



The Use of ADSAC Journals

MOTIVATING AND ENGAGING ADSAC CLIENTS

Scott Covert

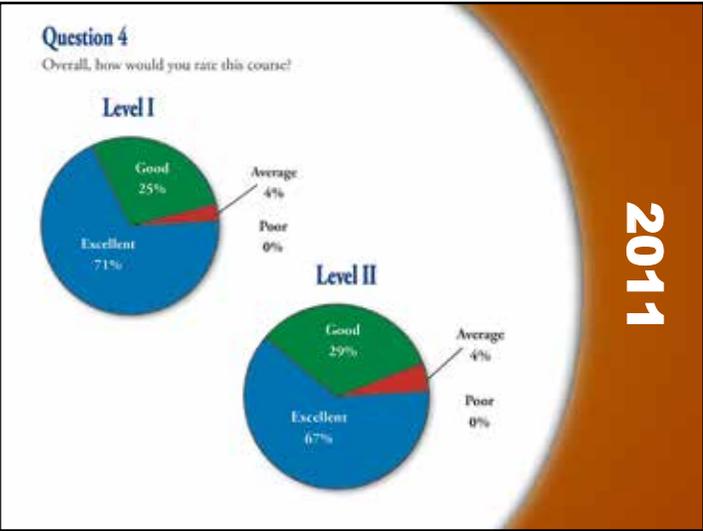
National Training Director – The Change Companies®

6th Annual Prevention & Recovery Conference
November 28-30, 2012 • Norman, Oklahoma



The Change Companies®

tel: (775) 885-2610 • toll-free: (888) 889-8866 • fax: (775) 885-0643
5221 Sigstrom Drive, Carson City, NV 89706 • www.changecompanies.net



2011

Questions 5-9

How useful were the following activities in helping you meet your goals for the course?

	Very Useful	Useful	Not Useful
Level I			
Participant Workbook	69%	31%	0%
Homework	47%	49%	4%
Personal Change Plan	65%	35%	0%
Class Discussions	79%	20%	1%
Small Group Activities	59%	39%	2%
Level II			
Participant Workbook	63%	34%	3%
Homework	37%	49%	14%
Personal Change Plan	60%	33%	7%
Group Discussions	83%	12%	5%
Small Group Activities	55%	43%	2%

2011

Questions 10-14

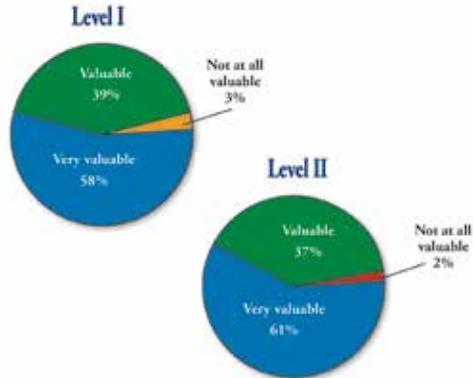
Please rate your instructor in the following areas:

	Excellent	Good	Average	Poor
Level I				
Well prepared	84%	12%	4%	0%
Made participants feel comfortable	89%	7%	4%	0%
Involved everyone in discussion	93%	7%	0%	0%
Explained the material clearly	90%	9%	1%	0%
Overall quality	91%	8%	1%	0%
Level II				
Well prepared	82%	15%	3%	0%
Made participants feel comfortable	89%	10%	1%	0%
Involved everyone in discussion	85%	13%	2%	0%
Explained the material clearly	79%	19%	2%	0%
Overall rating	81%	15%	4%	0%

2011

Question 15

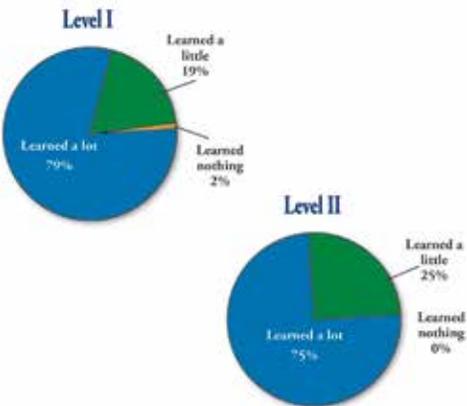
How valuable was the course material in helping you change your behavior?



