

## **Video Assessment of Simulated Encounters-School-Based Applications 2.0**

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*The Video Assessment of Simulated Encounters-SBA 2.0* (VASE-SBA) consists of three video vignettes, each containing eight stems. Within each vignette, four stems request the interventionist to provide a reflection. Two stems ask that participants pose a question to move the conversation forward. Additionally, one stem in each vignette prompts participants to provide an affirmation and one prompts participants to provide a summary.

The VASE-SBA (Lee et al., 2013) was originally modified from Rosengren, et al.'s (2005) VASE-Revised to adapt the video prompts to simulate communications from clients within a context specific helping relationship<sup>1</sup>. The initial version of the VASE-SBA was updated in 2025.

The purpose of the VASE-SBA 2.0 is to assess Motivational Interviewing (MI) skills in the context of simulated school-based interactions with teachers, caregivers, and students. Interventionists are prompted to generate written responses consistent with MI skill and results are organized into subscales for each MI skill: questions, affirmations, reflections, and summaries. The operationalization of the scoring system is provided below, followed by examples of responses for each of the 24 items. Finally, interpretation guidelines are provided.

### **Scoring Guidelines**

All items are scored on a 4-point scale. Responses options are: 0 (*Beginning*), 1 (*Emerging*), 2 (*Basic*), and 3 (*Advanced*). For all skills, if the coder is uncertain, they should code down (i.e., assign the lower of the codes under consideration).

### **Questions**

The purpose of questions in MI practice is to learn about the client's perspective.

**Beginning.** *Beginning* questions indicate the respondent either failed to respond with a question or included one or more utterances that meet the definition of MI Non-Adherent (MINA) codes of the MITI 4.0<sup>2</sup> (Persuade or Confront). Questions that ask about diagnostic labels (i.e., hyperactivity, depression, anxiety) when the client has not used diagnostic language in the vignette should be scored *Beginning*. Additionally, questions that propose solutions related to the client's problem when the client has not asked for assistance should be scored *Beginning* because these questions represent a MINA (i.e., persuade). Closed-ended questions that do not foster engagement and give the client the autonomy to decide what they want to share and how they want to share it are coded *Beginning*.

**Emerging.** *Emerging* questions contain elements that may detract from their effectiveness, including (1) closed-ended questions, (2) language that de-centers the client, or (3) conversational inefficiencies. Closed ended questions that foster engagement and give the client

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<sup>1</sup> Lee, J., & Frey, A.J., & Small, J.W. (2013). *The Video Assessment of Simulated Encounters – School-Based Applications*. Cincinnati, OH: University of Cincinnati.

<sup>2</sup> Moyers, T.B., Manuel, J.K., & Ernst, D. (2014). *Motivational Interviewing Treatment Integrity Coding Manual 4.0*. Unpublished manual.

the autonomy to decide what they want to share and how they want to share it are coded *Emerging*. Closed-ended questions are considered *Emerging* because they are inefficient. Specifically, they run the risk of shutting the conversation down (i.e., if the client responds no) or require the interventionist to follow up with another question. De-centering the client within a question involves moving the conversation away from the client as the agent of behavior change (i.e., centering someone other than the client) when the client has already accepted, or is considering, agency; starting with “I” (e.g., “I hear you saying...” “What I think you are telling me...”). Conversational inefficiencies refer to unnecessary words (e.g., “so”, “sounds like”) or utterances (additional sentences or phrases that detract from the focus of the reflection). It is also inefficient to pose more than 1 question in a volley. Hypotheticals (“might”, “maybe”, “it can be”) are also conversational inefficiencies. Finally, *Emerging* questions are also likely to weaken client commitment language<sup>3</sup>. For example, questions that encourage the respondent to elaborate on sustain talk are scored *Emerging*.

**Basic.** *Basic* questions are open-ended questions that do not focus on target(s) of behavior change; this includes questions about anyone other than the client and questions that are not specifically related to or addressing anything other than the target(s) of behavior change.

**Advanced.** *Advanced* questions are open-ended questions that focus on the client and target(s) of behavior change.

### ***Affirmations***

The purpose of affirmations is to validate the client’s behavior, thoughts, intentions, values, or goals. Affirmations can also acknowledge strengths, effort, and resources. Affirmations can be simple in that they mirror or closely represent what has been said. Affirmations can also be complex or expand on the meaning offered by the client.

**Beginning.** *Beginning* affirmations indicate the interventionist did not use an affirmation or the volley contains one or more utterances that meet the definition of a MINA. Praise and approval statements should not be coded as affirmations and are considered *Beginning* responses.

**Emerging.** *Emerging* affirmations contain an affirmation accompanied by elements that de-center the client. De-centering the client while using an affirmation can take several forms, including starting a response with “I” or providing information about their own experience that may not be perceived by the client as relevant to their situation. Affirmations that are not clearly relevant to the conversation are also scored *Emerging*.

**Basic.** *Basic* affirmations validate the client’s behavior, thoughts, intentions, values, or goals but are not related to the target(s) of behavior change.

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<sup>3</sup> Client commitment language concerns the likely impact of the interventionist’s use of the MI skill concerning how they talk about change; talk about change is typically in the form of cultivating change talk or softening sustain talk related to the target(s) of behavior change. Sustain talk can include the client’s desire, ability, need, and reasons to remain the same (i.e., not to engage in the target(s) of behavior change). Additionally, invitations for sustain talk can invite them to discuss desire, ability, need, and reasons engaging in the target(s) of behavior change is problematic.

**Advanced.** *Advanced* affirmations validate the client’s behavior, thoughts, intentions, values, or goals and are related to the target(s) of behavior change.

### ***Reflections***

Reflections are statements that demonstrate the interventionist has not only heard but is attempting to understand what the client is communicating. Reflections can be simple in that they mirror or closely represent what has been said. Reflections can also be complex or expand on the meaning offered by the client.

**Beginning.** *Beginning* reflections indicate the respondent did not use a reflection, or the reflection contains one or more utterances that meet the definition of MINA. Reflections that are suggestive of diagnosing (i.e., how or why it came to be) the problem represent a MINA (i.e., confrontation). Additionally, reflections that propose solutions related to the client’s problem when they have not asked for it should be scored *Beginning* because such reflections are MINAs (i.e., persuade).

**Emerging.** *Emerging* reflections contain elements that de-center the client or contain conversational inefficiencies. De-centering the client while using a reflection can take several forms, including beginning the reflection with “I,” judging or evaluating, providing information about their own experience that may not be perceived by the client as relevant to their situation, and moving the conversation away from the client as the agent of behavior change (i.e., centering someone other than the client) when the client has already accepted, or is considering, agency. Conversational inefficiencies refer to unnecessary words or utterances (e.g., “so”, “sounds like”, “it seems”, “you’re saying”, “you’re thinking”). Additional sentences or phrases that detract from the focus of the reflection (e.g., “I understand”, “I get it”) are also considered linguistic inefficiencies. Hypotheticals (“might”, “maybe”, “it can be”) are also conversational inefficiencies.

