



# The Student Checkup:

A School-Based Motivational Interview for Students

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## Suggested citation:

Strait, G (2018). The Student Checkup: A School-Based Motivational Interview for Students Manual Version 2.0. Available from

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## Research Articles and Reviews:

Strait, G., McQuillin, Anderson, J., & Williams, C. (2018). Practical applications of student focused motivational interviewing. In McNamara, E. (eds.), *Motivational Interviewing Theory Practice, and Applications with Children and Young People*. McNamara, Ainsdale Merseyside.

Strait, G., Lee, E., McQuillin, S., Terry, J., Cebada, M., & Strait, J. (2017): The Student Check-Up: effects of paraprofessional-delivered Motivational Interviewing on academic outcomes, *Advances in School Mental Health Promotion*, DOI: 10.1080/1754730X.2017.1333915

Strait, G., McQuillin, S.D., Terry, J., & Smith, B. (2016). The Origins and Future of Student-Focused Motivational Interviewing. *The School Psychologist*, 70 (1), 17-21

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Terry, J.D., Miller, M., Strait, G., Smith, B., & McQuillin, S. (2014). Replication of dosage effects of motivational interviewing on middle-school students academic performance. Report on *Emotional & Behavioral Disorders in Youth*, 14(03), 65-70.

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Terry, J., Smith, B., Strait, G., & McQuillin, S. (2013). Motivational Interviewing to Improve Middle School Students' Academic Performance: A Replication Study. *Journal of Community Psychology*. 41(7) 902-909.

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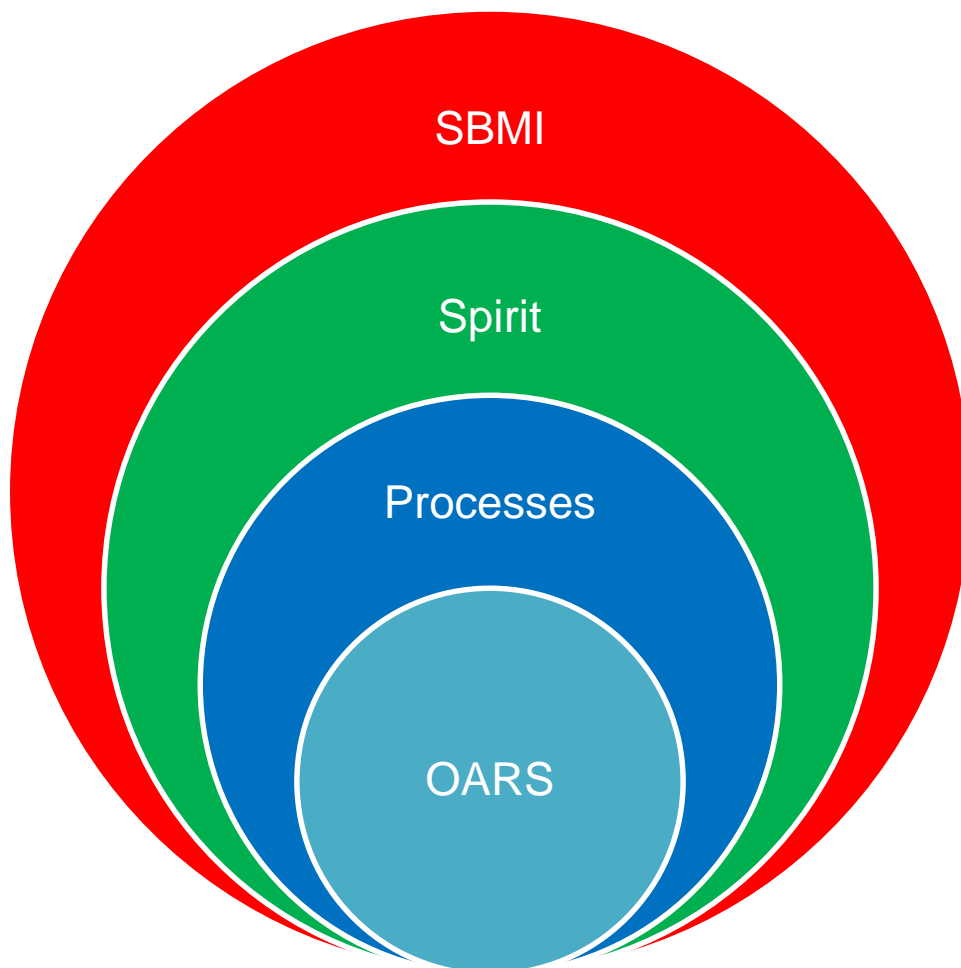
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# What is School-Based Motivational Interviewing

