



CBT 2.0

User's Manual



THE UNIVERSITY OF
CHICAGO

Crime Lab

ideas

42

Contents

ACKNOWLEDGMENTS	3
FOREWORD	5
1. INTRODUCTION AND RATIONALE	7
a. Why does CBT Work?	8
b. How to Use This Manual and the CBT 2.0 Curriculum	9
2. OVERVIEW OF CURRICULUM FRAMEWORK AND GOALS	12
a. Skill Sets and Participant Goals	12
b SODAS: Offering a Simpler Framework	14
3. STRATEGIES FOR RUNNING AN EFFECTIVE GROUP	16
a. Getting Started With Your Group	17
b. Checking In.....	19
c. Managing Group Dynamics	20
d. Peer Circles	20
4. OTHER WAYS TO MAKE CBT 2.0 A SUCCESS	22
a. Developing Rapport	22
b. Increasing Engagement by Youth in CBT Programs	23
c. Maintaining Positive Youth Engagement	24
5. KEY ACTIVITIES TO GET YOU STARTED	26
a. Skill Set 1.....	26
b. Skill Set 2	27
c. Skill Set 3.....	28

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- › *Why Can't I Stop? A Cognitive Behavioral Approach to Addiction, Third Edition*. DuPage County, IL: 18th Judicial Circuit Court, Juvenile Detention Center, 2005.
- › *My Anger is My Friend, An Anger Management Manual Using Cognitive Behavioral, Dialectical Behavioral, and Emotional Intelligence Approaches, Fourth Edition*. DuPage County, IL: Department of Probation and Court Services, Juvenile Detention Center, 2005.
- › *Moral Decision Making Stories, Second Edition*. DuPage County, IL: 18th Judicial Circuit Court, Juvenile Detention Center.
- › *My RBT Handbook*. DuPage County, IL: 18th Judicial Circuit Court, Juvenile Detention Center, 2004.
- › *My RBT Handbook, Part II*. DuPage County, IL: 18th Judicial Circuit Court, Juvenile Detention Center, 2005.
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Foreword

Early in our research into Cognitive Behavioral Therapy (CBT), we visited the Cook County Juvenile Temporary Detention Center (JTDC) for a conversation about what could be done to improve the lives of young people in Chicago. During the visit a staff member and facilitator said to us, “Twenty percent of our residents are criminals, they just need to be locked up. But the other eighty percent, I always tell them – if I could give them back just ten minutes of their lives, most of them wouldn’t be here.” This was a clue into why CBT holds so much promise for improving the lives of young people. It teaches them to pause and reflect in situations where they would otherwise act automatically. It gives them those few minutes back.

Over the past several years, we have explored how CBT programming accomplishes this and why it has such remarkable success in preventing conflicts and escalating violence that often results from automatic decision-making.

In our own randomized controlled trials (RCTs) in Chicago we found sizable behavior change across all of the CBT interventions we evaluated. In our three evaluations of CBT programs we found evidence that helping at-risk teens slow down and change their decision-making processes could drastically reduce violence involvement and significantly improve graduation rates. The first study, of a program called Becoming a Man (BAM), developed by the Chicago-area non-profit Youth Guidance, decreased violent-crime arrests by 45 percent. A second two-year study of BAM found a 50 percent reduction in violent-crime arrests, and that program participants were 10 percent more likely to graduate from high school on-time than peers who did not participate. Our third study tested a different CBT curriculum (the one that is the starting point of this *CBT 2.0 Curriculum*) that was delivered to high-risk youth while they were incarcerated in the Cook County Juvenile Temporary Detention Center. This program reduced the rate of readmission to the facility by 21 percent over 18 months.

Given how effective these programs are, we believe that tremendous social good can be done by expanding their use. But replicating these programs requires an understanding not just of how the curricula are written, but how they are actually delivered. The staff from the JTDC repeatedly mentioned that they often improvise and pick and choose specific elements from the curricular materials. In a sense, what they delivered to the youth was *based on* the curriculum, but was not a rote implementation of it. Through focus groups with the staff, we developed an understanding of the most important parts of the curriculum and the key strategies for delivering it. This *User’s Manual* is an attempt to share those lessons.

This evidence of the effectiveness of CBT shows great promise for its use in supporting youth development, particularly with young people at risk of violence or school drop-out. The promise of CBT is why the University of Chicago Crime Lab and ideas42 came together to try to research and understand why CBT works and how to make it more effective, to create this *CBT 2.0 Curriculum*.

At Crime Lab, we’re dedicated to bringing rigorous evidence to bear on efforts to reduce crime, one of today’s most pressing public policy problems. Crime Lab was launched in 2008 to use scientific insights to help develop innovative new approaches to reducing violence and to test these innovations using randomized trials. At ideas42, we believe that a deep understanding of human behavior and why people make the decisions they do will help us improve millions of lives. We use insights from behavioral science to create innovative solutions to tough problems in economic mobility, health, education, criminal justice, consumer finance, energy efficiency, and international development.

We've partnered with the Laura and John Arnold Foundation, JTDC, Chicago Public Schools, and a network of our colleagues and advisors to try to understand what works about CBT - what are the active ingredients - and how could we isolate and magnify these ingredients to make them even more effective. This curriculum and accompanying user's guide are the results of our efforts. Our colleagues and friends at the Cook County JTDC have worked with us to take the most effective lessons, and share them with others who - like them - work to improve the lives of young people. It is our profound hope that in sharing this curriculum we can help more young people avoid those fateful ten minutes and take control of their cognition, their behavior, and their future.

—Jens and Anuj

1. Introduction and Rationale

Since the 1970s, the incarceration rate in the United States has increased dramatically, leading to growing concerns about both the financial costs and human harms associated with having such a large population – one that disproportionately consists of members of racial and ethnic minority groups from low-income communities – behind bars. At the same time there remain very high rates of crime – particularly serious violent crime – within so many of these same disadvantaged, segregated neighborhoods from which the detention population is disproportionately drawn.

The challenge for public policy makers and practitioners is to find ways to reduce detention rates without exacerbating the crime problem. Ideally, society could even find strategies that reduce both the detention and the crime problems simultaneously. That goal has helped generate renewed interest in social programs that can help prevent crime and promote rehabilitation.

With generous support from the Laura and John Arnold Foundation (LJAF), the University of Chicago Crime Lab and ideas⁴² embarked on an effort to better understand whether and how we might use cognitive behavioral therapy (CBT) to help steer young people away from crime involvement at large scale. While CBT is widely used by practitioners and can have important impacts in changing behavior, the different CBT programs being implemented across the country vary widely in countless ways, ranging from the content and focus of the curriculum to the way the programs are delivered. Without some understanding of what the most important elements of CBT are, it will be difficult to achieve the ultimate goal of preventing crime and detention at large scale.

