

CBT Techniques: The Use of Language to Effect Change

For 2021 WATCP Coordinator Conference

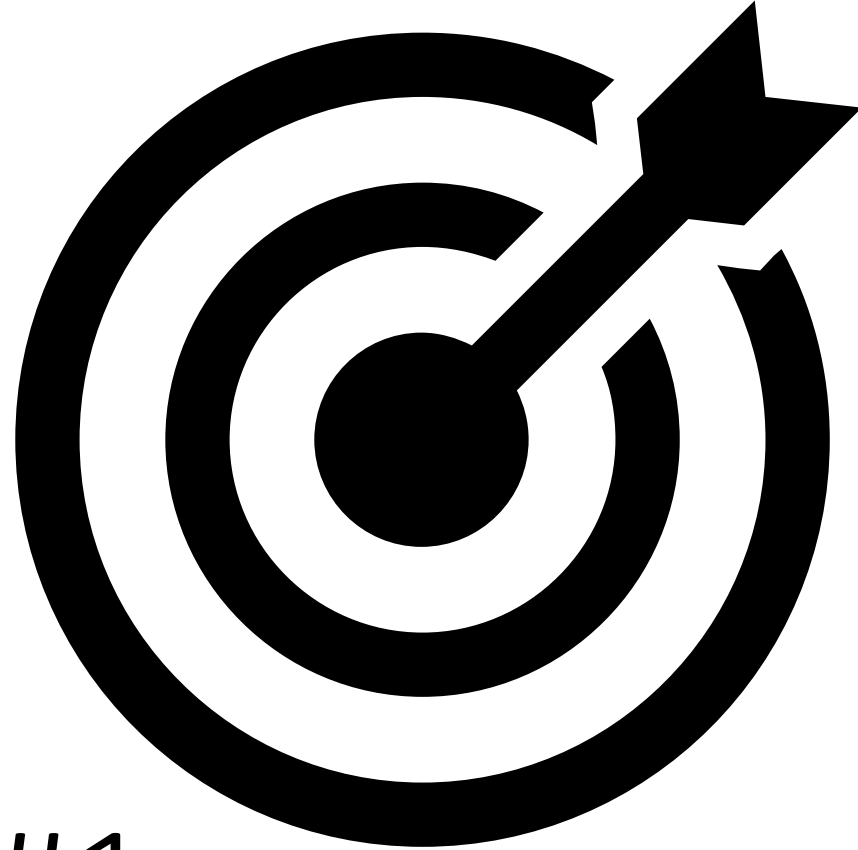
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Presentation Purpose

- Cognitive Behavioral Programming (CBT) is the premier intervention for reducing recidivism
- These interventions need not be limited to group programming
- All stake holders can integrate the ideas of CBT into their conversations with participants.
- Treatment courts should consider how to intentionally use CBT principles across all client interactions.
- These kinds of interactions should be supported by training and policy

Objectives

1. Provide basic background on CBT as an evidenced based practice
2. Examine the theories, concepts, and best practices behind CBT
3. Examples of basic CBT tools and how to integrate into conversations
4. Infusing CBT into Treatment Court

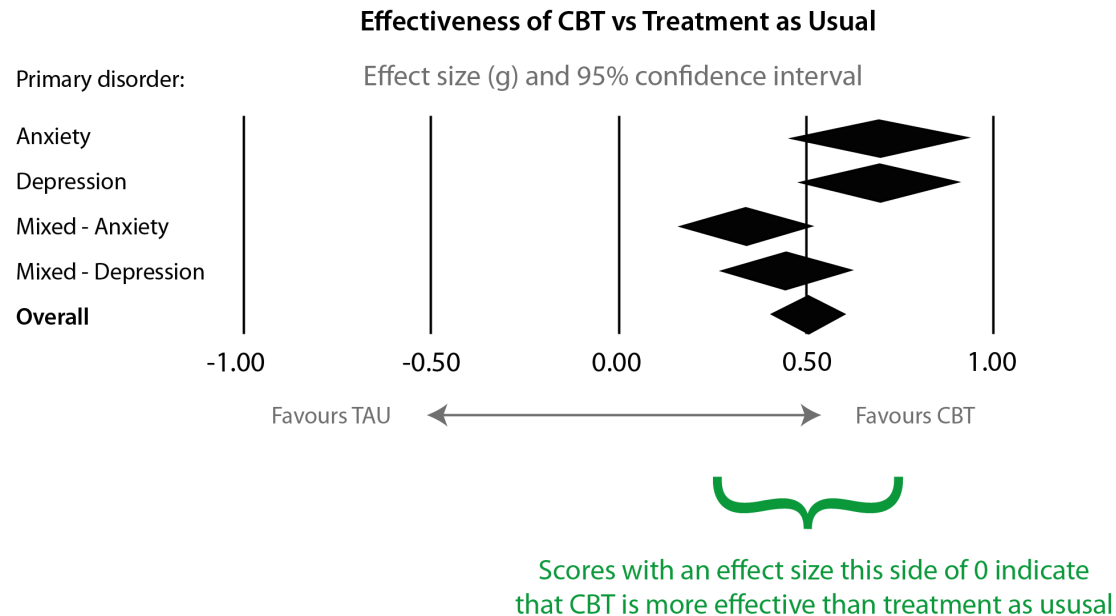


Objective #1

Provide basic background on CBT as an evidenced based practice

CBT Works – Mental Health & Addiction

CBT for Addiction



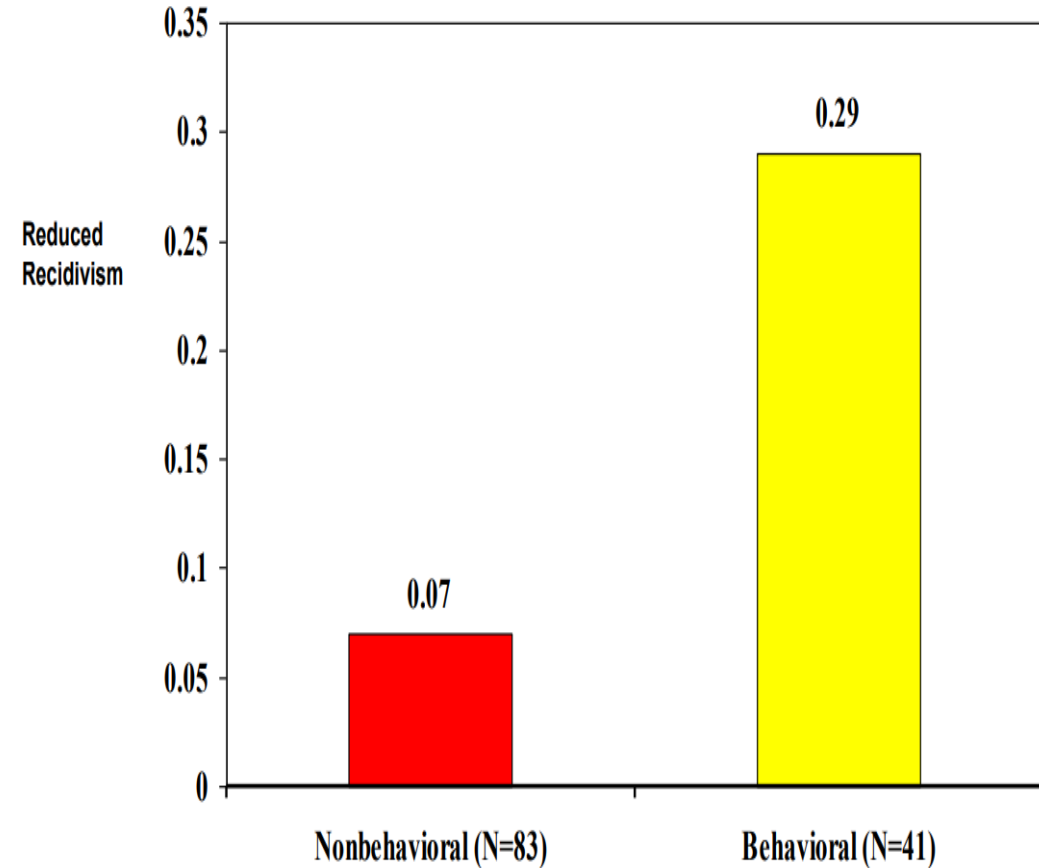
PSYCHOLOGYTOOLS®

- Is more effective than TAU
 - Less effective than contingency management
 - About as effective as relapse prevention
 - Improved outcomes when used together
 - Pairs particularly well with MAT
- Outcomes depend on addiction
 - Highly effective for THC, nicotine, gambling, and sex addiction
 - Lower efficacy for cocaine, opiates, and polysubstance

