

Worksheet 10.9.1: Naming rules and using a hierarchy grid, DARN-C and SMART planning

Roadblocks to recovery from an eating disorder can present themselves in many forms. Two of the most difficult are:

1. Rigid rules around eating
2. Compensatory behaviours.

As a group:

- a) Name some of your loved one's rigid rules and/or compensatory behaviours and create a spider diagram on the flipchart or in this worksheet.
- b) Choose one to work through, perhaps using a hierarchy grid. If doing this exercise with Edi remember to guide her to choose an easier one first.
- c) Then use any of ABC, DARN-C, SMART planning, the Readiness Ruler and MI language to work through the example you have chosen. (Worksheet 8.1 introduced you to the five-step approach to change for Edi.)

It can be useful to categorise ED rules in to groups. For example:

- Rules that prolong the meal but don't affect the amount eaten
- Rules that draw the carer in to reassure
- Rules that result in less food being consumed
- Rules that result in more energy being expended

It might also be useful for you to consider these categories when deciding on which rules to guide Edi to challenge first. In some cases, it is best to go for less serious rules first as these might be the easiest to make progress on. Success breeds success and even the tiniest amount of progress can help build Ed's self-esteem and confidence to make further progress.

The important thing to remember is that each challenge is an experiment and if it doesn't work then step back, take a breath and try again with a different experiment. In addition, we all learn by our mistakes and can reflect on why something didn't work out as planned.

Step one: Identify Edi behaviours that Edi might want to change

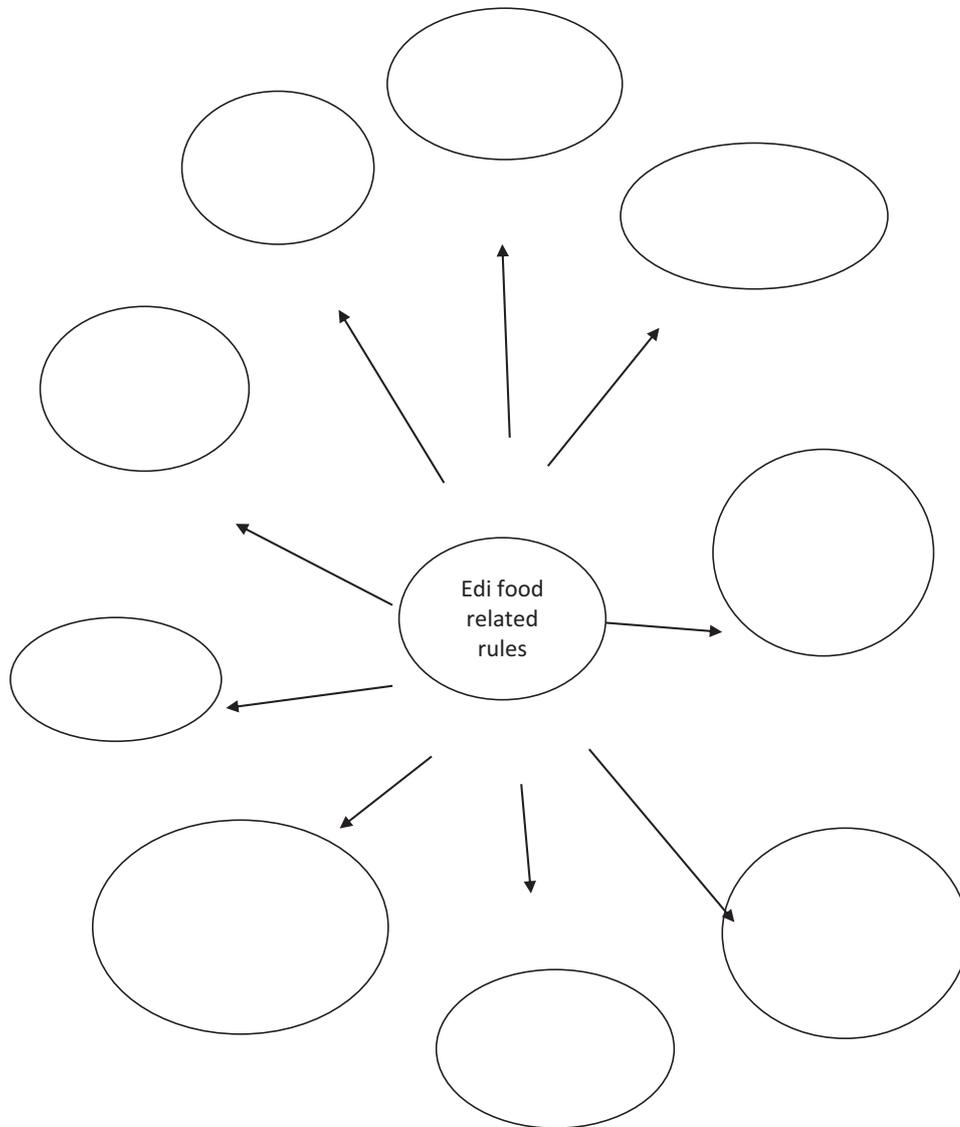


Figure 10.6 Blank spider diagram to identify and rank Edi food-related rules

Step two: Rank them either on the spider diagram or using the anxiety hierarchy grid

Table 10.4 Blank anxiety hierarchy grid for food-related behaviours

Goal: To start thinking about challenging some of my food related EDi behaviours	Expected anxiety	Actual anxiety
1		
2		
3		
4		
5		
6		

Step three: Choose the easiest one and using the ABC approach consider as many options as you can think of
Perhaps your support person can help with this. Once you have made your choice you can start the experiment.

Table 10.5 Blank functional analysis table

Antecedent	ED Behaviour	Consequence

Menu of options

Use DARN-C to elicit change talk about the chosen behaviour:

Table 10.6 DARN-C questions, to ascertain the level of readiness reached towards changing a particular behaviour and to promote discussion

<p>Desire – Can you tell me more about why that would be the one you would like to try first?</p>
<p>Ability – How do you think you could work towards achieving this? Is there anything I or anyone else could do to help?</p>
<p>Reason – Could you help me understand why you feel this is the most important one for you to change first?</p>
<p>Need – What are the things that mean you need to change this (is it what the doctor said...?)</p>
<p>Commitment – DARN questions can help to elicit talk of change and an increased commitment to actually make changes.</p>

Step four: Use SMART planning and solution-focused questioning to consider possible options and who could help

See Worksheet 7.1.3 for SMART planning and solution-focused questioning.

You might also use the anxiety hierarchy again at this stage as shown in *SBC*, Chapter 12, p. 193.

Step five: Review and reflect on how this experiment has gone, and next steps

You now have many tools to use to help coach Edi to challenge his own rigid rules and compensatory behaviours around food. Eliciting change talk from Edi using these techniques is very powerful. These experiments will not always be successful first time around, or even second or third. You can gently nudge and coach Edi to become increasingly confident around attempting to make their own positive changes.