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

Perspective: Center-based caregivers

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How might Stages of Change influence our…

• Expectations for rates of change
  – Designing study to measure process and outcomes—need to factor in more time
  – Cost

• Expectations for kinds of change
  – Not all learners will progress in same areas along same timeline
  – Does the type of intervention or p.d. also operate with/against readiness to change?
  – Supervision, support

• Expectations for Consequences & Rewards
  – QRS and other rating issues
Design Considerations (studies of p.d.)

• Include Stages of Change in process model
  – Whole group/large group training just one of several strategies to be employed in training and development
  – Role of coaches/mentors—includes survey & assessment

• Include process documentation in design and budget
  – Extra mentoring/coaching, longer time, more nuanced coaching
  – Group training still important (see “Social Support” row!) but not as sole mode of transmitting information…

• Client briefing—how can we help funders (make role of Stages of Change visible)?
Expectations for Kinds of Change

• Progress

• Type of intervention/p.d.
  – Curriculum-focused intervention, school-readiness focus [usually CO area]
  – vs. IS area – concept development; scaffolding & effective differentiation of instruction / intentional guidance; language development
  – vs. ES area – climate, sensitivity, student roles

• Supervision and support
  – Coaching model – need different levels of support at different stages (frequency of visits, structure of feedback), and need different content – this seems to be a good fit for center-based…
Consequences / Rewards

• Including Stages of Change in outcomes

• Including *growth* in readiness to change in assessment of efficacy of intervention or p.d.

• Including *growth* in readiness to change in formula for QRS or other rating system

• Developing ways of communicating about process and appropriate expectations
Concerns / Questions

• Does it make a difference what the focus of the p.d. is?

• Once we know the teacher’s (initial) stage, how to safeguard against determinism?

• Training of mentors/coaches
Early Childhood Workforce: Readiness to Change

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