

	STAGE OF CHANGE	GOAL	Tasks and M.I. TECHNIQUE
Pre-contemplation	Not considering a change—either because it is not perceived as an issue (unaware), has no desire to change or has given up hope of changing (“I can’t do it”).	Thinks about change. Create ambivalence. Reduce resistance.	Develop relationship. Empathy. Raise awareness. Educate. Open ended questions. Affirmation. Validate lack of readiness. <i>How would you know it was time for a change?</i> <i>Have you tried to change in the past?</i> <i>Are you ok? I noticed...</i> <i>It doesn't sound like you are interested in changing anything right now.</i> <i>Thank you for the conversation today. I look forward to seeing you again.</i>
Contemplation	Sitting on the fence. Ambivalent. Weighing the benefits and the costs of changing behavior. There is “loss” connected to change, even though there is recognized gain.	Explore and resolve ambivalence.	Maintain positive relationship. Consider benefits and barriers to changing. Validate ability to make changes. Information/education. Help to choose change. <i>What is holding you back right now?</i> <i>What would be the upside of making a change?</i> <i>What would be your line in the sand?</i> <i>Thanks for being willing to discuss the hard stuff...</i>
Preparation	Figuring out how to change. Preparing to make a change as determination increases. Testing the waters. May experiment with change. Making plans to put changes in place.	Develop effective change strategy.	Clarify, plan and set goals. Encourage small moves toward change. Validate fear of change. Discuss or introduce to new experiences to gain skill and confidence. Help problem solve. <i>What have you tried in past that has worked?</i> <i>Who are people who would support you in this change?</i> <i>What would be a barrier for you?</i> <i>What needs to be in place for this change to happen?</i> <i>You are doing some hard work...</i>
Action	Taking definitive action to change. Stops behavior, leaves situation, makes the change, etc. Demonstrates will-power.	Make the Change.	Encouragement. Support and validate efforts. Address the struggle. Revisit pros of change. Learn to avoid potential relapses or recurrence. <i>What is going well right now?</i> <i>What is hardest right now?</i> <i>What are you discovering about yourself?</i> <i>Who/What has been most helpful?</i> <i>You should be feeling proud of yourself right now—you are working hard.</i>

Maintenance	Maintains change over time. Develops new skills. New way becomes habit. May develop relationships with new people who are healthy influences. Develops network of support.	Stick to it. Maintain and integrate change into regular life. The “change” becomes the new normal.	Support. Celebrate. Reinforce internal rewards. Plan for support. Identify triggers and temptations. Develop new skills and strategies to respond. Practice accountability. Validate strengths. <i>What has helped you maintain? What is hardest right now? What has surprised you? On a scale of 1-10, how confident are you that you can maintain this change over the next week? What are you most excited about?</i>
Recurrence	Returns back to old patterns, behaviors, etc.	Learn and re-engage in change process.	Support. Encourage. Cope with consequences. Debrief and regroup. Help re-enter the change process. Identify triggers and path to recurrence. <i>It's normal to struggle with making big changes. I am glad you are here. You can do this. Why do you think it was so hard?</i>

References

Connections: A Biannual Publication of Washington Coalition of Sexual Assault Programs (Summer 2011), *Stages of Change in CSEC Counseling*, Developed by Girls Educational and Mentoring Services (GEMS).

SAMHSA's Treatment Improvement Protocol 35: *Enhancing Motivation for Change in Substance Abuse Treatment*, Chapter 2, available at <http://tie.samhsa.gov/>.

The *Lotus Stages of Change Guide* was created by the Center for Combating Human Trafficking. It is intended to assist Victim/Survivor Advocates (e.g. case leads, mentors, life coaches, etc.) in facilitating a victim-centered survivor-led process. It should be utilized in concert with other *Lotus Anti-Trafficking Model™* resources, instruments, and tools only after training has been received. The *Lotus Anti-Trafficking Model™*, including training resources, supporting materials, and data collected from the use of instruments, is considered proprietary research material and should not be utilized, distributed, or replicated in any manner without the explicit written consent of its authors.

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