Motivational Interviewing a Restorative Conversation for Inspiring Change, Countering Marginalization & Promoting Equity

Richard C. Rutschman, Ed.D.

Member of the Motivational Interviewing Network of Trainers

Self-Determination Theory:

People from all cultures and ages have 3 basic psychological needs for healthy growth & development

- **Competence** (confidence in capacities, interactions that expresses and enhances one's capabilities)*;*
- **Relatedness** (belonging, caring and being cared for, accepted and integrated)*;*
- **Autonomy** (perceived source of own behavior, acting from interest and integrated values)

Motivational Interviewing

"Motivational interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion."

From: Miller & Rollnick, Motivational Interviewing, 3rd Ed., 2012, p. 29, Guilford Press.

How do we help people solve problems?

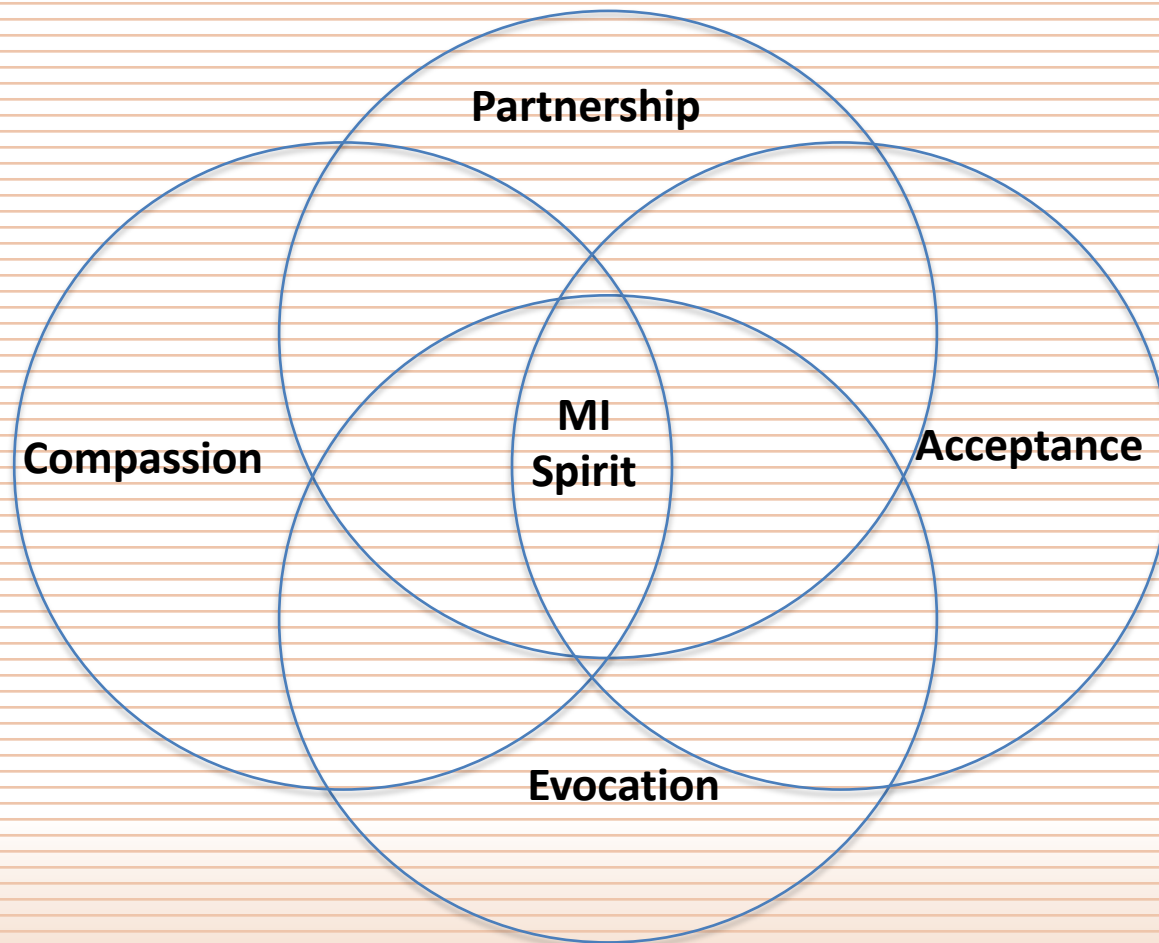Guiding: a neglected style

Direct
Manage
Prescribe
Lead

Guide
Accompany
Support
Motivate

Follow
Permit
Let be
Allow

The Underlying Spirit of MI

Spirit of MI:

The interpersonal way of being

- **Partnership**
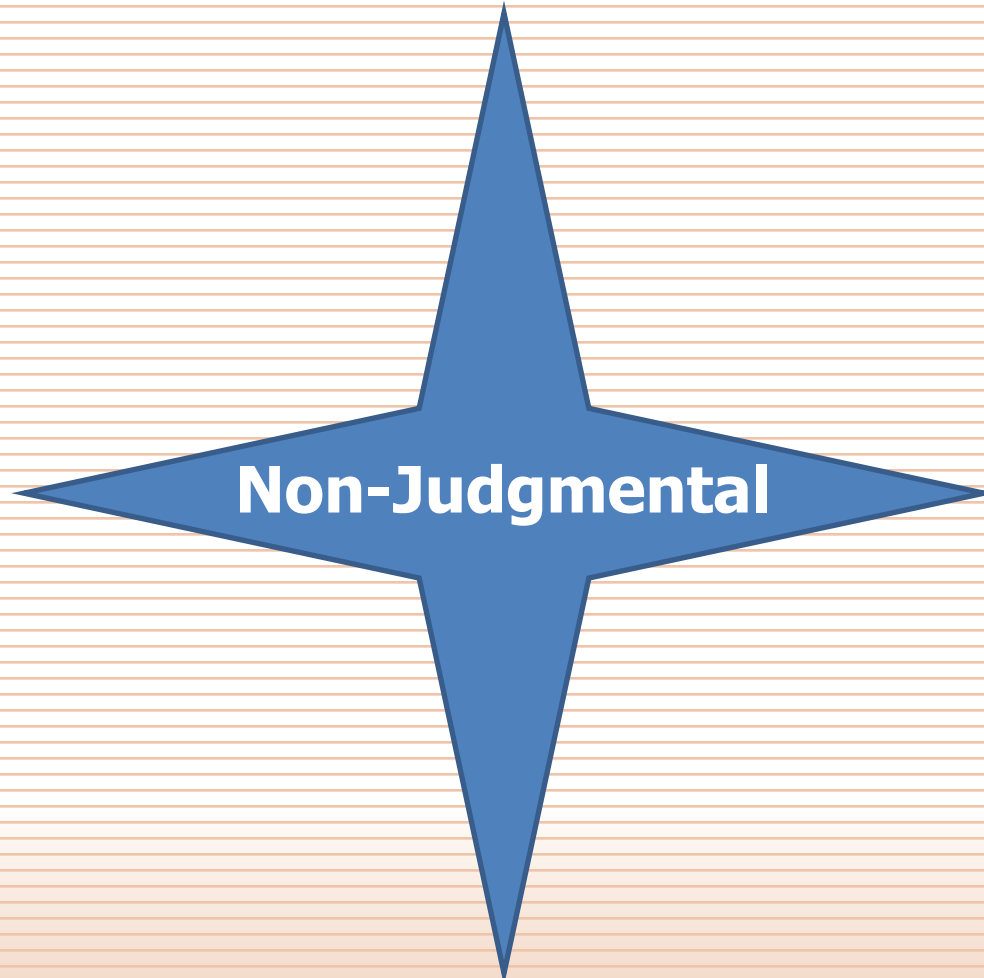
- **Acceptance**

- **Evocation**

- **Compassion**

Partnership

Dancing instead of Wrestling
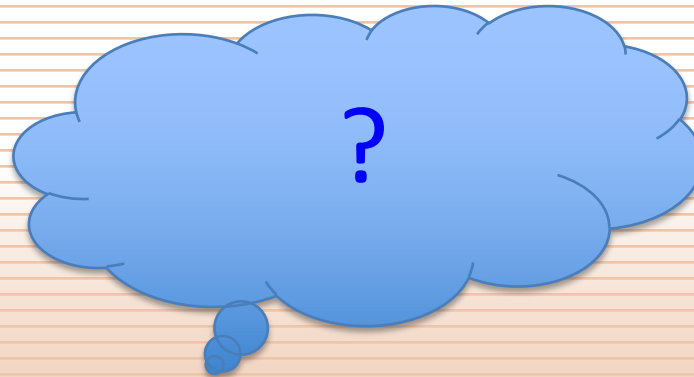
Evocation

They are experts on themselves, so show curiosity about their situation and this will

evoke their thoughts & feelings

?

Compassion

Prioritizes what is best for them…

(beyond sympathy or co-suffering)

- Expressed with kindness, empathy & action

- Genuine caring

- Deliberate commitment to promote their welfare and best interest

Underlying Concepts of MI

- People are ambivalent about change

- Providers who push for change create a relational discord which encourages the person/student to maintain the status quo (resisting change)

- Discord predicts lack of change

- Evoking the client's own change talk will enhance behavior change

MI, a Strength-Based Mindset

- **Positive & Success Priority—** Humans whose needs are being met strive in the direction of what is best for themselves; adaptive behavior (Rogers, C).   *No convincing needed!*

- **Growth Mindset**—Critical to change is believing that ability is not fixed and the result of effort; failures or mistakes can be learning opportunities (Dweck, C).

- **Volition is powerful**—Autonomous willful decisions are essential for behavior change, rewiring the brain. One needs to feel in control of one's actions to be truly motivated.

- **Trauma/harm reduction**—A way to deliver trauma informed care: safety, trustworthiness, choice, collaboration, and empowerment. Reflective listening helps avoid re-traumatizing.

