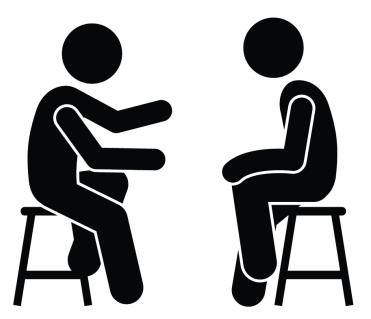# Behavior Change Skills
Training Worksheets

Behavior Change skills are communication strategies that elicit thoughts and talk from youth and families to consider and move toward behavior change. To operationalize this process of guiding the person through the stages of Readiness to change and strengthen their motivation and self-efficacy to make the change. The training worksheets define the change skills provide the rationales and how to use them and give good and not so good examples of each. You can use several Behavior Change Skills, which include:

▶ Identifying & Resolving Ambivalence
▶ Evoking Change Talk
▶ Softening Sustain Talk
▶ Identifying & Developing Discrepancies
▶ Strategic Reflections
▶ Giving information
▶ Decisional Balancing
▶ Differentially Responding to the Stages of Readiness to Change
▶ Shaping Successful Behavior
▶ Reflective Discussions

It's important to know that some of these skills will be used with a high frequency, and others less often. In the table below, we offer some guidelines on the frequency of their usage.

USE FREQUENTLY	USE WHEN THE OPPORTUNITY PRESENTS ITSELF	USE SPARINGLY TO ASSURE AUTHENTICITY
▶ Identify and Resolve Ambivalence ▶ Evoking Change Talk ▶ Softening Sustain Talk ▶ Strategic Reflections	▶ Reflective Discussion ▶ Developing Discrepancies ▶ Differentially responding to Stages of Readiness to change	▶ Giving Information ▶ Decisional Balancing

EVOKING CHANGE TALK

What it is
Evoking change talk is actively encouraging and eliciting the youth and family's own language in favor of making changes and having the confidence to do so. Evoking is the process of bringing forth the arguments for change (change talk) from the youth and family.

Why do we do it
Successful change comes from within the youth or family through their own self-motivation to change and belief in their own ability (self-efficacy) to make successful change. Research and experience show that increasing the amount and strength of change talk increases motivation and predicts behavior change. Change talk can be categorized into two different types, **Preparation** to change talk, and **Mobilizing** change talk. Preparatory talk statements made by the person include statements of **D**esire, **A**bility, **R**eason or **N**eed related to behavior change. Statements that include **C**ommitment, **A**ctivation or **T**aking Steps are of the mobilizing type. These seven statements make up the acronym **DARN CAT.** Evoking and increasing the amount and strength of change talk increases the motivation and self-efficacy that drives change.

What makes it work
When **we** talk, and make suggestions, the person is being talked to, **not evoked**! Evoking is getting the person, not us to state the arguments for change. People are much more likely to start and accomplish behavior change when they make the case for the change rather than having it made for them. Using evocative questions or reflections to promote greater awareness of or concern for the problem, recognition of the advantages of change, or increased optimism to change all lead to increased change talk which in turn improves self-motivation and self-efficacy.

How do we do it
The first step in evoking is careful listening for opportunities to explore more deeply the different forms of change talk. At the same time staff strategically use open-ended questions and reflections to elicit statements of desire, reason and need to make change and consistently respond to them through affirmation and further probing through reflections and open-ended questions. Statements of motivation and ability are affirmed and expanded. In early talks evoking often focuses on preparatory change talk with questions such as:

- What do you hope our work together could accomplish? (Desire)
- If you decided to make this change, how could you do it? (Ability)
- Why would you want to make this change? (Reasons)
- What would making this change improve about your situation? (Need)

Evoking change talk is one of the keys to good MiiWrap. To support evoking a number of strategies to evoke change talk have been developed and proven.

Significant strategies to evoke behavior change talk include:

- **Asking Evocative Open-Ended Questions** such as, why would you want to make this change?

