the best single answer.

1. Recovery from drug addiction involves:
   (1) Quitting drugs and getting clean
   (2) Changing attitudes about drugs and using drugs
   (3) Learning to handle cravings and triggers
   (4) Finding a new purpose in life (job, hobby, family, etc.)
   (5) All of the above |__| [21]

2. People and places have no effect on triggering drug cravings. ..... 0=True 1=False [22]

3. A good way to strengthen recovery is to:
   (1) Make new friends who don't do drugs
   (2) Come to group meetings and stay in treatment
   (3) Avoid making plans and staying busy
   (4) 1 and 2 above
   (5) All of the above |__| [23]

4. A "recovery journal" helps keep you focused on personal recovery issues. ..... 0=True 1=False [24]

5. A "partner" in recovery could be:
   (1) A close friend who is also in recovery
   (2) A drug using family member who wants you to get straight
   (3) A sponsor from your AA or NA group
   (4) 1 and 3 above
   (5) All of the above |__| [25]

Straight Ahead
Session 1 Evaluation
Page 2

For the following items, please circle the number on each line to show how you feel about this session.

Full	1	2	3	4	5	6	7 ..... Empty	[26]
Rough	1	2	3	4	5	6	7 ..... Smooth	[27]
Weak	1	2	3	4	5	6	7 ..... Powerful	[28]
Relaxed	1	2	3	4	5	6	7 ..... Tense	[29]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[30]

Now circle the number on each line to show how you feel right now.

Pleased	1	2	3	4	5	6	7 ..... Angry	[31]
Quiet	1	2	3	4	5	6	7 ..... Aroused	[32]
Afraid	1	2	3	4	5	6	7 ..... Confident	[33]
Excited	1	2	3	4	5	6	7 ..... Calm	[34]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[35]

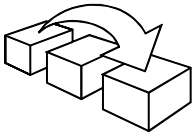
If *mapping* was used in this session, place an "X" on each line to show your opinion about it.

Mapping was...

Interesting	1	2	3	4	5	6	7 ..... Uninteresting	[36]
Difficult	1	2	3	4	5	6	7 ..... Easy	[37]
Comfortable ...	1	2	3	4	5	6	7 ..... Uncomfortable	[38]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[39]

2 Social Networks and Recovery

Objectives



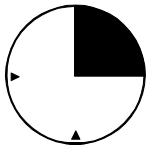
Participants will:

Explore the meaning and importance of friendships

Identify qualities of social network members who support recovery

Explore strategies for building a more supportive social network

Session Structure



Procedure Step	Segment Name	Time
1	Welcome and review of weekly recovery issues	30 minutes
2	Topic introduction: Social networks and recovery	5 minutes
3	Open discussion: What is friendship?	20 minutes
4	Break	10 minutes
5	Exercise: ***Starship Straight Ahead***	25 minutes
6	Open discussion: Recovery issues and social networks	20 minutes
7	Closure and evaluation	10 minutes
Session Length		**2 hours (120 minutes)**

Group Leader Materials and Preparation

◆ **Materials:**

Flip chart or chalkboard
Markers or chalk
Paper and pencils for participants
Cassette or compact disc (CD) player
Music selection on cassette or CD

◆ **Prepare before class:**

WHAT WORKS?
Use three sheets of flip chart paper to write out the questions as shown:
(Worksheet shown on p. 36.)

(1)

WHAT WORKS?

Making New Friends (who support your recovery)

What works? ***What doesn't?***

(2)

WHAT WORKS?

Family Who Use (avoiding their influence)

What works? ***What doesn't?***

(3)

WHAT WORKS?

Friends Who Use (avoiding their influence)

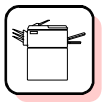
What works? ***What doesn't?***

Check that the equipment is playing properly and cue cassette or CD to the beginning of your music selection

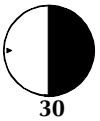
Prepare before class (continued):

◆ **Make copies:**

Starship Straight Ahead worksheet (p. 35)
What Works? worksheet (p. 36)
Session Two Evaluation (pp. 37-38)
Weekly Recovery Journal (p. 18 — Session 1)



Procedure Steps



Step 1

Welcome and review of recovery issues

◆ **Welcome participants** as they arrive.

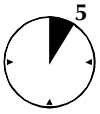
◆ **Introduce the session topic.** Explain that the session will focus on recovery issues related to social network relationships. A "social network" is made up of all the people with whom we spend time socially, including friends, family, co-workers, neighbors, acquaintances, etc. The emphasis of these sessions will be on identifying the types of relationships that best support recovery efforts. In addition, we'll share strategies and ideas for dealing with difficult social network issues, such as making new friends and managing relationships with friends who use.

◆ **Introduce the open discussion time set aside at the beginning of each session to talk about weekly recovery issues.** (See the Introduction — "Using This Manual" for recommendations on leading this discussion period.) Explain that the first part of each ***Straight Ahead*** session will be used to talk about the recovery gains and challenges of the previous week, and to ask for group advice and support on issues related to recovery. Encourage participants to use their ***Weekly Recovery Journals*** to keep notes for this discussion period.

◆ **Begin by going around the room to ask each participant:** *"What is one thing you did in the last week (no matter how small)*

that really helped your recovery efforts?" Express support, encouragement, and appreciation for each speaker's contribution. Set a tone for the group that encourages participants to do likewise.

◆ **Ask about the specific assignment from the previous session:** What have you been doing in the last week to stay busy and keep your mind occupied. **Encourage participants to share other issues from their journals as well.** Keep discussions focused on recovery, finding solutions to recovery-related problems, and sharing successes ("what works").



Step 2

Topic introduction: Social networks

◆ **Reintroduce the session topic and the purpose of the session using key points from the following script:**

SCRIPT:
Session Topic and Goals

The "experts" who study drug addiction and recovery have long been interested in a special group of recovering people who seem to have stuck to their decisions to quit using **without** formal treatment. These folks are often referred to as "natural recoverers." When interviewed, they frequently mentioned the changes they made in their social networks as part of their recovery process. These changes included making new friends and acquaintances who are drug free as well as developing strategies for dealing with old friends who still use. In many cases, "natural recoverers" opted to discontinue their associations with users, or at least limited the time they spent with them.

As you continue to make progress in your recovery you may find it helpful to give some thought to who you include in your social network. For example, "natural recoverers" noted that they found it very difficult to continue friendships that were centered around nothing but drug use. These associations were found to trigger cravings. On the other hand, some "natural

recoverers" reported being able to maintain relationships with friends who used drugs, providing the friends were willing not to use in their presence.

The decision to include or not include people who use drugs in your social network is a personal one. The main thing is to seek out friends who encourage and support your recovery efforts. Today's session will provide you with a chance to think about friendships and social networks and explore your own needs and goals in this area.

Step 3

Open discussion: What is friendship?

◆ **Introduce the discussion by asking participants to listen to a song about friendship. Provide a cassette player or CD,** and ask participants to pay attention to the words of the song. You may also want to take the time to provide lyric sheets so people can follow the words. Music works at the level of metaphor. It helps synthesize our thoughts and feelings about a subject, and paves the way for a fuller discussion. Use one of the following suggestions or pick your own.

Suggested titles:	**Artists:**
You've Got A Friend	James Taylor (Carole King)
We All Need Somebody (To Lean On)	Bill Withers
That's What Friends Are For	Dionne Warwick
Wind Beneath My Wings	Bette Midler
Stand by Me	Ben E. King
If I Could	Patti LaBelle

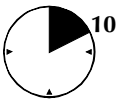
◆ **After listening to the song, lead a discussion about the nature of friendship, using some of the questions listed on the following page.**

Discussion Questions

What does this song say to you about the nature of friendship? What do friends contribute to your life?

What are some things you do to keep your friendships with others going?

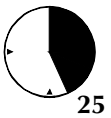
Let's talk about friends who have helped you with your recovery goals. What's been the most helpful thing a friend has done for you to keep you on track with what's good for you in recovery?

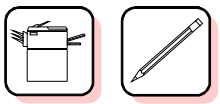


Step 4

Break

◆ **Allow a 10 minute break.**





Step 5

Exercise: *Starship Straight Ahead*

◆ **Distribute *Starship Straight Ahead* worksheets and pencils.** Tell participants you want them to take part in an exercise to explore their friendships, especially those friendships that help them stay strong in recovery. **Explain that you want them to participate in a fantasy exercise**, and encourage them to let themselves go and have fun with it.

◆ **Use the following script to lead the group fantasy:**

SCRIPT: Starship Straight Ahead

A wonderful space being from another planet has come to earth to visit you. The space being is named Zando.

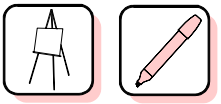
SCRIPT: Starship Straight Ahead *(continued)*

Zando tells you about the planet he comes from, explaining that it's a place where you can be the person you always wanted to be and have the life you've always dreamed of having. Zando wants to take you to his planet, and you are eager to go. So you make your plans.

Here's the deal, though. Zando tells you that there are drugs on his planet, too. Because of the atmosphere on his planet, the temptation to use can be very overpowering and strong. But if you use while you are there, well, he paints a very nasty picture of what would happen if you used on his planet. Still, though, because of everything that he's told you, you really want to travel with him, because this planet offers you the chance to be who you've always wanted to be and have the life you've always wanted. Zando assures you that after living on his planet awhile, the temptation to use drugs gets very weak and faint, and eventually it won't trouble you any more.

In order to make it easier for you, Zando tells you that you may choose three people from your social network to travel with you. He tells you that you must choose the three people who help you the most in your recovery. In other words, the people who support you, encourage you, and give you strength to not use.

Think about it for a minute. Then write the names of the three people you would choose where it says "Support Crew."



❖ **Stop here, and process the exercise thus far using some of the discussion questions on the following page.** Go around the room and ask each person to respond to some of the questions. **Use a flip chart to list and summarize some of the responses from participants.**

Discussion Questions

Was it easy or hard to pick your "crew?" Why?

How did you decide who would be your "support crew?"

What personal qualities helped them make the list?

Tell us a little bit about what each of your "support crew" members does to support or encourage your recovery? What do they do specifically that helps you feel encouraged and supported in recovery?

STORY continues

❖ **When the discussion is completed, continue the story:**

The day arrives, and you, your support crew, and Zando head off to the wonderful planet where you can be happy and live the life you dream of. Suddenly, there's a problem with the spaceship. Zando tells you the ship is overloaded, and in order to make it, you will have to send one of your support crew back to earth in a special space pod. There's no danger, but it must be done. Zando advises you to ask the two most supportive of your crew to stay with you. Think about it for a minute, then decide who you will send back to earth in the space pod. Draw a little space pod and write his/her name in it. Cross that name off your support crew list.

❖ **Stop the story again, and process using some of the following questions:**

Discussion Questions

Was it easy or difficult to make the choice? Why?

How did you feel about making the choice?

What factors related to your recovery influenced your choice of crew member to send back to earth?

❖ **Resume the story when each person has discussed his/her choice.**

STORY continues

Your journey with Zando continues toward the wonderful planet where you can live the life you've always wanted to lead, as long as you don't use. As you near the planet, you begin to feel some cravings. Zando tells you this will pass, and besides, you have your support crew to help you out when you need them.

But wait! Zando gets a radio transmission. He's informed that new regulations will only allow three passengers to land on the planet at one time. Zando tells you that you must send another member of your support crew back to earth in a space pod. Again there's no danger, but you must decide who to send back. Zando advises you that you will really need a strong support person when you land — so choose wisely.

Who will you send back this time? Draw another little space pod, and write the name of the person you choose on the pod. Remove that name from your crew list.

❖ **Stop the story, and process using some of the following questions:**

Discussion Questions

Did you have a hard time making your choice? What made it difficult or easy for you?

How did you feel about having to make this choice?

Let's talk about the remaining member of your "support" crew. Why did you choose this person? What does he/she do to support and encourage you to not use?

If you begin having strong urges to use, how will you ask your support person for help? What will you say? When will be the best time to ask for support?

◆ **Thank participants for their input. Use information from the following script to summarize the discussion:**

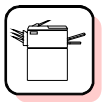
SCRIPT: *Summarizing* ***Starship Straight Ahead***

Zando's planet could really be earth. It holds the opportunity for us to be happy and live life to the fullest. The purpose of this exercise was to help focus attention on the part our social network (our friends, family, and acquaintances) plays in our recovery efforts. The choices you made during the exercise can help you explore the qualities you value in your recovery "support crew." You are the best person to decide who helps you, who you can count on, and who you trust.

Friends serve a different need for each person. The key point is that a supportive friend or group of friends can help recovery efforts, if nothing else by simply giving you someone to talk with about your problems. Ultimately, you are responsible for your own recovery. A good friend can help keep you in touch with that reality in a caring and nonjudgmental way.

Step 6

Open discussion: Recovery issues and social networks



◆ **Distribute *What Works?* worksheets** and lead the group in a brief discussion of the key social network issues identified by recovering people: making new friends, dealing with friends who use, and dealing with family members who use. **Write out each of the worksheet questions on flip chart paper (see page 22) or chalkboard, and use these to "take notes" so that participants' input from the discussion is summarized.**

◆ **Begin by asking participants to explore each of the issues on the worksheet, focusing on "what works" and**

"what doesn't work" based on personal experience. Encourage them to listen and contribute to the discussion, and to use their worksheets to make notes about what they hear that makes sense to them, for example, ideas they'd like to try or approaches they want to avoid.

◆ **Use ideas from the following script to lead the discussion:**

SCRIPT: What Works?

The three social network issues on the worksheet are identified by recovering people and treatment professionals as important considerations in long term recovery.

Point #1

❖ **MAKING NEW FRIENDS**

Only you can pick your friends, and ultimately who you hang out with is your business. However, making new friends who don't use drugs and who support your recovery efforts can help you develop new interests and a new sense of identity.

So when it comes to making new friends who would support your recovery, what do you need to do? What works?

Additional questions to encourage exploration:

Discussion Questions

Where are good places to meet new friends?

What might you say to a potential new friend? (Encourage a few "impromptu" role plays.)

What's worked for you in the past when you decided to make friends with someone? What did you do to get the friendship going?

What approaches have you tried in the past for making new friends that **didn't** work? What did you learn from that?

Point #2

❖ **FRIENDS WHO USE**

It's not possible to control what our friends do. Some recovering people still maintain relationships with friends who use. The experts will tell you that this can be risky, especially in early recovery when cravings and urges to resume drug use are strong. Many times, being with old friends who use can trigger a "slip" or even a total relapse. Again, you have to decide who you will hang out with, and who you will avoid. The key issue with friends who use is to avoid being influenced. So what works?

If you have friends who still use, what works to keep you from being influenced?

Point out that when we talk about being "influenced," we don't necessarily mean that our friends might try to talk us into using, although that can happen. What we're really talking about is our own internal "triggers" that cause us to "influence" ourselves when we're around active users.

Additional questions for encouraging discussion:

Discussion Questions

What have you done in the past to minimize being influenced by friends who use? How were you able to do that?

When it comes do avoiding the influence of friends who use, what doesn't work?

In your experience, what do you consider a "bad idea" for dealing with friends who use?

Point #3

❖ **FAMILY WHO USE**

The saying goes, "You can choose your friends, but not your family." And with the exception of spouses or partners, this is generally true. Your relationship with

your family is special, personal, and influenced by your feelings for each other and the history you share. You're the best judge of what will and won't work in dealing with your family. So let's talk about avoiding the influence of family members who use. What works?

If you have family members who still use, what helps you deal with the situation?

Additional questions for encouraging discussion:

Discussion Questions

What have you done in the past to minimize being influenced by family members who use? How were you able to do that?

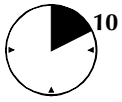
When it comes to avoiding the influence of family members who use, what doesn't work?

In your experience, what do you consider a "bad idea" for dealing with family members who use?

◆ **Thank participants for their contributions to the discussion.** Encourage them to use their worksheets to jot down ideas and strategies they feel were useful.

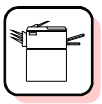
◆ **Provide closure by summarizing the discussion.** Review the discussion notes recorded on the flip chart sheets, highlighting "what works" and "what doesn't work" for each of the three topic areas.

Remind participants that each person is the ultimate judge of what works or doesn't work in their relationships. Encourage participants to pay attention in the week ahead to the kinds of things done by members of their social networks they find to be particularly helpful and supportive.



Step 7

Closure and evaluation



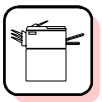
◆ **Distribute new *Weekly Recovery Journal* worksheets** and encourage participants to continue using the journal to record their successes and challenges in recovery in the week to come.

◆ **Provide the following specific assignment:**

Between now and next week, make it a point to spend some time with a friend or acquaintance who **doesn't** use. Use your journal to keep notes about your thoughts and feelings.

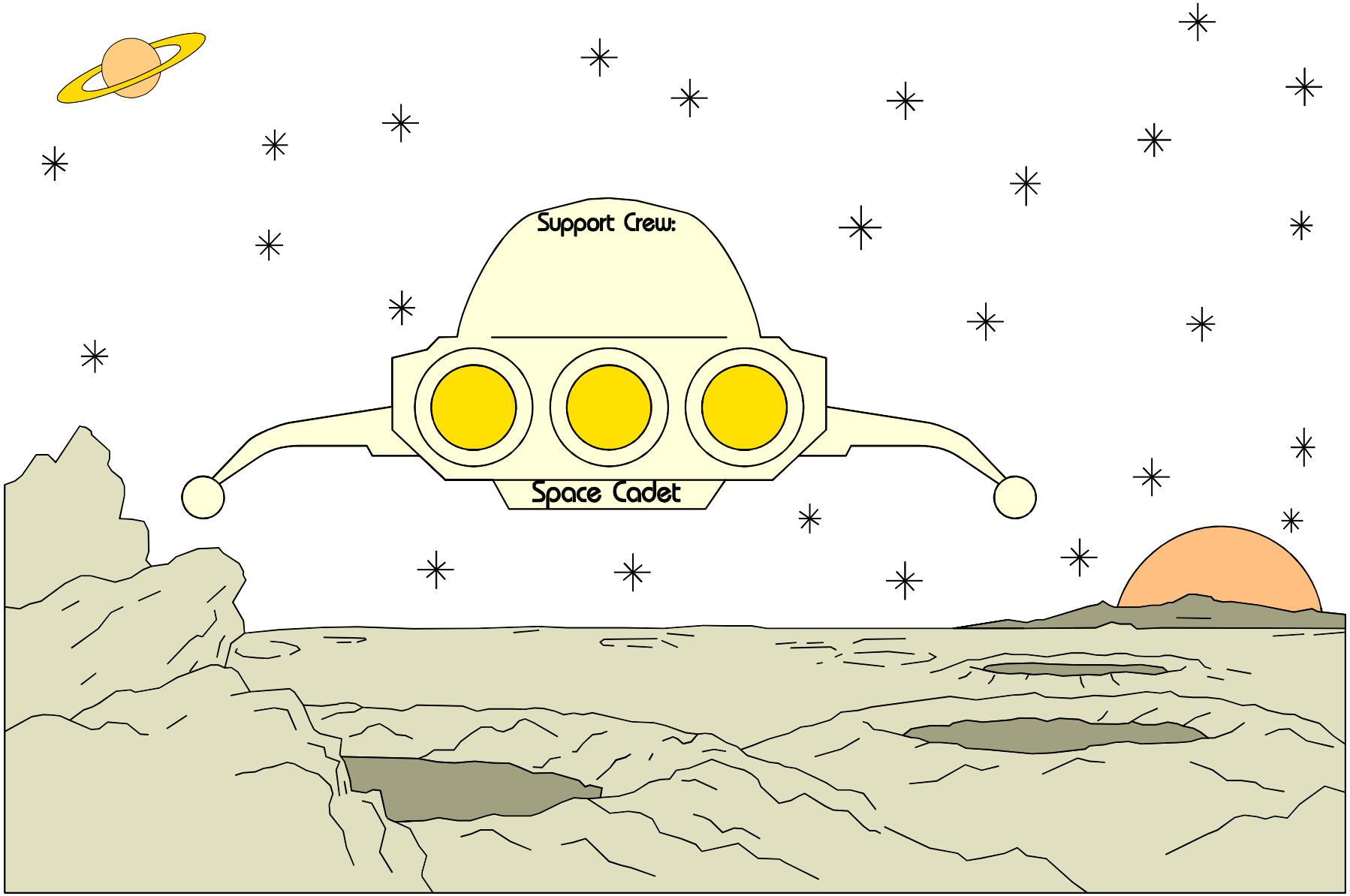
◆ **Go around the room quickly and ask participants to share the most important thing they learned from today's lesson.**

◆ **Briefly preview next week's session.**



◆ **Ask each participant to complete a session evaluation.** Thank each person as he or she leaves, and extend an invitation to return next week.

STARSHIP STRAIGHT AHEAD



WHAT WORKS?

MAKING NEW FRIENDS (who supports your recovery)

What works? ***What doesn't?***

FRIENDS WHO USE (avoiding their influence)

What works? ***What doesn't?***

FAMILY WHO USE (avoiding their influence)

What works? ***What doesn't?***

SESSION EVALUATION OF *STRAIGHT AHEAD*

SESSION 2

THIS BOX IS TO BE COMPLETED BY DATA COORDINATOR: [FORM 71; CARD 01]

SITE # |__|__| [5-6] CLIENT ID# |__|__|__|__|__|__|__| [7-12] DATE: |__|__||__|__||__|__| MO DAY YR [13-18] COUNSELOR ID# |__|__| [19-20]

Please answer these questions based on what you learned today. Select the best single answer.

1. A social network may include:
   (1) Friends
   (2) Family members
   (3) Strangers
   (4) 1 and 2 only
   (5) All of the above |__| [21]

2. Spending time with friends who use may trigger your urges to use. ..... 0=True 1=False [22]

3. A possible way to meet new people who don't use drugs is through:
   (1) Current nondrug using friends
   (2) 12-Step fellowships
   (3) Volunteer groups
   (4) Church or temple meetings
   (5) All of the above |__| [23]

4. A true friend will support and respect your recovery efforts. ..... 0=True 1=False [24]

5. A good way to deal with a close friend who still uses is to:
   (1) Move to another city
   (2) Ask him/her to not use around you
   (3) Have an honest talk about your needs for recovery
   (4) Excuse yourself and walk away if drugs are brought out
   (5) 2, 3, and 4 above |__| [25]

Straight Ahead
Session 2 Evaluation
Page 2

For the following items, please circle the number on each line to show how you feel about this session.

Full	1	2	3	4	5	6	7 ..... Empty	[26]
Rough	1	2	3	4	5	6	7 ..... Smooth	[27]
Weak	1	2	3	4	5	6	7 ..... Powerful	[28]
Relaxed	1	2	3	4	5	6	7 ..... Tense	[29]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[30]

Now circle the number on each line to show how you feel right now.

Pleased	1	2	3	4	5	6	7 ..... Angry	[31]
Quiet	1	2	3	4	5	6	7 ..... Aroused	[32]
Afraid	1	2	3	4	5	6	7 ..... Confident	[33]
Excited	1	2	3	4	5	6	7 ..... Calm	[34]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[35]

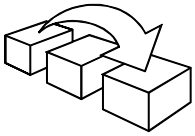
If *mapping* was used in this session, place an "X" on each line to show your opinion about it.

Mapping was...

Interesting	1	2	3	4	5	6	7 ..... Uninteresting	[36]
Difficult	1	2	3	4	5	6	7 ..... Easy	[37]
Comfortable ...	1	2	3	4	5	6	7 ..... Uncomfortable	[38]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[39]

3 Support Groups and Recovery

Objectives



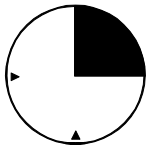
Participants will:

Examine potential benefits of support group involvement

Understand purpose of 12-step based groups

Identify strategies for support group involvement

Session Structure



Procedure Step	Segment Name	Time
1	Welcome and review of weekly recovery issues	30 minutes
2	Topic introduction: Support groups	5 minutes
3	Video and discussion: ***12-Step Groups***	25 minutes
4	Break	10 minutes
5	Exercise: ***Support Group Interview***	25 minutes
6	Open discussion: ***Getting Involved***	15 minutes
7	Closure and evaluation	10 minutes
Session Length		**2 hours (120 minutes)**

Group Leader Materials and Preparation

◆ **Materials:**

Flip chart or chalkboard
Markers or chalk
Pencils and paper for participants
Videocassette recorder (VCR) and television monitor
Video: ***Hope: Alcoholics Anonymous***

NOTE!

> Your local AA central office may have copies of this video available for loan. To order a copy, contact AA World Series, Inc., P.O. Box 459, Grand Central Station, New York, NY 10163. Telephone: (212) 870-3400.

◆ **Prepare before class:**

GETTING INVOLVED
Use a sheet of flip chart paper to write out the key points as shown:
(Handout shown on p. 52.)

GETTING INVOLVED

Shop around!

Consider attending Al-Anon or FA meetings.

Attend meetings regularly.

Ask for an AA or NA sponsor.

Check out other types of groups.

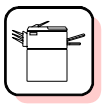
Check that the video equipment is working properly and cue the video.

Directory of local AA, NA, Families Anonymous (FA), and Al-Anon meeting times

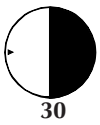
Prepare before class (continued):

◆ **Make copies:**

Truths and Myths about 12-Steps handout (p. 50)
Support Group Interview worksheet (p. 51)
Getting Involved handout (p. 52)
Local AA, NA, FA and Al-Anon meeting directory
Session Three Evaluation (pp. 53-54)
Weekly Recovery Journal (p. 18 — Session 1)



Procedure Steps

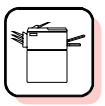


Step 1

Welcome and review of recovery issues

◆ **Welcome participants** as they arrive.

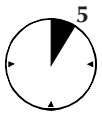
◆ **Introduce the session topic.** Explain that the session will focus on the benefits of getting involved in a group or fellowship that encourages and supports recovery efforts. The most well-known and popular groups, such as AA, NA, and CA, are based on what's known as the 12-Step approach. Today's session is a chance to talk about the importance of getting involved with other people in the community who, like you, are working hard to make changes in their use of drugs and alcohol. Support groups are a good place to start.



