

STUDY OF THE "RULES" EMITTED BY THE THERAPIST IN COMPLETE THERAPY CASES

C. Marchena-Giráldez, I. Vargas-de la Cruz, R. Pardo-Cebrián & M.X. Froján-Parga
 Universidad Autónoma de Madrid
 E-mail contact: mxesus.frojan@uam.es



INTRODUCTION

- Many investigators have highlighted the importance of the study of rules in clinical contexts (Hayes et al., 1999; Lappalainen & Tuomisto, 1999; Martin & Pear, 2007; Plaud & Newberry, 1996; Poppen, 1989; Rhem & Rokke, 1988; Sturmey et al., 2005; Torneke, Luciano & Salas, 2008).
- However, the definition of rules is not clear.
- This work is framed in a research line that tries to explain why clinical change happens from a functional-analytic perspective. Our aim is to achieve a study of rules during the therapeutic process using a descriptive concept of rules.
- Our definition of rules applied to the clinical context is "the expression of contingency based on the experience and knowledge of the therapist that is captured in a concept that can be applied to different situations of the client's problems. In other words, a concept associated to many types of behavior and responses that are not immediate, but deferred and without control of the apparition of the reinforcement"

METHOD

SAMPLE

- 50 clinical sessions recordings from 4 different cases treated in a private centre
- 1 behavioral therapist with more than 15 years of clinical experience

VARIABLES

To register we used a coding system of rules created from the informative category of a previous system (SISC-CVT; Froján-Parga et al., 2008). The variables observed in our investigation were:

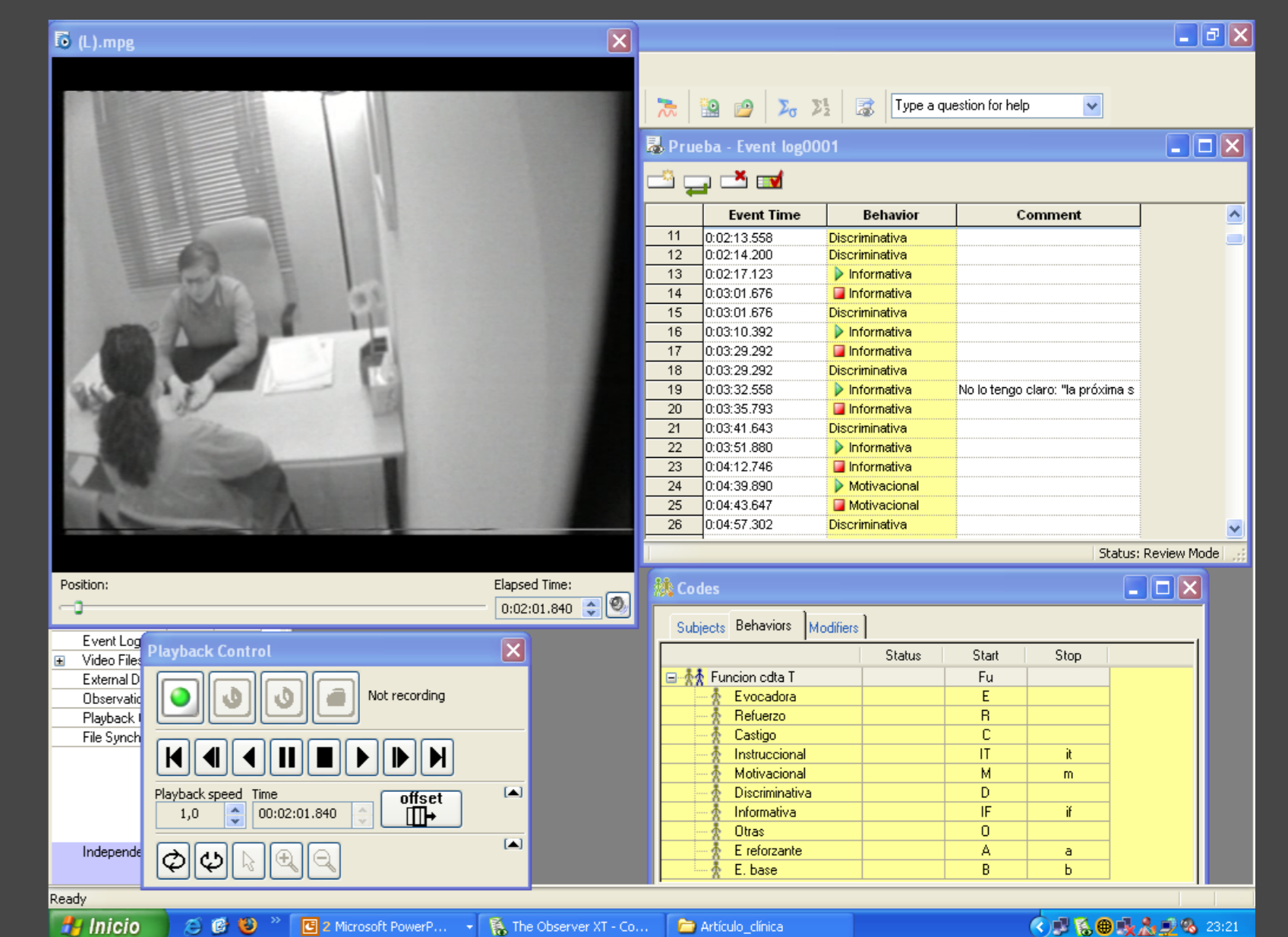
INSTRUMENTS

- Software to code, register and analyse observational data: The Observer XT
- The therapists' rule category system (SISC-RULES)

