



# Appendix

## Inventory of Therapy Techniques: Cognitive-Behavioral Therapy

The ITT-CBT manual provides basic descriptions of the ITT-CBT techniques and how to score them in your own sessions and in the online training system. CBT is a treatment modality with a range of applications and available tools to support the interventions. Within this appendix, there are more expansive examples of the ITT-CBT techniques and a selection of worksheets. Worksheets can be used inside and outside of sessions, and there are likely infinite permutations available for these techniques. The worksheets and examples here are far from exhaustive, and interested therapists will find a wealth of material on the web and in CBT textbooks. Therapists can also feel free to make their own worksheets or construct diagrams, thought records, and functional analysis charts (to name a few) with pen and paper in session with clients. It is our hope that the materials within this appendix are helpful and represent a start for curious therapists looking to expand their comfort with CBT techniques.

## ABC Analysis Data Sheet

**Student:** \_\_\_\_\_

**Description of behavior (s) of interest:** \_\_\_\_\_

[illegible]

## **Identify Function of Behaviors:**

-There are 4 main reasons for challenging behaviors to occur:

1. to escape or avoid an undesirable situation (ex. taking a test)
2. to get social attention (positive or negative) (ex. receiving a hug or a reprimand)
3. To gain access to a desired item/activity- (ex. To go outside)
4. To access sensory input- (ex. Enjoying the feeling of high-5's)

### Looking at ABC's

**Antecedents**- an antecedent is an event that sets the occasion for a behavior or what happens right before a behavior occurs.

Antecedents can be factors in an individual's external environment such as an instruction by a teacher or a comment from another peer.

An individual's internal states can also serve as antecedents, like pain from headaches or feeling hungry.

**Behaviors**- a behavior is anything that someone does. Although there can be internal behaviors, most behavioral interventions focus on external behaviors that are observable and measurable.

**Consequence**- A consequence is anything that immediately follows as a result of a behavior. Consequences can increase the likelihood of a behavior happening again, decrease the likelihood of a behavior happening again, or have no effect on the occurrence of a behavior of the future.

Replacing the behaviors- behavior plans should be designed to provide appropriate consequences for the behaviors based on the determined function of the targeted behavior. More importantly, plans should also include ways to teach appropriate alternatives to engaging in those behaviors. It is important to identify and teach replacement behaviors in conjunction with the reduction of the challenging behaviors. Replacement behaviors can include:

- appropriate requesting
- how to access attention appropriately
- how to appropriately communicate wants and/or needs

