

APPLYING THE STAGES OF CHANGE WITH COMMERCIALY SEXUALLY EXPLOITED ADULTS AND ADULTS

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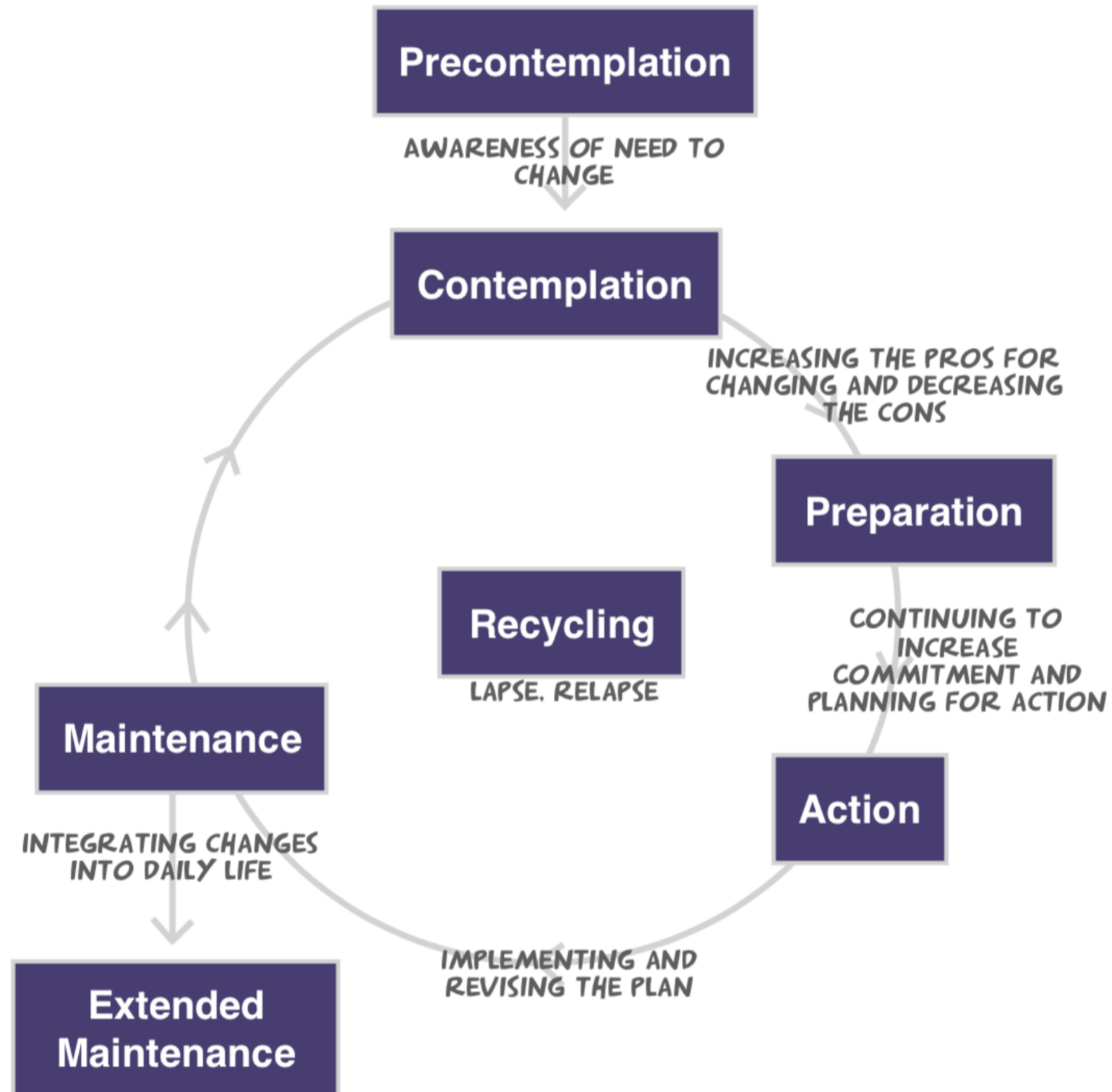


