

NEARI
Training Center



SEPTEMBER 27, 2016

Using the Stages of Accomplishment Workbooks in Treatment



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Using Workbooks In Treatment



Our Clients Are Whole People

- Workbooks for sexually abusive youth address many issues faced and experienced by youths who engage in sexually abusive behavior.
- Most recognize that our clients are whole people...
... and that sexually abusive and sexually inappropriate behavior must and can only be understood and treated in this context.



Our Clients Are Whole People

However, the use of workbooks must be built upon the idea the workbooks represent only one part of treatment...

... and when used alone cannot meet the need for the whole treatment of whole people.



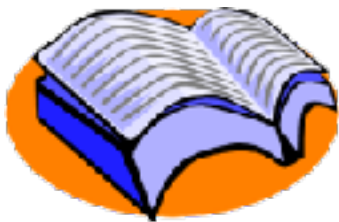
The Approach of Workbooks

- Workbooks provide a primarily psychoeducational approach to treatment...
 - ... teaching clients important concepts, tools, methods, and/or skills considered important to their treatment and rehabilitation.
- However, workbooks also provide a means for both self-guided learning and self-discovery, and the integration of ideas and experience.



The Approach of Workbooks

- Additionally, the goal of extending treatment beyond the therapist's office or treatment program makes the use of the workbook still more important.
- As an adjunct to treatment, workbooks serve as a foundation for and extension of interactive, face-to-face therapy...
...through which workbook ideas can be brought to life and explored and developed in a manner that psychoeducation alone can never hope to accomplish.



The Workbook Is Not The Treatment:

- Basic psychoeducational ideas are often taught through the completion of workbooks and/or written exercises.
- Upon completion of a workbook, youths are able to show themselves, their families, relevant treatment staff and providers, and others that they are learning about important aspects of their treatment.



The Workbook Is Not The Treatment:

- If the workbook material is being assimilated into their daily lives...
 - ... they will be able to show people through their behavioral changes that they are able to make changes...
 - ... and apply these new ideas and skills in their everyday lives.
- This is **REALLY** important!



The Workbook Is Not The Treatment: The Map Is Not the Territory

- However, workbook completion must be balanced against larger treatment gains.
- Without wanting to dampen enthusiasm or minimize accomplishment...
... we must bear in mind that workbook completion by itself does not equal “success” in treatment, although it may be an important element.



The Workbook Is Not The Treatment: The Map Is Not the Territory

- Think of a workbook as a guided set of ideas and exercises that help to structure and standardize treatment...
... but used within a larger treatment program, guided by the larger program rather than defining treatment.
- When used as intended, the workbook is part of treatment, not the whole of it.
- Do not mistake the map for the territory.



The Appearance of Learning

- The tools, concepts, and exercises found in workbooks have real value.
- Together they help to increase self-knowledge and provide a language that can help juveniles learn to recognize problem areas and how to avoid or negotiate them...
... thus escaping problematic thinking and behavioral cycles before they progress too far, or avoiding problems completely.



The Appearance of Learning

Parroting

- However, there is the ever present risk that youths will learn to simply mimic what they are being taught...
... sometimes even fooling themselves into believing that they have actually acquired and can apply new information and ideas in their everyday lives.



The Appearance of Learning

Parroting

- Clinicians using workbooks must stay alert for parroting, and work with clients to help ensure that they actually understand what they are learning and able to recite.



Fitting the Workbook to the Treatment Program

- An additional problem is that some workbook material may not fit with the ideas of different clinicians or treatment programs...
... or differs from the materials and ideas taught by clinicians and treatment programs.
- It is important to ensure an integrated fit between workbooks and the larger treatment model into which workbook use is embedded.



Fitting the Workbook to the Treatment Program

- It is important that workbooks do not drive treatment, or become the “tail that wags the dog.”
- Accordingly, clinicians and treatment programs that use workbooks must figure out how to adapt their treatment models to fit the workbooks’ approach and ideas...
... or how to use workbooks so that they best fit the approach and ideas of the treatment program.



