Stages of Change in Person Centered Planning

Becca Miller, Ph.D
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from Adams & Grieder, 2005
### Stages of Recovery and Treatment

<table>
<thead>
<tr>
<th>Ohio</th>
<th>Village</th>
<th>Prochaska &amp; DiClemente</th>
<th>Stage of Treatment</th>
<th>Treatment Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent unaware</td>
<td>High risk/ Unidentified or Unengaged</td>
<td>Pre-contemplation</td>
<td>Engagement</td>
<td>§engagement/ relationship building</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>§practical help</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>§crisis intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>§Motivational interviewing</td>
</tr>
<tr>
<td>Dependent aware</td>
<td>Poorly coping/ not self-directed</td>
<td>Contemplation /preparation</td>
<td>Persuasion</td>
<td>§psycho-education; build awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>§goal setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>§Solution-focused therapies</td>
</tr>
<tr>
<td>Independent aware</td>
<td>Coping/Self responsible</td>
<td>Action</td>
<td>Active Treatment</td>
<td>§counseling/ CBT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>§skills training/rehab</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>§self-help groups</td>
</tr>
<tr>
<td>Inter-dependent aware</td>
<td>Graduated or Discharged</td>
<td>Maintenance</td>
<td>Relapse Prevention</td>
<td>§relapse-prevention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>§expand skills training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>§WRAP plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>§mindfulness</td>
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</tbody>
</table>

From Adams & Grieden, 2005
Important take home

- A person can be at a different stage of change in each life domain (and within a life domain)

- People can move back and forth between stages – just like recovery, the process is non-linear

- Goal may be the same for different stages of change – importance of understanding barriers and the full story to influence creation of objectives and corresponding interventions

from Adams & Grieder, 2005
Precontemplative

- The individual is often...
  - unwilling to consider change
  - unaware of having a disease, disorder, disability or deficit
  - unaware of the causes and consequences of the disease, disorder, disability or deficit
  - unaware of the need for treatment and rehabilitation
  - reluctant/opposed to engaging in treatment and rehabilitation

from Adams & Grieder, 2005
Sample goal/objective

- **Goal**
  - “I don’t have any goals for my future”

- **Objective**
  - Within 6 weeks Carmen will share her daily mood journal with her therapist.
  - Objective is designed to support engagement, and potentially within the mood journal will be kernels of ideas for goals.

from Adams & Grieder, 2005
Precontemplation interventions

- Consciousness-raising interventions
  - sharing observations, asking questions that might elicit consequences of their behavior

- Building a therapeutic alliance
  - understanding and emotional relationship

- Non-possessive warmth
  - provider relates to the person as a worthwhile human being
  - shows unconditional acceptance of the person (as opposed to the behavior, e.g., addiction, offense)

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Precontemplation interventions

- Empathic understanding
  - provider tries to understand what the individual is experiencing from the individual’s frame of reference

- Catharsis
  - provider engages in active listening skills, empathic observations

- Use of peer support

- Intervention
  - Talking with the individual in a gentle non-judgmental, caring and loving manner

From Adams & Grieder, 2005
Contemplation/preparation

- The individual is often...
  - somewhat aware of their issues / problems/needs
  - partially able to acknowledge the need for change
  - prepared to set goals and priorities for future change
  - receptive to treatment plans that include specific focus of interventions, objectives, and intervention plans

from Adams & Grieder, 2005
Contemplation Interventions

- Continue with precontemplative stage consciousness-raising interventions

- Motivational interventions
  - pay-off matrix

- Slowly introduce new interventions
  - Bibliotherapy
  - psycho-education
  - peer supports/modeling

- Early efforts at goal setting

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Contemplation Interventions

- **Presuppositional Questions**
  - used to encourage individuals to examine and evaluate their needs
  - think about change in a non-threatening context

- **Example**
  - consider an individual who is still not sure he/she has a problem
  - “Let’s agree that what you are saying is true...what’s keeping you from doing what you really want?”

