

## Handouts

*Provided to Supplement*

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# Motivational Interviewing in Schools *Strategies for Engaging Parents, Teachers, and Students*

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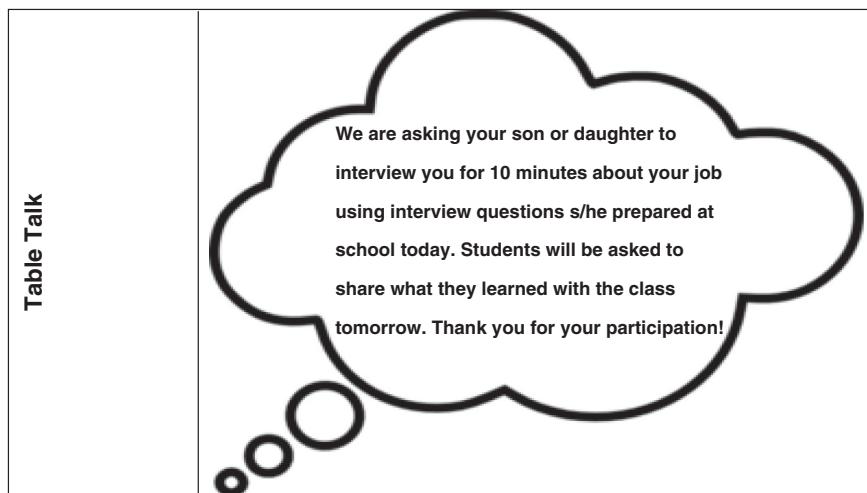
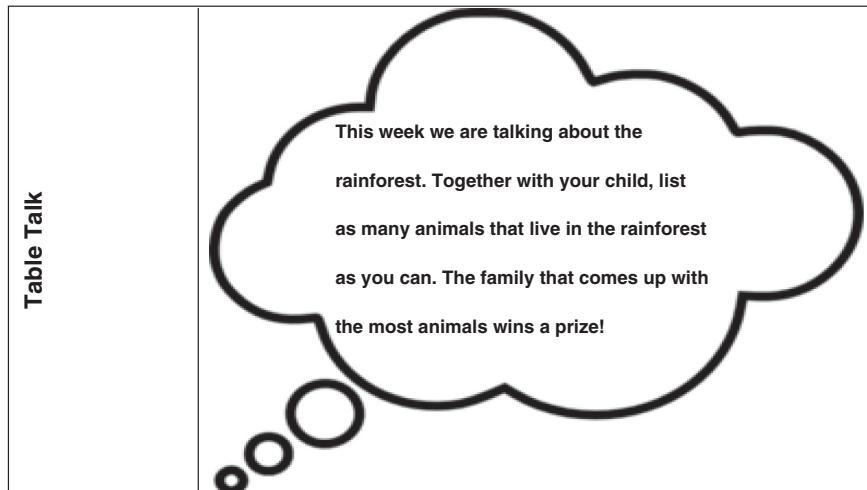
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**HANDOUT 2.1 SAMPLE HOME–SCHOOL  
POSITIVE COMMUNICATION NOTE**

	<b>ACCOMPLISHMENTS OF THE WEEK</b>	
Dear _____, this week _____		
1. 2. 3.		
	<b>Congratulations!</b>  Your child earned the STUDENT OF THE DAY award for _____ _____ _____	
Daily Progress Report for _____		
Goal 1:		Comments:
Goal 2:		Comments:
Goal 3:		Comments:

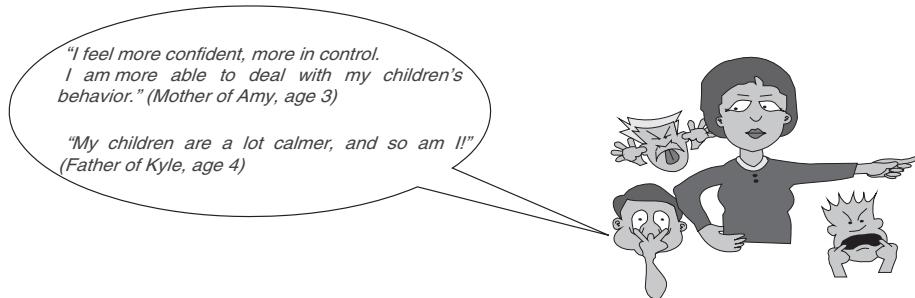
## HANDOUT 2.2 TABLE TALK NOTES TO FACILITATE FAMILY CONVERSATIONS ABOUT SCHOOL



## HANDOUT 2.3 SAMPLE POSTER WITH SIGNATURE LINE

HEAD START is now offering....

# THE PARENT SURVIVAL PROGRAM



*"I feel more confident, more in control.  
I am more able to deal with my children's  
behavior." (Mother of Amy, age 3)*

*"My children are a lot calmer, and so am I!"  
(Father of Kyle, age 4)*

Being a parent is hard work. We could all use some tips and support!

### Join other Head Start parents in a program to:

- Get practical advice about common problems like temper tantrums
- Support your child's successful transition to Kindergarten
- Learn what to do at home so your children do their best at school
- Find ways to get your child to listen without having to yell
- Feel more confident and LESS STRESSED as a parent
- Meet and talk to other parents like you



### I PLAN TO ATTEND

THURSDAYS 9:30am to 12pm (join us for a free lunch 11:30-12)

TUESDAYS 5:00pm to 7:30pm (join us for a free dinner 5-5:30)

- I will need child care during that time (children's ages: \_\_\_\_\_)  
 I will need transportation to the meeting

Parent Name \_\_\_\_\_ Phone Number \_\_\_\_\_  
Child Name \_\_\_\_\_ Class \_\_\_\_\_

Parent Signature \_\_\_\_\_

\*Please sign this form to let us know you plan to attend and give it to your family advocate. She can answer any questions you have about the program. She will also give you a reminder call the night before each meeting. We look forward to seeing you there!

