

Process and Stages of Change

Engagement

Talk about what has been working for you as you meet with families. What are your needs? If you are ready to improve your skills in using the process and stages of change, this guide can support you as you assess and plan.

Explore:

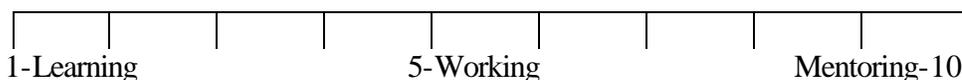
When you think about supporting the process and stages of change, what are your strengths?

What improvements would you like to make in your use of the process and stages of change?

Assessment

Scaling:

On a scale of 1 (need to learn) to 10 (can mentor), where would you place yourself? (Record on the Functional Assessment.)



Scaling Continuum:

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
1. Clearly define a problem or need.	1. Identify the problem around which change is focused.	1. Demonstrate and discuss the application of the stages and process of grief with caseworker.
2. Understand the stages of change.	2. Identify where in the stages of change the family is currently.	2. Identify underlying needs that need to be changed.
3. Use the process of change to facilitate personal change.	3. Use the process of change to coach families through change.	3. Coach caseworker through looking at the stages of change in a case.
4. Understand that grief is part of change and identify the grief linked to change.	4. Process grief issues that are connected to the change with families.	4. Support and coach caseworker through the process of change with a family.

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
5. Differentiate between ambivalence and resistance.	5. Generate steps with family to take to work through grief and change.	5. Support caseworker in identifying grief issues associated with change both personally and with families.
6. Develop a plan to maintain change.	6. Coach family through developing a plan, or steps, to maintain the desired change.	

Planning

1. What will it look like when you are able to support the process of change, as you would wish?
2. What steps can you take that will lead to the desired result?

Practice Opportunities

Mentor with Caseworker	Caseworker with Family	Family with Family
Coach the worker through planning a change in their life, developing steps to facilitate that change, and tracking the stages they go through as they make the change.	Coach the family through planning a change in their family, developing steps to facilitate that change, and tracking the stages they go through as they change.	Coach the family in supporting a child through planning a change, developing steps to facilitate that change, and tracking the stages they go through as they make the change.
	Use the working agreement concept to develop a plan and support network for change for the family.	

Knowledge Base

Concept:

Creating effective and lasting change

Basic Elements:

The stages of change

Process of change
Clearly defining the problem/need
Endings and loss
Ambivalence/ambivalent discomfort zone
Practicing the desired behavior
Maintaining the desired behavior

Definitions:

Stages of change

As individuals make change, they go through a process similar to a grief process. The process can be linear, but does not always follow from one stage to the other, but rather can go back and forth as the process unfolds. The stages are clearly defining the problem/need, endings and loss, ambivalence, practicing the desired behavior, and maintaining the desired behavior.

Process of change

The process of change goes through the same stages, giving caseworkers and family members suggestions on how to provide assistance and support through transitioning to each stage.

Clearly defining the problem/need

The first stage is an acknowledgement and clear understanding of the problem(s). This is where the individuals or group are aware of the discomfort within the family and see a need for change. Or if the individual does not see the need for change, it becomes necessary to illustrate the discrepancies in their lives. People change when there is enough discomfort and pain or when they strive to seek a greater level of pleasure. The first stage is necessary for all family members to see a need for change and to acknowledge that what they are doing is not producing the consequences or outcomes they desire. People often need to reach an awareness or agreement with others that the pain is too great or believe there is a better way to do things. In this stage, individuals will go back and forth from a willingness to change to a desire to keep the status quo.

1. Ask each person to describe his or her perspective of the problem/need; you may choose to have each person write his or her perspective and then you can come back together to discuss.
2. Observe the family member at times when the problem occurs.
3. Provide feedback to the person about your observations.
4. Help the family member see the discrepancies among what he or she says and does, and the outcomes desired and the outcomes received.
5. Help the family member define a vision-desired change.
6. Use solution-focused questions to understand the individual's needs.
7. Use reframing to understand the positive intent of behaviors or attempted solutions that may not be effective.

Endings and loss

Stage two focuses on the need to specifically examine how the change will affect each person. In this stage, people will become aware of what change will occur and begin to see the primary and secondary losses that will be experienced.

Endings refer to the ending or loss of what is familiar. Emotions and behaviors common to the grieving process will be experienced and expressed as people begin to let go of their old ways. As people experience letting go of the old way, it is common for them to become resistant to the change. The experience of new loss will trigger the person's previous experiences with loss and his or her previous ways of managing the loss. It is a time of vulnerability for many. This is a time where family members will need to revisit their commitment to change.

