



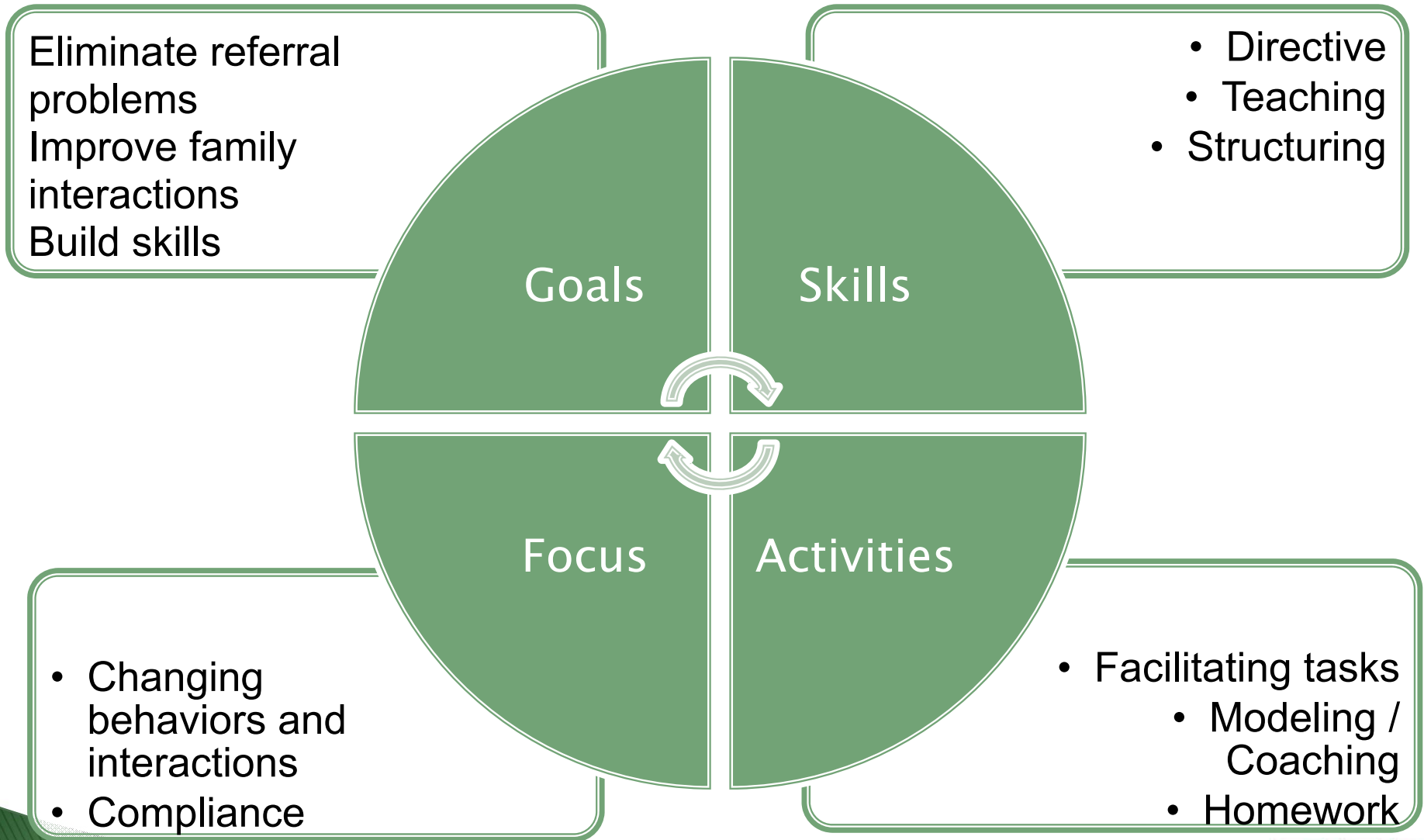
How Do You Decide What to Change? Then, How Do you Make it Happen?

