



The Context to Change: Building Effective Rapport and Relationships

LISA PETERSON, PHD
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Objectives

- Understand why rapport and relationships are vital to facilitating behavioral change
 - ▶ The Research, Summarized
 - ▶ Trauma and the Brain
 - ▶ Rapport and Relationships
 - ▶ Motivational Strategies
- Identify key traits that help us build strong alliances
- Assess your own relationship skills
- Learn introductory motivational skills

Based on the Work of:

- ▶ William Miller & Steven Rollnick
- ▶ Dr. Paula Smith
- ▶ University of Cincinnati
Corrections Institute
- ▶ Edward Latessa
- ▶ Dr. Bruce Perry
- ▶ And many others...

DOCR Philosophy



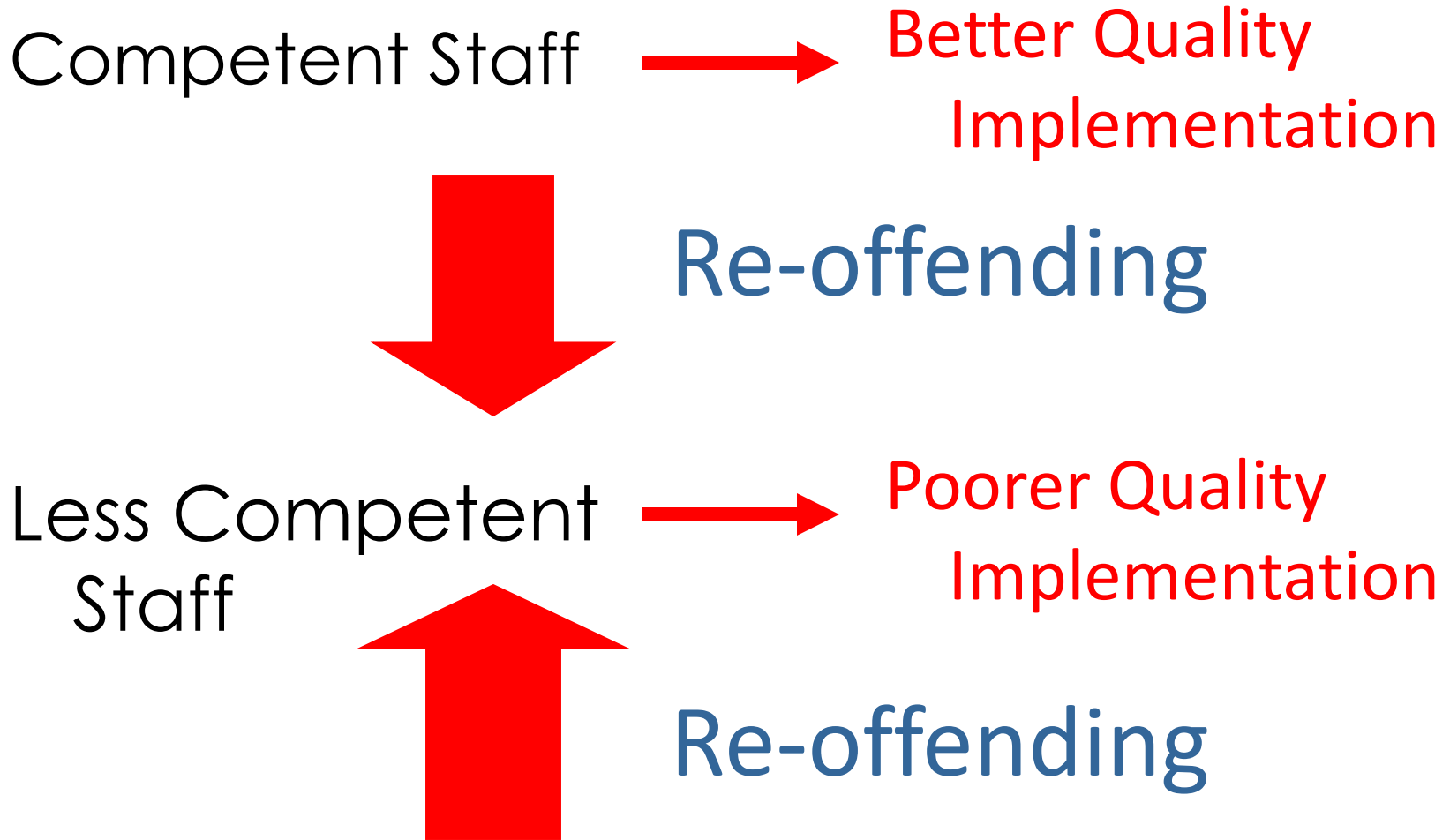
- ▶ 2010 Evidence-Based Correctional Practices program and training redesign (University of Cincinnati)
- ▶ 2015 Beginning influence of European criminal justice principles (Prison Law Office)
- ▶ 2018 Integration of “The North Dakota Model”

