

Problems with Solutions: The Video

Trainers' Notes

Written by Richard Ives

First published by ISDD to accompany

Problems with Solutions: The Video

Revised and reissued by *educari* 2002

Introduction

The original purpose of this Video was to provide additional material to be used by individuals and trainers in conjunction with the publication, *Problems with Solutions: a manual for work with solvent sniffers and other young drug users*, published by the Institute for the Study of Drug Dependence (ISDD) in 1995. It was intended to develop and extend some of the ideas in the Manual, and to provide starting points for group discussion. The Manual was written in a sufficiently general way to allow its use by a wide range of professionals. Whereas the Manual was mainly intended for use by *individuals* (its main section was designed for professionals to study on their own), the Video was for use with *groups of workers* who were concerned with the problem of VSA¹ and drug misuse by young people. The Manual is now out of print.

The Video focuses on professional practice, and emphasises:

- the variety of clients who have a sniffing problem
- the legitimately different perspectives that exist about drug and VSA
- the different ways that professionals might work with clients.

The Video addresses the complexities of 'sniffing', how it is bound up with other life problems/issues, and how dealing with these requires the careful use of professional skills that workers already have. It introduces ways of working with drug or solvent-using clients, such as keeping a drug-use diary. There is also an emphasis on developing professionals' own expertise, for example through actively reflecting on their professional practice.

This general approach to professional work with young sniffers makes the Video of use not only when considering VSA problems (although this is its main focus) but also other drug use by young people. Trainers may therefore use it, or parts of it, when working with groups of professionals who are thinking about young people's drug use in general, rather than just VSA.

Although the Video inevitably has to present stereotyped situations and people, it aims to give an authentic account of the experience of sniffing. Many of the words used by the sniffers in the Video are taken from real words used by sniffers to describe their experiences.

¹ 'Volatile Substance Abuse': the misuse of gases, glues, aerosols or other household products to achieve intoxication

Summary of the Video

Cast of Characters

The professionals:

Chris: is a busy manager; sniffing is a minor issue for her, but she is under some local political pressure to deal with the problem, so she is keen to pass it on to:

Ed: who has a community role and works directly with young people. He's good at chatting with youngsters and they like him. An activist, rather than someone who thinks through what he is doing. So his understanding comes through his contact with young people, and he isn't good at generalising from his experience.

In their office are a couple of voice-overs:

Office voice one: a rather cynical voice, a bit critical. Not well-informed about the issues.

Office voice two: better informed and has more worked out views. Explains things to her colleague.

Then there are the four sniffers:

'Steb': homeless, sniffing all the time. Not much going for him, but he is a daredevil, anti-authority. Perhaps this is why the others hang around with him, because they see in him the reckless rebelliousness that they find attractive. He also has a good sense of humour.

'Naz': sniffs much less heavily than Steb. Bright and outgoing.

'Jem': lively, outgoing, outspoken and bright, but with some family problems. Perhaps she sniffs with this group partly to support and reinforce her 'rebel' status. She doesn't seem to sniff very much and instead often looks after the others when they are high and protects them, perhaps like a surrogate family replacing the lack of a close family in her own life.

'Bex': quieter than Jem, a follower, does what the boys tell her, stays close to Naz if she can. When she is 'high' becomes more outgoing and takes more of a leadership role: perhaps one of her reasons for sniffing.

Overview

The Video's first section gives the viewers an experience of a particular kind of sniffing. No claims are made for the universality or even typicality of what is shown; it is a particular group of sniffers with certain kinds of relationships sniffing some unspecified products in an anonymous place. The viewer is asked to engage in the experience and to join with the sniffers, to take a trip with them through their world of wild weirdness, without, at this stage, attempting an evaluation. The idea is for the viewer to approach this group of young people with fresh eyes, without preconceptions. This is an important professional skill: the ability to observe dispassionately a situation while keeping at bay any preconceptions and prejudices one may have is a crucial part of the task for those who work with people. The

sniffers are seen having hallucinations, and to represent this the animated characters experience body distortions and see things that aren't really there. At the end of this section, the sniffers get into some trouble because of their sniffing.

The viewers are then presented with a list of questions to consider. At this point, the Video should be stopped and the questions explored.