CBT Works - Recidivism

Cognitive Behavioral Program	26% reduction
Case Management	20% reduction
Social/Interpersonal Skills Training	13% reduction
Meditation	12% reduction
Academic Training (GED)	10% reduction
Job Related Interventions	6% reduction

Greenwood, P. (2010)

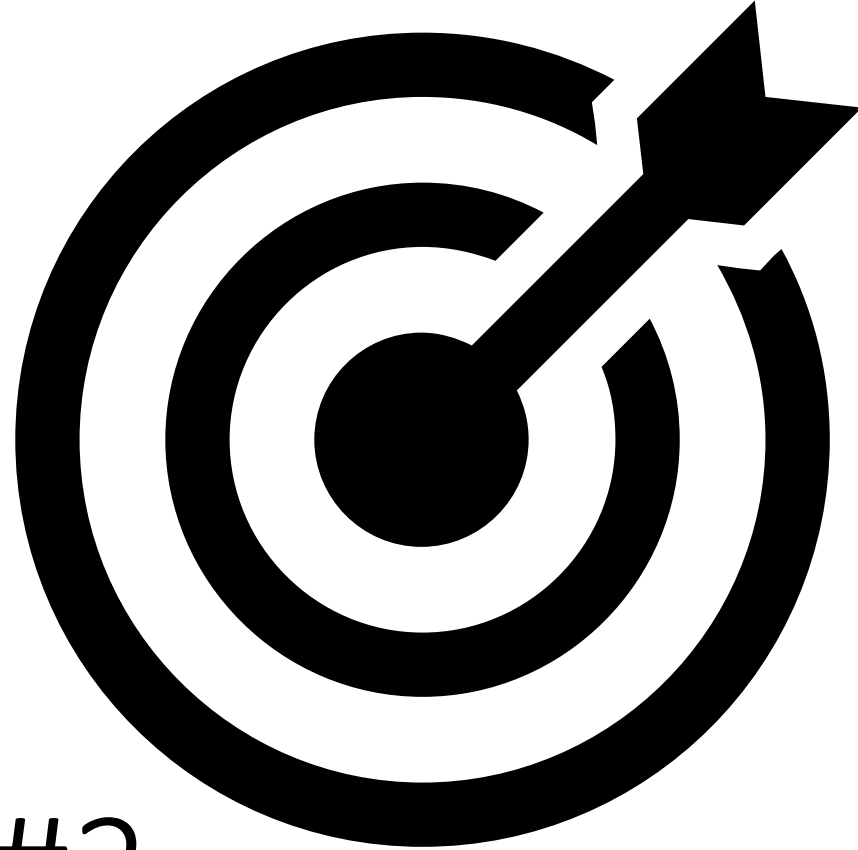


Latessa, E. (2013)

CBT Works – Bottom Line

“Four separate meta-analytic studies supported the efficacy of CBT for criminal offenders ([Illescas, Sanchez-Meca, & Genovés, 2001](#); [Lösel & Schmucker, 2005](#); [Pearson, Lipton, Cleland, & Yee, 2002](#); [Wilson, Bouffard, Mackenzie, 2005](#)). Out of several theoretical orientations and types of psychological interventions for criminal activity, behavior therapy and **CBT appeared to be the superior interventions in reducing recidivism rates**”