Working at the Client's Level

- Youths in treatment vary widely...
... in age, cognitive development, intelligence, emotional maturity, language skills, social skill development, learning style, and sometimes sub-cultural membership.
- The clinician must recognize and take into account these many potential differences...
... ensuring that the assignment and discussion of workbook material is aimed at the cognitive, developmental, skill, and psychological level of each individual client.



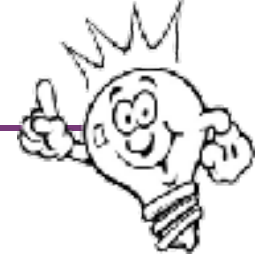
Working at the Client's Level

This not only helps increase the chances that youths can and will understand and internalize the material and experience success...

...but is also a facet of individualizing treatment, gearing treatment to the needs and capacities of each client.



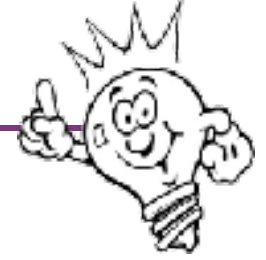
13 Pointers for Best Use



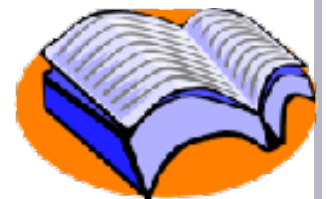
1. Be selective and judicious
2. Bring ideas and materials to life
3. Complete some workbook assignments in therapy sessions
4. Customize treatment
5. Expand upon the workbooks
6. Go beyond the boundaries of the workbooks
7. Integrate and blend material



13 Pointers for Best Use



8. Repeat and re-visit
9. Pace workbook use to match the needs and abilities of each client
10. Review, discuss, and test for retention and comprehension
11. Show interest
12. Don't depend on workbooks as the source of all treatment or the completion of workbooks as a measure of treatment completion
13. Integrate workbook material and assignments into a larger and more comprehensive model of treatment



The Stages of Accomplishment Workbooks



Using the Stages Workbooks: Standardizing and Individualizing Treatment

- Workbooks designed for work with sexually abusive youth help to fill that need for standardized ideas and tools that represent the core elements of “sexual-offense-specific” treatment.
 - They can be used as the basis for a structured model of treatment that:
 - ✓ Includes standardized elements
 - ✓ follows a standardized sequence
 - and
 - ✓ provides a standardized core for a program of treatment...
- ... while helping to ensure that treatment is delivered in an individualized manner and is customized for each individual client.



Using the Stages Workbooks: Standardizing and Individualizing Treatment

- Workbooks can help ensure that clinicians, while individualizing treatment...
... are also tightly focused on the sexually abusive and sexually troubled aspects of client behavior.
- That is, they are teaching and discussing with their clients common ideas and tools that are specific to such behavior, and teaching a common language to clients...
... and furthermore to the families of clients if they are included in treatment.



Using the Stages Workbooks: Standardizing and Individualizing Treatment

- Although standardized in content and design...
 - ... workbooks can be adapted in many ways to meet the needs and goals of individualized treatment...
 - ... including the needs of different youths at particular points in their treatment.



Using the Stages Workbooks: Standardizing and Individualizing Treatment

- This customization largely involves how workbooks are actually used by different clinicians:
 - ✓ in the choice of reading and workbook exercises that clinicians assign to individual clients
 - ✓ in the sequencing of workbook use
and
 - ✓ in adding to and going beyond the material in the workbooks.



Applying the Stages Workbooks in the Treatment Environment

The principle upon which the *Stages* workbooks is built is that they add to a model of treatment...

... that is far greater than the material in the workbooks itself, and that treatment should and must be individualized to each client.



