

**Innovative Programs Research Group
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Teen Marijuana Check-Up - 4 Intervention Manual

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Overview of the Trial

Target Population

The treatment described in this manual was designed to address the problem of marijuana use by adolescents. Typically, high school students participate in drug and alcohol programs as a punitive measure after having been caught using substances. In addition, it is estimated that over 90% of teenagers who could benefit from treatment never access it. This program is unique in that it is designed to attract voluntary participation from non-treatment seeking teenagers who are using marijuana at higher levels and are at risk of developing (or have developed) substance use disorders. It is presented to teens as an opportunity to "take stock" of their use, talk confidentially with a non-judgmental adult who won't tell them what to do or not to do but rather help them explore their unique relationship with marijuana and how they want it to fit into their lives .

Participants will be recruited at six Seattle high schools: Ballard, Garfield, Ingraham, Nathan Hale, Roosevelt, and West Seattle.

To be eligible, the teen must be between the ages of 14 and 19 and enrolled in the 9th, 10th, or 11th grades. Students must have used marijuana a minimum of 9 out of the previous 30 days to be eligible.

Although this treatment includes suggestions for addressing both drug and alcohol use, it is not designed for treating adolescents with poly-substance dependence or those who are heavily using other substances in addition to marijuana.

Counseling Sessions

- All teen participants have two initial MET sessions.
- All subsequently have the option of participating in CBT sessions over a 12-month period.
- Experimental condition participants have MET check-in sessions, following an assessment, at 4, 7, and 10 months.
- Comparison condition participants are assessed at those intervals, but do not have MET check-in sessions.

Overview of Motivational Enhancement Therapy (MET)/ Motivational Interviewing (MI)

This chapter begins with an introduction to the basic principles and skills of Motivational Enhancement Therapy (MET.) MET is the combination of Motivational Interviewing (MI) with a Personalized Feedback Report (PFR.) Detailed specifications for the MET sessions will follow later in the chapter.

- Stages of Change (SOC)
- Basic Principles (RULE)
- Motivational Interviewing Skills (OARS)
- Change Talk (DARN)
- Responding to Change Talk (EARS)
- Personalized Feedback Report (PFR)

The introduction and overview in this manual are not meant to be a training manual for SOC, MI, MET, nor the use of PFR's. Staff training and acquisition of basic proficiency in these skills are highly recommended prior to intervention implementation. For more information about training and skill building, please contact Denise Walker, Ph.D., ddwalker@uw.edu, or www.motivationalinterviewing.org for trainer information.

Stages of Change (SOC)

How do people begin to contemplate their marijuana use? How do they actually get started in changing their marijuana use? How can we understand their attitudes about making a commitment, coming up with a plan, and actually taking the first steps to reduce their use? And after deciding to make a change, what skills do they need to be successful?

The Stages of Change model (SOC) is one way of thinking about the behavioral change process. SOC is the sequence of stages through which individuals progress as they think about and initiate behavior change. Part of the value of SOC is giving the counselor a direction to aim the intervention. Understanding what the teen is thinking/feeling about her/his marijuana use helps the counselor to understand what stage the client is in, and then to select counseling strategies that are specific to that stage.

Movement in reducing one's marijuana use depends upon readiness for changes, and this readiness may shift and evolve. The model sensitizes us to the likelihood that individuals typically move back and forth between the stages and progress through the changes at different rates.

Today, an individual may be firmly committed to quitting marijuana, but next week s/he may be very ambivalent about this goal. Over time, s/he may move through the stages of readiness (see the table), and experience the attitudes shown for each stage.

Stage	Attitudes / Behaviors
Precontemplation	<ul style="list-style-type: none"> • Not considering change • May be unwilling to change behaviors • Not personally aware of having experienced adverse consequences because of marijuana use, although others may believe that there are problems
Contemplation	<ul style="list-style-type: none"> • Aware that a problem exists • Perceives that there may be cause for concern and reasons to change behavior • Typically ambivalent and usually continues to engage in marijuana use • May seek information and reevaluate using behavior • Weighs the pros and cons of making a change • Could remain in this stage for years
Preparation	<ul style="list-style-type: none"> • Sees the advantages of change outweighing the benefits of not changing • Thinks about his/her capabilities in being successful (i.e., self-efficacy) • Continues engaging in marijuana use, but with the intention to reduce or abstain very soon • May have already attempted to reduce marijuana use • Begins to set goals and may tell others about intentions
Action	<ul style="list-style-type: none"> • Chosen a goal for change and has begun to pursue it • Actively modifying habits
Maintenance	<ul style="list-style-type: none"> • Making efforts to sustain the gains achieved during the action phase • Working to prevent recurrence of marijuana use (or at previous levels) • Learning how to detect and guard against risky situations • Requires prolonged behavior change and continued vigilance for at least 6 months to several years

MET/MI Basic Principles (RULE)

R.U.L.E. describes the tone/approach/spirit of Motivational Interviewing. Specific skills will be described in the next section.

Resist the righting reflex. Resist the natural urge to try to actively fix or solve the teen's problems. Engage the teen in exploring possible options for him/herself instead of coming up with solutions for him/her. When a participant sounds uninterested, offers several "yeah buts," or the conversation sounds more like a disagreement, the counselor notes these signs of dissonance in the relationship, and can make a shift in the style of interaction. Listen and explore more.

Understand your participant's motivation. We can't create motivation for people; rather we help the teen explore the discrepancy between what s/he wants for her/ himself and how her/his marijuana use impacts what s/he cares about. Inviting and listening for the teen's motivation is at the heart of this model. Bring a curious nature and use the teen's energy and momentum to create the environment in which the teen is the one arguing for change.

Listen to your participant. Show profound respect for the teen's feelings, values and opinions. Reflect back to him/her your understanding of his/her situation. This isn't agreement, but showing an understanding and regard for the importance of his/her point of view.

Empower your participant. Strengthen the teen's belief in his/her skill and ability to achieve his/her desired outcome. Share your genuine hope and belief in the teen's strengths. Listen for past successes and build off of those.

Motivational Interviewing Skills (OARS)

Open-ended Questions

Affirmations

Reflective Listening

Summaries

Asking Open-Ended Questions. In a session with a teen, there's a risk that asking one closed-ended question after another will rapidly train the teen to be passive, answering each question and then quietly waiting for the next. This type of questioning tends to be one-sided, disengaging and ineffective as a communication style. The interviewer is in control, and the interviewee responds to each cue. Rather than encouraging the teen to adopt an active role in his or her own treatment, the overuse of closed-ended questions prevents the participant from becoming empowered. Here are two parallel examples of interviewer questioning styles:

Closed-ended questions:

- *Do you use marijuana?*
- *Do you use marijuana with friends or alone?*
- *Do you understand the risks involved in smoking marijuana?*
- *Have you ever experienced problems with your use?*
- *Do you want to reduce your marijuana use?*
- *How many times a day are you smoking?*
- *How many hours are you high a day?*
- *Are you smoking before or during school?*

Open-ended questions:

- *Tell me about your marijuana use?*
- *How does marijuana fit into your life?*
- *What thoughts have you had about reducing your use of marijuana?*
- *What things do you like best about smoking pot?*
- *What kinds of things do you not like so much?*

Open Questions give the teen lots of room to answer, there aren't wrong answers, we're asking about their opinion, their experience. They tend to encourage elaboration and deeper discussions.

Closed Questions can be answered with yes or no, can be rhetorical, or have a "right/wrong" answers. They tend to decrease likelihood of elaboration and discussions.

Affirmations. Taking an objective look at one's marijuana use can be difficult. For teens, it may involve thinking more critically about their behavior choices, participating in the check-up, making shifts to their use, changing social groups; none of these are easy. The counselor can be supportive by periodically offering genuine compliments and expressions of awareness of their efforts, values, and beliefs:

Your health is important to you; you care about your body and how you feel.

You've been thinking about changing your use for a long time, and now you're taking the first steps. It takes determination to start and you've gotten through some challenging situations.

Telling your boyfriend that you're uncomfortable about smoking during the school day must have been difficult for you, yet you did it anyway, even though you weren't sure what would happen. That takes courage.

Deciding to give up marijuana wasn't a minor decision for you. I'd guess that would require a real commitment to leave this behind. You're committed and determined, the kind of person that makes a decision and then figures out a way to make it happen.

Affirmations reflect back the teen's strengths, values, efforts, and intentions, not just the outcomes.

Reflective Listening. An alternative to asking a question is to use a reflection. It might take the form of simply repeating the teen's words or paraphrasing his comments. Sometimes the reflection adds some inferred meaning to what the teen had said, almost as a way of checking out the counselor's hunch. The skilled listener can help the participant further explore his own thoughts and feelings by using reflective listening skills. Here are some examples:

Student (S): *I've tried quitting marijuana before, but have never made it for longer than a month.*

Counselor (C): *Keeping it going has been hard.*

S: *Yeah. I can't help feeling pessimistic about what will happen if I try it again.*

S: *My sister is always pressuring me to quit. I think I've got to want to do it for me if this is really going to work.*

C: *In a way, pressure from your sister is distracting you from tuning in to your needs with regard to your marijuana use.*

S: *It's almost as if I resist this because I don't want to feel that she controls my life.*

S: *My boyfriend says that he'll support me if I decide to quit smoking before school, but I know there will be times when he'll pressure me to smoke with him.*

C: *You'd like it if your boyfriend would always be supportive of your efforts to reduce your smoking, and you also want to be ready to handle it when he pressures you to smoke in situations that you don't want.*

S: *Yeah, I guess I've been thinking that's not possible.*

Summaries. It can be useful to periodically recap the participant's perspectives . As the teen reveals and explores various aspects about changing behaviors, the counselor can be supportive by summarizing key issues. Hearing this consolidation of ideas can prompt greater awareness, as well as readiness to seek resolution of mixed motivations. In addition, the counselor can strategically use summaries (sometimes ended with an open-ended question) to pivot the conversation in a certain direction. An example follows:

You feel two ways about this. On one hand, you've tried quitting before and it didn't work out very well. You're also worried about losing some of your friends if you quit. On the other hand, you've really noticed a negative impact on your schoolwork and you're worried about what will happen to your lungs if you keep smoking, and those are both things that you care about. What other concerns do you have if you continued to smoke?

Change Talk (DARN)

Change Talk is the term for statements about change related to the target behavior, in this case marijuana use. The acronym DARN, represents possible aspects of participant change statements. Use open-ended questions and reflective listening to invite “change talk.” See examples below.

Desire for change

Between wanting to be a positive role model for your sisters and feeling uncomfortable about how you often find yourself smoking more than you'd planned, part of you really wants to make changes in your marijuana use. Tell me more about that.

Ability to change

Previously you thought you couldn't go a day without smoking and now you haven't smoked in 5 days. How were you able to do that?

Personal **Reasons for changing**

It's becoming clearer to you that smoking isn't helping and may actually be hurting some of your bigger life goals and values such as wanting to get a 3.0 and earning back your parents trust and respect.

Urgency or **Need for things to change.**

Things have been building for many months and you're reaching a point where it's clear that you need to make a change in your marijuana use. What do you think you need to help you be successful making that change?

Eliciting Change Talk: A main goal of these conversations is for the counselor to respond in ways that will help the participant explore and verbalize his/her own reasons for changing marijuana use. During the session, the counselor should ask purposeful questions (targeting responses that focus on desire, reasons, need, and ability) and make reflections that could likely bring forth change talk from the teen.

Need

*How has your smoking pot gotten in the way of things that are important to you?
What concerns you about your pot use?*

*What do people say to you about their concerns?
(What do you think about their concerns?)*

Desire

*How important is it right now to make shift in your use?
What will it be like in 6 months or a year if you continue to smoke marijuana the way you do now?*

When you signed up for this program, you were thinking about how things might be different if you cut down. What would be better if you smoked less or quit??

Reasons

*What are some of the reasons to continue to smoke the way you are now?
And, what are some of the reasons you might reduce or quit?*

Ability

*If you did quit or cut down, what would go into that?
What strengths do you bring from past changes that might help with this?
What part of you is feeling encouraged about changing?*

Responding to Change Talk

Don't let Change Talk pass by unnoticed. When you hear Change Talk, use your EARS (Elaborate, Affirm, Reflect, Summarize).

Elaborate – ask for more, ask about details.

You don't like the "fuzzy brain" feeling, tell me more about that.

Affirm the change talk.

You're saying that although your friends still want to smoke daily, you're feeling it's important that you make a change in your use. It's hard and takes courage to be the first in your group to make a shift.

Reflect the change talk.

You're really disliking marijuana's impact on your sleep and athletic abilities, how you and your friends always smoke before you do anything, and basically how it's become a bigger part of your life than you'd ever imagined it would.

Summarize it back.

On the one hand you enjoy smoking with your friends and you feel relaxed after you smoke. At the same time, you're feeling like you're "growing out" of weed and you want to focus on the bigger goals you have of getting into a good college, becoming more active, and getting a job. It's becoming clear that it would be easier to achieve those if you cut out marijuana.

Change Talk is statements by the teen about their OWN desire, ability, reasons and need to reduce their use of marijuana. People who are ready to make a change may include statements of readiness or commit language.

Commit Language is statements about the planning of change, of current intent of action. "I will, I have decided, tomorrow/this week, etc..." When Change Talk is strong and building, the counselor can ask about specific plans to make changes to assess change planning.

Personal Feedback Report (PFR)

This introduction offers an outline of MI skills that are used in this intervention. Pure MI occurs throughout most of session 1. Motivational Enhancement Therapy (MET) is the core of session 2. MET combines MI spirit and skills with the use of a personalized feedback component called the PFR. The PFR includes national and local normative data and prompts the teen to consider the impact of his/her marijuana use on number of different areas including school, money spent, abuse and dependence symptoms, supportive individuals, and general life goals.

Research supports the sharing of personalized feedback and normative data in the reduction of substance use. However, the style and delivery of information greatly affect the response. The goal is to provide personal information to the teen and have them interpret the meaning. The PFR serves as a tool to further self-assessment of use, continue to build on the teen's motivation for change, elicit the teen's thinking about next steps, and transition into creation of change plans if applicable.

A more detailed explanation of the PFR and specific examples are outlined in a later part of this manual, (see MET Session 2).

MET Session 1

What is needed for the session:

- 1) Recorder
- 2) Health Educator Checklist (HECL) to be completed by HE at end of session
- 3) IPA (process questionnaire), envelope
- 4) Two copies of the PFR.
Health Educator may find it helpful to review student's PFR prior to session but typically not used until MET 2
- 5) Marijuana: The Health and Psychological Effects” and Resources
Although not usually given to students until MET Session 2, the HE should have copies of these resources to give students on a case by case basis.

Goals for MET Session 1

1. Build rapport through reflective listening skills and genuine interest in understanding the teen's unique experience with marijuana.
2. Gain solid understanding of the student's patterns, what s/he enjoys about marijuana and what concerns s/he has related to his/her use.
3. Explore ambivalence and build on momentum for change through use of MI skills (OARS and RULE).

The first MET session is a chance for the Health Educator to get to know the participant, his/her patterns of use and ways in which s/he may be concerned about his/her use. The counselor demonstrates to the student that the style of interaction in these sessions is likely different than conversations about marijuana the teen may have had with other adults or providers. In line with MI spirit, students shouldn't feel judged or pressured to do anything they don't want to do. Using MI skills, like resisting the righting reflex, understanding, listening, and empowering (RULE) the HE helps the teen experience trust as they explore both sides of his/her marijuana use and imagine his/her life with and without marijuana. These sessions aren't directionless, and while the HE allows room for all sides of the situation, the HE purposefully “clicks on” change talk and ambivalence.

The participant's stage of change will inform the content of these two sessions. For example, the content in this manual is typically geared towards working with participants who are in the earlier stages of change because the TMCU is designed to attract non-treatment seeking students who are interested in “taking a look at their use.”

The Goals for MET Session 1 will typically follow the guidelines above; however, if the teen is ready to change (states that s/he has recently stopped or plans to stop in the immediate future), adjust the MET Session content to meet the participant's readiness.

Regardless of SOC, the HE wants and needs to truly understand the teen. Below is an outline of topics that will likely be covered in Session 1. The different sections can serve as a general map to guide the counselor in the session. These topics are meant as potential areas for the counselor to pursue with the student, always utilizing MI spirit and skills referenced in the Overview Section. However, information does not need to be gathered in a linear fashion and not every section is expected to be covered. Most important is that the counselor is present and responsive to the student as an individual and stays true to the overall goals of the session. Examples of sample wording will be provided.

Roadmap to this manual. Each Section will have:

- 1) Section Number and title
- 2) General goals of the section
- 3) Sample wording to introduce/ cover the section
- 4) Useful tips and sample wording to address (if relevant)

Section 1: Logistics, affirm, confidentiality limits, audio-taping.

HE should check in with the student around timing, offer appreciation of his/her presence, and review details regarding confidentiality and audio taping.

Thanks for coming down, is this still an ok class for you to miss today? Before we begin I would like to remind you of a few things. You might remember from the consent process that what is said in these sessions is completely confidential. I can't speak to teachers, the principal, your parents, teen health center staff or anyone else about what is said in these sessions or even tell them of your participation.

There are only a few exceptions to this rule. Those exceptions are if you tell me you are planning on hurting yourself or someone else or if you tell me about elder or child abuse. Those are the only reasons I would have to break confidentiality.

Also, thank you for letting me audiotape our session. The purpose is to make sure that I'm doing my job well, so thank you again. The sessions are stored securely on our server without any identifying information. They are labeled with your participant ID number, not your name or anything else about you. If you ever have questions about that, please don't hesitate to ask. I'll just go ahead and turn this on and then we can ignore it. If there's a time where you would like it turned off or if you decide you want something deleted, just let me know.

Section 2: Rapport building, information gathering, gaining an understanding of how the teen is using marijuana (how often, with whom, where, when)

Early in the conversation is an important time to set the tone of the discussion through demonstrating the spirit of MI. Additionally, the HE expresses genuine curiosity and gains a solid understanding of how marijuana fits into the teen's life while using MI skills of open ended questions, reflections and strategic summaries (OARS).

I was wondering if you could begin by telling me what got you interested in participating in this study?

Today, I'd like to learn from you in your own words what your experiences have been like using marijuana. It's often different for different people and I'm curious how marijuana fits into your life.

Possible open ended questions to gain a broad understanding of how the teen uses:

What are some typical situations where you might smoke?

Walk me through a typical day, when you might smoke, who you would be with, what you might be doing.

What about times that you tend to avoid smoking, what do those look like?

How does it fit into your daily life?

What activities do you for sure use mj in/for sure not use mj in??

How did you come to begin using marijuana?

Tell me about how/when you began using more regularly?

TIPS

- Accurately reflect what the teen is saying. The goal is not to educate or confront, the goal is to understand the teen's experience and use MI skills to help him/her to fully explore his/her beliefs, values, and opinions about his/her use. By using this approach, the teen actually gets to understand him/ herself more deeply as well.
- Actively look for statements that hint at ambivalence around marijuana use, reflect their ambivalence and ask for elaboration. Particularly with teens in the earlier stages of change, the beginning of a session is a good time to begin kindling the embers of ambivalence.
- Always reflect change talk and encourage the teen to expand on concerns related to his/her use. When change talk is brought up, ask for an example, probe for details, etc. Rely more heavily on reflections that undershoot vs. overshoot change talk at this point in an effort to hear what the teen is saying and encourage him/her to continue talking about reasons to decrease use.
- Overemphasizing change talk early in the session, i.e., sounding like a lawyer accumulating evidence to make their case rather than someone who has a curious interest in the teen's experience, can lead to resistance later in the session if it feels to the participant like you are not hearing them accurately. Remember the goal of this section: to understand their use as they see it and to draw out the teen's change talk and internal motivation for change.

Section 3: More directive probing for motivation/change talk; pros/cons of using.

After the HE has gained a thorough understanding of the teen's marijuana use, more directly explore why s/he uses and, more importantly, what concerns s/he has related to her/his use and when/why s/he avoids using. The "pros/cons of using" exercise is a natural next step when talking with precontemplators and contemplators. The HE might also ask the teen to list the "pros" of continuing to use and the "pros" of quitting or cutting back.

The goal of the pros/cons exercise is multifold. The HE truly wants to understand the teen's use and why s/he chooses to smoke frequently. Additionally, the counselor continues to gain the teen's trust and prove to the student that the counselor isn't another "just say no" adult. The "cons" part of this exercise directly invites change talk which the counselor can then explore further.

Summarize succinctly your understanding of the teen's use, highlight any ambivalence, and explore change talk mentioned by the teen.

We all do things for reasons. As I listen to you talk, I'm curious about what you like about using marijuana.

Ask "what else do you like about marijuana or its effects?" A lot of time, there is more and they've given just the answers that came up first.

These are the things you like about using marijuana: ____, ____, ____. What about the other side? What have you noticed about using marijuana that is not-so-good?

TIPS

- Excavate here, dig around. The "not-so-good" question directly requests change talk which is what we're after. Be very interested in change talk. Reflect it, ask for details, and ask for examples when you hear it. Remember, these students are heavy users who are at high risk for developing (if not already) substance use problems.
- Compare the good things with change talk by highlighting the ambivalence that you hear. When reflecting ambivalence – always use "and" to connect the pros and cons, never "but." "But" erases what you have said before. The experience of ambivalence is one that holds two conflicting experiences in the same space.

You enjoy the effect weed has on you of making you feel more comfortable, not as anxious in social settings. And at the same time, you've noticed feeling more like you "need" weed these days and that doesn't feel great to you. Tell me more about that.

- Begin listening for discrepancies here as well. Inquire respectfully about discrepancies that you hear. Allow the space for the participant to think about the discrepancies and talk about them.
- The counselor should be aware of two potential pitfalls. First, research shows that the language a participant uses strengthens his/her resolve in that direction. For example, a teen who repeatedly talks about all the ways marijuana helps reinforces his/her belief that marijuana benefits him/her. So while goal one of the pros/cons exercise is for the HE and teen to clearly understand the teen's view of marijuana's pros, be aware of too much time spent exploring the pros as it may have an opposite effect than intended. Specifically for participants in the later stages of change (preparation, action, maintenance), it is not necessary to explore the pros of using in depth as it can be counterproductive for these individuals to focus on the good aspects of marijuana.

You've mentioned that you really look forward to being with your friends on a Friday night and smoking. That's something you would miss. You would look forward to being able to be totally honest with your parents, to waking up for soccer practice alert and having your lungs feel good, and having more energy throughout the weekend. What else?

- Secondly, the HE wants to strike a delicate balance of communicating "accurate understanding" while not condoning or agreeing with the teen's choices to use. Teens are particularly susceptible to potentially misinterpreting the counselor's reflections as agreement with and permission to use. The HEs should carefully choose language that emphasizes these views are the student's.

You feel that, for you, marijuana serves as a little escape from the stress you constantly deal with (vs marijuana is a way to deal with stress).

- The counselor can and should also hold onto the pros listed by the teenager. At appropriate times in the session, the HE may choose to incorporate these sentiments back to the teen in an inverted reflection.

As you think about a life without marijuana, one thing that you would need to find is other ways to relieve stress.

One of the scariest parts about not using marijuana is a fear that you would feel anxious a lot of the time.

Section 4: Directively probing for statements that develop discrepancy. Envisioning the future, exploring values, looking back and considering impact on relationships exercises.

At this point in the conversation, the counselor should have a good idea of what's drawing the teen to use, how they are using, what drawbacks they are experiencing, and how motivated the teen is to change use. The counselor should be listening for discrepancies between what is important for the teen/what they want for him/ herself in the future and how his/her current marijuana use may be incongruent with that vision. When discrepancy is heard, it should be gently explored further. Counselor tone and adherence to MI spirit (RULE) is especially important when developing discrepancy as it is essential to avoid any flavor of condescension or sarcasm. Below are some potential topics to explore that may specifically help in developing discrepancy.

Envisioning the Future. . In this exercise, the counselor summarizes the ambivalence that was heard during the pros/cons exercise and asks:

Would you mind if we shifted gears a bit? Let's think down the line here. Where do you see yourself in two or three years? What about in five years?

How do you see pot fitting into these plans, if at all?

Follow up with reflections, affirmations, and open-ended questions until the teen unveils a clear picture of the future. As the HE and teen look at this future, ask the teen to project marijuana's place into that vision.

Other questions that might relate to this:

How do you see your relationship with marijuana in the future?

How could it affect your plans?

If you continue using as you have been, where would you expect you would be in 5 or 10 years?

For a teen who is not considering any immediate changes:

I know this is not something you are planning currently, if you did make a change in your mj use in the future, how would you know that you'd want to make a change? What might go into that decision for you?

Everyone's different and for some people it may be a frequency thing like using more than 3 days/week or noticing a decrease in their grades, or for some a more general feeling of marijuana having become too central in their life. What are the things you care about keeping an eye on for yourself related to marijuana?

For a teen who is considering making a change:

Let's suppose you did decide you wanted to make a change in your marijuana use. Why would you do that? What goes into making that decision?

Follow any change-talk that emerges, continuing to reflect, ask for elaboration and details.

Goals/Values. How might the teen's current use pattern influence his/her goals and values? Again, this part of the conversation functions as a way to develop discrepancy between the teen's current behavior and future goals and/or present values.

The counselor does not have an opinion or particular outcome in mind for what the participant states as his/her values. Pure reflective listening is utilized in this process. When a teen identifies the things that are most important to him/her, the HE can explore if and how the teen's use is undermining or inconsistent with these values. The tone here is of a curious nature.

What are the values and goals you hold that are most important to you?

What do you care most about?

What do you want to do with your life?

How does your smoking pot fit into this picture?

A priority for you is to graduate with a good GPA so you can have options for college and at the same time you've noticed that since your smoking increased, your grades have gone down. I'm wondering what your thoughts are on that?

Looking Back. At times, it can be helpful for a teen to remember what their life was like before s/he began using regularly and to describe how things have changed. Are there differences between then and now? If, for example, the teen says s/he used to play basketball more often, the counselor can explore if/how marijuana may have impacted that behavior.

What were things like before you began using marijuana regularly?

What are the differences that you have noticed?

How has pot been a part of that change?

So basketball was a bigger part of your life until the past year. How do you think smoking may have impacted basketball for you?

Relationships. Another way of probing for discrepancy is asking the teen to discuss how their parents, teachers, or others that are close to them or who they respect view their use. When a teen spontaneously acknowledges relationships that are strained in some way due to their use, ask for details (why, how, what is the person concerned about? What does the teen think about their

concerns?). There is a page in the PFR specifically dedicated to relationships/supportive people in the teen's life so if there's not enough time to explore this in Session 1, the HE knows it will be addressed in Session 2.

You've mentioned several times that you're close with your parents. I'm curious what their thoughts are on your use. What do you think of those concerns?

Section 5: Exploring and enhancing self-efficacy.

Part of what informs an individual's motivation to change a behavior is their belief in their ability to do so. Some teens, may be feeling "stirred up" or their ambivalence regarding their use may have increased over the course of the conversation. For some teens, ambivalence regarding use may be low and may continue to be low.

Evocative questions/Review past successes. For teens who identify a time in the future when they are not interested in smoking at all or as much, highlight this intention and the reasons stated for it.

Review past successes with marijuana and also with behavior change more generally. Reinforce the teen's resourcefulness, strengths and abilities to succeed in the past. The idea here is to assess for and reinforce existing skills/knowledge for reducing use.

You're really clear you don't want to be smoking pot when you become a parent. I know that might seem down the road from here right now; what goes into feeling confident that when or if you decide to reduce or quit, that you could do it?

Tell me about a time that you took a break. What went into that decision and how did it go?

How were you able to make those changes?

Give me an example of a time when you really wanted something and you went after it. What other changes have you been able to make in your life that you set your mind to?

How has it gone when you've tried to cut down or quit in the past?

This is a natural time to use affirmations, either around successes or reframing unsuccessful attempts to highlight positive attributes of the teen.

Quitting cigarettes was really hard. All your friends continued to smoke and yet you stayed true to your values and figured out how to be successful. That's a really difficult thing to do. How did you make that happen?

You've tried many times to cut back. It hasn't been easy but here's where that "stubbornness" in your personality that you talk about comes in handy. Even though it's been tricky, you aren't giving up and each time you try, you're learning more about what does and doesn't work for you in making a change with marijuana.

Social Support. If applicable, review with the teen which people they might be able to count on to help them make a change. Identify areas of social support.

You can ask the questions in a way that is tailored to the participant's stage of change:

If you decided to make a change, who could you count on to help? [precontemplation]

Who could offer you helpful support in making this change? [contemplation, preparation, action]

TIPS

- Regardless of the student's current stage of change, exploring with the teen their belief in their ability to make a change is beneficial for it plants the seeds of this idea, affirms their inherent skills, and helps them explore and operationalize what might go into successful behavior change. For teens who are becoming more motivated to contemplate a change, enhancing self-efficacy will continue this momentum. For teens who are content with their use, reviewing strengths in their ability to reduce or quit smoking, regardless if they choose to or not, can be beneficial in increasing optimism for change. This may occur in MET 1 or may be more appropriate to wait until MET 2 to focus on.
- This is another area where language plays a crucial role in behavioral outcomes. Research suggests counselor word choice can impact the teen's sense of self-efficacy. The HE should consciously use words such as "decide, choose, and figure out" to emphasize that the behavior of smoking marijuana is under the student's control. It is something they are consciously choosing (and can decide not to do) rather than a passive or reactive behavior, something that "just happens." This purposeful use of diction should be sprinkled throughout the sessions and used specifically when directly exploring self efficacy.

You feel confident that when you do decide to make a change, you'll be able to do so. Tell me more about that.

- In rare cases where the HE and teen have thoroughly explored the teen's use and feel like s/he is highly motivated and ready to change, the HE can briefly mention the optional support sessions. The CBT sessions typically aren't brought up until the end of MET 2 but the counselor may feel it is helpful to plant the seed with certain students.

I hear you really want to make some changes and are uncertain about the steps to take. I don't want to jump into telling you about future options too early, but want you to put it in the back of your mind that we do provide optional meetings that give people a chance to work on other ways to have fun or deal with stress and I would be happy to tell you more about those at the end of our next meeting if you're interested.

Section 7: Summary

Affirm the teen for sharing his/her experiences and thoughts with you. Summarize the session content, highlight ambivalence and change talk that the participant stated.

Offer a key question that invites the teen to tell you how this is all adding up for him/her at the moment:

We've been talking for a while. What do you make of all this?

At this point, what are you thinking about your use of marijuana?

End of Session Checklist

1. End the session by telling the teen you will review a booklet called a *Personal Feedback Report (PFR)* together next week.
2. If applicable, offer teen a copy of "Marijuana: The Health and Psychological Effects". Typically, those will be saved until the end of MET 2. Treatment resources can be given anytime as appropriate.
3. Schedule next session.
4. HE completes HECL after student leaves.

MET Session 2

What is needed for the session:

1. Recorder
2. 2 copies of the *PFR* (one copy for you, one for the teen)
3. 1 copy of *Understanding Your PFR*
4. Information about support services for counseling and treatment
5. Marijuana Health and Psychological Effects Book
6. Health Educator Checklist (HECL)
7. IPA (process questionnaire), envelope

Goals for MET Session 2

1. Maintain rapport
2. Review the PFR
3. Continue to develop discrepancy, explore ambivalence, and elicit change talk
4. Elicit the teen's thinking about next steps
5. Introduce CBT as an option they can access anytime in the next 12 months

Session 2 can be conceptualized as having 15 sections.

Generally, this session proceeds from reviewing the PFR to considering the possibility of change. The PFR is used to explore the teen's marijuana use from different angles, in a non-judgmental manner and to elicit change talk.

General PFR TIPS

- This session is Motivational Enhancement Therapy, the blend of motivational interviewing and personalized feedback. Aim to get through the PFR, but it's important to save time for a discussion of next steps. There is a lot of information in the PFR and it's unrealistic to address each part thoroughly. The counselor should use their clinical expertise and student interest in deciding which sections to spend more time on. Additionally, certain topics may have been covered in MET 1 and the HE does not need to have another full conversation, they can skip over or briefly acknowledge those topics that have already been discussed.
- As the counselor and student review the various sections of the PFR, seek elaboration, use reflections, and listen for expressions of motivation to change. More important than sticking with a schedule is staying true to the motivational interviewing principles (non-judgmental, collaborative, genuine interest) and not rushing participants to commit to change before they are ready.

- If you find that a participant is in the action stage of change, i.e., has quit or intends to do so very soon, the HE should review the PFR in a more cursory fashion, highlighting new topics not covered in session 1 as well as areas the teen expresses interest in, before proceeding to talking with the teen about how he/she is thinking about making changes. [See the Exploring the Teen's Change Plans in section 15.] Remember, the foundational goal of the PFR is to elicit change talk. If the teen is ready to quit, s/he probably already expressed plenty of change talk and commit language.
- Watch the pace. Push gently if the session is moving too slowly. Aim for about a 3:1 proportion of reflections to questions.
- Ideally, the counselor will make a transitional statement between pages and/or a brief introduction to different sections of the PFR. HE wants to avoid falling into the trap of looking at the PFR with the student in a rote manner. Transitional sentences help connect the different sections more smoothly and to personalize the content to the teen's experiences. Brief intros help give context as to why different sections are included in the PFR. Examples of each will be included below.
- The information in the PFR may heighten defensiveness for some teens, particularly pre-contemplators. The HE should be highly attuned to student's mood and reactions and if defensiveness arises it can be a great opportunity to touch base with the student, affirm, clarify purpose of PFR and meetings in general and emphasize autonomy. The counselor should roll with resistance.

C: Hey, I want to press pause for a minute and check in. How is this feeling for you?

S: It's kind of weird, it makes me feel a little judged or like I have a problem.

C: Thanks for bringing that up. As we talked about briefly, the purpose of this feedback report is not to judge anyone or make them feel bad. The intent is to help you think about your use from a variety of different angles. What we know from research is the more thoroughly and honestly someone can think through their use, the more likely they'll be happy with the choices they make in the long run. What do you think about that?

- In rare cases, despite the counselor's repeated attempts to diffuse tension, teens may continue to feel uncomfortable and irritated with the PFR to the point where continuing to look at the feedback report together may be counterproductive for overall goals of the session. In these rare circumstances the counselor may decide to stop reviewing the PFR together. At the end, the teen has the option to leave the session with a copy of the PFR and Understanding Your PFR booklet.

I feel like this PFR is getting in the way of us having a meaningful conversation. The goal of these conversations is to provide a safe, non-judgmental space for you to think through your use. These pictures and specific words get in the way for some people. I'm wondering if we should set this feedback report aside and go back to talking. We can cover these topics in conversation and what I really want is for this to be a chance for you to take

stock of where you are with marijuana and think about what you want for yourself moving forward.

Section 1: Logistics and Introduce the PFR. Re-connect with the teen and explain the purpose of the session:

In general, HE may hit the following points in the beginning of session 2:

1. Greeting, reminder of confidentiality and taping
2. Orientation to session, explain PFR
3. Brief summary of MET 1 session content or themes
4. Key question
5. Few minutes of pure MI following response before starting PFR
6. Start PFR

Hi, thanks for meeting again. A few house-keeping reminders and then I'll be curious to hear how you've been doing. I appreciate your willingness to let me tape this session. I wanted to remind you about the limits of confidentiality. Like last time, everything we talk about is confidential; the only exceptions to that would be if you tell me about wanting to kill yourself or someone else, or about child abuse. Do you have any questions about taping or confidentiality before we jump into the rest of our meeting?

Today we get a chance to continue the conversation that we started last week. The goal is the same, to provide a space where you can honestly reflect on your marijuana use and think about what you want for yourself moving forward. We'll also look at this Personalized Feedback Report (PFR) which combines national data and your specific information that you provided in the questionnaire a few weeks ago. We will use the PFR as a tool to inspire us to think and talk about your marijuana use from a variety of different angles. You'll get a copy of it at the end and it doesn't have your name on it to protect confidentiality. We'll also want to save time at the end to think about next steps for you with marijuana as this will be the last of these types of conversations for a while (or forever depending on which condition teen is in).

First, I wanted to share that I was thinking back to our conversation last week and was struck by how conscientious you are. You care a lot about being a good role model for your younger siblings and taking advantage of your education since your parents sacrificed for you to grow up in the U.S. And that thoughtfulness is part of the reason why you want to reassess marijuana's role in your life. You really don't want anything to get in the way of what's most important to you.

What have you thought about since our last meeting with regard to your marijuana use? (several minutes of pure MI, listening to student, reflecting change talk, etc).

So let's take a look at the feedback report now.

Section 2: Age of 1st Use

The first page of the PFR begins with showing normative data to the teen regarding their use as it compares to other teens their age both nationwide and locally. The point of this normative data is to inform the participant how common or uncommon use by kids their age is. This information may highlight discrepancies between the teen's use and his/her perceptions of other adolescents, which may generate a sense of discomfort that often precedes a decision to make a change.

