

SOCIAL PROBLEMS AND OFFENCE
RELATED THINKING
SPORT



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Social Problem solving and Offence Related Thinking. (SPORT)

Lindsay, Hamilton, Scott, Doyle, Moulton and McMurran, 2009.

- Moral development and egocentric reasoning. (Kohlberg 1984, Gibbs 2003).
- Many studies report offenders show lower levels of moral reasoning with a greater egocentric bias. (Palmer and Hollin 1998).
- Deficits in moral development linked to aggression and crime through mediating factor of poor cognitive skills and decision making.(Palmer2004,5)
- Several developments in mainstream offenders regarding cognitive thinking skills programmes,(Little and Robinson 1999, Menton 1999, Ross and Fabiano 1988)
- Skills programmes reduce reoffending in participants compared to controls (round 30% V 45%)
- 3 year project involving 3 sites, developments in assessment and programme development.

Research on Criminal Thinking and Social Problem Solving Programmes “What Works”

MacKenzie (2000), Sherman et al (1999), Hollin (2004)

- Addressing high risk and needs.
- Quality of the treatment intervention.
- Structured and focussed approaches.
- Focus on criminal needs (anger, impulsiveness, social networks, cognitions, addictions)
- Develop vocational skills.
- Programmes developing personal skills using CBT methods.
- Programmes that contain an interpersonal problem solving component.
- Contains individual sessions to augment the group programme Individual concerns are addressed.
- contains a component to treat anger

Controlled Trial (DPI)

Lindsay et al. (2004) *Clinical Psychology and Psychotherapy*

($F_{(1,45)} = 6.97, p < 0.01$)

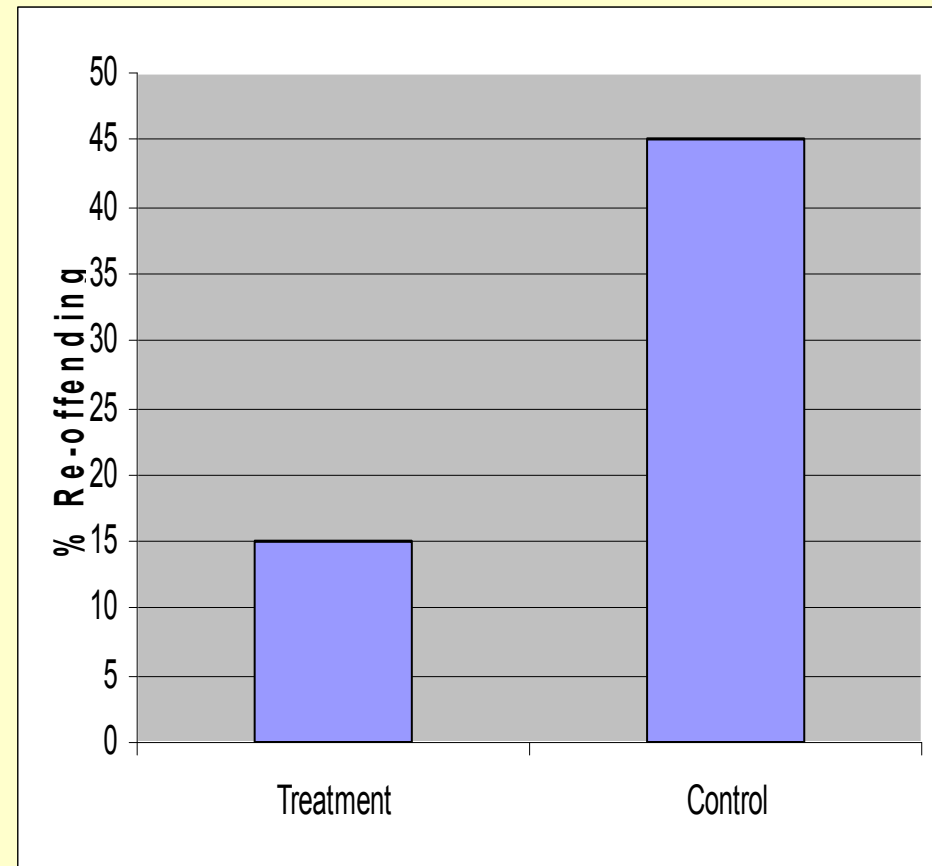
($t = 1.71; df 45; p = 0.094$)

	BL (33)	Post (33)	FU1 (33)	FU2 (31)	FU3 (13)	FU4 (12)	FU5 (7)
Treatment	31.7	22.03	18.45	21.31	21.31	21.75	18.43
Control (n = 14)	28.5	28.5					

Lindsay et al (2004) Re-offending at *9 Month* Follow up

Re-offending at
9 months %
Treatment 14%
Control 45%

($X^2 = 24.417$; df 1, $p < 0.01$)



Criminal Thinking and Social Problem Solving Programmes “*What Does Not Work*”

- Programmes that address non criminogenic needs. (outdoor activity, wilderness programmes, physical activity, self esteem)
- Vague, Nondirective counselling.
- Targeting self esteem.
- Unstructured programmes.
- Scare programmes, “Boot Camps”, fear of punishment programmes.
- Increased surveillance (home confinement, urine testing, intensive supervision).
- Allowing continuation of antisocial peers.

Social Problem solving and Offence Related Thinking. (SPORT)

Lindsay, Hamilton, Scott, Doyle, Moulton and McMurrin, 2005a,b,sub.

- Analysis of problem situations.
- Understanding thinking errors.
- The relationship between thinking, arousal and behaviour.
- Dealing with emotion.
- Faulty (offending) problem solving.
- Generating non offending solutions.
- Appropriate assertion.
- Taking appropriate action.
- Discussion, role play, analysis, diaries, problem solving exercises.

