Understanding the process of change and creating the optimal building blocks for change in working with clients

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### Three Principles of Effective Correctional Intervention

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Risk Principle</strong></td>
<td>Intervention intensity is proportional to risk levels; higher risk = more time, energy and resources.</td>
</tr>
<tr>
<td><strong>2. Need Principle</strong></td>
<td>Target the criminogenic needs of moderate and high risk offenders (i.e., the dynamic risk factors that, when changed, will change the probability of an offender’s recidivism).</td>
</tr>
<tr>
<td><strong>3. Responsivity Principle</strong></td>
<td><strong>General:</strong> Utilize cognitive-behavioral techniques. <strong>Specific:</strong> Matched to the individual abilities, learning style, culture and personality, create an environment via the skills, language, and activities that enhance client engagement and facilitates learning.</td>
</tr>
</tbody>
</table>
Change and the Responsivity Principle…

- What we know about Responsivity…
  - General Responsivity - Cognitive-Behavioral
  - Specific Responsivity – Individual factors

What has happened to The Responsivity principle?

- Check off client characteristic boxes
- Send to relevant programs (culture, gender)
- Everyone and every program say they are CB
Perspective... It depends...

AS THE FATHER SEES

AS THE CHILD SEES

AS THE MOTHER SEES
Process of change....

Client Perspective...

The Stages of Behavior Change

- Precontemplation (unaware of the problem)
- Contemplation (aware of the problem and of the desired behavior change)
- Preparation (intends to take action)
- Action (practices the desired behavior)
- Maintenance (works to sustain the behavior change)

Sources: Grimley 1997 (75) and Prochaska 1992 (148)
Process of change...

- But what about change agent perspective???

  - What is your roadmap? Your stages?

  - A question that focuses on you...
    - “What you do”
    - “Why you do it”
    - “How you do it”
What is the effects of adhering to responsivity? In other words...If I am successful at being “responsive”, then what?
Responsivity Success
#1 = Engagement
Indicators of Responsivity Adherence

Engagement: Client participates in service

• Attends sessions
• Listens more
• Talks more
• More active participation in service
Responsivity Success

#2

= Learning
Indicators of Responsivity Adherence

Learning: Client learning enhanced

- Starts gaining knowledge of skills, concepts, tools
- Starts to use “learning”
- Learning is more enhance and efficient
Responsivity Success #3 = Needs Addressed
Indicators of Responsivity Adherence

Needs: Impact on targeted need(s)

• Reduction in severity of need
  ➢ Depends on what is targeted!
  ➢ If noncriminogenic, don’t expect reduced reoffending
• Enhanced strengths
• Enhanced connection to/use of resources
Re-defining Responsibility...

- Creating the “optimal” learning environment
- Focus on US - OUR ACTIONS!
  - Within context of client (skills/abilities/etc.)
  - What can we do that helps learning???
- What we do/how we do defines Responsivity.
  - Includes relationship building activities/behaviors
  - Includes language
  - Our skills
  - Techniques used
Examples of Responsivity Language...

- Cognitive-Behavior Model language/concepts

  - “Triggers” vs. “Outside Cues”
  - “Thinking Errors” vs. “Tapes”
  - “Reward” vs. “Cookie”
The Difficulty....

- Let's start with the obvious....
Change Agent View: Process of change roadmaps...

- But what about change agent perspective???

  • What is your roadmap? Your stages?

  • A question that focuses on you…
    - “What you do”
    - “Why you do it”
    - “How you do it”
Change Agent View Roadmap #1: Facilitating change over time.

- **Assessment**
  - Viewing risk/need profile from CB model
  - Thinking/Attitudes primary target.

