

A.C.T.S.

Alcohol / Chemical Treatment Series

**Study Guide
&**

**Certification Workbook
to become an
A.C.T.S. Instructor**

by:

Rod Carpenter

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A.C.T.S.

Alcohol/Chemical Treatment Series

Please note: When using the A.C.T.S. program in prisons, county jails, and detention centers it is required that the instructor complete the Christian Prisoner Fellowship study guide and workbook. After you are certified as a volunteer chaplain, you will need to cooperate with your District Christian Prisoner Fellowship Chaplain.

A.C.T.S Study Guide and Workbook for A.C.T.S Instructors discusses the A.C.T.S. (Alcohol/Chemical Treatment Series) program, provides necessary training, and contains an application for A.C.T.S. instructor's credentials. Since the A.C.T.S. program contains materials that would appeal to many religious groups and since the A.C.T.S. program uniquely opens doors of opportunity to specific places of ministry, only certified A.C.T.S. instructors may obtain the A.C.T.S. materials. Untrained personnel could destroy the opportunity of A.C.T.S. for other capable individuals, but trained instructors will enhance the credibility of A.C.T.S. in the community.

It is necessary to be trained by a nationally approved coordinator or to have completed the audio or video training tapes.

Complete and submit the following:

- 1) The A.C.T.S. application
- 2) The True/False Review Questions
- 3) The Final Examination typed answers
- 4) A 2x2 inch picture of yourself

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Chapter 1

A.C.T.S.

Alcohol/Chemical Treatment Series

A.C.T.S. (Alcohol/Chemical Treatment Series) places the local church in a position to effectively fulfill the great commission and build a bridge from the church to today's society. Designed as a contact maker, A.C.T.S. reaches into the cross-section of the community and establishes associations and relationships with addicts and concerned people.

Using A.C.T.S. as a tool, you can touch lives and hearts that you would never reach otherwise. A.C.T.S. serves as a contact maker, it is not an end in itself, but rather the beginning of a relationship for pointing people to the church.

A.C.T.S. functions effectively in several environments: prisons, jails, pre-release centers, rehabilitation centers, juvenile delinquency centers, hospitals, schools, judicial and parole circles, and community and after-care projects. The program serves as a contact maker wherever the doors open to you.

You may purchase the A.C.T.S. materials through the Home Missions Division or your district A.C.T.S. coordinator. He will train and qualify you in order to maintain a highly qualified program.

THE A.C.T.S. STORY

"Say not ye, There are yet four months, and then cometh harvest? behold, I say unto you, Lift up your eyes, and look on the fields; for they are white already to harvest. And he that reapeth receiveth wages, and gathereth fruit unto life eternal: that both he that soweth and he that reapeth may rejoice together. "
(John 4:35-36).

Most institutions of incarceration offer a substance-abuse program to inmates, and inmates gain points toward an early release by participating. Often, the state requires inmates to attend either an Alcoholics Anonymous or a Narcotics Anonymous class weekly, especially if they were charged with a drug or alcohol related offense.

Rod Carpenter, chaplain of Oklahoma District Christian Prisoner Fellowship became frustrated when his chapel services were nearly empty while the substance-abuse classes were full. From this frustration, Chaplain Carpenter developed the A.C.T.S. substance abuse concept as an outreach program. Chaplain Carpenter requested to meet with the Oklahoma Department of Correction's (D.O.C.) board of directors.

Chaplain Carpenter talked with the twelve directors and, with only a few of Christian Prisoner Fellowship's printed materials, sold them on Christian Prisoner Fellowship. He then asked what were the requirements to conduct an approved class that would serve as an appropriate alternate to A.A. and N.A.

The Department of Correction's directors gave input on their preferences, including: a simple educational background to drugs and alcohol, an object lesson to share a life principle, and a story application to emphasize the lesson. The board then granted Chaplain Carpenter permission to use Bible stories in the application because the Bible is a common resource available to most inmates.

After searching through Oklahoma University's library, Chaplain Carpenter decided that no material existed that matched what the D.O.C. had requested. He then developed a few lesson outlines, following D.O.C.'s recommendations, and obtained a follow-up meeting with the Oklahoma D.O.C. board. After presenting the lessons, he obtained permission to start a substance-abuse class for a 90 day trial at Oklahoma's Clara Waters pre-release center.

Chaplain Carpenter initiated the program, and the institution let the men choose which substance abuse class they wanted to attend. The incredible results at the Clara Waters pre-release center shocked every involved person. In a few short weeks, almost all of the substance-abuse inmates had attended Chaplain Carpenter's class. The institution reported an improvement in inmate/guard relations, less tension among the inmates, and a more peaceful atmosphere. Soon case workers required inmates to attend the class for an attitude adjustment.

Inmates who were moved to neighboring institutions began to request a class like Chaplain Carpenter's. The Oklahoma D.O.C. then called for Chaplain Carpenter to set up similar substance abuse classes in other institutions and the A.C.T.S. program (Alcohol/Chemical Treatment Series) was born.

Because of the growing demand for the program, Chaplain Carpenter and the national Christian Prisoner Fellowship department developed and published several lessons. More materials continue to emerge as the A.C.T.S. program blossoms with healthy growth.

QUALIFYING AS AN A.C.T.S. INSTRUCTOR

Although Christian Prisoner Fellowship chaplaincy credentials are not required to become an A.C.T.S. instructor, by completing the *Christian Prisoner Fellowship Study Guide & Workbook*, Christian Prisoner Fellowship trains the A.C.T.S. instructor in both evangelism principles and practical tools to reach the substance abuser. The A.C.T.S. instructor's personal walk with the Lord will accomplish more than all of the material that Christian Prisoner Fellowship could ever publish. When he walks into an A.C.T.S. class, every eye turns toward him, and he will say more by his actions and conversations with inmates than he ever will teaching a class.

A.C.T.S. CLASS

An A.C.T.S. instructor must constantly remember the purpose for being there. Just one thing said or done can help bring success or can hinder severely. Your attitude when you walk into a classroom will determine how your lesson will be received. You will walk into an area that Satan has always controlled; do not enter a class unless you are battle ready.

Discuss your desire to be involved in the A.C.T.S. ministry with your pastor, district A.C.T.S. coordinator, and Home Missions Director. All will help you get started in an A.C.T.S. ministry.

Consider the institution where you wish to conduct the A.C.T.S. program. The place where A.C.T.S. will be conducted will probably have rules concerning what is required of both the A.C.T.S. participant and you as a volunteer. Be familiar with all the rules of the institution, because you must follow its operating procedures. Most centers will hold an orientation class, and usually its officials will work with you.

Step 1

The A.C.T.S. Instructor's Manual contains twelve lessons. Each lesson follows a similar format: (1) background information on a specific drug or alcohol for instruction purposes, (2) visual/object lesson application, and (3) a real-life recorded testimony (from the Bible because it is readily available to every inmate).

Designed to follow up the presentation book, the Instructor's Manual primarily consists of educational material. Often, a public official places this Instructor's Manual on file as a reference source for the entire A.C.T.S. program permitted in the institution.

Become familiar with the A.C.T.S. Instructor's Manual, but do not be discouraged by the amount of information on drugs and alcohol contained in the manual. The object lesson and application serve as the crux of each A.C.T.S. lesson.

Future A.C.T.S. Instructor's Manuals will be dedicated to addressing personal needs and family situations, while providing a background for drug and alcohol education.

The "A. C. TS. *Opportunity*" promotional booklet depicts the A.C.T.S. program by the use of emotional pictures. It portrays the quality and success of the A.C.T.S. program that a person can see at a glance.

The Drug Awareness Presentation Kit, discussed in chapter five of this workbook, could serve as viable material for your A.C.T.S. presentation.