**Basic.** *Basic* reflections reflect the client’s perspective unrelated to the target(s) of behavior change.

**Advanced:** *Advanced* reflections reflect the client’s perspective related to the target(s) of behavior change.

### ***Summaries***

The purpose of a summary in the context of the VASE-SBA 2.0 is to bring the conversation to a close or transition to a new phase of the conversation.

**Beginning.** *Beginning* summaries do not capture the essence of the conversation or contain one or more utterances that meet the definition of MINA. Summaries that focus only on sustain talk are also coded *Beginning*. Additionally, a summary that places blame on the client for their current situation or propose solutions the client has not indicated they are willing to entertain are coded *Beginning*. Unlike the other MI skills, summary responses are not coded *Emerging* for starting with “I” (e.g., “I hear you saying...” “What I think you are telling me...”.)

**Emerging.** *Emerging* summaries emphasize or conclude with a focus on sustain talk.

**Basic.** *Basic* summaries emphasize or conclude with a focus on change talk.

**Advanced.** *Advanced* summaries emphasize or conclude with a focus on change talk and acknowledge steps taken or infer the client's willingness to change.

***Decision rules***

- For responses containing skills that have not been prompted, score only the elicited skill.
- For responses containing more than one utterance of the elicited skill, record the lowest scored utterance.
- Punctuation is ignored.
- Responses in third person are not coded and left blank on the score sheet.

## Vignette Descriptions, Prompts, and Coded Examples

Items are intended to elicit responses that are consistent with specific MI skill areas. To assist coders in differentiating between *Basic* (i.e., 2) and *Advanced* (i.e., 3), text related to a target of behavior change is in bold.

### Vignette 1

Michael is a thirty-three-year-old male preschool teacher who is midway through his twelfth year of teaching at your school. He has invited you to work with him, as he feels he has “lost his touch” when it comes to classroom management. He believes that families have become more lenient with their children over the years, and that this has resulted in an increase in behavior problems. Michael relies on the traditional “color card” system in his classroom, which uses a green, yellow, and red card that the children “flip” after breaking the rules. The target for **behavior change in this interaction is Michael’s behavior management/instructional practices or behavior related broadly to teacher-student or teacher-parent interactions.**

*Michael: I’ll be honest with you. **Things aren’t going that great, and what I am doing with these kids may be too harsh.** I yell now and then, but it’s what I have to do to survive.*

### Prompt 1. Write a reflection that shows you are listening

#### Example responses

##### **Beginning**

- Explain more about the things you’re doing that may seem too harsh.
- You feel that you’re responding to the challenges you face with the best possible strategies you know.
- I feel like you sound defeated.
- Thank you, Michael, for your honesty and for sharing that you might be too harsh.

##### **Emerging**

- It sounds like you're feeling frustrated and unsure about your usual approach, especially with how children's behavior and expectations have changed over the years.
- I hear from what you're telling me that you might be struggling, and I'd like us to work through that to understand what might be at the core of your frustration.
- Hi Michael, thank you for opening up and inviting me into your classroom, it's clear you care deeply about your students and their success. After two decades of teaching, it's completely understandable to feel like things are shifting, especially when classroom behaviors and family dynamics evolve. I hear that you're feeling frustrated and a bit uncertain about your current classroom management approach. Your comment about “losing your touch” really stood out to me, and I want you to know you’re not alone, many experienced educators feel that way at times. I also noticed that you’re still using the color card system, which was a common and structured approach for many years. It sounds like you’re wondering if it’s still as effective as it used to be, especially with the current group of students. I’d love to explore some new strategies with you, ones that

might help you reconnect with your students and feel more confident in your classroom management. Your willingness to reflect and grow after so many years in the field is incredibly admirable, and I'm here to support you however I can. Let's start by looking at what's going well and what kinds of behaviors are most challenging, then we can talk through some fresh approaches that align with your values and goals for your classroom.

- You mentioned that you are having a difficult time with classroom management, and other teachers have discussed this issue with me as well. You also stated that you find it more challenging because of lack of parental involvement. Are these correct on your thoughts?

### **Basic**

- You are experiencing challenges with behaviors in your classroom
- The students' behavior is frustrating.
- Teaching is hard.

### **Advanced**

- It has been a challenging year for you in terms of dealing with student behavior; on one hand, you feel the strategies you're using may be too harsh, but on the other hand, they seem like the only thing that works.
- You don't feel that things are going well for you in your classroom management with the children.
- You are doing the best you can with the knowledge and resources available to you, but it's not resulting in the change you want to see.
- You say things are hard, and you may be too harsh with them, but it helps you survive.

### **Missing/Not coded**

- This is a teacher who has seen changes in students over the years. He knows that he made changes that himself and students might not necessarily like, but it was the choice that was made to be able to survive the day to day and ultimately the school year.
- He feels like he is just surviving and not thriving. Seems very tired possible burnout.

### **Prompt 2. Write a question to move the conversation forward.**

#### Example responses

##### **Beginning**

- What do you think about this plan?
- Please tell me about the behaviors in your classroom that you think contribute to you doing what you have to do to survive.
- Would you be interested in hearing some ideas that might make you feel like you are doing more than just surviving every day?
- Tell me more about what behaviors you are seeing that make it feel like you are just surviving.

##### **Emerging**

- Could you explain more about the behaviors you are seeing?

- Do you feel like raising your voice to your students could lead to success managing your class?
- Tell me more about how you are interacting with this student. What strategies have you tried so far?
- Can you expound on your perspective a little more?

#### **Basic**

- What things in your classroom seem to be going well?
- Tell me about your students.
- How do you think your students could do better?
- What makes you believe things aren't going well?

#### **Advanced**

- What would you like to change in your classroom?
- How do you personally feel about the strategy's effectiveness at classroom management?
- What do you feel is too hard?
- Why do you feel that some of your techniques might not be working?

#### **Missing/Not coded**

- I would ask them what management techniques they have you used.
- I would ask what makes what he is doing harsh.

*Michael: Well, **I used to be much better at this.** I had my classroom running smooth, the children and I were getting along, and **I had a couple of really good years.** Now, **everything has fallen apart.***

#### **Prompt 3. Write a reflection that shows you are listening**

##### Example responses

#### **Beginning**

- From what you are saying, a great thing is we know your classroom management can be done. Sometimes we get in such a flow that we miss the little things that can become a greater management issue if not addressed and implemented immediately and consistently.
- I've felt that way before. Teaching in a classroom has an ebb and flow and sometimes it's a real challenge.
- I appreciate your honesty with me.
- It sounds like you have been implementing strategies that have worked for you in the past.

#### **Emerging**

- That's terrific that your classroom was running smoothly and that you and the students were getting along.
- It sounds like you used to feel more successful in your classroom.
- I understand why you feel frustrated. You used to have a good relationship with the kids and now you feel as though you don't anymore.



- It seems that you had effective management skills previously, so we know it can be performed. Let us discuss what has been done differently to have changed the results.

### **Basic**

- You feel like you had a few good years.
- For a couple of years you've had great rapport and good relationships with your students and things ran smoothly in your classroom. Up until now, you are feeling that everything is falling apart.
- The students were more responsive in the past.
- The children got along better previously.

