

CHRIS 180 

Changing Directions.
Changing Lives.

WORKING WITH RESISTANT YOUTH

Lorraine Joseph, LPC

Tharyn Giovanni Grant, LCSW

Jessica Donaldson, LMSW

TRAINING OBJECTIVES

1. Develop strategies to reduce the occurrence of client resistance and discord.
2. Practice techniques to increase client motivation and enhance client relationships.
3. Explain how the four processes and OARS skills of MI can impact client interviews and facilitate change by harnessing their internal motivation.
4. Identify, challenge, and modify cognitive distortions and dysfunctional core beliefs that lead and contribute to disruptive and self-harming thoughts and behaviors.
5. Summarize the foundational principles and essential core components of MBSR-T.

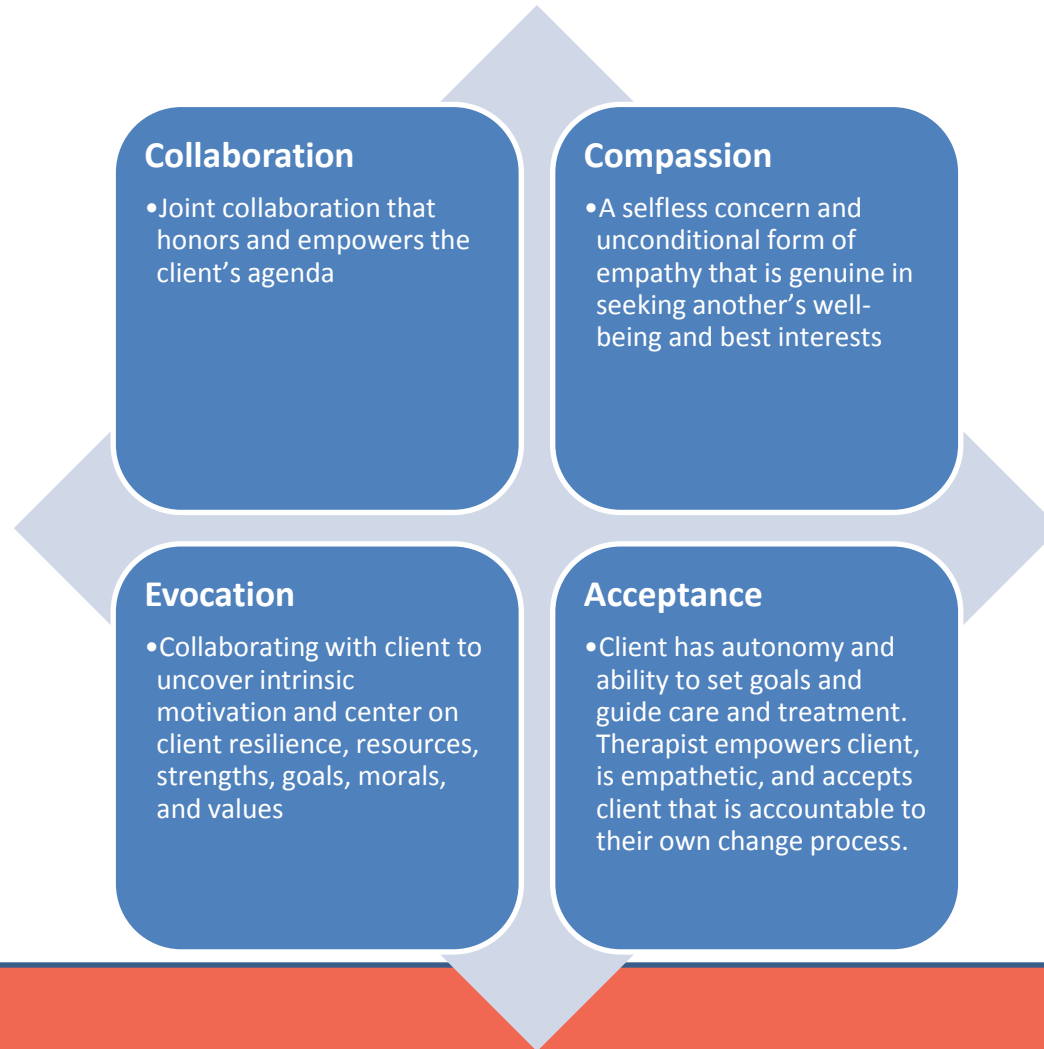
MOTIVATIONAL INTERVIEWING (MI)

- Collaborative approach between person and therapist
- Provides an atmosphere of acceptance and compassion
- Supports the person's intrinsic motivation
- Non-confrontational and client-centered framework
- Elicits language of change in person
- Explores the person's own reasons for change
- Focus on therapeutic rapport to provide unconditional support and validation to sustain change through difficulty and ambivalence

MI THEN AND NOW...

- Carl Rogers (19 Propositions of person-centered therapy)
 - Founding psychologist of “humanistic approach”
 - “non-directive therapy” → “client-centered therapy”
 - “positive regard without negative judgment”
- Stephen Rollnick and William R. Miller (MI)
 - Working with clients to guide behavior change
 - Substance abuse (addictions), risky behaviors (changing behaviors), stages of change, etc.
 - Addressing ambivalence about CHANGE

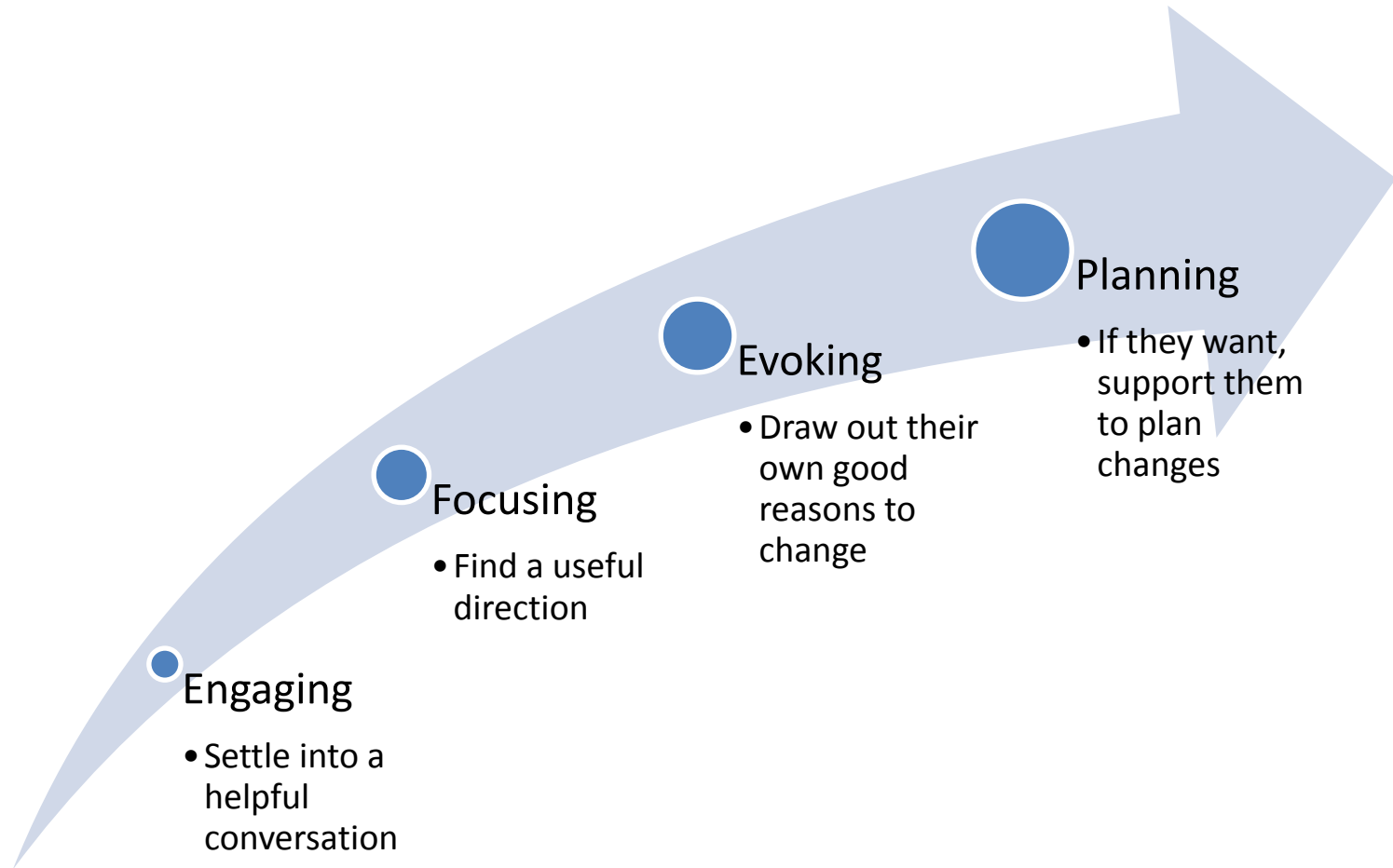
SPIRIT OF MI...



BRIEF MI TERMS

- **Righting Reflex**
 - “Urge to correct and direct,” NOT persuading
- **Ambivalence**
 - “Not so sure” → Normalize, change starts with ambivalence
- **Sustain Talk**
 - Statements that maintain ambivalence about and resistance to change
- **Change Talk**
 - Statements that reveal consideration of and motivation to change
- **Stages of Change**
- **OARS** (Core skills in MI process)
 - Open Ended Question
 - Affirmations
 - Reflections
 - Summaries

FOUR PROCESSES OF MI



STAGES OF CHANGE



MI : OARS

- Open Ended Questions
- Affirmations
- Reflections
- Summaries

MI: OPEN-ENDED QUESTIONS

- An open-ended question expects a response that is more than yes or no
- Help a person frame their own view of a problem and possible solutions
- Exploratory in nature

Examples of closed questions:

- You don't think you need treatment?
- Do you want to get off probation?
- Do you want help?
- Are you ready to change?

MI: AFFIRMATIONS

- Genuinely recognizes a person's strengths, resiliencies, abilities, intentions, and efforts
- Allows a powerful therapeutic rapport
- Example:
 - “You are so strong. You have accomplished and gone through so much in your life which shows how much you can handle even when everything is so hard.”

MI: AFFIRMATIONS

Client states:

“Man, I ___ hate this place. You ain’t gonna do ___ for me. You don’t care anyway. I been in foster care forever. I keep comin’ to place after place anyway. So you tell me, what I gotta do?”

What can you affirm?

MI: REFLECTIONS

- Active listening, expression of empathy, respect
- Deepen rapport
- Client knows that you understand their perspective

- **Activity: Reflections**
- What is the most rewarding part of your life?
- What is the most rewarding part of your job?
- What is the most challenging part of maintaining work/life balance?
- Partner reflect back to your speaker what you heard.

MI: SUMMARIES

- Reflections, affirmations, and statements that draw together and recap change talk, sustain talk, motivation, and ambivalence
- Useful to end with, “What else?”
- Demonstrate active listening , engagement, collaboration, empathy, and compassion
- Allow client to offer input and feel empowered
- Help build and sustain rapport

WHAT WAS YOUR LAST MAJOR CHANGE?

- Identify a time in your life in which you experienced a major change.
- What was it like to make this change?
- How long did it take you to make the change?
- What challenged or motivated you to make the change?

- What did you notice in this process?
 - Ambivalence?
 - Resistance?
 - Motivation?
 - Extenuating circumstances?

ROLLNICK: MI AND CHANGE

- People are **ambivalent** about and can be **resistant** to change especially when told to change something about themselves
- People can be **defensive** about change
- People already **have their own reasons** for making some change

ROLLNICK: RATIONALE FOR MI

- MI allows:
 - Opportunity to reflect change talk back to person to encourage change through person's own words
 - Give person space to say why person should change in their own words
 - Change is sustained through an intrinsic motivation elicited through the spirit of MI and its processes in a safe, accepting, supportive, and empowering environment

This is the change that is in the client's best interests

MI AND RESISTANT YOUTH

- Collaborative approach between person and therapist
 - **BE PRESENT** with youth
- Provides an atmosphere of acceptance and compassion
 - **NOT SHAMING or PERSUADING**
- Elicits language of change in person
- Explores the person's own reasons for change
- Supports the person's intrinsic motivation
 - Young people have a change to develop their own sense of self
- Non-confrontational and client-centered
 - **AVOID POWER STRUGGLES**

COLLABORATE + EVOKE + ACCEPTANCE+ COMPASSION= DANCE OF CHANGE AND GROWTH

MINDFULNESS BASED STRESS REDUCTION FOR TEENS

- Mindfulness is deep knowing and experiencing of what is taking place, as it is actually taking place.

3 FOUNDATIONS OF MINDFULNESS



Through mindfulness practice, intentionally paying attention with acceptance and openness (attitude), we experience a shift in perspective.

EXAMINING AND DEFINING THE FOUNDATIONS OF STRESS

Key Mindfulness Interventions

- Current Status Assessment (Goals and Intentionality)
- Define Mindfulness
- Stress the Problem, Mindfulness a Solution
- Mindfulness and the Five Senses
- Mindful Eating; Taking a Mindful Bite
- Dropping-In Mindfulness Practice

Key Adolescent-Specific Interventions

- Instructor Introduction
- Teen Dyad Introduction and Fun Fact
- Defining and Understanding Teen Stress and Stressors
- Life Stressors: What Is Stressing You Out?

EXPLORING THE EFFECTS OF STRESS ON THE MIND AND BODY

Key Mindfulness Interventions

- Mindful Check-In (Highs and Lows, Mindful Qualities)
- Types of Mindfulness Practice: Introduction of Formal Practice
- Body Scan Mindfulness Practice and Debriefing
- Paying Attention to the Five Senses During Practice
- Developing a Personal Mindfulness Practice: The 5Ws

Key Adolescent-Specific Interventions

- Physical and Emotional Effects of Stress (3Fs: Fight, Flight, or Freeze Response): Paying Attention to Red Flags
- Mind-Body Connection (Acute and Chronic Stress)
- Stress Can Be Helpful and Harmful (Yerkes-Dodson Curve): Eustress, Neustress, and Distress

DEVELOPING AND STRENGTHENING MINDFULNESS PRACTICE

Key Mindfulness Interventions

- Informal Practice: Bringing Mindfulness to Routine Tasks and Interests
- Connecting Informal Practice to the Five Senses
- Living in the Now: Present Moment Awareness
- Paying Attention to Your Breath: Mindful Breathing Practice
- Sitting Mindfulness Practice and Debriefing

Key Adolescent-Specific Interventions

- Accepting Your Emotions: The Guest House Poem
- Awareness of Thoughts and Feelings
- Stress Waves: Riding the Waves of Life
- Grounding Anchors: Drop Your Anchor
- Railroad Activity: Train of Thoughts

CULTIVATING SELF-CARE AND BEGINNING TO TAKE IN THE GOOD

Key Mindfulness Interventions

- Mindful Walking and Movement Practice and Debriefing
- Pleasant Moments Calendar
- Heartfulness Mindfulness Practice and Debriefing

Key Adolescent-Specific Interventions

- What Is Self-Care?
- Cultivating Self-Care
- Self-Care Inventory: Levels I–IV
- Taking in the Good: Doing What You Enjoy

