

# Cognitive Behavioral Therapy for Teen Substance Use

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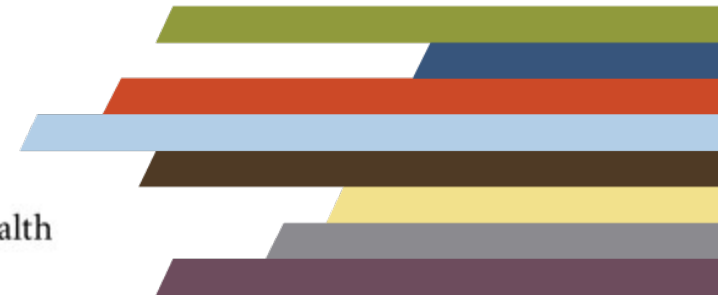
New England (HHS Region 1)

ATTC

Addiction Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration



BROWN  
School of Public Health



# Disclosures

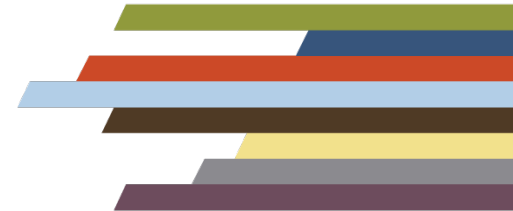
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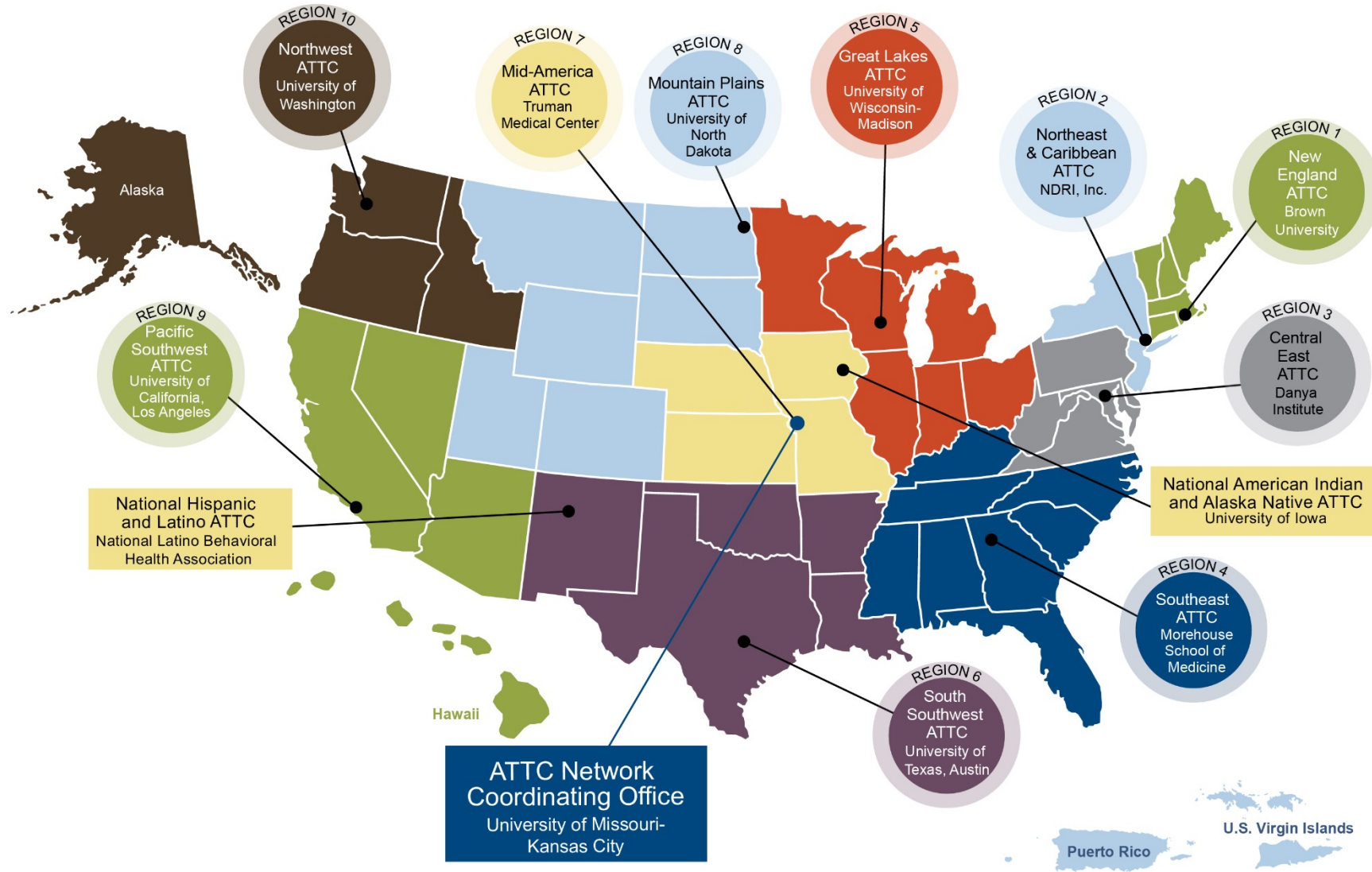




