Introduction for facilitators

Using this Pack

This pack has been trialled with young people across the secondary age range. It is designed to be used by adults (facilitators) working individually with young people. It is most appropriate for use with young people at the top end of Key Stage 3 and at Key Stage 4.

The pack is designed to be used flexibly. Different activities may be appropriate for young people at different stages of change. Facilitators have also reported using the pack in its entirety to identify the future needs of young people and to plan appropriate interventions. Details of all the activities included in the pack can be found on page 8 of this document.

The key aim of this pack is to aid a facilitator in helping young people explore and challenge their own patterns of behaviour. Prior to starting work, it is important to consider whether or not the materials are appropriate for a particular young person. If they are facing other difficulties in their lives, it may be hard for them to approach some of the activities. In this case, further suggestions of activities for young people who may not be ready for the programme are included in ‘Working with young people at the precontemplative stage’ on page 10 of this document.

Before using this pack, consideration of the following issues should be made:

- Confidentiality
- Links to school and youth pastoral systems and support from outside agencies
- Expertise of the facilitator and opportunities for support and supervision
- Child protection systems

It may also be helpful to enlarge some of the activities to A3 size for ease of use. The activities can be spread across as many sessions as deemed appropriate or as time allows.

Any comments you have regarding the layout, content and in particular the response of young people would be very much appreciated.

Please email any comments to info@facilitatingchange.org.uk. Additional packs can also be requested via this address.

Thank you very much for your interest.
Motivational Interviewing: An introduction

Motivational Interviewing (MI) is a counselling technique that was originally developed within medical settings to help people with addiction problems. It was based on the idea that people are not always in a state of readiness to change their patterns of drinking, smoking, drug use, exercise or diet.

MI differs from many other counselling techniques in that it does not assume a person wants to change a particular aspect of his or her behaviour. It also acknowledges that there may be strong reasons why a person chooses to maintain this behaviour.

Changing behaviour relies on a motivation to do so. Adults will generally seek help and support to change a behaviour that has become a problem for them. For example:

- Seek counselling regarding personal difficulties
- Access support for giving up smoking or drinking
- Join a gym or take up a sport to improve fitness and general health

In schools, concern about a young person’s behaviour may have come from the home, from teachers or from another agency. Where a third party has expressed the concerns, a young person may not necessarily be motivated to change their own behaviour. Young people may not share the same goals or aspirations as their schools, teachers or parents/carers. They might have good reasons for maintaining a behaviour that is considered by others to be problematic. Examples might include:

- Disruptive behaviour in lessons to mask the fact that the young person is finding work difficult
- Truanting or display of risk-taking behaviour to encourage social acceptance by peer group
- Display of aggressive behaviour to enhance perceived status amongst peers

The materials within this pack are designed to allow pupils to explore their patterns of behaviour and to develop an understanding of the potential benefits of change. The activities are based around these principles of MI which are described more fully in literature by Miller and Rollnick (2002) and McNamara (1992, 1998) (see reference list at the end of this section).
Change is a complex process and one that is unpredictable. Change can come in connection to external circumstances that may not be foreseen. An example would be an adult who wants to improve their fitness but does not achieve their goal until a job move means they have less travelling time and shorter hours. Similarly, a young person’s readiness to change can be affected by circumstances at home, peer group issues, curriculum pressures and many other factors. This pack aims to give young people and those supporting them the opportunity to explore some of the potential barriers to change.

This pack is not designed to change young people’s behaviour, but to allow them to develop a greater awareness of particular behaviours that might cause difficulties. They may also gain an understanding of who the behaviours might affect and what choices they have about making lifestyle changes.
The Model of Stages of Change

Prochaska and DiClemente (1982) found there were a series of stages through which people pass when addressing problematic behaviour. These stages were later described by McNamara (1992, 1998) in relation to educational settings (see Figure 1 below).

