

DISCOVERY™ CARDS

Quick Start Guide

Create engaging learning experiences through self-discovery

QUICK START GUIDE

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



“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, 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](https://www.R1LEARNING.COM)

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.

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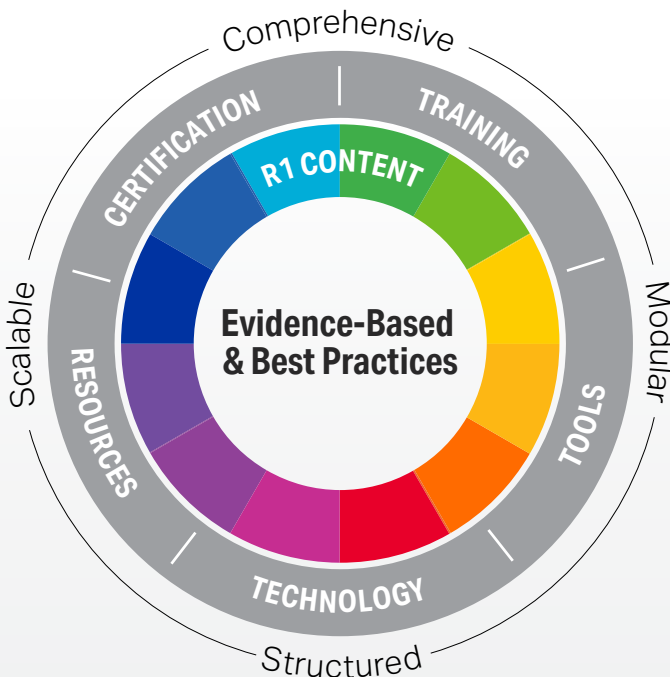
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R1 Learning System

Training, Tools, Resources



R1 Learning System — Evidence-Based & Best Practice Resources



R1 Practitioner Kits include a variety of evidence-based and best practice topics from the R1 Learning System. The Discovery Cards can be used with individual clients and small groups to increase engagement and learning. Visit R1LEARNING.COM to learn more about Practitioner and Group Kits.

DISCOVERY CARDS™

Find Yourself & Change Your Life™

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 one-on-one 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.



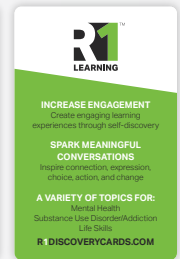
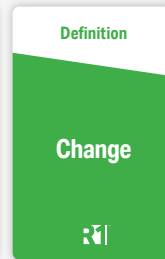
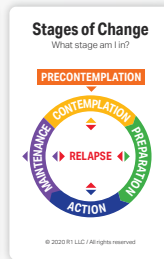
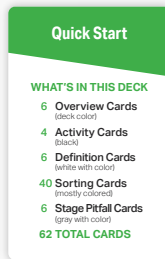
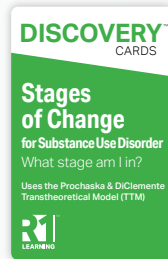
Quick Start

What's in the Deck — Example

Discovery Cards Content Map

Overview Cards

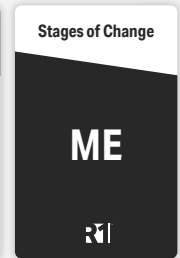
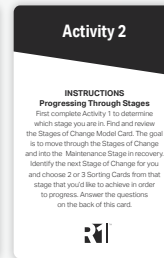
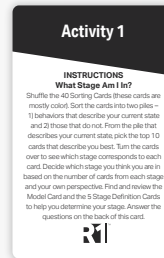
- Topic Overview Card
- Quick Start Card
- Model Card
- Expert Card
- Definition Card
- R1 Card



Go to **R1LEARNING.COM** 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.

