

# **A Cognitive-Behavioral Therapy Program for Youth Who Engage in Domestic Violence Against Their Parents**

**Anthony James Roberson, PhD, PMHNP-BC, RN, FAANP**

**Presented to:**

**28<sup>th</sup> International Nursing Research Congress**

**July 27, 2017**

# Review of Literature: DV of Youth Against Parents

- 11-20% of parents report
- Characteristics of the perpetrators
  - Boys
  - White
  - Various socio-economic backgrounds
- Characteristics of the victims
  - Biological mother
  - Single-parent

# Review of Literature

- 82% perpetrators reside at home
- Type of violence:
  - Physical
  - Mental
  - Emotional
- Co-morbidities of perpetrators:
  - Behavioral
  - Psychiatric
  - Addictions
  - Intellectual
  - Learning

# Review of the Literature: Interventions for Youth who engage in DV

## ■ Incarceration

- recidivism

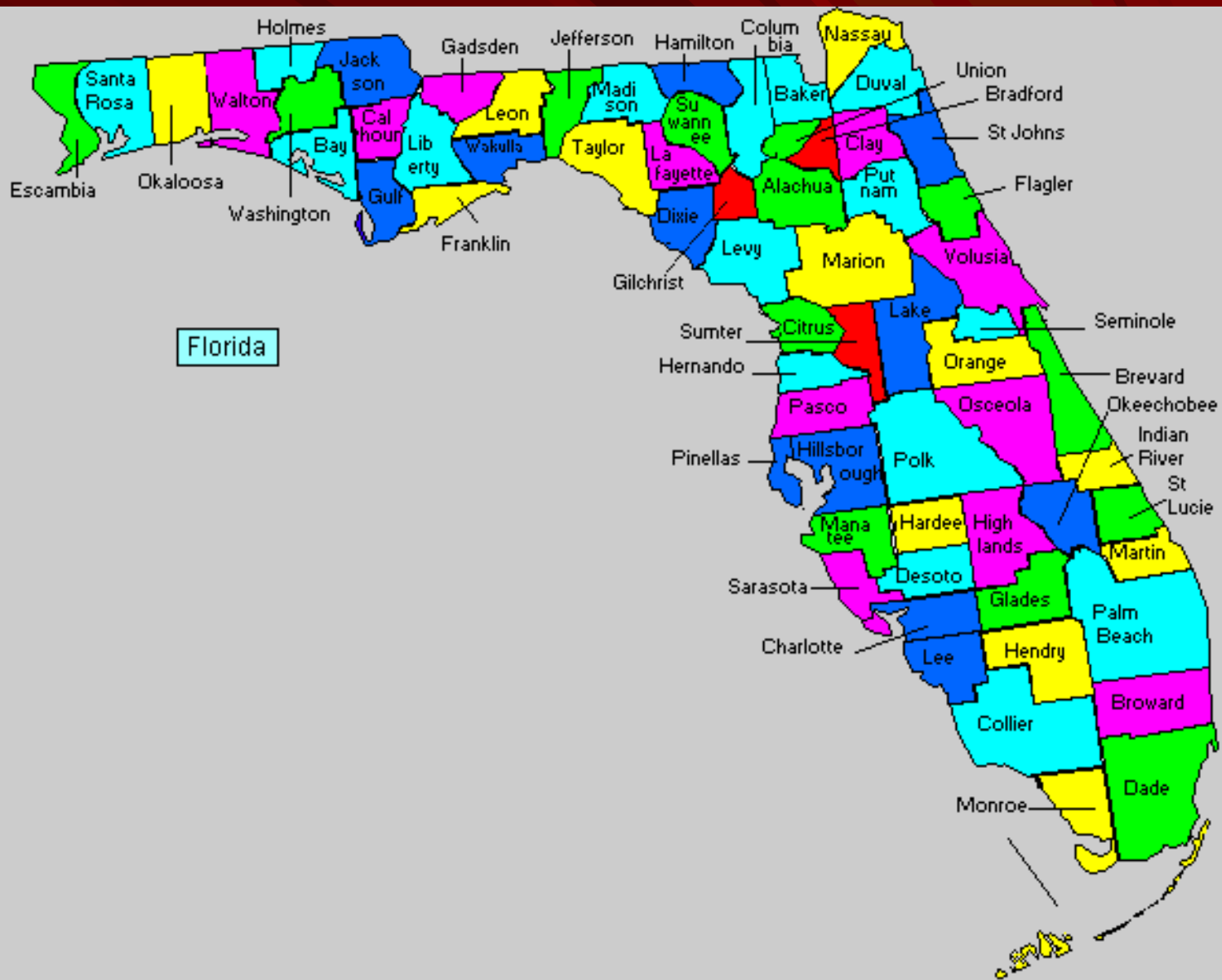
- often turns into life-long encounter(s) with the system