Figure 1: Model of Stages of Change (as described by McNamara, 1998)

Using the Model of Stages of Change it is possible for teachers, learning mentors and other professionals to assess how ready a young person is for change. It is also possible for the young person to begin to understand this. Table 1 shows the sort of statements a young person might make at each of the stages of change.

In order to make this model accessible to young people, the stages are labelled differently. These new labels are shown in italics.
### Table 1: Examples of statements made by young people at each of the Stages of Change

<table>
<thead>
<tr>
<th>Stage 1: Precontemplative Prethinking</th>
<th>“It’s the teachers. They just won’t get off my back.” (The young person does not see their own behaviour as a problem).</th>
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<tbody>
<tr>
<td>Stage 2: Contemplative Thinking</td>
<td>“Sometimes I mess about in school.” (The young person recognises that there is a problem but may not necessary be ready to do anything to change it).</td>
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<tr>
<td>Stage 3: Determinism Deciding</td>
<td>“How can I get up in the mornings so I get to school on time?” (The young person has recognised the behaviour is a problem and has expressed a desire to do something about it). or “I’m going to get excluded and it doesn’t bother me” (The young person knows the consequences of the behaviour but has expressed a reluctance to change).</td>
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<tr>
<td>Stage 4: Active Change Doing</td>
<td>“I’m trying harder in all of my lessons.” (The young person is self-motivated to change their behaviour).</td>
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<td>Stage 5: Maintenance Maintaining</td>
<td>“It’s useful to have a contract so I can see how I’m getting on.” (The young person is using strategies to maintain positive behaviour).</td>
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<tr>
<td>Stage 6: Relapse Relapsing</td>
<td>“It was all going okay until I got into a fight.” (The young person goes back to their old behaviour, at least temporarily).</td>
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The general aim of this pack is to help the young person to understand the process of change and to move through the Model of Stages of Change. It’s possible the understanding will happen at a stage where they have not previously thought about changing their behaviour.

Change rarely occurs smoothly and there is often a “two steps forward, one step back” pattern. People changing their behaviour are very likely to relapse from time to time, but this doesn’t mean that longer term change cannot be achieved.
McNamara (1998) explains that there are five goals of using MI to help young people address problem behaviour. These are explained below.

- To increase Knowledge
- To increase Concern
- To promote Self-efficacy
- To promote Internal Attribution
- To promote Self-esteem

1. **To increase knowledge**
   This involves helping the young person develop a greater understanding of the behaviour that is causing a problem. This could include having a better understanding of why and when the behaviour might occur and what the impact might be on the young person and those around them.

2. **To increase concern**
   This focuses on helping the young person to identify possible negative impacts of maintaining problematic behaviours. For example, by helping them to identify impacts on opportunities later on in life.

3. **To promote self-efficacy**
   Self-efficacy relates to perceived competency in relation to a specific task. For example, someone who is a confident mathematician may expect to do well on a maths test, while someone with less self-belief may have lower aspirations. In terms of behaviour, it affects how able a young person feels to do something about the behaviour that is a problem. Helping young people to feel in control of the situation will heighten self-efficacy.

4. **To promote internal attribution**
   Internal attribution means that you ascribe behaviours to yourself and your own personal characteristics. External attribution means that you relate them to outside factors. An example would be a pupil who blames teachers for always picking on them. If internal attribution can be promoted, the young person is likely to take more responsibility for their behaviour and will feel more able to do something about it.

5. **To promote self-esteem**
   Self-esteem relates to general feelings of wellbeing you have about yourself as a person. It is easier to help the young person affect desired behavioural change if they can be positive about themselves.

