



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

**An Adolescents Peer-led Motivational Interviewing Intervention Conducted in Low
Socio-Economic Community Youth Organisations to Change Health Risk behaviours
(Smoking, Alcohol and Sedentary Behaviours).**

Angela Hickey

**A thesis submitted to Trinity College Dublin, the University of Dublin,
in partial fulfilment of the requirements for the Degree of Doctor of
Philosophy (PhD) in Psychology**

2024

Vol II

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Appendix A. Ethical Approval letters for study.



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Trinity College Dublin

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F.A.O. David Hevey
4th June 2018

School of Psychology Research Ethics Committee

Dear David,

I am pleased to inform you that your application entitled "Evaluation of peer-led Motivational Interviewing on health behaviours" has been approved by the School of Psychology Research Ethics Committee.

Please note that you will be required to submit a completed Project Annual Report Form on each anniversary of this approval, until such time as an End of Project Report Form is submitted upon completion of the research. Copies of both forms are available for download from the Ethics section of the School website.

Adverse events associated with the conduct of this research must be reported immediately to the Chair of the Ethics Committee.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Richard Carson".

Richard Carson
Chair,
School of Psychology Research Ethics Committee

Scoil na Siceolaíochta

Dámh na nEolaíochtaí Sóisialta agus Daonna,
Áras an Phiarsaigh,
Coláiste na Tríonóide,
Baile Átha Cliath,
Ollscoil Átha Cliath,
Baile Átha Cliath 2, Éire.

School of Psychology

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Appendix B. Invitation letter for studies.

Dear,

My name is Angela Hickey and I am a PhD student in the School of Psychology, Trinity College Dublin. I am undertaking a study as part of a team of researchers, who aim to investigate the feasibility of trial in a peer-delivered Motivational Interviewing intervention, in low SES communities to adolescents with one or more behavioural risk factors.

Specifically, we will examine the effects of training adolescents (13-18 years) in a proven method for behaviour change (motivational interviewing) for smoking cessation, alcohol consumption and exercise promotion among adolescents in low SES communities. This study has been awarded funding by two main stakeholders, namely, The Medical Research Charities Group (MRCG) and the Health Research Board (HRB).

The aims of this study are to target increased national rates of premature mortality, morbidity and disability. The high prevalence of behavioural risk factors for chronic disease (e.g., CVD, cancer, diabetes) amongst adolescents represents a major public health concern. Increased rates of smoking, excessive alcohol consumption, physical inactivity and unhealthy dietary patterns are all contributors to these chronic diseases observed into adulthood. Low SES communities are at higher rates of health risk behaviours, in particular, adolescents who live in these areas. Research demonstrates that peer-led interventions can effectively change smoking and alcohol behaviour. The study seeks to adopt a novel approach to targeting these behaviours for change, in addition to promoting physical activity within adolescents, while empowering those within the community to sustain and support these healthy behaviours long term.

To complete this research, we are seeking six low socioeconomic status communities which will be randomly assigned to one of two groups. The three communities assigned to the condition group, will train 18 peer educators to deliver the intervention in their local community setting. 6 peer educators will be assigned to each of these communities and they will work in pairs during the intervention. Each peer educator will deliver the intervention to 5 adolescents with risk behaviour in relation to smoking, alcohol, and/or physical exercise. The control communities will identify 9 adolescents from their communities who will receive a half-day training from the Principal Investigator in health behaviour education. They will co-deliver health behaviour information talks and complete a self-directed online questionnaire.

Adolescents who participate in this study will have baseline assessment for Smoking, alcohol consumption and physical exercise levels. These measurements will be assessed again at one week and 6 months after the intervention. Focus groups will be held with the adolescents who both deliver and receive the intervention to determine its efficacy. Additionally, interviews will be held with community health leaders and representatives from relevant youth organisations. A trained researcher will collect these measurements and individual results will remain completely confidential. The results obtained in this study will only be used at a group level. Only those students whose parents have agreed, will be invited by the researcher to take part in the study.

A summary of the findings of the study will be provided to all communities that take part following completion of the study. Youth friendly material (e.g. posters) will also be sent to the community centre to provide adolescents with the results. I hope this study will be of interest to you and I would greatly appreciate if you would consider allowing this valuable research to be carried out within your community setting. If you have any questions or would like further details about any aspect of the research please contact me, Angela Hickey, on +353 861582491 or by email at hickeya8@tcd.ie.

Thank you for your time and consideration in this matter.

Appendix C. Debriefing letter for study

Peer Led Health Promotional Study

DEBRIEFING FORM

Thank you for your help!

Many thanks for giving us your time to participate in this study. Remember that the information you have shared is confidential and will be used only for the purpose of the research. All identifying details will be changed to protect your anonymity. In the event that your participation has caused you upset or worry about something, please contact the psychological support services for young people listed below:

Support Groups

Drink Aware - Irish website building awareness around, creating an understanding of and supporting behaviour change in how we drink alcohol. Parental supports and guidelines on safe drinking, while supporting your children to make the right decisions. <http://www.drinkaware.ie>

Drugs and Alcohol Helpline

Provides helpline and email support, information, guidance & referral to anyone with a question or concern related to drugs and alcohol. Confidential and free; Freephone: 1800 459 459

[AskAboutAlcohol.ie](http://www.AskAboutAlcohol.ie)

[AskAboutAlcohol.ie](http://www.AskAboutAlcohol.ie) is your one stop shop for information about alcohol.

Freephone: 1800 459 459

Website: <http://www.askaboutalcohol.ie/>

Spunout

Irish youth website covering all aspects of health and lifestyle.

See www.spunout.ie for more information

Mental Health Ireland

The Mental Health Ireland site provides information about mental health and illnesses services and lots more. www.mentalhealthireland.ie

Childline

Available to call at any time, you can talk about anything and the call is free.

Tel: 1800 666 666

See www.childline.ie for information on one-to-one web and text services.

If you require further information about the research, please contact:

Angela Hickey email: hickeya8@tcd.ie or

Dr Margret Lawlor, email: lawlerma@tcd.ie or

Dr David Hevey, email: heveydt@tcd.ie

School of Psychology, Aras an Phiarsaigh, Trinity College, Dublin.

Appendix D. Information letter and Consent Forms for Participants.

Adolescent Health Behaviour Change Study

Comparison Group Intervention PARTICIPANTS - Information Sheet for PARENTS

What is the study about?

The aim of this study is to explore the effectiveness of a health behaviour change intervention to increase physical activity and decrease smoking and alcohol consumption among Irish teenagers. Six low socioeconomic communities in Dublin have agreed to participate in this research. Each community has been randomly assigned to either the motivational interview intervention or control intervention.

In the motivational interview intervention, a number of teenagers will be invited to take on the role of peer educator. They will attend a two-day training workshop where they will learn about health behaviours, illness and motivational interviewing techniques. Following this, peer educators will meet with teenagers in their local community organisation who would like to increase their physical activity or reduce smoking or alcohol consumption behaviours. Participants will be able to arrange a number of sessions with the peer educator to discuss the health behaviours they would like to change.

In the control intervention, young people will be invited to attend a health promotion talk in their local youth organisation. Peer educators will receive a half-day training workshop from a member of the research team about health behaviours and illness and co-deliver this information during the talk. Adolescents in the community who are interested in changing their smoking, alcohol consumption or physical exercise behaviour will be asked to complete a short online self-directed health behaviour change programme.

Teenagers who take part in the motivational interviewing or control intervention will be asked to complete questionnaires about their smoking, alcohol consumption and physical exercise behaviours at the beginning and end of the intervention, and 3-, 6- and 12 months after the intervention has ended. In addition, a random sample of participants will be asked to (i) take part in a carbon monoxide monitor reading or (ii) wear an activity tracker in order to allow their smoking or physical activity behaviours to be measured objectively. The peer educators will collect this information.

Who are the study researchers?

Angela Hickey, a PhD student in Psychology, Dr Margaret Lawler, a Postdoctoral Researcher in Psychology and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if I agree to my child taking part?

We are asking parents for permission to invite their children to take part in the control intervention. Adolescents who return parental consent forms will be invited to take part in the study. They are free to decide whether they want to take part in the study or not. In addition, if a teenager decides they want to be part of the study and then change their mind, that's okay. They are free to withdraw from the study at any time and all of his/her data will be destroyed.

What happens if my teenager agrees to take part?

If a teenager decides to take part, he/she will be asked to attend a health promotion talk in their local youth organisation. Those who are interested in changing their smoking, alcohol or exercise behaviours will be asked to complete a short online self-directed health behaviour change programme. They will also be asked to complete a questionnaire comprising measures of smoking, alcohol consumption and physical exercise at the beginning and end of the intervention, and 3-, 6- and 12 months after the intervention has been completed. In addition, a random sample of participants will be asked to provide objective measures of smoking and physical exercise.

What will happen to the information?

All information will be stored, on a confidential basis, on a computer and used for the purpose of the research only. In addition, all questionnaires will be coded, further protecting participants' identities. No child will be identified in anything that is published from the study.

We hope that the results of the study will make an important contribution to our understanding of how health comprising behaviours such as smoking, alcohol consumption and physical inactivity can be reduced among Irish teenagers.

If you have any queries please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlrm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

Comparison Group Intervention – PARTICIPANTS - PARENTAL CONSENT FORM

I confirm that I have read the information provided

I agree for my child to take part in an online health behaviour change program

I agree for my child to attend a health behaviour change talk in their local youth centre

I agree for my child to be invited to complete a questionnaire at the community youth centre at the beginning of the study, at follow-up 6 weeks later, and 3- 6- and 12-months after the intervention is completed.

I understand that my child may be randomly selected for a carbon monoxide monitor reading so that the researchers can measure his/her smoking behaviour

I understand that my child may be randomly selected to wear an activity tracker so that the researchers can measure how much physical exercise he/she does

I have been informed that my child can withdraw from the study at any time

I have been provided with the name of a researcher who can be easily contacted by phone or through email.

Print Name of Child.....

Child's AgeChild's Date of Birth.....

Print Name of Parent or Guardian.....

Signature of Parent or Guardian.....

Date.....

Comparison Group Intervention – PARTICIPANTS - PARTICIPANT CONSENT FORM

What is the study about?

The aim of this study is to explore the effectiveness of a health behaviour change intervention to increase physical activity and decrease smoking and alcohol consumption among Irish teenagers. Six low socioeconomic communities in Dublin have agreed to participate in this research. Each community has been randomly assigned to either the motivational interview intervention or control intervention. Your community has been selected to take part in the control intervention.

In the control intervention, a number of young people will be invited to take on the role of peer educator. Peer educators will receive a half-day training workshop from a member of the research team about health behaviours and illness and co-deliver this information during a talk in their local youth organisation. Young people in the local community will be invited to attend this health promotion talk. Those who are interested in changing their smoking, alcohol consumption or physical exercise behaviours will be asked to complete a short online self-directed health behaviour change programme.

Teenagers who take part in the control intervention will be asked to complete questionnaires about their smoking, alcohol consumption and physical exercise behaviour at the beginning and end of the intervention, and 3, 6- and 12 months after the intervention has ended. In addition, a random sample of participants will be asked to (i) take part in a carbon monoxide monitor reading or (ii) wear an activity tracker in order to provide objective measures of their smoking and physical exercise behaviour. The peer educators will collect this information.

Who are the study researchers?

Angela Hickey, a PhD student, Dr Margaret Lawler, a Postdoctoral Researcher in Psychology and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if you agree to take part?

Your parent has already read our letter and sent back a form saying that we can ask you whether you would like to take part in our study. But this does not mean that you have to – you do not have to take part if you do not want to. Also, if you decide that you do want to be part of the study and then you change your mind, that’s okay! All of the information you provided will be destroyed.

If you do decide to take part you will be asked to attend a health promotion talk in your local youth organisation. Those who are interested in changing their smoking, alcohol or physical exercise behaviour will be asked to complete a short online self-directed health behaviour change programme. You will also be asked to complete a questionnaire containing measures of smoking, alcohol consumption or physical exercise at the beginning and end of the 6-week intervention and 3-, 6- and 12 months after the intervention has been completed. In addition, you may be asked to take part in a carbon monoxide monitor reading or wear an activity tracker in order to allow the researchers to measure your smoking and physical exercise behaviour objectively. The information provided by you and other participants may then be used to write a report about health behaviours among Irish teenagers. But don’t worry we will not use your name as all information provided is private.

If you have any queries or require any further information please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

Comparison Group Intervention – PARTICIPANTS - YOUNG PERSON CONSENT FORM

I have read the information sheet/ the information sheet has been read to me

I agree to attend a health promotion talk in my local youth organisation.

I agree to take part in an online health behaviour change program

I agree to complete a questionnaire about my health behaviours at the beginning and end of the intervention, and 3-, 6- and 12-months after the intervention is completed.

I understand that I may be selected for a carbon monoxide monitor reading so that the researchers can measure my smoking behaviour

I understand that I may be selected to wear an activity tracker so that the researchers can measure how much physical exercise I do

I understand that I am free to withdraw from participation at any time

I understand that I can access any information that is stored about me under the Freedom of Information Act (2014), if requested.

I understand that if I say something that causes the researcher to worry about me, she will have to tell my parent or youth worker, but will not do this without telling me first.

Name [BLOCK CAPITALS].....

Signature.....

Age..... Date of Birth.....

Date.....

If you have any queries please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

Comparison Group Intervention – PEER EDUCATORS: Information Sheet for PARENTS

What is the study about?

The aim of this study is to explore the effectiveness of a health behaviour change intervention to increase physical activity and decrease smoking and alcohol consumption among Irish teenagers. Six low socioeconomic communities in Dublin have agreed to participate in this research. Each community has been randomly assigned to either the motivational interview intervention or control intervention.

In the motivational interview intervention, a number of teenagers will be invited to take on the role of peer educator. They will attend a two-day training workshop where they will learn about health behaviours, illness and motivational interviewing techniques. Following this, peer educators will meet with teenagers in their local community organisation who would like to increase their physical activity or reduce smoking or alcohol consumption behaviours. Participants will be able to arrange a number of sessions with the peer educator to discuss the health behaviours they would like to change.

In the control intervention, young people will be invited to attend a health promotion talk in their local youth organisation. Peer educators will receive a half-day training workshop from a member of the research team about health behaviours and illness and co-deliver this information during the talk. Adolescents in the community who are interested in changing their smoking, alcohol consumption or physical exercise behaviour will be asked to complete a short online self-directed health behaviour change programme.

Teenagers who take part in the motivational interviewing or control intervention will be asked to complete questionnaires about their smoking, alcohol consumption and physical exercise behaviours at the beginning and end of the intervention, and 3-, 6- and 12 months after the intervention has ended. In addition, a random sample of participants will be asked to (i) take part in a carbon monoxide monitor reading or (ii) wear an activity tracker in order to provide objective measures of their smoking and physical exercise behaviour. The peer educators will collect this information.

Who are the study researchers?

Angela Hickey, a PhD student, Dr Margaret Lawler, a Postdoctoral Researcher in Psychology and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if I agree to my child taking part?

We are asking parents for permission to invite their children to take part in the control intervention as a peer educator. Adolescents who return parental consent forms will be invited to take part in the study. They are free to decide whether they want to take part in the study or not. In addition, if a teenager decides they want to be part of the study and then change their mind, that's okay. They are free to withdraw from the study at any time and all of his/her data will be destroyed.

What happens if my teenager agrees to take part?

If a teenager decides to take part, he/she will be asked to complete a half-day training workshop from a member of the research team about health behaviours and illness. They will then co-deliver this information during a health promotion talk in the local community youth organisation. Teenagers who are interested in changing their smoking, alcohol or physical exercise behaviour will be asked to complete a short online self-directed health behaviour change programme. Peer educators will collect self-report questionnaire health behaviour information and objective data from participants at the beginning and end of the intervention and 3-, 6- and 12 months after the intervention has been completed.

What will happen to the information?

All information will be stored, on a confidential basis, on a computer and used for the purpose of the research only. In addition, all questionnaires will be coded, further protecting participants' identities. No child will be identified in anything that is published from the study.

We hope that the results of the study will make an important contribution to our understanding of how health comprising behaviours such as smoking, alcohol consumption and physical inactivity can be reduced among Irish teenagers.

If you have any queries please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

Comparison Group Intervention – PEER EDUCATORS -PARENTAL CONSENT FORM

I confirm that I have read the information provided

I agree for my child to be invited to take part in this study

I agree for my child to attend a training workshop about health behaviours and illness

I agree for my child to deliver a general health behaviour information talk with a member of the research team to other adolescents in his/her local community youth group.

I agree for my child to collect information from adolescents taking part in the health behaviour change program at the beginning and end of the 6-week intervention, and 3-, 6- and 12-months after the intervention is completed

I have been informed that my child can withdraw from the study at any time

I have been provided with the name of a researcher who can be easily contacted by phone or through email.

PRINT Name of Child.....

Child's AgeChild's Date of Birth.....

PRINT Name of Parent or Guardian.....

Signature of Parent or Guardian.....

Date.....

Comparison Group Intervention: Information Sheet for PEER EDUCATORS

What is the study about?

The aim of this study is to explore the effectiveness of a health behaviour change intervention to increase physical activity and decrease smoking and alcohol consumption among Irish teenagers. Six low socioeconomic communities in Dublin have agreed to participate in this research. Each community has been randomly assigned to either the motivational interview intervention or control intervention. Your community has been selected to take part in the control intervention.

In the control intervention, a number of young people will be invited to take on the role of peer educator. Peer educators will receive a half-day training workshop from a member of the research team about health behaviours and illness and co-deliver this information during a talk in their local youth organisation. Young people in the local community will be invited to attend this health promotion talk. Those who are interested in changing their smoking, alcohol consumption or physical exercise behaviour will be asked to complete a short online self-directed health behaviour change programme.

Teenagers who take part in the control intervention will be asked to complete questionnaires about their smoking, alcohol consumption and physical exercise behaviour at the beginning and end of the intervention, and 3-, 6- and 12 months after the intervention has ended. In addition, a random sample of participants will be asked to (i) take part in a carbon monoxide monitor reading or (ii) wear an activity tracker in order to provide objective measures of their smoking and physical exercise behaviour. The peer educators will collect this information.

Who are the study researchers?

Angela Hickey, a PhD student, Dr Margaret Lawler, a Postdoctoral Researcher in Psychology and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if you agree to take part?

Your parent has already read our letter and sent back a form saying that we can ask you whether you would like to take part in our study. But this does not mean that you have to – you do not have to take part if you do not want to. Also, if you decide that you do want to be part of the study and then you change your mind, that's okay! All of the information you provided will be destroyed.

If you do decide to take part you will be asked to complete a half-day training workshop given by a member of the research team about health behaviours and illness. You will then co-deliver this information during a health promotion talk in your local youth organisation. Teenagers who are interested in changing their smoking, alcohol or physical exercise behaviour will be asked to complete a short online self-directed health behaviour change programme. You will be asked to collect the self-report questionnaire health behaviour information and objective data from participants at the beginning and end of the intervention and 3, 6- and 12 months after the intervention has been completed.

The information provided by you and other participants may then be used to write a report about health behaviours among Irish teenagers. But don't worry we will not use your name as all information provided is private.

If you want any more information please contact:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

Comparison Group Intervention PEER EDUCATOR. YOUNG PERSON CONSENT FORM

I have read the information sheet/ the information sheet has been read to me

I agree to attend a training workshop about health behaviours and illness

I agree to deliver a general health behaviour information talk with a member of the research team to other adolescents in my youth organisation

I agree to collect self-report questionnaire information and objective measures of smoking and physical exercise from adolescents taking part in the online health behaviour change program at the beginning and end of the intervention and 3-, 6- and 12-months after the intervention is completed

I understand that I am free to withdraw from participation at any time

I understand that I can access any information that is stored about me under the Freedom of Information Act (2014), if requested.

I understand that if I say something that causes the researcher to worry about me, she will have to tell my parent or youth worker, but will not do this without telling me first.

Name [BLOCK CAPITALS].....

Signature.....

Age..... Date of Birth.....

Date.....

If you want any more information please contact:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie
Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie
School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

Comparison Group Intervention PEER EDUCATOR - Information Sheet for PARENTS- Focus Group

What is the study about?

The study aims to explore young people's experiences of being a peer educator, delivering a talk on health promotion, the intervention process and what they found helpful or not helpful about the approach.

Who are the study researchers?

Angela Hickey, a PhD student in Psychology, Dr Margaret Lawler, a Postdoctoral Researcher and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if I agree to my child taking part?

We are asking parents for permission to invite their children to take part in one of our focus groups. Adolescents who return parental consent forms will be invited to take part in a 30 to 60-minute focus group discussion with their peers in a local youth organisation. The aim of the focus group will be explained to teenagers beforehand and they are free to decide whether they want to take part in the study or not. In addition, if a teenager decides they want to be part of the study and then change their mind, that's okay! They are free to withdraw from the study at any time and all of his/her data will be destroyed.

What happens if my teenager agrees to take part?

If a teenager decides to take part, he/she will be asked about their experiences of being a peer educator, what they liked and disliked about the intervention, what they found helpful and their views on wider issues about the community environment in relation to health behaviour.

As these are group discussions and adolescents will hear the ideas of the other participants in their group, the confidentiality of what participants tell us cannot be totally guaranteed. However, participants are asked not to discuss what was said in the focus group afterwards in the community youth organisation.

If a young person discloses information that causes the researcher to worry about his/her safety or well-being, the researcher will inform the young person's parent but not without discussing this with the child first.

What will happen to the information?

All information will be stored, on a confidential basis, on a computer and used for the purpose of the research only. The interviews will be analysed in terms of themes and topics which emerge in the discussions. No child will be identified in anything that is published from the study.

We hope that the results of the study will make an important contribution to our understanding of health behaviour change among Irish teenagers and inform policies aimed at reducing health comprising behaviours such as smoking, alcohol consumption and physical inactivity.

If you have any queries please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie
Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie
Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie
School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

Comparison Group Intervention: PEER EDUCATOR FOCUS GROUP -PARENTAL
CONSENT FORM

I confirm that I have read the information provided

I agree for my child to be invited to take part in a focus group discussion in the local youth organisation.

I have been informed that my child can withdraw from the study at any time

I have been provided with the name of a researcher who can be easily contacted by phone or through email.

Print Name of Child.....

Child's Age.....Child's Date of Birth.....

Print Name of Parent or Guardian.....

Signature of Parent or Guardian.....

Date.....

Comparison Group Intervention PARTICIPANTS - Information Sheet for PARENTS-
FOCUS GROUPS

What is the study about?

The study aims to explore young people's views about taking part in an online health behaviour change intervention to increase physical activity and reduce smoking and, alcohol consumption.

Who are the study researchers?

Angela Hickey, a PhD student, Dr Margaret Lawler, a Postdoctoral Researcher and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if I agree to my child taking part?

We are asking parents for permission to invite their children to take part in one of our focus groups. Adolescents who return parental consent forms will be invited to take part in a 30 to 60-minute focus group discussion with their peers in a local youth organisation. The aim of the focus group will be explained to teenagers beforehand and they are free to decide whether they want to take part in the study or not. In addition, if a teenager decides they want to be part of the study and then change their mind, that's okay! They are free to withdraw from the study at any time and all of his/her data will be destroyed.

What happens if my teenager agrees to take part?

If a teenager decides to take part, he/she will be asked about their experiences of taking part in the online health behaviour change intervention, what they liked and disliked about the intervention, what they found helpful and their views on wider issues about the community environment in relation to health behaviour.

As these are group discussions and adolescents will hear the ideas of the other participants in their group, the confidentiality of what participants tell us cannot be totally guaranteed. However, participants are asked not to discuss what was said in the focus group afterwards in the community youth organisation. If a young person discloses information that causes the researcher to worry about his/her safety or well-being, the researcher will inform the young person's parent but not without discussing this with the child first.

What will happen to the information?

All information will be stored, on a confidential basis, on a computer and used for the purpose of the research only. The interviews will be analysed in terms of themes and topics which emerge in the discussions. No child will be identified in anything that is published from the study.

We hope that the results of the study will make an important contribution to our understanding of health behaviour change among Irish teenagers and inform policies aimed at reducing health comprising behaviours such as smoking, alcohol consumption and physical inactivity. If you have any queries please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

Comparison Group Intervention: PARTICIPANT FOCUS GROUP PARENTAL CONSENT FORM

I confirm that I have read the information provided

I agree for my child to be invited to take part in a focus group discussion at the local youth organisation.

I have been informed that my child can withdraw from the study at any time

I have been provided with the name of a researcher who can be easily contacted by phone or through email.

PRINT Name of Child.....

Child's AgeChild's Date of Birth.....

PRINT Name of Parent or Guardian.....

Signature of Parent or Guardian.....

Date.....

Comparison Group Intervention - Information Sheet for PARTICIPANTS- *FOCUS GROUPS*

What do we want to find out?

We want to find out about your experience of attending a health promotion talk and taking part in an online health behaviour change intervention to increase physical activity and decrease smoking and alcohol consumption.

We are asking young people, like you, whether they would like to take part in a group discussion, with ourselves and 4 or 5 of their peers. Each discussion will take between 30 to 60 minutes in a room in your local youth community organisation.

We will be asking you what you liked and disliked about the intervention, what you found helpful and your views on wider issues about the community environment in relation to health behaviour. There are no right or wrong answers to our questions - we just want to hear your ideas.

Who are the study researchers?

Angela Hickey, a PhD student, Dr Margaret Lawler, a Postdoctoral Researcher and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if you agree to take part?

Your parent has already read our letter and sent back a form saying that we can ask you whether you would like to be part of one of the group chats. But this does not mean that you have to – we will only talk to you if you are happy to talk to us. Also, if you decide that you do want to be part of a group discussion and then you change your mind, that's okay! You can just tell us and leave the group discussion at any time. All of the information you provided will be destroyed.

Because we will be talking in a group, you will hear the ideas of other teenagers and they will hear your ideas. Sometimes people will have ideas that are different from your ideas. But that's okay. We ask you not to talk about what other teenagers said in the group discussion. Our ideas are just shared within the group, and not talked about afterwards in the community youth organisation. Of course, you can talk to your parent about what happened when you go home, if you want to. Also, if you tell us something that makes us worry about you, we will want to tell your parent or youth worker, just so that we can make sure that you are okay. We will not do this without telling you first.

After we visit your community youth organisation, we will write about what you and your peers told us. But, we will not use your name.

If you have any questions, you can talk to us after the group discussion or telephone or email us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

Adolescent Health Behaviour Change Study

Comparison Group Intervention: PARTICIPANT FOCUS GROUP - YOUNG PERSON
CONSENT FORM

I confirm that I have read the information provided

I agree to take part in a focus group discussion at the local youth organisation.

I understand that I am free to withdraw from participation at any time

I understand that I can access any information that is stored about me under the Freedom of Information Act (2014), if requested.

I understand that if I say something that causes the researcher to worry about me, she will have to tell my parent or youth worker, but will not do this without telling me first.

Name [Printed].....

Age.....Date of Birth.....

Signature.....

Date.....

Comparison Group Intervention - Information Sheet for PEER EDUCATORS- *FOCUS GROUPS*

What do we want to find out?

We want to find out about your experience of being a peer educator, delivering a health promotion talk, the intervention process and what you found helpful or unhelpful about this approach.

We are asking young people, like you, whether they would like to take part in a group discussion, with ourselves and 4 or 5 of their peers. Each discussion will take between 30 to 60 minutes in a room in your local youth community organisation.

We will be asking you what you liked and disliked about the intervention, what you found helpful and your views on wider issues about the community environment in relation to health behaviour. There are no right or wrong answers to our questions - we just want to hear your ideas.

Who are the study researchers?

Angela Hickey, a PhD student, Dr Margaret Lawler, a Postdoctoral Researcher and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if you agree to take part?

Your parent has already read our letter and sent back a form saying that we can ask you whether you would like to be part of one of the group chats. But this does not mean that you have to – we will only talk to you if you are happy to talk to us. Also, if you decide that you do want to be part of a group discussion and then you change your mind, that's okay! You can just tell us and leave the group discussion at any time. All of the information you provided will be destroyed.

Because we will be talking in a group, you will hear the ideas of other teenagers and they will hear your ideas. Sometimes people will have ideas that are different from your ideas. But that's okay. We ask you not to talk about what other teenagers said in the group discussion. Our ideas are just shared within the group, and not talked about afterwards in the community youth organisation. Of course, you can talk to your parent about what happened when you go home, if you want to. Also, if you tell us something that makes us worry about you, we will want to tell your parent or youth worker, just so that we can make sure that you are okay. We will not do this without telling you first.

After we visit your community youth organisation, we will write about what you and your peers told us. But, we will not use your name.

If you have any questions, you can talk to us after the group discussion or telephone or email us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

Comparison Group Intervention: PEER EDUCATOR FOCUS GROUP - YOUNG PERSON CONSENT FORM

I confirm that I have read the information provided

I agree to take part in a focus group discussion at the local youth organisation.

I understand that I am free to withdraw from participation at any time

I understand that I can access any information that is stored about me under the Freedom of Information Act (2014), if requested.

I understand that if I say something that causes the researcher to worry about me, she will have to tell my parent or youth worker, but will not do this without telling me first.

Name [Printed].....
Age.....Date of Birth.....
Signature.....
Date.....

MI Intervention PARTICIPANT FOCUS GROUP - Information Sheet for Parents

What is the study about?

The study aims to explore young people’s views about taking part in a motivational interviewing intervention delivered by their peers to increase physical exercise and reduce smoking and alcohol consumption.

Who are the study researchers?

Angela Hickey, a PhD student in Psychology, Dr Margaret Lawler, a Postdoctoral Researcher and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if I agree to my child taking part?

We are asking parents for permission to invite their children to take part in one of our focus groups. Adolescents who return parental consent forms will be invited to take part in a 30 to 60-minute focus group discussion with their peers in a local youth organisation. The aim of the focus group will be explained to teenagers beforehand and they are free to decide whether they want to take part in the study or not. In addition, if a teenager decides they want to be part of the study and then change their mind, that’s okay! They are free to withdraw from the study at any time and all of his/her data will be destroyed.

What happens if my teenager agrees to take part?

If a teenager decides to take part, he/she will be asked about their experiences of taking part in a motivational interviewing health behaviour change intervention, what they liked and disliked about the intervention, why they thought parts of the sessions were successful or

not, how they perceived the motivational interview peer-educators as behaviour change supports, and what they think would be helpful.

As these are group discussions and adolescents will hear the ideas of the other participants in their group, the confidentiality of what participants tell us cannot be totally guaranteed. However, participants are asked not to discuss what was said in the focus group afterwards in the community youth organisation.

If a young person discloses information that causes the researcher to worry about his/her safety or well-being, the researcher will inform the young person's parent but not without discussing this with the child first

What will happen to the information?

All information will be stored, on a confidential basis, on a computer and used for the purpose of the research only. The interviews will be analysed in terms of themes and topics which emerge in the discussions. No child will be identified in anything that is published from the study.

We hope that the results of the study will make an important contribution to our understanding of health behaviour change among Irish teenagers and inform policies aimed at reducing health comprising behaviours such as smoking, alcohol consumption and physical inactivity.

If you have any questions, you can talk to us after the group discussion or telephone or email us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention PARTICIPANT Focus Group - PARENTAL CONSENT FORM

I confirm that I have read the information provided.

I agree for my child to be invited to take part in a focus group discussion in the local youth organisation.

I have been informed that my child can withdraw from the study at any time.

I have been provided with the name of a researcher who can be easily contacted by phone or through email.

Print Name of Child.....
Child's AgeChild's Date of Birth.....
Print Name of Parent or Guardian.....
Signature of Parent or Guardian.....
Date.....

MI Intervention PEER EDUCATOR FOCUS GROUP - Information Sheet for Parents

What is the study about?

The study aims to explore young people's views about being a peer educator, their experiences of delivering the motivational interviewing intervention and what they found helpful or unhelpful about this approach.

Who are the study researchers?

Angela Hickey, a PhD student in Psychology, Dr Margaret Lawler, a Postdoctoral Researcher and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if I agree to my child taking part?

We are asking parents for permission to invite their children to take part in one of our focus groups. Adolescents who return parental consent forms will be invited to take part in a 30 to 60-minute focus group discussion with their peers in a local youth organisation. The aim of the focus group will be explained to teenagers beforehand and they are free to decide whether they want to take part in the study or not. In addition, if a teenager decides they want to be part of the study and then change their mind, that's okay! They are free to withdraw from the study at any time and all of his/her data will be destroyed.

What happens if my teenager agrees to take part?

If a teenager decides to take part, he/she will be asked about their experiences of being a peer educator, delivering the motivational interviewing health behaviour change intervention, what they liked and disliked about the intervention, why they thought parts of the sessions were successful or not, and what they think would be helpful.

As these are group discussions and adolescents will hear the ideas of the other participants in their group, the confidentiality of what participants tell us cannot be totally guaranteed. However, participants are asked not to discuss what was said in the focus group afterwards in the community youth organisation.

If a young person discloses information that causes the researcher to worry about his/her safety or well-being, the researcher will inform the young person's parent but not without discussing this with the child first.

What will happen to the information?

All information will be stored, on a confidential basis, on a computer and used for the purpose of the research only. The interviews will be analysed in terms of themes and topics which emerge in the discussions. No child will be identified in anything that is published from the study.

We hope that the results of the study will make an important contribution to our understanding of health behaviour change among Irish teenagers and inform policies aimed

at reducing health comprising behaviours such as smoking, alcohol consumption and physical inactivity.

If you have any questions, you can talk to us after the group discussion or telephone or email us:

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Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention PEER EDUCATOR FOCUS GROUP -PARENTAL CONSENT FORM

I confirm that I have read the information provided

I agree for my child to be invited to take part in a focus group discussion in the local youth organisation.

I have been informed that my child can withdraw from the study at any time

I have been provided with the name of a researcher who can be easily contacted by phone or through email.

Print Name of Child.....

Child's AgeChild's Date of Birth.....

Print Name of Parent or Guardian.....

Signature of Parent or Guardian.....

Date.....

MI Intervention PARTICIPANT FOCUS GROUP -Information Sheet for Young Person

What do we want to find out?

We want to find out about your experience of taking part in a motivational intervention delivered by your peers to increase physical exercise and decrease smoking and alcohol consumption.

We are asking young people, like you, whether they would like to take part in a group discussion, with ourselves and 4 or 5 of their peers. Each discussion will take between 30 to 60 minutes in a room in your local community youth organisation.

We will be asking you what you liked and disliked about the intervention, why you thought parts of the sessions were successful or not and how you perceived the motivational interview peer-educators as behaviour change supports. There are no right or wrong answers to our questions - we just want to hear your ideas.

Who are the study researchers?

Angela Hickey, a PhD student in Psychology, Dr Margaret Lawler, a Postdoctoral Researcher and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if you agree to take part?

Your parent has already read our letter and sent back a form saying that we can ask you whether you would like to be part of one of the group chats. But this does not mean that you have to – we will only talk to you if you are happy to talk to us. Also, if you decide that you do want to be part of a group discussion and then you change your mind, that's okay! You can just tell us and leave the group discussion at any time. All of the information you provided will be destroyed.

Because we will be talking in a group, you will hear the ideas of other teenagers and they will hear your ideas. Sometimes people will have ideas that are different from your ideas. But that's okay. We ask you not to talk about what other teenagers said in the group discussion. Our ideas are just shared within the group, and not talked about afterwards in the community youth organisation. Of course, you can talk to your parent about what happened when you go home, if you want to. Also, if you tell us something that makes us worry about you, we will want to tell your parent or youth worker, just so that we can make sure that you are okay. We will not do this without telling you first.

After we visit your community youth organisation, we will write about what you and your peers told us. But, we will not use your name.

If you have any queries please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention PARTICIPANT FOCUS GROUP - YOUNG PERSON CONSENT FORM

I confirm that I have read the information provided

I agree to take part in a focus group discussion at the local youth organisation.

I understand that I am free to withdraw from participation at any time

I understand that I can access any information that is stored about me under the Freedom of Information Act (2014), if requested.

I understand that if I say something that causes the researcher to worry about me, she will have to tell my parent or youth worker, but will not do this without telling me first.

Name [BLOCK CAPITALS].....
Gender: Male Female
Age..... Date of Birth.....
Signature.....
Date.....

If you want any more information please contact:

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Dr Margaret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Prof David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention PARTICIPANT FOCUS GROUP -Information Sheet for Young Person

What do we want to find out?

We want to find out about your experience of taking part in a motivational intervention delivered by your peers to increase physical exercise and decrease smoking and alcohol consumption.

We are asking young people, like you, whether they would like to take part in a group discussion, with ourselves and 4 or 5 of their peers. Each discussion will take between 30 to 60 minutes in a room in your local community youth organisation.

We will be asking you what you liked and disliked about the intervention, why you thought parts of the sessions were successful or not and how you perceived the motivational interview peer-educators as behaviour change supports. There are no right or wrong answers to our questions - we just want to hear your ideas.

Who are the study researchers?

Angela Hickey, a PhD student in Psychology, Dr Margaret Lawler, a Postdoctoral Researcher and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if you agree to take part?

Your parent has already read our letter and sent back a form saying that we can ask you whether you would like to be part of one of the group chats. But this does not mean that you have to – we will only talk to you if you are happy to talk to us. Also, if you decide that you do want to be part of a group discussion and then you change your mind, that's okay! You can just tell us and leave the group discussion at any time. All of the information you provided will be destroyed.

Because we will be talking in a group, you will hear the ideas of other teenagers and they will hear your ideas. Sometimes people will have ideas that are different from your ideas. But that's okay. We ask you not to talk about what other teenagers said in the group discussion. Our ideas are just shared within the group, and not talked about afterwards in the community youth organisation. Of course, you can talk to your parent about what happened when you go home, if you want to. Also, if you tell us something that makes us

worry about you, we will want to tell your parent or youth worker, just so that we can make sure that you are okay. We will not do this without telling you first.

After we visit your community youth organisation, we will write about what you and your peers told us. But, we will not use your name.

If you want any more information please contact:

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Dr Margaret Lawler on (01) 8962406 or email: lawlrm1@tcd.ie

Prof David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention PARTICIPANT FOCUS GROUP-YOUNG PERSON CONSENT FORM

I confirm that I have read the information provided

I agree to take part in a focus group discussion at the local youth organisation.

I understand that I am free to withdraw from participation at any time

I understand that I can access any information that is stored about me under the Freedom of Information Act (2014), if requested.

I understand that if I say something that causes the researcher to worry about me, she will have to tell my parent or youth worker, but will not do this without telling me first.

Name [BLOCK CAPITALS].....

Gender: Male Female

Age..... Date of Birth.....

Signature.....

Date.....

If you want any more information please contact:

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Dr Margaret Lawler on (01) 8962406 or email: lawlrm1@tcd.ie

Prof David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention PARTICIPANTS: Information Sheet for Parents

What is the study about?

The aim of this study is to explore the effectiveness of a health behaviour change intervention to increase physical activity and decrease smoking and alcohol consumption among Irish teenagers. Six low socioeconomic communities in Dublin have agreed to participate in this research. Each community has been randomly assigned to either the motivational interview intervention or control intervention.

In the motivational interview intervention, a number of teenagers will be invited to take on the role of peer educator. They will attend a two-day training workshop where they will learn about health behaviours, illness and motivational interviewing techniques. Following this, peer educators will meet with teenagers in their local community organisation who would like to reduce smoking, alcohol consumption or sedentary behaviours. Participants will be able to arrange a number of sessions with the peer educator to discuss the health behaviours they would like to change.

In the control intervention, young people will be invited to attend a health promotion talk in their local youth organisation. Peer educators will receive a half-day training workshop from a member of the research team about health behaviours and illness and co-deliver this information during the talk. Adolescents in the community who are interested in changing their smoking, alcohol consumption or physical exercise behaviour will be asked to complete a short online self-directed health behaviour change programme.

Teenagers who take part in the motivational interviewing or control intervention will be asked to complete questionnaires about their smoking, alcohol consumption and physical exercise behaviours at the beginning and end of the intervention, and 3, 6- and 12 months after the intervention has ended. In addition, a random sample of participants will be asked to (i) take part in a carbon monoxide monitor reading or (ii) wear an activity tracker in order to allow their smoking and physical activity behaviours to be measured objectively. The peer educators will collect this information.

Who are the study researchers?

Angela Hickey, a PhD student, Dr Margaret Lawler, a Postdoctoral Researcher in Psychology and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if I agree to my child taking part?

We are asking parents for permission to invite their children to take part in the motivational interview intervention. Adolescents who return parental consent forms will be invited to take part in the study. They are free to decide whether they want to take part in the study or not. In addition, if a teenager decides they want to be part of the study and then change their mind, that's okay! They are free to withdraw from the study at any time and all of his/her data will be destroyed.

What happens if my teenager agrees to take part?

If a teenager decides to take part, he/she will be asked to attend a brief meeting where they will learn more about the study and the commitment required from them. Teenagers who agree to participate in the study will be asked to meet with a peer educator on approximately six occasions to discuss the health behaviours they would like to change. They will also be asked to complete a questionnaire comprising measures of smoking, alcohol consumption or physical exercise during their first and last motivational

interviewing session and 3-, 6- and 12 months after the intervention has been completed. In addition, a random sample of participants will be asked to provide objective measures of smoking and physical exercise.

What will happen to the information?

All information will be stored, on a confidential basis, on a computer and used for the purpose of the research only. In addition, all questionnaires will be coded, further protecting participants' identities. No child will be identified in anything that is published from the study.

We hope that the results of the study will make an important contribution to our understanding of how health comprising behaviours such as smoking, alcohol consumption and physical inactivity can be reduced among Irish teenagers.

If you want any more information please contact:

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Dr Margaret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Prof David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention Participants -PARENTAL CONSENT FORM

I confirm that I have read the information provided

I agree for my child to take part in a motivational interviewing intervention

I agree for my child to be invited to complete a questionnaire at the community youth group at the beginning and end of the study, and 3, 6- and 12-months after the intervention is completed.

I understand that my child may be randomly selected for a carbon monoxide monitor reading so that the researchers can measure his/her smoking behaviour

I understand that my child may be randomly selected to wear an activity tracker so that the researchers can measure how much physical exercise he/she does

I have been informed that my child can withdraw from the study at any time

I have been provided with the name of a researcher who can be easily contacted by phone or through email.

Print Name of Child.....

Child's AgeChild's Date of Birth.....
Print Name of Parent or Guardian.....
Signature of Parent or Guardian.....
Date.....

MI Intervention PEER EDUCATORS: Information Sheet for Parents

What is the study about?

The aim of this study is to explore the effectiveness of a health behaviour change intervention to increase physical activity and decrease smoking and alcohol consumption among Irish teenagers. Six low socioeconomic communities in Dublin have agreed to participate in this research. Each community has been randomly assigned to either the motivational interview intervention or control intervention.

In the motivational interview intervention, a number of teenagers will be invited to take on the role of peer educator. They will attend a two-day training workshop where they will learn about health behaviours, illness and motivational interviewing techniques. Following this, peer educators will meet with teenagers in their local community organisation who would like to increase their physical exercise behaviours or reduce smoking or alcohol consumption. Participants will be able to arrange a number of sessions with the peer educator to discuss the health behaviours they would like to change.

In the control intervention, young people will be invited to attend a health promotion talk in their local youth organisation. Peer educators will receive a half-day training workshop from a member of the research team about health behaviours and illness and co-deliver this information during the talk. Adolescents in the community who are interested in changing their smoking, alcohol consumption or physical exercise behaviour will be asked to complete a short online self-directed health behaviour change programme.

Teenagers who take part in the motivational interviewing or control intervention will be asked to complete questionnaires about their smoking, alcohol consumption and physical exercise behaviours at the beginning and end of the intervention, and 3-, 6- and 12 months after the intervention has ended. In addition, a random sample of participants will be asked to (i) take part in a carbon monoxide monitor reading or (ii) wear an activity tracker in order to allow their smoking or physical activity behaviours to be measured objectively. The peer educators will collect this information.

Who are the study researchers?

Angela Hickey, a PhD student in Psychology, Dr Margaret Lawler, a Postdoctoral Researcher, and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if I agree to my child taking part?

We are asking parents for permission to invite their children to take part in the motivational interview intervention as peer educators. Adolescents who return parental consent forms will be invited to take part in the study. They are free to decide whether they want to take part in the study or not. In addition, if a teenager decides they want to be part of the study and then change their mind, that's okay. They are free to withdraw from the study at any time and all of his/her data will be destroyed.

What happens if my teenager agrees to take part?

If a teenager decides to take part, he/she will be asked to attend a brief meeting where they will learn more about the study and the commitment required from them. They will be asked to complete two training sessions where they will learn about motivational interviewing techniques. Following this, peer educators will meet with teenagers in their local community to give an overview of their role. Those who are interested in changing their smoking, alcohol or physical exercise behaviours will be able to schedule an appointment with a peer educator. Peer educators will meet with each participant on approximately four occasions to discuss the health behaviours they would like to change. During the intervention, peer education will have access to the Motivational Interview trainers for consultations regarding the participants they are working with. Peer educators will also collect self-report questionnaire health behaviour information and objective data from participants during their first and last motivational interviewing session and 3-, 6- and 12 months after the intervention has been completed.

What will happen to the information?

All information will be stored, on a confidential basis, on a computer and used for the purpose of the research only. In addition, all questionnaires will be coded, further protecting participants' identities. No child will be identified in anything that is published from the study.

We hope that the results of the study will make an important contribution to our understanding of how health comprising behaviours such as smoking, alcohol consumption and physical inactivity can be reduced among Irish teenagers.

If you want any more information please contact:

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Dr Margaret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Prof David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention – PEER EDUCATOR -PARENTAL CONSENT FORM

I confirm that I have read the information provided

I agree for my child to be invited to take part in this study

I agree for my child to attend the Motivational Interviewing training sessions

I agree for my child to participate as a peer educator and deliver the Motivational Interviewing intervention to other adolescents in the local community youth group.

I agree for my child to collect information from adolescents about their health behaviours during the first and last Motivational Interviewing session and 3-, 6- and 12-months after the intervention is completed

I have been informed that my child can withdraw from the study at any time

I have been provided with the name of a researcher who can be easily contacted by phone or through email.

Print Name of Child.....

Child's AgeChild's Date of Birth.....

Print Name of Parent or Guardian.....

Signature of Parent or Guardian.....

Date.....

MI Intervention PARTICIPANTS -Information Sheet for YOUNG PEOPLE

What is the study about?

The aim of this study is to explore the effectiveness of a health behaviour change intervention to increase physical activity and decrease smoking and alcohol consumption among Irish teenagers. Six low socioeconomic communities in Dublin have agreed to participate in this research. Each community has been randomly assigned to either the motivational interview intervention or control intervention. Your community has been selected to take part in the motivational interviewing intervention.

In the motivational interview intervention, six teenagers will be invited to take on the role of peer educator. They will attend a two-day training workshop where they will learn about health behaviours, illness and motivational interviewing techniques. Following this, peer educators will meet with teenagers in their local community organisation who would like to reduce smoking, alcohol consumption or sedentary behaviours. Participants will be able to arrange six sessions with the peer educator to discuss the health behaviours they would like to change. Teenagers who take part in the intervention will be asked to complete questionnaires about their smoking, alcohol consumption and physical exercise behaviours at the beginning and end of the intervention, and 3, 6- and 12 months after the intervention has ended. In addition, a random sample of participants will be asked to (i) take part in a carbon monoxide monitor reading or (ii) wear an activity tracker in order to allow their smoking or physical activity behaviours to be measured objectively. The peer educators will collect this information.

Who are the study researchers?

Angela Hickey, a PhD student in Psychology, Dr Margaret Lawler, a Postdoctoral Researcher and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if you agree to take part?

Your parent has already read our letter and sent back a form saying that we can ask you whether you would like to take part in our study. But this does not mean that you have to –

you do not have to take part if you do not want to. Also, if you decide that you do want to be part of the study and then you change your mind, that's okay! All of the information you provided will be destroyed. If you do decide to take part you will be asked to attend a brief meeting where you will learn more about the study and the commitment required from you. If you agree to participate in the study will be asked to meet with a peer educator on approximately six occasions to discuss the health behaviours that you would like to change. You will also be asked to complete a questionnaire containing measures of smoking, alcohol consumption and physical exercise during your first and last motivational interviewing session and 3-, 6- and 12 months after the intervention has been completed. In addition, you may be asked to take part in a carbon monoxide monitor reading or wear an activity tracker in order to allow the researchers to measure your smoking and exercise behaviour objectively.

The information provided by you and other participants may then be used to write a report about health behaviours among Irish teenagers. But don't worry we will not use your name as all information provided is private.

If you have any queries or require any further information please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlrm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention Participants - YOUNG PERSON CONSENT FORM

- I have read the information sheet/ the information sheet has been read to me
- I agree to take part in the Motivational Interviewing intervention
- I agree to complete a questionnaire about my health behaviours at the beginning and end of this study, and 3-, 6- and 12-months after the intervention is completed.
- I understand that I may be selected for a carbon monoxide monitor reading so that the researchers can measure my smoking behaviour
- I understand that I may be selected to wear an activity tracker so that the researchers can measure how much physical exercise I do
- I understand that I am free to withdraw from participation at any time
- I understand that I can access any information that is stored about me under the Freedom of Information Act (2014), if requested.
- I understand that if I say something that causes the researcher to worry about me, she will have to tell my parent or youth worker, but will not do this without telling me first.

Name [BLOCK CAPITALS].....

Gender: Male Female

Age..... Date of Birth.....

Signature.....

Date.....

If you have any queries or require any further information please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention: Information Sheet for Peer Educator

What is the study about?

The aim of this study is to explore the effectiveness of a health behaviour change intervention to increase physical activity and decrease smoking and alcohol consumption among Irish teenagers. Six low socioeconomic communities in Dublin have agreed to participate in this research. Each community has been randomly assigned to either the motivational interview intervention or control intervention. Your community has been selected to take part in the motivational interviewing intervention.

In the motivational interview intervention, a number of teenagers will be invited to take on the role of peer educator. They will attend a two-day training workshop where they will learn about health behaviours, illness and motivational interviewing techniques. Following this, peer educators will meet with teenagers in their local community organisation who would like to reduce smoking, alcohol consumption or physical inactivity behaviours. Participants will be able to arrange a number of sessions with the peer educator to discuss the health behaviours they would like to change. Teenagers who take part in the intervention will be asked to complete questionnaires about their smoking, alcohol consumption and physical exercise behaviours at the beginning and end of the intervention, and 3-, 6- and 12 months after the intervention has been completed. In addition, a random sample of participants will be asked to (i) take part in a carbon monoxide monitor reading or (ii) wear an activity tracker in order to allow their smoking or physical activity behaviours to be measured objectively. The peer educators will collect this information.

Who are the study researchers?

Angela Hickey, a PhD student, Dr Margaret Lawler, a Postdoctoral Researcher in Psychology and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if you agree to take part?

Your parent has already read our letter and sent back a form saying that we can ask you whether you would like to take part in our study. But this does not mean that you have to – you do not have to take part if you do not want to. Also, if you decide that you do want to be part of the study and then you change your mind, that's okay! All of the information you provided will be destroyed.

If you do decide to take part you will be asked to attend a brief meeting where you will learn more about the study and the commitment required. You will be asked to complete two motivational interviewing training sessions. Following this, you will meet with teenagers in your local community organisation to give an overview of your role. Teenagers who are interested in changing their smoking, alcohol or physical exercise behaviours will be able to schedule an appointment with you. As a peer educator you will be asked to meet with each participant on approximately four occasions to discuss the health behaviours they would like to change. You will have access to the Motivational Interview trainers for consultations regarding the participants you are working with over the course of the program. In addition, you will be asked to collect health behaviour questionnaire information and objective data from participants during their first and last motivational interviewing session and 3-, 6- and 12 months after the intervention has been completed. The information provided by you and other participants may then be used to write a report about health behaviours among Irish teenagers. But don't worry we will not use your name as all information provided is private.

If you have any queries or require any further information please feel free to contact us:
Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie
Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie
Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie
School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention – PEER EDUCATOR - YOUNG PERSON CONSENT FORM

I have read the information sheet/ the information sheet has been read to me

I agree to attend the Motivational Interviewing training sessions

I agree to act as a peer educator and deliver the motivational interviewing intervention to other adolescents in my community

I agree to collect information from adolescents about their health behaviours, at the beginning and end of the Motivational Interviewing intervention and 3-6- and 12-months after the intervention is completed

I understand that I am free to withdraw from participation at any time

I understand that I can access any information that is stored about me under the Freedom of Information Act (2014), if requested.

I understand that if I say something that causes the researcher to worry about me, she will have to tell my parent or youth worker, but will not do this without telling me first.

Name [BLOCK CAPITALS].....

Gender: Male Female

Age..... Date of Birth.....

Signature.....

Date.....

If you have any queries or require any further information please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlrm1@tcd.ie

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Prof. David Hevey on (01) 8961886 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention YOUTH WORKER interview - Information Sheet for Youth Workers

What is the study about?

The study aims to explore youth workers' views about participating in a motivational interviewing intervention delivered by young people to their peers in their local youth organisation to increase physical exercise and reduce smoking and alcohol consumption.

Who are the study researchers?

Angela Hickey, a PhD student in Psychology, Dr Margaret Lawler, a Postdoctoral Researcher and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if I agree to take part?