- **Asking for Elaboration** or more detail when a change talk theme emerges, tell me more about this
- You might probe deeper by **Asking for Examples**. Describe a specific example of when this happens.
- Or ask them to **Look Back** about a time before the current concern emerged: How have things been better in the past?
- Similarly, you could ask them to **Look Forward**, what may happen if things continue as they are (status quo) or If you were 100% successful in making the changes you want, what would be different?
- You might clarify Ambivalence by **Querying Extremes** by asking about the best and worst-case scenarios to elicit additional information and begin gathering information for decisional balancing.
- You can use **Change Rulers** to have the individual assess importance, motivation or importance. On a scale where one is not at all important, and ten is extremely important, how important is it to you to change _____? Follow up: Explain why are you at a ___ and not (lower number)? Or What might happen that could move you from _____ to a _____ (higher number)?
- You can Explore Goals and Values. What values are most important to you? How does this behavior fit into what is important to you?"

What do we need to attend to?

Effective evoking begins with careful active listening to what is being said and to nonverbal cues. While evoking change talk is the goal being mindful of the individual's engagement, ambivalence and stage of readiness to change gives guidance to whether to focus on engagement and understanding the sustain talk side of ambivalence or to push forward with evoking while softening sustain talk. Guiding is something we do with the person, so we need to understand their current frame of reference.

Strong examples

- Believe that the wisdom and motivation for change are within the youth and family.
- Your focus is not to persuade but to elicit the individuals own motivations, ideas and feelings about making the change.
- Hearing any strength of change talk, affirming it and showing genuine interest in knowing more about the feelings or reasons for change.
- Be careful to listen to the seeds of sustain talk and understand them, don't discount or expand on them.
- Avoid pressing for more and stronger change talk let it grow naturally.
- Use scaling sparingly to better assure a natural flow of the conversation and genuineness.

Weaker examples

- Seems to push change talk at a speed that makes the person uncomfortable.
- Tries to persuade the person even using their own reasons.
- Not showing interest in the roots of sustain talk for someone at the precontemplation or contemplation stage of change.
- Attempts to elicit a statement that is inconsistent with the person's stage of change.
- Asks leading judgmental questions (why haven't you changed)?
- Moving to planning when the individual still has significant ambivalence about change.

Softening Sustain Talk

What it is

Softening sustain talk is avoiding a focus on youth and family reasons against changing or maintaining the status quo and focusing on eliciting change talk. Although staff will at times choose to attend to sustain talk to build rapport and understand potential barriers to change, they will spend only as much time as needed to bring the discussion back to change talk.

Why do we do it

Avoiding a focus on the reasons against changing or maintaining the status quo shifts the conversation toward change talk that predicts positive behavior change. A predominance of sustain talk or an equal amount of the two often results in no change. Softening sustain talk and evoking and affirming change talk tips the scales of ambivalence towards making a change.

What Makes it Work

When we have established engagement and a good collaborative working relationship, our reflections and affirmations can shape the conversation of the youth and family. Instead of viewing sustain talk as resistance to our efforts to guide change, we view it as ambivalence, a natural part of the change process. Sustain talk has historically been labeled as resistance. Miller & Rollnick (2013), however are moving away from this construct because it places the locus of responsibility with the youth or family member. When guiding is done with fidelity to MiiWrap and the MiiWrap Mindset, these tensions are far less likely to occur. Acknowledging, understanding and then softening sustain talk move the youth and family toward change while avoiding discord in the relationship.

How Do We Do It

Sustain talk is an outward sign of not being motivated to making a change similarly to change talk is a sign of moving toward change. Instead of labeling sustain talk as resistance which puts the blame for not changing on the youth and family, we acknowledge this as Ambivalence and a normal part of the change process. The question then becomes how we respond to the sustain talk. First it is important to acknowledge the sustain talk through Reflective Listening to maintain and strengthen Engagement and the Collaborative Partnership. We should use Reflections and questions to acknowledge and understand the source of the sustain talk. Then we will use strategic reflections while emphasizing autonomy to guide the person toward change talk. Recognizing four types of sustain talk and individualizing your approach to each lead to successful guiding.

