

Theories of Counseling

A. Psychoanalytical Theory (Sigmund Freud)

1. View of Human Nature

a. Freud's view of human nature is considered to be dynamic, meaning that there is an exchange of energy and transformation. Freud used the term *catharsis* to describe this release of this energy .

b. Freud saw the personality as composed of a conscious mind, a preconscious mind and an unconscious mind. The conscious mind has knowledge of what is happening in the present. The preconscious mind contains information from both the unconscious and the conscious mind. The unconscious mind contains hidden or forgotten memories or experiences .

2. Structure of Personality

a. The personality has three parts: the id, the ego, and the superego

b. The id is present at birth and is part of the unconscious. The id is the site of the pleasure principle, the tendency of an individual to move toward pleasure and away from pain. The id does not have a sense of right or wrong, is impulsive, and is not rational. It contains the most basic of human instincts, drives, and genetic endowments. .

c. The ego is the second system to develop and it functions primarily in the conscious mind and in the preconscious mind. It serves as a moderator between the id and the superego, controlling wishes and desires. The ego is the site of the reality principle, the ability to interact with the outside world with appropriate goals and activities .

d. The superego sets the ideal standards and morals for the individual. The superego operates on the moral principle which rewards the individual for following parental and societal dictates. Guilt is produced when a person violates the ideal ego denying or ignoring the rules of the superego .

3. Developmental Stages .

- a. *Oral stage* is centered on the mouth as a source of pleasure.
- b. *Anal stage* is centered on the anus and elimination as a source of pleasure.
- c. *Phallic stage* is centered on the genitals and sexual identification as a source of pleasure.
 - i. Oedipus Complex is described as the process whereby a boy desires his mother and fears castration from the father, in order to create an ally of the father, the male learns traditional male roles.
 - ii. Electra Complex is described a similar but less clearly resolved in the female child with her desire for the father, competition with the mother; and thus, learns the traditional female roles.
- d. *Latency stage* is a time of little sexual interest in Freud's developmental view. This stage is characterized with peer activities, academic and social learning, and development of physical skills.
- e. *Genital stage* begins with the onset of puberty. If the other stages have been successfully negotiated, the young person will take an interest in and establish sexual relationships.

4. Ego Defense Mechanisms

- a. were believed by Freud to protect the individual from being overwhelmed by anxiety. He considered them normal and operating on the unconscious level. Some of the ones most often referred to are:
 - i. **Repression** is the defense mechanism whereby the ego excludes any painful or undesirable thoughts, memories, feelings or impulses from the conscious
 - ii. **Projection** is the defense mechanism whereby the individual assigns their own undesirable emotions and characteristics to another individual
 - iii. **Reaction Formation** is the defense mechanism whereby the individual expresses the opposite emotion, feeling or impulse than that which causes anxiety
 - iv. **Displacement** a defense mechanism whereby the energy that is generated toward a potentially dangerous or inappropriate target is refocused to a safe target.

- v **Sublimation** is a positive displacement is called whereby the frustrating target is replaced with a positive target
- vi. **Regression** is the defense mechanism whereby returns to an earlier stage of development.
- vii **Rationalization** is the defense mechanism in which an individual creates a sensible explanation for an illogical or unacceptable behavior making it appear sensible or acceptable.
- viii. **Denial** is a mechanism whereby an individual does not acknowledge an event or situation that may be unpleasant or traumatic.
- ix. **Identification** is a defense mechanism whereby a person takes on the qualities of another person to reduce the fear and anxiety toward that person

5. Role of the Counselor

- a. To encourage the development of transference, giving the client a sense of safety and acceptance. The client freely explores difficult material and experiences from their past, gaining insight and working through unresolved issues. The counselor is an expert, who interprets for the client .

6. Goals of therapy include .:

- a. Helping the client bring into the conscious the unconscious
- b. Helping the client work through a developmental stage that was not resolved or where the client became fixated
- c. Help the client adjustment to the demands of work, intimacy, and society.

7. Techniques

- a. *Free Association* is a process where the client verbalizes any thoughts that may without censorship, no matter how trivial the thoughts or feeling may be to the client .
- b. *Dream Analysis* is a process where the client relates their dreams to the counselor. The counselor interprets the obvious or manifest content and the hidden meanings or latent content .

c. *Analysis of transference* is a process where the client is encouraged to attribute to counselor those issues that have caused difficulties with significant authority figures in their lives. The counselor helps the client to gain insight by the conflicts and feelings expressed .

d. *Analysis of resistance* is a process where the counselor helps the client to gain insight into what causes form the basis for a hesitation or halting of therapy .

e. *Interpretation* is a process where the counselor helps the client to gain insight into past and present events .