### **Advanced**

- You used to feel like you were managing things well, but now you feel like those things aren't working anymore.
- Your teaching routine used to be manageable and there were good years that reflected that. You now feel as though things are falling apart.
- You have skills that have worked for you in the past.
- You've experienced success in the classroom before, but now you're feeling a little defeated.

### **Missing/Not coded**

- Micheal is frustrated because he feels like this class is not running as smoothly as it did in the past and feels like everything is falling apart.
- He has seen success. Now he feels things have fallen apart.
- He is aware he had a really good system for a few years but things have changed.

### **Prompt 4. Write a question to move the conversation forward.**

#### Example responses

#### **Beginning**

- Please tell me more about your journey with your students this year.
- Have you tried using any of the PAX kernels or setting a vision with your class?
- Would you like to discuss one management skill that is working and which you'd implement first?
- Describe what "falling apart" looks like.

#### **Emerging**

- I'd love to hear about what you did in the past that made you feel successful, what did your classroom look like when it was running smoothly?
- What strategies have worked in the past, and what things are going well that we could build on?
- Can you tell me about those good years?
- What do you feel you were doing that caused your classroom to run smoothly and helped you get along with the children? What has changed since then?

### **Basic**

- How has it fallen apart?
- What do you think happened in the last few years that isn't happening this year?
- Why do you feel this way?
- When you say everything was going well, could you give me more detail about what a really good year looks like?

### **Advanced**

- What would a successful day of classroom management look like for you?
- What were some of the strategies that worked for you in the past?
- What are you doing differently now than when things ran smoothly?
- What was a time you remember this style working in your classroom?

### **Missing/Not coded**

- I would ask what worked in the past.
- The teacher needs more confidence.
- I wonder if they should observe a better teacher.

*Michael: I've never had the types of challenges I am facing today; children have so many significant behavior problems, and their parents just don't seem to care.*

### **Prompt 5. Write a reflection that shows you are listening**

#### Example responses

##### **Beginning**

- I can relate to this; I've had similar feelings when working with students in previous years.
- I have heard from many other teachers that parents don't seem to care anymore.
- I see that you feel these challenges are outside your management scope, and I have some ideas that could provide more positive results if you'd like to discuss them.
- That can be stressful when encountering challenging behaviors.

##### **Emerging**

- Thank you for letting me know about the challenges you are facing; it sounds difficult to manage behavior in your classroom.
- I hear that it feels like parents are not supporting you in helping ensure their child behaves to get the best education possible.
- I understand that children present more behavioral issues these days and that getting parental support is an added challenge.
- It seems both children and parents are changing.

##### **Basic**

- You feel you are not getting enough support from parents.
- Children are showing new behaviors you haven't seen before.
- Parents don't care.

- You're facing significant behavior challenges from students, and their parents don't seem to care.

### **Advanced**

- The behavior challenges you are experiencing feel overwhelming, and you aren't feeling supported by families.
- You are frustrated with how things are going, and something needs to change.
- You want to know what teaching practices are effective enough to overcome lack of parental support.
- While parent engagement is frustrating, you're committed to finding a better way.

### **Missing/Not coded**

- He is seeing new challenges and parents who seem disconnected.

*Michael: You know, people don't make a big enough deal out of the lack of discipline at home these days. Discipline begins at home, and there isn't much a teacher can do when parents expect nothing of their children.*

### **Prompt 6. Write a reflection that shows you are listening**

#### Example responses

#### **Beginning**

- Yes, the lack of control over what parents choose to do with their children is difficult to let go of. I've learned to really identify what I can control and what I cannot. This has helped me regain my focus as a teacher.
- It can be really frustrating when you feel unsupported by parents.
- I understand your concerns.
- I hear you feel like there's not much you can do since parents don't seem to expect much from their children.

#### **Emerging**

- I can understand your frustration feeling that your student population is different now than it used to be.
- Our world continues to change and evolve, and since you feel discipline should begin at home and that isn't happening, you feel like the base of discipline is missing.
- Ah, so there are some concerns you have about parents not holding the kiddos you work with accountable for behavior at home, which in turn makes your job that much more difficult.
- It seems like you've identified a root of your issue, which is beginning with discipline.

#### **Basic**

- You believe something has changed in the way parents discipline their children, which then bleeds into the classroom.
- Parents are the key in addressing and resolving behavior issues.
- You feel like lack of discipline is a big deal and lack of parent support.

- Home life can impact the classroom.

### **Advanced**

- You're thinking attitudes at home influence classroom behaviors and aren't sure anything you do in the classroom can make a difference.
- You're looking for a system that feels more positive and helps students learn rather than just punishing them.
- You feel like family expectations at home influence the effectiveness of classroom management.
- The lack of discipline at home is making a difference in your classroom, and you feel without parent support you as a teacher cannot do much.

### **Missing/Not coded**

- He feels there is no discipline happening at the student's home. Therefore, there is nothing he can do at home.

*No video-prompt.*

**Prompt 7. Write an affirmation that you think would be helpful.**

### Example responses

#### **Beginning**

- I'd like you to remind yourself of the following: "I have the skills needed to be a successful teacher."
- I have control over what happens in my classroom.
- You do a great job of trying to understand their behaviors.
- That has to be really exhausting; no wonder you are feeling frustrated.

#### **Emerging**

- Asking for help is a big step and you are moving towards some good changes.
- I can tell you care about your students and want to do a good job teaching.
- It sounds like you've put quite a bit of thought into your students' behavioral improvement.
- I certainly agree that things have changed over the last several years, and you really want to help your students behave in more positive and productive ways.

#### **Basic**

- You have a caring heart and you want what is best for your students, and you feel it's important for students to be accountable for their actions.
- You want your students to be successful in your classroom.
- You've been dedicated to this profession for 20 years, and it's clear that you care deeply about your students and their success.
- I appreciate how you have taken the time to identify the root of the issue you are seeing in your classroom.

### **Advanced**

- You truly care about your students and have high expectations for them.
- You keep showing up for your students and you've reached out for help, which is a really important step.
- You have high expectations for your students and truly care about them.
- I see you really care about your students making progress in this area and you're putting a lot of thought into possible root causes.

### **Missing/Not coded**

- The teacher does care a lot about the students.
- The teacher is in a tough spot.

### **Prompt 8. Write a summary that touches on important topics.**

#### Example responses

##### **Beginning**

- It seems you need help having your classroom run smoothly with the change in behaviors and the changes in the home environment. When things change that we don't have control over, we need to change our way of thinking to adapt to those changes.
- Challenging behaviors while you're teaching can be so frustrating, as well as feeling you're not getting the support you need from home. While home environments do play a role, we can only control what happens in our classrooms. The good news is, with consistent routines and expectations, we can still create a structured space where students can thrive and hopefully work together to take some of the frustrations away from you.
- Would you be okay if I helped you figure out maybe some new strategies to help with this issue?
- Together I hope we can partner together to dig deeper into what strategies can help you regain that more productive feel for you and your students.

