

CABCAA

Changing Tracks Psychology

“CHANGING TRACKS”

*Young Minds CBT as
intervention & prevention*

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Today's Program

- Introduction, background of program, research
- The Tracks Model
- **Morning tea**
- Demonstration of program - steps 1 to 7
- **Lunch**
- Demonstration of program— steps 7 to 14
- **Afternoon tea**
- How can we implement the program in classrooms?
- Ideas and discussion
- Going forward

BACKGROUND

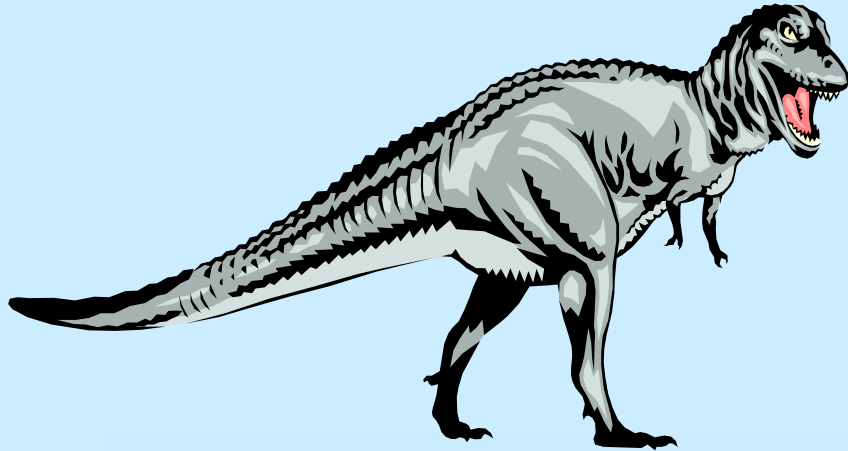
- School teacher
- School psychologist
- Necessity for program 1980s
 - Teachers' request for something to help children were underachieving and/or had behaviour problems.
 - First program ran in 1983 – results encouraging – continued experimenting – wrote program in 1987-
 - Research on efficacy of program 1987-88

What is the difference between Changing Tracks and other CBT base interventions for Children?

From my research I have concluded that most other interventions are from “Outside In” Changing Tracks is from “Inside Out”

**Changing tracks within the
context of current
psychological knowledge**

THE BRAIN & SURVIVAL

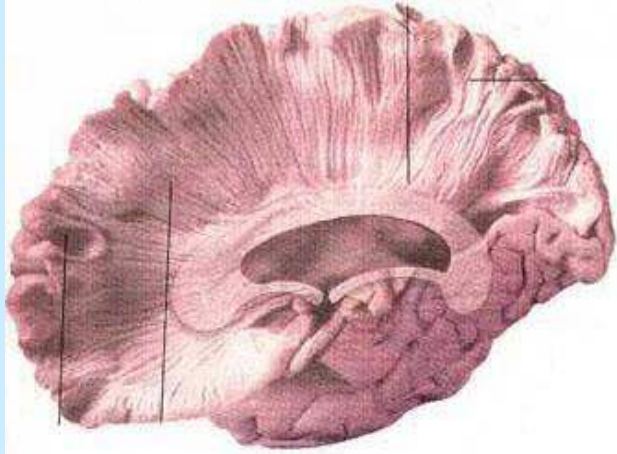


- **All living organisms are biologically programmed to survive**
- **This program is automatic and beyond conscious awareness**

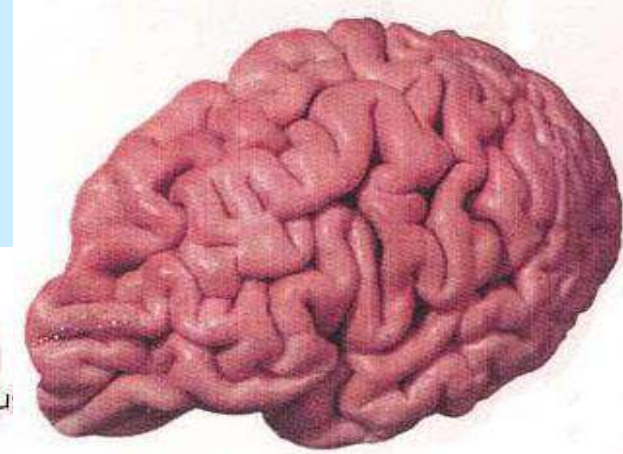


HUMAN BRAIN REFLECTS EVOLUTION

Stage three of evolution - cortex

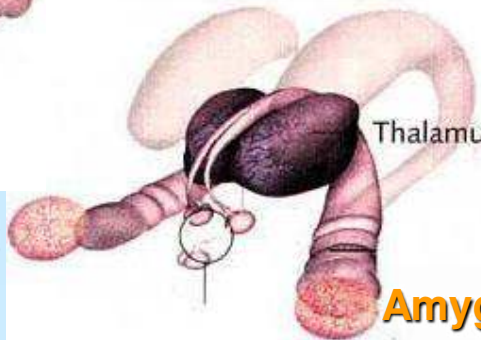


Stage three of evolution - cortex



Stage two of evolution

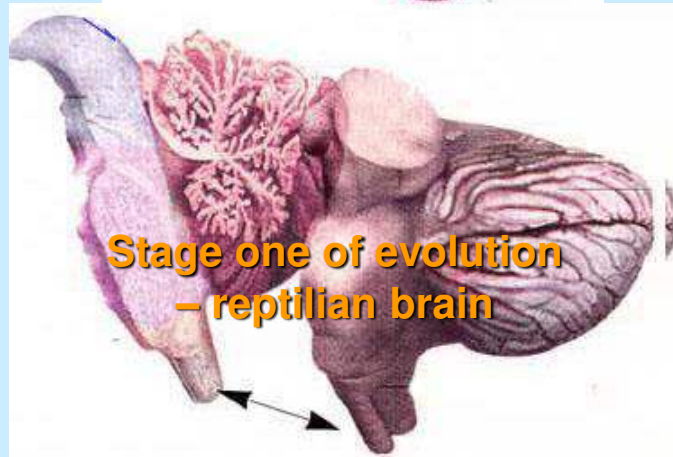
Limbic brain



Amygdala

Amygdala

Stage one of evolution
- reptilian brain



Responsible for the instinct to survive - fight, flee, reproduce and the mechanism for aggression
Carries information from the body to the brain
Regulates the brain's general level of alertness and arousal

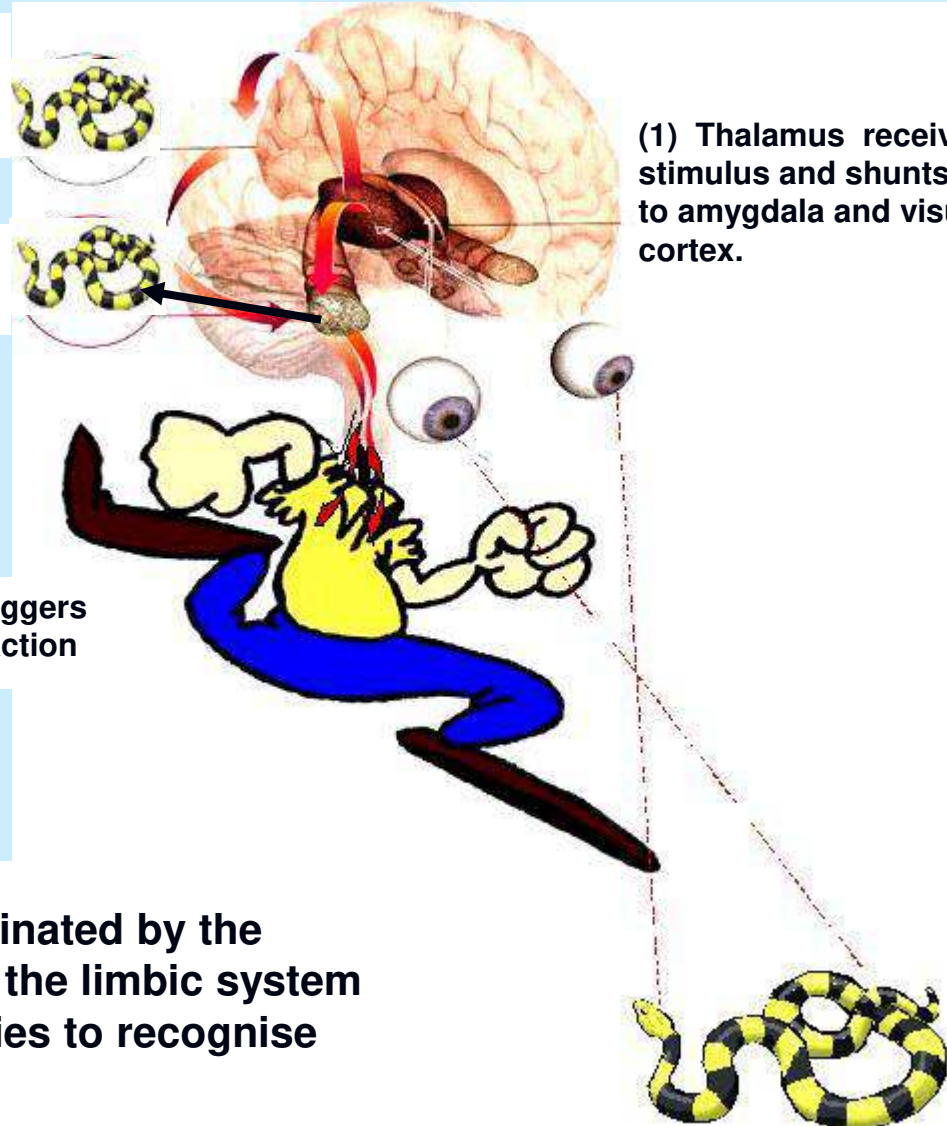
THE SURVIVAL RESPONSE

(4) A clear image of a snake is sent to the conscious brain for considered response

