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GROUP LEADER'S MANUAL

Building Recovery by Improving Goals, Habits, and Thoughts

An Integrated Group Cognitive Behavioral Therapy for Co-Occurring Depression and Alcohol and Drug Use Problems

People Interactions, Alcohol/Drug Use, and Your Mood



The research described in this report was sponsored by the National Institute on Drug Abuse and was conducted in RAND Health, a division of the RAND Corporation.

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This is your book to keep. Feel free to write in it.

This workbook belongs to:

(Name)

(Date)

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**SESSION 1: PEOPLE, MOOD, AND RECOVERY
ARE CONNECTED**

LEADER'S NOTES

LEADER TIPS

Materials Needed

- **Group Member’s Workbooks** (“People, Alcohol/Drug Use, and Your Mood”)—enough for everyone in the group
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard**, or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
- **The PHQ-9 depression measure**—enough copies for everyone in the group

Group Leaders’ Goals

- Make all group members feel welcome.
- Discuss group rules.
- Introduce yourselves and provide phone numbers.
- Begin to encourage group sharing and support by having group members introduce themselves.
- Help group members understand what depression is.
- Help group members understand CBT and how it can help with depression and alcohol/drug use problems.
- Remind continuing group members of topics and skills introduced in the previous module (“Activities, Alcohol/Drug Use, and Your Mood”).
- Introduce the connections among people, alcohol/drug use, and depression.

LEADER TIPS

Welcome Group Members

As group members arrive:

- Introduce yourselves and invite group members to sit anywhere.
- Pass out the Group Member's Workbooks ("People, Alcohol/Drug Use, and Your Mood").
- Pass out the PHQ-9 depression measure. Ask group members to fill them out, put their names on them, and return them to you. Tell group members that you will talk more about the questionnaire later.
- Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members' depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client's risk of suicide or "handing off" the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal.

Begin the group:

- Welcome all group members. **Say:** *This is the BRIGHT-2 Group Cognitive Behavioral Therapy for depression and for alcohol and drug use. This is the module called "People, Alcohol/Drug Use, and Your Mood." We will talk more about Cognitive Behavioral Therapy in a few minutes.*
- **Say:** *Some of the group members may have attended one or more previous modules. There might be others who are entering the group for the first time.*
- **Identify** members of the group, if any, who will be graduating (completing all three CBT modules) at the end of this module.
- **Say:**
 - *Congratulations to everyone for coming to this group and taking a step towards your recovery from both depression and alcohol/drug use.*
 - *Turn to the first page after the cover in your books and put your name and the date on the lines.*
 - *The workbooks belong to you. You will keep them when the group is over. You should bring your workbooks to every group meeting. You will be writing in them.*
 - *We will not take formal breaks, but you should feel free to get up and use the restroom whenever you need to.*

Purpose and Outline

1. **Say:** *Every session begins with a few points about the purpose of the session and an outline of the session. We will go over these now.*
2. **Introduce** the Purpose and Outline.
3. **Ask:** *Does anybody have any questions so far?*

PURPOSE

- Learn about this group, depression, and alcohol/drug use problems.
- Learn that there are connections among your interactions with people, depression, and cravings. (A “craving” is the desire to drink or use.)
- Learn that people interactions can be harmful or helpful to you.

OUTLINE

Welcome

How Have You Been Feeling?

Group Rules

Announcements

Introductions

What Is Depression?

What Are Alcohol/Drug Use Problems?

What Is Cognitive Behavioral Therapy (CBT)?

Review

New Topic: People, Mood, and Recovery Are Connected

 The Importance of Helpful People Interactions

 How to Begin Having More Helpful Interactions with People

Key Messages

Practice

Feedback

Looking Ahead

HOW HAVE YOU BEEN FEELING?

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 2

- 1. Introduce** the text in the Group Member's Workbook.
- After the session, **compare** each group member's PHQ-9 scores with his or her previous scores (if the group member has filled out the questionnaire at a previous session). This comparison will allow you to monitor each group member's depression.

Note: In addition to the PHQ-9, choose another measure to monitor how group members are progressing in their recovery. See the Group Leader's Introduction for a discussion of how select a measure that supplements the PHQ-9. Compare current and previous scores as you would with the PHQ-9 measure.



You filled out a questionnaire at the beginning of the session, the “Patient Health Questionnaire”—PHQ-9 for short.

You will fill out the questionnaire before the group begins at Sessions 1, 3, and 5 of each CBT module. The questionnaire allows you and your group leaders to keep track of how you are feeling while you are attending the group.



GROUP RULES

LEADER TIPS

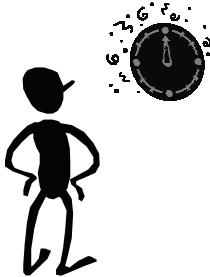
Time: 5 minutes

Group Member's Workbook: Page 3

1. Go over group rules before anyone discloses any personal information. Don't forget to talk about the exceptions to confidentiality. Tell the group the name of your supervisor. Consider the rules and expectations at your treatment setting and convey to group members how lapses in sobriety will be handled. Ask if anybody in the group has questions or comments about any of the rules.

1. Come to every group meeting. Important and useful new ideas will be discussed at each group session. The sessions will give you new tools that you can use to help your recovery from depression and alcohol/drug use. This is why it's so important to come to each group meeting. If you can't make it, call us at this number:

(_____) _____ - _____ (Contact number)



2. Come to group meetings on time.

3. Do not come to group under the influence of alcohol or drugs.

For the benefit of the group, you will be asked to leave the session if you are under the influence.

4. Maintain the confidentiality of the group.

Please do not share what you hear in the group with anybody else. Likewise, group leaders will not repeat what you say. There are three exceptions.

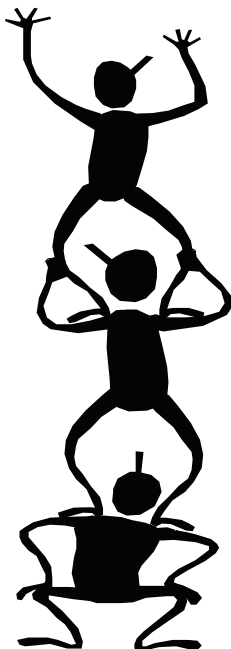


First, your group leaders share information with each other and with the licensed mental health professional that is supervising the group.

Second, if group leaders hear something that makes them think your health or safety is in danger they will talk with your doctor or others.

Finally, by law, a group leader must report:

- If a child or dependent adult is being abused or neglected.
- If an older adult is being abused or neglected.
- If someone is in danger of hurting himself or herself or someone else.

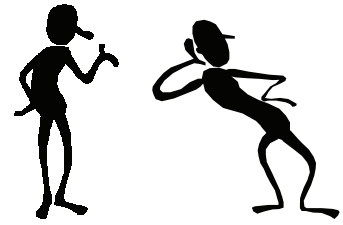


5. Be respectful and supportive of others in the group.

The group is based on respect for all people. If you have a problem with another group member and your feelings are getting in the way of your group therapy, discuss the problem with a group leader.

You may find that other group members have had experiences similar to yours, but feel differently about them. That's OK—it is important to respect each person's opinion.

6. Find a balance between talking and listening.



You and the other group members will get the most out of the group if everybody has a chance to talk about their thoughts, feelings, problems, and experiences.

Plus, in each session, the group leaders need time to introduce new ideas that will help everybody in the group. Unfortunately, the time allowed for each group session is limited. The group leaders will:

- Keep track of the time for each session.
- Gently remind you to give others a turn to talk.

7. Know that you don't have to share everything.

8. Practice. Practicing on your own will help you learn how to use the skills you learn in group and make it more likely that you will get well.

9. Tell us if you are unhappy with the group or your treatment.



ANNOUNCEMENTS

LEADER TIPS

Time: 2 minutes

Group Member's Workbook: Page 6

1. Make announcements if there are any. Answer group members' questions right away if they relate to the way the group is run.
2. Time will not allow for group members to add big items to the agenda. However, each person should have a chance to talk about personal issues that add to his or her depression and cravings. Each person needs to feel that he or she has been heard and understood by the group. Many of the group members' concerns can be addressed in the work of the session. If necessary, arrange to talk with a group member individually after the session.

The group leader will make any announcements that might be necessary. For example, if the next session is scheduled on a day that is a holiday, the day of that session may be changed. During this time, you will have a chance to tell the group leader ahead of time if, for example, you need to be late for a session.

Is there anything you would like to let the leaders know about?



INTRODUCTIONS

LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 7

- 1. Give group members phone numbers** where they can contact you. Also remind clients to call 911 if they are having thoughts of hurting themselves.
 - Write your names and the phone numbers on the board.
 - Suggest that group members write the information in their workbooks in the space provided.

***Say:** Now we would like for everyone to get to know each other. You will have a chance to talk about your depression and drinking or using later during the sessions. For now, let's start the introductions with the subjects in your workbook.*

- 2. Introduce** the text. Provide a model for the group members by introducing yourselves first. **Answer one or two questions** in the workbook.
 - If some members begin to provide more information than necessary, gently remind them that they will have time to talk about other issues during the group. For now the focus is on introductions.
 - It may be helpful to ask group members questions that result in short answers, such as, *"Where did you grow up?"*
 - If members focus on their depression or their drinking or using when they describe themselves, stop them and remind them that the group wants to know who they are and what they are like apart from their depression or drinking/using.

Group Leaders

Your group leaders are:

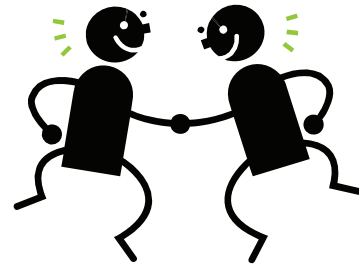
_____ (_____) _____
(Name) (Contact number)

_____ (_____) _____
(Name) (Contact number)

In an emergency (for example, if you are having thoughts of hurting yourself), **call 911**.

Group Members

You will be coming to group CBT with the group of people you are meeting in this session. Talking with them will be an important part of CBT.



Now group members will introduce themselves. We will be talking about your experiences with depression and drinking/using later in the session. At this time, we want to know a bit about you as an individual. Begin by telling the group your name, and then **choose one or two of the following** subjects to talk about.

- Where you grew up
- Your family
- What kind of work you have done
- Your main interests or hobbies
- Something about yourself that you think is special

WHAT IS DEPRESSION?

LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 8

No matter how different group members might be from each other, the information about depression allows them to see that they are not alone. They share common feelings and a common problem—depression.

1. Ask: *What is depression like for you?* Encourage open discussion.

- One group leader should write group members' depression symptoms on the board.
- As group members mention a symptom, ask whether other group members have had similar concerns.
- If some symptoms of depression are not mentioned by group members, add them to the list at the end. **Say:** *Everybody in this group has experienced symptoms of depression, and what we're trying to do is help you overcome these symptoms and feel better.*

Remind group members that their workbooks are theirs to keep and that they should feel free to write in them.

2. Introduce “Depression Is,” “The 9 Symptoms of Depression,” and “Possible Triggers for Depression.” **Ask:** *What was happening in your life when you got depressed?*

- Take notes and use this information to understand the needs of group members and to plan the sessions to make them as helpful as possible. (You probably already know something about group members based on the contact you made with them before the group started.)
- If any of the triggers listed in the “Depression” box are not mentioned by group members, tell them that other things can cause depression and read from the list.

3. Say: *Tell one of the group leaders if you have thoughts of suicide. Depression is very treatable and you can feel better.*



What is depression like for you?

Feel free to write notes to yourself anywhere in your workbook. In some places, there is extra space for your notes.

Depression is:

- More than a passing sadness or bad mood.
- A period of feeling very sad that lasts a long time and that makes it hard to do daily activities.
- Possible at any point in your life.
- A possible diagnosis if you have five or more of the following symptoms most of the day, almost every day, for two weeks or more:

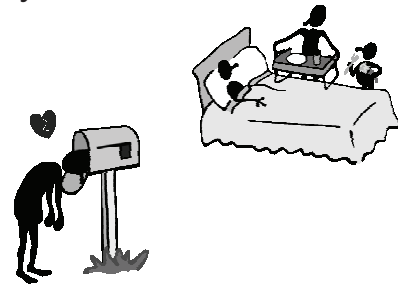
The Nine Symptoms of Depression

1. Feeling depressed, down, or irritable nearly every day.
2. Loss of interest or pleasure in activities that you normally enjoy.
3. Significant increases or decreases in your weight or appetite.
4. Sleeping too much or too little.
5. Change in the way you move (moving restlessly or slowly).
6. Feeling tired or fatigued.
7. Feeling worthless or having terrible guilt.
8. Trouble concentrating or making decisions.
9. Repeated thoughts of death or suicide.

What was happening in your life when you most recently got depressed?

Possible Triggers for Depression

- Use of alcohol or drugs
- Being sick with medical problems or in pain
- Biological/chemical imbalance in your body
- Financial/money problems
- Losing someone you love
- Upsetting things happening, or ongoing problems
- Struggles with people you are close to
- Big life changes
- Stress that lasts a long time
- Living with people who are addicts



***Did
you know***

Depression Is Common

- 10–25% of women will have at least one serious episode of depression.
- 5–12% of men will have at least one serious episode of depression.
- Depression is the #1 cause of disability in the United States. (“Disability” is the inability to carry out daily living activities.)

Source: *Controlling Your Drinking* by William R. Miller, Ph.D. and Ricardo F. Munoz, Ph.D. Published by the Guilford Press, 2005.

WHAT ARE ALCOHOL/DRUG USE PROBLEMS?

LEADER TIPS

Time: 15 minutes

Group Member's Workbook: Page 10

- 1. Say:** *Now that we have discussed your experiences with depression, let's talk about using alcohol and drugs and how using alcohol or drugs may have caused problems for you.*
- 2. Ask** group members: *How has your use of drugs or alcohol affected your depression symptoms?*
- 3. Ask** group members: *How has your drinking or using been a problem for you?*
- 4. Briefly go over** the bullets under "Common problems of alcohol/drug use" to help group members see if their drinking/using is a problem for them.
- 5. Ask:** *What would your life look like if you stopped drinking/using and your mood improved?* Encourage open discussion. Help group members think of specific areas of their lives that would improve. Ask group members to write their ideas on the lines in their workbooks.

Common problems of alcohol/drug use:

- Conflicts with other people, including family members.
- Problems at work or school, or difficulty keeping a job.
- Financial problems.
- Physical symptoms or health problems, or existing health problems becoming worse.
- A tolerance for the alcohol or drugs so that you require more to get the same "high."
- Not being able to stop on your own
- Withdrawal symptoms (such as shakiness, feeling sick to your stomach, headaches, or fatigue) when you don't use that are relieved when you use again.

- Memory problems.
- Legal problems (such as an arrest for driving under the influence—DUI; arrest for possession or use of illegal drugs; or not meeting your financial obligations).

What would your life look like if you stopped drinking/using and your mood improved? Write your ideas below.





Many Americans Don't Drink

34% of men and 44% of women in the United States do not drink alcohol.

Source: *Controlling Your Drinking* by William R. Miller, Ph.D. and Ricardo F. Munoz, Ph.D. Published by The Guilford Press, 2005.

WHAT IS COGNITIVE BEHAVIORAL THERAPY?

LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 12

- 1. Say:** *Now we will talk a bit more about the treatment approach that we use in this group. Review the text.*
- 2.** Stop after each section and ask for questions and comments.
- 3. Say:** *Now imagine an event, such as losing a job, or even something less extreme, such as being late to work or having an argument with a friend. It would be natural to feel upset. But other factors can make your suffering even worse.*
- 4. Go over** the CBT circle on page 13. Or ask for a volunteer among those who have been through other CBT modules to explain CBT to the group. Encourage questions and discussion.

Thoughts. *If a person lost a job, he or she might think that he or she has nothing to offer or that nothing can be done about the situation. This person might become depressed. Imagine a second person who instead thinks he learned a lot and got great experience at the job, so he feels that he is likely to do very well getting another job. The second person is less likely to become depressed.*

Activities. *Another factor is how we act. When we feel down, we have less interest in doing things and as a result we often behave differently than we usually do. For example, when you're depressed you may not feel like taking a walk or even getting out of the house. Staying in bed all day could make your mood continue to spiral down.*

People. *Depression affects our mood in another way. When we are depressed, we often reduce the amount of contact we have with other people, or the interactions we do have are not healthy for us. This might be because the people we spend time with may be using drugs or alcohol. Maybe the people have completely different tastes in what activities they enjoy. Perhaps they aren't supportive in ways that make us feel good about ourselves. Spending time with old drinking friends may also cause your mood to spiral down.*

Say: *As you can see, depression and alcohol and drug use can become a destructive cycle. CBT can help prevent the cycle. This treatment will be most helpful to you if, at the end, you have learned many ways of managing your mood, and you feel confident using them in your daily life. This will take practice.*

This treatment provides a specific kind of help—cognitive behavioral therapy, or CBT for short—to people who are depressed and who have problems with alcohol/drug use. Depression and alcohol/drug use problems often go together, so it makes sense to treat them together.

CBT teaches skills to help you change your thoughts and behaviors to improve the way you feel and support your recovery. This approach does not mean that your thoughts and behaviors caused your depression and alcohol/substance use in the first place.

CBT can help you “manage” your depression and your recovery. “Managing” means to:

- Make feelings of depression and cravings for alcohol/drugs less intense, less frequent, and shorter.
- Learn ways to prevent getting depressed again and to stay free of alcohol/drugs, despite real life problems.
- Learn what thoughts, feelings, activities, and people interactions make it more likely you will get depressed or use. They are your “triggers.”

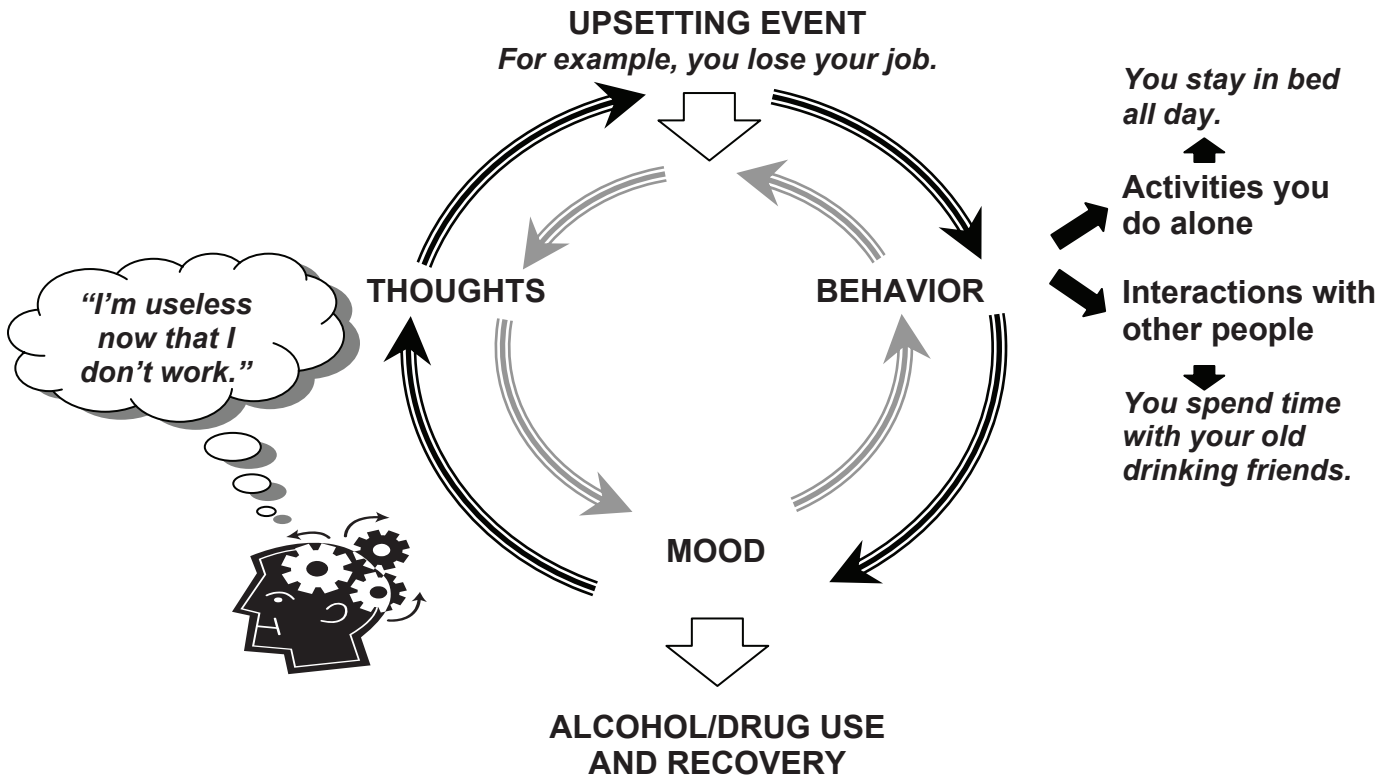
What does the name “Cognitive Behavioral Therapy” mean?

Cognitive refers to **your thoughts**.

Behavioral refers to **how you act** or **what you do**. In CBT, when we talk about behavior, we mean what activities you do and how you interact with other people.

One way to think of CBT is that it teaches healthy ways to manage your depression and your recovery. Managing your depression and your recovery means to make feelings of depression and cravings for alcohol/drugs less intense, less frequent, and shorter.

The CBT Circle



CBT helps you break the destructive cycle of depression and can help you manage your cravings by teaching you that for each of these factors—thoughts, activities, and people interactions—there is a part that you can manage and change. Also, because they are connected, changes in one area can affect the other areas.

This CBT treatment program is organized into 18 sessions.

- **Thoughts** module = 6 sessions
- **Activities** module = 6 sessions
- **People** module = 6 sessions

Total CBT = 18 sessions

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 14

1. **Ask** group members if they are familiar with the serenity prayer. Ask if any group member would like to recite it. Or, read it aloud from the workbook.
2. **Go over** the text after the Serenity Prayer.