- **Relationship**
  - Collaborative relationship required
  - Skills and intervention techniques to build it

- **Foundations needed prior to individual work**
  - Cognitive-Behavioral model of human behavior
  - Common understanding (“why”) and vocabulary (“how”)

- **Individual work**
  - Application of concepts to individual client
  - Teaching, practice and generalization of skills
Relationship & Engagement: Optimal Learning Environment:

- **Engagement Increases when relationship has…**
  - Mutual trust, respect and predictability
    - Trust = Predictable + Faith (you work in my best interest)
    - Role of each & build expectations of behavior (predictable)
    - Agreed goals of work (collaboration builds faith)
  - Skills = listening, feedback, effective reinforcement, & MI
  - Techniques = role clarification & collaborative goal setting.

Predictable Individuals Behaving with Common Purpose
Foundations & Learning: Optimal Learning Environment:

- Learning enhanced when concepts and vocabulary make sense…
  - “Book” versus “Real” concepts/terms
    - Clear, concise and memorable
    - Easy to apply and use
    - Holistic across all behaviors
  - Non-threatening way to describe/evaluate self/others
  - Little to no “baggage” that interferes with learning

Sets stage to “work” on self
Responsivity:
Importance of Language...

- Encourage the use of “different” language for talking about psychological concepts than what is found in “books”
- Why?

Responsivity = ↑ Engagement & Learning
Foundations #1: Talking about Thinking....

- The Challenge: Engaging client to
  - Identify thinking...
    - Difficulty in awareness
    - Thoughts different from action
  - Evaluate thinking…
    - Vocabulary to use
    - Evaluating against what
  - Change thinking…
    - Skills needed to change
Problematic Attitudes/ Thoughts

How do you know when your client has a “bad attitude”? 
What is an ‘Attitude’?
Definition of Attitudes

- An attitude is a collection of thoughts, values, and beliefs about a particular topic
  - For example, you may have an attitude about...
    - participating in training
    - Minnesota Vikings
    - “FIBs”
Procriminal Attitudes

What are Procriminal (i.e., antisocial) Attitudes?
Definition of Procriminal Attitudes

- Thoughts that promote or facilitate violating rules and the law
- The content (e.g., words) can be values, beliefs, and cognitions about:
  - the law (specific laws, crime, police, courts, justice system, criminals, etc.)
  - aggression and violence
  - substance use
  - ways of interacting with others
Many models of Procriminal/Problematic Attitudes

- **Thinking Errors:** (All or nothing, overgeneralization, mind reading, etc.)
- **Neutralizations** (denial of responsibility, injury, etc)
- **Risky Thinking** (Thinking that puts me at risk to get into trouble, hurts someone, breaks rules, etc.)
- **Criminal Self Image** (Identification with Criminal Others - views self as criminal; “criminal pride”)
- **“Stinky Thinking”** (AA/NA/12 Step concept…)
- **PICTS model** (Federal Probation uses this measure. E.g., entitlement, power orientation, etc.)
Working with Client Attitudes...

- The Challenge:
  - Need a shared understanding of what is an “attitude”
  - Need to link “attitude” to behaviour
  - Provide a non-threatening way to evaluate “attitudes” (and behaviours) within all social contexts (e.g., relationships, crime, aggression, substance use, etc.).

- Follow the Responsivity Principle…
Colours

What is it?

- A language used to describe, talk about and evaluate attitudes and thinking
  - Uses concrete visual imagery language to describe attitudes (and behavior)
  - Provides a general framework that is easy to understand and apply
  - Facilitates efficient learning and change work
  - Follows the Responsivity Principle
The Colours: Describing How I Relate to Myself & Others

GREEN → I COUNT - YOU COUNT

RED → I COUNT – YOU DON’T COUNT

BLUE → I DON’T COUNT – YOU COUNT

PURPLE → I DON’T COUNT – YOU DON’T COUNT
Colours: Describing How I Relate to Myself & Others ...

GREEN → I COUNT - YOU COUNT

**Attitude**
It’s not OK to yell at me and it’s not OK to yell at others

You and I are equals, we both have the same rights

**Behaviour**
… so I apologize to you for yelling, take responsibility and find a compromise.

… so I listen, try to understand your view, accepting that you are different from me.
## Colours: Describing How I Relate to Myself & Others ...

