



Motivating Clients Toward Change

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Objectives of Session:

- ∞ **Discuss the stages of change and how this model relates to work with families at risk for maltreatment.**
- ∞ **Identify effective strategies to engage, motivate, and keep family members involved as partners in the change process.**

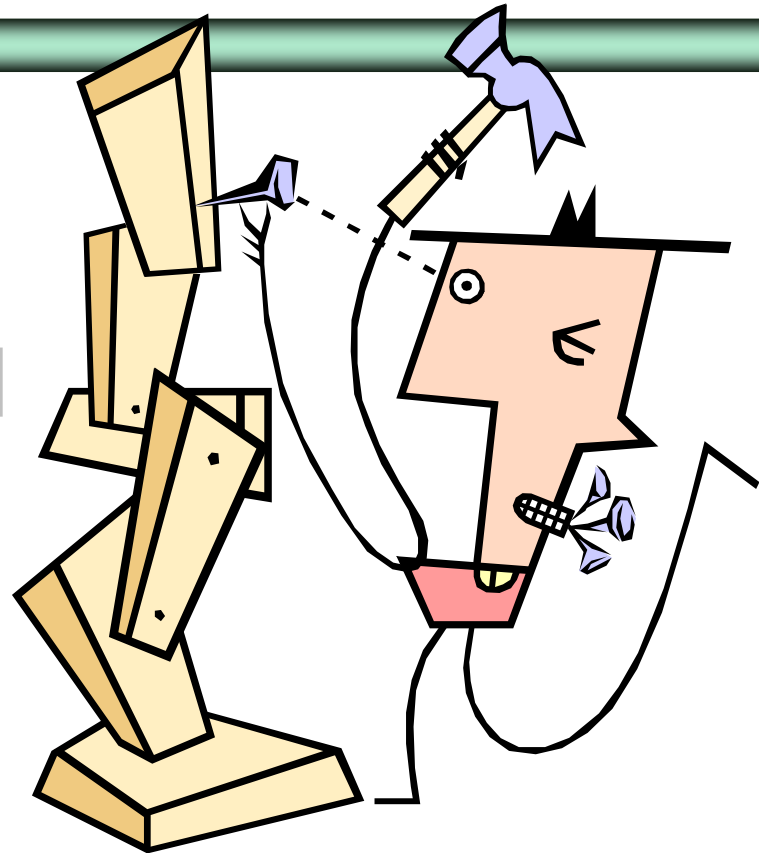


AGENDA

- ∞ **Introductions**
- ∞ **Why is this important?**
- ∞ **Stages of change**
- ∞ **Review of strategies & techniques**
Summary and closure.

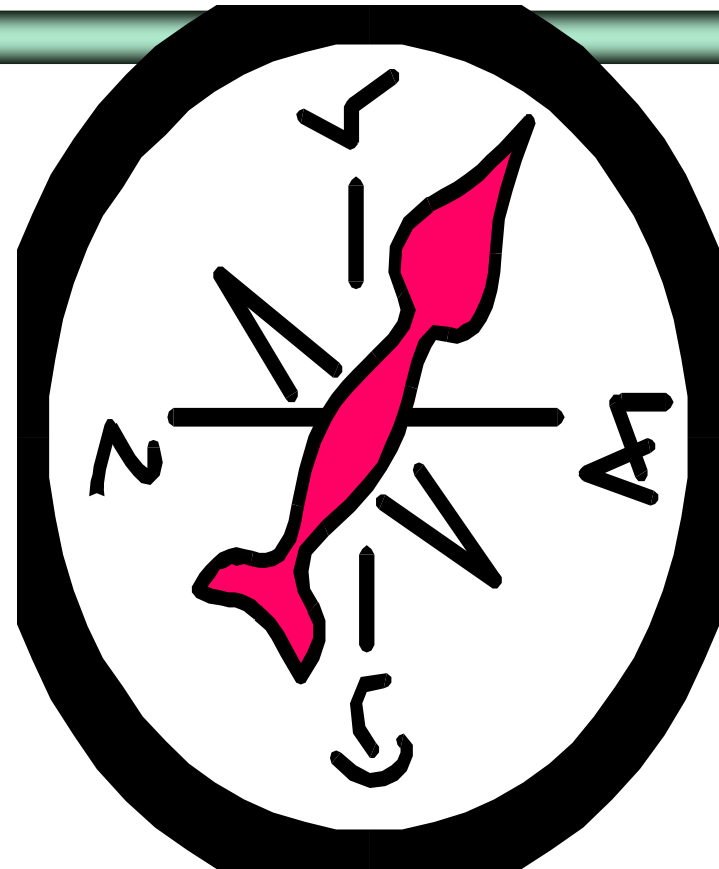
Why is this important?