(2) Amygdala registers danger

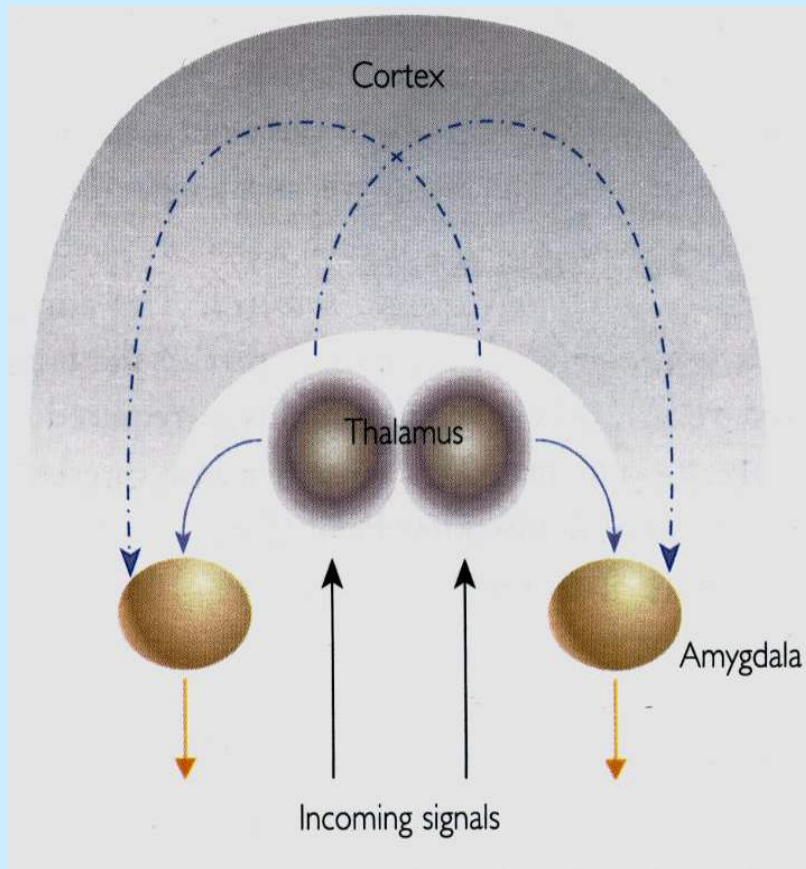
(3) Amygdala triggers fast physical reaction

(1) Thalamus receives stimulus and shunts it to amygdala and visual cortex.



The initial reaction is dominated by the reptilian brain, mobilising the limbic system while the thinking brain tries to recognise what it is.

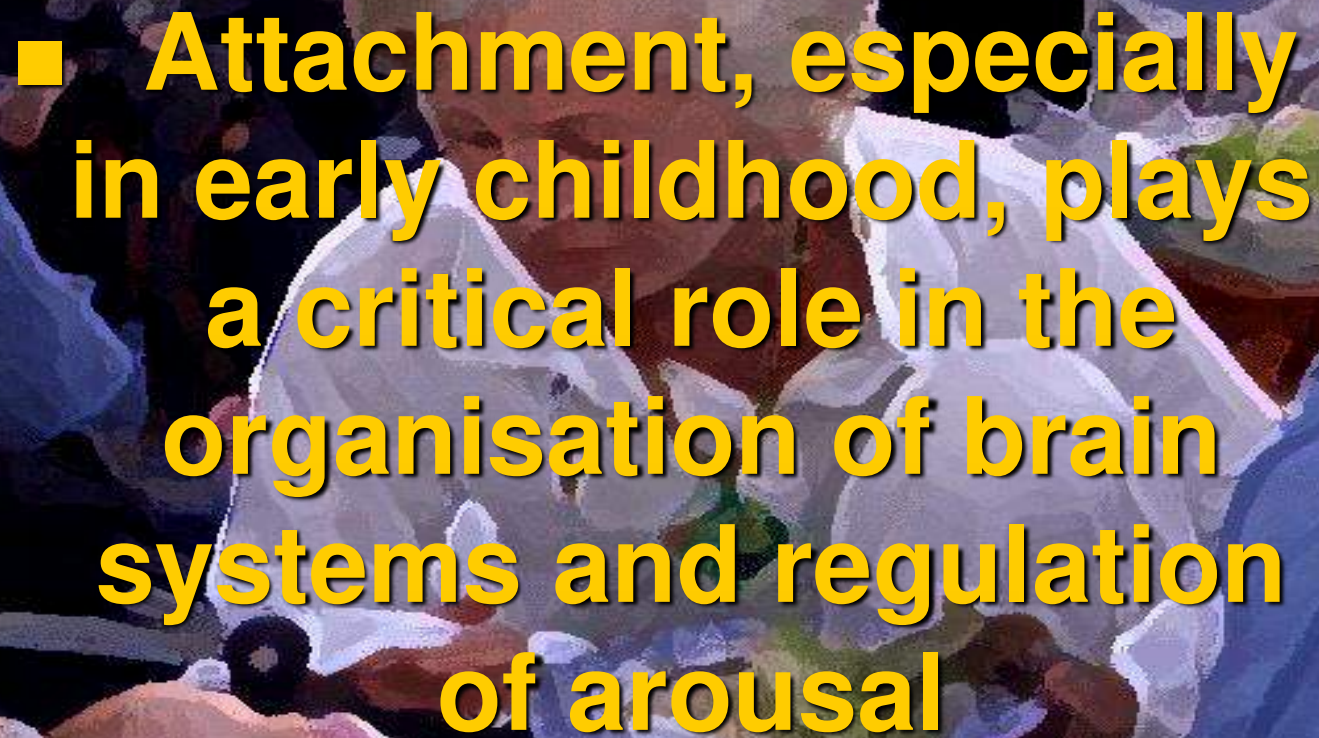
WE FEEL BEFORE WE THINK



- Emotional information is sent to the conscious brain and the amygdala via two routes
- The path to the amygdala is shorter, so emotional reactions are faster than conscious ones

ROLE OF EMOTIONS

- Emotions are what connect us to others
- In early development
 - Emotional connection with our caregiver/s is what makes us feel safe - ***attachment***
 - Positive or negative emotions fuel the brain to organize and develop, which establishes how our brain functions and how well we learn to regulate our emotions.
- Emotional dysregulation is common in most, if not all, mental health problems.

- 
- **Attachment, especially in early childhood, plays a critical role in the organisation of brain systems and regulation of arousal**

ATTACHMENT PATTERNS

Attachment patterns/styles develop in the care-giver relationship to meet the child's powerful and basic need for comfort and security

- There are two basic styles of attachment –
 - Secure (55-65% of children) ???
 - Insecure (35-45% of children) ???

ATTACHMENT PATTERNS

- **Secure attachment (55%-65%)**
 - **Secure children explore freely in the presence of their caregiver checking on him or her periodically. When caregiver is not present, they are less active but respond positively when caregiver returns. They seek contact with caregiver when distressed and will settle once contact has been made.**

ATTACHMENT PATTERNS

Insecure attachment is classified into 3 categories:

- **Avoidant** - about 20-25% of children
 - These children do not care whether a parent is present or absent. They have learnt not to show their distress but get more distressed than others.
- Parents have not provided adequate comfort when the child is emotionally upset, ill or hurt – child learns not to depend on others for support, they believe they have to be self-reliant

ATTACHMENT PATTERNS

- **Anxious/ambivalent (10-15%)**
 - These children display a mixed reaction to their caregiver when left and they return (approach-avoidance). They become extremely distressed when caregiver leaves and remain agitated, yet when caregiver returns they seek and resist contact. They become angry if caregiver tries to soothe them
- These children's parents tend to be inconsistent in responding when the child is distressed

ATTACHMENT PATTERNS

- **Disorganised/disorientated (15-20%)**
 - These children do not know what to do to obtain help from their caregiver when distressed. They seem to experience fear and confusion with respect to the caregiver. The child does not know what to expect from the caregiver and is unsure how to get love and affection. Chaotic way of relating.
- Children in this category have experienced some form of abuse or have a caregiver that has been traumatised by severe loss.

