The Good Lives Model Part 2: Treatment applications

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Acknowledgements

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Workshop Overview

- Context: Why are we here?
- Integration, implementation. ‘Implegration’
- Assessment Session
- Treatment and beyond
GLM Approach

- Strengths-based, positive approach
- Collaborative, motivational approach
- Focuses on how treatment will benefit client / what client will gain from treatment
- Two goals:
  › Reducing/managing risk
  › Attaining fulfilling life, psychological well-being
- GLM integrated with RNR

Primary Human Goods and New Names
(Yates & Prescott, 2011)

<table>
<thead>
<tr>
<th>Primary Good</th>
<th>Common Life Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life</td>
<td>Life: Living and Surviving</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Knowledge: Learning and Knowing</td>
</tr>
<tr>
<td>Excellence in Work &amp; Play</td>
<td>Being Good at Work &amp; Play</td>
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<tr>
<td>Excellence in Agency</td>
<td>Personal Choice and Independence</td>
</tr>
<tr>
<td>Inner Peace</td>
<td>Peace of Mind</td>
</tr>
<tr>
<td>Friendship/Relatedness</td>
<td>Relationships and Friendships</td>
</tr>
<tr>
<td>Community</td>
<td>Community: Being Part of a Group</td>
</tr>
<tr>
<td>Spirituality</td>
<td>Spirituality: Having Meaning in Life</td>
</tr>
<tr>
<td>Happiness</td>
<td>Happiness</td>
</tr>
<tr>
<td>Creativity</td>
<td>Creativity</td>
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</tbody>
</table>

When Things Go Wrong: Good Life Plan Flaws

- GLM proposes that offending, life problems result from flaws implementing good life plan
- Four types of flaws:
  › Means
  › Lack of scope
  › Conflict among good/means
  › Lack of capacity (internal and external)
Safer Society 2009 North American Survey (McGrath, Cunningham, Burchard, Zeoli, & Effrby, 2010)

Which three theories best describe your treatment approach?

GLM responses: 41st male programs

The Good Lives Model (GLM): An Evaluation of GLM Operationalization in North American Treatment Programs

Gwendolyn M. Wilton, Tony Ward, and Jill S. Lerman

Abstract

The good lives model (GLM) has become an increasingly popular theoretical framework among practitioners, researchers, and policymakers. Theories of GLM suggest that the GLM may enhance the efficacy of programs that adhere to the risk, needs, and protective factors (RNP) principle. However, two previous studies have estimated the parameters of the GLM approach and the degree to which the GLM accurately explains the parameters of the RNP approach. Using data from the GLM survey, we estimated the degree to which the GLM accurately explains the parameters of the RNP approach.

Geographic Distribution of Programs (N = 13)
Main findings

- Greater attention to approach (vs. avoidant) goals, individual focus, holistic focus
- GLM approach embraced by clients and program staff
- But...many programs integrated GLM only at end of program (e.g., final module)

Terms

- Implementation:
  > “to put into effect according to or by means of a definite plan or procedure.”
  > In treatment, refers to implementing a model or approach with fidelity
  > Usually top-down training and consult

- Integration:
  > “to bring together or incorporate (parts) into a whole”
  > “Our program uses the GLM, is informed by the GLM, etc.”
**Terms**
- Implegration (Carl Ake Farbring)
- The process of implementation and integration
- Using internal expertise to assist in implementation.
- Including unique approaches to learning.

**Problems**

**Implementation:**
- Top-down training and consult:
  - Can alienate staff
  - Benefits can disappear with staff turnover
  - Involves unlearning old habits as well as new
  - Does not always result in actual change of behavior at the front lines (Farbring, 2011)

**Problems**

- Integration:
  - “Our program uses the GLM, is informed by the GLM, etc.” is not necessarily faithful to the model or its guiding principles.
Integrated implementation (implementation) ≠ one size fits all
- Bottom-up perspective
- Balance between guidelines and mindlines
- Exploring-and-listening attitude
- Local ownership
- Adjusting implementation to local conditions
- Positive support trumps monitoring and control

Examples
- After motivational interviewing training:
  - Two agencies sought to have trainer come back to observe and re-train in order to “keep the spirit alive”
  - Two agencies set up the “MI Tip of the Week”
  - Two agencies grew their own internal trainers
  - Numerous practitioners selected specific skills to practice that week.
  - No agencies have taken an advantage of an offer of a free post-training consult

