



NUDGE Psychosocial Group

Practitioner
Guide



Introduction

Copyright © Helping Groups to Grow Development

www.moimr.com

GENERAL AIMS

This psychosocial group programme aims to motivate participants who might still be using substances or who are simply at the stage of wanting to ‘dip their toe’ into engaging in their treatment. The programme draws heavily from cognitive-behavioural techniques (e.g., Cognitive Behaviour Therapy, Acceptance and Commitment Therapy, Relapse Prevention, Mindfulness-Based Cognitive Therapy) and person-centred approaches (e.g., Motivational Interviewing, Motivational Enhancement Therapy).

The topics covered by the four sessions are particularly relevant to those at the start of their recovery journey. For example, the first session focuses on Lifestyle Balance; it helps participants to understand the contribution that other areas of their life has on their “psychological system” and it enables them to take the first steps to address their lifestyle balance. The second session considers destructive behaviours; it explores the function of destructive behaviours and it motivates participants to consider an alternative method to manage the factors that drive these behaviours. The third session helps participants to connect to the things that really matter to them; whereas the first two sessions of Nudge were non-action orientated, this session encourages a move toward doing things that matter. The fourth (and final) session begins to consider ‘how’ people might begin to make small changes to their lives and it considers strategies to overcome any potential blocks to success.

WHAT IS DIFFERENT ABOUT “NUDGE”?

In many ways the style of “Nudge” can be very different to practitioners’ typical style of working. It might even seem counter to how many practitioners typically work. For example, although selling hope, offering helpful advice and finding solutions for problems can be very productive, with participants who remain ambivalent about change this approach can be less productive. For ‘stuck’ participants a solution-focused approach can be experienced as invalidating because they perceive these solutions as too simplistic or inadequate for their issues/challenges.

In Nudge we aim to sit with and validate the struggle that ambivalence brings and where we ‘hear’ talk of possible change we will seek to reinforce this: timing is key. In the first two sessions of Nudge we are validating the struggle and in the second two sessions we begin to explore the possibility of change.

Session 1: Lifestyle Balance

SESSION 1: LIFESTYLE BALANCE

There are several aims to this session.

- First, through the Pendulum metaphor, the session highlights the counter-productive outcome of attempting to push away unpleasant thoughts, sensations, and feelings in pursuit of positive ones; it introduces the concept of gaining greater lifestyle balance at the anchor point of the pendulum.
- Second, service users presented with an engaging view of a cognitive behavioural model that explains how people will engage in certain behaviours (adaptive and maladaptive) to regulate their psychological system.
- Third, the cognitive behavioural model is extended (with the use of a seesaw metaphor) to explore how lifestyle factors can influence the psychological system, and ultimately wellbeing.
- Finally, it helps service users to identify the first steps on their treatment journey through the use of an activity to select stepping -tones cards of important aspects of their lives that they want to resolve and they want to improve or retain.

EQUIPMENT, MATERIALS AND HANDOUTS

- **Equipment**
 - o Laptop and Lifestyle Balance slides
 - o Projector
- **Materials**
 - o Flipchart and pens
 - o Stepping-stone cards
- **Handouts**
 - o Session 1 Slides (optional)
 - o Pendulum Concept Handout
 - o Stepping Stones Handout


Session Tasks:

1. Pendulum Concept
2. Psychological System
3. Stepping Stone Exercise

Keyworking:

Identify aspects of life that can support the person.
Identify steps necessary to resolve challenges.

SLIDE 1: TITLE PAGE

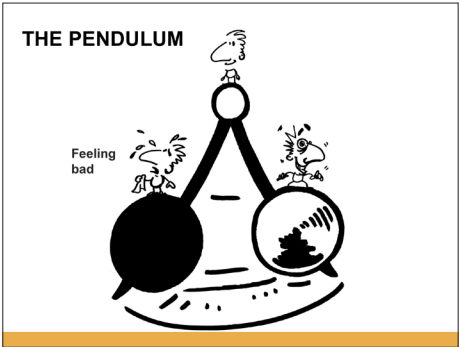


WELCOME

The aim of this four session programme is to help you develop practical strategies for managing problematic drug/alcohol use and mental health difficulties.

Welcome service users to the group. Make an effort to recognise the courage and commitment it takes for many service users to attend. Reassure participants that the session will be informal and they only need to contribute what they feel they can. Explain that today’s topic is entitled Lifestyle Balance. Despite having a topics to discuss we recognise the invaluable contributions of lived-experience and we welcome contributions.

SLIDE 2. PENDULUM CONCEPT



This slide can be used as an analogy for how people with substance misuse and/ or other mental health problems experience life. Many people have the unpleasant experience of feeling bad, which leads them to strive to feel good (or sometimes, even to just simply not feel bad). One way to do this is to use substances. Often, though, people feel good for a short time but the pendulum simply swings back to feeling bad again. The more someone swings the pendulum one way the greater the swing other. The sense here is that the more a person tries to control (with their substance use) feeling good, the more likely he or she is going to remain feeling bad and be stuck in the unending cycle, resulting in a sense of insecurity. In this analogy service users are challenged to think about another way, which will help them to feel more secure. If the person could climb out of this battle with the pendulum ball, perhaps to the anchor point of the pendulum, then would this not be a better balance? This programme will help people to begin to consider another way, which will slow down the swing of the pendulum. What we cannot promise is to rid the person of ever feel bad again (being alive has some painful consequences), but what can be achieved is a way breaking the cycle that keeps the unpleasant feelings from occurring again and again.

SLIDE 3. HOW CAN YOU ACHIEVE LIFESTYLE BALANCE?

BEGINNING TO SLOW THE PENDULUM DOWN

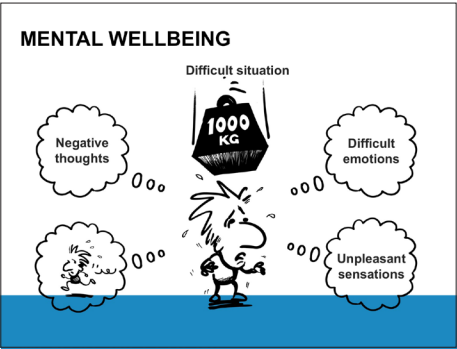
What makes our day-to-day life difficult to manage?

- Many people find negative life events difficult to manage.
- These can be in the areas of family, relationships, finances, work, friends, health and so on.
- Finding the balance between the positive aspects of our lives and some of the not so positive ones can help us slow down the pendulum.

LET'S SEE WHAT HAPPENS WHEN NEGATIVE EVENTS OCCUR AND WHY MANY PEOPLE FIND IT DIFFICULT TO MANAGE...

