

MET-CBT 5 Checklist**MET 1 – Rapport and Motivation Building**Handouts:

Youth Program orientation brochure

Personalized Feedback Report (PFR), 2 copies

Tips for Teens

- ✓ Welcome & Purpose of first meeting.
 - Get to know client a bit more.
 - Give client information and feedback based on their assessment so the two of you can talk about it in more detail.
- ✓ Rapport-building & orientation to treatment (20 min.).
 - Start with casual conversation to get to know client.
 - Elicit more from client if using open-ended questions.
 - Examples:
 - What is school like for you?
 - What do you do in your free time? (If youth responds with drug use, ask what kinds of activities besides drug use does s/he engage in?)
 - How are things at home?
 - Can also use phrases like “Tell me more about...”
 - Ask open-ended questions to learn about what led to client’s involvement in treatment.
 - Examples:
 - Tell me about the first time you used alcohol or drugs?
 - What is your use like now?
 - How do you feel about your current use?
 - Tell me about attempts to cut down or quit using in the past?
 - What do you hope to gain from coming here?
- ✓ Orientation to treatment “*Youth Program Orientation brochure*”.
- ✓ Review of the PFR (30 min.) “*Personalized Feedback Report*”.
 - 2 copies – 1 for you, 1 for client. Hand client 1 sheet at a time.
 - Introduce PFR by explaining that there are several goals of PFR:
 - Give client feedback about their use and the positive and negative consequences related to their use and have a discussion about this feedback.
 - **This is key** – remember, the goal of PFR is to have a more in-depth conversation. Do NOT simply read back to client and ask if its accurate.
 - Use this feedback to begin to think about goals they may have related to their substance use.
 - Make sure information you have is accurate.
 - Remember DEARS:

- Develop discrepancy
 - Express empathy
 - Avoid argumentation
 - Roll with resistance
 - Support self-efficacy
- Remember to use OARS:
 - Open-ended questions
 - Affirm the client
 - Reflective listening
 - Simple reflection
 - Reflection of meaning
 - Reflection of feeling
 - Double-sided reflections
 - Summaries
 - Collecting summaries
 - Linking summaries
 - Transitional summaries
- Goal is to use information client has provided in assessment to gain a thorough understanding of client's thoughts and feelings about their substance use and making changes related to their use.
- Try to adjust the relative emphasis on sections of the PFR to accentuate those sections that produce constructive discussion for your client (this will vary client to client).
- ✓ Summary & preparation for next session (*10 min.*).
 - Summarize main points of what client said regarding:
 - Client's use
 - Reasons for use
 - Problems related to use
 - Reasons for quitting
 - Readiness to change
 - If client indicates desire to quit, ask what might help him/her achieve goal. Reinforce such statements. If they are unable to come up with any ideas, help them do so by suggesting strategies others have found helpful.
 - Also, try to help client have several strategies s/he can use in between sessions to quit if that is their goal.
- ✓ Hand Out Alcohol and Drug Information.

MET 2 – Goal Setting

Handouts:

Personal Goal worksheet (Manual p. 44)

Knowledge is Power (Personal Awareness) worksheet (p. 48)

Information and Expectations: Group Sessions (p. 51)

- ✓ Welcome.
- ✓ Review of progress (15 min.).
 - Ask open-ended questions designed to elicit information about substance use in between sessions.
 - Examples include:
 - Tell me about your marijuana use since I last saw you?
 - What was going on at the time you used?
 - What thoughts have you had about your use since we last spoke?
 - It sounds like you have mixed feelings about whether or not you want to quit. Tell me more about that.
 - Remember DEARS:
 - Develop discrepancy
 - Express empathy
 - Avoid argumentation
 - Roll with resistance
 - Support self-efficacy
 - Remember to use OARS:
 - Open-ended questions
 - Affirm the client
 - Reflective listening
 - Simple reflection
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 - Summaries
 - Collecting summaries
 - Linking summaries
 - Transitional summaries
- ✓ Goal-setting (20 min.) *Personal Goal worksheet*.
 - Give rationale:
 - Having a written goal increases the likelihood that the rest of therapy will be meaningful and useful to him/her.
 - It also increases likelihood of success.
 - *Note:* If client not ready to quit, they may still have a goal to reduce, etc. Begin there – meet client where they are at.
 - Give client a copy of the *Personal Goals worksheet* and a pen/pencil.
 - Get client to verbalize their responses to each section of worksheet before writing it down. This allows for you to offer feedback/suggestions before its put to paper in a way that client is less likely to feel criticized.

