CONNECTED
ADDICTION RECOVERY
*Connect Before You Act*

WE CHOOSE • WE RESPOND • WE UNDERSTAND • WE CONNECT • WE RELEASE

# CONNECTED Addiction Recovery Participant Workbook

Nine session expanded workbook

Connect before you act.

Use this workbook to understand patterns, practice recovery tools, and choose realistic next actions with support. Each session offers an explanation, a worked example, guided exercises, and a private reflection. The nine processes can be revisited whenever useful; progress does not require perfect answers.

# Important information about this peer led program

CONNECTED Addiction Recovery is a volunteer-facilitated peer education and mutual-support program. Facilitators are not acting as licensed mental-health, medical, or addiction-treatment professionals.

CONNECTED is independent of, and is not affiliated with, sponsored by, or endorsed by Alcoholics Anonymous (AA), or any other organization. We draw upon Cognitive Behavioral Therapy techniques.

Participation is voluntary. This program does not provide diagnosis, therapy, medical advice, detoxification, or crisis care, and is not a substitute for professional treatment. Seek qualified care for withdrawal, trauma, or urgent safety concerns.

Personal sharing is optional. Respect others' privacy; confidentiality cannot be guaranteed in a group setting. In an emergency, contact local emergency services.

## Choice privacy and support

You may pass, write privately, use a fictional example, keep your eyes open, or stop an exercise. Do not record or photograph others or repeat identifying details. Use roles or initials in these pages. Keep this workbook securely and choose what you share; facilitators do not need to collect it.

An Anchor is a trusted, consenting support person with agreed availability and boundaries. An Anchor is not an emergency service. Chosen Connection can be spiritual, relational, community-based, or another personally meaningful source of support.

## When peer support is not enough

Seek qualified medical care for withdrawal concerns and qualified clinical care for trauma symptoms or worsening distress. If there is immediate danger or a medical emergency, contact local emergency services. Do not wait for an Anchor to respond.

# The CONNECTED nine process pathway

| Week | Process | Main practice |
|---|---|---|
| 1 | Choice & Awareness | Cost-benefit analysis and impact inventory |
| 2 | Openness & Ownership | Recovery compass and connection map |
| 3 | Needs & Self-Discovery | Five-needs inventory and ABC worksheet |
| 4 | Naming & Honesty | Pattern map and action-oriented sharing |
| 5 | Empowerment & Change | STOPP, WDEP, and an if-then urge plan |
| 6 | Connection & Accountability | Relationship impact inventory and repair readiness |
| 7 | Transformation & Repair | Safe repair plan and release exercise |
| 8 | Evaluation & Maintenance | Daily check-in, WDEP self-evaluation, and Anchor contact plan |
| 9 | Daily Growth & Service | Life-balance wheel, Eisenhower matrix, and 90-day plan |

The two special topics deepen this same pathway: euphoric recall supports Sessions 1, 3, 5, and 8; trauma and present-moment coping support Sessions 3, 5, and 8. They do not add required sessions. Use the separate trauma companion for extended practice.

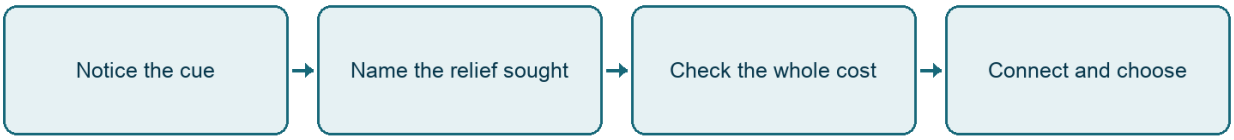
Fillable use: click a [Type here] area in Word to enter your response. Controls are unlocked and the document remains editable. You may also print the workbook and write on the lines. Add space as needed; do not include information you want to keep out of a saved file.

# Session 1 Choice & Awareness

Guiding question: What is happening, and what help do I need?

## Understand the process

Awareness starts with describing what happens before, during, and after a behavior. Notice the setting, people, feelings, body signals, and access to the substance or behavior. Short-term relief can be real while longer-term costs remain serious. Recognizing both helps you choose a next step without labeling yourself. Needing support is useful information, not failure.




| Compare options | Short term | Longer term |
|---|---|---|
| Continue the pattern | What relief? | What costs? |
| Change the pattern | What effort or discomfort? | What benefits? |

## Worked example

After an argument, Jordan drinks to quiet worry. The immediate benefit is relief; later costs include poor sleep, missed work, and damaged trust. A different response is to leave the argument safely, contact an Anchor, and arrange a supportive evening.

## Try it this week

Record one cue and one delayed consequence during the week. Try one support step before the usual response.

