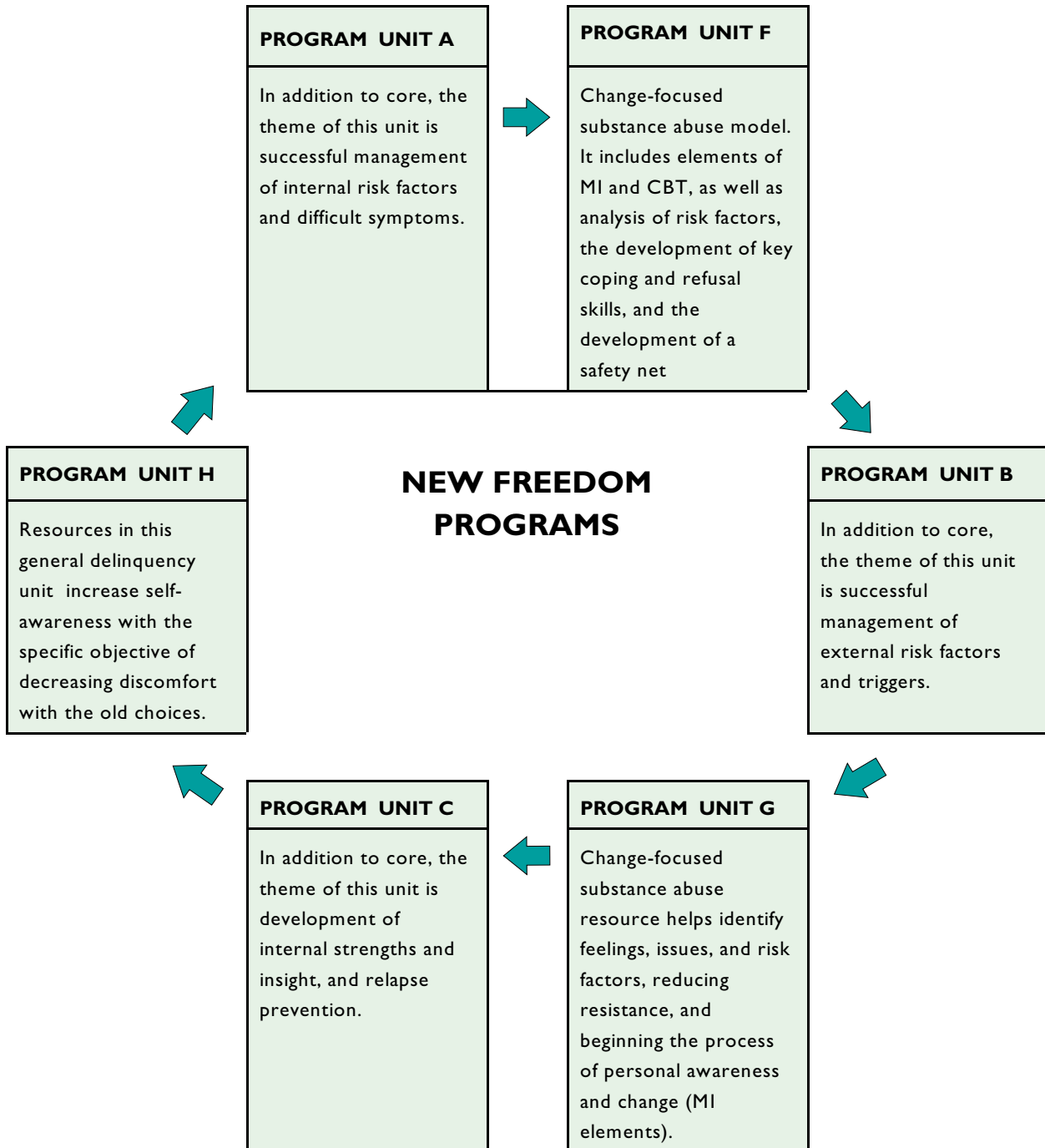


**OPEN TO CHANGE**  
**60-SESSION JUVENILE OPEN GROUP SUBSTANCE ABUSE PROGRAM MODEL**

- Each unit below includes ten (10) sessions.
- New group members can be added at any time.
- Each unit includes - as core elements - PreContemplation, Preparation, and Situational Confidence resources



