Spot, the Dog & Cognitive Behavioral Model: Understanding and applying it to change agent work

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The Big Picture:
Facilitating Change over time.

- **Assessment**
  - Understanding “who” and “where to go”

- **Relationship**
  - Creating mutual trust and collaborative goals

- **Foundation**
  - Teach core concepts & language used in “work”

- **Individual Work**
  - Individualized work to reach specific mutual goals
Relationship Building

Remember: Create Optimal Learning Environment!

- **Engagement Increases when Relationship**
  - Mutual trust, respect and predictability
  - PO skills such as MI, listening, feedback, role clarification, and collaborative goal setting

- **Check In…**
  - Opportunity to build relationship
  - Sets stage for work – not solve problem for them!
Video#1: Case Manager vs. Change Agent

The “Meet & Greet”. Starting a supervision session

- Melissa Check-In:
  - Moderate risk & needs (attitudes, family/marital, employment, substance abuse)
  - Drug/property offences present and history
  - Boyfriend and 2 kids from previous relationship
  - Involvement in Child Welfare (CAS)

Length: 7:40
- START AT 4:10…. TO END TOTAL 3:30
- START AT 2:40 TO END TOTAL 2:20
Observations…

- Builds relationship
  - By showing care and understanding
  - By rolling with resistance
  - By NOT problem solving or giving advice

Does this approach enhance relationship?
Does this approach gather information?
Does it set the stage for future “change work”?
What is known about change work?

Treatment Programs that use CBT are effective
Cognitive-Behavioural ($k = 77$) vs. Others ($k = 297$)

Recidivism Reduction

- Cognitive-Behavioural: 23%
- Other: 4%

Source: Andrews & Bonta, 2010

[$\Rightarrow$] Cognitive-Behavioural Interventions are most effective!
Question

How often are Cognitive Intervention Techniques used in 1 on 1 community supervision?
Cognitive Techniques During Supervision Sessions

ANSWER: Infrequently!

STICS**: Bourgon & Gutierrez, 2012
Is this surprising?  
Community Supervision Effectiveness  
*Meta-Analytic Findings*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Φ</th>
<th>k</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Recidivism</td>
<td>.02</td>
<td>26</td>
<td>53,930</td>
</tr>
<tr>
<td>Violent Recidivism</td>
<td>.00</td>
<td>8</td>
<td>28,523</td>
</tr>
</tbody>
</table>

$k = \text{number of effect sizes}$  

Bonta et al. (2008)

➢ **Minimal impact on recidivism**
Why so infrequently?

- Not just tool or technique, it is model of behavior
  - Impacts all aspects of working with clients.
- Not enough time…
  - Too many other administrative responsibilities
- Difficult…
  - Lack understanding of model results in indirect or ineffective discussions about thinking, attitudes…
- Believe they do it already…
  - Primarily BEHAVIORAL not COGNITIVE…
What does “Cognitive-Behavioral” really mean?
# Behavioral vs Cognitive-Behavioral

<table>
<thead>
<tr>
<th>Behavioral Interventions</th>
<th>Cognitive-Behavioral Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on the ABCs</strong></td>
<td><strong>1st change thought then behavior</strong></td>
</tr>
<tr>
<td><strong>Antecedents (e.g., Triggers):</strong> Things outside individual are causal</td>
<td><strong>Antecedents (e.g., Outside Cues):</strong> Context not causal</td>
</tr>
<tr>
<td><strong>Cognitions:</strong> (e.g., Inside cues)</td>
<td><strong>Cognitions:</strong> (e.g., Inside cues) Causal for behavior yet self-determined</td>
</tr>
<tr>
<td><em>What:</em> Content of thought</td>
<td><em>How:</em> Process of thinking</td>
</tr>
<tr>
<td>Teach/model new thinking skills</td>
<td></td>
</tr>
<tr>
<td><strong>Behavior:</strong> New skills to get external consequences</td>
<td><strong>Behavior:</strong> New thinking aids learning new behaviors</td>
</tr>
<tr>
<td><strong>Consequences:</strong> External focus are attempts to control outside consequences (others)</td>
<td><strong>Consequences:</strong> External consequences not in our control Self control of internal consequences</td>
</tr>
</tbody>
</table>
Cognitive-Behavioural Model: Four Key Components

1. External (Antecedent) Stimuli
   - People, places & things outside of me

2. Internal Stimuli
   - Thoughts, feelings, memories, physical sensations

3. Behavior
   - What I do and what I don’t do

4. Consequences
   - What happens after (results of) my behavior
Key Learnings about External/Internal Stimuli

1. External Stimuli (Outside Cues):
   - People, places & things outside of me
   - I don’t control external stimuli
   - External stimuli don’t control me

2. Internal stimuli (Inside Cues):
   - Thoughts, feelings, memories, physical sensations
   - They direct my behavior.
   - My control, my responsibility, my choice
Key Learnings about Consequences #1

- Reinforcers (cookies):
  - Things I like
  - Teach
  - Come from 2 sources: external and internal
    - I DON’T control external
    - I DO control internal
    - Internal most important because timing (1st)
Key Learnings about Consequences #2

- Punishers (Boots):
  - Things I don’t like
  - Typically confuse but MAY teach…
    - Only what not to do to (not how to get reinforcers)
    - Only under special circumstances
  - Come from external and internal
  - Internal most important because timing (1st)
  - I do not control external punishers
In addition...Key Client Lessons

- **What I think directs what I do!**
  - External stimuli is context not cause
  - I control all of me: internal and behavior
  - My Control = My Responsibility = My Choice

- **What I do is goal directed**
  - Does what I do get me what I want?

