# Model of Change - Assessment Tool

**b)** **"Checklist - a continuum of motivation"**

**What it does:** The Model of Change [or Change Model] is a framework for describing the stages in implementing change.  It enables workers to assess progress, if a change in behaviour or attitudes is needed in either the whole family or an individual within it.

Practitioners will be able to use it to establish whether the change has begun, whether it has been accepted in both thinking and behaviour and whether it is established.  It acknowledges that both lapse and relapse are possibilities during the process of changing.

The Model of Change presents information about the model, guidance notes to support practice and a series of 3 tools to assist your assessment of change.

**How do I use it:** The Change Model includes 3 specialist tools to assist practitioners in this difficult but critical area.  These are:

* "Checklist - 7 Steps of Contemplation" - this is used to evaluate whether the person is ready to change or still in pre-contemplation.  It informs analysis and provides a structure for discussion and intervention.
* "Checklist: Continuum of Motivation" - this is used to assess whether the person is indicating the required levels of internal motivation to change.  If this internal motivation is not well developed, intervention is unlikely to be successful.
* "Change Checklist" - this is the key tool, providing a statement about the stage of change the person has achieved and outlines evidence, key milestones and a date for re-assessment or review.

Change requires both motivation and ability or capacity.  If either is missing then a parent who has an identified need to change will be unable to respond appropriately to their child's needs. Use the model to assist in decision making, supervision and within reports to meetings and courts. The supporting chapter (4) in The Child's World will provide a further explanation to its use.

**Source:** Assessment of Parental Motivation to Change - Chapter 5 - Howarth & Morrison

The Child's World - Assessing Children in Need

Jessica Kingsley publishers

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**How long it takes:** 30 to 60 minutes, once information has been gathered although additional time will be needed to discuss and consider the implications



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**b)** **"Checklist - a continuum of motivation"**

For change to be sustainable and intervention successful, the person should have a well developed sense of internal motivation to change.  Assessing whether this is satisfied can be difficult as the intervention of the Local Authority and possible consequences will strongly coerce the parents.

This checklist has a range of statements that indicate internal and external motivation.  This continuum ranges from statements of strong internal motivation to statements of strong external motivation.  These statements should assist you to identify where this person's sense of motivation is currently located.

The checklist provides a recording format for cross referring general statements against statements made during your assessment, they may also serve as a prompt for you to probe and explore these areas during interview.

This aspect of assessment is particularly important in Social Services where there are high levels of authority to interfere in the lives of individuals.  Within Children's Services this is particularly apparent.  This perception appears both amongst the general public and individuals receiving services.  It is easy to imagine scenarios where the threat of social services intervention creates a strong external motivation for the person to change but that this is not balanced by a corresponding internal motivation to change.  Until this is transferred to an internal motivation, the effectiveness of intervention may be limited.

A separate checklist can be used for each individual where change is required.



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| **Checklist: a continuum of motivation** | | | | | | | |
| (adapted from Morrison 1991)  **www.Risk2Children.co.uk bruce.thornton@btinternet.com** | | | | | | | |
|  | | | | | | | |
| Child’s Name | |  | | | | | |
| Date of Birth | |  | | | | | |
| Social Worker’s Name | |  | | Date Completed | |  | |
| Client Number | |  | | | | | |
|  | | | | | | | |
| Name of Person | |  | | Relationship to Child | |  | |
|  | | | | | | | |
| For change to be sustainable and intervention successful, the person should have a well developed sense of internal motivation to change.  Assessing whether this is satisfied can be difficult as the intervention of the Local Authority and possible consequences will strongly coerce the parents.  This checklist has a range of indicators of internal and external motivators to assist in your assessment of motivation to change. | | | | | | | |
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| **Internal motivators** | | | | | | | |
|  | | | | | | | |
| * I want to change | | | | | | |  |
| * I don’t like things as they are | | | | | | |  |
| * I am asking for your help | | | | | | |  |
| * I have resources to help solve this | | | | | | |  |
| * I think you can help me | | | | | | |  |
| * I think things can get better | | | | | | |  |
| * I have other support, which I will use to encourage me | | | | | | |  |
| * I accept that I am doing something wrong | | | | | | |  |
| * I accept what you say needs to change | | | | | | |  |
| * I accept that others are right (family, friends, community, agencies) | | | | | | |  |
| * You defining the problem clearly helps | | | | | | |  |
| * I understand what change will involve | | | | | | |  |
| * I accept that if I do not change, you will take my children away | | | | | | |  |
| * I can change if you do this for me | | | | | | |  |
| * I’ll do whatever you say | | | | | | |  |
| * I agree to do this so the family can be reconstituted | | | | | | |  |
| * It’s your job to solve my problems | | | | | | |  |
| * You are my problem | | | | | | |  |
| * I am right and you are wrong | | | | | | |  |
| * I don’t have any problems | | | | | | |  |
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| **External motivators** | | | | | | | |
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| **Summary** | | | | | | | |
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| **Are you of the view that this person demonstrates a high degree of internal motivation** | | | | | | | |
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| **What areas of concern (if any) have you identified about this person’s motivation** | | | | | | | |
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| **What areas (if any) of further work you need to do to develop or reinforce this persons motivation to change** | | | | | | | |
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| **Conclusion** | | | | | | | |
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|  | | | | | | | |
| **Worker** |  | | **Date** | |  | | |
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