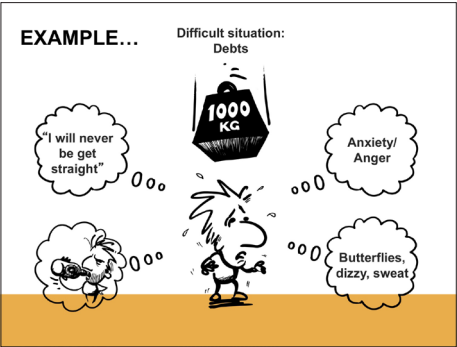
This slide challenges service users to think about what it is that would give them a better Lifestyle Balance. Again, it is important to reinforce that life will almost always comprise positive and negative aspects—we cannot rid ourselves of all negative aspects. Lifestyle Balance is about having this tolerable balance between the positive and negative aspects: the positives can act as an anchor point. Lifestyle Balance also means being able to manage the negative thoughts, difficult emotions, unpleasant sensations and destructive behaviours, which tend to be driven by these negative aspects of our lives.

SLIDE 4. MENTAL WELLBEING



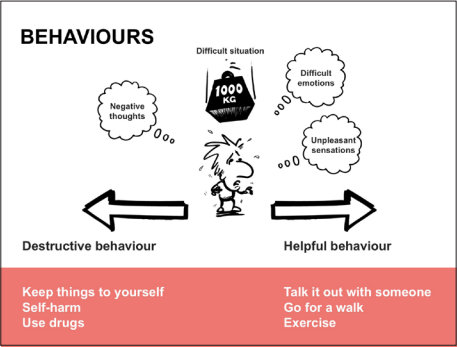
This slide depicts a person's “psychological system”. Explain that whoever we are we experience this system in a similar way. On the first ‘button press’ a difficult situation comes into view. When we encounter a difficult situation this gives rise to negative thoughts about this event (button press), about ourselves and other people. These negative thoughts lead to (button press) difficult, sometimes powerful emotions (e.g., like anger or sadness). Along with the emotions (button press) we experience unpleasant physical sensations (e.g., our hearts beat faster or maybe our stomach ‘flips’). These thoughts, emotions and sensations can often ‘feel’ so unpleasant that we ‘feel’ compelled to get rid of them with our behaviour (button press). In fact, often we tend to want to run away from these experiences.

SLIDE 5. AN EXAMPLE...



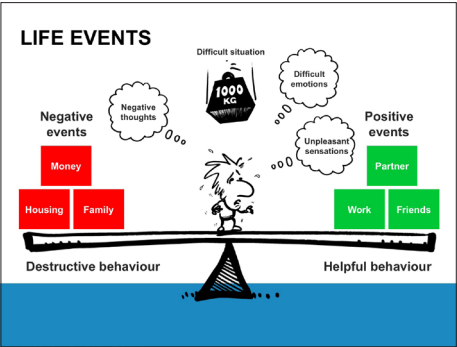
This slide depicts an example of the previous slide. When this person encounters a difficult situation (an argument with a friend), he starts to have some negative thoughts, "It is not my fault, after all I've done for her", etc. This makes him feel anxious, sad, and then angry. These emotions lead to physical sensations, which feel unpleasant. The person uses a behaviour (e.g., in this case drinking alcohol) to rid himself of this aversive state.

SLIDE 6. BEHAVIOURS



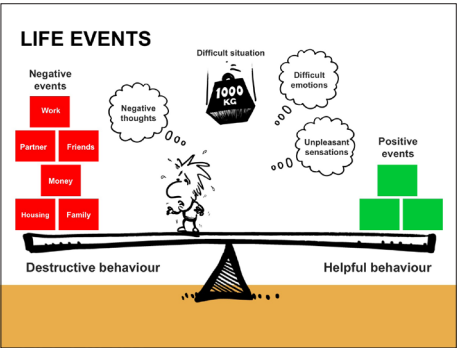
It is not certain that a person will use a destructive behaviour (or indeed any maladaptive behaviour) to manage this system. In fact, people can choose a range of behaviours. Some of these behaviours can be destructive (button press), such as keeping things to oneself, self-harming, or using drugs, but others can be more helpful (button press), for example talking it out with someone, or going for a walk or exercising. People often use a range of behaviours to regulate their psychological system. Sometimes they might use more adaptive behaviours, but at other times they might use more maladaptive ones. One thing that can make a difference to which behaviours people choose is the balance of positive and negative aspects from other areas of their lives.

SLIDE 7. LIFE EVENTS

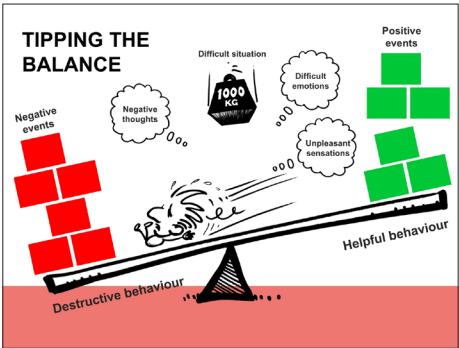


It is often the case that people have a range of negative and positive aspects in life and these can typically balance the psychological system. Here this chap has negative aspects in the areas of his finances, housing and family. He has positive aspects in areas such as his partner, work and friends. It is possible for a person to have areas of life that are both positive and negative or to have one area that is bigger or carries more “weight” than other areas.

SLIDE 8. LIFE EVENTS +

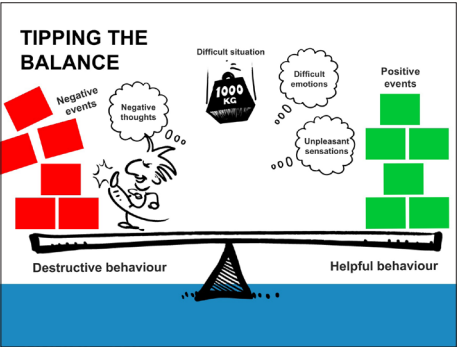


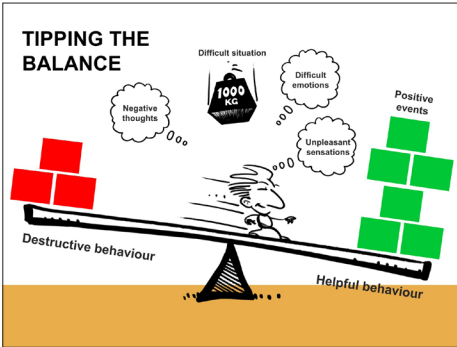
SLIDE 9. TIPPING THE BALANCE



These slides depict how negative life events can tip the balance towards engaging in a destructive behaviour, in order to manage the psychological system. On slide 9 we can see the man sliding toward a destructive behaviour. Ask the service users, “What can he do to re-balance the system?” Almost always someone will suggest adding some positives events to the opposite side (button press). Ask what else might he do?

SLIDE 10 & 11. TIPPING THE BALANCE.







The second step that this person can do is to remove the negatives from the side that tips the balance toward destructive behaviours (button press). As shown in slide 11, this has the effect of enabling the person to shift toward choosing a more helpful behaviour. The person still has a difficult situation to manage but by having a better balance in his life it will enable him to choose a behaviour that is less destructive.

SLIDE 12. MANAGING THE BALANCE +

MANAGING THE BALANCE

We can manage our lifestyle balance in two ways by:

Attending to lifestyle factors that cause us problems (eg managing health problems, attending to relationships).

Recognising and appreciating where lifestyle factors are supportive or helpful.

Taking the first steps in your recovery journey means prioritising and managing lifestyle factors to prevent them tipping the balance towards destructive behaviours.

