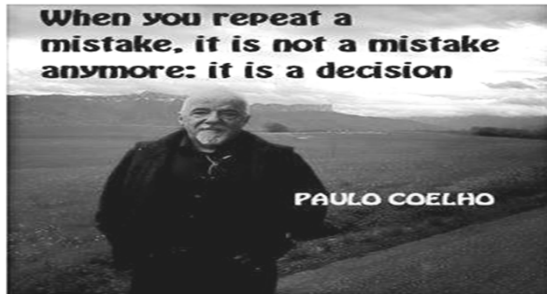


Substance Abuse Treatment and Criminality

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- The definition of a criminal....someone who does the forbidden and tries to hide it without regard for others.
- Criminals reason by feelings—and they make decisions based on them. If we spend too much time on feelings nothing will change.

CRIMINAL CODE

- Fear of being rejected if I “snitch”
- My own style of living is exciting; secretive; illegal; and harmful to others
- I have little in common with others, except when I want to collaborate with them. “I am superior”

- Life is a one-way street. “My way”. I must conquer or control you.
- I lie because it’s easy. Honesty means I would have to change.
- I trust only those I can manipulate or use.
- I must keep others in their place; they must be vulnerable, *not me*.

- I don’t need facts, or want the truth. They interfere with my intentions. “If I think it, ...then it is”
- My responsibility is to please me.
- Living for the moment, I will act according to what I feel at the time.
- I will make right anything I want to. O decide what’s right for me and for you at all times.

RESPONSIBILITY CODE

“SAVING SOMEONE’S LIFE”

- Put others first, seeking what is best for them.
- I will not feel like the victim if I genuinely care.
- I do not send or put anyone in jail, they put themselves in jail. It may save their lives.

- When I choose not to be alone, I’ll join others who are doing whatever it takes to live responsibly. It’s the right thing to do.
- I am responsible for what I know. I will not run, hide or keep it secret, because then I am “using”.
- I will harm others if I know or see them hurting themselves and do nothing.

- When my motive is to do whatever it takes to think and act responsibly, I will respect myself, finding peace, honesty and joy inside.
- This is not a game of win or lose; it’s how we both can win.

Responsible	Irresponsible/ Non-arrestable	Consistently Irresponsible/ Arrestable	Extreme criminal
Pattern of Accepting responsibility	Accepts responsibility with excuses	Accepts responsibility only when cornered	Accepts no responsibility
Lifestyle of hard work and fulfills Obligations	Lies, manipulates, and intimidates	Rarely gets Caught	Only self-concerned
Considers Others	Unreliable, chronically late Performs poorly	Is a loner, sees self as unique, is Secretive	Views self as a good person
Gains respect through achievement	Fails to fulfill promises & obligations	Criticizes and blames others	Exploits others for self-profit
Decisions based on best interest	Lacks goal direction	W/out restraints	Decisions w/out respect for others

IRRESPONSIBLE THINKING PATTERNS/THINKING ERRORS /CRIMINAL THINKING

1. Sees self as a good person—better than others

- *Doesn't acknowledge destructive behavior and impact on others
- *Focuses only on the positive

2. One of a Kind Thinking

- *Sets self apart from others
- *Has unreal expectations of others
- *Quits at the first sign of failure

3. Power Grab

- *Must be in control
- *Uses anger, manipulation, & deceit.

4. Acting Like a Victim

- *Avoids Accountability
- *Avoids Punishment
- *Focuses on Others to Blame.

5. Closed Thinking

- *Secretive, not disclosing total truth
- *Closed off to doing anything different
- *Criticizes other but not self
- * Has multiple reasons not to hear suggestions or ideas to help

6. Sees Other People as Property

- *Uses people
- *Believes owns everything
- *No authority except own wants and desires

7. Careless With Responsibility
*Finds responsible living boring
*No sense of obligation

8. Fails To Admit Fears
*Hides irrational fears
*Fears being put down
* Sinks into feeling worthless

9. Give Up When Things Get Hard
*Avoids boring or unpleasant assignments
*Says "I can't"
*Means, "I won't"

10. Extreme Impatience
*Doesn't use past as a learning tool.
*Doesn't prepare for the future
*Wants everything now—immediate gratification.