Step 2

Attempt to broaden your knowledge about chemical dependency. Libraries and governmental agencies provide volumes of educational materials at no cost. As an excellent introductory book, read *Primer on Drugs*, by Robert Julian (W.H. Freeman & Company, 600 Market St., San Francisco, California 94104, Copyright 1981). Several drug/alcohol resource organizations provide materials at no cost:

Drug Enforcement Administration
Public Affairs Office
1405 I Street, NW
Washington, DC 20537
Phone # 202-633-1469

The National Institute on Drug Abuse
Prevention Branch, Room 11A33
5600 Fishers Lane
Rockville, MD 20857

The National Institute of Alcohol Abuse
Prevention Branch, Room 16C-14
5600 Fishers Lane
Rockville, MD 20857

National Clearinghouse on Drug Abuse Information
11400 Rockville Pike
Rockville, MD 20857

Other suggested readings include:

Deliverance From Drugs. Marvin Yakos, Word Aflame Press, Hazelwood, Missouri, 1989.

Essentials of Sociology, Robert Ellis and Marcia Lipetz, Paperback Text, Random House Publishers, Now York, 1979.

Psycho-Cybernetics. Maxwell Maltz, Simon & Schuster, New York, 1953.

Wind Drugs, Margaret O. Hyde, 1986 Edition, Dodd, Mead & Company, New York, 1974.

Physiology of the Human Body, Arthur Guyton, Sixth Edition, Saunders College Publishing, Troy, Missouri, 1984.

Human Anatomy and Physiology, John W. Hole, Jr., Eighth Edition, William C. Brown, Dubuque. Iowa, 1990

Word Aflame Bible, King James Version, Word Aflame Press, Hazelwood, Missouri, 1973.

Step 3

Understand the importance of maintaining your credibility in the A.C.T.S. program. A.C.T.S. will live or die in a community based upon the credibility that its instructors give it. Public officials will judge A.C.T.S. and Christian Prisoner Fellowship by the performance of the individual instructor. A poor instructor can harm the A.C.T.S. and Christian Prisoner Fellowship reputation and close the door of the A.C.T.S. opportunity to other qualified, capable instructors, but an effective instructor can open additional doors for A.C.T.S. opportunities.

By being faithful, prepared, prompt, and consistent, you will strengthen your credibility and the credibility of the program. To assist in maintaining a high level of credibility, you should make yourself accountable to the district A.C.T.S. coordinator, and expect the district A.C.T.S. coordinator to request accountability from you.

Step 4

Understand how to present A.C.T.S. to an institution to initiate the A.C.T.S. program. Learn who is the appropriate authority to approach. In the jail/prison structure, it usually is not the institution's chaplain. Many units have a drug/alcohol department that handles activities such as A.C.T.S. The appropriate authority may be a prison warden or supervisor, judge, parole officer, high school principal, hospital administrator, etc.

Plan your approach to the appropriate authority. Check with your district Christian Prisoner Fellowship chaplain to see if A.C.T.S. has been implemented successfully in any other community in the state. If so, use this start as a springboard to help you get started. Some communities will allow A.C.T.S. to be implemented without first seeing A.C.T.S. in action, but some will want to see results first.

Consider the person(s) to whom you will present the A.C.T.S. program. Usually when one or two specific people are convinced about a program, their influence will bring about its adoption. Therefore, you should target your presentation for the one or two influential individuals.

Do your homework, discover the negative concerns of those whom you have targeted, and prepare your presentation to alleviate their anxieties. Through secretaries or other contacts, also discover positive feelings about other drug/alcohol programs and incorporate these concepts into your presentation.

Using the A.C.T.S. presentation material, Instructor's Manual (lessons 1-12), A.C.T.S. promotional booklet, and/or the Drug Awareness Presentation case, meet with the appropriate officials. Sell the officials on the strength and the value of A.C.T.S. Make your presentation positive and quick moving, and make yourself available for questions. You may consider using an overhead projector for your presentation.

A.C.T.S. provides educational background about drugs/alcohol and uses object lessons to present the lesson. The object lesson is supported with a true-life story from a common resource readily available to almost everyone, the Bible.

Become familiar with at least one of the lessons and include copies of it to those who receive your presentation. Emphasize that the lessons are directed to improving self-esteem, behavioral traits, and relational coping skills. In the correctional environment, stress that you are asking for the A.C.T.S. participants to receive the same credit for the A.C.T.S. program that they receive for Alcoholics Anonymous or Narcotics Anonymous.

Be prepared to ask for A.C.T.S. acceptance on a trial basis. Thirty, sixty, or ninety day trial basis opens the door for A.C.T.S. and establishes the program long enough for the participants and authorities to appreciate it.

Step 5

Understand how to effectively conduct an A.C.T.S. class, including: (1) opening the class, (2) introductions, (3) announcements, (4) lesson, (5) closing the class, and (6) dismissing the class and interaction. Chapter two discusses this material in detail.

Step 6

Complete this A. C. TS. *Study Guide and Workbook*, Chapter Review Questions, and a double space typed Final Examination (page 52). Also submit a completed application, a 2" x 2" picture of yourself; and a non-refundable \$10.00 processing fee was included in the cost of this workbook (Be sure to read page 3 for additional information).

MAINTAINING THE A.C.T.S. PROGRAM

Staying on Target

In your heart, keep the A.C.T.S. purpose in constant view; keep a clear vision of your objective to use A.C.T.S. as a contact maker and friendship builder. Understanding that you probably will not experience a baptism through an A.C.T.S. class; also keep in mind that your opportunity to meet and become a friend builds the bridge that, according to church growth statistics, produces 70 to 90 percent of church membership.

Guard against any wasted time. Start on time, conduct the class for 40 to 45 minutes, and allow 15 to 20 minutes for interaction. Since your purpose is to build relationships, the strength of the A.C.T.S. class primarily revolves around the introductions and the interaction time. To prevent losing track of time, carefully watch the clock and follow the lesson guidelines.

Consistently complete your forms. Instruct the A.C.T.S participants to write their name in the *Attendance Sign-up Sheet* provided. From the Attendance Sign-up Sheet, complete your *Instructor 's Weekly Diary*, which will help you stay current with the needs and results of your A.C.T.S. class. From your weekly diary, complete the *A. C. TS. Instructor 's Quarterly Report* and mail it to your district A.C.T.S. coordinator.

The *Instructor Verification Sheet* verifies a participant's attendance in the class. The participant keeps the form for the instructor to sign weekly.

The *Activity Sign-up Roster* form allows participants to sign up for a given activity, such as a church service, picnic, etc. You can obtain approval from the appropriate authorities for the participants to attend the function and make the necessary preparations such as transportation, etc.

Treat the A. C. TS. participants as friends, and you will prevent many hard feelings and broken promises. Do not make promises that you cannot keep.

Use a fourth or fifth grade vocabulary. Always do your best to communicate effectively with the class.

Working with Your District

Your district A.C.T.S. coordinator assisted you in obtaining your A.C.T.S. credentials, and you should work in close harmony with them. Keep them informed of your local A.C.T.S. progress, and fulfill any reasonable request that he may ask of you. Promptly submit quarterly reports, articles for publication, and any other forms that they may request. Support your district A.C.T.S. coordinator at sectional or district meetings by serving in any way that you can.

Working with Institutional Officials

The persons granting you permission to start the A.C.T.S. class will probably hold the keys to its continuance. Therefore, you should maintain a flow of positive communication to those officials, including positive reports of attitude changes, class participation, responses, and A.C.T.S. participants' evaluations of the class.

You should initiate a constant effort to seek harmony with the institution. Try to fulfill the institution's recommendations, and protect the A.C.T.S. program. The National Clearing House for Alcohol and Drug Information, P.O. Box 2345, Rockville, Maryland 20852, produces an excellent resource book entitled, *Prevention Plus II*, available free of charge.

Stay informed of the institution's rules and regulations. You will want to faithfully satisfy the institutional requirements, and complete and submit the institution's required reports promptly.

