



Therapeutic Relationships: Considerations for Mid-Line Managers



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Three types of relationships

– Social

- Mutual needs are met

– Intimate

- Mutual needs are met

– Therapeutic

- Focus is on client's problems and needs
- NOT designed to meet the staff's needs

A positive

therapeutic relationship

is one of the best predictors
of outcomes.

Why does he act like that?

Behavior does NOT occur
because the person is “bad” or
“evil”!

Causes of Behavior

- Genetics / biology, to some degree

Causes of Behavior

- Past environments / past experiences
 - The skills the person learned in the past helped them survive in that past environment,
 - The behavior had a FUNCTION / PAYOFF
 - but the skills may not be legal, safe, or consistent with the person's LONG-TERM goals / values.

Causes of Behavior

- Past environments / past experiences
 - The person will likely use the previously learned skills, in current/future environments,
 - until other skills are learned
 - whenever the person feels threatened

Causes of Behavior

- Current Environments
 - The current environment may trigger “old” behavior and/or, it may trigger “new” behaviors.
 - The “payoff” the behavior has will influence whether or not the person continues to use it, when certain antecedent “triggers” occur.
 - Contextual Assessment Inventory (CAI)
 - Functional Analysis Inventory (FAI)
 - Functional Assessment Screening Tool (FAST)
 - Questions About Behavioral Function (QABF)

When people feel threatened / hurt

- Fight, Flight, or Freeze
 - Aggression / lashing out
 - hurt people, hurt people
 - Distance them self from the threat
 - Physically
 - Mentally
 - Experiential Avoidance / Adaptive peaks
 - short-term relief at long-term expense
 - E.g. binge eating, substances, promiscuous sexual behavior, excessive sleeping, not going to work/school, etc.⁹

Causes of Behavior

- Genetics / biology
- Past experiences / environments
- Current environments
 - The ONLY one we have any control in changing

Behavior Support Plans

What can we do to proactively help them become/remain stable?

- Behavior Support Plan: “Do this to avoid problems”

E.g.

- Provide structure; provide visual supports
- Avoid command language.
 - E.g. “you need to...” “you should...” “comply”
- Avoid judgmental language.

Judgmental Terms

- “you need to...”
- “you should....”
- “inappropriate behavior” and “appropriate behavior”
- “bad choice” and “good choice”
- Etc., etc., etc.

Judgmental Terms

They all reflect

the speaker's (or society's)

values/preferences, which may differ from
the individual's values/preferences.

May NOT be motivating.

Non-Judgmental Terms

- “effective behavior”
- “ineffective behavior”

They reflect the PERSON's values/long-term goals and may be MORE motivating.

Linking Effective Behavior to Values

1. “You’ve said/shown us that ___ is important to you. How can I help you to make a choice that will be effective in getting you closer that?”
1. It is not surprising to see you ___, as you’ve said ___ is important to you and that is EXACTLY the type of choice that will be effective in getting you closer to that.



VALUES ASSESSMENT

It takes TWO people to “argue.”

You do NOT need to get the last word in.

“Seems like **what I am saying** is upsetting you.

Why don't we ____ until we are both calm.”

Responsible versus Response-able

- Holding someone “responsible” carries an implication of blame.
 - But, does accepting the thought “I’m at fault” really motivate anyone to change?
- Making someone “response-able” has nothing to do with blame.
 - It means to assist them in learning new responses so they are able to respond in a way that is safe, legal, socially-acceptable, consistent with goals, etc.

