

“CHANGING LATITUDES AND ATTITUDES”. NZSHS

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Greetings from Christchurch



The Korowai Youth Wellbeing Trust

- ▣ The Korowai
- ▣ For Young people to come in under
- ▣ For agencies to come in under

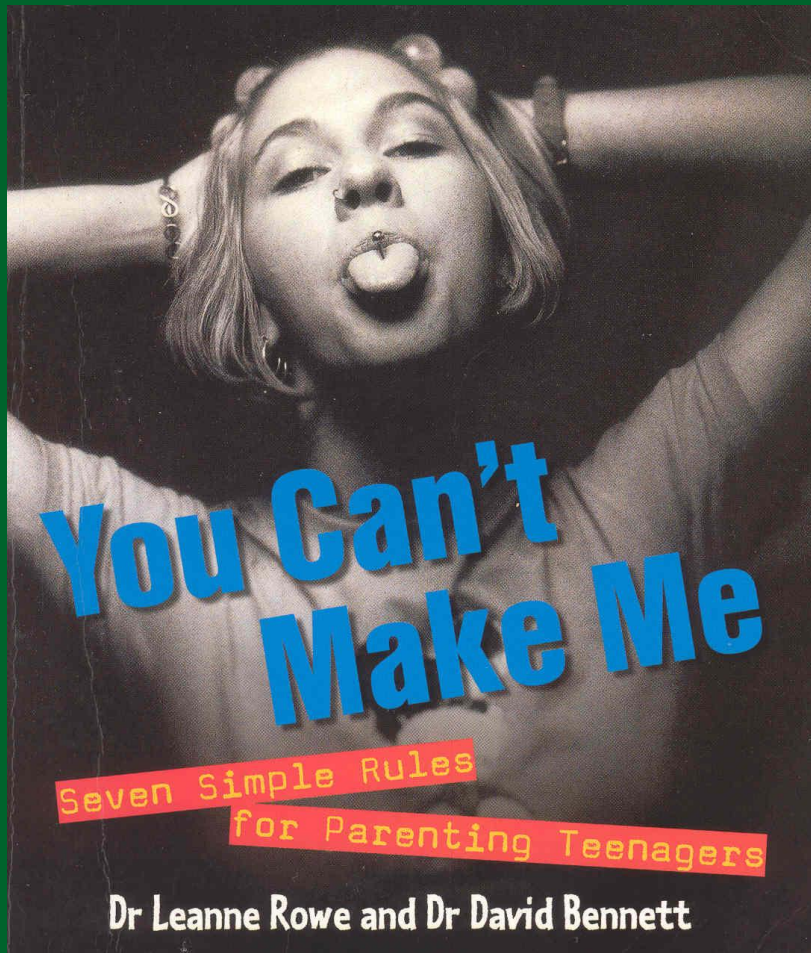


Whiteboxboutique.co.nz

SEX, DRUGS AND ROCK'NROLL A MUST DO FOR YOUTH DEVELOPMENT?

Or Can we make a Change?

Storm and Strife



- ▣ G. Stanley Hall 1904
- ▣ Does it HAVE to be?

What is the Problem?

- Young people are the problem

"I would wish there were no age between ten and three and twenty, or that youth would sleep out the rest; for there is nothing in the between but getting wenches with child, wronging the ancientry, stealing, fighting.

"Our youth now love luxury. They show disrespect for their elders....and they contradict their parents, chatter before company, gobble up dainties at the table and tyrannise their teachers."