- *Reluctance (I don't think it will work)*
  - *Listen carefully to the "Whys"*
- *Rebellion (I won't)*
  - *Assure the person that they own the decision*
- *Resignation (What's the point)*
  - *Lend hope, build Self-efficacy*
- *Rationalization (I know but...)*
  - *Avoid any form of argumentation*

What do we Need to Attend To?

To effectively evoke change talk and soften sustain talk, we need to be mindful of the level of engagement and ambivalence. If engagement is low and ambivalence is tilted toward sustain talk and not making a change, we need to move more slowly. Once engagement strengthens and ambivalence is equalizing out, attending to sustain talk will slow the process of change.

Strong Examples

- Acknowledges and understands the source of sustain talk without dwelling on it
- Emphasizing autonomy while using strategic reflections to elicit change talk
- Seeking collaboration to understand the source of discord and jointly planning to reduce it
- Ambivalence and sustain talk are a normal part of the change process and should be anticipated, acknowledged and normalized
- Emphasize autonomy while using strategic reflections

Weaker Examples

- Becomes defensive when confronted
- Treats sustain talk and discord as resistance from the person
- Explicitly asks for arguments against change, queries difficulties
- Actively seeks elaboration when sustain talk is offered through questions, reflections or affirmations thus strengthening sustain talk
- Pushing through sustain talk focusing only on change talk will often strengthen sustain talk
- Deals with all types of sustain talk in the same way

Identifying and Resolving Ambivalence

What It Is

Identifying and resolving ambivalence is a stage dependent strategy. In the early stages we guide the individual to create or identify ambivalence. Once we have a significant amount of ambivalence, we work to soften sustain talk thus reducing ambivalence and increasing the motivation to change.

Why do We do it

For people in the early stages of change creating Ambivalence can be a goal. If we only feel one way about making a change (it's not a problem), getting a job (why should I work, I am fine), or parenting (I am a great parent, I have no reason to change) then we are _not ambivalent_. Ambivalence is often at the very heart of our work, and identification and evoking Ambivalence at this stage in the process is a valuable skill. Once Ambivalence is established or already present guiding takes us to the next phase of strengthening Change Talk and softening Sustain Talk. Effective guiding attends to and shifts ambivalence toward change at a pace that is comfortable to the individual.

What makes it work

Identifying and then resolving ambivalence moves the person toward change. Guiding the person to make the arguments for change and shifting the balance of ambivalence in favor of change increases the person's motivation and self-efficacy to change.

How do we do it

Examples of Ambivalence can be heard in a young person thinking about whether they want to continue attending high school. On one hand, they may be thinking it's a waste of time, and they don't like being told what to do. On the other hand, they may realize that if they do not get a high school diploma, they may not be able to get a good job. They may also miss some of the social parts (I get to see my girlfriend) as well, but dislike most of the other students. These two thoughts stand in opposition to one another and create Ambivalence towards change. MiiWrap Staff would attempt to increase change talk related to staying in school and soften the sustain talk of not attending. We look at all sides of the Ambivalence and attempt to shift it towards positive behavioral change. An important factor is your ability to _verbalize an appreciation for ambivalence_ as a normal part of the person's experience as they consider change.

Once the Ambivalence is clearer to you and the youth and family you can use Strategic Reflections, Discrepancies and Decisional Balancing to strengthen change talk and soften sustain talk moving them forward to behavioral change. At this point a summarized strategic reflection may prepare the way for planning. Your goal here is to clarify the person's ambivalence with them. You do not rush through it, but you have the person describe it in detail.

> _"You feel two ways about this, but I also hear that you would be willing to experiment with some new behavior that might make your life easier for you"_

What Do We Need to Attend to?

We need to be mindful of both engagement and the level of ambivalence (stage of readiness to change) to match our guiding strategies to the current state of the youth and family. Dancing requires staying in step, not pushing too far ahead or stagnating by exploring sustain talk too deeply.

