Motivational Interviewing
a Restorative Practice Approach for Guiding and Sustaining Change

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This interactive session will introduce participants to motivational interviewing to add to practitioners' 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, Gilford Press.

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**

<table>
<thead>
<tr>
<th>Direct</th>
<th>Guide</th>
<th>Follow</th>
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<tr>
<td>Manage</td>
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**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

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**The Underlying Spirit of MI**

![Diagram of partnership, acceptance, evocation, and compassion]

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

**Spirit of MI: The interpersonal way of being**

- Partnership
- Acceptance
- Evocation
- Compassion

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**Partnership**

Dancing instead of Wrestling

**Acceptance**

Absolute Worth

- Affirmation
- Non-Judgmental
- 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

**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*


**Chicago NEIU’s Experience in Schools**

In School Suspension Initiative (Clemente C.A., 2005-2011)

- 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 O 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](http://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)**

- **Plan** How?
- **Evoke** Why?
- **Focus** What change?
- **Engage** Shall we work together?

They are sequential and also recursive.

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

**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 like to focus on?
    (one a sheet of paper or board)

Four Processes of the MI Method

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

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...

INCREASE "CHANGE TALK"

DECREASE "SUSTAIN TALK"

The MI Path to Change

MI

Change Talk

Commitment

Change Plan

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:

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

<table>
<thead>
<tr>
<th>LEFT CORTEX</th>
<th>RIGHT CORTEX</th>
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<tbody>
<tr>
<td>• Responsible for verbal-linguistic</td>
<td>• Stores autobiographical memory</td>
</tr>
<tr>
<td>• Focuses on facts, logical, linear thinking, planning, organization and self-regulation.</td>
<td>• Holds our emotional feelings &amp; needs</td>
</tr>
<tr>
<td>• Approach state allowing us to face challenges.</td>
<td>• Receives signals that arise from our bodies</td>
</tr>
<tr>
<td>• Outwardly focused to the world</td>
<td>• Dominant connections to the lower subcortical parts</td>
</tr>
<tr>
<td>• Is responsible for social display rules and moral decision-making</td>
<td>• Intuition emerges from input</td>
</tr>
<tr>
<td>• Culturally sanctioned way we communicate</td>
<td>• Interprets non-verbal communication</td>
</tr>
<tr>
<td>• More activated when having feelings of a positive outlook.</td>
<td>• Withdrawal response to new things</td>
</tr>
<tr>
<td></td>
<td>• Inward focused of oneself and others (empathy)</td>
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<td>• Active when changing action planning</td>
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Siegel, Daniel (2013); Davidson, Richard & Begley, Sharon (2012)

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:
  - Building Motivational Interviewing Skills: a Practitioners Workbook, 2nd Ed. by David Rosengren (2017), Guilford Press.

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Table of Contents

MI in Schools, conversations to improve behavior and learning

1. Conversations about Change 12. Working with Families
2. What Is MI? III. Focused Applications
3. The Spirit and Style of MI 13. Bullying
5. Core Skills 6. Evoking: The Heart of MI
7. Planning Changes 7. Planning Changes
8. The MI Approach to Giving Information and Advice 15. Dropout Prevention and Reengagement
10. Behavior, Behavior, Behavior 17. Improving Your Knowledge and Skills
11. Personal Growth 18. Integrating MI in Schools

References