

# Functional Contextual Analysis and Treatment for Children and Adolescents

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## Day 1: Outline

### How We Get Grown

- The Contextual Processes
- Symbolic Processes Up Close
- Information Sources and Cultural Transmission
- Self, Other and World

### How Growing Gets Disrupted

- Information Source Problems
  - Transmission Breakdown
  - Maladaptive Messages

### Empowering Meaningful Growth

- Identify and increase credibility of the Information Sources
- Promote flexibility (experimental life)
- Identify Meaning in valued direction
- Address Adaptability

# GETTING GROWN

## Why “Getting Grown?”

- From an evolutionary point of view the purpose of development is to adapt for the purpose of survival (aka not to die) and living (aka procreating and engaging in appetite) .

- We become more sophisticated because;
  - A) The environment expects more from us as we grow (age 2 parents bring food, 4 parents call them to come get it, age 10 they make their own).
  - B) As our skills increase we no longer get stimulation the same way (eg anyone still want to play hide and seek?).
  - C) Biological changes alter motivation and this demands more adaptation.
  - D) *...and these principles apply no matter what biology you have..*

- So in effect we 'get grown' in the sense that the environment interacts with us, and we interact with it to create development.
- *The environment is our dance partner, the context is our music and our dance is development expressing itself.*

How We Get Grown..

## THE CONTEXTUAL PROCESSES

### Three Ways The Environment Dances with Us

- Pairing Stimuli (Classical Conditioning)
- Consequential Feedback (Operant Conditioning)
- Symbolically (Rule Governed Behaviour/Reason)

## Classical

- Explanation: Pairing of stimuli to elicit a reflex/response
- Information Domain: Direct Experience (aka 'the' world)
- What you see in the history of a person classically conditioned
  - They can sense the stimuli
  - They value (biologically) the outcome

## THE FIRST FC UNITS: PAVLOV

- Cause can be found outside the organism
- In **1901** a Russian Physiologist Ivor Pavlov noticed that if he rang a bell his dogs salivated....

US -> UR

CS + US -> UR

CS -> CR

UNPREDICTABLE -> ANXIETY

DAD + UNPREDICTABLE -> ANXIETY

DAD-> ANXIETY

## Respondent Conditioning: First Things First



US

UR

Reflexive: No learning necessary  
Survival value

## So What's Respondent Conditioning?



UCS



UCR



NS

After repeated pairings of UCS + NS...

What was once neutral  
comes to have particular psychological properties



CS



CR

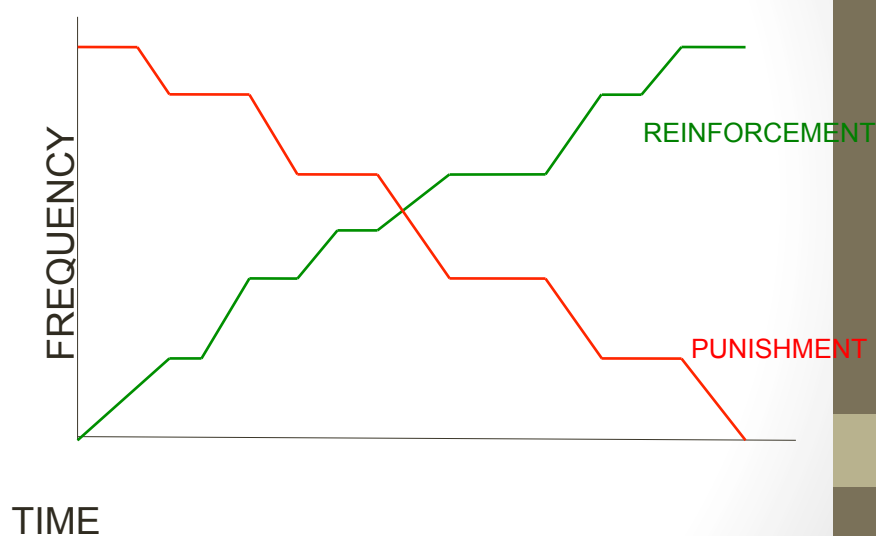
## Operant

- Explanation: Pairing of a response and a stimulus based on history of consequences.
- Information Domain: Direct Experience (AKA 'the' world)
- What you see in the history of a person classically conditioned
  - They can sense the incoming and feedback stimuli
  - They value (biologically/psychologically) the directly sensed outcome

## EXAMPLES: BREAKING BEHAVIOUR INTO ABC' S

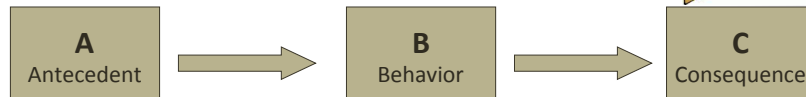
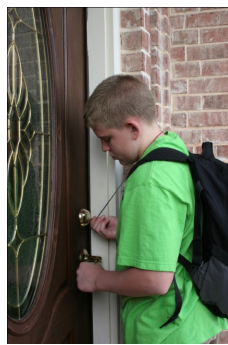
A	B	C
HEAR SOMEONE SAY "HI"	SAY HI BACK	SEE THEM SMILE
MAN POINTS IN THE AIR	FOLLOW HIS POINT	SEE A PLANE
TEACHER SAYS "DO THIS" AND CLAPS HANDS	CLAP YOUR HAND	GET A STICKER
ON THE PAGE IS WRITTEN '5+4'	YOU WRITE '9'	GET A TICK
THERAPIST LOOKS AT A CUP	PICK UP THE CUP SHE LOOKS AT	FIND A LOLLY!

## 2 TYPES OF CONSEQUENCES





## The A-B-Cs of Operant Conditioning



## The Action/Learning Space: Experiential

### The Lions in the Field

- *Classically conditioned (long grass paired with lions)*
  - Drawback = you needed to HAVE these experiences/near misses

### Grass + Scratch = Fear

- *Operant (running into long grass has been punished)*
  - Drawback = you needed to have had run into long grass.... AND BEEN PUNISHED!

- Grass - Run - Scratched

## LIONS IN THE FIELD?



## Rule Governed/Symbolic

- Explanation: Where stimuli are presented to us that influence us through relational/symbolic networks. *No direct experience is needed to be altered by these stimuli.*
- Information Domain: Symbolic Community (AKA 'Us')
- What you see in the history of a person's RGB
  - They can sense the incoming stimuli (a lot of them)
  - They value the *source* of the symbols (eg gestures, words)
  - The symbols in a frame with other symbols (ie what they can 'understand')

## LIONS IN THE FIELD?



A Lion can Kill  
you! There is a  
lion in there!



## Contextual Cues - Crel

- A special learning process only found to work in humans.
- It seems that we don't just teach what things are *we teach how they relate in the physical world. (the non-arbitrary).*
- This is called the **Crel**
- This history allows us to sense how things relate.
- So that, after numerous examples, we eventually know how one relation *implies* the other.

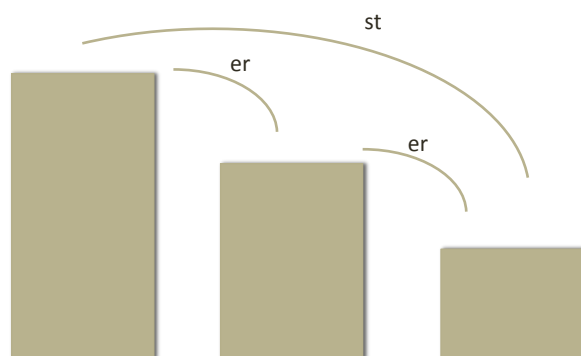
## Derived Relational Responding

- Those cues that tell us how things relate are special stimuli because they allow us to 'work out' what other stimuli are from that relation.
- **Even when the stimuli being related are not there**
  - *Jack is Bigger than Jill*
  - *Sally is at a Higher level than Julie*
- When we respond to stimuli that are not there this way we call it *Derived Relational Responding*.