ATTACHMENT PROBLEMS

- Attachment disorders often result in **emotional dysregulation** which can be expressed in children and adolescents by presenting with:-
 - Depression
 - Anxiety disorders - PTSD
 - ADHD
 - Somatisation
 - Low self-esteem
 - Drug abuse
 - Oppositional Defiant Disorder
 - Underachievement

Attachment & Consequences

<https://youtu.be/WjOowWxOXCg?feature=shared>

INSECURE ATTACHMENT AND MENTAL HEALTH

Research tell us that there is a correlation of about $\cdot 8$ between insecure attachment and mental health problems.

Insecure attachment is significantly correlated with the development of ADHD

Insecure attachment and subsequent parenting style may lead to a distorted view of self and others effecting relationships and achievement /learning

**HOW DOES LEARNING
TAKE PLACE ?**

LEARNING MEANS:

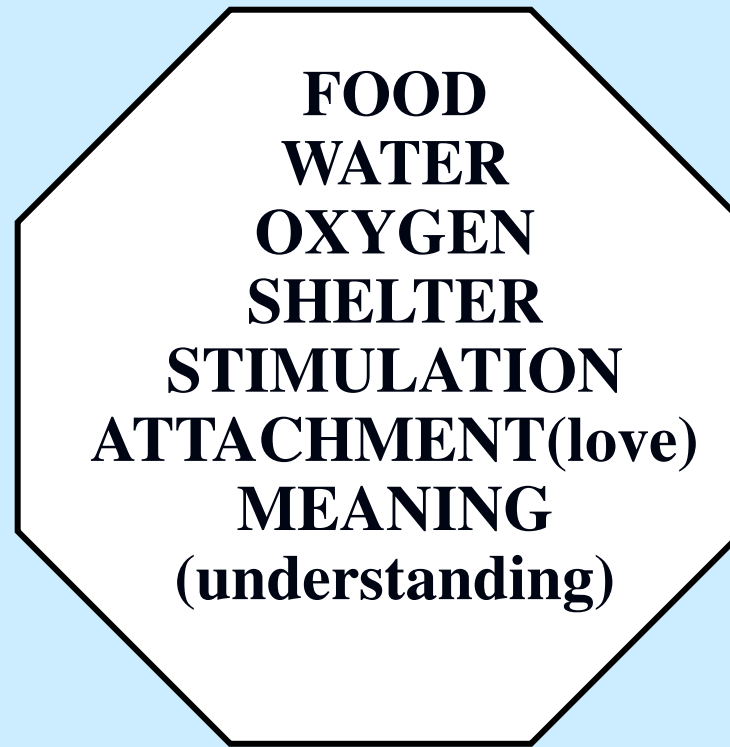
- the brain changes in response to experience in a ‘user-dependent’ fashion;
- the brain internalises and stores information from any experience in a ‘state-dependent’ fashion, and
- the brain retrieves stored information in a state-dependent fashion.

PROGRAMMING OUR BRAIN

- as we negotiate with our environment to get our needs met, in order to survive in the least painful way, we begin to develop certain neural pathways or tracks
- Temperament plays an important role in the way the organism adapts
- We refer to this as learning