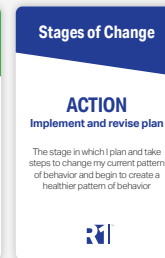
Activity Cards

Activity instructions and questions to explore



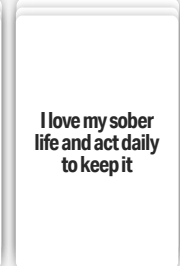
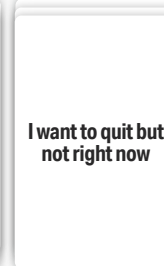
Definition Cards

Color-coded cards that define each category of the model



Sorting Cards

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



Other Cards

Additional cards custom to each deck that further explore the topic



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 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 . 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.



Time: 50 minutes

Activity Materials:

- Discovery Cards deck — 1 deck per person
- Activity Worksheet — Print the Activity 1 Worksheet from R1LEARNING.COM 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

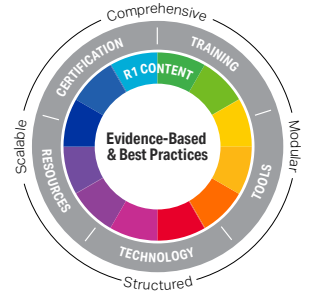
Individual in Recovery

- Learn about the Model
- Self-discovery — build your own personalized profile based on the color-coded model categories
- 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