* Koerner's Corrective Thinking

Principles for Irresponsible Thinking Patterns

- Errors in thinking cannot stand alone. They are always found in conjunction with other errors. There are always at least two going on.
- Several of these errors form a pattern. They represent a lifestyle not isolated events. The truth is found in the patterns, not the incidents. Showing them a pattern can get their attention.
- Behavior is an outcome-don't try to change it. Change the thinking pattern.

• TEACHING INDIVIDUALS HOW TO THINK NOT WHAT TO THINK

To be effective as an institution or program of change, we must provide order, structure and discipline. In programs this means sticking to scheduling and programming, and dealing with inappropriate behavior immediately.

- Must be a program of habilitation:
 - Interrupting the lifestyle
 - Interrupting the way decisions are made
 - Emotional, without any thought to consequences
 - Interrupting the way problems are solved
 - Violence, threats, or ignoring
 - Interrupting the way they view the world
 - All about me
 - Interrupting understanding of community
 - No regard for others except as "mine"

• Programs must utilize progressive sanctions and accountability.

• Must teach ongoing prevention through common cultural values with common governing principles.

- i.e. program philosophy, community rules

• Clients think with “isolated fractured” thinking—and therefore fail to see their own patterns.

• As Clinicians we can often get distracted by the incidences, conflicts, tactics and crisis.....we forget to notice the patterns and the correctives.

• To avoid being distracted by tactics stay “focused” on the:

- Patterns of behavior
- Correctives that address particular behavior
- Alternatives

Tactics to Avoid Accountability

- Shift Blame or Focus
 - Attempts to confuse
 - Points out others faults
 - Builds up self by putting others down
 - Makes a big scene over minor issues
 - Accuses others of misunderstanding
 - Uses anger as a weapon to control others
 - Argues over “words” to avoid the real issue
 - Introduces irrelevant material (racial/gender issues)
 - Puts others on the defense by embarrassing

- Lies and Deceives
 - Deliberately vague
 - Avoids obligations (by saying I forgot)
 - Tells what others want to hear, not the whole truth
 - Omits facts, reveals only what pleases self
 - Says ‘yes’ without meaning it

- Ignores Obligations
 - Does not pay attention
 - Chooses only what is self-gratifying
 - Refuses to communicate or participate-silence
 - Minimizes behavior (“I just got into a little trouble”)
 - “I made a mistake”—definition of mistake is to “blunder in the choice of” or misunderstand the meaning or intention of”
 - Says “I’m changed” after doing the right thing once

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HOW TO STOP THE GAMES

- Set the tone by:
 - Creating a Common Ground with a verbal commitment
 - Keeping an unruffled and calm demeanor while being direct and matter of fact
 - Getting in their face and name calling is rarely effective, it is simply behaving as they do

- Provide choices by:
 - Not telling them what to do but guiding them toward options
 - Teaching Correctives
 - Avoiding answering why questions
 - Guiding them towards interrupting their own thoughts by examining the consequences—
 - Thinking the decision through
 - How has this worked in the past

- Avoid getting emotional by:
 - Refusing to take things personal
 - Not reacting to each statement but staying focused
 - Refraining from arguing, threatening, or getting into a power struggle
 - Using humor

• Role Model respect by:

- Clarifying if they understand each request, suggestion, and responsibility
- Clarifying what you expect
- Openly Communicating with others
- Maintain consistency and follow through
- Allowing choices without protecting them from the consequences

• REMEMBER---what you do speaks so LOUDLY I can't hear what it is that you are saying!!!

- Consistency is critical
- Just as we tell them don't tell me, show me, they are watching what we do

A COMPASS FOR CHANGE AGENTS

I. Uphold Accountability

1. Have clear and fair expectations with consequences spelled out ahead of time.
2. Enforce the standards and follow through with the consequences.
3. Show them you are predictable. It's the certainty not the severity. Say what you mean and mean what you say.

- 4. Never give up directing and redirecting their energy.
- 5. Impose significant (major) consequences for destructive behavior.
- 6. Be matter of fact, firm, and consistent.
- 7. Be a role-model demonstrating respect, responsible living, self-control, and character.

- 8. Teach them that trust is a choice. Let them know that they must earn your trust and the trust of others. Be clear that this doesn't happen in a number of days or weeks.....
- 9. Don't accept responsibility for their feelings.
- 10. Don't let them intimidate you or change the issue at hand. Stay calm, don't argue, and stay focused.