NOTICING, BEING, AND WORKING WITH THOUGHTS

Key Mindfulness Interventions

- Yoga and/or Mindful Movement Practice and Debriefing
- Unpleasant Moments Calendar
- Mindful Stopping: Responding Instead of Reacting

Key Adolescent-Specific Interventions

- Noticing, Being, and Working with Thoughts: The Role of Metacognition
- Being Mindful of Harmful Judgments
- Playing Out the End of the Movie

IMPROVING AWARENESS THROUGH MINDFULNESS

Key Mindfulness Interventions

- Sitting Mindfulness Practice (Longer) and Debriefing
- Doing Homework or Taking a Test Mindful Practice

Key Adolescent-Specific Interventions

- Life Events Can Cause Stress
- Unhelpful and Harmful Coping Behaviors
- Coping with Painful Events: $\text{Stress} = \text{Pain} \times \text{Blocking}$
- Tracking Harmful Behaviors: The Self-Awareness Calendar
- Self-Harm Awareness Journal

CULTIVATING MINDFUL RESILIENCE

Key Mindfulness Interventions

- Daily Gratitude Practice
- Mindful Communication: Listening and Reflecting
- MI-Messages: Sharing How You Feel
- Mindful Communication in Relationships
- Trust Exercise: Mindfulness in Relationships
- Mindful Messaging and Posting

Key Adolescent-Specific Interventions

- Things You Can't Control
- Courage to Change Practice
- Letting Go Practice
- Qualities of Self

MAKING MINDFULNESS A CONTINUING PART OF DAILY LIVING

Key Mindfulness Interventions

- Review of Mindfulness Practices and Key Interventions
- Review of Current Status Assessment (Goals and Intentionality)
- Problems and Mindful Solutions Chart
- Mindful Practice Reminders
- Maintaining and Continuing a Personal Mindfulness Practice
- Gratitude Practice

Key Adolescent-Specific Interventions

- Letter to Self
- Processing Possible Grief and Loss

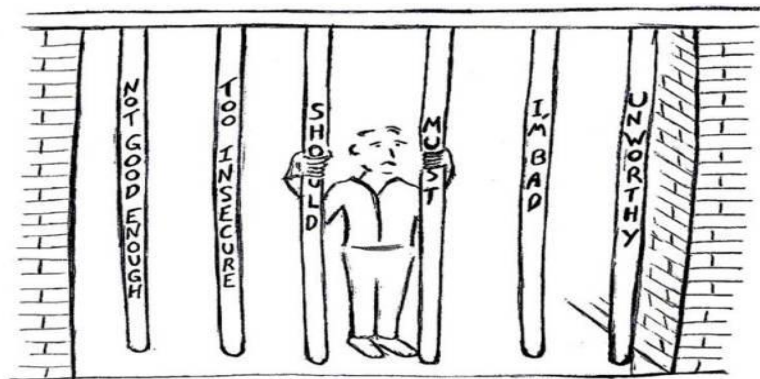
ACCEPTANCE AND COMMITMENT THERAPY

- A = Accept your thoughts and feelings, and be present
- C = Choose a valued direction
- T = Take action

- <https://www.youtube.com/watch?v=tW6vWKVrmLc>

GETTING AN ADVISOR IN THE ROOM

- The biggest psychological barrier to moving ahead in my life is.....

