

## CIAP STAGES OF CHANGE AND COMPETENCE

### Three Important Elements in Changing a Behavior:

1. Readiness to Change: Does caregiver have the resources and knowledge to make a lasting change successfully?
2. Barriers to Change: Is there anything preventing caregiver from changing?
3. Progression to Regression: What might trigger a caregiver's return to a former behavior?

### Stages of Change and Competence:

#### 1. Stage 1: Precontemplation

- During the precontemplation stage, caregiver is not considering a change. Caregivers at this state are often described as "in denial" due to claims that their trauma, behavior or circumstances is not a problem. Caregiver may not be able to acknowledge the impact of the trauma, behavior or circumstances on themselves or the infant/child or that the situation may be due to the consequences of their actions.
- This stage may be the beginning of the *CPP Foundation Phase*.
- **Never - Incompetence** - The caregiver does not understand or know how to do something to change behavior or improve his/her relationship with their child, and does not necessarily recognize the deficit.

#### 2. Stage 2: Contemplation and Remembering

- During this stage, caregiver becomes aware of the potential benefits of making a change, but the costs tend to stand out even more. This conflict creates a strong sense of ambivalence about changing. They may view change as a process of giving something up rather than a means of gaining social and emotional benefits in relationship with their infant/child.
- This stage may involve retrieving, recalling and recognizing relevant knowledge from long-term memory and participating in *CPP Foundation Phase*.
- **Awareness - Conscious Incompetence** – Caregiver becomes aware of the existence and relevance of new behavior or skill.

#### 3. Stage 3: Preparation and Understanding

- During the preparation stage, the caregiver may begin to make small changes to prepare for a larger life change. Caregiver takes some sort of direct action such as engaging with the therapist, accepting anticipatory guidance, and committing to engage in CPP treatment.
- This stage may involve constructing meaning through the "triangle" of explanations and by interpreting, explaining and building bridges connecting experience and functioning as part of the *CPP Feedback Phase*. In addition, a working agreement may be developed about how the infant/child will be involved and/or told about the dyadic work.
- **Rarely - Readiness and Commitment - Conscious Incompetence** – Caregiver realizes that by improving their skill or ability their parenting effectiveness will

improve, and attempts or tries the skill. Caregiver makes a commitment to learn and practice the new skill to improve relationship with infant/child.

#### 4. Stage 4: Action and Applying

- During this stage of change, caregiver begins to take direct action in order to accomplish their goals and actively engages in CPP treatment. Caregiver maintains positive steps toward changing behavior to improve relationship with infant/child and demonstrates a commitment and belief in his/her abilities.
- This stage may involve constructing a narrative and executing or implementing strategies co-created by the CPP clinician and caregiver as part of the *CPP Core Intervention Phase*.
- **Sometimes - Conscious Action Response** – caregiver needs to concentrate and think in order to perform the skill but takes active steps towards changing behaviors and improving his/her relationship with infant/child.

#### 5. Stage 5: Maintenance and Analyzing

- The maintenance phase involves practice and keeping up new behaviors. During this stage, caregiver becomes more assured that they will be able to continue with or sustain the change.
- This stage may involve incorporating specific therapeutic strategies into the domains of intervention as part of the *CPP Core Intervention Phase*. Additionally, this stage may involve differentiating, organizing and relating different strategies to one another in order to maintain a change in behavior and to create a secure relationship with infant/child.
- **Frequently - Practiced – Unconscious Competence** – Caregiver reliably demonstrates the behavior or skill with self-control and the behavior or skill becomes automatic.

#### 6. Stage 6: Recapitulation and Promoting Sustainability of Gains

- At this stage, caregiver is able to focus on the positive changes that were made during CPP treatment, reminiscing about specific experiences, comparing how things were in the beginning of the CPP intervention with how things are now, while acknowledging that the intervention is approaching its end. Caregiver reviews their motivations, plan of action, resources and progress toward changing their behavior and creating a secure relationship with his/her infant/child. Caregiver reaffirms their commitment and belief in their abilities.
- This stage may involve critiquing the progress made during the CPP dyadic treatment as part of the *CPP Recapitulation/Termination Phase*.
- **All the Time - Unconscious Reflective Competence** – The skill becomes automatic and requires minimum effort with maximum quality output. Caregiver has the ability to intuitively react to a new situation with an accurate response.

#### Further Explanation:

Caregivers may be in different stages of change and competence on each of the 10 CIAP statements. This is an important consideration for the clinician in order to recognize and develop strategies to accurately address the caregiver's clinical needs

and to move forward in the therapeutic process. For example, a caregiver may be in the following stages of change and competence on each of the CIAP statements:

- #5 (precontemplation),
- #4, #6, #8 (contemplation and remembering),
- #1, #2, #7 (preparation and understanding),
- #3, #9 (action and applying),
- #10 (maintenance and analyzing)

Each statement of the CIAP then becomes not only an assessment of the client's present stage, but also an assessment of the clinician's responsibility in the action process and treatment.

