Improving Communication within Substance Abuse Treatment: An Efficient Evidence-Based Approach

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Workshop Agenda

• Review theory behind FBT
• Review evidence for FBT
• Provide overview of FBT
• Review communication skills training for use in FBT
Theoretical Basis

- Conceptualize drug use as a strong inherent primary reinforcer, enhanced by:
  - Modeling, encouragement, and/or guidance by drug users.
  - Physiological and situational prompts to use drugs.
  - Insufficient reinforcement for doing non-drug associated activities.
  - Remoteness or uncertainty of the usual negative consequences of drug use.
Evidence for FBT

- Controlled Drug and Alcohol Studies
  - Azrin, Acierno et al., 1996; Azrin, Donohue et al., 2001; Azrin, Donohue et al., 1994; Azrin, McMahon et al., 1994; Donohue, Azrin et al., 1998

- Uncontrolled Drug and Alcohol Studies
  - Donohue, Romero et al., 2010; Donohue & Azrin, 2002; LaPota, Donohue, Warren, & Allen, 2011; Romero, Donohue, Allen, 2010; Romero, Donohue et al., 2010
Mechanisms of Change in FBT

• Treatment attempts to prevent antecedent conditions that facilitate drug use by:
  • Enhancing social relationships and skills needed to establish abstinence and effective parenting behaviors.

• Allowing or facilitating negative consequences for drug use, for example:
  • Allowing hangovers
FBT Intervention Components in Adults

- Structured Agendas
- Program Orientation
- Treatment Planning
- Foundation Modules
  - Behavioral Goals/CM
  - Stimulus Control
  - Self-Control
- Job Skills and Financial Management Modules
- Communication Skills Modules
  - Arousal (Emotion) Management
  - Positive Request
  - Reciprocity Awareness
Reciprocity Awareness

- Poor communication between family members often exacerbates negative emotions.
- In Reciprocity Awareness, family members exchange positive remarks to one another
  - Family members feel appreciated and loved
- It is implemented early in FBT to foster a positive atmosphere throughout treatment
Reciprocity Awareness: Initial Session

• Provide Rationale

• Initiate Statements of Appreciation
  • Instruct family members to exchange things they love, admire, and respect about one another
  • Instruct family to indicate how these things were appreciated, and that these things will be continued (if not, initiate Positive Requests).
Reciprocity Awareness Worksheet

- Each family member provided a worksheet to prompt positive statements
- Therapists walk around the room to assist in positive statement generation

<table>
<thead>
<tr>
<th>Name of Family Member</th>
<th>Name of Family Member</th>
<th>Name of Family Member</th>
<th>Name of Family Member</th>
<th>Name of Family Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write something you love, admire, or respect about each person.</td>
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<td>Write something you love, admire, or respect about each person.</td>
</tr>
</tbody>
</table>

_Instructions:_ In the top row, list the names of each member of your family in the room. For each of the remaining rows, write something you love, admire, or respect about each member.
The Assignment of Homework

- Provide I’ve Got a Great Family form
- Assist family in learning to complete the assignment.
- Positive statements provided should be recorded.
- Get a commitment from each family member to complete the assignment.
- Remind family each positive statement should be reciprocated!

<table>
<thead>
<tr>
<th>Things I Love, Admire, or Respect About My Family Assignment Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client ID:</td>
</tr>
<tr>
<td>Instructions: Write the name of each member of your family in the far left column. Then write how you show that you love, admire, or respect them. At least one positive statement should be made for each person each week.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
</table>
Reciprocity Awareness: Future Session

- Ask the client and her significant others to take turns telling the clinician positive statements that were made since last session.
  - Praise client for homework completion.
- Praise efforts to provide positive statements & solicit how it felt to experience the statements.
- Provide each person with a new copy of the I’ve Got a Great Family form, and assign each person to provide at least one positive statement to each family member prior to next session.
LET’S PRACTICE!!
Client ID:________ Clinician:_____________________ Session #:____ Session Date:______

Materials Required
• Things I Love, Admire, or Respect About My Family Session Worksheet (TILW)
• Things I Love, Admire, or Respect About My Family Assignment Sheet (TILAS)

Begin Time:______

Rationale (client and all significant others)
• State (or solicit) the following:
  __a. People who say positive things to each other are more likely to have good relationships.
  __b. I’ve Got a Great Family (IGGF) helps family members recognize good things they do for each other.
  __c. IGGF helps family members say more positive things to each other, so they can feel appreciated.
  __d. State why IGGF is expected to be effective w/ the family.
  __e. Solicit why the family thinks IGGF will be helpful.
  __f. Solicit questions.