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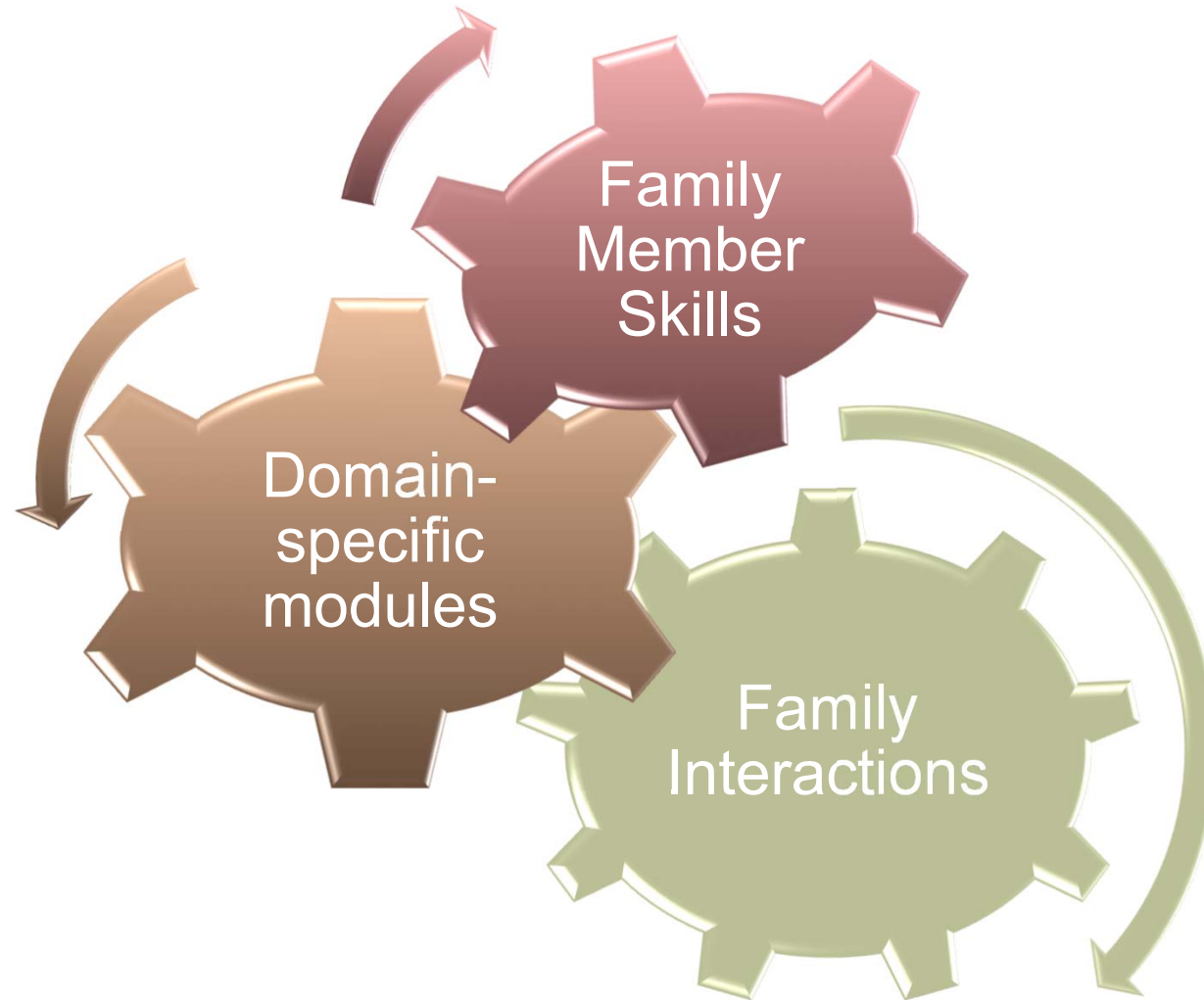
Questions

- ▶ Do you think who you are makes a difference?
- ▶ Does your style match this phase?
- ▶ How much is enough?
- ▶ When do you know are done (system? family? yourself?)

Behavior Change Phase



Behavior Change Targets



Matching Behavior Change to Relational Functions

- ▶ Every behavior change intervention must be “matched to” family members’ relational functions
- ▶ If you do not match to relational functions...
 - You may encounter more resistance to change in the session
 - Families will be less likely to follow through with homework
 - And, even if the family attempts new behaviors in the session, the changes will likely not “stick” long term

Before launching into Behavior Change you must have a good sense of the interpersonal functions in each dyad...

- What are the “typical” relational patterns?
- Consistency and stability in the family and in dyads within the family?
- From these patterns we infer the “relational functions” of:
 - Relational Connectedness
 - Hierarchy

You have assessed your Relational Functions – now what?

- ▶ Selecting targets for change
 - Addressing specific risk factors
 - Maximizing or utilizing protective factors or strengths
 - Selecting strategies or tasks (e.g., communication training, problem solving, mood management)

Layering Strategies

- ▶ Sequencing strategies over sessions
 - For example, building effective communication and problem solving skills may be precede a focus on helping family members to cope with negative moods without violence

Learning styles



VISUAL



AUDITORY



KINAESTHETIC



You could sketch a diagram for visual thinkers.