## HANDOUT 2.4 ENGAGING PARENTS IN MY SCHOOL: GOAL-SETTING SHEET

Things We Do Well	Things We Could Improve
<p data-bbox="334 1056 1248 1119"><b>To foster stronger parent involvement, I commit to trying the following three strategies:</b></p> <p data-bbox="334 1151 1256 1182">(1) _____</p> <p data-bbox="334 1214 1256 1246">(2) _____</p> <p data-bbox="334 1277 1256 1309">(3) _____</p>	

**HANDOUT 2.5 ENGAGING TEACHERS IN MY SCHOOL:  
GOAL-SETTING SHEET**

<b>Things We Do Well</b>	<b>Things We Could Improve</b>
<p><b>To foster stronger teacher engagement, I commit to trying the following three strategies:</b></p> <p>(1) _____</p> <p>(2) _____</p> <p>(3) _____</p>	

**HANDOUT 2.6 ENGAGING STUDENTS IN MY SCHOOL:  
GOAL-SETTING SHEET**

Things We Do Well	Things We Could Improve
<p><b>To foster stronger student engagement, I commit to trying the following three strategies:</b></p> <p>(1) _____</p> <p>(2) _____</p> <p>(3) _____</p>	

## HANDOUT 4.1 VALUES CARD SORT EXERCISE

The values card sort exercise is conducted during the initial interview of the Family Check-Up. The activity description was adapted from Frey et al.'s (2013) *Enhancements for the First Step to Success*, and based on the work of Theresa B. Moyers and Steve Martino (2006), *The Personal Goals and Values Card Sorting Task for Individuals with Schizophrenia*. The original card sort activity was developed by W. R. Miller, J. C'de Baca, D. B. Matthews, and P. L. Wilbourne (2001). Parents can complete the card sort on their own, but the final sorted cards should be discussed in person.

### MATERIALS AND SETUP

- Use the value list below to generate a pack of individual cards. You can do this by printing each value on a separate index card or by printing each on a label and then putting each label on an index card.
- Tell the parent you will be using an exercise to help you learn more about what is most important to him or her in life.
- Lay three cards in three side-by-side columns labeled “Not Important,” “Important,” and “Very Important.”
- Give the client the remaining cards and ask the client to sort them into those three piles based on their family values and their goals for their child. (Alternately, you can read the cards with parents, especially those whose literacy skills are challenged, and complete the exercise through an interactive discussion.)
- Once finished, pick up the Very Important pile and ask the client to re-sort, pulling out the top five cards in that stack. Do not be concerned if the client cannot further edit the Very Important stack, or ends up with more than five cards, or fewer.

### DISCUSSION

- The goal is to facilitate a discussion in which the parent's values are affirmed, linked to current versus ideal child behavior, and linked to current versus ideal parenting and family-management practices.
- Discuss at least the top three values in detail.
- Use the cards to ask open-ended questions about why the client picked the card, what it means to him or her personally, how he or she knows that he or she has this value or goal (e.g., what does he or she see in his or her life that convinces him or her this is important), and how this relates to the target behavior (parenting).
- Listen for examples of child behavior and parenting practices that do not fit with the stated values and ideals. Reflect these examples by validating the parent's struggles, affirming his or her commitment to these values, and evoking arguments for change.

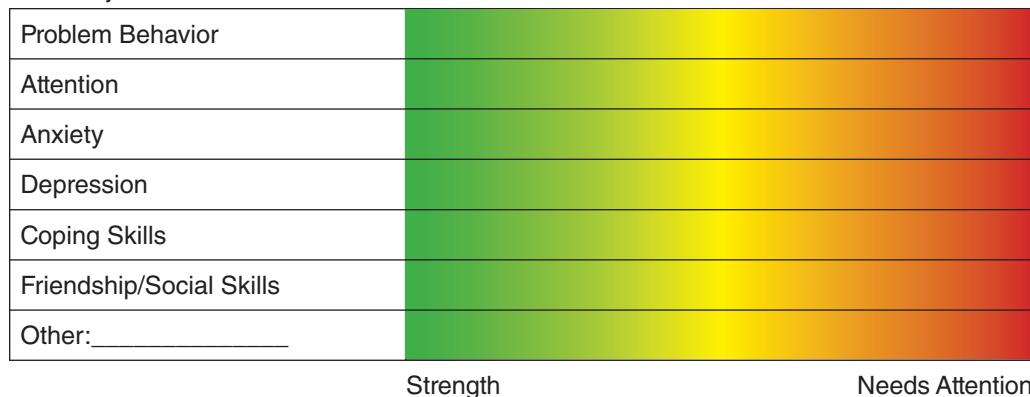
- Use an MI approach (like rolling with resistance) if the client provides answers that indicate his or her card choice is consistent with an undesirable behavior (a common one is Having Fun).
- Listen carefully for the presence of change talk that might occur and reinforce it as you hear it.
- After the value sort, the next task (if has not occurred already) is to facilitate a conversation that directly links the identified values to the family's ideals of self and life generally, and experiences and exceptions of school, parenting, and the child's strengths and challenges specifically.
- This exercise will facilitate a discussion of values and goals between you and the parent. It is intended to develop a discrepancy between a deeply held belief and a current behavior so that MI can move forward. That is its only purpose, so please do not be overly concerned or meticulous about procedural details. The content of the cards selected by the client does not really matter either, and can be expected to change from time to time in any case. A word of caution: we do not recommend bypassing the cards in favor of using the values and goals as a list. There is something about the sorting itself that is very powerful in this exercise.