Our own sense about CBT's potential comes from several studies our team has carried out in Chicago. This includes a study of CBT in 2009-11 in the Cook County Juvenile Temporary Detention Center (JTDC), which suggests CBT leads to sizable reductions in recidivism. While many previous studies suffer from limitations that make it hard to learn about whether CBT works or not, our study was carried out just like a randomized controlled trial (RCT) of the sort that provides "gold standard" evidence in medical research. Youth were essentially assigned via a coin flip to either receive CBT or not during a time period when the JTDC could, for logistical reasons, only provide CBT to some but not all of the youth in residence. This coin flip created two groups of youth who were comparable in every way on average – except that one and not the other group received CBT. This means any difference in subsequent recidivism rates can be confidently attributed to receipt of the CBT. In addition, we tracked data on a much larger study sample – several thousand youth – than most previous studies, thereby ensuring that we had enough "signal" from our data to be able to detect any CBT effects.¹

While these studies suggest that *something* about CBT really can work, translating this potential into large-scale impact requires being able to provide practitioners with guidance about what a successful CBT program looks like in practice. For that purpose we have been trying to learn more about what "active ingredients" might

¹ The other RCTs that our research team carried out in Chicago included two separate studies of the Youth Guidance Becoming a Man (BAM) program. Both found reductions in violent-crime arrests to youth on the order of 50% and reductions in total arrests, and (in the one study where we had longer-term follow-up data) increases in high school graduation rates as well. See Sara B. Heller, Anuj K. Shah, Jonathan Guryan, Jens Ludwig, Sendhil Mullainathan, and Harold A. Pollack (2016) "Thinking, Fast and Slow? Field Experiments to Reduce Crime and Dropouts in Chicago," *Quarterly Journal of Economics*, forthcoming.

be behind the success of these CBT programs. We have also been trying to understand what unwritten “tricks of the trade” program providers might be doing or improvising when they deliver these programs in practice to enhance their effectiveness.

The present document assembles these lessons and is intended as a “User’s Manual” to accompany the CBT curriculum that was delivered and tested in the Cook County JTDC facility. This User’s Manual has two key goals:

- › To provide guidance to practitioners who are interested in using the JTDC’s CBT curriculum about how to maximize their likelihood of success. Specifically we try to highlight what aspects of the curriculum we believe might be most important to its success, and provide additional insight into how the curriculum was delivered in practice within the JTDC. It is important to note that this curriculum was tested and found to be effective with justice-system-involved youth hailing from some of the most disadvantaged and dangerous neighborhoods in the city of Chicago. We believe the program is most likely to be successful when delivered with target populations that are similar – that is, with adolescents in juvenile detention facilities.
- › To provide guidance to other practitioners and policymakers working with different populations (not youth in juvenile detention), so that they might have a better sense for how to identify promising CBT programs and strengthen the way such programs are delivered.

1A. WHY DOES CBT WORK?

One of the most useful ways to think about what makes CBT so effective is to look at it through the lens of decision-making research.

This research argues that people make decisions in two ways: through “System 1” that is automatic and relies on simple strategies or rules we apply across situations that enable us to make decisions and take actions quickly; and “System 2,” a slower, more deliberative type of thinking.² Everyone acts automatically from time to time. These automatic responses are usually adaptive and learned over time. It’s even useful to be able to respond to situations quickly, as opposed to having to think carefully every time you encounter a familiar situation. But these automatic responses can lead us astray when we encounter a situation that isn’t like the ones we’re accustomed to or if we misread the situation and deploy the wrong response.

TESTIMONIAL:

- › One staff member delivering CBT in the Cook County Juvenile Temporary Detention Center tells his youth, “None of you would be here if we could let you redo ten minutes of your lives.” That is, he suggests that the youth do not need a fundamentally different skill set, but rather more time to think about how to act in any given situation. The challenge for effectively using this CBT curriculum is to find engaging ways to make sure that young people can find those ten minutes to change how they think and make decisions. Staff at JTDC do this by applying the CBT framework not only during group sessions, but with all the situations or issues that come up on a daily basis with young people in the facility.

² An excellent overview of the research on these issues in psychology and behavioral economics is Daniel Kahneman’s book *Thinking, Fast and Slow* (2011, Farrar, Straus and Giroux).

We believe that CBT guides youth to slow down their thinking processes, eliminates some biases built into their quick thinking strategies, and shifts their decision-making in certain contexts towards a more calculated, System 2-type thinking. The most important active ingredients in CBT that help young people recognize and change their behavior are:

- › Getting youth to realize how often they act without thinking. In Skill Set 2, the section, *Our Automatic Responses – How We React To Our Triggers*, helps young people to identify their personal attitudes and beliefs that have resulted in automatic responses in the past. CBT teaches situational awareness that helps people slow down and focuses them on more deliberately diagnosing the situation they're in so that they can deploy the most appropriate response.
- › Helping youth recognize the key high-stakes situations in which their current set of automatic responses can get them into trouble. CBT emphasizes that people themselves play a role in interpreting the world. For example, the *Understanding Your Automatic Thoughts and Beliefs* section of Skill Set 2 helps youth understand their own thinking patterns and "self-talk," or what you say to yourself automatically in different situations. We tend to believe that we see things as they are, without realizing that we construct the reality that we see. That is, CBT teaches people that they have a choice in how they see the situation, particularly in high-risk scenarios.
- › Leading youth to either become more reflective in high-stakes situations, or develop different, new automatic responses. The *Rational Self-Analysis* tool in Skill Set 3 helps youth examine how their beliefs are connected to their thoughts, behaviors, and consequences of those behaviors. *Rational Self-Analysis* also prompts youth to think of alternative outcomes to situations and develop new responses to risky situations.

1B. HOW TO USE THIS MANUAL AND THE CBT 2.0 CURRICULUM

CBT is about encouraging young people to become more reflective about their thinking, which can then result in changes in their behaviors.

The principles outlined in this manual and the activities in the accompanying lessons are intended to provide a foundation from which you can engage the young people you work with to examine their thinking and actions. Based on extensive observation, interviews, and focus groups with providers and youth over the course of several years, we believe that this is only possible if the youth in the program are actively engaged with the curriculum. This means that in their daily interactions with youth, staff are continually connecting real-life situations to the larger goals of CBT. Staff make it a point to talk to the young people about the big and the small decisions that they are making everyday and show them how to look at situations through the lens of CBT.

The lessons accompanying this manual are adapted from JTDC's curriculum and have been used as a framework to successfully teach CBT with teenagers in juvenile detention facilities. The core elements of CBT outlined below will be most effectively taught when staff tailor group sessions to fit their own teaching styles and the interests of the populations they're working with.