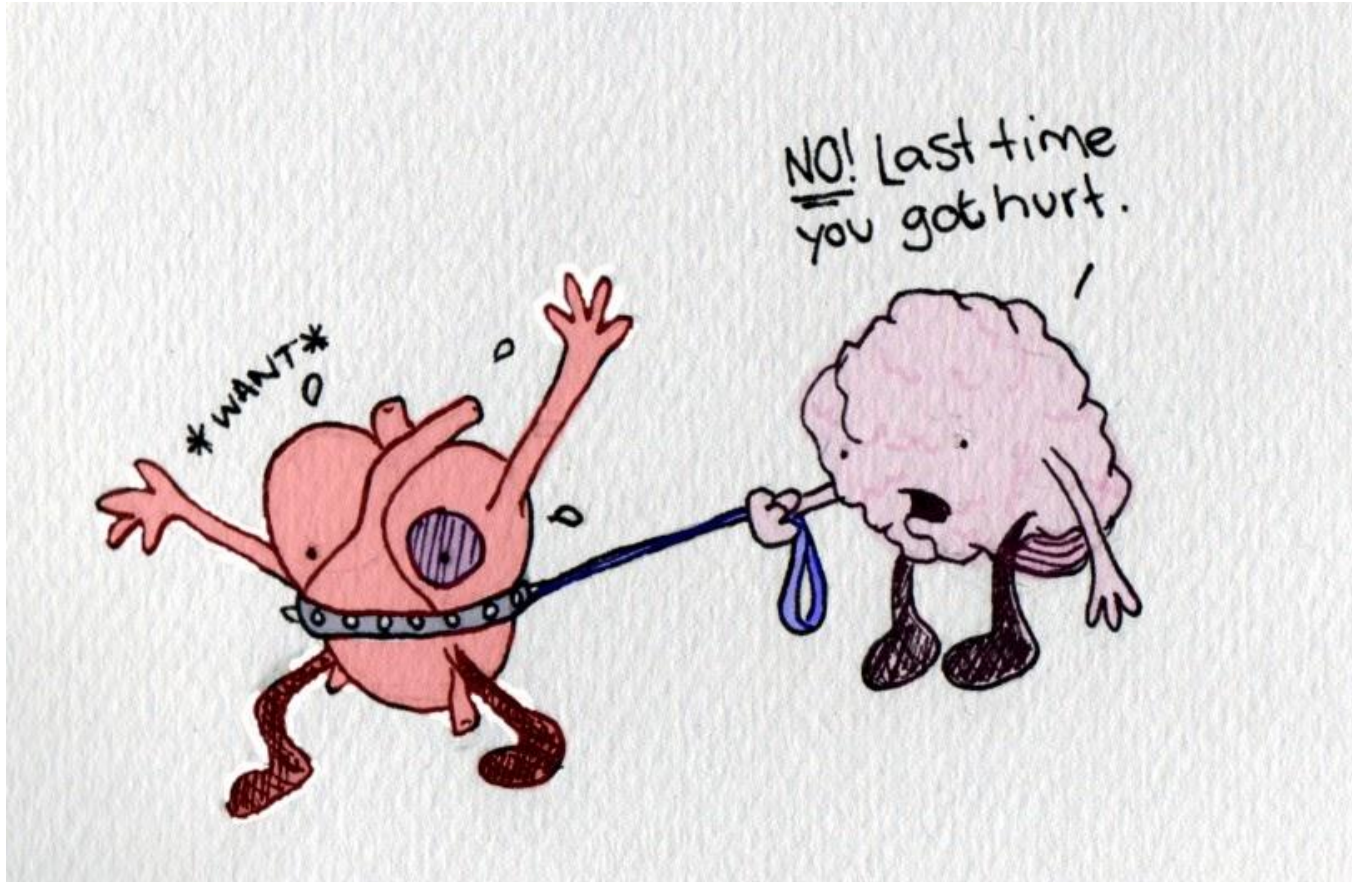


From My Perspective



From a Dog's Perspective

MATRIX



MATRIX

**5 Senses Experiencing
Inside (Head and Heart)**

3. What have you been doing so far to deal with and move away from the internal things that you don't have to have?