B. Individual Psychology (Alfred Adler)

1. View of Human Nature

a. The Adlerian concept of social interest is the individual's feeling of being part of a whole, spanning both the past, present, and the future. Adler believed that people were mainly motivated toward this feeling of belonging. He did not believe that social interest was innate but rather a result of social training .

b. Adler expressed that people strove to become successful and overcome the areas that they perceived as inferior. He referred to this process of personal growth as striving for perfection. Those who did not overcome feelings of inferiority developed an inferiority complex. Those who overcompensated for feelings of inferiority developed a superiority complex.

c. Adler believed that a person's conscious behavior, not their unconscious, was the mainstay of personality development. Because of this concept, Adlerian theory emphasizes personal responsibility for how the individual chooses to interpret and adjust to life's events or situations .

d. Maladjustment is defined in Adlerian theory as choosing behavior resulting in a lack of social interest or personal growth. Adler believed that misbehavior would take place when the person had become discouraged or when positive attempts at good behavior had failed to get the needed results. Encouragement to good behavior was often the recommended antidote to misbehavior .

e. Another concept is that of teleology, which simply put means that a person is as influenced by future goals as by past experiences .

f. Adlerian espoused the belief that the birth of each child changed the family substantially. He thought that the birth order of the children in the family influenced many aspects of their personality development. Briefly, characteristics of these birth positions are:

i. *Oldest children* are usually high achievers, parent pleasers, conforming, and are well behaved.

ii. *Second born* children are more outgoing, less anxious, and less constrained by rules than first borns. They usually excel as what the first born does not.

iii. *Middle children* have a feeling of being squeezed in and are concerned with perceived unfair treatment. These children learn to excel in family politics and negotiation. However, they can become very manipulative. This position also tends to develop areas of success that are not enjoyed by their siblings.

iv. The *youngest child* is the most apt at pleasing or entertaining the family. While they run the risk of being spoiled, they are also the most apt at getting what they want through their social skills and ability to please. They are often high achievers, because of the role models of their older siblings.

g. Only children or children born seven or more years apart from siblings are more like first born children. Children with no siblings often take on the characteristics of their parents birth order, as the parents are the only role models. While these children may mature early and be high achievers, they may lack socialization skills, expect pampering, and be selfish.

h. Adler saw the family as the basic socialization unit for the child. He believed that children's interpretation of the events in their life was determined by the interaction with family members before the age of five. The family interactions taught the children to perceive events and situations through certain subjective evaluations of themselves and the environment. These perceptions that guided the children's behavior were called fictions. Basic mistakes could be made based on these fictions.

Adlerians believe that some of those mistakes are (Mozak, 1984):

i. Over-generalizing in which the individual believes that everything is the same or alike.

ii. False or impossible goals of security which leads the individual to try to please everyone in seeking security and avoiding danger.

- iii. Misperceptions of life and life's demands which leads the individual to expect more accommodation than is reasonable and to interpret their failure to get accommodation as never getting any breaks.
- iv. Minimization or denial of one's worth results in the individual believing that they cannot be successful in life.
- v. Faulty values results in a "me first" mentality with little or no regard for others.
- vi. Adler believed that life took courage or a willingness to take risks without knowing the outcome. He believed that a person with a healthy life style contributed to society, had meaningful work, and had intimate relationships. He espoused cooperation between the genders as opposed to competition. He believed that well adjusted people lived in an interdependent relationship with others in a cooperative spirit .

2. Role of the counselor

- a. The counselor is as a diagnostician, teacher and model. The counselor helps the client to explore conscious thoughts, beliefs and logic for behaviors that are not in the client's best interest or social interest. The client-counselor relationship is an equal one with the counselor sharing insights, impressions, opinions, and feelings with the client to promote the therapeutic relationship. Therapy is very cognitive with an emphasis on the examination of faulty logic and empowering the client to take responsibility to change through a re-educational process. The counselor encourages the client to behave "as if" the client were who they wished to be and often provides the client with "homework" assignments outside the sessions. Adlerians are eclectic in technique with an emphasis on encouragement and responsibility .

3. Goals of Adlerian counseling

- a. Goals focus on helping the client develop a healthy lifestyle and social interest. The counselor assists the client through four goals of the therapeutic process, establishing a therapeutic relationship, examining the style of life, developing client insight, and changing behavior. The behavior change is the result of the individual taking personal responsibility for behavior .