## Three types of Human Learning

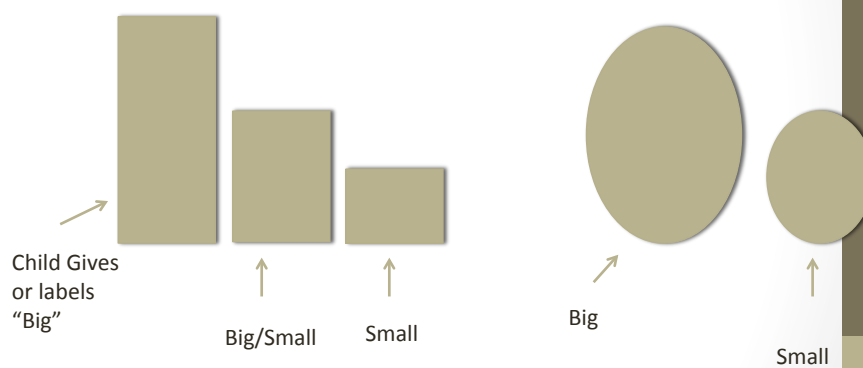
- Non-Relational (operant and classical)
- Relational
- Derived Relational

## The Relational Cue in 'size'



## Relational Non-Derived "big/small"

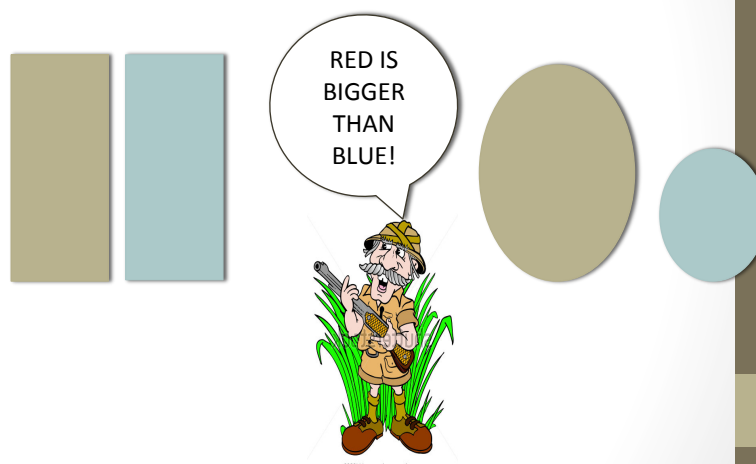
After receptive/or expressive training and reinforcement for correct



## Arbitrarily Applied Relational Responding

- And we can now apply that ability to derive to anything!
  - *X is bigger than Y*
  - *Cats are cooler than Dogs..*
- Because anything can be related by anyone we are no longer restrained by the physical world.
- We could this **Arbitrarily Applied Relation Responding**
  - A causes B
    - *So B is caused by A*
  - C caused 2
    - *So 2 is caused by C*
- And because it arbitrary things get interesting...
  - Polls cause Julia's demise
    - *So Julia caused the Polls?*

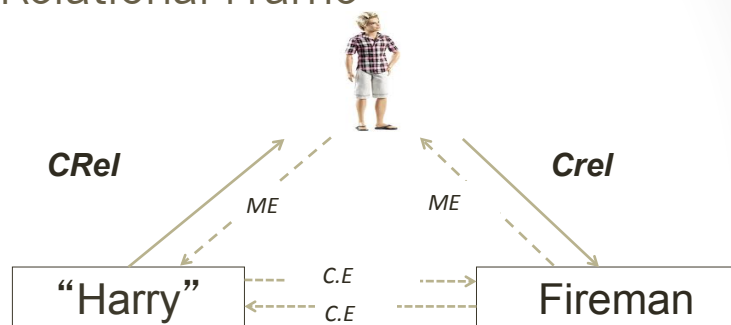
## AARR using Size



## Put Crels Together to Make a Frame

- When we put Crel's together we can derive in more and more explosive ways.
- At the most basic level we call this Mutual Entailment.
- When we put two Crel's together we call the Combinatorial Entailment.
- Then we can explode forever...

## A Relational Frame

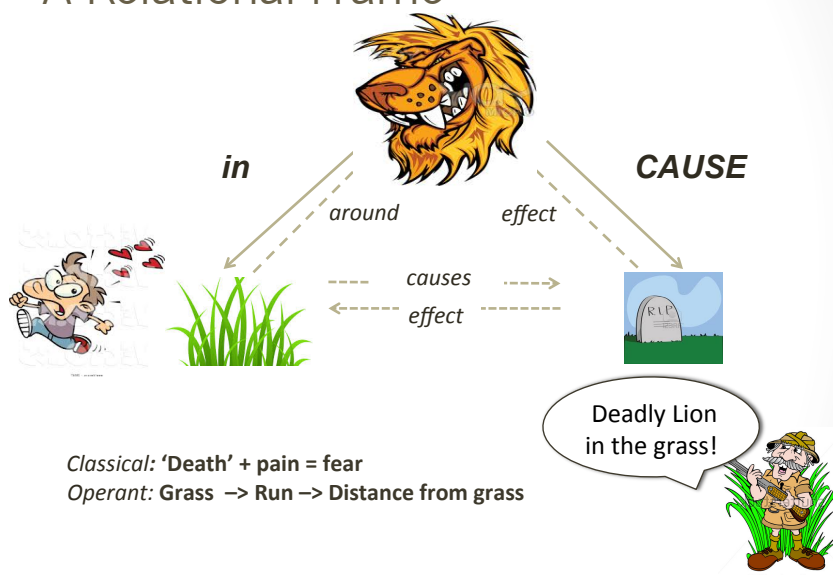


ME: Who is this?  
 ME: What does he do?  
 CE: What HARRY do?  
 CE: Name a fireman?

## Transformation Stimulus Function

- There is another Contextual cue.
- This tells us how to behave and feel based on the network that has been created.
- We call this a Cfunc.
- For example,
  - Crel's used to relate stimuli
    - Julia is a bigger person than Kevin
    - Kevin is a better PM than Julia
    - Labour are more disorganised than Libs...
  - Cfunc's How does each statement make you feel? Put your hand up if you agree.

## A Relational Frame





## AARR connects us to the Evolutionary Symbolic Stream

- Crel's exponentially accelerate the speed and complexity of the things we can learn.
  - We are no longer limited to the physical world.
- The Cfunc's then give these networks emotional, physical and psychological value.
  - We can now respond to things as they *may* be not as they are.
- Social whim and knowledge (ie culture) can now flood there influence into your 'mind' as it tells you things like;
  - Strong holds hold up heavy objects
  - Girls are more sensitive than boys.
  - Money is the cause of misery.
  - Money is the measure of success.
  - Happiness is the goal...
  - Reinforcement increases the chances of responding

DISCUSSION

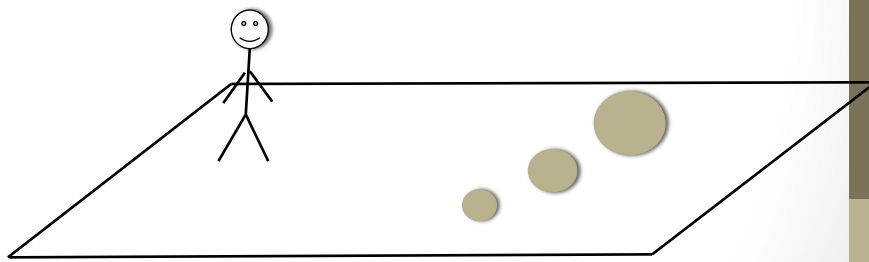
How We Get Grown...

## SYMBOLIC WORLD UP CLOSE

## How Symbolic Processes Evolve

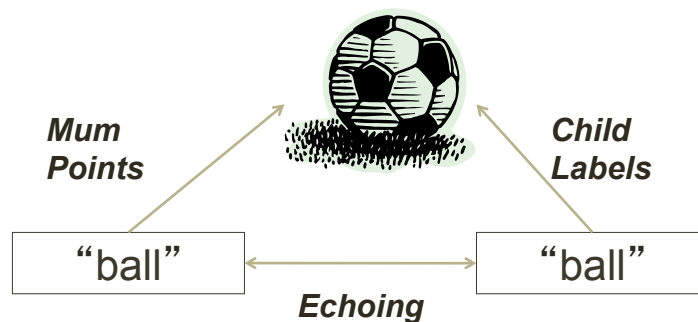
- Symbolic processes build upon one another so we can express and follow ever more complex rules/logic.
- From basic frames we learn more advanced one.
- As they build we get increasingly more advanced symbolic 'worlds' that give us enormous prediction and influence over future events.

