Resuming Group-Based Programs Policy

The following protocol outlines best practices as it relates to proper safety measures while resuming group-based programming. Please note, similar to all COVID-19 related policies, these documents are living and will be updated accordingly as more information is available.

Prior to group-based programming resuming, counties will need to submit a written protocol which addresses the start date of group resuming, the number of youth that will be in attendance, how social distancing will be maintained, how protective cleaning products will be utilized to maintain a safe space for group, and an updated cohort schedule. This should be submitted via email to your designated Model Fidelity Coordinator and copy smikkelsen@cjcc.ga.gov.

Model Fidelity staff is available to answer any questions and provide technical assistance needed. Please note, email is the preferred method of initial communication as our office is teleworking until further notice.

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Purpose
The purpose of this document is to provide guidance for group-based programs returning from temporary suspension and the health practices that should be implemented to ensure safety and successful re-entry for students.

General
When services resume, court/programmatic staff need to make sure parents are comfortable/consent to their youth to returning to programming. If parents do not consent, then programmatic staff need to identify an alternative plan for the youth to complete the group. One alternative could be done by completing one on one make-up sessions.

Counties should utilize CDC guidelines for safety protocols[1] for all youth, facilitators, or program staff. Courts should ensure that all staff overseeing or facilitating group are healthy. Staff working directly with youth and youth should have their temperature taken prior to each session.

Should youth, facilitators, or program staff have symptoms of COVID-19, counties should have a plan in place. For instance, if a youth has a fever the youth is not permitted to class, or a facilitator who has a fever may not facilitate. Please note, fever is defined per CDC as 100.4°F/38°C or higher.[2]

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[1] https://www.cdc.gov/coronavirus/2019-ncov/community/index.html
[2] https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID-19_CAREKit_ENG.pdf

Masks and gloves should be made available to youth. Hand sanitizer or soap and disinfectant wipes must be available and used frequently. The group room should be disinfected before and after group.

Transportation

Each youth should have their temperature taken prior to getting on the van. Social distancing should be observed, and youth should remain six feet apart while being transported. If utilizing a van, transportation should pick up youth up in small groups to ensure social distancing occurs. If unable to maintain social distancing while transporting, programmatic staff may see if parents are able to bring youth and/or pick youth up for group. The van should be disinfected prior to and after youth are transported to and from group.

Additionally, a screening assessment may be utilized for each youth before getting on the van to ensure they do not have any symptoms. This assessment will be completed for every group. Examples of questions include:

- Have you traveled to a high-risk area or location identified as a "hot spot" of confirmed coronavirus (COVID-19) cases within the last 14 days?
- To the best of your knowledge, have you had contact with a person confirmed or presumed to have coronavirus (COVID-19) cases within the last 14 days?
- Have you had a fever of 100° F degrees or higher within the last 14 days?
- Have experienced any difficulty breathing or persistent coughing within the last 14 days?
- To the best of your knowledge, are you currently experiencing any upper respiratory illnesses accompanied by a fever?

Group Room Protocol

Social distancing should be observed, and youth and facilitators should remain six feet apart while group is in session. This may require programmatic staff to relocate to a larger group room. Youth and facilitators should not touch at any time, this includes greeting such as handshakes or redirection approaches such as a tap on the shoulder. While passing out necessary handouts, facilitators should wear gloves or sanitize their hands before and after, especially while handling binders for youth. Each youth should have their own pen or pencil rather than sharing one. Youth should not bring bookbags or any other items with them on the van or to group.

Attendance should be completed by one designated facilitator opposed to each youth signing in. Snacks should only be handled by staff. All snacks should be individual bags of food and drinks should be individual cans or bottles for each youth.

Incentives

All incentives should be individually packaged items. Facilitators or staff should hand these out to youth opposed to allowing the youth to physically select one. Facilitators and programmatic staff should work with the current cohort to identify a different group incentive then the typical pizza, wings, dessert parties. Facilitators should try to limit the amount of times items are touched, for instance, refrain from giving out small pieces of candy during group.

Graduation Ceremonies

April 28, 2020

Social distancing should be observed, and all individuals should remain six feet apart. If possible, staff should identify alternative ways to have graduation. If a graduation ceremony occurs, social distancing requires that no more than 10 individuals can be in the same area and they must be six feet apart. As a result, parents/guardians and additional court staff are encouraged to virtually participate. Food for graduation should be prepared ahead of time for each youth by staff with gloves and possibly with masks on. For example, if pizza and wings are ordered, counties should purchase to-go containers with a lid and place each youth's portion in it. Drinks should be individual bottles or cans. Another option is youth receiving individual orders from a fast food or restaurant of their choice

Programming Resumes

When services resume, programs should ensure youth continue to receive the correct dosage of programming with fidelity to the model. Once a date for group to resume has been determined, Program Coordinators should create an updated cohort schedule. This schedule should be provided to everyone, including the designated Model Fidelity Coordinator. Facilitators should be notified in advance of the date group will resume.