- **Thinking works best with other minds**—As social creatures, having trusting conversations helps create clear integrative thinking, necessary to resolve ambivalence and decide to change.

Is MI Evidence-Based?

- Over 70,000 publications about MI; 760 randomized controlled trials & numerous meta-analysis showed significant effect for MI (in addictions, health care, mental health, corrections & education).

- Meta-analysis of MI in School showed positive findings (Snape & Atkinson, 2016)

- Using MI in brief encounters of 15 min., 64% of studies showed effect (for behavior change).

- **MI had twice the effect size for African Americans, Latinos, and other minority populations***

*Hettema, J., Steele, J. & Miller, W. R. (2005). Motivational interviewing. Annual Review of Clinical Psychology, 1, 91–111

Chicago NEIU's Experience in Schools

In-School Suspension Initiative (Clemente C.A., 2005-2011)
One intervention only (instead of regular inschool suspension)

- Blended Adventure Education, Motivational Interviewing
- Six to Ten Percent Better Retention in School the Next Semester.*
- Anecdotal Evidence of Improved behavior.

PBIS-Hot List Initiative (Harper H.S. 2013-present) Data from 2013 (three interventions, 2-3 hours each, one a week for 3 weeks):

- Improved GPA: Baseline GPA – 1.72 — Final GPA – 2.12
  37% of students began with a GPA of 2.0 or higher
  69% of participating students ended with a GPA above 2.0.
- 89% of participating students reduced the number of or maintained 0 core F's.
- Attendance for Spring Semester (compared to Winter Semester) was 5.6% better for the students served than the school-wide average.

