

Teen Intervene May 12-13th Guide

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(Screening Tool and Teen Session 1 can be done together)

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Screening Tool

teen intervene

SCREENING TOOL

NAME/ID: _____ DATE: _____



This questionnaire asks about you and your experiences with alcohol and other drugs. Please read each question carefully. Circle the answer that is right for you and answer every question.

◀ PART 1 ▶

Alcohol and Other Drug Use History

During the past twelve months, how many times (*if any*)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-39 times	40+ times
1. Have you had alcoholic beverages (including beer, wine, and liquor) to drink?	1	2	3	4	5	6	7
2. Have you used marijuana (weed, pot) or hashish (hash, hash oil)?	1	2	3	4	5	6	7
3. Have you used drugs other than alcohol and marijuana?	1	2	3	4	5	6	7

SCREENING TOOL

If you have used other drugs, put an X in the space next to each drug that you have used at least **once during the past twelve months**. Do not include if a doctor told you to take it.

- cocaine (*coke, crack, rock*)
- amphetamines (*not prescribed by a doctor, such as uppers, pep pills, speed*)
- methamphetamines (*meth, crank, crystal meth, ice*)
- barbiturates (*not prescribed by a doctor, such as downs, downers*)
- heroin (*smack, horse, skag*)
- other narcotics (*not prescribed by a doctor, such as methadone, opium, morphine, codeine, Demerol, OxyContin, Percocet*)
- tranquilizers or sedatives (*such as Librium, Valium, Xanax, Tuinal*)
- psychedelics (*such as LSD, acid, PCP, mescaline, shrooms, peyote*)
- inhalants (*such as sniffing glue, aerosol cans, gases, correction fluid*)
- club drugs (*Ecstasy, MDMA, special K, GHB, roofies*)
- synthetic marijuana (*Spice, K2*)
- performance-enhancing drugs (*steroids, Andro, Creatine*)

SCREENING TOOL

◀ PART 2 ▶

The CRAFFT Interview: Part B*	No	Yes
1. Have you ever ridden in a <u>CAR</u> driven by someone (including yourself) who was “high” or had been using alcohol or drugs?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you ever use alcohol or drugs to <u>RELAX</u> , feel better about yourself, or fit in?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you ever use alcohol or drugs while you are by yourself, or <u>ALONE</u> ?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you ever <u>FORGET</u> things you did while using alcohol or drugs?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do your <u>FAMILY</u> or <u>FRIENDS</u> ever tell you that you should cut down on your drinking or drug use?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you ever gotten into <u>TROUBLE</u> while you were using alcohol or drugs?	<input type="checkbox"/>	<input type="checkbox"/>

* Two or more **YES** answers on the CRAFFT suggest a serious problem and need for further assessment.

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SCREENING TOOL

◀ **PART 3** ▶

Tobacco Use Questions

The next set of questions refers to your possible use of tobacco or other nicotine products.

1. Have you smoked cigarettes, cigars, a pipe, chewed tobacco, or used e-cigarettes **in your lifetime**? No Yes

If yes, continue with these questions.

2. How old were you when you first started smoking/chewing? _____

3. During the past six months, how frequently have you smoked or chewed?

	Not at All	Less than Monthly	About Monthly	About Weekly	About Daily
a. Smoked cigarettes/tobacco	1	2	3	4	5
b. Chewed tobacco	1	2	3	4	5
c. Smoked e-cigarettes	1	2	3	4	5

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Teen Session 1 Exercise Packet

