

'Prevention and Intervention for Cannabis abuse Youth: Screening Test and Integrated Cognitive-behavioral Intervention'

預防和治療青少年濫用大麻：風險篩查及綜合認知行為干預

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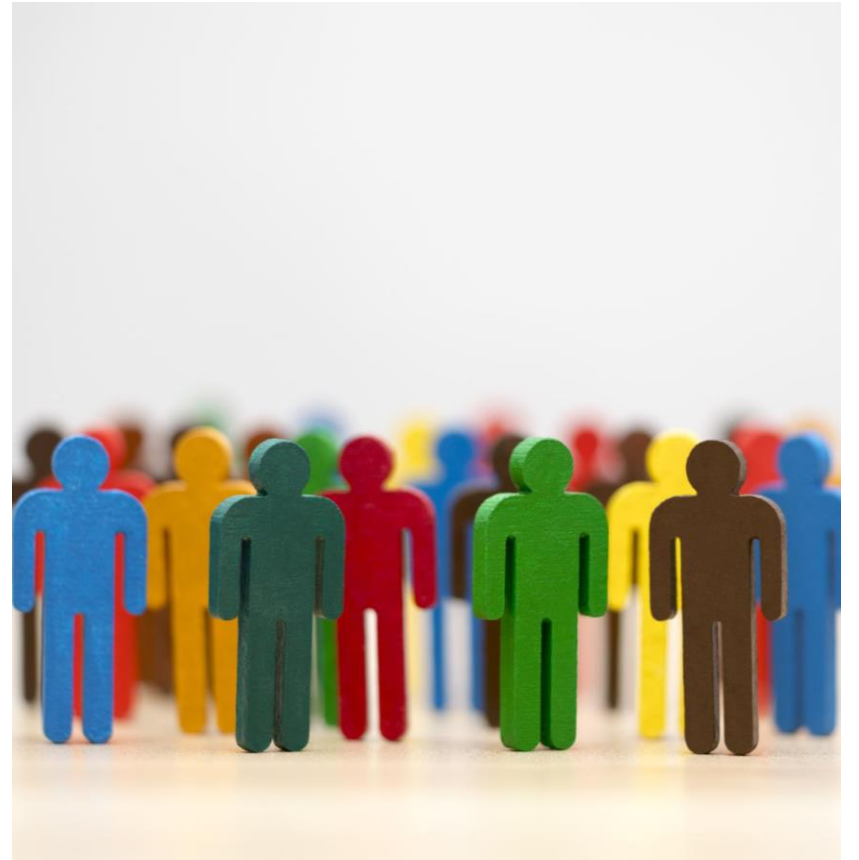
Training Course – Strength-Based CBT Approach

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WHAT ARE YOUR STRENGTHS?

1. Do you believe we all have strengths?
2. Can you draw a list of the strengths that you think you have? Can you provide evidences (at least one) that shows that you have that strength?
3. Can you think of a client you think he/she has no or very few strengths? If I have to ask you to rethink now, can you think of some strengths of him or her?
4. Why do people forget about one's strengths or don't believe one has the strength?



CHARACTERISTICS OF STRENGTHS

Internal attributes that are present in an individual that can be used to build up a person

The outcome of the depends on the objective set by the individual. It can include practical outcomes (e.g., getting a degree), psychological outcomes (e.g., self-actualization), and spiritual outcomes (e.g., spiritual revival).

Strengths are applied in everyday life domains (i.e., including problems areas) that are perceived as areas with potentials for growth

Strengths cover both internal and external resources (i.e., including interpersonal resources)



Foci of SBCBT

1. A unique and personal journey towards hope, meaning, identity and responsibility for self
2. Focuses on (a) identifying the goals and developing strengths and (b) finding ways of overcoming the obstacles to goal attainment
3. Draws on the person's own experiences to explore and develop strengths
4. Involves using a set of techniques to facilitate the person to engage in a meaning-making process



HOW CBT CAN BE INCORPORATED INTO A STRENGTHS MODEL?