The Serenity Prayer



**“God, grant me the serenity to accept
the things I cannot change,
Courage to change the things I can,
And the wisdom to know the difference.”**

CBT has something in common with the Serenity Prayer. It teaches that, even though you cannot change everything in your life, you can choose **how you think** about events and **how you react**.

“*Changing the things I can*” involves **thinking** and **doing**:

- Changing how you **think** about things
- Changing what you **do** to respond.

In this module, we will talk about your interactions with people and their important connection with depression and alcohol/drug use. You can learn how to improve your interactions with people to feel better and support your recovery.

The goal of CBT is to help you get closer to what you imagine your life would be like without depression and without drinking/using. The group will focus on practical strategies to improve things right now, and will teach you skills that you can continue to use even after the group ends.

REVIEW

Last Module

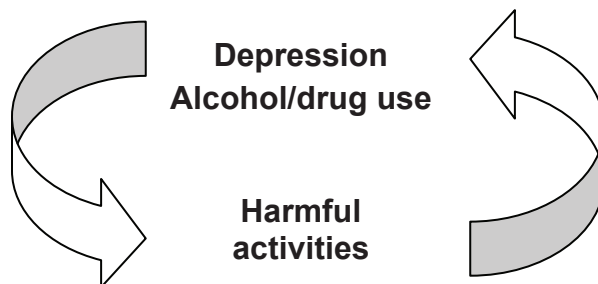
LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 15

Say: *What do you remember from the last module that was helpful to you?* Review the three key messages from the last module. Remind the group members that they can learn how to catch (or notice) their harmful activities and choose to do helpful activities.

- What do you remember most from the last module?
- What did you learn that was most helpful, in terms of improving your mood and supporting your recovery?
- What was less helpful?



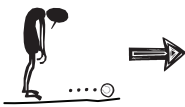
The key take-home messages from “Activities, Alcohol/Drug Use, and Your Mood” were:



1. You can **catch**, or notice, your activities.



2. You can **check**, or examine, your activities to see if they help you or harm you. A helpful activity is healthy for you—it makes you feel good and supports your recovery.



3. You can **change** the harmful activities that get in the way of your good mood and recovery, and choose to do helpful activities instead.

Practice

LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 16

Note to group leaders: If everybody in your group is new to CBT, and nobody is continuing from a previous module, you may skip this review section.

Say: *At least some of you may be continuing CBT from the last module. We'll do a quick review of the module and the practice before we start a new topic.*

Do a Step to Work Towards Your Long-Term and Lifetime Goals

1. Say: *In the last session, we talked about taking some steps in the short term to reach your long-term and lifetime goals. What steps have you taken since the last session?*

Find a Place to Keep Your Coping Card

2. Say: *As you recall, your coping card is the index card where you wrote helpful activities you could do. Did you find a place to keep it where it is handy?*

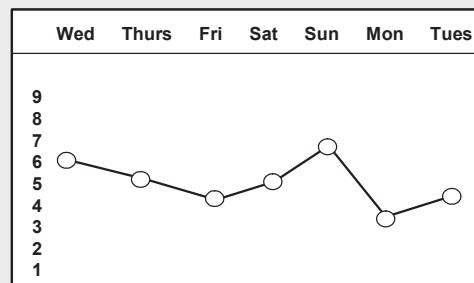
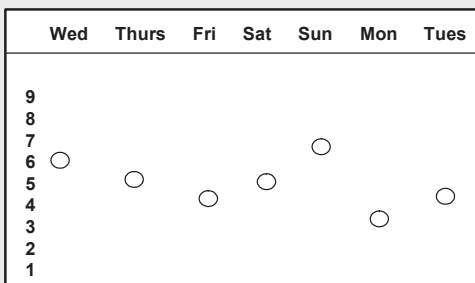
Daily Check In

Say: *At least some of you may be continuing CBT from the last module. We'll do a quick review of the module and the practice before we start a new topic.*

Ask group members about how they did tracking their moods and coping on their Daily Check In. Make graphs based on one group member's Daily Check In.

3. Start the graphs with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.

4. Ask for a volunteer from the group to share the numbers **related to mood** on his or her scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."

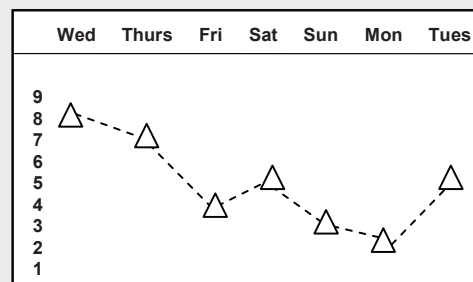
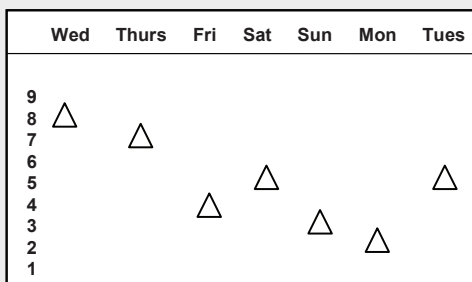


5. When you are finished adding dots that represent the volunteer’s mood for each day, draw lines between the dots to show how mood can change up and down.

6. Possible follow-up questions: *What did you notice about your mood? What kinds of activities did you do on the day that your mood was the lowest? What kinds of activities did you do on the day that your mood was the highest? Help group members to notice the connection between doing more helpful activities and improved mood. Is there a weekly pattern? Are some days more likely to bring about low moods? If so, what tools can you use to prevent low moods?*

7. Repeat the process for coping, using a new graph. Ask the same volunteer to share the numbers **related to coping** on his or her scale. Add dots to the new graph. If the group member’s coping was 8 on the first day, mark a dot at 8 below “Wed.”

8. When you are finished adding dots that represent the volunteer’s coping for each day, draw lines between the dots to show how coping can change up and down.



9. Possible follow-up questions: *What did you notice about how well you coped with challenges? You coped very well on [day]. What kinds of people interactions were you having on that day? What was your mood? What do you notice about the connections among your people interactions, mood, and how you coped?*

10. Note: Depending on the size of the group, you may choose to chart the Daily Check In of all group members or just one or two. Some group members will be eager to share each week, but don’t focus only on them. In the course of the six-session modules, encourage as many group members as possible to share their Daily Check In—even those who are shyer and less vocal. For each member who shares, try to connect thoughts and mood/coping, activities and mood/coping, and people interactions and mood/coping. Have the person describe the thought, activity, or people interaction and help him or her to change harmful thoughts or behavior. The point is to teach how to apply the CBT skills to specific, real-life situations, but not necessarily to solve every difficult situation.

11. Note: What to do if group members don't do their practice

Most group members will do their practice activities; you should begin with the assumption that they will. Checking early in each session on the practice is the best way to let group members know how important their practice is. However, there may be individuals in the group who consistently do not practice. Identify this problem as early as possible.

Find out if there are returning group members that are not practicing. Is it an issue of time, reading ability, forgetfulness, or other responsibilities getting in the way? Once the obstacles are identified, you can help the group member figure out how to overcome them. You might say, “We want you to start feeling better, and we know how important practice is. Can we help you figure out what is getting in the way so that you can do the practice and start feeling better more quickly?”

Identify thoughts that contribute to not practicing, such as “It doesn't matter what I do, nothing will change,” or “I don't feel like doing my practice.” You might ask him/her: “Are you sure that what you do won't make a change in the way you feel? Do you think you have a better chance of improving your mood and managing your cravings if you keep doing what you have done in the past, or if you try these practices that have helped others?” Help the group member come up with a more helpful thought that would encourage practice.

No one assignment is going to “cure” depression or alcohol/drug problems, but practicing outside of the group will help the group member learn to control his or her negative mood and cravings.

Get reinforcement from other group members. You can ask other group members to help problem-solve. It is likely that other members will volunteer information as to what has helped them to practice.

Complete the practice within the session. Be flexible about finding another way for the person to practice. Maybe he or she can complete the Daily Check In for the whole week just as the session begins, for example. Or ask the individual to practice some of the skills before and after the session. The individual should be reminded that the Daily Check In is best finished on a daily basis. Looking back at the past week's mood is less reliable than completing the Daily Check In each day. But asking members to complete the incomplete scale in-session indicates that you take practice seriously.

Strike the right balance. It is important to give group members the message that practice is important. However, it is also important that they come to the CBT sessions whether they have completed their practice or not. In fact, the group member might tell you that they can't do anything right. Point out that they were successful in coming to the group, and coming to group is a first important step to feeling better. Be warm and supportive of the group member and let them know that you are glad they chose to come to the session whether or not they completed the practice.

If you were part of the CBT group for the last module (“Activities, Alcohol/Drug Use, and Your Mood”), you have been practicing CBT skills. How is your practice going? At the end of the last module, we asked you to:

- 1. Do a step to work towards your short-term goal.***
- 2. Find a place to keep your coping card.***
- 3. Track your mood and coping using the Daily Check In.***

NEW TOPIC: PEOPLE, MOOD, AND RECOVERY ARE CONNECTED

The Importance of Helpful People Interactions

LEADER TIPS

Time: 15 minutes

Group Member's Workbook: Page 17

1. Say: *Over the next six sessions, we will be talking about how your contacts with other people affect your mood. We all interact with people in several ways, and it could be as simple as saying “hi” to your neighbor. I understand that some of your relationships may not be going well. We will talk more about how to deal with those later, but now we want to talk about interactions you can have with anyone.*

2. Say: *For now, I would like you to think back in the last week about a positive interaction with another person. You can close your eyes if you are comfortable with that. Of course, choose a time when you were not using alcohol or drugs. Try to see yourself and this person being together. OK, you can open your eyes.*

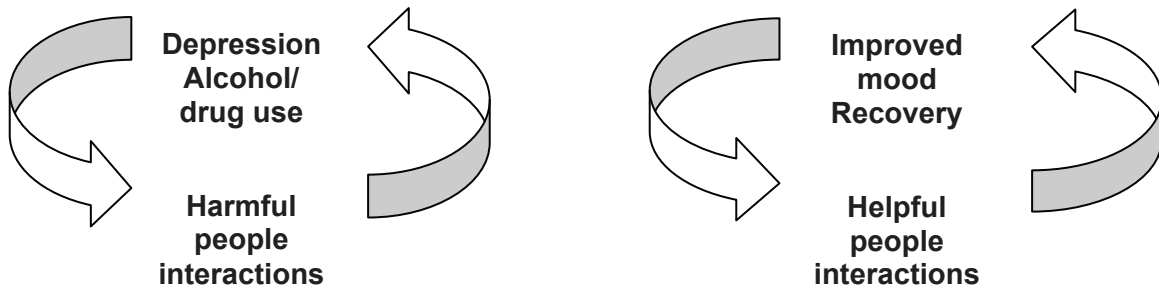
3. Ask and discuss: *How did you feel when you were having a nice time with this person? How might healthy interactions with people affect your mood?*

4. Introduce the text. Ask: *How do you think your depression affects the way you interact with people? What about when you isolate yourself or have harmful interactions with other people? How does that affect your mood?*

5. Say: *When you feel down, you are less likely to want to be with others. But not having contact with people can take away a good source of support, and could even make you feel more depressed. When you feel more depressed, you may do even fewer things with people. This cycle can continue until you feel so depressed that you spend much of your time alone. We will talk about how to break this cycle.*

Note: If when reviewing the section “How does drinking/using affect your interactions with people?” someone says that they are more sociable or connected when using, encourage them to put these experiences in context—e.g., there may be short-term benefit of lowering inhibitions, etc., but using often has harmful impacts on relationships overall.

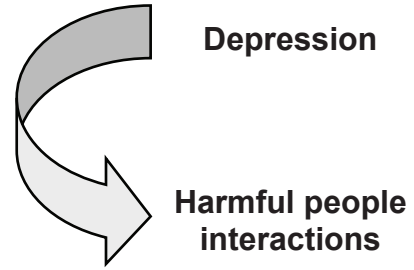
In this workbook we talk about “**harmful**” and “**helpful**” interactions with people. A people interaction that brings your mood down or makes you want to drink or use is **harmful**. A people interaction that lifts your mood and supports your recovery is **helpful**.



How does depression affect the way you relate to other people?

When you feel depressed, you might:

- Have less contact with people and avoid people.
- Be more irritable.
- Have more conflict or tension with people.
- Feel more uncomfortable around people.
- Act quieter and less talkative.
- Feel more likely you are being ignored, criticized, or rejected.
- Trust others less.



How do your interactions with other people affect your mood?

When you have less contact or harmful interactions (for example, frequent conflicts or abusive interactions) with other people you might feel:

- Alone
- Sad
- Angry
- Like no one cares
- Bored
- More depressed



How does drinking/using affect your interactions with people?

When you drink or use, you might:

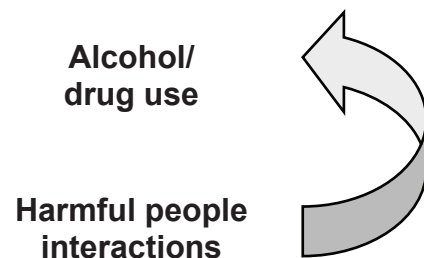
- Have less contact with people and avoid people.
- Be more irritable.
- Have more conflict or tension with people.
- Feel more uncomfortable around people.
- Act quieter and less talkative.
- Be more sensitive to being ignored, criticized, or rejected.
- Trust others less.



How do your interactions with people affect your drinking or using?

When you have less contact or harmful interactions with people, you might:

- Have stronger cravings
- Drink or use



How to Begin Having More Helpful Interactions with People

LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 20

1. Introduce the text.

2. Ask: *What activities could you do before the next session where you are around or with other people?*

List the group's ideas on the board. Help group members pick at least one activity they would like to try.

What activities would you be willing to try?

What activity could you do **in the next few days *with people or where other people are around*** that might be helpful, relaxing, or enjoyable?

Examples of activities you could do with other people or where other people are around:

- Attend the CBT group
- Call a friend
- Go to a free concert in the park



Your examples:

What do you think your mood might be after you do one of these activities?

Choose one or two activities and do them before the next CBT session.



KEY MESSAGES

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 22

- 1. Say:** *At the end of each session, we will review some important messages from the session. There is also space in your workbook where you can write your own key message. Today we've talked about the connection between your mood and recovery and the interactions you have with other people. You can improve your mood and support your recovery by having more interactions with people and making the interactions more helpful*
- 2. Review** the key messages and ask group members if they have any questions or comments.
- 3. Help** group members feel hopeful that CBT can help them get over their depression.

Key messages from this session include:

- The interactions you have with other people can be harmful or helpful.
- Helpful interactions with people can improve your mood and support your recovery
- You can choose to spend time with people who have a positive effect on your mood and on your recovery.



What do you want to remember about this session?
Write your own key messages here.



PRACTICE

LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 23

Say: *Let's talk about the importance of practicing the skills you learn in the group. Some of you may be thinking: "what do you mean by "practice?" Practice means doing brief activities on your own outside of the group. You can think of the skills you learn here as tools to use in your everyday life to improve your mood and support your recovery. But just like tools, you are likely to find some will work better for you than others. By trying out your new skills between sessions, you can report back to the group and let us know what worked for you and what didn't work. Then we can come up with ways to make them work better.*

Choose helpful activities to do with/around people and do them before next session.

1. Say: *Remember the list we made of helpful activities you could do around other people? We would like everybody to try at least one helpful activity and do it before the next session.*

2. Ask: *Does anybody have any questions about the practice activities? Can we help you think about any obstacles that might get in the way of doing the practice activities?*

Daily Check In

3. Say: *Between sessions, we would like all of you to keep track of your mood and coping using the Daily Check In. There is a copy of the Daily Check In in your workbook at the end of every session. With the Daily Check In, you can learn to recognize how you are feeling and how your thoughts and behaviors affect your mood and your ability to cope with challenges to your recovery. By coping, we mean using CBT skills or other helpful strategies to support your sobriety. This will help you to learn which thoughts and behaviors improve your mood and coping and which make them worse.*

4. Draw the Daily Check In. on the board or ask members to look in their workbooks.

5. Say: *The Daily Check In runs from 1 to 9, with 1 being the lowest mood or coped the worst ever and 9 indicating the best mood or coped the best ever. Each day, you circle the number that indicates what your mood was and another number indicating how well you coped with challenges to your recovery that day. This important tool will help you see the progress you are making in improving your mood and coping with challenges using CBT.*

6. Go over the instructions that are on the top of the Daily Check In.

7. Say: *We encourage you to do these practice activities, even though you may not feel like it. They are an important part of the treatment process. You are here for only a short time, and eventually you will have completed the entire CBT program. Once you have completed the group therapy, the skills you have learned will help you keep your mood healthy and improve how well you coped with challenges to your recovery. Therefore, it is important that you try them out until you feel confident that you can use them on your own. We will review how your practice went at the beginning of our next session.*

8. Ask: *Does anybody have any questions about the practice activities? Can we help you think about any obstacles that might get in the way of doing the practice activities?*

This treatment will be successful for you if you learn skills for managing your mood and your coping and you feel confident using these skills in your daily life. You will need to practice, just as you would if you were learning to play the piano or a new sport. If you don't practice the skills, you won't learn them.

Each session's practice will consist of one or more short activities that everybody in the group will try. This session's practice is:

1. Choose one or more helpful activities to do around or with other people.

2. Track your mood and coping using the Daily Check In. The Daily Check In and instructions for how to use it are on the next page. The scale provides a "quick" way for you to keep track of your moods and coping. Try to complete the Daily Check In at the same time each day—for example, before you go to sleep each night. As the treatment goes on and as you practice the skills you learn in each session, you will probably find that your mood improves and that you can manage your cravings more easily.

Notice at the bottom of the scale that we have asked you to circle "Yes" or "No" to indicate whether you were able to notice your people interactions each day.

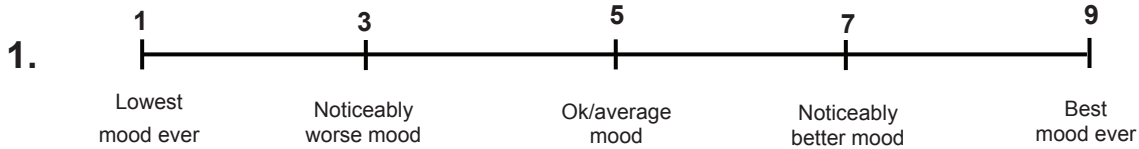
DAILY CHECK IN



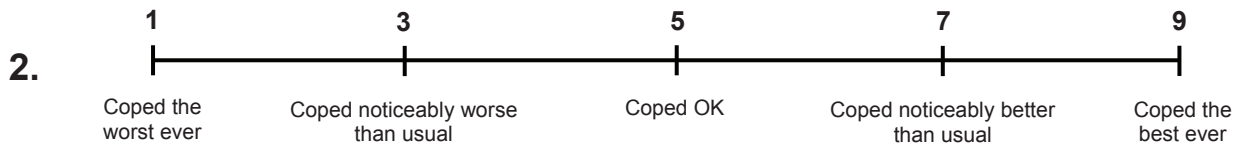
Instructions

Today's Date: _____

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7, or 9. There are no wrong answers. Only you know how you have felt each day.
- Did you notice your people interactions? Circle "Yes" or "No" at the bottom.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.



Write in the day of the week.		_____	_____	_____	_____	_____	_____
Mood	Best mood ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Noticeably better mood	7	7	7	7	7	7
		6	6	6	6	6	6
	Ok/average mood	5	5	5	5	5	5
		4	4	4	4	4	4
	Noticeably worse mood	3	3	3	3	3	3
		2	2	2	2	2	2
	Lowest mood ever	1	1	1	1	1	1

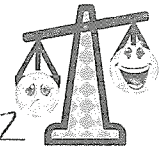


Write in the day of the week.		_____	_____	_____	_____	_____	_____
Coping with challenges to my recovery	Coped the best ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Coped noticeably better than usual	7	7	7	7	7	7
		6	6	6	6	6	6
	Coped OK	5	5	5	5	5	5
	Coped noticeably worse than usual	4	4	4	4	4	4
		3	3	3	3	3	3
	Coped the worst ever	2	2	2	2	2	2
		1	1	1	1	1	1

3.

Write in the day of the week.	_____	_____	_____	_____	_____	_____	_____
Did you notice your people interactions each day?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No

DAILY CHECK IN

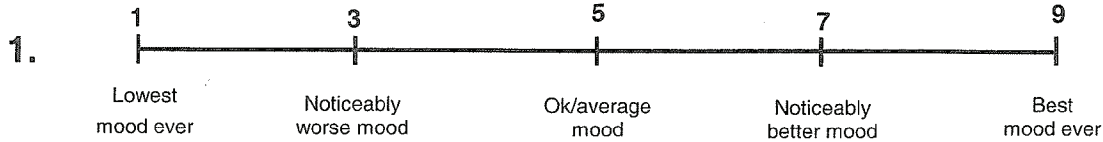


Instructions

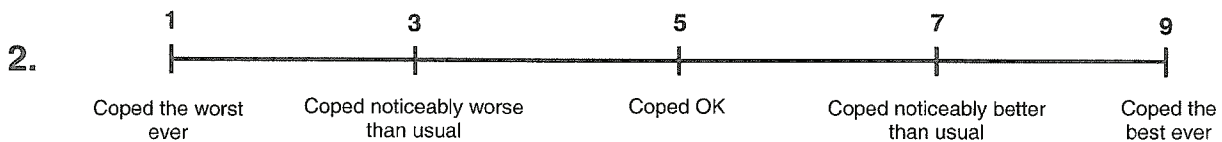
Today's Date: Oct. 24, 2007

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to be honest. You know how you have felt each day.
- Did you notice your people interacting with you today?
- If you want to track your mood and how you coped with challenges to your recovery over a time longer than a week, write down your ratings on a calendar.