4. Techniques

- a. Most commonly used are establishing *rapport*, *defining style of life* and *helping the client to gain insight*. While Adlerians may borrow many techniques from other theories, specific theories used to encourage change are .
- b. *Confrontation* consists of challenging the client's private logic and behavior.
- c. Asking "*the Question*" consists of asking the client how their life would be different if they were well? The question often asked to parents is what would be the problem if this child were not the problem?
- d. *Encouragement* consists of the counselor supporting the client by stating the belief in the client's ability to take responsibility and change behavior.
- e. *Acting "as if"* consists of instructing the client to behave "as if" there were no problem or as the person that the client would like to be.
- f. *Spiting in the client's soup* means that the counselor points out the purpose of the client's behavior. Afterward, the client may continue the behavior, but cannot do so without being aware of their motivation for engaging in the behavior.
- g. *Catching oneself* consist of helping the client learn to bring destructive behavior into awareness and stop it.
- h. *Task setting* consists of helping the client set short-term goals leading toward the attainment of long-term goals.

C. Person- Centered (Carl Rogers)

1. View of Human Nature

- a. Rogers viewed human nature as basically good
- b. He believed that if given the appropriate environment of acceptance, warmth and empathy, the individual would move toward self-actualization

- c. Self-actualization is the motivation that makes the individual move toward growth, meaning, and purpose
- d. Person-centered is considered a phenomenological psychology whereby the individual's perception of reality is accepted as reality for the individual .
- e. Person-centered is often referred to as a self theory, because of Rogers's emphasis on the self being an result of the person's life experiences and the person's awareness of comparisons to others as the same or different
- f. Rogers believed that most people were provided conditional acceptance as children, which lead them to behave in ways that would assure their acceptance. However, in their need for acceptance, the individual often behaved in ways that were incongruent with the real self. Thus, the greater this incongruence between the real self and the ideal self, the greater isolated and maladjusted the person became.

2. Role of the counselor

- a. The counselor sets up a environment where the client is safe to explore any aspect of the self. The counselor's job is to facilitate the exploration through a special I-Thou relationship of unconditional positive regard, empathy and warmth .
- b. The person-centered counselor uses psychological testing on a limited basis. The Q-sort is sometimes used in assessment by the person-centered counselor. A series of 100 statements are written on cards. The statements are self-descriptions, i.e. I am capable, I am dependent, I am worthless. The client is asked to read and sort each of these statements into nine piles from most like me to least like me. Then the stacks are recorded. The client re-sorts the cards into what they would like to be like. The Q sort gives an indication of the incongruence between the perceived real self and ideal self.
- c. The use of diagnostic categories is discouraged as incompatible with the philosophical view of the individual as unique. Diagnosis places the counselor in a position of authority and imposes a treatment plan

3. Goals

- a. In person-centered theory are directly concerned with the individual. The counselor facilitates the client toward ::
 - i. Realistic self-perception
 - ii. Greater confidence and self-direction
 - iii. Sense of positive worth
 - iv. Greater maturity, social skill, and adaptive behavior
 - v. Better stress coping
 - vi. More fully functioning in all aspects of their lives.

4. Techniques

- a. The techniques used in person-centered therapy have changed over time.
- b. Three periods of time in which different techniques were stressed.:
 - i. *Nondirective Period (1940-1950)*. In this period of theory development, the counselor focused on listening and creating a permissive atmosphere. The counselor did not provide interventions, but communicated acceptance and clarification
 - ii. *Reflective Period (1950-1957)*. During this period of time, counselors emphasized being non judgmental of the client, while responding to the client's feelings and reflecting the affect accurately
 - iii. *Experiential Period (1957-1980)* This is the period of the EWG: Empathy, Warmth and Genuineness. Empathy is the ability of the counselor to understand the emotions of the client and correctly communicate this understanding. Warmth is also referred to as acceptance and positive regard in person-centered literature. Warmth is the ability of the counselor to convey a unconditional acceptance of the client's personhood. Genuineness or congruence is the ability to be who one really is without assuming roles or facades
- c. The counselor helps the client through accurate reflections of feelings, keeping the client focused on the concern, and clarification of feelings and information. The counselor uses open-ended questions or phrases to help the clients gain insight into experiences and necessary changes in their lives

D. Existential Counseling (Rollo May and Viktor Frankl)

1. View of Human Nature

- a. Existentialists believe that the individual writes their own life story by the choices that they make.
- b. Psychopathology is defined by existentialists as neglecting to make meaningful choices and accentuating one's potential
- c. Anxiety is seen as the motivational force that helps the clients to reach their potential. Conversely, anxiety is also seen as the paralyzing force that prevents clients from reaching their full potential. Therefore, through awareness, this anxiety can be helpful in living more fully
- d. Frankl shares that each person searches for meaning in life, and that while this meaning may change, the meaning never ceases to be.
- e. According to Frankl, life's meaning can be discovered in three ways:
 - i. by doing a deed (accomplishments or achievements),
 - ii. by experiencing a value (beauty, love, nature, and arts)
 - iii. by suffering (reconciling ourselves to fate).

