MODULE 8: From Preparation to Action—Getting Started

Preparation Checklist

- ❑ Review Getting Started (page 6) for preparation information.
- ❑ Preview Module 8, including handouts.
- ❑ Post on the training room wall the Class Rules and all the newsprint pages and posters generated during Module 7.
- ❑ Put on a resource table in the training room one copy each of community resource directories, referral materials, community activities guides, materials used to educate clients about treatment, and so on that the participants' program has available for use.
- ❑ Prepare newsprint titled Signs of Readiness To Act, and list the following:
  - Decreased resistance;
  - Fewer questions about the problem;
  - Resolve;
  - Self-motivational statements;
  - More questions about change;
  - Envisioning; and
  - Experimenting.
- ❑ Prepare newsprint titled Planning Considerations, and list the following:
  - Intensity and amount of help needed;
  - Timeframe;
  - Available social support;
  - Sequence of subgoals and strategies or steps in the plan; and
  - How to address multiple problems.
- ❑ In addition to the materials listed in Getting Started, bring to the session the following:
  - Copies (one for each participant) of any forms the participants' program uses for developing client change plans;
  - 12 pieces of poster board (optional);

- — One package of colored construction paper;
- — Several glue sticks; and
- — A timer (optional).

Module 8 Overview

Module 8 Goal and Objectives

Goal: To provide an overview of and practice using motivational enhancement strategies for working with clients in the preparation and action stages of change.

Objectives: Participants who complete Module 8 will be able to—

- Identify at least five of seven signs of client readiness to change;
- Discuss the possible variations among clients' change plans;
- Identify and describe five considerations for change planning;
- Describe four strategies for negotiating a change plan; and
- Use a change plan worksheet with clients.

Content Timeline

Introduction	15 minutes
Presentation: Recognizing Client Readiness To Move Into Action (from TIP 35, chapter 6, pages 97–98)	5 minutes
Presentation: Negotiating a Plan for Change—Overview (from TIP 35, chapter 6, pages 98–101)	10 minutes
Small-Group Presentations: Four Strategies for Negotiating a Change Plan (from TIP 35, chapter 6, pages 99–109)	60 minutes
Exercise: Developing a Change Plan	30 minutes
Total Time	2 hours

15 minutes

OH #8-1

Introduction

Welcome and Review

Welcome participants as they enter the room, and ask them to review Module 7 by—

- Walking around the room and looking at the newsprint pages posted on the wall; and
- Reviewing their notes.

Ask whether anyone has any questions or thoughts about Module 7.

Tell participants that they now will share the experiences they had with the homework assignments given in Module 7.

Ask participants to review the paragraphs they wrote and to find partners.

Tell participants that they have about 10 minutes to talk with their partners about their experiences.

Encourage partners to use reflective listening as they listen to each other.

Module 8 Goal and Objectives

Give participants Handout 8-1: Module 8 Goal and Objectives.

Handout 8-1

If you prefer, give participants all the handouts for this module now rather than one at a time.

Briefly review the goal and objectives.

5 minutes

Presentation: Recognizing Client Readiness To Move Into Action

Explain that, as clients move from contemplating to actually implementing change in their lives, they are in the *preparation* stage of change in which they increase their commitment to change by—

- Exploring, clarifying, and resolving ambivalence; and
- Making a decision to act.

Emphasize that—

- Clients must see that change is in their best interest before they can move into action.
- The negative consequences of ignoring the preparation stage can be a brief course of action followed by rapid return to substance use.

Note that—

- As clients proceed through the preparation stage, the clinician must be alert for signs of their readiness to take action.
- Clients' recognition of discrepancies in their lives is an uncomfortable state in which to remain for long.

- Change should be initiated as soon as the client is ready, to decrease anxiety.
- If the clinician does not help the client initiate change when the client is ready, the client may retreat to using defenses such as minimizing or denying.

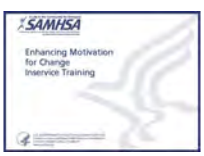
OH #8-2

Emphasize that—

- Mere vocal fervor about change is not necessarily a sign of determination to change.
- Clients who are vehement in declaring their readiness may be trying desperately to convince themselves, as well as the clinician, of their commitment.