The normative data is a very important part of the PFR as normative feedback alone has been shown to impact behavior change. It should not be skipped but the counselor should be closely attuned to the teen's reactions and respond appropriately.

You first tried marijuana when you were 14. These little people here, represent all of the 14 year olds in the country. The green part represents the percent of kids who tried marijuana at age 14. So about 10% of 14 year olds have ever tried marijuana.

How does that look to you?

What do you make of that?

Use reflections and probe for additional reactions.

TIPS

- You may encounter surprise or resistance to this information. Roll with it. Do not get into an argument with the teen, rather, reflect their thoughts and feelings. You may reframe it by saying, *“So this doesn't really fit with your perception of teen marijuana use.”*
- Be prepared to present information about perceived norms versus actual norms. If applicable, discuss that people tend to think the amount that their friends and family use is ‘normal’, but ‘normal’ is different from ‘average.’ Indicate that we often misperceive other people's actual level of a behavior.

In your social group, the frequency of use is higher than this number here, so this doesn't fit with your experience. That is really normal. We often misperceive the actual level of use of most people, because we base our perceptions on what we see our friends do. If we asked all the kids in your grade, not just your closest friends, the rate might be different than what you experience with just your circle of friends. What are your thoughts on that?

- Let teen sit with feelings and reactions to comparisons. Don't “hammer” them with the statistics or “rescue” them from their discomfort. It's part of the process.

Section 3: Age of 1st Regular Use

When you were 14 years old, you started smoking marijuana regularly. Regularly means using 3 or more days per week. How did smoking evolve from every once in a while when you first started to more frequent?

Section 4: Average Number of Days Used Per Month

You've been smoking pot an average of 12 days per month.

Because you're a sophomore, this part includes local data from anonymous surveys that shows how often other sophomores in King County are smoking.

So the big section here shows that 81 % of high school students in your grade in King County have not smoked pot in the last 30 days. This section says that 8% have smoked pot on 1-2 days. It looks like this section (point to section that most closely represents their use pattern) is the closest to how many days you use in a month. 10% of youth in King County have smoked at least 10 days in the last month. What do you make of the information on this graph?"

What do you think when you see this graph?

Use reflections and probe for additional reactions.

TIP

- Again, the counselor should expect surprised reactions or disbelief from some students and utilize MI skills when responding.

S: Yeah, I don't believe that. If this survey were taken at our school it would be a lot higher.

C: It's hard for you to believe these numbers. Your experience doesn't match up.

S: Ha, I think all these people were lying.

C: Although it was a confidential and anonymous survey, it's hard to know if everyone was honest. At the same time, when you look around and think about the people you know, you would guess the percentages would be way different than what's on this page. What would you put them at? What do you make of the difference between your guess and the data?

Section 5: Average Number of Days Per Week Teen Used Before or During School

This section shares what the teen reported about how often they used marijuana before and during school in the last 60 days. Dig around for change talk here; explore when s/he doesn't use and what concerns s/he has about marijuana's impact on school.

Transitional statement, like:

We looked at how often you and others use. Next we think about when during the day you choose to use.

Because school is a big part of a teen's time, this section is on marijuana and the school day. On average you reported using marijuana on 2 days a week before school and on 5 days per week while at school. How does that sound?

Tell me about the days you typically smoke before (or during) school.

You've been very clear about how important going to college is to you; here we see that you've chosen to avoid smoking before school and rarely smoke during school. How do you do that? What's that like for you?

You smoke most days during lunch but never before school. Why is it important to you that you don't smoke before school?

Section 6: Amount of Money Spent on Marijuana

The money spent section reports the approximate amount of money the teen reported spending on marijuana in a typical month. It then calculates how much that would be for a year and how many of certain items they could buy with that amount of money.

The intention of this section is to allow the teen the opportunity to reflect on how much their use is costing them and if the money they are spending on marijuana is interfering with other financial related goals (getting a car, saving for college, paying for driver's ed, etc.). Are they satisfied with how they are spending their money?

In addition to marijuana's relationship to school, another aspect to think about is money. You said in an average month you might spend \$100 which would be about \$1,200/year. What are your thoughts as you see that?

If you had \$1200, what would you buy with it?

Where else might you be interested in putting that money?

How satisfied are you with how you are spending your money?"

You've mentioned that you really want to buy a car. What would it be like if one year from now you had \$1200 to put towards a car?

TIP

- Sometimes students are dismissive about the items shown on the page. When that happens, it is an opportunity to personalize this information further and explore with teen what s/he does care about putting money towards.

S: I would never buy 200 Frappuccinos or 11 pair of shoes, I just don't need that.

C: For you it wouldn't be drinks or shoes, these examples don't apply to you. What is it that you care about, what would you spend money on?

Section 7: Unintended Consequences in the Past 60 Days [Abuse Indicators]

This section on abuse indicators, and the next one on more serious consequences, show the teen some of the experiences with marijuana that are negative. For TMCU purposes, these items are not diagnostic. The student endorsed them as part of a self-report measure in the baseline assessment. When administered as a semi-structured interview, these items can measure abuse and dependence. The items the teen endorses serve as conversation points about problematic use. The participant may or may not identify these effects as “problems.”

TIP

- Use words like “problem” or “concern” only if the person does. Don't assume that an item is a concern for the person.

Introduce this section and inquire about each item.

We've spent time talking about the enjoyable parts of your use, how it compares to others, and how you are making sure you don't spend too much money on it. Now we'll take a look at how marijuana might have crept into your life in some ways you don't like as much.

This section is intended to put into perspective some of the experiences you have been having and to provide you with information so you can make educated decisions about your use.

Here are some things you said have happened recently that are related to your marijuana use.

You told us that, in the last 60 days, you [Read the 1st item on list]. When have you noticed this one?

Where a participant checked off several consequences, proceed through the list in a similar manner. Inquire about feelings about items and reflect/explore ambivalence or concerns voiced by participant.

Offer a summary reflection. For example,

For the most part you enjoy smoking with your friends. What you don't like so much is that you haven't studied for a couple of tests because of your marijuana use and getting in trouble at home has had some serious consequences.

TIP

- If the student has checked off that they have driven while high, this is a good opportunity to provide the student with information on the effects of driving under the influence of marijuana. It should be approached in a MI style, asking permission to share information, sharing information, and then eliciting their thoughts.

In general, you try to avoid it but sometimes you do drive after smoking. What are your thoughts and experiences in terms of marijuana and driving? I wonder if you'd be interested in my sharing what research has found related on the subject? (student expresses interest). It's confusing because a lot of people say that it has no impact or even makes them better drivers but when they've done scientific studies assessing driving while high it turns out a number of skills important for driving are impaired. People are less attentive, more distractible, and reaction time is slower compared to people who haven't smoked. Even small changes in those areas can make a big difference when driving and studies have found that someone is twice as likely to get into a car accident after they've smoked weed. And we know that anytime marijuana is combined with anything else like alcohol the risks go up significantly. I'm curious to hear your thoughts on all that.

- Some teens may be sensitive or resistant to this information and HE should strive to reach the balance of sharing information about the risks since this topic is a public health concern while avoiding getting into a disagreement with the student. The counselor should not avoid sharing information due to potential discomfort that the student might experience. However, embracing MI spirit, using MI skills wisely, and being sensitive and responsive to student's reactions can be especially helpful in this area.

- In certain cases HE may choose to avoid a detailed conversation around driving, instead sharing minimal information and letting the teen know s/he will receive a booklet summarizing the most up to date scientific information on marijuana's effects in different areas including a chapter on driving.

It sounds like your thoughts and experiences differ somewhat from what research has found. We don't need to spend a lot of time talking about it together but I want you to know you'll leave today with a booklet that summarizes the most up to date scientific research on marijuana's effects and there's a specific chapter on driving which shares more in depth information that you can check out on your own time.

Section 8: More Serious Consequences in the Past 60 Days [Dependence Indicators]

A brief overview of the purpose of this page can be helpful. The HE can gently explore the term dependence and what that means to the student, emphasizing that the goal is not to diagnose. Provide a similar review of the dependence items. Reflect their thoughts and feelings about these items. Ask for elaboration on some of the items or ask for the teen to give examples.

This page is similar to the last one and the items listed here are the symptoms of dependence of any drug. I want to be really clear that in no way is this meant to "diagnose" anyone, that's not our role and it wouldn't be appropriate. Rather, the purpose of this page is so you can be aware of the different signs and think through how they may relate to your life. It's another way to look at your use as you figure out what's right for you.

We can see that you said 4 of these seven consequences had happened to you. At the bottom of this page, we see that your answers indicate your risk of a serious pattern of use is: high. What's it like for you to look at this information?

Reflect the teen's response and probe for additional reactions.

Section 9: Alcohol Use in the Past 60 Days

The alcohol and drug use section provides an opportunity for a teen to review the extent to which s/he is using alcohol and other drugs. They allow the teen to get an overall picture of his/her substance use and learn how other substance use is related to marijuana use.

We've spent some time reviewing your marijuana use, now we'll take a minute to explore your use of alcohol and other drugs and how they fit into your life.

How do your drinking/other drug use and marijuana fit together?

What do you like about using both together, or not using them together?

You've made a choice not to use these other drugs. Tell me about that.

TIPS

- When there is particularly worrisome alcohol or other drug use, it can be useful to explore more fully by: (a) asking what they like and what's not-so-good about their use of these other substances, (b) exploring ambivalence, and (c) building motivation for change and/or harm reduction.
- It is appropriate for the HE to express genuine concern about teen's substance use and explain why the HE has these concerns.

As I'm looking at this, I find myself having some thoughts and feelings and I wonder if it's ok if I share them with you and then I'll want to hear from you. Seeing that you've gotten drunk or had more than 5 drinks on XX days makes me worry for a few reasons. Having talked to a lot of different teens, the frequency and amount of drinks you're having is quite a bit higher than most students. Also, when you talk about drinking and smoking to relax and quiet some of the thoughts running through your head, it turns out that that is a bit of a red flag for potential problems with substances. We know that while substances do often feel like they "work" or help someone deal with negative emotions in the moment, there's a flip side that people don't always consider. Basically, if someone is using something to manage their feelings or stress, they're not exploring and finding other, non-substance ways to feel better. And in the long run it gets harder and harder to stop drinking and find other healthier strategies to manage their emotions. I just shared quite a bit and now I want to hear what you think of all of that.

Section 10: Who's Important and Who Can Be Counted on for Help or Support

The purpose of this section is for the teen to identify important people in his/her life and to understand how marijuana use relates to important relationships. It can be a useful way to learn about key people in the teen's life, find out whether or not these people know about the teen's marijuana use, and explore the teen's perception of his/her support network's feelings (or expected feelings) about his/her marijuana use.

This information may be helpful in building discrepancies and identifying people who might support or not support the teen if he/she decides to make changes in use.

This section is completed during the session by the teen and is discussed. Review the names of important people, whether or not they know about the teen's use, and their reactions or potential reactions.

The teen is free to use relationship descriptors (ex: best friend, boyfriend, etc.) or initials of people rather than their names.

It can be really useful to identify some of the main people you can talk with about things and then look to see how these relationships and your marijuana use fit together.

Explore with the teen, going through each important person mentioned.

How does this person feel about your marijuana use?

How would they react if they knew?

What are their concerns about your use?

Reflect and reframe to help the participant explore their feelings and concerns about the effect marijuana has on them and their relationships.

So sometimes it feels like your parents are nagging you, and your sense is that they nag because they're concerned marijuana is hurting your schoolwork and your chances for a good summer job. What do you think about their concerns?

Your mom doesn't know you smoke pot, but you think she would be upset if she found out. What do you think she would be upset about?

How do you think the conversation would go if she found out?

How do you feel about the fact that she doesn't know about this part of your life?

It seems to you that your mom doesn't worry about your smoking marijuana as long as you don't get in trouble with the law. What do you think of her view?

What do you think her concern about getting in trouble with the law would be?

TIPS

- Don't assume teens disregard their parents' opinions and concerns. Remember teens can find their parent's concerns persuasive and they can find it stressful to worry their parents.
- Don't assume that teens like to have secrets from parents or others. Provide time for exploration of feelings.
- If the teen can't think of people to list, help them brainstorm. If the teen can't think of any adults, help them brainstorm.

If you had to choose someone to talk with, who might that be? Even if you don't think you would carry through with talking with a person, who would you consider talking with? Who else?

Sometimes it's useful to have a range of ages and relationships of people to talk with. Can you think of any adults you sometimes talk with?

Might there be anyone at school who you could consider speaking with? It doesn't have to be about pot, but just if something was on your mind.

- Affirm and praise the participant's connections with others, his/her willingness to talk about issues with people. Help teens see that they can and do build networks of support and that they can purposefully foster connections that promote their health.

Section 11: Teen's 5 Most Important Goals

The purpose of the goals section is to look at the participant's goals for the future and the role of marijuana use in reaching those goals.

It can be a useful way to explore how decreasing their marijuana use might affect the likelihood they will reach their goals (which may provide information that is useful in developing discrepancy).

The teen's goals are asked in the initial questionnaire and are included in the PFR but completion of response scales occurs in the session. Introduce the response scales so the participant can rate how their current marijuana use affects each goal and how reducing their marijuana would affect each goal (very positively to very negatively).

This section can be completed in one of two ways. Either the participant can write his/her responses on his/her PFR and after s/he finished, ask him/her to show you the numbers so you can write them down on your copy (this will be collected as data), or the HE and teen can talk through the responses and record them simultaneously.

Last time you listed some of your goals for the future. You said (name one goal) was an important goal. What makes that goal important to you?

You said your current marijuana use affects that goal (name the rating). Tell me more about that. Why do you think your use would affect this goal that way?

You also feel that, if you reduced your marijuana use, it would have a (name rating) effect on your reaching the same goal. Tell me about that.

Thinking about your goals for the future, how does marijuana use fit in?

TIP

- It isn't uncommon for students to put "3's" or no positive or negative effect of their current marijuana use on goal and put that reducing marijuana use would have a positive impact. In these cases, the counselor should focus on the reduction piece, asking for elaboration and examples. It is not necessary to highlight any inconsistencies.

Section 13: Which Photo Describes the Teen's Readiness Today

The photos on this page are intended to get the teen to talk about how they feel about changing right now. This is a chance to summarize the session's content and hand it back to the teen with a key question, what's next for him/her with marijuana?

The counselor will also introduce and offer the option of CBT to each student at this point. The discussion should be personalized and tailored both to the student's interest in change and certain skills or modules highlighted based on information discussed in the MET sessions. Examples of how to frame CBT in different situations are provided for the different pictures.

We've covered a lot of ground in the past 2 meetings thinking about your marijuana use from a variety of different angles. You've talked about how you enjoy smoking with friends and the relaxed feeling you get and at the same time you've started to notice some things that concern you. You don't like how you don't have as much energy or motivation as you used to and that you're falling behind in school. You notice a connection with those things and marijuana. Now we'll take some time to tie it all together, step back and think about what you want for yourself moving forward.

I'd like you to look at the three photos on this page.

One of them, the one at the top, shows people enjoying a ride. It symbolizes people who are having a good time and don't want to make changes to their marijuana use right now.

The middle photo shows someone at a crossroads. They could go ahead, to the left, or to the right. They could even turn around and walk back to where they came from. This photo symbolizes someone who is unsure what they want to do right now.

The final photo shows some people who have their backpacks on and they're looking at a map. They know they want to make some sort of change with their marijuana use and are ready to start their journey. They're just figuring out the details of what the change is and how to get there.

Which of these photos is the best fit with how you're thinking about getting started in changing right now?

Use reflections to capture the teen's responses.

TIPS

- This last section is a crucial part of the intervention. It is very important to leave enough time to have significant conversations exploring what they want moving forward, what situations would signal concern to them related to their use, and detailed discussion of change plans, if appropriate.
- In this section, the counselor may find it helpful to ask the importance ruler and confidence ruler questions which can help gauge actual interest in change and confidence in making a change. The importance ruler moves the teen from building motivation to strengthening commitment to change (for those who wish to reduce).

I'd like to ask you to rate how important it is to you to make changes in your marijuana use. If "0" is "not at all important" and "10" is "extremely important," what number on this scale would you say best describes your importance level?

- Query about their answer in a way that may favor motivation to change. For example, if the teen reports that they are at a 4 on the Importance Ruler, the HE might ask, "How come a 4 and not a 2 or 1?" Follow with reflections.
- The purpose of the confidence ruler question is to elicit the teen's sense of self-efficacy in changing their marijuana use if they chose to make that change. It also informs the counselor which aspects of change may be hard for the student and which CBT skills could be helpful.

Here's another question. How confident you are that you could make a change in your pot use if you decided to make a change? If "0" is "not at all confident" and "10" is "extremely confident," what number on this scale would you say best describes your confidence level?

- If the teen reports that they are at a 4 on the Confidence Ruler, the HE might ask, “How come a 4 and not a 2 or 1?” Or if that scale-down was just done, the HE could ask, “What it would take to get to a 7?” Or, “How confident would you need to be to try?” Follow with reflections.

You're pretty sure that you could handle this change. What makes you feel confident?

You think that you could avoid smoking by yourself but not smoking with your friends at parties, which is what you guys normally do, would probably be pretty tricky.

- The HE should be aware there may be a mismatch between desire and ability. The student may want to make changes in their use but not feel confident they could do so successfully. The motivation to make changes needs to be internal however, the skills involved in successfully making a change can be taught and CBT is often a good fit for students who want to change but don't feel they can do it on their own.

You're not alone when you say that you really wish you weren't smoking as much but you don't feel confident that you can make those changes on your own. I hear that it's really important for you to cut back significantly and I want to take a minute to tell you about some optional sessions where you and I can meet, decide on the goal that is right for you, and figure out which topics or skills to think through and practice to help you be successful...

If the teen selected the roller coaster photo:

Make sure you have clearly and fully restated their position that they are comfortable with their use and not interested in making any changes.

Explain that in order to make sure that their use stays within a range that is acceptable for them, it is important to think about how they could clearly identify it if their use were to become unacceptably harmful or excessive. Push for details. The more concrete examples or signs the participant can generate the better.

C: How would you know if you were using too much?

S: I'd know I was smoking too much if my grades dropped.

C: What would that drop look like? For example, would it be a drop to a B average, or C average, or getting a D?

S: I'd cut back if I was smoking too often.

C: How much would be 'too often'? Everyday? Every other day? Two times a day? During school and after school?

Encourage them to identify amount, frequency, effects and consequence indicators, keeping the tone curious and non-confrontational.

Work with the teen to put together the information they give to form a fairly specific description of signs they are smoking too much. Ask what they think their reaction would be if they recognized that they were in that situation.

Remind them that the optional support sessions will remain available to them for the coming 12 months. For students clearly not interested in making a change the option should be explained to them but the counselor doesn't always need to ask if they're interested in doing the sessions right now as some students may feel that they "should" since they enjoy talking with the counselor. If a teen in this situation does express interest, counselor should spend a little time clearly describing CBT and how sessions differ from METs.

Right now you're feeling mostly good about the way marijuana is fitting in your life. You have some things you want to keep an eye on including if you find yourself smoking more days than not, if it impacts family relationships, and if your grades decrease. In those situations you would probably do some cutting back. Let's say you do find yourself in a place like that, I'd like to let you know about some optional support sessions that are available to you. You've mentioned that figuring out other fun activities could be hard; a lot of other people experience that as well, so we've designed a few meetings where we go over ways that would especially and specifically be helpful to you as you find other fun activities to get involved in. There's never any pressure to do these meetings but we know that sometimes people find themselves in a place where they do want to make a change with their use and having some support can be helpful in that process. You'll have that option available to you for the next 12 months and I'll give you a reminder each time I see you. Anytime between our meetings if you want to hear more about what they're like or try some out, just get in touch with me and we can do that anytime. How does that sound?

If the teen selected the crossroads photo:

Make sure you have clearly and fully restated their position that they are unsure about making any changes. Explore ambivalence and click on change talk.

The conversation outlined in the rollercoaster photo about helping the teen anticipate and identify signs that their use has become problematic is also applicable with some students that chose the crossroads picture.

Right now, you're feeling two ways. You like marijuana and its effects and nothing really bad has happened from your use yet. At the same time, you're aware of some ways it's not helping you get where you want to go in terms of getting a job and into a good college. What would have to happen to push you in the direction of making a change? What might happen if you never did make a change?

Remind the teen that the optional support sessions will remain available to them for the coming 12 months.

I want to take a minute to tell you about something our program offers. For some people, just like you, they're figuring out what feels right with marijuana. We provide optional support sessions for people that decide they do want to try out reducing or quitting and are interested in getting some help doing so. You would get to choose the goal that feels right to you, like how you've talked about cutting back to one day/week, and then choose from a variety of topics or skills that sound like they'd be helpful in getting you to that goal. So a couple areas that come to mind to me might be finding ways to deal with sadness other than smoking and preparing for unexpected situations, like when your friend offered you to smoke at lunch the other day. What are your thoughts on those sessions now?

If they're interested tell more and schedule session. If not interested highlight availability for 12 months.

If the teen selects the backpackers photo:

Make sure you have clearly and fully restated their position that they are ready to begin making changes. Get the student to verbalize their own desire, ability, reasons and need (DARN) as to why they want to change. Explore the teen's change plans in depth, operationalizing the goal and thinking through what will help them be successful and what barriers they may experience.

You're clear that you're ready to quit. This has been building for many months and you feel like you've grown out of marijuana. How do you feel about quitting?

What do you need to be successful/what will help you quit?

What parts do you see being tricky or challenging?

Have you got a plan for how you'll handle friends who want you to get high?

I wonder if you think you'll have cravings and how you'll handle them.

Do you expect to feel irritable, or angry, or depressed for a while? How will you handle these feelings?

Who will you ask to support you while you're doing this?

The counselor can share their own thoughts or concerns about student's change plans based on the past two sessions. This discussion also leads naturally to the explanation and offer of CBT. Explore his/her thoughts about participating in them.

Based on everything you've told me, I have been wondering if it might be tough to avoid smoking when things are really stressful and also when you're hanging out with friends

after school. I want to let you know that our project offers some additional support sessions here in school for teens who've decided to change their marijuana use.

People who've used these sessions have learned a lot about how to be successful. Things like how to handle temptations to get high, what to do when feeling bored or depressed, and what to do when friends urge someone to get high with them.

What are your thoughts about participating in these sessions?

If you did participate, how might these sessions help you?

Why might you decide to not participate in these sessions?

Summarize the teen's views about the pros and cons of participating.

If a teen wants to begin the optional sessions, make an appointment for the first session.

If a teen doesn't want to begin them now, remind them that they'll continue to be available to him/her for the next 12 months. Also remind the teen about outside counseling resources (see handout).

Section 14: Next Steps and Summary

Use this photo as a stimulus to summarize the decision about change the teen has made and to affirm their having enrolled in the project to talk about their marijuana use concerns. The HE should alert student to the next steps in the research project.

You're feeling like you definitely want to cut back to only smoking once or twice a month at the most. Since you've quit other times in the past pretty easily, you feel confident that this is something you can do on your own. You know the toughest part will probably be getting through the first week and that keeping really busy will help you be successful. If at any time you're interested in hearing more or trying out those support sessions, you'll get in contact with me but for now you want to try it by yourself.

I just wanted to say that I'm glad you joined this project. I have really enjoyed our conversations and appreciated your thoughtfulness and willingness to really think through your marijuana use. I know that quality is going to come in handy in a lot of ways for you moving forward. Assuming I don't hear from you about the support sessions, the next thing that will happen for the project is that we'll meet in about 3 months to have another meeting similar to this, it's a chance to check in around how your marijuana use is feeling at that point. I'll touch base with you a week or so ahead of our meeting to figure out scheduling but if any of your information changes before then, if you can give me the updated info that'd be great. Thanks so much for coming down today and I'll see you in ____.

The Optional Counseling Sessions

This chapter begins with an introduction to the principal themes and strategies of optional counseling sessions based on cognitive behavioral counseling (CBT). This section of the manual is modeled after the CBT components in the treatment manual from the Cannabis Youth Treatment Series (<http://kap.samhsa.gov/products/manuals/cyt/index.htm>).

The modifications to the CYT manual include: (a) removing the MET portions, (b) revising the treatment modules to be applicable for individual rather than group treatment, and (c) incorporating homework assignments or real life practice exercises into sessions rather than having them as out of session assignments.

CBT Principal Themes and Strategies

The optional counseling includes eleven individual modules.

Health Educators conducting the optional sessions should encourage adolescents to try an extended period of abstinence from marijuana so they can evaluate the potential impact on their lives. However, the TMCU-4 project tolerates an adolescent's ambivalence about change. While the Health Educator recommends abstinence as a goal and explains that the treatment is geared towards people who want to be abstinent, the Health Educator does not try to force abstinence, but rather helps the student to understand the risks associated with continued use.

CBT is designed to remediate deficits in skills for coping with antecedents to marijuana use. Individuals who have learned to rely primarily on marijuana (or other substances) to cope have little choice but to resort to substance use when the need to cope arises. The goal of this intervention is to provide some basic alternative skills to cope with situations that might otherwise lead to substance use. Skill deficits are viewed as central to the relapse process. Therefore, the major focus of the CBT sessions will be on the development and rehearsal of skills.

Repetition is essential to the learning process in order to develop proficiency and to ensure that newly acquired behaviors will be available when needed. Therefore, behavioral rehearsal will be emphasized, using varied, realistic case examples to enhance generalization to real life settings. During the rehearsal periods, teens are asked to identify cues that signal high-risk situations, indicating their recognition of when to employ newly learned coping skills.

The CBT modules focus on understanding one's behavior in the context of his or her environment, thoughts, and feelings. A key tenet of CBT is that individuals manifesting maladaptive behaviors learn coping skills to decrease or abstain from the negative behaviors. Thus, each of the individual modules focuses on teaching students a particular skill designed to help them abstain from marijuana and other substance use. The following section provides some recommendations for carrying out the CBT sessions, which are applicable to all the remaining sessions. This section draws heavily on the book *Treating Alcohol Dependence: A Coping Skills Training Guide* (Monti et al., 1989).

The particular CBT approach specified in this manual is based on a social learning model, with a focus on training people in interpersonal and self-management skills. The primary goal is for students to master the skills needed to maintain long-term abstinence from marijuana. An important element in developing these skills is identification of high-risk situations that may increase the likelihood of relapse. These high-risk situations include external precipitants of using, as well as internal events such as cognitions and emotions.

Having identified situations that create a high risk for relapse, students are supported in developing skills to cope with them. In the CBT modules, students are taught basic skill elements for dealing with common high-risk problem areas and are encouraged to engage in role-playing and other coping strategies that will enable them to apply these skills to meet their own needs. Students must get a chance to build their skills by receiving constructive feedback using relevant (student-centered) problems. Active practice with positive, corrective feedback is the most effective way to modify self-efficacy expectations and create long-lasting behavior change.

CBT for marijuana abuse requires the student's active participation, as well as his or her assumption of responsibility for using the new self-control skills to prevent future abuse. Through active participation in a training program in which new skills and cognitive strategies are acquired, an individual's maladaptive habits can be replaced with healthy behaviors regulated by cognitive processes involving awareness and responsible planning. Marlatt and Gordon (1985, p. 12) state:

As the individual undergoes a process of deconditioning, cognitive restructuring, and skills acquisition, he or she can begin to accept greater responsibility for changing the behavior. This is the essence of the self-control or self-management approach: one can learn how to escape from the clutches of the vicious cycle of addiction, regardless of how the habit pattern was originally acquired.

Since behavioral approaches to treatment can be applied inappropriately, without careful consideration of the unique needs of the individual receiving treatment, it is important that Health Educators be experienced in psychotherapy skills as well as behavioral principles. They must have good interpersonal skills and be familiar with the materials in order to impart skills successfully and serve as credible models. They must be willing to play a very active role in this type of directive therapy.

Prior to each treatment session, Health Educators are encouraged to reread relevant sections of the manual. To ensure that the main points of each module are covered, we recommend making an outline of them or highlighting them in the text. In presenting the didactic material, we suggest briefly paraphrasing the main points and listing them on a blackboard.

When implementing a therapy based on a manual, it is essential that clinicians do not read the text verbatim. As long as the major points are covered, a natural, free-flowing presentation style is preferred. It is crucial for the student to think that their treatment issues and concerns are more important than the Health Educator's agenda of adhering strictly to the manual. Indeed, if students are not routinely involved and encouraged to provide their own material as examples, we have found that treatment becomes boring and the energy level for learning drops off dramatically.

Health Educators may experience burnout as a result.

The topics covered in each module are intended to teach skills that are highly relevant to the problems in students' daily lives. To help students view treatment as relevant to their daily lives, it is essential that a Health Educator strive as much as possible to provide examples from material that the students have previously brought up. Usually this is not difficult because the skills training sessions cover commonly encountered problems that are likely to have been raised already by the student.

In each module, the focus is on teaching a particular skill. Laminated sheets focusing on the skill are included. The laminated sheet corresponding to the current session should be placed where the student can read it and refer to it throughout the session. Only the laminated sheet relating to the current session should be displayed, so that the material presented will be novel and, thus, more likely to capture the student's attention. In presenting a particular skill, Health Educators should start by providing a rationale for learning that skill. The main points of the therapeutic rationale are covered on the "why?" part of the laminated sheet and will become more meaningful to students if Health Educators draw parallels between the rationale and events in the student's life. For example, Health Educators may ask the student if they have noticed a narrowing of their own social circles to include primarily other drug and alcohol users. In noting that relapse is an opportunity for learning, a Health Educator may refer to a relapse story that a student shared earlier in the session and encourage the student to identify what could be learned from that experience.

Here, again, the key to engaging the student is to make these guidelines come alive by illustrating them with examples and explicitly stating how they are relevant to students' lives. Health Educators may also engage students by having them read the skill guidelines out loud. Be aware that some students may have deficits in their reading skills or may be uncomfortable reading aloud or in front of the Health Educator. Provide them the opportunity to bow out gracefully.

Health Educators may be able to make the skill guidelines fun and interesting by using some creativity. For example, the Health Educator may demonstrate the contrast between making a refusal statement in a voice that is clear and firm rather than vague and hesitant. One student, for example, might like to try demonstrating the contrast between refusing marijuana with and without making eye contact. In covering the material included for each module, Health Educators are encouraged to make it lively and fresh. This can be accomplished while staying true to the protocol.

Encourage questions and comments about the skill guidelines. If a student says that a particular skill is not useful, don't be defensive. Instead, focus on listening to the student's concerns.

Emphasize the importance of practice within the sessions through role-playing. The following section contains some guidelines for using role-play with students and is based on Monti and colleagues' (1989) coping skills training guide.

Guidelines for Behavior Rehearsal Role-play

The main factor that determines the success of CBT is the extent to which students practice and apply the new skills in their lives. Role-plays in the individual therapy sessions give students a chance to test the potentially unfamiliar new skills in a safe environment. Doing so in session increases the likelihood that students will try new skills in their lives outside therapy. As a result, role-play in session provides a valuable practice exercise.

Health Educators are encouraged to utilize role-play when it may enhance learning. For instance, during the review of progress, a student may describe a recent relapse precipitated by an offer of marijuana. The Health Educator can encourage role-playing in which the student responds by refusing the offer. Or during a later discussion of requesting help and support, a student could be asked to role-play asking for help.

Some students and/or Health Educators may feel uncomfortable or embarrassed at first about role-playing. As a result, it may be tempting for the Health Educator to allow the student simply to talk about the skills rather than practicing them, which would decrease the effectiveness of therapy. Health Educators can increase the likelihood that students will participate in role-plays by taking the lead in the first one. Health Educators should acknowledge that feelings of awkwardness are normal when trying a new interpersonal behavior like role-play. In general, if Health Educators establish a safe environment and follow the suggestions about making sessions fun and interesting, they are likely to find that students will readily participate in role-plays. Here are the basic steps for setting up role-plays:

1. Explain what role-playing is if you have not already done so.

Keep in mind that many students are likely to be familiar with the idea of role-play, so it may not require a long explanation. For example, say:

I'd like you to practice turning down an offer to smoke by doing that here in session, as if you were acting. The first time, I'll pretend to be that guy you told us about.

2. Briefly review the situation to be role-played.

What is the problem? What is the skill to be practiced?

Okay, so your friend is driving you to school, and she offers to get high with you. You turn down the offer.

3. Determine who will play which role.

Who will I be playing and who will you be playing?

Should that person be angry or sad or what kind of mood is he or she in?

The following strategies are useful in helping students generate scenes:

- The Health Educator can ask the student to recall a situation in the recent past where use of the skill being taught would have been desirable.
- The Health Educator can ask the student to anticipate a difficult situation that may arise in the near future that calls for use of the skill.
- The Health Educator can suggest an appropriate situation based on his or her knowledge of the student's recent circumstances.

After a role-play has been set up and enacted, it is essential that it be effectively processed. It is an opportunity for the student to receive praise and recognition for practice and improvement, as well as constructive criticism about the less effective elements of their behavior. Initial attempts may show few elements of the communication skill being taught. During this portion of the session, the Health Educator's primary goal is to look for successful elements of the skill being taught and to reinforce those skill elements. The primary emphasis should be on what the student is doing well, in order to gradually shape his or her behavior in a positive direction. A secondary focus is making limited suggestions for improvement. Here are the procedures for delivering this feedback:

1. Immediately after every role-play, the Health Educator should give the student reinforcement for participating and for positive aspects of the performance.
2. The Health Educator should offer comments about the role-play. These comments should be both supportive and reinforcing and constructively critical. If there are several deficiencies in a role-play performance, the Health Educator should choose only one or two to work on at a time. Both positive and negative feedback should focus on specific aspects of the person's behavior, since global evaluations do not pinpoint what was particularly effective or ineffective. Finally, the praise and reinforcement provided should always be sincere. However, the Health Educator should refrain from being unnecessarily effusive, so that the value of the positive feedback is not undermined.
3. The scene should be repeated to give the student an opportunity to try out the feedback he or she received the first time around. Role reversal is a role-play strategy in which the Health Educator models use of the new skill, with the student playing the role of the friend, parent, or teacher. This strategy is particularly useful if a student is having difficulty using a skill or is pessimistic about the effectiveness of a suggested approach. By playing the "other," he or she has an opportunity to observe and experience firsthand the effects of the suggested skill.

Exclusion of Homework

While homework exercises or real life practice of the skills that are being taught can be a useful adjunct to many types of treatment, no homework assignments will be given in the optional counseling sessions. The rationale for not giving homework assignments is that all exercises can be completed in the sessions. In addition, it will be less of a burden on the student. Also, it avoids any

feelings of guilt that may make a student hesitant to return for another session if they have not completed an assigned task.

Gender and Cultural Adaptations

While there is significant momentum toward the development of standardized, empirically supported, and manual-based treatments (Wilson, 1998; Carroll, 1997), there is a simultaneous call for the refinement of standardized treatment that includes gender and cultural relevance and effectiveness (Orlandi, 1995).

All of the Cannabis Youth Treatment study Health Educators noted making changes in their delivery of the manual-based treatments that were based on gender, cultural, and socioeconomic status appropriateness. Health Educators in group interventions explicitly noted diversity issues in the group and incorporated respect for diversity into the ground rules established at the beginning of each group. The most frequently mentioned adaptations included:

- Changing the language of the session to reflect cultural or geographical norms
- Adding items to some worksheets to make them more applicable to urban youth
- Providing special writing and reading assistance to address illiteracy
- Slowing the pace, and adding repetitions of key ideas to accommodate learning impairments
- Developing examples and illustrations of key points that had greater gender, cultural, and SES relevance.

Health Educators emphasized it was not the content of interventions that had changed; there were subtle changes in the way that content was framed or delivered. This will likely be the case in the TMCU-4 trial as well. Health Educators are encouraged to make modifications as appropriate based on the student's age, gender, ethnicity, SES, etc. Any questions regarding this should be directed to Denise Walker (Co-Principal Investigator) or Jonnae Tillman (Clinical Director).

How to Order the Optional Session Modules

The first module (“Setting Goals and Understanding What Keeps the Habit Going”) should be the beginning focus of the optional sessions.

Following that module, however, the Health Educator should offer the teen two options for the order in which the remaining modules are covered: (1) permitting the teen to decide which of the remaining modules he/she would like to cover next and then the order of the remaining modules, or (2) letting the Health Educator make the decision on ordering based on the HE's perceptions of the teen's needs. See “Deciding on the Order of Modules” (Section 6 of Module 1).

Delivering the Twelve Modules over Multiple Sessions

In TMCU-4, teens can opt for weekly optional counseling sessions over a twelve month period. Therefore, there is the potential that a teen may meet with their HE for many more than twelve sessions.