- II. Check your motive by checking your own thinking
 - 1. Don't just emphasize the positive but empower and encourage by:
 - a. Insisting on attitude change
 - b. Requiring they come to the standard
 - * Keep the bar high, don't lower it
 - c. Teaching character over just feeling good now
 - d. Rewarding when they go BEYOND the expected

2. Remember choices mold us not circumstances. Choices are the problem, not the situation they are in.
3. Maintain a positive, energetic attitude about responsible living so they see the benefits of living responsibly.
4. Believe that the only normal development is : that which is responsible and respectful to others and their environment and not any active or passive rebellion.

5. Identify the difference between an innocent mistake (which means you work on maturity) and open defiance (done after previous instructions and warning).
6. Don't attribute their irresponsibility to any outside source and therefore minimize, ignore, or excuse their irresponsible behavior.
7. Realize that your "silence is not golden". It indicates approval. If they cheat and we don't address it we are approving of this behavior. If they intimidate us and we don't address it we are telling them that this behavior is OK.

- III. Learn how not to be controlled by the irresponsible individual
1. Don't believe that their version of the events accurately reflects the facts.
 2. Interrupt their excuses—they are masters at this.
 3. Don't let them play upon your guilt.
 4. Realize that these individuals learn first by experiencing the consequences.
 - * This is true of most people

- 5. You can't make their choices for them. Let them go through their own individual process. (Not easy—resist trying to fix, manage and control them—your issue)
- 6. Remember the acting out, anti-social individuals do not have a concept for injury to others nor do they have empathy.
- 7. Unlike others, they reject positive influences and regard life as a "one-way street".
- 8. Emphasize the difference between the old thinking and the new thinking.
- 9. Don't try to figure out if they "mean it" or not. Simply maintain a time will tell attitude.

The Foundation For Change

- There is no change without:
 - Self-disgust for the harm caused to others
 - Remorse—knowing who you have harmed and how you harmed them.
 - Empathy –having a change of mind and deep awareness of your victims
- *** All three must take place for the change to be internal

- Practice making decisions based upon the 5 components of good decision making:
 1. Facts
 2. Higher Power
 3. Consequences
 4. Effects on your future
 5. Effects on others

• Live interdependently with others by:

1. Realizing your obligations
2. Giving up needing to be in control
3. Realizing that ownership never applies to people but it applies only to taking responsibility for your own thoughts and behavior.

• Learn to ask for help and take the initiative to:

1. Examine the merits of other suggestions
2. Avoid situations that prompt irresponsible thinking.
3. Sever certain male and female relationships.
4. Practice being mentally prepared.

Key Components

- Our clients don't think like we do

1. Use teamwork to establish accountability-
Our system must wear the client out, not the staff. Repetition works.
2. Know where your client is on the continuum
3. It's accountability with sanctions vs. nurture and sympathy

4. Change what isn't working. We don't have to do it like we have always done it.
5. Stay calm...don't fall for the bait that they are setting. No power struggles.
6. Role Model for them responsible living and choice making.

Ten Principles in Initiating Sanctions

1. Personality has nothing to do with the standards. We bring all individuals to the standards, not alter the standards to each individual.
2. Our goal is not to simply suspend action temporarily but to change attitude. It's not important to get them to act right. It's more important to get them to think right. Don't become enslaved by your own rules.
3. Consequences and sanctions are the responsibility of everyone.

4. Sanctions are not meant to be demeaning or to have a client lose face.
5. Good sanctions always:
 - a. teach a lesson
 - b. build character
 - c. have a right outcome called change or process of change

6. Staff must be consistently willing to enforce the sanctions with out exceptions.
7. It's the certainty not the severity that makes sanctions effective.
8. Sanctions should always be clear and spelled out in advance.
9. Progressive sanctions are a must and ought to be immediate.

10. When imposing sanctions, include having the offender evaluate and understand the principle behind the sanctions and the corrective for next time.

* Koerner's Corrective Thinking

- Remember to check your thoughts....your thoughts control your words
- Your words produce actions
- Your actions demonstrate your character
- Your character determines your destiny

We must regularly challenge offender's thoughts!

- If you want to measure temporary change, look at the behavior.
- If you want to measure lasting change, look at the thinking.