## The Physical World and You



The 1<sup>st</sup> frame: “Things have names and names have meanings”

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Crel = Mum pointing

Cfunc = whats this?

Stimuli being related the sound "ball" and visual of the ball.

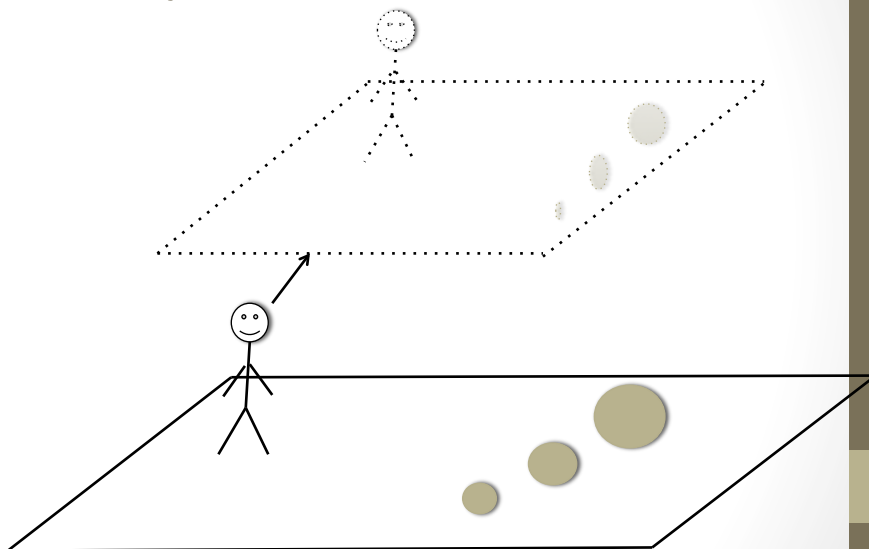
Frame being used "coordination"

Form of teaching/information being used "Joint attention"

## What I learn to do

- Following lots of example where mum tells me those names when I can sense the object I can eventually;
- UNDERSTANDING: Identify and understand how what people are talking about applies to 'things' .
  - Mum can now say - "Milk?" and I can turn to approach without seeing the bottle. (Plus I get the emotional/physical response I used to get from seeing it!)
- INFLUENCE: Manipulate those in the symbolic world;
  - HL: "Milk!"

## The Symbolic World



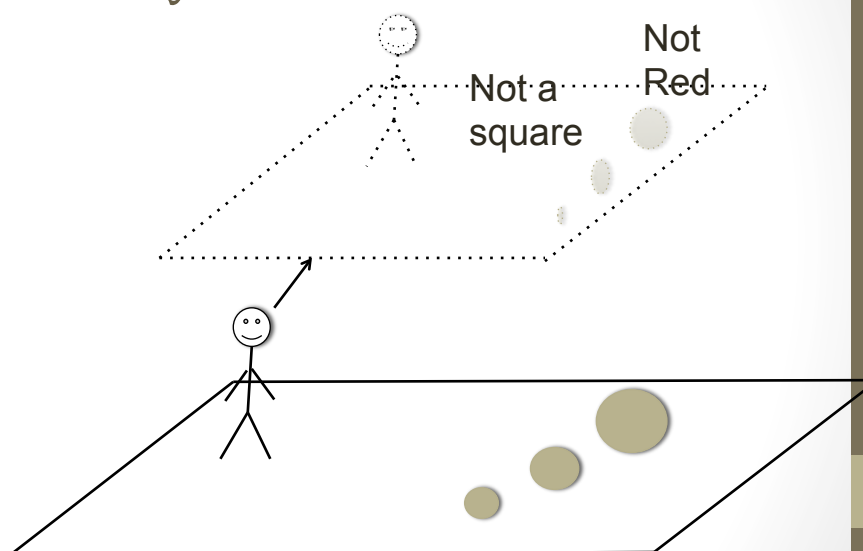
## The Next Frame: ‘Not’

- I learned that things can be defined by what they are not.
- For example, I learned that if mum says to pick up ‘red’ and I pick up something else she says “not red” and I grab the other thing and she says “good girl!”

## What I learn to do

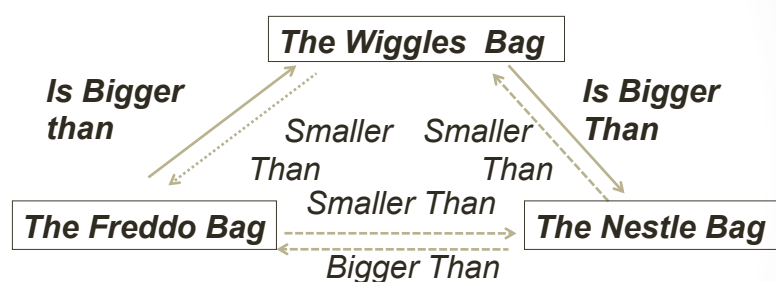
- Following lots of example where mum I can sense the object I can eventually;
- UNDERSTANDING: Use a learning skills called “Fast-mapping” . I now learn from just from working out new labels without anyone telling me!
- INFLUENCE: I can work out new ideas without needing them paired or coordinated

## The Symbolic World



## The 3rd Frame: 'Size Matters'

- Comparatives



Crel = Mum pointing and saying X is bigger than Y, other times saying Y is smaller than X.

Cfunc = which do you want? (requiring DRR)

Stimuli being related: the sound "bigger" and words representing those objects

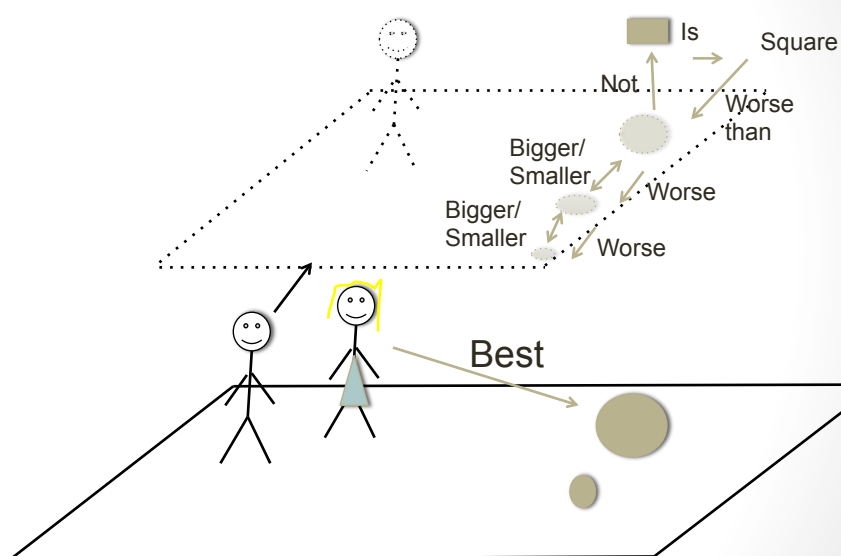
Frame being used "comparative"

Form of teaching/information being used 'Coordinated Information using 'is''

## What I learn to do

- Following lots of example where mum keeps labeling and asking for objects based on how they physically relate I can eventually
- UNDERSTANDING: Tell how I should respond to things based on how I am told they relate in terms of physical and other dimensions.
  - *The ocean is rougher than the pool. Where do you want to swim?*
  - *John is a worse runner than Jane. Who is do you want on your team?*
- INFLUENCE: I can make decisions now. “I’ ll take Jane”

## The Symbolic World



## The 4th Frame: “Space has a language”

- Other key relations are prepositions and positional terms such as ‘in/on/under’ etc.
- Yet again we see relations that are taught via many multiple exemplars in the *physical* world are soon moved to the abstracted level and become part of the *symbolic* world
- **Teacher:** “John is top of the class” “She is last in her grade”
- **Harper Ley:** “I am the first thing in mums mind”

