

Check-list for the Integration of the Cognitive-Behavioral Tools

I. Concepts of the Social Learning Theory

Program emphasizes the principles of Social Learning Theory;

Program operates from the notion that human behavior is explained in terms of continuous reciprocal interaction between cognitive, behavioral and environmental influences.

- Program exhibits the belief that the most intense observable learning occurs early in life but people have the ability to continue to learn and change as a lifelong trait.
- Program exhibits the belief that individuals are more likely to adopt a modeled behavior if it is modeled by those with whom they identify, is congruent with beliefs/values they hold, and results in outcomes they value
- Program participants learn from observation and modeling of behaviors, attitudes and emotional responses from other people.
- Program participants experience facilitated and reinforced behavior change through response consequences (i.e., rewards/punishments).

II. Cognitive Restructuring

A) Exposure to the principle;

- Program participants receive instructional training regarding the relationship between their thoughts, feelings, attitudes, beliefs and behavior.
- Program participants understand the relationship of the above stated cognitions to substance using behavior.
- Program participants identify risk in the cognitions supportive of substance using behavior.
- Program participants develop alternative cognitions and predict future behavior outcomes.

B) Demonstration of the Skill Set

Evidence that there is transference and application of the skills;

- Program participants engage in exercises applying Cognitive Restructuring outside of the group process.

Identification of a cognitive tool(s);

- Program participants utilize a specific instrument/form for the documentation of Cognitive Restructuring.

Demonstration of the skill set

- Program participants are able to demonstrate the skills acquired in Cognitive Restructuring component as relevant to their substance using behavior.

III. Interpersonal Communication Skill Training

Program emphasizes the principles of Structured Learning Theory;

Program participants experience interpersonal communication skill development based upon the principles of structured learning theory.

A) Methodological Assessment Design

- Program participants are assessed/evaluated regarding interpersonal communication skill deficiencies and/or skill sets supportive of substance using behavior.
- Program participants receive skill development pertinent to the identified need of the individual/group.

Modeling

- Program participants receive explanation of the skill being taught
- Program participants observe a planned model of the skill being taught.
- Program participants are provided opportunity for discussion of the model.

C) Role-Play

- Program participants brainstorm a real life situation in which they could utilize the skill being taught
- Program participants make the situation as close to reality as possible (e.g., choosing persons that most resemble those in the situation, setting up the physical scene to match that of the situation described, etc.)
- Program participants are coached through the role-play to ensure successful completion of the skill application

D) Feedback

- Program participants receive constructive feedback from co-actor specific to the impact of the skill upon the situation from their role's perspective
- Program participants receive constructive feedback from all other group participants specific to skill acquisition
- Program participants are provided opportunity to provide feedback to the group regarding the utilization of the skill in their situation

E) Skill Transference

- Program participants receive "homework" requiring use of skill outside group
- Program participants report back on the use of the skill via the homework assignment

IV. Cognitive Problem Solving

Program provides problem solving skills training;

Program participants are provided a general strategy for dealing with problems arising from daily life, emphasizing the context of relapse prevention.

A) Defining the problem

- Program participants receive specific instructions on identifying the problem enabling the generation of a variety of solutions
- Program participants receive prompting and shaping from both the group and the facilitator

B) Goal Setting

- Program participants set goals specific to the problem identified
- Program participants generate goal statements that are reaction focused (i.e., goals that are aimed at changing one's emotional, cognitive and overt behavioral reactions to the problem situation)

C) Choices and Consequences

- Program participants identify a variety of solutions for the given problem as well as identify any possible consequences for oneself and for others involved
- Program participants identify choices and consequences via a brainstorm (a process in which any possible solution is entertained)

D) Choose, Implement and Evaluate the Solution

- Program participants identify a solution from the list generated via the brainstorm (the participants must choose their own solution, others may provide opinion but the choice rests solely with the participant)
- Program participants develop a detailed plan for implementing the chosen solution
- Program participants evaluate the chosen solution with respect to the goal identified (should the chosen solution not achieve the identified goal participants are instructed to return to list of solutions and repeat this phase)

V. Reflective Communication

Programs adhere to a trans-theoretical model and are characterized by reflective communication skills (e.g., motivational interviewing)

Program staff interact with program participants in a manner which promotes internal motivation for behavior change.

A) Trans-theoretical Model

- Program emphasizes multiple mechanisms for change (i.e., consciousness raising, social liberation, emotional arousal, self-reevaluation, countering, environmental control, reward, and helping relationships).

B) Reflective Communication

- Program staff acknowledges resistance to behavior change is a shared problem between program staff and program participants.
- Program utilizes respectful, objective communication with program participants
- Program staff refrain from imposing personal value system; i.e., communicating solely with the desire and intent to understand.