Strong Examples

- Hears ambivalence as a normal part of the change process and honors it
- Creates ambivalence if needed to promote change
- Uses high quality strategic reflections to move the person toward change
- Uses decisional balancing or pros and cons
- Develops a discrepancy when appropriate

Weaker Examples

- Sees ambivalence as a threat to change
- Uses judgmental statements when confronting ambivalence
- Fails to identify it and use MiiWrap strategies to resolve it
- Pushes for change or decisions too quickly

Developing Discrepancies

What it is

Developing discrepancies is a specialized form of evoking in which we elicit statements of differences between the current and desired status for the youth and family. Goal status discrepancy is one of the stronger drivers of motivation for change.

Why do we do it

As we enter into a Collaborative Partnership with a youth and family, it is often apparent that there is a barrier to achieving their vision. Helping them to articulate the discrepancy (even though they often already know it) can develop the ambivalence or support the change talk needed to make the change.

What makes it work

Discrepancy can be either positive or negative in that it can be experienced as a desire for something better or discontent with the status quo. Articulating this discrepancy (by the youth and family) and having the self-efficacy to change it is often a strong motivator that maintains change efforts through challenges.

How do we do it

Discrepancies are developed through careful listening to the Individual and providing reflections that lead to a collaborative reflective conversation. A key to a successful discrepancy is that it is a reflection of what the person has said. This means you must evoke the different parts of the discrepancy from the individual and clarify your understanding of each part before you reflect it back. If not, you will fall into the expert trap of providing your idea of the discrepancy. At its core, Discrepancies reflect back to the Individual the conflict between their values, goals and beliefs, and their present behavior. Discrepancies can be used to help the Individual see how things were different in the past, or what they might be in the future, if changes are, or are not made. The intent is to create cognitive dissonance with the goal of resolving it in the direction of behavioral change. At the root of dissonance theories is the belief that people strive for consistency between their thoughts, beliefs, values and behaviors.

After developing the Discrepancy, the Individual, not the Staff, should present the argument for change. This is an effective and sustainable strategy to build self-motivation and self-efficacy. Examples of the two types are below:

- *On one hand you would really like your step father to get off your back... but on the other hand it's impossible for you to do the things he asks of you* (Staff Stated Discrepancy)

- *As you look back on your life... was there a time when this didn't happen?* or *If you make these changes... what does your life look like a year from now?* (Evoking a Discrepancy)

- Do not use if the person is in the stage of preparation or planning

- There should be a downward turn in your voice at the end to encourage thinking and responding from the person

What do we need to Attend To

A Discrepancy is not a "gotcha" approach, nor is its intent to trap the individual in a lie. It is a subtle, sensitive and collaborative way of helping the individual to heighten their awareness of things in their life that are incongruent. You need to avoid the expert trap, but instead take a "one down" approach in the conversation. This one down approach typically sounds like "I am a bit confused here, help me understand what is going on…"

Strong examples

- Discrepancies should be reflections of what the person has said
- Used in context of the Mindset and all Relational skills
- Offered in one down fashion
- Evoke resolution from the individual
- Allows an examination of goals versus current behavior
- Allows the person to think it through

Weaker examples

- Has a "gotcha" feel to them
- Are used frequently
- Are based on staff perceptions not individual statements
- Does not develop a discrepancy

Strategic Reflections

What it is

Reflecting as a relational skill is used to show genuine interest and to improve our understanding of the youth and family. Strategic reflections are used to evoke change talk. Strategic reflections are often used in response to sustain talk to acknowledge what the person has said in a way that leaves an opening for change talk.

Why do we do it

We use strategic reflections when the individual is focused on the sustain talk side of ambivalence. The strategic reflection does not confront the sustain talk but produces a situation in which the individual may counter the strategic reflection with change talk.

What makes it work

Strategic Reflections are used to promote <u>behavioral change</u> primarily by indirectly evoking change talk. Strategic reflections are most often used in response to entrenched sustain talk. They can heighten awareness of both sides of ambivalence to improve the possibility of change, move the person forward gently and/or clarify the person's intent. They can be used to put an idea into the person's head by changing the tense, or slightly altering the meaning.

