Readiness for Change and Managing Multiple Problems

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Motivation and Readiness

- Being motivated or ready to perform a behavior is critical to performance and outcomes (Simpson, Miller, DiClemente, Prochaska, DeLeon)

- The challenge is how to conceptualize and measure this motivation and readiness

- The literature is confusing because what is being measured and how it is being measured are problematic (DiClemente, Schlundt & Gemell, 2004)

Critical Dimensions

- Clarity about what behavior or constellation of behaviors is the focus of readiness
- Distinguish between readiness to engage and readiness to change
- View readiness as a complex phenomenon and not a simple mechanism like an "ON – OFF" switch

The Transtheoretical Model of Intentional Behavior Change

STAGES OF CHANGE

PRECONTEMPLATION ➔ CONTEMPLATION ➔ PREPARATION ➔ ACTION ➔ MAINTENANCE

PROCESSES OF CHANGE

COGNITIVE/EXPERIENTIAL

BEHAVIORAL

Consciousness Raising	**Self-Liberation**
Self-Revaluation	**Counter-conditioning**
Environmental Reevaluation	**Stimulus Control**
Emotional Arousal/Dramatic Relief	**Reinforcement Management**
Social Liberation	**Helping Relationships**

CONTEXT OF CHANGE

1. **Current Life Situation**
2. **Beliefs and Attitudes**
3. **Interpersonal Relationships**
4. **Social Systems**
5. **Enduring Personal Characteristics**

MARKERS OF CHANGE

Decisional Balance

Self-Efficacy/Temptation

How Do People Change?

- People change voluntarily only when
  - They Become **_interested in or_** **_concerned_** about the need for change
  - They Become **_convinced_** that the change is in their best interests or will benefit them more than cost them
  - They Organize a **_plan of action_** that they are **_committed_** to implementing
  - *They **take the actions** that are necessary to make the change and sustain the change*

Stage of Change Tasks

- **Precontemplation**
  - **Not interested**
- **Contemplation**
  - **considering**
- **Preparation**
  - **Preparing**
- **Action**
  - **Initial Change**
- **Maintenance**
  - **Sustained change**

- **Become Interested and Concerned**
- **Risk-Reward Analysis & Decision making**
- **Commitment & Creating an Effective/Acceptable Plan**
- **Implementation of Plan and Revising as Needed**
- **Consolidating Change into Lifestyle**

Tasks and goals for each of the Stages of Change

- *PRECONTEMPLATION* - The state in which there is little or no consideration of change of the current pattern of behavior in the foreseeable future.

- **TASKS**: Increase awareness of need for change and concern about the current pattern of behavior; envision possibility of change

- **GOAL**: Serious consideration of change for this behavior

Tasks and goals for each of the Stages of Change

- *CONTEMPLATION* – The stage where the individual examines the current pattern of behavior and the potential for change in a risk – reward analysis.

- **TASKS**: Analysis of the pros and cons of the current behavior pattern and of the costs and benefits of change. Decision-making.

- **GOAL**: A considered evaluation that leads to a decision to change.

Tasks and goals for each of the Stages of Change

■ *PREPARATION – The stage in which the individual makes a commitment to take action to change the behavior pattern and develops a plan and strategy for change.*

   TASKS: Increasing commitment and creating a change plan that is acceptable, accessible & effective.