Social Problem Solving Inventory- Revised

- Developed by D'Zurilla, Nezu, Maydeu-Olivares (2002)
- Self-assessment looking at problem solving
- Based on theory and empirically tested
- Multidimensional
- Easy to understand and administer
- Tested on a large sample N=2,312

D'Zurilla, T.J, Ph.D., Nezu, A.M., Ph.D., & Maydeu-Olivares, A (2002). *Social Problem-Solving Inventory- Revised*. Multi-Health Systems Inc

Social Problem Solving Inventory- Revised

D'Zurilla, Nezu, Maydeu-Olivares (2002)

- 2 factors looking at adaptive dimensions
- **Positive Problem Orientation**
- **Rational Problem Solving**
- Three dysfunctional dimensions
- **Negative Problem Orientation**
- **Impulsivity/Carelessness Style**
- **Avoidance Style**

Social Problem Solving Inventory- Revised

*Lindsay, Hamilton, Scott, Moulton, Doyle, McMurrin
(2006a,b,submitted)*

- Never been assessed with individuals with LD
- Language too complicated for LD
- Language simplified by 3 practitioners but themes retained
- Visual aid used to ensure understanding of responses
- Questions read out to prevent literacy barriers
- N =124

SPSI-R Factors

Our Factors(52%variance)

Rational Problem Solving

Rational Pro-active (27%)

Impulsivity/Carelessness Style

Positive Impulsive (14%)

Positive Problem Orientation

Negative Problem Orientation

Negative Avoidant (11%)

Avoidance Style

Social Problem Solving and Offence Related thinking (SPORT)

- SPORT programme created for ID
- Simple CBT programme promoting clear problem solving techniques
- Promoting identification of thinking errors, problem situations etc.
- Promoting pro-social thinking to replace offending behaviours
- Replacing cognitive distortions with more positive values

SPORT Programme

- 15 sessions each lasting one hour approx
- Enjoyable, practical and meaningful
- Interactive sessions
- Same idea presented in number of different ways to reinforce message
- Each session completed with simple take home message that group members are given to make up a workbook

Sport Programme

- **Session 1;** Ice breakers and setting up rules
- **Session 2:** Looking at everyday problems
- **Session 3:** Identifying faulty problem solving
- **Session 4:** Relationship between the way we ACT, think and feel
- **Session 5:** Relationship between way we THINK, act and feel
- **Session 6:** Relationship between way we FEEL, think and act
- **Session 7:** Our emotions and the way we act
- **Session 8:** Self talk affecting the way we feel

Sport Programme

- **Session 8:** Self-talk affecting the way we feel
- **Session 9:** Self-talk to justify things
- **Session 10:** Getting all the information
- **Session 11:** Recognising difference between fact & Opinion
- **Session 12:** Correctly identifying the problem
- **Session 13:** Identifying Solutions
- **Session 14:** Looking at short and long term consequences
- **Session 15:** Identifying the best problem solving solution

Example of a session

- **Identifying the problem**
- Spot the difference exercise encouraging looking for all the information.
- Vignettes identifying that things are not always what they seem.
- Ask “W” Questions to identifying what is going on eg.....

**Diane stands alone in her
kitchen with a knife in her
hand and tears streaming down
her face**

1. Introduction

- This session has very little to do with the process of the group but is more a get to know you session and establish some group rules in order that the group will function as effectively as possible. Issues covered are confidentiality, punctuality, respect, hard work and politeness. It also involves some simple problem solving games to allow members to get to know each other,

2. Analysis of everyday social problems

- The function of this session is to demonstrate to individuals that they are solving problems every day even although they might not realise it.
- *Take home message*

You are solving problems all day every day
– even when you don't know that you are.

*Solve these problems-
How do you open this can?*

**What do you do when
You are hungry ?**

**What do you do when
you need the toilet ?**



HUNGRY
BELLY TALKS BODY
RUMBLES BODY
EAT DO
APPETITE
MIND THOUGHTS

THINKS
SMELL GOOD BODY
BRAIN THOUGHTS BAD
HAVE SOME FOOD DO
BODY THOUGHTS DO

TOILET
BURSTING BODY
DO IT IN BUSHES DO
RELEASE DO
SLASH DO
NEED T

CAN'T HOLD IT IN
RIGGLING BODY BODY
BRAIN T
NEED TO GO T
TOILET

BODY MIND DO
THOUGHT

3. Examples of faulty problem solving.

- Here we employ examples of faulty problem solving such as stealing money in order to pay a friend back and give examples of the way in which problem solving is a skill to be developed.

- *Take home message*

sometimes we get problem solving wrong!!

**but you can always improve on them and
make them better.**

*Solve these problems-
How do you open this can?*

**What do you do when
You are hungry ?**

**What do you do when
you need the toilet ?**



Faulty problem solving

HUNGRY
BELLY TALKS (BODY)
RUMBLES (BODY)
EAT (DO)
APPETITE
MIND (THOUGHTS)

THINKS
SMELL GOOD (BODY)
BRAIN (THOUGHTS) BAD
HAVE SOME FOOD (DO)
BODY THOUGHTS (DO)

TOILET
BURSTING (BODY)
DO IT IN BUSHES (DO)
RELEASE (DO)
SLASH (DO)
NEED (T)

CAN'T HOLD IT IN
RIGGLING (BODY) (BODY)
BRAIN (T)
NEED TO GO (T)
TOILET

BODY MIND DO
THOUGHT

HUNGRY
RUMBLES
NEED TO GO
RELEASE
EMBARACE

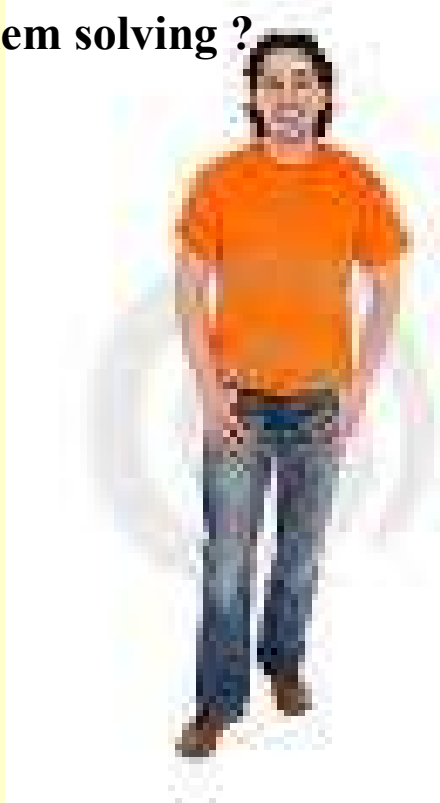
BURSTING
EATING FOOD
PISSING YOURSELF

BAD THOUGHT
MIXED UP
BRAIN NOT FUNCTION
FALT
BRAIN SURGEON
BURSTING
GO TO SLEEP

Problem solving is a skill.