◆ **Open the discussion period for weekly recovery issues.** Encourage participants to use their ***Weekly Recovery Journals*** to keep notes for this discussion time, and to help keep themselves focused on recovery during the week.

◆ **Begin by going around the room to ask each participant:** *"What is one thing you did in the last week (no matter how small) that really helped your recovery efforts?"* Express support, encouragement, and appreciation for each speaker's contribution. Set a tone for the group that encourages participants to do likewise.

◆ **Ask about the specific assignment from the previous session:** How did it go spending time with a nonusing friend last week? **Encourage participants to share other issues from their journals as well.** Keep discussions focused on recovery, finding solutions to recovery-related problems, and sharing successes ("what works").



Step 2

Topic introduction: Support groups

◆ **Reintroduce the session topic and the purpose of the session using key points from the following script:**

SCRIPT:
Session Topic and Goals

There are hundreds of different kinds of support groups meeting each day in this country. They're called support groups because the members offer help and support to each other based on personal experiences, rather than on medical or psychological theories. "I know what you're going through 'cause I've been there myself," is the guiding philosophy of most support groups.

AA, NA, and CA are the most widely known groups, with daily meetings available in most areas. As you're probably aware, these groups are for people who want to quit using drugs or alcohol. The meetings are free and open to anyone, and they follow a general philosophy known as The Twelve Steps. These groups provide encouragement and support from people who have "been there," and they're often a good place to meet new friends who have quit using and are serious about recovery.

Support groups have a lot to offer, and thousands of recovering people have benefited from joining a group. Membership in a support group can:

Support Group benefits

- ❖ Help you deal with urges to use or drink
- ❖ Provide support and understanding if setbacks occur

- ❖ Give you a place to share and hear success stories
- ❖ Help fill your spare time
- ❖ Introduce you to new people and new ideas

Today's session is a chance for you to consider (or reconsider) getting involved in a support group in your community.

Step 3

Video and discussion: *12-Step Groups*

◆ **Introduce the video *Hope: Alcoholics Anonymous*.** Acknowledge that many group members may already know about or be involved in 12-Step fellowships. Explain that the purpose of showing the video is simply to review and clarify the aim of 12-Step groups. The video provides a good overview of 12-Step groups in general, even though the focus is on AA.

◆ **Show the video.** *(An alternative is to present a brief mini-lecture about the scope and purpose of 12-Step groups.)*

◆ **Highlight some of the main points presented in the video,** and lead a brief discussion using the following questions:

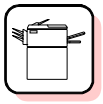
Video Discussion Questions

How many of you have attended 12-Step meetings? How many of you are still attending?

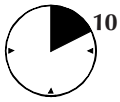
What are the benefits of attending AA or NA? How do these groups help people?

What's one **new** thing you learned about 12-Step groups from watching the video?

◆ **Mention again in closing that 12-Step groups are free and widely available.** The best way to decide if AA or NA can be beneficial is by attending several meetings. Mention that one reason some people are hesitant to try AA or NA is because they've heard myths about 12-Step groups.



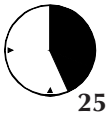
◆ **Distribute handout *Truths and Myths About 12-Step Groups***, and briefly review each of the four points with participants.



Step 4

Break

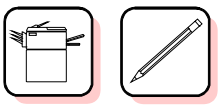
◆ **Allow a 10 minute break.**



Step 5

Exercise: *Support Group Interview*

◆ **Ask participants to choose a partner for the exercise,** preferably someone they don't know very well.



◆ **Distribute *Support Group Interview* worksheets and pencils**. Instruct participants to take turns interviewing each other, using the questions on the worksheets. In other words, Person A should ask Person B the questions on the worksheet and record the answers. Then Person B will ask Person A the questions on the worksheet and record the answers. **Allow 10-15 minutes for completion.** (Prompt partners to switch at halfway point.)

◆ **Process the exercise, using some of the discussion questions on the following page:**

Discussion Questions

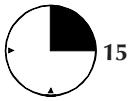
How did it feel to do this exercise? Was it easy or difficult?

How did it feel to discuss your ideas about support groups with another recovering person (e.g. your partner in the exercise)?

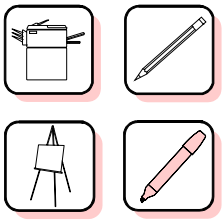
What benefits of having a support group did this exercise help you identify?

If you joined a support group, how would the members of that group benefit? What would you bring to the group? (*For those who have a group: What benefits do you bring to your group?)*

Step 6



Open discussion: *Getting Involved*



◆ **Distribute handout *Getting Involved*,** and use the flip chart outline of the key points (see page 40) to lead a discussion about community resources for support. Encourage participants to use the "good ideas" area of the handout to jot down helpful ideas brought up during the discussion. **Suggested discussion questions are included for each point.**

Point #1

❖ **Shop around until you find one or more AA or NA meetings where you feel comfortable.** It may take a little "detective" work to find the meeting you like best.

Discussion Questions

What will help you determine if a certain group is right for you?

When will be the best time of day for you to attend meetings?

Who would be a good person to go with you when you "shop around" for a group you like?

Point #2

- **If you're dealing with a partner or family member who uses, consider attending Al-Anon or Families Anonymous (FA) meetings as well.** These meetings help you learn not to take responsibility for someone else's alcohol or drug problem.

Discussion Questions

How can you find out if an Al-Anon or FA group would be helpful for you?

What would you expect to get out of an Al-Anon or FA group?

Point #3

- **Attend meetings regularly. If things are going rough, consider attending everyday.** You build support by being there. If you're about to pull your hair out, use a meeting to get you through it. That's what they're for.

Discussion Questions

What steps will you need to take in order to attend a weekly meeting? How will you carry out these steps?

What are some "warning signs" that would tell you to think about going to a meeting?

How can you "make" yourself go to a meeting when you need it? What works for you?

Point #4

- **Ask for an AA or NA sponsor.** The meeting secretary can give you pointers. Your sponsor is someone you can call on when you need support, advice, or encouragement.

Discussion Questions

How would you go about choosing your sponsor? What qualities will you look for?

How will you ask someone to be your sponsor? Give an example of what you will say.

What situations could a sponsor help you with?

Point #5

❖ **Check out other types of groups that can offer you support**. Ask your counselor about support groups that may help you in other areas of your life. (For example, church groups, parenting groups, special interest groups, etc.)

Discussion Questions

What are some of the benefits of other types of support groups?

How would you go about choosing a group?

◆ **Thank participants for their input. Summarize the discussion using key points from the following script:**

SCRIPT:
Summarizing ***Getting Involved***

One of the most important things offered by AA, NA, or any support group is understanding and encouragement as you work on your recovery. Being a member of a support group provides you with a way to handle urges to use (go to a meeting instead!), as well as a place to make new friends.

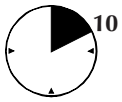
Support groups are made up of people, and since people aren't perfect, we can't expect groups to be perfect either. Take the time to try out several different groups until you find one where you feel comfortable.

SCRIPT:
Summarizing
Getting Involved
(continued)

You're the best person to decide if support groups are "your cup of tea." Keep in mind, however, that almost no one who has been successful in recovery has done it alone! If AA or NA isn't to your liking, check out alternate approaches such as Rational Recovery, Save Our Selves, or Women and Men for Sobriety. Ask your counselor for information or call the Reference Desk at your local library for recommended books.

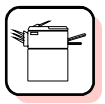
Form your own group. Meet regularly with friends or acquaintances who are also in recovery to discuss solutions, successes, and what works. Share phone numbers, and agree to be there for each other when the going gets rough. A support group need not be "formal." Meeting three or four friends for coffee or a meal once a week to discuss staying straight is a perfectly good way to get support. The key is to commit yourself to attending that weekly meeting.

◆ **Distribute a directory of local AA, NA, Families Anonymous, and AL-Anon meeting times.** If available in your community, include information about alternative groups as well, such as Rational Recovery or Women and Men for Sobriety.



Step 7

Closure and evaluation



◆ **Distribute a new *Weekly Recovery Journal* worksheet** and encourage participants to continue using the journal to record successes and challenges in the coming week.

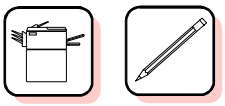
◆ **Provide the following specific assignment:**

Between now and next week, make it a point to attend a support group meeting of your choice (AA, NA, CA, Al-Anon, etc.) Use your journal to keep notes.

◆ **Go around the room quickly and ask participants to share the most important thing they learned from today's lesson.**

◆ **Briefly preview next week's session.**

◆ **Ask each person to complete an evaluation.** Thank people as they leave and extend an invitation to return next week.



TRUTHS AND MYTHS ABOUT 12-STEP GROUPS

MYTH: *AA, NA, and all 12-Step groups try to **force** religion on you.*

TRUTH: The 12-Steps and Traditions followed by AA and NA do not advocate or promote any particular religion or religious belief. There is, however, a strong emphasis on spirituality, or discovering one's uniqueness and wholeness as a human being. Also, several of the steps in the 12-Step philosophy mention "God, as we understand Him," or "a Higher Power." If the idea of religion or "God" makes you uncomfortable, you are free to think of your "Higher Power" in any way you choose. You can benefit from AA and NA groups even if you don't believe in God.

MYTH: *12-Step groups like AA / NA won't accept **methadone** patients.*

TRUTH: Some individuals who attend NA or AA groups may have a personal bias against methadone patients, or people taking **any** medication, for that matter. However, the World Service headquarters of these organizations have no official rules against accepting people who are on methadone, so long as the methadone is taken as part of a committed and sincere program of recovery.

You may have to "shop around" in your community to find a NA or AA group made up of individuals who understand and accept the benefits of methadone for drug abuse treatment. You can also petition your methadone clinic to start its **own** 12-Step group for people in the program.

MYTH: *12-Step groups like AA/NA try to **brainwash** you.*

TRUTH: The purpose of 12-Step programs is to offer support and hope to anyone who is struggling to overcome an addiction. The support is provided through meeting fellowships and open discussions. The hope comes through the personal understanding one gains from exploring the ideas or themes of each of the 12-Steps. All people attending AA or NA meetings are free to accept the ideas that they find useful, and reject the ideas with which they don't agree. The only requirement is a sincere desire to end one's personal addiction.

MYTH: *You have to stand up and **talk about yourself** at meetings.*

TRUTH: You are free to attend any AA , NA, or other 12-Step meeting and not say a word. The word "anonymous," which is included in many 12-Step group names, refers to the fact that you are not required to disclose or tell **anything** about yourself until you are ready. When you attend meetings, there may be other participants who share "testimonials" or talk about the progress they are making in their recoveries. This type of participation is purely voluntary. Many people are helped by simply attending meetings for the drug free fellowship offered. Others come to listen, learn, and work quietly on their recovery issues. It is up to you to decide the level of your participation. Some people have attended for years before ever talking at a meeting. Most people eventually do choose to participate, and, as with most groups, the more you participate, the more you get from the group experience.

SUPPORT GROUP INTERVIEW

Ask your partner the following questions and jot down his or her answers. When you are finished, your partner will ask your opinions on the same questions.

1. In your opinion, what is the most important thing a support group can do for you? And why is that so important?

2. What positive strengths will you bring to a support group? What can people learn from you?

3. How would you encourage some one you care about to join a support group? What would you say and how would you say it?

GETTING INVOLVED

Shop around until you find one or more AA or NA meetings where you feel comfortable. It may take a little "detective" work to find the meeting you like best.

☞ ***Good ideas -***

If you're dealing with a partner or family member who uses, consider attending Al-Anon or Families Anonymous (FA) meetings as well. These meetings help you learn not to take responsibility for someone else's alcohol or drug problem.

☞ ***Good ideas*** -

Attend meetings regularly. If things are going rough, consider attending everyday. You build support by being there. If you're about to pull your hair out, use a meeting to get you through it. That's what they're for.

☞ ***Good ideas -***

Ask for an AA or NA sponsor. The meeting secretary can give you pointers. Your sponsor is someone you can call on when you need support, advice, or encouragement.

☞ ***Good ideas -***

Check out other types of groups that can offer you support. Ask your counselor about support groups that may help you in other areas of your life. (For example, church groups, parenting groups, special interest groups, etc.)

☞ ***Good ideas -***

SESSION EVALUATION OF *STRAIGHT AHEAD*

SESSION 3

THIS BOX IS TO BE COMPLETED BY DATA COORDINATOR: [FORM 72; CARD 01]

SITE # |__|__| [5-6] CLIENT ID# |__|__|__|__|__|__|__| [7-12] DATE: |__|__||__|__||__|__| MO DAY YR [13-18] COUNSELOR ID# |__|__| [19-20]

Please answer these questions based on what you learned today. Select the best single answer.

1. 12-Step groups such AA and NA are:
   (1) Free (cost nothing to join)
   (2) Strictly for very religious people
   (3) Only available in hospital programs
   (4) A good place to meet other recovering people
   (5) 1 and 4 above |__| [21]

2. Before you can join a 12-Step group
   you much be addicted for 12 years. ..... 0=True 1=False [22]

3. The best way to get involved in a 12-Step fellowship is to:
   (1) Shop around and find a group where you feel comfortable
   (2) Make a commitment to attend group meetings
   (3) Keep an open mind in group meetings
   (4) Ask for a sponsor
   (5) All of the above |__| [23]

4. 12-Step groups do **not** accept methadone patients. ..... 0=True 1=False [24]

5. An example of a support group is:
   (1) Narcotics Anonymous (NA)
   (2) AL-ANON
   (3) Friends who meet regularly to discuss recovery issues
   (4) 1 and 2 only
   (5) 1, 2, and 3 |__| [25]

Straight Ahead
Session 3 Evaluation
Page 2

For the following items, please circle the number on each line to show how you feel about this session.

Full	1	2	3	4	5	6	7 ..... Empty	[26]
Rough	1	2	3	4	5	6	7 ..... Smooth	[27]
Weak	1	2	3	4	5	6	7 ..... Powerful	[28]
Relaxed	1	2	3	4	5	6	7 ..... Tense	[29]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[30]

Now circle the number on each line to show how you feel right now.

Pleased	1	2	3	4	5	6	7 ..... Angry	[31]
Quiet	1	2	3	4	5	6	7 ..... Aroused	[32]
Afraid	1	2	3	4	5	6	7 ..... Confident	[33]
Excited	1	2	3	4	5	6	7 ..... Calm	[34]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[35]

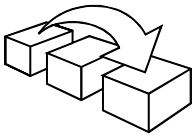
If *mapping* was used in this session, place an "X" on each line to show your opinion about it.

Mapping was...

Interesting	1	2	3	4	5	6	7 ..... Uninteresting	[36]
Difficult	1	2	3	4	5	6	7 ..... Easy	[37]
Comfortable ...	1	2	3	4	5	6	7 ..... Uncomfortable	[38]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[39]

4 Family Recovery Issues: Support and Solutions

Objectives



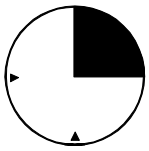
Participants will:

Identify sources of support for recovery in family relationships

Examine personal strategies for dealing with unsupportive family members

Explore a solution-focused approach for managing family problems*

Session Structure



Procedure Step	Segment Name	Time
1	Welcome and review of weekly recovery issues	30 minutes
2	Topic introduction: Family recovery issues	5 minutes
3	Exercise and discussion: ***Family Support Map***	25 minutes
4	Break	10 minutes
5	Exercise: Positive problem-solving map	20 minutes
6	Process discussion: Finding solutions to family problems	20 minutes
7	Closure and evaluation	10 minutes
Session Length		**2 hours (120 minutes)**

*Some of the exercise and discussion questions in this session draw on approaches suggested by Berg and Miller, 1992; de Shazer, 1985; Dolan, 1991; Lipchik, 1988; Lipchick and de Shazer, 1986; and O'Hanlon and Weiner-Davis, 1989.

Group Leader Materials and Preparation

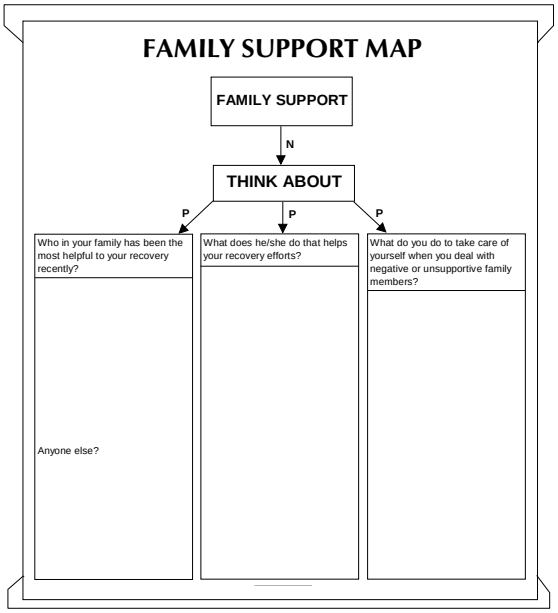
- **Materials:**

Flip chart or chalkboard
Markers or chalk
Pencils and paper for participants

- **Prepare before class:**

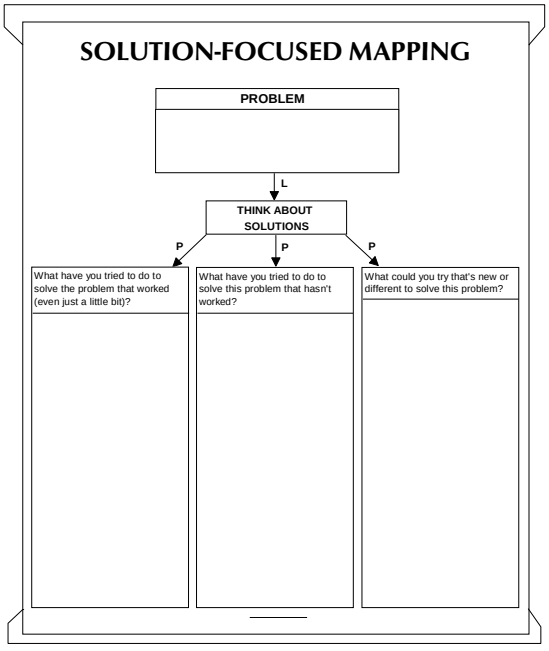
FAMILY SUPPORT MAP

Use a sheet of flip chart paper to draw a template as shown (see p. 70 for details):



SOLUTION-FOCUSED MAPPING

Use a sheet of flip chart paper to draw a template as shown (see p. 71 for details):

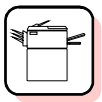


◆ **Prepare before class (continued):**

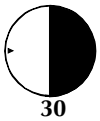
Local directory of free or low cost family counseling services. Include Al-Anon, Families Anonymous, parenting support groups, etc.

◆ **Make copies:**

Family Support Map worksheet (p. 70)
Solution-Focused Mapping worksheet (p. 71)
Local directory of family counseling and support groups
Session Four Evaluation (pp. 72-73)
Weekly Recovery Journal (p. 18 — Session 1)



Procedure Steps

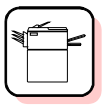


Step 1

Welcome and review of recovery issues

◆ **Welcome participants** as they arrive.

◆ **Introduce the session topic.** Explain that today's session will focus on family relationships and recovery. The purpose of the session is to look at the positive side of family life (what happens in your family that helps your recovery), as well as ways of dealing with family problems that may have a negative impact on recovery. Emphasize that this session is not designed as therapy, but rather as a chance to explore what's already working and what you'd like to improve in your family relationships.

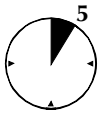


◆ **Open the discussion period for weekly recovery issues.** Encourage participants to use their ***Weekly Recovery Journals*** to keep notes for this discussion time, and to help keep themselves focused on recovery during the week.

◆ **Begin by going around the room to ask each participant:** *"What is one thing you did in the last week (no matter how small) that really helped your recovery efforts?"* Express support,

encouragement, and appreciation for each speaker's contribution. Set a tone for the group that encourages participants to do likewise.

◆ **Ask about the specific assignment from the previous week:** What did you find helpful about the support group you attended this past week? **Encourage participants to share other issues from their journals as well.** Keep discussions focused on recovery, finding solutions to recovery-related problems, and sharing successes ("what works").



Step 2

Topic introduction: Family recovery issues

◆ **Reintroduce the session topic and the purpose of the session using key points from the following script:**

SCRIPT:
Session Topic and Goals

The definition of "family" is a very personal one. The term *family* usually refers to kinfolks (blood relatives), partners or spouses, the relatives of a partner or spouse, and the children of both partners. However, many people feel family ties with others as well, such as friends or roommates. For the purposes of today's discussion, you are free to define "family" in the way that most makes sense to you.

However we define them, families can be a source of happiness, support, and stability. Many recovering people credit family members for helping them the most to stay off drugs. It's important to pay attention to the good and helpful aspects of family relationships, and to figure out ways to overcome problems that sometimes get in the way.

It's not uncommon for families to experience problems associated with a member's recovery. Recovery involves change. Sometimes, as one family member changes (for example, quits using and works toward a "straight" life) other family members have trouble handling it. This is an odd, but very human reaction.

No matter how "bad" a situation may be, we often get used to it so that even change for the better is unsettling. Frequent quarreling, poor communication, blaming, distrust, and unrealistic expectations are examples of family problems often described by recovering people.

What we'll concentrate on today is learning a system for carefully thinking through family problems, with a focus on discovering potential solutions. To do this, we'll use a "mapping" exercise. Mapping allows you to think about problems and solutions in a focused way. When family problems affect your recovery, it's important to bring forth your resources and inner wisdom to find workable solutions. Mapping is a tool you can use to help you get in touch with your own problem-solving ability.

One key to solving problems is to figure out what works. As long as the solution is not illegal, dangerous, or harmful to one's self or others, it's usually worth a try. Because family problems can be very emotional we sometimes lose track of being able to ask and answer for ourselves: "What will work to help me solve this problem? How have I managed to solve similar problems in the past?" Today's session will introduce a way to help you explore potential answers to these questions.

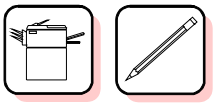
What we'll talk about in today's session is not a substitute for family or couples therapy. Mapping is simply a problem-solving tool. If you are experiencing recurring or difficult family problems, talk with your counselor about available family counseling services in the community.

Step 3

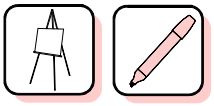
Exercise and discussion: *Family Support Map*

◆ **Begin by telling participants that today's session will feature two mapping exercises.** The first one is designed to

help them focus on the strengths and sources of support for recovery in their families. The second helps them focus on exploring solutions to family problems that interfere with recovery efforts.



◆ **Distribute the *Family Support Map* worksheets and pencils.** Ask participants to fill in the boxes by answering the questions in each box. Encourage thoughtfulness and honesty. Assure participants there are no "right" or "wrong" answers to the questions.



◆ **Use a flip chart or chalkboard outline of the map template** as shown on page 56 to review the questions and explain the type of answers being sought. Ask participants to be specific about how family members show support for their recovery efforts. Encourage them to use the back of the page if they need more room.

NOTES AND INSTRUCTIONS: Family Support Map

◆ **Use the following notes to augment instructions.**

Who in your family has been the most helpful to your recovery recently? Write down the name of an adult family member who has been supportive and helpful to your recovery efforts. (There's an **"anyone else"** space in case you want to list more than one person.)

What does he/she do that helps your recovery efforts? Describe how the family member supports your recovery efforts. What does he/she actually do?

What do you do to take care of yourself when you deal with negative or unsupportive family members? What do you do to keep unsupportive people from getting you down? What do you do to safeguard your recovery and take care of yourself?

◆ **Allow time for the worksheets to be completed.** Be available to answers questions or provide clarification as participants work. Remind participants they're free to define "family" for themselves.

◆ **Process the exercise.** Begin by asking participants some general questions about the exercise:

General Questions

Was the exercise easy or difficult? How so?

How did it feel to answer these questions?

◆ **Lead a discussion of the exercise by encouraging volunteers to share their answers to the worksheet questions.** As much as possible, work with one person at a time. Read each question aloud and allow each volunteer to share his or her answers.

PROCESS DISCUSSION: Family Support Map exercise

As you process the exercise, work to elicit responses that are specific and behavioral, rather than vague and general. For example:

Leader (L): How do you take care of yourself when you deal with difficult or unsupportive family members?

Participant (P): I just blow them off … ignore them.

L: How do you do that? What do you do when you're ignoring them.

P: Watch TV … sometimes I just leave.

L: That's smart. How did you figure out that watching TV or leaving was a good way to deal with them?

L: What does ___(name)___ do that helps your recovery effort?

P: Well, she's always really nice to me.

L: In what way is she nice? What does she do?

P: Uh … she gives me a lift to the clinic when I need it.

L: Great. What else?

Look for opportunities to compliment and encourage each participant's insight, ability, and competence. Honest and sincere statements on your part, such as "That's great!" "Good for you," "That was smart of you," etc., help promote self-esteem and self-efficacy.

***Family Support Map* Process Questions**

◆ **Here are some suggested process questions for each item on the worksheet:**

❖ **Who in your family has been the most helpful to your recovery recently?** (Ask for a first name and use it in asking subsequent questions.) **Anyone else?**

Process Questions

What do you suppose ____(name)____ would say he/she notices that is different about you since you've been in this program?

What do you need to do to maintain this change?

❖ **What does ____(name)____ do that helps your recovery efforts?**

Process Questions

How do you suppose ____(name)____ figured out what would be helpful to you?

What do you need to do to show ____(name)____ that his/her support is really helping your recovery?

How will you do that?

❖ **What do you do to take care of yourself when you deal with negative or unsupportive family members?**

Process Questions

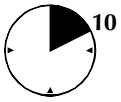
How did you figure out that's what you need to do?

What else might work?

How do you feel when you are able to take care of yourself in a difficult family situation?