AFTER-CARE

A.C.T.S. may experience its greatest results while operating in the after-care mode. Often A.C.T.S. faces competition with other substance-abuse treatment programs; however, most treatment programs stop with the treatment and provide no after-care. Therefore, other community projects can conduct the substance-abuse treatment, and recommend their clients to the A.C.T.S. program. A.C.T.S. can better serve the community and face no opposition.

Through after-care, you can funnel those who are released from other treatment programs into an A.C.T.S. structure and your local church. This occurs naturally since the church becomes the support group in the after-care treatment.

Regardless of the approach of A.C.T.S., former drug addicts and alcoholics desperately need aftercare. Those once consumed by sin must receive attention, teaching, discipleship, and ultimately be consumed by God.

If you are involved in after-care in the penal system, you should consider: (1) following an inmate through the pre-release process to the community to which he is paroled, (2) reuniting the inmate with his family, and (3) helping the inmate secure a new life (employment, housing, family, friends, etc.).

If your A.C.T.S. class is conducted in a pre-release center, try to arrange for the inmates to attend your church. Your local service will produce more effective results than a service in the institution. In a local church, the inmates will find release from pressure to the institution, and you will see greater classroom attendance if the inmates know they are going to the church.

Before an incarcerated A.C.T.S. participant is transferred to another institution or released, make sure you obtain his permanent address, and contact your district Christian Prisoner Fellowship chaplain as soon as possible. If you do not act quickly, you may lose track of the inmate.

CERTIFICATES

To qualify for certificates, the A.C.T.S. participants should have attended the classes, completing at least twelve hours of classroom participation. Award the certificates to the individuals during the class, after the announcements and before the lesson. Purchase certificates in advance and have them available for when you need them. If possible, use fancy lettering for the participant's name; otherwise, type the name for a professional appearance.

Chapter 2

Teaching the A.C.T.S. Class

The Bible principles that A.C.T.S. is based upon can be found in the fourth chapter of John. There are basically five levels of conversation that lead to a relationship with individuals or even God. It can be compared to leading someone up a staircase.

Level 5 - Secrets - John 4:25

Level 4 - Emotions - John 4:19

Level 3 - Failures - John 4:16-18

Level 2 - Casual Plus Me - John 4:10-15

Level 1 - Casual - John 4:6-9

Level 1: Casual

You must have a common ground to start a conversation. The circumstances that present themselves at the time of wanting to witness become a springboard. Something as simple as the weather can lead a man to a point of relationship. We do not have a lack of boldness, what most of us have is a fear of rejection and this is why a common ground is so necessary.

Level 2: Casual Plus Me - or - Personal

Once common ground is established and fear of rejection is removed, you have an opening for relationship. You make yourself vulnerable to someone at first so they can see that you are providing a safe bridge to cross; by injecting yourself into the conversation it becomes personal.

Level 3: Failures

When the conversation becomes personal you can lead it to the next step by telling them of your failures. The individual you are talking to will find it easy to talk about faults and concerns after you do it first. When failures are shared the relationship takes on a closer feeling.

Level 4: Emotions

Now that failures have been shared the heart feels safe to trust. When trust is established the emotions become involved. If a memory is discussed there is an emotional feeling tied to it. When we share emotionally, we bond with the other individual without realizing it is happening.

Level S: Secrets

While emotions are open, many people tell of secrets that have never been shared with anyone else.

Jesus went to the city of Samaria and sat at Jacob 's well outside of the city of Sychar. Jesus should never have been there being a Jew and the Messiah. There seemed no apparent reason for Jesus to go to a city he should not be in and sit at a well in the heat of the day.

How much more unrealistic was it that a woman that lived in the city would also make her way to the well at such an inconvenient time.

When she approached the well, Jesus used the well and her waterpot to start a conversation. He may have been thirsty or He may have wanted a starting point for a conversation. When He spoke to her, she attacked Him hoping to end any further attempt to talk to her. There are very few truly mean people in the world, only many hurting people being offensive to prevent you from getting close to them.

Even though she attacked Him, He stayed on course, reaching for her heart. Jesus told her that He could give her, something that she needed. Once again she attacked Him with words, yet her interest was stirred. Her mind must have been racing, here was a man she had verbally attacked but He still way--speaking kindly to her.

When Jesus told her to go get her husband He touched on her life's failures. She did not try to make excuses for what she had done. When someone proves to us they are not going to hurt us, they can point out faults in us that no one else would dare dream of doing. When the memory of her failures ran through her mind, she opened up her emotions.

The only thing she knew as far as a relationship with God was that she should worship at an altar. When Jesus told her what true worship was; in doing so, He showed her that He would not hurt her.

The Samaritan woman then told him her most secret hope, the one hope that kept her living. When she spoke of the One who was to come, Jesus said, "I am He. "

Jesus went from the common ground of a well and a drink of water to who the Messiah is.

In teaching an effective A.C.T.S. class, follow Jesus' pattern: submit to a genuine burden, make the contact, destroy barriers and build bridges, and expect the fruit of repentance. Through each aspect of the A.C.T.S. lesson, convey the proper messages that Jesus' pattern exemplifies:

1. Opening the class: "I want to be here, and I'm glad you're here!"
2. Introductions: "Don't feel hopeless, others have made similar mistakes."

3. Announcements: "Don't feel rejected; we want you involved. You are important to us."
4. Lesson: "Don't be confused, answers are available."
5. Closing the class: "The risks aren't that great; you can do it!"
6. Dismissing the class and interacting: "I'm expecting a revival of repentance."

ESSENTIAL INGREDIENTS OF AN EFFECTIVE CLASS

To change the direction of any object in motion requires energy, and to change the direction of a life requires great energy! Many drug and alcohol abusers have spent their units of energy and sit in an A.C.T.S. class as wasted lives. If you fail to furnish them with the necessary energy to change their lives, they will remain unchanged.

Therefore, in teaching an A.C.T.S. class, you must anticipate positive results. More than dispensing information, you must offer hope and opportunity to those captive to sin's chains. You must bring expectancy to many who have known only disappointment and disillusionment.

Enthusiasm and excitement must flood your heart as you expect to see the lives of those you teach changed. With your vigorous faith and zeal, energy units of hope will fall on the hearers, and they will respond. The class assumes the personality of the teacher, and A.C.T.S. participants will absorb what you dispense in attitudes more than in words.

Attitudes naturally proliferate from instructor to class and from classmate to classmate. Therefore, before going to the A.C.T.S. class, you should ventilate all of your negative attitudes through prayer and allow God to give you a positive posture. You should also control the class to prevent negative attitudes from spreading through the personality of the class. Never teach in a defeated attitude.

Your local church possesses a unique personality: serious, light, loud, soft, etc. You may align the tone of your A.C.T.S. class similar to the personality of your church. Any future visitor from the class would find a similar church disposition.

Opening the Class

At the very onset of the A.C.T.S. class, you must take the initiative and gain control of the class. Stand in clear view of the class, plan your words, get the class's attention, open your mouth, and speak out! Speak in audible, articulate terms and take command of the class.

Communicate with verbal and nonverbal expressions. Without overly repeating yourself, keep the class active and flowing, advancing from one thought to the next. In your opening sentences, you will set the pace for the next hour. You can make your approach exciting and interesting or mundane and boring.

Remember that usually each A.C.T.S. class will have new faces. You should review several standard items every week:

1. Explain the A.C.T.S. program as a substance abuse education alternative.
2. Participants should sign in on an attendance sheet for class credit and eligibility for a certificate at the end of the series, and they should sign the activity sign-up sheet when it applies.
3. Participants should have the instructor sign the Instructor's Verification Sheet to verify the classroom attendance.
4. Inform them of A.C.T.S. opportunities, such as character development classes.
5. Present progress of a former participant.

