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# CRAFT - Community Reinforcement and Family Training

*The Efficacy of the CRAFT Model in a Group Setting*

# What is CRAFT?



Community Reinforcement and Family Training



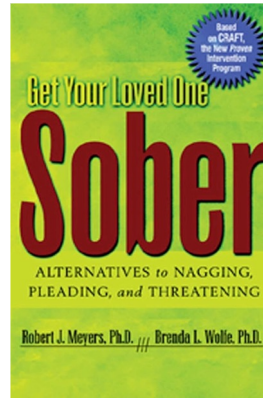
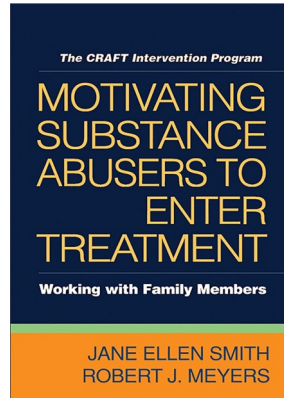
Drs. Robert J. Meyers, Jane Ellen Smith, William R. Miller - UNM



Model developed in the late 1970s as an individual model to help loved ones



Skills training, Motivational Interviewing, CBT



# Basic Tenants of the Model



Cycle of behavior of the loved one and the caregiver



Functional analysis



Old and new "road map"



Positive and negative communication skills



Positive rewards



Natural consequences



Crafting the conversation



Positive and negative communication skills



# Group Discussion

What do you want to get out of this presentation?

How can we help?

What is your experience working with family members and friends?

# Why we utilize CRAFT in our practice



To intentionally engage loved ones prior to and during treatment



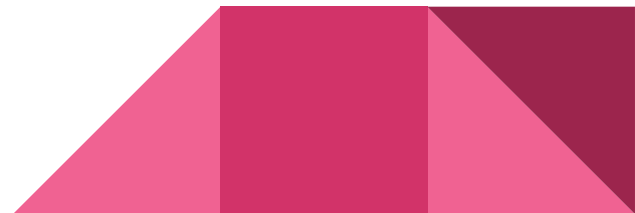
Help move their loved one onto or along the continuum of care



Identify the next step toward a healthier, more fulfilling life for themselves and their loved one

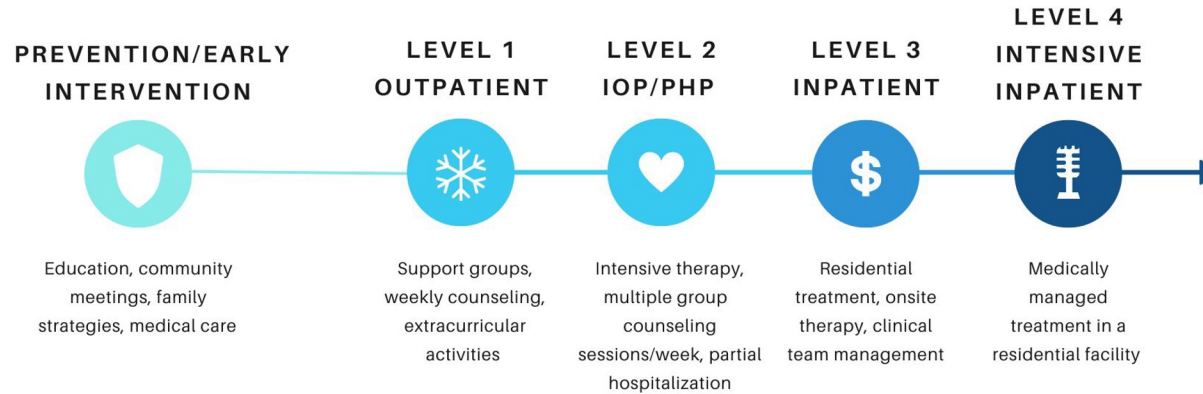


Define "treatment" for them and their loved one



## CONTINUUM OF CARE

*Based on ASAM Criteria for Placement*



# Why a group setting?



Brings to life the "community reinforcement"



A safe place to discuss and try new strategies with support and feedback



Group members identify with each other even if the presenting concerns differ



It's efficient for time and resource scarcity



No group? Use it with individuals!



Empirically sound with a strong research base



# Time to practice!

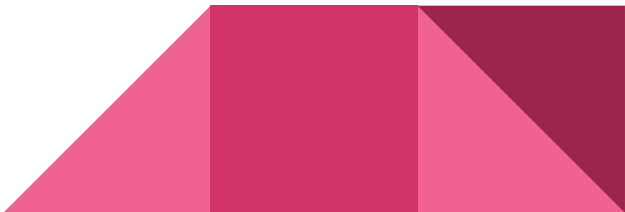
Experiential model

Brainstorming

Takeaways



# Group role play #1

- Divide into groups of 4
  - Choose the role you'll play in your group
  - Facilitators introduce positive vs. negative communication; partial responsibility
  - Brief group experience
  - Large group discussion/report back
  - Takeaways
- 

# Roles

- **Facilitator**
- **Parent of a teen who is coping with self-injury and suicidal talk**
- **Partner of an adult who is over using alcohol**
- **Chatty, “helping” group member**



The background of the slide is a close-up photograph of green leaves, possibly from a plant like an iris, with some leaves showing signs of being eaten (holes). A white rectangular box is centered on the slide, containing the title and a list of guidelines.

## **Guidelines for Positive Communication Skills**

1. Be brief
2. Be positive
3. Refer to specific behaviors
4. Label your feelings
5. Offer an understanding statement
6. Accept partial responsibility
7. Offer to help

# Group role play #2

- Divide into groups of 3-4
- Choose role you'll play in your group
- Positive rewards vs negative consequences
- Brief group experience
- Large group discussion/report back
- Takeaways





### **Rewards**

What's rewarding to your loved one?

When to deliver the reward

How to follow up

### **Consequences**

What is hard about watching natural consequences?

If someone never experiences them...

Possible change that can come

# Roles

- **Facilitator**
- **Parent of a teen who is coping with self-injury and suicidal talk**
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# Another exercise

Pros/Cons/Pros/Cons

Decisional Balance Worksheet

Pros of changing

Cons of changing

Pros of not changing

Cons of not changing





Q & A

# Application

- What stuck out to you?
- Hurdles you may encounter
- One, next step





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