MAP Direct Services Training Series

Workshop Day 2

The MAP System: Managing and Adapting Practice

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Thinking About Style

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A Word on Alliance

- Unconditional positive regard, collaborative, agreement on goals and plans to reach goals
- No experimental evidence to support the causal role of alliance
  - No one has ever randomly assigned children to “mean” and “nice” therapists
- Correlational studies show a modest relation (ES ≈ .20) between child-therapist alliance and positive outcomes

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Socratic Questioning

- Simple yet strong method for exploring ideas or statements in depth and breadth through the use of carefully formulated questions
- Emphasis on exploration versus explanation

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Types of Socratic Questions

- Reasons/evidence probing
  - What is your evidence?
  - What led you to that belief?
  - How often has that happened?
- Viewpoints/perspectives
  - What would someone who disagrees say?
  - What would you tell someone you wanted to help?

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Types of Socratic Questions

- Implications/consequences
  - What effect would this have?
  - What is the worst thing that could happen?
  - What is the best thing that could happen?

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Activity

Modeling Therapist Style

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Therapist Style

- Client: Monique, single mother of 5 children
  - Therapist is attempting to explain Attending intervention
  - They are about two sessions into treatment
  - Rapport is already established, client is relatively engaged
- Watch the therapist for Socratic and non-Socratic actions

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Embracing Diversity

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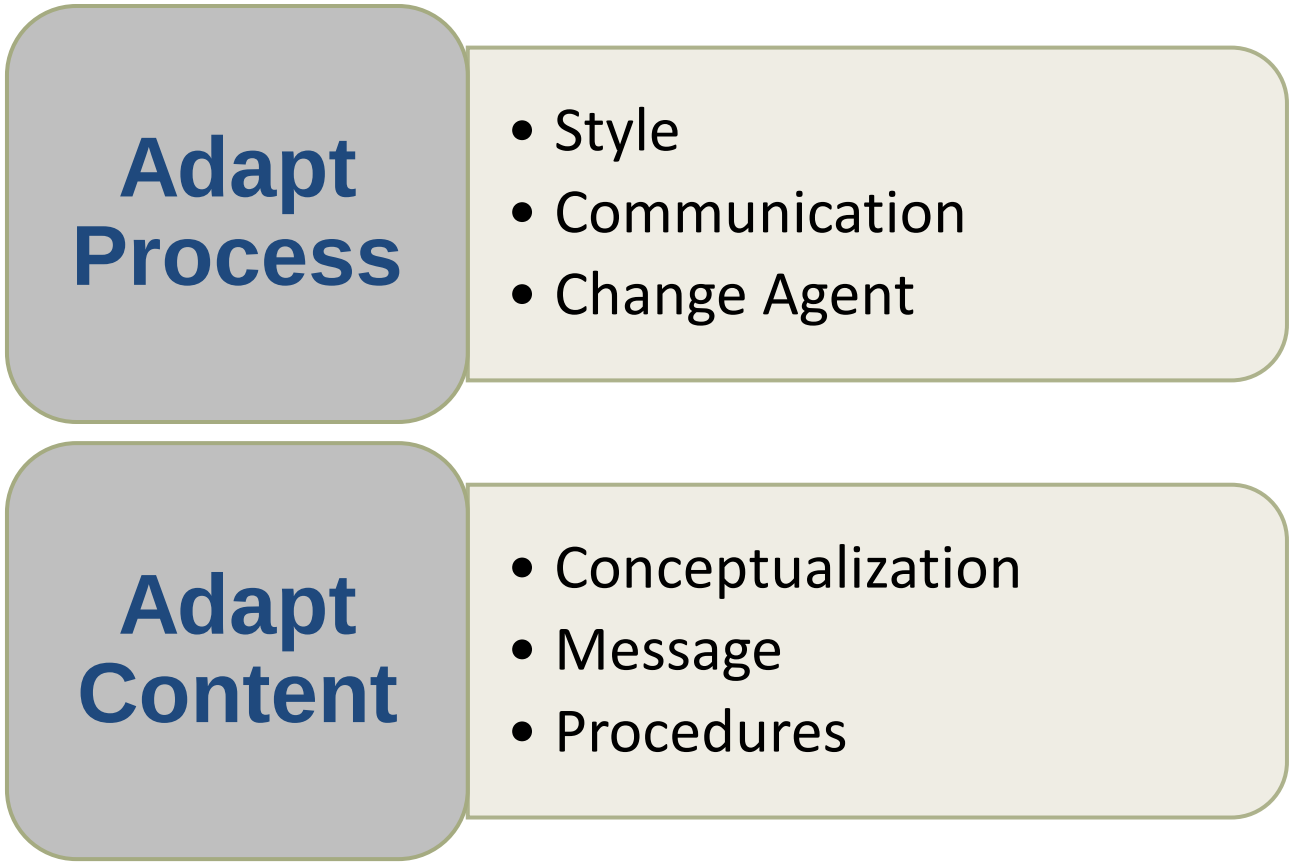
Embracing Diversity



