

# Embracing Change

CBT Interventions for Treating Substance Abuse



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# Today...

## Learning

- Learning ways to incorporate a person-centered, trauma-informed focus to enhance the therapeutic relationship when working with clients living with addiction.

## Discussing

- Discussing how using basic components of CBT and REBT address problematic behaviors and explore how trauma impacts skill development for preventing addiction.

## Exploring

- Exploring ways of fostering motivation for living optimally by enhancing skill development around a new life philosophy that reframes the purpose of struggle with the process of change.



*RECOVERY*







*...if you have trauma in your history you woke up with the conscious or unconscious desire for what all trauma survivors want: safety and control.*

# Trauma- Informed Perspective on Addiction



Sources estimate that 25 and 75 percent of people who survive abuse and/or violent trauma develop issues related to alcohol abuse.



Accidents, illness or natural disasters translate to between 10 to 33 percent of survivors reporting alcohol abuse.



A diagnosis of PTSD (post-traumatic stress disorder) increases the risk of developing alcohol abuse.



Female trauma survivors who struggle with PTSD face increased risk for an alcohol use disorder.



Male and female sexual abuse survivors experience a higher rate of alcohol and drug use disorders compared to those who have not survived such abuse.

# Meeting Needs After Trauma





# Discussion Questions:



What are some of the most common reasons why client's report using?



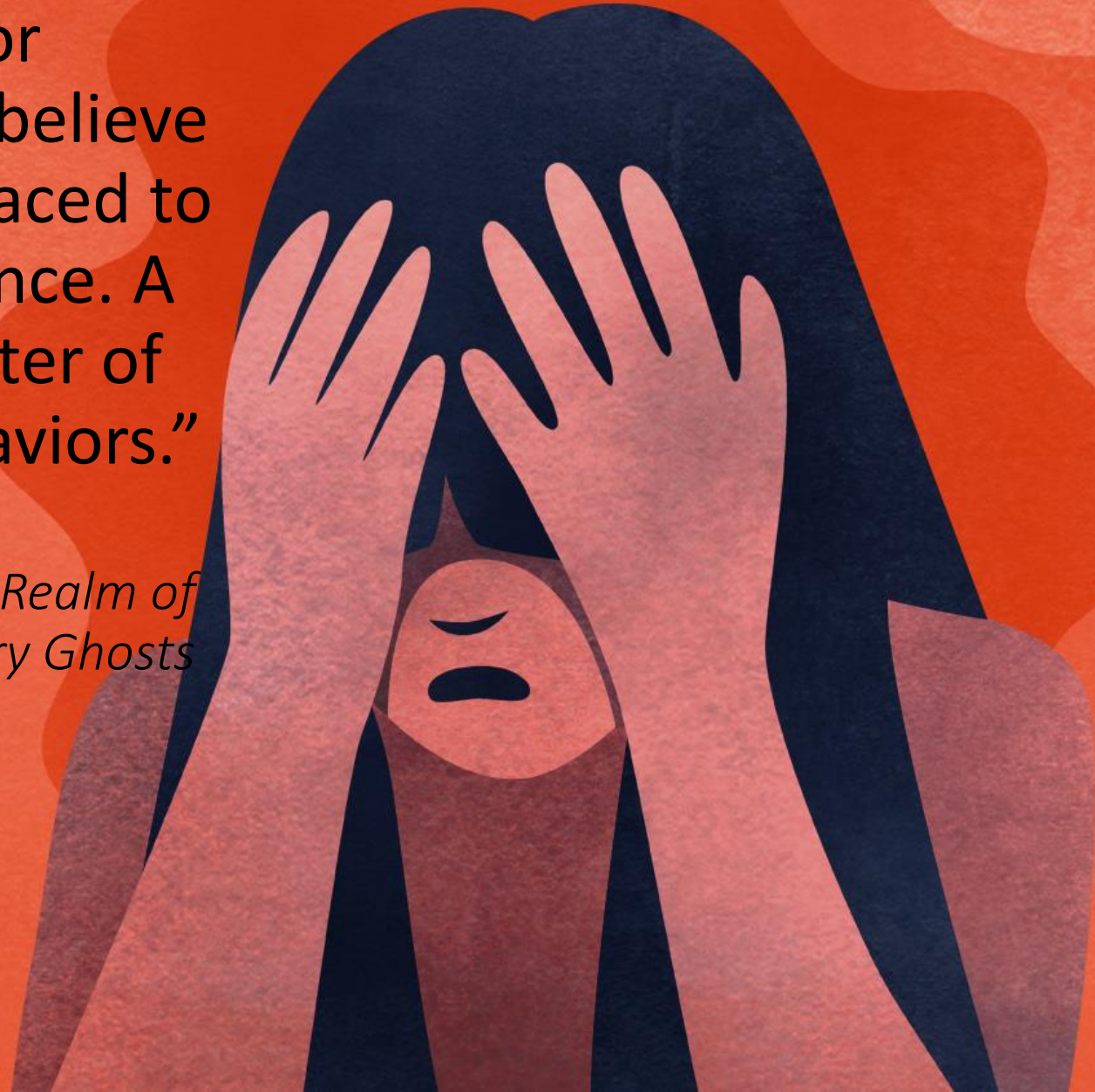
What types of negative messages do we witness regarding addiction?