Which of these 2 will be better at problem solving ?



Which of these 2 will be better at football ?

You are really angry as your football team has lost an important match, A member of staff or a member of your family is winding you up so you get angry and teach them a lesson for winding you up and hit them.

What do you think of this problem solving idea?

Write answers on the board which the group members give you.

Split the answers into good and bad things about the solution and discuss which is the most important. Look at any further problems that this solution may cause.

4. Behaviour and action – what you do.

- This session is designed to establish the link between action and thinking. An example of this section is the way in which thinking is disrupted after exercise when compared to a similar task before exercise.

Exercise: thinking/doing

Discussion.

- Its harder to concentrate when you are feeling wound up and your body is working harder and faster.
- We have all agreed that we are all calm just now and our pulse is slow so let us do a small experiment.
- Take pulse..... Ask some simple questions..... Age, where you stay etc.....Then ask the group member to **run around outside or do ten star jumps** so that their pulse is racing. Ask questions/take pulse.
- **So we know that when we angry or when we are excited it is harder for us to think properly**
- **What we do affects how easy it will be to problem solve**

5. Cognition – what you think.

- The group discuss the way in which thinking affects behaviour.
- A number of examples are designed to generate faulty thinking.

Exercise: The way we think about things affects the way our body feels and the way we act.



What do you think about this pint?

What would you like to do with this pint?

Would that be good?

Describe to me your thoughts on this pint...

Describe from start to finish what you would like to do with the pint?

How would your body feel to drink this pint.

It is cooking oil.



What do you think about this pint?

What would you like to do with this pint?

Would that be good?

Describe to me your thoughts on this pint...

Describe from start to finish what you would like to do with the pint?

How would your body feel to drink this pint.

6. Physiological reaction affects cognition.

- How you feel. In this section physiology, thinking and behaviour are linked in discussions of familiar functions such as eating and going to the toilet. Then the discussion moves on to the consequences of mixing up the physiological messages and getting them wrong.
- Previous exercise on mixing up physiological feelings.
- Eating a chilli. Are you still hungry?



7. Emotion, action and cognition.

- Several examples. are role-played and discussed, leading the group into an understanding that emotion will determine behaviour. For example, a discussion is generated on how one would act when happy as opposed to acting when sad.

Exercise what you think affects how you feel and what you do

- You are just getting ready to go on holiday when you receive a phone call to tell you that a close family member has been rushed into hospital and their condition is serious.
- **If this was you in this situation how do you think you would feel?**
- **How would you feel about going on holiday?**

Exercise what you think affects how you feel and what you do

- You are just getting ready to go on holiday when you receive a phone call to tell you that a close family member who has been seriously ill in hospital is now doing much better, has been moved into a main ward and will be ready to go home within a few days.
- **If this was you in this new situation how do you think you would feel?**
- **How would you feel about going on holiday?**

8. Internal dialogues and self-talk.

- Using several examples of self talk this session explores the way in which different individuals will use internal dialogues.
- **Imagine that it is a cold winters morning and you are lying under a warm duvet in you nice warm bed. Your alarm goes off and you think “bloody hell I can’t believe it’s morning already, its so cold getting up and I can’t be bothered.”** *How do you feel?*
- **you are lying in your nice warm bed on a cold day, your alarm goes off and this time you say to yourself “I’m really looking forward to going into work today, it’s a nice crisp day outside and I can’t wait to get up and get organised”.** *Would it make a difference to the way you feel?*



**Talking to yourself can change
the way we feel
Positive.
Negative.**



9. *Justifications and cognitive distortions.*

- Here we use several everyday examples of cognitive distortions used as excuses to make us feel better.
- One example is when a smoker, when trying to give up, says that one cigarette won't do any harm.
- Over the speed limit in the car.
- Global warming.

10. Information gathering in risky situations.

- Using examples of ambiguous situations the group can explore faulty conclusions in situations.
- **Examples You are eating your lunch when the father of the family sitting opposite you suddenly starts thumping the little boy on the back and no-one seems to be doing anything.**
- a policeman talking to a member of the public.

Which one do you
Like most?



THEY ARE BOTH
MEN



**When making decisions it is ESSENTIAL
we get the whole picture**

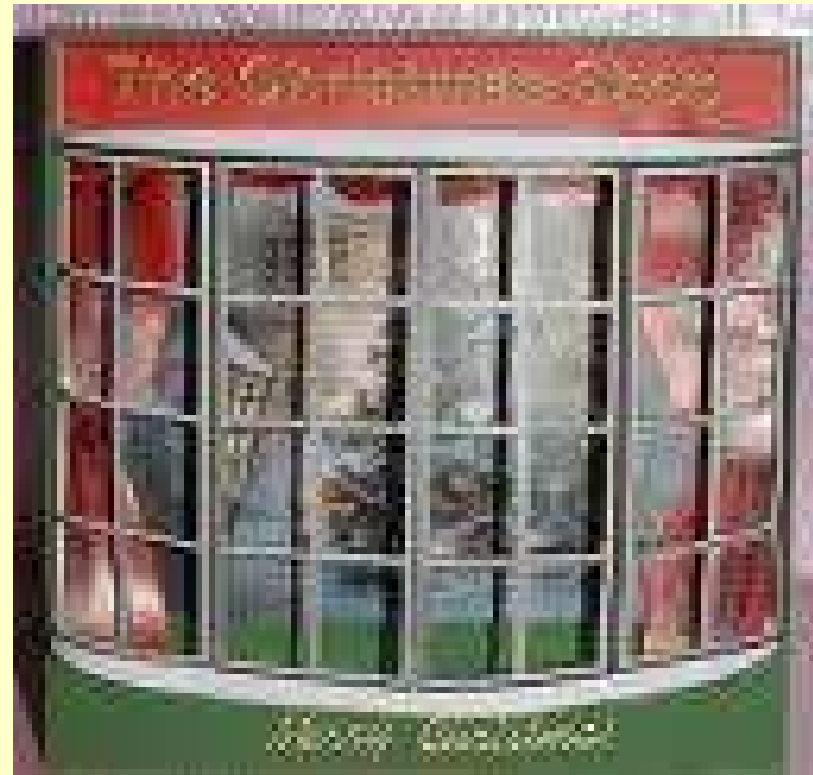


11. *Judgements and interpretations.*

- This section follows from the last and fosters a knowledge about the importance of being clear about what is actually factual about a situation.
- One example is a picture of a shop with a Christmas tree in the window.
- A quiz on facts and opinions is also conducted.