Ultimately
Successful GLM implementation may rely as much on subtracting old practices (cycle work and avoidance based goals and tasks) as on adding new ones (e.g., approach goals)
GLM Application

Fundamentals of Assessment

- RNR-based assessment
  - Includes static/dynamic risk and specific responsibility factors (e.g., developmental disability, mental health, substance abuse, etc.)
- Identification of valued common life goals and goals implicated in offending
- Assessment of each common life goal
  - Includes weighting, past and current means used to attain goal, problems attaining goal
- Identification of GLP flaws

E.g., Willis, Yates, Gannon, & Ward (2013); Yates, Prescott, & Ward (2010)

Identifying Common Life Goals

- Structured clinical exercise (formal assessment tool available; Yates et al., 2009)
- Determine those things (i.e., activities, situations, experiences) that are important to the individual in his or her life
  - Infer common life goals
- Detect goals evident in offense-related actions and general life functioning
  - Infer common life goals implicated in offending (presence or absence) – what was client trying to gain?
Case Illustration: “Rakesh”

- 30-year-old male, East Indian decent
- Index offending = sexual penetration of a child under 16 years
- Victim = 12-year-old sister-in-law
- Prior convictions for common assault, producing false documents
- Static-99R: moderate-high

Second Assessment Session

- Identify Common Life Goals valued overall
- Identify Common Life Goals implicated in offending
- Identify Good Life Plan flaws
- Identify dynamic risk factors

- Optional: Identify Self-Regulation pathway (Avoidant passive, avoidant active, approach automatic, approach explicit)

Identifying Valued Common Life Goals

- Common life goals important to Rakesh:
Identifying Common Life Goals Implicated in Offending

- Common life goals implicated in Rakesh’s offending:
  - Relationships
  - Spirituality
  - Community
  - Personal Choice and Independence
  - Life

Case Analysis: Rakesh

- Common Life Goals Important to Rakesh:
  - Relationships
  - Spirituality
  - Community
  - Personal Choice and Independence
  - Life

- Common Life Goals Implicated in Offending:
  - Relationships
  - Peace of Mind
  - Happiness/pleasure
  - Knowledge (absent)

- Flaws in Good Life Plan:

- Dynamic Risk Factors:

Intervention Planning

- Informed by case formulation
  - Relationship between offending, dynamic risk factors, self-regulation, pursuit of common life goals

- Intervention plans provide roadmap for working toward dual aims of treatment
  - Enhanced well-being, reduced risk

- Intervention plans form basis of future-oriented good life plans
  - Dynamic, refined as treatment progresses, clients build strengths, develop skills to achieve common life goals in pro-social ways
**Intervention Planning**

- Intervention planning = collaborative
  - Therapist links client goals with treatment targets (criminogenic needs)
- Individualized plans constructed for each client
  - Revolve around goal attainment, risk reduction
  - Set out valued common life goals, how clients plan to attain them
  - Attend to internal and external conditions necessary to attain goals
  - Target dynamic risk factors to address risk

E.g., Wills et al. (2013); Yates et al. (2010)

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**Intervention Planning: Rakesh**

<table>
<thead>
<tr>
<th>Rakesh's Goals</th>
<th>Associated Treatment Goals/Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Never get in trouble with the law again</td>
<td>- Develop understanding of offense process</td>
</tr>
<tr>
<td>- Improve relationships with brother and father</td>
<td>- Enhance relationship/intimacy skills, understand impact of behavior on others</td>
</tr>
<tr>
<td>- Be physically and mentally strong</td>
<td>- Develop effective emotion regulation, problem-solving skills</td>
</tr>
<tr>
<td>- Practice my religion</td>
<td>- Assist/encourage with connection to Hindu community and activities</td>
</tr>
</tbody>
</table>

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**Program Commencement**

- Concept of common life goals
- Attaining common life goals (secondary/instrumental goods)
- Flaws/problems attaining common life goals
- Introduce notion of links between common life goals, flaws, offending, risk factors – maze analogy
- Concept of good life plan (their roadmap)