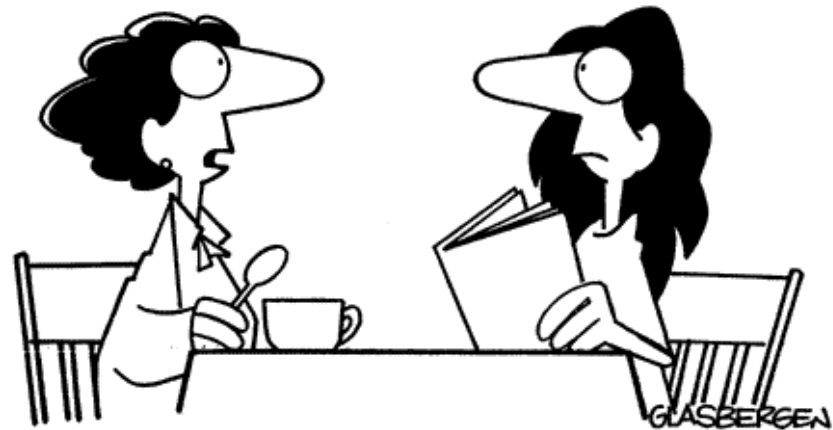
The parents are the problem

▣ Family parenting styles

Beaumrind (1960's)

- ❖ Authoritarian
- ❖ Authoritative
- ❖ Permissive
- ❖ Neglectful

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“Friday night you stayed out until almost 9:00, yesterday you had cola instead of milk and this morning you forgot to floss. Your father and I are afraid you’re getting too wild.”

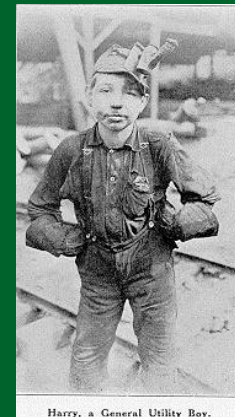
Adolescence is the Problem

- ▣ A Dopamine Deficiency syndrome
- ▣ Frontal lobe disconnection
- ▣ Overload of Oxytocin
- ▣ Mismatch of different bits developing at different times
- ▣ Developing Cognition
- ▣ Biological Adults at 12-14

Society is the Problem

Roles

- ▣ Hunter gatherers
- ▣ Farmers
- ▣ Industrial revolution
- ▣ Technology
- ▣ electronic revolution



Society is the Problem

- One of the definitions of sanity is the ability to tell real from unreal. Soon we'll need a new definition.
[Alvin Toffler](#)
- What can you say about a society that says that God is dead and Elvis is alive?
[Irv Kupciner](#)
- Power is money and money is paper with a promise to the bearer
- We live in a world where Sky TV is our Happy Place
- We are defined by what we do, not who we are
- For the first time sons and daughters know more than their parents, but they understand less

Brain/Behaviour Development

BRAIN

- Taking longer
- Use it or lose it grey matter pruning – prefrontal cortex- information processing
- Development of social emotional network amygdala, etc
- Increase in white matter – connections, dorso lateral prefrontal cortex

COGNITION

- Concrete thinking,
- abstract concepts,
- exchange of ideas,
- future thinking,
- holding more than 1-2 ideas at the same time,
- weighing ideas, complex thought, judgements leads to behaviour changes

Risk or Resilience? Problem or Solution?



- ▣ Risk
- ▣ Risk taking
- ▣ At Risk
- ▣ Vulnerability
- ▣ Reduce risk or Change Environments