How do we do it

When discussing a topic that is generating a lot of sustain talk, listen carefully to what the person is saying and what may be unsaid. A strategic reflection that builds on what the person is saying being precise and specific can get them to think about the change talk side of ambivalence. This is a reflection so the inflection should turn down at the end to avoid sounding like a question. After posing your strategic reflection pause to assess the person's reaction and encourage them to respond before proceeding. Below are listed six types of strategic reflections:

Emphasizing Autonomy: By telling the person that the choice is up to them, it decreases their perception of being pushed toward change.

Amplified Reflections take what the client has said and restate it in an exaggerated way (over or under). This encourages the person to argue less and can elicit the other side of the client's Ambivalence.

A **Double-sided Reflection** lets the person hear both sides of their Ambivalence. It is similar to one of the ways we Develop Discrepancies. We heighten the Ambivalence through this type of statement, as the person hears both sides at once.

Reframing Reflections can be used to engage, but also to guide a person towards change. It is a way to give a reflection of sustain talk back to the person in a new more positive way. We are not changing the content, we are attempting to get the person to see it differently with the hope that it will motivate them towards change. Often, we are taking something negative, and trying to change it into something that could be positive

Agreeing with a Twist: is when you agree, then change it at the very end to create or increase Ambivalence or motivation. It can be very effective at the Contemplation Stage of Motivation.

Directive Collaborative Reflections: These Reflections were partially based on what the Individual has said but are also formed by the Staff to instill building Self-Efficacy and Enhancing Motivation. DCR's implant an idea into the mind of the Individual with the insinuation that they had thought about it or had kind of said it. Most importantly, it is always done with the best interest and in the Voice of the Individual. The outcome of a DCR should be encouraging to the Individual, and they should have an impression that they have somehow said it themselves. If it creates Discord, you have missed the mark (it will happen at times!) When they work well, it's kind of like magic! When they don't work seek responses from the person to clarify your understanding.

What do we Need to Attend To

Strategic reflections can be effective ways to soften sustain talk but they also risk creating discord. To avoid discord, listen carefully and make sure your reflection feels like a genuine natural part of the conversation. In addition, with the exception of reframing to bring out the positive parts of statements limit the number of strategic reflections used. It is also important to carefully assess the impact of your strategic reflections as you may determine some types work better than others with each individual.

Strong examples

- Uses the person's words and acknowledges their strengths, needs and culture
- Used to evoke change talk
- Are clear and specific
- Allows the person time to process and respond to the reflection
- Increase the amount of time the person talks

Weaker examples

- Sounds sarcastic
- Has the feeling of trapping the person
- Long and confusing statements
- Multiple topics delivered in one phase
- They are vague and not behavior specific

Giving Information and Sharing Experiences

What it is

Giving information or sharing experiences in MiiWrap is a collaborative exchange of information. The staff first explores the youth and family's knowledge about the topic and seeks collaboration to determine if they want to hear more information. The staff then provides the information concisely and clearly without persuading, advising or warning. The staff then elicits the youth and family's interpretation understanding and response to the information.

Why do we do it

At times staff have information about options, resources, feedback from others or personal experiences with similar challenges the youth or family is facing. MiiWrap allows the Staff to provide information based on knowledge and personal experience individualized to the person in a way that does not persuade, advise or warn but increases their awareness of possible risks, consequences or options to guide decision making about behavior change.

What makes it work

Youth and families often already know much of the information staff may want to share and being talked to again about it is often off putting. The MiiWrap process of first eliciting their current knowledge and interest in hearing the information, providing the information in a neutral manner and then having the youth and family reflect on it acknowledges their autonomy and often results in a fuller consideration of the information.

How do we do it

During MiiWrap there will be times when sharing information with the youth and family can offer them insights and options that can help them make more informed decisions. This may include information from outside sources (expectations of legal entities, test results, etc.), options of available resources or supports, or shared experiences from other youth and families in similar circumstances. When staff have something to give or share, they first clarify the current knowledge of the youth and family so that the information offered will extend not duplicate current knowledge. Then they seek collaboration (permission to share) to empathize the autonomy of the person.

Some examples are:

- *There is some important information that might help you decide. Would you like me to share it with you?*

- Can I share some examples with you that has helped others in your situation?

