Change Plan

A Preparation/Determination Stage Tool
# Change Plan Worksheet Outline

**The changes I want to make are:**

- List specific areas or ways in which you want to change
- Include positive goals (beginning, increasing, improving behavior)

**The most important reasons why I want to make these changes are:**

- What are some likely consequences of action and inaction?
- Which motivations for change seem most important to you?

**The steps I plan to take in changing are:**

- How do you plan to achieve the goals?
- Within the general plan, what are some specific first steps you might take?
- When, where and how will these steps be taken?

**The ways other people can help me are:**

- List specific ways that others can help support you in your change attempt
- How will you go about eliciting others’ support?

**I will know that my plan is working if:**

- What do you hope will happen as a result of the change?
- What benefits can you expect from the change?

**Some things that could interfere with my plan are:**

- Anticipate situations or changes that could undermine the plan.
- What could go wrong?
- How might you stick with the plan despite the changes or setbacks
# Change Plan Worksheet

The changes I want to make (or continue making) are:

<table>
<thead>
<tr>
<th>Space for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

The reasons why I want to make these changes are:

<table>
<thead>
<tr>
<th>Space for reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

The steps I plan to take in changing are:

<table>
<thead>
<tr>
<th>Space for steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

The ways other people can help me are:

<table>
<thead>
<tr>
<th>Space for ways</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

I will know that my plan is working if:

<table>
<thead>
<tr>
<th>Space for indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Some things that could interfere with my plan are:

<table>
<thead>
<tr>
<th>Space for interference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

What I will do if the plan isn’t working:

<table>
<thead>
<tr>
<th>Space for actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>1. The changes I want to make (or continue making) are:</strong></td>
</tr>
<tr>
<td><strong>2. The reasons why I want to make these changes are:</strong></td>
</tr>
<tr>
<td><strong>3. The steps I plan to take in changing are:</strong></td>
</tr>
<tr>
<td><strong>4. The ways other people can help me are:</strong></td>
</tr>
<tr>
<td><strong>5. I will know that my plan is working if:</strong></td>
</tr>
<tr>
<td><strong>6. Some things that could interfere with my plan are:</strong></td>
</tr>
<tr>
<td><strong>7. What I will do if my plan isn’t working:</strong></td>
</tr>
</tbody>
</table>
Decisional Balance

A Contemplation Stage Tool

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Understanding Ambivalence

- Costs of Status Quo
- Benefits of Change

- Costs of Change
- Benefits of Status Quo

Contemplation: cost-benefit balance
*Ambivalence* is the Issue -- Decisional Balance is the Intervention

To change

Not to Change
# DECISIONAL WORKSHEET

## THINGS I LIKE ABOUT SMOKING

1. _______________________
2. _______________________
3. _______________________
4. _______________________

## THINGS I DON'T LIKE ABOUT SMOKING

1. _______________________
2. _______________________
3. _______________________
4. _______________________

## THINGS I WOULD DISLIKE ABOUT QUITTING

1. _______________________
2. _______________________
3. _______________________
4. _______________________

## THINGS I WOULD LIKE ABOUT QUITTING

1. _______________________
2. _______________________
3. _______________________
4. _______________________

## REASONS TO STAY THE SAME

---

## REASONS FOR MAKING A CHANGE

---
Decisional Balance

Decisional Balance Worksheet
(Fill in what you are considering changing)

<table>
<thead>
<tr>
<th>Good things about behavior:</th>
<th>Not so good things about behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not so good things about changing behavior:</td>
<td>Good things about changing behavior</td>
</tr>
</tbody>
</table>

5
## Decisional Balance Sheet

<table>
<thead>
<tr>
<th>Reasons for staying the same</th>
<th>Reasons for making a change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good things about:</strong></td>
<td><strong>Not so good things about:</strong></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Not so good things about changing:</strong></th>
<th><strong>Good things about changing:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
Conducting a Decisional Balance Discussion

• Accept all answers. (Don’t argue with answers given by client.)
• Explore answers.
• Be sure to note both the benefits and costs of current behavior and change.
• Explore costs/benefits with respect to client’s goals and values.
• Review the costs and benefits.
Imagine Extremes

• “What is the worst that can happen if you continued?”

• What do you think would have to happen to make you decide to tell yourself, “ok that’s enough?”
Looking Back

• “When was the last time things were going well for you and what was it like for you?”
• “What do you think could have prevented this setback?
• “Before you used , what was your life like?”
• “As you step back and look at all this, what do you make of it?”
Looking Forward

• “What would you like your life to be like in 2 years?”
• “How does what you are doing now make that difficult?”
• “What would it be like if you continue with the way things are now?”
• Suppose things don’t change, how do you think your life will look?”
Readiness Rulers

