

# Engaging Families Using Motivational Interviewing (M.I.) Strategies & Principles

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Presented by:

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# Getting to Know our Audience

For audience as you are getting settled:

- Introduce yourself to others at your table and share your role, how large your EHS program is, are you center-based or home-based or both?
- What types of behavior do you try to help people change? Are you working with parents, teachers or other populations?

# Motivational Interviewing Trainer

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Family Support Specialist and  
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## Co-Presenter



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Grantee: CHTOP

# Our HS/EHS Program's Introduction to M.I.

- Program serves 217 EHS/HS children in North Carolina
- 137 EHS with 75 home-based and 62 center-based slots
- Motivational Interviewing (M.I.) has strengthened our staff's capacity for engaging families
- 2012 Program Continuous Improvement Goal:
  - staff will be and feel more effective in facilitating positive change with the families we serve



# Health and Safety Quiz

1. Do you have a smoke detector in your home and change the batteries at least once a year?
2. Do you buckle up every time you are in a car, even in the back seat?
3. Do you exercise at least 30 minutes 3 times a week?
4. Do you wear a bicycle helmet every time you ride a bike?
5. Do you wear a personal flotation device every time you get in a boat?
6. Do you eat at least three servings of vegetables daily?
7. Do you have a fire extinguisher in your kitchen?
8. Do you floss daily?
9. Have you practiced a fire safety plan at home and picked a meeting spot outside your home in case of fire?
10. Do you abstain from using your cell phone while driving?



# Why don't we do what we know is healthy/safe?

- Not enough time
- Don't think the bad outcome will happen to us
- Think we're safe enough
- Others aren't supportive
- No one I know does it
- Used to do it, but it didn't feel like it paid off
- Lack of coaching
- Other reasons?



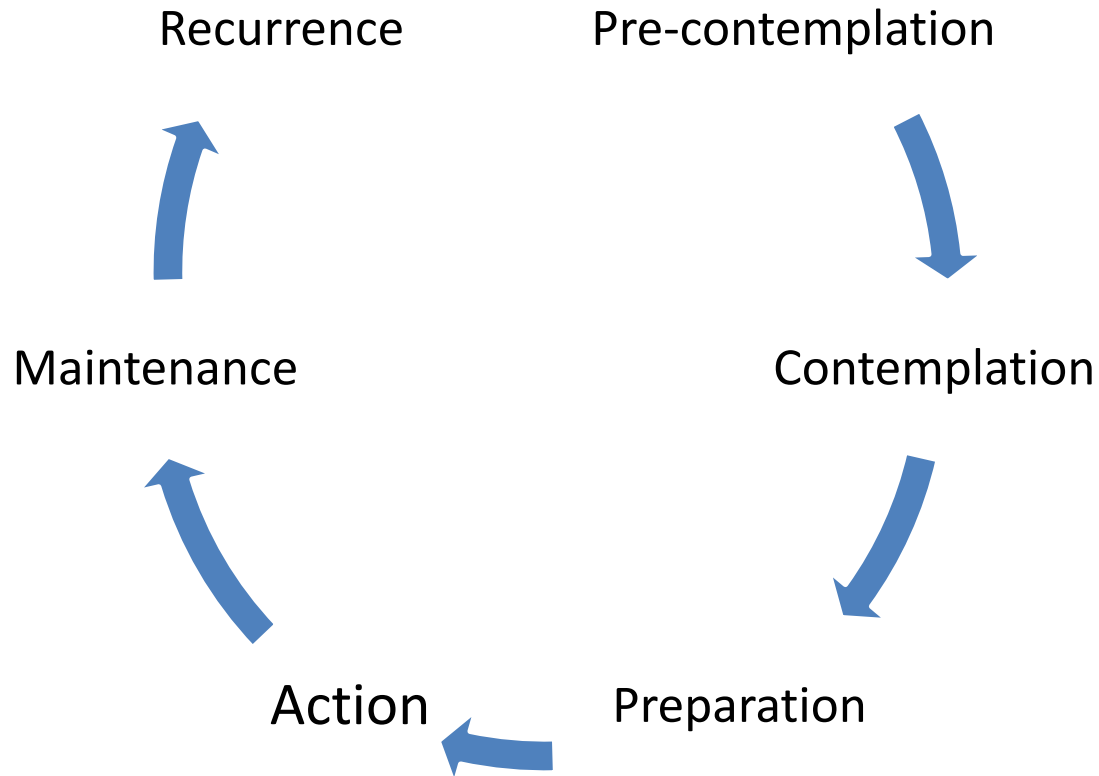
# CONCLUSIONS:

- Information alone is not enough
- We all find good reasons to avoid making changes





# Stages of Change



# 6 Stages of Change

- Precontemplation “What problem?”
- Contemplation “I know I should, but . . .”
- Preparation “I’m going to when . . .”
- Action “I’m doing it!!!”
- Maintenance “I’ve been doing that since . . .”
- Recurrence “Oops, I did it again.”



# Where did Motivational Interviewing come from?

Influenced by psychologist, Carl Rogers

- Empathy
- Unconditional Positive Regard
- Genuineness



# But Motivational Interviewing is more directed...

- Evoking Change Talk
- Encouraging person to use past successes to help them with new change



# Motivational Interviewing (MI) is:

- a common sense, practical, evidence-based method
- originally used in substance abuse treatment
- then adopted for health behaviors (e.g. ZOE Project)

to make and sustain behavioral



# What has Motivational Interviewing been used for successfully?

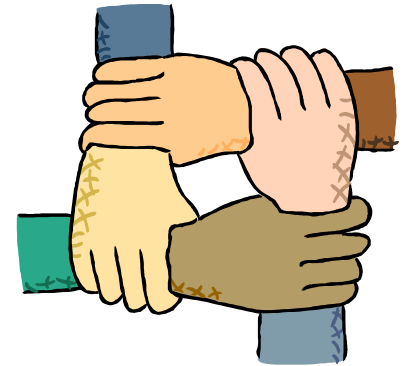
- Substance use (tobacco, alcohol, other drugs)
- Gambling
- Diet
- Exercise
- Safe sex
- Engaging in therapy/treatment (medication compliance, parenting classes, etc.)



# What is the heart of Motivational Interviewing?

## PACE

- **P**artnership
  - working together with mutual respect
- **A**cceptance
  - absolute worth, accurate empathy, support autonomy, affirm with attention, and verbally valuing
- **C**ompassion
  - looking out for families' best interests
- **E**vocation
  - elicit ideas and potential plans from families instead of providing them



# What does Acceptance mean?

- **Absolute Worth:**  
the parent is valuable
- **Accurate Empathy:**  
the parent is really heard
- **Autonomy Support:**  
the parent gets to decide
- **Affirmation:**  
we pay attention, verbally acknowledge strengths and barriers, and demonstrate respect the parent feels accepted



# PACE:

## the keys to engagement



# Who is driving the car?

Showing you are really ok with that . . .



# Let's compare Motivational Interviewing to Persuading

## **Motivational Interviewing**

You know what's  
best for you and  
you are capable of  
good choices.

## **Persuading**

I know what's  
best for you – I  
am an expert (and  
you aren't).



# Let's compare Motivational Interviewing to Persuading

## Motivational Interviewing

- This is a hard decision with both benefits to changing and reasons to keep things how they are..

## Persuading

- There is one easy answer and I'm going to get you to make a good change.

# Motivational Interviewing VS. Persuading

## Motivational Interviewing

- Let's explore together your reasons for change.

## Persuading

- The reasons you don't want to do this aren't important.

# Motivational Interviewing VS. Persuading

## Motivational Interviewing

- I'm here to help you find the path that helps you achieve your goals.

## Persuading

- I'm here to get you to do the right thing.
- If you know what's best for you, you'll do what I recommend.

# PERSUASION EXERCISE

(thanks to Thomas Gordon)

Ennis is considering not using her cell phone while driving anymore, Rachel will:

1. Explain why Ennis should make this change
2. Give at least 3 specific benefits that would result from making the change
3. Tell Ennis *how* she could make the change
4. Emphasize how important it is for Ennis to make the change (may include negative consequences of not changing)
5. Tell/persuade Ennis to do it
6. Repeat the above more emphatically if she encounters resistance

# Audience feedback

How do you think Ennis felt being **persuaded**?

appreciated?

chastised?

shamed?

accepted?

motivated?

what else?