2. Role of the Counselor

- a. Each client is considered a unique relationship with the counselor focusing on being authentic with the client and entering into a deep personal sharing relationship
- b. The counselor models how to be authentic, to realize personal potential, and to make decisions with emphasis on mutuality, wholeness and growth.
- c. Existential counselors do not diagnosis, nor do they use assessment models like the DSM-IV.

3. Goals

- a. A goal of existential counseling is to have the clients take responsibility for their life and life decisions.
- b. A goal of existential therapy is to develop self-awareness to promote potential, freedom, and commitment to better life choices

- c. A major goal is to help the client develop an internal frame of reference, as opposed to the outward one .

4. Techniques

- a. The most common technique used in existential counseling is the relationship with the client .
- b. Confrontation is also used by existential counselors, when they challenge the clients with their own responsibility for their lives

E. Gestalt (Fritz Perls)

1. View of Human Nature

- a. A Gestalt means a whole, and Gestalt therapy is based on the person feeling whole or complete in their life
- b. Gestalt therapy is considered to be a here-and-now therapy focusing on awareness with the belief that when one focuses on what they are and not what they wish to become, they become self-actualized. The idea being that through self acceptance one becomes self-actualized
- c. The Gestaltists believe that the individual naturally seeks to become an integrated whole, living productively
- d. Gestaltists are antideterministic because they believe that people have the ability to change and become responsible
- e. Gestalt borrows heavily from the viewpoints of existentialist, experientialist, and phenomenologicalist with the emphasis on the present and awareness. Gestalt focuses on the client's own inner world of interpretation and assessment of the present life situation
- f. Gestaltists believe that individuals emphasize intellectual experience, diminishing the importance of emotions and senses, resulting in an inability to respond to the situations or events in their life
- g. Gestaltists believe that thoughts, feelings, and reactions to past events or situations can impede personal functioning and prevent here-and-now awareness. The most common unfinished business is that of not forgiving one's parents for perceived mistakes in one's parenting

h. Awareness is considered on a continuum with the healthiest person being most aware. These people are aware of their needs and deal with them one at a time. The emphasis is on reality and not on embellished or imagined needs. The individual recognizes their internal need and meets that need through manipulation of the need and the environment

i. Difficulty may arise in several ways .:

- i.** Loss of contact with the environment and its resources.
- ii.** Loss of contact with self through over involvement with environment.
- iii.** Fail to put aside unfinished business.
- iv.** Loss the Gestalt resulting in fragmentation or scattering.
- v.** Experience conflict between what one should do and what one wants to do.
- vi** Experience difficulty with life's dichotomies, i.e. love/hate, pleasure pain, masculinity/femininity.

2. Role of the Counselor

- a.** The counselor creates an environment for the client to explore their needs in order to grow.
- b.** The counselor is fully with the client in the here-and-now with intense personal involvement and honesty.
- c.** The counselor helps the client to focus on blocking energy and to positively and adaptively use that energy.
- d.** The counselor also helps the clients to discern life patterns.
- e.** Among the rules that counselors use to help client:
 - i.** The principle of the now requires the counselor to use present tense.
 - ii.** I and Thou means that the client must address the person directly rather than talk about them or to the counselor about them.
 - iii.** Making the client use the I instead of referring to own experiences in the second (you) or third (it) person.
 - iv.** The use of an awareness continuum that focuses on how and what rather than on why.
 - v.** The counselor has the client convert questions into statements.
 - vi.** DSM-IV categories and standardized assessment is not considered necessary within this theory (Gladding, 1996).

3. Goals

- a. The emphasis is on the here-and-now of the client's experience
- b. The client is encouraged to make choices based on the now as opposed to past
- c. Help the client resolve the past
- d. Assist the client to become congruent.
- e. Help the client to reach maturity intellectually.
- f. Help the client shed neuroses.

