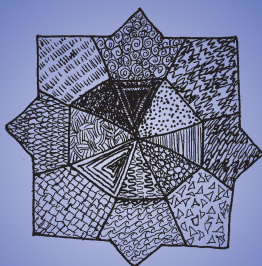
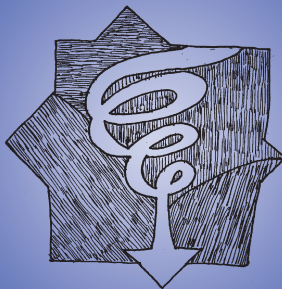
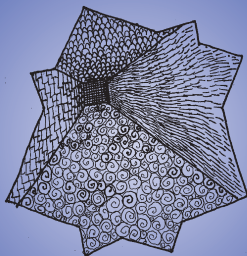
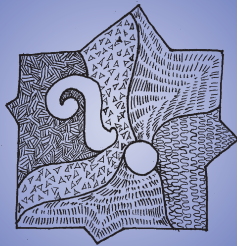


**TEEN**

**MENTAL HEALTH  
AND LIFE SKILLS**

**WORKBOOK**



# Teen Addictions & Recovery Workbook

Facilitator Reproducible  
Self-Assessments, Exercises  
& Educational Handouts

John J. Liptak, Ed.D.  
& Ester A. Leutenberg

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### **Teen Addictions & Recovery Workbook**

Facilitator Reproducible Self-Assessments,  
Exercises & Educational Handouts

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## For the Professional Using This Book

Addiction is the continued use of a mind or mood-altering substance, compulsive thoughts and behavior, or engagement in a compulsive activity that despite its negative consequences is continued by the user. It usually begins with a person over-doing a habit.

Classic hallmarks of addiction include impaired control over substances or behavior, preoccupation with substance or behavior, continued use despite consequences, and denial. Habits and patterns associated with addiction are typically characterized by immediate gratification (short-term rewards), coupled with delayed deleterious effects (long-term costs).

The word addiction conjures up someone who abuses drugs or alcohol. However, any substance, activity, or behavior can be considered an addiction if it becomes the major focus of a person's life to the exclusion of other activities, or that it begins to harm the person's psychological, social, mental, or emotional well-being. For example:

- **Substance-Related:** In this type of addiction, the person uses mind and mood-altering substances such as alcohol, speed and prescription drugs.
- **Compulsive Activities:** In this type of addiction, the person compulsively engages in such activities as shopping, gambling, exercising, or use of computers.
- **Compulsive Behaviors:** In this type of addiction, the person compulsively engages in behaviors that become self-destructive in such activities as sex and eating disorders.

Many people often confuse addictions and habits. Habits and addictions often seem like the same thing, but they are very different. Habits are developed by choice, whereas addictions grow because people are often unable to control the aspects of their cravings. They cannot control how much to consume or engage in and become dependent on it to cope with everyday life. Addictions, unlike habits, meet a psychological or physical need of the person addicted, and because of this, the person has a difficult time stopping.

### Some common characteristics of addictions:

- Person becomes obsessed with the activity, substance, or behavior and cannot stop thinking about it.
- Compulsive attention to the addiction usually causes the person harm (i.e., problems in school, with friends and family, and with people in the community).
- Person will engage in the activity over and over even though the person wants to stop.
- Regardless if it is a psychological addiction (shopping) or a physical addiction (alcohol or heroine), withdrawing from the addiction causes withdrawal symptoms (shaking, cold sweats, cravings).
- The person often loses control of when, how often, and how much he or she engages in the activity.
- The person often denies having the addiction.

You will need to use your clinical judgment in determining whether the assessments and activities will be effective for the population with whom you work. There may be some handouts you will not use because they do not fit the needs of your population. If your clients are working on other programs, you will want to make sure that the exercises and journaling activities do not conflict with the program's objectives. On the next page is a list of possible addictions. As you come across others, you may wish to add them to that list.

*(Continued on the next page)*

## **For the Professional Using This Book** *(continued)*

### **Possible Teen Habits and/or Addictions**

Alcohol	Online games
Arson	Over-the-counter medications
Betting	Pornography
Body building	Prescription drugs
Bullying, sadism, masochism	Relationship attention and neediness
Caffeine	Risky behavior
Carbohydrates	Self-injury
Card playing	Sex
Collecting objects	Sexting
Computer games	Shopping
Crime	Shopping online
Cyber sex	Smoking
Diuretics	Sleeping too much or not enough
Eating disorders	Social networking sites
Email	Solvents
Food	Spending money
Exercise	Sports
Fanaticizing excessively	Stealing/Shop-lifting
Gambling	Steroids
Illicit drugs	Sugar
Internet	Texting
Legal drugs	Thrill-seeking
Love obsessively	Tranquilizers
Marijuana	Video games
Money	Work
Nicotine	

*(Continued on the next page)*

## For the Professional Using This Book *(continued)*

The *Teen Addictions & Recovery Workbook* contains six separate sections to help participants learn more about themselves as well how addictions are impacting their lives.

- **Do I Overdo My Habits? Scale** helps individuals explore those types of habits they tend to overdo and identify ways to overcome these negative habits.
- **Am I Likely to be Addicted? Scale** helps individuals examine if they have a constellation of personality traits that predispose them to various addictions.
- **Am I Addicted? Scale** helps individuals to determine the level of their addiction to substances, activities and/or thought and behaviors.
- **Am I Relapsing? Scale** helps individuals identify the changes in thinking, feeling and behavior that accompany relapse.
- **Can I Stop? Scale** helps individuals define a clearer picture of the excuses that they may be using to continue their addiction and guides them to ways they can stop.
- **Change and Recovery Scale** helps individuals explore the level of self-discipline and will power they have in combatting addictions.

These sections serve as an avenue for individual self-reflection, as well as group experiences revolving around identified topics of importance. Each assessment includes directions for easy administration, scoring and interpretation. Value of these self assessments:

- They take into account life experiences of different clients.
- They take into account similarities across cultures and unique aspects of cultures that may possibly be influencing members of the culture.
- They recognize but do not pathologize people from different cultures.
- They respect *norms* established for populations similar to those with whom you are working.
- They serve as non-threatening measures.

Each section includes exploratory activities, reflective journaling exercises and educational handouts to help participants to discover their habitual and ineffective methods of managing substance abuse, and to explore new ways for bringing about healing.

In the past twenty years, many research studies have focused on the value of self-reflection and journaling as a way of exploring personal characteristics, identifying ineffective behaviors and examining thoughts and feelings that lead to ineffective behaviors. This book is unique with its combination of two powerful psychological tools for substance abuse and recovery management: self-assessment and journaling.

The art of self-reflection goes back many centuries and is rooted in many of the world's greatest spiritual and philosophical traditions. Socrates, the ancient Greek philosopher, was known to walk the streets engaging the people he met in philosophical reflection and dialogue. He felt that this type of activity was so important in life that he proclaimed, "The unexamined life is not worth living!" The unexamined life is one in which the same routine is continually repeated without ever thinking about its meaning to one's life and how this life really could be lived. However, a *structured* reflection and examination of beliefs, assumptions, characteristics and patterns can provide a better understanding which can lead to a more satisfying personal life and career. A greater level of self-understanding about important life skills is often necessary to make positive, self-directed changes in the negative patterns that keep repeating throughout life. The assessments and exercises in this book can help promote this self-understanding. Through involvement in the in-depth activities, the participant claims ownership in the development of positive patterns.

By combining reflective assessment and journaling, your participants will engage in methods to reduce and discontinue their addictions.

# The Assessments, Journaling Activities & Educational Handouts

The Assessments, Journaling Activities, and Educational Handouts in this book are reproducible and ready to be photocopied for participants' use. Assessments contained in this book have been developed and designed just like any other test, inventory or assessment on the market. They are similar to the ones used by psychologists, counselors and career consultants. Inventories and interpretations are based on self-reported data. In other words, the accuracy and usefulness of the information provided is dependent on the honest and truthful information that participants provide about themselves. Participants may not learn much from taking some of the inventories, or they might verify some information that they already know. On the other hand, they may uncover information that might be keeping them from being as happy or as successful as they might be. Either way, the important thing is that they are honest about themselves.