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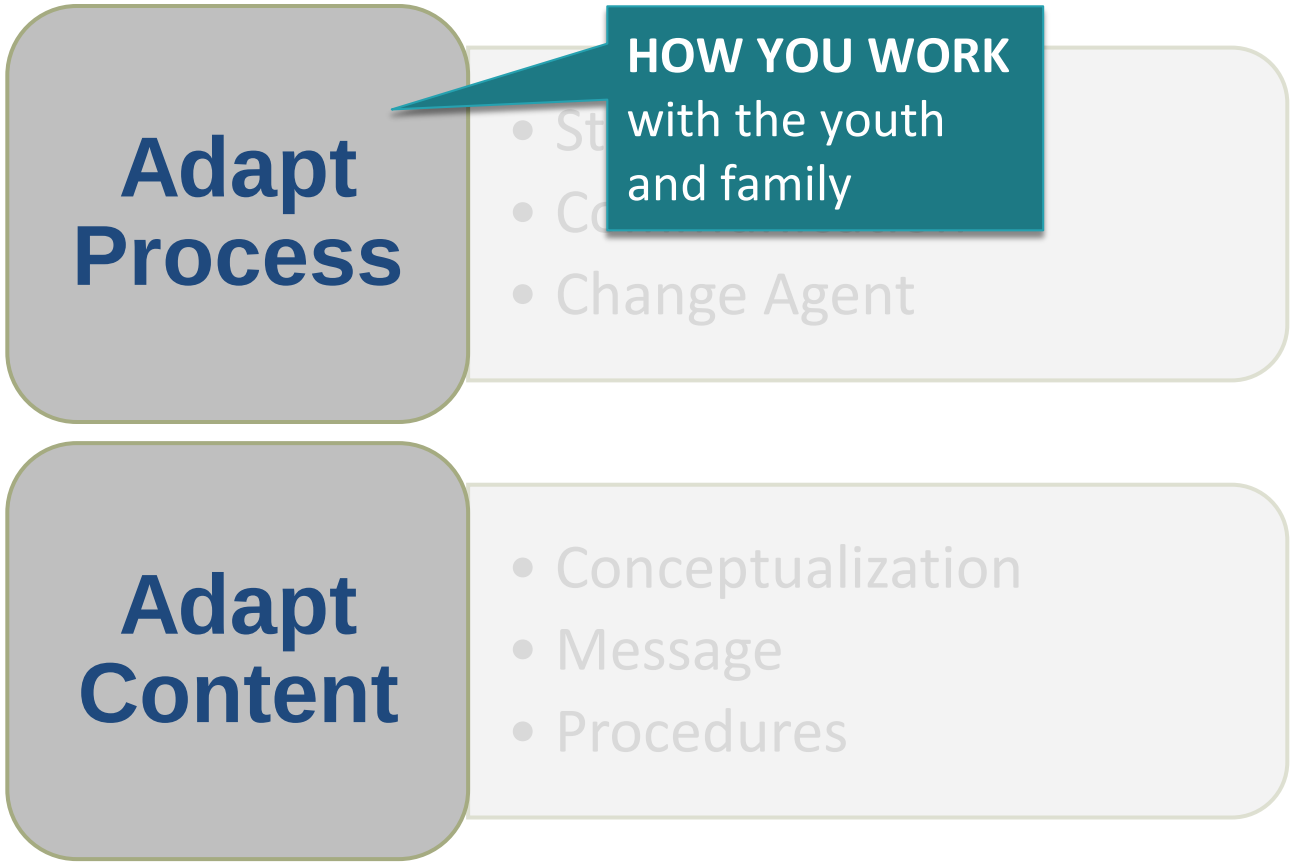