You may develop a standard opening line such as:

I'm Rod Carpenter. The program you are attending is known as Alcohol Chemical Treatment Series or A.C.T.S. It is a substance-abuse class, and if you have Alcoholics Anonymous or Narcotics Anonymous requirements, make sure that I sign your papers so that you will receive credit. If you have not signed the attendance sheet, be sure that we have your name before you leave so that you will be eligible for the certificate that you will receive at the end of the series. (If you wish to attend the special support group meeting, you must sign up on the Activity Sign-Up Roster.)

For those of you who are here for the first time in the A.C.T.S. class, I want to make sure you understand that this is not Alcoholics Anonymous or Narcotics Anonymous, but an alternative. If you do not care for this program, you have the option to go to one of the others.

We are excited that you are involved with one of the most exciting things in this city. Recently, our sheriff spoke highly about you and this class. One of the former participants, so and so, has successfully done such and such, etc.

Introductions

To make A.C.T.S. class introductions effective, bring some (four preferably) interested people with you from your church. Not only will the participants hear the introductions, but they will meet your church, a few members at a time. Those testifying will also gain an orientation to the A.C.T.S. program, and the A.C.T.S. participants can gain hope in knowing that others have recovered from mistakes similar to theirs.

More than just an expression of gratitude to God, the A.C.T.S. introduction should fulfill a purpose: to build a bridge to the A.C.T.S. participants and destroy any barriers that they may have. This process begins in a conversation and continues through a growing relationship. Therefore, the A.C.T.S. introduction should attempt to initiate dialogue with the A.C.T.S. participant.

The introductions should give an A.C.T.S. participant a reason to talk and begin a friendship. Therefore, the one testifying should look for common background, interests, and goals, to bond with the audience. The more common ground found between the A.C.T.S. participant and the speakers, the greater the probability there is of a bridge being built.

Since most A.C.T.S. participants know little or no religious terminology, they seldom relate to "churchy" testimonies. Conversely, when someone shares a past experience or story of interest that relates to the A.C.T.S. participants, a conversation begins that potentially can grow into a relationship, and you reach your objective and effectively build bridges through testimonials.

You should instruct those testifying that an introduction should be relevant, tactful, simple, short, and concise. A relevant testimony quickly adapts to the environment. By observing the T-shirts on the men or the look on their faces, you can often discern several needs in the group and the introduction may target some of those needs. Although some thoughts may be prepared in advance, the introduction should flow from a ready heart.

The introduction should not offend or condemn, it should tactfully express how repentance has changed the speakers life. The introduction may include terms such as the Holy Ghost, the blood, God, Jesus, sin, etc.; however, it should avoid any negative reference to any other group, such as A.A. and N.A. A.C.T.S. should serve as an appropriate alternative to other rehabilitation efforts and the instructor should accept other groups without expecting exclusiveness.

Using simple and concise terms, the introduction should last for only one to two minutes, and should seldom exceed three minutes.

You may initiate the introduction time by introducing the people who came with you. Have each one stand and give his name, and briefly tell something about himself. Remember to have time at the close of the meeting for one-on-one dialogue and inform the A.C.T.S. participants that your guests will be available.

The sample introductions below demonstrate the four most common introductions and the type of testimony that works most effectively in the A.C.T.S. setting. Each introduction introduces the guest and attracts a select group of people, but only one effectively links the one testifying to the greatest number of A.C.T.S. participants. Notice each introduction:

1. My name is Rod, and I'm here by the grace of God. I've not always felt this good, because once I was lost but now I am found.
2. I'm Rod Carpenter, and I'm here to help you in any way that I can. I'll be driving the van on Wednesdays and Sundays. I will be in the chapel service on Sunday, so I hope to see you then.
3. My name is Rod Carpenter, and I'm glad to be here so I can try to help you like someone once helped me. When I was at my lowest, someone came and gave me the help that I needed to get back on my feet. If there is anything that I can do to help you, let me know right after class.

4. I'm Rod Carpenter. Don't let the suits and the ties give you the wrong idea because you will find that we have a lot in common. You'll find that most of us come from the same background as you. When I was in California, I rode with the San Pablo chapter of the Brotherhood. I didn't have a Harley, but then you could ride a Triumph and still ride with them. My wife isn't so hot on bikes, but given the opportunity, I'd love to have a cherry-red sportster. My wife just wants me to go to work, do my plumbing-and-heating job and be normal. I never was much of one for being normal or being short-winded!

Introduction # 1 introduces Rod Carpenter by name as an instructor and appeals to the ultra religious person (a very small percentage of those present). However, the majority of the class perceives the guest as a goody-goody who is better than they and who could never relate to them.

Introduction #2 introduces Rod Carpenter and gives a good announcement. It attracts those who are interested in the information that is given but does not necessarily begin a relationship.

Introduction #3 introduces Rod Carpenter and relates somewhat to the class. However, it usually attracts those who are looking for a handout and material benefits. A small percentage of the class will respond with an interest in a relationship for selfish reasons.

Introduction #4 identifies Rod Carpenter in a friendly manner. Compared to the standard, pat entry of "My name is..." that sounds like a canned, uninteresting speech, "I'm so and so" approaches the audience in warm, friendly terms. The "suit and tie" statement disarms the audience and places both the guest and the participant on common ground with one no better than the other.

The specifics of past history grab the audience's attention, show the guest as comfortable and commonplace (good ole' boy), and give opportunity to find common ground. The brief references to drugs, California, motorcycles, gangs, nagging wife, and the construction trade provide at least six themes for dialogue and spin at least six webs for friendships.

Remember, the purpose of the introduction is to establish a relationship with an A.C.T.S. participant. In a relationship, the A.C.T.S. instructor becomes a friend, and many barriers and excuses disintegrate. For example, since visiting his friend (the good ole" boy from California) does not violate his unwritten code of conduct, the peer pressure that once prevented the substance abuser from attending a religious service greatly decreases.

Also by talking about yourself, you make it permissible for someone else to discuss himself. Whenever a person opens up and exposes inner secrets, he informs you that he considers you a friend and trusts you.

Close out the introduction time by reminding the A.C.T.S. participants that your guests are looking forward to talking with them individually at the close of the class. Through effective introductions, the class should feel relaxed and realize that the guests are actually there to help.

Announcements

Like introductions, announcements should convey a message and fulfill a purpose. The message "We're interested in you, you're important, and we want you involved" should ring loud and clear, and the announcements should open the participant's heart and appeal to his emotions. You may announce any type of meeting as long as the class is reminded that they are not required to attend these extra classes and that Scriptures will be used. The class must understand that the only required class is A.C.T.S. and they will not lose credits because they elect not to attend the extra class.

Notice the two examples of announcing special services of the A.C.T.S. support group (church):

1. Our church will be conducting a revival starting Wednesday night. Everyone who wants to come, we would like to have you.
2. Remember your frail, kind, humble grandmother. When she began to pray, it seemed like an awesome power could be directed by her prayer, and you knew that when she started praying for you, your life was going to fall completely apart. Well, the power that she knew is available to you, and you have an opportunity to be with us in one of the most dynamic, powerful moves of God that this city has ever seen. You will be able to come with us and experience a revival that is beyond your wildest imagination.

Announcement #1 dispenses the proper information and appeals to those already interested.

Announcement #2 gives the information while also reaching into the closed closets of the heart. Almost every substance abuser possesses fond memories of some warm childhood experience that involves a kind relative who cared for them. Whenever you trigger the little boy/girl deep within the soul of the substance abuser, the emotional part of that person will override the intellectual. In an emotional state, they may decide to alter their lifestyle, unlock the closed-off chambers of their soul, and entertain repentance.

When announcing activities, such as a softball game, include challenging comments to gain attention and build interest. In any announced activity, emphasize your desire for each person to be involved, and remind them to sign the Activity Sign-Up Roster.

Teaching the Lesson

Each lesson in the A.C.T.S. Instructor's Manual follows a similar format: (1) background information on a specific drug or alcohol for instruction purposes, (2) visual/object lesson application, and (3) real-life recorded historical story (from the Bible because it is readily available to every inmate). Although each section is vitally important, the object lesson and application constitute the crux of each lesson. However, the class opening, testimonies, and interaction after dismissal give the A.C.T.S. class its major thrust.