##### **Emerging**

- To summarize, I hear that you are frustrated with your reactions to student behavior and that you are also frustrated with parent responses to student behavior. I also know that you are a veteran teacher who has created a safe learning environment for your students.
- It sounds like you are working really hard and doing what worked in the past but feel those tools aren't working any longer. I can imagine that this is really frustrating and you feel exhausted by how your job is becoming harder and not easier.
- Behavior is difficult to battle when it's one-sided, but identifying the need a student will help better equip teachers in addressing these behaviors.
- Tell me if I understood what you are saying correctly. Over the past few years you have felt more and more disheartened by the behaviors you are seeing in the classroom. It seems like students are coming to school with so many challenges and it is becoming overwhelming. You used to enjoy teaching and felt confident in your abilities but as the behavior challenges have increased and parent support has lowered you are discouraged. At this point, being really strict is the only thing that you can do to get through the day.

### **Basic**

- Michael, let's see if I'm missing anything. I can hear that the behaviors you are experiencing in the classroom are challenging, and different, or more challenging than those you've previously experienced. I understand that you feel that the strategies that you have used in the past don't work the way they previously did, and that the behaviors are not improving. You consider the influence of families on their children's behavior, You want to improve challenging behaviors and work with parents on discipline. Does that sound about right?
- You are feeling frustrated with the impact you are having for the students in your classroom and would like to again feel like you are connecting with students and families.
- You are frustrated because you are having to resort to teaching practices that are uncomfortable. Parent support is not what it used to be, which makes teaching harder. You wish parents would be more supportive and know what you are currently doing is not the answer.
- You're at your wits end, resorting to strategies like yelling that use to not be necessary. This strategy is not consistent with how you want to be as a teacher. Something needs to change.

### **Advanced**

- So far, you've shared that classroom management has become more challenging over the years, possibly due to changes in parenting styles. You're concerned that your current system isn't as effective as it once was, and you're open to exploring new strategies to better support your students. I really appreciate your willingness to reflect and seek support, it shows your commitment to growth and to your classroom.
- It seems your classroom isn't running as smoothly, due to different varying factors. You would like to make some significant changes in your classroom to help things run more smoothly.
- You're feeling a bit defeated with current classroom behaviors and are wondering how to recreate the success you've had before.
- You've been teaching for a long time and have seen a lot of changes in student behavior and parenting. You've noticed your current system isn't working the way it used to, and you're feeling discouraged. But you're also open to trying new strategies and are committed to doing what's best for your students. It seems like you're looking for a more effective and respectful approach to classroom management that builds on your strengths and supports kids in learning positive behaviors.
- So far, you've shared that classroom management has become more challenging over the years, possibly due to changes in parenting styles. You're concerned that your current system isn't as effective as it once was, and you're open to exploring new strategies to better support your students. I really appreciate your willingness to reflect and seek support, it shows your commitment to growth and to your classroom.

### **Missing/Not coded**

- He feels as though the behaviors and the discipline at home is worse than it's been years past. He is feeling burnt out dealing with them everyday and is not sure how to correct them.

## Vignette 2

Bailey is a twenty-seven-year-old mother of three girls. Each of her children attended your elementary school. Now, Bailey's youngest child, Elise, who is in pre-K, is having behavior problems in school. You've invited Bailey in to talk about the behavior issues that have been reported by the teacher. The targets for behavior change include **Bailey's parenting practices or her parent-teacher interactional style.**

*Bailey: I'm not sure how this is going to help me. I mean it's Elise who needs your help, not me. At home we don't have any problems.*

### **Prompt 9. Write a reflection that shows you are listening.**

#### Example responses

##### **Beginning**

- As a parent, it's important to find the balance between when an issue is solely your child's and when it requires both of you to work together.
- I'm hearing that you have things under control at home, and I'd like to brainstorm ideas for how we can help Elise at school.
- Elise is a great girl and I'm sure she does excellent at home; I'm hoping you can help me come up with solutions to the issues we're seeing at school.
- Thank you for taking the time to speak with me today—I'm glad to hear that Elise isn't having problems at home.

##### **Emerging**

- I'm hearing that you're confused about the issues at school since you don't see them at home.
- I understand that you're wondering if it's necessary for us to meet since Elise is struggling in the classroom but not at home.
- It seems like you're confused by this situation.
- It sounds like you're unsure whether this meeting will be helpful.

##### **Basic**

- You're seeing most of the behavior issues happening at school?
- You're not experiencing challenges at home and are wondering how this conversation could help Elise.
- You aren't seeing any problems at home with Elise's behavior.
- Elise seems to be having trouble at school but not at home.

##### **Advanced**

- Elise is experiencing some challenges in the classroom, and you're curious how this meeting can help both of you.
- You're not sure how your involvement will help since Elise seems to only be struggling with her behavior at school.
- You are curious what your role could be in helping Elise get off to a good start this year.

- You don't need the schools help and are open to helping us her since you took the time to come in today.

### **Missing/Not coded**

- Bailey is confused why she is having this conversation. Elise is having issues only at school not at home.
- Bailey doesn't think Elise is having any problems at home and this probably isn't going to be helpful.

*Bailey: This has all been a bit stressful, and confusing. I'm not sure how she can be so different at home than at school. I don't want to blame the teacher or anything – but I sometimes wonder if it's something with the teacher.*

### **Prompt 10. Write a reflection that shows you are listening.**

#### Example responses

##### **Beginning**

- I know with your vast classroom experience there have likely been times where you've had a situation similar to this.
- As adults we've learned and still learn daily how to interact with others, and teachers provide that same variety for children. At home your child has a predictable environment surrounded by those who know her best, but at school she's surrounded by a variety of peers with similar needs and one teacher to meet them all. It can be stressful for a child to adapt to this new environment, and together we can collaborate on ways to help Elise be more successful.
- Children often behave differently at home than at school.
- I hear your concerns and understand your frustrations.

##### **Emerging**

- I understand you feel stressed and confused and are wondering how she can act so differently at home than at school.
- It can be hard when our children are struggling.
- You've worked really hard to support your kids, and it's frustrating when you feel like others might be judging your parenting.
- I'm hearing you say that maybe you feel there might be an issue with the teacher.

**Basic: Not an option for this item, as the response ranges are limited due to the intensity of sustain talk and lack of an opening to comment on the target behavior of change.**

##### **Advanced**

- You're wondering about the differences between Elise's behavior at school and what you see at home.
- You are feeling stressed over the reports of Elise's behavior at school and feel this is totally different from how she acts at home, and you wonder if these behaviors could have something to do with the teacher.



- You are not seeing the same issues at home, so you think the cause may be something at school.
- The situation with your daughter Elise and her behavior at school has you feeling confused and stressed since you aren't noticing these behaviors at home. You're reluctant to blame the teacher but would like to figure out if the teacher may be a factor.

### **Missing/Not coded**

- Bailey is concerned that the reason her daughter is having behavior issues is because the teacher. She is confused.

*Bailey: It's like she's a different kid or something. When the teacher calls, it's like she is describing someone else's kid – not Elise. For me she has always been a sweet little girl, **maybe a little spoiled**, but she's the little one.*

### **Prompt 11. Write a reflection that shows you are listening.**

#### Example responses

##### **Beginning**

- I know it is hard to imagine how things could be so different in other environments.
- I know you want the best for her-- just like your other children. Tell me about the conversations you've had with the teacher.
- As I previously mentioned...your child is in a new environment and this new environment may be causing her some discomfort. Together we can collaborate on strategies to help her make the transitions between home and school easier.
- Yes, Elise is the youngest and is a great child, very sweet. The teacher contacting you, shows that they are concerned about a behavior that we need to identify.