2011

Question 16

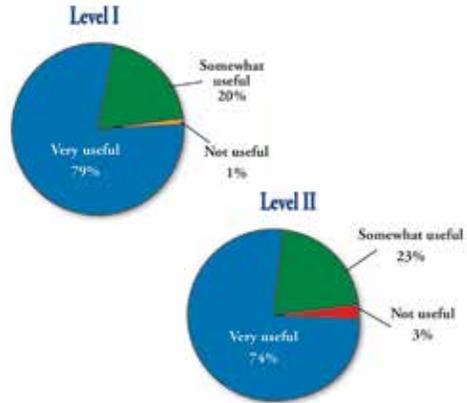
How much did you learn from the course?



2011

Question 17

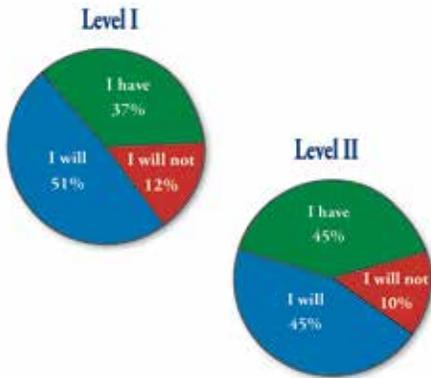
How useful do you think the course information will be to you in the future?



2011

Question 18

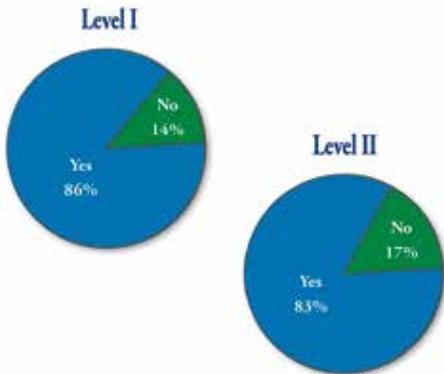
Have you or will you share your Participant Workbook with anyone outside of the class?



2011

Question 19

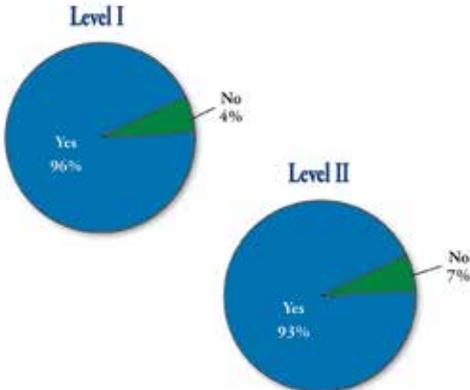
Will you keep your Participant Workbook after the course ends?



2011

Question 20

Do you feel this course helped you make a change in your behavior?



2011

What is impaired driving?



All high-risk driving behaviors that inhibit one's ability to focus on the primary task of driving.



The 5 Ds

- D**riving While Intoxicated (DWI)
- D**riving Under the Influence (DUI)
- D**rugged Driving
- D**istracted Driving
- D**rowsy Driving