Common Harmful Beliefs

**Beliefs that
challenge
staff ability
to
implement
Evidence
Based
Practices**

- People SHOULD follow the rules.
- People SHOULD be able to do...
- THEY should have thought of that before they did...
- I'M not like THEM.
- If a person doesn't want to change, there is nothing we can do about it.
- You can get any study to say anything you want.

Studies Show...



Principles of Effective Intervention



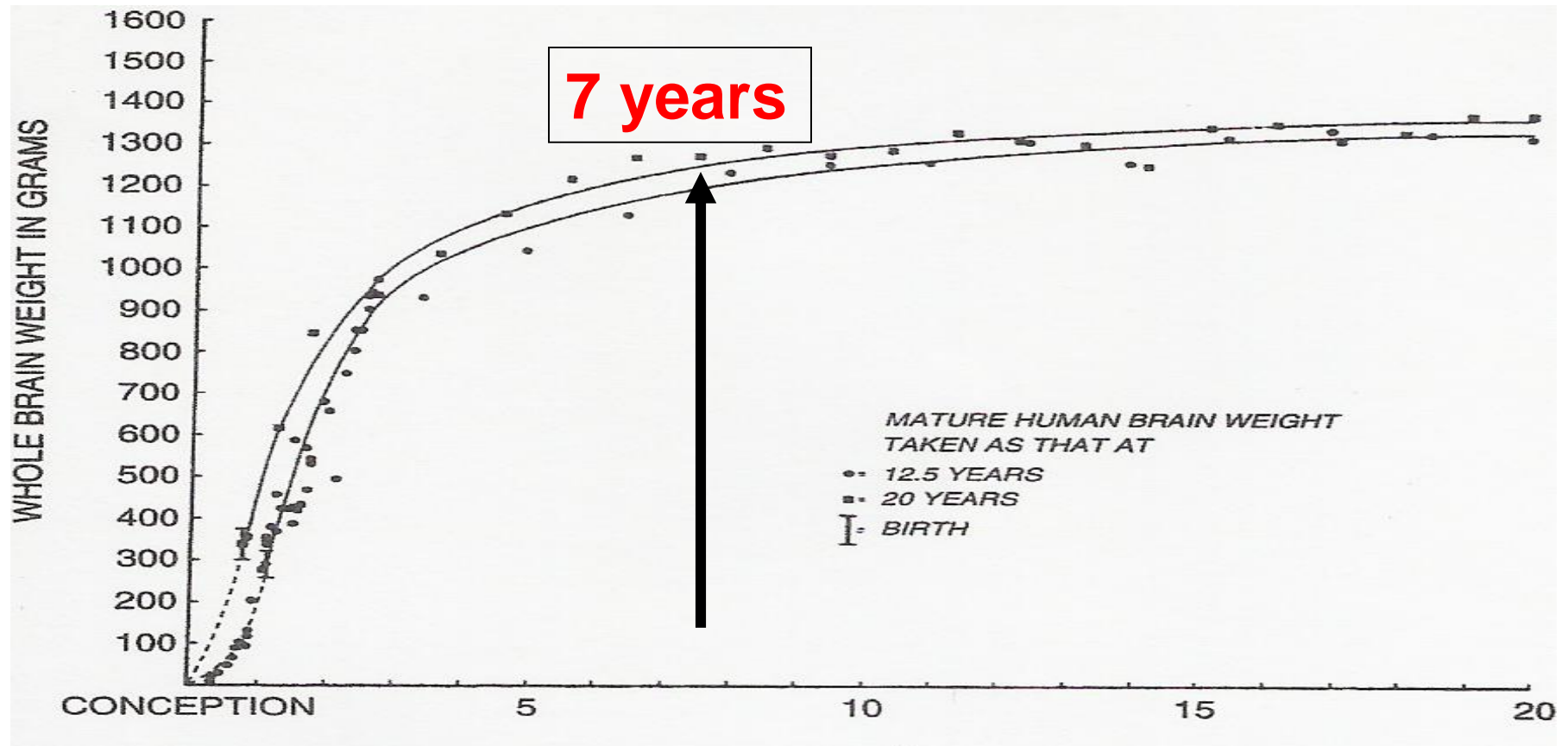


Trauma's Impact on the Brain

