

Treatment Session 1 Report = MET ONE						
Therapist:						
TO WHAT EXTENT DID YOU:	Not at all	Very little	Somewhat	Considerably	Extensively	Review Comments
1) a. Build rapport with the client by discussing client's lifestyle, strengths and interests?						
b. Give a rationale for MET-CBT, why are doing it with this client?						
2) Orient the client to the MET-CBT sessions?						
3) Communicate your understanding of the client's concerns through reflective listening and comments?						
4) Use open-ended questions?						
5) Express empathy with the client's situation?						
6) Develop discrepancy between the client's statements and between how his/her life is and how it could be?						
7) Avoid argumentation?						
8) Roll with resistance?						
9) Support self-efficacy?						
10) Discuss the PFR - severity, problems of use, reasons for quitting, and motivation?						
11) Summarize the session and prepare the client for the next session?						
12) Assign a "real life practice" and/or a reading on drugs and/or alcohol						

Therapist vs. Client Talk Amount (Pick One) Therapist 90-100% Therapist 60-80% Therapist 40-60% Therapist 20-40% Therapist 0-20%

Treatment Session 2 Report = MET TWO						
Therapist:						
TO WHAT EXTENT DID YOU:	Not at all	Very little	Somewhat	Considerably	Extensively	Review Comments
Continue to Build Rapport in Check In?						
1) Review the client's thoughts about the reading assignment						
2) Review the client's thoughts/progress/use of alcohol or other drugs since the last session?						
3) Provide a Rationale for Goal Setting						
4) Help the client identify and write down personal goals ("Personal Goal" worksheet)?						
5) Provide a Rationale for "Knowledge is Power"						
6) Complete a functional analysis of the client's substance use patterns ("Knowledge is Power worksheet)?						
7) In Session Practice - "Knowledge is Power"						
8) Assign and Review Upcoming Use of "Knowledge is Power" in Two Situations						
9) Express empathy with the client's situation?						
10) Develop discrepancy between the client's statements and between how his/her life is and how it could be?						
11) Avoid argumentation?						
12) Roll with resistance?						
13) Support self-efficacy?						
14) Keep the session focused on prescribed activities?						

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Treatment Session 3 Report = CBT ONE						
Therapist:						
TO WHAT EXTENT DID YOU:	Not at all	Very little	Somewhat	Considerably	Extensively	Review Comments
1) Continue to Build Rapport						
2) Review thoughts/progress/use of alcohol or other drugs since the last session?						
3) Give clients an opportunity to review their Knowledge is Power worksheet and practice 2 real-life situations?						
4) Explain the Rationale or need to avoid high-risk people/situations and the effectiveness of refusal skills?						
5) Teach assertive communication and refusal skills. Refer to the Refusal Skills poster?						
6) Give group members the opportunity to engage in role-play exercises using refusal skills?						
6) Explain the "Refusal Skills Reminders" worksheet and attempt to get a commitment from youth participant or group members to complete it?						
7) Keep the session focused on prescribed activities?						
8) Use Motivational Enhancement skills (i.e. reflective listening, supporting self-efficacy, etc.?)						
9) Help Client to Utilize the Knowledge is Power Worksheet Sheet & To express any change or further commitment in their Goals						

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Treatment Session 4 Report = CBT TWO						
Therapist:						
TO WHAT EXTENT DID YOU:	Not at all	Very little	Somewhat	Considerably	Extensively	Review Comments
1) Build rapport & reviews members' thoughts/progress/use of alcohol or other drugs since the last session?						
2) Give clients an opportunity to review their Refusal Skills Reminders worksheet and share their real-life situations?						
3) Explain the importance of building a social support system?						
4) Review the "Enhancing Social Supports" sheet?						
5) Give client(s) an opportunity to complete their Social Circle diagrams as it relates to their goals and discuss examples of different types of supports in their lives?						
6) Give members an opportunity to brainstorm a list of pleasant/MASTERY activities that do not involve substance use? Get a commitment to use each ?						
7) Explain the "Real Life Practice: Seeking and Giving Support" worksheet and attempt to get a verbal commitment from members to complete the form and practice the skills?						
8) Attempt to keep the session focused on prescribed activities (by redirecting dialog when it strayed off task, and/or organizing the session so defined activities were covered)?						
9) Use Motivational Enhancement skills (e.g. reflective listening, supporting self-efficacy, etc.?)						

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Treatment Session 5 Report = CBT THREE						
Therapist:						
TO WHAT EXTENT DID YOU:	Not at all	Very little	Somewhat	Considerably	Extensively	Review Comments
1) Build rapport & Review clients' thoughts/progress/use of alcohol or other drugs since the last session?						
2) Give clients an opportunity to review their "Seeking and Giving Support" worksheet and share their real-life situations?						
3) Give clients an opportunity to discuss how they increased pleasant/MASTERY activities (non substance-involved) since the last session?						
4) Explain the rationale for knowing how to solve problems and developing a plan for high risk situations						
4) a. Give clients an opportunity to discuss problems, and brainstorm potential high risk or emergency situations?						
4) b. Describe the 4 or 5 steps to problem solving in relation to high risk situations.						
5) Allow the client time to develop possible solutions to emergency situations and evaluate them?						
6) Allow the client to discuss coping with slips/relapse and getting back on track after a relapse?						
7) Give clients an opportunity to complete "Personal Emergency Plan" worksheets?						
8) Give clients an opportunity to offer feedback about treatment to you or to each other?						
9) Keep the session focused on prescribed activities?						
10) Use Motivational Enhancement skills (reflective listening, supporting self-efficacy, etc.?)						

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