LAND ACKNOWLEDGEMENT

YouthREX's Provincial office is located at York University. Both YouthREX and York University acknowledge their presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders and the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Source: http://aboriginal.info.yorku.ca/

YOUTHREX
Research &
Evaluation eXchange

THINGS TO KEEP IN MIND

- We are recording this webinar and it will be uploaded to both the YouthREX website and to the eXchange.

- If you have trouble with the audio quality today, please try calling in with a phone.

- Be sure to download the slide deck and associated handouts.

- Share your comments and questions throughout the webinar!

YOUTHREX
Research &
Evaluation eXchange
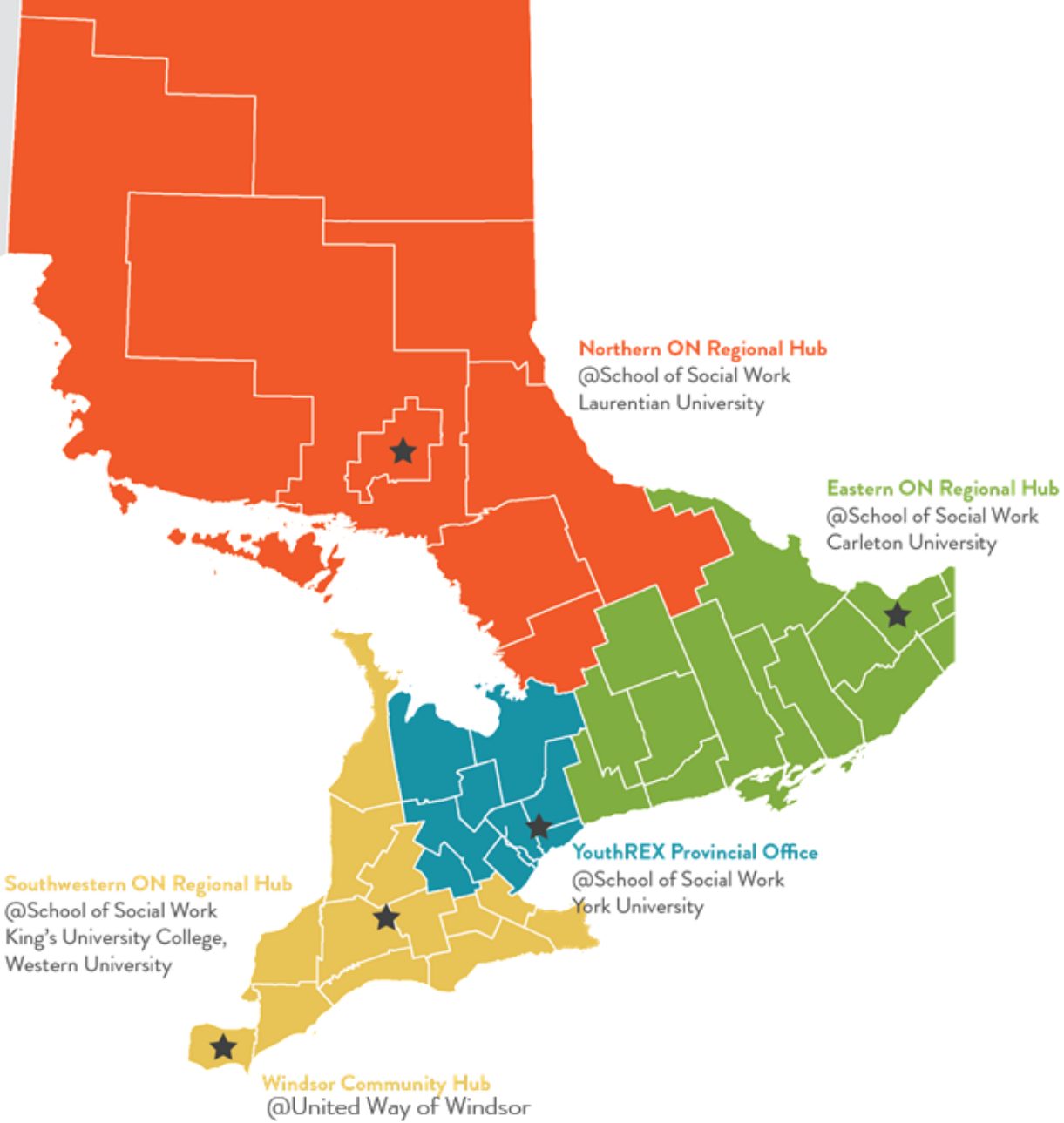
ABOUT YOUTHREX

OUR VISION

An Ontario where shared knowledge is transformed into positive impact for all youth.