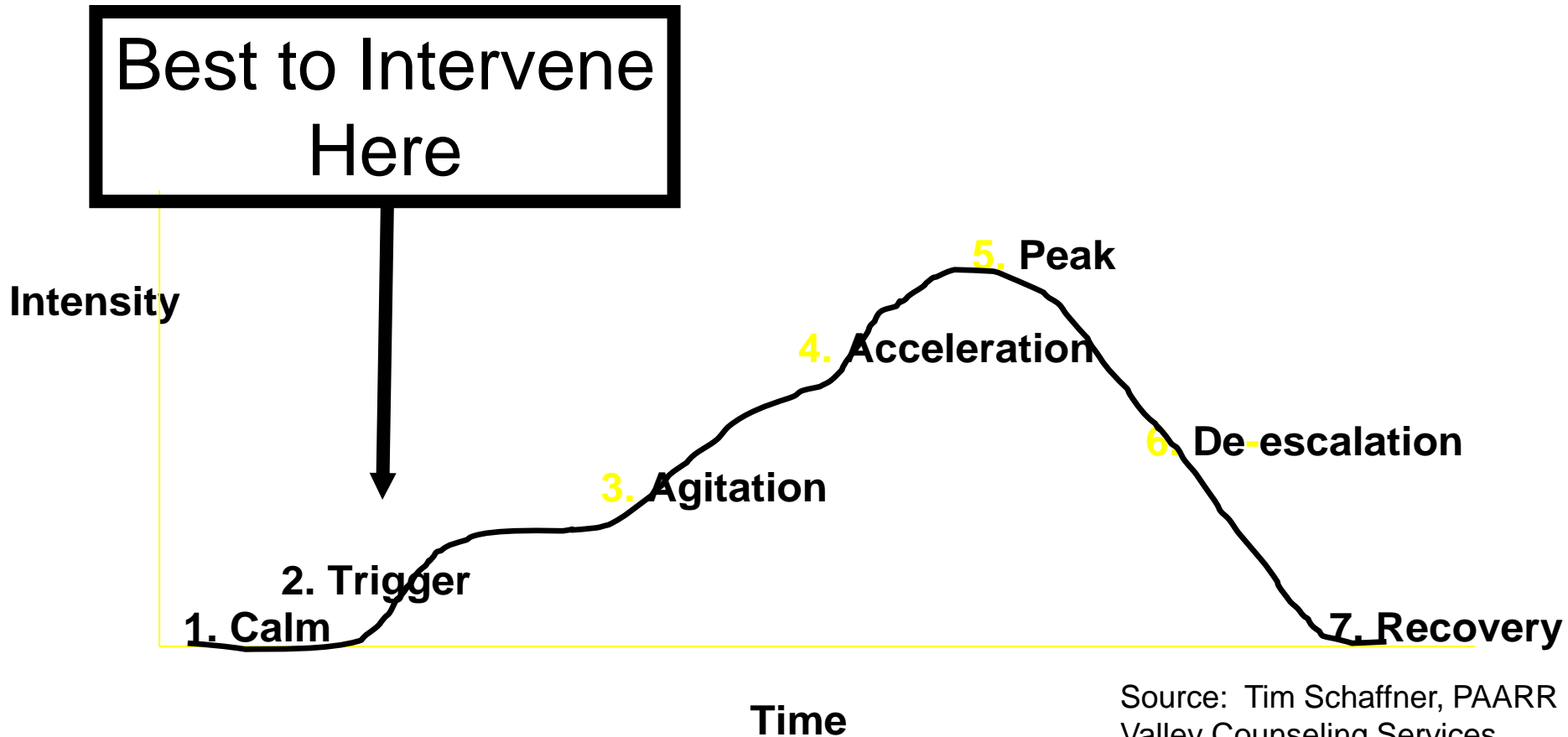
WHAT'S WIRED TOGETHER FIRES TOGETHER

HOW CBT CAN RE-WIRE THE BRAIN

Growth of Human Brain: Birth - 20 years



Crisis Cycle



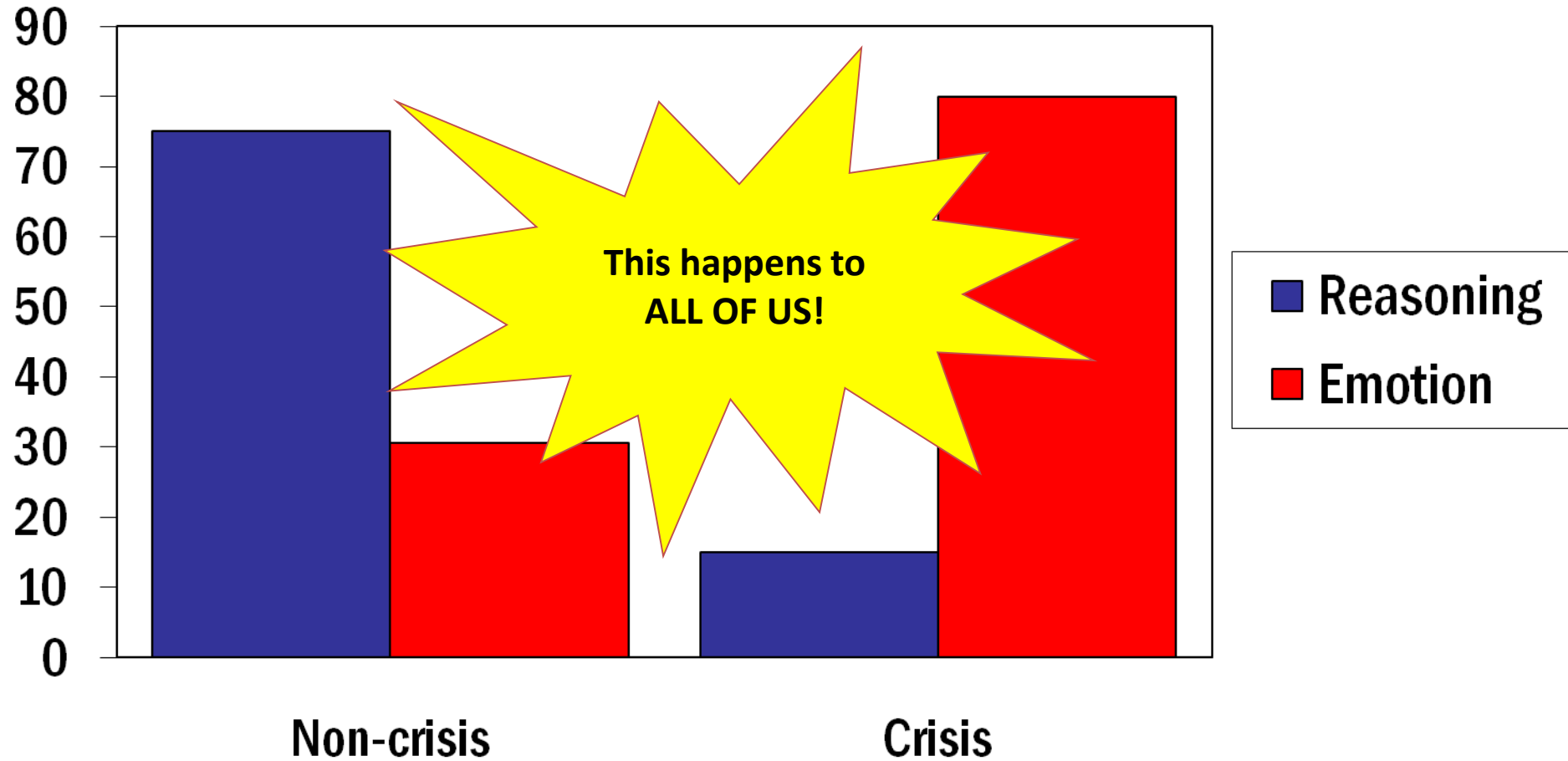
Source: Tim Schaffner, PAARR
Valley Counseling Services
Youngstown, OH

