



## **Renting and Hoarding**

How landlords and tenants can collaborate  
to keep properties healthy and safe

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## **Introductory Activity**

**Turn to someone next to you and take a few minutes to answer these three questions:**

1. What is your name?
2. What brought you to the conference today?
3. In a situation involving a tenant who is hoarding, would you rather be the tenant or the landlord? Why?



## Landlord/Tenant Collaboration

- **Conceptual Approach**  
Harm Reduction and Stages of Change
- **Assessment Visit**  
Tour and HOMES Risk Assessment
- **Team Meeting**  
Creating an Action Plan
- **Follow-Up Visits**  
Graduated Sanctions and Reasonable Accommodations



## Landlord/Tenant Collaboration

### Why should the landlord collaborate?

- Empathy
- Financial Interest
- Reduce anxiety
- Legal obligations

### Why should the tenant collaborate?

- Reduce anxiety
- Avoid worst case scenarios
- Achieve personal goals
- Get help knowing where to start

# CONCEPTUAL APPROACH

## Harm reduction and Stages of Change

## Harm Reduction & Hoarding

- First, do no harm.
- It's not necessary to stop all hoarding behavior
- No two hoarding situations are identical.
- The person who is hoarding is an essential member of the team.
- Change is slow.
- Contract failures do not mean that the harm reduction approach has failed.
- The person who is hoarding may have other, more pressing problems.

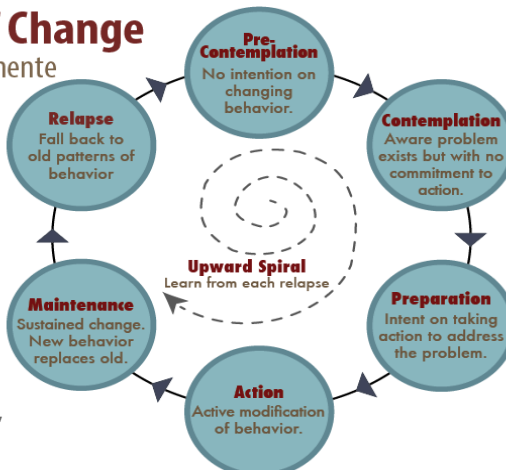
Tompkins, M., & Hartl, T. (2009). *Digging Out: Helping Your Loved One Manage Clutter, Hoarding and Compulsive Acquiring*. Oakland, CA: New Harbinger Publications

# Stages of Change

## The Cycle of Change

Prochaska & DiClemente

- **Precontemplation:** A logical starting point for the model, where there is no intention of changing behavior; the person may be unaware that a problem exists
- **Contemplation:** The person becomes aware that there is a problem, but has made no commitment to change
- **Preparation:** The person is intent on taking action to correct the problem; usually requires buy-in from the client (i.e. the client is convinced that the change is good) and increased self-efficacy (i.e. the client believes s/he can make change)
- **Action:** The person is in active modification of behavior
- **Maintenance:** Sustained change occurs and new behavior(s) replaces old ones. Per this model, this stage is also transitional
- **Relapse:** The person falls back into old patterns of behavior
- **Upward Spiral:** Each time a person goes through the cycle, they learn from each relapse and (hopefully) grow stronger so that relapse is shorter or less devastating.



The Cycle of Change  
Adapted from a work by Prochaska and DiClemente (1983) | Ignacio Pacheco  
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Stage of Change	Characteristics	Techniques
Pre-contemplation	Not currently considering change: "Ignorance is bliss"	Validate lack of readiness.  Clarify: decision is theirs  Encourage re-evaluation of current behavior  Encourage self-exploration, not action  Explain and personalize the risk
Contemplation	Ambivalent about change: "Sitting on the fence"  Not considering change within the next month	Validate lack of readiness  Clarify: decision is theirs  Encourage evaluation of pros and cons of behavior change  Identify and promote new, positive outcome expectations
Preparation	Some experience with change and are trying to change: "Testing the waters"  Planning to act within 1month	Identify and assist in problem solving re: obstacles  Help patient identify social support  Verify that patient has underlying skills for behavior change  Encourage small initial steps