OUR MISSION

To make research evidence and evaluation accessible and relevant to Ontario's youth sector through knowledge exchange, capacity building, and evaluation leadership.

YOUTHREX
Research &
Evaluation eXchange

WHERE WE WORK

Northern ON Regional Hub
@School of Social Work
Laurentian University

Eastern ON Regional Hub
@School of Social Work
Carleton University

YouthREX Provincial Office
@School of Social Work
York University

Southwestern ON Regional Hub
@School of Social Work
King's University College,
Western University

Windsor Community Hub
@United Way of Windsor

KNOWLEDGE
EXCHANGE

YOUTHREX
ED

YOUTH PROGRAM
SUPPORTS

YOUTHREX
Research &
Evaluation eXchange

YOUTHREX
Research &
Evaluation eXchange

Webinar Series –
Part 2:
Using the
Stages of Change
to Support Young People

KEEP IN MIND
There is no singular pathway; youth may find themselves at
each stage multiple times before change is solidified.

01 Precontemplation

I DON'T WANNA DO THIS!
NO INTENTION TO CHANGE WITHIN THE NEXT SIX MONTHS

02 Contemplation

MAYBE I CAN TRY IT OUT...
INTENTION TO CHANGE WITHIN THE NEXT SIX MONTHS

LET'S DO THIS!
HAVE MADE CHANGE IN THE LAST SIX MONTHS

04 Action

So...How DO I GET STARTED?
READY TO TAKE ACTION WITHIN 30 DAYS

03 Preparation

05 Maintenance

I THINK I CAN KEEP THIS UP.
CAN LAST SIX MONTHS TO FIVE YEARS

06 Termination

ON AND ON.
CHANGE IS MAINTAINED FOR FIVE YEARS OR MORE

Likwa Nkala
Manager
East Metro Youth Services

Vivian Oystrick
Youth Program Supports Manager,
YouthREX Northern Hub

Myles Soulliere
Manager, Youth Opportunities Strategy
New Beginnings

YOUTHREX
Research &
Evaluation eXchange

Learning Objectives

- Understand the four main constructs of the Transtheoretical Model of Behavior Change (TTM), including Stages of Change.

- Describe the characteristics of youth in each Stage of Change.

- Understand which TTM principles and processes to use with youth at each Stage of Change.

- How to use Motivational Interviewing to complement the TTM.

Recap: TTM Constructs

- Stages of Change: <u>When</u> you change.

- Decisional Balance: <u>Why</u> you change.

- Self-Efficacy: <u>Confidence</u> to change.

- TODAY – Processes of Change: <u>How</u> you change.

The Stages of Change

01. Pre-Contemplation
Not intending to make a behaviour change (not ready).

02. Contemplation
Intending to make a behaviour change in the next six months (getting ready).

03. Preparation
Intending to make a behaviour change in the next 30 days (ready).

04. Action
Have been engaging in the new behaviour for less than six months.

05. Maintenance
Have been engaging in the new behaviour for more than six months.

Process of Change

1. **Decisional Balance:**
   - <u>why</u> you change
   - **pros** and **cons**

2. **Self-Efficacy:**
   - <u>confidence</u> to change

Process of Change: <u>How</u> You Change

- 10 Processes of Change describe how a person changes.
- Processes facilitate **transitions** between stages and are used as the basis of intervention design.
- Grouped into **five experiential** and **five behavioural** strategies that support change behaviours.
  - **Experiential processes** of change: more internal; involve changes in thinking and feeling; especially important in the early Stages of Change.
  - **Behavioural processes** of change: more external; involve changes in behaviour and the environment.

Five Experiential Processes

1. Consciousness Raising
2. Dramatic Relief
3. Environmental Reevaluation
4. Self-Reevaluation
5. Social Liberation

01. Consciousness Raising

- Relates to learning new facts, ideas, and tips that support the healthy behaviour change or "becoming informed".

- Involves increased awareness about the causes, consequences, and cures for a particular problem behaviour.

