



## Substance Abuse Treatment and Recovery



### SUBSTITUTE SHEET: Ontario STAR

To: **Substitute Teacher**  
From: **David Wiget, STAR Teacher**  
Re: **Emergency Lesson Packet**

Thank you for teaching my class in my absence. You will find most of my students are resistant and in denial and are here because they are avoiding jail. I put this packet together to facilitate your teaching experience. I have attached a list of my schedule and other pertinent information, a list of my class rules, and an emergency lesson plan. Let the students know that they are required to do this lesson. If they do not complete the lesson, they will receive no credit for the day and will need to report to their agent before leaving for the day. I believe in flexibility, make any changes you feel are necessary. Just let me know what they are, so I can adjust the records accordingly. I want to thank you again for teaching my class on short notice.

STAR Site	Ontario
Address	1511 E. Holt Avenue Ontario, CA 91761
Site number	(909) 983-0692
Classroom number & extension	(909) 983-0692 Ext. 234
Contact persons 1) Unit supervisor 2) Clerical	Caren Clifford Supervisor Unit II  Andy Andrews
Directions to get to site	From east: Take Interstate 10 west, exit at Holt and proceed to address. From west: Take Interstate 10 east, exit at Vineyard, go south to Holt, turn right and proceed to address. Ask receptionist for Star Classroom.
Location of the classroom	If front of the building across from the parolee restrooms.
Location of the keys	See Andy Andrews in clerical (keys are in the STAR mailbox)
Instructions for starting class	At 8:30 student's line-up in the waiting room, entering one at a time to use the bathroom. They

	<p>finish in the bathroom, return to the line in the waiting room. When bathroom break is complete, students are escorted down the hall to the classroom. Students may not walk down the hallway by themselves or be in the classroom unattended.</p> <p>Pass Sign in Sheet. Welcome new students if any, go over rules if new students are present. Read Meditation for the day.</p> <p><u>Late policy.</u> There is a fifteen-minute grace period. If a student arrives within the grace period 8:31 to 8:45 they receive an "L" for the day. If they arrive after 8:46 they are given an "A".</p> <p>NOTE: After three 'L's SID will prompt you to enter an "A", as three lates turn into an absence. There is NO late grace period for breaks or lunch.</p>
Instructions for taking roll	<p>Print daily attendance sheet from SID. Pass the attendance sheet around. Make sure that on-time students sign in for 8:30 and out for lunch at 11:15. Students return from lunch, sign them in for 12:00. At the end of the day have them sign out for 3:00 pm.</p> <p>Mark the attendance sheets with an "L" for the students that arrive within the grace period as they typically sign in on time. Late returns from breaks and lunch are not allowed.</p> <p>Students sign in for 8:30, out at 11:15. They sign out at the end of the day. Teacher marks them in at noon. Student times of dismissal must match the student attendance sheets. If class is dismissed early, that is the exit time.</p>
Location of the sub sheet located	File drawer of desk right hand side. First folder at front of drawer.
Special security instructions for: Doors, bathroom breaks, etc.	<p>Escort Students from side door to classroom. Then use Front door of classroom for students to use bathroom While you stand at classroom door and observe Students using bathrooms.</p>
Location of student sign-in sheets	Print from SID every morning.
Location of forms: student entry/exit, pre/post tests, risk assessments, bus token sign sheets, meeting attendance, blank AR's, notification of rule violation, CTP's.	In lower left hand drawer of desk.
Location of current roster codes & exit codes.	In the operation manual in shelf against wall behind teachers seat.
Location of SID: 1) manual 2) Back-up disks 3) Technical support person: name & phone number	<p>In the in shelf against wall behind teachers seat. Back-up disk are located in upper left hand drawer.</p> <p>Bigler, Sonny Technical Coordinator, NO. CA  <a href="mailto:s.bigler@cdcprogram.org">s.bigler@cdcprogram.org</a>  (925) 933-1505 or (559) 292-2433.  Cell# (559) 355-1793 Fax (559) 292-2446</p>
Bus Tickets: required count & types	Log in daily disbursement of Omni II bus tokens in SID.