How do these negative messages impact people seeking treatment for addiction?

“Not all addictions are rooted in abuse or trauma, but I do believe they can all be traced to a painful experience. A hurt is at the center of all addictive behaviors.”

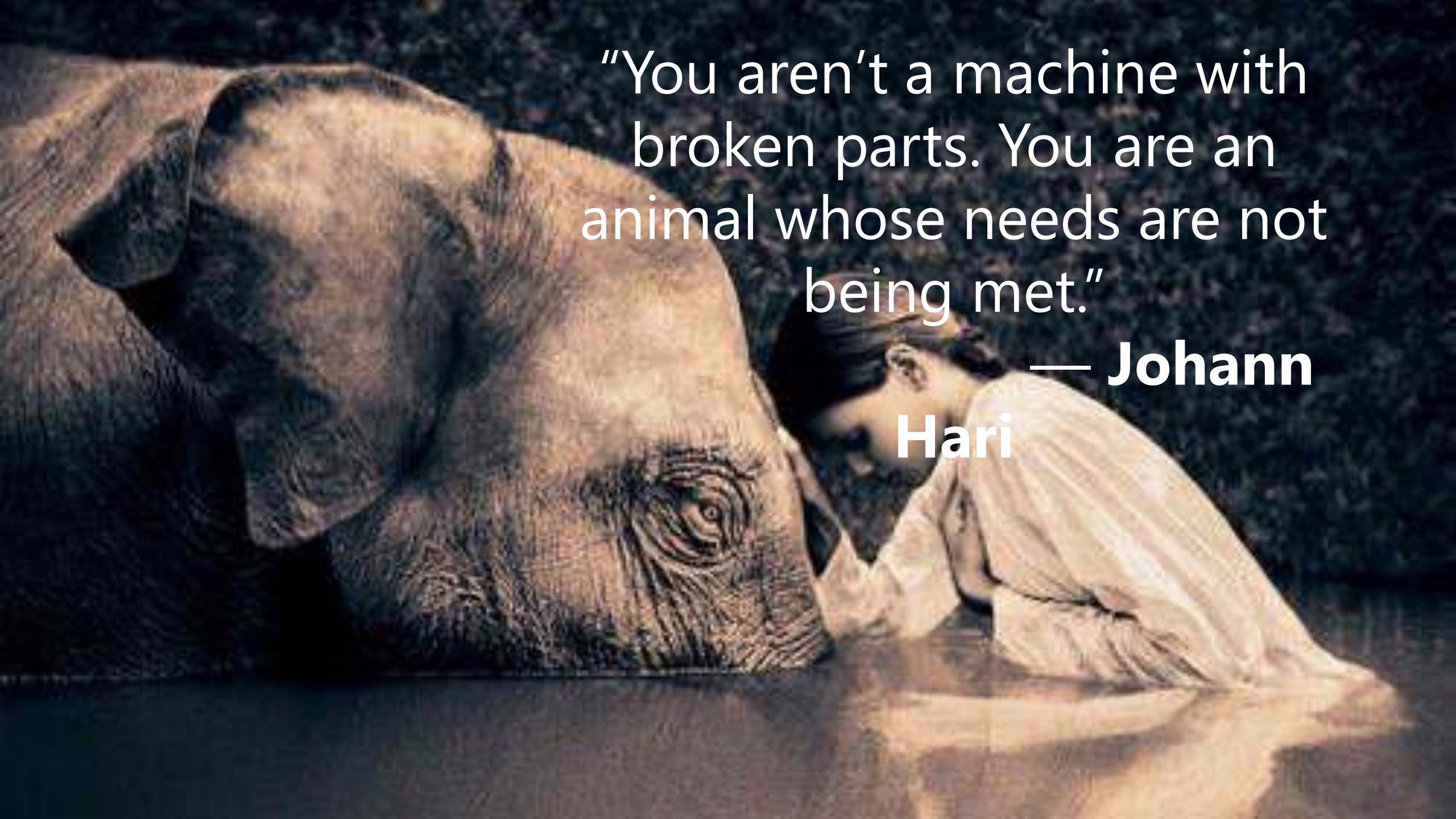
– Gabor Mate, *In the Realm of Hungry Ghosts*



A photograph of Dr. Gabor Maté speaking at a microphone. He is wearing a dark suit jacket and a dark turtleneck. The background is dark, and the lighting is focused on him. The text "What is Addiction?" and "Dr. Gabor Maté" is overlaid on the right side of the image.