You may keep your work private, use a fictional example, or pass. The next pages are practice, not a test.

## Session 1 Guided practice

Practice tools: Cost-benefit analysis and impact inventory

Describe one recent pattern using observable actions. What happened just before it?

[Type here] _____

_____

Continuing the behavior: what relief do I get now, and what costs may follow later?

[Type here] _____

_____

Changing the behavior: what benefits may follow, and what discomfort or effort might I face?

[Type here] _____

_____

Impact inventory: how are health, sleep, money, relationships, work, and values affected?

[Type here] _____

_____

Where does trying alone stop working? What practical or professional help could I request?

[Type here] _____

_____

## Session 1 Reflection and support

What happened or what problem am I working on?

[Type here] _____

What did I do, avoid, think, or feel in response?

[Type here] _____

What need, value, relief, connection, or outcome was I seeking?

[Type here] _____

What was the result for me and for others?

[Type here] _____

Is this response working? What might work better?

[Type here] _____

One realistic next action I am willing to take, and when:

[Type here] _____

Connection or Anchor or backup support I can use before I act:

[Type here] _____

What can I repair safely, learn from, or release?

[Type here] _____

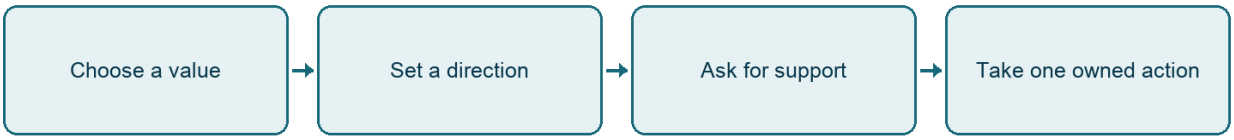
Between-session practice: use problem → need → response → result → support → next action at least once. Record what you learn and revisit the plan without self-blame.

# Session 2 Openness & Ownership

Guiding question: What am I willing to trust, seek, and do?

## Understand the process

Support does not require a particular spiritual or religious belief. Chosen Connection may be a person, community, spiritual practice, value, or source of meaning. Ownership means taking responsibility for the next workable action; it does not mean blaming yourself for every circumstance. A recovery compass points toward a value and a small behavior that expresses it.




## Worked example

Riley values reliability and wants to keep a morning appointment. Their compass points to sleep, preparing transport, and contacting a peer tonight. Their trusted Anchor agrees to a brief evening check-in; a backup is a recovery meeting if that person is unavailable.

## Try it this week

Ask permission for one specific support request. Record whether the arrangement worked and adjust the backup.

You may keep your work private, use a fictional example, or pass. The next pages are practice, not a test.

## Session 2 Guided practice

Practice tools: Recovery compass and connection map

Recovery compass: what value do I want to move toward, and what action would show it?

[Type here] _____

_____

What is within my control today? What is outside my control?

[Type here] _____

_____

Connection map: list people, places, practices, and professional supports I could choose. Use roles or initials.

[Type here] _____

_____

My trusted Anchor: what makes this person safe, and what support will I ask for?

[Type here] _____

_____

Backup support and contact route: what will I do if my Anchor is unavailable?

[Type here] _____

_____

What contact times, privacy limits, and boundaries will we agree to?

[Type here] _____

_____

## Session 2 Reflection and support

What happened or what problem am I working on?

[Type here] _____

What did I do, avoid, think, or feel in response?

[Type here] _____

What need, value, relief, connection, or outcome was I seeking?

[Type here] _____

What was the result for me and for others?

[Type here] _____

Is this response working? What might work better?

[Type here] _____

One realistic next action I am willing to take, and when:

[Type here] _____

Connection or Anchor or backup support I can use before I act:

[Type here] _____

What can I repair safely, learn from, or release?

[Type here] _____

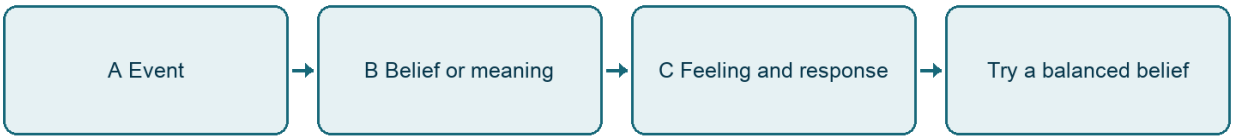
Between-session practice: use problem → need → response → result → support → next action at least once. Record what you learn and revisit the plan without self-blame.

# Session 3 Needs & Self-Discovery

Guiding question: What need am I trying to meet, and what is the cost?

