

# Family Support Group Workbook



1 in 3 households are impacted by substance use disorder. Addiction often stresses families to breaking points, impacts the stability of the home, the family's unity, mental health, physical health, finances, and overall family dynamics. Yet, family members have not benefited from the 21st century recovery movement in the same way that peers have. Today, there is a glaring gap in family recovery support.

*“It is time—no, past time—that the basic unit of service within recovery support service settings shifted from the individual to families and kinship networks. Making that shift will require substantive changes across the addiction treatment and recovery support service continuum.” -- William White (2017)*

February 6, 2019

Family Members,

Welcome to the CRAFT Family Support Group. Many find CRAFT effective at reducing a loved-one's harmful substance use and engaging them into services as well as improving you and your family functioning.

RecoveryPeople is a peer- and family-led nonprofit that promotes recovery from substance use issues. Recovery is a process of change through which people improve their health and wellness, live self-directed lives, and strive to reach their full potential (SAMHSA 2012). Given this broad definition of "recovery", we believe that family members have the right to their own recovery journey, regardless of whether a loved one is in active addiction, is in long-term recovery or has deceased.

Through a Substance Abuse and Mental Health Service Administration (SAMSHA) grant, RecoveryPeople was able to invite the Utah Support Advocates for Recovery Awareness (USARA) to Texas in February 2019. USARA has developed a family-to-family recovery support networks across Utah, which we aim to replicate in Texas.

To achieve this statewide family recovery support goal, RecoveryPeople partners with local recovery support service providers and CRAFT Facilitators. We encourage you to work with these service providers and facilitators, growing the family-to-family support network in your community.

Your CRAFT Facilitator will ask you to complete surveys. Collectively, the results will document the effectiveness of the support service, which is key to securing future funding.

Please visit, [www.recoverypeople.org](http://www.recoverypeople.org), to learn more about us and our services.

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# CRAFT Family Support Group Workbook

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This workbook is based on the Community Reinforcement and Family Training (CRAFT) model that follows the book;

**Get Your Loved One Sober**

***Alternatives to Nagging, Pleading, and Threatening***

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# CRAFT FAMILY SUPPORT PROGRAM

## Overview

Prepared by USARA -- Utah Support Advocates for Recovery Awareness

<http://www.myusara.com>

The 12 CRAFT family support sessions are based on chapters in "Get Your Loved One Sober, Alternatives to Nagging, Pleading, and Threatening" by Robert J. Meyers, Ph.D. and Brenda L. Wolfe, Ph.D. Each session presents key principles and includes activities to help Concerned Significant Others (CSOs) consider how to better apply those principles in the life with their addicted Loved One (LO).

<b>Session One: "Sober Book"</b>	<b>Chapter 1, <i>The Program</i></b>
<b>Session Two: "Sober Book"</b>	<b>Chapter 9, <i>Communication</i></b>
<b>Session Three: "Sober Book"</b>	<b>Chapter 2, <i>The Road Map</i></b>
<b>Session Four: "Sober Book"</b>	<b>Chapter 3, <i>Play it Safe</i></b>
<b>Session Five: "Sober Book"</b>	<b>Chapter 4, <i>Pick a Destination</i></b>
<b>Session Six: "Sober Book"</b>	<b>Chapter 5, <i>The Driver's Seat</i></b>
<b>Session Seven: "Sober Book"</b>	<b>Chapter 6, <i>Let the Good Times Roll</i></b>
<b>Session Eight: "Sober Book"</b>	<b>Chapter 7, <i>Disable the Enabling</i></b>
<b>Session Nine: "Sober Book"</b>	<b>Chapter 8, <i>Problem Solving</i></b>
<b>Session Ten: "Sober Book"</b>	<b>Chapter 10, <i>Behavior Basics</i></b>
<b>Session Eleven: "Sober Book"</b>	<b>Chapter 11, <i>Treatment</i></b>
<b>Session Twelve: "Sober Book"</b>	<b>Chapter 12, <i>Relapse Prevention</i></b>

As you go through the healing process please remember:

- Small steps carry you long distances.
- Emotions are fluid. When you are frustrated, hurt, angry and exhausted remember that these feelings are responses to current situations. When you change the way you interact with your Loved One (LO), the situations will change.
- Asking for help is a good thing. People tend to thrive when they work together, sharing experiences and abilities.
- Patience pays. Family substance use problems usually do not develop overnight and seldom go away in a single day.



**Family Support Questionnaire**  
**Community Reinforcement and Family Training (CRAFT)**

What are you hoping to gain from the CRAFT Family Support Group? What kind of support are you seeking?

What is your relationship like with your loved one that is struggling with a substance use disorder?

What is your relationship like with other members of your family?

## **What is CRAFT? (Community Reinforcement and Family Training)**

CRAFT is a highly-effective, evidence-based, motivational program that impacts families in multiple areas of their lives, including self-care, pleasurable activities, problem-solving, and goal setting. At the same time, CRAFT addresses their loved one's resistance to change. CRAFT uses scientifically validated behavioral principles to reduce the loved one's substance misuse and to encourage him or her to seek treatment. CRAFT teaches families behavioral and motivational strategies for interacting with their loved one. Clinical trials on CRAFT have shown that when family members use these positive, supportive, non-confrontational techniques, not only do they find ways to get their loved one into treatment, but the family members themselves feel better. Clinical trials also have shown that family members benefit emotionally even if their loved one does not enter treatment.

### **CRAFT's 3 major goals**

- Reduce your LO's harmful substance misuse
- Engage your LO into treatment
- Improve you and your family functioning (emotional, physical, relationships)

### **Why use CRAFT?**

CSOs or family members are the focus of CRAFT; in turn, they can then help their LO.

#### **CRAFT:**

- Empowers you to influence change
- Trains you in behavior change skills
- Improves your quality of life
- Prepares you for your LO's treatment engagement

### **Ten Basic Messages for Family Members:**

1. You can successfully learn techniques to engage your LO into treatment.
2. You are not alone.
3. You can catch more flies with honey than vinegar.
4. You have as many tries as you want.
5. You can live a happier life whether your LO enters treatment or not.
6. It helps your family when you help yourself.
7. Neither you nor your LO is crazy.
8. The world of substance misuse is not black and white.
9. Labels do more harm than good.
10. You have nothing to lose.

### **Positive expectations**

- CRAFT produced three times more patient engagement than Al-Anon/Nar-Anon, twice the engagement of the Johnson Institute intervention and four times that of 12 Step programs (see Appendix)
- Overall, CRAFT CSOs encouraged approximately two-thirds of their LOs to attend treatment, typically after *four to six* CRAFT sessions

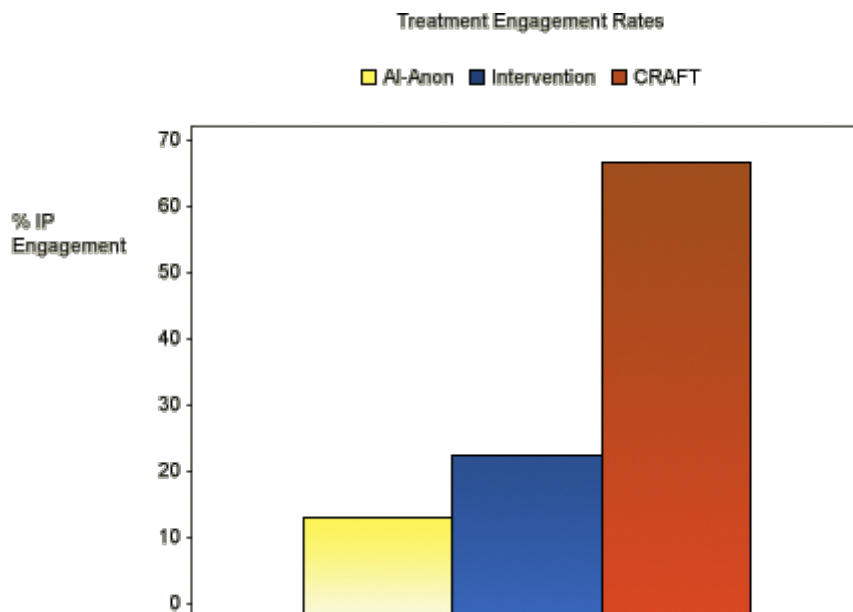


## CRAFT: An Alternative to Intervention

(by Robert Meyer, Ph.D.)