1. Specifically describe what needs to change.
2. Examine secondary changes and their effects.
3. Determine who will lose what or what each person will have to let go.
4. Acknowledge the losses.
5. Expect and give permission to grieve.
6. Try to find ways to compensate for the losses.
7. Provide information over and over again.
8. Begin to build the team that supports the individual.
9. Find ways to recognize and show respect for each person's self-worth.
10. Evoke reasons to change and the consequences for not changing.
11. Help individuals identify the strengths to use in the process of change.
12. Recognize the smallest change and progress.
13. Recognize the feelings of confusion, vulnerability, and loss of control.
14. Redefine the vision of change and the person's desired outcome so the person can have some positive replacements for the current pain.
15. Revisit the person's commitment for change, which will provide safety, well-being, and permanence for the children.
16. Review the person's previous experiences with loss to identify strengths and needs.

Ambivalence/ambivalent discomfort zone

Stage three is entitled the ambivalent (or discomfort) zone because there is a great deal of confusion and uncertainty when family members have to let go of what is familiar and are unable to fully achieve the desired outcome. It is in this stage that family members want to change and at the same time don't want to change. They may become self-protective and resentful. People feel disoriented and unsure of themselves. It is a time where old habits can easily resurface. Some family members will be highly motivated to move forward, while other family members will want to go back to the old and familiar way of doing things. The family system is out of balance and family members will be struggling to redefine it and try to achieve some balance. As one family member changes, this influences and causes others in the family to react. The new behaviors may not be

as comfortable or as beneficial as the family had hoped. It is a time of ambivalence.

1. Recognize and normalize feelings.
2. Examine the ambivalent feelings about the change and address ways of managing the pull toward old behaviors.
3. Identify and use strong role models to guide the individual forward.
4. Describe and view the situation from a positive perspective.
5. Select small steps and implement small, incremental steps.
6. Try to minimize the amount of change being experienced.
7. Select short-range goals.
8. Provide new information to help build the family member's capabilities.
9. Strengthen the person's team and support system.
10. Share information frequently with the person and the team.
11. Monitor progress more frequently.
12. Empower the family and their team to identify and select creative ways to help them with the uncertainty and ambivalence.
13. Identify the purpose for the change, the consequences of going back, and the consequences of the desired behaviors.
14. Recognize that each person will be ready to commit to change at his or her own pace.
15. Recognize and reward progress and accomplishments.
16. Help the family member to make choices about the best course of action.
17. Recognize when one person begins to change and the influence that will have on the other team members.
18. Coach family members through the uncomfortable stage of learning.

Practicing the desired behavior

Stage four occurs when family members are ready to make the behavioral commitment to do things the new way. The desired behavior will precede new understandings, new values, and new attitudes. Practicing the new behaviors that will provide the person with a new balance may look awkward at first, or even like they are "faking it." Supervisors and mentors do better when they remember that practice of new behavior leads to new values, so "faking it" may be part of real change. The practice of new behavior develops new balance, and new and healthy interactions. This stage has both a positive and hopeful element to it, as well as an unsettling and anxious part. The unsettling and anxious part has to do with a realization that the old way is really gone. The new way may be a bit risky because it is neither as familiar nor as comfortable yet. New beginnings can trigger past experiences where family members have made changes and they may have been successful or they may have experienced some failures. This is a time where goal setting and a vision for the future are reestablished and redefined.

1. Specify with the team exactly what new behaviors will be practiced.
2. Recognize that people will be ready to commit to the new behavior at their own pace.
3. Recognize that each person will define commitment differently.

4. Reinforce in a variety of ways the purpose behind achieving the desired outcome.
5. Reiterate the problems that were being experienced; plan in case a relapse occurs.
6. Help the person determine ways to use their informal and formal supports on an ongoing basis.
7. Use the visual images and descriptions of the desired outcomes to measure if the outcome is being maintained.
8. Develop a plan to recognize old behaviors and to change them if they should reoccur.
9. Help the person develop the new skills that may be necessary to maintain their behavior.

Maintaining the desired behavior

Stage five recognizes the need to assure that the desired behavior can be maintained over time. It is easier to change behavior than it is to maintain the desired behavior. Therefore, supports need to be put in place to assure that the new balance becomes familiar and comfortable for all family members.

1. Revise the plan for change so it focuses on support and reinforcement of the desired change.
2. Empower people to take a more active role with the family.
3. Identify ways to lessen your role while assuring that progress for the family continues.
4. Recognize the range of feelings being experienced by the person.
5. Help the person determine ways to use informal and formal supports on an ongoing basis.
6. Put steps or supports in place to recognize the risks for regression or relapse to the old ways, and identify a backup safety plan in case relapse occurs.
7. Use the visual image and descriptions of the desired outcomes to measure if the outcome is being maintained.
8. Develop a plan to recognize old behaviors and to change the behaviors if they should reoccur.
9. Help the person develop the new skills that may be necessary to maintain the behavior.