*NEIU, Policy Brief at www.centerforcollegeaccessandsuccess.org

MI is useful in all human service fields where behavior change is important

- As a trauma informed practice.
- Addictions (where MI got started) to help people decide to get treatment.
- Health care for life style changes to deal with chronic health or mental health conditions (diabetes, heart, asthma, medicine adherence, dietary restrictions, depression, etc.).
- Corrections for probation/parole for reduction of recidivism and get life back on track.
- Education as a restorative practice and nonpunitive way to help students get on track academically or behaviorally.

MI provides a way to...

- Respect people's ability to decide across social differences and power imbalances
- Provides a way for those from dominant social groups and privilege to know how to minimize imposing their power
- Allows individuals from oppressed groups who are prone to toxic stress due to its effect on them, to get help resolving ambivalence to move in a positive direction, organize and take control of their lives.
- Support individuals who have been victims of trauma a way to help them integrate their thoughts to decide to make positive changes.
- **And as a result help counter marginalization and promoting equity**

Core Skills: OARS

O= open-ended questions

A= affirming

R= reflective listening

S= summarizing

You're likely doing: O, r, r, r, a, O, r, r, O, r, r, r, a, S

Open-Ended Questions

– "Where are you at regarding… (your effort to…, decision to…)?"
– "Tell me how things have been going with your… (school, health concern, probation)..."
– "What are some issues you're having regarding your goals…"
– "How could things be better?

Affirming

Acknowledge effort, values, skills, strengths…

- Examples
  - "You really care about your future."
  - "Look at how well you've done when you put in the effort!"
  - "Despite how hard it has been, you are not a person that just gives up."
  - "You're really committed."

Reflective Listening

- **Simple Reflective Statements**
  - Paraphrase, short
  - Give back what you heard, without taking it further.
- **Complex Reflective Statements**
  - Picking out the change talk or unstated emotion
  - Guessing what must be behind the thought (interpreting nonverbal cues, tone of voice, your suppositions)

Simple & Complex:

- Student: I'm not worried about missing classes; in my other course I missed lots of classes and I got a good grade.

- **Simple Reflection**: You're not concerned about attending classes because it has worked for you.

- **Complex Reflection**: On the one hand you don't think missing classes is a problem, and on the other hand you care about your grades and your future.

Summarizing

- Metaphoric bouquet of flowers
- Review of what's been said
- Targeting "change talk"
- Transition to next steps

Four Processes of MI
(Big Picture)

Plan How?
Evoke Why?
Focus What change?
Engage Shall we work together?
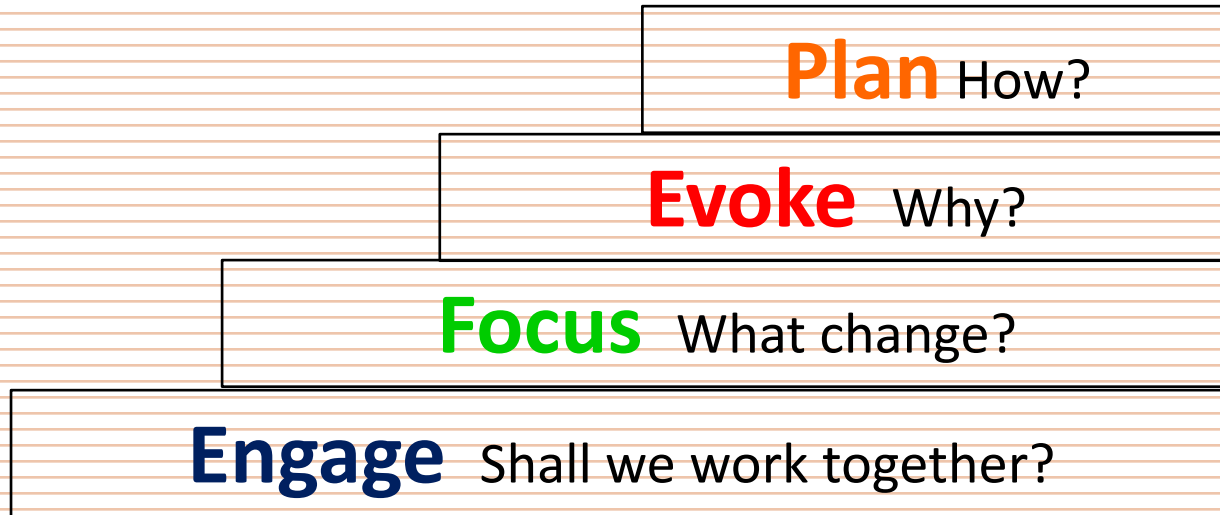
They are sequential and also recursive.

