ZIA PARTNERS

Changing the World: Inspiring Hope, Health & Recovery

Transforming systems at every level to be about the needs, hopes and dreams of the people and families with complex needs who come to our door

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Integrated Stage-Matched Interventions for People with Co-occurring Conditions

Building Co-occurring Competency
Steps 8 and 9 of the 12 Steps

Recommended preparation for this training

It is recommended to watch the following video trainings prior to this one:

- **Welcoming, Integrated Systems of Care for Individuals/Families with Co-occurring MH/SU Conditions**
- **Integrated Longitudinal Strength-based Assessment (ILSA)**

It is recommended to watch the following video training either before or after this one:

- **Integrated Stage-Matched Treatment/Recovery Planning**

CCISC: Comprehensive Continuous Integrated System of Care

- Co-occurring is an expectation, not an exception, in MH and SUD
- All programs in the system become welcoming, recovery-oriented, trauma-informed, culturally fluent, and co-occurring-capable. (ASAM 3rd and 4th Edition)
- All persons delivering care become welcoming, recovery-oriented, trauma-informed, culturally fluent, and co-occurring-competent. (ASAM 4th Edition)
- ALL services and interventions (including assessment) are designed to welcome, engage, and provide integrated services to individuals and families with multiple co-occurring complex issues (mental health, SUD, health, housing, trauma, etc.).

How do we get there clinically?

Research-based recovery-oriented principles of successful integrated assessment, case presentation, recovery planning**,** and **intervention** that can be applied to any population in any program by any person delivering care.

Six Principles of Successful Client-Centered Integrated Assessment and Intervention

- **Co-occurring is an expectation, not an exception**. This expectation must be incorporated in a **welcoming** manner into everything we do. We welcome **identifying** each issue that people have.
- **Recovery partnerships** or service partnerships are empowered, **empathic, hopeful, integrated, and strength-based, working with people step by step over time**, building on their periods of strength and success, to address ALL their issues to achieve their vision of a happy, meaningful life.
- **All people with co-occurring and complex issues are not the same**. Different programs and different systems have responsibility for serving different sub-populations, but all programs are co-occurring capable. **Each program provides cooccurring-capable services to its own population** and helps other programs with their populations.
- **All the co-occurring issues are primary,** and integrated best-practice **small step interventions for <u>each</u> issue at the same time are needed.**
- Progress for any issue involves moving through **stages of change**; interventions and outcomes should be **stage-matched for <u>each</u> issue**. We start with areas of **immediate risk** and then tie the rest to client goals.
- Active change for each issue involves adequately supported, adequately rewarded **skill-based learning, so that people develop and practice the skills they need to succeed for <u>each</u> issue**, with big rounds of applause for each small step of progress. **Skills include self-management and asking for help; medication skills and psychosocial skills.**

12 Steps of Complexity Competency

1. Welcoming, empathy, and engagement. (Principle 1)
2. Hopeful vision for a happy life. (Principle 2)
3. Screen for all co-occurring issues. (Principle 1)
4. Assess for immediate safety risk. (Principle 1)

12 Steps of Complexity Competency

5. Assess for specifics of each co-occurring issue. Distinguish high and low severity for each issue. (Principle 3)
6. Strength-based presentation. (Principle 2)
7. Understand the recommendations for each primary issue. (Principle 4)

12 Steps of Complexity Competency

8. **Identify stage of change for each issue. (Principle 5)**
9. **Stage-matched interventions for each issue. (Principle 5)**

12 Steps of Complexity Competency

10. Positively rewarded skills training for each issue. (Principle 6)
11. Integrated collaboration and teamwork. (Principle 3)
12. Promote peer/natural supports for each issue. (Principle 6)

Principle #5

Six Stages of Change

Issue specific, NOT person specific

- **Precontemplation**
- **Contemplation**
- **Preparation**
- **Early Action**
- **Late Action**
- **Maintenance**

Principle #5 (continued)

Stages of Change

Issue-specific, not person-specific.

- **Pre-contemplation:** You may think this is an issue, but I don't—and even if I do, I don't want to deal with it, so don't bug me.
- **Contemplation:** I'm willing to think with you and consider if I want to change, but have no interest in changing, at least not now.

Principle #5 (continued)

Stages of Change

- **Preparation:** I'm ready to start changing but I haven't started, and I need some help to know how to begin.
- **Early Action:** I've begun to make some changes, and need some help to continue, but I'm not committed to maintenance or to following all your recommendations.

Principle #5 (continued)

Stages of Change

- **Late Action:** I'm working toward maintenance, but I haven't gotten there, and I need some help to get there.
- **Maintenance:** I'm stable and trying to stay that way as life continues to throw challenges in my path.

Step 9: Stage-matched Interventions – Early Stages of Change

PRECONTEMPLATION – *The job is to build trust and open up the conversation.*

- Apologize for inadvertently bugging the person about the issue.
- Indicate that you hope to gain their trust to talk about the issue without being bugged.
- Join them in figuring out the "right approach" for this issue in order to achieve their happy life goals.

Step 9: Stage-matched Interventions – Early Stages of Change

PRECONTEMPLATION (cont.)