Positive Statement Exchange (client and all significant others)
• Provide each family member a copy of the TILW.
  __a. Assist each person in completing session worksheet.
    • Record names in the top row.
    • Each person should record at least 1 thing that is loved, admired, or respected about all others.
    • Walk around room, comment how good things are being written, and provide prompts.
  __b. Instruct family member in taking turns telling each other what they love, admire or respect about one another.
  __c. Instruct family members to respond to the positive statements by expressing:
    __1. how the comment was appreciated.
    __2. an attempt will be made to continue the desired behavior.
    __3. something loved, admired, or respected about the other person.

Homework (client and all significant others)
• Give each a copy of the TILAS.
  __a. Assist family in recording each family member’s name in the left column.
  __b. Assign each to demonstrate how listed family members are loved, admired, or respected throughout the week.
    • State at least 1 statement should be recorded in the Assignment Sheet per person during the week.
    • Remind family each positive statement should be reciprocated.

Client’s Assessment of Helpfulness of the Intervention
__a. After stating client should not feel obligated to provide high scores, as an honest assessment helps better address client needs, solicit how helpful client thought intervention was using 7-point scale:
  7 = extremely helpful, 6 = very helpful, 5 = somewhat helpful, 4 = not sure.

3 = somewhat unhelpful, 2 = very unhelpful, 1 = extremely unhelpful

b. Solicit how rating was derived, and methods of improving intervention in future.

Therapist’s Rating of Client’s Compliance with Intervention
__a. Disclose therapist’s rating of client’s compliance using 7 point scale:
  7 = extremely compliant, 6 = very compliant, 5 = somewhat compliant, 4 = neutral,
  3 = somewhat noncompliant, 2 = very noncompliant, 1 = extremely noncompliant
  • Factors that contribute to compliance ratings are:
    • Attendance
    • Participation and Conduct in session
    • Homework completion
__b. Record Therapist’s Rating of Client’s Compliance Here:______
  b. Disclose client’s compliance rating.
  __c. Explain how rating was derived, and methods of improving performance in future.

End Time______

Reviewer: _________________________ Date of Review: _______________ Therapist Skill: _______________
Indicate the extent of therapist skill demonstrated (7=extremely skilled, 6=very skilled, 5=somewhat skilled,
4=neutral, 3=somewhat unskilled, 2=very unskilled, 1=extremely unskilled)?

Positive Request

- Poorly stated requests increase likelihood of drug use by negatively altering distribution of reinforcement among family/friends.
- If requests are perceived as ineffectual, they may become frustrated and angry, which may lead to illicit drug use to eliminate negative emotional states.
- The Positive Request intervention is designed to improve positive communication among family/friends.
Positive Request: Initial Session

• Provide Rational
  • Explain purpose of PR, how it is good for families, how it will be good for them.

• Model PR

• Family role-plays PR
Positive Request: Worksheet

- Distribute PR Handout to family members.
- Indicate listed PR steps will be attempted.
- Solicit example of something desired by 1 member.
- Model PR.
- Instruct family role-play.

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Request a specific action using “please” and saying when action is desired.</td>
</tr>
<tr>
<td>2.</td>
<td>State how it would be difficult for other person to do action.</td>
</tr>
<tr>
<td>3.</td>
<td>State how it would be good for other person if the request was performed.</td>
</tr>
<tr>
<td>4.</td>
<td>State how it would be good for you if the request was performed.</td>
</tr>
<tr>
<td>5.</td>
<td>Offer to help other person get the action done.</td>
</tr>
<tr>
<td>6.</td>
<td>Offer to do something for recipient.</td>
</tr>
<tr>
<td>7.</td>
<td>Tell the other person that you would appreciate the action being done.</td>
</tr>
<tr>
<td>8.</td>
<td>Suggest something that would be acceptable as an alternative action.</td>
</tr>
<tr>
<td>9.</td>
<td>Ask other person to suggest an alternative in case the action can’t be done.</td>
</tr>
</tbody>
</table>
Positive Request: Practice Sheet

• Distribute PR Practice Sheet (s)
• Tell each to practice PR before next session.
• Review how to do assignment.

