

Change Talk Exercise

1. I think I'm doing about as well as I can at this point.
2. I certainly don't want my child to get kicked out of school.
3. Well, I wouldn't mind cutting down on stress in my life.
4. I probably could spend more time with my child.
5. I used to spend more time with my child.
6. I'm willing to spend more time with my child.
7. I've *got* to get this under control!
8. I'm going to get this under control.
9. There's no way I want to go to a parenting class.
10. I don't think my son has a reading problem.
11. I wouldn't mind going to a parenting class.
12. I wish I could have less stress in my life.
13. I might be able to do a better job of setting limits at home.
14. It's pretty scary thinking about how aggressive my child is.
15. I want to be a better parent.

"Rehab"

Amy Winehouse

They tried to make me go to rehab but I said 'no, no, no'
Yes I've been black but when I come back you'll know know know
I ain't got the time and if my daddy thinks I'm fine
He's tried to make me go to rehab but I won't go go go

I'd rather be at home with Ray
I ain't got seventy days
Cause there's nothing
There's nothing you can teach me
That I can't learn from Mr Hathaway

I didn't get a lot in class
But I know it don't come in a shot glass

They tried to make me go to rehab but I said 'no, no, no'
Yes I've been black but when I come back you'll know know know
I ain't got the time and if my daddy thinks I'm fine
He's tried to make me go to rehab but I won't go go go

The man said 'why do you think you here'
I said 'I got no idea
I'm gonna, I'm gonna lose my baby
so I always keep a bottle near'
He said 'I just think you're depressed,
Kiss me, yeah baby, and go rest'

They tried to make me go to rehab but I said 'no, no, no'
Yes I've been black but when I come back you'll know know know

I don't ever wanna drink again
I just ooh I just need a friend
I'm not gonna spend ten weeks
have everyone think I'm on the mend

It's not just my pride
It's just 'til these tears have dried

They tried to make me go to rehab but I said 'no, no, no'
Yes I've been black but when I come back you'll know know know
I ain't got the time and if my daddy thinks I'm fine
He's tried to make me go to rehab but I won't go go go

Ten Strategies for Evoking Change Talk

1. Ask Evocative Questions

Ask open questions, the answer to which is change talk.

Why would you want to make this change? (Desire)

How might you go about it, in order to succeed? (Ability)

What are the three best reasons for you to do it? (Reasons)

How important is it for you to make this change? (Need)

So what do you think you'll do? (Commitment)

2. Ask for Elaboration

When a change talk theme emerges, ask for more detail. In what ways?

3. Ask for Examples

When a change talk theme emerges, ask for specific examples. When was the last time that happened? Give me an example. What else?

4. Look Back

Ask about a time before the current concern emerged. How were things better, different?

5. Look Forward

Ask what may happen if things continue as they are (status quo). If you were 100% successful in making the changes you want, what would be different? How would you like your life to be five years from now?

6. Query Extremes

What are the worst things that might happen if you don't make this change? What are the best things that might happen if you do make this change?

7. Use Change Rulers

Ask, "On a scale from zero to ten, how important is it to you to [target change] - where zero is not at all important, and ten is extremely important? Follow up: And why are you at ____ and not zero? What might happen that could move you from ____ to [higher score]? Instead of "how important" (need), you could also ask how much you want (desire), or how confident you are that you could (ability), or how committed are you to ____ (commitment). Asking "how ready are you?" tends to be a bit confusing because it combines competing components of desire, ability, reasons and need.

8. Explore Goals and Values

Ask what the person's guiding values are. What do they want in life? Using a values card sort can be helpful here. If there is a "problem" behavior, ask how that behavior fits in with the person's goals or values. Does it help realize a goal or value, interfere with it, or is it irrelevant?

9. Come Alongside

Explicitly side with the negative (status quo) side of ambivalence. Perhaps _____ is so important to you that you won't give it up, no matter what the cost.

Questions that Evoke Change Talk

Desire for Change

- What are your thoughts about how things are going in your classroom/with your teaching/with a particular student?
- How do you feel about (specific teaching behavior)? How much does that concern you?
- Tell me about things you want to be different.
- What do you think will happen if you don't make a change?