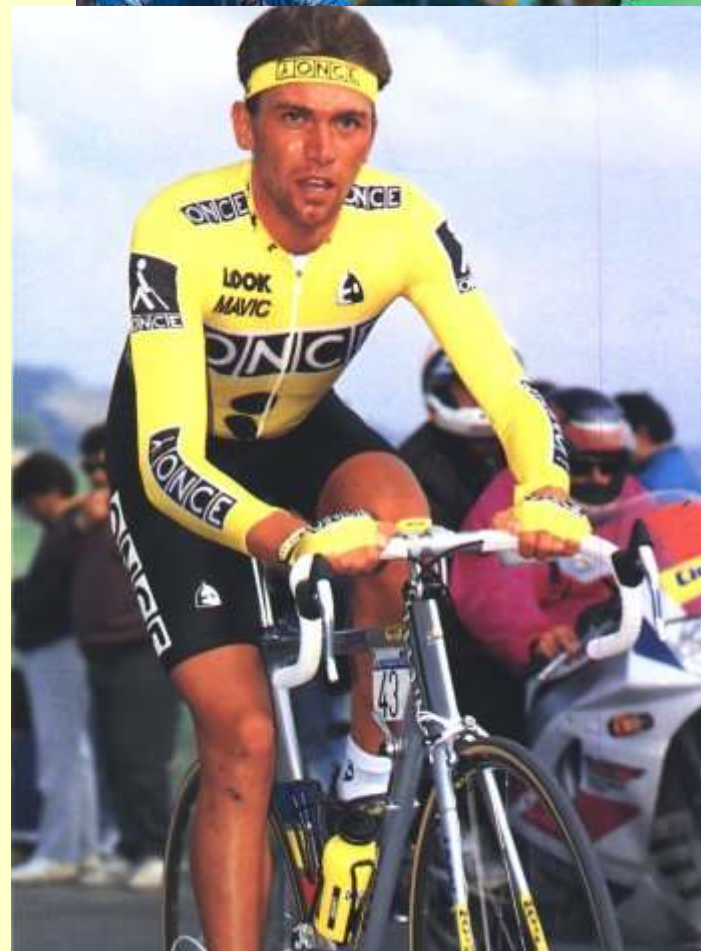
*Facts are true,
opinions are our own beliefs.*

What time of year is it?



Quiz – fact or opinion – split the group in 2.

- **Football is the greatest sport in the world.**
- **Rafael Van der Vaart plays football.**
- **Swimming is a good way to keep fit.**
- **Dogs are the best pets you can get.**
- **Summer is the best time of the year.**
- **Smoking is an unhealthy habit.**
- **Smoking is a horrible habit.**
- **The latest James Bond film is by far the best.**
- **The latest James Bond film made the most money.**
- **Brussels is the Capital of Belgium.**
- **Cycling is the greatest sport in the world.**



12. *Identifying problems.*

- This section concentrates on *gathering information* about problems. Examples of obvious problems (a fire starting) and less obvious problems (someone crying in the kitchen with a knife in their hand) are used as well as practical examples such as knowing there is likely to be trouble at a football match you want to go to.

When we are trying to solve a problem
we must remember to LOOK, LISTEN and ASK!!



Identifying problems

- Me and four of my mates are going out clubbing tonight.
- Is going to be great . We have been planning it for ages and have
- Four free tickets to a new club in town VIP!!!

Gathering information

- Betty stands in her kitchen with a knife in her hand and tears streaming down her face.

13. *Identifying solutions.*

- Here a number of practical problems are presented and the group have to work out a range of solutions. Then they consider given that there is more than one way to solve many problems, it is important to establish that you have the resources to complete the solutions.

Solution - think of all the ideas. Look at the resources and consequences of each decision

- We have learned the correct way to identify what the problem is
- What we need to learn to do now is to identify the correct solution

Brainstorming exercise – any idea.

ITS 10 O’CLOCK AND YOU HAVE MISSED THE LAST BUS HOME, YOU NEED TO BE HOME BY 10.30 BUT YOU HAVE VERY LITTLE MONEY AND THERE ARE NO MORE BUSES.

Analyse each solution for resources and consequences.

14 Short and long term consequences.

- This section continues to explore the nature of multiple solutions to problems establishing that several may have good outcomes in the short term but unfortunate long term consequences.
- One example would be using your money to have fun but then having no money for food, and stealing it.

DISCUSSION GROUPS

- GETTING DRUNK
- DOING EXERCISE
- It may seem like a good idea at the time but think about what will happen in the long run.
- Think about all the aspects and try not to let our emotions affect the way we feel about decisions.
- The short term consequences are the things which happen immediately after the problem has been solved.
- The long term consequences are the things which happen a while after we have solved the problem.
- Consider the short and long term consequence.

15. *Good solutions and bad solutions.*

- The final session explores the importance of *slowing down and making a good decision* from the alternatives.
- problem solving is a skill. Slowing down and gathering all the facts is part of the skill.
- There then follows a recap on the whole programme.