Four Processes of the MI Method

- **Engaging: The Relational Foundation**
- **Focusing: The Strategic Direction**
- **Evoking: Preparing for Change**
- **Planning: The Bridge to Change**

The MI Path to Change

Engage

Evoke Change Talk
(Desire, Ability, Reasons, Need)

Commitment

Change Plan

MI in a Nutshell

- Talk less than the student
- Offer 2-3 times more reflections than questions
- Ask more *open* than *closed* questions
- Listen empathically through complex reflections
- Learn strategies to help them think and evoke "change talk"

Competencies in Becoming Proficient in MI

An introductory workshop alone is usually not enough to learn MI. Research shows after 30 days, unless there is an effort on your part to continue to build and integrate the learning, it fades.   WHAT ARE YOU WILLING TO DO TO GET TO #6?

1. **Spirit of MI & Core Skills**: **OARS**
2. **Recognizing Change Talk and Sustain Talk**
3. **Catching and avoiding Traps that lead to Sustain Talk (i.e. Righting Reflex…)**
4. **Eliciting and Strengthening Change Talk**
5. **Softening Sustain Talk**
6. **Developing a Change Plan & Consolidating Commitment**

HOW WILL YOU INTEGRATE/BLEND MI INTO YOUR WORK?

Next Steps

- Go to www.MIforSchools.org for free resources
- Use the Web Resource list provided to help you learn.
- Sign up for more training opportunities as they come available (ask to be added to upcoming workshops).
- Create a study group with colleagues or get MI coaching if possible.
- Motivational Interviewing: Helping People Change (3rd Ed.) by William Miller & Stephen Rollnick (2013) , Guilford Press.
- Motivational Interviewing for Schools: Conversations to improve behavior and learning by S. Rollnick, S. Kaplan & R. Rutschman (2016), Guilford Press.
- Building Motivational Interviewing Skills: a Practitioners Workbook by David Rosengren (2009), Guilford Press.

Motivational Interviewing For Schools

To support student engagement, persistence & outcomes

About   Why MI in Education? ⌄   MI?   Learning   The MI Community of Practice   MI's Efficacy   MI Bibliography   Links

INFO ABOUT MI IN SCHOOLS

Find out about the application of Motivational Interviewing in education, including how it might be a tool for you to be more effective in helping students change, improve, and learn. Explore the approach, learning it, ideas about why it works and links for more resources.

DISCUSSION GROUP (Facebook)

Join with others on a Facebook page to view, share and ask others for input on integrating MI in your practice in educational settings. Is it working? Helping to motivate students? A refreshing alternative to punishment? Challenging or having interesting results?

Search ...   🔍

PDFS

- Motivational Interviewing for Schools (Book Synopsis)
- Motivational Interviewing and Empathy Links
- Example of Experiential Education
- Intrinsic Motivation and Motivational Interviewing
- Neural Integration and MI Conversations
- Web Resources to Support Learning
- Learning MI – Skill Building
- Training Hints and Sample Agendas

Contact Information:
RichRutsch@ameritech.net
773-510-6515 (cell)

JOIN THE FB GROUP AND SHARE, ASK QUESTIONS, OR JUST GLEAN FROM OTHERS...