In the second section, the viewers are encouraged to view the sniffing behaviour that they have observed in an objective way. They should go beyond the easy responses of 'Oh isn't it awful, how could they do that?' (at one extreme), or 'It's perfectly understandable that kids will turn to drugs if they have no future' (at the other). A professional worker (his profession is unspecified) is asked to work with the sniffers and he tries to make sense of what they are doing. 'Frameworks' for understanding drug and VS use are listed on the screen: the views of the worker's colleagues or the sniffers are given for each one; the sniffers answer in words drawn from real life.

There is then a request to turn off the Video and the viewers are asked to consider which 'frameworks' they think best help to understand the motivations of the different group members. Have they got other ways of looking at the problem? They are then asked how they might work with this group.

Returning to the Video, the worker decides to try 'activity substitution', and he also gets the chance to talk individually with one of the sniffers, from whom we learn that one of the sniffers has particular problems. A fuller picture of substance use builds up. A member of the group gets into a bad way as a result of VSA, but fast action by the group helps him, and a key emergency point about keeping a VS user calm is communicated. In this experience, the strength of the group is highlighted, as is the worker's relationship to them. There is then another request to pause the Video and to discuss the things that the worker has done: what do the viewers think? How might the planned interventions work out?

Finally, the worker is helped to reflect on his practice. The Video ends with a 'video' made by the sniffers, and a request for the audience to discuss the points raised.

Using the Video with a group: some general points

These notes contain ideas for a number of activities that can be done around the Video, which draw on the Manual, *Problems with Solutions*.

Each of the four sections of the Video is self-contained. We strongly recommend that you use it by showing the sections individually and then discussing the 'Trigger Questions' at the end of each section. Pause the tape if necessary, before turning it off, to allow the questions to be absorbed by the viewers. (You will find the questions for each section reproduced in the Annex in a form suitable for transfer to overhead projector slides or for copying onto a handout.)

Although it is worth asking them to compare what they have seen with their own experiences of VSA, it is important not to get bogged down in a critique of the details of the Video; obviously a short film can't hope to cover all the complexities of working with young people. Instead, use the Video as a starting point for discussion and move on from it to issues that you have identified as important for your training session and which are of concern to your group.

The Video lasts approximately 15 minutes. With adequate time for discussion a training session using it will take at least an hour, and longer if you use some of the additional ideas and exercises given in these training notes. There are a lot of possibilities for discussion in these notes and you won't have time for all of them. So, in preparation, we suggest that you look through these notes and decide what you think are the more important issues to raise with the group to whom you'll be showing the Video and then concentrate on these in the time available. Keep some extra items 'up your sleeve' in case the discussion flags.

The scenes of the Video are as follows -

ACT 1 THE EXPERIENCE OF SNIFFING

Scene 1 the sniffers introduced

Scene 2 the sniffers get high

Scene 3 the sniffers get into trouble

ACT 2 HOW CAN WE UNDERSTAND SNIFFING?

Scene 1 the professionals introduced

Scene 2 the Manual (*Problems with Solutions*) searched

Scene 3 the frameworks

ACT 3 WORKING WITH SNIFFERS

Scene 1 conversations

Scene 2 in the club

Scene 3 emergency and after

ACT 4 ENDINGS

Scene 1 in the office

Scene 2 'the sniff movie'

In preparation, we suggest that you –

- view the Video, stopping at each of the four sets of trigger questions, and try to answer the questions yourself. Identify any questions that you have about the Video and try to resolve these by reference to these notes. Make sure you are clear about which characters are which by referring to the 'cast of characters' list
- Decide how you are going to use the Video in your training session
- Plan your session in detail, using the following notes.

Ways of using Problems with Solutions: The Video

Act One: the experience of sniffing

This section of the Video is intended to introduce the characters and to begin to illustrate the relationships between them. It presents sniffing as a group activity, which, initially for most youngsters it is, but it is worth pointing out that those few young people who carry on with VSA as they get older may end up sniffing alone, since most young people who sniff do so for only a short period of their lives. Occasionally, however, a group of sniffers will carry on their sniffing well into their twenties.

As well as showing the group of four sniffers experience hallucinations, the Video includes the words of actual sniffers describing their experiences. This is what they say -

GEORGE 'You get all buzzed up and you start doing things. You just watch things and they turn into different objects and all that. It makes you go away with the fairies. It's magic.'

STEPHEN 'You see Mickey Mouse and all that. I imagined I could fly.'

DAVID 'You get a wee buzz going through your head. You feel happy and all that. You dream about going up to the moon and going under passageways and all that.'

PETER 'I can see anything I want to see.'