Sample



Write in the day of the week.		W	Th	FRI	SAT	SUN	M	Tues.
Mood	Best mood ever	9	9	9	9	9	9	9
		8	8	8	8	8	8	8
	Noticeably better mood	7	7	7	7	7	7	7
		6	6	6	6	6	6	6
	Ok/average mood	5	5	5	5	5	5	5
		4	4	4	4	4	4	4
Noticeably worse mood	3	3	3	3	3	3	3	
	2	2	2	2	2	2	2	
Lowest mood ever	1	1	1	1	1	1	1	1



Write in the day of the week.		W	Th	FRI	SAT	SUN	M	Tues.
Coping with challenges to my recovery	Coped the best ever	9	9	9	9	9	9	9
		8	8	8	8	8	8	8
	Coped noticeably better than usual	7	7	7	7	7	7	7
		6	6	6	6	6	6	6
	Coped OK	5	5	5	5	5	5	5
		4	4	4	4	4	4	4
Coped noticeably worse than usual	3	3	3	3	3	3	3	
	2	2	2	2	2	2	2	
Coped the worst ever	1	1	1	1	1	1	1	1

3.

Write in the day of the week.	W	Th	FRI	SAT	SUN	M	Tues.
Did you notice your people interactions each day?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No



FEEDBACK

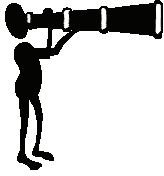
LEADER TIPS

Time: 2 minutes

Group Member's Workbook: Page 26

- 1. Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.
- 2. Read aloud** one or two of the questions.

- What was helpful about today's session?
- What was less helpful?
- What was difficult about today's session?
- What suggestions do you have to improve your treatment?



LOOKING AHEAD

LEADER TIPS

Time: 1 minute

Group Member's Workbook: Page 26

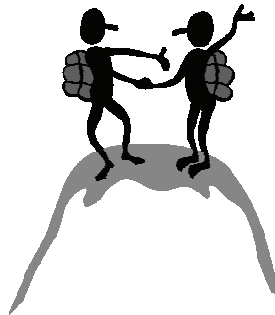
1. The purpose of the preview is to encourage group members to attend the next CBT session by giving them a glimpse of the topic to be covered. Group members are welcome to read ahead.

2. **Say:** *The workbooks are yours to keep, but **please bring them to the next session.***

In the next session, we will talk about how to meet new people.

Congratulations for coming to group CBT. Coming to the group is a big step in improving your mood and supporting your recovery.

In Session 2, we will talk about how to meet new people.



GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 1

Instructions

Taught/Done: Were you able to cover the material? If you didn't do it in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle "easy," "OK," or "hard."

	Taught/Done? (circle yes or no)		How difficult was it to lead this part of the session? (circle easy, OK, or hard)		
Welcome	Yes	No	Easy	OK	Hard
Purpose and Outline	Yes	No	Easy	OK	Hard
How Have You Been Feeling?	Yes	No	Easy	OK	Hard
Group Rules	Yes	No	Easy	OK	Hard
Announcements	Yes	No	Easy	OK	Hard
Introductions	Yes	No	Easy	OK	Hard
What Is Depression?	Yes	No	Easy	OK	Hard
What Are Alcohol/Drug Use Problems?	Yes	No	Easy	OK	Hard
What Is Cognitive Behavioral Therapy (CBT)?	Yes	No	Easy	OK	Hard
Review					
Last Module	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
New Topic: People, Mood, and Recovery Are Connected					
The Importance of Helpful People Interactions	Yes	No	Easy	OK	Hard
How to Begin Having More Helpful Interactions with People	Yes	No	Easy	OK	Hard
Key Messages	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
Feedback	Yes	No	Easy	OK	Hard
Looking Ahead	Yes	No	Easy	OK	Hard

SESSION 2: INCREASING YOUR HELPFUL INTERACTIONS WITH PEOPLE

LEADER'S NOTES

LEADER TIPS

Materials Needed

- **Group Member’s Workbooks** (“People, Alcohol/Drug Use, and Your Mood”)—a few copies to loan in case some group members forgot to bring their own workbooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard,** or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
- **Index cards**—enough to give everyone in the group seven cards
- **Small binder clips**—enough to give one to every group member—so they can attach their index cards to their workbooks

Group Leaders’ Goals

- Review the connections among people, alcohol/drug use, and mood.
- Help group members learn how to meet new people.
- Reinforce the importance of outside practice

Welcome Group Members

As group members arrive, greet them by name. Ask them informally how their practice went.

Purpose and Outline

Introduce the Purpose and Outline.

PURPOSE

- Identify the people who support you in helpful ways.
- Learn how to meet new people and make your support network larger and stronger.
- Identify roadblocks to meeting new people and learn how to get around them.

OUTLINE

Announcements

Review

New Topic: Increasing Your Helpful Interactions with People

Mapping Your Social Support Network

How to Meet New People

Getting Around Roadblocks

Key Messages

Practice

Feedback

Looking Ahead



ANNOUNCEMENTS

The group leaders will make any announcements that might be necessary.

Is there anything you need to let the leaders know about?



REVIEW

Last Session

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 29

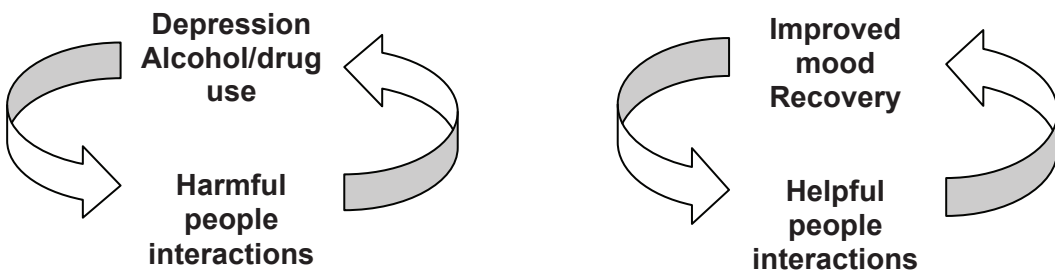
1. It may be difficult for group members to remember what you talked about in the last session. Use this time to remind them of the key messages and to help them understand how this session builds on last session.

2. **Say:** *In the last session, we welcomed new group members, introduced ourselves, and talked about what depression is. We talked about alcohol and drug use problems and cognitive behavioral therapy—CBT for short. We also talked about how your interactions with people can affect how you feel and your cravings.*

3. **Ask:** *Do you remember the diagram with arrows? It shows that there are connections among people interactions, mood, and cravings. And since the arrows point both ways, it shows that your interactions with people can affect your mood and cravings, and your mood and cravings can affect your interactions with people.*

4. **Read aloud** the key messages or ask for a volunteer to read them.

5. **Ask:** *Does anybody have any questions?*



Key messages from last session are:

- The interactions you have with other people can be harmful or helpful.
- Helpful interactions with people can improve your mood and support your recovery
- You can choose to spend time with people who have a positive effect on your mood and on your recovery.

Today we will talk more about the links among your people interactions, recovery, and mood.

Practice

LEADER TIPS

Time: 20 minutes

Group Member's Workbook: Page 30

Do an Activity with or Around Other People

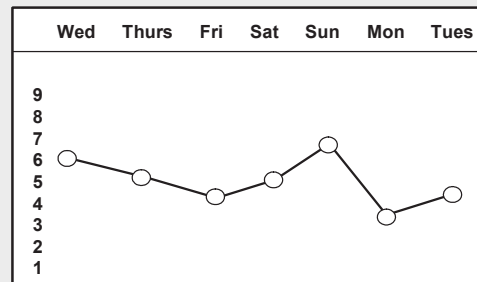
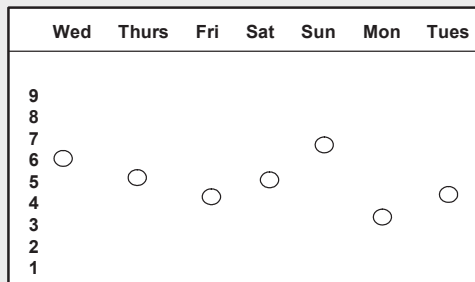
1. Ask and discuss: *What helpful activities did you choose to do that involved other people? How did it feel to be around other people or with other people?*

Daily Check In

Ask group members about how they did tracking their moods and coping on their Daily Check In. Make graphs based on one group member's Daily Check In.

2. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.

3. Ask for a volunteer from the group to share the numbers **related to mood** on his or her scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."

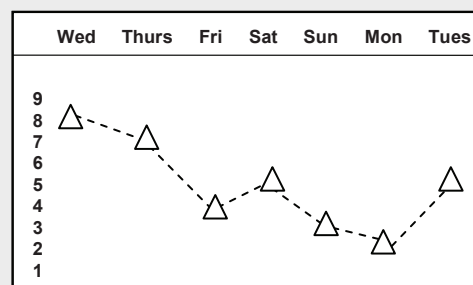
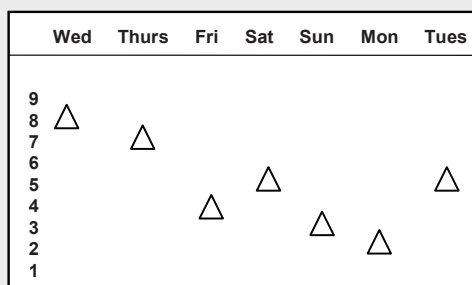


4. When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.

5. Possible follow-up questions: *What did you notice about your mood? Your mood was the lowest on [day]. What sort of contacts did you have with people on that day? Your mood was higher on [day]. How did you interact with people on that day? What do you notice about the connection between your people interactions and your mood? Is there a weekly pattern? Are some days more likely to bring about low moods? If so, what tools can you use to prevent low moods?*

6. Repeat the process for coping, using a new graph. Ask the same volunteer to share the numbers **related to coping** on his or her scale. Add dots to the new graph. If the group member’s coping was 8 on the first day, mark a dot at 8 below “Wed.”

7. When you are finished adding dots that represent the volunteer’s coping for each day, draw lines between the dots to show how coping can change up and down.



8. Possible follow-up questions: *What did you notice about how well you coped with challenges? You coped very well on [day]. What kinds of people interactions were you having on that day? What was your mood? What do you notice about the connections among your people interactions, mood, and how you coped?*

Last session, we asked you to complete these practice activities.

How did your practice go?

1. Pick one helpful activity to do around or with people.

2. Track your mood and coping using the Daily Check In.

NEW TOPIC: INCREASING YOUR HELPFUL INTERACTIONS WITH PEOPLE

Mapping Your Social Support Network

LEADER TIPS

Time: 20 minutes

Group Member's Workbook: Page 31

1. Say: *You know that having contact with other people plays an important part in your mood and your recovery. Let's take a closer look at your social support network—the group of people who provide you with different kinds of support. We will also think about what kinds of support that you provide to other people.*

2. Introduce the text on the next page and give group members time to complete the exercise.

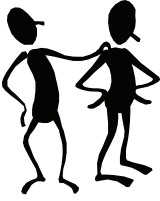
3. Ask: *What do you notice about your current social support network?*

Possible follow-up questions:

- *Does anything jump out at you when you look at your social support network?*
- *How many people did you put on your list?*
- *Are they mainly friends, family, coworkers, or health care workers?*
- *Do any of them use alcohol or drugs?*
- *Where do you have plenty of support?*
- *Where could you use more support?*
- *Is there anybody who you mentioned several times?*

If you have been drinking or using drugs, do you notice that you need to have more contacts in some areas?

4. Review the summary text.



Your social support network is made up of the people who are near you such as family, friends, neighbors, co-workers, sponsors, doctors, counselors, and spiritual leaders/teachers.

1. Each square on the next page is labeled for a type of support that people can give you:

- Practical support
- Advice or information
- Companionship
- Emotional support

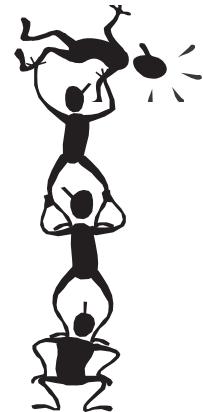
2. Think about people who give you each kind of support. Write their names in the squares. For example, who helps you with practical, everyday things? Who would give you a ride to the doctor or hospital, loan you something, or help you move?

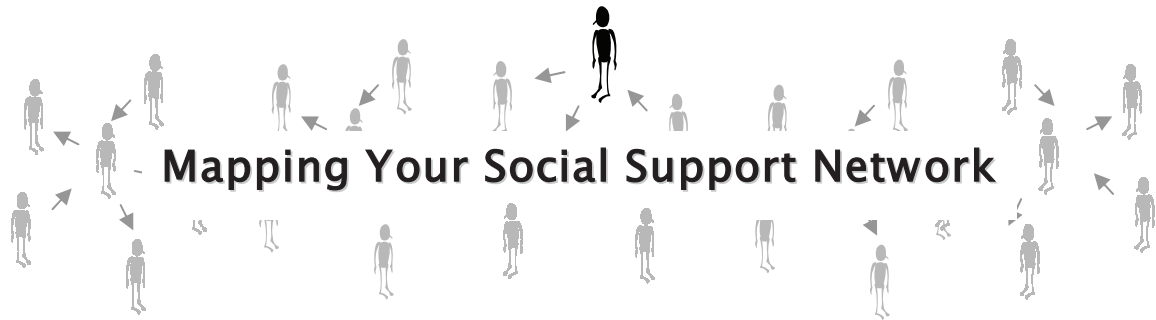
3. The same name can be written in more than one square.

For example, if your doctor gives you advice, you would write that name (or just “doctor”) in the Advice square. If your brother gives you practical support, emotional support, and advice, write his name in all three squares.

4. If you have a square with no names in it, put a question mark in that square.

5. Social support goes two ways. Who leans on you for practical support, advice, companionship, or emotional support? Write the names of the people **you** support in the squares.





Mapping Your Social Support Network

Practical Support

Who would drive you to the hospital? Loan you something?

Who supports you?

Who do you support?

Advice or Information

Who do you ask for advice if you are in need or don't understand how to do something?

Who supports you?

Who do you support?

Companionship

Who is good company? Who will walk around the park with you, or share your joys?

Who supports you?

Who do you support?

Emotional Support

Who do you share your feelings with? Who encourages you, or helps you feel less depressed?

Who supports you?

Who do you support?

1. Balance your social support network.

After you have completed the squares, what do you notice?

- How many people did you think of?
- Where do you have plenty of support?
- Where are there gaps in support?
- Was there anyone whose name you wrote down a lot?
- Do you rely too much on one person for getting different kinds of support?

2. You may need to meet people and make friends who do not use drugs or alcohol.

If you have recently stopped using drugs or alcohol, you may notice that most of your recent contact with other people involved alcohol or drugs. This “People” module of CBT will help you think about how to make new friends that offer healthy, positive support, and say goodbye to relationships that are not helpful in supporting your recovery or improving your mood.

3. It will improve your mood to be supportive of other people.

No matter how hard our own lives are, most of us find that it feels good to help somebody else. We each have special abilities, talents, and skills that can be used to help others we care about.

- Who do you support?
- Who would count on you as part of their social support network?
- Is there someone you would like to begin supporting?

How to Meet New People

LEADER TIPS

Time: 30 minutes

Group Member's Workbook: Page 34

- 1. Say:** *One way to make your social support network stronger is to meet new people. Doing this is not always easy, especially when you're depressed or in recovery. Let's talk about some good ways to meet new people.*
- 2. Introduce** the text through "Be Patient."
- 3. Ask:** *What activities could you do that involve other people?* Write group members' ideas on the board. Use the list in the book to support member's ideas.
- 4. Introduce** "Making Plans to Get to Know Someone Better." Allow time for group members to write and then ask them to share what they wrote. Help group members to plan a specific next step that they can do before next session. **Ask:** *What might get in the way of being able to do that before next session?*

Help to problem solve any possible obstacles to completing their plan.

Note: Group members who have experienced betrayal may distrust others and state that they avoid or minimize contact with others. They may also perceive other people's intentions as bad. It is important to let them know that you understand their fears. You can help them understand the reasons why it is important to improve one's support system. For example, you may choose to examine the person's thoughts to see if he or she is overgeneralizing negative past experiences or ignoring positive experiences. You may also highlight this idea: Not all situations are the same, and the group member may be in a very different situation than the one in which the betrayal took place. Emphasize to group members that they can develop relationships slowly or pace themselves by taking small steps in getting to know another person.

The easiest way to meet people is to do something that you like doing, and do it with other people or by yourself but where other people will be around. Even if you don't make a new friend, you will be doing something pleasant, you won't feel like you wasted your time, and there won't be any pressure on you to meet people.

Choose activities where there will not be alcohol or drugs and where you can meet people who do not use alcohol or drugs.

Be patient. New friendships develop slowly. You can test a new acquaintance for trustworthiness and keep yourself physically and emotionally safe by taking small steps or pacing yourself. For example:

1. Make plans to have coffee. Meet in a public place and take care of your own transportation. Make similar arrangements for the next few times you get together.
2. The next step might be to meet for dinner or a movie.
3. Later, you might agree to share a ride, or spend more time together.

What activities could you do around other people?

- Attend church
- Take dance lessons
- Play softball
- Attend sports events
- Hear a free music concert in the park
- Go to Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) meetings
- Volunteer (at an animal shelter or litter pickup day, for example)
- Help a neighbor mow the lawn
- Join a club
- Go to a museum, movie, or play



Making Plans to Get to Know Someone Better

Another way to have more contact with others is to start making plans to get to know people in your community.

1. Identify a person you would like to get to know better. Somebody at church? Somebody in your AA group? A neighbor? A parent of one of your children's friends? If you don't know the person's name, write a description such as: "The friendly woman at church."



2. What step can you take before the next session to get to know this person better?

Getting Around Roadblocks

LEADER TIPS

Time: 25 minutes

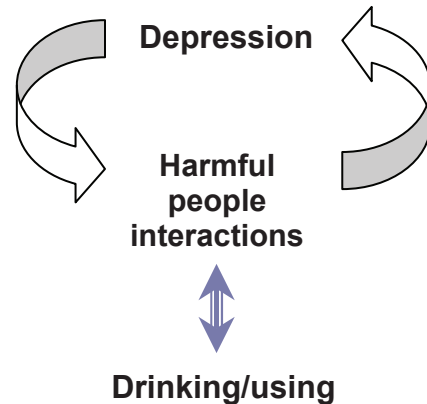
Group Member's Workbook: Page 37

1. **Say:** *Even when you feel motivated to meet new people and start new relationships, doing this can be challenging. We know that when you are depressed and working on your recovery, it is hard to start and maintain healthy interactions with people. What else gets in the way?*
2. **Lead** the group through the text and the exercise on the next page.

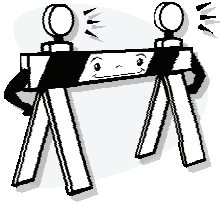
Your depression might lead you to feel like avoiding other people and spending time only by yourself. Doing this may make you feel more depressed, more alone, and more like using alcohol or drugs.

Or

When you use alcohol or drugs, you may have contact mostly with other people who drink or use. This lack of healthy interactions with people may lead you to feel depressed.



But it doesn't have to be this way. You can feel better and enjoy people again.



Why is it difficult to begin new relationships?

Some common roadblocks are listed below. What could you do to get around the roadblocks? **Write your own roadblocks** and possible solutions at the bottom of the list.

Examples of Roadblocks

Ideas for Getting Around the Roadblocks

I have no sober friends.	<ul style="list-style-type: none"> • Begin to make new friends. • Attend a sober support group (for example, AA). • Choose an activity you can do alone but with other people around so that you might meet someone new.
I am feeling irritable.	<ul style="list-style-type: none"> • Remember: Feeling irritable is a symptom of your depression and recovery. Interactions with people will help you feel better. • Go to your sober support group (for example, AA).
I don't know how to meet new people.	<ul style="list-style-type: none"> • Start by doing activities you enjoy, but where other people will be around.
I think that sober people won't understand me.	<ul style="list-style-type: none"> • Replace the harmful thought with a helpful thought. For example: "I don't know for sure that sober people won't understand me. Some will, and some won't. I will give them a chance."
I don't trust people.	<ul style="list-style-type: none"> • Take it slow and learn who you can trust.
I'm afraid of being criticized.	<ul style="list-style-type: none"> • Understand that you probably feel more sensitive because you are depressed and in recovery. • As you meet new people, look for new friends who are honest with you but supportive.
I had a really bad experience with somebody.	<ul style="list-style-type: none"> • Know that relationships don't always work out. • Let the new relationship grow slowly while you and the new person get to know each other. • Remember to not overgeneralize (one bad experience doesn't mean all future relationships will also be bad).
I'm afraid people won't like me.	<ul style="list-style-type: none"> • Think a helpful thought such as: "I am an interesting person. Just as I don't like everyone, everyone may not like me, but many people will—especially if I let them get to know me."



KEY MESSAGES

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 39

1. **Say:** *Today we have talked about how you can meet new people and make your social support system bigger.*
2. **Read aloud** the key messages and ask group members if they have questions or comments.

Key messages from this session include:

- You can learn how to notice and examine your interactions with people to decide if they are harmful or helpful to you.
- Balance your social network with people who help you and with people you can help, to improve your mood and support your recovery.
- Meeting new people can be challenging. Planning to do activities around others, making a specific plan to get to know someone better, and allowing yourself to develop new friendships slowly may make it easier.



What do you want to remember about this session?
Write your own key messages here.



PRACTICE

LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 40

Take a Step to Get to Know Somebody New

1. Say: *You identified a person who you would like to know better. Take a step before the next session to get to know that person.*

Track Your Interactions with People Each Day

2. Say: *The first step in changing your people interactions, improving your mood, and managing your cravings is to identify the interactions with people that have power over you in terms of your mood and cravings. Your other practice activity is to keep track of your harmful and helpful interactions with people each day.*

3. Pass out index cards, seven cards for each person, and one binder clip per person.

Read the directions (practice #2) aloud. Then say: *You also have room in your workbook to write your harmful and helpful people interactions each day. You may use the index cards, or the "cards" in your workbook, or both. You can take a few minutes right now and put the plus signs and minus signs on your cards.*

4. Say: *We expect that you will be able to identify 5–10 people interactions each day. Bring the cards with you for next session. You can use the clip to attach them to your workbook. Take a moment to write down one harmful and one helpful people interaction to get you started.*

5. Remind the group that it is important that they do the practice activities. **Ask** the group members if they have any questions.

