

MOTIVATIONAL INTERVIEWING SLIDE DECK

APPENDIX
B

Motivational Interviewing: An Overview

*Helping "Nudge" Behavior
Towards Improvement*

The 6 Commitments

1. Expressing Empathy
2. Developing Discrepancy
3. Rolling with Resistance
4. Supporting Self-Efficacy
5. Developing Autonomy
6. Valuing Cultural Diversity

Expressing Empathy

Our quality of empathy is actually derived the quality of empathy we show ourselves. The more compassion we have for ourselves and how we would respond to any situation helps us understand what others may be experiencing.

Key exercise: Mindfulness. Connect with yourself and spend time reflecting upon the intersection of your emotional state and your physical state.

Developing Discrepancy

Nobody likes being called out. Ever.

However, if discipline and behavior concerns exist, we definitely need to act. The goal behind "developing discrepancy" is to avoid calling a student out (this just leads to defensiveness), but to foster reflection and awareness of the situation.

We develop discrepancy by asking open-ended questions about what the student thinks about their behavior. Engage genuine curiosity and pose questions like, "How do you see this working out for you?" or "Man, yesterday was rough. Was it rough for you, too? Why? Why wasn't it?"

Roll with Resistance

It is not an uncommon experience to observe students take three steps forward and two steps back. In fact, resistance to behavior change is to be expected.

While we shouldn't condone any return to misbehavior or aggression, the trick here is to not become deflated or despair too much. Setbacks are natural and we can make a big difference by expecting setbacks and getting right back to business.

Support Self-Efficacy

At every opportunity, express your belief in the student's ability to cooperate and improve the current situation.

Share examples of attributes of the student that will help build their sense of efficacy to face the challenges associated with the situation.

Developing Autonomy

Encourage the student to take care of the presenting situation on their own.

While we certainly want to continue to be collaborative, we want to avoid becoming the "engine" or the "driver" of the solutions. Encourage the student to find solutions and take actions of their own accord.

Value Cultural Diversity

Schools and school discipline are not universally sensitive to cultural diversity.

Remember to value and research how different cultures respond to discipline issues.

The 5 Techniques

- Open-ended Questions vs Close-ended Questions
- Reflective Listening
- Affirmations
- Summary Statements
- Evocation of Change Talk vs Importance and Ability Rulers

Open Questions

- Draw out and explore the student's experiences, perspectives, and ideas. Evocative questions guide the student to reflect on how change may be meaningful or possible. Information is offered within a structure of open questions that first explores what the student already knows, then seeks permission to offer what the educator knows and then explores the student's response.

Affirmation

Work to provide notice and authentic awareness of the student's strengths, efforts, and past successes to help build the hope and confidence in their ability support their behavior change.

Reflections



Careful Listening

Attempt to understand what the student is actually saying.



Repeat and Rephrase

When we repeat and/or rephrase, we can potentially identify what the student is actually trying to communicate.



Pace with Pauses

Often times, we (and our students) are better at reflecting when we are given time to do so. Allow pauses in your communication (even awkward ones).



Permit Paradoxes

What the student reflects upon or shares may not fit perfectly into the context, but allow them to float ideas out.

Summarizing



SUMMARIZING ENSURES SHARED UNDERSTANDING AND REINFORCES KEY POINTS MADE BY THE STUDENT.

Attending to Language of Change

Do your best to identify language from the student as either "sustain" (no desire to change) or "change" (in favor of change) language. When you encounter "sustain" language, attempt to move towards "change" language.

Exchange of Information

Respect your boundaries AND the student's. One way to respect boundaries is to make sure information is a two-way street. In other words, we should never "overshare" details about our lives, but we should exchange information in a meaningful, back and forth way with students.

Remember:

- **Ambivalence** is typically high. Students are stuck in mixed feelings about changing their situations.
- **Confidence** is typically low and students doubt their abilities to impact behavior change.
- **Desire** is often low and students are uncertain about whether they want to make a change.
- **Importance** can be low and the benefits of change and disadvantages of the current situation can be unclear.

Core Elements

- **Partnership.** Critical conversations are a collaborative process. Educators should strive to be to take the lead and guide students through listening and solutions.
- **Evocation.** Students have within themselves resources and skills needed for change. Our conversations should draw out the student's priorities, values, and wisdom to explore reasons for change.
- **Acceptance.** Educators should take a nonjudgemental stance, seek to understand the student's perspectives and experiences, expresses empathy, highlight strengths, and respect a person's right to make informed choices about helping or not helping our goals.
- **Compassion.** Educators should actively promote and prioritizes the students' welfare and wellbeing in a selfless manner.

Building Capacity in Motivational Interviewing:

When have you been on the receiving end of someone acting on the "6 Commitments?" What did you appreciate about:

- Partnership: Who surprised you by treating you as an equal, a collaborator?
- Acceptance: Who communicated deep acceptance of you just as you were?
- Compassion: Who was concerned for and committed to your well-being?
- Evocation: Who brought out the best in you? Who saw strengths you didn't know you had?