- In this stage, youth workers focus on:
  o Raising awareness (asking questions)
  o Presenting information
  o Promoting informative campaigns
  o Talking about possible consequences to behaviour

02. Dramatic Relief

- Dramatic Relief, known as "increased emotional awareness," means experiencing:
  - Negative emotions (such as fear and anxiety) that go along with the old behaviour; and
  - Positive emotions (such as hope and inspiration) that go along with the new behaviour.

- What kinds of techniques can move youth emotionally in relation to their behaviour?
  - Psychodrama? Role playing? Personal testimonies? Media campaigns?

03. Environmental Reevaluation

- Environmental Reevaluation, known as "consider others," means realizing the negative impact of one's behaviour — and the positive impact of change — on others.

- This process asks the self-changer to think about the impact of their behaviour on their environment and other people in their lives.
  - Can you list two people who would be affected if you changed your personal behaviour?
 - Who would benefit? How would they benefit?

04. Self-Reevaluation

- Self-Reevaluation, known as "consider your self-image," means realizing that the behavioural change is an important part of one's identity.
  - What words come to mind when you think about how you'd feel about yourself if you changed your personal behaviour?
  - How would your self-image change with this change?

05. Social Liberation

- Social liberation, known as "notice the public effort," means realizing that social/community norms are changing to support the healthy behaviour.
    - What types of changes do you notice in your community that support the change youth want to make?

Five Behavioural Processes

6. Self-Liberation
7. Helping Relationships
8. Counter Conditioning
9. Reinforcement Management
10. Stimulus Control
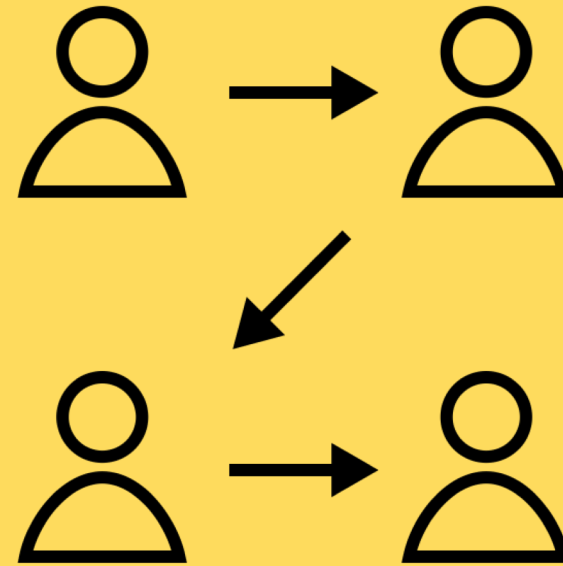
06. Self-Liberation

- Self-Liberation, known as "making a commitment" to change, focuses on one's ability to give oneself permission to make a change and take ownership over that process.
    - Have you made a promise to yourself yet that you are going to make the behaviour change you mentioned?
    - In what ways could you show that you've made a commitment?
    - Could you tell other people about the changes you want to make?
    - Could you write your promise down?

07. Helping Relationships

- Helping Relationships, otherwise known as "getting support," means seeking and using social support to make and sustain changes.
    - Who would support you if you made your personal behaviour change?
    - How would they help?

- A Helping Relationship ideally combines caring, trust, openness, and acceptance.
    - Includes calls from a YOW and buddy systems.

08. Counter Conditioning

- Counter Conditioning, known as "use substitutes," means substituting healthy behaviours and thoughts for old behaviours.

- This process is very important in the Maintenance Stage and asks us to:
  - Substitute behaviour/practice.
  - Consider harm-reduction solutions.
  - Create alternative options to avoid relapse.

09. Reinforcement Management

- Reinforcement Management, known as "use rewards," means increasing the rewards for healthy behaviour change and decreasing the rewards for old behaviours.
  - What happens if we meet our goals, what happens if we fall short?

- Creating a plan of rewards and consequences can help provide motivation for change during the contingency process. This process may include:
  - rewards, consequences, contracts and backup plans, self-affirmations, celebratory recognition
  - (family, support group)

10. Stimulus Control

- Stimulus Control, known as "manage your environment," includes removing reminders or cues to engage in the old behaviours, and using reminders to engage in the healthy behaviour.

  o What types of cues could you use to help you change your personal behaviour?

  o What kinds of people, places, and things should you avoid?

  o What kinds of reminders can you use?