Applying the Stages Workbooks in the Treatment Environment

- Through the written exercises and Thinking Points, the workbooks provide a means for self-discovery and the learning and practicing of new skills in self-awareness.
- These exercises and thinking points vary in content and approach, and different exercises are intended for different purposes in the therapeutic process.
- However, part of the art and skill of therapy lies in knowing when and how to help clients tackle the issues they are facing.



Applying the Stages Workbooks in the Treatment Environment

Accordingly, clinicians using the *Stages* workbooks...

... must be familiar enough with the workbooks, their approach, and the written exercises and thinking points to know:

- ✓ when they're likely to be useful
- ✓ when the client is ready to meaningfully tackle the work
- ✓ when to repeat an exercise or assignment

or

- ✓ when the completion of certain material is not likely to be productive at that point in treatment, or may even be counter-productive.



“Manuals” and Workbooks

- The four *Stages* workbooks, as an integrated whole, do not add up to a treatment “manual”...
... and should not be considered or used as such.
- They are, instead, “workbooks,” designed to assist and add to treatment...
... rather than define, drive, or “manualize” treatment and the treatment process.



The Stages of Accomplishment Workbooks

- The four inter-related *Stages of Accomplishment* workbooks are written for adolescent boys of low-average and above intelligence, whose primary language is English, and who have engaged in sexually abusive behavior, and/or sexually troubled and sexually inappropriate behavior.
- These young people will be in residential care or in community treatment.
- However, the most comprehensive use and utility of the workbooks is in conjunction with residential treatment or group care where treatment is usually more comprehensive and wrapped around almost all aspects of client lives during the course of such treatment.



The Stages of Accomplishment Workbooks

- Each of the four workbooks is built in an inter-related sequence.
- Moving from more basic and less intensive material to more complex and detailed material and work, each workbook builds the foundation for the following workbook or builds upon the foundation set by the prior workbook.
- However, each workbook can be used as a “stand alone” element of treatment, and used on its own, or in any order depending on client needs and readiness.
- Nevertheless, the series was designed to be used together and in sequence.



Using the Stages Workbooks with Different Client Populations

- The workbooks can be adapted for use with different juvenile populations, such as children with sexual behavior problems, sexually abusive girls, and cognitively lower functioning juveniles.
- Just as each of these populations differ from “average” adolescent boys, they are also quite different from one another.
- Accordingly, if these workbooks are used with a population other than that for which they were designed, adjustments must be made to fit and adapt them for that particular population.



Becoming Familiar with the Workbooks

- Once familiar with the workbooks, you will need little guidance in their use and will be able to adapt them to fit your own approach to treatment.
- The *Clinician's Guide* will not only acquaint you with the workbooks as a whole, but also with the use of workbooks in general, and how to best use the workbooks as part of a larger program of and approach to treatment.



Applying the Stages Workbooks in the Larger Treatment Environment



- The *Stages* workbooks were designed to help young people both learn new information...
... and help them think about, work through, and address important elements in their treatment and in their lives, including as a means for self-reflection.
- Through the written exercises and *Thinking Points*, the workbooks provide a means for self-discovery and the learning and practicing of new skills in self-awareness.
- These exercises and *Thinking Points* vary in content and approach, and different exercises are intended for different purposes in the therapeutic process.



Overview of Workbook Structure and Content



Overview of the Stages Workbooks

- Each of the four inter-related *Stages* workbooks builds upon the previous one.
- Earlier workbooks provide the foundation for subsequent books, in terms of length, depth, and complexity, as well as specific content.
- In terms of appearance and use, the workbooks are designed to be user-friendly.
- Bearing in mind that the workbooks are designed for youths of average intelligence, they are written to be easily understood and in plain language that speaks directly to youth.



Overview of the Stages Workbooks



- Each workbook follows a similar format, and each begins with the same introductory section.
- Obviously, for clinicians and youths using all of these workbooks the introduction need not be read and discussed for each subsequent workbook.
- However, the introduction is important and should be discussed with clients at least once, and perhaps more if necessary as additional workbooks are brought into use.



