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I am pleased to provide a foreword to Ready-Set-Grow: A Motivational Interviewing Group for People with Serious Mental Illness. I am a Professor and Director of the Division of Psychiatric Services Research in the Department of Psychiatry at the University of Maryland School of Medicine. I am also a Research Health Scientist with the VA Maryland Health Care System. A psychologist by profession, I conduct practice-based research to implement services that improve health, enhance community functioning, and support recovery for individuals living with a serious mental illness. I have a special interest on studying ways to help individuals improve their health and reduce or stop unhealthy behaviors such as drug use, drinking, and smoking cigarettes. There are many reasons why health behavior change is challenging for all of us – change is hard, and we do things for important reasons that make it difficult to consider living life in new ways. For people living with a serious mental illness, changing long-held patterns of behavior that may help one cope with negative feelings or reduce stress can be especially challenging. I am interested in how to talk to people who are thinking about making these types of health changes in their lives but face barriers to fully committing themselves to a new way of doing things. I also study ways to help people living with mental illness who find themselves socially isolated or face challenges in engaging in and enjoying social activities and having the motivation to participate in activities with others and in the community. I hope to develop, implement, and test strategies that will help individuals living with a serious mental illness participate in their communities and live fulfilling lives.

I have known the Ready-Set-Grow (RSG) developers for over a decade. I met Dr. Weissman when I first became a VA research investigator and wanted to understand the scope of VA mental health services. I have had the great privilege of talking with him about challenging clinical questions, learning from him, and co-delivering training workshops and presentations. Each of these activities helped me develop into a better practitioner of Motivational Interviewing. I met Dr. Klingaman during her postdoctoral fellowship at the VA Maryland Health Care System. I am proud to say I watched her develop RSG through multiple iterations, integrating her experience of delivering it with Veterans’ feedback to yield the intervention described in this book. Since then, I have worked alongside Dr. Klingaman, first as a supervisor and mentor, and now as a colleague, on research and clinical projects that support mental health recovery. Dr. Tsuji and I met during his graduate psychology training, first as a clinical supervisor and later as a professional mentor. Dr. Tsuji joined the RSG team as a psychology extern and then an intern and jumped in to help co-create and refine the intervention. I was there when he decided to work with Dr. Klingaman on RSG and am thrilled that this early decision has led to the work reflected here.
Ready-Set-Grow: A Motivational Interviewing Group for People with Serious Mental Illness is designed to provide users all the tools they need to run RSG in a way that is a positive experience for participants by nurturing motivation across a broad arc of the stages of change. At the start, readers are provided with important background on MI, conducting MI in a group setting, and on the model of mental health recovery. These chapters are critical in setting the stage for the tone and process of RSG as a positive experience that provides an opportunity for participants to consider goals that are personally meaningful and in line with their values. Later chapters provide details on the structure of each group session that will be of great use to practitioners who are new to delivering structured group interventions. It is especially useful to have thoughtful descriptions of how the group structure and dialogue help facilitate participants’ communication with each other in MI-consistent ways. The session topics provided in Chapter 8 guide the practitioner’s use of specific techniques to carefully sculpt conversations around OARS and amplifying change talk in a way that capitalizes on the synergy and richness of peer-to-peer interactions. Finally, additional considerations are provided based on the team’s many years of experience delivering RSG. Especially noteworthy and unique is the way that RSG, in contrast to most MI interventions, is not topic-driven. Rather, participants use strategies within an open format that allows them to select the topics that are most personally relevant. This makes RSG portable to many settings, with many people in various stages of change and working on any number of growth areas.

The RSG team has written a manual that distills their vast experience into a practical, user-friendly guide to delivering this group effectively. Drs. Weissman, Klingaman, and Tsuji have considerable knowledge and experience in MI generally and in integrating MI into mental health and rehabilitation practice in ways that are truly recovery-oriented: respecting individuals’ ability to choose what’s best for themselves, providing tools that can be applied to support personally meaningful change, and offering a forum that encourages support and the sharing of perspectives. Rather than tell participants what to change, RSG supports the notion that change is possible and challenges participants to determine their own path forward. Importantly, participants have been asked to provide feedback; their voices are heard throughout this manual and illustrate participants’ enthusiasm for an intervention that brings people together to talk about the things that matter most to them. Be sure to check out Dr. Klingaman’s podcast interview (found here https://www.mirecc.va.gov/visn5/) in which she describes the motivations behind and core ideas of RSG – it’s a great resource!

Ready-Set-Grow: A Motivational Interviewing Group for People with Serious Mental Illness gives practitioners all they need to deliver an RSG group as part of a mental health or psychosocial rehabilitation program. Readers will appreciate the background about integrating MI into recovery-oriented practice and will benefit from the worksheets and dialogues that can be used to facilitate RSG groups. I am confident that practitioners will learn from this manual and as a result will be able to deliver RSG effectively.

Melanie Bennett, Ph.D.
CHAPTER 1

How to Use this Manual

We recommend clinicians review this manual from start to finish to appreciate how the motivational interviewing (MI) philosophy informs both the program as a whole and each session individually. Group session guides and worksheets can be found in the addendum.

Each section of every session guide (or agenda) is highlighted with an icon; a brief description of each icon is below. We provide guidance for clinicians in each of these sections. More detail can be found in Chapter 6.

**Orient:** Introduce group name, member names, and review group rules.

**Engage:** Group members share an area of desired growth and discuss the purpose of growth in recovery.

**Session focus:** Each session is uniquely defined by its activity as outlined in the group worksheet for that day.

**Evoke:** Group leaders explicitly aim to elicit change talk. The worksheets are designed to help group members generate change talk with each other.

**Transitional Summary Plan:** The final process of each Ready-Set-Grow session is to summarize that day’s session.
**Process:** This optional component is recommended if there were significant challenges to engaging group members. If this occurs, this activity should be done with the entire group in the last 5 to 10 minutes of the session to explore the disengagement.

You may also see: throughout the manual and in the session guides. As with road signs in real life, these signs are meant to caution the facilitator about how to approach a specific aspect of the manual or session.

Each group session has a similar format, and sessions build on one another. You can find which session you are on by consulting the highlighted text in the building block as seen on the next page. Each session is broken up into sections with helpful time guidelines and plenty of space for the group facilitator’s notes.

Please see the next two pages for examples of how to best utilize the group session guides. If you have further questions, please do not hesitate to contact the authors. We would be more than happy to discuss Ready-Set-Grow, receive feedback, and consider ways to provide it to others.
**Areas of Desired Growth I/Magic Pen Exercise**

**Session Rationale for Leader:** The purpose of this session is to focus on helping group members identify their areas of desired growth through the use of the magic pen exercise. The magic pen exercise offers group members the chance to describe what they want the next stage of their life to look like. The exercise also begins to identify DARN themes that will come up throughout the group. After completing the magic pen exercise, the most important question to ask is, “What does this story tell you about ways that you want to grow?” This provides all group members a chance to participate in groups/pairs, participants can practice eliciting and offering support, and modeling growth-affirming groups on SMART goals may also complete the session.

**Orient (Entire Group: 2-5 Minutes)**

Introduce group name, member names, and review group rules.

Leader should introduce the group and review group guidelines. “What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud.

If this session is being used as the initial session of a round of Ready-Set-Grow, then the leader should present a brief overview of the purpose and structure of the Ready-Set-Grow group to further orient members. One helpful question is, “What is growth?” The purpose of this question is to prime members to think about their own growth and its role in the process of recovery. Participants should be informed that the activities of the group are designed to help them better understand their motivations for growing during their recovery.
Sample questions used to elicit engagement in the session

Engage (Entire Group: 5 Minutes)

Quickly have group members share an area of desired growth. Leader and group members should use OARS to enhance change talk by eliciting DARN and CAT statements. To further engage, discuss the purpose of growth in recovery and how this journey will look different for each person.

“What is one area of growth you are working on right now?”
Choose one of these questions to ask:
1. “Why are areas of desired growth important for your recovery?”
2. “In what ways do areas of growth impact your daily life?”
3. “How do areas of desired growth impact your goals?”
4. “How well do you think you are doing with your areas of desired growth?”
5. “In what ways have you gotten away from your areas of desired growth?”
6. “What is your biggest area of desired growth?”

Session Focus (Entire Group: 5 Minutes)

Hand out:
- Magic Pen Exercise Worksheet
- Weekly Progress Sheet

This activity should be done with the entire group. Leader introduce the topic of the day (Magic Pen Story) and provide the handout. “It is important to think about the purpose of growth in your recoveries. Now we want to have a better idea what your recovery will look like. “If you had a magic pen to write the next chapter of your life, what would it say?”
Allow members to complete this worksheet for approximately 3-5 minutes.

Evoke (Small Groups/Pairs: 25 Minutes)

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. “Before we begin sharing, I want to make sure we are respectful of each other and that we ask each other if it is okay to give each other feedback, comments, suggestions, or any other type of advice before we give it. This allows the person to accept it or decline it in case they do not want to hear it right now. It is a good way for us to help each other grow and respond in a constructive way.”

The purpose of the magic pen exercise is to imagine what the next chapter of their life will be. Have the group members imagine the magic pen exercise. Help the group members to use of OARS and by evoking their own DARNs through the

Areas of Desired Growth / Magic Pen Exercise
CHAPTER 2

What is Motivational Interviewing?

The foundation of the therapeutic approach in Ready-Set-Grow is Motivational Interviewing (MI). MI has been shown to be effective in promoting a person’s intrinsic motivation for growth. MI is well-summarized by Terry Moyers in The Relationship in Motivational Interviewing (2014; p. 358):

Motivational interviewing (MI) is a client-centered and directional therapeutic method distinguished by a focus on spontaneous language about change that emerges within an empathic interpersonal context. It is intended to enhance inherent motivation toward specific client goals by resolving ambivalence, which is seen as a normal stumbling block in changing complex, intractable behaviors that have both costs and benefits. This occurs through evoking a person’s reasons, desires, and willingness for change, using the client’s own speech as a means of clarifying and strengthening their intent. MI occurs within a relational context of empathy and acceptance, and this interpersonal foundation is seen as both an essential ingredient of the method as well as a facilitative condition for evoking language in favor of change (Miller & Rose, 2009).

We adhere to this definition of MI and reference it throughout this manual. For more information on the delivery of MI in individual or group settings, please refer to Wagner & Ingersoll (2013) and Miller & Rollnick (2013).

Target Behaviors or Attitude

As noted in the above description of MI by Terry Moyers, MI is utilized to help enhance motivation to specific client goals known in MI literature as target behaviors. In Ready-Set-Grow we help the group members clarify the behaviors or attitudes they want to change, and we call that the personal growth project.

Change talk

Change talk is fundamental to MI. Change talk is defined as “any self-expressed language that is an argument for change,” and includes preparatory (i.e., Desires, Abilities, Reasons, Needs; abbreviated DARN) and mobilizing (i.e., Commitment, Activation, and Taking steps;
abbreviated CAT) speech (Miller & Rollnick, 2013, p. 159). As Rosengren describes, “Many of the interventions used in MI are specifically designed to evoke this kind of language and reinforce it when it occurs. This approach is based on the idea that clients will be more likely to do what they have genuinely spoken in favor of during a session” (2009, p. 12). As a result, group leaders use the MI microskills to actively acknowledge and evoke change talk from group members. In contrast, sustain talk is defined as a person’s arguments against change, and as such is “conceptually opposite” to change talk and is “associated with maintenance of the status quo” (Miller & Rollnick, 2013, p. 165).

MI Microskills: Open-Ended Questions, Affirmations, Reflections, Summaries (OARS)

Open-Ended Questions, Affirmations, Reflections, and Summaries (OARS), are the microskills of MI. They are fundamental clinical skills to build rapport through mutual understanding and are used to help facilitate the process of group members moving toward realization of their goals. This is accomplished by using OARS to elicit change talk to help the client resolve their ambivalence. When OARS are used effectively, group leaders and group members row together seamlessly in a clear direction. OARS are introduced into Ready-Set-Grow by group leader modeling, group guidelines, and by scripted exercises. These are provided in the group session guides and worksheets section, which begins on page 35.

Below we have provided a brief description of each microskill and an explanation of how we implement it in our Ready-Set-Grow protocol. For a more in-depth discussion on OARS, please see Miller & Rollnick (2013) Chapters 5 and 6.

