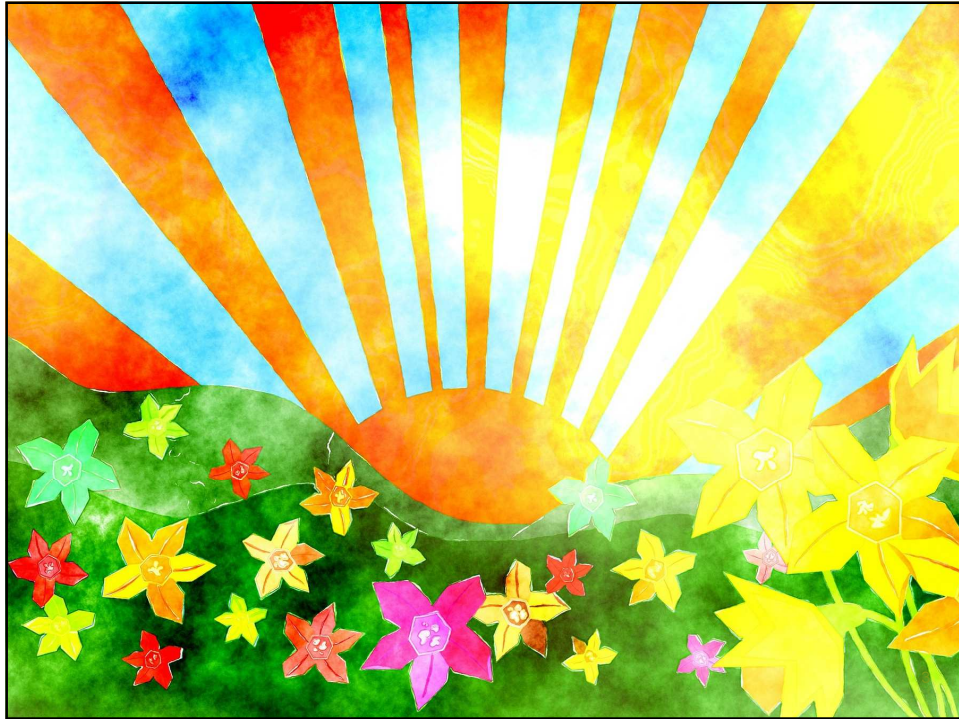




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Treatnet Family

Elements of family therapy for adolescent substance use disorders

- **1**
Introduction to family therapy and Treatnet Family
- **2**
Family therapy core strategies
- **3**
Family therapy phases and interventions
- **4**
Possible issues and themes
- **5**
Micro teaching and evaluation

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Where are we so far?



- ▶ Treatnet Family training goals
- ▶ Your setting: culture, community, etc.
- ▶ Your own experience, knowledge, and skills
- ▶ Core assumptions and foundations of UN family therapy
- ▶ Shift to systems thinking

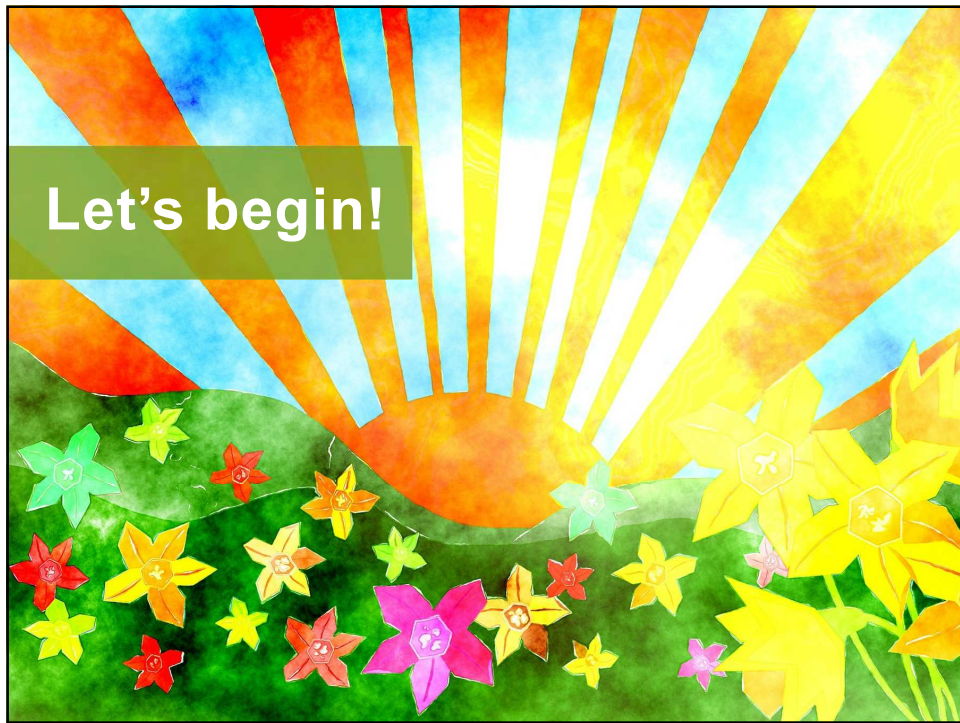
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A basket for questions