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Session 1 Exercise Packet

◀ PART 1 ▶

EXERCISE 1: Teen Questionnaire 1

EXERCISE 2: Pros and Cons 3

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◀ PART 2 ▶

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Advantages of Not Using Alcohol and Other Drugs 11

teen intervene

EXERCISE 1: TEEN QUESTIONNAIRE

NAME/ID: _____ DATE: _____

Read each statement below and decide whether you strongly disagree, disagree, agree, or strongly agree with the statement. Make a check mark in the appropriate blank.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My use of alcohol and other drugs has caused many problems in my life.	_____	_____	_____	_____
2. I know why people are upset about my use of alcohol and other drugs.	_____	_____	_____	_____
3. I can control my use of alcohol and other drugs.	_____	_____	_____	_____
4. I can quit using alcohol and other drugs on my own.	_____	_____	_____	_____
5. I need help for my use of alcohol and other drugs.	_____	_____	_____	_____
6. I am glad to be talking to someone about my substance use.	_____	_____	_____	_____
7. I was forced into coming to talk to someone.	_____	_____	_____	_____
8. I believe I have an addiction.	_____	_____	_____	_____

Adapted from the Problem Recognition Questionnaire in Cady, M., K. C. Winters, D. A. Jordan, K. R. Solberg, and R. D. Stinchfield. 1996. "Measuring Treatment Readiness for Adolescent Drug Abusers." *Journal of Child and Adolescent Substance Abuse* 5:73-91.

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TEEN QUESTIONNAIRE

	Strongly Disagree	Disagree	Agree	Strongly Agree
9. My use of alcohol and other drugs has hurt others.	_____	_____	_____	_____
10. I want to change my life and get away from alcohol and other drugs.	_____	_____	_____	_____
11. There are many good reasons for me to stop using alcohol and other drugs.	_____	_____	_____	_____
12. I have a serious problem with alcohol and other drugs.	_____	_____	_____	_____
13. I need help to stop using alcohol and other drugs.	_____	_____	_____	_____
14. It will be a struggle for me to stop using alcohol and other drugs.	_____	_____	_____	_____
15. I am willing to give up my old friends so I can stop drinking and using other drugs.	_____	_____	_____	_____
16. I think some type of intervention is a good thing for me.	_____	_____	_____	_____

Adapted from the Problem Recognition Questionnaire in Cady, M., K. C. Winters, D. A. Jordan, K. R. Solberg, and R. D. Stinchfield. 1996. "Measuring Treatment Readiness for Adolescent Drug Abusers." *Journal of Child and Adolescent Substance Abuse* 5:73-91.

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Teen Questionnaire Discussion

Video Example: https://www.youtube.com/watch?v=2c_uddHJbwg

Questions for main group discussion

What did you like or dislike about the way the facilitator guides the conversation?
What would you do differently?

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EXERCISE 2: PROS AND CONS

NAME/ID: _____ DATE: _____

Using a guided interview approach, record the teen's responses in the appropriate section.

	Pros	Cons
USING ALCOHOL AND OTHER DRUGS	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
REDUCING/QUITTING ALCOHOL AND OTHER DRUGS	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Break Out Activity #1 Pros and Cons

(20 mins) Facilitators should help guide clients through the pros and cons of using alcohol and drugs and then the pros and cons of reducing/quitting usage.

Role Play: switch roles at least 2x

1 Person play the Facilitator

1 Person play the Student

1 Person Observe

** Before jumping into pros and cons it will be helpful to get familiar with the questionnaire above and role play going over questions 1,3, 5, 9 and 15. Give each other a few minutes to look it over and let the youth think about how they would answer those questions in this scenario

Facilitator: role play going over the pros and cons of use with the student. Remember to use reflective listening, be non-judgemental and get to know the student. You can ask some of the questions from the earlier questionnaire if it is helpful to jumpstart the conversation.

Tips

- Ask clarifying questions, probing questions to gain understanding of response
- Summarize what client is saying to check for understanding
- Allow for time to brainstorm, a pause is okay

Examples of open ended questions that can help to facilitate the conversation:

- What concerns do you (does your parents, significant other, friends etc.) have about your drug use?
- How has this caused trouble for you?
- If you could wave a magic wand and make one thing better in your life, what would it be?
- How does your drug use impact (whatever they want to be different in their life)

Example of Reflection:

Reflect what ct is saying even if you disagree. For example the student says: “My teacher is so stupid. They are suspending me for no reason.”