### References:

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- Diclemente, C. (2018). *Addiction and change: How addictions develop and addicted people recover*. New York: The Guilford Press.
- Lieberman, A.F., Ghosh Ippen, C., & Van Horn, P. (2015). *Don't hit my mommy! A manual for child-parent psychotherapy with young children exposes to violence and other trauma*. Washington, D.C.: ZERO to THREE.
- Mastellos, N., Gunn, L.H., Felix, L.M., Car, J., & Maheed, A. (2014). Transtheoretical Model of Change. Cochrane Database of Systematic Reviews.
- Smith, L.B. & Thelen, E. (2003). Development as a dynamic system. *Trends in Cognitive Sciences*, 7(8), 343-348.

**CLINICAL INFORMATION AND PROGRESSS (CIAP)**

<b>1</b>	1.2	1.4	1.6	1.8	<b>2</b>	2.2	2.4	2.6	2.8	<b>3</b>	3.2	3.4	3.6	3.8	<b>4</b>	4.2	4.4	4.6	4.8	<b>5</b>	5.2	5.4	5.6	5.8	<b>6</b>
Very Inaccurate					Moderately Inaccurate					Slightly Inaccurate					Slightly Accurate					Moderately Accurate					Very Accurate

1. Parent/Caregiver **recognizes** the trauma and/or limited parental protective capacities (behaviors, conditions or circumstances) that resulted in the state of the child (emotional, social and behavioral challenges or maltreatment).

<b>1</b>	Very inaccurate	<b>Precontemplation</b> Never – Unconscious Incompetence
<b>2</b>	Moderately Inaccurate	<b>Contemplation and Remembering</b> Awareness of Need – Conscious Incompetence
<b>3</b>	Slightly Inaccurate	<b>Preparation and Understanding</b> Rarely – Readiness – Conscious Incompetence
<b>4</b>	Slightly Accurate	<b>Action and Applying</b> Sometimes – Conscious Action Response
<b>5</b>	Moderately Accurate	<b>Maintenance and Analyzing</b> Frequently – Practiced – Unconscious Competence
<b>6</b>	Very Accurate	<b>Recapitulation and Sustainability</b> All the time – Unconscious Reflective Competence

2. Parent/Caregiver is **modifying behaviors** and/or **actively engaging** in process of IMH treatment in order to increase parental protective capacities and to improve his/her attachment relationship with the infant/child.

<b>1</b>	Very inaccurate	<b>Precontemplation</b> Never – Unconscious Incompetence
<b>2</b>	Moderately Inaccurate	<b>Contemplation and Remembering</b> Awareness of Need – Conscious Incompetence
<b>3</b>	Slightly Inaccurate	<b>Preparation and Understanding</b> Rarely – Readiness – Conscious Incompetence
<b>4</b>	Slightly Accurate	<b>Action and Applying</b> Sometimes – Conscious Action Response
<b>5</b>	Moderately Accurate	<b>Maintenance and Analyzing</b> Frequently – Practiced – Unconscious Competence
<b>6</b>	Very Accurate	<b>Recapitulation and Sustainability</b> All the time – Unconscious Reflective Competence

3. Parent/Caregiver **prioritizes time** to adequately respond to and meets the infant’s/child’s social-emotional and physical needs.

<b>1</b>	Very inaccurate	<b>Precontemplation</b> Never – Unconscious Incompetence
<b>2</b>	Moderately Inaccurate	<b>Contemplation and Remembering</b>

		<b>Awareness of Need – Conscious Incompetence</b>
<b>3</b>	Slightly Inaccurate	<b>Preparation and Understanding</b> <b>Rarely – Readiness – Conscious Incompetence</b>
<b>4</b>	Slightly Accurate	<b>Action and Applying</b> <b>Sometimes – Conscious Action Response</b>
<b>5</b>	Moderately Accurate	<b>Maintenance and Analyzing</b> <b>Frequently – Practiced – Unconscious Competence</b>
<b>6</b>	Very Accurate	<b>Recapitulation and Sustainability</b> <b>All the time – Unconscious Reflective Competence</b>

4. Parent/Caregiver **demonstrates ability to regulate** emotions and affect in the face of stress and novelty.

<b>1</b>	Very inaccurate	<b>Precontemplation</b> <b>Never – Unconscious Incompetence</b>
<b>2</b>	Moderately Inaccurate	<b>Contemplation and Remembering</b> <b>Awareness of Need – Conscious Incompetence</b>
<b>3</b>	Slightly Inaccurate	<b>Preparation and Understanding</b> <b>Rarely – Readiness – Conscious Incompetence</b>
<b>4</b>	Slightly Accurate	<b>Action and Applying</b> <b>Sometimes – Conscious Action Response</b>
<b>5</b>	Moderately Accurate	<b>Maintenance and Analyzing</b> <b>Frequently – Practiced – Unconscious Competence</b>
<b>6</b>	Very Accurate	<b>Recapitulation and Sustainability</b> <b>All the time – Unconscious Reflective Competence</b>

5. Parent/Caregiver **demonstrates ability to regulate** infant’s/child’s stress responses to **allow for age-appropriate** levels of exploration and social interaction.