■   **GOAL**: An action plan to be implemented in the near term.
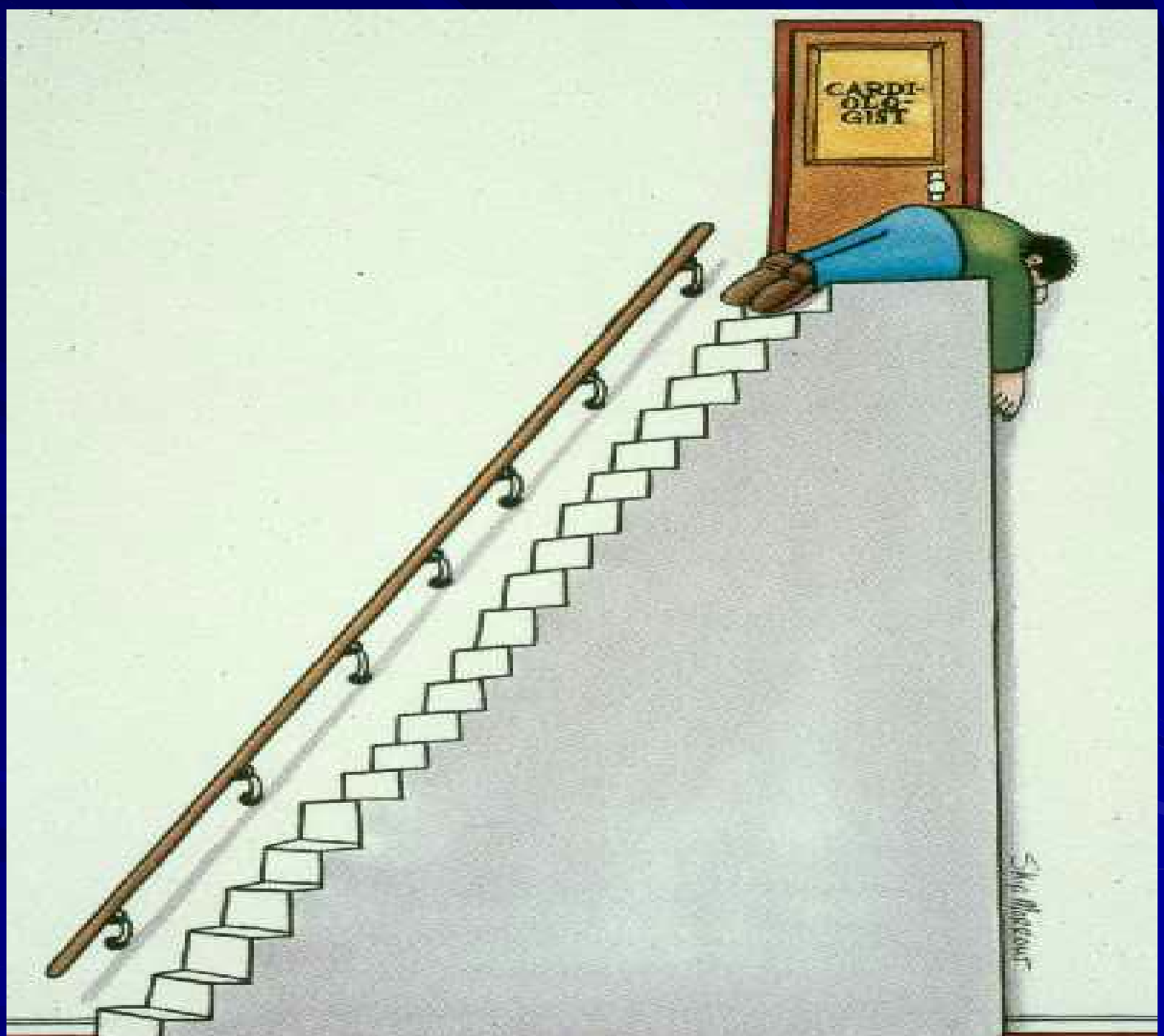
Tasks and goals for each of the Stages of Change

- **_ACTION_** – The stage in which the individual implements the plan and takes steps to change the current behavior pattern and to begin creating a new behavior pattern.

- **TASKS**: Implementing strategies for change; revising plan as needed; sustaining commitment in face of difficulties

- **GOAL**: Successful action to change current pattern. New pattern established for a significant period of time (3 to 6 months).

Tasks and goals for each of the Stages of Change

- *MAINTENANCE* – The stage where the new behavior pattern is sustained for an extended period of time and is consolidated into the lifestyle of the individual.

- **TASKS**: Sustaining change over time and across a wide range of different situations. Avoiding slips and relapse back to the old pattern of behavior.