<http://www.cpe.vt.edu/gttc/presentations/8eStagesofChange.pdf>

Stage of Change	Characteristics	Techniques
Action	Practicing new behavior for 3-6 months	Focus on restructuring cues and social support  Bolster self-efficacy for dealing with obstacles  Combat feelings of loss and reiterate long-term benefits
Maintenance	Continued commitment to sustaining new behavior  Post-6 months to 5 years	Plan for follow-up support  Reinforce internal rewards  Discuss coping with relapse
Relapse	Resumption of old behaviors: "Fall from grace"	Evaluate trigger for relapse  Reassess motivation and barriers Plan stronger coping strategies

<http://www.cpe.vt.edu/gttc/presentations/8eStagesofChange.pdf>

# ASSESSMENT VISIT

## Tour and HOMES Risk Assessment

## Tour

Remember these guidelines:

- **Don't gasp!**
- **Find something to compliment!**
- **Be grateful and nonjudgmental.**
- **Evaluate for safety!**
- **Don't touch!**
- **Build trust!**
- **Ask questions!**

## Tour

### ACES

- **Action Words**
- **Curious Questioning**
- **Empathetic Statements**
- **Statements of Concern**
- **Use these to build **rapport** and **trust** which are imperative to collaboration.**

Edsell-Vetter, J. (2015). Effective Hoarding Intervention: Using a case management model for reducing clutter and changing behavior. Metro Housing Boston.

# Assessment

## HOMES® Multi-disciplinary Hoarding Risk Assessment

### Health

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> cannot use bathtub/shower | <input type="checkbox"/> cannot prepare food          | <input type="checkbox"/> Presence of spoiled food                  | <input type="checkbox"/> Presence of insects/rodents          |
| <input type="checkbox"/> cannot access toilet      | <input type="checkbox"/> cannot sleep in bed          | <input type="checkbox"/> Presence of feces/Urine (human or animal) | <input type="checkbox"/> Presence of mold or chronic dampness |
| <input type="checkbox"/> Garbage/Trash Overflow    | <input type="checkbox"/> Cannot use stove/fridge/sink | <input type="checkbox"/> Cannot locate medications or equipment    |   |

Notes: \_\_\_\_\_

### Obstacles

- |   |   |
|---|---|
| <input type="checkbox"/> cannot move freely/safely in home      | <input type="checkbox"/> Unstable piles/avalanche risk                |
| <input type="checkbox"/> inability for EMT to enter/gain access | <input type="checkbox"/> Egresses, exits or vents blocked or unusable |

Notes: \_\_\_\_\_

Bratiotis, Sorrentino, Schmalisch, & Steketee. (2011) The Hoarding Handbook: A Guide for Human Service Professionals. New York: Oxford University Press.

# Assessment

### Mental health (Note that this is not a clinical diagnosis; use only to identify risk factors)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> does not seem to understand seriousness of problem    | <input type="checkbox"/> Defensive or angry      | <input type="checkbox"/> Unaware, not alert, or confused |
| <input type="checkbox"/> does not seem to accept likely consequence of problem | <input type="checkbox"/> Anxious or apprehensive |  |

Notes: \_\_\_\_\_

### Endangerment (evaluate threat based on other sections with attention to specific populations listed below)

- |  |   |
|--|---|
| <input type="checkbox"/> Threat to health or safety of child/minor | <input type="checkbox"/> Threat to health or safety of person with disability |
| <input type="checkbox"/> Threat to health or safety of older adult | <input type="checkbox"/> Threat to health or safety of animal                 |

Notes: \_\_\_\_\_

### Structure & Safety

- |   |                                       |   |  |
|---|---------------------------------------|---|--|
| <input type="checkbox"/> Unstable floorboards/stairs/porch      | <input type="checkbox"/> Leaking roof | <input type="checkbox"/> Electrical wires/cords exposed | <input type="checkbox"/> No running water/plumbing problems      |
| <input type="checkbox"/> Flammable items beside heat source     | <input type="checkbox"/> Caving walls | <input type="checkbox"/> No heat/electricity            | <input type="checkbox"/> Blocked/unsafe electric heater or vents |
| <input type="checkbox"/> Storage of hazardous materials/weapons |                                       |   |  |

Notes: \_\_\_\_\_

Bratiotis, Sorrentino, Schmalisch, & Steketee. (2011) The Hoarding Handbook: A Guide for Human Service Professionals. New York: Oxford University Press.