## The 5<sup>th</sup> Frame: “The world of groups”

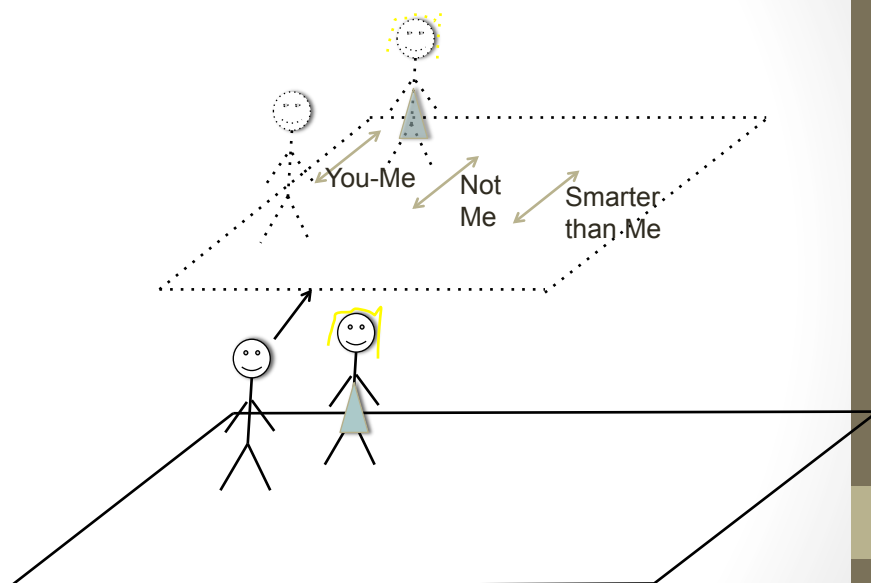
- Things are grouped to help us organise knowledge.
- This is great for academic and society. For example; we talk about animals, plants, fruit and vegetables and how they relate in arbitrary ways.
- By classifying we can respond differently to a stimuli based on how they relate.
- **Harper Ley:** Girls who have dads are called “daughters” Men who have daughters are called ‘dads’ .



## The 6<sup>th</sup> Frame: “We are not alone”

- The first frame that does not have any literal existence.
- ‘I’ am only ‘I’ to me, to ‘you’ I am ‘you’ !!!!
- The first frame where the relational terms utilise *perspective* words
  - I, you, me, ours
  - This, That
  - Here, there
- **Harper Ley:** “I am your daughter, you are my father” , “I am over here in the play pen, you are over there in the study”

## The Symbolic World

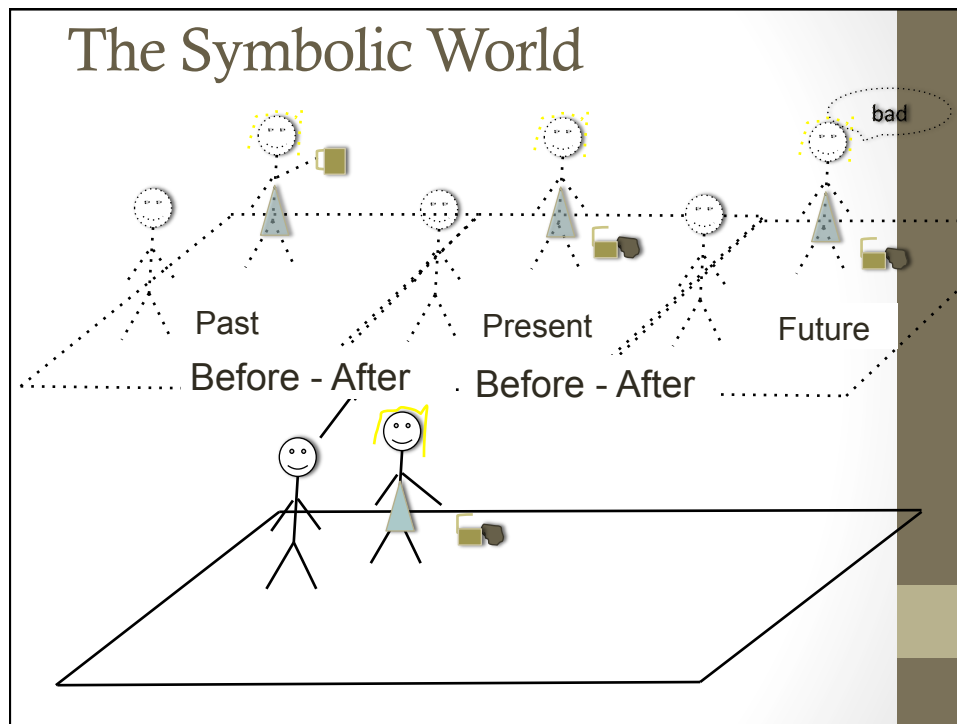


### *Famous Study: RFT takes on Borat's Cousin...*

- Baron Cohen showed us that ASD children regularly fail Theory of Mind Tasks.
- When we examine those task a person must be able to use the following frames and Crels;
  - I-YOU
  - HERE-THERE
  - NOW-THEN
- Example Study (Rehfeldt, Dillen, Ziomek & Kowalchuk, 2007)

### The 7<sup>th</sup> Frame: “Time is a new playground”

- Time does not exist.
- It is a concept that we learn to explain to each other and use.
- We have time ‘anchors’ like breakfast, night time or 5 O’ clock.
- We navigate around them with relational terms for time.
  - “After school we are going to the shops”
  - Therefore, before the shops we will be at school”



- **Mum:** “She is constantly asking ‘when’ , she wants to always know what’ s happening next!”
- **Harper:** I used to live in the moment and react if I arrived somewhere I did not like. Now I can react before it even happens!

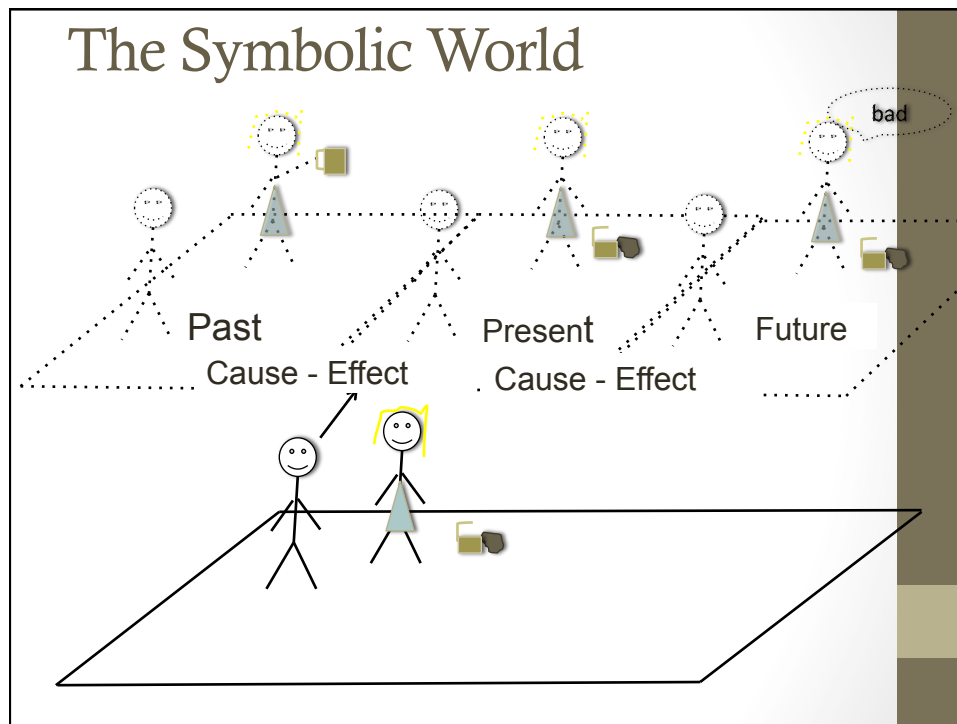


## The 8<sup>th</sup> Frame: “I can predict the future”

- Rain *causes* floods.
- Dad being late *makes* mum angry
- Gravity *makes* things fall
- Having the latest shoes *makes* you cool.
- I got told off *because* I did not pack
- The *result* of not packing up is that I got told off

## The Power of “WHY”

- Can work out how changing one event will change another *without* ever experimenting! Learning from experience is for dummies stuck in the 2<sup>nd</sup> world”
- Can even explain why I do things. For example grandma tells me that I have tantrums because I get angry. So now I work hard not to get angry”



## In The Symbolic World

- Concept of the physical world
- Concept of 'me'
- Concept of 'other'
- Concept of relationship between self-other
- Concept of time coherently unfolding with 'me', 'you' in the symbolic world to make 'sense' in terms of cause and effect
  - Otherwise known as our life STORY.