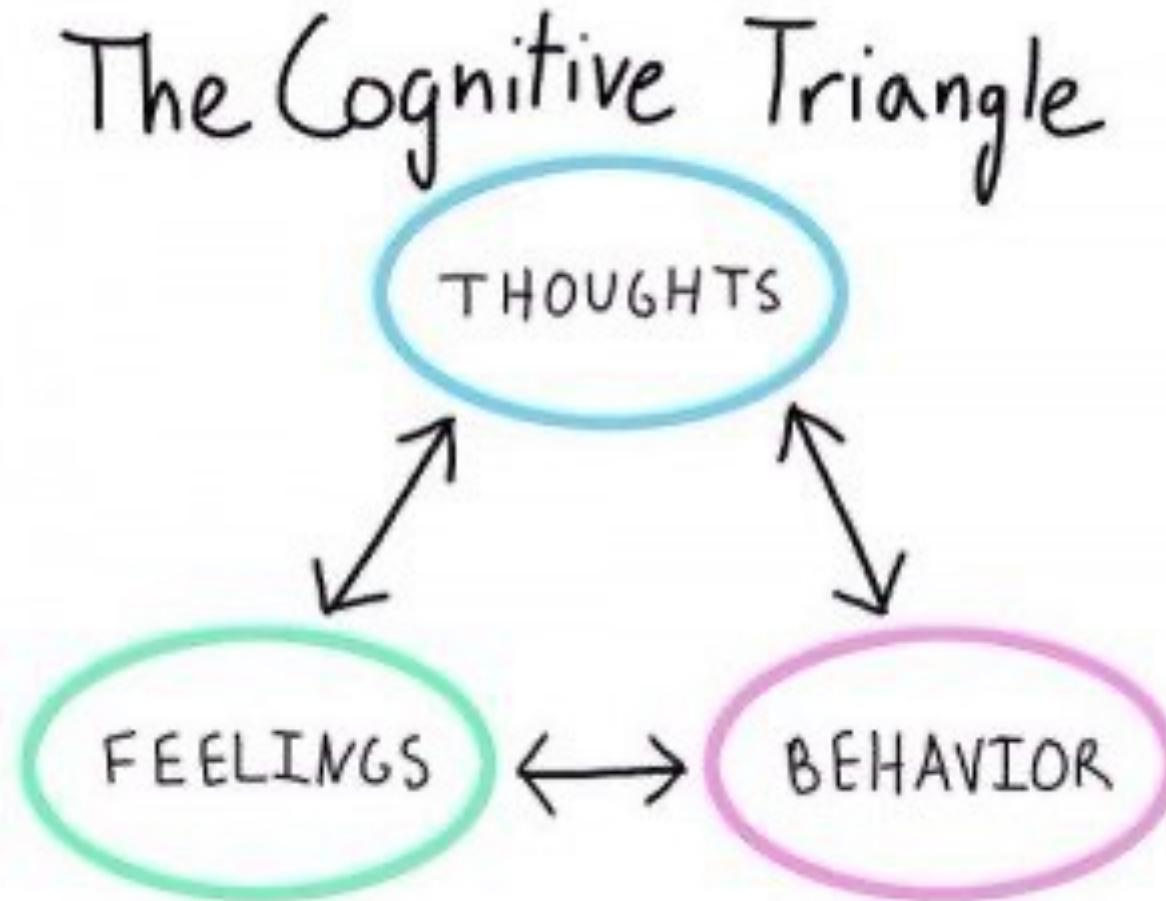
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## U.S.-based ATTC Network



# What is Cognitive Behavioral Therapy?



# Why Cognitive Behavioral Therapy for Adolescents with Substance Use Disorders?

Becker & Curry,  
2008



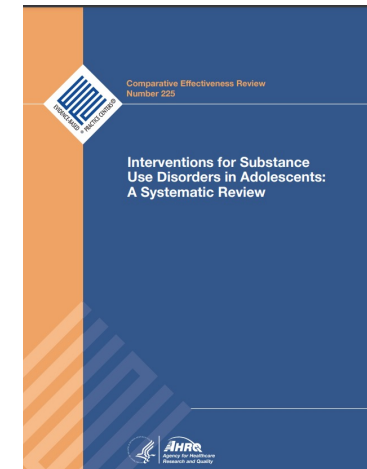
Tanner-Smith et  
al., 2013



Hogue et al., 2014,  
2018



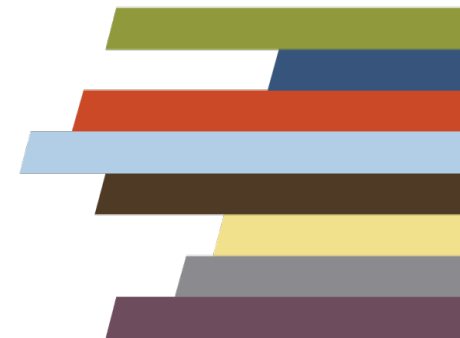
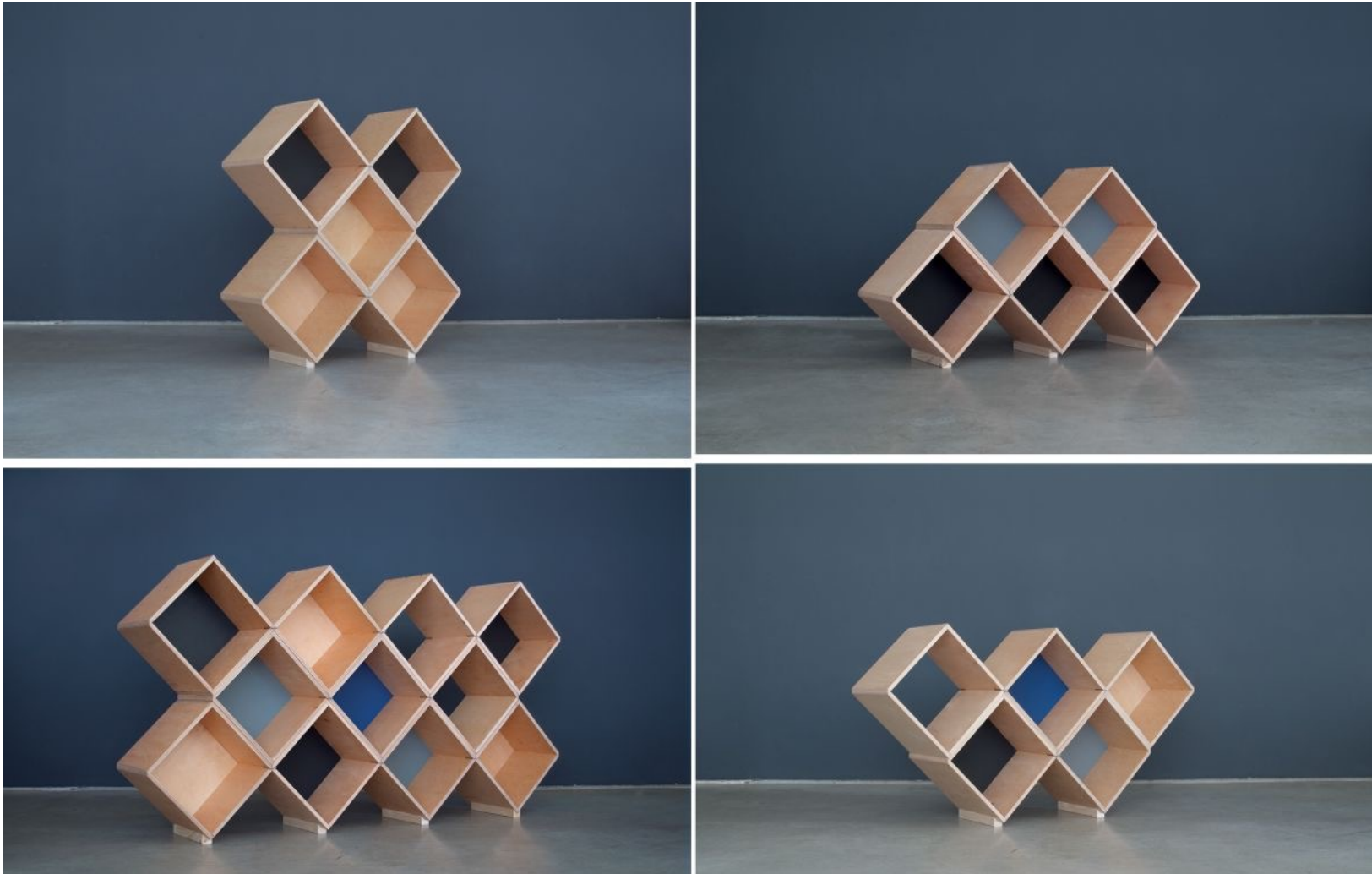
Steele et al.,  
2020



