Choosing Life: Empowerment, Action, Results!

CLEAR Menu Sessions
Wrap Up
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CLEAR: Wrap Up!

How Do I Maintain the Changes I Have Made?

(60 Minutes)

Session Aims:

- To develop maintenance strategies for sustaining new behaviors.
- To give the client his or her workbook which can be used as a future resource.
- To provide an opportunity for the client to reflect on his or her experiences in CLEAR.
- To bring closure to the client’s experience with CLEAR.
Summary of Activities:

Check-In (10 minutes)
- The purposes of this activity are to set a positive tone for the session, create a safe environment, increase self-esteem, and shape positive behaviors. Goals set during the previous session are reviewed, and the activities and purposes of the session are outlined.

What Do I Feel and Think About Maintaining the Changes I’ve Made? (15 minutes)
- The purposes of this activity are to assess the client’s feelings and thoughts about maintaining his or her new behaviors, and to reframe defeating thoughts with CLEAR Thoughts.

How Do I Maintain the Changes I’ve Made? (20 minutes)
- The purpose of this activity is to develop strategies to maintain new behaviors for the long term.

Closure (15 minutes)
- The purposes of this activity are to bring closure to the CLEAR sessions. The client is given his or her workbook. The client has the opportunity to ask questions about the concepts in the program and to share thoughts about his or her experience with CLEAR.
Required Materials for Wrap Up:

Handouts
- None

Worksheets
- F-T-D Grid
- How Do I Maintain My New Behavior?

Wall Charts
- Feeling Thermometer
- Guidelines for Goal Setting
- SMART Problem-Solving Guidelines

Laminated Cards and Additional Items
- None

Materials Needed in Every Session
- Client Workbook
- Goal Card
- Handout: Guidelines for Goal Setting
- Worksheet: Individual Prevention Plan
- Worksheet: Substance Use Weekly Schedule
Activity 1: Check-in

Time
- 10 minutes

Activity Materials
- Worksheet: Individual Prevention Plan

Counselor Note
The purposes of this activity are to set a positive tone for the session, create a safe environment, increase self-esteem, and shape positive behaviors. Goals set during the previous session are reviewed and the activities and purposes of the session are outlined.

Goal Check-In

► Welcome back! Let’s start off by sharing the positive steps you’ve taken over the past week.

► These positive steps might include the progress you made on your goals, something beneficial you did for yourself, or an important insight you gained about your thoughts, feelings, or behavior.

Engage the client in a discussion. Encourage the client to report progress on the two goals set at the end of the last session:

1. A short-term weekly goal that supports accomplishment of the client’s long-term life goal identified during Core Skill Session 2.

2. A short-term weekly goal that relates to the last session’s topic and supports the client’s prevention goal.

In response to accomplished goals:
- Praise the client’s efforts and success.
- Relate the accomplished goal to the F-T-D framework.
In response to unaccomplished goals:

- Praise any small effort and approximations to achieving the goal.
  - In order to maintain a safe and non-judgmental environment and in response to clients who may lose their motivation by not having accomplished their goals, positively reframe the unaccomplished goal (i.e., “You did not accomplish your goal because you were trying to take care of yourself by not creating more stress.”).

- Model goal setting by suggesting that perhaps the “right” goal was not chosen the previous week (e.g., “Maybe the goal was too difficult or could not realistically be accomplished within the designated time frame.”). Use this as an opportunity to emphasize the importance of setting realistic goals in order to optimize success.

- Identify barrier(s) to goal accomplishment and apply SMART Problem-Solving steps to any barrier(s).

- Relate the unaccomplished goal to the F-T-D framework.

Use the client’s Individual Prevention Plan worksheet to record his or her progress against each goal.

**Substance Use Weekly Schedule**

If the client has set a substance use prevention goal and completed the first Substance Use Risk Session, review the Substance Use Weekly Schedule worksheet. Allow time for the client to complete the worksheet if it has not been completed in advance of the meeting.

**Introduction to Today’s Session**

Introduce today’s session.