Ability/Optimism About Change

- What makes you think that if you decide to make a change that you could do it?
- What encourages you to feel like you can change if you want to?
- What do you think would work for you, if you decided to change?
- What would make you feel even more confident that you could make a change?
- When else in your life have you made a big change like this? How did you do it?
- What personal strengths do you have that will help you succeed?

Reasons/Benefits of Change

- How would you like things to be different?
- What would be some good things about improving (specific teaching behavior)?
- What would you like your teaching to be like in 5 years?
- If you could make this change immediately, by magic, how would things be different?
- What would be the advantages of making this change?

Need/Disadvantage of Status Quo

Problem Recognition

- What makes you think that you may need to make a change?
- What things make you think that (specific teaching behavior) is a problem?
- What difficulties have you had in relation to (specific teaching behavior)?
- In what ways do you think you or other people have been harmed by this problem?
- In what ways has this been a problem for you?
- What makes you feel like you should do something different?

Concern

- What is there about (specific teaching behavior) that you or other people might see as reasons for concern?
- What worries you about (specific teaching behavior)?
- What can you imagine happening to you as a result of (specific teaching behavior)?
- In what ways does this concern you?
- What do you think will happen if you don't make a change?

Commitment/Intention to Change

- If you could easily make any changes, what would be different?
- Where are you in terms of changing your behavior at this point?
- I can see that you're feeling stuck at the moment. What's going to have to change?
- Never mind the "how" for right now, what do you want to have happen?
- How important is this to you? How much do you want to do this?
- What would you be willing to try?
- What do you intend to do?

Practice Responding to Resistant Comments

Write a sample response to the resistant comment below for each of the advanced skills.

Parent: "I don't have any problems with him at home. It's not my problem. The school needs to figure out what to do."

Simple Reflection:

Amplified Reflection:

Double-Side Reflection

Reframe:

Shifting Focus:

Emphasizing Personal Choice:

Agreement with a Twist:

Coming Alongside:

Query Extremes:

Look Forward/Backward:

Video Assessment of Simulated Encounters - Revised¹

Sample A (Lisa). Write a response that indicates you are listening. (Presenters)

Sample B (Lisa). Write a response that you think would be most helpful in this situation. (Presenters)

Response 1 (Lisa). Write a response that indicates you are listening. (Audience)

Response 2 (Lisa). Write a response that indicates you are listening. (Audience)

Response 3 (Lisa). Write a response that you think would be most helpful in this situation. (Presenters)

Response 4 (Lisa). Write a summary that you might say to Lisa and which touches on the things that you think are most important.

Response 5 (Lisa). Write what you would say to or ask Lisa that might elicit more from her statements that support making changes.

Response 6 (Lisa). There are many different directions to explore with Lisa. Select the question or statement that you think would be most helpful to explore with Lisa now, if

¹ Modified from; Rosengren, D., Baer, J., Hartzler, B., Dunn, W., Wells, E., Ogle, R. (2005). Original retrieved from <http://adai.washington.edu/instruments/VASE-R.htm>, December 2012.

you wanted to increase her motivation to change; then indicate why you chose that one in the space below.

1. You said you didn't want to become a "bad teacher." Tell me more about that.
2. You indicated that there is something wrong with these parents. What do you really think is wrong?
3. How did the children respond differently, when the color card system was working?
4. Tell me about your classroom management, how often do the kids misbehave?

What reason(s) led you to choose this item?

Response 6a (Lisa). *Write an affirmation that you would use to recognize Lisa in a positive light.*

Parent Ecological Assessment and the Values Discovery Activity¹

Purpose

The purpose of this activity is to become familiar with the family ecology, and discover the parent's values, family goals, and hopes for the future. In addition, the coach works to develop, maintain and monitor a working alliance.