Family therapy (ecological + behavioral), CBT (group + indiv)

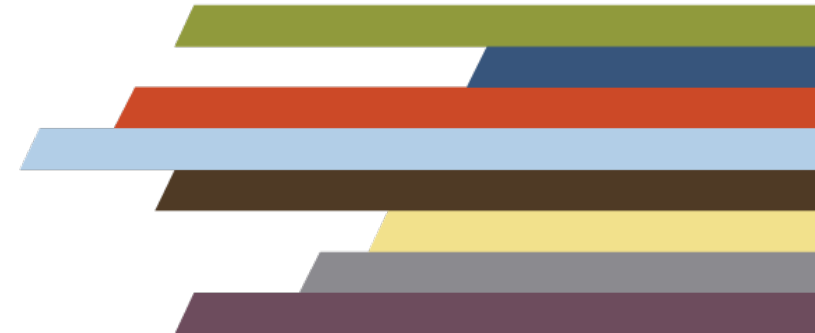


# What Does CBT Have in Common with IKEA Furniture?



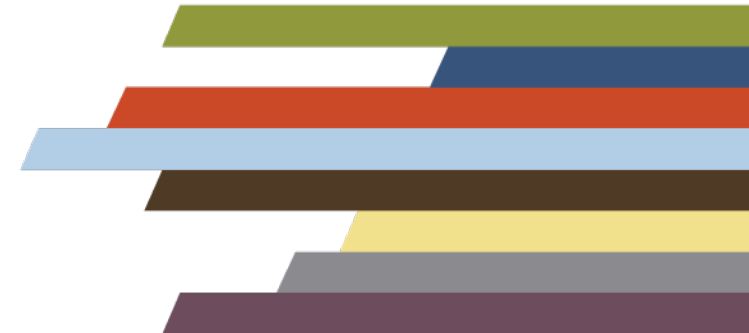
# Modular CBT: Stages of Treatment

- Acute Treatment
  - ❖ 1-3 months
  - ❖ Weekly sessions
  - ❖ Emphasize new skills
- Maintenance Treatment
  - ❖ 3 months
  - ❖ Bi-monthly to monthly sessions
  - ❖ Emphasize skill practice and integration
- Booster Treatment
  - ❖ Fade from monthly to termination
  - ❖ Emphasize relapse prevention



# Parent Involvement

- In all 3 phases of treatment
- Acute
  - ❖ Diagnosis, conceptualization, and treatment explained
  - ❖ Brought in to help coach teen in skill use
  - ❖ Address parenting and communication skills as needed
- Maintenance
  - ❖ Continued coaching and skills practice
- Booster Treatment
  - ❖ Preventing relapse
  - ❖ Identifying when future treatment is needed

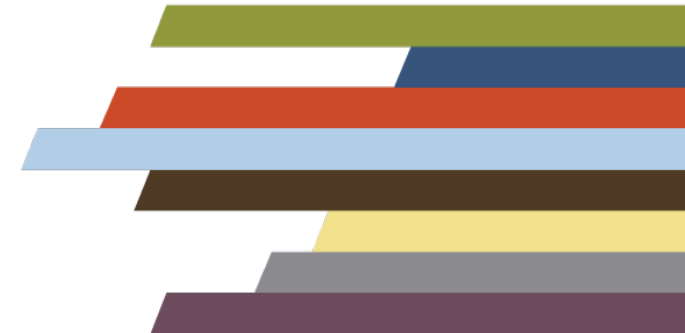




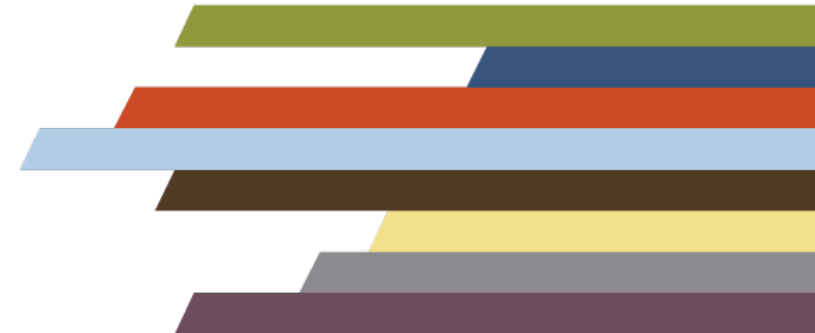
# Structure of CBT sessions: 3 S's

- **S**et the stage
  - ❖ Assess patient's substance use and safety over past week
  - ❖ Review homework completed over past week
  - ❖ Set agenda

*Is there anything you want to make sure we cover today?*
- **S**kill – teaching and practice!
- **S**ummarize
  - ❖ Review core components of skill
  - ❖ Assign homework to practice skill in real-world



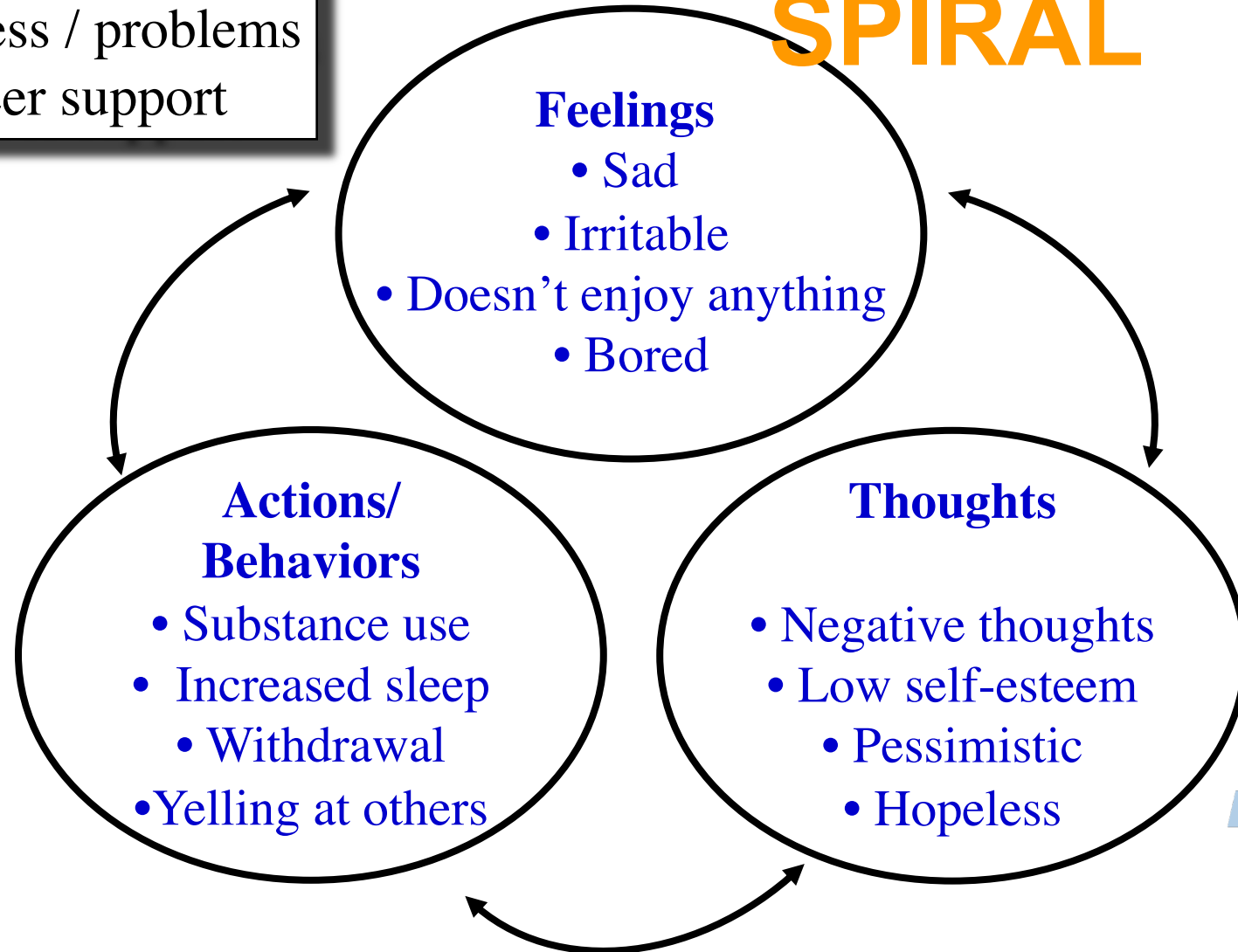
# CASE STUDY: BREE



## Stressors

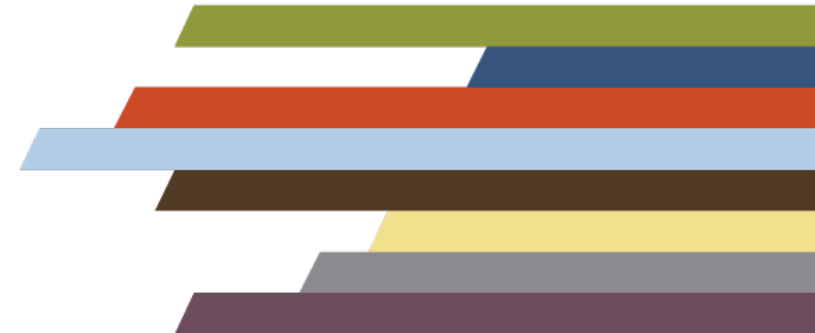
- Relationship problems with mother
  - Family problems
- Academic stress / problems
  - Lack of peer support

# THE STRESS SPIRAL



# Core CBT Skills

- 1) Pleasant Activity Scheduling
- 2) Problem-Solving
- 3) Cognitive Restructuring
- 4) Affect Regulation

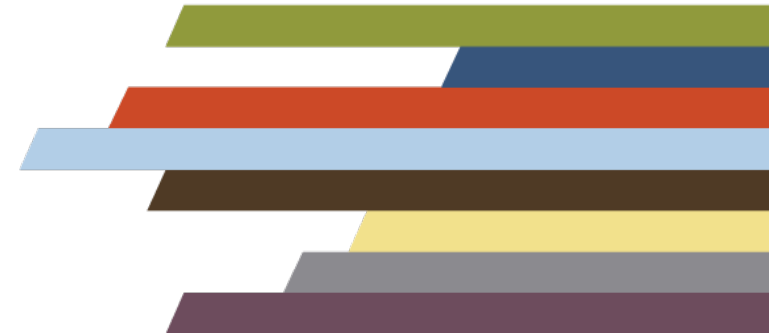


# Rationale for Pleasant Activity Scheduling

- Teens with unstructured time are at greater risk of substance use due to lack of monitoring
- Boredom is a major trigger of substance use
- Teens often use substances to feel good

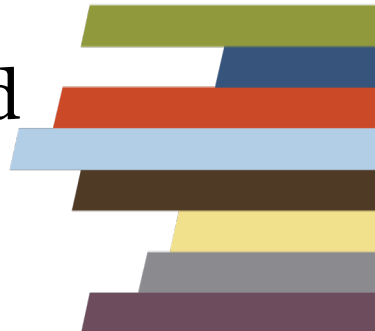
Plus, pleasant activities.....

- Take mind off problems
- Increase positive thoughts
- Improve mood
- Increase endorphins (if involves exercise)



# Five Steps of Pleasant Activity Scheduling

- 1) **Identify** activities teen enjoys (or used to enjoy)
- 2) **Give examples** of activities to generate more ideas
- 3) **Set goal** of at least 1 pleasant activity per day
  - ❖ Aim for balance of individual and social
  - ❖ Aim for inexpensive, healthy, and accessible
- 4) **Schedule** pleasant activities throughout the week
  - ❖ Trouble-shoot obstacles that might get in the way
- 5) **Add** family pleasant activities, when clinically indicated



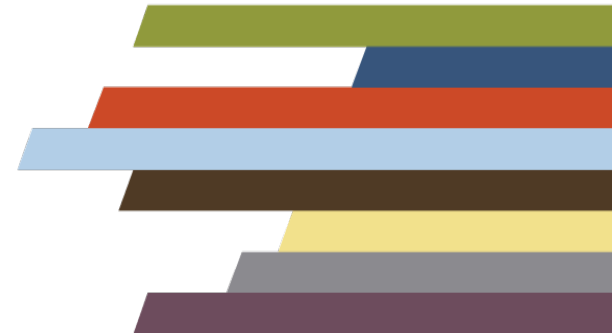


# EXAMPLE

## Actual Schedule for Bree...

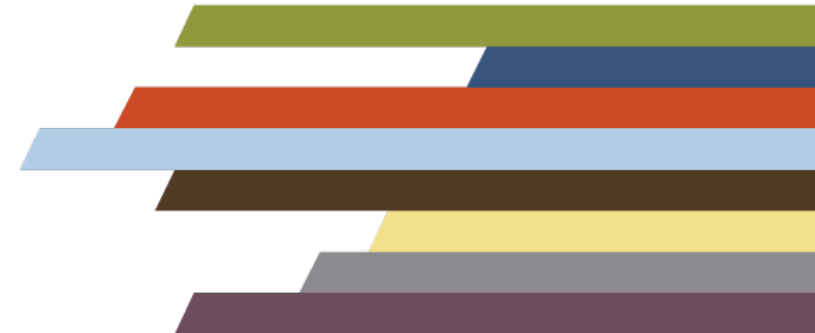
Goal for number of activities done each day: \_\_\_\_\_

Date:							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00						Go to	Walk
3:00	Walk			Make		mall	w/Mom
4:00	home			bracelet			
5:00		Call					
6:00		friend	Dinner		Watch		
7:00			w/Mom		funny		
8:00					movie		
9:00							
10:00							



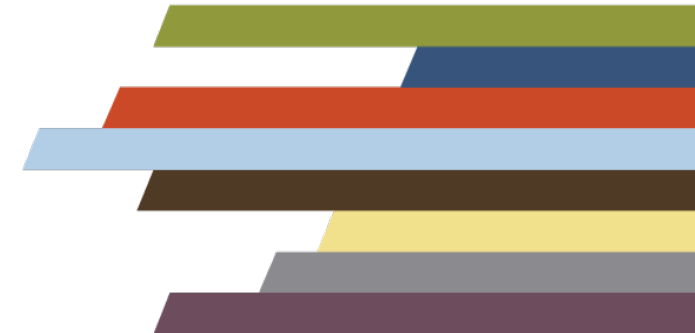
# GROUP PRACTICE!

## Brief Pleasant Activity Scheduling Worksheet Review

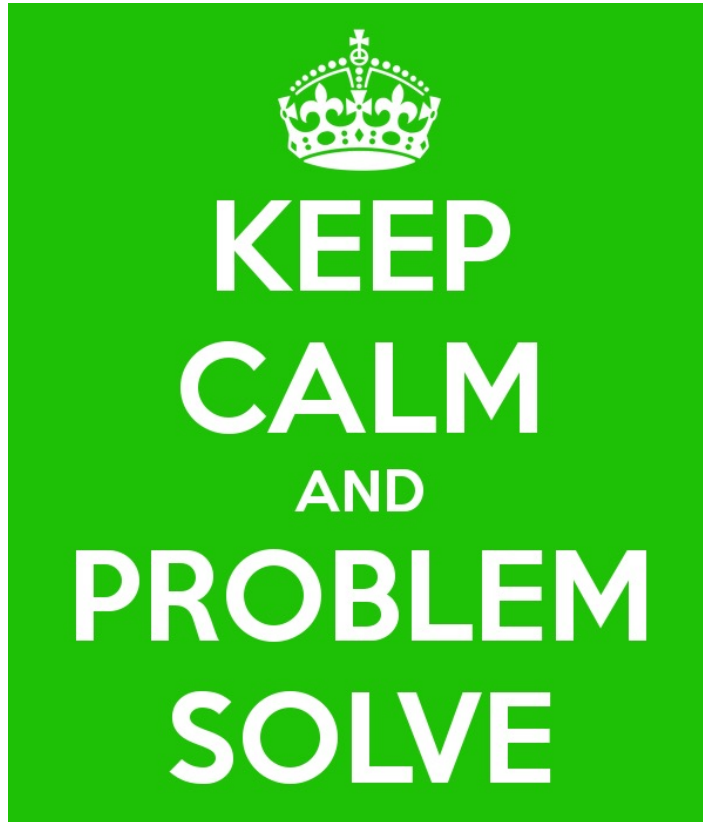


# Rationale for Problem Solving

- Breaking down a problem help teens to slow down and make more effective decisions
- Teens often rely on a limited set of ineffective solutions
  - ❖ Example: Keys in the drawer
- Solving a problem effectively requires new options
- Teens with substance use tend to overvalue and choose options that feel good in the short-term



# Problem-Solving (SOLVE)

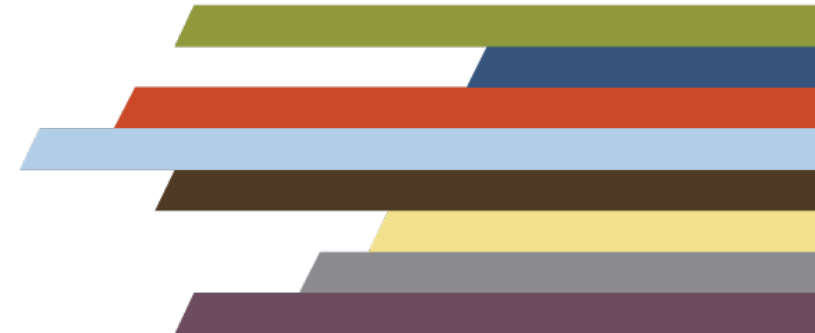


- **S** = Select a Problem
- **O** = Options
- **L** = Likely Outcome
- **V** = Very Best One
- **E** = Evaluate



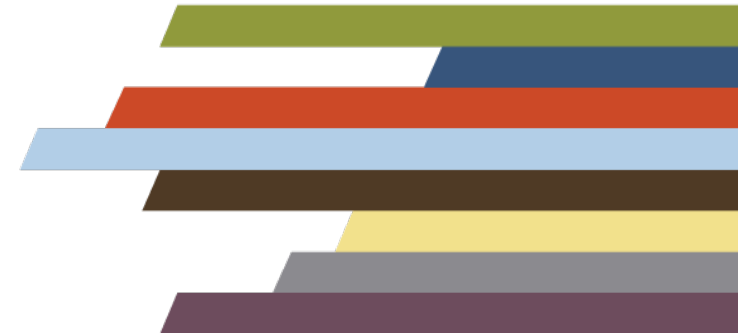
# CASE MATERIAL REVIEW

## Problem-Solving Worksheet Review



# Tips Learned in the Trenches

- Frame the problem as a “How to”
- Use your knowledge of teen’s values, supports, and goals
  - ❖ *“From what you’ve told me, I’m wondering about...”*
- Make it as collaborative as possible by asking questions
  - ❖ *“Can I share some ideas other teens have told me?”*
  - ❖ *“I’m wondering if there was ever a time you tried something else...”*
- Include + and – options, including ones teen uses now
  - ❖ Make sure that primary problem behavior used is listed
  - ❖ Do more in-depth pros and cons for risky behaviors (e.g., drug use)
- Use Evaluate step to troubleshoot
  - ❖ Example: Crystal ball prediction
  - ❖ “What would it take to move your effectiveness from a 3 to a 5”



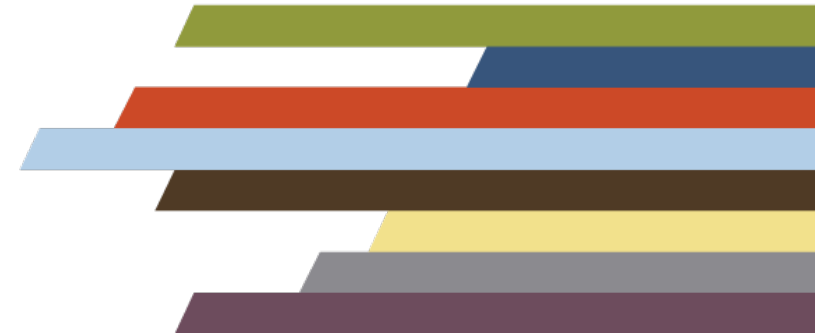


# PROBLEM SOLVING PRACTICE!

Instructions: Divide into pairs. Practice filling out the SOLVE worksheet using a new case example: 17 year old male with generalized anxiety and marijuana use.

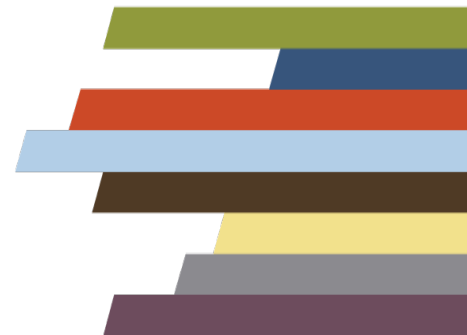
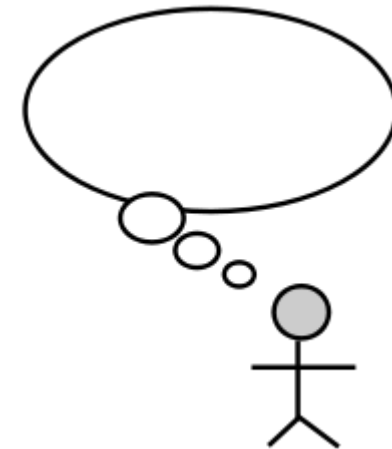
The problem is how to...  
address his failing grades.

Typical behavior pattern = anxious about failing → skipping class → smoking marijuana with friends outside of school



# Rationale for Cognitive Restructuring

- All people have automatic thoughts (“thought bubbles”)
- In vague situations, these thoughts are often negative
- Teens with behavioral health problems tend to have a number of negative thought patterns.
- It’s not a situation that makes us feel a certain way, it’s how we think about the situation
  - ❖ *Example: Meeting with a boss*
- Recognizing thinking traps is the first step!
- Changing thoughts takes practice.
  - ❖ *Example: Workout or exercising*



# Cognitive Restructuring (ABCDE)



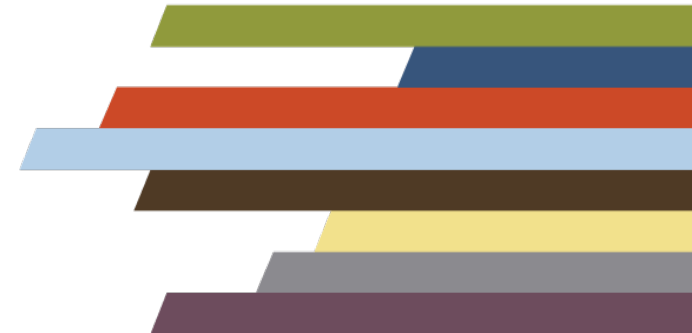
**A** = Activating Event

**B** = Beliefs

**C** = Consequences/Feelings

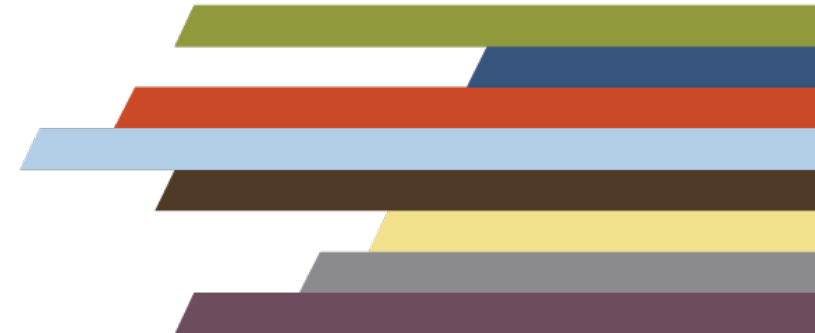
**D** = Disputes

**E** = Effect/Change



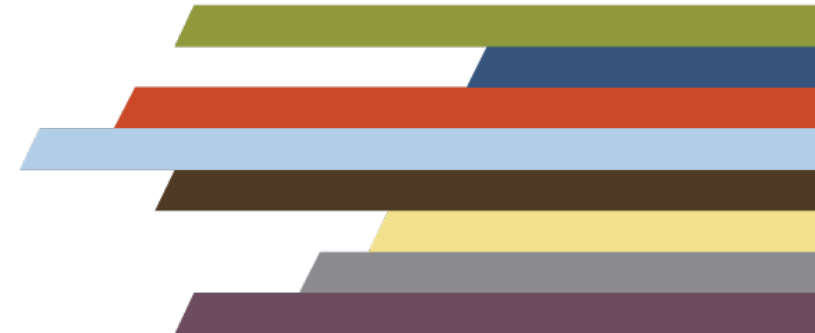
# Thinking Mistakes

- Black & White Thinking
- Predicting the Worst
- Missing the Positive
- Feelings As Facts
- Jumping to Conclusions
- Assuming Control
- Expecting Perfection