# What is Addiction?

Dr. Gabor Maté



"You aren't a machine with broken parts. You are an animal whose needs are not being met."

— **Johann Hari**



*“What’s the point?”*



Brain Stuff

# Core Beliefs Exercise

- Survival vs. Thriving
- What would a child need to thrive into adulthood?
- Identify the needs that you had and ones you did not
- Assumptions?
- Core Beliefs
- Behaviors
- What about needs that went unmet?

# Survival Mindset vs. Thriving Mindset

## SURVIVAL NEEDS:

Food

Water

Shelter

## THRIVING NEEDS:

Safety

Connection

Support

Acceptance

Belonging

Guidance/

Mentorship

Trust

Forgiveness

Compassion

???



# Needs & Skills

Physical needs

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graph TD; A[Physical needs] --> B[Emotional needs]; B --> C[Skills for managing needs]; C --> D[Skills for managing distress];
```

The diagram consists of four horizontal rectangular boxes stacked vertically, each containing text. The boxes are connected by downward-pointing arrows. The top box is orange and contains 'Physical needs'. The second box is a darker orange and contains 'Emotional needs'. The third box is a brownish-orange and contains 'Skills for managing needs'. The bottom box is grey and contains 'Skills for managing distress'. The arrows are positioned between the boxes, pointing downwards from the right side of the upper box to the right side of the lower box.

Emotional needs

Skills for managing needs

Skills for managing distress

A person's hands are visible, holding a white rectangular sign with the word "HELP" written in black, handwritten capital letters. The person is wearing a light-colored, long-sleeved shirt. Below the sign is a large, messy pile of crumpled white paper. The background is a dark, solid color.

HELP

# Discussion Questions:



What therapeutic qualities do you believe are essential to treating those suffering with addictions?



Create your own list and identify your TOP 5



What strategies do you use to embody these qualities?



- Cognitive-Behavioral Therapy
- Rational-Emotive Behavioral Therapy
- Motivational Enhancement
- Trauma-Informed Care

Schools of Thought





*A*

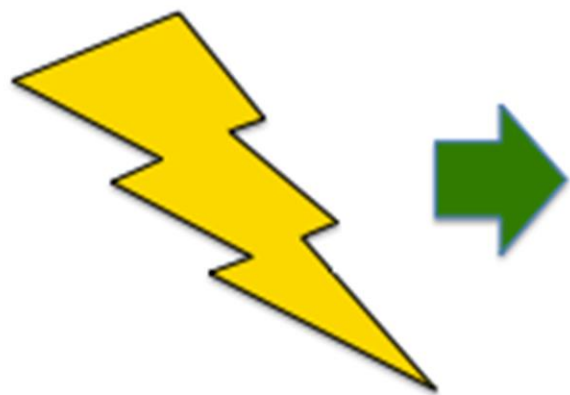
*The Actual  