DWI & DUI



BAC – blood alcohol content is .08% in all 50 states

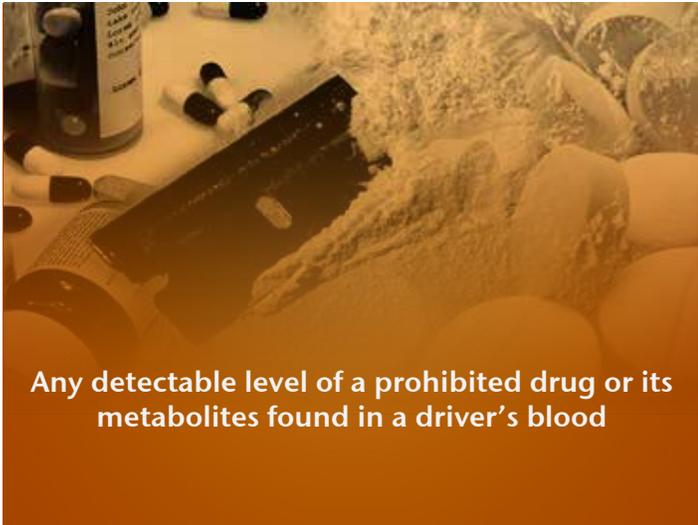
Per se laws in all 50 states

No levels needed in measurement of illegal drugs

Use of legally prescribed medications



Drugged Driving



Any detectable level of a prohibited drug or its metabolites found in a driver's blood



Marijuana
Methamphetamine
Prescription drugs



**Distracted
Driving**



2013

the year distracted driving deaths will catch up with alcohol deaths



176

number of feet a driver travels at 60 mph in 2 seconds



39

number of states with bans on texting and driving

10

number of states
with bans on
handheld mobile
devices



**Cases are
much harder
to prove**



- Reluctance of driver to admit behavior
- Inability to record cell phone use on police reports
- Death of driver
- Lack of witnesses
- Difficulty in obtaining cell phone records





Drowsy Driving



Consciously experienced sleepiness and a decrease in kinetic performance



56

percentage of the population that operates a vehicle while feeling drowsy



71
percentage of those drivers who report using a cell phone to combat drowsiness

Statistics
SAMHSA 2011 National Survey on Drug Use & Health

19.3 Million
people ages 12+ needed, but did not receive, treatment in the past year

SAMHSA 2011 National Survey on Drug Use & Health



The average impaired driver has driven under the influence between **300 & 2,000** times before his or her first arrest.

W. White 2003
<http://cspl.uis.edu//LAPS/Research/index.htm>

ASAM Level 0.5 Early Intervention

- Criteria for assessment and education services for individuals with problems or risk factors related to substance use
- Substance-related Disorder cannot be confirmed
- Further assessment is warranted

Doing Time vs. Doing Change

The Issues of Mandated Clients

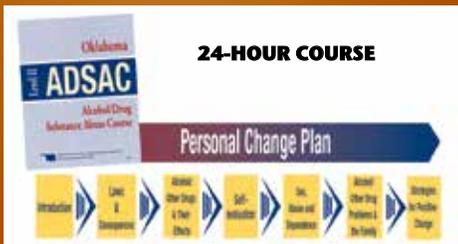
Where do they come from and why don't they want to be here?

ADSAC





Course Overview



Updated statistics

Added new Oklahoma ignition interlock device law

Court & alternative transportation costs added to "Financial losses" exercise

**What's New
Level I**

Removed pre-/post-tests from Workbook

Enhanced the Personal Change Plan

Improved alcohol and drug education pages

Replaced "addiction" with "dependence"

Color icons in Facilitator Guide

**What's New
Level II**

Introduction

(Session 1: Levels I & II)

- Create safe learning environment
- Administer the pre-test
- Discuss the rules and requirements
- Participants share arrest experiences
- Introduce the Personal Change Plan

Alternative Facilitation Strategy

Facilitation Tip

Icebreaker:
Two truths &
a lie about
your arrest



Exercise Title: Two truths and a lie

Purpose: Icebreaker

Application: To begin building rapport between group members.

ADSAC Exercise: *Share your arrest experience*

Level I: Participant Workbook Pages 4-5

Level II: Participant Workbook Pages 4-5

Materials required: None

Instructions:

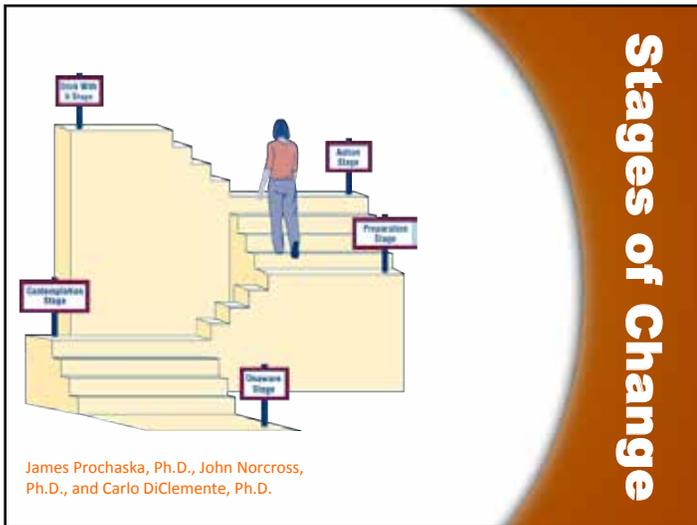
1. Using the white space at the top of page 5, ask participants to write two truths and a lie about their arrest (allow two minutes to complete).
2. Direct participants to respond to the questions on pages 4 and 5 (allow five minutes to complete).
3. Break group into triads (see page 5 of the Facilitator Guide for triad instructions).
4. Direct the participants to take turns:
 - a. Introducing themselves (their names).
 - b. Telling two truths and a lie about their arrest and letting their group guess which one is the lie.
 - c. Sharing their arrest experience responses from pages 4 and 5.
5. Full group discussion:
 - a. Are there any lies the group would like to share?
 - b. Were there any similarities about their arrest experiences?
6. Ask participants to return to their normal group seating arrangement.

Personal Change Plan

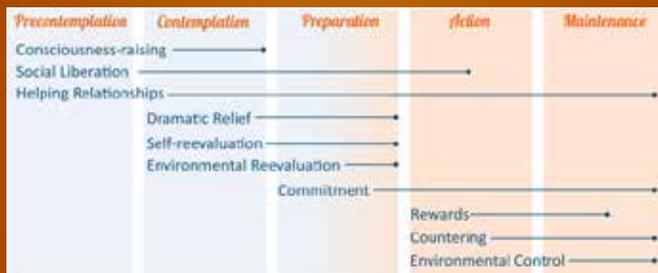
Stages of Change

(Level I: Session I – Level II: Session 2)

- Define and discuss the Stages of Change
- Review an example of the change process
- Ask participants to explore changes they have made
- Help participants begin working on their Change Plans



Processes of Change

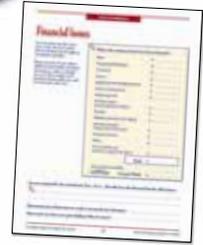


Before Action ↔ During Action

Adapted from *Changing for Good* by James Prochaska, Ph.D., John Norcross, Ph.D., and Carlo DiClemente, Ph.D.

Alternative Facilitation Strategy

Facilitation Tip



Exercise Title: Blank check

Purpose: To increase the “dramatic relief” of the cost of driving impaired.

Application: This exercise can enhance an individual’s perspective when considering the financial impact of a DUI arrest.

ADSAC Exercise: *Financial losses*

Levels I & II: Participant Workbook Page 13

Materials required: Blank check

John Smith
123 Sooner Avenue
Tulsa, OK 74103

Date: _____

Pay to the Order of _____ \$

_____ Dollars

Memo: _____ Signed _____

Instructions:

1. Ask participants to complete the Financial losses chart on page 13 of the Participant Workbook. (Hint: It can be helpful to provide costs specific to your area.)
2. Report out using rounds – chalkboard a few responses looking for a range from low to high.
3. Take a median cost and ask if the person recalls how many drinks he/she had prior to being arrested.
 - a. Calculate the Cost per Drink and discuss.
4. Ask the group to take a minute and think about the question, “*What would you have spent the money on if you had not been convicted of DUI?*”
 - a. While they are thinking, pass around the blank checks.
5. Ask participants to share some of the things they would have preferred to spend their money on (examples: dream vacation, new car or truck, pay off student loan).
6. Direct the participants to fill out the blank check for the total cost of their DUI to the purpose they have chosen.
 - a. Ask them to carry the check in their wallet or purse. Or, if they are serious about not reoffending they can tape it to their dashboard.
7. Often this leads to a discussion of the cost of another arrest. You can inform participants that they can double the amount on their check for a second DUI conviction.