<b>Bus Tickets: location of tickets</b>	<p>In the very back of the lower left hand drawer of desk. Bus token logs need to be photo-copied daily and put into the file in the left hand drawer of the teacher's desk.</p> <p>The remainder and bulk of the tickets are stored in the safe located in the evidence locker. A unit supervisor must let you in.</p> <p>The remainder and bulk of the tickets are stored in the safe located in the evidence locker. A unit supervisor must let you in.</p>
<b>Bus Tickets: if you need more</b>	Located in the safe room (first door before entering clerical office on right hand side.
<b>Bus Tickets: safe</b>	<p>Combination: 46-23-87</p> <p>Instructions to open are in the safe manual located in the right hand drawer.</p>
<b>Bus Tickets: Distribution procedure</b>	<p>Have students sign bus token log (in binder labeled "STAR Sign in, token sheets, pre/post tests and risk assessments". Enter tokens on current monthly report file. (One token is good for multiple uses in 24-hour period.) Bus token logs need to be photo-copied daily and put into the file in the left hand drawer of the teacher's desk.</p> <p>The remainder and bulk of the tickets are stored in the safe located in the evidence locker. A unit supervisor must let you in.</p>
<b>Location of current student files</b>	In left lower hand drawer
<b>Location of curriculum manual</b>	In the in shelf against wall behind teachers seat.
<b>Location of lesson plans</b>	Inside the curriculum books In the in shelf against wall behind teachers seat.
<b>Location of SID manual</b>	In the in shelf against wall behind teachers seat.
<b>Location of Operations Manual</b>	In the in shelf against wall behind teachers seat.
<b>Location of Facilitator's Guides</b>	In the in shelf against wall behind teachers seat.
<b>Location of Beat the Streets workbooks</b>	In tall cabinet in corner of room and in the in shelf against wall behind teachers seat.
<b>Location of Framework books</b>	In tall cabinet in corner of room and in the shelf against wall behind teachers seat.
<b>Location of videos</b>	In cabinet against wall left of teachers desk.
<b>Location of Independent Study materials</b>	In wood bookshelf in back of class.
<b>Location of supplies</b>	In tall cabinet in corner of room
<b>Location of supply order form</b>	<b>Needs to be in the computer.</b>
<b>AR's &amp; referrals</b>	Agents leave them in the STAR mail box

<b>First day of class</b> <b>Orientation during Independent Study:</b> <b>1) Rules &amp; program expectations</b> <b>2) Student intake sheets</b> <b>3) Pre-test</b>	<b>Give each student two copies of the rules.</b> <b>They sign both copies. Read the rules to the students. Program expectations are: follow the rules &amp; participate.</b>  <b>Check to make sure students complete all fields. If you do NOT have all the information and the student does not return to class to complete the missing fields, fill in the last block on page 4 of the SID student record. It says, "Number of times in another substance abuse program" type in BOGUS INFO. New student complete Pre test on first day, done in pencil, teacher fills the top out so we can read it. Check as completed in SID and put completed Pre test in folder on teacher's desk.</b>
<b>Where are the folders that hold the:</b> <b>1) Referrals waiting to enter STAR</b> <b>2) Referrals that do not become students</b> <b>3) Completed Pre test</b> <b>4) Completed Post test</b> <b>5) Completed Risk assessments</b> <b>6) Completed daily sign in sheets</b> <b>7) Completed bus token sign sheets</b>	<b>On top of teacher desk in file holder.</b>  <b>In binder labeled "STAR Sign in, token sheets, pre/post tests and risk assessments In the in shelf against wall behind teachers seat.</b>
<b>Second day of class during Independent Study</b> <b>1) Risk assessment</b>	<b>Completed on the second day student is in attendance, done in pencil, teacher fills out the top so we can read it. Check as completed in SID. Put original in Risk Assessment folder on teacher's desk. Make two copies that go into student file.</b>
<b>Meeting Attendance</b> <b>What is your procedure for collecting weekly meetings?</b>	<b>Students are to attend two (2) meetings a week that are collected on weekly bases, make copies and put tin student file.</b>
<b>Week &amp; day of Instruction</b>	<b>Teacher will tell you where he is in the curriculum, week and day.</b> <b>If you are sub and another sub is coming in behind you, please leave a note of where you are in the curriculum, i.e.: week one, day 3.</b>

## **SAFETY & SECURITY**

<b>Supervised student entry/ exit protocol</b>	<b>Must be escorted at all times.</b> <b>Students are never to be left alone in the classroom or to be in the halls unescorted and/or out of view.</b>
<b>Students under the influence</b> <b>What is the procedure?</b>	<b>Students who are thought to be under the influence are directed to their agent or the Officer of the day, at the first break.</b>
<b>Calling for help</b> <b>1) Using the panic alarm</b> <b>2) Using the phone</b>	<b>Step out into hall and call for an agent if assistance is needed.</b>
<b>Classroom rules &amp; use of the notification of rule violation form</b>	<b>Classroom rules are in a folder located on the left side of the teacher's desk in the bottom drawer. Master copy is on the computer desktop. Notification of rule violation form is located in the computer</b>

	under “my documents”.
<b>Closing down the classroom at the end of the day</b>	<b>Make sure all student have been escorted from the room, complete the days attendance, bus tokens ect. Shut both doors and exit through clerical office.</b>

**CODES & PASSWORDS**

<b>Picking up telephone messages</b>	<b>To pick up messages enter the password is 1199 and follow automated instructions.</b>
<b>Computer log on &amp; password</b>	<b>No password needed, just push enter.</b>
<b>Email &amp; password</b>	<b>Double click on desktop icon “ATT Global network. No pass word needed</b>
<b>Building alarms</b>	<b>Teachers never activate/deactivate alarms. Teachers are NOT allowed on site after regular working hours and/or on weekends.</b>

**INSTRUCTOR:** David Wiget  
**SUBJECT:** Relapse Prevention  
**DATE:** In My Absence

**Lesson Objective:** Student will identify additional PAW symptoms and learn new ways of managing them and why they occur. He/she will also understand the relationship between stress and PAW.