You will be asked to take part in an interview with members of the research team in your local youth organisation. We want to find out your views on implementing the peer-led motivational interviewing health behaviour change intervention, what you liked and disliked about the intervention, how you perceived the peer educator as behaviour change supports and any challenges that were encountered.

If you decide that want to do the interview and then change your mind, that's okay! You are free to withdraw from the study at any time and your data will be destroyed.

What will happen to the information?

All information will be stored, on a confidential basis, on a computer and used for the purpose of the research only. The interviews will be analysed in terms of themes and topics which emerge in the discussions. No individual will be identified in anything that is published from the study.

We hope that the results of the study will make an important contribution to our understanding of health behaviour change among Irish teenagers and inform policies aimed at increasing physical activity, reducing health comprising behaviours such as smoking, alcohol consumption.

Under the Freedom of Information Act (2014), you can have access to any information we store about you, if requested.

If you have any queries please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 896 3914 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

Motivational Interviewing Intervention YOUTH WORKER interview - Youth worker CONSENT FORM

I confirm that I have read the information provided

I agree to participate in an interview in the local youth organisation.

I have been informed that I can withdraw from the study at any time

I have been provided with the name of a researcher who can be easily contacted by phone or through email.

I agree to be audio recorded for research purposes

Print Name of youth worker.....

Signature

Date.....

MI Intervention STAKEHOLDER interview - Information Sheet for Stakeholders

What is the study about?

The study aims to explore stakeholders' views on the feasibility and acceptability of a motivational interviewing intervention delivered by young people to their peers in their local youth organisation to increase physical exercise and reduce smoking and alcohol consumption.

Who are the study researchers?

Angela Hickey, a PhD student in Psychology, Dr Margaret Lawler, a Postdoctoral Researcher and Prof David Hevey, a lecturer in Health Psychology in Trinity College.

What happens if I agree to take part?

You will be asked to take part in an interview with members of the research team in your organisation or over the phone. We want to find out your views on the feasibility and acceptability of implementing the peer-led motivational interviewing health behaviour change intervention, what you think about the MI intervention, and to explore the components of the intervention for the targeted adolescent participants who will deliver and receive the peer led behaviour change intervention. We would like to explore any perceived challenges and explore how training can be adapted for this age group .

If you decide that want to do the interview and then change your mind, that's okay! You are free to withdraw from the study at any time and your data will be destroyed.

What will happen to the information?

All information will be stored, on a confidential basis, on a computer and used for the purpose of the research only. The interviews will be analysed in terms of themes and topics which emerge in the discussions. No individual will be identified in anything that is published from the study.

We hope that the results of the study will make an important contribution to our understanding of health behaviour change among Irish teenagers and inform policies aimed at increasing physical activity, reducing health comprising behaviours such as smoking, alcohol consumption.

Under the Freedom of Information Act (2014), you can have access to any information we store about you, if requested.

If you have any queries please feel free to contact us:

Dr Margret Lawler on (01) 8962406 or email: lawlerm1@tcd.ie

Angela Hickey on (01) 8962406 or email: hickeya8@tcd.ie

Prof. David Hevey on (01) 896 3914 or email: heveydt@tcd.ie

School of Psychology, Áras an Phiarsaigh, Trinity College, Dublin 2

MI Intervention Stakeholder interview - Stakeholder CONSENT FORM

I confirm that I have read the information provided

I agree to participate in an interview in the local youth organisation.

I have been informed that I can withdraw from the study at any time

I have been provided with the name of a researcher who can be easily contacted by phone or through email.

I agree to be audio recorded for research purposes

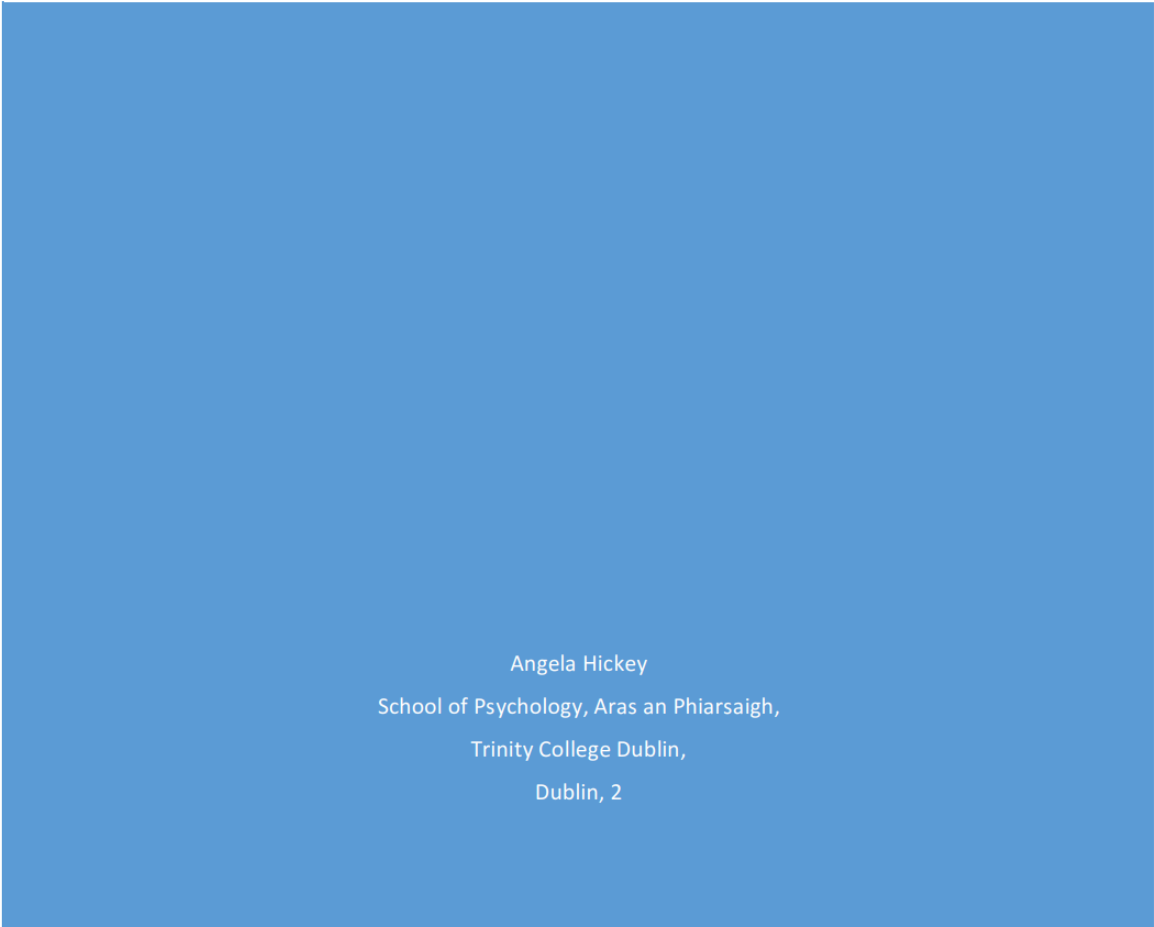
Print Name of stakeholder.....

Signature

Date.....



PEER EDUCATOR
MOTIVATIONAL
INTERVIEWING GUIDE



Angela Hickey
School of Psychology, Aras an Phiarsaigh,
Trinity College Dublin,
Dublin, 2

Name of Community centre:

Name of Peer Educator:

Participants:

Participant Number	Age	Gender (male/Female)	Health Behaviour for change (smoking/alcohol or increase physical activity)	Contract Signature
1				
2				
3				
4				
5				

Step 1: Complete self-report questionnaire:

- Smoking (cds12_questionnaire)
- alcohol or (AUDIT)
- physical activity (PAQ-Adolescents)

Step 2: Contract:

Peer Educator:

What you can expect from me!

- Commitment
- To be on time
- To be positive
- Focus on strengths
- Have fun

Peer

What I expect from you!

- Be on time
- Contact me if you cannot make it
- Try your best
- Respect each other
- Child protection & welfare

Week 1

Guide for delivery of Motivational Interviewing

Name of Peer Educator:

Participant Name:

	Peer Educator	Peer Educator Workbook	Peer Educator Manual	Mark as Complete Yes/No
Step 1:	Complete questionnaire for chosen health behaviour to change (smoking/alcohol/increase physical activity.	Questionnaires	Questionnaires	
Step 2:	Peer Educator & Peer contract			
Step 3:	Fill out PRO's versus CONS table.	Exercise 2	Page 3 Decision Balance	
Step 4:	Readiness to change behaviour.	Exercise 3	Page 4 Scaling/confidence ruler	
Step 5:	Planning , goal, reflection	Exercise 4	Page 5 Setting goals	
Step 6:	Challenges to behaviour change	Exercise 5	Page 6 Head, Heart, Hope	
Step 7:	Plan/Goal for next week	Exercise 6	Page 7 Action	
Step 8:	Length of session	Exercise 7		
Step 9:	Reflections	Exercise 8		

Week 1

Step 3: Decision Balance Exercise (page 3)

Exercise 2: Decision Balance

PROS – Advantages of engaging in behaviour	CONS – Disadvantage of engaging in behaviour

Step 4: Mark your readiness to change! (Page 4)

Exercise 3 - Readiness to change behaviour

readiness to Change **Importance**

0 _____ 10

Confidence

0 _____ 10

On a scale of 0-10 (i) how important is changing the behaviour for you; (ii) how confident are you that you can change the behaviour.

Step 5: Plan /Goal/ Reflection! (Page 5 & 6)

Exercise 4: Setting your goals

Plan	Goal	Reflection
<p>'This week I would Like to...'</p> <p>Example 'Try to increase my physical activity by going for a walk everyday'</p>	<p>'My Goal for the behaviour is to..'</p> <p>Goal 'My goal is to do at least 20 minutes each day.'</p>	<p>'Last week I....'</p> <p>Reflection 'Last week I walked 4 out of the 7 days.'</p>

Step 6: (Page 6)

Exercise 5 – Challenges to behaviour change

Challenges to changing risk behaviour!

- Can you think of anything that might stop you from reaching your goal (this week)?
- Can you identify ways to overcome these barriers (potential challenges)?
- Can you think of a reward to encourage continuing with abstaining from this behaviour?

Step 7: plans for next week! (Page 7)

Exercise 6 – Action; plan/goal for next week

Plan	My plan for next week is..

Step 8: length of session in minutes!

Exercise 7

Session Length (Min):

Step 9:

Exercise 8 - Reflections

Peer Educator Review Sheet

No. of peers attending:

Date of session:

- What went well this week for me?

- What was difficult?

Do you have any aspects of MI that you feel that you would like further support in?

- Open ended questions!

- Affirmations!

- Reflective listening!

- Summarise!

Week 2

Guide for delivery of Motivational Interviewing

Name of Peer Educator:

Participant Name:

	Peer Educator	Peer Educator Workbook	Peer Educator Manual	Mark as Complete Yes/No
Step 1:	Review goal from last week	Exercise 1	Page 6	
Step 2:	Fill out PRO's versus CONS table.	Exercise 2	Page 3 Decision Balance	
Step 3:	Readiness to change behaviour.	Exercise 3	Page 4 Scaling/confidence ruler	
Step 4:	Planning , goal, reflection	Exercise 4	Page 5 Setting goals	
Step 5:	Challenges to behaviour change	Exercise 5	Page 6 Head, Heart, Hope	
Step 6:	Plan/Goal for next week	Exercise 6	Page 7 Action	
Step 7:	Length of session	Exercise 7		
Step 8	Reflections	Exercise 8		

Week 3

Guide for delivery of Motivational Interviewing

Name of Peer Educator:

Participant Name:

	Peer Educator	Peer Educator Workbook	Peer Educator Manual	Mark as Complete Yes/No
Step 1:	Review goal from last week	Exercise 1	Page 6	
Step 2:	Fill out PRO's versus CONS table.	Exercise 2	Page 3 Decision Balance	
Step 3:	Readiness to change behaviour.	Exercise 3	Page 4 Scaling/confidence ruler	
Step 4:	Planning , goal, reflection	Exercise 4	Page 5 Setting goals	
Step 5:	Challenges to behaviour change	Exercise 5	Page 6 Head, Heart, Hope	
Step 6:	Plan/Goal for next week	Exercise 6	Page 7 Action	
Step 7:	Length of session	Exercise 7		
Step 8	Reflections	Exercise 8		

Week 6

Guide for delivery of Motivational Interviewing


Name of Peer Educator:

Participant Name:

	Peer Educator	Peer Educator Workbook	Peer Educator Manual	Mark as Complete Yes/No
Step 1:	Review goal from last week	Exercise 1	Page 6	
Step 2:	Fill out PRO's versus CONS table.	Exercise 2	Page 3 Decision Balance	
Step 3:	Readiness to change behaviour.	Exercise 3	Page 4 Scaling/confidence ruler	
Step 4:	Planning , goal, reflection	Exercise 4	Page 5 Setting goals	
Step 5:	Challenges to behaviour change	Exercise 5	Page 6 Head, Heart, Hope	
Step 6:	Plan/Goal for next week	Exercise 6	Page 7	
Step 7:	Length of session	Exercise 7		
Step 8:	Complete questionnaire for chosen health behaviour to change (smoking/alcohol/increase physical activity.	questionnaires	questionnaires	
Step 9:	Reflections	Exercise 8		



Peer Educator Motivational Interviewing Manual



Angela Hickey
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Trinity College Dublin,
Dublin, 2

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- Pros (Advantages) versus Cons (disadvantages) of engaging in behaviour
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- Resolving Ambivalence
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Developing & putting a plan into action

- Planning and keeping an account of goals each week.
- Developing a plan
Exercise 4: Setting your goals

Page 6:

Challenges in Behaviour Change: Head, Heart, Hope

- Understanding what the views are of the participant around the behaviour that they would like to change.
Exercise 5: Challenges in Behaviour Change

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Action: Keeping the change going.

- Reflections each week on goals and the progress of change.
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- Peer educator and peer

Page 9:

Checklist for MI skills

- Doing MI versus not doing MI

Page 10:

MI acronym RULE

- Using MI skills with participant (Resist; Understand; Listen; Empower)

MI Skills Training

Page 11:

MI acronym OARS

- Techniques to use when using MI (Open ended questions; Affirmations; Reflective Listening; Summarise)

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Page 13:

Change Talk –Acronym DARNC

- Desire; Ability; Reasons (positives); Reasons (negatives); Comment; Taking Steps.

Page 14:

Sustain Talk: 4R's

- Reluctant; Rebellious; Rationalise; Resigned;

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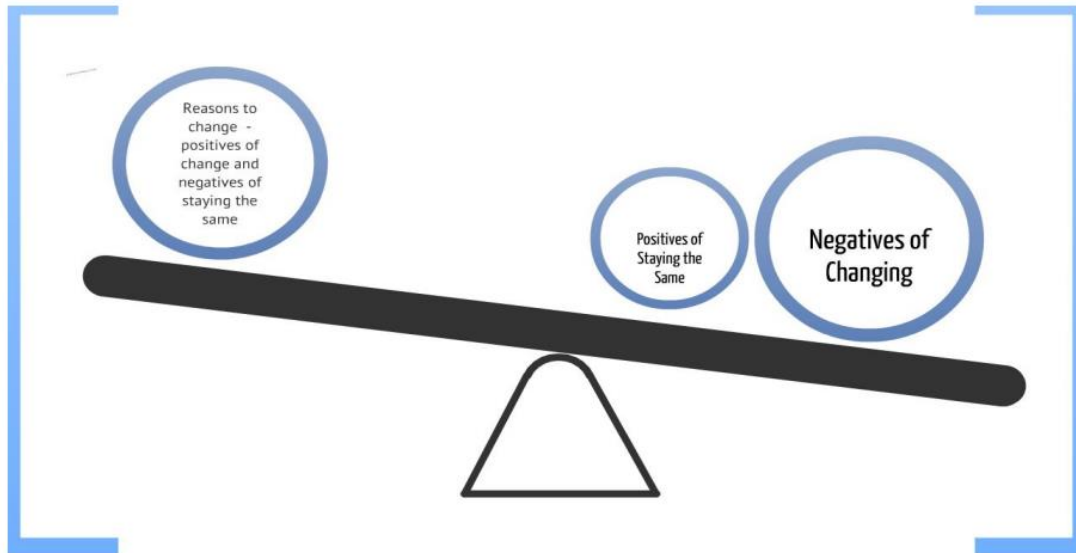
Resisting the Righting reflex

- Peer Educator Role
- Participant Role

Fact Sheets

- Smoking: pages 16-18
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How to Develop Strategy for participant to come up with reasons to change!



Exercise 2: Decision Balance

PROS – Advantages of engaging in behaviour	CONS – Disadvantage of engaging in behaviour
I like drinking at parties with my friends	I sometimes drink too much
I have great fun when I'm drinking	It's expensive and hard to get
All my friends do it....	I sometimes don't remember what I did the night before

Resolving ambivalence



Positive things versus less negatives

'Decisional Balance'

Engaging in
Smoking/ alcohol
consumption/ no
physical activity

Positives & Negatives

Not engaging
Smoking/ alcohol
consumption/ no
physical activity

Exercise 3 - Readiness to change behaviour

Mark your readiness to change

Readiness to Change	Importance
	0 _____ 10
	Confidence
	0 _____ 10

- On a scale of 0-10 this week
 - (i) How important is changing the behaviour for you;
 - (ii) How confident are you that you can change the behaviour.
- This can be used each week to see if there is a change in ambivalence or attitude towards change.

Developing a plan!

1. Summarise participants’:

- (i) What do they think the **problem** is with the behavior they have chosen?
- (ii) Client's ambivalence, what **attracts** them to the problem behavior
- (iii) What is the information that you have, based on your training for risks and problems associated with this behavior?
- (iv) Restate any **positive** participant has said about changing behavior
- (v) Your **own assessment**, with focus on where your thoughts and those of the client converge.

2. Key Questions – What does the participant want to do?

Open ended questions (not a yes or no answer)

“The Next Step” to changing the behavior.

3. Information and Advice

Using the information that you received in training and the supporting HSE documents, offer information on the behavior for change.

4. Come up with a plan

3 Point Rule

1. setting goals,
2. considering options, and
3. making a plan.

Never be afraid to ask, **“What do you not like about this plan?”**

Exercise 4: Setting your goals

Plan	Goal	Reflection
<p>‘This week I would Like to...’</p> <p><u>Example</u> ‘Try to increase my physical activity by going for a walk everyday’</p>	<p>‘My Goal for the behaviour is to..’</p> <p><u>Goal</u> ‘My goal is to do at least 20 minutes each day.’</p>	<p>‘Last week I...’</p> <p><u>Reflection</u> ‘Last week I walked 4 out of the 7 days.’</p>

Challenges in behaviour change

Where a desire for change has been named,
now a plan of action is created. –

Head, Heart, Hope



What is going on in your head?

'I don't smoke much and don't think that it is really harming me because I'm young'



What do you feel you would like to do?

'I know that drinking as much as I do is bad for me'



What are your hopes from engaging with MI?

'I hope that when I start increasing my physical activity that I will be fitter.'

Exercise 5 – Challenges to changing behaviour

Challenges in changing risk behaviour!

- Can you think of anything that might stop you from reaching your goal (this week)?
- Can you identify ways to overcome these barriers (potential challenges)?
- Can you think of a reward to encourage continuing with abstaining from this behaviour?

Action

Where you put the plan into action:

Lasts as long as *the relationship* that the participant has with *the activity* (Smoking/alcohol/ sedentary behaviour) changes

Exercise 6 - Action

Week Number	Plan/ Goal - 'This week I would like to.....'
Week 1	I'm going to try to not drink at the party this weekend.
Week 2	I'm going to reduce the number of drinks to two when I go out.
Week 3	
Week 4	
Week 5	
Week 6	

Mock MI Interview

Peer Educator

1. What else concerns you about your drinking?
2. Too much for...?
3. It messes up your thinking, your concentration.
- 4: And you wonder if that might be because you're drinking too much?
5. You're pretty sure about that. But maybe there's
6. Wonder if...?
7. You think that can happen to people, maybe to you.
8. Um-hmm. I can see why that would worry you.
9. You don't think you're that bad off, but you do wonder if maybe you're overdoing it and damaging yourself in the process.
10. Kind of a scary thought. What else worries you?

Peer

1. Well, I'm not sure I'm concerned about it, but I do wonder sometimes if I'm drinking too much.
2. For my own good, I guess. I mean it's not like it's really serious, but sometimes when I wake up in the morning I feel really awful, and I can't think straight most of the morning.
3. Yes, and sometimes I have trouble remembering things.
4. Well, I know it is sometimes.
5. Yeah, even when I'm not drinking, sometimes I mix things up, and I wonder about that.
6. If alcohol's pickling my brain, I guess.
7. Well, can't it? I've heard that alcohol kills brain cells.
8. But I don't think I'm an alcoholic or anything.
9. Yeah.

8

ROLE PLAY – When you know that you are doing MI

When you know you're doing MI		When you're not doing MI
Lots of Open questions	<p>Reflection (simple)</p> <p>What else concerns you about the behaviour?</p>	<p>Confronting</p> <p>Do you not know that Smoking is damaging your health you?</p>
Open Questions	<p>Reflection (complex- feeling)</p> <p>And you wonder if that might be because you're drinking too much?</p>	<p>Advising</p> <p>I would recommend that you not drink as much as you are!</p>
Empathy & understanding	<p>Affirmation</p> <p>Um, humm, I can see how that might worry you!</p>	<p>Closed questions</p> <p>Does that worry you?</p>
	<p>Summaries</p> <p>You don't think you're that bad off, but you do wonder if maybe you're overdoing it and damaging yourself in the process.</p>	<p>Informing without permission</p> <p>I think that you know that it is not good for you!</p>
	<p>Accurate empathy</p> <p>Kind of a scary thought. What else worries you?</p>	<p>Fixing</p> <p>So why don't you stop drinking so much if it makes you feel so badly?</p>

MOTIVATIONAL INTERVIEWING	
R	RESIST telling them what to do: <i>Avoid telling, directing, or convincing your friend about the right path to good health.</i>
U	UNDERSTAND their motivation: <i>Seek to understand their values, needs, abilities, motivations and potential barriers to changing behaviors.</i>
L	LISTEN with empathy: <i>Seek to understand their values, needs, abilities, motivations and potential barriers to changing behaviors.</i>
E	EMPOWER them: <i>Work with your friends to set achievable goals and to identify techniques to overcome barriers.</i>

Resist the 'righting' reflex
...or your patient will resist your efforts

Listen with empathy
Recognise what patients MEAN by what they say

Understand your client's motivations
Be interested
Allow patients to voice their reasons for change

Empower your client
Help patients explore how they can make a difference to their own health
Affirm changes or positive steps that the patient has taken

OARS

Recognise existing skills in talking with your patients, develop relationship, empathise and understand, evoke and steer.

Open questions

How do you feel about doing courses?
Tell me about your family/ friends

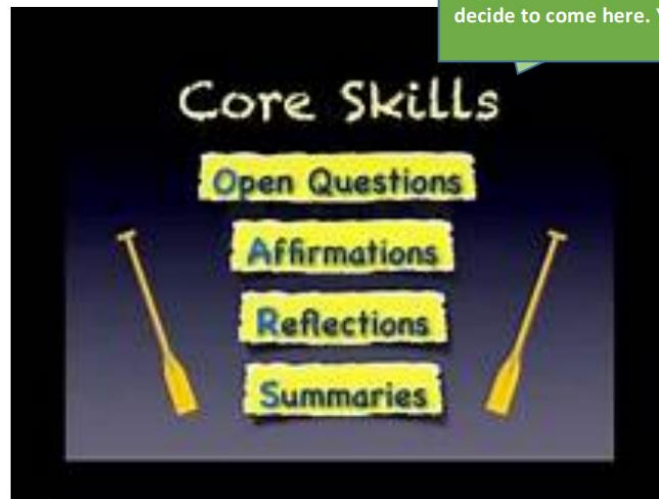
Affirmations

That's really good you came here to talk about your options

Shows attention
Shows understanding
Acceptance
Support

Open questions example:
Tell me a little about your alcohol use!

Affirmation example:
I appreciate how hard it must have been for you to decide to come here. You took a big step.



Reflective listening

Reflective listening is a way of checking rather than assuming that you *know* what is meant- dialogue below

It sounds as if you think I'm going to tell you off not wanting to go to class.

Example:
It sounds like you really want to study but you find it very hard?

Summarise

Shows listening and understanding

Reflects back all I that has been discussed

Puts it up there to Crystallises it

Example:
What you have told me is that at times you like going to class but other times you find it hard and boring...

Reflective Listening and Statements

- Checking, rather than assuming you know what is meant to evoke the story
- Essentially, true reflective listening requires continuous alert tracking of the *client's verbal and nonverbal responses and their possible meanings.*



Reflections can feel strange at first
Like you are assuming what the person feels
Or telling them what they feel

Reflection stems

- Sounds like
- I'm hearing that you
- Your feeling like....
- So you're saying that.....
- This has been totally ----- for you
- Almost as if
- *From your point of view,*
- *I'm hearing that you...*
- *I'm really getting that you...*
- Don't worry if you picked it up incorrectly? It's about clarity and understanding

Eliciting change talk



Common dimensions to ask about (DARNC) –

DARNC	Questions to ask
<u>D</u> esire for change	“Why might you want to make this change?”
<u>A</u> bility to change	“If you did decide to make this change, how would you do it?”
<u>R</u> easons for change (positives)	“What are the three most important benefits that you see in making this change?”
<u>N</u> eed for change (negatives)	“How important is it to you to make this change?”
<u>C</u> omment	“What do you think you will do?”
<u>T</u> aking steps	“What are you already doing as part of this change?”

Techniques for change talk will follow later

Reflect it	You seem to be making changes
Ask for more	‘can you tell me more’
Ask for examples	Can you give me an example..
Affirm, encourage and support	That was great.. you seem like you achieved alot...
Summarise	So what you are saying is...
Embed it !!!!!!!!!!!	

Reluctant –
‘I don’t want to change

Use –

- empathic feedback,
- time and
- patience are the most effective here.

Rebellious –
‘I want to engage in the behaviour & don’t want you to tell me what to do.’

Use-

- Shift energy to a better place
- Give choices
- Use comparisons of choice

Four ‘R’s of Sustain Talk



Rationaliser –
Participant has all of the answers.

- How & why their behaviour is not a problem.

Use

- empathy & reflective listening

Resigned –
Overwhelmed by the problem & giving up.

- No energy or desire to fix the problem.

Use

- hope and look at the barriers that they face

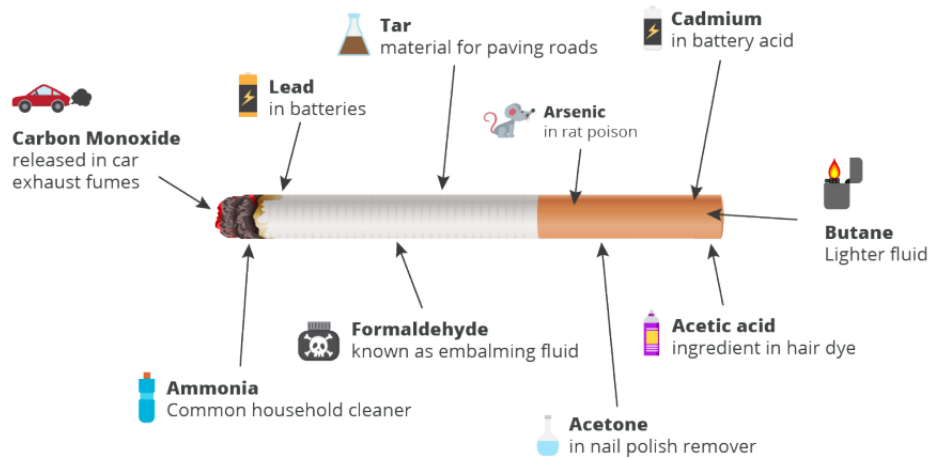
Resist righting reflex

The righting reflex involves the belief that you must convince or persuade the person to do the right thing. You just need to ask the right questions, find the proper arguments, give the critical information, provoke the decisive emotions or pursue the correct logic to make the person see and change.



Smoking Cessation Information

Cigarette Smoke contains the following



Some familiar chemicals found in cigarettes:

- Carbon Monoxide - car exhaust fumes
- Nicotine
- Tar - used on roads
- Arsenic - rat poison
- Ammonia - cleaning chemical
- Hydrogen Cyanide - gas chamber poison
- Cyanide - deadly poison
- Acetone - used in nail polish remover
- DDT - Insecticide
- Formaldehyde - used to preserve dead bodies
- Sulfuric Acid - car batteries
- Cadmium - used to recharge car batteries

Within one minute of starting to smoke, your heart rate begins to rise and it could increase by as much as 30% within the first 10 minutes of smoking.

By smoking you increase your risk of developing cancers and diseases, even if you do not smoke every day. The following cancers and diseases are common among smokers.

The Facts for Smokers are!

- Smokers are more likely to get cancer than non-smokers. This is particularly true of lung cancer, throat cancer and mouth cancer, which hardly ever affect non-smokers.
- The link between smoking and lung cancer is clear.
- Ninety percent of lung cancer cases are due to smoking.

MI Skills Training

- One in ten moderate smokers and almost one in five heavy smokers (more than 15 cigarettes a day) will die of lung cancer.
- The more cigarettes you smoke in a day, and the longer you've smoked, the higher your risk of lung cancer. Similarly, the risk rises the deeper you inhale and the earlier in life you started smoking.
- For ex-smokers, it takes approximately 15 years before the risk of lung cancer drops to the same as that of a non-smoker.
- If you smoke, the risk of contracting mouth cancer is also four times higher than for a non-smoker. Cancer can start in many areas of the mouth, with the most common being on or underneath the tongue, or on the lips.

Other effects of smoking

- Smoking raises blood pressure - a risk factor for heart attacks and stroke.
- Couples who smoke are more likely to have fertility problems than couples who are non-smokers.
- Smoking worsens asthma and counteracts asthma medication by worsening the inflammation of the airways that the medicine tries to ease.
- Smoking stains your teeth and gums.
- Smoking causes an acid taste in the mouth and contributes to the development of ulcers.
- Smoking also affects your looks: smokers have paler skin and more wrinkles. This is because smoking reduces the blood and oxygen supply to the skin and lowers levels of vitamin A.
- Smokers age quicker than non-smokers.
- Smoking is expensive.
- Your sense of taste and smell are dulled. Enjoyment of food may be reduced.
- Life insurance is more expensive.

What are the benefits of stopping smoking?

It's good for your health!

The benefits begin immediately. You reduce your risk of getting serious disease no matter what age you give up. However, the sooner you stop, the greater the reduction in your risk.

If you stop smoking before the age of 35, your life expectancy is only slightly less than that of people who have never smoked.

If you stop smoking before the age of 50, you decrease the risk of dying from smoking-related diseases by 50%.

But, it is never too late to stop smoking to gain health benefits. Even if you already have COPD or heart disease, your outlook (prognosis) is much improved if you stop smoking.

The following health benefits will be noticed almost immediately after you give up smoking.

Length of time not smoking	Health Benefits
After 20 minutes:	your blood pressure and pulse rate return to normal. Circulation improves in hands and feet.
After 8 hours:	oxygen levels in the blood return to normal and your chance of heart attack starts to fall.
After 24 hours:	poisonous carbon monoxide gas is eliminated from the body. The lungs start to clear out mucous and other debris
After 48 hours:	nicotine is no longer detectable in the body. Taste and smell improve.

MI Skills Training

After 72 hours:	breathing becomes easier as the bronchial tubes relax and energy levels increase.
After 2 weeks	circulation improves, making walking and exercise easier.
After 3 - 9months	coughing, shortness of breath and wheezing are reduced dramatically.
After 5years	risk of heart attack falls to that of a non-smoker.
After 10 years	risk of lung cancer falls to about half that of a smoker.

Alcohol Fact Sheet



Health Promotion Strategy for Ireland

Standard Drinks (1 Unit)	Common Doubles	Metabolising alcohol
Half a pint of beer/lager/cider	Pint of Lager (Carling)	About half an hour
A small glass of wine	Can of Stella	Body processes alcohol at a rate of 1 unit per hour
A single shot of spirits	Large Bacardi & Coke	Generally, the process cannot be speeded up. Time sobers you up.
	Medium glass of wine	
	Bottle of Alcopop	

Alcohol problems are mostly caused by 'alcoholics'

Myth: Immediate problems like motor accidents, violent assaults and accidental injury are mostly caused by moderate drinkers who occasionally overdo it.

Drinking coffee sobers you up?

Myth: Your liver is like a car with one gear. It can only work at one speed. So there is only one cure for drunkenness – time. Drinking coffee will make you wide awake and drunk. Taking a cold shower will make you cold, wet and drunk.

A 'Blackout' is when you pass out from drink?

Myth: It's a type of memory loss. Your friends can recite what you did, but you can't. It is early warning sign to cut down

It is not safe to drink when you are pregnant?

Fact: The alcohol enters your baby's bloodstream; therefore the safest thing for your baby is not to drink at all. Regular heavy drinking can cause foetal alcohol syndrome, which causes serious developmental problems for your baby's development.

Women can't hold their drink as well as men?

Fact: Men have more bodily fluids than women, so alcohol is more diluted in their systems. This goes even for women and men of the same height and build

Alcohol causes as much damage to society as heroin?

Myth: Alcohol causes much more damage than heroin and all the other illegal drugs put together. It is a factor in 88% of public order offences, 34% of marital breakdowns and 33% of fatal road accidents

There's nothing to do around here except drink?

Myth: Drinking is a big feature of Irish social life, but is not the only pastime. Take a minute to think of three non-drinking things you could do. It's just a matter of looking at things differently

Physical Activity

Guidelines for children and young people (aged 2 –18)

- All children and young people should be active, at a moderate to vigorous level, for at least 60 minutes every day.
- Include muscle-strengthening, flexibility and bone-strengthening exercises 3 times a week.

Moderate Activity	Vigorous Activity
Heart is beating faster than normal, breathing is harder than normal.	Heart is beating much faster than normal and breathing is much harder than normal.

Examples of physical activity

- physical education (PE)
- dancing,
- swimming or skateboarding.
- walking and cycling.

Type of Activity	Young People
Aerobic moderate intensity	Active recreation, such as canoeing, hiking, skateboarding, roller-blading Brisk walking Bicycle riding Housework and garden work, such as sweeping or pushing a lawn mower Games of catch and throw, such as Olympic handball, frisbee and rounders, P.E. class
Aerobic vigorous intensity	Active games involving running and chasing Bicycle riding Jumping rope Martial arts such as karate Boxing Running Sports such as Gaelic football, hurling, soccer, rugby, basketball, swimming, tennis Vigorous dancing
Muscle strengthening	Games such as tug-of-war Push-ups and pull-ups Resistance exercises using body weight ,exercise bands, weight machines, hand-held weights, Climbing walls, Sit-ups (curl-ups or crunches)
Bone strengthening	Hopping, skipping, jumping rope, running Sports such as gymnastics, basketball, volleyball, tennis

Appendix F. Self-Report Measures

Alcohol Use Survey (AUDIT)

DATE: _____

We are going to ask you some questions about your alcohol use. Your answers will remain confidential so please be honest. Circle the answer that is most true for you

How often do you have a drink containing alcohol?

Never Monthly or less 2-4 times a month 2-3 times a week 4 or more times a week

How many drinks containing alcohol do you have on a typical day when you are drinking? (Note: 1 drink = half a pint of beer/lager/cider or a small glass of wine or a single shot of spirits)

1 or 2 3 or 4 5 or 6 7 to 9 10 or more

How often do you have six or more drinks on one occasion? Note: 1 drink = half a pint of beer/lager/cider or a small glass of wine or a single shot of spirits)

Never Less than monthly Monthly Weekly Daily or almost daily

How often during the last year have you found that you were not able to stop drinking once you had started?

Never Less than monthly Monthly Weekly Daily or almost daily

How often during the last year have you failed to do what was normally expected of you because of drinking?

Never Less than monthly Monthly Weekly Daily or almost daily

How often during the last year have you needed a first drink in the morning to get yourself going after a heavy drinking session?

Never Less than monthly Monthly Weekly Daily or almost daily

How often during the last year have you had a feeling of guilt or remorse after drinking?

Never Less than monthly Monthly Weekly Daily or almost daily

How often during the last year have you been unable to remember what happened the night before because of your drinking?

Never Less than monthly Monthly Weekly Daily
or almost daily

Have you or someone else been injured because of your drinking?

No Yes, but not in the last year Yes,
during the last year

Has a relative, friend, doctor, or other health care worker been concerned about your drinking or suggested you cut down?

No Yes, but not in the last year Yes,
during the last year

Cigarette Dependence Scale – 12 (CDS-12)

DATE: _____

We are going to ask you some questions about smoking cigarettes. Your answers will remain confidential so please be honest.

Please rate your addiction to cigarettes on a scale of 0 to 100: _____ Addiction

I am not addicted to cigarettes at all = 0

I am extremely addicted to cigarettes = 100

On average, how many cigarettes do you smoke per day? _____ Cigarettes/day

Usually, how soon after waking up do you smoke your first cigarette? _____ minutes

For the next few questions, please circle the answer that is most true for you

Quitting smoking for good would be:

Impossible	Very difficult	Fairly difficult	Fairly easy	Very easy
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After a few hours without smoking, I feel an irresistible urge to smoke

Totally disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Fully agree
------------------	-------------------	----------------------------	----------------	-------------

The idea of not having any cigarettes causes me stress

Totally disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Fully agree
------------------	-------------------	----------------------------	----------------	-------------

Before going out, I always make sure I have cigarettes with me

Totally disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Fully agree
------------------	-------------------	----------------------------	----------------	-------------

I am a prisoner of cigarettes

Totally disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Fully agree
------------------	-------------------	----------------------------	----------------	-------------

I smoke too much

Totally disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Fully agree
------------------	-------------------	----------------------------	----------------	-------------

Sometimes I drop everything to go out and buy cigarettes

Totally disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Fully agree
------------------	-------------------	----------------------------	----------------	-------------

I smoke all the time

Totally disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Fully agree
------------------	-------------------	----------------------------	----------------	-------------

I smoke despite the risks to my health

Totally disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Fully agree
------------------	-------------------	----------------------------	----------------	-------------

INTERNATIONAL PHYSICAL ACTIVITY QUESTIONNAIRE – Short form (IPAQ-sf)

Date: _____

We are interested in finding out about the kinds of physical activities that people do as part of their everyday lives. The questions will ask you about the time you spent being physically active in the last 7 days. Please answer each question even if you do not consider yourself to be an active person. Please think about the activities you do at work, as part of your house and yard work, to get from place to place, and in your spare time for recreation, exercise or sport.

Think about all the vigorous activities that you did in the last 7 days. Vigorous physical activities refer to activities that take hard physical effort and make you breathe much harder than normal. Think *only* about those physical activities that you did for at least 10 minutes at a time.

During the last 7 days, on how many days did you do vigorous physical activities like heavy lifting, digging, aerobics, or fast bicycling?

_____ days per week

No vigorous physical activities ▼ *Skip to question 3*

How much time did you usually spend doing vigorous physical activities on one of those days?

_____ hours per day
_____ minutes per day

Think about all the moderate activities that you did in the last 7 days. Moderate activities refer to activities that take moderate physical effort and make you breathe somewhat harder than normal. Think only about those physical activities that you did for at least 10 minutes at a time.

During the last 7 days, on how many days did you do moderate physical activities like carrying light loads, bicycling at a regular pace, or doubles tennis? Do not include walking.

_____ days per week

No moderate physical activities ▼ *Skip to question 5*

How much time did you usually spend doing moderate physical activities on one of those days?

_____ hours per day
_____ minutes per day

Think about the time you spent walking in the last 7 days. This includes at work and at home, walking to travel from place to place, and any other walking that you have done solely for recreation, sport, exercise, or leisure.

5. During the last 7 days, on how many days did you walk for at least 10 minutes at a time?

_____ days per week

No walking ▼ *Skip to question 7*

How much time did you usually spend walking on one of those days?

_____ hours per day
_____ minutes per day

The last question is about the time you spent sitting on weekdays during the last 7 days. Include time spent at work, at home, while doing course work and during leisure time. This may include time spent sitting at a desk, visiting friends, reading, or sitting or lying down to watch television.

During the last 7 days, how much time did you spend sitting on a week day?

_____ hours per day
_____ minutes per day

This is the end of the questionnaire, thank you for participating.

Appendix G. Supplementary statistical tables from Chapter 6

Table 6.7

Youth organisation participant composition and intervention delivery

Youth Organisation	Youth Worker	PE n=(12)	PR n=(45)	MI sessions delivery	PE- MI delivery	YW Training attended
YO1	M1	PE1-4	10	YW present during MI sessions.	YW available	M1
YO3.1	M2	PE8	6	YW onsite	Club night	
YO3.2	M6	PE7	6	YW onsite	Club night	
	YW7					
YO2	YW3	PE4-6	12	YW onsite	YO Opening hours	YW3-5
YO4	YW4 YW5	PE10- 12	11	YW onsite	YO Opening hours	

Note: Abbreviations –Youth worker (YW), Manager (M), Peer recipient (PR), Peer educator (PE), Youth Organisation (YO).

Table 6.8

MI Intervention Implementation Process - recruitment training and intervention delivery.

Youth Organisation (n=5)	Communities (n=4)	Training sessions (n=2)	PE Recruited (n=22)	PE Trained (n=15)	PE Booster Training (n=9)	YW Trained (n=4)	PE MI delivery (n=12)

YO1	1	YO1	4	4	4	1	4
YO3.1	1		1	1	1	0	1
YO3.2		YO2	1	1	1	0	1
YO2	1		4	3	1	1	3
YO4	1		6	6	2	2	4

Note: Abbreviations –Youth Organisation (YO) Youth worker (YW)(Peer recipient (PR)(Peer educator (PE)(Motivational interviewing (MI)

Table 6.9

Comparison Group implementation process [recruitment, training and intervention delivery]

Setting	Community (n=5)	Community Training Groups (n=7)	PE trainee d (n=26)	PE delivered HBT (n=19)	PR (n=127)
YO1	1	1	7	3	8
YO2	2	2	6	3	19
School 1	1	1	YO1	3	41
School 2	3	3	3	3	5
School 3	1	4	3	3	24
YO3	1	5	3	3	8
YO4	4	6	1	1	18
YO5	5	7	3	0	4

Note: Youth organisations (YO), Health Behaviour Talk (HBT), Peer educator (PE), Peer Recipient (PR).

Table 6.10*Participants Choice of Health Risk Behaviour in ITT and PP Analyses.*

Cohort	Time 1 Baseline	Time 2 6 weeks	Time 3 3 months	Time 4 6 months	Time 5 10 months	ITT T1-T3	PP T1-T3	ITT T1-T5	PP T1-T5
1 MI (N= 10)	PA - 8 SMK- 1 ALC - 1	PA - 8 SMK- 1 ALC - 1	PA - 8 SMK- 1 ALC - 1	PA - 7 SMK- 1 ALC - 1	PA - 8 SMK- 1 ALC - 1	PA - 8 SMK- 1 ALC - 1	PA - 8 SMK- 1 ALC - 1	PA - 8 SMK- 1 ALC - 1	PA - 7 SMK- 1 ALC - 1
2 MI (N= 12)	PA - 11 SMK - 0 ALC - 1	PA - 11 SMK - 0 ALC - 1	PA - 9 SMK - 0 ALC - 1	PA - 7 SMK - 0 ALC - 0	PA - 0 SMK - 0 ALC - 0	PA - 11 SMK - 0 ALC - 1	PA - 9 SMK - 0 ALC - 1	PA - 1 SMK - 0 ALC - 1	PA - 0 SMK - 0 ALC - 0
3.1 MI (N= 6)	PA - 2 SMK- 3 ALC - 1	PA - 2 SMK- 3 ALC - 1	PA - 2 SMK- 3 ALC - 0	PA - 1 SMK- 3 ALC - 0	PA - 0 SMK- 1 ALC - 0	PA - 2 SMK- 3 ALC - 1	PA - 2 SMK- 1 ALC - 0	PA - 2 SMK- 3 ALC - 1	PA - 0 SMK - 1 ALC - 0
3.2 MI (N= 6)	PA - 1 SMK- 2 ALC - 3	PA - 1 SMK- 2 ALC - 2	PA - 1 SMK- 2 ALC - 2	PA - 0 SMK - 2 ALC - 1	PA - 1 SMK- 1 ALC - 1	PA - 1 SMK- 2 ALC - 3	PA - 1 SMK- 2 ALC - 2	PA - 1 SMK- 2 ALC - 3	PA - 0 SMK- 1 ALC - 1
4 MI (N= 11)	PA - 8 SMK- 1 ALC - 2	PA - 8 SMK- 1 ALC - 2	PA - 1 SMK- 0 ALC - 1	PA - 8 SMK- 1 ALC - 2	PA - 8 SMK- 1 ALC - 2	PA - 8 SMK- 1 ALC - 2	PA - 1 SMK- 0 ALC - 1	PA - 8 SMK- 1 ALC - 2	PA - 1 SMK- 0 ALC - 1
5 HBT (N= 8)	PA - 7 SMK- 0 ALC - 5	PA - 6 SMK- 0 ALC - 3	PA - 3 SMK- 0 ALC - 2			PA - 7 SMK- 0 ALC - 5	PA - 5 SMK- 0 ALC - 2		
6 HBT	PA - 18	PA - 8	PA - 0			PA - 18	PA - 0		

(N= 19)	SMK- 8 ALC - 14	SMK- 8 ALC - 9	SMK- 7 ALC - 0			SMK- 8 ALC - 14	SMK- 0 ALC - 0		
7 HBT (N= 41)	PA - 40 SMK - 11 ALC - 30	PA - 11 SMK- 11 ALC - 4	PA - 10 SMK- 1 ALC -21			PA - 40 SMK - 11 ALC - 30	PA - 10 SMK- 0 ALC -3		
8 HBT (N=18)	PA - 15 SMK- 3 ALC - 12	PA - 12 SMK- 3 ALC - 8	PA - 9 SMK- 2 ALC -7			PA - 15 SMK- 3 ALC - 12	PA - 11 SMK- 0 ALC -7		
9 HBT (N= 8)	PA - 6 SMK- 2 ALC - 3	PA - 6 SMK- 2 ALC - 3	PA - 3 SMK- 3 ALC - 0			PA - 6 SMK- 2 ALC - 3	PA - 3 SMK- 0 ALC - 0		
10 HBT (N= 4)	PA - 4 SMK- 1 ALC - 0	PA - 4 SMK- 1 ALC - 3	PA - 3 SMK- 0 ALC - 0			PA - 4 SMK- 1 ALC - 0	PA - 3 SMK- 0 ALC - 0		
11 HBT (N=5)	PA - 5 SMK- 2 ALC - 2	PA - 0 SMK- 2 ALC - 0	PA - 2 SMK- 0 ALC - 0			PA - 5 SMK- 2 ALC - 2	PA - 0 SMK- 1 ALC - 0		
12 HBT (N=24)	PA - 24 SMK - 3 ALC - 22	PA - 19 SMK- 3 ALC - 20	PA - 23 SMK- 0 ALC -20			PA - 24 SMK - 3 ALC - 22	PA - 20 SMK- 0 ALC - 19		
PA HBT Total						119	59		
PA MI Total						30	21	30	8
SMK HBT Total						30	1		
SMK MI Total						7	6	7	3
ALC HBT Total						89	31		

ALC MI						8	5	8	3
Total									

Note: Motivational Interviewing (MI), Health Behaviour Talk (HBT), Per-protocol (PP), Intention to Treat (ITT), Alcohol (ALC), Smoking (SMK), Physical Activity (PA).

Table 6.11

PP analysis mean IPAQ-SF questionnaire scores across three timepoints.

	Time 1	Time 2	Time 3	
PA Total min.	M (SD)	M (SD)	M (SD)	Cohen's d (T1-2)
MET	2609.48 (1709.86)	5072.19 (5072.19)	3750.03 (4910.29)	-0.16
Total	625.00 (440.73)	1047.14 (759.09)	1166.43 (711.68)	-0.17
Vigorous	847.62 (1098.19)	2468.57 (2599.97)	1470.48 (2101.96)	-0.18
Moderate	280.00 (357.87)	950.48 (1310.63)	1126.67 (1033.50)	0.11
Walk	1481.86 (1529.04)	1653.14 (1425.05)	2313.14 (1452.06)	-0.22

Note. ITT analysis MI respondents (n=21), Total Mean Minutes Across Five Categories of PA times 1-3 and Cohen's D, t-tests between time 1-2.

Table 6.12

Means and Standard Deviations and two-way ANCOVA for primary outcomes (AUDIT, CDS-12, IPAQ-SF)

<i>Measures</i>	<i>Comparison</i>		<i>Intervention</i>		<i>Comparison</i>		<i>Intervention</i>	
	<i>Group T1</i>		<i>Group T1</i>		<i>Group T2</i>		<i>Group T2</i>	
	<i>N</i>	<i>Mean (SD)</i>	<i>N</i>	<i>Mean (SD)</i>	<i>N</i>	<i>Mean (SD)</i>	<i>N</i>	<i>Mean (SD)</i>
AUDIT T1	84	6.13 (5.22)	8	15.25 (6.69)	84	6.19 (5.79)	8	12.13 (6.13)
CDS-12 T1	20	24.35 (11.13)	7	31.14 (8.65)	20	20.90 (12.37)	7	26.71 (9.32)
IPAQ-SF	115		29		115		29	
MET min/week		1164.34 (744.06)		1256.21 (741.98)		1183.91 (839.41)		1237.59 (626.10)
Total min/week		2096.36 (1284.23)		2163.45 (1299.87)		1194.2 (835.70)		1237.59 (626.10)
Vigorous min/week		250.41 (307.96)		254.51 (312.90)		254.51 (312.90)		233.79 (287.62)
Moderate min/week		254.62 (313.87)		335.52 (363.12)		299.66 (345.27)		341.55 (309.32)
Walk activity min/week		695.32 (466.13)		571.72 (387.40)		329.74 (464.24)		622.24 (362.91)

Note. Significant effects are highlighted in bold. M= Mean; SD= Standard deviation, Low activity indicates <599 MET min/week; Moderate activity indicates >600 MET min/week in moderate or vigorous PA; High activity indicates >3000 MET min/week

Appendix H. Interview Schedule and Transcripts

Stage 1: Stakeholder & Peer Educators Interviews

Youth worker and manager [P1-3] (n=3); informal meeting with notes taken

Youth worker [P4] (n=1) semi-structured interview 42.03 minutes

Youth worker [P5] (n=1); semi-structured interview 14.43 minutes

Youth Reach co-coordinator [P6] (n=1); semi-structured interview 31.43 minutes

School completion officer [P7] (n=1); semi-structured interview 42 minutes

Health researcher [P8] (n=1); semi-structured interview 38.15 minutes

MI trainer and practitioner [P9] (n=1); semi-structured interview minutes

Peer educator MI training [PE1-3] (n=3), small group semi-structured interview 22 minutes

Peer educator MI intervention [PE1-3] (n=3); small group semi-structured interview 9.31 minutes

Peer educator MI intervention [PE4-6] (n=3); small group semi-structured interview 11.10 minutes

Peer educator MI training [PE4-8] (n=5), focus group 35 minutes

Interview and focus group questions

Training

How did you find the training that you did last week?

And what did you feel was the best or worst aspect of the training?

Do you feel now that you know what Motivational interviewing is?

So, do you now feel confident to deliver MI to your peers over the next 6 weeks?

What do you most remember from the training that you did?

And what did you feel about the length of the days of training?

Intervention implementation

What did you think of the program?

Tell me about your experience in delivering the MI to your peers?

What were the greatest challenges you encountered in participating in the study?

What were the positives you encountered in participating in the study?

Any suggestions for changes to be made to the program, for those who will be participating from the 6 communities in Dublin?

Do you think that you had any impact on your peer's behaviour that they identified as wanting to change?

Do you have any views on the Motivational Interviewing as a way through which young people can work with each other?

Do you feel that your confidence has grown now in delivering MI?

Is there anything that you feel could be done to make you better at MI?

Do you have any other comments that you would like to add about your experiences in being a part of this study?

Stage 2: Interviews –MI intervention

Youth worker [M1] (n=1) semi-structured interview YO1 –75.03 minutes.

Youth worker [YW3] (n=1) semi-structured interview YO2 –67.08 minutes.

Youth Work Manager [M2] (n=1) semi-structured interview YO3.1 – 21.05 minutes.

Youth Worker and Manager [M6; YW7] (n=2) semi-structured interview YO3.2 – 46.35 minutes.

Youth worker [YW4; YW5] (n=2), YO4; semi-structured interview – 42.11 minutes.

Peer educator [PE1-3] (n=3), YO1; small group semi-structured interview - 32.31 minutes.

Peer educator [PE4-6] (n=3); YO2 small group semi-structured interview- 34 minutes.

Peer educator [PE7-8] (n=2); YO3.1 pair based semi-structured interview, 3.2 – 44.7 minutes.

Peer Recipient PR1-3 (n=3) youth worker (n=1); YO 3.1; semi-structured small group interview - 16.39 minutes.

Peer Recipient PR4, YO 3.2; Semi structured interview (n=1): (8.20 min)

Stage 1: Stakeholder & Peer Educators Interviews

Youth worker [P4] (n=1) semi-structured interview 42.03 minutes

INTERVIEWER 1: Thank you for taking time to meet with me. To start with could you give me a brief background on your role as a youth development leader in the [town name] Youth Project?