<table>
<thead>
<tr>
<th>What was requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the request specific:</td>
</tr>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Did you say please:</td>
</tr>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Did you state when the action was desired:</td>
</tr>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>How would it be difficult for the person to do:</td>
</tr>
<tr>
<td>How would it be good for the other person:</td>
</tr>
<tr>
<td>How would it be good for you if action was performed:</td>
</tr>
<tr>
<td>How did you offer to help the other person get the action done:</td>
</tr>
<tr>
<td>What did you offer to do for the other person:</td>
</tr>
<tr>
<td>Did you tell the other person you would appreciate the action being done?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>What did you suggest as an alternative action:</td>
</tr>
<tr>
<td>How did you ask the other person to provide an alternative action:</td>
</tr>
<tr>
<td>What was the result of the request:</td>
</tr>
</tbody>
</table>
Positive Request: Future Session

• Distribute PR Handout
• Instruct family to provide completed PR homework
• Review homework & instruct family to role play how PR was used
• Provide praise/corrective feedback
• Instruct family to use PR before next session & provide new practice sheets.
LET’S PRACTICE!!
**POSITIVE REQUEST (PR)**

Therapist Prompting Checklist

Initial Session

<table>
<thead>
<tr>
<th>Client ID:________ Clinician:_____________________ Session #:____ Session Date:______</th>
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**Materials Required**
- Positive Request Handout (PRH)
- Positive Request Practice Assignment (PRPA)

**Begin Time:______**

**Rationale (client and adolescent and adult significant others)**
- State each of the following:
  a. People who are skilled in requesting things from others usually get what they want w/out arguments.
  b. Positive Request (PR) is designed to improve communication.
  c. PR increases likelihood the recipient will do what is requested.
  d. Anger associated w/ arguments will probably decrease due to mutually satisfying solutions.
  e. Disclose why PR will be beneficial for family.
  f. Solicit how PR will be beneficial to family.
  g. Solicit questions and provide answers.

**Therapist Models Positive Request (client and adolescent and adult significant others)**
- Distribute copies of the PRH to family members.
  a. Instruct family to use PRH when things are desired from others at home or in tx. sessions.
  b. Explain all steps will be practiced in sessions as listed, but all may not be necessary at home.
  c. Solicit example of something that is desired by a family member.
  d. Model PR for solicited example, using each of the following steps w/ person who gave example.
    1. Request specific action using “please” and saying when action is desired.
    2. State how it would be difficult for other person do action.
    3. State how it would be good for other person if request was performed.
    4. State how it would be good for you if the request was performed.
    5. Offer to help the other person get the action done.
    6. Offer to do something for other person if request is performed.
    7. Tell other person you would appreciate the action being done.
    8. Suggest something that would be acceptable as an alternative action.
    9. Ask other person to suggest an alternative action in case the request can’t be fully done.
  e. Tell recipient to indicate what was liked about PR to requestor.
  f. Tell recipient to either accept request, or attempt compromise using PRH as guide.
  g. Repeat preceding steps w/ client and/or family members until the steps are performed well.

**Homework Assignment**
- Distribute PRPA.
  a. Inform family to practice PR prior to next session whenever requests are desired.
  b. Review how to complete PRPA.
- When motivation is low, to increase client buy-in, query why each step is important.

**Client/Family Members Role-play Positive Request (client and adolescent and adult significant others)**
- a. Solicit who would like to attempt positive request first
  b. Solicit example of something desired by the person who volunteered to do PR.
    - If request is too emotionally laden, therapist may instruct client to use a hypothetical request.
    - Client may role-play PR w/ therapist first, rather than a family member
  c. Tell recipient not to respond until all steps are finished.
  d. Tell requestor to initiate PR for solicited example using each of the following steps in handout:
    1. Request specific action using “please” and saying when action is desired.
    2. State how it would be difficult for other person do action.
    3. State how it would be good for other person if request was performed.
    4. State how it would be good for you if the request was performed.
    5. Offer to help the other person get the action done.
    6. Offer to do something for other person if request is performed.
    7. Tell other person you would appreciate the action being done.
    8. Suggest something that would be acceptable as an alternative action.
    9. Ask other person to suggest an alternative action in case the request can’t be fully done.
  e. Tell recipient to indicate what was liked about PR to requestor.
  f. Tell recipient to either accept request, or attempt compromise using PRH as guide.
  g. Repeat preceding steps w/ client and/or family members until the steps are performed well.
Positive Request Sample Video: 😊

http://www.youtube.com/watch?v=GnnLZ5yqY_0

“Like” it in Youtube!
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