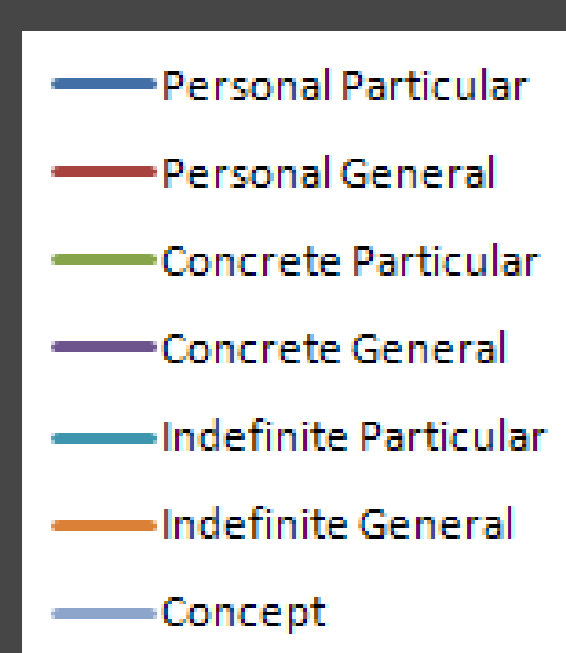
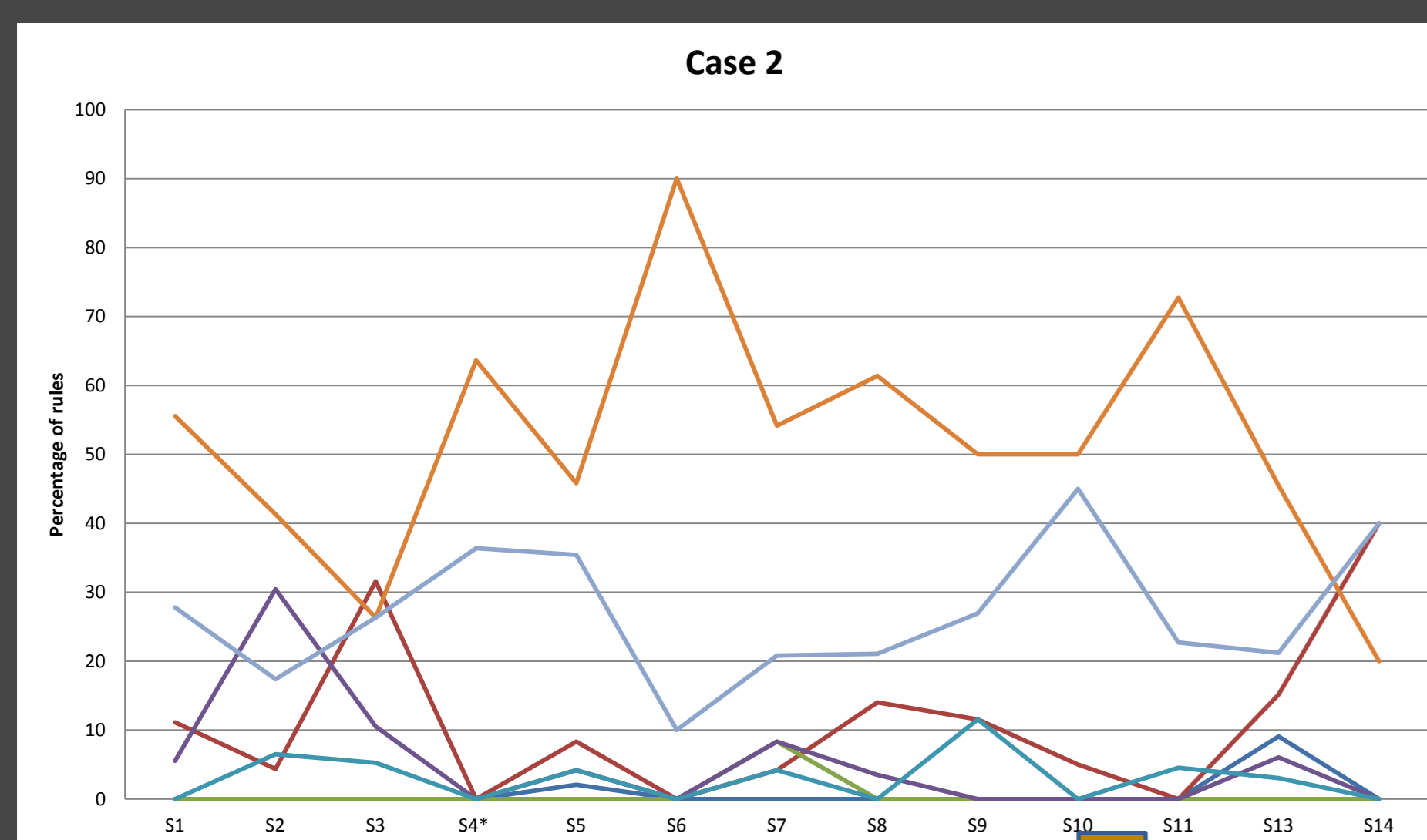
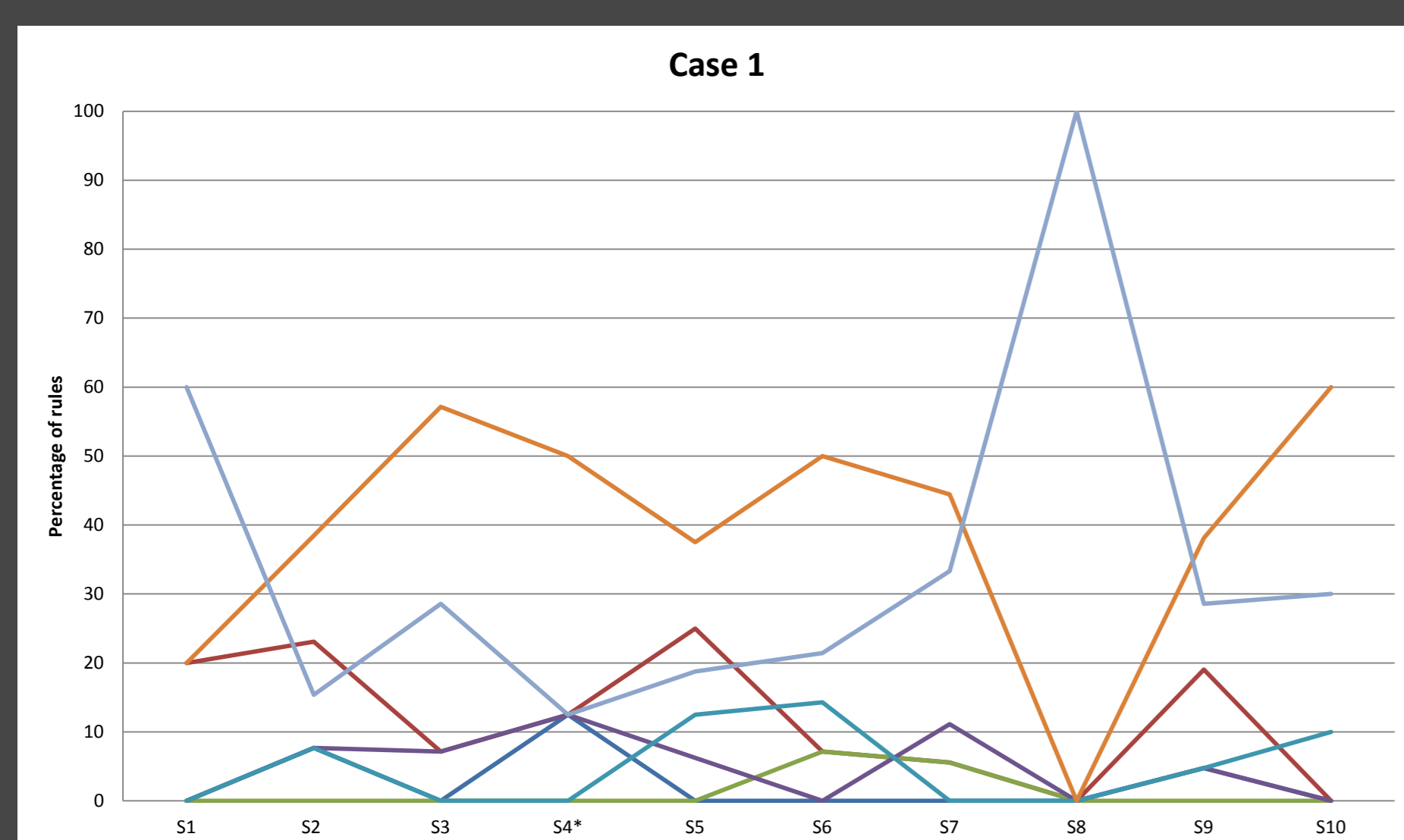
Category	Brief description
Discriminative stimulus (D)	Verbalizations that occasioned a client's behavior (verbal or non verbal) followed by reinforcement or punishment (operant conditioning) by the therapist. (Point- <i>eo</i> ent category)
Elicitation (E)	Verbalization by the therapist that elicited an observable emotional response or a client's verbalization referring to a covert emotional response. (Point- <i>eo</i> ent category)
Reinforcement (R)	Verbalizations that showed agreement with, acceptance of, and/or admiration for the client's behavior. (Point- <i>eo</i> ent category)
Punishment (P)	Verbalizations that indicated disagreement with, disapproval of, and/or rejection of the client's behavior. (Point- <i>eo</i> ent category)
Information (IF)	Verbalization by the therapist that transmitted his or her theoretical and/or clinical knowledge to the client. (State- <i>eo</i> ent category)
Motivation (M)	Verbalization by the therapist that highlighted the benefits of the client's behavior or the costs of maintaining a dysfunctional behavior. (State- <i>eo</i> ent category)
Instruction (IT)	Guidelines offered by the therapist with the aim of promoting a certain behavior outside of the clinical context. (State- <i>eo</i> ent category)
Other (O)	Verbalization that could not be included in any of the above categories. (Point- <i>eo</i> ent category)