Reflection can be: “You feel really angry at your teacher and that you are being unfairly suspended”

Student: (think about a student or students you have worked with and how they might respond)

Before going over the pros and cons look over the questionnaire and think about how your student you are role playing would answer and role play being the student referred to TI and responding to the facilitator.

Observer: Notice what the facilitator is doing well

For your debrief in the breakout:

What was it like to be the youth?

What did it feel like to be the clinician?

As the observer, what did you notice that would be helpful to think about in your own practice?

Large Group Conversation Questions:

What do you anticipate to be challenging about going over the pros and with youth and having these conversations?

What do you think is helpful to remember and think about as a facilitator in these conversations?

What do you think the experience is like for young people to be filling out these questions and having this conversation?

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EXERCISE 3: TRIGGERS AND CRAVINGS

NAME/ID: _____ DATE: _____

Reasons People Decide to Use

Circle the reason/reasons for the teen's alcohol or other drug use
and record discussion notes on the next page.

To escape

To feel more
comfortable with myself

To make it easier to talk with people

To lift me from the blues/a funk

To unwind

To meet new people

To ease frustration

To feel happier

Because people will
like me better

To feel more
comfortable with friends

To feel cool

For excitement

To help me forget about trying to quit

To relax

To forget

To sleep

Adapted from U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Alcohol Abuse and Alcoholism, 1995, *Cognitive-behavioral coping skills therapy manual. Project MATCH Series*, vol. 3. NIH publication number 94-3724.

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TRIGGERS AND CRAVINGS

Record discussion notes below:

Use one of the reasons circled or one of the others identified in your discussion to build a scenario where the teen might be tempted to use alcohol and other drugs. Try role-playing the situation, and ask the teen what he or she could do instead. Write his or her ideas below:

Adapted from U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Alcohol Abuse and Alcoholism, 1995, *Cognitive-behavioral coping skills therapy manual. Project MATCH Series*, vol. 3. NIH publication number 94-3724.

Break Out Activity #2 Triggers and Cravings

In your break out rooms, alternate between the youth client, facilitator, and observer.

(20 mins) **Exercise 3: Triggers and Cravings** (forms above) Follow the storyline of your previous role play for the Pros and Cons.

Facilitator: Guide the student through the Triggers and Cravings worksheets to gather their perspectives.

Use one of the reasons mentioned to build a scenario where the teen might be tempted to use alcohol and other drugs. Role-play the situation, and ask the teen what he/she/they could do instead. For the purpose of this training, talk about the triggers and cravings without needing to record. If it is helpful for your process, feel free to have a document open where you can take your own notes. For example, making a copy of this Guide for your notes.

For example, if Elizabeth mentioned that using alcohol/drugs helps with making her feel relaxed, Jessica could mention a scenario that involves problem solving with alternatives to alcohol/drugs... say you have an important exam coming up at school that's causing you stress, what could you do instead to help yourself relax before the exam? Continue to ask probing/clarifying questions to really prepare the teen for a scenario or situation that may be similar

Student: from your student's perspective, identify the reason(s) for the teen's alcohol or other drug use and share out loud with the facilitator, continue to engage in the role play.

Observer: Notice what the facilitator is doing well and how the student responds

For your debrief in the breakout:

What was it like to be the youth?

What did it feel like to be the facilitator?

As the observer, what did you notice that would be helpful to think about in your own practice?

Large Group Conversation Questions:

What do you think is helpful to remember and think about as a facilitator in these conversations?

What do you think the experience is like for young people to be filling out these questions and having this conversation?

 teen intervene

EXERCISE 4: READY TO CHANGE

NAME/ID: _____ DATE: _____

Ask the teen to rank how ready he or she is to change.