- *I can see that you are concerned about this... I have some thoughts... would you like to hear them?*

The second step is how the information is provided once the person has agreed to hear it.

In MiiWrap we are focused on what is important to the youth and family. We do not give them large amounts of information unless it is specifically requested. The information is provided in a neutral way without trying to persuade, advise or warn. On the other hand, providing information, can be an effective behavior change skill. The intent is to provide accurate and important information without increasing Discord in the discussion.

The third step is to elicit their interpretation, understanding and response to the information. This step would include open-ended questions and reflections with a genuine interest in their thoughts.

What do we need to attend to

Youth and families often already have information about challenges caused by current behaviors, and they have also heard about options or potential courses of action. Jumping in assuming you are offering new information without first eliciting the current knowledge of the family fails to acknowledge their strengths. Moving forward to sharing without asking permission (Seeking Collaboration) fails to respect the collaborative relationship.

Strong examples (reasons)

- Elicit current knowledge about topic
- Seeks collaboration before providing information
- Provides the information in a neutral manner
- Does not withhold important information for fear of a person's reaction
- Provides in a clear and precise manner
- Elicits feedback and response to information

Weaker examples (reasons)

- Warns the person through the information
- "Makes up" information to try to get the person to change
- Advises or tries to persuade to staff point of view

Decisional Balancing

What it is

Decisional Balancing is a MiiWrap strategy to elicit from the family the good things and the not so good things about a specific decision. We have them look at the costs of making <u>and not</u> making a change, and the benefits of making and <u>not making</u> a change. We call the formal version of this skill (where you fill out a form) **Decisional Balancing**, and the informal verbal version, **Pros & Cons**.

Why do we do it

Often there are multiple conflicting sources of ambivalence that make decision -making difficult. After the different sources have been explored decisional balancing offers a concrete and organized way to view the two sides of ambivalence often helping to clarify a decision.

What makes it work

Decisional Balancing is a natural process that we all go through when making decisions. We often decide by weighing the pros and cons of different options. To buy a car now or later, choosing between cars, and deciding on the features we want in a car can all be examples of weighing Pros and Cons. When used with the MiiWrap Mindset, people relate to it as a normal decision-making process. It allows the argument for change to be made by the person in their own words, not from the Staff. It also reduces Discord because the person has been able to list their own pros and cons and create their own argument for change. The process helps to organize their thoughts in an organized manner.

How do we do it

Decisional Balancing is only used when extensive reflections and evoking of the sources of ambivalence results in no clear decision. The decisional balancing process clarifies and organizes the sources of ambivalence often resulting in increased motivation to make a decision. Decisional Balancing is similar to brainstorming in that the Staff writes down or provides a summary of all of the verbalized thoughts. This is done with the non-judgmental attitude of acceptance. While this exercise can be completed on a piece of paper, in Team of Family work it is more effective if a large easel pad can be utilized, thus allowing everyone present to see the results.

The order of doing Decisional Balancing is important to the result. When completing the written Decisional Balancing asking the questions in the correct sequence is critical. You start with 1) What are the benefits of not making a change, 2) what are the costs of not making a change, 3) what are the costs of making the change and finish with 4) what are the benefits of making the change. We start by exploring the positive aspects of not changing. When we begin the conversation with "tell me what you like about your current situation" families are often surprised that we are expressing an interest in understanding their motivation. After summarizing the good things, we ask "For you… are there any not so good things about the current situation?" Then we end with the two questions evoking change talk. Exploring these last often tips the ambivalence in favor of change.

While it is a very effective tool for evoking change, it should be used sparingly with the Individual because it is not necessarily part of a normal conversation, thus risking your genuineness. In addition, it supports sustain talk which we are trying to soften.

What do we Need to Attend to

Decisional Balancing can be an effective way to help a family organize complex and multiple sources of ambivalence about behavior change. Before considering its use the sources of ambivalence should be explored and it should only be used sparingly.

