DISCOVERY™
CARDS

Quick Start Guide

Create engaging learning experiences through self-discovery

QUICK START
GUIDE

- Discovery Cards Overview
- Activity Instructions & Worksheet
- Coaching Tips

R1™
LEARNING

> “Self-discovery guides choice.
> Choice drives change.“™
> —Tom Karl

Objectives for Programs:
Create engaging learning experiences through self-discovery

Objectives for Individuals:
Spark meaningful conversations that inspire self-discovery, connection, expression, choice action, and change for individuals in recovery and their families

- **Self-discovery** — the act or process of acquiring insight or knowledge about one’s character, abilities, feelings, motives, needs, and aspirations
- **Connection** — the relationship with others or a spiritual higher power; sharing with, serving, and helping others
- **Expression** — the ability to thoughtfully communicate one’s beliefs, thoughts, and feelings to others
- **Choice** — the ability to thoughtfully select or decide and commit when faced with options or multiple possibilities
- **Action** — the process or steps taken to achieve an aim or goal
- **Change** — the act to shift, transform, or become different in nature

We encourage you to share your learnings and successes with our R1 User Community at **R1LEARNING.COM**

Acknowledgments

Acknowledgments

R1 expresses our deepest gratitude to Pamela Harley and Geoff Wilson for their editorial contribution in the development of the Discovery Cards and Facilitator Guides. Without their help, intellectual capital, and collaborative support this would not have been possible.

R1 also expresses our deepest gratitude to the extremely talented, artistic, and organized Corinne Karl, whose simple, colorful, engaging, and absolutely amazing design will help us engage and positively impact thousands of people over time.

R1 Learning | R1LEARNING.COM

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TABLE OF CONTENTS

Introduction

2 Welcome to the Discovery Cards

Quick Start

4 Quick Start Instructions

Activity

6 Activity: Build My Personal Profile
8 The Card Pyramid

Learning Theory — The R1 Approach

10 Why Cards?
11 Why Models and Taxonomies?
11 Maximizing Learning

Discovery Cards Coaching Tips

13 Useful in a Variety of Settings
15 Meeting Ground Rules
15 Maximizing Recovery Groups
15 Using Cards in Learning Settings
16 Discovery Cards Management
17 Maximizing Individual Sharing Time

About R1

18 Discovery Cards Benefits
19 R1 User Community
20 Additional Discovery Cards Topics

DISCOVERYCARDS™

Welcome to the Discovery Cards

DISCOVERY CARDS
Stages of Change for Substance Use Disorder
What stage am I in?
PRE CONTEMPLATION STAGE
CONTEMPLATION STAGE
MAINTENANCE STAGE
ACTION STAGE
Stages of Change
Quitting is not something I'm interested in doing right now
I am connecting with others and building a new network of sober friends
I love my sober life and act daily to keep it

Emotions & Feelings
What am I feeling?
8 Core Emotions
LOVE
ANGER
FEAR
PAIN
SHAME
GUILT
ME
Healthy Boundaries
How can I build and maintain healthy relationships?
Boundary Management Practices
DEFINE
COMMUNICATE
RESPECT OTHERS
ME
PEOPLE
PLACES
THINGS

Phases of Addiction
What phase am I in?
The Jellinek Curve

Objectives

- Increase engagement — provide an engaging, hands-on, and interactive experience that sparks meaningful conversations
- Build a shared vocabulary for individuals, family members, counselors, peer recovery support providers, and other key stakeholders
- Deliver turnkey, structured, activity-based learning experiences
- Use leading or evidence-based theories and models for practical application in learning
- Enhance (not replace) existing curriculum — fill gaps
- Increase knowledge, skills, and effectiveness of clinicians, counselors, coaches, and educators at all levels of experience and training
- Provide consistent delivery of training and services across the organization

Potential Uses

- Life skills, behavioral health, and substance use disorder/addiction education
- 1-on-1 and group counseling
- Education, psychoeducation, group exercises, and break-the-ice sessions
- Participant program packets and take-home tools
- Homework or pre-work assignments
- Residential and outpatient treatment
- Counselor, technical staff, and peer coach support staff training
- Counselor supervision and skills-training exercises
- Family education and counseling programs
- Program alumni and reunion events
- Donor or sponsor engagement
- Marketing or special events

Welcome to the Discovery Cards™

Self-discovery — the act or process of acquiring insight or knowledge about oneself — is essential for growth. We've designed the Discovery Cards to encourage self-discovery. The Discovery Cards will help individuals gain important personal insights and confirm what they are already thinking or feeling. **Our goal is for individuals to use these insights to guide their choices, move toward healthier behaviors, and build a meaningful life.**

The Discovery Cards leverage the hands-on and interactive qualities of playing cards. Connecting with others and sharing experiences are foundational to change. The Discovery Cards, because of their tactile and socially interactive nature, immediately engage people and encourage full participation from the start. The cards also help build a shared vocabulary, giving individuals the words they need to share about their own experiences and spark meaningful conversations with you, family and friends, and others in their lives. We've worked hard to keep the Discovery Cards simple, structured, and activity based.

Each Discovery Card topic has a foundation in evidence-based interventions or leading behavioral health theories and models. We've broken down these theories, models, and behaviors into a simple, practical form, so that individuals at all levels of education can benefit from the engaging learning experience the cards create. We have also incorporated key learning principles designed to drive engagement and participation.

This Facilitator Guide is designed to provide the information you need to be successful in both group and 1-on-1 settings. We encourage you to use the Facilitator Guide itself as a tool — highlighting activities, cards, and questions that you think will be effective in your work. We've left space specifically so that you can add your own notes to the Guide — to record results from activities, ideas you'd like to try, and improvements for next time. We encourage you to give us your feedback and share lessons learned, success stories, and creative ways you have used the cards. Please visit R1LEARNING.COM to access additional activities and submit your own ideas to our R1 User Community.

Most important, thank you for your service and dedication — for the work you do and the people you help. Together we have an opportunity to meaningfully reach individuals, lead them to self-discovery, and inspire them to make healthy choices that improve their own lives, as well as the lives of their family and friends around them — and change their lives forever.

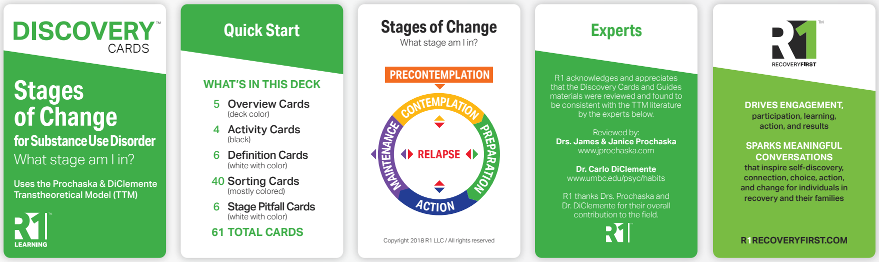
Quick Start

What's in the Deck — Example

Go to
R1LEARNING.COM/ RESOURCES
and select "What's in the Deck" for the Discovery Card deck you want to use. Stages of Change is used here only as an example.