## Understand the process

A behavior may try to meet a need while creating new problems. For this exercise, explore five practical needs: survival and safety, love and belonging, power and competence, freedom and autonomy, and fun and enjoyment. These are reflection categories, not a diagnosis or a complete account of your life. Notice fears, resentments, strengths, and recurring triggers without retelling painful events.




| Need | How met from 0 to 5 | Healthier action |
|---|---|---|
| Survival and safety | | |
| Love and belonging | | |
| Power and competence | | |
| Freedom and autonomy | | |
| Fun and enjoyment | | |

## Worked example

A: Sam receives no reply to a message. B: 'Nobody wants me around.' C: hurt, tension, and an urge to use. Another possible belief is 'They may be busy; I can ask someone else for connection.' Sam calls a safe peer and schedules a meal with a friend.

## Try it this week

Complete one brief ABC record and try one healthier way to meet a need.

You may keep your work private, use a fictional example, or pass. The next pages are practice, not a test.

## Session 3 Guided practice

Practice tools: Five-needs inventory and ABC worksheet

For each of the five needs, rate how met it feels from 0 to 5. Which needs most attention?

[Type here] _____

_____

Name a strength that has helped meet that need. What fear or recurring trigger gets in the way?

[Type here] _____

_____

A Activating event: what would a camera record, without interpretation?

[Type here] _____

_____

B Belief: what did I tell myself the event meant?

[Type here] _____

_____

C Consequence: what feelings, body signals, urges, actions, and results followed?

[Type here] _____

_____

What alternative belief is believable? What healthier action could meet the underlying need?

[Type here] _____

_____

## Session 3 Reflection and support

What happened or what problem am I working on?

[Type here] _____

What did I do, avoid, think, or feel in response?

[Type here] _____

What need, value, relief, connection, or outcome was I seeking?

[Type here] _____

What was the result for me and for others?

[Type here] _____

Is this response working? What might work better?

[Type here] _____

One realistic next action I am willing to take, and when:

[Type here] _____

Connection or Anchor or backup support I can use before I act:

[Type here] _____

What can I repair safely, learn from, or release?

[Type here] _____

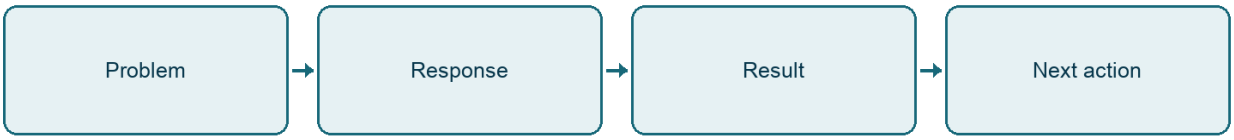
Between-session practice: use problem → need → response → result → support → next action at least once. Record what you learn and revisit the plan without self-blame.

# Session 4 Naming & Honesty

Guiding question: What truth am I ready to acknowledge safely?

## Understand the process

Specific descriptions make change possible. 'I missed two commitments after using' gives more direction than 'I am hopeless.' Honesty can happen privately, on paper, or with a chosen safe person. Passing is always allowed. Action-oriented sharing keeps attention on learning and the next step rather than demanding a full personal history.




## Worked example

Problem: Lee missed a planned call. Response: Lee avoided the phone because of embarrassment. Result: distance increased. Next action: send a short message acknowledging the missed call and offer a realistic time. Lee can share this pattern without naming another person.

## Try it this week

Use the four-part share once, privately or with consent. Notice whether specific language reduces confusion.

You may keep your work private, use a fictional example, or pass. The next pages are practice, not a test.

## Session 4 Guided practice

Practice tools: Pattern map and action-oriented sharing

Pattern map: cue or situation, thought, feeling, behavior, immediate result, later result. Where does the pattern repeat?

[Type here] _____

_____

Rewrite one global self-label as an observable description of behavior.

[Type here] _____

_____

What am I ready to name privately? What do I prefer not to share?

[Type here] _____

_____

Optional sharing draft: problem, response, result, next action. Use initials or a fictional example.

[Type here] _____

_____

Who is a safe Anchor for this topic, and what boundary will I state before sharing?

[Type here] _____

_____

## Session 4 Reflection and support

What happened or what problem am I working on?

[Type here] _____

What did I do, avoid, think, or feel in response?

[Type here] _____

What need, value, relief, connection, or outcome was I seeking?

[Type here] _____

What was the result for me and for others?

[Type here] _____

Is this response working? What might work better?

[Type here] _____

One realistic next action I am willing to take, and when:

[Type here] _____

Connection or Anchor or backup support I can use before I act:

[Type here] _____

What can I repair safely, learn from, or release?

