

**SAN JOAQUIN COUNTY PROBATION DEPARTMENT  
JUVENILE DETENTION POLICY AND PROCEDURE MANUAL**

TO: ALL STAFF BULLETIN #: D-598

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**SUBJECT: COGNITIVE BEHAVIORAL TRAINING GROUPS**

**POLICY**

Juvenile Detention Services provides basic Cognitive-Behavioral Training (CBT) groups to detained youth. CBT groups are designed to teach youth to develop basic pro-social skills and pro-social thought processes (cognitive restructuring) while addressing criminogenic risk factors. All juvenile detention officers and probation officers assigned to the Detention Services Division will be expected to deliver programming services to youth. The University of Cincinnati Correctional Institute developed the basic CBT curriculum to be delivered to our youth. Youth will attend a five session “initial” CBT group series followed by weekly “on-going” group sessions on each of the five topics.

**PROCEDURES**

A. Purpose of CBT Groups

CBT groups are designed to teach youth basic cognitive behavioral skills to help them better manage high risk situations. The goals of CBT groups are to assist the youth in learning to:

1. Practice non-criminal alternative behavior to high-risk situations.
2. Build problem-solving, self-management, anger management and coping skills.
3. Reduce antisocial cognitions, recognition of risky thinking and feelings, and develop alternative less risky thinking and feelings.
4. Reduce association with antisocial peers by teaching youth to recognize and avoid negative influences, practice new skills (like being assertive instead of passive), and how to maintain relationships without getting into trouble.
5. Reduce conflict, build nurturance and/or caring positive relationships, better communication and problem solving skills with family members.

6. Enhance school performance, rewards, and satisfaction.
7. Enhance involvement and satisfaction in pro-social leisure activities.
8. Reduce the personal and interpersonal supports for substance abusing behavior, and enhancing alternatives to substance abuse.

B. Structure of CBT Groups

1. CBT groups shall be taught on each unit twice each day five days a week.
2. Class size should be no more than 15 youth in a class. The ideal class size would be between 8-10 youth.
3. CBT groups shall last one hour.
4. CBT Groups shall be co-facilitated by two staff, either programming and/or housing unit staff. If there are less than 10 youth, the CBT group may be facilitated with one staff.
5. Ideally, the first session shall be for those youth who need the initial class on that specific topic and the second session shall be used for those youth who need the ongoing class. Depending on the numbers, if it is necessary, youth who need ongoing may be allowed to attend the initial class. However, youth who need initial shall not attend the ongoing class.
6. Prior to the first CBT session of the day, the lead facilitator shall identify the youth who need initial or ongoing group sessions. The lead facilitator will identify those youth assigned to each session.
7. All youth on the housing unit should attend one of the two sessions offered each day.
8. The lead facilitator shall attempt to routinely alternate the youth between the first and second sessions so the youth are not always attending the same time slot.
9. A youth who refuses to attend CBT groups shall be provided an alternative structured activity during the duration of the group. This will also result in the youth not making his/her day.

C. Facilitation of CBT Groups

1. A CBT group shall not be cancelled without prior authorization from a member of the Detention Administrative Team.
2. It is the responsibility of the Juvenile Detention Unit Supervisor of the assigned housing unit to ensure a housing unit staff actively co-facilitates the CBT groups and to ensure that all scheduled groups occur.
3. Youth Advocacy Unit programming staff and/or community based organizations will typically be assigned as the lead facilitator for each CBT group. However, if facilitators from the Youth Advocacy Unit are not available, the Unit JDUS will be notified and will be responsible for securing appropriate staffing to facilitate the CBT group.
4. Prior to conducting the CBT group, the co-facilitators shall review the curriculum, assign roles, and discuss the topic(s) for the class. The co-facilitators shall also ensure they have all the required materials for the class.
5. Facilitators must not deviate from the content of what is to be taught each session. The lesson plan should be followed for each lesson.
6. Each facilitator of the CBT group shall review the homework from the prior session, explain and model the new skill, and allow all the youth to role-play the skill.

D. Initial CBT Groups

1. Initial group sessions are designed to introduce the youth to basic program tools.
2. Each youth will attend one “initial” group of the following sessions:

a. Session 1: Introduction to Cost Benefit Analysis

The Cost-Benefit Analysis Tool will be used as a motivational enhancement tool to encourage youth to begin thinking about their participation in programming while at Juvenile Detention. They will learn how to complete a cost-benefit analysis form and apply this skill to the decision to come to group.

b. Session 2: Thought-Behavior Link

The cognitive behavioral model (the A-B-C model) will be reviewed with the youth. The youth will practice applying this model to

situations pertinent to their lives. Youth will also be taught the “iceberg effect” to help differentiate thoughts from belief systems.

c. Session 3: Introduction to Thinking Reports

Youth will be taught the purpose of a Thinking Report. Youth are then taught each component of a thinking report and will practice completing a thinking report.

d. Session 4: Introduction to Skillstreaming – Active Listening

Youth will be taught the purpose of role play. Youth will be taught the social skill “active listening” through didactic presentation and modeling. Youth will then practice using the skill via structured role play.

e. Session 5: Introduction to Skillstreaming – Giving Feedback

Youth will then learn the social skill “giving feedback” through didactic presentation and modeling. Youth will practice using the skill via structured role play.

E. Ongoing CBT Groups

1. Once a youth has completed the cognitive behavioral initial group sessions, he/she will attend the related ongoing group sessions.

2. The youth will attend “ongoing” groups of the following sessions:

a. Session 1: Introduction to Cost Benefit Analysis

Youth will review a cost-benefit analysis and then complete a cost benefit analysis form related to a specific problem behavior of their own.

b. Session 2: Thought-Behavior Link

Youth will review the A-B-C model and practice applying this model to a situation pertinent to their lives.

c. Session 3: Introduction to Thinking Reports

Youth will review the components of a Thinking Report and complete a Thinking Report related to a situation of their own. Youth will then role play the Thinking Report focusing on the new thinking.

d. Session 4: Thought Stopper

Youth will be taught the purpose of thought stoppers. Youth will learn how to use thought stoppers and then practice using them via structured role play.

e. Session 5: Skillstreaming

Youth will be taught a specific social skill through didactic presentation and modeling. Youth will then practice the skill via structured role play.

F. Documentation of CBT Groups

1. The lead facilitator is responsible for enrolling and documenting the youth's attendance in CBT groups.

2. Initial Group Documentation

- a. At the end of the CBT group session, the lead facilitator shall go to Program Enrollments in JJIS, enroll the youth in that specific initial CBT session, and change the status to complete.
- b. At the end of the CBT group session, the lead facilitator shall note on the class roster whether each youth actively participated in group and are eligible to make their day. A youth who does not actively participate in group is not eligible to make their day.

3. Ongoing Group Documentation

- a. At the end of the CBT group session, the lead facilitator shall go to Program Enrollments in JJIS, enroll the youth in that specific on-going CBT group session and click on the corresponding date the CBT group session was completed.
- b. If the on-going CBT session has already been entered into JJIS, click on the corresponding date and save.
- c. At the end of the CBT group session, the lead facilitator shall note on the class roster whether each youth actively participated in group and are eligible to make their day. A youth who does not actively participate in group is not eligible to make their day.