⌚ Not developing a partnership with a family can lead to defining disjointed outcomes and interventions.



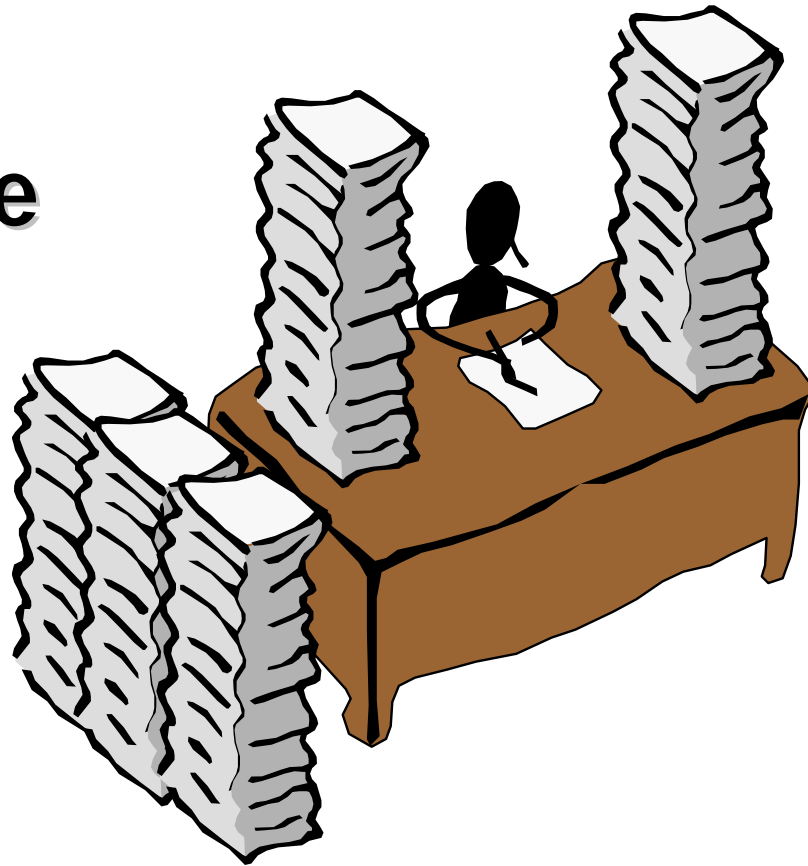
And then what happens?

⌚ Clients can be lead in the wrong direction.



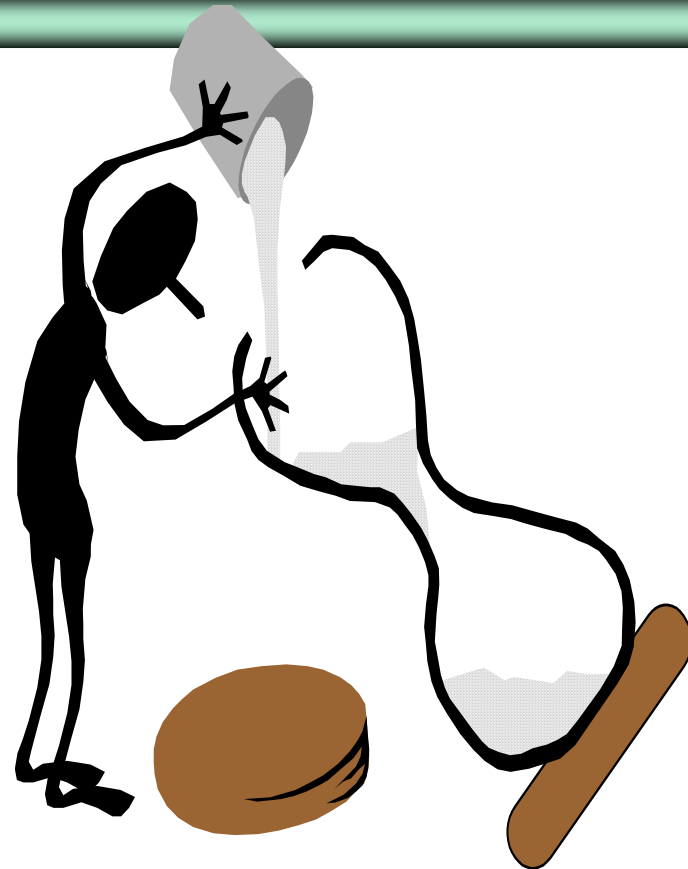
What does this mean?