P4: Yeah so, I'm just a youth worker basically, eh, I work for connect [town name] neighbourhood youth project, so, I would have started off being a co-ordinator [school name] youth development project. So, I was based in this area, but in a different centre. I suppose with the way of kind of funding has changed over the years, so allot of our roles and remits have kind of changed. But we are still serving the same kind of area, the same catchment area, the same needs of the young people. Em, but we're a different kind of youth project now. We are an amalgamated youth project. So, where there were three separate services. Em, for you know, between here, YO1 and YO2, its now one youth project called connect [town name] neighbourhood youth project. So YO2 or little [town name] youth project will now be called connect little [town name] and we are called connect YO1, and then there's a connect south [town name], which was [school name] family resource centre. So, I'm a youth worker for the YO1 catchment area.

INTERVIEWER 1: And the other one is in [name of estate] is it?

P4: Yeah [name of estate]! That's where I would have originally been based, as a coordinator over there, but as I say, because of the way funding has changed and kind of contracts and that have changed, it was better to make an amalgamated youth project, so now not much has changed, but I'm not staying in the coordinator's role, I'm in a youth workers role.

INTERVIEWER 1: Having read the study's aims, can you tell me how relevant you feel the targeted behaviours (smoking, drinking and exercise) are with respect to the adolescent population who engage with your service?

P4: Well in this youth project, I would mark those three to be amongst maybe five or six of the, eh, the most addressed needs, or the needs that present the most to the youth workers. Em, smoking, and alcohol is obviously a huge issue and an ongoing issue. You know, I've kind of eleven years' experience in this area, and I can't remember a group of young people or a time where smoking and alcohol use wasn't an issue in the area. And then, the health and fitness side of things, I mean, a couple of years ago, that was such an issue, that I actually became a personal trainer as well. I kind of studied to become a

personal trainer and did a few courses on nutrition and stuff like that, because it was kind of such a kind of in demand thing from young people. They wanted to get healthier, they wanted to get fitter, em, and that's something that they are naming. Not so much observation, that's stuff that they are coming in with and saying , 'Ah, I know I shouldn't be smoking or I know I shouldn't be doing this, or I don't do anything, I'm not active like', so that actually spurred me on to go and get the right kind of education behind me to kind of be able to deliver that in part or at least support them in that. So, I would flag them as three of the more important issues for young people in the [local area] catchment area.

INTERVIEWER 1: I've already interviewed [local area] who have also agreed that these behaviours are there.

P4: Yes, well there is cross over there, em you know, our kind of goal as an amalgamated youth project is to address that cross-border piece. To make the town more cohesive, especially from a youth work, eh, perspective. So, we do have cross border pieces like during the summers we run a football camp, with the same leaders but both ends of the town, and then on the last day of the tournament we, em, or eh, the last day of the camp we run a tournament, and bring both sides of the town together, em, to kind of interact. But I suppose look that's a sports-based camp and there's a reason for us doing that. It's because the kinds, em, they happily engage in that kind of an activity. Eh, its popular and there's a demand for it like so again it's tying in with health and fitness.

INTERVIEWER 1: School completions officer in local school, told me that you have conducted peer led mentoring and supports in the youth service. Can you tell me what sort of peer led initiatives you have conducted and how they were received by the adolescent service users?

P4: Eh, it's our most popular programme. Most, eh, we, we try and map out a timeline for young people who engage in the project. We're not stringent on that timeline. Em, but there are a number of entry points along the timeline, where we would encourage them to get into a structured kind of developmental youth work approach. Where at the end of it, we kind of meet their needs but they leave with skills and one of the skills with the highest values is peer leadership skills. So that's something that we have been doing from day dot. As two youth workers, myself and YW, eh, we developed our own in-house peer leadership training programme, which runs over a ten-week period, and then at the end of the ten-week period, they will take on a standalone project, that they are going to lead out themselves. That's young person identified, and we don't tell them or even suggest to them what they should do. It's a very kind of organic kind of approach to it. They decide what they feel the project needs. It might be an event; it might be a charity piece. It might be some sort of, Eh, adding information, or a new support, or something like this into the youth project. They decide it, but they have to lead it out. So, in terms of where that can lead, I suppose, our initial bunch of peer leaders, who really took their certification and their new learning to the next level, they won the [town name] chamber endeavour award for community kind of, eh, contribution if you like. Em, they've contributed to in and around maybe seven eight thousand Euro to various charities through their work. Em, one of them won a Garda youth award. Em, maybe half a dozen of them have progressed into volunteer roles within the youth project and two have progressed into employment in the youth project. So, there is definitely, em, you know peer leadership was often the point at which the young people in this project maybe stopped their participation. They got their certification and they moved

on with their new learning, but it's not like that anymore. Now they want to give back into the youth project and they kind of want to give back into the community. So, for me, I identified the peer leadership from a personal point of view. I, I identified peer leadership as one of the most important components in our work. Em, but it doesn't suit everybody. And with respect to those who are not peer leaders, are they on board? Are they happy to take the lead from their peers? Oh, Like I mean, once they're a peer, like the way peer leadership, eh works, is like the peer leaders, you know, they're not really assigned roles and responsibilities. They come to us and communicate what they feel they can add in terms of their value and where they can support the work that is already happening. So younger people are happy taking direction off peer leaders' case they know their roles in the project, and they know it's a valued role. So, there's no kind of em, you know friction or that, in being led by a peer leader. Actually, the peer leaders, normally subsidise the really engaging pieces of work that everybody wants to be involved. I'm thinking of kind of like community and youth events. Eh, you know big pieces of work, that everybody wants to be a part of. They are just used to the peer leaders being in there and they just follow their lead. It's the same with kind of hostel retreats that we do. We can't run a hostel retreat if you just have 2,3, or even 4 core staff. You still need those fringe players. The, the, the peer leaders, to ensure that everything runs smoothly. Because when we do hostel retreats, its literally, and this is not an exaggeration. It's pretty much 18 straight hours of activities. Yeah, we go all out for it. Do you know? We maximise our time in the hostel. We don't really go away to hostels to just, chill out. We jam pack our day and you know even when it comes to eating, you know, the peer leaders make the process of making people food, serving it up and cleaning up afterwards. It's a much easier job when you have ten hands on deck as opposed to three or four. You know what I mean.

INTERVIEWER 1: Would you anticipate challenges or barriers that we may come up with the implementation of this type of intervention?

P4: I don't, and em, that's what I was kind of saying to you beforehand. I think really, em, a kind of partnership approach and if its seen that the eh, the youth workers are kind of a part of this and em, that young people recognise straight from the outset that it will be of some value to them or it will be of some value to young people like them in the future. Then I think that they will buy in, but I think that there is a huge element of trust here in the youth project. If we as youth workers can say, we have seen this and this is important, em, they will go with it. Em, and especially if you then have that extra kind of em, you know, I don't know, endorsement, from peer leaders as well. If a peer leader kid of turns around first and foremost and says, you know our group has done this and its grand, you know what I mean. Em, I think that they'll engage in that way. There's not, I wouldn't say that, in my opinion the young people that come here aren't overly exposed to the idea or concept of motivational interviewing. So, that will be generally speaking new for them, and even from my personal perspective and other youth workers here, I would say that we are not over exposed to it either. We have some knowledge of it. SO it would be new, but then again, it's all about that kind of confidence. I mean if we confidently engage in something and see the value in it, I think then it has a knock-on effect.

INTERVIEWER 1: If you were to introduce a new initiative to the youths who attend your service, how would you go about generating interest and recruitment for participation in the group?

P4: Yeah, yeah, we are young person centred and we are needs responsive. So, if I'm trying to engage new young people in my centre, I never try to engage them because we are low on numbers, or that's not the way I would work. Em, normally, what we see is a need with a group of young people who could benefit by linking in with us and my personal approach to that is having a very honest and frank conversation with them. At one point in time maybe five six years ago, em, in this community, in this catchment area, there really wasn't such a thing as detached or outreach kind of youth work, and we kind of initiated that. We, we went out onto the streets when we found that there to was a, eh, a kind of a time when young people weren't engaging in the building itself, to see if was something that we weren't offering and at that time really it wasn't. It was to do with the time of the year, it was to do with the fact that eh, they were comfortable in their won space. But we explored those avenues with them while we were out there. So, if we need to adapt what we 're doing we will do it. We had never done that detached piece, but we went off, we trained up and we got out and we can do that again if we need to do it. But generally speaking, I'm, you know, I'm just one of those youth workers who doesn't agree with ticking boxes, or meeting quotas. If it is genuinely going to be needs responsive and if that's our ethos, then eh, and young person centred, then ultimately you going to be seeing already the need for them to be in and communicating that to them and then if they reply that back that they are in agreement, then they probably do need to link them in, then that's how we do it. There is also separate to that I feel for the very, very younger ones, you know, we predominantly work with the ten pluses in this centre, but there is you know a cohort of young people, and there is a proportion of our time that we spend for the seven plus. Em, so I do think that you know that there is value in our summer programmes and in our one-off kind of programmes and events like discos and stuff like that. There is some value in those because sometimes its good just to offer something and something that they happen to be engaged in and put the faces to it. So, like if we run something that is like engaging fun and doesn't serve much more than the need to build a relationship from an early age, we will run those things so that they remember in three- or four-years' time, when it comes to putting them into kind of more structured and outcome focused youth work that they remember our faces. They 're the guys who took us here, or they're the guys who ran this particular event. So, I do see, we might run a little bit to attract that age, but really when we talk about motivational interviewing and stuff like that, you are probably aiming towards that teenage kind of age group. So, any thirteen-year-old that I am like I'm really not going to be putting on much here to just attract them through the doors and provide an activity. I'm not about keeping them off the streets for an hour or two a week. No that wouldn't be the way I'd look for engagement. I'd hope to engage them by identifying a need within the group and that we reach out to that group and say well look, this is what we can provide to reach that need, if you want to come in and engage with us and that's just a time proven effect way of doing it.

INTERVIEWER 1: This intervention will be delivered ideally in six sessions. Do you foresee any difficulty in retention of individuals who both deliver and receive the Motivational Interviewing (MI) sessions?

P4: Em, yeah like the programs that we run here, em, they generally run on 6, 8, 10-week blocks. Em, and the reason they run like that is because, yes, I do think with young people there is a need to keep things fresh and engaging. Em, that they can see short term

achievements, em, which are obtainable for them. So, eh 10 weeks, is obtainable. Even our peer leadership programme is 10 weeks. Its 10 weeks of workshops. Em, and it's a good, you know, em, there is a good history there to it. To show that it's a decent certificate and we've had even kind of feedback from people doing job interviews that it has been seen as valuable within that. Em, So I think anything up as far as 10 weeks is manageable. I suppose the biggest challenge that you would have been even in a ten-week programme, even in peer leadership, there is very little sitting down and listening. There is very little of that. It's mostly doing and learning by doing. And when they do sit down and listen, it's in short snaps. It'd be blocks and you know that's why it's very digestible for them and very engaging and every week there's elements of hands on, em and I think that that would be a challenge. I do think that would be a challenge, because ultimately, a thing that we constantly have to remind ourselves in terms of our kind of theoretical output in the programme is that they're not in school and they actually don't want to be in school. You know it's a fun safe space and they often want to unwind from school, so the minute a flip chart comes out or whatever they want to see it very, very quickly and em, and then kind of crack on. So, it would be about how you manage that.

INTERVIEWER 1: Do you have any suggestions on creatively engaging youths in training, to capture their attention on the concept of motivational interviewing or any new learning experience? MI will be delivered over 2 days in training to adolescents nominated as peer educators.

P4: Yeah like, I consider myself, it's a conversation that we often have here, I consider myself, one of my strongest assets as a youth worker would be creativity. Em, but creativity actually comes from their communication. I would make no assumptions with young people and what will engage them. Eh, I would rather communicate with them first and get an idea of what would engage them. So, I can't kind of say, 'Hey, a film project would be great, hey a music project would be great., hey an art project would be great', because they are all great things for the right young people. But unless you communicate with them and develop that relationship and rapport first. Em, I don't think that there's a hard-fast way of engaging them creatively. It really is about understanding what they respond to. So yes, there are times that you can be artistic in terms of you know, doing cartoons and stuff like that. There're times that I know that I have to put up flip chart paper and what's put up on the walls is you know what I mean, it's really art heavy and very engaging to the eye for that particular group. But then I know that there's other groups and they're not interested in anything like that. they want the information very quickly and then they are interested in getting up and doing things, but I suppose that I learnt that lesson very early as a youth worker. That was, I did ideas that I thought were great, very, very creative and they were very creative ideas, but if the audience isn't right there's no point in doing it. So that's not dodging a bullet there or that's not trying to sidestep your question but like I can't really, like who am I as a youth worker to say what other people are going to respond to creatively and like one of my pet peeves in youth work is the assumption that young people will engage with say graffiti. Not necessarily! You know what I mean, or especially then gender differences as well you know what I mean. Like that girls will love like doing a makeup thing and lads will love kicking a ball about. And I'm like No! That's not providing activities and youth work is something completely different. I think creativity in youth work

just reiterates, that just comes from that clear line of communication from the first time you meet them.

INTERVIEWER 1: So, would you think meeting with the peer leaders beforehand and asking them how they would like the training to go?

P4: A hundred per cent yeah, what are you in to? What have you done here before that you really enjoyed? What would you like to see happening here, em, you know what I mean? What are your interests outside and what are you kind of linked in to? And then sometimes you know you have to balance that as well. I would have a lot of lads that engage here, who are involved in, say what do you do outside here? They play football and they're in football clubs, but that wouldn't encourage me as a youth worker to place those young people into a football based, eh, programme, you know.

INTERVIEWER 1: 18 peer educators will be recruited from three communities, who will be delivering the MI condition and another 9 from the control communities who will deliver the health promotional talks. They will deliver the intervention to their peers. Nominations from peers of those who would like to deliver the intervention will determine who the peer educators will be. Can comment on what you think of this type of recruitment?

P4: Yeah, well, I think the first action is good, that you don't choose the peer educators. In terms of peers nominating peers, em, that's a better approach than the first but then better again would be those nominating others who have come forth who would like to be peer educators and nominate themselves. I know there would be some people who in the groups here who were nominated by other people, it wouldn't be a motivating factor at all to do it. And you don't also want the passing of the buck. Em, we have young people here who are capable of just turning around and saying , yeah, I'll take this one, I don't mind talking in front of people, and there's others there that know that their strengths don't lie in the direct communication but they can do a whole heap behind the scenes. So, they're quite comfortable with stuff like that and they can communicate that effectively. But then I suppose the only other side of it is if it doesn't appeal to anybody and it's a self-nomination process, that would be a hurdle for you to take on. If nobody wanted to do it and nobody was forth coming. I don't know what the response there is. I guess that would be a challenge that we would have to iron out ourselves in relation to our own work. Because again if you truly are young person centred, then you will never ask them to do anything that they don't want to do.

INTERVIEWER 1: Would you feel a demonstration or a workshop around the concept might give them an informed decision as to what they agree to participate in?

P4: Yeah, yeah that would work.

INTERVIEWER 1: Can you anticipate any challenges with this study?

No, not with the study and I think the biggest challenge always is with working with new young people is em, them, em, developing a relationship and one that is built on a certain degree of trust, em, so you know if its new people working with them, so I em, and you get some people who are very responsive to that and peer leadership, the training programme will teach you about working with new people and new opportunities. Em, but obviously, new relationships pose their own kind of barriers, So I think a collaborative approach with youth workers or even the volunteers because they are again part of our kind of steppingstone and timeline here. Em, if they were involved as well, I think that it would

make it easier. Because you have established relationships already within the room with people who can kind of direct them and kind of control the environment. So, I think, you know, but I don't think that's specific to young people. I think that goes where you know. I suppose from a researcher's point of view we will be standing back on the implementation side of the study.

INTERVIEWER 1: We will be there to support the implementation, but the delivery of it will be with the peer educators. What do you think about a couple of youth workers also training up on MI to help and understand the peer educators?

P4: That would be amazing, if it feels like and genuinely if they are getting, everybody is getting a new sense that they are learning something new and they are getting new skills, if it looks like it's a collective approach to a new way of thinking or a new application that's going to benefit the project then I think everyone is engaged. People will engage a lot easier, if it feels like one group have been selected to take on this piece and make it happen that's where you can get resistance and barriers and people putting up a defence mechanism or whatever. Now I don't anticipate that hugely, if you were thinking of our current crop of peer leaders who are just about to receive their certification, so if you were looking at them, like not an issue. Because these guys would just give everything a shot and they are very enthusiastic.

INTERVIEWER 1: And how many of those peer leaders are there?

P4: Eh, I think there are eighteen of them, if I'm not mistaken. Pretty much nine boys and nine girls, I think. There's a few within their group of each group that didn't do it, because of other commitments at the time that it was running.

INTERVIEWER 1: Is that between the two centres of [town name] connect?

P4: No that's just here, yeah, this centre is like, in YO1 in terms of peer leadership, we've easily certified maybe forty young people, out of here in the last couple of years. You know what I mean., and then this year would be, we tie a lot of charity work into what they do. Em, after they're certified. They give something back, and they don't feel like they are the charity cases within their own community. They can identify other people who could benefit a lot more from their hard work. Em, so I think that we're definitely on course to hand over €4000 to pieta house now at Christmas but they are fund raising in this area is getting kind of close to €16'000 grand in the past few years. So, you know it's well, it's nice for them.

INTERVIEWER 1: So, with all this charity work do you think that adolescents have shown their ability for empathy? This is a core aspect of the motivational interviewing!

P4: It's so funny that you say that, because last night at peer leadership training, we did role plays and we gave them six scenarios and asked them how they would approach them from a youth worker perspective. We showed them what a youth worker would do, but we also showed them that we don't expect them to do this as peer leaders. This is how we would react. But what can you do that helps us in our approach to it, what can you be doing? What role can you be playing, and the core word that came out was empathy. About, just sitting down with young people and if one person presents with a huge problem that's going on in school, the youth workers are there to help them manage that problem and to open up communication channels and stuff like that. But we said to them, you're not expected to solve or be part of the solution em, to that problem. But where you can play a very important role is, you're in school, you've had these problems, you've felt this way! Is there

a way that you can positively engage in conversation that just shows them that you have a level of empathy, and you hear where they are coming from? Because sometimes they just need that, and other people can do the work in terms of patching up the damage. Do you know what I mean?

INTERVIEWER 1: Would you say so that that these young people have this empathy within them already?

P4: That's what I was thinking yeah. They, basically what we were kind of concluding on last night, is that they are already doing this, and they just don't know how to name it. So, empathy is part of peer leadership, and I was just helping them place the word on it. But with zero detail, quiet interestingly was after we did our workshop the group went home bar a few members, who came forward with an issue in the area that showed them to be a year ahead of their training. So, you know, we only put a structure on what we have already identified of them capable of doing or are currently doing.

INTERVIEWER 1: Do you think that this is something that only the peer leaders have displayed or is it evident across all members of the group?

P4: In terms of empathy? Yes! There's room for empathy with every young person in this youth project and I mean they come from a like, a school in [name of youth centre] and they do the roots of empathy programme, so empathy is not a foreign concept to them, but perhaps it's not named often enough for them. So, empathy is something that maybe in our programmes and stuff like that in terms of our logic model, that maybe it is something that we look at em as an outcome that we want to achieve and to explore what is empathy and to market it more and to communicate it more. But I mean I had a group here who were from sixth class and did an empathy programme and it was specific to empathy. To understand what that was and they up-styled, em, like converse runners, em but the programme was called 'walk in my shoes'. this was to kind of explore empathy and then the way they up styled the runners was with, kind of designs and statements and that were cemented in the idea of empathy. the idea being that, if you had a situation specific to your life that literally when you lace up your shoes in the morning, you could look at them and realise that there are people who have empathy for what you are going through. That was the idea behind it. So, if 6th classers at 12 years of age can grip that and get their head around that, there's no excuse for anyone else. Do you know what I mean?

INTERVIEWER 1: Do you have any comments or observations that you feel would be relevant to this intervention?

P4: I said it to you at the outset. There're no flags, there was no red flags. Em, and obviously not telling young people what to do is the most important thing and I love the idea of you know, that it is peers that are delivering or part on the delivery, em, of what you are trying to achieve. Em, so, there was nothing of concern and I would just say as we remind ourselves literally every week in the project and with every programme we design, it just has to be communicated. It has to be communicated from the outset, what the expectations are and what you are hoping to achieve. Why the piece of work is being done and really most importantly, why those young people have been, have been kind of, identified as potentially benefitting the most from this. They respond so well from that. When you are prepared to go to a group and say, 'this is the reason why I think you are ideal for this piece of work!' Em, 'these are the skills that you have, these are the attributes, these are your qualities, and these are why they match up to the programme!' ' Do you think that

you could take this on?' 'Do you think that this would be of interest to you?', 'Do you think it would be of value to you?', 'Is it relevant to you?' I find more often than not, when that comes from a genuine place, and you have seen those qualities. that they will go 'Ah, yeah!' and they'll be all over it and say, 'Let's give this a shot.'

Youth worker [P5] (n=1); semi-structured interview 14.43 minutes

INTERVIEWER 1: Thanks for taking the time to meet me P5. Could you just tell me a bit about yourself and your role in Seomra?

P5: Em... I'm the youth development worker here in Seomra, and we have a number of groups and drop in users, mostly drop in users. But, eh, we, eh, our ages are from secondary school. They age from 12 upwards. I actually have a girl's group who are in their 20's. Yeah five of them, 20 and 21 years old. They keep telling people that they are going to their group, and people think it's an AA meeting or something.

INTERVIEWER 1: Have they been here since they are 12?

P5: No, no, no. They were here when they were younger, disengaged with the service and I wanted to do outreach and I literally sourced them. I used to just say hello, hello and then they knocked in one day and asked if there was any chance if they could come in, and I said yes of course you can. So, it was great, and they are great. Like that, they are very, very, vulnerable. And the reason that they wanted to reengage was because one there were drug problems, unmarried and single mother, em... lack of skills. You know, lack of confidence. A load of issues really, so they like coming in here and they just thrash out some things. I'm actually getting them to learn how to sow at the moment. And then we have our LGBT group which is fantastic. Em... we have new members all the time. But it's kind of like a drop-in process, but also like a group. They're open to having new people and members all the time, you know. So, we had our launch, and they designed a load of posters, and they came in and they stood up. I got them printed out and they are going to present them next week. We are going to have national stand-up week next week. So, what we did was then, got them all printed off and we're going to get them put around all the schools, which will be great. Yeah so, they came up here last night, and invited loads, and fair enough loads of people came. And em... they got up and stood up and told their life experiences of coming out, oh my god, it was so emotional. Yeah so, our young people who come in, we have from the travelling community, disengaged young people.

INTERVIEWER 1: Disengaged from school, is it?

P5: Yeah, from school and family.

INTERVIEWER 1: After consideration of the study's aims, how relevant do you feel the research is, with respect to the adolescent population that you work and engage with in your service?

P5: Absolutely, especially there is a high number of young people at the moment, when you say is it a trend in looking at disadvantaged areas, em... and amber leaf is the new way to afford to smoke and rollies. And then they're buying tobacco on the black market, so they don't know what's even in it. Yeah, and between that now and hash, and big drinking culture. Yeah, I saw a young girl, and I actually have to get in touch with her or her parents. Last Saturday, half one in the afternoon, fell in front of my car, 14 years of age. Very nice family, very nice girl and engaged in school but I was shocked to see her drunk in the middle of the day. I literally pulled the car up, lowered down the window, and called her to

see if she was ok, but when she turned, and I saw her face I knew she was drunk. It's different when you sneak off with a bottle of beer at night-time, down the back beach. Now they're drinking straight vodkas.

INTERVIEWER 1: What do you feel would be the best approach to recruiting adolescents in community youth centres?

P5: Em. I'd sell it the way you sold it to me. You know, em...a bit of personal development. If you came and talked to the group because that has worked well with other initiatives. I had a paramedic, which comes on site, and he delivered a workshop, on a Wednesday afternoon on alcohol. Explaining what happens when you're in trouble and how to call 999. He's coming out again on a Wednesday to do a drug one, to highlight the effects of drugs, you know. So even if you came and spoke to the group and asked them if they would like to participate in the study.

INTERVIEWER 1: So, give them a bit of background information and chat about it with them might encourage them? P5: And then say it them, you know about what they will gain from participating in it. That it would be good for them and interesting. You know, and allot of them, a couple of the girls are, em, on the debating team in school. And I think that they would get something out of it.

INTERVIEWER 1: Do you think that the summer is a good time to deliver such an intervention with the adolescents in the area?

P5: Yeah, surprisingly enough I didn't think that anybody would come here with the good weather. I thought that they'd all be down the beach. But the place was jammed, but the weather was ok now last summer and allot of them hate the beach. Hate showing off their bodies, you'd think they do but they don't you know. So, allot of them were in here during the summer but the only other problem was that there were allot of them going away. So, they might be away for two weeks at a time. But there would be allot of drinking culture going on in the summer. We provide a little bit of flexibility there. There not home 'til later.

INTERVIEWER 1: So, they will be more inclined to be engaging in the behaviours that we are targeting would you say?

P5: Exactly, that's when they'll most likely think about it.

INTERVIEWER 1: What problems if any, would you anticipate in the recruitment and delivery of this intervention?

P5: I think if you gave them the information, they'll be happy to do it. But actually, you know young people. I asked them to do a poster competition here and none of them wanted to do it. And then 5 minutes later they were all rushing to get the posters done, 'because they knew that there was an incentive. So, then they won the competition, down in the [name of] Hotel yesterday. And then there was allot of them asking others, oh, what did you win that for? Sometimes it's like literally putting it to them, would you like to get involved in? and it just takes one to say yes, I would!

INTERVIEWER 1: Would it be the same person who okay's it before others agree?

P5: No, I would say it would be a few people.

INTERVIEWER 1: Would you have any experience or recommendations in generating interest for adolescents to participate in this study?

P5: No, no but they have engaged in other workshops.

INTERVIEWER 1: Are there any challenges that you might anticipate in the delivery of such an intervention?

P5: Not any challenged that I can think of. Unless there are any adverse risks that the teens might have from the study. It is a drop-in service but there is one group in particular that are a formed group. But I'd say now if I got a tray of the Kokai noodles and the promise of a spice bag after each session, they be engaged. You know, it's not even that you are bribing them to participate, its more giving them a space to say you know, we're going to do this and there is some nice food and we are going to sit around and we going to have an evening where you create the atmosphere for a good experience for them. You don't just go in and say, I want you'se to do this and you're going to do this and that's it.

INTERVIEWER 1: I agree that I that we don't want.

P5: I suppose it's about creating a special time for them where encourage them to be a part of something. Nobody else will be doing it in [town name]. It's great to have on your CV's and schools and parents will think that it's amazing. Trying to build it up in that way. I always think if it's put that way, young people will think, Jeeze that's amazing, but it's really about framing it the right way to them and asking them what they feel about doing it. They are more likely to say, God that sounds really interesting. Then interest will be generated around who's going to do the interviewing. So, then you could maybe do a quiz or pick a name out of a hat for that so that you are highlighting the fairness and that everyone is involved in it. So, once they put their name in the hat, they are signing up for it, whether they get to deliver as a peer educator or not.

INTERVIEWER 1: The adolescents will be asked to nominate peer educators to deliver one of two conditions. Can you recommend, in your experience, any method of training or specific approaches that would be effective in making the learning experience relevant and engaging for the peer educators?

P5: Em... well I yeah, mm.... I think it's the way it delivered. Most of the time, when I do strengthen families there are times when the young people have to sit around and take instruction. But then you'd also use things like art, trying to make a film, although allot of them don't like making film. They don't like themselves on video.

INTERVIEWER 1: Is there anything about this study that you have a viewpoint on? For instance, are there any advantages or barriers that you feel we may encounter in conducting this research?

P5: Once there's no negative repercussions for the young people and I know 'because I trust you, that there is no way that it is going to be negative towards them. There need to be supports for them, and I think that if we did get a group together it would be brilliant for them. It would be a brilliant opportunity for them. For that peer education approach, to encourage support for each other. There may be a bit of an issue getting parental consent. They don't seem to want to give consent for other things that we have done here, like taking photos and stuff like that. But I think if you did have an information evening and they signed consent then it might work.

Youth Reach co-coordinator [P6] (n=1); semi-structured interview 31.43 minutes

INTERVIEWER 1: Would you mind just giving me a brief outline of what you do here in youth reach?

P6: No problem, my name is [name] and I am the coordinator here at youth reach.

INTERVIEWER 1: Having read through the proposed objectives of this study, do you find the health behaviours that have been identified to be relevant to the adolescents who attend your service?

P6: Yeah, ok, eh, absolutely, I suppose, em, we would in youth reach, even though typically there isn't one type of young person who would attend youth reach as a centre. We would obviously have quite a high proportion of young people who are coming to us who with behavior issues already quite strongly entrenched in their day to day lives. A lot of them will be here because they have caused a lot of problems in school already. So, yeah, the young people who would present to us here, would have allot issues around eh, the main things would be say behavior. So, their inability often to be able to focus or concentrate in class. It may be linked to an underlying issue like ADHD for example or it may not, and it quite often isn't. em, we would have young people would have mental health problems, em, we would have young people who would struggle in terms of learning disabilities and learning difficulties even though they don't have anything diagnosed, and often allot of the young people who come to us, will have fallen through the net in a lot of cases and there may be underlying issues there. They may have never been diagnosed. Em, so they will manifest sometimes in behavior problems. Then I suppose we would have em, lots of young people who just their lifestyle would not be conducive to engaging as best they can. So that's I suppose the kind of things that they would present with and then we would be working with them on an ongoing basis to improve outcomes through them working on all those behaviours and them understanding and recognizing them. Then getting them to a point where they can move past them. That's really what we would be doing with them as a group.

INTERVIEWER 1: We will target adolescent populations from lower SES communities. Given the two intervention methods (i) Motivational Interviewing (MI) & (ii) Health behavior education talk, do you have any thoughts on the capacity of the adolescents to deliver either of these interventions?

P6: Em, yeah actually, do you mind if we just tea a step back because I just want to make sure that I'm answering on the basis of correct information myself. So, when you talk about health behaviours, what do you mean by that? Yes of course, so specifically we will be targeting health behaviours such as smoking, alcohol and physical exercise! Oh yeah ok sorry I'm just double checking that I'm on the right track. Yeah, so you know, at the end of the day it depends on the young person. I think it's very possible and very doable. Em, but it absolutely depends on a lot of the time actually, on their personality, first of all. Em, and then yeah on the support that they would receive in order to be able to deliver that. There are lots of young people who would say are in our centre and who would be engaging in services around the town, for example who have done similar things previously. So, they've done say, peer leadership courses and stuff like that. Which has been very successful and I actually think one of the benefits of something like this would be it would give them a very real thing to be able to use those skills in. em, so, like we had a group for example who did peer leadership here last year through one of the youth services here in [town name] em and it was fantastic but I actually would have loved them to have something more to use over the skills in. SO yeah, I mean young people, regardless of their background, regardless of any behavior issues that might exist for them, em, I think absolutely they have they have the capacity to do things like this. Em, but it's very much about engaging them in the right way

and piquing their interest I suppose and then getting them into do it. Because I suppose I think sometimes they would have a tendency to associate that kind of thing with em, other young people. Like that's something that other young people do. Em, as opposed to something that they can potentially do themselves. So, I think that would be the barrier to get over. But given that particularly here in [town name] there is a lot of that type of work offered to the youth services for example, I think that that will actually be very beneficial to them, because it won't be completely alien to them, you know that idea.

INTERVIEWER 1: Youth worker from community centre also echoed that, in that he does a lot of peer work with the young people who attend the service!

P6: Yeah, he would have done that here with our students last year, em and that was brilliant. That was really successful. But like I say, it would have been actually lovely for them to have em, to have had something like this to get their teeth into. To then use those skills, em, you know so, I think yeah absolutely.

INTERVIEWER 1: Can you suggest any teaching methods that would assist in the delivery of training for the Motivational Interviewing which is 2 days of training in duration?

P6: Eh, yeah, it would need to, you see the thing with young people is, particularly the ones that we would work with is, that it absolutely needs to be interactive. However, you need to strike a balance and understand that you won't get that out of them from the beginning. So, if you've got say two-day training. You could have twenty young people in front of you and particularly if they are ids who have struggled in the past say academically or around lifestyle or anything like that. They need to trust you first and, like if you stand up at the beginning and ask a group of young people to take part in role play for example, they're just going to look at you as if you've ten heads or something. So yeah, so they won't, and yet they need interactivity, they need to be engaged and they need to be active. So, I suppose it's about using a combination of using active methodologies, but active methodologies don't necessarily always have to be about getting them up and doing things. Do you know what I mean, it's about ensuring that there's plenty of difference in the way things are being delivered. So, if there is information that needs to be got across, it's done in short spurts. So, you've got 5-10 minutes of input and then you are doing something with them. Em, and it can't always be reliant on them volunteering to do stuff because you could be well into day 2 before they feel comfortable enough to do those kinds of things. Em, and that's not saying that they shouldn't be pushed. It's really good for them to be pushed, outside of their comfort zone and everything, but it would need to be kind of very fun and em you know, not pressurized. And I think probably the most important thing in any teaching environment, particularly in a youth reach environment would have a plan B. so that knowing that if you've got something cool ice breaker that you have decided that you want to do, and it doesn't work. That you know, you've got a plan B and that you're going to be ok with it, it might not work. I think that that is really the key to working with young people like this, is that not to I suppose as I say, as a facilitator, not to get disheartened when things don't work, as they often won't. it would just be 'ok so that didn't work. Let's try something else', 'No problem, let's just try something else!'

INTERVIEWER 1: We aim to recruit adolescents who will deliver 4-6 sessions of the MI over a period of 2 months. Would you have any views on the level or duration of engagement that these youths would have with respect to this study?

P6: Ok so as in do I think that they would sign up for that. It's hard to know how to be honest. Em, yeah, you'd hope so but you're right, the best bet would be to work with young people who are already engaged in the service and would be there anyway. It would obviously be hard to get them in specifically. But I think if they were there anyway then yeah, that's probably not overly unrealistic.

INTERVIEWER 1: The six peer educators will be nominated by their peers to train and deliver the MI. Do you have any thoughts on this method of recruitment?

P6: I don't know how that would work. Because what I think might happen there is people might have a tendency to think 'Jack' always gets picked for these things, like he's always the one, you know what I mean. Whereas I think if it comes from them in the first place, if they know clearly what it is and what they are signing up to and it comes from them, and they say that they want to do it. Then I think after that pick them out of a hat. Yeah, because getting them to volunteer in the first place is enough. I think once they understand what they're signing up to and they volunteered for it, then you're setting it up as a popularity contest almost if they're nominated, and I think that that could potentially cause, em competition. It's not to say that it wouldn't work. It just strikes me as em!! It's not to say that it wouldn't work, I just don't know.

INTERVIEWER 1: In your experience of working with the adolescent population in an educational capacity, would you have any specific methods that you employ to engage the youths in new initiatives to promote their health and well-being?

P6: Well with peer led training initiative last year, it was pretty straight forward because they know the lads. A lot of the young people know the lads really well and there is a relationship already there. When they see other young people go through it, they would be happy to do it. So, it was pretty straight forward, you know. For us if we are ever looking to introduce something new, probably the best way to do it is in consultation with the young people and for them to almost feel as though it's their idea. So, you know, with what we would do, is we would say, 'ok so there's this really cool thing that we came across', and we'd explain it to them and maybe give them one or two options around it and then let them come up with you know how they would think it might work. You usually end up on the same page and they would feel that they have ownership of it. I think that that is definitely what works best.

INTERVIEWER 1: We will be engaging with adolescents in youth centres in the Dublin area. Additionally, we will be recruiting youths who attend the Little [town name] community centre. A group has been identified as potential participants, some of whom attend youth reach in [town name]. Would you have an idea of the prevalence of learning difficulties that might impact their ability to train or engage in intervention methods?

P6: Yeah, yeah, you know, again we would have a real mix here. It's not to say that all our students have learning difficulties but there definitely would be some. They would often tend to be the same young people who are engaging in services, because, em, the reality is that there are some things that often go hand in hand. Say So say problems in school and problems in society, or and em, antisocial behavior. not always but there is often a link with those people who have them together so there is generally the same pool of young people, you know. em, but again that comes down to like, it doesn't diminish their capacity. So, it absolutely will come down to how it is delivered.

INTERVIEWER 1: Do you feel that this study is something that would be supported by the school?

P6: Oh yeah, yeah absolutely.

INTERVIEWER 1: Can you highlight any concerns that you may have in the delivery of such a study?

P6: Em, no, well, I suppose the only concern that I'd have would be the language, hoping that they would understand what it means, you know, cause like you say it is something that traditionally is delivered by professionals. So yeah, I suppose it's just to make sure that they would understand it. what it would mean, but other than that not really. As long as it's something that they feel that they have ownership of and it is brought down to their level and I don't want it to sound like a very negative thing, but when brought to their level I don't think that they would have an issue.

INTERVIEWER 1: would you anticipate any problems around confidentiality around the health behaviours discussed?

P6: Yeah, I mean, I don't know. Maybe it's because I am right or wrong, with illegal activity, I don't know that that would be a huge issue. You might find that they don't want their Mam to know. My Mam doesn't know if I drink or whatever. Em, but I think if that was addressed from the outset that they knew what the idea was no one was going to be going reporting back to their parents. But again, you know that's something that I would be inclined to address like the young people themselves. You know what you think about this? or they might suggest something like that themselves, that issues can be put in anonymously or whatever.

INTERVIEWER 1: There will be a number of measures that are used to capture the results from this study, including self-report measures (all participants), activity tracker (30%) and CO monitor (30%). Can you foresee any problems in participants completing these measures?

P6: Em, no! although for young people under 18 you know, you'll have to get parental consent as you would already know. Once you have that I think that you will be fine. for them again I think that it's all about you package the idea. You know that could be, in particular for the exercise monitor, you know, that could be kids who aren't particularly into exercise themselves, will be automatically aware of the fact that so many people are into fitness and health now. They might be delighted that they're going around with a Fitbit or monitor, and I think that it could be easy enough to do that. I think at the end of the day, if something is packaged in the right way to them it can be something that's cool. Talking to the young people and getting their buy in will help with developing the packaging. And just saying, or just explaining and not dumbing it down to them. Explaining to them, you know, that actually this is something that we have to do if as part of the intervention, so here's why and what do you think? Asking them, do you think that this will be a problem? Do you think anyone, or you guys, would have a problem with it? Usually once they've been asked by their grand about it.

INTERVIEWER 1: Peer leaders who have been selected will be paid for the delivery of each session as an incentive for participation. Can you anticipate any problems or advantages to this method?

P6: Yeah, the only issue that I can see with that is that it might raise the number of individuals who volunteer for the money rather than the actual experience. Em, but having

said that I suppose the easy way around that is to kind of have a built-in escape clause. once they see quiet early on in the process what actually is expected of them before they start and if anybody feels that including from people in training that they're not actually able to be able to fulfil their role, well then, they need to know that it's not going to happen. that they're not going to just get to do it anyway. Obviously from the positive end it's definitely an incentive and it's a good incentive you know, and it can certainly be put to them that way. It would though be just so that they know that that's only there if they're doing it properly.

INTERVIEWER 1: Finally, feedback from other interviews with other professionals who work with the adolescents identified has highlighted that parental inclusion and support is important. Would you agree with this idea and if so, could you elaborate from your experience of working with both youths and their parents in promoting they're well bring.

P6: Yeah, yeah, oh yeah, it's really important, and I suppose it's again, eh, you know, even from a point of view in terms of consent and everything, it's just sometimes what can happen is you know. If we are working with young people and we are asking them to think of a certain way about things they're going home and they're speaking that way to their family and their family might not understand, or their parent might not understand, or indeed agree with it. Em, they need a way to know that you know they can get that information across. So actually, it would be much better to involve parents from the get-go. So that for example, if you've got you know, a group of young people who are going to get involved in this, that their parents are brought in and that ideally, actually, a combination of the young people and the person working with them explain to them what we're doing, why we're doing it. If they could explain it, it would be really nice, you know. So obviously, right, parents are informed and know what they are doing and maybe get the young people to a certain point where they're then confident enough then to explain what they are doing themselves. At that point actually bring the parents in and let them see. Again, it's a really nice thing to have that kind of pride from parents in knowing what their children are doing. You know what I mean, so they can actually see the fruits of it. I think that would probably be really good. But actually, and that's one of the reasons why that piece around language, you know, if you're speaking a certain way about things and you are putting a focus on health and healthy living and healthy activities, I think, and you are suddenly speaking a certain way it. Then sometimes that might not be readily understood at home. So, it is important that that engagement is there.

School completion officer [P7] (n=1); semi-structured interview 42 minutes

INTERVIEWER 1: Hi [name] could you give me a brief description of your role here in the school?

P7: Okay, so I'm the school completion co-ordinator. So, what we do is, we work with young people, ultimately to keep them in school. So, we would target children who are likely to drop out. So, they could be coming from, they could be coming from disadvantaged backgrounds, eh, there could be criminality involved, eh, but they might also be like be presenting with really high levels of anxiety, so they may not be coming from disadvantaged backgrounds. So, we would run programs in school, to find supports in the school or we would work with them outside of school, to get them back in, or you know people who would actually never be coming back into school, but we are trying to hold

them until they are of a certain age, so that they can go on. But ultimately our job is to try to retain them in education for as long as we can.

INTERVIEWER 1: We will target adolescent populations from lower SES communities. Given the two intervention methods (i) Motivational Interviewing (MI) & (ii) Health behaviour education talk, do you have any thoughts on the capacity of the adolescents to deliver either of these interventions?

P7: I think they have the capacity to do it yeah. I think it depends I suppose on who. Who you are working with. So quite often what you do find is sometimes in these groups, when you see young people doing the peer mentoring and leadership, they are coming from the disadvantaged backgrounds because they will be coming in from the estates, but they are that little bit more, Em, educated maybe, there's a motivation there that they have themselves and they are coming from families that are living in those areas but they are kind of already fairly well educated and established in that way themselves. So, I suppose you'd have to question who you are going to target. If you are going to target the real students that are coming in and that are struggling, from the low SES background, they may struggle more, but if you are looking for the ones that are already out there and involved in programs already, they would have the capacity to do it.

INTERVIEWER 1: The peers we hope will nominate each other for the position of peer educator as opposed to the youth group leaders nominating them?

P7: I think they will put themselves forward for nomination and that there will be an interest in participating. I think it's the first time that I have come across where there is actually a name to what they'll be delivering. You know, rather than something that they've learnt from their own leaders and then they're going to be working with them. So, this is actually a very specific thing that they are going to be trained in and I'm assuming certified in.

INTERVIEWER 1: Can you suggest any teaching methods that would assist in the delivery of training for the Motivational Interviewing which is 2 days of training in duration?

P7: I actually did the training, and when I did it that we didn't like about it was it was very presentation led. Em, and I found it a bit (teacher interruption – to ask question), em, I would definitely always say when you are training young people, you need to take a lot of interactive approaches in order for it to work. You know, em, so you'd have a little bit of a presentation obviously for them, but it's as interactive as they can be, and it would have to be meaningful for them. So, they have to feel that they are getting something out of it, and they're contributing something to it, and they're being heard as opposed to 'we're coming in to tell you how we do it' and this is how you're going to be doing it. Em, and also if you're, I'd imagine those who are putting themselves forward have already done some bit of training, so you might even be undoing a bit of training, as well sometimes, because they may have a very specific mindset as to how they are doing things and now they're learning new ways of doing it. But I would always be interactive, with group work, role play that sort of thing. They're all going to be, nearly all of them will be kinaesthetic in the way they learn. So, they'll need to be able to actually see things happening and put, you know.... Is motivational interviewing the one with the circle of change in it.... Yes, that's it!... So, when I do it for example, that's the one where they always draw out their own circle of change and go through all the things that they do and using language that makes sense to them. But it's never me just telling them, it's always giving them the chance to try to discover solution focus by them.... you know discovering for themselves.

INTERVIEWER 1: We aim to recruit adolescents who will deliver 4-6 sessions of the MI over a period of 2 months. Would you have any views on the level or duration of engagement that these youths would have with respect to this study?

P7: Oh, I think if it's clearly set out, yes, they will. And again, if it's meaningful for them and I think if you get the right kids in the first instance which is key, which is where your leaders in the community and stuff will be able to help you out a little bit. I know that you want them to be selected by their peers, but to be given some guidance on who are the ones who will commit. I think they will do and em, I think you'd have, I think the main thing is if they feel confident that they know how to do it, and it's making sense to them while they are doing it, then they will continue, but if they go in the first instance and feel out of their depth, then you could struggle with the commitment. But I think the kind of young people who would be interested in such a thing or who put themselves forward would see it through. The challenge could be the ones that they are delivering it to, coming back for the six weeks. I suppose, compared to the ones that are delivering.

INTERVIEWER 1: In your experience of working with the adolescent population in an educational capacity, would you have any specific methods that you employ to engage the youths in new initiatives to promote their health and well-being?

P7: To generate interest? Not really, we're inclined to do them in school now. That's how we tend to get them, so it's part of what they do. Now say we were doing something with the TYs. It might be, again it's about your selection process. That's really important to get the right kids to do it, em, which is why I think the way you are doing it is right. Because sometimes when they are picked by the leaders, they are not the kids who want to do it, or they're picked by the principal of schools, they're not the right ones. Em, sometimes what we do is, say we are doing mentor training, we'll give them a reward at the end of it. So, it's like, eh, it could be a trip or go to see something. So that they do feel that there is something in it for them. I think that really is the key thing is that they feel that they are getting something. Like, for example, they'll get their cert for MI, will they get something else?

INTERVIEWER 1: Yes, they'll get a payment for each session.

P7: Oh, they get paid, well then that's nothing you should be worried about. Definitely for the ones that are receiving the MI are going to be your tricky customers. So, if you think about it for the strengthening family's program, it's making sure that it's on a night or evening that they can get to it.

INTERVIEWER 1: So, we are hoping to do it on the evening that the youth groups meet weekly, so we can allocate a portion of time to the intervention.

P7: Ok so they will be there anyway, and you are implementing it into their youth group session. How long would it be on the night?

INTERVIEWER 1: Sessions could range from reviewing the literature from anywhere from 10 min to an hour, depending on the engagement.

P7: Ok so it's not going to drag out from their point of view, where they feel that it's going to interfere with their club night. Yeah, so I think if you're doing it on the night that they are normally there, em, that they've had, em that they know that that's happening as well, they won't turn up on the first night and go, eh, I'm not coming back next week cause of what happened here. Em, and then I suppose the key thing is the delivery of it. If it's fun and interactive and they're getting something out of it. The one-to-one MI is going to

be quiet challenging, I think. I think P4 who I mentioned would be really helpful. They work on both sides of [town name] in the community centres. But he I think will have a good idea on how to recruit the right kids to do it. They would probably welcome helping you with the recruitment and holding onto the kids. They have so many kids who are interested in peer training and all that sort of stuff. That I could see allot of their kids saying, oh, I'd love to do that. Yeah, this would be a great new thing to do.

INTERVIEWER 1: Do you think that the TY kids might be encouraged to use this as part of the Gaisce award?

P7: Not a huge number of kids do the award but definitely some do it and you could talk to the TY co-ordinator about it at some point, em, [youth worker] again would know the kids that are working towards the Gaisce award.

INTERVIEWER 1: Do you think that the youths would be motivated to participate in this study or how would you generate interest around a new activity/initiative that you would like them to engage with?

P7: We're talking around the older age group by the time that they get to leaving cert, any learning difficulties have been identified and worked around. If you were to approach Leaving certificate applied, they might, but they would be a good group to approach because they are always looking for things to do. They would be students who would have predominantly had learning difficulties along the way and that's why they have gone into LCA. Em, they're a possibility, but again, my gut would be that the young people who are interested in delivering this will not have any learning difficulties. I think that it would be beyond them, and they would struggle. I don't think for that reason it would appeal to them. But young people that they are working with could do it. Its terms of processing the information and attention to these tasks might be a problem for them. Also, their language skills can be a problem. If you use language that we are used to using every day. It takes me ages to realise sometimes that the reason that they are not getting something is because I'm using a word that they don't know. They're not getting it at all. So, you'd have to have it in such a way that the young person is, I'm trying to think of the right word to say...em... keeping it child friendly, emmm... it's just that allot of them have processing difficulties and you can find yourself walking away from something and thinking that went really well and they haven't got a clue.

INTERVIEWER 1: So maybe asking them to say back to you what they understood you to have said in their own words?

P7: Yeah, so using open ended questions there to find out if they get it, or will it? I don't know! It's really difficult to say, because it depends on the group that you end up with. I suppose you might find that some of them get it but, em, my gut feeling is that those who put themselves forward will be capable. I think one of the problems will be with the training over the 2 days is that you only get a bit of the concept of MI. You know, you do walk away and only remember the one thing that stands out and the other bits you can't remember at all. Like so, that's the other thing, that if you could do, if it was possible to do the training spread out. So, when they are delivering it, will they get support in between the delivery.

INTERVIEWER 1: This is what we need to establish is the needs of those adolescents who are delivering the MI and what supports we need to put in place for the delivery of the MI.

P7: So, if you could do, say who was ever coming in to train it, say the first couple of weeks into it they could get a top up session. Because I know myself, you just forget the training

aspect of it. Or you think that you are doing MI, but you're actually doing something else. It's a tricky one, because I think that 2 full days training could be really hard for a young person and it's hard for us as it is, but I think that if you think about their condition to learn a small thing for 40 minutes and then move onto something else. But to learn a whole thing in 2 full days would not be good for their attention span. I think 2 days would be very difficult.

INTERVIEWER 1: Do you feel that this study is something that would be supported by the school?

P7: From SCP viewpoint we would definitely see the value on it. Schools, I can't speak on behalf of the school, but my experience with them is that they are always a little bit, em, because even though this isn't mental health, I know it's MI, they're extremely nervous about anything like this at the moment, because em, there is so much I suppose, there is so many concerns. So, I don't know, I don't know the answer to that. I think that they would value seeing young people, you know in a way peer mentoring and it's about responsibility for us and a way of helping young people and a different way of educating them. So, they probably would, I can't really see why they wouldn't, but I just can't say.

INTERVIEWER 1: There will be a number of measures that are used to capture the results from this study, including self-report measures (all participants), activity tracker (30%) and CO monitor (30%). Can you foresee any problems in participants completing these measures?

P7: And these are for the adolescents who are receiving MI? So how do you get around the legal issue there when they are under 16?

INTERVIEWER 1: We will be getting parental consent before the study commences and the ethics board in Trinity college Dublin.

P7: If the kids are admitting that they are smoking and drinking. But ideally you want adolescents that engage in all of these health behaviours, because you don't want people who don't smoke?

INTERVIEWER 1: The MI will target which ever behaviour they are willing to show a desire to change. If they don't smoke it may be drinking or exercise, it will be up to the young person to prioritise.

P7: So just as a matter of interest if you had a 14-year-old who was engaging in the MI and disclosed that they had a heavy session of drinking over the weekend, do you have an ethical obligation to then tell their parents that they were really drunk over the weekend?

INTERVIEWER 1: So, with the alcohol, there will be no physical measure, but instead self-report measures to give an indication of their drinking behaviour. The Co and the activity tracker are physical monitors to give readings on those behaviours. So, to answer your question, I'm not sure. There will be an opportunity to discuss disclosure and incidents of reporting anything that endangers them, but it is something that we will definitely have to discuss at trinity before we begin.

P7: That's a tricky one isn't it because that's going to affect your results if someone is going to say I'm going to lie now about everything, because I don't need them to know what I was doing. If they report this behaviour to their peer.

INTERVIEWER 1: I might have to go back to the youth leaders at this stage and also ask them about how they deal with talk around drugs and alcohol.

P7: Its slightly different if I'm around a student and I know that they have had a cigarette and I'll have 14-year olds go on a cigarette break, but it's more if one of them was to say to me, ah yeah, I was so hung over the weekend, you know and I'm actually asking them, I'm getting them to talk about it. Would you have an obligation to a parent to say it?

INTERVIEWER 1: Do you have this obligation?

P7: Yes, if the child did, I would have to tell the parent. You see the child wouldn't tell us. But you are asking them to talk about their drinking habits. Whereas we would be saying, don't tell me something that I will have to, you know... With the evaluation measures, would they find them difficult or something that they might have a problem filling out? No not really because I have them here and what's the one, the SDQ's that they don't have any problems filling out, and i have done them with the school support program group. Which would be the ones with learning difficulties. The only think I would say is that they are always extremely concerned with who is going to read them. I know you'd be doing them but that's always the big issue for them.

INTERVIEWER 1: We will ask for participants to be nominated by their peers to train and deliver the intervention. What do you think of this method of recruitment for peer educators?

P7: I think because there will only be 6 to deliver, what I would suggest is to let them self-nominate and then you are going to get more than 6, and then just pull their names out of a hat. Unless the leaders were particularly concerned about one of them doing it.

INTERVIEWER 1: Peer educators who have been selected will be paid for the delivery of each session as an incentive for participation. Can you anticipate any problems or advantages to this method?

P7: No, I think it's actually good, they are committing allot of time to it and it's a good idea.

INTERVIEWER 1: Finally, feedback from interviews with other professionals who work with adolescents, have highlighted that parental inclusion and support is important. Would you agree with this idea and if so, could you elaborate from your experience of working with both youths and their parents in promoting they're well bring.