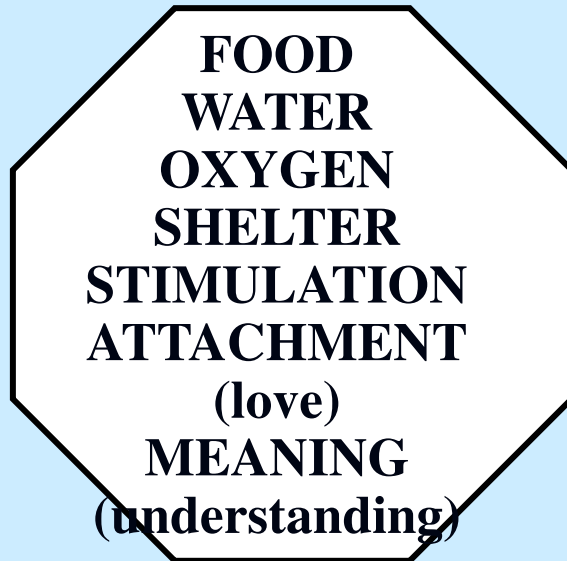
DEVELOPING TRACKS

NEEDS/WANTS

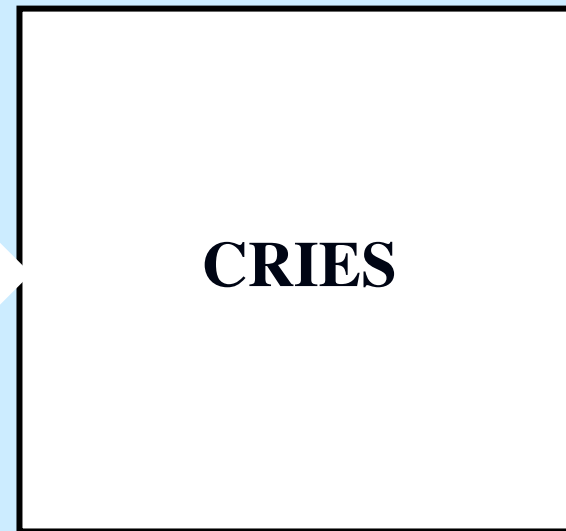


DEVELOPING TRACKS

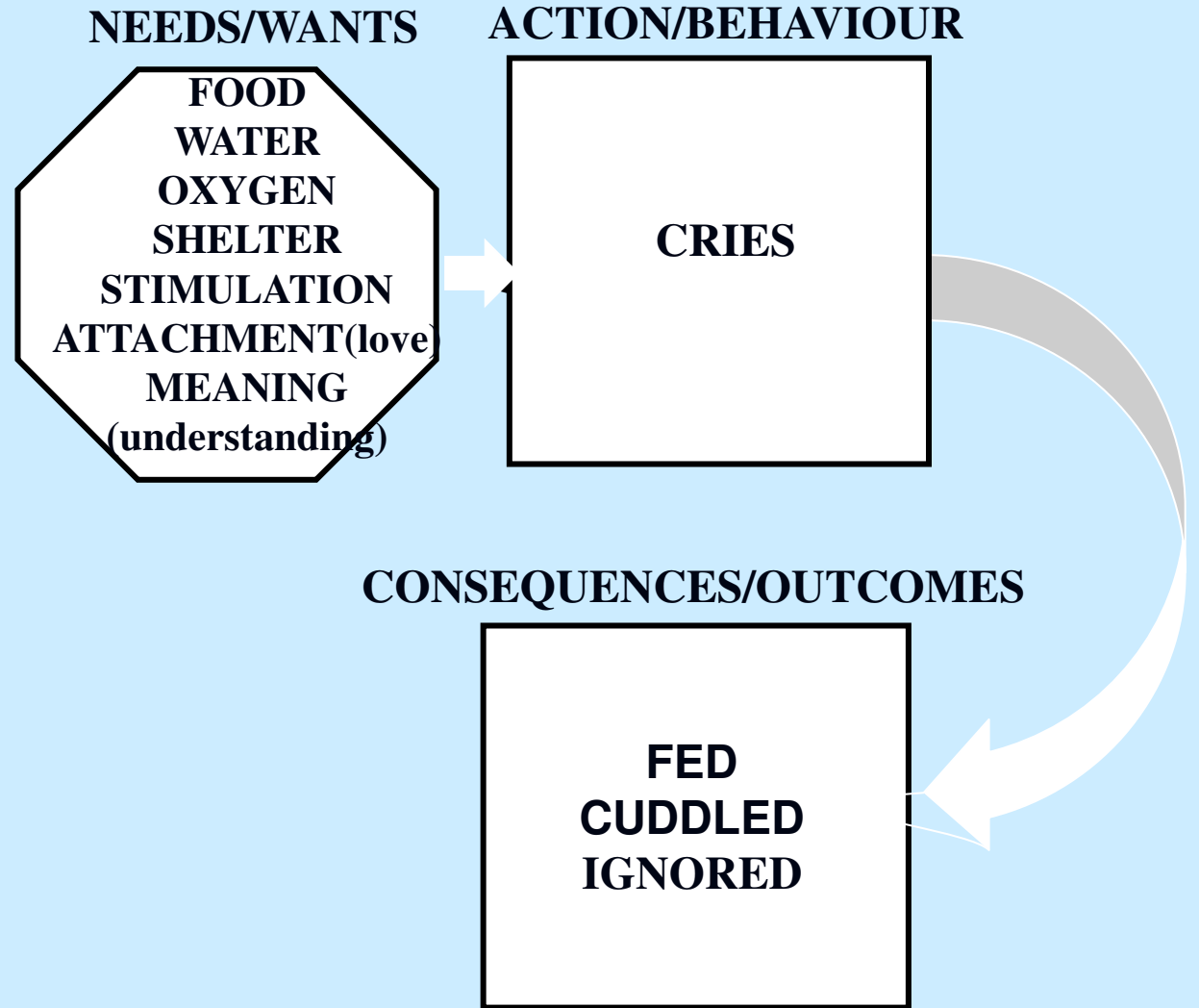
NEEDS/WANTS



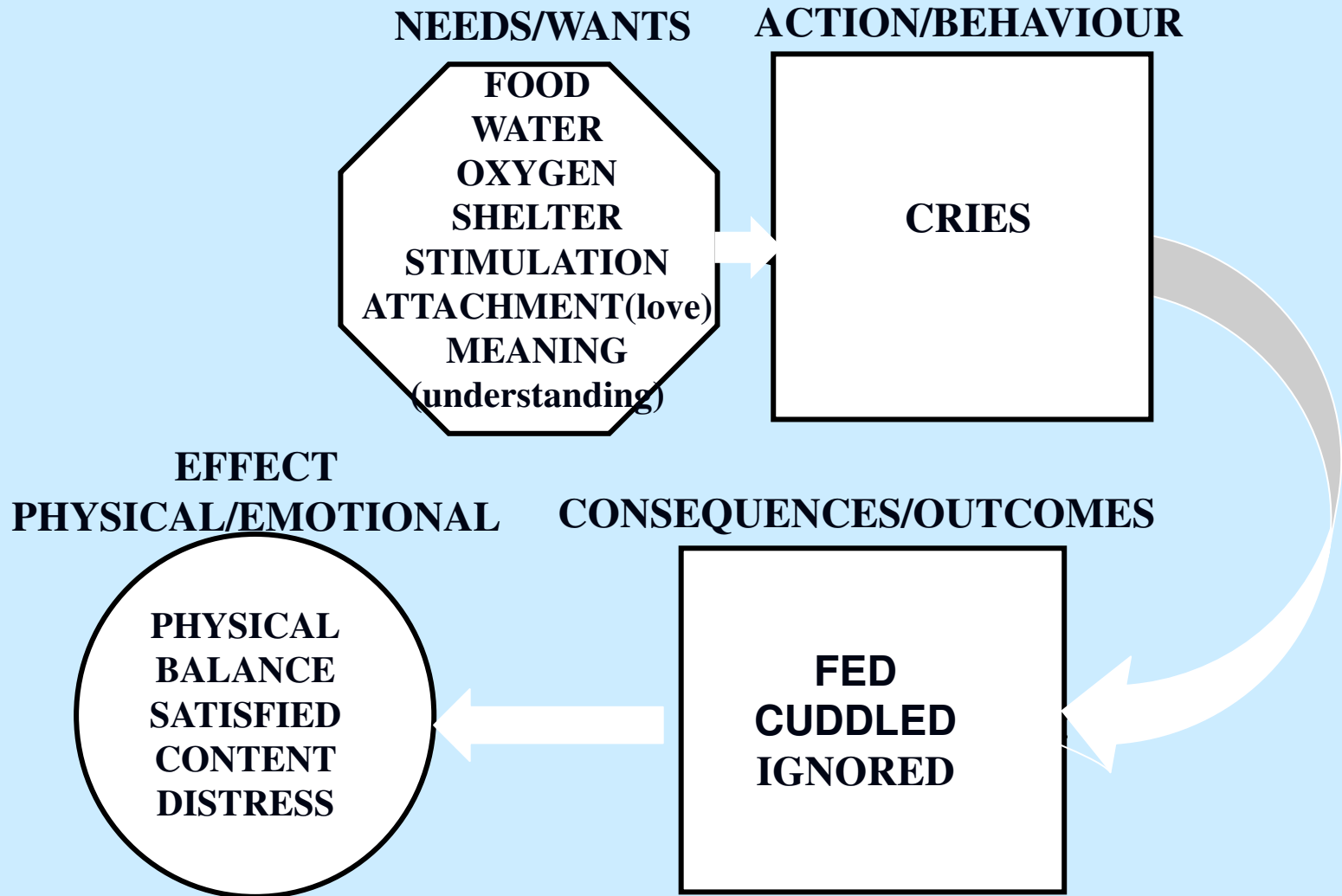
ACTION/BEHAVIOUR



DEVELOPING TRACKS



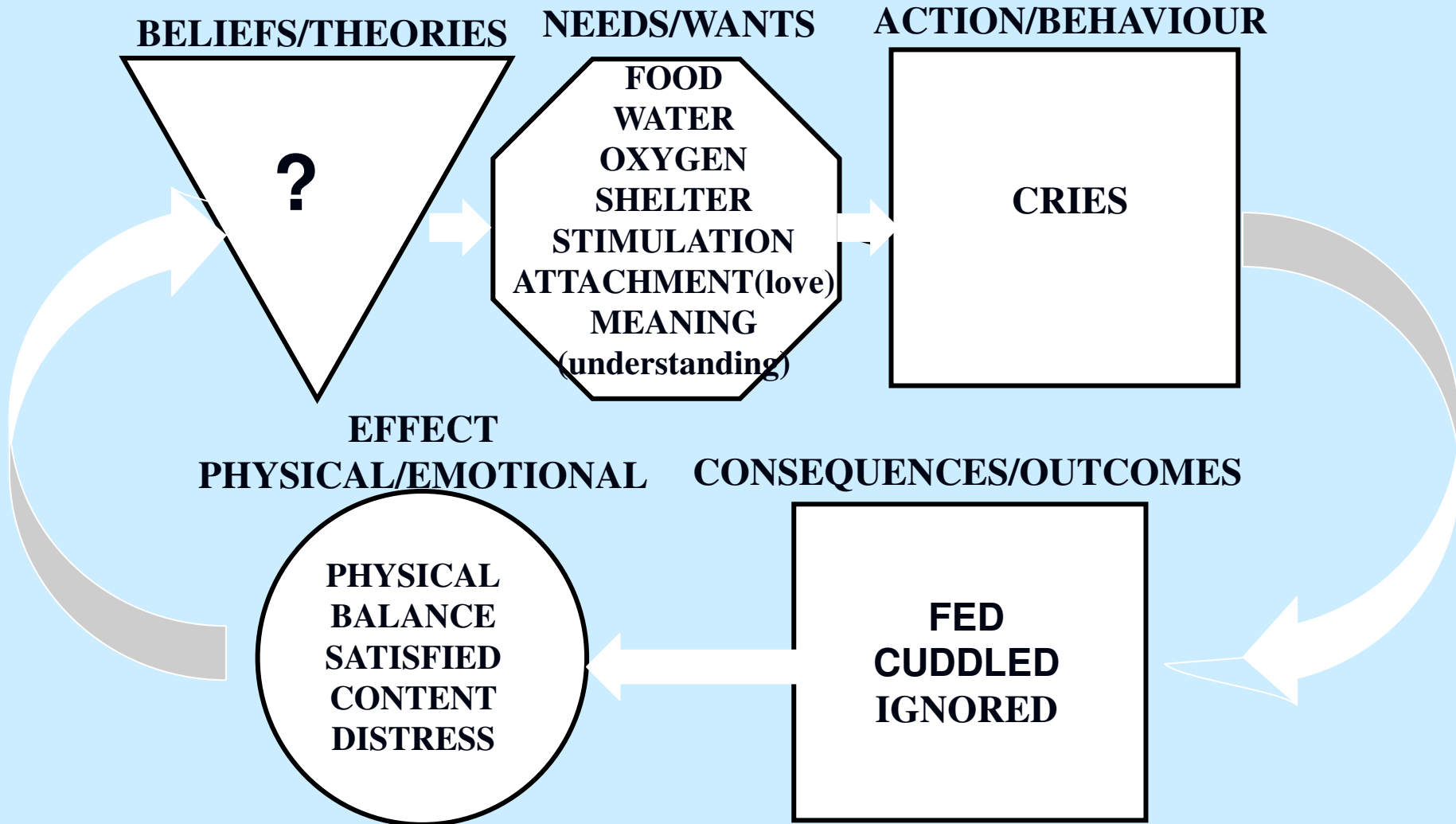
DEVELOPING TRACKS



THE CORTEX IS THE LAST PART OF THE BRAIN TO DEVELOP

As our thinking and language develop we begin to formulate theories to explain our experiences and predict the future so that we stay safe