Psychological
Treatment Process

SPORT

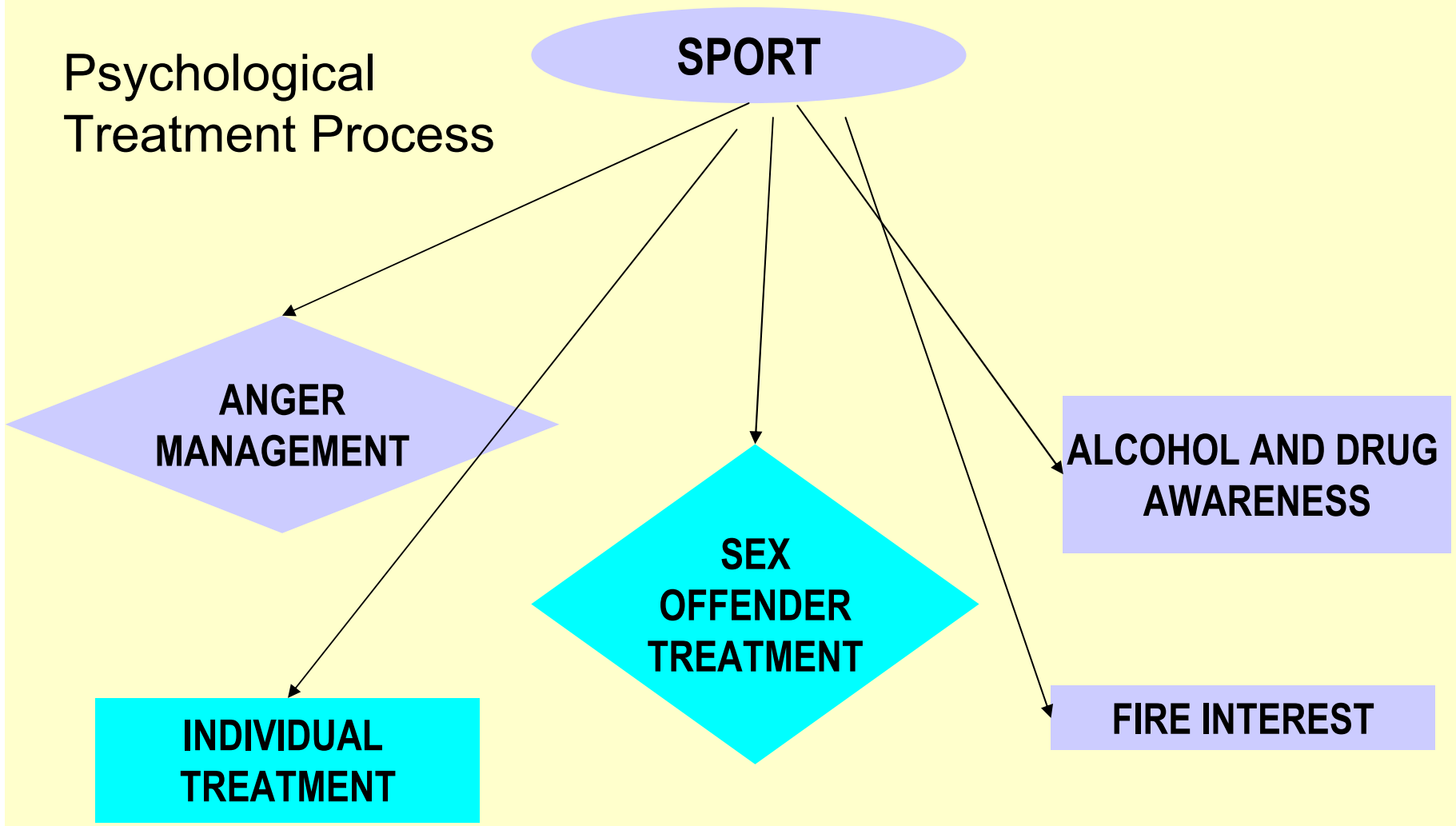
**ANGER
MANAGEMENT**

**INDIVIDUAL
TREATMENT**

**SEX
OFFENDER
TREATMENT**

**ALCOHOL AND DRUG
AWARENESS**

FIRE INTEREST



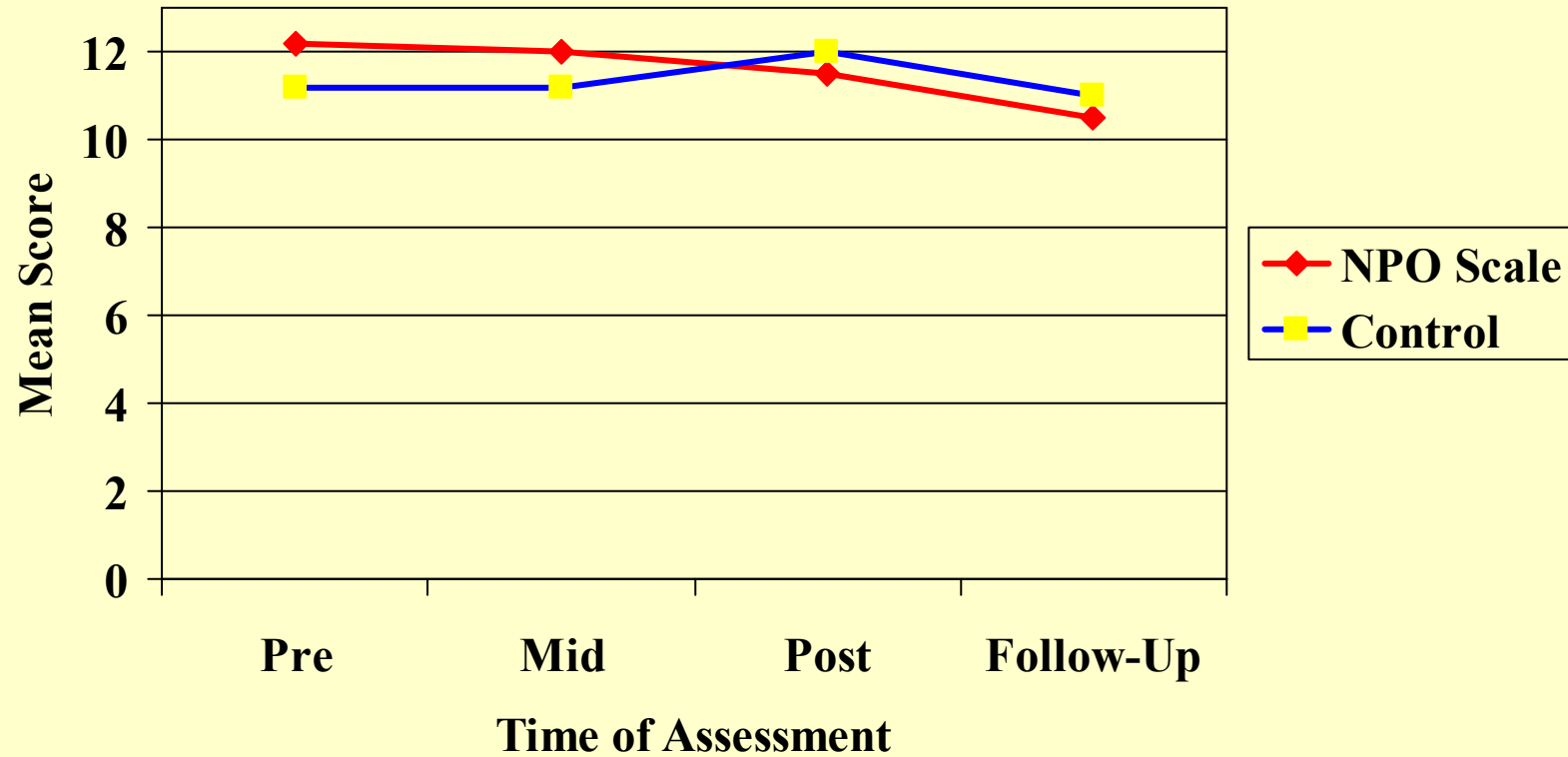
1989 - 2010