# Audience feedback

How likely is Ennis to follow Rachel's advice?

**Choose one**

1. not going to do it
2. unlikely
3. possibly
4. very likely
5. definitely

# Audience feedback

Based on Ennis's experience will she prioritize talking with Rachel again?

**Choose one**

1. No, Ennis will avoid Rachel.
2. Ennis will only respond if there is a deadline.
3. Ennis will only respond if there is a penalty if she doesn't.
4. Ennis will happily return Rachel's calls, but not show up for the appointments.
5. Ennis will set up and make new times to meet with Rachel.



# PERSUASION EXERCISE

(thanks to Thomas Gordon)

Persuader: find out what the change is that the person is considering and then

1. Explain why the person should make this change
2. Give at least 3 specific benefits that would result from making the change
3. Tell the person *how* they could make the change
4. Emphasize how important it is for them to make the change (may include negative consequences of not changing)
5. Tell/persuade the person to do it
6. Repeat the above more emphatically if you encounter resistance

# Now check in:

- First, the person being persuaded:
  - How did you feel?
  - Did you move toward or away from change?
  - Do you want to talk about this more with this person?
- The person who persuaded:
  - How did you feel?
  - Did you think the person moved toward or away from change?
- Observer
  - Did the persuader use all the techniques (give details)?
  - What did you see happening?
  - Do you think the person moved toward or away from change?

# A Taste of Motivational Interviewing

Ennis is considering not using her cell phone while driving anymore,  
Rachel will:

1. Ask “why would you want to take this step, Ennis?”
2. If you did decide to take this step, what would you need to do to make it work?
3. What are the three best reasons for you to do it?
4. How important would you say it is for you to take this step, on a scale from 0 to 10, where 0 is not important and 10 is extremely important?
5. Why are you at \_\_\_\_ rather than at 0?
6. After she has listened carefully to the answers to these questions, Rachel gives back a short summary of what you heard of the person’s motivations for change,
7. Then ask: so what do you think you’ll do?

# Audience feedback

How do you think Ennis felt in this MI conversation?

appreciated?

chastised?

shamed?

accepted?

motivated?

what else?



# Audience feedback

How likely is Ennis to change her behavior?

**Choose one**

1. not going to do it
2. unlikely
3. possibly
4. very likely
5. definitely



# Audience feedback

Based on Ennis's experience will she prioritize talking with Rachel again?

**Choose one**

1. No, Ennis will avoid Rachel.
2. Ennis will only respond if there is a deadline.
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4. Ennis will happily return Rachel's calls, but not show up for the appointments.
5. Ennis will set up and make new times to meet with Rachel.





# What happens in EHS?

Tooth Talk website (refer to handout for link)  
video: “Tooth Talk Moments” about using  
Motivational Interviewing skills in early  
childhood education settings

Let’s watch a clip:

<http://toothtalk.web.unc.edu/resource>

## Tooth Talk

The website for Early Head Start, Head Start and other  
early childhood educators and childcare providers



# Persuading vs. M.I. in EHS

## Reflecting on our practice:

- Which method is more common in EHS?
- How does pressure from a supervisor or other manager affect how we approach families? How about deadlines?
- How effective are the methods we use?
  - Are they engaging families?
  - Do they convey respect for families and what they are capable of?



# A Taste of Motivational Interviewing

(thanks to Bill Miller)

Speaker, identify something you feel two ways about, tell the listener about this possible change

Listener do the following 6 steps:

1. Why would you want to make this change?
2. If you did decide to make this change, how might you go about it in order to succeed?
3. What are the three best reasons for you to do it?
4. How important would you say it is for you to make this change, on a scale from 0 to 10, where 0 is not important and 10 is extremely important?
5. Why are you at \_\_\_\_ rather than at 0?
6. After you have listened carefully to the answers to these questions, give back a short summary of what you heard of the person's motivations for change,
7. Then ask: so what do you think you'll do?

