

# Phases of Change in Adolescence

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# References

- The Voyage Curriculum by John Bemis and Christie Gause-Bemis
- Scott Sells, Ph. D., LCSW, LMFT (Savannah Institute)
- Ross Greene's work, [Lives In the Balance](#)
- Transtheoretical Model of Change, Solution-Focused, Motivational Interviewing, Person-Centered, Cognitive-Behavioral
- Used at River Cities High School, Wisconsin Rapids
- Disclaimer

## Wisconsin School Mental Health Framework

Promoting Relationships, Engagement & Learning

### Linking with Systems of Care

Appropriate Information Sharing  
Continuous Communication Loop  
Supported Navigation through Systems of Care  
Wraparound Support  
Family-Driven & Youth-Guided Planning

### FEW

Counseling & Support Teams  
Safety & Re-entry Plans  
Seamless Referral & Follow-up Processes  
Deepened Collaboration with Youth, Families, & Community Providers

### SOME

Early Identification, Screening, & Progress Monitoring  
Effective Individual & Group Interventions  
Wellness Plans  
Co-Planning Strategies with Students, Families & Community Providers

### ALL

Relationship Building, Resiliency & Rich Social-Emotional Learning  
Trauma Sensitive Practices  
Mental Health & Wellness Education

### Foundation

Integrating School Mental Health with Positive Behavioral Interventions & Supports through:

Data-Based Continuous Improvement	Strong Universal Implementation
Positive School Culture & Climate	Integrated Leadership Teams
Systemic Professional Development & Support	Systemic Youth & Family "Go" Community Collaboration at all Levels
Staff Mental Health Attitudes, Competencies & Wellness	Culturally Responsive Evidence Based Practices
Consideration of Mental Health Promotion Policies	Continuum of Supports

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The WI SMH Framework.  
What's in it?

Full Document  
<http://dpi.wi.gov/sspw/mental-health/framework>



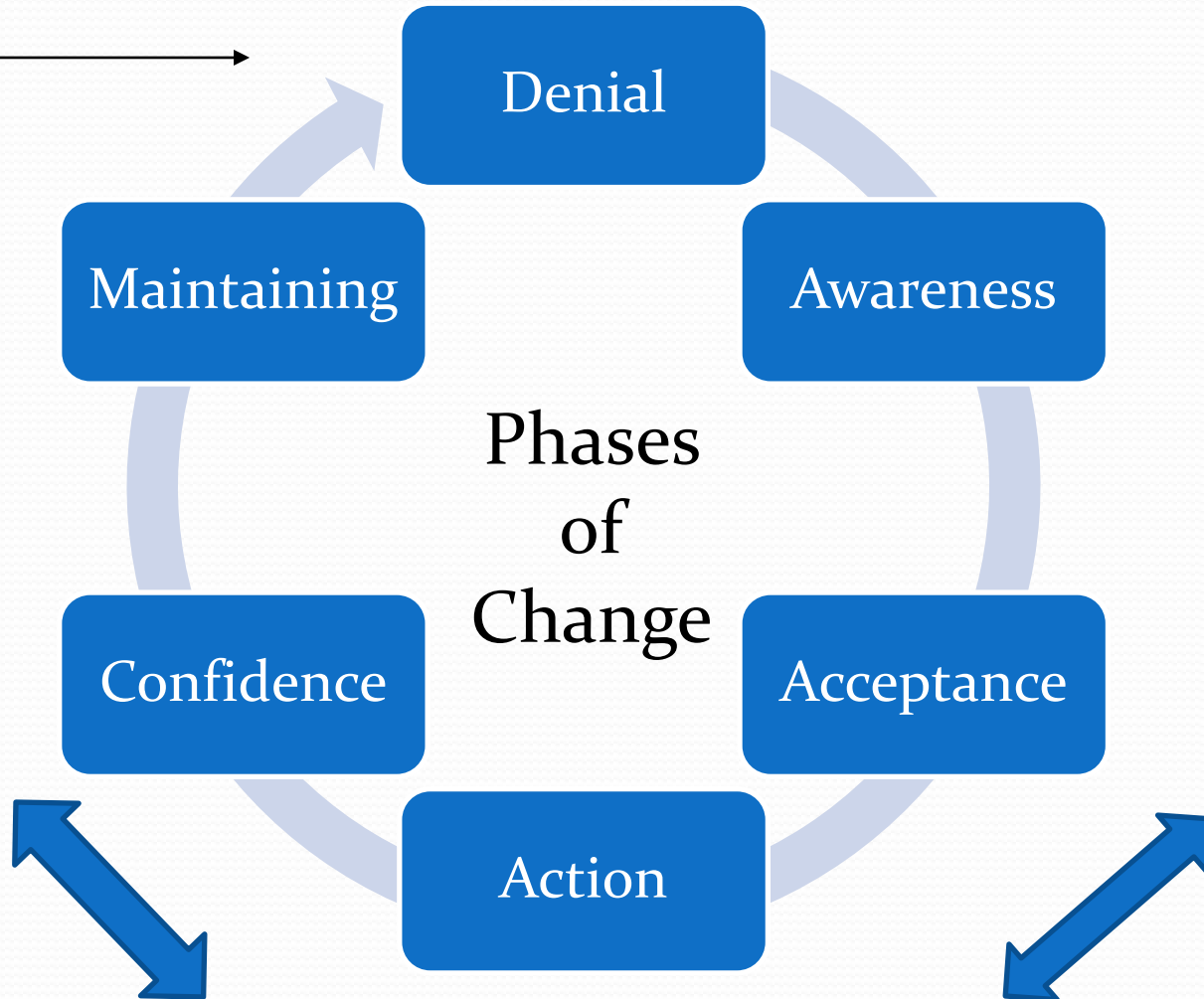
Requires:

- Connection
- Curiosity
- Co-Planning

# Background Information

- Lasting change comes from positive influence
- Coerced change is generally not long lasting
- Change is a process not an event
- View the individual within the context of the phases
- Expect entry and re-entry to the phase cycle
- Phases drive the assignments, movies, and books, for students to complete
- Phase change meetings, works best in a group setting
- Embraces the youth's unique culture and strengths

Enter



Phases  
of  
Change

Enter and re-enter at any stage

# Begin Where the Student is

- You can not want it more than they do, but you can change how much they want it.
- Look at the student's level of motivation:

Negative

IDC

Positive





# We know what does not work...

- Lecturing
- Criticizing
- Arguing
- Expert Advice
- Judging
- Coercing



# PHASES OF CHANGE

1. Denial
2. Awareness
3. Acceptance
4. Action
5. Confidence
6. Maintaining

# Denial

- Denial of the need to change, fear of change
- “I don’t need this”
- “Other people are worse than me”
- Blaming, making excuses
- *Where I am at*
- *Where I am at with change*
- Anger, Using Drugs, Trauma, Mental Health,  
Behavioral Issues

Groundhog

# Awareness

- Acknowledgement that there is a problem.
- Looking towards the horizon
- Thinking
- Consequences (pros and cons)
- Life-line
- Fear of change still remains
- Establishing goals, starting to see themselves in the future

thor

# Acceptance

- Looking at barriers and supports
- Looking at how others see them
- Looking at who they are (without peers)
- Kohlberg's work on Moral Development
- They should be actively engaged
- Preparing phase, can hang out here for awhile

The world as we have  
created it is a process of  
our thinking, it cannot be  
changed without  
changing our thinking.