Ready to Change Scale

1	2	3	4	5	6	7	8	9	10
NOT READY				SOMEWHAT READY					VERY READY

Ready to Change Statement

Have the teen choose the statement below that best fits him or her right now.

1. "I don't want to quit or cut down my use of alcohol and other drugs."
2. "I am thinking about stopping my use of alcohol and other drugs."
3. "I have definitely decided that I want to stop using alcohol and other drugs."
4. "I have already stopped using alcohol and other drugs."

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EXERCISE 5: ESTABLISH GOALS

NAME/ID: _____ DATE: _____

In the space below, write down goals regarding the teen's alcohol or other drug use that he or she will work on during the next seven to ten days.

Goal #1: _____

Goal #2: _____

Goal #3: _____

List people or activities that might provide support for these goals:

ESTABLISH GOALS



Goal #1 Obstacles: _____

Alternative: _____

Goal #2 Obstacles: _____

Alternative: _____

Goal #3 Obstacles: _____

Alternative: _____

**ADVANTAGES OF NOT USING ALCOHOL
AND OTHER DRUGS**

Below are some advantages of not using alcohol or other drugs. How many apply to you? (Underline the ones that apply.)

- keep your head clear
- better relationship with family
- feel better physically
- save money
- would not have to hide substance use anymore
- feel better about yourself
- more time to enjoy hobbies, sports, etc.
- better able to control moods and feelings
- good for your weight (fewer calories)
- don't have to worry about making a fool of yourself at parties
- don't wake up wondering what happened or why you did the things you did the night before
- no more hangovers
- self-confidence from overcoming the urge to use
- wouldn't have a bad reputation
- wouldn't regret things
- better health
- improved communication skills
- better sleep
- not so worried about others knowing
- improved relationships with others
- more time for yourself, family, and friends
- able to plan your future more clearly

Break Out Activity #3 Ready to Change & Establishing Goals

(20 mins) **Exercise 4 & 5: Ready to Change & Established Goals**

Student: Look at the Ready to Change worksheet and identify where you are at on the scale and which sentence best represents how you feel after the conversations you have been having around the pros and cons of your use.

Facilitator: This is a space for the teen to explore their goals for the next 7-10 days as well as anticipate the obstacles; the alternative section is a space to explore a back-up plan. Ask clarifying questions to get the teen to think about the details of these goals. When it comes to listing people or activities that might provide support for these goals, always offer yourself as a support. Remember that a teen may not be ready to make a big change. Sometimes a goal to work on is becoming more aware of their own substance use and the teen may be willing to journal their feelings in relation to their use, start to track how often and how much they are using, etc.

Observer: What did the facilitator do well?

Before ending out Teen Session 1, make sure to review the **Advantages of Not Using Alcohol and Other Drugs** (end of Teen Session 1), and highlight the reasons that mainly apply to the teen.

Feedback/Discussion (we will be sharing out once we get back to the main room)

Facilitator perspective: *How did that feel? What would you do differently*

Youth Client perspective: *How did that feel?*

Observer perspective: *Thoughts/Comments? What did you notice that would be helpful to think about in your own practice?*

Large Group Conversation Questions:

What are your thoughts on Teen Session 1?

Are there challenges you anticipate in being able to implement this with youth in your site?

What are the ways you see being able to put this into practice at your site?

What do you feel you need support with to be able to implement this at your site? (MI skills, provider buy in, etc.)

Any questions to make sure we cover tomorrow?

Teen Session 2 Exercise Packet

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Session 2 Exercise Packet

EXERCISE 1: Ready to Change	1
EXERCISE 2: Dealing with Peer Pressure	3
EXERCISE 3: Enhancing Decision-Making Skills	5
Five-Step Plan Wallet Cards	7
EXERCISE 4: Reinforcing Social Support Systems	9

 teen intervene

EXERCISE 1: READY TO CHANGE

NAME/ID: _____ DATE: _____

Ask the teen to rank how ready he or she is to change.