- **Open-Ended Questions (O)** encourage the client to elaborate and think more deeply about their desire to change. Open questions allow the client to explore their own thoughts rather than be forced into a limited (yes/no) answer. Open questions also invite the group members to have conversations with each other and the group leader. When used effectively, open questions will elicit change talk and guide the conversation toward growth.

  In Ready-Set-Grow, worksheets used in pairs or small-group activities prompt group members to ask open questions (e.g., “What did you hear from other group members? What is your take on that? How did it go? What have you tried in the past? What have you already been told about X? Tell me more about that.”).

- **Affirmations (A)** are statements that recognize, highlight, and support the client’s strengths and as such provide self-efficacy. When used effectively, clients can feel more confident in the possibility of growth.
In Ready-Set-Grow, at the beginning of each activity, group members are reminded to observe, notice, and comment on one another’s strengths and efforts. Group leaders model how to do this, giving examples such as: “I hear you are working as hard as you can on this,” “This means a lot to you,” “You are not going to give up.”

- **Reflections (R)** are one of the most crucial microskills in MI. Accurate reflections result in the client feeling heard, provide opportunity for group leaders to convey empathy, and selectively reinforce change talk. Two types of reflections are simple and complex. Rosengren writes, “A simple reflection stays very close to what the client has said. The statement adds little beyond what has already been stated, but communicates attention and interest...simple reflections tend to stabilize the client and the communication, as well as keep the conversation alive” (2009, p. 36). In contrast, complex reflections “may go well beyond what the clients has said. These infer even greater meaning and often cognitively reframe the information. These may also include affect, but must also contain additional depth, movement, or direction. A complex reflection adds to client self-understanding...in this way complex reflections, when done well, move the conversation forward” (2009, p. 36). Some examples of complex reflections are double-sided, amplified, metaphor, and reflection of feeling. For more information, please see Rosengren (2009), Chapter 5, p. 30-57 for more detailed information.

In Ready-Set-Grow, the group leaders ask open-ended questions to help group members to reflect on a client’s experience (e.g., “What did you hear her say?”). Group leaders also model the use of reflection (e.g., “What helped her get to where she is now? What experiences has she had that will help her with her recovery now?”).

- **Summaries (S)** are a collection of reflections used by the group leader to recap specific important thoughts a client has expressed in the course of the dialogue. Summaries communicate interest, listening, empathy, and highlight important aspects of the discussion. They can be used to help guide the client to the next topic of discussion. An MI summary affirms the client’s desire, ability, reasons, and need to change (DARN), focuses on the client’s own change talk, and helps the client hear their own words, which guides them to the next process of MI.

In Ready-Set-Grow, group leaders ask for members to recall/review what was discussed in group that day or in a prior session to facilitate summarization; encourage members to summarize what someone said and indicate whether anything else was missed (i.e., “What else did we discuss?” “What did I miss?” “What other questions do you have?”).

When group members break up into pairs or small groups, they are provided with task instructions that guide their interactions based on OARS and informed by MI.
- **Elicit-Provide-Elicit (EPE)** is the MI method of exchanging information.
  
  - **Elicit**: The group leader asks permission to share information and/or asks an open question about what the group member knows about a specific topic.
  
  - **Provide**: The group leader then provides the necessary information in a simple concise manner.
  
  - **Elicit**: The group leader follows up with a group inquiry to other’s reactions, interpretations, or understandings to that information.

For a more in-depth discussion of EPE, please see Miller & Rollnick (2013) Chapter 11.

In Ready-Set-Grow, when group leaders use EPE, they are modeling how to provide new information in a collaborative and respectful manner. Clients are encouraged to follow suit when there is any necessary information that is to be provided to a peer. This kind of expectation is also set in the beginning of each session, in the group guidelines, and by group leaders at the beginning of each activity.
CHAPTER 3

Application of Motivational Interviewing to Groups

*Motivational Interviewing in Groups* by Wagner and Ingersoll (2013) was the first text to focus on using MI in group contexts. Group MI is efficacious for adults with substance use (D’Amico et al., 2017; LaBrie et al., 2007; LaChance et al., 2009; Navidian et al., 2016 Santa Ana et al., 2007; Tucker et al., 2017), HIV medication adherence (Holstad et al., 2011), diabetes (Knight et al., 2003; Momtazi et al., 2018), gambling (Carlbring et al., 2010) and workplace safety (Navidian et al., 2015). It is also beneficial for Veterans with substance use (Santa Ana et al., 2014; Santa Ana et al., 2016; Shorey et al., 2015). Lundahl and colleagues (2010) conducted a meta-analysis on 119 studies on the efficacy of MI. Eight randomized controlled trials found that group-delivered MI was effective for participants with substance use and PTSD.

Although group MI is increasing in use, less is known about its efficacy among people with serious mental illness. Bradley, Baker, and Lewin (2007) examined group MI with 39 people with psychosis and substance use at an outpatient mental health clinic. From the group leaders’ perspectives, members made significant improvements on substance use, symptomatology, treatment non-compliance, overall functioning, and hospitalizations. Long-term group attendance (over a year) was also associated with prevention of relapse. Groups focused on group facilitator use of MI-consistent skills such as expressing empathy, developing discrepancy, rolling with resistance, and supporting self-efficacy. Group topics focused on symptoms of mental illness, substance use, and relapse prevention. Group agendas were flexible and did not have a structured theme for each session.

To our knowledge, at the time of this writing, there exists no structured manual or set agenda for using MI in a group context for people with serious mental illness. Protocols are needed that include all individuals with serious mental illness, a structured manual, and a set of session agendas. Therefore, this protocol aims to assist the clinician in implementing this group in a structured and standardized format.
CHAPTER 4

Recovery Model

According to the Substance Abuse and Mental Health Services Administration’s consensus statement (SAMHSA, 2004), “Mental health recovery is a journey of healing and transformation enabling a person with a mental health problem to live a meaningful life in a community of his or her choice while striving to achieve his or her full potential.” Recovery embodies a number of core values. These include a self-directed and self-empowered journey toward life goals, and a responsibility for one’s own growth and progress. Recovery is predicated on hope toward living a full and meaningful life, self-respect and acceptance, and respect toward others. A recovery-oriented program would therefore offer a person-centered, strengths-based, collaborative, and holistic approach to treatment that emphasizes the role of peer support.
CHAPTER 5

Application of Group Motivational Interviewing in a Recovery-Oriented Program

The core principles of motivational interviewing (MI) are compassion, acceptance, collaboration, and evocation. The philosophies of MI and the recovery philosophy are congruent. Both are person-centered, strengths-based, and privilege a respect for autonomy of the consumer. Both also value the collaboration and unique contributions of professional and client, as illustrated by the importance of shared decision making. In endeavoring to find the format that fits with the recovery philosophy, MI is the natural choice. We posit that the approach and methods of MI can be the technology of the recovery process.
CHAPTER 6

How this Group is Unique

Fidelity to the MI model

Group Leaders: Initial Training. Prior to and in the initial stages of learning the Ready-Set-Grow protocol, group leaders attend the Fundamentals of Motivational Interviewing (MI) full day workshop which utilizes both didactics and experiential learning. Topics of the workshop include an overview of MI, microskills (open questions, affirmations, reflective listening, and summaries; abbreviated OARS), change talk, and putting all the strategies together through group and role-play practice. Group leaders read and discuss in group supervision the books Motivational Interviewing: Helping People Change (3rd Edition, Miller & Rollnick, 2013) and Motivational Interviewing in Groups (Wagner & Ingersoll, 2013).

Group Leaders: Ongoing Consultation. Group leaders involved in running groups meet weekly to review progress and fidelity to the MI model. When group leaders co-lead the group, they monitor success with each of the described goals. They tally each other’s use of MI microskills. They also listen for and record change and sustain talk among group members, as well as the interventions which directly preceded the change or sustain talk. The resulting data are presented in weekly supervision. The goal of weekly supervision is to provide education and feedback for improving adherence to group MI model in a collaborative atmosphere. Topics of supervision include learning how to implement MI principles in a group setting, practicing identifying and responding to change and sustain talk, setting goals for and monitoring co-leaders’ use of microskills, monitoring and learning the types of interventions that lead to change talk versus sustain talk in the prior group, troubleshooting obstacles to group members’ growth, facilitating positive exchanges between co-leaders, and learning how to facilitate positive exchanges among group members.

Group Participation. Ready-Set-Grow is unique in that not only do group leaders interact in MI-consistent ways, but group members are also encouraged to act in the MI spirit. There are various ways to encourage group members to use MI with each other. Group guidelines are reviewed at the beginning of each group session. Each guideline has been designed to promote an atmosphere consistent with the core principles of MI: compassion, acceptance, collaboration, and evocation. For instance, group members are encouraged to ask permission before giving feedback, ask open ended questions, and affirm other group members when
sharing in group. Group leaders model MI skills and strategies to group members to help promote their use of these techniques with each other. Other strategies are facilitated through enhanced modeling and guiding of the MI-consistent dialogue. To further enhance MI experiences, the larger group is broken up into smaller groups and dyads to promote individual sharing and MI-consistent responses. Dialogue is guided and monitored by group leaders. This is in keeping with the evoking process.

Group members are guided and encouraged to use MI consistent dialogue such as OARS as described in Chapter 2. Examples of open questions are written on the worksheets and can also be written on a board or large paper to facilitate in-session practice. Members are guided with questions such as, “How can we help you continue to make progress?” “What did you do that helped you make some progress in the past week?” and “What makes your personal growth project so important right now?” Affirmations that group leaders can model can include statements such as: “It seems like you really want this to happen in your life,” “You are working as hard as you can on this,” “You are determined to avoid going back to your past behavior,” and “You care about getting better and reaching your recovery goals.” In-session encouragement by group co-leaders via positive, motivating feedback often looks like the following: “What did you [name of peer group member] like about where they are in the process?” “What have you seen them do at PRRC [or at the clinic] that will help them reach their goals?” “What did they do well with their plan for reaching their goal?” and “What makes you think they will be able to continue to make progress in the next week?”

In our experience, as group members attend more sessions, those with more experience model for new members and help facilitate the process of MI in smaller groups and dyads. These “group veterans” encourage newer members to ask questions about the process of growth and share their experiences with working toward their goals.

**Treatment Protocol and Group Format**

Miller and Rollnick (2013) posit that there are four overlapping processes that characterize the “flow” of MI. Each process is a necessary step toward growth and change. These processes are: Engaging, Focusing, Evoking, and Planning (see Miller & Rollnick, 2013 for a more detailed description of each process and their interrelationships). Ready-Set-Grow has been designed so that the trajectory of the 10-session group follows the four processes (see Figure 1 for an illustration).

**Engagement** is reflected in the topics of sessions 1 and 2: Magic Pen and Areas of Desired Growth. **Focus** is represented by the specific Personal Growth Project topic in session 3. **Evoking** is the primary purpose of sessions 4 through 7: Roadmap of Change, Importance Ruler, Strengths, and Confidence Ruler. Finally, the phase of **planning** is represented by
sessions 8 through 10: SMART goals, Evaluating Weekly Progress, and New Targets of Growth sessions. Note in Figure 1 that, as Miller and Rollnick (2013) specify, each process builds on those that come before and provides a foundation for future growth and change.

As Miller and Rollnick (2013) specify, these processes are not entirely linear. For instance, a client can move through each but also circle back to one or more of the prior processes along their path toward growth. For this reason, each group session is also constructed according to these processes. Within each session, group facilitators guide group members through engagement, focus on a specific topic, evoke change talk, and plan by asking how the members will think, feel, or act based on that session. This is reflected in the subsections within each session guide. This allows the group members to go through the four processes of MI within one session. Because this flexibility is built in to the protocol, group members can circle back to any of the four processes regardless of the overarching theme of that session.

This structure ensures group members will progress through the four processes both in the entire 10 sessions (see Figure 1) and within each individual session. Some group members may not transition through the phases within one group or even over the 10 sessions.