Being a Good Parent	Getting an Education
Working Hard	Being a Good Friend
Being True to My Religion	Being Happy
Being Loyal	Being Healthy
Being Honest	Being Responsible
Being Loved	Having a Good Sense of Humor
Being Respected by Others	Doing Something Good in the World
Being Part of My Community	Having Nice Things
Having a Safe Place to Live	Staying Out of Trouble
Being Successful	Gaining Wealth
Being Real/Genuine	Being Powerful
Being Kind	Helping Others
Seeking Justice	Doing the Right Thing
Taking Care of My Family	Being a Good Spouse/Partner
Staying in Control	Being Patient
Having Fun	Looking Good
Feeling Good About Myself	Other Value:
Other Value:	Not Important
Important	Very Important

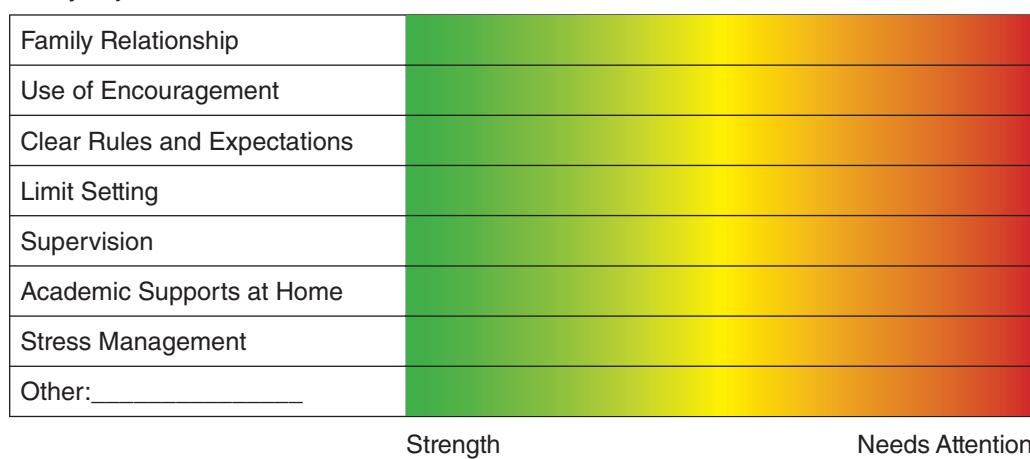
## HANDOUT 4.2 FEEDBACK FORM

Profile for: \_\_\_\_\_ Child's Age: \_\_\_\_\_ Date: \_\_\_\_\_

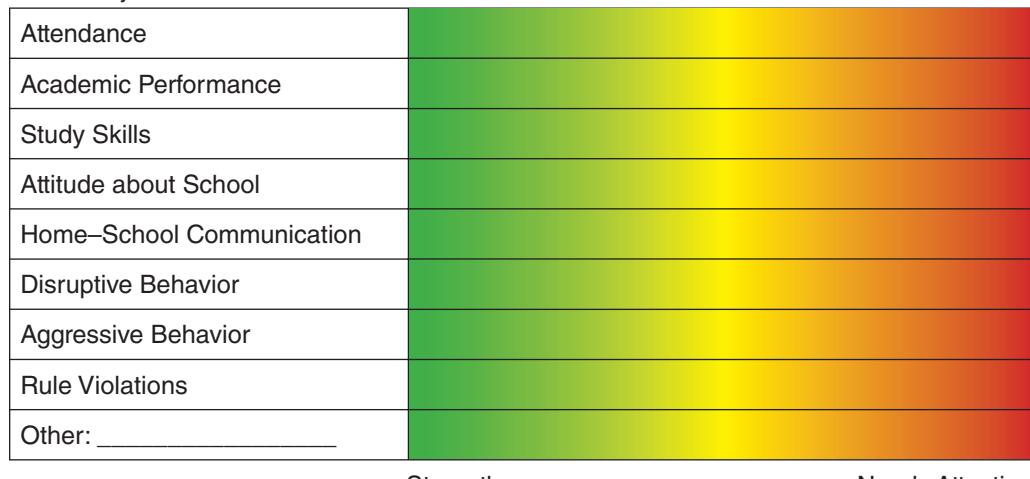
### Youth Adjustment



### Family Adjustment



### School Adjustment



### HANDOUT 4.3 MENU OF OPTIONS

Family : \_\_\_\_\_

Date: \_\_\_\_\_

#### Target Areas for Improvement:

*Based on the feedback, what areas would you as a family like to focus on?*

1.

2.

3.

#### Menu of Options:

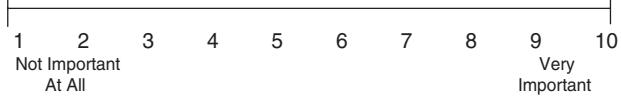
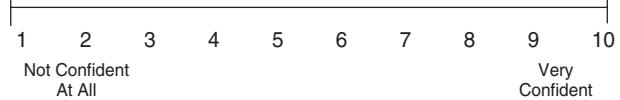
Collaborative Ideas for Child Supports	Menu of Caregiver Supports
	Building Academic Supports in the Home
	Managing Stress
	Parenting Tool Kit: Behavior Management
	Family Problem Solving and Communication
	Family Schedules and Routines

**NEXT STEP:** Identify from the menu one or more strategies to put into place. Complete Action Planning Form to identify the specific goal (e.g., meet for 1 hour each week to work on reducing stress).

## HANDOUT 4.4 GOAL-PLANNING FORM

Family : \_\_\_\_\_ Date: \_\_\_\_\_

Those things <b>going well</b> in my family:	Areas I would like to <b>focus on improving</b> in my family:
Specifically, <b>my goal</b> is to:	

What steps do I need to take to meet this goal?				
What needs to be done?	My plan	Resources I need to do it	Timeline	
How <b>important</b> is it for you to meet this goal in your classroom? 			The <b>most</b> important reason for making this change and meeting this goal is:	
How <b>confident</b> are you that you will meet this goal in your classroom? 			Some reasons that <b>I am confident</b> :	
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?		

