
FAMILY EMPOWERMENT PROGRAM BRIEF FACILITATOR GUIDE¹



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Session one: Introduction to the program, building motivation and self-care, the happiness scale and goal setting

Session 1 has three parts – general introductions and an overview of the program, getting the client story and enhancing their motivation to participate and completing a happiness scale and goal setting exercise. Remember to plan the practice task for the week and record the session in the FEP summary sheet.

1. GENERAL INTRODUCTIONS AND CLIENT EXPECTATIONS

Give an overview of FEP - e.g., “FEP is about helping family members to look after themselves and to help them encourage their relative to slow down or stop drinking and/or using drugs”

2. INITIAL MEETING MOTIVATIONAL STRATEGIES

Let CLIENT express frustration and describe problems created by substance abuse

Explore CLIENT’s past attempts to help stop the substance abuse

Begin to identify problem areas

Describe FEP (problem-focused; skills based; role-plays; assignments)

Present positive expectations (7/10 CLIENTs; variety of relat. & drugs; clients feel better)

Present FEP’s 3 major goals –

1. Remove positive rewards for drinking and drug use
2. Strengthen positive rewards for healthy behaviour
3. Encourage the participation of family and relatives

Give overview of procedures

Provide rationale for using CLIENTs (contact w/ RELATIVE, knowledge)

Placed responsibility where it belongs

Discuss confidentiality and safety

Identify CLIENT’s reinforcers for supporting their relative

3. SELF-CARE, HAPPINESS SCALE AND GOAL SETTING

Ask how the person cares for themselves – interests, hobbies, supports etc.

Procedure: Complete a happiness scale

Describe: that thinking about their own happiness is important and it helps set goals for things that need attention.

Help the participant: to complete the happiness scale and:

- Rate where they think they are in each area
- Ask them what areas in their life they are happy with
- Ask them to pick an area that is not too high and not too low (4, 5 or 6). Ask them “what would it take to move up from a 5 to an 8?” (tackling something easier helps to build confidence)
- Plan to meet that goal, using the goal setting exercise

Worksheet 1: Happiness Scale



Rate each item from 1 (not at all happy) to 10 (very happy)										
Your own drinking/drug using	1	2	3	4	5	6	7	8	9	10
Job/education	1	2	3	4	5	6	7	8	9	10
Money	1	2	3	4	5	6	7	8	9	10
Social life	1	2	3	4	5	6	7	8	9	10
Personal habits	1	2	3	4	5	6	7	8	9	10
Family relationships	1	2	3	4	5	6	7	8	9	10
Legal issues	1	2	3	4	5	6	7	8	9	10
Emotional life	1	2	3	4	5	6	7	8	9	10
Communication	1	2	3	4	5	6	7	8	9	10
Spirituality	1	2	3	4	5	6	7	8	9	10
General happiness	1	2	3	4	5	6	7	8	9	10

Procedure: Goal setting

Describe: SMART goals to increase their happiness – Make sure goals are stated in brief positive terms (i.e. what participant WILL do instead of what they WON'T do). Ask the participant:

- What do you want (goal)?
- How can you do this (what are the small steps)?
- When can you get started?
- How long will it take to achieve?

Help the participant to:

- choose one or two goals to work on (something relatively easy)
- define and prioritise their goals
- come up with a plan to tackle one goal for the week

SMART GOALS	Specific	<input type="checkbox"/> I know the small steps I need to take to reach my goal and it is clear what I have to do
	Measurable	<input type="checkbox"/> I will know when I have achieved my goal
	Agreeable	<input type="checkbox"/> This is a goal I really want
	Realistic	<input type="checkbox"/> I will be able to achieve my goal
	Timed	<input type="checkbox"/> My goal has a beginning and an end

Worksheet 2: Goal setting

Choose one or two items from the happiness scale to work on in the next week.

In the area of drinking/drug using I would like to....	
In the area of job/education I would like to....	
In the area of money, I would like to....	
In the area of social life, I would like to....	
In the area of personal habits, I would like to....	
In the area of family relationships, I would like to....	
In the area of legal issues, I would like to....	
In the area of emotional life, I would like to....	
In the area of communication, I would like to....	
In the area of spirituality, I would like to....	
In the area of general happiness, I would like to....	