Overview Cards

Topic Overview Card
Quick Start Card
Model Card
Expert Card
R1 Card



DISCOVERY™ CARDS
Stages of Change
for Substance Use Disorder
What stage am I in?
Uses the Prochaska & DiClemente Transtheoretical Model (TTM)
LEARNING

Quick Start
WHAT'S IN THIS DECK
5 Overview Cards (deck color)
4 Activity Cards (black)
6 Definition Cards (white with color)
40 Sorting Cards (mostly colored)
6 Stage Pitfall Cards (white with color)
61 TOTAL CARDS

Stages of Change
What stage am I in?

Experts
R1 acknowledges and appreciates that the Discovery Cards and Guides materials were reviewed and found to be consistent with the TTM literature by the experts below.

Reviewed by:
Drs. James & Janice Prochaska
www.jprochaska.com

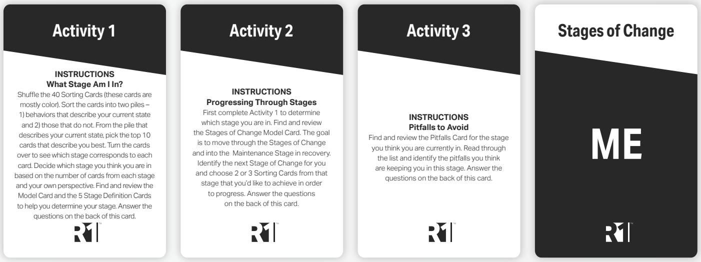
Dr. Carlo DiClemente
www.umbc.edu/psyc/habits

R1 thanks Drs. Prochaska and Dr. DiClemente for their overall contribution to the field.

RECOVERYFIRST
DRIVES ENGAGEMENT, participation, learning, action, and results
SPARKS MEANINGFUL CONVERSATIONS that inspire self-discovery, connection, choice, action, and change for individuals in recovery and their families
R1RECOVERYFIRST.COM

Activity Cards

Me Card
Activity instructions and questions to explore



Activity 1
INSTRUCTIONS
What Stage Am I In?
Shuffle the 40 Sorting Cards (these cards are mostly color). Sort the cards into two piles – 1) behaviors that describe your current state and 2) those that do not. From the pile that describes your current state, pick the top 10 cards that describe you best. Turn the cards over to see which stage corresponds to each card. Decide which stage you think you are in based on the number of cards from each stage and your own perspective. Find and review the Model Card and the 5 Stage Definition Cards to help you determine your stage. Answer the questions on the back of this card.

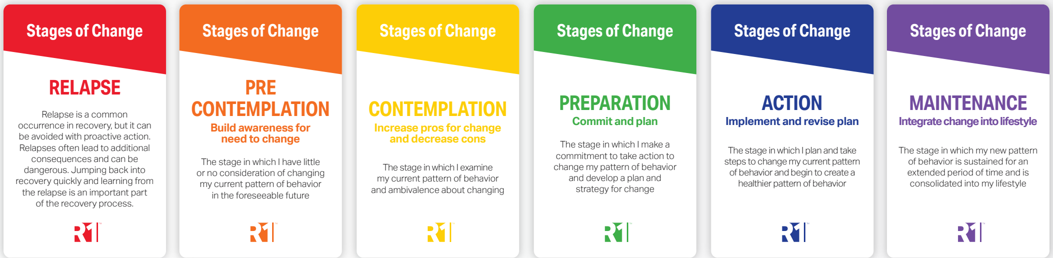
Activity 2
INSTRUCTIONS
Progressing Through Stages
First complete Activity 1 to determine which stage you are in. Find and review the Stages of Change Model Card. The goal is to move through the Stages of Change and into the Maintenance Stage in recovery. Identify the next Stage of Change for you and choose 2 or 3 Sorting Cards from that stage that you'd like to achieve in order to progress. Answer the questions on the back of this card.

Activity 3
INSTRUCTIONS
Pitfalls to Avoid
Find and review the Pitfalls Card for the stage you think you are currently in. Read through the list and identify the pitfalls you think are keeping you in this stage. Answer the questions on the back of this card.

Stages of Change
ME

Definition Cards

Color-coded cards that define each category of the model



Stages of Change
RELAPSE
Relapse is a common occurrence in recovery, but it can be avoided with proactive action. Relapses often lead to additional consequences and can be dangerous. Jumping back into recovery quickly and learning from the relapse is an important part of the recovery process.

Stages of Change
PRE CONTEMPLATION
Build awareness for need to change
The stage in which I have little or no consideration of changing my current pattern of behavior in the foreseeable future

Stages of Change
CONTEMPLATION
Increase pros for change and decrease cons
The stage in which I examine my current pattern of behavior and ambivalence about changing

Stages of Change
PREPARATION
Commit and plan
The stage in which I make a commitment to take action to change my pattern of behavior and develop a plan and strategy for change

Stages of Change
ACTION
Implement and revise plan
The stage in which I plan and take steps to change my current pattern of behavior and begin to create a healthier pattern of behavior

Stages of Change
MAINTENANCE
Integrate change into lifestyle
The stage in which my new pattern of behavior is sustained for an extended period of time and is consolidated into my lifestyle

Sorting Cards

40+ color-coded cards used by an individual to sort and create a personalized profile based on model categories

Stages of Change
PRE CONTEMPLATION STAGE

Stages of Change
CONTEMPLATION STAGE

Stages of Change
PREPARATION STAGE

Stages of Change
ACTION STAGE

Stages of Change
MAINTENANCE STAGE

Quitting is not something I'm interested in doing right now

I want to quit but not right now

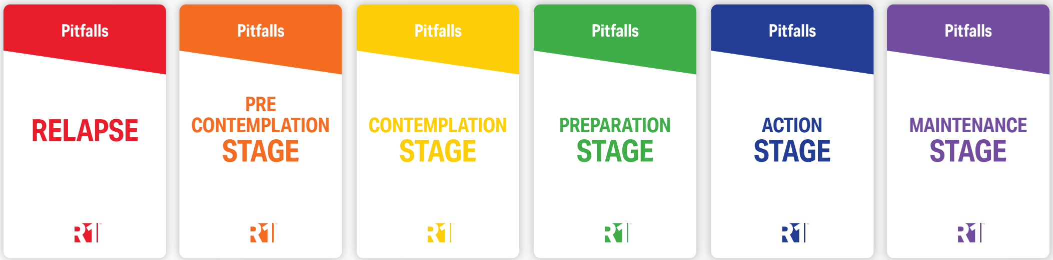
I am planning ways to cut down or quit

I am connecting with others and building a new network of sober friends

I love my sober life and act daily to keep it

Other Cards

Additional cards custom to each deck that further explore the topic



Pitfalls
RELAPSE

Pitfalls
PRE CONTEMPLATION STAGE

Pitfalls
CONTEMPLATION STAGE

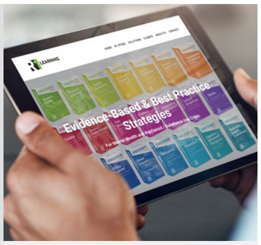
Pitfalls
PREPARATION STAGE

Pitfalls
ACTION STAGE

Pitfalls
MAINTENANCE STAGE

Discovery Cards Quick Start Instructions

1. Grab the Discovery Cards deck you want to use. (If you have not already purchased the deck, visit the R1 Store at R1LEARNING.COM.)