## HANDOUT 5.1 TEACHER VALUES CARD SORT CARDS

Accepting Differences in People	Being a Good Teacher
Working Hard	Taking Time for Myself
Being Organized	Being Happy
Not Giving Up	Being Healthy
Being Honest	Being Responsible
Being Liked by Everyone	Being a Leader
Being Respected by Others	Doing the Right Thing
Being a Lifelong Learner	Being a Role Model
Having Fun	Having a Safe Classroom
Feeling Good About Myself	Being a Good Colleague
Other:	Communicating Effectively
Being Aware of Personal Biases	Being Self-Reflective
Relating to Students	Understanding Others
Being a Good Listener	Being Fair
Taking Care of My Family	Helping Others
Staying in Control	Making a Difference in the World
Being Real/Genuine	Being Patient
Being Kind	Being Flexible
Important	Very Important
Not Important	

## HANDOUT 5.2 SAMPLE GOAL-PLANNING FORM

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Those things <b>going well</b> in my classroom:	Areas I would like to <b>focus on improving</b> in my classroom:
Specifically, <b>my goal</b> is to:	

What steps do I need to take to meet this goal?				
What needs to be done?	My Plan	Resources I need to do it	Timeline	
<div style="display: flex; align-items: center; justify-content: space-between;"> <span style="flex-grow: 1;">How <b>important</b> is it for you to meet this goal in your classroom?</span> <div style="text-align: right; margin-right: 10px;">  </div> <div style="flex-grow: 1; padding: 0 10px;">The <b>most</b> important reasons for making this change and meeting this goal is:</div> </div>				
<div style="display: flex; align-items: center; justify-content: space-between;"> <span style="flex-grow: 1;">How <b>confident</b> are you that you will meet this goal in your classroom?</span> <div style="text-align: right; margin-right: 10px;">  </div> <div style="flex-grow: 1; padding: 0 10px;">Some reasons that I am <b>confident</b>:</div> </div>				
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?		

## HANDOUT 6.1 DECISIONAL BALANCE WORKSHEET

Decisional Balance	
Good things about _____ (current behavior):	Bad things about _____ (current behavior):
New behavior: _____ If you were to try it, what might be some benefits?	If you were to try it, what might be some challenges?

## HANDOUT 7.1 PARENT INTERVIEW

Date: \_\_\_\_/\_\_\_\_/

ID#: \_\_\_\_\_

Family Consultant: \_\_\_\_\_

### **Introductory Questions:**

I am going to start out by asking some general questions about who lives in your household and about how (name) is doing at home, in school, and with friends.

Names and age of everyone currently living in the home:

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How has (name) been doing in terms of getting along with family and others?

Generally, how would you say (name) has been doing at school?

{If concerns} What have you tried to help (name) do better at school?

Does (name) have any special needs or receive any special services at school?

Does (name) have an individualized education program (IEP)? **{If yes, what services does he or she receive?}**

Does (name) take any medications? **{if yes}** what is the name of the medication and what is it for?

What hobbies/special activities does (name) have?

What has been (name)'s greatest accomplishment or achievement this year?

What has been most difficult for (name) this year? Why?

What do you most like about your child? What does he or she do particularly well?

What are your greatest dreams for your child? What do you most want for him or her?

What do you most like about being a parent? What do you do particularly well as a parent?

What is the hardest part about being a parent? Is there something you would like to do better as a parent?

Is there anything else that you think is important for me to know about before we complete the rest of the interview?

## HANDOUT 7.2 PARENT MANAGEMENT SKILLS AND PRACTICES

Family \_\_\_\_\_ Date of Interview: \_\_\_\_\_

### **Home Learning Environment:**

1. How important do you think your involvement is to your child's success in school?
2. How important do you think your child's education is to his/her success in life?
3. How often do you get a chance to go over your child's homework?
4. How often do you discuss schoolwork with your child?
5. How much education would you like your child to complete?
6. How much education do you think he or she will actually complete?

### **Parent-Teacher Interaction:**

7. How often do you meet with your child's teacher?
8. How easy is it for you to become involved at your child's school?
9. How often does your child's teacher keep you informed about what he or she is learning in school?
10. How often does your child's teacher keep you informed about your child's progress in school?

### **Parent Discipline:**

11. How often do you get the chance to talk with your child about what he or she has done during the day?
12. How often do you get the chance to talk to your child about what he or she is going to do tomorrow?
13. How often does your child spend time at home without anyone over the age of 16 years?
14. How often do you have fun with your child?

15. When you decide to punish your child, how often can he or she talk you out of it?
16. If you tell your child that he or she will get punished if he or she doesn't stop doing something, how often will you punish him or her?
17. How often does your child get away with things that you feel should have been punished?
18. How often do you let your child go unpunished if he or she cries?
19. When your child has done something wrong, how often does he or she know what kind of punishment to expect?
20. What is the likelihood that you would know in a day or two if your child did poorly on a test or assignment at school?
21. What is the likelihood that you would know in a day or two if your child was in a fight?
22. What is the likelihood that you would know if your child brought something home that didn't belong to him/her?
23. How frequently do you feel pleased with your child?
24. How difficult do you find it to be patient with your child's behavior?
25. How pleasant is your child to raise?
26. How well do you get along with your child?
27. How often does your child choose the activity when you play together?
28. When you praise your child, how often do you explain the behavior that you are praising him or her for?
29. How often do you praise your child when he or she does what he or she is told?
30. How do you handle your child if he or she talks back to you or another adult?
31. How do you handle your child if he or she has been fighting?
32. How do you handle your child if he or she does not listen/comply?