## OPEN TO CHANGE: open group substance abuse program

| Pre-program resources:<br>recommended for use in 1:1 session prior to participation in core program |                                       |  |
|---|---------------------------------------|--|
| Worksheet   | MI toolkit                            | Brief set of MI tools.   |
| Worksheet   | Motivation assessment                 | Short assessment helps identify specific types of precontemplators.                                  |
| Worksheet   | History of alcohol and other drug use | Brief summary of use; helpful in later MI change talk.   |
| Worksheet   | Substance abuse pre-post test tool    | Short assessment of importance, confidence, and readiness to change substance abuse.                 |
| Worksheet   | Confidence assessment pre-post AODA   | Helpful assessment of motivation and confidence issues in substance abuse and program participation. |
| Assessment  | Phoenix Change Assessment (PCA-)      | Shorter version: may be helpful in assessing current stage of change - or movement between stages.   |

**PROGRAM UNIT A**

In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is successful management of internal risk factors and difficult symptoms.

|    | Resource                                   | Description   |
|----|--|---|
| A1 | FFT: What's the difference?                | Guides assessment of the importance of making changes.  |
|    | FFT: Sam's choice.                         | Addresses anti-contemplation and resistance.  |
|    | Pre6: Introduction to the program          | Basic precontemplation resource. Primarily designed to build engagement in the process of change and reduce resistance. Provides introduction to Motivational Interviewing (MI) techniques and tools. |
| A2 | FFT: Hard work.                            | Addresses resistance to change.   |
|    | Worksheet: Getting Started                 | Builds awareness of critical issues and past experiences in addictions or dependencies.   |
|    | FFT: I shouldn't be here                   | Addresses defensiveness and resistance.   |
| A3 | FFT: Values activity #1                    | Basic motivational resource. Begins process of identifying "importance" factors in the change process.  |
|    | Pre4aoda: How important is it to you?      | Targets critical issues underlying the need and desire to explore making changes in life or lifestyle. Goal is acceptance of personal responsibility for choices.                                     |
| A4 | FFT: Some words I hate                     | Change-focused self-awareness resource.   |
|    | SD5.4aoda: Understanding your dependencies | Examines addictions and multiple dependencies and explains chronic nature of dependencies, internal risk factors, and denial.   |
|    | FFT: It's often a matter of degree         | Addresses reluctance and rationalization.   |
| A5 | FFT: Superhero activity                    | Basic motivational and self-awareness resource (change-of-pace activity).   |
|    | SD6.3: Reasons to change                   | Addresses denial, resistance, other defenses. Raises awareness of consequences of own behavior for self and other. Builds motivation to make personal changes.  |
|    | Skills: Thought stopping                   | Short skill development resource (AODA-specific).   |