[Type here] _____

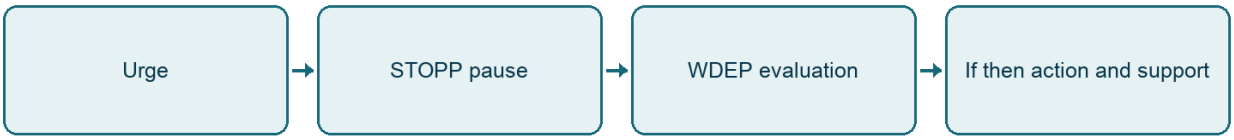
Between-session practice: use problem → need → response → result → support → next action at least once. Record what you learn and revisit the plan without self-blame.

# Session 5 Empowerment & Change

Guiding question: Is what I am doing working, and what can I try instead?

## Understand the process

An urge is not a command. A pause creates room to seek support and choose an action. STOPP means Stop; Take a breath if comfortable; Observe thoughts, feelings, body and urge; Pull back for perspective; Proceed with a helpful action. WDEP means Wants, Doing, Evaluation, Planning. Use it to compare a current response with what matters to you, then make a specific plan.




## Worked example

If an urge starts after work, Alex will pause outside the usual store, notice the urge, take a comfortable breath or feel their feet, and call an Anchor while walking toward a different route. W: sleep and stability. D: browsing alcohol offers. E: this moves away from stability. P: close the offers and arrange an evening check-in.

## Try it this week

Rehearse the if-then plan once while calm. Try it when appropriate and record what needs adjustment.

You may keep your work private, use a fictional example, or pass. The next pages are practice, not a test.

# Session 5 STOPP Step by step

STOPP is a brief pause skill for a moment when you feel pulled toward an automatic response. The aim is enough room for a supported next action; you do not have to feel calm or make an urge disappear.




### S Stop

Interrupt the next automatic action long enough to notice that you have a choice. If there is current danger, move toward safety and appropriate help first.

### T Take a breath

Use a gentle, comfortable breath if it helps. You can instead notice a neutral object or the contact of your feet with the ground.

### O Observe

Name what you notice: a thought, feeling, body signal, urge, and the situation around you. Observation helps separate an urge from an action.

### P Pull back for perspective

Check what you know and what you are assuming. Consider another explanation and the likely consequences of the next action. Do not dismiss real danger.

### P Proceed with what works

Choose a practical, recovery-supporting action. It can include leaving a cue, asking for help, or using an agreed backup. Practise what works is another wording for this final P.

Use a mild current situation or a fictional one. You may pass or stop. Breath focus is optional. This skill does not provide trauma processing, withdrawal management, or emergency care.

# Session 5 STOPP Example and worksheet

Fictional situation: Alex feels lonely after work and notices an urge to enter the usual store. Alex wants to protect recovery and keep a morning appointment.

### S Stop

Example: Alex notices the urge to enter the usual store and pauses before opening the door.

What action can I pause safely?

[Type here] _____

### T Take a breath

Example: Alex takes one comfortable breath and looks at a street sign. There is no need to close the eyes or breathe deeply.

What brief settling or orienting action do I choose?

[Type here] _____

### O Observe

Example: Alex notices tension, loneliness, and the thought "A drink will fix this." The urge is present; entering the store is still an action Alex can pause.

What thought, feeling, body signal, and urge do I notice?

[Type here] _____

### P Pull back for perspective

Example: Alex remembers wanting better sleep and that drinking after work has led to missed commitments. The current need may be company or rest.

What facts, alternative view, or longer-term consequence matter?

[Type here] _____

### P Proceed with what works

Example: Alex takes a different route and contacts an Anchor about a brief call. If the Anchor is unavailable, Alex uses the agreed backup support.

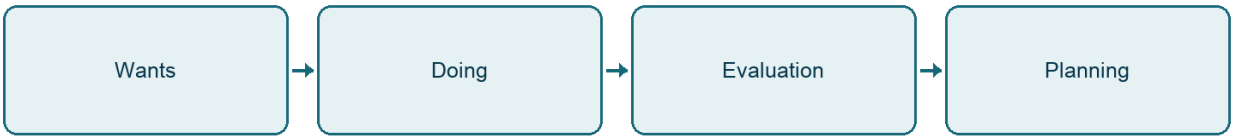
What will I do now, and what support or backup will I use?

[Type here] _____

After trying the action, notice what helped or needs adjustment. An urge that remains is a reason to use support, not proof that the practice failed.

# Session 5 WDEP Step by step

WDEP means Wants, Doing, Evaluation, and Planning. It is a structured way to review a pattern and choose a workable next step. You can use it after STOPP, in a daily check-in, or while preparing for a difficult situation.




## W Wants

Identify what you want in this situation and what need or value matters over time. An immediate wish for relief may sit beside a longer-term wish for health, connection, or reliability.