Per best practice, facilitators will need to prepare a 'review session' for the group participants before beginning services. Details regarding the 'review session' are below. Additionally, once the cohort resumes, successful completion and previously discussed expectations for participants should remain the same as outlined in the program's Policy and Procedure Manual.

Please note, each group is different. Staff should take the following into consideration when developing a strategy for how to deal with this:
- How far group participants are in the program?
- What is the intellectual level of group participants?
- How engaged the group participants have been with the material?
- Are there any circumstances that may have occurred during the suspension?

Review Session

Facilitators will be expected to develop a 'review session' devoted to the material that has been covered and presented in the order of which skills have previously been taught. This should be completed in one session lasting one to two hours. The amount of time for the review will depend on how far along the group was in the program. There should not be any new material introduced. The session should include, but is not limited to:
- Reviewing homework from previous group
- Discussing all introduced material from curriculum
- Defining each skill
- Going over the skill steps
- Rereading past problem situations
- Modeling
- Role-playing

Programming Continues

Following the review session, group should continue its normal schedule. **Programs are to follow the session schedule as outlined in the curriculum once services resume.** Participants will be held to the same

successful and unsuccessful policies outlined in the program's Policy and Procedure Manual. An example cohort schedule which was suspended is provided as Appendix A.

It's important for Program Coordinators and facilitators to reiterate to youth and parents that group will continue from where they left off and that youth will be held to the same standards as listed in the Policy and Procedure Manual. **Each participant would still be expected to participate in (or make up) all sessions and reach program session targets by demonstrating their understanding of the skills learned and show they can correctly use each skill.** Session learning target descriptions are attached as Appendix B.

APPENDIX A: Example Cohort Schedule

The following is an example of an ART cohort schedule which suspended services after Week 4 and resumed classes 4 weeks later.

ART Topic	Date of Lesson	Day of Week	Time of Group
SST/MRT Session 1: Making a Complaint/ Jim's Problem Situation	August 5th	Monday	6:00pm-8:00pm
MRT/ACT Session 2: Jim's Problem/ABC's of Anger	August 7th	Wednesday	6:00pm-8:00pm
SST/MRT Session 3: Understanding the Feelings of Others/Jerry's Problem Situation	August 12th	Monday	6:00pm-8:00pm
MRT/ACT Session 4: Jerry's Problem/ Hassle Log and Triggers	August 14th	Wednesday	6:00pm-8:00pm
COHORT SUSPENDED	August 19th	Monday	6:00pm-8:00pm
COHORT SUSPENDED	August 21st	Wednesday	6:00pm-8:00pm
COHORT SUSPENDED	August 26th	Monday	6:00pm-8:00pm
COHORT SUSPENDED	August 28th	Wednesday	6:00pm-8:00pm
Review Session: This session may be between one to two hours	September 2nd	Monday	6:00pm-8:00pm
SST/MRT Session 5: Getting Ready for a Difficult Conversation/ Mark's Problem Situation	September 4th	Wednesday	6:00pm-8:00pm
MRT/ACT Session 6: Mark's Problem/ Cues and Anger Reducers	September 9th	Monday	6:00pm-8:00pm
SST/MRT Session 7: Dealing with Someone Else's Anger/ George's Problem Situation	September 11th	Wednesday	6:00pm-8:00pm
MRT/ACT Session 8: George's Problem/ Reminders	September 16th	Monday	6:00pm-8:00pm
SST/MRT Session 9: Helping Others/ Sam's Problem Situation	September 18th	Wednesday	6:00pm-8:00pm
MRT/ACT Session 10: Sam's Problem/ Thinking Ahead	September 23rd	Monday	6:00pm-8:00pm
SST/MRT Session 11: Keeping out of Fights/ Leon's Problem Situation	September 25th	Wednesday	6:00pm-8:00pm
MRT/ACT Session 12: Leon's Problem/ Self-Evaluation	September 30th	Monday	6:00pm-8:00pm
SST/MRT Session 13: Dealing with an Accusation/ Reggie's Problem Situation	October 2nd	Wednesday	6:00pm-8:00pm
MRT/ACT Session 14: Reggie's Problem/ Angry Behavior Cycle	October 7th	Monday	6:00pm-8:00pm
SST/MRT Session 15: Dealing with Group Pressure/ Alonzo's Problem Situation	October 9th	Wednesday	6:00pm-8:00pm
MRT/ACT Session 16: Alonzo's Problem/ Using a Social Skill and Rehearsal of Full Anger Control Chain	October 14th	Monday	6:00pm-8:00pm
SST/MRT Session 17: Expressing Affection/ Juan's Problem Situation	October 16th	Wednesday	6:00pm-8:00pm
MRT/ACT Session 18: Juan's Problem/ Rehearsal of Full Anger Control Chain	October 21st	Monday	6:00pm-8:00pm
SST/MRT Session 19: Responding to Failure/ Antonio's Problem Situation	October 23rd	Wednesday	6:00pm-8:00pm
MRT/ACT Session 20: Antonio's Problem/ Overall Review and Rehearsal of Full Anger Control Chain	October 28th	Wednesday	6:00pm-8:00pm