### FIVE THINGS TO KNOW ABOUT CRAFT

- 1. CRAFT is a motivational model of help based on research that consistently finds motivational treatments to be superior to confrontational ones. CRAFT shows you how to develop your loved one's motivation to change by helping you figure out how to appropriately reward healthy behavior. You learn how to make sober activities more attractive to your loved one, and drug- or alcohol-using activities less inviting. In this way, you minimize conflict and maximize cooperative relationship-enhancing interactions with your loved one.
- 2. More than two-thirds of family members who use CRAFT successfully engage their substance using loved ones in treatment. This stands in sharp contrast to confrontational interventions that result in fewer than one-third of substance users entering treatment. The graph depicts one of the alcohol studies that contrasted CRAFT with both intervention and a modified approach supported by Al-Anon, a support group for family members of people with alcoholism.



- 3. Evidence suggests that substance users who are pushed into treatment by a traditional confrontational intervention are more likely to relapse than clients who are encouraged into treatment with less confrontational means.
- 4. Family members who use CRAFT experience greater improvements in their emotional and physical health than do those who use confrontational methods to try to help their loved ones.
- 5. People who use CRAFT are more likely to see the process through to success than those who use confrontational methods. CRAFT programs have extremely low dropout rates, while over 75% of the people who try to use traditional interventions quit. The dropouts report that the confrontational techniques are too distressing, and they worry about doing permanent damage to their relationship with the substance user.

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**1. CRAFT's system of offering and withdrawing "rewards" such as your affection and attention is just another way of enabling someone who is using substances. And enabling is bad.**

Receiving affection and compliments for non-using behavior makes that behavior more enjoyable for your loved one. So, being nice when your loved one is engaged in sober activities makes it more likely that she or he continues those behaviors. One might say that you are "enabling" healthy behavior. Furthermore, CRAFT specifically teaches you how to withdraw rewards when the person is using - and this is the opposite of the traditional concept of enabling.

**2. No one enters treatment until they "hit bottom" so using CRAFT while your loved one is still functioning is a waste of time.**

People enter treatment when the reasons not to use outweigh the reasons to use. And as research has clearly shown, family members can help shift the balance so that the user develops enough reasons to stop. You can increase your loved one's reasons to not use by making sober time more enjoyable than using time. When she or he is not using, enjoy good times together. When she or he does use, withdraw yourself from the situation. The more pleasure your loved one experiences while sober, the less attractive getting drunk or high will be. So, it is never too early to use the CRAFT alternative to nagging and threatening.

**3. Most substance users overdo it all the time so it is impossible to do anything to lessen the severity of their use.**

To the contrary, CRAFT teaches you how to map out your loved one's patterns to figure out the best ways to alter them. You learn two critical skills that allow you to do this. One is to identify the early triggers and signs of a drinking or drugging episode. The other is to determine which consequences you can influence or orchestrate yourself to begin to manage those episodes.

**4. If you love someone, it is cruel to allow him or her to sleep in vomit or endure public humiliation when you have the power to fix those things.**

Substance use creates messes. It causes missed work, embarrassing public behavior, vomit, wrecked relationships and worse. When it is your own loved one who gets into these messes, it is very difficult to just stand by and let him or her suffer. However, fixing the messes and protecting your loved one from his or her poor choices only makes it okay for those choices to be repeated. This may indeed be the most difficult lesson of CRAFT. With the exception of allowing truly dangerous behavior, let your loved one deal with his or her own messes. These are called natural consequences and are powerful motivators to rethink one's behavior choices.

**5. Once your loved one agrees to stop using or enter treatment, your job is done.**

Between agreeing to enter treatment and making an appointment, a thousand things will change a substance user's mind. Your job, as a successful CRAFT practitioner, is to select a therapist and be sure that he or she is ready to see your loved one within a day or two. From there, your support of treatment is invaluable. It can make the difference between your loved one dropping out of treatment or joining you in a happier, healthier life.

## **SESSION ONE: "SOBER" BOOK STUDY, CHAPTER 1: *THE PROGRAM***

### **Change is a process, page 5**

Change is a process that requires patience and practice. There will be slips along the way; both on the part of the LO and the CSO. We will learn from our slips and these slips will be valuable to us. During this process as you change your LO will also change. To reassure you, this group and other family peers will help guide you and support this process by sharing their own experience.

### **A new angle on control, page 7**

- Experience shows that when people love someone, they give them the benefit of the doubt over and over hoping they will change. Most people try the same tactics over and over because it works, but because it is the only way they know how.
- Open yourself up to new ways of interacting with your LO and have the courage to take control of your situation.
- Refer to the example on the bottom of pages 7 and 8. (nothing changes, if nothing changes)

### **Activity A. A Taste of Things to Come, page 9**

On the next page, describe the last argument you and your LO had (you can use this exercise in future activities). What did they say/do? What did you say/do? Try to capture every detail. Notice how you could change the course of the argument by changing how you respond to the situation.



### **What you can expect. page 11**

- Unlike some approaches, we do not teach detachment from the person you love. We try in every way to help you make the relationship work.
- Some do indeed arrive at the point where they know that letting go is the only way of moving forward.
- By the end of the journey, you will see yourself differently. You will have taken control of your life, made positive changes, and be in a position, to rationally decide where you want to go from here.

### **Place responsibility where it belongs**

You didn't cause it, you can't control it and you can't cure your LO's substance use disorder. CRAFT is about what you CAN do, you have alternatives. No matter the nature of your problem, remember the Three Things Rule:

- Things with your life can get better.
- Things in your life can stay the same.
- Things in your life can get worse. The Choice is Yours!

### **Record important information, page 16**

People who record important information about their lives are the most likely to succeed in making important changes in their lives. Set yourself up for success. Work the program by working the activities.

### **GROUP SHARING**

#### **HOMEWORK**

- Read Chapter 1
- Complete Activity A. A Taste of Things to Come, workbook page 10



## SESSION TWO: "SOBER" BOOK STUDY, CHAPTER 9: COMMUNICATION

### Discuss why communication is addressed, page 133

- At the heart of every relationship is communication. If the people in the relationship cannot find a way to tell each other what they need, what they want, and what they appreciate in each other, the relationship is skating on thin ice.
- Positive communication is "contagious". You are more likely to get what you want when you translate your statements from negative to positive.
- Positive communication is the foundation for CRAFT.

**PIUS** Statements are **P**ositive, begin with "**I**", show **U**nderstanding and demonstrate a willingness to **S**hare responsibility. **page 134**

### 7 positive communication components.

PIUS statements should have these seven components:

1. Be brief, keep it short and simple
2. Be positive, always look at the positive side of a situation
3. Be specific and clear, concentrate on one area
4. Label your feeling, "I feel \_\_\_\_"
5. Offer an understanding statement, "I understand why \_\_\_\_"
6. Accept partial responsibility. "I know this is partially my fault because \_\_\_\_"
7. Offer to help

### Examples of good and poor, positive and negative, communications, page 135

- Relationships fail when our communication patterns are no longer PIUS.
- Negative statements can be turned into positive statements. Read examples on **page 135 of the Sober book** and think about statements you have said to your LO lately.

### "I" statements, page 136

- Communicate honestly and successfully how one person's behavior affects another. I-statements tend to be more effective because they discourage defensiveness and encourage your LO to assume responsibility for their behavior.
- "I" Statements take this form: "I feel... (State your emotion) when you.... (describe their behavior) because... (Explain why their behavior causes you to feel this way)."

### Understanding statements, page 136

"Understanding statements" let your LO know that you understand them and that you care about their feelings and makes it easier for them to hear you without feeling they must defend themselves.

### Share the Responsibility statements, page 137

Acknowledge that you are part of whatever situation is going on.







### **Timing is everything**

- It's not enough to know what to say; you must also know when to say it
- Identify an ideal time to have the positive communication with the LO
- It is difficult to have the planned conversation when things are going well.... (and so, it ends up happening when they're upset)

### **GROUP SHARING**

### **HOMEWORK**

- Read Chapter 9
- Complete Activity 17. Past Arguments, workbook page 13
- Complete Activity 18. PIUS Planning, workbook page 14



## **SESSION THREE: "SOBER" BOOK STUDY, CHAPTER 2: *THE ROADMAP***

### **Functional Analysis 'Drinking Map'**

#### **Focus on your LO's common using episode to make a drinking map, page 20**

A road map of drinking has three main parts.