The HE has the latitude of extending delivery of any of the modules over more than one session. Moreover, the HE can later return to an already completed module if reviewing its content is appropriate to a teen's current circumstances.

Common Treatment Issues

Below are some recommendations for handling some common treatment issues. In general, most of these issues are managed best by skillful screening and assessment and the clear communication of the expectations for the individual sessions. When the following treatment issues occur, the Health Educator is advised to consult with either Denise Walker or Jonnae Tillman to determine the most appropriate response, taking into account the unique characteristics of the student and the situation.

Students Showing up High

Ideally, students who are under the influence of drugs or alcohol will be identified prior to the start of a session and prevented from entering the session, but this is not always possible. If a student is already in the session when the intoxication is noticed or reported, he or she will be asked to come back at another time.

Students who are under the influence of alcohol, cannabis, or other non-prescribed drugs will not be allowed to participate in that therapy session. If a student shows up and is intoxicated, the HE should state the following:

It appears to me that you may have been using today and I think it would be best if we plan to meet a different time. I would really like you to experience this session sober so that you can get the most out of it.

If the student appears to be at risk for hurting themselves or someone else (e.g., getting ready to drive a car, unable to walk), then the HE should escort the student to the Teen Health Center.

Threats to Harm Oneself or Others

Refer to the clinical deterioration protocol.

Tardiness

It is often not possible to set concrete appointments with the students, but rather target appointments are set. Sometimes, the students do not show up for their appointments or there is no room available at the time the target appointment was scheduled. Often when students do not show up it is not their fault, but rather because a test has been rescheduled for that days or the teacher has not given them permission to leave the classroom.

It is ideal for each session to be as close to their target length as possible. HEs should use their own judgment to decide when to proceed with a session and when to reschedule due to time constraints.

HEs should always document the length of sessions.

Missed Sessions

The CBT sessions are always voluntary for the student. However, if a student misses a session, the HE should always reschedule the student for another session unless the student has stated that they no longer wish to participate in the sessions.

Request for Individual Attention Outside of Sessions

If a student asks to discuss a problem with a Health Educator privately, explore the reasons for the request.

Module 1

Orientation to Treatment and Deciding on my goals

What you need for the module:

1. Agenda *handout*
2. What Are These Meetings, Anyway? *handout*
3. What to Expect *handout*
4. Main Concepts *handout*
5. Tips for Success *handout*
6. Personal Goal Worksheet *worksheet*
7. Breaking it Down (sample completed) *worksheet*
8. Breaking it Down (blank) *worksheet*
9. Common Triggers *handout*
10. Module Topics *handout*

Goals for the module:

1. Familiarize student with CBT sessions including rationale, structure and main concepts.
2. Define student's marijuana goal and introduce functional analysis/**Breaking it Down** worksheet.

Agenda:

1. Orient student to treatment
 - a. Rationale of CBT
 - b. Explanation and discussion (what's expected, main concepts, tips for success, and defining marijuana goal)
 - c. Making it personal - Functional Analysis
2. Summary and Next Steps

Main Points (cheat sheet for HE's):

- Explain and highlight differences between MET and CBT meetings.
- Research has found what works in helping people make changes in their use.
- Focus on understanding what roles marijuana plays for student and then unlearning habits and replacing use with other options that meet needs.
- Ultimate goal of sessions is to increase control over use.
- Discuss expectations of counselor and student.
- Explanation and discussion around main concepts:
 - Triggers
 - Marijuana use as a habit (habits are changeable)
 - Interaction of thoughts, feelings and behaviors
 - Focus is on skills, which are learnable
 - Practice will help improve

- Tips for success
- Define student's specific marijuana goal and fill out goal sheet. Encourage period of abstinence.
- Introduce and explain functional analysis worksheet to demonstrate concept of triggers and connection of thoughts, feelings and behaviors.
- Discussion about course of treatment, general plan of trying 3 sessions, agreement to revisit goals and needs on a regular basis.
- Summary and next steps

Section 1: Orientation to treatment

Note to counselor: CBT sessions are different than MET sessions. There are many similar skills and strategies used that are common in any type of good counseling relationship: good listening, reflections, acceptance of participant and responding with warmth and empathy. However, these sessions are distinctly different than MET sessions in that they do not aim to explore ambivalence, develop discrepancy, or motivate for change. They are based on premise that the student has decided to make some sort of change in their marijuana use and the main goal of the first session is to explain rationale and structure of CBT sessions and clarify student's marijuana goals. These meetings are significantly more didactic than MET sessions, the focus in CBT is on functional analysis and skill building as a way to learn alternatives to using marijuana. All modules are empirically based on what has proven to work. At the same time, all discussions should be personalized and relevant so as to be the most helpful in supporting the student reach their specific goals related to stopping or reducing their marijuana use.

a) Rationale:

Use **What are These Meetings, Anyway** handout to guide discussion about rationale and structure of CBT meetings.

We spoke about this briefly the last time I saw you, but I want to spend a few minutes explaining what these sessions will be like because they'll feel a little different than our previous meetings. These sessions are designed for people who want to make a change in their marijuana use, that may be quitting altogether, using less frequently, or stopping using in certain situations.

When someone decides they want to make a change in their marijuana use, we know there are things they can do that will make it more likely they'll be successful in their goal. There are also common challenges people face like coping with cravings, other ways to manage stress, and dealing with anxiety. We have a variety of topics that you can choose from based on what you think would be most helpful, I may also have some suggestions based on what I know about you and your use.

I'll be sharing with you the skills and strategies that have been proven to work. However, we know that everyone has unique situations and challenges so we'll want to personalize everything to your life. That means we'll spend more time on things that are helpful to you and less time on areas you're doing well in. We can also tweak concepts and exercises so they better fit your situation.

The ultimate goal of these sessions is to increase your ability to decide if/ when you use marijuana. So you're in control of your use.

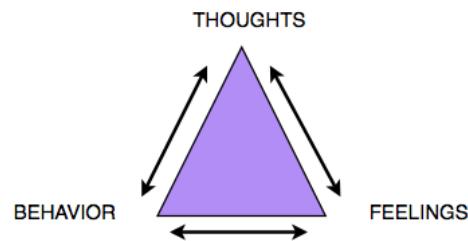
Check in with student, answer any questions.

b) Explanation and Discussion:

Use **What to Expect, What is Expected** handout to clarify roles. Discuss, answer questions and explore any concerns.

Move on to explaining **Main Concepts**, use handout to illustrate.

- *Triggers-The idea of triggers is that people don't just smoke, there are things going on that either increase or decrease the likelihood that they'll use. A trigger is anything that makes you want to smoke-that can include feelings, places, people, music, times of day, moods, situations, or events. We'll frequently revisit the concept of triggers and explore what the different ones are for you. In fact, we'll start with an exercise today exploring your triggers.*
- *Marijuana use as a Habit-After people have been using marijuana for a while, it's common for them to use almost automatically in certain situations. Habits, by definition, are behaviors we do without thinking about them. It's kind of interesting but what can happen is after someone has repeatedly used marijuana in certain situations like when they're stressed, the brain begins to associate stress and weed together. Then the person automatically craves smoking when they're stressed. So triggers (stress) when they're repeatedly paired with marijuana, can create a habitual response of smoking. Does that make sense? Do you ever feel like smoking is a habit for you? The good news here is that habits are changeable. Just like biting nails or not buckling seatbelts, with enough thought and effort, you can break habits or replace them with another.*



- *The thoughts, feelings, & behaviors triangle is something we'll talk about a lot, too. These are three different parts of our personality and they all interact and influence each other. The way we think and the way we feel can both impact our behaviors.*
- *The reason this is important is because the behavior we are focusing on together is smoking marijuana. For most people it's more complicated than just telling themselves, "I'm going to stop smoking." While that's a helpful first thought, the reality of quitting is*

trickier. However, by targeting different thoughts and feelings that play into the decision of whether to smoke or not, you can increase your control. Going back to the example of someone smoking when they're stressed, if they are able to target the stress feeling or thoughts and find other ways to deal with them, they won't have that habit response of smoking when stressed-they'll have other options. May need to probe student to see if your explanation made sense and try explaining it in different ways if needed.

- *Skills-Stopping marijuana use often involves both breaking the connection between marijuana and the trigger and learning/replacing new skills. Thinking of the person who smokes when they're stressed, successfully changing their use will involve breaking the automatic response of smoking and learning new ways of dealing with their stress. However, learning any type of new skill can be hard. Just like someone playing basketball for the first time feels clunky, a lot of these skills may feel unnatural and sometimes weird, especially in the beginning. The risk is that because it feels "different" that people think it's not right for them but that may just be because it's new. As with any skill the key is practice, practice, practice!*

Always encourage questions, explore concerns and elaborate on concepts that seem helpful or need further clarification.

Review **Tips for Success** handout and discuss concepts. If time is short can skip this section.

Move on to choosing and operationalizing marijuana goal. Use **Personal Goal Worksheet**.

If there has been a time lapse between last MET session and first CBT it may be helpful to explore current use patterns.

Some students may want to quit while others may be more reluctant. Introduce and encourage experimenting with a period of abstinence if student is not inclined to quit. It's the HE's role to challenge the student in terms of reducing their use but always be respectful of the choice they make. Below are some talking points that may be relevant for certain students when encouraging a period of abstinence.

It's recommended that students try a period of not smoking for a few reasons. One, it's harder to figure out what is what when someone is still smoking. For example, if someone is smoking when they're feeling depressed and then they're trying to figure out new ways to deal with sadness but still smoking periodically, it's tough to really determine how well other things are working when marijuana is still in the picture. It just kind of muddies the waters a little. Another reason is that there is often no perfect time to take a break and having these support meetings will likely be as good a time as any. For some people that don't necessarily want to quit forever, it's helpful to think of this as a trial break. A time for gathering information to figure out what aspects are harder and easier so they'll be prepared for the day they may actually want to quit.

Explain that specifying goal and writing it down will increase the likelihood of success. Highlight that this is overarching goal that we'll be working towards in these sessions. It can be revisited and modified as needed throughout CBT.

Discuss how to increase likelihood they'll be successful in their goal in the upcoming week, identify barriers and help problem-solve.

c) Making it Personal: **Breaking it Down** worksheet/Functional Analysis:

Explain rationale of this exercise, how it will help understand their use and inform topics for future meetings. Tell student we will do this exercise briefly at the beginning of each meeting. Revisit and expand on concept of triggers, thoughts and feelings involved and positive and negative consequences of behaviors. Use example on **Breaking It Down** to illustrate and have student think of recent time they smoked as they fill it out.

This exercise is something we'll do briefly at the beginning of each meeting. The more we do it, the more we'll learn about your use. We can use it to examine times that you did smoke but we'll also want to use it to notice times that you didn't smoke. Basically it will help us continue to evaluate why you use, what you get, and what you'll be missing if marijuana is taken out of the picture. It'll give us clues about your unique situation so we can tailor all this information to be most helpful to you. It will guide us to determine what topics would be the most helpful to cover and areas you'll need more support in as well as areas that you're doing well in.

So let's think about a recent time that you used. First we want to brainstorm the triggers-what led to you using. Remember the concept that smoking weed doesn't just happen. There are certain things that increase the likelihood that someone will use marijuana. Triggers are different for every person and can be a place, time of day, specific people, feelings or moods, thoughts, or situations. Triggers are anything associated with marijuana for a person (i.e., a party or a certain friend). Eventually the brain just short cuts and sometimes just seeing that person or being at a party can make someone want to smoke even though they're not consciously aware of the connection. Essentially, triggers can be any number of things that make you crave smoking.

What comes to mind initially when you think about what some triggers for you are? May need to help them by probing about specific places, moods, people, etc or sharing information that you have gotten from today or previous MET sessions.

We also want to start noticing what thoughts and feelings are going on when you smoke or want to smoke. Then we want to think about the good things that came from smoking as well as the negatives. Slowing down and looking at all of these things will help us better understand the role marijuana plays for you and inform us about what topics will be helpful as you work towards the goal of _____. The more we understand your use in depth, the easier it will be to increase your control.

If it seems helpful, can review optional **Common Triggers** handout to identify variety of triggers that apply to this student. May need to do prompting around thoughts and feelings and help differentiate the two for some students.

There is no homework for these sessions but if students think it would be helpful they can take and fill out one of the Breaking it Down sheets. If they aren't interested in filling it out on their own, encourage them to informally pay attention and notice when they want to smoke.

Briefly discuss typical course of CBT meetings. Because they are tailored to individual needs, some students will want/need 2 sessions while others would benefit from 8. Important part is communicating about student's goal and revisiting, as often as necessary, whether sessions are helpful and should be continued. As a general rule of thumb, may plan to meet for 3 meetings and then check in to reassess needs moving forward. Review **Module Topics** handout and collaboratively identify ones that seem most helpful to student. Use knowledge from prior MET sessions as well as information from this meeting to provide feedback to student about which modules you feel would be helpful.

You may be wondering, how long will this last, what am I agreeing to, etc. Because we tailor these meetings to your specific situation and take into account what you already know, what skills you want to develop, and what your goal is regarding marijuana use, the way these meetings play out is different for everyone. However, we do want to set up an initial plan that sounds good to you, and then we'll check in about how things are going every few weeks.

Let's look at some of the topics we cover and figure out a few that we'll try together. Based on our conversations, I have a few ideas about ones I think might be good for you to think about and that will help you meet your goal of smoking less/ not smoking. But first, I'm curious which topics stand out to you? As you picture yourself (not smoking) what will be challenging? In what areas would you like to learn different ways of thinking about and doing things? (negotiate 3ish modules)

Okay, so let's plan to do these (3?) sessions and see what progress we've made towards your goal (e.g., only smoking two weekend days a month). Then we'll revisit what's working well and you can decide if more topics would be useful. If you feel like, "hey, I've got this" we can set up one last meeting on how to keep this change in place and what to do if you start drifting from this plan. How does that sound?

Section 2: Summary and Next Steps:

In the final portion of the module, summarize the main points that you heard the student saying and what was learned.

Ask for feedback about session. What was helpful, what was less helpful, what would they like to see more of?

Have student fill out IPA, choose next module, and schedule next session if applicable.

What Are These Meetings, Anyway?

- ✧ **Different from previous meetings, these are focused on what you need to help you as you make changes in your use**

- ✧ **Years of research and learning from people who successfully made changes in their marijuana use have helped us understand:**
 - 1) **What are the hardest parts about changing (session topics)**

 - 2) **What helps people succeed in their goal**

- ✧ **There are two main things we'll be doing in these sessions:**
 - 1) **Understanding-Looking closely at your use to better understand what role it plays for you (when, where, why, with who)**

 - 2) **Replacing-Unlearning old habits and discovering and practicing new strategies and skills to help you meet your goal around marijuana. Once we understand your use, we can focus in on what else can meet those needs for you.**

Ultimate Goal: To increase your control over marijuana so you are able to decide if/when you choose to use.

Awareness→Understanding→Options→Choice→Power→Control

What You Can Expect from Me

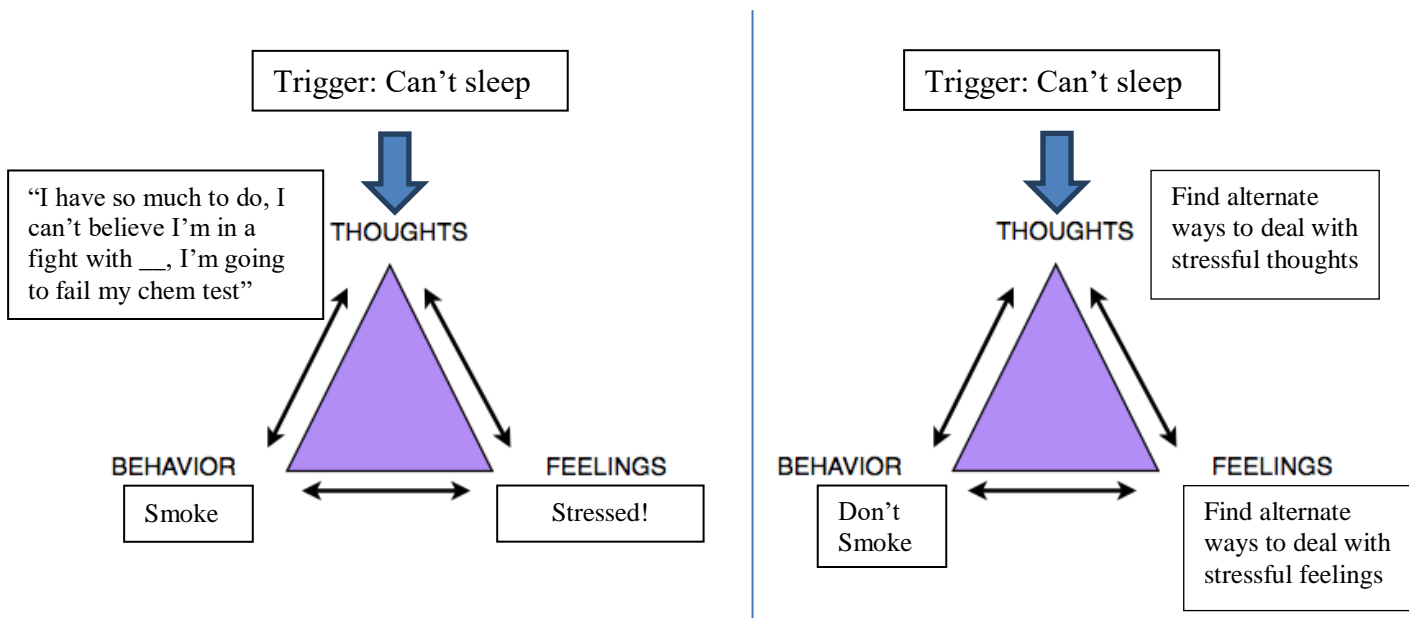
- **To share with you skills and strategies that have been proven to work.**
- **Each meeting will have a basic structure:**
 - 1) **Review past week**
 - 2) **Skill of the day (why important, what is it, & practice)**
 - 3) **Summary, feedback, and next steps**
- **To try and personalize everything to your situation so our time together can be as helpful as possible in supporting you in your goal. We'll work together to pick topics that will be most useful to you.**
- **To challenge you to think in new ways and try new things.**
- **To listen and incorporate your feedback.**

What I Ask of You

- **A clear head-you'll benefit most from these meetings if you haven't used any substances on the days we're meeting.**
- **Creativity and Courage-it can be hard and uncomfortable to think new ways and try new things. This is a safe environment to experiment with different strategies.**
- **To provide feedback (what was helpful and less helpful) as it will give me some ideas about how to best prepare and tailor future conversations so they can be most useful to you and your individual situation.**

Main Concepts

- **Triggers = anything that makes you want to use marijuana (places, people, mood, thoughts, time of day, etc.)**
- **Marijuana Use as a Habit. Habits, by definition, are behaviors we do without thinking about them. The good news here is that habits are changeable!**
- **Awareness → Understanding → Options → Choice → Power → Control**
- **Three different parts of our personality that influence each other: Thoughts, Feelings, and Behaviors. Behavior we're focused on is smoking but sometimes not as easy as telling self "I just won't smoke". Instead, addressing thoughts or feelings can influence behaviors.**



- **These meetings all focus on learning and practicing new skills**
- **Just like in sports, practice, practice, practice is key to improving skills**
Much of this sounds simple but it is HARD!

Below are some strategies some people find helpful:

Tips for Success:

- **Be like a scientist**-try looking at your behaviors as if you were a scientist discovering, learning, and describing a new species. Taking a neutral and objective look at things can make it easier to understand and change behaviors.
- **Be Open-Minded**: Remember we all feel bad/weird when learning a new skill. Challenge yourself by trying new things and remember that the key is PRACTICE, PRACTICE, PRACTICE!
- **It's natural to be self-critical but that doesn't mean it's helpful**. Try not to be too hard on yourself as you take a closer look at this. Changing behaviors is tough work, there is trial and error involved and an attitude of persistence and flexibility will serve you well.
- **View mistakes as learning opportunities**. Although the goal is to avoid them, you can learn interesting and surprising things from slip-ups that can help you in the future.

Personal Goal Worksheet



My Long Term Goal regarding Marijuana use:

My Goal for this Year regarding Marijuana use:

Important Reasons for my Goal:

- 1.
- 2.
- 3.
- 4.

Steps to Achieve my Goal:

- 1.
- 2.
- 3.
- 4.

BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<p>➤ <i>What sets me up to be more likely to use marijuana?</i></p>	<p>➤ <i>What was I thinking?</i> ➤ <i>What was I feeling?</i> ➤ <i>What did I tell myself?</i></p>	<p>➤ <i>What did I do then?</i></p>	<p>➤ <i>What good things happened?</i></p>	<p>➤ <i>What bad things happened?</i></p>
<p>Friend called me and invited me to smoke with him. Nothing else to do.</p>	<p>“I want to reward myself.” “I’m bored.” “Felt good about going 15 days w/o smoking, so felt OK about smoking today.”</p>	<p>Went out with friend and smoked.</p>	<p>Had fun. Felt good to get high, having gone 15 days without.</p>	<p>Broke the 15 day abstinence (although wasn’t too worried about this). Didn’t get much done. Didn’t feel as healthy.</p>

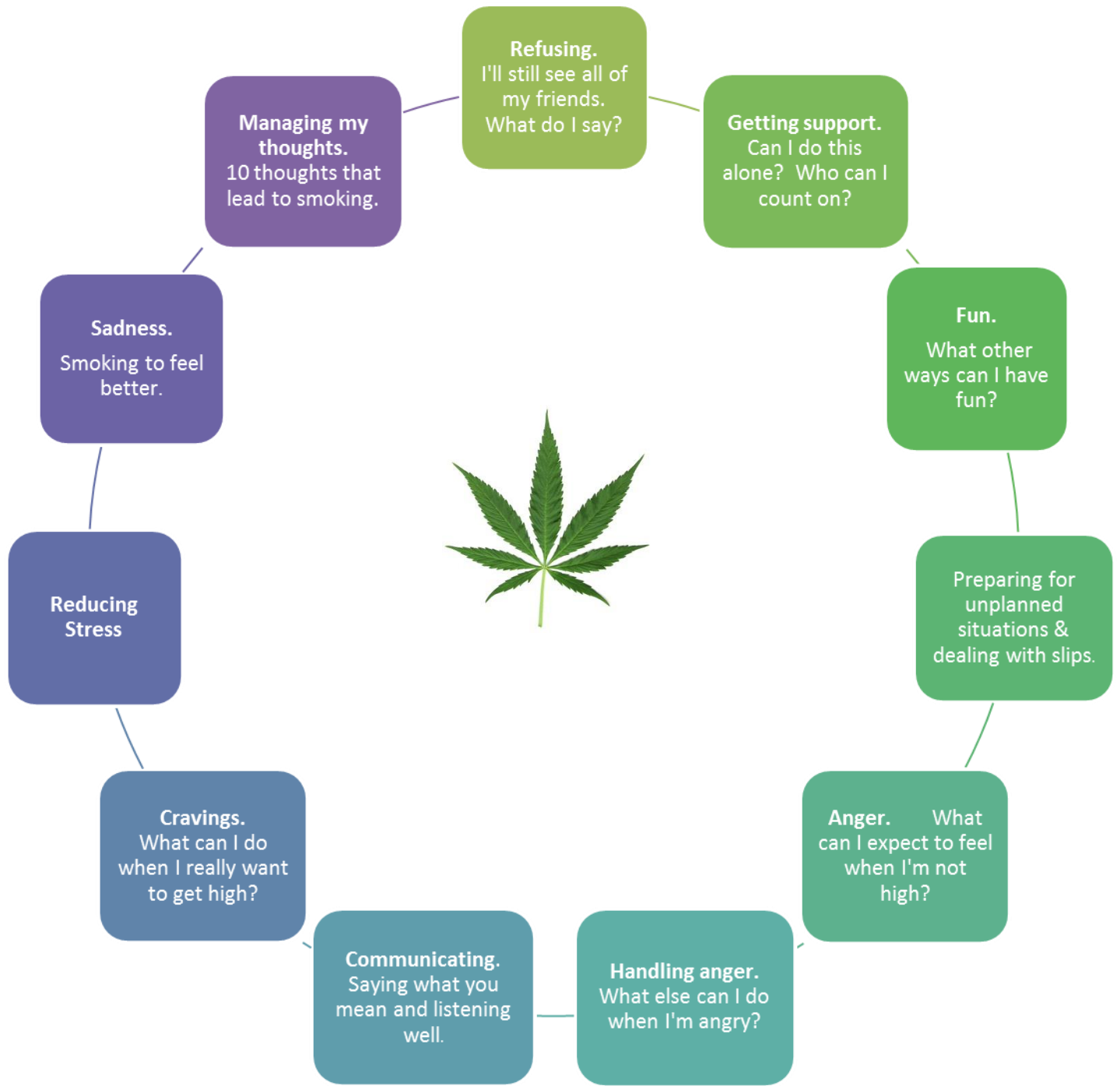
BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<i>➤ What sets me up to be more likely to use marijuana?</i>	<i>➤ What was I thinking? ➤ What was I feeling? ➤ What did I tell myself?</i>	<i>➤ What did I do then?</i>	<i>➤ What good things happened?</i>	<i>➤ What bad things happened?</i>

List of Optional Modules

- **Refusing:** I'll still see all of my friends. What do I say?
- **Getting support.** Can I do this alone? Who can I count on?
- **Fun.** What other ways can I have fun?
- **Preparing for unplanned situations & dealing with slips.**
- **Anger.** What can I expect to feel when I'm not getting high?
- **Handling Anger.** What else can I do when I'm angry?
- **Communicating.** Saying what you mean & listening well.
- **Cravings.** What can I do when I really want to get high?
- **Sadness.** Smoking to feel better.
- **Managing my thoughts.** Ten thoughts that lead to smoking.
- **Reducing Stress.**



Common Triggers

Having Strong, Uncomfortable Emotions

- Sadness
- Anger
- Loneliness
- Frustration
- Anxiety
- Boredom
- Stress

Dealing with Physical Discomfort:

- Pain
- Problems Sleeping
- Illness/Nausea
- Symptoms of Withdrawal

Having an urge or craving

- Thinking about marijuana
- Seeing it
- When I'm with others who are using
- When others ask or pressure me to use
- When I want to test my ability to control my use (I think I know when to stop)

To make a good time feel better

- To enjoy a special event more
- To enjoy being with friends
- While I'm relaxing
- To reward myself

When I have problems in my relationships

- With my parents
- With my friends
- With my partner

Common situations people use marijuana

- Getting paid
- Being in a certain place
- After school or work
- At the end of a day
- On weekends
- At parties

What else?

Module 2

Refusing. I'll still see all of my friends. What do I say?

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*
3. Why is Refusing Important? *handout*
4. I Don't Want to Smoke Anymore *handout*
5. Letting People Know: Real Life Practice *worksheet*

Goal for the module:

1. Help student understand the importance and principles of refusal skills and practice for transfer to real life.

Agenda:

1. Review of Progress and Functional Analysis
2. Skill: Refusing marijuana
 - a. Rationale
 - b. Explanation and Discussion
 - c. Making it personal - roleplays and worksheets
3. Summary and Next Steps
 1. *Today we'll talk about how this past (week) went with smoking. We'll break down the different situations, thoughts, and feelings that have become easier for you to handle and others that are trickier and can continue to give us ideas about other helpful topics.*
 2. *I know that last time we met you were interested in talking about refusing offers to smoke. By the end of our meeting today, we hope to cover*
 - a. *Why just being around marijuana or triggers increases the likelihood someone will smoke.*
 - b. *Why it's important for anyone making changes to his/ her marijuana use to prepare for times when they're offered marijuana and have to say no.*
 - c. *What the different strategies and skills are that help people say no.*
 - d. *Then we'll do some worksheets and practice to make it personal and better prepare you for those situations.*
 3. *We'll end by making sure all of this makes sense, and seems somewhat doable in your own life. We'll talk about what was more and less helpful from today and see if there's another topic you want to do.*

Main Points (cheat sheet for HE's):

- People who use marijuana frequently often have high percentage of social circle who smoke.
- Being around marijuana is a major temptation and reason for relapse for a lot of people who are quitting.
- Avoiding situations and people where marijuana will be is ideal but not always possible or realistic.

- Being prepared to decline marijuana in various situations will increase the likelihood you'll achieve the goals you've set for yourself.
- Saying no involves breaking the habit of smoking when triggered and forming new habits.
- Refusing marijuana is a skill and there are strategies for responding to offers that tend to work better for people.
- Definition of assertiveness
- Verbal and non-verbal strategies to achieve assertiveness
- Role-play assertiveness. Feedback and discussion of role play
- Summary and next steps

Section 1: Brief Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis worksheet.

Let's start (the way we always do) by taking a few minutes and breaking down this past week. What happened with smoking?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Marijuana Refusal Skills

Why did you pick this topic and what are you hoping to get out of this session?

a) Rationale:

Refusal skills are important when changing one's use. Being prepared to decline offers to smoke will increase control over marijuana use and help student reach their goals.

You have some amount of control over how much you are exposed to marijuana and as you make changes and work toward your goal, it's a good idea to avoid people and places where you know it will be. However, you also probably know that sometimes it will unexpectedly be around or offered. Thinking through those situations and practicing how you'll respond can be really helpful in preparing you for the real life situations. The more you practice this skill, the better you'll get at declining offers, even when triggered and really tempted, and stay on track with your marijuana goal.

b) Explanation and Discussion:

Normalize difficult nature of refusing. Encourage student to think about the people they spend time with and how many of them use marijuana as a way to highlight prevalence of marijuana in their life and emphasize importance of developing strong refusal skills.

One of the most basic aspects of quitting or making changes in one's marijuana use is refusing marijuana. It's a simple concept but often complicated and harder to do in practice. Think of your closest friends, the people you see the most, how many of them (like what percent) use marijuana? It's a common experience to notice that people have a lot of friends who use, and may at times feel like ALL of their friends use. If marijuana is always around, it's easy to see why there are more opportunities in which you'd be tempted to use and will have to come up with some effective ways to say you don't want to smoke.

Frame discussion in terms of triggers and habits and emphasize importance of avoiding marijuana when first quitting. Since one can't always avoid marijuana, highlight importance of being prepared to say no. Research shows there are skills and strategies that increase likelihood of being successful in refusing. During discussion, HE can reference **Why is Refusing Important** handout to help illustrate points.

What we know is that just being around weed and others that smoke increases the likelihood someone will relapse. The reason is related to concepts that we've talked about before: triggers and habits.

Let's say you have a friend, David, and you and David always went out at lunch to the woods behind school and smoked together before 5th period. It was unspoken that this is what you would do and became somewhat of a habit for the two of you. David, lunchtime and the woods were all associated with smoking for you and all served as triggers which make you want to use. If you still go with him during lunch, even if you have decided you don't want to smoke yourself, you'd probably feel tempted and might even decide to smoke, despite your initial plan. Especially in the beginning, avoiding going with David at lunch is highly recommended because if you remove yourself from the situation, you won't experience the triggers and cravings to smoke.

But the reality is you can't avoid every situation. Declining offers to smoke is a skill and there are real strategies that we'll go over that help people be successful. Learning and practicing the strategies ahead of time will help you be prepared for the unexpected situations where you are offered marijuana.

What is saying no to offers to smoke like for you? Tell me about a time when you were offered marijuana and successfully said no (explore to highlight natural skills as well as areas that may need strengthening).

Give rationale of refusing in assertive manner. Use **I Don't Want to Smoke** handout to illustrate and discuss components of an assertive response. Note to HE: different communication styles is the focus of the "Communication" module so is not explored in depth here but if HE feels it would be helpful for the student at this time a more detailed discussion of passive, aggressive, passive-aggressive and assertive communication styles is appropriate.

Being able to turn down marijuana requires more than just the decision to stop using. It requires a way of responding that people are most likely to respect and take seriously. We call this assertiveness, and it

involves expressing oneself in a clear, direct and respectful way. We know that when people communicate in an assertive way, they're more likely to get their point across, get what they want, and avoid misunderstandings or disagreements. That is what we want for you-to be able to decline respectfully and successfully without hurting friendships.

Explain both verbal and nonverbal components to responding assertively. Emphasize assertive communication is a skill that people improve with practice.

Communicating isn't just what we say, we also communicate things to people by the way we're acting. We call these non-verbal communication strategies. The goal is to be assertive both in our verbal and non-verbal communication. Remember that means being clear, direct and respectful. By exhibiting assertive non-verbal communication behaviors such as eye contact and a confident stance, you're telling the other person that you have made a decision not to use and there is no room for convincing you otherwise.

It seems kind of weird to think of it this way but being assertive is yet another skill that people can improve upon with practice. The more they practice, the more likely responding in an assertive manner will become a habit and this is helpful in refusing marijuana as well as other areas of life.

What has worked for you in the past? What ways do you imagine will be easiest to let people know you don't want to smoke?

Show me (demonstrate) what's worked in the past for you?

What if the student doesn't feel confident or able to act assertively? If helpful for student, can discuss concept of "act as if" or "fake it til you make it" and tie in to thoughts/feelings/behaviors triangle (here you are first doing the behavior and then research has found that the thoughts/feelings will come with time).

Student: "But I don't think I can act assertively because I don't actually feel that way" This is a common issue for many people. There's a little trick out there called "acting as if" or "fake it til you make it". Basically one imitates or pretends confidence even if they're not feeling it on the inside. As they continue to act as if they feel confident being assertive and experience successes, their confidence naturally grows.

c. Making it personal - role-plays and worksheets.

Explain rationale of role-plays. Practice non-verbal and verbal assertiveness skills by role playing refusing marijuana. Tailor exercise to student's unique situation and challenges. Depending on student interest and need, may focus on specific parts (eye contact, requesting person stops offering, etc) or whole delivery. HE can demonstrate a poor example and contrast that with a strong, assertive response and discuss differences. Some students may appreciate HE first role playing refusal which is fine but strongly encourage them to do refusal at some point. Role plays may feel more awkward for certain students so HE can normalize awkwardness if appropriate and have fun in role plays. The goal is to have them practice skills so they'll be able to do them in real life situations. Provide space to process and give gentle feedback on skills.

Now we're going to actually practice the things we've been talking about. This is an important part because learning the skills and knowing them in one's head are different than actually doing them in real life. Declining offers to smoke in real life can be a lot trickier because when you're triggered and tempted to smoke, you usually aren't thinking 100% rationally. So actually practicing assertive responses ahead of time will make it more likely you'll do it when the situation arises. It all comes back to the concepts of unlearning certain habits and creating new ones. Roleplays can feel a little awkward sometimes and we'll try and have some fun with them while also focusing in and practicing the strategies. Do you have a preference about which role you want to play first-the person offering or the person declining?

Finally, time permitting and if helpful, fill out **Letting People Know** worksheet. Students can fill in the real life practice exercise with either: (1) responses they actually make during the week to people who offer marijuana (2) things they could say to turn down an offer to smoke marijuana. The Health Educator should support the student in their effort to complete the worksheet, without completing it for the student.

Section 3: Module Summary

In the final portion of the module, summarize the main points that you heard the student saying and what was learned. How can they envision putting this information into practice in their real lives?

Ask for feedback about session. What was helpful, what was less helpful, what would they like to see more of?

Have student fill out IPA, choose next module, and schedule next session if applicable.

Agenda:

1. What happened this past week with marijuana use?

2. Today's topic: Refusing
 - Why it's important to know how to do
 - How to tell people

3. Making it personal: how will this work best for you?

4. Summary and Next Steps

BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<i>➤ What sets me up to be more likely to use marijuana?</i>	<i>➤ What was I thinking? ➤ What was I feeling? ➤ What did I tell myself?</i>	<i>➤ What did I do then?</i>	<i>➤ What good things happened?</i>	<i>➤ What bad things happened?</i>

Why is Refusing Important?

- As people increase their use of marijuana more and more, often their friend group includes less people who don't smoke.
- It's best, but not always possible, to avoid high-risk people and situations.
- When someone is feeling triggered, they usually aren't thinking as clearly or rationally and saying no in the moment can be hard.
- Learning and practicing the skills for refusing in advance will help you form new habits and be successful in your goal.
- When offered marijuana, responding in an assertive (clear, direct, respectful) way is ideal.
- For many people, if they don't make a plan, they end up smoking.

I DON'T WANT TO SMOKE HOW DO I LET PEOPLE KNOW?



Assertive = Responding in a
clear, direct, respectful manner

How do I sound? How do I look? How do I feel?

NON-VERBAL BEHAVIORS

- Make eye contact
- Have good posture and confident stance
- Don't feel guilty about refusing marijuana

What do I say?

