Assessing Readiness for Psychiatric Rehabilitation

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### Prochaska and DiClemente’s Stages of Change Model

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<thead>
<tr>
<th>Stage of Change</th>
<th>Characteristics</th>
<th>Techniques</th>
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<tbody>
<tr>
<td><strong>Pre-contemplation</strong></td>
<td>Not currently considering change: &quot;Ignorance is bliss&quot;</td>
<td>Validate lack of readiness&lt;br&gt;Clarify: decision is theirs&lt;br&gt;Encourage re-evaluation of current behavior&lt;br&gt;Encourage self-exploration, not action&lt;br&gt;Explain and personalize the risk</td>
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<td><strong>Contemplation</strong></td>
<td>Ambivalent about change: &quot;Sitting on the fence&quot;&lt;br&gt;Not considering change within the next month</td>
<td>Validate lack of readiness&lt;br&gt;Clarify: decision is theirs&lt;br&gt;Encourage evaluation of pros and cons of behavior change&lt;br&gt;Identify and promote new, positive outcome expectations</td>
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<td><strong>Preparation</strong></td>
<td>Some experience with change and are trying to change: &quot;Testing the waters&quot;&lt;br&gt;Planning to act within 1 month</td>
<td>Identify and assist in problem solving re: obstacles&lt;br&gt;Help person identify social support&lt;br&gt;Verify that person has underlying skills for behavior change&lt;br&gt;Encourage small initial steps</td>
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<td><strong>Action</strong></td>
<td>Practicing new behavior for 3-6 months</td>
<td>Focus on restructuring cues and social support&lt;br&gt;Bolster self-efficacy for dealing with obstacles&lt;br&gt;Combat feelings of loss and reiterate long-term benefits</td>
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<td><strong>Maintenance</strong></td>
<td>Continued commitment to sustaining new behavior Post-6 months to 5 years</td>
<td>Plan for follow-up support&lt;br&gt;Reinforce internal rewards&lt;br&gt;Discuss coping with relapse</td>
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<tr>
<td><strong>Relapse</strong></td>
<td>Resumption of old behaviors: &quot;Fall from grace&quot;</td>
<td>Evaluate trigger for relapse&lt;br&gt;Reassess motivation and barriers&lt;br&gt;Plan stronger coping strategies</td>
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Assessing Readiness for Change

*Readiness for Change* is assessing the specific factors influencing the client’s motivation to become actively involved in making changes relative to a Priority Setting.

The Current Priority Setting, where s/he is living, learning, working, or socializing, is indicated by the client, and is described by its specific location, setting, physical layout, and/or the routine activities present in the setting.

**ASSESSING READINESS FOR CHANGE CONSISTS OF AN ASSESSMENT OF FIVE (5) FACTORS:**

**NEED FOR CHANGE**
The internal and external pressures on the client to make changes in her/his current setting.

**COMMITMENT TO CHANGE**
The client’s motivation to improve functioning and/or change her/his Priority Setting.

**AWARENESS ABOUT PERSONAL DECISION MAKING**
The client’s understanding about her/his personal experience and style with selecting settings.

**AWARENESS ABOUT SETTINGS**
The client’s knowledge about the requirements and characteristics of past, present, and possible future settings.

**RELATIONSHIP WITH HELPERS**
The client’s perspective about the quality of her/his relationship with helpers.
Outline of Assessing Readiness

**Definition:** Assessing Readiness is finding out a person’s preparedness to participate in the psychiatric rehabilitation process.

**Objective:** The participant(s) will develop insights about their motivation and readiness to participate in the psychiatric rehabilitation process.

**Activities:** Listed below are the six activities to assess an individual’s readiness to participate in the psychiatric rehabilitation process.

1. **Inferring Need**
   - Gather information about the consumer’s experience of satisfaction.
   - Gather information about the environment’s perspective about the consumer’s success in his/her current environment.
   - Interpret and rate level of need for change.

2. **Validating Commitment to Change**
   - Gather information about the consumer’s beliefs about improving his/her current environmental situation.
   - Interpret and rate level of commitment to change.

3. **Estimating Environmental Awareness**
   - Gather information about the consumer’s awareness of environments.
   - Interpret and rate level of environmental awareness.