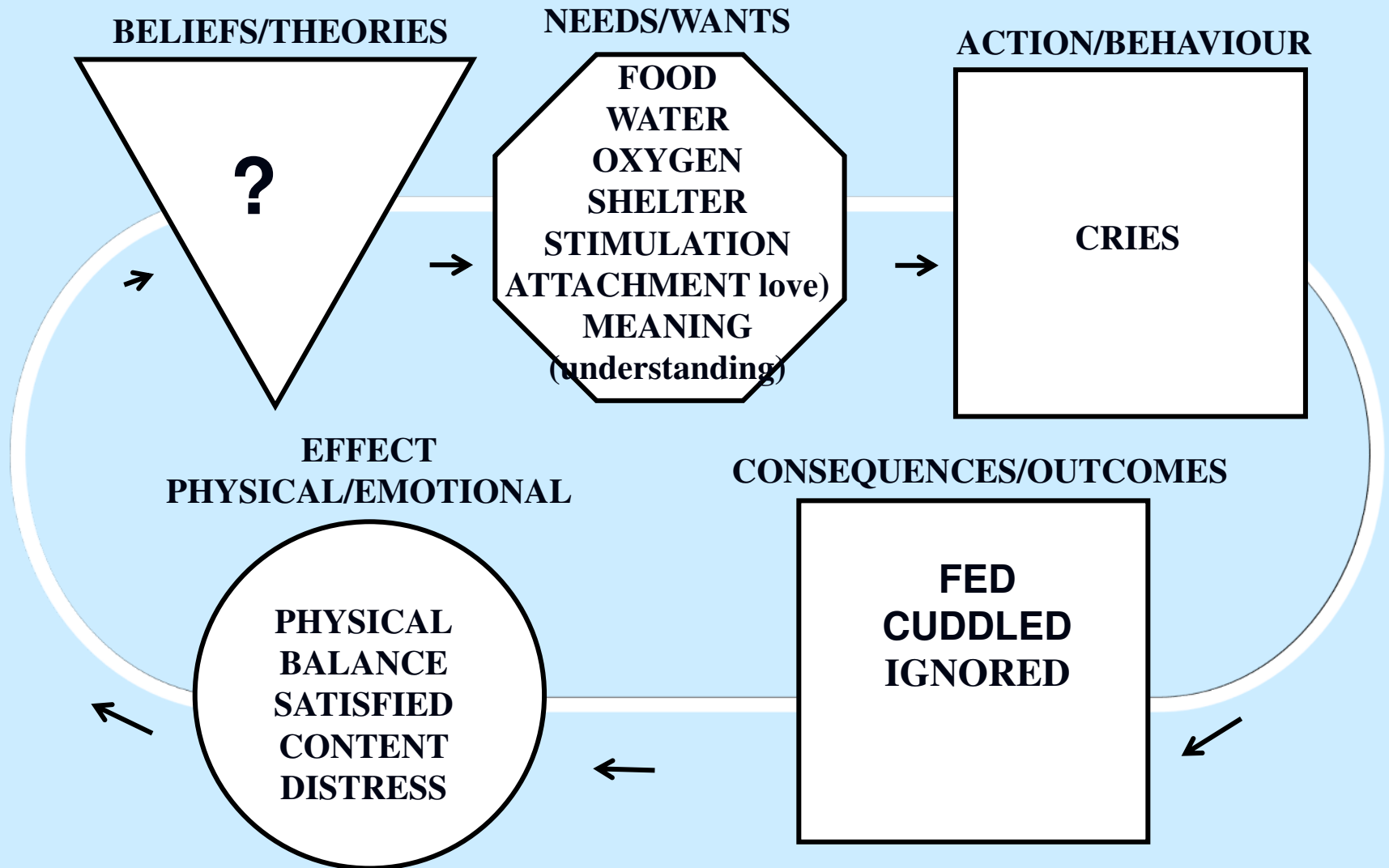
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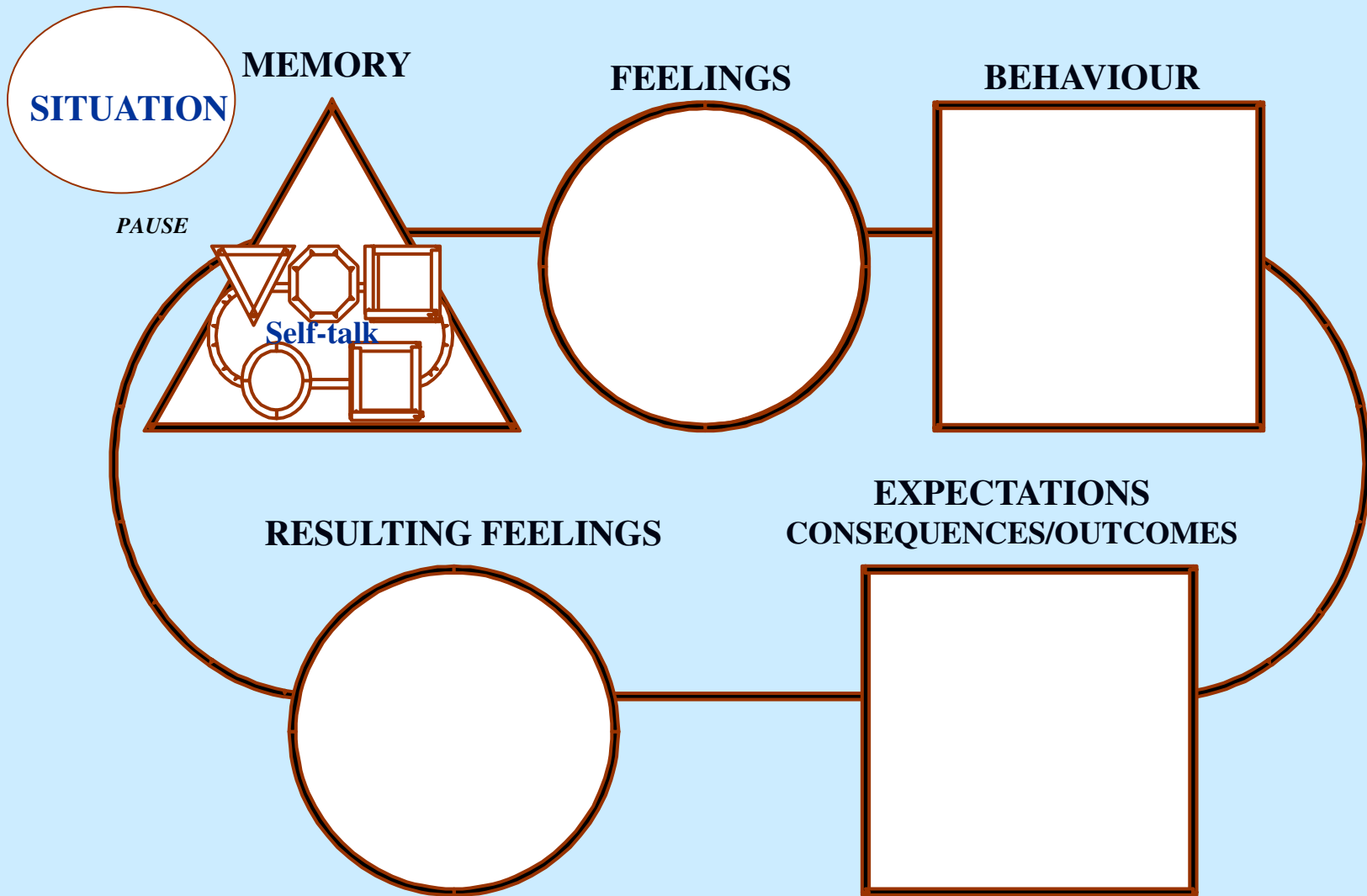


TEST

THE HERE AND NOW

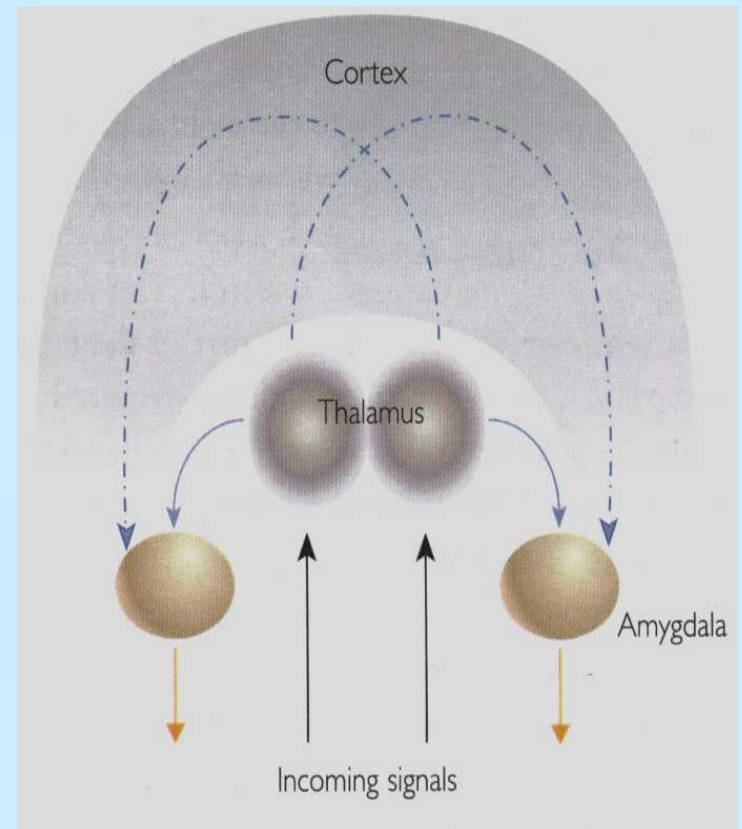
- **The present is an activating event**
- **It acts as a trigger**
- **Internal programs or Tracks from past experiences are activated**
- **We project these Track/s in the present and base our response on our projection**

