

LATTICES: An Integrated Treatment Approach with High-Risk Forensic Clients

Jane Ward, PhD

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WORKBOOK

LATTICES

CLINICIANS' GUIDE

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LEARNING OBJECTIVES

Participants will:

1. Learn how facilitator characteristics and style interact with high-risk clients' treatment needs.
2. Develop an understanding of how brain deficits in high-risk clients inform effective treatment approaches with these clients.
3. Gain familiarity with the LATTICES curriculum.

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WHO IS A 'HIGH-RISK' CLIENT?

- Criminal history
- ASPD characteristics
- High scores on the PCL-R

Facilitator/Style

Curriculum

Nondefensiveness

Gentleness

Serenity

Groundedness

Healthy power

Authenticity

Empathy

Warmth

Sense of humor

Differently Brained

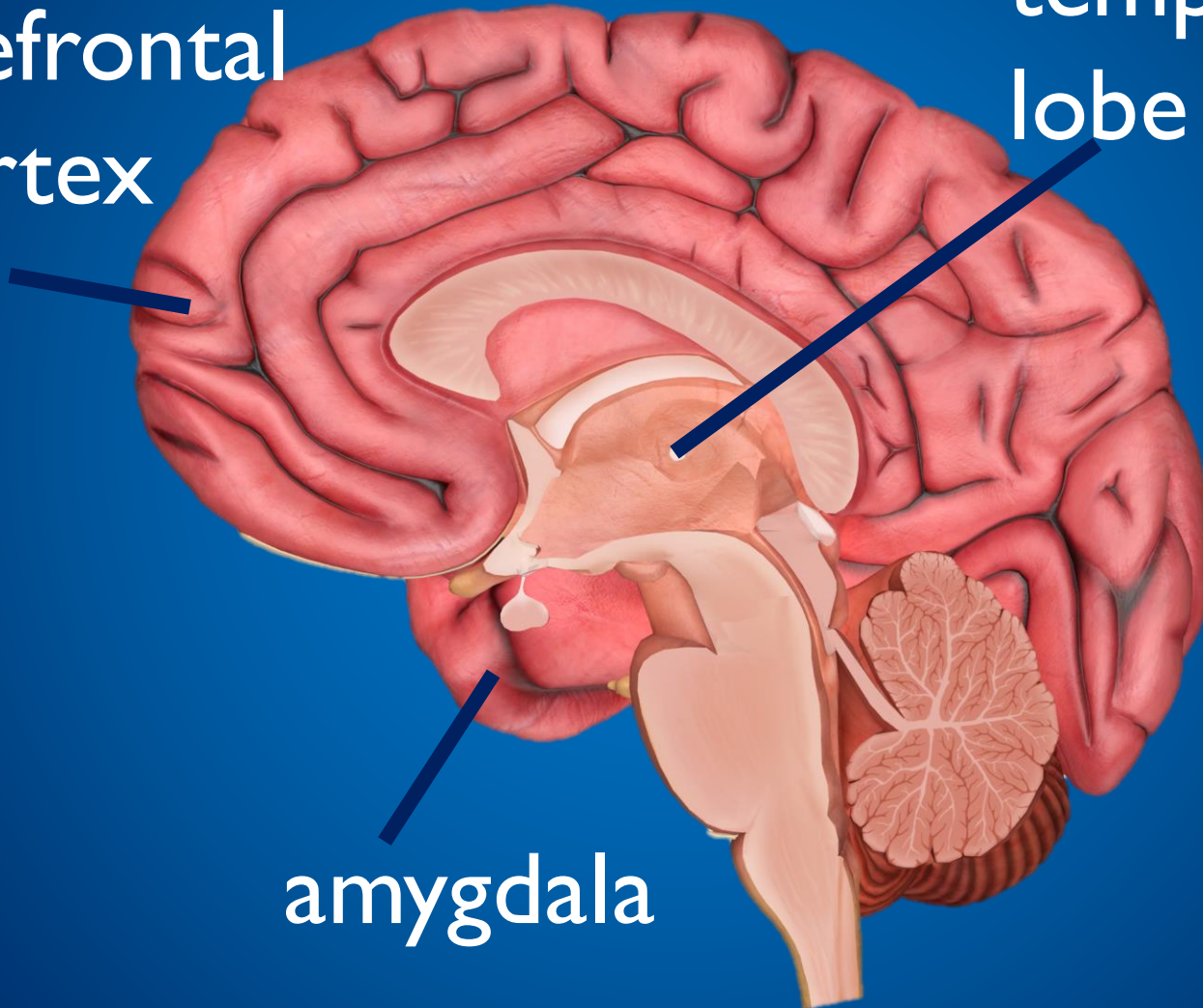


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prefrontal
cortex

temporal
lobe

amygdala



Differently Brained



implications
for curriculum
(WHAT)

implications for
responsivity
(HOW)

DIFFERENTLY BRAINED – IN WHAT WAY?