## D Doing

Describe your current actions and direction, including what you are avoiding. Include thoughts and feelings as observations, without treating them as freely chosen or blameworthy.

## E Evaluation

Ask whether the current response moves you toward what matters. Compare immediate effects with later effects. This is a self-evaluation of a response, not a judgment of your worth.

## P Planning

Choose an action you are willing and able to try. Specify what, when, where, support, backup, and a review time. Keep the action within your control and revise it if it does not work.

The person completing the exercise decides what matters and evaluates the response. A facilitator or Anchor can ask questions and offer support without choosing the answers. Choice here concerns supported next steps; addiction, trauma responses, emotions, and illness are not moral failures.

# Session 5 WDEP Example and worksheet

Continue Alex's example, or choose a mild situation of your own. You can write privately, use initials, or keep the example fictional.

## W Wants

Example: "I want relief after work, company tonight, and enough sleep to keep tomorrow's appointment."

What do I want now and over time? What need or value is underneath?

[Type here] _____

## D Doing

Example: "I am walking toward the usual store, looking at offers, and putting off contacting anyone."

What am I actually doing or avoiding, and where is it taking me?

[Type here] _____

## E Evaluation

Example: "This may offer short-term relief, but it moves me away from sleep, keeping commitments, and the connection I want."

How does this response help or interfere with what I want? What evidence do I have?

[Type here] _____

## P Planning

Example: "At 6 pm I will leave the store area, go to my planned safe setting, and contact my Anchor. If unavailable, I will contact the backup. I will review the result tonight."

What specific action will I try, when and where, with what support and backup? When will I review it?

[Type here] _____

_____

If my first action or support is unavailable, my next safe step is:

[Type here] _____

My review time and what I will look for as a sign of progress:

[Type here] _____

## Session 5 Reflection and support

What happened or what problem am I working on?

[Type here] _____

What did I do, avoid, think, or feel in response?

[Type here] _____

What need, value, relief, connection, or outcome was I seeking?

[Type here] _____

What was the result for me and for others?

[Type here] _____

Is this response working? What might work better?

[Type here] _____

One realistic next action I am willing to take, and when:

[Type here] _____

Connection or Anchor or backup support I can use before I act:

[Type here] _____

What can I repair safely, learn from, or release?

[Type here] _____

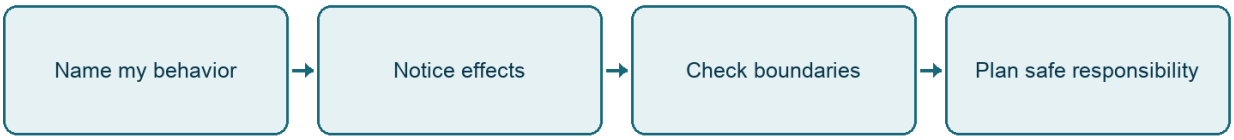
Between-session practice: use problem → need → response → result → support → next action at least once. Record what you learn and revisit the plan without self-blame.

# Session 6 Connection & Accountability

Guiding question: Whom have I affected, and what responsibility is mine?

## Understand the process

Accountability recognizes effects without treating a person as worthless. Separate your behavior from what belongs to others. Boundaries describe what you will do to protect safety, time, privacy, and recovery. A relationship can matter even when direct contact or reconciliation is unsafe. Listing an impact is preparation, not an instruction to contact someone.




## Worked example

Morgan borrowed money and did not repay it. Morgan can acknowledge the debt and plan affordable repayment. The other person controls whether to communicate or forgive. If there is a no-contact boundary, Morgan can seek qualified guidance and change borrowing behavior without approaching them.

## Try it this week

Practice one boundary and one responsible behavior. Do not initiate contact simply to complete an exercise.

You may keep your work private, use a fictional example, or pass. The next pages are practice, not a test.

## Session 6 Guided practice

Practice tools: Relationship impact inventory and repair readiness

Relationship impact inventory: person or role, my behavior, possible effect, and what I know versus assume.

[Type here] _____

_____

What responsibility is mine? What responsibility or choice belongs to the other person?

[Type here] _____

_____

Which boundaries protect both people? Is there abuse, coercion, a legal limit, or unwanted contact?

[Type here] _____

_____

What changed behavior can I start without asking the other person to respond?

[Type here] _____

_____

Repair readiness: safe now, needs guidance, or no contact? What support do I need before deciding?

[Type here] _____

_____

## Session 6 Reflection and support

What happened or what problem am I working on?

[Type here] _____

What did I do, avoid, think, or feel in response?

[Type here] _____

What need, value, relief, connection, or outcome was I seeking?

[Type here] _____

What was the result for me and for others?