◆ **Thank participants for their input.** Provide closure by highlighting the sources and types of family support discussed during the exercise. Encourage participants to continue to identify helpful and supportive family members and to think of ways they can encourage this support. Compliment their abilities and resourcefulness in dealing with unsupportive family members, and encourage them to continue to identify ways of taking care of themselves in difficult family interactions.

Step 4

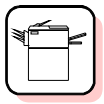


Break

◆ **Allow a 10 minute break.**

Step 5

Exercise: Positive Problem-Solving Map



◆ **Distribute the *Solution-Focused Mapping* worksheets**, and ask participants to fill in the boxes by answering the questions in each box. Explain that this segment of the exercise

focuses on thinking about past solutions and possible new solutions to family relationship problems.

A problem is a difficulty we have been unable to resolve, even though we may have tried very hard. The approaches we've tried that didn't work hold clues to possible solutions for the future.

Encourage participants to be thoughtful and realistic as they create their maps. Reassure them there are no "right" or "wrong" answers to the questions.

◆ **Use a flip chart or chalkboard outline of the map template** to quickly review the questions. Encourage them to use the back of the page if more room is needed.

NOTES AND INSTRUCTIONS: Solution-Focused Mapping

◆ **Use the following notes to augment instructions:**

Problem box: Write a few lines to describe a current problem you're experiencing with a family member.

What have you tried to do to solve the problem that worked (even just a little bit)? Think about anything you have done to solve the problem that worked or helped make the problem less severe. Include **anything** that worked, even if it only helped a little bit and even if it only lasted a little while.

What have you tried to do to solve this problem that hasn't worked? Think about the things you've done in the past to solve the problem that were unsuccessful.

What could you try that's new or different to solve this problem? Based on all the thinking you've done today about this problem, what's something you could do that's new or different that might work? (Make sure it's not illegal, dangerous, or harmful to yourself or others.)

◆ **Allow time for participants to complete their maps.** Be available as they work to offer clarification and encouragement as needed.

Step 6

Process discussion: Finding solutions to family problems

◆ **Process the mapping exercise.** Begin by asking the group for general feelings about the exercise using some of the following questions:

General Questions

How did it feel to answer these questions?

Was the exercise easy or hard?

What did you learn from doing this exercise?

PROCESS DISCUSSION: Solution-Focused Mapping exercise

◆ **Lead a process discussion based on the questions asked in the mapping exercise.** Work with one person at a time. Begin by asking the volunteer to describe his/her family problem. After the volunteer answers each mapping question, elicit more information using the process questions. Repeat this pattern with each participant.

As with the earlier exercise, try to elicit answers that are specific and behavioral rather than vague and general. Find opportunities to recognize and praise the participants' efforts to understand and solve problems. Comments such as "Good for you," "That's great!" "That was smart of you to figure that out," "Sounds like you're really trying hard to get this problem solved," etc. will help promote participants' sense of power and self-efficacy in finding their own solutions.

***Solution-Focused Mapping* Process Questions**

◆ **Here are some suggested process questions for each mapping question:**

❖ **What have you tried to do to solve the problem that worked?**

Process Questions

How did you manage to do that?

How did you figure out it would work?

What was the first thing you noticed that let you know it was working?

❖ **What have you tried to do to solve the problem that hasn't worked?**

Process Questions

How soon were you aware that it wasn't working?

What did you do then?

How will you use what you've learned?

❖ **What could you try that's new or different to solve the problem?**

Process Questions

What makes you think this might work?

What's the first step you'll need to take?

How will you know if it is working? What will give you the first clue?

◆ **Thank participants for their input.** Encourage them to share their maps with the family member(s) involved in the problem and solutions they explored today.

◆ **Offer extra copies of the *Solution-Focused Mapping* worksheets.** Ask participants to consider using the worksheets to map exceptions and possible solutions to other family problems. Also suggest they may want to show other family members how to create a solution-focused map.

◆ **Distribute local directory of free or low cost family counseling services.** Remind participants that using a "map" to help organize their thoughts about solutions is a problem-solving exercise, and not a substitute for family or couples therapy. Encourage them to talk to you after group if they need more information about family or couples counseling.

◆ **Summarize the discussion using key points from the following script:**

SCRIPT:
Summarizing ***Solution-Focused Mapping***

> It's been said that what's focused on — grows! The more attention and mental energy we spend on something, the bigger it gets in our minds. If we spend all our energy thinking about how bad a problem is, whose fault it is, how awful it is, etc., we have little energy left to think about how things can be different and the steps we need to take to make things be different. This exercise was designed to help you think about solutions, instead of just the problem itself. What's focused on — grows! Try using this type of map in the future to help you focus on finding solutions.
>
> If something has worked in the past (even just a little bit) to solve or lessen the problem, it's worth trying again. Ask yourself: "What's worked before and how can I make it work again?" On the other hand, if something hasn't worked, stop doing it. Try something new or different.

SCRIPT:
Summarizing
Solution-Focused Mapping
(continued)

Sometimes just doing something (anything) different can "unstick" the situation and help resolve the problem. Don't be afraid to try different approaches as long as they're not illegal, dangerous, or harmful to you or others. If it works or helps lessen the problem, keep it up. If it doesn't, try something else.

Problems often follow patterns. When you break the pattern, you may begin to solve the problem, or at least reduce how often it happens. If you and your partner argue a lot about money (the kids, the in-laws, housework, etc.) then do something different when you argue to help break the pattern.

For example:

- Agree that you will only argue about money (or whatever you frequently argue about) on Tuesdays between 9:00 and 9:30 p.m. (or pick your own day and time). When an argument about the "hot" topic starts at any other time, defer it until Tuesday.

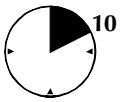
- Agree to argue only in the bathroom. When you find yourself fighting about housework (or whatever), move into the bathroom to continue the fight.

- Argue only on paper so that each of you writes out what you would normally say, then read what you've written to each other.

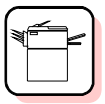
- Agree to tape record all your arguments about the kids (or whatever) and share them with your counselor. (Get your counselor's okay first.) Tape recording arguments even if you're not going to play them back to anyone sometimes is helpful.

Don't hesitate to find help in the community if you need it. Family and couples counseling, Al-Anon, Families Anonymous, and parenting support groups have a lot to offer. If you're interested or want more information, talk with your counselor.

Step 7



Closure and evaluation



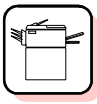
◆ **Distribute a new *Weekly Recovery Journal* worksheet** and encourage participants to continue using the journal to record successes and challenges in the coming week.

◆ **Provide the following specific assignment:**

Between now and next week, try applying a "new" solution to an "old" family difficulty. Use your journal to keep notes.

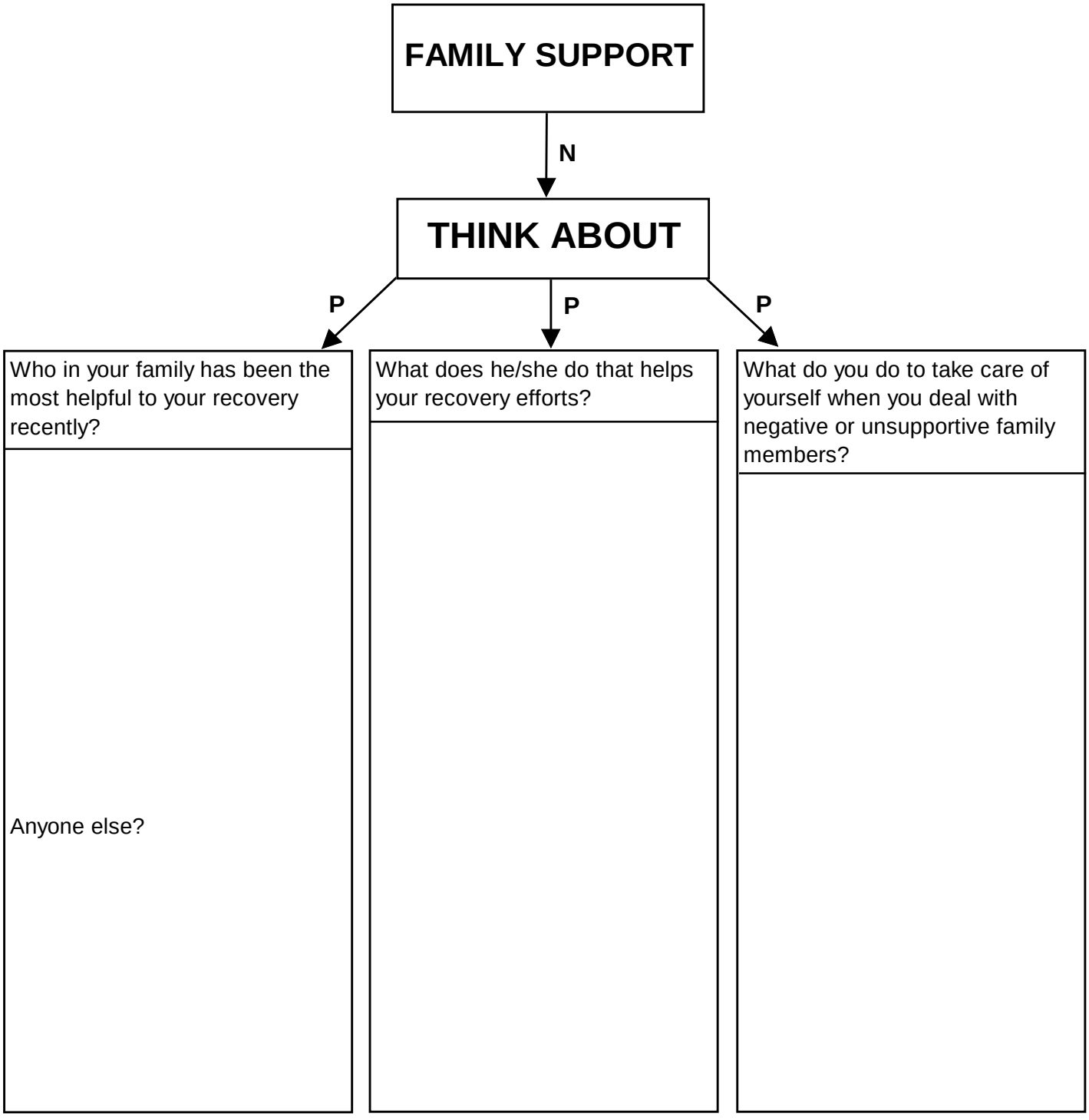
◆ **Go around the room quickly and ask participants to share the most important thing they learned from today's session.**

◆ **Briefly preview next week's session.**

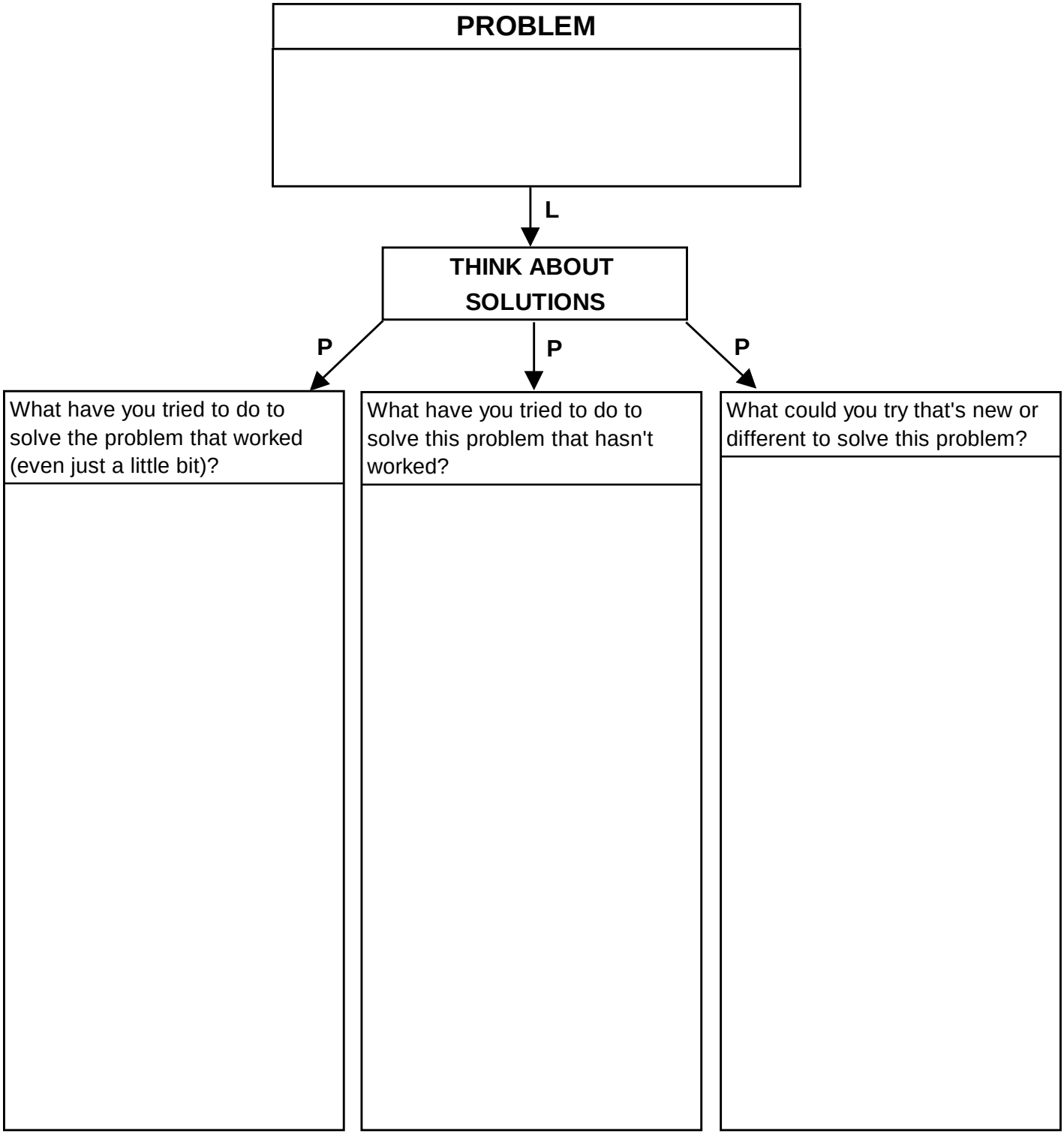


◆ **Ask each person to complete an evaluation.** Thank people as they leave and extend an invitation to return next week.

FAMILY SUPPORT MAP



SOLUTION-FOCUSED MAPPING



SESSION EVALUATION OF *STRAIGHT AHEAD*

SESSION 4

THIS BOX IS TO BE COMPLETED BY DATA COORDINATOR: [FORM 73; CARD 01]

SITE # |__|__| [5-6] CLIENT ID# |__|__|__|__|__|__|__| [7-12] DATE: |__|__||__|__||__|__| MO DAY YR [13-18] COUNSELOR ID# |__|__| [19-20]

Please answer these questions based on what you learned today. Select the best single answer.

1. What's focused on:
   (1) grows
   (2) shrinks
   (3) remains the same
   (4) improves vision
   (5) changes |__| [21]

2. Solutions that work just a little bit are no good. ..... 0=True 1=False [22]

3. The definition of a family is:
   (a) A group of people living together
   (b) People with the same bloodline
   (c) People who care about each other
   (d) Your own personal definition of what makes a family
   (e) All of the above |__| [23]

4. Mapping exercises help you think about solutions in a focused way. ..... 0=True 1=False [24]

5. Family problems may be helped by:
   (a) Trying solutions that have worked before
   (b) Breaking the problem's "pattern" by doing something new or different
   (c) Attending family counseling or support groups
   (d) 1 only
   (e) All of the above |__| [25]

Straight Ahead
Session 4 Evaluation
Page 2

For the following items, please circle the number on each line to show how you feel about this session.

Full	1	2	3	4	5	6	7 ..... Empty	[26]
Rough	1	2	3	4	5	6	7 ..... Smooth	[27]
Weak	1	2	3	4	5	6	7 ..... Powerful	[28]
Relaxed	1	2	3	4	5	6	7 ..... Tense	[29]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[30]

Now circle the number on each line to show how you feel right now.

Pleased	1	2	3	4	5	6	7 ..... Angry	[31]
Quiet	1	2	3	4	5	6	7 ..... Aroused	[32]
Afraid	1	2	3	4	5	6	7 ..... Confident	[33]
Excited	1	2	3	4	5	6	7 ..... Calm	[34]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[35]

If *mapping* was used in this session, place an "X" on each line to show your opinion about it.

Mapping was...

Interesting	1	2	3	4	5	6	7 ..... Uninteresting	[36]
Difficult	1	2	3	4	5	6	7 ..... Easy	[37]
Comfortable ...	1	2	3	4	5	6	7 ..... Uncomfortable	[38]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[39]

5 An Effective Communication Style

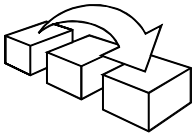
Participants will:

Explore the concept of personal rights

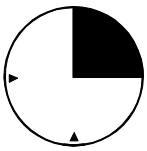
Identify three communication styles and their impact on relationships

Recognize the characteristics of aggressive, assertive, and passive styles*

Objectives



Session Structure



Procedure Step	Segment Name	Time
1	Welcome and review of weekly recovery issues	30 minutes
2	Topic introduction: Effective communication	5 minutes
3	Open discussion: ***Personal Rights***	20 minutes
4	Break	10 minutes
5	Mini-presentation: Three communication styles	15 minutes
6	Exercise and discussion: ***Communication Styles in Action***	30 minutes
7	Closure and evaluation	10 minutes
Session Length		**2 hours (120 minutes)**

*The concept of Personal Rights as a foundation for assertive communication is from Lange and Jakubowski, 1978.

Group Leader Materials and Preparation

- **Materials:**

Flip chart or chalkboard
Markers or chalk
Paper and pencils for participants

- **Prepare before class:**

PERSONAL RIGHTS
Use a sheet of flip chart paper to write out the rights as shown:
(See handout on p. 91. Discussion begins on p. 79.)

PERSONAL RIGHTS

I have the right ...

to ask for what I want.
to express my thoughts and feelings.
to be free from violence.
to be treated with respect.
to say, "No."
to change my mind.
to ask questions.
to hold a different opinion.
to ask for time to think.
to decide whether or not to act on my rights.

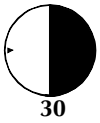
Prepare the ***Communication Styles in Action*** exercise (p. 94) by cutting the role play situations into strips.

- **Make copies:**

Personal Rights (p. 91)
Communication Styles (p. 92)
Characterisitics of Communication Styles (p. 93)
Session Five Evaluation (pp. 95-96)
Weekly Recovery Journal (p. 18 — Session 1)

Procedure Steps

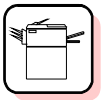
Step 1



Welcome and review of recovery issues

◆ **Welcome participants** as they arrive.

◆ **Introduce the session topic.** Explain that the session will focus on learning more about the importance of communication. How we communicate (in other words, **what** we say, **how** we say it, and how well we **listen**) influences every aspect of our lives, including recovery. The strongest influence is felt in our relationships with people we care about. However, communication style also impacts getting and keeping a job, making new friends, and getting the most out of a counseling session or group meeting. Communication is very much a recovery issue. The purpose of this session is to look at the characteristics of different communication styles, and to begin developing a personal style that is assertive and on track with recovery needs.

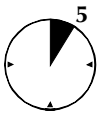


◆ **Open the discussion period for weekly recovery issues.** Encourage participants to use their ***Weekly Recovery Journals*** to keep notes for this discussion time, and to help keep themselves focused on recovery during the week.

◆ **Begin by going around the room to ask each participant:** *"What is one thing you did in the last week (no matter how small) that really helped your recovery efforts?"* Express support, encouragement, and appreciation for each speaker's contribution. Set a tone for the group that encourages participants to do likewise.

◆ **Ask about the specific assignment from the previous week:** What did you find helpful about trying out a "new" solution to an "old" family difficulty this past week? **Encourage participants to share other issues from their journals as well.** Keep discussions focused on recovery, finding solu-

tions to recovery-related problems, and sharing successes ("what works").



Step 2

Topic introduction: Effective communication

◆ **Reintroduce the session topic and the goals for the session using ideas from the following script:**

SCRIPT:
Session Topic and Goals

This session will focus on what is sometimes called "the art of communication." Improving social skills and gaining confidence in our ability to communicate effectively has been shown to enhance recovery and reduce the risk of setbacks. It also improves our relationships with the people we really care about.

When we talk about good communication, we are not referring to using proper English or correct grammar, or sounding like a radio announcer. Good communication (or effective communication) means being able to share ideas, feelings, opinions, and plans with others in an open, nondefensive way that enhances understanding and keeps the lines of communication open.

Good communication is also about being able to listen to the ideas, opinions, and feelings of others. The ability to express ideas and listen to others is a skill. When we learn to use this skill on a regular basis, we may begin to see an improvement in our relationships, our sense of self-esteem, and our ability to manage conflicts.

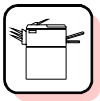
In today's session and the next few sessions we'll talk about communication techniques you can use to improve relationships with family, partners, friends, and on the job. However, it's important to view these skills realistically. Improving your communication style will not eliminate anger, frustration, social pressure, or "bad scenes" from your life. Nor will it

guarantee that other people will always respond in the way you want them to. Improving your communication skills will not make the world a fair place. But, it can help you deal with people in a fair and honest way, and also deal with your feelings in a way that doesn't threaten recovery.

Many communication problems in relationships begin when one or both people involved in an interaction feel hurt, angry, or treated unfairly. In other words, one or the other believes his/her **personal rights** in the communication situation have been violated or ignored. So we'll begin by talking about personal rights.

Step 3

Open discussion: *Personal Rights*



SCRIPT: Personal Rights

◆ **Distribute the *Personal Rights* handout and use a flip chart outline as shown on page 76 to lead a discussion about the concept of personal rights.** Encourage discussion and provide examples and clarification as needed. **Use ideas from the following script to lead the discussion.**

Personal rights are similar to what you may have heard called human rights. Personal rights are based on an attitude of fairness and equality in all dealings with others. Respect for our own rights and the rights of others helps create close, mutually supportive relationships. It also enhances our ability to establish new friendships and get along on the job.

All of us have personal rights! Every right I have or you have is also the right of every other person. The idea is to respect and stand up for your own personal rights and also respect and not violate the rights of other people.

Personal rights extend to many areas of life. For this session, we'll focus on keeping personal rights in mind when we communicate with others:

SCRIPT:
Personal Rights
(continued)

I have the right to ask for what I want.

This right acknowledges a basic right to communicate our wants and needs to others. We have the right to ask for what we want. This doesn't mean we'll always get what we want or what we ask for. It doesn't mean we have the right to force or demand what we want from others, either. But we always have the right to ask.

I have the right to express my thoughts and feelings.

This right highlights our basic right to express ourselves to others. Our thoughts and feelings are as worthwhile as the next person's. The right to express thoughts and feelings carries with it the responsibility to respect the thoughts and feelings of others.

I have the right to be free from violence and hostility.

Violence and hostility destroy communication, and ultimately will destroy relationships. We have the right to distance ourselves from any hostile form of communication that threatens our safety or self respect.

I have the right to be treated with respect.

For many people, this is the most fundamental of personal rights. Remember, when we show respect for others we're most likely to be shown respect in return.

I have the right to say "No."

Refusal is a basic human right, and one that is especially important in recovery. When we don't claim our right to say "no" to things we'd rather not do, we may begin to feel resentful or "used." In recovery, learning to say "no" when we need to can lessen the chances of a slip or setback.

SCRIPT:
Personal Rights
(continued)

I have the right to ask questions.

We're not expected to know everything in life, therefore we have the right to seek out information we don't have. Keep in mind there's no guarantee we'll get an answer, but we do have the right to ask the question.

I have the right to ask for time to think.

As we listen to others (and ourselves) we gain new information and insight. Often, we need some time to process or sort out our thoughts and feelings. This is especially true in making decisions. We always have the right to think before we act or decide on an issue.

I have the right to change my mind.

We have the right to reevaluate a decision and to change it when we think it's best to do so. Although we may choose to explain to others why we've changed our mind, we're not obligated to offer explanations or reasons.

I have the right to hold a different opinion.

We're all entitled to hold our own opinions and beliefs about events, people, religion, politics, etc. We are also free to express our opinions or to withhold giving an opinion, depending on our best interests.

I have the right to decide whether or not to act on my rights.

Accepting a right doesn't mean we have to **act** on it. We may choose in certain circumstances not to speak out on a right. This doesn't mean we give up the right. It simply means there may be times when prudence and wisdom require **not** asserting a right. For example, I have the right to hold a different opinion. In some situations, I may choose to keep that opinion to myself rather than share it.

◆ **Process the discussion using some of the following questions:**

Discussion Questions

Are there any other rights which should be added to the list? (Discuss and add appropriate suggestions to the list.)

Which of these rights is the most important to you personally? Why?

How do you feel when someone steps on one of your rights? How do you usually respond?

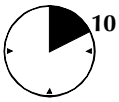
◆ **Summarize using information from the following script:**

SCRIPT: *Summarizing* ***Personal Rights***

The foundation of good and effective communication begins with an attitude of respect for our own personal rights and the personal rights of other people. When we work to make sure our interactions and communications with others are based on equality and fairness, we increase the odds of a favorable outcome.

Adopting the attitudes that contribute to effective communication is a personal decision. In other words, you only have control over your own communication style, not the style of others. As you learn about communication skills, you may become aware that some people communicate poorly and frequently step on other people's rights. You have the right to limit or reduce the amount of time you spend with such people, especially if your rights are continually ignored.

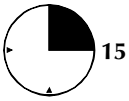
Step 4



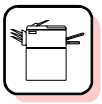
Break

◆ **Allow a 10 minute break.**

Step 5



Mini-presentation: Three communication styles



◆ **Distribute the *Communication Styles* handout** and lead a discussion about communication styles, their characteristics, and their possible outcomes. Model the styles, and provide examples as you lead the discussion.

◆ **Use points from the following script to build your discussion:**

SCRIPT: Communication Styles

There are three communication styles which all of us have used at one time or another. These styles generally reflect our attitudes about ourselves and about other people. As you'll see, an **assertive style** is our best bet for achieving goals and improving relationships because it respects both our personal rights and the rights of others.