|                         |   |   |
|-------------------------|---|---|
| A6                      | FFT: I quit   | Addresses reluctance and rationalization, contemplation stage of change.  |
|                         | TPI3: Key risk factors for relapse: Really bad thinking | Examines how this risk factor has affected their past decisions, and what role it could play going forward. Four (4) short activity elements provide an opportunity for coping skills practice. <i>Intensive lesson.</i>  |
|                         |   |   |
| A7                      | FFT: I got high to feel good                            | Supports self-evaluation of internal risk factors.  |
|                         | TPO9: Key risk factors for relapse: Pleasant emotions   | Examines how this risk factor has affected their past decisions, and what role it could play going forward. Six (6) short activity elements provide an opportunity for practice and mastery of a range of coping options. <i>Intensive lesson.</i>                                      |
|                         | Worksheet: Internal risk factors SCQ                    | Provides situational confidence (SCQ) element.  |
|                         |   |   |
| A8                      | FFT: Setting yourself up #1                             | Supports self-evaluation of internal risk factors and recovery.   |
|                         | TPI: Turning Points                                     | The decision to make a significant change - to move to actually doing something - is often called a turning point. Lesson helps identify turning points, and focuses on making actual changes. Guides transition between the Contemplation Stage of change and the Determination Stage. |
|                         |   |   |
| A9                      | TP3: The new reinvented you                             | Clarifies new goals, assesses strengths and assets, briefly summarizes new external support system, and guides commitment to change. It summarizes with a brief action plan. <i>Intensive lesson.</i>   |
|                         | Worksheet: Substance abuse self-efficacy scales         | Also provides situational confidence (SCQ) element.   |
|                         |   |   |
| A10                     | FFT: Setting yourself up #2                             | Supports self-evaluation of internal risk factors and recovery.   |
|                         | RH16: How are you going to do                           | Situational Confidence (SCQ) and MI resource. Participants assess how confident they are in dealing with the most common and serious risk factors, triggers, or situations they will face going forward. <i>Intensive lesson.</i>   |
|                         | Unit A Summary  | Summarizes the preceding unit of 10 sessions.   |
|                         |   |   |
| Checkpoint after Unit A |   | Assess participation, motivation, understanding, insight. Evaluate SCQ and summary documentation noted above. Assess action plan for self-care and aftercare. Options includes AODA-MI-I resource.  |

**PROGRAM UNIT B**

| In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is successful management of external risk factors and triggers. |  |   |
|--|--|---|
|  | Resource   | Description   |
| B1   | FFT: Waiting for the magic wand                      | Addresses reluctance and rationalization.   |
|  | ICD: What is treatment all about?                    | Engages participants, and explains the treatment process and expectations.  |
|  |  |   |
| B2   | FFT: Labels  | Addresses reluctance, resistance, and rationalization.  |
|  | Pre 13: It's just like magic                         | Precontemplation resource. Increases self-awareness and the importance of making changes - and avoiding certain traps in making only a partial commitment to these changes. |
|  | FFT: Where do you stand today?                       | Addresses reluctance and rationalization.   |
|  |  |   |
| B3   | FFT: The warning signs of addiction                  | Addresses reluctance and rationalization.   |
|  | CC11: Why am I thinking about changing?              | Helps identify some of the issues involved in the decision to make changes. MI elements help examine specific reasons and obstacles.  |
|  |  |   |
| B4   | FFT: Tell me who your friends are                    | Addresses reluctance and resigned precontemplation (confidence).  |
|  | CBT5a.1: Triggers/External risk factors              | Helps identify external triggers (specifically high risk people, places, things, and situations). <i>Intensive lesson.</i>  |
|  | FFT: Feeling good or feeling better                  | Supports self-evaluation of internal risk factors.  |
|  |  |   |
| B5   | FFT: Introduction to risk factors                    | Supports self-evaluation of risk factors (internal and external).   |
|  | CBT5a.2: Triggers/External risk factors              | Helps target external triggers (specifically high risk people, places, things, and situations). <i>Intensive lesson.</i>  |
|  | Worksheet: Take a look at what's going on around you | Supports self-evaluation of current external triggers and external risk factors.  |
|  |  |   |
| B6   | FFT: Famous last words (1,2)                         | Helps identify how certain kinds of thinking may be barriers or obstacles to change.  |
|  | RH11: Handling Tough Situations                      | <i>Action Maze</i> - provides decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts).      |