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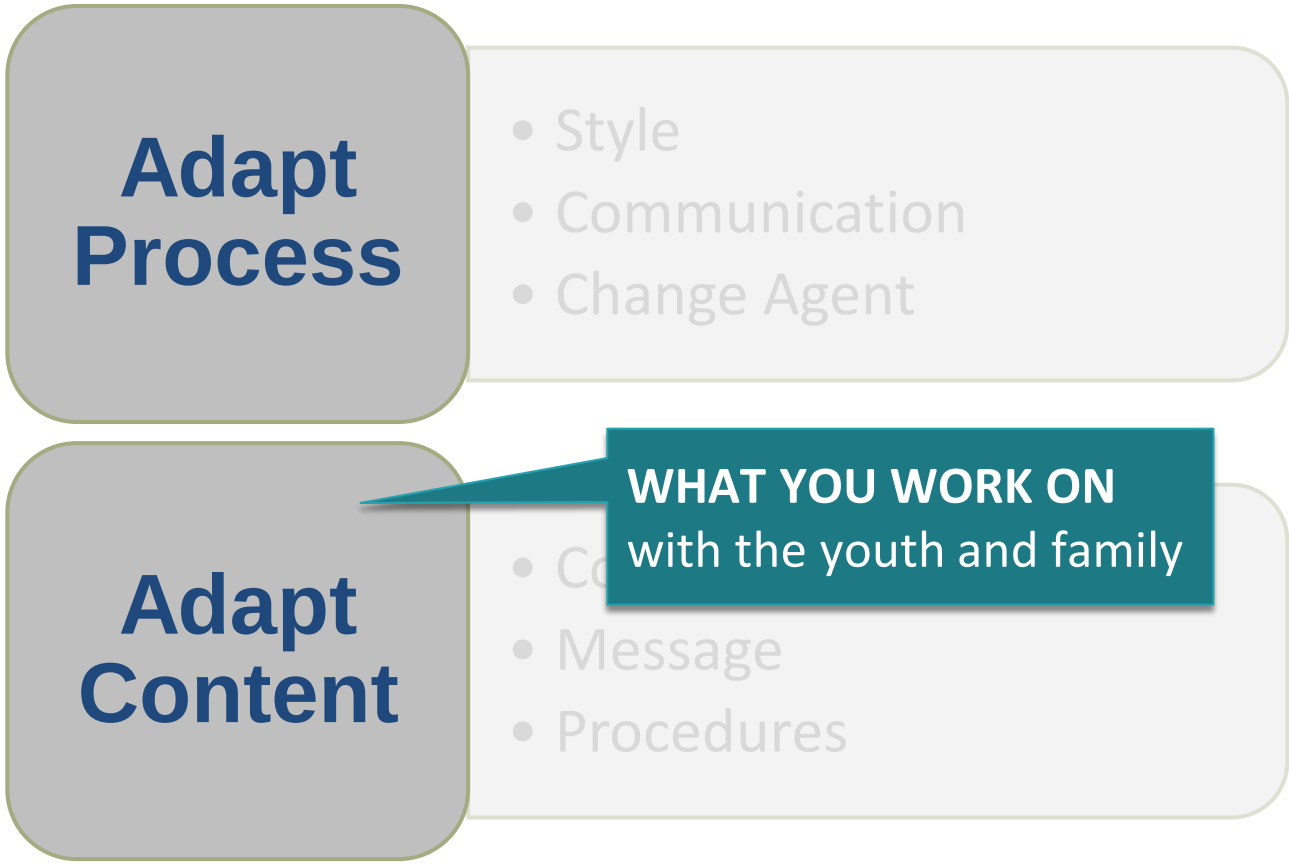

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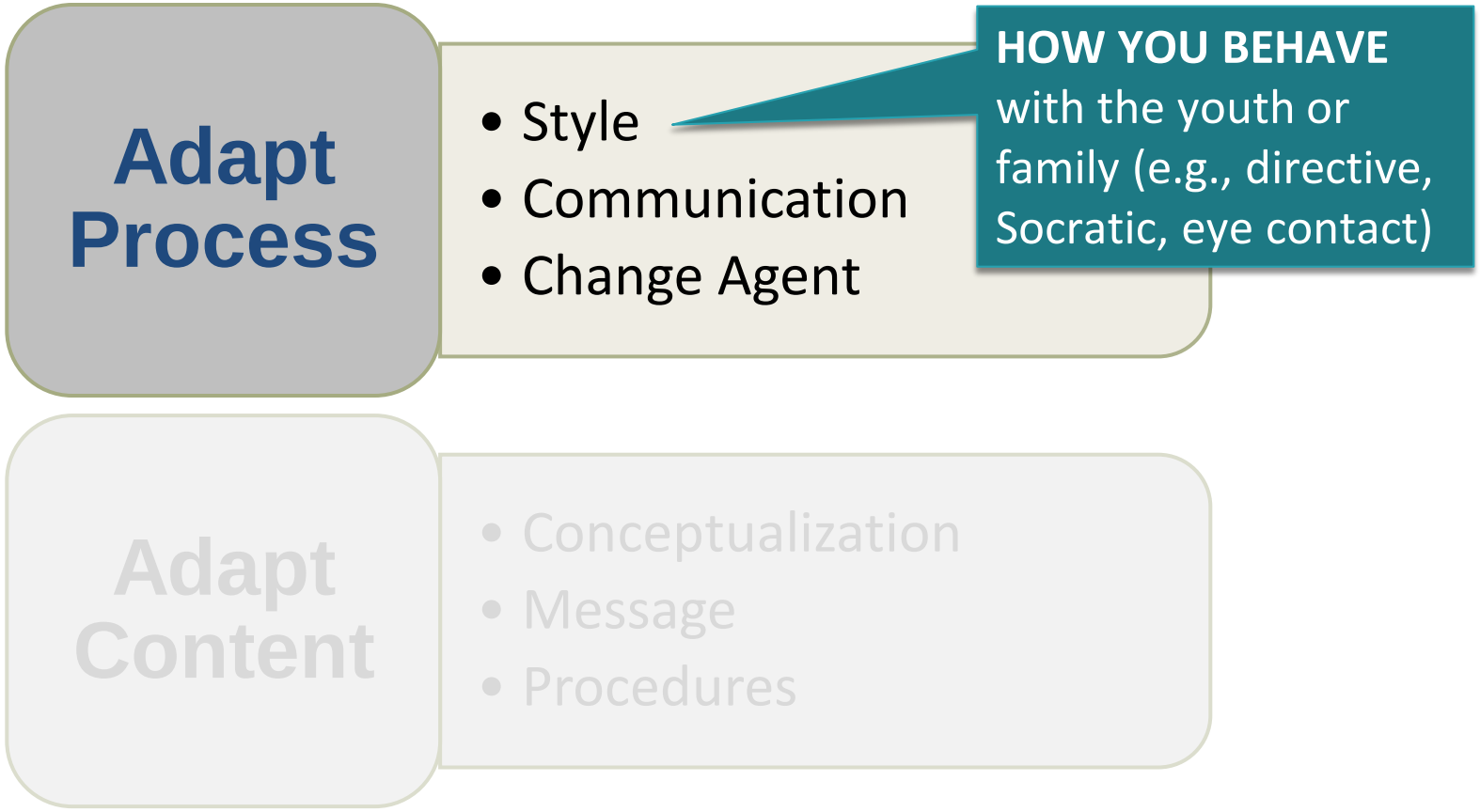