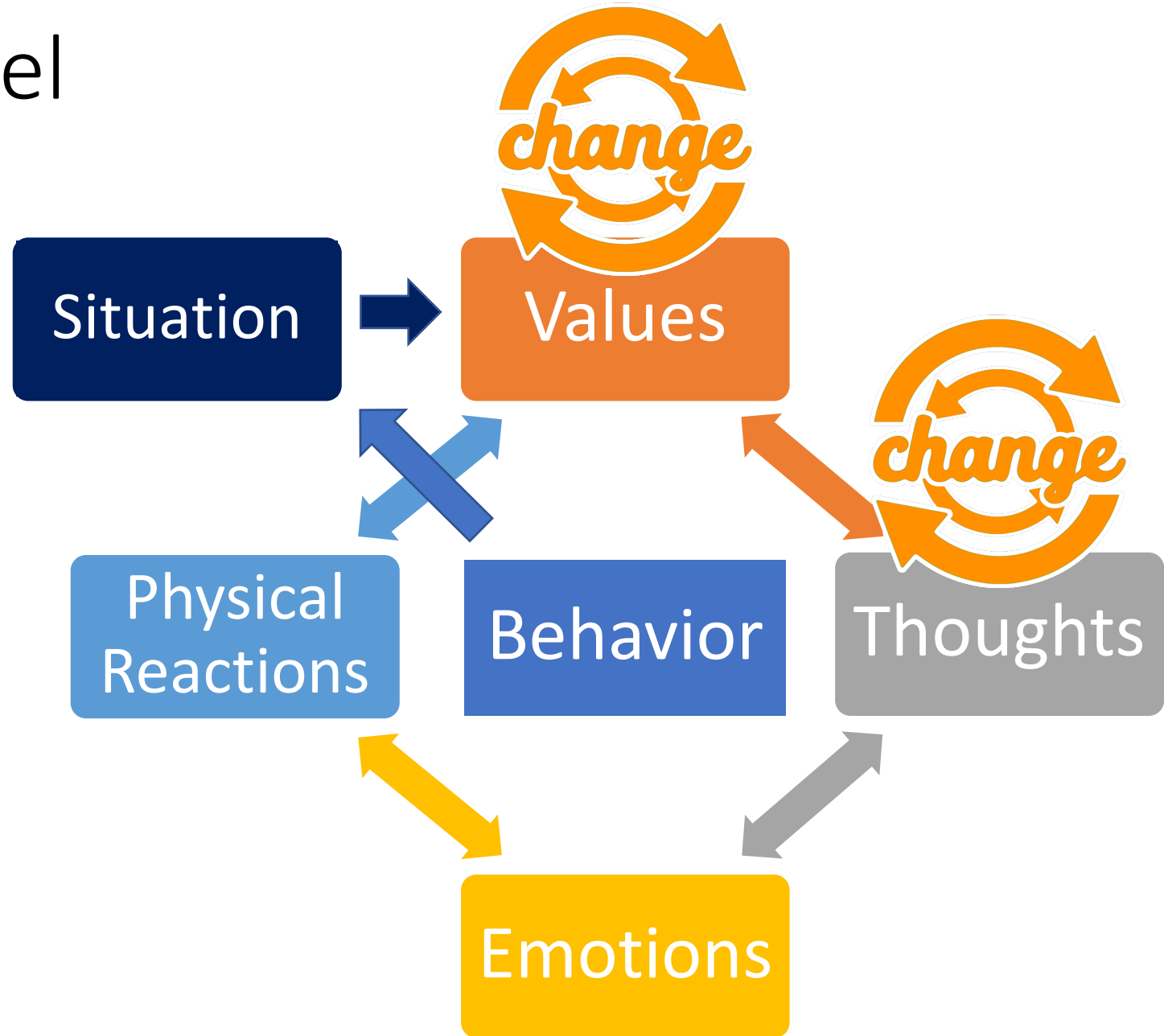
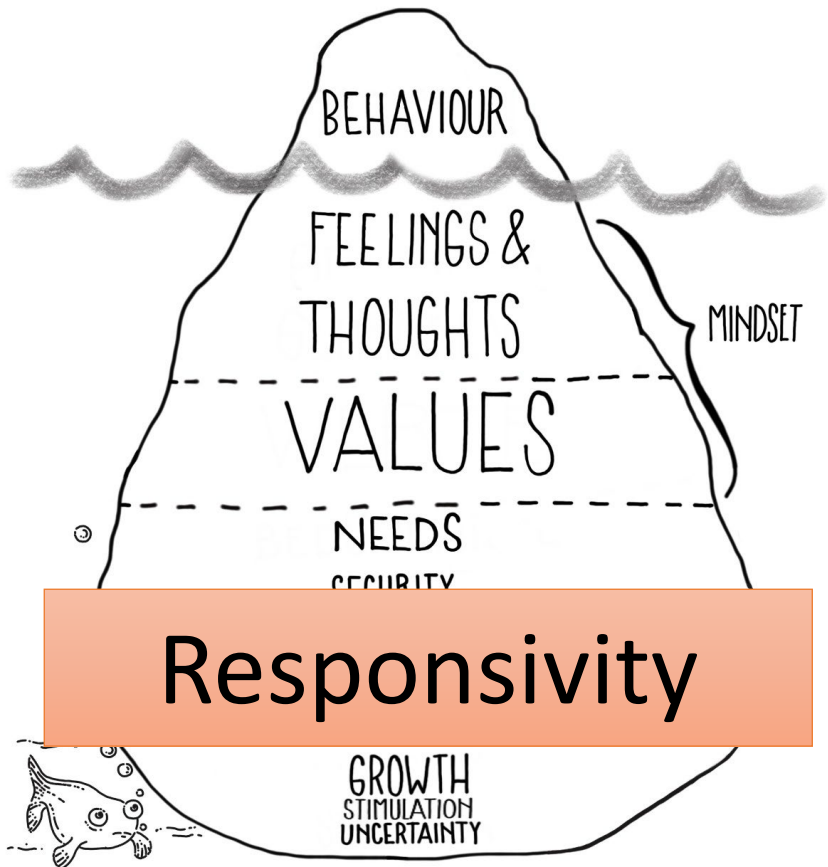
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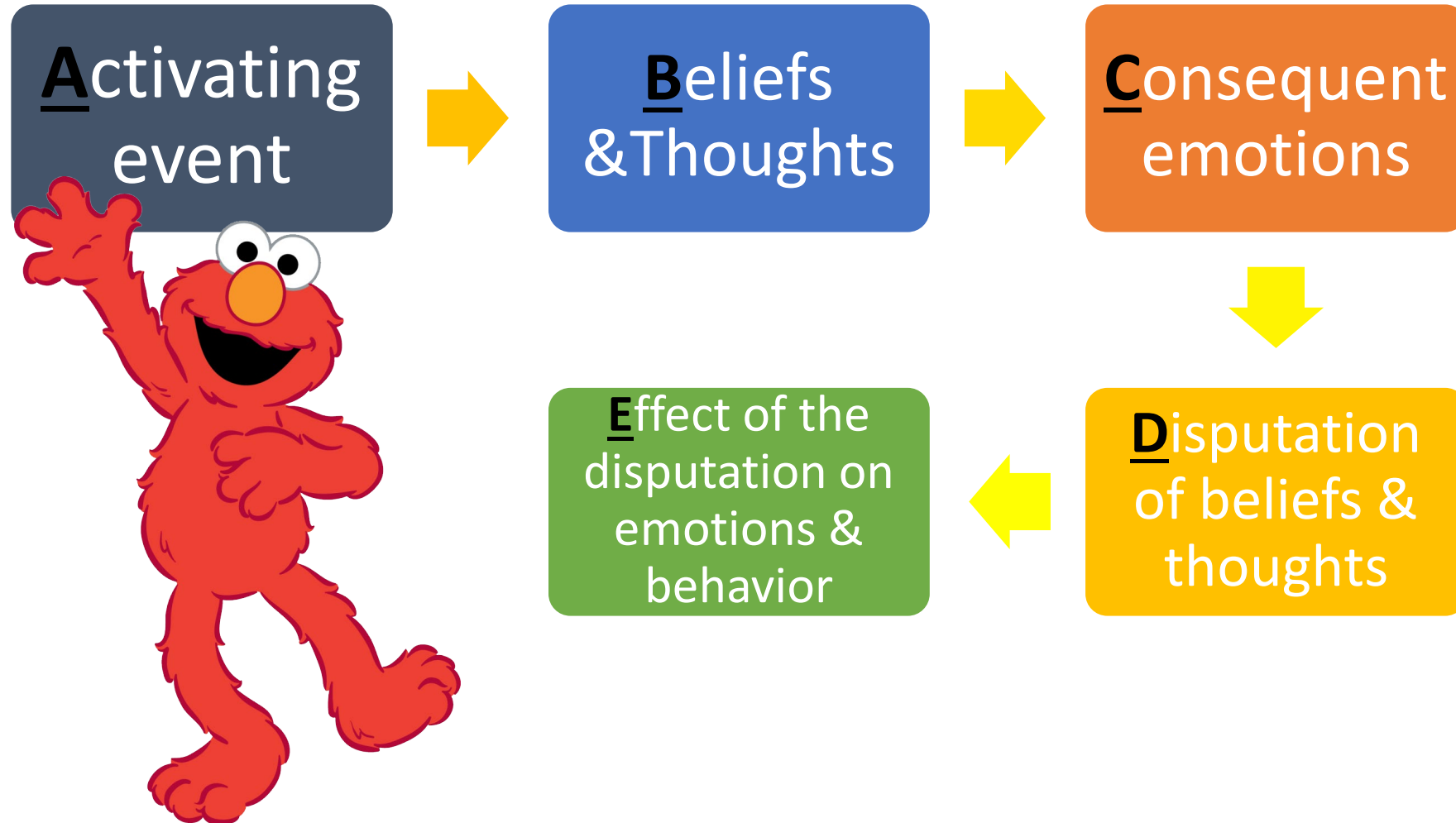
Objective #2

Examine the theories, concepts, and best practices behind CBT

The Basic CBT Model



CBT Easy As ABC



Theory of CBT Bottom Line

- “We don’t see things as they are, we see things as we are.” – Anaïs Nin
- “Every action is preceded by thought. If we want to control our actions, we must control our thinking.” – James Allen

Traits for Successful Communication

- Talk less, listen more
- Concise
- Direct
- Focus on behaviors
- Empathy
- Model objectivity
- **Seriously**, talk less
- Direct clients to solve their own problems



Traits for Successful CBT

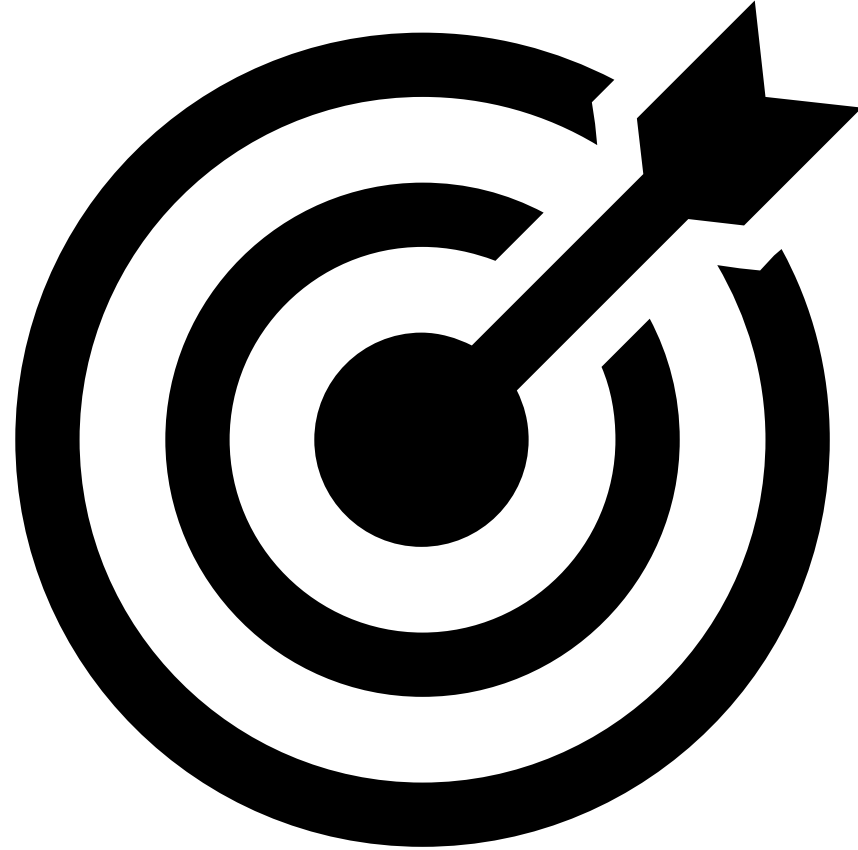
- **Specific Real-Life Situation**
 - The client's actions, start with "I"
- **Objective**
 - Non-judgmental
 - No good or bad, right or wrong
 - Model being purely factual
- **Empathetic**
 - Adopt the client's viewpoint
 - Avoid argumentation
- **Support Self-Efficacy**
 - The client is the expert
 - Only provide suggestions with
 - permission

