CA Webinar Series 2017

Behavior Change Phase

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## FFT “Attitude”

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<th><strong>Family-Based</strong></th>
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<td>• Respectfulness</td>
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<td>• Matching to individuals, relationships, family, and environment</td>
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<td>• Altering ratios or odds by reducing risk and enhancing strengths</td>
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MATCHING (a philosophy as much as “a technique”) is a fundamental requisite for effectively engaging and changing families.

“Match to” clients:
Working hard to respect and understand them, their language, norms, etc.

In the Early Phases it is “all about them”
Motivation Goals

- Reduction in Blame
- Reduction in Negativity
- Creation of a Relational Focus
- Development of a Balanced Alliance
- Increase in Hope
When do we move from the Motivation Phase to the BC Phase?

- Sufficient Progress on all Motivation goals
  - Family has new meaning of the ‘problem’
- Assessment of relational functions:
  - Relatedness function
  - Hierarchy function
Developing a Behavior Change Plan

- Determine desired outcome (what will be different at end of BC?)
- Determine specific skills to be taught (competencies we want the family members to have)
- Determine how these skills will match to relatedness function and hierarchy function.
- Assure the desired outcome addresses the reason (risks) the family was referred to FFT.
- Don’t forget to enhance Protective Factors
Determinations of Desired Outcome of BC

- **Therapist** makes decision based on:

  1) Referral reason and accompanying reports
  2) Within family risk factors
  3) Observations and assessments of risks and protective factors during sessions and contacts; information from family
  4) Family Assessments (OQ, YOQ, YOQ–SR)
Our Anchor:
Behavior Change Phase Goals:

1) Family attempting positive changes

2) Family accomplishing notable positive changes

1) Family practicing new skills at home
Always always always matching to family
Specific skills
Concrete skills
Simple skills (at least starting off)
Impossible to be too simple (may ask person to do a head nod, sit down, put feet on the ground, say “OK”, count backwards from 10 by 2’s, say “thank you”)
Thorough and specific documentation of plan – Could another FFT therapist read my BC phase plan and notes, and step in and do session for me?
More Miscellaneous BC reminders

- Repetition, LOTS of practicing skills in session
- Don’t just talk about skills; have them do skills in session
- 70% of the time in BC sessions should be having them practice skills
- Be creative and proactive; create situations in session that resemble real-life for them to practice
Prepping for BC sessions

1) Review BC Phase Plan
2) Review BC Phase goals
3) Decide on skill to teach in this session
4) Decide on subject (specific problem) to use to practice skill
5) Be prepared to use their ‘crisis of the day’ or ‘problem of the week’ to practice the skill.
In session

- 1) Provide rationale and motivation as needed
- 2) Introduce skill
- 3) Have them practice skill
- 4) Give feedback
- 5) Provide encouragement and coaching and modeling as necessary
- 6) Maintain focus
- 7) Avoid getting caught up in content
Ideas for skills

- Resources section in CSS
- Internet searches
- DBT, ART, urge surfing, anxiety reducers, social skills, use of reinforcements, STOPP, parenting, managing anger, conflict resolution...
- Utilizing Evidenced Based skills
- Worksheets and handouts
One Example of a BC Phase Plan

1) Goals
   
   **Goal 1**
   - Activity 1
   - Activity 2
   - Activity 3
   
   **Goal 2**
   - Activity 1
   - Activity 2
   - Activity 3
   
   **Goal 3**
   - Activity 1
   - Activity 2
   - Activity 3

2) Statement of how the skills are matching to relational and hierarchal assessments

3) Statement about how this desired outcome is linked to the referral reason
BC Plan

BC goals are to increase effective communication between mom and son. Mom will learn effective strategies to engage son in conversation, elicit information and to regulate her angry outbursts. Son will learn effective strategies to share information with mom, decrease impulsive decision making and increase positive coping skills to impact his marijuana use. Include grandpa in BC plan as he is a resource for both and appears to have a calming influence on family. Mom is highly contacting, son is distancing to mom. Son has influence over mom.
BC Session Planning: Layer the skills.

1st session:
- Mom and Son to identify areas which trigger both of them in relation to how the other responds or doesn’t.
- Family to identify 3 targets of information sharing to occur 2 times a day/ 15 minutes each.
- Mom—brief, concrete and topic focused
- Son—repeat what mom asks, supply information.
Homework from session 1

Family to practice 15 minute check in 2 tx’s a day specific to 3 targeted areas. (school, whereabouts, pot)

Mom will keep journal over the week of what triggered her worry and what she experienced during this.

Asked family to separate after each check in until next session (3 days from this session)
Example of focus in BC session

- BC session
- Live Role Play
- Using skill outlined in BC phase plan to respond to crisis
Responding to a “problem” while in BC

- Being prepared (planning, being thoughtful, being strategic) to respond when families bring a problem to the session:
  - 1) Is this a red herring? Content? Not needing much time or response?
  - 2) Is this an opportunity to use a skill I’ve already introduced?
  - 3) Does this REQUIRE a new skill?
Summary of session

- Therapist responds by acknowledging they had a crisis. We don’t want to dismiss or ignore this.
- Therapist responds by saying “Let’s talk about it right now.”
- Therapist controls how the crisis is “talked about right now”.
- Therapist responded to crisis by having having family members use skill from BC phase plan.
- Therapist’ focus and response based on BC phase goals rather than youth’s violation (content).
Questions?