Teaching each class requires preparation, sensitivity, and divine wisdom. Before class, make sure that you have a chalkboard and all of your materials. You should have studied the A.C.T.S. Instructor 's Manual and made yourself familiar with the lesson in detail, committing the object lesson and other important aspects to memory.

Break the lesson into three parts: the drug/alcohol education, the object lesson, and the historical application. Any points emphasized in the historical application should first be covered in the object lesson. Hold the total teaching time to about twenty-five or thirty minutes.

Make the atmosphere of the class very casual, but stay in full control. Hold the attention of the class by using the chalkboard. As you draw on the blackboard, continue to talk as you use the objects on the board from the object lesson as visuals throughout the historical application. Sometimes a tap on the chalkboard with the chalk will grasp some drifting person's attention. Do not allow any dead time, keep the class moving at all times.

Try to relax and enjoy your class, the participants will be following your example. Try not to embarrass anyone, and remember that the lesson is not designed to teach a Bible study but to create a hunger within the A.C.T.S. participant to seek the Lord.

Constantly maintain control of each class. When a person interrupts a class with outspoken remarks, he wants attention. Inwardly, his heart cries for friendship and acceptance. Often, instructors misunderstand the motive of the interruption and perceive the disturber as challenging authority. However, the attempt to reestablish authority places a man in a corner, gives him no way out, and forces him to maintain his macho image and rebel. Hence, you can destroy your purpose of making friends and building relationships by poorly handling a class disruption. Therefore, responding with wisdom gives the disorderly person the attention that he desires and gives the instructor continued control of the class.

By giving the A.C.T.S. participant the attention he seeks, you minister to an inward need, give the man an easy out, and keep him as your friend. You also maintain your control of the class and immediately move to your next teaching point. Several examples follow:

Situation #1. The A.C.T.S. participant seeks attention by expressing an opinion or idea that correlates with the lesson. Although his "two cents worth" supports the lesson, if you let one gain attention by disrupting the class, soon many others will follow. Therefore, when the intruder breaks at his first sentence, say, "Hey, that's good; why don't you wait and tell me after class so that I can write down what you are saying. I don't want to miss what you're sharing." Continue with your class.

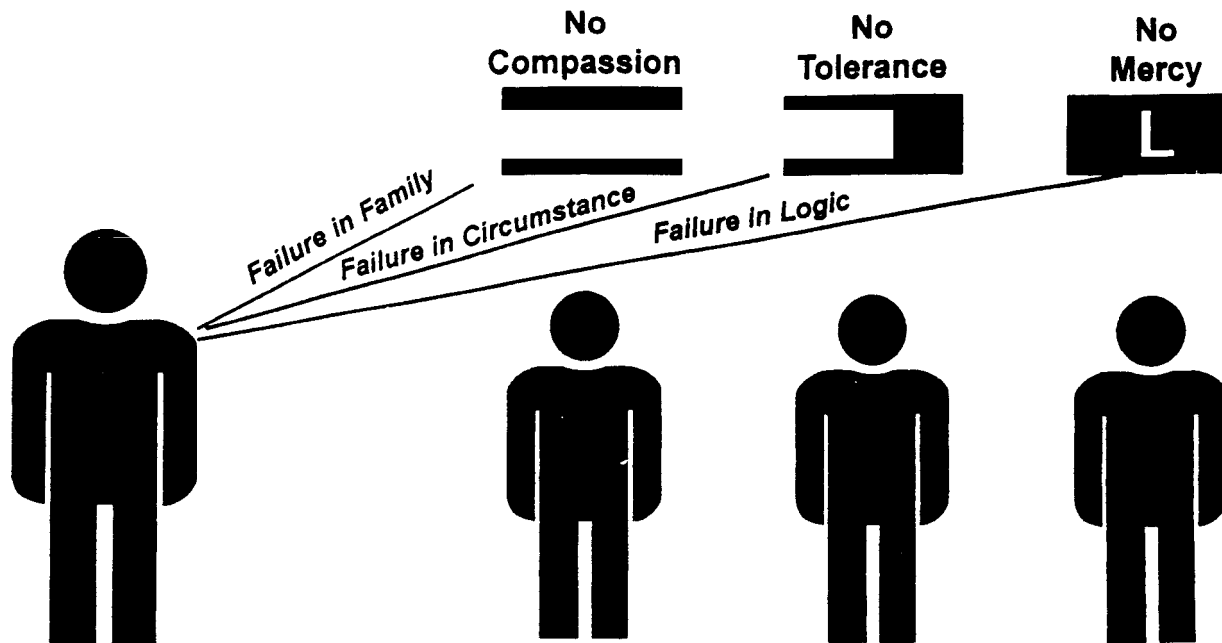
Situation #2. An A.C.T.S. participant, forced to attend the class, wants to interrupt just to rebel against his authorities, and says, "You think that by telling us this, we're going to stop?" If you personally have a drug-related testimony, you may respond, " Listen, I remember the days when if they told me that they had a rock that would get me off, I'd break it down and shoot it up. But now I'm smart enough to stay away from it, and I'm here to try to help you." Or without such a testimony, you may respond, "Hey, there's nobody fooling anybody here. We all know that drugs will get you off, but some of us realize the long-range consequences, and we're here trying to help you."

With either response, look the person straight in the eye while you respond to him. But as you finish speaking, turn in a different direction, and immediately continue the class. Let him know that you are in charge, but this time you are kind enough not to attack him. If another challenge follows, inform him that the last time you let him off but you will not continue to tolerate his disturbances.

Situation #3. An A.C.T.S. participant stands up to march out of the room. Immediately, you should say, "Hey friend, have I got bad breath or something?" In a prison, jail, or drug/alcohol detention center, the person will usually say, "Well, I need to check on my laundry."

You can respond with something like, "Listen, why don't you leave your name with one of our instructors so that if the authorities check, I can tell them that I knew where you went. If you'll work with me, I'll work with you." With this statement, you have obtained the name of the person walking out while building loyalty and friendship into all of the class.

Developing Relationship Bridges



With our fear of rejection, it is difficult to approach someone we have never met. When we are introducing ourselves, our goal is to establish common ground for an after-class discussion. We need to achieve an emotional opening for there to be further conversation or conversations between the participants and yourselves.

Perhaps you have witnessed someone and there seemed to be a brick wall between you and them. Because of emotional pain in their past they may have shut the door to future relationships.

There are three main doors to emotions. The first door is a family door. This may be where a relationship went wrong. Perhaps it was an abuse, rejection, or an action, real or imagined. Instead of dealing with the emotional pain some shut the door and say, "I will never allow myself to feel pain from people again." This individual develops an outer attitude of no compassion. As an adult, this type of individual cannot reach out to his or her children or spouse. The door that locks out pain also locks them in.

To reach out to someone with this door shut, you must reach into yourself and pull from an experience that relates in the family setting. We must deal with feelings of being unloved and rejected. Relate a story that pulls at your emotions and when they respond they will be touched emotionally also.

The second door is circumstances, something happened that was totally out of the individual's hands. He may come from a divorced home, be born a race he did not want to be, lived in environments that he was not comfortable with, etc. As this person grows up he has a tendency to be an overachiever, trying to prove his worth by what he can

give. The negative side is he shows an outer attitude of having zero tolerance with weak people. To reach him you will need to share an experience where your love was shown in actions instead of emotion.

The third door is logic. Something as small as a word may set a lifestyle pattern. If someone said the individual was stupid because of a minor incident, he may have started making mistakes just to prove what was said. You can look back in your past and see times that if you had allowed it, words or someone's opinion would have altered your life.