# Now check in:

- First the person considering change:
  - How did you feel?
  - Did you move toward or away from change?
  - Do you want to talk about this more with this person?
- The person who did Motivational Interviewing:
  - How did you feel?
  - Did you think the person moved toward or away from change?
- Observer
  - Did the person using MI use all the techniques (give details)?
  - What did you see happening?
  - Do you think the person moved toward or away from change?

# What are we trying to evoke?

## CHANGE TALK

### DARN

**D**esire

**A**bility

**R**easons

**N**eed

### CAT

**C**ommitment

**A**ction

**T**aking Steps

# CHANGE TALK--DARN

Does the person want to take this step?

**D**esire



# CHANGE TALK--DARN

Does the person feel able to take this step?

**A**bility



# CHANGE TALK--DARN

Does the person see reasons to take this step?

## Reasons



I know why I  
need to take  
this step!



# CHANGE TALK--DARN

Does the person feel the need to take this step?

**N**eed



We have  
to take  
this step!

# CHANGE TALK--DARN

Does the person feel the committed to taking this step?

## Commitment



I will do this!

# CHANGE TALK--DARN

Has the person taken action to prepare to make change?

**Action**



I did  
something to  
get ready!

# CHANGE TALK--DARN

Is the person taking steps toward making change?

## Taking Steps



We're  
doing it!

# Motivational Interviewing

## — what does it look like?

### OARS:

- **Open-ended questions**  
(but not too many in a row)
- **Affirmations**  
(labeled praise for adults, especially around past successes, noticing strengths)
- **Reflections** (active listening)
- **Summaries** (talking about what you heard, particularly any desire, ability, reason or need to change or ideas about next steps)

# OPEN-ENDED questions vs. CLOSED questions

## OPEN QUESTIONS

- Give people a chance to talk, explain, think out loud
- Can't be answered yes/no
- Can't be answered with a number or one word

## CLOSED QUESTIONS

- Ask for a specific piece of information
- Allow us to gather information, but aren't asking for sharing of bigger ideas
- Do you..., Can you..., How many..., How often... are common closed question starters

# OPEN-ENDED questions

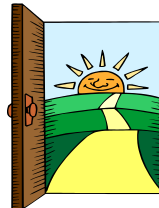
- How often do you exercise?

CLOSED



- If you decided to exercise regularly, what would you need to do to make it work?

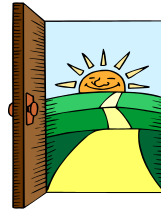
OPEN



# Open vs. Closed questions

- What are your three best reasons to get places on time?

OPEN



- Did you know you've been late five times this month?

CLOSED





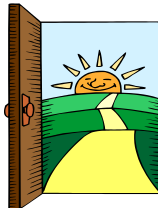
# Open vs. Closed questions

- Did you make an appointment for his shots?

**CLOSED**

- Tell me about your plan to get him his shots.

**OPEN**



# Affirmations—parallel process



## Catch the parent being “good” (successful):



“Thanks for meeting me today—you are amazing at fitting everything in even when you are busy or stressed!”

“I appreciate you taking the time to let me know you needed to reschedule our appointment.”

“You are already doing so many things to help him be successful, I can tell you’re ready to take the next step.”

# Reflections

**Reflecting** is restating what the person said

- building alliance
- letting the person hear another person say it.
- checking in to be sure you understood
- also known as “active listening”



# Reflection



**Parent says:** “It is so hard to get out the door on time in the morning.”

**Reflection:**

**You respond:** “You want to get here on time, but mornings are hard at your house.”

# Summaries



**Parent says:** many things over the course of your conversation

## Summary:

You pull together multiple motivations you've heard: "You want to do this because \_\_\_\_\_. You see that \_\_\_\_\_ will happen if you do this. You worry \_\_\_\_\_ will happen if you don't. You plan to \_\_\_\_\_."

