

**To be completed by the patient**

Please answer all questions **honestly**; your answers will be kept **confidential**.\*

**During the PAST 12 MONTHS, on how many days did you:**

- |   |                      |
|---|----------------------|
| 1. Drink more than a few sips of beer, wine, or any drink containing <b>alcohol</b> ? Put "0" if none.  | <input type="text"/> |
|   | # of days            |
| 2. Use any <b>marijuana</b> (pot, weed, hash, or in foods) or " <b>synthetic marijuana</b> " (like "K2" or "Spice")? Put "0" if none.                                   | <input type="text"/> |
|   | # of days            |
| 3. Use <b>anything else to get high</b> (like other illegal drugs, prescription or over-the-counter medications, and things that you sniff or "huff")? Put "0" if none. | <input type="text"/> |
|   | # of days            |

**READ THESE INSTRUCTIONS BEFORE CONTINUING:**

**If you put "0" in ALL of the boxes above, ANSWER QUESTION 4, THEN STOP.**

**If you put "1" or higher in ANY of the boxes above, ANSWER QUESTIONS 4–9.**

- |   | No                       | Yes                      |
|---|--------------------------|--------------------------|
| 4. Have you ever ridden in a <b>CAR</b> driven by someone (including yourself) who was "high" or had been using alcohol or drugs? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you ever use alcohol or drugs to <b>RELAX</b> , feel better about yourself, or fit in?                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you ever use alcohol or drugs while you are by yourself, or <b>ALONE</b> ?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you ever <b>FORGET</b> things you did while using alcohol or drugs?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do your <b>FAMILY</b> or <b>FRIENDS</b> ever tell you that you should cut down on your drinking or drug use?                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Have you ever gotten into <b>TROUBLE</b> while you were using alcohol or drugs?  | <input type="checkbox"/> | <input type="checkbox"/> |

\*Two or more YES answers suggest a serious problem and need for further assessment.

**FIGURE 4.2.** CRAFFT Questionnaire (version 2.0). Copyright © John R. Knight, MD, Boston Children’s Hospital. Reproduced by permission from the Center for Adolescent Substance Abuse Research (CeASAR), Boston Children’s Hospital. For more information and versions in other languages, see [www.ceasar.org](http://www.ceasar.org).

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**Introduction:** I'm going to ask you a few questions that I ask all my patients; please be honest. I will keep your answers confidential.

In the past year, how many times have you used:

	Never	Once or twice	Monthly	Weekly
• Tobacco?				
• Alcohol?				
• Marijuana?				

STOP if all "Never." Otherwise, CONTINUE.

	Never	Once or twice	Monthly	Weekly
• Prescription drugs that were not prescribed for you (such as pain medication or Adderall)?				
• Illegal drugs (such as cocaine or Ecstasy)?				
• Inhalants (such as nitrous oxide)?				
• Herbs or synthetic drugs (such as salvia, "K2," or bath salts)?				

**S2BI Results and Scoring:** Administer the first three questions. Stop if all "Never." Otherwise, administer next set of questions and follow the instructions below based on the received responses.

No Use—Provide positive reinforcement of current behaviors.

Couple of Times—Deliver second set of questions • Provide brief advice.

Monthly Use—Deliver second set of questions • Assess further using CRAFFT tool • Perform recommended action based on CRAFFT score.

Weekly Use—Deliver second set of questions • Assess further using CRAFFT tool • Perform recommended action based on CRAFFT score.

**FIGURE 4.3.** S2BI: Screening to Brief Intervention. Copyright © 2014 Boston Children's Hospital. All rights reserved. This work is licensed under a Creative Commons Attribution—NonCommercial 4.0 International License.

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## Conducting a Functional Analysis of Your Substance Use

### **Step 1:**

In the column titled "Your Behavior," briefly describe an example in which you recently used substances.

### **Step 2:**

Think about what you were doing immediately prior to this episode of substance use. Can you remember who you were with, what you were doing, or the time of day? Place these in the "Trigger" column.

### **Step 3:**

Immediately prior to using substances during this episode, what were you thinking about? Do you remember what you were feeling? Place whatever thoughts and feelings that you can remember in the "Feelings and Thoughts" column.

### **Step 4:**

What happened immediately after you used the substances? How did your mood change? Did you feel euphoric or powerful? Did you feel that you had more energy or power than normal? Did you feel happy or not as depressed as before? Did you stop feeling bad about something?

### **Step 5:**

What have been the long-term consequences of this and other episodes of substance use? How has it affected your relationships with friends? How has it affected your family? How has it affected your work or school situation? How has it affected your financial situation? How has it affected your emotional health? How has it affected your physical health?

### **Return to Step 1:**

Describe another example of a relatively recent episode of substance use. Repeat all the steps as before. Repeat this until the worksheet has been completely filled.