USING THE CBT 2.0 CURRICULUM: THE BASICS

- **WHERE:** This curriculum was developed for youth in detention facilities; this is also the population for which we have research of the curriculum's effectiveness.
- **WHO:** Delivered to youth, by engaging facilitators who practice teaching the lessons before running groups and apply the CBT framework to all their interactions with youth throughout the day.
- **HOW:** Flexibly. You can access and use the CBT 2.0 Curriculum in its entirety through the website, or you can start by selecting activities from the lessons accompanying this User's Manual.
- **WHY:** CBT, including this curriculum applied in ways described in this User's Manual, has been studied and shown to improve the lives of those who learn its core principles.

The lessons and activities that accompany this manual contain the core elements of CBT that we believe programs should emphasize in order to maximize effectiveness:

1. *Helping youth realize how much of their behavior is carried out automatically. This can be accomplished by:*

- Paying attention to how automatic thoughts or beliefs shape the way we interpret and respond to events.
- Paying attention to things in our environment that we often overlook.
- Paying attention to our usual response habits.

2. *Helping youth change their automatic behaviors. This can be accomplished by:*

- Pausing for a moment to think and reflect before acting.
- Re-mapping behaviors: helping young people substitute different automatic responses in selected high-stakes situations.
- Helping young people re-construe situations and correct specific biased automatic thoughts or beliefs that may lead to maladaptive responses.

The goal of these exercises is essentially to help youth recognize the role of automatic behavior in their lives and help them behave less automatically or mechanically, question their initial perceptions of a situation, and consider the consequences of different ways of responding. From a public policy and a practitioner perspective, helping youth with this type of *situational awareness* and ensuring that they deploy an appropriate response is most important for those situations that often lead youth to engage in behaviors that harm themselves or others. For that reason the exercises in the curriculum might have the greatest impact if they focus specifically on:

- *dealing with conflict and escalation of altercations* (central to so many violent events).
- *classroom behavior* (central to succeeding in school, which a large body of research in social science suggests is the flip side of the criminal-behavior coin).³

³ The challenge in estimating the relationship between schooling attainment and criminal behavior is that both outcomes might be influenced by some unmeasured third factor or factors. Research in economics circumvents this problem by using state-level changes in compulsory schooling laws as a "natural experiment" and finds a substantial negative causal relationship between years of schooling completed and involvement with criminal behavior (see, for example, Lochner and Moretti, 2004, *American Economic Review*). Several studies have replicated this finding using a similar research design in other countries such as the United Kingdom and Sweden.

The exact form these core elements should take will likely depend on the specific target population and setting in which a CBT program is implemented. An example of this need for tailoring (see pull-out box below) comes from our own experience observing the front-line staff working in the Cook County Juvenile Temporary Detention Center (JTDC), which – as noted above – serves an economically disadvantaged population that comes from communities with greatly elevated rates of gang involvement and serious violence. An effective CBT program requires a thoughtful and at times personalized approach – one script of a CBT activity will not necessarily fit all contexts. The most effective CBT facilitators will adapt the underlying concept and design elements for their students by making subtle changes to the scripts.

THE VALUE OF CUSTOMIZING THE CURRICULUM:

- The CBT curriculum in the Cook County Juvenile Temporary Detention Center (excerpts of which are included in the second part of this manual) had been adapted from one developed in a suburban jurisdiction. The original version of the curriculum taken from the suburban jurisdiction included a “moral dilemma” that youth were asked to consider, where the protagonist visited a store with a friend who ran out after shoplifting. As the protagonist of the story tried to leave the store as well, he was stopped by the shopkeeper, who demanded that the protagonist share the name of the shoplifting friend. The dilemma asked what the protagonist should do. It was very clear that in the suburban context, the answer the CBT program provider expected to hear was that the protagonist should tell the shopkeeper the friend’s name. However, it was also very clear that everyone in the urban detention center – the program provider and the youth detainees themselves – realized that “telling” in the context of the neighborhoods of Chicago’s south and west sides was far too dangerous to contemplate. Instead of this causing the conversation to come to an end, the counselor improvised, using this difference to spark a discussion about why Chicago’s south and west sides were different and asking the youth in the group how they would modify the “moral dilemma” to apply to their own lives and communities.

2. Overview of Curriculum Framework and Goals

The CBT curriculum that is used in the Cook County JTDC contains a large number of different manuals and chapters covering what at first glance would appear to be a wide range of different topics. But in practice most of these seemingly disparate topics boil down to an attempt to get youth to recognize the role that automatic behavior plays in their lives, and to change their automatic responses.

In the first sub-section below, we discuss how we have tried to simplify the CBT curriculum materials to fall into three basic skill sets, and how providers can make best use of the curriculum inside detention facilities where youth might often be entering and exiting the facility at different times. We then also try to help practitioners deal with a different challenge in using the JTDC curriculum – the large number of different lists and mnemonic devices that try to help youth remember different CBT lessons. JTDC staff in practice seem to have focused on just trying to get youth to remember a single simple mnemonic device, as we explain in detail below in a section on "SODAS."

2A. SKILL SETS AND PARTICIPANT GOALS

We have attempted to isolate the active ingredients – three key **skill sets** – identified in our research, and have organized key activities from the JTDC CBT curriculum into a starter's pack we call CBT 2.0. They are organized as follows:

Skill Set 1. We Are All Connected

Everyone has value and everyone matters. Everything we do has an impact on the people around us. Learn to see the bigger picture.

- a. Community Connections
- b. How Do We Affect Others?
- c. Decision-Making Scenarios

The first skill set grouping works to develop empathy and the ability to see the big picture – how the actions and decisions of individuals are connected to a broader community.

Skill Set 2. Recognizing Your Automatic Thoughts

Sometimes we act on autopilot. Learn to see when and how your thoughts, actions, and responses can move automatically, without you even actively deciding.

- a. Understanding Your Automatic Thoughts and Beliefs
- b. Our Automatic Responses – How We React To Our Triggers
- c. The Thinking Report

In order for CBT to help youth reduce unhelpful automatic behaviors, youth need to become aware of what was previously overlooked or carried out automatically. The second skill set of exercises focuses on learning to understand, recognize, and observe your own behavior.

Skill Set 3. Thinking of New Ways to Respond

Develop the skills to understand and override your autopilot. Take control of your own behavior and your actions.

- a. Slowing Down Before Acting
- b. Managing Risks and Your Triggers – Thinking of Alternative Responses
- c. Responding to Conflict
- d. Rational Self-Analysis

Once youth are able to identify their automatic response patterns, they can gain more control over them. The third skill set of activities in the CBT curriculum focuses on techniques to help youth gain more control over their behavior, in order to change or avoid potentially harmful responses.