A Precontemplation Stage Tool

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Readiness Rulers: I-C-R

- **Importance:** The willingness to change

- **Confidence:** In one’s ability to change

- **Readiness:** A matter of priorities
**Importance Ruler**

- **On a scale of 1 to 10, how important is it for you to make a change?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all important</td>
<td></td>
<td></td>
<td></td>
<td>Somewhat important</td>
<td></td>
<td></td>
<td></td>
<td>Extremely Important</td>
<td></td>
</tr>
</tbody>
</table>
Importance to Change Readiness Ruler

• **We show the client the Importance readiness (willingness) ruler & ask:**
  ◦ On a scale of 1 to 10, how *important* is it to you to make a change in . . . ?
  ◦ Example, If you are a 5, why are you a 5 and not a 3?
  ◦ Or if you are a 5, what need to happen for you to go to a 7?
  ◦ How could I assist you in getting to a 7?
On a scale of 1 to 10, how confident are you that you could make a change if you wanted to?
Confidence to Change Readiness Ruler

• We show the client the Confidence (ability) readiness ruler & ask:
  ◦ On a scale of 1 to 10, how confident are you to make a change in . . . ?
  ◦ Example, If you are a 5, why are you a 5 and not a 3?
  ◦ Or if you are a 5, what need to happen for you to go to a 7?
  ◦ How could I assist you in getting to a 7?
Building Confidence

• Review past successes

• Define small steps that can lead to success

• Problem solve to address barriers

• Provide tools- strategies, resources, teach skills

• Attend to the progress and use slips as occasions to further problem solve rather than failure
## Simplified Motivational Categories

<table>
<thead>
<tr>
<th>Confidence in Ability</th>
<th>Importance of Change</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Group 1 – Little interest in change; don’t think they could even if they wanted to.</td>
<td>Group 2 – Want to change, but don’t think they are able.</td>
</tr>
<tr>
<td>High</td>
<td>Group 3 – Believe they could change, but not interested right now.</td>
<td>Group 4 – Want to change and believe they have the ability.</td>
</tr>
</tbody>
</table>
Readiness Ruler

- **On a scale of 1 to 10, how ready are you to make a change?**
Readiness to Change Readiness Ruler

• **We show the client the Readiness (specific commitment) ruler & ask:**
  ◦ On a scale of 1 to 10, how *ready* are you to make a change in . . . ?
  ◦ Example, If you are a 5, why are you a 5 and not a 3?
  ◦ Or if you are a 5, what need to happen for you to go to a 7?
  ◦ How could I assist you in getting to a 7?
Readiness to Change” Ruler

Not Prepared to Change
0

Already Changing
10
Let’s Try Using Readiness Rulers

1. How *important* is it for you to learn about motivational interviewing?
2. How *confident* are you that you can learn motivational interviewing?
3. How *ready* are you at this point to do some of these things in your practice?
Project Cope’s BSP Utilizing OEQs

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1. What Brings You To Project Cope And How Do You Think We Can Help You?
2. If Mandated, Who Mandated You And What Would They Like To See Come Out Of This Experience?
3. What Do You See As Your Strengths And Limitations?
Substance Abuse History

4. Tell Us About How You First Began Using Alcohol/Other Drugs And The Ways In Which They Have Most Effected Your Life?
5. What Kinds Of Treatment Experiences Have You Had (Please Include Treatment For Substance Use As Well As For Mental Health Issues) Which Were Most Helpful And Which Were Least Helpful?
6. If The Client Has Been On Prescribed Medication, In What Ways To You Think Your Use Of Medication Has Either Helped You Or Not Helped You?
7. What Kinds Of Experiences Have You Had With Self-help Programs Like AA Or NA?
9. What Do You Think Was Most Helpful For You In Maintaining Your Recovery?

Which People/Persons Were Most Helpful During Your Recovery?
Education/Employment History

10. Tell Us About Your Experiences In School As A Child?
11. What Type Of Work Interests You The Most?
12. What Support Do You Think You Might Need To Be Able To Support Yourself Financially?
Family History

13. Tell Me What It Was Like Growing Up In Your Family?
15. What Types Of Traumas Or Upsetting Events Do You Remember Experiencing As A Child Or As An Adult?
16. If The Client Has Children, What Do You See As Your Biggest Challenge In Raising Your Children?
17. Which Friends Or Family Members Are Available To You To Support You While You Are In Treatment And During Your Recovery After You Leave This Program?
18. What Types Of Interests Or Hobbies Do You Have? How Do You Like To Spend Your Free Time?
TREATMENT PLANNING

19. What Are The Most Important Issues That You Want To Get Help With While You Are In This Program?
SOCS, OARS & DARNC

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Stages of Change

- Precontemplation
- Contemplation
- Preparation - Determination
- Action
- Maintenance
- Relapse
What Are OARS?

• **Open** Ended Questions

• **Affirmations**

• **Reflective** Listening

• **Summarizing**
Listen For Change Talk

D→A→R→N→C→ Change

- **Desire:** I want/wish/prefer to
- **Ability:** I can, could, able, possible
- **Reason:** why do it? what would be good?
- **Need:** important, have to, matter, got to
- **Commitment:** I will/am going to – signals behavior change
Stages of Change

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