An assessment instrument can provide the participants with valuable information about themselves; however, it cannot measure or identify everything. Its purpose is not to pigeon-hole certain characteristics, but rather to allow participants to explore all of their characteristics. This book contains informal assessments and not *traditional tests*. Tests measure knowledge or whether something is right or wrong. For the assessments in this book, there are no right or wrong answers. These assessments ask for only opinions or attitudes about a topic of importance in the participant's career and life.

When administering the assessments in this book to your clients or students, remember that unlike traditional assessment inventories, the items are generically written so that they will be applicable to a wide variety of people; therefore, they will not account for every possible variable for every person. No assessment is specifically tailored to one person, so people completing the assessments must be flexible in their approach to completing, scoring and interpreting the responses. Thus, participants should not spend too much time trying to analyze the content of the questions on the assessments; rather, they should simply think about questions in general and then spontaneously report how they feel about each statement.

The results participants find from taking the assessments and completing the journaling exercises will also vary from person to person. Some people will experience insights that might change their lives and how they approach living. For others, however, results may not be as dramatic. For some, taking the assessments might bring new information from their unconscious to consciousness where problems can be worked on. Other people may simply learn things about themselves that they never knew, or they may receive confirmation about positive aspects in their lives. Whatever the results of an assessment, encourage participants to talk about their findings and their feelings about what they discovered about themselves.

## Use Codes for Confidentiality

Confidentiality is a term for any action that preserves the privacy of other people. Because teens completing the activities in this workbook might be asked to answer assessment items and to journal about and explore their relationships, you will need to discuss confidentiality between their peers before you begin using the materials in this workbook. Maintaining confidentiality between their peers is important as it shows respect for others and allows participants to explore their feelings without hurting anyone's feelings or fearing gossip, harm or retribution.

In a school group situation, explain to the participants that they need to assign a name code for each person they write about as they complete the various activities in the workbook. For example, a friend named Joey who enjoys going to hockey games might be titled JLHG (Joey Loves Hockey Games) for a particular exercise. In order to protect their friends' identities, they should not use people's actual names or initials, just codes.

**It is your duty to warn a trusted adult if a participant is being harmed or is harming another person, or has intentions of killing him/herself or another person.**

## Layout of the Book

The *Teen Addictions & Recovery Workbook* is designed to be used either independently or as part of an integrated curriculum. You may administer one of the assessments and the journaling exercises to an individual or a group with whom you are working, or you may administer a number of the assessments over one or more days.

### **This Book Includes:**

- **Assessment Instruments** – Self-assessment inventories with scoring directions and interpretation materials. Group facilitators can choose one or more of the activities relevant to their participants.
- **Activity Handouts** – Practical questions and activities that prompt self-reflection and promote self-understanding. These questions and activities foster introspection and promote pro-social behaviors.
- **Reflective Questions for Journaling** – Self-exploration activities and journaling exercises specific to each assessment to enhance self-discovery, learning and healing.
- **Educational Handouts** – Handouts designed to enhance instruction can be used individually or in groups to promote a positive understanding of addictions and to provide positive reinforcement for recovery. The handouts can be distributed, converted into masters for overheads or transparencies, or written on a board and discussed.

### **Who Should Use This Program?**

This book has been designed as a practical tool for helping professionals, such as therapists, counselors, psychologists, doctors, teachers and group leaders. Depending on the role of the professional using The *Teen Addictions & Recovery Workbook* and the specific group's needs, these sections can be used individually or combined for a more comprehensive approach.

### **Why Use Self-Assessments?**

Self-assessments are important in teaching various addiction management skills because they help participants to . . .

- Become aware of the primary motivators that guide their behavior.
- Explore and learn to *let go* of troublesome habits and behavioral patterns learned in childhood.
- Explore the effects of unconscious childhood messages.
- Gain insight and focus on behavioral change.
- Uncover inner-resources that can help them to cope better with problems and difficulties.
- Explore personal characteristics without judgment.
- Be fully aware of personal strengths and weaknesses.

