

Motivational Interviewing a Restorative Practice Approach for Guiding and Sustaining Change



Richard Rutschman, Ed.D.
Prof. Development Facilitator
Member of the Motivational Interviewing Network of Trainers

This interactive session will introduce participants to motivational interviewing to add to practitioner's restorative practices skill set. Motivational Interviewing involves a guided conversation that is autonomy supporting and an evidence-based way to help individuals decide to change. It can be used as a preparatory conversation prior to a circle or used as a stand-alone restorative approach when the harm is primarily to the person or when people's time for a circle is a factor. Depending on the purpose or the situation, it can be a relatively short conversation of 15-35 minutes or consist of several longer conversations to help sustain the change process. Participants will be introduced to the mindset/heartset (spirit of MI), the four processes and the core skills of this approach to elicit "change talk" and the intrinsic motivation to plan and achieve a specific outcome. The session will use experiential education to help participants understand MI, Self-Determination Theory and the neural integration process that is needed for change to happen. The success of MI's use as an alternative to punitive discipline will be shared by the presenter's experience working in Chicago schools. Come prepared to be introduced to "MI" to add to your restorative practices toolbox.

OBJECTIVES:

- Participants will leave with an understanding of the mindset/heart-set that is required to have a motivational interviewing conversation.
- Participants will be introduced to the four core skills of motivational interviewing.
- Participants will understand the value of restorative conversations from brain/mind neural integration and psychological needs perspectives.

Agenda

- Introductory Activities
- Motivational Interviewing
- Definition & Evidence-based
- The Approach: Spirit (mindset-heartset) & 4 Core Skills and Practice
- Neural Integration
- Identifying Change Talk to Reflect it
- **Next steps (are up to you)**

Self-Determination Theory:

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

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

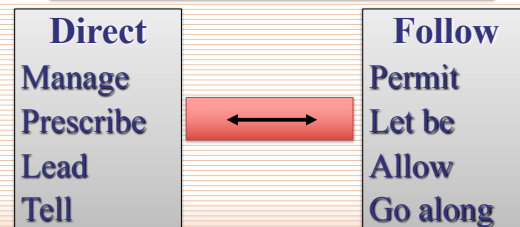
Motivational Interviewing

"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.

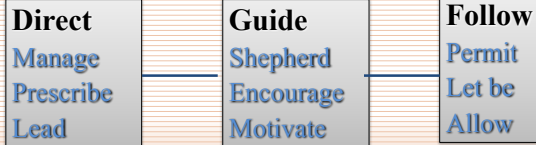
How do we help people solve problems?

A widespread dichotomy



How do we help people solve problems?

Guiding: a neglected style

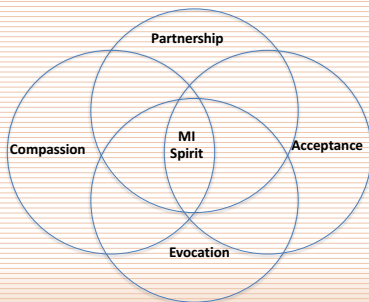


Guide

Enlighten, shepherd, encourage, motivate, support, lay before, look after, take along, accompany, awaken, promote autonomy, elicit solutions...

Motivational interviewing requires guiding with a Strength-Based Mindset

The Underlying Spirit of MI



From: Miller & Rollnick, *Motivational Interviewing*, 3rd Ed., 2012, p. 22, Guilford Press.

Spirit of MI:

The interpersonal way of being

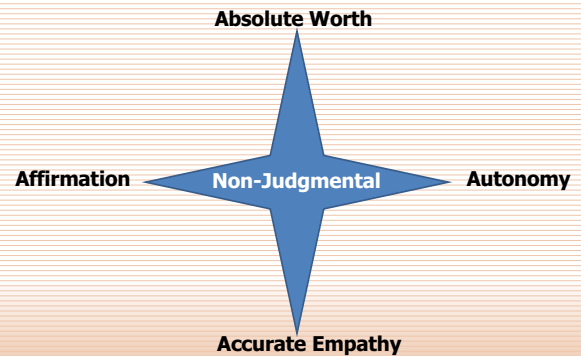
- Partnership
- Acceptance
- Evocation
- Compassion

Partnership

Dancing instead of Wrestling



Acceptance



Evocation

They are experts on themselves, so show curiosity about their situation and this will evoke their thoughts & feelings



Compassion

Gives priority to what is best for the other person (beyond co-suffering)

- Expressed with kindness, empathy and action
- Genuinely care about your clients'
- Deliberate commitment to promote their welfare and best interest of the person

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
- Honoring autonomy by evoking the student's own change talk will enhance behavior change

What do you think?

What opinion do you have so far about MI?

THINK —GROUP SHARE

Pair/group up with other(s) next to you and talk about what you think so far about MI. What thoughts? Resonate in any way? How it matches with your opinion related to how to work with others?