- I know the small steps I need to take to reach my goal and it is clear what I have to do
- I know when I have achieved my goal
- This is a goal I really want
- I will be able to achieve my goal
- My goal has a beginning and an end

After you have figured out your goals, prioritise them! You don't have to work on all of them at once

(Keep track of completed FEP activities using the activity summary sheet)

A reminder: Family Violence Precautions

The safety of family members comes first. We need to assess for any risk during the program.

Current family violence is an exclusion criterion in the study. A family violence risk assessment will have been completed prior to a referral for FEP being made. However, an FEP participant may make a disclosure of violence to you. Please follow the procedure below.

Get details on:

- If there is any immediate risk of violence. Do the police need to be called?
- The person's social support network and availability
- Consider alternative options of support
- Discuss safe responses to possible family violence e.g., women's refuge, extended family/friends
- Discuss legal options e.g., AVO

STOP: If any risk to you or the family member has been identified, please address the risk before commencing any FEP activities. Inform the Study Coordinator of the event.

N.B. This activity does not replace existing safety protocols, organisational procedures and processes for family violence in your practice. Act as you normally would if you are worried about someone's safety during your work.

Session 2: Positive Communication & Milestone Conversation 1

Session 2 has three parts – a check in on the practice task from last week and evaluating its outcome, introducing and practicing the positive communication procedure and planning for the first milestone conversation.

1. Check in: Review the practice task from the previous session.

Review the goal that the client set in the previous session. Did they complete the task? How did it go? What was the outcome? Do they need to revise the goal, repeat it or take some other action?

2. Positive communication

Ask about communication patterns between the client and their identified relative.

Procedure: Positive communication

Describe: Go over why positive communication is helpful – e.g. it can help with how you communicate with your relative, and it can help with other things, like work and friends.

- Discuss helpful and unhelpful communication e.g. being passive, aggressive or passive aggressive.
- Discuss the components of good communication (below)

Help the participant: To come up with a communication scenario (not too hard) and plan how to do it. Practice the scenario (counsellor to role-play being the ‘communicator’)

Components of positive communication

Short & sweet	Say what you mean
Be nice	Say how you feel
Tell them you understand	Tell them if you do anything unhelpful
Offer to help	Pick a good time

3. Milestone conversations (weeks 2,3 & 6)

Designed to reduce the family members assumptions about what is important and rewarding about substance use to their relative and to ascertain the relative's views on substance treatment. In a previous study these questions helped to gather information that family members needed to better apply skills such as positive reinforcement and treatment engagement. For instance, several participants expressed not knowing what was rewarding to their loved one, and instead of guessing families could practice asking their relative directly. Similarly, asking about their loved one's view of treatment and substance use would provide more accurate information rather than assumptions so that family members would be more prepared to have the treatment engagement conversation about addressing substance use or other concerns in treatment (McCarthy et al 2022).

Plan for: The practice task for the week will include the following conversation using positive communication skills.

Milestone Conversation 1: What is most important to their relative currently? What are they looking forward to? What do they enjoy doing?

This will help in identifying what is rewarding to their relative for reinforcing healthy behaviours.

Remember to practice this conversation with your client and help them choose the best time to have it.

(Keep track of completed FEP activities using the activity summary sheet)

Session 3: Functional analysis: typical episode of drinking/using behaviour & Milestone Conversation 2

This session has 3 parts – a review and analysis of what happened with milestone conversation 1, completion of a functional analysis procedure (map) of the relative's substance use and planning for milestone conversation 2.

1. Check in: Review the practice task from the previous session.

Review the milestone conversation that the client planned in the previous session. Did they complete the task? How did it go? What was the outcome? Do they need to revise the conversation, repeat it or take some other action? Did they complete any other goal related to the program during the week?

2. Mapping the relatives substance use

Identifying substance use patterns can help with planning how to disrupt them and when the best times for conversations are.

Procedure: Functional analysis of substance use

Describe: The functional analysis maps out the relative's "triggers" or reinforcers and guides how the family member can intervene in the problem.

Help the participant: to describe a **typical** drinking/using episode.

Get the details on:

- External triggers
 - Who with, when & where does drinking/using occur
 - What their relative uses/drinks, how much and when they use/drink
- Internal triggers
 - The thoughts and feelings right before drinking/using
 - Short-term positive consequences of drinking/using
 - The thoughts and feelings straight after drinking/using
 - Long term negative consequences of drinking/using (e.g. family problems, money problems)

Worksheet 3: Functional analysis of typical drinking/drug using behaviour

Who with, when and where?	
What might be the thoughts and feelings?	
What & how much?	
For how long?	
Feelings & thoughts during & straight after using?	
Any long term consequences?	

