

Rapid Approaches to Effectively Managing Complex Cases

David S. Prescott, LICSW

Safer Society
FOUNDATION

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Four Frameworks

- The Therapeutic Alliance
- Motivational Interviewing
- Good Lives Model
- Feedback-Informed Treatment

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The client just turned 21. He has high-functioning Autism, which is most apparent in his social interactions and rigid thinking. He can also be quite paranoid and suspicious of others' intentions. He has a long history of being violent towards his family and he was more recently stalking a young woman in school. He spent some time in a treatment program in another country. He wants to meet a woman and have a family. However, his planning is very rigid indeed. He intends to meet a woman, and then move to London, and then to New York City. He intends to accomplish this in five years. Where do you start in using the Good Lives Model?

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Risks

- History of violence
- Recency of violence (?)
- Stalking persisting despite concerns expressed by others
- No history of positive relationships
- Problem-solving skills?
- Self-regulation skills?
- Attitudes and beliefs?

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Preliminary Strengths/Protective Factors

- Desires the stability of relationships and family life
- Wants to know how he fits into the world around him/seeks knowledge
- Apparently stable in other areas of his life
- No expressed concerns about medications
- Involved with services

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The Good Lives Model (GLM)

“...[our clients] want better lives, not simply the promise of less harmful ones”
(Ward, Mann, & Gannon, 2007)

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Important Skill

- Going Upstream:
 - What's the larger goal behind the immediate goal or clinical presentation?
 - "I'm not gonna" and "you can't make me" reflect deeper goals around autonomy and relationships.
 - "I'm not the same person as I was then" reflects avenues for inquiry regarding identify.
 - Please note that one statement or action can reflect multiple goals!

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Good Lives Model Goods/Goals

- Relationships and friendships
- Independence and autonomy
- Knowledge
- Spirituality: Meaning and purpose
- Inner peace
- Happiness and pleasure
- Living and surviving

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Goods/Goals Implicated in Violence and Stalking

- Relationships and friendships
- Living and surviving
- Independence/autonomy (inc. personal choice)
- Knowledge
- Happiness and pleasure

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Obstacles to Good Life Plan

- Internal capacity: lacking relationship skills, problem-solving skills, coping skills, independent living skills
→
- Use of inappropriate means to attain goods/goals
→
- Narrow scope of good life
→
- Conflict between goals and goods

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1979: Edward S. Bordin

- Therapeutic alliance:
 - Agreement on goals
 - Agreement on relationship
 - Agreement on tasks
 - (Norcross, 2002, would add client preferences)
- Over 1,100 studies have emphasized the importance of the alliance in psychotherapy since (Orlinsky, 1994)



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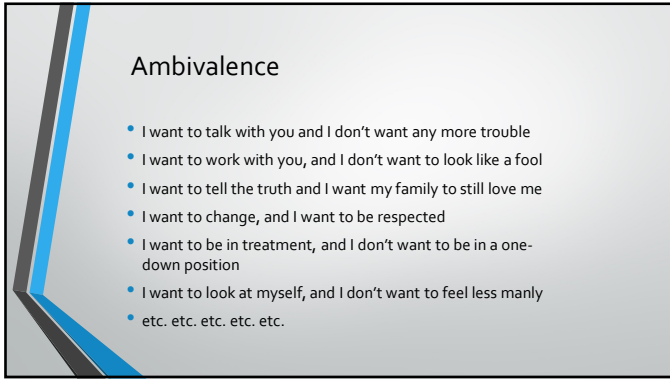
Upstream

- Trust
- Uncertainty
- Shame
- Where does safety lie?
- What does he do with pain?
- How has he been hurt in the past and what how did he make sense of it all?
- What else would he do if he could just cut loose and be free?
- What is he longing for?
- Who is he longing for?

