

Motivational Interviewing

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Simulated Encounter and Consent

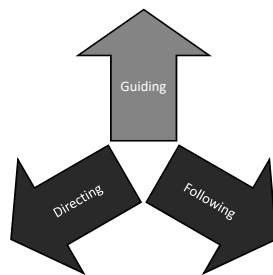
Role Play: Help this person in 1 minutes, give them advice (Groups of 3)

Teacher: "I have the worst class this year. They don't listen to anything I say... I tell them to stop talking and to stop getting out of their seats but they won't."

(Frey & Ratcliffe, 2015)

Observer what did you see?
How did it feel getting help?

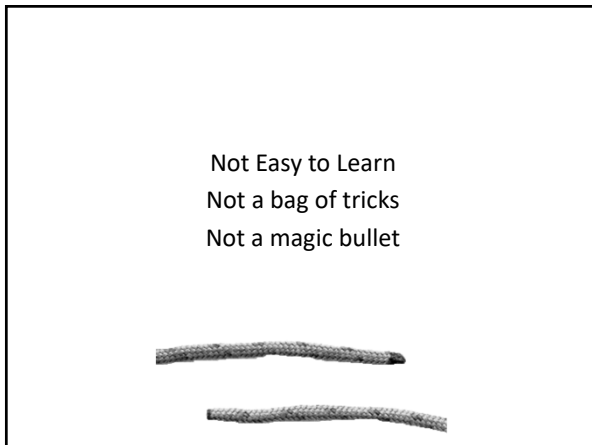
Approaches to Helping Conversations

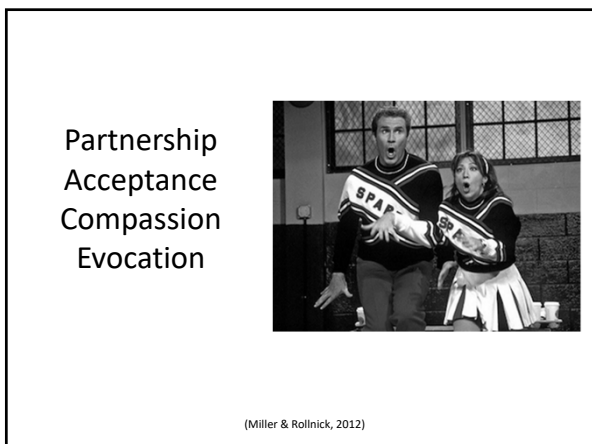


(Frey & Ratcliffe, 2015)

Motivational Interviewing








(Miller & Rollnick, 2012)


Engage
Focus
Evoke
Plan



(Miller & Rollnick, 2012)

Early Traps to Avoid

- Question-answer trap
- Expert Trap
- Labeling Trap
- Premature Focus
- Blaming
- RIGHTING REFLEX
 - Taking sides
 - Especially the “good side”



To avoid traps use **OARS** to elicit and respond appropriately to change talk and roll with resistance

Change or Sustain

“I need to improve my fitness routine, but it’s so hard to do anything consistently when my back bothers me so much. Last time I tried to start lifting weights, I quit after two days. I know my health and energy level will improve if I add strengthening to my routine, but I’m afraid of making my back pain worse.”

(Frey & Ratcliffe, 2015)

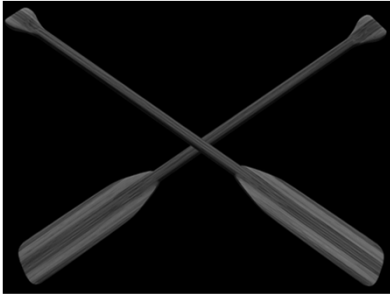
Change or Sustain

“I need to improve my fitness routine (c), but it’s so hard to do anything consistently when my back bothers me so much (s). Last time I tried to start lifting weights (c), I quit after two days (s). I know my health and energy level will improve if I add strengthening to my routine (c), but I’m afraid of making my back pain worse (s).”

(Frey & Ratcliffe, 2015)

Break

OARS



Open-Ended Questions

- Questions that can't be answered with one word
 - Opens up the conversation
- Examples:
 - “Do you have any strengths”
 - “Tell me about your strengths”
 - VIDEO DEMONSTRATION (1:50)

- What is your favorite subject?
 - Closed
- What do you like about math class?
 - Open
- Are you having a good day?
 - Closed
- Do you think you should quit microwaving your sister's Barbie Doll?
 - Closed
- Why do you think you should stop microwaving your sister's Barbie Doll?
 - Open



Converting Closed to Open

- Is your math class going ok today?
 - What's going well with your classes?
 - Where would you like to begin today?
- Do you have a good relationship with your teacher?
 - Tell me about the important relationships you have in your life
 - Tell me about your relationship with your teacher
- Can you use a behavior chart?
 - How would a behavior chart help Johnny?
 - How can we improve the current behavior plan?

(Rosengren, 2009)

Affirm

- Special type of reflection
 - Reflections show understanding
 - Reflect growth mindset
 - Focus on effort
 - Avoid dispositional statements
 - You are smart
 - Video Example (1:20)



"This young man stands before the juvenile justice judge for the third time in less than a year. He was arrested for possession of marijuana. He was hanging out with a group of other homeless young people on the avenue when some college students started hassling them. He jumped in and a brawl ensued. As the police arrived and broke up the fight, his bag of weed fell out of his pocket. He takes an insolent attitude in the courtroom each time he is there"

(Rosengren, 2009)

- Strength:
 - Defends his friends
 - Willing to stand up for himself, even if it costs him
- Affirmation:
 - You sacrificed your own well-being in order to defend your friend.

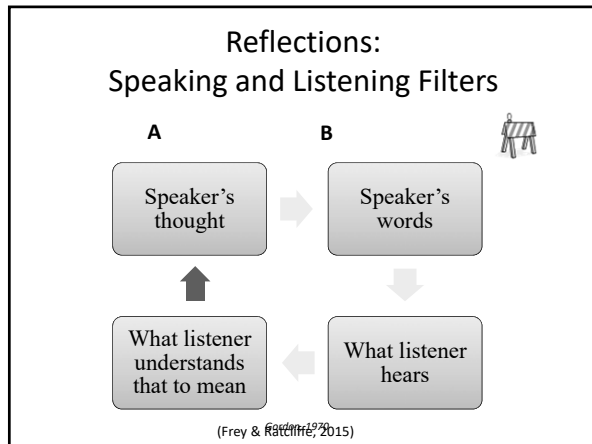


Find an Affirmation and Strength


- A teacher tells a student's parent, "I can't wait for Johnny to get his diagnosis and be placed in special education"

Find an Affirmation and Strength

- Strength
 - The teacher wants him to have access to resources that can help the student
- Affirmation
 - You care a lot for this student and you want her to have access to as many resources as possible



- Reflections paraphrase
 - Simple
 - Complex
- Shows an attempt to understand
- Make a guess at what the person means



Demonstration:
Use a few sentences to describe something
really appreciate about your job.

Reflections

- Inflection makes a difference!
 - “You’re angry about what I said”
- No “stem words” are needed
 - e.g., “So, what I hear you saying...”

Let’s Try Reflecting. . .

Write down a reflection (simple or complex)

- Teacher: “I just don’t know what to do with Brad. He is so disruptive.”
- Teacher: “I will lose my job if my students scores don’t improve.”
- Parent: “I have taken all of his toys and he still doesn’t listen!”
- Parent: “Nothing I do is working.”

Summarize

- Collecting summary
 - Short and continues momentum
 - Useful to end with “What else?”
 - Offered during the process of exploration
- Linking summary
 - Tying information just said to past info
- Transitional summary
 - Used to wrap-up topic and move to next phase

Demonstration and Practice:
Summarize what have we talked about so far?

Video Example of OARS:
Kimberly-Ann Nicholson

Practice:
Team OARS

Break

Quick Review

What are the four components of the MI Spirit?

- A. Partnership, Compassion, Advising, and Ambivalence
- B. Partnership, Acceptance, Evocation, and Compassion
- C. Ambivalence, Compassion, Structure, and Acceptance
- D. Partnership, Guiding, Compassion, and Reflection

(Frey & Ratcliffe, 2015)

Which Statement is False?

- A. When used in MI, open-ended questions do not end with a question mark.
- B. MI conversations are most effective when the consultant uses more open-ended than closed ended questions.
- C. When using MI, once you successfully engage, there is never a need to cycle back to the engaging process.
- D. The way in which you **engage** a person can either block or support the likelihood of their changing their behavior.

(Frey & Ratcliffe, 2015)

Which of these is NOT one of the MI Processes:

- A. Engaging
- B. Focusing
- C. Evoking
- D. Directing
- E. Planning

(Frey & Ratcliffe, 2015)

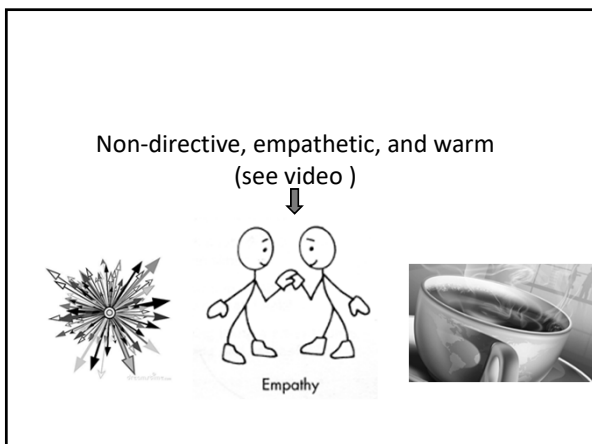
Tie Breaker

- What is the two-word MI term used to describe our innate desire to want to fix what needs fixing?

(Frey & Ratcliffe, 2015)







- Build a working alliance
- Learn about values and goals



Pair & Share:
What is beneficial about taking the time to learn
about someone's values

Begin with transparency and permission



Use open-ended
questions to prompt a
discussion of values



Pair & Share:
What are some open-ended
questions you could ask a teacher,
parent, or student

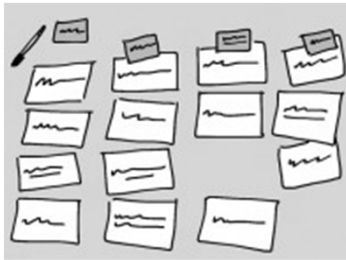
Use OAR to clarify
and validate



Practice:

I am going to play the role of a parent. Ask me one of the open-ended questions (generated during brainstorming) we generated. Then take turns offering reflections and open-ended questions to follow up to my responses.

A semi-structured activity for discussing values is the card sort




Example:

Would it be okay, if we spend some time talking about values and what is important to you?

Pair and Share:
Write down the values that are most important to you.
Why are they important to you?

• Healthy/Fit	• Independent
• Good worker	• A good role model to ____(fill in)____
• Knowledgeable	• Good spouse
• Spiritual	• Good parent
• Learning	• Able to stay calm in situations (keep my cool)
• Respected by colleagues	• Respected by friends
• Kind	• Respected teachers
• Helpful	• Published
• Confident	
• Good friend	
• Other:____(fill in)____	

Use OAR to clarify
and validate



Pair & Share

1. Using an open-ended question, ask your partner to tell you about one of the values they identified during the card sort.
2. Clarify and validate (using at least one open-ended question, one reflection, and one affirmation) until you have a good understanding of your partner's value and what it means to them.
3. Switch roles and repeat.

Pair & Share

1. What went well.
2. What can you improve on.

Brainstorm from The “Guru”:





Who or what decides the focus of the conversation?

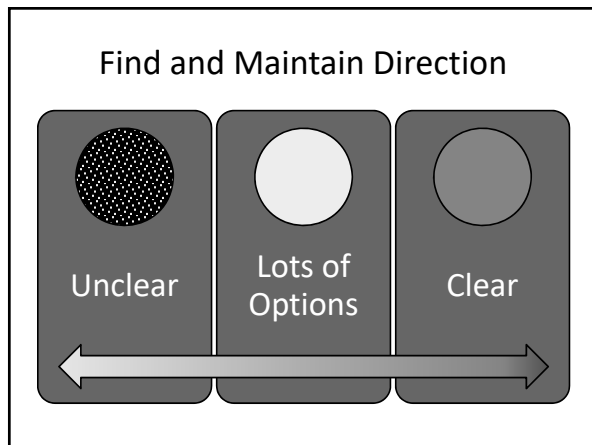
- Interviewee
- Interviewer
 - Be careful
- Setting

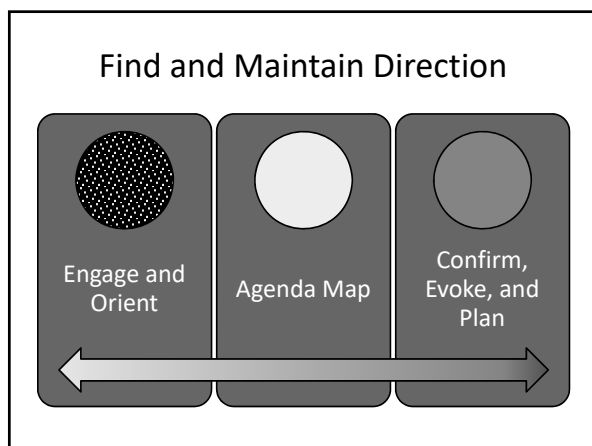


You are the guide

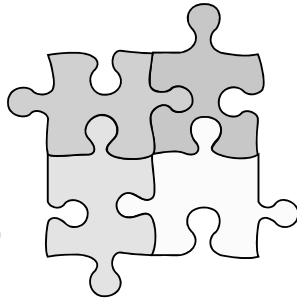








"[**Orienting**] Putting puzzle pieces together in a way that generates a provisional hypothesis about where to start"
(Miller & Rollnick, p. 119)



Pair & Share:

- What are some areas teachers and students may want or need to focus on?

Agenda Mapping

- **Structuring** – Making it clear what you're doing
- **Considering Options** – Theirs and yours
 - May help to write them down
 - With permission, you may add your own options.
- **Zooming In** – Discussing priorities and finding a shared sense of direction
 - Summarize and ask for response

(Frey & Ratcliffe, 2015)

Focusing “Starters”

- **[Structuring/Considering Options]** “I wonder if we might take a minute to decide on what’s most important to focus on. I’m interested in hearing what issues seem most pressing to you at the moment.”
- **[Adding your idea]** “Another possibility that occurs to me is *[insert your idea for focus]*. We could consider that as well, or maybe that’s for another time.”
- **[Zooming in]** “How does this sound to have as our focus? Are there additional concerns that need to be addressed soon?”

(Frey & Ratcliffe, 2015)

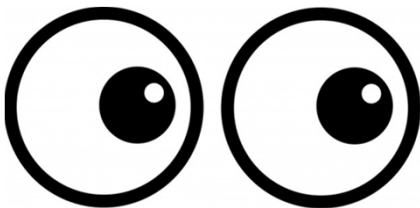
- **Pair & Share:** Practice this agenda-mapping process. Each person should have the chance to play the role of consultant. The next slides have two scenarios. Use a different one for each role play.

- **Scenario 1:** Julia is 4th grade teacher in her first year. She having a lot of problems controlling her class. Many of the students talk during instructional time and one student, Johnny, gets sent to the principals office everyday. Julia also reports feeling overwhelmed with the amount of prep and paper work.

- **Scenario 2:** Lucy is a high school student. She is having trouble getting along with her reading and math teachers. She also reports that she is getting a C in her math class and she would like an A.

evoked

Change talk: Speech that indicates a movement toward change



Desire to change
Ability to Change
Reason for change
Need for change



(Miller & Rollnick, 2012)

Change Talk Practice: Match

DARN

- Desire/Intention to Change
- Ability to Change
- Reason for Change (advantages of change)
- Need for Change (disadvantage of status quo)
- Not Change Talk

Match

- Johnny does not follow the current rules
- I have completed my homework before
- If I study longer, I may get an A on my next test
- I don't have time to use a behavior chart
- I'm going make a behavior chart

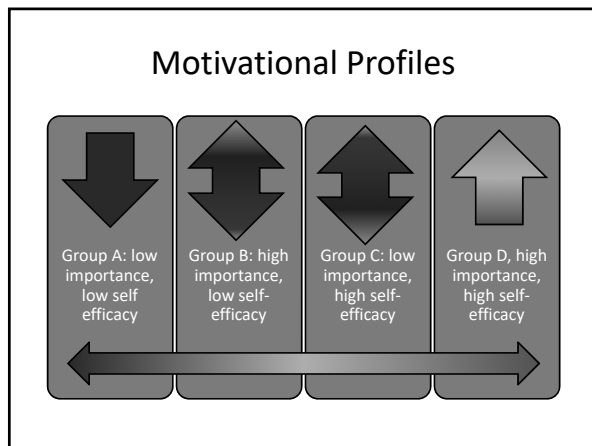
Change Talk Practice: Answers

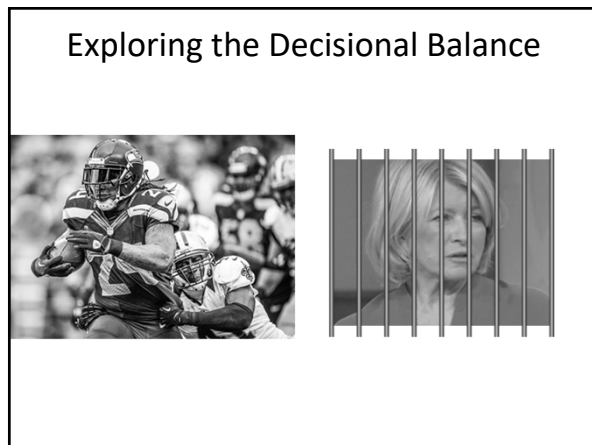
DARN

- Desire/Intention to Change
- Ability to Change
- Reason for Change (advantages of change)
- Need for Change (disadvantage of status quo)
- Not Change Talk

Correct Order

- I'm going to make a behavior chart
- I have completed my homework before
- If I study longer, I may get an A on my next test
- Johnny does not follow the current rules
- I don't have time to use a behavior chart





Decisional Balance

PROs and CONs of Change

	Status Quo (Option A)	Change (Option B)
Advantages +	Good things about <i>Status Quo</i> CON	Good things about <i>Change</i> PRO
Dis-advantages -	Not-so-good things about <i>Status Quo</i> PRO	Not-so-good things about <i>Change</i> CON

(Frey & Ratcliffe, 2015)

Evoking Change Talk



- Looking back
 - Tell me about a time when you were successful?
 - What helped you succeed?
- Explore future
 - What will help you make this change?
 - Why do you think, you can make this change?
- Elaborate
 - Tell me more

Open Ended

- Why do you *want* to make this change?
- How might you be *able* to do it?
- What is one good *reason* for making the change?
- How *important* is it, and why? (0-10)
- What do you *intend* to do?
- What are you *ready* or *willing* to do?
- What have you *already done*?

(Frey & Ratcliffe, 2015)

Importance Ruler

- “On a scale of 1-10, how important is to you to change [target behavior], where 1 is not at all important and 10 is extremely important?”
- Follow up with, “And why are you at a ___ and not a ___ [lower number than stated]?”



(Frey & Ratcliffe, 2015)

Respond to change talk with **OARS**



Pair & Share: The Student

- You are an eighth grade student, who is beginning to recognize that you spend too much time criticizing your friends and giving attention to their unlikable qualities. You are really wanting to shift the balance and begin giving more attention to their positive qualities.
- Begin the conversation by briefly sharing this with the consultant.
- Then, respond naturally, as the consultant guides the discussion.

Pair & Share: The Coach

- Listen carefully with the goal of understanding the dilemma (avoid roadblocks)
- Ask these four open questions:
 - *Why would you want to make this change?*
 - *How does making this change align with your values as a teacher?*
 - *How might you go about it, in order to succeed?*
 - *What are the three best reasons for you to do it?*
- Respond with reflections
- Wrap up the segment with a summary, which focuses on their change talk and includes at least one affirmation

Resistance: Sustain and Discord



To respond to resistance effectively you must first recognize it.



Sustain Talk: speech indicating a desire to maintain the status quo



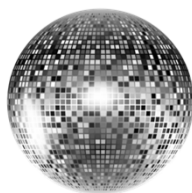
Find the Change and Sustain Talk

- I just love how smoking makes me feel, but I know it's bad for me.
- I think my health will be just fine without exercising.
- I really need to start getting to work earlier, so I can start the day on top of things.
- I know something has to change. I just don't have time to learn a completely new approach right now. Maybe I could consider what Ms. Jones is doing in her class.
- I just need to accept this is how I am.
- We've tried all those approaches before. Nothing works.
- I'm giving some serious thought to just staying late one day until I get this supply cabinet in shape.

(Frey & Ratcliffe, 2015)

Reflective Responses to Sustain Talk

- Simple Reflection
- Amplified Reflection
 - Similar to overstating
 - he his better off with out praise
- Double-sided Reflection
 - Offers other side of ambivalence previously disclosed by the client
 - Use conjunction "and" not "but"



Practice Simple, Amplified, and Double

- It would be good for Johnny to get a reward for appropriate behavior; but I have 20 other students to attend to.
 - Simple:
 - You're really busy.
 - Amplified:
 - You can't give Johnny any type of reward for good behavior; given everything on your plate.
 - Double-sided:
 - You want Johnny to succeed and It's hard to figure out how to get Johnny on-task given all of your other demands.

Responding to Resistance: Other Responses

- Shifting Focus
- Find the Gem
- Reframing
 - 1, 000 dollars vs. 10,000 dollars
 - Positive reframe
- Emphasizing personal choice and control
- Coming alongside
 - Ethical concerns
 - Calm and rational



Responding to Resistance: Avoid

- Avoid the righting reflex:
 - Arguing for change
 - Assuming the expert role
 - Criticizing
 - Labeling
 - Being in a hurry
 - Claiming preeminence



Tag Team:

I am going to play the role of a teacher struggling to complete all of the work demands of the day. One of you will start as the consultant and attempt to evoke change talk. You will need to respond to sustain talk and change talk. At anytime, you can pause the scene ask for help...who ever provides the help will take the role of the consultant

***If you are not acting as the consultant, please count the number statements indicating change and the number of statements indicating sustain.

Discord: speech or behaviors that indicate
discord with the relationship



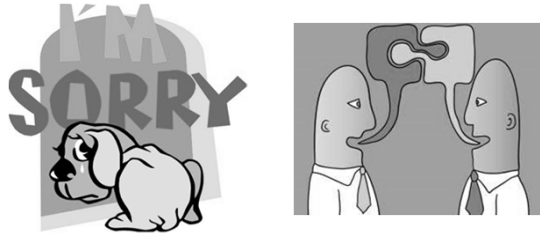
What are some behaviors that may indicate
discord?



Defending, interrupting, ignoring, opposes you,
arguing



Apologizing or Engage(non-directive)



The illustration consists of two parts. On the left, a cartoon dog is shown from the chest up, looking down with a sad expression. Above the dog, the words "I'M SORRY" are written in a large, bold, sans-serif font. On the right, there is a black and white illustration of two stylized human figures facing each other. They are holding puzzle pieces that fit together, symbolizing connection or understanding.

Case Scenarios

- **Get into 4 groups: write a scenario that involves in discord between a teacher and a student.**
- **Then share with the class**
- **How would we respond using MI skills?**

(Frey & Ratcliffe, 2015)



The illustration shows a thick, grey circular arrow that curves around a black square. Inside the square, the word "PLAN" is written in a bold, white, sans-serif font.

When should you and your
consultee start making a plan?

When to Develop a Change Plan

- Signs of readiness to change:
 - Decreased resistance to change
 - Decreased discussion about the problem
 - Feeling of waiting for the next step
 - A sense of resolution
 - Increased change talk
 - Increased questions about change
 - Greater envisioning of future
 - Experimenting with possible change actions

Key Question

- What we want to know is: **“What’s next?”**
- Examples:
 - “Given what you’ve told me, what do you think you’ll do next?”
 - “Where do you think you’d like to go from here?”
 - “What’s your next step?”
 - “I wonder what you might decide to do.”



Demonstration:
What have you learned so far in this
training that you plan to put into
practice?

Change Plan Development

- Set SMART Goals
- Consider Options
- Plan to overcome obstacles
- Elicit a Commitment
 - Importance ruler

(Frey & Ratcliffe, 2015)

SMART Goals

- Specific
- Measurable
- Attainable
- Reasonable
- Time-oriented

Exchange information only with permission.

Practice:
Get into groups of 4 and devise a plan for practicing MI in the future.
Be prepared to share with the group.

Practice MI to Learn



RECAP GAME

The consultant's goal in an MI discussion is to use:

- A. Summaries which focus on sustain talk.
- B. More questions than reflections.
- C. More open-ended than closed-ended questions.
- D. More talking than listening.

(Frey & Ratcliffe, 2015)

A strong affirmation is more. . .

- A. Evaluating than noticing/acknowledging.
- B. Focused on the end product than on efforts and intentions.
- C. Vague than specific.
- D. Noticing/acknowledging than evaluating.

(Frey & Ratcliffe, 2015)

Which statement is false?

- A. A complex reflection is one which is difficult to understand.
- B. The use of reflections is likely to enhance your level of engagement with a student.
- C. A simple reflection is a paraphrase.
- D. A reflection ends with a period, not a question mark.

(Frey & Ratcliffe, 2015)

The MI spirit includes:

- A. Partnership, Reflection, Summarizing, and Acceptance
- B. Engaging, Reflection, Acceptance, and Hope
- C. Partnership, Evocation, Acceptance, and Compassion
- D. Discrepancy, Change, Acceptance, and Evocation

(Frey & Ratcliffe, 2015)

Tie Breaker

- What is the two-word MI term used to describe our innate desire to want to fix what needs fixing?

(Frey & Ratcliffe, 2015)

MORE PRACTICE

Pair Practice

- **Speaker** begins with one of the following statements and elaborates after the listener has responded.
 - “One thing you should know about me is . . .”
 - “A skill I’d really like to develop is . . .”
 - “Within the next five years, I’d like to . . .”
- **Listener** responds ONLY with a reflective-listening statement (avoid questions). Speaker then elaborates. Listener responds with another reflection, and so forth.
- *The exchange stops after the Listener has given three reflections.*

Pair Practice

- In groups of 3: brainstorm scenarios you have come across in which MI may have helped the situation. Then role play those scenarios, with one person acting as the consultant, the consultee, and an observer. The observer can provide feedback to the consultant during the roleplay.

***Try to use 3 reflections for every 1 open ended question.

Pair Practice

- In groups of 3 or 4: Develop a semi-structure MI intervention for a first session. Be sure to have activities and questions for each MI process. We will ask some of the groups to demonstrate their protocol.



Simulated Encounter