STAGES	WHAT AND HOW? DESCRIBE ACTIVITIES
1. Warm-up <b>ANTICIPATORY SET</b> <ul style="list-style-type: none"> <li>• An activity that lasts maximum (15 minutes).</li> <li>• How does it involve the learner in active participation?</li> </ul> What links to the lesson objective?	<ul style="list-style-type: none"> <li>v Break students up into small groups and instruct them to make a list of feelings they have experienced when they either tried to stop using alcohol or other drugs (AOD) on there own or when incarcerated.</li> <li>v Them ask for volunteers to share there experiences and list them on the board.</li> </ul>
2. Introduction <b>LEARNING OBJECTIVE</b> <ul style="list-style-type: none"> <li>• Write and state the lesson objective.</li> <li>• How will you explain why it is important to accomplish this objective? 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>v Student will identify additional PAW symptoms and learn new ways of managing them and why they occur. He/she will also understand the relationship between stress and PAW.</li> <li>v Write the definition of PAW on the board “Post Acute Withdrawal” and explain that is a normal part of the recovery process.</li> </ul>
3. Presentation <b>INSTRUCTION</b> <ul style="list-style-type: none"> <li>• How will you teach the concept using strategies geared for every type of learner: visual, auditory, and</li> </ul>	<ul style="list-style-type: none"> <li>v Ask students to relate everything they know about PAW, encouraging them to put into memory the six common symptoms of it. Refer to leader resource sheet “Relapse Prevention” for additional information.</li> <li>v Recite “now that we have begun to learn a</li> </ul>

<p>kinesthetic? 25-35 minutes (This is about using cooperative learning strategies)</p> <ul style="list-style-type: none"> <li>• Give students the information (from Lesson Leader resource sheets, or other appropriate informational sources).</li> <li>• Modeling: show the process or product of what students are learning.</li> <li>• Provide demonstration of the skills they need to accomplish the objective by using a variety of strategies: visuals, music, description, video, explanation, examples or definitions.</li> <li>• Check for understanding by using: signal, choral or 1:1 response.</li> <li>• Check for understanding by asking "who, what, where, when, why, how" questions.</li> <li>• Check for understanding by using "suppose or prediction" questions.</li> </ul>	<p>little bit about the symptoms, we had better learn and find out what to do about them. Today we are going to discuss their management for when they happen in the future. If we can consciously identify and they manage the symptoms, they will not progress into a complete loss of control that will lead back to AOD use.</p> <ul style="list-style-type: none"> <li>v Distribute student worksheet "Relapse Prevention Planning" and have them complete top half, Part A.</li> <li>v Show video "Post Acute Withdrawal, Part 2, Management using the start/stop method checking for understanding.</li> </ul>
<p>4. Practice</p> <h2>GUIDED &amp; INDEPENDENT PRACTICE</h2> <p>(Continue with the Cooperative Learning Strategies)</p> <ul style="list-style-type: none"> <li>• What are the opportunities to practice the new knowledge?</li> <li>• Practice is guided through what materials?</li> <li>• How will practice activities be done as a (whole group, Small group, pairs or individuals.)?</li> <li>• How will the teacher models each activity, monitors progress and provides feedback?</li> </ul>	<ul style="list-style-type: none"> <li>v Divide students into small groups again and instruct them to develop ways of managing their symptoms so that they have two ways of managing each symptom they have identified.</li> <li>v Have students complete Part B on worksheet "Relapse Prevention Planning"</li> <li>v Then distribute student worksheet "H.A.L.T." and have them work in small groups and complete it.</li> </ul>
<p>5. Closure</p> <h2>CLOSURE done at the end of the STAR</h2>	<p>Before closing ask:</p> <ol style="list-style-type: none"> <li>1.) What are you <u>thinking</u> about what you learned today?</li> <li>2.) What are you <u>feeling</u> about what you learned today?</li> </ol>

<p>lesson.</p> <ul style="list-style-type: none"><li>• How will you check for integration of learning that demonstrates cognitive/behavioral change. What and how will they practice?</li></ul>	<p>3.) What are you going to <u>do</u> about what you learned today?</p>
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### Upgrade Indicator

I was fortunate enough to have completed this assignment as a requirement from my supervisor. By doing so I learned a lot about preparation and communication. These directions are precise and easy enough to follow so that any substitute could facilitate my class. I learned a valuable tool from one of my students that is appropriate for this assignment. It is called the 5 P's: "Proper Preparation Prevents Poor Performance."