- First, it describes triggers
- Next, it should describe the early signs of using
- Finally, the map shows consequences

Roadmap - the tool you use to figure out how the triggers and consequences are working together and how you can change them.

- Map out everything you know about your LO's substance misuse
- Use this information to get a "baseline" on their misuse
- Make specific action plans for changing your behavior and thus changing their behavior

**Outline triggers (external and internal), page 21**

**Activity 1. Drinking/Using Triggers**

Check off triggers by your LO. Triggers are any events, moods, people, times, days, thoughts, places, or smells that lead your LO to drink or use or that warn you that they are about to.

**Activity 1. Drinking Triggers**

Which of these often trigger drinking/using by your loved one?

- Boredom
- Bad day at work
- Good day at work
- Any day at work
- Nervous feelings
- Depression
- Riding home with friends from work
- Watching sports with friends
- Watching sports alone
- Children annoying or irritating them
- Argument with you
- Feeling good & wants to celebrate
- Having friends over
- Looking for something to argue over
- Premenstrual syndrome (PMS)
- Complains about their boss
- Gripes about co-workers
- Mopes around the house
- Overly full schedule
- Talks about how hopeless life is
- Kids are noisy (or at least the drinker complains they are)

Add triggers that we have missed that typically lead your loved one to drink or misuse substances.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Clarify drinking and or using behavior during an episode, page 24**

Activity 2. Drinking or Using Signs

Check off signs that signal an episode. A sign that means the drinking and or using has begun, the time for reasoning and negotiating is past. At this point you have 2 objectives, one is to remain safe and the other is to do nothing to encourage further use. Watch for signs your LO sends.

**Activity 2. Drinking or Using Signs**

I know my LO has started drinking when they...

- Brings home a twelve-pack
- Clenches their jaw or fists
- Begins to get glassy-eyed
- Gets droopy eyelids
- Starts speaking more loudly or softly
- Says they work hard and deserve at least one
- Gets morose
- Begins to slur their speech
- Becomes more emotional
- Becomes less emotional
- Withdraws from me and/or the family
- Insists children have “quality time” with them even if the kids are busy doing something else
- Wants to be left alone
- Has fierce mood swings
- Refuses to eat

Add signs that we have missed that typically signal a drinking/using episode has begun.

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**Activity B. LO Drinking/Using Behavior**

CRAFT Functional Analysis of a Loved One’s Drinking/Using Behavior:

See Completed Example on next page

Activity B worksheet, page 20

**Activity B. Functional Analysis of a Loved One's Drinking/Using Behavior: Completed**

External Triggers	Internal Triggers	Drinking/Using Behavior	Short-Term Positive Consequences	Long-Term Negative Consequences
<p>1. <i>Who</i> is your loved one usually with when drinking/using?  <b>Friends (not coworkers), Phil, Doc, Steve</b></p> <p>2. <i>Where</i> does he/she usually drink/using?  <b>Doc's place (starts drinking at Red's Filling Station though)</b></p> <p>3. <i>When</i> does he/she usually drink/use?  <b>After 11:00 on Friday nights (after drinking since 6pm); 3-4x/mo.</b></p>	<p>1. What do you think your loved one is <i>thinking</i> about right before drinking/using?  <b>I earned this celebration. If I go it will shut Phil up. Natasha will be mad, but I'll make it up to her tomorrow. I'll save face if I go.</b></p> <p>2. What do you think your loved one is <i>feeling</i> right before drinking/using?  <b>Pressured, embarrassed  Happy in anticipation of using.  Happy that he's part on that special group.  In control, powerful.</b></p>	<p>1. <i>What</i> does your loved one usually drink/use?  <b>Tequila/Whiskey  Beer  Cocaine</b></p> <p>2. <i>How much</i> does he/she drinking/using?  <b>t/w: a shot  Beer: 6-7 12 oz. bottles  Cocaine</b></p> <p>3. Over <i>how long</i> a period of time does he/she usually drink/use?  <b>Alcohol: 5 hours  Cocaine: 2 ½ hours</b></p>	<p>1. What do you think your loved one likes about drinking/using [<i>with whom</i>]?  <b>They're crazy: different from coworkers.  Fond memories of "good ole" high school days.</b></p> <ul style="list-style-type: none"> <li>• What do think he/she likes about drinking/using [<i>where</i>]?  <b>Feels safe there.  Nobody will bother me.</b></li> <li>• What do think he/she likes about drinking/using [<i>when</i>]?  <b>Likes to celebrate on weekend.  Pleasant routine (feels cheated if he doesn't go).  Makes him feel special.</b></li> <li>• What pleasant <i>thoughts</i> do you think he/she has while drinking/using?  <b>This is fun. It's great to be part of this group</b></li> <li>• What pleasant <i>feelings</i> do you think he/she has while drinking/using?  <b>Feeling like he "belongs".  Getting high  Feeling special  Excitement/Not stressed</b></li> </ul>	<p>1. What do you think are the negative results of your loved one's drinking/using in each of these areas (* the ones he/she would agree with):</p> <ol style="list-style-type: none"> <li>Interpersonal  <b>Strained marriage* (from me worrying about his moods).  I'm unhappy.</b></li> <li>Physical  <b>He's tired*, hungry*</b></li> <li>Emotional  <b>He's irritable.  Criticizes himself for not getting stuff done.  He's down (depressed?)</b></li> <li>Legal  <b>He's afraid he'll get caught and end up in jail*</b></li> <li>Job  <b>He's afraid people will find out and he'll lose his job*</b></li> <li>Financial  <b>Money spent on coke.</b></li> <li>Other</li> </ol>

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**Activity B. CRAFT Functional Analysis of a Loved One's Drinking/Using Behavior**

External Triggers	Internal Triggers	Drinking/Using Behavior	Short-Term Positive Consequences	Long-Term Negative Consequences
<p>1. <i>Who</i> is your loved one usually with when drinking/using?</p> <p>2. <i>Where</i> does he/she usually drinking/using?</p> <p>3. <i>When</i> does he/she usually drink/use?</p>	<p>1. What do you think your loved one is <i>thinking</i> about right before drinking/using?</p> <p>2. What do you think your loved one is <i>feeling</i> right before drinking/using?</p>	<p>1. <i>What</i> does your loved one usually drink/use?</p> <p>2. <i>How much</i> does he/she drink/use?</p> <p>3. Over <i>how long</i> a period of time does he/she usually drink/use?</p>	<p>1. What do you think your loved one likes about drinking/using [<i>with whom</i>]?</p> <ul style="list-style-type: none"> <li>• What do think he/she likes about drinking/using [<i>where</i>]?</li> <li>• What do think he/she likes about drinking/using [<i>when</i>]?</li> <li>• What pleasant <i>thoughts</i> do you think he/she has while drinking/using?</li> <li>• What pleasant <i>feelings</i> do you think he/she has while drinking/using?</li> </ul>	<p>1. What do you think are the negative results of your loved one's drinking/using in each of these areas (* the ones he/she would agree with):</p> <ul style="list-style-type: none"> <li>a. Interpersonal</li> <li>b. Physical</li> <li>c. Emotional</li> <li>d. Legal</li> <li>e. Job</li> <li>f. Financial</li> <li>g. Other</li> </ul>

Source: Smith, J. E. & Meyers, R. J. (2004). *Motivating Substance Abusers to Enter Treatment: Working with family members*. New York: The Guilford Press. Not to be duplicated without authors' permission.



## **Outline the positive and negative consequences of substance misuse, page 26**

### Activity 3. Drinking Consequences

Think about all the consequences caused by your LO's using. Start a list of consequences. Remember to include long term and short term, as well as costs. Examples page 26.

### **Activity 3. Drinking Consequences**

Drinking has caused me or my loved one to...

- Feel sick
- Have bad hangovers
- Feel guilty or shameful
- Miss work
- Be more socially outgoing at parties
- Be fired from work
- Lose pleasure in our relationship
- Struggle with raising the children
- Have car accidents
- Get arrested for driving while impaired
- Have financial difficulties
- Experience physical problems
- Experience or fear domestic violence
- Be embarrassed by drinking and or using behavior
- Be unable to relax
- Engage in unsafe behavior (for example, driving too fast while impaired)
- Lose friends
- Become less physically attractive
- Have to live with a damaged or lost social life
- Develop a bad reputation in the community
- Have weight problems
- Not be able to have sex
- Have an inhibited sexual relationship
- Have a less inhibited sexual relationship
- Have my or our possessions broken
- Feel we'd never split up because my LO needs me
- Avoid dealing with other issues because we're always dealing with substance misuse
- Avoid an unsatisfying sexual relationship

Think about other consequences of substance misuse that matter to you.