Event, Activity,  
or Adversity.*

*B*

*The  
Belief  
System.*

*C*

*The  
Consequential  
Feeling.*

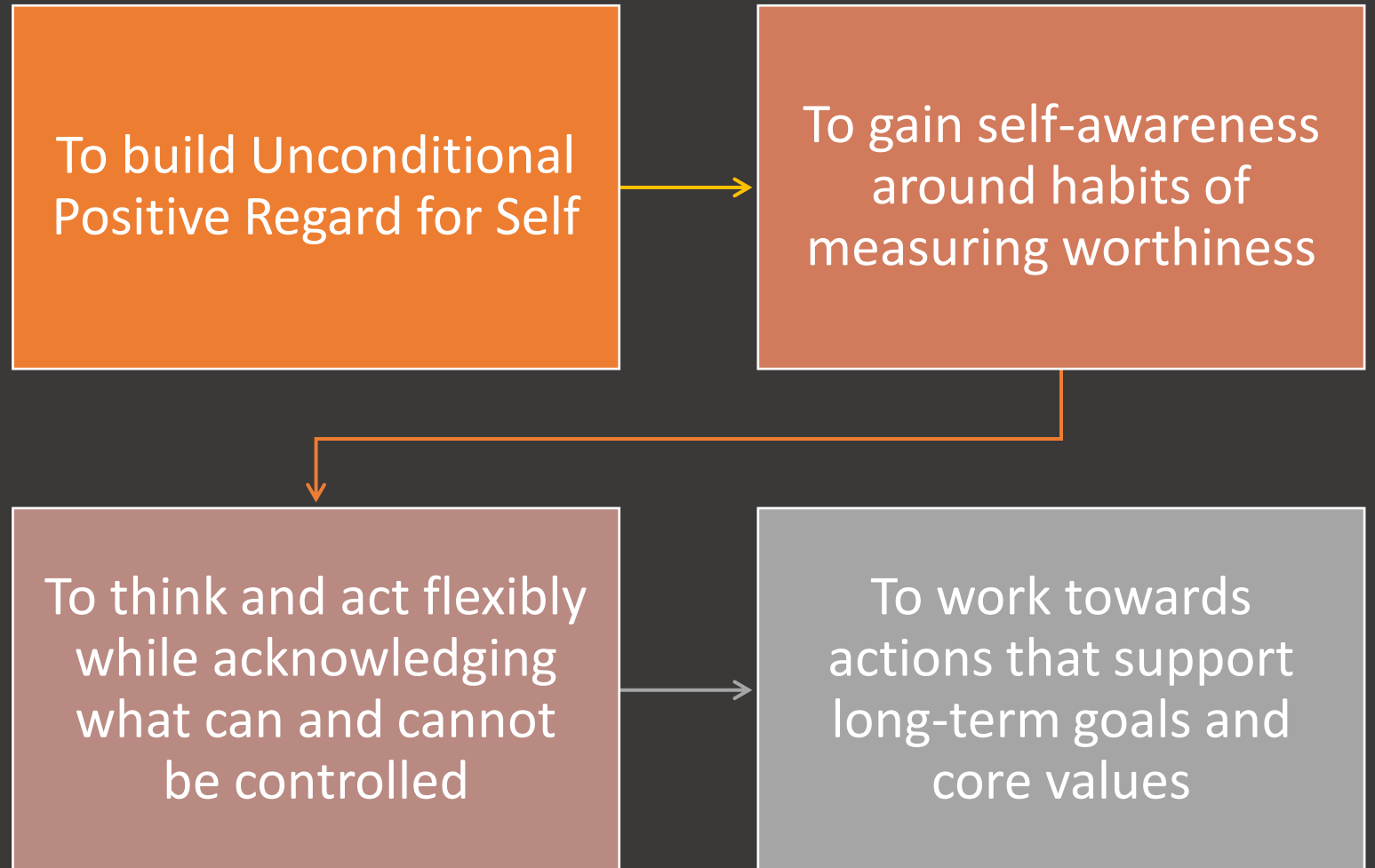


# ABCDE-model





# REBT



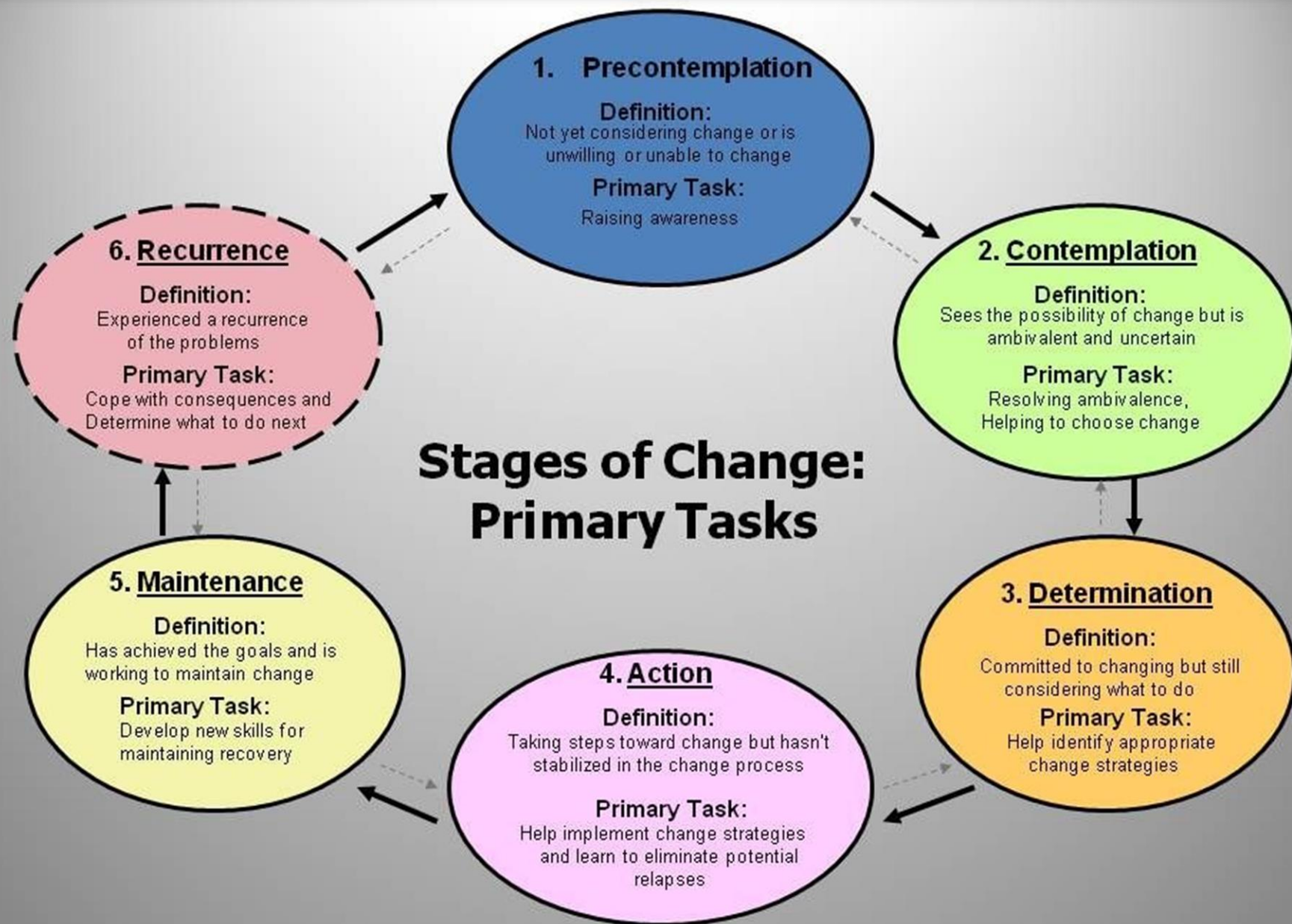
# Low Frustration Tolerance Cycle

- Core beliefs about early experiences go unchallenged that inhibit the perceived ability to tolerate frustrations.
- Often, they involve frustrations about stressors inherent with accomplishing life's goals or developing a meaningful life.
- The rigid dependence on the underlying rules that reinforce the negative core beliefs result in a cycle that limits frustration tolerance thus resulting in a lower self-efficacy.

Core Belief: "I do not matter to anyone."

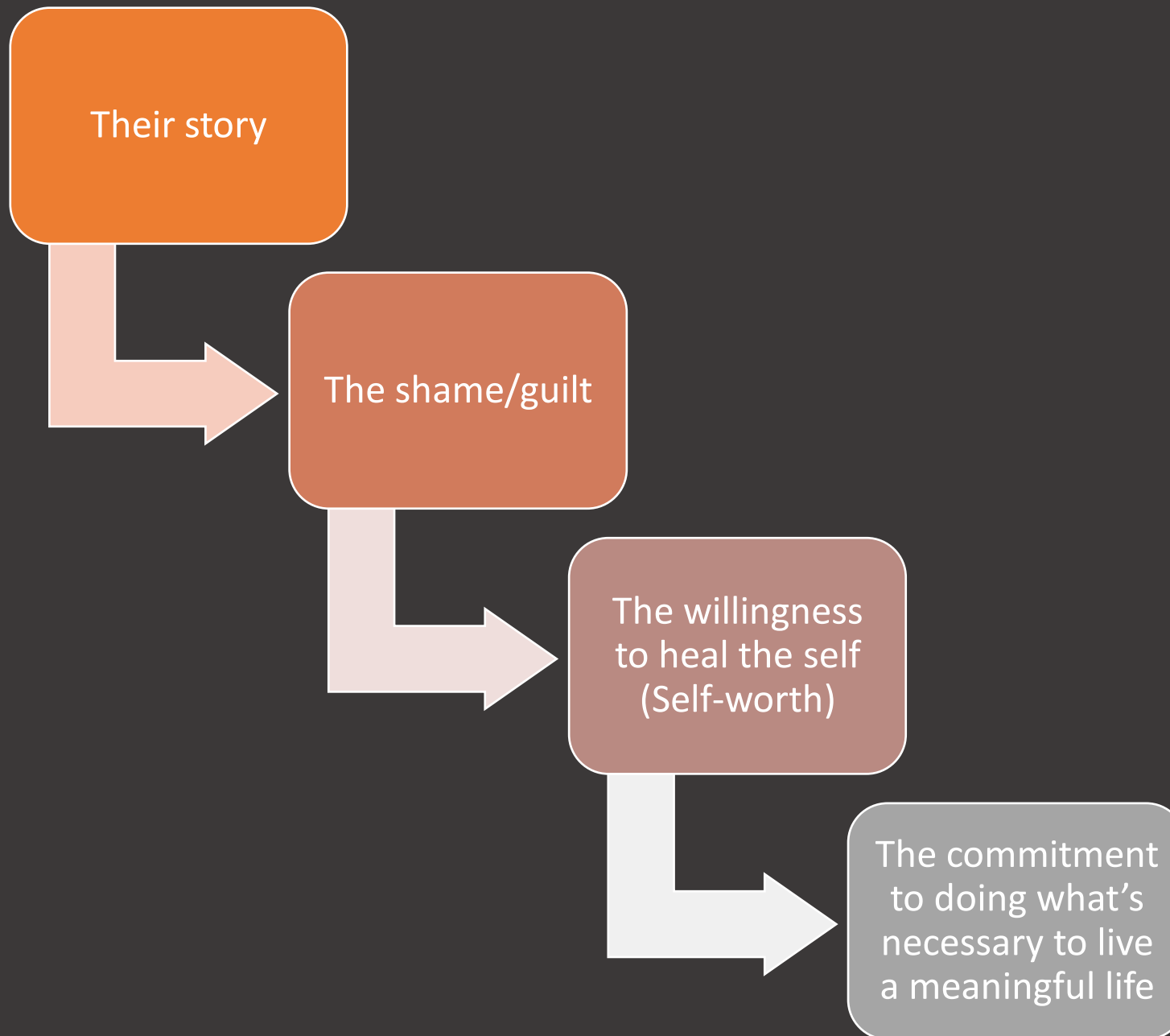
>> Underlying Rule: "I cannot ask for help"

>> Behavior: Avoidance of others

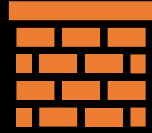




# Treatment



# Discussion Questions:



What are some of the barrier's clients face with achieving sustained sobriety?



What are some of the skills necessary to accomplish sustained sobriety?



What are some of the ways you facilitate skill building for these clients?



**Recovery**

## Addiction in the Numbers

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Annually, addiction takes the lives of nearly 160,000 people, including more than 70,000 fatal overdoses in 2017 and 88,000 deaths attributed to excessive alcohol use. – CDC

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US accounts for 1 in 4 drug-related deaths worldwide – mostly because of opioids. – UNODC, 2017





**SMART Recovery<sup>®</sup>**

Research on SMART Recovery



**SMART Recovery<sup>®</sup>**

## SMART Recovery 4-Point Program

- Build and Maintain Motivation
- Manage Thoughts, Feelings, and Behaviors
- Coping with Urges and Cravings
- Living a Balanced Lifestyle

# Skills Training Goals

To expose the patterns of thoughts and behaviors that present at barriers to living life optimally.

To create predictable and reliable behavioral strategies that support skill development around important needs.

Monitor progress towards development of new skills and the impacts they have on overall quality of life.