4. **Estimating Self-Awareness**
   - Gather information about the consumer’s self-awareness.
   - Interpret and rate level of self-awareness.

5. **Discriminating Relationships**
   - Gather information about the consumer’s feelings towards his/her practitioner and other service team members.
   - Gather information about the consumer’s connecting preferences.
   - Interpret and rate level of important relationship(s).

6. **Choosing a Direction**
   - Profile the Readiness Information
   - Select a Strategy
   - Process Direction
Need for Change

Discuss and verify the client’s specific perspective on satisfaction or dissatisfaction, with the current setting. [Note: in some instances, practitioners and providers may take the opportunity to verify information presented in Identifying the Priority Setting]. When possible, explore client satisfaction, feelings, and reasons for feelings about the people, places, and activities in current setting. Note intensity of feelings, amount of time client chooses to spend in setting, and client reports of success or failures.

Sample questions to ask when interviewing client about Need for Change:

What do you like best about (this setting)? What don’t you like?
What people do you know in the setting?
Who is important to you?
Why are they important?
How do you think you are doing at (setting)?
What would others say about the possibility of your changing (this setting)?

Sample questions do not replace sound clinical judgment. Practitioners are encouraged to expand on questions and modify delivery based on client’s background and experience.

Commitment to Change

Discuss and verify the client’s specific perspective on their level of motivation and confidence about potential changes. [Note: in some instances, practitioners may take the opportunity to verify information presented in Identifying the Priority Setting]. Explore client’s felt urgency to change self or setting, their belief that change will yield positive benefits, their sense of self-efficacy and confidence, and their belief in the existence of supportive client(s) to help with change.

While the Factors of Need and Commitment are similar to discussions used to Identify the Priority Setting, practitioners should use this opportunity to expand upon and confirm earlier summaries and ratings to clearly understand the client’s perspective and motivations.

Sample questions to ask about Level of Urgency to change self or setting:
How do you feel about changing the ways you do things? How do you feel about moving to a new place?
Can you tell me what brought you to feel that way?
How long do you think this change will take?
How do you think the change will happen?
What do you think you might do to change yourself or the setting?

Sample questions to ask about client’s perceptions of positive benefits:
What do you think will happen if things changed?
Would you explain what good things or bad things might happen if things changed in some way?

**Sample questions to ask about confidence in ability to make the change:**
How do you think the change will happen?
What might get in the way?
When do you think a change might occur? Why?
Are there any setting barriers to change i.e. transportation, socio-economic status, language, etc.?

**Sample questions to ask about their perceptions of support:**
Who do you think might help you make this change? Why?
Who might get in the way? Why?
Are there any natural supports that you (or your family) view as helpful or necessary in the change process i.e. religious or spiritual leaders, civic clubs, community organizations, healers, etc.? What and where are they?

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**Awareness of Personal Decision Making**

Explore client’s understanding of her/his experiences in making important decisions and how the decisions were made.

**Sample questions to ask when interviewing about Awareness of Personal Decision Making:**
How much opportunity have you had to make the “big” decisions in your life?
How did you go about making some of the most important decisions in your life?
Have you made decisions about where to live, go to school, work, socialize?
How did you go about making those choices?
What would you like a place to live (or work, or learn, or socialize) to be like?

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**Awareness about Settings**

Explore client’s understanding of the physical aspects and unique requirements of their past, present, and future settings.

**Sample questions to ask when interviewing client about Awareness about Settings.**
Where did you live (or work, go to school, socialize) before you came to (current situation)?
What was that place like? Can you describe it for me?
What were your responsibilities there? What was required of you?
When did you live (work, go to school, socialize) there?
Have you given any thought to where you might live (work, go to school, or socialize) in the future? What might be the requirements there of you?
Relationships With Helpers

Review the client’s perspective about the level of contact and quality of relationship with providers or practitioners. Recall behavioral cues such as follow through with appointments or calls to practitioners that confirm or dispel a positive working relationship.

Practitioners should take this opportunity to confirm any misgivings or mistrust that may linger with client as a result of working with a professional and/or the Mental Health System.