VERBAL BEHAVIORS

- "No" should be your first word (hesitating can invite further convincing)
- Speak in a clear, firm voice
- Suggest something fun and safe to do instead
- Avoid excuses (excuses can be misleading)
- Change the subject
- If pressure continues, ask them to stop asking you to use

Letting People Know: Real Life Practice

How would you respond if offered marijuana in the following situations?

- **Someone close to you who knows you want to quit using marijuana:**
- **School friend:**
- **Coworker (if you have a job):**
- **New acquaintance:**
- **Person at a party with others close by:**
- **Relative at a family gathering:**

Module 3

Getting Support. Can I do this alone? Who can I count on?

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *handout*
3. Why Support is Important *handout*
4. Tips for Increasing Support *handout*
5. People Supporting Me Now *worksheet*
6. Who I Can Count On: Real Life Practice *worksheet*

Goals for the module:

1. To help student evaluate current support system and add new individuals so they will feel supported and connected as they make changes in their marijuana use.
2. To teach important skills involved in creating and maintaining relationships.

Agenda:

1. Review of Progress and Functional Analysis
2. Skill: Getting Support
 - a. Rationale
 - b. Explanation and Discussion
 - c. Making it personal-worksheets and roleplays
3. Summary and Next Steps

Agenda: I want to give you an overview of today

A: We'll review last week and do the breaking it down worksheet to see what situations led to you smoking or thoughts of smoking and how you handled them. This will give us some ideas for other skills we could cover.

B: We are going to talk about why having supportive people around you is important, especially as you make changes in your use. We'll focus on what types of support are most important for you, how you can get the support you need, and skills to maintain and strengthen relationships.

C. Then we'll evaluate the people in your life that are currently supporting you and brainstorm potential new options.

D. Lastly we'll summarize what we talked about, think how it will be for you to put it into practice in your life and talk about what's next.

Main Points (cheat sheet for HE's):

- One's social circle gradually narrows as marijuana use increases. As one makes changes in their use it's helpful to evaluate and potentially adjust their support network.
- Supportive relationships are important in life in general and specifically when people are making changes in their marijuana use.
- There are different types of support.
- Discussion of skills involved in getting the support one needs.

- Review skills involved in maintaining relationships.
- Help student explore current support system and brainstorm potential new supports.

Section 1: Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis worksheet.

Let's start (the way we always do) by taking a few minutes and breaking down this past week. What happened with smoking?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Skill: Getting Support

Why did you pick this topic and what are you hoping to get out of this session?

a) Rationale:

Having a strong support network will increase the likelihood students will be successful in their marijuana goals.

When someone reduces or stops smoking, it can affect relationships in a number of ways. Thinking things through ahead of time and having a solid support system in place will help you be successful in making changes in your marijuana use.

b) Explanation and Discussion:

Normalize how people who frequently use marijuana are often surrounded by others who use. Discuss how this can impact a person who decides to stop or reduce their use. Friendships can feel different or, in some situations, drop off particularly if marijuana was a major component of the friendship. Discuss importance of relationships in general and specifically when someone is reducing their marijuana use. HE can reference **Why Support is Important** handout during discussion.

It's really common for someone who smokes a lot to be surrounded by other people who smoke. It makes sense that we hang out with other people who are into the same things we are. Let's think about your situation, what percentage of your friends use marijuana?

Having a strong support network is important in life in general. There are benefits to people who have strong relationships: we tend to feel more connected, are happier, and even our physical health is better. Then, we know it's especially important when someone is stopping or reducing their marijuana use because 1) old friendships may be different 2) there may be some voids left when marijuana is gone (fun, bonding, etc) and 3) it can be hard to make those changes and support can help people be successful. 4) Having a good support system decreases the likelihood of relapse.

Discuss how creating and maintaining relationships is a skill. HE can normalize and talk with student about difficulties in forming and maintaining relationships.

It seems kind of weird to think of it this way but even starting and then keeping relationships is yet another skill. There are different things we can do to strengthen relationships and we'll talk about those today. No doubt you already do a lot of these things naturally but most of us have some room for improvement in this area and it can be especially helpful to spend some time thinking about this stuff as you're making changes in your use. As with all the skills we talk about, effort and practice helps people improve.

If we know that having close people in your life is important, why doesn't it always happen? Some common reasons include;

- *Not sure who / what we need*
- *Sense that can do it ourselves*
- *A need to be self-reliant*
- *Don't want to burden others*
- *Embarrassed about what we might say or about how we feel*

Explore with student the different types or categories of support. HE can reference **Tips for Increasing Support** handout for visual. Encourage student to reflect on own needs and identify which types of support are important to them in general and specifically related to making changes in their use. Help them articulate what they might miss as they decrease or stop marijuana use.

There are different types of support or roles that relationships can fulfill. When you think about the important things you get from friendships, what comes to mind for you?

Some common types include:

- *Problem-solving*
- *Company*
- *Moral Support*
- *Information*
- *Emergency help*
- *Distraction from problems*
- *Trying new, fun things*

As you think about your life and specifically reducing (or stopping) smoking, which types of

support do you feel will be most helpful? It might help to think both of what you might miss when you're not smoking and also what types of things help you get through hard times (distraction, someone to confide in, etc).

Move to discussing strategies for getting support from relationships. Include detailed discussion of importance of direct and specific requests for what student needs. Continue to reference **Tips for Increasing Support** handout for visual.

So even if we have good people in our lives, sometimes getting support when we need it isn't the easiest. Let's talk about some of the skills involved in this. One of the most important, and most difficult, strategies is asking for what you need in a clear and direct way. It can be pretty hard in the moment to reach out and tell someone else that we could use help but we have to remember that people aren't mind readers. So being clear and specific about what would be helpful is important. For instance, if you're craving smoking and what would be helpful for you is just to be busy and distracted, say that to a friend "I'm really wanting to smoke today, do you want to hang out and go to a movie or something? I know if I can stay busy it'll be easier." How is asking for support for you?

Move on to final section in **Tips for Increasing Support** and discuss strategies for maintaining and strengthening relationships. Explore with student which parts are naturally easier and harder for them.

Another piece of support to talk about is the skill of how do we keep relationships strong. Before we talk about the tips/strategies, what are your thoughts? What do you do that is important in your friendships?

c) Making it Personal-Worksheets

Move now to exploring who is currently supportive in their lives and who they might be able to add that will help them in goal of reducing or stopping marijuana. Encourage considering a wide array of individuals from different realms of their life. Explain that it's ideal to have several individuals who don't smoke because if all of social circle continues to use marijuana it will increase likelihood of relapse. Use **People Supporting Me Now** worksheet to identify current and brainstorm new support options.

Now we want to make it personal for you. As we fill this out, let's think both in terms of who is supportive of you in general and then specifically, who is going to be good support as you make changes in your use. We want to think of people from all different parts of your life: friends at school, on sports teams, acquaintances, family members, people in your community. So we'll write in both current supporters and potential supporters-people who you wouldn't define that way but could possibly be good for that role. The purpose of this exercise is just to brainstorm options, I'm not going to hold you to anything but sometimes just having a variety of options in your mind can be helpful as you figure out what you need moving forward.

It's ideal to include several people who don't smoke or will be accepting and encouraging of your goal around marijuana. We know that spending time around marijuana and others who

smoke increases the likelihood someone will decide to smoke at some point. And the opposite is true, too, being around others who aren't smoking decreases temptation and makes it easier to stay on track with your goal.

Time permitting and if helpful, can fill out **Who I Can Count On** worksheet.

Section 3: Summary and Next Steps

In the final portion of the module, summarize the main points that you heard the student saying and what was learned. How can they envision putting this information into practice in their real lives?

Ask for feedback about session. What was helpful, what was less helpful, what would they like to see more of?

Have student fill out IPA, choose next module, and schedule next session if applicable.

Agenda:

1. What happened this past week with marijuana use?

2. Today's topic: Feeling connected to and supported by the people around me
 - Having support is important
 - Different types of support
 - Skills in creating and keeping strong relationships

3. Making it personal: Who is supportive now and how adding more supportive people

4. Summary and Next Steps

BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<i>➤ What sets me up to be more likely to use marijuana?</i>	<i>➤ What was I thinking? ➤ What was I feeling? ➤ What did I tell myself?</i>	<i>➤ What did I do then?</i>	<i>➤ What good things happened?</i>	<i>➤ What bad things happened?</i>

BREAKING IT DOWN: STEP BY STEP

Why Support is Important

In general, strong support networks tend to:

- Increase happiness
- Help people through hard times
- Increase life satisfaction and emotional well-being
- Positively impact physical health

Why Support is Important When Making Changes in Marijuana Use?

**Old Friendships
may be
different**

**Building in fun,
distraction and
connection will
help you reach
your goal**

**Support
decreases the
likelihood of
relapse**

**There may be
some voids
without
marijuana (fun,
new
experiences,
bonding)**

**Making changes
can be hard and
support can help
people succeed**

Tips for Increasing Support

**When people try to quit marijuana, support helps them succeed.
People often don't have as much support as they'd like.**

WHAT types of support will be most helpful?

- **Problem solving**—someone good at thinking of options
- **Company**—someone to hang out with
- **Moral support**—offers encouragement and understanding
- **Distraction from problems**—someone good at distracting
- **Doing new, fun things**—someone to be active with
- **Information**—about activities, transportation, getting a job, etc.
- **Emergency help**—for loaning me a little money, borrowing a bike or ipod, giving me a ride, etc.



HOW can you get the support or help you need?

- **Ask** for what you need. Be direct and specific.
- **Be supportive** of others. It allows you to get better at receiving support.
- **Give** your supporters feedback. Let them know when something is or isn't helping.
- **Add** new supporters. As you work on something new, like trying to quit marijuana, you may need new or additional supporters.
 - Join a group/team/club, volunteer, meet new people/put yourself out there

Tips for maintaining relationships:

- **Be a good friend** – listen, show interest, be kind, understanding and non-judgmental
- **Show appreciation**
- **Stay in good touch** (calls, texts, emails)
- **Be available to help and support them**
- **Accept their help**-people like feeling needed/helpful.
- **Support others successes**
- **Give feedback about what's helpful and less so** (in a respectful way)



PEOPLE SUPPORTING ME NOW AND POTENTIAL NEW PEOPLE



Write your name in the center circle.

Write the names of the people that support you the most close to your name.

Fill in as many as possible, adding names of people who aren't currently but could be supportive.

- People that you can talk to about what you think
- People that you can talk to about how you feel
- Who you enjoy spending time with
- Good problem solvers
- People who really listen to you
- People you care about
- People who are non-judgmental
- People who you feel comfortable when you talk to them
- Sympathetic people
- AVOID – critical people, people who put you down, people who don't support your goals, (those who are smoking a lot/ putting pressure on you to smoke).

Real Life Practice: **Who I can count on**

Think of a trigger or something that could happen that might make you want to get high

Describe the trigger/ problem:

Who might help you with this trigger/problem?

What could they do to give you the support you'd like?

How can you get this support from him or her? (Remember, be direct and specific.)

When might be a good time to talk to this person?

Offer support to someone else

Is there a friend/family member who is currently having a problem?

Describe what you could do to lend him or her some support:

Module 4

**What other ways can I have fun/reward myself/relax?
(can be adapted based on what role marijuana plays for student)**

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*
3. Brain slide *optional handout*
4. A Few Suggestions *handout*
5. Adding New Activities *worksheet*
6. Tips for Success *handout*

Goals for the module:

1. Help student think through connection between their marijuana use and fun
2. Explore sober options that can fill this role.

Agenda:

1. Review of Progress and Functional Analysis
2. Skill: Other Ways to Have Fun
 - a. Rationale –
 - b. Explanation and discussion of skill –
 - c. Making it personal-worksheets and handouts
 - d. Common questions/concerns
3. Summary and Next Steps

Main Points (cheat sheet for HE's):

- Many people smoke to have fun
- Explain natural reward pathway in brain
- Marijuana artificially stimulates reward pathway
- Common for fun activities to become triggers and/or habitual response to use marijuana for fun things.
- Fun essential in our lives
- Stopping or reducing marijuana use may create void
- Important to brainstorm and replace with other fun activities (handout and worksheet)
- Different strategies that can help as make changes (handout)

Section 1: Review of Progress/Functional Analysis Exercise

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis exercise.

Let's start (the way we always do) by taking a few minutes and breaking down this past week. What happened with smoking?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Skill: Other Ways to Have Fun

Note to HE, student may be interested in focusing on other ways to reward self, relax, or other goals which can be substituted for "fun" throughout module as needed.

Agenda: Today's topic is figuring out how you're going to continue having fun while [not using marijuana/ using marijuana less]. It can be a really neat chance to figure out what other things you're interested in and you can take this opportunity to try some new things you've wanted to do. We'll want to cover why having fun is so important, how fun is related to different parts of our brain, and brainstorm some ideas about fun activities to try and steps you can take to do them.

a) Rationale:

For some people a main reason they use marijuana is to have fun. Therefore if you decide to make a change in your use, it's important to understand how marijuana was related to feelings of pleasure for you and come up with realistic alternatives that will fill that role moving forward. Planning other fun activities will make it more likely you'll stick to your goal of not smoking.

b) Explanation and Discussion

Explain to the student what we understand to be the relationship between marijuana and pleasure. Natural reward pathways, marijuana stimulates artificially. Concern is that with continued and frequent marijuana use, enjoyment of things without substances becomes more difficult and pathways in brain may be altered. Show optional **brain slide** to illustrate if helpful.

There is a reward pathway in the brain that contributes to the experience of fun or good feelings. This pathway is stimulated naturally when people do things like eat, exercise, or connect with other people, things that are inherently fun. When someone uses marijuana it also stimulates that pathway in the brain but artificially-basically it's a short cut to experiencing the natural good feelings. What becomes concerning is when marijuana use is frequent, actual changes in the brain and reward pathways may occur so it's harder to experience pleasure naturally. This, in turn, can lead people to want to smoke more often to experience the good feelings.

Ask for thoughts, reactions, and what they've noticed with their own marijuana use.

Revisit concept of triggers and habit and relate to current topic. Explain that it's common for marijuana use to become associated with fun activities so certain things (being with people, watching movies) can become triggers and being around them can make the person crave smoking. In addition, smoking can become a habitual response to certain fun activities.

People that use marijuana frequently often get very used to doing certain things when they're high, like watching a movie or being with certain people. The brain then associates these things together and it can seem weird, and not as fun, to do those things when sober. You know how we've talked about triggers quite a bit? Often certain fun or enjoyable things can become triggers for people because they are used to doing them high. Also when someone uses over and over in certain situations it can become a habitual response to smoke. For example, when someone plays video games they typically smoke (or whatever is relevant to student). Have you noticed that for yourself at all?

Fun and enjoyable activities are essential to our lives. If making changes in marijuana use, important to have other enjoyable activities to take the place that marijuana did. Normal for these to feel different but important to have a number of alternative fun options.

This sounds kind of silly but fun is an essential part of our lives, it helps us cope with all the responsibilities and stressful things we have to deal with and makes life more enjoyable. So when marijuana is taken away, if it served as a means to fun, it's important to come up with enjoyable replacements to fill that void. Other fun activities may not fit exact role smoking did and that's ok and normal. What's important is to have a variety of realistic options for yourself. If you have different things to look forward to and enjoy, you'll be more likely to be successful in your goal of not smoking.

c) Making it Personal-Handouts & Worksheets

Proceed to looking at pleasurable activities list/**A Few Suggestions** handout and brainstorming ideas relevant to the student. Walk through **Adding New Activities** worksheet.

Ask open ended questions and probe for further details about the event, and what they felt while they were doing that activity.

When the exercise is complete, review what the goal was that they set for themselves at the bottom of the handout. Talk about how they are going to incorporate this activity they think they might enjoy into their week. Help them anticipate what challenges might come up, and how they could respond to these challenges.

You're planning to read 15 minutes every day this week, and the way you're going to do that is you'll read before you go to bed, instead of smoking. What might make this difficult? What can you do to make this easier for you to accomplish?

What would you do if it turned out reading before bed wasn't a good way for you to fit those 15 minutes in? What other ways could you fit some reading into your day?"

If their plan involves interacting with others, it might be useful to role-play how this might go.

Review and discuss **Tips for Success** handout with student if helpful and time permitting.

* Be intentional and specific

It may feel weird but it can be helpful and important as you make changes and build new habits to be specific and literally schedule enjoyable activities. Especially in the beginning, some find writing ideas and activities down and checking them off helps keep people on track and strengthens those new pathways in the brain. At first it might feel awkward, but if you plan to do things that you like doing on a regular basis, it's more likely that they will become a regular part of your life. The more you make an effort to do them now, the easier it will be in the future for you to include fun things in your day.

* Make it public

Involving others in your plans can make it more likely that you'll follow through. Consider telling and/or involving a few close people.

* Expect challenges/wait it out

Making changes like this is hard! Like we talked about, it can involve adjustments in activities and the enjoyment from other activities will feel different than the feelings you get from smoking. Remind yourself why making changes in your use is important to you and remember that the initial few weeks will be the hardest as you adjust to the changes.

* Change your mindset

After they have identified some different activities they think they might enjoy, encourage them to think about these things as another kind of habit that they can pick up – one that they will be glad they have.

* Explore needs met

If they have trouble coming up with activities, talk about what they enjoy about using marijuana. Allow them to speculate about some other things that might bring the positive effects that they enjoyed about using marijuana.

If it's not as easy as you expect, you can ask yourself what, specifically, you're missing from marijuana. This may be a feeling like having fun, relaxing, or a feeling of escaping from life or it may be experiences like bonding with friends. If you can pinpoint what needs were being fulfilled, it may be easier to brainstorm other sober options that will fill the same needs. What other ways could you relieve some stress?

d): Common conversations/concerns – discuss as appropriate

At any point throughout module these concerns may come up, discuss as needed.

“Things aren't as fun when I don't smoke.”

It's common for someone who has reduced their marijuana use to see some change in *what* activities they enjoy, and also *how much* they enjoy an activity. Help the teen identify what activities they enjoy, and how the change in their marijuana use is related to their enjoyment of the activity.

Sometimes people don't believe they can have fun without smoking, and trying to find some other ways of having fun is a way to test that belief. It's not easy for us to do things when we aren't sure we're going to enjoy them, but trying them a few times just to see. Trying things sober that we think might be fun is one way to have some fun and also figure out what kinds of things we can do to have fun that don't depend on whether or not we've used marijuana.

What changes have you noticed in your enjoyment of activities that you used to find fun?

Playing XBOX with your friends is something you used to like doing a lot, but now that you aren't smoking, it isn't as fun for you.

You used to like going to the park and smoking with your friends, but now that you're not smoking, going to the park to hang out with your friends isn't as much fun.

“I don't do anything fun now that I don't smoke.”

One way of preventing triggers from happening is to avoid them. The teen may have begun to avoid situations where they might experience a trigger, and this may result in them not doing things that they enjoy. They may begin to associate being sober with being bored. Reflect their experience with this in mind.

A lot of your triggers were things that you enjoyed doing, and now that you're avoiding those situations, you aren't doing the things that you enjoy. They are things that kept you smoking, but you also liked doing them.

If it's an activity that is important enough to them, see if they might be able to come up with a way to do the activity without smoking. Ask them what it would be like to do those things, and not smoke – what might come up. If they don't think they'll be able to participate and not smoke, ask them what other things they could do that they might enjoy. Help them build confidence that there might be other ways for them to have fun.

Section 3: Module Summary/Next Steps

In the final portion of the module, summarize the main points that you heard the student saying and what was learned. How can they envision putting this information into practice in their real lives?

Ask for feedback about session. What was helpful, what was less helpful, what would they like to see more of?

Have student fill out IPA, choose next module, and schedule next session if applicable.

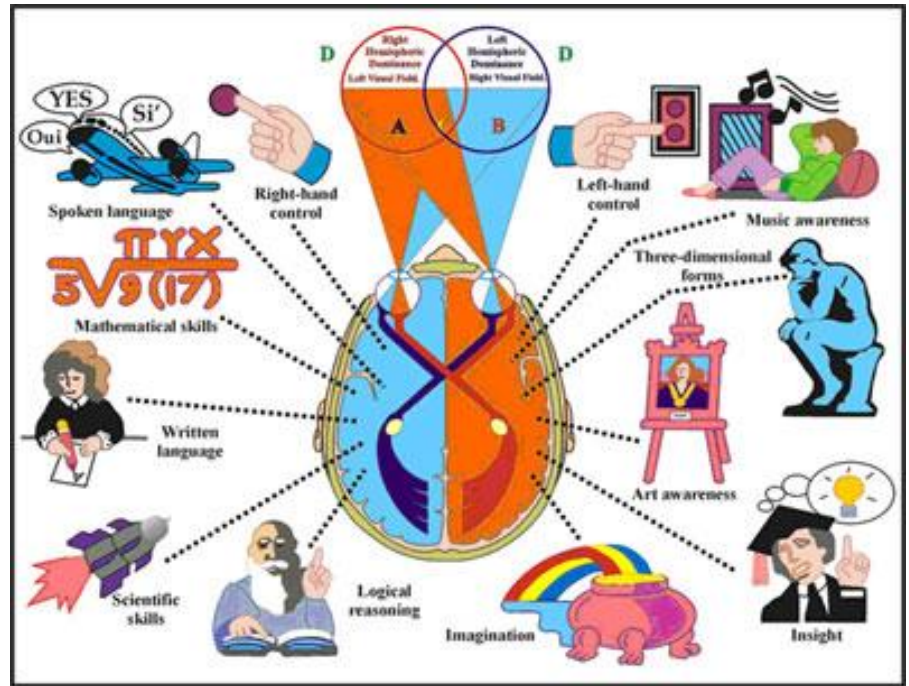
Agenda:

1. What happened this past week with marijuana use?
2. Today's topic: Keeping things fun
 - Why it's important to have fun
 - New ways to have fun
3. Making it personal: Finding fun things to do that won't lead to smoking
4. Summary and Next Steps

BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<i>➤ What sets me up to be more likely to use marijuana?</i>	<i>➤ What was I thinking? ➤ What was I feeling? ➤ What did I tell myself?</i>	<i>➤ What did I do then?</i>	<i>➤ What good things happened?</i>	<i>➤ What bad things happened?</i>



A FEW SUGGESTIONS – COME UP WITH YOUR OWN LIST!

- | | |
|---|---|
| <input type="checkbox"/> Talk on the phone | <input type="checkbox"/> Download new app |
| <input type="checkbox"/> Be outdoors | <input type="checkbox"/> Go to the library |
| <input type="checkbox"/> Watch or participate in sports | <input type="checkbox"/> Repair things |
| <input type="checkbox"/> Do artwork or crafts | <input type="checkbox"/> Ride a bike |
| <input type="checkbox"/> Read books or magazines | <input type="checkbox"/> Care for house plants |
| <input type="checkbox"/> Rearrange my room or house | <input type="checkbox"/> Take a walk |
| <input type="checkbox"/> Hear lectures or speeches | <input type="checkbox"/> Do things with children |
| <input type="checkbox"/> Listen to music | <input type="checkbox"/> Travel |
| <input type="checkbox"/> Play board games | <input type="checkbox"/> Play with pets |
| <input type="checkbox"/> Solve a puzzle | <input type="checkbox"/> Exercise |
| <input type="checkbox"/> Take a long bath or shower | <input type="checkbox"/> Do volunteer work |
| <input type="checkbox"/> Do outdoor work | <input type="checkbox"/> Walk barefoot |
| <input type="checkbox"/> Hear jokes, or comedy routines | <input type="checkbox"/> Say prayers |
| <input type="checkbox"/> See beautiful scenery | <input type="checkbox"/> Learn to do something new |
| <input type="checkbox"/> Go downtown | <input type="checkbox"/> Go to health clubs, sauna |
| <input type="checkbox"/> Be with relatives | <input type="checkbox"/> Help others |
| <input type="checkbox"/> Window shop | <input type="checkbox"/> Improve my health (new glasses, change diet) |
| <input type="checkbox"/> Cook meals | <input type="checkbox"/> Help a group I respect |
| <input type="checkbox"/> Eat out | <input type="checkbox"/> Work on machines (cars, bikes) |
| <input type="checkbox"/> Write in a diary | |

MY IDEAS:

Adding New Activities – we all need something fun to do!

Write down a time when you did something fun when you weren't high

What did you enjoy about it?

How do activities you enjoy affect your mood?

Identify three fun activities you'd like to do more often

Now set a goal for yourself! What could you try out?

Every day during this week,
I will spend at least ___ minutes doing _____

or

At least once this week, I will _____

Tips for Success:

* Be intentional and specific

Although it may feel weird, in the beginning it may be helpful to plan or write out specific activities. It can help people get in the habit as the reward pathways in the brain are reworking themselves.

* Make it public

Involving others in your plans can make it more likely that you'll follow through. Consider telling and/or involving a few close people.

* Expect challenges/wait it out

Changes like this can be hard, especially in the beginning! Remind yourself why making changes in your use is important to you and remember that the initial few weeks will be the hardest as you adjust to the changes.

* Change your mindset

These fun activities may feel different than the fun you experienced from smoking. That's ok and normal. Focus on the enjoyment and pride you might experience from discovering new, healthier enjoyable activities.

* Explore needs met

If you're having a hard time coming up with other options, you can ask yourself what, specifically, you're missing from smoking. It may be a feeling like fun, relaxing, or a break from normal life or it may be experiences like bonding with friends. If you can pinpoint the needs it may be easier to brainstorm other sober options to fill those needs.

Module 5

Preparing for unplanned situations and dealing with slips

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*
3. Why Prepare for Emergency Situations *handout*
4. Unplanned Situations *worksheets*
5. Problem Solving: Real Life Practice *worksheet*
6. If I Slip *worksheet*

Goals for the module:

1. To help student prepare for high risk situations by anticipating possible scenarios and teaching problem solving skill.
2. Think through ways to cope and learn from a relapse, should one occur.

Agenda:

1. Review of Progress & Functional Analysis
2. Skill: Preparing for unplanned situations and problem solving method to cope
 - a. Rationale
 - b. Explanation and discussion of skill
 - c. Making it personal-worksheets
 - d. Discussion of relapse and how to learn from it should one occur
 - e. Making it personal-“If I Slip”
3. Summary and Next Steps
4. *Today we'll talk about how this past (week) went with smoking. We'll break down the different situations, thoughts, and feelings that have become easier for you to handle and others that are trickier and can continue give us ideas about other helpful topics.*
5. *Then, I know that last time we met you were interested in talking about unplanned situations. By the end of our meeting today, we hope to cover*
 - a. *Why you may become unexpectedly triggered and crave smoking at certain times.*
 - b. *Why it's important for anyone making changes to his/ her marijuana use to prepare for these unexpected high risk situations.*
 - c. *What you can do if you do experience a relapse.*
 - d. *We'll do some worksheets to help us visualize what emergency situations might look like for you, practice the problem solving method, and think through how to deal with a relapse, should one occur.*
6. *We'll end by making sure all of this makes sense, and seems somewhat doable in your own life. We'll give you some ideas to practice at home and see if there's another topic you want to do.*

Main Concepts:

- We can avoid many, but not all high risk situations
- It's normal and expected to be periodically unexpectedly triggered (emergency situation)
- Problem solving is a skill to be used in emergency situations.
- Thinking of possible emergency situations and practicing the problem solving method in advance will prepare you for when they happen in real life and increase likelihood you'll be successful in your goal around marijuana.
- Sometimes emergency situations lead to a slip (relapse)
- Relapse is not to be expected but is also a common experience as people make changes in their use.
- Relapses should be viewed as a learning opportunity

Section 1: Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis worksheet.

Let's start (the way we always do) by breaking down this past week. How did this week fit into your goal of not smoking/reducing your marijuana use?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Skill: Planning for Emergencies and Coping with Relapses

Tell me why you picked this topic? What do you hope to get out of this session?

a) Rationale:

HE can reference **Why Prepare for Emergency Situations** handout during this discussion. Avoiding triggers and high risk situations is a good strategy when reducing or stopping marijuana use. It's also normal and common for people to find themselves periodically and unexpectedly triggered (emergency situations). Thinking things through in advance and having some strategies for how to deal with emergency situations helps people stay on track with their marijuana goal.

As someone is making changes in their marijuana use, they have some level of control over avoiding triggers. They can choose not to be around certain people or go places that may make them more likely to smoke. Avoiding situations where marijuana will be involved is a good strategy when making changes. However, sometimes they're caught off guard and might need to think on their feet. Let's call those situations emergencies. That's what we're talking about today. These are normal and to be expected, thinking through how you might deal with them will help you be prepared when the real situations arise.

We can compare it to having a disaster preparedness packet at school or home. You can't know exactly what a disaster would look like (earthquake, volcano, etc) but you can do some things ahead of time to prepare. First of all you can think through what possible emergency situations might look like and how you'd respond. You can also prepare some things, like a packet with water and food, so you'll have what you need. In the case of these emergency situations we'll be preparing by thinking through possible high risk scenarios and practicing the problem-solving skill so you can use it if/when you need to.

We don't expect a relapse to occur or for you not to meet your marijuana goal but sometimes that happens in the process of making changes and it's helpful to think through how to deal with that in advance should it occur.

Also it's not uncommon for people to experience setbacks and use when they were planning not to. If that were to happen to you, thinking of those situations as learning opportunities will help you as you determine out what works and what doesn't as you figure out how to reach your marijuana goal.

b) Explanation and discussion

Explain unexpected high risk situations to student using concepts of triggers, habits and pathways in the brain. Use **Unplanned Situations** handout to highlight principles below.

For individuals attempting to quit marijuana, an emergency situation consists of unanticipated circumstances that place them at increased risk for marijuana use.

It all goes back to what we've talked a lot about, triggers, pathways in the brain, and smoking as a habitual response. Let's say you unexpectedly see a friend that you used to smoke with a lot who moved to a different school. Your brain connects that person with smoking and all of a sudden you find yourself craving marijuana.

The student is asked to brainstorm the types of emergencies they may encounter. Use Unplanned Situations worksheet to think through situations. After a period of unstructured brainstorming, HE can include info from previous sessions and functional analysis exercises to highlight high risk situations they may have missed. **Page 2 of Unplanned Situations** provides opportunities to explore ways to cope in emergency situations.

Type of Emergency (unanticipated trigger)	Example of Emergency
Specific Situation	Celebration, social separation, problem at school, adjustment to new situation, new responsibilities (job, etc)
People	Certain individuals who would likely trigger craving (friend used to smoke with, seeing old dealer)
Life Event	Moving, parents' divorce
Feeling	Disappointed, disrespected, celebratory, feeling criticized by parent, nervous about a date, etc.

Emergency situations that can trigger a slip do not just include negative events but can also include positive events (e.g., your team winning a big game, getting into college, a new job or a move to a better home).

Use the **Problem Solving** Worksheet to explain problem solving model as a skill to be used in emergency situations. Emphasize that we all problem solve in everyday life but that it is a skill that is hard to do when we're feeling triggered and emotional like in emergency situations. Thinking through and practicing in advance will help it become easier to do in the more difficult moments. Walk through the 5 steps and look at handout.

We're going to look at a general model for problem solving. This is something you do automatically all the time. However in emergency situations we're often emotional and not thinking very rationally. So it's helpful to be more intentional, slow ourselves down and walk through the steps for a while until it becomes more natural. It all goes back to that idea of developing a new skill and pathways in the brain. It takes time and practice and effort to get better and better at it.

“Is there a problem?” Recognize that a problem exists. We get clues from our bodies, our thoughts and feelings, our behavior, our reactions to other people, and the ways that other people react to us.

“What is the problem?” Identify the problem. Describe the problem as accurately as you can. Break it down into manageable parts.

“What can I do?” Consider various approaches to solving the problem. Brainstorm to think of as many solutions as you can. Consider acting to change the situation and/or

changing the way you think about the situation.

“What will happen if . . . ?” *Select the most promising approach. Consider all the positive and negative aspects of each possible approach, and select the one most likely to solve the problem.*

“How did it work?” *Use the chosen approach. Assess its effectiveness. Having given the approach a fair trial, does it seem to be working out? If not, consider what you can do to beef up the plan, or give it up and try one of the other possible approaches.*

c) Exercise: “Real Life Problem Solving”

Have the student select one of the potential emergencies that were generated in the previous brainstorming exercise.

Now ask the student to be sure that the problem is clearly identified, and have the student brainstorm various solutions. Write the possible solutions on **Real Life Problem Solving**. Now have the student evaluate each of the possible solutions and pick one as the best choice. As this exercise is being done, describe how these brainstorming steps fit in with the problem-solving model.

d) Learning From a Slip

Sometimes in emergency situations, people relapse or slip. Slips are common when people are making a change in their use. Don’t expect them to happen and try to avoid them but if they do, try and view them as learning opportunities. Don’t fall into common trap of being disappointed/feeling bad and giving up on your goal. Dissect the event to better understand your high risk situations so you can be better prepared in the future.

Now sometimes, despite the best planning and preparation for emergency situations, people slip and smoke when they were planning not to (relapse). I’m not expecting this to happen to you and you should try and avoid it, but it’s helpful to think through and talk about how to deal with it, should it happen. Have you ever had the experience where you planned not to smoke but it didn’t pan out as you’d hoped? What was that like for you?

It’s normal for people who experience slips to be frustrated and disappointed and even give up on their goal. We want to look at slips in a different way. Putting on your scientist hat, think of it as providing clues as to what factors led to your use and what else you need to support you to make you successful in your goal. Since you can’t go back in time and change your decision, a slip should be viewed as a learning opportunity.

What were the triggers? What were your reasons for using (what were you hoping to get)? What happened after the slip? What would have helped you avoid using (what did you need/were missing to be successful in goal)?

e) Exercise: Worksheet- “If I Slip”

Review **If I Slip** worksheet and help student fill out.

Help the student develop a plan to cope better with those antecedent events when they occur again, as well as with future cravings to use.

Help student explore how to get back on track after a relapse. Help the student cover the following suggestions:

1. Get rid of any leftover marijuana.
2. Ask for support.
3. Do other positive things instead of using.
4. Remind yourself of reasons for wanting to quit.
5. Move forward, learn from situation, don't beat yourself up

3): Summary and Next Steps

In the final portion of the module, summarize the main points that you heard the student saying and what was learned.

Ask for feedback about session. What was helpful, what was less helpful, what would they like to see more of?

Have student fill out IPA, choose next module, and schedule next session if applicable.

Agenda

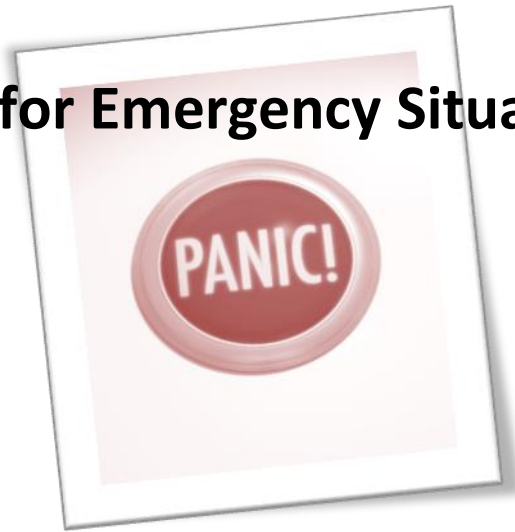
1. What happened this past week with marijuana use?
2. Today's topic: Unplanned situations & slips
 - Unexpected triggers and craving
 - Being prepared
 - Experiencing a slip or relapse.
3. Making it personal: Possible situations that could catch you off guard and being prepared.
4. Summary and Next Steps

BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<i>➤ What sets me up to be more likely to use marijuana?</i>	<i>➤ What was I thinking? ➤ What was I feeling? ➤ What did I tell myself?</i>	<i>➤ What did I do then?</i>	<i>➤ What good things happened?</i>	<i>➤ What bad things happened?</i>

Why Prepare for Emergency Situations?



- Emergency situations will likely occur, no matter how successful you are at avoiding most situations where marijuana will be present.
- If you prepare for an emergency situation, you are more likely to get through it in the way YOU want.
 - Think through possible emergency situations
 - Learn and practice problem solving skill as a way to cope.
- Slips are not expected but also not uncommon when people are making changes.
- Both emergency situations and slips are chances to learn.

Unplanned Situations: I didn't see *that* coming... How to be prepared for anything

Here are some possible emergencies that I want to be prepared for:

- 1.
- 2.
- 3.

Types of Possible Emergencies (unexpected trigger)

(triggers: something, someone, some feeling that makes you want to use):

- Situation (celebration, problem at school)
- Feeling (Disappointed, excited/celebratory, disrespected, criticized, nervous about a date, etc)
- Life event (move, parents' divorce, new job)
- People (see a friend I used to smoke with, old dealer)

Unplanned Situations: I didn't see *that* coming... How to be prepared for anything, part 2

If one of these emergencies happens, here are some possible things I can do instead of smoking:

- Think things through (what will happen if I do this)
- Cool down by:
- Distract myself with:
- Physical activity. What kind?
- Doing something relaxing. What?
- Media (music, book, magazine, TV, movies).
 - Which media?
- Something creative (writing, art, dance).
 - Which one(s)?
- Ask or call someone for help

FIND Helpful People

Who

- 1.
- 2.
- 3.