- If goals are vague or inappropriate, engage in collaborative process to revise it. Offer suggestions if client stuck.
- Ask client to read it to you. Rationale for reading it aloud is that reading it aloud helps reinforce the client's motivation to achieve goal. Make a copy at end of session to keep in chart. Give original to client.
- ✓ Functional analysis – Knowledge is Power (is also called the personal awareness sheet in the manual) (20 min.).
 - Give rationale:
 - Think of substance use as a negative habit, similar to other negative habits. We try to help figure out what keeps the habit going. This way, if someone wants to stop the habit and knows what keeps it going, s/he can use this information to stop the habit.
 - Describe concept of a trigger – something that increases the likelihood of use. Triggers can be situational, feelings, or thoughts.
 - Use doesn't just happen – things going on around a person, or in the way someone is thinking or feeling that affects whether s/he will use.
 - Knowing what affects client's own use gives them more power to decide whether to use.
 - Looking at pros and cons of what happens after client uses also increases understanding and helps client make decision about use in the future. Hence the name of the worksheet is "Knowledge is Power."
 - Give client sample of *Knowledge is Power worksheet*. Walk them through filling it out as it relates to their use.
 - Ask them to describe in detail the last time they either used or had an opportunity to use. As they walk you through the incident, look for opportunities to get them to identify triggers, thoughts & feelings, decision to use, pros and cons.
- ✓ Summary and preparation for group session (if applicable) (5 min.).
 - Provide client with handout and review together: *Information and Expectations: Group Sessions*. Describe general format for groups: review of progress, introduction and in-session practice of new coping skills for reducing use, assignment of real-life practice.
 - Discuss with client fact that other group members may be at different points regarding their motivation and readiness for change.
 - If client really motivated to change, talk about how s/he may preserve that feeling when faced with others not motivated to change.
 - If client feels negatively about change, ask how s/he feels being in a group where some clients may be more actively working on quitting.
- ✓ Take Home Assignment Commitment.
 - Get client to make a commitment to filling out *Knowledge is Power worksheet* for a minimum of 2 situations in between sessions. Help them identify a specific day, time and place when they will complete worksheet. Ask them what will help ensure they complete it.

CBT 3 – Refusal SkillsHandouts:

Knowledge is Power (Personal Awareness) worksheet (extra copies)

Marijuana Refusal Skills handout (p. 65)

Marijuana Refusal Skills – communication styles handout (p. 66)

Marijuana Refusal Skills Reminders/Real Life Practice handout (p. 67)

Marijuana Refusal Skills/Skill Guidelines poster or handout (p. 122-3)

- ✓ Welcome, introductions to group, review of group rules.
 - Review group rules which should be posted.
 - Have client introduce themselves and state their goal(s) for treatment.
- ✓ Review of progress (Urges, Cravings, Use) (10 min.).
 - One example of how to initiate this conversation includes:
 - “Before we begin today’s topic, lets take about 10 minutes to hear how things have been going for all of you this past week regarding substance use.”
- ✓ Review of real life practice - Knowledge is Power (10 min.).
 - Ask several clients who have completed worksheet to share one episode they wrote about with the group.
 - Praise those who did the assignment.
 - If none or only one of group members did assignment, take out blank copies of *Knowledge is Power worksheets* and have a couple group members verbally reconstruct one episode of craving or relapse during the past week.
 - Keep in mind that in the past week, youth will have had opportunities to use. In reviewing progress, could also ask “What opportunities have you had to use since I last saw you?” Take the example youth gives and have them walk through *Knowledge is Power worksheet* when discussing the situation.
- ✓ Refusal skills (35 min.).
 - Give rationale:
 - Being offered alcohol or other drugs or being pressured to use by others is a very common high-risk situation.
 - As one’s use increases, there is a “funneling” effect or narrowing of social relationships. Your circle of nonusing friends gets smaller while your circle of using friends gets bigger. This increases relapse risk.
 - Given the increased risk and social pressure, the best initial step is to avoid situations involving alcohol and/or other drug use.
 - This is not always possible and so its important that client feels comfortable refusing alcohol and other drugs.
 - Knowing good strategies and practicing those strategies can help client to be able to refuse alcohol and other drugs.
 - Teach styles of refusal – Give clients *Marijuana Refusal Skills handout*. Walk them through nonverbal and verbal skills.
 - When reviewing each skill, be sure to give rationale for each and look for opportunities to demonstrate or practice each skill while reviewing.