## HANDOUT 7.3 SUMMARY SESSION 1

➤ Summarize Session

- The purpose of our meeting today was for me to learn more about you and your child, including your values and concerns.
  - Some of your most important values are\_\_\_\_\_.
  - Some things that you would like to be different are\_\_\_\_\_.
- Does that sound about right? Is there anything else I should know?

➤ Prepare for Next Meeting

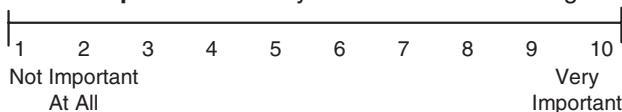
- We will meet one more time, so that I can give you information from all the forms you completed today and from your child and his or her teacher.
- Most parents find this information very helpful to support their child.
- After our next meeting, you can decide what to do next. That may be our last meeting. Or you may decide that you want to meet again. Whatever you think is best. It is up to you.
- Do you have any questions?

➤ Schedule Next Meeting

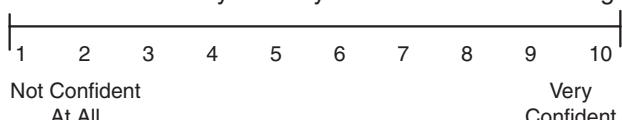
- Would you like to schedule our next meeting?
- What day and time works best for you?

➤ Rulers

How **important** is it for you to make this meeting?



How **confident** are you that you can make this meeting?



Is there anything that could get in the way of attending the meeting?

What can I do to help make sure this doesn't get in the way?

## HANDOUT 7.4 SAMPLE CHILD INTERVIEW

ID#: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Family Consultant: \_\_\_\_\_

### Introductory Questions:

I am going to start out by asking some general questions about how you are doing at home, in school, and with friends.

**Tell me a bit about how school is going for you this year.**

Grades compared to others in class:	not as good	as good	better
Teacher relationship:	poor	average	good
Gets along with other kids:	OK	problems	
Frequently in trouble at school	yes	no	
Likes school	yes	no	
Anxious, fearful, worried at school	yes	no	

**What are things that you like to do, or do well, while at school?** (e.g., activities, classes, helping others, etc.) \_\_\_\_\_

**What are some things you do that get you in trouble or that are a problem at school?** (e.g., talking out, not getting work done, fighting, etc.) \_\_\_\_\_

**How often do you \_\_\_\_\_ ?** (Insert the behavior listed by the student)

**When does \_\_\_\_\_ happen?**

**Where does \_\_\_\_\_ happen?**

**With whom does \_\_\_\_\_ happen?**

**How serious is the \_\_\_\_\_? (Does anyone get hurt, do you get behind in your work?)**

**What usually happens after \_\_\_\_\_? (What does your teacher do? How do other students react? Do you get out of doing something? Do you go to the office?)**

**How are things going with other kids?**

**Do you have friends? (If yes, what are their names?)**

Has minimum acceptable number of friends	yes	no
Neglected or rejected by other kids	yes	no
Teased or bullied	yes	no
Teases or bullies others	yes	no
Frequently in fights	yes	no

**How are things going for you at home with your family?**

Problems with parents	yes	no
Problems with other family members	yes	no
Family conflict is prominent	yes	no
Anxious, fearful, worried at home	yes	no

**What kinds of fun things do you and your family like to do together?**

**What kinds of fun things do you like to do with your friends or by yourself?**

## HANDOUT 7.5 BEHAVIOR DETECTIVE OBSERVATION QUESTIONS



# Be a BEHAVIOR DETECTIVE!!

**Getting to the bottom of a mysterious behavior:**

### **What?**

- What exactly is the behavior?
- How often does it occur?
- How long does it last?

### **Who?**

- What is the child's temperament like?
- Does the child have any medical or developmental difficulties?
- Is this behavior a change from the usual in amount (more of the same)?
- Is this behavior a change from the usual in quality (this is a different child)?

### **Where?**

- Does this happen at school/daycare/playground/classroom/lunchroom?
- Does this happen at home?

### **When?**

- What happens before the behavior?
- Does the behavior tend to happen at a certain time of day?
- Does the behavior tend to happen during certain events or transitions?

### **What happens then?**

- How do parents respond to the behavior?
- How do teachers respond to the behavior?
- How do peers respond to the behavior?

### **Why now?**

- Has the child's schedule changed?
- Has something happened in the home/family?
- Has something happened to the child (e.g., medical)?

**HANDOUT 7.6 BEHAVIOR DETECTIVE BLANK**



**Child:  
Presenting Concern:**

**What?**

**Who?**

**Where?**

**When?**

**What happens then?**

**Why now?**

## HANDOUT 7.7 SAMPLE ACTION PLAN WORKSHEET

<b>Things I'd like to continue:</b> For my child...  For me...	<b>Things I'd like to improve:</b> In my child (e.g., decrease tantrums) ....  In me (learn/use new parenting tools, stay calm with my child)...
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<b>How important is it to make these changes?</b>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>Not at all</td> <td></td> <td></td> <td></td> <td>Kind of</td> <td></td> <td></td> <td></td> <td></td> <td>Extremely</td> </tr> </table> <b>How confident are you that your family can make these changes?</b>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>Not at all</td> <td></td> <td></td> <td></td> <td>Kind of</td> <td></td> <td></td> <td></td> <td></td> <td>Extremely</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	Not at all				Kind of					Extremely	1	2	3	4	5	6	7	8	9	10	Not at all				Kind of					Extremely	<b>The most important reasons for these changes are:</b>
1	2	3	4	5	6	7	8	9	10																																
Not at all				Kind of					Extremely																																
1	2	3	4	5	6	7	8	9	10																																
Not at all				Kind of					Extremely																																