4. What behaviors can you do to move you toward what is important to you while having unwanted voice within?

Away

Toward

**Psychological
Flexibility**

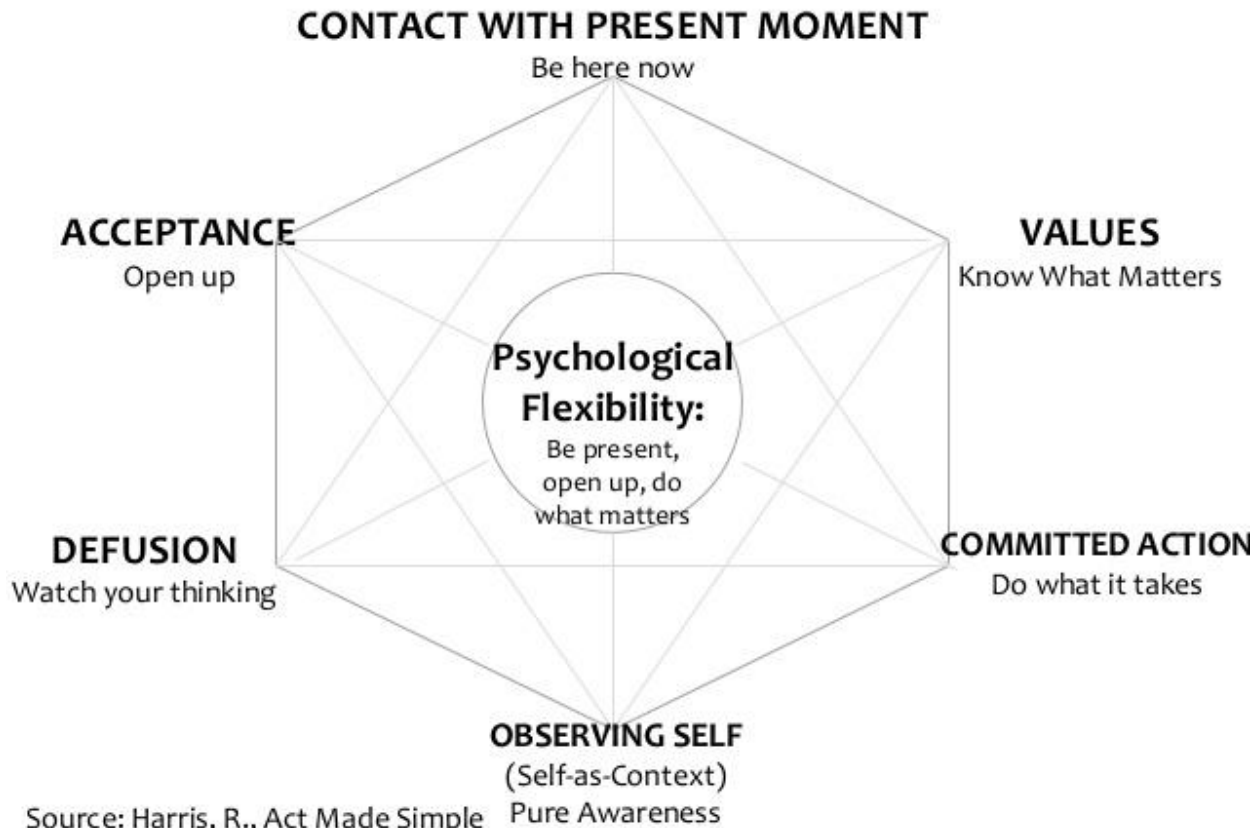
2. What internal things have been getting in the way of moving toward what is important to you?
What have you been moving away from?