Accompanying this User's Manual, you will find a selection of CBT activities within each of these skill sets that can help get you started with your group.

Creating "Mini-Cycles" of Activities

Many CBT curricula are filled with material designed to be used in a straight line from start to finish, under the assumption that everyone in a given CBT group will be starting and finishing the program at the same time. But in a detention center like the Cook County, Illinois JTDC, where average lengths of stay for residence have typically been on the order of three to four weeks, there will constantly be some churn in who is in the CBT group. For some youth, it might be their first day in the CBT program. For others, it might be their twentieth day. This can create a challenge for the delivery of CBT and for how to make best use of a curriculum.

One possibility is that practitioners working inside juvenile detention facilities could use the materials we present here to create smaller teaching "cycles". That is, practitioners might one day cover some material from Skill Set 1 (*We Are All Connected*), then spend a day or two on Skill Set 2 (*Recognizing Your Automatic Thoughts*), then spend a day or two on Skill Set 3 (*Thinking of New Ways to Respond*), and then repeat the cycle. This is not exactly how the curriculum was written for the JTDC facility. So in order to make the curriculum material more useful to practitioners who want to create smaller teaching cycles, we have modified several activity books used in the JTDC curriculum into these three skill sets to make it easier to pick and choose activities that speak to each skill set.

In this way, over the course of any given week or set of sessions, young people would be first encouraged to think through the consequences of actions and interconnectivity in one lesson, then to identify automatic thoughts and responses in another, and to understand and practice techniques to change automatic

responses in a third. This will be a more effective use of the activities in this manual than having groups read through them front to back, particularly in places like the JTDC where youth vary in when they arrived inside the facility and began CBT lessons.

2B SODAS: OFFERING A SIMPLER FRAMEWORK

The accompanying curriculum includes a number of different mnemonic devices – lists and acronyms – that are intended to help youth remember key CBT lessons.

In fact the curriculum contains so many different mnemonic devices that we suspect in the real world few youth could hope to remember even a small share of them – much less be able to know which list or acronym to call upon for guidance in a given heated, high-stakes situation. Fortunately most of the different mnemonic devices in our view are mostly trying to do the same basic thing – connect youth to the larger goals of CBT – and so we offer a single simple framework or mnemonic device (“SODAS”) that many of the staff in the Cook County JTDC themselves tend to emphasize with youth over and over both in groups and in their daily routines as a way to ensure it is internalized and used.

SODAS is a simple framework that encapsulates the main ideas and themes that the many mnemonic devices in the corresponding activities use:

Situation
Objective
Disadvantages
Advantages
Solution

Situation

The “situation” is getting youth to step back and think about what is actually happening or what happened. Tools such as the “camera view” ask, “What would a camera see?” The situation is everything one thinks about, beyond the actual facts of a situation, and getting youth to understand the role that their attitudes and beliefs play in their interpretation of a situation. The goal here is to help young people de-bias their thinking and look at situations from a different perspective.

Objective

The “objective” speaks to helping youth distinguish between their “wants” and their “needs” in a situation. It helps them think through what they want the outcome of the event or interaction to be.

Disadvantages / Advantages

“Disadvantages” and “advantages” is about getting young people to recognize what thinking patterns are helpful to them, and what the consequences will be when they act on a particular belief. The CBT 2.0 curriculum frequently asks youth to consider: Will this type of thinking help keep me safe and secure? If not, what is a more helpful way to interpret the situation?

Solution

The “solution” gets at what decision the young person actually chooses to make for him- or herself. Not a knee-jerk reaction or an expected response, but a decision that a young person has made consciously and intentionally. Once they have gone through the steps above, thinking about the situation, the objective, the disadvantages and advantages, they should apply this thinking towards a “solution.”

A tool that puts all this together to help a young person make a deliberate decision before taking action is the *Thinking Report*.

3. Strategies for running an effective group

In the Cook County JTDC, the CBT programs were held once a day with all the youth that reside in one of the facility's "pods" (separate residential units) – with six to eight youth. The target duration of these CBT sessions was about an hour a day, although the contingencies of operating the program inside a detention facility mean that the actual length of the sessions could vary from day to day.

As noted above, another special challenge of running groups in detention facilities is the turnover of the young people in residence. This means that at a given point in time, the youth within a CBT group will all have been detained for different lengths of time – and so have different levels of experience already with the CBT curriculum and program.

In order to provide consistency for those group members who have been participating and to smoothly incorporate new group members, we start groups using tools such as ground rules and icebreakers. It is then helpful to move on to a group check-in before starting your activity or lesson for that day. This section will also provide you with strategies and tools, such as the *Rational Self-Analysis* sheet, or RSA, for situations that can come up in a group, such as when someone acts out or disrupts an activity. Finally, whenever possible, it is important to get one-on-one time with each young person as a complement to the group sessions. Strategies and techniques for running an effective group are detailed in the following sections.

TESTIMONIAL:

- › Staff members delivering CBT in the Cook County Juvenile Temporary Detention Center say that it is helpful to share stories from their own lives in which they were in similar situations as the youth in their group. Some staff members at JTDC had similar backgrounds and life experiences as the youth in the facility. One JTDC staff member tells the young people in his group about close calls he had in his youth and how, had things turned out different, he could have also been in detention. This helped this staff member get buy-in from the young people in his group and validate that he understood where they were coming from and could help them navigate their struggles. Although not all providers will have similar backgrounds as young people in the program, all adults have struggled with different kinds of personal issues at one time or another during adolescence and young adulthood. Stories that show that CBT facilitators can empathize with young people's challenges, while highlighting that they "came out the other side of it" can help build credibility and strong groups. See the *Decision-Making Scenarios* in Skill Set 1 for examples of discussions around identifying the choices people make when they encounter a problem. Using this structure, a provider could also share a situation from his or her own life for discussion with the group when appropriate.

3A. GETTING STARTED WITH YOUR GROUP

Previous implementations of this CBT curriculum suggest that one way to increase youth buy-in is to weave “constitution building” into the group meetings.

In order to make this successful, youth work with the group leader to create a set of rules that they expect all members to respect. Having a “constitution” that the group creates allows individuals to hold each other accountable while also giving the rules more legitimacy. It is important to stand by these rules and to go over the same rules every day, so that both new and old group members alike share this understanding of group norms. Some youth may fail to comply – some youth may fail to comply every session – but they will eventually form good habits if there is clarity and consistency.