Alternative Facilitation Strategy

Facilitation
Tip



Exercise Title: Human readiness meter

Purpose: To determine participants' "confidence" regarding not being arrested for another DUI/DWI.

Application: For both instructors and participants to visually see and discuss participants' confidence in avoiding future impaired driving arrests.

ADSAC Exercise: *Another arrest*

Level I: Participant Workbook Page 15

Level II: Participant Workbook Page 15

Materials required: Three sheets of paper (preferably color paper) – Using a marker name each sheet as follows:

- Not At All Confident
- Somewhat Confident
- Very Confident

Instructions:

1. Ask participants to read and respond to page 15, "Another arrest."
2. Ask the full group the questions found in the Facilitator Guide.
3. Spread the sheets of paper evenly on the floor in an area with sufficient room for participants to stand. If there is not enough room for all participants, ask for volunteers to represent the full group.
4. Ask participants to come to the designated area and place themselves along the confidence meter where they marked themselves in the Workbook.
5. Ask individuals to share why they placed themselves where they did on the meter, and then follow up with Motivational Interviewing-type questions.

Sample questions:

Not At All Confident: *"What is something I can do for you today to help you become more confident?"*

Somewhat Confident: *"Why did you choose this location rather than Not At All Confident?"*

Very Confident: *"Can you share one or more reasons why you feel very confident about not getting another DUI?"*

Alternative Facilitation Strategy

Facilitation
Tip



Exercise Title: Myth versus fact

Purpose: Alternative method for processing the exercise, *Myth versus fact*

Application: An experiential and entertaining way to conduct the *Myth versus fact* exercise in class. It also gets participants up and moving, which can enhance the learning experience.

ADSAC Exercise: *Myth versus fact*

Level I: Participant Workbook Page 17

Level II: Participant Workbook Page 17

Materials required: Roll of masking tape

Instructions:

1. Place a long strip of masking tape in an area large enough to accommodate participants.
2. Ask the participants to come forward and place themselves evenly along the length of the masking tape. If there is not enough room for all participants, ask for volunteers to represent the group.
3. Instruct the group that you are going to read a statement from page 17 of the Workbook. If they believe the statement is a myth, they will take a step backward from the line. If they believe the statement to be a fact, they will take one step forward from the line.
4. Read the first statement, "Alcohol is a stimulant drug."
5. Process the result by asking someone who stepped backward why they believe this is a myth. Then ask someone who stepped forward why they believe the statement to be factual.
6. Provide the correct answer to the statement and any additional information you believe the participants need to know.
7. Ask everyone to return to the line and read the next statement. Continue with this process until all the statements are read, or you run out of time.
8. Have fun!

Alternative Facilitation Strategy

Facilitation
Tip



Exercise Title: What is a drink?

Purpose: To demonstrate the alcohol content of a standard drink.

Application: An experiential and entertaining way for conducting the "What is a drink?" exercise.

ADSAC Exercise: *What is a drink?*

Level I: Participant Workbook Page 18

Level II: Participant Workbook Page 18

Materials required:

- 1.5-oz. clear shot glass
- 5-oz. clear wine glass
- 12-oz. clear glass beer mug
- Dark food coloring (red, purple, blue)
- Eye dropper
- Water
- Swizzle stick

Instructions:

1. Line up the three glasses so participants can see them and fill each with water. Ask the group if these glasses are similar to those they use at home or are standard in the bar/restaurant setting.
2. Announce to the class that you are now going to add the same amount of alcohol to each of the glasses.
3. Using the eyedropper, add five drops of food coloring representing alcohol to each glass. (Note: Depending on the color dye you may need to add more for the effect. The important thing is that you add the same amount to each glass.)
4. Stir each glass. (Note: You should see a significant color difference between the glasses.)
5. Now ask the class which drink has the most alcohol.
6. Many will recognize that you added the same amount, but their eyes will confirm the preconceived notion that a shot of whiskey has more alcohol than a mug of beer. The shot glass will be darker than the wine glass, which in turn will be darker than the beer mug.
7. Reinforce the information from page 18 that it is not the beverage, but the amount of alcohol contained in the beverage that raises BAC.