[Type here] _____

Is this response working? What might work better?

[Type here] _____

One realistic next action I am willing to take, and when:

[Type here] _____

Connection or Anchor or backup support I can use before I act:

[Type here] _____

What can I repair safely, learn from, or release?

[Type here] _____

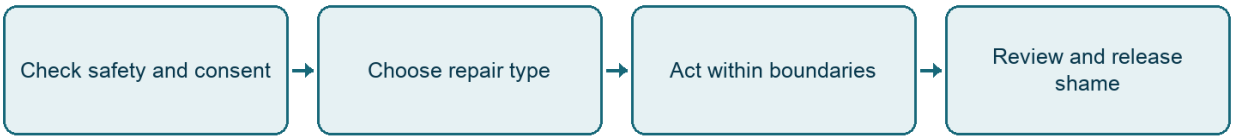
Between-session practice: use problem → need → response → result → support → next action at least once. Record what you learn and revisit the plan without self-blame.

# Session 7 Transformation & Repair

Guiding question: What concrete repair can I make without causing more harm?

## Understand the process

Repair turns insight into changed behavior. An apology names what you did without excuses; restitution addresses a loss when safe and feasible. Neither guarantees forgiveness. Indirect repair, delayed repair, or a no-contact behavior change may be the safer choice. Releasing shame means loosening a global self-condemnation while keeping responsibility and consequences in view.




## Worked example

Taylor damaged a shared item. A safe plan could acknowledge the damage, ask whether replacement is wanted, and agree on an affordable schedule. If contact would violate a boundary, Taylor does not send the apology; they work with appropriate guidance on an indirect action and stop the harmful behavior.

## Try it this week

Complete one safe behavior change or consult support about a repair plan. Review consequences without demanding relief.

You may keep your work private, use a fictional example, or pass. The next pages are practice, not a test.

## Session 7 Guided practice

Practice tools: Safe repair plan and release exercise

What behavior and harm am I taking responsibility for? What ongoing behavior must change first?

[Type here] _____

_____

Would contact risk more harm or violate a boundary? Who can help me assess this safely?

[Type here] _____

_____

Choose direct, indirect, delayed, or no-contact repair. Why is this appropriate now?

[Type here] _____

_____

My specific action, realistic resources, timing, and support are ____.

[Type here] _____

_____

If contact is safe and welcomed, draft an acknowledgment without excuses or a request for forgiveness. Do not send it in the exercise.

[Type here] _____

_____

Release exercise: “I am responsible for ____. I can learn by ____. I can let go of the label ____.”

[Type here] _____

_____

## Session 7 Reflection and support

What happened or what problem am I working on?

[Type here] _____

What did I do, avoid, think, or feel in response?

[Type here] _____

What need, value, relief, connection, or outcome was I seeking?

[Type here] _____

What was the result for me and for others?

[Type here] _____

Is this response working? What might work better?

[Type here] _____

One realistic next action I am willing to take, and when:

[Type here] _____

Connection or Anchor or backup support I can use before I act:

[Type here] _____

What can I repair safely, learn from, or release?

[Type here] _____

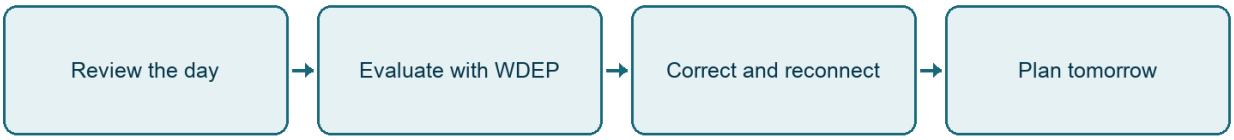
Between-session practice: use problem → need → response → result → support → next action at least once. Record what you learn and revisit the plan without self-blame.

# Session 8 Evaluation & Maintenance

Guiding question: How did my choices work today, and what needs correction?

## Understand the process

A daily review is a brief learning practice, not a score of your worth. Notice a choice, its result, what helped, and what needs correction. Use WDEP again when a response is not working. Strengthen your chosen Connection through realistic contact and honest requests. After a setback, seek support and revise the plan rather than waiting for a perfect restart.




## Worked example

Casey notices that isolation increased cravings. At the evening review: W is connection; D was canceling a meal; E is that isolation made the evening harder; P is to reschedule one meal and contact an Anchor before the next difficult evening. Casey also corrects a missed commitment with a short acknowledgment.

## Try it this week

Use a brief check-in for seven days. A skipped day is information; restart with one small action.

You may keep your work private, use a fictional example, or pass. The next pages are practice, not a test.