Motivational Interviewing (MI) and Stage-Match Processes

- MI was developed specifically for the purpose of helping people resolve ambivalence and strengthen motivation for change.
- TTM's Stages of Change is complementary with MI in that it provides for reflection regarding **where**, **when**, and **how** change becomes possible.
- Matching the process and stage, as well as doing the right things at the right time, are key strategies.
- Employing the use of core MI skills evokes movement through the Stages of Change.

The "Spirit" of MI

Partnership
Working in partnership with the youth.

Compassion
Actively promote the youth's welfare.

Autonomy/Acceptance
If youth make changes for their own reasons they are more likely to maintain changes.

Evocation
The resources for change and motivation reside within the youth.

MI Core Skills: OARS

Open-Ended Questions

Affirmations

Reflective Statements

Summarizations

Reframing Questions: Examples

1) Is drug use something you want help for?

Tell me what are some negative things that have occurred because of your drug use.

2) Are you happy with the way things are?

Tell me about the things that are going well for you.

Reframing Questions: Examples

3) Don't you think school would be easier if you could figure out how to get along with your teachers?

Can you tell me about a teacher you have a good relationship with?

4) Don't you want to get off probation sooner?

How will things be different for you when you are off probation?

CASE SCENARIOS

Case Scenario – Pre-Contemplation

- **Jason** is 16-years-old and has been drinking since the age of 13. His parents are concerned about his escalating drinking behaviour, but Jason doesn't feel he has a problem. Jason agreed to go to an Alcoholics Anonymous (AA) meeting with his parents after he took their car while drinking and got into an accident. Jason says he doesn't need a program to help him quit drinking, and that he only drinks when people "stress him out". He is not interested in quitting. A condition of his probation is that he sees a counsellor regularly.

- **What stage-matched strategies and interventions would you apply?**

Case Scenario – Contemplation

- **Carmine** is 15-years-old and has failed 11th grade. She is frustrated with school and skips class often. She struggles with her school work and says school gives her lots of anxiety. She feels that her teachers don't care and that they are "out to get her". She does have dreams of going to college, but worries that it will never happen now because of her marks. Carmine wants to know what her options are so she can spend the summer thinking about whether she should try again in September.

- **What stage-matched strategies and interventions would you apply?**

Case Scenario – Preparation

- **Cheryl** is 16-years-old and has been charged with two counts of theft. She is in 10th grade and is an excellent student, but often skips class. Her mother is ill and she often stays home from school to take care of her. Cheryl says she started stealing because her mother can't afford to buy her things, but now she worries that she can't stop. She often finds herself stealing things she doesn't even want. Cheryl is not proud of this behaviour and is prepared to make changes. She has asked to see a counsellor and intends to return the things she stole.

- What stage-matched strategies and interventions would you apply?

Case Scenario – Action

- **Michael** is 18-years-old and was charged with his second DUI three months ago. He was hurt in this last accident and has required intensive physiotherapy for his injuries. Michael started attending AA meetings two months ago and hasn't had anything to drink since the accident. Michael expressed to his doctor that he is in a lot of pain and is tempted to start drinking again. Michael's father struggles with alcoholism, so there is always alcohol around the house. Michael has come to you for support.

- What stage-matched strategies and interventions would you apply?

Case Scenario – Maintenance

- **Patsy** is 19-years-old and had been using drugs for three years before she entered treatment and successfully completed a residential program six months ago. Since finishing her treatment, Patsy has been involved in a recovery group, which she attends every week at least once. Patsy is happy she attended treatment, but she worries about her ability to stay drug free when she is having a bad day or fighting with her family. Patsy also worries about losing her friends who still actively use. She says she feels lonely and is questioning her ability to succeed.

- **What stage-matched strategies and interventions would you apply?**

Reflective Questions

- So now that you've learned about the Transtheoretical Model and the Stages of Change, how do you think you can use the stage approach to facilitate the Stages of Change in your work?
- What were the pros and cons of using a stage approach? Are there ways to shrink the cons?
- What are some situations where using a stage approach could be difficult?
- What can you do in those situations to stay on track?

QUESTIONS?

THANK YOU FOR JOINING US!

exchange.youthrex.com

youthrex.com

Follow us on Twitter & Instagram:
@REXforYouth

Please remember to fill out our feedback form!

YOUTHREX
Research &
Evaluation eXchange