

KEEPING THE HORSE IN FRONT OF THE CART: MATCHING INTERVENTIONS WITH A CLIENT'S READINESS TO CHANGE.

CARL ISENHART, PSYD., ABPP
CLINICAL PSYCHOLOGIST
PHOENIX VA HEALTH CARE SYSTEM

2018 MN STATUTE CHAPTER 245G FOR CHEMICAL DEPENDENCY LICENSED TREATMENT FACILITIES

PLACEMENT CRITERIA (DIMENSIONS)

- 1: Acute Intoxication/Withdrawal Potential
- 2: Biomedical Conditions and Complications
- 3: Emotional, Behavioral, and Cognitive Conditions and Complications
- **4: Readiness for Change**
- 5: Relapse, Continued Use, and Continued Problem Potential
- 6: Recovery Environment

READINESS FOR CHANGE: 0

- | RISK DESCRIPTION | TREATMENT PLANNING DECISION |
|---|--|
| • The client is cooperative, motivated, ready to change, admits problems, committed to change, and engaged in treatment as a responsible participant. | • The placing authority may use the attributes in the risk description to support efforts in other dimensions. |

Comment: In spite of all this, the client continues to have some measure of ambivalence that will likely need to be addressed in the future.

READINESS FOR CHANGE: 1

RISK DESCRIPTION

- The client is motivated with active reinforcement, to explore treatment and strategies for change, but ambivalent about illness or need for change.

TREATMENT PLANNING DECISION

- If services are authorized, they must include active support, encouragement, and awareness-raising strategies along with chemical dependency treatment services for the client.

There may be a difference between ambivalence about the disorder and the need to change versus readiness and willingness to participate in a certain type or level of treatment.

READINESS FOR CHANGE: 2

RISK DESCRIPTION

- The client displays verbal compliance, but lacks consistent behaviors; has low motivation for change; and is passively involved in treatment.

TREATMENT PLANNING DECISION

- The placing authority must authorize treatment services for the client that include client engagement strategies.

READINESS FOR CHANGE: 3

RISK DESCRIPTION

- The client displays inconsistent compliance, minimal awareness of either the client's addiction or mental disorder, and is minimally cooperative.

TREATMENT PLANNING DECISION

- The placing authority must authorize treatment services that have specific client engagement and motivational capabilities.

READINESS FOR CHANGE: 4

RISK DESCRIPTION

- The client is:
 - (A) noncompliant with treatment and has no awareness of addiction or mental disorder and does not want or is unwilling to explore change or is in total denial of the client's illness and its implications; or
 - (B) the client is dangerously oppositional to the extent that the client is a threat of imminent harm to self and others.

TREATMENT PLANNING DECISION

- The placing authority must authorize treatment services that include:
 - (A) service coordination and specific engagement or motivational capability; or
 - (B) 24-hour supervision and care that meets the requirements of Minnesota Statutes, section 253.021.

TRANSTHEORETICAL MODEL OF CHANGE

STAGES OF CHANGE

- The “when” to change.
- The “what” to change.
- Doing the “right” thing at the “right” time.
- “Transtheoretical:” Goes beyond any specific theory, orientation, or school.

PROCESSES OF CHANGE

- The “what” to change.

STAGES OF CHANGE

- 5 “Stages” of Change (Readiness for Change):
 - Precontemplation
 - Contemplation
 - Preparation (Determination)
 - Action (Taking Steps)
 - Maintenance
- Cautions
 - Change is not so much a “stage” or a “personality feature” but rather an acute degree of readiness and willingness to change based on the dynamics between a client and therapist.