Ω All case plans
tend to look the
same.



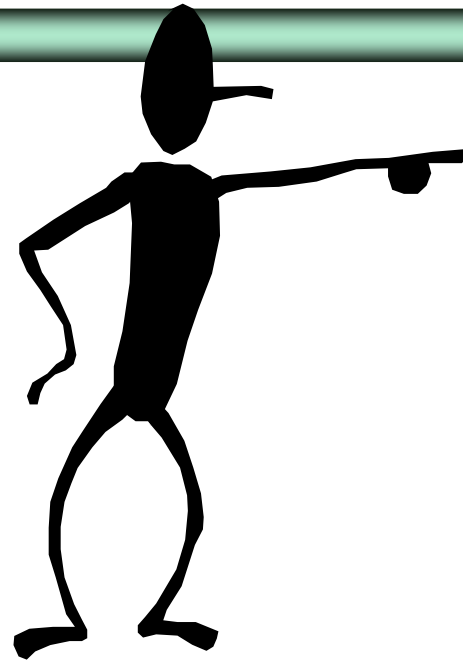
What are the consequences?

⌚ Precious time is lost toward achieving the right outcomes and reducing risk.



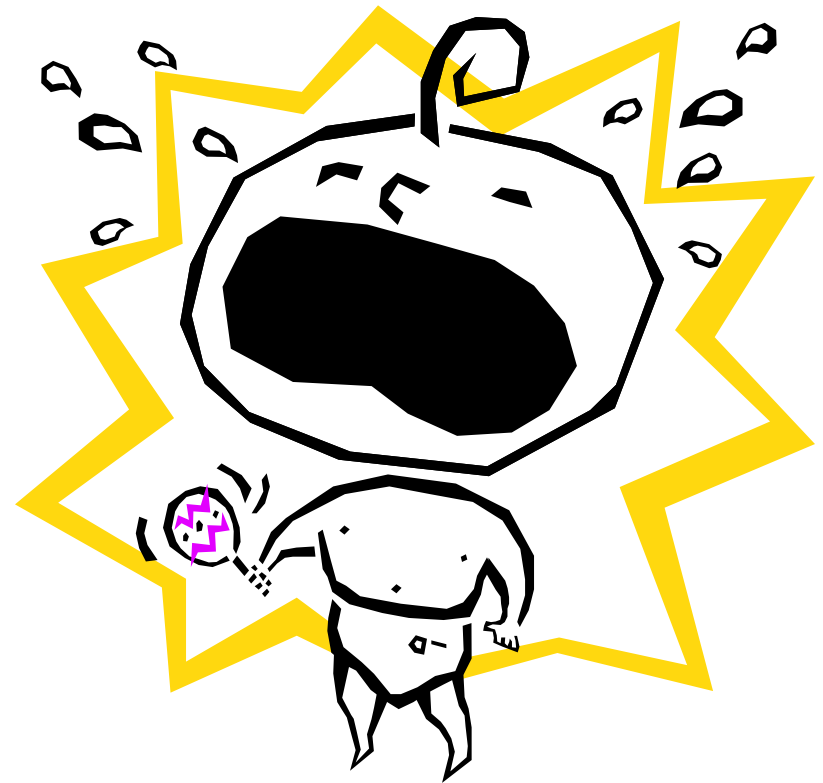
How do clients feel?

∞ Clients are very confused and may appear “resistant” to intervention.



How does this affect children?

♁ Children may be extremely vulnerable and unsafe.