4. Techniques

- a. Techniques in Gestalt therapy one of two forms, either an exercise or an experiment
 - i. Exercises include activities such as:
 - i. frustration actions
 - ii. fantasy role playing
 - iii. fantasy
 - iv. psychodrama
 - ii. Experiments are unplanned creative interventions that grow out of the here-and-now interaction between the client and the counselor.
- b. Dream work in Gestalt therapy consist of the client telling the dream and then focusing their awareness on the dream from the perspective of each character or element in the dream
- e. Empty chair is a process where the client addresses parts of the personality , as if it were an entity sitting an empty chair. The client may switch perspectives by switching chairs or may simply address the chair. The technique is contraindicated for severely disturbed clients
- f. Confrontation is another of the Gestalt exercises that is very powerful. Basically, the counselor calls attention to the incongruence between the client's verbalizations and observed emotions or behaviors

- g. Making the rounds is a group exercise in which the client is instructed to say the same sentence to each member of the group and then adding something personal to each person
- h. I take responsibility is the phrase that follows each statement expressing statements or perceptions that the client states. The process is to help the client to integrate their internal perceptions and their behaviors
- i. Exaggeration is over-dramatizing the client's gestures and movements to help gain insight into their meaning.
- j. May I feed you a sentence is the question that the counselor asks before giving the client a more specific expression of what the counselor believes is the underlying message of the client

F. Rational-Emotive Therapy (Albert Ellis)

1. View of Human Nature

- a. RET assumes that the individual has the capacity to be completely rational, irrational, sensible or crazy, which Ellis believes is biologically inherent .
- b. Ellis is most concerned with irrational thinking especially that which creates upsetting or irrational thoughts.
- c. Ellis lists the most common irrational beliefs that clients find disturbing (Ellis, 1984, p.266)
 - i. It is absolutely essential to be loved or approved of by every significant person in one's life.
 - ii. To be worthwhile, a person must be competent , adequate, and achieving in everything attempted.
 - iii. Some people are wicked, bad, and villainous and therefore should be blamed or punished.
 - iv. It is terrible and a catastrophe whenever events do not occur as one hopes.
 - v. Unhappiness is the result of outside events, and therefore a person has no control over such despair.
 - vi. Something potentially dangerous or harmful should be cause to great concern and should always be kept in mind.

- vii. Running away from difficulties and responsibilities is easier than facing them.
 - viii. A person must depend on others and must have someone stronger on whom to rely.
 - ix. The past determines one's present behavior and thus cannot be changed.
 - x. A person should be upset by the problems and difficulties of others.
 - xi. There is always a right answer to every problem, and a failure to find this answer is a catastrophe.
- d. Ellis sees the individual as being easily disturbed because of gullibility and suggestibility
- e. Ellis is a proponent of the individual thinking of their behavior as separate from their personhood, i.e. "I did a bad thing" rather than "I am a bad person."
- f. Ellis believes that each individual has the ability to control their thoughts, feelings and their actions. In order to gain this control, a person must first understand what they are telling themselves (self-talk) about the event or situation .
- g. Ellis believes that cognitions about events or situations can be of four types: positive, negative, neutral, or mixed. These cognitions result in like thoughts with positive leading to positive thoughts, negative leading to negative thoughts, etc.

2. Role of the Counselor

- a. Counselors are direct and active in their teaching and correcting the client's cognitions
- b. Ellis believes that a good RET counselor must be bright, knowledgeable, empathetic, persistent, scientific, interested in helping others and use RET in their personal lives (Ellis, 1980).
- c. The counselor does not rely heavily on the DSM-IV categories .

3. Goals

- a. The primary goal is to help people live rational and productive lives

- b. RET helps people see that it is their thoughts and beliefs about events that creates difficulties, not the events or situations themselves
- c. RET helps the client to understand that wishes and wants are not entitlements to be demanded. Thinking that involves the words must, should, ought, have to, and need are demands, not an expression of wants or desires.
- d. RET helps clients stop catastrophizing when wants and desires are not met
- e. RET stresses the appropriateness of the emotional response to the situation or event. An situation or event need not elicit more of a response than is appropriate
- f. RET assists people in changing self-defeating behaviors or cognitions
- g. RET espouses acceptance and tolerance of self and of others in order to achieve life goals

4. Techniques

- a. The first few sessions are devoted to learning the ABC principle:
 - i. Activating event
 - ii. Belief or thought process
 - iii. Emotional Consequences
- b. Cognitive disputation is aimed at asking the client questions challenging the logic of the client's response
- c. Imaginal disputation has the client use imagery to examine a situation where the become upset. The technique is used in one of two ways:
 - i. The client imagines the situation, examines the self-talk, and then changes the self-talk leading to a more moderate response.
 - ii. The client imagines a situation in which they respond differently than is habitual, and are asked to examine the self-talk in this imagery.
- d. The Emotional Control Card is an actual card intended for the client to carry in their wallet which has a list of inappropriate or self-destructive feelings countered with appropriate nondefeating feelings. In a difficult situation, the client has this reference card on their person to help them intervene in their own self-talk