## ■ Foster Care

## ■ Psychiatric hospitalization

# Collaboration with Miami-Dade Juvenile Justice System

- Miami-Dade juvenile court system - gatekeepers are judges
- Foster care program – *Our Kids* of Miami-Dade and Monroe Counties (2.77 million)
  - To provide coordinated care for abused, abandoned, and neglected children and adolescents



# Collaboration with Miami-Dade Agencies

- Miami-Dade Juvenile Services Department
  - Increased reported DV against parents
  - High recidivism – leading to multiple subsequent arrest and incarcerations
  - Courts – seeking alternative(s) to incarceration
  - Desire to maintain continuity of family
  
- Violence Prevention and Intervention Services Division – Miami-Dade
  - DV center – women (CVAC)
  - Staff working with population
  
- Roberson role – serve as a PMHNP/PhD consultant and develop evidence-based intervention(s) as expert

# Key Players

- Judge Rosa Figarola – Miami-Dade Juvenile Justice System Domestic Violence Unit
- Cathy Burgos, LCSW, Division Director of Operations, Miami-Dade County Juvenile Services Department
- Ivon Mesa, M.P.A., Director Violence Prevention and Intervention Services Division Miami-Dade County
- Violet Felipe-Diaz, MSM, Miami-Dade County, Community Action and Human Services
- Hortensia Nuñez, PhD, Psychologist
- Anthony James Roberson, PhD, PMHNP-BC, RN, University of Miami, School of Nursing & Health Studies, Associate Professor of Clinical



# Evidence-based Intervention

## TRANSFORMING OUR YOUTH (TOY) PROJECT

### Goals:

- Avoid Incarceration
- Component of the Diversion Program
  - Many steps of completion
  - Intervention is one component of the program

# TOY Overall Objectives

- Understand the perception of DV
- Educate about the characteristics of DV
- Youth and Parent components – critical

## 2014/2015 Trimester Sessions Schedule

1 <sup>st</sup> Trimester CVAC (6:00 p.m. – 7:00 p.m.)		2 <sup>nd</sup> Trimester CVAC (6:00 p.m. – 7:00 p.m.)	
October 8 <sup>th</sup> , 2014	Juvenile/Parent Group	January 7 <sup>th</sup> , 2015	Juvenile/Parent Group
October 15 <sup>th</sup> , 2014	Juvenile/Parent Group	January 14 <sup>th</sup> , 2015	Juvenile/Parent Group
October 22 <sup>nd</sup> , 2014	Juvenile Group	January 21 <sup>st</sup> , 2015	Juvenile Group
October 29 <sup>th</sup> , 2014	Juvenile Group/Millennials Project Presentation	January 28 <sup>th</sup> , 2015	Juvenile Group/Millennials Project Presentation
3 <sup>rd</sup> Trimester CVAC (6:00 p.m. – 7:00 p.m.)		4 <sup>th</sup> Trimester CVAC (6:00 p.m. – 7:00 p.m.)	
April 8 <sup>th</sup> , 2015	Juvenile/Parent Group	July 8 <sup>th</sup> , 2015	Juvenile/Parent Group
April 15 <sup>th</sup> , 2015	Juvenile/Parent Group	July 15 <sup>th</sup> , 2015	Juvenile/Parent Group
April 22 <sup>nd</sup> , 2015	Juvenile Group	July 22 <sup>nd</sup> , 2015	Juvenile Group
April 29 <sup>th</sup> , 2015	Juvenile Group/Millennials Project Presentation	July 29 <sup>th</sup> , 2015	Juvenile Group/Millennials Project Presentation