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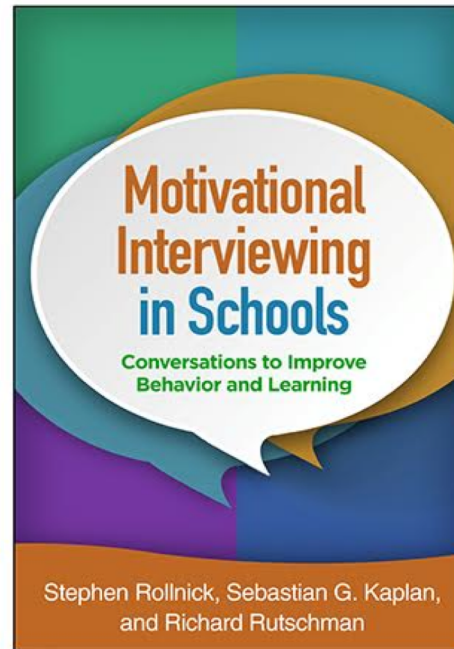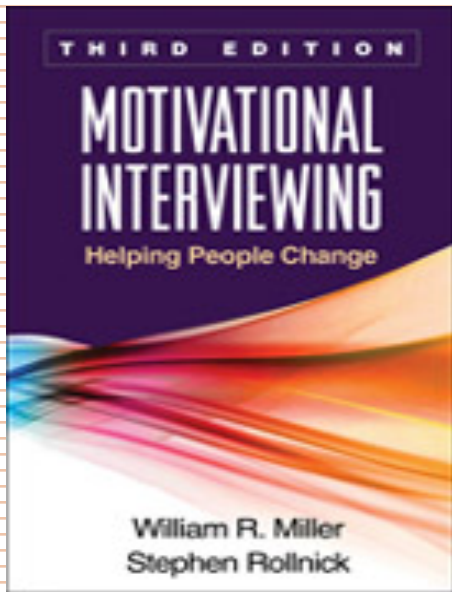
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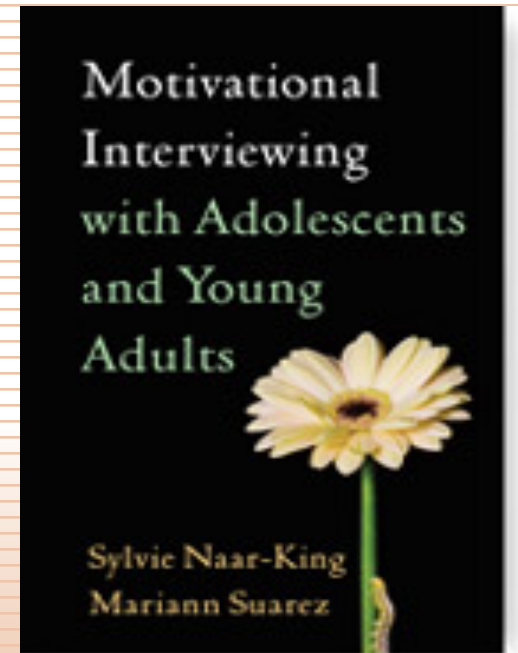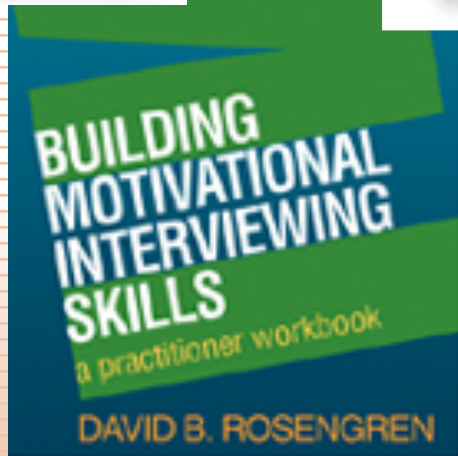
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