Type of agent	Type of context	Situation	Behavior	Consequence
Concrete "A boy is happy when its environment is pleasant"	General "For children, the life is a situation of uncertainty" Particular "The parents don't understand how is that their sons can go out later than mid night"	"In any case, if you say hello to an impersonal way, you are establishing a distance"	"In any case, if you say hello to an impersonal way, you are establishing a distance"	"In any case, if you say hello to an impersonal way, you are establishing a distance"
Indefinite "The persons enjoy the success of others when they are happy what their lives"	General "Nobody has the obligation of having extra considerations with the people who don't want to" Particular "You can make an experiment with a baby, put him in that situation and you will make a happy boy"	"The uncertainty generate fear"		
Concept "There is not such thing as good or evil"	No Situation "The uncertainty generate fear"			
Personal "You don't have any obligation of making an over effort toward your father"	Particular "The fact that you are more time in home than him, makes you more demanding than him" General "That you are not able does not mean something is feasible"			

* It is necessary to have two elements of the contingency, except when the type of agent is concrete, indefinite or concept and the type of context general



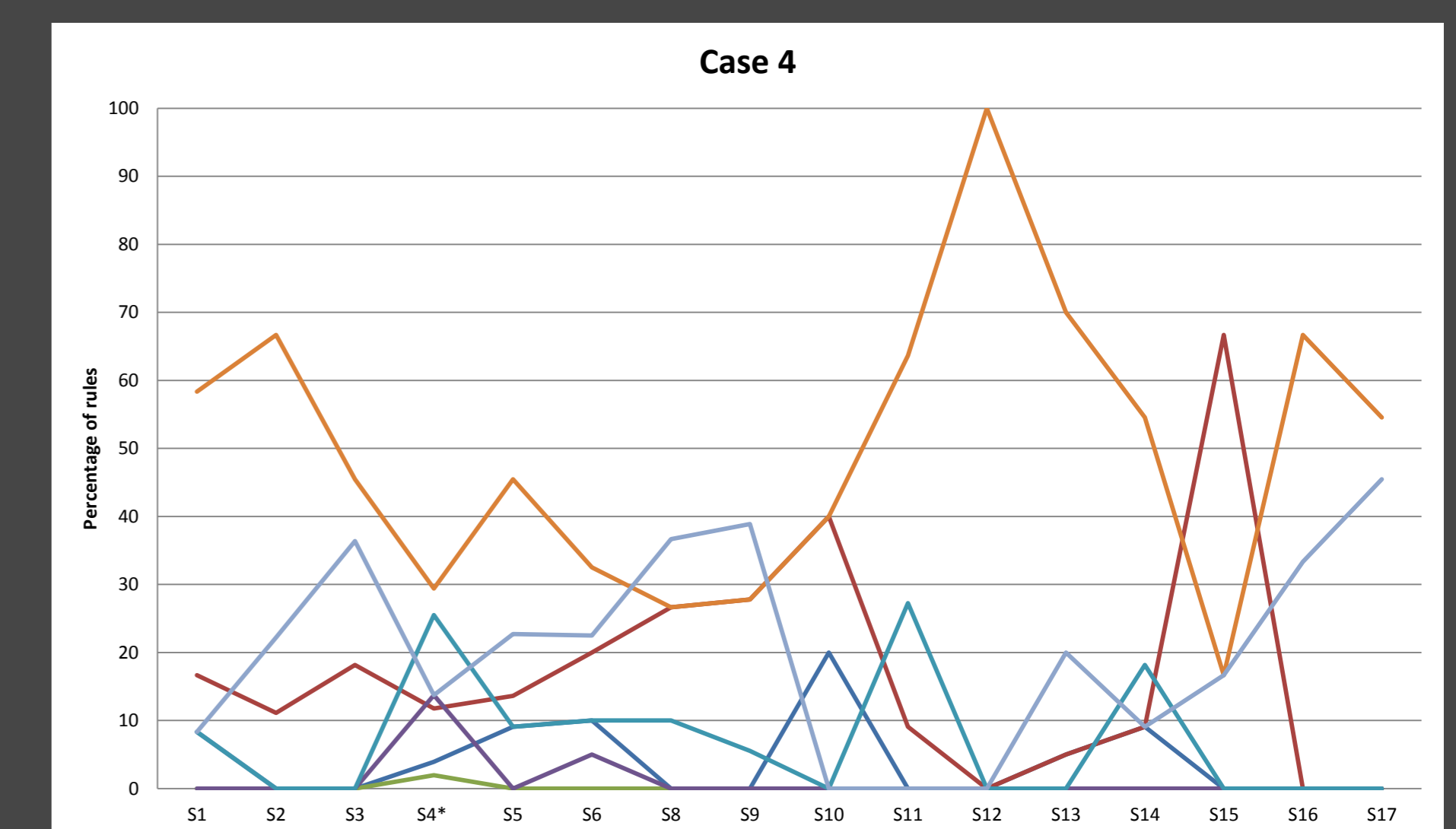