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Good Life Goals
(Yates & Prescott, 2011)

Good Lives Model Goals

- Life: Living and Surviving
- Knowledge: Learning and Knowing
- Being Good at Work & Play
- Personal Choice and Independence
- Inner Peace/Peace of Mind
- Relationships and Friendships
- Community: Being Part of a Group
- Spirituality: Having Meaning in Life
- Happiness
- Creativity

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GLM vs. Andrews & Bonta Big 8
(Possible comparison)

<p>GLM</p> <ul style="list-style-type: none">• Happiness/Pleasure• Creativity• Knowledge• Being good at work and play• Personal choice/independence• Relationships and friendships• Meaning and purpose in life• Peace of mind• Community• Living and surviving	<p>Big 8</p> <ul style="list-style-type: none">• Substance abuse and other pleasure seeking• Poor performance in school or work• Impulsivity/self-regulation deficits• Antisocial peer group/social isolation/family problems• Antisocial history• Aggression/irritability• Attitudes and beliefs supportive of sexual violence• Alcohol/drugs, reckless, dangerous behavior
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Good Life Goals
(Prescott, 2018; Also Print, 2013)

- Having fun
- Being an achiever
- Being my own person
- Being connected to other people
- Having a purpose in life
- Meeting my emotional needs
- Meeting my sexual needs
- Being physically healthy

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GLM vs. Andrews & Bonta Big 8
(possible comparison)

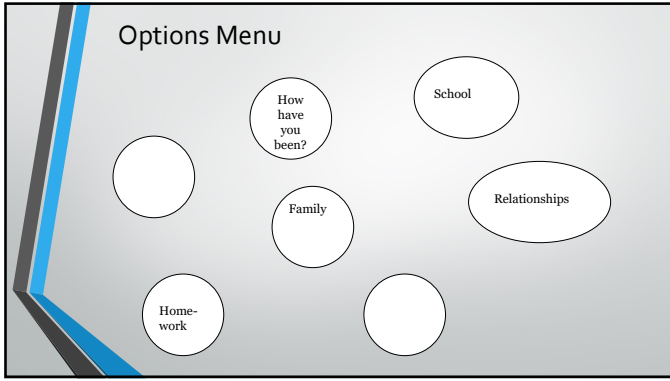
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Ambivalence

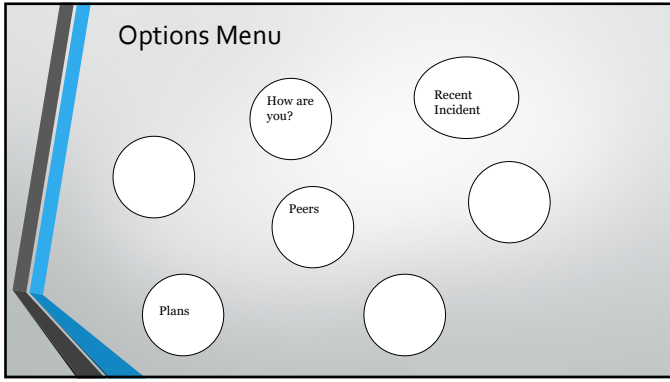
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Options Menu

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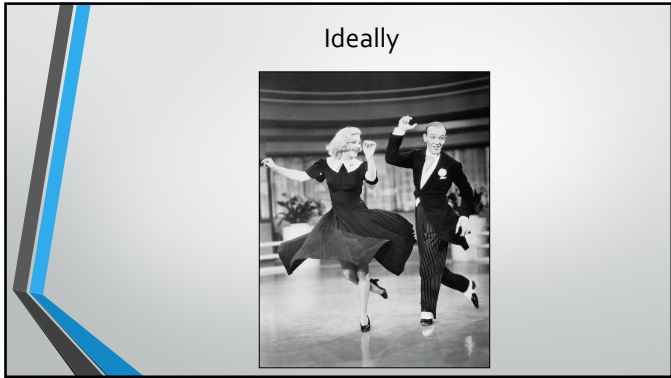
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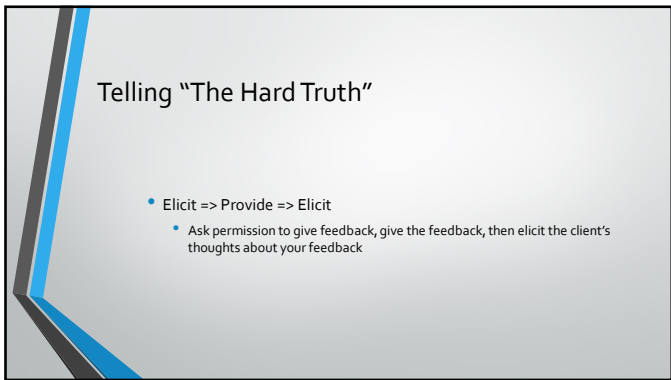
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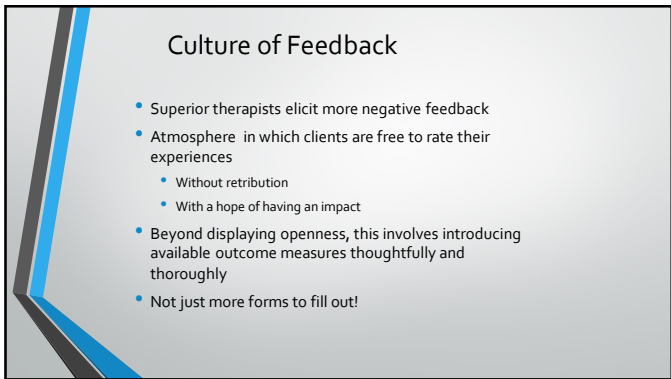
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Central Point