APPENDIX B: Session Learning Target Descriptions

Aggression Replacement Training (ART) and Thinking for a Change (T4C) session learning target descriptions are included below:

ART Session Learning Targets Description[3]:
To reach session targets, youth will have to demonstrate their understanding of the skills learned in each component of ART (Social Skills, Anger Control, and Moral Reasoning). Session targets are for youth to attain skills and show they can use the skills. To satisfy this, youth will complete role-plays, homework, hassle logs, and problem situation forms in each session. Each component's session will involve different procedures.

Social Skills Training
This is the behavioral component of ART used to teach prosocial behaviors. In ART, acquiring skills offers participants the change to substitute prosocial behaviors for their characteristic action of aggression.

Social Skill sessions involve four procedures:
1. Modeling: Youth will observe facilitators demonstrating the behaviors, or skill steps in the correct sequence through a rehearsed situation.
2. Role-playing: Each group member will role-play the steps of each skill, using a real-life situation relevant to them.
3. Performance feedback: Each group member will be provided feedback of their role-play from facilitators and the rest of the group. The feedback will specifically pertain to the youth's role-playing of the skill steps and not their acting abilities.
4. Transfer training: Each group member is assigned homework and expected to bring it back completed to the next Social Skills session. They are asked to practice the skills learned outside of group and record their experiences on a Skill Homework Report.

Anger Control Training
This is the affective component of ART used to show youth what not to do. In Anger Control Training, youth learn to respond to anger-arousing or conflict situations with a chain of behaviors. Similar to Social Skills Training, the anger control techniques and sequence are taught by facilitators through modeling, role-playing, and performance feedback. The transfer training or homework for Anger Control requires each group member to complete a Hassel Log each week to record details of conflict situations encountered. Group members use this situation when role-playing the anger control techniques and sequence.
Anger Control sessions involve youth learning to respond to their Hassel Logs with a chain of behaviors including:
1. Identifying triggers: Youth identify external and internal triggers they experience leading to high levels of anger and aggressive behavior.
2. Identifying cues: Youth identify physical signs that indicate they are becoming angry.
3. Using anger reducers: Youth learn a series of techniques to lower their level of anger.

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[3] Glick, Barry, and John C Gibbs. *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth*. 3rd ed., Research Press, 2011.

4. Using reminders: Youth will develop a self-instructional statement to use to help increase success with dealing with conflict situations.
5. Thinking ahead: Youth will evaluate the likely consequence of their behavior with if and then statements.
6. Using self-evaluation: Youth will reflect on how well they responded to a conflict situation by using the chain of behaviors. Based on their response, youth will either reward themselves for effective performance or coach themselves to respond better next time.

Moral Reasoning Training

This is the cognitive component of ART used to raise group members' level of fairness, justice, and concern with the needs and rights of others. In Moral Reasoning, youth are challenged to discuss problem situations relevant to their life with other group members who are at differing levels of moral reasoning. Youth are expected to answer questions for each problem situation each week and discuss as a group.

Moral Reasoning sessions involve four phases:
1. Introducing the problem situation: One group member reads the situation aloud to the group. Individually, group members answer the questions on the handout pertaining to the situation.
2. Cultivating moral maturity: Facilitators will assess each group members' stage of moral development and cultivate conversations with the group's more mature members. As the discussion continues, the whole group will eventually participate to discuss the problem situation.
3. Remediating moral development delay: Facilitators will assist group members in remediating moral delay with further discussion.
4. Consolidating moral maturity: Facilitators attempt to guide group members toward a unanimous response to the problem situation.

T4C Session Learning Objectives Description:
Lesson 1: Introduction
1. Describe the 3 key parts of Thinking for a Change.
2. Describe expectations for Thinking for a Change.
3. Agree to group rules and norms to follow during Thinking for a Change.

Lesson 2: Active Listening
1. Describe the importance of active listening in this group and in other social situations.
2. Perform the steps of active listening during the lesson.
3. Perform the steps of active listening in real life situations.

Lesson 3: Asking Questions
1. Describe the importance of asking questions.
2. Perform the steps of asking questions during the lesson.
3. Perform the steps of asking questions in real life situations.