Shift focus away from not using to living a full life.

A top-down view of a wooden workbench cluttered with various tools. On the left, a hammer with a wooden handle and a metal head is prominent. In the center, there are several pairs of pliers with different colored handles (black, blue, yellow). To the right, there are several screwdrivers with different handle designs, including one with orange and black handles. Scattered around are numerous hex keys, screws, and nuts. The lighting is warm, highlighting the textures of the wood and metal.

# Toolbox

Coping Skills to Live a Meaningful Life After Addiction

# Individualized Treatment Planning

- Treatment planning:
  - Fostering connectedness through therapeutic relationship to enhance felt safety
  - Understanding how trauma and painful experiences impact skills development
  - Identify objectives consistent with the development of skills to meet these needs.
  - Observe how skill development aids in the formation of new, helpful core beliefs that support action/maintenance stage.
  - Include progress-monitoring by understanding what life would look like if they were successful.



## Empowering Change

- **Voluntary – Choice-Driven**
- **Licensing – Towards or Away**
- **Embracing the struggle/Reframing practice**
- **Addressing Low Self-Efficacy**
- **Building Community/Connectedness**

# SMART Recovery Toolbox

The ABCs of CBT and REBT

Hierarchy of Values/Values vs. Goals

3 Questions

Change Plans

# SMART Recovery Toolbox

VACI

ABCs of Challenging Unhelpful Thinking

CBA

DISARM





Values

# Values Gone Wrong



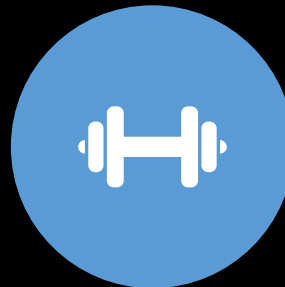
You may value honesty, but due to the strain it would put on your family to be more open about your addiction you feel you must deal with it alone.



You may value responsibility, but the stress you feel at work makes it increasingly difficult to relax without using.



You may value education and want to get a college degree but using alcohol and other drugs kept you from continuing or completing your education.



You may value being healthy and physically fit, but you always feel inadequate because of the patience required to accomplish your health-related goals.



How to complete a values sort activity?