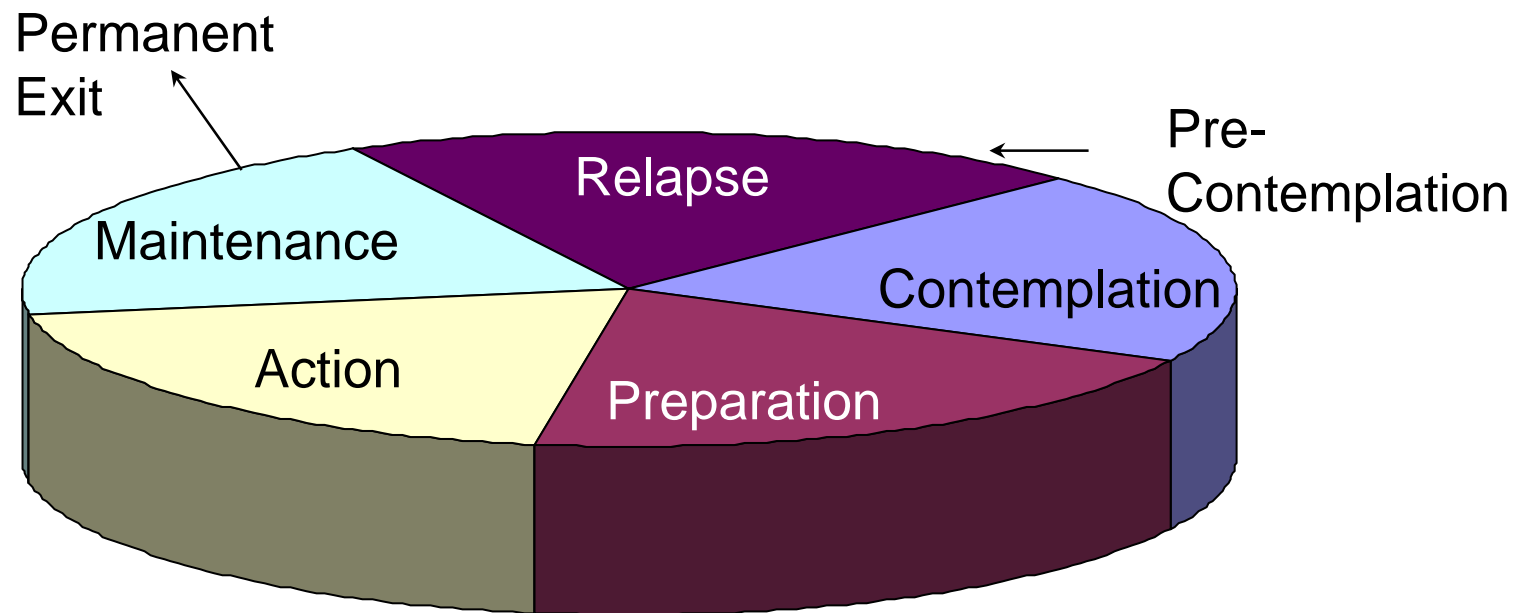




How can we change this path?

- ∞ **Use motivational techniques to engage family members in the intervention process.**
- ∞ **Use methods to encourage retention and ownership over the change process.**

Stages of Change*



*Prochaska & DeClemente's (1982) Six stages of change.



Stages of Change*

- ∞ **Pre-contemplation** - doesn't see need to change.
- ∞ **Contemplation**- both considers change & rejects it.
- ∞ **Preparation** - Wants to do something about the problem.
- ∞ **Action** - Takes steps to change.
- ∞ **Maintenance** - Maintains goal achievement.
- ∞ **Relapse** - Recurrence of some of previous behaviors.

*Prochaska & DeClemente's (1982) Six stages of change.