A. Einstein

# Action

- Pride starts to become apparent.
- Need to establish identity.
  - Who they are. Where they are going.
- Roadblocks and thinking issues
  - “I’ve done so well I can go back to my old ways”
- Focus on confidence, improvement. “Rules for life”

Go placidly



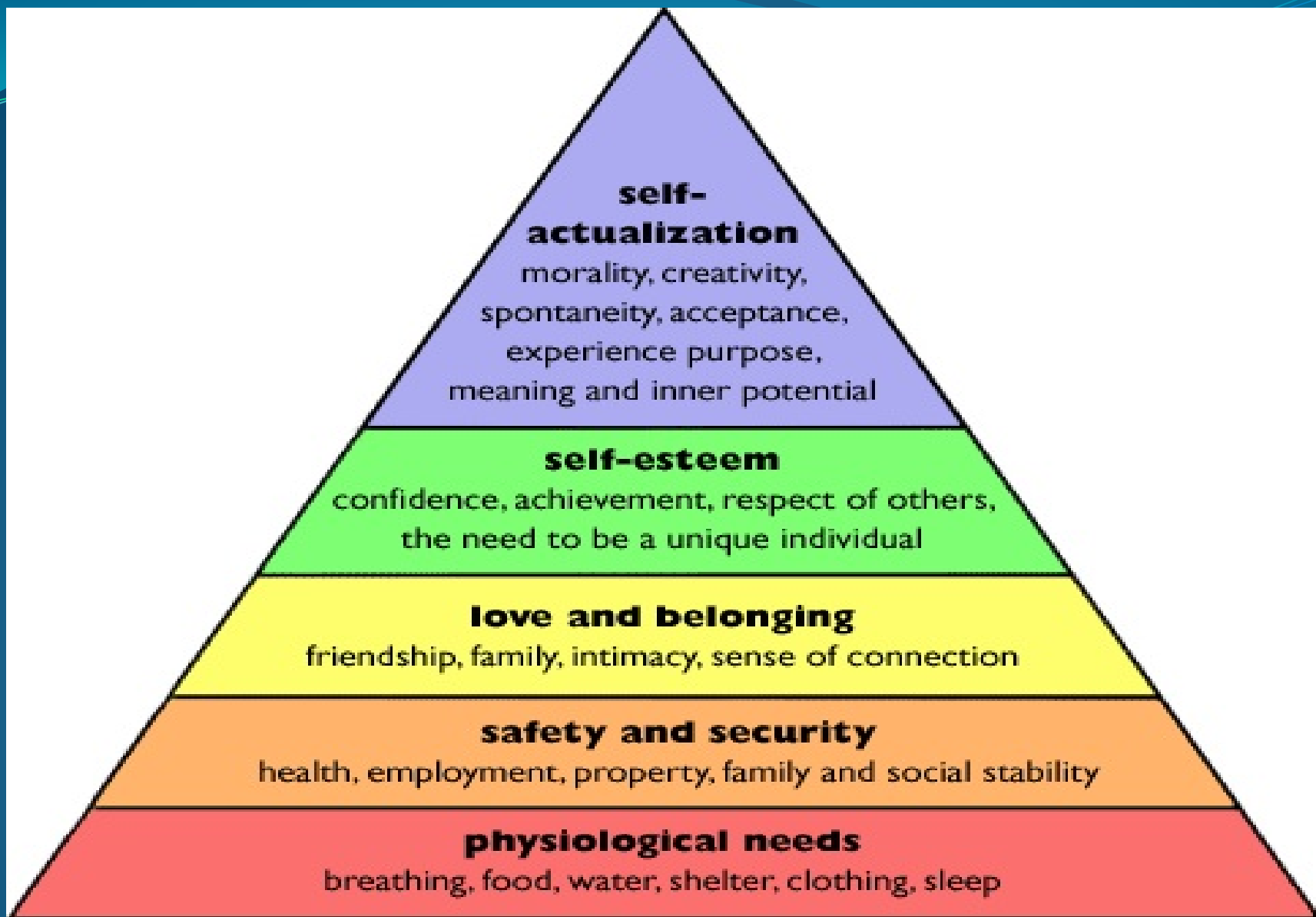
# Confidence

- Pride shows
- Issues are internalized
- Letters are written
- Where I am at*
- Future planning and establishing long term goals



# Maintaining

- Regular check-ins
- Focus on the new journey
- Plan for relapse
- Maslow's Hierarchy of Needs - Maslow



*The secret to change is to  
focus all of our energy not  
on fighting the old, but  
building the new.*

*Socrates*