Motivational Interviewing is a brief client-centered counseling style used to motivate adolescents and adults to change risky behaviors and adopt healthy or productive behaviors (Miller & Rollnick, 2012). School-Based Motivational Interviewing (SBMI) is specific type of MI used in the school setting to either motivate teachers or parents to adopt positive behavioral support strategies or to motivate students to adopt academic enabling behaviors (e.g., participation in class). SBMI incorporates the spirit and processes of Motivational Interviewing. The spirit of MI includes Partnership, Acceptance, Compassion, and Evocation. The four processes include Engagement, Focus, Evocation of Change Talk, and Planning for change. In order to lead students, parents, and teachers through the four processes and capture the spirit of MI, interviewers must use open-ended questions, affirmations, reflections, and summaries (OARS). This manual is designed for practitioners with prior training and experiences using Motivational Interviewing. If you do not have prior training, you should attain training that includes opportunities for you to learn, practice, and receive feedback on your MI skills. The author ([gillstrait@gmail.com](mailto:gillstrait@gmail.com)) of this manual does offer group and individual training options in MI. However, readers can also go to <http://miforschools.org/> for other training resources.

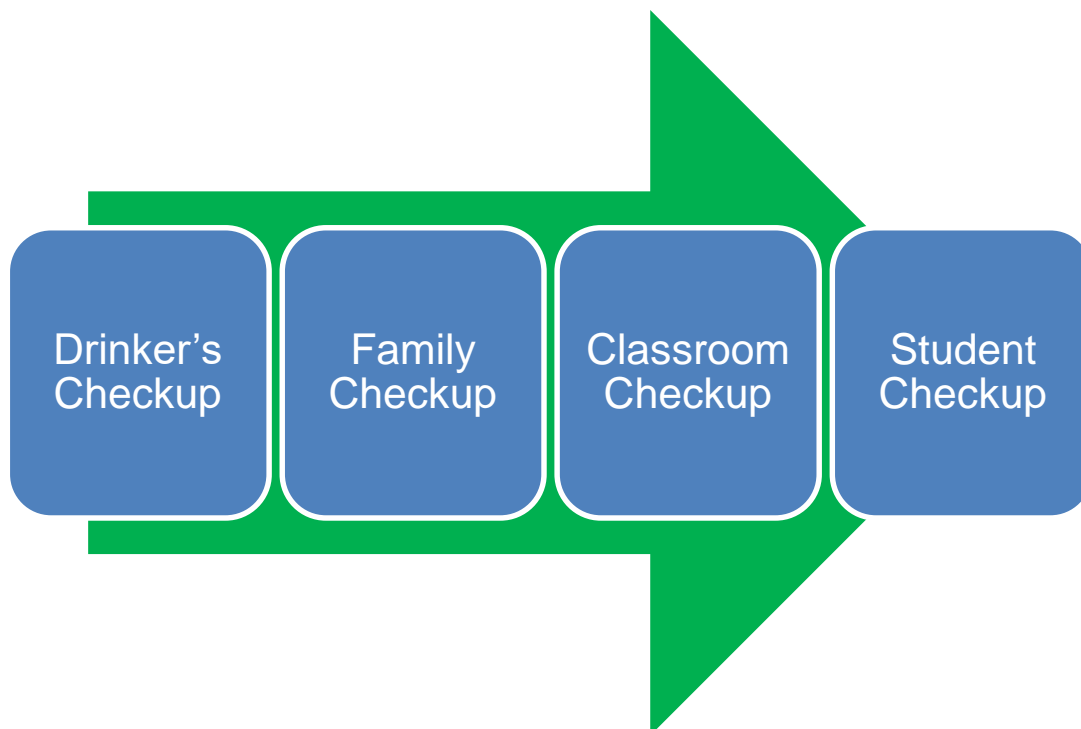


# History of the Student Checkup

(Strait, McQuillin, Anderson, and Williams, 2018)

In 2011, Strait and Colleagues published the first experimental trial on the Student Checkup, originally known as “Report Card Coaching”, which was followed by a replication and two experimental studies (Strait et al., 2011; Terry, Smith et al., 2013; Terry et al., 2014; Terry et al., 2014). All four studies showed one consistent finding: Middle school students receiving one to two sessions of the Student Checkup had significantly higher post-treatment grades in comparison to control groups. These experimental trials demonstrated the promise of semi-structured student focused MI interventions for improving academic performance.

