

# LESSON PLAN/NARRATIVE

## Day 3

### Module 1: Readiness for Change

**Time** 1 hour

**Rationale** Through the process of working with families, the caseworker and supervisor are face challenges of promoting change that lead to safety, permanency, and well-being of children. This process is not unlike the challenges supervisors and managers face in promoting systemic change in child welfare that lead to Cabinet desired outcomes. Supervisors need to understand resistance to change and the elements of change within the management style and casework practice. Supervisors can use these principles to set worker performance expectations much as workers empower their families.

#### Learning Objectives:

1. Describe the six stages of client readiness for change.
2. Be able to assess the stage of readiness for existing clients.
3. Identify the strategies or skills that workers should use at each stage of readiness for change.
4. Describe the five motivators for change.

#### Activities

1. Explain the six stages of readiness for change and strategies for working with clients at each stage. Have supervisors help lead this presentation of slides (repeats Day 1).
2. Have large group brainstorm examples of cases at each stage using their current caseloads (provide case examples for each stage).
3. Explain five motivators for change.
4. Facilitate completion of motivators for change worksheet and group discussion.
5. Develop Implementation Strategies for Day 2 modules.

#### Materials

1. Stages of Readiness for Change handout
2. Motivators for Change handout
3. Motivators for Change worksheet
4. Implementation Strategy Worksheets for Day 2 modules

#### Glossary of Terms

- Readiness for Change
- Present Discomfort: the person's sense of discomfort with the present situation, i.e., what the person describes as "the problem" or senses may be the problem
- Emotional Security: a state in which an individual believes that personal physical safety, attachments, identity, trust in others, and autonomy are not threatened while the individual is engaged in the change process
- Internalization of Responsibility: the extent to which an individual accepts personal responsibility for his or her actions and needs
- Efficacy: is the confidence or belief in one's power or ability to produce desired results

- Preferred Alternative Future: the vision of something different – a goal or changed state of relationships, conditions, and behavior patterns – for which the individual can strive

1. **Introduce the module by presenting the purpose and objectives.**
2. **Discuss the elements of change using the following as a guide. Break between each category and complete exercise/brainstorming activity listed. Distribute Readiness for Change Indicators handout.**

*As you complete the assessment process and prepare the client for case planning one important area to consider is the client's readiness for change. There are six stages of change, with different actions that workers can take at each stages. Hence, the first step in the process is to assess where clients are in these stages of readiness for change. Then, there are also five basic motivators for change. For each of these motivators, there are questions that you can ask to assess readiness for change. There are also strategies that you can use to facilitate readiness for change.*

### *READINESS FOR CHANGE*

*6 Stages of Readiness for Change:*

1. *Precontemplation*
2. *Contemplation*
3. *Preparation*
4. *Action*
5. *Maintenance*
6. *Termination*

#### *Precontemplation*

- *Client does not know that problem exists—sees no connection between problem and their behavior*
- *Others recognize the problem*
- *Not interested in participating in or establishing alliance with helping professional*
- *Usually mandated to treatment*
- *Attribute problem to bad luck*

*Recommendations:*

- *Do not side with referral source—will alienate client*
- *“Light touch”—be courteous and listen to client's point of view*
- *Goal is not to force change*
- *Goal is to create climate where clients can consider, explore and appreciate pros and cons of change*

#### *Contemplation*

- *Recognize that change is needed BUT unsure whether change is worth the cost in time, effort and energy*
- *May even understand go and necessary actions to accomplish*

- *Characterized by “Yes, BUT”*

*Recommendations:*

- *Do not attempt to jump-start change by using rational arguments, guilt or blame*
- *Offer supportive environment where client can consider change without feeling pressure*
- *Encourage thinking, observation*
- *Encourage clients to “go slow”*

*Preparation*

- *Focus is identifying criteria and strategies for success*
- *Clients experiment with change*
- *Encourage/praise significance of early problem-solving efforts*
- *Easier to form an alliance with these clients (they are definite customers)*

*Recommendations:*

- *Help client solidify goals and choose treatment options/change strategies*
- *Client choice in strategy for change is essential*

*Action*

- *Client has firm commitment and plan for the future*
- *Key to success in this stage is addressing earlier stages of readiness for change (helping clients who present in precontemplation and contemplation stages)*

*Maintenance*

- *Stress what clients need to do to solidify or consolidate gains*

*Recommendations:*

- *Help clients anticipate challenges that might provoke regression or relapse*
- *Develop prevention plans to address these risks or challenges*
- *Design retention plans for inevitable lapses so do not return to full problem behavior (“rock bottom”)*
- *Draw from client’s unique and personal approaches (previous successes)*

*Termination*

- *No temptation to engage in problem behavior and full confidence will never engage in behavior regardless of situation*
- *May be ideal (not realistic) stage of change—most clients stay in maintenance stage*
- *Continue to be mindful of possible threats to desired change, monitor to keep change in place*

**MOTIVATORS FOR CHANGE**

- ***Present Discomfort*** *is the person’s sense of discomfort with the present situation, i.e., what the person describes as “the problem” or senses may be the problem*
  - *Use the skills of concreteness and summarization to highlight the dissonance between clients’ behavior and what they see as the needs of their children.*

**ACTIVITY: Brainstorm other indicators of present discomfort with the group. Write their ideas on a flip chart.**

- **Emotional Security** is a state in which an individual believes that personal physical safety, attachments, identity, trust in others, and autonomy are not threatened while the individual is engaged in the change process.
  - Use facilitative genuineness and empathy to convey to clients that workers are human, caring, concerned individuals.

**ACTIVITY: Have trainee in the group share a case example that illustrates present discomfort.**

- **Internalization of Responsibility** is the extent to which an individual accepts personal responsibility for his or her actions and needs.
  - Connect clients to information illustrating how they have made autonomous choices that affected their own lives.
  - Use exception-finding questions to point out times when clients exercised control (internalized responsibility) and thus gained more positive outcomes for themselves.

**ACTIVITY: Ask the group the following: “What would internalization of responsibility look like in the Smith family case example?”**

- **Efficacy** is the confidence or belief in one’s power or ability to produce desired results.
  - Fully involve the client in developing the assessment and the service plan, projecting confidence in their ability to care for their family and plan for their future.

**ACTIVITY: Ask for a volunteer from the group. Then demonstrate through a role play the questions/skills used to assess/build efficacy.**

- **Preferred Alternative Future** is the vision of something different – a goal or changed state of relationships, conditions, and behavior patterns – for which the individual can strive.
  - ➔ Use questions and reflections to raise clients’ level of awareness of their hopes and dreams.

SUNY Research Foundation/CDHS (2000). ASC Supervisory Core Curriculum.

**ACTIVITY: Have group break into pairs and role play the questions/skills to assess/build a preferred alternative future. Allow time to share or discuss after role plays are completed.**

**3. Distribute Readiness for Change worksheet. Review with participants the Smith family case scenario. Instruct participants to complete the following worksheet in small groups. When participants have finished the worksheet, discuss answers aloud.**