When the Solution is the Problem

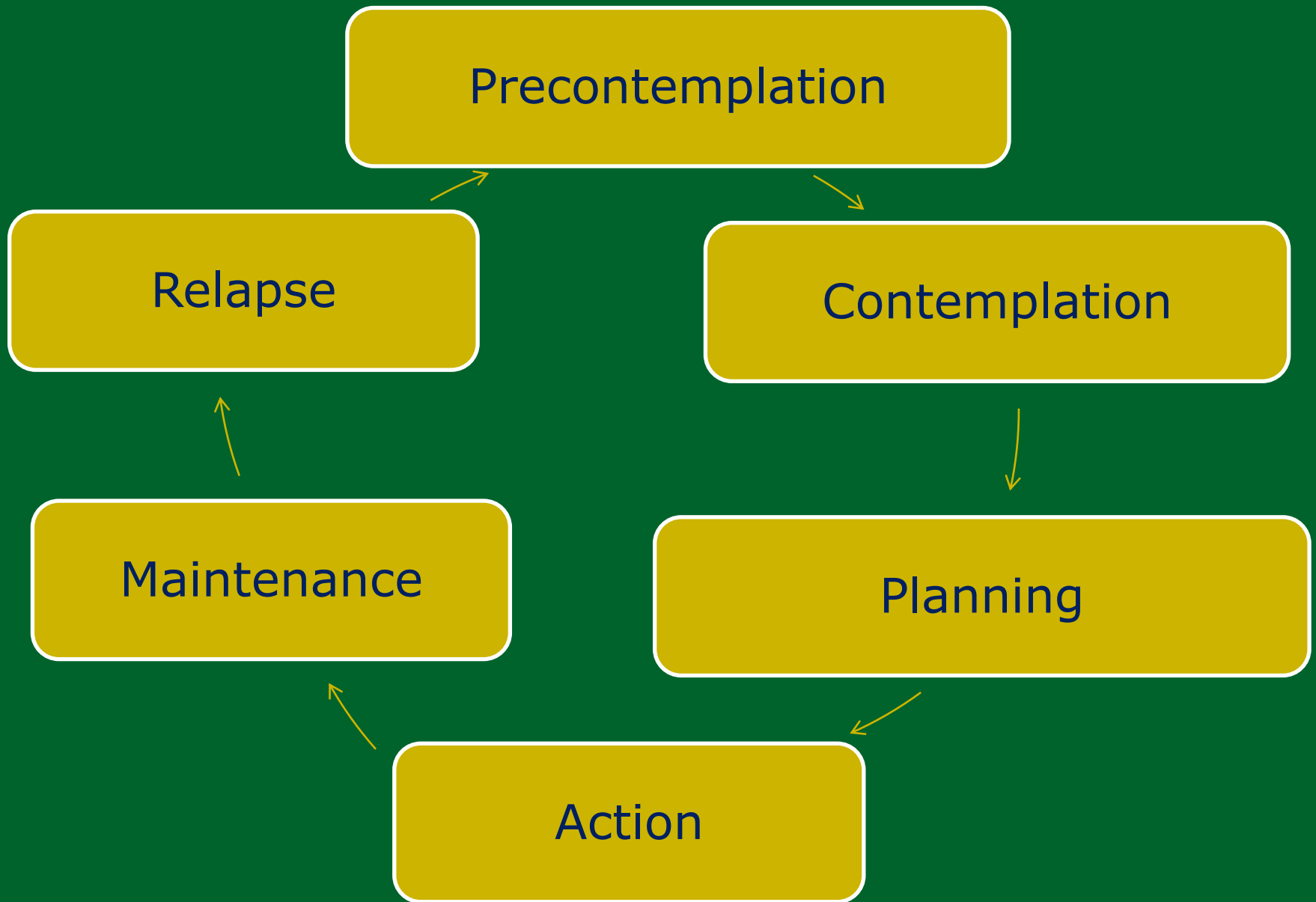
- ▣ Charles: 15 year old youngest of 3 boys, shy
- ▣ Eldest brother is sporty, middle is brainy
- ▣ Follows his brothers to a "good school"
- ▣ Doesn't live up to their example

Solutions for Charles?

- ▣ Get "depressed"
- ▣ Get confidence = Drink lots of alcohol
- ▣ Don't go to school and smoke dope with the others who drop out
- ▣ Get good at something else like stealing and having sex

A Need for Change

- ▣ Prochaska and DiClemente
- ▣ 1982 “Transtheoretical Therapy: Toward a more integral model of change”
- ▣ Health Belief Model
- ▣ Theory of Reasoned Action
- ▣ Social Learning Theory