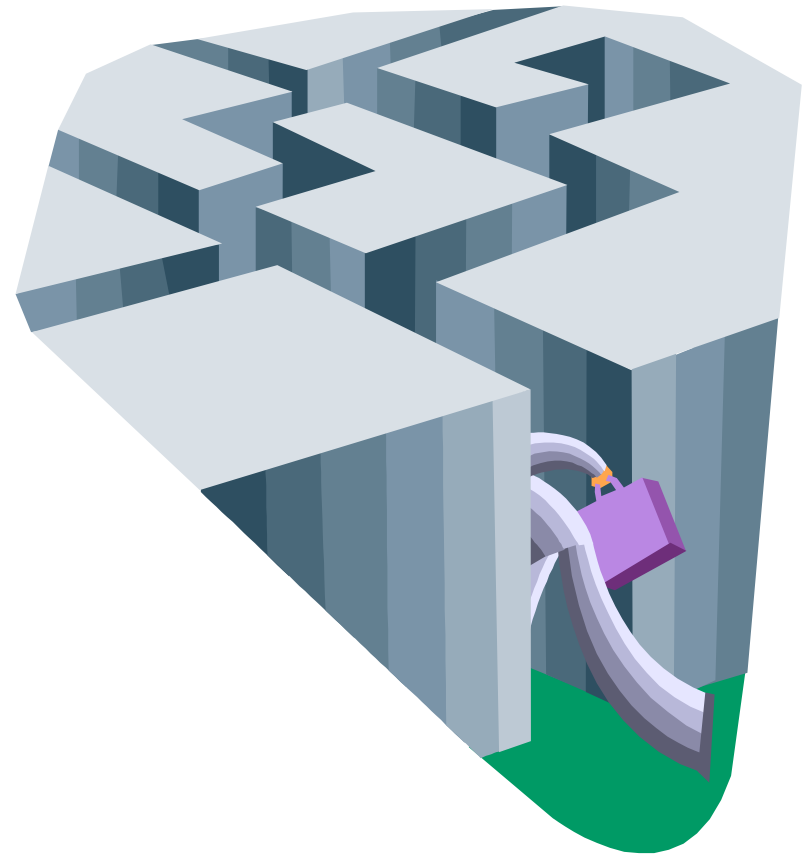
Precontemplation

- ⌚ Clients who are in this stage are not adequately aware of their own problems and do not see any need to change.
- ⌚ Observing resistance and dropout are likely.



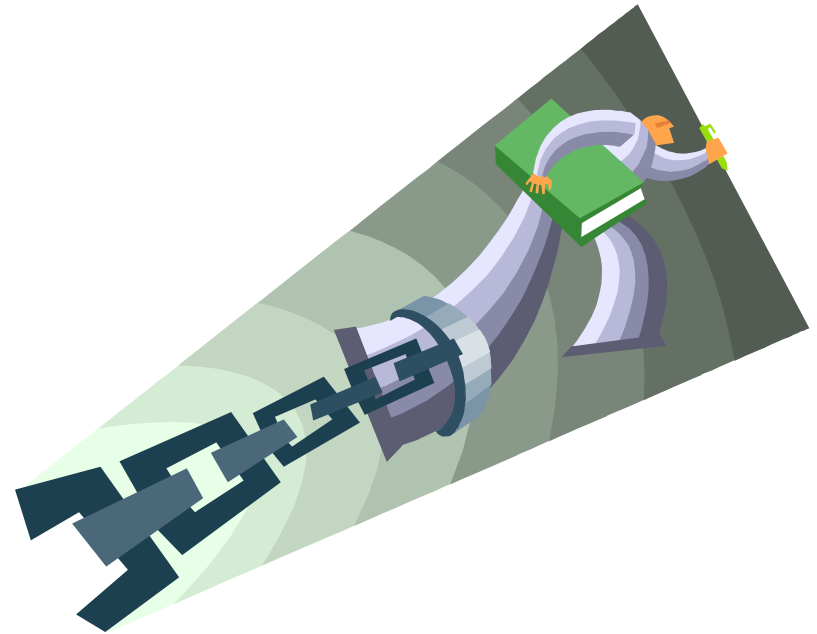
Contemplation

- ∞ **Individuals in contemplation are considering change but also rejecting it.**
- ∞ **Clients may express interest in achieving outcomes but don't demonstrate readiness to work.**



Preparation

- ♁ **Individuals and families in the preparation stage are intending to take action in the next month and have unsuccessfully taken action in the last year.**



Action

∞ Action is the stage in which individuals and families modify their behavior, experiences, or environment in order to overcome the risks or problems.



Maintenance

- ∞ In this stage, the individual or family maintains goal achievement.
- ∞ This is a continuation of change and an avoidance of relapse to prior behaviors or conditions.



Relapse

- ⌚ This stage which can be predicted to some degree is when the individual or family lapses to “old” ways.
- ⌚ Stress and lack of support may make it difficult to maintain positive change.





Assessing Readiness to Change

- ∞ **Assessing comfort with the *status quo*.**
- ∞ **Assessing the degree of hope that the situation can be different.**
- ∞ **Assessing motivation and values.**
- ∞ **Assessing whether goals are realistic.**



Assessing comfort with the status quo

- ⌚ **The best strategy is to help all family members talk about their daily lives and their degree of satisfaction with the current situation.**
- ⌚ **We want to create doubt that everything is “ok” and help parents or caregivers recognize the consequences of current behaviors or conditions that contribute to maltreatment. Hearing their children talk about how they experience their daily lives might help to change perspective.**



Assessing the degree of hope that the situation can be different

- Ω It is much easier to achieve a goal if one has faith that a goal can be achieved and life can be different. We need to recognize that sometimes clients are incapacitated by conditions that need to be addressed first (e.g., depression).
- Ω We may need to help families think to a time when things were better or create a picture of what their life could look like with fewer stresses and strains.




Assessing motivation and values

- ∞ **To sustain change, goals must be consistent with a person's values and culture.**
- ∞ **For example, if a parent does not think having a clean house is very important, we may need to understand the value the caregiver may have that may reinforce a goal to keep a child's environment healthy (e.g., every time one of the kids gets sick, everyone gets sick).**



Assessing whether goals are realistic

- ⌚ **We want to encourage self-determination, which fosters motivation, however we do not want to contribute to a parent's or child's failure by knowingly developing plans and goals that are unrealistic.**
- ⌚ **Sometimes, talking about what it will take to achieve a goal and what barriers might make it difficult, helps clients develop more realistic goals.**



Key Concept - Motivation*

- ∞ **Motivation is a state of readiness or eagerness to change, which may fluctuate from one time or situation to another. *This state is one that can be influenced.***
- ∞ **It is the specific probability that a person will enter into, continue, and adhere to a specific change strategy.**

*Miller & Rollnick, 1991.



Motivational Tasks for the Helper*

∞ **Precontemplation**

∞ **Contemplation**

∞ **Preparation**

∞ **Action**

∞ **Maintenance**

∞ **Relapse**

∞ **Raise Doubt**

∞ **Evoke reasons to change**

∞ **Help client find best course of action**

∞ **Help client take steps toward change**

∞ **Help client prevent relapse**

∞ **Renew process above**

* Miller & Rollnick (1991), p. 18.



Effective Motivational Approaches*

- ∞ Giving **ADVICE**
- ∞ Removing **BARRIERS**
- ∞ Providing **CHOICE**
- ∞ Decreasing **DESIRABILITY**
- ∞ Practicing **EMPATHY**
- ∞ Clarifying **GOALS**
- ∞ Active **HELPING**

* Miller & Rollnick (1991), p. 20.



Giving ADVICE*

- ∩ **Clearly identify the problem or risk area**
- ∩ **Explain why change is important**
- ∩ **Advocate specific change**
 - **However, avoid advice giving that overwhelms the client with too much information, offers false assurance, or minimizes the problem.**

* Miller & Rollnick (1991), p. 20.



Removing BARRIERS

∞ **Identify barriers and work to remove them, e.g., a person in the contemplation stage of change may be inhibited to engage in change strategies because of cost, transportation, child care, shyness, waiting time, safety concerns, or, work schedule conflicts.**

* Miller & Rollnick (1991), p. 21.



Providing CHOICES*

∞ **Intrinsic motivation is enhanced when a person feels they have participated in and been responsible to set their own goals and select among alternative change strategies . . . there is more than one way to help a person to achieve outcomes.**

* Miller & Rollnick (1991), p. 22.

Decreasing DESIRABILITY*

Ω In the contemplation stage, a person weighs the benefits and perceived costs or risks of change against the merits of the status quo. We must help tip the balance.



Costs of Status Quo

Benefits of change

Costs of Change

Benefits of Change

* Miller & Rollnick (1991), p. 23.



Practicing EMPATHY*

∞ **Therapeutic empathy is a factor that increases motivation, lowers resistance, and fosters greater long-term behavioral change. It is not an ability to *identify* with a person's experience. Rather, it is a specifiable and learnable skill for *understanding* another's meaning through the use of active listening.**

* Miller & Rollnick (1991), p. 26.



Providing FEEDBACK*

- ∞ **If you don't know where you are, it's difficult to plan how to get somewhere else.**
- ∞ **An important motivational task for the helper is to provide clear feedback about a client's current situation and its consequences or risks.**

* Miller & Rollnick (1991), p. 26.