## The Symbolic World

- The frames have built upon each other to have explosive potential.
- We literally 'lose control' of the relations eliciting relations.
- A small comment can literally explode ideas exponentially and change how you perceive the context right in front of you...

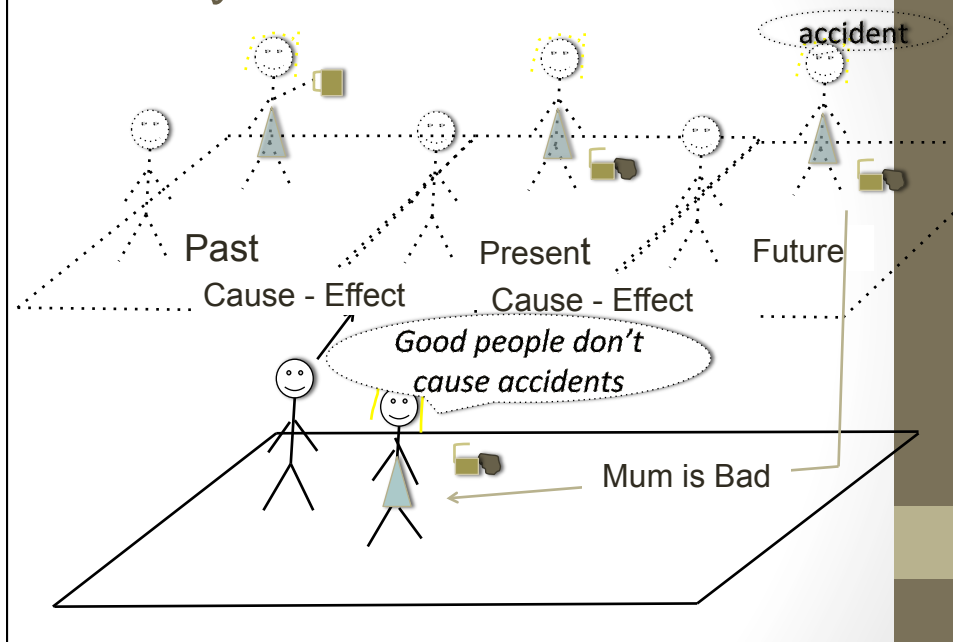
## Symbolic Applications: RGB

- Frames are 'carried' across from speaker to listener in the form of rules.
- There are 3 types;
  - Pliance: Where one is reinforced by the authority figure for following the rule
  - Tracking: Where one is reinforced by the consequence of following the rule.
  - Augmentals: Where rules alter the value of reinforcement.

## Adaptive Function of Rules

- Can make us 'contingency insensitive'
- **Pliance** make us inflexible (but compliant)
- **Tracking** make as adaptive
- **Augmentals** allow us to express value statements that continue to alter the value of stimuli

## The Symbolic World



\* Pick 3 numbers between 1 and 9

1. no good	1. ugly	1. weak
2. unliked	2. disappointment	2. unliked
3. unpopular	3. disgusting	3. unloved
4. imposter	4. broken	4. imposter
5. ordinary	5. has something wrong with her/him	5. ordinary
6. bad	6. useless	6. bad
7. unhelpful	7. boring	7. not worth it
8. dumb	8. invisible	8. dumb
9. stupid	9. doesn't belong	9. stupid



\* Complete this sentence

\* [your name] is \_\_\_\_\_ because \_\_\_\_\_

## Or this....

1. relaxed	1. intelligent	1. serious
2. attractive	2. kind	2. shy
3. carefree	3. considerate	3. caring
4. compassionate	4. optimistic	4. strong
5. patient	5. organized	5. helpful
6. energetic	6. adventurous	6. thoughtful
7. funny	7. ordinary	7. generous
8. happy	8. clever	8. creative
9. honest	9. sensible	9. wise

## relatable you

- \* [your name]
  - \* is \_\_\_\_\_
  - \* because \_\_\_\_\_
- Formal personality descriptors can
    - it is the contextual cue – *is* –
    - and the evaluative frame – *because* –



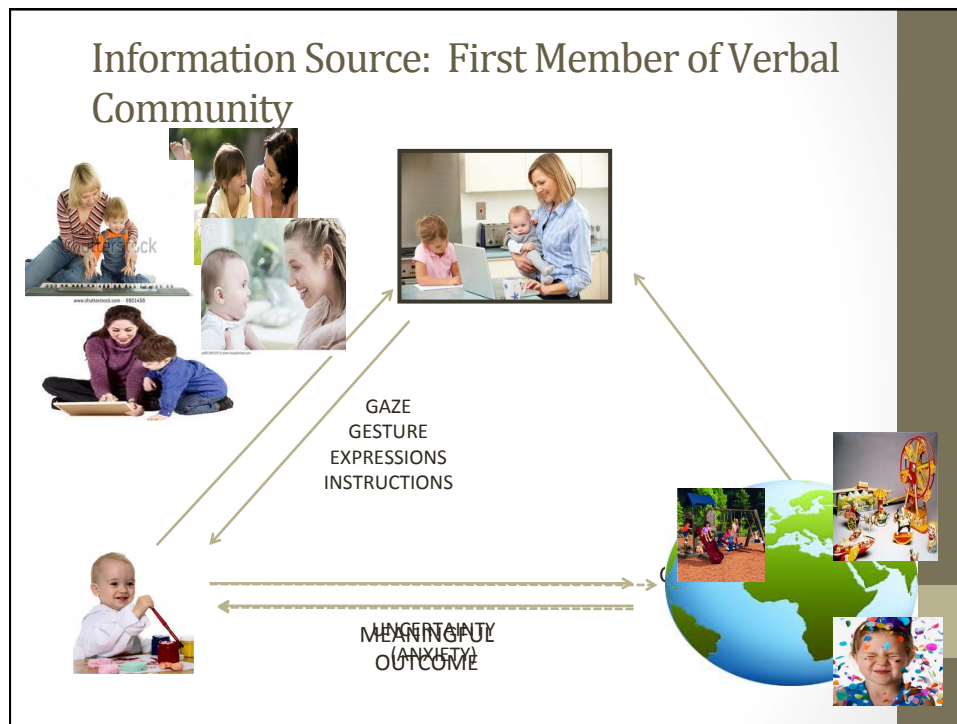
RELATABLE YOU  
EXERCISE

How We Get Grown...

## INFORMATION SOURCES AND CULTURAL TRANSMISSION

## RAISING EACH OTHER

- Over the years biologists, anthropologists, psychologists and sociologists have studied how we pass on this information to each other.
- What we currently know is that we do it through social means (eg Tomasello 2009).
- We seem heavily wired, or easily wired, to be social... and this seems to be the key to 'cultural transmission'
- The early clues to this lie in attachment research



## Tools for Transmitting With

- Joint Attention and Social Referencing
- Imitation and Social Modeling
- Arrangement of Consequences
- Symbolic Processes (rules and reasons/narratives)

HOT AND COLD

## EXERCISE

## HOT & COLD

Choose an Information Source (parent).

Choose a learner (child)

Parents come to Louise for instruction.

1. The information source teaches gesture. The learner tries to learn what is a 'yes' gesture and what is a no gesture from trial and error.

Parents come to Louise for instruction.