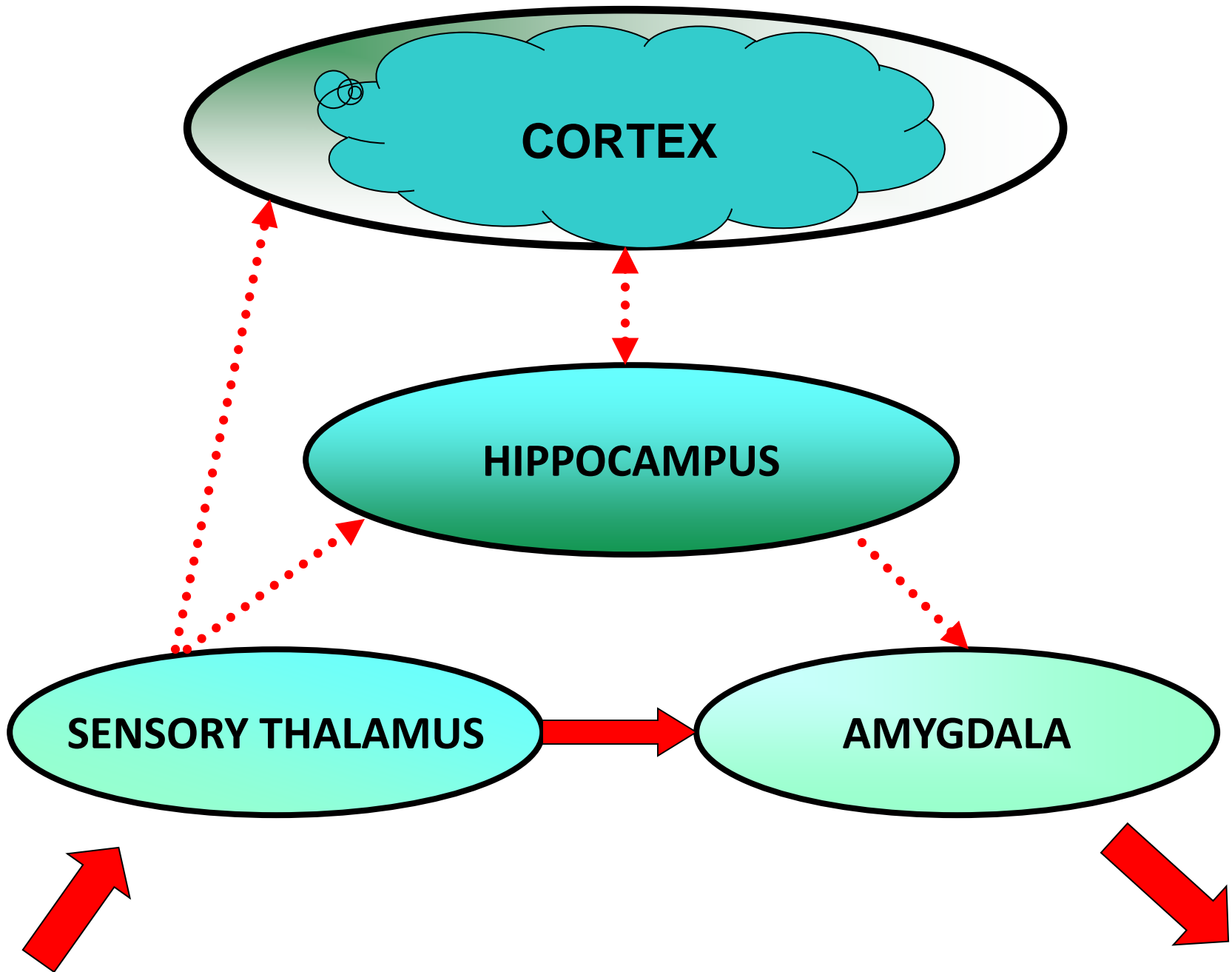
Key Brain Structures



- ▶ Sensory Thalamus takes data in and passes it to other structures
- ▶ Amygdala is responsible for basic brain functions, including the “Fight or Flight” response
- ▶ Hippocampus provides historical context
- ▶ Cortex provides reasoning and executive functions

Brain Activity During Crisis





How Does This Impact Emotion Regulation?


- ▶ Pathway from the Sensory Thalamus to the Amygdala gets strengthened
- ▶ Pathway to the Cortex and Hippocampus is underdeveloped
- ▶ Difficulty integrating emotion and reasoning
- ▶ Emotions overrule rationality

The Good News!