- Group rules/guidelines
  - Developed collaboratively, approach-goal oriented, linked to dual aims of treatment
Self Regulation Model – Revised (Yates & Ward, 2008)
- 10-phase model of background factors and offense progression
- Used for relevant personal history ("autobiography") and understanding offending ("offense chain") exercises
- Four pathways to offending:
  - Avoidant-Passive
  - Avoidant-Active
  - Approach-Automatic
  - Approach-Explicit

Treatment Components (Yates et al., 2010)
- Relevant personal history
  - Good life plan(s)
    - Valued common life goals, associated secondary goods
    - Problems attaining common life goals
    - Early risk factors/predispositions to offend
    - Not "autobiography"
  - Purpose:
    - Examine strengths
    - Examine/confirm GL goals
    - Examine/confirm risk factors
    - Facilitate comfort with disclosure in treatment
    - Observe feedback from other participants on above

Treatment Components (Yates et al., 2010)
- Understanding offense process
  - Understand role of common life goals, secondary goods (means), flaws
  - Determine common life goals at all stages of offense process
  - Focus = what individual was trying to gain
    - Did pre-offense behavior and offending represent opportunities to meet, keep, or re-acquire common life goals?
    - After offending, were goals achieved?
    - How does offense fit into good life plan?
Phase/Module-Based Structure

- Treatment intensity and targets based on risk and criminogenic needs
- Goals of each component framed using approach (rather than avoidant) goals
- Program components linked to fulfillment of common life goals

Risk-Based Treatment Components and Related GLM Constructs/ Common Life Goals

- Autobiography → Good Life Plan (past and present)
- Offense Progression → Knowledge, Good Life Plan (past and present)
- Cognition/Problem-Solving → Knowledge, Personal Choice & Independence, Peace of Mind, Relationships & Friendships
- Relationships/Intimacy Deficits → Relationships & Friendships, Community
- Sexual Self-Regulation → Happiness, Peace of Mind, Relationships & Friendships, ++
- General Self-Regulation → Peace of Mind, Personal Choice & Independence, ++
- Emotion Regulation → Peace of Mind, Personal Choice & Independence, ++
- Relapse Prevention Plan → Integrated, Good Lives and Risk Management Plan (present and future-oriented)

Integrated Good Lives and Risk Management Plan (Yates et al., 2010)

- Includes all goods important to individual
  - Sufficient scope
- Includes non-offending, practical ways to attain goods/goals
  - Consider environment in which client will be living
- Identifies threats/obstacles to goods attainment and strategies for managing
- Includes risk management plan
  - Strategies to manage dynamic risk factors
  - Strategies to attain a better life
### Rakesh’s Integrated Good Life and Risk Management Plan

<table>
<thead>
<tr>
<th>Obstacles I will need to manage (incl. risk factors)</th>
<th>Warning signs for risk (how I and others will know)</th>
<th>How I will use self-regulation skills and strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past tendency to withdraw from family when I feel like I can’t cope; trying to find intimacy or a relationship in the wrong places.</td>
<td>Physical and emotional withdrawal from family, friends, and cultural activities; behavior and feeling attached to underage girls.</td>
<td>Recognize in advance when I am at risk of withdrawing. E.g., at times of stress. Remind myself that showing emotion is healthy and not a sign of weakness. Identify inappropriate sexual thoughts and implement strategies to keep myself and others safe.</td>
</tr>
</tbody>
</table>

### Relationships/Friendships

<table>
<thead>
<tr>
<th>How I will meet this goal</th>
<th>How I and others will know I am meeting this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live with my brother; weekly phone calls to parents in India; make new friends through religious and cultural activities.</td>
<td>They will see me spending time with these people. They will see my open communication with family in good and bad times.</td>
</tr>
</tbody>
</table>

### Peace of Mind

<table>
<thead>
<tr>
<th>How I will meet this goal</th>
<th>How I and others will know I am meeting this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily meditation, including yoga. Using problem-solving skills in everyday life, not using alcohol or drugs.</td>
<td>They will see that I have a positive outlook on life and feel at ease within myself, appearing calm and relaxed without the need for alcohol or drugs.</td>
</tr>
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<tr>
<td>Situations of stress or frustration and use of poor coping strategies to manage stress (alcohol, drugs, sex, pornography).</td>
<td>Heavy drinking, taking drugs, pornography use.</td>
<td>Ensure open communication with family especially when stressed; seek support from family and professionals; limit time spent at bars/nightclubs; employ emotion regulation and problem-solving strategies. This can include physical activities as well as stepping back and using thinking skills.</td>
</tr>
</tbody>
</table>
### Being Good at Work