The Student Checkup comes from a long lineage of semi-structured MI interventions (Strait et al., 2016). In the early days of MI, researchers and developers recognized the need for semi-structured motivational interviews to improve treatment fidelity and standardize treatment procedures in control trials—prompting the development of the Drinkers Checkup, the Family Checkup, the Classroom Checkup, and eventually the Student Checkup (Reinke et al. 2008; Dishion, Nelson and Kavanagh, 2003; Hester et al 2005; Rao, 1999). Common to these MI interventions are structured self-assessment and feedback activities related to goals and behaviors (Miller and Rollnick, 1995; Strait et al., 2016). However, the Student Checkup differs from earlier checkups because providers use it directly with students and the behavioral targets are broad. For example, the student and provider choose from an array of options—such as participation, homework completion, TV watching—as opposed to specific behaviors like drinking or adopting evidence-based behavioral management strategies. The Student Checkup has four structured phases in the single session protocol: 1) Introduction, 2) Self-Assessment and Normative Feedback, 3) Summary and Feedback, and 4) Change Plan Development and Commitment.



# Practical Consideration for using Student Checkup

(Strait, McQuillin, Anderson, and Williams, 2018)

The most promising aspect of the Student Checkup is efficiency. School-based practitioners tend to have high caseloads with limited time and resources (Terry et al., 2013). In addition, many students have difficulty attaining and remaining in school-based treatments. The Student Checkup and other brief interventions could provide a partial solution to these issues. However, use of the Student Checkup requires proficiency in MI, which is not easily learned (Miller and Rollnick, 2012). In the published studies on the Student Checkup, all of the service providers were advanced psychology students, such as graduate students with prior coursework and experiences in MI. The results of those studies have demonstrated that middle school students participating in a single session of the SCU had significantly higher post-treatment grades in comparison to a school as usual control group and controlling for pre-treatment grades (Strait et al., 2012; Terry et al., 2013). However, a study which trained paraprofessionals to use the SCU did not finding a significant effects on grades, though students reported improvements in their effort self-efficacy (Strait et al., 2017). Thus, experience and training in MI and school-based mental health is of utmost importance when considering whether to use this intervention.

Finally, please remember that the Student Checkup is by no means a “magic” bullet or a one size fit all intervention (Miller & Rollnick, 2012). Academic and social-emotional problems can occur for a host of reasons, such as skill deficits, lack of exposure to content, cognitive and mental health disabilities, and environmental stimuli and reinforcement schedules. We recommend using the Student Checkup in conjunction with other interventions.

## **Reminder:**

This manual is designed for practitioners with prior training and experiences using Motivational Interviewing. If you do not have prior training, you should attain training that includes opportunities for you to learn, practice, and receive feedback on your MI skills. The author of this manual does offer group, workshop based, and individual training options in MI. However, readers can also go to <http://miforschools.org/> for other training resources.

# Overview of the Program

(Strait, McQuillin, Anderson, and Williams, 2018)

## Pretreatment Survey:

Prior to starting the intervention, students complete a pretreatment survey on their academic beliefs and behaviors (Strait et al., 2011). Service providers refer to information from the survey during the actual treatment session. The pretreatment questions prompt students to rate the importance of school related outcomes, their satisfactions with school related outcomes, percentage of time spent doing certain school related tasks, percentages of time doing non-school activities, and beliefs about how often they should complete certain school and non-school related tasks. For example, students rate the importance of making good grades on a scale of 1 to 10 and report how often they participate in class on a scale of 1% to 100%. After completing the survey, service providers or program coordinator input this information into the Student Checkup protocol.

## Introduction:

At the start of the first Student Checkup session, service providers describe the purpose of the interview and limits to confidentiality. The goal of the introduction phase is to prepare the student for the upcoming conversation and build a safe place for them to share their views. Here is an example (Strait, 2011):

*“...During this meeting, we will talk for a little bit about how you’re doing in school. I want to note that you are not in trouble, this is voluntary, and I will keep our conversation private. **The only exceptions would be in the rare event that you report being abused or if you are a threat to yourself or others.** The purpose of this meeting is to discuss your views on how things have been going this semester and how you would like things to go in the future.”*

Following this summary, service providers build rapport with the student and get to know them without relying on set interview questions. Moreover, interviewers should use this time to build student engagement in the conversation, avoiding a premature focus on academics. In doing so, the service provider builds a working alliance with the student.

## Self-Assessment:

Following the introduction phase, service providers focus the conversation on academic values and beliefs by using preset open-ended questions and the importance ruler (e.g., “on a scale of 1 to 10 how important is it to make good grades?”). In addition, service providers use other MI skills to respond and continue discussions related to each question. Here are some examples of the preset open-ended questions and the importance ruler in the self-assessment phase of the Student Check-up (Strait, 2011):

*“You rated the importance of making good grades as being \_\_\_ out 10. Why did you choose this rating?”* If importance is rated low, ask why they chose that rating over an even lower rating i.e. “You chose a 4, why not a 3?”