The assertive style: This style of communication is considered the most useful for improving self-esteem, enhancing relationships, increasing intimacy and closeness with those we care about, and allowing us to express our thoughts, needs, and feelings in a way that respects the rights of other people. Assertiveness is considered to be the most effective communication style because it promotes **equality** and **fairness** in relationships.

An assertive style enables us to act on our goals in an open, direct and honest manner. It's a style that says to the world: *"I believe I'm important, and I believe you're important, too."*

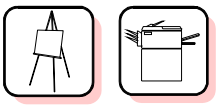
SCRIPT: Communication Styles *(continued)*

The aggressive style: Practically everyone has used an aggressive communication style at one time or another. However, when it becomes the primary way in which we communicate it can distance us from people we care about, shut down intimacy and closeness, cause people to withdraw from us, and contribute to emotional distress. It lowers self-esteem, both our own and that of those we address aggressively. An aggressive style ignores the rights of others. When we behave aggressively, we express our needs, wants, ideas, and feelings at the expense of another person. This style says to the world: *"I'm important, but you're not important."*

The passive style: Most people have used a passive style at one time or another. When we behave passively, we fail to respect our own rights which leaves us open to exploitation or being manipulated by others. When we communicate passively, we deny our rights, our goals, our needs, and our feelings. Because we don't honestly express our feelings, we are less likely to achieve intimacy or closeness with others. We may be seen as a "pushover," because we let other people make our decisions or tell us what to do. Passive people may often feel hurt, anxious, inhibited, angry, and resentful. When we behave passively we seldom achieve our goals. This style says to the world: *"I'm not important; you're more important than I am."*

For a simple analogy of communication styles, think about the story of *Goldilocks and the Three Bears*. Recall that Goldilocks thought one bowl of porridge was "too hot," another was "too cold," and the third was "just right." And one bed was "too hard," the other bed was "too soft," and the third was "just right." It's much the same with communication styles. The **passive** style is "too soft…too cold," the **aggres-sive** style is "too hard…too hot." The **assertive** style may be thought of as "just right."

◆ **Distribute the *Characteristics of Communication Styles* handout, and use a flip chart to list the properties of the three communication styles as they are discussed.** Ask participants for examples of each characteristic discussed. Provide clarification and model the characteristics described as needed.



DISCUSSION POINTS: Characteristics of Communication Styles

Characteristics of the assertive style:

- Talking in a clear, level tone of voice
- Using appropriate gestures and motions
- Maintaining good eye contact when you talk with someone
- Listening well; not interrupting when others talk
- Speaking for yourself (*I-statements: — I feel; I think; I believe; I would like)*
- Asking for what you want
- Controlling your temper when others are angry or rude

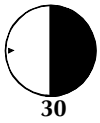
Characteristics of the aggressive style:

- Using a tone of voice that is sarcastic, mocking, or threatening
- Yelling or screaming at someone
- Using intimidating gestures; finger-pointing; glaring
- Interrupting or telling people to "shut up"
- Blaming others for your problems
- Giving orders and using put-downs
- Using "loaded" words to start fights

DISCUSSION POINTS: Characteristics of Communication Styles *(continued)*

Characteristics of the passive style:

- Talking in a tone of voice that is hesitant and unsure
- Looking down or away when talking with others
- Saying "yes" when you want to say "no"
- Covering up what you really feel
- Going along with others when you don't want to
- Apologizing for almost everything
- Putting yourself down



Step 6

Exercise and discussion: *Communication Styles in Action*

◆ **Begin by mentioning that the best way to recognize the different ways we communicate is to witness them in action.** Explain to the group that you want them to take part in a brief role play exercise to illustrate what the different communication styles sound like and look like.

NOTE!

> A page of role play situations is included on page 94. For convenience, these situations are laid out on the page so they can be copied and cut into slips.

Role Play Instructions

◆ **Ask for two or three volunteers. Give each person a slip of paper with a situation described on it.** Tell the group that each slip describes a situation which requires a response. Ask volunteers to consider their situations, and to develop a **passive** response.

◆ Introduce each situation by reading it aloud to the group. Prompt volunteers with the italicized line next to each situation, and ask them to "role play" a **passive** response.

◆ **Lead a brief discussion using the following questions:**

Passive Style Discussion Questions

Ask the volunteers:

How did it feel to give a passive response in this situation?

What reaction might you expect from the other person?

To the group:

What did the volunteers do that really reflected a passive style?

How do you usually respond to a passive style?

◆ **Call for new volunteers and distribute situation slips.** Ask volunteers to read the new situations and develop an **aggressive** response. Prompt using the italicized lines on the situation slip (or invent your own).

◆ **Lead a brief discussion with the following questions:**

Aggressive Style Discussion Questions

Ask the volunteers:

How did it feel to give an aggressive response in your situation?

What reaction might you expect from the other person?

To the group:

In what ways in this type of response different from a passive response?

How do you usually respond to an aggressive style?

◆ **Change volunteers and distribute situation slips.** Ask volunteers to develop an **assertive** response. Review the characteristics of the assertive style discussed earlier. Remind participants to keep their goals, their rights, and the other person's rights in mind as they build their response. Provide "opening lines" to encourage spontaneity.

◆ After each situation, ask other group members for constructive feedback on the assertiveness of the response given. Encourage discussion about whether or not goals were met and each person's rights respected. **Provide clarification and coaching, as needed.**

◆ **Process the exercise using the following questions:**

Assertive Style Discussion Questions

Ask the volunteers:

How did it feel to practice assertiveness?

What reaction might you expect to get?

To the group:

When does assertiveness work best?

What are some reasons why people may choose not to be assertive?

◆ **Summarize the communication styles discussion using** ideas from the following script. Encourage questions from participants.

SCRIPT: *Summarizing* ***Communications Styles in Action*** *exercise*

Often, our choice of a passive, assertive, or aggressive response is influenced by the person with whom we are communicating, or the situation in which we are communicating. We're influenced by a variety of factors when we choose a communication style in a

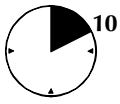
given situation. Being assertive is always a choice. Remember, we also have the right to choose **not** to be assertive.

In most situations the assertive style is likely to be more effective than either the passive or aggressive style. An assertive style keeps us focused on our feelings, goals, and needs, and enhances fair and equal relationships. It minimizes the chances of communication problems and negative feelings.

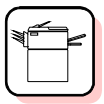
Assertiveness enhances relationships, and increases closeness and intimacy with special people in our lives. It also helps us establish new friendships, and gives us more confidence in groups or new social situations.

Assertive communication is a personal skill. As you begin to develop an assertive communication style, you may begin to notice many people you meet don't communicate very effectively. In fact, other people may react unfavorably to your new way of communicating. You may want to encourage family members to begin coming to counseling sessions with you in order to learn more about effective communication techniques. You may also want to share what you've learned today with your partner, members of your family, and your close friends. In this way you can serve as a teacher and a role model for others. The pay-off is that, with practice, effective communication techniques can help improve your relationships and contribute to your recovery.

Step 7



Closure and evaluation



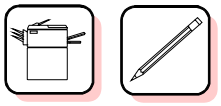
◆ **Distribute a new *Weekly Recovery Journal* sheet** and encourage participants to continue using the journal to record their successes and challenges in recovery in the week to come.

◆ **Provide the following specific assignment:**

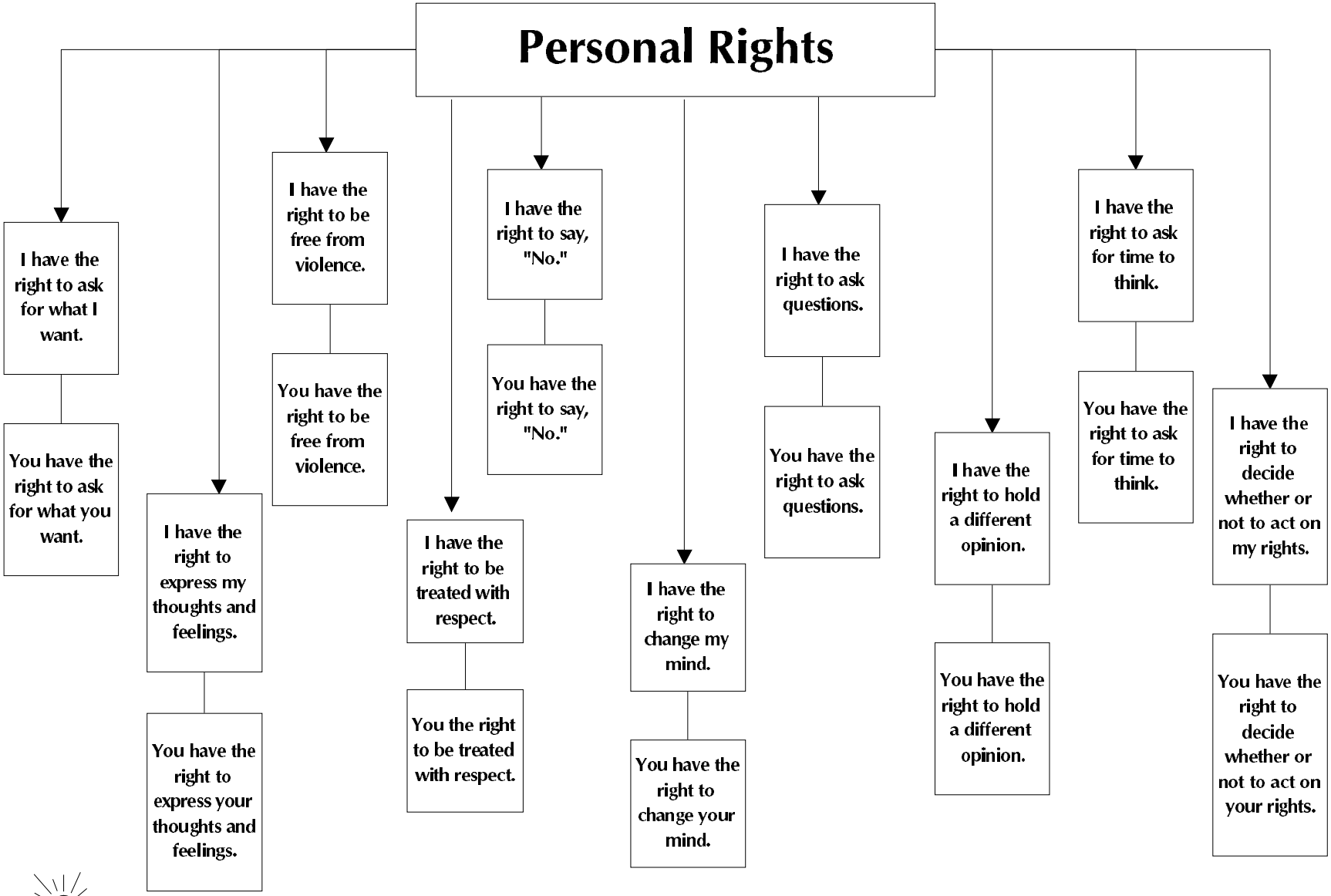
In the week ahead, pay attention to how people use passive, aggressive, and assertive styles when they communicate. Use your journal to keep notes.

◆ **Go around the room quickly and ask participants to share the most important thing they learned from today's lesson.**

◆ **Briefly preview next week's session.**



◆ **Ask each person to complete an evaluation.** Thank people as they leave and extend an invitation to return next week.



Share this map with a friend or family member and talk about ways to better respect each other's rights.

COMMUNICATION STYLES

AGGRESSIVE	ASSERTIVE	PASSIVE
"too hard"	"just right"	"too soft"
Description: Expresses feelings, opinions, or needs in a way that **ignores** the rights and feelings of others.	**Description:** Expresses feelings, opinions, and needs in a way that **respects** the rights and feelings of others.	**Description:** **Fails** to express feelings, opinions, and needs and allows others to step on personal rights.
Message sent: *I only care about me!* *I'm important, but you are **not** important.*	**Message sent:** *I care about me and I care about you.* *We are **both** important.*	**Message sent:** *I don't care about me.* *I'm **not** as important as you.*
Example: The waiter brings a cheeseburger when Jack ordered a hamburger. Jack says in a loud, angry voice: "You idiot — do you have wax in your ears? I didn't order a $#@%& cheeseburger! I'm gonna tell your manager about this!"	**Example:** The waiter brings a cheeseburger when Jack ordered a hamburger. Jack says in a calm, polite voice: "I think there's been a mistake. This is a cheeseburger, and I ordered a hamburger. Please change this for me."	**Example:** The waiter brings a cheeseburger when Jack ordered a hamburger. Jack says in a low, apologetic voice: "I'm sorry — I guess I didn't give my order right. Uh ... never mind. This is fine. It was probably my fault anyway."

CHARACTERISTICS OF COMMUNICATION STYLES

Characteristics of the assertive style:

- Talking in a clear, level tone of voice
- Using appropriate gestures and motions
- Maintaining good eye contact when you talk with someone
- Listening well; not interrupting when others talk
- Speaking for yourself (*I-statements: — I feel; I think; I believe; I would like)*
- Asking for what you want
- Controlling your temper when others are angry or rude

Characteristics of the aggressive style:

- Using a tone of voice that is sarcastic, mocking, or threatening
- Yelling or screaming at someone
- Using intimidating gestures; finger-pointing; glaring
- Interrupting or telling people to "shut up"
- Blaming others for your problems
- Giving orders and using put-downs
- Using "loaded" words to start fights

Characteristics of the passive style:

- Talking in a tone of voice that is hesitant and unsure
- Looking down or away when talking with others
- Saying "yes" when you want to say "no"
- Covering up what you really feel
- Going along with others when you don't want to
- Apologizing for almost everything
- Putting yourself down

Communication Styles in Action

Role Play Situations

Group leaders should provide the "opening line" to which the participants can respond. These opening lines are written in italics after each role play situation.

Deciding on which restaurant to eat at.
(*"Hey, where do you want to eat dinner tonight?"*)

Responding to a friend who wants to borrow money.
(*"Come on, loan me $10. You owe me a favor, man."*)

Responding to a family member who puts you down.
(*"You're so irresponsible and lazy! You should be ashamed of yourself."*)

Responding to an associate who has asked you to cop for him/her.
(*"Look, it's a quick deal. Just pick it up tonight and I'll give you a taste."*)

Responding to a boss who yells at you for being late.
(*"Hey — we start at 8:00 a.m. here. What's your problem?"*)

Someone cuts in front of you at the grocery check-out.
(*"Excuse me. I'm in a hurry."*)

Responding to a partner who calls you names.
(*You're full of it! You're the stupidest person I've ever seen!"*)

Responding to a date who stood you up the night before.
(*Hey, babe. Sorry about last night. Whatcha doing <u>tonight</u>?*)

Dealing with a coworker who talks a lot and interferes with your work.
(*"Hey — I've got a great story for you to hear ..."*)

Responding to a counselor who has placed you "on contract."
(*"I'm placing you on contract for the next 30 days."*)

SESSION EVALUATION OF *STRAIGHT AHEAD*

SESSION 5

THIS BOX IS TO BE COMPLETED BY DATA COORDINATOR: [FORM 74; CARD 01]

SITE # |__|__| [5-6] CLIENT ID# |__|__|__|__|__|__|__| [7-12] DATE: |__|__||__|__||__|__| MO DAY YR [13-18] COUNSELOR ID# |__|__| [19-20]

Please answer these questions based on what you learned today. Select the best single answer.

1. An example of a personal right is:
   (1) The right to ask for what you want
   (2) The right to express your thoughts and feelings
   (3) The right to slap someone
   (4) 1 and 2 above
   (5) All of the above |__| [21]

2. Assertive communication lowers your self-esteem. ..... 0=True 1=False [22]

3. In general, the most effective communication style is:
   (1) The assertive style
   (2) The aggressive style
   (3) The passive style
   (4) The neutral style
   (5) All of the above |__| [23]

4. There is a little difference between assertiveness and aggressiveness. ..... 0=True 1=False [24]

5. A possible outcome of always using the passive style is:
   (1) Lower self-esteem
   (2) Feeling angry and resentful
   (3) Being taken advantage of
   (4) Getting a reputation as a bully
   (5) 1, 2, and 3 above |__| [25]

Straight Ahead
Session 5 Evaluation
Page 2

For the following items, please circle the number on each line to show how you feel about this session.

Full	1	2	3	4	5	6	7 ..... Empty	[26]
Rough	1	2	3	4	5	6	7 ..... Smooth	[27]
Weak	1	2	3	4	5	6	7 ..... Powerful	[28]
Relaxed	1	2	3	4	5	6	7 ..... Tense	[29]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[30]

Now circle the number on each line to show how you feel right now.

Pleased	1	2	3	4	5	6	7 ..... Angry	[31]
Quiet	1	2	3	4	5	6	7 ..... Aroused	[32]
Afraid	1	2	3	4	5	6	7 ..... Confident	[33]
Excited	1	2	3	4	5	6	7 ..... Calm	[34]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[35]

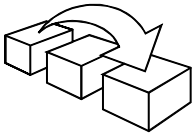
If *mapping* was used in this session, place an "X" on each line to show your opinion about it.

Mapping was...

Interesting	1	2	3	4	5	6	7 ..... Uninteresting	[36]
Difficult	1	2	3	4	5	6	7 ..... Easy	[37]
Comfortable ...	1	2	3	4	5	6	7 ..... Uncomfortable	[38]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[39]

6 Skills for Better Relationships

Objectives



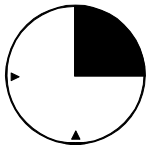
Participants will:

Understand the difference between I-statements and You-statements

Explore common communication roadblocks

Identify and practice listening skills

Session Structure



Procedure Step	Segment Name	Time
1	Welcome and review of weekly recovery issues	30 minutes
2	Topic introduction: Improving relationships	5 minutes
3	Discussion and exercise: ***Understanding I-statements***	25 minutes
4	Break	10 minutes
5	Open discussion: ***Communication Roadblocks***	20 minutes
6	Exercise and discussion: I'm all ears	20 minutes
7	Closure and evaluation	10 minutes
Session Length		**2 hours (120 minutes)**

Group Leader Materials and Preparation

- **Materials:**

Flip chart or chalkboard
Markers or chalk
Pencils and paper for participants

- **Prepare before class:**

I-STATEMENTS AND YOU-STATEMENTS
Use a sheet of flip chart paper to list some of the comparisons on p. 102 as shown:

I-STATEMENTS AND YOU-STATEMENTS

<u>You're</u> lying!

<u>I don't</u> believe what you're saying.

<u>You</u> hurt my feelings!

<u>I felt</u> hurt by what you said.

COMMUNICATION ROADBLOCKS
Use a sheet of flip chart paper to write out the roadblocks as shown: (Handout shown on p. 115. Discussion begins on p. 104.)

COMMUNICATION ROADBLOCKS

We assume people know what we're talking about.

We assume people know what we're feeling.

We don't listen well.

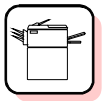
We sometimes overreact to what people say.

We're not always clear about saying, "No."

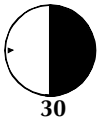
Prepare the ***Using I-statements*** exercise (p. 114) by cutting the role play situations into strips.

◆ **Make copies:**

Understanding I-statements handout (p. 113)
Communication Roadblocks handout (p. 115)
Session Three Evaluation (pp. 116-117)
Weekly Recovery Journal (p. 18 — Session 1)



Procedure Steps

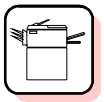


Step 1

Welcome and review of recovery issues

◆ **Welcome participants** as they arrive.

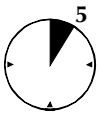
◆ **Introduce the session topic.** Explain that the session will introduce ideas for improving relationships. Poor communication often gets in the way of our best attempts to get along with others. The purpose of today's session is to take a look at some things that contribute to communication problems and discuss ideas for overcoming those difficulties.



◆ **Open the discussion period for weekly recovery issues.** Encourage participants to use their *Weekly Recovery Journals* to keep notes for this discussion time, and to help keep themselves focused on recovery during the week.

◆ **Begin by going around the room to ask each participant:** *"What is one thing you did in the last week (no matter how small) that really helped your recovery efforts?"* Express support, encouragement, and appreciation for each speaker's contribution. Set a tone for the group that encourages participants to do likewise.

◆ **Ask about the specific assignment from the previous week:** What did you notice about other people's use of passive, aggressive, and assertive communication styles? **Encourage participants to share other issues from their journals, as well.** Keep discussions focused on recovery, finding solutions to recovery-related problems, and sharing successes ("what works").



Step 2

Topic introduction: Improving relationships

◆ **Reintroduce the session topic and the purpose of the session using key points from the following script:**

SCRIPT:
Session Topic and Goals

Communication plays a central role in our relationships. Often it's not so much **what** we say, but rather **how** we say it that leads to problems. We spend about ninety percent of our time communicating in some way with other people. However, we're not always successful in getting our message across. When we don't send and receive clear messages, communication breaks down. When communication breaks down, we're sometimes left feeling frustrated, confused, and angry.

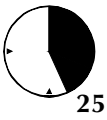
This idea of sending and receiving messages is the basis of communication. A conversation or discussion with another person involves a series of messages sent and received by both people. A message has a verbal part (words, expressions, tone of voice) and a nonverbal part (gestures, eye contact, posture). Breakdowns can happen when we don't send a clear message or when the other person doesn't send a clear message. Likewise, communication breaks down when we don't fully understand the other person's message or when the other person doesn't fully understand our message.

Communication can break down for other reasons, too. For starters, when we're under the influence of drugs or alcohol we are less able to send and receive

messages clearly. Here are some other factors that can influence how well we communicate: illness, lack of sleep, lack of interest, poor self-esteem, anger and other intense emotions, distractions, boredom, and the feelings we have for the person with whom we are communicating.

In today's sessions we'll look at some ideas for improving our ability to send and receive clearer messages and avoid communication breakdowns.

Step 3



Discussion and exercise: *Understanding I-statements*

◆ **Conduct a brief review of the differences between passive, aggressive, and assertive communications styles.** Ask group members who were present at the last session what they remember about the three communication styles. **List their responses on flip chart or chalkboard and provide clarification as needed.** Remind them the assertive option has the best effect on others and is more likely to enhance relationships. However, there may be times when using another style is the right thing to do.

◆ **Begin the discussion of *I-statements*** by noting that *I-statements* are considered the best way to send a clear message to others about your feelings, ideas, beliefs, and needs.

◆ **Distribute the *Understanding I-statements* handout** and discuss the differences between *I-statements* and *You-statements.* **Use key points from the following script to lead the discussion:**

SCRIPT: Understanding I-statements

> *I-statements* are direct, assertive expressions of your feelings, thoughts, ideas, needs, preferences, etc. They're called *I-statements* because they speak for you. These statements express your point of view. They're also called *I-statements* because they begin with the word "I."

SCRIPT: Understanding I-statements *(continued)*

The easiest way to understand *I-statements* is to compare them with *You-statements. You-statements* are usually indirect and aggressive. They come across as being accusatory, blaming, and judgmental. We're most likely to use *You-statements* when we're feeling hurt, angry, or embarrassed. Unfortunately, when you send a message in the form of a *You-statement*, the receiver is apt to respond in an angry or defensive way. When this happens, communication breaks down.

Comparing You-statements and I-statements

Here are some *You-statements* and *I-statements* for comparison. **(Use a prepared flip chart showing these comparisons to highlight the differences. See p. 98)**

You make me angry when you're late!
I'm feeling angry because you're late!

You're lying!
I don't believe what you're saying.

You're an inconsiderate slob!
I'd like for you to be more considerate.

You hurt my feelings!
I felt hurt by what you said.

You should have known better.
I'm disappointed that things turned out this way.

Learning to use *I-statements* can help us improve communication and avoid many roadblocks. Much like learning a new language, *I-statements* take time and practice. The key is to shift away from a blaming, judgmental attitude (*You-statements)* toward an attitude of speaking only for yourself (*I-statements).*

Take care not to use *You-statements* that are cleverly disguised as *I-statements.* For example, *"**I** think **you're** an inconsiderate slob"* is really no different than *"You're an inconsiderate slob"* even though it begins with the word "I." The main idea is to speak for yourself and also avoid blaming or judging others. A "true" *I-statement* might instead sound like "*I don't appreciate what you did"* or even *"I don't like the way you've been behaving."*

◆ **Introduce the *Using I-statements* exercise by suggesting to participants that practice is the best way to learn.** Give each participant a slip of paper that describes a situation. Ask them to read their situations to themselves and think of possible responses using *You-statements* and *I-statements*.

NOTE!

A page of sample situations is included on page 114 at the end of this session. These situations are laid out so they can be easily copied and cut into slips.

◆ **Next, ask participants to choose a partner.** During the exercise, partners will direct their *I-statements* and Y*ou-statements* to each other. Go around the room and have each person read his or her situation aloud, then respond to the situation using a *You-statement*. Next, go around the room again. Ask participants to restate their situations, and this time respond with an *I-statement*. Offer encouragement and praise, and provide clarification as needed.

◆ **Process the exercise with some of the following questions:**

Discussion Questions

What differences did you notice between the *I-statements* and the *You-statements?*

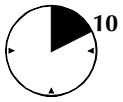
Which approach did you prefer using? Which one did you prefer receiving?

What could you do to help yourself remember to use *I-statements?*

What might get in your way in using *I-statements?* What could you do to overcome it?

How do you suppose your friends or family members will respond if you use more *I-statements?*

◆ **Thank participants for their input.** Summarize by noting that most people have certain communication "habits," or ways of communicating. Our communication "habits" become almost second nature over the years so that we're often not fully aware of how we come across when we speak and listen to others. Using *I-statements* is a good habit to develop if your goal is to communicate more effectively with others.



Step 4

Break

◆ **Allow a 10 minute break.**

Step 5

Open discussion: *Communication Roadblocks*

◆ **Begin by asking participants to help you make a list of communication difficulties.** Use flip chart or chalkboard to list the responses. Discuss each communication issue mentioned, asking for examples or clarification as needed. **Prompt with some of the following questions:**

Discussion Questions

What are some reasons why people don't always communicate well?