Daily Check In

6. Read aloud the directions for the Daily Check In.

1. Take a step to get to know somebody better.



2. Track your people interactions using index cards.

- Use one separate card for each day (using either the separate index cards or the “cards” printed in your workbook).
- Write the day of the week on the cards. For example, if you start tracking your people interactions for the week on a Wednesday, write “Wednesday” (or “W”) on the first card.
- Mark one side of the first day’s card with a minus sign (-) and describe 4–5 negative (harmful) people interactions that you have that day. Mark the other side of the card with a plus sign (+) and on that side describe 4–5 positive (helpful) people interactions that you have on the same day.
- Bring your cards with you to the next session.

3. Track your mood and coping using the Daily Check In.



Notice at the bottom of the Daily Check In a place where you write in the number of harmful and helpful people interactions you have each day. Of course you won’t notice every people interaction that you have in the course of a day— but try to become more aware of the people interactions you have when you are depressed or have cravings to drink/use. Eventually, you may notice that on the days when you have fewer harmful people interactions, your mood and cravings will be better.

Example

People Interactions, Day 1 - 
Thursday
(Write in the day of the week.)
Slept late.
Skipped AA meeting.
Had lunch with drinking buddies.


Flip the card over



People Interactions, Day 1 + 
Thursday
(Write in the day of the week.)
Called my sister.
Walked to grocery store.
Barbecued with neighbor.


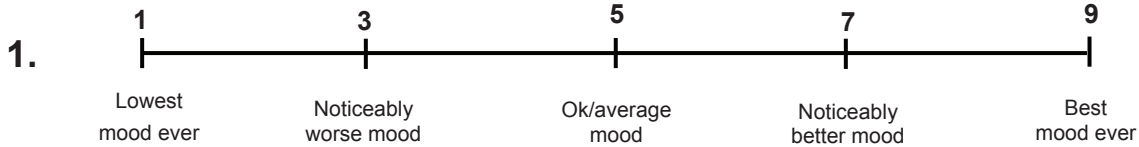
DAILY CHECK IN



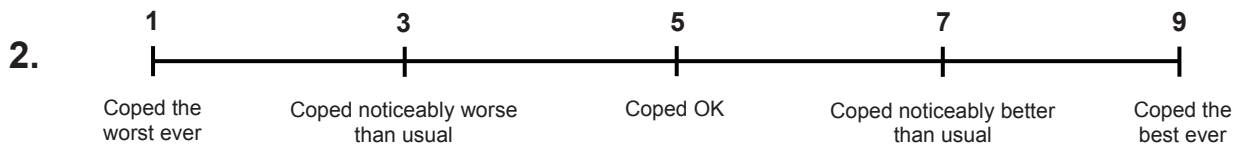
Instructions

Today's Date: _____

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7, or 9. There are no wrong answers. Only you know how you have felt each day.
- Did you notice your people interactions? At the bottom, write in the number of harmful and helpful people interactions you had each day.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.




Write in the day of the week.		_____	_____	_____	_____	_____	_____
Mood	Best mood ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Noticeably better mood	7	7	7	7	7	7
		6	6	6	6	6	6
	Ok/average mood	5	5	5	5	5	5
		4	4	4	4	4	4
	Noticeably worse mood	3	3	3	3	3	3
		2	2	2	2	2	2
	Lowest mood ever	1	1	1	1	1	1




Write in the day of the week.		_____	_____	_____	_____	_____	_____
Coping with challenges to my recovery	Coped the best ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Coped noticeably better than usual	7	7	7	7	7	7
		6	6	6	6	6	6
	Coped OK	5	5	5	5	5	5
	Coped noticeably worse than usual	4	4	4	4	4	4
	Coped the worst ever	3	3	3	3	3	3
		2	2	2	2	2	2
		1	1	1	1	1	1

3.


Write in the day of the week.	_____	_____	_____	_____	_____	_____
Number of harmful people interactions						
Number of helpful people interactions						

People Interactions, Day 1 — 

(Write in the day of the week.)

People Interactions, Day 1 + 

(Write in the day of the week.)

People Interactions, Day 2 — 

(Write in the day of the week.)

People Interactions, Day 2

+



(Write in the day of the week.)

People Interactions, Day 3

-



(Write in the day of the week.)

People Interactions, Day 3

+



(Write in the day of the week.)

People Interactions, Day 4

—



(Write in the day of the week.)

People Interactions, Day 4

+




(Write in the day of the week.)

People Interactions, Day 5


—




(Write in the day of the week.)

People Interactions, Day 5 + 

(Write in the day of the week.)

People Interactions, Day 6 - 

(Write in the day of the week.)

People Interactions, Day 6 + 

(Write in the day of the week.)

People Interactions, Day 7

—



(Write in the day of the week.)

People Interactions, Day 7

+



(Write in the day of the week.)



FEEDBACK

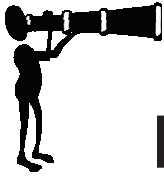
LEADER TIPS

Time: 2 minutes

Group Member's Workbook: Page 48

- 1. Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.
- 2. Read aloud** one or two of the questions.

- What was helpful about today's session?
- What was less helpful?
- What suggestions do you have to improve your treatment?



LOOKING AHEAD

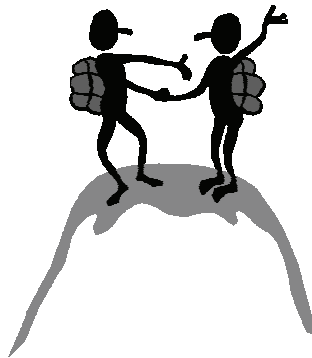
LEADER TIPS

Time: 1 minute

Group Member's Workbook: Page 48

1. **Read aloud** the text.
2. **Congratulate** group members for attending the group.

We have talked about how to notice your people interactions and begin to have more contact with people. In Session 3 we will talk about how to make your people interactions more helpful with good communication.



GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 2

Instructions

Taught/Done: Were you able to cover the material? If you didn't do it in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle "easy," "OK," or "hard."

	Taught/Done? (circle yes or no)		How difficult was it to lead this part of the session? (circle easy, OK, or hard)		
Welcome	Yes	No	Easy	OK	Hard
Purpose and Outline	Yes	No	Easy	OK	Hard
Announcements	Yes	No	Easy	OK	Hard
Review					
Last Session	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
New Topic: Increasing Your Helpful Interactions with People					
Mapping Your Social Support Network	Yes	No	Easy	OK	Hard
How to Meet New People	Yes	No	Easy	OK	Hard
Getting Around Roadblocks	Yes	No	Easy	OK	Hard
Key Messages	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
Feedback	Yes	No	Easy	OK	Hard
Looking Ahead	Yes	No	Easy	OK	Hard

SESSION 3: GOOD COMMUNICATION FOR HELPFUL PEOPLE INTERACTIONS

LEADER'S NOTES

LEADER TIPS

Materials Needed

- **Group Member’s Workbooks** (“People, Alcohol/Drugs, and Your Mood”)—a few copies to loan in case some group members forget to bring their own workbooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard,** or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
- **The PHQ-9 depression measure**—enough copies for everyone in the group
- **Index cards**—enough to give everyone in the group seven cards
- **Small binder clips**—enough to give one to every group member—so they can attach their index cards to their workbooks

Group Leaders’ Goals

- Help group members understand that active listening is a part of good communication.
- Help group members understand that assertive communication can improve their people interactions and their mood, and support their recovery.
- Reinforce the idea that group members can make choices about the way they interact with other people that can improve their mood and support their recovery.

Welcome Group Members

1. As group members arrive, greet them by name. Ask them informally how their practice went.
2. **Pass out** the PHQ-9 depression measure. Ask group members to fill them out, put their names on them, and return them to you. Tell group members that you will talk more about the questionnaire later.

Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members’ depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client’s risk of suicide or “handing off” the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal.

Purpose and Outline

Introduce the Purpose and Outline.

PURPOSE

- Learn that good communication can improve your interactions with other people.
- Learn how to listen actively.
- Understand that assertive communication can improve your mood and support your recovery.

OUTLINE

Announcements

How Have You Been Feeling?

Review

New Topic: Good Communication for Helpful People Interactions

Listening Well

What Is Your Communication Style?

Making Requests Assertively

Expressing Your Feelings and Thoughts Assertively

Key Messages

Practice

Feedback

Looking Ahead



ANNOUNCEMENTS

The group leader will make any announcements that might be necessary.

Is there anything you need to let the leader know about?

HOW HAVE YOU BEEN FEELING?

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 50

- 1. Introduce** the text in the Group Member's Workbook.
- After the session, **compare** each group member's PHQ-9 scores with his or her previous scores (if the group member has filled out the questionnaire at a previous session). This comparison will allow you to monitor each group member's depression.

Note: In addition to the PHQ-9, choose another measure to monitor how group members are progressing in their recovery. See the Group Leader's Introduction for a discussion of how select a measure that supplements the PHQ-9. Compare current and previous scores as you would with the PHQ-9 measure.



You filled out a questionnaire at the beginning of the session, the “Patient Health Questionnaire”—PHQ-9 for short.

You will fill out the questionnaire before the group begins at Sessions 1, 3, and 5 of each CBT module. The questionnaire allows you and your group leaders to keep track of how you are feeling while you are attending the group.



REVIEW

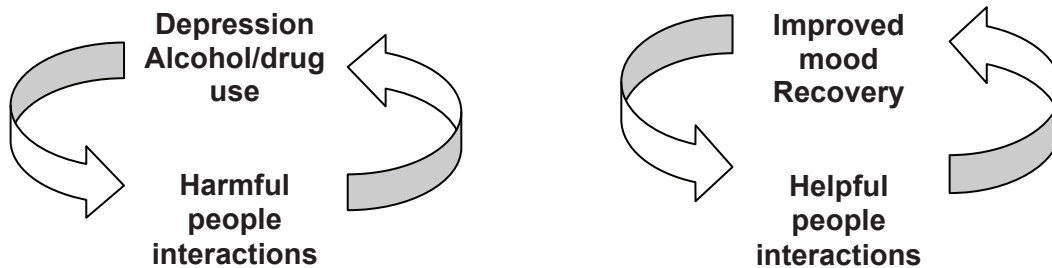
Last Session

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 51

1. It may be difficult for group members to remember what you talked about in the last session. Use this time to remind them of the key messages and to help them understand how this session builds on last session.
2. **Ask:** *Does anybody have any questions before we look at this session's new topic?*



Key messages from last session are:

- You can learn how to notice and examine your interactions with people to decide if they are harmful or helpful to you.
- Balance your social network with people who help you and with people you can help, to improve your mood and support your recovery.
- Meeting new people can be challenging. Planning to do activities around others, making a specific plan to get to know someone better, and allowing yourself to develop new friendships slowly may make it easier.

Today we will talk about how good communication can make your people interactions more helpful.

Practice

LEADER TIPS

Time: 20 minutes

Group Member's Workbook: Page 52

Take a Step to Get to Know Somebody Better

1. Ask: *Who would like to share their experience with taking the first step to getting to know somebody better?*

Track Your Interactions with People Each Day

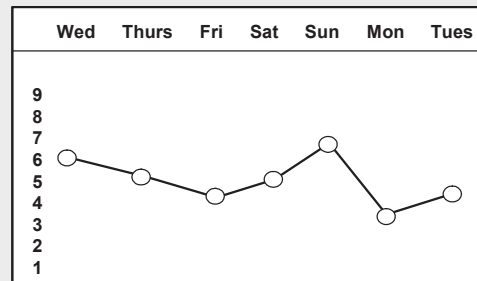
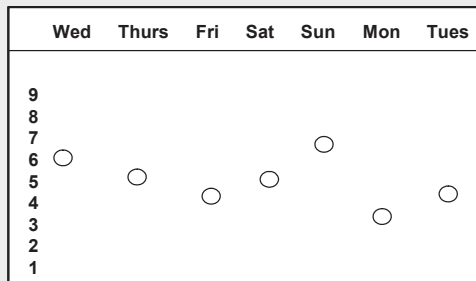
2. Ask and discuss: How did it go tracking people interactions on index cards?

Daily Check In

Ask group members about how they did tracking their moods and coping on their Daily Check In. Make graphs based on one group member's Daily Check In.

3. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.

4. Ask for a volunteer from the group to share the numbers **related to mood** on his or her scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."

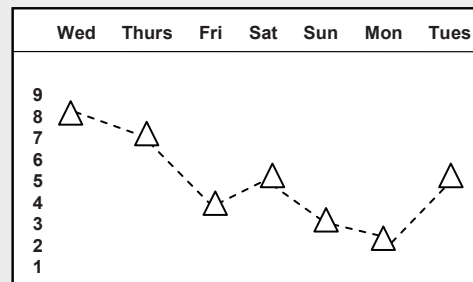
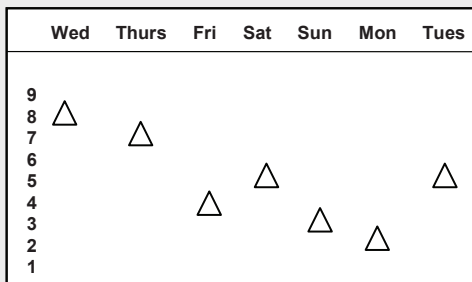


5. When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.

6. Possible follow-up questions: *What did you notice about your mood? Your mood was the lowest on [day]. What sort of interactions with people did you have on that day? Your mood was higher on [day]. How did you interact with people on that day? What do you notice about the connection between your people interactions and your mood? Is there a weekly pattern? Are some days more likely to bring about low moods? If so, what tools can you use to prevent low moods?*

7. Repeat the process for coping, using a new graph. Ask the same volunteer to share the numbers **related to coping** on his or her scale. Add dots to the new graph. If the group member's coping was 8 on the first day, mark a dot at 8 below "Wed."

8. When you are finished adding dots that represent the volunteer's coping for each day, draw lines between the dots to show how coping can change up and down.



9. Possible follow-up questions: *What did you notice about how well you coped with challenges? You coped very well on [day]. What kinds of people interactions were you having on that day? What was your mood? What do you notice about the connections among your people interactions, mood, and how you coped?*

Last session, we asked you to complete these practice activities.

How did your practice go?

- 1. Take the first step towards getting to know somebody better.**
- 2. Track your harmful and helpful people interactions on index cards.**
- 3. Track your mood and coping using the Daily Check In.**

NEW TOPIC: GOOD COMMUNICATION

Listening Well

LEADER TIPS

Time: 20 minutes

Group Member's Workbook: Page 53

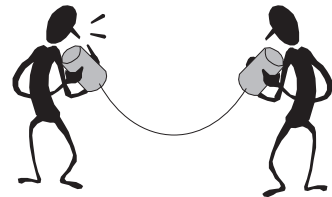
1. Introduce the text. **Say:** *Good communication is an important ingredient in helpful relationships. Good communication involves being able to express yourself clearly and directly, and also being a good listener. We're going to do an exercise where you practice active listening skills. In a little while we'll talk about how to express yourself clearly and assertively.*

2. Ask group members to choose a partner. (If you have an odd number of people in your group, one of the leaders can pair up with the extra group member. If role-playing with a group member, it may be best for the group leader to discuss neutral compared to stressful material to minimize client burden.)

3. Say: *Choose one person to be the first talker. You can tell your partner about what kind of person you would like to be and how you will meet your goals. Or talk about another topic that is important to you. Your partner will practice active listening. I will stop you after about four or five minutes, and the listeners will have a minute to ask the talker some follow-up questions. Then we will switch, so that everybody has a turn to talk and everybody has a turn to listen. Do you have any questions?*

4. After everybody has had a turn, **say:** *What was that like? What did you learn from the exercise?*

In this session, the focus is on communication, including both listening and talking. Good communication is an important ingredient of helpful relationships.



Active listening is important in any relationship. Active listening means to give your full attention to the conversation and hear everything the other person says. Try doing some active listening.

- Get together with one other person in the group.
- Take turns talking about *what kind of person you are trying to become or another topic that is important to you*. Each person has about five minutes to talk.
- The other person will not interrupt you.



If you are the speaker, think about the following.

Is your partner listening to you? How do you know?

What did your partner do that helped you know he or she was listening?

What was not so helpful about what your partner did?

How do you feel? Did it improve your mood to share your thoughts and feelings with somebody who was really listening?

If you are the listener, think about the following:



Try to show that you are really listening; for example, look at your partner and nod your head as he or she speaks.

Notice your partner's tone of voice and body language in addition to the words.

What did your partner say that was most important to him or her?

After your partner is finished talking, restate what you think was the most important thing your partner said, using your own words. Say: "Let me see if I get what you mean..."

Ask your partner if you understood both the facts and the feelings. Give your partner a chance to explain if you didn't hear or understand correctly.

How do you feel? Did it improve your mood to be a good listener for somebody who was sharing thoughts and feelings?

Active listening—whether you are the speaker or the listener—makes your interaction with people more helpful and can improve your mood.



What Is Your Communication Style?

LEADER TIPS

Time: 15 minutes

Group Member's Workbook: Page 55

1. Say: *We have just focused on how we listen; now let's focus on how we talk. To improve and manage your mood and your recovery, it's important to identify and express your own feelings, wishes, thoughts, and opinions. People can communicate these things in different ways, but there are three basic communication styles: passive, aggressive, and assertive.*

2. Say: *Look at the chart in your workbooks. This chart gives some examples of passive, aggressive, and assertive ways of communicating in three different situations. As we read through these examples, think about which style of communication you think is most effective. Use the chart to lead a discussion about the different styles of communication and what a person might say in different situations using the different communication styles.*

3. Say: *What is important is that you are aware of the different styles of communication and you **choose** how you will communicate.*

Briefly go over the list of "Questions to think about."

4. Say: *Now let's think about what communication style you tend to use. **Introduce** the questions under "What is your communication style?" and allow time for group members to write their responses. **Discuss** their responses as time permits.*

Three Basic Communication Styles

Style	Description	Example (situation: waiting in a long line)	Example (situation: conflict with another person)	Respects wishes of others	Respects own wishes
Passive 1	Holding in or withholding how you feel or think.	"I guess there's nothing I can do. I'll just go home."	(Saying to self) "Oh no, when will this ever end?"	Yes	No
Aggressive 2	Expressing your thoughts or feelings in outbursts—shouting, yelling, arguing, throwing things, or hitting people.	"Look, I've been waiting for over an hour! When is someone going to help me? You guys must be idiots!"	"You are an evil person! Everything you do is just to drive me crazy!"	No	Yes
Assertive 3	Expressing positive or negative feelings and thoughts calmly, honestly, and respectfully.	"Excuse me, I know you're really busy, but I really need some information about my housing application. Is there someone I can talk to?"	"I feel bad when I think I have been put down and I don't like how I feel when I put you down. Can we talk about what we can do to be nicer to each other?"	Yes	Yes

Questions to think about:

- If you were _____ (passive, aggressive, or assertive), how might you get your point across?
- If you were _____ (passive, aggressive, or assertive), how well do you think others would understand you?
- If you were _____ (passive, aggressive, or assertive), how would you feel?

What Is Your Communication Style?

Which communication style do you tend to use?

How do you think it affects your mood and your recovery?



Which style do you want to use more often to improve your mood and support your recovery?

An assertive communication style:

- Respects your feelings, wishes, thoughts, and opinions and is the most likely to help your mood and support your recovery.
- Respects the feelings, wishes, thoughts, and opinions of other people.
- Gives you a tool for handling conflicts with other people.
- Allows you to express your feelings and thoughts clearly.
- Increases the chance that you can work with the other person to get what you need or want.
- Decreases the chance that you will be forced to do something you do not want to do.



Think about who you are assertive with and who you could be more assertive with.

Making Requests Assertively

LEADER TIPS

Time: 20 minutes

Group Member's Workbook: Page 58

1. Say: *Part of being assertive is being able to ask for things you want or need in a clear and positive way. When you do this, others know how they can help, and it increases the chance that you will get support. Of course, it does not guarantee that you will get what you want. The other person may agree to something different, or simply refuse, but at least you will know that you have made an effort to improve your communication and have expressed your thoughts and feelings clearly.*

2. Ask: *Why is it useful to make a request even when the answer might be no?* Points to emphasize are:

- The other person might say yes.
- At least you know what the other person thinks.
- You can move on and think about what else you can do.
- It usually feels good to express your thoughts and feelings clearly.

3. Introduce the five steps for making a request.

4. Help group members think through the questions under “Give It a Try—Make a Request.” Help them to write about a request that is meaningful for them now or in the near future.

5. Next, ask group members to practice making a request to a partner or to the group. After each person makes his/her request, help the partner or group give the person feedback and ideas about possible areas for improvement. Begin feedback with what the person did well, and then suggest ways to improve making a request.

Say to the group: *Did [say the group member's name] request sound passive, aggressive, or assertive? What else did this person do well?*

Say to the group member: *How did it affect your mood to ask for what you want in this way?*

Assertiveness means being able to make positive, clear, direct requests.

- You ask for what you want and need.
- When others know what you want and need, they can better help you.
- You can choose to ask for support, respecting the rights of others to say no.

Steps for making a request assertively:

1. Decide what you want or need.

2. Identify who can help you.

3. Choose words to ask for what you need in a way that is clear and direct. Tell the person exactly what you would like and why this will help you. (Also choose your tone of voice.)

Examples:

Indirect requests		Direct requests
I'm really tired of washing dishes.	➔	I would appreciate it if you would help me wash the dishes.
I can't be expected to fill out this application alone.	➔	Could you help me fill out my SSDI application?
Boy, the trash can is full.	➔	Could you please take out the trash in the next half hour?
Don't tell me you brought beer here.	➔	Please don't bring alcohol to my house under any circumstances.

4. Tell the other person how it would make you feel if they did what you asked.

5. Acknowledge the person. Be ready to say: "Thank you" or "I am glad that you told me your point of view" or "I know that you are really busy."

Give It a Try: Make a Request

Think of something important you want or need. What do you want to ask for?

Who will you ask (friend, family member, doctor)?

What words will you use? What tone of voice will you use? Don't forget to tell the other person how it would make you feel to get what you want or need.

Now practice making this request with a partner or with the whole group, and ask what they think. Did your request sound passive, aggressive, or assertive? How did it affect your mood to ask for what you want in this way? Was it more satisfying than "holding it in?"