1. SBCBT is strengths oriented, focusing on the positive aspects of an individual
2. Personal growth includes the existence and acceptance of deficits. CBT focuses on identifying some of the deficits that pose obstacles to recovery
3. CBT has a set of tools, techniques and skills that can be transformed into strengths-oriented tools, techniques and skills (***)Indeed, this fills the gap in current literature concerning the availability of user-friendly tools and techniques that can actualize the concepts of recovery in daily practice



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「優勢取向」的概念

1. 「問題取向」介入方法－針對服務使用者的問題作為焦點，釐清問題後便針對問題的重點提出可行的解決方案，從而為服務使用者減少問題對自己的影響，並建立新的生活
2. 「優勢取向」服務使用者如何在過程中發掘自己的優點，興趣與人生目標，並配合外界的支援，幫助他們建立有意義的生活
3. 介入的重點是為他們建立人生的目標和幫助他們發掘自己的興趣，讓自己的人生變得有意義和有滿足感
4. 在過程中，他們少不免會面對一些內在及外在的阻力，使他們無法完成目標。遇到這些情況，服務提供者會鼓勵服務使用者運用自己的內在和外在資源來排除所面對的阻力
5. 在完成整個輔導後，我們希望服務使用者不單能達成他們的渴望和需要，還可以為自己的能力給予肯定。



「優勢取向」的工作原則

個人獨特性

- 每一個人都有自己的獨特性，喜好和能力。工作重點是給與服務使用者機會去發掘個人的獨特性和發揮自己的優點等等。

服務使用者的選擇權

- 許多服務使用者在接受服務的過程中並沒有太多的選擇權。他們是被動的，決定權掌握在專業人士手中。若有選擇會令他們產生希望和有能力感覺。「優勢導向」概念讓服務提供者鼓勵服務使用者作出正確的選擇。

服務使用者能行使權利

- 每一個人都是社會一份子，都有權利得到應得的服務或有權利做自己想做的事。周圍人的角色是聆聽和幫助他去行使自己的權利和得到自己應得的權利。在服務過程中，服務提供者應幫助服務使用者了解自己的權利，並使他們能學習到如何爭取權利。

被尊重與自我尊重

- 「優勢取向」概念希望令到服務使用者了解自己是社會的一份子，應該得到同樣的尊重。這份自知讓他們有自尊感，不會被標籤，歧視和嘲笑。

夥伴關係

- 在「優勢取向」概念裏，服務使用者在過程中是主要參與者，他們身邊的家人和朋友也是他們的重要夥伴，可協助他們在過程中達到目標。專業人士的角色是扶助服務使用者推行自己想完成的目標。



「優勢導向」概念下之認知行為介入法

在「優勢導向」概念下的「優勢導向認知行為介入法」有以下的幾個特點：

1. 幫助服務使用者在服務過程中建立希望，協助他們找到人生目的及意義。
2. 使用不同的認知行為技術和工具，幫助他們尋找到個人目標並使之達成。
3. 透過不同的認知行為技術和工具，幫助他們發掘及發展他們的強項和優勢(其中包括個人興趣、潛在能力、盼望等)，並協助他們尋找方法面對及解決過程中所遇到的障礙。
4. 在過程中，透過對過往及現時所出現的種種體會及經驗的討論，幫助他們探索，發展和肯定自身的能力和優勢。



七個服務階段、工作人員運用的技巧與工具(一)

階段一

注入希望及改變動機

- 建立關係
- 動機式會談法
 - 欣賞及肯定的技巧
 - 良性和不良的循環圖
- 好奇心

階段二

識別需要

- 了解個案的興趣
- 個人能力評估表

階段三

發展目標

- 釐清遠近目標
- 設定目標的意義及達成的可能性
- 「均衡生活自省篇」的活動
- 腦震盪(Brainstorming)

階段四

探索內在及外在資源

- 回顧案主以往的生活經歷，尋找內在及外在資源
- 「人生大事回顧」
- 優勢清單
- 了解案主的人際網絡
- 發掘可協助案主的資源

七個服務階段、工作人員運用的技巧與工具(二)

階段五

設定任務、策略及計劃

以達成目標

- 訂定目標優先次序
- 鼓勵參與制定及推行所訂定的策略
- 「正常化」
- 「豬仔錢罌」
- 對質(**confrontation**)
- 「建立新經驗」- 行為驗證法