##### **Emerging**

- I hear you say that you don't understand that your sweet little girl doesn't act like this at home.
- I hear you feel frustrated and sometimes dread calls from her teacher since the behaviors at school don't match how Elise behaves at home.
- It can be hard to imagine that Elise acts differently at home than at school.
- It sounds like the behaviors Elise is having at school are very surprising to you although you feel she may be a little spoiled being the youngest and all.

##### **Basic**

- You acknowledge that this is out of character for your child. I also hear you acknowledging that she is the youngest in the family.
- Elise is the youngest and a sweet little girl. Perhaps a little spoiled. You're confused when the teacher calls you and tells you about these behavior issues. It doesn't even sound like your daughter could be having these issues.
- It's hard for you to understand how Elise's reported behavior could be accurate since it's the opposite of what you report seeing at home.
- You have few concerns with her behavior at home

### **Advanced**

- You're worried this might reflect poorly on you as a parent, and you want to make sure Elise gets the help she needs.
- You're worried that Elise's behavior might reflect something you've missed or done wrong, and you're trying to make sense of it.
- Elise is sweet at home and is a little spoiled.
- You are curious if her being spoiled might be contributing somehow.

### **Missing/Not coded**

- Bailey is hearing that her behavior is completely different at school and is confused by the teacher phone calls. She admits she is spoiled, but that she is the youngest.

### **Prompt 12. Write a question to move the conversation forward.**

#### Example responses

##### **Beginning**

- First let us discuss some ways for you and I to have classroom observations since that seems to be the location of the problem. Additionally, what does success for Elise look like to you?
- Help me understand what you mean when you talk about some of the minor issues you see at home.
- Would you explain Elise's behavior at home when she doesn't get to have her turn playing a game or she has to share a favorite toy?
- Tell me about what her behavior looks like at home and how you feel she is "spoiled"?

##### **Emerging**

- What do you think could be causing her changes at school? Tell me about a typical day at home or outing with Elise.
- Can you describe some of the Basic behaviors that Elise shows at home?
- How do you think Elise could do better with her behavior at school? What strategies do you use at home when she has these "spoiled" moments?
- What strategies are you using that work for you?

##### **Basic**

- What has Elise said about her school day?
- What specific behavior concerns has the teacher shared with you about Elise?
- Why do you think Elise might act different at school than at home?
- What does the teacher tell you when she calls that make you feel the teacher is talking about a different child?

##### **Advanced**

- When you say a little spoiled, what does that mean?
- What do you do when she acts out at home?
- What works for you when addressing challenging behavior with your child?
- What kinds of things have you noticed at home that might help us understand Elise's behavior at school?

### Missing/Not coded

- I would ask why she is spoiled.
- I bet the child is more than a little spoiled.

*Bailey: I do tend to treat her like the little girl she is – at home I mean – you know the youngest child syndrome? I don't know. Maybe I've made her transition to school more difficult because we baby her too much.*

### Prompt 13. Write a reflection that shows you are listening.

#### Example responses

##### **Beginning**

- She is the youngest and you haven't seen the same behaviors in your other two kids.
- Transition to school can be difficult for students.
- I know you want to provide for all of your children and meet their needs.
- You care about her and she is your baby.

##### **Emerging**

- It sounds like you are noticing that her problem could stem from her being your youngest child at home, therefore, she is bringing those actions into the classroom.
- So you can see that you treat Elise a little differently than her sisters; maybe she is babied too much.
- You feel like you might have allowed her to develop some poor behaviors inadvertently. I see you understand that she might have these tendencies and want to help her.
- Maybe because she is the baby of the family that has made the transition harder.

**Basic: Not an option for this item since and accurate reflection will always focus on the target behavior of change.**

##### **Advanced**

- You treat her like the youngest, because she is your youngest, but perhaps it has made an impact on her ability to adapt to a classroom environment with other same-aged students.
- You feel like maybe you have made Elise's transition to school difficult because you babied her because she is the youngest child at home.
- The youngest child is always the hardest to let grow up.
- Elise's transition to school has been difficult on her maybe due to her being babied too much at home.

### Missing/Not coded

- The mother is starting to understand she plays a role
- I would want to know more about how she spoils Elise
- Now the mother is starting to see the light.

### Prompt 14. Write a question to move the conversation forward.

#### Example responses

### **Beginning**

- Tell me about strategies you've used when your three girls have disagreements.
- I'd love to hear more about how you approach these transitions at home and what strategies you've found work well. We can work together to find the best approach here at school too.
- What are Elise's responsibilities at home?
- How could you maintain boundaries and accountability with your child?

### **Emerging**

- What are some expectations at home that you can change to assist Elise in having an easier transition to school moving forward?
- Please give me some examples of how you might baby her at home, and how do you think that may affect her behavior at school?
- What are times when she is very successful or independent?
- What has helped Elise calm down or feel better when she's upset at home?

### **Basic**

- What kinds of things usually help Elise calm down or feel more in control when she's upset?
- What do you think we can do to help you prepare her for school?
- What do you think would increase her confidence at home?
- What are ways she could be more independent at home?

### **Advanced**

- What are some ways you can support her in this transition?
- What do you do that "babies her"?
- How do you think treating her differently may have made her transition more difficult?
- You mentioned that maybe it's causing some difficulties coming to a classroom environment. How do you imagine being responded to as the youngest at home might have an impact on her transition to a classroom setting?

### **Missing/Not coded**

- I would ask about how she treated her other children.
- I wonder if all her children act similarly. I am not sure I believe her.

*No video-prompt.*

**Prompt 15. Write an affirmation that you think would be helpful.**

### Example responses

#### **Beginning**

- I think you are doing a wonderful job with your child. Raising a child in this day and age is hard work!
- I am the parent and I have the responsibility to model boundaries and accountability to my child.

- I can see you are a great parent, and you just want what is best for your child, but sometimes it is more effective to set realistic expectations, let your child become more independent, and do not give in to everything they want. What do you feel about this process?
- Bailey, we have had your older children in this school and now we have Elise. We know that you are a caring parent, or else you wouldn't be here. Don't beat yourself up over the behavior, rather we should work together to make an easier transition for you and Elise.

### **Emerging**

- I can tell you really want what is best for your child. You have provided the protection and comfort she's needed.
- I can tell that you love Elise very much and you want her to be that sweet little girl that you see at home most of the time. I think working together we can come up with some great strategies to try out at school and maybe even at home when things aren't going as well as you want them to.
- You really care about your child and you do know how the way you treat her may affect her in the bigger picture. You seem willing to see that the home to school transition may be difficult.
- You want to do the best for your child. It's frustrating when a child's behaviors aren't consistent.