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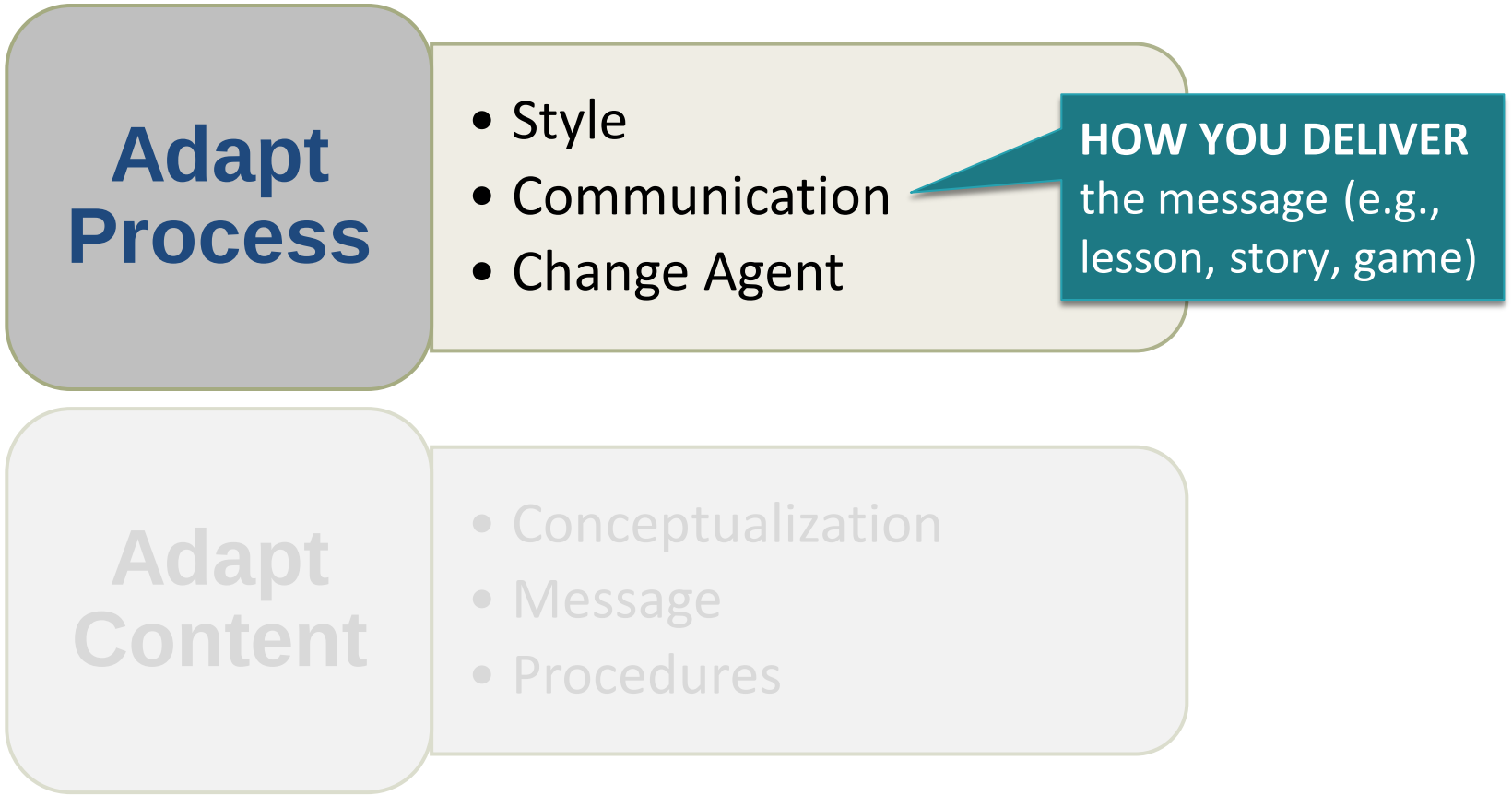