|                         |   |   |
|-------------------------|---|---|
|                         |   |   |
| B7                      | Activity/skills: Handling difficult situations #2,4,7     | Supports self-evaluation of key issues on on-going recovery.  |
|                         | Worksheet: Obstacles for changing                         | Supports self-evaluation of barriers and obstacles for change. Confidence-building, contemplation and preparation stages of change.   |
|                         | Worksheet: External risk factors SCQ                      | Provides situational confidence (SCQ) element.  |
|                         |   |   |
| B8                      | TP2: Drawing a line                                       | Focuses on the actual determination to make a change - and identifying specific behaviors that they have decided never to do again. MI elements assess importance and confidence in making these commitments. Clarifies transition between the Contemplation and the Determination Stages of change. <i>Intensive lesson.</i> |
|                         | RH18: Risk and protective factors summary                 | Participants summarize their external and internal risk factors and their plans to deal with them effectively.  |
|                         |   |   |
| B9                      | TP4: Then and now   | Examines past relapse experiences to clarify what went wrong and develops of new external protective factors. Includes action plan.   |
|                         | Worksheet: Drugs and alcohol situational confidence (SCQ) | Provides situational confidence (SCQ) element.  |
|                         |   |   |
| B10                     | FFT: Setting yourself up #3                               | Supports self-evaluation of internal risk factors and recovery.   |
|                         | TP6: Making a transition: how are you going to do?        | Addresses key areas for problems in maintaining recovery - or in maintaining new life and lifestyle changes. Includes action plan.  |
|                         | Unit B summary  | Summarizes the preceding unit of 10 sessions.   |
|                         |   |   |
| Checkpoint after Unit B |   | Assess participation, motivation, understanding, insight. Evaluate SCQ and summary documentation noted above. Assess action plan for self-care and aftercare. Options includes AODA-MI-I resource.  |

## PROGRAM UNIT C

| In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is development of internal strengths and insight, and relapse prevention. |  |   |
|--|--|---|
|  | Resource   | Description   |
| C1   | FFT: Do-over?  | Engagement resource; addresses reluctance to change.  |
|  | AODA-1: Some of our life's experiences               | Identifies specific risk factors - and clarifies current decisions.   |
|  |  |   |
| C2   | FFT: The \$5,000,000 question                        | MI awareness resource; addresses reluctance to change.  |
|  | SD1aoda: Introduction to self-discovery              | Starts the process of change though identifying and addressing substance abuse and similar dependencies.  |
|  |  |   |
| C3   | FFT: Why should it matter?                           | MI awareness resource; addresses reluctance to change.  |
|  | SD6.2: Reasons to change                             | Starts the process of change though identifying and addressing substance abuse and similar dependencies.  |
|  |  |   |
| C4   | FFT: Values activity #2                              | Basic motivational resource. Begins process of identifying "importance" factors in the change process.  |
|  | SD7a: My life so far                                 | Explores life experiences including their experiences with alcohol and other drugs  |
|  |  |   |
| C5   | FFT: Famous last words (3,4)                         | Helps identify how certain kinds of thinking may be barriers or obstacles to change   |
|  | SD5.1: Understanding your dependencies               | Examines addictions and multiple dependencies and explains chronic nature of dependencies. Addresses denial issues and helps clients focus their recovery. <i>Intensive lesson.</i> |
|  | Skills: Thought stopping                             | Short skills development resource with AODA-specific practice.  |
|  |  |   |
| C6   | FFT: Hurt people hurt people                         | Self-awareness resource. Develops insight into behavior of self and others.   |
|  | SD5.2: Understanding your dependencies               | Examines addictions and multiple dependencies. Clarifies chronic nature of dependencies and denial. <i>Intensive lesson.</i>  |
|  | Worksheet: Substance abuse abstinence risk checklist | Also provides situational confidence (SCQ) element.   |

|                         |   |  |
|-------------------------|---|--|
|                         |   |  |
| C7                      | FFT: Small problems add up                              | Supports self-evaluation and insight, as well as internal risk factors.  |
|                         | TP14: Key risk factors for relapse: Physical discomfort | Helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. <i>Intensive lesson.</i>   |
|                         | Worksheet: Goal setting activity                        | Relapse prevention action plan.  |
|                         |   |  |
| C8                      | Worksheet: Buffers                                      | Supports self-evaluation of internal risk factors and on-going recovery.   |
|                         | TP7/RH30: I can't ever do that again                    | Lesson goal is the decision to make the actual commitment to stop the problem behavior (drugs, alcohol, violence, etc).  |
|                         |   |  |
| C9                      | FFT: Setting yourself up #4                             | Supports self-evaluation of internal risk factors and recovery.  |
|                         | Worksheet: Connections                                  | Guides the exploration and development of protective factors.  |
|                         | Worksheet: Substance Abuse (AODA) Pre/post test tool    | Provides summary element. Short assessment of importance, confidence, and readiness to change substance abuse.   |
|                         |   |  |
| C10                     | FFT: Setting yourself up #5                             | Supports self-evaluation of internal risk factors and recovery.  |
|                         | TP5: Substance abuse program summary                    | Reviews and summarizes crucial recovery elements: identifies where they have committed to change, summarizes internal and external risk factors, substance abuse history, importance of change, and confidence in new choices. Key summary element. <i>Intensive lesson.</i> |
|                         |   |  |
| Checkpoint after Unit C |   | Review resource TP5 and evaluate SCQ (above). Assess participation, motivation, understanding, insight. Assess action plan for self-care and aftercare. Options includes AODA-MI-I resource.   |



