Advanced Strategies in Behavior Change

California Symposium
2011
Referral & Ongoing Problem Behaviors

Family Relational Patterns

Patterns that are changed to modify problem behaviors - decrease risk and increase protective factors

Motivations

inferred motivational substrates that serve to motivate and maintain stability in family (and other) relational patterns

FFT then reconstructs the elements in planned & systematic ways
### Major Clinical Focus & Techniques

<table>
<thead>
<tr>
<th>MOTIVATION</th>
<th>BEHAVIOR CHANGE</th>
<th>GENERALIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culturally Respectful &amp; Appropriate bh’s, Positive Reframing, Nonblaming Themes, Relational Focus, Divert Blaming, Sequencing</td>
<td>Direct, Teach, Model: Communication Training, Parenting Skills Training, Conflict Management, Relationship Skills, Problem Solving</td>
<td>“Family Case Management” (Develop Community Resources), Relapse Prevention, Rehearse New Skills For Future</td>
</tr>
</tbody>
</table>
Overarching Philosophy:
Matching & Strength Based Relational

Having Attained:
Balanced Alliance
Decreased Negativity
& blame
Increased Family bonding
Changed (Much more Positive) attributions
Positive Body Language
Hopeful Attitude
Sense of “Familyness”

Andaccomplished
Behavior Change Planning & Behavior Change
Generalization, Multi-systemic Linking
Transitioning from Motivation to Behavior Change

- Have you met your goals of engagement/motivation?
- Have you assessed relational functions and hierarchy?
- Have you been able to change meaning with the family regarding the problem?

If you can answer yes to the above, then you are ready to move into Behavior Change.
How to Implement Behavior Change

- Apply...
  - Behavior change technologies (interventions) and therapist persuasion based on alliance, hope, and positivity
  - In sessions
    - Planned - using family issues already “on the table”
    - Spontaneously - through an in-session incident
    - Using Coaching, directing, prompting, teaching, using technical aids
  - As “homework”
    - Specific task that is accomplishable
    - Clearly presented/understood
    - High expectation of success
  - Model
    - Directly/indirectly demonstrated by the therapist
Developing a Behavior Change Plan

- Review the Family Behavioral Pattern
- Review Risk and Protective Factors
- Identify the skill deficits and skill strengths of family
- Identify the specific skills you want to address with each family member
- Determine how to best teach that skill based on relational functions, hierarchy, family learning style, family interests
The Written Behavior Change Plan

- Plan out for at least 4 behavior change sessions. You can update plan as you go based on family progress.
- Be specific about what skill you are going to teach, to who and how you are going to teach that skill.
- Include how this matches to family relational functions and hierarchy.
Session One – Review themes with family and present idea of improving the way they communicate. Introduce to Mom the difference between direct requests and impact statements. Give handout to mom and youth. Introduce the skill of active listening to youth. Give handout to both on active listening. This matches to mom’s contact with youth by presenting different ways she can connect with youth in a way that doesn’t “invade his space” and preserves his autonomy. Also, youth may respond better to impact statements due to his being symmetrical to mom.
Session Two – Check in with family about the last session and skills introduced. Practice having mom give youth impact statements, especially related to her concerns about youth drug use and truancy. Have youth practice the active listening skills. Give family homework to attempt skill at least one time during the week.

Session Three – Continue practicing direct requests and impact statements with youth doing active listening. Discuss any complications family having with skills.
Session Four – Check in with family regarding homework. Were they able to complete the activity. Discuss any complications or difficulties, review the progress family has made in using the skills. Based on family progress either continue to practice the skill for another session or move into generalization in next session.
Communication Strategies and Techniques in Behavior Change
Communication flow chart

**Negotiation**

- **Source Responsibility**
  - ("I")

- **Directness**
  - ("you")

**Want**

- **Behavioral Specificity/alternatives**

**Feel**

- **Impact Statements**

**Assertion**

- **Active Listening**
  - ("you want...")

**Validation**

- **Active Listening**
  - ("you feel...")

**Brevity**

- **Affect expression & regulation, validation, relationship building**
Communication skills training: Elements of positive communication...

1. Source responsibility
2. Directness
3. Brevity
4. Concreteness and behavior specificity
5. Congruence
6. Presenting alternatives
7. Active listening
8. Impact statements
Parenting & Communication Skills

- Setting rules or expectations is linked to communication skills
  - E.g., replace “Don’t screw up again tonight” with “Be home by 5:00 and do not go to Jason’s house”
  - Replace “Clean your room” with “Put the books on the shelf, put the dirty laundry in the hamper, and at least straighten up your bed. I’ll write down a list for you.”
  - “Get out of my face” versus “Please wait for a few minutes when I get home before telling what I did wrong, and please tell me only one thing at a time.”

- Noncompliance with rules may be due to unclear rules instead of disregard of rules
Specific Examples

- “I see what you are saying” activity
- Puzzles, games
- “What’s in it for me?” activity
- Book of questions
- The use of role plays
Problem Solving Techniques in Behavior Change
Problem Solving

1. Identify a problem in a specific incident/area/with a specific problem
2. Brainstorm possible solutions
3. Discuss the pros and cons of each possible solution
5. Pick one solution – determine responsibilities for that solution
6. Review plan and set time and date for evaluating solution.
Specific Examples

- SODAS
- ACTS
- STOP
Relationship Building Activities in Behavior Change
It’s all about the relationships

- Families lose a sense of “family” and may need assistance to regain that sense of belonging
- This does not change relational functions, but improves their sense of “we are in this together”
- Helpful to review the protective factors – what worked in the past?
Specific Examples

- “Colors” Exercise
- Abbreviated Myers–Briggs
- Values Exercises
Other Problem Behaviors in Behavior Change
Specifically with respect to ADA, you want to first insure you have helped the family see the pattern in non-blaming (or at least more compassionate) ways.

You also, during BC, want to drill down if necessary to specifics: When, how, who? In other words, what is / are the most obvious relational function(s) being served with this pattern.

You also want to consider the drug(s) of choice: CNS depressants, hallucinogens, and arousal–producing drugs may help you understand the degree to which the drugs represent a purposeful (learned) internal manipulation (e.g., self medicating for depression or social anxiety).
Parent(s) in our caseload can and sometimes will include parents who range from heavy users themselves to past users (as teens and young adults) to currently being secretive users, to parents who are seriously anti-drug in their orientation. Then there are the “enablers” and “denyers.”

As such there is no single ADA drug tx fixed module, especially given the diversity of relational function configurations we see in our families.

Instead, we must first see if we can get consensus about the drug use target(s); this is facilitated by and based upon solid Motivation {hase success and which leads to a more cooperative & reciprocal atmosphere.

But if we fail to have consensus then we face a more competitive, secretive, and higher failure trajectory.
Key Points to Remember

- The skill you are focusing on is what is important and then matching the way you teach that skill to the various family members.
- The most simple behavior change plans are usually the most effective.
- It is not “talking” about behavior change it is “directing”, “teaching” and “modeling”.
How do I add to my toolbox?

- Consult with colleagues – What activities/skills/worksheets do they use?
- Research online
- What have you used in previous work?
- Develop your own worksheets, think about how to use certain games, television shows, movies
- Use your supervisor/consultant
Wrapping it Up

- Questions