SLIDE 13. A PATHWAY TO RECOVERY

A PATHWAY TO RECOVERY

Third step: Consider the direct elements of the psychological system, eg negative thoughts.

Second step: Shore up supportive lifestyle factors, eg family.

First step: Reduce the weight from lifestyle factors that tip the balance towards destructive behaviours, eg physical health.

These slides outline how a person might manage his or her lifestyle balance. It explains that we can do this in two ways (a) by attending to the lifestyle factors that cause us problems and (b) by recognising (and working to retain) those supportive factors . On slide 13. it explains that we will look at Step one and Step two today, and Step three will be covered in other sessions.

SLIDE 14. YOUR STEPPING STONE (EXERCISE).



YOUR STEPPING STONES

With the person next to you, lay out the stepping-stone cards for your recovery journey in one red column and one green column.

Red cards – life areas that tip the balance towards destructive behaviours.


Green cards – life areas that tip the balance towards more helpful behaviour and greater wellbeing.

The card nearest to you should be your highest priority.

For this interactive exercise participants should work in pairs--completing the stepping stone exercise for each person, in turn. The stepping stone cards should be placed onto the floor in front of them in two columns: one with red cards, which adds weight to the destructive behaviours side of the balance, and one with green cards, which adds weight to the helpful behaviours side. The first card in each column (the one nearest to the participant) represents the highest priority. Lower priority cards are placed next, working away from the person represents those areas with lesser priorities. After completing the stepping-stones, the participants are asked to write these priorities down on their Recovery Journey Handout. Facilitators should informally enquire with each participant their reasons for how they have ordered their cards.


SLIDE 15 & 16. SUMMARY.

SUMMARY



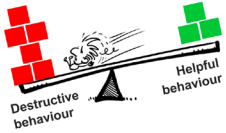
The pendulum showed us that some behaviours that help us to feel good can lead us to swing back to feeling bad.

A more balanced place is the anchor point.



The psychological system showed us how we can become distressed and then use destructive behaviours to manage these feelings.


SUMMARY



Destructive behaviour

Helpful behaviour

Negative life events can tip the balance towards more destructive behaviours.




We can balance this system by attending to the important areas of our life through the stepping stone technique.

Read each point on the summary slides in a slow and deliberate manner.

SLIDE 1&. BETWEEN SESSIONS.

BETWEEN SESSIONS...



Consider again the Recovery Journey Handout. Think about how you might take the first stepping stones on your treatment journey.

Are you able to take small steps to manage those areas of your life that tip your psychological system toward destructive behaviours?

How can you work on those areas of your life that already keep it balanced toward more helpful behaviours?

The between session activity is not a mandatory component of the programme. Invite the participants to consider the points on the slide and offer the Recovery Journey handout as an option. The between session activity can be used as part of keyworking (one-to-one) sessions.

SLIDES 18 - 22. CLOSING SLIDES.

BEFORE YOU GO...

HOW HAVE YOU
FOUND TODAY'S
SESSION?

WHAT WILL YOU
TAKE AWAY WITH
YOU TODAY?

HOW DO YOU FEEL?

DO YOU HAVE ANY
OTHER QUESTIONS?

THANK YOU



✓ IN THE NEXT SESSION WE
CONSIDER **HOW YOU CAN**
AVOID CHOOSING
DESTRUCTIVE BEHAVIOURS.

Bring the session to a close by asking the questions on the slide. Tell the group your impressions of the session and place a strong emphasis on the positive aspects. Thank participants for their contributions and hard work. Give a hopeful response about what can be achieved in the next session.

Session 2: Destructive Behaviours

SESSION 2: DESTRUCTIVE BEHAVIOURS

There are several aims to this session.

- The session is designed to help participants understand how and why people engage in destructive behaviours.
- It helps them to recognise their own destructive behaviours.
- It establishes the individual benefits that participants derive from engaging in destructive behaviours and also the drawbacks of doing so.
- The session is designed to motivate participants to change their destructive behaviours.
- Finally, participants can develop a flashcard (a small motivational card that can be kept in a wallet or purse) that contains individualised statements of the benefits of change and the drawbacks of not doing so.

EQUIPMENT, MATERIALS AND HANDOUTS

- **Equipment**
 - o Laptop and Session 2 slides
 - o Projector
- **Materials**
 - o Flipchart and pens
 - o Flash card templates (optional)
- **Handouts**
 - o Session 2 Slides (optional)
 - o Weighing-up the Two Sides Handout (optional)

Session Tasks:

1. Destructive behaviours
2. Consider personal consequences
3. Advantages of change and the disadvantages of not doing so
4. Flashcard exercise (optional)


Keyworking:

Personalise flashcards (pictures) and laminate etc.

SLIDE 1: TITLE PAGE

Cynorthwyo
Grwpiau i Dyfu

Helping Groups
to Grow
Supporting recovery



NUDGE

Session 2:
Destructive Behaviour

"If you are searching for that one
person who will change your life
take a look in the mirror."

- Anonymous

Copyright © Helping Groups to Grow
Development Group March 2018

Welcome participants back to the session. Make a point to recognise the courage and commitment to show up. Explain that today's topic is entitled Destructive behaviours, something that we all experience in some form or another.

SLIDE 2 & 3. DESTRUCTIVE BEHAVIOUR



Many of us engage in behaviours that can be termed destructive behaviours.

What makes a behaviour a destructive behavior?

Destructive behaviours are any behaviours that cause harm (physically or psychologically) to you or to another person.

Can you think of some examples?

- Harmful use of substances
- Violence or aggression
- Self-harm
- Avoidance or withdrawal of people or events
- Worry
- Over-eating
- Rituals
- Perfectionism

These slides introduce the topic of destructive behaviours. Participants are not asked to discuss their own destructive behaviours at this stage but simply to note how and when a behaviour becomes a destructive behaviour (see Point 1). As shown, a behaviour can be classed as destructive if it disrupts the healthy functioning of an individual or others—in some respects there is subjectivity to this. Write responses to the question on the flipchart while trying to draw out the responses that closely match the definition used on the slide before revealing the second point (i.e., the definition). Next, ask participants to generate a list of destructive behaviours and write these out on the flip chart before revealing the list. As shown in the following slides, judging destructive behaviours as bad, for example, is avoided: all destructive behaviours serve a function. The range of behaviour that can be destructive is varied (e.g., substance use, violence, aggression, avoidance, worry, smoking, gaming, shopping, sex, over-/under-eating, rituals, perfectionism, exercise etc). Some behaviours are only destructive to some people (e.g., drinking) and not others; whereas some might appear positive (e.g., perfectionism) but clearly debilitate the sufferer.

SLIDE 4. WHY PEOPLE USE DESTRUCTIVE BEHAVIOURS.

WHY PEOPLE USE DESTRUCTIVE BEHAVIOURS

- They are often used as a solution for managing difficult experiences.
- In the short-term they might make us feel better by blocking out or distracting us from these difficult experiences.
- In the long-term they often increase the likelihood that we experience more difficult experiences and when we do, we feel less able or willing to manage them effectively.