2. Go to R1LEARNING.COM / RESOURCES and select "What's in the Deck" for the Discovery Card deck you want to use.

3. Take the cards out of the Discovery Cards box and orient yourself to the types of cards using the What's in the Deck overview.

4. Download the Activity 1 worksheet for that deck located under R1LEARNING.COM / RESOURCES. If you do not have access to the Internet or a printer, copy the generic Activity Worksheet located on page 7 of this guide.

5. Read both the Activity 1 instructions card located in the deck and the generic activity instructions located on page 6 of this guide.

6. Facilitate a 1-on-1 session. If you are working with a group, make sure that each individual in the group has their own deck so they can build their own personalized profile based on the model categories. Visit the R1 Store at R1LEARNING.COM to learn more about our Group Kits.

7. Select another Discovery Cards deck and repeat Steps 1–6.

Activity: Build My Personal Profile

Time: 50 minutes

Activity Materials:
- Discovery Cards deck — 1 deck per person
- Activity Worksheet — Print the Activity 1 Worksheet from R1LEARNING.COM / RESOURCES for the deck you've selected or use the generic Activity Worksheet on page 7
- Pencil or pen

Don't forget! Groups are more effective when each group member has their own deck.

Learning Objectives

Individual in Recovery
- Learn about the Model
- Self-discovery — build your own personalized profile based on the color-coded model categorizes
- Summarize your major learnings from this activity

Facilitator Goals
- Use behavior motivational interviewing techniques to move individuals to healthy behaviors
- Use the Coaching Tips on pages 12-17 to support you

Activity Agenda	50 minutes
1. Introduce activity — review agenda and learning objectives	5 minutes
2. Facilitate card activity — see Coaching Tips	10 minutes
3. Facilitate Discussion 1 — See page 8	10 minutes
4. Complete Activity Worksheet	10 minutes
5. Facilitate Discussion 2 — See page 9	10 minutes
6. Summarize learnings	5 minutes

Instructions

Facilitate the discussion by ready the Activity 1 instructions from the Activity Cards in the deck you've chosen. A generic set of instructions are below.

(Italics indicates read-aloud instructions)

1. Facilitate the Discovery Cards activity by reading the following directions:
   - *Shuffle the Sorting Cards (these cards are mostly color).*
   - *Sort the cards into two piles: 1) cards that resonate with you 2) cards that don't resonate with you*
   - *Using pile 1, pick up to 10 cards that resonate with you most strongly and build a card pyramid with your cards you most identify with up top (see The Card Pyramid example on next page).*
   - *Find and review the Model Card and Definition Card.*
     [Introduce and discuss the Model.]
   - *Turn the cards over to see which Model Category corresponds to each card.*
   - *Complete the Activity Worksheet.*
2. Facilitate discussion using the Questions to Explore on the Activity Worksheet.
3. Summarize action commitments and major learnings from this activity. Share their major learnings.

Activity: Build My Personal Profile

Visit R1LEARNING.COM / RESOURCES to download printable Activity Worksheets.

Complete the table below with up to 10 activity cards you identified from the card activity.
The Discovery Card item is on the front of the card. The Model Category is color coded on the back of the card.

Cards I Most Identify With

Discovery Card Item
Model Category

Discovery Card Item
Model Category

Discovery Card Item
Model Category

Discovery Card Item
Model Category

Discovery Card Item
Model Category

Discovery Card Item
Model Category

Discovery Card Item
Model Category

Discovery Card Item
Model Category

Discovery Card Item
Model Category

Discovery Card Item
Model Category

Complete the table below:

Model Categories with the Most Cards	Number of Cards in Each	Insights
1		
2		
3		

Questions to Explore

1. As you review the cards in your pyramid, do they makes sense given your own experience? Why?
2. As you look at your profile based on the model categories that have the most cards in your card pyramid, does this makes sense to you? What's your major learning?

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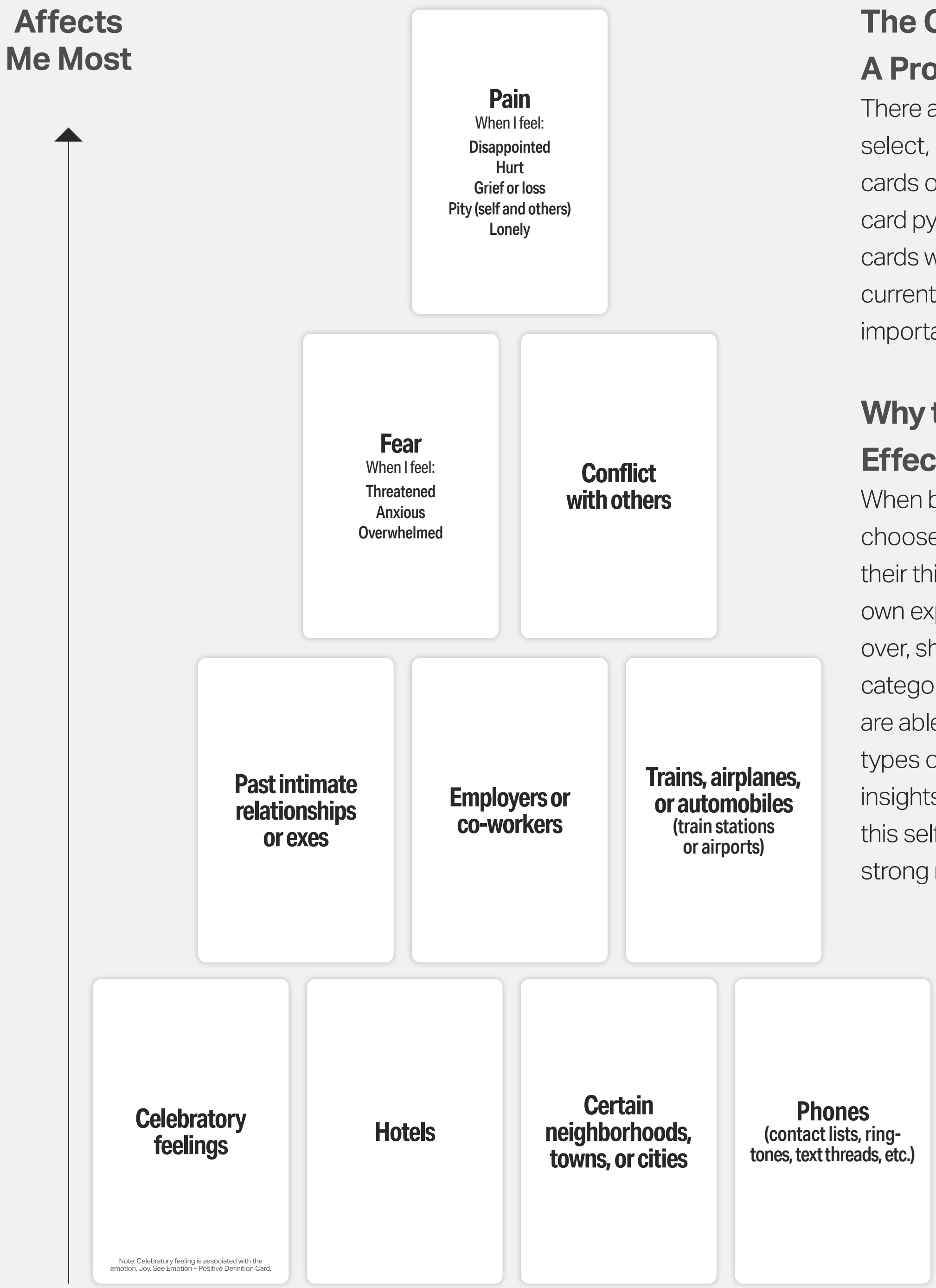
The Card Pyramid

Build a Personal Profile

Discussion 1 — What cards did you pick and why? Insights?