- Practice refusing with and without use of skills so clients can identify advantages to using skills.
- For the skill related to suggesting an alternative, ask clients for suggestions for alternative activities.
 - For the skill related to changing the subject, ask clients for suggestions for possible changes of subject.
- Rehearse through role-play.
 - Give each client the *Marijuana Refusal Skills – communication styles handout*. Describe each of the four types of responses: Passive, aggressive, passive-aggressive, and assertive, demonstrating an example of each by asking one of the group members to play the person offering marijuana.
 - Therapist points out the ways that the first 3 types of responses may not be helpful to clients, highlighting differences between these styles and the desirable assertive style.
 - Note: Clients often indicate their friends don't "pressure" them. May want to discuss how simply being offered drugs or being presented with opportunities to use can be tempting. In this type of situation, goal of these skills is to decrease future opportunities to use.
 - Have group members practice the assertive style of drug refusal in roleplays with one another. Encourage group members to offer one another support and constructive feedback as they practice these skills.
 - ✓ Take Home Assignment Commitment.
 - Describe real-life practice exercise. Give clients *Marijuana Refusal Skills Reminders/Real Life Practice handout* and get clients to make a commitment to complete it with either responses they actually make during the week to people who offer them drugs or things they could say to turn down an offer to use drugs. Help them identify a specific day, time and place when they will complete worksheet. Ask them what will help ensure they complete it.
 - ✓ Summary and preparation for next session.

CBT 4 – Social Support Network

Handouts:

Social Supports Reminder handout (p. 72)

Social Circle worksheet (p. 74)

Real Life Practice: Seeking and Giving Support worksheet (p. 76)

Enhancing One's Social Support Network poster or handout (p. 124)

Knowledge is Power (Personal Awareness) worksheet (extra copies)

- ✓ Initial greetings and updates.
- ✓ Review of progress (Urges, Cravings, Use) (10 min.).
 - One example of how to initiate this conversation includes:
 - “As you’ve been working on the marijuana issue over the past week, has anyone had any problems or successes that you’d like to share with the group?”
- ✓ Review of real life practice - *Marijuana Refusal Skills Reminders/Real Life Practice handout* (10 min.).
 - Ask several clients who have completed the worksheet to read their responses, with the rest of the group offering feedback.
 - Praise those who did the assignment.
 - Ask if any group members have had an opportunity to try out their refusal skills in a real life situation. If so, ask them to tell about their experience and reinforce their efforts.
- ✓ Enhancing support skills (35 min).
 - Review rationale.
 - Leads to improved confidence in one’s ability to cope.
 - Individuals do not often have as much support as they would like.
 - There are several potential sources of social support including one’s family, friends, and acquaintances.
 - Review potential sources of support.
 - Give *Social Support Reminders handout*. Review the guidelines and have clients come up with examples from their own lives that correspond to some of the items.
 - When addressing how clients can get the support they need, discuss three different ways of seeking support including indirect, direct but not specific, and direct and specific. You can model these three ways using the following example:
 - “Client wants a friend to show support by doing things together other than just smoking marijuana.”
 - You may want to substitute a situation described by a client instead.
 - Social Circle Diagram.
 - Give *Social Circle Diagram worksheet*. Ask clients to diagram their own social circles and to try to determine what support they may be able to obtain from their social circle.

- After 5 to 10 minutes, ask each client to share what s/he learned or notices about his/her own support system. Note: Do not ask clients to share specifics of personal support system as there is not enough time to do this in group format.
- An example question includes: “Did you notice possibilities for asking for and getting more support?”
- ✓ Increasing Pleasant Activities.
 - Review rationale.
 - Enjoyable activities can be a positive alternative to using drugs and can help support abstinence.
 - Ask clients to brainstorm pleasant, fun, and safe activities that may serve as alternatives to drug use. Write them down on newsprint or a whiteboard for whole group to see.
 - Review generated list of activities.
 - Ask clients if there might be a few activities on the list that they could add to their routine activities.
 - Ask clients to write these at the bottom of their *Social Circle Diagram worksheet*.
 - Ask clients to circle at least one of the listed activities they are willing to do before next session.
 - Ask each client to tell the group one new thing s/he will do between sessions, including when, with whom, and how they will do it.
 - Remind them that the idea is to engage in activity while being drug free.
- ✓ Take Home Assignment Commitment.
 - Describe real-life practice exercise. Give clients *Real Life Practice: Seeking and Giving Support worksheet*.
 - Ask clients to think of something they need support around and fill out the first part of the worksheet regarding the details about how to ask for that support.
 - Ask clients to think of someone they can offer support to and fill out the second part of the worksheet regarding the details about who they will give support to.
 - Get clients to make a commitment to ask for and offer support during the week. Help them identify specific days, times and places when they will ask for and offer support and complete worksheet describing what happens in both scenarios. Ask what will help ensure they complete it.
- ✓ Summary and preparation for next session.
- ✓ Note: Urine testing should be conducted at the time of this session, with the understanding that results will be shared at session 5.