**Because the assessments are presented in a straightforward and easy-to-use format, individuals can self-administer, score, and interpret each assessment at their own pace.**

---

### ***Thanks to the following whose input in this book has been extraordinary!***

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## Introduction for the Teen Participant

An addiction refers to an over-indulgence in, and a physical and/or emotional dependence on, a variety of substances, activities, thoughts and/or behaviors. Teen addictions come in many different shapes and forms. When most people hear the word addiction, they usually think of drug use and abuse. In reality, many different types of addictive behaviors exist. Addictions have very different effects on the body and mind of the person. Different types of addictions include drugs and alcohol, caffeine, cigarettes, steroids, computer use and social networking, gambling, tobacco, video games, texting, pornography, sex, sugar, money, shopping, self-injury, exercising, thrill-seeking and prescription drugs.

### **Teens have these addictions for a variety of complicated reasons including:**

- To fit in
- To be accepted
- To change an image
- To feel more social
- To get in with a specific clique of peers
- To feel excited when bored
- To distance themselves from family
- To provide distance from school problems
- To relax from pressures of everyday life
- To gain confidence and loosen inhibitions
- To boost self-esteem
- To feel less lonely
- To “numb” feelings
- To feel important
- To feel less depressed
- To feel less anxious
- To rebel
- To seem “cool”

An addiction is a disease that negatively affects emotions, thinking and behavior. Once a person begins the path to an addiction, the effects on that person’s brain and body will make him/her want to continue. That person will know that he/she has an addiction problem when continuing to do it even though it causes problems in relationships at home or at school, with money, with the law, or with health. Addictions usually cause one to engage in that activity more and more to stay satisfied. Often what is perceived as positive effects are actually negative in the long run.

The good news is that if you feel as if you possibly have a habit that is becoming a problem, the activities included in this book can help you commit to a plan to ensure that you can break this habit.

### **CONFIDENTIALITY**

You will be asked to respond to assessments and exercises and to journal about some experiences in your life. Everyone has the right to confidentiality, and you need to honor the right of their privacy. Think about it this way – you would not want someone writing things about you that other people could read. Your friends feel this way also.

In order to maintain the confidentiality of your friends, assign people code names based on things you know about them. For example, a friend named Sherry who loves to wear purple might be coded as SWP (Sherry Wears Purple). **Do not use any person’s actual name when you are listing people – only name codes.**



# Teen Addiction & Recovery Workbook

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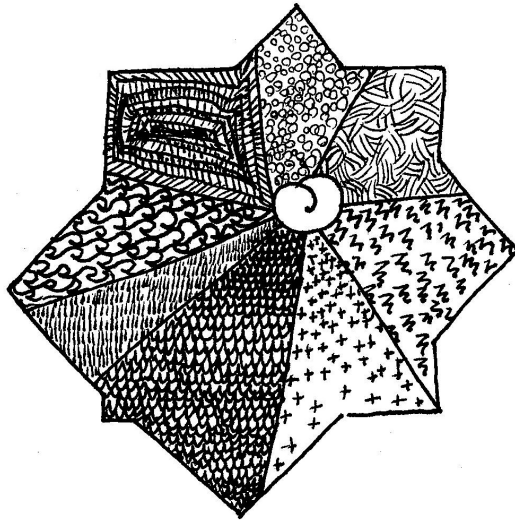
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SECTION I:

# Do I Overdo My Habits? Scale



Name \_\_\_\_\_

Date \_\_\_\_\_





## Do I Overdo My Habits? Scale Directions

**A habit is an acquired pattern regularly followed until it becomes almost involuntary. Nobody sets out to intentionally overdo a habit, but repeated use of substances, engaging excessively in activities, or having obsessive thoughts and behaviors, can lead to a problem almost without our knowing it.** People can become reliant on their habits, regardless of how negatively they affect physical, mental, social and emotional consequences. They can become addicted. An addiction goes beyond how the person participates in the habit and can cross over to being extremely difficult to quit due to psychological, emotional, habitual and physical withdrawal symptoms.

On the three pages that follow, place a check mark  for the habits that you may be overdoing, becoming reliant on or struggling with. For this particular scale, it is considered overdoing when you recognize that some or all of these are true for you.