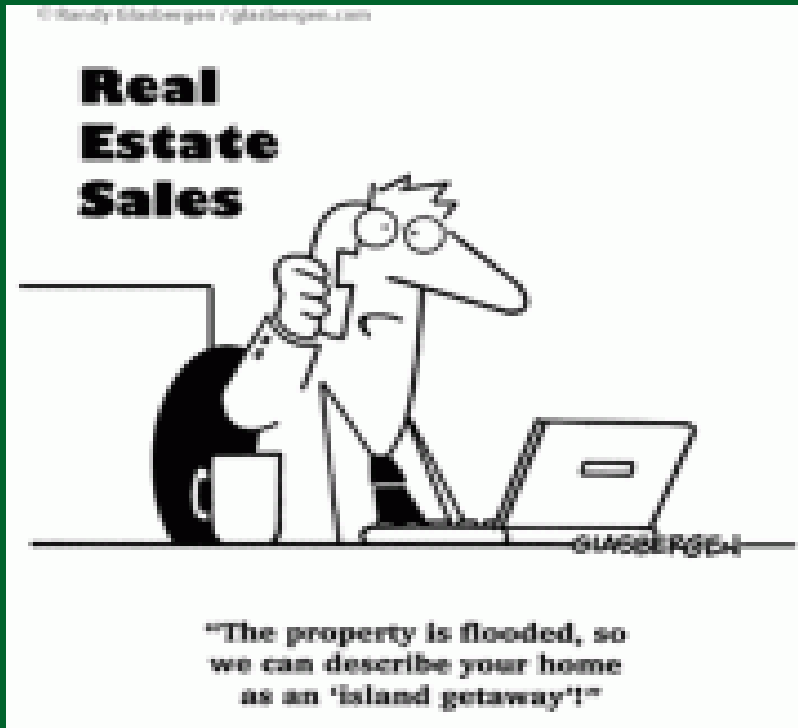


Covington 1992

- ▣ Internal Motivation – emotion, cognition (thoughts), physiology (adrenaline)
- ▣ External Motivation – reward and punishment (external consequences of behaviour)
- ▣ Joining the dots –thinking, feeling and behaviour
- ▣ Self management rather than other management
- ▣ Teach Delayed Gratification

CBT

- ▣ Why does it work?



- ▣ It teaches the developing brain to make the connections between thought, emotions, words and actions

- ▣ Flip side thinking

Miller and Rollnick

- ▣ “a client centred, directive, method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.” (2002)
- ▣ “MI is a collaborative, person-centred form of guiding to elicit and strengthen motivation for change” (2009)

Motivational Interviewing Theory, Practice and Applications with Children and Young People. Edited by Eddie McNamara 2009

Precontemplators –

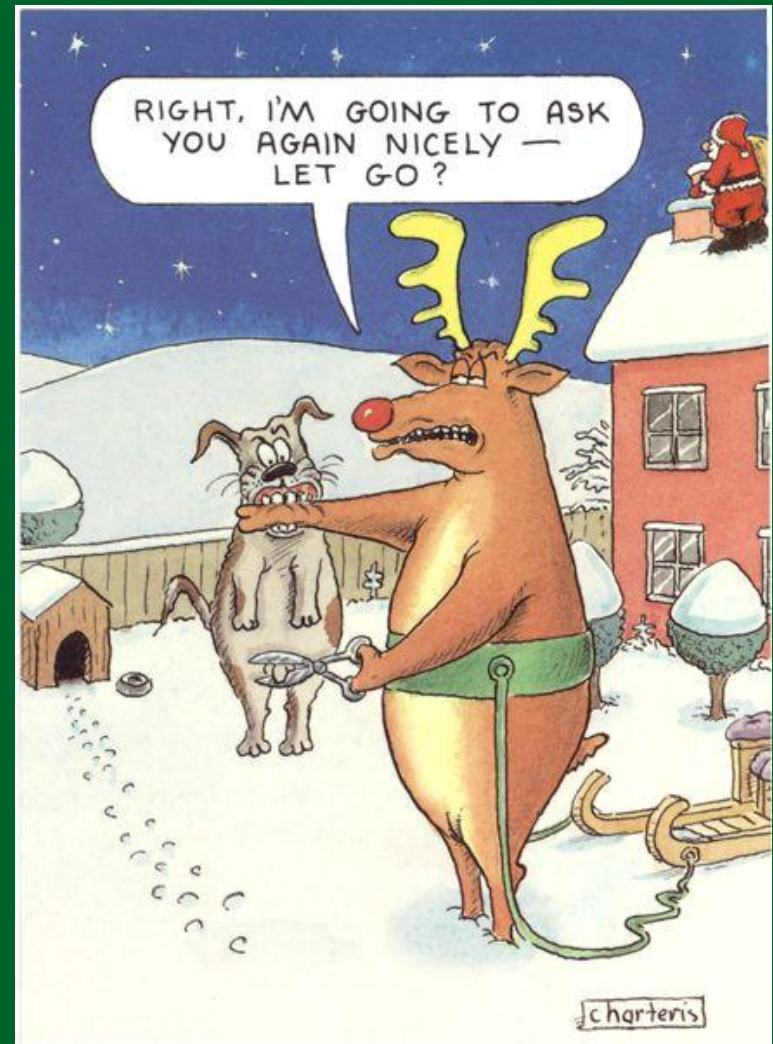
- ▣ **Reluctant** – need knowledge and awareness raising
- ▣ **Resigned** – given up hope of ever being able to change – need to explore barriers, increase hope and self efficacy
- ▣ **Rationalising** – explain why it's not a problem for them or it is someone else's problem,-need empathy and reflection
- ▣ **Rebellious** – hostile and resistant to change – need promotion of self efficacy and self esteem