階段六

識別對於達成目標的

- 個人或環境障礙
- 負面的自我對話
- 身心思維自我分析表
- 尋找思想陷阱
- 惡性循環圖(**dysfunctional cycle**)
- 「五常法」
- 僵化的規條
- 尋找僵化的規條
- 放寬規條

階段七

持續檢討及回應

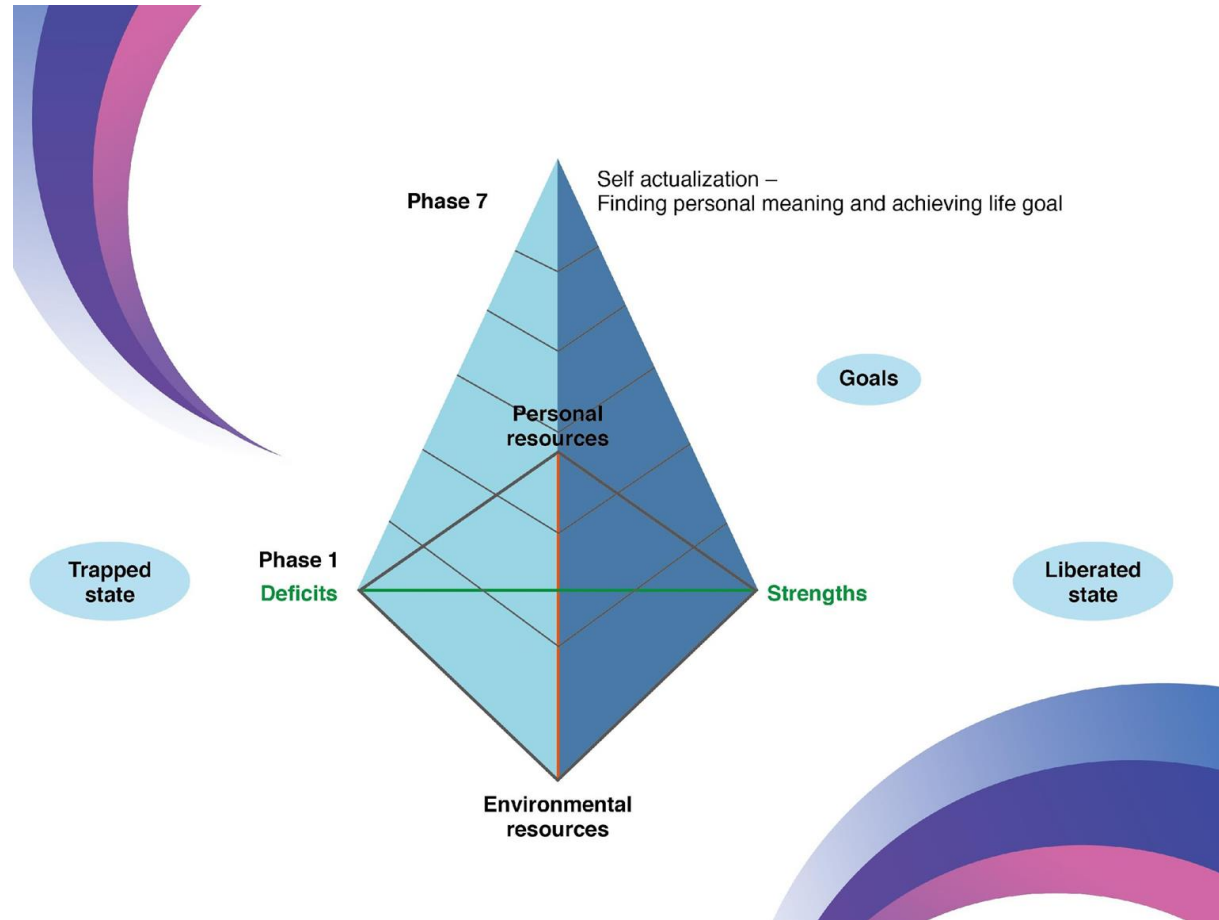
- 推動個案達成目標並進行檢示
- 舊我新我
- 優勢清單

啟示及反思

1. 手法正向，容易為服務使用者接受。
2. 理論清晰而簡單，服務提供者容易掌握。
3. 尋找興趣和能力，並加以實踐，可提高服務使用者的動力，但同時亦會引起過高的期望。一旦未能完成計劃，服務使用者會感到失望和氣餒。
4. 在執行過程中，服務提供者可能因未能推動服務使用者達成目標而感到沮喪。同時，在過程中亦可能感到手足無措，不知怎樣推動服務使用者執行計劃。
5. 在採用優勢取向的認知行為治療法時，服務使用者的角色從被動轉為主導，有些服務使用者未必能適應這個角色。
6. 另一方面，服務提供者的角色益亦從領導者轉為輔助者，有些同事亦未能適應這樣的角色。