Other ways to facilitate group cohesion include:

- 1. No One Speaks Twice:** To ensure equal participation, counselors can rely on a “no one speaks twice until everyone speaks once” rule (which has been popularized by City Year). For challenging group members, counselors can reward behavior that approximates positive group membership and then gradually alter the criteria for rewards until behavior is fully in line with group expectations.
- 2. Confidentiality:** To help the young people feel comfortable sharing personal or private details about their lives, it is important for everyone to agree that what is said during the group stays in that room.
- 3. Respect All Opinions and Experiences:** The group should begin with an understanding that everyone is entitled to his or her own opinion, which is informed by that person’s life experiences. This encourages everyone to listen to each other, ask questions, and respect their differences. Each group member should try to speak for himself or herself, using “I” when sharing an opinion, instead of assuming one can speak for others.
- 4. Feeding Answers:** For students who struggle to participate on the spot, it may be helpful to provide them with prepared answers or scripts that they can read from, in order to begin participating in the group discussions for the day.
- 5. Taking Ownership:** Let the group know that people may mess up and unintentionally break a rule sometimes, but that when this happens, the expectation is that person takes ownership of his or her mistake (see pull-out box).

TESTIMONIAL:

- › JTDC staff would emphasize to the youth that everyone will make a mistake from time to time and that the important thing is that they take ownership of their mistakes so they can move on. One staff person would say to the young people in his group, “If I call you out for cursing in group when we have a rule against that, you don’t have to defend yourself or explain. All you have to say is, ‘I got you’. You acknowledge that you messed up and recognize that and we can move on and work on it.”

We have also noticed that youth seem more engaged when CBT programming uses rituals and origin stories of how the mind works. Some programs may have an origin story or certain rituals or traditions. Some rituals used in your group may have a story or history of their own, such as the lesson on *Peacemaking Circles* in Skill Set 1 and other variations of this practice, outlined later in this manual. Even without the rituals, Moral Reconciliation Therapy (MRT) presents a story of how the mind comes to acquire counterproductive reflexes. These vaguely “spiritual” narratives seem to draw in youth, perhaps because they enable the programs to be viewed as time-less efforts to help young people come of age throughout history and across civilizations.

The first meeting of any CBT program (or the first meeting a given youth has in the CBT program) may be particularly important for ultimate success. Youth may not be familiar with each other and may not feel comfortable embarking on a program that requires them to share personal thoughts. This may be a particular challenge within the context of a juvenile detention center, where youth typically have relatively short lengths of stay – so that there is always a fair amount of turnover in the group’s composition. When new students join the CBT group, it can be a good time to re-establish group norms and rules, both to set expectations for new members of the group, and to remind and reinforce key concepts for returning young people.

One important addition to the CBT curriculum is a series of icebreakers that begin as totally unrelated to CBT and gradually become more relevant to unpacking automatic thoughts. Early icebreakers should be disruptive or rebellious to set the program apart as something worth paying attention to. For example, a rather common icebreaker is to have youth go around and say a bit about themselves and to end by naming their favorite product slogan. After everyone has introduced themselves, the group goes around again and repeats the product slogan adding the phrase “in my pants” to the end of it. Of course, this has nothing to do with CBT, but it is mildly disruptive, surprisingly engaging, and it helps put group members at ease. As the group members become more familiar with one another over time, it will make sense to gradually shift toward an icebreaker that requires incredible self-awareness at the start of each meeting. For instance, CBT programs like Youth Guidance’s *Becoming a Man (BAM)* in Chicago might ask youth to name their PIES—that is, how they are feeling Physically, Intellectually, Emotionally, and Spiritually (see pull-out box on next page). This type of exercise asks young people to pay attention to (and control) thoughts that might otherwise be fleeting.

Other sample icebreakers and cohesion-building activities include (in ascending order of relevance to CBT and metacognitive awareness):

- 1. Favorite Things:** Each person names something they like. Someone else in the group goes up and joins hands with that person if they like it, too. This continues until the group forms a circle (this builds group cohesion as people search for common interests).
- 2. Two Truths and a Lie:** Each person goes around and names two things that are true about him- or herself and one thing that is a lie. The group tries to guess which is which.
- 3. Personal Shield:** People draw the following on a shield or coat of arms: Something important from their past, something they do well, something they enjoy, and something they hope to do in the future. Then across the top, people write in five words that they want the world to remember about them.
- 4. Choose and Move:** People are asked whether they prefer X or Y in a series of binary choices. For each choice, people move to one side of the room if they prefer X or the other side of the room if they prefer Y. When it is over, counselors ask why young people chose what they did. Was it because they really liked those things or because they felt an automatic need to conform to peer pressure?⁴

⁴Adapted from Positive Action, <https://catalog.positiveaction.net/index.php/supplements/counselor/counselor-kit.html>

3B. CHECKING IN

An important ingredient to running an effective group is to let the young people know that their opinions and experiences will be valued and explored.

One way to show that you value them as group members and also as individuals is as simple as checking in with them. Asking a young person how their day was or how court was seems like a small thing, but sends a strong signal that you care. Additionally, it is advantageous as a group leader to do so, in order to know what the young people are going through and possible explanations for their actions or behaviors that day or week. It is valuable to make a point to check in with each participant when possible to ask how they are doing physically, intellectually, emotionally, and spiritually, as in the BAM program (see pull-out box). This often happens in three different ways, check-ins that you can lead in a group setting, quick check-ins that can be done with each young person, and longer, one-on-one check-ins outside of the group setting.

THE PIES SYSTEM

› Youth Guidance worker Antonio Thomas runs “Becoming a Man” (BAM) workshops in Chicago public schools. His group uses Youth Guidance’s PIES system, where each young person shares, one-by-one, how they are doing physically, intellectually, emotionally, and spiritually that day. DNA Info reporter Linze Rice observed one of these group sessions and wrote about the group’s check-in ritual; *“each boy describes in one word his physical state, what’s on his intellectual mind, how he’s feeling emotionally, and who or what he feels connected to spiritually that is ‘bigger than him.’”*¹

¹ Rice, Linze. “Boys Get Chance at ‘Becoming a Man’ By Looking Within, to Each Other.” DNAinfo Chicago. 17 Dec 2015. Web. 03 May 2016.

- 1. Group Check-Ins:** One successful strategy for checking in with the youth in your group is to do it together, in a group setting. Having all the group participants form a circle and check in at the start of each group provides an opportunity to set expectations and also start to get young people talking, reflecting, and feeling comfortable around each other. You can ask the young people to form a circle at the beginning of the session and start your group by checking in together.
- 2. Regular One-on-One Check-Ins for Each Group:** The second type of check-in and equally as important as having your group check in together, is for you as a staff member to check in with the young people you work with individually outside of the group. One JTDC staff member explained that in checking in, be aware of how you speak to them, as some young people are so accustomed to people talking to them negatively. This staff person’s strategy was to check in each morning with each young person. When she comes in to work, she goes to each young person’s door individually to say, “Good morning, get up, time to get ready and get going, let’s have a good day”. She explained that she knows that this is effective because sometimes they will say to her, “Hey, you didn’t say good morning to me this morning” and she replies, “Yes I did because I say good morning to everyone each day”.
- 3. Special One-on-One Check-Ins Outside of Groups:** The third kind of check-in takes the form of longer, one-on-one meetings that staff members set up with young people outside of the group setting to individually check in. When you sit down with a young person one-on-one and give them your full attention, they often share things they wouldn’t share in groups. One JTDC staff

member said that she had developed different code words that the youth can use when they want to talk to her one-on-one. She would ask them if they wanted to play a game, like cards or dominoes, and as they played the game she would ask them a question and they would divulge information they wanted her to know, but didn't want their peers to know they were sharing. Devoting time to an individual group member and giving them the space and opportunity to open up to you will strengthen your relationship with each young person and consequently your relationship with the group as a whole.