- ▶ It is possible to re-wire and strengthen brains.
- ▶ There is a large body of evidence that a strong working alliance, paired with cognitive and behavioral interventions, leads to long-term positive change.
- ▶ “Relationships are the agents of change and the most powerful therapy is human love”

-Dr. Bruce Perry



“You don’t change from
a program, you change
from a person.”

-EDWARD LATESSA AT THE 50 STATE SUMMIT ON
PUBLIC SAFETY, NOVEMBER 2017

Why do we care about relationships?

- ▶ Rapport “a feeling of harmony and confidence that should exist between the staff member and the client”
- ▶ Rapport is a principle method for obtaining good information.
- ▶ Rapport improves safety and allows for de-escalation.
- ▶ It greatly enhances your ability to help a person change.
- ▶ We start at a disadvantage with rapport.

Key Strategies

- ▶ Be relaxed, interested, and empathetic; cultivate a conversational feel.
- ▶ Monitor your non-verbal messages.
- ▶ Be generous in your use of praise early in the relationship, it's a powerful force in behavior change.
- ▶ Be responsive to what the person is saying.
- ▶ There is something in nearly every client to which we can relate, find that and use it.
- ▶ Use humor when it makes sense.

Key Strategies

- ▶ Non-complementary responding
 - ▶ You don't have to attend every conflict you're invited to.
- ▶ A safe response is an empathic comment that doesn't take sides
 - ▶ Ex. "My PO is a real witch, she's always hassling me about my curfew!"
 - ▶ "It sounds like you're really frustrated with her."
- ▶ Assess your own feelings, both about the person and otherwise.
- ▶ "Normalcy" is important to rapport: Shake hands, make small talk, be engaging.

Relationship Skills

- ▶ Self-confidence
- ▶ Warmth
- ▶ Respect
- ▶ Maturity
- ▶ Genuineness
- ▶ Empathy
- ▶ Flexibility
- ▶ Commitment to help
- ▶ Engagement
- ▶ Enthusiasm
- ▶ Use of humor
- ▶ Optimism
- ▶ Person-Centered
- ▶ Solution-Focused
- ▶ Intelligence/thoughtfulness



Relationship Skills Self- Assessment

WORKSHEET

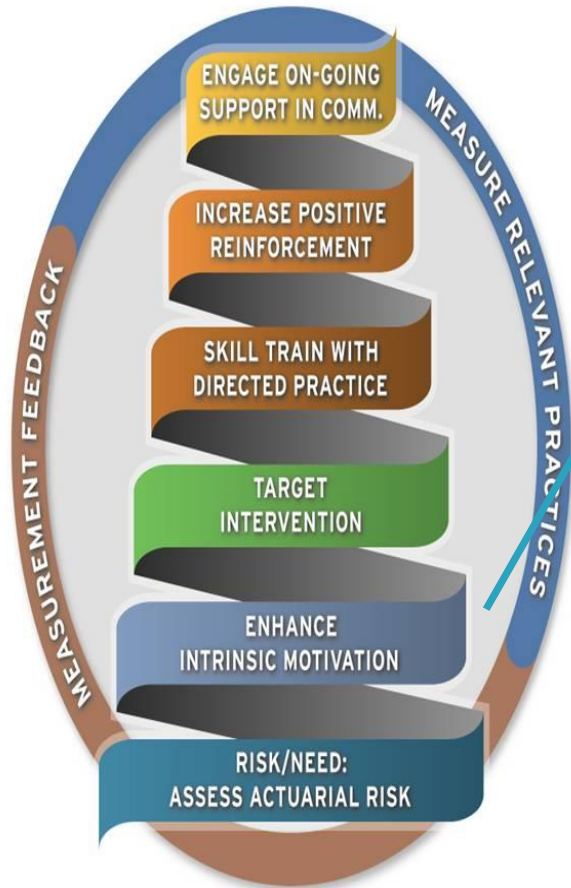


Motivational Enhancement

“YOU CAN LEAD A HORSE TO WATER...”

“YOU MAY NOT BE ABLE TO MAKE THE HORSE DRINK,
BUT YOU CAN MAKE IT THIRSTY”

Motivational Interviewing



Increasing awareness and reducing resistance to support directed change.

Awareness of what?

What does “resistance” look like?

“What is ‘directed change’?”

Key Beliefs: Somewhere inside the person wants to make positive change. It is our job to find that part of them and help them develop it.