Connections: Principles of MI/MET

Motivational Interviewing	Motivational Enhancement Therapy
<ul style="list-style-type: none">• Collaboration• Evocation• Emphasize Autonomy• Compassion	<ul style="list-style-type: none">• Empathy• Develop Discrepancy• Avoid Argumentation• Roll with Resistance• Support Self-Efficacy

Therapy vs. Non-Clinical Support

Therapy	Non-Clinical
Retrospective	Present Focus or Prospective
Introspective/Intrapersonal	Action/Behavior Oriented
Expert/Caretaker Role	Guide on the Side
Analytical	Practical
Goal Based on Diagnosis	Goal Based on Client Desire
Goal is to Create Wellness	Goal is to Increase Capacity
Addresses Root of the Problem	Results Based



Objective #3

Examples of basic CBT tools and how to integrate into conversations

CBT Tool

Classic Model Thinking Report

Situation:			
Automatic Thoughts & Attitudes/Beliefs	Consequences & Emotions (rate 0-10)	New Thoughts & Attitudes/Beliefs	Consequences & Emotions (rate 0-10)
	+		+
	-		-

Classic Model Thinking Report



A Situation: I spent two days watching cat videos instead of preparing this PowerPoint.			
B Automatic Thoughts & Attitudes/Beliefs	C Consequences & Feelings (rate 0-10)	D New Thoughts & Attitudes/Beliefs	E Consequences & Feelings (rate 0-10)
I work better under pressure	+ Joy (9) Relaxed (6)	I can get this done now and watch videos later	+ Accomplished (7)
I've been doing so much shit, I need a break		If I do this I will feel guilty	The project is done! (10)
I deserve this	- Guilt (8)	I don't like feeling guilty	Smiling (3)
There is plenty of time	Stay up late (8) Distracted (2)	My work is important to me	- I feel grrrr. . . (5) Exhausted (4)

Behavior Matrix

Specific behavior/situation:	
Notice Thoughts and Feelings before choosing the behavior:	
Positive Emotions/Effects of <u>doing</u> the behavior (Scale 1-10):	Positive Emotions/Effects of <u>NOT</u> doing the behavior (Scale 1-10):
Negative Emotions/Consequences of <u>doing</u> the behavior (Scale 1-10):	Negative Emotions/Effects of <u>NOT</u> doing the behavior (Scale 1-10):



Behavior Matrix

A

Specific behavior/situation: I spent two days watching cat videos instead of preparing this PowerPoint. (Watching cat videos)

B

Notice Thoughts and Feelings before choosing the behavior: I deserve this but also guilty

C
D
E

Positive Emotions/Effects of doing the behavior (Scale 1-10): Relaxes me (6), Brings Joy (10)

Positive Emotions/Effects of NOT doing the behavior (Scale 1-10): Relief that work is done (8), Accomplishment (9)

Negative Emotions/Consequences of doing the behavior (Scale 1-10): Guilty (8), Stay Up Late (8), Distracted (2), Stress (10)

Negative Emotions/Effects of NOT doing the behavior (Scale 1-10): Exhausted (4)

What thoughts will make it more likely I make the choice I want next time: If I do this I will feel guilty. My work is important to me.



Turning the CBT Tool into Conversation

- Gain permission
- Clarify their situation
- Invite the client to notice causal thoughts
- Inquire about consequences
- Summarize and reflect the link between thought and action
- Decide on a preferred outcome
- Elicit new thoughts that would result in the preferred outcome
- Elicit new thoughts that would result in the preferred outcome
- Summarize and empower the new thought

A



B

C


D

E



Classic Model Thinking Report Conversation

- Gain permission  • CW: Perhaps you're willing to discuss that a little more.
- C: I guess.
- Clarify the situation  • CW: For you, what was your main choice or action that you want to focus on?
- C: I spent 2 days watching cat videos instead of working.


Classic Model Thinking Report Conversation

- Invite client to notice causal thoughts 
- CW: What was going through your head when *you made that choice?*
- C: I thought I deserved a break, you know. Besides, I work best under time pressure.


Classic Model Thinking Report Conversation

- Inquire about consequences 
 - Summarize and reflect the link between thought and action 
- CW: How did that go for you?
 - C: I mean, I liked it obviously. Cat videos make me happy but really put me behind.
 - CW: Am I right that you were thinking it would help you relax but being behind made you more stressed?
 - C: Yeah.


Classic Model Thinking Report Conversation

- Decide on a preferred outcome 
- CW: I feel like I can really understand how intense that stress can be. In hindsight, what do you wish you could have done?
- C: I wish I would have just gotten it done right away and done the cat videos after.

Classic Model Thinking Report Conversation

- Elicit new thoughts that would result in the preferred outcome 
 - **Notice summary and repetition of client's pro-social choice**
- CW: **You would want to do your work first.** What thoughts would have made you more likely to make that choice and get your work done first?
- C: I don't know, I hated feeling so stressed and guilty. I should have listened to my feelings.

Classic Model Thinking Report Conversation

- Summarize and empower the new thought 
- CW: If you had followed your feelings, you would have noticed your guilt and the stress building. Then you would have gotten it done right away. Perhaps, you will notice these kinds of warning feelings in the future. Would you be willing to make the commitment to try that? Perhaps even let me know how it goes. (*make a statement not a question*)
- C: Sure!