*“You noted that you would like to earn \_\_\_ (insert grade) \_\_\_ grades. Why do you feel this way?”*

*“How satisfied are you with these grades?”* (Use importance ruler on a scale 1 thru 10). “Why did you choose this rating?”



## Self-Assessment (continued):

It is tempting for service providers to ask each question in a row, but this is inconsistent with the spirit and technique of MI. Instead, providers are trained to respond to answers with opened ended questions, affirmations, reflections, and summaries in order to express empathy and evoke change talk. Students may perceive questions asked back-to-back as too forceful (Miller & Rollnick, 2012). In fact, one student referred to this approach as “interrogation”—and this type of interrogation produces resistance to change and defense of the status quo. Asking repeated questions without expressing empathy, reflecting, or affirming is directing as opposed to guiding and may make students feel uncomfortable. Therefore, service providers’ unstructured and flexible use of MI skills between structured questions is essential.

## Normative Feedback

During the latter part of the self-assessment phase, service providers prompt students to compare their current behavior to their ideal behaviors and the behaviors of their peers. In doing so, service providers show students a chart with information taken from the pretreatment survey. The chart includes data on their current behaviors, their ideal behaviors, and average behaviors for students who make A’s, B’s, C’s, D’s, and F’s. These ideal and normative comparisons are consistent with past Checkups. In addition, the normative comparisons are likely essential because of increased attention adolescents place on their peers (Strait et al. 2012). While looking at the chart, service providers ask questions such as “*you reported that you think you should participate 90% of the time, why do you think this?*” or “*how does participating 91% of the time, help students make A’s*”. Figure 1 provides an example of the chart for in-class participation. The actual chart includes multiple behaviors, such as homework completion, TV watching, and studying.

Figure 1: *Example of Normative Comparison Chart (Strait et al., 2011)*

How you spend your time compared to other students at your Middle School.	Actual Time	Ought Time	Average Student	Students who make A's	Students who make B's	Students who make C's	Students who make D's	Students who make F's
Percentage of time spent participating in class.	50%	90%	86%	91%	88%	85%	70%	n/a

Note: Based on local norms from a middle school in the southeastern United States of America

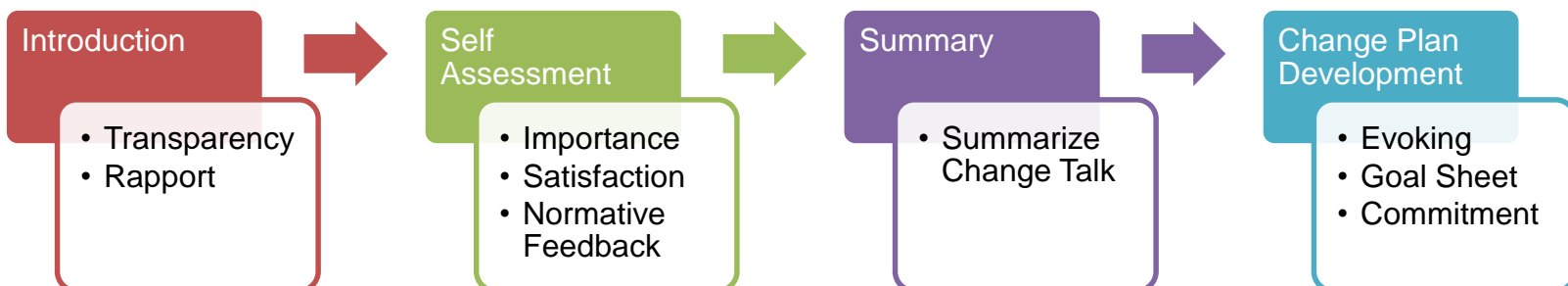
## Summary and Feedback:

In the summary and feedback phase, the service provider summarizes the self-assessment conversation. The goal of this summary is threefold. First, the service provider reflects any ambivalence about change, highlights and reinforces change talk, and provides affirmations regarding values and past behaviors. Second, the service provider asks if anything was missing from the summary to ensure the student feels understood and is ready to move to the next stage. Finally, the summary helps the service provider guide the conversation towards change plan development.

## Change Plan Development:

Following the summary, the service provider transitions into the change plan development stage by asking the following question, *“We’ve talked about a lot today, so what do you think you’re going to do?”* (Miller and Rollnick, 2012, p. 265). The purpose of this open-ended question is to prompt the discussion of change plans. After discussing this question using MI technical components, such as reflections and affirmations, the service provider prompts the student to discuss strengths and resources, which could help the student change. The service provider also guides a discussion on how change could improve the student’s current circumstances by asking, *“If you made this change, how would things be better?”* (Miller and Rollnick, 2012).