- e. Behavioral disputation involves having the client behave in a way that is opposite to the way they would like to respond to the event or situation
- f. Confrontation occurs when the counselor challenges an illogical or irrational belief that the client is expressing
- g. Encouragement involves explicitly urging the client to use RET rather than to continue self-defeating responses

G. Transactional Analysis (Eric Berne)

1. View of Human Nature

- a. T.A. has a optimistic view of human nature that believes that people can change despite life's events and that it is never too late to change one's life. All decisions that are made in life can be re-decided
- b. TA uses four major methods to analyze and predict behavior:
 - i. Structural analysis looks at what is happening within the individual.
 - ii. Transactional analysis looks at what is happening between two or more people.
 - iii. Game analysis looks at transactions between individuals leading to negative feelings.
 - iv. Script analysis looks at the life plan the individual has chosen to follow.
- c. Structural Analysis describes each person in terms of three ego states:
 - i. *Parent ego state* contains the parental admonishments and values with dos, shoulds, and oughts
 - ii. *Adult ego state* contains the objective, thinking, rational and logical ability to deal with reality
 - iii. *Child ego state* is the source of childlike behaviors and feelings
- d. Transactional analysis
 - i. Complementary transaction are characterized by both people communicating from the same ego state
 - ii. Crossed transactions are characterized by both people coming from different ego states and resulting in an unexpected hurtful response.

iii. Ulterior transactions are characterized by people coming from different ego states, but the responses appear to be from the same ego state .

iv. Game analysis involves three levels of games or ulterior transactions that appear to be complementary. These three level of games are:

- a. First degree which are games played in social situations leading to mild upsets.
- b. Second degree games are played in more intimate circles and lead to really bad feeling.
- c. Third degree games are violent usually ending in jail, hospital or the morgue.

e. Script Analysis involves the plans that a person makes for their life.

Some of the common ones are:

- i. Never scripts result in a person who believes he/she is a never do well.
- ii. Until scripts result in the person who continues to wait until they can deserve the reward.
- iii. Always scripts results in a person continuing without change.
- iv. After scripts results in anticipation of difficulty after a certain event.
- v. Open-ended scripts result in lack of direction after a given time or event.
- vi. The ideal life script is one that is characterized by the I am ok and you are ok . Less desirable scripts are characterized by the statements: I'm Ok, you are not OK; I 'm not Ok , You're OK; and I'm not OK, You are not OK.

2. Role of the Counselor

- a. The counselor is a teacher of transactional analysis and its unique language.
- b. The counselor contracts with the client for the changes that they desire

3. Goals

- a. The goal is to not only learn to adjust to life but to attain health and autonomy

- b. Through the gaining of autonomy the client can be more aware, intimate and spontaneous living a life free of games and self-defeating life scripts .

4. Techniques

- a. In addition to structural, transactional, game and script analysis, TA counselors use other techniques. Some of these techniques are:
 - i. *Treatment contract* which is an agreement between the counselor and the client about what is to be accomplished and what responsibilities are agreed upon.
 - ii. *Interrogation* involves forcing the client to answer from the adult ego state through a succession of confrontive questions
 - iii. *Specification* is identifying the ego state that is the source of the transition.
 - iv. *Confrontation* is the process of pointing out inconsistencies
 - v. *Explanation* is a process where the counselor teaches the Adult ego state of the client a tenet of TA
 - vi. *Illustration* is a story or example that is used to portray a point
 - vii. *Confirmation* is a technique where the counselor directs the client's attention to a previously modified behavior that is reoccurring
 - viii. *Interpretation* involves the counselor explaining to the child ego state the reasons behind the client's behavior
 - ix. *Crystallization* occurs when the client realizes that game playing can be given up and the client can enjoy the freedom of choice in behavior

H. Behavioral Theories (B. F. Skinner)

1. View of Human Nature

- a. Behaviorists, with the exception of cognitive behaviorists, concentrate on behavior that can be observed .
- b. Behaviorism has a here-and-now focus
- c. A basic tenet of Behaviorism is that all behavior is learned whether the behavior is maladaptive or adaptive