Another form of checking in for staff is with their colleagues. It is important for staff to check in and communicate with each other about what goes on with the young people, especially in places where staff work different shifts. By communicating among each other, staff are checking in in a different way about the youth and can learn about important events that may have occurred with a young person when they weren't there.

3C. MANAGING GROUP DYNAMICS

In a group of young people there will inevitably be challenging dynamics that present themselves from day one or that develop over time.

A young person may take a joke too far or everyone may be goofing around one moment and the next moment a fight will erupt. There are also more subtle challenges such as keeping a group room clean or even the basic hygiene of group members.

It is important to have the tools to deal with these group dynamics, some of which, such as peer circles, we've highlighted in this manual. Generally there is great value in having group discussions that focus on the group dynamics when appropriate or necessary. The participants will notice when there are challenges and bringing them into the conversation can keep them engaged and invested. One way to do this is to have participants run the group themselves – which builds on the idea mentioned in Section 3A of having youth help create a "constitution" for the group. This gives youth a chance to develop leadership skills while being a credible messenger to others in discussing a situation specific to the group or something they want to talk about in a group setting.

3D. PEER CIRCLES

Peacemaking circles is a lesson from the curriculum that has been adapted by JTDC staff members, into something we will call peer circles, and used as an activity during challenging moments in their groups.

The goal of these circles is to repair harm caused by conflicts by working together to resolve problems. Traditionally, peacemaking circles use an approach where, instead of focusing only on the specific action or offense, the entirety of the problem is addressed (including the roots of the conflict, the offender, and the indirect victims as well as those directly harmed by the event). The cultural origin of using peacemaking circles comes from the indigenous peoples of Canada and North America, based on their traditions of justice and reconciliation. The *Community Connections* section of Skill Set 1 provides a lesson and guidance on the theory behind *Peacemaking Circles*. The model to keep in mind when using these circles is that justice is seen as a circular process in which a group works to:

1. Identify the problem(s)
2. Discuss the problem(s)
3. Come to a harmonious resolution to the problem(s)
4. Make reparation and heal damaged relationships

Peer circles are peer-led groups that can be used to defuse tension and provide a safe and controlled context in which two or more youth can discuss and learn about their peers and the behaviors that trigger hot emotions. The discussion provides an opportunity to learn about the differences between youth in how they interpret situations. It also sensitizes youth to the range of different problems that create heightened sensitivity to certain behaviors and emotional upset, such as a youth who may be on the verge of transition to prison. In situations where the peer circles are most effective, there is a confidence and trust in the staff, most of whom are consistent role models and have a good sense as to when a peer circle may be most effective. While peer circles can be very effective, facilitators should be careful not to overuse them. Peer circles are most powerful when used in significant moments for the group, such as moments of conflict or when a young person is being transferred out.

To begin, chairs should be arranged in a circle. It is advisable to start with an icebreaker to defuse some of the tension. Then ask the group members to say something positive about each other. They will also tell each other areas where they need to improve or are bothering each other. Then this can lead into a discussion where youth can identify a problem or address a conflict together.

Allowing the young people to step up and conduct peer circles can be incredibly powerful. You can help this go smoothly by having the group select an object, such as a totem or talking stick, and set the expectation that only the person with the object can speak. Peer circles should feel structured and bring about discipline, calmness, and quietness because group members are not trying to talk over each other; instead, they're really listening to each other, and learning each other's triggers and what makes someone tick.

4. Other Ways to Make CBT 2.0 a Success

4A. DEVELOPING RAPPORT

Making CBT a success is dependent on the foundation that you build with the young people in your group.

The most important element in laying a strong foundation for CBT is building rapport with participants. This starts the moment you enter the room, by coming to work in a positive mood and asking, individually, how each young person's day is going so far. A strong relationship with each individual youth is important to be an effective leader when teaching CBT.

To nurture and build individual relationships with each group member, remember to:

- › Find one positive thing to say about each young person every day. Find a way to compliment them or emphasize their strengths. Even after a moment of conflict there could be a positive aspect of how that young person handled it that you could point out to them.
- › Ask about their talents and interests – remember the details they tell you and bring them up later with them.
- › Ask questions after a negative action by a young person in order to understand why they did it – don't assume.
- › Have a way that a youth can signal that they need one-on-one time with you.
- › Show that you are someone they can trust; hold information in confidence to signify safety.

Some tactics to develop rapport as a group are:

- › Show fairness and treat everyone equally when you give a consequence.
- › Explain why and only make directives that you can enforce.
- › Praise them for positive actions.
- › Show some vulnerability and be willing to share similar challenges that you have gone through.

4B. INCREASING ENGAGEMENT BY YOUTH IN CBT PROGRAMS

Across different lesson modules and activities in the accompanying curriculum, you will find examples of prompts or discussion topics to help stimulate discussion within CBT groups.

For example, there are the *Moral Decision-Making Stories* in Skill Set 1 of the curriculum, which are even more effective when the staff person allows the group to adapt them to be more relevant to young people's specific local context. But there are also a number of additional discussion-starters that have been used effectively with youth in juvenile detention centers as well in the past, that are not included in the other CBT curriculum manuals. These include:

- › **“What if” scenarios:** Young people are interested in the lives of others, particularly the adults who work with them. One way to engage youth in a discussion is by having a staff person share appropriate stories from his or her own life or stories that are relevant to the youths and ask them what they would do in those situations. They use those as an opportunity to get youths to focus on how they're interpreting the situation and how they are weighing the advantages and disadvantages of different responses to the situation.
- › **“What would you do with One Million Dollars?”:** Youth will go around and share their stories, which often get more and more outlandish as each youth tops the fantasies of wealth of the one before him or her. This discussion prompt can lead to youths imagining buying Lamborghinis or designer wardrobes for their whole extended families. Escapism and daydreaming can be fun for young people and after they enjoy it for awhile, JTDC staff find it useful to then follow up with some probing questions about other ways they might spend their money that could look different from their original fantasies. Young people are prone to live in the moment, but getting them to think ahead and plan for their futures in this hypothetical can be a valuable activity with implications beyond this imaginary scenario.
- › **Thinking ahead:** Staff at JTDC are constantly prompting youth to think ahead to what they will do when they are released, both in informal conversations and in more structured group activities. Many youth don't know the date they will be returning home until right before it happens, so it is important to think through with young people what they will do when they return to their communities, making it an ongoing topic of discussion, reflection, and planning (see pull-out box).
- › **Unknowns:** Staff members at the Cook County JTDC mention repeatedly the fascination of youth in aspects of life with which they are unfamiliar. These include different occupations or trades, what it's like to go to college (including the counselor's description of his or her own college experiences), the military, and travel to different places and cultures. These conversations are meant to show the youths things they haven't considered. The counselor can use these conversations to help youths notice their initial reactions and responses, to help them pause and think about whether there are other ways to think about things.