1. The gestures are now opposite. What was yes is now no. What was no is now yes.

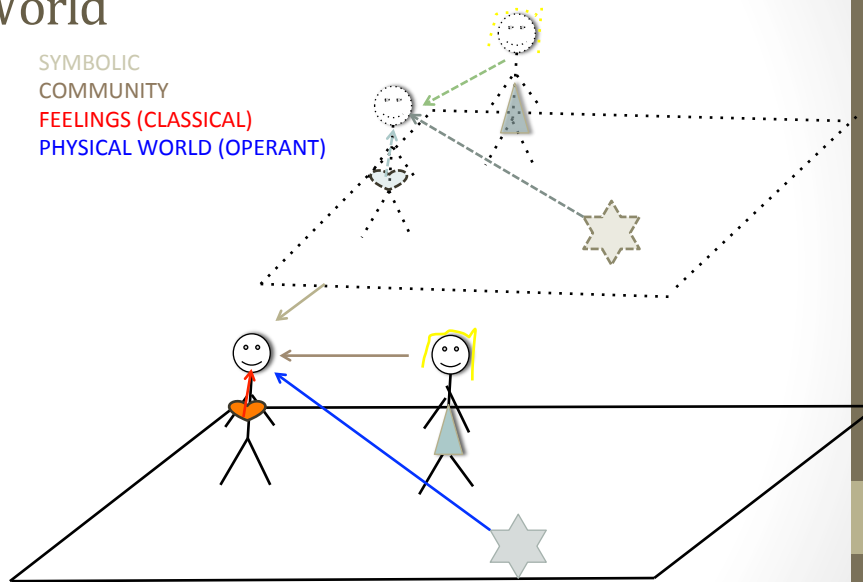
Parents come to Louise for instruction.

1. Ok now do it again just like before.

Parents come to Louise for instruction.

## Information Sources in The Symbolic World

SYMBOLIC  
COMMUNITY  
FEELINGS (CLASSICAL)  
PHYSICAL WORLD (OPERANT)



## Transmitters

- Attachment and Authority Figures
  - CAREGIVER: Attachment: Measured by Soc Ref, JA, etc etc
  - TEACHERS: Modeled Systems of Information Sources
  - PEERS: Modeled Systems
  - AUTHORITY FIGURES: Authority and Credibility Cues
- Devices and Institutions
  - Symbolic:
    - Books
    - Movies
    - Commercials
    - News
  - Behavioural:
    - Town Planning (how you build a road changes behaviour)
    - Economic Systems – poor get less access to ways to make \$

## Purpose of Transmission?

- To adapt someone else to adapt to us.
  - We raise our children in a way that is coherent or functional for us (some people are ok with their children eating in front of telly some find this upsetting)
  - Same for how we influence the development of friendships, work colleagues and, for some, our society at large.

*DISRUPTION AND  
MALADAPTION*

## There is a Spider!

- I once told someone there was a spider behind them...
- They told me to get stuffed.
- Do you know anyone like that???

## Information Sources

- The purpose of information sources are to increase and guide our ability to have meaningful development.
- They are meant to increase our ability to adapt by expanding our flexibility and sensitivity to the *experiential* world and our own sense of value.
- Of course this can go very very wrong...



## WAYS IT GOES WRONG

- TRANSMISSION BREAKDOWN (transformation of stim function of the speaker)
  - Lose of Credibility
- MALADAPTIVE MESSAGES (transformation of Stim Function to the world)
  - Wrong Feedback Source
  - Avoidance and Safety as Purpose (fear errors etc)
  - Symbolic and Real World Confusion (fear symbolic pain)

Disruptions in Growing

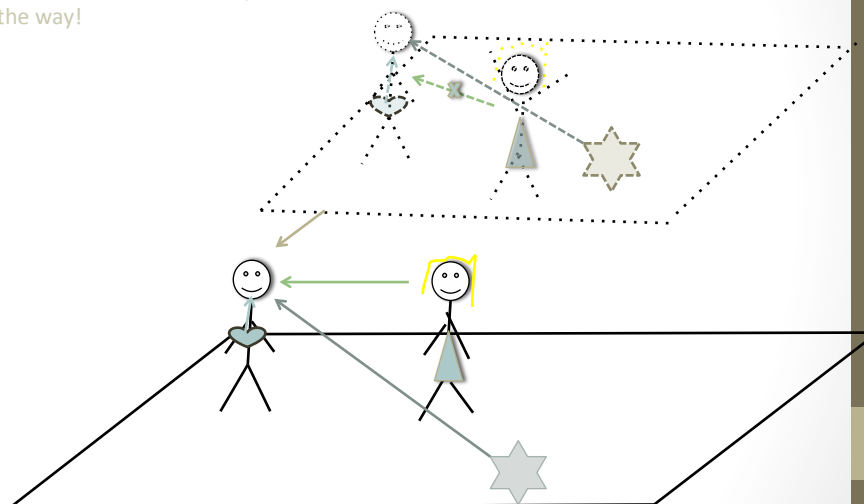
**TRANSMISSION BREAKDOWN: LOSS OF  
ATTACHMENT AND RESPECT FOR 'OTHER'**

## Transmission Breakdown

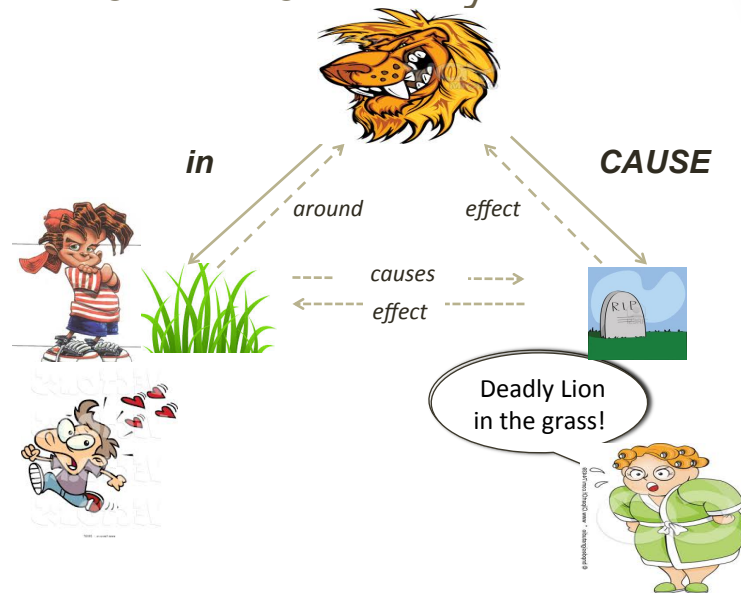
- The goal of transmission is to guide learners towards skills and understanding that allows for meaningful living within the culture.
- If the information sources are not trusted or useful then they are ignored, controlled or opposed.
- This can break down from a history of failure
  - *Mums words are made aversive by virtue of history of punishment (ie her guidance has been 'bad')*
- Or it can break down symbolically,
  - *Mum is viewed as 'not knowing' so her existence transforms the stimulus functions of her words!*

## Symbolic Representation of Info Source

SYMBOLIC – mum is always in the way!



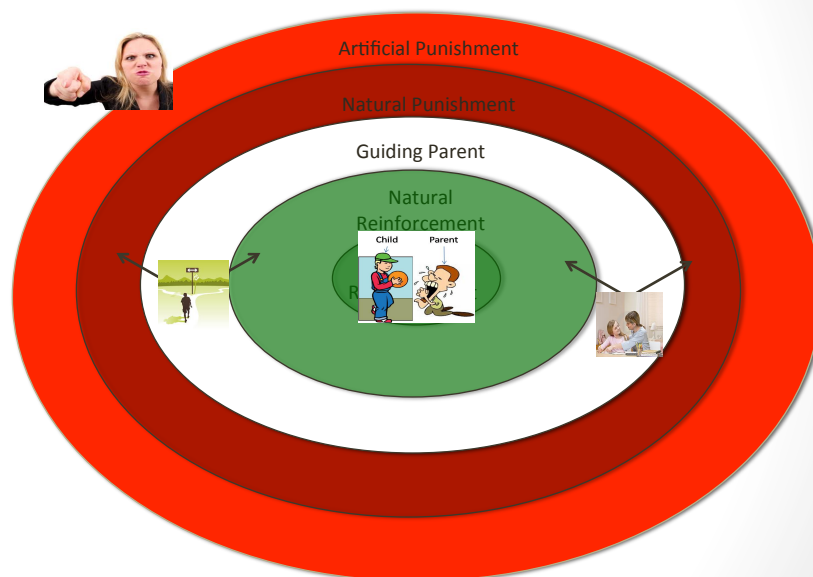
## The Cost of Credibility



## Common Ways It Breaks Down

1. Gatekeeper Parents/Info Sources:
  - a) Punitive Parenting: Parents do not prove their message is functional. They intimidate the child to comply.
  - b) The Parents only exist as gatekeepers: Only think they should intervene when 'stopping' behaviour.
2. Poor Guides:
  - a) They use language ineffectively.
  - b) They do not teach meaningful lessons.
  - c) They do not use language to Track well.