Conceptual Framework of a strength-based CBT model



SEVEN PHASES OF THE SBCBT MODEL



Phases of service	Techniques and tools
Phase I: Instilling hope and motivation to change	<ol style="list-style-type: none"> 1. Relationship building 2. Motivational interviewing <ul style="list-style-type: none"> · Validation · Normalization · Be curious 1. Detecting dysfunctional responses in life situations <ul style="list-style-type: none"> • Situational Self-Analysis Exercise • Identify negative automatic thoughts • Emotion Thermometer
Phase II: Identifying needs	<ol style="list-style-type: none"> 1. Helping the client to understand his/her circumstances <ul style="list-style-type: none"> · Dysfunctional and Functional Cycle Diagrams 1. Identifying interests and aspirations of the person with mental illness <ul style="list-style-type: none"> · Life Priorities Game
Phase III: Formulating and developing goals	<ol style="list-style-type: none"> 1. Identifying short-term and long-term goals <ul style="list-style-type: none"> · Personal Strengths Assessment Form · Brainstorming · Pie Chart · Life Goal Formulation Chart 1. Evaluating the relative importance of the goals and their attainment feasibility
Phase IV: Exploring internal strengths and external resources	<ol style="list-style-type: none"> 1. Identifying the internal and external resources of the person with mental illness <ul style="list-style-type: none"> · Personal Strengths Assessment Form · Life Review Exercise · Internal and External Resource Inventory
Phase V: Setting up tasks, strategies and plans in achieving the goals	<ol style="list-style-type: none"> 1. Prioritizing goals <ul style="list-style-type: none"> · Encouraging the person's participation in the setting up and execution of the strategies · The 5-Strategies 1. Behaviour approach to overcoming cognitive blind spot <ul style="list-style-type: none"> · Behaviour Experiment
Phase VI: Identifying individual or environmental barriers to achieving goals	<p>Creating new experience to changing cognitive schemas and dysfunctional behavioural responses</p> <ul style="list-style-type: none"> · Developing and staging the new experience <p>Identifying rigid dysfunctional values and rules in life</p> <ul style="list-style-type: none"> · Costs and Benefits Analysis · Rewriting one's dysfunctional rules
Phase VII: Engaging in continuous review and feedback	<p>Reviewing and consolidating lessons learned</p> <ul style="list-style-type: none"> · Old Me/New Me Exercise · Piggy Bank Technique



PHASE I: INSTILLING HOPE AND MOTIVATION FOR CHANGE



Validation/
appreciation

Worker being
curious, non-
judgement,
supporting,
communicating trust
and respect

Understanding the
person's personality
traits

Normalization

PERSONAL STRENGTH ASSESSMENT FORM



IX: Strengths

(1) What characteristics do you have that make you strong and have helped you to overcome difficult times? (e.g. positive attitudes, patience, sense of humor, work ethics, religious belief etc.)

Religion helps and it also changes me. I learn to be thankful and appreciate what I already have. Whenever I feel I am about to lose my temper, I try to keep cool by praying. Talking with social workers, friends and other church members helps me reflect on my problems. I think what helps most is how to 'let go'.

(2) What skills do you have?

(3) What do you usually do in your leisure time?

(4) Who are the people that have offered you help?

(5) Who has helped you to maintain your physical health?

(6) What are the good points about your current residence and its neighbourhood?

(7) What makes your life purposeful and meaningful?

X: What are the 3 most meaningful aspirations/ purposes in life at present?

- i. Finish training in the halfway house and move to subsidized housing as soon as possible.
- ii. Maintain a job, have a stable income and clear all the debts.
- iii. Learn to control emotions.

(1) What barriers do you have in achieving your objectives?

(2) What previous attempts have you made in achieving your objectives?