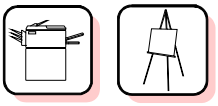
What is your own personal "pet peeve" in communication? What really irritates you?

Do you have any "bad" communication habits you'd like to break?

How can you tell when you are communicating really well with someone?

Summarize by mentioning that communicating well with another person is not always easy. For all of us there are "roadblocks" that sometimes get in the way. During the remainder of the session we'll explore some ways around the most common communication roadblocks.

◆ **Distribute the *Communication Roadblocks* handout,** and refer to the flip chart outline of the key points to lead the discussion. Explain why each point can contribute to poor communication, and encourage participants to give examples or make comments.



DISCUSSION: Communication Roadblocks

◆ **Use some of the following information to build your discussion of each point.** Process questions are also included.

Point #1

❖ **We assume people know what we're talking about.**

Our own thoughts and ideas are usually very clear to us. As a result, we sometimes don't explain things well or we use words or slang other people may not understand. We've all had experiences where we're talking about one thing, and the person we're talking with thinks we're talking about something else.

This contributes to communication problems because it leads to misunderstanding. It can also result in both people feeling angry or frustrated. When people feel angry, frustrated, or misunderstood communication breaks down.

Ask these discussion questions:

Discussion Questions

What can we do to help overcome this roadblock?

How can we help make sure people understand what we're saying?

Closure point:

Accept that people won't always understand what you're saying. Be patient, and try not to get angry. Look for signs that your message was not understood or was taken in the wrong way. Be ready to clarify or repeat what you said in a different way.

Point #2

❖ **We assume people know what we're feeling (or that they should!).**

It's normal to want understanding and sympathy from others, but it's not helpful to assume other people should know what we are feeling. We sometimes hear people say "*She should have known I was upset"* or *"If he really cared he would have known I was feeling blue."* The truth is — no one is a mind reader. It's our responsibility to tell others what we're feeling.

When we assume others know what we're feeling, communication breaks down. Once again, the door is open for misunderstanding and anger. Also, we may experience hurt feelings because the other person didn't respond the way we wanted them to.

Ask these discussion questions:

Discussion Questions

How can we overcome this communication barrier?
What can we do to express our feelings more clearly?

Closure point:

Even people who love you with all their hearts may not always know what you're feeling. Use *I-statements* to send a clear message about what you feel, and what you need.

❖ **We don't listen very well.**

Point #3

Listening is hard work. Sometimes we don't listen well because we get distracted by things like the television set, the radio, or the baby crying in the next room. Sometimes we get distracted by our own thoughts — we begin to plan what we're going to say next while the other person is still talking. And sometimes we cut people off — we interrupt them or don't let them finish their thoughts.

Not listening is perhaps the biggest communication roadblock of all. If we don't listen well, we seldom truly understand what the other person has said. This leads to misunderstanding and confusion. The speaker may begin to feel insulted, frustrated, and angry. No one likes to be cut off in mid-sentence. Good communication depends on good listening.

Ask these discussion questions:

Discussion Questions

How can we overcome this communication barrier?

How can we improve our listening habits?

Closure point:

The best way to improve listening habits is to practice. Concentrate on what the other person is saying instead of your own thoughts and ideas. Catch yourself before you interrupt. If you're not willing to listen, use *I-statements* to say so. For example, *"I'm not able to concentrate on what you're saying right now because I'm watching the football game. Let's talk later."*

❖ **We sometimes overreact to what people say.**

Point #4

When we don't care for another person's thoughts, ideas, or opinions we sometimes respond with anger or sarcasm. We may also stop listening and start debating, trying to prove our point of view is right. We may assume it's

alright to cut someone off in mid-sentence if we don't agree with them.

In this case, communication breaks down because we stop listening. This can be very damaging, especially in relationships with people we care about. If we constantly overreact to ideas or opinions that are different from ours we may wake up one day and find that no one wants to talk with us about anything except the weather!

Ask these discussion questions:

Discussion Questions

How can we overcome this communication barrier?

How can we avoid overreacting to what other people say?

Closure point:

Remember that **listening to** is different from **agreeing with.** Sometimes you may feel you have to interrupt just to show the other person how strongly you disagree. Of course, the choice is yours. Another choice is to stay calm, keep listening, then use *I-statements* to express your thoughts and feelings on the issue. *("I hear what you're saying and I don't agree with you at all!")*

Point #5

❖ **We're not always clear about saying "no."**

This is often the case when we feel pulled in two directions (we want to say "no" and we also want to say "yes"). Sometimes we say "yes" when we really want to say "no," and then we feel angry and resentful about it. Other times we say "yes" when we want to say "no," then cancel at the last minute. Sometimes we let ourselves be pressured into saying "yes" because we want to be liked or not seen by others as "square."

Not being clear about saying "no" is a communication roadblock because it creates confusion. It can really be a roadblock when it causes us to feel angry and resentful, either at ourselves or toward others.

Ask these discussion questions:

Discussion Questions

How can we overcome this communication roadblock?

What's the best way to say "no" clearly?

Closure point:

Keep in mind that you have the right to say "no." Develop a style for turning people down with which you feel comfortable. Ask for time to think when you need it so you won't feel pressured. Use *I-statements* to help you deal with people who try to pressure you. For example, *"I'm not interested, thank you. I want you to quit asking me!"*

◆ **Thank participants for their input.** Encourage them to share this material with their partners or family members.

Step 6

Exercise and discussion: I'm all ears

◆ **Begin the exercise by again mentioning that listening is a key communication skill.** Remind participants that practice helps improve listening habits. Explain that the remainder of the session will be used as a listening practice session called "I'm all ears."

◆ **Ask participants to help you quickly generate a list of good listening habits.**

◆ **Use flip chart or chalkboard to record responses.**

◆ **Ask these questions:**

Discussion Questions

How do you know when someone is really listening to you?

What really shows you that someone is listening?

◆ **Next ask participants to choose a partner.** Explain that each partner will be given three minutes to speak. Ask them to decide who will go first. Whoever goes first will talk for three minutes while the other listens, then they will change roles and the "listener" will become the "speaker." Let them know you will keep time and remind them when to change roles.

◆ **Make a quick list of the following topics** on flip chart or chalkboard, and suggest that the speakers choose one of these topics to talk about:

Topics for the *I'm all ears* Exercise

How you met your current partner or spouse
A hobby or talent you're proud of
The funniest thing that ever happened to you
Your goals for the future

◆ **Remind the listeners** to use some of the ideas about good listening discussed earlier. Tell the listeners to signal the speakers by saying "*I'm all ears*" when they're ready to listen.

◆ **Monitor the time and have the partners switch roles at the end of three minutes.**

◆ **When the exercise is completed, process using some of the following questions:**

Process Questions

How did it feel to do this exercise?

When you were listening, what was the hardest thing for you to remember to do? What was the easiest?

When you were speaking, did you feel you were being listened to? What made you feel you were being heard?

What did you learn from this exercise?

◆ **Provide closure by highlighting some of the key points from the following script:**

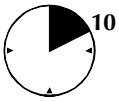
SCRIPT:
Summarizing
I'm all ears

Communicating well is hard work. We're all guilty of communicating poorly from time to time. It's helpful to become aware of the things that get in the way of your ability to communicate effectively and to learn skills for overcoming those barriers. It can make a big difference, both in relationships and in the workplace.

Many communication problems stem from poor listening habits. The best remedy is practice. Challenge yourself to practice listening well. Look for opportunities everyday to practice good listening.

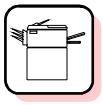
I-statements help you speak clearly and honestly from your own point of view. Using more *I-statements* is a good communication habit. One good tip for learning to use *I-statements* is to remember to correct yourself when you use a *You-statement*. Another idea is to set an *I-statement* goal for yourself each day. For example, challenging yourself to make ten *I-statements* while at work.

◆ **Thank participants for their input.**



Step 7

Closure/evaluation



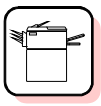
◆ **Distribute a new *Weekly Recovery Journal* sheet** and encourage participants to continue using the journal to record their successes and challenges in recovery in the week to come.

◆ **Provide the following specific assignment:**

In the coming week practice using *I-statements* with one person with whom you feel comfortable. Use your journal to keep notes.

◆ **Go around the room quickly and ask participants to share the most important thing they learned from today's lesson.**

◆ **Briefly preview next week's session.**



◆ **Ask each person to complete an evaluation.** Thank people as they leave and extend an invitation to return next week.

UNDERSTANDING I-STATEMENTS

HOW DOES AN I-STATEMENT EXPRESS FEELINGS?

I feel...	**I seem to be feeling...**
I am feeling...	**I enjoy feeling...**
I felt...	**I don't like feeling...**

WHAT ELSE DOES AN I-STATEMENT EXPRESS?

I think...	**I like...**	**I consider**	**I love**
I believe...	**I hope...**	**I will**	**I am**
I want...	**I wish...**	**I would**	**I do**
I need...	**I don't...**	**I won't**	**I can**

HOW DO I USE I-STATEMENTS?

Speak for yourself. Communicate what <u>you</u> feel, think, or want without blaming or making assumptions about other people.

Begin your statements with the word "*I,*" and express your feelings, thoughts, or needs in a manner that respects the other person.

Avoid beginning statements with the word "*you*." *You-statements* suggest blame, and may lead others to feel defensive.

EXAMPLES OF I-STATEMENTS AND YOU-STATEMENTS

<u>You</u> make me angry when you ignore me.
<u>I feel</u> angry when you ignore me.

<u>You</u> should be more careful.
<u>I would like</u> for you to be more careful.

<u>You</u> never let me use the car.
<u>I want</u> to use the car more often.

<u>You</u> make me worry when you're late.
<u>I feel</u> worried when you're late.

USING I-STATEMENTS

A friend comes over to your house holding after you have asked him several times not to bring drugs around.

A family member keeps bringing up your past mistakes.

Your partner complains about you attending your weekly group.

A friend borrows your car and keeps it for several days.

Your date for the evening invites you to smoke a joint.

A coworker who relieves your shift is often late.

Your aunt calls to chat, and keeps talking, and talking, and talking.

Your partner forgot to pay the electric bill, and the lights get turned off.

A coworker keeps borrowing your tools and not returning them.

Your partner makes a rude remark about your appearance.

COMMUNICATION ROADBLOCKS

We Assume People Know What We're Talking About...

But they don't always - so be patient!

Look for signs that your message was not understood or was taken the wrong way. If that's the case, try again to get your point across.

We Assume People Know What We're Feeling...

Don't count on it!

Use I-statements to send a clear, honest message about what you're feeling.

We Don't Listen Very Well...

Listening is hard work!

It helps to concentrate on what the other person is saying instead of your own thoughts and ideas.

We Sometimes Overreact to What People Say...

Especially when we disagree!

Listening doesn't mean agreeing. Stay calm. Listen and respond using I-statements to express your views.

We're Not Always Clear About Saying "No"...

Fence-sitting creates confusion!

Ask for time to think when you need it. Avoid saying "yes" when you want to say "no."

SESSION EVALUATION OF *STRAIGHT AHEAD*

SESSION 6

THIS BOX IS TO BE COMPLETED BY DATA COORDINATOR: [FORM 75; CARD 01]

SITE # |__|__| [5-6] CLIENT ID# |__|__|__|__|__|__|__| [7-12] DATE: |__|__||__|__||__|__| MO DAY YR [13-18] COUNSELOR ID# |__|__| [19-20]

Please answer these questions based on what you learned today. Select the best single answer.

1. Communication breaks down when:
   (1) We assume people know what we're talking about
   (2) We don't listen
   (3) We overreact to what others say
   (4) We use I-statements
   (5) 1, 2, and 3 above |__| [21]

2. An I-statement is considered rude and selfish. ..... 0=True 1=False [22]

3. A good way to tell people what you're feeling is to:
   (1) Use I-statements
   (2) Yell and cause a scene
   (3) Ask someone else to tell them
   (4) 2 and 3 above
   (5) All of the above |__| [23]

4. Listening is only a small part of good communication. ..... 0=True 1=False [24]

5. A You-statement is:
   (1) Blaming and judgmental
   (2) Likely to make others angry or defensive
   (3) Okay to use with children
   (4) 1 and 2 above
   (5) None of the above |__| [25]

Straight Ahead
Session 6 Evaluation
Page 2

For the following items, please circle the number on each line to show how you feel about this session.

Full	1	2	3	4	5	6	7 ..... Empty	[26]
Rough	1	2	3	4	5	6	7 ..... Smooth	[27]
Weak	1	2	3	4	5	6	7 ..... Powerful	[28]
Relaxed	1	2	3	4	5	6	7 ..... Tense	[29]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[30]

Now circle the number on each line to show how you feel right now.

Pleased	1	2	3	4	5	6	7 ..... Angry	[31]
Quiet	1	2	3	4	5	6	7 ..... Aroused	[32]
Afraid	1	2	3	4	5	6	7 ..... Confident	[33]
Excited	1	2	3	4	5	6	7 ..... Calm	[34]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[35]

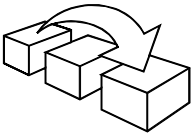
If *mapping* was used in this session, place an "X" on each line to show your opinion about it.

Mapping was...

Interesting	1	2	3	4	5	6	7 ..... Uninteresting	[36]
Difficult	1	2	3	4	5	6	7 ..... Easy	[37]
Comfortable ...	1	2	3	4	5	6	7 ..... Uncomfortable	[38]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[39]

7 Coping with Stress

Objectives



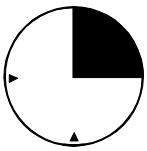
Participants will:

Explore current areas of daily stress

Examine personal resources for coping with stress*

Review health and life-style issues for stress management

Session Structure



Procedure Step	Segment Name	Time
1	Welcome and review of weekly recovery issues	30 minutes
2	Topic introduction: ***Coping with stress***	5 minutes
3	Exercise and discussion: ***Mapping Solutions to Stress***	30 minutes
4	Break	10 minutes
5	Open discussion: Health and life-style issues	25 minutes
6	Exercise: ***Health Check Inventory***	10 minutes
7	Closure and evaluation	10 minutes
Session Length		**2 hours (120 minutes)**

*Some of the exercise and discussion questions in this session draw on approaches suggested by Berg and Miller, 1992; de Shazer, 1985; Dolan, 1991; Lipchik, 1988; Lipchick and de Shazer, 1986; and O'Hanlon and Weiner-Davis, 1989.

Group Leader Materials and Preparation

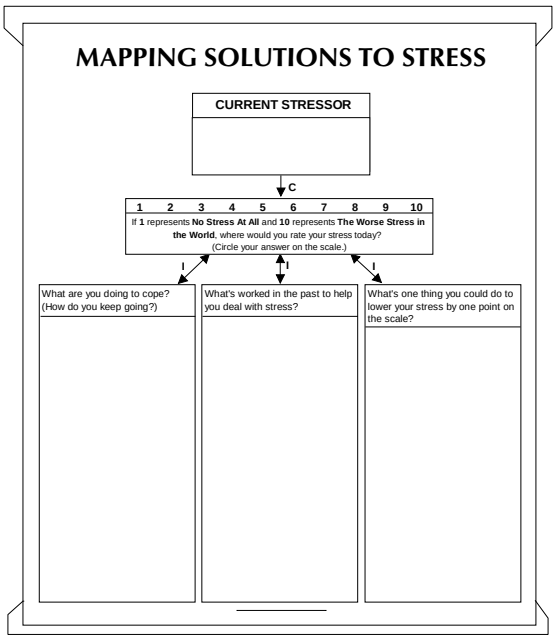
- **Materials:**

Flip chart or chalkboard
Markers or chalk
Pencils and paper for participants
Several nutrition labels from food items (optional)

- **Prepare before class:**

MAPPING SOLUTIONS TO STRESS

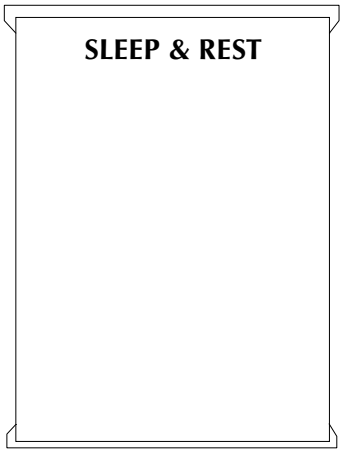
Use a sheet of flip chart paper to draw out the template as shown: (See worksheet on p. 132 for details.)



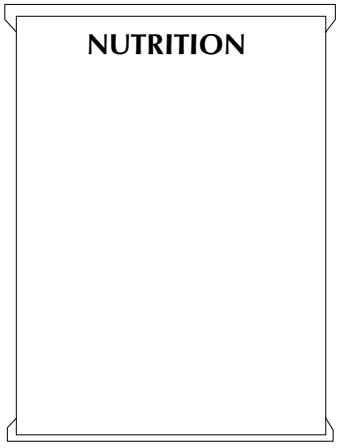
HEALTH CHECK

Prepare headings using four sheets of flip chart paper. Use these to list participants' ideas and points you want to emphasize: (Discussion begins on p. 127.)

(1)



(2)



◆ **Prepare before class (continued):**

(3)

EXERCISE

(4)

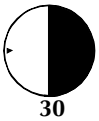
RELAX/HAVE FUN

Prepare a directory of local support groups for stress-related issues, such as groups for parenting guidance, grief support, and HIV support, etc.

◆ **Make copies:**

Mapping Solutions to Stress worksheet (p. 132)
Health Check handout (p. 133)
Health Check Inventory worksheet (p. 134)
Directory of local support groups for stress-related issues
Session Seven Evaluation (pp. 135-136)
Weekly Recovery Journal (p. 18 — Session 1)

Procedure Steps



Step 1

Welcome and review of recovery issues

◆ **Welcome participants** as they arrive.

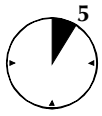
◆ **Introduce the session topic.** Mention that the session will focus on getting a handle on daily stresses and strains. The purpose of the session is to examine solutions for managing stress so that it doesn't interfere with recovery efforts — no easy task. There's no "magic bullet" for coping with life's

stresses. We each must develop our own system for stress management. Today we'll talk about ways to do that. It's not possible to remove all stress from life, but we can discover ways to cope.

◆ **Open the discussion period for weekly recovery issues.** Encourage participants to use their ***Weekly Recovery Journals*** to keep notes for this discussion time and to help keep themselves focused on recovery during the week.

◆ **Begin by going around the room to ask each participant:** *"What is one thing you did in the last week (no matter how small) that really helped your recovery efforts?"* Express support, encouragement, and appreciation for each speaker's contribution. Set a tone for the group that encourages participants to do likewise.

◆ **Ask about the specific assignment from the previous week:** How did it go when you practiced using I-statements this past week? **Encourage participants to share other issues from their journals as well.** Keep discussions focused on recovery, finding solutions to recovery-related problems, and sharing successes ("what works").



Step 2

Topic introduction: Coping with stress

◆ **Reintroduce the session topic and the purpose of the session using key points from the following script:**

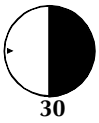
SCRIPT:
Session Topic and Goals

> Learning to manage stress and its discomforts is an important recovery issue. Life's ups and down can be tough. At one time or another almost everyone has felt overwhelmed by stresses and strains. Fortunately, however, we're usually able to hang in there and ride out the crisis. In today's session we'll focus on our own frequently overlooked strengths and abilities for coping with stress.

We'll also talk about health and life-style issues. Our physical health plays an important part in how well we deal with stress. One way to get a handle on stress is to develop a personal plan for improving overall health. This includes nutrition, exercise, sleep, relaxation, and learning to not overreact to things we can't control ("Grant me the serenity to accept the things I cannot change...").

Today's session is about identifying strengths and making a plan for managing (as much as possible) how we respond to stress. If you've been feeling overwhelmed lately or if the stress in your life has led to a sense of depression (or "blues") that you're just not able to shake, talk with your counselor. It may be helpful for you to explore your feelings more in depth in private counseling sessions. There are also support groups available for people dealing with specific types of stress, such as death or illness of a loved one, divorce, HIV infection, and parenting difficulties.

Step 3



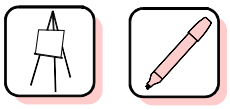
Exercise and discussion: *Mapping Solutions to Stress*

◆ **Begin by asking participants to think about whatever has been causing them the most stress lately.** Encourage them to focus in on a clear mental picture of the stressful event or situation that's most troubling in their lives today.

◆ **Next ask: "What's your biggest strength for dealing with stress? How do you manage to pull yourself through the tough times?"** Go around the room and ask each person to give you a brief answer to this question.

◆ **Distribute *Mapping Solutions to Stress* worksheets and pencils,** and ask participants to fill in the boxes by answering the questions in each box. Encourage them to be specific and

to think honestly about their answers. Emphasize there is no "right" or "wrong" way to answer the questions. The exercise is designed to help them think about what they're already doing right to handle stress.



◆ **Use a flip chart or chalkboard outline of the map template** (see p. 132) to review the questions and explain the type of answers being sought. Encourage them to use the back of the page if they need more room.

NOTES AND INSTRUCTIONS: Mapping Solutions for Stress

◆ **Use the following notes to augment instructions:**

Current stressor box: Write a few lines to describe the stressful situation or event you're dealing with.

The scale: If 1 represents "no stress at all" and 10 represents the "worse stress in the world," where would you rate your stress today? The scale is to help you get a perspective on the level of stress you're experiencing. Circle the number that represents your level of stress.

What are you doing to cope? (How do you keep going?) It's important to feel proud and take credit for even the smallest things you are able to do to cope with difficult situations. How are you managing to "hang in there?" What are you actually doing that helps?

What's worked in the past to help you deal with stress? Keep your focus beyond drugs and alcohol. What have you done on your own to deal with stress, without substances? What's worked?

What's one thing you could do to lower your stress by one point on the scale? What would work for you to help reduce your stress just a little bit? If you've rated your stress as an "8," what would help you reduce it to a "7?" What's one thing you could do?

◆ **Be available to provide clarification, as needed, while participants complete their maps.**

◆ **Process the exercise.** Begin by asking the group for general feelings about the exercise:

General Questions

Was the exercise easy or difficult? How so?

How did it feel to answer these questions?

◆ **Lead a process discussion based on the questions in the mapping exercise.** Work with one person at at time. Begin by asking the volunteer to describe his/her stressful situation and self-rating on the stress level scale. After the volunteer answers each mapping question, elicit more information using the process questions. Repeat this pattern with each participant.

PROCESS DISCUSSION: Mapping Solutions to Stress

As you process the exercise, find opportunities to compliment and praise each participant's coping strategies and problem-solving capabilities. Focus on strengths and abilities. Help each person get a sense of what they're already doing that's beneficial to cope with stress, even if it's something as simple as getting out of bed each day. Compliment abilities and accomplishments, no matter how small.

◆ **Here are some suggested process questions for each mapping question:**

❖ **What are you doing to cope? How do you keep going?**

Process Questions

How do you manage to keep the stress at a __ on the scale instead of a __ (next higher number)?. (*"How do you keep it at an 8 rather than a 9?")*

What exactly are you doing?

❖ **What's one thing you could do to lower your stress by one point on the scale?**

Process Questions

What's the first step you need to take to try this out?

How will you know if it's successful? What will change or be different?

❖ **What's worked in the past to help you deal with stress?**

Process Questions

How did you figure out what would work? How could you apply it to your present situation?

Who helps you the most when you're stressed? In what way is ___(name)___ the most helpful?

◆ **Thank volunteers for their input.**

◆ **Provide closure to the exercise using key points from the following script:**

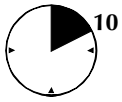
SCRIPT: *Summarizing the* ***Mapping Solutions to Stress*** *exercise*

The purpose of this mapping exercise has been to help you focus on your own personal strengths, abilities, and resources for coping with stress. The idea is not to eliminate stress altogether (as if we could!). The idea is to learn to keep stress at a manageable level so that we don't feel overwhelmed and powerless.

Our own coping style is a wonderful thing, but it's not the only answer. Some of life's stresses are too tough to handle alone. If you ever feel caught up in stress and are going down for the third time, don't brave it out alone! Get help and support when you need it. Talk with your counselor or join a support group in the community.

◆ **Distribute a local directory of support groups for stress-related issues.** Examples would be support groups for parenting difficulties, bereavement, illness, such as HIV, and family issues. Encourage participants to talk with you during the break if they have questions about these groups.

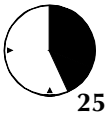
Step 4



Break

◆ **Allow a 10 minute break.**

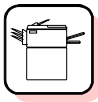
Step 5



Open discussion: Health and life-style issues

NOTE!

Health and life-style issues are important for recovering people. What follows are suggestions for discussing these issues with participants. You may choose to add or incorporate other information you feel is important.



◆ **Distribute *Health Check* handout**, and use a flip chart or chalkboard to list the main points as they're discussed. Encourage questions and suggestions from participants. **Use information in the following script to help build your discussion:**

SCRIPT: Health Check

> The jury is in. The experts have spoken. Even the President of the United States says we should pay more attention to it! We're talking about the importance of developing good health habits.
>
> There is a link between physical health and stress. Our ability to cope effectively with stressful situations is influenced by how good we feel and how well we take care of our bodies. Your ***Health Check*** handout discusses some key elements for improving physical and mental well-being.

❖ **Tip #1: Get plenty of rest and sleep.**

Once we reach adulthood, we take the importance of sleep for granted. Actually, we should all be getting about seven to nine hours of sleep a day. If we don't get enough sleep we may feel tired, run down, and cranky. The amount of sleep needed varies a little from person to person, but not by much.

Sleep problems are common during recovery. After years of chasing after drugs, normal sleep patterns are usually disrupted. Learning good sleep habits again is a worthwhile priority, both for stress management and for staying strong in recovery.

Ask the following discussion questions:

Tip #1 Discussion Questions

What have you tried that works to help you sleep (without drugs/alcohol)?

What are some other good ideas for improving sleep habits?