THERAPIST’S STYLE

- Precontemplation: Nurturing Parent
- Contemplation: Socratic teacher
- Preparation (Determination): Experienced Coach
- Action & Maintenance: Consultation

PROCESSES OF CHANGE

COGNITIVE/ EXPERIENTIAL

- Consciousness raising
- Self-reevaluation
- Environmental reevaluation
- Emotional Arousal
- Self liberation
- Pre-contemplation, Contemplation, or Preparation (Determination)

BEHAVIORAL

- Stimulus generalization or control
- Conditioning or counterconditioning
- Reinforcement management
- Helping relationships
- Action (Taking Steps) or Maintenance

COGNITIVE/EXPERIENTIAL

- **Consciousness raising:** Client gains information and increase awareness about themselves and the "problem" behavior.
- **Self-reevaluation:** Client rethinks the "problem" behavior and how that behavior is inconsistent with their values and principles.
- **Environmental reevaluation:** Client rethinks the "problem" behavior and how that behavior impacts others or their environment.
- **Emotional arousal:** Experiencing and expressing of strong feelings related to the "problem" behavior.
- **Self-liberation:** Client believes in their ability to change and acts on that belief and confidence by making a commitment to change.

BEHAVIORAL

- **Stimulus control:** Avoiding or changing stimuli or triggers to reduce chances of using.
- **Conditioning or counterconditioning:** Developing new behaviors or responses to cues (e.g., Mindfulness, Assertiveness, Refusal Skills).
- **Reinforcement management:** Rewarding positive behavior changes.
- **Helping relationships:** Receiving support for new behaviors

MEASURES

- **URICAS (University of Rhode Island Change Assessment Scale- DiClemente)**
- **SOCRATES (Stages of Change Readiness and Treatment Eagerness Scale- Miller)**
- **Change Algorithm (DiClemente)**
 - Precontemplation: No plans to change
 - Contemplation: Planning on changing beyond the next six months
 - Preparation: Planning on changing within three to six months

SELECTED ASPECTS OF THE TREATMENT PLAN

- **The client must have active, direct involvement in selecting the anticipated outcomes of the treatment process** and developing the treatment plan.
- Treatment planning must include **ongoing assessment** of client needs.
- An individual treatment plan must be updated based on **new information** gathered about the client's condition
- An individual treatment plan must be recorded in the **six dimensions**

THE SPIRIT OF MI

- The MI mind-set, attitude, or heart-set:
 - Partnership:
 - Collaboration, Negotiate, Non-authoritarian stance
 - Acceptance:
 - Unconditional positive regard, Acceptance, Affirming
 - Compassion:
 - Pursue client's best interest
 - Evocation:
 - Draw out the client's own desire and reasons for changing
- The goal is not "shame/guilt" the client or use the information or strategies as "ammunition" or for "confrontation."

CONSCIOUSNESS RAISING

- Myths associated with substance abuse/abusers
- Quantifying use
- BAL
- Impact of alcohol use:
 - Body
 - Brain

CONSCIOUSNESS RAISING: MYTHS ABOUT SUBSTANCE ABUSE

1. Addicts are bad people.
2. Addiction is a willpower problem.
3. Addicts cannot be treated with medications.
4. Addicts should be punished, not treated, for using drugs.
5. Some people just can't change.
6. Others?

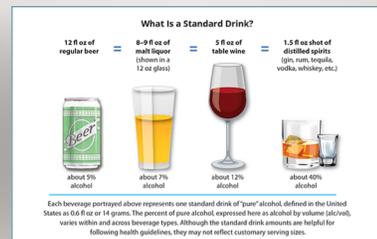
Which of these myths have you heard?

In what ways (if any) have these myths affected the way you think about substance users?

Does any of this information change the way you think about your potential for successful change?

If so, how?