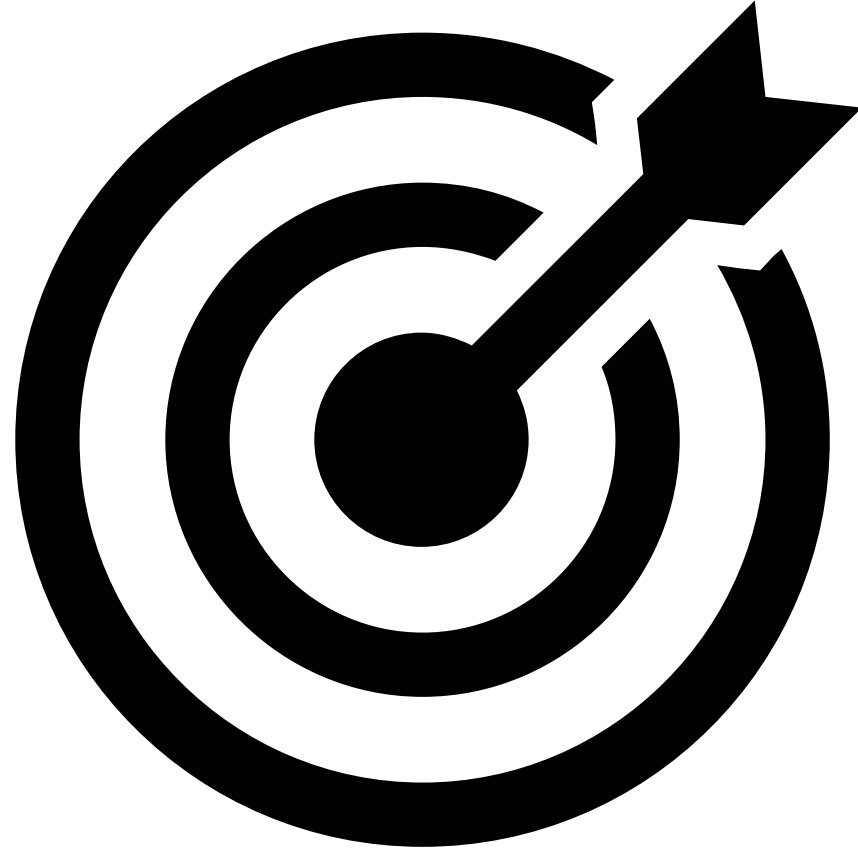
Things to Notice

- **Make it conversational**
 - As an informal response, do not need to dig too deep or elicit every thought/feeling
- **It is never “talking at”**
- **Take whatever the client is giving you**
 - If they don’t want to change the negative behavior allow them that choice
 - “You are saying you don’t want to change what happened?”
 - “If you don’t think you would want to change your actions, perhaps you would just be willing to really notice the consequences next time. Perhaps you will see things differently in the future.”
- **Notice Key Language**
 - Focused on client ownership of thoughts and actions
 - Focus on choice, repeat the word a lot
 - Harder to reject “perhaps you could” and “ would you be willing”

Thinking Check-In Format

- I A (situation) _____. In my mind, I was B (at least one thought, feeling, OR belief) _____. This made me want to C (risk reaction/consequent behavior or consequences) _____. Instead, I could think D (new thoughts) _____ and that would help me E (consequent behavior or consequences) _____.
- I spent 2 days watching cat videos instead of working on this PowerPoint. In my mind, I was feeling overwhelmed and thought I deserved a break. This made me want to watch the cat videos, also made me anxious and guilty. Instead, I could think about how it would feel to be finished and that would help me feel accomplished.





Objective #4

Infusing CBT into Treatment Court

First Steps

- Integrate with existing CBT
 - Cross-train staff even if they will not be facilitating
 - Case managers, judge, attorneys can all ask what skills clients are learning about in the CBT groups
 - Include asking specifically how they are using the skill or, when they didn't, how they might have used a skill
 - Ask for specifics
 - If they can't provide one try, "Perhaps next session you will have noticed more that you can share about using these skills. I would really like to hear from you how you are using the skills you learn."
 - Reinforces importance of groups and material
 - Case Managers practice increasingly difficult roleplays with clients on skills they have been exposed to

First Steps

- Integrate with existing CBT
 - Learn and use the same tools your CBT programming does
 - Thinking Reports, problem solving steps, etc.
 - ACT Matrix
 - Skill Streaming the Adolescent Goldstein & McGinnis
 - Embed CBT in responses to behavior
 - Letter to the judge now needs the CBT ABC's to be accepted
 - Thinking reports or skills practice as response to behavior
 - Daily CBT journal earns credit
 - Clients offer thinking check-in's every contact
 - Be creative

Buy-In and Commit

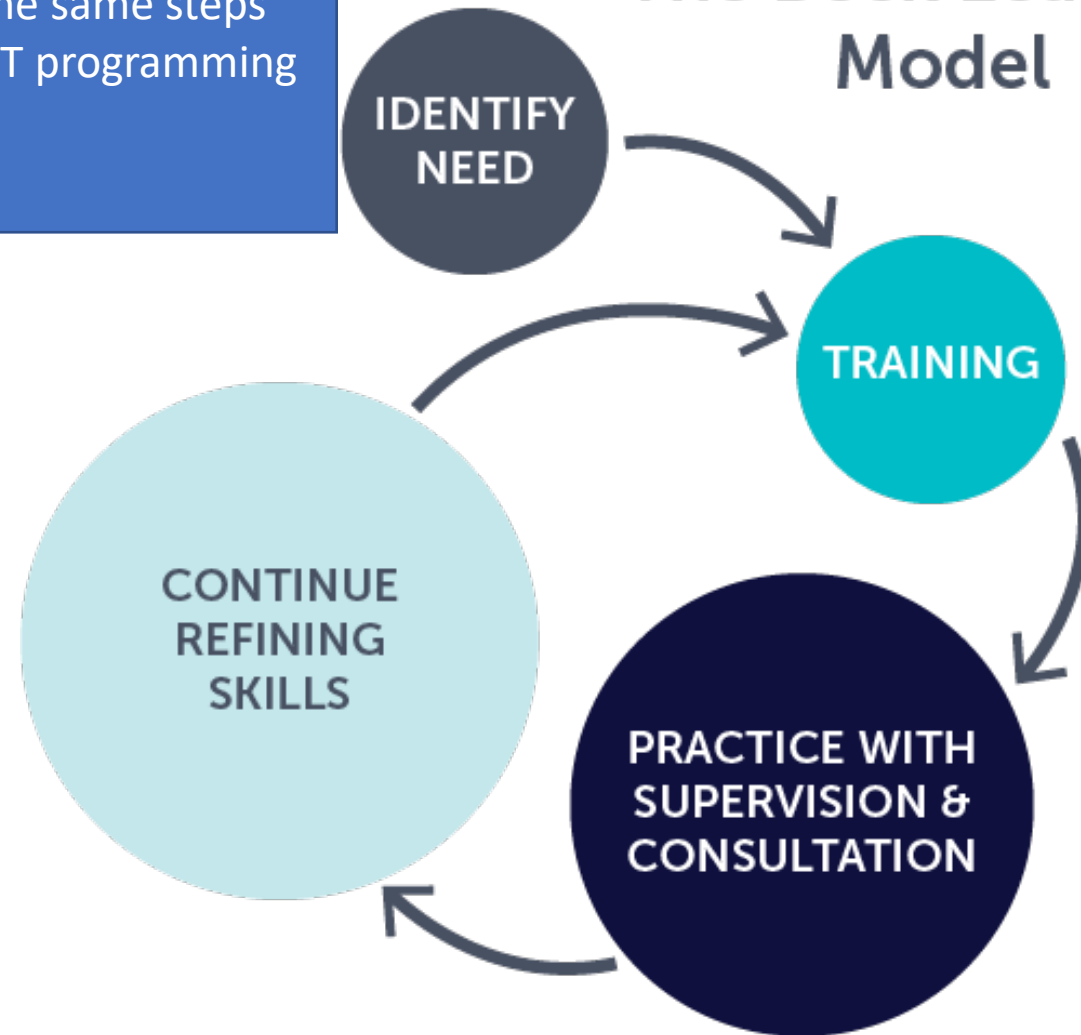
- Top-Down Commitment
 - Leadership needs to value CBT
 - Basic Knowledge – Talk the Talk
 - Rewrite programming and policies
 - Make it part of the core of your program
 - Emphasis during discussions, emails, etc.
 - Integrating CBT as an organizational value not just a training
 - Ongoing training and QA
 - Part of case notes & case plans
 - Discuss it in staffings

Training

- Commit and Buy-In
- Initial Training
 - Theory
 - Start with just a few tools
- Practice among staff
- Practice with clients
 - Record & Listen
- Assess progress
- Advanced Training or New Tools