❖ **Tip #2: Pay attention to nutrition.**

Food is fuel. Nowadays we're learning that some foods also help reduce the risk of certain diseases such as heart disease and cancer. The latest information encourages us to eat more grain products (rice, bread, corn, cereal), more beans and pasta, and more fresh vegetables. The new nutrition guidelines also say to go easy on the fats and the oils (no more that 60 grams a day) and to eat much smaller servings of "animal products" (meat, cheese, eggs, butter, milk).

There are other tips for good nutrition that aren't related to "food," per se. For example, smoking tobacco. Besides increasing cancer and heart disease risk, smoking may reduce your body's ability to utilize certain vitamins effectively. Water is another important consideration. Regardless of whatever else you drink

each day (colas, ice tea, coffee, etc.) you should also be drinking eight large glasses of water a day.

The best way to manage your nutrition is by careful planning. Fortunately, most foods now carry nutrition labels that tell you about the fat, calories, cholesterol, and salt content in the product. This information can help you plan your meals for nutrition value as well as taste and personal preference. **[If time allows, do a quick "Show & Tell" by passing around a few nutrition labels from food items.]**

Ask the following discussion questions:

Tip #2 Discussion Questions

What are you already eating that's good for you?

How can you make sure you continue to eat healthy foods? What steps are needed?

❖ **Tip #3: Exercise regularly.**

The standard recommendation is thirty minutes of moderate exercise done three or four days a week. It helps if the exercise is something you really enjoy.

Regular exercise is a proven stress-buster. It's very hard to think about your problems when you're huffing and puffing down the road. Most people find that regular exercise increases energy, self-esteem, confidence, and stamina. The trick is to "just do it," as they say.

Walking is considered the "cadillac" of exercises. It gives you a good workout, it's easy on the knees and ankles, and it doesn't require any fancy equipment (except shoes). If you've not been exercising, it's best to start slow and build up gradually. The good news is that you don't have to overdo it to be healthy. A thirty minute walk four times a week is considered ideal. Remember, if you have any health problems it's always a good idea to check with a doctor before you start an exercise program.

Ask the following discussion questions:

Tip #3 Discussion Questions

What type of exercise do you really enjoy?

How can you help yourself exercise more often?

❖ **Tip #4: Relax, unwind, have fun.**

Relaxing, unwinding, and having fun (without drugs) is an important part of good health, and a good way to reduce stress. Taking time to relax and unwind each day is refreshing and it gives us an edge when situations turn stressful.

Relaxation is a very personal thing, and there's really no "right" or "wrong" way to relax. The key to relaxation is to clear your mind of the day's events and troubles. Some people relax by reading a book; others by working in the garden, going fishing, reading the newspaper, meditating, or taking a walk. Most experts recommend that you give yourself at least thirty minutes a day just to relax and unwind.

Having fun is important, too. Spending time with friends and family, playing games, laughing and joking, watching movies, or just "hanging out" helps us cultivate joy in life and a sense of contentment. Having fun on a regular basis helps reduce stress and strengthen you ability to cope with rough times when they happen.

Ask the following discussion questions:

Tip #4 Discussion Questions

What works to help you really relax (without drugs/ alcohol)?

What's one thing you can do next week to have fun?

Step 6

Exercise: *Health Check Inventory*

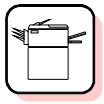
◆ **Distribute *Health Check Inventory* worksheet** and ask participants to spend a few minutes thinking about health-related areas they would like to improve. Explain that the worksheet is for their own private use, and they won't be asked to share it with anyone.

◆ **When worksheets are complete**, ask participants to take action on at least one of the improvements they listed during the week ahead. Remind them that a good place to start is with the "first steps" they described on their worksheets.

◆ **Thank group members for their participation.**

Step 7

Closure/evaluation



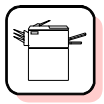
◆ **Distribute a new *Weekly Recovery Journal* sheet** and encourage participants to continue using the journal to record their successes and challenges in recovery in the week to come.

◆ **Provide the following specific assignment:**

In the week ahead, remember to take action on at least one stress management idea. Use your journal to keep notes.

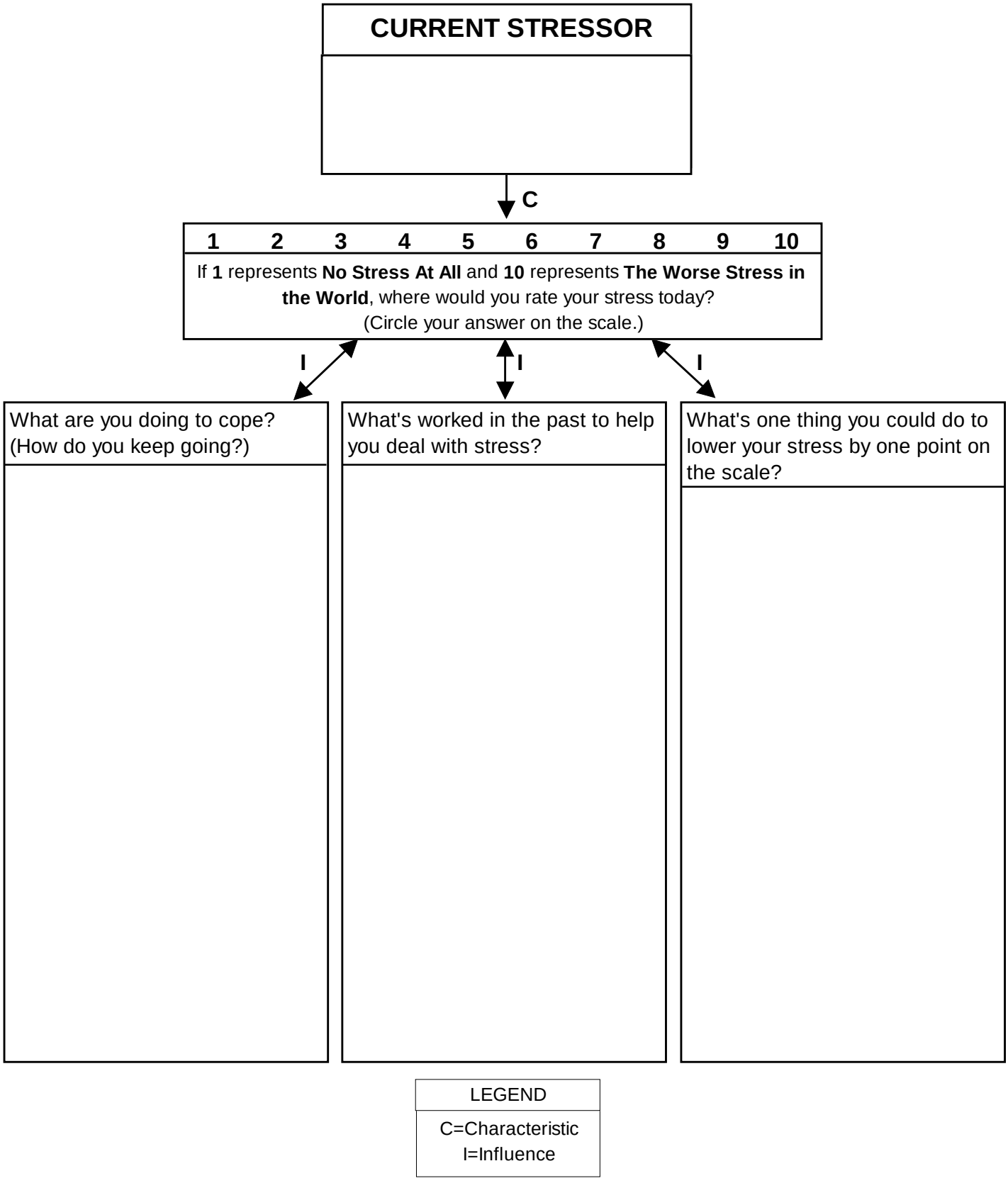
◆ **Go around the room quickly and ask participants to share the most important thing they learned from today's lesson.**

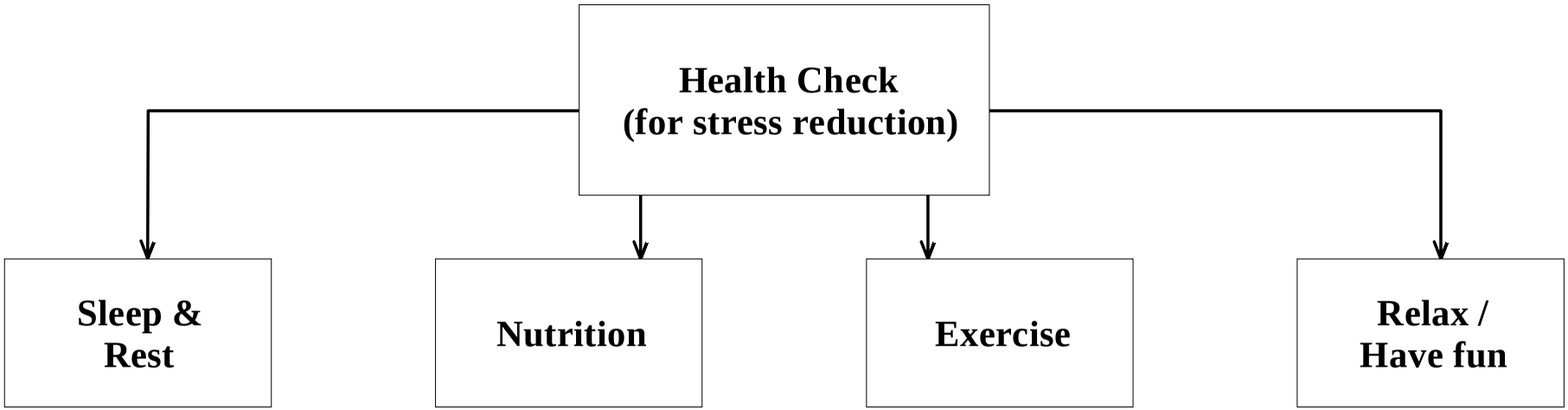
◆ **Briefly preview next week's session.**



◆ **Ask each person to complete an evaluation.** Thank people as they leave and extend an invitation to return next week.

MAPPING SOLUTIONS TO STRESS





- Make it a priority.
- Try to get 8-9 hours a day.
- Don’t use alcohol or drugs to help you sleep.
- Reduce caffeine (coffee, tea, colas).
- Don’t eat before bedtime.
- See a doctor if trouble persists.

- Low fat (40-60 grams per day).
- Lots of vegetables (salads, broccoli, cabbage, etc.)
- Lots of complex carbohydrates (rice, oatmeal, beans, whole wheat bread).
- Reduce use of salt and sugar.
- Drink plenty of water (8 glasses a day).
- Avoid alcohol.
- Don’t smoke.

- “Just do it.”
- Start slow.
- Shoot for 30 minutes 3 times per week.
- Make it fun and easy.
- Do it on a regular schedule.
- Drink plenty of fluids.

- Do it everyday.
- Do it for your health.
- Relax in the way that’s best for you.
- Play -- like a kid.
- Be with people you enjoy often.
- Laugh!

Health Check Inventory

Sleep	Nutrition	Exercise	Relax/Have Fun
My goal is to:	**My goal is to:**	**My goal is to:**	**My goal is to:**
Next	**Next**	**Next**	**Next**
First Step:	**First Step:**	**First Step:**	**First Step:**

SESSION EVALUATION OF *STRAIGHT AHEAD*

SESSION 7

THIS BOX IS TO BE COMPLETED BY DATA COORDINATOR: [FORM 76; CARD 01]

SITE # |__|__| [5-6] CLIENT ID# |__|__|__|__|__|__|__| [7-12] DATE: |__|__||__|__||__|__| MO DAY YR [13-18] COUNSELOR ID# |__|__| [19-20]

Please answer these questions based on what you learned today. Select the best single answer.

1. Relaxing and having fun is:
   (1) A sign of immaturity
   (2) A threat to recovery
   (3) A way to reduce stress
   (4) Something you should only do on weekends
   (5) 1 and 2 above |__| [21]

2. If you have a lot of stress you should sleep less. ..... 0=True 1=False [22]

3. You can help reduce stress by:
   (1) Eating a healthy diet
   (2) Exercising four times a week
   (3) Resting and sleeping well
   (4) Unwinding and enjoying life
   (5) All of the above |__| [23]

4. It's possible to live a stress-free life. ..... 0=True 1=False [24]

5. A good way to handle stressful events might be to:
   (1) Remember that you have abilities and resources.
   (2) Try techniques that have worked before
   (3) Join a support group
   (4) All of the above
   (5) None of the above |__| [25]

Straight Ahead
Session 7 Evaluation
Page 2

For the following items, please circle the number on each line to show how you feel about this session.

Full	1	2	3	4	5	6	7 ..... Empty	[26]
Rough	1	2	3	4	5	6	7 ..... Smooth	[27]
Weak	1	2	3	4	5	6	7 ..... Powerful	[28]
Relaxed	1	2	3	4	5	6	7 ..... Tense	[29]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[30]

Now circle the number on each line to show how you feel right now.

Pleased	1	2	3	4	5	6	7 ..... Angry	[31]
Quiet	1	2	3	4	5	6	7 ..... Aroused	[32]
Afraid	1	2	3	4	5	6	7 ..... Confident	[33]
Excited	1	2	3	4	5	6	7 ..... Calm	[34]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[35]

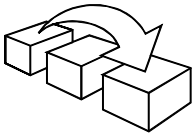
If *mapping* was used in this session, place an "X" on each line to show your opinion about it.

Mapping was...

Interesting	1	2	3	4	5	6	7 ..... Uninteresting	[36]
Difficult	1	2	3	4	5	6	7 ..... Easy	[37]
Comfortable ...	1	2	3	4	5	6	7 ..... Uncomfortable	[38]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[39]

8 Managing Anger in Relationships

Objectives



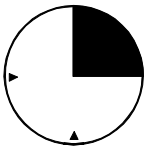
Participants will:

Identify problems caused by unhealthy expressions of anger

Understand differences between healthy and unhealthy anger expressions

Explore personal strengths in anger management

Session Structure



Procedure Step	Segment Name	Time
1	Welcome and review of weekly recovery issues	30 minutes
2	Topic introduction: Anger and relationships	5 minutes
3	Open discussion: ***Anger Map***	30 minutes
4	Break	10 minutes
5	Exercise and discussion: ***Anger Solutions Map***	35 minutes
6	Closure and evaluation	10 minutes
Session Length		**2 hours (120 minutes)**

Some of the exercise and discussion questions in this session draw on ideas suggested by Berg and Miller, 1992; de Shazer, 1985; Dolan, 1991; Lipchik, 1988; Lipchick and de Shazer, 1986; and O'Hanlon and Weiner-Davis, 1989.

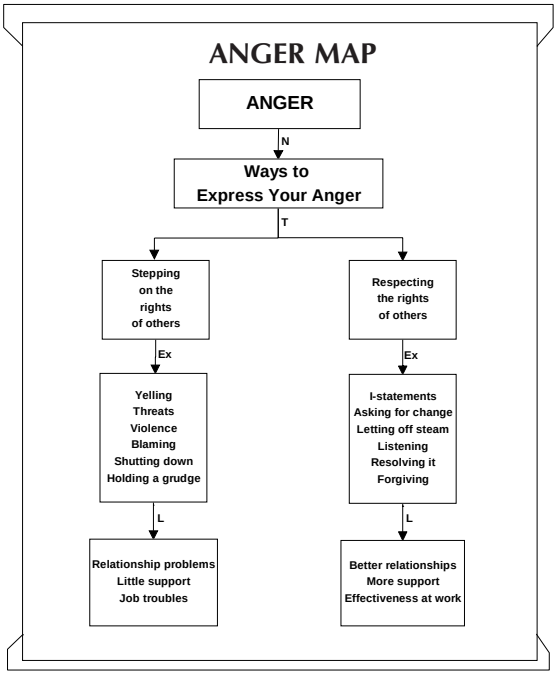
Group Leader Materials and Preparation

◆ Materials:

Flip chart or chalkboard
Markers or chalk
Pencils and paper for participants

◆ Prepare before class:

ANGER MAP
Use a sheet of flip chart paper to draw out the map as shown:
(See handout on p. 151 for details.)



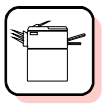
ANGER SOLUTIONS MAP
Use a sheet of flip chart paper to draw out the map template as shown:
(See handout on p. 152 for details.)

◆ **Prepare before class (continued):**

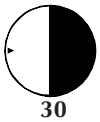
Prepare a directory of local support groups for anger issues (anger management, domestic violence, Parents Anonymous, etc.)

◆ **Make copies:**

Anger Map handout (p. 151)
Anger Solutions Map worksheet (p. 152)
Local directory of support groups for anger issues
Session Eight Evaluation (pp. 153-154)
Weekly Recovery Journal (p. 18 — Session 1)



Procedure Steps

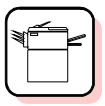


Step 1

Welcome and review of recovery issues

◆ **Welcome participants** as they arrive.

◆ **Introduce the session topic.** Explain that the session will focus on the impact of anger on relationships. Anger is a normal, healthy emotion and everyone gets mad from time to time. However, expressing anger in a healthy way is not always easy. Learning to do so can go a long way toward helping us get along better with people — both at home and on the job. In today's session we'll talk more about getting a handle on anger in our relationships.

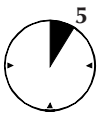


◆ **Open the discussion period for weekly recovery issues.** Encourage participants to use their *Weekly Recovery Journals* to keep notes for this discussion time and to help keep themselves focused on recovery during the week.

◆ **Begin by going around the room to ask each participant:** *"What is one thing you did in the last week (no matter*

how small) that really helped your recovery efforts?" Express support, encouragement, and appreciation for each speaker's contribution. Set a tone for the group that encourages participants to do likewise.

◆ **Ask about the specific assignment from the previous week:** What kinds of stress management steps did you take this past week? **Encourage participants to share other issues from their journals as well.** Keep discussions focused on recovery, finding solutions to recovery-related problems, and sharing successes ("what works").



Step 2

Topic introduction: Anger and relationships

◆ **Reintroduce the session topic and the purpose of the session using key points from the following script:**

SCRIPT:
Session Topic and Goals

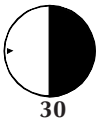
Anger is part of being human. The ability to feel anger is something we are all born with — even babies get mad. The right to feel anger is another example of a personal right. All of us are entitled to our angry feelings.

How we go about **expressing** our anger is another issue. We are not entitled to express our anger in ways that violate other people's rights or safety. We may choose to do so — and we're responsible for the consequences when we do.

Expressing anger in a way that destroys our relationships or our job performance is self-defeating. If our expressions of anger drive away the people we love, cut us off from support, make us feel guilty, or hurt us on the job, it's time to consider some changes.

In today's session we'll take a look at some ideas for dealing with anger in a way that builds good relationships. You'll also have a chance to think about setting personal goals for better anger management.

Step 3



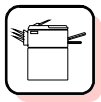
Open discussion: *Anger Map*

Discussion Questions

◆ **Begin by asking participants the following questions.** Use a flip chart or chalkboard to list some of the responses.

> What do you like best about the way you deal with anger?
>
> What do you like least about the way you deal with anger?
>
> What would you like to do differently when you're angry?

◆ **Provide closure** by noting most of us do at least a few things we'd like to do differently when we're angry. Likewise, we've all said or done things in anger we wish we could undo. Changing our approach to anger can be difficult to do at times, but it can be done.



◆ **Distribute the *Anger Map* handout,** and use the flip chart outline of the map as shown on page 138 to help you lead a discussion about healthy expressions of anger. **Use some of the following information to build your discussion of the points covered in each area of the handout:**

DISCUSSION POINTS: Anger Map

ANGER

There are different degrees of anger. For example, frustration, disappointment, jealousy, indignation, being annoyed, or feeling irritated are all related to anger. Whatever the type or degree, feelings of anger are a normal part of living.

We each respond to anger in our own unique way. Most of the ways we have of responding to anger we learned

DISCUSSION POINTS: Anger Map *(continued)*

over the years — especially during childhood and adolescence. Since how we respond to anger was learned, we are capable of learning new responses to anger if we choose.

Ask the following discussion questions:

Discussion Questions

How can you tell when you're getting angry?

What's the first thing you usually do when you feel angry?

WAYS TO EXPRESS YOUR ANGER

Once we're aware of feeling angry, the next thing to do is to express it in a healthy way, and then resolve it (let it go.) It's not healthy to "swallow" anger or let it go unresolved. When we swallow our anger we may begin to feel resentment or hostility. There's even some evidence that holding back anger causes health problems such as stress or high blood pressure.

STEPPING ON THE RIGHTS OF OTHERS
RESPECTING THE RIGHTS OF OTHERS

Quickly review some of the key points about "personal rights" discussed in Session Five (pp. 79-82).

When we decide to express our anger, we have choices about **how** we do it. We can respect the rights of others, or we can step on the rights of others. These two types of anger expression are very different.

Stepping on the rights of others

Some examples of stepping on the rights of others include **yelling**, using **threats**, or using **violence.** These are pretty self explanatory. Let's face it, very few people enjoy being yelled at, threatened, or hurt. When we respond this way, we run the risk of damaging relationships at home and at work.

In family and personal relationships, anger may begin to escalate when people get stuck on **blaming** each other for the problem or difficulty. People often go from arguing about a problem to arguing about whose fault it is. It's a very human tendency to do this, but it seldom solves the problem or calms the anger. We can show more respect for ourselves and others if we focus on resolving the problem rather than spinning our wheels by trying to pin the blame.

Sometimes we respond to anger by **"shutting down,"** (the "silent but fuming" approach). In some cases, we may just need time to think and cool down. If our "shut down" is for thinking and cooling off, then it's probably helpful. We're able to open back up and resolve the anger when we're feeling better. However, shut downs can also lead to **"holding a grudge."** That is, we shut down, fail to resolve the anger, then keep the anger simmering inside us. This is not a healthy approach to anger.

If we usually ignore the rights of others when we express anger, it can lead to relationship problems, little support (we're not very pleasant to be around), and troubles on the job.

Respecting the rights of others

Another way of expressing anger takes the rights of others into consideration most of the time.

One example of how this is done is by remembering to use ***I-statements*** when we talk out our anger with others ("*I'm feeling mad as hell about this,"* rather than

DISCUSSION POINTS:
Anger Map
(continued)

DISCUSSION POINTS: Anger Map *(continued)*

"You've made me mad"). Another way to use *I-statements* is to **ask for change.** In other words, discuss the reasons for your anger, and use *I-statements* to negotiate a solution that will help keep whatever caused your anger from happening again (or help it happen less often). ("*I feel embarrassed when you tease me in front others and then I get mad. I'd like you to stop teasing me.")*

Letting off steam helps you calm down. When we're calm, it's much easier to resolve problems and keep open to new solutions. Some people find it helpful to take a walk, take a cold shower, exercise, talk with a third party about the problem behind the anger, or even punch a pillow to let off steam. Finding a way to "vent the steam" without intimidating or hurting others is a useful approach.

We show the most respect for ourselves and others when we find ways to **resolve anger** and let it go. **Listening** is an important part of working through anger. Trying to understand the other person's point of view will usually help us reach resolutions both parties can live with. **Forgiving** involves being able to accept apologies when they are offered and working to bring relationships back to their "nonangry" state. It also involves letting things go instead of "saving them up" for the next disagreement.

When we resolve anger in a way that respects others yet still allows us to express our angry feelings we build stronger relationships. We are also likely to get more support from others and be more effective in our on-the-job relationships.

Ask some of the following questions to stimulate discussion:

Discussion Questions

When are you the most successful at handling your anger in a healthy way? What do you do that works?

How do you manage to keep from yelling or intimidating others when you're feeling mad? What works for you?

What have you tried that works for letting off steam?

How do you feel when you are able to resolve your anger successfully?

◆ **Provide closure using key points from the following script:**

SCRIPT: *Summarizing* ***Anger Map***

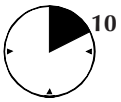
We always have a choice about how to express our anger. When we express our anger in a way that respects other people's rights as well as our own, we have a better chance of maintaining good relationships.

As much as we might like to, we can't control how others deal with their own anger. We can only take responsibility for our own expressions of anger and make our own goals for change. However, in close relationships change often leads to change. In other words, as we change our own responses to anger we may start a ball rolling that encourages those around us to change as well.

We all get mad from time to time. However, if anger is a "constant" in your life, consider getting some outside help. If you or your partner seem to stay mad all the time, talk with your counselor about the availability of counseling services. There are also support groups that focus on anger issues, such as Parents Anony-

mous, domestic violence support groups, anger control groups, etc. These sources of support in the community are there if you need them.

◆ **Distribute the local directory of support group services for anger-related issues**. Invite participants to talk with you during the break if they have questions about available counseling and support group services.



Step 4

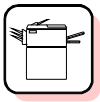
Break

◆ **Allow a 10 minute break.**

Step 5

Exercise and discussion: *Anger Solutions Map*

◆ **Begin by asking participants to think about changes.** Ask: *"What do you want to change about how you handle your anger?"*



◆ **Distribute *Anger Solutions Map* worksheets and pencils**, and ask each participant to complete their maps by answering the questions in the boxes.

Encourage thoughtfulness and honesty. Let participants know the questions are not simple and do require some thought. Assure them that there are no "right" or "wrong" answers to the questions.

◆ **Use a flip chart or chalkboard outline of the map template** to review the questions and explain the type of answers being sought. Encourage them to use the back of the page if more room is needed.

◆ **Use the following notes to augment instructions:**

NOTES AND INSTRUCTIONS: Anger Solutions Map

Goal box: Write in your answer to the question: *"What do I want change about how I handle my anger?"* (*"What would you like to begin doing differently when you're angry?")*

How are you different when you're not angry? Focus on the "nonangry" you. How do you act, feel, behave when you're not angry? What happens that's different when you're not angry?

When you change how you deal with anger, how will things be different? How will your life be different when you reach your goal? What will happen that is different?

What's one thing you can try next week to work on your goal? Describe something you feel you can start doing to change how you deal with anger.

◆ **Be available** to further explain the questions as participants work.