- **As we discussed in our previous session, today is our last session together. I want to congratulate you on reaching your goals!**

- **You have worked incredibly hard to get here today. You’ve faced a lot of challenges, both internal and external, to reaching your goals and have practiced new skills and techniques to overcome those challenges. To reach your goals you’ve had to replace your unwanted behaviors with new behaviors. Some of these new behaviors may now come easy to you and are well integrated into your life, while others may still need more practice.**
Introduction to Today’s Session - continued

► Today we are going to talk about a few topics to help us wrap up your experience with CLEAR. First, we’re going to discuss your feelings and thoughts about maintaining your new behaviors for the long term. Then we will develop some strategies that can help you maintain them and increase your confidence. Finally, I’d like to hand over the workbook we’ve created together in our sessions. The workbook is a tangible account of all the hard work you have completed and can be used as a resource to remind you of how each skill and technique is used.

► Any questions before we get started?

Answer any questions the client raises.
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Activity 2: What Do I Feel and Think About Maintaining the Changes I’ve Made?

Time
- 15 minutes

Activity Materials
- Worksheet: Individual Prevention Plan
- Worksheet: F-T-D Grid

Counselor Note
The purposes of this activity are to assess the client’s feelings and thoughts about maintaining his or her new behaviors, and to reframe defeating thoughts with CLEAR Thoughts.

Goal Check-In
- I’d like to start by reviewing the goals you have reached in your Individual Prevention Plan.

Review the client’s Individual Prevention Plan and discuss the behaviors he or she has changed.

Distribute the F-T-D grid worksheet. List the new behavior(s) under “Situation” on the F-T-D grid.

- Achieving your goal(s) is a huge accomplishment that took a lot of hard work and required you to adopt a new behavior. The second challenge to your goal is maintaining this new behavior. Maintenance means continuing to practice your new behavior(s), and not going back to the old behavior(s).

- I’d like to discuss your level of confidence for maintaining each of your new behaviors. A good indication of your confidence is your Feeling Thermometer reading and thoughts about maintaining each behavior. A high Feeling Thermometer reading and unhelpful thoughts may indicate that you have a lot of discomfort about maintaining the behavior.
For each accomplished goal listed under “Situation,” probe with the following questions to complete the grid:

- What is your Feeling Thermometer reading when you think about maintaining this behavior?
- What physical sensations do you experience with this feeling?
- What thoughts go through your mind?
- Looking at your Feeling Thermometer and thoughts, do you think you are likely to maintain this new behavior?

**Sample Completed F-T-D Grid**

<table>
<thead>
<tr>
<th>Situation</th>
<th>Thermometer Reading</th>
<th>Physical Sensations</th>
<th>Thoughts</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using condoms each time I have sex</td>
<td>30</td>
<td>A little nervous in my stomach</td>
<td>I can maintain this behavior. I’ve already had practice in this and it’s gone pretty well.</td>
<td>Likely to maintain</td>
</tr>
<tr>
<td>Reduce my ecstasy use to once a month</td>
<td>90</td>
<td>Sweaty palms</td>
<td>I’ve been able to do this for the past two months, but... my friends are still into getting high almost every day. I don’t know if I can do this.</td>
<td>Not likely to maintain</td>
</tr>
</tbody>
</table>

Point out the connection between feelings, thoughts, and actions. A high Feeling Thermometer reading may indicate the client has a lot of discomfort over his or her ability to maintain the new behavior, and defeating thoughts can indicate a lack of confidence to maintain the new behavior.

- **Having a high Feeling Thermometer reading and unhelpful thoughts can mean you do not have the confidence to maintain your new behaviors.**

- **What can you do to increase your confidence? Meaning, how can you lower your Feeling Thermometer and change your thoughts?**
Goal Check-In - *continued*

Encourage the client to replace unhelpful thoughts in the grid with CLEAR Thoughts.

- How could you have argued against your unhelpful thoughts?
- What are some helpful things you could say to yourself?
- How could the outcome be different based on your thoughts?
- Great. If you think you can’t do something, chances are you won’t. If you think you can maintain your new behaviors, there’s a good chance you will!
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Activity 3: How Can I Maintain the Changes I’ve Made?

Time
- 20 minutes

Activity Materials
- Blank notebook paper
- Worksheet: How Do I Maintain My New Behavior?

Counselor Note

The purpose of this activity is to develop strategies to maintain new behaviors for the long term.

I’d like us to discuss some strategies for maintaining your new behaviors.