## Session 8 Guided practice

Practice tools: Daily check-in, WDEP self-evaluation, and Anchor contact plan

Daily check-in: one choice and result, one thing that helped, one difficulty, and one next action.

[Type here] _____

_____

WDEP review: what did I want, what did I do, did it work, and what will I change?

[Type here] _____

_____

What mistake can I correct promptly and safely? What needs more guidance?

[Type here] _____

_____

My early warning signs and the support I will use before the next difficult moment are ____.

[Type here] _____

_____

Anchor/contact plan: primary route, agreed timing, backup route, and professional help when peer support is not enough.

[Type here] _____

_____

## Session 8 Reflection and support

What happened or what problem am I working on?

[Type here] _____

What did I do, avoid, think, or feel in response?

[Type here] _____

What need, value, relief, connection, or outcome was I seeking?

[Type here] _____

What was the result for me and for others?

[Type here] _____

Is this response working? What might work better?

[Type here] _____

One realistic next action I am willing to take, and when:

[Type here] _____

Connection or Anchor or backup support I can use before I act:

[Type here] _____

What can I repair safely, learn from, or release?

[Type here] _____

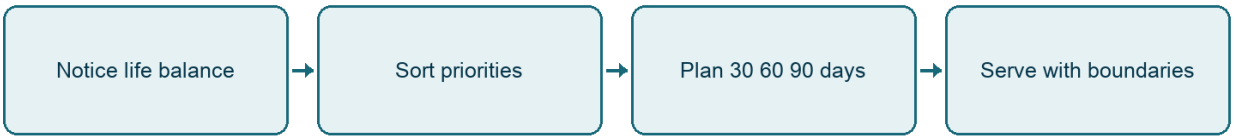
Between-session practice: use problem → need → response → result → support → next action at least once. Record what you learn and revisit the plan without self-blame.

# Session 9 Daily Growth & Service

Guiding question: How can I grow and give back while protecting recovery?

## Understand the process

A meaningful recovery lifestyle makes room for care, connection, responsibilities, rest, and enjoyment. A life-balance wheel shows where attention may help; equal scores are not required. The Eisenhower matrix separates importance from urgency. Service can be small and freely chosen. Support others with consent and boundaries rather than trying to control their recovery.




| Priority matrix | Urgent | Less urgent |
|---|---|---|
| Important | Do now | Schedule |
| Less important | Ask for help or delegate when appropriate | Reduce or drop |

## Worked example

Drew rates rest and connection low. An urgent rent task is handled today; an important health appointment is scheduled; an optional favor is declined. Over 90 days, Drew chooses one weekly meal with a peer, a regular sleep routine, and a small volunteer task with a time limit.

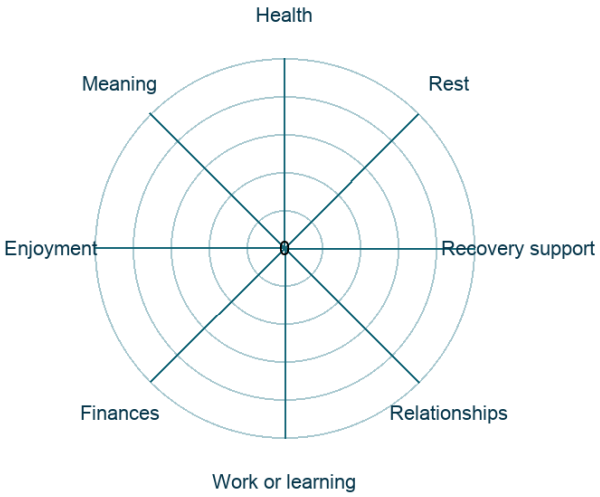
## Try it this week

Set review dates at 30, 60, and 90 days. Share only the support request you want someone else to know.

You may keep your work private, use a fictional example, or pass. The next pages are practice, not a test.

# Session 9 Guided practice

Practice tools: Life-balance wheel, Eisenhower matrix, and 90-day plan




Wheel scale: center 0, outer ring 5. Mark each area and connect the marks, or write the scores below.

Rate eight wheel areas from 0 to 5: health, rest, recovery support, relationships, work or learning, finances, enjoyment, and meaning. Which one needs a small change?

[Type here] _____

Eisenhower matrix: list one task each to do now, schedule, delegate or ask help with, and reduce or drop.

[Type here] _____

Days 1 to 30: one action, frequency, support person or role, and a realistic sign of progress.

[Type here] _____

Days 31 to 60: how will I review, adjust, and strengthen support?

[Type here] _____

Days 61 to 90: what will I maintain, and when will I review the next plan?

[Type here] _____

Service choice: what can I offer with consent, what is my time limit, and when will I step back?

[Type here] _____

## Session 9 Reflection and support

What happened or what problem am I working on?