- Round of applause for talking about the issue.
- Listen to their experience with appreciation.
- Do NOT make recommendations or try to "sell" anything.
- Outcome is helping them begin to talk more openly, NOT to make a change.

Step 9: Stage-matched Interventions – Early Stages of Change

CONTEMPLATION – *The job is to keep talking and thinking to see if any change is needed.*

- Ask how they decide the "right approach" for this issue in relation to their goals.
- Ask details about what they currently do. Do NOT challenge.
- Be curious about what works and what doesn't.

Step 9: Stage-matched Interventions – Early Stages of Change

CONTEMPLATION (cont.)

- Suggest keeping track of what works and doesn't so they can make better decisions.
- Ask how they would know if they needed to change their current plan.

Step 9: Stage-matched Interventions – Early Stages of Change

CONTEMPLATION (cont.)

- Do not try to “sell” change, so much as to support discovery. Don’t rush it.
- Outcome is identifying a “baby step” of change – PREPARATION.

Steps 9 and 10: Later Stages of Change

ACTION (Common elements for Preparation, Early and Late Action, and Maintenance)

The job is to identify and practice self-management skills and asking-for-help skills to take the next small step of change.

Always consider BOTH of the following types of skills:

- **Self-management + asking-for-help re: psychosocial skills**
- **Self-management and asking-for-help re: medication**

Steps 9 and 10: Later Stages of Change

ACTION (cont.)

- Identify the current pattern IN DETAIL.
- Identify what the person would like to change – BE CONCRETE.
- Don’t overshoot the next step based on your own wishes.
- Ask HOW they plan to make the change. (KEY QUESTION)
- Focus on details of what the change would look like on any given day.

Steps 9 and 10: Later Stages of Change

ACTION (cont.)

- Find at least one concrete “self-management” skill to practice. (Medication or psychosocial)
- Find at least one concrete “asking for help” skill to practice with one person. (Medication or psychosocial)
- You can’t be too concrete.
- Role play in the office, in group, at “home.”

Steps 9 and 10: Later Stages of Change

ACTION (cont.)

- Try it once and report back.
- Ask – How can you tell if you're making progress?
- How do you modify if the first try doesn't work?
- Each step of practice and progress gets a round of applause.

Steps 9 and 10: Later Stages of Change

PREPARATION – *How to take a successful baby step to get started.*

- The smaller the step, the more likely the person will take it successfully.
- Find the step the person can and will do, not the one you want.
- Focus on the HOW and WHAT, not the WHY.

Steps 9 and 10:
Later Stages of Change

PREPARATION (cont.)

- Break small steps into smaller ones: Can you do the role play once?
- Assume that lack of progress means the step is too big.
- Outcome is taking the baby step to get started, and keep going into Early Action.

Steps 9 and 10: Later Stages of Change

EARLY ACTION – *How to keep making change that moves in the right direction.*

- Understand what the person is trying to accomplish.
- Find out what they are currently doing to make progress.
- Offer to be a partner in the process.
- Recurrently successful, not “failing.”

Steps 9 and 10: Later Stages of Change

EARLY ACTION (cont.)

- Ask how it is working – be curious.
- Ask how the person would know if they need to change their approach.
- Measure successful days and those that are less so.
- Do NOT preach or sell “perfection.”

Steps 9 and 10: Later Stages of Change

EARLY ACTION (cont.)

- Suggest small steps of new skill practice if the person is not achieving what they want.
- Always think about both self-management and help-asking.
- Offer to be a resource for help-asking.
- Outcome is to keep going and make progress.

Steps 9 and 10: Later Stages of Change

LATE ACTION – *Learn skills to be more consistently successful.*

- Many of the same strategies as Early Action, PLUS:
- Understand why it is important for the person to "achieve maintenance."
- Help them identify the FULL set of recommendations they have been given.

Steps 9 and 10:
Later Stages of Change

LATE ACTION (cont.)

- Which ones seem to work well and which need more learning.
- Review examples of where they were successful IN DETAIL.
- Review examples of where they slipped IN DETAIL.

Steps 9 and 10: Later Stages of Change

LATE ACTION (cont.)

- Find ONE new thing to practice in both self-management and help-asking.
- Consider other recommendations that may have been missed.
  - Examples: Medication for substance craving; Non-medication approaches for symptoms and feelings
- Outcome is Maintenance.

Steps 9 and 10: Later Stages of Change

MAINTENANCE – *Anticipate new challenges and learn skills to address them.*

- Same basic approach as Early or Late Action, PLUS:
- Identify in detail all the work the person is doing to stay stable.
- Identify in detail the skills being used.

Steps 9 and 10: Later Stages of Change

MAINTENANCE (cont.)

- Identify a list of potentially risky events or situations.
- Include potential transition to lower levels of support.
- Practice strategies to cope with the risky event.
- Practice how to ask for help more proactively.

Steps 9 and 10: Later Stages of Change

MAINTENANCE (cont.)

- Practice how to ask for help sooner rather than later.
- Anticipate what happens if there is a slip.
  - How would you tell someone?
  - How would you ask for help right away?

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What will be your next small step of success as a system, agency or program?

And let’s give each other a round of applause!!!