SELF-CARE

**WE CAN'T CARE FOR OTHERS IF
WE DON'T CARE FOR OURSELVES**



STAGES OF CHANGE OVERVIEW



STAGES OF CHANGE OVERVIEW

- The stages describes attitudes, intentions, and behaviors about change
- The “change” represents a specific targeted behavior and goal
- The model represents voluntary change processes
- Each stage represents specific tasks in a period of time one must complete before moving to the next stage
- The stages are cyclical, not linear

FOUNDATIONAL PRINCIPLES

- **The Overcomer's voice**
- **Trauma-informed care**
- **Family and community engagement**
- **Attachment-focused**
- **Harm reduction**

CONTEXT OF CHANGE

- **Current life situations**
- **Beliefs and attitudes**
- **Interpersonal relationships**
- **Social systems**
- **Enduring personal characteristics**

CONTEXT OF CHANGE

- **Trauma history**
- **Poverty**
- **Racism**
- **Transphobia/Homophobia**
- **Acceptance of violence against women**
- **Pay inequality**
- **Stigma of homelessness**

PRECONTEMPLATION

- **The behavior is viewed as functional**
- **Not interested or concerned about the problem behavior or need to change**
- **Defensive**
- **Resistant to suggestion of problems associated with their problem behavior**
- **Lacking awareness of a problem**
- **Uncommitted to or passive in treatment**

PRECONTEMPLATION

- **Engaging in little if any activity that could shift their view or perspective**
- **Consciously or unconsciously avoiding steps to change their behavior**
- **Often pressured by others to seek treatment**
- **Not convinced that the negative aspects of the behavior outweigh the positive**

PRECONTEMPLATION

- **Why do people stay in precontemplation**
 - **Reveling - “I’m enjoying this too much”**
 - **Reluctance - “I really don’t want to change”**
 - **Rebellion - “No one can make me change”**
 - **Resignation - “I can’t change”**
 - **Rationalization - “I don’t need to change”**

PRECONTEMPLATION

➤ What not to do:

- Don't push someone into action
- Don't nag
- Don't give up
- Don't enable

➤ What to do:

- “From a change perspective it is more important to recognize an individual's current view on change and address his or her reasons for not wanting to change than it is to understand how the status quo came to be.”

PRECONTEMPLATION

➤ **Tasks**

- **Increase awareness of the need for change**
- **Increase concern about the current pattern of behavior**
- **Envision possibility of change**

➤ **Goal**

- **Serious consideration of change for this behavior**



PRECONTEMPLATION

JEN IS A 16-YEAR-OLD FEMALE WITH A HISTORY OF ABUSE SINCE SHE WAS A TODDLER BY HER STEP-FATHER. SHE'S BEEN PART OF CHILD WELFARE SINCE THE AGE OF 5 AND HAS BEEN IN AND OUT OF FOSTER HOMES AND GROUP HOMES. WHEN SHE WAS 14, SHE WAS PLACED IN A FOSTER HOME WHERE SHE WAS ABUSED BY HER FOSTER DAD. AFTER SHE COULDN'T TAKE THE ABUSE ANYMORE, SHE RAN AWAY. SHE FELT LUCKY TO MEET THIS CUTE GUY WHO ASKED HER IF SHE NEEDED HELP. "YES," SHE QUICKLY REPLIED AND PROCEEDED TO TELL HIM EVERYTHING THAT HAPPENED TO HER SINCE SHE WAS LITTLE. HE PROMISED TO WATCH OVER HER AND SHE QUICKLY FELL IN LOVE. WITHIN WEEKS, HE WAS ASKING HER TO PROVE HOW MUCH SHE LOVED HIM BY "HAVING SOME FUN" WITH THESE MEN HE WAS DOING BUSINESS WITH. FAST FORWARD THREE YEARS, JEN WAS RECENTLY ARRESTED FOR PETTY THEFT AND LOCKED UP IN JUVENILE HALL BEFORE BEING PLACED IN A GROUP HOME. AS THE STAFF AT THE GROUP HOME GREETED HER, JEN REPLIED, "DON'T BOTHER. I AIN'T STAYING LONG." AFTER EATING DINNER, SHE RAN AWAY TO MEET UP WITH HER "BOYFRIEND." SHE RETURNED TO THE GROUP HOME TWO DAYS LATER.