These are the same steps used in all CBT programming

The Beck Learning Model



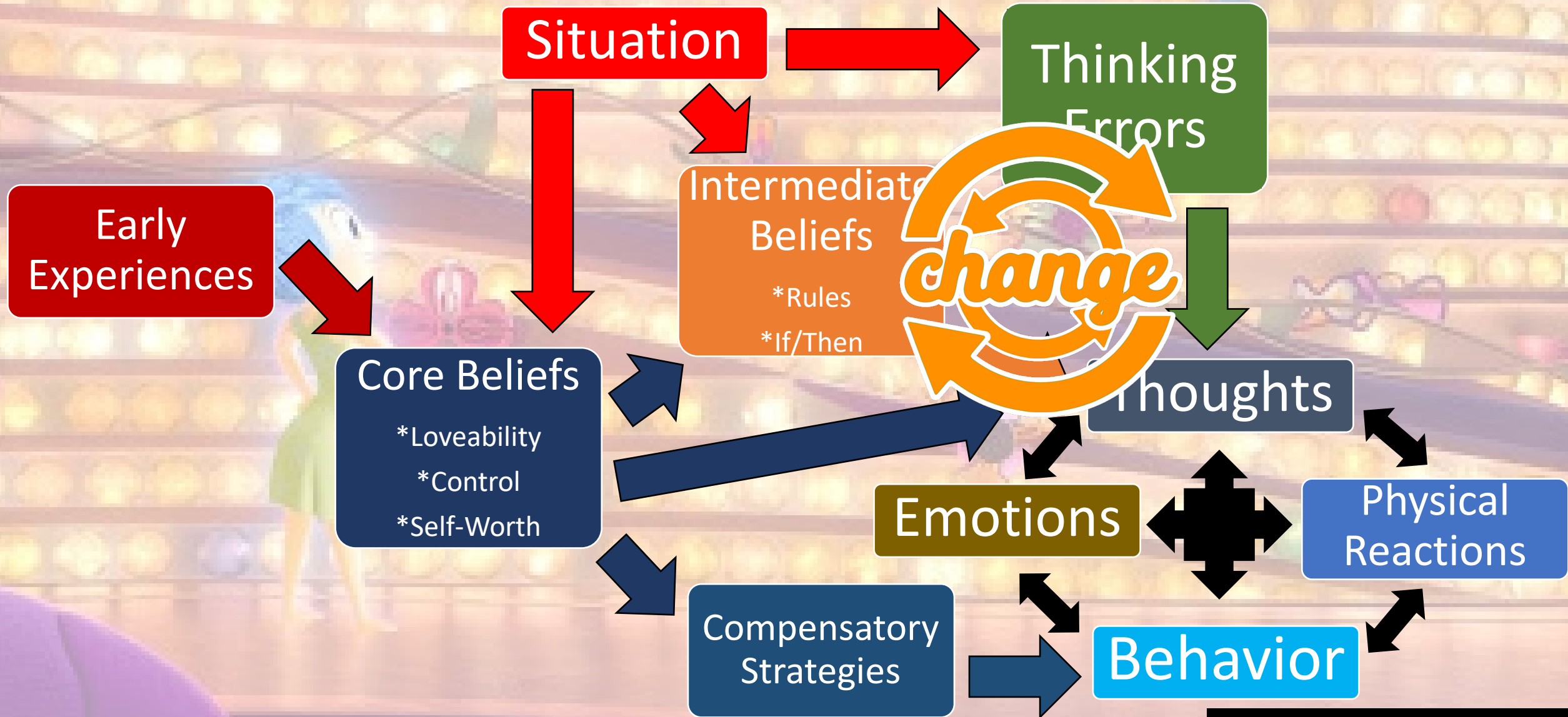
Final Thought

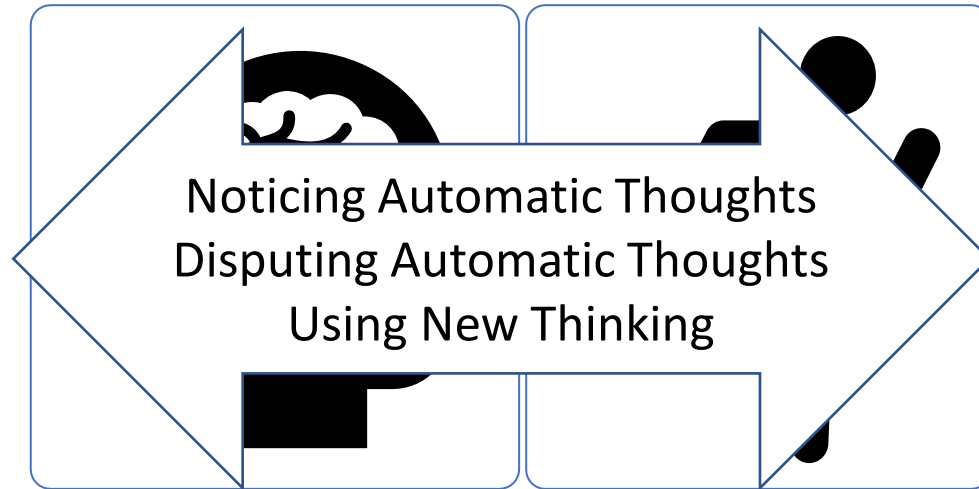
- We know from 50 years of consistent research that CBT interventions are **“be the superior interventions in reducing recidivism rates.”**
- Why are we okay with providing a 38-hour group intervention and calling it good enough?

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Unused slides

Advanced CBT Model





Cognitive Fusion/Defusion

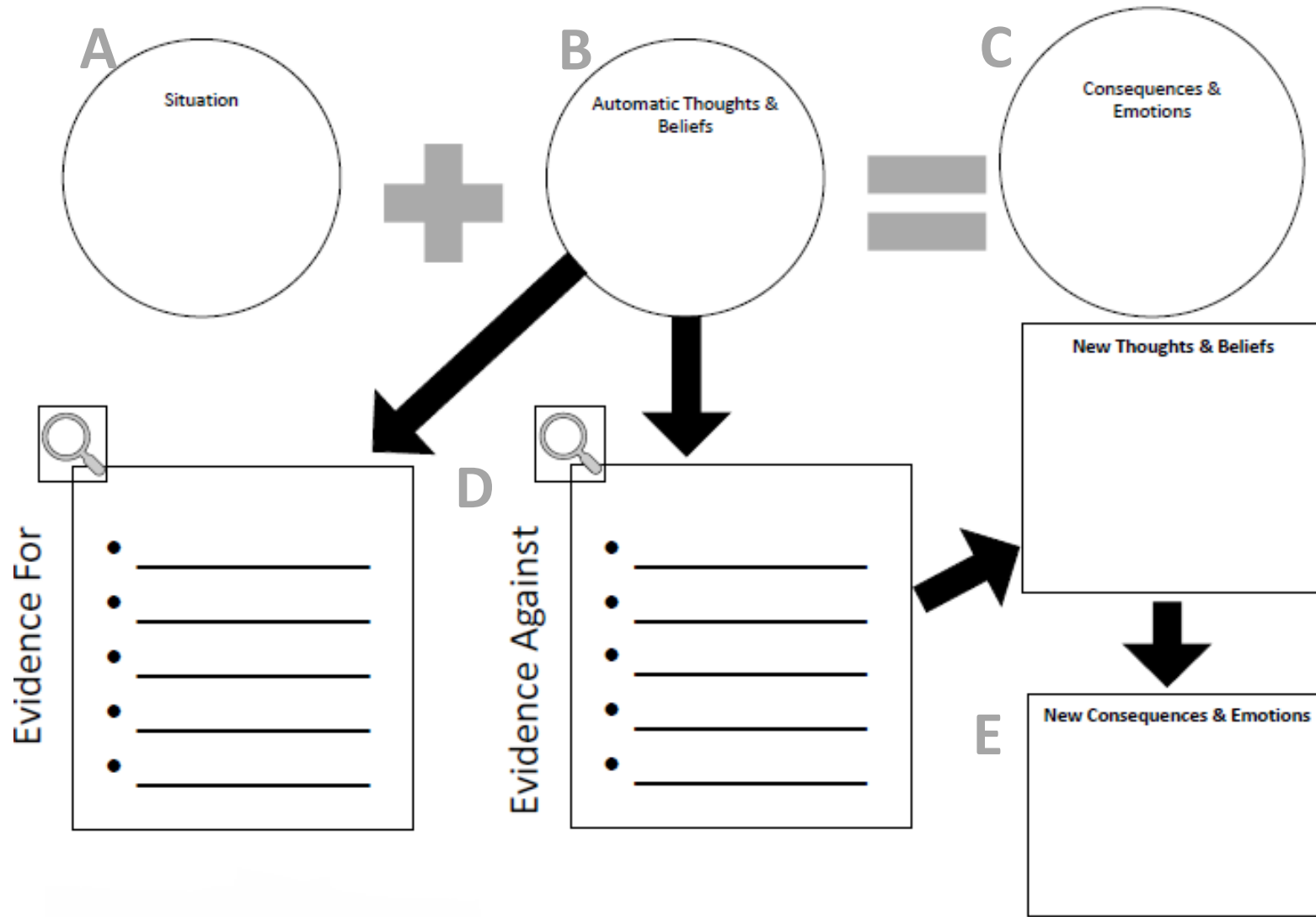
Cognitive Fusion – Automatic Thoughts are taken literally and as truth. Thoughts must be acted upon. No separation of thought and action.