**PROGRAM UNIT F (j)**

Core change-focused substance abuse program model. Based on resource SD12. Provides a comprehensive overview of personal change from substance abuse and similar issues. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net

|    | <b>Resource</b>                   | <b>Description</b>  |
|----|-----------------------------------|---|
| F1 | Pre10j: A new direction           | Examines future choices and the decision to make positive changes or to keep things the same; uses decisional balance model to examine options. Guides movement from precontemplation to contemplation of change. |
|    | Activity                          | A practical question #1, #2   |
| F2 | Pre3c: Life goals and life dreams | Life goals and life dreams engagement activity  |
|    | SD12.1 : Key elements of change   | Personal change from substance abuse and similar issues   |
| F3 | SD12.2 : Key elements of change   | Personal change from substance abuse and similar issues   |
|    | Activity                          | A practical question #3   |
| F4 | SD12.3 : Key elements of change   | Personal change from substance abuse and similar issues   |
|    | Activity                          | A practical question #4, #5   |
| F5 | SD12.4 : Key elements of change   | Personal change from substance abuse and similar issues   |
|    | Activity                          | A practical question #6   |
| F6 | SD12.5 : Key elements of change   | Personal change from substance abuse and similar issues   |
|    | Activity                          | A practical question #7   |
| F7 | SD12.6 : Key elements of change   | Personal change from substance abuse and similar issues   |

|                       |   |  |
|-----------------------|---|--|
|                       | Activity                                | A practical question #8, #9  |
|                       |   |  |
| F8                    | SD12.7 : Key elements of change         | Personal change from substance abuse and similar issues  |
|                       | Activity                                | A practical question #10   |
|                       |   |  |
| F9                    | SD12.8 : Key elements of change         | Personal change from substance abuse and similar issues  |
|                       | Activity                                | A practical question #11   |
|                       |   |  |
| F10                   | SD12.9 (RH20j) : Key elements of change | Personal change from substance abuse and similar issues  |
|                       | Worksheet: Confidence assessment        | Comprehensive worksheet assesses personal self-confidence in recovery.   |
|                       | Unit Summary                            | Summarizes the preceding unit of 10 sessions.  |
|                       |   |  |
| Checkpoint after Unit |   | Assess participation, motivation, understanding, insight. Evaluate SCQ and summary documentation noted above. Assess action plan for self-care and aftercare. Options includes AODA-MI-I resource. |

## PROGRAM UNIT G (j)

Core change-focused substance abuse program model. Helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change.

|    | Resource                              | Description  |
|----|---------------------------------------|--|
| G1 | Pre9j: A Starting Point               | MI-based precontemplation engagement activity, focusing on importance and confidence in thinking about change and exploring options.   |
|    | FFT: Tough Start                      | Short activity helps evaluate the impact of life experiences on past and present choices.  |
| G2 | FFT: The negative                     | Short activity helps evaluate the impact of life experiences on past and present choices.  |
|    | SD11.1: "What's going on in my life?" | Introductory substance abuse (AODA) workbook helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change. |
| G3 | FFT: Richie's future                  | Short activity helps evaluate the impact of life experiences on past and present choices.  |
|    | SD11.2: "What's going on in my life?" | Helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change.  |
| G4 | FFT: Tough choices                    | Short activity helps evaluate the impact of life experiences on past and present choices.  |
|    | SD11.3: "What's going on in my life?" | Helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change.  |
| G5 | FFT: Tom's experience                 | Short activity helps evaluate the impact of life experiences on past and present choices.  |
|    | CC3: What does your future look like? | This MI resource assists in developing discrepancy, and increasing confidence in making changes.   |