- **GOAL**: Long-term sustained change of the old pattern and establishment of a new pattern of behavior.

Stage of Change Tasks

- **Precontemplation**

- **Contemplation**

- **Preparation**

- **Action**

- **Maintenance**

- **Awareness, Concern,Confidence**

- **Risk-Reward Analysis & Decision making**

- **Commitment & Creating an Effective/Acceptable Plan**

- **Adequate Implementation of Plan and Revising as Needed**

- **Integration into Lifestyle**

Regression, Relapse and Recycling through the Stages

- Regression represents movement backward through the stages
- Slips are brief returns to the prior behavior that represent failures of action or the action plan
- Relapse is a return to re-engagement in the previous behavior to a significant degree after initial success
- After returning to the prior status quo behavior, individuals re-enters pre-action stages at precontemplation, contemplation, or preparation and may feel like a failure and discouraged about her ability to change

Stages of Change Model
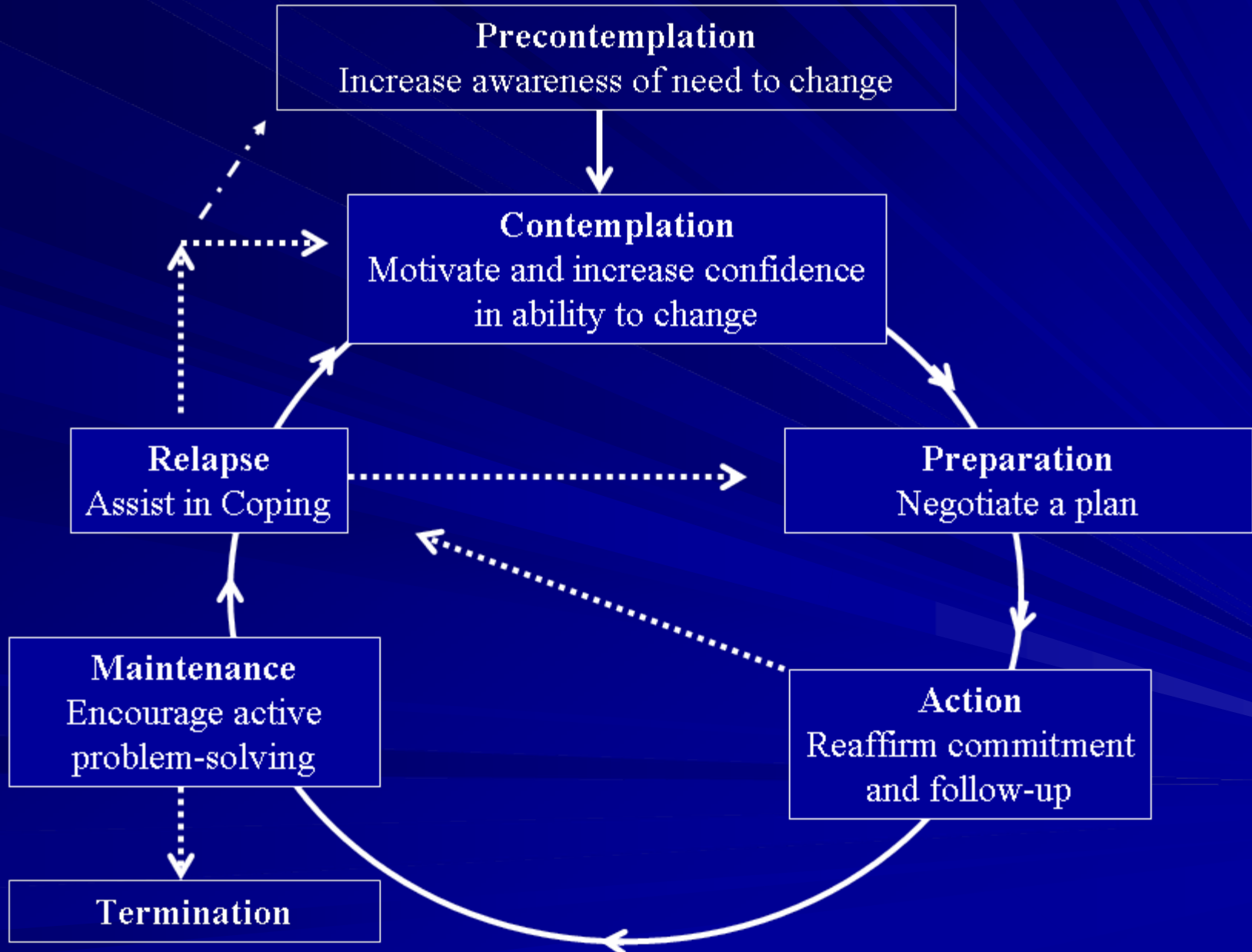
PROCESSES OF CHANGE by STAGE

