


**Cognitive Behavioral  
Interventions  
for  
Substance Abuse**

Facilitator Training

University of Cincinnati  
Corrections Institute



---

---

---

---


---

---

---

---

**Curriculum Content,  
Format  
and  
Supporting Research**



---

---

---

---

---


---

---

---

**Curriculum Organization**

- Introduction and Preparation Material
- Pretreatment Modules (optional)
- Modules 1-6
- Participant Worksheets



---

---

---

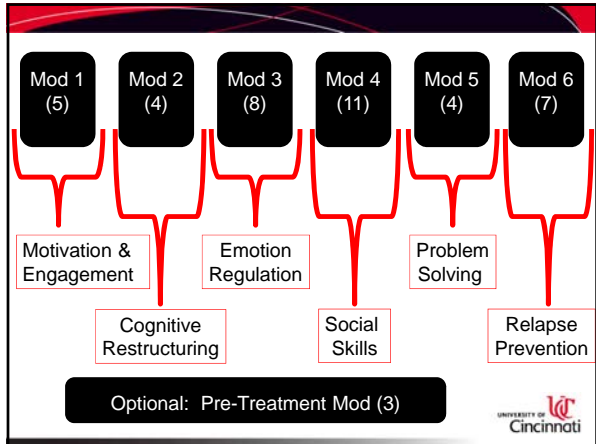
---

---

---

---

---




---

---

---

---

---

---

---

---

### Group Structure

- Ideal size: 8-10 (max 16 = 2 facilitators)
- Group time: 1.25-1.50 hours
- Modified closed group: entry points with pre-requisites, pages 11-13
- Preparation requirement: ~30 minutes
- Homework: a key to transfer of practice

---

---

---

---

---

---

---

---

### Session Format

- Session background – Facilitator notes
- Session materials
- Practice work review
- Group discussion and activities
- Practice work assignment

---

---

---

---

---


---

---

---

### Who May Deliver CBI-SA?

- Individuals who have successfully completed CBI-SA training
- Preference to substance abuse professionals
- State regulations may prohibit those without certification or licensure



---

---

---

---

---


---

---

---

### Who Would Benefit from CBI-SA?

- Clients who score MODERATE or HIGH need in the substance use domain
- Admission does not require a substance use disorder diagnosis
- Those with substance abuse or dependence diagnosis are appropriate



---

---

---

---

---


---

---

---

### How is the term "Substance Abuse" used in the Curriculum?

- Substance abuse leads to impairment in some aspect of functioning
- Individual may or may not be dependent on substances
- Current substance use (unless in a controlled environment)



---

---

---

---

---


---

---

---

## Is Abstinence Required?

- Abstinence is not required – programs will use their own policies
- Safety could warrant banning participants currently under the influence
- Drug testing is often used to monitor, but positive results are evidence of the need for treatment




---

---

---

---

---

---

---

---



Motivational Engagement  
Cognitive-Behavioral  
Social Learning – Emotion  
Regulation, Social Skills,  
Problem Solving  
Relapse Prevention

Cognitive-Behavioral Interventions for Substance Abuse

} We Poured Elements of Effective Intervention into the Curriculum




---

---

---

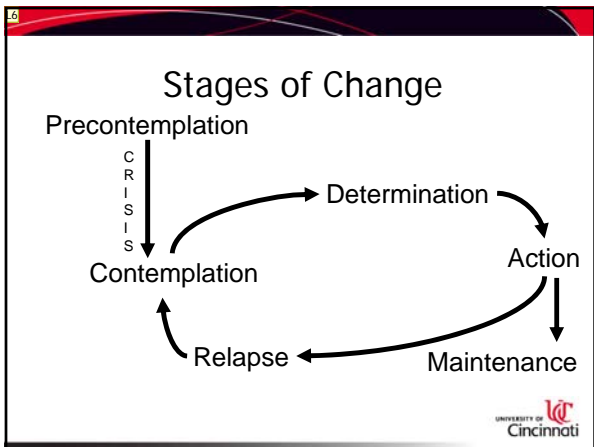
---

---

---

---

---




---

---

---

---

---

---

---

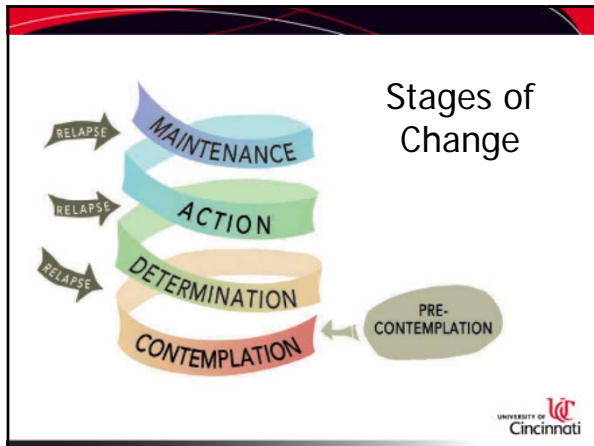
---

## Slide 12

---

**L6** Contemplation=rationalize ? It seems enough to say ambivalence (as that already points to both side of the argument).