3. Milestone conversations (weeks 2,3 & 5)

Plan for -

Milestone Conversation 2: What are their relative's substance use patterns and what benefits do they get?

Remember to practice this conversation with your client and help them choose the best time to have it.

(Keep track of completed FEP activities using the activity summary sheet)

Session 4: Positive reinforcement of rewarding healthy behaviours including functional analysis of healthy behaviours

This session has four parts – a review of milestone conversation 2, a functional analysis of the relative's healthy behaviours, a discussion about time out from positive reinforcement and planning for the practice task for the week.

1. Check in: Review the practice task from the previous session.

Review the milestone conversation that the client planned in the previous session. Did they complete the task? How did it go? What was the outcome? Do they need to revise the conversation, repeat it or take some other action? Did they complete any other goal related to the program during the week?

2. Mapping the relative's healthy behaviours

Positive reinforcement, or rewarding healthy behaviours is giving a reward to encourage that behaviour. Often, people who use alcohol or substances find it rewarding – it helps with their worries or pain. But, if people experience their healthy behaviours as rewarding, then they are more likely to keep doing them.

Rewarding healthy behaviours is different to 'enabling'. 'Enabling' means doing things that support the drinking/using behaviour, like giving the relative money for food, when you know they will use it to buy drugs. Rewarding healthy behaviours that are **meaningful to the relative** encourages them to engage in those behaviours.

Procedure: Functional analysis of healthy behaviour

Describe: The reason we look at healthy behaviours, or when the relative isn't drinking or using, is so that we can come up with a plan to help encourage those things.

Help the participant: to describe a healthy activity that their relative enjoys that doesn't involve using or drinking. Ask for something that is already happening – this makes it easier to get a small win. For example: spending time with family, sport etc.

Get the details on:

- What, who with, when & where does activity occur
- The thoughts and feelings right before the activity
- Short-term dislikes of the activity
- Long term benefits of the activity

Worksheet 4: Functional Analysis (Healthy Behaviour)

Who with, when and where?	
What might be the thoughts and feelings?	
What & how long?	
The short term dislikes?	
Long term rewards?	

Help the participant: find a reward that fits with the healthy behaviour they identified in worksheet 4. Practice how the participant can ‘link’ the reward with the healthy behaviour, e.g. ‘if you lift weights in the garage this afternoon, I’ll give you a massage’.

Make sure the reward is:

- Pleasant & something enjoyable
- Inexpensive
- Immediate
- Comfortable & easy to offer
- Ideally it competes with the substance use

Other ways to use positive reinforcement:

- An enjoyable activity - Go for a walk, fishing
- Warmth & affection - Kiss, touch
- Give a compliment - You’re great to talk to, your shirt is nice
- Offering to do something for them - Cook a meal, mow the grass, look after the kids
- Show interest in their lives - Sport/hobbies, family, music, TV shows
- Show appreciation for the positive things they have done - “That was really kind to help Jenny”, “thanks for not going to the pub, I love spending time with you”

3. Time out from positive reinforcement

Describe: Time out from positive reinforcement involves the family member taking away a reinforcer/reward from their relative during a drinking/using episode.

Help the participant:

- Identify reinforcers/rewards to withdraw. Make sure that the reward selected is:
 - Something the relative things is valuable or will miss
 - Easy to withdraw
 - Feels safe to withdraw
 - Withdrawn close to the time the drinking/using occurs
- Come up with how they will explain to their relative, using positive communication, the reasons for removing the reward.

4. Planning the task for the week

Discuss with your client what practice task they will undertake with their relative this week. Will they reinforce some healthy behaviour? You could revisit the happiness scale and goal setting worksheet to choose another area to work on.

(Keep track of completed FEP activities using the activity summary sheet)

Session 5: Problem solving and natural consequences and Milestone Conversation 3

This session has four parts – a review of their planned activity for the week, practice of the problem-solving procedure, a discussion about allowing the natural consequences of substance use and planning for milestone conversation 3.

1. Check in: Review the practice task from the previous session.

Review the goal that the client set in the previous session. Did they complete the task? How did it go? What was the outcome? Do they need to revise the goal, repeat it or take some other action?

2. Problem solving

Procedure: problem solving

Describe: that sometimes when we have a problem it can seem overwhelming and that breaking it down into steps can help.

Help the participant: through the problem-solving steps

Define problem narrowly

- break down a complex problem into its more specific and smaller parts

Brainstorm possible solutions

- And record them. The more solutions generated the better.