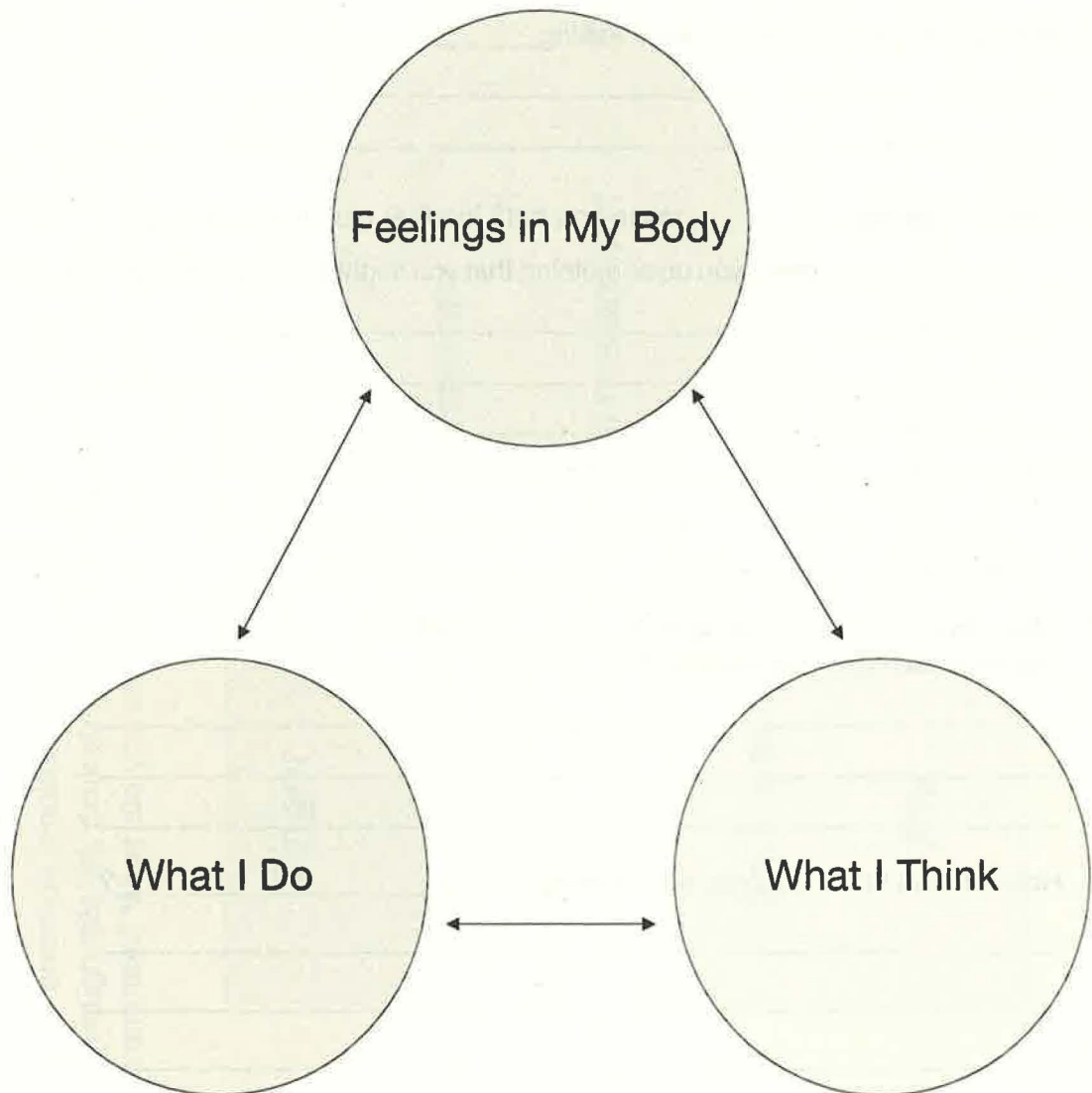
Appropriate replacement behaviors should be reinforced!

**Worksheet 2.3: Breaking Down My Emotions**

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**Trigger:**

**Emotions Experienced:**



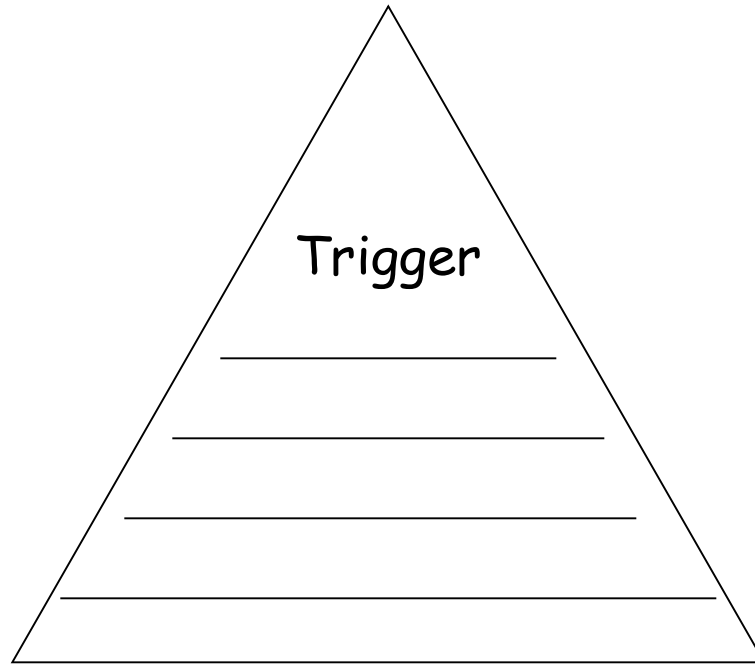
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Feeling

Trigger



Thinking

Doing

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Cognitive Restructuring Thought Log

Date/Time /Place	My unhelpful thought	The emotions or feelings	Evidence the thought is true/realistic/ helpful	Evidence the thought isn't true/isn't helpful	A more helpful thought is...