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Training objectives

At the end of this workshop you will be able to:

- ▶ Identify, explain, model and practice family therapy core strategies
- ▶ Acquire and/or practice four skills:
 - Positive reframing
 - Positive relational reframing
 - Perspective talking and relational questions
 - rolling with resistance



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What can new skills help with

Most of the skills you will learn today are meant to:

- ▶ Reduce defensiveness
- ▶ Help family members see family members' behaviors differently
- ▶ Help family members see the youth's problems differently and relationally
- ▶ Help you connect with family members

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Skill 1: Positive reframing

- ▶ This is the positive labeling of a negative behavior without necessarily accepting it as okay.
- ▶ For example, the therapist could label a quiet youth as someone who “thinks before he talks.”
- ▶ One way to positively reframe is to identify the possible positive intent behind a negative behavior.



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Let's try some positive reframing

- ▶ **Poor school grades**
 - ✓ "You haven't decided yet what you want to put effort into."
- ▶ **Disruptive behavior**
 - ✓ "You know how to get people's attention. Maybe that's something we can explore in therapy."
- ▶ **Skips school**
 - ✓ "You want to make your own decisions. I suspect that sometimes they get you into trouble and sometimes they don't"



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Let's practice!



Reframing

- ▶ Quietness
- ▶ Fighting in school
- ▶ Hanging out with friends that get in trouble
- ▶ Experimenting with drugs
- ▶ Running away
- ▶ Quitting school
- ▶ Nagging
- ▶ Stealing

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Let's think!



- ▶ When do I use positive reframing?
- ▶ Do I positively reframe everything?
- ▶ How much do I have to believe what I am saying?
- ▶ Isn't positive reframing basically lying to the family?
- ▶ What about imminent/moderate suicide risk?

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Skill 2: Positive relational reframing

- ▶ This is the positive labeling of a negative behavior in relationship to the family without necessarily accepting it as okay.
- ▶ For example, a parent's anger toward their teen could be positively labeled by the therapist as "caring" or "wanting the best for their daughter."
- ▶ Even when the behavior is self-destructive or particularly obnoxious, the intent behind it can be understood and appreciated, yet not necessarily condoned.



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Why use positive relational reframing?

- ▶ Reduces resistance
- ▶ Connects the behavior to the family
- ▶ Re-orientes the family to more positive ways of seeing the teen's behavior and their interactions around them
- ▶ Makes the family more open to the therapist and therapy

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Challenge your trainer!



Let's try some positive relational reframing!


- ▶ What are a few things that youth or family members might say or do to get someone angry?

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Let's try positive relational reframing! 

- ▶ One parent doesn't tell the other about the daughter's drug use
 - ✓ "You didn't say anything because you didn't want to upset your partner. I understand that."
- ▶ Parent shouts at son
 - ✓ "You shout because you really want him to know how important this whole thing is to you."
- ▶ Son takes drugs
 - ✓ "You don't want to feel pain. Maybe we can figure out how to do that without drugs."