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### Get a Baseline. page 29

Baseline simply means the place from which you start. Getting a baseline on your LO means estimating as best you can how much and how often they drink or use. In other words, describe their drinking and or using patterns. Two reasons to establish a baseline. One to complete the map that describes everything you know about your LO's drinking or using and the other is to help you recognize progress as it happens.

### Activity 4. Estimate Drinking/Using During a Typical Week page 30

<b>Note: If your LO has a different work week adjust accordingly and be specific if possible</b>	
<b>1)</b> How much does your LO usually drink or use on a typical, Monday, Tuesday, Wednesday and Thursday?	
<b>2)</b> How much does your LO usually drink or use on a typical Friday?	
<b>3)</b> How much does your LO usually drink or use on a typical Saturday?	
<b>4)</b> How much does your LO usually drink/use on a typical Sunday?	
<b>5)</b> Add up your answers to questions 1, 2, 3 and 4	

The total number you entered in line 5 reflects the number of times your loved one drinks or uses during a typical week. Compare it to the number of times they drank or used a year ago, three years ago or when you first met. Does the number of drinks or times they use go up or down on special holidays or vacations?

You can also estimate how many hours each day are spent drinking and or using. Time spent going to the liquor store/dealer, jail and hospital is part of the drinking/using pattern.

### How Much Is Too Much page 31

Without the detailed exercise you just completed, we are sure you have argued with your LO about how much they drink/use. You have claimed it is too much, and your LO very likely has argued it is not as much at all. The definition that we find the most useful with real people is: *if an individual's alcohol or using is causing problems, that person is drinking/using too much.*

### Redesign the Map, page 32

Redesigning the map means rearranging the way you interact with your LO to estimate or minimize the triggers that lead to drinking/using. Instead of watching your LO go from one episode to the next, you will build new roads that go from old drinking/using triggers to new non-drinking/using triggers. To illustrate what we mean review page 33 "Ed and Lydia".





**Action Summary page 42**

This chapter presents the central component of the *Alternatives* program. By identifying the triggers and consequences of your loved one's drinking/using and by learning to map their behavior, you have moved into the position of looking at the big picture.

**GROUP SHARING****HOMEWORK**

- Read Chapter 2
- Complete Activity 1. Drinking/Using Triggers, workbook page 17
- Complete Activity 2. Drinking/Using Signs, workbook page 18
- Complete Activity 3. Drinking/Using Consequences, workbook page 21
- Complete Activity 4. Estimate Drinking/Using during a typical week, workbook page 22
- Complete Activity 5. The Old Map, workbook page 23
- Complete Activity 6. The New Map, workbook page 24
- Complete Activity B. LO's Drinking/Using Behavior, workbook page 20



**SESSION FOUR: “SOBER” BOOK STUDY, CHAPTER 3: *PLAY IT SAFE***

**What is violence? page 48**

- The most important step in your effort to improve your life is to ensure that you and other household members are safe.
- Read the situations starting on the bottom of page 48 and then read the definition of violence on page 50.
- You do not need to change-become a better spouse, partner, child or parent to become worthy of nonviolent treatment.
- Think about what behavior you will and will not accept from your LO. The choice is yours.

**Discuss self-protection or safety plan, page 51**

- Pack a small bag with belongings you would need for two to three nights. Keep in your car or a safe house.
- A safe house is any place you can stay where your LO would be denied entry. If possible, line up more than one safe house. If you find yourself in a violent situation with no escape call 911.
- Legal interventions, police, restraining order, etc.

**Activity 7. Tracking down Violence  
page 53**

**Assess the potential for your LO’S Violent Behavior**

- Write down violent episodes you recall, this includes yelling, pushing, verbal threats, hitting, kicking, breaking objects, threatening to use a weapon, sexual assaults, etc.

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Assess the potential for your LO's Violent Behavior

External Triggers	Internal Triggers	Violent Behavior	Short-Term Positive Consequences	Long-Term Negative Consequences
<p>1. <i>Who</i> else is present besides you when your loved one gets violent?</p> <p>2. <i>Where</i> does the violence usually occur?</p> <p>3. <i>When</i> does the violence usually occur? [Alcohol/Drugs Involved?]</p> <p>4. What is the last thing you <i>say/do</i> right before your loved one gets violent?</p>	<p>1. What do you think your loved one is <i>thinking</i> about right before getting violent?</p> <p>2. What do you think he/she is <i>feeling</i> right before getting violent?</p> <p>3. Other "Red Flags": What is the last thing your <i>loved one says/does</i> before getting violent?</p>	<p>1. <i>What</i> does your loved one's violent behavior usually consist of?</p>	<ul style="list-style-type: none"> <li>• What do you think your loved one <i>likes</i> about getting violent?</li>   <li>• What pleasant <i>thoughts</i> do you think he/she has during or right after the violence?</li>   <li>• What pleasant <i>feelings</i> do you think he/she has during or right after the violence?</li> </ul>	<p>What do you think are the negative results of your loved one's violence in each of these areas (* the ones he/she would agree with)?</p> <ul style="list-style-type: none"> <li>a. Interpersonal</li>   <li>b. Physical</li>   <li>c. Emotional</li>   <li>d. Legal</li>   <li>e. Job</li>   <li>f. Financial</li>   <li>g. Other</li> </ul>

Source: Smith, J. E. & Meyers, R. J. (2004). *Motivating Substance Abusers to Enter Treatment: Working with family members*. New York: The Guilford Press. Not to be duplicated without authors' permission.



**Identify triggers or red flags for violence, page 59**

**Activity 8. Identify the Red Flags**

Recall the most recent violent or near-violent situation that occurred. Describe it in detail. Learn to look for red flags that signal the potential for violence. Red flags are statements, expressions or behaviors that typically precede a violent act. Think about what you were doing, where you were, what you were feeling, and what you were thinking.

<b>Who</b>	<b>Said</b>	<b>Did</b>	<b>Emotion</b>

**Develop safer red flag responses, page 60**

**Activity 9. Safer Red Flag Responses**

Record each red flag from Activity 8 here and think about what you could have done differently to short-circuit the buildup of pressure and to prevent the violence. Next to each red flag, plan your safe red flag response.

Red Flag	Safer Response

**When it is too late Pg. 62.** If the red flags have come and gone and you find yourself at the receiving end of a violent outburst- 1-end the argument 2-get out of the house and into the open 3-Call 911.

**GROUP SHARING**

**HOMEWORK**

- Read Chapter 3
- Complete Activity 7. Behavior Tracking down Violence, workbook page 26 and 27
- Complete Activity 8. Identify the Red Flags, workbook page 28
- Complete Activity 9. Safer Red Flag Responses, workbook page 29



**SESSION FIVE: "SOBER" BOOK STUDY, CHAPTER 4: PICK A DESTINATION**

**What do you want out of this program? page 67**

- The life you had before your LO' substance misuse began?
- Are there things you want now that you didn't think about back then?
- Changing your life is easier if you have a vision of what you want it to become.

**Activity 10. A Better Life**

Thoughtfully complete Steps A through D. Make sure you give three examples for each step.

A. Describe 3 activities you used to enjoy with your LO that you do not do any longer.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Describe 3 activities your LO currently does that you would like them to stop doing. *(This activity will be used in session 6 activity 13)*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C. Describe 3 activities your LO currently does that you would like them to do more often.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

D. Describe 3 activities that you and your LO have not done in the past that you would like to do together.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Activity C - Happiness Scale

The scale is intended to estimate **your *current*** happiness with your life in each of the ten areas listed below. Ask yourself the following question as you rate each area:

*How happy am I with this area of my life?*

You are to circle one of the numbers (1-10) beside each area.

Numbers toward the left indicate various degrees of unhappiness, while numbers toward the right reflect various levels of happiness.

In other words, state according to the numerical scale (1-10) exactly how you feel **today**. Also, try not to allow one category to influence the results of the other categories.

