

Worksheet 8.1: A five-step approach to plan for behaviour changes creating a spider diagram and using an anxiety chart to identify and rank target behaviours

This is the same five-step model that you have already used to think about making your own changes (Worksheet 7.2):

- **Step one:** Help Edi identify behaviours that she might want to change – perhaps use a spider diagram.
- **Step two:** Help Edi to rank them in order of difficulty to change – this is subjective and she might change her mind a few times. (Edi will need to be at least in contemplation, if not in preparation or action to even be able to think about ranking and choosing.) The anxiety hierarchy grid can be useful for ranking purposes.
- **Step three:** Help Edi choose the easiest one and then use the ABC approach to help Edi consider as many options as she can think. Once Edi has made a choice from her menu of options, she can start planning for a specific experiment. Next elicit change talk from Edi. Carers might use the Readiness Ruler and DARN-C questions to help Edi increase her commitment to change.
- **Step four:** Help Edi to use SMART planning and then try it.
- **Step five:** Review and reflect with Edi.

The same general rule applies - if something works well then keep doing it. If something doesn't work out, then reflect on what went wrong. Perhaps it was just too difficult for everyone involved. Could you break it down into smaller steps? If not put it on the back burner for now and try another experiment.

Never underestimate the challenges of change for Edi.

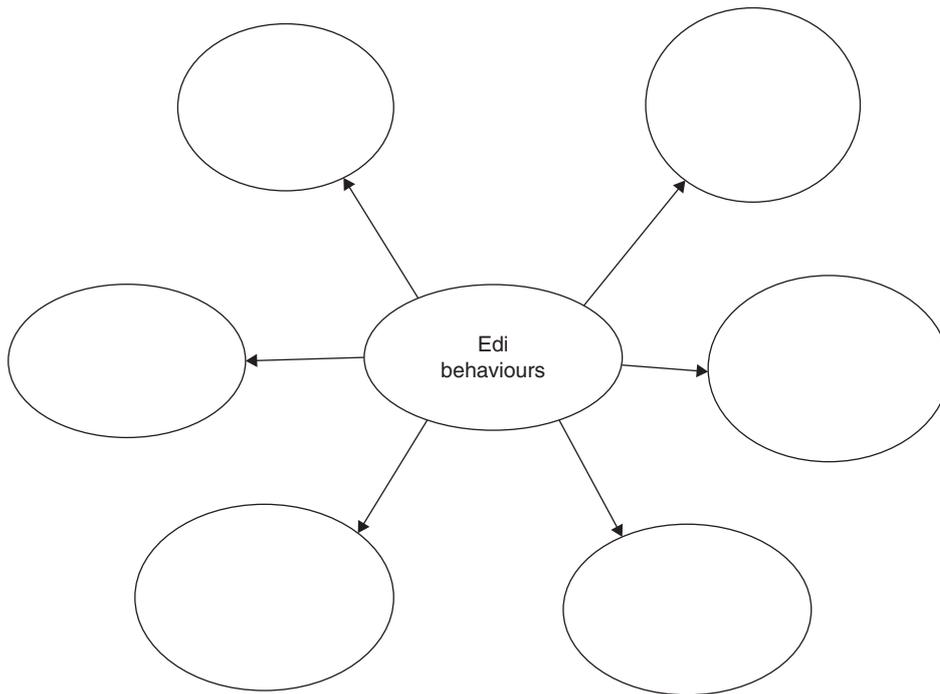


Figure 8.4 Blank spider diagram

Step one: Identify Edi behaviours that Edi might want to change

Step two: Rank them either on the spider diagram or using the anxiety hierarchy grid

Table 8.4 Blank anxiety hierarchy grid

Goal: To start thinking about challenging some of my Edi behaviours:	Expected anxiety	Actual anxiety
1		
2		
3		
4		
5		
6		

Step three: Choose the easiest one and using the ABC approach consider as many options as you can think of Perhaps your support person can help with this. Once you have made your choice you can start the experiment.

Table 8.5 Blank functional analysis ABC table

Antecedent	ED behaviour	Consequence

Menu of options: Use DARN-C to elicit change talk about the chosen behaviour:

Table 8.6 DARN-C questions, to ascertain the level of readiness reached towards changing a particular behaviour and to promote discussion

<p>Desire – Can you tell me more about why that would be the one you would like to try first?</p> <p>Ability – How do you think you could work towards achieving this? Is there anything I or anyone else could do to help?</p> <p>Reason – Could you help me understand why you feel this is the most important one for you to change first?</p> <p>Need – What are the things that mean you need to change this (is it what the doctor said...?)</p> <p>Commitment – DARN questions can help to elicit talk of change and an increased commitment to actually make changes.</p>
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Step four: Use SMART planning and solution-focused questioning to consider possible options and who could help

See Worksheet 7.1.3 for SMART planning and solution-focused questioning.

Step five: Review and reflect on how this experiment has gone, and next steps

Remember experiments don't always work out as you hoped.

If something works well then keep doing it. If something doesn't work out, then reflect on what went wrong. Perhaps it was just too difficult for everyone involved. Could you break it down into smaller steps? If not put it on the back burner for now and try another experiment.