Once the above topics are discussed using OARS, the service provider gives the student the option of ending the session or completing a change plan worksheet. The worksheet helps the student set specific, measurable, attainable, relevant, and time specific goals. In addition, the worksheet guides the student into setting actual plans for change that includes overcoming barriers, continuing current helpful behaviors, measuring goal attainment, and start dates for the plan. To end the session, the provider asks the student to rate on a scale from 1 to 10, how likely he or she will follow the plan. The provider also gives the student the option of signing a public commitment poster that says, *“If I can be academically responsible, then so can you. I am committed to my academic plan and career.”*





# Pretreatment Survey

First name \_\_\_\_\_ Middle Name \_\_\_\_\_ Last Name \_\_\_\_\_

**Part I: Circle the answer that best describes your behavior, attitude, or certainty over the past two weeks.**

1) How often do you participate in class? (Never to Most of the time)?

*Never* *Sometimes* *Most of the Time*  
 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2) How often do you turn in homework assignments?

*Never* *Sometimes* *Most of the Time*  
 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

3) Do you believe making good grades is important?

*Not Important At All* *Somewhat Important* *Very Important*  
 1 2 3 4 5 6 7 8 9 10

4) How often do you think you should complete your homework?

*Never* *Sometimes* *Most of the Time*  
 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

5) How often do you think you should participate in class (e.g., ask questions when confused, answer questions posed by the teacher, take notes, listen)?

*Never* *Sometimes* *Most of the Time*  
 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

6) Do you think studying can help improve your grades?

*Not Important At All* *Somewhat Important* *Very Important*  
 1 2 3 4 5 6 7 8 9 10

**Part II: For each subject area, check the box that best describes your grades on your last report card**

Questions	A	B	C	D	F
What grade in math did you get on your last report card?					
What grade in social studies did you get on your last report card?					
What grade in science did you get on your last report card?					
What grade in reading did you get on your last report card?					
Overall, what grades would you like to earn?					

## Pretreatment Survey Continued

**Part III: Please answer these questions based on a typical school day for you in the past two weeks.**

Question	Answer
1) On a typical school day, how many <u>minutes</u> do you spend studying?	_____mins
2) On a typical school day, how many <u>minutes</u> do you spend watching TV?	_____mins
3) On a typical school day, how many <u>minutes</u> do you spend playing video games?	_____mins
4) On a typical school day, what time do you normally go to bed at night?	_____:_____
5) On a typical school day, what time do you normally wake up in the morning?	_____:_____
6) In the last two weeks, how often are you called down or redirected by your teachers (e.g., told to stop talking, to walk in the hallways, pay attention, etc...)?	_____times
7) On a typical school day, how many <u>minutes</u> do you think you <u>should</u> spend studying?	_____mins
8) On a typical school day, how many <u>minutes</u> do you think you <u>should</u> spend watching TV?	_____mins
9) On a typical school day, how many <u>minutes</u> do you think you <u>should</u> spend playing video games?	_____mins
10) On a typical school day, what time do you think you <u>should</u> go to bed at night?	_____:_____
11) On a typical school day, what time do you think you <u>should</u> wake up in the morning?	_____:_____
12) In a two week period, how often <u>should</u> you get called down or redirected by your teachers (e.g., told to stop talking, to walk in the hallways, pay attention, etc...)?	_____times

## Introduction

- 1) Review and have student sign the assent form.
- 2) Read or summarize the following:

*“Hi my name is \_\_\_\_\_, I am a \_\_\_\_\_. During this meeting we will talk for a little bit about how you’re doing in school. I want to note here that you are not in trouble and our conversation will be kept private just between you and me. The purpose of this meeting is to discuss your views on how things have been going this semester and how you would like things to go in the future. After talking about your views, I am going to give you some summaries of the data we collected earlier this semester. We will discuss what you and I think this all means and, when appropriate, list some goals and methods for change. This discussion should take approximately 40 minutes. Do you have any questions for me before we begin?”*

- 3) Use this unstructured time build-rapport and get to know the student prior to focusing the conversation on academics.

**Pro Tip:  
Use OARS to build rapport**

## Self Assessment

1) You rated the importance of making good grades as being \_\_\_ out 10? Why did you choose this rating

- If importance is rated low ask why they chose that rating over an even lower rating. (You chose a 4, why not a 3).

2) You noted that you would like to earn \_\_\_\_\_ grades? Do you still feel that way?

3) Last semester your grades were \_\_\_\_\_; How satisfied are you with these grades?

- Use importance ruler (scale 1 thru 10).
- Why did you choose this rating?

4) What things did you do well that helped you make the grades you earned?

5) What things did you do that may have prevented you from attaining higher grades?