<b>Menu of topics for our visits together:</b>	<ul style="list-style-type: none"> <li>Building children's social skills</li> <li>Teaching children about emotions and how to cope with feelings</li> <li>Teaching strategies for school success</li> <li>Encouraging positive behaviors: How to get children to do what we want them to do</li> <li>Setting and following rules, routines, and responsibilities</li> <li>Setting limits and dealing with limit testing and disrespectful behavior</li> <li>Time out to calm down and reduce dangerous behaviors</li> <li>Other consequences for misbehavior</li> </ul>
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### Things that can interfere with the plan:

<b>How concerned are you that _____ could make it hard to do? 1 2 3 4 5 6 7</b>	<b>How concerned are you that _____ could make it hard to do? 1 2 3 4 5 6 7</b>
1. Things I have done in the past when this has come up:	1. Things I have done in the past when this has come up:
2. Things I can do to overcome this:	2. Things I can do to overcome this:
Circle the solution you wrote for 1 and 2 that is most likely to help.	Circle the solution you wrote for 1 and 2 that is most likely to help.
Who can help me with this?	Who can help me with this?

**HANDOUT 9.1 ENHANCED FIRST STEP:  
UNIVERSAL PRINCIPLES PARENT SELF-ASSESSMENT**

<b>Establish Clear Expectations</b>									
<ul style="list-style-type: none"> <li>✓ Expectations are clear (specific behaviors).</li> <li>✓ Expectations are explained positively and reviewed frequently.</li> <li>✓ Expectations are reviewed just before difficult times (visits to the store, important events, at the beginning of a game).</li> </ul>	<p><b>Rate Yourself:</b></p> <p>How well do you make use of clear expectations?</p> <table style="margin-left: auto; margin-right: auto; border: 1px solid black; padding: 5px; width: fit-content;"> <tr> <td style="text-align: center; padding: 2px;"><input type="radio"/></td> </tr> <tr> <td style="text-align: center;">Not very well at all</td> <td style="text-align: center;">Could do better</td> <td style="text-align: center;">Well enough</td> <td style="text-align: center;">Very well</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not very well at all	Could do better	Well enough	Very well
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
Not very well at all	Could do better	Well enough	Very well						
<b>Directly Teach the Expectations</b>									
<ul style="list-style-type: none"> <li>✓ Expectations are taught in small steps, with very clear definitions.</li> <li>✓ Role-play, demonstrations, examples of the right and wrong way, and make-believe play are used to teach expectations.</li> </ul>	<p><b>Rate Yourself:</b></p> <p>How well do you teach your expectations?</p> <table style="margin-left: auto; margin-right: auto; border: 1px solid black; padding: 5px; width: fit-content;"> <tr> <td style="text-align: center; padding: 2px;"><input type="radio"/></td> </tr> <tr> <td style="text-align: center;">Not very well at all</td> <td style="text-align: center;">Could do better</td> <td style="text-align: center;">Well enough</td> <td style="text-align: center;">Very well</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not very well at all	Could do better	Well enough	Very well
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
Not very well at all	Could do better	Well enough	Very well						
<b>Reinforce the Display of Expectations</b>									
<ul style="list-style-type: none"> <li>✓ Praise is used to reinforce the expectations when you notice appropriate behavior (even small steps).</li> <li>✓ Reward activities are used (one-on-one time, special events, fun activities).</li> <li>✓ More praise is used than reprimands.</li> </ul>	<p><b>Rate Yourself:</b></p> <p>How well do you reinforce expectations?</p> <table style="margin-left: auto; margin-right: auto; border: 1px solid black; padding: 5px; width: fit-content;"> <tr> <td style="text-align: center; padding: 2px;"><input type="radio"/></td> </tr> <tr> <td style="text-align: center;">Not very well at all</td> <td style="text-align: center;">Could do better</td> <td style="text-align: center;">Well enough</td> <td style="text-align: center;">Very well</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not very well at all	Could do better	Well enough	Very well
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
Not very well at all	Could do better	Well enough	Very well						

Minimize Attention for Minor Inappropriate Behaviors									
<ul style="list-style-type: none"> <li>✓ Behavior that is just a little annoying or irritating is ignored, in favor of ...</li> <li>✓ Appropriate behavior is noticed more often than inappropriate behavior.</li> </ul>	<p>Rate Yourself:</p> <p>Do you minimize attention for inappropriate behavior?</p> <table style="width: 100%; text-align: center;"> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>No, not at all</td> <td>Could do better</td> <td>Well enough</td> <td>Very much so</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	No, not at all	Could do better	Well enough	Very much so
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
No, not at all	Could do better	Well enough	Very much so						
Establish Clear Consequences for Unacceptable Behavior									
<ul style="list-style-type: none"> <li>✓ Consequences are planned for ahead of time. Everyone knows the consequences for inappropriate behavior.</li> <li>✓ There are different consequences depending on how severe the inappropriate behavior is.</li> <li>✓ Consequences are logical and thoughtful. Not created when emotions are running high.</li> </ul>	<p>Rate Yourself:</p> <p>How well do you make use of clear consequences?</p> <table style="width: 100%; text-align: center;"> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Not very well at all</td> <td>Could do better</td> <td>Well enough</td> <td>Very well</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not very well at all	Could do better	Well enough	Very well
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
Not very well at all	Could do better	Well enough	Very well						

