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Enhancing Intrinsic Motivation & Developing Positive Reinforcement utilizing the Urban Cultural Construct

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Training Goals

- Provide training that is geared towards working with African American clients.

- Focus on connecting African American clients to their intrinsic/inherent self in an attempt to maximize their strengths – instead of simply reacting to life.

- Familiarize staff with Evidence Based Practices that will enhance responsivity among African American offenders.

- Increase responsivity among African American offenders

Training Goals for Staff

- After going through the training staff should know:

- What the Urban Cultural Construct is?

- How to use culturally focused strength based approaches

- How to build self-awareness in African American clients (1)allows clients to make thoughtful decisions and empowering choices (2) allows clients to make positive change in their life

- Examine clients history for Adverse Childhood Experiences

- Understand Trauma Informed Care

- Understand Social Learning Theory

- Increase offenders and staffs knowledge of culture, cultural pride & esteem

Training Goals for Staff

- Encourage offenders to understand who they are
- Understand desperation to dedication
- Understand and be able to explain:
- Motivation
- Culture
- Ethnic awareness
- Ethnic minority acculturation modes
- 4-Core needs
- 4-Core cultural needs
- 3-Essential cultural assurances
- 8-Cultural factors that impact thinking and beliefs
- 5-Stages of Urban Minority Cultural Construct
- 5-Cultural mindsets
- 7-Cultural personality enhancers

Not All Programs Are Equal

- Evidence Based Practice (EBP), are practices that are proven to work with certain groups of offenders. There are 8 guiding principles of EBP (Developed by the National Institute of Corrections):
- (**1**) Engage on-going support in community
- **(2) Increase Positive Reinforcement**
- **(3) Skill Train with Directed Practice**
- **(4) Target Intervention**
- **(5) Enhance Intrinsic Motivation**
- **(6) Risk/Need/Responsivity/Assess Actuarial Risk**
- **(7) Measure Relevant Practices**
- **(8) Measurement Feedback**

Focusing On the Right EBP's

- Urban minorities present with a unique Urban Cultural Construct - responsivity to supervision and treatment can be enhanced by addressing the Urban Cultural Construct.

- Therefore ensuring we are focusing on the EBP's that will increase responsivity to supervision and treatment is critical.

- Focusing on Intrinsic Motivation is essential in increasing responsivity.

- In addition to using motivational interviewing techniques and involving the offender in the case planning process – those that work with offenders should also address the Urban Cultural Construct to increase responsivity.

(Mike Williams – CSAC & SW)

Increasing Responsivity

- EBP's are beneficial in the following ways:

- EBPS allow us to work from a factual basis.

- EBP's allow us to be more objective about offenders vs. ineffective subjective practices.

- EBP's allow us to be more consistent in our interactions with offenders.

R-I-C

- One of the most effective methods of connecting urban minorities to their intrinsic/inherent self is to;

- 1 – **Raise awareness**: about the existence of the 4-basic needs, clarity, and intrinsic motivation.

- 2 – **Impact beliefs and practices**: identifying the offenders belief system and how it was constructed/developed.

- 3 – **Create opportunities for success**: by providing the offender with factual cultural knowledge that will equip the offender to develop his/her intrinsic motivation & inherent self – which provides the tools for the offender to re-program himself/herself.

(Mike Williams – CSAC & SW)

Negative Effects of Ineffective Programs

- 1 – Effective programs will need to increase their focus on improving responsivity by incorporating the cultural diversity information and by introducing offenders/clients to the urban cultural construct concept.
- Ineffective programs reduce responsivity among urban minorities.
- 2 – Completion of ineffective programs can be held against the offender if he/she is re-arrested & charged.
- 3 – Dropping out of programs can also be held against an offender.
- 4 – There is a greater need for effective pre-treatment programs, that are culturally focused and culturally sensitive.   (Mike Williams – CSAC & SW)

Strength-Based Approach

- **Intrinsic:** belonging to the real nature of a thing; inherent.
- **Inherent**: existing in someone or something as a natural and inseparable quality.
- Adverse Childhood Experiences's, Trauma, dysfunction, and poverty can rob offenders of real/true self!
- This lack of authenticity & disconnection from intrinsic motivation leaves offenders reacting to life – rather than maximizing their inherent abilities!