	<i>Completely Unhappy</i>					<i>Completely Happy</i>				
<b>Substance Use</b>	1	2	3	4	5	6	7	8	9	10
<b>Job or Education</b>	1	2	3	4	5	6	7	8	9	10
<b>Money Management</b>	1	2	3	4	5	6	7	8	9	10
<b>Social Life</b>	1	2	3	4	5	6	7	8	9	10
<b>Personal Habits</b>	1	2	3	4	5	6	7	8	9	10
<b>Romantic Relationships</b>	1	2	3	4	5	6	7	8	9	10
<b>Family Relationships</b>	1	2	3	4	5	6	7	8	9	10
<b>Emotional Life</b>	1	2	3	4	5	6	7	8	9	10
<b>Communication</b>	1	2	3	4	5	6	7	8	9	10
<b>Spirituality</b>	1	2	3	4	5	6	7	8	9	10
<b>General Happiness</b>	1	2	3	4	5	6	7	8	9	10

**Set goals using guidelines -- Details, details, details, page 69**

Set specific, meaningful goals for that area. Goals are precise descriptions of where you want to go with a step-by-step strategy and a timeframe for accomplishing that goal.

**Translate wishes into goals, page 70**

A wish is a neighborhood you want to move to, a goal is the detailed roadmap that takes you to the front door of your new home. Decide whether each statement on page 70 is a clear goal or just a wish.

**Activity 11. Goals**

**page 75**

Complete Goals sheet on the next page.

**Activity 12. My Perfect Life**

**page 79**

Describe your vision of a perfect relationship with your LO.

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**Read Action Summary on page 80**

**GROUP SHARING**

**HOMEWORK**

- Read Chapter 4
- Complete Activity 10. A Better Life, workbook page 30
- Complete Activity C. Happiness Scale, workbook page 31
- Complete Activity 11. Goals, workbook page 33 and 34
- Complete Activity 12. My Perfect Life, workbook 32

**Activity 11 GOALS** (Meyers & Smith 2006)

Problem Areas / Goals	Step-by-Step Strategy	Time Frame
1) In the area of drinking / sobriety I would like:		
2.) In the area of job / educational progress I would like:		
3.) In the area of money management / finances I would like:		
4.) In the area of social life, I would like:		
5.) In the area of personal habits, I would like:		

<b>Problem Areas / Goals</b>	<b>Step-by-Step Strategy</b>	<b>Time Frame</b>
<b>6.) In the area of marriage / family relationships I would like:</b>		
<b>7.) In the area of legal issues, I would like:</b>		
<b>8.) In the area of emotional life, I would like:</b>		
<b>9.) In the area of communication, I would like:</b>		
<b>10.) In the area of overall happiness, I would like:</b>		





## **SESSION SIX: "SOBER" BOOK, CHAPTER 5: *THE DRIVER'S SEAT***

### **The right to drive, pages 83**

- Taking the driver's seat requires that you do two things. One is that you believe you have the right to drive. The other is that you believe you have the power to steer.
- Sometimes the most powerful way to help someone you love is by stepping back and taking care of yourself.
- If you sacrifice your own well-being, and only take care of your LO, who remains to help the relationship?
- Stop blaming yourself! You did not cause this person to have a substance use disorder. Refuse to take responsibility for anyone else's behavior.

### **React vs. Respond, page 87**

- We have talked about when we react, things usually turn out bad. Compare it to a prescription of penicillin. If we have a reaction to it, it is BAD. If we respond, it is GOOD.
- Read reaction #1 and reaction #2 on page 87 of the Sober book. As you can see in reaction #1 Mom pours gas on the fire. Her "reaction" basically triggered a violent reaction. She may have been able to speak her mind, but it didn't do anything to change the situation. Reaction #2- Her response triggered a non-combative reaction.
- Try to remain calm and clearheaded during the interaction and avoid confrontation. Always look for positive rather than negative ways to phrase your communication.

**Activity 13. Behaviors with Power**  
**page 91**

*(Complete the following using one of your entries from Activity 10, step B on page 30 of the workbook).* Read examples on page 88 and 89 of the Sober book.

**Analyze how you could decrease the likelihood of how your loved one behaves in undesirable ways**

**Describe something your loved one does that really upsets you and that you would like him or her to stop doing.**

**Describe what you might do that would make it more likely your LO would do the behavior you just described or make the situation worse.**

**Describe what you might do that would make it less likely your LO would do the behavior you just described or make the situation better.**

**GROUP SHARING**

**HOMEWORK**

- Read Chapter 5
- Complete Activity 13, workbook page 36



**SESSION SEVEN: "SOBER" BOOK STUDY, CHAPTER 6: LET THE GOOD TIMES ROLL**

**Self-Rewards and To Roll with the Drinker, or Not, pages 98 and 99**

- One of the major objectives of this program is to improve the quality of your life; it is essential that you introduce some good times into each day. These are called "self-rewards".
- You are the one that must determine how much to involve your LO in your self-rewards. As their behavior changes and they become more reliable you can increase involvement. Don't let your LO ruin **your** good times.

**Activity 14. Good Times for Me**  
**page 101**

Plan Level 1, 2 and 3 rewards for yourself and make them happen.

<b>Level 1 Self-rewards (free, instant)</b>	<b>Level 2 Self-rewards (time, low-cost)</b>	<b>Level 3 Self-rewards (time, money)</b>

### Activity D. Social Support Questionnaire

List six people, excluding yourself, whom you can count on for help or support in the manner described. Give the person's initials and their relationship to you (J.G., brother).

1. Whom can you really count on to be dependable when you need help?

- |    |    |    |
|----|----|----|
| 1) | 2) | 3) |
| 4) | 5) | 6) |

2. Whom can you really count on to help you feel more relaxed when you are under pressure or tense?

- |    |    |    |
|----|----|----|
| 1) | 2) | 3) |
| 4) | 5) | 6) |

3. Who accepts you totally, including both your worst and your best points?

- |    |    |    |
|----|----|----|
| 1) | 2) | 3) |
| 4) | 5) | 6) |

4. Whom can you really count on to care about you, regardless of what is happening to you?

- |    |    |    |
|----|----|----|
| 1) | 2) | 3) |
| 4) | 5) | 6) |

5. Whom can you really count on to help you feel better when you are feeling generally down-in-the-dumps?

- |    |    |    |
|----|----|----|
| 1) | 2) | 3) |
| 4) | 5) | 6) |

6. Whom can you count on to console you when you are very upset?

- |    |    |    |
|----|----|----|
| 1) | 2) | 3) |
| 4) | 5) | 6) |

### **Create a Social Circle, page 102**

If you have kept to yourself because of your loved one's drinking/using, it can be difficult to re-enter the social world. Remember, however, that the difficulty is all inside your head. The more people you attempt to connect with, the more likely you will be to find some new friends and increase the pleasure in your life.

### **Find a Confidante, page 103**

#### **Activity 15. Ask for help page 104**

Who will you ask for support?

- There is nothing wrong with asking for help. Everyone needs help at one time or another.
- The problems you are having are not your fault. You are working on a solution to your problems.
- Helping others makes people feel good about themselves, so it is okay to ask people for help.

Plan time for and make time for the things that are important to you. If you really want to put pleasure and support back into your life, pull out your calendar right now and block off the time to complete this chapter's activities. Schedule your Level 1,2 and 3 rewards as well as when you are going to call the people who will help you get by and get on with the good times.

#### **Action Summary**

Taking care of others begins with taking care of yourself. Begin working on putting your social life back together. Ask for company. Ask for help. Be nice to yourself.

### **GROUP SHARING**

#### **HOMEWORK**

- Read Chapter 6
- Complete Activity 14. Good Times for Me, workbook page 37
- Complete Activity D. Social Support Questionnaire workbook page 38
- Complete Activity 15. Ask for Help, workbook page 39





## SESSION EIGHT: "SOBER" BOOK, CHAPTER 7: *DISABLE THE ENABLING (protector)*

### Explore unintentional support of substance-using behavior, 'Don't be a fixer', page 109

It is common for people to ignore their needs in order to "take care" of their LO and their family. Below are some consequences of "fixing".

- You end up saving others' lives at the expense of draining your own.
- You make it easy for your LO to continue their behavior pattern. As long as you are there to clean up their mess-they have no reason to change.
- The more you give, the more your LO will take until your life is no longer your own.
- When we cover for our LO, we are agreeing to be responsible for their behavior.

The hardest thing to do to someone you love is to let them experience the natural consequences of their behavior.

### Explore potential problems in allowing for the natural consequences

#### Activity 16. Fixing Behaviors

#### page 113

How do you make it easier for your loved one to drink and or use?