DON'T DO the following (It could make the situation worse):

- Smoke marijuana, drink alcohol, use drugs.
- Act without thinking.
- Get overemotional.
- Isolate myself and/or stay away from people who care about me.
- Stay in a high-risk situation.

Real Life Practice for Problem Solving

Select a problem that you have now or one that you may have a hard time coping with in the future. Follow the steps of the model.

Remember to:

- ✧ Describe the problem well and brainstorm a list of possible solutions.
- ✧ Think about your choices, and then rank them in the order of which solution you think will work best.
- ✧ When you have decided which solution you believe is the best one, try it out.
- ✧ Evaluate how well it worked.

AN EXAMPLE: You are going to a party where you know people will be drinking and getting high.

YOUR PROBLEM:

1. Recognize that a problem exists.
2. Identify the problem. (Describe what the problem is)
3. Come up with possible solutions. (Make a list [brainstorm])
4. Make a decision. (Rank the solutions, and think about the consequences of each)
5. Evaluate the outcome of your decision. (Consider positive and negative results)

IF I SLIP...

Regret and guilt are normal when slips happen but not especially helpful. Instead, try and focus on what you learned from the experience.

What happened?

Try, without judgment, to figure out what factors led to my decision to use
What contributed to slip (triggers: mood, people, thoughts, feelings, situation, etc)

What's needed?

What do I need moving forward? (get rid of extra marijuana, remind self of reasons, support saying no, more fun things in my life, other ways to deal with stress, etc)

Module 7

Anger. What can I expect to feel when I'm not getting high?

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*
3. Understanding Anger *handout*
4. Things that Make ME Angry *worksheet*
5. How To Figure out if I'm Angry *worksheet*
6. Early Warning Signs of Anger *worksheet*
7. Relaxation: Real Life Practice *worksheet*

Goals for the module:

1. To increase awareness of anger triggers/early signs and how marijuana use relates to anger.
2. To teach relaxation technique for coping with anger as an alternative to using mj.

Agenda:

4. Review of Progress and Functional Analysis
5. Skill: Understanding anger, it's connection to marijuana use, and relaxation as way to cope
 - a. Rationale
 - b. Explanation and discussion of skill
 - c. Exercise-progressive muscle relaxation
6. Summary and Next Steps

Main Points (cheat sheet for HE's):

- Anger is a big topic
 - Part 1 today focuses mostly on awareness, part 2 is on other ways to cope with anger
- Anger-psychoeducation
 - It's a normal feeling. Can't stop the feeling but can choose how you react
 - Both useful and potentially destructive
 - Many people use marijuana when angry to calm down
 - Anger can become a trigger to use marijuana
 - Marijuana use can become a habitual response
 - Like all habits-anger responses are changeable with effort and practice
 - Other ways to cope with anger (other than smoking) are important and increase likelihood will reach marijuana goal
- Awareness-First Step. 2 parts

- Learn your anger triggers
- Learn your early anger responses
- PMR as a relaxation strategy
 - Research and rationale for relaxation techniques
 - Can feel different/awkward initially
 - Can modify module for indiv needs-shorten, use preventatively, etc.
 - Skill-practice

Section 1: Brief Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis worksheet.

Let's start (the way we always do) by taking a few minutes and breaking down this past week. How did this week fit into your goal of not smoking/reducing marijuana use?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Skill - Understanding anger, its connection to marijuana use and relaxation technique as an alternate way to cope with anger

Why did you pick this topic? Tell me a little about anger for you and how it relates to marijuana use.

a) Rationale:

Emphasize breadth of topic and plan to focus first meeting on increasing awareness and understanding of personal anger triggers and early warning signs. When we realize we're mad, we then have a greater awareness and more choice in how respond. One way to manage anger is called is a Relaxation Exercise as alternative to marijuana use when mad.

We're going to focus on the relationship between anger and marijuana. This is a big topic and we've broken it into two sessions. Today we'll focus on increasing awareness of your anger and learning an alternative to smoking when you're upset.

When we're finished with our meeting today you should have a really good understanding of what anger is, be able to recognize when you're getting angry, understand how anger affects marijuana use and vice versa, and how to calm yourself down when you're feeling angry. What we know is that if people understand their anger and have other options for dealing with it, they're more likely to reach their marijuana goal.

How does that sound?

If at any point HE senses student could benefit from more in depth counseling related to anger, a conversation about resources and referrals is always appropriate.

This is a big topic, some adults spend years in counseling working specifically on dealing with their anger in better ways, this is kind of cool that you're working on this as a teenager. We'll do an overview and focus on how your marijuana use is connected to anger. However, if this is something that you feel you want to work on in depth we can talk about who might be a good person to connect you with.

b) Explanation and Discussion:

HE can reference **Understanding Anger** during this brief psycho educational overview of anger.

Anger is a normal feeling, everyone experiences it. Can be helpful, energize us to solve problems. The feeling of anger is not bad but how we decide to deal with it that can get us in trouble. Focus on the response of smoking marijuana when angry.

Let's talk a little bit about anger first and define main concepts so we're on the same page. We all feel it but we rarely slow down to think about it in depth.

Anger is a feeling. It's 100% normal and natural and can actually be quite helpful to us. It can energize us to solve problems. For example, if you hear a classmate criticizing a friend, you may be energized to support that friend and to remind the classmate of that person's good points. The feeling of anger is never bad, it's the way we respond, and how we choose to act that can be problematic. Everyone's different and there are a variety of ways to respond when feeling angry. For the purposes of our meetings, we're going to focus on the choice of smoking marijuana when one's angry and explore how to break that cycle. While we may focus on a special behavioral response to anger (smoking marijuana) if you want to change other behaviors that you do in response to feeling angry, like yelling mean things at people, getting into fights, etc., the cool thing is that you can use these same skills in lots of different situations and they can help you not yell or get into fight. But all that we're talking about today is generalizable in terms of learning to deal with anger in better ways-it's just that we'll try and keep it focused on anger and smoking.

Revisit thoughts, feelings, and behaviors concept and explain marijuana use as a behavioral response to the feeling of anger. Anger is an uncomfortable emotion and many people find

that using marijuana helps them calm down in the moment but reality is that it's not a long term solution. Anger can become a trigger to use and smoking a habitual response.

It's a real theme in these meetings, becoming aware of thoughts and feelings because, like we've talked about, they often impact our behaviors. Feeling angry isn't fun and it makes sense that people don't want to feel that way and smoking may serve the purpose of calming them down in the moment. However, usually smoking doesn't make the anger or problem go away and it may even add more issues to deal with in the long run. For people who find that smoking helps calm them down, just feeling angry can become a trigger for them to use. Has that been the case for you at all?

We've also talked about habits and ways that we react when we're angry are no different. For some people that may be yelling and for other people it's smoking weed. Once feeling angry is a trigger for someone, smoking can easily become a habitual response. Then the connection between anger → smoking → feeling better becomes strong in the brain.

Like changing other habits, we can change the way we react to anger. Finding different ways to deal with anger will increase your control over marijuana use and keep you on track with your goal. Similar to other skills, effort, intentionality, commitment and practice are needed as the brain does some re-wiring.

This is where the unlearning and replacing comes in. As always, unlearning certain responses is completely do-able, it just requires effort, time and commitment. By finding other ways to deal with your anger, you may not feel you need to smoke and will be more likely to reach your goal related to marijuana. It's important to have other strategies to cope with anger and we'll practice one of those today and then focus more on that in part 2 of anger.

Increasing awareness:

Slowing down and understanding personal anger triggers will increase our control over how we react when mad. After an open discussion brainstorming and exploring student's personal anger triggers, look at **Things that Make Me Angry** handout to identify anger triggers for student. Prompt him/her to think of a variety of situations (e.g., home, school, party), being with a variety of people (e.g., family, friends, teachers, strangers), and different feelings that may lead to anger (feeling disrespected, blamed, treated unfairly). While doing worksheet, can have student think about and use recent real life example where they were angry.

Optional: can also reference **How to Figure out if I'm Angry** to further explore triggers if helpful.

We rarely slow down to look closely at our anger but this is an important step in gaining control over how we respond. We're going to spend some time exploring both your anger triggers and your early anger signals.

We've talked about marijuana triggers and this is the same concept. We all have certain things that tend to make us angry-feeling disrespected, treated unfairly, ignored, certain

people or situations, etc. Let's talk for a minute about the things that tend to make you angry.

Early Anger Signs:

Explain concept of anger meter (0-10) and goal to catch anger feelings early on when it's easier to control your response. Earlier you can intervene in anger process, more likely you'll make decisions you're happy with (not smoking) in the long run.

It can be helpful to use the concept of an anger meter. While it may feel like all of a sudden you're just really angry, there really is a process of going from 0 (not at all angry) to 10 (rage). It may not feel like you go through 1-9 but you do, even if it happens very quickly. The reason this is important is because there are things going on in the early stages that can let you know you're on your way to becoming really upset and possibly making choices you'll regret, like smoking. It's much easier to interrupt the process early on like when you're at a 2 or 3 rather than an 8 or 9 when we're really emotional and not making the best decisions. So we'll think about this today, too; what your personal early anger signs are so you can have a better chance of interrupting the cycle.

Everyone has different early anger signs, discuss common responses and use **Early Anger Warning Signs** worksheet to identify student's personal early signs. Explore both physical (teeth clenched, body tense) and internal (feeling helpless, problems sleeping, etc) reactions.

Brief discussion on similarities between withdrawal symptoms and anger signs may be helpful.

Here's something important for you to know. Many of the physical and emotional signs of anger are the same symptoms people experience when they are withdrawing from marijuana such as irritability, headaches, or trouble sleeping. These are temporary, however, and will disappear in a few weeks. Some people, when they're withdrawing from marijuana and have these feelings are tempted to get high again. If the person can hang in there, the symptoms soon will go away or occur less often.

c) Exercise: Relaxation Training

After exploring personal anger triggers and signs, explain and practice progressive muscle relaxation exercise so student has options other than smoking marijuana when upset. Some psycho education and brief pep talk about relaxation exercise may be helpful for some students. Get student's tension rating using 1-10 scale prior to exercise.

Now that we've gotten a good beginning understanding of what makes you angry and what your early anger signs are, we're going to practice a relaxation exercise so you can have some other ways to help you calm down other than smoking.

Just a heads up about this exercise. It may feel a little awkward to try this out, especially with my reading it and for most people it takes some getting used to. It sounds funny but

relaxing is a skill that usually takes practice to get good at. Don't expect too much too soon. You may feel only a little effect the first few times you do this, but it's likely you'll become more relaxed with practice.

Research has shown that doing relaxation exercises like this actually physically changes your body. Breathing slows, blood pressure, oxygen consumption, and stress hormones decrease and many people report an increased sense of well being. Sound familiar? Some say it's similar to effects people get from smoking marijuana. So replacing smoking with something else that can achieve similar effects can make breaking the connection between anger and smoking easier. Even though we're focusing on this as an alternative to smoking when you're angry, you can use relaxation skills to help you cope with stress in general.

For the next few minutes, I'll guide you through a tension relaxation exercise so you can get a good idea of what it involves and can begin to practice it on your own.

It involves taking turns tensing and relaxing different muscle groups to identify feelings of tension and to replace them with feelings of relaxation.

HE references **Relaxation Exercise**, reads PMR script.

Once the last muscle group has been tensed and relaxed, ask the teen to again rate themselves on the 1 to 10 scale. Ask what their rating is.

End this exercise slowly. Let the teen take a few moments to open their eyes and reorient.

Take a moment to explore what the experience was like and envision how they might incorporate it into their lives. Give the teen the **Relaxation** handout. If student is interested, can offer to email link to brief audio recordings of relaxation techniques.

Reinforce teen for doing well on exercise.

Optional conversation about modifying exercise so most helpful to student. Use preventatively and/or in the moment when upset. Shorten or lengthen according to preferences.

This gives you a sense of what a relaxation exercise feels like. People alter it to fit their needs and preferences. Some people like to use these strategies preventatively, they build them into their schedule even if they're not angry or stressed about something and it just helps them feel calmer in general. So they're going around at a lower starting point on the anger meter. Others like to do it mainly when they're starting to feel angry.

These strategies can be altered, too, so while this is a longer exercise, people can find shorter and less formal ways to incorporate them into their days.

Section 3: Summary and next steps

In the final portion of the module, summarize the main points that you heard the student saying and what was learned.

Ask for feedback about session. What was helpful, what was less helpful, what would they like to see more of? Explain that the next session usually focuses on anger again, but if they would like to pick something else, we can.

Have student fill out IPA, choose next module, and schedule next session.

Agenda

1. What happened this past week with marijuana use?

2. Today's Topic: Understanding Anger and its Connection to Marijuana Use
 - What do we know about anger?
 - Recognizing my own anger
 - Experiencing anger that doesn't lead to more problems

3. Making it Personal: How can I feel less angry?

4. Summary and Next Steps

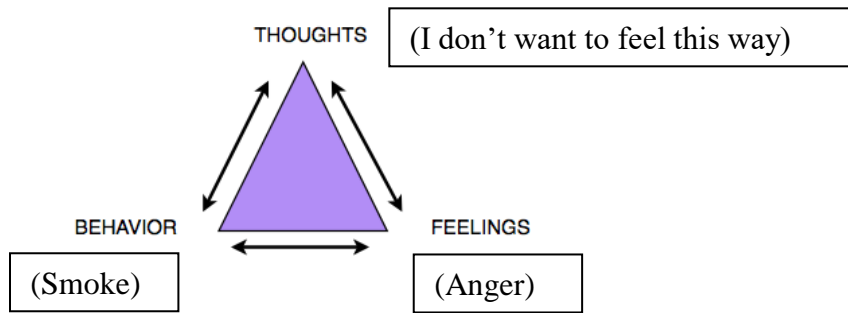
BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<i>➤ What sets me up to be more likely to use marijuana?</i>	<i>➤ What was I thinking? ➤ What was I feeling? ➤ What did I tell myself?</i>	<i>➤ What did I do then?</i>	<i>➤ What good things happened?</i>	<i>➤ What bad things happened?</i>

Understanding Anger

- It's normal, everyone experiences it
- Can be helpful-energize us to solve problems
- Anger as a feeling is not bad, how we respond can be problematic (actions)
 - Yelling
 - Fighting
 - Smoking



- Some people find marijuana helps them calm down when upset
- The feeling of anger can become a trigger that makes people want to smoke
- Smoking can become a habitual response
- anger → smoke → feel better
- How we respond when angry (habits) are changeable. Hard but takes effort, time, intentionality, practice.
- Understanding one's own individual anger triggers (what makes you angry) and early anger warning signs (what your body does) will help you gain control over how you respond



Activity Sheet: Things That Make ME Angry

**WHICH OF THE FOLLOWING EVENTS, FEELINGS, AND THOUGHTS
ARE ANGER TRIGGERS FOR YOU?**

- _____ Being told what to do
- _____ Being treated unfairly
- _____ Being blamed for something you did wrong
- _____ Being blamed for something you didn't do
- _____ Having someone criticize you
- _____ Someone talking behind your back
- _____ Feeling disrespected
- _____ Being asked to do more things than you can handle
- _____ Feeling jealous
- _____ Someone you care about is angry or upset with you
- _____ Having to stop doing something that you enjoy
- _____ Not having things happen the way you wanted them to happen

How to Figure Out if I'm ANGRY: Reminder Sheet & Real Life Practice Exercise

Everyone feels angry. The feeling of anger is a normal and even useful emotion. It is a signal that something going on around us or inside us isn't right. Sometimes, people feel angry and then act without thinking through what impact their reactions will have. Being aware of anger so that you can chose how to respond increases the chances that you'll respond in a constructive way.

People can get angry because of things going on around them (**external events**)
People can get angry in response to thoughts and feelings (**internal events**).

Think about a recent or recurrent reason you got or get angry. Recalling that situation as an example, put checkmarks by the external events and by the internal reactions that led to your anger.

External Events That Trigger Anger (✓ Check)

Direct Triggers

Direct attack on you (verbal or nonverbal):

- Physical attack
- Unfair treatment
- Bossy treatment (being told what to do)
- Blame
- Criticism
- Mean statements behind your back

Circumstance in which:

- You are unable to get something you want
- Someone else has something that you don't have but that you want
- You have to stop doing something you enjoy
- Things don't happen the way you wanted them to happen
- You are unable to reach a goal

External Events That Trigger Anger (✓ Check)

Indirect Triggers

- Seeing someone else attacked in some way
- Being aware of your thoughts and feelings about a situation
- Feeling that too much is being expected of you
- Feeling that you are being blamed
- Feeling that you are being criticized
- Thinking that someone is disappointed, angry, or upset with you
(especially someone you care about)

Early Warning Signs of Anger

Emotions

- Frustrated
- Annoyed
- Agitated (feeling wired)
- Insulted
- Tired
- Helpless
- Depressed
- Indifferent (to other people)

Physical Reactions

- Muscle tension in different parts of body (jaw, neck, shoulders, arms, hands, stomach, back, legs)
- Headache
- Pounding heart
- Rapid breathing
- Sweating
- Shaking
- Clenched fists
- Difficulty falling asleep
- Impulsive behavior (acting without thinking)
- Stomachache
- Problems concentrating or with memory
- Red face

Real Life Practice Exercise: Relaxation Technique

Deep Muscle and Progressive Relaxation Techniques

Progressive Muscle Relaxation Technique

Progressive muscle relaxation involves tensing and relaxing, in succession, sixteen different muscle groups of the body. The idea is to tense each muscle group hard (not so hard that you strain, however) for about 10 seconds, and then to let go of it suddenly. You then give yourself 15-20 seconds to relax, noticing how the muscle group feels when relaxed in contrast to how it felt when tensed, before going on to the next group of muscles. You might also say to yourself "I am relaxing," "Letting go," "Let the tension flow away," or any other relaxing phrase during each relaxation period between successive muscle groups. Throughout the exercise, maintain your focus on your muscles. When your attention wanders, bring it back to the particular muscle group you're working on: The guidelines below describe progressive muscle relaxation in detail:

- Make sure you are in a setting that is quiet and comfortable. Observe the guidelines for practicing relaxation that were previously described.
- When you tense a particular muscle group, do so vigorously without straining, for 7-10 seconds. You may want to count "one-thousand-one," "one-thousand-two," and so on, as a way of marking off seconds.
- Concentrate on what is happening. Feel the buildup of tension in each particular muscle group. It is often helpful to visualize the particular muscle group being tensed.
- When you release the muscles, do so abruptly, and then relax, enjoying the sudden feeling of limpness. Allow the relaxation to develop for at least 15-20 seconds before going on to the next group of muscles.
- Allow all the *other* muscles in your body to remain relaxed, as far as possible, while working on a particular muscle group.
- Tense and relax each muscle group once. But if a particular area feels especially tight, you can tense and relax it two or three times, waiting about 20 seconds between each cycle.

Once you are comfortably supported in a quiet place, follow the detailed instructions below: You may feel most comfortable if you close your eyes. Notice the feelings in your body; you will soon be able to control these feelings.

Before each practice exercise, rate your level of relaxation and tension.

Using a scale of 1 to 10, with 1 being very relaxed and 10 being very tense, rate your body

Rating (1-10) before practice exercise_____

1. To begin, take three deep abdominal breaths, exhaling slowly each time. As you exhale, imagine that tension throughout your body begins to flow away.
2. Clench your fists. Hold for 7-10 seconds and then release for 15-20 seconds. *Use these same time intervals for all other muscle groups.*
3. Tighten your **biceps** by drawing your forearms up toward your shoulders and "making a muscle" with both arms. Hold... and then relax.
4. Tighten your **triceps**--the muscles on the undersides of your upper arms--by extending your arms out straight and locking your elbows. Hold ... and then relax.
5. Tense the muscles in **your forehead** by raising your eyebrows as far as you can. Hold ... and then relax. Imagine your forehead muscles becoming smooth and limp as they relax.
6. Tense the **muscles around your eyes** by clenching your eyelids tightly shut. Hold... and then relax. Imagine sensations of deep relaxation spreading all around them.
7. Tighten your **jaws** by opening your mouth so widely that you stretch the muscles around the hinges of your jaw. Hold ... and then relax. Let your lips part and allow your jaw to hang loose.
8. Tighten the muscles in the **back of your neck** by pulling your head way back, as if you were going to touch your head to your back (be gentle with this muscle group to avoid injury). Focus only on tensing the muscles in your neck. Hold ... and then relax. Since this area is often especially tight, it's good to do the tense-relax cycle twice.
9. Take a few deep breaths and tune in to the weight of your head sinking into whatever surface it is resting on.
10. Tighten your **shoulders** by raising them up as if you were going to touch your ears. Hold ... and then relax.
11. Tighten the muscles around your **shoulder blades** by pushing your shoulder blades back as if you were going to touch them together. Hold the tension in your shoulder blades ... and then relax. Since this area is often especially tense, you might repeat the tense-relax sequence twice.
12. Tighten the muscles of your **chest** by taking in a deep breath. Hold for up to 10 seconds ... and then release slowly. Imagine any excess tension in your chest flowing away with the exhalation.
13. Tighten your **stomach muscles** by sucking your stomach in. Hold ... and then release. Imagine a wave of relaxation spreading through your abdomen.
14. Tighten your **lower back** by arching it up. (You should omit this exercise if you have lower back pain.) Hold ... and then relax.
15. Squeeze the muscles in **your thighs** all the way down to your knees. You will probably have to tighten your hips along with your thighs, since the thigh muscles attach at the pelvis. Hold ... and then relax. Feel your thigh muscles smoothing out and relaxing completely.
16. Tighten **your calf** muscles by-pulling your toes toward you (flex carefully to avoid cramps). Hold ... and then relax.
17. Tighten your **feet** by curling your toes downward. Hold ... and then relax.
18. Mentally scan your body for any residual tension. If a particular area remains tense, repeat one or two tense-relax cycles for that group of muscles.
19. Now imagine a wave of relaxation slowly spreading throughout your body, starting at your head and gradually penetrating every muscle group all the way down to your toes.

Rating (1-10) after practice exercise _____

Module 8

Anger Part 2: Handling anger. What else can I do when I'm angry?

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*
3. Options for Handling Anger *handout*
4. Breathing Exercise *script*

Goals for the module:

1. To teach healthy coping skills for dealing with anger so student has alternatives to using marijuana when feeling angry.

Agenda:

- 1) Review of Progress
- 2) Skill: Alternatives for Coping with Anger
 - a. Rationale
 - b. Explanation and discussion-overview of 4 different approaches to dealing with anger
 - c. Making it personal-practice whichever approach student is most interested in
- 3) Summary and Next Steps

Main Points (cheat sheets for HE's):

- After becoming aware of triggers and early signs, next step is learning alternative ways to manage anger as means to increase control over marijuana use.
- Everyone different in terms of what works for them. Brief overview of 4 different strategies to dealing with anger.
 - 1) Get space/time out
 - 2) Problem-solving method
 - 3) Changing your thoughts
 - 4) Breathing relaxation exercise
- Practice exercise of whichever approach appeals most to student

Section 1: Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis worksheet.

Let's start (the way we always do) by breaking down this past week. What happened with smoking?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Skill: Coping with anger

a) Rationale:

HE reviews previous session on anger awareness and emphasizes that this session's content will be on exploring alternate healthy strategies to deal with anger other than smoking. Reference handout **Options for Handling Anger** during discussion. Highlight that each person is different in terms of which approaches work best for them so today will include a brief overview of four strategies. During overview of different ways to cope with anger, encourage student to consider trying approaches outside of their comfort zone. Reminding student about difficult nature of changing habits of how we respond when angry may be helpful in preventing them from becoming discouraged if implementing strategies in real life turns out to be more difficult than anticipated.

b) Skill:

The last session was devoted to anger awareness and to recognizing events that trigger you to become angry as well as early anger warning signs. Today we'll focus on strategies for managing anger so you'll have a variety of options and will be more likely to stay on track with your marijuana goal.

We're going to talk briefly about 4 different techniques for managing anger. The reason we're talking about different types is because each person is unique and we want to talk about several approaches is so you can experiment with different ones and find which are the most helpful for you when you're angry. Also we want you to have a number of options to choose from because in some situations you may want to do one thing and in different scenarios something else. I do want to encourage you to have an open mind with all of these we'll be talking about. Sometimes people will think a certain technique sounds dumb or won't work for them but when they try it out they find it is helpful. After we do an overview of each of these, you can choose which one sounds best to you and we can focus in on that and do a practice exercise.

Option #1 Time out/get space. Ideal when particularly angry and likely to react emotionally and make decisions they will regret. Once removed from situation use basic strategy such as deep breaths, walking, or calming phrase to help de-escalate and avoid rash decisions such as smoking.

The first strategy that everyone should have and use when they hit a very angry place is the time out/get space option. Remember when we talked about the anger meter? If you find yourself high on the meter, at an 8 or a 9, just getting out of the situation may be your best bet for avoiding decision you'll later regret. Once you're out of the situation, focus on an easy and basic strategy to calm yourself down so you can avoid smoking. Take a brief walk, count backwards from 20, find a calming statement to repeat to yourself such as "relax or chill out".

Option #2 Use Problem-solving method. Brief overview of model: brainstorming different ways to deal with situation, weighing pros and cons, and then choosing best action. Remind of importance of intentionality using problem-solving method when angry because by nature we react irrationally when upset. Repeated practicing will strengthen and help create problem-solving as a habitual response when upset. HE can use example to demonstrate.

Catching those early anger signs and being aware of your anger triggers should signal you to start problem-solving. This basically means slowing yourself down and brainstorming different ways to deal with the situation. Ideally you want to weigh out pros and cons of different options and choose the best option. Although this sounds like quite the process saying it outloud, we do it quickly in our brain and you do it naturally all the time. The challenge is doing it when we're feeling particularly emotional and upset. Usually we have to be more purposeful and force ourselves to problem solve when we're angry (since we want to just react emotionally) as we build healthy habits in dealing with anger.

Let's think of an example of a guy named Sam whose mom often criticizes him. Feeling criticized about little things is a trigger for Sam to get angry and smoking helps him calm down. When mom criticizes, let's brainstorm some different ways he could respond. Brainstorming means throwing out all kinds of options, good, bad, silly, etc. Now let's think of the pros and cons of each of these options for Sam and decide what would likely be the best choice.

Option #3 Change your thoughts. Revisit thoughts, feelings, behaviors concept to highlight how targeting thoughts can impact behavior. Use example to illustrate, may need to elaborate or describe in different ways to help student understand. Emphasize how people have some level of control in how we think about situations (interpret) and how that can impact feelings and behavior choices. Thinking about things differently is a skill and the more people practice, the better they get.

We're going to go back to the thoughts, feelings and behaviors triangle. Remember how we've talked about these three different parts of our personality and how they all impact each other? Anger is a feeling and it's pretty hard to just tell ourselves not to feel angry-that usually doesn't do much in the moment. However, it is possible to impact our feelings by addressing our thoughts (or behaviors). Looking at this example on the handout, let's focus on how thinking differently could impact the feelings.

It may seem like we don't have any control over how we feel but in reality we can make decisions about how we think about things which can then impact how we feel. An easy example is let's say you're driving and someone cuts you off. If you tell yourself "What an idiot, he's a jerk"

you're likely to feel angry. But, if you tell yourself "maybe his wife was in a car accident and he's on his way to the hospital", you probably will feel forgiving and more importantly less angry. It's kind of a silly example but it does illustrate that we have some level of control over and how we think about situations can impact how we feel. Does that make sense?

In addition to trying to change the way we think about situations, another thoughts strategy is reminding ourselves in the moment that the anger is temporary and focusing on things you can control.

**I am still angry, but anger isn't so awful. After all, I'll feel better soon.*

**I can't waste my time being angry about things I can't control right now. It's better to spend time on things I can change. I'm going to get my mind off this.*

Option #4 Relaxation Skill: Breathing Exercise. As discussed briefly last session, relaxation skills are helpful preventative and immediate strategies to coping with anger. Research has shown them to be effective ways to calm the body.

c) Making it Personal:

Depending on student's preference and HE feedback, choose one (or more if time) strategy for managing anger and practice. If #1, brainstorm and write down options to help student calm down in heat of anger. Determine helpful phrase and explore potential challenges with this strategy. If #2, choose recent situation that made student angry and smoked or use realistic hypothetical situation. Flesh out problem-solving model on paper to model for student. If #3, use worksheet to practice alternative counter thoughts. Expand on concept as needed. If #4, use Breathing Exercise script. Whichever strategy student chose to practice, process experience and discuss how they could incorporate it into their lives including problem-solving potential road blocks.

3): Summary and Next Steps

In the final portion of the module, summarize the main points that you heard the student saying and what was learned.

Ask for feedback about session. What was helpful, what was less helpful, what would they like to see more of?

Have student fill out IPA, choose next module, and schedule next session.

Agenda

1. What happened this past week with marijuana use?

2. Today's Topic: Alternative Ways to Handle Anger
 - Get space/time out
 - Problem-solving method
 - Changing your thoughts
 - Breathing relaxation exercise

3. Making it Personal: Practicing the ways most useful for you

4. Summary and Next Steps

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<ul style="list-style-type: none"> ➤ <i>What sets me up to be more likely to use marijuana?</i> 	<ul style="list-style-type: none"> ➤ <i>What was I thinking?</i> ➤ <i>What was I feeling?</i> ➤ <i>What did I tell myself?</i> 	<ul style="list-style-type: none"> ➤ <i>What did I do then?</i> 	<ul style="list-style-type: none"> ➤ <i>What good things happened?</i> 	<ul style="list-style-type: none"> ➤ <i>What bad things happened?</i>

Options for Handling Anger

Option #1: Get Space

Especially when you've gotten really upset (high on anger meter), removing yourself from the situation will help you avoid reacting in a way you'll regret. Do whatever you need to calm down:

- Take a walk
- Use calming phrases (slow down, relax, chill out)
- Take some deep breaths, count backward from 20, etc.



Option #2: Problem-Solve

Think about your options. Anger should be a signal to start problem solving.

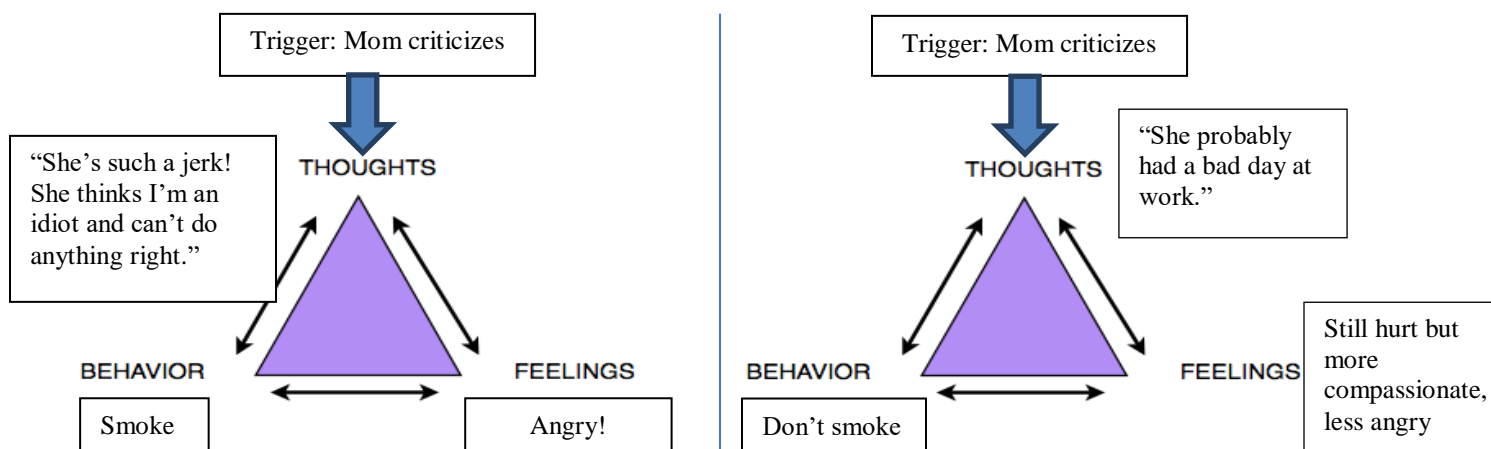
What can I do?

What are the pros and cons of each response?

Which is the best response that will help me meet my goal?

Option #3: Change Your Thoughts

Remember that you have some control over how you think about (interpret) situations. The way you think about things impacts your feelings (anger) and behaviors (smoke).



Option #4: Relaxation exercise

Breathing or tensing muscle exercises

Breathing Exercise

Find a comfortable and quiet place to sit.

Turn off anything that might interrupt you.

If it feels comfortable, close your eyes.

Notice how you feel as you breathe in and breathe out.

Notice how your body feels from the top of your head down to your feet.

How do your nose and mouth feel as you breathe in?

How does your belly feel as you breathe in and breathe out?

Notice if your mind is wandering to other thoughts. See if you can refocus on your breathing.

Notice how you're feeling emotionally.

Just breathe for a few minutes and see what it's like.

Module 9

Communicating; Saying What You Mean and Listening Well

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*
3. Why Communicating Well is Important *handout*
4. 3 Parts of Communicating *handout*
5. Communication Styles *handout*
6. Assertiveness: Real Life Practice *worksheet*
7. Receiving Criticism: Real Life Practice *worksheet*

Goals for the module:

1. To teach effective communication through active listening, assertiveness, and strategies for responding to criticism so student can increase their control over marijuana use.

Agenda:

1. Review of Progress/Functional Analysis
2. Skill: Communicating
 - a. Rationale
 - b. Explanation and Discussion
 - c. Making it Personal-worksheets
3. Summary and next steps

We'll briefly check in about how the last week went and do the Breaking it Down worksheet (see what situations led to you smoking or thoughts of smoking and how you handled them). This will give us some ideas for other skills we could cover.

Then we'll spend the majority of the time talking about the skill for today: Communicating.

a) We'll talk about why it's an important piece as you work toward your marijuana goal.

b) Then we'll discuss benefits of becoming a good communicator and look at three different parts of communication. We'll explore how they relate to smoking for you and learn strategies to help improve skills in these areas:

- 1. Active listening (being a really good listener)*
- 2. Assertiveness (saying what you mean most effectively)*
- 3. Receiving and responding to criticism (without reacting emotionally)*

c) We'll do some worksheets or exercises to practice the skills and apply them to your life.

Summary and Next Steps: Then we'll tie it all together, talk about what was helpful and less so and figure out what topic, if any, would be helpful to work on next.

Main Points (cheat sheets for HE's):

- Define communicating
- Discuss why good communication skills are important in life as well as in reaching marijuana goals.
- The ways we communicate are learned and through effort and practice we can improve our communication skills.
- Today we'll discuss and practice 3 different aspects of communication:
 - Active listening
 - Assertiveness
 - Receiving and responding to criticism
- Worksheets or role-plays to personalize and practice skills

Section 1: Brief Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis worksheet.

Let's start (the way we always do) by taking a few minutes and breaking down this past week. What happened with smoking?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Communicating

Why did you pick this topic and what are you hoping to get out of this session?

a) Rationale:

For a lot of people communicating, especially in difficult situations, is really hard. Learning and practicing the skills involved in communicating well often helps people be successful in their marijuana goals.

b) Explanation and Discussion:

Define communicating and normalize difficult nature of communicating well. Highlight why communication skills are important as general life skill as well as related to marijuana goals. HE can reference **Why Communicating Well is Important** handout during discussion. Let student know we'll be focusing on 3 different parts of communicating. Explain that we will cover all 3 but can tailor conversation to focus on part(s) that are most relevant and helpful for student's marijuana goal.

Let's take a minute and get on the same page-the definition of communicating is the process by which information is exchanged. The biggest piece is what and how we say things to people but it also includes non-verbal parts like eye contact and posture. Communicating well sounds easy but in real life it's pretty tough. While we're going to focus on how certain parts of communicating can be related to your marijuana use today, this skill in particular is very generalizable to all of life. We know that the better people are at communicating, the more likely they are to get along with people, have less stress, and get what they want. If you can improve your communication skills, it will serve you well in general moving forward.

There are different ways that communicating can relate to marijuana use. For some people, being around others and in certain social situations is a little stressful and smoking makes them feel more at ease. For others, declining offers to smoke is hard and even though they told themselves they weren't going to smoke, they may find themselves being convinced into it. Another possibility is that when someone feels criticized, they feel bad and want to smoke-essentially being criticized is a trigger for them. What are your thoughts on all that? How does marijuana use relate to communicating for you?