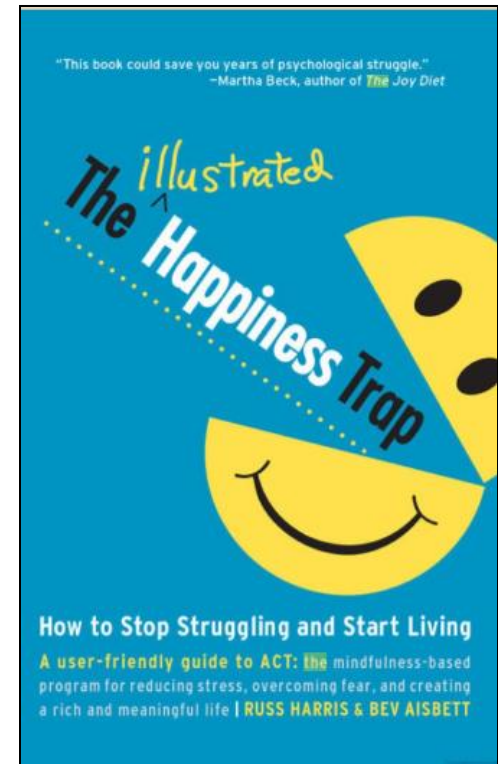
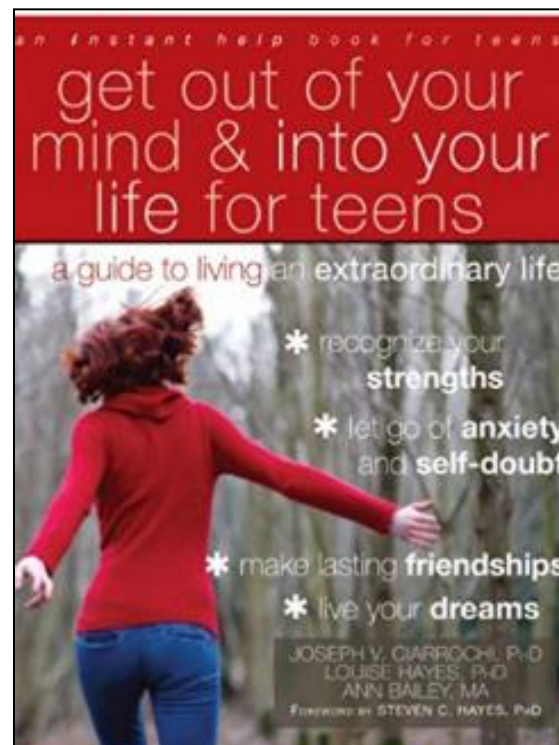
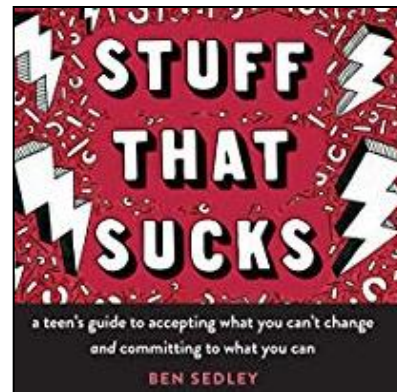
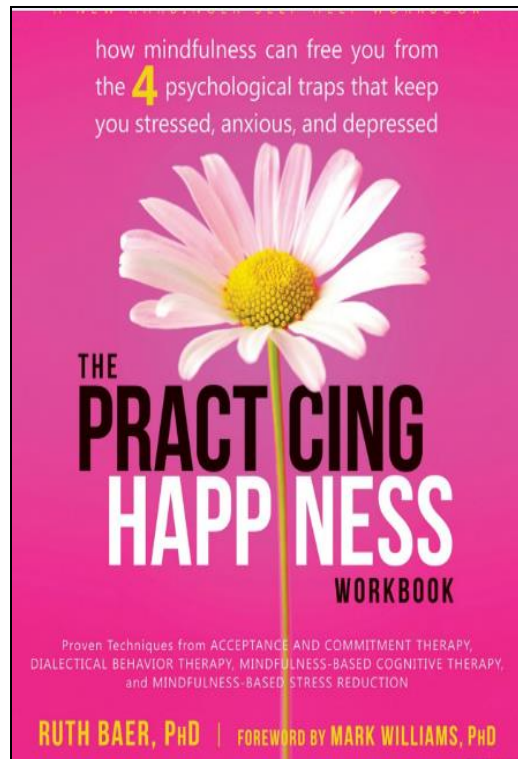
Behavior Support Plans

What can we do to support them in learning new skills so that they can help themselves become/remain stable?

- Behavior Support Plan: “New Skills”

E.g.

- Demonstrate effective ways to respond to uncomfortable emotions.



Behavior Support Plans

A pre-planned protocol that will help staff know what to do when the “ineffective” (aka interfering) behavior occurs.

- Behavior Support Plan: “When Things Go Wrong”

E.g.

- Avoid inadvertently reinforcing the behavior.
- 1) Validate. 2) Reassure. 3) Encourage to use new and/or adaptive skills.

Validation: An Essential Ingredient

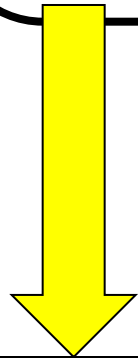
For clients of all levels of functioning

1. Perceiving the client's situation, perspective, and feelings
2. Communicating one's understanding to the client and checking for accuracy
3. Acting on this understanding in a helpful way

#1 Gather information

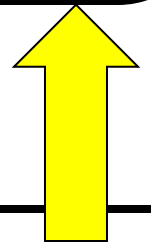


- Listen to what the person is saying
- Consider non verbal behavior and environmental events



#2 Reflect back to the person for confirmation

“You wanted to go out to eat tonight. You don’t think it is fair when you hear me say that we are not going to be able to.”



#3 Validate

“And, you must be awfully disappointed right now. Is that right?”

Proactive Validation Samples

- You're shivering; you must be cold.
- That was a big drink; you must be thirsty.
- You're yawning; you must be tired.
- You've been working hard on that project; you must be proud of your accomplishment.
- That is a big smile; you must be really happy!
- You've been waiting for that call; I bet you feel relieved that it finally happened.
- You've said that having friends is important to you; getting an invitation must make you feel valued!



Questions?

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