(3) What can you do now to help you achieve those objectives?

PHASE II: IDENTIFYING NEEDS



Personal Strengths
Assessment Form

Life Priorities Game
– Identifying
current situations
and future
aspirations

Brainstorming

LIFE PRIORITIES GAME

1. A table comprising 12 life-related parameters including work, spousal relationship, family relationship, friendship, rest, entertainment, solitude, physiological activity, pursue personal interest, further studies, keeping up with society or learning new things, participate in religious activities
2. Two headings, actual investment and ideal investment, were labelled in the right-hand columns
3. The client was then asked to imagine having 1 million dollars for investment. Under the column of 'actual investment', the client would apportion the amounts he/she is investing in various real-life situations with a total amount not exceeding 1 million dollars
4. Then, the client would be asked to apportion amount to different items in the Ideal Investment column
5. The worker could then be able to examine the differences between client's 'actual' and 'ideal' life situations, helping him/her to explore his/her aspirations and goals and to develop plans in achieving them.



LIFE PRIORITIES GAME

Imagine you have 1 million dollars for investment. Please distribute your investment to the various parameters by your 'ideal' life situation and your current 'actual' life situation.

Parameter		Ideal Investment (HK\$)	Actual Investment (HK\$)
1	Work	300,000	
2	Spending time with spouse or boy/girl friend		
3	Spending time with family (parents, children, siblings)	200,000	550,000
4	Spending time with friends	200,000	100,000
5	Rest		
6	Entertainment		
7	On my own		
8	Physical activities	50,000	50,000
9	Pursuing personal interest	50,000	50,000
10	Further studies	50,000	
11	Keeping up with social trends or learning new things		
12	Participating in religious activities	150,000	250,000
TOTAL		1,000,000	1,000,000



LIFE REVIEW EXERCISE

- The purpose of this technique is:
- To examine the various stages in the client's development and explore what he has achieved in those developmental stages
- To recall events at different stages of his life (childhood, adolescent, adulthood, old age) which he has felt particularly happy about or has given him a sense of accomplishment
- In each life stage, the client is invited to write down a few success stories
- After completing the form, the worker would explore with the client what abilities or strengths he/she has behind those success stories.



LIFE REVIEW EXERCISE

Childhood	Adolescence	Adulthood	Old age
<p><u>Event 1</u></p> <ul style="list-style-type: none"> - In grade 2 (7 years old), my teacher complimented me on my beautiful voice and invited me to sing in front of the class 	<p><u>Event 1</u></p> <ul style="list-style-type: none"> - At 15, I encountered some potentially dangerous situations while camping with my classmates but was able to resolve it. In the end, everyone arrived home safe. 	<p><u>Event 1</u></p> <ul style="list-style-type: none"> - Not able to think of any at the beginning because I had not achieved much after 18. - I started to idle at home at the age of 26 but felt bored and went to Taiwan for around two weeks by myself. And it was a good feeling. 	<p><u>Event 1</u></p>
<p><u>Underlying meaning</u></p> <ul style="list-style-type: none"> - I enjoyed singing but could not make it into a career. But I can still sing as an interest. - I am good at something and totally useless, I guess. 	<p><u>Underlying meaning</u></p> <ul style="list-style-type: none"> - I have the ability to solve problems. - Although I may not be able to find a solution on my own, with some help from others, I can still do it. 	<p><u>Underlying meaning</u></p> <ul style="list-style-type: none"> - I can do something for myself when I feel depressed and the outcome was satisfactory. - This was the first time I went for a trip on my own. I have the ability to make plans and take action. 	
<p><u>Event 2</u></p> <ul style="list-style-type: none"> - In primary school, I volunteered to help a classmate who was injured during a school outing. - I helped to support him and accompanied him to the hospital. 	<p><u>Event 2</u></p> <ul style="list-style-type: none"> - At 16, my team was the 1st runner up at the inter-school badminton tournament, and I ranked sixth in the individual competition. 	<p><u>Event 2</u></p>	<p><u>Event 2</u></p>
<p><u>Underlying meaning</u></p> <ul style="list-style-type: none"> - I cared for others and was able to endure hardship by supporting my classmate to go to the hospital. - People should support each other. 	<p><u>Underlying meaning</u></p> <ul style="list-style-type: none"> - My hard work and assiduous efforts will pay off eventually. - I enjoy spending time with friends and our friendship is genuine. 	<p><u>Underlying meaning</u></p>	<p><u>Underlying meaning</u></p>



PHASE III: EXPLORING INTERNAL STRENGTHS AND EXTERNAL RESOURCES



This stage intends to help our client to discover his/her internal strengths and external resources in the growth process through techniques such as Personal Strengths Assessment Form, the Life Review Exercise, and strategies in identifying community resources can be used to help a client

In applying these techniques, it is critical to engage the active participation of the client instead of providing them with information directly.