Affects Me Most
Pain
When I feel:
Disappointed
Hurt
Grief or loss
Pity (self and others)
Lonely
Fear
When I feel:
Threatened
Anxious
Overwhelmed
Conflict with others
Past intimate relationships or exes
Employers or co-workers
Trains, airplanes, or automobiles (train stations or airports)
Celebratory feelings
Note: Celebratory feeling is associated with the emotion, Joy. See Emotion – Positive Definition Card.
Hotels
Certain neighborhoods, towns, or cities
Phones (contact lists, ring-tones, text threads, etc.)

The Card Pyramid — A Process for Self-Assessment

There are lots of ways for individuals to select, prioritize, and lay down their top 10 cards on the table or floor. One method is the card pyramid. Instruct participants to place cards with behaviors that best describe their current situation at the top, descending in importance as they move down the pyramid.

Why the Discovery Cards Are an Effective Self-Assessment Tool

When building a card pyramid, individuals choose and prioritize cards representing their thinking, feelings, or behaviors from their own experiences. When they turn the cards over, showing the color-coded model categories that align with their triggers, they are able to gain a better understanding of the types of triggers that affect them most. Such insights, especially when generated through this self-discovery process, can provide a strong motivation for change.

Discussion Opportunity
Have individuals share a few of their cards — why they picked them and how the cards relate to their own experience.

The Power of the Discovery Cards

The Card Pyramid example on pages 8 and 9 uses the Relapse Triggers Discovery Cards deck to show the power of the Discovery Cards as a self-assessment tool, allowing users to build a personal profile that aligns with leading behavioral health models.

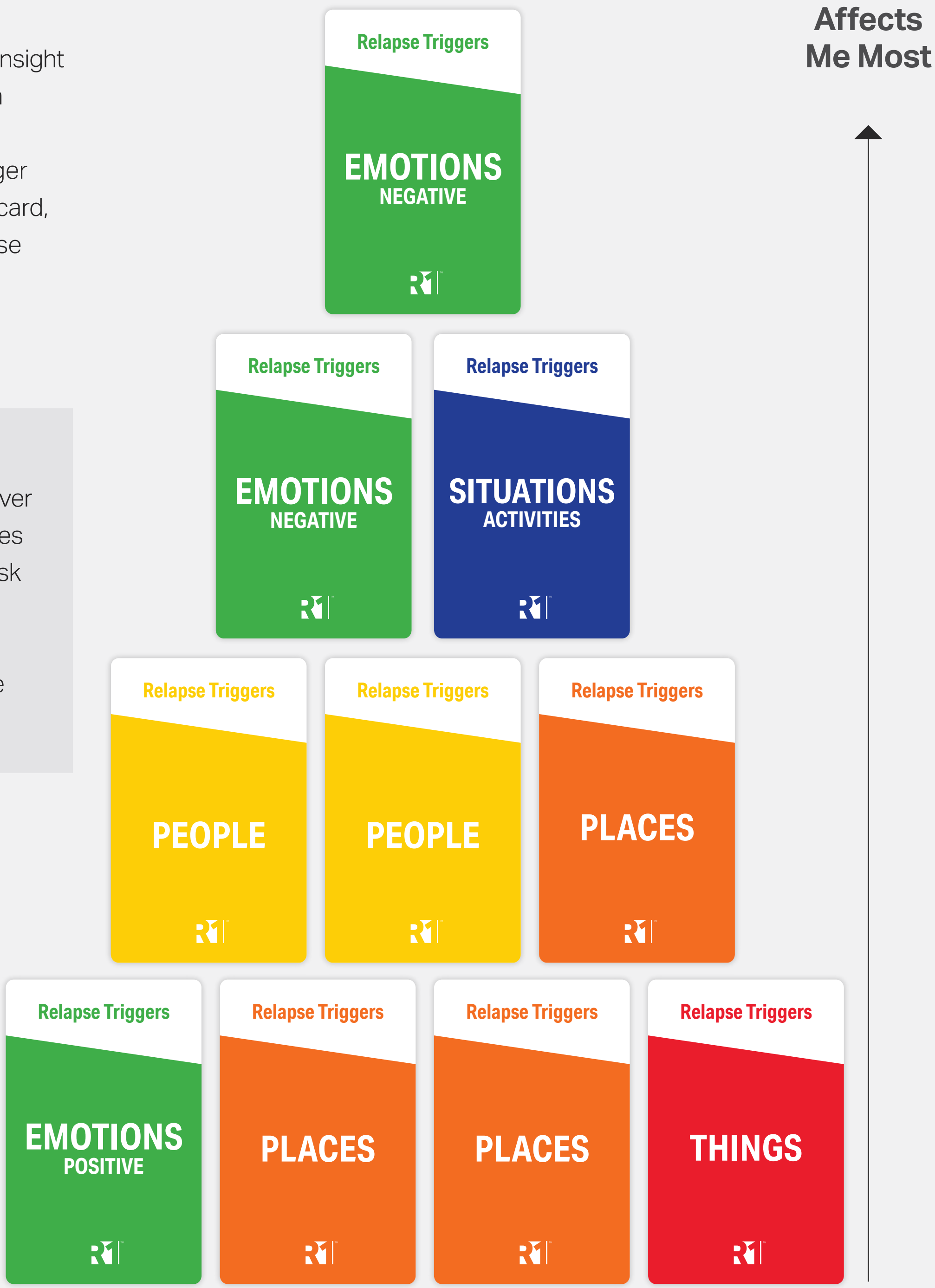
Discussion 2 — Where are you in the model? Insights?

Key Insights

Learning one's own triggers is a key insight possible with the Discovery Cards. In Activity 1, participants will turn the cards over to see which relapse trigger type corresponds to each selected card, helping them determine which relapse trigger types affect them most.

Insight Opportunity

Have participants turn their cards over to help them understand which types of relapse triggers to look out for. Ask participants to share which relapse trigger types are most common in their pyramid and if this is a surprise to them.


Affects Me Most
Relapse Triggers
EMOTIONS
NEGATIVE
Relapse Triggers
EMOTIONS
NEGATIVE
Relapse Triggers
SITUATIONS
ACTIVITIES
Relapse Triggers
PEOPLE
Relapse Triggers
PEOPLE
Relapse Triggers
PLACES
Relapse Triggers
EMOTIONS
POSITIVE
Relapse Triggers
PLACES
Relapse Triggers
PLACES
Relapse Triggers
THINGS

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Learning Theory — The R1 Approach

Phases of Addiction
What phase am I in?
The Jellinek Curve
REHABILITATION PHASE
Phases of Addiction
I honestly desire help
RECOVERY PHASE
Phases of Addiction
DISCOVERY CARDS
Phases of Addiction
What phase am I in?
Uses the Jellinek Curve of Addiction Recovery
PROGRESSIVE PHASE
Phases of Addiction
I hide my drinking or using
I am building a new network of stable friends
CHRONIC PHASE
Phases of Addiction
I obsess about drinking or using
Phases of Addiction
CRUCIAL PHASE
I avoid family and friends

Why Cards?