This slide aims to explain why people use destructive behaviours. Again, it links the function of a destructive behaviour to the components of the psychological system (discussed in the previous session). Despite the short-term benefits of these behaviours, the longer-term difficulties often worsen the situation. Often the destructive behaviour worsens the very feature of the difficult experience that the person was initially trying to avoid: encourage discussion around this and aim to validate the drive to 'get rid of what we do not like' – even though logically it makes the problem worse in the long-term.

SLIDE 5. MENTAL WELLBEING.




This image portrays the futility of trying to block out negative thoughts, emotions and physical sensations. Start by asking participants what they see. Tell them this image depicts this man's struggle through life. The following metaphor is useful.

"This man is struggling through life by rowing his boat across a vast ocean.


Sometimes it is sunny and he makes good progress and at other times the seas are rough and his progress is tiring and slow. One thing he doesn't like is the rain and the feeling of getting wet and each time it rains he gets out his umbrella to keep himself dry. Each time he stops rowing his boat, though, he drifts on the current and this takes him even further 'off course'. When it stops raining he starts to row again, but now he finds he has to work even harder. For a while the umbrella kept him dry, but this chap has been unlucky because he has had a lot of rain in his life and because he has been stuck out at sea for so long, his boat is starting to fill with water. His use of the umbrella is no longer keeping him dry." Ask the participants, "What should he do?" Typical responses are, "Use the umbrella to bale out the water or use it as a sail." (but we might say its not much good for this as it has holes in it). We might say that, "Perhaps he needs to accept that at times he will get wet and rather than avoiding this feeling he could just keep rowing to get where he wants in life?" We ask the question, "What would it take, though, for this man to let go of his umbrella? Perhaps this has been his strategy for 20 years (we can direct this time to coincide with the drug use history of the participants in the group). It is going to take courage, commitment and effort to let go of it." What we will learn in this group is how we might be able to use a different strategy to manage the rain.

SLIDE 6. PERSONAL CONSEQUENCES.

PERSONAL CONSEQUENCES



What benefits do you get from engaging in a destructive behaviour?
Perhaps it helps you to relax, to socialise, or gives you confidence?




What drawbacks do you get from engaging in a destructive behaviour?
Perhaps it has affected your health, stopped you doing other things, impacted on other people close to you?

Participants are encouraged to think about their own destructive behaviours. At the first point on the slide ask participants to recall some benefits from engaging in a destructive behaviour (i.e., substance use). Allow for two columns on the flipchart but start the list on one side under the heading “Benefits”. It is helpful to reinforce the idea (from comments made by participants) that the benefits are probably no longer experienced by many of them.

After getting a list of benefits, button press for the next point and list the drawbacks. Remember not to overplay the negative consequences: use Socratic questioning to get the participants to elaborate on these drawbacks. Help the participants to see that although there are these negative aspects there is always a function to their behaviour. Allow them a moment to comment/reflect on the change of reinforcement (from positive to negative) derived from their substance use.

SLIDE 7. PERSONAL CONSEQUENCES.

PERSONAL CONSEQUENCES

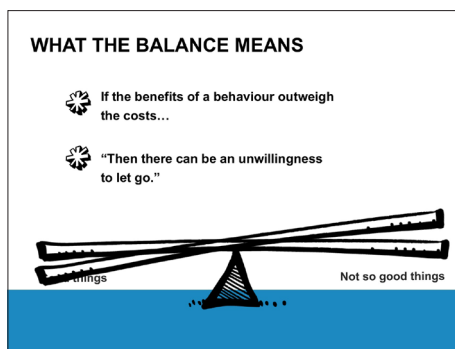


How do the two sides weigh up for you?

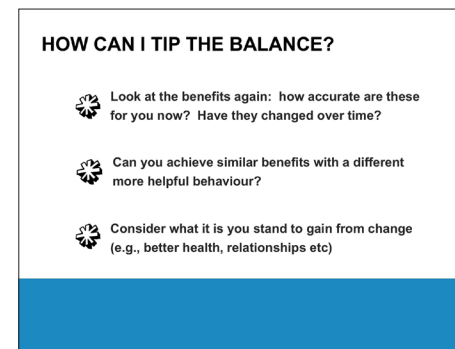
As one might expect there are often a combination of benefits and drawbacks to any given behaviour. On the one hand there can be some good things and on the other some not-so-good things. Many people who use substances recall that some of the initial benefits for them might have reduced now.

State to the participants that there are three options here and it will vary from person to person, which option applies to them: Option one, is that some people will feel that despite the negative consequences of their destructive behaviour the benefits of the behaviour outweigh the negatives (i.e., “I get more good things from my drug use than problems”; Option two, other people will say that the drawbacks of the destructive behaviour are now beginning to outweigh the benefits (i.e., “The not-so-good things cause me more difficulties than what I get from the good things”); Option three, and others might say, that actually the two sides weigh the same (i.e., I get as much from the behaviour as it costs me). Ask each individual in turn, how do the two sides weigh up for you? For each individual tick these on the flip chart (e.g., on the benefits side, on the drawbacks side, or in the middle)

SLIDE 8. WHAT THE BALANCE MEANS TO ME...



SLIDES 10, 11, & 12. HOW CAN I TIP THE BALANCE?



The following three slides address the three different perspectives people might hold about their substance use, using the seesaw imagery. The first highlight that some people find the benefits of using a behaviour outweigh the costs. We can 'normalise' this perspective that many people might feel, which is an unwillingness to let go of a behaviour where they feel that they get some benefits from (e.g., remember the man in the boat who might not want to let go of the umbrella). On the second slide the balance (costs and benefits) is equal, so the person can clearly see the negatives but they can also see the positives. People here often have to work hard to maintain their commitment to change. On the third slide the costs outweigh the benefits. Where this is the case then people have truly made the connection that their use of a destructive behaviour is not helpful to them and change is possible. Of course, wherever a person's motivation is at one moment in time is never fixed: levels of motivation often shift through treatment and beyond.

On this slide we consider how it is possible to tip the balance towards greater motivation. By reviewing the previous flipchart responses, we might consider how accurate or true these benefits are. Are these benefits still as 'good' as they once were? Many people report that after they use a substance they feel some disappointment that they have not got as 'high' as they expected or as relaxed (i.e., as they did when they were a 'new' user). On the second point, ask the participants, "Is drug or alcohol use the only way to derive these benefits (e.g., relaxation, confidence etc)?" is there another way to achieve these benefits without the use of a destructive behaviour and all of the associated costs? The last point asks them to turn their attention away from what they stand to lose from change but to what they stand to gain.

SLIDE 14. ADVANTAGES AND DISADVANTAGES

Advantages

VS

Disadvantages

What are the advantages for not engaging in a destructive behaviour?

What are the disadvantages for engaging in a destructive behaviour?

What do you stand to gain from change?

What do you stand to lose from not changing?


Use the flipchart and divide it into two columns. In the first column make a list of reasons for change (call it “GAINS”). In the second column make a list of the problems of not changing (call it “LOSSES”). Many of the losses might just be opposites of the gains, so break down the losses into specifics (e.g., health specifics, self-respect etc). It is extremely important at this stage to engender hope that change is possible: many participants will have experienced a number of losses in their lives. It is important not to create a sense of hopelessness. Recount your experience of working with many people who have had successful recovery journeys.