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#### Common examples of unintentional support, page 115

- "Fixing" Each time you fix the situation, your LO has one more powerful learning experience. What do they learn? That no matter how irresponsible they behave, there are no consequences.
- "Instead of Fixing" Let them be responsible for their behavior.
- "Nagging" You may think this habit is "instructing" or "teaching" but to your LO, your well-intentioned comments are just plain old "nagging".
- "Instead of Nagging" Try using an "I feel" statement but always think first about what you want your words to achieve. Use your words to let them know what behavior is hurting you and then withdraw your attention.
- "Protecting" Sometimes by protecting people, you keep them from learning how to protect themselves. Experience shows us that if our LO is not required to take responsibility for the negative consequences of their using, unwanted behavior is not likely to change.  
"Instead of Protecting" A more constructive way of "helping" would be to make a list of activities that your LO enjoys, especially those that are difficult to do while using and engage them in one of those activities.

### Activity E. Are You a Protector?

page 119

Read each statement and in the space provided write down how many times you have done that action in the past 6 months.

Number of Times	Protective Action
_____	Picked up your LO from somewhere in the middle of the night
_____	Called your LO's boss to "explain" an absence
_____	Paid an overdue bill to prevent someone from taking action against your LO
_____	Made excuses to family members or friends for your LO's failure to show up at planned get-togethers
_____	Made excuses to family members or friends for their behavior when they are impaired or unpleasant
_____	Brought liquor or drugs home so your LO would not have to go out and drink and or use
_____	Refused to make plans with family because you did not want to risk exposing your LO to them during a particularly bad period
_____	Refused to make plans with friends because you did not want to risk exposing your LO to them during a particularly bad period
_____	Told stories about others who drink and or use more than your LO
_____	Bailed your LO out of jail
_____	Laundered their soiled clothing
_____	Acted like a nurse when he or she was using

If you score more than zero, it is time for you to start pulling back and letting your LO pay their own way. Any score of more than zero tells us that you are punishing yourself for your LO's behavior – a losing strategy. You pay, and they learn it's okay. It is **not** okay!

**Activity F. Out With The Old Quiz**

**page 121**

Think about the strategies you have used over the years to get your LO to quit. Stimulate your memory by looking at the examples below. Check off each strategy you have tried.

- Ask your LO to stop drinking/using or to drink/use less?
- Hide liquor or drugs or throw it out?
- Give your LO printed information on AA and other ways to stop
- Encouraged them to see a spiritual advisor?
- Leave your LO temporarily?
- Hide their wallet, checkbook, or money?
- Abuse substances yourself, to show your LO what it's like?
- Threaten to get a divorce?
- Threaten to take the children away?
- Cover up for their mistakes caused by drinking/using and let your LO feel guilty for it?
- Avoid friends and family due to substance misuse problems and let your LO feel guilty?
- Have arguments over their drinking/using?
- Let your LO know they have lost your trust and respect?
- Accuse your LO of embarrassing in you in public?
- Call the police or 911 to stop their substance misuse?
- Take on the job of searching for the car and home for the alcohol?
- Reason with your LO about the pros and cons of drinking?
- Plead with your LO to stop?

Fill in other tactics you may have tried.

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**Select a situation from the past in which you could have allowed for natural consequences.**

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## **Recap - Prepare to communicate the reason for allowing the natural consequences**

### **Page 122**

- Fixing the messes by your LO only makes it easier to continue making the same mistakes. Allowing them to experience the real-life consequences of their behavior is more likely to result in positive change.
- Rather than wasting time nagging and reminding your LO about the negative consequences of drinking, calmly tell them how you feel about what is going on.
- Sometimes by trying to protect someone, we actually hurt this person. Try to engage in enjoyable non-drinking/using activities.

## **GROUP SHARING**

### **HOMEWORK**

- Read Chapter 7
- Complete Activity 16. Fixing Behaviors, workbook page 40
- Complete Activity E. Are You a Protector? workbook page 41
- Complete Activity F. Out with the Old quiz, workbook page 42



## **SESSION NINE: "SOBER" BOOK STUDY, CHAPTER 8: *PROBLEM SOLVING***

### **Old Problems in a New Light**

The problem-solving strategy we teach is designed to help you design solutions that work. By following the steps outlined here, you will be able to generate possible solutions and make the best decisions about which to use.

#### **Step 1: Define the problem, page 126**

The key to problem solving is coming up with a very specific description of the problem.

#### **Step 2: Brainstorm, page 126**

Make a list of every possible solution you can think of regardless of whether it makes sense, is realistic, or ridiculous.

#### **Step 3: Evaluate and Select a Solution, page 127**

- Sort through your ideas-cross off unrealistic ones. Rate each idea for how likely you think it is to work and how easy it will be.
- Don't just pick your favorite and ignore the rest. You might find that your favorite won't work, and you need a backup.
- After rating them-pick the one most likely to succeed and easy to do. This is your plan.

#### **Step 4: Try it and track it, page 128**

Implement your plan and keep track of how it works. Write out how you will handle the problem and then tell exactly how well it worked and what adjustments need to be made.

#### **Step 5: Evaluate, refine or try another idea, page 130**

- As you implement your plans and track them you will have ideas for how to adjust and improve them.
- Remember the changes that you are working on are changes in how you and your LO will live. They will be ever changing. Our plans and approaches for interacting have to change too.

### **Conduct problem solving procedure (e.g., define the problem, brainstorm)**

Activity G. Problem Solving Worksheet.

- If it hasn't worked in the past, it's unlikely to work now. If the problem is still there, examine it under a new light. Nothing Changes, if Nothing Changes!

### Activity G. Problem Solving Worksheet

1. Define your problem. [Just one. Keep it real specific. Write it below.]

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2. Brainstorm possible solutions. [The more the better! List below.]

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3. Eliminate unwanted suggestions. [Cross out any that you can't imagine yourself doing.]

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4. Select one potential solution. [Which one can you imagine yourself doing this week? Circle it.]

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5. Generate possible obstacles. [What might get in the way of this working? List below.]

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6. Address each obstacle. [If you can't solve each obstacle, pick a new solution & go through the steps again.]

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7. Make the selected solution your assignment for the week. [List below exactly when/how you'll do it.]

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8. Evaluate the outcome. [Did it work? If some changes are needed, list them below and commit to trying it again.]

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### GROUP SHARING

### HOMEWORK

- Read Chapter 8
- Complete Activity G. Problem Solving Worksheet, workbook page 45





**SESSION TEN: "SOBER" BOOK STUDY: CHAPTER 10: BEHAVIOR BASICS**

**Using positive reinforcement/Rewards, page 144**

The old saying "You can catch more flies with honey than you can with vinegar" neatly sums up what rewards are all about.

- If you want someone to do something, give them a reward. Anything that makes a person feel good/happy is a reward.
- A reward is only a reward if the person for whom it is intended desires it.
- The more reinforcing a reward is, the more likely your loved one is to repeat the rewarded behavior.
- Remember, drinking/using is a reward too. The sum of your rewards must be greater than that of drinking or using.

**Positive Reinforcement vs Enabling**

- Enabling: something the Family Member does that unintentionally increases drinking/using behavior or allows it to continue.
- CRAFT's Positive Reinforcement: something the Family Member does that increases non-drinking/non-drug using (pro-social) behavior.

**Activity 19. Behavior Change to Reward  
page 146**

List the behaviors you want your LO to do more often and what rewards would be appropriate for each of them. Determine reward appropriateness, truly a reward? Easy to do/inexpensive? Are there any potential complications from delivering the reward?

Behavior? \_\_\_\_\_  
Reward? \_\_\_\_\_  
Appropriate? \_\_\_\_\_  
Easy to do/inexpensive? \_\_\_\_\_  
Complications? \_\_\_\_\_

Behavior? \_\_\_\_\_  
Reward \_\_\_\_\_  
Appropriate? \_\_\_\_\_  
Easy to do/inexpensive? \_\_\_\_\_  
Complications? \_\_\_\_\_

### **Importance of withdrawing a planned reward if LO uses, page 148**

- Are your interactions with your loved one almost always negative and combative? No matter how angry the conversations are, it's often better than no attention at all.
- In most situations, you can get your point across equally or more effectively by using rewards or the big chill (following section).
- Punishment should always be your last choice. If yelling and fighting have not been successful in the past, chances are slim to none that it will be so now. When using punishment be alert to signs of danger signals.
- Rather than introduce something new and nasty, withdraw something positive.