PRESENT TRACK



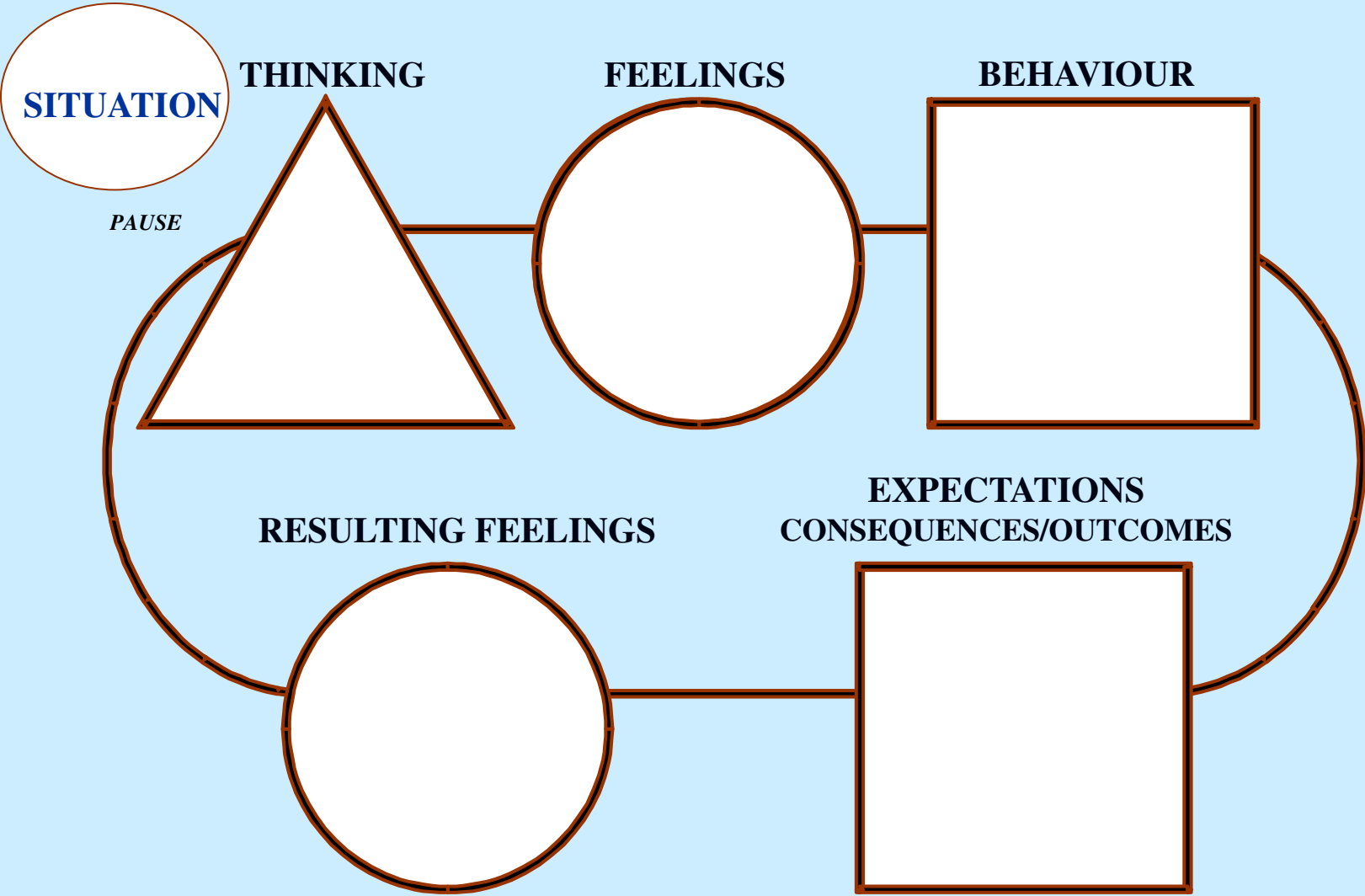
CHANGING TRACKS

- Listen to the reaction of the reptilian brain - feelings
- Listen to the thoughts that accompany those feelings
- Do some reality testing
- Are you really in danger or is your **FEAR** - **F**alse **E**vidence **A**ppearing **R**eal?



**What is your “present track”
about your confidence to
apply what you have learned
today in your practice
tomorrow?**

PRESENT TRACK



helping children model

- By using this model we can empower children to change:-
 1. By helping them understand that they have the power to change – developing an internal locus of control
 2. By teaching them the skill of self-reflection
 3. By teaching them how thoughts effect feelings, how feeling effect, behaviour and how this creates consequences – creating a cycle – The Track
 4. By using our Wise Part to observe and change

**CBT FOR CHILDREN HAD TO
BE SIMPLIFIED SO THAT A 9
YEAR OLD COULD
UNDERSTAND - THE RESULT
WAS “CHANGING TRACKS”**

HELPING CHILDREN CHANGE TRACKS

individual and group
therapy with children
using the CABCAA Model

C-Cognition

A-Affect

B-Behaviour

C-Consequences

AA- Adaptive Affect



To Begin

- Explain program to the whole school staff when implementing in a school
- Invite parents to the school as a group and present program as a life skill to help children deal with life's situations.
- Explain the “TRACKS” – how we learn etc., and the influence of parenting.
- Enlist their help in enhancing their children's learning

**Engaging children
in individual therapy and
group therapy**

PROCESS WITH CHILD

With the 9+ better understood at 10 years

- There are various steps in doing therapy with a child and each step depends on :
 - How engaged the child is
 - How motivated he/she is
 - How well he/she does homework
 - How helpful the parents are in supporting their child with homework
 - How emotionally intelligent the child is
 - The steps may take any number of sessions

PROCESS WITH CHILD

First Step

- Introduction
- Talk about why they are there
“learning about the most important person in their life” (look in a shoe box with a mirror)
- Building rapport – create a safe place for healthy attachment
- Setting rules

Why am I doing this program?

Look in this box - tell no one what you see

You are doing the program to learn about the most important person in your life



PROCESS WITH CHILD

Step 2

- Still building rapport
- Sell the relaxation idea – every child is given relaxation to do at home or asked to download from my website www.cabcaa.com.au.
- Encourage parents to do it with their children.
- Introduce language of “irkles” and “huggles”
 - Irkle is anything that is unhelpful – negative
 - Huggle anything that is helpful - positive

PROCESS WITH CHILD

Step 2 & 3

Brainstorm

Unhelpful Behaviours (at home, at school, with friends etc)

Whole class or small groups – write down ideas of a big sheet of paper (copies are made for every child to put in their files)

Helpful Behaviours - as above

All Behaviour as Consequences – what are consequences? What consequences do we want?

PROCESS WITH CHILD

Step 4

- **Explore irkle and huggle feelings**
 - feelings – name them, draw them – identify them in a sensory way e.g.,
 - How do you experience sadness, where do you feel it, can we give it a colour, a shape ...
 - Go through as many feelings as possible
 - Let children give you the info

PROCESS WITH CHILD

Step 5

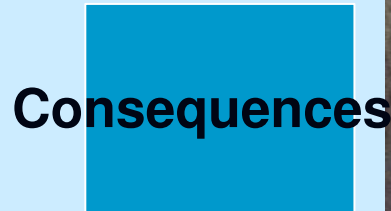
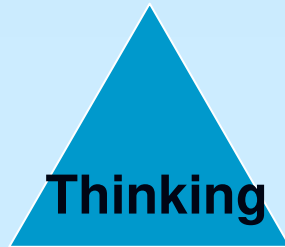
Becoming aware of self talk

- Brainstorm –
 - helpful and unhelpful thoughts
- Where do thoughts come from
- Role play –
 - developing beliefs
- Listening to thoughts

PROCESS WITH CHILD

Step 6

- Explain how the brain is the boss and it controls everything – demonstration
- Explain the connection between feelings, thoughts and actions.