Active Learning

Cards increase:

- Engagement
- Interactivity and connection
- Focus — attention focused on one concept at a time
- Ownership — choosing and holding a physical card connects concept to self
- Learning comprehension and retention
- Satisfaction

Group Dynamics

Cards:

- Give words to people who struggle with how to share their thoughts and feelings
- Pull people out of the shadows and into the discussion
- Provide a format for group members to engage with others — “show me your cards” or “say more about that card”
- Level the playing field — give group members an equal voice

Reusability

Cards decks tend to be:

- Reused and played with again by individual when taken home after treatment or recovery program
- Used and played with by family, friends, and others
- Kept on desk at home versus thrown away or put in drawer
- Cost-effective — used again and again in multiple settings

Why Models and Taxonomies?

Expressing Concepts Simply

Models and graphic organizers are visual symbols used to express knowledge, concepts, thoughts, or ideas, and the relationships between them. The main purpose of a model is to provide a visual aid to facilitate learning and instruction. Two types that we use include:

- **Contextual or ontological model:** A set of concepts and categories in a subject area or domain that show their properties and the relationships between them
- **Process models:** A series of actions or steps taken in order to achieve a particular end

Many of our topics organize the information into color-coded categories to improve the learner's ability to understand and relate to the content presented. This enables individuals to more quickly process the information, apply it to their own experience, discuss it with others, and take action based on their understanding.

Building a Common Vocabulary

A primary purpose of the Discovery Cards is to build a common vocabulary for individuals and their families. Best practice theories and models are new to many people. Like with other subjects, we need to first learn the basics before we can take action — building a vocabulary is the first step.

- **Vocabulary:** A body of words in a particular language, branch of knowledge, or field of study
- **Taxonomy:** A body of words organized into groups or categories

As people learn more, their vocabularies expand and grow, enabling greater understanding and improving their ability to communicate with others. The better individuals can describe what's going on with them — to family, friends, and counselors — the sooner they can take action and move forward in their lives. The Discovery Cards create not only a shared vocabulary, but also a taxonomy to help maximize learning.

The Result

Models and taxonomies improve learning performance in the following areas:

- **Engagement** — Individuals participate more intently in their own learning and take ownership of the outcomes of their learning experience.
- **Reading comprehension** — The use of models and graphic organizers helps to improve the reading comprehension of learners.
- **Retention** — Individuals remember information better and can better recall it when it is represented and learned both visually and verbally.
- **Achievement** — Individuals with and without learning disabilities improve achievement across content areas and grade levels.
- **Thinking and learning skills; critical thinking** — When individuals use a graphic organizer their higher-order thinking and critical thinking skills are enhanced.

Maximizing Learning — Designed for Different Learning Styles

Learning styles are the way that individuals absorb, process, comprehend, and retain information. The Discovery Cards and activities have been designed to address a full range of learning styles and settings:

LEARNING STYLES	HOW	USE IN DISCOVERY CARDS	BENEFITS
Visual	Learn by seeing	Models, colors, images, graphic design	Increased: ▪ Engagement ▪ Participation ▪ Interaction/Connection ▪ Learning Comprehension ▪ Learning Retention ▪ Critical Thinking/ Problem-Solving ▪ Achievement
Auditory	Learn by hearing — sound	Listening to others, model overview	
Verbal	Learn through words — speaking, writing, typing	Sharing with others, completing Activity Worksheets	
Physical (Kinesthetic/Tactile)	Learn by doing, moving, or touching	Shuffling, holding, making piles, turning cards over	
Logical (Mathematical)	Learn through reasoning or problem-solving	Sorting, choosing, prioritizing cards — connecting to self	

Learning Settings: Social (Group Learning) and Solitary (Self-Study)

DISCOVERYCARDS™

Coaching Tips

R1

Useful in a Variety of Settings

PRACTICAL USES	TIPS
Group Sessions The Discovery Cards create a dynamic, engaging, and interactive learning environment. Discovery Card activities and worksheets plus ample time for group discussion and action planning easily fit within a 50-minute session. **Remember… when working with a group, make sure that each person has their own deck. The Discovery Cards are most effective when each individual has access to a full deck of cards so they can sort cards based on their own experience and build their own personalized profile based on the model categories.**	▪ Review the activities included in this guide. ▪ Make sure you have enough card decks and Activity Worksheets — each participant should have their own deck and worksheet. ▪ Choose the Questions to Explore you'd like the group to focus on. Add other questions that you think will add value to the discussion. ▪ Encourage group members to participate fully: o Share — their own experiences o Listen — deeply and intently to others o Ask questions — be conversational o Summarize learnings and action steps
Individual Sessions The Discovery Cards can be used in individual sessions with a counselor, peer support service provider, educator, family member, or friend.	▪ Review the activities included in this guide and decide which activity you want to conduct. ▪ Do the activity together, allowing appropriate time for card-sorting activities and summarizing results on the Activity Worksheet. ▪ Discuss Questions to Explore together.
Pre-Work or Homework Assignments *Prior to Group or 1-on-1 Sessions* The Discovery Card activities work well as pre-work assignments prior to in-person or even virtual sessions. Have individuals, pairs, or small groups work through activities prior to your group session, and then use the group time for debriefing Activity Worksheets, group discussions, and action planning.	▪ Be clear and specific with your activity assignment. ▪ Give sufficient time to complete the assigned activities. ▪ Be available to answer questions. ▪ Debrief the individual activities with the group — individuals will look forward to sharing their learning in the larger group. Allow for time to do this — don't let them down.

DISCOVERYCARDS™

Coaching Tips

Career Interests
What type of work suits me b
Holland RIASEC Model
Passion
ME
Plan
Learning
C
I
A
S
E

Meeting Ground Rules: Create a Safe Environment for Learning

- **Confidentiality** — Be respectful of keeping each individual's information private and confidential. What you say and hear, stays here.
- **Anonymity** — Honor individuals' needs to keep their identity and information private.
- **Inclusion** — Encourage and provide opportunity for everyone to participate fully.
- **Respect** — Be respectful of others' ideas, situations, and emotions. Don't judge or criticize.
- **Physical safety** — Physical threats are unacceptable and require immediate attention.
- **Emotional safety** — Confront the challenge, issue, or problem — not the person. Verbal threats or rude comments are unacceptable.
- **Openness** — Be present, listen, and share with an open mind.
- **Substance-free** — Maintain a substance-free environment to promote full participation and increased learning.

Maximizing Recovery Groups

- **Manage the group setting** — Start on time, end on time, and provide clear instructions for assignments and activities.
- **Communicate with care** — Offer a framework or ground rules to govern communications within the group.
- **Share with others** — Encourage and draw out individuals so that they can share what's really going on with them. Share your own experiences and provide real-life examples.
- **Listen to others** — Lean in and intently listen to others with both your mind and body language.
- **Ask questions** — Ask open-ended questions that require details and examples of others' story or experience.
- **Give feedback** — Offer perspective from your own experience.