P7: Completely, I think that the most effective program that I have ever been involved in is strengthening families, because of the parents' involvement in it. Without a doubt, I still have teenagers coming in to talk to me about it, because their parents came and did it with them and they learnt something and the parents came away from it with something em, and the parent came away from it realising that they also did something wrong and that it wasn't all the children. So, I do think that if you can find a way, not just even to inform the parents, I don't know if you're able because it's a piece of research but the impact, anything that you do with adolescents if you can do the same thing with parents, and have the parents doing it, the impact will double. Well, that would be my opinion, because if you think about it, there is only so much you can do with a young person, because you are not at home with them. But if the parent is at home and reinforcing it with them it's better. It has a significant effect I think, on the child. Particularly on the children who are coming in when the parents are normally completely disengaged.

Interviewer notes: After the interview, Jane Sharpe pointed out the relevance of this research with the new subject well-being of the child in the new JC which has replace the SPHE subject.

Health researcher [P8] (n=1); semi-structured interview 38.15 minutes

INTERVIEWER 1: FRANK friends seem to be closest to the MI peer led intervention condition that we will be conducting in our study. I noted that 2-day training was undertaken by the peers for this condition with 4 follow up face to face visits. Was proficiency established from this training, do you feel, amongst students in the delivery of this intervention condition?

P8: Ok, em, so, it was quite interesting, so this is based on the previous ASSIST intervention. That used the model of the 2-day training, so in the, em, in the study we emulated that in Frank friends. So that was with students who had never done anything like this before, and they were sort of learning how to deliver the intervention in that 2-day training. We also did an approach where, em, we recruited students who did the ASSIST in year 8 and they came back and did the FRANK approach in year 9, with a one-day refresher. Em, and actually, I think the feedback that we got from that was that even though they had had the 2-day training the year before, on the conversational approaches. The one day refreshed they kind of would have liked more. Em, cause I guess the content is all about drug prevention and it was quite difficult to cover all that and to, em, to then refresh their skills around conversational skills, em, all in one day. Especially when you've got to have breaks and introductions and close down and all that kind of thing. So, I think that the 2 days, em, we're going forward with the FRANK friends' model, because the 2 day was much more acceptable to the students and teachers and the trainers. In terms of proficiency, we didn't have or experience students feeling that they couldn't go out and deliver the intervention, but I guess the intervention is mostly around them having informal conversations with their peers as they normally would. Eh, but it was just about including information, em around what they have learnt about drug prevention, em within those. Just thinking about times and places to bring that into conversation and em, just em, good communication skills. So, it's just kind of, it's not, I know you're looking at training in MI which is more of an in-depth thing to learn. It's still focusing on how you would normally have conversations and adding extra communication skills into that, but it might be a little more than what we were doing in FRANK friends.

INTERVIEWER 1: Do you have any thoughts on peers training in MI for 2 days in acquiring the necessary skills to deliver a peer led intervention?

P8: Yeah so, I think one thing that did come up with the version of the one-day refresher, em I think part of the reason why students wanted 2 days, was because they had two days previously and they were used to having two nice days out of school and they went to a nice venue and got fed and had nice activities and things. So that might have been part of it, but em, the two days definitely wasn't seen as too much, em, these were year nine students so in terms of kind of what they are looking at in school is not GCSE's time although some of them do look at that a little bit earlier. Em, the parents were quite happy with it, that it was a really beneficial thing for them to be learning those additional skills and it was educational. Like it still had educational benefits and they didn't feel that their kids couldn't have caught up on what they had missed during those two days.

INTERVIEWER 1: And was there any concern expressed by the parents on the what the conversation was around?

P8: Em, no not particularly, I think they em, had been given information about what it was about and em, informing them about risks and harms and em, harm immunisation and em,

we didn't have an issue with parents that we interviewed with finding that acceptable. I think, I can't remember any instances of parents not allowing their children to be trained in the first place. I know that there were some schools that withheld students from attending. Because of this influential peer nomination process, sometimes the most popular children are the ones that are not necessarily that well behaved in school. Em, and there I think was a lot of teachers that were surprised at some of the students being nominated and they felt uncomfortable with them going out of school. Em, it was seen as a bit of a treat, like attending this training, you know it was a nice thing for them and it was a good opportunity for them. Em, and they felt that they were, so for the most part they still let them go even though they were uncomfortable with them going there, and actually, the feedback we got was that they were really impressed by how well those students behaved, and em, how well they engaged with everything. Em, but there was once instance where, em there had been a couple of students who had been involved in an incident in school the week before the training and they felt, em that those students were then not allowed to go on the training as a result of that. So, I don't know what the detail of the incident, but it was kind of like thought that it wasn't suitable for them to be at the school. I think they were even suspended, em, so yeah, for the most part it was, the teachers were quite comfortable with that and in terms of follow ups during school times, there were four lessons that they came out of to attend the follow ups.

INTERVIEWER 1: In both of the studies that I refer to in this interview you sought perspectives from a number of stakeholders including the youths. How important was it to get feedback from the adolescents in respect to both studies?

P8: Definitely, and we did quite a few stages of that. So, em, the very initial thing were the focus groups with students to understand the em, how best we could use the information from Talk to FRANK. So, the first thing was kind of around the messages that were acceptable, em, was there any issues with the content around them, were they appropriate, were they age appropriate and that kind of thing. Em, so we kind of started off very much with adapting that content. But then we also did subsequent interviews where we explored the em, eh, the structure of the format of the intervention. So, the students who'd had ASSIST before and they were familiar with it, asking them what a drug prevention intervention might look like, how it would need to be different and how it could be the same and whether that would be more appropriate in the older age group of year 9's than in year 8's. So those kind of things in thinking about the actual training and activities with the training and how age appropriate and that sort of thing. And then we went to it being designed and we tested it out in one school, em sort of a pre-pilot kind of phase. Em, where we did quite a lot of in-depth interviews with the students, after we completed the intervention to explore one it had been implemented one time. Em how was that, you know, how had it gone and how could we refine it for going ahead to the proper pilot trial. So, there were several stages of exploration there, em. I think during our development stage because we have a public involvement group in DECIPher, we were able to tap into them, em, a couple of times just to test out certain activities for the training and that sort of thing. Em, and before we actually went out and did it with the pre-pilot. So, we had quite a lot of different types of em, eh, information gathering beforehand if you like. It's so important to do this to make sure. A lot of things fall down when it comes to implementation

and you an iron most things out as early as possible, then you stand a better chance of when you are actually measuring things, kind of, going as possibly well as it can do.

INTERVIEWER 1: Acceptance of the delivery of both +FRANK and FRANK friends seemed to be widely accepted by parents, children and teachers. Can you isolate what was the most important factor in eliciting this response to the study? E.g. Was it the stakeholder's input, continuous supports offered throughout the duration of the implementation of the interventions, buy in from the schools or the openness of the schools to research or all of these.

P8: Em, it's interesting really, because I suppose the key things for us with the delivery stuff was with the people training the students. Em, eh, they were quite experienced with the ASSIST intervention which they already had delivered in Wales and being involved from the outset in doing the adaptation. So, then there was quite a sense of ownership and in terms of this was something that they'd helped with and developed, so they had quite a high level of buy in with that. Em, whereas the students it was never the same set of students that went all the way through, cause it wasn't like the one that we started with in the outset to the ones that were delivering it. Like the ones that reported back on it, so that wasn't something, I wouldn't say that was a part of it. Em, I think, I found in general, em, students very em, open to kind of telling you exactly what they think and kind of really appreciate kind of like, people wanting to know what they think. Em, so, eh, then it got quite honest and frank kind of feedback. Eh, it's kind of quite hard to pinpoint what might have been the key thing. Em, I guess because it has been informed by the student input throughout, we would hope that would help to enhance the acceptability of the approach. There were things that we were told would not really work well if we didn't include those, so we listened to what they said. Em, and even there were different groups of students throughout, I guess which means that that is applicable across different student groups. It's such a difficult one, it's hard to know.

INTERVIEWER 1: Recruitment of peer leaders will be sought in a similar manner to the way in which the named study did. Once selected were they accepted by their peers and was there any ill feeling by those who did not get picked?

P8: Em, we didn't explore that much in the ASSIST + FRANK. Em, from previous work done with ASSIST there were some suggestions that students might be slightly resentful of their peers if they didn't get picked or might have even teased the people who did get picked. Em, I mean I don't know how, eh, it's quite difficult when, I mean all the way through the nomination process, it's not kind of, em, they don't really know who they're completing the survey for, so kind of rather than saying kind of influential and popular, we just say things like who do you look up to and who's a good leader. That kind of thing. Em, so that the repercussions of you then not being one of the people that's selected em, kind of you know, potentially isn't too bad. I mean one of the things that didn't happen, it might do in some schools I suppose, but we communicate quite allot with those who are selected and there is probably less communication with those who aren't. em, so there's only a certain percentage, like 5% who get a finite number of places and that kind of thing. Em, I not sure whether, like the teachers communicated that back to the wider group of students.

INTERVIEWER 1: Credibility of the facilitators was a key aspect identified in acceptance of the GMI sessions. Do you have any thoughts with respect to peer led MI sessions?

P8: Well, I suppose yeah, the peers could be more credible than teachers, em, from our example the teachers deliver it as part of health education. Em, but I can see that being possibly more acceptable. Em, it's quite interesting because with MI the whole point is about not being the expert and sitting alongside the person. That's probably easier when you are with peers than when it's a teacher student relationship. Em, I mean one thing that we did talk about in our development of this group motivational interviewing was whether all the students could be involved in the delivery. Em, they could be facilitators and em, there is a mechanism in Wales where older students have to serve this kind of support with younger students in some sort of lessons. Em, but the difficulty there was feeding the mechanisms for inbuilt training every year. Having to train a whole load of older students. Where when we train teachers, they are more likely to stay around for quite a while, so there is less resource intensive. Em, so from a pragmatic reason, we didn't go down that route. But em, I think that it is quite interesting and there was quite a lot of talk around that.

INTERVIEWER 1: Do you think that 2-day training in MI with the peers could illicit similar conditions of credibility in their delivery of MI?

P8: I suppose there was an element of one day training for the teachers. Em, and that eh, a lot of that did build on what was already good teaching practice. Em, so a lot of the group facilitation that is apart of group MI em, you know is basically something that they're already good at, and I suppose communication styles is kind of adding to you know, what they should already doing. You know, reflective listening and asking open ended questions when they sort of have conversations in any lessons. So, it was very much building on, well hopefully building on stuff that they already knew or might of em, been using in their teaching. So, it maybe I think 2 days is going to be quite important to introduce the peers to be em, some of those things that they might not have used before.

INTERVIEWER 1: How important do you feel the group setting was in informing the delivery and content of the GMI?

P8: Em, so I guess they're all quite interactive. The content of the lesson was to do interactive tasks. Em, so obviously the group setting you know informed that. It's eh about being able to hear the opinions of other people as well as your own, em and I guess the key thing that is and isn't part of the group setting is the teacher starting off the session by posing a question to the class, and they first of all write individual anonymous responses and they put them in a box. The teacher summarises them, and this is something that students wanted to give them some confidentiality. Em, so anonymity within the session. So that, that was need because it was a group setting and people might not have felt comfortable to speak out at first. So, it was a bit of an ice breaker session, where the teacher gives everyone an initial overview on the thoughts in the room. To then hopefully use some of MI communication skills to talk facilitate verbal discussion on that. Em, so it was kind of an individual task, but it has eh, the function of bringing students together and creating a sense of em shared understanding so they feel more comfortable, em contributing verbally to the discussion.

INTERVIEWER 1: Would you think that this could be translated to a one-on-one didactic MI session?

P8: Yeah, I mean I suppose at the end of the day, the way of encouraging reflection, em, is similar in the skills that the leader would em, would use to kind of encourage someone to

reflect on their own positions and to talk about reasons why they might behave in one way or not. Em, it's kind of the same, but I guess in the context of the group, it just allows people to hear others positions and position yourself within that group. Potentially to foster a shared understanding. But I think some of the underlying em, processes for doing that are fairly similar, whether they are in a group or in a one on one. Its slightly more challenging in the group to try and make sure that everyone, there's kind of no guarantee's that everyone was heard in the same way. Em, yeah.

INTERVIEWER 1: Your study also highlighted the importance of autonomy for the GMI sessions. Did facilitators come across any barriers in establishing this environment?

P8: Yeah, I suppose, there are definitely examples of students who didn't get there in the lesson. Em, I think we, one of the key things that came up for us in the focus groups that we did afterwards, was how em, how much the students appreciated the teacher wanting to know what they thought. That kind of supporting their autonomy in that way, like 'well what you think about is really important and these are your choices', and that reinforcement of autonomy. So that might have been something that was happening internally, without students contributing verbally. So, students having teachers verbally support that and support maybe the students who had contributed to the verbal discussion. Em and they need to talk about everyone having their say. Because everyone has an opportunity to have the written cards and the teacher brings that into the discussion. So even if they didn't contribute verbally, they've still contributed overall to the way that the discussion has gone. Em, so we didn't, this is just a direct result of the focus groups. we did ask in a survey after the lesson, how much the teacher valued their thoughts and em listened to what they were saying, and the majority of students did feel that way. And em, but that's as far as we understand that kind of autonomy experience from the lesson. And it's all we've evaluated so far in the single instance of the lesson, is the em, we kind of want to go on to explore when this is a general approach to education over several lessons. Does that foster that autonomy in general?

INTERVIEWER 1: Were there any concerning or sensitive disclosures, and if so, how were they dealt with this information?

P8: Em, so they eh, they set out ground rules at the start of the lesson. About em, how you know what the teacher's responsibility is with regards to child protection. And they sort of were encouraged that you know, when you talk about certain experiences, you may not necessarily want to say who it was in the experience. You could say 'I know of someone' that kind of thing and there wasn't really anything written on the cards. Em, the probably furthest that that got was students saying they liked the taste of alcohol but that was necessarily wouldn't mean that they'd tasted alcohol. They may think it's nice because they've heard other people say that its nice, so, it was all quite vague. I think that it's always possible for disclosures and that's the risk, I guess. Eh, if someone gets really comfortable and they just really want to talk to someone something, but they need to be aware that it could happen. Eh, but obviously the teachers were in our study have to be aware of that on a daily basis. So that wasn't much of an issue, they are already trained in that.

INTERVIEWER 1: Empathy is a core aspect of delivering MI successfully.

Was empathy between students observed during sessions? If so, was this something that the facilitators guided or was it within the students themselves?

P8: Em, I think what in terms of the teacher's empathy. No with regards to the students! Towards each other, ok, there were some nice examples of that actually. Em, there sort of were, and I think that this came down to the teachers' skills to a certain extent. It has a, em, one of the keys skills of the lesson is highlighting links between students. It was connection between students based on what they are saying. So, there were some really nice examples where students' kind of responded to what another student had said, em, in quite an empathic way, which was really nice. It was actually something where there was potentially lots of examples of it. There were some classes where students would just follow on from what the other person had said without necessarily having any reference to what they had said. They would just add in their opinions. Em, but there were, so it wasn't a regular occurrence but there were some examples of that. And some examples where teachers would really try to reinforce when that had happened.

INTERVIEWER 1: Do you feel that students being active agents in the delivery of the GMI increased their engagement in the intervention?

P8: Em, well, I see them more as participants rather than agents in the delivery of it. Eh, because it was still very much teacher led. While there is not a didactic delivery of the intervention they are still facilitating and providing the structure for the session. So, em, I do, I think the structure and the tasks, em, were all designed to increase engagement. Em, and to involve all the students and that's the feedback that we got from the focus groups certainly. The students were saying, well because we all write on the cards that means that everybody is contributing. Em, and then eh, the em, you know the teacher using open ended questions and reflective listening to facilitate the discussion. There was a couple of lessons where the teacher removed the tables and set a circle in chairs to deliver the session and the students in those lessons talked about how useful the layout had been for improving engagement. Em, it was a lot more open, comparing that to rows of tables and if someone at the back spoke, everyone would turn around to look at them. You don't have that in the circle of chairs where conversation can bounce around and no one feels like put on the spot. So that's just one of the possible, we didn't stipulate that they had to do that. Em that's how the room had been set up in their training and in some rooms, one lesson was in a science lab where you couldn't physically move the tables. Em, so yeah it was more down to logistics on what the teachers could do. But I think 3 of them did do that and the students really appreciated it.

INTERVIEWER 1: The study discusses further exploration into a more sustainable approach to the delivery of such an intervention that is both acceptable to students and teachers? Do you think that peer led GMI or MI sessions could be feasible, or do you have any thoughts about this approach?

P8: Yeah, I think it definitely is feasible, and there are potentially some implementation things around training and the sustainability of that. I guess em, if you are using community leaders and they are already in that established role, em, they're probably not going to stay in that role for very long and there needs to be some sort of ongoing delivery of the training to keep recruiting and training new people. If it was going to be some sort of a more widely rolled out kind of thing. I guess that's the only issue with that. With you know using young people, I guess they're going to go off and do other things at some point. And they are no longer going to be young people. Em, so, em, they're going to be an adult aren't they. They couldn't stay in the same role for quite a while. So, I think that that's the only sustainability

issue. Em, with, in terms of longer-term issues and how it would be successful, it would be kind of how you do then, em, keep ensuring it able to be delivered continuously. Em, but I think it terms of it being, em, the potential for it being feasible its terms of delivery and there were structures in the community that allowed that to happen, or if it was in schools then I think that that would or has allot of potential.

MI trainer and practitioner [P9] (n=1); semi-structured interview 42.14 minutes

INTERVIEWER 1: When using Motivational Interviewing, are there any specific methods that you employ when working with adolescents compared to that of working with an adult population?

P9: "I suppose we are working more with ambivalence and then therefore allot of pros and cons and weighted choice, and maybe exploring their values, but I suppose maybe you need to write things down or be a bit slower with them." Adolescents might be a little slower with respect to this due to their cognitive abilities to reason. Their cognition would not be the same as adults and their ability to come up with concrete decisions and work through them would take a little longer. Using the values cards to look at what they value and how what they are doing impacts on them is an important and useful tool. This is also in combination with identifying their thinking around their behaviour.

INTERVIEWER 1: "Would you say building that rapport with the adolescents is important for MI to be delivered effectively?"

P9: "I suppose the techniques that are used as part of the MI would be to use open ended questions to develop the relationship, so asking about them, asking them how their day is? How they see their substance use? What they get from it and tell me a little about themselves? Those types of open-ended questions, we'd use to develop a relationship with them, which I suppose is different from what they would have expected when they come in. So, they'd expect a more professional and clinical atmosphere, but it's getting to know each other you know! MI would be that resource then."

INTERVIEWER 1: "Do you think that your environment, the setting that you are in, really helps in establishing that relationship?"

P9: Eh it's a neutral environment, it's not really youth friendly or anything like that. It's just, it's neutral, I think that it used to be actually a solicitor's office, but when you come in, it's comfortable chairs, it's comfortable, you know, it's a comfortable environment. Tea, coffee, Biscuits, sweets, do you know?"

INTERVIEWER 1: "Great, so it's not a clinical sterile environment, it's kind of like a more relaxed, friendly..."

P9: Yeah, Yeah, it's a relaxed environment, you know it's very open, welcoming atmosphere, disarming, em, yeah, a bit of humour at the start. For example, a young fella came in the other day with his mother and he's 15, and I said, How's everything, like? And he said, 'well she said she was bringing me in to get my phone fixed and I said, well we fix phones too. I'll ask the guy to come down, he's a phone technician. And then the guy came down and said, yeah, I'm the phone technician and he cracked up laughing. So, he was at ease, you know."

INTERVIEWER 1: You have acquired this technique in MI over years of working with clients, which allows them the opportunity to relax and trust in you, would you agree?

P9: I suppose it's a belief system that you are not going to force anybody to do anything, and the minute you start doing that, you are not doing the work, you're not doing anything, and seeing it as you are not doing work when you are doing that.

Is there a difference, do you feel, in working with individuals based on the substance or addiction that they present with? E.g., is there a difference between someone trying to tackle an addiction with drugs compared to alcohol in your experience?

P9: No, we don't work specifically with smoking, but drugs and alcohol, I would think, substances. Based on substances, cannabis and alcohol compared to if they are using benzos, it would impact on your ability to work with them. Benzos would make it hard to work with them, when they are using them and then even when they are coming off them there is that hang over or impact that they have on them. The next day and so on, so their cognition could be poor and so you need them to have some space away from it.

With cannabis I think, you can do the MI, it's good around the MI as they can engage in it. Also, alcohol, because you know, they are not going to be drinking on a daily basis, so there are moments where they are not and you kind of look at how they're managing not to drink and how they manage not to drink on an evening. How they manage not to smoke in the evening, you know, whatever. So, I would think the Benzos make it more complex than the others. The others are not as impacting or as habitual in their use.

Have you worked with individuals who present with multiple health behaviours that they would like to change? If yes, how would you prioritise which to tackle or would you work with all of them together?

P9: It is usually poly drug use, but usually to try to identify the most problematic. So, they identify the most problematic and not you. I suppose, they do and then you work through, reducing down the problems associated with that substance and then you work down through them.

INTERVIEWER 1: How would you guide them in understanding the severity of the behaviour so that they could ascertain which was most problematic?

You could say something like "tell me about your cocaine use?", "In what way does your cocaine use impact on your family?"; How does it impact on your well-being and your health, your mind, your finances, your friends. You introduce leading questions in an open-ended way.

INTERVIEWER 1: An issue that came up from a previous interview, highlighting that youths are buying drugs online. Specifically, this study will target reducing smoking and alcohol consumption, in addition to promoting an increase in physical activity, how would you navigate around other behaviours identified that are not being targeted in this study? If they are identifying other problems in their lives, MI can still be directive in nature. With their self-care and feedback from that you could identify what situations they are in. You could direct the interview in that way. If they are pulling back or there is resistance in the room, and they are not willing to go in that direction you will have to leave it and move on. It would be similar to that example that I gave where you are talking about continuing with school for an adolescent and you are pushing in the favour of them continuing but they have no intention of going. Then you are up against complete resistance in the room.

INTERVIEWER 1: So, MI becomes almost redundant if you are not actually working on what the adolescent or client wants to talk about and work on?

It becomes your agenda and becomes prescriptive. It's like going into a social worker, probation or any other services that don't have high levels of engagement or that are compulsory.

That is obviously something that we don't want!

Yes, and that is the beauty of MI and also, the challenge. It's to be patient.

In your experience in using Motivational interviewing, is there a point where you begin to observe a change within the individual who you are working with on their attitudes towards the behaviour that they are working on changing?

Yeah, it's what they start verbalising around it, and then it's the actions that they take. So, I mean they are talking about taking for example someone involved in drug dealing, and an incident happens where there is a risk on his life. It was then that he started really crystallising what actually was happening and how he was thinking at the time he was a part of something that he really enjoyed and where he felt power, but now he can see where that was leading him. So, he saw it clearly and could summarise, how that behaviour was impacting his life. He started making changes that was impacting him, hanging around with different people, going to different things, going back to sports. Going into MMA or something. So, you can see the change in their conversation. But it's coming from him.

INTERVIEWER 1: So is there a time specifically when you might notice this change. If we ran 4 or 6 sessions, would you observe a change in behaviour do you think?

I was talking to someone about it and for your adolescent population, I'm not sure. There are adolescents that come into us that could spend 5 to 15 minutes easily. Now sometimes they won't, they can't sit still, and they walk out. But allot of them will come in and stay there and they're happy to talk. They are getting the space to talk about themselves and look at their lives. People think that young people don't want to talk. Last year we had 1500 one to one session and that was limited due to staffing numbers. We could probably have over 3000 if we had the staff to facilitate it. So, they really want to talk but the challenge would be trust, relationship and what is the dynamic between the young person engaging with the MI and the young person delivering the MI. How will they feel about the person, will they see them as an uncle or someone that they can cares about them. But also, is detached from it. So, I don't know how they'd experience that. It's not so much the model but the relationship within the model as well.

INTERVIEWER 1: You mentioned the "Uncle" relationship. Having identified a group of older teens (16/17 years) in a youth centre to participate in a pilot study, would you feel that these older teens might have the "uncle" status that you spoke about with the younger teens in the youth centre?

Yes, I would imagine that you could have some positive role models in the hierarchy of the youths in the centre, which I think would be extremely beneficial in the delivery of the MI. I suppose it would be more in tune with it, but then they need to be in tune with it. Do they have an understanding of it and what is there understanding of it? Can they develop empathy and what their empathy is like? Young people have less empathy anyway, so to have that skill would be very important. Like sometimes you would hear them saying, "he gets me" "he understands me". Now can the young person do that. Do they have that level of empathy and understanding for the other person? Is there a way of evaluating their capacity for empathy? When you are training them, this might be something to identify. Maybe there could be scenarios or case studies on what you think their personal experience

and what it's like for them. Even though they may not have had a certain experience, could they understand the person that they are working with.

INTERVIEWER 1: Delivery of the MI; What do you think about the MI being delivered in the hall due to child protection issues?

Yeah, I suppose once people aren't being overheard and there is enough space between them so that it is not impacting the sessions being delivered. Maybe introducing screens between each table so that visually they are not being overseen by the participants next to them. If you had some types of blinds or something to block the views of others. Visual can impact the MI because they may be preoccupied with who is looking at them and there is less room for distraction. They may become self-conscious.

If there is a change to behaviour, would you have an indication as to how many sessions would be delivered before this change is generally observed?

I wouldn't know how many specific sessions. But if somebody is thinking of making a change and they come into you and you are just facilitating that it would be quicker than when someone is nowhere near that, then you could be with them for a number of years. So, it's completely based on their experience and their thinking around it with their behaviour. So, no is the answer to the question that you were asking.

Are there any reoccurring challenges that you have encountered in working with the adolescent population in delivering Motivational Interviewing?

I suppose, the basic developmental characteristics of an adolescent. So, even if they wanted to change and they are quite impulsive or they maybe have some kind of other factors like ADHD which may impact their behaviour. Their value system also needs to be considered. Their peers may be the most valuable thing to them because their home life is not good. Being with their friends is probably a better space to be in than their family and then their ability not to use then within that setting can be extremely difficult. So, while they may want to make changes, and for me they all want a better quality of life, it's the challenge in getting that. So, it's the fact that you have to stick with them. You might have a 29-year-old, who has had 15 years of it and had made the decision that he wants something different and there is a great recovery piece in it but with young people it's more intermittent change. Their cognitive capacity does not always allow them to succeed.

How important do you feel it is, to involve parents in the process of working with the adolescents that you work with? Could you explain your reasoning for the answer please?

One hundred percent the adolescents want their parents involved in the process. They want confidentiality, but they need to know the limits of the confidentiality. But they also need to know that their parents care and want to support them. So, I think that the fact that, even though you are working in isolation, it will always come back to the same thing that we all work together. We have someone working with the young person and parents come into a group for support and look at how they are responding to or around their young person. So, you are trying to create a family system that is more conducive towards a positive environment. So, even from the SNP stuff that we talk about, spending time and monitoring and so on. We get the parent to parent where they can. What your parents think about you is vitally important for a young person and that relationship can become septic over minor things and it also can be repaired. So, we always try to work through that.

Do you foresee any problems that may arise in the present study of a peer-to-peer motivational interviewing intervention, from your experience of working with this population?

A problem could be, down to the adolescents' capacity for empathy and their developmental stage. Relationship, trust, and their ability to understand the model. I think it's an advanced model that needs to be simplified for the use of adolescents, but I wouldn't be an expert in the field of MI although I have used it a lot, I would not know it well enough to tailor it for the population of adolescents. There is a subtlety to MI, and it nearly becomes that spirit of MI, but when you say the spirit of MI there is an enormous amount to that. Expecting people's own capacity to make their own changes and being responsible for that and not becoming prescriptive and types of questions that you ask brings the question do they have the ability and skills set to do that? I suppose it is getting them to stick to MI. Maybe giving them a list of questions to use, a framework of questions to use might help.

INTERVIEWER 1: From your delivery of training in motivational interviewing, can you highlight any key differences between its delivery to an adolescent population compared to that of an adult population?

P9: I don't know of any training that has been delivered to adolescent population and that is why I was so interested in it.

INTERVIEWER 1: Any suggestions of interactive methods of delivery that might capture the attention of an adolescent audience during training?

P9: I suppose you could do something with video clips while delivering the course material. What is the buzz around the MI and what is the benefit of doing it. To hand it back to them and try to empower them to develop the skillset. That this is something that young people are delivering with an intervention that is proven to be effective with another population, because we feel that you are the best people to do this amongst your peers. Giving them the sense that it is a unique experience and that it may help people in a practical way.

P9: Then to simplify it, what does it mean for you to be heard? In times when you talked about problems, what was the feedback from the person you were talking to? So why did you feel that you were being heard; why did you feel you weren't being heard? Then you could say, well, those who felt like they were being heard were using these MI techniques and skills, but the others did not work. Did they use life skills and how then do we use that to help people through their own experiences? For example, if you are talking about a girl that dumped you, and someone says 'yeah, you were only an asshole to her anyway' or would you say, 'tell me about that', 'what was it like', 'obviously you really liked her and now you feel like she left you'... so put it into their experiences.

INTERVIEWER 1: I suppose that some people already use these techniques, and it might be pointing out that they already use them?

P9: well, the good ones do, a lot of mums and dads might shut down. I mean you try and use it at home sometimes and emotion comes in. The parent might say, I'm just going to bed ok! Which might lead to frustration, and you can think of instances when you use it yourself. How often do we use open ended questions and try to figure out what's going on? Maybe doing a values card and using them to identify between the group what their values are. Comparing them to the rest of the values cards and discussion around why one is more

important that the other. It would be a lot of role plays and engagement of the adolescents in the training process.

I don't know who is delivering the MI training for you, but it will be very important that they understand the importance of pitching the training in a tailored way to the adolescents. Coming from a school background you understand that they have the ability to sit and listen it capturing their attention to grasp the concept that will be the challenge.

You want to make it interactive but also fun so that they will engage in the training.

Getting people to move around, stand up but that they don't even realise that they are doing.

Having character in finding someone to deliver the training from a different perspective.

Examples of videos are also online that might be useful for the training.

Peer educator MI intervention [PE1-3] (n=3); small group semi-structured interview 9.31 minutes

INTERVIEWER 1: What did you think of the program?

P1, I think it was very helpful.

P2: Sorry I didn't know if we were going this way or that way.

INTERVIEWER 1: that's no problem, just talk answer anyone who wants to.

P2: No, it's grand you go.

P1: It's very helpful I think for younger people, it's very good like, I dunno know.

P3: We got to learn more information ourselves and I think the younger people did do really well. 'Cause when we were asking them questions, we were also educating them, like about the facts and stuff, that we've learnt, so it was helpful.

P1: Especially with that course we did for two days. Like learning all that and tellin them about it. It was kinda like making them learn more about that as well (L.H.).

INTERVIEWER 1: Tell me about your experience in delivering the MI to your peers?

P1: What do you mean like?

INTERVIEWER 1: How did you feel about being a peer educator?

P3: How did we feel about being a peer educator?

INTERVIEWER 1: Did you feel confident in your role?

P3: Yeah, I was confident, yeah.

P1: The first week, like I was a bit, like trying to get to know them. But then as weeks went on, I felt like, more like, confident as and it was easier.

P2: Yeah, I think like, em like at the start like, I interviewed people that were, like I'm not answering the question, (laugh)

INTERVIEWER 1: You are going on; did you feel more confident as the weeks went on?

P2: yeah, that's what I mean like, it was like.... laugh, I can't talk with my tongue, laugh... (she just got her tongue pierced).

INTERVIEWER 1: What were the greatest challenges you encountered in participating in the study?

P3: The biggest challenge was getting them to come every week, I think.

P1: Or trying to get them to change, and like not trying to but like, people that aren't wanting to change, you know it's kinda frustrating then, cause you're just trying to help them. Yeah, they're not like wanting to change.

P2: you're saying the same thing and you're not like, the ones that don't want to change you know they're just not bothered.

INTERVIEWER 1: Did you find that?

P3: Yeah.

P1: Just like you have to be there for the sake of being there.

INTERVIEWER 1: What were the positives you encountered in participating in the study?

P3: I think the positives was actually like, I dunno if this is, it's not really relevant but it was just talking to the people, like, we got to like, do you get me like.

P1: Yeah

P3: It's not that you make friends with them but like, we'd never really like, we got to know them,

P1: yeah, yeah

P3: I've never really spoken to them like, but we got to know them, but now like, I'd walk past them, and they'd say hello, cause you you've spoken to them (H.K.).

P2: Yeah, that's what I was going to say, at the start you wouldn't know them and by the end of it you're like, ah,

P3: Your friends with them like you know them.

P2: Like you'd proper talk to them like.

INTERVIEWER 1: Any suggestions for changes to be made to the program, for those who will be participating from the 6 communities in Dublin?

P3: Do you remember I was saying to maybe get them in groups, it's kinda better with two people, cause they kinds speak more.

P2: Yeah, when they are with their friends they're real like proper talk.

P1: yeah

P3: yeah, they're more open.

P1: yeah, they're a bit more comfortable, they're more with people they know then as well and like it's good

P2: yeah, yeah.

INTERVIEWER 1: Do you think that you had any impact on your peer's behaviour that they identified as wanting to change?

P3: Hopefully

P1: Yeah, I hope that like they think about it, but like I don't think we actually made them actually want to, like stop.

INTERVIEWER 1: so, do you think they moved at any stage from precontemplation to contemplation?

P1: yeah, they thought about it I think they have.

P3: yeah, maybe, I dunno, cause they, I dunno, because they I dunno, the ones that were doing the smoking, they didn't want to change, and they weren't going to change unless they wanted to.

P2: So, you didn't come across anyone who said that they wanted to change?

P3: The ones I was doing, actually the activity one, they were exercising every week.

INTERVIEWER 1: Do you have any views on the Motivational Interviewing as a way through which young people can work with each other?

P1: I think it's kinda a good way, but like...

P3: not many, you wouldn't really learn about smoking and stuff in school, you actually don't.

P2: No

P1: No

P3: Not, like, it maybe I don't know.

P3: You (inaudible). but you don't delve into it and like

P1: it's something like you're health and all that but

P3: SPHE

P2: like you learn about depression and all but

P3: You do it in first year and all but don't do it after that.

P2: Yeah, that's it like we don't.

P3: I think you're more likely to start, you're more likely to start smoking, like not in first year, like older but they only do it in first year, like in my school they do.

P1: I think it would help if the school, you know really.

P3: At least they know the effects from talking to them.

P1: So at least they actually know 100% everything.

P2: they know it's bad for you, but they don't actually know what it actually does you know. It's like weed you know; everyone knows it's bad for you, but we don't know what it actually does.

INTERVIEWER 1: So, do you think as an approach it's different to any other program that targets these health behaviours?

P1-3: Yeah, yeah

P2: I think in this one it's more involved. Like its proper full on.

P1: I think in talks you're just sitting there listening to them, you're not actually like.

P3: letting you in

P1: yeah, but you're not actually, like, do you know like, if there's anyone who wants to ask questions, no one like actually will, do you know what I mean like.

P3: Like they're not like, good, I dunno.

INTERVIEWER 1: Do you feel that your confidence has grown now in delivering MI?

P1-3: yeah, yeah, yeah.

INTERVIEWER 1: Do you feel that's from the training or from running through the program?

P1: I think it's a bit of both, mainly running it though cause, it's actually, like you're doing it.

INTERVIEWER 1: Is there anything that you feel could be done to make you better at MI?

P2: Em, having people definitely, getting those definite five people, and that they'd definitely be there every week. Having it organised before....

P3: Like giving them treats or something, every week.

P2: yeah, give them something where they actually want to come back.

P3: or we, yeah, I dunno

INTERVIEWER 1: So, do you think if you went to a different community centre, and you delivered it to people that you didn't know would they trust you as much?

P2: I think it would actually be better if we did, cause here we really know some people.

P3: that's why we were confident though.

P2: and were more open because they actually knew us to see and that but

P1: they might be anxious all day saying that stuff like

P2: yeah

P1: do you know if they see us like, cause we like actually know them, that's probably why they branched off

P3: so, I think like it would be better cause we know them.

P1: Yeah, but it's me.

P3: We don't want to tell them how many times to go to the gym and all that you know, that's weird stuff

P3: If that was me and it was someone, I knew interviewing me, I don't think I would, I'd feel less comfortable.

P2: Yeah, because you don't know if you can trust them or not, you know like is it confidential?

INTERVIEWER 1: Do you have any other comments that you would like to add about your experiences in being a part of this study?

P1: I enjoyed it.

INTERVIEWER 1: Did you?

P1: yeah. Just like interacting, coming in and you know.

P2: getting to know people and all, (inaudible)

P3: And, what I enjoyed about it was do you know the way all, like everybody else, well people all our age smoke and all. Like at least like, we're the ones who, I dunno, I don't know what to say, we don't smoke so we, I feel like I'm not the only one like. I don't feel left out. By me doing this program with other people it makes me feel normal and happy about myself if you understand.

Peer educator MI intervention [PE4-6] (n=3); small group semi-structured interview 11.10 minutes

INTERVIEWER 1: What did you think of the program?

P5: It's a good program but like, there was em, bits that were hard, like throughout it, like em, trying task ask different questions and all that, throughout the program. We keep asking the same questions every week. But em, I thought overall it was helpful.

P6: I thought it was good, but we ran out of things to do. There wasn't enough to do throughout the whole program.

PE4: Yeah, I thought it was good. Like it's a really good idea and em, you know it has good meaning to it but, you do run out of things to talk about, you know every week, and especially if people really don't want to talk to you. They'll even if you know, even if you ask open ended questions, they'll try and answer it as short as they can anyway. But it's like running out of things to say that is the big thing.

INTERVIEWER 1: Tell me about your experience in delivering the MI to your peers?

P5: Em, (pause) it's a good experience but em, like how I felt during it em, with the people, some people were hard to connect with, like to talk to, and some were very easy like. So that's my thoughts on that.

P6: Em, some people weren't as interested as others.

P4: Em was the question?

INTERVIEWER 1: Tell me about your experience in delivering the MI to your peers?

P4: Oh, eh, yeah it was grand like. Some people were good, others weren't that good. You eh, people were coming, eh, (silence)

INTERVIEWER 1: Go ahead, say whatever you feel was wrong!

P4: Eh one of them kept on coming in stoned and weren't taking anything in, so. it was hard like.

INTERVIEWER 1: What were the greatest challenges you encountered in participating in the study?

P5: Yeah, coming in like that was very hard anyway.

P6: Eh trying to keep up with the time limit and all. Trying to get as many questions in as you can every week. It's quite hard to keep coming up with new stuff. Just the questions, it was quite hard to get, like to talk to people for that long, every week. You know what I mean, especially like when last week could be the exact same as thing week and you're only asking the same questions and you're getting a bit bored and they're getting a bit bored, and it just turns into sitting there and them talking.

INTERVIEWER 1: What were the positives you encountered in participating in the study?

P4: Yeah, I think like if they took it, some of them took it a bit more seriously it would have held.

INTERVIEWER 1: Any suggestions for changes to be made to the program, for those who will be participating from the 6 communities in Dublin?

P5: Em, I think it should be maybe one interviewer in with one person at a time, cause some, allot of them do mess with each other, and then they're not getting anything out of it.

P6: I feel like every week, there should be something new to take home. Cause maybe three weeks could be like the same thing from the questions. I think there should be a survey or something.

P4: I think the training should be ay could have been a bit more practical. It was kind of long and like you know there was allot of talking, and you were just sitting there, you know what I mean, some bits of it were good but I think, I think there should be topics for every week. I think there should be a topic each week to talk about for the whole time that you are there. And say like there is a topic about what did you do for the week and there is like loads of questions and then like then like, how are you feeling inside and then there's loads of questions. I think there should be topics each week, so you don't run out of things to say.

INTERVIEWER 1: That's a good idea.

P4: And then it's a bit more exciting for them.

INTERVIEWER 1: Do you think that you had any impact on your peer's behaviour that they identified as wanting to change?

P6, I seen it on one person, I don't know about, I don't know if anyone was interested in it but one person I know, came to me and said I thought about it.

P5: It depends on the person really. Some take it more seriously than others like, some were actually, like what do I say, were dedicated to it. Some actually did dedicate themselves to like reducing their smoking allot.

P4: Yeah, some have, yeah one of mine, like it's not a hundred per cent but, they're saying they are trying to, they're smoking weed and they're smoking tobacco as well, but they're trying to get off the tobacco and then get off the weed. Like they're trying, so far like, he said he's not smoking much tobacco or rollies anymore. But he's still smoking a couple of joints and he said he's going to try to get off them as well. And then physical exercise, one person's doing well and then.

INTERVIEWER 1: And did you have any success with physical activity?

P5: Yeah, I had two that em, two of them improved allot like. Since I gave them, you know, a few suggestions on what to do and all that. Em, yeah, they've eh, gotten into basketball and all that, and one doing the gym and the other is doing basketball, and they're lifestyle is after increasing allot.

P6: I don't know cause when they did the survey they hadn't much of a difference when I gave them the last survey.

INTERVIEWER 1: Do you have any views on the Motivational Interviewing as a way through which young people can work with each other?

P4: I think it's good the way we have that skill. Cause if anyone comes in here and it's not a major issue, [youth worker 1 &2] could be busy and they could say you take them in there and you talk to them, you are qualified to do it. So, I think that that's good. And I think it should, I think eh, it should be done around like I think different places should be doing it. Like every kind of centre and eh, youth centre, that if anyone is kind of feeling like a bit bad, they can arrange to meet them in the centre you know, without needing to pay or rent a room, just sit down with the person and in youth projects there should be a program there for it.

P5: I think like em, you know, from the training throughout the whole program, like if, say, if the training was a little bit better, em, the topics that Dylan mentioned, if they were a bit better, em I think that it would be very successful for young people and em, yeah as P4 said as well it should be throughout everywhere, to be honest. I think it could be very successful.

INTERVIEWER 1: So, do you think as an approach it's different to any other program that targets these health behaviours?

P4: I think so, I think it is, cause if I sit in, before I done this, if I see someone smoking, I'd be like, what are you smoking for? You know, you're stupid! And you're stupid like, but you can call them names all you want, like you're stupid and you're a thick and all that but kind of now I realise it all about trying to get them, helping them rather than telling them they're stupid for doing what they done and kinda motivate them to help themselves.

P5: Yeah, it's kind of positivity.

INTERVIEWER 1: Do you feel that your confidence has grown now in delivering MI?

P4-6 Yeah, yeah, yeah.

INTERVIEWER 1: Is there anything that you feel could be done to make you better at MI?

P4: Em, if we just knew, eh, the right questions to ask, I guess, then we'd be very good at it

P6: I'd rather do it with people that we don't know.

P5: Yeah

P4: I'd rather do that, that we done it with people we don't know. Cause like we know a couple of them, and we know what they're lifestyle is like. I think that it'd be more interesting if we did not know the person at all. And they were more into it and interview them, you know what I mean. I find that like, maybe, none of us would find it as awkward with others that we know.

P5: It's why they were messing. Like if there were other people in there, I doubt they'd be like that, you know.

P4: Yeah.

P6: Yeah.

INTERVIEWER 1: So, do you think if you went to a different community centre, and you delivered it to people that you didn't know would they trust you as much?

P5: I guess that throughout the weeks they'll just build up our trust you know.

P4: They could be looking like, in here, they might turn their heads in and say, aw, we know him years and you know what I mean, he's only doing this thing. Whereas in the other centre it might be, you know, this lad actually looks like he knows what he's doing! And I mean you can build up that trust then with them and get to know them as well. Get to know them as a person.

INTERVIEWER 1: Do you have any other comments that you would like to add about your experiences in being a part of this study?

P4: I think that the training day, I think we should have say down and actually interviewed people P6: We only done about.

P4: Ten minutes.

P6: Yeah, ten minutes.

P5: And it was at the very end.

P4: f what we were actually supposed to be doing for the six weeks.

P6: We didn't get allot of like experience of interviewing someone, we only went through open ended questions and stuff like that.

P4: Yeah and like they told us about, they told us like about smoking and everything and the harm it does and like really at the end of the day it's good knowledge to know, but when we're in here talking to someone, that's all you can tell them is that it's bad for you and this and that. But it doesn't really help you with interviewing and all that, I think.

Peer educator MI training [PE4-8] (n=5), focus group 35 minutes

INTERVIEWER 1: How did you find the training that you did last week?

P1: I thought it very helpful learning all the tips on how to cut down on smoking and all the bad habits in addiction.

INTERVIEWER 1: And what did you feel was the best or worst aspect of the training?

P3: The best thing about training was that we got to meet other people, and [trainer] also done some other stuff, other than just talking. I think the training might be improved more by if we did more practical stuff.

INTERVIEWER 1: What would you say the practical stuff was?

P3: Yeah, more role plays and stuff.

INTERVIEWER 1: Do you feel now that you know what Motivational interviewing is?

P2: Em, yeah because we did allot of practice during the training. It helped us get a better understanding of motivational interviewing and the guidelines and questionnaires that we have to use.

INTERVIEWER 1: So, do you now feel confident to deliver MI to your peers over the next 6 weeks?

P1: At first it could be a bit awkward, but like, if we have 5 weeks to get like, more comfortable with the people we are talking to and get like, to know them more.

INTERVIEWER 1: What do you most remember from the training that you did?

P1: The, when we were doing the match sticks, like. When people were kind of making you feel bad, like you just wanted to give up. When they knocked down the matches. But when they were telling you positive things, like it makes you feel better.

P3: Just like the effects of like what smoking and like what alcohol does, like the jar of tar. It was just like disgusting.

INTERVIEWER 1: Yes, it's kind of stood out, did it?

P3: I remember that like you can't change a person, you know, you just have to listen to them and encourage them to change, but you actually can't change them.

INTERVIEWER 1: Great thank you, is there anything else at all that you would like to say about the training?

P3: It was fun.

P2: yeah.

P1: Yeah, it was fun.

INTERVIEWER 1: And what did you feel about the length of the days of training?

P3: Em, yeah like the first day was a bit like long, cause it was mostly like sitting down. I'd rather more like stuff up! You know stuff that you do when you're up, like.

P1&2: Yeah, yeah.

P2: more activities. The second day was grand.

2: Semi structured interview MI training [PE4-8]

INTERVIEWER 1: What did you find good about the training?

P6: Yeah, it was good, I learnt allot from it.

INTERVIEWER 1: Was there anything in particular that you found good?

P4: Yeah, we learnt about smoking and alcohol and what it does to you!

INTERVIEWER 1: And what did you think about how it was delivered? What was good about it?

P4: You got to learn about it, learnt how to listen to people.

INTERVIEWER 1: And how did you feel about the way it was delivered?

P8: I thought it was a bit boring! but like it was alright.

INTERVIEWER 1: And what did you find boring about it?

P4: Like it would have been better if there was more active stuff, there was allot of talking!

INTERVIEWER 1: So, you prefer to do more active and less talking?

P4: Yeah, yeah, I thought it would be better, it was good and we did learn allot, but I think if there had been more practical and more motivational interviewing speaking , cause like we learnt allot but we did do it at the end for like 5-10 minutes where we talked to each other, but I think we could have done more of that, cause that's what we are actually going to be doing.

INTERVIEWER 1: Is there anything else that you feel could have been better?

P5: Yeah, more practical stuff, more role plays, that's it.

INTERVIEWER 1: Do you feel confident to deliver the MI sessions now that you have completed the training?

P4-8: Yeah, yeah, yeah.

INTERVIEWER 1: Do you have any concerns going forward after completing the training?

P5: Just hoping that people will come, like that they show up. Yeah, cause if you work hard to get those people and they just don't show up the next day, that will be hard.

INTERVIEWER 1: And can you think of any way that might help to encourage them to stay?

P4: Stuff like that youth worker said, like that if they come, they'll get food or something.

INTERVIEWER 1: What did you feel about the length of the training?

P6: The first day was too long,

P7: Think it would have gone faster if there was more active stuff,

P6: like instead of just talkin'. Like if there were more role plays and stuff.

INTERVIEWER 1: Would you prefer 3 days of half training, or just a full day?

P6: You could have split it in half, rather than from 10 to 4. Like 10-1 for both days. Cause over two days, cause one day was just a drag.

INTERVIEWER 1: Do you have any other views or ideas about training?

P5: Just again a bit more active stuff and like so they don't lose them or get bored or that type of thing. Like to make them want to do it more!

P4: Educate them on the first day and like practice more on the second day.

INTERVIEWER 1: Ok thanks, did you like the activities that they did use in the training?

P4-8: Yeah (all),

INTERVIEWER 1: Which was your favourite?

P5: Do you know, the one where you had to interview them. For like smoking and all, you know.

P6: The match sticks

P4: Yeah, the match sticks.

INTERVIEWER 1: Does anybody have anything else that they want to say about the training at all?

Silence...

(Youth leader)

YW: I do have one suggestion. Eh, I think that I think that people are very unsure as to what's going on, in terms of, you know, what are the lads doing? Like what's this going to mean, where does it fit into the project? They're probably not asking all of those questions as such, but it's probably not hitting home, the work youse are putting in and where it's going to lead. I know this is a big shout, but like, I know it might sound a bit silly, but I know what I'm thinking in my own head. I think that we should take a group photo at some stage, and I can doctor it so that it says like, our MI team, and it has your names under you on the photo. And then it has a thing underneath it that says,

What is MI? - MI stand for motivational interviewing

What does this do? - If you want to reduce your alcohol, smoking intake or increase your exercise, the people above have been specially trained to help you do so. This is an initiative that we do with Trinity college Dublin. You know that kind of thing.

It's written out and its posted outside on the board. So, the minute you walk in to the centre people see your faces and know what youse do and why you are there, why you took part and then I think, and now I think this is the part where all of youse are probably going to laugh at me when I say it, but I still think it might be worth while doing. I could go down and ask Yvonne for the budget to get polo shirts, like soft collared shirts that you'd wear with your tracksuit, em, like just black ones, that just says motivational interviewer or MI [youth centre name]. And for the photograph you wear them and when you do your interviews you wear your polo shirts. So, it creates a visual in people's minds that gives you a bit of authority in the place. No, you're wearing your trackies or jeans or whatever, and your like runners, but you'll have the polo shirts on, and people will like think, why is it every Tuesday night, the lads come in wearing those polos. And we will give you a space like that you use in here and it becomes the MI room. And then suddenly it has this very kind of formal structure thing on it. And then at the end like, when you get certified, like we

take your picture, and you keep your t-shirt and like. But it just shows other people, like that youse have done something that like is really solid. You know what I mean.

P4: So, like that it doesn't look like we are just messing around.

Yeah, youse are just doing another thing that is kind of, they might be just thinking and here's just more of per leadership or aw, we've done that peer leadership and that's just another thing. But it's not its completely separate. It would just reinforce that, that youse don't just have to do any more work to reinforce it. We package it nicely and so people get it. So, people take what you're doing seriously. Would you be alright with that?

P4: Nah, nah I think that's a really good idea.

P5: yeah.

Youth worker: Like you're not expected to walk around all the time in your shirts and all, but on Tuesday nights is MI night and you can pitch that as something that happens for an hour every Tuesday night in this room and wherever we put it.

P5: So, will people come in?

YW: But for the first 5 weeks people will show up, because you have to do that, you have to get 5 people each. So, for 5 weeks it's going to be working that way, anyway. But then after that so what if nobody shows up. Every Friday [youth worker name] and me do one to ones. And like some weeks we have three people in on a Friday who need one to one support. And then you might go weeks when nobody comes in. Who cares? We'll be cracking on with other stuff, but if somebody basically say to you, aw, could I do that MI thing that you do? I know I want to like; I'm smoking too much or whatever. Could I do that MI with you. Then you can come back to us and say I have such and such who wants to do that. Can I do that next whenever and you set up the interviews.

Ultimately if no one shows in real life you can still practice it with each other anyway. So, you will have the skill, no matter whether people show or not or ask for it. You will always have the skill if its needed. And like as youth workers that's what we have, we've loads of skills and loads of training. And like you've got to think of CV's and all that. If you're putting on your cv, I'm on the MI team in [youth centre name] like, and they're like what's the MI team? You're like motivational interviewing, it looks very professional. So, would you be up for that like?

P4-8: Yeah, yeah.

Youth worker: So, like the other side of it is, me and [Youth worker 2] do one to ones allot of the time and people come in and say I want to quit smoking or whatever. Imagine us being able to say, we don't deal with that! You'll have to go to the MI team. If it's smoking alcohol or physical activity, we can say talk to one of the boys in the MI team and see if you can set up a session. Like that sounds amazing and that would be incredibly helpful for me and [youth worker name], to not have to worry about that stuff. To have a team that are dedicated to it and the other side is as well between boxing and football and martial arts and all that, if youse are involved in any clubs, and you are playing and one of your mates is dying off cause he's smoking all the time. Like you could literally, plant the seed in their mind. You could say, do you know I'm a Motivational interviewer. Like I do this thing up in the centre and if you come into me, I can help you quit cigarettes like. I can use the technique that I'm trained in.

Stage 2: Interviews –MI intervention

Youth work manager M1 (n=1) semi-structured interview YO1 –75.03 minutes

INTERVIEWER 1: Yeah, so em, can you tell me just a little about your role here in the youth centre?

M1: yeah, absolutely, so, okay my name is [Youth worker name] and a.... I'm em a youth worker in [YO1], I'm a team leader so I would support a number of staff members to do certain programs with different young people.

