

## Temporary Suspension of Group-Based Programs Policy

The following policy outlines best practices as it relates to the suspension of group-based programming due to unforeseen circumstances. Model Fidelity staff is available to answer any questions and provide any 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 should a group be suspended due to unforeseen circumstances.

### **Programming Suspended**

Due to unforeseen circumstances, programs may need to be suspended during a cohort. Program Coordinators should provide weekly updates to staff (facilitators, case managers, contractors, probation officers, etc.) participants, and parents/guardians with any information concerning details for the group. Weekly check-ins could be utilized both as a check-in with youth and an opportunity to see what situations at home they have encountered where they have used the skills already learned. Guidance on weekly check-ins with youth is provided as Appendix A.

### **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. 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 B.

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 C.

## APPENDIX A: Weekly Check-Ins with Youth Guidance

When group is temporarily suspended during a cohort, it is best practice for facilitators to communicate with each youth one to two times a week. This is an opportunity for facilitators to see how the youth have been, discuss any situations they have encountered, review skills previously learned, and continue building rapport. Also, this could be used as a deterrent for youth to participate in antisocial activities, while not attending school or group.

Facilitators should prepare and develop objectives for these phone calls to ensure there is a plan when speaking to each youth. Phone calls should be individualized, and facilitators should try to discuss situations the youth has reported out on in the past. Facilitators can assign youth homework related to the curriculum to accomplish by the next check-in, so they have something to discuss and to ensure the youth understands how to correctly use the skills. Facilitators may find it helpful to review the session learning target descriptions for each program in Appendix C when preparing for phone calls. **There should not be any new material from the curriculum introduced.**

Facilitators will be expected to document phone calls made and report the time spent each day. This documentation includes preparation activities for phone calls, details of preparation, summary of each phone call, start/end times for preparation activities and phone calls, and any other related needs for check-ins. Please see example logs for facilitators (JJIG Communication Log and JJIG Facilitator Log). These logs should be submitted as part of the quarterly/monthly SER as backup documentation.

Sample questions facilitators can use for the youth check-ins include:

### *General Questions*

- How are you doing considering what is going on?
- What has it been like being at home?
- What have you been doing with your free time?
- Tell me about something you have enjoyed doing, while at home.
- What is the update with your school?
- How has completing schoolwork at home been?
- What concerns do you have with being home all day?
- What are some ways I can help you?

### *Program Questions*

- What type of situations have you experienced?
- For any of these encountered situations, were you able to use any of your skills?
- If not, what skills could you have used? Let's discuss that situation using one of the skills you have identified.
- What were some thoughts and feelings you experienced leading up to the situation?
- What would a thinking check-in include for this situation? Let's complete one.

- What cues were experienced that signaled you were getting angry?
- What would a hassle log include for this situation? Let's complete one.
- Have there been any chances for you to teach a skill to a family member or a friend?
- What concerns do you have not attending group?
- What steps are you taking to ensure you will stay out of trouble?

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

## APPENDIX C: 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<sup>1</sup>:

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:

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<sup>1</sup> Glick, Barry, and John C Gibbs. *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth*. 3rd ed., Research Press, 2011.

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.
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.