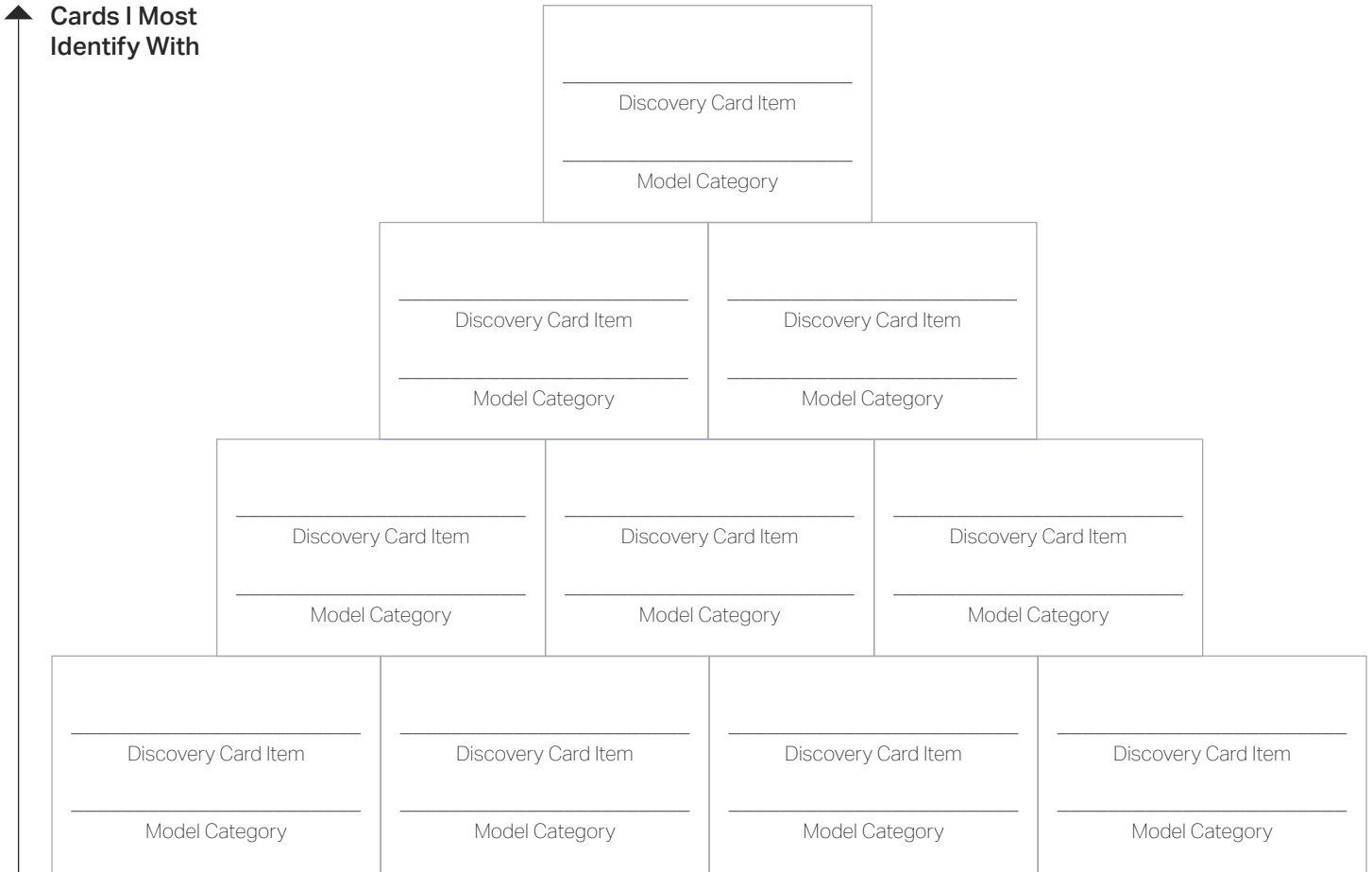
Instructions	Total Time: 50 min
Facilitator instructions are bold ; instructions to be read aloud to participants are <i>italics</i> .	
<p>1. Introduce activity; review learning objectives.</p> <ul style="list-style-type: none"> • <i>Let's take a moment to review the learning objectives for this activity.</i> 	5 min
<p>2. Facilitate the Discovery Cards activity.</p> <ul style="list-style-type: none"> • <i>Shuffle the Sorting Cards (these cards are mostly color).</i> • <i>Sort the cards into two piles: 1) cards that best describe you given the topic and 2) those that do not.</i> • <i>Using pile 1, pick 10 cards that best describe you and build a card pyramid with the cards that describe you best at the top (see The Card Pyramid on page 8).</i> 	10 min
<p>3. Facilitate Discussion 1 (see page 8).</p> <ul style="list-style-type: none"> • [For groups] <i>Pair up with the person ext to you and share your pyramid with your partner.</i> • <i>Which cards did you pick and why? Did anything surprise you? Explain.</i> • [After pairs discussions] <i>Let's have a few people share their insights with the group.</i> • <i>Share which cards you picked and why, and any additional thoughts or insights you have.</i> 	10 min
<p>4. Introduce and discuss the topic model.</p> <ul style="list-style-type: none"> • <i>Turn the cards over to see which element of the model corresponds to each card.</i> • <i>Find and review the Model Card and Definition cards.</i> 	5 min
<p>5. Facilitate Discussion 2 (see page 9).</p> <ul style="list-style-type: none"> • <i>As you examine the model and your cards, what is your profile?</i> • <i>Does it make sense to you? Why? Did anything surprise you? Explain.</i> • <i>Complete the Activity 1 Worksheet.</i> 	10 min
<p>6. Facilitate group discussion using the Questions to Explore on the Activity 1 Worksheet (time permitting).</p> <ul style="list-style-type: none"> • <i>Let's review the Questions to Explore on the Activity 1 Worksheet.</i> • <i>Share your answers to the questions and any additional thoughts or insights you have.</i> 	5 min
<p>7. Summarize action commitments and major learnings from this activity.</p> <ul style="list-style-type: none"> • <i>Let's have each person quickly share their major learning from the activity and one action they will take as a result.</i> 	5 min



Activity: Build My Personal Profile

Visit R1LEARNING.COM 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.



Complete the table below:

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

Questions to Explore

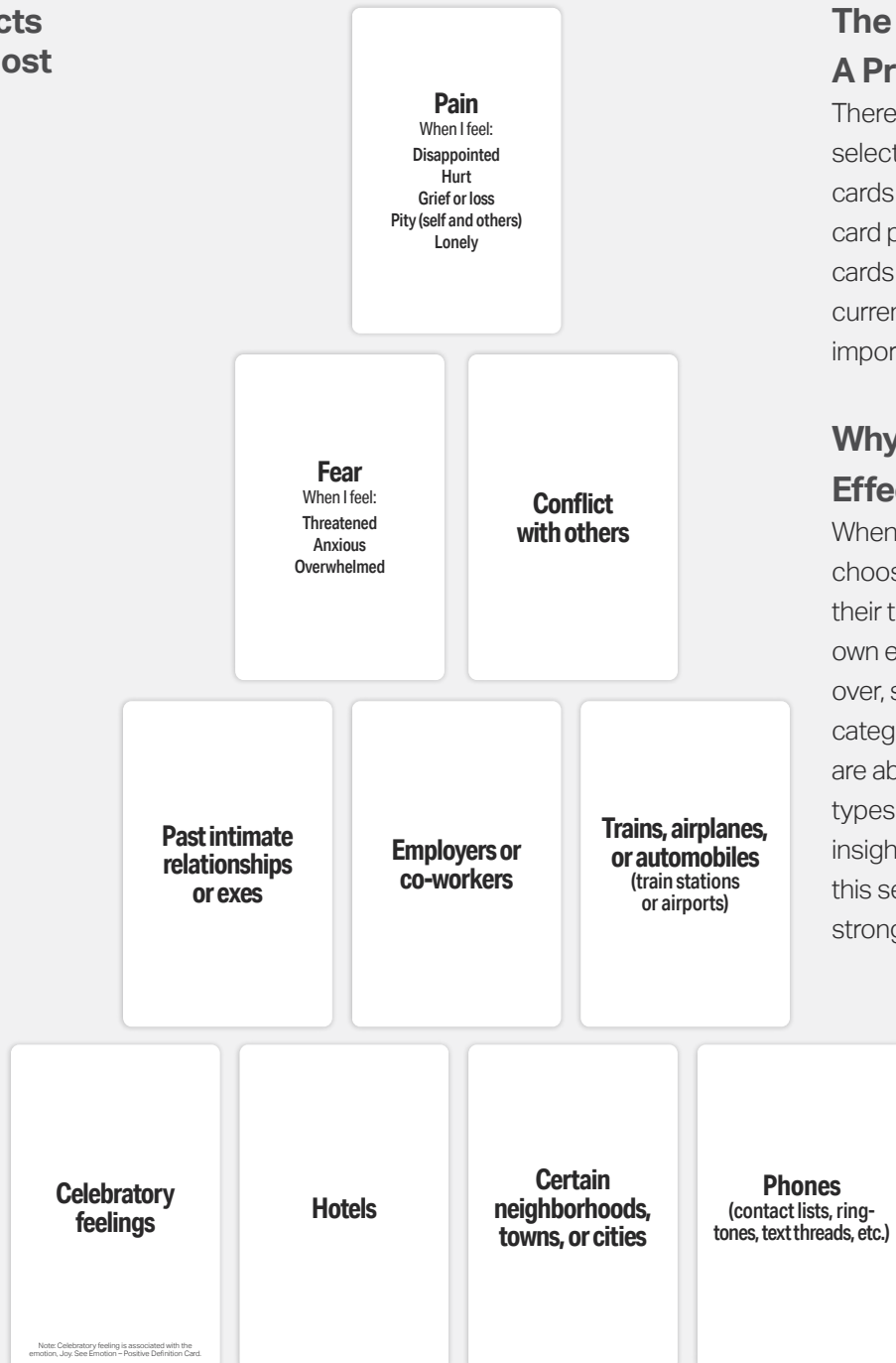
- As you review the cards in your pyramid, do they makes sense given your own experience? Why?
- As you look at your profile based on the model categories that have the most cards in your card pyramid, does this makes sense to you? What's your major learning?

The Card Pyramid

Build a Personal Profile

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

Affects
Me Most



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.

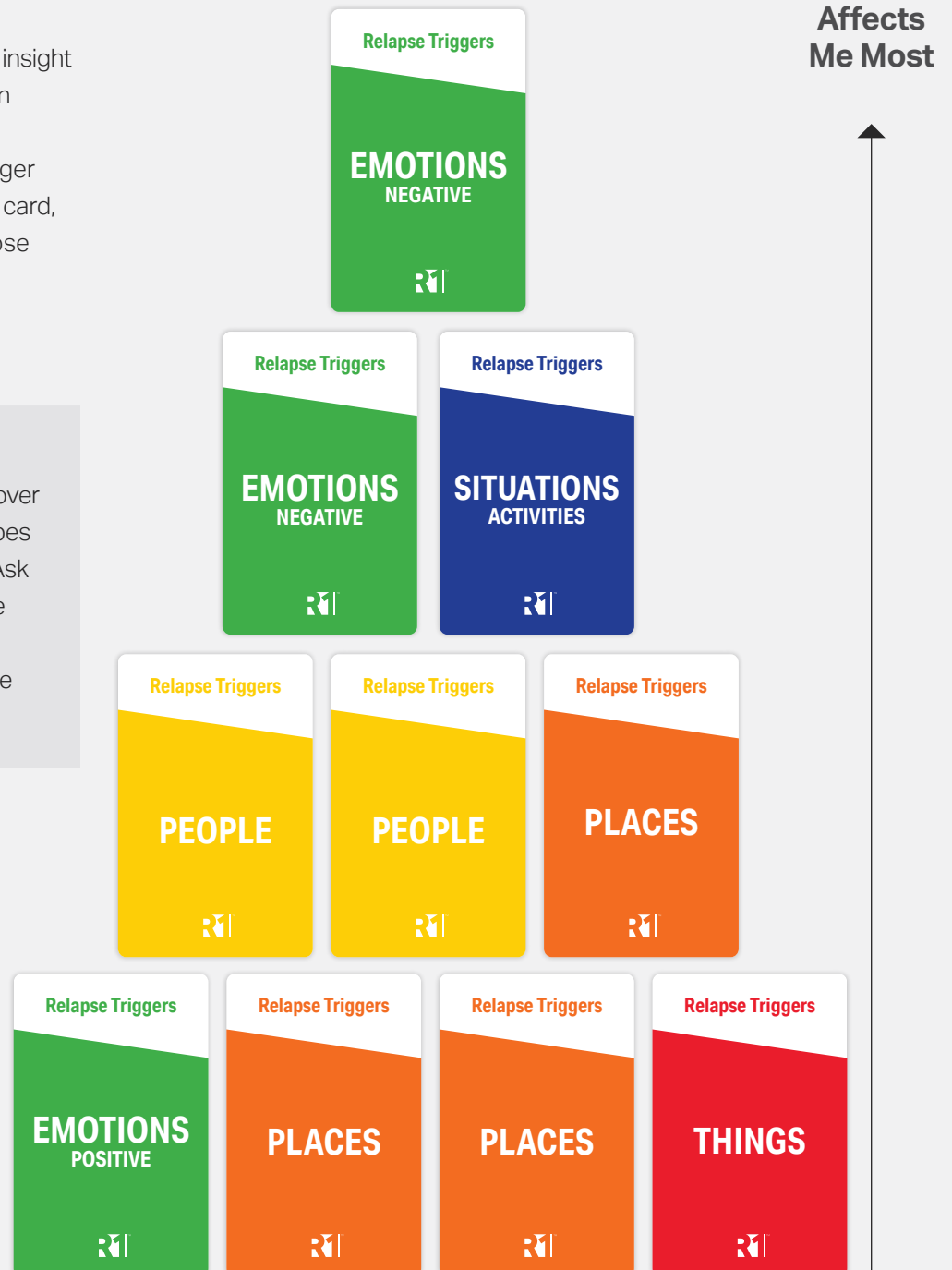
Discussion 2 — Where are you in the model? Insights?

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.



DISCOVERYCARDS™

Learning Theory — The R1 Approach



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 a drawer
- Cost-effective — used again and again in multiple settings

Why Models and Vocabularies?

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: <ul style="list-style-type: none"> ▪ 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 (learning on one’s own)

DISCOVERYCARDS™

Coaching Tips



Useful in a Variety of Settings

PRACTICAL USES

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 group member 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.

Individual Sessions

The Discovery Cards can be used in individual sessions with a counselor, peer support service provider, educator, family member, or friend.

Pre-Work or Homework Assignments

Prior to Group or one-on-one 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.

TIPS

- 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:
 - Share — their own experiences
 - Listen — deeply and intently to others
 - Ask questions — be conversational
 - Summarize learnings and action steps
-
- 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.
-
- 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



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 themselves 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



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 one-on-one 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.