### **Basic**

- The love for your children is evident and I appreciate you coming to discuss her behavior and support her classroom success.
- I appreciate your willingness to meet with me today to discuss ways that we can support Elise to be more successful here at school.
- Thank you so much for caring about your daughter so much and helping us come up with a plan so she can be successful at school.
- You are a caring and loving mother who is in tune to Elise's needs.

### **Advanced**

- You clearly care deeply about your daughter and want to do what's best for her—it shows in how much thought and concern you bring to this conversation.
- You care about Elise's success at both home and at school and you're curious about how you can help with both.
- You are committed to making sure Elise gets off to a good start and willing to experiment with different strategies at home to see if they might make the transition easier.
- You're willing to look at your role in making things better even though the main issues are here at school.

### **Missing/Not coded**

- I think Elise is a sweet little girl and that she will do great things in life! Elise can learn to control her outbursts with more consistency at school and at home.
- The child is exhibiting different behaviors at home than at school. The parent is reluctant to hear constructive feedback and wants to dismiss problems.

**Prompt 16. Write a summary that touches on important topics.**

Example response

**Beginning**

- As a parent it can be difficult to recognize that your child makes mistakes or is becoming their own human. We must teach them responsibility, accountability, and boundaries regarding their personal choices and behaviors. As a parent we get the opportunity to showcase and model for our students, the right thing to do. Holding our children to standard is key in ensuring they are successful in the real world.
- Elise has trouble in the classroom with behaviors. Likely due to unstructured environments outside of school. She needs to work on emotion regulation and delayed gratification.
- I hear you express some frustration with Elise's school experience. I can provide some strategies that may help Elise and you feel less frustrated about her school experience.
- I believe we need to come up with a plan in order to help your child. I have a few strategies that would help make the home to school transition a little easier on everyone.

**Emerging**

- Elise acts very different at home than at school. We need to find what we can do at home to help the transition at school better.
- Today, we talked about the behavior challenges Elise is having at school and how different that's been from your experience with your other daughters. You shared your concerns and some strategies you've tried at home. We'll work together to figure out what supports Elise might need and continue to communicate as we find what works best for her.
- We talked about how Elise's behavior at home is very manageable and it concerns you to hear she's had so many increased behavioral challenges here at school. You don't know what you can do at home to change things, however you do see that maybe Elise is experiencing significant changes since she's been here at school where she has to share the teacher's attention with a classroom full of other same aged students.
- You're wary of the teachers' concerns here because you haven't seen those issues at home. We discussed that perhaps the reason for this contrast between the home and the school is simply that—a difficulty transitioning from her home, where it sounds awesome and very focused on her needs, to a school where she's sharing her teachers' attention with other peers.

**Basic**

- You have been wrestling with why Elise is struggling so much at school this year because at home Elise does well and is very sweet. When you think about her behavior at school it is hard to know how you can help as it seems like the challenges may be due to dynamics in the classroom. As you have been thinking more about her behavior you are starting to wonder if some of the challenges could be due to the fact that she is the youngest child and you may treat her differently than her older siblings.
- I'm glad we had this opportunity to chat. To summarize, you initially shared how stressed and confused you were when hearing from the teacher. Based on the teacher's description, it sounded like she was talking about a different child. You also thought the

teacher might be the one with the problem because Elise doesn't behave at home the way you were being told she does at school. However, after reviewing further, you realized it's possible that by treating Elise too much like the baby of the family, which she is the youngest, this might be why Elise is having difficulties in transitioning to school and misbehaving at school. That realization is a great first step to help Elise be successful.

- Elise does well at home but struggles at school. You think part of it may be partially because she is the youngest child and is babied at home a little bit.
- Elise is having trouble transitioning to school life and is acting out. This is out of her character for what you see at home. You are willing to try some new strategies to help her with making these transitions easier.

### **Advanced**

- Elise is having a difficult time transitioning to the demands of school, and you want her to be successful, but wonder if you are babying her and are unsure how to help.
- From what you've shared, it's clear that you're a committed parent who's doing your best with three children. Elise is having some difficulties in pre-K, and that's brought up feelings of worry and self-doubt for you. You're open to understanding what might be going on and to finding strategies that can help Elise succeed in the classroom. I appreciate your willingness to work together on this.
- To summarize our conversation, you were confused and stressed about Elise's behavior since you felt the behaviors at home and school were completely different and didn't understand what that had to do with anything that might be happening in the home. After looking a little deeper you recognized that since Elise is the baby, that the "youngest child syndrome" might be at play. While her behaviors at home were not a concern, these same behaviors could be causing issues in school making the home to school transition more difficult. After discussing changes in expectations, you can make at home with Elise, you are feeling more positive about helping Elise to more easily transition to school and helping her be the best version of herself.
- In summary, you see a different child at home than the child than the teachers are reporting to you about at school. You don't see the same problems at home, but realize that Elise may be spoiled since she is the youngest. You also feel like the problems could have something to do with the teacher or the fact that you have babied her and possibly hindered her transition to school. But you are here and care about helping with the problems she is having at school.

### **Missing/Not coded**

- This is a mother who wants the best for her daughter but is not seeing the behaviors at home.

### **Vignette 3**

Abigail is a 16-year-old mother to Toni, an 18-month-old girl. Abigail has very little contact with the baby's father and is living at home with her mother (Cindy). Abigail has come to you for advice as her relationship with Cindy has become strained. Cindy often remarks, "I can't tell the children from the adults in this house!" While Abigail wants desperately to be seen as an adult, her behavior does not always align with this goal. This vignette depicts an initial consultation

session. The target for behavioral change in this interaction can be viewed as **any changes to Abigail's behavior related to parenting practices or her interactions with her mother or her friends.**

*Abigail: Oh my Gosh. I can't stand it at home anymore; my mom (Cindy) treats me like a child!*

**Prompt 17. Write a reflection that shows you are listening**

Example responses

**Beginning**

- That sounds like a hard situation.
- So, you and your mom are disagreeing about how you spend your time.
- I'm sure being a young mother and living with your mom is difficult.
- I have known a lot of adolescents who have conflict with their mothers.

**Emerging**

- I hear that you are struggling with your relationship with your mom since she doesn't recognize you as the adult you believe you're becoming.
- It sounds like you're feeling frustrated or misunderstood by how your mom treats you, and that must be tough.
- I could understand how it might feel frustrating when it feels like your mom is treating you like a child.
- So, you and your mom are disagreeing about how you spend your time.

**Basic: Responses that meet the definition for Basic are coded Advanced, since an accurate reflection cannot focus on the target behavior of change, since Abigail does not comment at all about her role in the situation at all.**

**Advanced**

- There's some tension between you and your mother right now.
- You think Cindy treats you like a child, and she thinks you go out too much.
- You are really frustrated by your mom's criticism of your lifestyle.
- Your mom is treating you like a child at home and you and her are not getting along. In addition, your mom doesn't like your friends very much.

**Missing/Not coded**

- I would tell her she is unreasonable.
- The daughter needs a lot of help.

**Prompt 18. Write a question to move the conversation forward.**

Example responses

**Beginning**

- Give me some examples of what happens to cause your mom to treat you like a child.
- How could you show through your actions that you're becoming an adult?



- How would you like to discuss this with your mother?
- Tell me more about the situation in your home and your interactions with your mom.