- **Learning new things = reinforcing self (not punish self)**
  - Working for internal reinforcers = Working for me
  - Working for external reinforcers = Working for others
That is a “HEAVY LOAD”!

- How many of our clients actually believe this?
- How many of us believe this?
  - Takes away the power of our excuses…
  - Takes away our power over others…
  - Gives us too much responsibility…
  - Gives us too much power over ourselves
  - Gives everyone the power of CHOICE
And even if client believes this...

Next challenge is change!

WHOA! WAIT A MINUTE!

IT’S NOT AS EASY AS IT SOUNDS!
CB model and client work

- Many critical lessons for client to learn/accept
  - Lessons/learnings required before applying to self
  - Client does not have vocabulary
  - Textbook language & terms not “responsive”
    - Thinking errors, neutralizations, etc…

- So how to bring CB into client work?
“SPOT, THE DOG”
Now back to Melissa..

- Collaborative goal: ↓“drama” & feel less stress

- Teaching Spot the Dog
  - Some questions to ask while watching:
    - Selling “teaching”
    - How engaged is she?
    - Is she learning?
    - How quickly does she use new vocabulary?

(Spot to 11:37)
SUGGESTION: START AT 2:51 TO 9:48 TOTAL 7 MINUTES
CONTINUE TO 11:30 ADDS 2 MINUTES FOR TOTAL 9 MINUTES
HER APPLICATION: 5 MINUTES MORE: TOTAL 15 MINUTES.

Intervention
Spot to 11:37
Apply to me:
11:37 - 19:17 = 7:40
Observations:

- Has she learned?
  - The four components of the CB model?
  - The language to talk about each?
  - Did she learn the key point?
  - That her thinking leads to behavior?
## A Fundamental Cognitive-Behavioral Tool

<table>
<thead>
<tr>
<th>Outside Cues</th>
<th>Inside Cues</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>People, places, things</td>
<td>Thoughts</td>
<td>My actions</td>
<td>Results of actions</td>
</tr>
<tr>
<td></td>
<td>Feelings, Memories, needs</td>
<td>What I do</td>
<td>2 Types:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cookies (rewards)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boots (costs)</td>
</tr>
<tr>
<td>Everything outside of me!</td>
<td>Everything inside of me!</td>
<td>Verbal and non-verbal</td>
<td>2 Sources:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Outside</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inside</td>
</tr>
</tbody>
</table>
## The Behaviour Sequence: Key learning points

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<th>Behavior</th>
<th>Consequence</th>
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<tr>
<td>Key Points</td>
<td>Directs my behaviour</td>
<td>Leads to consequences</td>
<td>Outside consequences</td>
</tr>
<tr>
<td>I don’t control them</td>
<td>I control</td>
<td>Goal directed.</td>
<td>I don’t control</td>
</tr>
<tr>
<td>They don’t control me</td>
<td>I’m responsible</td>
<td>Does what I do get me what I want?</td>
<td>Inside Consequences</td>
</tr>
<tr>
<td>Will always be there</td>
<td>I can change them</td>
<td></td>
<td>I control</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Most important</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cookie teach</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boots confuse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who controls my cookies?</td>
</tr>
</tbody>
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## The Behaviour Sequence

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<th>Inside Cues</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context only, no control</td>
<td><strong>Cognitive Restructuring</strong></td>
<td>All are evaluated based on long term goals and always responsibility</td>
<td>Inside &amp; Outside</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Short &amp; long term</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who controls your cookies?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Are they what you want?</td>
</tr>
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</table>

### TAPES:
- Old thoughts promoting Red, Blue, Purple (aka procriminal) behavior

### COUNTERS:
- New thoughts promotes Green (aka prosocial) behavior:
  - 2 parts to effective counters
    - A> New Green (prosocial) thought/attitude
    - B> Guide to Green (prosocial) behavior
Back to Melissa..

- She has learned:
  - The four components of the CB model
  - Common language to talk about it
  - Thinking leads to behavior
But how does it all apply to me?

- Some questions to ask while watching:
  - Is she learning to apply what she learned?
  - What has changed?