**FIGURE 6.3.** *(continued)*

<b>Step 1:</b> Recognize that a problem exists and identify the problem or trigger.
<b>Step 2:</b> Come up with possible solutions to the problem (or responses to the trigger).
<b>Step 3:</b> Evaluate possible solutions and choose one.
<b>Step 4:</b> Try the chosen solution and evaluate how it turned out.

**FIGURE 6.4.** Problem-solving steps.

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<b>Recreational Activities</b>	<b>Leisure Activities</b>	<b>Hobbies</b>
Backpacking	Attending auctions	Amateur radio
Baseball/softball	Attending auto races	Aquarium making
Basketball	Attending concerts	Arts and crafts
Billiards/playing pool	Attending plays	Astronomy
Bowling	Attending sports events	Auto repairing
Camping	Bicycling	Carpentry
Canoeing	Bird watching	Ceramics/pottery
Checkers	Coin collecting	Coaching Little League
Chess	Crossword puzzles	Computers
Dancing	Dining out	Cooking/baking
Golf/mini-golf	Driving	Electronics
Ice skating	Fishing	Flower arranging
Playing cards	Hiking	Gardening
Sailing/boating	Horseback riding	Genealogy
Shuffleboard	Listening to music	Home decorating
Skiing	Painting	Hunting
Skindiving	Picnics	Model building
Surfboarding	Playing video games	Photography
Swimming	Reading books	Playing music
Table tennis	Roller skating	Sewing
Touch football	Sightseeing	Singing
Volleyball	Sunbathing	Stained glass making
Weightlifting	Talking to friends	Volunteering
Make/fly paper airplanes	Visiting museums	Woodworking
Collect bugs	Walks in parks	Writing a story
Wash car(s)	Watching movies and TV	Writing a song
Write in journal	Writing	Creating a website

**FIGURE 6.5.** What can I do? Adapted from Center for Substance Abuse Treatment (1999b).

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1. Find the proper time and place to negotiate. Everyone must be calm, yet interested. Negotiation should not be undertaken when family members are extremely angry or when a problem seems so remote that it is not meaningful. Sit around a table or in upright chairs.
2. Start by stating an issue to negotiate. Parents identify an issue, and the adolescent identifies an issue (in random order). Parents state what is non-negotiable.
3. The essence of negotiation is compromise. Neither the parent nor the adolescent will get exactly what they want.
4. The parent and adolescent should state the best possible and the least acceptable solution for each issue to be negotiated.
5. State clearly what you want from each other, and don't bluff hoping for a better outcome. Don't assume that you know what will be said.
6. There are consequences for not negotiating. For an adolescent, failing to negotiate will likely be total parental control of decisions affecting the adolescent.
7. Use your communication skills:
  - a. Take responsibility for your feelings and issues. Start sentences with "I." Avoid "you" statements.
  - b. Use words that are not emotionally charged (e.g., "I would like you to be home at 4:00 P.M.," not "Be home at 4:00 P.M. or you're in big trouble").
  - c. Practice what you are going to say before the session so that you can talk without too much emotion.
  - d. Restate or paraphrase what was just said to check that you understood correctly—for example, "Did I just hear you say that you did not go to school today?" Make sure that parents and adolescent perceive the situation in the same way.
8. Negotiate in good faith. Don't reserve decisions until after the session and say to yourself, "I don't have to do what I said I would because I didn't really want to and I just said that because we were meeting."

*(continued)*

**FIGURE 8.1.** Guidelines for negotiating.

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9. Talk in specifics, not generalities (e.g., "Come home at 5:00," not "Take responsibility for yourself"). Focus on one specific issue at a time.
10. Talk in the present and the future, not the past. Do not repeatedly discuss a past situation. Discuss what you can do to change the situation in the future.
11. Parents must not dictate to their adolescent. The adolescent must not demand privileges from the parents. Rather, they should discuss and compromise.
13. If anger occurs, take a time-out from the conversation until you are in control of yourself. If your attention drifts, take a short break and attempt to focus again.
14. Acknowledge each other's feelings and apologize when you are wrong.
15. Agree when you can. If you can agree on one small point, do so. Do not assume that you must agree on everything you want from each other.
16. If either parent or teen doesn't like what the other presents as a solution to a problem, then that person has an obligation to present an alternate solution.
17. Decide how any solution reached will be monitored. For example, if a parent is not home when the adolescent arrives, how will that parent know the teen arrived on time?
18. Don't ask for a commitment until the end of the session.
19. Write down what you have decided.
20. The parents and adolescent should sign their names to show that they understand what they have negotiated. Neither parent nor adolescent can change the written decisions without a negotiation session, except in an emergency. The family should define "emergency."

**FIGURE 8.1.** *(continued)*



1. What is my problem?

2. What is my goal?

3. What are some possible solutions?

4. How well would each possible solution work?

5. Pick the best solution and try it.

6. Did I pick the right one?

**FIGURE 8.2.** Problem-solving worksheet.

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