



The 3 R's
informed plus
Recognise / Respond / Risk

Managing Risk



The following tools in this pack are designed to support young people in relation to managing risk.

The individual tools can be used as the basis for a group discussion but are more useful to use in 1 to 1 sessions with young people.

Each of the tools is focused on decision making and behavioural change and lead to better skills in the management of risk.

Explainers are included for each tool.

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My control



The following sessions labelled 'My Control' are designed to help young people explore elements of their behaviour in which they have 'control'.

They aim to support the development of improved cognitive and solution focused skills.

By helping young people understand what they can control in their lives, we may be able to support them to focus on changing or managing elements of their lives and behaviour which they can change, rather than those which they cannot.

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Scenario	Who's Fault?	What could they do differently?
John gets nicked after being with friends, someone smashed a window they all ran, he was the only one who got caught		
Josh is winding up Ben in class. Ben punch's him and get's excluded		
Sarah doesn't get the exam results she wanted		
Callum is playing football and his team doesn't win		
Tim didn't do his homework		

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	What I can control	What I cant control	What I need help with
School			
Home			
Friends			
Me			

informed

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Even when I cant control a situation I can still?	If I'm worried about what might happen I can?	What I need help with
e.g. how I speak	e.g. make excuses and not go out	





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When we are thinking about making changes to our lives, most people don't actually consider all "sides" or "factors" in a complete way.

Sometimes, we focus on what we think we "should" be doing, avoid the things we don't feel like doing, or just feel confused and/or overwhelmed and give up thinking about it completely.

Thinking through the pros and cons of both changing and not changing is one very simple way to help people make sure they have fully considered all "sides" or "factors" of a change in behaviour.

This "plan" can be revisited at other times, in can be especially useful at times of stress or temptation.

When using the decisional balance with a young person, identify the behaviour they want to change e.g. behaviour in school, smoking etc. Then ask them to write in the reasons that they can think of in each of the boxes.

Discuss the factors identified and challenge those that are unrealistic. This can be a very useful tool with young people as it can remove sweeping statements such as "I wont do it again" and forces young people to look at the issues in a 360° manner.

A great way to become familiar with the tool is to complete it yourself! Think about a behaviour you would like to change and complete the sheet.



Decisional Balance

	Changing Behaviour	Not Changing Behaviour
Pluses / Advantages		
Minuses / Disadvantages		



Readiness Ruler





The Readiness Ruler can assist in:

1. Assessing a young persons "willingness or readiness to change" and their confidence in doing so.
2. Determining where a young person is on the continuum between "not prepared to change" and "making changes changing."
3. Helping identify and discuss what challenges and perceived barriers to changing behaviour may be present.

The first readiness ruler is a continuum from "not important to change" on the left, to "very important to change" on the right. It focuses on the importance a person puts on making changes to their life.

The second readiness ruler is a continuum from "not confident in making a change" on the left, to "very confident in making a change" on the right. It focuses on the confidence a person has in being able to make changes to their life.



How it works

It should be used when working with young people who have indicated they would like to change an aspect of their behaviour. This could be smoking or related to schoolwork for example.

Young People are asked to mark on the line their current position in the change process (**Start with 1 – Importance**)

You should then ask young people why they did not place the mark further to the left (which helps to determine what motivates their behavior), and what it would take to move the line further to the right (which helps to determine their perceived challenges and barriers).

Its crucial that you also seek insight into their confidence, people may see a change as very important but may lack the confidence in their ability to make the change (**Make sure you use 2 – Confidence**)

Ask young people for their suggestions about ways to overcome barriers and challenges and steps that they can take to achieve this.

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1

Importance of Making a Change

Not Important A bit Important Very Important



0 1 2 3 4 5 6 7 8 9 10

Pro's	Con's

Statement Example:
What would It take to go from a 2 to a 10?

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2

Confidence in Making a Change

Not Confident	Some Confidence	Very Confident
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Pro's	Con's

Statement Example:
What would It take to go from a 2 to a 10?