- d. Behaviorists believe that adaptive behavior can be learned to replace maladaptive behavior
- e. Behaviorists believe in setting up well-defined, measurable and observable goals in therapy
- f. Behaviorists reject the idea that human personality is composed of traits
- g. Behaviorists strive for empirical evidence to support their use of specific techniques and to support the usage of behavioral therapy techniques
- h. Respondent learning is often referred to as stimulus-response learning in which the learner does not need to be an active participant. The outcome is the conditioning of involuntary responses. The unlearning of these conditioned responses is called counterconditioning
- i. Operant conditioning requires that the participant be actively involved. This type of learning involves rewarding the desired behavior or punishing the undesired behavior until the person learns to discriminate the desired behavior that elicits the reward. Operant conditioning differs from respondent conditioning in that operant conditioning is the conditioning of voluntary responses through rewards or reinforces
- j. Social modeling is the process where new behavior is learned from watching other people and events without experiencing the consequences from the behavior or engaging in the behavior

2. Role of the Counselor

- a. Roles of the behavioral counselor are varies and include being a consultant, a reinforcer, and a facilitator
- b. The counselor is active and may supervise other people in the client's environment to achieve the goals of therapy
- c. Counselors using social learning may model the desired behavior, while respondent and operant conditioning counselors are more directive and prescriptive in their approach to the therapy goals
- d. Use of tests and diagnosis varied greatly among behavioral counselors

3. Goals

- a. The goal of behaviorists counselors like other theories is to improve the life of the client through better adjustments to life and to achieve personal goals professionally and personally .
- b. Four steps in developing therapeutic goals are .:
 - i. Define the problem concretely specifying when, where, how and with whom the problem exists.
 - ii. Take a developmental history of the problem eliciting conditions surrounding the beginning of the problem and what solutions the client has tried in the past.
 - iii. Establish specific subgoals in small incremental steps toward the final goal.
 - iv. Determine the best behavioral method to be used help the client change.

4. Techniques

- a. Reinforcers increase the desired behaviors, when they follow the behavior. b. Reinforcers can be negative or positive. Positive reinforcers are those that are desired by the client; while negative reinforcers are contingencies to be avoided. Primary reinforcers are those that are intrinsically; while secondary reinforcers are tokens that acquire their value by being associated with a primary reinforcer .
- c. Schedules of Reinforcement
 - i. Fixed-ratio means that the reinforcer is delivered after a set number of responses .
 - ii. Fixed-interval means that the reinforcer is delivered after a set time lapses .
 - iii. Variable-ratio means that the reinforcer is delivered after varying numbers of responses .
 - iv. A variable-interval means that the reinforcer is delivered at varying time intervals .
- b. Shaping is learning behavior in small steps that are successive approximations toward the final desired behavior. Chaining is the order of the desired sequence of skills leading to the desired behavior .
- c. Generalization is the transfer of the learnings from the behavioral therapy room to the outside world .
- d. Maintenance is the consistent continuation of learned behaviors without support from external sources to the client's self-control and self-management .
- e. Extinction is the elimination of a behavior through withholding a reinforcer
- f. Punishment is the delivery of aversive stimuli resulting in suppressing or eliminating a behavior .
- g. Behavioral rehearsal is the of repeating and improving a behavior until the client accomplishes the behavior that is desired .

- h. Environmental planning is a process where the client arranges the circumstances to promote or inhibit particular behaviors .
- i. Systematic desensitization a process accomplished through successive approximations to reduce anxiety toward an anxiety provoking event or situation. The steps needed to accomplish the behavior are listed and prioritized from no anxiety to most anxiety. The hierarchy is reviewed with the counselor helping the client to learn relaxation techniques to reduce or overcome anxiety. As a client cannot feel anxious and relaxed at the same time, the phenomenon is termed reciprocal inhibition. Through this process, the client can ultimately perform the desired behavior .
- j. Assertiveness training is a technique where the client is taught to express their appropriate feelings without hostility, anxiety, or passivity. The actual training may include all of the other behavioral techniques to achieve the desired behaviors .
- k. Contingency contracts are written agreements in which the desired behaviors are specifically described, what reinforcers are to be given and under what circumstances the reinforcers will be administered to the client. Contingency contracts are most often used in working with children .
- l. Implosion is having the client desensitized by imagining a anxiety provoking situation that may have a dire consequences. Flooding is similar except the anticipated outcome of the anxiety provoking situation is not dire. This technique is contraindicated for use by beginning counselors .
- m. Time out is an aversive technique where the client is prevented, usually through some form of isolation, from receiving a positive reinforcer.
- n. Overcorrection is an aversive technique where the client is required to restore the environment and to improve it substantially .
- o. Covert sensitization is an aversive technique where a behavior is eliminated by pairing its association with an unpleasant thought .
- p. Cognitive restructuring is helping the clients change how they think about an event or situation by examining their thoughts and challenging the irrational or self-defeating thoughts .
- q. Stress inoculation is a three step preventive technique .:
 - r. Define the nature of stress and coping for the client.
 - s. Teach specific stress reduction and coping skills to expand those stress and coping skills the client already uses.
 - t. The client practices these new skills outside of the therapy room in real life situations
- u. Thought stopping is a series of procedures which help the client to replace self-defeating thoughts with assertive, positive or neutral thoughts. The initial procedure is one in which the counselor asks the client to think obsessively in a self defeating manner, then suddenly and unexpectedly yells, "stop." The client cannot continue the self-defeating thoughts after this disruption .