## HANDOUT 9.2 ENHANCED FIRST STEP: UNIVERSAL PRINCIPLES TEACHER OVERVIEW AND SELF-ASSESSMENT

<b>Establish Clear Expectations</b>									
<ul style="list-style-type: none"> <li>✓ Expectations are clear (specific behaviors).</li> <li>✓ Expectations are stated positively and reviewed periodically (e.g., class meetings).</li> <li>✓ Expectations are restated prior to potentially difficult times (transitions, special events).</li> </ul>	<p><b>Rate Yourself:</b> How well do you make use of clear expectations?</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> </tr> <tr> <td>Not very well at all</td> <td>Could do better</td> <td>Well enough</td> <td>Very well enough</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not very well at all	Could do better	Well enough	Very well enough
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
Not very well at all	Could do better	Well enough	Very well enough						
<b>Directly Teach the Expectations</b>									
<ul style="list-style-type: none"> <li>✓ Expectations are explicitly and directly taught in the settings in which they occur.</li> <li>✓ Expectations are taught through role-play and demonstrations using positive and negative examples.</li> </ul>	<p><b>Rate Yourself:</b> How well do you teach your expectations?</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> </tr> <tr> <td>Not very well at all</td> <td>Could do better</td> <td>Well enough</td> <td>Very well enough</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not very well at all	Could do better	Well enough	Very well enough
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
Not very well at all	Could do better	Well enough	Very well enough						
<b>Reinforce the Display of the Expectations</b>									
<ul style="list-style-type: none"> <li>✓ Expectations are positively reinforced informally (e.g., personal notes, one to one, notes home) to reinforce new skills.</li> <li>✓ Expectations are reinforced formally (e.g., graphs, charts, reward activities).</li> <li>✓ More praise is used than reprimands.</li> </ul>	<p><b>Rate Yourself:</b> How well do you reinforce expectations?</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> </tr> <tr> <td>Not very well at all</td> <td>Could do better</td> <td>Well enough</td> <td>Very well enough</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not very well at all	Could do better	Well enough	Very well enough
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
Not very well at all	Could do better	Well enough	Very well enough						
<b>Minimize Attention for Minor Inappropriate Behaviors</b>									
<ul style="list-style-type: none"> <li>✓ Minor rule infractions are precorrected through reviews of the expectations.</li> <li>✓ Behavior that is just a little annoying or irritating is ignored, in favor of...</li> <li>✓ Appropriate behavior is noticed more often than inappropriate behavior.</li> </ul>	<p><b>Rate Yourself:</b> Do you minimize attention for inappropriate behavior?</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> <td style="width: 25%;"><input type="radio"/></td> </tr> <tr> <td>Not very well at all</td> <td>Could do better</td> <td>Well enough</td> <td>Very well enough</td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not very well at all	Could do better	Well enough	Very well enough
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Not very well at all	Could do better	Well enough	Very well enough						

### Establish Clear Consequences

- ✓ A systematic plan exists for the entire class that consists of a hierarchy of consequences for when expectations are violated.
- ✓ Consequences for inappropriate behavior are individualized (when appropriate).
- ✓ Consequences are logical and thoughtful. Not created when emotions are running high.

Rate Yourself:

How well do you make use of clear consequences?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not very well at all	Could do better	Well enough	Very well

### HANDOUT 9.3 ENHANCED FIRST STEP: TEACHER OBSERVATION OF THE UNIVERSAL PRINCIPLES CODING FORM

**Reinforce the Display of Expectations** (Attending to Appropriate Behaviors)

		Focus Student	Peer	Class
General	Verbal			
	Non-verbal			
Specific	Verbal			
	Non-verbal			

Behaviors in conflict with **Minimize Attention for Minor Inappropriate Behaviors** (Attending to Inappropriate Behavior)

		Focus Student	Peer	Class
General	Verbal			
	Non-verbal			
Specific	Verbal			
	Non-verbal			

**Establish Clear Expectations:**  Yes  No  
**Comments:**

**Directly Teach the Expectations:**  Yes  No  
**Comments:**

**Establish Clear Consequences for Unacceptable Behavior:**  Yes  No  
**Comments:**

Student & Family Name:	_____
School:	_____
Teacher:	_____
Date:	_____

## HANDOUT 9.4 ENHANCED FIRST STEP: CASE CONCEPTUALIZATION SHEET

Family Values:	
Strengths of the <b>Student</b> :	Strengths of the <b>Family</b> :
Family Check-Up Assessment Results/Notes:	
Caregiver Assessment of Important Student Behaviors:	
Teacher Assessment of Important Student Behaviors:	
Self-Assessment of Important Caregiver Behaviors:	

Student & Family Name: \_\_\_\_\_

Possible Change Plan Focus:

Assessment of Importance:

1 2 3 4 5 6 7 8 9 10

Assessment of Confidence:

1 2 3 4 5 6 7 8 9 10

Barriers:

Resources:

## HANDOUT 9.5 ENHANCED FIRST STEP: PARENT CHANGE PLAN

Establish Clear Expectations	
Directly Teach the Expectations	
Reinforce Displays of the Expectations	
Minimize Attention for Inappropriate Behavior	
Establish Clear Consequences	

**HANDOUT 9.6 ENHANCED FIRST STEP:  
TEACHER CHANGE PLAN HANDOUT WORKSHEET**

Teacher Values:	
Specific Goals:	
<b>Maintenance Observations (Schedule and Notes)</b>	
The most <b>important</b> reason for making this change and meeting this goal is:  <b>Importance Rating (1 to 10)</b>	One reason that I am <b>confident</b> is:  <b>Confidence Rating (1 to 10)</b>
<b>Resources Support:</b>	