RICHARD 'I could look at the clouds passing and ask to see something and it came. I saw Thor, the god of thunder. I asked to see an angel and I saw it. I asked to see God and I saw him.'

ELAINE 'I was looking up in the sky and I thought it was raining, you know, because the sky went all different colours, like a rainbow, and she says, "Elaine, you're crying!" and I says, "I'm not, it's raining!" So I thought it was raining, but I was really crying, you know.' 'You can't clear your brain, you know, you... it's all illusions and everything. It's just different.'

'You're sort of asleep, but awake. It sounds as though you're sort of awake and in a dream.'

While not all sniffers experience hallucinations, a substantial proportion do. There is some disagreement over whether sniffers' experiences are 'true' hallucinations, since sniffers can generally distinguish their 'visions' from reality, and sometimes the entire group may see the same thing, so the 'visions' obviously do not arise from the individual psyche. Perhaps it is important to stress that hallucinations and pseudo-hallucinations are more common than is generally credited, even among people who don't take psychoactive drugs. Peter McKellar asked a sample of 500 people if they had experienced anything that they would describe as a hallucination and 25 per cent said they had, often in adolescence.² Most adults draw a firm line between 'reality' and 'fantasy'. For young people, particularly those raised in a TV culture, the line may not always be so clear. It is noteworthy that many of the hallucinatory images that sniffers experience are cartoon characters.

This section ends with trigger questions. At this point, the Video should be freeze-framed with the questions on the screen; or turned off, and the trigger questions displayed on an overhead projector or given out on a handout (the Annex provides photocopiable versions for these purposes). The purpose of the questions is to

²Peter McKellar 1968 *Experience and Behaviour* Pelican, page 119

encourage accurate observation as free as possible of preconceptions, and reflection on and discussion about that section of the Video. Here are the questions –

Thinking about what you have seen...

- What did you observe?
- What might happen next?
- What dangers are the group facing?
- What are your experiences of working with solvent sniffers?

Thinking about how you understand what you have seen...

- Why might they be sniffing anyway?
- NEGATIVE REASONS: - What might have driven them to this?
 POSITIVE REASONS: - What *rewards* might sniffing offer them?

Let's look at each of these questions in turn.

What did you observe?

It helps to start by asking participants what they saw. This is a mixed-sex group of sniffers: two boys and two girls, which might provide a starting-point for discussion about sex differences in drug use.

It probably will come across to them that the character Steb is rather aggressive in his behaviour toward the other male character, Naz. But did they notice that it was Naz who has the sniffable substance (what it is, is not specified) and he asks one of the girls, Bex, for the bags?

All four young people experience hallucinations, but Steb's hallucinations become bad ones. You could ask the participants in your training session why they think some people might have bad hallucinations. It might be partly a dose-related effect: have too much of a psychoactive substance and you 'lose your mind'. Or it might be (although not in the example in the Video) that the situation one is in becomes threatening – you can easily imagine that if the police (for example) arrive when a youngster is 'high', their anxiety levels might rise. But where do the bad images come from? It must be that there is something in the person themselves that in some way 'produces' the frightening illusions. As we will see, later in the Video, Steb appears to have more problems than his three friends.

At the end of the scene adult disapproval is expressed:

Office voice one: Those blasted kids are wrecking the playground again: they sniff those bloody chemicals and then they smash the swings... Something's gotta be done.

You could ask participants to discuss how far adult disapproval is based on anti-social behaviours of young people when 'high' and how far it is due to a dislike of young people's intoxication.

What might happen next?

You could ask the group to speculate about what might happen next. Clearly, some adults are agitating for 'something to be done'. What could that 'something' be?

What dangers are the group facing?

If you wish, you could discuss the dangers that the group are facing. Sniffing is a dangerous form of substance misuse, and may result in 'sudden sniffing death'.

What are your experiences of working with solvent sniffers?

You could then give participants the opportunity to talk about their own experiences of working with sniffers. You could also ask them about any experiences of sniffing themselves: groups will generally have a least one person who has tried sniffing.

Why might they be sniffing anyway?

Partly based on the discussion of their own experience of work with sniffers, you might encourage the group to develop a list of reasons for sniffing, which you could write on a board or flipchart. As suggested, you can divide the reasons into negative and positive. It is important to stress the positive since these reasons are often overlooked.

NEGATIVE REASONS – What might have driven them to this?

POSITIVE REASONS – What rewards might sniffing offer them?

Act Two: How can we understand sniffing?