STAGES

	PC	C	PA	A	M
P R O C E S S E S	Consciousness raising				
		Self-reevaluation			
		Dramatic relief			
		Helping relationship			
			Self- liberation		
				Contingency management	
				Counter-conditioning	
				Stimulus control	

CONTEXT OF CHANGE

I. SITUATIONAL RESOURCES AND PROLBLEMS

II. COGNITIONS AND BELIEFS

III. INTERPERSONAL RESOURCES/PROBLEMS

IV. FAMILY & SYSTEMS

V. ENDURING PERSONAL CHARACTERISTICS

Stages by Context Analysis

	PreC	Cont	Prep	Action	Maint
I Sit					
II Cog					
III Rel					
IV Sys					
V Per					

Experiential Processes

Behavioral Processes

PROBLEM FOCUS

- Since change goals and motivations are often behavior specific, it is critical to be specific about the focus of interventions
- We need to evaluate in collaboration with the client what is the primary target behavior that the client needs to change
- Additional problems and behaviors then become the context for that change

Evaluating Client Problems

- **How serious is the problem?**
  - **Not Evident**
  - **Not Serious**
  - **Serious**
  - **Very Serious**
  - **Extremely Serious**

- **When and What Intervention is needed?**
  - **Needs no intervention**
  - **Needs intervention in the future**
  - **Needs Secondary Intervention**
  - **Needs primary intervention but can wait**
  - **Needs immediate intervention**

Intervention Strategies

- **SEQUENTIAL** – start with initial symptom or situation and try to resolve that and work way down.

- **KEY AREA OR LEVEL** – Find problem or area where you have the most leverage or client is most motivated

- **MULTI-LEVEL OR MULTI-PROBLEM** –Work back and forth across the context identifying and addressing client stage and processes of change for each separate problem

Difficult Clients and Client Difficulties: A TTM Analysis

- Target Problem and Contextual Problems
- Stage of Change for Each Problem
- Identifying Key Processes of Change
- Finding Appropriate Strategies to Engage Processes
- Recycling and Learning from the Past
- Accomplishing Stage Tasks Adequately

Approaches that Pay Attention to the Process of Change

- Clearly identify the target behavior
- Evaluate stage of readiness to change
- Evaluate beliefs and practices related to target behavior
- Examine routes and mechanisms of influence in the culture and for the individual
- Create sensitive stage based multi-component interventions
- Re-evaluate regularly the process of change

Additional Considerations for SMI

- Substance abuse by individuals with severe mental illness is ubiquitous.
- It is not clear if individuals with schizophrenia can access and utilize a similar process of change as other drug abusing individuals.
- It is also not clear whether individuals with Schizophrenia differ from other non psychotic individuals in terms of their profiles on process measures identified in the Transtheoretical Model

SUMMARY OF A RECENT STUDY

- Measures of readiness and other process variables demonstrated reliability and construct validity among SMI patients with cocaine abuse.