There are three different parts of communication we'll talk about today: active listening, assertiveness, and responding to criticism. We'll go over all 3 but if one area is harder for you in terms of decreasing your smoking, we'll focus in on that.

Remind student that communicating well is a skill, we learned how to communicate the way we do and we can unlearn certain aspects and form new, healthier communication habits. As with all skills, intention, effort and practice are keys to improving.

You know how we've talked about habits and learned behavior? Communicating is no different- throughout our lives we've learned how to communicate and formed various habits. There's some good news and bad news here. The bad news is that those habits can be pretty ingrained since we've been doing them often and for a long time and typically without thinking about what we're doing. The good news is that because they are habits, it is very possible to change the way we communicate and doing this when you're a teenager is much easier than when you're 40 or 50-when those habits have become really ingrained. Since it's something we do all day long it feels kind of weird to think about it as a skill. But communicating well is definitely a skill and most of us have some room for improvement in some of the areas we'll talk about. As with all the skills we talk about, intention, effort and practice are the keys to improving.

Active Listening:

Explain and discuss aspects of active listening and why it is important in communication. HE can reference **3 Parts of Communicating** handout during discussion.

The term active listening can sound kind of weird but it's an important part of communicating. We sometimes forget about listening, the silent partner of talking. But we do know when listening is not occurring. You can probably think of a few instances where you were talking and didn't feel the other person was really hearing you.

Even though we pay less attention to listening, we are attracted to people who listen. This means that if you are a good listener, it will help you get along with others. The active listener tells us that we are being paid attention to and that what we are saying is being heard. Let's talk about the 4 aspects of being a good active listening:

Discuss 4 aspects of active listening. Tie in common use of marijuana in socializing and emphasize that by practicing active listening skills one will increase social skills and have less need for marijuana as means to connect with others.

Essentially all these parts-listening, rephrasing, asking questions and showing understanding and interest indicate that you are interested in what the other person is saying and want to learn more. As we talked about, it's common for people to experience some discomfort in social situations-especially with new people or in unfamiliar settings. Often times smoking can make people feel a little more comfortable but by practicing and getting better at these active listening skills, you'll gain confidence in different settings and talking to more and more people. You won't want or need marijuana to help you connect with others.

Time permitting and if relevant/interesting to student, HE can roleplay active listening. Start with student describing something important. HE listens "normally" then active listening. Reverse Roles.

Assertiveness:

Using **Communication Styles** handout, explain 4 different styles of communication, giving examples and emphasizing assertive communication as the ideal. Give rationale for assertiveness as ideal approach, particularly related to offers to use marijuana. Refer to 3 Parts of Communicating handout when discussing assertiveness pointers.

In addition to how we listen to other people, the way we express ourselves is another part of communicating. The way or style of communication we use can fall into different categories: Passive, Passive-Aggressive, Aggressive or Assertive. You've probably heard of all of these and we'll go over each of them briefly and then focus in on assertiveness.

Related to offers to smoke, assertive responses can be especially hard but there are also several reasons it's important. Communicating clearly will increase the likelihood that you'll get your message across respectfully and, more importantly, you'll be successful at your goal. There's a few reasons for this. First, if others understand where we're coming from, they'll be more accepting and supportive. Second, if we communicate clearly, research shows we're more likely to follow through on our intentions.

Passive people tend to give up their rights as soon as they get into a conflict with someone else. They don't stand up for themselves, and they let other people walk all over them. They don't let others know what they are thinking or feeling. They bottle up their feelings, even when they don't have to, and feel anxious or angry inside a lot of the time.

Aggressive people protect their own rights but run over other people's rights. They may actually satisfy their own short-term needs, but their behavior harms their relationships with other people who, in the long run, may resent the way they have been treated.

Passive-aggressive people are indirect. They hint at what they want, make sarcastic comments, or mumble something, without saying what is really on their minds. They won't say how they feel, but they will "act it out." For example, they will slam doors, give someone the "silent treatment," be late, or do a sloppy job.

Assertive people decide what they want, plan an appropriate way to involve other people, and then act on the plan. They state their feelings or opinions clearly and are specific about what they want from others. They stand up for themselves and do not fall back on threats, demands, or negative statements to get what they want.

Discuss assertiveness in depth including pointers and identifying challenges for the student in communicating assertively. Explore in particular how declining marijuana assertively is for the student (or would be if haven't done). HE can role play different styles of declining marijuana, compare and contrast them with focus on assertive response as the ideal.

We usually think of communicating as the words that we say. In addition to words it also consists of other parts-body language, tone, etc. Fun facts: what % of our meaning is communicated through the words we speak? (5-7%). About 45% through tone, inflection & other elements of the voice; 50% by body language, movement and eye contact.

So it can take a little pressure off to think that we don't always have to have the exact right words to say, which can be really hard, but we can also convey our meaning and intentions through non-verbal means.

Receiving and Responding to Criticism

Move on to third and final aspect of communication: receiving and responding to criticism. Normalize natural emotional responses and difficult nature of receiving criticism. Tie in marijuana and explore student's typical responses when criticized. Emphasize it is a skill that can be improved upon when strategies are practiced.

Although it's just a part of life, receiving criticism is one of the toughest communication situations for anyone. In fact, for some people feeling criticized is a marijuana trigger. When we're being criticized or given negative feedback, it's much harder to listen, think clearly, stay calm, and respond assertively. Basically we tend to feel really emotional and often we aren't making the best decisions. So this aspect of communicating is one of the hardest but,

like all this stuff, with practice you can become better and better at receiving criticism without reacting in ways you'll later regret, like smoking.

What is it like for you when you're criticized? How does marijuana fit in?

Differentiate types of criticism-constructive and destructive. Goal is to be able to actively listen and respond assertively when receiving constructive criticism.

Sometimes people are saying mean things just to hurt someone or start a fight. We call this destructive criticism and in these situations it tends to be best to just walk away. Constructive criticism, however, is feedback or advice that is intended to help or improve. We all have areas for improvement and if we're able to listen and reflect on someone else's feedback, it often provides an opportunity for us to learn and grow.

Review #3 in **3 Parts of Communicating** and explore receiving criticism pointers with student.

1. Don't get defensive, don't argue, don't counter-attack.

Doing these things will only make the situation worse and give you less chance of talking things out.

2. Check in with the other person so that you really understand what that person is criticizing.

This gives you a chance to find out what the person is really worried or angry about. Then you will be in a better position to know whether the criticism is constructive (there's some helpful feedback here) or destructive (this person is just trying to get at me and I am going to ignore it).

3. Look for something in the criticism that you can agree with, and let the person know you agree with it.

Sometimes, criticism is correct. Even if you feel angry, admitting that you made a mistake can help.

4. Propose a compromise.

A compromise means meeting somebody halfway. Suggest something specific you can do to make a change.

5. Reject unfair criticism.

Sometimes, criticism is not fair. At these times, it's good to be assertive and reject the criticism firmly and politely. Avoid insulting the other person but let them know you don't agree.

c) Making it Personal – Role-plays or Worksheets

Depending on which aspect of communication student felt would be most helpful for them and incorporating your own suggestions based on your experience and knowledge of student, choose one (or more time permitting) of the below exercises to practice skills:

- 1) **Active listening:** HE picks a neutral topic in their life to discuss and student practices active listening skills. Process role-play and give gentle feedback.
- 2) **Assertiveness:** Use **Assertiveness** worksheet to practice assertive responses. Can brainstorm additional situations relevant to student and explore ways to respond assertively. Or, can have HE offer marijuana and student role-play assertive responses. Process role-play and give gentle feedback.
- 3) **Receiving and responding to criticism:** Fill out **Receiving Criticism** worksheet. Or, give the teen a chance to role-play responses to constructive criticism. Scenes should involve recent instances of criticism or future situations where criticism is likely to take place. Have handout with pointers visible to student so they can incorporate the different strategies involved. Process role-play and give gentle feedback.

Section 3: Module Summary and Next Steps

In the final portion of the module, summarize the main points that you heard the student saying and what was learned. How can they envision putting this information into practice in their real lives?

Ask for feedback about session. What was helpful, what was less helpful, what would they like to see more of?

Have student fill out IPA, choose next module, and schedule next session if applicable.

Agenda

5. What happened this past week with marijuana use?

6. Today's topic: Communication
 - How it's related to marijuana use
 - 3 parts of communications
 - 3 ways of communicating

7. Making it personal: How this works for you, real-life practice

8. Summary and Next Steps

BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<i>➤ What sets me up to be more likely to use marijuana?</i>	<i>➤ What was I thinking? ➤ What was I feeling? ➤ What did I tell myself?</i>	<i>➤ What did I do then?</i>	<i>➤ What good things happened?</i>	<i>➤ What bad things happened?</i>

Why is Communicating well important?

People Who Communicate Well tend to have:

- Fewer conflicts with people
- Less stress
- Feel more in control of their lives
- Strong, supportive relationships
- Get needs met more often
- Higher self-esteem
- Less pent up anger or resentment

How can communicating relate to marijuana use?

- 1) Socializing or being with people can feel easier when you're high
- 2) Challenges declining offers to smoke
- 3) Feeling criticized can be a trigger to smoke

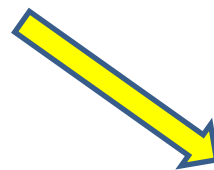
We'll learn and practice 3 parts of communication as a way to increase your control over marijuana:



1) Active Listening



2) Assertiveness



3) Responding to Criticism

3 Parts of Communicating

The way we communicate is a habit/learned behavior
We can change the way we communicate with effort, intention and PRACTICE

1) Active Listening

- Listen
- Rephrase
- Ask questions
- Show that you understand and are interested (eye contact, nodding, etc)

2) Responding Assertively

- Be clear, direct, & respectful in your:
 - Words
 - Tone
 - Body language
- Think before you speak
- Remind yourself it's not rude to speak up for yourself and your needs, as long as you do it in a respectful way.
- Rephrase statements if you think you're not being heard and know when to stop the conversation.

3) Receiving and Responding to Criticism

- Don't get defensive, argue or counter-attack
- Ask questions to get a better understanding of the criticism
- Find something to agree with about the criticism
- Propose a compromise
- Reject unfair criticism

Communication Styles

Passive: Avoid expressing one's own opinions or needs. Tendency to avoid conflict.

“Let's go smoke”

“Uh, I can't, I have a test next period” (even if don't have test)

Aggressive: Standing up for one's rights or needs but in a way that is disrespectful, manipulative, rude, or abusive.

“Let's go smoke”

“You're such an idiot, you're failing all of your classes because you smoke every day at lunch. When are you going to stop being such a loser?”

Passive-Aggressive: Appearing passive on the surface but actually acting out anger in a subtle, indirect, or behind-the-scenes way.

“Let's go smoke”

*Assertive *: Clear, direct, respectful way for expressing one's needs and opinions.

“Let's go smoke”

“I've decided not to smoke, it wasn't working well for me. Do you want to go grab some food instead?”

Real Life Practice Exercises for Assertiveness

Responding Assertively

Imagine the following situation:

You come home late from a friend's house.

You quit smoking 3 months ago. However, your eyes are red, and you're feeling somewhat down and irritable.

Your parent (or someone you live with) approaches you and says, "You've been out smoking pot again, haven't you?"

In the space below, write an assertive response:

Real Life Practice Exercises for Receiving Criticism

Think of a recent situation in which someone said something critical to you?

Describe the situation:

Describe how you responded:

Describe other ways you could have responded (using skills discussed):

Communication Checklist

Did you behave as if the criticism was nothing to get upset about?

YES **NO**

Did you ask questions to understand the criticism better?

YES **NO**

Did you find something to agree with in the criticism?

YES **NO**

Did you propose a compromise?

YES **NO**

Module 10

Cravings. What can I do when I really want to get high?

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*
3. What is a Craving *handout*
4. I Really Want to Smoke: Coping with Cravings *worksheet*
5. Reminders and Strategies for Coping with Cravings *handout*
6. Other Options for Coping with Cravings *optional handout*

Goals for the module:

1. To review triggers for marijuana use and plan for dealing with cravings to smoke.

Agenda:

4. Review of Progress & Functional Analysis
5. Skill: Coping with Cravings
 - a. Rationale
 - b. Explanation & Discussion
 - c. Exploring other ways to cope
 - d. Making it personal-worksheets
6. Summary and Next Steps

Agenda:

7. *Today we'll talk about how this past (week) went with smoking. We'll break down the different situations, thoughts, and feelings that have become easier for you to handle and others that are trickier and can continue give us ideas about other helpful topics.*
8. *Then, I know that last time we met you were interested in talking about cravings. By the end of our meeting today, we hope to cover*
 - a. *Why coping with cravings is important in helping you meet your goal*
 - b. *What cravings are and why they occur*
 - c. *Then we'll work on better understanding what triggers create strong cravings for you and learn some strategies to cope with cravings and brainstorm some options that you could use in real life.*
9. *We'll end by making sure all of this makes sense, and seems somewhat doable in your own life. We'll give you some ideas to practice at home and see if there's another topic you want to do.*

Main Concepts (cheat sheets for HE's):

- Define cravings and explain them in context of triggers, learned responses and habits
- Cravings are normal and to be expected
- Avoiding triggers is ideal but not always possible

- Important to anticipate situations that will cause cravings and have alternate options other than smoking
- Coping with cravings is a skill that is learnable and people improve upon with intentionality and practice
- Overview of 4 strategies to cope with cravings
- Worksheets to understand student's triggers and strategies to cope with cravings

Section 1: Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis worksheet.

Let's start (the way we always do) by breaking down this past week. What happened with smoking?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Skill: Coping with Cravings

Tell me why you picked cravings as a topic and what your experience has been with them. What are you hoping to get out of today's session?

a) Rationale:

Understanding cravings and finding ways to deal with them are important parts of the process as people make changes in their marijuana use.

Recognizing a craving and to having some planned ways to get through the urge successfully will help you be successful in your marijuana goal.

b) Explanation and Discussion:

Use **What is a Craving** handout to hit below points and help facilitate discussion. Define craving and explain cravings in context of triggers and habits. Repeated pairing of marijuana and a situation/person/mood will create triggers. Habitual response of smoking when triggered results in cravings when exposed to trigger. Tailor depth of conversation to individual student.

Just to get on the same page, the definition of a craving is a strong desire for something. As we talk about cravings today we'll revisit the concept of triggers and habits. We've talked a lot about triggers and cravings are connected to them. When someone uses marijuana frequently in connection to something else, those two things become paired together and the person may crave smoking in response to the trigger. For example, let's think of someone who frequently smokes when they're stressed. Around finals time that person will probably feel higher levels of stress and also notice that they are craving smoking more intensely. Remember when we talked about the popcorn and movie connection? It's the same idea, once someone starts to associate watching movies with eating popcorn, they suddenly crave popcorn when they're buying their movie ticket.

Normalize cravings and remind of people's ability to learn and unlearn habits. Encourage student to avoid triggers when possible but discuss how not all triggers are avoidable, highlighting importance of being able to cope with cravings when they occur.

So when you experience a craving, it is essentially your body responding to a trigger. It's not a bad thing, it's totally normal and basically just a habit-you're used to smoking in certain situations and when you don't, that's a change for the body.

Some triggers like places or certain people are avoidable and this is a good strategy when someone is first making changes in their use. If the trigger isn't there you're not going to be tempted to smoke. However, some triggers like moods, times of day or some people are not avoidable so it's important to be prepared with ways to deal with them. Both positive feelings like excitement, feeling great or wanting to celebrate and negative feelings such as anger, frustration, and sadness are examples of unavoidable triggers.

Explain plan for gaining control over cravings: first focus on increasing awareness around triggers. Second, brainstorm alternate coping strategies student can use when experiencing cravings.

As with a lot of these sessions, first we're going to want to focus on awareness-explore your different triggers and determine which ones are most likely to cause intense cravings. Not all triggers are equal. Once we have a sense about the different triggers and which ones will be most difficult to deal with, we're going to come up with different options of things you can do when you're experiencing a craving.

Explain that when people experience triggers they often are not thinking as clearly or rationally as they normally would. Research has shown that understanding cravings and preparing for how to deal with them will increase likelihood person will avoid smoking when triggered or tempted.

As you may have experienced, when someone experiences a strong craving, they're often not thinking as rationally as they might normally. Their intentions to not smoke may not pan out in the moment. This is common and research has found that by thinking things through in advance and purposely coming up with different options, people are more likely to do those things when they're experiencing real life triggers and cravings. Ultimately increasing the

likelihood that they'll be successful in their marijuana goals, which is the purpose of these meetings. What are your thoughts on all that?

Remind of concept of learned behaviors and encourage intention and practice as make habit changes.

The important thing about coping with cravings is that this it's just another skill-something that can be learned through practice. That can make it sound simple and it usually isn't so straightforward. It involves learning different responses other than smoking when the body and brain experiences triggers and then practicing over and over so new pathways in the brain are created and strengthened. Like all skills, the more people are purposeful and practice, the better they get.

c) Making It Personal: Worksheets

Fill out first part of **I Really Want to Smoke** worksheet to identify triggers that cause cravings. If student having hard time identifying triggers, can reference **Common Triggers** handout (optional handout from module 1, goal setting) to help process.

Move on to exploring alternate strategies to cope. Review handout **Reminders and Strategies for Coping with Cravings** to guide discussion. Discuss each of the four coping strategies in detail exploring with student feasibility of each option and envisioning how they could implement them in real life.

What are some things that you've tried to do to manage cravings? What do you know works? Doesn't work?

Distract yourself

Listen to music, call a friend, go to a movie, or get some exercise, such as bike riding or roller-blading. Once you are busy doing something else, the urge will be easier to handle.

What are some distractions that could work for you?

Talk it through

Tell a friend or family member about a craving when it occurs. You may need to educate or remind the person that craving is a normal part of giving up marijuana and that it does not mean you are going to slip back into using.

Sometimes it helps to talk to someone else who has quit smoking, because that person understands what you are going through and can suggest a helpful alternative.

Who could you talk to about it? What might you say?

Remind yourself why changing is important to you

When experiencing a craving, people tend to remember only good times connected with marijuana use and often forget the not-so-good times. Remind yourself of the bad things connected with marijuana use and the good things about not using. If it helps, write down the bad things about using and good things about abstinence on a card and carry it with you. What would you write on that card?

Use “self-talk” to challenge urges

Try to understand what the craving is about for you. If you’re wanting to smoke because you’re feeling sad and marijuana helps you feel better, challenge that thought with some alternative thoughts

“Even if I smoke my problems aren’t going to go away”

“Smoking would probably create more problems to deal with”

“Even though it’s harder, I’ll probably feel better in the long run if I go just watch tv”

“I know the craving’s not going to last forever, I’ll just wait 10 minutes and see where I’m at”

This may not make the craving completely disappear, but it will make you feel better and more in control of dealing with the urge.

Fill out second half of **I Really Want to Smoke** Worksheet. Can reference optional handout **Other Options for Coping with Cravings** if in need of additional ideas.

Section 5: Module Summary

In the final portion of the module, summarize the main points that you heard the student saying and what was learned.

Ask for feedback about session. What was helpful, what was less helpful, what would they like to see more of?

Have student fill out IPA, choose next module, and schedule next session if applicable.

Agenda

1. What happened this past week with marijuana use?

2. Today's topic: Cravings
 - What are they?
 - Ways to handle them

3. Making it personal: what your cravings are like and options for handling them

4. Summary and Next Steps

BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
➤ <i>What sets me up to be more likely to use marijuana?</i>	➤ <i>What was I thinking?</i> ➤ <i>What was I feeling?</i> ➤ <i>What did I tell myself?</i>	➤ <i>What did I do then?</i>	➤ <i>What good things happened?</i>	➤ <i>What bad things happened?</i>

WHAT ARE CRAVINGS?

- Craving = A strong urge or desire to use
- Cravings are common and most often happen soon after you quit. They can sometimes continue weeks, months or even years after someone stops.
- A craving can be related to people, places, moods, times of day-really any trigger or thing that reminds you of getting high.
- When 2 things are repeatedly paired together (stress and marijuana), a person's body and brain begins to crave smoking when they are stressed. This can result in the habit of smoking when stressed.
- Some triggers are avoidable (people, party) but others aren't (mood, time of day)
- Coping with Cravings involves
 - Awareness of your different triggers (and which are worst)
 - Replacing the habit of smoking when triggered with other options.
- When someone is triggered they usually aren't thinking as rationally as they normally do (easier to give into cravings).
- Research has shown that thinking things through and planning in advance other ways to cope will help you be successful in your goal.

- As with all skills and habits, the more you practice and learn other ways to deal with the urges, the easier it will get to cope.



Reminders and Strategies for Coping with Cravings

- Expect cravings and be prepared to deal with them.
- Cravings and urges are time limited; they usually peak after a few minutes and then die down, like a wave. Urges will become less frequent and less intense with time.
- The strategies below may not make the cravings go away but they may help to make them manageable enough so you make it through.

Strategies for coping with cravings

1. Get involved in some distracting activity.
 - Listen to music
 - call a friend
 - go to a movie
 - get some exercise, such as bike riding or taking a walk.
 - Once you are busy doing something else, the urge will be easier to handle
2. Remind yourself reasons for making changes in your use.
3. Talk it through with a supportive person.
4. Use self-talk to challenge urges.
 - Self-talk can strengthen or weaken urges. Be aware of statements that make the urge more intense.
 - Use self-talk to challenge or argue against cravings.
 - Try to understand what the craving is about for you (sadness, sleeping)
 - At first may seem easier if you replace the urges with distracting activities.

I *REALLY* want to smoke. What else can I do?
Activity Sheet for Coping with Cravings

Craving Triggers

Situations that are most likely to make me want to smoke:

- 1.
- 2.
- 3.

Emotions that are harder for me:

- 1.
- 2.
- 3.

Craving Plan

Distractions that will get my mind off of weed:

- 1.
- 2.
- 3.

People that I can talk about this urge to use:

- 1.
- 2.
- 3.

OTHER OPTIONS FOR COPING WITH CRAVINGS

A List of Alternatives to Marijuana Use

Below is a list of ways to resist smoking marijuana. From this list, choose ways that you think will work best for you. Expect that you will have to try out some different strategies before you find the ones that work best for you.

Actions

- Avoid or escape from the situation.
- Put off deciding to get high for 30 minutes.
- Do something distracting.

Thoughts

- Give yourself a pep talk.
- Remind yourself of your reasons for quitting.
- Visualize yourself as a nonsmoker—happy, healthy, and in control of your life.
- Picture the long-term effects on your body of smoking marijuana.
- Tell yourself loudly and sharply, “STOP!” then get up and do something else.

Lifestyle

- Exercise regularly.
- Practice relaxation or meditation.
- Take up a new hobby or try an old one.
- Do fun stuff.
- Reward yourself for quitting marijuana.
- Remove all smoking paraphernalia (rolling papers, pipes, bongs, etc.) from your room, car, and home.
- Spend time in places where it’s difficult to get high.
- Spend time with friends who don’t smoke

Module 11

Sadness: Smoking to Feel Better

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *handout*
3. What is Depression? *handout*
4. The 3 A's: Awareness, Answer, Act *handout*
5. Thinking Traps *handout*
6. Common Thinking Traps *activity worksheet*
7. Managing Sadness and Negative Moods: Real Life Practice *worksheet*
8. How Thoughts/Behaviors Affect Our Mood *optional handout*

Goals for the module:

1. To increase awareness of depression symptoms.
2. Explore how student's marijuana use is connected to sad or negative moods.
3. To teach 2 different strategies (cognitive and behavioral) for managing negative moods as ways to increase control over marijuana use.

Agenda:

1. Review of Progress and Functional Analysis
2. Skill: Improving sad moods as a means to increase control over marijuana use.
 - a. Rationale
 - b. Explanation and Discussion: Identifying and managing sad thoughts via counter-thoughts and behavioral activation.
 - c. Making it Personal-worksheets
3. Summary and Next Steps

Main Points (cheat sheets for HE'S):

- Brief psycho-ed about Clinical Depression, differentiate from normal sadness
- Focus of session will be on sad or negative mood, it's connection to marijuana use and learning two strategies for managing mood
- Overview of Aware, Answer, Act
- Increasing awareness of negative mood. Noticing connection of negative moods to marijuana use or craving
- Revisit concepts of triggers (sadness) and habit (use when sad).
- 1st strategy to manage mood-target negative thoughts
- Explain automatic thoughts and common thinking traps, identify ones student uses and how they relate to marijuana use.
- Explore alternative thoughts (answer) and notice how impact mood (and mj use)

- 2nd strategy-behavioral activation (act). Briefly explain and brainstorm options for student.
- Practice, summary and next steps

Section 1: Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis worksheet.

Let's start (the way we always do) by taking a few minutes and breaking down this past week. What happened with smoking?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Understanding Depression and Negative Moods

Before we dive into this topic, I'm curious why you picked it? What are you hoping to get out of this meeting?

HE may want to have brief conversation with student about depression and HE's role in addressing this large topic. Student may feel well connected to HE and want to talk about/address broader topic of depression (or other MH disorders) with them. HE is in a slightly tricky situation because the conversation should be focused on student's marijuana use and depression. HE should use clinical skills in gently reminding student about the confines of the research project while expressing appreciation of interest to discuss topic with HE. Time spent exploring appropriate resources to further address depression is encouraged.

I want to put something out there and we could talk more about it now or later if it's helpful. Depression is a big topic and you and I are going to spend 45 minutes talking about sadness and how it relates to marijuana use. We're just going to scratch the surface of this subject and so I want to make sure to let you know that if you feel like you may be experiencing real depression and want to explore that further, we can spend time talking about where you may be able to do that. As you know, this project is focused specifically on marijuana. It's really common for people to smoke when they're feeling badly and that's what we'll focus on today (or over few sessions) together. However, although I love meeting with you and appreciate our good

connection, because of the design and purpose of this research project, we're not able to focus just on depression together. Does that make sense? What are your thoughts on all that?

a) Rationale: Explain reason for addressing this topic. If marijuana use is tied to sad mood, by finding ways to feel better one will increase their control over marijuana use.

For many people they notice a connection between being in a negative mood and smoking. At some point they realized that when they're feeling bad, marijuana helps them feel better. This may be because it helps them forget about their problems for the moment or just puts them in a better mood. Whatever the reason, what we know is that better understanding the connection between negative moods and smoking and having other ways to feel better will help people reach their marijuana goals.

b) Explanation and Discussion:

Brief overview of what Depression is and why it's important to know the symptoms. Remind student of purpose of this session: not to diagnose anyone but rather to explore the connection between sadness and marijuana use and learn healthier ways to manage mood.

Today we'll do a few things. First we'll talk about what clinical depression is. We won't spend a lot of time on that but I want you to have a general sense of how it differs from sadness and what the symptoms are. That way you'll know some of the signs to keep an eye out for in case you ever think you or someone you know ever experiences depression. If that's the case it's important to reach out for help. After that brief overview of depression, we'll focus in on the connection between sadness and marijuana use-as with a lot of these sessions we'll look at increasing your awareness of negative moods and learn two strategies to feel better other than smoking.

Tailor depth of discussion to individual student needs and interest but include most of the following points, reviewing **What is Depression** handout to illustrate. Normalize sadness and differentiate from clinical depression. Everyone gets sad, depression is an illness that involves significant and long term sadness in addition to other symptoms. It's no one's fault and a variety of good treatments are available but very important to reach out for support.

Everyone has bad moods and usually they bounce back from them in a couple hours or a couple days. However, sometimes people feel badly for a long time or may feel so badly that the mood is much worse than usual for at least two weeks. If that's happening they may be experiencing depression. Real clinical depression is not someone's fault; it is an illness or mood disorder. It affects the way people think, feel, and behave and it's important for someone who is depressed, especially a teenager, to tell a trusted adult like a parent, counselor, or teacher. Depression is a common illness, about 1 in 5 people experience it at some point so experts have discovered a number of different ways to help people feel better-that may be medication or counseling or other options. The important thing (and maybe the hardest part) is to reach out and talk to someone about what's going on.

So to boil it down, periodic sadness is totally normal, everyone experiences it. Significant and longer term sadness, in addition to some other symptoms, could mean depression but definitely means the person should get it checked out. There's no good reason for someone to remain feeling badly when there are a lot of options to help them feel better.

Explain to student that majority of session will now be spent on increasing awareness of sadness or negative moods and learning two different ways to help self feel better rather than using marijuana. Remind of concepts of triggers (sadness) and habit (smoking when sad) and that by learning other ways to help self feel better they will increase their control over marijuana use (and break habit of smoking when sad). Explain the **3 A's: Awareness, Answer, Act**, reference 3 A's handout to help explain.

So now that we've talked about what real depression is, let's focus in on regular sadness or negative moods that we all experience, their connection to marijuana use for you and learn two other options to feel better other than smoking. To do that we're going to talk about the 3 A's, Awareness, Answer, and Act and I'll explain these in depth.

It's common for people to discover that when they're in a bad mood or feeling sad, marijuana can help them feel better. Then the feeling of sadness or negative moods can become a trigger to use marijuana. Once sadness and smoking are paired together several times, smoking can easily become a habitual response when someone is sad. We've talked before about the thoughts, feelings, and behaviors triangle and we'll look again at that today but a slightly different version. Other times we've focused on how different thoughts and feelings can impact the behavior of smoking. Today we want to target sadness as the outcome and look at how thoughts and behaviors can impact mood. The reason we'll do that is because if you can find other ways to manage negative moods, you can unlearn the habit of smoking when sad and rewire the brain so sadness isn't a marijuana trigger. I'll explain it more in a minute but do you have any questions now?

Awareness: Increasing awareness of sadness is first step. Help student explore their signs of sadness and prompt with common signs if needed, continuing to look at "3 A's" handout to illustrate awareness piece. Also important to increase awareness of desire to smoke as it is connected to negative moods.

This may sound kind of funny but when we're feeling sad or in a bad mood, we're not always aware of it, especially in the beginning. So, the first step is to recognize when you're feeling sad because the earlier you catch it, the easier it is to turn it around. What have you noticed for yourself-what happens to you when you're sad or in a bad mood?

The symptoms of depression are some signs to be aware of (review handout). Also, here are some tips that help people as they practice and get better at noticing their negative moods:

Pay attention to your mood changes. When you start to feel sad, ashamed, bored, lonely, or rejected, tune in to what's going on and how you're feeling. Are you sleeping a lot, moping around, and eating differently from your normal pattern?

Are you craving weed? Slow yourself down and try to figure out why you're wanting to smoke. Is it related to your mood and wanting to feel better?

Check in with your body. You can tell a lot about your feelings from your muscle tension, posture, facial expression, and how you walk and move. Doing a quick check now- where are you tense, how are you sitting, what's your facial expression. What clues does that give you about how you're feeling now?

Notice negative thoughts that you have when you are sad or depressed. Negative thoughts are common and also sneaky-a lot of times we don't even notice we're thinking negatively. Actually, we're going to talk more in depth about this right now.

Explain that after they are able to identify when they are sad, there are two different strategies for helping self feel better. Students should learn and understand both strategies and be encouraged to apply them individually or together.

As you practice you'll get better and better at identifying when you're sad and noticing the connection between mood and marijuana for yourself. Now we'll learn two different strategies for improving your mood. Some people really identify with one of these over the other but it's great to know and be able to do them both because sometimes one might work better for you and other times the other. Also, you may want to do both of these at the same time. Remember Be Aware, Answer, Act? Awareness is step number one and the first strategy we're going to focus on is Answer.

Answer: The first strategy involves targeting thoughts as a way of addressing sad feelings. If one is able to think differently (not so negatively) that can directly impact their feelings (neutral or happier). If sadness is a trigger to using marijuana then by feeling better via changing one's thoughts one can gain more control over their marijuana use.

Explain automatic thoughts and thinking traps. Tailor depth of conversation to student and may need to explain in different ways as the concept can be difficult to understand. If student has done *Thoughts/Excuses that lead back to Smoking* module this concept will be familiar.

Most of us think about things in terms of an event (criticized) → feeling (sad). There's a step in there that's often missed and that's the thought piece. What really happens is there's an event (criticized) → thoughts or interpretations of the event (they don't think much of me) → feeling (sadness). We're going to call those automatic thoughts and what happens is that there is a ton of information in the world that we're constantly taking in. Our brains are being helpful by making shortcuts for us and making sense or interpreting that information so we're not overwhelmed by all the little details we see like where a garbage can is in the room or what color pants someone is wearing. This is great in general but sometimes our brains interpret things so quickly that they may fall into some very common thinking traps. We all do these to a certain degree and some of us are very good at them. What's important here is that these thinking traps are habits that people learn and therefore, like all this stuff we're talking about, they are unlearnable, too. As always, practice and effort help people get better at the skill of recognizing thinking traps and talking back.

Review **Common Thinking Traps** handout and identify and circle the ones that apply to the student. It's fine to identify which thinking traps they do in general but make sure to highlight and explore in depth which ones relate to their marijuana use.

You can see how if someone is constantly interpreting information negatively or ignoring the positives, they would tend to feel bad. Let's focus in on which of these are especially connected to smoking for you.

After spending time identifying which thinking traps are common for student, move to focusing on how to manage thoughts. Use **Common Thinking Traps activity sheet** to illustrate. Encourage examples that relate to marijuana use for student.

It is helpful to remember that our thoughts can change the way we feel about an event because we often cannot control the event itself. But we may have some control over how we think about an event. Let's think of some examples in your life and play around with how thinking about the situation differently could lead to feeling differently.

Some helpful questions people use when they're changing their thoughts include:

- *What other ways can I think about this/what are other interpretations?
- *What is the evidence for my thoughts?
- *How would ___ (friend) explain this situation?

Act: Teach brief overview of behavioral activation as a way to manage sad feelings. Another approach that has been found to work in helping people feel better is first targeting behavior (even if don't feel like it) and the thoughts/emotions are positively impacted as a result.

Some people can help themselves feel better just by thinking differently. Another helpful approach involves targeting the behavior part. Let's look again at the thoughts, feelings and behavior triangle. We just talked about how changing ones thoughts can change the way you feel which can then impact one's marijuana use. Now we'll do the same but focus in on how altering one's behavior can change their feelings which can also lead to greater control over marijuana. This strategy is going to sound kind of simple but it can be really hard for people to put into practice when they're feeling sad.

A common reaction when someone is feeling sad or negative is to withdraw, not talk to people, not do their normal activities, and possibly increase their smoking. That's an understandable response when you're feeling bad but unfortunately it's not very helpful because it tends to lead to more bad feelings, loneliness, sadness, etc. Even though it may feel like the last thing you want to do when you're in a bad mood, forcing yourself to be active can sometimes be the best thing for you. Have you ever experienced that? You were in a bad space but made yourself do something anyway and then ended up having fun or at least getting out of the funk?

Brief conversation about "acting as if" may be helpful for student.

Student: “But I don’t think I can do those things when I’m sad because I don’t actually feel that way.” This is a common issue for many people. There’s a little trick out there called “acting as if” or “fake it til you make it”. Basically one imitates or pretends confidence even if they’re not feeling it on the inside. As they continue to act as if they are enjoying things, their real enjoyment naturally grows.

c) Making it Personal - **Managing Sadness and Negative Moods** worksheet

Help student fill out “Managing Sadness” worksheet as a way of personalizing information for student and identifying specific strategies to manage moods. Identify most common thinking traps and explore counter thoughts and how they could impact mood. Help student brainstorm and write down realistic different activities they can do when feeling sad. Try to generate a variety of options including being with other people and physical activity.

Let’s focus in and pick the most common thinking traps that you tend to use that lead to smoking. When those happen, what else could you tell yourself and how would that impact both your feelings and desire to smoke?

Now let’s brainstorm a number of different things you could do when you notice you’re in a bad mood. Now we want to be realistic but ideally we’ll include some options that involve being with other people, exercising, and whatever other activities will get you doing something and distract you from the sadness.

3) Module Summary and Next Steps:

In the final portion of the module, summarize the main points that you heard the student saying and what was learned. How can they envision putting this information into practice in their real lives?

Ask for feedback about session. What was helpful, what was less helpful, what would they like to see more of?

Have student fill out IPA, choose next module, and schedule next session if applicable.

Agenda

1. What happened this past week with marijuana use?

2. Today's topic: Sadness and smoking
 - Awareness/Answer/Act
 - Common thinking traps
 - Depression vs. Sadness – are they different?

