

Let's Move Forward: Assessing and Developing Readiness to Change!



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How Do I Know if I am Ready to Change?

READINESS ASSESSMENT

- Dissatisfaction/Need for Change
 - ✓ Internal-Felt Need/External
- Commitment to Change/Belief that Change is Positive, Possible and Supported
- Environmental Awareness
- Self Awareness
- Personal Closeness



For more info on readiness assessments-



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Dissatisfaction/Need for Change

- Internal-Felt Need
 - ✓ Some sense of personal dissatisfaction with current situation
- External pressure/environmental demand
 - ✓ Outside environment perceives need to change and brings some kind of pressure to change

Without some form of dissatisfaction it is doubtful change will occur

Commitment to Change

- Believes that the change will be a positive one in their life
- Believes that he/she can make the change
- Believes that the change will continue because it will be supported by those around them



Environmental Awareness

- Can identify and talk about different kinds of alternative “futures”
- Is knowledgeable about the people, places and activities that made up past opportunities
- Understands and can talk about the physical characteristics, requirements and responsibilities of alternative situations



Self Awareness

- Can describe his/her own interests, values and ways that he/she makes choices
- Understands why he/she likes or dislikes something they have experienced
- Has had some past experiences with making choices and understands those choices were



Personal Closeness

- Is able to connect and engage with other people
- Is seeking to reduce isolation and find new avenues to connect to others



People are more willing to “take a leap of faith” when they are not alone

Okay, So Maybe I'm not so Ready... Now What?

READINESS DEVELOPMENT

- Process Readiness
- Choose a Direction
- Develop Awareness
- Mobilize Environmental Supports
- Personalize Accomplishments



For more info on readiness development -



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Process Readiness

- Help the person give an overall assessment of his/her readiness
- Include the “emotions” he/she is feeling about change as well as the concrete needs
- Use the results of the readiness assessment to explore each of the 5 categories of readiness
- Summarize the person’s interest in change and begin to think about next steps



Choose a Direction

- With the person choose an overall strategy that will help with the desired change
- Summarize the person's strengths and challenges in meeting their goals
- Summarize your capacity in meeting those needs
- Select the best path that matches the person's strengths and challenges and your capacity



Develop Awareness

- Help the person expand their understanding of themselves, their strengths, challenges and all of their options
 - Values clarification
 - Connecting
 - Journaling
 - Self help
- Plan awareness activities
 - Trips, videos, research, speakers, observation
- Identify key insights



Mobilize Environmental Supports

- Enlist the support of others in the person's circle of support or the environment to help stimulate interest in the change
- With the person, identify who could be in this circle of support
- Help contact them and elicit commitments to help



Personalize Accomplishments

- Help the person to recognize what their accomplishment really means to them
- Summarize the positive impact of the change
- An accomplishment represents overcoming a challenge
- Celebrate accomplishments



You can help empower people to
really believe that they can
improve their lives

*“Action without vision
is only passing time,
vision without action
is merely day dreaming,
but vision with action
can change the world.”*

- Nelson Mandela



Readiness Assessment Scale

Readiness Assessment Scale

Rating	Need for Change	Commitment to Change	Environment Awareness	Self-Awareness	Personal Closeness
5	Urgent Need Person is very dissatisfied with current environment and/or others demand change.	Very Committed <ul style="list-style-type: none"> Believes need exists Believes change is positive Believes change is possible Believes support for change exists 	Very Aware Talks about past/future environments in detail: people, places, and activities.	Very Aware <ul style="list-style-type: none"> Describes interest, values, and experiences without prompts. Much experience selecting places to live, work, learn and socialize. 	Very High Closeness <ul style="list-style-type: none"> Not isolated Likes closeness Very positive about practitioners
4	Strong Need Person is dissatisfied with current environment and/or others seek change.	Committed Any three factors indicate in Level 5.	Aware Talks about past/future environments in general: people, places and activities.	Aware <ul style="list-style-type: none"> Describes interest, values, and experience when asked. Some experiences selecting places to live, work, learn, and socialize. 	High Closeness <ul style="list-style-type: none"> Not isolated. Likes closeness. Feels positive about practitioners.
3	Moderate Need Person and others are ambivalent about the current environment.	Moderately Committed Any two factors indicated in Level 5.	Moderately Aware <ul style="list-style-type: none"> Names some alternative present, past, or future environments. Describes a few people, places, and activities. 	Moderately Aware <ul style="list-style-type: none"> Answers direct questions about interest, values, and experiences. No experience selecting places to live, work, learn, or socialize. Some experience making other important choices. 	Moderate Closeness <ul style="list-style-type: none"> Somewhat isolated. Somewhat likes closeness. Feels neutral about practitioners.
2	Minimal Need Person is satisfied now with current environment but wants change later and others seek no change at this time.	Minimally Committed Any one of the factors indicated in Level 5.	Minimally Aware <ul style="list-style-type: none"> Names more than one present environment. May be able to describe something about one past environment: people, places, and activities. 	Minimally Aware <ul style="list-style-type: none"> Answers only general interest questions. Vague about values and experiences. No experience selecting places to live, work, learn or socialize. 	Minimal Closeness <ul style="list-style-type: none"> Is guarded. Does not like closeness. Feels ambivalent or tenuous about practitioners.
1	No Need Person is satisfied with current environment and others do no seek change.	Not Committed No factors indicated in Level 5	No Awareness <ul style="list-style-type: none"> Names only present environments or none. Vague about people, places, and environments. 	No Awareness <ul style="list-style-type: none"> Can't answer questions about interests, values, and experiences. No decision-making experience. 	Very Low Closeness <ul style="list-style-type: none"> Very isolated. Strongly dislikes closeness. Dislikes practitioners.

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Readiness Assessment Scale

- Five components to readiness that were identified by Edge:
 - Need for change
 - Commitment to change
 - Environmental awareness
 - Self-awareness
 - Personal closeness
- 1-5 rating scale for each component
 - For our purposes:
 - 4 or 5 = high readiness
 - 3 = medium readiness
 - 1 or 2 = low readiness



Demonstration

- Amanda and Paul will demonstrate a readiness assessment
- Please use the Readiness Assessment Scale found in your handouts to rate Amanda's readiness
- We will then debrief as a group and come to consensus on ratings
- We will also identify activities that can be implemented to increase her readiness
 - And discuss how these readiness development activities can be provided as PROS and HCBS services

Dyad Exercise

- This will be a 10 - 15 minute role play exercise
- Please select one partner for this exercise
- One person is the **practitioner** and the other is the **participant**
- **Participant:** using an example from your own life, a participant with whom you've worked, or an invented scenario, please think of a goal that you would consider working towards. It's OK to be ambivalent or unsure about your commitment.
- **Practitioner:** please use the readiness assessment to guide a discussion with the participant that allows you both to understand her/his readiness in each of the five components.
- If time allows, please work together to identify activities **(including PROS & HCBS Services)** that will help to increase readiness



Questions?