Using Cards in Learning Settings

- **Have fun!** Cards are fun. Let people enjoy them.
- **Honor diverse approaches.** Acknowledge people's unique styles when working with cards. Note that many people shuffle differently, hold cards differently, put cards in piles in different formations, and have a different process for narrowing their top card choices.
- **Highlight the symbolism of using cards:**
    - **Shuffling cards** — Being open to changing the deck as a symbol of one's circumstances. Breaking the status quo.
    - **Sorting cards** — Mixing things up and allowing change to occur.
    - **Picking cards** — The act of choice or commitment to choices.
    - **Prioritizing cards** — Choosing or deciding what's important for oneself.
    - **Holding onto cards** — Could be an indication of commitment to action or resistance to change.
    - **Discarding cards** — Letting go or getting rid of unwanted behaviors.
    - **Turning over cards** — Self-discovery. Learning something new.
    - **Showing or sharing cards** — A sign of openness or honesty about one's choices.
    - **Protecting cards** — Not giving them up; a sign of self-will or lack of openness.
- **Get feedback from the group about the use of cards.** Ask the group what it was like using the cards for the activity. Ask individuals to share their thoughts and insights.
- **Manage the cards.** It is important to provide clear instructions and to manage activities using the cards. It is also important to manage the cards themselves when not in use — keep them together and in a safe place. See Discovery Cards Management coaching tips.

DISCOVERYCARDS™

Coaching Tips

Discovery Cards Management

- Provide clear and specific instructions for activities using the cards. Keep a card deck on hand so you can show examples of actual cards when reviewing instructions. It can be easier to show cards than to try to describe them.
- Use the Discovery Cards "What's in the Deck" to help you explain what types of cards are in the deck and which cards you will be using for the activity. Make sure that participants find and use the correct cards for each activity.
- Use the card box to help manage cards. Have participants put cards they are not using or are finished with back in the box. This will keep the tables or floor space clear so that participants can focus on the activity at hand and the group discussion.
- Observe what participants are doing and provide coaching if they are stuck or having other problems.
- Check in with participants regularly during sorting or selecting activities to ensure that each individual understands the instructions and is completing the activity as instructed.
- Give participants enough time to complete each part of the activity. Again, check in to see if anyone has questions or needs help.
- Get help. Seek out group members who can help you make sure everyone is on track. If someone is struggling, ask someone nearby to help them. For larger groups with multiple tables, ask one person at each table to assist you.
- When narrowing cards to a certain number (several activities ask participants to select the top 10 cards), have individuals first sort cards into two piles. Then pick the pile that you are working to reduce and have participants go through that pile a second time to get to their top 10 (or whatever the number may be).
- Prioritize cards by building a one-dimensional pyramid of cards (an example is offered after Activity 1). A card pyramid is an excellent way to focus individuals on which cards are most important in their situation. Have the participant lay their cards down in four rows: The top row should be the single card that is most important. The next row in the pyramid is the two next most important cards. The third row is the three next most important cards, and so on. Seeing the cards laid out in a pyramid with the most important cards nearer to the top will lead to additional insights, learning, and discussion.

Maximizing Individual Sharing Time

A core value of R1 and the Discovery Cards is to encourage full participation and to maximize the opportunity to share for each individual in a group setting. Here are a few suggestions to maximize opportunities for each individual in the group to share that take into account larger group sizes:

- **Pair and share** — Have each group member pair with another member to discuss Questions to Explore before sharing with the larger group. Give pairing partners adequate time to share their answers to the questions. Be sure to pause pair-sharing halfway through the allotted time to give each person time to share.
- **Table sharing** — Have a few or all members sitting together at a table report out insights, learnings, or actions that resulted from their pair-and-share discussions to the table. Table sharing allows more individuals to have the opportunity to share to a larger group.
- **Large-group sharing (multiple tables)** — Have one or two people from each table report out one insight, learning, or action for themself or overall learnings from the table.
- **Repeat the process** as needed to accommodate the number of questions and the size of the group.
- **Major learnings** — Close the session with a “lightning round” of response from each member of the group to one (or two, if time permits) of the following questions:
  - What was your major learning or insight from the activity or session?
  - What action will you commit to taking as a result? By when?
  - Who can you ask for help and support? What resources can you gather to support your recovery?

DISCOVERYCARDS™

Benefits for All Key Stakeholders

Individuals & Families

- Increased engagement/ engaged learning
- Accelerated change through accelerated vocabulary building
- Increased communication/ expression — through a shared vocabulary
- Increased individualized learning
- Increased self-discovery
- Increased self-efficacy
- Increased knowledge, skills, and effectiveness
- Increased learning comprehension and retention
- Increased interaction and connection
- Increased satisfaction
- Improved outcomes

The Jellinek Curve
PROGRESSIVE PHASE
CRUCIAL PHASE
CHRONIC PHASE
REHABILITATION PHASE
RECOVERY PHASE

Counselors, Coaches, & Educators

- Increased student, counselor, and coach engagement
- Enhanced relationship or therapeutic bond through a shared vocabulary
- Increased knowledge, skills, and effectiveness
- Improved treatment plans (in less time)
- Expanded set of educational tools for teaching, learning, and practicing core curriculum topics
- Decreased prep time with turnkey structured activities
- Increased consistency of program delivery via a structured format
- Improved outcomes

Your Organization or Program

- Increased student, counselor, and coach engagement
- Increased program retention
- Increased communication — through a shared vocabulary
- Increased knowledge, skill, and effectiveness of workforce
- Increased standardization of curriculum — a platform for measuring outcomes
- Decreased training time/learning curve for new employees
- Increased competitive advantage and brand awareness
- Increased employee engagement and retention
- Improved outcomes

R1 User Community

Product Roadmap for the Future

Training Videos — On Demand

Look for simple, short, instructive videos that will help you learn more about each Discovery Cards topic and how to use the cards in group and 1-on-1 settings.

Activities Library — Access Best Practices

Each Discovery Cards deck and Facilitator Guide includes a few activities. We are building a library of activities developed by the R1 team and our growing user community. We hope that you will submit several of your own activities so that they can be shared with others. Details for how to submit your most effective activities are outlined on the R1 website.

Product Development — Give Us Your Feedback

In order to continuously improve our tools and to prioritize development of new Discovery Cards topics, we need your help. Please send us feedback and ideas for topics you'd like to see covered using the Contact Us page on our website. We look forward to hearing from you.

Testimonials — Share R1 with Others

We need your help to share the Discovery Cards and tools with others in the field. We know that it will be our community of users, and what they share with their colleagues and friends about R1, that will make us successful and help us achieve our goals. If you have found our tools valuable in your work, we encourage you to send us a short written testimonial or, better yet, a 1- to 2-minute video that we can post on our website.

Please also share our website and details of your experience with the R1 tools with at least one other person in your professional network. This small action could result in many more users of our tools and changing the lives of many more people for the better.