Expressing Your Feelings and Thoughts Assertively

LEADER TIPS

Time: 15 minutes

Group Member's Workbook: Page 60

- 1. Ask:** *We've just reviewed the importance of asking for things assertively. However, when we communicate with others, we are not always or only asking for things; sometimes we may just want to express our thoughts and feelings. Why do you think it is helpful to share your thoughts and feelings in a clear and direct way? Reinforce that ideas such as assertive communication will help others know exactly how you feel, may make you feel better about getting your feelings "off your chest," can help further a discussion with another person or make it more likely a problem will be resolved.*
- 2. Say:** When you want to express your thoughts and feelings in an assertive way, it is often useful to start with saying "I think. . ." or "I feel. . . ." We call these statements "I statements."
- 3. Introduce** the text through #5.
- 4. Say:** *Assertive communication using "I" statements is more likely to lead to healthy relationships, improve your mood, and support your recovery. Let's give it a try.*
- 5. Introduce** the text under "Give It a Try: Express Your Feelings and Thoughts" and give group members time to write their answers on the lines.
- 6. Allow** group members to share what they wrote. **Ask:** *How do you think somebody would react if you expressed your feelings like this? How do you think you would feel if you expressed yourself in this way?*
- 7. Go over** the "rights" on the scroll with the person sitting on top. **Say:** *An important idea behind the notion of assertive communication is that you have the right to express your thoughts, feelings, and needs to others, and the right to decide whether you will do what others ask of you. Let's take a moment to review some important relationship rights. Will somebody volunteer to finish the first sentence?*

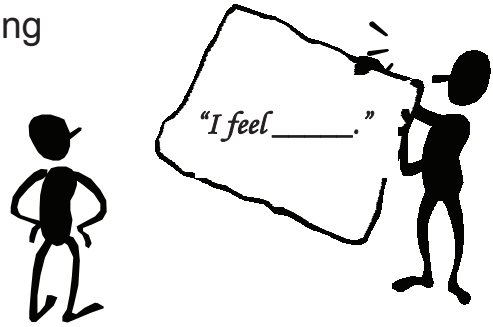
Assertiveness means being able to express positive or negative feelings and/or thoughts calmly, honestly, and respectfully to another person. This includes saying clearly when you do not want to do something. Expressing how you feel begins with “I” statements.

“I feel”

I feel hurt because I feel that I’m being yelled at.

I feel sad when I’m not appreciated for all that I do.

I feel angry when you offer me a drink when you know I’m trying to quit.

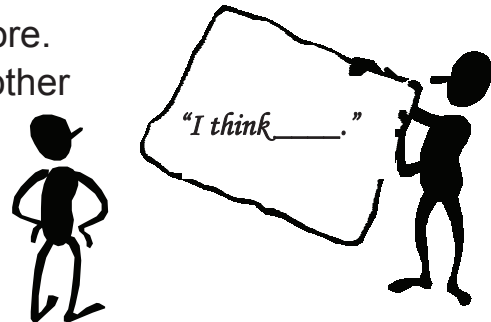


“I think”

I think we need to talk things out more.

I think we need to spend time with other people.

I think you have blamed me for something I didn’t do.



Some of the same steps you used when making a request apply here, too. For example:

- 1. Decide what you are feeling or thinking.**
- 2. Decide who you want to express yourself to.**
- 3. Try to use “I” statements (“I feel...,” “I think...”) rather than “you” statements (“You always do that,” “You just don’t understand”).**

4. Decide if there is something you need as a result of your feelings or thoughts. The other person may not agree with your way of thinking or understand your feelings. Decide ahead of time if there is something you want to ask for. Ask for what you need in a way that is clear and direct.

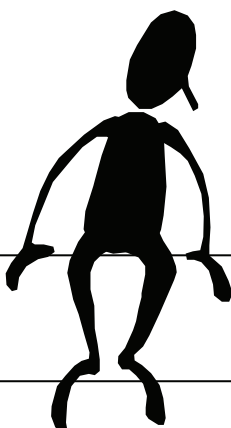
5. Acknowledge the person. For example, be ready to say: “Thank you.”

Give It a Try: Express Your Feelings and Thoughts

Imagine a situation where you want to express how you feel or think to another person. You could be talking with a person you are having problems with. Try to include some “I” statements. What words would you say?

How do you think the person would react?

How do you think you would feel if you expressed yourself in this way?



My Rights

1. I have the right to let others know my feelings as long as I do it in a way that is respectful of their feelings.
2. I have the right to let others know my thoughts and opinions as long as I do it in a way that is respectful of their thoughts and opinions.
3. I have the right to request that others change their behavior when their behavior affects me.
4. I have the right to accept or reject anything that others say to me.
5. I have the right to decide whether or not I will do what others ask of me.

You have the right to feel safe!

Tell your group leaders if you are in a relationship in which you are afraid you may be hurt physically. You can get help and support. There are services that specialize in helping people who are in relationships where there is domestic violence.



KEY MESSAGES

Key messages from this session include:

- You can choose to communicate with others in a way that improves your relationships and your mood, and that supports your recovery.
- Active listening is an important part of communication.
- You have a right to express your thoughts, feelings, and needs. Using assertive communication can be an effective way to do this.



What do you want to remember about this session?
Write your own key messages here.



PRACTICE

LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 64

Be Assertive with Someone

1. Say: *Can you think of someone you can be assertive with? Think about when you can make a commitment to do that. Write your commitment in your book. Before next session, make an assertive request and express your feelings and thoughts assertively with someone.*

Track Your Interactions with People Each Day

2. Say: *The first step in changing your people interactions, improving your mood, and managing your cravings is to identify the interactions with people that have power over you in terms of your mood and cravings. Your other practice activity is to keep track of your harmful and helpful interactions with people each day.*

3. Pass out index cards, seven cards for each person, and one binder clip per person. **Then say:** *You also have room in your workbook to write your harmful and helpful people interactions each day. You may use the index cards, or the "cards" in your workbook, or both. You can take a few minutes right now and put the plus signs and minus signs on your cards.*

4. Say: *We expect that you will be able to identify 5–10 people interactions each day. Bring the cards with you for next session. You can use the clip to attach them to your workbook. Take a moment to write down one harmful and one helpful people interaction to get you started.*

5. Remind the group that it is important that they do the practice activities. **Ask** the group members if they have any questions.

Daily Check In

6. Read aloud the directions for the Daily Check In.

1. Decide when and with whom you would like to:

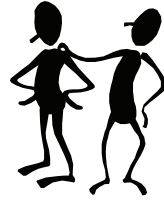
- make a request assertively.
- express your feelings and thoughts assertively.
- carry out your plan before the next session.

2. Track your harmful and helpful people interactions using index cards.

3. Track your mood and your coping using the Daily Check In.

My Commitment

I will get together with this supportive person before the next session.



I will be assertive with this person before the next session.



Your Signature

DAILY CHECK IN



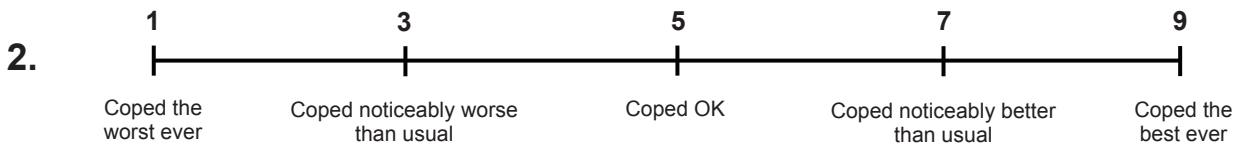
Instructions

Today's Date: _____

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7, or 9. There are no wrong answers. Only you know how you have felt each day.
- Did you notice your people interactions? At the bottom, write in the number of harmful and helpful people interactions you had each day.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.



Write in the day of the week.		_____	_____	_____	_____	_____	_____
Mood	Best mood ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Noticeably better mood	7	7	7	7	7	7
		6	6	6	6	6	6
	Ok/average mood	5	5	5	5	5	5
		4	4	4	4	4	4
Noticeably worse mood	3	3	3	3	3	3	
	2	2	2	2	2	2	2
Lowest mood ever	1	1	1	1	1	1	1



Write in the day of the week.		_____	_____	_____	_____	_____	_____
Coping with challenges to my recovery	Coped the best ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Coped noticeably better than usual	7	7	7	7	7	7
		6	6	6	6	6	6
	Coped OK	5	5	5	5	5	5
		4	4	4	4	4	4
Coped noticeably worse than usual	3	3	3	3	3	3	
	2	2	2	2	2	2	2
Coped the worst ever	1	1	1	1	1	1	1

3.

Write in the day of the week.	_____	_____	_____	_____	_____	_____
Number of harmful people interactions						
Number of helpful people interactions						

People Interactions, Day 1

—



(Write in the day of the week.)

People Interactions, Day 1

+



(Write in the day of the week.)

People Interactions, Day 2

—



(Write in the day of the week.)

People Interactions, Day 2 +



(Write in the day of the week.)

People Interactions, Day 3 -



(Write in the day of the week.)

People Interactions, Day 3 +



(Write in the day of the week.)

People Interactions, Day 4

—



(Write in the day of the week.)

People Interactions, Day 4

+



(Write in the day of the week.)

People Interactions, Day 5

—



(Write in the day of the week.)

People Interactions, Day 5 +



(Write in the day of the week.)

People Interactions, Day 6 -



(Write in the day of the week.)

People Interactions, Day 6 +



(Write in the day of the week.)

People Interactions, Day 7

—



(Write in the day of the week.)

People Interactions, Day 7

+



(Write in the day of the week.)



FEEDBACK

LEADER TIPS

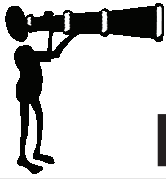
Time: 2 minutes

Group Member's Workbook: Page 72

1. Encourage group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.

2. Read aloud one or two of the questions.

- What was helpful about today's session?
- What was less helpful?
- What suggestions do you have to improve your treatment?



LOOKING AHEAD

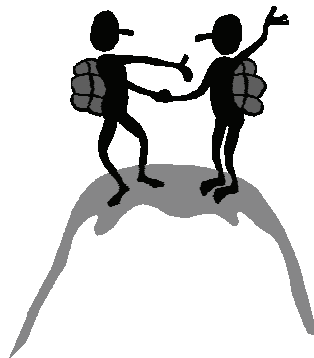
LEADER TIPS

Time: 1 minute

Group Member's Workbook: Page 72

1. **Read aloud** the text.
2. **Congratulate** group members for attending the group.

We began this module by talking about how to notice your people interactions and decide if they are harmful or helpful. We also talked about how to change your people interactions by meeting new people and communicating more effectively. In Session 4 we will talk about coping with difficult situations.



GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 3

Instructions

Taught/Done: Were you able to cover the material? If you didn't do it in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle "easy," "OK," or "hard."

	Taught/Done? (circle yes or no)		How difficult was it to lead this part of the session? (circle easy, OK, or hard)		
Welcome	Yes	No	Easy	OK	Hard
Purpose and Outline	Yes	No	Easy	OK	Hard
Announcements	Yes	No	Easy	OK	Hard
How Have You Been Feeling?	Yes	No	Easy	OK	Hard
Review					
Last Session	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
New Topic: Good Communication for Healthy People Interactions					
Listening Well	Yes	No	Easy	OK	Hard
What Is Your Communication Style?	Yes	No	Easy	OK	Hard
Making Requests Assertively	Yes	No	Easy	OK	Hard
Expressing Your Feelings and Thoughts Assertively	Yes	No	Easy	OK	Hard
Key Messages	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
Feedback	Yes	No	Easy	OK	Hard
Looking Ahead	Yes	No	Easy	OK	Hard

SESSION 4: COPING WITH DIFFICULT SITUATIONS

LEADER'S NOTES

LEADER TIPS

Materials Needed

- **Group Member’s Workbooks** (“People, Alcohol/Drug Use, and Your Mood”)—a few copies to loan in case some group members forgot to bring their own workbooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard**, or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
- **Index cards**—enough to give everyone in the group seven cards
- **Small binder clips**—enough to give one to every group member—so they can attach their index cards to their workbooks

Group Leaders’ Goals

- Explain that helpful people interactions can lead to more helpful people interactions.
- Help group members understand that they make choices about what to think or do.
- Help group members understand that they can change what they think or do at any point—they can make a u-turn.

Welcome Group Members

Greet group members by name. Ask them informally how their practice went.

Purpose and Outline

Introduce the Purpose and Outline.

PURPOSE

- Learn that your mood and cravings can go up or down based on the interactions you have with other people.
- Understand that you can choose what kind of people interactions you have.
- Understand that you can change direction at any point and improve your people interactions.

OUTLINE

Announcements

Review

New Topic: Coping with Difficult Situations

One People Interaction Leads to Another: A Chaining Activity

You Can Change Direction at Any Time

Key Messages

Practice

Feedback

Looking Ahead



ANNOUNCEMENTS

The group leaders will make any announcements that might be necessary.

Is there anything you need to let the leaders know about?



REVIEW

Last Session

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 74

1. **Ask and discuss:** *What do you remember from the last session?*
2. **Read aloud** the key messages.

Key messages from last session are:

- You can choose to communicate with others in a way that improves your relationships and your mood, and that supports your recovery.
- Active listening is an important part of communication.
- You have a right to express your thoughts, feelings, and needs. Using assertive communication can be an effective way to do this.

Today we will talk more about the links among your people interactions, recovery, and mood.

Practice

LEADER TIPS

Time: 20 minutes

Group Member's Workbook: Page 75

Be Assertive with Someone

1. Ask and discuss: *How did it feel to communicate assertively? Would anybody like to share their experience?*

Track Your Helpful and Harmful People Interactions on Index cards

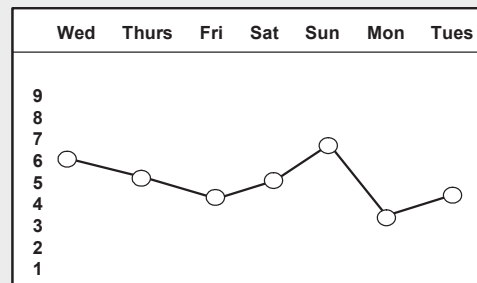
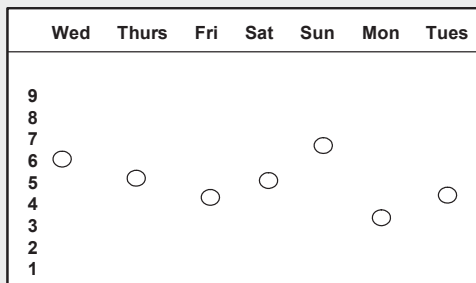
2. Ask and discuss: *How did it go tracking people interactions on index cards?*

Daily Check In

Ask group members about how they did tracking their moods and coping on their Daily Check In. Make graphs based on one group member's Daily Check In.

3. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.

4. Ask for a volunteer from the group to share the numbers **related to mood** on his or her scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."

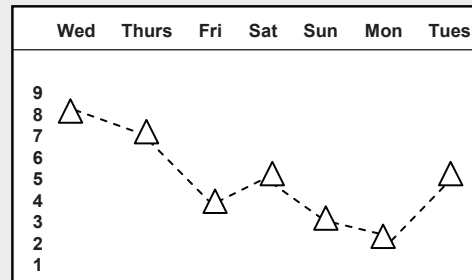
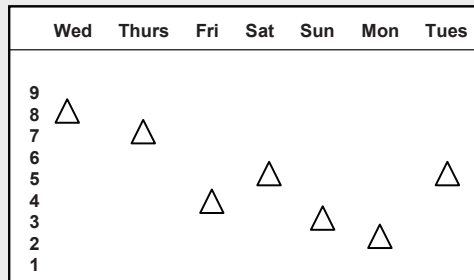


5. When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.

6. Possible follow-up questions: *What did you notice about your mood? Your mood was the lowest on [day]. What sort of interactions did you have with people on that day? Your mood was higher on [day]. How did you interact with people on that day? What do you notice about the connection between your people interactions and your mood? Is there a weekly pattern? Are some days more likely to bring about low moods? If so, what tools can you use to prevent low moods?*

7. Repeat the process for coping, using a new graph. Ask the same volunteer to share the numbers **related to coping** on his or her scale. Add dots to the new graph. If the group member's coping was 8 on the first day, mark a dot at 8 below "Wed."

8. When you are finished adding dots that represent the volunteer's coping for each day, draw lines between the dots to show how coping can change up and down.



9. Possible follow-up questions: *What did you notice about how well you coped with challenges? You coped very well on [day]. What kinds of people interactions were you having on that day? What was your mood? What do you notice about the connections among your people interactions, mood, and how you coped?*

Last session, we asked you to complete these practice activities.

How did your practice go?

- 1. Make a request assertively. Express your thoughts and feelings assertively.**
- 2. Keep track of your harmful and helpful people interactions on index cards.**
- 3. Track your mood and coping using the Daily Check In.**

NEW TOPIC: COPING WITH DIFFICULT SITUATIONS

One People Interaction Leads to Another: A Chaining Activity



LEADER TIPS

Time: 30 minutes

Group Member's Workbook: Page 76

1. Say: *We have talked about how the cycle of depression and drinking or using can begin with a simple fact or event. For example, "I got a divorce" or "I stopped drinking." The event doesn't have to be big. It could be that you lost your house keys or were late to work.*

We will do a "chaining" exercise in which you can see how your mood can go down or up in a continuous chain, depending on your people interactions. The goal of the exercise is to help you understand how your role in your people interactions affects how you feel and that you can make choices about who you spend time with and how you interact with people that can make you feel better or worse.

An example of this exercise is included in your workbook, but we will do one together on the board.

2. Quickly **draw** on the board the numbers 1 through 9, with 9 at the top, 8 on the next line, etc. (See the example on the next page.)

3. Say: *Just like the Daily Check In, the chaining activity uses a scale of 1 to 9 to rate your mood. "1" is the worst mood and "9" is the best. The chaining activity begins with a fact or an event. Can anybody suggest a statement of fact, preferably something recent, that we can put in the middle on line #5?*

Use a real event in one of the group member's lives and use the chaining activity to illustrate how people interactions can help that person feel better or worse.

4. Say: *Now we are going to think of different interactions with people that could bring your mood down. We could also include **lack** of interactions with people—like isolating yourself in your room. So, let's think of a people interaction you might have that would bring your mood down to a 4. What would bring you down just a little bit?*

Best mood

- 9.
- 8.
- 7.
- 6.
- 5. I have just stopped drinking alcohol.**
- 4.
- 3.
- 2.
- 1.

Worst mood

If you are working with a person in the group, **ask** other group members to help him or her think of people interactions that would make the mood worse. They can also think about how avoiding contact with others might cause their mood to spiral down.

If the first response seems too drastic, check with the group for guidance by saying: *If you did [repeat the people interaction the group suggested], would it bring your mood down to a 4? Or even lower?* Write the people interaction next to the number where the group feels it belongs.

If someone in the group suggests a thought instead of a people interaction, say: *If you had that thought, how might that influence the way you interact with people?* Write the thought and the people interaction on the board.

5. Next ask for a people interaction that would lead to a mood of about 3, and write it on the board next to the 3. Do the same for moods rated 2 and 1.

Note: If a client reports an interaction that focuses on the actions of another person, ask them to focus on what action they did (or could do) that would bring a change in their mood. For example, “Friends offered me a beer.” --> “Drank due to peer pressure. ”

While it is best to complete all the numbers, you do not need to fill in all the numbers in this exercise. If group members understand the idea, just fill in one or two going down and one or two going up.

Best mood

- 9.
- 8.
- 7.
- 6.

5. I have just stopped drinking alcohol.

4. Stay at home and watch TV.
3. Refuse an invitation to go to lunch with sober friends.
2. Get into an argument with a drinking buddy who tells me I am not fun anymore.

Worst mood

1. Isolate myself through ignoring phone calls and other contact with others and drink alone.

6. Complete the rest of the chaining activity going up. **Say:** *Let's return to the statement of fact that we wrote at the neutral point, number 5. What's a people interaction that might make your mood improve a little and become a 6?*

Repeat the process for moods up to 9.

Best mood

9. Reconnect with family or friends that I alienated when I was drinking.

8. Get support from others by going to AA meetings.

7. Talk to my counselor about the positive changes I have been making.

6. Go to lunch with sober friends.

5. I have just stopped drinking alcohol.

4. Stay at home and watch TV.

3. Refuse an invitation to go to lunch with sober friends.

2. Get into an argument with a drinking buddy who tells me I am not fun anymore.

Worst mood

1. Isolate myself through ignoring phone calls and other contact with others and drink alone.

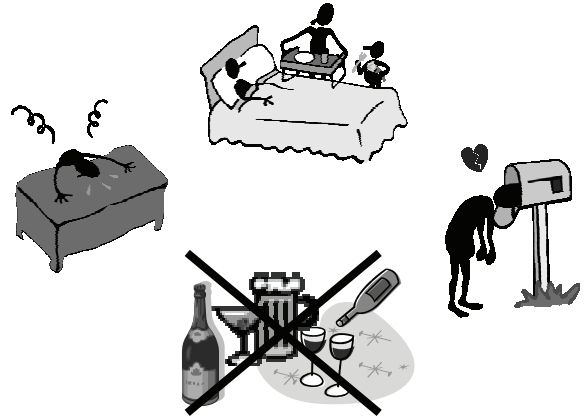
7. Say: *As you can see, you can shape your own mood, and it may change gradually.* **Ask** group members if they have any questions or comments.

8. Say: *Now try the same activity on your own—fill in the blanks in the table in your workbook. (Allow 5 minutes for this.)* **Then say:** *Would anybody like to read what they wrote?*

9. Say: *What do you notice about the connection between your people interactions and your mood?*

The cycle of depression and drinking/using can begin with a straightforward fact or event.

- You lose a job.
- You lose a friend due to a move.
- You don't have contact with your family.
- You have been diagnosed with diabetes.
- You have no energy.
- You have recently stopped using drugs or alcohol.



The chaining activity illustrates how your mood can get better or worse depending on how you respond to the fact or event.



As your mood changes, how do you think this affects your cravings (desire to use)?