Goals of Motivational Interviewing

- ▣ To Increase Knowledge
- ▣ To Increase Concern
- ▣ To Promote Self-efficacy
- ▣ To Promote Internal Attribution – who's problem is it (taking responsibility) self can do something
- ▣ To Promote Self-esteem – positive or negative self-image with high self image less likely to reject negative feedback so less likelihood to deny, reject and project

Carl Rogers Person Focused

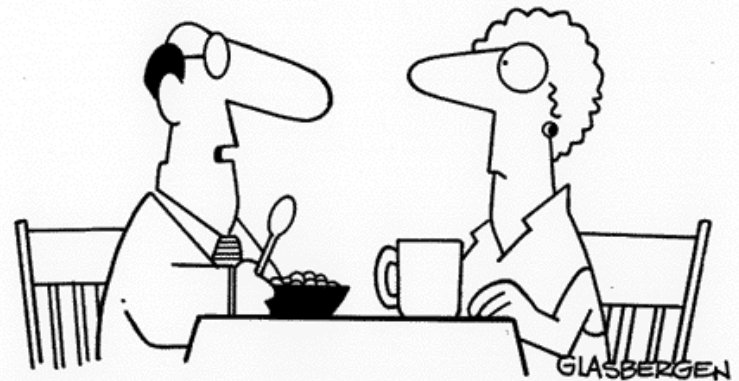
- ▣ non-directive
- ▣ reflecting technique
- ▣ guide on the side / travel with



Brief Motivational Interviewing

- ▣ BEARDS
- ▣ Bite your tongue
- ▣ Express Empathy
- ▣ Avoid argument
- ▣ Roll with resistance
- ▣ Deploy discrepancy
- ▣ Support self efficacy

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"If I smile, the rest of my body will think I'm in a good mood. And then my feet will want to go out dancing. And then I might meet another woman on the dance floor. And then I might have to pay you alimony. *That's* why I never smile."

Reminder of SHEADSS

- ▣ Tool to gather information to use for BEARDS!
- ▣ Strengths
- ▣ Home
- ▣ Education
- ▣ Employment
- ▣ Exercise / Eating
- ▣ Activities
- ▣ Drugs
- ▣ Sexuality
- ▣ Suicide /Mental Health
- ▣ Spirituality/Culture
- ▣ Safety
- ▣ Strengths
- ▣ Avoid Dunnow

Active Listening –

- ▣ nonverbal,
- ▣ reflecting – repeating each word
- ▣ rewording reflecting back content
- ▣ paraphrasing reflecting back the intention and underlying meaning
- ▣ Selective Active Listening – summarising so that the summary reflects the consequences of the behaviour in question, and the underlying issue.