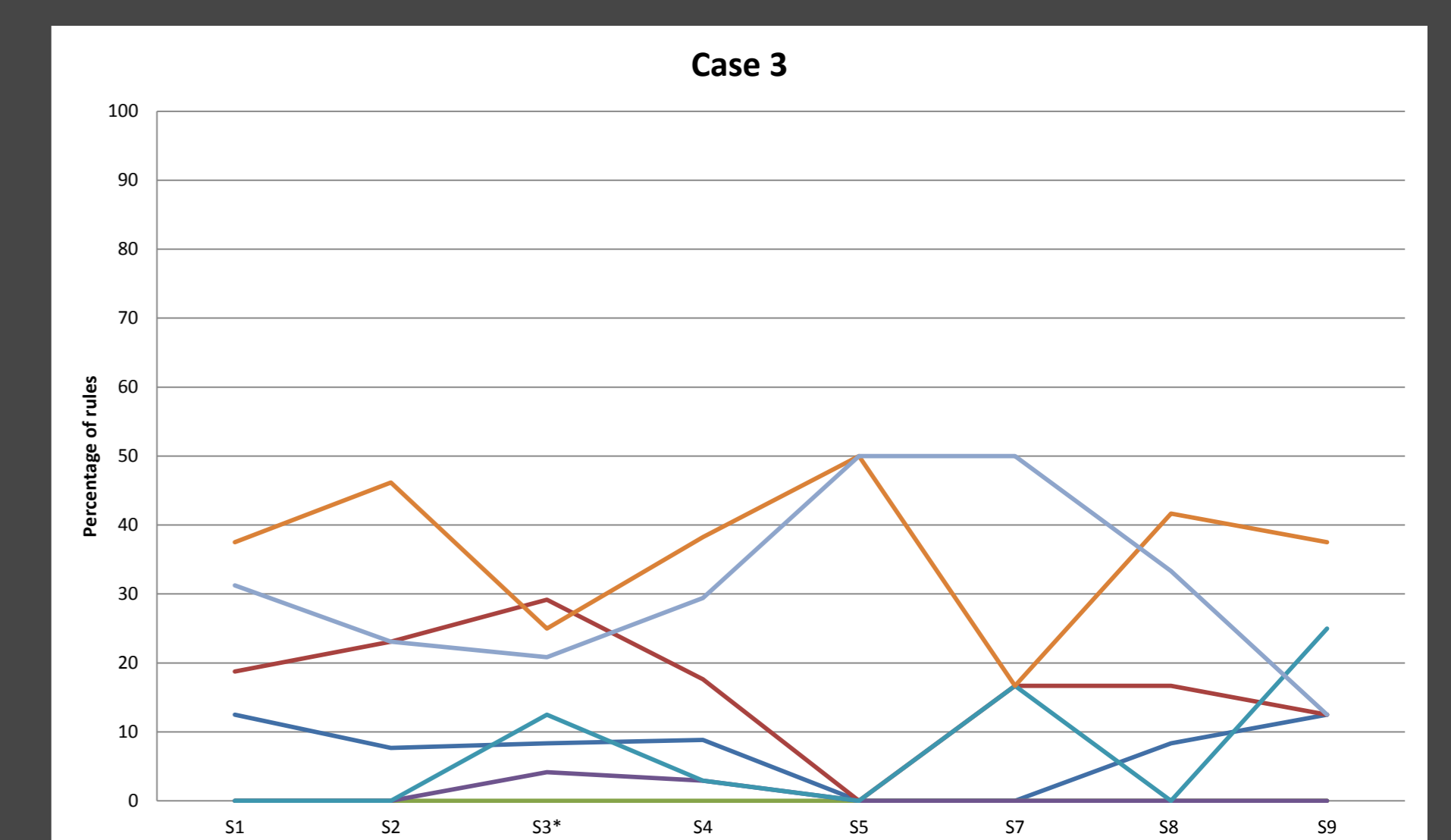
RESULTS



DISCUSSION

- Personal particular rules are almost non-existent but personal general rules keep regular during the therapeutic process. We found a prevalence of this kind of rules in first and latest sessions.
- Concrete particular rules are limited and just appear when the therapist explains the functional analysis to the client. Concrete general rules are limited too, but they appear in the beginning of the therapeutic process.
- Indefinite general rules appear after functional analysis explanation by the therapist, but indefinite general rules are the predominant rules in every session as well concept rules.
- In comparison by specify of situation in every agent we found always a predominance of general situation. However, at the beginning of treatment we found that concrete and personal rules were prevalent. This could be due to an interest by the therapist to collect information about specific contexts of client's life through rules that specify concrete persons and collectives.
- Additionally, we found that in the latest sessions there was a predominance of indefinite and concept rules. We consider that in the latest sessions the therapist tries to describe general relations with the aim to help the client to be able to apply them to different situations.

RESULTS



REFERENCES

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