SPORT programme – study design

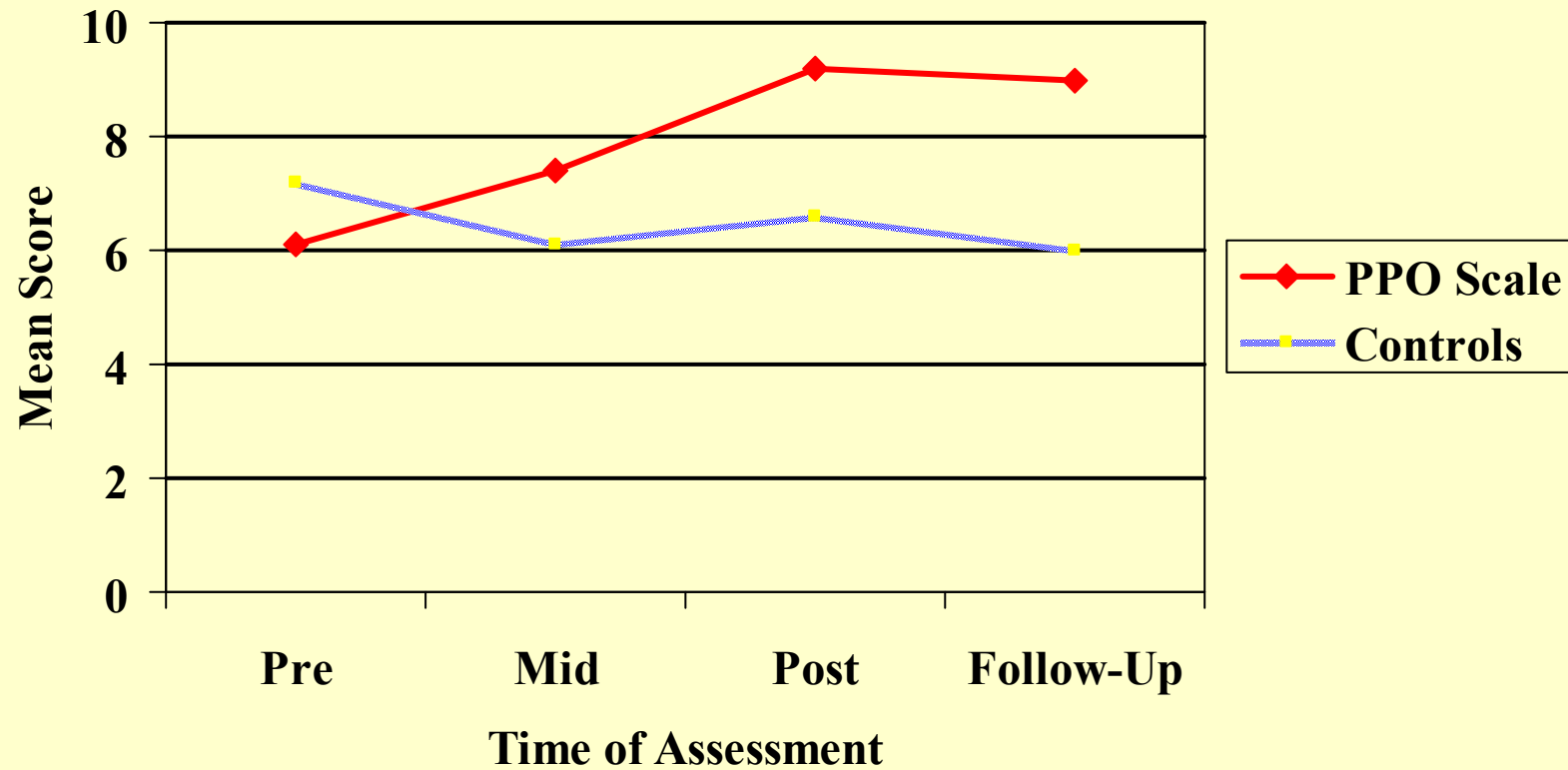
- Treatment
 - N = 10
 - 2 groups of 5 each
 - Av. IQ = 66.3
 - All men
 - Mixed offences SO = 5, violence = 5
- Control
 - N = 10
 - Av. IQ = 67.9
 - All men
 - Mixed offences. SO = 3 violence = 7