Em, a number of them programs range from personal development right through to political and social education and one of the programs that we have run over the last couple of months was with yourselves and was a very important program which was the peer led education program. So that program acted as a great mechanism for us certainly to gage the young people from their perspective and there level and there was allot of good interaction between them and we noticed that allot of the time we would develop allot of programs through consultation with young people, but we do find sometimes that young people are giving you the information that you want to hear, whereas when you have young people asking other young people for information it becomes more authentic and it becomes more valued. That's what I've noticed from listening to the conversations from the young people, the young educators have when they're recording the information from the people who were participating in it you know. That was really good, really valued.

INTERVIEWER 1: And what were, when I first came to you last summer, what were your expectations when I brought this, when I introduced the concept to you of the intervention?

M1: Absolutely, yeah, yeah, when you first came to me, I was very excited about the program, but then when I thought about it a little more, I was thinking to myself, could this work, because young people confidence wouldn't be as much as a facilitator who has a bit of practice in this. But then it became very evident when you delved into the program about having the young people trained in MI, that they would have built the confidence and I noticed through the process that the young people when they first started off that they were asking questions and they weren't very forthcoming with the positivity and the answers. But then when after a while they built up sort of eh, a certain confidence that was really, really good, to get good information out of the young people, so you know. So, I suppose the stages was a t the start I was very excited cause I thought it was a great program, I thought it was very important, then when I thought about it a little more, I had my reservations about the accuracy of the information that was going to be provided. But then when I found out about the further information about it, I was very confident that youse providing the trainer and youse always being there to support the young people by coming in and have the booster session, I thought that was really, really important you know.

INTERVIEWER 1: Great, so just a little about the peer educator and training, which you have, so em, how were the peer educators recruited?

M1: Yeah okay, so what we do, I have a group of young people who are, em, are voluntary getting involved in a youth leadership program. So, when you came to me, I retrospectively looked at what I did already and then identified a number of young people who I thought would be value throughout this process. I also toyed around with the idea of getting other young people involved, but what I was thinking to myself was the information that we were looking for, em, was very important for me. So, I said to myself, I'll go with these young people that I believe were in a position to accurately carry out that research, you, you know.

INTERVIEWER 1: em, and do you think there was a motivation for them to be a part of the study, or what was their motivation?

M1: Yeah, no there's two motivations. I think, allot of times through youth work, allot of times when you're developing a program you always have something what I call a "carrot", so an incentive. Obviously, it was a quiet big incentive for the young people to be paid to do that, but I think through the process the young people, em, realised that there's more to this that going through the process and getting paid. They realised that they, that the young people that they're working with were, em, benefitting from this and the young people that were getting into it were also benefitting from this you know. Like, they were learning more about young people in a certain situation and it's hard to break down a barrier to go in different situation. So, them seeing it from a different perspective gave them a bit of autonomy to say if they can do it, I can do it, you know.

So, there's a two-way learning process there, although the carrot would have been obviously the vouchers or the money. That would have been the real buy in. But me as a youth worker, I understand that you have to have something there for young people to get them to buy into it. Especially the young people from Dublin's north inner city, there's allot going on and they are not very confident of getting involved in things because, they're constantly being let down. So, when you have an incentive to get involved in something, that's the buy in, but it's the process of what you learn that's the real outcome you know.

INTERVIEWER 1: yeah, and were there any issues around the peer educator recruitment when you had identified them, like was it...?

M1: Yeah, there's no major issues, the only issue em were when we started the process, em now this was something I done, but it was quickly identified by the both of youse and youse spoke to your supervisor. I was saying to myself, it would have been more conducive to let the young people go and do it in a different environment but obviously with the young people being under 18 it was important for me to witness that and be in this environment. So at the start, I was think that we go to schools, we go to different places where it's more comfortable for them and I thought that would have worked really well, but em, fortunately youse went in and spoke to your supervisor and it was more appropriate to bring it back to the centre and that's what we did and that was the only small bit of maybe issue or stumbling block that we came upon, but a part from that it, I mean....

INTERVIEWER 1: yeah, and when you mentioned about the training, em did all the peer educators attend training?

M1: Yeah, all of them did, every one of them, they were there for the couple of days. They actually really enjoyed the training and they got eh, obviously the trainer had a purpose to train them to be motivational interviewers or training them to speak to young people and to motivate them. But they, they, I notice that they got a confidence from that and now in their public speaking they're quite comfortable doing that. So, there was allot of learning through that that was indirect. It was very good, very positive you know.

INTERVIEWER 1: Em, I know you weren't at the training was there any youth worker here at the training?

M1: No, I was at the first day and ...

INTERVIEWER 1: You were at the first day of training.

M1: and the second day the two others, the second day another youth worker [name] sorry.

INTERVIEWER 2: yeah, I know what did you think of the training?

M1: I thought the training was fantastic, I actually met with the trainer, is it okay if I say this.

INTERVIEWER 2: yeah, yeah

M1: I met with William afterwards and I took a lot of the information that he had and changed his ideas and put them into practice for what I would do. That's what I tend to do a lot, I think it's, we're not here to try to reinvent things. It's great when you come up with new ideas but you just tailor things for, that's more appropriate. So all he asked of me is give him a shout out or put his name on a couple of documents, which is fine me, you know.

INTERVIEWER 2: And was there anything you think that maybe like wasn't covered in the MI training that could have been or could have added to it?

M1: Em, no, no, I think it was quite comprehensive, I think there was a lot there, but what might of, what I personally think I might have done as a youth worker is I'd have a lead in before the training, because the young people came from different projects and didn't know each other, so the relationship wasn't there right at the start. So maybe I would have had a lead in process to build a rapport and relationship between them and then go through the process. Because I think at the start, I eh know, certainly our lads were a bit reserved at the start. Now that went out the window in the afternoon when they had a bite to eat, that acted as a bit of a team building session, you know which was good. But it was really comprehensive and really important. I'd actually recommend that training for youth workers or for workers. Cause I took loads out of that certainly, you know.

INTERVIEWER 2: And have you ever trained with young people before?

M1: Em, yeah, I have, what I try to do is have young people on interviewing panels when we're interviewing for staff in here, cause I think it's very, very important. And I, when you're, when we have young people in training it's not a token gesture, it's a young person that's going there that can contribute and that's ready for it, you know. And that's I suppose in a roundabout way, that's one of the reasons why I chose that particular group of young people to get involved in this process you know.

INTERVIEWER 1: So just around the implementation side of it, of the whole intervention, em, how were the participants for the MI recruited?

M1: Okay so what we did was, again I tried to be strategic and have young people that was actually attending the centre. But the young people, em, had a number of people that were attending the centre, but they didn't have the relationship that wanted before they felt confident in order to build on that. So, what they did is they went around and recruited young people that they knew outside of the building, so their friends. So, I was happy for them to do that for the initial stage. Build up their competency with them and then bring it back to someone else. Em, I think three out of the four interviewed people for the first time. Which is very, very positive and is a good step. So, they did it with their friend and then they interviewed someone for the first time that they didn't have the relationship with, which is very positive you know.

INTERVIEWER 2: yeah, yeah

M1: They found that quite beneficial you know.

INTERVIEWER 1: And were there any challenges around the peer recruitment?

M1: yeah, there were challenges to have the young people, I like to have consistency, so if you're going to meet a young person on a Wednesday at five o'clock. I'd like it to be six Wednesdays at five o'clock. The young people with their hectic schedule can't make the

same days all the time. So, what we used to do was, we'd plan three days over the week and if the young person could make one of those days, we'd work around their time. So, there was, it was doable but it wasn't as straight forward as we would have likened it to be you know.

INTERVIEWER 2: yeah, and was there any other challenges kind of in terms of getting consent from parents or anything like that?

M1: yeah, there was massive, I think there was, we could have been very creative in which way we were doing this. But at the same time, we need to be honest, and we need to be straight with the, with the parents, so, em the young people were doing things maybe that they weren't necessarily being expressive when they leave the building, like if they smoked or if they drink alcohol, especially when they're under 18. So, they had reservations about taking consent forms to their parents. So, em, they, eh, coming up with creative ways of maybe uncles or aunties signing the consent forms but I was making sure that it was the parents all the time. Because that's very important you know.

INTERVIEWER 1: So, do you think there was an interest in those behaviours being chosen but it was down to parent consent?

M1: yeah, not absolutely, I totally agree with that. I think that there would have been a lot more, I think, em, I think em, I believe that from the information provided there was a lot around physical activity. I think that would have been a lot more around dru.... em, smoking and drinking but what they would suppress that and they would do physical activity simply because they didn't want to take it to their parents, you know.

INTERVIEWER 1: Em and what did you feel, were there any challenges around the timing of the intervention and the length of it?

M1: yeah, no, no, I think the eh, I think the eh, when you are working with young people it's important to not have something too long because they get too lost in the process and they, it starts becoming about when are they going to finish as opposed to it. I think if it was maybe two months instead of the six weeks that might be a little bit more beneficial. I still think it would be a little bit longer. I think, I think, it'd be beneficial. I think yeah! Maybe with that you know.

INTERVIEWER 2: Em, I was just going to say around the parent consent, do you think there's any kind of solutions to overcome that or any way?

M1: yeah, I think there's solutions for us in house and then I guess there's more solutions for out. We could be able to organise an event around information given. So, if you took the young people and you took the parents in and a lot of the parents would have an inkling that the young people are doing things that maybe they shouldn't be doing but they don't want to admit it and manifest it and bring it out. So, if we could bring an information session about this is happening and this is more beneficial for a young person and if a young person has a visual and sees what they're doing and how many times they're doing it and what they need to do to stop that. They're more inclined to get involved. So, if we provided information sessions for the young person's parents then that would benefit. And I also think that if yiz, em, maybe approach schools, and it would be very beneficial. But within the school setting, so you're nearly monopolizing the young people that you're working with but you're getting a bigger cohort, you know.

INTERVIEWER 2: yeah

M1: the young people came here voluntary and got involved in this voluntary, but I think if you got, I think if you did it in schools and young people bought into that then that'd be very important.

INTERVIEWER 2: okay so if it took place in the actual school?

M1: if it took place in schools, yeah, yeah because you have a massive cohort of young people that are involved and they could link it to the, to the curriculum, in a way of, obviously the young people's confidence building, harm reduction, you know what I mean. You know there's ways of getting it into, into the school but in a positive way you know. You might meet resistance from teachers and things like that, I understand that, but I believe it'd be good. I think, I've been in schools delivering sexual education programs and drugs and alcohol awareness and I try to make it as interactive as possible but I know when I've done a six-week session when I leave that school, when I bump the young people all they remember is me going into that school. They don't remember the contents that we went into. Whereas if it was in school, like what you're doing and it's in the curriculum, they're more inclined to pick it up and keep going over it you know.

INTERVIEWER 1: Em so were there any challenges around implementing the MI, from scheduling to no shows, dropouts, disclosures?

M1: No, no, there was nothing major. The young people were conscious that I was in the room when they were, while it was happening, so they were less likely to disclose anything that maybe would have raised a few eyebrows and I was conscious of that. Before any young people conducted any of the interviews, I made it clear that if anything is said within this room, I have an obligation to take this elsewhere. Now I did make it clear that only if it was going to harm anybody involved or somebody else.

INTERVIEWER 1: great, do you think that it reached the people that it needed to get to?

M1: Yeah, I definitely think so. I think that em, what happens is, there's a lot of young people in the inner city that, eh, are heavily involved in maybe drinking or smoking and then there are young people that are exposed to this, so through peer pressure. So, we were targeting maybe one person that was, was getting targeted through peer pressure and another person who was involved in a group, and then it was creating a common discourse in different circles that people were talking about this, that was spreading. Which is something that I suppose that in a secondary piece of research you would have picked up that okay a young person is cutting down on his smoking and habits, but he's also talking to his friend who may be doing the same thing.

INTERVIEWER 1: Ah ok, and were there any issues around the peers completing their surveys?

M1: None of the, there was a couple of times where young people were being a little bit suggestive about being, how about doing two consecutive sessions in two different days. Now that might work, but I was trying to push it out as much as possible, because if it was down to the young people, they would have done five sessions in a week. That's what the young people do, but I know that it's obviously important to have to have space in between and reflect on what you've doing and think about the plans put in place going forward, you know.

INTERVIEWER 1: Em and for the measures that were used, you know at the first week, last week, 3 months and 6 months, were there any challenges around in getting that information?

M1: Em, yeah, no, no, I think that when em, again young people when you do a process with them and you leave them for a number of weeks and months then they tend to nearly forget about what went on before and it becomes a bit of a, if it's not prevalent and if it's not happening now then it starts they lose a bit of a... But then when they look over what they have done before then it quickly becomes very evident that okay this is what I done, this is what I done. Because I noticed that a couple of young people even that were filling in the forms later on, they were asking, "how many did I say I did the last time?" so they're losing a bit of track you know what I mean. So, if they're in the moment or coming to us, saying I smoke five times a week, but then after maybe cutting down, a month later they're saying to myself, maybe how many times did I smoke that time? I know I do now, but do you know what I mean? Because of the space in between.

INTERVIEWER 2: Em and do you think that they're, say when we are like, I suppose building from what INTERVIEWER 1 is saying, when we want to get a follow up on them again, do you think that there is an easier way to get them. Like is a survey, is a paper and pen survey okay or do you think it'd be easier if we sent out a link?

M1: Em, yeah, I was just going to say that you'd be better tapping into the technology, because young people are very prevalent. You don't have to get them into a physical building to do that. The only thing is I don't think you can actually guarantee that its that young person filling out the form or whatever that might be. Now obviously you can do it through email or Facebook or whatever it might be, and you have a name, but I mean, it could be sent out and they could get their friend to do it or get someone else to do it you know.

INTERVIEWER 2: yeah, yeah

M1: But I think tapping into that online thing is very important case em, because that's where the young people are at nowadays. You know.

INTERVIEWER 2: yeah, and did you think that there are any advantages or disadvantages of the young people working with other young people (15.16)

M1: yeah, absolutely I think there's massive advantages as in the young person is more Likely and inclined to listen another young person and their buy into the process. Whereas if it's an adult there's a power dynamic there and you're the one that is holding all the power as an adult. Whereas a young person talking to another young person, it's more equal, it's, the young people, it's easier for them to say no or I don't want to do this, or I don't want to engage in the process. Whereas when they do buy in to it, they do it whole heartedly and they're trying to support it, you know. A disadvantage I suppose would be the quality of the young person delivering the session. So, they could be rushing through the questions and going over things and the information that they are gathering, they might not be documenting as well. So maybe if they recorded that or somehow you could actually when they do it, maybe one of yourselves could actually delve into that a bit deeper you know. Cause I'm sure if a young person said something to you and they really scratched the surface, you could really delve into that. Whereas if you said it to another young person, you are reading a word on a sheet you're not really getting a, as much as what it was you know.

INTERVIEWER 2: yeah, and then so do you think that the workbook that they had for the MI sessions, do you think they were helpful or maybe...?

M1: yeah, no massively helpful, yeah they were really good like, the, I think, I'm not exactly the date of MI training and then delivering the sessions but I remember the young people were, and then we had the booster session, but I remember the young people saying, okay I'm after forgetting what I did and they go through the workbook and they said aw yeah this is after refreshing my memory and I remember this is what I'm supposed to do, you know. That was really helpful for them.

INTERVIEWER 1: So, if we took away the issue of consent forms and surveys and if this MI intervention was to be brought into your service, em, you know just as a service or drop-in service for young people. Do you think that it is something that would work or be difficult to maintain?

M1: yeah, there are a couple of things there, em, youth work is obviously based around and values voluntary participation and em, young people come because they want to come. I think you'd reach, you'd obviously reach ninety per cent of the young people that would come through the door and then some people just wouldn't participate, but I think that'd have an effect on the overall uptake of membership of people coming into the project because you'd be saying, "I don't wanna go into the project because they'd ask me questions that I'm not comfortable answering." You know so that's a bit problematic. But at the same time, there is programs developed around drugs and alcohol, but what we do is we identify red flags around young people that are exposed to this, and we introduce them to that, whereas that'd be more of a blanket effect, that would affect everybody in the project so, there's pros and cons. It would work, essentially it would work, but you'd lose maybe a number of young people that you should be aiming towards, or targeting you know. Obviously, you're losing your carrot as well, you know. Your carrot could be come into the centre and use the centre you know, but at the same time if it's not, if it's not instant for the young people, then they're less likely to buy into it you know. They nearly want, they nearly want instant and then it has to grow. So, for example, we took a group of young people to Wexford for a summer trip, and they did an eight-week program based on drugs and alcohol. Then we wanted to delve in further to drugs and alcohol, and then they asked us where are we going now, overseas? So, you know, young know what I mean, you can't, eventually they'll be going to the moon. You can't, you know you can't grow. It's the instant gratification part that we struggle with you know.

INTERVIEWER 1: So, do you think there are any challenges or benefits for young people working with other young people in this capacity?

M1: Em, yeah, so I think there's, there's the challenge would be young people working with their friends and maybe their friends, maybe their friends do smoke or don't do physical activity. But what they will do, they maybe tend to tell their friends something like, okay you need this answer so this is the information that I'm giving you, and then there's not kind of a stage where the young person that's conducting the interview and can say, hang on a minute, this is not true cause I hang around with you, you know. So, there's a bit of a challenge there and there's a bit of a positive then in a sense as in that the young person might be less likely to tell the information that's not accurate but then at the same time if he does the young person who is conducting the interview can't really say hang on a minute that's not true, you're my friend you know. Does that make sense?

INTERVIEWER 2: then I suppose with this whole intervention, is there anything that we could do that could make it easier for you guys?

M1: yeah, yeah, no I think, I think what yiz done was very helpful and obviously yiz organised the training and yiz organised the books, yiz organised to see the young lads anytime, em, anytime I spoke to you'se through email or on the phone, yiz were very open to coming over and constantly dropping in. So, I think that was very important. So, I think youse done essentially what yiz can, eh in order for this to, to manifest into something that's tangible. So, so nothing that jumps off the page to me, you know.

INTERVIEWER 1: And as a youth worker, what did you find most difficult throughout the whole process?

M1: I, the thing that I felt most difficult was for the young people to do it in house, get them to do it in here. The young people were getting a little frustrated with me, cause I had to be there all the time, so if I wasn't going to be in for one of the weeks, I could organise one of my colleagues to do it, but I had to ensure that this was happening and why it was happening. So basically, if it was happening outside or out of here it could have happened, but then, I'm not saying that we don't trust the young people but em, how legit will the information be that they bring back, so you know, that's a bit of a double-edged sword, you know. Like the young people, I trust them, the ones I work with, I'm very confident in what they do, but at the same time, it's easy for you to go around the corner and get one person to get involved in it and make up the rest, you know what I mean that could be done. That could be done, but me witnessing that, ensured that it didn't happen, but that was one of the challenges you know.

INTERVIEWER 1: And what do you think went well?

M1: yeah so, I think the, I think there was allot of things that went well. I think the, I think the whole concept of doing this I think is very, very progressive, and very important and it went really, really well. The training for the young people was fantastic, the skills young people developed, both soft skills and hard skills were really, really important. Right down to communication through the facilitation it was really, really good. Really important you know. I 've noticed the young lads growing allot since the start of this process you know.

INTERVIEWER 1: Em, so do you think that peer-to-peer MI would be successful in your youth service?

M1: yeah, absolutely, I do yeah, I think it would be very successful, but I think it would be successful in a way whereas maybe myself and yourselves would work together in ways in which we introduced that. So, for me it would be a voluntary capacity as in I'd identify fifty people that I think would I'd work well with then I'd come to youse and then we'd identify how we'd roll that out. Whereas if it was a blanket service, I don't think it would work and I'd have a little bit of resistance because the young people are coming to the door and they come here for this to be a safe space. If they're going to be asked certain questions that might not be the case, you know.

INTERVIEWER 1: And do you think it would be feasible to run here, I think you've answered that question?

M1: yeah, absolutely, yeah

INTERVIEWER 1: Em, and do you think it would be something that could be sustained if there was a drop in, just an MI room?

M1: yeah, most definitely, I think it's something that'd be very important, we're doing a thing that's called a sort of practice sort of justice and I think this compliments that very, very well. So, the young people make mistakes, and we all make mistakes but it's the

language you use and how we can combat that and how we can resolve it. So, I think this is a way, that could compliment what we're doing cause you could use it as a way of "Okay I made a mistake", we don't want total abstinence but how can we cut down from the mistake and eventually gradually ween it out, you know.

INTERVIEWER 1: So, do you think that if it was provided it would be something that you could implement within your service?

M1: yeah, yeah, absolutely, I'm starting to implement the as I said, I like to take information that people are providing and then tailor it. So, I'm doing something similar to what you are doing but it's on a minute scale. So, there's young, I'm getting young eh, I'm getting young people coming in and they're coaching the other young lads. They're using a similar process. So, we do a train the trainer and I train the young people to train the other young people, so it's a process like that. The same concept, it's just a different field I suppose.

INTERVIEWER 1: Eh do you have any suggestions on how we can make it any easier for you, the whole process?

M1: Em

INTERVIEWER 2: or for other youth centres going forward?

M1: eh, just, eh, for me I'd be more creative, I'd just, so when you're being creative, well no being creative sounds like you're cheating in a sense but you're not. Like what I mean is, I'd identify maybe fifty young people that want to do this process and I'd identify twenty-five that gets that's trained up to do it and the twenty-five that gets that's trained up to do it interviews the other twenty-five and then I'd get the other twenty-five trained up and reverse the cycle. Now I know, I know you're saying it's hard because people are getting trained, that you're coming into the process with eh, with a bit of eh, a conscious decision that you're doing that, but I still think you're going to get the information, which is very important.

INTERVIEWER 1: And do you think that's feasible getting twenty.

M1: yeah, yeah.

INTERVIEWER 1: Twenty-five people here that would be interested in training in MI.

M1: yeah, I would definitely, after we finished this, it just wasn't ideal, with the studies and everything going on, cause allot of young people that were being interviewed were coming in and asking how do I get involved in this? So, it was creating a demand. Now obviously one of the big things would have been the payment, all the vouchers, that's obviously. But as I say that's the carrot, that's what get them involved, and then after that it's what happens you know.

INTERVIEWER 2: So, do you think if we ran this again would there be people interested?

M1: absolutely

INTERVIEWER 2: yeah, yeah

M1: if you'se ran this tomorrow, I could guarantee you at least ten people from the centre that would get involved in it that are different to the people that got involved already. I think em, I know it was a pilot study and you linked us with YO3. But I think in the northeast inner city, I know that you have a relationship with [city counsellor], there's ten fifteen projects. If you reached out to them, I mean there's allot of young people in the area that we could.

INTERVIEWER 1: And have other youth services heard about this?

M1: Well, they've heard about it through myself and then they've asked questions about it and then I was talking to them about em, I was saying to them, the next time it's being run out I'm going to try and link in with you'se. So, I mean we can do it through that you know. But there's the swan youth service, you know the swan?

INTERVIEWER 1 & INTERVIEWER 2: yeah, yeah

INTERVIEWER 1: yeah, we knocked into a few of them, and they weren't there and

M1: Oh really? Yeah, yeah, which is unfortunate, yeah, but Swan youth service is very good, they're just down the, inside [name] hall and they're also down in [name] street there's a youth diversion project and there's [YO name] which is a youth community centre. Then there's the [YO name], the name of the youth project one and two. There're loads of projects in the area that you could really get into. But I think you'se were right in what youse were doing, between sometimes you cast your net too wide, and the information gets diluted. So, there's no point having twenty projects with ten of them fully committed and ten of them don't and it dilutes what you're doing. If you have maybe ten projects and eight of them fully commit to that and two doesn't, that's going to outweigh it, you know what I mean. So, I think that yiz done the right thing. And it was a good link, linking projects together, I believe you know. It was great to have em, to have girls over and it's great to, to ask questions about what they do and why they do it. It helped the lads with the relationship as well you know.

INTERVIEWER 1: Em are there any systems or resources that could be put in place to help them?

M1: Em.

INTERVIEWER 1: is there anything else that we can help.

INTERVIEWER 2: even at a systems level, like something that needs to take place within, I dunno your own service, like you know that could facilitate this?

M1: Emm, yeah

INTERVIEWER 2: like to actually go ahead and implement it and sustain it over time.

M1: Emm, yeah, yeah, em, no I think we're quite lucky in the sense that we eh, we have, we have a great structure here, we have a lot of resources and we have a lot of equipment that can tailor that. I suppose if you were interviewing another project, there may be all of things that they talk about space, young people, and things like that you know. But us no I think, I think it works really well, because we obviously went over to Trinity college with yourself and we had William in, we had yourselves, and we were doing the booster session, so yeah, I think the process and everything went really, really well, you know. From our, from our point of view anyway that.

INTERVIEWER 2: and do you know with the lads, the young people who trained up, would they be, do you think they would be interested in going again or would they be interested in supporting other people to train as peer educators in the MI.

M1: Absolutely. I think they'd be interested in going again, they'd love to go again. I think, the, this time around, I think the information they got this time around was very good. I think it'd grow again. I think it'd go deeper. It would be a bit more sort of, a bit more rigid. Whereas this time it was their first time, and I was looking at the process as in you have three people and you do the first person and that's nearly the guinea pig. The second person is more comfortable, the third person is a success. So, if we do another program I think success, success. You know what I mean. They're at that level now.

INTERVIEWER 2: yeah, and do you think the behaviours that we looked at, do you think they're the right ones to focus on or do you think there are other ones that we should be looking at?

M1: No, no, I think they're very important because if you look at em, allot of, certainly in youth work, if you look at BOBF, there's allot of things that you look at connected to the community. You look at health and well-being, you look at em, em, being fit and healthy so, em, so youse ticked all the boxes you know. And youse were quite prevalent at you know, as in smoking, drinking. I suppose if you really wanted to delve into it a little bit deeper, but it would get very tricky, it's drugs and alcohol you know. And you're talking about alcohol, but I mean its drugs. Now I know smoking is drugs and alcohol is drugs, but I mean its hard drugs that you know. But that might get complicated you know.

INTERVIEWER 1: Em, I think you have, but just to conclude, I think you have kind of spoken about this, but if you were, if there was the potential for this to run as study, or a big study, would you have based on your experience advocate on behalf of it to other community youth centres.

M1: yeah, no, absolutely, I think that it, I think there it should a national study done across the whole of Ireland based around this, based on the same concept that you have. Young people supporting other young people and working with other young people and for other young people. there was ah em, em, I was only at eh, the launch of the harder to reach (inaudible) conference, where they had a professor in, his name is em, Cian Finn from em, Limerick university and he came in and em, and he did a bit of research on harder to reach young people and what he did is came in and interviewed the young people.

Youth worker (n=1) semi-structured interview YO2 –67.08 minutes

INTERVIEWER 2: Thank you for agreeing to participate in the interview, if you could, would you just tell us a little bit about what your role is here?

YW3: Okay my role here, is a youth worker. So basically, in the youth worker role, it's about looking at the development of and recreational activities of young people between the ages of ten and twenty-five. Em, it's to follow em, the guidelines of and ethos of the organisation. One of the major parts of it is and it fits in really well with the thing is, the mission statement is to help young people in [Community name] to have a happy and successful transition from childhood into adulthood.

INTERVIEWER 2: Right, yeah

YW3: Right so that's the main thing. So, when eh, there's a variety of things that go from that. Like we work, I could be working with a group between ten to twelves. I could be doing, allot of me ten to twelves is coming in to loads of stuff, loads of activities. They're coming straight in after school, and we've loads of activities on. So that's em, those are in small numbers. Thirteen to fifteen, they are kinda smaller groups. They're smaller outreach and transition from school, or there's one group that supposed to be a big second year group but it's turned into four young people that all need additional supports because they're getting into trouble or their home life is very... and then there's, and when I work in the older age I work mostly with good progression. Kind of people that are in a localised program, em which is localised and kind of pieces of work that they do in the community. em I'm also involved in the 'Gaisce' program in the, to put things in place that they're

already doing that they should be getting recognition for with 'Gaisce'. You know it just gives people more purpose, and that's kind of the thing then that something like the motivational interviewing thing when it came up as a project was aimed at me, because I've the groups that work. So first I find the people but then also it's something that I have a passion in, you know, it's great that we put in place that when people are at a level in what they have achieved and they go on and have loads of skills and why don't we just push it that bit further, both for themselves and for people in the area.

INTERVIEWER 2: yeah, yeah and when we first came to you, when you heard about the motivational interviewing intervention, what did you think? What were your expectations of it?

YW3: Well to me it was great, cause it was, I, I would have come from a background of, in my em, in voluntary work it was done, it was actually through the Jesuit's that we kind of always had a thing that once people became fifteen, that they'd em, what do you call it, do peer mentor, it was called faith friends. So young kids because it was attached to the school. So, what they used to do is kids that were making their confirmation we'd do the faith friends with them, so it was the young people who would be trained in talking about you know, so it would be more to do with the actual. It was more religious and stuff like this but there was a few and they were doing that and they called them faith friends and that helped them through their confirmation so they'd do that and then what happens is, we'd always start at first year group with a first year boys group and a first year girls group and the intention was that the young people would have helped in that would then be young leaders in the new group and with the young people. So, and then it always got to the stage where we always got most of the leaders, so most of the young people at that stage were leading it. So, the likes of this motivational interviewing will be used and help them. So, we would have been trained, I mean we did a thing years ago in em, which would have been similar to the peers around drugs, so eh, so instead of us going in and doing it on drug education. We got young people trained by a local agency in em, doing drug interventions and stuff like this. It's more kind of workshops, doing workshops where you get information and you get bits but that's what we did, so the likes of something like this, the motivational.... I also ran the young leader's development program here for a few years. That's why I flew into something like this.

INTERVIEWER 2: Right, okay yeah.

YW3: Because we see the logic of it, I agree with it you know I want to challenge or give things to the people that are more motivated and are capable. You know if we are challenging young people that are, that are steps for them, you know in little bits, why shouldn't we reach, it's important for everyone's transition. So that's why I'm really into it.

INTERVIEWER 2: yeah, great and what, when we asked you to find people, how did you come up with the peer educators?

YW3: Em, it was mad because originally, we were saying looking at localise, I'm involved with the school with 'Gaisce' so I was going to the school, but we weren't sure if we'd get a big group or a small group and as it turned out, I think its fate because the people who said that they would do it, kind of didn't turn out. Because the school asked me to write a letter because the motivation training was going to be during school hours and asked, what do you call it, was asking if I could take people out of that and unfortunately I didn't get a

response and so I ended up in the end, picking two people out of, em, PE6 and em, PE7 are two people that are around a long time and are always here, so I got em, at the last minute and then one of the outreach workers got PE5 and came up with PE4 for it. Now I didn't have many dealings with it, I had no dealing with PE5 and just PE4 from drop ins and stuff. So that was how they were selected, and it turned out to be brilliant because we managed to get two young people male and female and two of the older young people. So, we're getting the younger age and the higher age group.

INTERVIEWER 2: Yeah, it was great and what do you think was their motivation for taking part?

YW3: Well PE6's would be different because he's going to be a youth worker or he's studying that, so PE6's was just anything with PE6 in terms of young people and expanding on his experience and his things so that was PE6's. PE4 was when we asked her, PE5 is a bit quieter and cause we had, and when we asked her and she said grand. I think PE5 and PE4, I mean they kind of were selected (inaudible), but I think the money bit was definitely a big focus for them and eh, but the other thing is that they had the confidence knowing that they were able to do it. So, it was a different story there, it wasn't just the money it was also the knowing that they, you know they bought into the whole idea of it, you know.

INTERVIEWER 2: and would they have done any peer mentor roles beforehand; do they have any experience in that?

YW3: I don't know whether they had, because they, if they had been doing it, it would have been more through eh, the outreach team and eh, I'm sure but I just think in general, cause like PE4, he would have been in boxing and thing and he like he would have been in MMA now and like he'd be doing naturally peer things. While PE5 as well whatever she was in, or I'd say even with her mates she was doing naturally she's just that person.

INTERVIEWER 2: yeah, that's her personality, and did you come across any other difficulties trying to recruit participants, kind of, was there any issues around parent consent?

YW3: well, there was cause kind of like, consent was more, I made a mess of the consent forms. I ended up just giving them all the wrong consent forms and stuff like that.

INTERVIEWER 2: ah yeah but the consents were probably a bit confusing, I think even we learned from that as well.

YW3: yeah, and then I ended up like putting 'x's' in boxes and they were there, and I thought they were there to sign, and they were lucky because they were thinking that's what they didn't do, it was all, it was loads of stuff like that. That could have been, I think one of the whole things is that, like the time framing and stuff like that. By the time, I know you've had put the wheels in motion with [service manager] a long time beforehand, but when it came down to it, we'd been selected to do it and then everything was rushed. And it wasn't a sit down. You know me and you didn't, me and you've hadn't met before the thing and to sit down and to find out exactly what was going on and what the steps are and what I needed to do for you've. That could be, like I said I don't know if that happened with other things but what happened here wasn't the person who ultimately did it.

INTERVIEWER 2: yeah, because we actually only met you for the first time at the training.

YW3: yeah, at the training yeah.

INTERVIEWER 1: yeah, because myself and manager met last summer and you know then it was trying to come up with training dates and stuff like that, which pushed it back so yeah by the time we met you it was nearly six months later.

YW3: yeah, that's what it was and that's it, and I can understand that's what the time limit purely was that I only became the person when things were ready to rock and that would have been good.

INTERVIEWER 2: So, it would have been good to meet beforehand and like ...

YW3: It would have been clearer to meet and to say this is exactly what's going on and this is what is expected and for looking at things like in the school and can have high numbers in the school, what wouldn't have happened. If I'd had time to sit down and look and see what, but ultimately the four people that we needed and the right people were on it but you know it's kind of fallen on to it rather than, you know the other thing is that loads of people slapped out their names and stuff like this but manager came with a list of people of about five or six but they were all asked to come and they didn't.

INTERVIEWER 1: yeah, and do you have any idea why they didn't attend training?

YW3: I think it was in fairness young people are, a good lot of young people are like that. They're not in work they're not in school, they're like that you know. So, it's the commitment and making an appointment and actually sticking to it would have been, so you know regardless of they would have been em....

INTERVIEWER 1: and I know that you had been em, attended the training, what were your views on the training?

YW3: The training was unreal, yeah, the training was unreal. Training was brilliant and I loved the way, see, I've eh, eh, I've, before I've transferred at, from what do you call it, from youth work, I did a diploma in communities and drug work and so all, there was different types of interventions and counselling and that. We did motivational interviewing but his was great, you did it and you did your practice and you did your stuff and you had your, he was great, his focus was, the main thing is our talk, you know, he broke it down which he had to anyway. I think it was brilliant the way he did it. What it is, is these are the major parts of it, and this is what you do and there's kind of a set way that you do it, but this is what you are focusing on. 'Because I remember doing it and because you were on, doing loads of different types of counselling and because you're getting it, you don't know when you're getting it. I mean what am I supposed to be doing and what am I, some are leading, some aren't leading and some, but his whole thing was respecting young people and see where they are, push them on and look for their strengths and everything, you know the affirmations and stuff. So, I think that was the huge part because the (inaudible) were huge in the end and trying to get and the steps to, if you look at what they are looking at, that it's enough to say you ask them with their OARS, but a huge part is that you have to have your empathy and you have to have your and that's what it, it was real practical. I got that, I think it was really, really practical and I think that the young people got it.

INTERVIEWER 2: yeah, and what was it like training with young people, have you trained with them before?

YW3: Kind of, yeah, but even when I've, I'm like that even if we're doing group settings, if we're doing group work and stuff like that, and we'd have to read it, if one was coming the other one would sit back in and try and be a bit more, kind of a bit like this, picking out stuff that someone says and kind of a bit more. But I have been on things where if we're

doing stuff with young people, I think it's great, I really do think it's great and what I loved was that em, a couple of times when we broke into small groups I was working with a couple of lads from YO4 and it was great even that side of it as well, because in one way they're doing that, so even if you're in a setting doing that and you working one on one, if you're doing it with an adult its even hard to adult that you don't have a connection with that's a youth worker but then to do it with an adult that you don't have a connection with that you've only met, you know what I mean, it was really good. It's mad because that thing about the football, me going on the four-day week, that came from one of the lads from yeah you know when we were talking about and then actually in in one of those motivational interviewing things where we all spoke is where I thought about taking up walking football as an option. Because of the questions he asked and the way it is, yeah. And it was great having two I think it was brilliant having two different groups together. Rather than if it had just been us. Especially if it had been just four or five from each team. I think it worked really well having em, yeah it was great.

INTERVIEWER 1: so, you've kind of used MI in your own life, do you think there's any impact on the peer educators? Have they taken any of those skills after the intervention or have you noticed any difference?

YW3: Em, one of the things about the training was straight off first they got the training, my first vivid thing about it was the first night that people came up and we were setting them out and they were going through em, the other people and all that. I turned to them and said your great and as they were leaving, I was saying to PE5 and PE4, I says, 'Jesus you did really well, fair play' and PE5 turned around and sad 'ah, look at you YW3 full of the affirmations' (laugh)

INTERVIEWER 1: So, they get it!

YW3: They do and I had a conversation with PE4 the other day and we were talking about where next and stuff like that and identifying young people and he was just so into the thing and my kind of, yeah this is probably the time, you might have a question further but I just want to ...

INTERVIEWER 1 & INTERVIEWER 2: yeah, yeah

YW3: To kind of sum up what they've learnt, the first time they did it they kind of went out and got their friends. Now we're looking at it here and we're saying right, we've gone to other staff, and we've asked do they know other young people but then I started to think about it and I just went in and there is allot of people that we work with that need interventions. Now, allot of the young people that need interventions, outside like there's loads going on for them, so there's loads of issues like in their family, but there is so say one fella for instance, he, he's a bit confused around his em, brilliant at sport absolutely brilliant no matter what he tries his hand at, he's just unreal like, he likes sport. He also then likes the real the other side, so he's being pulled between sport and he's also in a situation in his own life where he's five days a week with a foster carer where everything is stable and stuff like this and then at the weekend he goes home to two parents who have no legs and have and have drug habits right. So, he's mourning every day of his life but the one thing that we know is that what would work for him and keep him out of it is if he sticks to the sport. Now he's an unreal hurler and stuff like this. So, I was talking to PE4 about it and PE4 said Well I'll take him on. But what we'll do is, what we'll do the focus on, now he's smoking and he's thing, but I think it might be harder to get him for the smoking but we know he has

a love of hurling so if we put the focus on him coming to you every week around getting back involved or staying involved in training more with the team then it means you are getting the best of both. You're getting the intervention that that person really needs.

INTERVIEWER 1& INTERVIEWER 2: yeah, yeah

YW3: and you're not getting PE4 to deal with all his other stuff, so I don't know if that fits into the criteria of what you want or

INTERVIEWER 1: yeah, I suppose it's the health behaviours and the choice of

YW3: yeah and I know we know that helps, it's just that the only difference is, he hasn't made that, you know some people have made the decision, but he hasn't he doesn't know that yet, so our putting him in place is to help him make that decision. So that's one young person and PE4 took, I said that to PE4 and he said yeah, I'll jump on that no problem. And then there's another fella that comes from a family of addiction and in trouble in school all the time. He recently did em, they did a eh, up in MMA, up in Owen Roddy, MMA right! Owen Roddy trains is one of Connor McGregor's trainers, right, so he was also in MMA himself. But we did a program with him coming in and four or five, or six or seven of them at the end and then they get selected, two people for the scholarship, that go up and get the training that other people have to pay for, and they get it for nothin'. He was selected.

INTERVIEWER 2: PE4 was?

YW3: No, this fella, this young fella right, now PE4 was training and is, no PE4 wasn't selected, PE4 was part of the, eh, he's actually. PE4 has trials for the Ireland MMA team and now and Owen Roddy trained PE4 and PE4, he was down at, he was somewhere else as, and he went up there to give a hand at training and from there Owen Roddy has taken him under his wing, an eh, what do you call it, has this week has trials for Ireland.

INTERVIEWER 2: yeah, right!

YW3: We, you know, the best thing that he can be doing is focusing on that you know, with this, 'cause the other stuff is going on, right! So, we asked him the other day, would you be prepared to go and talk to PE4 every week and about coming in and checkin' like, makin' sure you're doing the MMA and stuff like this, you know.

INTERVIEWER 2: great, yeah.

YW3: So that for me shows the practical thing that we can use this in the youth work setting and, and, and it also shows em, the confidence of PE4 that he has absolutely no problem with it. Like he knows how mad these two young fellas are, you know what I mean.

INTERVIEWER 1 Ah, okay, so that's they've chaotic lives outside but they're obviously a natural ability towards sports...

YW3: Yeah, and it's for us, our role is to, because and they're torn between the two and like that's for the first fella I told you, he's wild, he's into martial arts and he's coming out and talking a load of shite on about this and that, but yet he comes into me and we're in a small group in the corner and we're talking about, you know what's going on and I'm challenging him. But it's really cool, is that what you want and he's comes out with his mates and that, they come to an opening on a Friday and they come in here and he's talking about doin' this and then this, but is that really cool? and if he comes in here and they go off and are doing this and they're doing that. He'd always comes in with a football, he has that love, and he has the thing, but he also has to be conflict, we know as a street team, he hasn't made that choice, now he, so he lives two lives. One that's going that way and the other one that might stop him from going that way, and if we focus on that and give him to PE4. Now I did say

to PE4 not to get into stuff about his family to get away from all that. This fella like, you know both of these lads got involved with counselling, he did counselling for me and proper counselling and stuff like this but.

INTERVIEWER 1: And are you talking about drugs, alcohol, smoking?

YW3: Well one of them hasn't got down that route, now there's loads of addiction in his family, but he's always in trouble in school, but he'd go out and he'd be the one, if you see a gang of lads now and someone's throwing stones or doing someone's doing that, he'd be in it, same as the other, both of them would be like that. Now one of them has started asking on the, the smoking but he has started on, there, there is drugs in it. Now I would be looking at professional help and everything for that.

INTERVIEWER 1 & INTERVIEWER 2: yeah, yeah

YW3: going down that line but he still is in the situation now where he still loves his football and he's, I have to ask you now if he'd be open to talk about thing. The younger, the younger fella, without a shadow of a doubt will do it if it's with PE4.

INTERVIEWER 2: He will you think get involved to talk with PE4 and kind of like.

YW3: Well, he's the main one yeah, so what he'll do that, and it will give him a better chance. Because it means that he will be physically fit, mentally he'll be a bit more able to his, his, his em, cause he's really, really good at it as well. And that's what I'm saying about the other fella as well. If he was doing stuff like that, 'cause he is really at the cross roads now. Because he comes into me, comes in on an opening on a Friday and when he comes in here and he does the thing, he also comes up to me on a Wednesday and I've four young people that have loads of bleedin' stuff going on and we keep that as a really small group and we pop out and stuff like this and we let them talk about what's going on and that type of stuff. But he wants that, and yet when he's outside he's doing all the other stuff, so I think it'd be a great thing just to, for them, we've identified the positives that they need to make and they kind of do want to really do it, the good side of them really wants to be involved in that and the other side doesn't and if they don't stay here, they're going there. Em, and I really made it clear to PE4, I don't want him counselling, 'cause he knows the young fellas and he knows that there's issues and not to counsel them that its purely around using the motivational things the, to help them with their... And then there's one other fella, he's sixteen, very overweight, likes sport but very overweight and can't do it. A couple of months ago, a couple of his mates who were overweight as well decided to join a football club and to go to the gym. He started with them, they're all bleedin' thin, playing football and going to the gym, doing the football and he didn't. So, I was talking to him, and I said, I says listen don't take the wrong way, but you're like me, I says what happened to you there? He says, "I don't know." I said Well would you like someone to talk to you, it's just six weeks and talking to you, lookin' at it and see what's stopping you. I know you're want to be fit, 'because I know he likes sports and all that and he says yeah. So then, what I did was I gave him the choice of the four, four of them. Well out of the four here, who would you find it easier to talk to and he said PE6.

INTERVIEWER 1 & INTERVIEWER 2: Wow, Okay.

YW3: So, I've asked adolescent and he said yeah and he's grand. His consent is the easiest, cause his nanny works out there.

INTERVIEWER 2: Okay great

INTERVIEWER 1: So, you've a selection of peer educators and then you can offer to the peers a choice of peer educators!

YW3: Yeah, because do you know the first one where they recruited themselves, obviously that's who they were going with, but isn't it better to have, and the fact that we have the diverse selection, that you've ..now 'cause I have another young fella who's in third year, who's in sixth class he's thirteen, now I'd have to talk to his Ma before I even talk to him. But there's a couple of things, he might work better with fellas and like PE4, but the other thing with him is that he going to be starting in "the comp". Right, now the only one in "the comp" is PE5.

INTERVIEWER 1: Sorry what's "the comp"?

YW3: It's the comprehensive secondary school, right. So, wouldn't it be ideal for him if he was, if he was doin' a thing with PE5, but then when he goes into school, he has a face, he has support in the school. So, do you know the way, so I think there's allot of, I've been trying to say to other teams that when you're looking at people, or people you know let's look at what, who best would work with them.

INTERVIEWER 1: So, you feel that the support from here is extending out into the community, into the schools?

YW3: Yeah, but if you can get thingy mabob support and he happens to be getting the support here but then happens to be there in the school as well. I think it the comp they get allot of bleedin stick. There is stuff there, it'd be nice to have a bleedin face and nice to have nice to have someone. Cause you see, when I'm in work, we're real holistic, in thing and because it's about the happy transition from thing to there, so that's why I'm thinking, I think that extra bit, cause that's what we do here. Because it's not just, not that that isn't any good the next transition and coming up for him is the comp. So, anything that we could offer to make it a bit easier for him, like what I'm looking at doin' is em, I'm running the Gaisce in the thing, and a couple of lads are bleedin' bousies right and em, what do you call it, but I get on great with them, they haven't really committed to it, the community stuff. No, I was saying even rather than it being a thirteen week, what I'm going to do is, get them to come in to that, transition for the sixth-class young people that I know are going to the comp and I befriend them, so that on the first day that they're going in, cause the worst thing about going into that school, now I don't know if it's in every school, but in there you're told you're going to get first year batings, you're going to get your head down the toilet. I mean it's what you get all the time, but how nice would it be if they were going in and they knew a couple of bigger, madder lads in the school that were coming in and saying hello to them on the first day.

INTERVIEWER 2: yeah, definitely, so for the round going forward you are kind of selecting people?

YW3: Yeah, and I think I'll put out a general thing, a general thing, but I think it's easier, cause it's very hard if you put, even in a notice, people that want to make a change, want to give up drink, want to... I think it's, the thing of being in the youth centre and doin' it is that people have a relationship, so if I'm with other youth workers and I'm saying right, havin' talked to young people, havin' 'doing that, this is what, this person is in a position to take that on. Or like with us, 'cause if I was to make a difference and stuff like this sometimes, we do have to use our own analysis if the situation to find and assess what the young person needs and what might work for them. So that's why I think it's important, to do it, because,

but it also then means that if we can make it a valuable part, if we're doing something like that and we can make it a valuable part of working here, it's much more likely going to work. So, it's the whole thing of, of the peer mentoring and working with young people is going to work. Now, to a point you doing it with your friends will work and from that study it will, but also is the case of allot of the people that really need the help and really wouldn't be in, that they need, we need to be looking at them saying, you know. So, it's like when they really come in, I'm looking at them saying for instance with that fella that is know he's sitting in the sitting room there and I know I can do that, but for this study really to work, its saying, well am I the best person they got to do that and so that's why, we build up the team and we get the works. But then we get the team and say not only are we giving the option of them going to a younger person than us. They're also given the option of who they want. Do they want someone older than them, do they want someone a similar age, do they want same sex, do they want other sex, do they already have a relationship, or do they want someone that they don't know. And it just means you can bring the more practical into it, rather than just, I know if I stuck with any young person that wants to give up stuff like this and they stick their name down, they're not going to do it. But if we do it the other way, and we are targeting and you know people that know them, that I think it'd work, just like you did with [service username]. [service user name] will never put his name down, but I went up to him and said look I understand and I know I'm in the same position as yourself, because I was boxing from twelve to teens and the only reason I kept off me weight when I was younger is because I was boxing. You know, so it was a case of us doing that contact but then, so when you get that then, this is where the whole thing of the study will come in. Then it's the thing of, instead of me just offering or just being able to give me mentoring and doing it, let's do the youth thing and the youth approach.

INTERVIEWER 2: yeah, and that's, I was just thinking, the first time they went they picked and found people themselves and it was after that, that you thought this would work better if we started identifying people.

YW3: yeah, now having said that there's another side to it right. When they came back, they kind of had exhausted like, [service username] just didn't, couldn't get anything, I suppose it was the age, she couldn't get her friends and stuff like that, she just couldn't get anyone and that was learning from that.

INTERVIEWER 1: And what age is she?

YW3: She's, she was on the older end, she was eighteen, nineteen. Em, the other side of it was that em...

INTERVIEWER 2: and did she want to do it, do you think that she wanted to do it, after training?

YW3: She needs, seemingly she needs to be kind of pushed into things you know. She's a lot going for her, she's great singer but yet she's on a re-engagement program, it's a program for people that haven't progressed. So, there's something there. For that your kind of, so cause I know from someone I work with said you shouldn't take her, go and get people who are comfortable in doin' that...

INTERVIEWER 1: But I think the fact that she made it to training, which was amazing so...

INTERVIEWER 2: yeah, yeah

YW3: And I think she'd be really good, 'cause she's a set of skills and a personality that you know is different from anyone else, same as they all are. So that was one case and then PE6 got three, again he's in the older bracket. And the others had said they'd do it again, but that went. So, it was kind of unfortunate. They used their friends and that's it and do it that way. So, then I said how do we do it and it was only from sitting down and having that conversation with PE4: that really, we started targeting people. Because I do know if I put it up there, that if I just put it as a blanket out to people it wouldn't happen, but I would say it to is the staff and I would say this to staff let me know of people you think the intervention would suit or have even suggested to you that they want to do some and then you decide then whether a youth intervention is better than you trying to do it.

INTERVIEWER 1: yeah, so when you were doing the MI for the first time did you come up with any issues around scheduling, timing, people turning up or not turning up?

YW3: I know from the lads there, you see what happened allot with me, which was great, because the first couple of days they'd come up and i was in there I was making sure there was rooms. I was doin' this, and I was doin' that. After that they did it themselves, so allot of them issues your having your things, cause it was them, like I know PE4: one person in particular and he did have a problem with and even when any time he came up, the only reason he came up is because PE4: rang him up about four times while he was here. In the end he came up or he didn't answer him and didn't come up and then it was... So yeah, there was an issue some of them around...

INTERVIEWER 2: and was there a problem with some of them getting into the centre?

YW3: See I don't know, cause em, as far as I was aware, I left it fairly clear that if they turned up, cause the first time I was organising it and they wanted to for different days and stuff like this, but then I said also for a case of professionalism and stuff like that, was so, so I don't know. If someone has mentioned that in their thing fair enough, but as far as I know, when they came in whoever was on reception, see Annen whose a Gaisce thing on most things here, now I know there was an issue with eh, with Aaron as well, sometimes someone taking you on is grand but then there's an issue because the handing over of stuff at the end was a bit of an issue with that (laugh) because I was coming in and then eh, I wasn't sure of the time, and Aaron had given them the time and it was only afterwards that they told me but they should have given me a ring or something to come in 'cause I tell them exactly where stuff was and but, other than that as far as I know they were looked after. So, they were given as room they were.

INTERVIEWER 1: So, do you think even is there an easier way going forward for them to access the room and materials that they need, or can we further support you going forward?

YW3: See that's what it was they were leaving them in my desk, and they were doing that, so I don't know how this day it went, so this day I don't know what happened. I had the stuff, there was a box there with the stuff, I kind of had dividers and more or less they had their stuff in each one. So, in general, they'd come in, Ellen would let them in and they'd get their stuff and or some days they'd what do you call it, they'd give it to Aaron and thing and then Aaron would leave them on my desk and I'd file them away so, that's why I was a bit thing that they went a bit skewed because that'd been happening and it had been happening quite well. You know em, cause it was, now what I might do if I do it again is actually have folders somewhere, like actually have boxes or something, you know places

where it holds each of their stuff and they do that and at the end its not handing to Aaron, and you make sure that gets back into that box (laugh)

INTERVIEWER 1: Yeah,

INTERVIEWER 2: Em, you kind of mentioned this here but we were wondering if you thought the motivational interviewing intervention reached the people that needed it?

YW3: Em, I think from just coming here and working with your friends it probably did. But not I don't think and to be honest with you I don't think the initial round needed to. I think the initial round needed to be a soft kind of thing as possible. So, get people who you know you can interact with. Get people who you know will make a change, that you know will probably stick it out. Now in fairness, em, PE4: did push the boundaries a little bit, even with his peer selection. Do you know the way, because you are now the way you kind of had, people who we wanted to give up smoking, you know, we didn't want to get people to give up hash like (laugh)? You know so I think that I think in fairness PE4: probably reached people.

INTERVIEWER 1& INTERVIEWER 2: yeah, right, yeah

YW3: on a thing level that I think he didn't finish with one showed on that level that he went to one that was thing, and maybe tackling the wrong problem with him, maybe if he just gone to him and said work on him giving up the cigarettes as opposed to giving up the hash, he may have had a better intervention. But, so that's what I think one of the, and again, it was cause everything was rushed and I'll explain what worked, because we did the training and then all of a sudden you have to get one done, I didn't sit in on kind of who you're selecting, why you are selecting them, because there was a couple. There was one that kind of, you know we turned it into physical exercise, but it was more about self-confidence and stuff like this, so it was even about sitting up beforehand and saying listen like well that's grand but just work that angle or stuff like this or saying even about, so.

INTERVIEWER 1: So maybe even a period of time for recruitment and to sit around and consider how to recruit, when you would recruit and who they were going to target?

YW3: yeah, it did happen where we sat around and had a quick chat and we even, and that's like even now I am pushed with three and a half. Say what I'm proposing now is now I've three and two have been given the go ahead, my thing is ill go back now and do a, but not always I don't want to be kind of em, I know for yous it might be a thing but get rid of stuff like that, so I talked to PE4: and we identified three people, two he's getting and one he's not. To kind of sit in with that, to sit in with other people so that we are targeting the right people, that one it's going to be a real and two that the right person is doing it and that they're doing the right intervention. Because I think that PE4: could have done a good intervention with that young fella if it had a been in on the thing, if it had of been on the cigarettes.

INTERVIEWER 1& INTERVIEWER 2: yeah, yeah

YW3: and that's

INTERVIEWER 1: And do you think that they've grown in confidence in understanding what MI is and how they are going to deliver it?

YW3: come here, they had no problem with the actual sessions. I know that from some of the things that they had, that was it, with one fella you needed to be pulling teeth out and stuff like that and others.

INTERVIEWER 1: I think eh, sorry, the idea around recruiting, the whole process for them, with this is our time to recruit, these are the behaviours we are going to identify and deliver the session and they can just do it now?

YW3: yeah, well I haven't sat in. The only thing, the only person that I have sat in with and had that conversation with is PE4 and from that I got that. Now I had a quick one with PE5 and I asked PE5 would she be able to do the other person that I think would be good for her. So, I think that's what it is sitting in with them. PE6's intervention, I think the main thing was I talked about him just about taking the other, other fella and it's great. And I think if we do that and it means, because what I want to do is, make it as practical and thing as possible, cause to put it into the real setting, because I think it was great, the yolk I think with the skills they got, I think they'll use with their friends and I do really feel three of them four of them, now I know with this motivational interviewing there is stuff that they're going to use in their daily lives and all and bring out and that's grand and the fact that they've done it with their friends and I know say subconsciously they'll be doing it then with all their friends and stuff like this. But now to bring it and in and to say right let's get into the nitty gritty of it. How can we put it into a workable model, within the youth work, cause that's what you are trying to do?

INTERVIEWER 1 & INTERVIEWER 2: yeah, yeah

YW3: now, now and I think that's what you can stand over then, you can say, you can do that and its huge, cause it's already, I was, I was doing em, I've, mental health week is next week, right and em, they were saying about, so we have, sorry it's this week, but we have a mental health one, now there's a big day tomorrow but I won't be in, but eh, and they were saying what are you doing for your groups and I was saying, in terms of the motivational interviewing things, that's what young people are doing. So, they're there for people's mental health and then I said about the people we are identifying, and I said if other people do it. So, straight away its kind of meeting a need that's within'. That's within, within, within the youth thing and also what it does is it for me, both PE4: and PE5 have signed up for Gaisce and they are were able to use, because they did training and they've done it in the community, regardless of getting paid or anything, because they did an intervention in the community, that covers their what do you call it? That covers there, cause you see there is three parts for Gaisce that you have to do now. You're supposed to do thirteen hours over within the time fame of the six months, right. But what I did, some of its thirteen hours and some of it's something within the time frame of the six months, right that they're doing. So, it's thirteen and then there's a twenty-six. That to me is, I say that's it, cause kind of the yolk says you're supposed to be doing it all outside school and all this. All these big fancy schools do it in transition year, with all the stuff that they're doing in transition year anyway and give them Gaisce awards (laugh). So, when the people are doing it, so what I've done is PE5 and PE4: have given them both their, what do you call it, their skills which is the motivational training and their community input which is inter... positive interventions with young people. And then I was just, PE4: I don't know what PE5 does for fitness, oh she goes to the gym, PE5 goes to the gym, and PE4: does his MMA. So that's their Gaisce's.

INTERVIEWER 2: yeah, so they're getting their Gaisce and their awards through this....

YW3: So, I think this MI is brilliant because one of the things, look their getting their Gaisce. One of the things that we work off is em, ahhh the government, eh, but basically its Brighter futures better outcomes right. So, you know that?

INTERVIEWER 1: yeah

YW3: well three of the wings of that right, is, one is connected with respect and contributing, so there is your community bit. Right, the other one is healthy and active, there's your physical bit and the other one is development in all areas of, succeeding in all areas of development right! So, you look at, their Gaisce is an award from their president, saying that you're tackling those three issues with the young people. Right so them young people are tackling them three issues. So, because of that then, it's a rubber stamp that we're doing what we're supposed to be doing. So, the fact that the motivational thing, from young people coming to interview covers two of them.

INTERVIEWER 1: so, MI is fitting in to your community at the youth centre, is meeting the requirements for the Gaisce award and is meeting the Brighter futures better outcomes.

YW3: Look, yeah, because some parts of the Brighter futures better outcomes is young persons' development, so the training that they get goes in and achieves at all ages of development, and the part that they're doing interventions with young people in their community and not only that but they are spreading it not only by doing it by the way they are living their lives with their friends, so it hits two of them. So, I, so, so with that then and then because its addressing health. Physical and mental health and well-being of young people, so it fits so well into the youth workers setting and what we're trying to achieve in youth work because of that.

INTERVIEWER 1: ok, great.

INTERVIEWER 2: and do you think it would be feasible now to keep going with this MI program? Like say we stepped back, and we weren't here with consents or surveys, or anything would you be able to, happy to keep and run this as a drop-in service?

YW3: That bit see I would be, we would continue in the format, cause you see I, I feel what's going to happen is basically allot of people is going to leave this session, if this round of talks works, so if at the end of the day we have a tangible thing the intervention that PE4 mentioned with those young people identified and has worked. If the interviewing with PE6 makes with PE6 has worked, if they work, I'm putting it right into the setting there, so it's not just kind of, I think we're putting it in as a piece of work and targeting young people, so instead of me going up and doing a targeted piece with a young person is going up and doing it. Depending then on the rest of the recruiting we do and how we go, if that works, then we can't not do it. That'd be my, that'd be my feeling, we can't not do it. that's, but you see, I don't see the (inaudible) I fit into everything that I do, as in fit in with the needs of young people and what do you call it. So, I'm doing this and when you talk about me motivational and stuff, if I didn't believe it was going to have any value, any use, with young people doing it. Anyway, so if I didn't think it was going to be any good for young people doing it, if it wasn't going to be really good for young people in the centre, I wouldn't have touched it. But the fact that I have touched it is that I want to fit it best ...

INTERVIEWER 1: to your service?

YW3: Yeah and to the young people and that means that both the young people who are doing it get the most out of it but they actually give the most, you know they give as much as thing and then, and then the service get the most out of it and then the young people then from that, but if that's the case and then it goes on, I know its funding and all that, but then why do we not have it as a valuable service, regardless if you go and grab it nationally and

stuff like this. I know from our team they would say it's so invaluable to have it here, then something has to be done and then people will go and that.

INTERVIEWER 2: and would you have the resources to do that, would there be any barriers to implement it?

YW3: em, there might in terms of, there wouldn't in terms of getting young people in to do it and stuff. The payment thing is probably what you'd have to look at. But then again, yeah if, the payment is done in a case vouchers and stuff like this and rewards for stuff that has been done before, so it wouldn't, now and I suppose there's two angles to it. The more people who can get it done, the more success there is to it and the better I can sell it will depend on, on the outcome, it's the same as everything. Now we have, see at the moment now, our project manager, she's a counsellor, she's a psychotherapist, she teaches, that's all, so she's after introducing a free counselling service and all that. Now my thing, when I talked about the aims, she thought it was brilliant and I was telling her about the affirmations story, she was delighted. But she's leaving now, so the next one that's coming in, you know so there's loads of stuff to take into account, but I was saying it's really good and I was talking to Lyndsay about like use it as a pilot project. I'd put it in as a pilot project for me, if it works you've a strong hand to get it done and then resources and everything else can be overcome, things can be put to it, prioritising something that this is really, really works, and if we're doing that in work really well and your thing goes really well and everything that you are pushing for if it's a grant. But for us, there is something new, never tried it before, try it and it really, really works then we'll have to figure something out and find some way of keeping it.

INTERVIEWER 1 & INTERVIEWER 2: Okay yeah

INTERVIEWER 1: what for you as a youth worker was the most difficult part of the process?

YW3: It, It's one of, sometimes it's a bit kind of to the system and I think, two things, one it's a bit kind of to the system and two it's my work has a certain amount of contact time, team time, stuff like that, so you've loads of stuff that are pencilled in and you do this and you do that. This project that is granted hands on work, but its only work and getting to it. So, it's really hard for you to get that structured into your concrete timetable, so then it means that when there is a bit more work and stuff to be thing, I have to fit it in through an already, now I chose to do that and I would willingly do it again. It's just that when, I suppose it's another thing that I might have to look at is maybe getting someone to come on for certain parts of it. Because when it did come to it, it was time when some stuff was really needed but I was sick or I wasn't around to do it, that maybe it was a case of having some sort of back up stuff in it to say, well if I'm not there, someone else is there that knows. Cause even when I'm sick I'm only a phone call away, but if you've six million things in your day, if you've things going wrong and stuff like that it's hard but come here I'm the same in the Gaisce cause, the Gaisce is only certain times at work but some days like I've presentation for twenty people next week with eight people getting silver awards that go to the presentation with silver awards, I've another gang of people getting thing and I haven't got that down as a set piece of core kind of work (laugh). But I you know, it's kind of stuff like that that is kind of important to me, that if I'm taking on stuff that I kind of have to have some way of getting it more kind of registered into, into the, the thing. Which is very hard to do with the structure is that they don't want you sitting around, they want

you working with kids and stuff like this, but then if you're paper work is only around the stuff that you have then to do something that is contact time as well but is not recorded as contact time, but that's it, That's for me was the thing was the reality of the situation.

INTERVIEWER 2: And em then just I suppose getting back to the young people, was there, do you think there's any challenges for the young people working with other young people?

YW3: Em, I think there is , I think not, it wouldn't have shown, it didn't show as much this time cause say well, some people, some people are just friends and that's just a challenge in its self like cause you know PE4: picked someone that was half friend, half thing, so the awkward thing for PE4 was to get people in, cause he actually fell out with one of the people who he'd done it with, so the three month was harder for him. So, one person in particular. Same thing with PE5, she only chose friends, now PE4 more chose acquaintances and stuff, but PE5 chose friends which was even worse cause they're more likely to fall out (laugh) do you know what I mean. So, there's some stage at that, so it's as it turns out with PE4, it's more in the after stages, it's getting the thing, which in reality isn't much of a thing because I can ring them up and give them the survey and...

INTERVIEWER 1: and if we have an online survey and...

YW3: Oh, yeah, yeah,

INTERVIEWER 1: if we emailed it to the participants.

YW3: I'll say it to them, yeah, I'll say it to, say it to, or I'll talk to PE4: first and see what he thinks. But he does I can talk to about getting it set.

INTERVIEWER 2: And was it difficult to getting the follow up surveys, like was that a difficult thing to get in?

YW3: No, it was more to do, to be honest that was more me getting them out than me doing it, when I got them, and remember me saying I got them and loads of stuff coming on, once I gave them out there was no issue with them at all. Apart from that one that PE4 said (laugh) and even when at the end of that it was getting them out, cause allot of the time I'd do PE4 and PE5's through thing and it just so happens that when PE4 was coming up with the forms, PE5 said, ah you just give mine to PE4 and then they'd had a row. So, PE4 wouldn't give them to her (laugh)and then I ended up doing relationship counselling with them and stuff. But no come here there's always going to be advantages and disadvantages of it, and I think that that would be one of them, that in terms of, em, the fallings out. When you're using friends and stuff like this it mightn't be as much the next time, cause it's kind of, it's going to be more targeted and, and eh, I could see the difficulties in the next one being eh, young people will be selected and we'll be asking because we think it's important for them, is that, is whether they can we engage the young people who really need , want the thing so..

INTERVIEWER 2: And that might come up next time, and what do you think the benefits are of the young people working with each other like in this capacity?

YW3: It's unreal, like I think, when I started, started working as a working as a youth worker I think and like the whole thing of community work is to what do you call it to make yourself redundant. Right (laugh) and I know that'll never happen but that's what it is, it's empowering young people to look after themselves and stuff like this and young people to, to what do you call it, and we're always about progression and everything, so by rights as youth workers, like we, like as I say that way I work when in Pappens is in the end, like when all the young people in were kind of leaving. like as it turns out, as it happens two of

them are working, one of them is a manager here, and now others are involved in community work and stuff all over from up North and everything. So, it's a case of, for that progression in young people its grand, like cause, and we did a young leader's program and we kind of nearly always kind of focused on leadership as in a youth worker, that's not all that the young people need, so the bigger thing that we've never looked at using young people just as leaders and from that they're organising stuff and they're talking to them an all. But I'm not equipped to like and it's, a great example of a young person doing it was when I was talking to em, PE5 was doing it with her first one and it was her friend who wanted to go to the gym with her or whatever and PE5 goes a gym with [PR] in here, and she says can I bring her to the gym with Coco and I says that's what it's all about. I says you can, I can't, you know she came up to me and as thing and said you know, and you know can you make an intervention and you know and if you go and talk to me and all, like I can make suggestions but I can't say as a fifty two year old lad, here come here I'll go and do a workout with you or whatever with you and Coco in the gym, you know what I mean (laugh). So, there's that, there's sometimes with all of us as well, like, I can take one of those young fellas there that I'm asking PE4 to take and come in and sit down and if I'm suggesting to them its more than suggesting, to them, and with me it's a thing, it's kind of you're pushing stuff like this. Different story now I think if he's then talking there to PE4 who really, he admires and respects, especially with the MMA, he admires and respects him because of his thing in it. It's much easier for PE4 to have that impact on him do you know, than it is for me. And it's, it makes sense, here we are going to listen to a bleedin' fifty-two-year auld lad, especially in terms of getting fit. You know what I mean (laugh). Like I, I, I'd think it's a no brainer and I think you know what I was looking at then was cause we've a counselling services and stuff like this and if it works for motivational interviewing, what's, now probably more legal things, because with motivational interviewing, it's grand it's more focused on things, there might be more legal things if it goes into counselling, but if you give them one to one work as opposed to counselling peers and talking, you know the stuff that they have in Trinity college and stuff like that around, cause we were doing, we were going to peer educators after we did young leaders, we were looking at this whole peer thing, but and we looked at the whole Trinity college thing and it was really very much about older people looking after, eh, older students looking after newer students coming in and on that level, but I's what it should be all about, isn't it?

INTERVIEWER 1: about, yeah, yeah even working in groups and stuff like that, that are peer led! So, do you think that the peer-to-peer MI was useful in your youth club?

YW3: unreal, yeah, I think it was and I think as they say, I think, we could make more out of it. I think, like I see everything as stepping stones and to bring it in and for us to say right, all young people, they should have this peer mentoring -program and go from there, it's, it's what do you call it, it's great, it's the end. Then you have look at, how do you realistically get there. First of all, you train them, but then you second of all identify people who you know have the capacity to do it and that's grand and that's what's done. The second one is definitely, is to do it in a less challenging situation, like that, like what we did, they picked their friends and stuff like this, so it's really been beneficial and it's got there, but for me it's been beneficial in part of them taking the next step and pushing on from there and that's, like no matter what like, hopefully your research and all goes well and all and we're implementing here, but it's always about then where it goes then and I mean it's

also if it goes to just the next level and we select and it does and it end up having to cut out and everything, allot more of peer and thing, and even peer counselling and everything that it's done, way down the line grand, but if stops at the main intervention, I think we have a positive interventions made with the few young people who have done it. I also think there has been the people that have done the training will bring it back to their own stuff, like yer one is a typical case. PE6 is a youth worker, PE6's going to use that like PE6's, PE6's going into second year now he's going to use that. Now the way PE5 and PE4: live their lives in general, they're going to have that, and they'll get to be that positive role model and stuff that's going to have huge effect. It's the same with [service username], so I think already it's done, it's proven great but, It's.

INTERVIEWER 1: it's just about would you feel that it could be sustained within your youth organisation, looking at it in a years' time, could you see this implemented in your community centre?

YW3: absolutely, because I definitely think, and as I say it's all about the group thing, like I recon if we do another one, right if you, I, I, I have kind of four people in mind for definite, another on more or less definite. If we even get ten of them to do that alright, and even if we get five of them, and even if they were to come back and all of them were positive results for the young people. Well then is your building block for thing and then even if it's a case right and to be honest with you, if I got them and it was working for me, I'd make sure to find some way to continue it on, even if it's only with four or five people or whatever at the time and stuff. I think that if it works, and hopefully it's up to me and mainly to now to push on and put onto somebody else, it's like some people are ready to sign on and I've loads of people in the schools, for a few people in here its extra work others have and they've got it, but that doesn't stop me (laugh) so I think in terms of when that goes, if it works out that's brilliant and we can push it on , if not I know me and Lyndsay in our thing will sustain it and assuming obviously if there's benefit if this one comes on.

INTERVIEWER 1: and just around the health behaviours, do you think that they were relevant health behaviours for the population of young people in the area?

YW3: I do because I, I, as you say, if you're looking at like, it's not even just the safety in choosing your friends but you look at PE4 wanting to go and talk about drugs, he shouldn't even be touching that with his friends. I mean I don't think anyway. You know what I mean and I, I think that they are relevant because you know they are, the smoking is a gateway to stuff, It's also as I say very easy with that young fella the partaking in smoking, obviously not only his interaction and stuff he's doing there but it's smoking and the sports. If he could commit to the sports probably the first thing, he'd give up is smoking, rather than give up the smoking and then the thing, I think its relevant. Because if we only had smoking and alcohol or smoking and drugs it's a much harder side, but for me to go to him, I know it's really hard for him to give up smoking and he may not really want to give up smoking a because he thinks it's cool but he has a love of sports so lets' work on that and I think their progressions on to a load of stuff from them so I think they are the right, like I know someone was talk about self-esteem, trying to, but if you can connect that to, in with you know self-esteem with something physical that they don't do because of self-esteem, lets' work on that. Here lets' look at physical activity where they have other people with them that's going to improve their self-esteem. But I think that we can link them in but tangible but if you're going to using some people you have to stick to something and that's maybe

it's great, that's why I, I think they're bang on the money because all of the stuff have so many things going on but this is the main thing that you have to do and they can just focus on, now that's what your thing is about here exercise and it's about stuff like this and that's what you work on?

INTERVIEWER 2: So, you don't think em, do you think, you were kind of saying around the drugs there, that the young people should stay away from that where they work with other young people?

YW3: Well, I would say at the moment and being in the pilot thing let's see how skilled they get and lets' see how thing works, I think using young people is kind of, for me anyway, or even for me, I'd much rather be working with young people before they get to that, you know the way they may only be experimenting with drink and all that or they may only have started smoking. It's kind of more around once you get further than that that they're in that, that it becomes more of a specialist area and about addiction counselling and all that.

INTERVIEWER 1: So, you think that it is better for the peer educators to stick to the three health behaviours outlined in this study, rather than trying to explore more extreme health risk behaviours?

YW3: yeah, yeah and I think as well is, I think what is going to be really good for them is, you see, I can see it more as a prevention than a real intervention. So, you're not going to be in at the later stages of something and you're trying to sort out, I mean there are certain lines that I wouldn't even go in and have the kids. So, I think the beauty of this is that it's kind of at a, especially if you're doing targeted stuff, it needs to be targeted at thing, especially if it's you're, it's different if you're going to a friend they have an issue and they turn around and say well listen I won't touch that, maybe it would work then. But I think on a practical side of rolling it out and having it, you'd kind of use it more in the intervention stage and the early stages to stop it, you know before where its harm reduction and its very early harm reduction, you know the very early stages, and think when it goes into full harm reduction and into when it's further down nah, sure even with me, the areas like that I wouldn't even be going into that.

INTERVIEWER 1: Too risky?

YW3: yeah, because you don't, you need the skills and you at that stage if they're getting things you need, you need counselling from people that are qualified and where the motivation part kicks in is when they have an open mind and stuff like this and your, you're not, that's why I'm I think with having the physical is great cause not just the smoking I think the physical is great cause you can turn around and obviously if they get more into that it also gives you a chance to go working with the younger ones because you have them here and they're fourteen, fifteen, sixteen and they're drinking and stuff like this, cause I know people and their lives would be so much better if they did a bit more exercise and stuff like that. And then they'd have that you know, and they could start...

INTERVIEWER 1: And do you think then that that might reduce the smoking and drinking, is it a knock-on effect with a safe introduction?

YW3: yes, because the thing is about the physical thing is that right, if you know they are getting into physical and some of them are really enjoying doing it, if they haven't started smoking then they are more likely definitely not to start smoking because it doesn't fit into that. If they are smoking, well the better they get or the more they do, there's more chance

of them saying right I'm not going to be smoking because its effecting this now, cause say with that young fella it's bring the thing on and everything and I'm saying you're smoking cause it's cool but it's bad for your health and that's going to affect your, I say you're a talented sports man why are you smoking . You know what I mean (laugh) I didn't have to say, he's going to get lung cancer, he's going to have this, but he might see its affecting what you think is grand to be smoking something like this but you're going to be smoking cause then you go out and, and , cause we have em, we've a drop in and it's for fifteen plus and these lads three years ago were out in the park and were playing football, they were unbelievable at football and they were running up and down the pitch and we get them out and they play a game of volley and they practice all their skills and within ten minutes they're bleeding coughing up lungs and everything (laugh) you know what I mean.

INTERVIEWER 2: Em, I suppose just going forward and is there anything that we could do to make the whole process easier for you?

YW3: well, I, I think no, no and as I say it was a bit rushed and it was a bit thing and other than that it was grand and thanks, I know that sometimes you when you were taking us you had a bit of a pain in the hole in texting me when I was saying ahhh, you know especially when you were piece and when you're relying on me and stuff like this, but other than that I, I think that if I'm being able to do it now like we do have three people straight off and get them off to you, em, but when it does comes you need to have me started with people or whatever, I think that'll be the one thing we need is, is for some of them I just need to get off me arse but, but I think there's is the broaching, like I'm looking at it now with recruiting as the thing of just sitting down and having the conversation of with PE4: and that was easy and that was grand, em, but and we had a staff meeting the other day, but still we need to after this, I'll have a talk to the team and see what way we can move forward. But once I can get the recruitment and get it up and running and get it going, like I'm looking to, two of them I'm going to get started straight away, so I'll have one started in the next week and we'll get the consent forms. I don't have any books by the way.

INTERVIEWER 1: yeah, I have some for you here.

YW3: (Laugh) that that's, that that should be and as I say the more relevant that I make it into the job, the more kind of but no you'se were great and it's a great piece.

INTERVIEWER 1: yeah, well we've enjoyed working with you and

INTERVIEWER 2.: yeah, it's been brilliant.

YW3: and you're getting loads out of it yeah?

INTERVIEWER 2.: yeah, it's been great.

YW3: having the money behind it has helped, like we're getting paid to it helps with the motivation to get it done. I do think with doing it in the youth centres is great cause I know we tried it in the schools, and my original basis was to do it with the schools and look what happened, I couldn't even convince them that it was worthwhile for them to let fourth years on their first day back after the midterm take an extra day. I couldn't even convince them. If you put drugs related to that and in the schools and the schools are finding that, that's a big issue with parents wanting to know and that's mental health, so I think that's a huge thing you need to know that there. Cause if we're working with young people and they're on drugs, we already have the knowledge on of what we should be telling parents and it's just a no go with the schools and it might even be a case if you were looking at the ten to twelve that schools might say take the drink out of it as well. But it's grand because on

going on the basis that eleven-, twelve- and thirteen-year-olds is that the smoking and the physical exercise is huge that you address that, and it has a positive effect on the rest of the stuff.

INTERVIEWER 1: yeah, so maybe that's it that maybe it should be age specific as well, is it when they hit fourth year when they are more inclined to engaged in these behaviours or is it more...

YW3: yeah, yeah and when you're looking at it then if you're doing that and then the more up in the stuff they go to do this, I would say even in the schools you would have to start in second or third years because then what you do is the people that you train go on to have that base when you get to fifth year you have a bit more competence in stuff like that.

Youth Work Manager [M2] (n=1) semi-structured interview YO3.1 – 21.05 minutes

INTERVIEWER 1: Can you tell me a bit about your role in YO3.1?

M2: Yeah, I'm eh a youth worker, so while actually PE8 was yunno taking part in, in it, I was acting project leader, so I was responsible you know for the whole team and the plan, but em, my normal role is youth worker, so I just em, yeah, I respond to the needs of the young people in the [youth organisation location]. Em, my day-to-day work would be like group work, one to one, em and like drop ins that kinda stuff and em, just yeah, me and the young people where they're at. The age group that we work with is ten to twenty-four.

INTERVIEWER 1: Okay, very good,

M2: So yeah

INTERVIEWER 1: When I first came to you what were your expectations of the MI intervention?

M2: Em, yeah, I suppose I didn't really know. I suppose I did find the beginning a little confusing if I'm being honest.

Yeah

M2: Em I had, I had em, an idea of how it was going to be, em and then it's kind of, I think it changed a little bit. I don't know wh... Wasn't it supposed to be something else at the beginning and then?

INTERVIEWER 1 Yeah, I think that I approached you, I approached your youth centre originally for the health behaviour talk.

M2: That's right yeah,

INTERVIEWER 1 Em but then we had kind of asked if you would be, if you would be open to doing the motivational interviewing instead,

M2: That's right yeah, yeah, yeah that's it. So, I suppose that was on my behalf so much going on that I was a little confused, but I was definitely very clear that it was peer led and that is just something that I am very keen to get involved with and I know that young people really benefit from it. So, em yeah, you've been nothing but really you know, helpful and like supportive of the young people, but em yeah, at the beginning I thought it was going to go one way, but the way it went I'm really, really happy with, like yeah.

Peer educator and MI training

INTERVIEWER 1: Okay, good and em, how were the peer educators recruited?

M2: There was PE8 and then another one at the beginning, but unfortunately that fell through. Em, so I suppose, we would have had as a team, so I would have got your initial

email and then we would have chatted as a team and then we would have gone to the young people themselves. Em, but we had people in mind that we, we em, went up to, you know we approached ourselves. We went to our fifteen plus, fourteen plus drop in and chatted with some of the young people, em, had a few in mind thinking they're the ones that are going to come forward anyway, but we did try and go to like you know the ones that are harder to reach and not necessarily always the ones that are forth coming. But just like to no avail unfortunately. But em, yeah that's how we recruited them.

INTERVIEWER 1: Yeah, and do you have any idea on what their motivation would have been to become a peer educator and to be a part of the study?

M2: Yeah em, like the second young person was really keen, and I believe if you were to run it again, he would one hundred per cent get involved because he came to me after, nearly like regretful, you know, like "Aw I wish I had of done that" you know "is there any way I can jump on it?" or whatever you know. But I said you know, if it runs again [service user] I'm sure that we can get you involved. Em, but he, he, sorry what was that what was the question because I went off topic?

INTERVIEWER 1: Yeah, no that was great, the question was, what was the motivation around a peer educator becoming involved in the study?

M2: Oh, their motivation, em, I suppose for like PE8, is it ok to say names, it is yeah.

INTERVIEWER 1: yeah, I'll change the names.

M2: yeah sorry, it's as easy for me to be saying their names. Em for PE8, she is just super you know, like yeah, wants to get involved in everything. Just wants to build up her C.V. You know wants to kind of learn as much as she can, so that, for her she just loves being a part of anything in the youth centre. Em, yeah and she really sees the benefit of like adding to her C.V. Em, so she is always being approached by youth workers to, to you know, thinking that they believe that she can do this you know that way. So, her motivation is, like she's always. She's just always shows up. She's the most dedicated young person we have. And there for the second young person, em, he would have been amazing if he had of done it. Em, he would be surrounded by you know, I suppose young people in his life that would benefit from having a bit of a boost or a bit of a chat from a peer. Em, you know his own family, you know he would have come from a bit of a background where, you know maybe they might have gone down other roads or whatever. Em, so he definitely saw the benefits of peer-to-peer motivational interviewing.

INTERVIEWER 1: Yeah, yeah

M2: Do you know what I mean, initially around the drug and the smoking and stuff like that. Em, he really, em, he really got that. He got that bit. But em, yeah

INTERVIEWER 1: Yeah, and do you have any indication on what he did not go forward with the MI?

M2: Yeah, I do, I know exactly why he didn't. Em he went through a rough patch with some of the young people that came, that come into our centre at that particular time, and he went off the radar for like two weeks. It was nothing to do with your program it was do with stuff that was going on for him. Em, with his peer group at the time. It was just really bad timing. Like if it had been three weeks beforehand or three weeks after he would have been there and I'm sure of it.

INTERVIEWER 1: Yeah,

M2: Em, but he was just coping with something, not really well.

INTERVIEWER 1: Ah Yeah, that's okay.

M2: Em, yeah so that's what happened him. But I think you know, even to have PE8, like that exposure for some of the young people. 'Because we were like all talking about it and you know PE8 was allowed a certain amount of you know responsibility within our youth centre. You know she was allowed to use a room with her clients and young people were saying "why is she in there? So, you know like that created a bit of chat do you know, and young people were like" I wanna do that" like you know and that was great.

Training

INTERVIEWER 1: yes, that is great, I know that no youth worker attended training, em, do you feel that if somebody had, what would the impact been?

M2: Em, maybe, (pause), yeah, yeah that's definitely that's definitely, yeah maybe you're right, you're right there. It would have been more inclusive, more clued in, more maybe knowing what was going on. Yeah, that could have been a benefit. Unfortunately, we couldn't be there to do it.

INTERVIEWER 1: yes, I mean PE8 ran with it and did it, she was amazing, I suppose I was just wondering what your feeling was on the training for youth workers was. Do you think that is something that might be beneficial for the service as well?

M2: Yeah, we did it actually in January INTERVIEWER 1 and I found it amazing. It was one of the best trainings that I've been on. It was really practical.

INTERVIEWER 1: Ok great

M2: Yeah, yeah

Implementation

INTERVIEWER 1: Ok, and just a little bit on the implementation of it. Did PE8 go on to work with young people after her MI training?

M2: Yeah, she did

INTERVIEWER 1: And do you know how she recruited her peers?

It was definitely in consultation with youth workers, yeah, she did, she did a few of exactly her own age like and she recruited them herself. But then if she wanted to work with some of the fourteen-year-olds, so she wasn't one hundred per cent sure, she just kinda chatted with us and we supported her around that as well. We were like well what type of person could do with it; you know.

INTERVIEWER 1: yeah, yeah

M2: Yeah, with obviously not too much information but you know.

INTERVIEWER 1: yeah, em and were there any challenges around, em parent consent in the recruitment.

M2: Em, not that I can recall, no. there was, there was none. Maybe they were just a bit slow to fill out the forms but there was no issue like. Em, with them questioning what's going on here. No that was all fine.

INTERVIEWER 1: yeah, ok

M2: But there was allot of paperwork wasn't there. (laugh)

INTERVIEWER 1: yeah, there was, I know and that's just with the ethics around conducting this study, which I know you understand from your own work with young people. But yes, there is allot of consent sought.

M2: yeah, but in terms of parents I suppose I don't know how much of that they would have read. Do you know what I mean? I'm just guessing here because I know even from our own experience, one pager is, maybe that might be something to look at.

INTERVIEWER 1: yeah, ok, so it was quite text heavy?

M2: yeah, yeah, yeah

INTERVIEWER 1: And with the timing of the intervention, the six weeks, how do you feel that went?

M2: yeah, I think, yeah so PE8, needed to be extended a bit?

INTERVIEWER 1: yes, but she ran a second round. So, she worked with two people, so she did the first iteration and then recruited and completed the second iteration. So, she completed each within the six weeks.

M2: Oh, ok, yeah, for each I get you. Yeah, no that seems fine, I mean I don't remember, I suppose PE8 would be the best to answer that. I suppose in terms of my role, I just supported her with the space and checked in with her every now and again. But yeah, there was no issue there on my behalf, but maybe the young people are the best ones to chat to about that, but for me it was fine.

INTERVIEWER 1: yeah, so with the MI intervention, do you feel that it reached the people that it needed to reach?

M2: MMMM, em, I think em, I think it could have probably met a few more. But that's not on your part, that's on our part. I think I'd go into it allot differently maybe, em, be more present, em, be more help, you know making sure that there was a second young person doing it as well. Like it was so unfortunate that Reece wasn't able to do it then more young people could have. So, I definitely think that em, two other different factors, more young people... it was just a brilliant thing to do. I think that more people could have been reached, you know. So that's a positive.

INTERVIEWER 1: yeah, ok, and I know that the surveys have been completed and I have spoken to PE8 about this, but do you think em, that the alcohol or cigarette or physical activity surveys would they be better completed on line, or the way that they are being done with paper and pen?

M2: Emm, yeah, I don't know, I can't even, again that would be PE8. Like it's not even something, I didn't even, I wasn't even aware that they were being done or kind of doing that. Is that something that PE8 is doing?

INTERVIEWER 1: yeah, so they have measures at the first session, the last session and then there will be follow up at 3 month and 6 months.

M2: Oh yeah, yes, yes (pause)

INTERVIEWER 1: I spoke to PE8, and she asked if I could email the surveys to the youth worker the survey at the time of the, at the three months that she would easier to complete it that way. I just wanted to see if you had an idea on what was best.

M2: Yeah, like we've done, eh, youth surveys ourselves, just within our own organisation and we found the online ones quite helpful. Definitely, yeah.

INTERVIEWER 1: Okay, and would an incentive like a draw for a one for all voucher work on getting them in.

M2: Ah, one hundred per cent, that's always the way. Money talks (laugh) yeah yeah definitely.

INTERVIEWER 1: Do you think if we took away the issue of consent forms and surveys, would this MI intervention run, em, as a confidential drop-in service in your youth centre. Do you think that would be something that would reach more people?

M2: Oh yeah, that sounds amazing. That is one hundred per cent something that I would, it depends on the youth worker and their approach and you know whatever, but em, and we'd be all kinda similar minded now in [name of area], in fairness but, yeah that's amazing, that's, that's the goal of youth work, do you know, to kind of empower young people, em you know to support each other. So absolutely, absolutely, yeah, I would.

INTERVIEWER 1: Great, ok so I think that you've probably answered this, but do you think there are any benefits or challenges of young people working with other young people in this capacity?

M2: Yeah, yeah, definitely, I suppose you'd have to, you know the training that they would have to get beforehand would be key. Em, but no, yeah I think that you know you'd just have to trust and take risks as well, knowing that young people, sometimes we feel that we know it all, but if they are given that responsibility and you recruit wisely, you're always going to get it wrong sometimes and that's ok, but if you recruit wisely and they feel confident and empowered, em yeah I think the, the preparation bit I think would be key. So that would be where might fall down, if that wasn't done properly. Or obviously the ones that are overstepping the mark and thinking that they you know, need to kind of, you know, they're not just there listening or they're being a bit too kind of "this is what you need to do" you know.

INTERVIEWER 1: Yeah,

M2: Yeah, yeah, so em, I'd be interested to see how PE8 got on doing that like. Do you know so.

INTERVIEWER 1: Yeah, and we are going to have a focus group with PE8 and get her feedback.

M2: Yeah, yeah,

INTERVIEWER 1: So, do you think in your opinion did the MI intervention have any effect on the peer educator or the peer.

M2: Sorry you just broke up there a little bit INTERVIEWER 1

INTERVIEWER 1: Sorry can you hear me now.

M2: Yeah, yeah,

INTERVIEWER 1: Excuse me, can you hear me?

M2: Yeah,

INTERVIEWER 1: Do you think that the intervention had any effect on PE8 or any of the people that she worked with or was there any effect on the community and the area?

M2: Pause.... Em, I think it, it had that big effect on Reece, who didn't take part in it. Do you know what I mean? That is the biggest one that I saw. Em, I saw that he felt that he would have been able to do that and em and done it well and that was the biggest effect for me. The rest I suppose I didn't even check in or anything really, which you know, I probably would do now after this conversation. But I'm not going to go back (Note: M2 is on her first day of maternity leave) (Laugh). But I will pass that on to the youth workers. But em, you know, it's the thing to do INTERVIEWER 1, It's going, so maybe that's something again that I would have gotten in the training, or it's something that you know going forward that the youth workers have a bigger part. I absolutely could have taken

responsibility and had a bigger part but, you know maybe it's that at the beginning you're told that you check in with the young people and see how they're going, and you know what I mean.

INTERVIEWER 1: yeah

M2: Because I didn't know if I needed to do that and I wanted to hand it all over to PE8 and this is your baby, you're doing great, and you have it. But at the same time, I didn't really know what was going on in those chats and so, em,

INTERVIEWER 1: yeah, and I suppose the workbook for us....., did PE8 find the workbook useful?

M2: yeah no, she did talk allot about it and em, you know how eh, you know she would be very kinda structured in her approach anyway. So, I think that that would be a real help for her. Em, for her I think em, I don't know now, eh, I don't know, she would speak allot about it and em she spoke allot about the different kind of approaches and ways to speak to young people. You know about it, but I don't know about necessarily in her own life. I really don't know if that has had any impact on her. Em, so all I can say is the biggest impact for me there was em, was Reece. And the value in what people saw. The value of peer education I suppose. The value of even the motivational interviewing side of it.

Maintenance and sustainability

INTERVIEWER 1: Yeah, okay, so as a youth worker what was most difficult for you throughout the process?

M2: Em, really it wasn't difficult at all. It was like not very difficult to support. Em, it was really, it was really good. You had it all. You were like, you know so efficient with your emails, em, really accommodating, never any pressure. I really have no problems. I'd run it, I'd do it again one hundred per cent and I'd be more involved actually INTERVIEWER 1 if I was, you know that kind of that way.

INTERVIEWER 1: But I think you probably understand it a bit better now as well.

M2: Yeah, yeah that's true. Yeah.

INTERVIEWER 1: So, what went well do you think?

M2: Yeah, em, I suppose it's only good. I mean PE8 was trained up as a motivational interviewer, em, she has benefitted from that. She has taken responsibility, you know grown in confidence, working one to one with young people. It's a great experience for her and for her c.v. Em, and I hope that the young people that she worked with you know got allot from it as well. So, it's just good for them to see. Yeah, just the peer education side of it I suppose again really INTERVIEWER 1, you know. Yeah, and the value of that.

INTERVIEWER 1: Yeah, and do you think it would be feasible for you to run this in your service, in your youth centre?

M2: yeah, like the way it was or...?

INTERVIEWER 1: Yeah, I suppose acceptable for the young people and the implementation of it, would it be easy or difficult for you?

M2: No, it would be really easy, really easy like yeah. Definitely, like you know with planning and preparation and all that, em, it should be. It's something that should be. It's something that I really feel strongly about. It should be accommodated in youth centres. That shouldn't be something that is difficult. You know what I mean?

INTERVIEWER 1: yeah, yeah

M2: It's where we need to go as youth workers. You know...

INTERVIEWER 1: yeah, and how, sorry you are so encouraging about the intervention, how would you or can you think of any particular way that it would be made easy to integrate MI in or is it the process so far?

M2: Yeah, I think that I would like to probably be involved in, like the training side of it maybe. Yeah, so in, yeah collaboration with youth workers. So obviously letting young people run with it, but I think to, maybe I'd feel a bit more ownership over it, you know what I mean that way. It's probably the wrong word because it's their baby, but if we supported yourselves to do it, I think it would run a little bit easier. With your wider team and all that.

INTERVIEWER 1: yeah, I suppose you had PE8, but if you had five or six peer educators trained up in your service possibly the youth worker would be required to do allot more work and there may be allot more organisation.

M2: Yeah, and I'm sure that was the case in other youth centres, was it?

INTERVIEWER 1: Yeah, yeah okay definitely okay

INTERVIEWER 1: Do you think there are any other systems or resources that you would need for this to be put in place in your youth service?

M2: Emmm, no like, so, I just think that like more involvement from the youth workers is the key there. You know having that supportive role there, that's the main, the main piece like em, like we have the room, we have yeah, yeah more, more involvement from the youth worker INTERVIEWER 1. That's all I have to say there on that one.

INTERVIEWER 1: Yeah, yeah okay. No that's perfect. This is the last question, so based on your experience, would you have any advice, recommendations for us in Trinity or other youth centres who might consider taking part in this MI?

M2: Em, do it! It's brilliant. I hope that it continues to grow and develop. Em, yeah just consultation more with young people and youth workers. Em, yeah no I loved in the beginning the way you came out. Em, I also liked that the initial idea of YO3.2 and ourselves working together. So, kind of like brining communities together, like that was nice. It didn't work out that way, which was unfortunate but em,

INTERVIEWER 1: But I think PE8, and Ciara worked together. I mean they did the training and got on really well together.

M2: Yeah, right there is another aspect. Yeah 'cause I didn't even know, cause I wasn't there that day. See there you are you know what I mean. It indicates the need for more involvement of the youth worker at our end really. So that was like.... Onwards and upwards

Youth Worker and Manager [M6; YW7] (n=2) semi-structured interview YO3.2 – 46.35 minutes

INTERVIEWER 1: So, if you don't mind, if you could just both tell me about your roles here in the youth centre?

M6: Well, I'm the manager of the, it's a community drugs project, em we have several projects here, do you want all of that information?

INTERVIEWER 1 and 2: yeah, yeah

M6: Yeah, and rehabilitation, we started out, we stated out, we're a community, we call bottom up, because it was set about by the community and t was lined in the late sort of

nineties for other groups that were set up as well. So, it's em, people in this area put their hands up and said, "we have a drugs problem" and there's a problem here and we need to do something about it and then... So, so bit by bit, like I think we started off with about ten people here and a rehab program that was developed and now we have, like we'd have maybe fifteen. We've another programme, reach out programmes, they're eighteen to twenty-five years. We have a youth program, pro... program and it consists of "I hate that thing (referencing the voice recorder) Laugh.

Em, after school drop in and we have new programs, toddler, parent and toddler group, and the principle is around drug addiction. Starting to deal with people who have drug addiction and in actual fact you need to go back to the start. So that's where we're at with the family support. We have a full-time counselling service here. We have like one hundred and forty-seven people linked into that service and we have twelve counsellors who are here.

YW7: free of charge

M6: free of charge. All free of charge and recently we have got reviewed by the HSE and we were described as a best community drugs program.

INTERVIEWER 1: Ah brilliant

INTERVIEWER 2: Brilliant

M6: yes so, we were chuffed with that, that's why we like this sorta stuff as well, you know where we do the peer, we ran a peer education program ourselves over two years and then we had to drop out you know. But my heart is in this, and you know I really think that it's the way we should go with drug education and the health message and stuff as well you know.

INTERVIEWER 2: and what was the peer program you ran?

M6: oh alcohol

INTERVIEWER 2: it was on alcohol?

M6: around alcohol and drugs

INTERVIEWER 2: Yeah

M6: And like em we'd done a whole piece of research on that concept of peer education and there wasn't all of it at the time, I have to say, there wasn't much of it in Ireland anyway. And the chap that was running it, we, we, worked with this group here, our own group and then other youth projects in the area and we went down to the schools and so they delivered to the schools. A bit like your health message stuff. They delivered to a group of their peers and then they done a little project, they done some sort of a creative project on, they made a video, or they did some artwork or something as well.

YW7: they made two films.

M6: they made a couple of films.

YW7: the boys group did a film, and the girls group did one, so it was very good. They were delighted with it. We still have them (laugh)

YW7: so, I'm YW7, I'm a youth work team leader here. So, we have I'm the only full-time youth worker and then we have three part time and I have three on C.E., community employment. Em, we do an after-school group, so we've six after school groups that's Monday to Friday and then we do a drop in service for anybody, so anybody, any age group once you're in secondary school and that starts at five o'clock and we run that 'til nine o'clock, Monday to Thursday, em, so, you know what I mean the numbers kinda var. weather can kinda depict that as well. Em, at the moment we are kind of anywhere between

twenty and forty. On a bad winter's night, we can get anything up to sixty seventy kids in here. Em, so we're very much around the harm reduction model which is what we'd work on. And very much about teaching them like how to socialise together and em. Allot of the kids would come from, cause you know the way allot of these things are these days, allot of the kids come down and they want that sense of belonging. That kind of identity that we kind of promote that and a sense of pride and community and stuff like that. So, we kind of try and get them to be, you know, gel together, really, they are very well bonded at this stage and as I said we more or less work like a little family you know. Em, so we promote tolerance and acceptance of everybody differences and allot of new ethnic minorities moving into the area, so we are working very hard trying to integrate them to come in and again we would like to do a bit more I think in the schools. But sometimes people are a little more resistant to. Like we've had a couple of changes in schools and principles and stuff like that. But again, we are trying to build relationships again. So, I think that's where our real challenge is I think at the moment. But I mean our drop in consists of, we have kids coming from areas like the [area 1], the [area 2] you know, even though we're here for our own kind of community, we don't turn anybody away. That's the main thing about YO3.2, the door is always open. If the kids bring somebody else down with them, it might be a friend out of school or whatever. They know they're responsible for this person. You tell them that what's appropriate and what's acceptable and what's not. It works very well because I think giving them that bit of responsibility went really well.

INTERVIEWER 1: em, that's great. If you can remember back to what it was when I first came to you, what was your first expectation of this intervention?

YW7: Eh, for me, I actually didn't think that the kids would engage as well as they did. I think that the expectation was that somebody was going to be sitting there taking down notes and ticking a couple of boxes and that would be it. Em, I think the reality of it is from what I can see from the kids is that it is very kind of thought provoking from them and that it's given them a real opportunity to kind of look at themselves so I kind of think that it's promoting their own kind of self-awareness. Em, just from conversations that we have had like afterwards, because obviously you know they'd know that they are after talking to PE7 and whatever and that's kinda one situation but our relationship with the kids nearly helped to facilitate that. Em, but I think they're very honest, like you know, they're very honest about like what they were doing, about what they were going to do, and I think thinking about the groups that we were with, friends that they palled with, you know activities that they often engage with stuff like that, so I think for them it was really good. It was a real eye opener for them really. Cause we could already see it. So, it was kinda a real chance for them to focus on themselves you know.

INTERVIEWER 2: Yeah, yeah

M6: I like the idea of it as I told you before. You know the peer ed stuff and I suppose I was a bit concerned that I wouldn't get the kids, that we couldn't motivate the kids. That they would go on with it, because you know that particular age group it is, it is quite hard. You know especially if they have issues around alcohol and drugs and stuff. In my experience people don't present for years after they have established that they have a problem you know. Em, so that was my concern that we wouldn't get them. I wanted to get them on board, and I wanted them to take part in it but that could have been you know...

YW7: yeah, we were really lucky that they committed themselves to it and ...

M6: yeah, and it was great for us as well to see that. The fact that they took part, and they turned up here which was, you know what I mean, they turned up which was great you know.

INTERVIEWER 2: yeah, yeah, and how did you initially get the peer educator on board? Like how did you get PE7 on board?

YW7: So PE7 would have been coming here on work experience so she wasn't actually even initially even associated with the project. She started here on work experience and then this opportunity arose and then just from having conversations and stuff it was something that she was quite interested in, and we thought why not and give her the chance to and plus as well she goes to school with a couple of the kids. Like there is a couple, not on this round but on the previous round, that was a bit of a, I think she found that a bit intimidating for her cause that's a hard thing to do. Lads out of the same year, especially lads, you know what I mean out of the same year. But I have to say she took it on the chin, and she was well up for it, wasn't she?

M6: yeah, she was good. Now we had a couple of other kids that said they were interested in doing it and then they didn't turn up, remember when youse had your training day.

INTERVIEWER 1: yeah, yeah.

M6: Unfortunately, they didn't get themselves in there.

YW7: But I think we were very lucky with PE7 in a sense that she has good self-confidence. She has good personable skills and stuff and I think that's where a couple of other kids, they don't have that same, so for future reference, I think if you were to do another once again, that's probably where we would have to facilitate a little bit more.

INTERVIEWER 2: yeah, yeah

YW7: you know we were lucky with PE7 cause she was quite happy to, we just gave her the space and gave her the room and we were obviously there if she needed us but I think with some of the others that were initially interested in it, I think we would probably have to

M6: they'd need a lot more support.

YW7: yeah, yeah.

M6: I think you know, even going to the training maybe, that the training be local or something like that, you know. And 'cause I think once they would have gotten the training they would have realised what it was about and become more confident about what it was about, you know even more so than what we were telling them, you know. So, more support would need to be provided and they would have made it...

YW7: and I think even the young people that took part in it, if they were to go on and do it, they may be a bit more confident. Now they know what it's about. It's all a bit daunting about the unknown, but now it's kinda, well sure this is what it's all about and it's do you know, it's a lot more.

M6: yeah, even PE7 needed that we push as well. She didn't want to do it; she actually went home and said "I don't want to do it".

INTERVIEWER 2: So, what do you think that she did it in the end?

M6: Well (laugh) she lives with her; her grandfather is connected with the project here and I had a chat with him about it. And he said that he would have a wee chat with PE7, just to say to her what it is about. It might be better coming from him. Em, because he was so much into this program and supported (inaudible words) so he...

YW7: And she found I think she wanted to challenge herself and you know she did and fair play to her.

M6: so, all those connections can make a difference you know.

INTERVIEWER 2: And do you think she, did she talk about the MI training at all? Do you think that had any effect on her?

M6: PE7 was very much, eh, em, she took it on board, and she was never any problem.

Even when she was, the first time she came down here, like she just amazed me, so she did. It was never a problem for her. She done and it was fine, she didn't have any problems with it. She kind of just went off, I'm fine and she done it and she done that like every time.

YW7: and like, she had a very clear understanding of it, which for me, because she worked with me on a regular basis again through work experience and on a group that we worked with. So of course, the kids were asking, well what are you doing down there? And she was very clear and very, 'cause I sat back and I was listening to her. So, she was very clear and knew exactly what it was about and was able to explain to them.

M6: yeah, so that was the training.

YW7: Hmmm

M6: Basically, it was the training that made the difference for PE7.

YW7: yeah, cause she had a very clear understanding of it.

INTERVIEWER 1: I know that you couldn't make it to training but would you have seen a benefit or not of youth workers attending the training as well if it was in house.

M6: Absolutely

YW7: Yeah, I do too, yeah.

M6: yes, I think that everybody should do motivational interviewing. We'd use it here with the groups, with the different groups, the adults and all that. It's the way to go with., so that with motivational interviewing the idea is coming from them, you are supporting them, but actually naming what you are doing. It must come from the person themselves you know.
yeah

INTERVIEWER 2: And then when PE7 went off to get people to work with, did you help her find people or did she just do that herself?

YW7: I only really, literally made the introductions. Do you know, like, so it was just like kind of a new face that wanted to do one or two of the lads from school, but they were like "what's she doin' here?" and that. So, we made the introductions, the initial introductions and then PE7 did the rest of the talking. It was just PE7, she was able to explain very clearly, answer any questions that they had and then we kind of left it up to them. They were like 'yeah I'd like to do that' and then 'I'll do it' and 'I'll do it'. So, she was very, I would have to say hands on. Like we didn't have to spoon feed her or anything like that. Like she was very....

INTERVIEWER 1: So, did she stand up in front of a group of people.

YW7: Yeah, we had brought her down into the middle room, cause I didn't want to have her in a huge group that was like in, do you know....

INTERVIEWER 2: yeah. Yeah

YW7: So, we literally came in, it was all very relaxed, everyone was sitting around the table, and I said look, this is PE7, and this is what it's about and she's here to have a little chat with youse and she did great.

INTERVIEWER 2: And were these people interested in changing their health behaviours before she spoke to them?

YW7: Ahhh, I'd like to say yeah (laugh) I'd like to say yes but no I don't think so. I think that this exercise actually gave them a really good opportunity for them to say hang on here a minute and to really identify something within themselves and then wanted to change. So I think that's a really good spotlight on it, cause before that I think they'd listen to me and they'd listen to someone else and it would go in one ear and out the other, but I think as M6: said the power of peer pressure, the power of positives and you know having someone your own age coming to you and saying look, 'what's the craic?' and you know, I think that's really, really, really, really, really good.

INTERVIEWER 2: And was there any challenges around getting the young people to attend, in terms of them coming each week or consent issues or anything like that?

YW7: No, no, I thought, we'd be very, we'd know most of the families and stuff, you now like that and do you know what I mean and we'd have a very good trusting relationship with them and the majority of the community anyway so, em, once I think the kids realised that it was going to be a positive thing and they were like, look we'll give it a go. Now I was expecting one or two of them to drop off but because they had made that commitment, I was kind of very impressed with them and then they'd also, they didn't want to let her down. It was not even about us, it was more about she's coming here on a Tuesday and she's giving her time and kind of do you know, it was good that she had built that rapport with them as well.

INTERVIEWER 2: And did you see any positive changes with the peers that she worked with after the intervention?

YW7: Yea... well, we were, me and M6: were discussing that. We were, even with this particular group, group of four, like I noticed that one of the girls, cause me and her, like we've quite a good relationship, so she'd be very open and we've discussed that and she kind of realised that, "I didn't realise YW7 that, like that I was doing what I am doing, even after I was doing it" and I think that is really important and positive for her. Plus, she kind of broke away now from the kind of peer group that she would have been engaging in and that negative behaviour with. But that's all, that's huge, it's a huge positive thing for her like, so fair play to her, like you know. Yeah, and obviously, we'd be here to support her, but she has to do it for herself you know.

M6: And you were saying about the group themselves.

YW7: yeah, but even that's it. You know that was kind of good though in a sense that it was a kind of natural split from the group. There's a huge group now of them together right.

INTERVIEWER 2: right yea

YW7: so now it's kind of, so one of them, I don't know what it is he just grew this backbone out of somewhere and just said come here now I don't just want to be hanging around with youse anymore cause youse are smoking, or whatever, blah, blah, blah. I'm not hanging around with youse anymore blah, blah, blah. And it, it only took one person.

YW7: And all of a sudden there was, yeah, I don't want to either, now they all get on and they come in here and they mix really well but they don't, it's like a natural split just happened.

M6: But it tends to be the kinds that done MI.

YW7: That's it yeah does you know.

INTERVIEWER 2: yeah

YW7: which was great, which was great actually to watch and it happened very organically, you know that kind of way.

INTERVIEWER: So, for the timing of the intervention, the six-week period, the six sessions, what do you think about the duration of the intervention? Was it too short, too long, was it okay?

YW7: eh, I think it was long enough, it was a nice time frame, not dragged out and not too short. Do you know what I mean, and I think it held their interests and it held there, they were able to focus on it for the couple of weeks like and they had it in their head that they had to be here at four o'clock or whatever and that was enough for them.

M6: maybe if they had an option on if they wanted to continue.

INTERVIEWER 1 and 2: yeah

M6: Or some sort of add on if they wanted to

YW7: Yeah, like even maybe we

M6: Maybe we should offer something maybe you know.

YW7: Or even just to catch up, maybe wait a couple of months and have a regroup or something, when they're, you know, cause I'd hate to think that like they're after being so involved and like they're finished, they're cut short you know what I mean.

INTERVIEWER 2: Yeah

YW7, you know what I mean, like even if it was even only for in twelve weeks' time or something, that like we meet up again and see how everything is and that. A little bit of a follow up as M6: said you know.

INTERVIEWER 1 and 2: Yeah

M6: Because you know sometimes stuff comes up and it hasn't come up over this but if stuff comes up over this, you know it's something that you'd be looking at, you know that there would be something in place.

INTERVIEWER 1 yeah, so do you think that there were any challenges around implementing the motivational interviewing?

YW7: Space, (laugh) it's always space that is the issue.

M6: yeah

YW7: like every inch of this building is used from nine o'clock in the morning until nine o'clock at night. You know and then three projects are running together, and you have counselling so it's kind of, it's always people coming and going. It's quite hard and difficult at times to get space, that's just.

M6: But better that it was here in spite of that.

YW7: yes definitely, yeah like cause it's familiar and they're more relaxed here that's why I felt a bit for PE7, because PE7 was coming on to their turf and you know what I mean.

INTERVIEWER 2: yeah, yeah

YW7: so, it was kinda more daunting for her I think than...

INTERVIEWER 2: and where did she do the MI?

YW7: here, just in this room here

INTERVIEWER 2: and was it just her and the other young person?

YW7: yeah, she did one at a time and they would come out and were like you're next. But it was great because it was all like ah yeah how's it going and then she would just get ready

and then they'd come in and they'd come out and then that was it and then they'd have a cup of tea and she'd be like right I'm off. So, it was really like, yeah it was really good.

INTERVIEWER 1: And I was just wondering do you think that it reached the right people. Em you know, the people that PE7 worked with.

YW7: yeah,

M6: they needed the change.

YW7: there were one or two of them in either of those groups that I would. Well it's taken me years to kind of em build, establish and maintain that kind of relationship and I think that some of them can be very hard to reach as M6: said at that age group and when you've stuff like that going on, you don't want to be, if it's an adult, I always find that sometimes they think that adults are talking at them. So, because she's on the same level, same age group, same thing I think that was the whole, that was a huge part of it and the fact that she got to sit in on her own. So, I'm not going to be over her shoulder and they're not afraid to say, do you know. Even though we have that relationship, I would just think that it could really, it could be one hundred per cent themselves when they're not being stared at. So, it was very honest, and it was very...

INTERVIEWER 2: And just going back, there was no problem around, I know some of the youth centres were saying it could be difficult getting parent consent because the whole thing of they didn't want to say they smoked, or they drank. Were there any issues like that here?

YW7: No, there was one or two questions that like oh me Ma will know this and me Da will know that, but it was like nothing that they didn't already know. And I think that for all of the parents, they were actually, it was a positive thing for them as well because they were saying that the kids are actually addressing this themselves and they're doing it not because I'm pushing them to do it or because YW7's pushing them to do it or do you know. The onus was very much on them and they took responsibility for it and I think that was, and as I said we, we would have a huge thing in the community anyway, a huge trusting relationship and that I think people know the door is always open and they can ask you whatever they want to ask you and we can explain it better, like one or two of did approach and I told them and they were quite happy with that. They were delighted that those kids were addressing it and stuff like that.

INTERVIEWER 2: Yeah, yeah

M6: there was no issues with getting consent.

YW7: No, No and the kids think that the parents don't know about, but the parents know well that, you know so...

M6: but but what we give to the parents is good. The information around it

YW7: yeah, exactly what it was all around and

INTERVIEWER 1: so, do you feel that it was enough information or too much information.

YW7, no, yeah, yeah it was fine, and I think then that one of parents had the conversation and said like look you're committing yourself to do it and reinforcing it. You're committing yourself to doing this, now don't be making an eegit out of her, go up when you're supposed to go up, so it was like good. So, then they were getting it form, I don't mean getting it, but it was like a collective thing like really, to get supported and to get involved.

M6: Yeah, yeah, it was great with the whole dynamic of that you know. Yeah, kids supporting each other, and the parents were supporting them, so it was like yeah.

INTERVIEWER 1: So, with the surveys I know that eh, the first and last session were completed, was there any problems with getting the three-month follow up for the peers.

M6: Not at all, they kind of are a captive audience here, we have them here, so not once they're here and even if we chased them up there wouldn't really have been a problem either. Both I and YW7 are from the community, and it does help allot. We pass them on the streets or on the way to the shops you know, and we know where they live, you know.

INTERVIEWER 2: Em, do you think that you would be able to implement this within your community, within your centre here, like on a larger scale, with more peer educators?

YW7: I think yeah.

M6: yeah

YW7: I know this is only a pilot thing but really, they should even be doing it in school you know. Whether it's a group of the kids from the youth centre and they go and deliver it in the school, whether they attend that school because it's amazing at that age group, they all know each other. It doesn't matter what area you are from, you know [name of town], you know everybody, you know what I mean, it's the whole mix of it, so I think it'd be hugely, and especially if you get the kids who have the real influence. Do you know, that, that would be for me is to target the ones that have the real influence. You have no idea of the power in influence they have and that would, it's amazing.

M6: look there's a huge issue out there, kids using cannabis and stuff. You know alcohol and you just have no idea of the stuff that we come across. So, to me and allot of groups go on, to task force and people in to give the information. The information is great I think for teachers because they don't have a handle on it either but I'm not so sure about the kids. I mean it's just another adult coming in talking at them. Exactly and giving you the scares, you know they take it as the scare stories, people survived all this you know, so I think that once it comes from themselves, you know it's huge, it's different. You know yourself you just don't listen to adults.

YW7: But the flip side of it as well M6: is that like, for someone your own age to be coming in and saying, look you know, your fitness, how important it is to be a good hurler or a good GAA man, you know I think sometimes everyone looks at everything as a negative. You know, 'don't smoke!', or 'don't drink!' 'don't blah, blah, blah' you know instead of to flip it on its head and say look, this is what you can achieve if you do this. Do you know what I mean, if you don't smoke, you've a much better chance of being playing for the Dublin team or you know whatever. I just think everything always has a negative twist on it. That if you just flip it on its head, it could be so much more... 'cause give them something to look forward to. Life is dreary and miserable as it is and like do you know what I mean, so give them something and I suppose that's our job here, is to try and inspire them to do better or make better decisions or you know.

INTERVIEWER 2: yeah

YW7: But we can only do so much like as M6: said, there's a power and an influence. Imagine kids that come into you and are looking at you like in awe and go home every day and say Jeeze I want to be like him and (inaudible)

INTERVIEWER 2: So, did you come across any challenges of young people working together?

YW7: I don't think here because we're very lucky in here we promote that all the time, is that we work together, and we look after each other. There's enough people out there to slag you off and put you down and we don't do it. So that's very much the way we work here, that's, that'd be our ethos here really. We work together.

M6: It's a good basis for it, like all that sort of work being done and to bring it into a situation like this. I'm not sure, it worked okay in the schools with us em, I don't see any draw backs to it really, I really don't. I don't see any draw backs; this is the way to go in terms of drug education and delivering the health message.

INTERVIEWER 2: And do you think though we were targeting the right behaviours, like do you think there are others we should have focused on like cannabis or drugs?

YW7: I'd have one, one recommendation. Allot of the kids are more sexualised now and

INTERVIEWER 1: okay yeah

YW7: so, I think around giving them a good health message, it doesn't have to be necessarily around the whole thing of sex but about having a healthy relationship and it's not all about sex. You know what I mean, I just find that they don't get a breather from it. That like all of the kids now are conditioned to be more sexualised or to behave in a more sexualised way. You know because the celebrities are doing it, they're hearing it on the radio, it's more socially acceptable now. Do you know what I mean, and I think some of them are very lucky and we work with them really hard to have that relationship that's open and honest and give them the right information and do all that we can to support them but there's allot of kids out there that don't have that. And they won't they'll never have that they're learning from google. It is you know, so I think that'd be one thing that I'd put down on it. I know we're after focusing on smoking and fitness and things but maybe about healthy relationships.

M6: and the health message across the board, whether it's you know, whatever they're doing you know. Health driven stuff not just specifically around drugs.

YW7: yeah, yeah exactly

INTERVIEWER 1: So, in your opinion do you think that the health intervention had any effect on the peer educator or the community or the peer?

M6: yeah, well certainly the peer educator, it made you know, a huge difference to her and the kids here, as YW7 was saying to you, that whole incident, which is definitely about today, about the kids being, you know confident enough to do that, you know, that's amazing, like it really is. And I don't want to do that, I don't want to do the same behaviours you're doing, you know what I mean.

YW7: and it's done in a way that's not judging the others, it's that's your choice and

M6: and its acceptable, that they can do that, which is good, you know.

YW7: But the main, the one person.....

M6: you know they can do it and one person is shunned or whatever.

YW7: yeah, one person did it and it was just I think the rest of them were kind of going, it's great for you to do that. It was amazing, it was just, do you know. But I definitely think PE7's flourished definitely. Like she was quite confident I think in herself and she's just I think, brimming with confidence now and she can hold her own, she really can hold her own, you know. She has a deep understanding of it and like that but her whole personable, like down to her body language. But her whole non-judgemental, she wasn't, you know

even her tone of voice was, it was never you know, it was always real light-hearted. You know she wasn't going to come down her and agree you know. And I

M6: I think that piece is important, that whatever training you do that the person is confident to do it. Because the kids will pick up on that if they're not.

YW7: Yeah, yeah

M6: And I think you can get kids to that stage. I know that she had extra gifts and stuff, PE7 did, but I think you can train a child up that I think could do that.

INTERVIEWER 1: so, as a youth worker, what did you find most difficult about this process?

YW7: what did I? (laugh) eh, the others wanting to know what was going on, in here (laugh). But that was the whole, that's the whole possibility of it, that it will have that ripple effect, and they will go 'ah, I wanna do that'. They're after doing it and I want to do it. Because in a way you hear them coming out and the lads going 'what's going on in there?' Like, so it was up to them if they wanted to talk about it, so they were kinda saying yeah, we're just kind of talking about smoking and that. Then they'd have their own kind of, I was always here, and I can hear the grass growing here. So, they were like yeah, I've been smoking twenty smokes, blah, blah, blah, and it was good for them to be having their own kind of conversations and stuff. But I think on the whole it was very positive. There was like, I think there's one or two, no, there's definitely one that I know of, that took part and took, you know you could see by her, by the way, took part in it, you know committed herself and came to the stuff and all but I don't think there wasn't much of a change for her, but that's an individual thing. That's completely an individual thing. For her obviously she doesn't feel that you know not exercising enough is an issue for her, do you know what I mean, but you know it's enough to plant the seed.

M6: that's it you don't know what the effect is.

INTERVIEWER 1: and M6: was there anything that was particularly difficult for you about this whole process?

M6: Not really, I mean you know it's kind of unknown territory and when you start out you don't know what's expected of you and the meetings over across there [YO3.2]. I suppose you, if you're involving people, they kind of have to have that a little bit of a drive I think to want it to work. You know and I think that might have been the difference because we could have just, we have lots of stuff to do here, we could have just walked away from it but like we stuck with it you know, so...

YW7: and again just to touch on what M6: has already said, for me I suppose I was thinking that if something did arise for one or two of them, where through talking about drinking that something might come to the surface, now we're lucky enough that we have that, I have a good relationship with them, so I know that we'd be here to support them but it's maybe something just to be mindful of in the future. That if something is going to go to the forefront for the young person or whatever that you have the supports in place at the time to be able to deal with it.

INTERVIEWER 1: do you think that might be the difference between a community centre and a school setting, in that all the community groups work on their trusting relationships with the young people.

M6: yeah, yeah, schools might not be implementing that it and then have to do it. That's the one thing about the school but look if it's coming from the community through the school then it can make a difference. Rather than the other way around you know.

INTERVIEWER 1: Yeah

YW7: And there is allot of fear I think around the schools, you don't want to be telling your teacher. It's one thing for your youth worker because there's no judgement here. But we work very clearly about that, you know, where there's no judgement here, but I think for school kids, well especially I'm thinking when I was a teenager, I wouldn't have you know, the teacher knowing the next day, you know what I mean. Whereas here every day is different, today is another day. You have a row today and back to best friends tomorrow you know. There's never any, where you're always given that hope, whereas in schools I think the kids think that she's going to use that against me you know.

INTERVIEWER 2: yeah, yeah

YW7: that's kind of where that draws that.

INTERVIEWER 1: so, do you think that this peer-to-peer MI would be useful in your service?

M6: can you say that again?

INTERVIEWER 1: do you think that this peer-to-peer MI would be useful in your service?

M6: oh yes

YW7: yes

M6: ah yeah you know that I am sold on it (laugh)

INTERVIEWER 2: and would you have the resources to implement it, is it feasible do you think?

M6: yeah, I think that is always on issue, I mean we are on a shoestring here. We do our best, we do you know. We are always, everyone is working up to one hundred and ten per cent here. I mean that does make a difference. But the one that we ran it was funded and it was great, so we get someone to go ahead, and they worked it and I have to say they did a fantastic job as well. That's, you know what I mean, otherwise you're getting other people who have a set job to do and now they've got more for them to do and likewise YW7 same, you know what I mean you add two and it's great to have the extra resources. That would be great to have the extra resources, it really would.

INTERVIEWER 2: and that's the thing did it cut into allot of your time running this?

M6: yeah

YW7: if we could do it and do something collectively, like we did a peer education a couple of years back and because we were doing, em, we were making films and that, you know the kids, it was very creative on their part and it was great, wasn't it?

M6: yeah

YW7: it was great and the feeling even in the centre that everyone wanted to be on board, and everyone was kind of, so I think it was a great opportunity for shared learning. Definitely for the staff and for the young people and that it just kind of helped to build our bond better. You know it makes the bond stronger.

M6: but there was one person who was responsible for it as well and that can make a huge difference.

YW7: Because if you're trying to do it, and he did it properly, you know, that was his focus, that's what he done and we facilitated with him, we whatever. If it was left up to me to do it,

it would be done, you're trying to stretch yourself that far, and I don't think it'd give it justice really. Do you know what I mean?

INTERVIEWER 1: and with the implementation what do you think is the most labour intensive? Would it be the surveys and the consent forms, or would it be the room booking?

YW7: eh, the forms aren't a thing at all. Like if one of the kids didn't come in here, we'd, I'd go and doorstep them anyway, you know what I mean, because,

INTERVIEWER 1: you'd drop into them?

YW7: yeah, exactly I think it's, it wouldn't even be the room, you know you could make the room available. It's getting them together at the same time and somebody finishes school at a different time to somebody else and somebody lives different to somebody else and, so somebody else has to baby sit and somebody's Ma has to go work...

M6: some kids are in after school.

YW7: yeah, yeah, like you know.

INTERVIEWER 1: so, arranging to meet with people?

YW7: Yeah, yeah

INTERVIEWER 1: do you have any ideas on how we can make the process easier for you?

M6: I think you (inaudible) nothing, I think you'se were very good you know.

YW7: And I think that...

M6: there was nothing of concern.

YW7: and we all appreciate the time that you did give it, and I never felt pressurised from you at all.

YW7: And that's why it worked, that's why it worked because it was their choice and they wanted to be there. They had made that commitment, so they wanted to follow that through. This is all positive for them, do you know. Like I'm after seeing that through. How many of them started something and they drop off straight away, so like we kind of reinforced that 'well done'. 'Well done', 'you know now you've to be here tomorrow', 'yeah, yeah, I'll be here YW7, I'll be here' the others are standing outside the door, and they are wondering why the others are getting in early and we're not getting in early. So that was kind of really positive for them you know.

INTERVIEWER 2: yeah, yeah

INTERVIEWER 1: so, I think just to close it off, em based on your experiences do you have any advice or recommendations for us or other youth centres who might take part in the MI intervention?

M6: yeah, no, I think we mentioned a couple of things there, just em, the backup stuff, you know on reflection we didn't come across anything but it's just for yourselves doing it going forward.

INTERVIEWER 2: and sorry if it was going forward, would you target people or how would you kind of implement it?

YW7, I would be, well I would identify people that I would be looking to do it. There's always a natural pecking order, so there are the ones that are up here that everyone is in awe of and that all the girls fancy and the lads want to be like. And visa-versa for the girls. I think start with them and then you have that ripple effect. You know, and that's their influence be for something positive. Rather than, come on down the field and we'll bring a bag of cans. You know what I mean and that's the whole point of it, changing their mindset into saying, oh Jesus, like you're actually a good person. You think I'm a good person and

that I'm good enough to do this so it's amazing like the power of it. But also, I'd recommend do it on their own and do it in their own space like, 'cause it makes all the difference. If you'd have taken mine out here, they'd have clammed up like that (clap

INTERVIEWER 2: Okay

YW7: yeah, you know I think it's very much you have to be relaxed you know and comfortable with where you are. You know I think that's, that's, like this is their second home as M6: said and it's like it's an open door and we're very lucky like that and I think that PE7 was very lucky because they were very involved in stuff and as I said it was more daunting for her as she was coming into their territory, you know what I mean but that's the way we work you know.

INTERVIEWER 1: So, going forward do you know if there would be an interest in young people participating. If we arrived to recruit peer educators would there be an interest?

YW7: well, I'd like to think so because the curiosity is there now you know.

M6: the ones that have actually taken part in it know they might be interested in it.

YW7: yeah, definitely interested in it.

M6: what are you doing now, are you trying to see if there's an interest and then you will try to roll it out?

INTERVIEWER 1: yeah, I mean it's a feasibility trial to see if it's even possible that communities will even take it on board, if it's successful and that is the reason behind the interviews so that we can feedback from everyone involved to indicate whether it is possible and if it works or didn't work.

INTERVIEWER 2: and that was an issue, we didn't even know if this would even work, if young people would sign up for it, would they turn up, would they attend training?

INTERVIEWER 1: and the majority of peer educators completed 6 MI sessions with their peers.

M6: oh, really yeah? Ours was kind of replicated communities.

INTERVIEWER 1: PE7 was very efficient, I mean she completed two rounds, em there are all of different things happening in different communities that em influence the study, there are exams, there are so many different things going on.

M6: But I suppose that's a good thing with the timing of it as well. Could be something that you'd be looking at. Because if you get in the middle of exams or studies or whatever it, is it can have an impact really.

INTERVIEWER 2: And YW7 what were you saying there about young people and they aren't given enough credit.

YW7: yeah, we don't really give them enough credit I think to take responsibility and kind of do the work for themselves. They're always, I think adults always think 'I know better'. We don't, if you actually just paid attention to them and listen to them you could learn all of that.

INTERVIEWER 1 and 2: yeah, yeah

YW7 All of that because the world that we lived in twenty years ago is completely different today. The pressures that they're facing now are completely different to what we had, and I think nobody takes that opportunity to learn from them.

M6: or to listen to them.

INTERVIEWER 1: yeah

YW7: you know everybody talks at them, 'I know what's best for you', we don't, we think we do because that's what society says that we should do, but really if you were a young

fella at fifteen and you were having a real issue with drink, you know somebody saying to you, yeah, yeah, you've heard it. But when somebody your own age is saying to you 'come here, what's the story, like what's happening, what's?' do you know. I mean see that on a regular basis, but I have, I'm very lucky in the sense that I have, I'm very privileged to be a part of their life and to be I hope a stable kind of secure, you know and consistent because allot of things aren't you know. Things can change every day, you know, they're palling with someone one day and the next day they're not talking. They're palling with, you know what I mean. I think for them to, it's huge step for them to kind of look inwards and say I'm going to or what is about me that I want to make better. But somebody out there has to be able to inspire them. And it doesn't always have to be an adult. Sometimes it can be someone their sister, their brother, it could be someone that they play on the football team with, you know what I mean. It just takes one little thing that hit that spark with them, and I think giving that responsibility to actually take the onus on them to look at it themselves is a huge thing for them and it's great for their confidence.

M6: and it's 'me time' as well. That's all me time there. There is one person listening to me, you know.

INTERVIEWER 1 and 2: yeah, yeah

YW7: one hundred per cent.

Youth worker [YW4; YW5] (n=2) semi-structured interview YO4 – 62.11 minutes

INTERVIEWER 2: Can you just tell us about a bit about your role here, em, what you do?

YW4: Yeah so, I'm a, YW4 is my name and I'm a youth worker here, five years now, youth work, a youth worker five years. A full-time staff, there's six full time staff so that's our role to work with young people, ten to twenty-four, support them you know. What are their needs, what are their interests and work around their needs and use their interests to work with those needs you know? So, it's a big part of the work we do you know.

YW5: yeah, I'M YW5 and I'm the same as YW4, I'm here eight years, em, and yeah, I suppose to be there as well for those who, for an intervention if it's needed. If they need any extra support, to be able to offer that or to refer them on to whoever can, eh, look after them and yeah to just provide them with opportunities that they may not be aware if otherwise. You know to be that vehicle that can bring them to the things that are there for them. So, eh, yeah and all of what he said (laugh)

INTERVIEWER 2: And when you first heard about the motivational interviewing intervention, what did you think, what were your thoughts on it and what were your expectations of it?

YW5: I thought, I thought it sounded great, I loved the idea of it, em, you know it is true that young people probably are more likely to listen to other young people than they are to adults. Eh, so I really, really loved the idea of it, and I said it before, all of us learning together and do you know, no one being more mastered in it than the other. Do you know, so I really, really liked the idea of it, and you had some motivational interviewing hadn't you?

YW4: Yeah, yeah so, it's kind of worked, it's kind of came at an ideal time for me you know, because I was in the midst of actually being engaging in motivational interviewing training myself. So, it was something that was kind of that was just of interest to me kind of

straight away, when I heard about it you know. And I could see just from doing the training myself actually enjoyed doing it, I actually probably enjoyed doing the training with the young people more than I did with the course I did to be honest with you. I loved the learning, I thought it was totally unique to be in that setting with young people that experience, that learning and eh, I could see that they really engaged with it. I suppose what I got from the whole thing was the understanding that how important this could be as a tool. Not just for young people but as community members in general you know and the big skill coming out was simply listening. The listening skills out of it like I could see how beneficial that could have been for the young people so before I was saying it could be a brilliant eh, it could be a brilliant tool to engage in you know.

INTERVIEWER 2: yeah, yeah

YW4: and the research that they were engaging in you know.

INTERVIEWER 2: And when it came to picking the young people to work as peer educators, how did you select them?

YW4: I think we do it in a sense that, I suppose we work with young people all the time and we have an understanding on what's their capacity, that some of the young people have and I think for this we picked the young people that have the capacity to actually do this work and I think that that actually was actually evident in the young people that actually engaged in it. The surprising thing was that one or two dropped off that we actually thought were at a higher capacity than some of the young people that...

YW5 did the

YW4: They were totally engaged in it, but I'm sure we'll talk about the concerns, like what was the barriers in fulfilling that role you know. But eh, yeah, the young people just had great capacity so after we identified them we kind of informed them of what they'd get and that's one thing that is important is that it was the opportunity and the learning and you know that's what really drove them towards doing it and what could be added to their C.V. I suppose. You know.

INTERVIEWER 2: And would they have done any like peer led training before, the ones that you picked?

YW4: Some of them would have engaged in junior leaders, would they have YW5?

YW5 No, actually none of them had em, now like Leah is, she is engaged in, in everything (laugh). Em, but no not with us anyway. Em, I suppose PE10 would have gone on exchanges and stuff.

YW4: Yeah, he has a leadership, I think he has that personal quality about him, you know he's kind of a positive role model and a leader in the community and that as with some other young people would be. But again, this being a tool for them to enhance that and to put structure to it and skill to it. Eh, yeah PE10 would have been, PE10 would have been on youth exchanges and different things, where youth leadership would have been an important role within it but not a structural leadership course, no. No none of them would have done that.

INTERVIEWER 2: And were there any challenges around trying to recruit people?

YW4: No, no I don't think so, no there wasn't. I suppose...

YW5 there was I suppose Shelly with the school.

YW4: With the school, yeah

YW5 so with the training, being on, but we all knew that, and it was on straight after a mid-term, wasn't it. Me and YW4 were running around like headless chickens.

YW4: Do you know what the biggest challenge was, and it was that, I suppose there was a short period of time between when me and you found out about it, this training for the young people, to actually have to engage the young people you know.

YW5 and that break in the...

YW4: and for us to actually have the time to get our heads around em, what was the expectation YW5 and explain that to the young people and to sell it to the young people but in fairness I don't think we were met with, because the young people we identified we weren't met with much challenges you know, from them anyway.

YW5 but it's funny, I'm doing something similar now again, no it's not half as big, but it's the same kind of amount of paperwork, but even from you, from this, from doing this, I've got myself much more sorted from the get-go, you know what I mean. Now, I'm yet to receive forms back but as soon as I was printing them out, I was like, this goes here, and this goes there (laugh). There was a lot of learning in it I think, now I know I'm not answering your question but there was I think a lot of learning in it for us, as I say to have our heads clear on it before. Because we were probably giving forms, the wrong forms and then asking them to other forms and.

INTERVIEWER 1: there was a lot, it was an awful lot between training, recruiting, trying to work with all those forms there was a lot going on in a short space of time and we appreciate that.

INTERVIEWER 2: yeah, and we never like, we never got to meet you guys before, we only met you at the training, whereas with others with other guys we may have met with youth workers before they actually started training.

INTERVIEWER 1: I know that I met with Rachel last June but I...

YW4: yeah, on reflection sometimes what we try to do in here is, like when we have admin, we're straight into a group then, you know, we're straight into work. So, you know we're trying to actually compre... get like oh yeah, we're doing this other piece of work now and getting your head around that, that's kind of period of time you know, of being able to even to respond to an email, you know what I mean sometimes because we've a lot of other work that we have to reflect on and record and all for sessions.

INTERVIEWER 1: and can you think of anything that might make it easier for you in this process?

YW4: yeah, do you know what, do you know what I think the biggest obstacle was actually the paperwork. You know it was the paperwork and the different forms and you see like there is also like confusion even on our behalf on actually which was actually the right.

YW5 yeah, it took us ages to get our heads around that.

YW4: I think what might have been beneficial because I have thought about this, what would be beneficial, because as you said we didn't get a chance to meet with youse beforehand. I think when we have the young people engaged it is simply just to spend a session together of probably yourselves and explain to each young person, this is what you need for this, instead of ourselves probably going to, this is the consent form that we have here and there's so many different consent forms that I suppose even, I can only speak on my own behalf I got confused by it.

INTERVIEWER 1: yeah

YW4: a little bit, you know yeah, lots of people with just the consent forms and that, you know there was just too many.

INTERVIEWER 1: so maybe releasing them in batches, getting parent consents out and getting those back and then getting the peers and...

YW4: yeah, you could do that.

INTERVIEWER 2: or maybe colour coding them, like a pink page for young person's consent and...

YW5 yeah

YW4: I know that seems very like you know, like it seems, but it something that would be helpful you know like.

INTERVIEWER 2: not yeah that...

INTERVIEWER 1: and there is allot going on for you with admin and group work that it might be easier just to be able to take a form based on the colour code.

YW4: that's it, that's the one, I have some of this and I'm saying ok I'm after finding other forms that he handed back, and I need to go through them with you...

INTERVIEWER 2: yeah, no that's grand thanks and that's something we're definitely going to work on. We need to make it clear from the get-go.

YW5 we could even say to the young people well right did you get your mam to fill in the pink one and did you fill in the blue one and I know it's a waste of coloured paper and all that but like.

INTERVIEWER 2: yeah, no anything to make it easier.

YW5 like there's sheets I gave out for this, for the ones we were doing, I kind of took off allot of the nonsense at the front and just like it's very clear and as I say I haven't got them back. There's a fella coming out on Friday (laugh)

INTERVIEWER 2: So, when you went to the training what did you think of the training and did you think the young people enjoyed it or got anything out of it.

YW5 ah that was brilliant.

YW4: there's your answer there.

YW5 I just thought those two days were great as did the young people, do you know what I mean like. That Monday morning, you know [PE name] was here and she lives in [town name], she was here waiting to go, do you know what I mean and like even going around to the schools, they were all delighted that the young people were doing it and the facilitator, or the trainer, he's just brilliant, he's great you know. We've done an awful lot of as well; we've done an awful lot of training and he was just so engaging. You know there's some trainings you go to, and it just seems long and kind of boring and, but he was brilliant. And I suppose being in a youth centre and them giving a nice lunch and all that, like it was just, I just thought it was great training. I'd love to go off and do that again with a group of your young people. You know what I mean it was really, I really, really enjoyed that.

YW4: and I think even for the young people that actually that did fulfil the full role, I think even that learning, being part of them two days like we do, do two-day workshops here and we always would have hoped that the young people leave with something. Even if it's only an hour and a half workshop or even if its half an hour workshop you always hope that they leave with something. The fact that it was two days training which was very interactive, which was very eh, youth friendly, you know taking breaks, intervals every twenty minutes or whatever. I just thought it was a very good approach. Look we work with agencies all the

time and we try to make them aware as much as possible about the young people that eh, were working work. Cause we work with them every day and we understand what their, the point at which they'll disengage, and I think it was very well done. As I say it was one of the better ones.

YW5 (laugh) A plus on that one.

INTERVIEWER 2: yeah, we got loads of great feedback on William actually.

YW5 ah it was [MI trainer] yeah, I couldn't remember his name.

INTERVIEWER 2: and then when you were implementing the programme, how did you go about recruiting the young people as participants?

YW4: That so you're referring to the young people that they were interviewing throughout the, yeah so, I suppose the young people. What we did there, and I think I already explained. I think I'd help a little bit more with that.

YW5 yeah

YW4: I think I'd be more hands on with that approach, I'd provide greater opportunities for the young people that are, to actually get young people engaged and doing it with them. We kind of left that to the young people, I suppose the capacity element was something as well that was attached to that. We really were confident from the two days that we were with these young people and also from previous engagement with them that they are more than capable of engaging with young people within that you know. Eh, and actually probably that confidence and trust from ourselves probably was something that hampered some of the young people being able to get participants. I think if I was going forward in doing that work again what I would try to do is I'd open it up into larger space drop ins. I'd have those young people engaged with it you know the hard (inaudible) you know and eh, that's it I'd have a role there to support you know.

YW5 and have it maybe in our timetable, you know, we both have timetables that like you know, but to actually have a slot in our timetables that would work for everybody. Like even for PE10, I mean she really wanted to do it, but and she would have been amazing, but it's getting her up here, she couldn't really do that.

YW4: She actually asked as well, is there any one there, in fairness she was proactive on it. She asked if there was anyone there who could do it but we kind of suggested the Friday night drop ins and from that and in those spaces, but it's also difficult, as much as they were high capacity and as much as they engaged, it's also difficult for them to have the confidence to go to a large space drop in with young people their own age and be like

YW5 have any of you any issues with these? (laugh)

YW4: yeah, so it's...

YW5 yeah so it was kind of them getting their friends eh to do it, so yeah, I definitely think there was thing, and then there was a point where like PE8 would be coming in and out and PE9 would be coming in and out, I think on Saturdays and I would lose the run, I would see her and just give her the key. Whereas I would have loved to have been more aware of what she was doing you know, and maybe give them support there as well.

YW4: yeah, I think for her though in fairness she was like (click of fingers sound), she was brilliant you know like she was like in and out and I felt alright giving her the key and be like, I was confident, I know you were doing with her what you are supposed to be doing, you know.

YW5 did that answer the question? (laugh)

INTERVIEWER 2: yeah, definitely and then was there any other issues like around getting parent coYW5ent or the timing of the intervention or the duration of it.

YW4: no, there was, no concerns that flagged for me were there for you?

YW5 I think for PE11, I bumped into him one of the days and he was saying that getting the parental consent, like if the parents didn't know that they drank or didn't know that they smoked or whatever to get a parent to sign the, whose form was that, the, the client's parents to sign, sorry that was em, I think that was a barrier.

YW4: one of the guys that was doing the motivational interviewing.

YW5 yeah cause he was like his mam and dad don't know em you know.

YW4: yeah

YW5 so I think that was one of the, but I understand that has to be done as well, like I know that if a young person is engaging in it....

YW4: I did anticipate more obstacles with that stuff beforehand, but we didn't see any you know like I anticipated that big time, okay this is going to be an issue, em, their parents signing these forms for these lets saying for smoking or alcohol in particular, but no, no we didn't really get any challenges

YW5 just PE11, yeah, yeah so em that was something.

INTERVIEWER 2: and do you think that the eh, intervention reached the people who needed it? Like the people who needed to change their smoking or alcohol, do you think it got to who it should have got to?

YW4: I....

YW5 no go, go.

YW4: I didn't really know allot of the young people who were engaging in it. Which again I think was positive you know young people, it was like their own, again that was kind of a symbol that they identified their own young people as well. I didn't really recognise allot of the young people, so I'd struggle kind of to answer that. Eh, I think the likes of the physical activity ones, I think it definitely noticed in one or two of them that that was very well targeted around that you know. And I imagine that came from the young person as well that this is the one, I'd like to do. Cause I know with PE9, there were some of her young people where there was a real motivation behind actually this is something that could actually support me to actually get me to go to the gym, you know, to go to the gym even or to get me to stop eating crap, like sugary foods or whatever you know, so eh, yeah the answer is I actually didn't know allot of the young people but I did identify within some of them that it was a good motivational tool, pardon the pun (laugh)

INTERVIEWER 1: just with the surveys was there any problem with getting the follow up surveys back in

YW5 (laugh) PE10 took that on, I was through at that stage.

YW4: em, I still haven't got one of the young peoples' back, the other two are after going and following through on them and after getting them back again. I pin point PE9 for example, I asked her and it was back to me within the following day nearly, so you know it was fairly quick on that sense, eh, but I think whenever you have a gap of anything, you know, if we've a gap of a period in which they have disengaged from the work they were doing, they forget that that's still even going on, you know. It's not even relevant anymore it's like times after going by and its they forgot they even did that work you know.

(Interruption for message to be delivered by youth worker to YW5)

YW4: yeah, you forgot you even do a bit of work so no like in fairness they were fairly quick in getting them back. The reality is there were three fairly young people that really engaged in the program overall. Overall, the input from them that trained and still we're waiting for, for eh surveys to be returned by one of them.

INTERVIEWER 2: and do you think there is an easier way to get these surveys, like if we had an online survey as opposed to the paper surveys, would that help at all?

YW4: I was thinking of that earlier even when you were talking about the consent, like would it be possible even like in my head to email them directly with the young person of it and highlight all the different forms or something. Cause we are we are trying to be paper friendly here, we are, like we're meant to be friendly and that. I think it would help in that sense. I think it would depend on the young person. If you've a young person who's not as savvy in terms of computers and emails, I know it seems simple enough. They're on their smart phones all day but they may not ever have had an email address you know.

YW5 even if there was an app or something, or like, I use a management tool for the course I'm doing em, called teams, have you heard of that, now it took me a while to get used to it, it did but I was a bit resistant to it initially, but it's something like that that could work.

INTERVIEWER 1: so, is that to have all your coYW5ent forms and surveys on it?

YW5 it's kind of like sales force, or whatever and it that's very good actually.

INTERVIEWER 1: so, you could have training around what the coYW5ent forms need to be done and how they are done and how to use the app.

YW5 yeah and the young people, if I copped into it, they'll cop onto it even quicker you know. You know what I mean that could be it do you know.

INTERVIEWER 2: and actually, I just a want to go back, you know the way you said there was two people who trained, but they didn't go on to work with anyone, what do you think the reasoYW5 were?

YW4: I was thinking it was just again, PE11, PE11 and PE9 attempted it. I think PE9 did one or two sessions but ...

YW5 but in [town name] ...

INTERVIEWER 1: she moved, didn't she?

YW5 but she always lived in Blanch, but again...

YW4: She goes to school here doesn't she.

YW5 yeah but again we thought like it would be more doable for her than it was. You know, like I thought ah sure can come up here after school and do it here, but sure like no she wants to get the bus home and get home.

INTERVIEWER 1 and 2: yeah, yeah

YW4: that was her one and as you said earlier Ryan it was just simply engaging people, struggling to get people eh to actually engage after the training and he lost motivation from trying to you know.

YW5 which is really weird because we thought he's brilliant.

YW4: well at the training he was amazing.

YW5 and he's a huge peer group as well you know what I mean, em, so that's

YW4: he's in a busy year as well though, he's doing his leaving, his leaving cert and you know that can have an impact on it as well you know. Extra studies, cause he would be a young person that would like engage and in extra studies outside of school and make it, you know, that'd be his focus.

INTERVIEWER 1: so maybe sixth year is different, it's a difficult year.

YW4: maybe it is, yeah it can be. I find for me even like in trying to talk to schools, I always have this little bit of guilt behind me, like, aw I'm trying to get them out of school.

YW5 yeah, yeah

YW4: you know, so that's for me, but maybe the schools, in fairness what I will say about the schools is, eh, they're very much behind the ideas.

YW5 ah yeah,

YW4: like I'm doing a leadership programme with the young people and the schools have been brilliant, you know, they know what the young people are going to get from it which is brilliant. You don't get that all the time from schools, but the two schools I work with in particular around that stuff were helpful, you know.

INTERVIEWER 2: yeah, and did you see any benefits for the young people who were working with the clients?

YW5 ah yeah

YW4: yeah

YW5 so good for them, like I mean PE8 like, I mean he just, he loved it. I mean it just, do you know, like his Mam, I was on the phone to her one day probably looking for a form or something. And she was saying it's great like if there's anything like that again to let us know. For Leah she comes in like she ow YW5 the place, like you know, like which is great that's what it's meant to be like. I think, I think it's been really, really good for them to do it.

YW4: yeah, definitely and it also gave them a place that they were kind of working in here, you know. You know they were working here and to have that on their CV, and as you said that the way they're supposed to be in here, you know. They're supposed to have ownership of the space and to really value their place within the space as well.

YW5 and being paid, like you know that's, that really added a level of importance, a level of formality to it.

YW4: professionalism, professionalism to it.

YW5 yeah it was brilliant.

INTERVIEWER 1: well, they did a lot of work.

YW4: yeah, from their behalf you know, and I think if we mention one of the young people there. There is a huge, you're talking a young traveller male, you know, after engaging in this work and fulfilling the role of it and you know sometimes even, not just in the travelling community but any community it can be very isolating to step out and do a piece of work like this you know and be like ah, out playing football or whatever, everyday YW4, YW5 are you up there, I have an appointment for this time and I'm going to make my way up here for this time. And you could definitely see when they come in here the confidence and the development in that confidence non-stop and they understood what they were doing. You know they had the book. The book was brilliant.

YW5: they understood the book more than I, either I or you did, didn't they?

YW4: yeah, they had it sussed, so I could definitely see there was enhancement in their confidence and eh, skillset, like you know.

INTERVIEWER 1: yeah, we could see it in their reflections in the books, you could see the changes.

YW4: yeah, and I didn't even, I'll be honest with you, I didn't even look through the books. To be honest with you so it's good to hear that feedback from yourselves.

INTERVIEWER 1: so that was nice that they did take the time to write in it and show what they were doing.

YW5 and I think really take that from it like do you know, like even if the interventions didn't work what the young people, what they were delivering and what they got from it is just really huge like do you know what I mean.

INTERVIEWER 1: and the people that they worked with, did you see any difference in the participants, the peers.

YW5 see as we were saying we don't really know them, do you know what I mean, we don't really know them and so I don't know.

YW4: yeah

INTERVIEWER 1: and with PE8, would he have worked with other travellers?

YW5 yeah

YW4: yeah, well he would have had a mix so, yeah it was other travellers so he would have worked...

YW5 mostly because he would have come up on Saturdays allot and it would be other travellers yeah.

YW4: I think in general PE8 would actually a bit, even if he doesn't know it, he'd be a real positive role model within his community. You know what I mean like. He would be a positive role model, he's quite quiet and that you know and allot of the young people that he'd hang around with would be quite different in terms of their behaviours and all but at the same time, just the way he carries himself or whatever, he would have an influence. I know for example on his brother, you know he'd have a positive influence on him big time. So, eh, I think that's like again, as I say, young traveller male engaging in this, engaging with other young traveller males that's a very positive thing, you know.

INTERVIEWER 1: yes, I think that's very important.

INTERVIEWER 2: yeah, definitely and was, do you think there were any challenges in young people working with young people?

YW4: I like again, I didn't experience that, I really didn't...

YW5 yeah, I don't think so, no

YW4: I didn't experience that, like maybe that's got to do with what, how the young people identified, like who they were going to engage with you know, eh, but I didn't see that challenge at all. But maybe if you asked the young people, maybe a challenge for them could have been like the logistical stuff like turning up at the right time and like whatever. But even that like the young people didn't have an issue like.

YW5 no they took it on, and it was their job and

YW4: Now we didn't say to them that say 7 o'clock on a Tuesday is your slot and Wednesday is that. We let them be free with that stuff and if we were available, we were available. I think that we were available all the time.

YW5 most of the time yeah

YW4: We made it very clear to the rest of the..., not just us two that worked it was the whole team who were very supportive of it and the organisation. You know that the work they are doing, if they come looking for a space, please provide a space for them because this is the value behind it, and I think that everybody bought into that so.

INTERVIEWER 2: and as a youth worker what was the most difficult for you throughout the whole process?

YW5 Em, the paperwork. Just staying on top of that and getting my head around that, and now, now looking back I fully understand what all the different forms are. You know what I mean and really, it's not that bad it's just that think that Dan was saying that maybe if we had a, cause we were getting emails form Rachel and like it was coming through in third, is it third, second hand or whatever. Because if us four had met like this and then cause we'd have our own way of maybe filing stuff, you know where that's that and that's that you know and that cause it isn't that complicated I think because there was just so much that it took us a while. And getting forms back from young people is always going to be a struggle. Em, so for me and I suppose I'm a bit, I suppose for PE9 I'm kind of like, ah it's a pity she couldn't fulfil it. I feel like I hope that hasn't knocked her or Ryan. Now I doubt that it has but there is a bit of me going, like it's kind of shit we couldn't facilitate them or support them more, more to achieve you know after doing the training. But that's just me, I'm a softy (laugh).

YW4: It's a huge, like one of the huge positive, eh like values that we carry in the youth sector is voluntary participation, you know, but that can also be the biggest challenge. Like we say that within our practice all the time, like I've always said that. You can also say it's the biggest challenge, because you can hand out, you can hand out these forms then I suppose it's very hard for us. Like I suppose what I like to do is be like on top of it. Like you need to get, you need to get it, like Leah has returned that you know like, you're talking...

YW5 We'll call up to you.

YW4: To motivate, motivating them to go and actually take the initiative, for our own initiative to actually go and do loads of things, and like I think in fairness to them, for example PE10, he's after bringing back about a hundred forms over different times, now in fairness to him, I just think that was due to confusion.

YW5 Yeah, yeah

YW4: and it was.

INTERVIEWER 1: yes definitely, I've learnt so much that if it were to go forward, I would know what to do.

YW5 Exactly

YW4: and for example, like with him, he is an unbelievably positive young person, you know he's just a brilliant young person in that sense, but I could see him actually at times going, What? You know it probably would have knocked his motivation a bit to actually fully engage in it you know like, but again as I said to you, I think there was loads of values to it and it was just as well because of the confusion. PE10: you have to get this form, and I'm not going to lie, at some points he'd say to me, he'd go what form, I thought I filled that out. I go, you probably did PE10 but eh...

YW5: Just get it filled, just get it filled right (laugh)

YW4: you know to the point where I actually went to his house, and I was like do this you know like. Eh, But yeah.

YW5 That was the only thing and the only thing for me and that could have been as I say, I've learnt from that now going forward, but yeah maybe if we'd met face to face you know in a meeting or something like that.

INTERVIEWER 1: yeah

INTERVIEWER 2: definitely that would have been great yeah.

INTERVIEWER 1: and do you think you know for the next round of surveys that we need to get back, that if we have a one for all voucher in a draw, would that be an incentive for peers to get them back to the peer educators?

YW4: See I don't know like,

INTERVIEWER 1: they're happy to do it are they?

YW4: I don't know I always felt during this right, I think it's been helpful...

YW5 I've to go, sorry I have to go, is that okay, is there anything else you want to ask me?

INTERVIEWER 1: yeah, no that's no problem.

YW5 Anything thing else specifically, I think we've talked about it allot though anyway. I'm really sorry now, See you again.

YW4: I think there's always motivation behind it. Of course, pay was a big part and that, but I think, now in fairness I think that it was more to do with the peer facilitators in getting the forms back. If they handed them to the young people, then they generally they handed them back. I don't know what the story is now with PE8 for example at the moment. I think I just have to give him fresh forms now to be honest with you and say hand them back out and get them completed you know. But eh, I don't know if it would motivate some of their peers to eh, that they're engaging with to do it, I don't know whether it is necessary. I don't know.

INTERVIEWER 2: okay, and do you think that this kind of peer-to-peer MI would be useful in your youth centre?

YW4: I think for me like motivational interviewing is something that I really value. You know I do, and I've actually talked to the local drugs task force about it as well and he was talking to me about, like eh, doing more rounds of just community opportunities to just engage in more motivational interviewing. Whether its sitting at home eh, with your sister at the table, or it's your mother at the table and having the conversation, I think definitely, for young people to have that tool, for that to be carried out in the youth service , would definitely be a positive, eh, that's what I think you know. I think it's a really good skill and the best person, people to ask that is probably the young people, that engaged within it. I could talk to you all day about my experiences of motivational interviewing. I know for example it's really helped me in terms of even my one-to-one work here and even with respoYW5e to eh, particular issues and all, it's eh, it's just, it's just. I think with the motivational interviewing I know there's other elements to it but one thing I really gained from it is the listening element of it you know. Taking in information, that having that skill of actually listening rather than intervening with opinions or intervening with this is what I think you should do, advice. As [MI trainer] said no one wants your advice (laugh), you know he was telling the young people you know, so I think definitely it was something that was positive. What you would need, like within a service like this you know, you would need a dedicated, eh, you'd need a worker for it. You know, you'd need another worker, you'd need the actual resources to actually carry out that out and that's the element of it. Like I know for example where, we're really working towards putting together a needs analysis for a mental health eh, counselling service and tip wood we're hopefully getting close to it, potentially getting funding for a counsellor within the service as well, you know, so maybe that's another one as well. You know that potentially you could go down that route.

INTERVIEWER 2: yeah, yeah, em, and if you kind of took away say the whole idea of the surveys and the coYW5ent forms and everything and you set this up as a confidential drop-in service in your youth centre. Do you think then you'd reach people who maybe need it more, like people who might have problems around alcohol and?

YW4: Explain that to me again sorry.

INTERVIEWER 2: yeah, so if we kind of got rid of the forms, you know and you just set this up without the forms, so people just dropped in

YW4: Yeah

INTERVIEWER 2: and they didn't have to fill out any surveys or anything,

YW4: Yeah

INTERVIEWER 2: like a confidential service where they came in, do you think that would kind of get to the people that needed it?

YW4: It probably would yeah, yeah, I suppose yeah. 'Cause the main thing in here is awareness if you're aware that there is a space. Like there could be a large drop in of about thirty, forty young people and if you know there's a space where young people could have someone to listen to you and to gain some support around a particular activity such as physical activity, smoking or alcohol or anything else you know, I think yeah it would encourage young people to have that. I wouldn't have, I wouldn't have flashing lights all over it, saying like this is where you come for thing. But for us in this space I think if you create an awareness of the environment that you are in and the different spaces that are available in the service, one of them being an area in which young people provide support around the, using the tool of motivational interviewing, I think that would be beneficial within the service you know. And in aYW5wer to your question I suppose I think young people would be encouraged to go in to do it, you know.

INTERVIEWER 2: yeah, and do you think that there are any other health behaviours that we should be looking at? That would be more important or as important to look at.

YW4: I imagine there is, eh, like smoking, alcohol eh physical a... what, what was it that brought those three topics up to you, like as the main ones?

INTERVIEWER 2: I think they're just health behaviours that if you can change them, they can have a big impact on health maybe.

YW4: On the rest, okay.

INTERVIEWER 1: and based on the age group that they are gate way behaviours to more complex ones.

YW4: Yeah

INTERVIEWER 2: I suppose some people mentioned drugs but, like what we were wondering, would that be kind of a thing we need with them, but we probably wouldn't have received funding for that, as they're open to more.

YW4: Yeah, but again for me as a youth worker, what I'd always say is like, yeah age appropriate, everything has to be age appropriate and the way we deliver stuff and that is very important. But on the other side of that young people from socio economic disadvantaged areas experience issues in terms of drugs, you know. In that department are they experiencing other issues, you know creating their awareness around these things will only support them more in making informed decisioYW5, you know. Like that in positive decisioYW5, so like my view would always be not to always sugar coat stuff and to create awareness and that around particular topics that are relevant to them, because it's hugely

relevant to them. I'd say another one could potentially be the smart phones. The smart phone kind of thing. Us in here we won't hand out the internet code or if they can't get Wi-Fi in here unless they have their own Wi-Fi, we'd always try to encourage them not to use it. I went on a residential to Belfast there, a cross border and I was doing a workshop and I was spending the majority of the workshop encouraging young people to get their phones out of their faces. You know so, eh, phones, tablets, those kinds of things, there's so many issues that I think you could put in, but I think the issues that you have put in are important issues, you know eh.

INTERVIEWER 1: and as a youth worker, what do you think went well about this process? Or not so well?

YW4: What went well, no, well I suppose what went well was the young people being engaged in, and they have this tool now, that's the thing about it, they have this too now that they can use. Of course, they are going to need refreshers, I don't think there's any training in my personal career that I haven't thought to myself Jeese I can't remember what that's about but or, or I need a refresher around that, but I think having that tool and just simply that they're doing it in a structured way. Even if they just supporting or talking to their friends, or thinking about any issues you know, that they have that now. They have a better understanding of how's best to approach a one to one conversation. You know and how to support people. I think it has massively, you know, positive. I'd say that's the most positive development of the whole thing. And also seeing for me, as a youth worker, seeing those young people take the lead, take initiative, use all these different skills and qualities. You know you can see that when they're doing something like this. I think allot of it is their qualities actually because, you can be engaged in something like this, but I never got the opinion that they like 'I have to get me money in a couple of weeks' like this is what I'm working towards. Maybe that was the driving force, but I never got that impression. I always got the impression 'I think this is something that could help me' from the young people. In saying that they wanted to use that tool. The reason that they engaged so well was actually for very positive reasons. You know eh, very positive reasons and allot of it was their relationship and how they talk to each other beforehand and wanting to know how I can overcome that and do it in a more skilful way. You know what I mean, and I can imagine that the young person got allot from that you know.

INTERVIEWER 2: yeah, yeah, great and then I suppose do you think that this could be something that could be sustained within your youth service?

YW4: Like I do as I said to you. I suppose the answer would be the same as it was if the resources were there. I think that's...

INTERVIEWER 1: and is that manpower?

YW4: yeah, I suppose it's a skilled practitioner, manpower, dedication to have the actual eh, I think with, that's what separates it. With a youth worker you're a jack of all trades in a sense that it could be an issue and we respond to that issue. We won't be experts around, like I run drugs programmes, I run different sexual health programmes. I'm not an expert on the topic however you know like ill create an environment for learning and young people can informally learn you know. In an informal way that they can engage in. I think with counselling and, I know this isn't counselling, but around that route even if its motivational interviewing I think there's two ways you can go about it. Maybe you could encourage the young people that are engaged in it now at the moment to provide some sort

of a council where they support other peer leaders where they go and do this and you're creating an environment that's led by the young people. Which I think would be brilliant, I think it would be brilliant, but I still think at some point you would need to have someone to oversee that you know. And to support the young people with it, as you were brilliant at even identifying and talking to us at the start that an issue could arise. Be it child protection, be it anything else that's not putting people at harm and that's something that I was always conscious of in my role. The young people knew that if there is something you have to come to me and talk to me, yeah.

INTERVIEWER 1: yeah so, it's having someone, if there is some vulnerability that occurs or a disclosure...

YW4: It's the focus of the role, you know that's the focus of their role and that you have the time and the, to do that you know. It's something I've a belief in and I certainly, cause I think that motivational interviewing is an absolutely brilliant tool and a brilliant skill, but eh, it's just having the time. If that was purely my role, I'd give it me all and I'd be behind it one hundred per cent. It's just having that resource you know.

INTERVIEWER 2: and is there anything we can do to make it easier?

For us, no I just think it's again, for this one my experience is that, again I don't think it even was for you, we took we did it, engagement from the start was with you. A lot of this stuff from the start could have been overcome by developing a precise and clear understanding from the start and you did that. You did that, I suppose it was just the, and in fairness Rachel did that with us as well, she gave us an understanding, but again your heads in. I'm coming in for ten minutes here because I'm about to go into another group and you know it's that, sit down, have a conversation. Understand what we are trying to do here as a team. You know it's your piece of work but how can we approach it and how can we best support that this is being done properly and you know. Eh, but I think it was done properly, like it was.

INTERVIEWER 1: Even if there was another half day following training with the youth workers and peer educators after training to go through the forms and go through it in detail.

YW4: Yeah, and this is what, yes, I think that could have been helpful, we'd have to do it on a day they're not in school though (laugh). We couldn't take them out of school again (laugh) yeah, that could definitely be helpful and again it's just the little things, the paperwork, that's been the, that's been the only real obstacle is the paperwork. Getting that back to us and again giving us the understanding that I'm fully convinced that this is the right stuff I'm giving to you (laugh) you know I'm handing you stuff, and you may have filled this out already but get it done and Mags will tell me whether it's right or wrong.

Peer educator (n=2) PE1-3, YO1; semi-structured interview - 32.31 minutes

INTERVIEWER 1: Okay, we would just like to ask about your experiences, if they were good, bad. So how did you decide to get involved in this project to do the motivational interviewing?

PE1: Eh, M1 told us about it, and I wanted to do it cause it's helping people like stop smoking, drinking and

PE2: Health

PE1: So, it's good to help other people, so

PE2: and we done a three day like learning with what's his name.
INTERVIEWER 1: MI trainer's name.
PE2: MI trainer, and that like really helped us. Like how to do that.
INTERVIEWER 1: Yeah, cool
INTERVIEWER 2: and had you done like any of this sort of these programs before, in the youth centre where you acted as a peer educator or something like that?
PE2: no
INTERVIEWER 2: So, this is your first time?
PE2: yeah
INTERVIEWER 2: okay cool
PE1: Well would going out with the younger people, would that count? Like on trips.
INTERVIEWER 2: okay yeah
PE2: We do like youth leader, like junior leader so and we help.
INTERVIEWER 2: oh brilliant
PE2: We help young kids...
INTERVIEWER 2: and what age would those kids be that you help with?
PE1: eh, seven to twelve, I think.
PE2: yeah
INTERVIEWER 2: okay, and do you just go on trips and kind of supervise or what do you do?
PE1: yeah
PE2: yeah, we just kind of help
INTERVIEWER 2: okay cool
INTERVIEWER 1: So, when you said this to your parents, about doing it, what did they feel about it?
PE1: they thought it was a good thing to do.
INTERVIEWER 1: And why do you think that they thought it might be a good thing to do?
PE2: to help other people (somebody walks into the room)
INTERVIEWER 1: Em, so you said MI trainer did the training, can you think back to that, so if you just imagine that and you're thinking about your training, what did you think about the training, the experience, what did you feel about it?
PE1: Em, the games made you like, learn allot more, 'because it wasn't just talking and talking.
PE2: there were a few ice breakers and stuff like that.
INTERVIEWER 1: Em, so the games and the icebreakers helped make it interesting.
PE2: yeah
INTERVIEWER 2: and what type of games did he use?
PE2: eh, picture games, where like we all got a picture and we weren't allowed to talk to each other, so like we had to do it, we had to match it without talking to each other.
PE1: and put them all in order.
INTERVIEWER 2: ah ok cool, and did you work in pairs doing that game?
PE1: Eh, no
PE2: just well...
PE1: We done it once on our own and then afterwards...
INTERVIEWER 2: ah okay, okay.

INTERVIEWER 1: So, what did you like the most about the training?
PE2: Like we learnt about, we learnt about...
INTERVIEWER 1: Motivational interviewing?
INTERVIEWER 2: And did you know anything about motivational interviewing before you'd gone to the training, had you heard about it before or anything?
PE1: a little bit.
INTERVIEWER 1: And who did you hear about it from?
PE2: well, M1 was talking to us a little bit about it.
INTERVIEWER 1: yeah, so your youth worker introduced you to it?
PE2: yeah
INTERVIEWER 1: And what did you not like about the training?
PE2: em....
INTERVIEWER 2: Was there yeah anything that you didn't really enjoy about it?
PE2: No not really. I liked it.
PE1: I thought it was good.
INTERVIEWER 1: It was all good.
INTERVIEWER 2: and what did you feel about the length of the training, was it ok or too long or?
PE1: em, the way it was you had to get days off school for it but if we're doing it again like do it on the weekend or when we have a break.
INTERVIEWER 2: Okay yeah, so it was difficult to get days off school was it, was it a pain?
PE1: yeah
INTERVIEWER 2: and did you learn much about MI or motivational interviewing?
PE2: Yeah, we learnt allot about in that training, and...
INTERVIEWER 2: what type of things did you learn about in that training?
PE1: to put yourself in someone else's shoes and don't like, don't... just say, like don't, I can't think of it...
INTERVIEWER 2: yeah, so to kind of put yourself in someone else's shoes and em, did you learn any techniques that you can use?
PE2: Yeah, we learnt like how to high five.
INTERVIEWER 1: How to what, how to high five?
PE2: So, you have to look at the persons elbow when you high five someone.
INTERVIEWER 1: Oh, and why do you have to look at the elbow?
PE2: Because it just helps you, he said it just helps you have a good connection.
INTERVIEWER 1: To have a good connection, okay cool.
INTERVIEWER 2: yeah, very, very good
INTERVIEWER 1: so, when you trained in it, did you feel that you could go out there and deliver it?
PE1-2: yeah, yeah
INTERVIEWER 1: and what made you feel do you think that you could do that?
PE1: From what we were taught, it just felt a bit like easy.
INTERVIEWER 1: It felt easier?
PE2: Like if we were to go out there, I don't think we'd feel like we wouldn't have a clue.

PE1: And we did know the people, we knew a few of the people that we done it with, so it's kind if easier talking to one of your friends than say a stranger.

INTERVIEWER 1: yeah, and what did you feel about training with the other two young people who aren't in this youth service?

PE2: Good, good to get to know them.

PE1: Well, they're in the school so

INTERVIEWER 1: They're in your school, are they? Okay and you said you said it was good to get to know them?

PE2: yeah, what do you mean like, the two girls?

INTERVIEWER 1: The two girls

PE1: Ah the two girls, yeah again meeting new people.

INTERVIEWER 1: Em, and then you started doing the MI and then you got a booster session, do you think that booster session helped?

PE1-2: Yeah, yeah.

PE2: That was after, wasn't it?

INTERVIEWER 1: Yeah, so that was after you started doing it but...

INTERVIEWER 2: It was two weeks later, it was around December, I think then you had a, you came into university, yeah, yeah. You did it with MI trainer.

PE2: Well, I missed a bit of it because I eh, I had a match or something or school.

INTERVIEWER 1: Yeah, so school or something

INTERVIEWER 2: and did you think that was useful, to have it then or

PE1: Yeah, cause we could tell him what went wrong and what went well and he helped us improve what we were doing wrong and

INTERVIEWER 2: Yeah, and what were the things that you found were maybe hard, or that went wrong.

PE2: Eh the talking to a person for as long as you can like.

INTERVIEWER 2: Yeah, yeah

INTERVIEWER 1: it's hard, isn't it? So, did he give you techniques to try to improve that?
(6.05)

PE2: Yeah

INTERVIEWER 1: and when you went back did you find that it helped with the techniques that he gave you?

PE2: Like he was saying do an icebreaker with them and he gave us like, I think he gave us a sheet.

INTERVIEWER 2: Yeah

B.C Like if you're struggling, there are loads of things that help.

INTERVIEWER 1: okay yeah

INTERVIEWER 2: And did you use any of those tips then.

PE1: Yeah

INTERVIEWER 2: What sort of things did you use that worked, what was the icebreaker one?

PE1: There was, I can't remember now, there were loads of them.

INTERVIEWER 2: There were a few of them?

PE1: Yeah

INTERVIEWER 2: Was there any that you thought worked well in your sessions? That you'd use again maybe.

PE2: Well, I used like what would they like to do on the weekend and stuff like that. And like any hobbies that they have

INTERVIEWER 2: Yeah, good stuff and your kind of developing that relationship with them and it's easier to chat and stuff.

INTERVIEWER 1: So, do you have any other thoughts about the training that you did.

PE1: No

INTERVIEWER 2: And then I suppose when you had to go off and look for people to work with that wanted to stop smoking as much or drinking as much or do more physical activity. Did you find it hard to get people on board?

PE2: Well, I, I knew someone that was like struggling with physical activity and I said do you want me to help you with it and it, it worked and he's still doing it. The person, like I hang around with him allot and he's still making an effort to try his physical activity.

INTERVIEWER 2: Okay, yeah

INTERVIEWER 1: So, it's continued, because that finished at Christmas, didn't you?

PE2: yeah

INTERVIEWER 1: And how did you feel mark?

PE1: Good, I don't know if it worked as well as it could have. I think that they like tried to stop but they couldn't stop as much.

INTERVIEWER 2: and were you working with someone, what was their behaviour that they were trying to change.

PE1: Em, I think it was drinking, I think.

INTERVIEWER 2: drinking so they were making efforts, but it wasn't going too well.

PE1: Yeah, I think it was like they were easing down a bit but so they weren't drinking as much as they were.

INTERVIEWER 2: Okay so it was kind of working then, in that sense and did you find it like hard to you know keep those sessions going every week?

PE1: No not really.

INTERVIEWER 1: So, did you have any problems to get people, to recruit, like when you went to get people did you find...

PE1: Well, I tried to do it with one someone and it done it for one of the weeks and he stopped, he didn't want to do it anymore and I had to try and get someone else.

INTERVIEWER 1: Okay, and how did you find getting them, was it hard to do?

PE1: It was easy, no

PE2: Yeah, mine was, wasn't really that hard.

INTERVIEWER 2: And did you work with people with different behaviours or were they all like exercise or...

PE1: Yeah, I think I might have gotten one for each of the three.

PE2: PR he had three he had one for each of them, one for physical activity and one for drinking.

INTERVIEWER 2: Yeah, yeah, eh, was there anything that you found difficult around working with someone your own age?

PE1: Eh, I think it was really easy cause you know them and they're your age so they probably have the same interests as you.

INTERVIEWER 2: Yeah, and do you think that they liked working with someone their own age?

PE1: Yeah, cause talking to adults is probably a bit hard.

INTERVIEWER 1: And what do you think it a bit harder, what would be the difficulty?

PE1: They can't probably relate.

INTERVIEWER 1: And what do you think PE2, was its easy working with people your own age?

PE2: Yeah, I thought it was, I don't think it would make a difference if it was adults who were working with them. If it was big, big people working with them.

INTERVIEWER 1: Yeah, okay, so what approach did you take if say someone said they wanted to reduce their smoking?

PE1: See like how much of it they're doing and like ease them off, like day by day.

PE2: Same with me like, see how much they're doing, and I'd like to try get them to do more exercise

INTERVIEWER 2: And what type of things would you do, like how would you get them to do more?

PE2: I'd say like, they like, for example I'd say go out for a walk, em, a 15 min walk and next day 20 and so on and so on.

INTERVIEWER 2: Okay, so you build it up day by day.

PE2: Yeah, build it up.

INTERVIEWER 2: And for you with the smoking

PE1: With the smokes, they cost money so eh, saving the money and going to the cinema maybe. With the money that you have saved from not buying smokes

INTERVIEWER 2: Oh, brilliant so like a kind a reward then and did you work with anyone who was trying to cut down on the amount of alcohol that they were drinking.

PE2: Yeah

M.L Yeah and what kind of techniques did you use there, how did you try and help?

PE2: Did just to get them to ease down again on it.

INTERVIEWER 2: And that would be to ease down on the number of nights they go on or the number of drinks?

PE2: Both really, not go out every night but then if you did go out, not drink as much as you usually would.

INTERVIEWER 2: Okay

INTERVIEWER 1: Did you find that working with different health behaviours meant you used different techniques?

PE1-2: Yeah, yeah

INTERVIEWER 1: So, what were like the, so say what were the differences between physical activity and alcohol?

PE1: Em, well the smoking was actually like you'd get them to cut down and there would be a reward at the end of it.

PE2: It would be hard for smoking like and alcohol. Because when you're working with an alcoholic it's addictive so it's harder, but with physical, I don't think it's as hard.

INTERVIEWER 1: It wouldn't be as hard you think to motivate someone to increase their physical activity you think than to reduce their smoking or their drinking?

PE2: Yeah

INTERVIEWER 1: So, did you have any challenges when you were working with the young people?

PE1: Well that one I said with the person who only done one week. That was probably the only challenge that I had.

INTERVIEWER 1: And what was challenging about it for you.

PE1: Well, he said he was going to do it and when I went to do it for the second week, he said he just didn't want to do it anymore.

INTERVIEWER 1: okay

INTERVIEWER 2: And do you know why, did he give you a reason?

PE1: No, he just said he didn't want to do it.

INTERVIEWER 2: So, after your training and you had delivered your first MI session, how did you feel, were you nervous, were you excited?

PE1: I was excited after doing it for the first time.

PE2: I was kind of nervous because it was the first time.

INTERVIEWER 2: yeah, and did you find it then when you did your first one, did it go well?

PE2: For the first few minutes I was, I found it hard talking.

PE1: Yeah, once you start telling you can't stop

INTERVIEWER 1: And were they the same once they started talking?

PE1: They were nervous to do it but then they started getting into it.

INTERVIEWER 2: And did your sessions take long, did they last long?

PE1: No, they were about ten minutes.

INTERVIEWER 2: And then as you went on week by week.

PE2: It got easier.

INTERVIEWER 2: It was getting easier, was it?

INTERVIEWER 1: Okay and the person you were working with how was it for them?

PE2: Both

INTERVIEWER 1: Why what was easy for them and what was hard for them as the weeks went on?

PE1: Eh, they were probably getting sick of it, to keep going on and on, you know because some people don't really want help.

INTERVIEWER 1: And so, do you think 6 weeks was too long or was it okay?

PE1: I think it was okay.

PE2: I thought it was okay, but maybe we could like, ask the person how long, they think it should go on for.

INTERVIEWER 1: So, as a peer educator, you might ask them how long do you think that they...

PE2: Yeah, one to one

INTERVIEWER 1: So, do you think for some people two weeks might have been enough, whereas for others they may have wanted longer?

PE2: Yeah, yeah

PE1: It depends like, how, how addicted they are.

PE2: Yeah, and it depends on how much they want it.

INTERVIEWER 1: yeah, yeah

INTERVIEWER 2: Hmmm, yeah

INTERVIEWER 1: so, do you think that for anyone what wanted to change, like you mentioned physical activity that you thought it was effective. Do you feel like it made a difference?

PE2: Yeah, and like after they're finished like, he done the gym as well.

INTERVIEWER 1: Did he, ok cool

INTERVIEWER 2: So, he wasn't doing any exercise before he started with you.

PE2: Not, not much yeah, and he is now.

INTERVIEWER 1: And what about you Mark

PE1: Eh, for the drinking? What was the question again sorry?

INTERVIEWER 1: so, when you were working with the person for the behaviour of drinking, after everything did that person, did it have an effect on their behaviour, after the MI?

INTERVIEWER 2: Did they drink less?

PE1: Eh yeah, I think he started to drink allot less and now I'd say that he goes out allot less than he did. So, and his friends that he'd go out with, they don't really go out as much as well, so I think they've probably stopped as well.

INTERVIEWER 2: Oh okay, great so it's kind of had a knock-on effect.

PE1: Yeah

INTERVIEWER 1: Would he have talked to his friends about it or was it something that he only spoke to you about?

PE1: Well, I think he would have just said that he'd stop, like he wanted to drink less and his friends probably agreed.

INTERVIEWER 1: Oaky, yeah. So, do you think it's a useful tool. So, you worked with one person and that person, his behaviour changed and might have affected his friends. Do you think that its useful then for people your age?

PE1: Yeah cause...

PE2: Because it affects your health.

INTERVIEWER 1: Yeah

PE1: And if I'm helping someone, they can probably take what I taught them and help one of their friends.

INTERVIEWER 2: They get to pass it along, yeah. And then just overall, with the intervention did you enjoy the process?

PE2: Yeah

PE1: Yeah, it was good, it gave me something to do as well.

INTERVIEWER 1: Yeah, and what did you enjoy the most about it?

PE2: Meeting new people,

INTERVIEWER 1: Meeting new people, and did you enjoy the learning part of it or was that a bit tough?

PE2: I actually really enjoyed that.

INTERVIEWER 1: Did you enjoy the learning?

PE2: yeah

PE1: Yeah, the learning was good,

INTERVIEWER 1: And then you had learnt what to do and you had to put it into practice, did you enjoy delivering the MI or was it difficult?

PE1: Well, it was a little bit easier than I thought it was going to be, I thought it was going to be really hard, so it was a little bit easier than I thought.

INTERVIEWER 2: Was it difficult working with young people, while going to school and doing other things? Was it hard to find time?

PE1: A bit, yeah because you can only really do it on lunch and sometimes, they'd be gone out for lunch, and you'd be trying to get them when they're not going out for lunch.

INTERVIEWER 2: Okay,

INTERVIEWER 1: Em, did anybody say anything to you that made you feel uncomfortable, with disclosures or do you know what disclosures are?

PE2: like bad comments or...

INTERVIEWER 1: Well, telling you stuff that was a bit sensitive or that you didn't know what to do with like someone telling you that they had a problem with drugs or something like that.

PE2: That made me feel uncomfortable?

INTERVIEWER 2: Yeah, or that made you feel that you needed to pass it on to M1 or anything.

PE2: no not that I can think of.

INTERVIEWER 2: And if something like that did come up, how would you deal with it?

PE1: Tell M1 and he'd probably pass it on to you.

INTERVIEWER 2: Okay, em, when we were trying to get people to take part as well in some of the different communities, some people found it hard to get other young people on board. Em, maybe they didn't want to ask their Mam or Dad to sign a form or young people just weren't really interested. Did any of those things happen here? That you thought maybe prevented you from getting people?

PE1: The parents were happy that they were getting help, so it was good.

INTERVIEWER 2: Okay, great so it wasn't an issue then, so I think you carried out most of your sessions out in this youth centre here, did you?

PE1: yeah PE2: yeah

PE1: Well in school as well

INTERVIEWER 1: Was that at the start and then you did them here?

PE1: Yeah, it was at the start.

INTERVIEWER 2: And do you think that this is a good place, in your youth centre?

PE1: Yeah

PE2: yeah, it's nice and quiet. Like after five o'clock it does be nice and quiet. You have a lot of space to work.

INTERVIEWER 1: Okay and would there be allot of people in and out of here? Would there be allot of young people using the service?

PE2: at three to five there does be.

PE1: before five o'clock, there's about sixty young people, but after five there's about ten people.

INTERVIEWER 1: Okay and what age group are they?

PE1: after five o'clock,

PE2: maybe first year to sixth year

INTERVIEWER 1: So, teenagers

PE1: yeah

PE2: and like some nineteen- and twenty-year-olds as well.

INTERVIEWER 1: Okay and so when you were using the manuals and the workbooks, did you find them useful at all?

PE2: yeah, yeah it gave you like good instructions like from step one to like step whatever.

INTERVIEWER 1: and did it match up with your training?

PE1: yeah PE2: yeah

INTERVIEWER 2: And then from week to week did you find that it ever got a bit repetitive with the same thing over and over?

PE2: Yeah, I thought it did like.

INTERVIEWER 2: Okay

INTERVIEWER 1: So, if you were to change...

PE2: maybe asking the same questions probably.

INTERVIEWER 2: yeah, and could you think of any ways maybe you could change that, or would you have any suggestions around that to make it better?

PE1: fit more into one session.

INTERVIEWER 2: Okay

PE2: or ask, obviously ask different questions.

INTERVIEWER 2: yeah, and could you think of any different questions, like to kind of get the conversation going.

PE1: ice breakers

INTERVIEWER 2: The ice breakers

INTERVIEWER 1: okay so they helped allot, did they?

PE1: yeah

INTERVIEWER 1: okay, yeah so probably the workbook each week probably became a little repetitive.

PE2: yeah, the same questions.

INTERVIEWER 1: so maybe to come up with a sheet of questions and stuff that you could look at each week and...

INTERVIEWER 2: Do you think that you needed the workbooks at the end?

PE1: not really no.

PE2: at the end like, you'd nearly know it off by heart.

INTERVIEWER 2: yeah, yeah.

INTERVIEWER 1: okay,

INTERVIEWER 2: but were they useful at the start?

PE2: yeah, yeah, they were very useful.

INTERVIEWER 2: okay, so you just kind of got used to it and got better at it and you didn't really need them anymore, that's good. And with the surveys then, you know at the start of the session, we asked you to get the other person to fill out the survey, was there any kind of, or was that hard or was that easy, or was that confusing? How did you find them?

PE2: It was actually like simple enough.

INTERVIEWER 1: and then following up three month and six months, do you think that they are hard to get back or are they okay?

PE1: eh some of them loose it or forget about it, but if they forget they usually just have it in their house.

INTERVIEWER 1: alright, okay

INTERVIEWER 2: and do you think it would be easier, I know we gave them paper surveys. Would that be easier if you got it as a like text on your phone or you got a link to go online, would that help?

PE1: yeah, that would be good.

PE2: but I think a text survey is nice and simple.

INTERVIEWER 2: okay well maybe it's just a personal preference, so you think online would be easier and you think the paper.

PE1: yeah, cause allot of the young people are always on their phones so.

PE2: and then if you forget your phone, you're like what? And you can't do it.

INTERVIEWER 1: so maybe having a choice with a paper one or an online one.

PE2: yeah, a choice yeah.

INTERVIEWER 1: So, when you look back what do you think about, you're experience of this whole intervention? Was it good or bad?

PE1: I know allot more now about like how hard it is to get off stuff like that, and like how addictive it can be.

INTERVIEWER 1: Okay and do you have any thoughts about how the whole process went?

PE2: the same as him.

INTERVIEWER 1: The same as him.

INTERVIEWER 2: and would you recommend it to other people your own age to train up in MI?

PE2: yeah, it is actually (inaudible)

INTERVIEWER 1: Okay so if we were to come back here next year and say pick people to train up in MI and to deliver this.

PE1: Yeah, there'd be more people as well.

INTERVIEWER 1: would they do it

PE1: Yeah

PE2: well, I'd know a few people anyway.

INTERVIEWER 2: and you know when you were doing this motivational interviewing sessions, was there anyone going around, did you hear maybe some interest off people saying oh what's going on, can I do that, or can I take part?

PE2: like there was that fella (inaudible). But there were people saying ah what's that, what's happening, and we would explain to them what it's about.

INTERVIEWER 2: yeah

INTERVIEWER 1: would you have any suggestions for us. If you were running this project, what would you do?

PE2: eh, on the booklet have different questions.

INTERVIEWER 1: different questions on the booklet, yeah. If M1 said to you, I want you to take this and try and see if you can make it work here. What would you do?

PE2: ask him what it is first.

INTERVIEWER 1: and is there any time where you could host an information evening, where there is a group of young people that would put their hands up to participate. Do you have groups of young people that come in?

PE2: yeah, we do groups, yeah, different groups. One Monday another Wednesday and Thursdays.

INTERVIEWER 2: do you think that you kind of got the people, you reached the people that maybe needed to change their smoking and drinking and exercise behaviour?

PE2: yeah, I did like, actually it really helped them.

PE1: Allot of them were able to help themselves, like it would be better if we could ask them if they know what was wrong and they could help themselves. It would make it allot easier.

INTERVIEWER 2: and what do you mean if they could help themselves?

PE1: Like instead of us just helping them, if they know what their problem was, and they tried to ease down without us telling them exactly what to do.

INTERVIEWER 2: yeah, yeah and do you think that there is anyone maybe who could, like anyone in the service that you know that could do with smoking a bit less or doing a bit more exercise, which didn't take part. Do you think there is any way of getting them involved?

PE2: In this? yeah!

INTERVIEWER 2: how would you do it?

PE2: Obviously, you'd say, you'd explain to them what it is and what it's about.

INTERVIEWER 1: yeah, and ask them if they'd want it?

PE1: and then explain how it would help them as well.

INTERVIEWER 2: and do you think if we said to you, would you be able to get any more people on board, do you think that you'd be able to get anybody?

PE1: ehh,

INTERVIEWER 2: like if we asked you to do another round of MI, could you get people to do it?

PE1: yeah PE2: yeah,

PE1: [Be] 'cause we done a few people in our own year, but we could, I know people from different years. So, you could help the people from say sixth year or fifth year.

INTERVIEWER 2: and would you feel comfortable with that?

PE1: yeah, I know like allot of people in sixth year and fifth year and fourth year.

INTERVIEWER 1: Okay, so if this if you were to do another round do you think that you would need another booster session before you started?

PE1: yeah,

INTERVIEWER 1: Again? or do you feel that you could just walk in and just do it all over again.

PE1: another booster session

INTERVIEWER 1: yeah, okay

INTERVIEWER 2: yeah, I suppose as well, what kind of skills or what kind of benefits do you think that you got out of it.

PE1: communication skills.

INTERVIEWER 2: communication skills, okay, how so?

PE1: like how you were talking to someone every week about it.

PE2: Like it would be good for if you know you were going for an interview for a job as well.

INTERVIEWER 1: yeah

INTERVIEWER 1: So, is this something that you would put down on your c.v.?

PE1: yeah PE2: yeah

INTERVIEWER 1: And has your school asked anything about what you are doing, because I know that you took days off school for training?

PE1: yeah, they were just asking what it was about.

PE2: what it was about.

(Interruption) - youth worker

INTERVIEWER 2: so, I think just do you have any advice for us going forward if we were to do it again?

PE2 : Different questions

INTERVIEWER 2 : Different questions ?

INTERVIEWER 1: Perfect

PE2: Just not the same ones every week

INTERVIEWER 1: Would you think of questions and ill think of questions, and I'll ask MI trainer and we will come up with a list for you.

INTERVIEWER 2: Yeah, because we'd love to get some ideas from you, because obviously this is the first time doing it and we didn't really know what was going to happen. But then you all did so well, and obviously we went along, and you were going and asking the same thing and it might get a bit boring but like if you have any ideas let us know.

PE1: I have a question, like 'Why did they start smoking?', it could be because their friends were doing it.

INTERVIEWER 2: yeah, very good.

Peer educator (n=3) PE7 & 8; YO3.1 & 3.2 semi-structured interview- 34 minutes

INTERVIEWER 2: How come you decided to get involved in this project/ what motivated you to become a peer educator?

PE7: I don't know, I think M6 just said it would be a good thing to do and with fourth year, you know I've nothing really better to do. So, why not.

PE8: My youth worker just said like it would be a good experience and like we trust you and more than all the other young kids that are in the service and them, I kind of talk to them more and I kind of do allot of things in school when I was there and with small committees and for all just around mental health and helping people out.

INTERVIEWER 2: Okay very good so you've done kind of peer mentor before the study?

PE8: Yeah

INTERVIEWER 2: Okay, and what role have you done that in?

PE8: I've done prefects, in particular for the first years. When they first come in, we show them around and we bring them around the school so they know how to respect the school and make sure they are all walking on the right-hand side so there's no traffic jam and getting into classes and which can be stressful and so.

INTERVIEWER 1: And have you done any peer leadership at all before PE7?

PE7: Not really

INTERVIEWER 1: Okay, so how did your parents or guardians feel about you taking part in this study?

PE7: They were, yeah thought it was a good thing and thought that it would be a good thing to do. No objections, yeah so.

INTERVIEWER 1: And did you explain to them what you would be doing?

PE7: Yeah

INTERVIEWER 1: And what about you PE8?

PE8: I just explained to my mum about what I would be doing, and she said if you want to do it, you go ahead and do it and she just signed the consent form and said off you go. You can do whatever you want.

INTERVIEWER 2: Cool, and then thinking back to when you first started with the training with MI trainer. What did you think of that? Can you remember back?

PE7: I think it was good that, I don't know it would have been a bit confusing without that. So, it was good to know what you were doing and not blindly go into it.

PE8: I think it was good, cause first you go in and it was kind of like oh, I don't know what this is going to be and you are kind of nervous about it and like then when you're in there and you kind of start practicing with the other people in the room of what it's actually going to be. Like when you're doing the sessions, it's really good cause like you're learning as you're going.

INTERVIEWER 1: So, he did allot of practice work with you throughout the training?

PE8: yeah

PE7: yeah

INTERVIEWER 2: And how did you feel about training with people that you didn't know?

PE7: I thought it was fine, because you know you wouldn't be doing the sessions with people you know either, so it was good practice for us.

PE8: I just think it's good for knowing other people outside. Like I'd go in and if like I saw people out of the other group that were like with us, I would be like, oh Hi, I still remember you from then and they'd know me and it's kind of just getting to know more people.

INTERVIEWER 2: And was there anything that you didn't really enjoy about the training? Is there anything that you would change?

PE8: no

PE7: no, not really

INTERVIEWER 2: Did you think that the length of it was ok?

PE7: yeah, I think any longer and it would have been a bit much but yeah.

INTERVIEWER 2: And was it a good time to do it during the week or was it difficult to get time off school?

PE7: I think that I was off school anyway, as far as I can remember, so.

PE8: I know that I was in sixth year at the time, so I went up to my principal and she was like yeah, it's great to see someone actually doing something about in the world about helping young people. So, she was kind of ok with it and said yeah off you go.

INTERVIEWER 2: Great so she was supporting you. And what did you learn about motivational interviewing in the training?

PE7: Em, more that if people don't want to be helped then there's nothing you can really do about it.

PE8: yeah, just kind of if they don't want to be helped, you can still talk to them about it and you can still see every so often you can see if they still want help like every month or something if they're kind of getting lower and lower into it. Then just kind of ask them are you sure like, and it's not really that you're telling them to kind of do this but it's helping them out and kind of see what they want.

INTERVIEWER 2: Okay and was there anything that kind of stuck with you from that training session, that you remember of that you used in your own sessions.

PE8: Emmm...

INTERVIEWER 1: So, what did you think about the OARS, the open-ended questions, reflections... were there any of the MI techniques that stuck with you?

PE7: I think it was important to not like answer the questions and to not tell them like, oh, you need to exercise and like blaa, blaa, blaa and like ask them questions and get them to figure out what they wanted to change instead of telling them what to do.

PE8: Also, that it's not about you, that you're making the changes and it's helping them out that it's not just you're trying to make the change for them. It's like helping them out with their change, helping them out with

PE7: with what they want themselves.

PE8: Yeah, kind of encouraging them to keep going.

INTERVIEWER 1: and with the booster session, did that help?

PE7: I think so, yeah.

INTERVIEWER 1: What did you think was good about it?

PE7: just after 3 weeks, I think it was, just kind of needed a reminder on you know, things that you would forget about.

PE8: I thought that it was food with the little cards with the words on them, that I got the people to pick out three of them and say what it was, and then pick out another three the next week. So, i kept writing them down for the ones they picked that week, and I went back to see if they still picked the same ones.

INTERVIEWER 1: So, this was an exercise that you would have done with MI trainer to maybe look at...

PE8: yeah, yeah.

INTERVIEWER 2; and what were the words that they, you asked them to pick three words?

PE8: It was more that, one of them was that they wouldn't be as confident, that was them and then the following week they might pick confidence again and it would be like, oh, do you keep wanting to build on your confidence and doing that kind of sort of help and picked out thing form kind of on line and how to encourage yourself to be more confident.

INTERVIEWER 2: Ah okay, so was its different things that they wanted to change about themselves?

PE8: Yeah, because it was kind of more peer pressure that they were under for what it was, so it was kind of like just don't think about what they want you to do and thing about what you want to do. That would kind of help them understand what it was.

INTERVIEWER 1: So, based on the words that they picked out, did you would work through that in the session, okay.

PE8: yeah

INTERVIEWER 1: So how did you feel about your level of delivering MI and confidence to deliver it, based on the training that you got?

PE8: It was good, yeah, I think with using the reminder booklets that we used and the green one not the blue one. I think looking at that every so often when you're back just before you meet them, just to refresh your mind. Instead of just picking it out during the session.

INTERVIEWER 1: So, the green book is the manual which gave you the details about MI and so you'd go back, and the workbook is something that you use every week to record your sessions.

PE8: yeah, and i got to remind myself in case I forgot what it was.

INTERVIEWER 1: How about you PE7, how did you feel about your ability to deliver MI after the training?

PE7: Yeah no, like before the training I wouldn't have had a clue what to do if so, after the training I was pretty confident about it. That I know what to do and I had all of the things that I needed.

INTERVIEWER 2: And then when you went on to get people to work with, how did you find those people?

PE7: I'm pretty sure M6 got those people for me, so I wasn't actually part of the youth club so.

INTERVIEWER 2 and PE8 did you kind of find them yourself or did you...

PE8: Em, I asked a few of my friends did they want to, because I knew a few of my friends would drink allot or they'd smoke so I did ask them if they would want to participate and I got one of them and then after that it was kind of a struggle because I was in the older group and I didn't really know the younger people. So, I said to my leaders, and they said ok we'll ask around and they got people for me and then some people kind of started a week and then they were like, oh I don't really like what this is, so they dropped out. And then it was just finding more people after that.

INTERVIEWER 2: and why do you think that those people dropped out?

PE8: I think they were kind of just nervous of what it was, because some of them said that their parents weren't really supportive of it, cause when they found out about it through the sheets that they had to get signed. So, they were kind of oh, I'll just drop out and see what happens with their parents first.

INTERVIEWER 2: and why do you think their parents wouldn't support it? Did you have any idea?

PE8: I know I had one girl who smokes, and she was only fourteen and so then it was also her parents didn't support it. They were probably giving out to her allot about it.

INTERVIEWER 2: Okay, and did they know that she smoked?

PE8: No not until she got the sheet signed?

INTERVIEWER 1: Okay, so a bit about the difficulties and would you have any suggestions going forward about recruiting young people in these youth centres and what might make it a bit easier?

PE7: Em, I don't know, I think you have to get people to sign up that want to do it, cause if they don't want to. 'Cause I had one guy and he did it one week and he was busy the next week or he got grounded and he never came again, but obviously he wasn't very committed to it.

PE8: Yeah, I'd be the same with one of the girls, she never really came, she went for one week and then the youth service was closed the next week for Christmas and the week after that and then when we came back after the new year she didn't come back at all. She just kept coming to the youth club but not coming into the sessions. So, it was just kind of I was left there, and I ended up just going home because she wouldn't come in and it was getting confusing.

INTERVIEWER 1; and if you were to go into the youth service now, can you think of any way that might be a good way to get people on board, without them just being friends but to just walk in and have some sort of recruitment?

PE8: Yeah, I think posters that are kind of bright colours and dark colours, that they kind of mix with each other to catch people's eye, and kind of like this is actually interesting and something that may be kind of helpful. Because I know that my own counselling service that I was in, there was different colours up and black and pink and green and all the different colours that caught my eye and I went oh that's actually really good and I might look into it, and that then actually helped me out allot on helping with confidence or my self-esteem or for exam work and everything.

PE7: Em, I'm not really sure.

INTERVIEWER 1; So how did you feel about working with other young people around the health behaviours that were identified, smoking, alcohol, and physical activity?

PE7: I was fine about it because they wanted to be there and they wanted my help, so yeah.

PE8: I thought it was good that there was a variance of they didn't just have to have smoking or alcohol or they could have actually instead of just working on their physical health, if they drank they could kind of just, if they are reducing it anyway, because they are trying to become more fitter. They're trying to have allot more better health, so.

INTERVIEWER 2; And was its different working with people for different behaviours like was alcohol different to smoking and physical activity.

PE7: It was kind of different but allot of the reasons why people were doing it were the same. Like there was allot of overlapping, like it was a different oh you are drinking, or you are smoking but the reasons were more or less the same.

INTERVIEWER 2: And what kind of reasons would that be?

PE7: Like stress and school or their friends were doing it as well, I don't know, peer pressure.

INTERVIEWER 2: and when you are in a session then some people were talking about stress and school and peer pressure, how would you kind of, what would you ask them to do?

PE7: I don't know they just kind of had to share with them that not everything that people think about you matters, it's what you think about yourself and it's not helping you at all. Like its worse for your health, worse for your mental health and it's not like they really care about it if they are making them feel bad.

INTERVIEWER 2: Okay and then did you find it different PE8 working with people who have chosen different health behaviours that they wanted to change?

PE8: No, I think that it was good, there was a variance between them. Because then you're not just stuck with someone doing smoking and then the next person is smoking, and you are just kind of repeating yourself allot.

INTERVIEWER 2: Yeah

PE8: But then obviously then you're going to be repeating yourself anyway the next week with that person because your kind of bringing them back to remember what the session was. But then you're going back to the other session and you noticed actually there is a variance in some things that they'd be saying and that are really similar like, peer pressure or school and stress.

INTERVIEWER 2: yeah, and do you think that any of the behaviours would be easier to change than others or are they all kind of the same?

PE7: I think it's like what they think about it, if they have the will to actually change something. I'd say you know that confidence takes time, and you know and you don't just go you know oh "I'm confident now". And then allot of things then and some people have issues with their parents obviously and they don't want their kids smoking. Em were a little easier work with after they just talked to them. So, you know it obviously just depends on the person.

INTERVIEWER 1: and did you find any difficulty in engaging with the young people during the sessions.

PE7: well, you know, sometimes, especially at the start they didn't really open up. But after, you just ask them a few different questions and to see what they are interested in and eventually like. The sessions weren't that long so it wasn't too difficult to get them to talk.

INTERVIEWER 2: And what about you PE8?

PE8: Again, because I had two of my friends that did it, I had sometimes they ended up going into a conversation that it wouldn't even be on the topic and I'd have to bring them back. I'd leave them talk for a bit and then I'd bring them back to the actual session and kind of, cause they kind of just wanted to tell you a story and I'd be like no, I don't really want to kind of hear what it is, so the time that you were out drinking and then you don't remember, you black out. And I just like to want to focus on what you want to change and all that.

INTERVIEWER 2: Okay, em, did you find any challenge around working with people the same age as you?

PE7: Em, not really, I actually think it was kind of easier cause we would have allot of the same experiences and it's not someone who is way older, and I don't know what you do and like what's going on in your life, but yeah, it's probably easier.

PE8: yeah, I think it's easy enough with your own age group because you have so many similarities. So, if I was to go out with my friends, I know what they are doing and I know what I'm doing and we have the same interests and then it's like finding a common ground between the person you are working with and then working up from that to build up on what they want to open up with. So, you know that they can trust you and as well as you can trust them.

INTERVIEWER 2: Okay and so do you think that the people you worked with, do you think that they liked working with people their own age? Or do you think that they would prefer someone older?

PE7: I mean, considering, it wasn't very like formal, like aw, you're in with a psychologist like, blaa, blaa, blaa. I think that it was easier for them to just open up and I don't know, I think that it would have been harder for an adult to, they wouldn't have a s much in common maybe.

INTERVIEWER 1: So, as the sessions went on did you feel more nervous, more confident were their trust issues?

PE7: I think I just became more comfortable and confident about it, because I knew what I was doing and it wasn't as new to me anymore, so yeah.

PE8: yeah, I think in the first week or two weeks it was harder because it was fresh in your mind but you are also really nervous so you start getting more comfortable in what you are

doing with the people because you kind of know and see them and see that they are actually changing and you notice allot more about them and you get to know who they are as a person by like three weeks.

INTERVIEWER 1: And you both did wave two of the MI sessions, so when you started wave 2 how did you feel about delivering MI?

PE7: I was definitely more confident than the first one, the first wave. Yeah and just, I knew what I was doing and I wasn't too worried about it.

PE8: And I would have been more confident.

INTERVIEWER 2: And do you think that the intervention worker? Do you think that it helped change the behaviours?

PE7: Yeah, it was definitely, cause at the start you could tell that like, what are those surveys they were doing? Smoking from like three times a day and five times a day and you could see at the end of the six weeks that it was like once a day or every second day. Like you could see the changes in them so yeah.

PE8: Yeah, it would have been the same for me. It would be easier to see people changing allot.

INTERVIEWER 1: Do you think that MI is a useful tool for you to use with your peers?

PE7: Yeah, I think that it's also like easier to talk to them, it's not like as in a pressured situation, like that they could drop out if they wanted to and it was like five ten minutes, it wasn't too long, so I think that they were more comfortable with that. That it wasn't a big thing that they had to change like that so.

PE8: Yeah, and even it was just easier just dealing with them.

INTERVIEWER 2: And did you get any benefits yourself from it, you know did it benefit you in any way?

PE7: Yeah, I definitely became more comfortable with talking to people, like who I didn't know and like a gained a new skill that like you know I'm not going to forget it.

PE8: I would have been the same, cause like I did em, a course for like a youth community leader and it was all like, we learnt about like restorative practice and all that so it was kind of like using them tools, say if my friends were in a fight and I had to talk to someone a few weeks later and they had started drinking I know what to like talk about with them. That I have skill that I can like use with them.

INTERVIEWER 2: okay great and was there any negatives of the experience for you?

PE7: Not really no.

PE8: it was more just really people not turning up at the sessions and it was harder like to try and get them to come in when they have something on. They might have like to reschedule them and try to fit them in and then a good time for you and a good time for them and like as well.

INTERVIEWER 2: and do you like think like there is any way that you can get around that?

PE7: I think that like, I did it during my youth club time and so they could drop into me whenever they wanted to at that time. And some could meet me at this time every single day, not every day, every week. It was fine for that for two people and then it was just the one person she never really showed up to the club, so it was kind of hard getting her in because then they all change their phone numbers, and we had no contact for them.

INTERVIEWER 1: did you enjoy the process and the experience of it?

PE7: yeah definitely, learning a new skill cause it's not like anything you'd ever done before and you know, yeah.

PE8: I thought it was good with learning new skills because I learnt from being in school that you can't learn qualities, but you can learn skills, and it's just improving your skills is allot more better than new ones for later on in life when you need them.

INTERVIEWER 1: And what did you think about the length of the intervention at 6 weeks, was it too long, too short, was it ok?

PE7: yeah, I think it was ok because if it was any shorter I don't know if they would have gotten the same benefit out of it, because you know at the end of the six weeks they'd stopped smoking but in the middle of it they were still, they still needed more help. So

PE8: I think it was just the right amount of time because if it had of been longer than it might of actually dragged it out of quitting everything and increasing their physical activity.

INTERVIEWER 2: And when you were doing the sessions then, did anyone make any disclosures or tell you anything that maybe you felt uncomfortable with, or any issues arise like that.

PE7: not really, I think that most of them were old enough to know or weren't comfortable maybe sharing those things, so most of them only said stuff that was relevant like to the questions.

PE8: yeah, I would have been the same, they only really shared what they wanted to share. There wasn't really anything out there that they didn't want anyone else to know.

INTERVIEWER 2: okay and if they did say something then what would you have done with it?

PE7: I don't know, I probably wouldn't have said something to them right then but maybe gone to M6 or something cause maybe I was overreacting or something.

PE8: yeah, like say if something was said to be about something that happened on a night that they were bullied or something, like I'd say it that this happened and I'd share it with, maybe they might need some help off the leaders or something to get through bullying or something.

INTERVIEWER 1: okay great, so where would you feel is the best place to have those one-to-one sessions?

PE7: I think the, I mean we were just in a room by ourselves and like one on one, kind of that worked well.

PE8: yeah like before we got our youth centre renovated and everything, we used the office and it was off limits to all of the leaders, except we had one leader who kept on coming in and I did say to them after like it's not fair on the young person, that they were trying to share what it was that they were and then when the leader came in they got all kind of quiet and wouldn't share anything after.

INTERVIEWER 1: So, you were doing the MI sessions in the office and the leader was coming in and out.

PE8: yeah, and then like after that we had a one to one room. But you could still hear like all outside the room. So, then we had to turn the music on outside and we couldn't hear anything after that.

INTERVIEWER 1 and you used both the workbook and the manual, so what did you find to be most useful and difficult about them?

PE8: I think it was the manual looking back on what you'd learnt in case you'd forgotten the OARS or something, that you looked back. Everything was reminded to you and it was fresh in your mind when you were going into the session and then using the workbook for answering questions and you could say to them like, how do you feel on a scale of 1 to 10 on how confident you are in changing and then seeing the variance every week cause sometimes you could forget what they said like last week.

INTERVIEWER 1: So, you would refer back to the workbook for the week before.

PE8: Yeah, I'd look back on the week before and ask them questions about it and then ask them questions about the week that I'm filling out.

INTERVIEWER 1: What did you think PE7?

PE7: yeah, I think that the scale for like confidence and like I think that the other one was like, how much they wanted to change?

INTERVIEWER 1: The importance for them to change their behaviour?

PE7: Yeah, they kept going up and up, but also what was it? Like the why they wanted to change their behaviour, I don't think that you needed to do that every week, cause you know, those things don't really change.

INTERVIEWER 1: So that was the step that asked you to outline the pros and cons associated with behaviour change.

PE7: Yeah, the pros and cons, just at the start and maybe the end of it.

INTERVIEWER 2: and then you got the young people to fill out the survey at the start and then at the end and then following up with them every few months. Was there any difficulty around getting those surveys back?

PE7: No, they actually did them while we were in the session like at the start so they just did them and gave them back to us.

INTERVIEWER 2: and now that they're finished the sessions is it difficult to follow them up?

PE7: I'm not really sure because I'm not the one doing that, so I couldn't tell you.

INTERVIEWER 1: yeah, I think M6 is following up with the surveys.

INTERVIEWER 2: And PE8 what about you?

PE8: I think it's actually easy enough because one of the girls doesn't go to the youth club anymore and so it's harder getting her back in to do them but then my two friends are in there and they're there every week and one girl is actually leaving the youth centre for to continue with going with college, to say kind of get out of being really young and get out of the centre and she wants to actually grow up a little bit more so it's kind of getting her back will be a little bit hard. But I know I'll be able to get her back in, like I'll be able to bring it home to her.

INTERVIEWER 1: If there was an option to send her a link to fill out the survey online would that help?

PE8: Yeah, I'd say if even one of the youth leaders scanned it in and emailed it to me and I could email it to her and then she'd be able to fill it in and send it back to me.

INTERVIEWER 2: And you know when you were doing the MI intervention, was there any sort of interest in your youth club from other people, like around what you were doing and want to get involved or anything like that.

PE7: I think yeah, I remember one day, I think we were in and out with other people and they were like, “why couldn’t I do this?” But they had gotten the choice at the start and just didn’t know what it was.

INTERVIEWER 2: And sorry was that to be a leader or to be a participant?

PE7: A leader I think, yeah.

INTERVIEWER 2: Okay, so they kind of wanted to do it then. Why do you think that they wanted to do it?

PE7: I’m not really sure, they didn’t really tell us.

INTERVIEWER 2: And what about in your centre PE8?

PE8: Like I was the only one that did it because the boy that was supposed to do it with me was sick, but he is still interested in coming back and doing it again. And then there were a few other people who were interested in being a leader in it. Because I was telling them about the experience of being in it and that it was good to have a skill that you can easily work on having for later on in life and you might even need it in a workplace.

INTERVIEWER 1: Yeah, and what about the people who participated and who wanted to change a habit. Was there anybody who had a behaviour that would have liked to have done it? Was there any interest from young people to sign up with you?

PE7: I do remember someone saying like in the first round that you know, “I was telling my friends about this and they want to do it” and they did it in the second time after. So yeah.

PE8: It was kind of hard getting people back in to do them, because in the club its mostly younger people coming in from the smaller groups and the after-school groups in the afternoon and they want to do it with someone but they were really young, that I was like no you’re not going to be able to do it as much as what the older people would. You know there is just not as many in my group for to do it like and I don’t want to share stuff with you.

INTERVIEWER 2: And what age do you think is a good age to do it?

PE7: I’d say probably fifteen, sixteen upwards, you know that age.

PE8: yeah, yeah. I’d say young people’s age like fifteen and sixteen maybe up to about twenty because it’s kind of gives people variance of the limit up to eighteen I think it was. That some of my friends were nineteen and they were like I really wish I could do it and some of them were twenty and they were like I wish I was eighteen again and were just asking to do it.

INTERVIEWER 2: yeah okay

INTERVIEWER 1: and so, do you have any suggestions for us on how to make it easier for you to recruit train and deliver the sessions.

PE8: I think just changing the age, kind of leaving to be a little bit older for a few people. Because I would say if there was an older thing the people that are twenty and twenty-one do want to stop smoking cause they kind of started a really young age because that was what was really popular when I was fifteen or sixteen. That people about my age started smoking immediately and started drinking and then it just turned into allot of a bigger problem when they were older.

INTERVIEWER 2: And do you think that the MI would be useful in your youth centre?

PE8: yeah definitely.

INTERVIEWER 2: And do you think that people would use it?

PE8: Yeah and I know like the youth leaders in my service, they did something around it and they really enjoyed increasing their skills and having certain things that they can use

with young people and then young people around my age were interested in what I was doing and they were kind of questioning me all the time like in what I was doing and how my sessions were going along and that. But I wouldn't reveal of what I was saying to the young people, but I would just talk about this and that. I'd talk about what I learnt in the training.

INTERVIEWER 1: Em, so do you have any comments on the experiences that you have had based on the whole process from training to the end of the MI sessions.

PE8: I just thought that it was really good, that it was a really good experience to even come in and if you didn't feel comfortable doing the sessions that you could drop out. It was something that you were set to do like school. Like if you did a subject that you had to stick with that subject 'til you finished your exams. It's like you can do it and deliver your six sessions and that you can finish, or you can go on to the wave two like we did.

INTERVIEWER 2: And is there anything that you can think of that we could do to make it better, a better experience for you? Is there anything that could be improved or changed?

PE7: Not really

PE8: I think that if there was, say in my youth club I was the only one, say that if maybe two or three of us doing it, that there might have been allot more interest. Because it was just myself and it's like some people wouldn't get along with me because of conflict when we were younger or something like that. That if they had someone else that they didn't really know, do you know.

INTERVIEWER 2: And if, would you think, would like it to be something that you would recommend to others to do?

PE7: yeah definitely

PE8: Yeah

PE7: because it's such a different skill that like you're not going to learn it in school, you're not really going to learn it in adult life either and you know you have the skill to help people now in a way that benefits them, so.

INTERVIEWER 1: And I know you were in fourth year PE7: do you think that was a valuable use of your time in fourth year? Did the school recognize your work as part of your community placement?

PE7: I don't think that they did, I put it in as part of like an extra thing I did but.

INTERVIEWER 1: And did you use that as part of the Gaisce award?

PE7: I don't think so no.

INTERVIEWER 1: So, in fourth year you would have allot more time.

PE7: yeah, because obviously in leaving cert you would have to be studying and everything, so I definitely had more free time to focus on it.

INTERVIEWER 1: And how did you find doing it in sixth year, an exam year?

PE8: I found it okay because I was talking to a few of my teachers saying, ah yeah, I do have to do certain things after school and not saying what it was. And like my school principal was like, she knew what I was doing and she kind of like if I was dropping down in a grade in class she would know why. That I am busy doing other things outside and with work as well. And then she'd kind of give me free time, like I could come out of religion and stuff like that to study if I needed to and she gave me support throughout as well.

INTERVIEWER 2: And did you see during this intervention any effects in your youth club or in the wider community?

PE8: Yeah, like one of my friends, he did it and he was kind of, he stopped drinking and afterwards he hasn't drunk much since then, he's only kind of if he's out with family and kind of for certain events he's have a few drinks and that's it. He wouldn't go overboard, like what he used to do. So....

INTERVIEWER 2: And what would his friends think of that?

PE8: yeah, they were kind of interested and actually became allot more interested in what it was and some of them would have been in the same situation as him. So, they were kind of Oh I wonder what it's all about?

INTERVIEWER 2: Okay and do you think his behaviour change had any effect on theirs?

PE8: he was a lot more confident, allot more happy since he had stopped drinking because he would drink every weekend and when he was in school he would come in Monday morning feeling all tired, because he'd been up late both nights of the weekend. So, and then he wasn't really doing any homework so that was kind of a certain problem that he had. He kind of didn't know cause he was out drinking and all that, and then his grades started increasing as well.

INTERVIEWER 1: And did you notice any difference in the young people PE7?

PE7: Em, there was definitely more of an interest in it, definitely, obviously from people doing it who were talking about it to their friends and then you know people who had just never heard of it before probably having an interest in it.

INTERVIEWER 2: And was there anything like if someone was increasing their exercise did their friends copy them or anything like that?

PE7: Em, I only had one girl doing the exercise.

INTERVIEWER 2: Or even the smoking or alcohol.

PE7: Yeah, I think that had more of an effect because there was three or four of them like who were hanging out every day who were in the youth club and they were all like trying to stop so they helped and supported each other in that as well so probably it made it easier for them.

