

**2017
COLLEGE CHANGES EVERYTHING®
CONFERENCE**

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Motivational Interviewing to Improve Retention and Success

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Welcome - Agenda

- Introductory Activities – “Experience before label”
- Motivational Interviewing
 - Definition
 - Evidence-based & use in NEIU Programs: CCAS in Schools, TRIO Student Support Services at NEIU
 - The Approach: Spirit (mindset-heartset) & 4 Core Skills and a 1 Key Strategy.
- Practice Skills (briefly) & options for next steps

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.”

How do we help people solve problems?

A widespread dichotomy

Direct

Manage

Prescribe

Lead

Tell

Follow

Permit

Let be

Allow

Go along



How do we help people solve problems?

Guiding: a neglected style

Direct

Manage
Prescribe
Lead

Guide

Shepherd
Encourage
Motivate

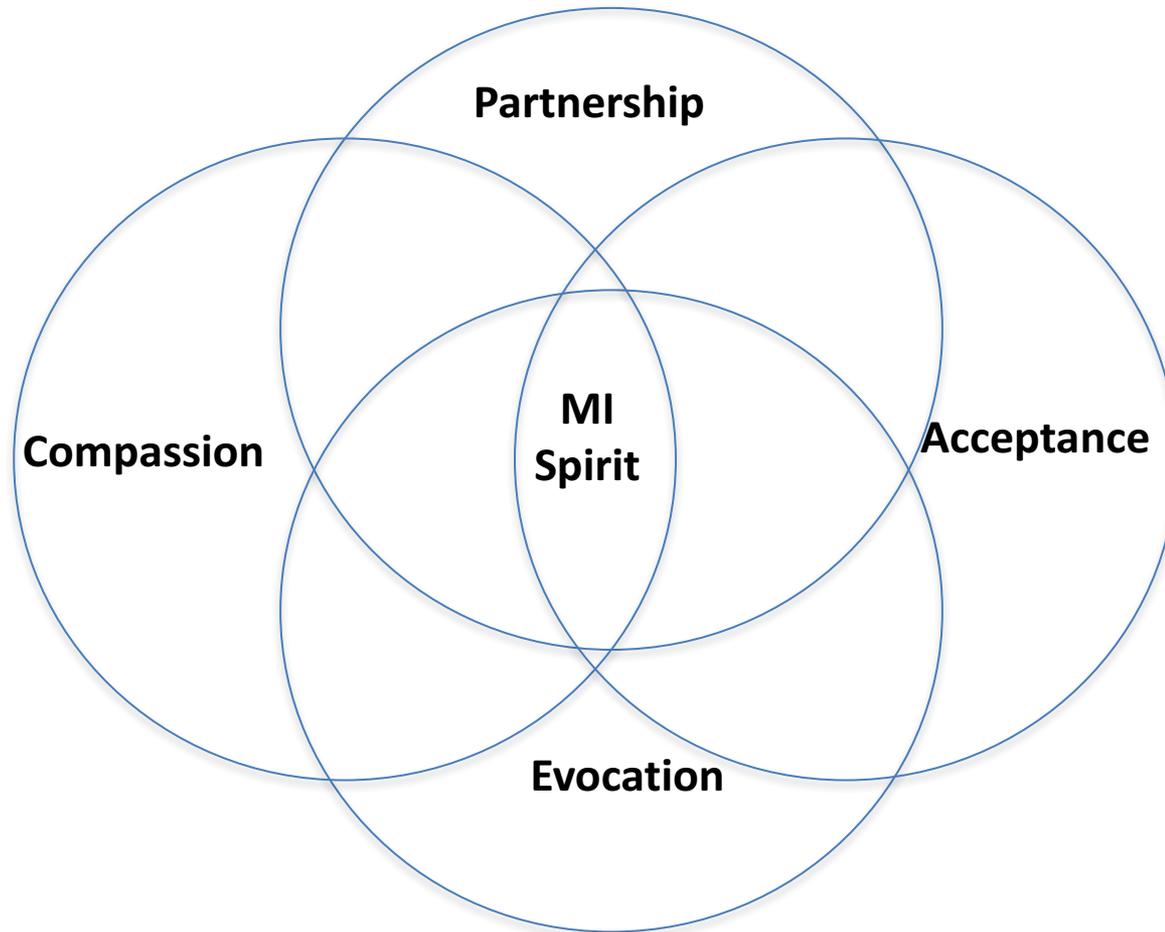
Follow

Permit
Let be
Allow

Guide

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

The Underlying Spirit of MI



Spirit of MI:

The interpersonal way of being

- **Partnership**
- **Acceptance**
- **Evocation**
- **Compassion**

Partnership

Dancing instead of Wrestling



Acceptance

Absolute Worth



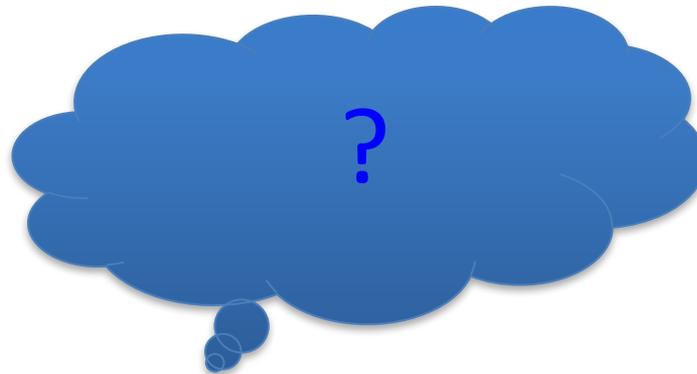
Affirmation

Autonomy

Accurate Empathy

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

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

Is MI Evidence-Based?

- Literature search found over 660 randomized controlled trials, 70,000 articles/publications & 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*