(From 11:37 to 19:17: approx. 8 minutes)
SUGGESTION: START AT 2:51 TO 9:48 TOTAL 7 MINUTES
CONTINUE TO 11:30 ADDS 2 MINUTES FOR TOTAL 9 MINUTES
HER APPLICATION: 5 MINUTES MORE:
TOTAL 15 MINUTES.

Intervention
Spot to 11:37
Apply to me:
11:37 - 19:17 = 7:40
Observations:

- She has learned:
  - This stuff applies to her
  - Separating her inside cues from outside cues
  - Taking responsibility
  - Sense of empowerment to change
  - Change in attitude towards attending session

(Spot to 11:37 – Application to 19:17)
(total length 19:17)
CB Foundations: 
The 4 STEPS of “CB Work”

1. **Teach CB model and show thought-behaviour link**
   - Demonstrate that thinking directs behaviour

2. **Identify procriminal attitudes/thoughts & behaviours**
   - Show “what” thinking that leads to procriminal behaviours

3. **Model & teach prosocial cognitive & behavioural skills**
   - What & how to change: must be concrete & simple
   - Active (what to do) NOT passive (what not to do)

4. **Practice & help generalize these skills**
   - Rehearsal with feedback here & on street

**Not managing reactions to outside stimuli RATHER**

**Self-creating new thinking and behaviour patterns**
Cognitive-Behavioural Model: Key Lessons

- **Awareness of four components permits**
  - Evaluation of thoughts influence on behavior
  - Evaluation of consequences (i.e. goals)
  - Evaluation of behavior to achieve goals
  - Power to teach (and change) self
    - New thoughts to direct new behavior
    - To obtain more of what I want (i.e., reinforcers) and less of what I don’t want (i.e., punishers)
Remember?

How often are Cognitive Intervention Techniques used in 1 on 1 community supervision?
Cognitive Techniques During Supervision Sessions

**ANSWER:** Infrequently!

- **STARR***: Robinson, Vanbensehoten, Alexander & Lowencamp, 2011
- **STICS****: Bourgon & Gutierrez, 2012

*STARR***: Robinson, Vanbensehoten, Alexander & Lowencamp, 2011
**STICS****: Bourgon & Gutierrez, 2012
But look! Increase after training!

**STICS: Bourgon & Gutierrez, 2012
Is the Behavior Sequence Important?

Evidence from STICS Project"
Effectiveness of Learning the Behaviour Sequence

The Behaviour Sequence is very important
Is the Behavior Sequence important?

*(ALL PO)*: Cox Regression (control age & LSI-R criminal history)

Exposure to Behavior Sequence

None vs. Exposure

Exp(B) = .345

95%CI = .159 - .749

\[ \Delta -28\% \]

All Clients

N = 142
Is the Behavior Sequence important?

(STICS PO): Cox Regression (control age & LSI-R criminal history)

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<thead>
<tr>
<th>Exposure to Behavior Sequence</th>
<th>Exp(B)</th>
<th>95%CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>None vs. Exposure</td>
<td>.330</td>
<td>.141 -.770</td>
</tr>
</tbody>
</table>

Δ -29%

STICS Clients Only

N = 99

Survival length (in days)

Cum Survival

Exposure to Behaviour Sequence

No exposure (N=48)

Exposure (N=51)
Is the Behavior Sequence important? (Within PO): Cox Regression (control age & LSI-R criminal history)

Exposure to Behavior Sequence

None vs. Exposure

Exp(B) = .497
95%CI = .161 – 1.535

Δ -19%
IT IS IMPORTANT!

BUT COACHING IS CRITICAL!
Control vs. Low Support vs. High Support

Topics discussed in Sessions > 9 months post-training

- High Support superior to Low Support (who are similar to Control)
Cognitive skills improve over time

- % Session Attitudes Discussed
- % use of Cognitive Techniques
- Quality of Cognitive Technique

Graph showing standardized (z) score improvement over time from pre-training to 1+ year.
Can you accept?

- Individual’s attitudes and thoughts
  - Are primary cause of all of our behavior?
  - Is one of the strongest criminogenic needs?
- Community supervision can be more effective
  - When officers take on change agent role?
  - When we work on attitudes and thoughts?
- An efficient and effective supervision environment
  - When client/officer share common model & vocabulary
  - When client takes complete responsibility for self

Spot and Behavior Sequence is a way to get there!
Having the knowledge/ skills to work on “Thinking” is hard BUT DO-ABLE!

- Cognitive technique skill development takes time
  - Coaching truly important part of development

- CB model influences all skills and techniques
  - EXAMPLE: Problem Solving: identify tapes and practice counters before generating alternatives
  - EXAMPLE: Role play rehearsal: identify tapes and generate counters before skill rehearsal
Change Agent Approach Means...

A Very Different Way of Working
For the Individual & the Organization!
BUT WORTH IT!

Overall, STICS showed 11%-18% difference in recidivism

With Fidelity & Commitment...
19%-29% difference in recidivism
Selected References


Further Information

Available on the Public Safety Canada Website

www.publicsafety.gc.ca

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