# A Great Counselor...



What are your top 5 values do you connect to being a great counselor?



What actions would you connect to these values?



Rate your current commitment to those actions (1-10)

What do I  
want for my  
life?

What am I  
doing to have  
this life?

How do I feel  
about \_\_\_\_?

3 Questions



**CHANGE**

**SAME**

Change Plans

### **Change Plan Worksheet**

**The changes I want to make (or continue making) are:**

**The reasons why I want to make these changes are:**

**The steps I plan to take in changing are:**

**The ways other people can help me are:**

**I will know that my plan is working if:**

**Some things that could interfere with my plan are:**

**What I will do if the plan isn't working:**

# Cost-Benefit Analysis





## Pros

## Cons

Use

Relax, Disconnect, Forget, Drown out, Control feelings, Escape memories

Loss of relationships, loss of support, increased health risks, increased financial risks, increased legal issues

Not Use

Better relationships, Better health, Better management of responsibilities, No shame/guilt

Deal with my feelings, Cope with bad days in other ways, Focus on what I can control, May impact relationships, May experience negative thoughts or uncomfortable memories



# HOBBIES

Vital Absorbing Creative Interests Activities (VACI)

**EMOTIONAL**  
Coping effectively with life and  
creating satisfying relationships

**ENVIRONMENTAL**  
Good health by occupying  
pleasant, stimulating environments  
that support well-being

**FINANCIAL**  
Satisfaction with current  
and future financial  
situations

**INTELLECTUAL**  
Recognizing creative abilities  
and finding ways to expand  
knowledge and skills



**WELLNESS**

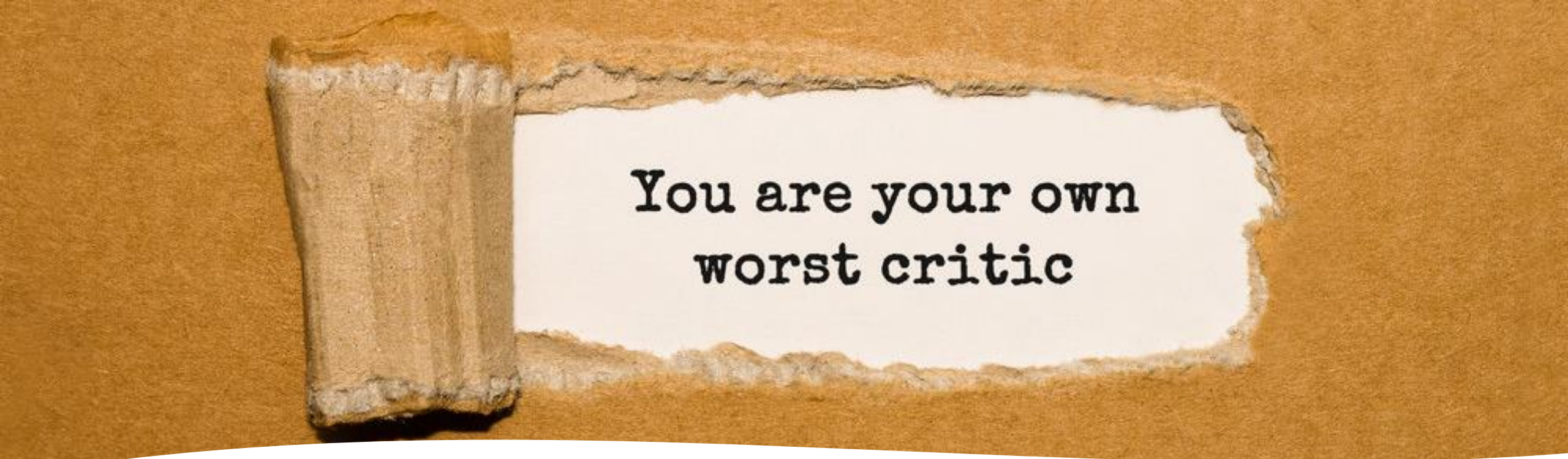
**SOCIAL**  
Developing a sense of  
connection, belonging,  
and a well-developed  
support system

**PHYSICAL**  
Recognizing the need  
for physical activity, diet,  
sleep and nutrition

**SPIRITUAL**  
Expanding our sense of  
purpose and meaning in life


**OCCUPATIONAL**  
Personal satisfaction and  
enrichment derived from one's work

Adapted from Swarbrick, M. (2006).  
A Wellness Approach. *Psychiatric  
Rehabilitation Journal*, 29(4), 311-314.