Understanding these three paths will help you in your A.C.T.S. classes. When the Holy Ghost moves in your class do not drop everything and switch to preaching. By following the A.C.T.S. les-son you can seek out the door that needs to be opened.

As an example, let's imagine you are beginning the historical story of Joseph and you feel the presence of the Holy Ghost in your class. Start with the first door.

1. Joseph was a young man, but felt he had a calling different from the rest of his family. Joseph had a dream that his brothers would bow down before him. When he told them, they seemed to turn on him. Have you ever been misunderstood by your family?
2. Joseph was a young man in a family where his father had several wives and he had half brothers. Joseph felt he had a special place in life, but he had so much to overcome. When he told his brothers his dream, they disliked him.
3. Joseph was just a young man when he told his family about his dreams but instead of encouraging him, they called him a dreamer. He could have said "You know, they are precisely right, who am I to think I can be anything? I'm just a nobody, a nothing. I've never done anything, so why should I be better than my brothers."

By using the different directions of Joseph's story, you will see the response of the class when you touch the right door.

Closing the Class

You should lead the A.C.T.S. participant to make a commitment to himself. Using emotional terms, remind the class of some of their ideas that they had through the evening and convert those positive thoughts into promises and commitments. Then encourage them to have a good time of interaction with you and your guests after the class. A standard closing could sound like this:

"I hope something has been said tonight that will enable you to keep the promises you have made to yourself. Even if you do not attend the support group's special meetings, I hope that you will stop long enough to look inward and ask yourself, 'Do I really want to do something with myself? Am I where I want to be?'"

"You may be thinking, I want to change, I just need a little direction. If you want help, we are here. If you would like more involvement in the support group [church] setting, sign the activity list and someone will get with you. All I ask is for you to let this night help you, and if I do not see you before, I will see you here next week."

"If you would like to talk to any of the men with me tonight, feel free to come up. You will find us to be very real. Be sure to pick up tonight's handouts. Thank you everyone, class is dismissed."

Dismissing the Class

Dismiss the class, and give ample time for interaction. When you dismiss the class, try to meet as many A.C.T.S. participants as possible. Talk to them about yourself, and encourage them in any way possible.

When talking one-on-one with the participants, your body language during this time displays your inward thoughts. A warm handshake and smile tell them that you are excited to meet them. Paying close attention and maintaining eye contact tells them that you are interested in them. Your genuine attitude will radiate as the class breaks up. You should not leave the room until every A.C.T.S. participant has left first.

Plan to spend about fifteen to twenty minutes interacting with the A.C.T.S. participants. Keep in mind that your primary purpose is to build relationships with your A.C.T.S. contacts, therefore close your lesson about forty to forty-five minutes into the hour's slot given you. Spend the remainder of the hour interacting with your contacts.

THE A.C.T.S. INSTRUCTOR'S APPAREL

As a rule of thumb for most cultures in North America, whenever representing the office of the certified instructor, you should dress in a suit and tie. Therefore, if you teach A.C.T.S. as a certified instructor, you should dress accordingly; however, casual apparel may be appropriate in certain environments.

Chapter 3

Creating a Supplemental A.C.T.S. Lesson

After teaching from the A.C.T.S. Instructor's Manual, you may discover a need to develop a lesson topic that is not covered in the A.C.T.S. material, or you may need more lessons than are presently available. You can easily construct an A.C.T.S. lesson following some simple guidelines.

Any person desiring to construct A.C.T.S. lessons should carefully maintain the purpose of A.C.T.S. Designed as a contact maker, A.C.T.S. builds bridges to individuals that the church otherwise might never meet. A.C.T.S. instructors should not expect conversions within the A.C.T.S. structure. However, the local church should expect to see life transformations resulting from the A.C.T.S. effort. A.C.T.S. salts a person's path and produces a thirst that will lead them to the church.

The creative A.C.T.S. instructor must also prevent the A.C.T.S. class from becoming a counseling session. Any counseling needs should be directed to the professional staff, or the A.C.T.S. participant should request a pastoral visit. The A.C.T.S. structure builds the bridge for therapy to be conducted in the church or professional setting.

The A.C.T.S. lesson follows a simple format, and many creative people can easily construct a lesson. Each lesson includes three parts: education, object lesson, and application. These aspects teach the need, the reason, and how to change.

The A.C.T.S. program maintains a constant objective: to initiate the motion of change in a person's life. However, in creating a lesson, you must develop a lesson objective. For example, you may see the need to teach the law of sowing and reaping, and you may establish your lesson objective as "You reap what you sow."

After setting your lesson objective, you may develop an object lesson that displays your objective in story form. Using simple diagrams, develop a story that paints a picture to which everyone can relate. The simpler you make the object lesson, the more response you may expect from your audience. A picture paints a thousand words!

Through the object lesson, you relate to the A.C.T.S. participant's life in a comic book form. The hearer should naturally picture his life in the story that you tell.

The object lesson should include any valid point that you wish to share in the historical application. If while developing your lesson, you discover that a potential discussion point evolves from the historical application, return to the object lesson and incorporate that thought into the object lesson.

Next, seek a history story that fits your object lesson and emphasizes your lesson objective. The Bible, full of tremendous stories, can provide resources for any application that you need. Construct the historical application to reinforce the points of the object lesson.

Last, obtain some drug or alcohol information and statistics to give the necessary credibility to your lesson. Numerous drug awareness resources (listed in the A.C.T.S. training material) provide free literature that can give the necessary information.

Throughout all of the A.C.T.S. lessons, ask God to give you insight. He can provide the inspiration for each lesson.

In Review

- Step #1: Pray and seek inspiration from God.
- Step #2: Maintain the purpose of A.C.T.S. as a contact maker.
- Step #3: Keeping in mind the overall objective to initiate change in a person's life, establish your lesson objective.
- Step #4: Develop an object lesson to visually show the principle you wish to relate.
- Step #5: Seek a historical application that reinforces each point of the object lesson.
- Step #6: Obtain the drug/alcohol information needed to teach at the start of the lesson.

Chapter 4

Guidelines for Utilizing an Outside Speaker

A guest speaker may occasionally address the A.C.T.S. class and produce some tremendous results. An outside voice, saying in different words similar concepts that you have taught, positively reinforces your credibility while impacting the minds and hearts of the A.C.T.S. participants. The break in the regular A.C.T.S. structure gives variety to the class and provides the instructor with a brief recess.

Guest speakers usually address the A.C.T.S. class for approximately thirty to forty-five minutes. Therefore, the class time will be absorbed, but you can interact with the A.C.T.S. participants after the speaker closes.

Many potential guest speakers exist throughout your community. Resources include the Department of Mental Health, the Department of Human Services, the sheriff's department, local hospitals, the fire department, and the highway patrol. The Department of Mental Health, Department of Human Services, and local high school counselors can provide you with a list of volunteer groups available in your community. Most guests will offer their services free of charge.

Before you invite a guest speaker, determine whether this person can potentially strengthen or weaken your effort. You may ask those who provided you with the speaker's name for a recommendation or a reference list, and also request an agenda or presentation outline from this potential speaker. Confirm that the speaker's presentation will deal specifically with drug or alcohol abuse.

You should invite your guest speaker at least a month prior to the date that you wish for him to speak. If he agrees to address your A.C.T.S. group, ask for an agenda so that you can promote the meeting and make any necessary preparations, such as audio/visual equipment. Be sure your guest knows your expectations, including date and time of the class, the length of time to speak, and any of your specific goals.

After your initial invitation, immediately confirm your discussion in a letter. Compose and mail the letter as soon as possible, and confirm every point that you previously discussed.

About two days before the guest speaks, make a follow up call to confirm your plans and cover any last-minute details. In case an unexpected circumstance should arise, come to the A.C.T.S. class prepared to teach.

Although a guest speaker should enhance your efforts, the wrong speaker, such as someone who embraces a disease concept of alcohol, can ravage what you have built. Also, a poorly timed guest may break your class's momentum. Therefore, you should carefully plan your guest speakers in order to cultivate your desired results. You may wish to limit the number of guest speakers from four to six annually.

As a general guideline, refrain from using A.A. or N.A. personnel as guest speakers. Although they accept the value of church in meeting a person's salvation needs, most A.A. and N.A. people believe that sobriety cannot be obtained through the church.

Also in selecting guest speakers, refrain from using New Age people who emphasize meditation or humanistic means of self-improvement. By offering their services as free speakers, they often make their subtle inroads into communities.

In addition to all the benefits that a speaker can provide you and the A.C.T.S. class, you can also use the opportunity to promote A.C.T.S. in your community. By an influential guest speaker personally observing the positive results of A.C.T.S., you reinforce A.C.T.S.' community role and strengthen the A.C.T.S. link to the community.

Chapter 5

How to Become the Drug/Alcohol Resource Center for Your Community

Across North America, communities engage in war on drug and alcohol abuse. They have allocated millions of federal, state, and local dollars toward any effective means that helps in their battle. Following some appropriate guidelines, you can network the free drug/alcohol services to your community and make A.C.T.S. the community drug/alcohol resource center.

THE FIVE PREPARATION STEPS

First, obtain and familiarize yourself with all A.C.T.S. materials, including: A.C.T.S. Promotional Booklet, A.C.T.S. Presentation Materials, and A.C.T.S. Instructor's Manual. Keep on hand many A.C.T.S. Promotional Booklets to hand out to every individual to whom you present A.C.T.S.

Second, discover the resources for free drug and alcohol materials. Several organizations on the different levels of government distribute various drug and alcohol related materials in almost unlimited quantities at no cost. The materials include posters, fliers, brochures, booklets, and drug awareness information. Some sources include:

National Clearinghouse on Drug Abuse Information
11400 Rockville Pike
Rockville, MD 20857

Drug Enforcement Administration Public Affairs Office
1405 I Street NW
Washington, DC 20537
Phone: 202-633-1469

The National Institute on Drug Abuse
Prevention Branch, Room 111A33
5600 Fishers Lane
Rockville, MD 20857

The National Institute on Alcohol Abuse
Prevention Branch, Room 16C-14
5600 Fishers Lane
Rockville, MD 20857

State Department of Human Services
Address and phone number in the telephone directory listed under state offices

State Department of Mental Health
Address and phone number in the telephone directory listed under state offices

State College of Osteopathic Medicine
Address and phone number in the telephone directory listed under state offices

Obtain a sample of available free materials and select the items that would strengthen any A.C.T.S. pre-presentation. Stockpile these preferred materials for any future presentation.

Third, obtain a drug awareness presentation case. The drug awareness case introduces drug paraphernalia and serves as a door opener to various interest groups. Usually you can easily transport, set up, and *display* such a case. You may purchase a Drug ID Display, catalog #AB828, for approximately \$225.00 from WS Darley, Inc., Melrose Park, IL 60160, toll-free number, 1-800-323-0244.

Fourth, establish and monitor A.C.T.S. support group classes in your community. Carefully gather success stories and valid statistics that you can build into presentations.

Fifth, establish and monitor A.C.T.S. support group classes. Usually several community interest groups and activity groups exist that would enroll A.C.T.S. participants at no cost; for example, your church youth group, literacy classes, language classes, and recreational groups, etc. By linking up with established community programs, the A.C.T.S. program can provide alternate activities for its participants.

FOUR IMPLEMENTATION OPPORTUNITIES

Opportunity #1 *Make yourself available to speak at any community rally.* Groups to address include retired groups, Chamber of Commerce, and community action groups.

Opportunity #2 *Conduct drug awareness classes for anyone interested* Often a motel or library will provide the space for you to conduct a drug awareness class at no cost. Advertising by fliers or local newspaper, you can orient interested people in the opportunities of A.C.T.S.

Opportunity #3 *Target specific interest groups with A.C.T.S. opportunities.* **Specific** interest groups include employers and store owners, schools, local police and sheriff departments, hospital and rehabilitation facilities, and governmental agencies.

In reaching targeted groups, understand and address the special interests of each group. A.C.T.S. effectively addresses numerous community needs, and the targeted group will need to understand how A.C.T.S. can address their specific concerns. For example, while addressing store owners or a Chamber of Commerce, you can suggest the A.C.T.S. benefits that relate to them, such as less shop-lifting problems and increasing sales. While addressing schools, you can emphasize how A.C.T.S. promotes a decrease in delinquency problems.

A.C.T.S. relates to employers and store owners: Many corporations regularly deal with drug and alcohol problems, including absenteeism, tardiness, slothfulness, and carelessness. Disciplining an employee often creates difficulties; however, A.C.T.S. would likely excite an employer who could enroll a suspected employee without requiring drug testing or dismissal.

A.C.T.S. relates to school officials: Many schools welcome any drug/alcohol awareness pre-sentation. A.C.T.S. opportunities that interest schools include drug awareness presentations to health and science classes, speaker availability to student bodies, addressing juvenile delinquency problems, and suspension and expulsion alternatives. In some schools, A.C.T.S. has become the curriculum for detention classes and study halls.

A.C.T.S. relates to the local police and sheriff departments: Many police and sheriff departments need drug/alcohol disciplinary opportunities. From parole situations to internal problems, A.C.T.S. addresses and provides answers for correctional problems.

A.C.T.S. relates to hospital and rehabilitation center officials: Many hospitals operate drug/alcohol rehabilitation opportunities, usually for a substantial fee. Although they often experience good results, they usually treat many people who need additional care after being released. Hospitals and rehabilitation centers desire a no-cost, volunteer program in which they can enlist their released clients.

A.C.T.S. relates to governmental agencies: The Department of Human Services, local mental health agencies, and drug treatment centers desire any community service that wars against drugs. Also, like hospitals and other rehabilitation facilities, they need a place to enlist their released clients, and A.C.T.S. can provide the support group settings necessary.

A.C.T.S. relates to Probation / Pardon and Parole: A high percentage of individuals who are on probation have mandatory requirements to attend A.A. or N.A. classes. Using A.C.T.S. as a educational alternative to A.A. or N.A. will allow individuals to be sent to you on a weekly basis. The A.C.T.S. participants live in your community, hold jobs, and are attempting to restructure their life.

Opportunity #4 Create Crisis Intervention Teams (CINT). The principals and counselors of the public school system, college leaders, and officers of other juvenile centers cry for volunteers who can give some special attention to problem youth. They know that these hurting young people would successfully pass through crisis times if someone could show a little extra care. Therefore, an interested A.C.T.S. instructor could approach a school principal, counselor, or other juvenile leader, and make themselves available to serve as a crisis intervention team.

Available to give immediate attention to young people in crisis, the A.C.T.S. instructor can assist youths, utilize the local A.C.T.S. program to build a relationship with them, and lead them into the church. Before winning someone to the gospel, you must win them to yourself. In a non-threatening fashion, A.C.T.S. can address those who have built barriers against religion and give them an opportunity for the necessary relationship.

Through crisis intervention teams operating in schools, colleges, and juvenile centers, the A.C.T.S. instructor can visit with hurting young people in one-on-one settings or collective groups, such as detention classes, and invite them to attend the A.C.T.S. class. The school leaders appreciate this non-threatening approach, and often doors open that would seldom open otherwise.

THE A.C.T.S. COMMUNITY TASK FORCE

By serving your community as a local public speaker, conducting drug awareness classes for interested people, targeting and servicing the community groups, passing drug/alcohol related materials throughout your community, and conducting regular A.C.T.S. classes, you can emerge as the community leader on drug/alcohol related problems. The community will look to you as the local drug task force, and ultimately funnel the community drug/alcohol abuse clients and dysfunctional people into the A.C.T.S. structure.

Only an individual's imagination can limit the opportunities of the A.C.T.S. program. An innovative instructor can make the A.C.T.S. program fit into almost any mold, and A.C.T.S. can effectively address community needs. Therefore, an instructor may select the avenues of service that he feels most comfortable with and that best agree with his personality.

CHAPTER 6

Making an A.C.T.S. Presentation

The versatility of A.C.T.S. allows you to reach into your community by segments. Once you decide the direction you want to go, A.C.T.S. will become the vehicle to get you there. Keep in mind the concepts of A.C.T.S. and what you want to accomplish.

CONCEPTS OF A.C.T.S.

A.C.T.S. is a printed, curriculum based, self help, educational program. A.C.T.S. does not take the "just say no" approach, but takes the "I should have said no" approach. A.C.T.S. stresses the importance of the participant accepting responsibility for a successful recovery, and reinforces a positive character development.

Our goal must be to educate the participant enabling him to make a decision to change. It is his decision; no one can make him change. After making this decision, the participant must be continually reminded that change does not come easily and a continuous effort will be required on his part.

The curriculum of A.C.T.S. offers a holistic approach that encompasses the emotional, physical, and spiritual aspects of the individual.

A.C.T.S. is designed to work in cooperation with A.A. and other substance abuse programs. A.C.T.S. is an educational program, not a twelve-step recovery program.

PRESENTATION MATERIAL

You can design a custom presentation package from the material available through the General Home Missions Division.

Arrange your presentation package in a sequence that will provide the information needed in the shortest amount of time.

PRESENTATION PACKAGE

First Page

The first page of your presentation package should be your local information. The A.C.T.S. poster should list your location, time of meeting, contact persons, and contact telephone numbers. The information on the poster will be used to fill in the Instructor Verification Sheet.

Second Page

The second page should be the cover letter approved for national use. This cover letter will give a brief history of A.C.T.S. and a national address to be used for correspondence.

Third Page Set

Between the second page and the copy of an A.C.T.S. lesson you can place endorsements, which are letters from schools, prisons, probation departments, etc. Use only a few of these letters; you do not want the meeting to slow down as they look at every letter.

Fourth Page Set

Copy a lesson from the A.C.T.S. Instructor's Manual that you feel will best suit their needs. Enclose the entire lesson from the beginning of the chapter you have chosen to the questions at the closing of the chapter. Explain how an instructor uses the lesson format. The first portion of the lesson deals with drug education using the "I should have said no" approach. The second portion of the lesson is the visual application so that there is an enhancing of the educational portion. Printed material is difficult to gear to every age group and their education level, but pictures on a chalkboard can reach anyone. The third portion covers a spiritual application by addressing the stories in a historical setting. This portion does not contain spiritual recovery nor does it promote religious denomination. The stories used do not address sin or belief in God. The historical stories will correlate with the drug information and the visual application. The fourth portion of the class is essay style questions. These can be used for homework or open class discussion.

Fifth Page Set

Any endorsement letters that you feel would help promote your work, you can add here. Because of the limited time in your meeting, you can inform them of these letters to be looked over at a later time, since you will be leaving the package with them.

Sixth Page Set

The Instructor Verification Sheet is used to send participants to the A.C.T.S. class. The information will be taken from the A.C.T.S. poster that made up your first page.

The referring agency will fill out the top portion of the Instructor Verification Sheet and when the participants come to class, an A.C.T.S. Instructor will date and sign their sheet each time. When all twelve blanks are filled in, the A.C.T.S. Instructor will send the form and a Student Evaluation Form back to the agency listed on the bottom of the Instructor Verification Sheet.

Seventh Page

The Student Evaluation Form is used when the participant has completed his/her assigned A.C.T.S. time. This form is used only when requested. Keep in mind that this is not used for a professional evaluation. This is just to let their agency know how they did in your class.

Eighth Page

You can either bring a Completion Certificate or enclose one in their package. The certificate is based on twelve hours to correspond with the A.C.T.S. Instructor's Manual but can be changed to meet their needs. Sometimes after a presentation there are questions that were not covered in your meeting. Following is a list of the most commonly asked questions:

Q. ***Can a participant start any time or do they have to wait for lesson one to start?***

A. The A.C.T.S. lessons are independent lessons, a participant can start at any time. The curriculum is designed around hours in class as opposed to a sequence of lessons.

Q. ***How many hours can a participant be assigned?***

A. The A.C.T.S. Instructor's Manuals are assigned in twelve one-hour segments. We prefer a single twelve hour set but a participant can be assigned up to one full year or an amount of time deemed necessary.

Q. ***How are you funded?***

A. A.C.T.S. is supported through private contributions and/or matching grants through corporations.

Q. ***Does the program cost the referring agency or the participant?***

A. A.C.T.S. is offered at no cost to agencies or class participants.

Q. ***Where do your volunteers come from?***

A. Volunteers are concerned people from the local community that would like to make an impact in their cities. They come from all walks of life and must be drug-free for a period of one year or more. A.C.T.S. requires that everyone wanting to be a part of A.C.T.S. must go through a training manual and attend a seminar before becoming a certified A.C.T.S. instructor.

Q. ***How can an agency become certified?***

A. A.C.T.S. is offered through a franchised setting. In our surrounding counties I am the only authorized A.C.T.S. program. We can use volunteers to help in the class but I have spent my time and finances to see this program work in our area.

**SAMPLE
A.C.T.S.
FORMS**

A.C.T.S.[®]

Alcohol/Chemical Treatment Series

Instructor's Quarterly Report

Name _____

Address _____

City _____ State _____ Zip _____

Phone _____ Date Quarter Ended _____ Section _____

Church _____ Pastor _____

Location of A.C.T.S. Class _____

What night/day do you meet? _____

Average attendance per month 1st _____ 2nd _____ 3rd _____

Total attendance for quarter _____

How many has A.C.T.S helped? _____

How many...Baptized _____ Received Holy Ghost _____ Renewed Holy Ghost _____ Bible Studies _____

Any referrals? _____ From whom? _____

Have you encountered any problems? (list all) _____

What can we do to improve our program? _____

What contacts have you made? (jails/probation/parole, etc) _____

Any needs we can help you with? _____

Comments _____

A.C.T.S.[®]

Alcohol/Chemical Treatment Series

STUDENT EVALUATION FORM

This form is designed to give a written report and is not intended to be used for a professional or medical evaluation.

Name: _____

Attendance: _____

Class Participation: _____

Homework: _____

Additional Comments: _____

A.C.T.S.[®]

Alcohol/Chemical Treatment Series

INSTRUCTOR'S VERIFICATION SHEET

(Name) _____ is assigned to attend the A.C.T.S. program for a total of _____ hours. The A.C.T.S. class meets at _____ a.m./p.m. on _____ at _____ (location). It is your responsibility that this form is filled out by the A.C.T.S. Instructor and returned to this office when assigned hours are completed.

Date:

Instructor:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

When this form is completed return to:

Name: _____

Address: _____

A.C.T.S.[®]

Alcohol/Chemical Treatment Series

ACTIVITY SIGN-UP ROSTER

*Department of Corrections
Division of Community Services
Community Treatment Program*

Activity Name: _____ Activity Date: _____ Time: _____

Location of Activity: _____

A.C.T.S. Instructor: _____ Staff Supervisor: _____

- | | |
|-----------|-----------|
| 1. _____ | 18. _____ |
| 2. _____ | 19. _____ |
| 3. _____ | 20. _____ |
| 4. _____ | 21. _____ |
| 5. _____ | 22. _____ |
| 6. _____ | 23. _____ |
| 7. _____ | 24. _____ |
| 8. _____ | 25. _____ |
| 9. _____ | 26. _____ |
| 10. _____ | 27. _____ |
| 11. _____ | 28. _____ |
| 12. _____ | 29. _____ |
| 13. _____ | 30. _____ |
| 14. _____ | 31. _____ |
| 15. _____ | 32. _____ |
| 16. _____ | 33. _____ |
| 17. _____ | 34. _____ |