# CASE MATERIAL REVIEW

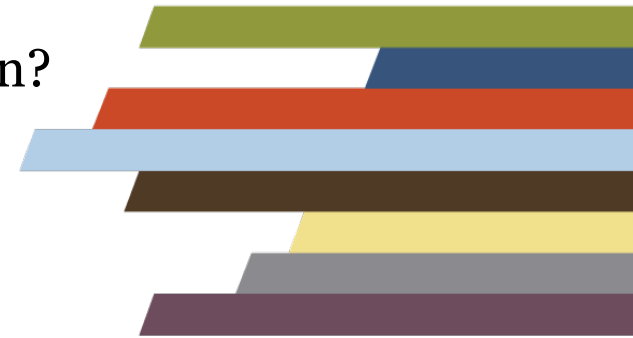
## ABCDE Worksheet Review



# Tips from the Trenches



- Make sure you identify the “hot thought!”
  - ❖ Onion analogy
- If you can’t find a hot thought, look for a judgment
  - ❖ Example: “I am...”
- Beware black and white disputes
- Help with disputing...
  - ❖ Is this thought TRUE?
  - ❖ Is this thought HELPFUL?
  - ❖ What would you say to a FRIEND in the same situation?



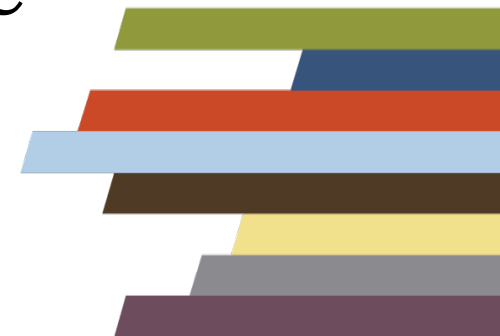


# ABCDE PRACTICE!

Instructions: Divide into pairs.

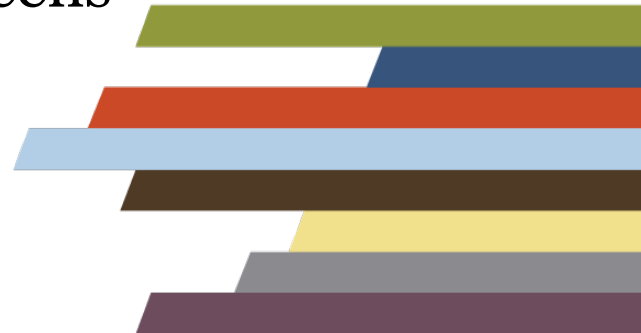
Practice filling out the ABCDE worksheet using our new case: 17 year old male with generalized anxiety and marijuana use.

The situation/antecedent is... he overhears that a bunch of friends are heading out after to school, but no one invited him



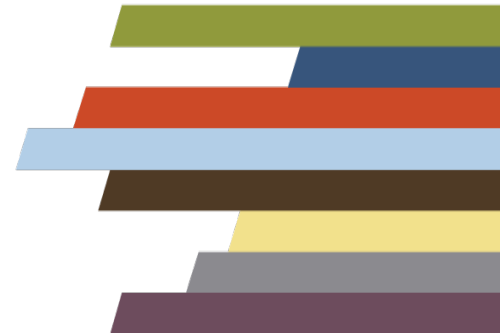
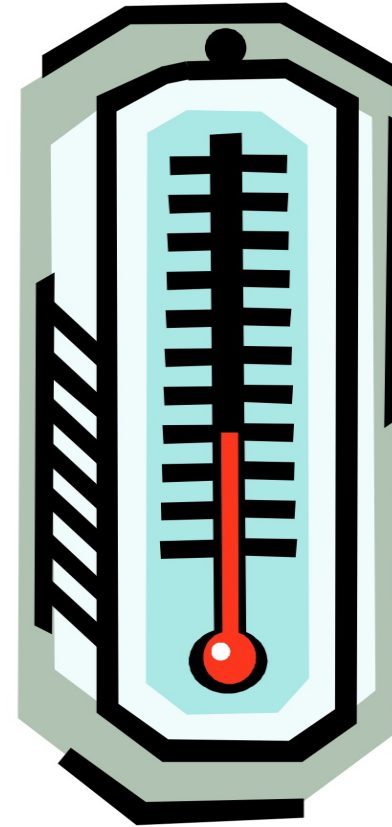
# Rationale for Affect Regulation

- Helps teens to identify and understand their emotions, by slowing down the process
  - ❖ *Example: I don't know what happened. I was calm and the next thing I knew, I was screaming at my Mom.*
- Intense emotions can get in the way of making good decisions or using skills
- Recognizing “body talk” and thoughts can help teens feel more in control



# Four Steps of Affect Regulation

1. Identify primary **emotion** associated with problem behavior
2. Identify and rank **“body talk,”** behaviors, and thoughts associated with the emotion
3. Identify the teen’s **“boiling point”**
4. Create a **“Stay Cool Plan”**



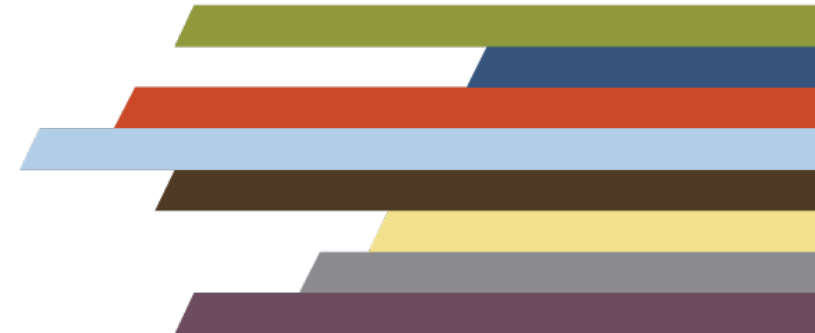
# Tips from the Trenches

- For teens who have trouble identifying signs
  - ❖ Ask for signs before and after an anchor  
*Example: Clench my fists, face turns red...*
  - ❖ Ask what others would notice
  - ❖ Depersonalize emotion –what have they seen others do?
- For “Stay Cool Plan”
  - ❖ Start with strategies that have worked in the past
  - ❖ Build on strategies teen from SOLVE and ABCDE