## The Three Types of Parents



## Ways We Track Badly

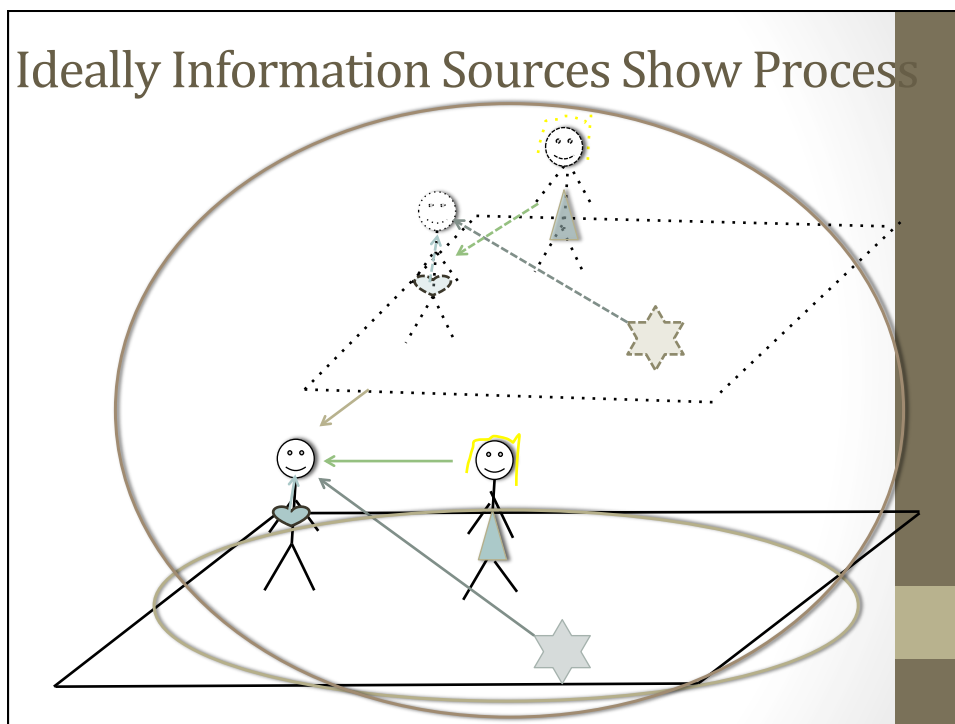
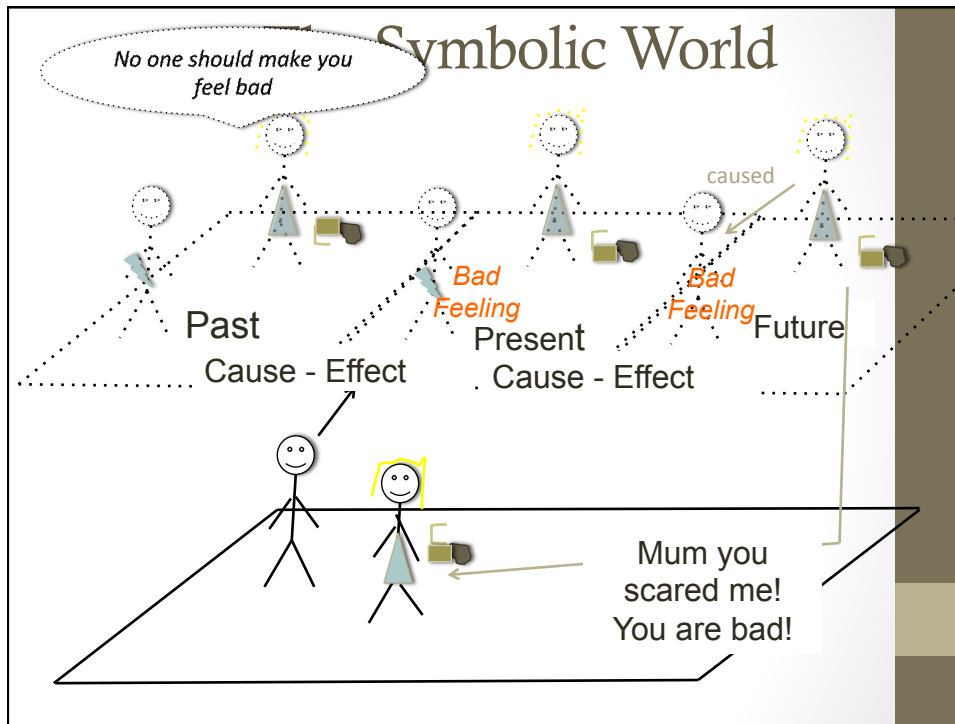
1. Miss the function for that individual
  - Poor perspective taking
  - Lack of empathy
  - Reliance on coercion
2. When we fail to allow learning to occur
  - Try to control and describe behaviour instead of the context.
3. When we explain poorly for that learner
  - Talk to the child like an adult
4. Have a poor success rate
  - Terrain does not match the tracks...(the dreaded 'inconsistent' or chaotic parent/info source)
5. Respond to what works for us rather than the learner.
  - I feel better but you learned nothing...

Disruptions in Growing

## MALADAPTIVE MESSAGES

### Maladaptive Messages

- Information sources can be powerful and valued.
- With that power they can communicate about how to find meaning in the context.
- However, sometimes they don't....
  - They do quite the opposite.
- The 'messages' given leads to maladaptive responding and learning



## Process as an ongoing, evolving 'self'

- Information sources, especially when young, can focus on one aspect of the information and experience.
- This does not teach a person how things tie together.
  - Feelings *are* informative and important – they are just not the goal of action.
  - Your concepts of self, other and world *are* useful and valuable – they are just not the goal of action
  - The information source is important as *another* perspective that may be useful – they just are not the goal of action.
  - Valued approach is always healthy.
  - *Your experience is the final measure.*

## Maladaptive Messages: The Goal is not Experience

- When fail to inform about process or focus on only aspects of the experience we stop teaching adaptively. The most common outcome is that the child learn that experience is not the goal.
- Three functions are currently in our culture that are not adaptively useful.
  - That we live to satisfy authority.
  - That we live to satisfy our feelings.
  - That we live to satisfy our minds.

## Authority as a goal

*Just do it because I said so!*

*I am your mother!*

*You should listen to the experts...*

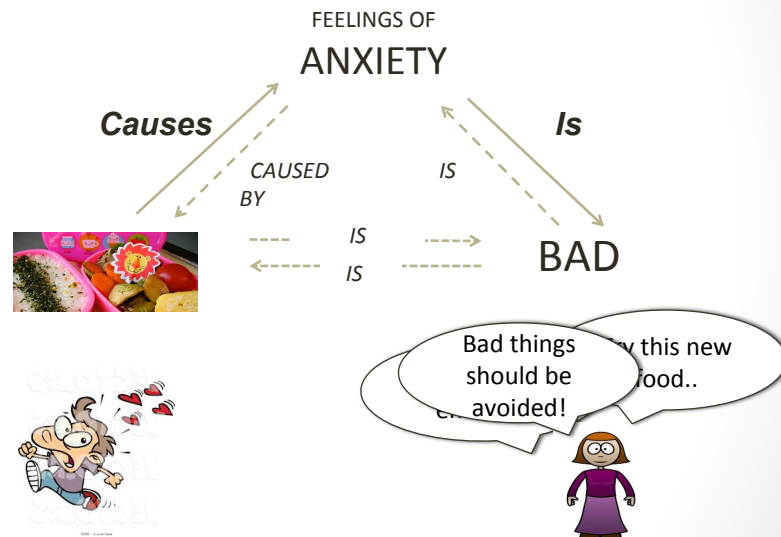
- We teach that the reason for taking an action is to satisfy the information source.
  - Pliance
- This leads to inflexibility as the person stops tracking feedback from the experiential world.

## Authority/ Coercive Motivating

- Authority also promote avoidance as a motivation in life.
- We teach the child that the reason to move forward and act within the experiential world is to avoid an imposed negative.
- *Like putting a fire behind someone to make them walk over hot coals.*
- The learner does not learn to track the function in the experience *or* how they can find value in it.



