

Motivational Interviewing

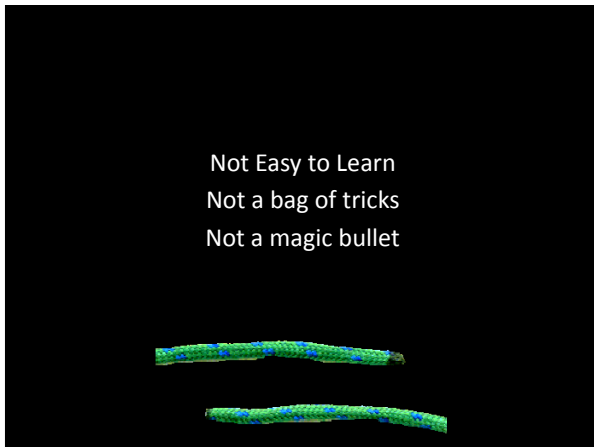
Gill Strait, Ph.D., MO Licensed Psychologist, NCSP



Approaches to Helping Conversations

(Frey & Ratcliffe, 2015)







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)

Early Trap to Avoid

- The RIGHTING REFLEX
 - Taking sides
 - Especially the “good side”



Engage
Focus
Evoke
Plan



(Miller & Rollnick, 2012)

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

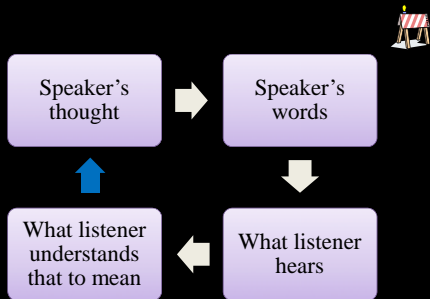
- Is your math class going ok today?
 - What's going well with your classes?
 - Where would you like to begin today?
- Do you have a good relationship with your teacher?
 - Tell me about the important relationships you have in your life
 - Tell me about your relationship with your teacher
- Can you use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

(Rosengren, 2009)

Reflections



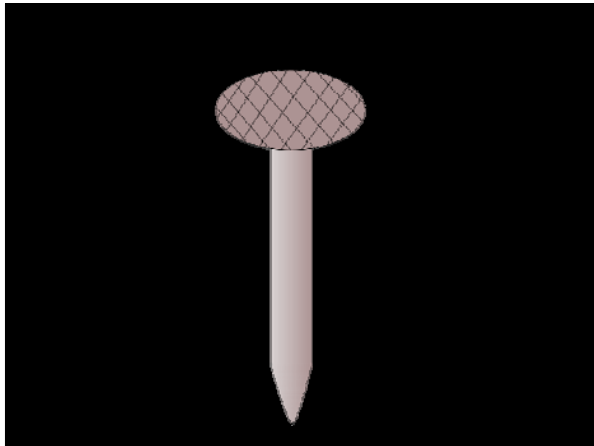
Reflections: Speaking and Listening Filters



(Frey & Ratcliffe, 2015)

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





Demonstration:

Use a few sentence to describe something you have been thinking about changing

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."

Pair and Share

Speaker: I really value _____ because _____

Listener: Reflect

Speaker: Provide more information

Listener: Reflect

**Switch Roles

Affirmations



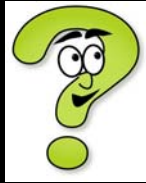
WHO'S AWESOME?
You're Awesome!

Affirmations

- Special type of reflection
 - Reflections show understanding
- Acknowledges strengths and effort
 - Can reinforce efforts to change
 - Can reinforce positive values
 - Can reinforce “ability” change talk



What makes a good affirmation?



Affirmations

- Reflect growth mindset
 - Focus on effort
 - Limit dispositional statements
 - You are smart
- Limit judgmental stem words
 - I like how or I think.....
- Genuine



"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 defended 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

Use a few sentences to describe a recent accomplishment



Summaries



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](#)

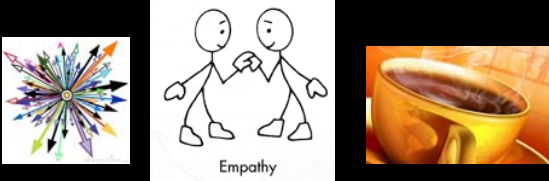
Practice:
Team OARS



Engagement is the foundation to the
relationship




Non-directive, empathetic, and warm
(see video)



Empathy

-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.



Next Steps in MI Development

- Using MI within the 4 processes
- Practice w/feedback
- Sign up if your interested in potential grant supported MI training
 - IES application to provide in depth MI training
 - Need letters of support from schools