*Hettinga, 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%.

Motivational Interviewing in Higher Ed (NEIU)

TRIO Student Support Services at NEIU

- All TRIO advisors & peer coaches are trained in M.I. at least the intermediate level; it has been central to TRIO's approach since 2014
- M.I. has been particularly relevant in assisting:
 - Problem-solving during Student Success Plan and mid-term follow up/intervention each term
 - Choosing majors and career planning
 - Decision-making to overcome personal challenges (self-advocacy, life choices, etc.)
- All TRIO tutors are trained in introductory M.I.
 - Responsive academic support
 - Intrinsic motivation to change academic behaviors

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, 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:

- Client: 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.

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 to... ask them what they know about ____ (something it seems they don't seem to know) and/or to give them some information (if advise, be careful how)
- **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 they think now or if info was

Competencies in Becoming Proficient in MI

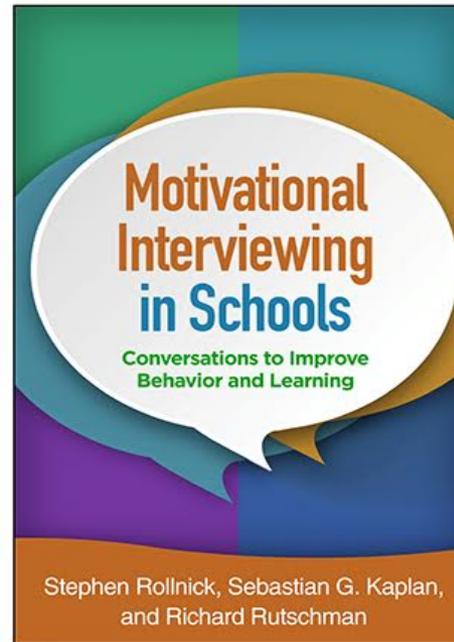
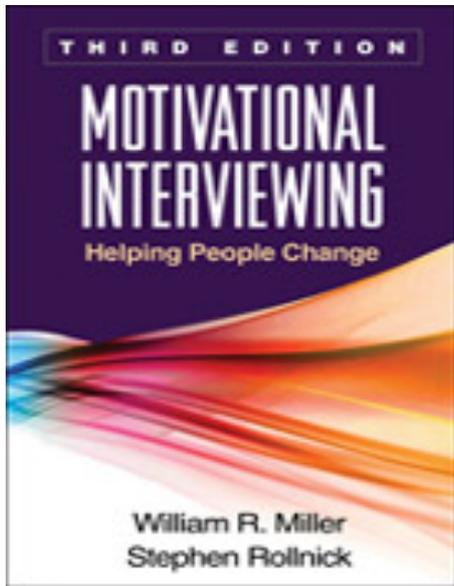
An introductory session like this is usually not enough to learn MI. Research shows after 30 days, unless there is an effort on your part to continue to build and integrate the learning, it fades. ITS UP TO YOU, IF SO, WHAT ARE YOU WILLING TO DO?