SLIDE 15. EVALUATING WHAT MATTERS

EVALUATING WHAT MATTERS

What benefits do you get from your use of substances?

How can you achieve these benefits with a behaviour that has less cost to you?

What things do you stand to gain from changing your substance use?

What things do you stand to lose should you not do so.

This slide can introduce various exercises or discussions depending on the group. For example, participants can discuss these questions in pairs, small groups, or in the whole group. It is possible to extend this session to capture the content of any perceived intention in a flashcard. A Flashcard is a small motivational card that can be kept in a wallet or purse that contains individualised statements of the benefits of change and the drawbacks of not doing so. The card can also include pictures or motivational statements. Note some groups might be targeted at those who are highly ambivalent: in such cases it might be best to simply discuss the points raised.

Flashcards: Distribute to each participant a Flashcard template (i.e., a pre-cut credit card sized card). Ask the participants to write in the columns two or three reasons why they want to change their destructive behaviour. As an option, some people might write in the second column what they stand to lose if they do not change. On the opposite side of the card the person might wish to include a personally motivating statement (see slide 14). The cards are designed to shore-up motivation to change at difficult moments. Some participants might wish to extend the exercise to incorporate pictures onto the card.

SLIDE 16 & 17. SUMMARY.

SUMMARY


DESTRUCTIVE
BEHAVIOURS.

Sometimes they offer us a short-term solution to manage psychological distress or difficult circumstances.

They tend to lead to greater longer-term difficulties and they keep us locked in to a destructive cycle.

We can all engage in destructive behaviours at some point in our lives.

SUMMARY



We considered the personal consequences for you and how you can begin to shift the balance.

You created a list to help keep you motivated to change.

Read each point on the summary slides in a slow and deliberate manner.
Check out of the session as outlined in Session 1

SLIDE 23.

THANK YOU

✓

IN THE NEXT SESSION WE
CONSIDER FINDING WHAT
MATTERS.

Finally, close the session by thanking the group for their contributions and orientating to the topic of the next session: Finding What Matters. Encourage attendance at the next session.

Session 3:

Finding What Matters

SESSION 3: FINDING WHAT MATTERS

There are several aims to this session.

- The session is designed to help participants to begin to focus on the things in life that are important to them, rather than simply focusing on what they do not want to do.
- It recognises that fear often shows up when change is considered.
- Using the “Waiting for the wrong train” metaphor we explore the outcome of sticking to familiar patterns: this is expanded by checking in with participant’s own experience.
- The session focuses on a recovery perspective and invites participants to think of change.
- Finally, participants are encouraged to contemplate making a courageous choice and we invite them to outline their actions.

EQUIPMENT, MATERIALS AND HANDOUTS

- **Equipment**
 - o Laptop and Session 3 slides
 - o Projector
- **Materials**
 - o Flipchart and pens
- **Handouts**
 - o Session 3 Slides (optional)
 - o Making a courageous choice

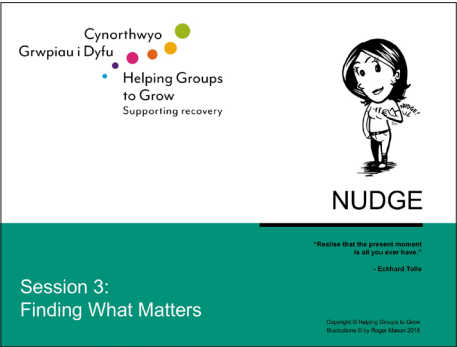
Session Tasks:

1. Contemplating what matters
2. Consider fear of change and typical consequences of giving in to fear
3. Taking a recovery perspective
4. Making a courageous choice

Keyworking:

Discuss courageous choices
– list ideas

SLIDE 1: TITLE PAGE



Welcome participants back to the session. Check in with the group about how they feel the sessions are proceeding: ask, are any additions or changes needed to the 'Formula for Success'? Explain that today's topic is entitled 'Finding What Matters' and so we will be interested in hearing about what it is people want their lives to be about.

SLIDE 2 & 3. REVIEW OF SESSION 2


REVIEW OF SESSION 2

DESTRUCTIVE BEHAVIOURS.


In session 2 we examined destructive behaviours.

We examined the short-term benefits and the long-term negative consequences of engaging in destructive behaviours.


REVIEW OF SESSION 2



You began to weigh-up how these things affect you.



You created a list as a means of supporting your motivation.



Have you any questions about last week?

These slides review session 2. The main emphasis here is the functional nature of destructive behaviours. the topic of destructive behaviours.


SLIDE 4. WHAT IS IT THAT MATTERS TO YOU?

WHAT IS IT THAT MATTERS TO YOU?

What do you want your life to be about?

Who or what is most important in your life?

How close or far away are you from achieving the life you want?



This slide aims to raise a number of questions that encourages broader thinking. The title question and the first two follow-up questions set the scene for this wider perspective taking. It might be helpful to outline the experience of many of us: we tend to have our heads down, dealing with issues as they arrive (e.g., sometimes fire-fighting), and we lose sight of the direction of travel. In this session we are asking people to pause for a moment to consider how they might move towards what matters to them (e.g., make choices). Some people might have a clear view, but many will not. Following feedback present the last question, “How close or far away are you from achieving the life you want?” We might choose to simply ask the question and allow participants to reflect on this without gaining any response.

SLIDE 5. IS RECOVERY FOR YOU?

IS RECOVERY FOR YOU?

Some people feel uncertain about change...

They might resign themselves to staying just where they are...

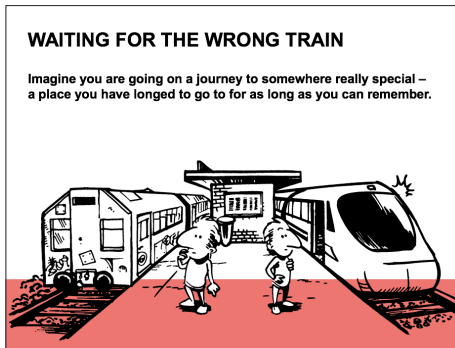
How can you take charge of your own recovery even if it does feel scary?

What can you do to move forwards?



This slide is designed to validate the experience of many people struggling with addictive or destructive behaviour. It encourages taking charge and acknowledges that this can be a scary process. Again, discussions from this slide might only be brief at this stage. We are beginning to set the stage for deeper discussions at Slide 7 & 8.

SLIDE 6. WAITING FOR THE WRONG TRAIN.



This is a metaphor that describes a common experience.

Imagine you are going on a journey somewhere really special: a place you have longed to go to for as long as you can remember.

When you get to the train station there are two trains waiting: one looks a little odd and kind of dirty, with uncomfortable chairs whereas the other looks really comfortable familiar and safe. You think I can't possibly travel on that odd looking train. No way!