CONSCIOUSNESS RAISING: QUANTIFY ALCOHOL USE



CONSCIOUSNESS RAISING: BALS

- Needed to Calculate:

- Gender
- Weight
- Standard Drinks
- Time

- Example:

- <http://witrificsafety.org/bac-calculator/>

CONSCIOUSNESS RAISING: IMPACT ON THE BODY

- **Blood Tests:**

- Ast/SGOT: Normal Range: 5-34
- Alt/SGPT: Normal Range: 0-55
- GGTP: Normal Range: 12-64
- MCV: Normal Range: 80-100
- Bilirubin: Normal Range: .2-1.2

CONSCIOUSNESS RAISING: IMPACT ON THE BRAIN

+	⊕	<	#	°	§	⊗	%	^											
1	2	3	4	5	6	7	8	9											
+	°	⊗	=	°	#	°	⊗	=	⊗	°	°	°	°	°	°	°	°	°	°
%	^	#	=	°	#	⊗	°	°	°	°	°	°	°	°	°	°	°	°	°
⊕	°	°	°	%	°	°	°	⊗	%	=	°	⊗	°	°	°	°	°	°	°

SELF-REEVALUATION

- Personal Values
- Temptations
- Confidence
- Expectations

SELF-REEVALUATION: PERSONAL VALUES

Put a check mark by the values that are most important to you. Feel free to add any other values that are not on the list. Then circle five or six of those you checked that are really the very most important.

<input type="checkbox"/> honesty	<input type="checkbox"/> adventure	<input type="checkbox"/> security
<input type="checkbox"/> faith	<input type="checkbox"/> equality	<input type="checkbox"/> responsibility
<input type="checkbox"/> good parent	<input type="checkbox"/> leader	<input type="checkbox"/> conscientious
<input type="checkbox"/> strong	<input type="checkbox"/> health	<input type="checkbox"/> accomplishment
<input type="checkbox"/> ambition	<input type="checkbox"/> forgiveness	<input type="checkbox"/> humor
<input type="checkbox"/> church	<input type="checkbox"/> learning	<input type="checkbox"/> independence
<input type="checkbox"/> self-control	<input type="checkbox"/> risk	<input type="checkbox"/> individualism
<input type="checkbox"/> order	<input type="checkbox"/> tradition	<input type="checkbox"/> romance
<input type="checkbox"/> friendship	<input type="checkbox"/> respect	<input type="checkbox"/> inner peace
<input type="checkbox"/> change	<input type="checkbox"/> freedom	<input type="checkbox"/> challenge
<input type="checkbox"/> happiness	<input type="checkbox"/> safety	<input type="checkbox"/> stability
<input type="checkbox"/> love	<input type="checkbox"/> variety	<input type="checkbox"/> family
<input type="checkbox"/> money	<input type="checkbox"/> fun	<input type="checkbox"/> duty
<input type="checkbox"/> contribution	<input type="checkbox"/> self-acceptance	<input type="checkbox"/> service
<input type="checkbox"/> power	<input type="checkbox"/> caring	<input type="checkbox"/> commitment
<input type="checkbox"/> knowledge	<input type="checkbox"/> respect	<input type="checkbox"/> peace
<input type="checkbox"/> artistic	<input type="checkbox"/> success	<input type="checkbox"/> loyalty
<input type="checkbox"/> modest	<input type="checkbox"/> athletic	<input type="checkbox"/> pleasure
<input type="checkbox"/> perfection	<input type="checkbox"/> duty	<input type="checkbox"/> home
<input type="checkbox"/> education	<input type="checkbox"/> gentleness	<input type="checkbox"/> dignity

SELF-REEVALUATION: PERSONAL VALUES

Write the five or six values that are the very most important to you below, and to the right make a note of how your substance use might have interfered with your "living" that value.

Value	Substance Use Interference
1.	
2.	
3.	
4.	
5.	
6.	

What changes would you like to make in your life to be more consistently with one or more of your personal values?

SELF-REEVALUATION: TEMPTATIONS

Write a check mark in the blanks below for the situations in which you would be most tempted to use alcohol or drugs. Mark as many situations as you need. Then total the checks for each column and write it on the line at the bottom.