Cognitive Defusion – Thoughts and emotions are treated objectively; they are pure information, and we can choose if and how we respond to them.

CBT Tool

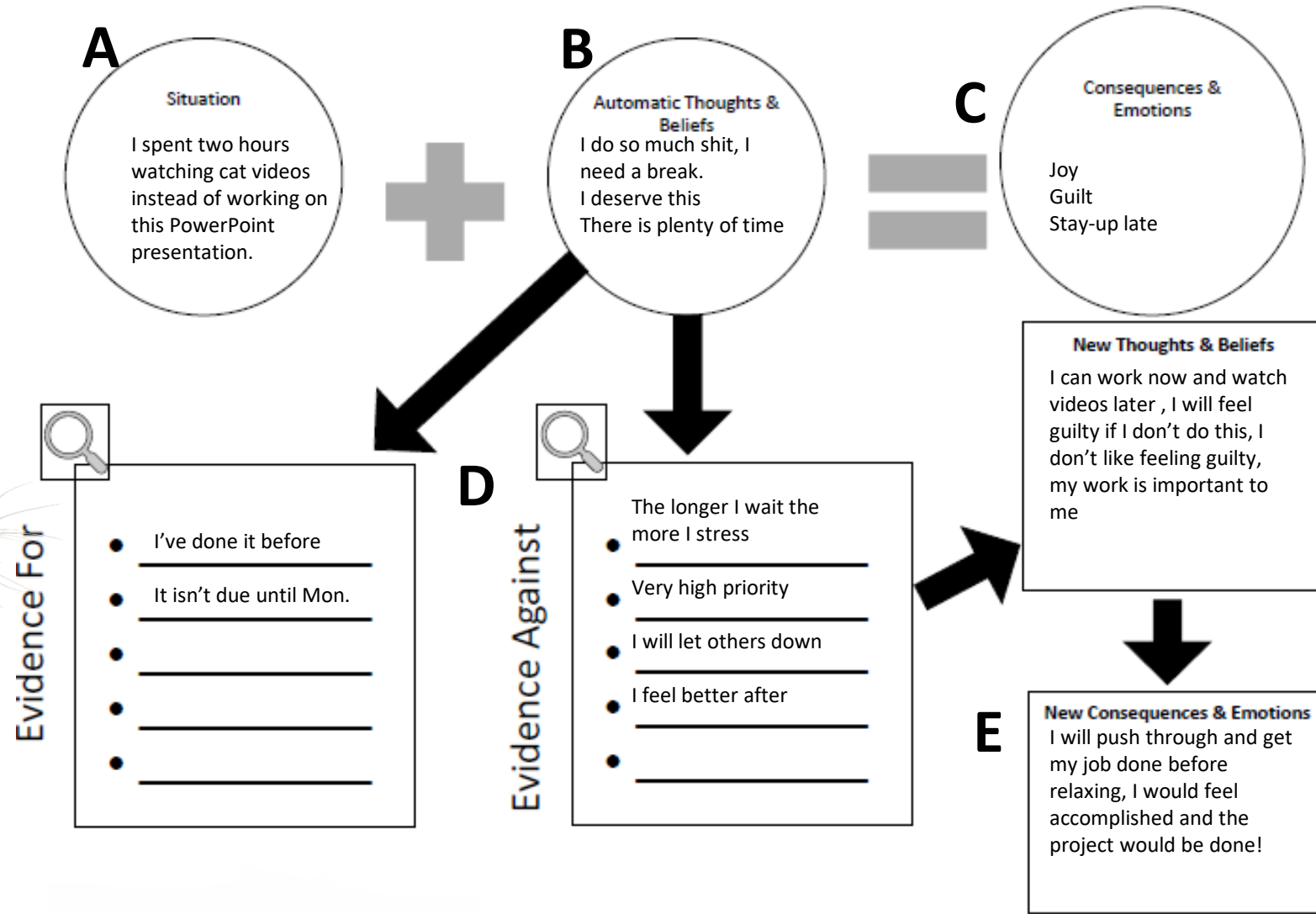
ABC Thinking Report

- Evidence for/Evidence Against should be objective
 - Clients often need help with this but there are still the authority on their report



CBT Tool

ABC Thinking Report Sample



CBT Tool

– Classic Model

Recognizing Thinking Distortions

- 1976 Samuel Yochelson and Stanton Samenow - [36 Criminal Thinking Errors](#)
- Other Thinking Errors:
 - [List of 15](#)
 - [List of 12](#)
 - [List of 10](#)
 - [List of 4](#)
- Not thinking deficiencies, shortcuts everyone's' brain takes sometimes

Situation:	<u>Thinking Distortions</u>	<u>New Thoughts & Beliefs</u>	<u>Will I feel better thinking this?</u>
<u>Thoughts & Beliefs</u>	Filtering: focus on the negatives and ignoring the positives	1.	1.
1.	Black & White: either/or, all or nothing	2.	2.
2.	Overgeneralization: making a general conclusion from limited evidence	3.	3.
3.	Jumping to Conclusions: assuming something, especially others' thoughts, that we can't actually know	4.	4.
4.	Fortune-Telling: assuming nothing we do can change what will happen	5.	5.
5.	Magnifying: always assuming the worst, making something a bigger issue than it is		
	Minimizing: choosing to ignore something, making something a smaller issue than it is		
	Personalization: believing everything that happens is directed at yourself		
	External Control: others control what I do or feel, I have no choice in my responses		
	Internal Control: assuming we are responsible for everything around us		
	Fairness: assuming we know what is fair or that life should be fair		
	Should: believing in ironclad rules about how people, including ourselves, should act or behave		
	Emotional Reasoning: if I feel that way it must be true		

CBT Tool Recognizing Thinking Distortions – Sample



Situation: I spent two hours watching cat videos instead of preparing this PowerPoint.