[Type here] _____

What did I do, avoid, think, or feel in response?

[Type here] _____

What need, value, relief, connection, or outcome was I seeking?

[Type here] _____

What was the result for me and for others?

[Type here] _____

Is this response working? What might work better?

[Type here] _____

One realistic next action I am willing to take, and when:

[Type here] _____

Connection or Anchor or backup support I can use before I act:

[Type here] _____

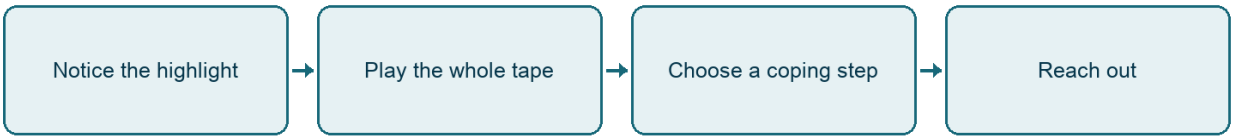
What can I repair safely, learn from, or release?

[Type here] _____

Between-session practice: use problem → need → response → result → support → next action at least once. Record what you learn and revisit the plan without self-blame.

# Special topic Euphoric recall

Euphoric recall is a selective replay of the appealing parts of use while consequences fade from attention. A memory can be a craving trigger; it does not require action. Notice the cue and ask what need is present now, such as rest, belonging, relief, or enjoyment.




Example: a song brings back a lively night out. The whole tape also includes money spent, poor sleep, and a missed appointment. The current need may be company; a meal with a safe peer can meet that need with less cost. Avoid graphic detail or deliberately intensifying craving.

What is the highlight my mind is replaying, and what triggered it?

[Type here] _____

_____

Before, during, and after: what context and consequences are missing from the highlight?

[Type here] _____

_____

What do I need right now beyond the substance?

[Type here] _____

_____

Pause and reality-check: what balanced reminder will I use?

[Type here] _____

_____

Coping and contact plan: one immediate action, my Anchor, and my backup if unavailable.

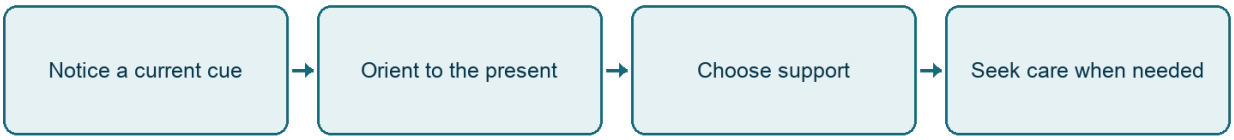
[Type here] _____

_____

If replaying the event increases distress or craving, stop the review and orient to the room. Use support and seek qualified care if you cannot manage safely.

# Special topic Trauma and present moment coping

Trauma responses may affect stress, the sense of safety, and substance-use triggers. Some people notice alarm, shutting down, numbness, irritability, or a strong urge to escape. Responses vary; none of these observations diagnoses a condition. You do not need to describe what happened in the past.




Try one present-focused option: name where you are and notice three neutral objects; feel the chair or floor if comfortable; or take a gentle, unforced breath. Keep your eyes open if you prefer. Skip breath focus or body attention if it makes you feel worse. Stop and choose another option at any time.

Example: a sudden noise leads to tension and an urge to leave. A person can look around, locate the exit, notice the current date and place, and ask an Anchor for a brief check-in. If the setting is actually unsafe, prioritize getting to safety and appropriate help.

My early sign, described without a trauma narrative:

[Type here] _____

_____

One grounding or orienting option I choose, and what tells me to stop:

[Type here] _____

_____

My Anchor, backup, and professional care route when needed:

[Type here] _____

_____

Choice and coping skills do not replace trauma-focused treatment. Trauma processing and EMDR belong with qualified clinicians. See the trauma companion for more practice; it is education and stabilization, not EMDR therapy.

# Daily practice and closing

| Day | Tool or action tried | What helped or needs adjustment |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |

My next review date and one support request:

[Type here] _____

_____

## Meeting closing mantra

Connect before you act.
We choose.
We respond.
We understand.
We connect.
We release.
And then we choose again.

www.connectedrecovery.org | mark@connectedrecovery.org

## Further reading

SAMHSA Core Competencies for Peer Workers: https://www.samhsa.gov/substance-use/recovery/peer-support-workers/core-competencies

SAMHSA Trauma-Informed Approaches and Programs: https://www.samhsa.gov/mental-health/trauma-violence/trauma-informed-approaches-programs

VA National Center for PTSD EMDR for PTSD: https://www.ptsd.va.gov/understand_tx/emdr.asp