## **Cognitive Restructuring: Specific Examples**

### **1. Triple Column Strategy**

The triple column strategy is aimed at *enhancing cognitive awareness*. It is designed to aid teens in becoming more aware of their self-talk as it relates to problem behavior. Therapists ask teens first to self-monitor their automatic thoughts and distortions in the context of emotionally upsetting situations. Next, they use the knowledge gained in sessions to challenge these thoughts. Teens try to define the type of cognitive distortion involved with their current situation and then generate alternative, adaptive responses to the distortion. Therapists may instruct teens, “Ask yourself, what are the negative thoughts associated with my wanting to do the problem behavior? What am I saying to myself about the upsetting situation? Listen to your self-talk.”

### **2. Externalization of Voices**

Externalization of voices is aimed at *changing dysfunctional thinking*. People constantly engage in self-talk about their life experience. Teens’ self-talk is analyzed by attributing a separate voice to the functional and dysfunctional elements involved in the thought. By having therapists play the role of the dysfunctional voice, teens learn to identify negative self-talk and respond adaptively to it. Therapists model the adaptive response to the teens’ negative verbalizations. Then, teens practice stating their negative thoughts aloud and using the adaptive voice. After rehearsal, therapists arrange a series of increasingly difficult situations for teens to use the externalization of voices technique.

### **3. A-B-C-D-E Technique**

The A-B-C-D-E technique is aimed at reducing *negative feelings* such as suicidality, depression, PTSD symptoms, substance use, anger, and disappointment.

Present A-B-C-D-E Worksheet and define first 3 steps of the thought-changing process:

Step 1: A = Activating Event. Any situation that triggers a negative feeling.

Step 2: B = Beliefs. How we think about the situation.

Step 3: C = Consequences or Feelings. Our negative feelings in response to A.

Review the Thinking Traps handout and emphasize that thinking mistakes are common and happen to everyone. Ask teens which thinking mistakes they make most often. Summarize that our negative beliefs, which are often untrue and affected by thinking mistakes, can cause negative emotions.

Return to the A-B-C-D-E Worksheet and define the D and E steps:

Step 4: D = Dispute. Introduce the dispute step as the most important step of the thought-changing process. Note that the goal is to argue against our negative beliefs and come up with a different way to look at the situation. One way to dispute negative beliefs is to think about what you would tell a good friend in the same situation.

Step 5: E = Effect. Define this final step as rating the effect or outcome of changing the negative beliefs in Step B. Note that the goal is not to erase negative feelings or feel completely happy about the negative situation, but simply to feel better.

Identify a recent real-life situation and lead the teen through steps A-B-C-D-E.

## Thought Changing Worksheet

### 1st Step: Activating Event

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### 2<sup>nd</sup> Step: Beliefs (skip 2<sup>nd</sup> step)

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

### 3<sup>rd</sup> Step: Consequences or Feelings (go back to 2<sup>nd</sup> step)

1 \_\_\_\_\_ 2 \_\_\_\_\_

### 4<sup>th</sup> Step: Disputes

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

### 5<sup>th</sup> Step: Effect or Change

1. I feel better

2. I can make better decisions



## Thinking Traps

### ***BLACK/WHITE THINKING:***

You view a situation or person as all good or all bad, without noticing any points in between.

### ***PREDICTING THE WORST:***

You predict the future negatively without considering other more likely outcomes.

### ***MISSING THE POSITIVE:***

You focus on the negatives and fail to recognize your positive experiences and qualities.

### ***FEELINGS AS FACTS:***

You think something must be true because you “feel” it so strongly, ignoring evidence to the contrary.

### ***JUMPING TO CONCLUSIONS:***

You decide that things are bad without any definite evidence.

#### ***MINDREADING:***

You assume that you know what others are thinking without asking.

#### ***FORTUNE TELLING:***

You predict things will turn out badly.