**Figure 1. A Map of Ready-Set-Grow Sessions**

| Engage | Session 2. Areas of Desired Growth II  
| Session 1: Magic Pen Exercise |
| Focus | Session 3: Personal Growth |
| Evoke | Session 7: Confidence Ruler  
Session 6: Strengths  
Session 5: Importance Ruler  
Session 4: Roadmap of Change |
| Plan | Session 10: New Targets of Growth  
Session 9: Evaluating Weekly Progress  
Session 8: SMART Goals |
Group facilitators recognize that although there is an established group protocol, each member progresses according to their own pace. The underlying principle of respecting autonomy is prioritized over completion of protocol tasks. In all cases, group leaders listen to and respond to change talk using MI microskills. For this reason, each group can be standalone or repeated. This makes the group amenable to both new members (e.g. open enrollment) and members who have already participated in those particular sessions.
CHAPTER 7

Session Structure

This chapter presents the five basic components of each group session, including what each session has in common. Then, each session topic is presented, with a description of content. Group leaders should refer back to this section when they first use this manual to refresh their understanding of these concepts and example questions to use to optimally facilitate sessions.

Orient

The beginning of every session starts with a review of the group guidelines. When reviewing guidelines, it is helpful to have each group member (including facilitators) say their name and read a group guideline. This is an easy way for group members to participate and for the group leader to preliminarily assess each group member’s level of engagement. It also helps group members learn new members’ names. When there are more group members than guidelines, the extra group members can be asked to re-read one of the rules they especially like with the prompt, “What is your favorite of the guidelines?” Group guidelines:

Ready-Set-Grow Group Guidelines

1. What is said here, stays here
2. No cross talking
3. Cell phones turned off or set to vibrate
4. No violence or violent language
5. No profanity
6. If you need a moment to yourself, it’s okay to leave the group
7. No side conversations
8. Use “I” statements
9. No judgments
10. No monopolizing
11. Stay on topic
12. Ask permission before giving feedback
Engage

After reviewing the group guidelines, group leaders briefly review the purpose and structure of Ready-Set-Grow. During the first session, the group leader can say something like, “This group is called Ready-Set-Grow. We talk about growth, what it means to us, and we work on ways to get everyone moving toward their goals. To get started, what is growth to you? In what ways do you want to grow?” The purpose of this question is to prime members to think about their own growth and its role in the process of recovery. Group Members should be informed that the activities of the group are designed to help them better understand their motivations for growing during their recovery. “This group is designed to have each of you learn more about growth and what motivates you to make progress and grow.” It is not necessary to adhere to a strict unified definition of growth. Rather, group members should become oriented toward discussing their own growth in preparation for the next phase of the group process: focus. Therefore, all definitions and examples of growth generated by the group members are reflected and summarized. In our experience, even the quietest group members can use this opportunity to describe growth or a way in which they want to grow. Group leaders should be careful to limit these tasks to about 5 minutes, as the purpose is to begin the process of engagement into a group setting. We continue to use techniques to engage group members throughout the subsequent phases of the group; this results in a deepening engagement throughout.

During the first session of Ready-Set-Grow, group members may not have selected an area of desired growth, which is normal and can be expected. The techniques used in this section are also useful for members who miss the first several sessions of group and therefore have not had the opportunity to develop their own personal growth projects. This is a common occurrence in open group formats. This section offers new members the opportunity to begin the process of focus. After asking each group member for one area of desired growth, the group leader should facilitate further discussion by asking any of the following questions:

1. “Why are areas of desired growth important to your recovery?”
2. “In what ways do areas of growth impact your daily life?”
3. “How do areas of desired growth impact your goals?”
4. “How well do you think you are doing with your areas of desired growth?”
5. “In what ways have you gotten away from your areas of desired growth?”
6. “What do you have to do to get back to your areas of desired growth?”

The purpose of these questions is to evoke change talk from group members. It is important to listen for and respond to sustain talk during this section because early discouragement can attenuate engagement during the rest of the group. This discussion
should be more personal compared to the Orient phase, by encouraging group members to talk about their own growth with support from group members and leaders.

**Focus**

The goal of this section is to use a specific activity to enhance group members’ focus on one specific way to enhance their motivation.

**Use of worksheets**

Each session is uniquely defined by its activity as outlined in the group worksheet for that day. Each session guide includes a prompt for the group leader to introduce and explain the rationale for worksheets that help shape each group discussion.

Worksheets in Ready-Set-Grow are integral to the group experience. The worksheets for each agenda are designed to help evoke change talk from the group members about a focused area of desired growth. Along with the worksheet are example questions that could be used to further evoke change talk. These questions are useful when group members are in small groups/pairs and may be unsure of what to ask their partner(s). The worksheet also allows group members who may not be comfortable participating in group to record and reflect on their thoughts. Discussing areas of desired growth is a key ingredient to Ready-Set-Grow as it assists in guiding the dialogue between partners. However, writing or even drawing these thoughts allows for another means of participation. Worksheet completion also helps group leaders assess clients’ level of motivation that day. A group member who does not want to fill out a worksheet likely is not ready to think about growth or why they may want to change, and may be better suited for techniques that promote engagement. Worksheets also help standardize leaders’ delivery of MI techniques in a group format; group leaders new to this protocol may especially benefit from the structure these worksheets provide.
While Ready-Set-Grow has specific worksheets for each session guide, the protocol allows group leaders to use their own clinical knowledge and worksheets in so far as they fit the framework of that particular session. If group leaders have other worksheets that would fit within the framework of Ready-Set-Grow (e.g., strengths or planning SMART goals), it is highly recommended that group leaders review the protocol of Ready-Set-Grow presented in this manual to understand the structure and spirit of the groups before adapting. If a substitute worksheet is used, we strongly suggest that the group leader generate evoking questions related to that worksheet to ensure that change talk is elicited.

**Evoke**

Evoking is a defining characteristic of MI and is therefore central to the Ready-Set-Grow group experience. In this section, group leaders explicitly aim to elicit change talk. The worksheets are designed to help group members generate change talk with each other. In each session guide, group leaders are provided directions for how to Evoke, via a quick reminder of the purpose of each exercise/worksheet. During the Evoke phase, group leaders should try to elicit one ability and one desire/reason/need from each group member. The group leader is careful to reflect and/or summarize each member’s response into a concise statement about their growth to generate more change talk from group members. Additional questions are offered for each group topic to stimulate further change talk based on different areas of DARN as the group leader sees fit. For more information on change talk and its counterpart sustain talk, please see Miller & Rollnick (2013) Chapter 12.

Before beginning this section, group leaders should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. We recommend stating the following: “Before we begin sharing, I want to make sure we are respectful of each other and that we ask each other if it is okay to give each other feedback, comments, suggestions, or any other type of advice before we give it. This allows the person to accept it or decline it in case they do not want to hear it right now. It is a good way for us to help each other grow and respect each other. How does that sound?” This is important to review to prevent the typical tendency of group peers to offer unsolicited advice when first hearing their peers’ motivations. If this were to happen, group leaders should reorient the group to the Elicit-Provide-Elicit guideline.
Power of the Group

Group synergy is engendered by facilitating members connecting to one another and by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience the support of their peers and recognize similarities in aspirations and motivations for change. This allows group members to see that their peers are likewise working on aspects of value to them (e.g., health, family, spirituality, etc.). We have observed that when group members discuss their unique recovery journeys with peers, this promotes motivation for all involved. The following are quotes from group members that reflect sentiments we commonly hear:

“The process of sharing with peers keeps you accountable, makes you take the class seriously because you know that you’re going to talk to your peers, and you don’t want to turn around and have nothing to say... Peers tend to remember things I say. When we're outside of group and having regular conversations, they will bring up something I said and ask me about it. I just want to be up front and honest with them and tell them.”

“I think the group brings things to your attention. It challenges you to be aware and [shows you] how far you can go if you concentrate on something. It shows you [that] you can seek help to get to particular goal and that you’re not some oddball, because you're not the only one going through this issue.”

Following are some example questions our group leaders have used to help group members to reinforce change talk amongst their peers:

1. “I noticed several of you have the area of growth of [area of growth] and it is a main part of your recoveries, tell me about that” (Similar areas of growth)
2. “It seems like you are at the same point as [group member], still trying to figure out how this program can help you?” (Link by stage of change)
3. “What did you like about [group member’s] response?” (Affirmation)
4. “How important are these things for their recovery?” (Need)
5. “How much does it seem [group member] wants these things?” (Desire)
6. What skills does [group member] possess that will help them get to where they want to go?” (Ability)

Be careful with ability questions that could lead to too much advice/opinions being given.

Transitional Summary and Plan

The final process of each Ready-Set-Grow session is to summarize the essential aspects of that day’s session. This should be done after reconvening as a single group. The group leader asks questions such as, “How will you think, feel, or act based on what you learned in session?” This is designed to have group members discuss what they will take home from that day’s session.

Process (Optional)

Each session guide also presents an optional activity to process group members’ experiences during the exercise of the day. This optional component is not recommended unless there were significant challenges to engaging group members in the day’s exercise. In the rare instances that this happens, such challenges can lead to group members disengaging from conversation before group is ended. If this occurs, the process activity should be done with the entire group in the last 5 to 10 minutes of the session, by asking: “What did you take away from this exercise?” However, it is our experience that in most groups, most group members express motivation toward growth in the evoking and planning exercises and, as such, halting their evoking and planning in order to process their reactions may distract from their change talk momentum.
**CHAPTER 8**

**Session Topics**

This chapter provides a description of each of the session topics, including a rationale for each session.

**Session 1: Magic Pen Exercise**

The purpose of this session is to focus on helping group members identify their areas of desired growth through the use of the magic pen exercise. The magic pen exercise offers group members the chance to describe what they want the next stage of their life to look like. The exercise also begins to identify DARN themes that will come up throughout the group. This session’s essential question is, “What does this story tell you about ways that you want to grow?”

**Session 2: Areas of Desired Growth II**

The purpose of this session is to help group members identify 5 specific areas of growth that are important to them. If they do know their personal growth project (i.e., target behavior) then this session has them identify what supports their motivation. If they have not yet identified their personal growth projects, this exercise will help them to do so. Group leaders should focus on linking these areas of growth with recovery. This session’s essential question is, “How are these areas of growth important for your recovery?”

**Session 3: Personal Growth Projects**

The purpose of this session is to help group members to think about their personal growth projects (i.e., target behaviors). This session builds off of the prior sessions by helping members clarify their targets of change. The focus is sharpened more here than in prior groups as we help clients be increasingly specific.

**Session 4: Roadmap of Change**

The purpose of this session is to help group members envision the costs and benefits of maintaining the status quo or making changes in an effort to help resolve ambivalence. Group leaders should nonjudgmentally explore with curiosity, acceptance, and thoroughness how group members envision their future if they took each of the paths. This session’s essential
questions are, “What would your future look like if you took this path toward no change” and “What would your future look like if you took this path toward change?” These exercises are intended to evoke change talk.

**Session 5: Importance Ruler**

The purpose of this session is to facilitate group members’ exploration of why their personal growth projects are important. Group members assign a level of importance on a scale of 1 to 10, with 10 meaning the most important it could be. Then the two essential questions group leaders ask are, “What makes you select that number and not a much lower number?” and “What would it take to move that number to a higher number?” The group members’ responses will likely be “change talk,” which will then be reflected and reinforced by group leaders.

**Session 6: Strengths**

The purpose of this session is to help group members identify their strengths. The small groups/pairs exercise in this activity provides all group members a chance to participate, reflect on, share, and get positive feedback on their strengths. This session’s essential question is, “How can you use your strengths to help you move toward your personal growth project?”

**Session 7: Confidence Ruler**

The purpose of this session is to facilitate group members’ exploration of their confidence in achieving their personal growth projects. The small groups/pairs exercise in this activity provides all group members a chance to participate, reflect on, and share their confidence in achieving their personal growth project. After the group members share their level of confidence on a scale of 1 to 10, with 10 meaning the most confident possible, ask, “What makes you a [their score] and not a [much lower score] on this scale?” For example, “Why are you a 9 and not a 5?” The group members’ responses will likely be “change talk,” which will then be reflected and reinforced by group leaders.