Alternative Facilitation Strategy

Facilitation
Tip



Exercise Title: Risky business

Purpose: To demonstrate the effects of alcohol on vision.

Application: An experiential way of demonstrating the loss of peripheral vision at the legal limit of BAC .08%.

ADSAC Exercise: *Risky business - vision*

Level I: Participant Workbook Page 20

Level II: Participant Workbook Page 20

Materials required: None

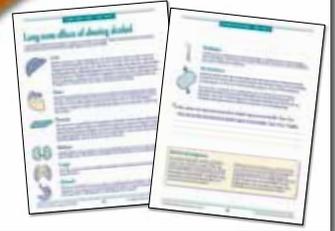
Instructions:

1. Get everyone up out of their seats facing forward and standing at attention.
2. Ask that they create enough space so there is an arm-length between each individual.
3. Ask them to raise their arms up and hold them directly in front of them with their thumbs pointed upward.
4. Ask them to maintain their focus directly forward. Now ask them to move their arms outward while continuing to look forward and to stop when they can no longer see their thumbs.
5. Now say, "Bring your arms back toward center and stop as soon as you can see your thumbs again."
6. Say, "This is your normal peripheral vision when sober."
7. Now direct participants to move their arms inward approximately halfway between their current position and all the way together.
8. Say, "This is your approximate peripheral vision at .08 BAC."
9. Say, "Now move your arms halfway between their current position and together."
10. Say, "This is your approximate peripheral vision at .15 BAC."
11. Review with participants the impact a reduced field of vision has when driving like not seeing pedestrians and cars until they enter your reduced field of vision. Combined with the fact that their stimulus response time has been reduced by 2/5 of second, this presents a very dangerous situation.

Note: This exercise is very impactful, but is also an opportunity for participants to get up and stretch!

Alternative Facilitation Strategy

Facilitation
Tip



Exercise Title: Poster teach-back

Purpose: To learn the long-term effects of alcohol on the major organs.

Application: An experiential way of learning the effects of alcohol using the "teach-back" strategy versus lecture.

ADSAC Exercise: *Long-term effects of abusing alcohol*

Level I: Participant Workbook Pages 24-25

Level II: Participant Workbook Pages 24-25

Materials required: Poster board or tear sheets, assorted markers

Instructions:

1. Break your class into small groups of two or three. (You can have up to seven small groups – one for each organ on Participant Workbook pages 24 and 25.)
2. Provide each group with a poster board or tear sheet and markers.
3. Assign each group one of the organs from pages 24 and 25: liver, heart, pancreas, kidneys, lungs, stomach and esophagus. If you have a small class, focus on the organs found on page 24.
4. Using a sample poster, either from a previous class or one you create, show the groups what you would like them to create for their assigned organ. Let them know they can find the information to include on their posters on page 24 of their Participant Workbooks. (Note: It is beneficial to provide each group with additional information you can download from websites like <http://www.niaaa.nih.gov/alcohol-health/alcohols-effects-body>)
5. Give the groups 15 minutes to create their posters.
6. Ask each group to take turns presenting their poster to the full group.

Additional suggestions:

- If possible, tape the posters to the walls around the classroom for the duration of your 10-hour or 24-hour class.
- You can use the same facilitation strategy for the "Other Drugs" section. Instead of assigning groups to create posters of organs, assign each group a drug: alcohol, marijuana, methamphetamine, cocaine, prescription drugs, opioids, hallucinogens and inhalants.

The Heart

Long-term effects:

In some alcoholics a permanent and progressive disease called cardiomyopathy occurs. Over time, this disease of the heart muscle leads to death from heart failure.