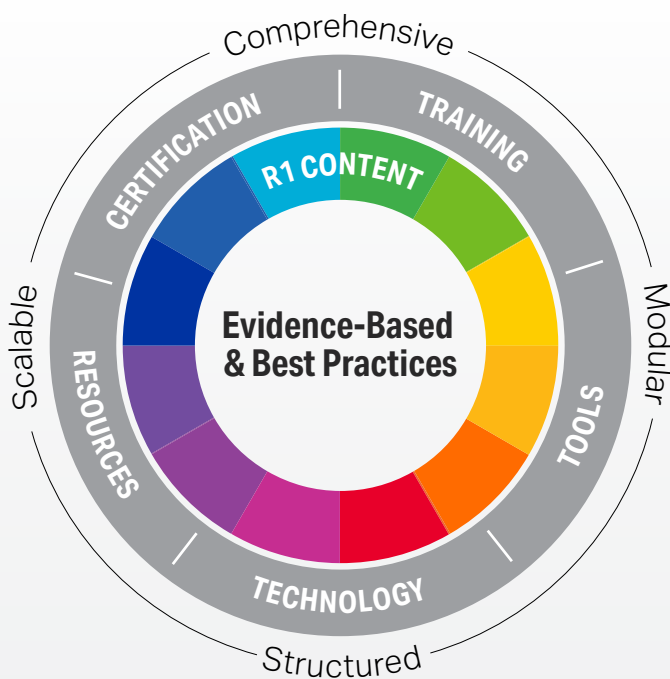
Visit us at R1LEARNING.COM

Increase Engagement



CONTACT US TO LEARN MORE
R1LEARNING.COM

R1 Learning System



TRAINING

Instructor-led on-site and virtual seminars for practitioners and client groups

TOOLS

The Discovery Cards, Practitioner Kits, and Group Kits covering a variety of topics

TECHNOLOGY

Apps, assessments, video library, and online resources on product roadmap

RESOURCES

Enterprise licenses available to enable broad content use

CERTIFICATION

R1 Trainer certification and Continuing Education (CE) credits for evidence-based topics

R1 Content — Evidence-Based & Best Practice Resources



Are You Working with Groups?

Engage Individuals.
Build Vocabulary.
Select from a variety of topics.



Explore a Variety of Topics

Increase your Skills, Knowledge, and Effectiveness

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

Practitioner Kits — 12 decks. Includes 12 unique Discovery Cards decks and one Facilitator Guide.

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



Professional Kits — Available for both Clinicians and Recovery Coaches



Colorful infographic for each Discovery Cards deck



Increase Engagement, Improve Outcomes

R1 delivers greater engagement for the leading evidence-based practices and theories in substance use disorder and other mental health conditions.

The R1 content is grounded in proven

behavioral health models, adapted from the work of the original authors and experts and supported by research. The R1 Learning System combines this content with tools, training, and additional resources to enable effective implementation and use of evidence-based practices such as motivational interviewing (MI) and cognitive behavioral therapy (CBT). The central tools of the system, the Discovery Cards, provide a hands-on, concrete approach that enables both practitioners and clients to learn and apply these theories to real-life circumstances and situations. The tools are effective and easily adapted for different populations and settings and by practitioners at all levels of knowledge, skill, and experience. By combining the most effective content with a structure for effective implementation, R1 fosters greater engagement with treatment, counseling, and coaching — empowering individuals to change and live a healthier life.



R1 Founder & President

Tom Karl founded R1 as the result of his own personal experiences in addiction and recovery. The idea for the R1 Learning System and the Discovery Cards came to Tom following a relapse when he noted a lack of practical tools in addiction treatment settings.

He has used the creation of the tools to help him better understand himself and address his own personal challenges. Through R1, Tom's goal is to put impactful self-discovery tools into the hands of individuals in recovery and empower them to change their lives. Tom has 25+ years of experience in learning and development and employee engagement, working with global companies, government agencies, and education institutions. Tom is active in the recovery community and volunteers with patient engagement programs.