## Emotions as a goal



## Feelings

*Only do what makes you happy.*

*Oh no, you are upset!*

*What if we do it that way will that make you happy? (when it just can't)*

- Feeling are part of the experience of living.
- They are not the goal of living.
- If feeling happy were the outcome;
  - We'd never move through a novel context
  - We'd never discover
  - We'd fight new information
  - We'd avoid the experiential world itself.
- (also managing emotions just does not work)

## Safety is the Purpose of Development

- For parents this is the hardest lesson to make space for.
- In our attempts to protect our children we teach a maladaptive purpose of life.

### *To be safe...*

- We place the survival drive above the living one.
- Fear of fear, fear of 'bad' feelings.
- Seek security and stop experiential processes

## Thoughts

*Don't be silly.*

*You are being stupid.*

*Why did you do that?*

- We often teach the child that things must make sense.
- We shape this unconsciously.
- If our logic was the outcome we'd
  - Only do things that fit our narrative
  - We'd never test a theory, just confirm it
  - We'd force the world to fit our narrative
- *Promotion of thoughts as goals causes serious problems*

## Thoughts: Your 'World' trumps your Experience

- We can send the confusing message that your derived responses are more important than your experiences.
  - "It has to make sense for you"
  - "it has to be right for you"
  - "it has to feel right to you"
- So when things don't make sense?

## Thoughts: Self as Concept Promoted

- The more we make it about the symbolic world.
- The more we get 'fusion' with 'that' world.
- So we begin to live in a way that satisfies our story.
- ...and panic about experience that don't.
- We teach this 'fusion' of self and story subtly.
  - You are a good boy, smart psychologist, cocky so and so.
  - I am a cowboy, head girl, top of class

## Thoughts: Symbolic 'Traps' get built

- When we focus on the symbolic world where we make feelings and thoughts are goal. We have serious problems.
- We use 'coping' skills where we end up thinking about our thinking and in the end making it worse.
- The answer for why can be seen in RFT.
- Consider how a DRR is taught.
  - Physical world *abstracted* to symbolic.
- We then act in the symbolic world *behaves* like the physical... and it doesn't.
- Pen... vs "pen"

## Thoughts: Symbol Wars and a lack of Perspective develop

- If our symbolic world determines our value or success we are going to;
  - Fuse with that narrative
  - Fight others who attempt to 'impose' their 'world' on ours.
- Ways we make the process about who's perspective wins.
  - Fight for Right.
  - Try to convince instead of track...
  - Rewarded for agreeing
- So now information sources are seen as battlefields. The person who 'bullies' the verbal community into agreeing feels secure...
- And thus loses the chance for new information and development.

ANGELS AND DEMONS

## EXERCISE

## OUTCOMES OF THIS MALADAPTATION

- Information Source Failure
  - AntiSocial development
  - Chaotic Development
  - Underdevelopment
- Maladaptive Messages
  - Pliance and a breakdown in the function of symbolic processes.
  - Avoidance due to fear of risk making it extremely difficult for new experiences to occur... and fear grows.
  - Fusion with narratives meaning we avoid or control experiences to 'fit' our story and panic when they do not.

## CASE EXAMPLES

### Sum Total

- The 'maladaptive messages' about Experiential Learning hinder developmental processes that can lead to an ever downward maladaptive spiral.
  - Processes do not work. Fusion with a story dominates
    - Including the symbols attached to feelings
  - Pliance with 'other' becomes a function
    - Including the ever present 'voice' of 'other'
  - Avoidance of experiences becomes a purpose as the symbols, feeling and authorities become the purpose.
- *Appetitive processes – (aka Valued Living) are lost or diminished.*

# EMPOWERING GROWTH

FLEXIBLE, ADAPTIVE, RELATED

*DEVELOPMENT IS ONE LONG EXPOSURE  
PROGRAM...*

## Stages of Intervention (a *very* rough guide)

Age	Information source	credibility	Adaptive message
1-5	parent	Attachment/info	Experiential Learning is safe
5-10	Parent/teacher/ concept of self	Parent, social systems and <i>you</i>	Self as process, values in context
10-15	Concept of self & other	Self and you	Three Selves, values contact

## CREDIBILITY OF THE INFORMATION SOURCE

- Note that Information Sources are identified at an individual level.
- Teach Tracking.
- The goal is collaborate not control
- Establish credibility;
  - Consistency:** Terrain must match the Track
  - Approach Skills:** The track must allow the child to approach not just comply.
  - Relatable:** The outcome must be meaningful and experiential to the child *not just the information source*.
  - Empower:** It should teach not just stop your child.



## Consistency

- The language is meant to predict the future outcomes.
- If the person lives a chaotic life then they can not provide such prediction.
- The 'terrain' does not match the 'track'
- Work with information sources to provide such terrain.

## Approach

- If the child/learner only complies due to fear or force then they are learning about avoidance.
  - Do create an approach context Information Sources must learn to take risk themselves.
1. Give choices
  2. Describe OUTCOME and context of each choice
  3. Allow learning to happen.
  4. *Even though the child may not make your choice and even though you are scared/upset to let this happen.*

## Relatable

- The function must be have value for the child.
- Even if both options 'suck' your child can learn to choose the one that 'sucks' less.
- The outcome must be described in a way that allows the child to know what the sensed experience will be and how it relates to their situation.
- Some people will need to be taught how to see function for others...

## Empowering

- The child/learner gets the benefit of seeing how to access and explore that context.
- There is no right or wrong, just learning.
- They learn skills and insights from those experiences.

## Barriers to CARE

- Information source is locked into their own view of the world.
  - Only sees their logic or emotion.
- Information source tries to control behaviour rather than predict and control context.
- Information source sees respect and discipline as fear.
- Poor communicator with words or gestures (ie shows fear)

## Calibrating Information Sources

- Identify their values as information sources.
- Track their own behaviour as information sources in context.
- Defuse roles and rules.
- Empower their skills and understanding of teaching.

## Adaptive Messages: ALL Emotions are ok

1. Teach information sources about the power of social referencing.
2. Model compassionate curiosity.
3. Nurture through, but do not avoid negative consequences.
4. Explain that coping is about acting with emotion.
  1. Not ridding oneself of emotion.
5. Normalise all emotions.

## Strategy for Kids

- Emotions on the bus – put emotions in perspective
- Arousal Curve – normalise emotion
- Arousal made me do it contrasts... - break emotions as cause thinking

## Adaptive Messages: Thinking is for Testing

1. Teach that thoughts are ideas to help navigate the world. They are not maps. They are theories.
2. Promote a culture of experimenting with those ideas.
3. Do NOT argue for your symbolic world. Test views for function.
4. Do NOT challenge negative self concept simply highlight a different perspective and return to functional testing

## Strategy for Kids

- Experimental Living Plan
- Choose an idea...

## Adaptive Messages: I'm just a guide

1. Reinforce testing ideas more than pleasing others.
2. Be pleased by initiative more than compliance.
3. Give space to explore and let natural punishers function where possible.

## Strategy for Kids

- Two Bounce Rule
  - Right of reply
- Better options noted
- Shared Leadership

## Adaptive Message: You are not a 'Thing'

- Avoid 'I am' and 'you are' speech
- Approach 'I am *doing now*'
- Do challenge the concept just focus on its function.
  - *You may think you are dumb. I think you are great. Unless you can help me see how calling yourself dumb will solve this maths problem I'd love to get back to working out a plan with you and see if that works.*
- Self as process and self as content are taught as ways of working things out.

## Adaptive Message: There is not one View

- Expanding perspective is *essential*.
- By valuing concepts/thoughts based on how 'testable' they are we make fusion harder.
- Highlighting your view is just another possible 'map' (just a very credible one) brings perspective into development.

## An Information Source without a Context to influence...struggles to be one.

- These methods all work when the Info Source has control or a great understanding of the context.
- As children age they get into contexts where the information sources are less obvious and the contexts faster moving.
- Their symbolic worlds are fully formed and firing.
- Parents have information to offer but struggle for credibility and influence.

## SELF AS AUTHOR

- Dad was an awesome information source
- It took me a long time to get over that...



WHEN THE INFORMATION SOURCE IS 'ME'...

**DUDE! MY STORY JUST BEAT ME UP...**