Handout: Extended HALT for Relapse and Long-term Prevention

Component	Addressing Immediate Urges	Maintaining Long-term Resilience
Hungry	Obtain food and hydration.	Regular meals, healthy nutrition, and availability of appropriate snacks.
Angry	Use coping skills, such as relaxation, re-framing.	Regular practice of stress, self-control, and re-framing skills.
	Note. Anger may be a secondary emotion, residing beneath hurt or fear.	
Lonely	Reach out to previously identified helpful resources and apply skills for distress tolerance.	Develop social supports and develop distress tolerance strategies.
Tired	Rest. If not possible at that moment, taking time for relaxation.	Create routines that provide adequate time-out and identify barriers to good sleep.
Free	Free substances (e.g., alcohol at a wedding) or old behavior opportunity (e.g., free money for gambling) may present easy pathways toward relapse. Relapse prevention and building long-term resilience overlap in this risk factor. Initial work may be done on basic concepts, with increased refinement over time. Strategies to avert relapse can include awareness of the hazard of "free" opportunities, identifying individuals and situations that may place a person at risk, learning to decline (e.g., through role play), and identifying alternative behaviors.	
Environment or Culture	Recognize events that include encounters with people who create stress or expectations that lead to increased vulnerability and opportunity.	Awareness of the environment/culture allows us to identify and prepare in advance for known challenges (e.g., holidays).
	Note. Physical environments and social-cultural events (e.g., holidays, celebrations) can be triggering/ alerting toward relapse. There is potential for old social connections associated with past compulsive behaviors as well as rule-bending opportunities.	
Sick or physical health, including pain	Substances can offer temporary relief, but also present re-exposure that can re-start old behavioral habits and trigger neural circuitry. Illness may contribute to other problems like isolation, access to resources, and poor self-perception.	Preventative measures to maintain good health. Develop resources for times of illness.
Transitions and stressors	Learning to respond, not react, to situations. Exploring alternative responses and identifying supports to adjust to change.	Skills for reframing situations, preparing for known transitions, and reducing reactivity and intensity when responding to unexpected situations. Increase the ability to analyze changes and identify beliefs that effect interpretation of the situation.
	Note. Transitions/stressors are changes that may be short-term (e.g., a brief family visit) or long-term (e.g., end of a relationship). They can include any aspect of life such as health, ability, relationships, relocation, legal or government issues, or loss, to name a few. Negative events may be obvious challenges; however, positive changes can present difficulty, such as the euphoria from a work promotion. Consider transitions that are consistent with our cultural life script, such as graduation, and transitions that are divergent from it (e.g., being suspended from work).	

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