A	B	C	D
<input type="checkbox"/> When I am feeling depressed.	<input type="checkbox"/> When I have a headache.	<input type="checkbox"/> When I am on vacation and want to relax.	<input type="checkbox"/> When I am having withdrawal symptoms.
<input type="checkbox"/> When I am very nervous.	<input type="checkbox"/> When I am concerned about someone.	<input type="checkbox"/> When I am offered a drink or drug in a social situation.	<input type="checkbox"/> When I have the urge to just use a drink or drug.
<input type="checkbox"/> When I feel like blowing up someone or feeling frustrated.	<input type="checkbox"/> When I drink about using alcohol or drugs.	<input type="checkbox"/> When I have others drinking or using drugs in a bar or party.	<input type="checkbox"/> When I want to tell my neighbors.
<input type="checkbox"/> When I feel that something is going wrong for me.	<input type="checkbox"/> When I am physically tired.	<input type="checkbox"/> When people I used to drink or use drugs with encourage me to drink or use drugs.	<input type="checkbox"/> When I am feeling a physical need or craving.
<input type="checkbox"/> When I am feeling angry inside.	<input type="checkbox"/> When I'm experiencing some physical pain or injury.	<input type="checkbox"/> When I am excited or celebrating with others.	<input type="checkbox"/> When I have an urge or impulse to take a drug or drink that carries me away.
Total: _____	Total: _____	Total: _____	Total: _____

SELF-REEVALUATION: CONFIDENCE

Right now, how confident are you in your ability to resist the urge to drink or use other drugs in the situations below?

Situation	100%	75%	50%	25%	0%
1. Unpleasant emotions	<input type="checkbox"/>				
2. Physical discomfort	<input type="checkbox"/>				
3. Pleasure associated with drinking	<input type="checkbox"/>				
4. Being around certain people	<input type="checkbox"/>				
5. Being in a particular place	<input type="checkbox"/>				
6. Conflict with others	<input type="checkbox"/>				
7. Social pressure	<input type="checkbox"/>				
8. Pleasure mixed with others	<input type="checkbox"/>				

Adapted from "The Survey of Drinking Tendency" by James A. Grunbaum, University of Michigan, 1978.

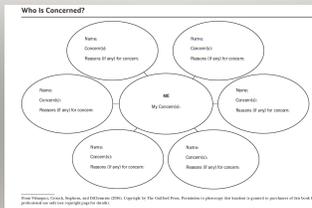
SELF-REEVALUATION: EXPECTATIONS

- Alcohol Expectancy Questionnaire:
 1. Alcohol can transform my personality.
 2. Drinking helps me feel whatever way I want to feel.
 3. Alcohol makes me feel happy.
 4. Drinking adds a certain warmth to social occasions.
 5. When I am drinking, it is easier to open up and express my feelings.
- Dimensions:
 - Global, Positive Change
 - Enhanced Sexual
 - Physical and Social Pleasure
 - Increased Social Assertiveness
 - Relaxation and Tension Reduction
 - Arousal and Power

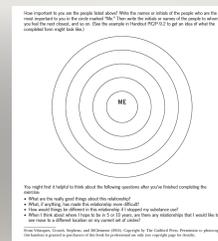
ENVIRONMENTAL REEVALUATION

- Expression of Concern
- Relationships
- Roles

ENVIRONMENTAL REEVALUATION: EXPRESSIONS OF CONCERN



ENVIRONMENTAL REEVALUATION: RELATIONSHIPS



ENVIRONMENTAL REEVALUATION: ROLES

My Roles

I. List the roles that you have or have had in the past, for example: son/daughter, mother/father, sister/brother, soldier, friend, etc.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

II. Circle the two or three roles that are/were the most important to you.

ENVIRONMENTAL REEVALUATION: ROLES

II. For each of the two or three most important roles, describe the impact substance use had had on that role.

- 1.
- 2.
- 3.

III. For each of the two or three most important roles, describe how you would like to do better at that role and what would need to change for you to do so.