Sample questions to ask when interviewing client about her/his perspective about the Quality of Relationships with Staff.
How do you feel about the amount of time other helpers/staff spends with you?
Do you feel helpers/staff are available when you need to talk?
How do you feel about the way helpers/staff relates to you?
What do you like best about how helpers/staff relate to you?
What do you like least about how helpers/staff relate to you?
How do you feel about working with me?
What do you find helpful in the way I relate to you?
What do you find not helpful in the way I relate to you?

Selecting a Service Strategy

CHOOSING A SERVICE STRATEGY:
Identify which strategy is implied for your own plan for change in relation to your Priority Setting, based on a summary of the Readiness Factors--Need, Commitment, Awareness about Personal Decision Making, Awareness about Settings, and Relationship with Staff.

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<th>INCREASE CONFIDENCE, HOPE, MOTIVATION:</th>
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<tbody>
<tr>
<td>DEFINITELY NOT READY</td>
<td>plan to develop insights about possibilities for change and increase levels of awareness about personal decision-making and/or settings.</td>
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<td>FOR CHANGE OF SETTING</td>
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<tr>
<th></th>
<th>INCREASE CONFIDENCE, HOPE, MOTIVATION:</th>
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<tbody>
<tr>
<td>UNSURE ABOUT READINESS FOR CHANGE IN SETTING BUT INTERESTED IN EXPLORING OPTIONS</td>
<td>plan to develop insights about possibilities for change and increase levels personal decision-making and/or settings.</td>
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<tr>
<td>or</td>
<td>MAKE INFORMED CHOICE OF SETTING:</td>
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<td></td>
<td>plan to obtain assistance to clarify standards for choosing</td>
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If a person’s need for change is low, there is no urgency to begin the rehabilitation process. However, the following options should be considered: Re-assess need, Continue role induction (explaining services, introducing roles), Recycle Verifying commitment, Reconsider alternative service options (or the option of no service right now).

If the need is medium to high, but one or more of the other readiness categories is low, then these options might be considered for readiness development:

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<th>Option categories</th>
<th>Examples of possible activities</th>
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| Strengthen commitment | • Clarify expectations of what will happen during the rehabilitation process (may involve reorienting to activities and examining possible benefits and risks from the service recipient’s point of view)  
                      | • Explore self-efficacy (both internal and external barriers to change and possible facilitators of change)  
                      | • Consider the decisional balance (do a pro/con activity)  
                      | • Choose a preliminary goal without making a strong commitment  
                      | • Enhance supports by involving significant others                                               |
| Increase awareness    | • Brainstorm options  
                      | • Research alternative environments  
                      | • Clarify values  
                      | • Recycle Exploring hopes and interests                                                           |
Build a relationship

- Use partnering skills to connect
- Initiate rehabilitation activities, but emphasize relationship development over specific accomplishment
- Refer to another provider who is a better match

Develop participation skills

- Assess skills
- Identify needed interventions
- Deliver skill intervention or refer out

Outline of Assessing Readiness

**Inferring Need**

1) Gather information about the client’s experience of satisfaction
   a) Interview the client about his/her feelings about environmental characteristics
      i) List environmental characteristics
         - People
         - Place
         - Activities
      ii) Identify feelings about the environmental characteristics
      iii) Identify the reasons for the feelings
   b) Investigate other sources, if needed
      i) satisfaction questionnaires
      ii) observations
      iii) hearsay
      iv) interview relevant others
   c) Document the information (on the *Inferring Need – Client Satisfaction with the Current Environment worksheet*)

2) Gather information about the environment’s perspective of the client’s success in his/her current environment
   a) List the relevant others
      i) Significant others
      ii) Gatekeepers
   b) Interview the client
      i) about his/her perceptions of relevant others’ perspectives
      ii) about his/her own opinion of success in the current environment
   c) Interview the relevant others
i) Identify feelings about the client’s success in the current environment
ii) Identify the reasons for the feelings
d) Document the information (on the *Inferring Need – Relevant Others’ Perspective about Client Success in the Current Environment* worksheet)

3) Interpret the level of Need
   a) Summarize the degree of satisfaction
      i) Very dissatisfied
      ii) Mostly dissatisfied
      iii) Mixed
      iv) Mostly satisfied
      v) Very satisfied
   
   b) Summarize the degree of success
      i) Very unsuccessful
      ii) Mostly unsuccessful
      iii) Mixed
      iv) Mostly successful
      v) Very successful
   
   c) Rate the level of Need
      i) Urgent Need
      ii) Strong Need
      iii) Moderate Need
      iv) Minimal Need
      v) No Need