**Session 8: SMART goals**

The purpose of this session is to introduce SMART goals and begin helping group members develop their own SMART goals relevant for their personal growth projects. Prior to offering recommendations or advice, the group leaders and members should use the elicit-provide-elicit technique. The small groups/pairs exercise in this activity provides all group members a chance to participate and share their SMART goals.
Optional Session: Troubleshooting SMART goals:

The purpose of this session is to review SMART goals and continue helping group members develop their own SMART goals related to their personal growth project. The group leaders and members should continue to use the elicit-provide-elicit technique.

Session 9: Evaluating Weekly Progress

The purpose of this session is to check on group members’ weekly progress as they work on their growth and goals as described in previous sessions on SMART goals. After the group members share their level of progress on a scale of 1 to 10, with 10 being the most progress they could make, ask, “What makes you a [their score] and not a [lower score] on this scale?” For example, “Why are you at a 9 and not a 5?”

Session 10: New Targets of Growth

The purpose of this session is to facilitate group members’ transition from the last session of the Ready-Set-Grow protocol to the first session of the Ready-Set-Grow protocol. For a discussion of closed ended versus rolling groups see page 27. Group members review the successes of their personal growth projects to date and discuss other possible areas of growth to focus on for the next cycle of the group.
CHAPTER 9

Additional Considerations

Flexibility of Ready-Set-Grow for different client populations

Ready-Set-Grow was designed for an intensive outpatient mental health recovery program with Ready-Set-Grow groups occurring once a week. Ready-Set-Grow has been effective in inpatient psychiatric settings using fewer session topics. Given the shorter length of stay and uncertainty regarding the number of sessions members can attend, the goal is to include more aspects of Ready-Set-Grow in each session, such that the format of the inpatient sessions was adjusted to start with the areas of desired growth worksheet and to include the following: magic pen exercise, importance ruler, strengths, and SMART goals.

While Ready-Set-Grow was designed for Veterans with SMI, the topics and format of this program are not limited to that population. We encourage providers to adapt Ready-Set-Grow to their clinics by emphasizing specific group topics, use of specific skills, or incorporate any MI consistent worksheets or strategies throughout the protocol.

Group size

Ready-Set-Grow is designed for 2-20 group members, but could be run with any number of group members. We have found the optimal number of group members in Ready-Set-Grow is 8-10 members. It is important to continuously observe and assess the participation and involvement of group members in the discussion. In the event that some members are not engaged, consider utilizing the smaller group format.

Using small groups vs. pairs

The format of Ready-Set-Grow is to start with the whole group, break up into small groups or dyads, and then reconvene as a whole group. The decision to break the whole group into dyads versus 2 small groups is based on the following factors: size of group, level of engagement, diagnosis, cognitive functioning, number of group leaders, and severity of symptoms that day. Advantages and disadvantages of pairs versus small groups are presented on the next page.
It is also important to consider how to group or pair group members together. For instance, for the topics of SMART Goals and Evaluating Weekly Progress in a rolling group, group members who have been in group for a while are best grouped or paired with each other. This allows them to follow up on their goals and track their progress since the last session. Simultaneously, new group members would focus on learning on how to identify areas of
desired growth and associated target behaviors and goals. Roadmap of Change, Importance and Confidence Rulers, and Strengths are all sessions in which it is helpful to have group members who have been in group for a while paired or grouped with newer members. This is because more experienced group members will be able to offer affirmations based on their experience in tracking their own growth thus far, model expressing their thoughts about growth and providing affirmations to other people, and could represent hope for people who are just beginning to actively engage in or track their growth toward recovery.

Length of sessions

Each session of Ready-Set-Grow is designed for 45 minutes. Ready-Set-Grow can easily be adapted for longer or shorter sessions. We do not encourage a session to be run for less than 30 minutes even with a small group (2-3 group members) as this will not allow for group members to adequately discuss their growth or fully move through all stages of the session.

Considerations for open enrollment

Ready-Set-Grow is designed to be run continuously in an open enrollment group. After the last session, New Targets of Growth, the group restarts with session 1, Magic Pen Exercise, the following session. There are several challenges of engagement for group members who have already participated in all 10 sessions or the majority of sessions in a rolling, open-attendance group format. To help keep Ready-Set-Grow engaging, group facilitators may continue to use the Evaluating Weekly Progress worksheet with those group members who have already completed the Ready-Set-Grow curriculum. The Evaluating Weekly Progress worksheet can be printed on the back of the next session’s worksheet (e.g., on the back of the magic pen exercise) and veteran group members can complete it and discuss it during the evoking phase as they wish. Many veterans of the group find this helpful as the early sessions of the Ready-Set-Grow curriculum emphasize identifying a specific personal growth project, which the veteran of the group has done already. Instead, the group member can continue to discuss their progress with the project they have already started, if applicable. Some veterans of the group find that they change their personal growth project due to new circumstances or completion of their previous personal growth project during the next iteration of the group cycle.

Solo vs. Co-leaders

Ready-Set-Grow can be facilitated by one group leader or ideally co-facilitated by two group leaders. Two group leaders are preferred because there is much to monitor such as the use of MI strategies, listening for change talk, and eliciting change talk from group members. Each leader will lead a smaller group.
When there are two leaders

The leaders partner together through each of the four processes throughout the session. During the *engage* component of the session, both leaders encourage group members to participate and share their experiences and thoughts. In the *focus* component of the session, the co-leaders guide group members to the particular topic of the session and circle around the group when members are completing the worksheets, to check on members’ understanding and to offer 1:1 help if needed. Co-leaders then break the group into dyads or 2 smaller groups to *evoke* as much change talk as possible from group members by discussing designated session worksheets.

If group members pair up, the co-leaders walk around listening for change talk amongst the pairs and intervene when too much sustain talk is discussed or the pair have gone off topic. The smaller groups or pairs then reconvene into the larger group and the co-leaders again work as partners to elicit change talk from group members. Co-leaders also work on generating themes that recur in the discussion that may be used for the *transitional summary and plan* component. As such, the format of the session is whole group discussion, small group or dyad, and finally whole group discussion, which is best led by the seamless collaboration of two co-leaders.

When there is one leader

When Ready-Set-Grow is facilitated by a solo group leader, the group leader may decide to keep the group together (i.e., not break up into small groups or dyads), particularly if there are less than 8 members in group that day. If there are 8 members or more, the group leader has several options.

Option 1: If there are more than 8 group members, the solo leader has the option of having group members pair up after worksheets are completed and assisting pairs in discussing their worksheets together. This method is assisted by the specific MI questions on each worksheet that group members can ask their partner during the evoke section.

Option 2: Another method is to have the group break up into 2 subgroups and the leader picks a group member to lead the other small group while the leader leads their own. The leader should pick someone who has been in the group for a while and understands the evoke section of Ready-Set-Grow.

Option 3: Another method is to create two groups, designate two group members to lead the groups and have the leader go back and forth between the groups to ensure all group members are discussing change talk.
Any of the above options can be effective depending on the experience, personalities, engagement, cognitive functioning, and willingness of group members to help lead each other in small group conversations.

**Order of topics covered in groups**

Ready-Set-Grow sessions are designed to be administered in the order they are presented in this manual. There may be times where a leader will decide to order the sessions differently or repeat groups as necessary. For example, in our experience, group members benefit from multiple SMART Goals sessions. This promotes ample time to first learn the concepts before beginning to apply SMART to their own personal growth projects. Then, group members can obtain both practice and feedback as they use SMART across the course of several weeks. This repetition is key, especially for members with cognitive deficits or who begin Ready-Set-Grow unfamiliar with SMART. However, a leader may want to spend a session focused on evoking change talk at the point they would ordinarily repeat a SMART Goals session. They may choose to do this if group members are familiar with SMART but have struggled to implement their SMART plan. It is possible that as a group goes through Ready-Set-Grow, members may not be ready to identify a personal growth project, thus early exercises (Magic Pen and Areas of Desired Growth) may need to be repeated to help group members identify an important area of their life they would like to change. Another possible change in order of sessions could be using Strengths earlier in the curriculum to facilitate motivation for growth. In a small pilot study, the Strengths session was found to statistically significantly improve group members’ belief in their attitude toward making a change and overall beliefs about change within one session.

**Using other MI techniques**

We acknowledge any and all MI techniques that any provider would like to use within the framework of Ready-Set-Grow. Ready-Set-Grow is our approach to MI in a group format and our focus is to provide the tools to use and not be prescriptive. Here are some examples of using other MI techniques we have used:

*Providing Feedback and Exploring other’s concern*

In individual MI conducted one on one, providing feedback involves gathering information about a group members’ behaviors, beliefs, and attitudes. This information provides discussion topics when group members express little change talk. We believe that the group can be used as a feedback tool as much as a more formal assessment. For instance, a group member may state that managing their temper may not affect others and therefore, is not motivated to manage their anger. The leader can then ask the group how does the anger of
others affect them. The discrepancy between the client’s impression and the group’s feedback creates room for change.

Looking back

In addition to the magic pen exercise, which represents the technique of looking forward, looking back can also be used. This is a helpful technique to have group members think back to a time before the problem emerged and to compare it with how things are now. “Think back to a time when things were going well for you, what skills were you using and what did you like about your life then?” This technique can be used to assist group members in generating examples of personal success, which can then enhance their confidence to make future change. Additionally, this activity can help the leader and group members explore strategies that group members have already found helpful to move them toward growth but otherwise have trouble recalling.

Reframing

When group members offer sustain talk, it may be useful to respond with MI strategies such as reframing and agreeing with a twist. With reframing, the leader offers a different meaning or perspective than what the group member may be perceiving. For example, if the group member wants their family to quit nagging them, the leader could respond with, “They must really care about you.”

Agreeing with a twist

Taking reframing a bit further with agreeing with a twist, the leader includes a reflection that acknowledges and sides with what the person is saying. For example, if the group member says that they cannot imagine not drinking because it is who they are as a person, the leader could say, “You just would not be the same person everyone has come to know and love and that is so important that you need to keep drinking no matter what the cost.”

Different ways to evoke change talk

Each session guide outlines different activities to enhance change talk to tap a different mechanism that promotes change. For instance, in the Roadmap of Change session, group members are asked to envision what it would be like if they maintained the status quo and the consequences of that behavior. Then group members are asked to envision what it would be like if they made a change in their life and the consequences of that change. This allows the group member the opportunity to reflect on the discrepancy between their current situation and their ideal future, which will elicit change talk. Group members are also asked during this session, “What are the potential benefits of moving toward change?” and “Where
does the status quo fit into your future?” During this session, group leaders may use double sided reflections to elicit change talk. For example, if the group member were considering quitting smoking, the group leader could say, “You enjoy smoking because it helps calm you down and you also know that it affects your health and the health of others around you.” As another example, during the confidence session, group members are asked to rate their confidence to move in the direction of their personal growth project on a scale of 1 to 10 (1 being not at all confident and 10 being extremely confident). After the group member gives a rating, say a 5, the group leader asks the evocative question, “You rated yourself a 5. What made it a 5 and not a 2?” Group members then list what contributes to making their rating a 5 and not a 2, which is change talk.

Teaching group members to use reflective listening

Reflections are one of the most important microskills in MI. Ready-Set-Grow does not currently have a session guide or exercise that explicitly trains group members to reflect each other’s change talk. We understand group members may not have the clinical skills to use reflections well in a group setting, but we are open to group leaders who have created an exercise or task that is able to do this in an MI consistent way. We do, however, shape their interactions to facilitate group members’ use of reflections with each other. One way we do this is to ask group members to both affirm and reflect on other’s change talk when it occurs, saying “What did you like about what [group member] said?”
References


SESSION GUIDES AND WORKSHEETS
1. What is said here, stays here
2. No cross talking
3. Cell phones turned off or set to vibrate
4. No violence or violent language
5. No profanity
6. If you need a moment to yourself, it’s okay to leave the group
7. No side conversations
8. Use “I” statements
9. No judgments
10. No monopolizing
11. Stay on topic
12. Ask permission before giving feedback
Session Rationale for Leader: The purpose of this session is to focus on helping group members identify their areas of desired growth through the use of the magic pen exercise. The magic pen exercise offers group members the chance to describe what they want the next stage of their life to look like. The exercise also begins to identify DARN themes that will come up throughout the group. After completing the magic pen exercise, the most important question to ask is, “What does this story tell you about ways that you want to grow?” The small group/pair activity in this session provides all group members a chance to participate and share their magic pen stories. During small groups/pairs, group members can practice eliciting change talk from each other, affirming strengths, offering support, and modeling growth-affirming interactions. Members who have attended prior groups on SMART goals may also complete the weekly progress sheet.