Ready to Change Scale

1	2	3	4	5	6	7	8	9	10
NOT READY				SOMEWHAT READY					VERY READY

Ready to Change Statements

Have the teen choose a statement that best fits him or her right now.

1. "I don't want to quit or cut down my use of alcohol and other drugs."
2. "I am thinking about stopping my use of alcohol and other drugs."
3. "I have definitely decided that I want to stop using alcohol and other drugs."
4. "I have already stopped using alcohol and other drugs."

Break Out Activity Session 2 #1 Review Pros and Cons and Goals

(15 Minutes)

Student: Reflect on your time since you last met with the facilitator and what your student's story is

Facilitator: Have the previously listed goals and pros and cons available to you and fresh in your mind. This session is very conversational. It is important to use the MI skills of reinforcing change talk and continuing to reflect on ambivalence.

Part 1

Have a conversation with the student about the pros and cons of their use and if anything has changed or if they have noticed anything different since you last met with them.

Do you have any more pros for not using? Any more cons for using or not using?

If the teen did reduce their use in the last week, ask them about any pros and cons they experienced due to reduced use.

Part 2

Check in with the student on how they did with their goals.

Example: What steps have you taken towards the goals we came up with the last time we met? You also thought about people and things that would help with these goals. Did they help and how or not?

Did anything get in the way of your goals? Where do you want to go next? Stay the same, take it to another level, or go slower?

Take some time to address any obstacles that got in the way of their goals.

Part 3

Go over the Ready to Change worksheet again and have the student identify where they are at today. Reflect back to them what they say.

Establish ongoing goals the student wants to engage in.

Observer: Notice what the facilitator does well and how the student responds.

For your debrief in the breakout:

What was it like to be the youth?

What did it feel like to be the clinician?

As the observer, what did you notice that would be helpful to think about in your own practice?

Large Group Conversation Questions:

What do you think is helpful to remember and think about as a facilitator in these conversations?

What do you think the experience is like for young people to be filling out these questions and having this conversation?

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EXERCISE 2: DEALING WITH PEER PRESSURE

NAME/ID: _____ DATE: _____

Ask the teen which statement(s) he or she might use if pressured to use alcohol or other drugs. Circle the responses.

- Simply say, “No, thank you.”
- Say, “Not now, I’m not ready.”
- Give a reason or excuse (e.g., “No thanks, I have a test/ big game tomorrow”).
- Be a broken record—keep saying no over and over again.
- Walk away—ignore the person and the situation.
- Avoid the situation—if you know there will be alcohol and other drugs involved, don’t go.
- Change the subject—start talking about something else.
- Find strength in numbers—be with friends you can trust who won’t pressure you.
- Use humor—make light of the situation with a joke.
- Use your health as an excuse (e.g., “I’m allergic to smoke,” or “I have a stomachache”).
- Reverse the pressure (e.g., “If you want a beer so badly, get one yourself”).
- Be honest and tell them you don’t want to (e.g., “I don’t feel like it,” “I don’t want to,” or “It’s not really my thing”).
- Suggest an alternative/try something else to do.

Other Examples: _____

Role-playing Scenario: _____

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EXERCISE 3: ENHANCING DECISION-MAKING SKILLS

NAME/ID: _____ DATE: _____

Ask the teen to describe a real-world situation where he or she has been asked or tempted to use. Record the answers to create a role-playing scenario.

Stop Think Choose Act Evaluate

Situation #1: _____

Situation #2: _____

FIVE-STEP PLAN WALLET CARDS

Print out these wallet cards on card stock and give one to the teen at the beginning of Exercise 3 in Teen Session 2 of the *Teen Intervene* program. If the teen wants more than one, you can offer as many as he or she would like. Otherwise, save the remainder of the cards and use them when you administer the program with other teens. Print them in color, if possible.