### **Emerging**

- How often are you spending time with friends?
- Can you tell me more about what she does or says that makes you feel that way? I'm really interested in understanding what's going on.
- Why do you believe she thinks you spend too much time with friends? What evidence does she have to support her opinions?
- Is there anything you could do to change the way she sees you?

### **Basic**

- Why does your mom think you are out with your friends too much?
- What do you wish your mom would understand about what you're going through right now?
- What do you think could help in this situation?
- What ideas do you have for helping your mom see you as an adult and not a child?

### **Advanced**

- How could you show through your actions that you're becoming an adult?
- Why do you think your mom is concerned about your behavior/activities?
- What are things that you think she would like to see from you?
- Why would your mother say you're out with your friends too much?

### **Missing/Not coded**

- I would tell her maybe she is acting like a child.
- I would like to meet with the daughter and mother together.

*Abigail: Yeah! Well, I am out with my friends a lot– I like hanging out with my friends. So I guess **that's why she's always giving me advice, telling me how to do everything.***

### **Prompt 19. Write a reflection that shows you are listening**

#### Example responses

##### **Beginning**

- Time with friends is a great way to help manage stress as a parent.
- I'm glad you have a great group of friends you enjoy spending time with.
- I understand why you want to be out with your friends. It's fun!
- You're juggling a lot right now—being a mom yourself and still feeling like you're treated like a kid at home.

##### **Emerging**

- It sounds like you really like hanging out with your friends but acknowledge your mom might feel like she should give you advice and tell you what to do.
- I hear you say you are spending a lot of time with your friends and that's why your mom feels like she has to give you advice.

- So she's giving a lot of input on how you're spending time with others and you're not really enjoying the dynamic that creates between you two.
- I know that being social with your friends is important to you. And I can tell that receiving some advice from your mom could be helpful.

### **Basic**

- You enjoy your friends and spend a lot of time with them, and you think this is why your mom is having problems with you.
- Your friendships are really important to you. On one hand you know that you do spend a lot of time with them but on the other hand it bothers you how she is telling you how to live your life.
- Hanging out with friends is fun.
- Your friends are important to you and your mom is trying to guide you.

### **Advanced**

- You can see why she is giving you advice if you are hanging out with friends too much when you now have another responsibility.
- You agree that you do spend a lot of time with your friends, and that may be a source of conflict for you and Cindy.
- You understand your mom's perspective.
- If you were your mom, you might have similar concerns.

### **Missing/Not coded**

- Abigail doesn't seem to spend a lot of time with her family and her mom thinks that she still needs to be mothered.
- This girl knows she is out with her friends and acknowledges that that is where her mom's comments come from.

### **Prompt 20. Write a question to move the conversation forward.**

#### Example responses

##### **Beginning**

- I've found that parenting is all about balance. Sometimes my own needs have to go last. Obviously, the important individual needs (eating, sleeping, bathing) should be important but being present for my children is the one thing that is most important to all other things. Especially when a child is so young. I found that Mom is what my child needed at that young age.
- Tell me about the advice your mom gives.
- How can you improve the relationship with your mom?
- You see where she is coming from.

##### **Emerging**

- What kind of advice is she giving you and how do you feel about it?
- What is Cindy giving you advice on?
- What are your top priorities in this new chapter of your life?

- How much time do you feel is appropriate to spend out of the home.

### **Basic**

- What do you mean when you say giving advice and telling you how to do everything.
- What does she tell you how to do?
- What does being seen as an adult look like to you?
- What are some things you think you should have more control of at your age and as a mom yourself?

### **Advanced**

- What are some ways you can show your mom you are an adult and deserve to be treated as one.
- What do you think you could do about that?
- How do you think you and your mom could find a balance between your independence and her concerns?
- What could you do to be present more?

### **Missing/Not coded**

- I want to know what she is willing to change.
- I would ask about her future- how are her current actions aligned with her goals.

*Abigail: Cindy is making all the decisions – and she has to, I am at school most of the day.*

### **Prompt 21. Write a reflection that shows you are listening.**

#### Example responses

#### **Beginning**

- I know you feel you are not a decision maker. That's a hard feeling.
- You feel enough decisions are made when you have to be at school, which already takes you away from home.
- What kind of decisions is Cindy making?
- Why would you like to be included in the decision making?

#### **Emerging**

- So, you are at school during the day and then you go out with your friends at night, so Cindy has your daughter the majority of the time.
- So, you recognize that your mom is in charge of decisions regarding your life and your daughter.
- If I am understanding correctly, it seems you realize that your mom has a valid point on making most of the decisions since you are at school.
- I hear you shared that you are at school and while you are at school Cindy is making decisions. I also hear some understanding but also some frustration with this. Am I right?

#### **Basic**

- You are at school a lot of your day.
- School does take up a lot of time.

- Your mom is making a lot of decisions for you because you are at school.
- Your mother is making all of the decisions, but you realize she has to because you are at school most of the time.

### **Advanced**

- Balancing school and being a parent is a challenge.
- You want more independence, but it's tough to show that when you're also under a lot of pressure.
- Cindy is making a lot of choices that you feel like you don't get much input on.
- You feel that your mom is making all the decisions but you realize she probably has to since you are at school.

### **Missing/Not coded**

- Her mom is making lots of decisions and Abigail is at school most of the time.

*Abigail: I don't even know if I am capable of making the tough decisions.*

### **Prompt 22. Write a reflection that shows you are listening.**

#### Example responses

#### **Beginning**

- Parenting is hard for everyone; but I'm confident you can do it with a good support system.
- What makes you think you're incapable of making big decisions?
- You feel that you are not capable of making any tough decisions. Let us first discuss any two decisions that you have made in the last month and their outcomes. How do you feel about this?
- You seem discouraged.

#### **Emerging**

- I know that must feel challenging to think that you need her for decision-making.
- It sounds like you are a bit stressed.
- So, you are not sure that you are capable of making important decisions.
- It sounds like you recognize you may not actually be taking on an adult role.

**Basic: Not an option for this item since an accurate reflection will always focus on the target behavior of change.**

#### **Advanced**

- Tough decisions are hard to make and can feel overwhelming at times.
- You allow Cindy to make the decisions because you don't feel good enough to make "tough" decisions?
- You doubt yourself but know you should be making decisions for yourself and your baby.
- You're feeling stuck between wanting your mom's help and wanting her to respect your decisions as Toni's mother.

**Missing/Not coded**

- Abigail does not feel confident in her ability to make decisions.

*No video-prompt.*

**Prompt 23. Write an affirmation that you think would be helpful.**Example responses**Beginning**

- You are capable of making the tough decisions.
- I know you love your baby and you are also still trying to go to school which I applaud you for that. We will just need to figure out some ways for you to balance motherhood, school, friends, and build your relationship with your mom.
- I think you would try to make the best decision you could at that time.
- You are a new mom who is under the pressures of school, social presences with friends, and a mom who also sounds stressed from needing to make all the decisions. You do have skills to help and be present.