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Let's try positive relational reframing!



- ▶ Son says something to make mother angry
 - ✓ “You’re smart. You know what to do to get your mother angry.”
- ▶ The father is distant
 - ✓ “You care enough to take a back seat and give the spotlight to others.”
- ▶ Youth runs away
 - ✓ You seem to see this as a creative way to make more of your own decisions. It may not be the safest way, though. Let’s explore other ways.”

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Dyad practice



Positive relational reframing:

- ▶ Nagging parent
 - ✓ “You want to matter to your family – to be closer – and this is the way you are asking for this closeness.”
- ▶ Disrespectful teenager
 - ✓ “You are telling your folks you want to grow up and be more responsible for yourself.”
- ▶ Husband with an alcohol disorder
 - ✓ “You don’t know what to do to help, so you’ve learned to lose yourself in alcohol.”

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Video example

Michelle and family define the problem



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Optional activity



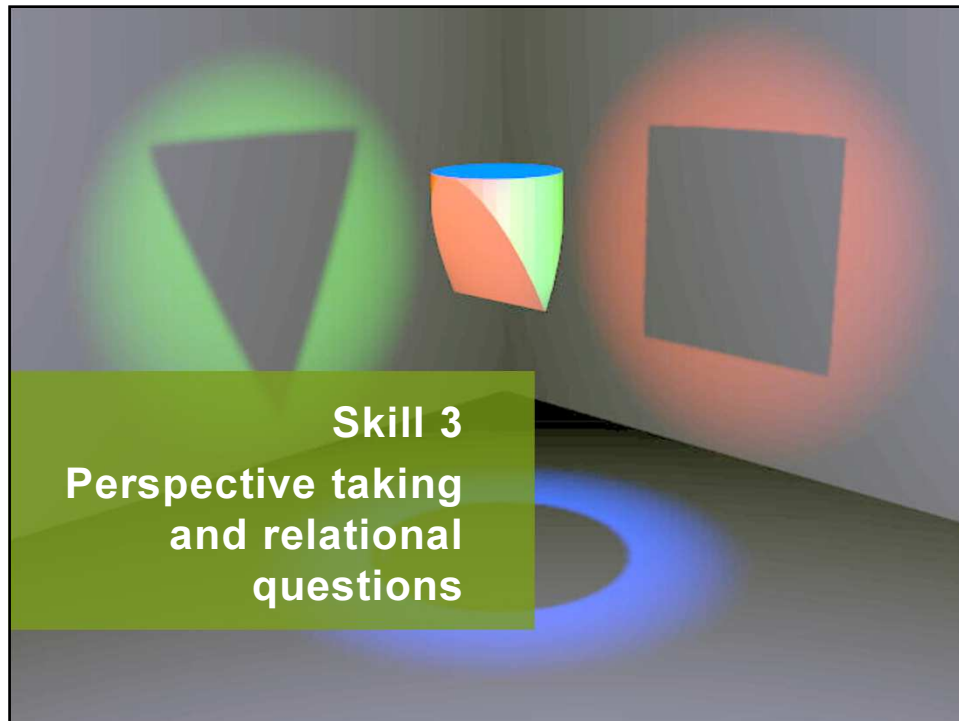
Positive relational reframing

- ▶ Practice positive relational reframing using handouts



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Skill 3:
Perspective taking and relational questions

This is the process for developing empathy and putting yourself in the other person's shoes. It is the ability to take another person's viewpoint into account.

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Perspective taking and relational questions

- ▶ It includes questions like
 - “How do you think Johnny is feeling right now?”
 - “When Narendra gets into trouble, who feels most sorry for him?”
- ▶ Essentially, you ask family members questions about other family members to encourage perspective taking

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Video example

Mom shares her sadness and being overwhelmed



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Let's practice!



Perspective taking and relational questions: Role play

- ▶ Three volunteers to play mother, father and a teen substance user
- ▶ First, I'll demonstrate a few relational questions that support perspective taking
- ▶ What questions would you ask?