### ***ASSUMING CONTROL:***

You assume that you can control how others behave in situations where you really don't have any control.

### ***EXPECTING PERFECTION:***

You believe that you (or others) should be perfect in the things that you(or others) say or do.

# Body Talk Symptoms

Tension in Body	Other Body Reactions	Behaviors
Forehead	Fast heart beat	Fold Arms
Jaw	Sweating	Slam door
Neck	Shortness of breath	Throw things
Chest	Breathe quickly	Kick things
Shoulders	Hot flashes	Hit/punch things
Arms	Rash	Yell
Hands (fist)	Lump in throat	Swear
Legs	Headache	Pull your hair
Back	Stomachache	Hit others
	Cry	Give the silent treatment

# Feelings Thermometer

Extremely \_\_\_\_\_



10	_____
9	_____
8	_____
7	_____
6	_____
5	_____
4	_____
3	_____
2	_____
1	_____

Calm and Cool

# Stay Cool Worksheet

**Problem:** \_\_\_\_\_

\_\_\_\_\_

## My Stay Cool Plan

Things I Said to Myself

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---

Things I Did

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## How Helpful Was My Stay Cool Plan?

1

2

3

4

5

Not Helpful  
At All

Somewhat  
Helpful

Helpful

Pretty  
Helpful

Very  
Helpful

### **The Advanced Course: Practicing Mindful Awareness**

Mindfulness, or the ability to focus your attention on the present moment, is a skill that can be strengthened with practice. Practicing mindful awareness can support identifying arousal cues and triggers.

1. **Notice It:** Pay close attention to the details of what you are seeing, hearing, smelling, touching, tasting. Try to notice what each of the five senses is registering, one at a time without the distraction of the others.
2. **Say Something about It:** Thinking but without speaking out loud, use words/labels to describe what your five senses are communicating. Try not to make decisions yet about what each experience *means*, but rather just notice what is happening in the moment, like a play-by-play announcer in sports.
3. **Experience It:** Let yourself become fully involved in the moment and what it *means*: what thoughts and feelings arise in association with what each of the senses are registering. Again try to remain undistracted by other sensations or unrelated thoughts, but when you inevitably DO become distracted, try to notice this fully and then return to experiencing the here-and-now. Gradually expand your practice of mindful awareness to everyday actions (e.g., breathing, walking, eating) and objects (e.g., the chair in which you are sitting, a bowl).

### ***Pleasant Mental Imagery***

Many individuals can achieve an adequate relaxation response by closing their eyes and imagining themselves in a relaxing situation. Teens often supply their own imagery scene. Instruct the teen to assume a relaxed supine position, close eyes, and then focus upon the scene for 10-15 minutes. For an example, and a boilerplate script that can be used for all clients, see the attached *Guided Imagery Script*.

### ***Progressive Relaxation (worksheet: CBT-7 pp. 51-2, 57; Brown)***

Progressive Relaxation is directed at reducing muscle tension and subsequently general anxiety.

There is no set order for the training of various muscle groups; however, it is usually easiest to begin with the hands and arms because of convenience. Next, the neck and head areas are worked with; because much tension build-up occurs in this area, there is often dramatic reduction in anxiety after this step. Then the abdominal and leg muscles are worked on in sequence. It is important to note that the relaxation response is not obtained simply through muscle contraction and release. Emphasize that attention to subtle differences between the muscle tense state and the muscle relaxed state is the key to this technique. Training leads teens to be able to consciously detect increasing tension and eventually be able to think “relax” in order to achieve the relaxation response. In other words, teens become self-controlling of their ability to detect increments in anxiety and become relaxed. For an example, and a boilerplate script that can be used for all clients, see the attached *Progressive Muscle Relaxation Script*.

### **Four Main Objectives of Anger Management**

Introduce the concept based on teen's ability to comprehend:

- Anger is a normal human emotion, and angry feelings can be separated from angry actions.
- Anger can be used destructively or constructively (energy to solve problems).
- Destructive anger can be active or passive (shut self down, block others out).
- Anger can be linked to other negative emotions (sadness, anxiety) or behavior (drug use).