### **Prepare to communicate the reason for withdrawing the reward - The Big Chill example, page 149**

It may be safer and more appropriate and certainly more powerful to use the big chill - withdrawing you as the reward. When your LO is acting inappropriate, let your LO know that you don't want to be around that behavior and remove yourself. That may mean you leave the room, or you leave the home. Do not at all costs let your LO drag you into an argument, which could ultimately be rewarding and move you away from your goal rather than toward it. An example of this might be - after you and your LO have agreed to watch a movie without drinking so you could enjoy each other. Part way through the show, your LO gets up and goes to the refrigerator and grabs a beer. Gently remind your LO of your agreement to not drink. The response may be "I know but a drink sounds really good right now." "Please don't" you ask, and they reply, "stop nagging me." Instead of getting in an argument you might say, "I'm sorry you're choosing to drink that beer instead of watching the rest of the movie with me. I'd rather be with you when you're not drinking, so I'm leaving now".

**Activity H. Putting It Together**  
**page 150**

You've learned about rewards, punishment, the big chill, problem solving, mapping, goal setting, and PIUS (**P**ositive, **I** statement, **U**nderstanding and **S**haring responsibility) communication. Now you're ready to put it all together. To begin with, look at the drinking/using maps you made in chapter 2 (**workbook session 3, pages 23 & 24**) of your LO's current behavior. Examine your responses to these four questions.

Is there anything you are doing that you thought would discourage drinking/using, but isn't or is rewarding it?

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Is there a typical response of yours that rewards behavior that you do not want rewarded? If so, how can you alter your behavior to use the big chill, or an appropriate and safe punishment?

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Are you punishing when you could be using the big chill or reward? Work on changing the situation into one where you focus on the positive and hold out a reward, rather than focus on the negative?

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Are the revised ways you start discussions with or respond to your LO phrased in "I" statements for her/him and that share the responsibility for the situations?

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As you answer each question, look for ways to improve your plans by using the techniques you have learned.

**Prepare to communicate the reason for withdrawing the reward**

Use positive communication to convey the message lovingly, with a focus on how you feel, and clearly show you understand the difficulties involved and share in the responsibility. See page 152 of the Sober book for examples of what PIUS statements might look like.

**Try it; you'll like it, page 153**

Instead of trying to change all your LO's behavior all at one time, start small to make it achievable.

**Track yourself, page 155**

Keep a written record of your plans and how and when you use them, what happens, and how you revise them.

Make rewards your most well-used tool and look for opportunities to reward your LO for positive behaviors. Remember, the positive behaviors can also simply be the absence of negative behaviors. Use all the tools you have learned to make *not* drinking equal to or more attractive than drinking to your loved one.

**GROUP SHARING**

Discuss whether CSO could recognize signs of LO's substance use and why it's important

**HOMEWORK**

- Read Chapter 10
- Complete Activity 19. Behavior Change to Reward, workbook page 46
- Complete Activity H. Putting it Together, workbook page 48



**SESSION ELEVEN: “SOBER” BOOK STUDY, CHAPTER 11: TREATMENT**

The previous sessions have been about your recovery process. Recovery is a learning process that involves developing coping and communication skills, learning to be more independent and understanding of the behaviors that contribute to substance misuse. It is important to know when and how to help your LO move toward treatment. Typically, your LO is more receptive to treatment when the relationship is moving in a positive direction and your LO recognizes that things ARE changing.

**Reasons to drink quiz, page 162**

There are both costs and benefits for your LO to continue drinking/using. The costs are clear and easy to list. However, the benefits may be less obvious but are equally important.

**Activity 20. Why Drink?  
page 162**

Check off the drinking reasons you think may apply to your drinker.

- Alcohol tastes good.
- Alcohol and or drugs feels good.
- Getting high allows them to avoid unpleasant feelings.
- Getting high allows them to avoid unpleasant situations.
- Drinking and or using gives them confidence in social situations.
- Drinking and or using gives them confidence in romantic situations.
- Drinking and or using relieves stress.
- Drinking and or using is a shared pastime with friends and/or family.
- Drinking and or using is the only hobby they have.
- Drinking and or using is a good excuse for not going to work.
- Drinking and or using is the easiest way to escape pain or boredom.
- Drinking and or using numbs bad feelings.

Add other reasons.

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**Activities worth staying sober for, page 164**

- Remember if you ask your loved one to give up drinking/using, you must be ready to help them find something equally rewarding with which to replace it. Get ready for your loved one’s recovery and help it along by preparing a list of non-drinking/using, rewarding activities that can be enjoyed in the place of drinking/using.
- Work with your LO to prepare a list of activities that are appealing to them and not only to yourself.
- Use these activities as incentives and rewards.

**Activity 21. Activities Worth Staying Sober For**

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**Selecting Treatment - Arrange for a rapid intake**

- If you do nothing else, do this: Have treatment ready to go the instant your loved one says they are interested. That interest will peak and then dissolve if you do not seize the moment.
- There are many treatment options available. Look for treatments that include phrases in their descriptions such as “social skills training,” “behavioral marital therapy,” “cognitive-behavioral treatment,” “rational-emotive therapy, “motivational treatment,” or “solution-focused therapy.”
- Remember that you are looking for a treatment facility that will help your loved one figure out the triggers and reinforcers of their unhealthy behaviors, teach them how to change the triggers and reinforcers that can be changed and teach them how to change their responses to those that cannot.

### **Interview treatment providers, page 168**

- Once you decide on the best approach for you and your LO, take the time to interview a few different providers.
- Prepare a list of questions ahead of time so that you don't overlook anything.
- Ask the therapist to describe their philosophy and give you a detailed description of the treatment program itself.
- Based on scientific research, seek treatments that fall into the categories of behavioral therapy or cognitive-behavioral therapy or skills training.
- Ask how you will be involved in the program.

### **"Windows of Opportunity", page 170**

- Watch for those moments when motivation peaks.
- Don't just rush home to inform your LO that you have found a fabulous treatment center. If you've tried this before you already know what the likely response will be.
- Just as you carefully plan and practice the changes you make to improve the way you relate to your LO, finding the windows of opportunity to suggest treatment also requires careful thought.



**Activity 22. Open That Window**

**page 171**

Look at questions and examples and then write how you would answer these questions. Identify a few situations (or moods) that would be conducive to suggesting treatment. Try not to get into the position of forcing treatment. Think about how to use “other” methods for inviting.

When would your LO be most likely to try something new in the way of treatment?

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Is there a particular time of day they’re most relaxed?

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Would your LO be most open to discussing the possibility of treatment when the two of you are alone or with others? If with others, with whom?

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Would your LO be most open to treatment after a few days of sobriety or while suffering the aftermath of a major drinking/using episode?

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Is your LO most open to your suggestions when the two of you have not fought for a few days or when making up from a fight?

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Would your LO be willing to enter treatment if it weren’t for your relationship? (This would be what we call a backdoor approach – doing it to improve the relationship and coincidentally also improving the LO’s health and behavior).

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Review past attempts to get your LO into treatment. What worked, what did not?

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**Role play the invitation to enter treatment using positive communication**

Once you identify a few situations (or moods) that you think would be conducive to suggesting treatment, role-play various scenarios. Try to anticipate with as much detail as possible what the setting will be, what you will say, and how might your LO respond. What will you say if they respond positively and what will you say if they respond negatively? In other words, plan, plan, plan!

**Roll with the punches, page 181**

- As thrilled as you are when your LO enters treatment, keep in mind how difficult the process may be for them. Remember that it is very common for people to go in and out of treatment a number of times before they begin to make lasting changes.
- Continue to take care of yourself and avoid making it easier for your LO to drink or use without consequences. Keep your eye on the positive changes you have accomplished and enjoy them.

**GROUP SHARING****HOMEWORK**

- Read Chapter 11
- Complete Activity 20. Why Drink, workbook page 50
- Complete Activity 21. Activities Worth Staying Sober For, workbook page 51
- Complete Activity 22. Open that Window, workbook page 53



## **SESSION TWELVE: "SOBER" BOOK STUDY, CHAPTER 12: RELAPSE**

We often think that once rehab has been completed, this is the happily ever after. Not quite. The rest of us live in the real world. That means we enjoy good times, work through the rough times, and generally keep moving forward one step at a time.