Overview of the Stages Workbooks



- As a series, the workbooks move from more elementary material to more complex, more sophisticated, and richer content, and increase in length.
- The *Stage 1* workbook is thus easier to handle, easier to understand and complete, and far less overwhelming and imposing than the *Stage 4* workbook...
... which, aside from anything else, has both more pages and more chapters.
- This reflects the likelihood that clients will be less put off by workbooks that are briefer in size and contain simpler material, allowing clients to feel less intimidated by voluminous workbook size as they begin their work.



Overview of the Stages Workbooks



- As the workbooks increase in size, they also increase in their depth of content.
- They allow for a level of graduated success as clients move from one workbook to next...
... mastering material in small chunks that provide the basis for both tackling more complex material and feeling successful, confident, and capable as they take on more work.



Overview of the Stages Workbooks



- Each of the four workbooks is aimed at a different aspect of treatment, beginning with orienting clients to treatment.
- Each provides material and workbook exercises relevant to the development and deepening of treatment that is being addressed in that workbook.
- Beyond differences in content, the general construction of each workbook is very similar and the same elements of design and use are included in each workbook.
- In addition to the text, each workbook contains several common teaching elements.
- The *Clinician's Guide* provides a detailed description of each workbook and its contents.

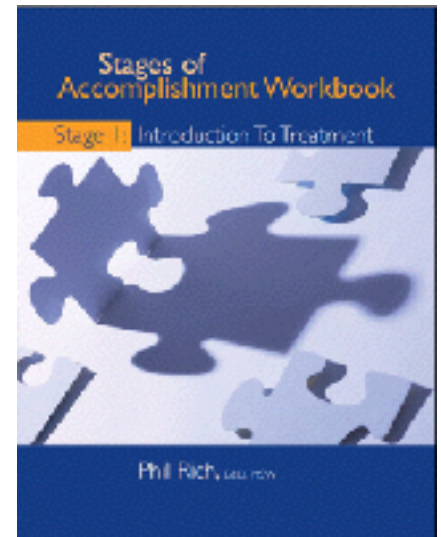


Overview of the Stages Workbooks



Workbook 1 An Introduction to Treatment

- Youths learn about treatment, and about themselves and why they're in treatment.
- The workbook covers ideas and information about sexually abusive and sexually inappropriate behavior.
 - ✓ Chapter 1. Introduction to Treatment
 - ✓ Chapter 2. Participating in Your Treatment
 - ✓ Chapter 3. Understanding Sexually Abusive Behavior

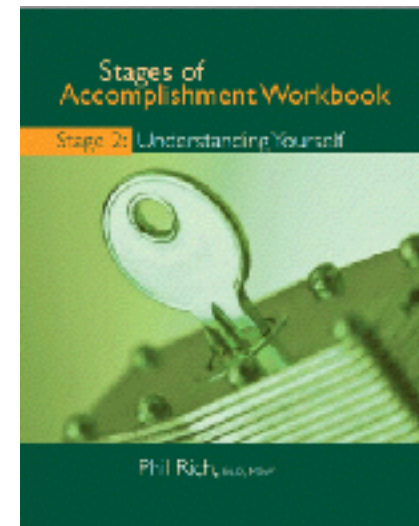


Overview of the Stages Workbooks



Workbook 2 Understanding Yourself

- Youths learn more about themselves, including their feelings, attitudes, and ideas, and how these responses can come together to contribute to sexually abusive or sexually inappropriate behavior.
 - ✓ Chapter 1. Learning About Yourself
 - ✓ Chapter 2. Feelings, Thoughts, and Behaviors
 - ✓ Chapter 3. Understanding and Managing Feelings
 - ✓ Chapter 4. Attitudes, Beliefs, and Values
 - ✓ Chapter 5. Thinking Errors