#### ***Identify Reinforcers of Anger***

- ☐ Identify common instances/situations in which teen recalls becoming angry/aggressive
- ☐ Review common anger consequences: (perceived) positive and (multiple) negative

#### ***Learn to Recognize Anger and Its Triggers***

- ☐ Identify the unique set of physical “warning signals” for beginning to feel out of control: upset stomach, clenched jaw, sweating, tightened fist, heavy breathing, high pulse
- ☐ Catalogue triggers: *direct* (frustration, verbal/non-verbal attack), *indirect* (fear of being blamed, disappointing others), *long-term* (helpless/depressed, sleep disturbed, wired)
- ☐ Marijuana withdrawal can induce anger-like sensations

#### ***Learn to “Cool Down”***

- ☐ Decide on a set amount of time and alternative activities to support walking away
- ☐ Review emotional (mindfulness, relaxation) and behavioral (communication, problem-solving) coping skills that can be practiced during the cooling down period

#### ***Practice Empathy***

- ☐ Review cognitive coping skills that can be used to examine situations and justifications from various viewpoints
- ☐ Conduct expansive role play scenarios, taking roles on both sides of a dispute
- ☐ Learn to avoid or passively cope with persons/situations of consistent unhealthy anger

## Big List of Pleasurable Activities

	Talk to friend on phone		Go to favorite café for coffee or tea
	Go out and visit a friend		Go to a sporting event
	Invite a friend to your house		Play a game with a friend
	Text message a friend		Play solitaire (with real cards)
	Send e-mail or post to a friend		Go online to chat
	Exercise		Look for blogs you like
	Stretch your muscles		Visit your favorite websites
	Go for a walk in a park or somewhere peaceful		Listen to a podcast (start downloading favorite podcasts)
	Do yoga, tai chi, Pilates or take classes to learn		Sell something you don't want on the internet
	Ride your bike		Create your own website
	Go for jog		Join an internet dating service
	Go for a swim		Buy something on the internet
	Go for a hike		Do a puzzle with lots of pieces
	Get a massage		Do a puzzle or sudoku
	Go to a spa		Go get a pedicure or manicure
	Get out of house, even if you just sit outside		Go to a magazine stand and peruse magazines
	Go for a drive in your car, or on public transportation		Go to café or square and watch other people, imagine what they are thinking
	Plan a trip to a place you've never been before		Go to library and check out books on topics, hobbies, places you are curious about
	Make a cup of tea		Go to a bookstore and read
	Cook your favorite meal		Go shopping
	Cook a recipe you've never tried before		Go to a craft store and look around for ideas
	Take a cooking class		Go get a hair cut
	Go out for something to eat		Learn a new language
	Eat something you really like		Listen to a show in another language
	Go outside and play with your pet		Sing or learn to sing
	Go borrow a friends dog and take it to the park		Listen to upbeat, happy music (make list of song, or i-phone playlist)
	Go outside and watch the birds or other animals		Turn on some loud music and dance around
	Go to zoo or aquarium		Memorize lines from your favorite movie, play, song or poem
	Watch a funny movie (start collecting funny movies)		Make a movie with your camera or video camera

## Big List of Pleasurable Activities

	Go to library or movie place to rent a movie		Make a list of celebrities you'd like to friends with and why
	Go to movie theatre and watch whatever is playing		Join a public speaking group and write a speech
	Listen to the radio		Participate in a local theatre group
	Watch a specific show on television		Sing in a local choir
	Paint a picture with a brush or fingers		Join a club
	Knit, crochet, or sew or learn how to		Plant a garden
	Draw a picture		Plant plants for balcony or inside
	Take photographs		Take a walk and look at other's gardens
	Volunteer at a local organization		Paint your nails
	Visit a museum or local art gallery		Change your hair color
	Go to church, synagogue, temple or other place of worship		Work on your car, bicycle or motorcycle
	Pray or meditate		Take a bubble bath or shower
	Cut out pictures from old magazines and make a collage		Rub your feet and hands with lotion
	Adapt a song with your own lyrics		Start a blog
	Make a list of people you admire and want to be like		Make a meme
	Describe what you admire about these people		Sign up for class at a local school, college or on-line
	Imagine how someone you admire would act/do in your life		Read your favorite book, magazine, newspaper, or poem
	Make a list of places you'd like to visit nearby		Read a trashy magazine
	Write a poem, story, play about your life or someone else's life		Write a letter or card to a friend or family member
	Make a list of 10 things you'd like to do before you die		Write things you like about yourself
	Write a letter to someone who has made your life better and tell them why (you do not need to send it)		Write in your journal or diary about what happened today
	Write about the craziest, funniest, or sexiest thing that has ever happened to you		Write a loving letter to yourself when you are feeling good and keep it to read when you are upset
	Write a song		Make a list of 10 things you are good at and keep to read when you are upset
	Play an instrument or learn how to play one		Start a collage of cartoons that make you laugh
	Start a quote list, of quotes that inspire you and/or make you laugh		Create your own list of pleasurable activities
	Organize a party		Other ideas:



Weekly Plan for Pleasant Activities

Goal for number of activities done each day: \_\_\_\_\_

Date:							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

Other activities I want to plan for in the next few weeks:

## Problem Solving Worksheet

Select problem: \_\_\_\_\_

**O**ptions

**L**ikely Outcome (+, -, +/-)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Circle the **V**ery Best One

**E**valuate: How well did it work?

1

2

3

4

5

not

very

well

well

\_\_\_\_\_

## Problem Solving Log

What is the Problem		
What would be a good outcome?		
	Solution #1:	Pros:  Cons:
What are possible solutions and their pros and cons?	Solution #2	Pros:  Cons:
	Solution #3	Pros:  Cons:
What is the action plan for chosen solution?		
What was the outcome?		
What are next steps to revise plan or choose new solution		

## Drug and Alcohol Refusal Skills Reminders and Practice

When someone offers you alcohol or drugs, keep the following communication skills in mind:

- It is OK to say “no” and often good to say “no” first.
- Invite yourself to speak in a clear and firm way.
- Make direct eye contact.
- Suggest an alternative:
  - Something else to do
  - Something else to eat or drink
- Change the subject
- Avoid vague answers if you can
- Increase your awareness of guilty or worried feelings when refusing marijuana, and use coping skills to manage those feelings.
- If you want to, you can ask the person offering you marijuana to stop doing so and not to do so in the future

Listed below are some examples of people who might offer you drugs or alcohol in the future. Give some thought to how you will respond to them, and write your responses below each item.

Someone close to you who knows you are making changes in your life:

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A school friend:

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A coworker (if you have a job):

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A new acquaintance or a romantic interest:

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A person at a party with others present:

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A relative at a family gathering:

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**YOU HAVE THE RIGHT TO:**

- Share your opinions and feelings in a way not meant to intentionally hurt others
- Ask others to change behaviors that negatively affect you
- Ask others for support when you need it
- Reject anything that others say to you or request from you if it could hurt you

**COMMON COMMUNICATION STYLES:**

**PASSIVE:**

- Focus on the needs of others, even if it means sacrificing your own needs
- Keep your feelings and thoughts inside to avoid conflict with others
- Avoid conflict in the short-term, but may feel badly about yourself and resent others in the long-term

**AGGRESSIVE:**

- Focus on your own needs, even if it means disregarding the needs of others
- Pressure people into doing what you want by threatening, arguing, or insulting them
- Get what you want in the short-term, but may lose relationships and feel badly about yourself in the long-term

**PASSIVE-AGGRESSIVE:**

- Focus on your own needs, but do it in an indirect way that makes it look like you are focused on other people's needs
- Give hints about what you want, make sarcastic comments or talk under your breath
- Show others that you are upset without telling them (e.g., slam doors, give the silent treatment, arrive late, do a sloppy job)
- Express yourself and avoid conflict in the short-term, but may lose relationships and feel badly about yourself in the long-term

**ASSERTIVE:**

- Focus on your own needs AND the needs of the other person
- State your opinions directly in a way that increases your self-respect
- Ask for what you need in a way that respects the other person's rights

## **Steps Toward Positive Communication**

### **Timing is Key**

- Find a time when both people are ready to talk.
- Avoid times when people are tired/upset/etc.
- Take a break if the conversation starts to get too heated.