Are you more likely to crave (want to use) alcohol/drugs when your mood is good, or when it is bad?

Instructions

- 1.** In the table on the next page, **write a statement of fact or an event** on the line next to #5.
- 2.** Think about an interaction with someone that would bring your mood down. You can also think about how *avoiding* contact with people might bring your mood down. What interaction (or lack of interaction) with people might bring your mood down just a little? **Write that interaction next to #4.**
- 3.** Think of a continuous chain of interactions with people that make you feel worse, until your mood is at its lowest. Write that chain of people interactions on lines #3, #2, and #1.
- 4.** Complete the rest of the chaining activity going up. What is a people interaction that would make your mood improve just a little? Write that interaction next to #6.
- 5.** Fill in lines #7 and #8.
- 6.** What people interaction would make you really happy? Write that next to #9.

Sample

Best mood	9.	Invite my friend to dinner.
	8.	Call my friend to try to resolve the argument.
	7.	Write my friend a letter expressing my feelings about our fight.
	6.	Talk with another friend to get advice.
Okay/ average mood	5.	My friend and I had a fight.
	4.	Tell my partner that my friend is awful.
	3.	Don't call my friend when we usually talk.
	2.	Ignore my friend when I see her.
Worst mood	1.	Cancel the trip we had planned.

Your Chaining Activity



Best mood	9.	
↑	8.	
	7.	
	6.	
Okay/ average mood	5.	Statement of fact _____
↓	4.	
	3.	
	2.	
Worst mood	1.	

The chaining activity illustrates that:

- Your interactions with people—or lack of interactions—affect how you feel.
- You can choose how you interact with other people, who you interact with, and how you spend your time together.
- Helpful interactions with people are likely to lead to more helpful interactions, bring your mood up, and support your recovery.

You Can Change Direction at Any Time

LEADER TIPS

Time: 45 minutes

Group Member's Workbook: Page 80

- 1. Say:** *The chaining activity shows that your people interactions can lead to another helpful or harmful interaction, and another.*
- 2. Say:** *Sometimes, when you are in a downward spiral with your people interactions, you might feel like you have no choices and that you just have to put up with interactions that make you feel down. This kind of helpless feeling may make you feel like drinking or using. However, you have choices at every point when you are interacting with others. You can choose to stop and then go in another direction by changing what you think and do. We call this making a u-turn.*
- 3. Go over** the text with the group. Tell group members that the table is just for them if they would like to make some notes.
- 4. Ask:** *What are some of the difficult situations you might face while you are in recovery?*
Make a list on the board of difficult situations group members describe. Make sure these are specific and that each person gives an example. It may be helpful if group members discussed recent difficult situations they have faced.
- 5. Say:** *In a minute we will ask you to choose a partner. We know this may be awkward, but these role-plays are important to practice what you might do if the situation were ever to come up. Does that make sense? Would you be willing to give this a try? You and your partner will pick one situation on the board and act it out for the group. Try to come up with ideas for what you could say when you can do a u-turn that would be more helpful for you rather than harmful. The idea is to give you tips for how to stop going in a direction that would be harmful for you, make a u-turn, and head in a more helpful direction.*
- 6. Ask** one pair of group members to role-play a difficult situation. [If group members do not volunteer, then you and your co-leader may model a difficult situation.] Tell the partners that they may ask the group for help if they are stuck, or the group may volunteer ideas.
- 7. Now choose another pair to role-play** a different situation. **Say:** *This time we will add something new to the role-plays. If you are in the audience and would like to try acting out the same situation, say "Rewind" just as the role-play is over and jump in to try the role-play yourself. The person playing the part of the person in recovery sits down and you take his or her place.*
- 8. Note to group leaders:** If no group members volunteer to jump in and "rewind" the scene, **you** can say "Rewind!" and ask someone to try another way. For example, you could say, "[Say the person's name], can you give it a shot to see how someone else might do it?" Be sure to tell the group that: *There is no perfect way to handle any situation. In fact, there are several positive ways to approach a situation. We want you to experiment with many ways. If someone knows of only one way to deal with a situation, he has little freedom. If he knows of five ways to deal with the situation, he has more freedom. We want you to have as much freedom as possible.*



In any situation, you can stop and check your thoughts and your behavior. Do your thoughts and behaviors make you feel good and support your recovery? If not, you can change direction and change what you think and do. It's your choice.

What are some difficult situations you might face while in recovery?

Notes to Yourself: How to Keep Going in the Right Direction	
Difficult situations	What could you think and do?
You see your dealer and he or she offers you drugs.	Assertively tell the dealer, <i>"I'm working to stay clean; don't offer me drugs anymore because I don't want them."</i> Think about the reasons you want to stay in recovery and how good your life can be without drugs.
You buy drugs from your dealer and take them home.	You may be off-course, but you can still make a u-turn and go in the right direction. Throw the drugs away. Call your sponsor and talk about what happened. Avoid the situation next time by staying away from places where you know the dealer hangs out.
You go to a family party and some of your family members are using drugs.	
A group of friends tells you that you aren't any fun since you stopped drinking.	



KEY MESSAGES

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 81

Review the key messages.

Key messages from this session include:

- Choosing helpful interactions with people can lead to more helpful interactions with people.
- You have choices about what you think and do.
- You can change what you think and do at any point. When an interaction with someone else is harmful, you can make a u-turn.



What do you want to remember about this module?

Write your own key messages here.



PRACTICE

LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 82

1. Practice making your interactions with people more helpful.

Can you think of a situation before next session where you can practice making a u-turn? Try and do a u-turn during that situation by doing something different, such as changing your thoughts and behavior. I want to make it clear that we are not asking you to seek out a risky situation but rather to make a u-turn during a situation that you encounter in your daily life.

Track Your Interactions with People Each Day

2. Pass out index cards, seven cards for each person, and one binder clip per person. **Then say:** *You also have room in your workbook to write your harmful and helpful people interactions each day. You may use the index cards, or the "cards" in your workbook, or both. You can take a few minutes right now and put the plus signs and minus signs on your cards.*

3. Say: *We expect that you will be able to identify 5–10 people interactions each day. Bring the cards with you for next session. You can use the clip to attach them to your workbook. Take a moment to write down one harmful and one helpful people interaction to get you started.*

Daily Check In

4. Remind group members that the Daily Check In now includes a place at the bottom to indicate how many harmful and helpful people interactions they had each day.

5. Ask the group if they have any questions.

1. Practice making your interactions with people more helpful.

Find a situation before the next session where you can practice making a u-turn.

- Stop and check what you are thinking or doing.
- Decide whether the situation is harmful or helpful.
- If the situation is harmful, try doing something different—change your thoughts and behavior to get into a better situation.

2. Track your helpful and harmful people interactions using index cards.

- Use one separate card for each day (using either the separate index cards or the “cards” printed in your manual).
- Write the day of the week on the cards. For example, if you start tracking your people interactions for the week on a Wednesday, write “Wednesday” (or “W”) on the first card.
- Mark one side of the first day’s card with a minus sign (-) and write 4–5 harmful people interactions that you have on that day. Mark the other side of the card with a plus sign (+) and write 4–5 helpful people interactions that you have on the same day.
- Bring your cards with you to the next session.

3. Track your mood and coping using the Daily Check In.

Continue to count the number of harmful and helpful people interactions you have each day.

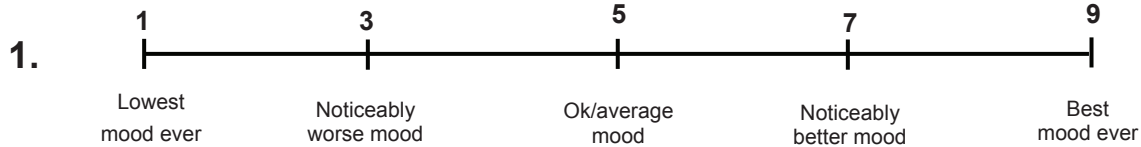
DAILY CHECK IN



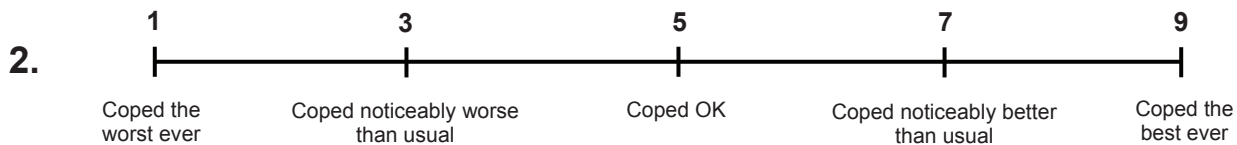
Instructions

Today's Date: _____

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7, or 9. There are no wrong answers. Only you know how you have felt each day.
- Did you notice your people interactions? At the bottom, write in the number of harmful and helpful people interactions you had each day.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.



Write in the day of the week.		_____	_____	_____	_____	_____	_____
Mood	Best mood ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Noticeably better mood	7	7	7	7	7	7
		6	6	6	6	6	6
	Ok/average mood	5	5	5	5	5	5
		4	4	4	4	4	4
	Noticeably worse mood	3	3	3	3	3	3
	2	2	2	2	2	2	
	Lowest mood ever	1	1	1	1	1	1



Write in the day of the week.		_____	_____	_____	_____	_____	_____
Coping with challenges to my recovery	Coped the best ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Coped noticeably better than usual	7	7	7	7	7	7
		6	6	6	6	6	6
	Coped OK	5	5	5	5	5	5
		4	4	4	4	4	4
	Coped noticeably worse than usual	3	3	3	3	3	3
	2	2	2	2	2	2	
	Coped the worst ever	1	1	1	1	1	1

3.

Write in the day of the week.	_____	_____	_____	_____	_____	_____
Number of harmful people interactions						
Number of helpful people interactions						

People Interactions, Day 1

—



(Write in the day of the week.)

People Interactions, Day 1

+



(Write in the day of the week.)

People Interactions, Day 2

—



(Write in the day of the week.)

People Interactions, Day 2

+



(Write in the day of the week.)

People Interactions, Day 3

-



(Write in the day of the week.)

People Interactions, Day 3

+



(Write in the day of the week.)

People Interactions, Day 4

—



(Write in the day of the week.)

People Interactions, Day 4

+



(Write in the day of the week.)

People Interactions, Day 5

—



(Write in the day of the week.)

People Interactions, Day 5

+



(Write in the day of the week.)

People Interactions, Day 6

-



(Write in the day of the week.)

People Interactions, Day 6

+



(Write in the day of the week.)

People Interactions, Day 7

—



(Write in the day of the week.)

People Interactions, Day 7

+



(Write in the day of the week.)



FEEDBACK

LEADER TIPS

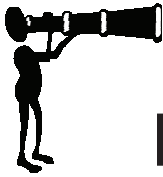
Time: 2 minutes

Group Member's Workbook: Page 89

1. Encourage group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.

2. Read aloud one or two of the questions.

- What was helpful about today's session?
- What was less helpful?



LOOKING AHEAD

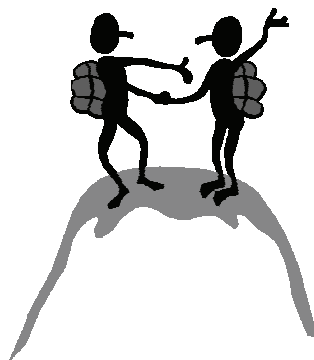
LEADER TIPS

Time: 1 minute

Group Member's Workbook: Page 89

1. **Read aloud** the text.
2. **Congratulate** group members for attending the group.

In this session, you had a chance to practice coping with difficult situations. In Session 5, we will talk more about difficult situations and you will get some tips for coping with harmful relationships.



GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 4

Instructions

Taught/Done: Were you able to cover the material? If you didn't do it in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle the word "easy," "OK," or "hard."

	Taught/Done? (circle yes or no)		How difficult was it to lead this part of the session? (circle easy, OK, or hard)		
Welcome	Yes	No	Easy	OK	Hard
Purpose and Outline	Yes	No	Easy	OK	Hard
Announcements	Yes	No	Easy	OK	Hard
Review					
Last Session	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
New Topic: Coping with Difficult Situations					
One People Interaction Leads to Another: A Chaining Activity	Yes	No	Easy	OK	Hard
You Can Change Direction at Any Time	Yes	No	Easy	OK	Hard
Key Messages	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
Feedback	Yes	No	Easy	OK	Hard
Looking Ahead	Yes	No	Easy	OK	Hard

SESSION 5: COPING WITH DIFFICULT PEOPLE INTERACTIONS

LEADER'S NOTES

LEADER TIPS

Materials Needed

- **Group Member’s Workbooks** (“People, Alcohol/Drug Use, and Your Mood”)—a few copies to loan in case some group members forgot to bring their own workbooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard**, or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
- **The PHQ-9 depression measure**—enough copies for everyone in the group

Group Leaders’ Goals

- Help group members learn to catch and check their harmful relationships, and discuss some ways of changing harmful relationships.
- Help group members identify their triggers, i.e., the people interactions that bring their mood down or make it more likely they will drink/use.
- Help group members understand that one way to manage harmful people interactions is to manage their own thoughts and behavior.

Welcome Group Members

1. As group members arrive, greet them by name. Ask them informally how their practice went.
2. **Pass out** the PHQ-9 depression measure. Ask group members to fill them out, put their names on them, and return them to you. Tell group members that you will talk more about the questionnaire later.

Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members’ depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client’s risk of suicide or “handing off” the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal.

Purpose and Outline

Introduce the Purpose and Outline.

PURPOSE

- Review the connections among interactions with people, mood, and recovery.
- Learn how to identify harmful relationships and minimize their impact on you.
- Identify old habits that get in the way of helpful relationships.

OUTLINE

Announcements

How Have You Been Feeling?

Review

New Topic: Coping with Difficult People Interactions

What Kind of People Interactions Bring Your Mood Down or Make You Feel Like Drinking/Using?

Old Habits That Get in the Way of Helpful Interactions with People

How to Begin to Change Those Old Habits and Improve Your Interactions with People

Key Messages

Practice

Feedback

Looking Ahead



ANNOUNCEMENTS

The group leaders will make any announcements that might be necessary.

Is there anything you need to let the leaders know about?

HOW HAVE YOU BEEN FEELING?

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 92

- 1. Introduce** the text in the Group Member's Workbook.
- 2.** After the session, **compare** each group member's PHQ-9 scores with his or her previous scores (if the group member has filled out the questionnaire at a previous session). This comparison will allow you to monitor each group member's depression.

Note: In addition to the PHQ-9, choose another measure to monitor how group members are progressing in their recovery. See the Group Leader's Introduction for a discussion of how to select a measure that supplements the PHQ-9. Compare current and previous scores as you would with the PHQ-9 measure.



You filled out a questionnaire at the beginning of the session, the “Patient Health Questionnaire”—PHQ-9 for short.

You will fill out the questionnaire before the group begins at Sessions 1, 3, and 5 of each CBT module. The questionnaire allows you and your group leaders to keep track of how you are feeling while you are attending the group.



REVIEW

Last Session

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 93

- 1. Say:** *Last session we talked about how people interactions can make a chain of harmful interactions go down and helpful interactions go up. Remember, you have the power to interrupt a chain of harmful interactions and make a u-turn at any time to keep yourself going in the right direction. Today we will talk about more strategies for changing your harmful interactions to helpful interactions.*
- 2.** Read aloud the key messages or ask a volunteer to read them. **Ask:** *What do you remember most from last session?*
- 3. Ask:** *Does anybody have any questions before we look at this session's new topic?*

What do you remember most from the last session?

Key messages from last session are:

- Choosing helpful interactions with people can lead to more helpful interactions with people.
- You have choices about what you think and do.
- You can change what you think and do at any point. When an interaction with someone else is harmful, you can make a u-turn.

Today we will talk more about coping with difficult situations and harmful people interactions.

Practice

LEADER TIPS

Time: 20 minutes

Group Member's Workbook: Page 93

Practice Making Your Interactions with People More Helpful

1. Ask and discuss: *Part of your practice from last session was to notice when you found yourself in a difficult situation, check to see if it was harmful, and practice making a u-turn. Were you able to do this practice? What questions do you have?*

Track Your Harmful and Helpful People Interactions on Index Cards

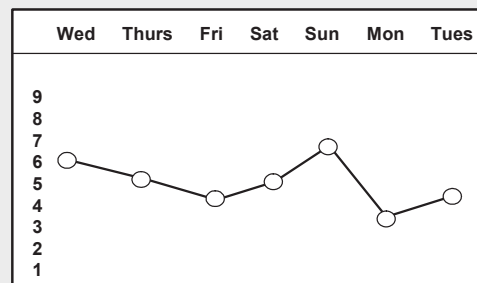
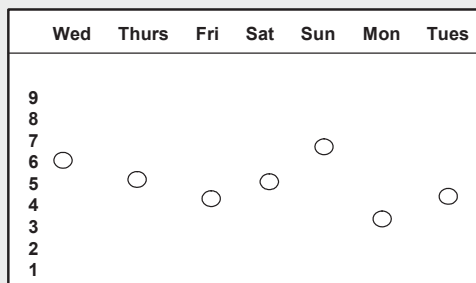
2. Ask: *What was it like to write down your interactions with people on the index cards? How did it go?*

Daily Check In

Ask group members about how they did tracking their moods and coping on their Daily Check In. Make graphs based on one group member's Daily Check In.

3. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.

4. Ask for a volunteer from the group to share the numbers **related to mood** on his or her scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."

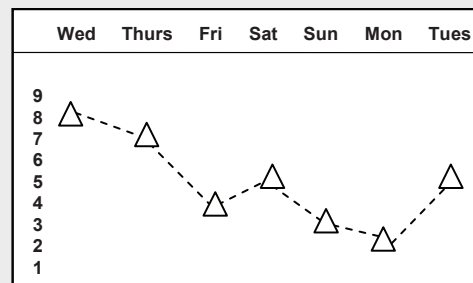
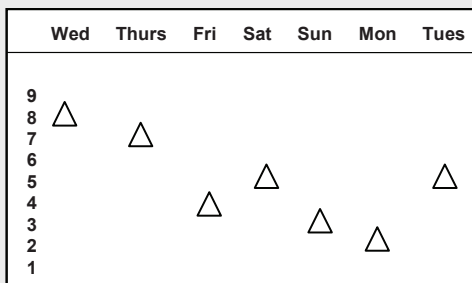


5. When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.

6. Possible follow-up questions: *What did you notice about your mood? Your mood was the lowest on [day]. What sort of contacts did you have with people on that day? Your mood was higher on [day]. How did you interact with people on that day? What do you notice about the connection between your people interactions and your mood? Is there a weekly pattern? Are some days more likely to bring about low moods? If so, what tools can you use to prevent low moods?*

7. Repeat the process for coping, using a new graph. Ask the same volunteer to share the numbers **related to coping** on his or her scale. Add dots to the new graph. If the group member's coping was 8 on the first day, mark a dot at 8 below "Wed."

8. When you are finished adding dots that represent the volunteer's coping for each day, draw lines between the dots to show how coping can change up and down.



9. Possible follow-up questions: *What did you notice about how well you coped with challenges? You coped very well on [day]. What kinds of people interactions were you having on that day? What was your mood? What do you notice about the connections among your people interactions, mood, and how you coped?*

Last session, we asked you to complete these practice activities. How did your practice go?

1. Practice making your people interactions more helpful.

2. Track your harmful and helpful people interactions using index cards.

3. Track your mood and coping using the Daily Check In.

NEW TOPIC: COPING WITH DIFFICULT PEOPLE INTERACTIONS

What Kind of People Interactions Bring Your Mood Down or Make You Feel Like Drinking/Using?

LEADER TIPS

Time: 15 minutes

Group Member's Workbook: Page 94

1. Say: *In the last session, we talked about how helpful interactions with people often lead to other helpful interactions, and harmful interactions with people often lead to other harmful interactions—sort of like a chain reaction. We also talked about how even when you find yourself in a harmful interaction; you can try and change the situation by making a u-turn. Today, we are going to talk about a certain type of harmful people interaction that is especially important to be aware of, called a “trigger situation.”*

2. Go over the text. Say: *A trigger situation involving people is an interaction with others that makes you feel depressed or makes you feel like drinking or using. Everyone's trigger situations may be different, so it's important to recognize what yours are so that you can use your u-turn skills to try to change the situation and go in a different direction.*

Some situations are harmful for you because they bring your mood down or make it more likely that you will drink or use. You may also find that certain people in your life have a harmful effect on you. They can even be family members or close friends. These people and situations are your “triggers.”

Each person's triggers may be different, but common triggers include:

- Somebody offers you alcohol or drugs.
- People drink or use around you.
- You get into an argument with another person.
- Somebody criticizes you.
- Celebrating with friends.

What are your triggers? Think about past experiences. When were you last depressed or when did you last drink or use? Who else was around?

Old Habits That Get in the Way of Helpful Interactions with People

LEADER TIPS

Time: 30 minutes

Group Member's Workbook: Page 96

1. Say: *When you check your thoughts and behavior, you might find that you have some old habits that get in the way of helpful interactions with people.*

The rules that we set up for relationships can be harmful or helpful. Let's look at some examples.

2. Go over the examples.

Where do relationship rules come from?

3. Say: *You might wonder why you make up rules in the first place, especially when you look at them and see how they affect you. You might think things like "that may not be a good rule to have. Why am I using it?" or "I must be stupid to have such a rule." It's important to know that the rules probably made a lot of sense at one point in your life and helped you to be safe.*

4. Go over the text (including the picture of the people dancing). Stop when you get to "What rules do you go by when you interact with others?"

5. Ask: *What rules do you have for relationships that may not be helpful? The examples in the book may help you to come up with ideas.*

Write down some of the group members' relationship rules on the board. Lead a group discussion about how these rules might affect:

- Whether you are able to express thoughts and feelings openly and assertively to others.
- The way that you behave with others.
- Getting into trigger situations with others.

Do you find yourself in the same harmful situations with people over and over again?

If you find that your trigger people interactions keep happening in your life, you may have "relationship rules" that are getting in your way.

People often have rules about relationships that guide the way they interact with others. Some rules are helpful. Some are harmful.