Strong examples

- Used only after extensive Reflective Discussion about the topic
- Nonjudgmental approach
- Listens carefully
- Acknowledges both reasons to change and not to change
- Uses reflections to underscore important points
- Summarizes at the end
- Evokes the persons thoughts about the results

Weaker examples

- Makes judgments and gives reasons to make a change
- Gives more weight to one side or the other
- Does not ask cons
- Minimal use of reflections
- Does not summarize or ask for summary from family

Differential Responding

What it is

Differential responding is matching the relational and behavior change skills to the current stage of readiness to change of the youth and family.

Why do we do it

Youth and families are at various stages of change related to different areas of behavior change. Effective guiding requires using strategies that match the current level of engagement and stage of readiness to change. Effectively matching skills to engagement and stage of change increases engagement, motivation and self-efficacy.

What makes it work

Being too far ahead or too far behind the person results in Discord. Matching strategies to the current status of the family strengthens the Collaborative Partnership and motivation to change.

How do we do it

Responding with a strategy that does not match the stage leads to Discord. If a person is in Precontemplation (they don't even see a problem) and we are trying to develop a plan for their unseen problem, we prompt Discord. If the person is in a place where they are ready to make a change, and we are treating them as if they are in contemplation (you are just thinking about this) we may also get Discord. In MiiWrap we may stay just a half step ahead of them at the initial phases, then join them during the middle phases, and then let them move ahead of us as they build transition assets.

- *Precontemplation – use Relational Skills to strengthen Engagement and Change Skills to create Ambivalence*

- *Contemplational – use Relational Skills to strengthen Engagement and Change Skills to Evoke Change Talk*

- *Preparation – use Relational and Change Skills to strengthen Motivation and self-efficacy and develop focus*

- *Planning – continue to strengthen Motivation, self-efficacy and focus and use Change Skills to develop options and mobilizing Change Talk*

What do we need to attend to

First, we need to remember that the person's Stage of Readiness is fluid and dynamic. It can not only change from session to session, but it can change during a session. We need to be continually aware of how the person is responding, verbally, and non-verbally. Second, people are not in a stage of change. A person may be in Pre-Contemplation regarding getting a job, in Contemplation regarding drug use, and in Preparation related to resolving their legal issues. In a very real sense, MiiWrap is like a juggling act, with the possibility of having dozens of balls in the air at one time. We address each Need separately and often with unique strategies. When we identify and respond correctly to the person's Stage of Readiness to change, we can expect reduced Discord and increased motivation for change. In a very real sense,

MiiWrap is a process of successfully moving someone through the Stages of readiness to change for their prioritized needs.

Strong examples
- Continually assessing the stage of readiness to change for each behavior change need
- Once some needs are at preparation and planning move to action while concurrently strengthening motivation and self-efficacy for other needs
- Match relational and change skills to stage
- Evoke movement toward the next stage

Weaker examples
- Present the next change activity based on the time frames not on stage of readiness to change
- Respond with strategies that are for another stage
- Do not assess stage or readiness for each behavior change need

Shaping

What it is

Shaping is a MiiWrap strategy of breaking large goals into smaller manageable objectives and reinforcing each of the steps to the larger goal

Why do we do it

When people identify large or complex behavior change goals, it is unlikely they will be able to accomplish them all at one time. They may lack the Motivation or Self-efficacy, or both, to do so. By helping the individual break the larger goal into smaller steps or short-term objectives, we can help them move toward the larger goal and provide affirmation for change efforts and completing the smaller steps. This will increase self-efficacy and thus self-motivation to continue the change efforts to accomplish the larger goal.

What makes it work

Success is the primary determinant of self-efficacy. By breaking behavior change into smaller steps we increase the likelihood and frequency of success thus building self-efficacy with motivation for more change.

How do we do it

When the youth and family prioritize a large behavior change goal or take on a significant transition asset, we work with them to identify smaller steps toward the goal.

Miller & Rollnick (2013) provide an analogy for moving straight ahead in a forest. Determine the direction you want to travel (Focus) and identify three trees in a line in that direction. Walk toward the first tree (short-term objective) keeping the other trees in view. When you reach the first tree find a fourth tree in line with the second and third and keep repeating the process.