Clarifying GOALS*

- ∞ **Helping people set clear goals that are realistic and attainable are essential for change.**
- ∞ **Goals and feedback work together. Feedback about current situation provides motivation for setting goals. Feedback about progress encourages continued action to achieve goals.**

* Miller & Rollnick (1991), p. 26-27.



Active HELPING*

- ∞ **An active HELPING attitude involves taking the therapeutic initiative and expressing caring about what happens to your client.**
- ∞ **This attitude involves *enabling* the client to take the necessary action to achieve goals.**

* Miller & Rollnick (1991), p. 27-28.



Key Principles*

- ∞ **The responsibility for change is left with the individual and family.**
- ∞ **The role of helper is to create an atmosphere that is conducive to change and to increase the client's intrinsic motivation, so that change arises from within rather than being imposed from without.**

* Miller & Rollnick (1991), p. 52.



Help is most effective if the help-giver:

- ∞ **Is both positive and proactive.**
- ∞ **Offers, rather than waits for help to be requested.**
- ∞ **Engages in help-giving acts in which locus of decision making clearly rests with the help-seeker, including decisions about the need or goal, the options for carrying out the intentions, and where or not to accept or reject help that is offered.**

*Dunst & Trivette, 1994, p. 167.



Effective Helping*

∞ is the act of enabling individuals or families become better able to solve problems, meet needs, or achieve aspirations by promoting the acquisition of competencies that support and strengthen functioning in a way that permits a greater sense of control over their life course.

*Dunst & Trivette, 1994, p. 162.



... Effective if help giver:

- ∞ Offers aid and assistance that is normative in terms of the help-seeker's own culture.
- ∞ Offers aid and assistance that is congruent with the help-seeker's appraisal of his or her problem or need.
- ∞ Offers aid and assistance in which the costs of seeking and accepting help do not outweigh the benefits.

*Dunst & Trivette, 1994, p. 168.



... Effective if help giver:

- ⌚ Offers help that can be reciprocated and sanctions the possibility of “repaying” the help-giver.
- ⌚ Bolsters the self-esteem of the recipient, and helps the individual experience immediate success in solving a problem or meeting a need.
- ⌚ Promotes the help-seeker’s use of natural support networks and neither replaces nor supplants them with professional services.

*Dunst & Trivette, 1994, p. 168.



... Effective if help-giver:

- ∞ Conveys a sense of cooperation and joint responsibility (partnership) for meeting needs and solving problems.
- ∞ Promotes the acquisition of effective behavior that decreases the need for help, thus making the person more capable and competent.
- ∞ Helps the recipient to view self as an active, responsible agent who played a significant role in solving problems, meeting needs, and improving his or her own life.

*Dunst & Trivette, 1994, p. 168.



Pitfalls in building the helping alliance

- ∞ Inappropriate use of humor; inappropriate self disclosure; premature confrontation**
- ∞ Interrupting the client/abrupt transitions; Inappropriate and irrelevant questions**
- ∞ Insincerity/lack of genuineness; judgmental; premature problem solving.**



Important Assumptions

- ∞ **Helping is strongly influenced by cultural biases.**
- ∞ **Helping relationships are multicultural since our identity is complicated by differences in socio-economic status, age, ethnicity, gender, life-style, etc. of the helper or client.**
- ∞ **The culturally competent helper will mediate effectively between different cultural perspectives and communicate meaning effectively.**



Techniques

- ∞ **Active listening/reflection.**
- ∞ **Universalizing.**
- ∞ **Partialization.**
- ∞ **Ventilation**
- ∞ **Summarization.**
- ∞ **Acceptance.**



Techniques (continued).

- ∞ **Recognizing strengths.**
- ∞ **Empowerment**
- ∞ **Logical discussion**
- ∞ **Focusing**
- ∞ **Education**
- ∞ **Setting boundaries/limits.**



Techniques (continued).

- ∞ **Concrete outreach.**
- ∞ **Confrontation.**
- ∞ **Reframing.**
- ∞ **Joining/utilizing resistance.**
- ∞ **Additive empathy and interpretation.**



Techniques (continued).

⌚ **Setting goals.**

⌚ **Selective self disclosure.**



Summary

- ∞ **The helping relationship is the vehicle for change and risk reduction.**
- ∞ **The helper is primarily responsible for engaging family members.**
- ∞ **We should understand and assess for readiness to change and employ techniques strategically to increase motivation.**



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