**Emerging**

- I know you want the best for your daughter. I can tell you love her very much.
- It's totally understandable because juggling school and parenting is really hard to do.
- It sounds like you want to be a good mom and do what is best for your child.
- Well, to me it sounds like you're taking the first step toward being able to make those choices by considering where you're spending your time and how ready you are to consider making changes in your levels of responsibility at home.

**Basic**

- Parenting is hard.
- I appreciate you coming to me to discuss this matter.
- It is tough being a mom and going to school.
- You are giving this situation a lot of thought.

**Advanced**

- It takes a lot of courage to be honest about feeling uncertain, and recognizing that shows you're thoughtful and ready to grow.
- You are self-reflective and aware that decision making can be difficult for you.
- You realize that making important decisions can be difficult and you want to make the best decisions possible.
- You care about doing the right thing.

**Missing/Not coded**

- I can learn to be a better version of myself by asking my mom for help when I need it.

**Prompt 24. Write a summary that touches on important topics.**Example responses

### **Beginning**

- I can help you find a way to feel more confident in caring for Toni and in collaborating with your mom Cindy.
- Balancing decision-making while shared parenting can be difficult to navigate, but the main key to helping this is communication. When two parents are able to communicate, that's when decisions are most helpful for the child.
- Give yourself grace. You are allowed to like being with your friends and you are finding a balance with having a baby to care for. It doesn't feel good to feel like you are not treated with respect.
- Teen parents are often in difficult positions where they want to be treated like young adults, but often aren't capable of making all of those decisions on their own. Being the parent of a teen parent is also unique in that it is hard letting teens make their mistakes and learning from them.

### **Emerging**

- It seems like you want to hang out with your friends and be a teenager, but also are frustrated that you have to be an adult. Let's look at some of the decisions that are having to be made, and let's see how you and your mom can work together to make those decisions.
- To summarize, I hear you saying that you are stuck between being a child and an adult. I hear that you feel unprepared to make the parenting decisions for your daughter.
- You are feeling frustrated because your mom is treating you like a child, and you are not home and not sure if you are able to make the tough decisions, so your mom has had to make all of those choices.
- You don't like being at home right now. You're at school most of the time, and you like to go out with your friends. Cindy gives you advice, tells you how to do things, and makes the tough decisions that you're not sure you're capable of making.

### **Basic**

- From what you've shared with me, it sounds like you're feeling frustrated because your mom is making decisions for you, especially when it comes to your friendships and how she talks to you. It seems like she's offering advice that feels more like she's treating you like a child, and I can see how that might be difficult, especially since you're wanting more independence and control over your own choices. But still having a lot of time at school and making decisions is challenging.
- You want to have more independence and freedom to enjoy time with friends, but it seems to be in conflict with what Cindy would advise. You would like to be able to make more decisions, but you're unsure of where to begin, or if anything is your choice.
- You are young and no one expects you to know everything. You are struggling with being a child and raising one too. That's not easy alone, so having some guidance from your mom could be beneficial. Making sure she sees that you are capable of being a good mom is important too.
- So, you're feeling overwhelmed, your mom is giving you advice, and you're feeling unsure if what you're doing is the best thing you can do.

### **Advanced**

- It sounds like you are wanting to show you are responsible and are feeling some pressure about doing this on your own.
- You're looking for some ways that you and your mom can balance the decision-making responsibilities in your household.
- You're feeling stuck between wanting to be treated like an adult and still feeling like your mom sees you as a child. At the same time, you're working hard to care for your daughter and navigate all the responsibilities that come with that. You want your mom to recognize the effort you're making and support you in becoming more independent. You're open to finding ways to improve the relationship while continuing to grow as a young mom.
- Today, you shared how difficult things have been at home and how your relationship with your mom feels strained. You want to be treated like an adult, especially now that you're raising Toni, but it's hard when your actions and her expectations don't always align. We talked about how important it is to communicate clearly and show your growth through your decisions. It's clear that you're committed to being a good parent and improving things at home.

### **Missing/Not coded**

- Abigail knows that life is hard and her mom is helping her in the best way she knows how; it might come across as nagging and complaining but Abigail isn't home very much and she doesn't even know if she can make those hard decisions that life requires.
- This is a new mom who is experiencing motherhood while also living with her own mom who seems stressed by the situation. The new mom is going to school and trying to maintain a social with friends.

### **Subscale Scores and Competency Thresholds**

All responses are rated on a 4-point scale, where higher scores indicate greater Motivational Interviewing (MI) competency. Subscale scores are the average score for each of the MI skills (total score/number of questions).

We have established three thresholds: Emerging = < 2.0, Basic Competency (Mean => 2.0-2.4) and Advanced Competency (Mean = 2.5-3.0)). Advanced Competency differentiates interventionists who can apply the skill while centering their experiences from those who apply the skill while centering the client's experiences and encourage more, and stronger client commitment language<sup>4</sup>. Reflections must have a minimum of 6 scored responses (i.e., not missing) to calculate a threshold score. Summaries and affirmations must have a minimum of 2 scored responses (i.e., not missing) to calculate a threshold score. Questions must have a minimum of 3 scored responses (i.e., not missing) to calculate a threshold score.

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<sup>4</sup> Client commitment language concerns the likely impact of the interventionist's use of the MI skill concerning how they talk about change; talk about change is typically in the form of cultivating change talk or softening sustain talk related to the target(s) of behavior change. Sustain talk can include the client's desire, ability, need, and reasons to remain the same (i.e., not to engage in the target(s) of behavior change). Additionally, invitations for sustain talk can invite them to discuss desire, ability, need, and reasons for not engaging in the target(s) of behavior.

Subscales	Response Numbers	Subscale Range
Questions	2, 4, 12, 14, 18, 20,	0-18
Affirmations	7, 15, 23	0-9
Reflections	1, 3, 5, 6, 9, 10, 11, 13, 17, 19, 21, 22	0-36
Summaries	8, 16, 24	0-9
Total Score	All	0-72

*Note. All items are scored on a 0–3 scale, except for items 10, 13, 17, and 22 which allows only scores of 0, 1, or 3.*

### ***Limitations***

There are a few limitations to the VASE-SBA 2.0 that are important to note. First, the measure assesses MI competency, or skill in contrived contexts, not MI proficiency (i.e., skill in authentic practice settings). MI in authentic settings takes greater skill; also, little is known about the relationship between MI competency and MI proficiency. Second, because the assessment is of simulated encounters in which the client’s response to the interventionist volley is unknown, it is not possible for coders to factor the client’s response into the evaluation of the skill. Third, the competency thresholds have not been empirically validated and should therefore be interpreted with caution. Finally, the VASE-SBA 2.0 does not address several important aspects of MI skill including: (a) simple and complex affirmation and reflections, (b) the ratio of reflections to questions, or (c) skill across the range of the consultation experience (beginning to end). In part because of these limitations, the VASE-SBA 2.0 is not intended to replace gold standard MI skills assessments, such as the *Motivational Interviewing Treatment Integrity Coding Manual* (Moyers et al., 2014) or the *Motivational Interviewing Skill Code* (Houck et al., 2011). Unlike these measures, the VASE-SBA 2.0 is designed to assess initial skill development only, or to supplement evaluation data from one of the gold standard assessments.