Eliminate undesired suggestions

- The family member reviews each of the solutions and remove any that they think are unsuitable for any reason. This step does not require an explanation for why the solution is being removed

Select one potential solution

- The family member should choose one solution they think is worth trialling. Some family members may need support to think carefully about how realistic their plan of action is.

Generate possible obstacles

- Assisting the family member to identify barriers before they occur means they can deal with them in advance. It also helps to reveal problems that could be used as excuses for not proceeding with the solution.

Address each obstacle

- If obstacles/problems are not possible to deal with in advance then another solution should be chosen.

Assign task

- Discuss how they will put their plan into action including a reasonable time frame

Evaluate outcome

- This final step is best carried out after the family member has had a chance to put their problem solving plan into action. If it didn't go as planned - revise.

Worksheet 5: Problem solving

1. Define your problem [Just one. Keep it specific. Write it down]

2. Brainstorm possible solutions [The more the better! List them, even the ones that sound silly or impossible]

3. Eliminate unwanted suggestions. [Cross out any that you can't imagine doing]

4. Select one potential solution. [Which one can you imagine yourself doing this week? Circle it.]

5. Generate possible obstacles. [What might get in the way of this working? List them.]

6. Address each obstacle. [If you can't solve each obstacle, pick a new solution and go through the steps again.]

7. Make the selected solution for your assignment this week. [List exactly when and how you'll do it.]

3. Allowing the natural consequences

Describe: It's human nature to want to help the people we love, and it's common to ignore your needs to take care of relative using substances. But sometimes we are unwittingly encouraging drinking/using behaviours. If we figure out ways to allow the natural consequences of their drinking/using, they can begin to see the consequences of their actions. Some examples of things we could **stop** doing when they are drinking/using are reheating their dinner after a night out drinking/using, waking them up for work, giving them money.

Help the participant:

- Explore unconscious support of the relatives drinking/using
- Choose one situation to use for allowing natural consequences
- To verbally link the natural consequences with their relative's behaviour
- Discusses possible difficulties that may result from family member allowing the natural consequences

4. Milestone conversation 3

Plan for -

Milestone Conversation 3: How does their relative feel about substance treatment? What is their experience with it?

Remember to practice this conversation with your client and help them choose the best time to have it.

(Keep track of completed FEP activities using the activity summary sheet)

Session 6: Engaging relative into treatment & program review

This session has 3 parts – a review and analysis of what happened with milestone conversation 3, discussion about how to encourage the relative into substance treatment and a program review.

1. Check in: Review the practice task from the previous session.

Review the milestone conversation that the client planned in the previous session. Did they complete the task? How did it go? What was the outcome? Do they need to revise the conversation, repeat it or take some other action? Did they complete any other goal related to the program during the week?

2. Inviting the relative into treatment

Describe: Getting their relative professional help is often a goal of family members. It is good to plan ahead about how engage a relative into treatment if the opportunity comes up.

Help the participant: identify when a good time to bring up getting professional help, for example, when a relative is:

- feeling sorry for causing an alcohol/drug related crisis
- embarrassed by an unexpected comment about their alcohol use
- interested in family/friend's participation in FEP sessions
- curious about why family/friends have started behaving in a different way

Additionally, help the family member identify possible treatment options for their relative, and role-play having the conversation with their relative using positive communication.

Remember:

The relative might refuse help. Help the participant to come up with strategies to manage a relative's refusal of help and how they can try again at a later date.

3. Program Review

- What procedures did they find useful?
- What goals have they achieved?
- How will they use FEP in the future?
- Is there anything they would like to revisit in additional sessions?

There are two additional sessions available for each client if they wish to review or practice any of the Family Empowerment Program procedures or milestone conversations. If your client wants to take up the additional sessions, please advise the study coordinator when booking them in.

Remind the client about the data collection. They will receive a survey link in the next week and then another one in 6 weeks' time. They will also receive an invitation to an interview about their experience with the program.

(Keep track of completed FEP activities using the activity summary sheet)

Appendices: FEP session record, ideas for improving your social life, self-care ideas and CRAFT terminology.

