

Pre-awareness	Contemplation
Decision	Active change
Maintenance	Relapse

Build up rapport and gain trust.	Provide information about the learner's situation e.g. assessments, attendance etc.
Increase learner's perception of risks or problems.	Promote concern about learner's behaviour or situation.
Explain the consequences of not changing (but take care you do not sound as though you are making a threat.	Encourage learners to talk about the problem and the situation.
Elicit change talk.	Reinforce learner's own reasons for change and their perception of the risks of not changing.
Help the learner learn from previous attempts to change.	Raise the learner's awareness of the discrepancy between their present behaviour and broader goals.
Examine the losses and gains (costs and benefits) of the learner's current behaviour.	Ask learners to assess their degree of readiness for change.

<p>Negotiate a realistic action plan for change.</p>	<p>Discuss the consequences of not carrying out the plan.</p>
<p>Agree SMART targets and possible change strategies.</p>	<p>Emphasise that responsibility for change rests with the learner.</p>
<p>Help the learner to be clear and realistic.</p>	<p>Focus the learner's attention by providing choice between options.</p>
<p>Express confidence in the learner.</p>	<p>Plan how to overcome possible barriers.</p>
<p>Actively help the learner by:</p> <ul style="list-style-type: none"> • reminding; 	<p>Actively help the learner by:</p> <ul style="list-style-type: none"> • encouraging;
<p>Actively help the learner by:</p> <ul style="list-style-type: none"> • giving positive reinforcement; 	<p>Actively help the learner by:</p> <ul style="list-style-type: none"> • removing barriers;

<p>Actively help the learner by:</p> <ul style="list-style-type: none"> giving advice if it is asked for; 	<p>Actively help the learner by:</p> <ul style="list-style-type: none"> giving feedback on progress.
<p>Identify strategies to avoid relapse.</p>	<p>Discuss possible outcomes from new behaviour.</p>
<p>Encourage learners to articulate how they have changed.</p>	<p>Gradually decrease the level of support.</p>
<p>Explain that relapse is a common part of the change process but that it is not inevitable.</p>	<p>Discuss any successes preceding the relapse.</p>
<p>Analyse the reason(s) for the relapse.</p>	<p>Explore what can be learnt from the experience.</p>
<p>Help the learner to move on once again in the process of change.</p>	