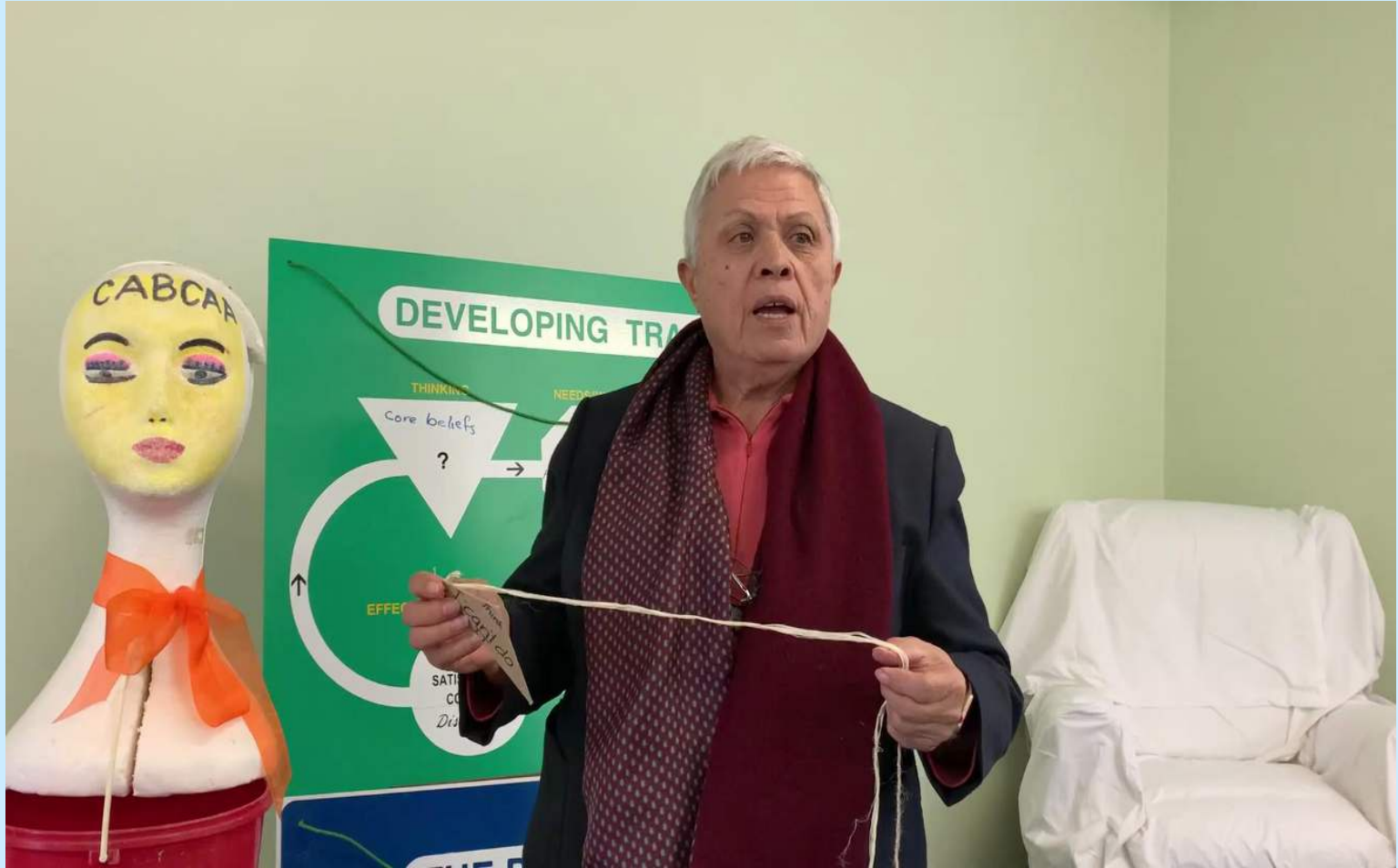
Demonstrations

Explaining Changing Tracks to children

<https://www.dropbox.com/s/supup90lqtkqbaq/Exp%20CABCAA.mp4?dl=0>

Changing Tracks with Ben (6 sessions)

<https://www.dropbox.com/scl/fo/f816ny9248topknjlqto3/AOSLoKz88SwUTYoFwBSIkGk?rlkey=hhudolxpa8xkcwxnambrbqz71&dl=0>



PROCESS WITH CHILD

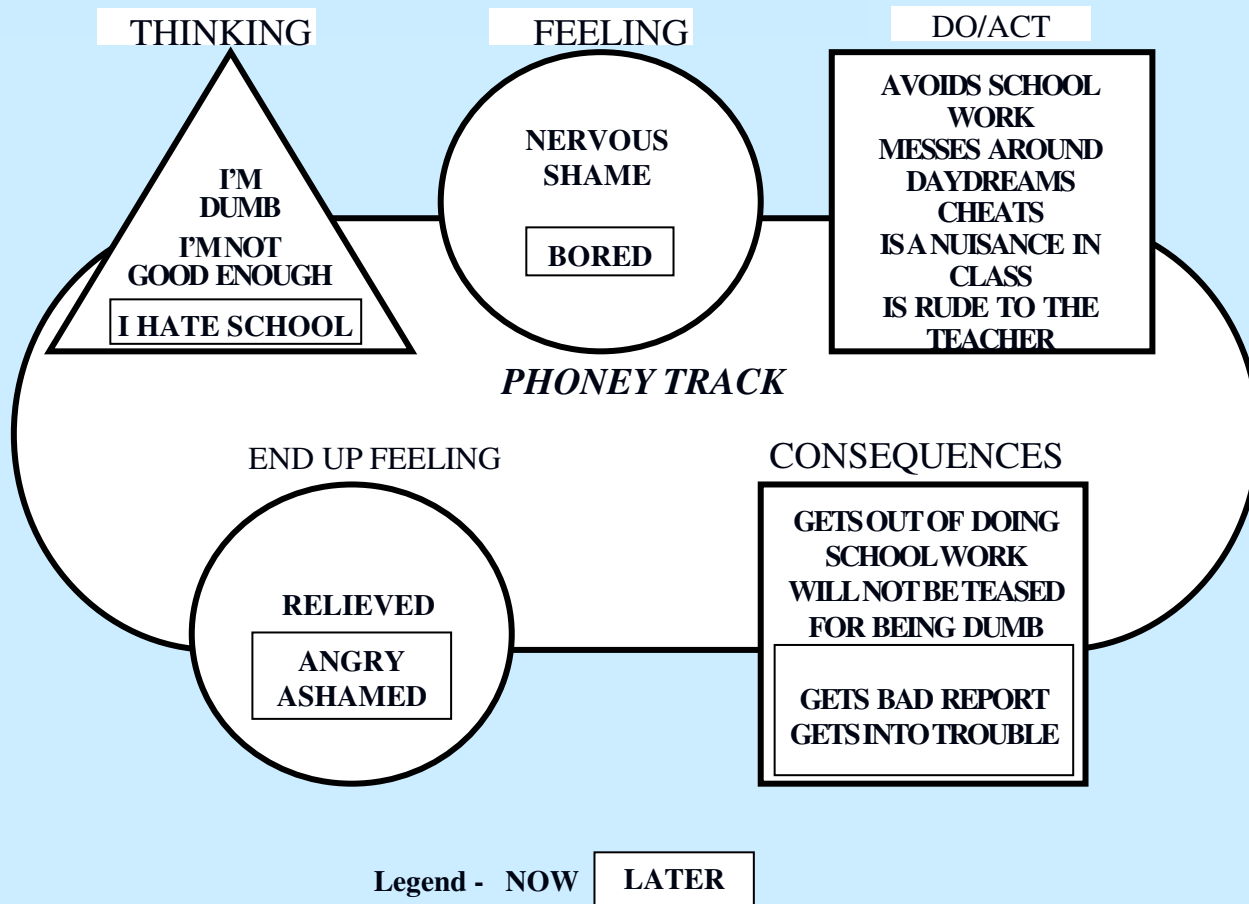
Step 7

- We construct their current helpful track from information gathered in brainstorming sessions
 - Huggle – helpful thoughts
 - Positive feelings
 - Helpful behaviours
 - What were the consequences
 - How did you end up feeling
 - What thought did your brain put to the feeling

PROCESS WITH CHILD

Step 8

Introduce the Phoney Track



PROCESS WITH CHILD

Step 9

- Transfer track from concrete to 2 dimensional –
- Draw irkle or unhelpful track
- Draw helpful track
- Draw a phoney track
- Crossing the river of change story

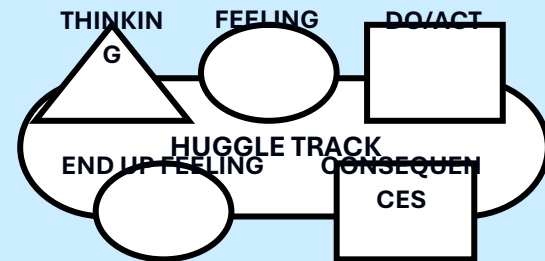
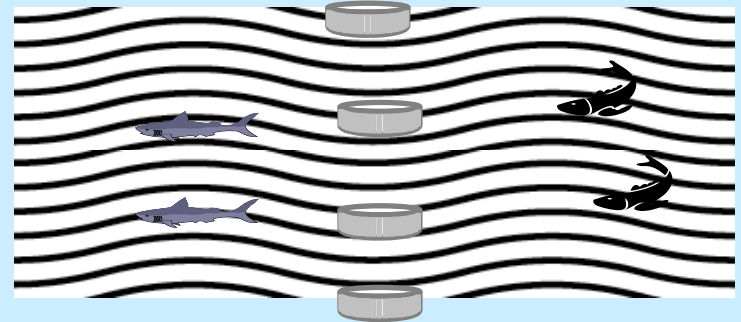
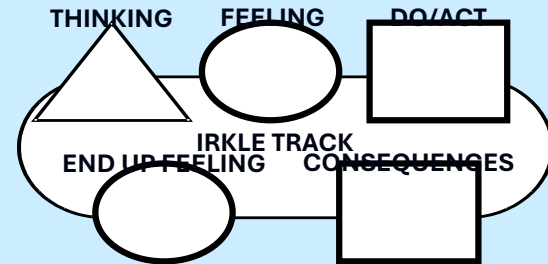
■ Unit 9 cont.