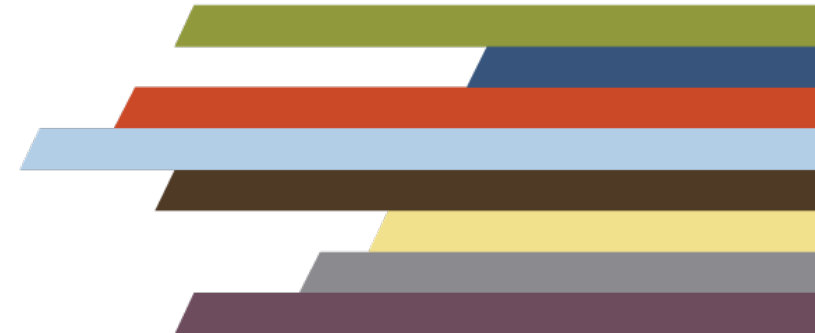
# CASE MATERIAL REVIEW

Affect Regulation  
Worksheet Review  
...and Q & A



# Other Helpful Skills For Teens

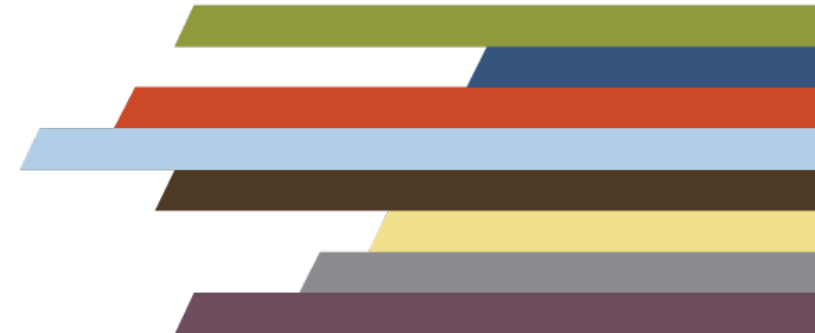
- Skill Review/Practice
- Increasing Social Supports
- Communication Training
- Relapse Prevention (Family Sessions)



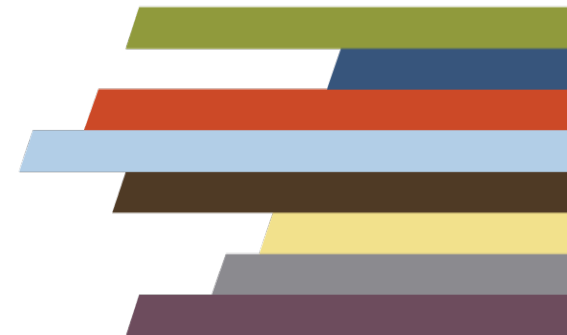
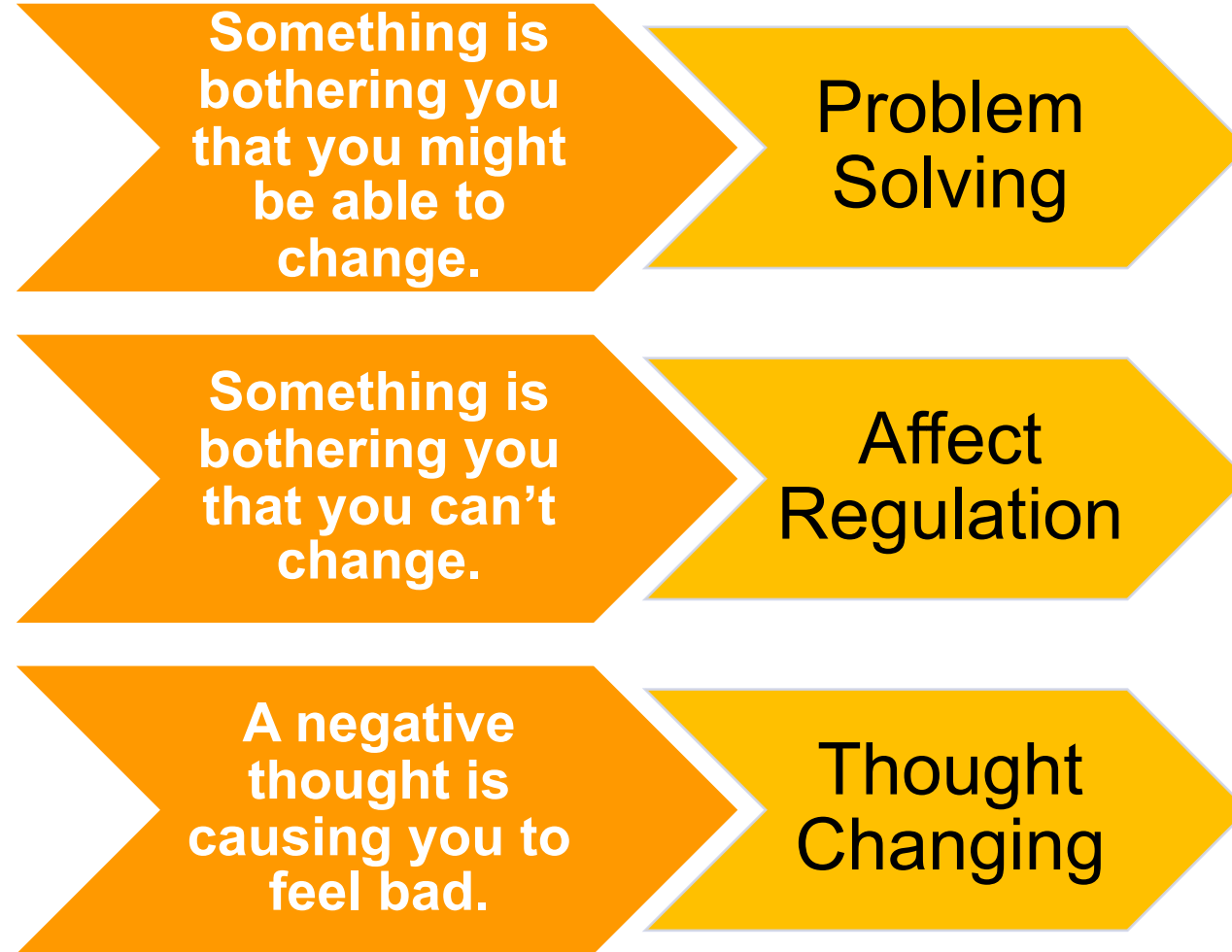


# CBT Skills for Parents

- Communication Training
- Parental Monitoring
- Family/ Collaborative Problem Solving
- Contracting



# Skills Review: Which Skill to Use?



# Wrap-Up

ANY QUESTIONS?

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