The scene now changes and the attention is turned to the professionals who have to deal with 'the problem', which in this case is identified as local residents' complaints about the sniffers (Chris says: 'Ed, I need your help. Councillor Lingford called me, and she was going on about the trouble those sniffers are causing. She said they trashed the playground last night. We've got to do something and it's your patch so I need you to come up with some ideas quickly.')

When Ed, the hapless worker charged with this responsibility, says he doesn't know about sniffing, he is given the Manual, *Problems with Solutions* to study. To help us understand young people's drug and solvent use, we need ways of thinking about it. The Manual provided twelve different ways, which were called 'frameworks'. The Video illustrates these.

The trigger questions at the end of this section of the Video are -

What do you think about these ways of looking at drugs and sniffing

- Do you prefer any of these ways of looking at things to any others?
- Are there any that you don't agree with?
- What do you think of Ed's plans?

If you had to work with these clients, what might you do

- What *aims* would you have in working with them?
- What *techniques* might you employ?
- What *problems* might you have to overcome?

What do you think about these ways of looking at drugs and sniffing?

These are the 12 frameworks:

- Biological predisposition
- Individual differences
- Self-medication
- Curiosity
- Hedonism
- Hallucinations
- The peer group
- A drug-using society
- Poverty
- Habit
- Spirituality
- Risk-taking

The Annex provides a list of the frameworks, which can be copied onto a handout or onto an OHP transparency.

Do you prefer any of these ways of looking at things to any others?

Ask participants to list their preferences. They could also discuss them in small groups.

Are there any that you don't agree with?

Allow the participants to disagree with any of these perspectives on drug use, as helping them to formulate their disagreements will be helpful to their thinking.

What do you think of Ed's plans?

At the end of Act 2, Ed says:

Well, I think that these kids are just bored and sniffing's a habit with them, so I'm going to try to get them interested in something, something they'll enjoy more than sniffing and I'll make sure they're too busy to sniff.

So Ed is implicitly using two frameworks in his analysis: his own notion of 'boredom' and the idea of habit (framework 10). He has a strategy for action: to 'make sure they're too busy to sniff'.

Participants can be asked what they think of Ed's analysis and what their opinion is of his plans for action. Later in the Video, the implication is (in Act 4, scene 1 'In the Office') that he has 'jumped in' rather quickly without fully analysing the situation.

If you had to work with these clients, what might you do?

But if they are to criticise, participants should also be required to come up with their own answers. Three questions are posed -

- What *aims* would you have in working with them?

- What *techniques* might you employ?
- What *problems* might you have to overcome?

You could ask them to discuss in pairs or small groups the answers to these questions.

Act Three: Working with Sniffers

Ed meets up with the group and offers them the chance of access to the local club, which by implication they have previously been excluded from. He also receives a confidence from Jem who tells him that she is worried about Steb. Ed suggests using a diary technique so that Steb can record when and where he sniffs and how he is feeling at the time. A skeleton diary is included in the Annex for you to use as a handout for your group if you wish. This is only one example of the diary technique, which can be used in many different ways with categories selected with the needs of the client in mind.

Once in the club, Ed talks with the boys and we learn a little more about Steb's situation. Jem talks to Steb and we see that she has used the diary technique to herself record what Steb has been drinking and sniffing, not in the way Ed intended it to be used: by Steb himself. Understandably, Steb is not pleased. Discussion could centre on the use of this technique and the need for sensitivity. It is also interesting to consider why Jem should have so much concern about Steb's sniffing but no answers about her own (remember, she didn't respond to Ed's question: 'And what about you, why do you do it?').

Steb rushes off and has a crisis. The life-saving message about never chasing a sniffer is emphasised. (Because of the unpredictable risk of sudden sniffing death, VS users should be kept as calm as possible and encouraged not to physically exert themselves). Steb is sick on Ed's shoes, which is more than just a dramatic device for ending the scene. The point being made is that working with young people often involves 'getting your hands dirty' (feet, in this case), and that face-to-face practitioners can't avoid the messiness of some young people's lives.

To indicate the passage of time, the four sniffers are next shown waking up in their own bedrooms, and the contrast of Steb's bare room is another indication that he is in a rather different position to the other three. This could again be a point for discussion.

Following this crisis and Ed's composure during it, the group are more ready to engage with him (workers often have to win the respect of their clients and this takes time and some evidence of 'staying power'). They discuss the problems of their sniffing (using words of actual sniffers), and Ed suggests making a video together: another example of the emphasis he places on diversionary activities. But perhaps he has other goals: to use the process of making a video about sniffing to help the group to think about their own sniffing, and to use the completed video to present the group's perspective to other people in the community.