# Domestic Violence Specific to Miami-Dade

## TOY Group Participant Characteristics

- Youth in the Miami-Dade County JJS
- Limited or no previous encounters in JJS (low-risk)
- Predominantly male; female representation
- Homes
  - Single-parent
  - Foster homes
- Low socio-economic
- Minority – predominantly Hispanic
- Ages 13 - 17

# Implementation of TOY Groups

- First cohort of TOY groups – October 2014
- October 2014 - December 2016 – eight cohorts (average 7 youth per group) have been initiated, two completed diversion program (January 2017 and April 2017)
- Successful outcomes (judge, CVAC, JJS)
  - No subsequent DV incidents
  - Completion of the Diversion Program, which includes the TOY Group
- January 2017 – the first youth (n=6) who were scheduled for completion of the Diversion Program were successful.

# TOY Youth Participant Descriptive Data: Cohort 1

- Nine (9) males

- Age 14 – 17

  - 14 – 3

  - 15 – 2

  - 16 – 2

  - 17 – 2

# TOY Participant Descriptive Data: Cohort 1

## ■ Country of birth:

■ USA – 8

■ Cuba – 1

Citizenship – USA (9)

## ■ Language

■ Bilingual (Spanish) – 8

■ English Primary – 9

# TOY Participant Descriptive Data Cohort 1

## ■ Race:

■ White – 8

■ Black – 1

## ■ Ethnicity

■ Cuban – 5

■ Dominican Republic – 2

■ African-American – 1

■ Other Hispanic – 1



# TOY Participant Descriptive Data Cohort 1

- Entry into JJS
  - Juvenile Alternative Services Sanctions (JASS) – 5
  - Civil Citation (first encounter – alternative to arrest) – 3
  - Unknown – 1
  
- Identified Problems
  - Domestic Violence – 5
  - Anger Issues – 4

# TOY Participant Descriptive Data: Cohort 1

- Parents participating in the groups: 12
- Youth from Single-parent homes: 8
  - Mom: 7
  - Dad: 1
- Blended Family: 1
- Extended Family: 7

# TOY Education Component

- Grounded in Cognitive-Behavioral Therapy Principles
  - Lipsey et al
  - Youth Group Facilitator: PMHNP
  - Parent Groups Facilitator: Psychologist
- Behaviorists
  - Watson, Skinner, Solomon, Rotter, Bandura
- Cognitivists
  - Adler
  - Ellis – REBT (one of the first CBT)
  - Beck – Cognitive Therapy
- REBT + Cognitive Therapy = Second wave of CBT

# Cognitive-Behavioral Therapy: Why this approach?

- Problem-focused
- Help individual identify and change the dysfunctional beliefs, thoughts, and patterns of behavior that contribute to their problems.
- Underlying principle: thoughts affect emotions, which then influence behaviors.
- Two kinds of psychotherapy: cognitive therapy and behavioral therapy.

# Influence of CBT

Bandura, Adler, Sullivan, Ellis

Influenced by?

Sigmund Freud

# TOY Education Component

## Module 1

### I. Anger Evaluation/Assessment

GAIN SS

Student Handout Anger Assessment

### II. Domestic Violence

Basic Concepts

Characteristics of Domestic Violence

Profile of a Batterer

Post Separation Power and Control Wheel

Cycle of Violence

Equality Wheel

# TOY Education Component

## Module 2

### I. Definition of Roles

- A. Gender
- B. Masculinity/Femininity

### II. Culture Aspects that Affect Roles

### III. Roles of Parents

- A. Authority/Provider
- B. Decision-making

### IV. Communication with parents

- A. Verbal
- B. Non-verbal

# TOY Education Component

## Module 3

- Am I an abuser?
- How do I manage anger?
- How do I currently communicate with my parents?
- What's not working in my current situation?



# TOY Education Component

## Module 4

- Where do I go from here?
- How can I change my communication with my parent?
- What do I need from my parents to help me:
  - Communicate better with them?
  - Better manage my anger?
- Community Engagement (as part of the Diversion Program)
  - Millennial Project,
  - Boys & Girls Club of America

# TOY Evaluation: Youth and Parent

- Were the groups beneficial for you to understand violence?
  - Very Strong 4, Strong 3, Poor 2, Very Poor 1
- Were the groups beneficial in motivating you to change your behavior?
  - Very Strong 4, Strong 3, Poor 2, Very Poor 1
- Suggestion(s) on improving?