<table>
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<th>Obstacles I will need to manage (incl. risk factors)</th>
<th>How I will use self-regulation skills and strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict in my life, especially associating with bad company, and returning to old ways including heavy drinking</td>
<td>Join a cultural or religious group at university to help develop a new, pro-social group of friends. Employ amotion regulation and problem-solving skills as needed.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>How I will meet this goal</th>
<th>How I and others will know I am meeting this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete my degree and develop a business plan.</td>
<td>Attendance at university, high grades.</td>
</tr>
</tbody>
</table>

### Knowledge

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<tbody>
<tr>
<td>Conflict in my life, especially associating with negative peer influences; heavy drinking, not attending</td>
<td>Maintain regular contact with cultural/religious groups at university; continue study of Ayurvedic medicine and yoga; employ problem-solving skills to resolve conflict.</td>
</tr>
</tbody>
</table>

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<tr>
<th>How I will meet this goal</th>
<th>How I and others will know I am meeting this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in maintenance program; advanced courses in Indian history and traditional medicine.</td>
<td>Regular attendance at maintenance program, enrollment in educational courses.</td>
</tr>
</tbody>
</table>

### Spirituality

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<th>Obstacles I will need to manage (incl. risk factors)</th>
<th>How I will use self-regulation skills and strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict in my life, especially associating with bad company, and returning to old ways including heavy drinking.</td>
<td>Employ problem-solving skills to resolve conflict.</td>
</tr>
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</table>

<table>
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<tr>
<th>How I will meet this goal</th>
<th>How I and others will know I am meeting this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine prayers, going to temple.</td>
<td>Regular attendance at temple.</td>
</tr>
</tbody>
</table>
### Life

<table>
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<tr>
<th>How I will meet this goal</th>
<th>How I and others will know I am meeting this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Join a gym.</td>
<td>Going to the gym three times per week, increasing physical strength and fitness.</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Associating with bad company, heavy drinking, low motivation, financial strain.</td>
<td>Associating with negative peer influences, heavy drinking, not going to the gym.</td>
<td>Employ problem-solving skills, reassess goal and revise if necessary (e.g., jog three times per week instead of going to the gym).</td>
</tr>
</tbody>
</table>

### Community

<table>
<thead>
<tr>
<th>How I will meet this goal</th>
<th>How I and others will know I am meeting this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going to temple, meeting other people interested in Indian history through education courses.</td>
<td>Going to temple at least weekly, feeling like I belong.</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Conflict in my life; especially associating with bad company, and returning to old ways including heavy drinking.</td>
<td>Associating with negative peer influences, heavy drinking, withdrawing from community activities.</td>
<td>Employ problem-solving skills to resolve conflict.</td>
</tr>
</tbody>
</table>

### Happiness

<table>
<thead>
<tr>
<th>How I will meet this goal</th>
<th>How I and others will know I am meeting this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively take pleasure in accomplishments as they happen. E.g., education and business plan completion. Express gratitude routinely to people who help me.</td>
<td>Organizing milestone events such as graduation parties; writing letters of gratitude on an on-going basis to people who help me.</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Stressful situations that make me focus exclusively on what's wrong and not what's right.</td>
<td>Ruminating on negative thoughts/feelings; alcohol and pornography use.</td>
<td>Journal what goes well each day; tell one family member something that goes well on a weekly basis. Recognize when I am ruminating, use thinking skills.</td>
</tr>
</tbody>
</table>
### Personal Choice and Independence

<table>
<thead>
<tr>
<th>How I will meet this goal</th>
<th>How I and others will know I am meeting this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making my own way in life by setting and achieving the goals in this plan</td>
<td>Feeling a sense of accomplishment from achieving goals I have set for myself and having a balanced life</td>
</tr>
</tbody>
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</thead>
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<tr>
<td>Impulsivity, abandoning my goals and returning to my past lifestyle (alcohol, drugs, pornography)</td>
<td>All of the above, also low motivation, pessimism about my future.</td>
<td>All of the above, also review this plan regularly with family and professionals, monitor progress, update plans as needed, reward accomplishments.</td>
</tr>
</tbody>
</table>

### GLM Application: Useful Resources


### Questions/Comments

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