The trigger questions at the end of this section are –

- How has Ed worked with this group?
- How have the group members supported themselves and each other?
- What might you have done differently?
- What impact has Ed had on this group? Can it be measured?
- How might you evaluate the effect of your work?

How has Ed worked with this group?

It is important for professionals to build relationships with their clients. This can take time. It is also worthwhile to help the group to identify the ways of working that Ed has utilised.

How have the group members supported themselves and each other?

In working with young people, the group is often of great importance, and there are possibilities for utilising the power of the group to assist the process of change. This group of young people are obviously concerned about Steb and appear to be trying to help him. But their sniffing as a group seems to be entrenched behaviour.

What might you have done differently?

Without criticising what Ed has done, it is worth exploring what other possibilities for intervention there might have been. You could ask the group to 'mind-shower' different ways of working. They could then consider each of the ways that they have come up with and think about them in the light of the constraints under which they work and the possibilities of their professional location.

What impact has Ed had on this group? Can it be measured?

Ed has got the group into the club, so perhaps that was one night that they weren't sniffing in the playground (unless they went there afterwards and had a sniff). He intervened, when Steb ran off, in what was possibly a life-threatening situation, and he has got the group talking with him: no mean achievement! But, partly because these things are so hard to measure, it's hard to say, on the basis of this evidence, whether or not his expenditure of professional, paid effort has been 'worth it'. We might need a longer timescale before we could decide.

How might you evaluate the effect of your work?

Evaluation is important not simply to justify to our bosses what we do, but to help us to continually improve our professional work. The *Problems with Solutions* Manual discussed the importance of being a 'Reflective Practitioner' (the phrase comes from Donald Schön's influential book, *The Reflective Practitioner*). 'Outcome assessment' might be 'all the rage' now, but it remains important to assess our work in the widest sense and use the evaluation to make changes in our approaches to our work.

Act Four: Endings

The group make their video, but Steb is conspicuously absent from it, and in the final scene is found in the playground, spinning alone on the roundabout, in a deliberate echo of the hamster wheel in the 'habit' framework in Act 2.

In a supervision session with his boss, Ed feels positive about the work he has done, and Chris supports this view, but pushes him to think of things he could have done better. He indicates that he hasn't been successful with Steb, and although the conversation on the Video ends at that point, we must hope that some more attention is going to be given to Steb's problems, particularly (as Ed says), to his housing needs.

So this is a small example of the 'Reflective Practitioner' in action, and Ed's thinking about the way that he approached this piece of work highlights a general pattern in his behaviour (of 'leaping before he looks').

The trigger questions at the end of this section are -

- What do you think Ed has learnt from this work?
- What was the value of the youngsters making the video?
- What about Steb?
- What other comments do you want to make?

What do you think has Ed learnt from this work?

We hope that he has learned to 'look before he leaps', and to think rather more about the interventions he makes. He no doubt learned something about the judicious use of the diary technique. Perhaps he has learned to listen more closely to what his clients tell him (his comment was: 'Maybe I should have looked at his [Steb's] housing needs, after all, Naz told me that this was a serious problem.').

What was the value of the youngsters making the video?

Making the video probably involved Ed in some intensive work with the group. What might they have got from it? Was it worth it? You could ask your group to list the possible useful outcomes of making the video and then, for each item, suggest other ways that this outcome could be achieved.

What about Steb?

Steb is left out of all this and is on his own. Has he been 'scapegoated'? Some viewers might think that there should have been more attention to his needs. Others might argue that you can't be successful with everyone. Often, when working with groups, one or more people get excluded, so it is important to think about how this might be handled. And perhaps their problems can't be dealt with in a group context..

What other comments do you want to make?

No doubt there will be other points that viewers will want to raise. Allow sufficient time for this when planning your session.

Follow-up

You can follow up this session in many different ways. What you choose to do will depend on the time available, the group you are working with and the aims you have when working with them.

Let us know how you have used the Video and what results you have had. Write to *educari* at the address given in the Annex.

About the film-makers

Ruth Lingford attended the Royal College of Art between 1990 and 1992, graduating with an MA in Animation. One of the films she made while at the RCA – *Baggage* – was broadcast by Channel Four. Subsequently, she received an Arts Council 'Animate' Award to make *What She Wants* and was the Animator In Residence at the Museum of the Moving Image from October to December 1994. Her films have been shown at many festivals. She has taught animation at the University of Humberside and had various commissions, including from Channel Four.