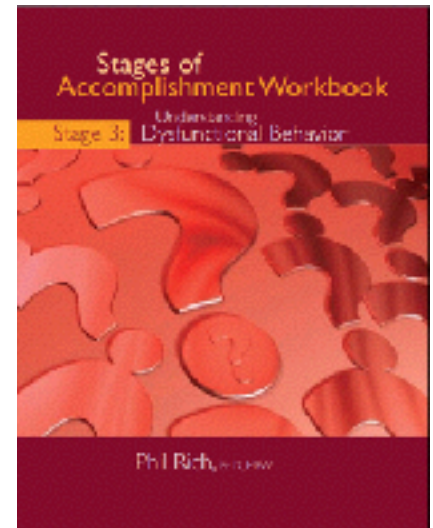


Overview of the Stages Workbooks



Workbook 3 Understanding Dysfunctional Behavior

- This workbook helps youths to understand their problematic behaviors, and the impact of their behavior on others.
 - ✓ Chapter 1. Dysfunctional Behavioral Cycles
 - ✓ Chapter 2. Phases of the Dysfunctional Behavioral Cycle
 - ✓ Chapter 3. High-Risk Situations and Behaviors
 - ✓ Chapter 4. Behavior Management, Staying Safe, and Preventing Relapse

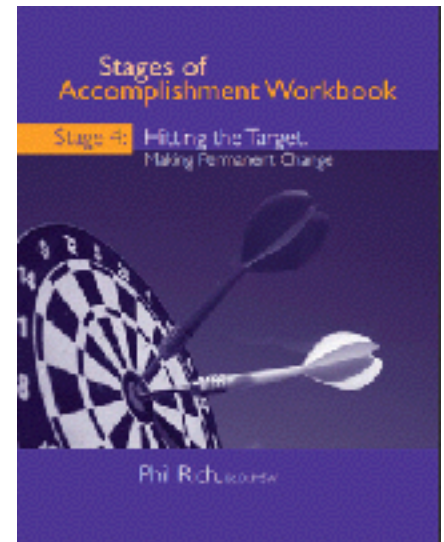


Overview of the Stages Workbooks



Workbook 4 Hitting the Target: Making Permanent Change

- The final workbook helps youths learn how to better understand and connect with others and their community, make amends for their sexually abusive or inappropriate behavior, relate and give back to their community, and build stronger relationships with others.
 - ✓ Chapter 1. Thinking About Others: Empathy and Caring
 - ✓ Chapter 2. Victim Awareness and Clarification
 - ✓ Chapter 3. Community Service
 - ✓ Chapter 4. Learning to Communicate
 - ✓ Chapter 5. Healthy Relationships
 - ✓ Chapter 6. Epilogue: Your Final Words



Overview of the Stages Workbooks



- Beyond differences in content, the general construction of each workbook is very similar and the same elements of design and use are included in each workbook.
- In addition to the text, each workbook contains several common teaching elements.
 - ✓ Key Concepts
 - ✓ Written Exercises
 - ✓ What Have You Learned? Review Questions and Learning Exercises
 - ✓ Staff Review



Understanding and Assigning Exercises

- The single best approach for the clinician is to review and become familiar with each workbook, the workbook series as a whole, and thus the exercises within them.
- Although clinicians may choose to assign particular exercises...
... it is more likely that clinicians will instead assign whole chapters or perhaps sections of chapters, in which case the process of assigning exercises is managed by the chapter itself.
- However, there are different types of exercises, and some clinicians may select certain exercises independently of the chapter or text within which they are found.



Understanding and Assigning Exercises

- Nevertheless, assigning exercises as “stand alone” assignments is not recommended without having first used the exercises as designed.
- That is, as part of a chapter, or at least the section within which any particular exercise is located.