CBT 5 – Planning for High-Risk SituationsHandouts:

Personal Emergency Plan handout (p. 81)

Planning for Emergencies and Coping with Relapse poster or handout (p. 125)

Steps for Problem Solving poster or handout (p. 126)

Knowledge is Power (Personal Awareness) worksheet (extra copies)

- ✓ Initial greetings and updates.
- ✓ Review of progress (Urges, Cravings, Use) (10 min.).
 - Urine test results are discussed with clients at the beginning of the fifth session.
 - Let the group clients know that you have the results of their urine tests and could give them that feedback in the group. You can also offer to convey the test results after the group meeting, if a client would rather hear them in private.
 - Note: Using this method for feedback is recommended. If the group has been conducted in such a way that each client feels that it is safe to be honest, the great majority of clients are likely to choose to hear their urine test results in the group. This way, clients can receive feedback from other group members about their progress in this area. At the same time, by offering the option of hearing the results after group, this process is likely to proceed with a greater level of safety.
 - Try to involve the whole group in a discussion about the test results, one specifically focused around ideas for coping in the future.
 - More information about urine testing can be found on p. 26.
- ✓ Review of real life practice - *Real Life Practice: Seeking and Giving Support worksheet* and increasing pleasant activities (10 min.).
 - Ask several clients who asked someone for support to share their experience, with the rest of the group offering feedback.
 - Ask several clients who gave someone support to share their experience, with the rest of the group offering feedback.
 - Ask group how they did on their plans to increase pleasant activities.
 - “Did you do the activity you planned? How did it go? Did you enjoy the activity or not?”
 - For those who didn’t do it, ask “What got in the way?”
 - Praise those who did the assignment.
- ✓ Planning for emergencies and coping with slips/relapse (35 min.)
 - Review rationale.
 - Even if someone avoids situations involving marijuana use, knows how to refuse such offers, increases his or her support system, and plans positive alternative activities, he or she still may encounter unanticipated high-risk (emergency) situations and may relapse.
 - Having a plan for these types of situations increases the likelihood you’ll be able to abstain from using.
 - Brainstorm potential high-risk/emergency situations - unanticipated circumstances that place person at increased risk for substance use.
 - Be sure to highlight that emergency situations include both negative events and positive events (e.g., a new job or a move to a better home).

- Give introduction to problem-solving skills – Steps for Problem Solving Handout.
 - Using these skills can increase the likelihood of success in coping with these types of situations.
 - Review 5 problem solving steps.
 - Use one of the situations group identified during brainstorming exercise to practice using 5 problem solving steps as a group.
- ✓ Discussion about relapse.
 - Relapse is not uncommon in recovery. The important thing is how one deals with a relapse. Clients may think that after one relapse, the whole recovery plan is ruined, and they might as well give up. Let them know that this does not have to be the case.
 - Clients may learn something from a relapse. Tell them that by looking at the circumstances of the relapse, they may learn situations to avoid, or changes to make in their coping skills.
 - Clients can choose to resume their efforts to live without marijuana after a relapse. Ask the group for ideas about how someone could get back on track.
- ✓ Develop coping with relapse skills with *Personal Emergency Plan Handout*.
 - Review rationale.
 - By developing a plan ahead of time, you will be less likely to be sidetracked by unanticipated emergency situations.
 - Complete the *Personal Emergency Plan* worksheet.
 - Give each client a blank personal emergency plan worksheet.
 - Ask clients to think about numerous solutions to each of the categories presented on worksheet.
 - Clients should select the one or two s/he thinks may be the best generic plan.
 - If running out of time, clients are asked to complete this exercise at home.
- ✓ Summarize and terminate (*10 min.*).
 - Ask clients what it has been like for them to participate in the group.
 - Give clients the opportunity to offer feedback to one another and/or to the therapist. Try to keep feedback to peers positive and supportive.
 - Ask the clients their goals from this point regarding marijuana.