6) What concerns do you have about your grades (e.g., parent's scolding or teacher calling me down, missing out on opportunities because of lower than needed grades)?

- Respond reflectively and support change talk
- Affirm any change talk that may occur during the conversation (e.g., that sounds like a good idea)
- Can ask about teacher calling them down \_\_\_\_\_ times last month.
- Can also ask about parents asking them to study more \_\_\_\_\_ times during the prior month.

## Self-Assessment: Normative Comparisons

- 1) Go over Actual/Ought and Normative Chart (if short on-time discuss behaviors that you think will help them the most academically if changed).
  - Frame the actual/ought feedback by asking the following (when applicable) for each component: *“You are currently studying (substitute behavior) \_\_\_\_\_ but you think you should study \_\_\_\_; why should or why do you think that is reasonable?”*
  - Follow actual ought feedback with normative feedback by stating: *“Most students who make A’s (sub grades as needed) study \_\_\_\_ hours a week. Why do you think studying (sub behavior) helps these students make A’s?”*
  - Optional: Have students graph actual, ought, and normative feedback for the four behaviors with the biggest discrepancy or that need the most change (see page 2 of worksheet). Have them graph this while discussing the behaviors.

**Pro Tip:  
Use more reflections  
than questions**



# Self-Assessment: Normative Comparisons

## Normative Feedback Worksheet

You rated the importance of making good grades as being \_\_\_ out 10.

You reported that you typically earn grades in \_\_\_\_\_ range (A= 4, B= 3, C=2, D= 1, F= 0).

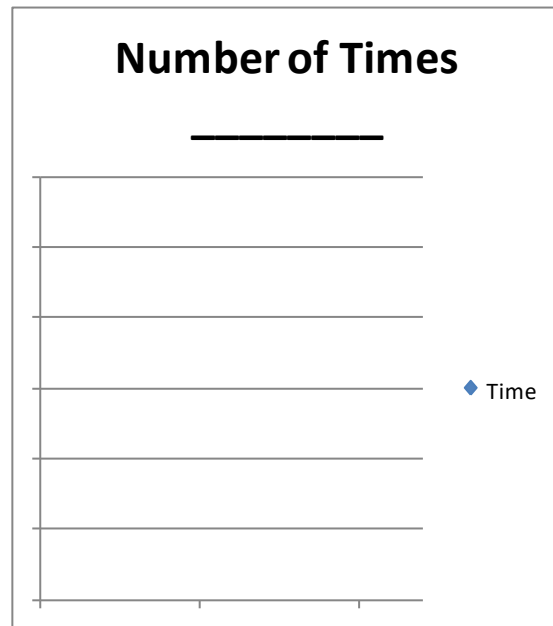
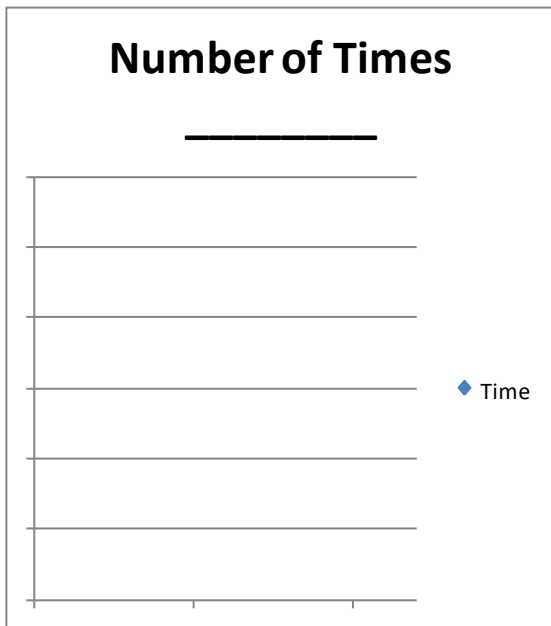
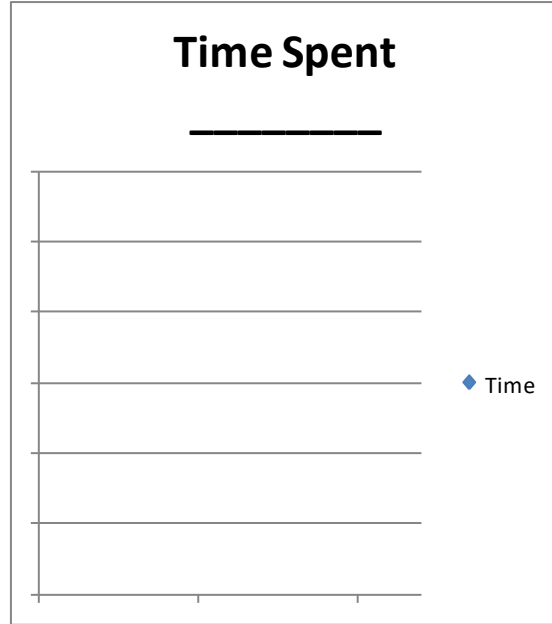
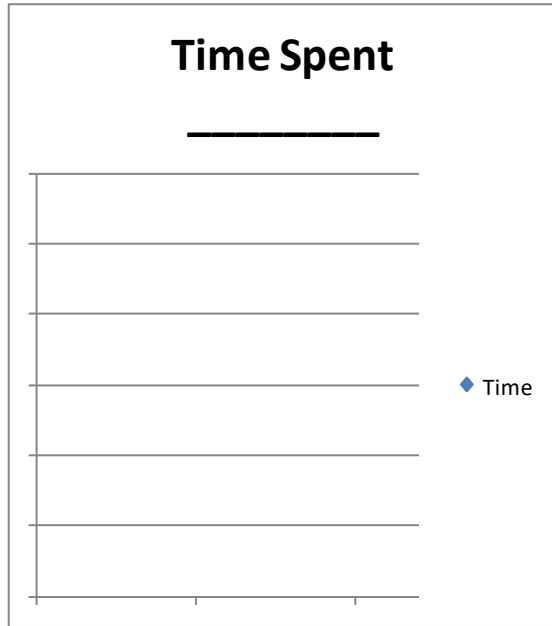
You reported that you want to earn grades in the \_\_\_\_\_ range.

How you spend your time compared to how students at Hand spend their time:	Actual Time	Should Time	Average Student	Students who make A's	Students who make B's	Students who make C's	Students who make D's	Students who make F's
Percentage of time spent participating in class.			86%	91%	88%	85%	70%	n/a
Number of times called down in class in a two week period.			3	2	2	4	4	n/a
Average time spent studying or doing homework each school day			66 min	81 min	58 min	66 min	60 min	n/a
Percentage of homework turned in			86%	95%	84%	82%	75%	n/a
Average time spent playing video games each day			35 min	33 min	36 min	33 min	45 min	n/a
Average time spent watching television each day			91 min	75 min	93 min	99 min	96 min	n/a
Average time spent doing organized youth activities after school each day.			55 min	64 min	70 min	31 min	48 min	n/a
Average bedtime each night			10:30	10:00	10:30	11:30	10:00	n/a

Note: Based on local norms from a middle school in the southeastern United States of America.

# Self-Assessment: Normative Comparisons

Graphical Feedback Sheet \_\_\_\_\_



## Summary and Support

1) Miller and Rollnick (2002) State the following *“Now I’m going to attempt to summarize what we have been discussing for the purpose of evaluating what to do next”* (p. 129).

2) Miller & Rollnick (2002) note the summary should contain the following elements:

- Summary of the client’s perception of the problem
- Summing-up any of the clients ambivalence (may include positives about the status quo)
- Review any objective evidence that may be relevant to the importance of change
- Restatement of any evidence indicating the student has a desire to change
  - i. Disadvantages of the status quo.
  - ii. Advantages of change.
  - iii. Optimism in ability to change.
  - iv. Discussion of a plan for change.

**Pro Tip:**  
**Ask if you left anything out**

## Developing a Change Plan

1) If you were to change \_\_\_\_ (insert behavior that could be changed, such as studying more) \_\_ how might things be better?

- Respond reflectively
- Reflect change talk (e.g., so studying more would improve your relationship with your parents)

2) What are some of your strengths that may help you make this change

- May also ask about past times when they made up their mind to change and they were successful.

3) Setting Goals and Considering Change Options (Ask key questions regarding things that could be changed).

- *“What do you think you will do? What are you thinking about at this point”* (Miller & Rollnick, 2002, p. 130).
- *“What changes, if any, are you thinking about making?”* (Miller & Rollnick, 2002, p. 130)
- *“What could you do? What are your options?”* (Miller & Rollnick, 2002, p. 130)
- Use reflective listening and other MI techniques to encourage or reinforce plans to change, as well as to respond to resistance.

4) Arriving at a plan:

- Ask students if they are willing to complete goal sheet
- Then go through and complete the goal sheet with them.

### Pro Tip:

- You may want to provide some advice; but only under the following conditions:
- Clients own ideas have been elicited on the subject.
  - The information is likely to enhance clients' motivation to change.
  - You ask permission from the client to give advice.

# Goal Worksheet

Academic Goal Sheet for \_\_\_\_\_

My Goal is to (specific, measurable, attainable, result-oriented, time-based):

---

---

Things I am already doing that will help me reach my goal:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

Things I will do or change to help me reach my goal:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

Possible obstacles and how I will overcome them (put over coming steps above):

Obstacles	Overcome/Solution

How will I know if my plan is working:

---

---

Self-Reward for Achieving Goal:

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I \_\_\_\_\_ agree to follow my academic goals plan for the rest of the semester. **I will start following my academic plan on \_\_\_\_\_, \_\_\_\_\_ 2015.**

Students Signature \_\_\_\_\_ Witness's Signature \_\_\_\_\_

## Change Plan Development: Commitment

- 1) Summarize goals and specific plan (use “you statements”)
- 2) Elicit a commitment
  - After summarizing the change plan ask the client “*How likely are you to do this*”
    - Use importance ruler
  - Ask the student to sign their goals sheet
  - Ask student to sign the poster that says “If I can be academically responsible, than so can you. I am committed to my academic plan and career”

**Pro Tip:  
End with an affirmation**

## Sample Poster (use this one or make your own)



If I can be academically responsible, then so can you. I am committed to my academic plan and career:





# Fidelity Checklist

Part 1: Introduction	1 = Completed 0 = Incomplete
1) Assent form was reviewed and signed.	
2) Introduction paragraphed was summarized.	
3) Built Rapport.	
Part 2: Self Assessment	
1) Student discussed the importance of making good grades.	
2) Student discussed the type of grades he or she would like to earn.	
3) Student discussed what grades he or she typically earns.	
4) Student discussed things that helped them make the grades he or she earned.	
5) Student discussed things that may have prevented them from making higher grades.	
6) Student discussed concerns about about their current grades.	
7) Which behaviors were discussed when reviewing the Actual/Ought and Normative Chart (circle ones reviewed):	Participation, Getting Called Down, Studying, Turning in HW, Videogames, TV, Extracurricular Activities, and Bedtime
8) Which behaviors were graphed:	Participation, Getting Called Down, Studying, Turning in HW, Videogames, TV, Extracurricular Activities, and Bedtime
Part 3: Clarification and Support/Feedback	
1) Stated the following or something similar “Now I’m going to attempt to summarize what we have been discussing for the purpose of evaluating what to do next”	
Summary summary included the following elements:	
2) Summary of the client’s perception of the problem.	
3) Summing-up any of the clients ambivalence (may include positives about the status quo).	
4) Review any objective evidence that may be relevant to the importance of change.	
5) Restatement of any evidence indicating the student has a desire to change.	
Part 4: Developing a Change Plan	
14) Ask how things would be better if they made specific changes.	
15) Asked about the student’s strengths.	
16) Asked if there were any changes they were considering or what their options were.	
17) Asked student to complete a goal sheet.	
18) Complete a goal sheet with the student.	
19) If you circled “no”; then why?	
20) Summarize the goal sheet and plan.	
21) Student sign and the goal sheet.	
22) Student sign the academic career poster.	

## SBMI Self and Observer Rating Form (SOR Form)

SBMI Skill	Insufficient (1)	Developing (2)	Proficient (3)	Exemplary (4)
Open-ended questions	Only used close-ended	Majority of questions were close-ended	Used some close-ended questions but majority were open ended and evoked change talk	Almost all of the the questions were open-ended and evoked change talked
Affirmations	Affirmations used a fixed mindset and were judgmental or no affirmations were given.	Affirmations either used a fixed mindset (e.g., you are so smart) or a judgmental statement preceded the affirmation (e.g., I think...)	Used a growth mindset (e.g., hard work leads to success) and avoided judgmental statements (e.g., "I think you did great!")	When affirming the student, the interviewer used a growth mindset, avoided judgmental statements, and evoked or reinforced Change Talk
Reflections	No reflections were provided after students' reponses to questions.	Only used simple reflections or had an approximate reflections to questions ratio of 1 to 1	Used complex (adds meaning) and simple reflections (short paraphrase) and an approximate reflection to question ratio of 2 to 1.	Used many complex and simple reflections to evoke or reinforced change talk. Also, avoided prefixes such as "So..." approximate reflection to question ratio of 3 to 1.
Summaries	Did not summarize self assesement or change plan.	Summaries provided information that were discussed during the session but the summary did not transition the conversation, link different concern/ideas, or prompt additional exploration of ideas/concerns.	Summaries provided information that was discussed during the session and used to either transition the conversation, link different concerns/ideas, or to explore additional concerns	Summaries provided information that was discussed during the session and used to either transition the conversation, link different ideas, or to explore additional concerns. Summaries also highlighted change and sustain talk

SBMI Skill	Self	Observer
Open-Ended Questions		
Affirmations		
Reflections		
Summaries		
<b>Average Score</b>		



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