### **Stick to the facts; Stick to the present**

- Be specific-don't beat around the bush
- Don't dig up the past
- Avoid judgment and name calling
- Use a clear, calm, and sincere voice.

### **Give to Get**

- Start with a statement that shows you care about the other person's feelings or perspective.
  - Teen Example: I know you've been worried about me lately. Is that true? I also want to be able to spend time with my friends.
  - Parent Example: I've noticed you've been really angry lately about the rules. Is that right? I want to be sure you're safe.

### **Use Active Listening**

- Look at the person with calm neutral face
- Stay focused on the other person and don't get distracted by surroundings
- Nod Head and say "Uh-Huh"
- Ask Questions
- Repeat back what you have heard, not just the facts but the feelings too.

**Example of Communication Training: Active Listening**

1. Introduce the topic of communication, seeking potential reinforcers for behavior change (e.g., “I’m tired of all the yelling at my house”)
2. Assess current quality of communication between teen and important people in their life, again seeking potential goals for change.
3. Teach the basics of Active Listening: **Listen**: pay attention, repeat their words in your head. **Rephrase**: restate out loud what was said (therapist models). **Ask Questions**: shows attention and desire to hear more. **Show Understanding**: it is OK to have differing points of view.

What I am committing to do?

How often will I do it? (How many times per week / day?)

	What I did	Comments
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Discussion points for the next session



## **Basic Session Plan for Family Communication Training**

There are a host of parent and family skills that can be learned and practiced together by family members to promote improved family interactions and relationships, including:

- Using “I” statements
- Expressing and acknowledging appreciation for others (reciprocity awareness)
- Making positive and respectful requests of others (assertive communication)
- Parenting skills (monitoring, limit setting)
- Family problem solving and conflict management

### **1. Collaboratively develop a family agenda item for the session**

Elicit a family agenda item for session. Spend enough time on the agenda to set priorities collaboratively. For example, ask whether things came up this past week that are important to discuss in session; or, other goals/problems that all family members can agree to work on.

### **2. Present the family skill**

Review all points for the skill you are featuring, and check family member understanding of the skills/tips presented. Have each member demonstrate a few of the tips in order to assess their comprehension of the information. If needed, role play these behaviors to model them for family members.

### **3. Role play the family skill**

Family members will practice new skills through role playing. Alternate practicing the reviewed skills with the caregiver(s) and then the teen, while the other member sits out. That is, role play a teen while the caregiver(s) practice, then role play a parent while the teen practices. Observers should be prompted to emphasize positive feedback.

### **4. Discuss the importance of emotion regulation during family interactions**

In the next exercise members practice directly with one another. Share that it is common to lose sight of positive communication when discussing sensitive topics or areas of conflict. So, it is important to use emotion regulation strategies when interacting. Review the guidelines below, and then ask family members to practice with one another.

1. Enter a discussion only when both parties are calm.
2. Use emotion regulation strategies as needed to remain calm during discussions (e.g., deep breathing, coping thoughts). Ask members about the strategies that work best for them.
3. Do not continue a discussion when one member becomes very upset. If a discussion becomes heated, separate and give adequate time to cool off. Do not re-engage in the discussion until both parties are ready.

### **5. Facilitate caregiver-teen discussion**

Have the caregiver(s) and teen face their chairs toward each other to better facilitate eye contact and other active listening skills. If the conversation starts to get too “heated”, have the pair take a short break to use an emotion regulation skill.

### **6. Practice new skills during a home family activity**

Ask family members to select one pleasant activity that they all enjoy (e.g., cooking, going for a walk, watching a favorite show) to engage in together at home over the next week for no less than 15 minutes. Share that these kinds of activities will keep them closer and make difficult discussions go more smoothly. Encourage members to practice the new skills with one another that they learned during session. Also, encourage them to refer to the positive communication handout at home to practice skills they had trouble with in session.

### **Core Family Skill: Reciprocity Awareness**

Reciprocity awareness is a way of repairing the often strained relationships in families of teens with problem behaviors. One way to promote healing in family relationships is by creating an environment in which everyone in the family can express appreciation for family members' past actions, and family members can respond to this expression of appreciation positively and provide reassurance that the acknowledged behaviors will occur in the future.