# TOY Evaluation: Youth

- N=9

- Understanding violence?

  - 3.42

- Motivating to change behavior?

  - 3.14

- Suggestions to improve?

  - Nope, I liked it

  - No, I believe it's worth the hour every week

  - More fun and interactive

  - We need August Alsina to perform for us

# TOY Group Evaluation: Parent

- N=12
- Understanding violence?
  - 3.80
- Motivating to change behavior?
  - 3.75
- Suggestions to improve?
  - None
  - No
  - Class in Spanish
  - Translate in Spanish

# Results:

## May 2016 Cohort 1

- All nine in the original cohort completed diversion on time
- Subsequent Arrest (24 months in the Diversion Program): 0
- Referrals to PMH: 6 (5 of 6 for medication)

# Follow-up with Youth and Parents

- Increased effective communication in home
- Increased understanding of DV
- Decreased anger/increase ability to manage anger by implementing techniques of TOY
- Involvement with Millennial Project and Boys & Girls Club
- Continued treatment received for those under care of PMHNPs and Psychologists

# Alterations/Lessons Learned

- Developmental Considerations
  - Delivery of TOY
  - Offenses
  - Communication with peers and parents
- Spanish-speaking
- Parenting skills
- Psychiatric component specific to DV and JJS in general

# Alterations/Lessons Learned

- Maintaining interest of the Youth
- Flexible in delivery of each group (module)
- Navigating and coordinating multiple community agencies and ensuring each are satisfied



# Next Steps

- Data Analysis on the eight cohorts
- Move from Demonstration/Practice Project to Research Study
- Incorporate CBT components more deliberately
- Randomized Control – however, avoid “no treatment” approach – variations of CBT

# References

- Agnew, R. & Huguley, S. (1989). Adolescent violence toward parents. *Journal of Marriage and the Family*, 5 (1), 699-711.
- Archer, S.L. (2007). The making of a physician-scientist – the process has a pattern: lessons from the lives of Nobel laureates in medicine and physiology. *European Heart Journal*, 28, 510-514.
- Bandura, A. & Walters, R.H. (1959). Adolescent aggression: A study of the influence of child training practices and family inter-relationships. New York, New York: Ronald Press.
- Gorski, D. (2009). The clinician-scientist: Wearing two hats. *Science-Based Medicine*, 52-56.
- Landenberger, N.A., and Lipsey, M. W. (2005). "The Positive Effects of Cognitive-behavioral Programs for Offenders: A Meta-analysis of Factors Associated With Effective Treatment," *Journal of Experimental Criminology*, 1, 451-476.
- Lipsey, M.W. (2009). "The Primary Factors That Characterize Effective Interventions With Juvenile Offenders: A meta-analytic overview," *Victims and Offenders*, 4, 124-147.
- Mackay, M. (2009). Why nursing has not embraced the clinician-scientist role. *Nursing Philosophy*, 10, 287-296.
- National Institute of Mental Health (2008). Task for finds Cognitive Behavioral Therapy effective for children and adolescents exposed to trauma.
- Parker, K., Burrows, G, Nash, H., Rosenblum, N.D. (2011). Going beyond Kirkpatrick in evaluating a clinician scientist program: It's not "if it works" but "how it works". *Academic Medicine*, 86 (11), 1389-1396.
- Rolfe, G. (2010). A reply to "why nursing has not embraced the clinician-scientist role" by Martha MacKay: nursing science and the postmodern menace. *Nursing Philosophy*, 11, 136-140.
- Spirito, A., Esposito-Smythers, C., Wolff, J., Uhl, K. (2011). Cognitive-behavioral therapy for adolescent depression and suicidality. *Child and Adolescent Psychiatric Clinics*, 20(2), 191-204.
- Topping, A. (2013). Lack of support for parents who live in fear of their teenagers, study shows. *The Guardian*.
- Ulman, A. & Straus, M.A. (2000). Violence by children against mothers in relation to violence between parents and corporal punishment by parents. *Journal of Comparative Family Studies*, 34, 41-60.

Thank you!

Questions

Discussion