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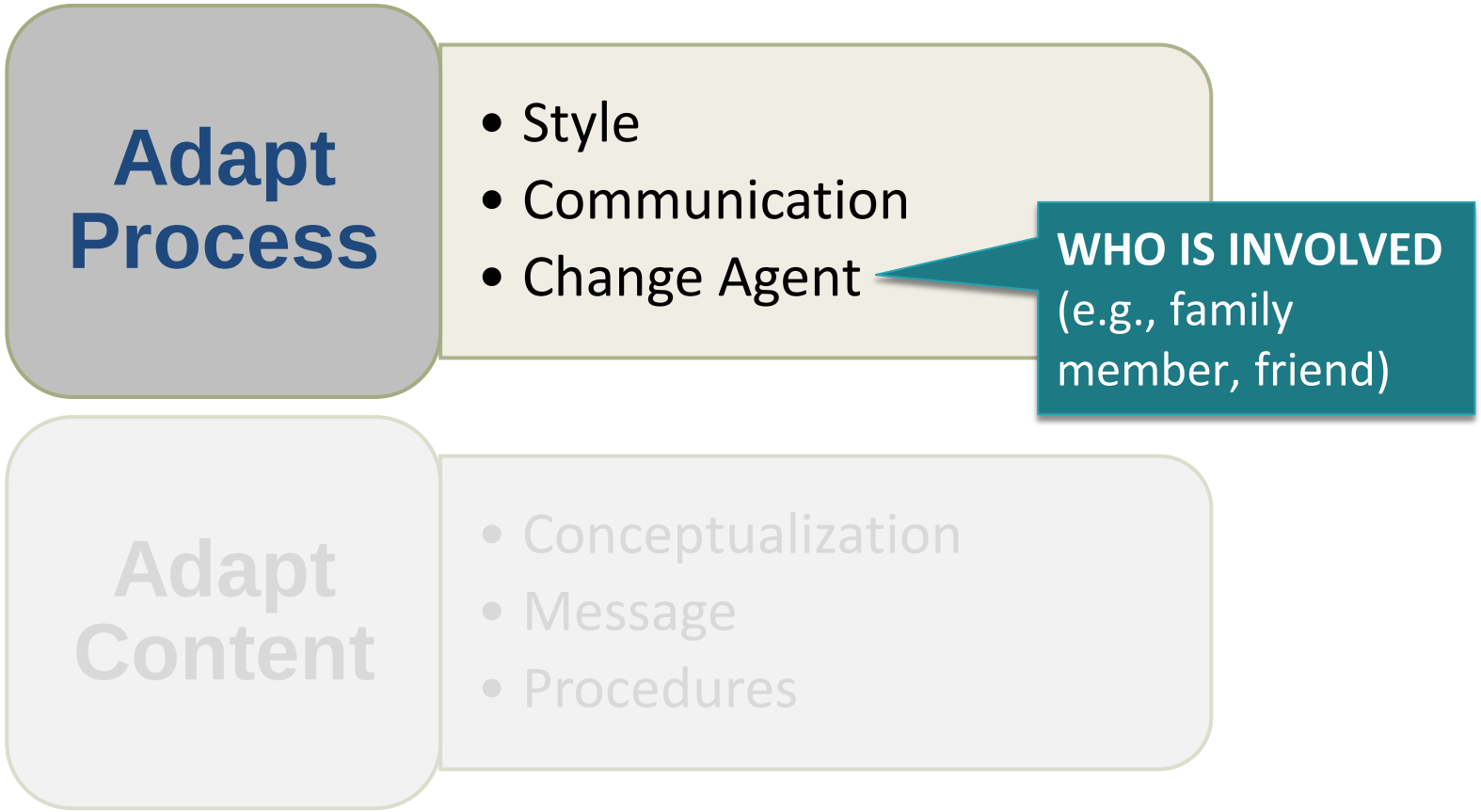