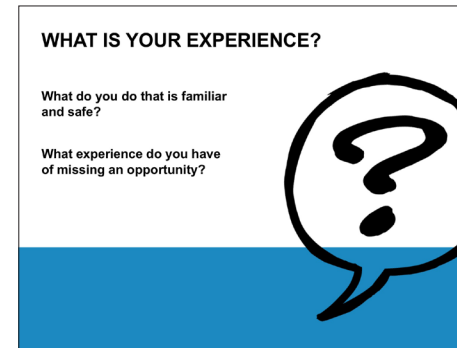
As you wait for the familiar train to leave, the odd one leaves the station. And then another arrives and leaves. [click to see 'odd' train to disappear; click again to reappear].

What if the comfortable, familiar train never leaves the station? [click to see the 'odd' train disappear for the final time].

The moral of the metaphor is that doing what is familiar and safe might not be the way to get to where we are going. Going somewhere new might mean having to be uncomfortable and uncertain for a time. Rather than simply giving a summary of this metaphor, ask the group, "What do you make of this story?"

Copyright © Helping Groups to Grow Development

SLIDE 7. WHAT IS YOUR EXPERIENCE?

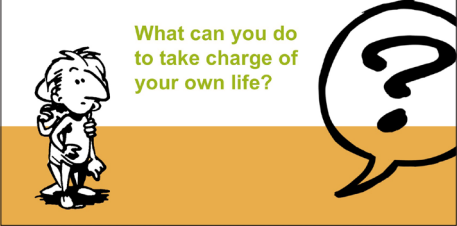


Ask the questions and link back to the train metaphor where possible. Validate how this is a very 'human' thing to do (i.e., in sticking to what is familiar and "safe"): manage the self-shaming potential that this question can bring by noticing any self-criticism participants voice. We might respond by saying, "I can hear you being hard on yourself when you say that. So, now not only have we missed an opportunity, we then beat ourselves up about that! Isn't this also a remarkable human thing to do?" [Note the use of 'we' and the sense of irony in the last question]. The purpose, again, is to validate the struggle of being human.

SLIDE 8. WOULD MOVING FORWARDS IN YOUR LIFE MEAN DOING SOMETHING DIFFERENT: A MOVE AWAY FROM WHAT IS FAMILIAR?

WOULD MOVING FORWARDS IN YOUR LIFE MEAN DOING SOMETHING DIFFERENT: A MOVE AWAY FROM WHAT IS FAMILIAR?

What can you do to take charge of your own life?



This slide states an obvious question and invites participants to consider and name some practical steps (e.g., I could go to...I could start...I could get...)

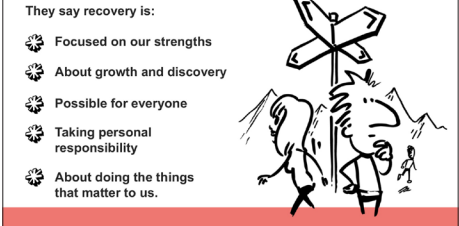
SLIDE 9. WHAT PEOPLE SAY ABOUT RECOVERY?

WHAT PEOPLE SAY ABOUT RECOVERY...

Many people describe the process of recovery as a deeply personal one that involves changing many things including their outlook towards life.

They say recovery is:

- Focused on our strengths
- About growth and discovery
- Possible for everyone
- Taking personal responsibility
- About doing the things that matter to us.




This slide is mainly about information giving and motivational: with an emphasis on, “it is possible for everyone”.

SLIDE 10. CONNECTING WITH WHAT MATTERS.

CONNECTING WITH WHAT MATTERS

Connecting with what really matters to us can help us to take a step forwards even when we feel uncertain or have second thoughts.

The things that matter to us can be like a point on a compass: it gives us a direction to travel in but we do not actually ever get there!



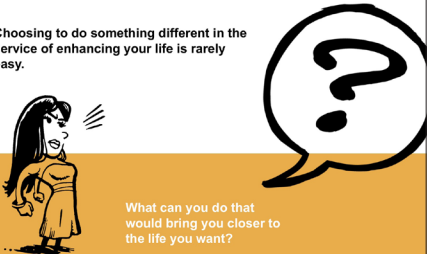
For example, if what matters to me is being a loyal friend/loving parent/kind partner then will I ever say I have done enough of it, or will I always strive to be loyal, loving, and kind? These are the things we do over and over again?

The things that matter to us are, in fact, our values: they are individually driven and as practitioners we need to take care not to judge others' values. Many people can misinterpret life goals for values. Goals are the things that we can achieve, get or accomplish, but values, on the other hand, cannot be achieved. With our values we can only live our life towards them (e.g., if a person held the value of being a loving partner it is not something that can be ticked off a list, unlike getting married; we strive towards our values again and again). Encourage participants to think about what matters to them as being like points on a compass: for example, if a person decided to travel East he or she will never actually reach East, no matter how far the person travels; unlike going to Manchester, which might be East, but Manchester is like a goal, which can be ticked off a list.

SLIDE 11. ARE YOU READY TO MAKE A COURAGEOUS CHOICE?

ARE YOU READY TO MAKE A COURAGEOUS CHOICE?

Choosing to do something different in the service of enhancing your life is rarely easy.



What can you do that would bring you closer to the life you want?

This slide validates the courageous nature of doing something difficult or unfamiliar and it recognises the ability for it to bring the person closer to the life he/she wants.

SLIDE 12. DOING THE THINGS THAT MAKES A DIFFERENCE TO WHAT MATTERS TO US.

DOING THE THINGS THAT MAKE A DIFFERENCE TO WHAT MATTERS TO US...

Would being in recovery take you toward a life that matters to you?



Would you be willing to feel vulnerable or scared to get that life?

This slide is designed to be quite subtle and also pivotal. It links the necessity of the actual ‘doing’ element to bring about ‘real’ change; it directly asks whether recovery is part of the person’s future plans; and it reinforces the need to be willing to feel vulnerable to get that life.

SLIDE 13. WHAT ACTIONS CAN YOU DO?

WHAT ACTIONS CAN YOU DO?

What can you do, no matter how small, that will make a positive difference to your life?

How does this action fit to the bigger picture of your life?

What is it in the service of:

- better relationships
- improved health
- a sense of accomplishment...




Write out the answers on a flip chart. Take care to note small aspects, too.

SLIDE 14. SUMMARY.

SUMMARY


Are you prepared to experience the fear brought by thoughts of change to get the life that you want?



Is it time for you to take the actions that will move you forward on your recovery journey?

These are rhetorical questions (i.e., we do not really expect an answer).

SLIDES 15 TO 18.

THANK YOU

✓ IN THE NEXT SESSION WE
CONSIDER **MAKING SMALL
CHANGES.**

Check out of the session as outlined in Session 1.

Finally, close the session by thanking the group for their contributions and orientating to the topic of the next session: Making small changes. Tell the group your impressions of the session and place a strong emphasis on the positive aspects. Thank participants for their contributions and hard work. Give a hopeful response about what can be achieved in the next session.

Session 4: Making Small Changes

SESSION 4: MAKING SMALL CHANGES

There are several aims to this session.

- The session is designed to help participants to begin to make small changes to their lives.
- It attempts to draw from the group various methods of actively working towards recovery.
- As in earlier sessions, it recognises blocks and in particular how strong emotions can drive behaviours away from desired directions.
- The session helps people to draw up a plan of committed action.
- Finally, participants are encouraged to contemplate three techniques for overcoming initial blocks to committed action.

EQUIPMENT, MATERIALS AND HANDOUTS

- **Equipment**
 - o Laptop and Session 4 slides
 - o Projector
- **Materials**
 - o Flipchart and pens
- **Handouts**
 - o Session 4 Slides (optional)
 - o Activity Schedule
 - o Breathing
 - o Attention Narrowing
 - o Soles of the Feet

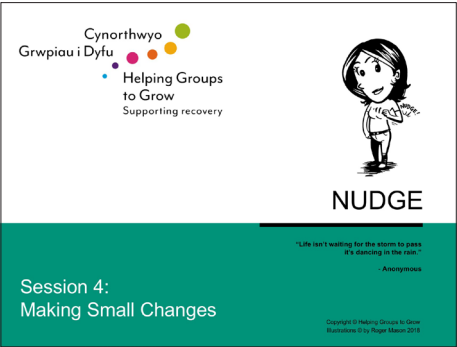
Session Tasks:

1. Recap on why we get stuck
2. Consider what works for you: small steps
3. Schedule events over mood dependent behaviour
4. Practise overcoming initial blocks to action

Keyworking:

Activity schedule – practise techniques


SLIDE 1: TITLE PAGE



Welcome participants back to the session. Recognise that this is the final session of 'Nudge'. Check in with the group about how they feel the sessions are proceeding. Explain that today's topic is entitled 'Making Small Changes'. Be clear, although we will discuss how people can effectively make small changes and how they can overcome blocks that often show up, there is no expectation on the participants that they will make commitments to change. Note, we wish to avoid coercion or pressure on participants to make changes, as this can be counter-productive


SLIDE 2 & 3. REVIEW OF SESSION 3

REVIEW OF SESSION 3




In session 3 you considered whether recovery is right for you.

You began to think about what you want your life to be about.



REVIEW OF SESSION 3



We also considered what your direction of travel might be and how linking this to what we value might be a useful guide?




Have you any questions about last week?

These slides review session 3. The main emphasis here is the personal choice about what each participant wants his or her life to be like.

SLIDE 4. BEING MOTIVATED TO MAKE SMALL CHANGES.

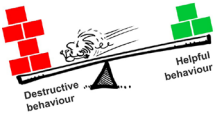
BEING MOTIVATED TO MAKE SMALL CHANGES

As we've already seen, getting motivated for change can be difficult...



Also, when we have negative events happen in life these can tip the balance towards us using more unhelpful ways to manage, making change even more difficult.

Doing something new can mean letting go of something else that matters to us or letting go of a method of coping we've had for a long time.



Destructive behaviour

Helpful behaviour


This slide makes an important recap of sessions 2 and 1: change means letting go of something else, something that might have been around for a long time; when negative events show up in life then making small changes can be difficult. This slide sets the context for everything that follows in the session: we are subtly framing this session in a way that says ‘although we are offering simple solutions here, we are by no means saying that change is easy’, without actually stating this fact!

SLIDE 5. WHAT WORKS FOR YOU?

WHAT WORKS FOR YOU?


What have you done in the past to help you move toward what matters to you?

Think of the small things you did first, before you considered making a change to something difficult?



We know motivation changes day-to-day even moment-to-moment.

How do people stay motivated in the face of difficulty?



This slide is designed to draw from the group some of the things that they have done to make small changes (e.g., write a list, talk to a friend, make a suggestion to do something with someone else, imagine an outcome, use rewards etc). It validates that fact that motivation simply goes up and down on its own, so it raises the important question: how do people stay motivated in the face of difficulties? It turns out that when we link our behaviour to a number of values then this can help us to sustain motivation. When a single behaviour (e.g., being in an art class) fulfils a number of valued actions (e.g., being creative, spending time with others, having fun, learning new skills, working on a long-term goal, contributing to others) then it has a greater chance of continuing (i.e., when the art class is not fun, I still might be learning something new or contributing to others!).


SLIDE 6. UNDERSTANDING EMOTIONS.

UNDERSTANDING EMOTIONS

Difficult, unwanted emotions can affect our motivation and they can drive impulsive behaviours. Although they can feel distressing, of course, we do need them to survive, to love, to live...

When we experience difficult emotions, we often try to get away from them.

This is often a reaction to a downward spiral of negative emotions. For example, if you are feeling low and do not feel like getting up.



This slide marks a move toward considering what can get in the way of actually acting on our goals. It sets up a number of techniques to help manage the blocks.

The first statement introduces an acknowledgement of the, sometimes, destructive nature of emotions and also an acceptance of the need for emotions, even if we do not like them.

The second statement describes the understandable drive we have to move away from difficult emotions. The last statement considers the long-term consequences of doing so with low mood, especially.


SLIDE 7. WHAT IS YOUR EXPERIENCE?

MANAGING MENTAL WELLBEING

Structuring activity can break the destructive cycle of negative emotions.

Rather than waiting for your mood to be 'just right,' schedule events and do them anyway, despite how you feel.

Even the smallest activity can help you to begin to take charge of your life.




This slide introduces a NICE-recommended approach called Activity Scheduling. Participants are encouraged to break the cycle of mood dependent behaviour. So, rather than waiting until they 'feel just right' before acting on a given activity, they are encouraged to plan or 'schedule' events and then do them, despite how they feel. The purpose is to break the destructive cycle. The more active a participant is, the more energy, enthusiasm, and commitment they generate within themselves and towards their recovery journey.

SLIDE 8. THE THINGS YOU CAN DO?

THE THINGS YOU CAN DO?

What are the things you have done in the past or what are the things you do now that give you a sense of enjoyment or pleasure?

Think of the small things...



What things that you have done in the past or the things that you do now that give you a sense of achievement or satisfaction?

Think of those things you must do even if you do not enjoy them?

This slide invites participants to consider some of the things they have done in the past (or could do now) that gives them a sense of pleasure and the same with things that give a sense of achievement or satisfaction.

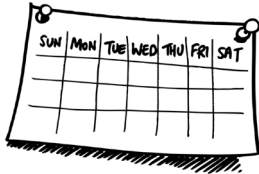
SLIDES 9 & 10. SCHEDULING ACTIVITIES & PLANNING ACTIVITIES.

SCHEDULING ACTIVITIES

Committing to (and acting on) the things that matter to us is a simple but effective method.

Plan to do some small things that give you a sense of Achievement (A).

Plan to do some small things that give you a sense of Pleasure (P).



PLANNING ACTIVITIES

SUN	MON	TUE	WED	TH
9:00 – 10:00 Eat favourite breakfast (P)	9:00 – 10:00 Take dog for a walk. (P)	9:00 – 10:00 Walk dog (P)	9:00 – 10:00 Walk dog (P)	
10:00 – 11:00 Take dog for a walk (P)	10:00 – 11:00 Recovery Group (A)	10:00 – 11:00 Gym (A) & (P)	10:00 – 11:00 Recovery Group (A)	
11:00 – 12:00 Treat the flat (A)	11:00 – 12:00 Meet John (friend) (P)	11:00 – 12:00 Get shopping (A)		

These slides outline Activity Scheduling.