Lesson 4: Giving Feedback
1. Describe the importance of giving feedback.

2. Perform the steps of giving feedback during the lesson.
3. Perform the steps of giving feedback in real life situations.

Lesson 5: Knowing Your Feelings
1. Describe the importance of knowing your feelings.
2. Perform the steps of knowing your feelings during the lesson.
3. Perform the steps of knowing your feelings in real life situations.

Lesson 6: Thinking Controls Our Behavior
1. Recognize how thoughts, feelings, attitudes, and beliefs lead to predictable patterns of behavior.
2. Practice "objective detachment" in observing and describing thoughts, feelings, attitudes, and beliefs.
3. Practice the three steps of cognitive self-change during the Lesson.
4. Apply the steps of cognitive self-change to real life situations.

Lesson 7: Pay Attention to Our Thinking
1. Use thinking reports to observe and report thoughts, feelings, attitudes, and beliefs.
2. Establish, as a group norm, an objective, non-argumentative frame of reference for each group member to examine his/her own and others' thoughts, feelings, attitudes, and beliefs, and behaviors.
3. Write a thinking report using a situation where have identified a time they had a conflict with another person.

Lesson 8: Recognize Risk
1. Identify thoughts, feelings, attitudes, and beliefs that have led to trouble in the past.
2. Use an objective point of view when describing the risk in thoughts and feelings.
3. Write a thinking report about a recent or past time when a rule was broken or someone else was hurt.

Lesson 9: Use New Thinking
1. Identify new thoughts, attitudes, and beliefs that will reduce the risk in old ways of thinking.
2. Continue to develop skills in observing thoughts, feelings, attitudes, and beliefs and in recognizing the risky thinking.
3. Practice using new thinking to reduce the risk of getting into trouble or hurting anyone.

Lesson 10: Thinking Check-in
1. Practice a thinking check-in to reinforce the 3 steps of cognitive self-change in his/her everyday life.
2. Continue to develop the skill of objective self-observation.

Lesson 11: Understanding the Feelings of Others
1. Describe the importance of understanding the feelings of others.
2. Perform the steps of understanding the feelings of others during the lesson.
3. Perform the steps of understanding the feelings of others in real life situations.

Lesson 12: Making a Complaint
1. Describe the importance of making a complaint.
2. Perform the steps of making a complaint during the lesson.
3. Perform the steps of making a complaint in real life situations.

Lesson 13: Apologizing
1. Describe the importance of apologizing.
2. Perform the steps of apologizing during the lesson.
3. Perform the steps of apologizing in real life situations.

Lesson 14: Responding to Anger
1. Describe the importance of responding to anger.
2. Perform the steps of responding to anger during the lesson.
3. Perform the steps of responding to anger in real life situations.

Lesson 15: Negotiating
1. Describe the importance of negotiating.
2. Perform the steps of negotiating during the lesson.
3. Perform the steps of negotiating in real life situations.

Lesson 16: Introduction to Problem Solving
1. As a result of this lesson the group members will be able to answer questions that help them apply the problem-solving skills to a situation.

Lesson 17: Stop and Think
1. Identify specific warning signs: physical reactions, risk thoughts and risk feelings that a problem situation.
2. Intervene in internal experiences to begin to use thinking skills to reduce risky reactions.

Lesson 18: State the Problem
1. Identify a warning sign experienced in a problem situation.
2. Describe problem situations objectively.
3. Identify how physical reactions, risk thoughts, and risk feelings create a risk of their reacting impulsively to make the problem worse.

Lesson 19: Set a Goal and Gather Information
1. Develop positive and realistic goal statements.
2. Identify reasons to consider other people's thoughts and feelings.
3. Better determine the thoughts and feelings of others.
4. Differentiate between facts and opinions.

Lesson 20: Practice Problem Solving Skills 1 – 3

1. Demonstrate the lesson's problem-solving skills (stop and think, state the problem, set a goal and gather information.)

Lesson 21: Think of Choices and Consequences
1. Generate multiple possible actions in problem situations.
2. Identify possible consequences of the choices generated.
3. Choose an action based on consequences and goals.
4. Identify thoughts that support chosen actions.

Lesson 22: Make a Plan
1. Following this lesson, group members will apply the lesson's problem-solving skill and make a plan for a real life situation.

Lesson 23: Do and Evaluate
1. Demonstrate the steps for "do it" and then use questions to evaluate what happened.
2. Using the answers to evaluation questions, decide what needs to be done next.

Lesson 24: Problem Solving – Application
1. Following this lesson, the group members will be able to apply all 6 problem solving skills to real life problems.

Lesson 25: Next Steps
1. Celebrate their successful completion of the Thinking for a Change program. (Aftercare is an option for group members/agencies).
2. Develop a personal plan for making the skills they have learned part of their life.