Richard Ives is managing partner of *educari*, the drugs and young people's consultancy and publishing house. He is a former youth and community worker, teacher and educational researcher, and the author of many publications on drugs and volatile substance abuse.

The Video was first produced as a training resource to accompany the Manual, *Problems with Solutions: a manual for work with solvent sniffers and other young drug users*, which was written by Richard Ives and published by the Institute for the Study of Drug Dependence (ISDD – now DrugScope), with Department of Health and British Aerosol Manufacturers' Association funding. This edition has been reissued by *educari*.

educari, Manor Farm, Kettlestone, Norfolk, NR21 0AU

Tel: 01328 87 87 90

Fax: 01328 87 89 91

email: richard@educari.com

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visit our website: www.educari.com

Annex One

Handouts and OHP masters

The frameworks

The notes suggest how this handout might be used.

An example grid for the diary technique

The notes suggest how this might be used.

The Trigger Questions

The four sets of trigger questions are reproduced on the next five pages so that you can photocopy them to use as handouts (with all four sets on one sheet) or as overhead projector transparencies (four pages, with one set of trigger questions on each).

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Problems with Solutions: the Video

The Frameworks

- Biological predisposition
- Individual differences
- Self-medication
- Curiosity
- Hedonism
- Hallucinations
- The peer group
- A drug-using society
- Poverty
- Habit
- Spirituality
- Risk-taking

Problems with Solutions: the Video

A diary framework

<i>Day</i>	<i>How much</i>	<i>Where</i>	<i>Before I sniffed, I was thinking</i>	<i>After I sniffed...</i>
<i>Mon</i>				
<i>Tues</i>				
<i>Weds</i>				
<i>Thurs</i>				
<i>Fri</i>				
<i>Sat</i>				
<i>Sun</i>				

Problems with Solutions: the Video Trigger Questions

First set of Trigger Questions:

Thinking about what you have seen...

- What did you observe?
- What might happen next?
- What dangers are the group facing?
- What are your experiences of working with solvent sniffers?

Thinking about how you understand what you have seen...

- Why might they be sniffing anyway?
- NEGATIVE REASONS: - What might have driven them to this?
POSITIVE REASONS: - What *rewards* might sniffing offer them?

Second Set of Trigger Questions

What do you think about these ways of looking at drugs and sniffing ?

- Do you prefer any of these ways of looking at things to any others?
- Are there any that you don't agree with?
- What do you think of Ed's plans?

If you had to work with these clients, what might you do?

- What *aims* would you have in working with them?
- What *techniques* might you employ?
- What *problems* might you have to overcome?

Third Set of Trigger Questions

- How has Ed worked with this group?
- How have the group members supported themselves and each other?
- What might you have done differently?
- What impact has Ed had on this group? Can it be measured?
- How might you evaluate the effect of your work?

Fourth Set of Trigger Questions

- What do you think has Ed learnt from this work?
- What was the value of the youngsters making the video?
- What about Steb?
- What other comments do you want to make?

Problems with Solutions: the Video

Trigger Questions: 1

Thinking about what you have seen...

- What did you observe?
- What might happen next?
- What dangers are the group facing?
- What are your experiences of working with solvent sniffers?

Thinking about how you understand what you have seen...

- Why might they be sniffing anyway?

NEGATIVE REASONS – What might have driven them to this?

POSITIVE REASONS – What *rewards* might sniffing offer them?

Problems with Solutions: the Video

Trigger Questions: 2

What do you think about these ways of looking at drugs and sniffing?

- Do you prefer any of these ways of looking at things to any others?
- Are there any that you don't agree with?
- What do you think of Ed's plans?

If you had to work with these clients, what might you do?

- What *aims* would you have in working with them?
- What *techniques* might you employ?
- What *problems* might you have to overcome?

Problems with Solutions: the Video

Trigger Questions: 3

- How has Ed worked with this group?
- How have the group members supported themselves and each other?
- What might you have done differently?
- What impact has Ed had on this group?
Can it be measured?
- How might you evaluate the effect of your work?

Problems with Solutions: the Video

Trigger Questions: 4

- What do you think has Ed learnt from this work?
- What was the value of the youngsters making the video?
- What about Steb?
- What other comments do you want to make?