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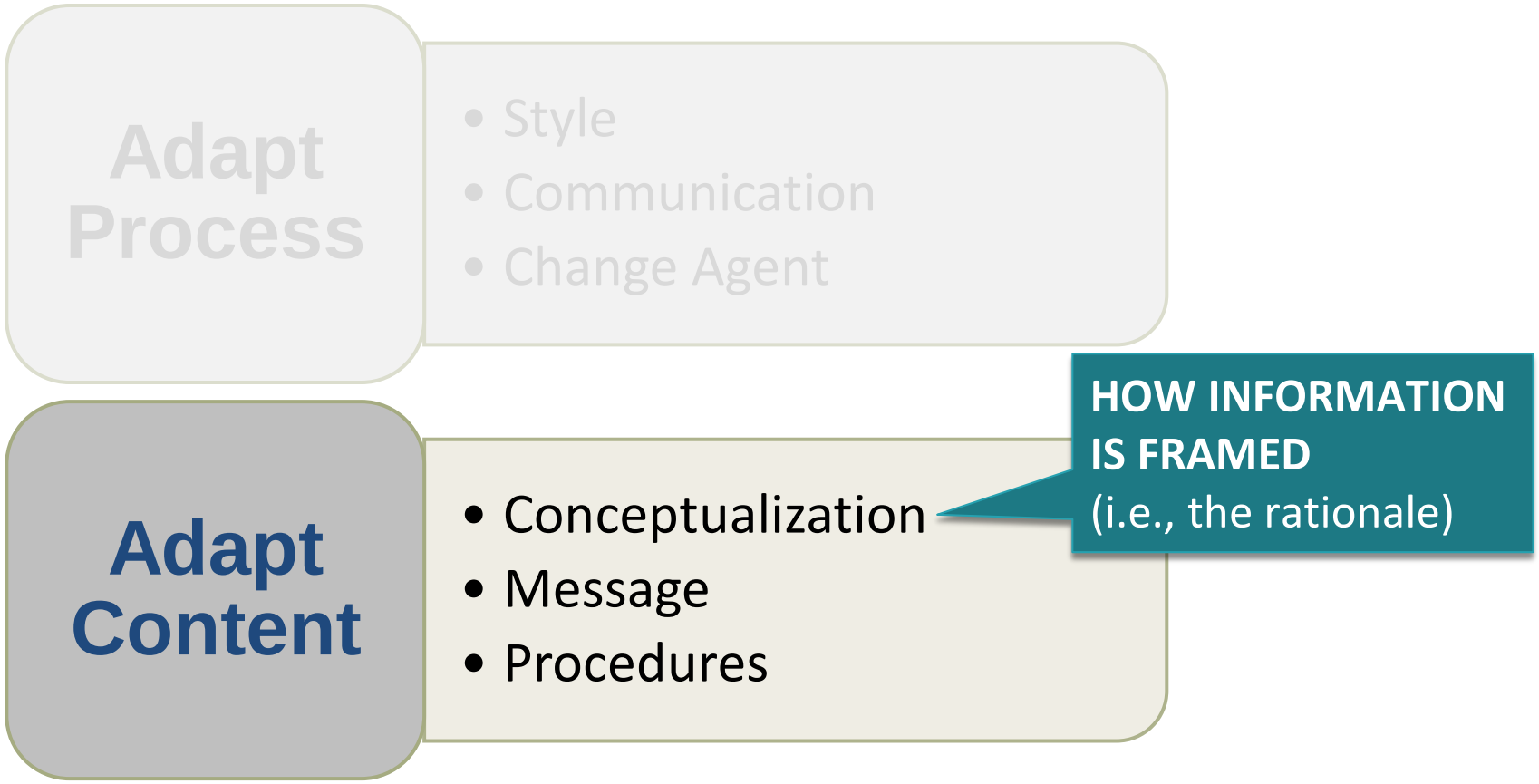