Negative Problem Orientation



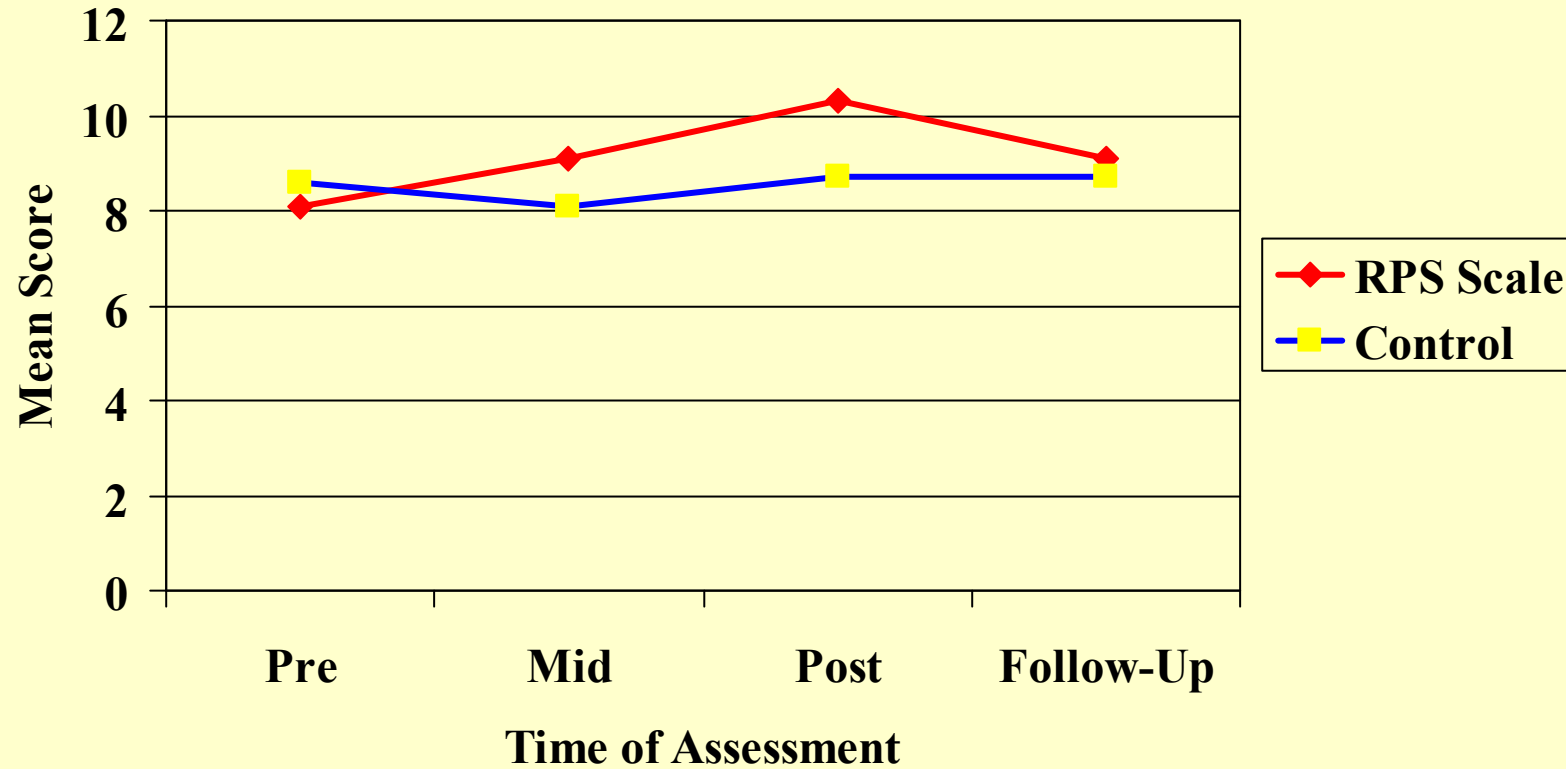
$F=2.23, p<0.11,$

Positive Problem Orientation



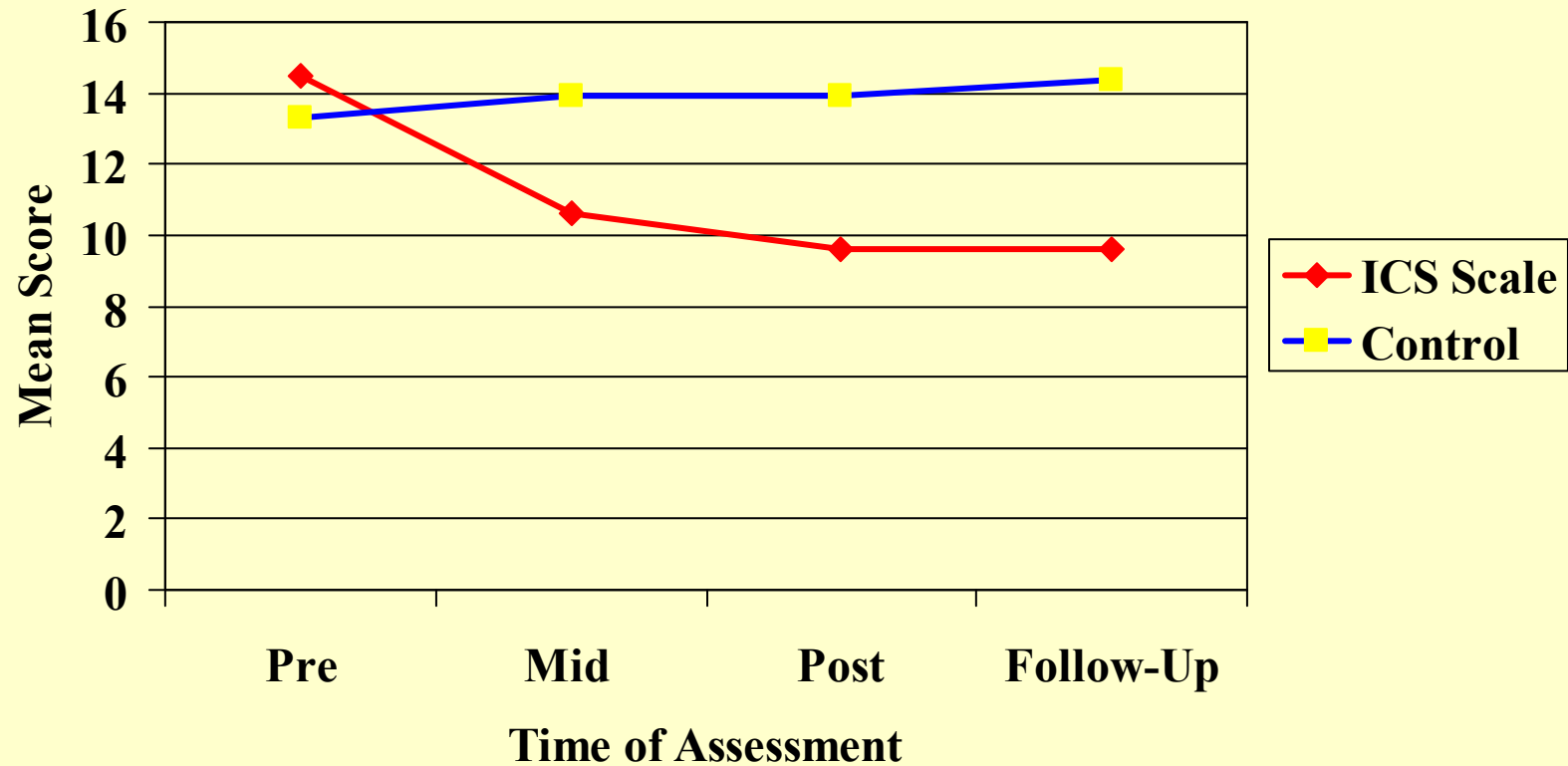
$F=9.08, p<0.001, d=1.96$

Rational Problem Solving



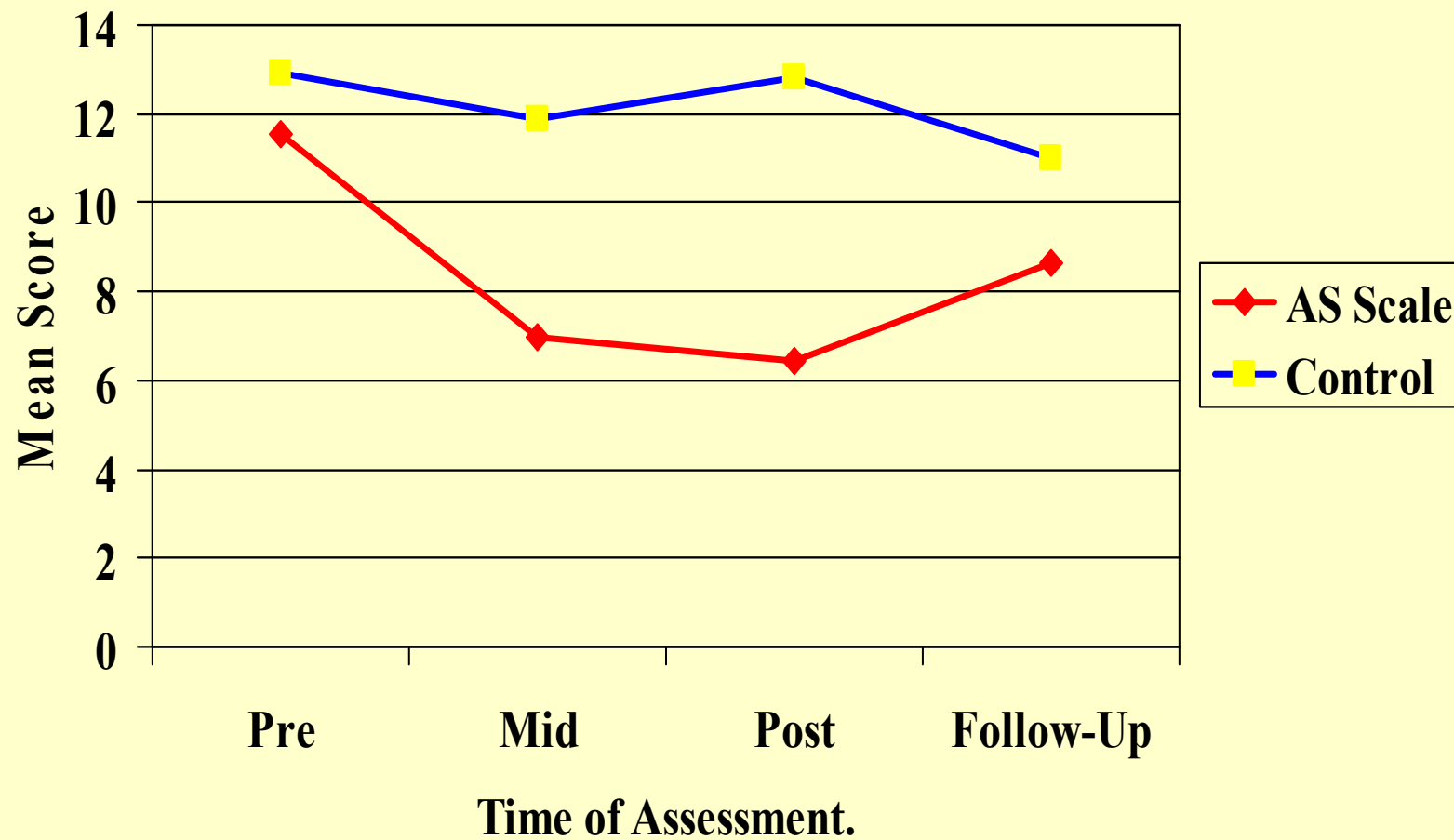
$F(3,27)=0.9, p=0.46$

Impulsivity/Carelessness Style



$F(3,27)=11.32, p<0.001, d=2.18$

Avoidant Style



$F=6.6(3,27), p<0.01, d=2.18$

Conclusions.

- Cognitive behavioural/ problem solving programmes for offence related issues.
- R & R , Moral reconnection therapy (based on Kohlbergs theories) – improving social, moral, and behavioural deficits in offenders. Decent evidence in Mainstream offenders *Wilson et al., Criminal justice and Behaviour, 2005*
- Generally manualised
- Overly didactic – require considerable adaptation and development for ID to be interactive.
- Adaptations seem to produce an enjoyable programme
- Evaluation difficult in a comprehensive system.
- Evaluation seems reliable – pilot optimism.