

## Journal 7

In Chapter 13 of Corey's book I familiarized with behavior therapy which is defined as the best conceptualized general orientation to clinical practice based on the experimental approach to changing behavior, not just understanding it. In the early 70's the term behavior therapy was changed into cognitive behavioral therapy. Corey points out that the two main mechanisms of change used in contemporary behavioral therapies today are cognitive and behavioral. Also, Corey reports that the cognitive behavioral perspective is developed through the same methods that other, adaptive behaviors are learned, to understand the considered problematic behaviors, cognitions, and emotions. The CBT approach to group therapy according to Corey focuses on specific target areas of change. Also, according to Corey, in a cognitive behavioral group, the decision to use certain techniques to change behavior is based on the demonstrated effectiveness of the technique. The most characteristic of a cognitive behavioral group is to eliminate or acquire a certain behavior. According to Corey the assessment for the cognitive behavioral group consists in a set of procedures used to obtain information that will guide the development of a specific treatment plan. When we look at the group leader goal setting in a cognitive behavioral therapy group, we see that the group leader breaks down broad goals. Cognitive behavioral group leaders assume the role of teacher and encourage members to learn and practice social skills in the group that they can apply to everyday living. Also, According to Core's chapter, if people expect behavioral change to occur, the cognitive behavioral group leader contends that it is important that they take specific actions to effect change. The process of identifying and evaluating one's cognitions, understanding the negative impact of particular thoughts, and

learning to replace these thoughts with more realistic and adaptive ones are cognitive restructuring. The characteristic who are not tasks of the final phase of a CBT group are getting acquainted with other group members and leaders. Corey brings the example of Andrew who at the beginning of his group sessions, enters the room and sits down in a calm and collected manner. He introduces himself and expresses to the group that he is very happy to see everyone. He then asks the group how they are doing and instructs them to check in. Andrew uses modeling techniques to assist the members in the group. According to Corey the feedback helps group members change behavior and gives suggestions of modifying errors. Problem Solving is a cognitive behavioral strategy that teaches individuals or groups to systematically work through steps in analyzing a problem. Another example provided by Corey in his chapter is about Peter the group leader for a CBT group, has each member face a made-up situation. He has the members' role play with each other and then discusses how the role play went. Peter used to assist the members in the final stage of the group in this case practice sessions. A reason why follow-up sessions are scheduled with the members and group leaders is to collect and to determine the outcomes. Also with collaborative empiricism Corey means the involvement of a partnership between the group therapist and the members in addressing the problems they bring to a group. In the context of group therapy, the rational emotive behavior therapy (REBT) approach considers the relationship between the group leader and the members to be important mainly as a means to an end—that is, of getting results. Alber Ellis theorist is credited with having founded rational therapy. A group member might tell herself, "I must perform well, which means being perfect. People will give me approval and love only when I'm perfect, and I absolutely must have this acceptance from others to feel worthwhile." Teaching the A-B-C's of REBT is one technique that the group leader can use to approach this statement if it is an REBT

group. In the REBT group, members are concerned about all EXCEPT learning ways to minimize other people's disturbances. The REBT-oriented group leader is likely to begin a group by teaching members REBT's ABC theory. If a member expresses the following sentiment: "You must under all conditions and at all times treat me considerately, kindly, lovingly, and fairly. If you don't, you are no damned good and are a rotten person." The REBT-oriented group leader concludes that the member has invented certain "musts" that need to be actively disputed. In the A-B-C theory, the letter who represents the application of scientific principles to challenge self-defeating philosophies and to dispose of unrealistic and unverifiable hypothesis is the letter D. Another example provided by Corey about ABC theory is the following: Julie is confronting some of her behaviors in a group that have gotten her in trouble in the past. The group leader walks Julie through the encounter and asks her to identify the event that triggers her emotions, what her beliefs are surrounding the event, and then what her emotional reaction was identified to the event. At the end the cognitive restructuring theory is defined as a group of therapeutic techniques that help people notice and change their negative thinking patterns. When thought patterns become destructive and self-defeating, it's a good idea to explore ways to interrupt and redirect them. That's what cognitive restructuring can do.