Context

The Parent Values Discovery Activity provides information, utilized during later steps of the homeBase process, for increasing parent motivation to adopt the universal principles. Successfully done, the parent's values are identified, validated (through reflections) and affirmed (through compliments and complex reflections). These occasions provide opportunities for the coach to identify and validate the parent's values, learn about existing family management practices, and encourage parents to consider which of their parenting behaviors support or contrast with their values. Additionally, the coach solicits some basic information around family risk factors and family composition, so that the need for immediate referrals to community resources can be considered. Although the coach is encouraged to be mindful and affirming of the parent's use of sustain and change talk, active attempts to evoke change talk during this interview are not encouraged, as directional use of MI may be perceived as "selling" or educating, which is particularly risky from a relational standpoint prior to having developed a strong working alliance.

Application

Introduction. The introduction sets the tone for the relationship, provides an overview of the homeBase process, and clarifies the time commitment expectations. An introductory script is provided below.

"Hello, as you know, my name is Pam, and I work with the school. The time you and I will spend together over the next few weeks focuses on the homeBase component of the First Step to Success intervention, which is designed to get [student's name] off to the best start possible in school. The fact that you're taking time out of your day/evening to meet with me says a lot about your commitment to [student's name]'s success. We will discuss a lot of things in our time together. The purpose of all these conversations is to explore whether you see any benefit in supporting the work the teacher is doing in the classroom by utilizing what we call the "universal principles" to support your student's behavior at home. No matter what decision you make, I'll still learn a great deal about (student's name) and that will be useful to make our interventions in the classroom as effective as possible. Our work takes 3-5 visits, our session today will take about an hour. Many parents request additional visits and support, and of course that is most welcome. Whether you decide to do that, and what it looks like, is completely up to you. Either way, I'll be staying in touch so we can work together regarding your student's progress with the Green Card Game in CLASS."

Ecological Assessment. Though the coach may only meet regularly with the focus student and one parent, there are often others who live in the household or have a pivotal role in the family's life. An important aspect of getting to know the family involves gathering information about key people in their lives. In addition, the work with the family may ultimately be more productive if major barriers or risk factors can be addressed prior to or alongside the homeBase tasks. Following is a suggested script for this portion of the session:

"I'm interested in hearing more about your family. Who lives in the household? Who are the important people in your lives who live in and outside the household? Where do you find your support as a parent and as a family?"

¹ Adapted from W.R. Miller, J. C'de Baca, D.B. Matthews, and P. L. Wilbourne; University of New Mexico (2001)

“Every family has strengths as well as challenges. For example, a family strength might involve being very close-knit and supportive of one another. That same family might struggle with serious financial difficulties or mental or physical health issues. Tell me about your family’s strengths and the things that sometimes present roadblocks for you.”

This discussion may be brief, however it is often the case in this initial meeting that parents are ready to share information beyond the purpose of this introductory question (i.e., basic demographic information). Parents may wish to share their emotions in regards to their students, the school, or from their personal lives. The spirit from which the coach has approached the interview may work to engender their trust. The personal nature of such issues will impact time it can take to gather the information. Thus, we suggest the coach respond to revelations of a personal nature with interest, using affirmations, reflective practice and summaries in order to transition the conversation to focus topics. This stage consists of forming a working relationship, validating for the parent that they are being heard and it is of significant importance.

Parent Values Discovery Activity. Coaches are encouraged to consider what is best for each parent individually, by adapting the Parent Values Discovery Activity to meet the parent’s unique needs. In general, parents are encouraged to sort through the cards and identify those that resonate with their family values and hopes for their student’s future. Alternatively, the coach can read the cards with parents (especially those whose literacy skills are challenged) and/or complete the exercise through an interactive discussion.

Introduce the activity by saying; *“I’d like to learn more about the values that are most important to you in your parenting and what your hopes and dreams are for your student now and in the future.”*

Give the parent the value cards and ask them to sort the cards into three piles- *Not Important, Important and Very Important*. Once finished, pick up the *Very Important* pile and ask the parent to re-sort, pulling out the top three or four cards in that stack. Do not be concerned if the parent cannot further edit the *Very Important* stack or ends up with exactly three or four cards.