- “Love yourself as a person and doubt yourself as a therapist.”
- Helene Nissen-Lie


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Openness and Surprise



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Example



- Anker, Duncan, & Sparks (2009) in JCCP
- Couples therapy (n = 410)
- Feedback condition
 - nearly 4 times the rate of clinically significant change
 - maintained a significant advantage at 6-month follow-up while attaining a significantly lower rate of separation or divorce.

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Miller, Duncan, et al. 2006

- 75 therapists and 6,424 clients over two years
- Formal, ongoing feedback about the alliance and progress in treatment resulted in significant improvements
 - client retention and outcome
- Clients of therapists who did not seek feedback regarding the alliance were three times less likely to return for a second session and had significantly poorer outcomes

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ROUTINE OUTCOME MONITORING

- Tracking global outcomes
- Tracking the working alliance
- Session-by-session feedback
- Examples include Youth Outcome Questionnaire, Outcome Rating Scale, Session Rating Scale, etc.

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OUTCOME RATING SCALE

Looking back over the last week, including today, help us understand how you have been feeling by rating how well you have been doing in the following areas of your life, where marks to the left represent low levels and marks to the right indicate high levels. If you are filling out this form for another person, please fill out according to how you think he or she is doing

Individually
(Personal well-being)

Interpersonally
(Family, close relationships)

Socially
(Work, school, friendships)

Overall
(General sense of well-being)

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Session Rating Scale

Please rate today's session by placing a mark on the line nearest to the description that best fits your experience:

I did not feel heard, understood, and respected	Relationship -----	I felt heard, understood, and respected
We did not work on or talk about what I wanted to work on or talk about	Goals and Topics -----	We worked on and talked about what I wanted to work on and talk about
The therapist's approach is not a good fit for me	Approach or Method -----	The therapist's approach is a good fit for me
There was something missing in the session today	Overall -----	Overall, today's session was right for me

(Miller, Duncan, & Johnson, 2002)

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WELCOME TO MY WORLD

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More Take-Home Skills

- Establish a culture of feedback
- Get actionable feedback:
 - Clients
 - Colleagues

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When Supervising

- Begin with a case and consider:
 - What are this client's goals?
 - Who are you in this client's life, from his/her perspective?
 - (clarifying relationship)
 - What things do and don't work for him/her in treatment
 - (clarifying tasks and approach of therapist)
 - What cultural considerations exist?
 - Is the therapist taking these into account in constructing services?

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Example


- The seemingly impossible case: Unmotivated, uninterested, has had enough of therapists
- Explore client goals
 - His desire for freedom and living in the community indicates a strong priority on personal choice and independence.
 - Set therapist goal of exploring other goals with interest and no agenda as part of a regular conversation; not overtly clinical
- Explore client relationship
 - Who is this therapist in the client's life? Just an innately annoying person? Define what the therapist can and can't do

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Example


- Therapist approach
 - Open discussions about what is working for the client, what kind of approaches may be necessary, and why.
 - It may be as simple as "what's in it for you".
- Cultural considerations
 - What strongly held values assist or impede this case?
 - Client comes from a family in which receiving assistance of any kind is considered a sign of weakness.

