

Stages of Change: Corresponding Intentions & Approaches for Supervisors

Stages of Change	Your Intention	Approaches and Tools
<p><i>Pre-Contemplation</i></p> <p>Not currently considering or willing to make a change</p>	<p><i>Help the home visitor consider change</i></p> <p>“How do you see the situation?”</p> <p>“What would have to happen for you to know you want to make a change?”</p>	<ul style="list-style-type: none"> • Clarify that they have choice in the matter • Encourage self-exploration, not action • To keep resistance low: <ul style="list-style-type: none"> ○ Use OARS skills ○ Build a relationship ○ Stay in the stage where the person is ○ Avoid labels ○ Address safety concerns and concrete needs ○ Show empathy and caring ○ Affirm strengths • Avoid arguing; roll with resistance
<p><i>Contemplation</i></p> <p>Ambivalent about Change</p>	<p><i>Help the home visitor examine Possible benefits of and barriers to change</i></p> <p>“What are some reasons <i>to</i> make the change? What are some reasons to <i>not</i> make the change?”</p> <p>“What barriers keep you from making the change?”</p> <p>What has helped you with challenges like this in the past? (people, programs, behaviors)</p> <p>“What would help you at this time?”</p> <p>Describe the ambivalence: “On the one hand, you think that addressing this issue with the family could help, on other, you’re concerned that it could make the situation worse.”</p>	<ul style="list-style-type: none"> • Validate their lack of readiness • Reflect back and normalize ambivalence • Clarify that they have choice in the matter • Encourage them to evaluate the pros and cons of making a change; use the decisional balance sheet. • Use the scaling to gauge importance and confidence • Identify and promote expectations of a positive outcome • Use OARS skills

<p>Determination or Preparation</p> <ul style="list-style-type: none"> • The urge to act and a plan to act • Pros of change now outweigh cons 	<p>Assist the home visitor with discussing their change plan</p> <p>“How do you want things to turn out?”</p> <p>“Tell me about your plan.”</p>	<ul style="list-style-type: none"> • Support the person with identifying how they can make the change • Identify possible obstacles to change and assist with problem-solving and skill building • Help identify resources and supports • Use ATPs to build confidence
<p>Action</p> <p>Taking action to make changes</p>	<p>Offer support and encouragement with steps towards change</p> <p>“Wow! You had concerns about bringing up the conflicts between them but you were able to do it.”</p> <p>“You accomplished the first step towards helping them. How does that feel?”</p>	<ul style="list-style-type: none"> • Build on their confidence that they can deal with obstacles to change • Make room for feelings of loss related to the old behavior, and revisit the motivations for change that they identified previously
<p>Maintenance</p> <p>A new pattern of behavior and a commitment to change</p>	<p>Offer ongoing support to help sustain the new behavior</p> <p>“Wow! It seems like you’re getting comfortable with having difficult conversations with parents!”</p>	<ul style="list-style-type: none"> • Use Affirmation, ATPs, and S-ATPs • Help the person make a plan for ongoing support • Reinforce the benefits of the change • Discuss coping with relapse
<p>Relapse, Setback, or Detour</p> <p>The new behavior has become difficult to maintain and the person has slipped back into their old behaviors</p>	<p>Acknowledge relapse as a normal part of the change process</p> <p>“Having set-backs is a part of the process of change”</p> <p>“It’s normal to be upset when we go back to the old behaviors.”</p>	<ul style="list-style-type: none"> • Help the person stay positive and solution-focused • Help the person evaluate what triggered the relapse and what they can learn from that • Reassess motivation and barriers. Revisit previous stages and motivation for change • Help the person identify new, stronger coping strategies