Display the Signs of Readiness To Act newsprint page, and discuss the items on the list:

- *Decreased resistance*. Clients stop arguing, interrupting, denying, or objecting.
- *Fewer questions about the problem*. Clients seem to have enough information about their problem and stop asking questions.
- *Resolve*. Clients appear to have reached a resolution and may be more peaceful, calm, relaxed, unburdened, or settled, sometimes following a period of anguish or tearfulness.
- *Self-motivational statements*. Clients make direct self-motivational statements reflecting openness to change (“I have to do something”) and optimism (“I’m going to beat this”).
- *More questions about change*. Clients ask what they can do about the problem, how people change once they decide to, and so on.
- *Envisioning*. Clients begin to talk about how life might be better after a change, to anticipate difficulties if a change were made, or to discuss the advantages of change.
- *Experimenting*. If clients have had time between sessions, they may have begun experimenting with possible change approaches, such as going to an Alcoholics Anonymous (AA) meeting or reading a self-help book.



OH #8-3

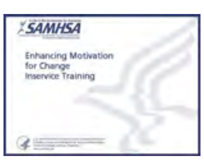
Note that—

- When the clinician concludes that a client is becoming committed to change, the clinician determines what is needed next by asking a key question: “I can see you are ready for a change. How would you like to proceed?”
- If clients indicate that they wish to pursue change with the clinician’s help, the clinician and clients begin negotiating a plan for change.


10 minutes

Presentation: Negotiating a Plan for Change—Overview

Explain that creating a specific plan for change is a final step in preparing a client to act.



OH #8-4

Note that a solid plan for change—

- Enhances a client’s self-efficacy;
- Provides an opportunity to address potential obstacles; and
- Provides an opportunity to consider the likely outcomes of each change strategy.

Emphasize that nothing is more motivating than being well prepared—no matter what the situation, a well-prepared person usually is eager to get started.

Note that—

- Clients create plans that reflect their individual concerns and goals.
- Most plans are not limited to moderating or stopping substance use. Plans focus on ensuring success.
- Some clients spontaneously begin suggesting or asking about specific things they can do to change.
- The clinician can prompt other clients to make suggestions by asking key questions such as—
  - "What do you think you will do about your drinking or drug use?"
  - "Now that you've come this far, I wonder what you plan to do?"

Explain that clients' change plans can be—

- General or specific; and
- Short term or long term.

Note that—

- Some clients' plans are simple, such as stating only that they will enter outpatient treatment and attend an AA meeting every day.
- Other plans include details such as arranging transportation to the treatment facility or alternative ways to spend Friday nights.
- Plans may not involve formal treatment beyond continuing to see the clinician for followup.

Emphasize that some clients may be able to commit only to a limited plan, such as—

- Going home, thinking about change, and returning on a specific date to talk further;
- Attending one mutual-help meeting in the community; and
- Reading something about recovery.

Note that even a restricted and short-term plan can include specific coping strategies to help the client avoid high-risk situations.

Emphasize that specific steps to overcoming anticipated barriers to success are important components of many change plans.

Ask participants: What are some possible barriers clients may encounter? Choose one barrier, and ask: What are some steps a client could take to overcome that barrier?

Emphasize that—

- Although the change plan is the client's, creating it is an interactive process between the clinician and the client.
- One of the clinician's most important tasks is to ensure that the plan is feasible.
- When the client proposes a plan that seems unrealistic, too ambitious, or not ambitious enough, a process of negotiation should follow.

Planning Considerations

Display the Planning Considerations newsprint page.

Note that the considerations listed on the newsprint ordinarily are part of interactive discussions and negotiations:

- *Intensity and amount of help needed*. For example, does the client need (and will he or she accept)
  - Only mutual-help group attendance?
  - Intensive outpatient treatment?
  - A 2-year therapeutic community?
  - Family involvement in treatment?
- *Timeframe*. For example,
  - Should the plan be short term or long term?
  - When will it start?
- *Available social support*. For example,
  - Who will be involved in the client's recovery program (e.g., family, Women for Sobriety, community group)?
  - Where will activities take place (e.g., at home, in the community)?
  - When will activities occur (e.g., after work, weekends, two evenings a week)?
- *Sequence of subgoals and strategies or steps in the plan*. For example,
  - Stop smoking marijuana, then throw away marijuana paraphernalia;
  - Tell friends or family members about the plan, then visit them; and
  - Learn relaxation techniques, then use them when feeling stressed at work.
- *How to address multiple problems*. For example,
  - Legal;
  - Financial; and
  - Health.