PRECONTEMPLATION

- **Engagement Plan**
 - **Get to know the whole person**
 - **Build a relationship**
 - **Be trustworthy and genuine**
 - **Hold hope**
 - **Exposure**
 - **Intentionally, consistently, and genuinely identify strengths**



PRECONTEMPLATION

- **Engagement Plan**
 - **Set clear and healthy boundaries**
 - **Build a relationship with self**
 - **Meet her where she's at**
 - **Identify values**
 - **Safety plan with harm reduction principles**
 - **Identity placements that specialize in CSE**

PRECONTEMPLATION

- **Engagement Plan**
 - **Intentional plan of reengagement**
 - **Advocacy**
 - **Provide education about sexual exploitation and commercial sexual exploitation**

CONTEMPLATION

- **Seeks to evaluate choices and understand their behavior**
- **Distressed**
- **Ambivalent**
- **Thinking about making changes but has not begun taking action and are not yet prepared to do so**

CONTEMPLATION

- **Frequently has made attempts to change in the past**
- **Evaluates pros and cons of their behavior**
- **Evaluates risks and benefits of making changes in his/her behavior**
- **Desirous of exerting control or mastery**

CONTEMPLATION

➤ **Tasks**

- **Analysis of the pros and cons of the current behavior pattern and of the costs and benefits of change**

➤ **Goal**

- **A considered evaluation that leads to a decision to change**

CONTEMPLATION

JEN HAS BEEN GOING THROUGH A CYCLE OVER THE PAST 4 MONTHS OF RUNNING AWAY, ENGAGING IN THE COMMERCIAL SEX INDUSTRY AND STAYING IN PLACEMENT. AS THE TEAM HAS BEEN INTENTIONALLY ENGAGING HER, SHE'S STARTED RUNNING AWAY FOR SHORTER PERIODS OF TIME. WHEN JEN'S BEEN IN PLACEMENT, SHE'S REALLY ENJOYED HER TIME IN THE KITCHEN BAKING WITH STAFF. SHE'S EVEN MENTIONED THAT HER "BOYFRIEND" HAS LIKED SOME OF THE COOKIES SHE'S TAKEN HIM. DURING A RECENT CONVERSATION WITH YOU, SHE TALKED ABOUT HOW IT WOULD BE REALLY FUN TO ONE DAY OWN HER OWN BAKERY. THIS IS THE FIRST TIME YOU'VE HEARD JEN TALK ABOUT HER FUTURE.



CONTEMPLATION

- **Engagement Plan**
 - **Intentional engagement**
 - **Safety plan**
 - **Build relationship with self**
 - **Pros and cons**
 - **Celebrate the milestones**
 - **Instill hope**

CONTEMPLATION

- **Engagement Plan**
 - **Clarify values**
 - **Identify a “why”**
 - **Practice self-compassion**
 - **Intentionally, regularly, and genuinely point out strengths**
 - **Identify role models**

CONTEMPLATION

- **Engagement Plan**
 - **Identify a support system**
 - **Provide education about sexual exploitation and commercial sexual exploitation**
 - **Talk about healthy vs. unhealthy relationships**
 - **Identify transferrable skills**



PREPARATION

- **Intends to change his/her behavior**
- **Ready to change in terms of both attitude and behavior**
- **On the verge of taking action**
- **Engaged in the change process**
- **Prepared to make firm commitments to follow through on the action options he/she chose**

PREPARATION

- **Making or having made the decision to change**
- **Open to planning and creating a personal change plan**
- **Working through any ambivalence about change**
- **Prioritizes goals for changing**

PREPARATION

➤ **Tasks**

- **Increasing commitment to change**
- **Creating a change plan**

➤ **Goal**

- **An action plan to be implemented in the near future**



PREPARATION

OVER THE PAST SEVERAL MONTHS, JEN HAS SLOWLY ENGAGED MORE IN SERVICES WHILE SHE'S REMAINED INVOLVED WITH HER "BOYFRIEND" AND THE COMMERCIAL SEX INDUSTRY. HER INTEREST IN BAKING HAS LED TO HER WANTING TO PARTICIPATE IN A DESSERT BAKING CLASS FOR HIGH SCHOOLERS AT A LOCAL CULINARY INSTITUTE. SHE'S EXPRESSED A DESIRE TO START ATTENDING SCHOOL MORE REGULARLY SO SHE CAN ATTEND THE BAKING COURSE AND HAS BEEN TALKING ABOUT NEEDING TO GET A NEW GROUP OF FRIENDS "WITHOUT A BUNCH OF DRAMA."