This is what we do when we affirm increasing amounts and strength of change talk while softening sustain talk to build motivation to support behavior change. We are shaping the behavior by shaping the Change Talk. MiiWrap believes that people are more likely to enter in to behavioral change if they increase their change talk. We follow the idea of Chaining as we link one successful behavioral change to another. Examples of how MiiWrap helps people choose their own next steps include:

- *If your mom saw, you begin to make changes… what would be the first thing she would notice had changed?*

- *What would be the first thing that you would do?*

- *If someone saw that things in your life started to change… what would they notice first?*

- *That's a great goal… what would be the first step to achieve it?*

What do we need to attend to

This is a collaborative process, so we want to elicit the steps from the family not tell them what they are. We then need to determine their confidence in achieving the steps and provide support as necessary. Affirming and celebrating efforts and success will keep them moving.

Strong examples (reasons)

- Attend to the individual closely when they are talking about the steps, they may take
- Scale confidence in their ability to make the first step
- Assess possible barriers and guide the person to increase their skills to overcome them
- The Staff evokes the steps from the person
- The Staff guides the person in breaking down the goal into manageable steps
- The person is affirmed for verbal and behavioral efforts
- The person is supported to take steps they select not ones selected for them

Weaker examples

- The Staff dictates the steps
- Failure to affirm less than successful efforts
- Does not help the person break down steps into smaller manageable ones

Reflective Discussion

What it is

As part of the cycle of support MiiWrap Staff prepare and debrief the family for each activity through a **Collaborative Reflective Discussion** about what they are going to do and why and how it went and what could be done to make it better next time.

Why do we do it

By planning the agenda for each activity and reflecting afterward we get the family more involved and make it a Collaborative Partnership to support the MiiWrap Mindset. When we do this, we give the person more control over the process, so we can expect more from them now and in the future. This builds self-efficacy and moves the person towards transition.

What makes it work

MiiWrap is based on a collaborative partnership. The ongoing cycle of support in which the staff and family plan and do the activities of MiiWrap together transitioning control of the process to the family is facilitated by these reflective discussions. Sharing responsibility for planning, debriefing and improving the activities formalizes the collaborative partnership at the heart of MiiWrap.

How do we do it

A preparatory reflective discussion describes and collaboratively discusses what we are about to do and why we do it. It is collaborative in that we use Reflective Listening to mutually determine the needs, content and process of each session or activity and modify our approach and agenda based on their response. For example,

- Today we have planned to prepare for the SNCD. What do you want from this session and is there anything else we should be talking about?

And after each step, we reflect on how it went and possible improvements that might be made in future similar activities. We also consider how the person will accomplish the goal of the activity in the future, when the family takes control of the process.

A debriefing Reflective Discussion involves the family and gives the them more control over the process. Done effectively, it helps you to identify any barriers to change, and create new plans to address them. We do this to mutually involve staff and family in the collaborative partnership with questions like:

- *How do you think the (session, meeting, etc.) went today?*
- *What about it worked for you?*
- *What did not work or could have been done better?*
- *What are your ideas on how we can do that next time?*
- *How would you handle this situation if I was not here?*

Reflective discussions can also be used to debrief plan implementation or activities in which the Staff did not participate. The entire set of MiiWrap Relational Skills can be of great value in this Discussion as the person is sharing their thoughts on what has recently happened. This supports the relationship and collaboration as the person feels heard and supported.

What do we need to attend to

- Even though you enter each session and activity with expectations for what will be accomplished, offer options and then listen carefully to the point of view on the family. Use questions and reflections to understand what is wanted from the process. Always ask for their impressions before providing your own in debriefing.

Strong examples

- The Staff demonstrates a genuine curiosity about how the person is experiencing the MiiWrap process
- Affirms the person for their participation and efforts
- Uses words like "us" and "we" during the discussion to support the mindset of Collaboration
- Honors the person's opinion about the process
- Supports the person's control over the process

Weaker examples

- Staff controls the discussion
- Forces the discussion
- Makes attempt to fix things that went wrong without honoring the voice of the person
- Simply agrees with the family when they move away from MiiWrap activities or their long range vision