SLIDE 11. ACTIVITY SCHEDULING EXERCISE.

ACTIVITY SCHEDULE EXERCISE

Activity scheduling plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							

How can you structure next week?


Remember to include a number of activities that give you a sense of Achievement (A) and a number of activities that give you a sense of Pleasure (P).

This activity encourages participants to outline/structure their next week. Note that some people might unhelpfully over-schedule their week.

SLIDE 12. GETTING STARTED.

GETTING STARTED

We will all have made plans but then struggled to act on them!



We can easily feel overwhelmed by thoughts or emotions, particularly just before doing something new.

This often gets in the way...

SOME SIMPLE METHODS CAN HELP US TO OVERCOME THESE INITIAL BLOCKS.

The aim of this slide is to recognise that one of the biggest hurdles we all face is getting started on a goal: often, once activated we gain momentum and we can keep going. What follows are some techniques for dealing with the blocks to getting started.

Copyright © Helping Groups to Grow Development

44

SLIDE 13. SIMPLE STEPS FIRST.


SIMPLE FIRST STEPS

Regaining control over your breathing can vastly help you to settle your mind.

Although we breath all the time without conscious effort, taking the time to learn some simple techniques can make a big difference to how you manage.

Learn how to control your breath so you can breathe in a regular, rhythmic manner.

We need to practice to develop these skills...



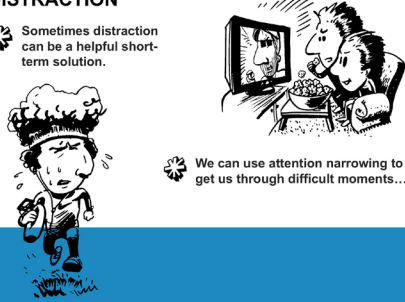
When doing something for the first time or doing something that was previously put off we can easily feel apprehensive, which leads to physical sensations shared with anxiety. The body reacts in a typical manner of tightness and we then become hypervigilant for threat—this makes doing something new a challenge. Regaining control of breathing is a simple but effective technique. This is a skill that needs to be practised whilst calm and then implemented at times of challenge (i.e., just before doing something new).

SLIDE 14. DISTRACTION.

DISTRACTION

Sometimes distraction can be a helpful short-term solution.

We can use attention narrowing to get us through difficult moments...



Distraction can also be a helpful technique – particularly when worries start to flood the mind (e.g., perhaps following a decision to do a new task doubts will creep in). Attention narrowing is a technique that can be employed on entering a challenging situation: this can help people to stay with / in challenging situations until the fear passes.

SLIDES 15 & 16. GETTING IN CONTACT WITH THE SOLES OF THE FEET... & FEELING THE SOLES OF YOUR FEET!

GETTING IN CONTACT WITH THE SOLES OF THE FEET...



Sometimes when we feel overwhelmed, angry or discouraged we need to get out of our thinking and reconnect with our body...



A simple, but effective method is to connect to the soles of our feet...



Pausing to connect with your body helps you to "step out" of feeling overwhelmed and making rash, unhelpful decisions.



FEELING THE SOLES OF YOUR FEET!

Take some time to notice the sensations in the soles of your feet.

Stand up and ask your self the following questions:

- What temperature are they?
- What does it feel like in the arches of your feet?
- What happens when you wiggle your toes?
- Move your weight forwards and backwards and sides to sides.
- Bend your knees slightly.



These two slides introduce a technique that can be employed when first entering a new situation. This grounding technique has a calming effect on difficult unwanted emotions.

SLIDE 17. SUMMARY.

SUMMARY

We can manage our mental wellbeing by letting go of thinking and connecting to the breath/body/ or even feet!




Scheduling our activities can help us to manage our wellbeing by ensuring we do the things that give us pleasure and give us a sense of achievement.

This is a simple, brief overview of the session today.


SLIDES 18 AND 19. SUMMARY OF THE 4 SESSIONS.

SUMMARY OF THE FOUR SESSIONS



People can get caught up in the struggle between feeling good and feeling bad.


A different way of approaching this struggle was to avoid those short-term solutions that were destructive in the long-term.




Our patterns of behaviour to cope with difficult experiences can be long held.

Letting go of these and using different strategies can take some time and effort to do.


SUMMARY OF THE FOUR SESSIONS



Keeping active and motivated can be a helpful way to keep on track.



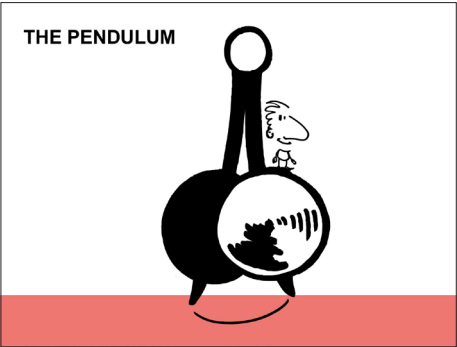
Scheduling our day can help break the cycle of feeling low and give us a sense of purpose.



Connecting with our values and moving in a valued direction is a first step on a recovery journey.

These two slides give a simple, brief overview of the earlier sessions.


SLIDE 20. THE PENDULUM.




This slides re-orientates the participants to the main aim of Nudge (and a metaphor used in session 1), which is to help them to slow down the pendulum that was driving them to engage in some unwanted behaviours. Hopefully, now, participants will be able to employ some of the strategies that will help them to make the choices that they value.

SLIDE 21. YOUR NEXT STEPS.


YOUR NEXT STEPS



What will you do next as part of your recovery journey?



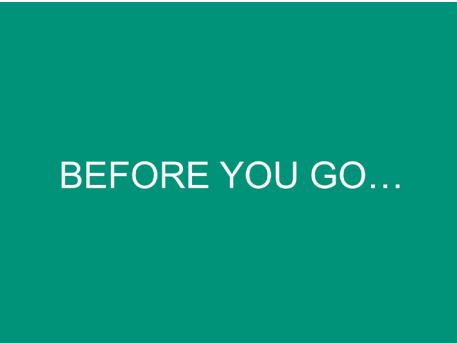
Will you want more support?



Do you need to develop further skills?

This slide encourages participants to consider their next steps in their recovery. In some instances, further groups maybe offered and gaining commitment at this stage is useful: in some instances it might be wise to help people reflect and plan for blocks when attending another group programme.

SLIDES 22 TO 28. CHECK OUT AND
ENDING.





Check out of the session with particular recognition of the ending for this group. Close the session by thanking the group for their contributions and hard work. Give a hopeful response about what can be achieved in other group programmes (e.g., Pathways to Recovery, Moving On In My Recovery) should they choose to enrol on them.

Nudge



Conclusion

Copyright © Helping Groups to Grow Development

www.moimr.com

If you would like to learn more about **Nudge, Moving On In My Recovery** and **Helping Groups To Grow Development** please visit our website at www.MOIMR.com. Here you can access a wealth of information about all of our programmes, events, conferences and the most recent publications, research and developments.



Also, keep an eye out for the **Moving On Companion App**, downloadable via Apple App Store and Google Play Store, and find out how you can join the ever growing **Moving On In My Recovery** community. In the mean time, here's a sneak peak:

