

Discussion of Shira Peterson's *Readiness to Change Paper*

Perspective: Center-based caregivers

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From Insight to Impact – Worldwide

How might Stages of Change influence our...

- Expectations for rates of change
 - Designing study to measure process and outcomes—need to factor in more time
 - Cost
- Expectations for kinds of change
 - Not all learners will progress in same areas along same timeline
 - Does the type of intervention or p.d. also operate with/against readiness to change?
 - Supervision, support
- Expectations for Consequences & Rewards
 - QRS and other rating issues

Design Considerations (studies of p.d.)

- Include Stages of Change in process model
 - Whole group/large group training just one of several strategies to be employed in training and development
 - Role of coaches/mentors—includes survey & assessment
- Include process documentation in design and budget
 - Extra mentoring/coaching, longer time, more nuanced coaching
 - Group training still important (see “Social Support” row!) but not as sole mode of transmitting information...
- Client briefing—how can we help funders (make role of Stages of Change visible)?

Expectations for Kinds of Change

- Progress
- Type of intervention/p.d.
 - Curriculum-focused intervention, school-readiness focus [usually CO area]
 - vs. *IS* area – concept development; scaffolding & effective differentiation of instruction / intentional guidance; language development
 - vs. *ES* area – climate, sensitivity, student roles
- Supervision and support
 - Coaching model – need different levels of support at different stages (frequency of visits, structure of feedback), and need different content –this seems to be a good fit for center-based...

Consequences / Rewards

- Including Stages of Change in outcomes
- Including *growth* in readiness to change in assessment of efficacy of intervention or p.d.
- Including *growth* in readiness to change in formula for QRS or other rating system
- Developing ways of communicating about process and appropriate expectations

Concerns / Questions

- Does it make a difference what the focus of the p.d. is?
- Once we know the teacher's (initial) stage, how to safeguard against determinism?
- Training of mentors/coaches



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