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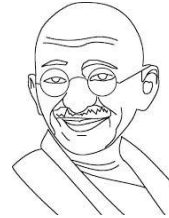
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Skill 4: Rolling with resistance

Rolling with resistance involves a number of ways to keep from confronting or resisting family members. Instead, the therapist helps them feel heard and understood, which reduces defensiveness and makes more productive conversations possible.



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What does rolling with resistance entail?

- ▶ Avoid direct head-on arguments (don't take the bait!)
- ▶ Stay calm and respectful
- ▶ Show that you understand
- ▶ See positive intent
- ▶ Invite possible solutions



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Examples of rolling with resistance

Listen reflectively

▶ Resistant comment:

"I should be able to drink/get high if I want. My friends do. I don't know what the big deal is."

▶ A reflective response:

"So it feels unfair that others are trying to tell you what to do."

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Examples of rolling with resistance

Open ended question

► **Resistant comment:**

“I don’t know why people say it’s a problem for me.”



► **Open-ended question:**

“What does it mean when you hear someone say it is a problem for you?”

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Examples of rolling with resistance

Agreement with a twist

► **Resistant comment:**

“Why are you and my parents so stuck on what I do? What about all their problems? You’d get high, too, if your family was nagging you all the time.”

► **Agreement with a twist:**

“You’ve got a good point. There is a bigger picture here. It is not as simple as one person’s doing drugs or getting into trouble. We shouldn’t be trying to place blame only with you. Your drug use involves the whole family in one way or another. I suspect that a lot of things need to change, and we’ll get around to them.”

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Examples of rolling with resistance

Reframing

- ▶ **Resistant comment:** “My father is always nagging me about my drinking – always calling me an alcoholic. It really bugs me.”
- ▶ **Reframing comment:** “It sounds like he really cares about you and is concerned, although he says it in a way that makes you angry. Maybe he can learn to show you he cares in a better way.”



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Examples of rolling with resistance

Agree with the possibility something could be true, but may not be permanent

- ▶ **Resistant comment:**
“Well, I know some people think I have a drug problem, but I don’t think I need treatment.”
- ▶ **Agreeing with the possibility of truth in the present:**
“Could be. Maybe you don’t need treatment, or maybe you aren’t ready to make that step. I wonder when you would know you were ready for treatment...”

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Example of rolling with resistance

Yes, I got caught with some drugs. Now they tell me that I have to go to treatment or go to jail. I don't need or go to jail. What kind of choice is that?"

It feels like a really crummy choice to you. (Reflection) What do you think you'll do?"



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Let's observe!



Contrasting not rolling with resistance and rolling with resistance

- ▶ What did the therapist do?
- ▶ What could the therapist do different?
- ▶ How does a client feel?

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Let's practice!



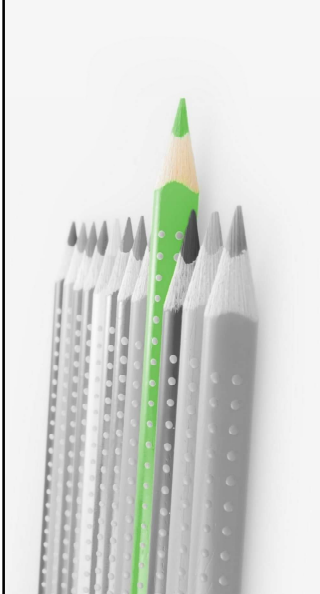
Rolling with resistance

- ▶ Now it is your chance to practice this skill!

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Points to remember



- ▶ Family therapy core strategies: identify, explain, model and practice
- ▶ Skills useful in family therapy:
 - Positive reframing
 - Positive relational reframing
 - Perspective talking and relational questions
 - Rolling with resistance

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End-of-workshop reflections



- ▶ What was the most meaningful to you today?
- ▶ What will you take away with you?
- ▶ What did you enjoy the most?
- ▶ How will you use this information?
- ▶ What skill(s) do you think you will begin to practice in your work?

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Thank you for your time!
End of Workshop 2



Treatnet

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