3. Making it personal: managing sadness.
How this fits in for you.

4. Summary and Next Steps

BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<i>➤ What sets me up to be more likely to use marijuana?</i>	<i>➤ What was I thinking? ➤ What was I feeling? ➤ What did I tell myself?</i>	<i>➤ What did I do then?</i>	<i>➤ What good things happened?</i>	<i>➤ What bad things happened?</i>

The 3 A's: Awareness, Answer, Act

Sadness → Smoke → Feel Better
(Trigger) (Habit)

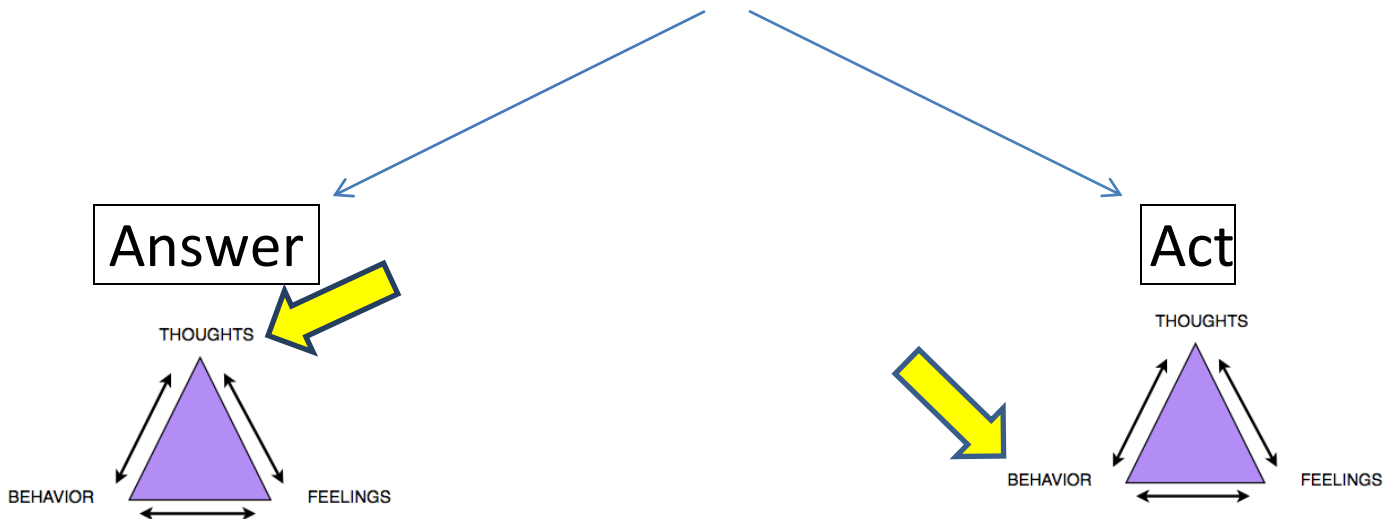
Find other ways to manage sadness, break habit of smoking & increase control over marijuana

Awareness

Be aware of mood and how it connects to smoking

Notice:

- Mood changes (lonely, bored, feeling rejected, sad, mad)
- Craving smoking?
- Check in with body-muscle tension, posture, etc
- Notice negative thoughts



- Am I thinking negatively?
- What thinking traps am I falling into?
- What are some different (less negative) thoughts?
- If I thought that way how would it impact my feelings and desire to smoke?

- Be active:
 - Reach out to people
 - Do something physical
 - Distract self
- Act as if/fake it til make it
- How does being active impact feelings and desire to smoke?

Thinking Traps

Common thinking mistakes we all make

Event (criticized) → Feeling (Sad)

Event (criticized) → Thoughts/Interpretations (they don't think much of me/mindreading) → Feeling (Sad)

Type of Error	Example
Personalizing: Thinking all situations and events are about you or revolve around you.	"Everyone was looking at me and wondering why I was there. I know they must have been talking about me."
Magnifying: Blowing negative events out of proportion.	"This is the worst thing that could happen to me."
Minimizing: Ignoring the positive factors of a situation or overlooking the negative factors of a situation.	<i>Ignoring the positive:</i> "Acing that test was no big deal." <i>Overlooking the negative:</i> "Copping pot in a dangerous neighborhood is not a problem because nothing really bad happens."
Either/or thinking: Seeing things in black and white, with no in-between.	"Either I'm a loser or I'm a winner; either I'm bad or I'm good."
Jumping to conclusions: Making a false connection between one set of circumstances and an outcome.	"I blew the test; I'm never going to be able to get into college." "My heart is pounding. I must be having a heart attack."
Overgeneralizing: Thinking that if something bad happens once, it will happen every time.	"I am never going to be able to quit smoking pot. I always screw up."
Self-blaming: Blaming yourself rather than identifying specific behaviors that you can change.	"I'm no good."
Mindreading: Assuming that you know what other people are thinking.	"My mom is mad at me because she thinks I'm getting high again."
Catastrophizing or "awfulizing": Taking something small that happened and exaggerating it.	"Since I've already relapsed twice, I'll never be able to stay clean and sober."
Expecting the worst: Assuming that things won't work out, assuming you will fail before you even try to do something.	"I'll never be able to pass this class. I may as well drop out."
Putting oneself down: Thinking things that make you feel bad about yourself.	"I don't deserve things to get any better." "I am no good, just as my father [or mother] said."

Common Thinking Traps activity sheet

The purpose of this worksheet is to give you practice in identifying automatic negative thoughts and then challenging how true they are.

Below, write down one or two examples for each automatic negative thought that may cause problems for you and ultimately lead to smoking. Then, identify one or two answers that you can use to challenge your thoughts.

For a Complete List, see: Reminder Sheet for Thinking Errors

1. BELIEVING IN PERFECTIONISM

Thinking that if you're not perfect, you're a loser

EXAMPLES:

ANSWERS:

2. CATASTROPHIZING or "AWFULIZING"

Taking something small that happened and exaggerating it

EXAMPLES:

ANSWERS:

3. OVERGENERALIZING

Thinking that if something happens once, it will happen every time

EXAMPLES:

ANSWERS:

4. EXPECTING THE WORST

Entering a new situation assuming that things won't work out

EXAMPLES:

ANSWERS:

5. PUTTING ONESELF DOWN

Thinking things that make you feel bad about yourself

EXAMPLES:

ANSWERS:

6. USING ALL-OR-NOTHING THINKING:

Seeing things in black and white, with no in-between

EXAMPLES:

ANSWERS:

7. PERSONALIZING:

Thinking all situations and events revolve around you or are about you

EXAMPLES:

ANSWERS:

8. MINDREADING :

Assuming you know what other people are thinking

EXAMPLES:

ANSWERS:

Managing Sadness and Negative Moods: Real Life Practice

1. (AWARE) What are the signs that I'm sad or in a negative mood? **How is this connected to marijuana for me?**

2. (AWARE) What are the negative thoughts or thinking traps I tend to use? **Which ones are especially connected to marijuana use for me?**

3. (ANSWER) What other thoughts can I have? If I had these thoughts, how would they impact how I feel? **If I felt this way, how would this affect my decision to use marijuana?**

Questions I can ask myself to **challenge automatic negative thoughts:**

- *What other ways can I think about this/what are other interpretations?
- *What is the evidence for my thoughts?
- *How would ___ (friend) explain this situation?

4. (ACT) What things or activities can I do when I'm sad or in a negative space? (Include activities with people, exercise, enjoyable things). **How might these affect my decision to use marijuana?**

What is Depression? **Becoming AWARE of How You Feel**

depressed mood during most of the day

Impaired concentration, trouble making decisions

Feelings of worthlessness or guilt

Recurring thoughts of death or suicide

Fatigue or loss of energy

Changes in sleep: unable to sleep, sleeping a lot more

Feeling restless, agitated, or slowed down

Decreased interest or pleasure in work, hobbies, family, and relationships

Change in appetite, usually with a significant weight loss or gain

HOW THOUGHTS AND BEHAVIORS INFLUENCE OUR EMOTIONS

NEGATIVE BRINGS US DOWN

NEGATIVE BEHAVIOR → **NEGATIVE THOUGHT** → **NEGATIVE EMOTION**
 Not studying for a test → "I'll never pass that test anyways" → Hopeless, feel like a failure

NEGATIVE THOUGHT → **NEGATIVE BEHAVIOR** → **NEGATIVE EMOTION**
 "This person doesn't like me" → Withdrawing or Sulking → Sadness



POSITIVE BRINGS US UP

POSITIVE BEHAVIOR → **POSITIVE THOUGHT** → **POSITIVE EMOTION**
 Study for a test → "I can do well, or at least better, if I try" → Confident

POSITIVE THOUGHT → **POSITIVE BEHAVIOR** → **POSITIVE EMOTION**
 "Even if this person doesn't like me, there are plenty of people who I could be friends with" → Reach out, meet new people, make friends → Happiness



Module 12

Managing my Thoughts. Ten Thoughts that Lead to Smoking.

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*
3. Top 10 Thoughts that lead to Smoking *handout*
4. Reminder Sheet for Managing Thoughts about Marijuana *handout*
5. Practicing Counter Thoughts *worksheet*
6. Managing Thoughts: Real Life Practice *optional worksheet*

Goals for the module:

1. To help the teen identify thoughts leading to marijuana use and manage those thoughts before relapse occurs.

Agenda:

1. Review of Progress/Functional Analysis
2. Skill: Identifying and managing thoughts/excuses that lead to smoking
 - a. Rationale
 - b. Explanation and Discussion
 - c. Making it Personal-worksheets
3. Summary and Next Steps

Main Points (cheat sheet for HE's):

- It's common, especially when someone is starting to change their marijuana use, for people to talk themselves into using when they're triggered.
- Revisit concept of thoughts, feelings, behaviors. Today's focus will be on how thoughts impact behaviors.
- Although not necessarily easy, one does have some control over thoughts, it is a skill that can be learned through practice.
- First step is to slow down and identify which thoughts tend to have. Second step is to figure out how to manage them.
- Review top 10 thoughts/excuses that lead to smoking .
- Discuss variety of ways to manage thoughts with focus on challenging thoughts technique and noticing how alternative thoughts impact behaviors.

Section 1: Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis worksheet.

Let's start (the way we always do) by breaking down this past week. How did this week fit into your goal of not smoking/reducing your marijuana use?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Skill: Identifying and managing thoughts

Why did you pick this topic? What are you hoping to get from this meeting?

a) Rationale:

Becoming aware of specific thoughts that lead to using and figuring out how to manage them will help student reach marijuana goals.

b) Explanation and Discussion:

Normalize thoughts about marijuana. Revisit thoughts, feelings, behaviors triangle and discuss how automatic thoughts impact behaviors. General discussion of automatic thoughts and then narrowing in on how they can be troublesome for people making changes in their marijuana use may be helpful for some students (tailor depth of conversation to individual student). Once thoughts are identified for the student, figuring out how to manage them will help in gaining control over use.

Thoughts about smoking marijuana are normal. Almost anyone who stops using occasionally thinks about getting high again and this is especially common in the beginning.

Remember the thoughts, feelings and behaviors triangle? Today we'll talk about how our thoughts can directly impact both our behaviors and feelings and how by purposely thinking

different thoughts, it can change the way we act and feel. (Look at visual example if helpful for student).

Sometimes thoughts about smoking are obvious, but sometimes, if we're not paying close attention, they can creep up almost without being noticed. It's kind of weird but sometimes we're not even fully aware of the thoughts we're having. That's because there's so much going on in our worlds and we're constantly taking in and processing information-much of it not very important like the color of people's shirts or where a garbage can is in a room. So a lot of the time we're unconsciously making sense of things in split seconds. If we had to actually think about every little thing we see, we'd be overwhelmed by the amount of information and never be able to make sense of it all. So our brains have found ways to be efficient by filtering out a lot of unnecessary information. This is great but it leads to us having thoughts and interpreting information that we're not even aware of sometimes, these are called automatic thoughts. Most of the time that's helpful but in the case of someone wanting to change their marijuana use and experiencing a trigger, those automatic thoughts can be pretty persuasive in making them want to smoke. The good news here is that although those thoughts aren't always super obvious, once you decide you want to understand them better it's very do-able to take a little time and a closer look at what's going on. What do you think of all that information, does it make sense?

Basically it comes back again to the awareness piece, slowing yourself down and exploring which thoughts you have that lead to craving or smoking marijuana. Once you have a sense of what the most common thoughts are for you, you can learn how to manage those thoughts so you have more control over if and when you smoke, which is the ultimate goal.

Review Top 10 Thoughts that Lead to Smoking handout and discuss categories and examples. Circle ones that are most applicable to student.

As we talk about this, we can think of the thoughts that lead to smoking as "excuses" that we tell ourselves. Often there's a sense of "talking yourself into" smoking. Can you relate to that?

Today we'll look through a list of common excuses, think about which ones you tend to use (and add new ones) and then brainstorm ways to work against that. Before we look at the list, I'm curious to hear your initial thoughts-what excuses do you tell yourself that lead to smoking?

The 10 most common reasons for relapse are the following: (have the teen come up with some examples of their own in some of the categories)

1. *Happy memories of getting high. Some people who are trying to stop using marijuana think about pot as they think about a long-lost friend. For example, "I remember the*

- days when I'd take a few joints down to a party and get high"; "What's a weekend without weed and alcohol?"*
2. *Testing yourself. Sometimes, after not smoking marijuana for a while, people get overconfident. For example, "I bet I can smoke with the guys tonight and still deal with school tomorrow morning." Sometimes, overconfidence is mixed with curiosity. For example, "I wonder what it would be like to have just one hit."*
 3. *Crisis. During a crisis, a person may say, "I need a hit, I just want to escape for a while" or "I can handle this if I'm high."*
 4. *Feeling uncomfortable about life without marijuana. Some people find that after they stop smoking weed, they are more aware of old or new problems in their lives. For example: "I'm very irritable around my friends. Maybe it's more important for me to be a nice person than it is for me to stop smoking right now," or "I'm no fun to be around when I'm not smoking weed."*
 5. *Self-doubts/No control. Some people doubt their ability to succeed at things. For example, "I just have no willpower," or "I tried to quit many times before and it never worked out; why should I expect this time to be any different?"*
 6. *Escape. Most people want to avoid remembering unpleasant situations, problems, or past experiences. Failure, rejection, disappointment, embarrassment, or sadness tend to demand relief. People get tired of feeling hassled, lousy, and upset. They just want to get away from it all and away from themselves. They may not necessarily want to get high, but they want instead to feel numb, calm, or at peace.*
 7. *Relaxation. Thoughts of wanting to relax are perfectly normal, but the thoughts can be a problem if you expect to feel relaxed immediately without actually doing something relaxing. Rather than trying to do relaxing activities, the individual may choose the shortcut of using alcohol or drugs.*
 8. *Socialization. Many people are shy or uncomfortable around new people or in social settings and may look to marijuana to feel more relaxed and confident.*
 9. *Improved Self Image. When people have low self-esteem or are unhappy with themselves, they often begin to think again about drugs as a way to feel more confident and to get immediate and temporary relief from feeling unhappy.*
 10. *To hell with it. Some individuals seem to give up on setting any goals in their lives. They think that nothing really matters and that there is no reason to try. Why should they give a damn? Such an attitude leads these people to relax their guard and not to care whether they use or not.*

After spending time identifying which thoughts are common for student or adding new ones, move to focusing on how to manage thoughts.

Together look at and discuss **Reminder Sheet for Managing Thoughts about Marijuana**. Review the variety of suggestions listed and identify several student feels would be most helpful for them. Expand and focus in on #1, Challenging Thoughts, as a strategy to target thoughts. Explore alternate ways of thinking and consider how different thoughts would impact behaviors and feelings. Emphasize that challenging and replacing thoughts is a skill that people improve with practice.

What are things that you do or could do to manage thoughts about smoking when they happen?

You had some good ideas of ___ and ___. Here's a list of strategies that have worked for others in managing the thoughts and helping them reach their goals of not smoking. Let's look at these, think through which might work for you and then we'll practice challenging thoughts.

Challenge the thoughts. Once you identify the thought that is making you want to smoke, then you want to come up with other thoughts that work against them. Play devil's advocate with yourself. If you're thinking "I need to relax, I'm going to smoke a bowl", slow yourself down and argue back "If I smoked, I probably would feel relaxed but I'd also feel disappointed for breaking my plan. There are some other things I can do to relax like read, go for a walk or watch tv that I'll feel better about in the long run." We'll call these "counter-thoughts" and they involve us using our rational minds to work against some of those automatic thoughts that we have. Other examples include: "Getting through high school is more important than getting high right now. I am going to get that diploma," "If my friends are real friends, they're going to respect that I want to do something else besides smoke pot," or "I can date without using and feel good about myself."

c) Making it Personal: Use worksheet to practice **Counter Thoughts** and highlight how working against automatic thoughts influences feelings and behaviors and gives us more control.

Optional Exercise: Ask the teen to write lists of items under the following three categories. Each list should consist of at least 5 to 10 items.

1. Positive consequences you expect by not using drugs
2. Negative consequences of using drugs
3. The most high-risk situations you might run into that will make quitting or staying clean difficult.

Section 3: Summary and Next Steps:

In the final portion of the module, summarize the main points that you heard the student saying, what was learned, and verbalize/clarify any plans that were made.

Ask for feedback about session. What was helpful, what was less helpful, what would they like to see more of?

Have student fill out IPA, choose next module, and schedule next session.

Agenda

1. What happened this past week with marijuana use?

2. Today's topic: managing thoughts
 - 10 top thoughts that lead to smoking
 - Countering those thoughts

3. Making it personal: managing thoughts, real-life practice

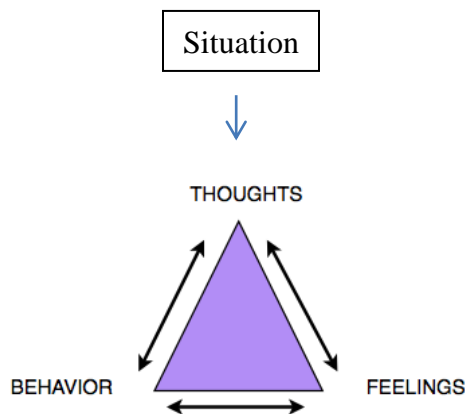
4. Summary and Next Steps

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<ul style="list-style-type: none"> ➤ <i>What sets me up to be more likely to use marijuana?</i> 	<ul style="list-style-type: none"> ➤ <i>What was I thinking?</i> ➤ <i>What was I feeling?</i> ➤ <i>What did I tell myself?</i> 	<ul style="list-style-type: none"> ➤ <i>What did I do then?</i> 	<ul style="list-style-type: none"> ➤ <i>What good things happened?</i> 	<ul style="list-style-type: none"> ➤ <i>What bad things happened?</i>

Managing Thoughts that Lead to Smoking

- It's common, especially when someone starts to change their marijuana use, for people to talk themselves into using when they're triggered.
- Today's focus will be on how thoughts impact behaviors.



- Although it's not easy, we do have some control over the thoughts we have-this is a skill that can be learned and improved upon with practice.
- The first step is to slow ourselves down and identify which thoughts we tend to have (awareness). Once you become familiar with the thoughts that you have that lead you back to smoking you have more control over talking back or changing those thoughts.
- Sometimes these thoughts are obvious, other times they are sneaky and we aren't even aware that we're having them.
- The second step is to figure out how to manage the thoughts. There are different options for managing thoughts and we'll talk about and practice several.

Top 10 Thoughts that Lead to Smoking:

1. Happy memories of getting high

“This would be more fun if I were high”

2. Testing Yourself

“I bet I can smoke tonight and still deal with school tomorrow”

3. Crisis

“This would be easier to deal with if I took a hit”

4. Feeling uncomfortable about life without marijuana

“I’m not as fun to be around when I’m not smoking” or “I’m irritable around my friends these days, maybe it’s more important for me to be nice than it is to stop smoking weed.”

5. Self-Doubt/No control

“I’ve tried quitting before and it hasn’t worked so why even try”

6. Escape

“I just don’t want to think about things for a bit”

7. Relaxation

“I’ve got a lot of stressful things going on, smoking will help me relax”

8. Socializing

“It’s easier to meet new people and talk to others when I’m smoking”

9. Improved self-image

“I’m feeling pretty down these days, I might feel better if I smoke”

10. To Hell With It

“Everything is going wrong anyways, screw it.”



Reminder Sheet for Managing Thoughts about Marijuana

Here are some ways to manage thoughts about marijuana use:

Challenge your thought. Slow yourself down, notice the thoughts you're having and come up with counter-thoughts.

Think of the benefits of not using drugs. This might include feeling better about yourself, greater self-control, better health, improved memory, thinking more clearly, staying out of legal trouble, and/or not disappointing friends and relatives.

Remember negative drug experiences or problems you have had as a result of getting high. These might include arrests, family problems, poor grades, or paranoia.

Distract yourself with other thoughts. Think of something besides marijuana.

Reinforce your successes. Think about how long ago you quit, how you got involved in treatment and why you have continued to meet with your health educator.

Focus on the positive. Think of the benefits you gain from not using.

Use photographs of people who will be disappointed if you relapse.

Delay your decision to use. If nothing else is working, then look at your watch and put off the decision to use for 30 minutes or any set amount of time you think you can handle.

Leave or change the situation. If a place or activity makes you think about using marijuana, go somewhere else or try a different activity.

Call someone, and try to talk it out. This person may be able to help you clarify your thoughts or distract you.

Practicing Counter-Thoughts

Notice how initial or automatic thoughts affect behavior. Then, come up with alternative or counter-thoughts and notice how they could impact your behavior. Play devil's advocate with yourself, goal is to slow down and

Trigger(s)	Initial Thoughts	Behaviors after initial thoughts	Counter Thoughts	Behaviors after Counter Thoughts
At a party	"This would be so much more fun if I smoked" (happy memories of getting high)	Smoke	"The old me would be smoking but this time I'm just going to sit this out. If I get too tempted I can just leave."	Temptation to smoke decreased, able to decline offer.
At night, can't sleep	"I know if I smoke I'll fall asleep" (relaxation)	Smoke	"I know I'm going to feel guilty tomorrow if I smoke, even though it might take a little longer, I'm going to figure out another way to relax"	Listen to music and draw

Managing Thoughts about Marijuana Real Life Practice

One way to cope with thoughts about marijuana is to remind yourself of the benefits of not using and of the negative effects that marijuana has had on your life. Make a list of these reminders on this sheet. Then copy this list onto a pocket-sized index card. Read the card whenever you have a craving to smoke marijuana.

Benefits of not using marijuana:

Negative effects of using marijuana:

High Risk situations that will tempt me to get high:

Module 13a

Reducing Stress

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*
3. Breathing *handout*
4. Raisins

Goals for the module:

1. Review of progress
2. Introduce the three steps of reducing stress
3. Give the teen the experience of “Really Tuning In” and help them see its relevance for quitting marijuana.
4. Give the teen the choice of continuing with Reducing Stress or turning to another of the Optional Counseling Sessions modules.

Agenda:

4. Review of Progress and Functional Analysis
5. Skill: Reducing Stress
 - a. Rationale
 - b. Explanation and Discussion – Explain RAD
 - c. Making it personal – Tuning in exercise
6. Summary and Next Steps

Main Points (Cheat sheet for HE’s):

1. Stress is normal
2. Quitting getting high is stressful
3. You can learn how to reduce stress – it’s a learned skill
4. Three steps to reducing stress; RAD
5. Noticing breathing & noticing taste are two *Tuning In* exercises to try with student
6. *Really Tuning In* was the first step; Accepting & Deciding are the next options

Section 1: Review of Progress/Functional Analysis Exercise

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis exercise.

Let’s start (the way we always do) by taking a few minutes and breaking down this past week. What happened with smoking?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Skill: Reducing Stress

a) Rationale:

Why we teach people how to reduce stress

Stress is normal. Everyone feels it some of the time.

Being a teenager is particularly stressful. Even people in their twenties realize that their teenage years were difficult.

Quitting getting high is also stressful. For example, there might be times when:

- *you'll be tempted to get high to have fun*
- *you'll want to get high to make yourself stop feeling bad, or*
- *some of your friends might make you feel bad that you're not getting high with them.*

It can be really stressful to resist the temptation to get high.

So, we teach people how to reduce stress so they'll be successful in avoiding getting high.

Today's session is the first one of four sessions focusing on stress reduction. If you like today's session, maybe you'll want to have the other three sessions on this topic.

Let me give you a few examples of teens who struggled with stress and used pot.

The first example is a guy. Help me make up a name for him.

OK, _____ is admired by a lot of people. He's pretty good on the basketball court and he also is a great drummer. What most people don't know about him, though, is how out of control he often feels when he is criticized by someone at home or at school. He gets incredibly wound up and feels overwhelmed by the criticism. _____ starts sweating, jumps all over the person who is being critical, rants on and on about how unfair they're being, and often says things he later

wishes he didn't say. He usually feels really bad for hours when this happens.

After the explosion, _____ sometimes gets high to calm himself down. But, he'd really like to be better able to control his feelings and his actions when he's being criticized. He'd like to get over it and move on much sooner.

By the way, do you know anyone like _____? Tell me a little bit about this person.

Has this ever been a problem for you?

The next example is a girl. What name should we make up for her?

OK, _____ is doing pretty well in school and has some good friends, but that's not how she thinks about herself. She's very self-critical and rarely is able to give herself credit for any of her accomplishments. She thinks of herself as not very good looking, not fun to be around, never knows what to say when meeting someone new, and never knows what clothing to wear.

_____ sometimes gets high to feel better about herself. It seems to work for a while, but not all the time.

Do you know anyone like _____?

Have you ever had any of the self-critical problems that she has?

So what about you? Are there parts of your life that lead you to feeling a lot of unhappiness, being overwhelmed, feeling nervous or anxious a lot, having a lot of bad thoughts?

Tell me a bit about stress in your life.

b) Explanation and Discussion:

How we teach people skills in reducing stress

Believe it or not, people like _____ and _____ can actually change. They don't have to keep living like they are.

You can change, too. It's possible to learn how to deal better with the things that are causing you a lot of stress.

There are three steps to reducing stress:

1. *Really tuning in*
2. *Accepting*
3. *Deciding*

There's a cool way to remember these three steps. They're RAD!

These three steps can help someone like _____ who gets incredibly wound up when he feels criticized.

They also can help _____ who is so self-critical and so unhappy with herself.

Maybe they can help you, too. Do you believe that's possible?

c) Making it Personal

Really tuning in

OK, let's talk about what it's like to really tune in.

Even better, let's see what it feels like.

Let's do it together. We'll take about five minutes to sit quietly and just tune in to our breathing.

Here is an idea about how to do this:

- *Set both feet on the ground, and try to sit up in your chair – straight, but not uncomfortably so. Once you're comfortable, you can close your eyes.*
- *Bringing your attention to your breath, see if you can hear the sound you make as you breathe. Listen for your breath coming in, and going out.*
- *Now, bring that attention to what it feels like in your nose to breathe in and out. Even if you can't quite hear the sounds, try to feel the sensations in your nose as you inhale and exhale*
- *Notice the coolness of the air on your nostrils as you inhale. How the air glides up and into your body. When you exhale, how it presses out slowly. Notice the warmth of the air as it comes up and out of your body, and out through your nose.*
- *Maybe your mind is going somewhere other than what you're feeling when you breathe. If you notice that your thoughts have wandered to something else, try to just notice that, and gently bring your attention back to your breath.*
- *When you've noticed what your breath feels like on your nose, try bringing your attention to other parts of your body. Bring your attention to your belly.*

- *Pay attention to what happens when you breathe in and your lungs expand. Maybe your shoulders rise up a bit. Maybe your stomach expands and goes out as you breathe in.*
- *Notice if there are areas that are tense, and restrict your breathing. Try to bring your attention to those areas in your body, without trying to change them or make them relax.*
- *Try to just notice what happens in your body when your lungs expand.*
- *If your mind is wandering to other thoughts, just notice that. See if you can gently focus your attention back on your breathing.*
- *Now that you've seen what breathing feels like in different parts of your body, try to bring your attention back to your nose.*
- *Watch your breathing, the air coolly brushing through your nostrils. Take a few minutes and breathe. See what it's like to just breathe naturally. If your mind wanders, try to just notice that, and bring your attention back to your breath.*
- *After you've followed your breath for a few minutes, try to notice how you're feeling emotionally. Maybe you have some anger about something. Perhaps you have some nervousness about what you're doing after this. Maybe some sadness. Try to just notice those feelings.*
- *When you're ready, open your eyes, and bring your attention back to the room.*

What was it like to sit quietly and tune in to your breathing?

*If you like how this exercise made you feel, try doing it at home. I'll give you a **Breathing handout** that describes what we did.*

Optional Raisin Exercise

If there's time, this exercise is another way to give the teen a tuning in experience.

Here's another way to learn about tuning in.

I'm going to give you a raisin.

But, instead of popping it right in your mouth, here's what I'd like you to do:

- *Hold the raisin in your hand and see what you notice when you look at it carefully.*
- *Notice how it feels to be holding it. The weight in your hand.*
- *Notice its shape. The texture on your skin.*
- *You may need to bring it close to your face, but try to see what it smells like.*
- *Notice how you're breathing while you're holding the raisin. The air coming in coolly through your nostrils.*
- *You might be having some thoughts about this thing in your hand. Maybe you're thinking about the fact that this raisin was once a grape, imagining what it might have looked like then. Notice what you're thinking.*
- *Now, put the raisin in your mouth, and just let it sit there. Notice what it feels like on your tongue. If your mouth starts to water, just notice that without chewing or swallowing the raisin. Maybe your jaws ache a little bit, as you salivate and want to chew. Notice what happens in your mouth.*

- *Go ahead and start to slowly chew the raisin. Notice how it tastes, and how it feels to not just quickly swallow it.*
- *When you're ready, swallow the raisin, and notice what happens. Maybe you don't want the raisin to be gone, or maybe you're glad to be done with this experience. Whatever is happening, try to pay attention to it. Try to just notice it.*

OK, so that was another experience of really tuning in to yourself and your experience.

What was it like to just hold the raisin in your hand?

What did you notice?

How was it to put it in your mouth and not chew it or swallow it?

What was that like?

What did you think of tuning in to eating the raisin?

If you wanted to try this tuning in with another kind of food, what would it be?

What “really tuning in” is like

Remember _____, the guy who plays basketball and drums but gets overwhelmed with feelings whenever anyone says something critical to him?

The first step he took in learning how to reduce stress was really tuning in.

Here's what he learned to do when he felt criticized:

- *He remembered to take time to really tune in to what he was experiencing.*
- *He noticed how his body was feeling, for example that he was sweating.*
- *He noticed that he was having some thoughts, like “it's unfair.”*
- *He noticed that his adrenaline was pumping and that he was eager to react to the other person.*
- *He noticed that he was having a thought that he had to immediately convince the other person that they were wrong.*

_____ began to reduce his stress by really tuning in.

Eventually, when he also learned about Accepting and Deciding (the next two steps), he found it was much easier to avoid getting high when there was less stress in his life.

Can you picture what he might have felt like by really tuning in?

OK, the other person we talked about was _____. She felt self-critical most of the time, even though she was really a nice person.

She also learned to really tune in.

- *She noticed that she had a lot of self-critical thoughts about herself.*
- *She noticed that when she was feeling down about herself, it was almost impossible to think anything positive.*
- *She noticed how her body felt when she was having self-critical thoughts. Often, she'd feel some pain in her stomach.*
- *She noticed that she had thoughts that other people didn't like her.*
- *She noticed that she had thoughts that other people viewed her as unattractive.*
- *She realized that having all of these thoughts felt like her mind was flooded with negativity.*

Like _____, _____ began to reduce her stress by really tuning in.

Can you imagine what she might have felt like by really tuning in?

Section 3: Next Steps & Module Summary

Really tuning in is the first step in reducing stress.

The next two steps are Accepting and Deciding.

If you think what we did today was helpful, we can have three more sessions focused on reducing stress.

Or we can instead turn to another one of the topics in the Optional Counseling Sessions list.

What would you like us to do?

In the final portion of the module, summarize the main points that you heard the student saying and what was learned. If the teen has made a plan to try some practices on their own, express interest and curiosity about hearing how that went for them, making it clear that there will be no expectations or judgment coming from you.

Reminder: If the teen is choosing the order in which the modules are being covered, be sure to ask which module he/she would like to cover next time.

Agenda

1. What happened this past week with marijuana use?

2. Today's topic: Reducing Stress
 - Stress is normal
 - 3 steps in reducing stress; RAD

3. Making it personal: *Really tuning in* – what's it feel like?

4. Summary and Next Steps

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<ul style="list-style-type: none"> ➤ <i>What sets me up to be more likely to use marijuana?</i> 	<ul style="list-style-type: none"> ➤ <i>What was I thinking?</i> ➤ <i>What was I feeling?</i> ➤ <i>What did I tell myself?</i> 	<ul style="list-style-type: none"> ➤ <i>What did I do then?</i> 	<ul style="list-style-type: none"> ➤ <i>What good things happened?</i> 	<ul style="list-style-type: none"> ➤ <i>What bad things happened?</i>

Breathing Exercise

Find a comfortable and quiet place to sit.

Turn off anything that might interrupt you.

If it feels comfortable, close your eyes.

Notice how you feel as you breathe in and breathe out.

Notice how your body feels from the top of your head down to your feet.

How do your nose and mouth feel as you breathe in?

How does your belly feel as you breathe in and breathe out?

Notice if your mind is wandering to other thoughts. See if you can refocus on your breathing.

Notice how you're feeling emotionally.

Just breathe for a few minutes and see what it's like.

BREATHING EXERCISE

- Set both feet on the ground, and try to sit up in your chair – straight, but not uncomfortably so. Once you're comfortable, you can close your eyes.
- Bringing your attention to your breath, see if you can hear the sound you make as you breathe. Listen for your breath coming in, and going out.
- Now, bring that attention to what it feels like in your nose to breathe in and out. Even if you couldn't quite hear the sounds, try to feel the sensations in your nose as you inhale and exhale.
- Notice the coolness of the air on your nostrils as you inhale. How the air glides up and into your body. When you exhale, how it presses out slowly. Notice the warmth of the air as it comes up and out of your body, and out through your nose.
- Maybe your mind is going somewhere other than what you're feeling when you breathe. If you notice that your thoughts have wandered to something else, try to just notice that, and gently bring your attention back to your breath.
- When you've noticed what your breath feels like on your nose, try bringing your attention to other parts of your body. Bring your attention to your belly.
- Pay attention to what happens when you breathe in and your lungs expand. Maybe your shoulders rise up a bit. Maybe your stomach expands and goes out as you breathe in.
- Notice if there are areas that are tense, and restrict your breathing. Try to bring your attention to those areas in your body, without trying to change them or make them relax.
- Try to just notice what happens in your body when your lungs expand.
- If your mind is wandering to other thoughts, just notice that. See if you can gently focus your attention back on your breathing.
- Now that you've seen what breathing feels like in different parts of your body, try to bring your attention back to your nose.
- Watch your breathing, the air coolly brushing through your nostrils. Take a few minutes and breathe. See what it's like to just breathe naturally. If your mind wanders, try to just notice that, and bring your attention back to your breath.
- After you've followed your breath for a few minutes, try to notice how you're feeling emotionally. Maybe you have some anger about something. Perhaps you have some nervousness about what you're doing after this. Maybe some sadness. Try to just notice those feelings.
- When you're ready, open your eyes, and bring your attention back to the room.

RAISIN EXERCISE

Hold the raisin in your hand and see what you notice when you look at it carefully.

Notice how it feels to be holding it. The weight in your hand.

Notice its shape. The texture on your skin.

You may need to bring it close to your face, but try to see what it smells like.

Notice how you're breathing while you're holding the raisin. Notice the air coming in coolly through your nostrils.

You might be having some thoughts about this thing in your hand. Maybe you're thinking this is weird. Try to notice that. Maybe you're thinking about the fact that this raisin was once a grape, or maybe imagining what it might have looked like then. Notice what you're thinking.

Now, put the raisin in your mouth, and just let it sit there. Notice what it feels like on your tongue. If your mouth starts to water, just notice that's happening, without chewing or swallowing the raisin. Maybe your jaws ache a little bit, as you salivate and want to chew. Notice what happens in your mouth.

Go ahead and start to slowly chew the raisin. Notice how it tastes, and how it feels to not just quickly swallow it.

When you're ready, swallow the raisin, and notice what happens. Maybe you don't want the raisin to be gone, or maybe you're glad to be done with this experience. Whatever is happening, try to pay attention to it. Try to just notice it.

Module 13b

Reducing Stress

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*
3. Breathing *handout*
4. Raisin *handout*, if needed
5. Walking Down the Hall *exercise*
6. Chinese finger trap

Goals for the module:

5. Review of progress
6. Review of the three steps of reducing stress
7. Continue the focus on “really tuning in”
8. Introduce "accepting"

Agenda:

7. Review of Progress and Functional Analysis
8. Skill: Reducing Stress
 - a. Rationale – elicit from student
 - b. Explanation and Discussion – Review of RAD / Accepting is new skill
 - c. Making it personal – 3 optional exercises
9. Summary and Next Steps

Main Points (Cheat sheet for HE's):

1. Quick review of RAD from last time
2. Breathing/Raisin exercise if didn't do last time
3. Walking Down the Hall exercise optional
4. Chinese Finger Trap demonstrates fighting with thoughts/feelings
5. Really Tuning In and Accepting are steps one and two
6. Deciding is next step

Section 1: Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis exercise.