These conversation topics are simply a vehicle to get the youths talking; the counselor has to look for moments to show youths how the principles of CBT are playing out in the conversation. When structuring these discussions for a group over time, keep in mind that it is important to have variety – that is, to mix content that the counselor has invented from scratch to supplement what can be found in the curriculum, such as in the *Decision-Making Scenarios* section of Skill Set 1. This can be important in a detention center context particularly for “adult transfers” (juveniles who have been transferred into the adult criminal justice system),

who can be detained for long periods of time – and so may have already seen everything in the rest of the CBT curriculum several times.

TESTIMONIAL

- › JTDC staff have constant, ongoing discussions with youth about what they will do once they are released. Often this is a topic of discussion when youth are just hanging out in their units, but the staff also create more formal ways for youth to think ahead. One JTDC staff member always does an activity with young people to get them to think ahead about securing employment once they're back home. She will bring in a stack of job applications from H&M or Burger King and have the young people fill them out. Then they will do mock interviews, practicing how to present themselves professionally and answer an employer's questions.

4C. MAINTAINING POSITIVE YOUTH ENGAGEMENT

Often engagement is determined by looking at an attendance sheet; however, while youth in detention may be present in your classroom, that does not mean they are positively engaged.

Sometimes a youth may physically be in your classroom, but is not mentally present or actively involved. Even worse, a youth may be participating in a negative way that affects the other group members and compromises your ability to execute a successful lesson.

When a young person is engaging negatively, there are several tools at your disposal to help that young person while shielding the rest of the group members. One strategy is to separate troublesome youths for the session and follow up with them one-on-one afterwards in a way that does not shame them in front of their peers. The following are other strategies from staff who have successfully run CBT groups:

- › **Reverse Psychology:** Many staff who have successfully run CBT groups have talked about the use of reverse psychology techniques. Most of the strategies were ways to respond to resistance on the part of youth and are dependent upon the skills and relationships of the staff member. Some of these techniques have the potential of escalating problems if the situation does not include a strong relationship with the youth and a high level of skill by staff. However, when employed correctly, techniques such as challenging a youth to meet a goal or prove you wrong like, "I bet you can't...", can bring out his or her natural competitiveness in a positive way.

TESTIMONIAL:

- › One JTDC staff member would tap into the natural competitiveness of youth as a technique for distraction. She explained that when two youth were arguing in the outdoor recreation area, she walked up and simply asked, "Who is faster?" The next thing she knew, the youth were racing from one end of the recreation area to the other. Soon, other youth joined them. By the time the running was over, neither of the two youth remembered the initial argument and others in the group had also experienced some good exercise.

- **Being “The Solid Object”:** The Solid Object represents the adult who does not allow youth or other staff behaviors to be taken personally or as a triggering event for an emotional response. The Solid Object possesses the ability to refrain from arguing, to maintain emotional neutrality, and to refuse to allow others to “push their buttons.” Being the Solid Object can also mean that in certain situations it is helpful to pull in another staff member for support or back-up.
- **Humor:** Humor is a tremendously effective tool for de-escalation because it distracts youth from the hot emotions and triggering. If you have successfully built rapport and developed relationships with the individual youth in your group, you're able to use humor as a tool to defuse conflict or regain control of a situation by cracking jokes.

5. Key Activities to Get You Started

There are seven workbooks in the Cook County JTDC curriculum. Through conversations with program administrators and facilitators, observation at JTDC, and an analysis of decision-making and judgment research, in this User’s Manual we have selected exemplar exercises and activities that fit into three key skill sets.

The exercises and activities in the accompanying curricular materials are designed for use in youth groups when led by a facilitator. The materials will be effective when the provider leads their youth group through the materials. This means that the facilitator will explain a lesson, guide group discussions, and introduce worksheets. Some aspects of certain exercises are best done collectively as a group, while others are independent work; however, in both cases we don’t recommend handing the materials directly to students to do on their own without direction and guidance.

In what follows, we summarize the key elements of the JTDC CBT curriculum that relate to each part of the skill set and include a reference to the relevant part of the CBT curriculum itself. For the user’s convenience, we have selected activities from the seven JTDC workbooks and included them in a “Starter Pack” – the CBT 2.0 Curriculum. The selected activities are organized into the three key skill sets outlined below.

Skill Set 1. We Are All Connected

Everyone has value and everyone matters. Everything we do has an impact on the people around us. Learn to see the bigger picture.

The first key set of skills is around recognizing the relationship between individuals and communities; between cause and effect. Youth will define what community means and think about the different communities they are part of. The exercises help young people make connections between their actions and the well-being of their greater communities. This skill set also helps young people reflect on what it means to be accountable to their communities. One key lesson from Skill Set 1 is that everyone in a community has value.

The exercises provided in Skill Set 1 encourage youth to think more deeply about healthy relationships through discussions on hypothetical situations as well as prompts about their own relationships. The young people in your group will discuss what makes a relationship strong, what can damage a relationship, and if there is harm done in a relationship, how to think about repairing that damage and healing.

Community Connections

- › **Restorative Justice: The Community** Pages 9-14
- › **Peacemaking Circles** Pages 15-16

How Do We Affect Others?

- › **Victims** Pages 18-19
- › **Negative Effects on Others**Page 20

Decision-Making Scenarios

- › **Moral Decision-Making Stories**Pages 22-25

Skill Set 2. Recognizing Your Automatic Thoughts

Sometimes we act on autopilot. Learn to see when and how your thoughts, actions, and responses can move automatically, without you even actively deciding.