<p>FIVE-STEP PLAN</p> <ul style="list-style-type: none"> ● Stop ● Think ● Choose ● Act > Evaluate 	<p>FIVE-STEP PLAN</p> <ul style="list-style-type: none"> ● Stop ● Think ● Choose ● Act > Evaluate 	<p>FIVE-STEP PLAN</p> <ul style="list-style-type: none"> ● Stop ● Think ● Choose ● Act > Evaluate
<p>FIVE-STEP PLAN</p> <ul style="list-style-type: none"> ● Stop ● Think ● Choose ● Act > Evaluate 	<p>FIVE-STEP PLAN</p> <ul style="list-style-type: none"> ● Stop ● Think ● Choose ● Act > Evaluate 	<p>FIVE-STEP PLAN</p> <ul style="list-style-type: none"> ● Stop ● Think ● Choose ● Act > Evaluate

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EXERCISE 4: REINFORCING SOCIAL SUPPORT SYSTEMS

NAME/ID: _____ DATE: _____

Ask the teen to list people who might support
him or her in not using drugs or alcohol.

1. Who can provide support?

(List people who might provide support and the ways they can help):

2. In what ways can these people be supportive?

(List ways these people can be supportive of the teen):

REINFORCING SOCIAL SUPPORT SYSTEMS



3. Are there ways to get help at the right time and in the right way? *(List ways):*

4. Are there people who need support? In what ways can this support be provided?
(List people the teen can support and the ways he or she can do so):

Break Out Activity Day 2 #2 Skill Building

(20 mins) Choose one of the three Skill Building Exercises from above and role play in your breakout room. If time allows, switch between the facilitator, student, and observer. Focus on practicing the skills you feel are most effective for successfully completing the activity.

Parent/Guardian Session 3 Exercise Packet

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Session 3 Exercise Packet

EXERCISE 1: Breaking the Ice	See Facilitator Guide
EXERCISE 2: Parent/Guardian Questionnaire	1
EXERCISE 3: Parent/Guardian Worksheet	3
EXERCISE 4: Six Steps	5
EXERCISE 5: Family Rules on Alcohol and Other Drug Use	9
EXERCISE 6: Parent/Guardian Goals	11

teen intervene

EXERCISE 2: PARENT/GUARDIAN QUESTIONNAIRE

NAME/ID: _____ DATE: _____

Read each statement below and decide if you strongly disagree, disagree, agree, or strongly agree with the statement. Make a checkmark in the appropriate blank.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. As a parent/guardian, I have great concerns about my child's use of alcohol and other drugs.	_____	_____	_____	_____
2. I want my child to receive help for alcohol and other drugs.	_____	_____	_____	_____
3. I want my child to quit using alcohol and other drugs.	_____	_____	_____	_____
4. I want my child to reduce his or her usage of alcohol and other drugs.	_____	_____	_____	_____
5. As a parent/guardian, I am willing to do whatever it takes to help my child stop using.	_____	_____	_____	_____
6. I believe that my child has a problem with alcohol and other drugs.	_____	_____	_____	_____
7. My child's use of alcohol and other drugs is just "typical teenage behavior."	_____	_____	_____	_____

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PARENT/GUARDIAN QUESTIONNAIRE

	Strongly Disagree	Disagree	Agree	Strongly Agree
8. I think it's okay for my child to use alcohol and other drugs every now and then.	_____	_____	_____	_____
9. My alcohol and other drug use is not a problem.	_____	_____	_____	_____
10. I tried to help my child change his or her alcohol and other drug use, but it didn't work out.	_____	_____	_____	_____
11. I believe my child can change his or her alcohol and other drug use without help.	_____	_____	_____	_____
12. I will make time to help my child with his or her alcohol and other drug use problems.	_____	_____	_____	_____

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EXERCISE 3: PARENT/GUARDIAN WORKSHEET

NAME/ID: _____ DATE: _____

These first questions are about your family and especially your son/daughter. Be honest and feel free to ask any questions that you may have as we go along.