Language deficits

Emotional deficits

Characterological traits

Behavioral deficits

Interpersonal deficits

EMOTIONAL DEFICITS

- Difficulty reading social cues
- Emotional regulation problems
- Inappropriate fear response
- Difficulty decoding others' emotions

CURRICULUM – WHAT?

- Anger management
- Assertive communication
- Non-aggressive body language
- Interpreting social cues

RESPONSIVITY – HOW?

- Calm in the storm
- Aware of our body language
- Model respectful communication
- Express genuine interest

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L – long-term lifestyle

A – act accountably

T – think about thinking

T – take time

I – integrity inside

C – consider the consequences

E – effort for excellence

S – see the situation

Your Thinking

Prosocial Life Skills

Social Signals

Decision-Making Skills

Goal Setting

You and Others

Self-Management

Healthy Partners

Module: Borrow a Brain, Part I: The Why and Who. Who we listen to makes a difference.

Treatment target:

High-risk clients' narcissism makes them think they have all the answers, and their criminal pride interferes with their getting help or asking for advice. This module reframes asking for help as a strength.

Note to facilitator:

High-risk clients tend to seek out confirmation of what they are already thinking, so emphasize diverse different perspectives, and the value of disagreement. Stress that asking for help is not a sign of weakness but rather is a sign of strength. Emphasize the importance of knowing who will be honest with you and whom you can hear honesty from. Refer to asking for help as "borrowing a brain."

Group activity:

Teach: Explain that "borrow a brain" means asking others for opinions, perspectives, ideas, or help.

Brainstorm: Write on the board: Borrow a brain: Why do it? (Examples: Get to know others' ideas; open doors; see the situation more clearly; slow yourself down; you may have tunnel vision; someone outside the situation can see it more clearly.)


Teach: Discuss real world examples of people being successful because they checked their thinking with others before taking action. (Examples: 1. Politicians have consultants. 2. Musicians have producers. 3. Co-facilitators talk about the group. 4. Players ask coaches about technique. 5. Recovering addicts call sponsors.)

Teach: Explain that who you borrow a brain from makes a difference.

Brainstorm: Write on the board two columns: Specific Person and Characteristics. The Specific Person category may include a sponsor, someone who has been in your situation, family, friends, a pastor, a therapist, or a teacher. The Characteristics category may include sober, prosocial, responsible, has your interest, honest, and direct. Emphasize that it is important that clients find people who are willing to coach them and who they are willing to listen to.

Homework:

List three reasons you should talk to someone before taking action. List three prosocial people in your life with whom you could check your thinking.



Module: Borrow a Brain, Part I: The Why and How of Making a Difference.

Treatment target:

High-risk clients' narcissism makes them think they have a right to demand help with their getting help or asking for advice. This module ref

Note to facilitator:

High-risk clients tend to seek out confirmation of what they think is right, and different perspectives, and the value of disagreement. Strength is not a sign of weakness but rather is a sign of strength. Emphasize the importance

Group activity:

Teach: Explain that "borrow a brain" means asking others for opinions, perspectives,

Brainstorm: Write on the board: Borrow a brain: Why do it? (Examples: Get outside the room; see the situation more clearly; slow yourself down; you may have to change the situation to see it more clearly.)

Teach: Discuss real world examples of people being successful because they asked for help from others before taking action. (Examples: 1. Politicians have consultants. 2. Coaches ask for advice from Co-facilitators talk about the group. 4. Players ask coaches about technique from sponsors.)

Teach: Explain that who you borrow a brain from makes a difference.

Brainstorm: Write on the board two columns: Specific Person and Characteristics. The Specific Person category may include a sponsor, someone who has been in your situation, a therapist, or a teacher. The Characteristics category may include sober, professional, interested, honest, and direct. Emphasize that it is important that clients find people who are helpful to them and who they are willing to listen to.

others before taking action. (Example: Co-facilitators talk about the group. 4. Players ask coaches about sponsors.)

Teach: Explain that who you borrow a brain from makes a difference.

Brainstorm: Write on the board two columns: Specific Person and Characteristics. The Specific Person category may include a sponsor, someone who has been in your life, a therapist, or a teacher. The Characteristics category may include curious, interested, honest, and direct. Emphasize that it is important that you talk to people who are willing to listen to them and who they are willing to listen to.

Homework:

List three reasons you should talk to someone before taking action. Also, list with whom you could check your thinking.



Think About Thinking

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