Orient (Entire Group: 2-5 Minutes)

Leader should introduce the group and review group guidelines. “What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud.

If this session is being used as the initial session of a round of Ready-Set-Grow, then the leader should present a brief overview of the purpose and structure of the Ready-Set-Grow group to further orient members. One helpful question is, “What is growth?” The purpose of this question is to prime members to think about their own growth and its role in the process of recovery. Group members should be informed that the activities of the group are designed to help them better understand their motivations for growing during their recovery.
Engage (Entire Group: 5 Minutes)

Quickly have group members share an area of desired growth. Leader and group members should use OARS to enhance change talk by eliciting DARN and CAT statements. To further engage, discuss the purpose of growth in recovery and how this journey will look different for each person.

“What is one area of growth you are working on right now?”

Choose one of these questions to ask:

1. “Why are areas of desired growth important for your recovery?”
2. “In what ways do areas of growth impact your daily life?”
3. “How do areas of desired growth impact your goals?”
4. “How well do you think you are doing with your areas of desired growth?”
5. “In what ways have you gotten away from your areas of desired growth?”
6. “What do you have to do to get back to your areas of desired growth?”

Session Focus (Entire Group: 5 Minutes)

Hand out:
- Magic Pen Exercise Worksheet
- Weekly Progress Sheet

This activity should be done with the entire group. Leader(s) introduce the topic of the day (Magic Pen Story) and provide the handout. “It is important to think about the purpose of growth in your recoveries. Now we want to have a better idea what your recovery will look like.

“If you had a magic pen to write the next chapter of your life, what would it say?”

Allow members to complete this worksheet for approximately 3-5 minutes.

Evoke (Small Groups/Pairs: 25 Minutes)

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. “Before we begin sharing, I want to make sure we are respectful of each other and that we ask each other if it is okay to give each other feedback, comments, suggestions, or any other type of advice before we give it. This allows the person to accept it or decline it in case they do not want to hear it right now. It is a good way for us to help each other grow and respect each other. How does that sound?”

The purpose of the magic pen exercise is to have group members identify areas of growth and imagine what the next chapter of their life will look like. Have group members read or describe their magic pen activity. Help the group members continue to identify their areas of growth through the use of OARS and by evoking their own DARN and CAT statements.
Evoke Continued... (Small Groups/Pairs: 25 Minutes)

“Who would like to share first?”

Try to elicit one ability and one desire/reason/need from each group member. The group leader is careful to reflect/summarize each member’s story into a concise statement about what they want to see happen in the future as it pertains to their growth. This exercise focuses on desires, but other preparatory change talk can be elicited.

Evoke using these questions

1. “What does this story tell you about ways that you want to grow?” (Desires)
2. “What do you think you might be able to change to make these things come true?” (Ability)
3. “What would be good if these things came true?” (Reasons)
4. “What needs to change to have these things come true?” (Needs)

Power of the Group

To benefit from the power of the group, it is important to facilitate group members’ connections with one another, by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience support of their peers and recognize similarities in aspirations and motivations for change.

Example Questions

1. “I noticed several of you have the area of growth of [area of growth] and it is a main part of your recoveries. Tell me about that.” (Similar areas of growth)
2. “It seems like you are at the same point as [group member], still trying to figure out how this program can help you?” (Link by stage of change)
3. “What did you like about [group member’s] magic pen story?” (Affirmation)
4. “What are the good things about [group member’s] story?” (Reason)
5. “How important are these things for their recovery?” (Need)
6. “How much does it seem [group member] wants these things?” (Desire)
7. “What skills does [group member] possess that will help them get to where they want to go?” (Ability)

***Be careful with ability questions that could lead to too much advice/opinions being given***
**Transitional Summary Plan (Entire Group: 5-10 Minutes)**

This activity should be done after reconvening the entire group as a whole.

After the evoking process, group leader summarizes all group areas of desired growth and asks, “*How will you think, feel, or act based on what you learned in session?*”

**Process (Entire Group: 5-10 Minutes)**

Optional

Leader assesses the level of momentum in change talk and decides whether or not to process reactions to the exercise. This optional component is not recommended unless there were significant challenges to engaging group members in the day’s exercise. In the rare instances that this happens, such challenges can lead to group members ceasing their activity earlier in the session than these session guides specify. If used, this activity should be done with the entire group in the last 5 to 10 minutes of the session, by asking:

*“What did you take away from this exercise?”*

However, in most groups, most group members express motivation toward growth in the evoking and planning activities and, as such, halting their evoking and planning in order to process their reactions may distract from their change talk momentum.

**Leader Notes:**
Magic Pen Exercise Worksheet

Imagine you have a magic pen to write the next chapter of your life, where everything you write comes true. What would it say?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Questions to ask your partner after they share their magic pen story

1. “Is it okay if I ask you questions about your magic pen story?”
2. “What is your magic pen story?”
3. “What does this story tell you about ways that you want to grow?”
4. “What do you think you might be able to change to make these things come true?”
5. “What would be good if these things came true?”
**Areas of Desired Growth II**

**Session Rationale for Leader:** The purpose of this session is to help group members identify 5 specific areas of growth that are important to them. If they do know their personal growth project (i.e., target behavior) then this session has them identify what supports their motivation. If they do not know their personal growth project yet, it allows them to clarify the areas of desired growth. For these clients, this process will help them to identify a personal growth project in the subsequent session. Group leaders should focus on linking these areas of growth with recovery. An important question to ask is, “How are these areas of growth important for your recovery?” The small groups/pairs activity in this session provides all group members a chance to participate and share their areas of desired growth. Please see pages 20-21 for more information on how to capitalize on the power of the group.

**Orient (Entire Group: 2 Minutes)**

Introduce group name, member names, and review group rules

Leader should introduce the group and review group guidelines. “What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud.
Engage (Entire Group: 5 Minutes)

Review overview of the purpose and structure of the Ready-Set-Grow group. Please see pages 17-18 for more explanation.

In this group, leader should highlight the importance of autonomy and self-determination in the recovery process. The purpose of the following questions is to help group members acknowledge why their own motivation to change is more meaningful and effective than other’s motivations for clients to make changes.

Choose one of these questions to ask:

1. “What is it like when people tell you that you have to do something and you don’t have any input? Or that you can’t do something? What are some reasons that may not work?”

2. “Why is it important that you decide what you do and have your own capacity for self-direction?” (Honoring autonomy)

3. Another example here might be to come up with 3 generic goals (e.g., exercise, sleep 10 hours a night, and take medication) as the only 3 goals each person should have. Then ask the group, “Why would this not work for everyone?”

Session Focus (Entire Group: 5 Minutes)

Hand out:

• Areas of Desired Growth Worksheet

Leader(s) introduce Areas of Desired Growth and provide handout.

“Last week, we completed the magic pen exercise to have an idea what your recovery will look like. Now, we would like to have you identify your top 5 areas of growth from this worksheet. You can pick from this list and add your own areas of growth that are more specific to you. You will see at the top, there is a line that says ‘My Personal Growth Project’ this is if you already know a specific project you want to work on. If you do not, that is okay, just focus on picking things areas of growth that you care about.”

Allow members to complete this worksheet for approximately 3-5 minutes.

Evoke (Small Groups/Pairs: 25 Minutes)

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. Please see pages 7-8 and 19-20 for further information.

The purpose of this exercise is to have group members identify what areas of growth are important to them and then link these areas to their own recoveries. As they read each item, use OARS to evoke their own DARN. Try to elicit one ability and one desire/reason/need from each group member. It is helpful here to have group members read their items on their list one at a time and after each one you could ask the questions below:
Evoke Continued... (Small Groups/Pairs: 25 minutes)

“How would like to share first?”

Evoke using these questions

1. “Why do you want these areas of growth?” (Desire)
2. “What have you done before or are doing now that makes growth in these areas possible?” (Ability)
3. “How can these areas of desired growth help you in your recovery?” (Reasons)
4. “Why is this important for your recovery?” (Need)

Power of the Group

To benefit from the power of the group, it is important to facilitate group members’ connections with one another, by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience support of their peers and recognize similarities in aspirations and motivations for change. Please see page 20 for more information.

Transitional Summary Plan (Entire Group: 5-10 Minutes)

This activity should be done after reconvening the group as a whole.

After the evoking process, group leader summarizes all areas of desired growth and asks, “How will you think, feel, or act based on what you learned in session?”

Process (Entire Group: 5-10 Minutes)

Optional

Leader assesses the level of momentum in change talk and decides whether or not to process reactions to the exercise. This optional component is not recommended unless there were significant challenges engaging group members in the day’s exercise. Please see page 21 for more information.

Leader Notes:
Areas of Desired Growth Worksheet

<table>
<thead>
<tr>
<th>Achievement</th>
<th>My Top 5 Areas of Desired Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adventure</td>
<td>1. ___________________________________</td>
</tr>
<tr>
<td>Being In Charge (Authority)</td>
<td>2. ___________________________________</td>
</tr>
<tr>
<td>Independence</td>
<td>3. ___________________________________</td>
</tr>
<tr>
<td>Caring for Others</td>
<td>4. ___________________________________</td>
</tr>
<tr>
<td>Having Fun</td>
<td>5. ___________________________________</td>
</tr>
<tr>
<td>Contribution (to society)</td>
<td></td>
</tr>
<tr>
<td>Being Dependable</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
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<td>Friendship</td>
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<td>Generosity</td>
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<td>Spirituality</td>
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<td>Health</td>
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<td>Honesty</td>
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<td>Humility</td>
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<td>Inner Peace</td>
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<td>Justice</td>
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<td>Humor</td>
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<td>Knowledge</td>
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<td>Loving</td>
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<tr>
<td>Passion</td>
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<tr>
<td>Popularity</td>
<td></td>
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<tr>
<td>Purpose</td>
<td></td>
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<tr>
<td>Romance</td>
<td></td>
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<tr>
<td>Self-Esteem</td>
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<tr>
<td>Self-Control</td>
<td></td>
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<tr>
<td>Safety</td>
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<tr>
<td>Tradition</td>
<td></td>
</tr>
<tr>
<td>Wealth</td>
<td></td>
</tr>
</tbody>
</table>

My Personal Growth Project is:

<table>
<thead>
<tr>
<th>Questions to ask your partner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is it okay for me to ask you some questions about your top 5 areas of desired growth?</td>
</tr>
<tr>
<td>2. What are your top 5 areas of growth?</td>
</tr>
</tbody>
</table>

For each area of desired growth your partner says, ask:

a. Why do you want these areas of growth?

b. What have you done before or are doing now that makes growth in these areas possible?

c. How can these areas of desired growth help you in your recovery?

d. Why is this important for your recovery?
Session Rationale for Leader: The purpose of this session is to help group members to think about personal growth projects (i.e., target behaviors). This session builds off of the prior sessions by helping members clarify their targets of change. The focus is sharpened more here than in prior sessions as we help clients be increasingly specific. The small groups/pairs in this activity provides all group members a chance to participate and share their area of growth and personal growth projects. During small groups/pairs, group members can practice eliciting change talk from each other, affirming strengths, offering support, and modeling growth-affirming interactions with each other. Members who have attended prior groups on SMART goals may also complete the weekly progress sheet.

Orient (Entire Group: 2 Minutes)

Introduce group name, member names, and review group rules

Leader should introduce the group and review group guidelines. “What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud.
Engage (Entire Group: 5 Minutes)

Review overview of the purpose and structure of the Ready-Set-Grow group. Please see pages 17-18 for more explanation.

Choose one of these questions to ask:

1. “Why are areas of desired growth important for your recovery?”
2. “In what ways do areas of growth impact your daily life?”
3. “How do areas of desired growth impact your goals?”
4. “How well do you think you are doing with your areas of desired growth?”
5. “In what ways have you gotten away from your areas of desired growth?” (Create discrepancy)
6. “What do you have to do to get back to your areas of desired growth?”

Session Focus (Entire Group: 5 Minutes)

Hand out:
• Personal Growth Projects
• Weekly Progress Sheet

Leader(s) introduce Personal Growth Projects and provide handout.

“Until now we have discussed growth in more general terms. Today, drawing on our previous discussions, we would like to sharpen the focus on your own personal growth projects. A personal growth project is a project in which you set out to change your ideas or attitudes so you can grow in ways you care about. For example, some people’s area of growth is to improve physical health, so they will consider exercising or changing their diet. Some people’s area of growth is to be emotionally healthy so they consider taking their medications regularly or going to therapy.”

Allow members to complete this worksheet for approximately 3-5 minutes.

Evoke (Small Groups/Pairs: 25 Minutes)

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. Please see pages 7-8 and 19-20 for further information.

The purpose of this exercise is to have group members generate a personal growth project related to their area of desired growth. Elicit change talk using OARS and focus on at least 2 types of DARN.

“Who wants to share first?”

Evoke using these questions

1. “What’s helpful for you about brainstorming your general areas of growth?”
2. “What’s helpful for you about considering changing your specific actions or ideas?”
3. “How does it feel when you have more clarity about your project?”
4. “Asterisk the one you want to start with.”
Evoke Continued... (Small Groups/Pairs: 25 Minutes)

Power of the Group

To benefit from the power of the group, it is important to facilitate group members’ connections with one another, by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience support of their peers and recognize similarities in aspirations and motivations for change. Please see page 20 for more information.

Example Questions

1. “I noticed several of you have the area of growth of (blank) and it is a main part of your recoveries, tell me about that” (Similar areas of growth).
2. “It seems like you are at the same point as (group member), still trying to figure out how this program can help you?” (Link by stage of change)
3. “What did you like about (group member’s) magic pen story?” (Affirmation)
4. “What are the good things about (group member’s) story?” (Reason)
5. “How important are these things for their recovery?” (Need)
6. “How much does it seem (group member) wants these things?” (Desire)
7. “What skills does (group member) possess that will help them get to where they want to go?” (Ability)

***Be careful with ability questions that could lead to too much advice/opinions being given***

Transitional Summary Plan ( Entire Group: 5-10 Minutes)

This activity should be done after reconvening the group as a whole.

After the evoking process, group leader summarizes all areas of desired growth and asks, “How will you think, feel, or act based on what you learned in session?”
Process (Entire Group: 5-10 Minutes)

Optional

Leader assesses the level of momentum in change talk and decides whether or not to process reactions to the exercise. This optional component is not recommended unless there were significant challenges engaging group members in the day’s exercise. Please see page 21 for more information.

Leader Notes:
My areas of desired growth are

Write specific actions or ideas you are considering changing:

Questions to ask of your partner:
1. Is it okay if I ask you some questions about this worksheet?
2. Which of the things above are you most excited about?
3. What's helpful for you about brainstorming your general areas of growth?
4. What's helpful for you about considering changing your specific actions or ideas?
5. How does it feel when you have more clarity about your project?

Pick one that you want to start with and put a star next to it.
**Session Rationale for Leader:** The purpose of this session is to help group members envision the costs and benefits of maintaining the status quo or making changes in an effort to help resolve ambivalence. Group leaders should nonjudgmentally explore with curiosity, acceptance, and thoroughness how group members envision their future if they took each of the paths. Important questions to ask are, “What would it be like to go down the path toward no change?” and “What would it be like to make a change?” These questions will evoke change talk. The small group/pair activity in this session provides all group members a chance to participate and share their roadmap to growth worksheets. During small groups/pairs, group members can practice eliciting change talk from each other, affirming strengths, offering support, and modeling growth-affirming interactions. Members who have attended prior sessions on SMART goals may also complete the weekly progress sheet.

**Orient (Entire Group: 2 Minutes)**

| Introduce group name, member names, and review group rules | Leader should introduce the group and review group guidelines. “What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud. |
Engage (Entire Group: 5 Minutes)

Review overview of the purpose and structure of the Ready-Set-Grow group. Please see pages 17-18 for more explanation.

Session Focus (Entire Group: 5 Minutes)

Hand out:
- Roadmap of Change
- Weekly Progress Sheet

Leader(s) introduce the topic of the day (Roadmap of Change) and provide handout.

“As you continue on your journey and see the roads ahead, we use this roadmap of change to envision the options people have in life and what would be the results.”

Draw roadmap on whiteboard.

Explanation of road map of change:

“As each person works toward their area of desired growth, they realize that there are options for how their lives could go. What are the consequences of each option?”

Example of further explanation of road map to change:

“For example, if my personal growth project is smoking cessation, what would it look like if I maintained status quo and continued to smoke?” [Have group members explore and note costs of no change]

“What would be the implications/consequences of that? Now look at the crossroads and envision what it would look like if I went toward the path of change. What are benefits of change and no change?”

“Now, we would like all of you to envision what it would be like to go down each path, one at a time.”

Allow members to complete this worksheet for approximately 3-5 minutes.

Evoke (Small Groups/Pairs: 25 Minutes)

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. Please see pages 7-8 and 19-20 for further information.

The purpose of the roadmap of change exercise is to focus on eliciting change talk, specifically DARN on why they want to move toward growth. Try to elicit at least one ability and one desire/reason/need.
Evoke Continued... (Small Groups/Pairs: 25 Minutes)

“Who would like to share their roadmap first?”

1. “What would your life be like if you went down the road toward the status quo/past?” [Use a simple or complex reflection.] “What would your life be like if you went toward growth?” [Use a simple or complex reflection, then say:] “So the path towards the status quo leads to _______ and the path toward growth leads to _______.” (Double sided reflection)

2. Generate a list of consequences for the roads toward the status quo and change.

3. “What are the negative consequences of maintaining the status quo?”

4. “What are the potential benefits of moving toward change?”

5. “What do you need to do to get closer to the decision to make a change?”

6. “Where does _____ fit into your future?” “Where does this leave you now?” “What’s the next step?”

***If you discuss status quo/past at all, always start with it first and then discuss the growth path***

Power of the Group

To benefit from the power of the group, it is important to facilitate group members’ connections with one another, by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience support of their peers and recognize similarities in aspirations and motivations for change.

Transitional Summary Plan (Entire Group: 5-10 Minutes)

This activity should be done after reconvening the group as a whole.

After the evoking process, group leader summarizes all areas of desired growth and asks, “How will you think, feel, or act based on what you learned in session?”
Process (Entire Group: 5-10 Minutes)

Optional

Leader assesses the level of momentum in change talk and decides whether or not to process reactions to the activity. This optional component is not recommended unless there were significant challenges engaging group members in this activity. Please see page 21 for more information.

Leader Notes:
Roadmap of Change Worksheet

My Personal Growth Project is: ____________________________

Questions to ask your partner:

1. Is it okay if I ask you questions about your roadmap of change?

2. What would your life be like if you maintained the status quo?

3. What would your life be like if you went toward growth?

4. What do you need to do to get closer to the decision to make a change?
Session Rationale for Leader: The purpose of this session is to facilitate group members’ exploration of why their personal growth projects are important. Group leaders should focus on eliciting change talk. The small groups/pairs exercise in this activity provides all group members a chance to participate, reflect on, share, and get feedback on the importance of their personal growth project. During the small groups/pairs exercise, group members can practice eliciting change talk from each other, affirming strengths, offering support, and modeling growth-affirming interactions with each other. Members who have attended prior groups on SMART goals may also complete the weekly progress sheet.

After the group members share their level of importance (on a scale of 1-10) ask, “What makes you a [their number] and not a [lower score] on this scale?” For example, “Why are you a 9 and not a 5?”

Orient (Entire Group: 2 Minutes)

Introduce group name, member names, and review group rules

Leader should introduce the group and review group guidelines. “What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud.

Engage (Entire Group: 5 Minutes)

Review overview of the purpose and structure of the Ready-Set-Grow group. Please see pages 17-18 for more explanation.
**Session Focus (Entire Group: 5 Minutes)**

Leader(s) introduce Importance Ruler and provide handout.

“People are prepared to invest effort into growing or changing only if they feel that growth or change is important to them. The following exercise will help clarify the extent to which your personal growth project is important to you. To complete this worksheet, fill in your personal growth project at the top, then circle how important it is for you to pursue your personal growth project. The numbers go from 1 (not important at all) to 10 (extremely important). What number would you give yourself?”

Allow members to complete this worksheet for approximately 3-5 minutes

**Evoke (Small Groups/Pairs: 25 Minutes)**

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. Please see pages 7-8 and 19-20 for further information.

The purpose of this exercise is to have the group members reflect on why their personal growth project is important and elicit additional change talk. Listen for DARN CAT statements and other strengths. Focus on eliciting change talk from group members.

“Who would like to share first?”

Evoke using these questions

1. “What is your personal growth project?”
2. “On a scale of 1 to 10, how important is it for you to pursue your personal growth project?”
3. “Why are you not much lower on this scale?” or “Why are you a [their number] and not a [much lower number]?”
4. “What would it take for you to feel that your project is 1-2 points more important to you?”

**Power of the Group**

To benefit from the power of the group, it is important to facilitate group members’ connections with one another, by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience support of their peers and recognize similarities in aspirations and motivations for change. Please see page 20 for more information.
## Transitional Summary Plan (Entire Group: 5-10 Minutes)

This activity should be done after reconvening the group as a whole.

After the evoking process, group leader summarizes all areas of desired growth and asks, "*How will you think, feel, or act based on what you learned in session?*"

## Process: Entire Group: 5-10 Minutes)

Optional

Leader assesses the level of momentum in change talk and decides whether or not to process reactions to the exercise. This optional component is not recommended unless there were significant challenges engaging group members in the day’s exercise. Please see page 21 for more information.

### Leader Notes:
My personal growth project is:

[______________________________]

Today, right now, how important is it for me to move in the direction of my personal growth project?

[--------------------------]

10  9  8  7  6  5  4  3  2  1

Questions to ask your partner:

1. Is it okay if I ask you questions about how important your personal growth project is?
2. What is your personal growth project?
3. What number did you put for how important it is for you to pursue your personal growth project?
4. Why are you not much lower on the scale?
5. What would it take for you to feel that your project is 1-2 points more important to you?

What about this personal growth project is important to you?

A. [______________________________]
B. [______________________________]
C. [______________________________]
Session Rationale for Leader: The purpose of this session is to help group members identify their strengths. The small groups/pairs exercise in this activity provides all group members a chance to participate, reflect on, share, and get positive feedback on their strengths. During the small groups/pairs exercise, group members can practice eliciting change talk from each other, affirming strengths, offering support, and modeling growth-affirming interactions with each other. Members who have attended prior groups on SMART goals may also complete the weekly progress sheet. Group leaders should focus on eliciting change talk and listen for strengths. After the group members share their strengths ask, “How can you use your strengths to help you move toward your personal growth project?”

Note to Leader: One of the most powerful sessions in Ready-Set-Grow is the strengths session. This session works the best by having group members pair up to discuss their completed worksheets. During the focus section, group members are told to pick 4 of their strengths and leave their 5th blank. Then group members elicit change talk from each other. The large group reconvenes and the leader(s) ask every group member to share a few of their strengths and asks the other group members to offer some strengths they see in that person. The result is a very positive and affirming session. Pilot data indicates this group significantly improves group members’ motivation to grow in just one 45-minute session.

Orient (Entire Group: 2 Minutes)

Introduce group name, member names, and review group rules
Leader should introduce the group and review group guidelines. “What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud.
Engage (Entire Group: 5 Minutes)

Review overview of the purpose and structure of the Ready-Set-Grow group. Please see pages 17-18 for more explanation.

Use OARS to generate brief overview of strengths.

“What are strengths? How are they helpful for your personal growth projects?”

“What is a time in your life you did something well?”

Process specific times growth happened (highlight resilience).

Use OARS to generate and evoke DARN from members’ specific examples and other change talk they might discuss.

Session Focus (Entire Group: 5 Minutes)

Hand out:
- Strengths
- Weekly Progress Sheet

Leader(s) introduce Strengths and provide handout.

“People are prepared to invest effort into growing or changing only if they feel capable of doing so. The following exercise will help reflect on and explore your strengths that may help you achieve your personal growth project. Write down your top 4 strengths, they can be from this list or any other strengths you may have. Then we will ask the group to help come up with your 5th strength.”

Allow members to complete this worksheet for approximately 3-5 minutes.

Evoke (Small Groups/Pairs: 25 Minutes)

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. Please see pages 7-8 and 19-20 for further information.

The purpose of this exercise is to focus on strengths each group member can use to help them achieve their personal growth project. We also want to draw on the group process to help collaboratively come up with one strength for each group member. Focus on eliciting change talk from group members.

Break into small groups of 4-8 people and then pair up within those.

Evoke using these questions.

1. “Is it okay if I ask you questions about your strengths?”
2. “What are your 4 strengths?”
3. “Tell me about the most memorable time using these strengths.”
4. “How can you use your strengths to help you achieve your personal growth project?”
Evoke Continued... (Small Groups/Pairs: 25 Minutes)

Reconvene into small groups.

Group members choose one strength to present to their small group that partner discussed. Leaders brainstorm an additional strength for each group member.

To benefit from the power of the group, it is important to facilitate group members’ connections with one another, by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience support of their peers and recognize similarities in aspirations and motivations for change. Please see page 20 for more information.

Transitional Summary Plan (Entire Group: 5-10 Minutes)

This activity should be done after reconvening the group as a whole.

After the evoking process, group leader summarizes all areas of desired growth and asks, “How will you think, feel, or act based on what you learned in session?”

Process (Entire Group: 5-10 Minutes)

Optional

Leader assesses the level of momentum in change talk and decides whether or not to process reactions to the exercise. This optional component is not recommended unless there were significant challenges engaging group members in the day’s exercise. Please see page 21 for more information.

Leader Notes:
## Strength Work Sheet:
List 4 strengths that describe you.

<table>
<thead>
<tr>
<th>Strength</th>
<th>Strength</th>
<th>Strength</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepting</td>
<td>Courageous</td>
<td>Intelligent</td>
<td>Spiritual</td>
</tr>
<tr>
<td>Active</td>
<td>Creative</td>
<td>Knowledgeable</td>
<td>Stable</td>
</tr>
<tr>
<td>Adaptable</td>
<td>Decisive</td>
<td>Loving</td>
<td>Steady</td>
</tr>
<tr>
<td>Adventuresome</td>
<td>Dedicated</td>
<td>Mature</td>
<td>Straight</td>
</tr>
<tr>
<td>Affectionate</td>
<td>Determined</td>
<td>Open</td>
<td>Strong</td>
</tr>
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<td>Affirmative</td>
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<td>Stubborn</td>
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<tr>
<td>Alert</td>
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<td>Thankful</td>
</tr>
<tr>
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<td>Reasonable</td>
<td>Visionary</td>
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<td>Receptive</td>
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<tr>
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<td>Forward-looking</td>
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<td>Willing</td>
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1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

4. ______________________________________________________________________

5. ______________________________________________________________________

### Questions to ask your partner:

1. Is it okay if I ask you questions about your strengths?

2. What are your 4 strengths?

3. Tell me about the most memorable time using these strengths.

4. How can you use your strengths to help you achieve your personal growth project?
Session Rationale for Leader: The purpose of this session is to facilitate group members’ exploration of their confidence in achieving their personal growth projects. The small groups/pairs exercise in this activity provides all group members a chance to participate, reflect on, and share their confidence in achieving their personal growth project. During the small groups/pairs exercise, group members can practice eliciting change talk from each other, affirming strengths, offering support, and modeling growth-affirming interactions with each other. Members who have attended prior groups on SMART goals may also complete the weekly progress sheet.

Group leaders should focus on eliciting change talk and listen for strengths. After the group members share their level of confidence (on a scale of 1-10) ask, “What makes you a [their score] and not a [much lower score] on this scale?” For example, “Why are you a 9 and not a 5?”

Orient (Entire Group: 2 Minutes)

Introduce group name, member names, and review group rules

Leader should introduce the group and review group guidelines. “What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud.

Engage (Entire Group: 5 Minutes)

Review overview of the purpose and structure of the Ready-Set-Grow group. Please see page 17-18 for more explanation.
Session Focus (Entire Group: 5 Minutes)

Leader(s) introduce Confidence Ruler and provide handout.

“People are prepared to invest effort into growing or changing only if they feel like it is something they are capable of doing. The following exercise will help clarify how confident you are in achieving your personal growth project. To complete this worksheet, fill in your personal growth project at the top, then circle how confident you are that you can achieve your personal growth project. The numbers go from 0 (not confident at all) to 10 (extremely confident). What number would you give yourself?”

Allow members to complete this worksheet for approximately 3-5 minutes.

Evoke (Small Group/Pairs: 25 Minutes)

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. Please see pages 7-8 and 19-20 for further information.

The purpose of this exercise is to have the group members reflect on why their personal growth project is important and elicit additional change talk. Listen for DARN CAT statements and other strengths. Focus on eliciting change talk from group members.

“Who would like to share first?”

Evoke using these questions

1. “What is your personal growth project?” “How confident are you that you can achieve your personal growth project?”
2. “Why are you not much lower on this scale?”
3. “What would it take for you to feel 1-2 points more confident in achieving your personal growth project?”

Other example questions:

4. If rated “not confident at all,” ask, “What brought you into treatment even though you are not feeling confident?”
5. “What have you learned from the ways things went the last time you tried?”
6. “What have you found helpful in the past?”
Evoke Continued... (Small Groups/Pairs: 25 Minutes)

Power of the Group

To benefit from the power of the group, it is important to facilitate group members’ connections with one another, by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience support of their peers and recognize similarities in aspirations and motivations for change. Please see page 20 for more information.

Transitional Summary Plan (Entire Group: 5-10 Minutes)

This activity should be done after reconvening the group as a whole.

After the evoking process, group leader summarizes all areas of desired growth and asks, “How will you think, feel, or act based on what you learned in session?”

Process (Entire Group: 5-10 Minutes)

Optional

Leader assesses the level of momentum in change talk and decides whether or not to process reactions to the exercise. This optional component is not recommended unless there were significant challenges engaging group members in the day’s exercise. Please see page 21 for more information.

Leader Notes:
My personal growth project is (try to be specific):
_____________________________________________________________________________________________________________________________

Today, right now, how confident am I that I can move in the direction of this value?

- Not at all confident
- A little confident
- Somewhat confident
- Very confident
- Extremely confident

Questions to ask your partner:
1. Is it okay if I ask you questions about how confident you are that you can achieve your personal growth project?
2. What is your personal growth project?
3. What number did you put for your confidence for achieving your personal growth project?
4. Why are you not much lower on the scale?
5. What would it take for you to feel 1-2 points more confident in achieving your personal growth project?

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Extremely</th>
<th>Very</th>
<th>Somewhat</th>
<th>A little</th>
<th>Not at all</th>
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<td>10</td>
<td>9</td>
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<td>7</td>
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</table>
Session Rationale for Leader: The purpose of this session is to introduce SMART goals and begin helping group members develop their own SMART goals relevant for their personal growth projects. This is a good session in which to use an elicit-provide-elicit. The small groups/pairs exercise in this session provides all group members a chance to participate and share their SMART goals. During small groups/pairs, group members can practice eliciting change talk from each other, affirming strengths, offering support, and model growth-affirming interactions with each other. Members who have attended prior groups on SMART goals may also complete the weekly progress sheet.

Orient (Entire Group: 2 Minutes)

Introduce group name, member names, and review group rules

Leader should introduce the group and review group guidelines. “What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud.
Example introduction of SMART Goals

**Specific:** “What exactly am I going to do?” Leader can discuss with group why ‘I want to get healthy’ is not specific enough.

**Measurable:** “How much of the goal should I have finished by the time I check in on how it’s going? The goal should have a number in it. For example, I ate an apple a day for 7 days or I did not.”

**Achievable:** “What makes me confident that I can achieve this goal? For example, I live next to a grocery store that sells apples, so I will easily get enough apples to eat an apple a day.”

**Relevant:** “How is this goal relevant for my recovery? What will accomplishing this mean to me and my recovery?”

**Time-Bound:** “This is when you are going to complete the goal or when you will check in to see if you are making progress on your goal.” Discuss the importance of making a goal time-bound. “What happens if your goal has no time limit or check-in point? If you do not check in or have a specific date, this is just a list and there is no urgency to work on this.” For example, we sometimes tell the group that we plan to run a marathon one day and go through SMART, but then say, if we do not make it time-bound, all we are doing is making a list. We may never have the intention of doing it, but it sounds good. That usually gets group members to understand why that time-bound part is very important.

Leader may use an example from a group member to run through SMART goals. “Who would like to share a goal and make it a SMART goal?”
Session Focus (Entire Group: 5 Minutes)

Leader(s) introduce **SMART Goals** and provide handout.

“Now it’s time to develop your own SMART goals. Keep in mind each part of SMART as you develop your goals. Think about your personal growth project, focus on 1 goal, then make it SMART.”

Allow members to complete this worksheet for approximately 3-5 minutes.

Evoke (Small Groups/Pairs: 25 Minutes)

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. Please see pages 7-8 and 19-20 for further information.

The purpose of this exercise is to help group members identify their personal growth project and create a SMART goal related to that project. Use OARS and to evoke change talk.

“Who would like to share first?”

Evoke using these questions

1. “What is your personal growth project?”
2. “What is your goal related to your personal growth project?”
3. Constructively discuss whether goals adhere to SMART:
   
   **S:** “What is your *specific* goal? What exactly are you going to do?”
   
   **M:** “How will you know you achieved your goal? What changes do you expect? How will you *measure* your progress?” (Goal should have a number in it)
   
   **A:** “What makes you confident that you can *achieve* this goal? How will you do it?”
   
   **R:** “How is this goal *relevant* to your recovery?”
   
   **T:** “*When* can you accomplish this goal? *When* are you going to *check in* on this goal?”

Power of the Group

To benefit from the power of the group, it is important to facilitate group members’ connections with one another, by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience support of their peers and recognize similarities in aspirations and motivations for change. Please see page 20 for more information.
**Transitional Summary Plan (Entire Group: 5-10 Minutes)**

This activity should be done after reconvening the group as a whole.

After the evoking process, group leader summarizes all change talk relevant to SMART goals and asks, “How will you think, feel, or act based on what you learned in session?”

**Process (Entire Group: 5-10 Minutes)**

Optional

Leader assesses the level of momentum in change talk and decides whether or not to process reactions to the exercise. This optional component is not recommended unless there were significant challenges engaging group members in the day’s exercise. Please see page 21 for more information.

**Leader Notes:**
### SMART Goals Worksheet

My personal growth project is: 
____________________________________________________________________________________________________________

I want to work on this personal growth project through the following **goal** (try to be specific):
________________________________________________________________________

(If you are having trouble identifying a goal, ask yourself: What do I want to see happen related to my value?)

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<thead>
<tr>
<th><strong>SMART Goals</strong></th>
<th><strong>Questions to ask your partner:</strong></th>
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<tr>
<td><strong>My plan of action (What am I going to do about it?)</strong></td>
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<tr>
<td><strong>Specific?</strong> (e.g., eat more fruit)</td>
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<tr>
<td><strong>Measurable?</strong> (usually a number, e.g., one apple a day)</td>
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<td><strong>Achievable?</strong> (e.g., because I live near a store)</td>
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<td><strong>Relevant?</strong> (e.g., to be healthy)</td>
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<tr>
<td><strong>Time-bound?</strong> (e.g., one week from now)</td>
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| Questions to ask yourself: |  |
|---------------------------|  |
| **What is your personal growth project?** |  |
| **Is it okay if I ask you about your SMART goal?** |  |
| **What is your personal growth project related to your personal growth?** |  |
| **What is your goal related to your personal growth?** |  |
| **How have you made your goal SMART?** |  |
Troubleshooting Obstacles to SMART Goals (Optional)

**Session Rationale for Leader:** The purpose of this session is to review SMART goals and continue helping group members develop their own SMART goals relevant for their personal growth projects. This is a good group to use an elicit-provide-elicit as well as other MI techniques. The small groups/pairs in this activity provides all group members a chance to participate and share their SMART goals. During small groups/pairs, group members can practice eliciting change talk from each other, affirming strengths, offering support, and model growth-affirming interactions with each other. Members who have attended prior groups on SMART goals may also complete the weekly progress sheet.

**Orient (Entire Group: 2 Minutes)**

- Introduce group name, member names, and review group rules
- Leader should introduce the group and review group guidelines. “What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud.
Example introduction of SMART Goals

Specific: “What exactly are you going to do?” You can discuss with group why ‘I want to get healthy’ is not specific enough.

Measurable: How we know we accomplished our goal. The goal should have a number and be a yes or no answer. For example, I ate an apple a day for 7 days or I did not.

Achievable: “Are you able to do this goal, and do you have any limitations or barriers to achieving the goal?” AND how will I do it? How can I set up a strategy to help me accomplish this goal? For example, I am going to buy 7 apples once a week to help accomplish my goal of eating an apple a day.

Relevant: “How is this goal relevant for your recovery? What will accomplishing this mean to you and your recovery?”

Time-Bound: This is when you are going to complete the goal by or when you will check in to see if you are making progress on your goal. Discuss the importance of making a goal time-bound. What happens if your goal has no time limit or check-in point? If you do not check in or have a specific date, it is just a list and there is no urgency to work on it. For example, I sometimes tell the group that I plan to run a marathon one day and go through SMART, but then say, if I do not make it time-bound all I am doing is making a list. I may never have the intention of doing it, but it sounds good. This usually gets group members to understand why time bound part is very important.

After SMART goals have been described, offer other areas of growth that can be turned into SMART goals. For example, “If I wanted to [start reading books again / get a job / get healthy] how could I turn it into a SMART goal?”

Use the group members’ responses to the examples as an assessment to see if more groups on SMART goals are required. Many groups need more practice with creating SMART goals. Many people know the acronym, but applying SMART to their goals may be more difficult.
Session Focus (Entire Group: 5 Minutes)

Leader(s) introduce **SMART Goals** and provide handout.

“This week we are going to practice writing SMART goals again. Think about your personal growth project, focus on 1 goal, then make it SMART.”

Allow members to complete this worksheet for approximately 3-5 minutes.

Evoke (Small Groups/Pairs: 25 Minutes)

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. Please see pages 7-8 and 19-20 for further information.

The purpose of this exercise is to help group members troubleshoot any difficulties in making their SMART goals and to practice making SMART goals related to their personal growth project. Use OARS and evocative questions to evoke change talk.

“Who would like to share first?”

Evoke using these questions

1. “What is your personal growth project?”
2. “What is your goal related to your personal growth project?”
3. Constructively discuss whether goals adhere to SMART:
   - **S**: “What is your *specific* goal? What exactly are you going to do?”
   - **M**: “How will you know you achieved your goal? What changes do you expect? How will you *measure* your progress?” (Goal should have a number in it)
   - **A**: “What makes you confident that you can *achieve* this goal? How will you do it?”
   - **R**: “How is this goal *relevant* to your recovery?”
   - **T**: “When can you accomplish this goal? When are you going to check in on this goal?”
4. Also check in on obstacles group members have encountered to SMART. “What obstacles have you encountered to SMART? What did you do when you encountered those obstacles?” Highlight strengths and emphasize their perseverance.

Power of the Group

To benefit from the power of the group, it is important to facilitate group members’ connections with one another, by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience support of their peers and recognize similarities in aspirations and motivations for change. Please see page 20 for more information.
**Transitional Summary Plan (Entire Group: 5-10 Minutes)**

This activity should be done after reconvening the group as a whole.

After the evoking process, group leader summarizes all change talk relevant to SMART goals and asks, “*How will you think, feel, or act based on what you learned in session*?”

**Process (Entire Group: 5-10 Minutes)**

Optional

Leader assesses the level of momentum in change talk and decides whether or not to process reactions to the exercise. This optional component is not recommended unless there were significant challenges engaging group members in the day’s exercise. Please see page 21 for more information.

**Leader Notes:**
### SMART Goals Worksheet

**My Personal Growth Project is:**

____________________________________________________________________________________________________________

I want to work on this personal growth project through the following goal (try to be specific):

________________________________________________________________________

**SMART Goals Questions to Ask Yourself:**

- **S**pecific
  - What action will you take?  
  - e.g., eat more fruit
- **M**easurable
  - How will I measure it?  
  - usually a number, e.g., one apple a day
- **A**chievable
  - Why will this work?  
  - e.g., because I live near a store
- **R**elevant
  - What is the area of growth?  
  - e.g., to be healthy
- **T**ime-bound
  - By what date will you check in?  
  - e.g., one week from now

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**Questions to Ask Your Partner:**

1. Is it okay if I ask you about your SMART goal?
2. What is your personal growth project?
3. What is your goal related to your personal growth project?
4. How have you made your goal **SMART**?

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*If you are having trouble identifying a goal, ask yourself: What do I want to see happen related to my value?*
Session Rationale for Leader: The purpose of this session is to check on group members’ weekly progress as they work on their growth and goals as described in previous sessions on SMART goals. The small groups/pairs in this activity provides all group members a chance to participate and share their progress on goals. During small groups/pairs, group members can practice eliciting change talk from each other, affirming strengths, offering support, and model growth-affirming interactions with each other. Members who have attended prior groups on SMART goals may also complete the weekly progress sheet. After the group members share their level of progress (on a scale of 1-10) ask, “What makes you a [their score] and not a [lower score] on this scale?” For example, “Why are you at a 9 and not a 5?”

Orient (Entire Group: 2 Minutes)

Introduce group name, member names, and review group rules
Leader should introduce the group and review group guidelines. “What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud.

Engage (Entire Group: 5 Minutes)

Review overview of the purpose and structure of the Ready-Set-Grow group. Please see page 17-18 for more explanation.
Ask questions such as, “What do we talk about in this group?” Quickly have group members share an area of desired growth, “What is one area of growth you are working on right now?”
Leader(s) and group members should use OARS to enhance change talk by eliciting DARN and CAT statements.
Engage Continued (Entire Group: 5 Minutes)

Discuss the importance of checking progress on goals.

“We’ve talked about growth and goals a lot. Why is it important to check in on your progress with goals every week?” (Needs) “How is it important specifically for you? What would happen if we did not check in on your progress on goals?”

One or two group members can discuss their own progress toward their goals in front of the large group.

Session Focus (Entire Group: 5 Minutes)

Leader(s) introduce the topic of the day (Evaluating Weekly Progress) and provide handout.

“Now we’d like everyone to complete this worksheet to see how you are progressing with your goals and growth.”

Allow members to complete this worksheet for approximately 3-5 minutes.

Evoke (Small Groups/Pairs: 25 Minutes)

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. Please see pages 7-8 and 19-20 for further information.

The purpose of this exercise is to get group members to report on their progress and any accomplishments they have made in the past week toward their goals/growth. Evoke change talk using questions such as those listed below.

“Who would like to share first?”

Evoke using these questions

1. “What is your personal growth project?”
2. “What is your specific goal related to your growth?”
3. “What is your progress on your goal this past week?”
4. “Why are you not much lower on this scale? What have you done this past week?”
5. “What would it take to move you 1-2 points on this scale? What is your next step to make more progress?”
6. If there is little or no progress, validate frustration or barriers to progress and also consider discussing with group member re-examining their area of desired growth and/or specific goal.

“What other area of growth is more important for you right now?”
**Evoke Continued... (Small Groups/Pairs: 25 Minutes)**

**Power of the Group**

To benefit from the power of the group, it is important to facilitate group members’ connections with one another, by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience support of their peers and recognize similarities in aspirations and motivations for change. Please see page 20 for more information.

**Transitional Summary Plan (Entire Group: 5-10 Minutes)**

This activity should be done after reconvening the group as a whole.

After the evoking process, group leader summarizes all change talk relevant to SMART goals and asks, “How will you think, feel, or act based on what you learned in session?”

**Process: Entire Group: 5-10 Minutes**

Optional

Leader assesses the level of momentum in change talk and decides whether or not to process reactions to the exercise. This optional component is not recommended unless there were significant challenges engaging group members in the day’s exercise. Please see page 21 for more information.

**Leader Notes:**
Evaluating Weekly Progress

1. Is it okay if I ask you about your progress on your personal growth project?

2. What is your personal growth project?

3. How much progress have you made in the past week?

4. Why are you not lower on the scale?

5. What will you do in the next week to make progress?

Questions to ask your partner:

What is your personal growth project?

What will you do in the next week to make progress?

Describe what progress you have made in the past week (be specific).

Now, how much progress have you made in the past week?

My next step in growth is to reach the following goals (try to be specific):

My personal growth project is:
**New Targets of Growth**

**Session Rationale for Leader:** The purpose of this session is to facilitate group members’ transition from the last session of the Ready-Set-Grow protocol to the first session of the Ready-Set-Grow protocol. For discussion of closed ended versus rolling groups see page 27. Group members review the successes of their personal growth projects to date and discuss other possible areas of growth to focus on for the next cycle of the group. An important question to ask is, “Why is it important for you to focus on this new selected growth area?” The small groups/pairs in this activity gives all group members a chance to participate and share what other areas of desired growth are important. During small groups/pairs, group members can practice eliciting change talk from each other, affirming strengths, offering support, and model growth-affirming interactions with each other.

**Orient (Entire Group: 2 Minutes)**

Introduce group name, member names, and review group rules

Leader should introduce the group and review group guidelines. "What is this group called? Ready-Set-Grow.” Review names of group members as they read group rules aloud.
Engage (Entire Group: 5 Minutes)

Review overview of the purpose and structure of the Ready-Set-Grow group. Please see page 17-18 for more explanation.

“As areas of growth guide us like a compass. With each goal we make toward our areas of growth we move one step closer to reaching our desired growth.”

1. “What progress have you made on your personal growth project?”
2. “Why is it important to move on to another area of desired growth?”
3. “Why is being flexible with your growth important for recovery?”

Session Focus (Entire Group: 5 Minutes)

Hand out:
- Weekly Progress Sheet (review from last session)
- Re-assessing Growth Progress

Leader(s) introduce the topic of the day (Assessing Growth Progress) and provide handout.

“As you make progress on your goals, you may find that you want to focus on new areas of desired growth.”

Allow members to complete this worksheet for approximately 3-5 minutes.

Evoke (Small Groups/Pairs: 25 Minutes)

Leader should remind group members of the value of Elicit-Provide-Elicit by reviewing the group rule of and the rationale for asking for permission before giving feedback. Please see pages 7-8 and 19-20 for further information.

The purpose of assessing growth progress is to have group members identify areas of success along with consideration of new areas of growth. Help the group members process the successes and continue to identify their areas of growth through the use of OARS by evoking their own DARN and CAT statements.

“Who would like to share first?”

Evoke using these questions

1. “What strengths did you utilize to make progress on your personal growth project?”
2. “What additional areas of desired growth did you pick? Which of these is the one you would like to focus on now?”
3. “What goal(s) will help you reach your new area of desired growth?”
Evoke Continued (Small Groups/Pairs: 25 Minutes)

Power of the Group

To benefit from the power of the group, it is important to facilitate group members’ connections with one another, by evoking, acknowledging, and reinforcing each other’s change talk. The intention is for group members to experience support of their peers and recognize similarities in aspirations and motivations for change. Please see page 20 for more information.

Transitional Summary Plan (Entire Group: 5-10 Minutes)

This activity should be done after reconvening the group as a whole.

After the evoking process, group leader summarizes all change talk relevant to SMART goals and asks, “How will you think, feel, or act based on what you learned in session?”

The group leader ends group by saying:

“In the following weeks we are going to select a new growth project to work on. Please reflect on those possibilities and stay tuned.”

Process: Entire Group: 5-10 Minutes)

Optional

Leader assesses the level of momentum in change talk and decides whether or not to process reactions to the exercise. This optional component is not recommended unless there were significant challenges engaging group members in the day’s exercise. Please see page 21 for more information.

Leader Notes:
New Targets: Re-assessing Growth Progress

What other areas of desired growth are important for your recovery? Write them into the bubbles below:

Areas of Desired Growth

Questions to ask your partner:

1. Is it okay if I ask you some questions about your worksheet?
2. What are some areas you want to work on?
3. Why is it important for you to address these areas right now?
4. Which area do you think you are most able to change right now?
5. Which area is most important to you right now?

In the following weeks we are going to select a new growth project to work on. Please reflect on those possibilities and stay tuned.