The second set of skills contains lessons to help youth think about their thoughts and behaviors, and guide them through the relationship between events, thoughts, and responses. CBT posits that all behaviors begin with activating events or stimuli. We see these events through the lens of our beliefs and attitudes. The *My Attitudes and Beliefs* activity helps youth identify their own attitudes and beliefs, and think about how those can in turn lead to various consequences, namely emotional and behavioral responses. CBT suggests that if people are more aware of their intervening beliefs, then they can control their thinking and therefore their behavior as well. A useful tool in helping youth understand how their thoughts are connected to their responses is the “camera view” technique. The camera view, found in the *Automatic Thoughts vs. Camera View* exercise, is a framework for helping young people step back and view a situation from a different perspective.

One major promise of CBT is that it breaks the automatic link between events, thoughts, and responses (e.g., emotions and behaviors). Another key component of this new way of thinking is to get youth to pay attention to what they may overlook and the intervening steps that cause events to result in their own responses. A useful technique is helping youth understand their “self-talk.” Self-talk is what we say to ourselves when something happens to us. Lessons in this section assist young people in identifying any distortions or irrationalities in their self-talk that may lead to negative consequences.

Finally, this skill set teaches youth to pay attention to how they respond. Activities guide youth in identifying warning signs and ask them to think about their own triggers for various emotions. These activities help youth learn to pay attention to their anger and how they typically respond. Just as youth make decisions without noticing them, or overlook triggers for various emotions, they can also be unaware of their typical responses in a given situation. A student might not realize, for example, that he always rolls his eyes and sighs when his teacher tells him to pay attention. Or he might be unaware that whenever somebody teases him, his response is to push the person, or at least take a threatening step toward him or her. The main idea of this section is to highlight how we often behave in a certain way without actively choosing to.

Understanding Your Automatic Thoughts and Beliefs

- › **My Attitudes and Beliefs**Page 30
- › **Distortions/Irrationalities of My Self-Talk** Page 31
- › **Controlling Our Thinking**Pages 32-35
- › **Automatic Thoughts vs. Camera View**Pages 36-37
- › **Pay Attention** Pages 38-39
- › **AFROG**Page 40

Our Automatic Responses – How We React To Our Triggers

- › **Danger Radar Exercise** Pages 42-43
- › **How Do We Get Risks into Our Life?** Pages 44-46
- › **Active Risk Management** Pages 47-50
- › **High Risk Situations** Pages 51-53

The Thinking Report

- › **The Thinking Report: Part 1** Pages 55-61
- › **The Thinking Report: Part 2** Page 63

Skill Set 3. Thinking of New Ways to Respond

Develop the skills to understand and override your autopilot. Take control of your own behavior and your actions.

Once youth are able to identify their automatic response patterns, they can gain more control over them. There are two key ways to step back from an automatic response. First, youth can stop and ask themselves whether they're really seeing the situation that they think they are. Second, even if the situation is one in which they would normally respond aggressively or violently, they can think about alternative courses of action to take. Strategies taught in the third set of skills include techniques to help youth slow down, calm down, and think more deliberately before acting.

Helping youth learn how to slow down starts with activities as simple as the relaxation techniques below. This section also helps youth break down the process of slowing down and think more clearly by explaining the "stop, look, and listen" technique. Being able to avoid an unhelpful automatic response in a high-stakes situation requires youth to be able to pause for a moment and reflect on the situation. This is an important and distinct skill from also being able to re-construe the situation they are in and identify cognitive distortions they may be prone to that lead to an alternative interpretation of events in high-stakes situations. Before you can re-construe a situation, you have to give yourself time to think. Our bodies and physical reactions can make it hard to do that. These techniques might help create those physical moments of pause that then make it possible for cognitive restructuring.

Another strategy emphasized throughout the lessons in this skill set is showing youth how to re-construe situations and de-bias their beliefs. This ingredient is arguably the most powerful because it moves youth away from being passive observers of the world into being active interpreters of what they see. In these activities, youth will be asked to identify the automatic responses they have for a given problem. For example, if a teacher yells at a student and he interprets it as the teacher trying to disrespect him, then that will naturally spiral into deep conflict. However, if the student catches himself using the yelling-equals-disrespect script that makes sense in other contexts (e.g., "fight back if someone disrespects you"), then he might realize that he can choose to see the classroom situation differently. Perhaps the teacher is only trying to get his attention. Re-construing the situation opens up other possible ways of responding. Youth can practice this skill using the "rational self-analysis" worksheet to examine their beliefs, the resulting feelings, their behavior, and the consequences.

Finally and importantly, the lessons at the end of this set of skills teach youth how to think of alternative actions and outcomes to situations they may find themselves in in the future. While CBT programs try to help youth behave less automatically and rely less on biased perspectives or cognitive distortions, we can also change

behavior in the meantime by just trying to “re-map” youth’s automatic responses to certain triggers in high-stakes situations. You will find lessons with strategies focused on how to prevent a conflict from escalating or even occurring in the first place. For example, with youth who know the neighborhoods where they are likely to face conflicts, they can map out the high risk areas and come up with plans for how to avoid those areas or respond to potentially unsafe situations. This section also contains activities that lead young people through the process of identifying old behaviors and attitudes and their consequences, and then apply what they have learned to think of new target thoughts and processes to guide their future behavior.

Slowing Down Before Acting

- › **Patterns, Target Problems, Self-Talk, and Relaxation Strategies** Pages 68-71
- › **Stop, Look, and Listen Technique** Page 72
- › **How to Relax** Page 73
- › **Calm Down** Page 74

Managing Risks and Your Triggers – Thinking of Alternative Responses

- › **Personal Self-Change Exercise** Page 76
- › **Are You Able and Ready?** Page 77
- › **Risk Processing** Page 78
- › **Physical/Emotional Vulnerabilities** Page 79
- › **Common Scams and Cons** Page 80
- › **Alcohol and Drug Temptations** Pages 81-82
- › **Manage Your Anger Triggers** Page 83
- › **Refusing Alcohol and Drugs** Page 84

Responding to Conflict

- › **Ownership of My Behavior** Pages 86-88
- › **How to Make Good Decisions** Pages 89-90
- › **Defining and Identifying Problems** Pages 91-96
- › **Dump the Victim** Page 97
- › **Refusal Skills** Pages 98-102

Rational Self-Analysis

- › **Rational Self-Analysis** Pages 104-106
- › **Rational Self-Analysis Worksheet** Pages 107-108



About the University of Chicago Crime Lab: At Crime Lab, we're dedicated to bringing rigorous evidence to bear on efforts to reduce crime, one of today's most pressing public policy problems. Crime Lab was launched in 2008 to use scientific insights to help develop innovative new approaches to reducing violence, and to test these innovations using randomized trials.



About ideas42: At ideas42, we believe that a deep understanding of human behavior and why people make the decisions they do will help us improve millions of lives. We use insights from behavioral science to create innovative solutions to tough problems in economic mobility, health, education, criminal justice, consumer finance, energy efficiency, and international development.



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