<b>1</b>	Very inaccurate	<b>Precontemplation</b> <b>Never – Unconscious Incompetence</b>
<b>2</b>	Moderately Inaccurate	<b>Contemplation and Remembering</b> <b>Awareness of Need – Conscious Incompetence</b>
<b>3</b>	Slightly Inaccurate	<b>Preparation and Understanding</b> <b>Rarely – Readiness – Conscious Incompetence</b>
<b>4</b>	Slightly Accurate	<b>Action and Applying</b> <b>Sometimes – Conscious Action Response</b>
<b>5</b>	Moderately Accurate	<b>Maintenance and Analyzing</b> <b>Frequently – Practiced – Unconscious Competence</b>
<b>6</b>	Very Accurate	<b>Recapitulation and Sustainability</b> <b>All the time – Unconscious Reflective Competence</b>

6. Parent/Caregiver exhibits age-appropriate and **realistic developmental expectations** of the infant/child.

Child's Current Developmental Age:  \_\_\_\_\_

1	Very inaccurate	<b>Precontemplation</b> Never – Unconscious Incompetence
2	Moderately Inaccurate	<b>Contemplation and Remembering</b> Awareness of Need – Conscious Incompetence
3	Slightly Inaccurate	<b>Preparation and Understanding</b> Rarely – Readiness – Conscious Incompetence
4	Slightly Accurate	<b>Action and Applying</b> Sometimes – Conscious Action Response
5	Moderately Accurate	<b>Maintenance and Analyzing</b> Frequently – Practiced – Unconscious Competence
6	Very Accurate	<b>Recapitulation and Sustainability</b> All the time – Unconscious Reflective Competence

7. Parent/Caregiver **actively engages** in CPP by recognizing how her/his own trauma experience affects perceptions of or interactions with the infant/child.

1	Very inaccurate	<b>Precontemplation</b> Never – Unconscious Incompetence
2	Moderately Inaccurate	<b>Contemplation and Remembering</b> Awareness of Need – Conscious Incompetence
3	Slightly Inaccurate	<b>Preparation and Understanding</b> Rarely – Readiness – Conscious Incompetence
4	Slightly Accurate	<b>Action and Applying</b> Sometimes – Conscious Action Response
5	Moderately Accurate	<b>Maintenance and Analyzing</b> Frequently – Practiced – Unconscious Competence
6	Very Accurate	<b>Recapitulation and Sustainability</b> All the time – Unconscious Reflective Competence

8. Parent/Caregiver **actively engages** in CPP by taking the infant's/child's perspective and helping her/him to heal from the impact of trauma or negative experiences.

1	Very inaccurate	<b>Precontemplation</b> Never – Unconscious Incompetence
2	Moderately Inaccurate	<b>Contemplation and Remembering</b> Awareness of Need – Conscious Incompetence
3	Slightly Inaccurate	<b>Preparation and Understanding</b> Rarely – Readiness – Conscious Incompetence
4	Slightly Accurate	<b>Action and Applying</b> Sometimes – Conscious Action Response
5	Moderately Accurate	<b>Maintenance and Analyzing</b> Frequently – Practiced – Unconscious Competence
6	Very Accurate	<b>Recapitulation and Sustainability</b>

	<b>All the time – Unconscious Reflective Competence</b>
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9. Parent/Caregiver actively **problem-solves, plans and accesses** the following to assist family and to meet infant’s/child’s needs:
- 9a. Resources to ensure emotional and physical safety (e.g., home visiting, domestic violence, shelter)
  - 9b. Resources to ensure stability of meeting basic needs (e.g., physical needs, housing, child care)
  - 9c. Resources for health and therapeutic needs (e.g., medical treatment, counseling)
- Social support of friends, relatives and family (e.g., relational closeness, relational support )

<b>1</b>	Very inaccurate	<b>Precontemplation</b> Never – Unconscious Incompetence
<b>2</b>	Moderately Inaccurate	<b>Contemplation and Remembering</b> Awareness of Need – Conscious Incompetence
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10. Parent/Caregiver is concurrently **addressing special circumstances** that impact the parent-infant/child relationship such as:
- 10a. Domestic Violence
  - 10b. Substance Abuse
  - 10c. Mental Health

<b>YES</b>	<b>NO</b>	<b>N/A</b>
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