◆ **Process the exercise.** Begin by asking the group for general feelings about the exercise:

General Questions

How did it feel to answer these questions?

Was the exercise easy or difficult?

◆ **Lead a process discussion based on the questions asked in the mapping exercise.** Work with one person at a time. Begin by asking the volunteer to share his/her goal for better anger management. After the volunteer answers each mapping question, elicit more information using the process questions. Repeat this pattern with each participant.

PROCESS DISCUSSION: Anger Solutions Map

As you process the exercise, find opportunities to praise and encourage each participant. Emphasize participants' strengths, abilities, and healthy anger management approaches as they're uncovered. "Normalize" the troubles we all sometimes have in managing our anger in the way we'd prefer.

◆ **Here are the suggested process questions for each mapping question:**

❖ **What do you want to change about how you deal with anger?**

Process Questions

Are there times when you are already able to do this? (or almost able to do this?)

What's different about those times?

❖ **How are you different when you're not angry?**

Process Questions

Who else notices these differences?

What would ____(name)____ say he/she enjoys most about you when you're not angry?

❖ **When you change how you deal with your anger, how will your life be different?**

Process Questions

What else will you be doing that tells you things are different?

How will you feel about yourself when you make this change?

❖ **What's one thing you can try next week to work on your goal?**

Process Questions

What's the first step you need to take to start the ball rolling?

How will you know if this idea is working for you?

◆ **Thank participants for their input.** Encourage them to share the materials from today's session with their partners and family members.

◆ **Summarize the discussion by using key points from the following script:**

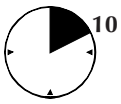
SCRIPT: *Summarizing* ***Anger Solutions Map***

Anger is a normal emotion — one we're suppose to feel from time to time. Most of us have no trouble feeling angry, but expressing our anger is a different story. In order to enhance relationships with family, friends or coworkers, it's important to express anger in a healthy way. This involves paying attention to both your rights and the rights of others when you express your anger.

For most of us, changing how we sometimes respond when we're angry can make a lot of difference in our lives. Pay attention to the things that are different in the week to come as you work on your goal for change (from the mapping exercise). Pay close attention to differences that happen that you weren't expecting. Also pay attention to who else notices the changes you make when you make them.

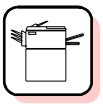
Take advantage of resources in the community that can help you work on special anger-management issues. If you're living in a situation where your anger or someone else's anger frequently turns to violence, get advice from your counselor. You don't have to accept violence from others. You don't have to accept it in yourself, either. Get help to break the cycle.

◆ **Thank participants for their input.**



Step 6

Closure and evaluation



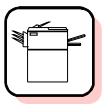
◆ **Distribute a new *Weekly Recovery Journal* sheet** and encourage participants to continue using the journal to record their successes and challenges in recovery in the week to come.

◆ **Provide the following specific assignment:**

In the coming week begin working on the anger management steps you identified today. Use your journal to keep notes.

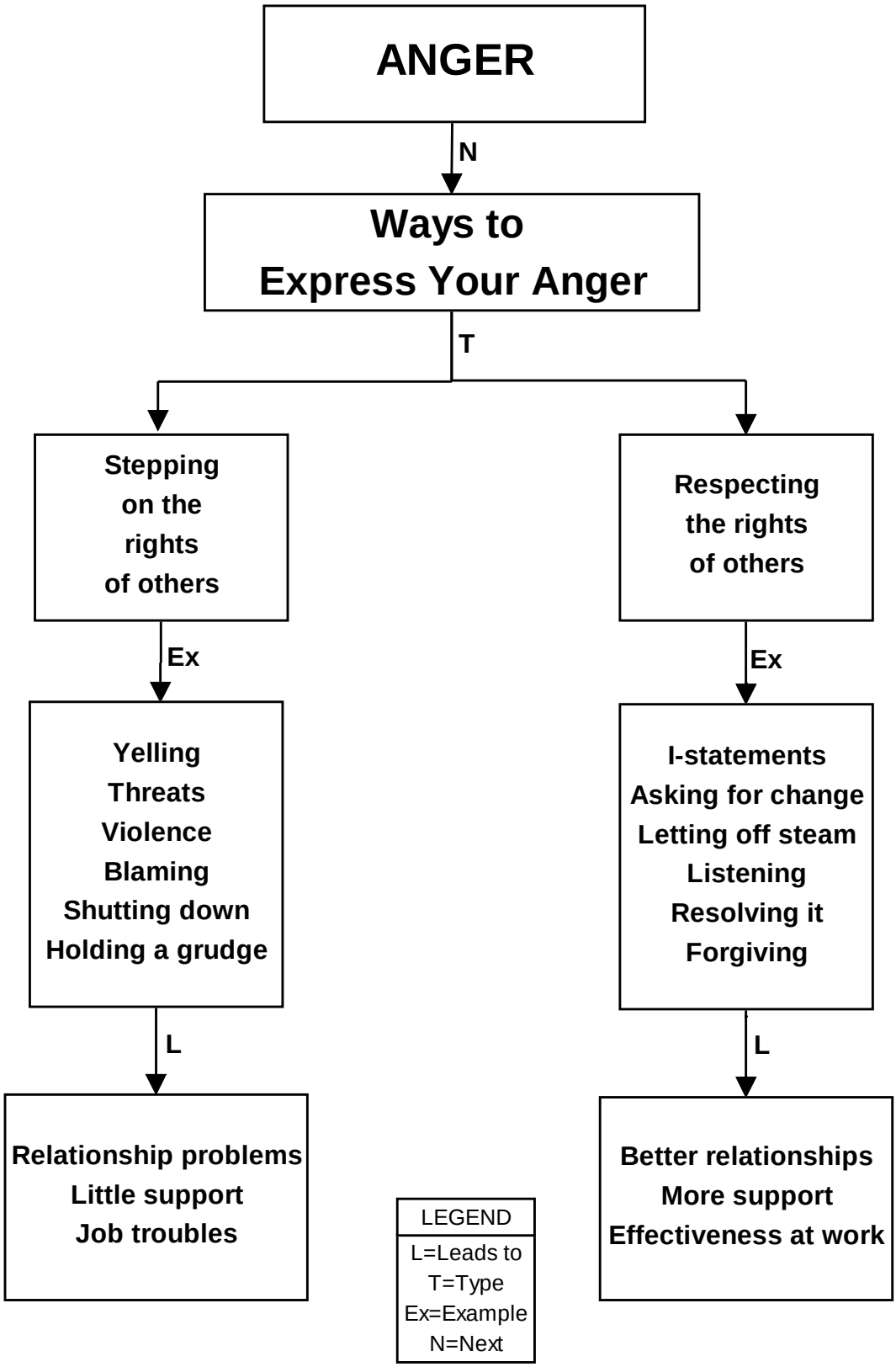
◆ **Go around the room quickly and ask participants to share the most important thing they learned from today's lesson.**

◆ **Briefly preview next week's session.**



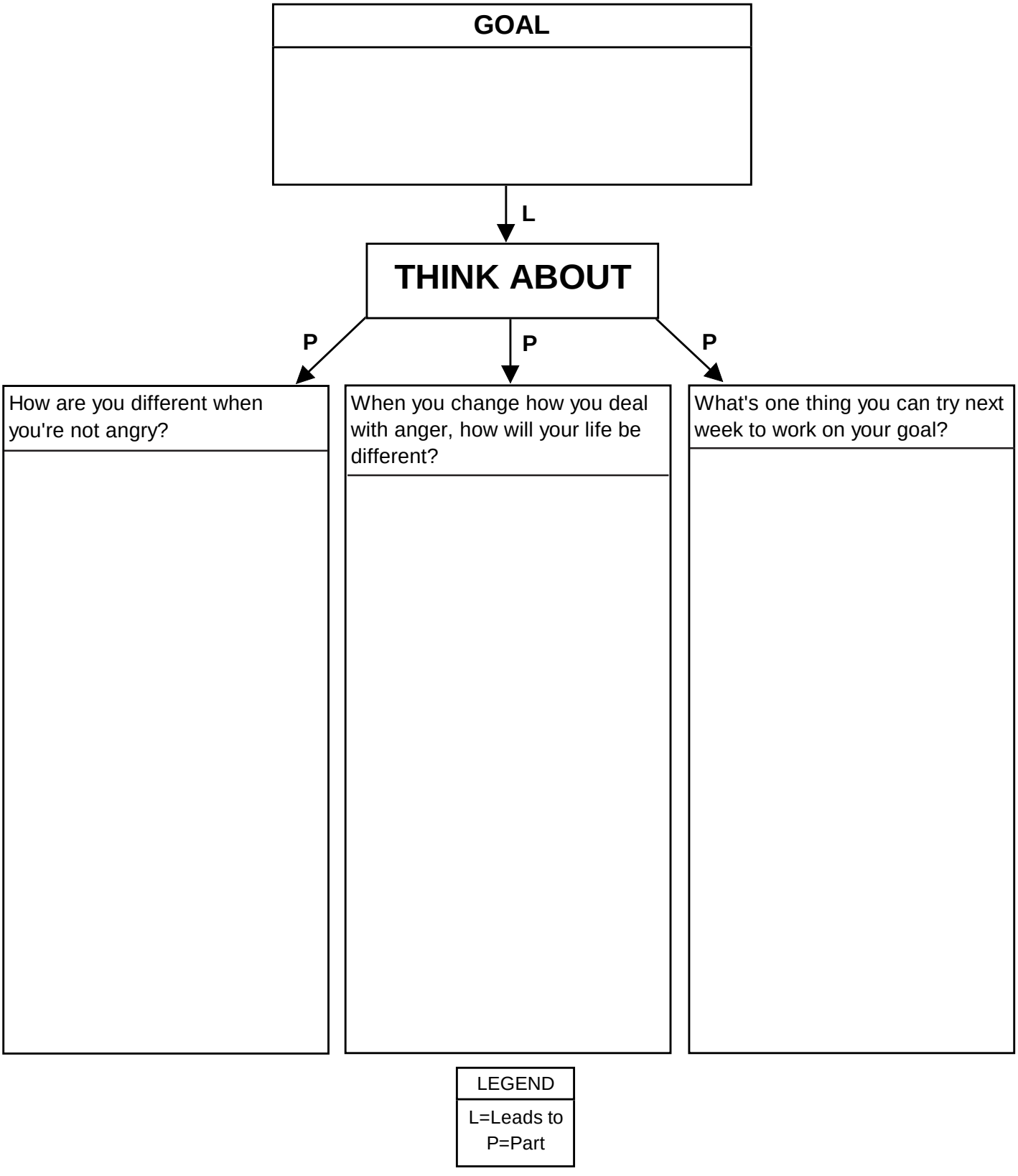
◆ **Ask each person to complete an evaluation.** Thank people as they leave and extend an invitation to return next week.

ANGER MAP


ANGER
N
Ways to
Express Your Anger
T
Stepping
on the
rights
of others
Respecting
the rights
of others
Ex
Ex
Yelling
Threats
Violence
Blaming
Shutting down
Holding a grudge
I-statements
Asking for change
Letting off steam
Listening
Resolving it
Forgiving
L
L
Relationship problems
Little support
Job troubles
Better relationships
More support
Effectiveness at work
LEGEND
L=Leads to
T=Type
Ex=Example
N=Next

ANGER SOLUTIONS MAP

What do you want to change about how you deal with anger**?**



SESSION EVALUATION OF *STRAIGHT AHEAD*

SESSION 8

THIS BOX IS TO BE COMPLETED BY DATA COORDINATOR: [FORM 77; CARD 01]

SITE # |__|__| [5-6] CLIENT ID# |__|__|__|__|__|__|__| [7-12] DATE: |__|__||__|__||__|__| MO DAY YR [13-18] COUNSELOR ID# |__|__| [19-20]

Please answer these questions based on what you learned today. Select the best single answer.

1. Expressing anger in a healthy way:
   (1) Enhances relationships
   (2) Builds support from others
   (3) Helps you on the job
   (4) 1 and 2 only
   (5) 1, 2, and 3 above |__| [21]

2. A good way to deal with anger is to talk about it, resolve it, and let it go. ..... 0=True 1=False [22]

3. To respect another person's rights when you're angry you should:
   (1) Use I-statements
   (2) Ask for changes for the future
   (3) Listen and negotiate
   (4) Be willing to resolve the anger
   (5) All of the above |__| [23]

4. There are no support groups for anger-related issues. ..... 0=True 1=False [24]

5. A good way to let off steam when you're angry is to:
   (1) Take a walk
   (2) Talk it out with a friend
   (3) Punch on a pillow
   (4) Cuss out your neighbor
   (5) 1, 2, and 3 above |__| [25]

Straight Ahead
Session 8 Evaluation
Page 2

For the following items, please circle the number on each line to show how you feel about this session.

Full	1	2	3	4	5	6	7 ..... Empty	[26]
Rough	1	2	3	4	5	6	7 ..... Smooth	[27]
Weak	1	2	3	4	5	6	7 ..... Powerful	[28]
Relaxed	1	2	3	4	5	6	7 ..... Tense	[29]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[30]

Now circle the number on each line to show how you feel right now.

Pleased	1	2	3	4	5	6	7 ..... Angry	[31]
Quiet	1	2	3	4	5	6	7 ..... Aroused	[32]
Afraid	1	2	3	4	5	6	7 ..... Confident	[33]
Excited	1	2	3	4	5	6	7 ..... Calm	[34]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[35]

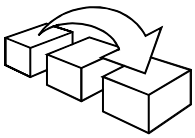
If *mapping* was used in this session, place an "X" on each line to show your opinion about it.

Mapping was...

Interesting	1	2	3	4	5	6	7 ..... Uninteresting	[36]
Difficult	1	2	3	4	5	6	7 ..... Easy	[37]
Comfortable ...	1	2	3	4	5	6	7 ..... Uncomfortable	[38]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[39]

9 Challenges for the Future

Objectives



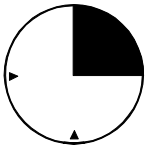
Participants will:

Identify accomplishments and successes to date

Define future goals for recovery

Explore solutions to potential challenges*

Session Structure



Procedure Step	Segment Name	Time
1	Welcome and review of weekly recovery issues	30 minutes
2	Topic introduction: Challenges for the future	5 minutes
3	Focused discussion: Successes, setbacks, and challenges	30 minutes
4	Break	10 minutes
5	Exercise and discussion: ***Recovery Goals Map***	25 minutes
6	Homework exercise: ***Back to the Future***	10 minutes
7	Closure and evaluation	10 minutes
Session Length		**2 hours (120 minutes)**

*Some of the exercise and discussion questions in this session draw on approaches suggested by Berg and Miller, 1992; de Shazer, 1985; Dolan, 1991; Lipchik, 1988; Lipchick and de Shazer, 1986; and O'Hanlon and Weiner-Davis, 1989.

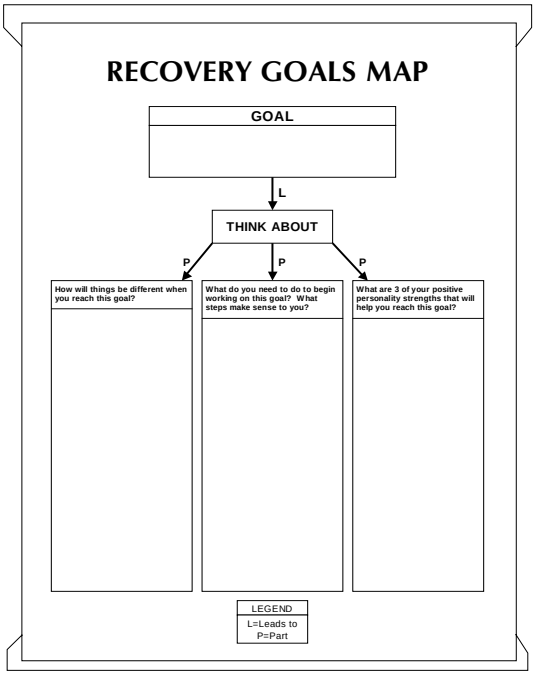
Group Leader Materials and Preparation

- **Materials:**

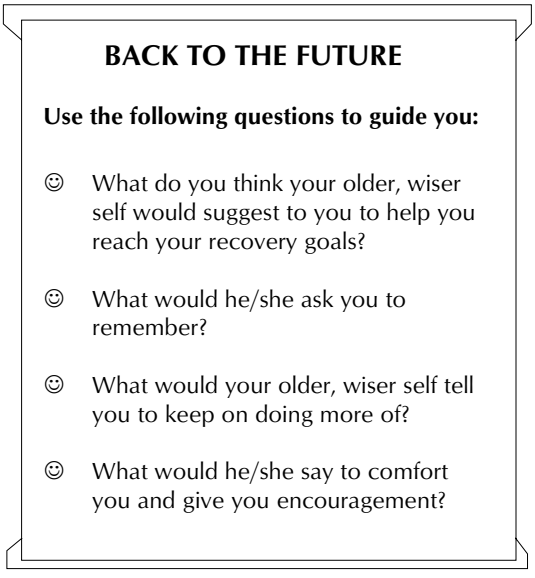
Flip chart or chalkboard
Markers or chalk
Pencils and paper for participants

- **Prepare before class:**

RECOVERY GOALS MAP
Use a sheet of flip chart paper to draw out the map as shown:
(Handout shown on p. 169.)



BACK TO THE FUTURE
Use a sheet of flip chart paper to write out the assignment questions as shown:
(Handout shown on p. 170.)

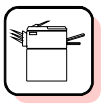


NOTE!

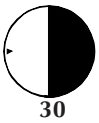
Save the ***Back to the Future*** flip chart! It will be reused in Session 10.

◆ **Make copies:**

Recovery Goals Map worksheet (p. 169)
Back to the Future instructions (p. 170)
Back to the Future worksheet (p. 171)
Session Nine Evaluation (pp. 172-73)
Weekly Recovery Journal (p. 18 — Session 1)



Procedure Steps

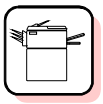


Step 1

Welcome and review of recovery issues

◆ **Welcome participants** as they arrive.

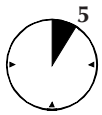
◆ **Introduce the session topic.** Begin by reminding participants this is the next to last "formal" meeting. Mention that at the end of the session there will be further discussion about next week's "graduation" meeting, including a special assignment. Explain that the focus for today will be on preparing for the future beyond treatment. An important part of this preparation is to get clear about goals and priorities, and to have a good understanding of solutions that might work when challenges arise. We'll explore these issues in today's session.



◆ **Open the discussion period for weekly recovery issues.** Begin by asking participants to discuss what they found helpful about keeping a weekly recovery journal for the ***Straight Ahead*** meetings.

◆ **Go around the room to ask each participant:** *"What's something you did in the last week (no matter how small) that really helped your recovery efforts?"* Express support, encouragement, and appreciation for each speaker's contribution. Set a tone for the group that encourages participants to do likewise.

◆ **Ask about the specific assignment from last week:** How did it go when you worked on your anger management goals this past week? **Encourage participants to share other issues from their journals as well.** Keep discussions focused on recovery, finding solutions to recovery-related problems, and sharing successes ("what works").



Step 2

Topic introduction: Challenges for the future

◆ **Reintroduce the session topic and the purpose of the session using key points from the following script:**

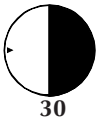
SCRIPT:
Session Topic and Goals

One of the goals of the *Straight Ahead* program has been to help you strengthen your commitment to recovery and positive change ("positive" meaning the changes **you** want to make for a better life). Our hope is that the discussions over the last few months have helped you get a sense of your own strengths, capabilities, and inner wisdom — in other words, your own ability to solve problems and reach your goals.

At some point in your life you'll have to sustain the changes you've made on your own, away from the "formal" treatment setting. If your goal is to stop or reduce your drug use, then you're the best person to figure out how to do that successfully and what steps you need to take. This doesn't mean you're on your own without sources of support and advice. We've already discussed the usefulness of groups like AA or NA, as well as the importance of having friends and family members with whom you can talk "from the heart" about your successes and challenges in recovery. We've also discussed "tried and true" techniques for avoiding setbacks, such as staying away from "temptations," learning and practicing "what works" for handling cravings, and staying busy through involvement with job, family, hobbies, sports, home projects, etc.

Support and advice are available almost anywhere you look in the community. But in the end, you, me, the guy next door — we're the ones responsible for making things happen when we really want purposeful change in our lives. Not only are we responsible, but we're also the best qualified to decide what it is we truly want and what we need to do to make it happen. Today's session is a chance to review your progress, and to think clearly about goals and challenges for your future recovery.

Step 3

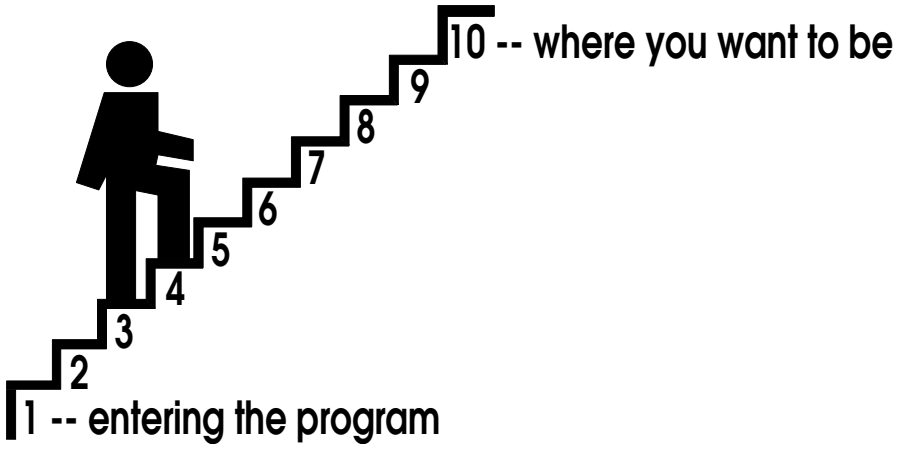


Focused discussion: Progress, setbacks, and challenges

DISCUSSION: *Progress and challenges*

◆ **Lead a focused discussion about progress and challenges, using the following questions.** The questions are grouped in "sets." Begin by working with the first volunteer using questions in the first set, then repeat the questions with each group member. Follow the same procedure for the next two sets. Ask group members to show support by listening and offering encouragement when they're not answering questions.

You may want to take notes to help you remember how participants "scale" themselves so you can move smoothly from set to set. Work at an easy pace so respondents don't feel pressured. As with previous exercises, work toward helping clients make



DISCUSSION: *Progress and challenges (continued)*

statements that are specific and behavioral rather than vague and general. Provide compliments, praise, acknowledgment, and other self-efficacy enhancing input as participants discuss their progress, successes, and ability to find solutions.

Set 1

(Start with the first participant, then go around the room.)

Discussion Questions

On a scale of 1 to 10, let's say "1" represents your situation when you first entered this program, and "10" represents where you want your life to be when you've solved the problem that brought you here, where would you say you are today?

What are some things you're doing to keep yourself at a __#___ ? (What are some things you're doing to keep yourself at a "7"?)

How do you make yourself do those things?

Set 2

(Go back to the first respondent, then go around the room.)

Discussion Questions

You said earlier you were at a __#__. What do you have to do next to move from a ___#___ to a ___#___? (From a "7" to an "8"?)

How will you make that happen?

Set 3

(Return to the first respondent, then go around the room.)

Discussion Questions

Is there anything that might happen in the next few weeks that might present a challenge to your progress?

(If "yes"): What might that challenge be?

How will you handle it?

◆ **Thank participants for their input.** Encourage them to pay attention during the coming week to things they do that help them "keep on keeping on" or that help them move ahead on the imaginary scale.

◆ **Provide closure for the discussion using information from the following script:**

SCRIPT: *Summarizing the progress and challenges discussion*

The changes you've made in your life to date, and the changes you'll continue to make involve hard work. The goals you've set for yourself for recovery are not simple to achieve. You deserve recognition and respect for your willingness to tackle your problems and solve them.

You may find it helpful to set aside a day or two each week to think about some of the questions we've just discussed, and give yourself credit for the things you are doing "right" — the things you are doing that work for you (no matter how small or simple those things may be). You can ask yourself the "scale of 1 to 10" question for a variety of issues, and then use your position to think about what you need to do in the

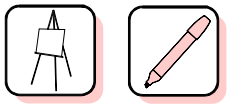
SCRIPT: *Summarizing progress and challenges discussion (continued)*

short term to move ahead. This is also a good time to think about challenges or difficulties that might get in the way of your progress. It's helpful to anticipate possible challenges and think about creative ways to handle these situations.

◆ **Tell the group you want to spend a few minutes discussing the issue of setbacks.** Mention that many people are concerned about the likelihood of setbacks, especially when they've enjoyed a period of good progress. **Use key points from the following script to lead the discussion:**

SCRIPT: *Setbacks*

Setbacks are possible in all stages of recovery. When setbacks (or "slips") happen, it's important to avoid burdening yourself with feelings of shame, guilt, or hopelessness. There is a very human tendency we all have to feel disappointed and discouraged when we don't quite live up to the promises we've made to ourselves or others. These negative feelings are probably more damaging to recovery than the setback itself. Setbacks are not a mark of failure; they're just a mark of being human.



Here are a few key points of advice to remember about managing setbacks: **(Use a flip chart or chalkboard to make a quick list of these as they're mentioned.)**

Talk it out with someone. Call your AA or NA sponsor or a member of your support crew and get the setback out in the open. (This prevents it from becoming a "dirty little secret" that can lead to feelings of guilt and shame.)

Don't beat yourself up. Setbacks happen to the best of us. Focus on your past successes and get back in touch with your recovery goals as soon as possible.

What will you do differently? A setback can be seen as a gentle reminder that you're a growing and changing human being. As you talk about the setback with a supportive friend, explore what you need to do more of and how you'll do it. Pay attention to what the setback teaches you about yourself.

◆ **Ask for a volunteer to help you with a demonstration.** Give the volunteer his/her instructions so that the rest of the group can't hear. Instruct the volunteer to walk across the room, wall to wall, by taking three steps forward, then two steps back.