PROCESS WITH CHILD

Crossing the river –
behaviour change

Child chooses
one behaviour
they want to
change and we
make a change
plan

CROSSING THE RIVER - BEHAVIOUR CHANGE



PROCESS WITH CHILD

Step 10

Introduce the “Wise Part”

We all have a wise part that can observe (see, notice, watch, note, spot) everything about us –

Our thoughts

Our feeling

Our behaviour

It is also our wise self that can help us to stay on helpful tracks so that we can be successful, kind and helpful to ourselves and others.

How To Use Your **WISE PART**

- Imagine that you have a PAUSE button in the palm of your hand.
- When you press this button hard it stops you saying and doing anything.
- This gives you time to calm and **THINK WISELY**



PROCESS WITH CHILD

Step 10 cont.

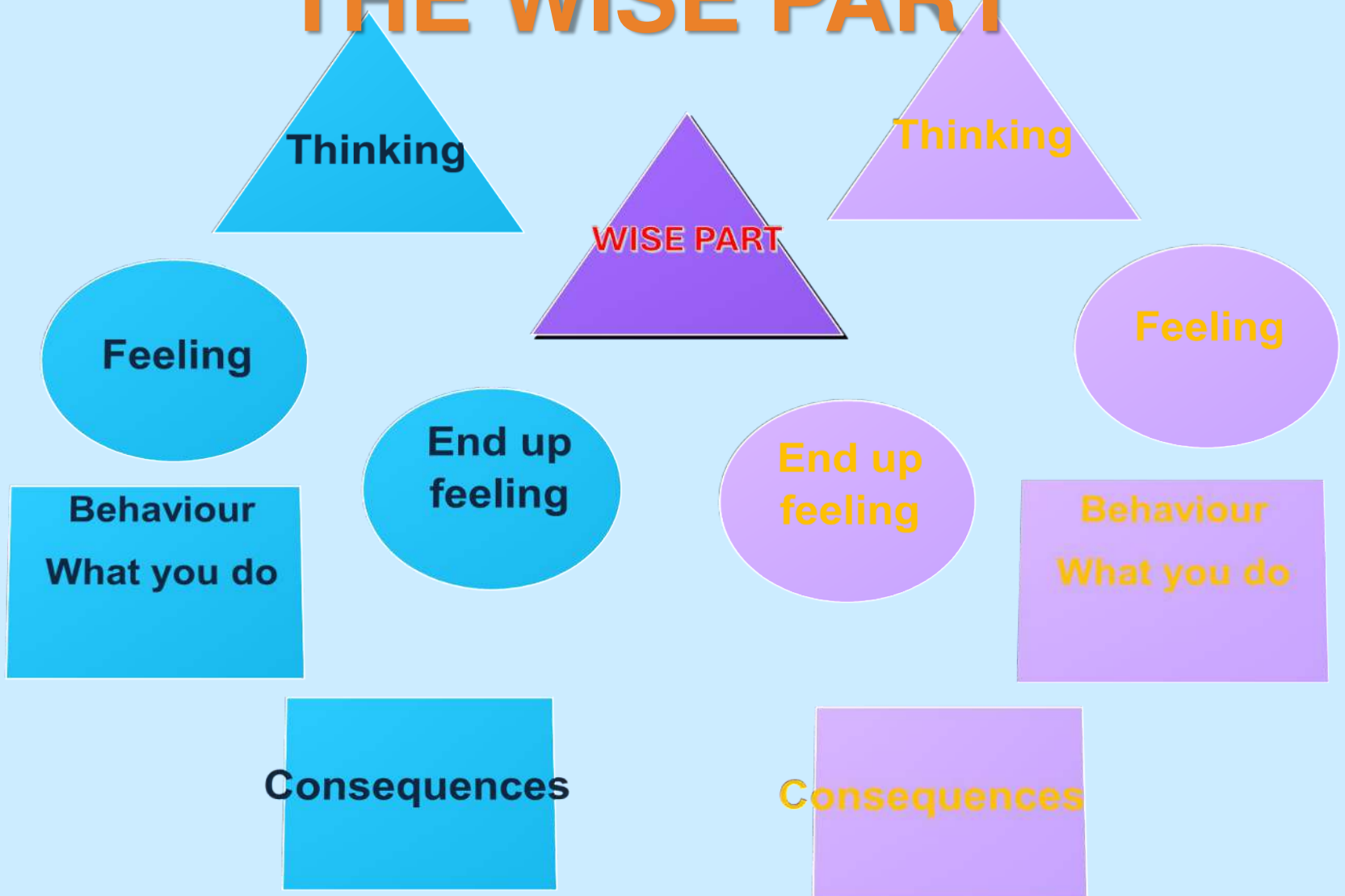
- Putting the wise part in charge – role play
- Who do I listen to?
 - My unhelpful thoughts – what am I thinking
 - My negative feelings – what am I feeling
 - My unhelpful behaviour – what do I want to do
 - What will Happen?
 - **PAUSE BUTTON**
- I will call my wise part to help me

LISTENING TO THE WISE PART



- While pressing the PAUSE button, take a deep breath.
- Hold it for 4 seconds then slowly breathe out.
- Focus on the pause button. Keep pressing until you are calm.
- Then start thinking of wise ways to do things.

PRACTICING USING THE WISE PART



PROCESS WITH CHILD

Step 10 cont.

- We rehearse the new track. We use chairs or shapes on the floor to role play ‘the thinking part, the feeling part, the acting part and the wise part’ in response to any situation
- Involve parents if possible – with child’s permission
- Reinforce changes, revise the plan.

PROCESS OF CHANGE

- Be a scientist and observe the helpful and unhelpful tracks in action, just observe, don't do anything different.
- Count the number of times they get on the unhelpful track and the number of times they're on the helpful track. How does it feel?
- Notice the consequences

PROCESS OF CHANGE

What kind of consequences do we want?

- **Important for us to get what we need but not at the expense of others**

PROCESS WITH CHILD

Step 11

Styles of communication – interaction with others

- The Phoney – passive/aggressive
- The wimpy way - passive
- The aggro way – aggressive
- The wise way – assertive

Role playing different situations and in different styles

Continuing with crossing the river of change

PROCESS WITH CHILD

Step 12

- Changing tracks continuing, role playing of difference situations using assertive communication.
- All instances – using self-reflection
- Being aware of consequences for self and others
- Asking for what we need/want
- Learn to negotiate – can't always get what we want

PROCESS WITH CHILD

Step 13

Resolving Conflicts

- What track am I on
- Taking responsibility
- Is saying sorry enough or do I need to do something different
- Am I being judgemental

PROCESS WITH CHILD

Step 14

Putting it all together

- What have I learned,
- What do I need to practice more
- Can I observe my track
- Learning to value myself – how do I show that I value myself and others
- Evaluating the program
- What next ?

PROCESS WITH CHILD

The 14 steps are the skill learning stage now begins the

“living the skills stage”

- Incidents in the classroom, in the playground, in the community and in the home are reviewed by using the “track language”
- What were you feeling or what did you do (does not matter part of the tracks we start with) or what were you thinking – follow through - reflect
- Ultimately what were the consequences?
- What are you/they, us or anybody going to do – what is the wise thing to do?

PROCESS WITH CHILD

“living the skills stage”

These should be seen as life skills and learning should continue to re-enforce their use for at least 2 years

The outcome should be

- More realistic evaluations of situations
- Less judgements
- Better self-regulation
- Healthier interpersonal interaction

IMPLEMENTING CHANGING TRACKS IN THE CLASSROOM

My Vision

- program to be implemented in year 5 classes with follow up in year 6.
- at about 11 years of age children's brain goes through a pruning stage
- At year 5 children have developed the ability to think abstractly so they will understand the concept of self-reflection

IMPLEMENTING CHANGING TRACKS IN THE CLASSROOM

The Changing Tracks programs

- Written in a language that teachers understand
- Manual simple to follow
- Many teachers in Australia and USA have run the program
- It is cheap to run

WHAT NEXT

Training teachers –

3 days training for those teachers implementing program + half day training for the whole school staff (overview of the program)

- Grounding in learning theory
- Grounding in understanding CBT and its application in the CABCAA model
- Active listening skills
- Group counselling skills and how they differ from teaching skills

WHAT NEXT

Psychologists to train other psychologists and teachers.

2 days training for groups of psychologists who wish to become – “Trainers” trained by me

Education departments may wish to have some of their psychologists trained to be “Trainers”

These trainers may then train other psychologists to be trainers

Any of these trainers can train teachers to run the program – school psychologist to supervise the running of the program in schools.

THE MANUAL

- The manuals are only available to people who do the training.
- A manual must be purchased by everyone that is a trainer of a teacher running the program
- They can only be purchase from me in Australia
- Cost currently \$120 negotiable if a quantity are purchased

OTHER PROGRAMS

- **Tracking Success for adolescents**
 - For underachievers, depressed, anxious and those with poor self-esteem
- **Life Theatre**
 - For really troubled adolescents who are in danger of ending up in the justice system.

DISCUSSION

- **YOUR FEEDBACK**

Laughter is still the best medicine. Consequently, sessions with children must be fun and humorous. We need to be able to speak the child's language. To do this well, we need to find the child within us

THANK YOU FOR YOUR
ATTENTION