4) Process the Need rating
   a) Discuss the Need rating
   b) Respond to reactions
      i) Demonstrating Understanding
         • Responding to Ideas
         • Responding to Experiences
         • Responding to Beliefs
      ii) Self-Disclosing
         • Describing Statements
         • Genuineness Statements
         • Immediacy Statements
         • Disagreeing Statements

   **Validating Commitment to Change**

1) Gather information about the client’s beliefs about improving his/her current environmental situation.
   a) Interview the client about Areas of Commitment
i) Desire to make a change
ii) Positive Expectations
iii) Self-efficacy
iv) Support

b) Document the information (on the *Validating Commitment to Change worksheet*).

2) Interpret the level of Commitment
   a) Summarize information in the Commitment areas
   b) Rate the level of Commitment
      i) High Commitment
      ii) Strong Commitment
      iii) Moderate Commitment
      iv) Minimal Commitment
      v) No Commitment

3) Process the Commitment rating
   a) Discuss the Commitment rating
   b) Respond to reactions
      i) Demonstrating Understanding
         • Responding to Ideas
         • Responding to Experiences
         • Responding to Beliefs
      ii) Self-Disclosing
         • Describing Statements
         • Genuineness Statements
         • Immediacy Statements
         • Disagreeing Statements

**Estimating Awareness**

1) Gather information about the person’s awareness of Environments
   a) Interview the client
      i) about Current and Past Environments
         • Name and Address
         • Physical Description
         • Role
         • Requirements and Responsibilities
         • Dates
      ii) about his/her Methods of Choosing
         • Intuitive
         • Dependant
         • Systematic
      iii) about knowledge of Future Environments
         • Type and Location
• Physical Description
• Role
• Requirements and Responsibilities

b) Investigate other sources, if needed
   i) client records
   ii) significant others

c) Document the information (on the Environmental Resume worksheet)

2) Interpret the level of Environmental Awareness
   a) Summarize the environmental knowledge and experience
   b) Rate the level of Environmental Awareness
      i) High Awareness
      ii) Strong Awareness
      iii) Moderate Awareness
      iv) Minimal Awareness
      v) No Awareness

3) Process the Environmental Awareness rating
   a) Discuss the Environmental Awareness rating
   b) Respond to reactions
      i) Demonstrating Understanding
         • Responding to Ideas
         • Responding to Experiences
         • Responding to Beliefs
      ii) Self-Disclosing
         • Describing Statements
         • Genuineness Statements
         • Immediacy Statements
         • Disagreeing Statements

4) Gather information about the person’s Self-Awareness
   a) Interview the client
      i) About Interests
      ii) About Values
      iii) About Personal Preferences
   b) Interview significant others, if needed
   c) Document the information (on the Self-Awareness worksheet)

5) Interpret the level of Self-Awareness
   a) Summarize the Self-Awareness information
      i) Describes the interests, values, and/or preferences spontaneously
      ii) Describes the interests, values, and/or preferences when asked
      iii) Describes a variety of interests, values, and/or preferences
      iv) Cannot describe interests, values, or preferences
   b) Rate the level of Self-Awareness
      i) High Awareness
      ii) Strong Awareness
      iii) Moderate Awareness
      iv) Minimal Awareness
v) No Awareness

6) Process the Self-Awareness rating
   a) Discuss the Self-Awareness rating
   b) Respond to reactions
      i) Demonstrating Understanding
         • Responding to Ideas
         • Responding to Experiences
         • Responding to Beliefs
      ii) Self-Disclosing
         • Describing Statements
         • Genuineness Statements
         • Immediacy Statements
         • Disagreeing Statements

Discriminating Personal Closeness

1) Gather behavioral information about the client’s connecting style
   a) Interview the client about the four types of connecting
      i) Physical
      ii) Emotional
      iii) Intellectual
      iv) Spiritual
   b) Interview the client about their degree of closeness with the practitioner
   c) Investigate other sources of information, if needed
      i) Observations
      ii) Significant others’ reports
   d) Document the information (on the Personal Closeness worksheet)