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Additional Treatment Process Ideas and Process Challenges

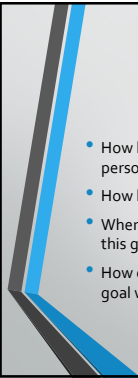
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Thinking On These Goals

- What will progress in this look like to me and others?
- What can I do to make positive changes in this?
- What problems might happen as I try to improve?
- How would I know when things aren't working?
- How would others know when things aren't working?
- What can I and others do when things start to go wrong?
- How can I and others acknowledge progress when it happens?

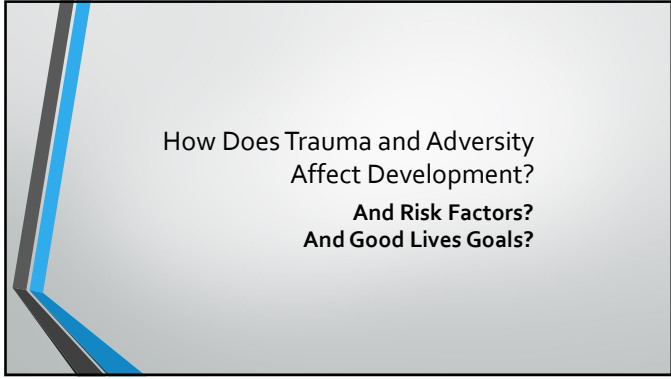
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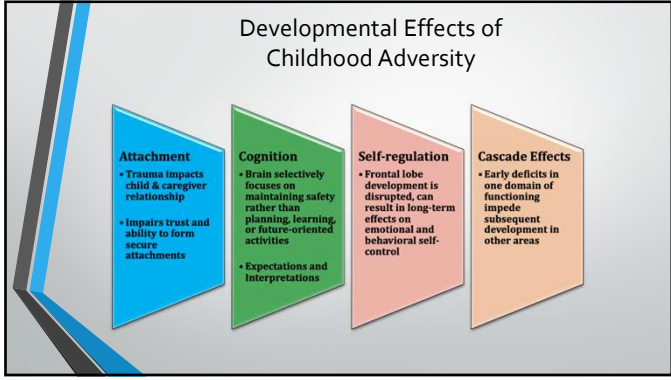
Thinking Further On These Goals

- How have traumatic and otherwise adverse experiences affected this person's ability to get this goal?
- How have the same experiences affected how he looks at the world?
- Where are all the places that this person may experience ambivalence about this goal?
- How can we elicit the client's internal motivation(s) regarding attaining this goal without harming others?

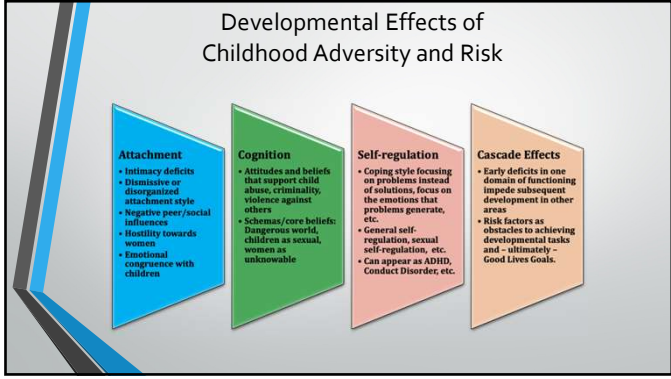
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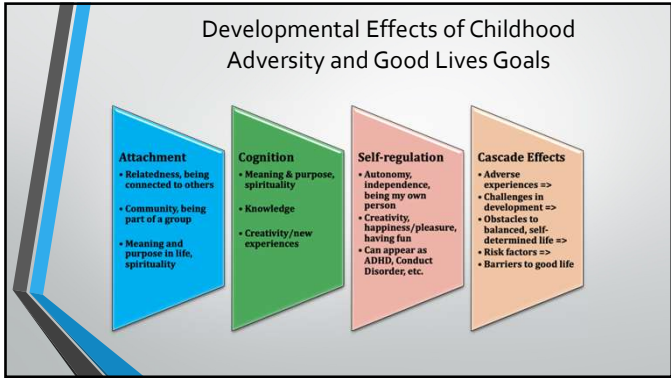
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