- 1.
- 2.
- 3.

EMOTIONAL AROUSAL

- Gratitude

EMOTIONAL AROUSAL: GRATITUDE

Gratitude: Part I

Who is one person who has had a positive influence on your life?

What is it that this person did or did not do that was helpful or beneficial to you?

Think about having a discussion with this person where you would tell him/her:
What s/he did that was beneficial.
The impact it had on you.
How you would express your gratitude to him/her.
What would you say or feel him/her?

EMOTIONAL AROUSAL: GRATITUDE

Gratitude Part II

Think back over the last week or so, and identify an event or situation where you were feeling grateful.

Keep in mind that these do not need to be "huge" events, in some ways simple or humble things can make a big difference, such as:
 A kind word from somebody.
 Somebody paying you a compliment.
 Somebody doing you a favor.

What did that event mean to you?

SELF-LIBERATION

- Self-Control
- Problem Solving
- Setting Goals and Planning

SELF-LIBERATION: SELF CONTROL

HANDOUT PCCP-13.2 Strengthening Your Self-Control Muscle

Identify areas where you need self-control strength to change your substance use:

Identify two things you can do this week to strengthen your self-control muscle:

1. _____

2. _____

Identify daily activities and strategies where you are using your "self-control muscle" to manage or cope:

1. _____

2. _____

SELF-LIBERATION: PROBLEM SOLVING

Problem-Solving Steps

1. The problem/issue is _____

2. Possible solutions (brainstorm) are/are not worth _____

a. _____

b. _____

c. _____

d. _____

3. Pick one solution above and consider its pros and cons.

a. _____

b. _____

c. _____

d. _____

4. Select one solution to try.

©2007 University of Michigan, Center for Substance Abuse Treatment. All rights reserved. This document is intended for personal use only. It is not to be distributed, reproduced, or stored in a retrieval system.

SELF-LIBERATION: GOAL PLANNING

- My problem substance(s) is (are):
- These are my concerns about the substance:
- These are my concerns about making the change:
- My goal for changing my substance use is:
- This is one reason why this goal is important to me:
- This is another reason why this goal is important to me:
- The steps I plan to take are:
- This is one thing I can do fairly soon to start this process:
- These are the barriers that can get in my way:
- These are the people who can help me:
- These are the ways I will know that this change is benefiting me:

READINESS FOR CHANGE: I CONSCIOUSNESS RAISING

- Problem: Client is ambivalent about illness or need for change.
- Goal: Reduce client's ambivalence so that client verbalizes benefits to making changes.
- Objective: Client will verbalize increased awareness of the quantity of alcohol consumed.
- Intervention: Client will participate in therapeutic activities to calculate weekly alcohol consumption and typical BALs.

READINESS FOR CHANGE 2 SELF-REEVALUATION

- Problem: Client lacks consistent behaviors and is passively involved in treatment.
- Goal: Client will be more actively involved in treatment by discussing the personal impact of their alcohol use.
- Objective: Client will verbalize how alcohol abuse is inconsistent with their personal values.
- Intervention: Client will participate in therapeutic activities that identify their values and describe changes needed to live more consistently with those values.

READINESS FOR CHANGE 3 ENVIRONMENTAL REEVALUATION

- Problem: Client demonstrates inconsistent compliance, minimal awareness, and is minimally cooperative.
- Goal: Client will demonstrate more awareness and cooperation with treatment services.
- Objective: Client will verbalize the concerns of others about client's alcohol use.
- Intervention: Client will participate in therapeutic activities that identify who is concerned, their concerns, and reasons for their concerns.

TAKE-HOMES:

- A client's readiness for change is a dynamic interaction between client and therapist, over which we have some influence.
- Some measure of ambivalence is common and expected throughout and after the change process.
- Do the "right" thing at the "right" time: match Processes of Change with the Stages of Change
- Maintain the MI Spirit (Heart-set)