2) Interpret the level of Closeness
   a) Summarize the degree of isolation and preferences for closeness
      i) Prefers closeness
      ii) Tolerates closeness
      iii) Avoids closeness
      iv) Isolation
         • Yes
         • No
   b) Rate the level of Closeness
      i) High Closeness
      ii) Strong Closeness
      iii) Moderate Closeness
      iv) Minimal Closeness
      v) No Closeness

3) Process the Closeness rating
   a) Discuss the Closeness rating
   b) Respond to reactions
      i) Demonstrating Understanding
         • Responding to Ideas
• Responding to Experiences
• Responding to Beliefs

ii) Self-Disclosing
• Describing Statements
• Genuineness Statements
• Immediacy Statements
• Disagreeing Statements

Choosing a Direction
1) Profile the Readiness Information
   a) Plot a Readiness bar graph
      i) Need rating
      ii) Commitment rating
      iii) Environmental Awareness rating
      iv) Self-Awareness rating
      v) Personal Closeness rating
   b) Draw a conclusion about Readiness
      i) Ready
      ii) Unsure
      iii) Not ready

2) Select a Strategy
   a) Review the options
      i) Set an Overall Rehabilitation Goal
      ii) Develop Readiness
      iii) Provide Alternative Services
      iv) Connect only
      v) Disengage
   b) Determine the preferred activity
      i) Proceed with Setting an Overall Rehabilitation Goal
         • Start with Identifying Personal Criteria
         • Start with Describing Alternative Environments
      ii) Proceed with Developing Readiness
         • Start with Organizing Motivational Activities
         • Start with Clarifying Personal Implications
         • Start with Demonstrating Credible Support
      iii) Proceed with Providing Alternative Services
         • Basic Support
         • Case Management
         • Crisis Intervention
         • Enrichment
         • Rights Protection
         • Treatment
         • Self-Help
iv) Proceed with Connecting only
   • Prefers Physical closeness
   • Prefers Emotional closeness
   • Prefers Intellectual closeness
   • Prefers Spiritual closeness
v) Disengage
   • Evaluating Service Experiences
   • Reviewing Re-engagement Options

3) Process the Direction
   a) Discuss the Readiness conclusion
   b) Respond to reactions
      i) Demonstrating Understanding
         • Responding to Ideas
         • Responding to Experiences
         • Responding to Beliefs
      ii) Self-Disclosing
         • Describing Statements
         • Genuineness Statements
         • Immediacy Statements
         • Disagreeing Statements
Motivational Interviewing

- As Miller and Rollnick (1991) describe, the value of motivational interviewing lies in the person discovering the advantages and disadvantages for him or herself. They outlined 4 principles to make sure that the client's perceptions of a goal are obtained.
- MI combines the fundamentals of behavior analysis with principles from client-centered therapy.
- Behavior analysis is an assessment strategy in which the clinician identifies *rewards* (advantages or benefits) and *punishers* (disadvantages or costs) that affect a specific behavior.
- The list of *rewards* describes reasons why the person might take on the effort of a new behavior.
- The list of *punishers* provides reasons why the person might not consider giving up the behavior. These are also barriers.
- In MI, clinicians help the person identify the rewards and punishers that affect the specific behavioral goal.
- The decisional balance also suggests ways in which the person might move toward adopting a behavioral goal.

1. **Express empathy.** Clinicians use the Rogerian skill of reflective listening to help clarify the person's experience of advantages and disadvantages. This method communicates acceptance of the client, which frees them from having to rationalize their reluctance to make change.

2. **Develop discrepancy.** Using an attitude of discovery (not confrontation), clinicians help clients understand how failing to change behavior blocks important personal goals. Ms. Clark discovers for herself the disadvantages of dating, especially in terms of life goals.

3. **Roll with resistance.** Resistance is an indication that the clinician is addressing issues the client does not perceive to be relevant or important. The client is an excellent resource for determining how to get back to barriers to change. Have the client solve this kind of difficulty using his or her own resources.

4. **Support self-efficacy.** The client, not the clinician, is responsible for deciding to change. Clinicians should have confidence that their clients will decide to change when ready. Only then are persons able to participate in a program to successfully reach their goals.

From:
References