#### **Stage 1: Provide Rationale**

Explain that family members like to be appreciated when they do positive things for other family members, and appreciation makes it more likely that future positive actions will occur. Emphasize that reciprocity awareness is very effective and also fun for the family.

#### **Stage 2: Positive Statement Exchange**

Assemble family members in a circle. Instruct each member to record at least one behavior performed by every other member that is appreciated. Make sure members record the same number of appreciations (between 1-3) for every other member. When all have completed recording, ask one person to state one appreciation; then, ask the person who receives the compliment to (1) express how it felt to hear the compliment; (2) express that the compliment itself was appreciated; (3) express that an attempt will be made to continue the desired behavior. Have that complimented person then continue the chain by appreciating another member. Prompt and coach as needed.

#### **Stage 3: Homework Assignment**

Each member should tell every other member during the week that at least one behavior was appreciated; the giving member should record the appreciation on the worksheet. Remind members to respond positively to compliments during the week, thanking the giver and stating the behavior will continue. When reviewing homework in session, instruct members to recall how it felt to be complimented and whether they were able to reciprocate with thanks and commitment.

### **Steps to Building a "Home Plan"**

Home plans can be developed in three ways: (a) With parent alone and then introduced to the teen in the next session; (b) With the parent alone and then introduced to teen at end of this session; (3) With the teen and parent together from the start.

### **1. Provide rationale for a home plan and identify problem behaviors**

Share that you will be developing a home plan to address problem issues that cause conflict. Note that the home plan is intended to make expectations at home clearer for both teen and parent to prevent misunderstandings; make sure the teen gets rewarded regularly for good behavior; and re-build trust. Briefly discuss the behaviors associated with negative parent- teen interactions within the family. These may include problems related to information sharing, social behaviors, home rules/chores, and school performance. Share that these are common problems in homes with teens and can be successfully addressed in a home plan.

### **2. Develop a home plan**

Using the template of a formal “contract” (see Home Plan contract), and based on your discussion, guide the family in the selection of problem behaviors to include in the home plan. Tailor the home plan to each family. It is important not to be too ambitious on the first day, and never tackle more than three problem areas in a single session. Revise and complete this plan over multiple sessions as needed.

### **3. Choose rewards and consequences**

Share that changing behavior can be a very hard thing for teens to do. A good rule of thumb is to choose rewards and consequences that are logically linked to the targeted behavior (see Possible Rewards handout). For example, if the teen completes their chores then the reward might be an allowance and a consequence might be absence of an allowance. If the teen follows socialization rules (e.g., asks for permission before going out with friends, does not come home intoxicated), their reward might be going out with friends the next day/weekend and the consequence would be having to stay home.

### **4. Choose a time to review targeted behaviors and give rewards/consequences**

Develop a system to review targeted behaviors included in the home plan. This may include a check-in at a certain time each evening or a weekly check-in. Instruct the family to choose a time to review behaviors and administer rewards/consequences.

### **5. Discuss general guidelines and potential obstacles**

*Caregiver guidelines:* 1. Be consistent and follow through on rewards and consequences each time the targeted behavior occurs. 2. Do not argue with the teen about consequences for targeted behaviors included in the home plan. Ignore complaints or attempts to negotiate punishments. 3. Do not take a specified reward away if the teen has complied with the plan. Choose other potential means to deal with problems. Parents often want to withhold a reward if the teen performs negative behaviors that are not included in the home plan (e.g., acts disrespectfully). The home plan will **not** work if the teen is not rewarded as contracted. 4. Do not discuss rewards/consequences if a teen is intoxicated or extremely upset.

*Family guidelines:* Discuss factors that might impede successful implementation of the plan (e.g., teen nagging, manipulating statements such as “I hate you” or “I don’t care about it anyway”) and how to deal with these factors. Adjust the plan based on unanticipated obstacles; this is common and can be done in the next treatment session.

## Acknowledgements

The source material for the ITT-CBT Appendix derives from the following primary sources:

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