### **Prepare for possible lapses, page 188**

- Everyone makes mistakes. Whether you are learning to walk, trying to lose weight, changing the way we communicate, or trying to stop misusing substances, you will mess up. It is a perfectly natural part of being alive.
- When someone is trying to change their behavior and messes up, we call the mistake a "lapse". Lapses are an expected part of the change process.
- Every time you and your LO make plans and they go awry, you each have the opportunity to learn a little something about yourselves.
- When your LO shows up high after being in recovery for several weeks, you may view this as a major relapse. You and your LO can take the time to identify what preceded the lapse, for instance, were there girlfriend problems and maybe depression that may have led him to self-medicate? Maybe his friend was out of town that he usually talks to when he has problems. Now, you and your loved one may discuss similar situations, he could call you or his sponsor or a favorite Uncle.
- Whatever the coping strategy you devise, the important thing is that the episode is seen, not as a failure, but as a natural part of the process of learning how to better manage himself. Maintain your focus on the weeks of recovery already achieved and the good changes that have resulted.

### **High-risk situations, page 189**

You can make it easier to avoid an emotional overreaction to a lapse by anticipating and preparing for it. Be careful not to fall back into your old habits. Think about the changes you've made in the way you respond to your LO when they were drinking or getting high.

**Activity 23. Identify High-Risk Situations**

**page 190**

This exercise is about **you** and not your LO. Think about situations which have been particularly difficult for **you** to stay with **your** new patterns.

In what mood or moods are you most likely to relapse?

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At what time of day are you least confident of maintaining your new behavior pattern?

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What places make it particularly difficult for you?

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Are there any people whose presence makes it tough to stay with your new pattern?

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Are there days of the week or weekend that are particularly difficult?

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What situations are most likely to make you lose control?

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What moods of your LO make it especially hard for you to stay in control?

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What statements or tones of voice of your loved one push your buttons?

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What behaviors of your loved one set you off?

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**Surprise attacks, page 194**

Some events will catch you by surprise. That's okay. You cannot predict every trigger, but you can use the unexpected to add to your arsenal. As soon as the dust settles, grab your notebook and describe the whole situation from beginning to end as if you were a detective. Now, look at what you could do differently, then describe how.

**Be prepared for possible refusal/dropout, page 195**

You've helped your LO enter treatment with the expectation that he will remain long enough to "graduate," but do not be caught unprepared if your loved one quits and do not be devastated. Dropping out does not mean the trip is over.

**When to quit, page 199**

Everyone who learns the Alternatives wins. You either win by seeing your LO break free of substances, or you win by satisfying yourself that you did everything possible and have the right to live the life you choose. Remember you deserve to be happy.

**The road we travel, page 200**

The road we travel is a changing one. Sometimes it is smooth, and sometimes it is ravaged by potholes (lapses). Staying on course depends on your willingness to work around these obstacles. They are a natural part of this process and can actually make you stronger as you use them to figure out what went right and what went wrong.

**GROUP SHARING****HOMEWORK**

- Read Chapter 12
- Complete Activity 23. Identify HighRisk Situations, workbook page 56





### **Family Support Questionnaire**

How has the CRAFT family support group helped you?

How has your relationship with your loved one changed?

How has your relationship changed with other members of your family?

What is the most important thing you have learned in this program?

What feedback do you have for the facilitators?



## Appendix

### CRAFT RESEARCH OVERVIEW – Parent CRAFT JB 5-15-15

#### Success Rates in Engaging Treatment Resistant Substance Abusers by CSOs

	A	B	C	D	E
CRAFT	64%	74%	67%	71%	64%
Johnson Intervention	30%	-	-	-	-
Al-Anon/Nar-Anon	13%	-	29%	-	17%

#### Study A

William R. Miller, Robert J. Myers, J. Scott Tonigan – University of New Mexico

*Engaging the Unmotivated in Treatment for Alcohol Problems: A Comparison of Three Strategies for Intervention Through Family Members*

(c) 1999 American Psychological Association, Inc.

N=130, Alcohol

*Success Rates varied by therapist – top therapists had 100% successful outcomes.*

#### Study B

Robert J. Meyers, William R. Miller, Dina E. Hill, J. Scott Tonigan – University of New Mexico

*COMMUNITY REINFORCEMENT AND FAMILY TRAINING (CRAFT): Engaging Unmotivated Drug Users in Treatment*

(c) 1999 Elsevier Science Inc.

N=62, Illicit Drugs

#### Study C

Robert J. Meyers, William R. Miller, Jane Ellen Smith, J. Scott Tonigan

*A Randomized Trial of Two Methods for Engaging Treatment-Refusing Drug Users Through Concerned Significant Others*

(c) 2002 Journal of Consulting and Clinical Psychology

N=90, Illicit Drugs

#### Study D

Holly Barret Waldron, Sheryl Kern-Jones, Charles W. Turner, Thomas R. Peterson, Timothy J. Ozechowski

*Engaging resistant adolescents in drug abuse treatment*

(c) 2007 Journal of Substance Abuse Treatment

N=42, Marijuana, Alcohol

#### Study E

Kimberly C. Kirby, Douglas B. Marlowe, David S. Festinger, Kerry A. Garvey, Vincent LaMonaca

*Community reinforcement training for family and significant others of drug abusers: a unilateral intervention to increase treatment entry of drug users*(c) 1999 Drug and Alcohol Dependence

N=32, Illicit Drug

### Supported Cadence Online Statements

1. Parents have an over 70% success rate in engaging resistant adolescents into accepting treatment.
2. CRAFT is 2.5 times more successful than Johnson Intervention and 5 times more successful than Al-Anon and Nar-Anon in getting loved ones to treatment.

### Notes from Studies – Letter refers to the Study, above

#### General

- Drug treatment facilities regularly receive desperate phone calls from concerned significant others (CSOs) regarding drug-abusing loved ones who refuse to seek treatment. The majority of individuals with drug problems are unmotivated to seek help. Historically, clinicians have had limited options for CSOs. Options for CSOs have been 12-step programs such as Al-Anon and Nar-Anon of the Johnson Institute Intervention. Referral to Al-Anon or Nar-Anon is the common professional response when CSOs call for help regarding a drug user.

#### Al-Anon

- A. Al-Anon was not designed to engage individuals with alcoholism in treatment but to provide support for their loved ones. Al-Anon members are encouraged to detach and not try to control the alcoholic individual's drinking. Advocates loving detachment, acceptance of the CSO's helplessness to control the alcoholic. Al-Anon is the most widely used source of support for CSOs. Referral to Al-Anon is common when relatives call for help regarding drinking problems of a family member. The underlying philosophy was that the CSO is powerless to control the drinker and must detach, focusing instead on the acceptance program of Al-Anon and on strengthening his or her own mental health. Changing the behavior of the drinker is explicitly disavowed as a goal in Al-Anon.

#### Johnson Intervention

- A. Confrontive intervention approach. Only a minority of those who initially seek consultation go through with the family confrontation. Family members are prepared to confront the problem drinker with what they have experienced and observed about the drinking and related problems. The drinker is encouraged to enter treatment and sanctions may be applied for failing to do so.

## CRAFT – Community Reinforcement and Family Training

- A. The CSO was told that he or she could have a substantial impact on the drinker's alcohol use and decision to enter treatment and was taught skills for doing so.
- B. All CSOs showed significant reductions in depression, anxiety, anger and physical symptoms with average scores dropping into the normal range on all measures and maintained those improvements after the completion of therapy. CRAFT was designed to help family members (CSOs) intervene with a drug-abusing loved one who refused treatment.
- C. CSOs are in an excellent position to influence drug use. CRAFT is an enhanced version of the community reinforcement training (CRT) program, developed by RJM.
- D. The parent-focused intervention was designed to help parents facilitate their adolescents' entry into treatment, to support adolescents' subsequent behavior change and to improve parent and family functioning. Parents on CRAFT intervention experienced a significant reduction in negative symptoms. CRAFT intervention is designed to teach parents new ways of interacting with their adolescents and to indirectly influence adolescent behavior.
- E. CRAFT focuses more on producing on-going changes through behavioral techniques designed to discourage substance use and encourage drug-free interactions. "Increase CSO motivation for change, Communication training, Increasing positive interactions. Non-reinforcement of drug use, Suggesting and initiation counseling, Handling dangerous situations. It is important to note that CRAFT can effectively increase treatment entry among illicit drug users, even if the CSO is not living with the user. The results of this controlled trial suggest that family members and CSOs can be trained in community reinforcement techniques that result in direct benefits to themselves, an increased likelihood of the user entering treatment and decreases in the user's drug use.

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