## Assessment

- **Discuss priorities.** When you look at this assessment, what concerns you the most?
- **Discuss available supports.** Who is able to help and how will they participate in the team?
- **Schedule follow up meeting.** When can most potential team members be available to meet together to get on the same page and create a plan?

## TEAM MEETING

### Creating an Action Plan





## Creating an Action Plan

- **List each area of the home in order of priority.** Allow both tenant and landlord to explain their highest priority areas and why.
- **List the changes needed in each area to make it healthier and safer.**
- **For the highest priority changes, list harm reduction goals.**
  - SMART (Specific, Measurable, Achievable, Results-focused, Time-bound)
  - Example: “I will move all boxes away from the heater by Friday, June 15.”



## Creating an Action Plan

- **List each team member’s name** and what strategies they will use to help.
- **Share a copy of the service plan with everyone on the team.**
- **Set a date for a follow-up visit.**

# FOLLOW-UP VISITS

## Graduated Sanctions and Reasonable Accommodations

## Graduated Sanctions

- Be clear about sanctions for non-compliance and benefits for compliance.

<b><u>Sanctions</u></b>	<b><u>Benefits</u></b>
<ul style="list-style-type: none"> <li>- Send lease termination notice.</li> <li>- File complaint in court.</li> <li>- Get judgment in court</li> <li>- Move forward with eviction process</li> <li>- Eviction</li> </ul>	<ul style="list-style-type: none"> <li>- Withdraw lease termination notice.</li> <li>- Withdraw complaint in court.</li> <li>- Vacate &amp; dismiss judgment in court</li> <li>- Pause eviction process</li> <li>- Postpone eviction</li> </ul>

- If the tenant does not meet a deadline, consider an extension.
- If the tenant does not meet the extended deadline, inform the tenant of the need to proceed with a sanction.
- Implement the next sanction.
- After every sanction, provide a new opportunity for compliance.
- If the tenant complies, inform the tenant of the benefit.



## Reasonable Accommodations

- **Under the Fair Housing Amendments Act**
  - Reasonable Accommodations in housing are changes to rules, policies, practices or services that are necessary to afford a person with a disability equal opportunity to use and enjoy a dwelling.

Joint Statement. (2004). Joint Statement of the Department of Housing and Urban Development and the Department of Justice: Reasonable Accommodations Under the Fair Housing Act. Available [https://www.hud.gov/sites/documents/DOC\\_7771.PDF](https://www.hud.gov/sites/documents/DOC_7771.PDF)



## Reasonable Accommodations

- **Reasonable Accommodation request for a person who is hoarding.**
  - More time to obtain services.
  - More time to engage with service plan.
  - Meeting to define service plan.
  - Notification of future inspections.
  - Supportive 3<sup>rd</sup> party present at inspections.

Joint Statement. (2004). Joint Statement of the Department of Housing and Urban Development and the Department of Justice: Reasonable Accommodations Under the Fair Housing Act. Available [https://www.hud.gov/sites/documents/DOC\\_7771.PDF](https://www.hud.gov/sites/documents/DOC_7771.PDF)



## Reasonable Accommodations

- Housing Providers **must enter into a dialogue and evaluate each request** on a case by case basis.
- Housing Providers **must grant the accommodation** request unless it would result in:
  - An undue financial and administrative burden
  - A fundamental alteration of the service offered
  - A direct threat to the health or safety of other individuals. If the threat can be eliminated or significantly reduced by the reasonable accommodation, then the request must be granted.

Joint Statement. (2004). Joint Statement of the Department of Housing and Urban Development and the Department of Justice: Reasonable Accommodations Under the Fair Housing Act. Available [https://www.hud.gov/sites/documents/DOC\\_7771.PDF](https://www.hud.gov/sites/documents/DOC_7771.PDF)

# THANK YOU!

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