Is MI Evidence-Based?

- Literature search found over 1700 randomized controlled trials & numerous meta-analysis showed significant effect for MI
- Studies addressed wide range of behavioral problems in addictions, health care, mental health, corrections, education and anywhere that behavior change is helpful.
- Meta-analysis of MI in School showed positive findings (Snape & Atkinson, 2016)..
- Using MI in brief encounters of 15 min., 64% of studies showed behavior change effect
- Meta-analysis showed 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) went down by all students; School-wide overall down 6.1%, MI Group went down by 0.6%.

*NEIU, Policy Brief at www.centerforcollegeaccessandsuccess.org

Core Skills: OARS

O= open-ended questions

A= affirming

R= reflective listening

S= summarizing

It might sound like this:

O, r, r, r, a, O, r, r, O, r, r, a, S
(the commas are them talking)

Open-Ended Questions

More than a one word answer.

- "What makes you like or dislike your... (school, job, situation...)"
- "Tell me how things have been going with your... (probation, most difficult classes, health concern)..."
- "What are some issues you're having regarding your goal to...?"
- "How could things be better?"

Affirmations

Acknowledge effort, values, skills, strengths...

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

Reflective Listening

Tell them back what you heard (change talk or unstated emotion or even guesses of their thoughts). Is as much as 70% of what you do.

- **Straight or 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...)

Simple & Complex:

- Student: I'm not worried about missing school; last year I missed lots of classes and I got decent grades.
- **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 school is a problem, and on the other hand you care about your grades and your future.

Practice Reflective Listening Engagement Process Show Deep Interest - Curiosity

Speaker: Talk for 1.5 minutes about how you have ended up doing the work you do?

Listener: Listen and be prepared to reflect when the 1.5 minutes time is up. Try "you..." statements. You will be making a series of reflections.

Follow timing instructions, reflecting and then reverse roles.

Summarizing

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

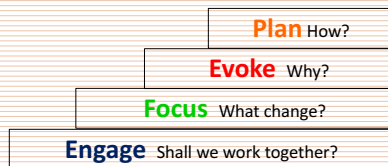


Strategy for Giving Information or Advice: EPE

Elicit-Provide-Elicit

- **Elicit**—Ask for permission...ask them: "what do you know about ___ (something important they don't seem to know)" and if needed "Can I give you some information..."
- **Provide**—Information/Options (if advice, best to offer more than one, i.e. "for some people... they find it was beneficial to do..., for others ...")
- **Elicit**—Ask "What do you think?" or if info: "Was that helpful?"

Four Processes of MI (Big Picture)



They are sequential and also recursive.

Adapted from Miller, W. & Rollnick, S. (2013). Motivational Interviewing, 3rd Ed.

Four Processes of the MI Method

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

Engaging: The Relational Foundation

- Can be 20% of the conversation
- Use OARS, showing curiosity with a focus on using reflective listening and affirmations
- Deep Interest about the person

Four Processes of the MI Method

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

Agree on Focus

- Simply ask for the focus: “
 - What should we talk about that will be helpful to you?
 - What decisions are you not sure what to do, that you’d like to think about?
- Agenda Mapping
 - Which topic would you (one a sheet of paper or board)




like to focus on?

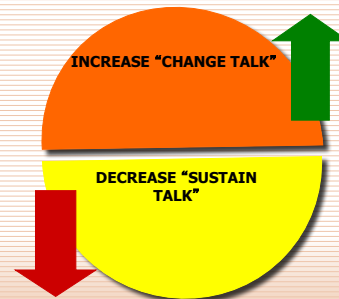
Four Processes of the MI Method

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Reflections used for Evoking are opportunities for “Hypothesis Testing”

- Providers can guess what the person must be thinking or feeling  guiding the conversation & evoking change talk.

Our Goal with MI...



The MI Path to Change



Four Processes of the MI Method

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

ACTION PLAN

This is something you WANT to do?

Describe your plan for the next week or weeks.

What?

Where?

When?

How Much?

How Often?

How confident are you that you can accomplish the entire plan?

1 2 3 4 5 6 7 8 9 10

Not at all confident

Totally confident

Example of a positive change you've made in the past:

Barriers you might face when working on this plan:

Plans to overcome challenges:

Date of Follow-Up: _____

Look at the words below from left to right.
Say out loud the COLOR not the word.

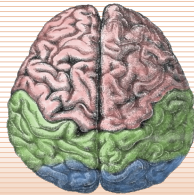
YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLACK
BLUE RED PURPLE
GREEN BLUE ORANGE

This is a left to right conflict. The right side of your brain tries to say the color while the left insists on reading the word.