- You become obsessed with the activity, substance or behavior, and cannot stop thinking about it.
- The attention you pay to the habit usually causes you harm (i.e., problems in school, with friends and family, with legal consequences, and with people in the community).
- You engage in the activity over and over, even though you want to stop.
- When you do not engage in the addiction, you feel withdrawal symptoms.
- You often deny overdoing this habit.
- You spend a lot of time and money on this habit.

This is not a test, and there are no right or wrong answers. Do not spend too much time thinking about your answers. Your initial response will likely be the most true for you. Be sure to respond to every statement. **Be honest! No one else needs to see these pages.**

*(Turn to the next page and begin)*

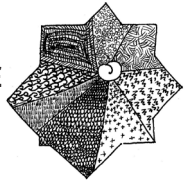
## Do I Overdo My Habits? Substances Scale

- Alcohol (wine, beer, liquor, whiskey)
- Caffeine (energy drinks, coffee, tea, soft drinks, chocolate)
- Carbohydrates
- Cocaine
- Diuretics
- Food
- Illicit drugs
- Legal drugs
- Marijuana
- Over-the-Counter Medications
- Nicotine (cigarettes, cigars, chewing tobacco)
- Prescription drugs
- Smoking
- Solvents (glue, aerosol sprays, gasoline)
- Steroids
- Sugar
- Tranquilizers
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**TOTAL =** \_\_\_\_\_

*(Continued on the next page)*





## Do I Overdo My Habits? Excessive Activities Scale

- Body building
- Card playing
- Collecting objects
- Email
- Exercise
- Gambling
- Internet
- Online games
- Sex
- Shopping
- Shopping online
- Social networking sights
- Sports
- Texting
- Thrills
- Video games
- Work
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**TOTAL =** \_\_\_\_\_

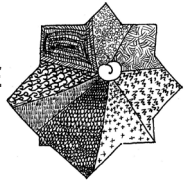
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## Do I Overdo My Habits? Obsessive Thoughts and Behaviors Scale

- Arson
- Betting
- Bullying, sadism, masochism
- Crime
- Cyber sex
- Eating disorders (calorie counting, food restricting, purging, over-eating)
- Fanaticizing excessively
- Obsessive love
- Over-sleeping
- Procrastination
- Relationship neediness
- Risky behavior (driving when using or texting)
- Self-injury (cutting, burning, hair-pulling)
- Sexting
- Spending money
- Stealing/shop-lifting
- Watching or reading pornography
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**TOTAL = \_\_\_\_\_**

*(Go to the Scoring Directions on the next page)*



## Do I Overdo My Habits? Scoring

The *Do I Overdo My Habits?* scale is designed to help you explore the various types of habits you may be overdoing in three categories: Substances, Excessive Activities, and Thoughts and Behaviors.

### To score this scale:

For each of the sections, count the number of boxes in which you placed a ✓. Include the blank lines. You will receive a score from 0 to 20. Put that total on the line marked TOTAL at the end of each section.

Then, transfer your totals for each of the three sections to the corresponding lines below:

**Do I Overdo My Habits? Substances** **Total** \_\_\_\_\_

**Do I Overdo My Habits? Excessive Activities** **Total** \_\_\_\_\_

**Do I Overdo My Habits? Thoughts and Behaviors** **Total** \_\_\_\_\_

## Profile Interpretation

Many habits when overdone can turn into addictions and can be dangerous and unhealthy, and they can cause serious problems. Some people will just have one while others may have multiple.

Whether you have one or several, you will benefit from the exercises that follow.

Complete a separate page (pages 20, 21, 22) for each of the substances, excessive activities and thoughts and behaviors that you listed.

## About My Substances

Referring to the items you checked off on the scale,  
write one of the substances you overdo.

---

When did you start using this substance?

---

---

---

What or who prompted you to begin using this substance? (use name codes)

---

---

---

How does using this substance benefit or help you?

---

---

---

In what ways is this substance causing problems for you?

---

---

---

What is the negative impact of the substance in your life?

---

---

---

How do you manage this substance?

---

---

---