|                       |  |   |
|-----------------------|--|---|
| G6                    | FFT: Mike's pain   | Short activity helps evaluate the impact of life experiences on past and present choices.   |
|                       | CC6: I have my reasons                                       | CBT resource provides an opportunity for participants to analyze why they have been making some of the choices they have, and the costs and consequences of these choices.  |
|                       |  |   |
| G7                    | FFT: Marvin's dilemma  | Short activity helps evaluate future choices.   |
|                       | CC9: Denial  | Helps identify denial issues and develop an action plan for change.   |
|                       |  |   |
| G8                    | RH15c: Setting yourself up                                   | Helps evaluate risks and "set ups" in making future choices.  |
|                       | CC10: Who is making your choices?                            | Includes elements of peer pressure and external locus of control (allowing others to make or influence your choices).   |
|                       |  |   |
| G9                    | FFT: The curfew  | Short activity helps evaluate future choices.   |
|                       | CC11: Why am I thinking about changing?                      | Helps identify and clarify some of the issues involved in the decision to make changes. Examines specific reasons and obstacles.  |
|                       |  |   |
| G10                   | FFT: Shawn's choices   | Short activity helps evaluate future choices.   |
|                       | TP4: Then and now - external protective factors and barriers | Examines past experiences to clarify what went wrong. Focuses on development of new - better - external protective factors, and summarizes specific action steps as well as steps to overcome barriers to effective change. |
|                       | Unit Summary   | Summarizes the preceding unit of 10 sessions.   |
|                       |  |   |
| Checkpoint after Unit |  | Assess participation, motivation, understanding, insight. Evaluate SCQ and summary documentation noted above. Assess action plan for self-care and aftercare. Options includes AODA-MI-I resource.                          |

Also provided with this unit is a set of eight (8) resources (may be used flexibly):

|       |                       |   |
|-------|-----------------------|---|
| WYNTK | What you need to know | Basic information about effects of specific substances and consequences of abuse, providing accurate information to counter "street" information. |
|-------|-----------------------|---|

**PROGRAM UNIT H (j)**

Resources in this general delinquency unit increase self-awareness with the specific objective of decreasing discomfort with the old choices. Specific elements are designed to increase awareness of discrepancy, a critical motivational interviewing (MI) technique. (i.e. cognitive dissonance). Ideal with clients who may be early stages of change (later precontemplation, contemplation, and preparation).

|    | <b>Resource</b>                          | <b>Description</b>   |
|----|--|--|
| H1 | WDYT: 6                                  | Short group discussion activity  |
|    | Pre7: Choices                            | Participants explore choices, including involvement with high risk, people, places, things, and situations, as well as a range of pro-social or positive changes. Increases personal awareness on issues which may benefit from treatment.                             |
|    | Activity:                                | Problem behavior activity #1   |
|    |  |  |
| H2 | WDYT: 21                                 | Short group discussion activity  |
|    | Pre11: You can't change me               | MI resource (specifically focused on anti-contemplation). Examines issues of importance and confidence in making life changes. Asks participants to evaluate where they stand on 13 specific areas of personal change.   |
|    | Activity:                                | Problem behavior activity #2   |
|    |  |  |
| H3 | WDYT: 23                                 | Short group discussion activity  |
|    | CCI: What's been getting you in trouble? | Examines past behaviors and issues: fighting, violence, dangerous risk taking, alcohol abuse, drug use, gang activity, drug sales, and crimes like robbery, burglary, and auto theft. Helps participants understand their risk factors and to consider future choices. |
|    | Activity:                                | Problem behavior activity #3   |
|    |  |  |
| H4 | WDYT: 27                                 | Short group discussion activity  |
|    | CC2: Impact!                             | Victim empathy resource guides participants to consider what victims feel, and various consequences for victims.   |
|    | Activity:                                | Problem behavior activity #4   |
|    |  |  |
| H5 | WDYT: 108                                | Short group discussion activity  |
|    | CC4: Trust and distrust                  | Guides participants in evaluating the costs and consequences of misplaced trust.   |