PREPARATION

- **Engagement Plan**
 - **Identify the team**
 - **Define success**
 - **Safety plan**
 - **Be patient**
 - **Clarify values**
 - **Stay grounded to the “why”**

PREPARATION

- **Engagement Plan**
 - **Enhance relationship with self**
 - **Increase self-compassion**
 - **Introduce local resources**
 - **Identify triggers**
 - **Identify warning signs**
 - **Increase emotional regulation and distress tolerance**



PREPARATION

- **Engagement Plan**
 - **Set realistic goals**
 - **Learn from previous attempts at change**
 - **Talk about healthy vs. unhealthy relationships**
 - **Talk about the glamorization of the commercial sex industry**
 - **Create contingency plans**



ACTION

- **Has decided to make a change and reached the date to implement the change**
- **Has verbalized or otherwise demonstrated a firm commitment to making change**
- **Efforts to modify behavior and/or one's environment are being taken**
- **Presents with motivation and effort to achieve behavior change**



ACTION

- **Has committed to making change and is involved in behavioral change processes**
- **Willing to follow suggested strategies and activities to change**

ACTION

➤ Tasks

- Implementing strategies for change
- Revising the action plan as needed
- Sustaining commitment to change in face of difficulties

➤ Goal

- Successful action for changing current pattern

ACTION

IT'S BEEN A YEAR. JEN HAS INCREASED HER SCHOOL ATTENDANCE AND STARTED MAKING SOME FRIENDS. SHE'S EXPANDED HER LOVE FOR THE KITCHEN AND ENROLLED IN AN ITALIAN COOKING CLASS. SHE'S EVEN BEEN TEACHING HER PEERS AND STAFF AT PLACEMENT HOW TO MAKE HER FAVORITE DISHES. AS SHE'S STARTED TO FEEL MORE CONNECTED IN HER NEW COMMUNITY, INCLUDING THE CHURCH/TEMPLE/MOSQUE SHE STARTED ATTENDING, SHE'S DECREASED HER CONTACT WITH HER FRIENDS FROM "THE LIFE" AND EVENTUALLY STOPPED CONTACT WITH HER "BOYFRIEND." JEN HAS STARTED TALKING ABOUT NEEDING TO FINISH HIGH SCHOOL SO SHE CAN ATTEND CULINARY SCHOOL.



ACTION

- **Engagement Plan**
 - **Safety plan**
 - **Stay anchored to the “why”**
 - **Build relationship with self**
 - **Clarify values**
 - **Check-in about triggers**
 - **Celebrate the progress**



ACTION

- **Engagement Plan**
 - **Expand the support system**
 - **Increase healthy boundaries**
 - **Connect to a mentor**
 - **Learn to reach out for support**
 - **Increase assertive communication**
 - **Build relationships in the community**
 - **New referrals**



RECYCLING

**RE
VICTIMIZATION
LAPSE
RELAPSE**

RECYCLING

- **Common reasons**
 - **Not having basic needs met**
 - **Unmet emotional needs**
 - **Violence and kidnapping**
 - **Overconfidence**
 - **Self-blame**
 - **Peer pressure**

RECYCLING

- Intersection of lapses and relapses
- Reframe this process to see it as a learning opportunity
- Lapses and relapse are likely to happen
- Learn from your mistakes rather than using trial and error
- Change, often times, costs you more than what you thought
- Use the change processes at the appropriate times
- Change is complicated - changing one behavior can exacerbate another behavior



RECYCLING

- Behavior change isn't linear, it's cyclical
- A lapse is NOT a relapse
- Few relapses are conscious - several mini decisions lead to negative consequences
- Emotional distress (i.e., anger, anxiety, depression, loneliness, and other emotional problems) precipitates relapse



RECYCLING

- **Engagement Plan**
 - **Assess safety**
 - **Assess immediate needs**
 - **Focus on the relationship**
 - **Monitor our reactions**
 - **Don't make assumptions**
 - **Practice self-compassion**
 - **Focus on regrouping**



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THANK YOU

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