Practice

- ▣ the “patient” says I can’t use a condom because my boyfriend would dump me if I insisted”
- ▣ Remember – stage of Development especially social and cognitive

Examples

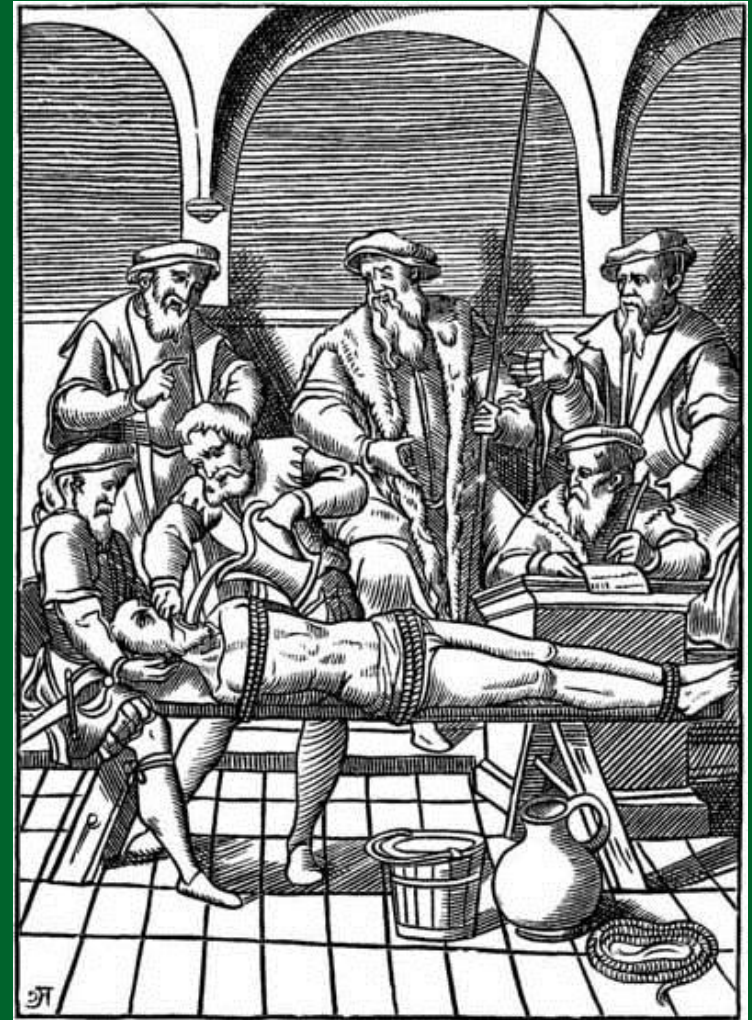
- ▣ I do take care of myself
- ▣ It's not me it's my partner
- ▣ No one uses condoms in my group
- ▣ Sometimes I use condoms
- ▣ What can I do
- ▣ Perhaps I could ask him to use condoms
- ▣ I don't care if I get an infection
- ▣ I will take some condoms
- ▣ I will ask him to use them
- ▣ I tried but he refused

Roadblocks to change

- ▣ Ordering, directing , commanding
- ▣ Warning, Admonishing ,
- ▣ Exhorting, Moralising Preaching
- ▣ Advising, Giving solutions, or suggestions
- ▣ Lecturing, Teaching, Giving logical arguments
- ▣ Judging, Criticising, Disagreeing
- ▣ Praising, Agreeing
- ▣ Interpreting, Diagnosing, Analysing
- ▣ Reassuring, Sympathising, Consoling,
- ▣ Probing, Questioning,
- ▣ Withdrawing, Distracting
- ▣ Ridiculing, Shaming, Sarcasm

We Have Ways

- ▣ All are examples of the “righting reflex”
 - WE want the best for the person –
 - BUT we have to remember all the time that WE can’t change them



Resistance =

- ▣ anything that indicates a dissonance in the relationship with the person diverts from change
- ▣ To avoid resistance keep returning to the last time the answer showed a willingness to think about change

Reflection with a twist –

- ▣ “How can I stop drinking when all the people in my flat drink every week-end”
- ▣ “That’s a good point – it is hard, tell me more about the influence of your flat mates on your life”



Reframing

- ▣ “My parents are always telling me to cut down and nagging about my drinking especially after those awful TV ads”
- ▣ “So you are feeling controlled by your parents and that is making you angry”. “What do you think it would be good to do about your parents?”