You could stress key words for auditory thinkers.



You could use a "hands-on" approach for kinaesthetic thinkers.

When addressing an audience, you can ensure that your message will reach a greater proportion by using all three modes. A good presentation should include inputs that are:-

Visual
such as diagrams, charts, pictures.

Auditory
such as stories, anecdotes, jokes, puns.

Kinaesthetic
with activities and opportunity to move about.

Of course, once you have developed a basic understanding of the VAK model and seen the effects of translating it into practice, you will be keen to understand the principles in greater depth.

Questions

- ▶ What are the key considerations in determining behavior change targets?
- ▶ What are behavioral patterns?
- ▶ What do folks mean by the concept of attainable change?
 - How much should we put on the table over the course of treatment?
 - How do we create deep change for families?

Questions

- ▶ What types of activities am I expected to bring in or know during Behavior Change?
 - How can we provide information to trainees without becoming cookie cutter?
- ▶ What role do Motivation strategies play in the Behavior Change phase?
- ▶ How do I maximize my skills during Behavior Change?

Therapist Skills

- ▶ Directive
- ▶ Teaching
- ▶ Structuring

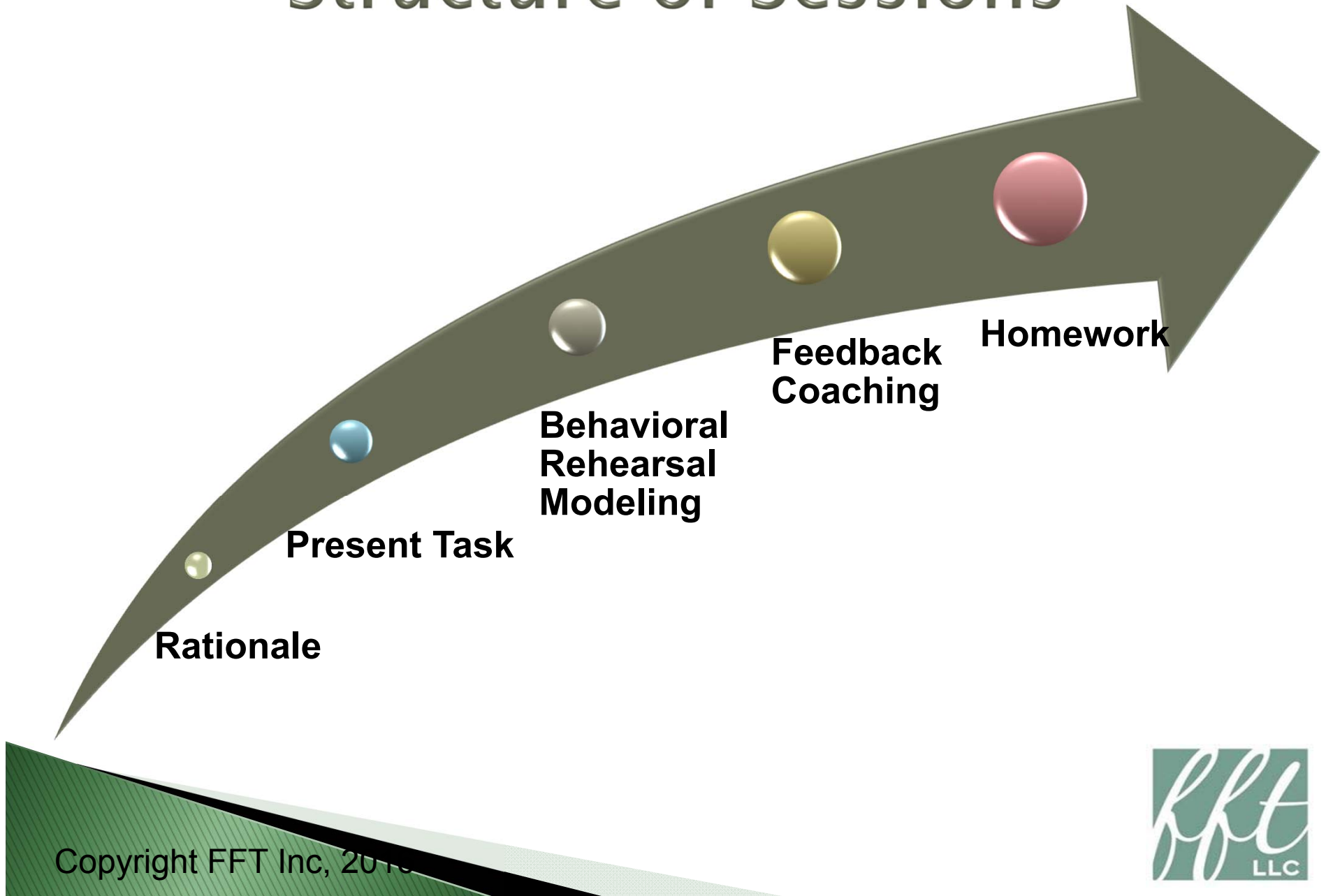
...shift from interpersonal to structured and directive