Thoughts & Beliefs

1. I work better under pressure.
2. I do so much shit I need a break
3. I deserve this.
4. There is plenty of time.
- 5.

Thinking Distortions

Filtering: focus on the negatives and ignoring the positives

Black & White: either/or, all or nothing

Overgeneralization: making a general conclusion from limited evidence

Jumping to Conclusions: assuming something, especially others' thoughts, that we can't actually know

Fortune-Telling: assuming nothing we do can change what will happen

Magnifying: always assuming the worst, making something a bigger issue than it is

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Emotional Reasoning: if I feel that way it must be true

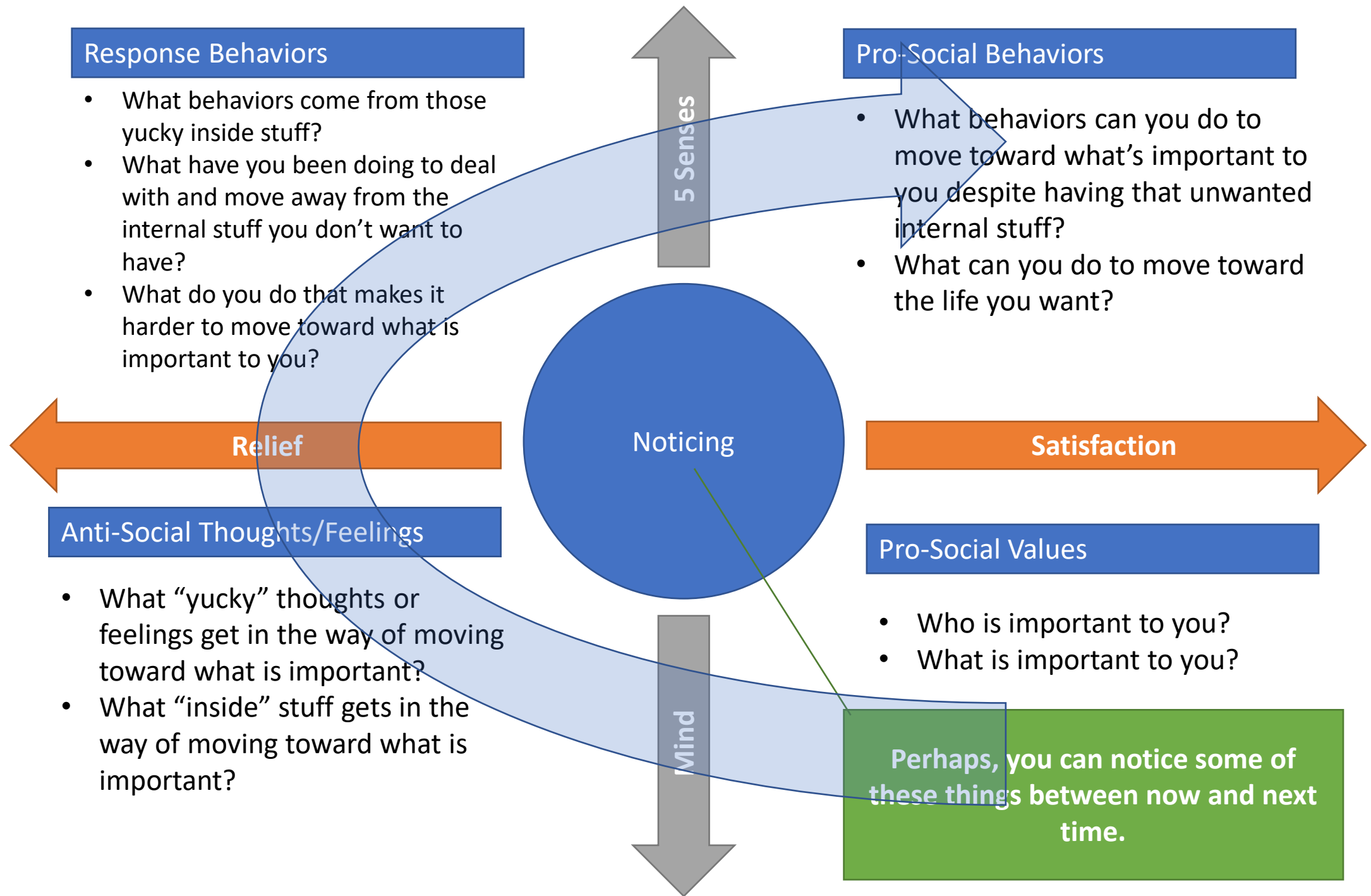
New Thoughts & Beliefs

1. I can get this done now and watch videos later
2. If I do this, I will feel guilty
3. I don't like feeling guilty
4. My work is important to me
- 5.

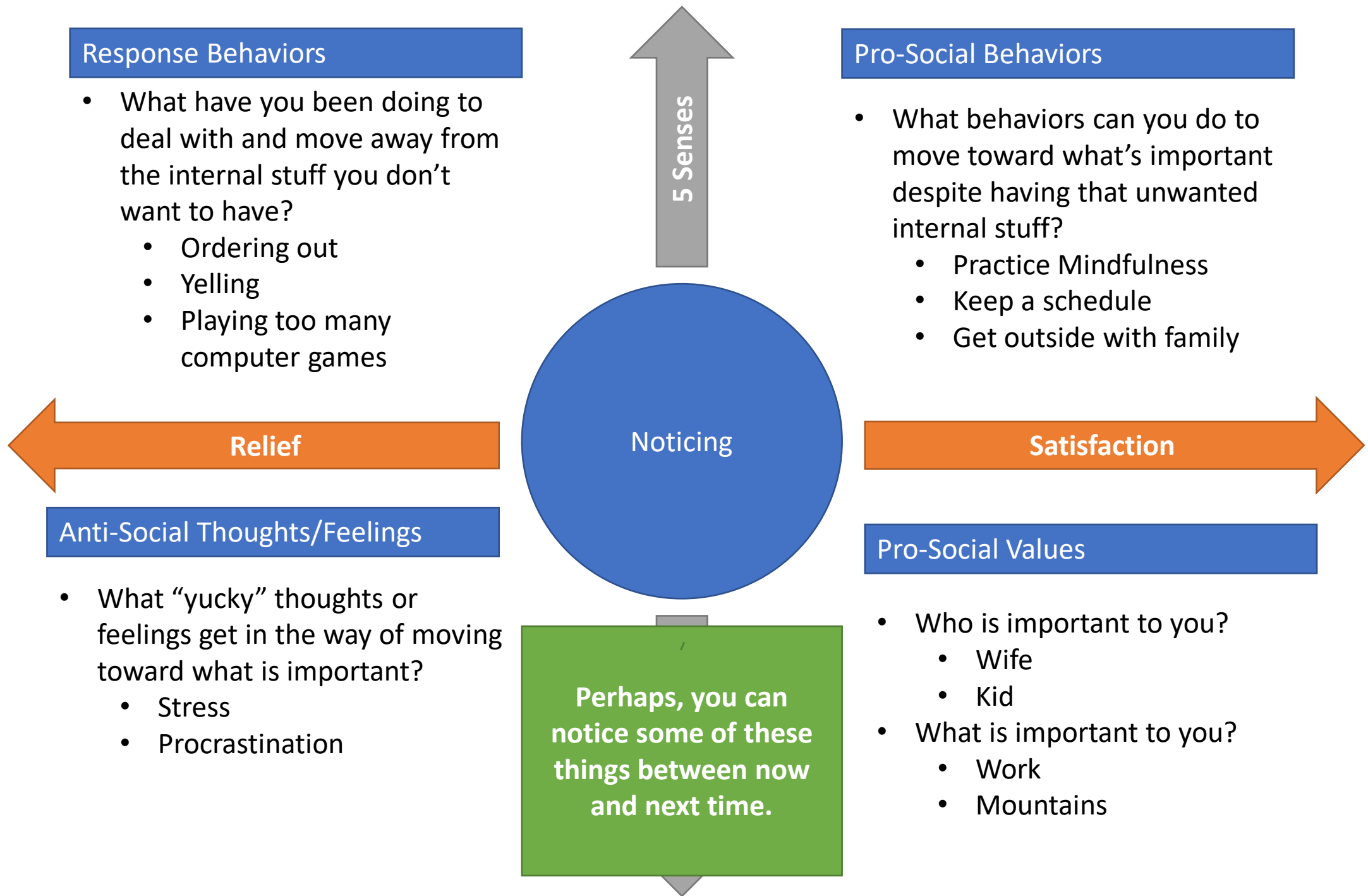
Will I feel better thinking this?

1. Yes
2. No
3. Yes
4. Yes
- 5.

Basic Matrix



Basic Matrix: Example



Shared Purpose Matrix

Anti-Social Behaviors

- What could either of us do that makes it harder for us to move toward our shared purpose?

Pro-Social Behaviors

- What behaviors will move us toward our shared purpose?

5 Senses

Noticing

Away

Toward

Anti-Social Thoughts/Feelings

- What might either of us think or feel that could make it harder to achieve our shared purpose?

Pro-Social Values

- What is our shared purpose?

Perhaps, we can be mindful and notice some of these things between now and next time.

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