Self-evaluation

(Level II: Session 7)

- Encourage identification of reasons for substance use and environmental factors that trigger use
- Help participants identify high-risk people, places and times
- Help participants do a self-evaluation of their substance use
- Continue to work on Personal Change Plans

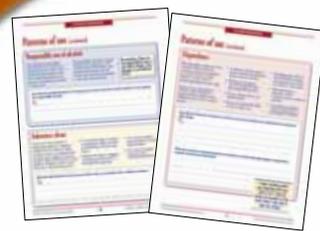
Use, Abuse & Dependence

(Level I: Session 4 – Level II: Session 8)

- Explore the differences between use, abuse and dependence
- Participants identify their patterns of substance use
- Participants self-assess any signs of substance use or dependence based on the DSM-IV criteria
- Introduce the concept of denial and the role it plays in substance abuse and dependence
- (Level I only) Administer the post-test and course evaluation

Alternative Facilitation Strategy

Facilitation
Tip



Exercise Title: DSM-IV patterns of use

Purpose: To understand the patterns of use, specifically responsible use, substance abuse and substance dependence.

Application: An experiential way of making DSM-IV criteria relevant to ADSAC participants, and to self-assess without disclosing personal information.

ADSAC Exercise: *Patterns of use*

Level I: Participant Workbook Pages 37-38

Level II: Participant Workbook Pages 38-41

Materials required: Index cards, three tear sheets, masking tape

Instructions:

1. Use the three tear sheets to make a “Responsible Use” sheet, an “Abuse” sheet and a “Dependence” sheet. Tape them to the wall.
2. Pass out index cards with statements that identify levels of use (on the following page).
3. Using a rounds, have a participant read an index card. Ask the group to decide which category the card belongs in (group discussion).
4. Have the individual come forward and place the card in the chosen category (provide masking tape).
5. Continue the process until all the cards have been placed.
6. Process the placement of the cards and make any corrections necessary (see the next page).
7. Talk about the goal of each category: Social Use – Relax; Abuse – Get high and have fun; and Dependence – To feel normal. Discuss the three main Dependence indicators of the DSM-IV: tolerance, dependency and withdrawal.
8. Open group for discussion on the progressiveness of alcohol and other drug use.

(continued on next page)

Alternative Facilitation Strategy (continued)

Index Card by Category: Adults

SOCIAL USE

Drinks to relax and be social

Thinks two drinks are about enough

Believes "Happy Hour" should last about an hour

Enjoys a fine glass of wine when dining out

ABUSE

May have had a fight with spouse over drinking

May take easy classes and still get bad grades

May have had a DUI

May come to work Monday with a black eye as the result of fight Saturday night

May have legal problems related to substance use

May drink while operating heavy machinery or using a firearm

ALCOHOLISM / ADDICTION

Trembles after a heavy drinking session

Using when he or she knows it will cause pain from bleeding ulcers or gastritis

Using when he or she has been told by a doctor it will kill him or her

May arrange his or her day around substance use

Finds he or she needs more and more alcohol/drugs to achieve a high

May use knowing he or she may lose parental rights by doing so

May use knowing he or she will take a urine test and will be sent to jail if positive

May want to stop but can't

Will avoid social activities that do not involve alcohol or drugs

May stay with an abusive partner because he or she supplies drugs

Begins drinking to "warm up" before the party

Can drink a lot more than others without showing the effects

Spends a lot of time looking for drugs and alcohol

Can drink everyone else under the table

Drinks more and for longer periods of time than other drinkers

May have the DTs – trembling and hallucinations

DSM-IV

May have had a fight with spouse over drinking.

Alcohol, Other Drug Problems & the Family

(Level II: Session 9)

- Participants examine their own family structure and the role alcohol & other drugs play within it
- Discuss the reasons that substance dependence is considered a “family disease”
- Identify the roles that are common in the family of a substance-dependent person

Alternative Facilitation Strategy

Facilitation
Tip



Exercise Title: Balloon juggle

Purpose: To demonstrate how relationships are affected when we abuse or become dependent upon substances.