Emphasize that—

- Clients may ask the clinician for information and advice about specific steps to incorporate into the plan.
- The clinician should—
  - Provide accurate and specific facts;
  - Always ask whether the client understands them; and
  - Elicit responses to information by asking, "Does that surprise you?" or "What do you think about it?"

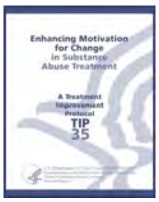
Emphasize that techniques of motivational interviewing, such as identifying discrepancies, empathizing, and avoiding argument, remain as useful during these negotiations as they are at all other stages of the change process.

Note that it also is important for the clinician to—

- Acknowledge and affirm the client's effort in making the plan; and
- Provide the clinician's best advice, views, and opinions but—
  - Insert qualifiers;
  - Give clients permission to disagree; and
  - Support clients fully in whatever efforts they are willing to make.

Change Plan Worksheet

Note that some clients have found a change plan worksheet useful in focusing their attention on the details of the plan.



Refer participants to KAP Key 5, "Change Plan Worksheet."

If participants' agency uses a different written format for change plans, pass out copies and discuss the elements of that form instead of the KAP Key 5 worksheet, OR have participants compare their agency's worksheet with the elements in the KAP Key worksheet.

Describe the elements of the worksheet as follows.

The changes I want to make are …

- Be specific.
- Include goals that are positive (e.g., improve health, be more productive), not just negative goals (e.g., stop, avoid, decrease a behavior).

The most important reasons I want to make these changes are …

- What are the likely consequences of action or inaction?
- Which motivations for change are most compelling?

My main goals for myself in making these changes are …

- What benefits does the client hope to gain by making a change? For example,
  - Better health;
  - Improved relationship with a spouse; or
  - Moving ahead in a career.

I plan to do these things to reach my goals (could include long- and short-term goals)

- Plan of Action (how can the desired change be accomplished?)—specific activities such as—
  - Attending three 12-Step meetings per week; or
  - Taking a different route home from work to avoid passing a favorite bar.
- When—a specific schedule of action steps.

The first steps I plan to take in changing are …

- What are some specific, concrete first steps?
- When, where, and how will the steps be taken?

Some things that could interfere with my plan are …

- What specific events or problems could undermine the plan?
- What could go wrong?
- How will the client stick with the plan despite problems or setbacks?

Other people could help me in changing by …

- What specific things can another person do to help the client take the steps to change?
- How will the client arrange for such support?

I hope that my plan will have these positive results:

- How will life improve if changes are made?
- What benefits can be expected?

I will know that my plan is working if …

- What will happen as a result of taking the different steps in the plan?

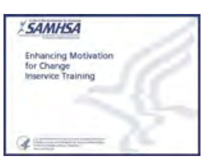
Note that it can be helpful to estimate clients' readiness for and their perceived ability to succeed in making the changes that they list in the plan. For example,

- On a scale from 0 to 10 (0 = no confidence, 10 = most confidence), clients can rate themselves as a 9 in regard to readiness for making a particular change in behavior but only as a 4 in regard to their perceived ability to succeed in making the change.
- This information helps the clinician guide clients about where to start on the change plan.

Note that—

- Both the client and clinician can sign and date the change plan.
- The clinician should keep a copy of the client's change plan.

60 minutes



OH #8-5

Small-Group Presentations: Four Strategies for Negotiating a Change Plan

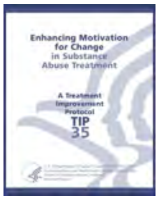
Explain that a sound change plan can be negotiated with a client by—

- Offering a menu of change options;
- Developing a behavior contract;
- Lowering barriers to action;
- Enlisting social support; and
- Educating the client about treatment.

Tell participants that they now will prepare small-group presentations on four of these elements of negotiation.

Explain that they will read about developing a behavioral contract as a homework assignment.

Divide the training group into four small groups.



Refer participants to pages 101–109 in TIP 35.

Give each group three or four pieces of poster board (or newsprint), and put the construction paper, glue sticks, and colored makers in a central location.

Assign each group one of the four elements (do not assign behavior contract).

Tell participants to work as a group to put together a presentation on their topic, using the TIP and the resource table you set up before the session.