<table>
<thead>
<tr>
<th>RED</th>
<th>I COUNT - YOU DON’T COUNT</th>
</tr>
</thead>
</table>

### Attitude
- I do what I want, deal with it
- I win, you lose

### Behaviour
- ... so I demand things from you and threaten you if you say ‘no’.
- ... so I lie, cheat and manipulate.
### Colours: Describing How I Relate to Myself & Others ...

<table>
<thead>
<tr>
<th>BLUE</th>
<th>I DON’T COUNT - YOU COUNT</th>
</tr>
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</table>

#### Attitude

I can’t say ‘no’ to him

Nobody really cares what I think

#### Behaviour

... so I give him what he wants even though I am fuming, and say something sarcastic.

... so I stay quiet, and do what you tell me to do.
Colours: Describing How I Relate to Myself & Others ...

PURPLE  \text{ I DON'T COUNT - YOU DON'T COUNT}

\begin{itemize}
  \item \textbf{Attitude} \hspace{2cm} \textbf{Behaviour}
  \item The world is so screwed up \hspace{2cm} \ldots so I get high and actively make my addiction worse.
  \item I just don't care \hspace{2cm} \ldots so I blame you and everyone else for everything and make no effort to change.
\end{itemize}
For the majority of your clients, which would be easier for them to learn, apply, and talk about:

“Psychobabble” terms or Colours?

Why?
Colours

Goal?

- To explain what attitudes are (and what they are not) by providing a responsive concept/language
- To begin to explore and evaluate attitudes, thoughts, and behaviours within a variety of social contexts
  - Can be used as a “hook” to aid in establishing collaborative goals
  - Can increase awareness (e.g., “What Colour of people do I have problems with?”)
Colours: How to do it

1. Discuss “what is an attitude?” with the client

2. Tell the client *why* you are going to talk about the Colours concept

3. Explain Colours
   - Describe the various colours in the following order: ¹ Green ² Red ³ Blue ⁴ Purple
Colours: How to do it ...

3. Explain Colours  continued…

- Cover the general attitudes, thoughts and behaviours of each Colour
- Illustrate how one behaviour can be all 4 colours

4. Explore your client’s Colour

- Ask your client what Colour s/he wants to be?
- Ask your client what Colour gets the client into “trouble”?
Foundations #2: Understanding Cognitive-Behaviourism

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></td>
<td></td>
</tr>
<tr>
<td>Things outside individual are causal</td>
<td>Antecedents (e.g., Outside Cues):</td>
</tr>
<tr>
<td>Context not causal</td>
<td>Context not causal</td>
</tr>
<tr>
<td><strong>Cognitions:</strong></td>
<td></td>
</tr>
<tr>
<td>(e.g., Inside cues)</td>
<td></td>
</tr>
<tr>
<td>Causal for behavior yet self-determined</td>
<td></td>
</tr>
<tr>
<td>What: Content of thought</td>
<td></td>
</tr>
<tr>
<td>How: Process of thinking</td>
<td></td>
</tr>
<tr>
<td>Teach/model new thinking skills</td>
<td></td>
</tr>
<tr>
<td><strong>Behavior:</strong></td>
<td></td>
</tr>
<tr>
<td>New skills to get external consequences</td>
<td>Behavior:</td>
</tr>
<tr>
<td>New thinking aids learning new behaviors</td>
<td></td>
</tr>
<tr>
<td><strong>Consequences:</strong></td>
<td></td>
</tr>
<tr>
<td>External focus are attempts to control outside consequences (others)</td>
<td>Consequences:</td>
</tr>
<tr>
<td>External consequences not in our control</td>
<td>External consequences not in our control</td>
</tr>
<tr>
<td>Self control of internal consequences</td>
<td>Self control of internal consequences</td>
</tr>
</tbody>
</table>
Change Agent View Roadmap #2: The 4 STEPS of “CB Work”