Visit us at R1LEARNING.COM

Increase Engagement

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Evidence-Based & Best Practice Strategies
For Mental Health and the Opioid / Substance Use Crisis

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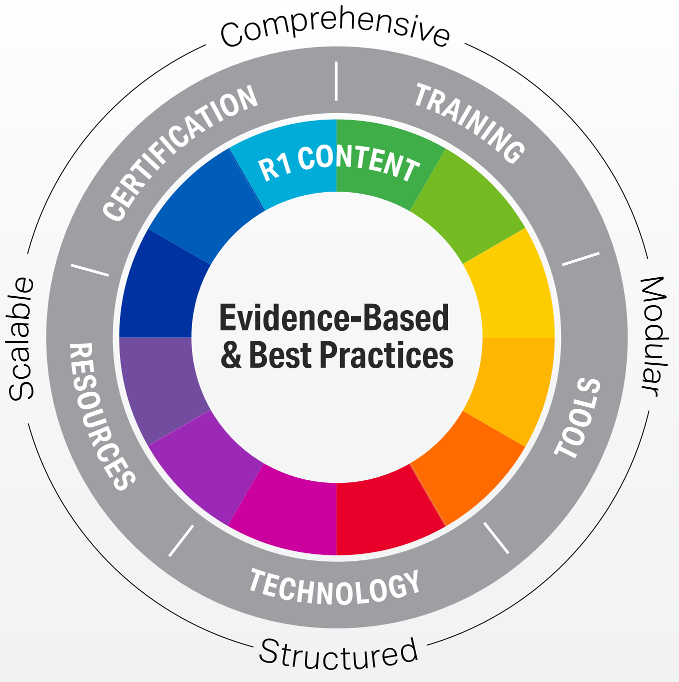
R1 Learning System


Comprehensive
Modular
Structured
Scalable
TRAINING
TOOLS
TECHNOLOGY
RESOURCES
CERTIFICATION
R1 CONTENT
Evidence-Based & Best Practices

R1 Solutions

Training

R1 delivers on-site and virtual instructor-led seminars and Learning Labs that enable you to maximize your investment.

Tools

R1 provides a variety of evidence-based and best practice tools and resources. Discovery Card decks, group kits, and kits for professionals are available on a variety of topics.

Technology

R1 provides e-learning and videos to support the tools. Apps, assessments, and online resource centers are on the product roadmap.

Resources

R1 provides enterprise licenses for facilitator guides, PowerPoint decks, activity worksheets, and more for each topic.

Certification

R1 offers certification and Continuing Education (CE) credits for fundamental evidence-based and best practice topics.

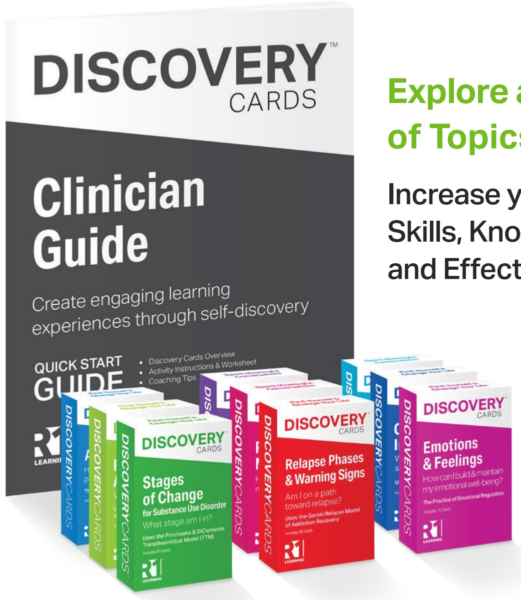
DISCOVERY CARDS
Stages of Change for Substance Use Disorder
What stage am I in?
Uses the Prochaska & DiClemente Transtheoretical Model (TTM)
FACILITATOR GUIDE

Are You Working with Groups?

Engage Individuals. Build Vocabulary.

Select from a variety of topics.

Group Kit — 12 decks. Includes one deck for each group member and one Facilitator Guide.

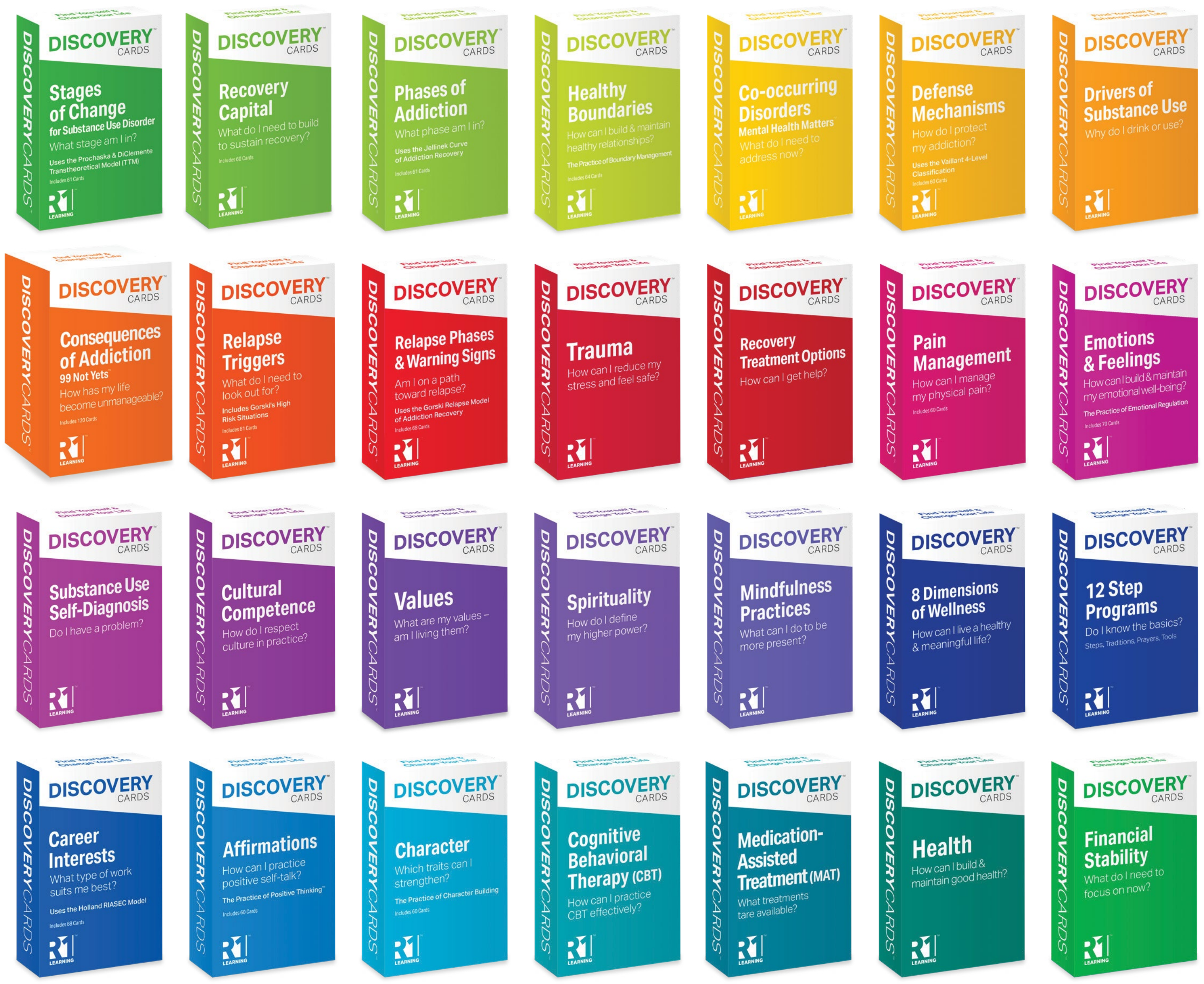

DISCOVERY CARDS
Clinician Guide
Create engaging learning experiences through self-discovery
QUICK START GUIDE
Stages of Change
Relapse Phases & Warning Signs
Emotions & Feelings