|                       |  |  |
|-----------------------|--|--|
|                       | Activity:                                    | Problem behavior activity #5   |
|                       |  |  |
| H6                    | WDYT: 94                                     | Short group discussion activity  |
|                       | CC5j: Friends and peers                      | Guides participants in evaluating their choice of pro-social or anti-social peers as friends. Helps assess the costs and consequences of these choices.  |
|                       | Activity:                                    | Problem behavior activity #6   |
|                       |  |  |
| H7                    | WDYT: 52                                     | Short group discussion activity  |
|                       | CC7j: Who do you think you are?              | The way we think about ourselves helps us decide what we would, and wouldn't do. Increases emotional awareness and understanding self-talk and self-image.   |
|                       | Activity:                                    | Problem behavior activity #7   |
|                       |  |  |
| H8                    | WDYT: 41                                     | Short group discussion activity  |
|                       | TPI 6: I can do this                         | Helps participants identify key internal strengths and protective factors, and guides them to make better choices about how they will live their life in the future.                               |
|                       | Activity:                                    | Problem behavior activity #8   |
|                       |  |  |
| H9                    | WDYT: 90                                     | Short group discussion activity  |
|                       | TP20: Burning your bridges                   | Builds on the decision to make changes, by removing temptations and increasing distance from critical risk factors.  |
|                       | Activity:                                    | Problem behavior activity #9   |
|                       |  |  |
| H10                   | WDYT: 152                                    | Short group discussion activity  |
|                       | RH17: Keeping your focus on what's important | Key MI resource for most programs. Identifies critical goals, high risk choices, and increases importance of making pro-social choices going forward.  |
|                       | Activity:                                    | Problem behavior activity #10  |
|                       | Unit Summary                                 | Summarizes the preceding unit of 10 sessions.  |
|                       |  |  |
| Checkpoint after Unit |  | Assess participation, motivation, understanding, insight. Evaluate SCQ and summary documentation noted above. Assess action plan for self-care and aftercare. Options includes AODA-MI-I resource. |

| <b>Program completion</b>   |                                     |   |
|---|-------------------------------------|---|
| Evaluate SCQ and summary documentation noted above, Assess action plan for self-care and aftercare. Package includes AODA-MI-1234 resource. |                                     |   |
| Recommended Worksheet   | Confidence assessment pre-post AODA | Helpful assessment of motivation and confidence issues in substance abuse and program participation.  |
| <b>Post-program/aftercare</b>   |                                     |   |
| FFT   | Going forward                       | A quick review of past internal risk factors which may affect recovery.   |
| RH17aoda  | What's important to you?            | Key MI resource for AODA programs. Identifies critical goals, high risk choices, and increases importance of making positive choices going forward. |

| <b>Key program resources</b> |  |   |
|------------------------------|--|---|
| Model                        | program overview                             | Visual overview of 30-session model and intended outcomes.  |
| PEM                          | Progress evaluation model                    | Helpful tool for use in 1:1 to assess and document participant progress.  |
| PCA                          | PCA Change Talk Tool (PCA+ longer version)   | Brief assessment of participant motivation (scores reflect stage of change).  |
|                              | PCA Change Talk Tool (PCA- shorter version)  |   |
| MI toolkit                   | MI toolkit                                   | Includes key resources for assessment of motivation (MI rulers), symptoms management, and development of MI “change talk.” Helpful as an on-desk reference for all program staff. |
|                              | toolkit explanation                          | guides the use of the MI toolkit  |
| MI rulers                    | Importance, Confidence, and Readiness rulers | Includes all three rulers on one sheet for use in 1:1 sessions.   |
| FMC                          | Fidelity monitoring checklist                | Useful checksheet for clinical supervisors and program administrators.  |