*from Adams & Grieder, 2005*
Contemplation approaches

• Circular Questions
  used in a non-threatening manner to ask a question about the individual’s issues, situation or predicament from the perspective of an outsider

• Example
  consider an individual who thinks other’s are overstating his/her difficulties • “How can you show your friend’s and family that you are ready to move forward in your life?”

from Adams & Grieder, 2005
Preparation stage approaches

- Continue with contemplative stage awareness enhancing interventions

- Slowly introduce new interventions

- Encourage the individual’s sense of “self-liberation” and foster a sense of personal recovery by taking control of his or her life

from Adams & Grieder, 2005
Preparation interventions

- **Identifying triggers**
  - the provider enhances the individual’s awareness of the conditions that give rise to his/her issues, situations or predicaments
  - focus is on the presence or absence of antecedents, setting events, and establishing operations

from Adams & Grieder, 2005
Preparation approaches

- **Scaling Question**
  - used as a tool by the individual to “buy into” the treatment planning process• obtain a quantitative baseline
  - assist the individual to take the next step in the process of recovery
  - encourage the individual to achieve recovery by successive approximations•

- **Example**
  - “On a scale of 1 to 10, with 1 being totally not ready and 10 being totally ready, how would you rate your current readiness to make changes in your life?”

from Adams & Grieder, 2005
Contemplation stage goal/objective

- **Goal:**
  - “I need to know what my future will be”

- **Objective:**
  - Within one month Carmen will have a plan for her high school and college education
Action stage

■ Characteristics

■ making successful efforts to change
■ developing and implementing strategies to overcome barriers
■ requires considerable self-effort
■ noticeable behavioral change takes place
■ target behaviors are under self-control, ranging from a day to six months

from Adams & Grieder, 2005
Action stage interventions

- Cognitive-behavioral approaches
- Learning-based approaches
- Action-oriented approaches
- Skills and support rehabilitation

from Adams & Grieder, 2005
Action stage goals and objectives

- **Goal**
  - “I want to graduate from high school”

- **Objective**
  - Carmen will return to class attendance for 10 consecutive full days within a month as reported by Carmen / or support worker

*from Adams & Grieder, 2005*
Maintenance stage

- Characteristics
  - Meet discharge criteria
  - Be discharged
  - Maintain wellness and enhance functional status with minimum professional involvement
  - Live in environments of choice
  - Be empowered and hopeful
  - Engage in self-determination through appropriate choice-making

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Maintenance interventions

- Adapt and adjust to situations to facilitate maintenance
- Develop personal wellness recovery plans
- Utilize coping skills in the rhythm of life, without spiraling down (i.e., if substance use is a problem, cope with distressing or faulty cognitions without using drugs)
- Learn about mindfulness, especially unconditional acceptance, loving kindness, compassion for self and others, and letting go

from Adams & Grieder, 2005
Maintenance stage goal/objective

- **Goal** builds on goal from active stage
  - “I want to succeed in college”

- **Objective**
  - Carmen will develop the cognitive and behavioral skills to remain free of depressive symptoms as measured by completing a first semester at college

From Adams & Grieder, 2005
Stage of Change & Treatment Planning

Just as with the assessment of strengths, your impression of the individual’s stage of change should inform the development of objectives and interventions on the treatment plan.

For example:

- A more modest, learning-oriented objective assuming pre-contemplative stage of change:
  - Gary will identify two negative consequences of substance use as evidenced by correctly stating these to SA counselor in weekly SA rehab group for 3 consecutive weeks – see group progress notes for documentation.

- A more ambitious, behaviorally-oriented objective assuming action stage of change:
  - Gary will demonstrate active use of coping strategies to manage triggers and reduce cravings as evidenced by discussing strategies in weekly SA rehab group for 4 consecutive weeks - see group progress notes for documentation.

from Adams & Grieder, 2005
Goal

“I want to take my medications on my own – but I’m worried I might get sick again”
Goal

- “I want to live on my own, in my own apartment”

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