...targets at multiple levels, including family, individual, and domains

Match to the Family in the Session

- ▶ Consider how to best match strategies to the family in the session – both to their relational functions as well as to their interests and cognitive abilities
 - For example, complex worksheets would not work well with younger kids or a family with limited cognitive abilities – for this family you might present the information and hand write it on a paper, use pictures or a video clip
- ▶ Ultimately, your role is to apply effective strategies (“state of the science”) in a way that is tailored to the unique skills/needs and relationship qualities of each family member and family system

Structure of Sessions



Rationale

- ▶ Prior to introducing a change topic such as communication or problem-solving skills training, the therapist provides a rationale for focusing on the topic
 - Why the task is important?
 - How it is relevant to this family?
- ▶ Grounding in referral problem or content, but not necessarily the reframes or themes established in Motivation
 - In fact, it is often completely distinct from or unrelated to the content of earlier phases

Present Task

- ▶ Specific instructions
 - What is expected of family or individual members?
 - Clear, direct, brief
 - Provide examples
 - Avoid therapist directives like “Tell him in a way that he can hear.”
- ▶ Therapist should have a clear idea of ...
 - What does therapist want to see changed?
 - How will it look when it is changed?
- ▶ Matching to family

Behavioral Rehearsal/Modeling

- ▶ Facilitate *behavioral rehearsal* of the new skills, including...
 - Modeling the behavior to be learned (e.g., active listening)
 - Providing a negative model of the behavior (e.g., inattentive listening)
 - Having the family members participate in generating examples that they write on a white board or worksheet (key is active involvement)
 - Directing role plays in which the behaviors or skills are practiced

Feedback and Coaching

- ▶ Review process as family completes task
- ▶ Do not micro-manage or expect perfection
- ▶ Highlight positive aspects or behaviors
- ▶ Coach (brief, clear, and direct)
- ▶ Continue modeling appropriate behaviors
- ▶ Gently push family beyond where they typically stop
- ▶ Redirect by interruption (strategic validation) when family gets off task

Feedback and Coaching

- ▶ Reinforcement can be a powerful tool in shaping behaviors
- ▶ Use reinforcement strategically
 - Early in treatment this may occur in the form of respect and empathy
 - Later in treatment, this can occur when the individual is stuck

Feedback and Coaching

- ▶ Encouragement is not necessarily positive feedback
 - “Keep going. You are doing a great job.”
- ▶ Whenever possible, try to utilize family members to “encourage” interactions
- ▶ More importantly, try to utilize family members to provide positive feedback
 - Reinforcement from family is more powerful than from therapist (sustainability)

Feedback and Coaching

- ▶ Permit family to successfully behave in a new way
- ▶ Coach without taking over
- ▶ Let positive interactions continue without interruption
 - Do not validate (positive feedback individual behaviors) during a transaction
- ▶ Provide opportunities for self-correction
 - Do not immediately jump in and micro-manage transactions

Feedback and Coaching

- ▶ Punctuate “change” after task has been completed
 - Slow down or stop interaction and review the process from start to completion of task
 - What changed or did not change?
 - What worked well?
 - What did not work?
 - What were family members experiences (thoughts and emotions) throughout the task?
 - Most importantly, contrast new state with initial state
- ▶ Punctuation can occur with failed tasks as well as successful tasks

Homework

- Specific task that is accomplishable
 - Usually one the family has successfully resolved in the session
 - High expectation of success
- Clearly presented/understood
- Tasks can be assigned during all phases
 - Matching of task to phase
 - Increasing complexity over time
- Take time to process completion
 - Careful planning is essential to successful implementation of homework

Questions

- ▶ Do all sessions have to follow this sequence?
- ▶ How long should a Behavior Change session be?
- ▶ How much should I try to accomplish in a single session?

Conclusion