1. What is important to you?

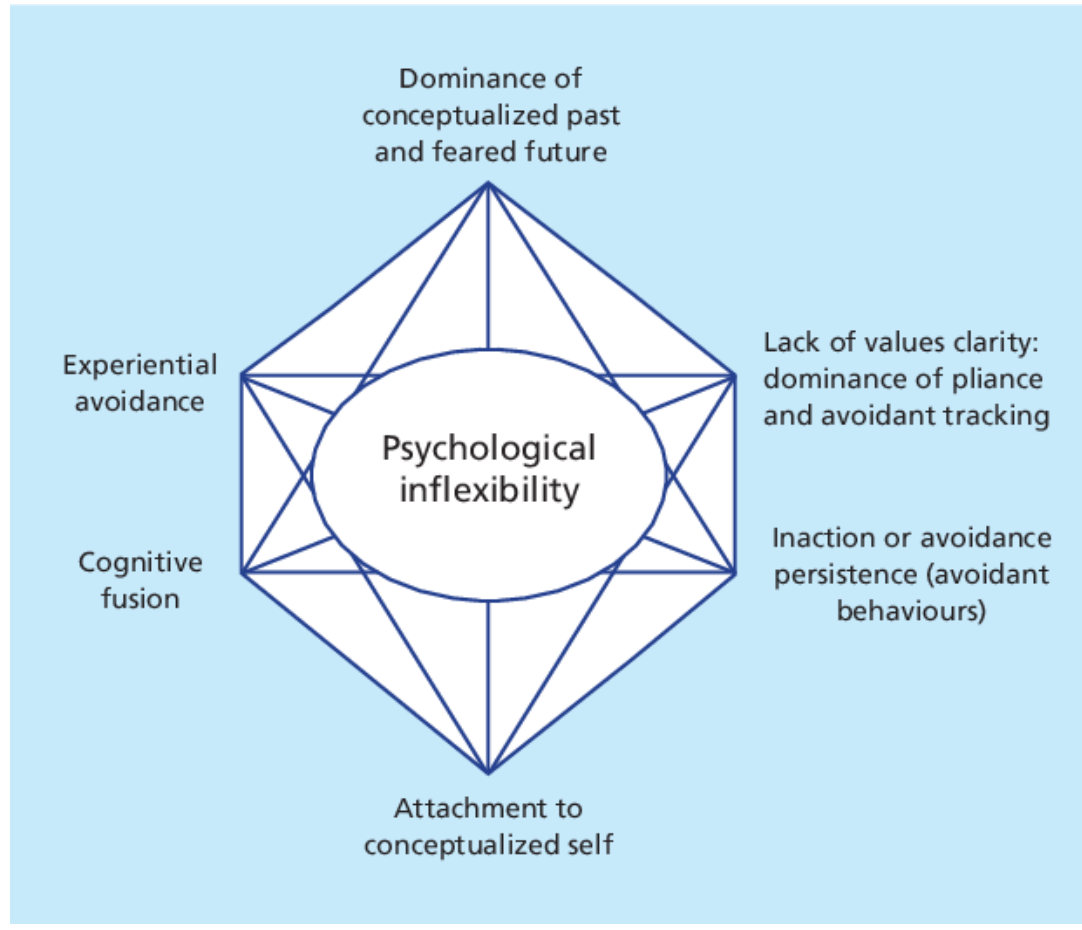
**Mental Experiencing
Outside (Hands and Feet)**

PSYCHOLOGICAL FLEXIBILITY

ACT Hexaflex



PSYCHOLOGICAL INFLEXIBILITY



RESOURCES

- **Motivational Interviewing: Preparing People to Change Addictive Behavior** by Stephen Rollnick and William Richard Miller
- **Fundamentals of Motivational Interviewing: Tips and Strategies for Addressing Common Clinical Challenges** by Julie A. Schumacher and Michael B. Madson
- **Motivational Interviewing with Offenders: Engagement, Rehabilitation, and Reentry** by Jill Stinson and Michael Clarke
- **Stressed Teens** by Gina M. Biegel, MA, LMFT
- **Be Mindful Card Deck for Teens** by Gina M. Biegel, MA, LMFT
- **The Stress Reduction Workbook for Teens: Mindfulness Skills to Help You Deal with Stress** by Gina M. Biegel, MA, LMFT
- **Get Out of Your Mind and Into Your Life: The New Acceptance and Commitment Therapy** by Steven Hayes, PhD
- **ACT Made Simple** by Russ Harris, MD



Changing Directions.
Changing Lives.

1017 Fayetteville Road, Ste. B, Atlanta, Georgia 30318

404.486.9034 | www.chris180.org