The Research

- Long term behavioral change is more likely when the **motivation for change is internal** (Ryan&Connell, 1989; Vallerand & Bissonnette, 1992; Ryan & Deci, 2000; Maruna, 2001).
- When the person involved **recognizes the cost and potential benefits** involved in making the change (Rollnick, 1992; Janis & Mann, 1977).
- And the **selected use of specific communication/interaction strategies** throughout the ample informal opportunities provided over the course of interaction directly contributes to increasing the person's motivation for change (Taxman, 2002).

Stages of Change

- ▶ Pre-contemplation: “Nothing needs to change.”
- ▶ Contemplation: “I am considering change.”
- ▶ Preparation: “I am figuring out how to change.”
- ▶ Action: “I’m working on reaching my goals.”
- ▶ Maintenance: “I made a change, now I want to keep it up.”
- ▶ Relapse: “I’ve fallen back, now what?”

Insights



- ▶ Change is a process.
- ▶ The person's stage of change should influence our approach.
- ▶ Relapse is part of the cycle for most people.
- ▶ Change is not linear, nor is it immediate.

Stage-Based Strategies

Pre-Contemplation

- Build rapport and trust
- Increase awareness
- Increase sense of importance of change

Contemplation

- Acknowledge ambivalence
- Explore discrepancy between behavior and values
- Discuss “pros and cons” of change

Preparation

- Build confidence and self-efficacy
- Discussing timing
- Set manageable goals or ways to “test” change

Stage-Based Strategies

Action

- Identify and reinforce change
- Continue to set achievable goals
- Check-in on progress
- Ask how you can support change

Maintenance

- Identify and reinforce change
- Brainstorm and plan for risk, barriers, sustained support

Relapse

- Acknowledge relapse
- Avoid shame
- Use it as a learning moment
- Raise confidence to try again/get back on track

Harm Reduction Model

- ▶ Stages of Change-Meet the person where they are *right now*
- ▶ Utilize risk behaviors, *including relapse*, as a learning opportunity and a chance to examine how the skills can be used.
 - ▶ Ask the individual to apply their learning
- ▶ **The people who are most difficult to serve need the intervention or resources the most.**

Not a Sanction – a Part of Prevention of Future Behavior

“Your behavior is problematic and your sanction is to write out a behavior chain or thinking report to figure out what you should have done differently!”

VS.

“To avoid future trouble with this behavior – let’s look at the thinking that made it okay to engage in the behavior and how you can change this.”

Basic MI Principles



- ▶ Express empathy
- ▶ Roll with resistance
- ▶ Avoid arguing
- ▶ Elicit change talk
- ▶ Develop discrepancy
- ▶ Support self-efficacy

“OARS”

- ▶ Open-ended questions
- ▶ Affirm change talk and desirable behavior
- ▶ Reflect what you hear and see
- ▶ Summarize what has been said

Reflective Listening

- ▶ Repeating: The simplest reflection, just repeats an element of or all of what was previously said.
- ▶ Rephrasing: Stays close, but substitutes synonyms or slightly changes the wording of what was said.
- ▶ Paraphrasing: The listener infers meaning in what was said.
- ▶ Reflection of feeling: The listener infers the emotion related to what is being said.

Example


- ▶ A client says “My partner would be really disappointed if I mess up again because I wouldn’t be able to be home with her.”
- ▶ **Reflect:** “Your partner would be disappointed if you mess up again.”
- ▶ **Rephrase:** “Your partner would be upset if you get in trouble again because she needs you at home.”
- ▶ **Paraphrase:** “Its important to you to stay out of trouble so you can be there for your partner.”
- ▶ **Reflection of Feeling:** “You’d be disappointed in yourself if you’re not able to be there for your partner.”

Cost-Benefit Analysis

- ▶ What are the good things that happen in your life when you _____?
- ▶ If you keep doing _____, what negative outcomes might occur?
- ▶ Short-term versus long-term outcomes
- ▶ The “weight” of certain outcomes

Scaling Questions

- ▶ On a scale of 1 to 10, how much **confidence** do you have in your ability to _____?
- ▶ On a scale of 1 to 10, how **important** is it to you to _____?



*“May your choices reflect
your hopes, not your
fears.”*

-NELSON MANDELA



Lisa Peterson, PhD
Clinical Director, ND DOCR
(701) 328-6790
lapeterson@nd.gov