Most of us follow our relationship rules without even knowing that we have them. You can become aware of your rules and then decide whether they are helpful or harmful in your life.

Examples of Relationship Rules

Harmful rules

- “My feelings come last.”
- “Use others before you get used.”
- “If I make a mistake, then I am a bad person.”
- “If someone lets you down once they’ll always let you down.”
- “I can’t trust anyone.”
- “I should try to fix people I’m with.”
- “Others will only accept me if I don’t make waves or complain.”
- “I always need to be in a relationship because I can’t do anything on my own.”
- “I’m damaged goods so I shouldn’t expect to be treated well.”
- “I have to be responsible for everything.”
- “People always disappoint me.”
- “If someone hurts me, I have to get them back.”
- “It is ok to treat people badly when I am feeling badly.”
- “If I open up to another person, I will get hurt.”
- “It’s disrespectful to talk back.”
- “I don’t deserve a good relationship.”

Helpful rules

- “I am a valuable person and people around me have value too.”
- “I do not deserve to be abused or victimized, and I do not want to abuse or victimize others.”
- “I will try to avoid cruel people.”
- “I cannot control or be responsible for what other people do or say, only for what I do or say.”
- “I don't have to be perfect to be loved. People around me don't have to be perfect to be loved either.”
- “I will do my best to notice and show appreciation to people who are helpful and kind.”
- “I will always try to treat other people with respect and kindness.”
- “I will try to treat others as I would like to be treated.”

Where do relationship rules come from?

Relationship rules likely developed when you were growing up. You also may have developed relationship rules while you were drinking or using.

Relationship rules come from:

- Our environment
- Our families
- Our experiences
- The way people treat us
- Our fears

Many rules make sense, and may have been helpful when you were young. When you grow older or when you stop using drugs and alcohol, your environment changes. You have more control over your life and the types of people who are in your life. The rules you developed as children or while using may no longer be useful to you.

Is it time to try a new dance?

Being in a relationship is like dancing. When you are young, you learn to do one kind of dance. You may continue to do that dance as you grow older. But as the music begins to change, your dance may not work as well.



Or the dance that may have been helpful to you when you were using may not be helpful to you anymore. You may need to learn some new steps or a brand new style of dancing. Learning new steps is hard at first, but it gets easier with practice!

What rules do you go by when you interact with others? Write one *harmful* relationship rule.

Harmful relationship rule

Questions to think about:

- Where did your relationship rules come from? What things in your life made you create these rules?
- How have these rules affected you?
- Is your life different now than it was when you first learned your relationship rules?
- If a rule is no longer working, what change would you like to make to it?

How to Begin to Change Those Old Habits and Improve Your Interactions with People

LEADER TIPS

Time: 25 minutes

Group Member's Workbook: Page 101

1. Say: *Now we're going to see how you might make changes in your rules. Relationship rules can affect your social world and how you act with other people. But you can decide which rules are good for you and which are not.*

You may not have to change your rules completely—just make them more balanced and flexible.

2. Use the table to help group members understand how they can change a relationship rule.

3. Discuss the text. **Say:** *It's not always easy to change a relationship rule. When we get into certain situations, you may act according to your rules almost like you are on "autopilot." One thing that can help is to plan ahead how you want to be when you are around others.*

4. When a group member insists on retaining a belief held since childhood, and it appears that belief contributes to the group member's depression, the group leader can gently dispute the belief with the following questions:

- *While this rule was true for you as a child, do the same conditions continue to exist for you as an adult?*
- *How might this rule interfere with improving your mood?*
- *If this relationship rule is 'true,' then how will you continue to feel?*

5. Discuss with group members the importance of thinking about a change they made after they do it. After being with others they might:

- Think about the feelings they had when they were with people.
- Identify what happened that made them feel good and what happened that made them feel bad.
- Try to learn from the experience and use what they have learned in the future.

Try looking more closely at a harmful relationship rule to come up with a rule that may be more helpful to you.

Harmful Rule (Thought) Your “old” relationship rule	Old Behavior How did you act with others with this old rule?	Feeling with Harmful Rule How did you feel with this old relationship rule?”	More Helpful Rule (Thought) What might be a more helpful relationship rule?	Feeling with More Helpful Rule How might you feel with this relationship rule?
“Others’ feelings come first.”	Never say no	Angry Frustrated	“My feelings can come first sometimes.”	Happy, relaxed
“If someone hurts me I have to get them back.”	Always quick to respond in anger to feeling hurt or disappointed	Angry On guard	“No one is perfect and conflicts can often be worked through.”	Hopeful Calm
Your examples:				

What steps can you take to begin to use a more helpful relationship rule?

Strive for balance

Many harmful relationship rules are unbalanced and inflexible. They use extreme words like *always*, *never*, *everything*, *everybody*, and *nobody*. You may not have to change your rules completely—just make them more balanced and flexible.

Example: “Trust no one” vs. “Take time to learn who I can trust.”

Plan ahead how you want to act with others

After you know what rules don’t work for you, you can toss them aside and make a choice about how you would like to be with others in a social situation.

For example, if you always used to say “yes” to everyone and ended up feeling drained, plan ahead how you will respond to others’ requests in the future. Maybe you will:

- Remind yourself to stop and think about whether you can really do what the other person is asking of you rather than immediately answering.
- Give yourself time to make a thoughtful decision by saying, “let me think about that and get back to you.”
- Have a phrase in mind to use if you can’t do something another person asks. For example, “I’d like to help you but I’m afraid I can’t do that right now. Maybe I can help out another time or in some other way.”

Act “As If”

- Think about what you might do and say if you had a more helpful relationship rule.
- Try acting “as if” this was your relationship rule. What is the result?



KEY MESSAGES

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 103

1. **Read aloud** the key messages.
2. **Ask** group members if they have any questions or comments.

- Some people interactions may consistently bring your mood down and make it more likely you will drink or use.
- You can learn to notice these “triggers” and change the people interactions to make them more helpful.
- Relationship rules guide how you interact with others; you can change the relationship rules that are harmful and no longer work for you.

What do you want to remember about this module? **Write your own key messages here.**





LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 104

Review the Helpful People Interactions You Wrote Down

1. Tell the group that you would like them to review the helpful people interactions they wrote after Sessions 1, 2, and 4. **Say:** *At the end of next session, you will have a chance to choose the helpful people interactions that have been the most important to you and write them down on a new card called a "coping card." We will laminate your coping cards to make them sturdy tools you can carry with you or keep at home. You can pull out your coping card whenever you need to keep your mood up or fight cravings.*

Daily Check In

2. Remind group members that the Daily Check In now includes a place at the bottom to indicate how many harmful and helpful people interactions they had each day.

1. Review the helpful interactions with people you wrote down on index cards. In the next session, you will have a chance to think about which helpful interactions would be most helpful to you in the future to keep your mood up and support your recovery.

2. Track your mood and coping using the Daily Check In.

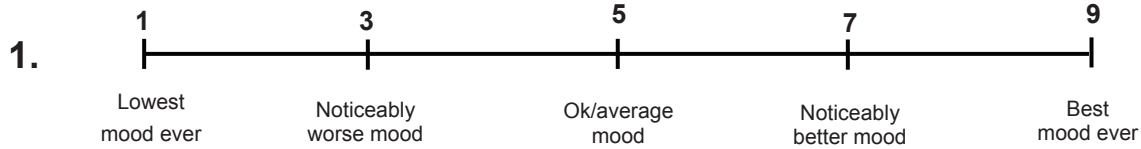
DAILY CHECK IN



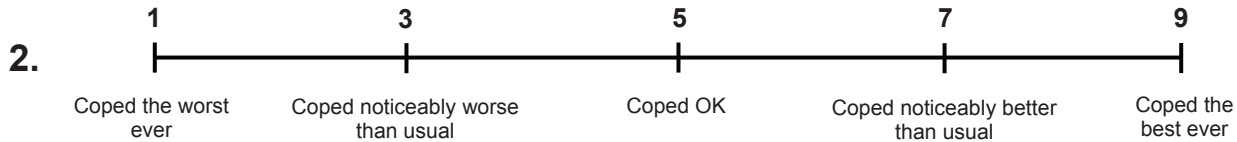
Instructions

Today's Date: _____

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7, or 9. There are no wrong answers. Only you know how you have felt each day.
- Did you notice your people interactions? At the bottom, write in the number of harmful and helpful people interactions you had each day.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.



Write in the day of the week.		_____	_____	_____	_____	_____	_____
Mood	Best mood ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Noticeably better mood	7	7	7	7	7	7
		6	6	6	6	6	6
	Ok/average mood	5	5	5	5	5	5
		4	4	4	4	4	4
Noticeably worse mood	3	3	3	3	3	3	
	2	2	2	2	2	2	2
Lowest mood ever	1	1	1	1	1	1	1



Write in the day of the week.		_____	_____	_____	_____	_____	_____
Coping with challenges to my recovery	Coped the best ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Coped noticeably better than usual	7	7	7	7	7	7
		6	6	6	6	6	6
	Coped OK	5	5	5	5	5	5
		4	4	4	4	4	4
Coped noticeably worse than usual	3	3	3	3	3	3	
	2	2	2	2	2	2	2
Coped the worst ever	1	1	1	1	1	1	1

3.

Write in the day of the week.	_____	_____	_____	_____	_____	_____
Number of harmful people interactions						
Number of helpful people interactions						



FEEDBACK

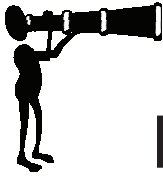
LEADER TIPS

Time: 2 minutes

Group Member's Workbook: Page 106

- 1. Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.
- 2. Read aloud** one or two of the questions.

- What was helpful about today's session?
- What was less helpful?



LOOKING AHEAD

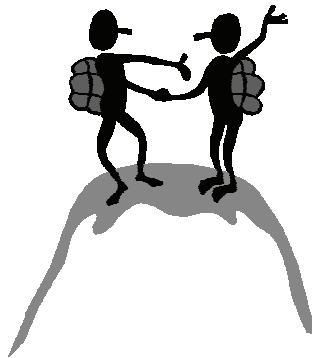
LEADER TIPS

Time: 1 minute

Group Member's Workbook: Page 106

1. **Read aloud** the text.
2. **Congratulate** group members for attending the group.

We have talked about some things you can do to improve your mood and support your recovery. In the last session of the module, we will give you more tools to take with you, review the module, and say goodbye to group members who have completed all three modules.



GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 5

Instructions

Taught/Done: Were you able to cover the material? If you didn't do it in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle the word "easy," "OK," or "hard."

	Taught/Done? (circle yes or no)		How difficult was it to lead this part of the session? (circle easy, OK, or hard)		
Welcome	Yes	No	Easy	OK	Hard
Purpose and Outline	Yes	No	Easy	OK	Hard
Announcements	Yes	No	Easy	OK	Hard
How Have You Been Feeling?	Yes	No	Easy	OK	Hard
Review					
Last Session	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
New Topic: Coping with Difficult People Interactions					
What Kind of People Interactions Bring Your Mood Down or Make You Feel Like Drinking/Using?	Yes	No	Easy	OK	Hard
Old Habits That Get in the Way of Helpful Interactions with People	Yes	No	Easy	OK	Hard
How to Begin to Change Those Old Habits and Improve Your Interactions with People	Yes	No	Easy	OK	Hard
Key Messages	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
Feedback	Yes	No	Easy	OK	Hard
Looking Ahead	Yes	No	Easy	OK	Hard

SESSION 6: CHANGING HARMFUL PEOPLE INTERACTIONS TO HELPFUL INTERACTIONS

LEADER'S NOTES

LEADER TIPS

Materials Needed

- **Group Member's Workbooks** ("People, Alcohol/Drug Use, and Your Mood")—a few copies to loan in case some group members forgot to bring their own workbooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard**, or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
 - **Index cards**—enough so that each group member can have one
 - **Laminating paper**—enough for each group member to laminate one index card
 - **Scissors**—3–4 pairs—enough for group members to share
- **Certificates of Achievement** for graduating group members

Group Leaders' Goals

- Help group members practice using Catch It, Check It, Change It to help them notice and improve their people interactions.
- Give group members practical tools to help them when the group is over.
- Reinforce the key messages from the People module.

Welcome Group Members

As group members arrive, greet them by name. Ask them informally how their practice went.

Purpose and Outline

Introduce the Purpose and Outline.

PURPOSE

- Learn how to use Catch It, Check It, Change It to notice and improve your people interactions.
- Write down on a “Coping Card” helpful ways of interacting with people and other coping strategies you can use to keep your mood up and support your recovery.
- Say goodbye to graduating group members.

OUTLINE

Announcements

Review

New Topic: Changing Harmful People Interactions to Helpful Interactions

You Can Notice and Change Your Harmful People Interactions: Catch It, Check It, Change It

Coping Cards Can Help to Improve Your Mood and Support Your Recovery

Key Messages

Practice

Review of Module

Goodbye to Graduating Group Members

Feedback

Looking Ahead to the Next Module



ANNOUNCEMENTS

LEADER TIPS

Time: 2 minutes

Group Member's Workbook: Page 108

1. If any members of your group will have completed all three modules at the end of this session, they will be “graduating” from CBT. Tell the group who these graduates are and say “*congratulations.*”

2. **Say:** *At the end of this session, we will be talking more with these group members to find out how they are feeling and what their plans are for the future.*

The group leaders will make any announcements that might be necessary.

Is there anything you need to let the leaders know about?



REVIEW

Last Session

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 108

1. It may be difficult for group members to remember what you talked about in the last session. Use this time to remind them of the key messages and to help them understand how this session builds on last session.
2. **Ask and discuss:** *What do you remember from last session?*
3. **Review** the key messages.

Key messages from last session are:

- Some people interactions may consistently bring your mood down and make it more likely you will drink or use.
- You can learn to notice these “triggers” and change the people interactions to make them more helpful.
- Relationship rules guide how you interact with others; you can change the relationship rules that are harmful and no longer work for you.

Today we will give you more tools for noticing your harmful people interactions and making them more helpful.

Practice

LEADER TIPS

Time: 15 minutes

Group Member's Workbook: Page 109

Review the Helpful People Interactions You Wrote Down in the Past Few Weeks.

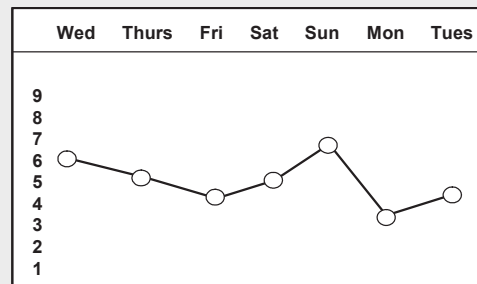
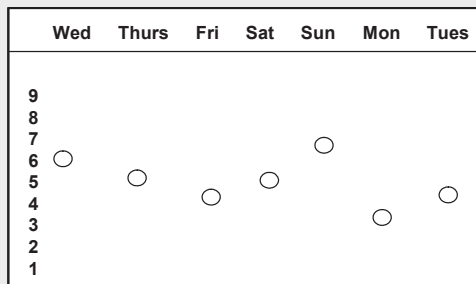
1. Say: *Later in this session we will talk more about the interactions you find to be the most helpful.*

Daily Check In

Ask group members about how they did tracking their moods and coping on their Daily Check In. Make graphs based on one group member's Daily Check In.

2. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.

3. Ask for a volunteer from the group to share the numbers **related to mood** on his or her scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."

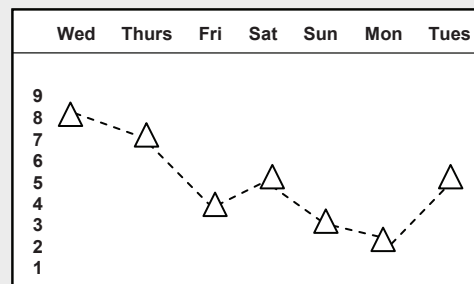
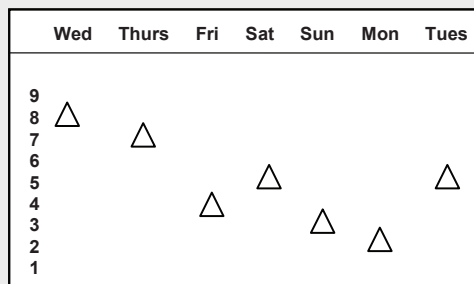


4. When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.

5. Possible follow-up questions: *What did you notice about your mood? Your mood was the lowest on [day]. What sort of interactions did you have with people on that day? Your mood was higher on [day]. How did you interact with people on that day? What do you notice about the connection between your people interactions and your mood? Is there a weekly pattern? Are some days more likely to bring about low moods? If so, what tools can you use to prevent low moods?*

6. Repeat the process for coping, using a new graph. Ask the same volunteer to share the numbers **related to coping** on his or her scale. Add dots to the new graph. If the group member’s coping was 8 on the first day, mark a dot at 8 below “Wed.”

7. When you are finished adding dots that represent the volunteer’s coping for each day, draw lines between the dots to show how coping can change up and down.



8. Possible follow-up questions: *What did you notice about how well you coped with challenges? You coped very well on [day]. What kinds of people interactions were you having on that day? What was your mood? What do you notice about the connections among your people interactions, mood, and how you coped?*

Last session, we asked you to complete these practice activities.

How did your practice go?

1. Review the helpful interactions with people you wrote down on index cards.

2. Track your mood and coping using the Daily Check In.

NEW TOPIC: CHANGING HARMFUL PEOPLE INTERACTIONS TO HELPFUL INTERACTIONS

You Can Notice and Change Your Harmful People Interactions: Catch It, Check It, Change It

LEADER TIPS

Time: 25 minutes

Group Member's Workbook: Page 110

(**Note:** This activity is repeated in the other modules. In this module the focus is on people interactions.)

1. Say: *The Catch It, Check It, Change It method combines some of the other strategies that we have been talking about. This exercise ties together the process of identifying the situations and people interactions that act as your triggers, and learning how to respond in a way that will be helpful to you.*

2. Go over the text.

3. Say: *If you have decided that a people interaction that you've had is harmful, you can take steps to try to change the situation or make a u-turn. Sometimes what is needed is simply a change in the way you think about a situation. Other times, you may need to actually do something different—such as assertively communicating your feelings about a situation.*

Review the different options that group members have for changing a harmful people interaction and ask group members for their thoughts and reactions to each point.

4. Ask the group: *What tips could you add to the list?*

Write their ideas on the board.

5. Say: *Let's see if we can make these tips work.*

6. Ask: *Can you think of a specific interaction with another person that could have gone better?*

List the group's harmful people interactions on the board. Write just enough to recall the interaction rather than a long description—for example, "talk with sister," "argument with boss."

7. Ask and discuss: *Would these tips help you the next time you need to handle a difficult situation or interaction?* Encourage the group to offer their ideas to others in the group.

8. Say: *Look at the Catch It, Check It, Change It table in your workbook.*

9. Read the instructions for the table.

Say: *For “Catch It,” you are trying to notice the interactions you have with others, and especially the interactions that are harmful to you. Sometimes it is easier to notice your feelings first. Think of a negative emotion or low mood as a stop sign to “catch” the people interaction. Think about a time in the last week when you noticed your mood get worse. What was the situation? What were your feelings? What were your thoughts?*

Check It. Say: *Now, let’s “check” whether the people interaction or the situation was harmful or helpful to you. Did it improve your mood and support your recovery? Then it was helpful. Did it bring you down and make you want to drink or use? Then the situation or the people interaction was harmful.*

Change It. Say: *See if you can use the tips we have talked about in the People module to change the interaction to be more helpful to you. Remember, we have talked about using assertive communication, examining and changing your relationship rules, changing the way you think about a situation or interpret it, calling a time out and taking a break from the other person until you calm down, and, when the interactions are always harmful, ending a relationship.*

10. Practice the exercise one or two times on the board, then say: *Take a minute and try filling out the table with your own example.*

11. After allowing time to complete the exercise, try to review as many examples from the group as possible.

CBT teaches you how to manage your people interactions to improve your mood and support your recovery. But many people find that it is difficult to notice how they behave with people in the first place.

You can learn how to notice, or “catch” the people interactions that make it more likely you will feel depressed and drink or use.

It may be that some people are not healthy for you and you choose to not have contact with them.

Or, you may find that you can improve how you interact with people—in the way you communicate, for example—to make an interaction helpful instead of harmful.

Finally, you can learn to think differently in certain situations with people to make the interaction helpful for you without the other people making any changes at all.



1. Catch It

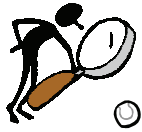
The first step is to notice, or “catch,” your people interactions.

If you find that your feelings are easier to catch than your people interactions, you can use your feelings as a signal to stop and focus on an interaction. For example, when you notice that your mood changes or that you feel sad or angry, stop. Ask yourself some questions:



- What was I doing when I noticed a change in my mood?
- Was I with somebody? If so, who?
- What was happening at the time?

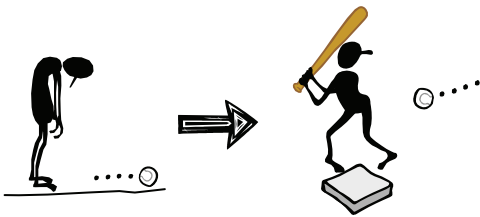
(Do you find it difficult to recognize your feelings? The examples of feelings on page 115 might help you recognize your feelings.)



2. Check It

CBT teaches you to examine your thoughts and behavior more closely. Is the people interaction helpful or harmful for you? What evidence do you have that the people interaction is helpful? What evidence do you have that your people interaction is harmful?

3. Change It



How could you change a harmful people interaction? Can you change direction to improve the situation?

“If you don’t change direction, you’ll wind up where you are headed.”

There are several things you can do to change a harmful people interaction.

- **Consider changing the way you are *thinking*** about or interpreting the situation.
 - Are you making assumptions about the other person that are not true? For example, assuming that another person is ignoring you on purpose when he or she might just be preoccupied with something else.
 - Are you expecting too much of the other person? Can you accept mistakes and imperfections in yourself and others?
- **Use assertive communication.** Remember to make requests and express your thoughts and feelings assertively.
- **Make a U-Turn.** You can change what you think and do at any point. When an interaction is harmful, you can make a u-turn and head in a healthier direction.