Dot made the mistake
of giving her mother
the office fax number.

Coming along side-

- ▣ “I can’t change my drinking”
- ▣ “Ok so you feel like it is too hard to change right now whilst you have these friends in this flat. Is that what you want?”
- ▣ Be careful not interpreted as you said I could carry on as I am



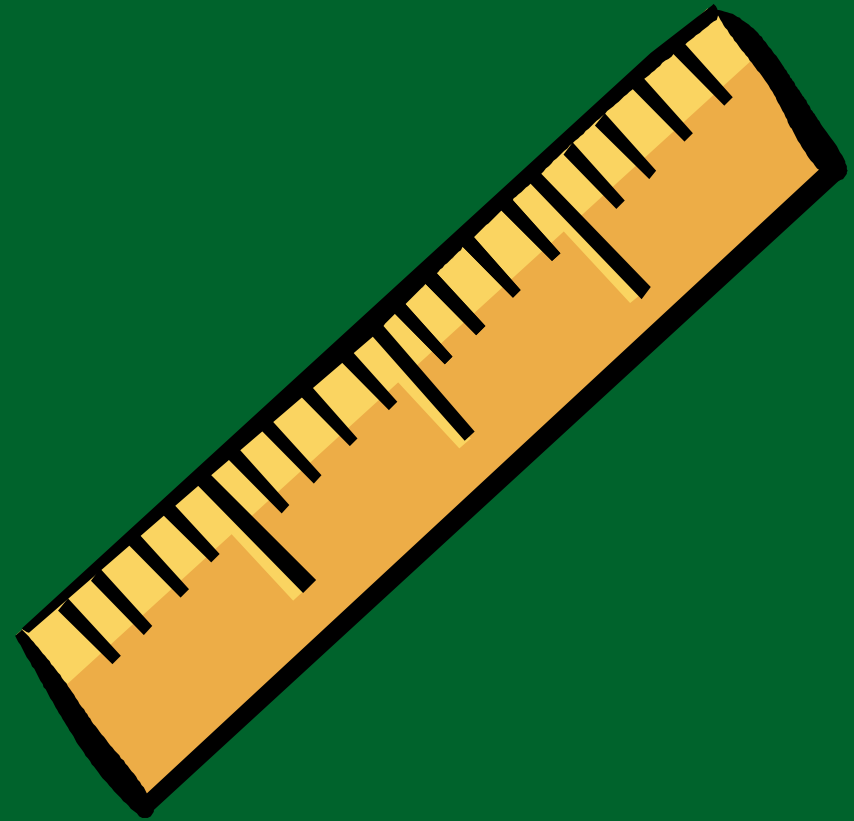
Using Solution Focused questions

- ▣ Flatmates nagging – “how could you show them they are wrong about you?”
- ▣ “If you were to make one small change – what would they notice about you?”



Scaling

- ▣ helps to rate where they think they are in process of change
- ▣ If they feel don't need to change ask them to rate what other people think of that



Looking for Exceptions

- ▣ tell me about the week-end when you chose not to go drinking
- ▣ what helped make that decision. What has helped in the past



Looking for a preferred future

- ▣ how was your life before you started drinking a lot?
- ▣ What do you think it would be like if you cut down?
- ▣ maybe use the miracle question – a miracle has occurred



Self -efficacy

- ▣ Bandura 1997
- ▣ – belief in one's capabilities to organise and execute the courses of action required to manage prospective situations

Johann Wolfgang von Goethe(1634-1719)

- ▣ If you treat an individual as he is he will stay as he is. But if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be."