Ask participants to consider and include agency resources as they prepare their presentations.

Encourage the groups to be creative and, in addition to posters, to include agency resources in their presentations.

Tell participants that they will have 30 minutes to create their presentation.

Walk around the room, and assist the groups if assistance is needed.

After 30 minutes, ask each group to make its presentation.

Encourage the whole training group to ask questions and make comments.

Summarize the presentations.

30 minutes

Handout 8-2

Exercise: Developing a Change Plan

Tell participants that they now will practice working with a change plan worksheet.

Give participants one copy each of Handout 8-2: Change Plan Worksheet.

Ask participants to find a partner.

Explain that one partner will complete the worksheet, using the same personal change he or she used in the Module 7 decisional balancing exercise, and the other partner will assist in completing it.

Tell participants that—

- In reality, they may not yet be in the preparation stage.
- They should participate in the exercise as if they were.
- They should complete the worksheet as if they *were* prepared to act.

Tell participants that each partner will have 10 minutes in each role.

Tell participants that the person assisting the other should use motivational skills as appropriate, such as—

- Reflective listening;
- Eliciting self-motivational statements; and
- Summarizing.

Walk around the room, and provide assistance when it is needed.

Keep time, and announce each 10-minute increment (using a timer will free you to observe without losing track of time).

When the partners have completed the exercise, ask participants to share with the whole group their thoughts or what they have learned.

Homework

Handout 8-3

Refer participants to Handout 8-3: Homework.

Ask participants to read—

- Pages 103–104 in TIP 35, "Developing a Behavior Contract";
- Page 109 in TIP 35, "Initiating the Plan"; and
- Pages 111–118 in Chapter 7, "From Action to Maintenance: Stabilizing Change."

Ask all participants to complete the following assignments before the next session.

Assignment 1

Arrange with their supervisor to—

- Observe (if possible) a session with an appropriate client, conducted by a clinician experienced in developing change plans; and
- Write a summary of the session and discuss it with their supervisor.

Assignment 2

- Consult with their supervisor to identify a client on their caseload who is in the appropriate stage of change for change planning; and
- Conduct a planning session with the client (with live supervision), and negotiate a change plan with the client, using a change plan worksheet.

If live supervision is not an option, participants can do one of the following:

- Audiotape or videotape the session and review the tape with their supervisor; or
- Write a detailed summary of the session and review it with their supervisor as soon after the session as possible.

Handout 8-1: Module 8 Goal and Objectives

Goal: To provide an overview of and practice using motivational enhancement strategies for working with clients in the preparation and action stages of change.

Objectives: Participants who complete Module 8 will be able to—

- Identify at least five of seven signs of client readiness to change;
- Discuss the possible variations among clients' change plans;
- Identify and describe five considerations for change planning;
- Describe four strategies for negotiating a change plan; and
- Use a change plan worksheet with clients.

Handout 8-2: Change Plan Worksheet

1. The change I want to make is

____

____

____

2. The most important reason I want to make this change is

____

____

____

3. My main goal for myself in making this change is

____

____

____

4. I plan to do these things to reach my goal

Plan of Action	When

5. The first steps I plan to take in changing are

a. ______________________________

b. ______________________________

c. ______________________________

6. Some things that could interfere with my plan are

7. Other people could help me in changing in these ways

Person	Possible Ways To Help

8. I hope that my plan will have these positive results

9. I will know that my plan is working when

Adapted from TIP 35, page 100.

Handout 8-3: Homework

Read—

- Pages 103–104 in TIP 35, “Developing a Behavior Contract”;
- Page 109 in TIP 35, “Initiating the Plan”; and
- Pages 111–118 in Chapter 7, “From Action to Maintenance: Stabilizing Change.”

Complete the following assignments before the next session.

Assignment 1

Arrange with your supervisor to observe (if possible) a session with an appropriate client, conducted by a clinician experienced in developing change plans.

Write a summary of the session, and discuss it with your supervisor.

Assignment 2

Consult with your supervisor to identify a client on your caseload who is in the appropriate stage of change for change planning.

Conduct a session with the client (with live supervision), and negotiate a change plan with the client, using a change plan worksheet.

If live supervision is not an option, you can do one of the following:

- Audiotape or videotape the session, and review the tape with your supervisor; or
- Write a detailed summary of the session, and review it with your supervisor as soon after the session as possible.