- 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. Silencing Sustain Talk**
- 6. Developing a Change Plan & Consolidating Commitment**

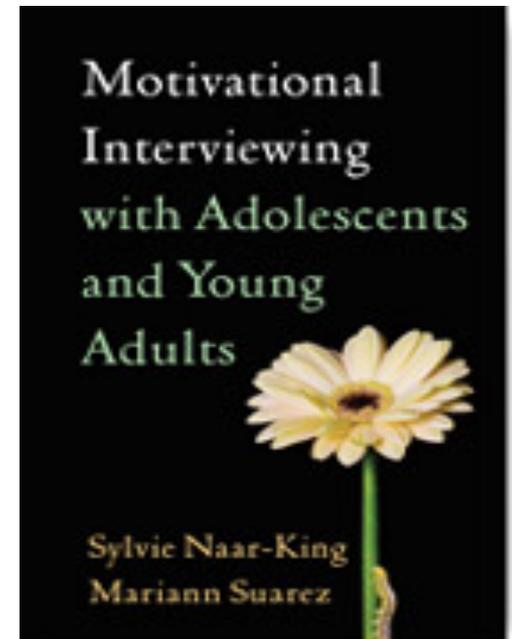
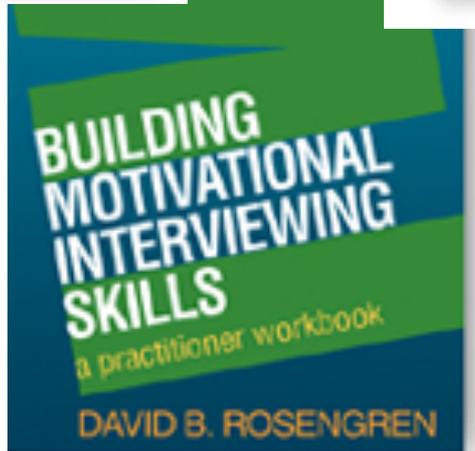
Next Steps

- Sign up for training opportunities (contact presenters or go to www.motivationalinterviewing.org)
- Go to www.MIforSchools.org for learning resources (including other web resources and links).
- Consider getting a book for educators: *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/free shipping \$20 with promo code: **2E**). Translated to 5 languages.
- *Motivational Interviewing: Helping People Change* (3rd Ed.) by William Miller & Stephen Rollnick (2013), Guilford Press.
- *Building Motivational Interviewing Skills: a Practitioners Workbook* by David Rosengren (2009), Guilford Press.

www.guilford.com



Co-authored by
co-founder of
MI; 20%
discount + Free
Shipping with
promo code
2E



Motivational Interviewing For Schools

Conversations to support engagement, persistence & outcomes

[Home](#) [Why MI in Education?](#) [MI?](#) [Learning](#) [The MI Community of Practice](#) [MI's Efficacy](#) [MI Bibliography](#) [Links](#)

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 3rd Ed., 2013). 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 Trainer 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 scaffold learning while enhancing interpersonal collaboration. Might this be a tool to support



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](#)

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