(Mike Williams – CSAC & SW)

Self-Awareness

- **Self-awareness:** individual discovery of true identity & intrinsic motivation.
- Self-awareness positions individuals to make thoughtful decisions and empowering choices, which almost always increase opportunities to make positive change/impacts in his/her life.
- Introduce the following concepts to clients/offenders and professionals:
- Urban Cultural Construct
- 5-Cultural Mind-sets
- Adverse Childhood Experiences
- Trauma Informed Care
- Social Learning Theory
- Cultural identification and the positive & negative impact on clients/offenders.
- Understanding Maleness and hyper-masculinity

Self Awareness - Benefits

- Personal enlightenment enhances self esteem which results in the following:

- Enhances self-efficacy, self-concept, and autonomy.

- Decrease in self-imposed pressure, by gaining understanding that a majority of urban minorities undergo urban cultural construction.

- Discovery of intrinsic and inherent strengths & talents - produces personal pride and fulfillment.

- Revelation of racial, cultural, and ethnic beliefs, values, traditions and customs – produces racial, cultural and ethnic pride. Enhances beliefs and feelings that his/her race and or culture has contributed in a significant way to the larger culture – enhances beliefs and feelings of group pride. (Mike Williams – CSAC & SW)

Self-Awareness: Objectives

- **Identify Strength based approaches with urban minority offenders. Challenge those working with offenders to understand urban minorities possess broad strengths and encourage professionals to seek out strength based approaches.**

- Increase cultural awareness, raise cultural pride and esteem.

- Identify the existence of Social Learning Theory and its impact on Urban minorities.

- Identify the Urban cultural construct process and its impact on enhancing self-esteem among offenders.

- Identify the 5-psychological sets and how these mind-sets impact urban minorities.

(Mike Williams – CSAC & SW)

Self Awareness – Cont.'

- Measured in terms of:
- Increased self-efficacy, self-concept, and autonomy.
- Self respect evidenced by pro-social and self rewarding behaviors/decisions.
- Empowers offenders through their knowledge of history (family, race, culture)
- Ability to identify personal and group strengths and weaknesses.
- Ability to act in a way that meets his/her needs over time (benefits & promotes self). (Mike Williams – CSAC & SW)

Understanding "Me"

- The gift of understanding oneself and developing intrinsic motivation can be very powerful – however the process of understanding oneself is not an isolated journey!

- Enlighten…… means to free from ignorance, to inform.

- Far to many African Americans and minorities in general, really have no idea who they are.

- Ignorant: the root word for ignorant is ignore… which simply means to (1) disregard or (2) pay no attention to.

                                        (Mike Williams – CSAC & SW)

Understanding "Me" Cont.'

- African American boys and girls have ignored powerful cultural beliefs, traditions, customs, and practices in their youth – consequently as adults they have marginalized and diminished their ability to understand themselves.

- Out of this ignorance they have attempted to re-define who they are – however without ever knowing the intrinsic/inherent self many have created an image of what they see around them – which makes stigmatization from the majority culture more powerful.

(Mike Williams – CSAC & SW)

Pronounced Period of Achievement

- African Americans made tremendous strides educationally, vocationally, and financially during the 1960's & 70's.

- This period of time saw more African Americans in college than any other period.

- Why?.......during this time we had tremendous African American leadership, positive role models, and courageous individuals throughout the minority community.

- Black Pride was extremely high and the saying "Black is beautiful" was extremely inspiring!

    (The New Jim Crow -)

Desperation to Dedication

- Education gives us two powerful examples.
- Marva Collins: how is it possible to educate, at a high level, some of the most poverty stricken children in America? Children typically from single parent homes, crime ridden neighborhoods,……… children who have personally experienced trauma on an unprecedented level.

(Dr. Michael Eric Dyson, Ruby, – et.al)

Desperation to Dedication

- How is it possible for traditional black colleges like Morehouse, Spellman, Grambling, and others - to educate young men and women, in such a distinct and effective manner…….whose graduates are distinguished not only by their academic achievement – but also by their service to family, community, and country!

- It is possible because these young people got a glimpse of their intrinsic/inherent self!

    (The New Jim Crow -

Motivation

- Its interesting that when you converse with successful minorities, and you inquire about their path to success, a familiar and consistent theme pervades these conversations.

- It usually goes something like this……I was motivated by my mother, father, grandparent, a teacher or coach, a minister, etc…

- In other words someone helped that young person catch a glimpse of their intrinsic/inherent self – and once that vision is accepted and pursued, achievement is limitless!

(Mike Williams – CSAC & SW)

Culture

- Culture: consists of the values, beliefs, traditions, social and political relationships, and worldview created, shared, and transferred by a group of people bound together by a common history, geographic location, language, social class, and/or religion. (Ph.D. Nieto)

Ethnic Awareness Stage

- Ethnic awareness stage begins around the ages of 3 to 4, when the child's family members serve as the significant ethnic group model.

- Positive or neutral attitudes towards one's own ethnic origin are formed depending on the amount of ethnic exposure conveyed by the caretakers.

Causal Stage

- During this stage messages or injunctions from the environment or significant others either affirm, ignore, negate, or denigrate the ethnic heritage of the child.

- If affirmation about the child's ethnic identity is lacking, the child may experience traumatic or humiliating experiences related to ethnicity.

                              (Dr. Collins)

Cognitive Stage

- As a result of negative/distorted messages from significant ethnic group models, three beliefs about the child's ethnic heritage become incorporated into the child's mind-sets: (1) ethnic group membership is associated with poverty & prejudice. (2) assimilation to white society is the only means of escape (3) development of a sub-culture is the only road to success.

(Dr. Collins)

Ethnic Minority Acculturation Modes

- **Assimilation** – valuing the majority culture over one's own culture.

- **Separation** – preserving one's own culture while withdrawing from the majority culture.

- **Marginalization** – attempts by one culture to minimize the identity, progress, and exposure to economic power, social, political & mainstream influence of a different culture. Primary components: (1) Exposure (2) Access (3) Opportunity.

(Mike Williams – CSAC & SW)

- **Integration** – valuing & integrating one's culture as well as the majority culture - in one's life. (Dr. Collins – Assimilation, Separation, & Integration)

4 – Core Needs

- **Love:** acceptance, bonding with family, nurture

- **Accomplishment:** purpose, sense of meaning, competence

- **Self-esteem:** self image, self concept, dignity

- **Self-control:** power over self, autonomy, self discipline
(Mike Williams – CSAC & SW)

4-Core Cultural Needs

- **Identification** – who am I?

- **Acceptance** – where do I belong?

- **Image** – who I think I am!

- **Cultural awareness & connection** – what I know about myself, my family, and my culture…..and who I identify with and who I'm accepted by.

(Mike Williams –CSAC & SW)

3-Essential Cultural Assurances

- Acceptance
- Value
- Belief Similarity

8-Cultural Factors that Impact Thinking & Beliefs

- **1 - <u>Family</u>** – moral & character development, learned behaviors and social development, social learning theory, cultural & ethnic awareness.

- **2 - <u>Friends</u>** – looking for belief similarity and seeking approval &acceptance from friends.

- **3 - <u>Culture/Religion</u>** – seeking acceptance from culturally significant others, cultural identification, adherence to traditions, beliefs, customs, etc..

- **4 – <u>Image/Identity</u>** – process of defining my personality and persona, as an urban minority...heavily influenced by cultural & ethnic awareness and by the impact of marginalization and stigmatization.

- **5 – <u>Media/School</u>** – indoctrination into cultural beliefs, societal philosophies, and entertainment........limited investment in structured academic success.

- **6 - <u>Trauma/Dysfunction</u>** – Adverse Childhood Experiences , identification with trauma due to an inability to develop dreams/visions and inability to cope with manage and navigate traumatic incidents.

- **7 - <u>Socio-economic status</u>** – limited economic success, family struggles economically resulting in adverse economic effects and the development of an economic mind-set, cultural connection, belief similarity & impact of urban cultural construction.

- **8 - <u>Experiences & Consequences</u>** – inability to use negative experiences to forge pro-social values and self-rewarding behaviors.   (Mike Williams – CSAC & SW)

5- Stages of Minority Identification Development

- **Conformity:** Minorities, gays, and lesbians are the only groups that are pressured to conform to the majority culture.

- **Dissonance:** Creates conflict between views of minority hierarchy and shared experiences and majority culture.

- **Resistance & Immersion:** Conflict between feelings of empathy for other minority experiences and feelings of culturocenterism.

- **Introspection:** Basis for self-appreciation. Concern with nature of unequivocal appreciation. Concern with ethnocentric basis for judging others. Concern with basis of group depreciation.

- **Synergetic Articulation and Awareness**: objective evaluation of one's own culture and the dominant culture. Respect for the dominant culture, while maintaining a strong alliance with one's own culture.

Urban Cultural Construct

Definition: the unique development of personality and identity, that is heavily influenced by cultural identification, accentuated by marginalization and stigmatization for the majority culture. Urban cultural construct is predominant among minority groups, in urban areas, that are characterized by violence, drug use/dealing, single parent homes, adverse childhood experiences and serious economic and academic challenges.   (Mike Williams – CSAC & SW)

Urban Cultural Construct - Conditioning

- **Urban Cultural Construct Conditioning**: A way of thinking and patterns of self defeating learned behaviors, introduced by significant others in the offenders immediate environment. This conditioning is typically a result of poverty combined with poor parenting skills, accentuated by Adverse Childhood Experiences, that contribute to offenders being conditioned to inordinately self oriented , inability to value the impact of their actions on others, and the intense need to be accepted by culturally significant others. Conditioning allows the offender to essentially function on "auto-pilot" – by moralizing and justifying his/her beliefs. Once the offender moralizes and justifies his/her belief system, the offender can act on his/her beliefs without processing/filtering beliefs, thoughts and behavior through any pro-social, moral, or rational process. This conditioning allows offenders to act in an anti-social manner without hesitation or remorse.

- **Urban Cultural Construct Conditioning has 6 – Core Components**:

- **(1) Beliefs:** Cultural conditioning begins at 3 or 4 years of age. If the majority of messages or injunctions in the offenders environment during his/her formative years ignore, negate, or denigrate the ethnic heritage of the offender, particularly messages from family members or culturally significant others, the offender can become environmentally conditioned to develop an anti-social belief system that is built upon these negative messages and injunctions.

<div align="right">(Mike Williams – CSAC & SW)</div>

Urban Cultural Construct Conditioning – con't.

- (2) **Values**: ideas, concepts, and beliefs, adopted by the offender, derived from family members or culturally significant others, that functioned as role models/hero's to the offender – particularly during formative years.

- (3) **Permission**: the personal moral authority to act on our beliefs and values. Permission is achieved through (a) Victimization, Justification & Rationalization.

- (4) **Lack of accountability**: the desire to act in anti-social ways, regardless of the results, without being held accountable for his/her actions.

- (5) **Positive Reinforcement**: the psychological, physical, and or emotional gratification/reward from culturally significant others, derived from acting on anti-social beliefs, while avoiding accountability for his/her actions.

- (6) **Automatic Thoughts**: planned, personally and culturally approved, habitual behavior, that becomes a part of the offender through the power of positive reinforcement from family and or culturally significant others.   (Mike Williams – CSAC & SW)

5-Stages of Urban Minority Identification Development

- **Stage 1 – Marginalization:**
- **Definition: attempts by one culture to minimize the identity, progress, and exposure to economic power, social, political & mainstream influence of a different culture. Characterized by a lack of (1) exposure (2) access (3) opportunity**
- Exposure and Access………….create opportunity – primarily enjoyed my majority culture.

- When exposure and access to decision makers, workgroups/committees, etc. is marginalized or outright denied – opportunity for urban minorities to impact systems, decision makers, workgroups is greatly diminished.

- Long term results of Marginalization can have negative impacts on the psyche of urban minorities, the ability to dream, and overall achievement.

(Mike Williams – CSAC & SW)

5-Stages of Urban Minority Identification Development

- **Stage 2 – Stigmatization**

- **Definition: a mark of disgrace or reproach.**

- Belief held by a percentage of the majority culture – that young urban minorities are: (1) violent (2) uneducated (3) overly-sexual (4) impulsive.

- Belief held by teachers that urban minority children are: (1) less intelligent (2) less invested academically (3) unable to achieve at the same or greater rates than majority students – leads to low achievement expectations.

- Beliefs held by some Corrections and Law Enforcement professionals that urban minorities are inherently criminal, require extra surveillance, case planning and supervision require rigid firmness.

  (Mike Williams – CSAC & SW)

5-Stages of Urban Minority Identification Development

- **Stage 3 –Cultural Identification – Identification with the values, beliefs, traditions, social & political relationships, & worldview created, shared, and transferred by a group of people bound together by a common history, geographic location, language, social class, and or religion.**

- Characterized by:

- Desire to be accepted by those like him/her, who have shared marginalization and stigmatization experiences, imposed by the majority culture.

- Cultural identification is motivated and accentuated by the individual and collective need to be culturally connected.

    (Mike Williams – CSAC & SW)

5-Stages of Urban Minority Identification Development

- **Stage 4 – Traumatic Identification**
- **Definition: (1) a bodily injury or shock (2) an emotional shock, often having a lasting psychological effect.**
- Adverse Childhood Experiences (ACE's) & combined with consistent exposure to violent acts creates and identification with trauma.
- Residents of violent neighborhood often experience feelings of powerlessness and hopelessness – these factors work to essentially cause urban minorities to "diminish" themselves.
- A percentage of urban minorities choose to identify with traumatic experiences versus pursuing dreams beyond their traumatic experiences.

(Mike Williams – CSAC & SW)

5-Stages of Urban Minority Identification Development

- **Stage 5 - Criminal Seduction/Attraction**
- **Definition: Increased risk to be lured into criminal behavior, Adverse Childhood Experiences, negative effects of marginalization and stigmatization from majority culture, combined with daunting socio-economic challenges, under-performing educational systems, and poor parenting practices.**
- Characterized by: Belief in limited options partially developed from negative, denigrating, hopeless messages, from family, friends, and environment, starting at age 3 or 4.
- Belief that only acceptable options tend to be: (1) sports (2) entertainment (3) military service, or (4) criminal activity.
- False information about criminal behavior and prison: messages from family, friends, and culturally important others appear to glamorize or minimize the long-term negative consequences of criminal behavior and prison experiences.
- Academic achievement, general law abiding behavior, "non-hood language" is discouraged as attempts to act white.

(Mike Williams – CSAC & SW)

5-Cultural Mindsets

- **1 -Problem solving mind-set** – each offender presents with problems, (socio-economic, family issues, legal issues) and their mind-set is centered on problem resolution. Urban minorities often display little interest in the credentials staff possess, or knowledge, until they believe staff are interested in helping them resolve problems.

- **2 - Consistency mind-set** – result of adverse childhood experiences, experiences with trauma and family dysfunction, create an extreme need for consistency, particularly from the majority culture.

- **3 – Identity mind-set** – result of marginalization, stigmatization & ACE's, offender has extreme need to identify with family or culturally significant others.

- **4 - Economic mind-set** – majority culture is perceived as having all the power, belief reinforced by urban socio-economic challenges.

- **5 – Authority mind-set** – due to real and perceived negative experiences with under-performing schools, the criminal justice system, and other authorities - urban minorities often view Police, DA's, Courts, etc., as instruments of institutional racism.

    (Mike Williams – CSAC & SW – adapted from Dr. Collins 5-Psychological Sets)

7-Cultural Personality Enhancers

- **To be heard & understood**! (validates my thinking & ideas, tells me ideas are important - combats marginalization and stigmatization)
- **To be affirmed**!(for my efforts & accomplishments)
- **To be appreciated**! (for who I am)
- **To be safe**! (nurtured and cared for –basic needs met)
- **To be touched**! (acceptance by family & friends)
- **To be included**! (to be valued by others)
- **To be chosen**! (special relationships)

(Mike Williams – CSAS & SW – adapted from the 7-Desires of the Heart – Dr. Mark & Debra Lasser)

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