## HANDOUT 10.1 MI PERSONAL DEVELOPMENT PLANNING SHEET

<b>MI Strengths?</b>	<b>MI Areas for Growth?</b>
<input type="checkbox"/> MI Spirit <input type="checkbox"/> Partnership <input type="checkbox"/> Acceptance <input type="checkbox"/> Compassion <input type="checkbox"/> Evocation <input type="checkbox"/> OARS <input type="checkbox"/> Asking open-ended questions <input type="checkbox"/> Giving affirmations <input type="checkbox"/> Using reflections <input type="radio"/> Simple <input type="radio"/> Complex <input type="checkbox"/> Providing summaries <input type="checkbox"/> Change talk <input type="checkbox"/> Hearing change talk <input type="checkbox"/> Evoking change talk <input type="checkbox"/> Developing discrepancies <input type="checkbox"/> MI Processes <input type="checkbox"/> Engaging <input type="checkbox"/> Focusing <input type="checkbox"/> Evoking <input type="checkbox"/> Planning	<input type="checkbox"/> MI Spirit <input type="checkbox"/> Partnership <input type="checkbox"/> Acceptance <input type="checkbox"/> Compassion <input type="checkbox"/> Evocation <input type="checkbox"/> OARS <input type="checkbox"/> Asking open-ended questions <input type="checkbox"/> Giving affirmations <input type="checkbox"/> Using reflections <input type="radio"/> Simple <input type="radio"/> Complex <input type="checkbox"/> Providing summaries <input type="checkbox"/> Change talk <input type="checkbox"/> Hearing change talk <input type="checkbox"/> Evoking change talk <input type="checkbox"/> Developing discrepancies <input type="checkbox"/> MI Processes <input type="checkbox"/> Engaging <input type="checkbox"/> Focusing <input type="checkbox"/> Evoking <input type="checkbox"/> Planning
<b>What training opportunities or experiences can improve my areas for growth?</b>	
<input type="checkbox"/> Reread sections of this book related to that growth area <input type="checkbox"/> Complete exercises and use forms in this book related to that growth area <input type="checkbox"/> Use one or more of the fidelity assessment tools described in Chapter 11 <input type="checkbox"/> Start a reading and resource group on MI in your school <input type="checkbox"/> Look for resources on motivationalinterviewing.com related to that growth area <input type="checkbox"/> Read additional books on MI <input type="checkbox"/> Attend workshops on MI <input type="checkbox"/> Other _____	
<b>Goals and Plan</b>	
<i>My goal to improve my MI skills is to focus on the following growth area _____.</i> <i>To achieve this goal I will use the following training opportunity _____.</i> <i>I will achieve this goal by _____ (date) and will reassess my plan.</i>	

## HANDOUT 10.2 MITS: MI QUIZ—REVISED<sup>1</sup>

*In an MI approach, these statements are either factually true or false or consistent with the truth (“true”) or inconsistent with the truth (“false”). Indicate your response by circling the appropriate item to the right.*

1. A coach’s expectation for a teacher’s ability to change has no effect on whether change occurs.
2. If a teacher resists talking about behavioral change, direct confrontation and persuasion are necessary.
3. Coaches should emphasize personal choice over teachers’ behaviors, including what the coach views as inappropriate classroom management.
4. Readiness to make change is the teacher’s responsibility—no one can help him or her until the teacher decides he or she is ready.
5. Proficiency in MI requires the coach to use more reflections than questions.
6. An indication of a successful motivational interview is the amount of change talk produced by the teacher.
7. Differentially responding to change versus sustain talk is only necessary during the final phases of a motivational interview.

Select the responses that best answer each of the following questions. Multiple responses may be selected.

8. Which of the following represent the spirit of an MI approach to dealing with behavior change? (Select all that apply).

	Fostering partnerships		Directing the conversation
	Demonstrating acceptance		Persuading with logic
	Providing compassion		Judging proficiency
	Maintaining evocation		Promoting ideas

9. Which of the following represent the processes of an MI approach to dealing with behavior change? (Select all that apply).

	Reassuring		Questioning
	Engaging		Evoking
	Approving		Deciding
	Focusing		Planning

<sup>1</sup> Based on the Motivational Interviewing Knowledge and Attitudes Test (MIKAT; Leffingwell, 2006).

10. Which of the following represent the core interviewing skills of an MI approach to dealing with behavior change? (Select all that apply).

	Asking open-ended questions		Moralizing
	Interpreting behavior		Summarizing
	Affirming		Defending
	Analyzing		Informing and advising
	Reflecting		Consoling

### HANDOUT 10.3 MI QUIZ—REVISED ANSWER KEY

The following statements are either factually true or false or consistent with (“true”) or inconsistent with (“false”) an MI approach. Indicate your response by circling the appropriate item to the right.

1. A coach's expectation for a teacher's ability to change has no effect on whether change occurs. **FALSE**
2. If a teacher resists talking about behavioral change, direct confrontation and persuasion are necessary. **FALSE**
3. Coaches should emphasize personal choice over teachers' behaviors, including what the coach views as inappropriate classroom management. **TRUE**
4. Readiness to make change is the teacher's responsibility—no one can help the teacher until the teacher decides he or she is ready. **FALSE**
5. Proficiency in MI requires the coach to use more reflections than questions. **TRUE**
6. An indication of a successful motivational interview is the amount of change talk produced by the teacher. **TRUE**
7. Differentially responding to change versus sustain talk is only necessary during the final phases of a motivational interview. **FALSE**

Select the responses that best answer each of the following questions. Multiple responses may be selected.

8. Which of the following represent the spirit of an MI approach to dealing with behavior change? (Select all that apply).

x	Fostering partnerships		Directing the conversation
	Persuading with logic	x	Demonstrating acceptance
x	Providing compassion		Judging proficiency
	Promoting ideas	x	Maintaining evocation

9. Which of the following represent the processes of an MI approach to dealing with behavior change? (Select all that apply).

	Reassuring		Questioning
x	Engaging	x	Evoking
	Approving		Deciding
x	Focusing	x	Planning

10. Which of the following represent the core interviewing skills of an MI approach to dealing with behavior change? (Select all that apply).

x	Asking open-ended questions		Moralizing
	Interpreting behavior	x	Summarizing
x	Affirming		Defending
	Analyzing	x	Informing and advising
x	Reflecting		Consoling