The Two Hemispheres of our brains are differentiated

- Are responsible for the ways we perceive the world
- Determine our way of being in the world

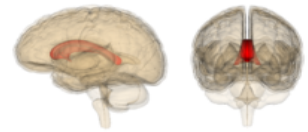
The Left Side runs the right side of the body



The Right Side runs the left side of the body

Corpus Callosum

- Is what connects the hemispheres and is the largest white matter structure in the brain, consisting of over 200 million contralateral axonal projections.



White matter acts as a relay and coordinates communication between different parts of the brain.

The two hemispheres of our brains are differentiated

LEFT CORTEX

- Responsible for verbal-linguistic
- Focuses on facts, logical, linear thinking, planning, organization and self-regulation.
- Approach state allowing us to face challenges.
- Outwardly focused to the world
- Is responsible for social display rules and moral decision-making
- Culturally sanctioned way we communicate
- More activated when having feelings of a positive outlook.

Siegel, Daniel (2013);
Davidson, Richard & Begley, Sharon (2012)

RIGHT CORTEX

- Stores autobiographical memory
- Holds our emotional feelings & needs
- Receives signals that arise from our bodies
- Dominant connections to the lower subcortical parts
- Intuition emerges from input
- Interprets non-verbal communication
- Withdrawal response to new things
- Inward focused of oneself and others (empathy)
- Active when changing action planning

Ambivalence

"I'm of two minds..."

MI can help resolve:

- By creating the connections necessary for a coherent narrative of who we are and want to be.
- Helping emotions be congruent with one's values .
- Thinking what to do that is in their best interest
- Bringing resolution for what we want to do to get reach a goal.
- Reflections can serve as an alternative Corpus Callosum which connects the brain's hemispheres (facilitating the hard mental work of *"which mind to follow."*)
- When behavior change decisions are made, neural connections are rewired and ambivalence is resolved.

Questions are worth more than Reflections Real Play Activity

Person #1 shares a change talk statement about an issue they have (ambivalent/uncertain what to do)

Person #2 is the MI Provider & starts with coins provided & the interaction ends when you run out of coins. Move the coins to the "used side" that round is done; change roles....

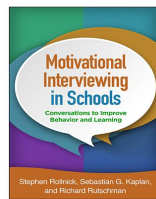
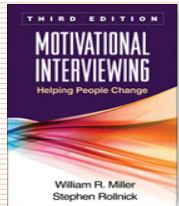
Questions= quarters
Reflections= pennies
Affirmations= free

When out of money, change roles.

Next Steps

- MI skills can be practiced in regular conversations. What might you do to become proficient in MI?
- Sign up for training opportunities (www.motivationalinterviewing.org)
- Go to www.MIforSchools.org for a pdf of Web Resources (learning links).
- Consider getting a book:
 - *Motivational Interviewing in Schools: Conversations to improve Behavior and Learning* by S. Rollnick, S. Kaplan & R. Rutschman & (2016), Guilford Press www.guilfordpress.com (20% discount with promo code: 2E).
 - *Motivational Interviewing: Helping People Change* (3rd Ed.) by William Miller & Stephen Rollnick (2013), Guilford Press.
 - *Building Motivational Interviewing Skills: a Practitioners Workbook, 2nd Ed.* by David Rosengren (2017), Guilford Press.

www.guilford.com



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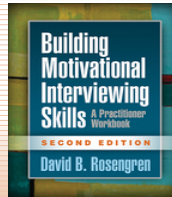


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Contact Information

Richard Rutschman, EdD

RichRutsch@ameritech.net

773-510-6515 (cell)

http://www.motivationalinterviewing.org/profile/richard_rutschman

Motivational Interviewing For Schools

Conversations to support engagement, persistence & outcomes

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This website is intended to be a portal for information about Motivational Interviewing in Schools providing a resource for educators interested in learning and integrating its use into schools. It is intended to be a forum for sharing among teachers, administrators or anyone working in educational settings from around the world, as well as to provide some resources and ideas to help you build your capacity and that of your school or institution.

Motivational Interviewing is a form of collaborative conversation style for strengthening a person's own motivation and commitment to change (Miller & Rollnick, MI and EA, 2002). It is a student-centered conversation focusing on ambivalence about change by paying attention to the language or change in an effort to strengthen student's motivation for and movement toward a specific goal by eliciting and exploring their own reasons for change within an atmosphere of acceptance and compassion (adapted definition from the Motivational Interviewing Network of Trainers and Miller & Rollnick, 2013).

MI can provide educators with a tool for how to enhance students' intrinsic motivation to learn or change behavior, individually or in a class. It does so by providing a simple way to honor autonomy, recognize strengths or competence to build learning while enhancing interpersonal collaboration. *Wish this site was a tool to support*

Search

PDFS

- [Motivational Interviewing for Schools \(Book Synopsis\)](#)
- [Motivational Interviewing and Empathy Links](#)
- [Examples of Experiential Education](#)
- [Intrinsic Motivation and Motivational Interviewing](#)
- [Neural Integration and MI Conversations](#)
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