Explore a Variety of Topics

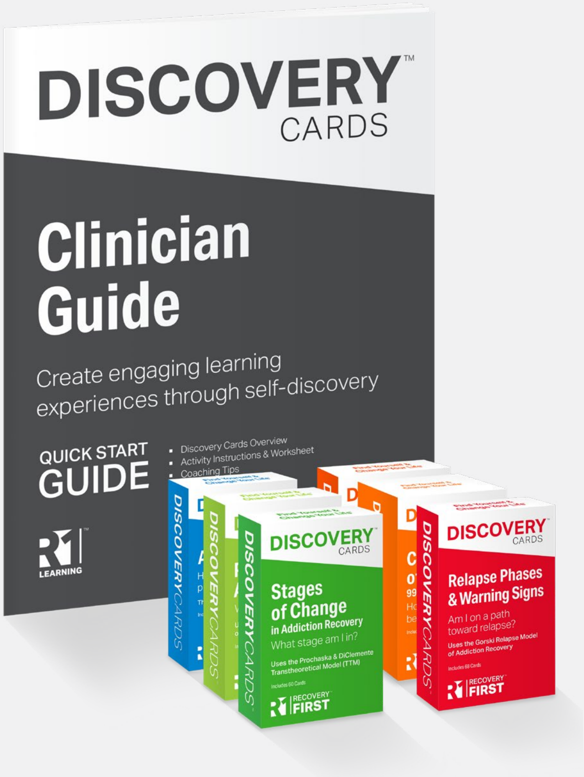
Increase your Skills, Knowledge, and Effectiveness

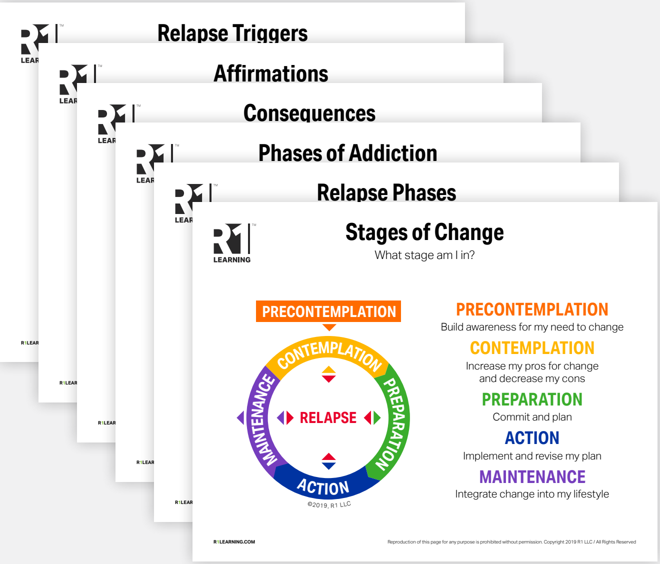
Professional's Kit — 9 decks. Includes 9 unique Discovery Cards decks and one Facilitator Guide.

Discovery Cards and Group Kits are available on a wide range of topics (sample topics below):


DISCOVERY CARDS
Stages of Change for Substance Use Disorder
What stage am I in?
Recovery Capital
What do I need to build to sustain recovery?
Phases of Addiction
What phase am I in?
Healthy Boundaries
How can I build & maintain healthy relationships?
Co-occurring Disorders
Mental Health Matters
What do I need to address now?
Defense Mechanisms
How do I protect my addiction?
Drivers of Substance Use
Why do I drink or use?
Consequences of Addiction
99 Not Yets
How has my life become unmanageable?
Relapse Triggers
What do I need to look out for?
Relapse Phases & Warning Signs
Am I on a path toward relapse?
Trauma
How can I reduce my stress and feel safe?
Recovery Treatment Options
How can I get help?
Pain Management
How can I manage my physical pain?
Emotions & Feelings
How can I build & maintain my emotional well-being?
Substance Use Self-Diagnosis
Do I have a problem?
Cultural Competence
How do I respect culture in practice?
Values
What are my values – am I living them?
Spirituality
How do I define my higher power?
Mindfulness Practices
What can I do to be more present?
8 Dimensions of Wellness
How can I live a healthy & meaningful life?
12 Step Programs
Do I know the basics?
Career Interests
What type of work suits me best?
Affirmations
How can I practice positive self-talk?
Character
Which traits can I strengthen?
Cognitive Behavioral Therapy (CBT)
How can I practice CBT effectively?
Medication-Assisted Treatment (MAT)
What treatments are available?
Health
How can I build & maintain good health?
Financial Stability
What do I need to focus on now?

Professional Kits — Available for both Clinicians and Recovery Coaches


DISCOVERY™
CARDS
Clinician Guide
Create engaging learning experiences through self-discovery
QUICK START GUIDE
Discovery Cards Overview
Activity Instructions & Worksheet
Coaching Tips
R1 LEARNING
DISCOVERY CARDS
Stages of Change in Addiction Recovery
What stage am I in?
Uses the Prochaska & DiClemente Transtheoretical Model (TTM)
RECOVERY FIRST
Relapse Phases & Warning Signs
Am I on a path toward relapse?
Uses the Gorski Relapse Model of Addiction Recovery


Relapse Triggers
Affirmations
Consequences
Phases of Addiction
Relapse Phases
Stages of Change
What stage am I in?
R1 LEARNING
PRECONTEMPLATION
CONTEMPLATION
PREPARATION
ACTION
MAINTENANCE
RELAPSE
©2019, R1 LLC
PRECONTEMPLATION
Build awareness for my need to change
CONTEMPLATION
Increase my pros for change and decrease my cons
PREPARATION
Commit and plan
ACTION
Implement and revise my plan
MAINTENANCE
Integrate change into my lifestyle
R1LEARNING.COM

Colorful infographic for each Discovery Cards deck

Evidence-based & best practice strategies.

R1 provides training, certification, and innovative tools that increase client engagement, workforce effectiveness, and program outcomes. Our hands-on and technology-driven tools create engaging learning experiences through self-discovery for behavioral health, substance use disorder, and life skills topics. Grounded in evidence-based and best practice models and theories, our tools spark meaningful conversations in group and 1-on-1 settings. R1 offers enterprise licenses and consulting services to support the R1 training and tools. Apps and additional languages are on the product roadmap.

R1 Founder & President

Tom Karl founded R1 after 25+ years of experience in learning and development and employee engagement. The idea for the Discovery Cards came to Tom in the midst of his own career, health, and life challenges. He has used the creation of the tools to help him better understand himself and share what he is learning with others. Through R1, Tom's goal is to put impactful self-discovery tools into the hands of individuals and empower them to change their lives. Tom is active in the healthcare community and volunteers with patient engagement programs.

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