1. Describe your family life. How do your family members get along?
What types of things does the family do together?

2. How would you describe your relationship with your son/daughter?

3. What types of things do you like to do with your son/daughter?

PARENT/GUARDIAN WORKSHEET

4. Let's turn to the situation with your son/daughter. What do you think are some factors that may have contributed to your son's/daughter's alcohol or other drug use?

5. Have you discussed with any friends or other family members what to do about your son's/daughter's use?

6. What steps, if any, have you taken already to try to prevent or reduce your son's/daughter's use? (*Reinforce positive steps.*)

 teen intervene

 EXERCISE 4: SIX STEPS

NAME/ID: _____ DATE: _____

Step 1—“I care”

Tell your child that you care about him or her. Attempt to build upon your relationship to help reduce the potential defensiveness in your child. An example of this approach is “I care about you, and I don’t want you to get hurt.”

Notes of discussion: _____

Step 2—“I see”

In this step, you need to tell your child what he or she has done that has caused you concern. Just give the facts, not your opinion, based upon what you have seen or found. An example of this is “When you came in last night, you were three hours late and smelled like alcohol.”

Notes of discussion: _____

SIX STEPS

Step 3—“I feel”

This is where you tell your child about how this behavior or discovery has made you feel. Be sure to take away any blame from this step. For example, “I am really worried that you might get hurt or killed.”

Notes of discussion: _____

Step 4—“I Listen”

This step has to be one of the most important. You will need to listen to what the adolescent has to say about his or her drinking behaviors or drug use. Some may not say anything at all at this point, but it is useful to allow this opportunity for the young person to tell his or her side. It is possible that your child is not ready to talk. You can tell him or her that you are available to listen to what he or she has to say at another time.

Notes of discussion: _____

SIX STEPS

Step 5—“I want”

After hearing your child’s side, you need to tell him or her what you want to happen next and what you want your child to do. For example, “I don’t want you to use alcohol and other drugs at all.” Reinforce that you “want” him or her to continue seeing the *Teen Intervene* program facilitator if the problem does not get better.

Notes of discussion: _____

Step 6—“I will”

This final step is where you tell your child what you will and will not do in order to help him or her with this problem. Some may choose to be available to just listen when the young person chooses to discuss the issue. Other parents may choose to make an appointment with a chemical health counselor. The best time to talk is when you have calmed down from the initial shock of learning about your child’s use of alcohol and other drugs. You will need to find a place to talk where you won’t be interrupted. The time to talk is not while your child is still under the influence of alcohol and other drugs. If the problem persists, encourage your child to make an appointment with the *Teen Intervene* program facilitator.

Notes of discussion: _____

 teen intervene

 EXERCISE 5:
 FAMILY RULES ON ALCOHOL AND OTHER DRUG USE

NAME/ID: _____ DATE: _____

Read items 1, 2, and 3 aloud and have the parent(s)/guardian(s) share their responses while you write the answers in the spaces provided.

1. I have some questions for you regarding your family rules about using alcohol and other drugs. Do you have rules about this in your household? If so, would you be willing to share them with me? *(List rules below.)*

2. If you were to have a family meeting to discuss household rules about alcohol and other drugs, who do you think should be there? Participants may include extended family members or others, such as relatives, family friends, or anyone else whom you think of as being helpful and supportive in the life of your family. *(List the names of these people below.)*

3. What family rules about alcohol and other drug use would you discuss?

Adapted from Roger Svendsen. 2001. *Walking the Talk: A Program for Parents about Alcohol, Tobacco, and Other Drug Use and Nonuse*. 2nd ed. Anoka, MN: Minnesota Institute of Public Health.