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

2. **Identify problematic attitudes/thoughts & behaviours**
   - Show “what” thinking that leads to problematic 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
CB Foundations help…

- **Vocabulary to use in work…**
  - Learn and use new language

- **Knowing the parts…**
  - What is (and what is not) in each component

- **Accepting the principles…**
  - Causal links of the parts…

- **Empowerment…**
  - Taking responsibility for all of me
    - What I thought/felt/did, What I can think/feel/do!
    - How I can take charge of (and change) me!
# The Behavior Sequence Vocabulary

## 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, Feelings, Memories, needs</td>
<td>My actions, What I do</td>
<td>Results of actions: 2 Types: Cookies (rewards), 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: Outside, Inside</td>
</tr>
</tbody>
</table>
Knowing the parts: How it helps...

- **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)
Key Client Lesson:
Show THOUGHT-BEHAVIOR Link

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

But there is more to it…
Key Learnings about External/ Internal Stimuli

1. External Stimuli (OUTSIDE CUES!):
   - I don’t control external stimuli
     - Watch out how you set goals! Are they external?
   - External stimuli don’t control me

2. Internal stimuli (INSIDE CUES!):
   - 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
# The Behaviour Sequence: Key learning points

<table>
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<tr>
<th>Outside Cues</th>
<th>Inside Cues</th>
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<th>Consequence</th>
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</thead>
<tbody>
<tr>
<td>I don’t control them</td>
<td>Directs my behaviour</td>
<td>Leads to consequences</td>
<td>Outside consequences</td>
</tr>
<tr>
<td>They don’t control me</td>
<td>I control</td>
<td>Goal directed.</td>
<td>I don’t control</td>
</tr>
<tr>
<td>Will always be there</td>
<td>I’m responsible</td>
<td>Does what I do get me what I want?</td>
<td>Inside Consequences</td>
</tr>
<tr>
<td></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>
</tbody>
</table>

### Key Points
- Outside Cues
  - I don’t control them
  - They don’t control me
  - Will always be there

- Inside Cues
  - Directs my behaviour
  - I control
  - I’m responsible
  - I can change them

- Behavior
  - Leads to consequences
  - Goal directed.
  - Does what I do get me what I want?

- Consequence
  - Outside consequences
  - Inside Consequences
  - Most important

### Questions
- Cookie teach
- Boots confuse
- Who controls my cookies?
# The Behavior Sequence: Cognitive Skills

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

**TAPES:**
- RED – BLUE – PURPLE Thoughts
  - Promote problem behaviors (RED – BLUE – PURPLE actions)

**COUNTERS:**
- New thoughts promotes GREEN (prosocial) behavior:
  - 2 parts to effective counters
    - A> New GREEN (prosocial) thought or attitude
    - B> Guide to new GREEN (prosocial) behavior

Teach concrete behavioral skills if needed (after thinking change) = more success!
Can you accept?

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

Change is a process, many lesson to learn!
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!
Having the knowledge/skills to work on “Thinking” is hard BUT DO-ABLE!

- CB model influences what/how we say things
  - Careful not to contradict the responsibility!
  - Not to contradict empowerment!
- CB should influence 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
Selected References


Further Information

Available on the Public Safety Canada Website

www.publicsafety.gc.ca

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Is the Behavior Sequence Important?

Evidence from STICS Project”
Effectiveness of Learning the Behaviour Sequence

- **Control Group**: 40.5%
- **STICS Group Not Using Behaviour Sequence**: 36.1%
- **STICS Group Using Behaviour Sequence**: 15.4%

⇒ 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

Δ -28%
Is the Behavior Sequence important?

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

Exposure to Behavior Sequence

None vs. Exposure

Exp(B) = .330

95%CI = .141 - .770

Δ -29%
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%

Same PO: has cases with & without exposure

N = 54