Application: An experiential and entertaining way to conduct the "Abuse and dependence are family affairs" exercise.

ADSAC Exercise: *Abuse and dependence are family affairs*

Level II: Participant Workbook Page 46

Materials required:

- Multicolored balloons
- White balloons
- Sharpies (black works best)

Instructions:

1. Ask the participants to identify the most important person in their lives. (It can be a person's name or a relationship like husband, children, family, significant other.)
2. While they are thinking, distribute the balloons (various colors except white).
3. Ask participants to blow up and tie off their balloons. Ask if anyone needs help in blowing up the balloon. If so ask a neighbor to assist them.
4. Provide Sharpie markers for them to write the name of the person/relationship on their balloon.
5. Ask for volunteers to come forward – at least three, no more than six. Take their balloons from them. Don't advise them where to stand, let it be natural.
6. Explain to them that we are going to look at how hard it can be to maintain relationships or values when we have a relationship with alcohol and drugs.
7. In order to maintain our relationships and values, we must keep them in the air and off the floor. When a balloon hits the floor it may not be picked up; it is lost forever.

Instructions: (continued)

8. Start with one balloon. Let the participants keep it in the air by hitting it. Add the rule that an individual cannot hit a balloon more than twice in a row.
9. Once they get the hang of managing one relationship, begin adding balloons.
10. Then announce, "I am now going to add the relationship of all relationships." This balloon must not hit the floor at any cost. This will be the white balloon prepared in advance and kept by the facilitator. On it is written "AOD" (alcohol & other drugs). Now throw the white balloon into the air.
11. Watch as the other balloons start hitting the floor so the AOD relationship can be maintained.
12. When it is obvious that the other relationships are being neglected, stop the activity.
13. Ask, "When did you stop caring about these important people or values?"
14. State, "When you focused so intently on this relationship, (show the group the big AOD you have written on the balloon), you could not show concern for the important people in your life – only yourself and your needs."
15. Leave them with that thought. Thank those who participated.

Strategies for Positive Change

(Level II: Sessions 10 & 11)

- Discuss strategies for strengthening skills: stress reduction, alcohol/drug refusal, communication, decision-making, anger management and thinking
- Discuss ways participants can practice these skills
- Help participants build a safety net of individuals who will support their change efforts
- Continue to work on Personal Change Plans

Alternative Facilitation Strategy

Facilitation
Tip



Exercise Title: Role-play

Purpose: An experiential method for participants to try on new skills learned in "Life skills: building a strong foundation" exercises.

Application: An easy and fun way to practice new skills through role-plays participants create.

ADSAC Exercise: *Build strong refusal skills*

Level II: Participant Workbook Page 53

Materials required: None

Instructions:

1. Form pairs either by counting off or asking participants to find someone they would like to work with on this exercise.
2. Ask the pairs to designate a Recorder and a Reporter.
3. Direct each pair to choose one of the three situations they identified on page 53.
4. Tell them they have two minutes to come up with as many strategies as possible for managing the situation. Recorders record responses.
5. After two minutes, direct Recorders to stop writing. Then using rounds, ask Reporters to share one strategy.
6. Record strategies on a tear sheet/whiteboard. Continue rounds until all strategies are collected.
7. Now state that we are going to practice our strategies by role-playing.
8. One person will play the pressure role and the other will practice one or more refusal skills from the list they developed.
9. While they are practicing wander around making sure they are staying on task and help any group that may be having difficulty.
10. Ask pairs to switch roles so everyone has an opportunity to practice.
11. If time allows ask a pair to come forward and perform the role-play for the full group.
12. Ask for feedback from the group. How did it feel refusing to participate in high-risk situations? Do they feel confident they can do this in real life? Encourage the group to practice their new skill between sessions.



We Can Help:



The Change Companies®

tel: (775) 885-2610 • toll-free: (888) 889-8866 • fax: (775) 885-0643

5221 Sigstrom Drive, Carson City, NV 89706 • www.changecompanies.net