We talked about replacing unhelpful thoughts with CLEAR Thoughts. What else do you think you can do to help maintain the changes you have made?

On a sheet of notebook paper, write down the client’s suggestions. If not mentioned by the client, include the following:

- Remind myself of the positive outcomes of making this behavior change.
- Learn how to handle people who do not reinforce my new behavior.

Those were some great suggestions. I’d like to expand on two strategies on this list. First is to identify the things, situations, and people that remind you of the positive outcomes of the changed behavior. Second is to identify ways of handling people who do not reinforce your change.
Reminders

Let’s start by identifying the things, situation, and people that remind you of the positive outcomes of the changed behavior. For example, a person who completed a drug rehab program to quit injecting drugs found out that he was now eligible for housing vouchers. He now lives in his own apartment. His new apartment (thing) is an outcome of his behavior change and is a reminder of why he wants to maintain his new behavior.

You can identify reminders by asking yourself the following four questions:

- What are the positive outcomes of the change that I have made?
- What things will reinforce my new behavior?
- Who reinforces my new behavior?
- In what situations are my new behaviors reinforced?

Let’s fill out this worksheet together.

Give the client a copy of the How Do I Maintain My New Behavior? worksheet. Use a fresh worksheet for each behavior the client would like to maintain. Answer each of the four questions.

These are some amazing outcomes and reminders. Since we will no longer have the chance to meet as frequently, this list can remind you of the positive outcomes of the changes you’ve made and keep you motivated and focused, especially in challenging times.

Handling People Who Do Not Support Your Change

When we make changes in our lives it affects our relationships with others. For example, a person has decided to no longer have unprotected sex when high and therefore no longer attends parties where that behavior is encouraged. He found that some of his friends were resistant to this change, and no longer invited him to any parties. Some of these friends have come around to support his decision but still there are others who continue to not support his new behavior.
Handling People Who Do Not Support Your Change - continued

- I’d like to know how the changes you have made affected your relationship with others. You don’t have to give the names of specific people; you can just describe them, such as “friends that I usually party with on the weekends,” or “one of my relatives.”

- How has the changes you have made affected your relationship with others?

- Who has reinforced the changes you have made?

- Who does not reinforce the changes you have made?

On a sheet of paper list the people who reinforce and do not reinforce the client’s new behaviors. Probe to understand how certain people reinforce or do not reinforce the client’s changes.

- Thanks for sharing. Let’s brainstorm some ideas for how to handle people who do not support your change.

If not suggested by the client, include the following ideas:

- Just as you are looking for reinforcement, try to offer the same to your friend/family member. Reinforce behaviors that you know he or she is trying to overcome. You can model for him or her how you would like to be treated for the changes you have made.

- Practice assertively telling him or her that is important for you to gain support for the changes you have made. Remember to use “I” statements and acknowledge how he or she feels.

- If the person tries to sabotage the changes you have made, it may be necessary to avoid him or her. Not everybody can be the supportive friend that you need.

- Those were some great suggestions.
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## Activity 4: Closure

### Time
- 15 minutes

### Activity Materials
- Client workbook

### Counselor Note

The purposes of this activity are to hand over the client’s workbook and create closure for the client. In this activity the client has the opportunity to ask questions about the concepts in the program and to share thoughts about his or her experience with CLEAR.

- We’ve learned some powerful concepts, skills, and techniques in our meetings together:
  - Ideal Self
  - Feeling Thermometer
  - Goal setting
  - SMART Problem-Solving
  - CLEAR Thinking
  - Understanding the link between feelings, thoughts, and actions
  - Assessing the pros and cons of making changes
  - Relaxation

- These are now part of your personal resources. You can use them whenever you want to handle difficult situations or to make changes in your life.

- We’ve worked really hard and the proof is in this workbook! I’d like to pass it on to you. It can refresh your memory on how to use these personal resources, and remind you that you can in fact create a life that reflects your values and aspirations.
Give the client his or her workbook.

▶ In these last moments we have together I’d like to give you the opportunity to ask me any remaining questions you might have or to share your thoughts about the program.

Answer any remaining questions.

Praise the client for his or her commitment to completing CLEAR.

▶ Congratulations!

END OF SESSION