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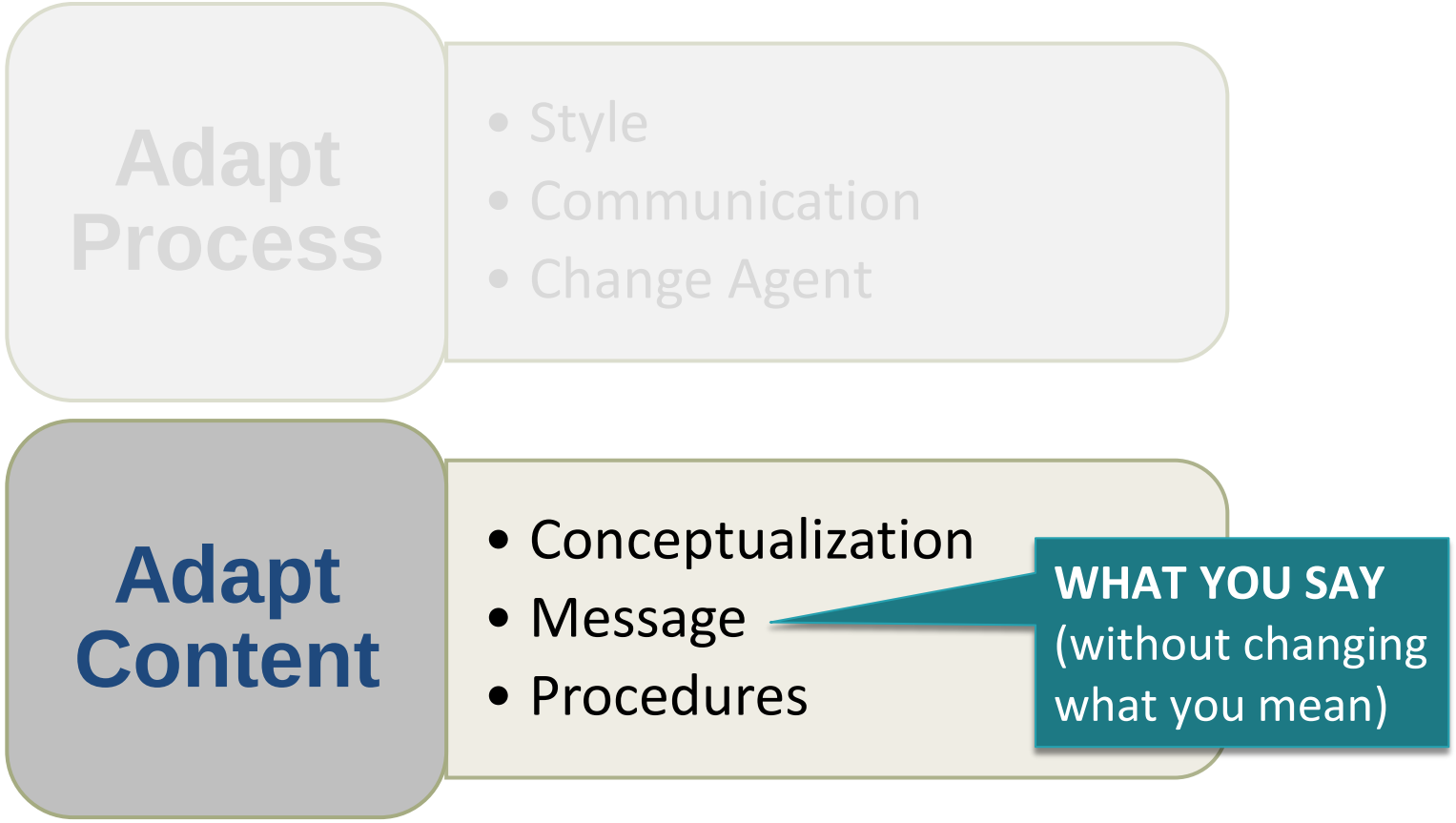

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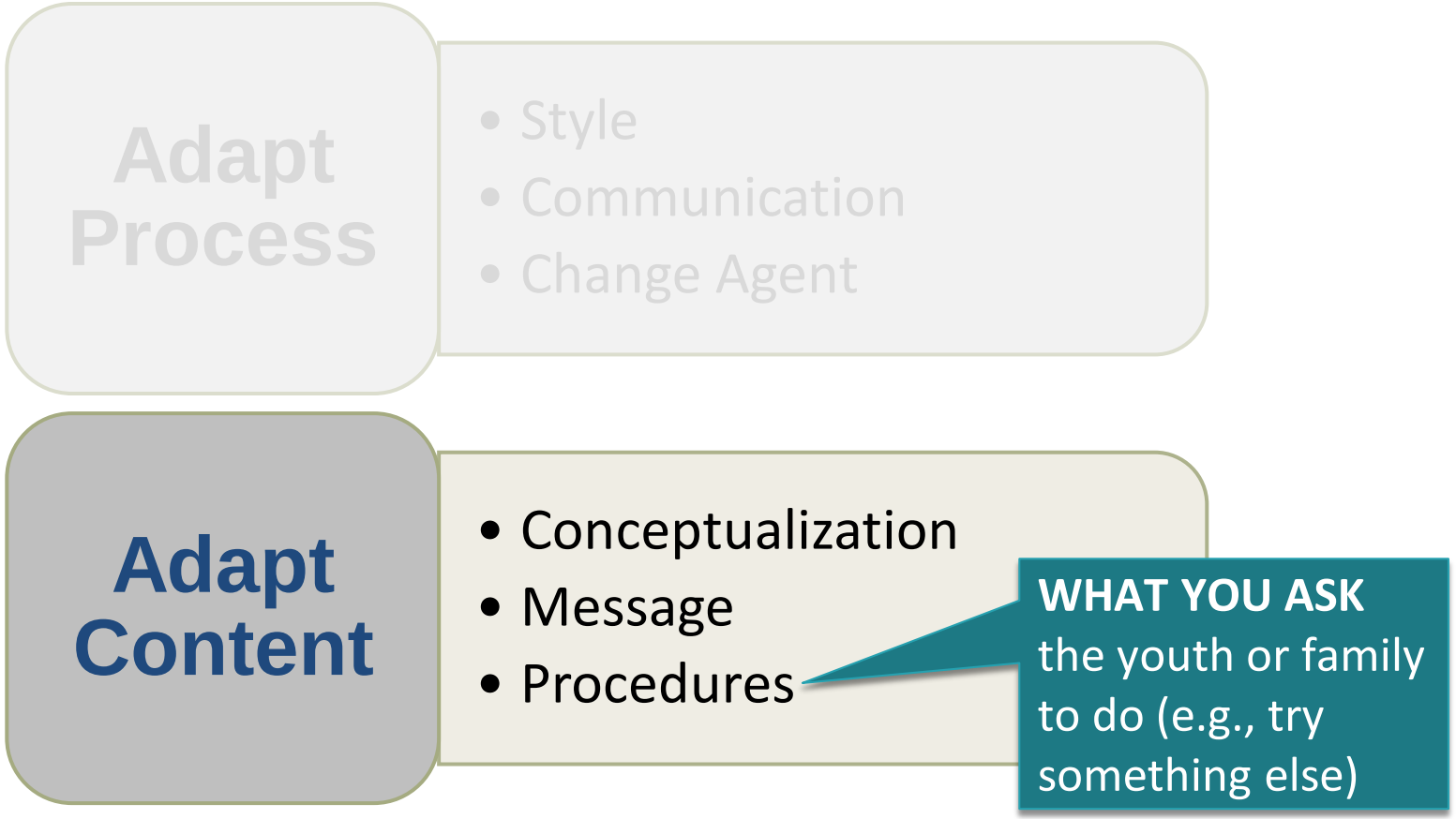