Understanding and Assigning Exercises

- We encourage clinicians to assign exercises as “stand alone,” only when they have previously been completed and are being *re*-assigned for any number of reasons.
- They may have been poorly or inadequately completed the first time around or poorly understood, or they may have been well done and well understood at the time of initial completion...
... but at a later point in treatment are worth re-visiting and completing again, perhaps from a more sophisticated perspective.



Understanding and Assigning Exercises

- Re-visiting and re-assigning exercises for any number of reasons is a recommended practice.
 - ✓ It keeps the workbooks alive
 - ✓ It helps to increase both comprehension and retention
 - ✓ It ensures the workbooks are not simply static things that disappear into the past as the treatment journey proceeds.



Clinician's Guide: Appendixes

- The *Clinician's Guide* contains a series of appendixes.
 - ✓ Appendix A. Alternative to the Dysfunctional Behavioral Cycle: One Safe Step at a Time
 - ✓ Appendix B. Simplified Dysfunctional Cycle
 - ✓ Appendix C. Listing of Key Concept Definitions
 - ✓ Appendix D. Thinking Errors
 - ✓ Appendix E. Three Stages of Cognitive Distortions and Sexually Abusive Behavior
 - ✓ Appendix F. Relationship Characteristics
 - ✓ Appendix G. Workbook Tests



Appendix G: Workbook Tests

- Four tests are included in this appendix, each of which is intended as a test for each completed workbook.
- These include both questions to complete, as well as a series of definitions to be completed by the young person.
- The tests are completely optional and up to each clinician to decide upon.
- Answers are provided for each test.



Example: Workbook Test



Stages of Accomplishment: Stage 1 Test

Youth: _____ Left Date: _____

Treatment Staff: _____ Test Sitting ft: _____

Question Score: ____ Definitions Score: ____

Instructions

- On this test, there are 16 questions for you to answer. To pass the Stage 1 test you have to correctly answer 13 of these questions.
- There are also 20 words that you must provide definitions for. You have to provide correct definitions for 17 of these words.
- Take as much time as you need to answer these questions. You can use your Stage 1 workbook to help you, if needed.
- If you don't have the answer to a question, just skip the question or write that you don't know.
- Your clinician or another member of your treatment team will review your test when complete, and decide whether you've passed.
- If you don't pass the test, don't worry. You can go over the test with your clinician or another member of your treatment team. She or he will help you to understand any questions that you didn't understand or got wrong, and you can take the test again one week (7 days) later.

Test Questions

1. What does "confidentiality" mean? P ____ F ____

2. Do therapists always keep confidentiality? P ____ F ____

3. When might a therapist not keep confidentiality? P ____ F ____

4. How are "responsibility" and "choice" connected to one another? P ____ F ____

5. How do you know if someone's behavior is sexually abusive? P ____ F ____



Wrapping Up



Client Motivation

- No matter how good the workbook, absent of client motivation all workbooks lack any real or deep utility.
- Consequently, an early element of treatment involves fostering and nurturing motivation in the client.
- Unless the client is internally motivated, it is unlikely that any workbook can provide the necessary level of motivation to ensure that treatment is meaningful.
- Motivation is key to treatment gain, and often needs to be developed through the relationship with the clinician.



The Therapeutic Relationship

- Without attempting to instruct clinicians in how to form a strong treatment relationship, some of the pertinent elements are reflected in the previously described thirteen pointers for effective workbook use.
- When the clinician recognizes these elements and builds them into work with individual clients, the relationship itself is likely to enhance, support, and make more effective all treatment...
... including the use and value of workbook assignments.



Workbook Accomplishment and Treatment Success

- Without in any way minimizing the work accomplished by young people in completing these workbooks...
... we must reiterate that the completion of workbooks alone does not equal “success” in treatment.
- All workbooks, including the *Stages of Accomplishment*, must be used, tied into, and understood as part of the broader treatment process.



And Finally....

- Feel free to stay in touch, and reach out for any needed help or clarification.
- phil@philrich.net