**You are your own  
worst critic**

- If people knew the real me they wouldn't like me.
- I don't think I'm likeable.
- Life is hard, and I can't handle it without using sometimes.
- Life won't be fun without using, and I won't be fun.
- Recovery is more work than it's worth.
- My cravings will be overwhelming, and I won't be able to resist. So why bother.
- If I stop using, I'll only start up again; I have never finished anything.
- I worry that I am too damaged to recover or be happy.

- 
- A close-up photograph of a person's hand holding a dark blue pen, writing in a spiral-bound notebook. The notebook is open, and the pen is positioned over the page. The background is softly blurred, showing another hand and more of the notebook. The overall scene is well-lit and focused on the act of writing.
- Identify triggers
  - Identify the ANTs
  - Appropriately connect the ANTs to the source (fear, core memory, etc)
  - Rationalize or Dispute
  - Replace negative thought with new, more effective thought
  - Recycle process above

## *Thought Records*

# Coping with Emotional Upsets

1. Beliefs about yourself, i.e., “I must do well or else I’m no good.”
2. Beliefs about others, i.e., “Others must treat me the way I want to be treated or they’re no good.”
3. Beliefs about life in general, i.e., “The world must make it easy for me to get what I want and must create circumstances that go my way otherwise the world is rotten.”

# Example

- **(A)** Anxiety about life's events.
- **(B)** I MUST not be anxious. I CAN'T STAND it. I'll NEVER get rid of it.
- **(C)** Anxiety and depression thus increasing risk for use.
- **(D)** Where is the evidence that I MUST not be anxious? Proof that I CAN'T STAND this? When have I felt this way before? (Trauma-informed)
- **(Ep)** There is no evidence that I MUST not be anxious. I'm human, so I can easily make myself anxious.
- **(EB)** I do not like feeling this way but I can work on ways to better handle them without getting extreme or buying the first thought that comes up.

# Coping with Urges

1. Urges will pass on their own if we allow them to.
2. Suppressing a thought, feeling or sensation ultimately increases it. Fighting urges (even by trying to talk oneself out of them or distracting from them) often makes them bigger.