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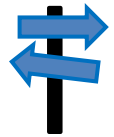
Process Guide

Process Guide

Embracing Diversity

Use This When:

To enhance the fit of client, context, and therapeutic care.



Adapt Process

- Style
- Communication
- Change Agent

Adapt Content

- Conceptualization
- Message
- Procedures

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Case Example

- Maggie
  - 7 years old, female, African American
  - Presents with
    - Depressive Sxs (irritability, daily crying outbursts, suicidal ideation, lack of interest in play)
    - Disruptive Behavior ("attitude," non-compliance with adult commands, aggressive behavior towards siblings)
  - Low-income, hard-working single parent
  - You are teaching the practice of Rewards to mom with the goal of increasing Maggie's compliant behaviors
  - Mom resistant to Rewards because
    - No money
    - Does not want Maggie "spoiled," Mom says she needs to understand "life is hard"

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Embracing Diversity: Maggie's Example

Adapt Process

- Style *Socratic?* _____
- Communication _____
- Change Agent _____

Adapt Content

- Conceptualization _____
- Message _____
- Procedures _____

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Embracing Diversity: Maggie's Example

Adapt Process

- Style *Socratic?* _____
- Communication *Storytelling?* _____
- Change Agent _____

Adapt Content

- Conceptualization _____
- Message _____
- Procedures _____

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Embracing Diversity: Maggie's Example

Adapt Process

- Style *Socratic?*
- Communication *Storytelling?*
- Change Agent *Is there someone who can buy some small things?*

Adapt Content

- Conceptualization
- Message
- Procedures

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Embracing Diversity: Maggie's Example

Adapt Process

- Style *Socratic?*
- Communication *Storytelling?*
- Change Agent *Is there someone who can buy some small things?*

Adapt Content

- Conceptualization *Earning vs getting things for nothing*
- Message
- Procedures

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Embracing Diversity: Maggie's Example

Adapt Process

- Style *Socratic?*
- Communication *Storytelling?*
- Change Agent *Is there someone who can buy some small things?*

Adapt Content

- Conceptualization *Earning vs getting things for nothing*
- Message *How can we make Maggie work harder?*
- Procedures

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Embracing Diversity: Maggie's Example

Adapt Process

- Style *Socratic?*
- Communication *Storytelling?*
- Change Agent *Is there someone who can buy some small things?*

Adapt Content

- Conceptualization *Earning vs getting things for nothing*
- Message *How can we make Maggie work harder?*
- Procedures *Praise?*

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The Role of Culture in Treatment Research

- Not all groups tested for all problems/treatments
- Most evidence is that treatments are robust across different ethnic groups (Huey & Polo, 2008)
- What to do when there is limited/no evidence to guide us with a particular ethnic/cultural group?
  - Try what's worked for anyone as a starting point
  - Proceed carefully (i.e., measure how things are going)
  - Consider thoughtful adaptation of treatments

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About the Embracing Diversity Guide

- Remember: the purpose is to slow down and engage in a deliberate reasoning process to elaborate the possible options
- You are trying to improve the fit of the intervention to the family and context
- It is not necessary to classify all of the options into the six categories; they are merely to push you to think of things you might not otherwise come up with

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