PHASE IV: FORMULATING AND DEVELOPING GOALS



In this phase, the main task is to identify short-term and long-term goals

Personal Strengths Assessment Form

Brainstorming

Life Goal Formulation Chart

ANDY'S LIFE GOALS FORMULATION

My priorities in life goals

1st: The goal I would like to achieve most

5th: No harm if not able to achieve.

Priority	Life Goal	Reason
First	Broaden my circle of friends	<ol style="list-style-type: none"> Used to enjoy spending time with friends. Feel happier, do not have to stay home all day.
Second	Pursue further studies	Hope to acquire vocational skills that help with future employment
Third	Find a stable job	Hope to find a stable and more permanent job. Do not want to rely on parents financially and in his daily life. Hope to be able to live independently in the future.
Forth		
Fifth		

My Goals

Goal	Concrete plan
Goal 1: Broaden the friends' network	<ol style="list-style-type: none"> Contact ex-badminton teammates and join their gatherings. Join the singing class organized by a youth centre (client had not participated in the singing class for some time)
Goal 2: Pursue further studies: targeted at clerical job	<ol style="list-style-type: none"> Take courses in basic accounting Take computer courses (Excel, Publisher, Chinese and English word processing)
Goal 3: Do not want to make concrete plan yet to find a job at present	



ANDY'S SPECIFIC STRATEGIES TO ACHIEVE HIS GOALS

My concrete plans to achieve the goals

Goal	Concrete Plan	Success Indicator	Timeframe	Self-Reward
Goal 1: broaden the friends' network	Contact ex-badminton teammates and join their gatherings.	Make attempts in the next two months and join gatherings of ex-classmates	nil	Not necessary
	Join singing group at youth centre (have not participated for a while)	Go back to the youth center and enroll	nil	Not necessary
Goal 2: Pursue further studies: targeted at clerical job	1. Take course in basic accounting 2. Take computer course (Excel, Publisher, Chinese and English word processing)	Participate in the various training classes	6 to 9 months	Not necessary
Goal 3: Do not want to make concrete plan to find a job at present			Pending until completion of the first two objectives	



CREATING NEW EXPERIENCE

- When we are in a stressful situation, it is common for us to process it by our habitual way of thinking and behavior. However, some thought or behavioral pattern may lead to negative outcome. If the client is not aware of the interplay between maladaptive cognition, emotion and behavior, the situation will repeat itself.
- Initiating change in one component of this repeated vicious cycle may bring about different outcomes and thus allowing the client to break this dysfunctional cycle.
- The role of the worker is to encourage the client to make changes, help him/her obtain positive experiences, and subsequently, break away from the habitual response pattern
- Once the client has a taste of the positive experience, the worker should highlight the strengths involved and reinforce such changes made by the client.



CHARACTERISTICS OF A TASK

- What to remember when planning a task for creating new experience? (e.g. ASD client)
- Concrete and specific; have a level of difficulty
- Specific indicators of achievement
- Discuss the possible obstacles to task accomplishment
- Ensuring the person to own success



DEBRIEFING

- What to remember when doing debriefing?
- What have been done?
- What have been achieved/changed?
- What strengths have been demonstrated?
- What external resources have been used, if any?
- Ensuring the person to own success



PHASE VI: IDENTIFYING INDIVIDUAL OR ENVIRONMENTAL BARRIERS TO ACHIEVING GOALS



During the process, the person is bound to face obstacles that impede his/her goal attainment. These obstacles can come from internal and external sources.

Internally, the client's lack of awareness of own strengths, dysfunctional patterns of response and rigid beliefs and assumptions can affect his/her understanding of and confidence in achieving his/her goals.