Change It—For Example

Suppose you've been sober for a week and are feeling really good. You call up your brother to tell him the good news. He tells you that he's proud of you but that he really can't talk now and he gets off the phone.

As you check your thoughts and feelings about this, you see that you feel sad. You have thoughts like, "If my brother really cared, he would have stayed on the phone." You are tempted to pour yourself a drink.

To improve this situation and change direction before you actually pour a drink, you could think to yourself thoughts like, "*My brother did say he was proud of me; just because he couldn't talk right when I called him doesn't mean he doesn't want to talk to me about being sober again. Maybe I just caught him at a bad time. I'll call him back at a time when I know he usually isn't busy.*"

- **Call a time out.** In an argument with another person, you can suggest that you both take some time out. Wait a few minutes or even hours and come back to the conversation when you have both cooled down. Say "*I'm having trouble thinking through things clearly right now. Could we take a break and get back together in an hour? I should be more in control then.*"
- **Consider saying goodbye to a relationship.** In extreme situations, if a relationship is always harmful, you might choose to end that relationship. For example, it is difficult to have a helpful relationship with the person who used to supply you with drugs, especially if that person is still using and/or dealing. You can choose to not see that person again. In abusive relationships, ending the relationship may be the best alternative. Please be aware that for certain types of abusive relationships, extra help is needed to make a safe exit. Talk with your counselor if you are in an abusive relationship.

Saying goodbye to a relationship is a very difficult decision. If you are uncertain about whether this is the right decision for you, before you take this big step try other solutions first and talk with a counselor.

In what other ways have you changed your harmful people interactions in the past?

Catch It, Check It, Change It

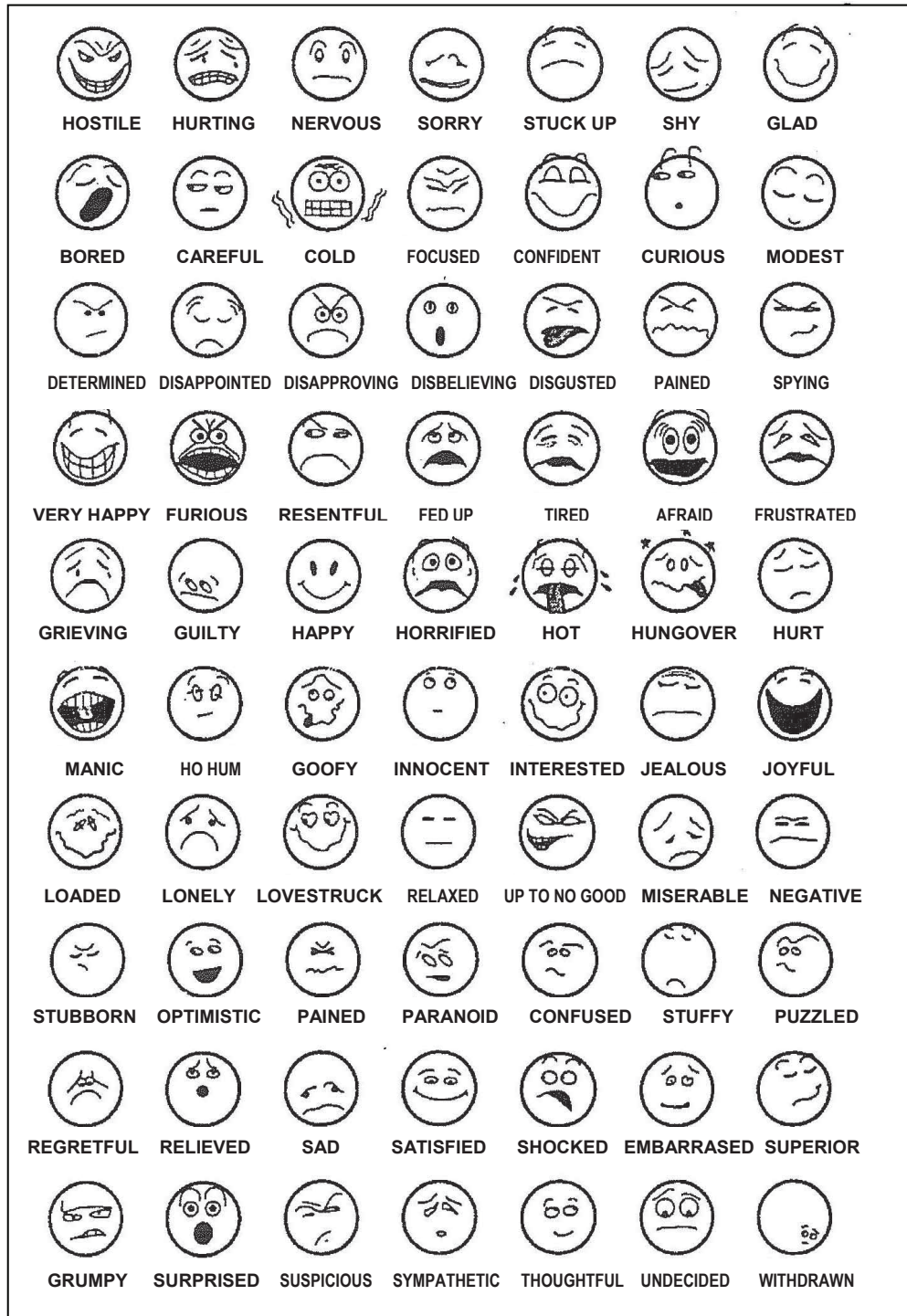
Think about a time in the last week when you noticed a change in your mood or increase in cravings. Then try to answer the questions in the table below. (Examples are provided, but think about your own situation.)



What were your feelings? <i>Angry, ashamed, irritable.</i>	What was your people interaction at the time? <i>I was alone and slept until noon.</i>	Examine the interaction. Is it harmful or helpful? <i>Did I feel good? Did the interaction support my recovery? No, staying in bed late made me feel bad and increased my cravings.</i>	Replace the harmful interaction with a helpful interaction. <i>I could plan a helpful people interaction to do in the morning and set my alarm so I get out of bed.</i>

Examples of feelings and ways of being

Do the pictures help you remember how you feel sometimes?



Coping Cards Can Help to Improve Your Mood and Support Your Recovery

LEADER TIPS

Time: 25 minutes

Group Member's Workbook: Page 116

1. This activity provides a take-home tool to support group members' recovery from depression and alcohol/drug use.

Say: *In this module we have discussed the importance of having a variety of people in your life and of interacting with those people in ways that are helpful for you. These people interactions can improve your mood and make it less likely you will drink or use.*

Now you will make a coping card that you can carry with you wherever you go. Think of this card as an emotional first aid kit that you can pull out and use whenever you need it.

2 Pass out one index card to each person.

3. Go over the instructions. Help group members complete their coping card by writing down helpful people interactions on one side and the top 3 reasons they decided to quit on the second side. Allow time for group members to complete the first side, then explain the second side. After the cards are finish, ask group members to share what they wrote.

4. Ask group members for examples of where they plan to keep their cards and how they plan to use them. **Say:** *Think about a time in the past week when you could have used the card. When was that? How will you remember to use it?*

5. Show them how to laminate the cards.

Make a “coping card” to help you remember and use helpful people interactions.

- Use one 3” x 5” index card.
- On one side of the card, write “Helpful People Interactions” at the top. Write as many as you can think of. Try to think of interactions that have improved your mood in the past. Examples might be to visit a sober friend, play with your children, and so on.

Helpful People Interactions

On the other side of the card, write “Top 3 reasons I decided to quit,” and list the most important reasons why you decided to stop drinking or using. Remembering these things can help strengthen your commitment and motivation to stay clean.

Top reasons examples:

- To get my kids back
- To be happier with myself

Top 3 reasons I decided to quit



When you are feeling down or feel like drinking or using drugs, pull out your coping card and read it. It can help you get past the moment of stress.

Keep your coping card some place handy so you can pull it out and look at it whenever you feel down or have cravings. Where will it help you the most? If you find that you are interacting in harmful ways with other people, or if you have strong cravings during the day, carry your coping card in your purse or wallet so that you can take it out right away, wherever you are.



If you are likely to feel down or have strong cravings at night, keep your card at home.

You could tape it to the wall beside your bed,



...or put in on the refrigerator.





KEY MESSAGES

LEADER TIPS

Time: 5 minutes

Group Member's Workbook: Page 118

1. **Read aloud** the key messages.
2. **Ask** group members if they have any questions or comments.

Key messages from this session are:

- You can learn to catch and check your interactions with people to decide if they are harmful or helpful to you.
- Strategies such as assertive communication, reinterpreting your interactions with people, taking a time out, and saying goodbye to harmful relationships can help you change situations and people interactions to make them more helpful.
- A coping card can help you remember the helpful people interactions in your life, keep your mood up, and maintain your recovery.



What do you want to remember about this module?

Write your own key messages here.



LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 119

Catch It, Check It, Change It

1. Suggest to group members that they continue to use Catch It, Check It, Change It to manage their thoughts.

Use Your Coping Cards

2. Group members should find a place to keep their coping cards and remember to use them.

Daily Check In

3. Remind group members that the Daily Check In includes a place at the bottom to indicate how many harmful and helpful people interactions they had each day.

1. Keep using *Catch It, Check It, Change It* to notice, examine, and change your harmful people interactions.

2. Find a place to keep your coping card. Don't forget to look at it when you are feeling down or having cravings.

3. Track your mood and coping using the *Daily Check In*.

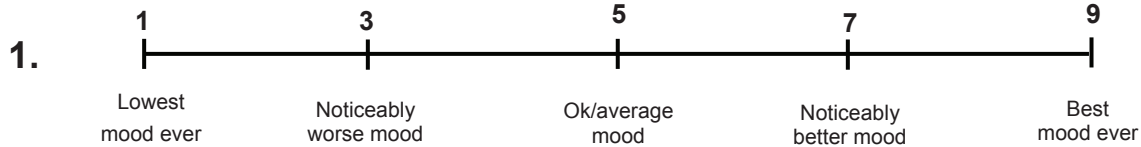
DAILY CHECK IN



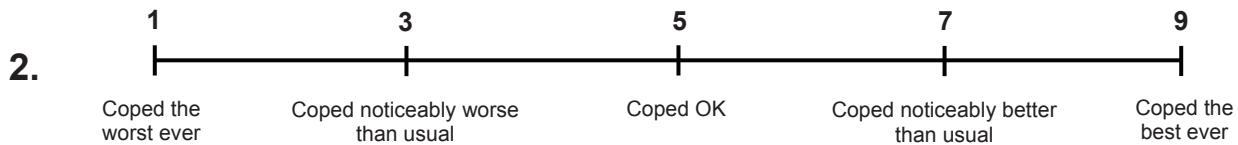
Instructions

Today's Date: _____

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7, or 9. There are no wrong answers. Only you know how you have felt each day.
- Did you notice your people interactions? At the bottom, write in the number of harmful and helpful people interactions you had each day.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.



Write in the day of the week.		_____	_____	_____	_____	_____	_____
Mood	Best mood ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Noticeably better mood	7	7	7	7	7	7
		6	6	6	6	6	6
	Ok/average mood	5	5	5	5	5	5
		4	4	4	4	4	4
Noticeably worse mood	3	3	3	3	3	3	
	2	2	2	2	2	2	2
Lowest mood ever	1	1	1	1	1	1	1



Write in the day of the week.		_____	_____	_____	_____	_____	_____
Coping with challenges to my recovery	Coped the best ever	9	9	9	9	9	9
		8	8	8	8	8	8
	Coped noticeably better than usual	7	7	7	7	7	7
		6	6	6	6	6	6
	Coped OK	5	5	5	5	5	5
		4	4	4	4	4	4
Coped noticeably worse than usual	3	3	3	3	3	3	
	2	2	2	2	2	2	2
Coped the worst ever	1	1	1	1	1	1	1

3.

Write in the day of the week.	_____	_____	_____	_____	_____	_____
Number of harmful people interactions						
Number of helpful people interactions						

REVIEW OF MODULE: PEOPLE, ALCOHOL/DRUG USE, AND YOUR MOOD

LEADER TIPS

Time: 10 minutes

Group Member's Workbook: Page 121

1. Say: *We have covered a lot of information in the People module. You have new skills and tools that can help you fight back against depression and the urge to drink or use.*

2. Say: *The key messages from each session are printed in your workbook just for you to look at. We won't go over them now. They can be summarized into three ideas.*

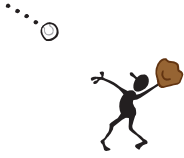
3. Go over the text. **Ask and discuss:** *Which of these will be the most helpful to you? Do you have questions about anything?*

4. Say *There is room in your workbooks for you to write a few important things you want to remember from People.*

Give group members a few minutes to write. Remind them that they can look back at the key messages they wrote at the end of each session.

Over the past six sessions, we have been focusing on people interactions. You have learned that your people interactions affect how you feel and that your feelings affect your drinking and using.

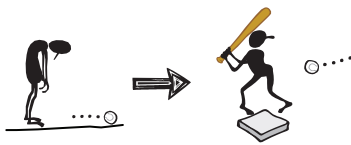
How have you made changes in your people interactions?



1. You can notice, or **catch**, your interactions with other people.



2. You can **check**, or examine, your interactions to see if they help you or harm you. A helpful people interaction is healthy for you—it makes you feel good and supports your recovery. A harmful interaction brings your mood down and makes it more likely that you will drink or use.



3. You can **change** the harmful interactions that get in the way of your good mood and recovery, and choose to have helpful people interactions instead.



What idea from the People module will help you the most? What will you remember? Write your ideas below.

The most important thing I learned from the People module is:

Key messages from “People, Alcohol/Drug Use, and Your Mood” are:

Session 1: People, Mood, and Recovery Are Connected

- The interactions you have with other people can be harmful or helpful.
- Helpful interactions with people can improve your mood and support your recovery
- You can choose to spend time with people who have a positive effect on your mood and on your recovery.

Session 2: Increasing Your Helpful Interactions with People

- You can learn how to notice and examine your interactions with people to decide if they are harmful or helpful to you.
- Balance your social network with people who help you and with people you can help, to improve your mood and support your recovery.
- Meeting new people can be challenging. Planning to do activities around others, making a specific plan to get to know somebody better, and allowing yourself to develop friendships slowly may make it easier.

Session 3: Good Communication for Helpful People Interactions

- You can choose to communicate with others in a way that improves your relationships and your mood, and that supports your recovery.
- Active listening is an important part of communication.
- You have a right to express your thoughts, feelings, and needs. Using assertive communication can be an effective way to do this.

Session 4: Identify Your People Interaction Triggers

- Choosing helpful interactions with people can lead to more helpful interactions with people.
- You have choices about what you think and do.
- You can change what you think and do at any point. When an interaction with someone else is harmful, you can make a u-turn.

Session 5: Coping with Difficult People Interactions and Situations

- Some people interactions may consistently bring your mood down and make it more likely you will drink or use.
- You can learn to notice these “triggers” and change the people interactions to make them more helpful.
- Relationship rules guide how you interact with others; you can change the relationship rules that are harmful and no longer work for you.

Session 6: Changing Harmful People Interactions to Helpful Interactions

- You can learn to catch and check your interactions with people to decide if they are harmful or helpful to you.
- Strategies such as assertive communication, reinterpreting your interactions with people, taking a time out, and saying goodbye to harmful relationships can help you change situations and people interactions to make them more helpful.
- A coping card can help you remember the helpful people interactions in your life, keep your mood up, and maintain your recovery.



GOODBYE TO GRADUATING GROUP MEMBERS

LEADER TIPS

Time: 20 minutes

Group Member's Workbook: Page 125

Leader goals:

- Reinforce the work the group members have done and the changes they have made.
- Help the group members develop a specific plan for what they will do if they become depressed again or if they have strong cravings. Focus on what they can try on their own, but remind them that it is ok to seek treatment again.

1. It is important to talk with group members who have completed all the CBT modules and who will be leaving the group. If nobody in your group is graduating, skip this section.

2. Say: *As you know, some members of the group have finished CBT and will be leaving the group. Our graduates are _____ (say their names).*

3. Look at the graduates and say: *How do you feel about leaving?* Give them a few minutes to respond.

4. Discuss the questions listed.

5. Say: *Would other group member like to share what they have noticed about changes these group members have made or what you appreciated about having them in the group?*

6. Say something specific to each group member who is leaving. (Think about what you want to say ahead of time.) Be direct about the group member's contribution to the group and the changes you have seen the group member make.

7. Present certificates of achievement to the graduating group members. (You can photocopy the sample certificate from the Group Leader's Introduction. See the section called "Supplies You Will Need.")

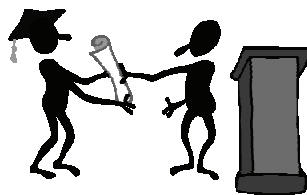
If you have completed all three modules in CBT, you are now a CBT graduate.

CONGRATULATIONS !

Since you are leaving the group, you might want to talk about the following.

1. What have you learned that you think will help you feel better and manage your cravings?
2. What have you learned that will help you reach some of your goals?
3. How will you get support in your everyday life when you are no longer coming to group meetings?
4. What will you do the next time you feel depressed?
5. What will you do the next time you feel like drinking or using?

If you still feel depressed or if you are having strong cravings that you feel you cannot resist, tell your group leader, and he or she will help you get further treatment.





FEEDBACK

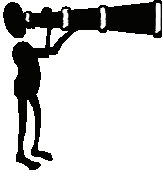
LEADER TIPS

Time: 2 minutes

Group Member's Workbook: Page 126

Before ending the group, ask group members to comment on the session.

- What was helpful about today's session?
- What was less helpful?



LOOKING AHEAD TO THE NEXT MODULE

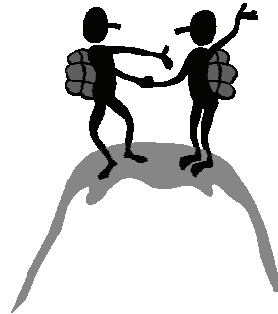
LEADER TIPS

Time: 1 minute

Group Member's Workbook: Page 126

Say: Those of you who are continuing with CBT will begin another module next time. The new module is about how your thoughts can be harmful or helpful and affect your mood and your recovery. We also will be welcoming new group members who are just starting CBT.

If you are continuing CBT, the next module is called “Thoughts, Alcohol/Drug Use, and Your Mood.” You will learn that your thoughts can be harmful or helpful and that they can affect your mood and your recovery.



GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 6

Instructions

Taught/Done: Were you able to cover the material? If you didn't do it in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle the word "easy," "OK," or "hard."

	Taught/Done? (circle yes or no)		How difficult was it to lead this part of the session? (circle easy, OK, or hard)		
Welcome	Yes	No	Easy	OK	Hard
Purpose and Outline	Yes	No	Easy	OK	Hard
Announcements	Yes	No	Easy	OK	Hard
Review					
Last Session	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
New Topic: Changing Harmful People Interactions to Helpful People Interactions					
You Can Notice and Change Your Harmful People Interactions: Catch It, Check It, Change It	Yes	No	Easy	OK	Hard
Coping Cards Can Help to Improve Your Mood and Support Your Recovery	Yes	No	Easy	OK	Hard
Key Messages	Yes	No	Easy	OK	Hard
Practice	Yes	No	Easy	OK	Hard
Review of Module	Yes	No	Yes	No	
Goodbye to Graduating Group Members	Yes	No	Yes	No	
Feedback	Yes	No	Easy	OK	Hard
Looking Ahead to the Next Module	Yes	No	Easy	OK	Hard

RESOURCES FOR GROUP MEMBERS

ORGANIZATIONS THAT PROVIDE HELP FOR DEPRESSION AND DRINKING OR USING

Alcoholics Anonymous (AA)

1-800-923-9722

Depression and Bipolar Support Alliance (DBSA)

1-800-826-3632

www.dbsalliance.org

Narcotics Anonymous (NA)

www.na.org

National Alliance for the Mentally Ill (NAMI)

1-800-950-6264

www.nami.org

Project Return (wellness and support for people with mental illness)

Recovery Inc. (self-help program for mental health)

1-312-337-5661

www.recovery-inc.org

BOOKS AND VIDEOTAPES ABOUT DEPRESSION AND SUBSTANCE ABUSE

Control Your Depression

Authors: Peter M. Lewinsohn, Ricardo F. Muñoz, Mary A. Youngren, and Antonette M. Zeiss.

Published by Fireside Books, New York, New York, 1992.

Coping with Depression (videotape)

Author: Mary Ellen Copeland

Published by New Harbinger Publications, Inc., Oakland, California, 1994.

Feeling Good: The New Mood Therapy

Author: David D. Burns

Published by William Morrow, New York, New York, 1980.

The Loneliness Workbook: A Guide to Developing and Maintaining Lasting Connections

Author: Mary Ellen Copeland.

Published by New Harbinger Publications, Inc., Oakland, California, 2000.

Mind Over Mood: Change How You Feel by Changing the Way You Think

Authors: Dennis Greenberger and Christine A. Padesky.

Published by Guilford Press, New York, New York, 1995.



READ WHAT PREVIOUS GROUP MEMBERS HAVE SAID ABOUT THIS GROUP!

“When I feel like a situation is going to anger me, using tools that I’ve learned (such as “Catch It, Check It, Change It”) throughout the different modules, enabled me to handle the situation at hand in a more responsible and caring type of way.”

“I’ve learned how to open up. I learn that there is more than one way to look at things.”

“There is no such thing as a stupid question.”

“CBT has given me the tools I can use to change my life and be happy and healthy. I can become a responsible person who has freedom from fear. Before, I did not realize I had an option.”

“I have realized life isn’t what I perceived it to be as black and white; it can be truly beautiful and colorful...if you allow yourself to open up to a new way of life.”

“My thought process has changed by allowing me to decide what kind of mood or day I will be having.”

“The fear of change was removed through CBT, because I was provided with insight and tools that enabled me to change myself and how I interacted with others. It gave me the power of self-awareness.”

“I have learned through these classes the tools for a happier and productive life.”