I. Reality therapy (William Glasser)

1. View of Human Nature

- a. Glasser maintains that people act on a conscious level and that they are not driven by instincts and the unconscious .
- b. Glasser believes that there is a health/growth forces in every person that seeks both physical and psychological health/growth. He separates these into the old brain or primitive physical needs and into the new brain or psychological needs. While the old brain contents itself with maintaining life, the new brain seeks belonging, power, freedom and fun .
- c. Glasser believes that identity or a healthy sense of self is necessary. A success identity comes from being loved and accepted. A failure identity comes from not having needs for acceptance, love and worth met. A person must experience identity before they can perform a task .
- d. Glasser espouses two critical periods of development in children (Gladding,
 - i. Children ages 2 to 5 first learn socialization and learn to deal with frustrations and disappointments. Children not getting support and love from their parents during this critical time begin to establish a failure identity.
 - ii. The second critical period is between 5 and 10 years or the early school years. Children who have socialization or academic problems may establish a failure identity.
- e. Glasser suggests that human learning is a life long process; therefore, one can change one's identity at any time in one's personal history by learning what needs to be learned .
- f. Glasser believes that humans are self-determined. He believes that each person has within themselves a picture or perception of themselves. Each person then behaves in a way that is determined or controlled by this image of self so that the self image can be maintained. This control theory has three parts (Gladding:
 - i. B is the behavior
 - ii. C is the control, where a comparison is made between the desired image and the image the behavior is producing.
 - iii. P is the perception or the development of the image.

2. Role of the Counselor

- a. The counselor is a teacher and a model to the client .
- b. The counselor creates an atmosphere of acceptance and warmth helping the client focus on the control of displayed thoughts and actions .
- c. The reality counselor used "ing' verbs to help the client describe their thoughts and actions, i.e. angering, bullying, intimidating, excusing .

- d. The focus of therapy is on the behavior that the client needs or wants to change and how to change that behavior in a positive manner .
- e. Reality therapy does not generally use formal assessment techniques or diagnostic categories .

3. Goals

- a. The first goal of reality therapy is to help the client to become psychologically strong and rational. A strong and rational person is one that is autonomous and behaves responsibly toward self and others .
- b. Reality therapy's second goal is to help the clients to determine what they want in life .
- c. An important goal is to help the client to develop a practical plan to accomplish their personal needs and desires .
- d. Establishing an involved and meaningful relationship with the client is another goal of therapy .
- e. The counselor helps the client put the past behind and focus on the present and the outcome of present behaviors .
- f. Another goal is to accept no excuses and to eliminate punishment from the client's life .

4. Techniques

- a. The main technique has three basic steps .:
- b. Through involvement with the client, the counselor helps the client to see the reality and understand how a behavior is unrealistic.
- c. The counselor separates the client from the behavior and rejects the behavior without rejecting the client.
- d. The final step is to teach the client how to fulfil their needs realistically and positively.
- e. Glasser uses humor to point out absurdity without being sarcastic (Gladding,
- f. Glasser uses confrontation to help the client accept responsibility for behavior
- g. Reality therapy uses a system termed WDEP. The system consists of establishing what the clients want, what they have doing, evaluate how helpful their actions have been, and to plan for how they want to behave in the future
- h. The eight steps that reality therapy uses to accomplish its goals and techniques:
 - i. Establishing a relationship.
 - ii. Focusing on present behavior.
 - iii. Client evaluation of his or her behavior.
 - iv, Developing a contract or plan of action.
 - v. Getting a commitment from the client.

- vi. Not accepting excuses.
- vii. Allowing reasonable consequences but refusing to use punishment.
- viii. Refusing to give up on the client.
- ix. Glasser's final technique is NEVER GIVE UP .

The preceding material was outlined from the following text:
Gladding, S.T. (1996).