Externally, the limitations present in the environment (e.g. availability of resources and lack of willingness of the system to change and be more responsive to the needs of the client) can also affect whether and how much the client can achieve his/her goals.

Handling obstacles



The 5-Strategies



Cost and Benefit Analysis
Technique



Handling obstacles

- The 5-Strategies is a strategic planning tool, targeting at the dysfunctional pattern of automatic responses.
- The purpose is to prevent the client from falling into his/her pattern which then leads to the occurrence and/or escalation of the negative automatic emotional and behavioural responses of the client.
- Before using the 5-Strategies, the client must have a thorough understanding of the association between thoughts and emotions and should obtain sufficient insight into his/her own dysfunctional thought traps.
- This understanding on the dysfunctional interaction between thoughts, emotions and behaviours is a prerequisite to change.



5-STRATEGIES ARE:

(1) Be alert of the physiological warning signals;

(2) Stopping negative thoughts;

(3) Self-disputing questions;

(4) Distraction;

(5) Positive self-statements.



COST AND BENEFIT ANALYSIS



'Dysfunctional rules' is a collective term which denotes attitudes, beliefs, rules and values held by an individual.



These rules are translated into everyday life expectations and views of an individual towards him/herself and others.



It is a standard with which one holds to assess oneself and others.



It is formed by an accumulation of experiences in life.



THE PURPOSE AND PROCEDURE OF COSTS AND BENEFITS ANALYSIS TO



1

Help a client identify his/her own dysfunctional rule; weights the costs and benefits of upholding the rule;

2

Review if the rule has become too rigid;

3

Examine the nature of the dysfunction; and what impacts it has on the emotional, interpersonal and other aspects of a person's life

4

Through the exercise, the client can become more flexible in applying his/her rules in life.

PROCEDURE OF THE TECHNIQUE

1. Invite the client to write down the dysfunctional rules identified.
2. Invite the client to put a score on the extent to which he/she believes in the identified rule, 1 being the least certain and 5 the most certain.
3. List out the advantages and disadvantages of the dysfunctional rule and highlight the impacts it has on the person, and people around.
4. Invite the client to rank the importance of each item in the list of advantages and disadvantages with a maximum score of 100. In other words, from 0-100, how much does the client think a particular item has clearly brought out the advantage or disadvantage of holding the identified rule.
5. Add up the total score in the list of advantages and disadvantages.
6. Invite the client to compare the table and analyze the results with the worker. Whether the total score in the list disadvantage is greater or smaller than the score in the list of advantage, there are many hints in the table that the worker can pick out to discuss with the client to help him/her examine the benefits and losses in holding onto the dysfunctional rules. This exercise also helps to enhance the motivation of the client to relax his/her rules in life.
7. Ask the client to modify the identified rule by rewriting the rule (i.e. changing the wordings so that it becomes less rigid to the client).
8. Write down the modified dysfunctional rule and put a new score to it.
9. Examine the advantages and disadvantages the modified rule brings to the client.
10. Facilitate the client to develop behavioural plans to act out the newly modified rule.



MRS. KO'S COSTS AND BENEFITS ANALYSIS WORKSHEET

Costs and Benefits Analysis					
1. Personal rules I must meet targets I set for myself. Scale of certainty certain.....absolutely certain 1 2 3 4 5					
	Benefits/ pros	score		disadvantages/ cons	score
1	As a motivator in life	80	1	Exerting huge mental stress, make me and others very anxious and uptight	95
2	Not to waste lifetime	50	2	Wasting most of my time to achieve objectives	65
3	Helpful in achieving my objectives	70	3	Poor sleep quality	65
4	Set as a good model for others	60	4	Wasting money	60
Total		260		Total	285
2. Modified / Relaxed rules It is okay not to reach the target immediately as long as I have already tried my best. Scale of certainty certain.....absolutely certain 1 2 3 4 5					
	Benefits/ pros	score		disadvantages/ cons	score
1	Can reduce mental stress for myself and son	90	2	Will not achieve the target as quickly as planned	70



PHASE VII: ENGAGING IN ONGOING EVALUATION AND FEEDBACK



Ongoing

Collaborative

Validating strengths
and achievements
Old Me/New Me
Piggy Bank Technique

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The End