# What would this look like in EHS?

- OARS on an EHS Home Visit
- Let's watch a clip:  
<http://toothtalk.web.unc.edu/resource>

## Tooth Talk

The website for Early Head Start, Head Start and other early childhood educators and childcare providers



# Motivational Interviewing

## – in summary

- **Conversational style** to partner
- **Ask Open-Ended Questions** to evoke
- **Affirm** to demonstrate compassion/acceptance
- **Develop Discrepancy** to evoke
- **Reflect** to empathize and roll with resistance
- **Direction:** helping person to move from one stage to the next
- **Use Past Successes** to reinforce sense of competence
- **Evoke Change Talk** to amplify ambivalence

# The Four Phases of Integrating M.I. into your Practice & Program

- Engaging
- Focusing
- Evoking
- Planning



# First phase: Engaging

## **Engaging**

- Listening
- Accurate empathy
- Striving to understand
- Person-centered style
- Using OARS
- Avoiding righting reflex or “fixing”

# Second Phase: Focusing

## **Focusing**

- Using agenda setting
- Asking the person what's important to him/her or what area of present behavior might get in the way of his/her goals

# Third phase: Evoking

## **Evoking**

- Drawing out person's own ideas and reasons for change
- Listening for and recognizing change talk
- Reinforcing change talk
- Using Elicit-Provide-Elicit
- Advice with permission

# Fourth Phase: Planning

## **Planning**

- Consolidating
- Asking key questions to determine readiness for action planning
- Assisting with change plans
- Revisiting change plans to determine need for more work in former stages and/or changes/additions to the plan

# One HS/EHS program's process:

1. Trained staff – supervisors too
2. Revamped our enrollment process
  - Re-trained and coached staff on starting relationships off right – coaching/FIPP
  - changed our Family Needs Assessment format – now Family Strengths & Needs Assessment
    - Open ended questions
    - Engage family first, then help them focus, then set goals
3. Changed our Goal Planning process
  - More visual – steps up
  - More specific focus on strengths

# Reflecting on your process

- How ready are you to make a change towards integrating Motivational Interviewing into your work or your program?
  - Stand to show what stage of change you are in personally and as a program

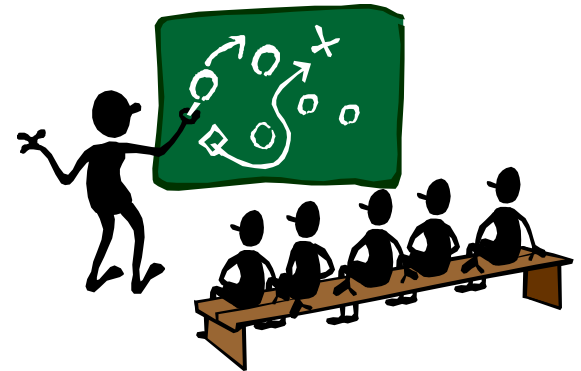
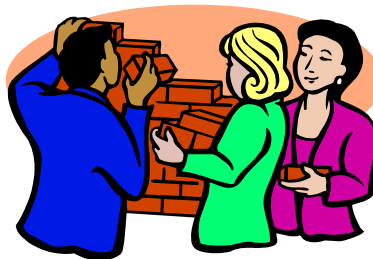


## 6 Stages of Change

- Precontemplation “What problem?”
- Contemplation “I know I should, but . . .”
- Preparation “I’m going to when . . .”
- Action “I’m doing it!!!”
- Maintenance “I’ve been doing that since . . .”
- Recurrence “Oops, I did it again.”

# How do I take steps to integrate M.I. into my EHS program?

- Assess what stage of change your organization is in – don't plan before you engage the team and focus key staff on plan
- Train key staff (and their supervisors) using a member of the Motivational Interviewing Network of Trainers (MINT)
- Full introduction to Motivational Interviewing skills VS. advanced skill-building workshops





# Integrating M.I. into your work & program

- Training alone isn't enough – need ongoing coaching
- Use audio-taped staff-parent interactions to share, reflect on and discuss (get consent first!)
- Use Tooth Talk and recommended youtube videos as examples (see handout)
- Integrate into reflective supervision
- Work with mental health consultant and community partners to develop and monitor implementation of this family engagement strategy

# Questions?

- Refer to handouts and websites for more info
- Be an agent of change in your program, agency and community!