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FAMILY RULES ON ALCOHOL AND OTHER DRUG USE

Home Plan Example

ISSUE #1	ISSUE #2	ISSUE #3
Expectation:	Expectation:	Expectation:
Consequence:	Consequence:	Consequence:
Privilege:	Privilege:	Privilege:

EXERCISE 6: PARENT/GUARDIAN GOALS

NAME/ID: _____ DATE: _____

Write down some of the goals for the parent(s)/guardian(s) to work on to support the child's goals.

Goal #1: _____

Goal #2: _____

Goal #3: _____

Activity #3 Parent/Guardian Session 3

Large Group Conversation

What are challenges you anticipate in parent/guardian sessions?

What are things you find helpful in having challenging conversations with caregivers?

What do you think would be helpful about TI parent sessions?

What do you feel you would need to be able to implement TI parent sessions?

Tobacco Session Exercise Packet

teen intervene

Teen Tobacco Use Session Exercise Packet

EXERCISE 1: Pros and Cons	1
EXERCISE 2: Triggers and Cravings	3
EXERCISE 3: Dealing with Peer Pressure	5
EXERCISE 4: Ready to Change	7
EXERCISE 5: Establish Goals	9

teen intervene

EXERCISE 1: PROS AND CONS

NAME/ID: _____ DATE: _____

Using a guided interview approach, record the teen's responses in the appropriate section.

	Pros	Cons
USING TOBACCO OR OTHER NICOTINE PRODUCTS	_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____
REDUCING/QUITTING TOBACCO OR OTHER NICOTINE PRODUCTS	_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____

 teen intervene

EXERCISE 2: TRIGGERS AND CRAVINGS

NAME/ID: _____ DATE: _____

Reasons People Decide to Use

Circle the reason/reasons for the teen's tobacco use
and record discussion notes on the next page.

To relax

To be a part of the group

To talk with others

To look more like an adult

To unwind

To feel cool

To improve my image

To feel better

To ease frustration

To be social at parties

To help me forget about trying to quit

To calm down

To relieve disappointment

Adapted from U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Alcohol Abuse and Alcoholism, 1995, *Cognitive-behavioral coping skills therapy manual. Project MATCH Series*, vol. 3. NIH publication number 94-3724.

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TRIGGERS AND CRAVINGS

Record discussion notes below:

Ask the teen if there are any reasons he or she uses that are not listed.

Record responses below:

Adapted from U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Alcohol Abuse and Alcoholism, 1995, *Cognitive-behavioral coping skills therapy manual. Project MATCH Series*, vol. 3. NIH publication number 94-3724.

 teen intervene

EXERCISE 3: DEALING WITH PEER PRESSURE

NAME/ID: _____

DATE: _____

Ask the teen which response(s) he or she might use to refuse tobacco.
Circle the responses.

- Simply say, “No, thank you.”
- Find strength in numbers—be with friends who don’t smoke/chew.
- Say, “Not now, I’m not ready.”
- Use humor—make light of the situation with a joke.
- Give a reason or excuse (e.g., “No thanks, I am trying to quit”).
- Use your health as an excuse (e.g., “I’m allergic to smoke,” or “I have a stomachache”).
- Be a broken record—keep saying no over and over again.
- Be honest and tell them you don’t want to (e.g., “I don’t feel like it,” “I don’t want to,” or “It’s not really my thing”).
- Walk away—ignore the person and the situation.
- Change the subject—start talking about something else.

 Other ways to refuse tobacco or other nicotine products: _____

 Role-playing scenario: _____

teen intervene

EXERCISE 5: ESTABLISH GOALS

NAME/ID: _____ DATE: _____

In the space below, write down goals regarding the teen's use of tobacco or other nicotine products that he or she will work on going forward. These can be short- or long-term goals, and they can focus on reduction or cessation of use.

1. _____
2. _____
3. _____

People or activities that could offer support:

Possible obstacles and how you will handle them:

Break Out Planning

Think about implementing TI at your own site.

What players do you need to involve?

What else do you need to feel able to make this happen?