Family Empowerment Program Session SUMMARY

This form is to be returned to the research team

Please complete for each consenting participant

If there is more than one family member participating - one form per family member

N.B. Please only include the activities that were completed with the participant

This information is used to anonymously match each client – please use the same details for each participant

_ _ _ Participant's first and last initials (family member or concerned other)	_ _ _ _ _ Participant's year of birth	_ _ _ First and last initials of the relative (person misusing drugs or alcohol)	_ _ _ Number of people in the family participating in the program	_ _ _ _ _ Clinician Initials and year of birth
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FEP ACTIVITY		Date: (Please enter each date you did the activity with the participant).	Length of session (minutes):	Action plan for the week
	1. Introduction to the program, building motivation and self-care, Happiness Scale and goal setting			
	2. Positive Communication <i>Milestone conversation 1: What is most important to your relative?</i>			
	3. Functional analysis: typical episode of relative's drinking/using behaviour <i>Milestone conversation 2: What benefits does your relative get from substance use?</i>			
	4. Positive reinforcement of healthy behaviours including Functional analysis of healthy behaviours (non-drinking/using behaviours)			
	5. Problem solving & Natural consequences <i>Milestone conversation 3: How does your relative feel about treatment?</i>			
	6. Engaging relative into treatment & Program review - planning to maintain progress. Additional sessions?			

Online delivery methods

How would you rate the sound/video quality?	How would you rate the ease of use ?
Week 1. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)	Week 1. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)
Week 2. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)	Week 2. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)
Week 3. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)	Week 3. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)
Week 4. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)	Week 4. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)
Week 5. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)	Week 5. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)
Week 6. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)	Week 6. (poor) 1 _____ 2 _____ 3 _____ 4 _____ 5 (excellent)

Did you experience any technical challenges?

Week 1. Yes No (circle)

Week 2. Yes No

Week 3. Yes No

Week 4. Yes No

Week 5. Yes No

Week 6. Yes No

Do you have any additional comments about the session for this week?

Week 1. _____

Week 2. _____

Week 3. _____

Week 4. _____

Week 5. _____

Week 6. _____

Optional sessions: dates and discussion topics

Ideas for improving your social life

Think of some activities that might improve your social life in these categories:

With money/with others	With money/without others
Without money/with others	Without money/without others



Self-care ideas

Place a tick in the box next to any of the activities you think you would enjoy doing:

Social:

- Visit a friend
- Telephone a friend
- Go out for a coffee
- Have a meal out
- Invite friends for dinner
- Ask for a cuddle
- Spend time with family
- Have a dinner party
- Join a social club

Recreational:

- Go for a bush walk
- Listen to music
- Read a novel
- Go to a movie
- Go for a jog
- Do some gardening
- Go swimming
- Play some sport
- Relax in a sauna or a spa
- Watch a sports event
- Go to the beach, or the countryside
- Plan a holiday
- Sit in the sun and relax
- Go fishing
- Play a board game
- Do a crossword or other puzzle
- Visit a place of interest
- Take up dance classes

Creative:

- Write a poem
- Paint or draw a picture
- Cook a meal or bake something
- Redecorate a room
- Learn a musical instrument
- Sew or knit

Pampering:

- Buy something nice for yourself
- Dress up in something nice
- Relax in a warm bath
- Have a massage
- Have a facial or a pedicure
- Watch a DVD
- Go to the hairdresser
- Prepare your favourite meal
- Take a nap
- Buy yourself a magazine

Educational:

- Visit the library
- Visit a museum/art gallery
- Enrol in a course
- Start a new hobby
- Read a non-fiction book
- Learn a foreign language

Other things you can think of?

-
-
-
-
-
-

Craft Terminology

CRAFT - Community Reinforcement and Family Training

CRAFT uses strategies that aim to achieve three goals:

1. Remove positive rewards for drinking and drug use
2. Strengthen positive rewards for healthy behaviour
3. Encourage the participation of family and relatives

CRA - Community Reinforcement Approach

ACRA – Adolescent Community Reinforcement Approach

CSO – concerned significant other

Loved one – relative or friend with a drinking or drug problem

IR – identified relative

Functional analysis – an assessment of a pattern of behaviour

Reinforcer - Those things that are experienced as enjoyable by a person so that he/she is motivated to repeat the behaviour that got him/her the reward in the first place

Positive reinforcement – the process of encouraging or establishing a pattern of behaviour by offering reward when the behaviour is exhibited.

Negative reinforcement - a response or behaviour is strengthened by stopping, removing, or avoiding a negative outcome e.g., drug use stops withdrawal symptoms, sunscreen stops sunburn

Punishment – doing something to weaken a behaviour. Punishment is a consequence of a behaviour