- Schizophrenia patients appear to be using the same or similar process of change in managing their cocaine abuse and recovery as other drug abusing patients

- Although neurocognitive deficits among patients with schizophrenia interfere with access to some higher order cognitive functions and may modulate the process, these patients appear to access and use the intentional process of change as described in the TTM in managing and recovering from substance abuse, in this case cocaine dependence.
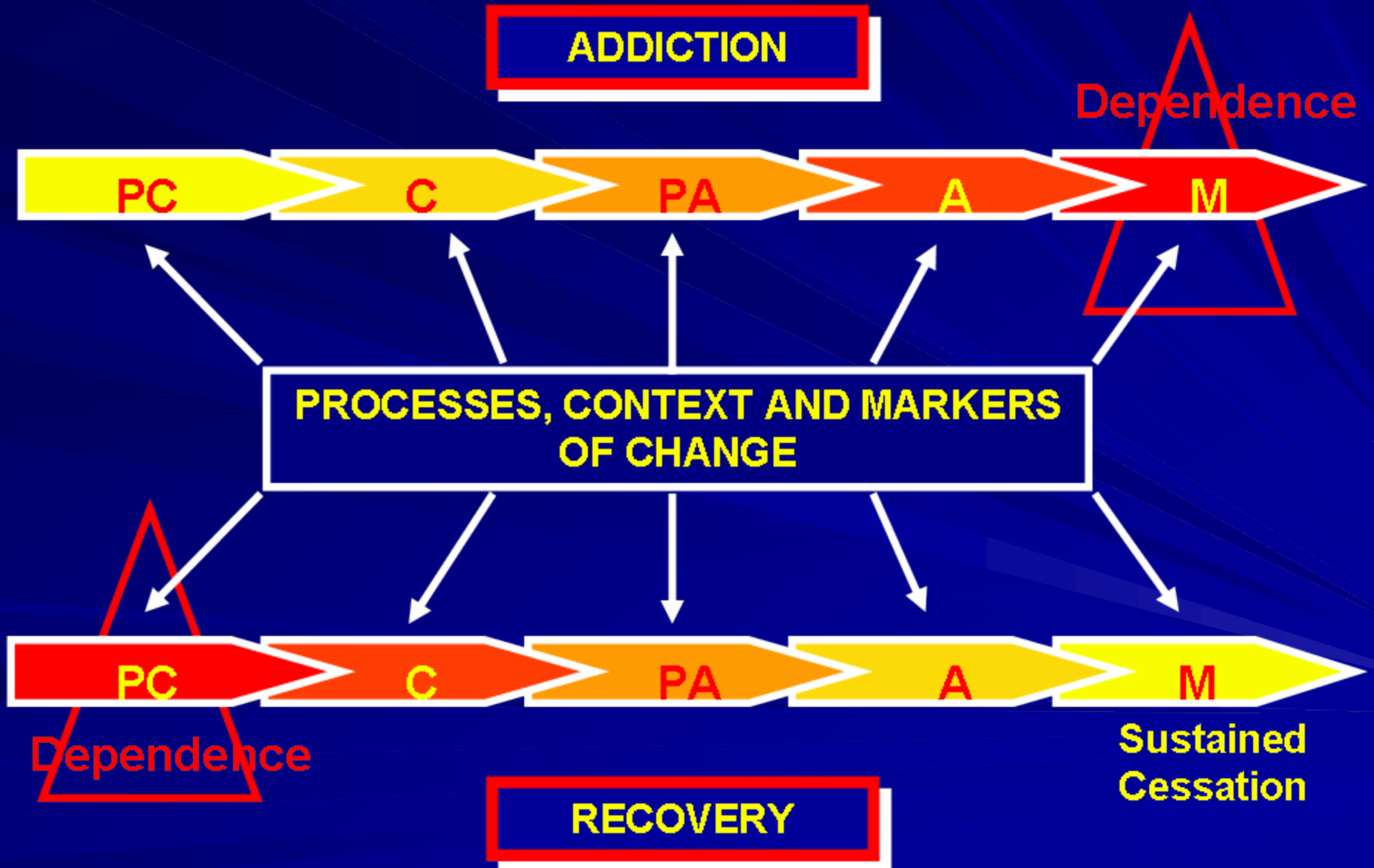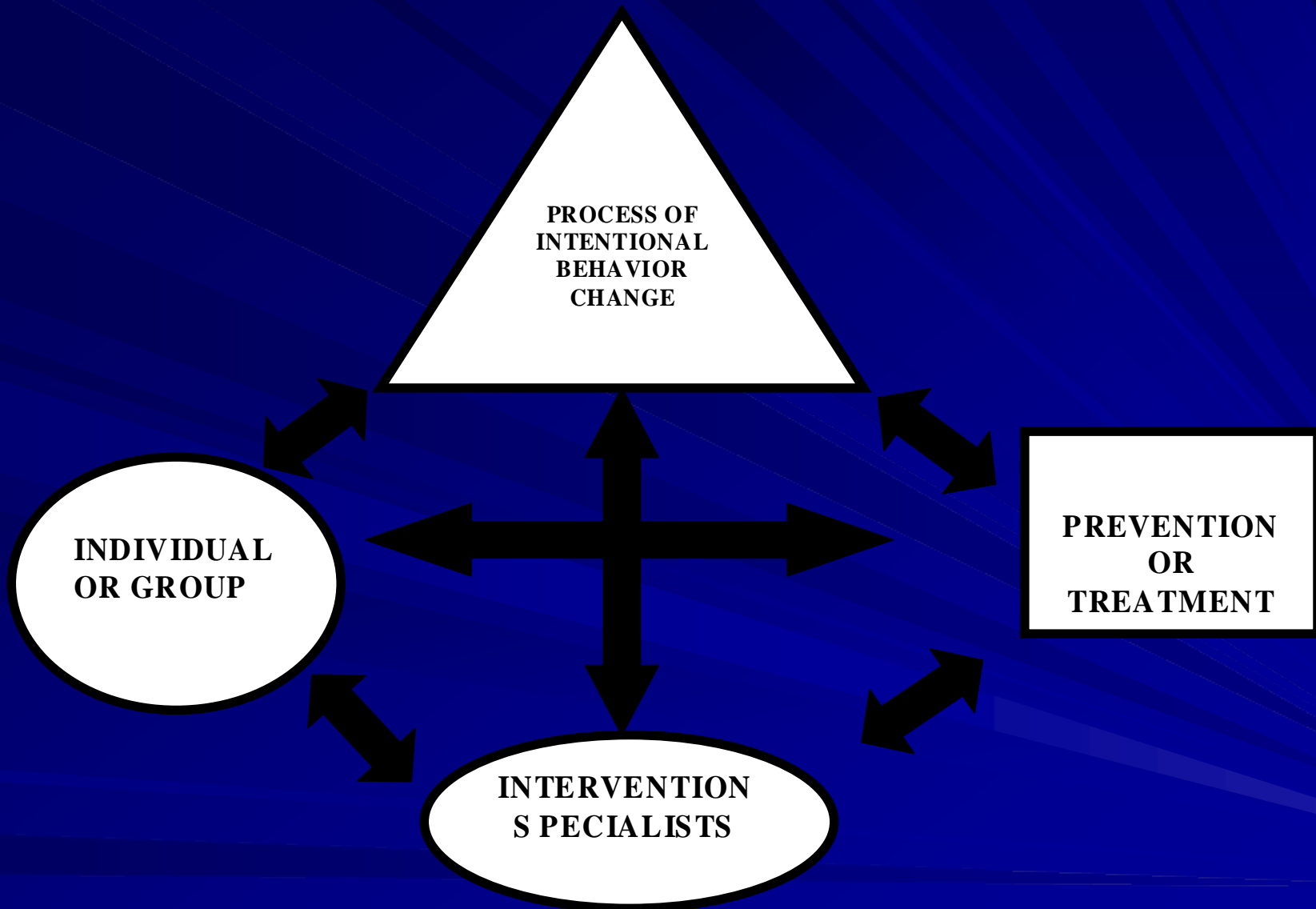
DiClemente, Bellack, Nidecker, Gearon, 2003 AABT

PROCESS OF

FORMAL INTER VENTIONS

CHANGE