3. When urges grow, it can feel like they are never-ending until you give in to them.
4. The mindful understanding of urges is that you can't get rid of them—you can practice ways to accept them and ride them out without giving in to them.



# ABCs of Challenging Unhelpful Thinking

How do I handle things when they are less than perfect?

When my efforts go unnoticed from others around me, what happens inside?

How much am I willing to tolerate things happening unexpectedly or outside of my control?

By thinking this way, does it put you in line with doing what matters most to you now?

Will believing this thought lead me to living and experiencing a better life?



LIKE  
NEW!

DISARM

# How to DISARM

1. Question: Do I have to give in to the urge because it is intense and hard to resist?
2. Question: Will it be awful to deny myself by not giving into the urge?
3. Question: Is it unbearable not to give into this urge?
4. Question: Am I somehow entitled to be able to give up using without strong urges to go back to using?

# Role Playing and Rehearsal



COURT HEARING



SHARK TANK



AMERICAN PICKERS



# Mindfulness & Recovery

- Mindfulness could be thought of the practice of learning to sit in discomfort without giving into the experience of discomfort.
- Mindfulness teaches that we can be fully present even in uncomfortable moments which can result in more emotional space around us.
- Mindfulness-based strategies help to reveal the patterns of the mind, particularly in sitting meditations, and allow the practitioner to experience the physical reactions to certain internal experiences passively.





Maintenance and Lifestyle Balance







# Benefits of Group Work

- Groups provide support.
- Groups provide a sounding board.
- Groups can propel you forward.
- Groups promote social skills.
- Groups costs less than individual.



QUESTIONS?



Healing is not as simple as “learning to love yourself.” It’s going back to the places we learned to stop loving ourselves & remembering why. We then hold tight the part of us carrying those memories. We are rescuing them, making them safe. This is what makes self-love so brave.