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.

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 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?

CCU 10 Minute Observation Form

Teacher:	Date:	Topic:
Observer:	Start time:	Activity:

Type of Instruction (circle):   New Material   Drill and Practice

During the 10 minute observation period mark a tally for each time the following behaviors are observed in the classroom. Then, calculate total, # per minute (rate), % correct academic responding, and ratio of interactions (positive : negative).

	10 minute Frequency Count	Total #	Rate: # /total minutes	% correct= CAR/OTR*100
Opportunity to Respond (OTR)				
Correct Academic Response (CAR)				(_____)%
Disruptive Behavior				Ratio + to neg.= Total rep/ total praise= 1 : (_____)
Praise Behavior SPECIFIC				Specific + General=
Praise GENERAL				Total: (_____)
Reprimand Explicit/Fluent				Explicit + Critical=
Reprimand Critical/ Harsh/Emotional				Total: (_____)

Comments:

CCU 5 Minute Academic Engagement Observation Form

Teacher:	Date:	Topic:
Observer:	Start time:	Activity:

For the next 5 minutes, every five seconds you will indicate if a student is on task or off task. Therefore, each box indicates two things: 1) the number of seconds into the observation that you will look up at the student to determine on-task (+) or off task (0) at that moment, and 2) the interval number. Continue observing students (repeating students as necessary) until the 5 minute period is complete for a total of 60 intervals. Then, calculate the % of time the students in the classroom were engaged.

(+) indicates on task (engaged)
(0) indicates off task (not engaged)

5 sec	10 sec	15 sec	20 sec	25 sec	30 sec	35 sec	40 sec	45 sec	50 sec
1	2	3	4	5	6	7	8	9	10
55 sec	1 min	1:05 sec	1:10 sec	1:15 sec	1:20 sec	1:25 sec	1:30 sec	1:35 sec	1:40 sec
11	12	13	14	15	16	17	18	19	20
1:45 sec	1:50 sec	1:55 sec	2 min	2:05 sec	2:10 sec	2:15 sec	2:20 sec	2:25 sec	2:30 sec
21	22	23	24	25	26	27	28	29	30
2:35 sec	2:40 sec	2:45 sec	2:50 sec	2:55 sec	3 min	3:05 sec	3:10 sec	3:15 sec	3:20 sec
31	32	33	34	35	36	37	38	39	40
3:25 sec	3:30 sec	3:35 sec	3:40 sec	3:45 sec	3:50 sec	3:55 sec	4 min	4:05 sec	4:10 sec
41	42	43	44	45	46	47	48	49	50
4:15 sec	4:20 sec	4:25 sec	4:30 sec	4:35 sec	4:40 sec	4:45 sec	4:50 sec	4:55 sec	5 min
51	52	53	54	55	56	57	58	59	60

% On task = # interval + / total number of intervals coded * 100 %

1. Total # intervals coded (+) = (_____)
2. Total # intervals coded (+) + (0) = (_____)
3. 1 / 2 = (_____)

Comments:

CCU Feedback Form

Teacher: _____   Date: _____

Classroom Structure

Physical Layout	
Classroom Rules	
Classroom Routines	
Smooth Transitions	
Other:_____	

Area of Strength   Needs Attention

Instructional Management

Schedule Posted and Followed	
Academic Objectives Clear	
Pacing	
Student Accuracy	
Student Engagement	
Other:	

Area of Strength   Needs Attention

Behavior Management

Behavioral Expectations Clear	
Active Supervision	
Use of Praise	
Use of Reprimands	
Positive to Negative Ratio	
Used Variety of Reinforcement	
Other:	

Area of Strength   Needs Attention

Classroom Climate

Use of Noncontingent Attention	
Interactions with Students	
Level of Disruptive Behavior	
Other:	

Area of Strength   Needs Attention

CCU Action Planning Form

Teacher:_____ Grade:_____ Date:_____

Those things going well in my classroom:	Areas I would like to focus toward improving in my classroom:

Specifically, my goal is to:

What actions will I take to meet this goal?			
Task: What needs to be done?	Description of Plan	Resources: What is needed to get it done?	Timeline

CCU Action Planning Form

Teacher:_____ Grade:_____ Date:_____

How **important** is it for you to meet this goal in your classroom?	The **most** important reasons for making this change and meeting this goal is:
0 1 2 3 4 5 6 7 8 9 10 Not Important Very At All Important	
How **confident** that you will meet this goal in your classroom?	Some reasons that **I am confident**:
0 1 2 3 4 5 6 7 8 9 10 Not Confident Very At All Confident	

Is there anything that could get in the way of meeting this goal?	What can I do to help make sure this doesn't get in the way?

MI Personal Development Planning Sheet

MI Strengths?	*MI Areas for Growth?*

☐ MI Spirit
    ☐ Partnership
    ☐ Acceptance
    ☐ Compassion
    ☐ Evocation
☐ OARS
    ☐ Asking open-ended questions
    ☐ Giving affirmations
    ☐ Using reflections
        o Simple
        o Complex
    ☐ Providing summaries
☐ Change talk
    ☐ Hearing change talk
    ☐ Evoking change talk
☐ Developing discrepancies
☐ MI Processes
    ☐ Engaging
    ☐ Focusing
    ☐ Evoking
    ☐ Planning
	☐ MI Spirit
	    ☐ Partnership
	    ☐ Acceptance
	    ☐ Compassion
	    ☐ Evocation
	☐ OARS
	    ☐ Asking open-ended questions
	    ☐ Giving affirmations
	    ☐ Using reflections
	        o Simple
	        o Complex
	    ☐ Providing summaries
	☐ Change talk
	    ☐ Hearing change talk
	    ☐ Evoking change talk
	☐ Developing discrepancies
	☐ MI Processes
	    ☐ Engaging
	    ☐ Focusing
	    ☐ Evoking
	    ☐ Planning

What training opportunities or experiences can improve my areas for growth?

☐ Reread sections of this book related to that growth area
☐ Complete exercises and use forms in this book related to that growth area
☐ Use one or more of the fidelity assessment tools described in Chapter 11
☐ Start a reading and resource group on MI in your school
☐ Look for resources on motivationalinterviewing.doc related to that growth area
☐ Read additional books on MI
☐ Attend workshops on MI
☐ Other _____

Goals and Plan

My goal to improve my MI skills is to focus on the following growth area_____. To achieve this goal I will use the following training opportunity_____. I will achieve this goal by _____(date) and will reassess my plan.

Resources

MI Webpage: http://www.motivationalinterview.org/

MI Resource: http://www.motivationalinterviewing.org/

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

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

Books

Herman, K.C., Reinke, W., Frey, A., & Shepard, S. (2013). *Motivational interviewing in schools: Strategies for engaging parents, students, and teachers.* New York: Springer.

Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). New York: Guilford.

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

Sprick, R., Knight, J., Reinke, W.M., & McKale, T. (2010). *Coaching classroom management: Strategies and tools for administrators and coaches (2nd Edition).* Pacific Northwest Publishing: Eugene, OR.