The activities in this pack are designed to reflect the goals of MI.
References


## Outline of the Pack

<table>
<thead>
<tr>
<th><strong>Introduction for Facilitators</strong></th>
<th>Provides the facilitator with an overview of MI, the Model of Stages of Change and the rationale for choosing the approach as a model for working with young people.</th>
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<tbody>
<tr>
<td><strong>Part One</strong></td>
<td><strong>Thinking Positively</strong></td>
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<td></td>
<td>Aims to build rapport with the young person. The materials provided are designed to encourage the young person to identify positive aspects of their life under the broad themes of:</td>
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<td></td>
<td>1. Things I do well</td>
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<td>2. Good times</td>
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<td></td>
<td>3. Personal characteristics</td>
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<td><strong>Part Two</strong></td>
<td><strong>Understanding yourself</strong></td>
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<td>Aims to help the young person understand that the people and environment around them have an impact on their behaviour. There are three tasks:</td>
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<td></td>
<td>1. <strong>Psychology... What does it mean?</strong> Introduces psychology as a way of trying to understand about human beings and how they behave.</td>
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<td></td>
<td>2. <strong>My World</strong> intends to help the young person develop an awareness of the people and environment surrounding them and that change occurs within a context.</td>
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<td>3. <strong>People who affect my life</strong> aims to help the young person identify key people who have impact on their life.</td>
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<td><strong>Part Three</strong></td>
<td><strong>Understanding change</strong></td>
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<td>Introduces the notion that in order to want to change your behaviour you have to be motivated to do something about it. Part Three also begins to explore the stages of change. The activities are:</td>
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<td>1. <strong>A film about me</strong> asks the young person to provide a perspective of his or her own life from the point of view of a third party.</td>
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<td></td>
<td>2. <strong>Changing your behaviour</strong> provides a script and questions for discussion about self-perception and motivation for change.</td>
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<td></td>
<td>3. <strong>Ashley’s Problem</strong> introduces the idea of stages of change.</td>
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### Part Four
**Stages of Change**

Provides young people with an adapted Model of Stages of Change. The session gives an opportunity for participants to revisit Ashley’s problem (see Part Three) and map the stages of change on to the model. It also provides opportunities for the young person to try and associate colours, shapes and emotions with the stages of change.

The activities in Part Four are:

1. **The Stages of Change.** This provides the young person with information about the stages of change. Questions are provided to prompt discussion and the young person is given the opportunity to map the statements from Ashley’s problem on to the Model of Stages of Change.

2. **Sixty Second Challenge.** This asks the young person to give a spontaneous response to matching shapes to the Model of Stages of Change. It is also an aid to helping them become more familiar with the model.

3. **Shapes, Colours and Emotions.** Similar to the sixty second challenge, this asks the young person to select colours and emotions which they feel match the different stages of change.

### Part Five
**Change and Me**

Offers the young person the opportunity to evaluate their own behaviour in relation to the Model of Stages of Change and to identify steps to change. There are two activities:

1. **My wheel of change.** This provides the young person with an opportunity to choose a behaviour pertinent to them and think about what might happen at each of the stages of change.

2. **What Needs to Happen?** Allows a discussion between the facilitator and the young person about what needs to happen to enable them to move to the next stage of change and who might be able to support this process.
Working with Pupils at the Precontemplative Stage

Other Strategies that may be helpful when working with young people who appear to be at the Precontemplative (or Prethinking) Stage include.

- Trying to gather more information about the young person to see if there are reasons why they may feel safer at the precontemplative stage, e.g. family difficulties, peer group pressures, learning difficulties and mental health issues

- Accept the young person’s perspectives and ask if there is anything that you or anyone else can do which may be helpful to them

- Acknowledge that change could be a long process, but wherever possible try to provide opportunities to access information or provide choices about a preferred future. A referral to Connexions or another information service may be useful

- Support others who may be able to help the young person in the change process, e.g. family members, peers and staff working with the young person

- Look at ways to build relationships and develop trust. The young person may be able to identify a member of staff or somebody they can trust who can act as a link person or key worker

- Open up social, leisure, learning and vocational options for young people

- Enable the young person to see what changes have and could be made to support them

- Solution-focused questioning might allow the young person to communicate what would be most useful for them