Use the identified values to initiate a line of questioning to develop a recognizable discrepancy between parent beliefs and current parenting practices. As depicted in the figure below, this is done by: 1) skillfully walking the parents through a line of open-ended questions in which the parent is invited to identify important values; 2) defining hopes and dreams consistent with these values related to self, family, and student; 3) defining current student behaviors related to school success as well as parenting practices, and finally, 4) reflecting on discrepancies between their values, hopes and dreams, and current parenting practices. Although there are many possible paths to get from the value to the discrepancy, the path depicted below is often successful.

It may be useful to retain the Values Cards that parents identify as most important, recording the parent’s words (quotes) from your discussion on the cards themselves. During the Performance Feedback Interview (or other times parent motivation is low due to perceived low importance) these cards can be used to evoke discrepancies between the parent’s stated values and current practices.

Parent Values Discovery Cards

<p>Companionship/ Marriage</p> <p>To have one close, loving relationship.</p>	<p>Family</p> <p>To be closely connected and involved with family and love partner.</p>
<p>Leisure Time</p> <p>To have lots of time to relax and enjoy.</p>	<p>Independence</p> <p>To be free from dependence on others.</p>
<p>Beliefs</p> <p>To grow and mature spiritually.</p>	<p>Community</p> <p>To be closely connected and involved with organizations and the people in my life.</p>
<p>Friendships</p> <p>To have close, supportive friends.</p>	<p>Job/Occupation</p> <p>Employment that I enjoy and that provides for my family.</p>

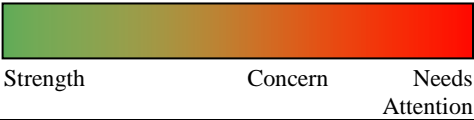
<p style="text-align: center;">Pleasure/Fun</p> <p style="text-align: center;">To have fun and play.</p>	<p style="text-align: center;">Abilities/Skills</p> <p style="text-align: center;">To be highly competent in important activities.</p>
<p style="text-align: center;">Acceptance/Tolerance</p> <p style="text-align: center;">To accept and respect those who differ from me.</p>	<p style="text-align: center;">Cooperation</p> <p style="text-align: center;">To work collaboratively with others.</p>
<p style="text-align: center;">Responsibility</p> <p style="text-align: center;">To be reliable and make responsible decisions.</p>	<p style="text-align: center;">Self-esteem and Confidence</p> <p style="text-align: center;">To feel good about myself, to accept myself as I am.</p>
<p style="text-align: center;">Health</p> <p style="text-align: center;">To be physically well and healthy.</p>	<p style="text-align: center;">Emotional and Physical Safety</p> <p style="text-align: center;">To feel safe and secure in all aspects of my life.</p>

<p>Achievement</p> <p>Driven to achieve and to get ahead.</p>	<p>Education</p> <p>To learn and grow in my understanding of the world.</p>
<p>Very Important</p>	<p>Write your own value:</p> <hr/>
<p>Not Important</p>	<p>Important</p>

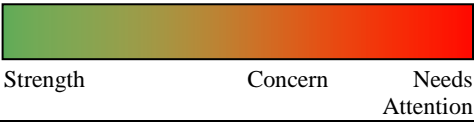
Profile for _____

Date _____

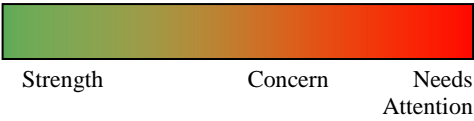
	Child Adjustment
Emotional adjustment	
Behavior	
Activity level	
School success	
Friends	
Other	



	Family Context
Parent wellbeing	
Feelings about being a parent	
Social Support	
Coping	
Family stressors	
Family relationships	
Other	



	Family Management
Family time	
Supporting positive behaviors	
Involvement and monitoring	
Setting rules and following through	
Discipline strategies	
Co-parenting	
Other	



Decisional Balance

Current Practice: _____

Benefits
Good things about _____:

Barriers:
Bad things about _____:

New Practice: : _____

If you were to try it, what might be some benefits:

If you were to try it, what might be some challenges:

MI Personal Development Planning Sheet

<i>MI Strengths?</i>	<i>MI Areas for Growth?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> MI Spirit <ul style="list-style-type: none"> <input type="checkbox"/> Partnership <input type="checkbox"/> Acceptance <input type="checkbox"/> Compassion <input type="checkbox"/> Evocation <input type="checkbox"/> OARS <ul style="list-style-type: none"> <input type="checkbox"/> Asking open-ended questions <input type="checkbox"/> Giving affirmations <input type="checkbox"/> Using reflections <ul style="list-style-type: none"> <input type="checkbox"/> Simple <input type="checkbox"/> Complex <input type="checkbox"/> Providing summaries <input type="checkbox"/> Change talk <ul style="list-style-type: none"> <input type="checkbox"/> Hearing change talk <input type="checkbox"/> Evoking change talk <input type="checkbox"/> Developing discrepancies <input type="checkbox"/> MI Processes <ul style="list-style-type: none"> <input type="checkbox"/> Engaging <input type="checkbox"/> Focusing <input type="checkbox"/> Evoking <input type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input type="checkbox"/> MI Spirit <ul style="list-style-type: none"> <input type="checkbox"/> Partnership <input type="checkbox"/> Acceptance <input type="checkbox"/> Compassion <input type="checkbox"/> Evocation <input type="checkbox"/> OARS <ul style="list-style-type: none"> <input type="checkbox"/> Asking open-ended questions <input type="checkbox"/> Giving affirmations <input type="checkbox"/> Using reflections <ul style="list-style-type: none"> <input type="checkbox"/> Simple <input type="checkbox"/> Complex <input type="checkbox"/> Providing summaries <input type="checkbox"/> Change talk <ul style="list-style-type: none"> <input type="checkbox"/> Hearing change talk <input type="checkbox"/> Evoking change talk <input type="checkbox"/> Developing discrepancies <input type="checkbox"/> MI Processes <ul style="list-style-type: none"> <input type="checkbox"/> Engaging <input type="checkbox"/> Focusing <input type="checkbox"/> Evoking <input type="checkbox"/> Planning
What training opportunities or experiences can improve my areas for growth?	
<ul style="list-style-type: none"> <input type="checkbox"/> Reread sections of this book related to that growth area <input type="checkbox"/> Complete exercises and use forms in this book related to that growth area <input type="checkbox"/> Use one or more of the fidelity assessment tools described in Chapter 11 <input type="checkbox"/> Start a reading and resource group on MI in your school <input type="checkbox"/> Look for resources on motivationalinterviewing.doc related to that growth area <input type="checkbox"/> Read additional books on MI <input type="checkbox"/> Attend workshops on MI <input type="checkbox"/> Other _____ 	
Goals and Plan	
<p><i>My goal to improve my MI skills is to focus on the following growth area_____.</i> To achieve this goal I will use the following training opportunity_____. I will achieve this goal by _____(date) and will reassess my plan.</p>	

Resources

MI Web page: <http://www.motivationalinterview.org/>

Training videos: http://motivationalinterview.org/quick_links/multimedia.html

Training handouts: <http://prevention.missouri.edu>

Books

Dishion, T. J., & Kavanagh, K. (2003; paperback 2005). *Intervening in adolescent problem behavior: A family-centered approach*. New York: Guilford Press. ISBN: 1-59385172-3 (pbk).

Dishion, T. J., & Stormshak, E. A. (2007). *Intervening in children's lives: An ecological, family-centered approach to mental health care*. Washington, DC: American Psychological Association.

Herman, K.C., Reinke, W., Frey, A., & Shepard, S. (2014). *Motivational interviewing in schools: Strategies for engaging parents, teachers, and students*. New York: Springer.

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Preparing people for change* (3rd ed.). New York: Guilford.

Naar-King, S., & Suarez, M. (2012). *Motivational interviewing with adolescents and young adults*. New York: Guilford.

Reinke, W., Herman, K.C., & Sprick, R. (2011). *Motivational interviewing for effective classroom management: The Classroom Check-Up*. New York: Guilford Press.

Rollnick, S., Miller, W.R., & Butler, C. (2008). *Motivational interviewing in health care: Helping patients change behaviors*. New York: Guilford.