LutherJR, 11/14/2011




---

---

---

---

---

---

---

---

Project MATCH

CBT      MET

12 Step Facilitation

<http://pubs.niaaa.nih.gov/publications/match.htm>

UNIVERSITY OF Cincinnati

---

---

---

---

---

---

---

---

Research on 12 Step Programs

2 Controlled Studies  
Mandatory AA with Offenders

↓  
No Beneficial Outcomes

UNIVERSITY OF Cincinnati

---

---

---

---

---

---

---

---

## Self-Help and Support Network

- Self-Help compliments and extends treatment effects
- Examples include 12 Step, SMART Recovery, Women for Sobriety
- Support is key – type of support can vary (church, family/friends, community groups)



---

---

---

---

---

---

---

---

## MI + CBT compared to CBT alone for Cocaine TX

- Attended more sessions
- Reported greater desire for abstinence
- Reported expectation of success
- Expected greater difficulty in maintaining abstinence
- No differences on cocaine use

McKee, et al., (2007)



---

---

---

---

---

---

---

---

## Cognitive-Behavioral Treatment (CBT)



THOUGHTS  
FEELINGS  
BEHAVIORS



Trigger

Use



---

---

---

---

---

---

---

---

## Cognitive-Behavioral Treatment (CBT)



THOUGHTS  
FEELINGS  
BEHAVIORS



Trigger

Refuse



---

---

---

---

---

---

---

---

## Reinforcement



---

---

---

---

---

---

---

---

## Pavlov Video

<http://www.myspace.com/video/sbocco-studios/pavlov/50529378>



---

---

---

---

---

---

---

---




### SA is Reinforcing

Positive Reinforcement

Social Situation + Substance Use → Pleasure

Negative Reinforcement

Stressful Situation + Substance Use → Reduced Unpleasant Feeling



---

---

---

---

---

---

---

---

### Charlie Brown and Lucy



---

---

---

---

---


---

---

---

### Motivational Incentives

<http://www.betterxoutcomes.org/motivationalincentives/PAMI.html>



---

---

---

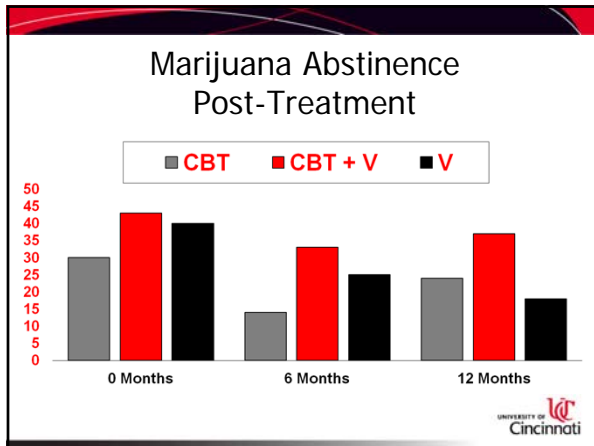
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

### Use of Lower Cost Items

- Petry (year) has shown lower but still significant benefits from low cost incentives
- Use of fishbowl, refund of fees, etc.
- Socio-economic status did not change efficacy of incentives

UNIVERSITY OF Cincinnati

---

---

---

---

---

---

---

---

---

---

### Review by Bahr, Masters, and Taylor (2012)

- CBT TCs and Drug Courts lower drug use and crime more than no treatment control
- Pharmacological treatments associated with lower frequency of drug use
- Contingency Management led to less drug use – especially when combined with CBT
- Improved outcomes with Aftercare

Bahr, S., A Masters, and B. Taylor (2012) "What Works in Substance Abuse Treatment Programs for Offenders?" The Prison Journal 20(10): 1-20.

UNIVERSITY OF Cincinnati

---

---

---

---

---

---

---

---

---

---

## Effective Programs

- Focus on high-risk offenders
- Provide strong inducements to receive treatment
- Include several types of interventions simultaneously
- Provide intensive treatment
- Include an aftercare component



---

---

---

---

---

---

---

---