

Youth Engagement

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Introductions!



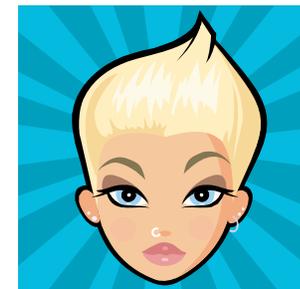
Tell us your Name, Organization, Title



AND



One Word that best described you as a TEEN



Values

WE DON'T ALL HAVE TO BE THE SAME

WE DON'T ALL HAVE TO THINK THE SAME

WE DON'T ALL HAVE TO ACT THE SAME

WE DON'T ALL HAVE TO TALK THE SAME

WE DON'T ALL HAVE TO DRESS THE SAME

WE DON'T ALL HAVE TO BELIEVE THE SAME

***WE HAVE THE RIGHT TO BE
OURSELVES!!***

Assumptions.....

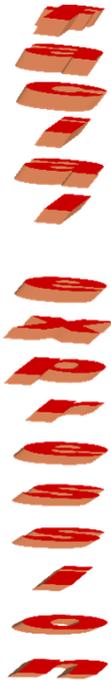


Communication Styles

Non-verbal

gestures

body language



Do's and Don'ts Sheet

Confidentiality

Strengths!

“What’s right with you is more powerful than what’s wrong”

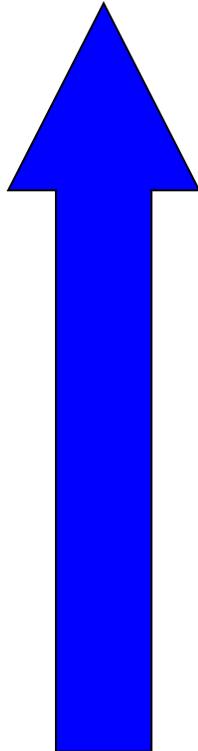
- *Lessons for Lifeguards*
- Shield of Strength Activity

Principals of a Strengths-Based Approach

1. Reflect back to the student some of his/her positive points
2. Pause for a moment
3. Share your concerns
4. Ask permission to address the problem
5. Address the problem (MI strategies)

Knowledge ≠ Behavior Change

Better Indicators



Behavior

Intention

Knowledge

Remember that what people **know** may not determine what they **do**.

Example:



Motivational Interviewing:

A client centered, directive counseling style that builds on intrinsic motivation to change.

Motivational Interviewing

- Gives information and control to the client (client centered counseling)
- Avoids lecturing, confronting or making demands.
- Avoids resistance by stating facts and allowing clients to make their own decisions
- Sets up discrepancies that clients can solve or grapple with
- Consists of posing questions and facilitating a process, rather than being definitive about next steps

Spirit



Affirmations

In order to encourage and support the client during the change process, the MI counselor frequently affirms the client in the form of statements of appreciation or understanding ~ i.e. – “It took courage to do that.” “That’s a really good idea.”

Affirmations Activity

- Using Client Strengths:
 - How does the client express this strength?
 - How does this strength help the student?
 - Write an affirmation using a “you” statement

Collaboration

Evocation

Autonomy

General Principles of MI

Principle 1 – **EXPRESS EMPATHY**

A non-judgmental attitude in which the therapist tries to see the world from the client's perspective

Ex: A 12 year old who is cutting and in a peer group of cutters..."It must be hard to try to stop cutting when all of your friends are still doing it."

General Principles of MI

Principle 2 – **DEVELOP DISCREPANCIES**

The counselor recognizes inconsistencies between current status and important goals or between current behavior and important values

Ex: “You work hard at being a good mom and you smoke marijuana everyday to help you with the stress.”

General Principles of MI

Principle 3 – **ROLL WITH RESISTANCE:**

Ambivalence is normal. Advantages of change may be seen, yet client's may also have concerns about changing

Ex: "I respect your decision to not use condoms, I am not going to tell you what to do. Tell me what you don't like about using them? What if....."

General Principles of MI

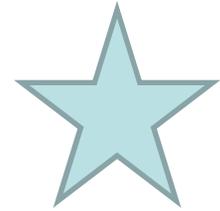
Principle 4 – **SUPPORT SELF-EFFICACY**

Supporting the client's belief that he or she can carry out the necessary actions and succeed in changing their behaviors.

Ex: "You have a great plan for cutting down on your smoking and have thought through all the things that might get in your way. It sounds like this will work for you!"

What Do Adolescents Need To Change Behaviors:

- Recognize the behavior is a problem
- Believe that change will lead to an improvement
- Motivation
- Knowledge
- Resources
- Support
- Self Efficacy!



RESOURCES

Wrap Up: