

Motivational Interviewing:

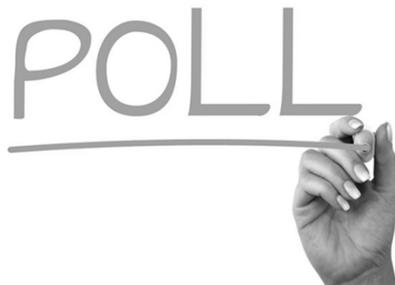
► Learning Objectives:

- What is it?
- Why do we use it on Foster Care Review Board?
- How do we use it?



A Poll

- What is your experience with motivational interviewing?



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What is it? Motivational Interviewing Defined

- ▶ “Motivational Interviewing is a collaborative conversation style for strengthening a persons own motivation and commitment to change.” Miller and Rollnick (2013), “
 - ▶ Motivational Interviewing Third Edition”, Guilford Press



Review of Distance Video

- ▶ MI and Teens:
 - ▶ Clip 1:32-2:05

Motivational Interviewing with Teens

- ▶ Motivational interviewing has been studied extensively and shows promise as an effective intervention with adolescents in a variety of settings. Its use with young people aging out of care has been studied.
- ▶ it's been shown to be effective in getting young people to think about what they want for themselves and motivate change or focus on healthy choices.



FCRB: Why Do We Use It?

- ▶ Hearing Quality Project
- ▶ Problems with Standard Practice
 - Unwelcome advice elicits resistance
 - Advice must match motivation
 - Individual knowledge of facts is weakly correlated with behavior
 - Only 5% to 10% of the variance in change behavior due to knowledge



Motivational Interviewing Main Principles:

- ▶ Spirit: Partnership, Compassion and Empathy
- ▶ Giving Information
- ▶ OARS
 - ▶ Open ended questions
 - ▶ Affirmations: comment on strengths, effort, intention
 - ▶ Reflective listening
 - ▶ Summaries: pulling together the person's perspectives on change



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MI Foundation: Trust and Empathy

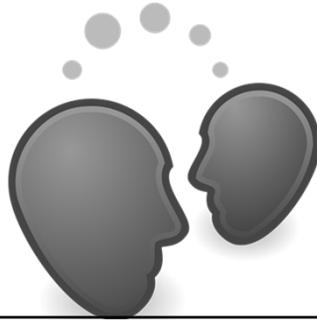
- ▶ MI is based on building relationships
- ▶ Dialogue does not have to take a lot of time
- ▶ Short, but intentional



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Empathy

- ▶ Empathy is showing you understand what the child is going through. You're acknowledging the obstacles from the child's perspective.
- ▶ Empathy shows young people that you see and respect them.



Nonverbal Communication

- ▶ Nonverbal communication is communication too!
- ▶ Consider your own comfort level with a topic relevant to a teen.

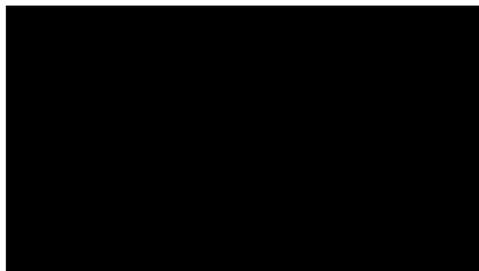


Consider asking permission

- ▶ Young people before FCRB are often told they have to come to Board.
- ▶ What they know, what they're receptive to hearing.
- ▶ What if you ask permission and they deny you?
Follow up!
 - ▶ i.e: I'd like to talk to you about EFC, is that alright?
 - ▶ No.
 - ▶ Ok, then. You might have gotten all the information you need already. Can you tell me what sorts of benefits come with EFC?

Providing information

- ▶ <https://vimeo.com/70968218>



OARS: Open Ended Questions

- ▶ Open questions invite others to “tell their story” in their own words without leading them in a specific direction. Open questions should be used often in conversation but not exclusively. Of course, when asking open questions, you must be willing to listen to the person’s response.
- ▶ Key to using open ended questions is being deliberate and focused on topics that are relevant to youth’s circumstances



You can use open ended questions to tie up a discussion

- ▶ You want young people to hear themselves saying they are willing to try something new.
 - ▶ Given what you told me, what do you think you’ll do next?
 - ▶ What do you see as your options?



Open ended vs. Closed Questions

Open

What do you think about...
To what extent...
How often...
Tell me about...
Help me understand...
Explain...
Describe...



Closed

Did you...?
Will you...?
Can you...?
Is it...?
Are...?
Is...?
Have...?

Questions for Practice

- ▶ How was your morning?

In the chat, answer this question. If you are distance learning, write a response that you will include in your post training survey.



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Practice with questions

- ▶ Tell me about your morning.

In the chat, answer this question. If you are distance learning, write a response that you will include in your post training survey.



Change the Closed Ended Questions to Open Ended Questions

- ▶ Do you know about Extension of Foster Care?
- ▶ Do you have a good relationship with your foster parents?



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Affirmations:

- ▶ Affirmations are statements and gestures that recognize client strengths and acknowledge behaviors that lead in the direction of positive change, no matter how big or small. Affirmations build confidence in one's ability to change. To be effective, affirmations must be genuine and congruent.
- ▶ Pointing out teens' strengths. Keep the focus positive.



Affirmations Examples:

- ▶ You are a very resourceful person.
- ▶ You handled yourself really well in that situation.
- ▶ You were mature enough to make that decision
- ▶ You feel in control of your body
- ▶ You believe in honoring your promises
- ▶ If I were in your shoes, I don't know if I could have managed nearly so well.



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Affirmation Tips

- ▶ Affirmation should be “you” statements
- ▶ I think you’re a caring person v. You’re a caring person
 - ▶ You have
 - ▶ You are
 - ▶ You feel
- ▶ You statements are powerful! And can be used to remind young people of their strengths.

Practice

Before you jump into information and discussion, take a moment to affirm the youth.

Using these starters:

- ▶ You have
- ▶ You are
- ▶ You feel
- ▶ You believe



In the chat, affirm the youth that tells you this (distance learners, note your answer and include in the post training survey):

“I’m trying to bring my math grade up.”

Reflective Listening

- ▶ It is the pathway for engaging others in relationships, building trust, and fostering motivation to change. Reflective listening appears easy, but it takes hard work and skill to do well. Sometimes the “skills” we use in working with clients do not exemplify reflective listening but instead serve as roadblocks to effective communication. Examples are misinterpreting what is said or assuming what a person needs.
- ▶ It is vital to learn to *think* reflectively. This is a way of thinking that accompanies good reflective listening. It includes interest in what the person has to say and respect for the person’s inner wisdom.

Reflections

- Attend to VOICE inflection at end of statement, to turn it into a reflection.
- Statement, not a question. Ends with a down turn
- Hypothesis testing

If I understand you correctly, it sounds like...

Affirms and validates

Keeps the client thinking and talking

Reflections

- ▶ Simple Reflection: Restating or acknowledging the disagreement or perceptions.
- ▶ 1. Restating: Adds little or no meaning or emphasis to what the client said. Youth: "I want to start taking my medication again." Adult: "You want start taking your medication again."
- ▶ 2. Rephrase: Slightly alter what a client says. Youth: "I really want to start taking my medication again." Adult: "Taking your medication is very important to you."
- ▶ 3. Acknowledge: Youth: "What do you know about being in foster care? You never had to deal with this." Adult: "It's hard to imagine how I could possibly understand."

Complex Reflection

Amplified Reflection: Reflect in an exaggerated way.

Youth: "My foster parent is exaggerating. I have not been that bad."

Adult: "You haven't had any behavior problems at home."

Come Alongside Reflection

Use a little amplification to join with the person.

Youth: "I've tried to make therapy with a counselor work a million times and it just doesn't work for me. It's not for me. I can't open up" Adult "It really may be too difficult for you. Therapy might not be the best fit for everyone, even though it is effective. Being in therapy means speaking up about what is happening in your life, and it might not be worth the discomfort. Perhaps it's better to stay as-is."

Reflections Practice Poll

- ▶ Youth: I have boundaries when it comes to sharing on social media.
- ▶ A. You know what you're okay with and what you aren't
- ▶ B. What are your boundaries?
- ▶ C. You don't like just anyone knowing about your business.
- ▶ D. Everyone has some type of boundaries.

If you are distance learning, write a response that you will include in your post training survey.

Adapted from Motivational Interviewing for Teens from the School Based Health Alliance. https://www.youtube.com/watch?v=Q_0RJihoki4

Reflections Practice Poll

I know I'm not perfect, but why do they have to always tell me what to do. I'm not a baby!

- A. In what areas are you open to improvement?
- B. They are handling this all wrong.
- C. You are mature enough to make good choices for yourself.
- D. Things would work out fine if they would just stop trying to control you.

Reflections Practice

Read the sentence stem and write down a reflection response to the item in the chat (or in the survey for distance learners). A reflection can emphasize different aspect of the statement. Here is an example:

It's been fun, but something has got to give. I just can't go on like this anymore.

- You've enjoyed yourself.
- You're worried about what might happen.
- It's time for a change.

I know I could do some things differently, but if she would just back off, then the situation would be a whole lot less tense; then these things wouldn't happen.

***Adapted from Rosengren, DB. (2009). Building Motivational Interviewing Skills: A Practitioner Workbook <http://allhomekc.org/wp-content/uploads/2018/01/Selected-MI-Practice-Activities-Tools.pdf>

Motivational Interviewing Review:

- To Avoid: Righting Reflex
 - Tendency to set the person on the right path
 - Offering single alternatives may yield a "yes, but" response

Motivational Interviewing Review

- ▶ Get permission to proceed
- ▶ Open ended (starting) questions (to get the ball rolling)
- ▶ Affirmation
- ▶ Reflective listening (keep it rolling)