When the volunteer is ready, ask the rest of the group to pay close attention as he/she walks across the room. When the task is completed, thank the volunteer, then lead a brief discussion using some of the following questions:

Discussion Questions

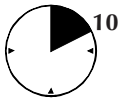
What did this exercise say to you?

In what way is this exercise similar to the recovery process?

(To the volunteer:)
What were your thoughts as you walked across the room?

◆ **Provide closure** by mentioning that any purposeful change (including recovery) is usually a process of three steps forward and two steps back. Setbacks are a natural part of the change process. We've all experienced setbacks at one time or another, and we all have some level of inner wisdom about how to pull out of a setback. This "inner wisdom" is linked to our prior successes — what's worked and what we can do to make it work again. After all, without some degree of success a setback would not have been possible.

Step 4



Break

◆ **Allow a 10 minute break.**

Step 5

Exercise and discussion: *Recovery Goals Map*

◆ **Begin by telling participants the last part of the session will focus on the future.** Ask them to take a few minutes to think about a recovery goal for the near future.

◆ **Distribute *Recovery Goals Map* worksheets** and pencils, and ask participants to fill in the boxes by answering the question in each box. Encourage them to be thoughtful and realistic as they create their maps, and to take their time. Reassure them there are no "right" or "wrong" answers to the questions.

◆ **Use a flip chart or chalkboard outline of the map template** to quickly review the questions. Encourage them to use the back of the page if more room is needed.

NOTES AND INSTRUCTIONS: Recovery Goals Map

◆ **Use the following notes to augment instructions:**

Goal box: Write a few lines to describe a recovery goal you have for the near future. Make sure the goal you describe is realistic and specific.

How will things be different when you reach this goal? Think about the outcome of reaching the goal. How will you know when you've reached it? What will be different in your life?

What do you need to do to begin working on this goal? What steps make sense to you? Think about what you need to do in order to reach this goal. What steps can you take to help you reach your goal?

What are 3 of your positive personality strengths that will help you reach this goal? Think about strengths and positive attributes you possess. Which ones will help you work on your goal? Which ones have you relied on in the past?

◆ **Allow time for participants to complete their maps.** Be available as they work to offer clarification and encouragement as needed.

◆ **Process the mapping exercise.** Begin by asking the group for general feelings about the exercise using some of the following questions:

General Questions

How did it feel to answer these mapping questions?

Were the questions easy or hard?

◆ **Lead a process discussion of the questions in the exercise** by encouraging participants to share their goal statements and their answers to the mapping questions. Go through the questions one at a time and work with one participant at a time. Try to elicit answers that are specific and behavioral rather than vague and general. Offer praise, encouragement, and compliments.

PROCESS DISCUSSION: Recovery Goals Map

◆ **Use these questions to process each mapping question after participants share their answers:**

❖ **How will things be different when you reach this goal?**

Process Questions

Who will be the first person to notice your progress?

What will he/she notice that is most different about you?

How will reaching this goal impact other parts of your life?

What do you need to do to begin working on this goal? What steps make sense to you?

Process Questions

What's the first step you need to take to get the ball rolling?

How will you do that?

Process Questions

What are 3 of your positive personality strengths that will help you reach this goal?

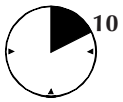
How have these strengths worked for you in the past?

Who else knows you have these strengths?

What other strengths would this person say you have?

◆ **Thank participants for their input.** Provide closure by encouraging participants to continue using the types of questions demonstrated in this mapping exercise to help identify and clarify important goals and the steps needed to reach those goals. It's also helpful to identify possible challenges along with sources of advice and support. Generally, goals that are specific and realistic are the easiest to accomplish. Long term goals (goals that require time in order to be achieved, such as completing college or training for a new job) usually go smoother when they're broken down into manageable, specific steps.

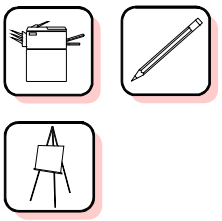
Step 6



Homework exercise: *Back to the Future*

◆ **Begin by reminding participants that next week's session is the last "formal" meeting of the *Straight Ahead* group**. The first half of the session will be spent discussing the "homework" exercise, and the second half is for a "graduation" party with refreshments and recognition for each group member. **(This should be based on agency policies and budget.)** If appropriate for your agency, spend a few minutes discussing plans for the "graduation," including job assignments, sign-ups for refreshments, child care arrangements, etc.

If your agency policy allows it, ask participants if they would like to invite a partner, friend, or family member to join the "graduation" portion of the session. If so, guests should be encouraged to arrive for the second half of the session.



◆ **Distribute *Back to the Future* instructions and worksheets**, and introduce the "homework" by telling participants their assignment for next week is to write a special letter to themselves. Use a flip chart outline of the instructions to help participants understand the assignment. Tell them the exercise is a bit different, and they're free to be as creative as they like. Remind them there's no "right" or "wrong" way to do this exercise. If the "letter" format feels awkward, encourage them to simply answer the suggested questions. Use the back of the worksheet if more space is needed.

Back to the Future instructions:

INSTRUCTIONS: Back to the Future

- ❖ Pretend you are able to travel into the future, to the time when the problem that brought you here is solved.
- ❖ There you meet a wonderful person — the wonderful, older, wiser you of the future.

❖ Write a letter to yourself from your older and wiser self of the future. **Use the following questions to guide you:**

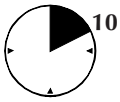
***Back to the Future* Questions**

What do you think your older, wiser self would suggest to you to help you reach your recovery goals?

What would he/she ask you to remember?

What would your older, wiser self tell you to keep on doing more of?

What would he/she say to comfort you and give you encouragement?

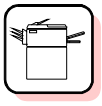


Step 7

Closure and evaluation

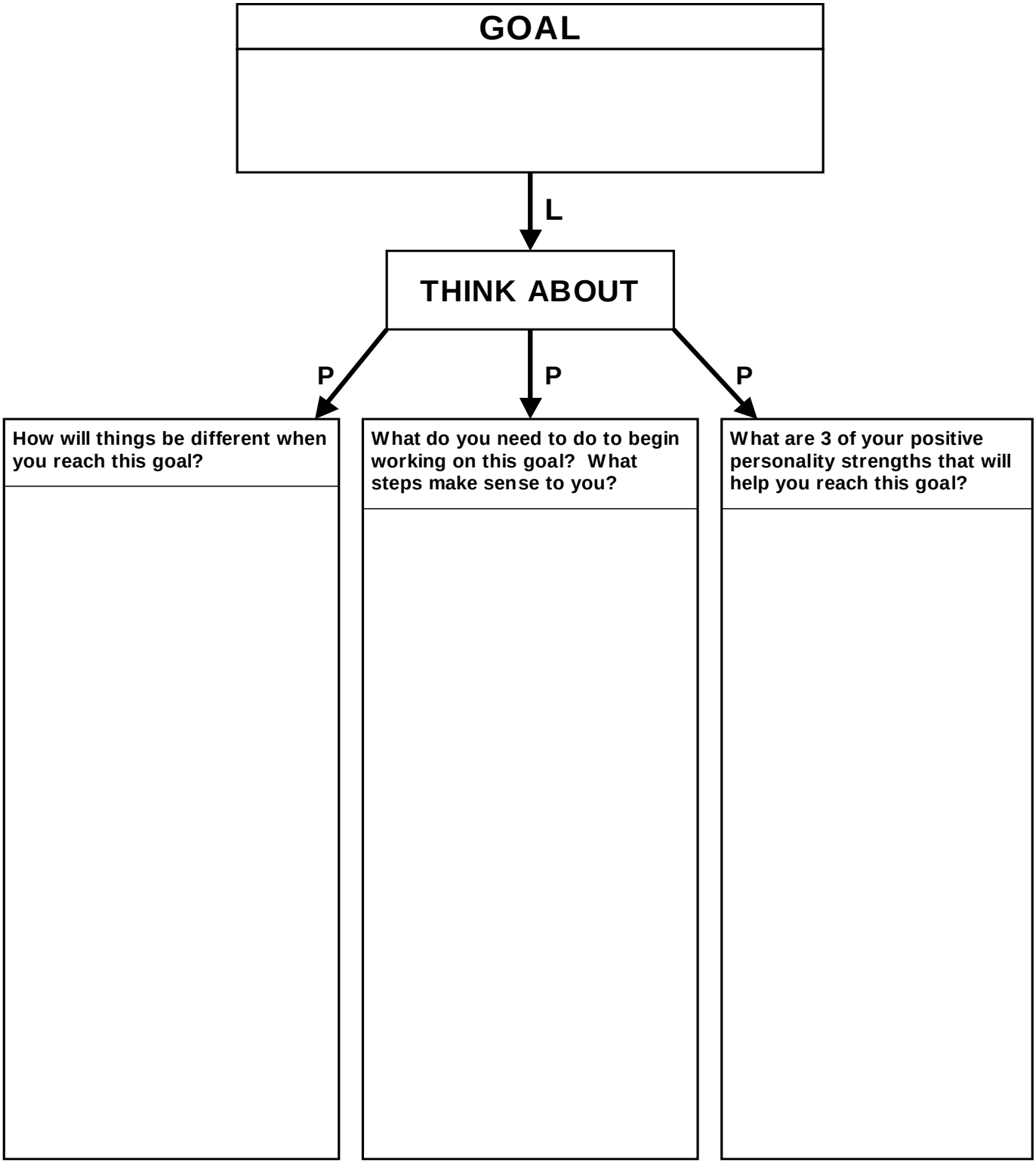
◆ **Distribute a new *Weekly Recovery Journal* sheet** and encourage participants to continue using the journal to record their successes and challenges in recovery in the weeks and months to come. Provide extra copies if requested.

◆ **Go around the room quickly and ask participants to share the most important thing they learned from today's lesson.**



◆ **Ask each person to complete an evaluation.** Thank people as they leave and extend an invitation to return next week.

RECOVERY GOALS MAP



Back to the Future

Instructions:

Pretend you are able to travel into the future, to the time when the problem that brought you here is solved.

There you meet a wonderful person — the wonderful, older, wiser you of the future.

Write a letter to yourself from your older and wiser self of the future. Use the following questions to guide you:

☺ What do you think your older, wiser self would suggest to you to help you reach your recovery goals?

☺ What would he/she ask you to remember?

☺ What would your older, wiser self tell you to keep on doing more of?

☺ What would he/she say to comfort you and give you encouragement?

Source: *Exercise based on an approach originated by Yvonne Dolan, http://www.solutionmind.com*

Back to the Future

(worksheet)

Dear _____ ,

with love,
your older, wiser self

SESSION EVALUATION OF *STRAIGHT AHEAD*

SESSION 9

THIS BOX IS TO BE COMPLETED BY DATA COORDINATOR: [FORM 78; CARD 01]

SITE # |__|__| [5-6] CLIENT ID# |__|__|__|__|__|__| [7-12] DATE: |__|__||__|__||__|__| MO DAY YR [13-18] COUNSELOR ID# |__|__| [19-20]

Please answer these questions based on what you learned today. Select the best single answer.

1. Once you've identified a goal it's helpful to:
   (1) Put off taking any action
   (2) Identify several steps to "get the ball rolling"
   (3) Identify potential challenges and how to handle them
   (4) Dwell on your past mistakes
   (5) 2 and 3 above |__| [21]

2. Setbacks are a mark of failure. ..... 0=True 1=False [22]

3. The person most able to solve your drug problem is:
   (1) Your treatment counselor
   (2) Your spouse or partner
   (3) Your NA sponsor
   (4) You
   (5) None of the above |__| [23]

4. It's best to avoid goals that are realistic and specific. ..... 0=True 1=False [24]

5. A good idea for managing a setback is to:
   (a) Ignore it
   (b) Pretend it didn't happen
   (c) Talk it out with someone
   (d) Feel guilty about it
   (e) 3 and 4 above |__| [25]

Straight Ahead
Session 9 Evaluation
Page 2

For the following items, please circle the number on each line to show how you feel about this session.

Full	1	2	3	4	5	6	7 ..... Empty	[26]
Rough	1	2	3	4	5	6	7 ..... Smooth	[27]
Weak	1	2	3	4	5	6	7 ..... Powerful	[28]
Relaxed	1	2	3	4	5	6	7 ..... Tense	[29]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[30]

Now circle the number on each line to show how you feel right now.

Pleased	1	2	3	4	5	6	7 ..... Angry	[31]
Quiet	1	2	3	4	5	6	7 ..... Aroused	[32]
Afraid	1	2	3	4	5	6	7 ..... Confident	[33]
Excited	1	2	3	4	5	6	7 ..... Calm	[34]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[35]

If *mapping* was used in this session, place an "X" on each line to show your opinion about it.

Mapping was...

Interesting	1	2	3	4	5	6	7 ..... Uninteresting	[36]
Difficult	1	2	3	4	5	6	7 ..... Easy	[37]
Comfortable ...	1	2	3	4	5	6	7 ..... Uncomfortable	[38]
Worthless	1	2	3	4	5	6	7 ..... Valuable	[39]

10 Graduation and Beyond

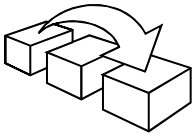
Participants will:

Discuss recovery progress and future goals

Make plans for continued group support

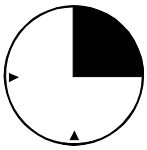
Receive recognition for participation in ***Straight Ahead***

Objectives



Session Structure

Procedure Step	Segment Name	Time
1	Welcome and overview of final session structure	5 minutes
2	Open discussion: ***Back to the Future Letters***	45 minutes
3	Optional discussion: Arrangements for future meetings	15 minutes
4	Closure and evaluation	10 minutes
5	Recognition and "graduation"	45 minutes
Session Length		**2 hours (120 minutes)**



NOTE!

The purpose of the last session is to provide closure and give positive recognition to participants. Ideally, if group members are not scheduled to enter a structured aftercare program following the completion of ***Straight Ahead***, they should be given the option to continue meeting on a weekly basis as a support group. Obviously, your agency's staffing requirements and policies should be taken into consideration before encouraging formation of an on-site support group.

Group Leader Materials and Preparation

- **Materials:**

Flip chart or chalkboard
Markers or chalk
Pencils and paper for participants

- **Prepare before class:**

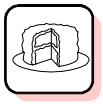
BACK TO THE FUTURE LETTERS
Reuse the flip chart that was prepared for Session 9:

BACK TO THE FUTURE

Use the following questions to guide you:

- ☺ What do you think your older, wiser self would suggest to you to help you reach your recovery goals?
- ☺ What would he/she ask you to remember?
- ☺ What would your older, wiser self tell you to keep on doing more of?
- ☺ What would he/she say to comfort you and give you encouragement?

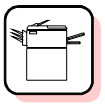
Graduation/recognition certificates for participants (sample provided on p. 182)



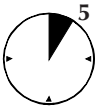
Arrangements for refreshments, invited guests, etc.

◆ **Make copies:**

Client Survey/posttest (optional) (p. 185 — Appendix)
Session Ten Evaluation (p. 183)



Procedure Steps



Step 1

Welcome and overview of final session structure

◆ **Welcome participants** as they arrive.

◆ **If guests have been invited and arrive early,** provide a waiting area where they can relax while the "business" part of the meeting is handled.

◆ **Explain that the first part of the session will be used to talk about the "homework" assignment, and personal goals for the future.** Mention that the group will also be asked to briefly discuss the possibility of continuing to meet as a support group (if this is an acceptable option for your agency). During the last part of the session, invited guests will be welcomed, and the "graduation" party will proceed with refreshments and certificates of recognition.

Step 2

Open discussion: *Back to the Future Letters*

◆ **Begin by asking participants to share their "homework" assignment letters.** Work with one person at a time, and provide encouragement and praise as participants reveal their

insights and hopes for the future. **Have the four suggested assignment questions listed on a flip chart**, and ask any participants who were unable to write letters to simply share their answers to the questions. When everyone has had a turn, use some of the following questions to process the exercise:

Process Questions

What did you learn about yourself from this assignment?

What would your "older, wiser self" say is different about you since you started this program?

How have you made that happen?

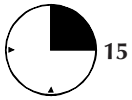
Who else has noticed this difference?

How has it affected your relationship with _____(name)_____?

How will you help yourself remember the advice of your "older, wiser self?"

◆ **Thank participants for their input.** Provide closure by complimenting the participants' wisdom and common sense as revealed through the "older, wiser self." Encourage participants to continue writing letters to themselves from their "older, wiser selves" in the future. This exercise can be a powerful tool for getting in touch with one's sense of inner wisdom, hope, and positive expectation for the future.

Step 3



Optional discussion: Arrangements for future meetings

NOTE!

If ***Straight Ahead*** has been given as a transition module and participants now are expected to enter a structured aftercare program, use this time to provide them with information about that program.

◆ **If agency policy allows, help participants reach a consensus about continuing to meet as an ongoing support group.** As the discussion unfolds, take notes on the decisions reached for use at the first group meeting. **Tailor the discussion to conform to agency policy.** In other words, if ongoing meetings must be led by staff or a 12-Step facilitator, keep these requirements in mind when offering options to participants. If members are interested in continuing the group, address the following issues:

Issues for continuing the group

❖ Where and when will meeting be held, and for how long?

Meet on site, weekly, twice a week, monthly?
Meet on site weekly to attend off-site meeting (12-Step, etc.)?
Meet off site, weekly, twice a week, monthly?

❖ How will the meetings be organized?

Topic-driven discussions?
Informal, open discussions?
On-site 12-Step group? Off-site 12-Step attendance?
For recreational or volunteer activities?
Other ideas?

Issues for continuing the group (continued)

- How will membership be decided?

  Open or closed membership?
  Can significant others attend?

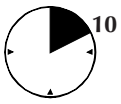
- How will group leadership be structured?

  Staff leadership?
  Staff and group member leadership?
  Autonomous group?
  Outside leadership (i.e., 12-Step facilitator)?

- What group rules are necessary?

  Sobriety?
  Attendance?
  Participation?
  Confidentiality?
  Other rules?

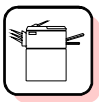
◆ **If a consensus for continued meetings is reached, invite participants to return next week for further planning**. This may include deciding such things as meeting days and times, transportation issues, child care needs, refreshments, picking a community 12-Step group or other support group to join, etc. Ask for a few group members to volunteer to contact absent members to encourage them to attend the planning session.



Step 4

Closure and evaluation

◆ **Thank group members for their participation in the *Straight Ahead* program.** Announce the graduation party will begin after a little "paperwork" is taken care of.

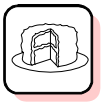


◆ **Ask each participant to complete a *Session Ten Evaluation.*** This is also the time to ask participants to complete the ***Client Survey***/posttest if your program requires it.

Step 5

Recognition and "graduation"

◆ **Welcome participants' guests and make introductions.** Ideally, this portion of the session will provide an opportunity for informal socializing and some type of recognition for participants. Consider some of the following suggestions to help make the closure of ***Straight Ahead*** special:



Special refreshments (decorated cake, snacks, etc.)
A brunch, luncheon, or other meal
Child care services for those attending
Certificates of recognition (sample provided)
Games, entertainment, small door prizes
A field trip to follow session — ball game, museum, zoo
A picnic to follow session — softball, Frisbee, volleyball

Certificate of Recognition

Be It Known That

_____

has successfully completed _____ hours of

life skills training entitled "STRAIGHT AHEAD"

Developed by DATAR Project, Institute of Behavioral Research,

Texas Christian University, Fort Worth, Texas

AWARDED _____, _____ at _____.

_____ _____

Training Coordinator *Program Director*

EVALUATION OF THE *STRAIGHT AHEAD* PROGRAM

SESSION 10

THIS BOX IS TO BE COMPLETED BY DATA COORDINATOR: [FORM 79; CARD 01]

SITE # |__|__| [5-6] CLIENT ID# |__|__|__|__|__|__|__| [7-12] DATE: |__|__||__|__||__|__| MO DAY YR [13-18] COUNSELOR ID# |__|__| [19-20]

INSTRUCTIONS: Please answer these questions based on your opinions of the ***Straight Ahead*** program.

READ EACH ITEM AND CIRCLE ANSWER.	DISAGREE STRONGLY ... SLIGHTLY				AGREE SLIGHTLY ... STRONGLY			
1. I enjoyed attending the *Straight Ahead* group meetings.	1	2	3	4	5	6	7	[21]
2. The material presented in these meetings was helpful.	1	2	3	4	5	6	7	
3. I have been using some of the ideas I learned in *Straight Ahead*.	1	2	3	4	5	6	7	[23]
4. My family relationships have improved because of this group.	1	2	3	4	5	6	7	
5. I have made new friends who don't use drugs since the group started.	1	2	3	4	5	6	7	[25]
6. I have joined a 12-Step group as a result of what I learned here.	1	2	3	4	5	6	7	
7. I am doing better at dealing with my feelings because of this group.	1	2	3	4	5	6	7	[27]
8. I have used mapping on my own to help me think about solutions.	1	2	3	4	5	6	7	
9. I shared what I learned in *Straight Ahead* with my spouse or partner.	1	2	3	4	5	6	7	[29]
10. I intend to keep on using assertive communication skills.	1	2	3	4	5	6	7	
11. The open discussions at the beginning of each meeting were helpful.	1	2	3	4	5	6	7	[31]
12. I intend to continue using my recovery journal.	1	2	3	4	5	6	7	
13. I plan to attend AA or NA meetings more frequently.	1	2	3	4	5	6	7	[33]
14. The group leader was knowledgeable and helpful.	1	2	3	4	5	6	7	
15. I would recommend the *Straight Ahead* group to my friends.	1	2	3	4	5	6	7	[35]

CLIENT SURVEY
STRAIGHT AHEAD

THIS BOX IS TO BE COMPLETED BY DATA COORDINATOR: [FORM 59; CARD 01]

SITE # |__|__| [5-6] CLIENT ID# |__|__|__|__|__|__|__| [7-12] DATE: |__|__||__|__||__|__| MO DAY YR [13-18] COUNSELOR ID# |__|__| [19-20]

SEQUENCE: 1. PRETEST 2. POSTTEST |__| [21]

PART ONE.

INSTRUCTIONS: Please answer the following questions based on whether you think the sentence is TRUE or FALSE. Circle 0 (True) or 1 (False) after each statement.

		True	False	
1.	People and places have no effect on triggering drug cravings.	0	1	[22]
2.	Assertive communication lowers your self-esteem.	0	1	
3.	Spending time with friends who use may trigger your urges to use.	0	1	[24]
4.	An I-statement is considered rude and selfish.	0	1	
5.	Before you can join a 12-Step group you must be addicted for 12 years.	0	1	[26]
6.	If you have a lot of stress you should sleep less.	0	1	
7.	Solutions that work just a little bit are no good.	0	1	[28]
8.	A good way to deal with anger is to talk about it, resolve it, and let it go.	0	1	
9.	Setbacks are a mark of failure.	0	1	[30]
10.	A “recovery journal” helps keep you focused on personal recovery issues.	0	1	
11.	There is little difference between assertiveness and aggressiveness.	0	1	[32]
12.	A true friend will support and respect your recovery efforts.	0	1	
13.	Listening is only a small part of good communication.	0	1	[34]

	True	False	
14. 12-Step groups do not accept methadone patients.	0	1	
15. It's possible to live a stress-free life.	0	1	[36]
16. Mapping exercises help you think about solutions in a focused way.	0	1	
17. There are no support groups for anger-related issues.	0	1	[38]
18. Goals should be specific and realistic.	0	1	

PART TWO.

INSTRUCTIONS: Please rate each item on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree), according to <u>HOW TRUE THE STATEMENT IS FOR YOU</u>. Please circle one number for your answer to each statement.

READ EACH ITEM AND CIRCLE ANSWER.	DISAGREE STRONGLY . . . SLIGHTLY				AGREE SLIGHTLY . . . STRONGLY			
1. I know how to find solutions to family problems.	1	2	3	4	5	6	7	[40]
2. I know what to do to help myself.	1	2	3	4	5	6	7	
3. I consider how my actions will affect others.	1	2	3	4	5	6	7	[42]
4. I believe that support groups can help me with my problems.	1	2	3	4	5	6	7	
5. I have trouble remembering my successes.	1	2	3	4	5	6	7	[44]
6. In general, I'm satisfied with myself.	1	2	3	4	5	6	7	
7. I can think of several different ways to solve a problem.	1	2	3	4	5	6	7	[46]
8. I'm getting better at handling my anger.	1	2	3	4	5	6	7	
9. I am seldom able to solve my own problems.	1	2	3	4	5	6	7	[48]

PART TWO. (continued)

READ EACH ITEM AND CIRCLE ANSWER.	DISAGREE STRONGLY	. . .	SLIGHTLY		AGREE SLIGHTLY	. . .	STRONGLY	
10. I'm proud of my abilities.	1	2	3	4	5	6	7	[49]
11. I'm pretty good at figuring out solutions.	1	2	3	4	5	6	7	
12. Attending group meetings has helped my recovery.	1	2	3	4	5	6	7	[51]
13. When I have a problem, it's hard for me to focus on solutions.	1	2	3	4	5	6	7	
14. I wish I had more respect for myself.	1	2	3	4	5	6	7	[53]
15. I make good decisions.	1	2	3	4	5	6	7	
16. I see no benefits in communicating assertively.	1	2	3	4	5	6	7	[55]
17. I trust my own ability to solve a problem.	1	2	3	4	5	6	7	
18. I feel like a failure.	1	2	3	4	5	6	7	[57]
19. I'm pretty good at coping with stress.	1	2	3	4	5	6	7	
20. I prefer for someone else to solve my problems for me.	1	2	3	4	5	6	7	[59]

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Session 1

Maintaining Your Recovery

Session 2

Social Networks and Recovery

Session 3

Support Groups and Recovery

Session 4

Family Recovery Issues: Support and Solutions

Session 5

An Effective Communication Style

Session 6

Skills for Better Relationships

Session 7

Coping with Stress

Session 8

Managing Anger in Relationships

Session 9

Challenges for the Future

Session 10

Graduation and Beyond

Appendix

Client Survey (pretest/posttest)

References