Let's start (the way we always do) by taking a few minutes and breaking down this past week. What happened with smoking?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not

smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Skill: Reducing Stress

a) Rationale

Asking the teen to tell you what he/she remembers from the last session can help to reinforce learning.

Today is our second session focusing on reducing stress.

How is stress related to quitting marijuana

b) Explanation and Discussion

A Quick Review of RAD

Do you remember the three steps of reducing stress?

Probe for everything the teen can remember and reinforce them for what they recalled. These are the major points. Bring up any points that the teen might have omitted.

1. Stress is normal. Everyone feels it some of the time.
2. Being a teenager is particularly stressful.
3. Avoiding getting high can also be stressful.
4. We teach people how to reduce stress so they'll be successful if they decide they want to avoid getting high.
5. We talked about the three steps of reducing stress:
 - a. Rreally tuning in
 - b. Accepting
 - c. Deciding
6. Last time we focused on the first step, Really Tuning In.
7. We talked about how _____ (the basketball player who got overwhelmed whenever he

felt criticized) and _____ (the girl who was very self-critical) learned how to really tune in.

8. You and I did a **Breathing exercise** (IF COVERED: and the **Raisin exercise**). We learned how to notice what we're experiencing and what we're thinking and feeling.

Did you try to do the breathing exercise on your own?

If the teen did practice this exercise, debrief his/her experience.

If they didn't, remind them that it's a great way to begin reducing stress and gets better with practice. Offer the handout.

Another Experience with Really Tuning In

If the Raisin Exercise was completed in the first session, do the **Walking Down the Hall Exercise**. If it wasn't, you can choose which of these two exercises to do.

Raisin Exercise

Here's another way to learn about tuning in.

I'm going to give you a raisin.

But, instead of popping it right in your mouth, here's what I'd like you to do:

- *Hold the raisin in your hand and see what you notice when you look at it carefully.*
- *Notice how it feels to be holding it. The weight in your hand.*
- *Notice its shape. The texture on your skin.*
- *You may need to bring it close to your face, but try to see what it smells like.*
- *Notice how you're breathing while you're holding the raisin. The air coming in coolly through your nostrils.*
- *You might be having some thoughts about this thing in your hand. Maybe you're thinking about the fact that this raisin was once a grape, imagining what it might have looked like then. Notice what you're thinking.*
- *Now, put the raisin in your mouth, and just let it sit there. Notice what it feels like on your tongue. If your mouth starts to water, just notice that without chewing or swallowing the raisin. Maybe your jaws ache a little bit, as you salivate and want to chew. Notice what happens in your mouth.*
- *Go ahead and start to slowly chew the raisin. Notice how it tastes, and how it feels to not just quickly swallow it.*
- *When you're ready, swallow the raisin, and notice what happens. Maybe you don't want the raisin to be gone, or maybe you're glad to be done with this experience. Whatever is happening, try to pay attention to it. Try to just notice it.*

OK, so that was another experience of really tuning in to yourself and your experience.

What was it like to just hold the raisin in your hand?

What did you notice?

How was it to put it in your mouth and not chew it or swallow it?

What was that like?

What did you think of tuning in to eating the raisin?

If you wanted to try this tuning in with another kind of food, what would it be?

Walking Down the Hall Exercise

Here's another way to learn about tuning in.

I'm going to ask you to imagine that you're walking down the hall at school. Imagine that there are lots of people in the hall. They're going in different directions. Some are coming out of classrooms. Some are headed to the library or to the bathroom or to their next class.

Now imagine that you see a friend of yours at the other end of the hall and your friend also sees you.

You wave at your friend, but that person doesn't wave back as they walk past you.

- *What did you notice you were thinking about why the other person didn't respond to you?*

Probe for one explanation the teen came up with. Examples:

- ✓ He/she was angry at me.
- ✓ He/she was thinking about something else, and it wasn't about me.
- ✓ He/she was feeling sick.
- ✓ He/she was feeling upset about something that had just happened.
- ✓ He/she thinks I don't like him/her any more.

- *What did you notice you were feeling?*

Probe for one feeling. Examples:

- ✓ Angry
- ✓ Sad
- ✓ Confused

- *What did that feel like in your body?*
- *Did you notice you were having an urge to react in a certain way? What did you want to do after they had walked past you?*

After the teen has had an opportunity to describe what came up for them, remind them that there are many ways to interpret the meaning of another person's unresponsiveness.

Ask the teen to brainstorm with you other possible explanations for what happened.

- *You said that the reason you came up with for your friend not responding was _____. What other reasons might be possible?*

Probe for alternative explanations. If the teen can't think of any, ask if any from the above list might be possible reasons.

Probe for how the teen might have felt if each of the alternate reasons were true/

- *Let's take a moment to think how you might have felt if each of the reasons we've listed actually were true.*
- *So when we really tune in and notice the interpretation that we've made, we have the chance to tweak it and change it if we want to.*
- *Instead of just reacting to what we see, we can figure out whether or not it makes more sense to look at things another way, and if it does then we get to choose to look at it differently, and react differently too.*
- *When we stay tuned out, and just react, we're stuck with whatever our instincts tell us has just happened. However, when we really tune in, we're able to take a closer look.*

Accepting is the Second Step in Reducing Stress

Use **the Chinese Finger Trap** to demonstrate how fighting with one's thoughts or feelings can be a trap.

So far, we've seen what "really tuning in" is like.

_____, the basketball player who easily lost his temper when he felt criticized, learned to tune in to his thoughts and feelings. So did _____, the girl who was so self-critical.

So, what do you do after you've really tuned in?

One choice you can make is to Accept your thoughts and feelings. It's not trying to change them or make them go away. It's just letting them be without fighting them.

Let me give you an example.

Have you ever seen one of these?

This is called a Chinese Finger Trap. It's really a toy.

So, let me ask you to put one finger from each hand into each end.

What happens when you try to remove your fingers?

It seems logical that pulling your fingers will get them out, but that really doesn't work, does it?

So, let me show you how to do this.

If you fight it, the trap only tightens more. But, if you Accept that your fingers are being held in there by the braid of the trap.

Don't pull. Instead push the ends toward the middle and then slowly twist your fingers so the trap releases them.

Accepting is permitting yourself to have thoughts and feelings without fighting them.

_____, the basketball player learned to accept that sometimes he sweated when he felt criticized. He also accepted that sometimes he'd have thoughts that it wasn't fair. Finally, he accepted that sometimes he'd want to immediately react with anger.

He didn't try to fight these thoughts and feelings. Instead he accepted them as part of who he was.

_____, the girl who felt so critical about herself, also learned to accept some things about herself. She accepted that she often had self-critical thoughts, that she felt pain in her stomach, and that she had thoughts that other people didn't like her.

She, too, didn't try to fight these thoughts and feelings.

In a way, both of them avoided getting trapped in the Chinese Finger Trap by fighting their experiences.

We'll explore this idea some more next time.

Section 3: Next Steps and Module Summary

Really tuning in is the first step in reducing stress.

The second step is Accepting.

Next time we'll talk more about Accepting and then move on to see what Deciding is all about.

In the final portion of the module, summarize the main points that you heard the student saying and what was learned. If the teen has made a plan to try some practices on their own, express interest and curiosity about hearing how that went for them, making it clear that there will be no expectations or judgment coming from you.

Reminder: If the teen is choosing the order in which the modules are being covered, be sure to ask which module he/she would like to cover next time.

Agenda:

1. What happened this past week with marijuana use?

2. Today's topic: Reducing Stress
 - RAD review
 - Accepting is the second step

3. Making it personal: 3 optional exercises to experience *Tuning In* and *Accepting*.

4. Summary and Next Steps

BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<i>➤ What sets me up to be more likely to use marijuana?</i>	<i>➤ What was I thinking? ➤ What was I feeling? ➤ What did I tell myself?</i>	<i>➤ What did I do then?</i>	<i>➤ What good things happened?</i>	<i>➤ What bad things happened?</i>

Breathing Exercise

Find a comfortable and quiet place to sit.

Turn off anything that might interrupt you.

If it feels comfortable, close your eyes.

Notice how you feel as you breathe in and breathe out.

Notice how your body feels from the top of your head down to your feet.

How do your nose and mouth feel as you breathe in?

How does your belly feel as you breathe in and breathe out?

Notice if your mind is wandering to other thoughts. See if you can refocus on your breathing.

Notice how you're feeling emotionally.

Just breathe for a few minutes and see what it's like.

BREATHING EXERCISE

- Set both feet on the ground, and try to sit up in your chair – straight, but not uncomfortably so. Once you're comfortable, you can close your eyes.
- Bringing your attention to your breath, see if you can hear the sound you make as you breathe. Listen for your breath coming in, and going out.
- Now, bring that attention to what it feels like in your nose to breathe in and out. Even if you couldn't quite hear the sounds, try to feel the sensations in your nose as you inhale and exhale.
- Notice the coolness of the air on your nostrils as you inhale. How the air glides up and into your body. When you exhale, how it presses out slowly. Notice the warmth of the air as it comes up and out of your body, and out through your nose.
- Maybe your mind is going somewhere other than what you're feeling when you breathe. If you notice that your thoughts have wandered to something else, try to just notice that, and gently bring your attention back to your breath.
- When you've noticed what your breath feels like on your nose, try bringing your attention to other parts of your body. Bring your attention to your belly.
- Pay attention to what happens when you breathe in and your lungs expand. Maybe your shoulders rise up a bit. Maybe your stomach expands and goes out as you breathe in.
- Notice if there are areas that are tense, and restrict your breathing. Try to bring your attention to those areas in your body, without trying to change them or make them relax.
- Try to just notice what happens in your body when your lungs expand.
- If your mind is wandering to other thoughts, just notice that. See if you can gently focus your attention back on your breathing.
- Now that you've seen what breathing feels like in different parts of your body, try to bring your attention back to your nose.
- Watch your breathing, the air coolly brushing through your nostrils. Take a few minutes and breathe. See what it's like to just breathe naturally. If your mind wanders, try to just notice that, and bring your attention back to your breath.
- After you've followed your breath for a few minutes, try to notice how you're feeling emotionally. Maybe you have some anger about something. Perhaps you have some nervousness about what you're doing after this. Maybe some sadness. Try to just notice those feelings.
- When you're ready, open your eyes, and bring your attention back to the room.

RAISIN EXERCISE

Hold the raisin in your hand and see what you notice when you look at it carefully.

Notice how it feels to be holding it. The weight in your hand.

Notice its shape. The texture on your skin.

You may need to bring it close to your face, but try to see what it smells like.

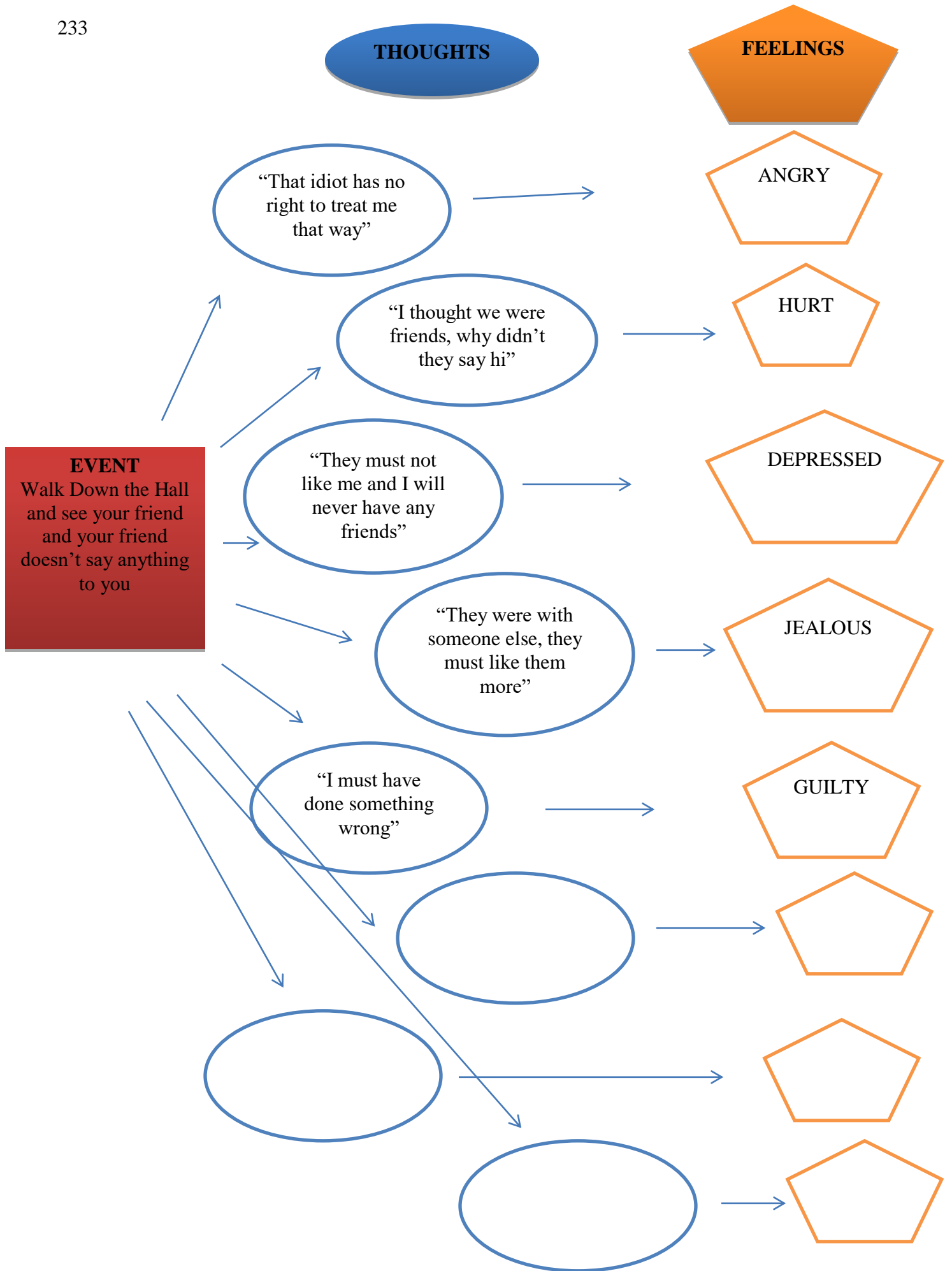
Notice how you're breathing while you're holding the raisin. Notice the air coming in coolly through your nostrils.

You might be having some thoughts about this thing in your hand. Maybe you're thinking this is weird. Try to notice that. Maybe you're thinking about the fact that this raisin was once a grape, or maybe imagining what it might have looked like then. Notice what you're thinking.

Now, put the raisin in your mouth, and just let it sit there. Notice what it feels like on your tongue. If your mouth starts to water, just notice that's happening, without chewing or swallowing the raisin. Maybe your jaws ache a little bit, as you salivate and want to chew. Notice what happens in your mouth.

Go ahead and start to slowly chew the raisin. Notice how it tastes, and how it feels to not just quickly swallow it.

When you're ready, swallow the raisin, and notice what happens. Maybe you don't want the raisin to be gone, or maybe you're glad to be done with this experience. Whatever is happening, try to pay attention to it. Try to just notice it.



Module 13c

Reducing Stress

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*
3. Breathing *exercise*
4. Rumi poem *handout*, optional

Goals for the module:

1. Review progress
2. Review the steps of RAD
3. Further illustrate really tuning in and acepting through an exercise
4. Introduce the choice options of deciding

Agenda:

1. Review of Progress and Functional Analysis
2. Skill: Reducing Stress
 - a. Rationale
 - b. Explanation and Discussion – Review RAD, Deciding is main focus
 - c. Making it personal - exercises
3. Summary and Next Steps

Main Points (Cheat sheet for HE's):

1. Quick Review of RAD
2. Accepting is the second step of RAD
3. Walking Down the Hall or Angry Parent exercise
4. Introduce Deciding as the last step of RAD

Section 1: Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis exercise.

Let's start (the way we always do) by taking a few minutes and breaking down this past week. What happened with smoking?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Skill: Reducing Stress

a) Rationale

Asking the teen to tell you what he/she remembers from the last session can help to reinforce learning.

Today is our third session focusing on reducing stress.

How is stress related to quitting marijuana?

b) Explanation and Discussion

A Quick Review of RAD

Do you remember the three steps of reducing stress?

Reinforce the teen for what they remember.

We showed what it's like to really tune in when we did the breathing exercise. Let's look at another example.

c) Making it Personal – all 3 exercises RAD

If you've not done the **Walking Down the Hall** exercise with this teen, do it now. Otherwise, do the **Angry Parent** exercise that follows.

Walking Down the Hall Exercise

Here's another way to learn about tuning in.

I'm going to ask you to imagine that you're walking down the hall at school. Imagine that there

are lots of people in the hall. They're going in different directions. Some are coming out of classrooms. Some are headed to the library or to the bathroom or to their next class.

Now imagine that you see a friend of yours at the other end of the hall and your friend also sees you.

You wave at your friend, but that person doesn't wave back as they walk past you.

- *What did you notice you were thinking about why the other person didn't respond to you?*

Probe for one explanation the teen came up with. Examples:

- ✓ He/she was angry at me.
- ✓ He/she was thinking about something else, and it wasn't about me.
- ✓ He/she was feeling sick.
- ✓ He/she was feeling upset about something that had just happened.
- ✓ He/she thinks I don't like him/her any more.

- *What did you notice you were feeling?*

Probe for one feeling. Examples:

- ✓ Angry
- ✓ Sad
- ✓ Confused

- *What did that feel like in your body?*
- *Did you notice you were having an urge to react in a certain way? What did you want to do after they had walked past you?*

After the teen has had an opportunity to describe what came up for them, remind them that there are many ways to interpret the meaning of another person's unresponsiveness.

Ask the teen to brainstorm with you other possible explanations for what happened.

- *You said that the reason you came up with for your friend not responding was _____. What other reasons might be possible?*

Probe for alternative explanations. If the teen can't think of any, ask if any from the above list might be possible reasons.

Probe for how the teen might have felt if each of the alternate reasons were true/

- *Let's take a moment to think how you might have felt if each of the reasons we've listed actually were true.*

- *So when we really tune in and notice the interpretation that we've made, we have the chance to tweak it and change it if we want to.*
- *Instead of just reacting to what we see, we can figure out whether or not it makes more sense to look at things another way, and if it does then we get to choose to look at it differently, and react differently too.*
- *When we stay tuned out, and just react, we're stuck with whatever our instincts tell us has just happened. However, when we really tune in, we're able to take a closer look.*

Angry Parent Exercise

Here's another way to learn about tuning in.

This is going to be about you having an interaction with someone at home.

Ask the teen to tell you who is serving in the parental role for them. Do they have a mom, a dad, both, just one, or is someone else acting in a parental role?) For this exercise, ask the teen to pick which person in their home to base this exercise on.

I'm going to ask you to imagine that you're at home one night. Your (mom/dad/person acting in parental role) is also at home.

Now imagine that (he/she) starts saying some critical things about you.

Let's make up what the criticism is about. Which one of these should we use for our exercise?

- *You're not being neat enough*
- *You don't do your chores when they're supposed to be done*
- *Your school grades aren't high enough*
- *You're hanging out with the wrong people*
- *Another issue: _____*

Your (mom/dad/person acting in parental role) doesn't want to listen to you. They don't want to hear any explanations from you, they cut you off when you try to present your point of view, and they walk out of the room saying "I don't want excuses, I just expect you to start acting right."

What do you notice you're thinking about why he/she spoke to you that way?

Probe for one explanation the teen came up with. Examples:

- ✓ He/she was angry at me.
- ✓ He/she was thinking about something else, and it wasn't about me.
- ✓ He/she was feeling sick.

- ✓ He/she was feeling upset about something that had just happened to him/her.
- ✓ He/she thinks I don't care what they think.

What did you notice you were feeling?

Probe for one feeling. Examples:

- ✓ Angry
- ✓ Sad
- ✓ Confused

What did that feel like in your body?

Did you notice you were having an urge to react in a certain way? What did you want to do after he/she walked out of the room?

After the teen has had an opportunity to describe what came up for them, remind them that there are many ways to interpret the meaning of another person's behavior.

Ask the teen to brainstorm with you other possible explanations for what happened.

You said that the reason you came up with for why your (mom/dad/person acting in a parental role) acted that way was _____. What other reasons might be possible?

Probe for alternative explanations. If the teen can't think of any, ask if any from the above list might be possible reasons.

Probe for how the teen might have felt if each of the alternate reasons were true/

- *Let's take a moment to think how you might have felt if each of the reasons we've listed actually were true.*
- *So when we really tune in and notice the interpretation that we've made, we have the chance to tweak it and change it if we want to.*
- *Instead of just reacting to what we see, we can figure out whether or not it makes more sense to look at things another way, and if it does then we get to choose to look at it differently, and react differently too.*
- *When we stay tuned out, and just react, we're stuck with whatever our instincts tell us has just happened. However, when we really tune in, we're able to take a closer look.*

Accepting is the Second Step in Reducing Stress

Last time we used the Chinese Finger Trap to illustrate a point.

The point is that accepting is permitting yourself to have thoughts and feelings without fighting them and reacting impulsively.

_____, the basketball player learned to accept that sometimes he sweated when he felt criticized. He also accepted that sometimes he'd have thoughts that it wasn't fair. Finally, he accepted that sometimes he'd want to immediately react with anger.

He didn't try to fight these thoughts and feelings by reacting impulsively. Instead he accepted them as part of who he was.

_____, the girl who felt so critical about herself, also learned to accept some things about herself. She accepted that she often had self-critical thoughts, that she felt pain in her stomach, and that she had thoughts that other people didn't like her.

She, too, didn't try to fight these thoughts and feelings by reacting impulsively.

In a way, both of them avoided getting trapped in the Chinese Finger Trap by fighting their experiences.

Learning to Accept

In this section, use either the **Walking Down the Hall** or the **Angry Parent** exercise.

When we talked about how you might feel when (a friend didn't acknowledge you while walking down the hall at school/your parent was critical of you and didn't take time to listen), we realized there were a number of different explanations for what happened.

When we have uncomfortable feelings like anger, or feeling rejected, or feeling hurt, it's tempting to fight those feelings by reacting impulsively.

It's as if we believe that once we've reacted, our uncomfortable feelings will disappear.

Unfortunately, it often doesn't work that way. Instead, things heat up when we react immediately and impulsively, and then we feel worse.

Instead of getting caught in the Chinese Finger Trap by fighting feelings and reacting impulsively, we can slow things down.

By taking the time to really tune in to what we're thinking and feeling, also paying attention to what we're feeling physically, we can accept and permit ourselves to feel our discomfort.

Use one of the following:

When your friend didn't acknowledge you in the school hallway, you have the choice of accepting that you're thinking certain thoughts about why this happened and having certain feelings about it.

When your (mom/dad/person in a parenting role) was critical of you and didn't want to listen to you, you have the choice of accepting that you're thinking certain thoughts about why this happened and having certain feelings about it.

Accepting our thoughts and our feelings doesn't mean that we're not ever going to react. It just means we're going to slow things down and permit ourselves to have our thoughts and our feelings.

Deciding

Deciding is the third step in reducing stress.

Deciding is making a choice. Here are some examples"

- *Should I just shrug it off?*
- *Should I say something or do something?*
- *Should I first take some time to find out more about what happened to make sure I'm not jumping to the wrong conclusion?*

Remember _____? He's the basketball player and drummer we've talked about.

He often feels out of control when he is criticized by someone at home or at school. He gets incredibly wound up and feels overwhelmed by the criticism. _____ starts sweating, jumps all over the person who is being critical, rants on and on about how unfair they're being, and often says things he later wishes he didn't say. He usually feels really bad for hours when this happens.

_____ learned how to reduce his stress by using the three steps in RAD.

He learned to really tune in to his thoughts and feelings.

He learned to accept that he was having these thoughts and feelings rather than fighting them by reacting impulsively.

And, he learned to decide, to make a choice about whether to shrug it off, to say something or do something, or to first learn more about what the other person was saying before he reacted.

Can you imagine someone using the three steps of RAD in this way?

Can you imagine you using them in this way?

Probe to elicit a concrete example of what the teen is imagining. Offer affirmation as appropriate.

OK, We'll talk more about RAD next time in our final session on reducing stress.

Section 3: Module Summary

In the final portion of the module, summarize the main points that you heard the student saying and what was learned. If the teen has made a plan to try some practices on their own, express interest and curiosity about hearing how that went for them, making it clear that there will be no expectations or judgment coming from you.

Reminder: If the teen is choosing the order in which the modules are being covered, be sure to ask which module he/she would like to cover next time.

Agenda:

1. What happened this past week with marijuana use?

2. Today's topic: Reducing Stress
 - Review RAD
 - *Deciding* is the final step of RAD

3. Making it personal: more real practices in reducing stress

4. Summary and Next Steps

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<ul style="list-style-type: none"> ➤ <i>What sets me up to be more likely to use marijuana?</i> 	<ul style="list-style-type: none"> ➤ <i>What was I thinking?</i> ➤ <i>What was I feeling?</i> ➤ <i>What did I tell myself?</i> 	<ul style="list-style-type: none"> ➤ <i>What did I do then?</i> 	<ul style="list-style-type: none"> ➤ <i>What good things happened?</i> 	<ul style="list-style-type: none"> ➤ <i>What bad things happened?</i>

BREATHING EXERCISE

- Set both feet on the ground, and try to sit up in your chair – straight, but not uncomfortably so. Once you're comfortable, you can close your eyes.
- Bringing your attention to your breath, see if you can hear the sound you make as you breathe. Listen for your breath coming in, and going out.
- Now, bring that attention to what it feels like in your nose to breathe in and out. Even if you couldn't quite hear the sounds, try to feel the sensations in your nose as you inhale and exhale
- Notice the coolness of the air on your nostrils as you inhale. How the air glides up and into your body. When you exhale, how it presses out slowly. Notice the warmth of the air as it comes up and out of your body, and out through your nose.
- Maybe your mind is going somewhere other than what you're feeling when you breathe. If you notice that your thoughts have wandered to something else, try to just notice that, and gently bring your attention back to your breath.
- When you've noticed what your breath feels like on your nose, try bringing your attention to other parts of your body. Bring your attention to your belly.
- Pay attention to what happens when you breathe in and your lungs expand. Maybe your shoulders rise up a bit. Maybe your stomach expands and goes out as you breathe in.
- Notice if there are areas that are tense, and restrict your breathing. Try to bring your attention to those areas in your body, without trying to change them or make them relax.
- Try to just notice what happens in your body when your lungs expand.
- If your mind is wandering to other thoughts, just notice that. See if you can gently focus your attention back on your breathing.
- Now that you've seen what breathing feels like in different parts of your body, try to bring your attention back to your nose.
- Watch your breathing, the air coolly brushing through your nostrils. Take a few minutes and breathe. See what it's like to just breathe naturally. If your mind wanders, try to just notice that, and bring your attention back to your breath.
- After you've followed your breath for a few minutes, try to notice how you're feeling emotionally. Maybe you have some anger about something. Perhaps you have some nervousness about what you're doing after this. Maybe some sadness. Try to just notice those feelings.
- When you're ready, open your eyes, and bring your attention back to the room.



The Guest House

This being human is a guest house.
Every morning a new arrival.

A joy, a depression, a meanness,
some momentary awareness comes
as an unexpected visitor.

Welcome and entertain them all!
Even if they're a crowd of sorrows,
who violently sweep your house
empty of its furniture,
still, treat each guest honorably.
He may be clearing you out
for some new delight.

The dark thought, the shame, the malice,
meet them at the door laughing,
and invite them in.

Be grateful for whoever comes,
because each has been sent
as a guide from beyond.

~ Rumi ~

http://www.panhala.net/Archive/The_Guest_House.html
(*The Essential Rumi*, versions by Coleman Barks)

Module 13d

Reducing Stress

What you need for the module:

1. Agenda *handout*
2. Breaking it Down *worksheet*

Goals for the module:

1. Review progress
2. Review RAD by using the basketball player example
3. Eliciting how the participant has used or might use the three steps to reduce stress
4. Eliciting how the participant might use the three steps to avoid marijuana use
5. Noting that these skills improve with practice

Agenda:

1. Review of Progress and Functional Analysis
2. Skill: Reducing Stress
 - a. Rationale
 - b. Explanation and Discussion – Review RAD; Putting it into practice is the focus
 - c. Making it personal – exercises
3. Summary and Next Steps

Main Points (Cheat sheet for HE's):

1. Using RAD to reduce stress – putting it all together
2. Basketball player exercise
3. Elicit from student how they have used steps to reduce stress
4. Elicit from student how reducing their stress is related avoiding marijuana
5. Summarize points and discuss getting better at these skills through practice

Section 1: Review of Progress

Start with check in about marijuana use since last session. How did they do related to their goal? What was easier/harder? Do brief **Breaking it Down**/functional analysis exercise.

Let's start (the way we always do) by taking a few minutes and breaking down this past week. What happened with smoking?

If NO smoking, go through the functional analysis and identify times when ppt had to work to not smoke. Draw out SKILLS used to AVOID marijuana use and perceived BENEFITS of not smoking.

IF SMOKED, go through different smoking situations (keep in mind possible places the ppt could benefit from increased skills and work into discussion of next session) and go through a situation where the ppt didn't smoke to elicit strengths too.

Talk about smoking goal for the next week (no smoking, just at a party Saturday night, only 3 days this week, etc., and anticipate any road blocks).

Section 2: Skill: Reducing Stress

a) Rationale

Asking the teen to tell you what he/she remembers from the last session can help to reinforce learning.

Today is our last session focusing on reducing stress.

How is stress related to quitting marijuana?

b) Explanation and Discussion

Using RAD to Reduce Stress

We've covered a lot of ground in our last three sessions.

We learned about the three steps of reducing stress and saw how they worked with a guy who is a great basketball player, but gets overwhelmed when he feels criticized. He used to impulsively react by jumping all over the other person, ranting about how unfair they were being, and saying things he later wished he hadn't said and feeling badly about it for hours.

He learned how to change things and he became a lot happier. Here's what he learned to do:

First, he learned to really tune in to what was happening to him.

- *He noticed how his body was feeling, for example that he was sweating.*
- *He noticed that he was having some thoughts, like "it's unfair."*
- *He noticed that his adrenaline was pumping and that he was eager to react to the other person.*
- *He noticed that he was having a thought that he had to immediately convince the other person that they were wrong.*

Second, he learned to accept what was happening to him.

- *The basketball player learned to accept that sometimes he sweated when he felt criticized. He also accepted that sometimes he'd have thoughts that it wasn't fair. Finally, he accepted that sometimes he'd want to immediately react with anger.*
- *He remembered that accepting is permitting himself to have thoughts and feelings.*
- *He didn't try to fight these thoughts and feelings by reacting impulsively. Instead he accepted them as part of who he was.*

Finally, he learned to decide.

- *Deciding is making a choice.*
 - *Should he just shrug it off?*
 - *Should he say something or do something?*
 - *Should he first take some time to find out more about what happened to make sure he's not jumping to the wrong conclusion?*
- *When he took time to think about his choices, he made better decisions and felt happier and less stressed.*

c) Making it Personal – putting it all together

What About You?

I wonder if using these three steps of reducing stress could be helpful to you.

Have you been able to use them since we began talking about stress reduction?

If the teen has an example, ask for a description and seek elaboration of how he/she did the tuning in, accepting, and deciding.

If the teen doesn't have an example, ask the following:

Can you think of a recent experience where you didn't use these steps, but wish that you had?

Probe for an interaction with someone at home, at school, at work, or elsewhere that went badly for the teen. Ask him/her to describe what happened and how he/she felt about it later.

Ask the teen to describe how things might have gone if they had used each step. Draw the teen out on what they would have done for each step.

Using Stress Reduction to Avoid Marijuana Use

Let's imagine a situation in which you have the opportunity to smoke pot. Let's also imagine that you'd like to do it, but you also know it would not be a good idea and that you'd regret it later.

If you can you imagine a situation like this, please describe it for me.

Ask the teen to give you the details of the scene they're imagining.

- Where are they?
- Who is with them?
- What activities are happening?
- What are the reasons why they'd like to get high?
- What are the reasons why they think it wouldn't be a good idea?

OK. Let's see if the three steps of stress reduction could help in this situation.

Ask the teen to describe how things might have gone if they had used each step. Draw the teen out on what they would have done for each step.

Section 3: Next Steps and Module Summary

*You've done **a lot of** work during these sessions we've spent learning about stress reduction. I've specifically noticed that you.....*

One thing we can bet on is that if you practice using these steps, you'll get better at it. I know you can become really good at this. How do you feel?

In the final portion of the module, summarize the main points that you heard the student saying and what was learned. If the teen has made a plan to try some practices on their own, express interest and curiosity about hearing how that went for them, making it clear that there will be no expectations or judgment coming from you.

Reminder: If the teen is choosing the order in which the modules are being covered, be sure to ask which module he/she would like to cover next time.

Agenda:

1. What happened this past week with marijuana use?

2. Today's topic: Reducing Stress
 - Putting it all together – USING RAD

3. Making it personal: How this can work for you

4. Summary and Next Steps

BREAKING IT DOWN: STEP BY STEP

Tuning In to What Happens Before and After I Use Marijuana?

Trigger	Thoughts and Feelings	Behavior	Positive Results	Negative Results
<i>➤ What sets me up to be more likely to use marijuana?</i>	<i>➤ What was I thinking? ➤ What was I feeling? ➤ What did I tell myself?</i>	<i>➤ What did I do then?</i>	<i>➤ What good things happened?</i>	<i>➤ What bad things happened?</i>

Closing CBT Module

A Look Back and Forward

The Ending Session is a **bridge** between the CBT skill-building modules and the on-going implementation of these skills in the student's daily life moving forward.

One way to approach this session is from the philosophy that termination planning begins in the first session. Think of the health educator's role throughout CBT as gathering at each interaction, the materials to build this bridge. This is especially important when the ending session can come at any point during the relationship. A student may only chose to complete 2-3 modules, or as many as 10-12 modules, so the ending session will reflect the student's unique experience.

In using a functional analysis in each of the CBT modules, an objective method has been used for assessing the intersection between thoughts/feelings/beliefs, skill-building and marijuana use; making **choice** the link between the three. A functional analysis may be used for the last session if the health educator believes it is a good fit. Another option is to facilitate this session conversation-style, however it is advised to maintain the structure of the content, whether using a written f/a, or having a focused conversation.

What you need for the session:

11. Previous Personal Goal Sheet/Functional Analysis/Goals/Supportive People
(Any personalized sheets HE and student have used)
12. Looking Ahead *handout*, or a new f/a sheet
13. Resources *handout*, personalized if possible

Session Content:

Ask about/discuss the following areas, summarizing and writing down key points. (Do not put the student's name on the form in case the form is lost or misplaced.)

1. Where the student *began, is currently and their future goal* regarding marijuana use
2. Specific skills developed in reducing or quitting
3. Strengths the student possesses which will support goals
4. Possible obstacles and plans for overcoming
5. Strategies to monitor use/avoid drift
6. Resources/supportive people
7. Remind student of time available for future CBT/booster sessions
8. Say goodbye and share affirmations

FAQ's about Ending CBT sessionsWhy is it important to plan for the ending?

Collaborative planning allows the student to review skills learned, and to vocalize and problem-solve concerns about the on-going process of reducing/quitting marijuana use.

This reduces anxiety and increases chances of success. It also initiates the transfer of support from CBT to the student's day to day world.

When?

As the HE is offering CBT throughout the time the student is enrolled in the TMCU study, ending CBT can happen at any time. Thus the HE should remind the student throughout CBT that the purpose of these sessions is self-management, practice, confidence and skill-building. The result of this should be that the ending session is a focused summary; neither simply a "goodbye session," nor a new session on a final topic.

How?

The main goal is to view and record the different cognitive and behavioral skills the student has learned. They should have a list of skills, strengths and resources they can take with them and be encouraged to keep the other handouts completed as a reminder of their skills.

Relapse Prevention

Review potential stressful or risky situations. Planning for difficulties can be empowering and encouraging.

Troubleshooting

- If possible, plan on and encourage an entire session. It is highly recommended that you not introduce new concepts during the final session. Sometimes bringing up new topics is avoidance; endings are uncomfortable. Remember you are role-modeling healthy endings.
- Give the student credit. Often people attribute positive change to external entities and negative change to themselves. Discuss progress and emphasize his or her role in positive changes. Be clear, specific and liberal with affirmations.
- Respond to concerns about the future. Be clear about resources and what the HE can offer/not offer.