

Motivational Interviewing Strategies: Parent Involvement Applications in Early Childhood



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Objectives

1. Participants will understand and apply theory, process, and strategies related to motivation and change.
2. Participants will understand and practice the general principles and strategies of motivational interviewing.
3. Participants will understand how to apply Motivational Interviewing concepts in three levels of parent involvement: child needs, program participation, and family services.
4. Participants will explore the opportunities and challenges in applying MI in their work setting.



Orientation

- Workshop Overview- Schedule
 - MI Overview- Phase 1 and 2
 - Strategies
 - Applications to Parent Involvement
 - Child's Needs
 - Program Participation
 - Family Services
- Question Cards
- Interaction and Movement
- Restrooms
- Cell Phones

MI Overview: Theory

“Theory is your ongoing consultant. It affects your attitudes and beliefs, which in turn, drives your actions.”

Motivational Interviewing

A client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.

- **Client-Centered**- not focused on teaching or reshaping. Focused on discrepancies among the person's own experiences and values
- **Directive**- resolving ambivalence toward change
- **A method of communication** rather than a set of techniques
- **Enhancing intrinsic motivation** rather than attempting to create extrinsic motivators.
- **Ambivalence** exploration and resolution



The Spirit of Motivational Interviewing

- Collaboration
- Evocation- *eliciting*
- Autonomy

- Consistent with the “Strengths Perspective”



Motivation Theories

- **Reactance Theory** (Brehm)- When people perceive a threat to their personal freedom and choice, they engage in behaviors to demonstrate and restore that freedom.
- **Self-Regulation Theory** (Kanfer)- To trigger change, one would seek to increase the discrepancy between what things are like right now and what we want things to be like.



Motivation Theories

- **Decisional Balance**
(Jannis and Mann)-
Reaching a decision from weighing the pros & cons of change.
- **Conflict-Ambivalence-**
In conflict situations, ambivalence (mixed feelings) is normal and is a primary feature. It is also a key obstacle to change.
- **Self-Perception Theory**
(Brehm)- People learn what they believe in the same way that others do -
- by hearing themselves talk. When people publicly take a position, their commitment to that position increases.



Motivation Theories

- **Value Theory**
(Milton Rokeach) The Nature of Human Values, 1973-
He conceptualized personality as hierarchically organized:
 - Immediate Behaviors & Thoughts
 - Individual Attitudes
 - Beliefs
 - Core Values
 - Personal Identity
- The motivation for action or change is stronger when the behavior is tied to the foundations of our beliefs, values, or sense of self.

Motivation to Change- Conditions and Dimensions

- Recognition of a need to change, and a belief in one's ability to change-
requires self-efficacy
- Client's View
 - Importance
 - Confidence

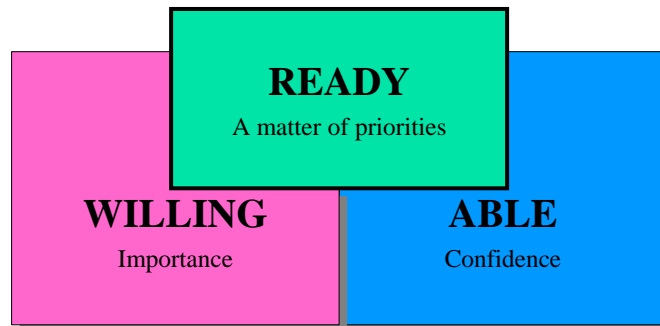
Motivation- A client's view

		Confidence	
		Low	High
Importance	Low	<i>It is not important, and I can't do it</i>	<i>I Can do it, but it is not important</i>
	High	<i>It is very important, but I can't do it</i>	<i>I Can do it, and it is very important</i>

Adapted from William Miller, 2002



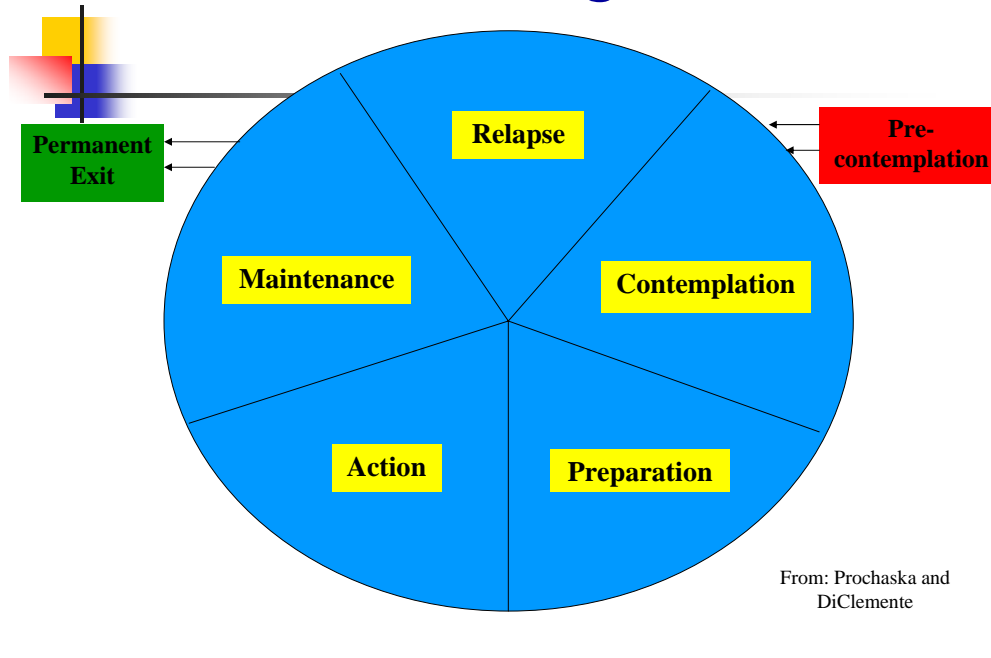
Motivation- The Final Piece



Thinking About Change

- Consider 2 changes you have made
 - Think about a change you have made in which you increased your involvement in an interest area outside of your home.
 - Think about a change you made to resolve a problem you were faced with.
- Briefly share these changes to others at your table.
- Reflect on your experiences as it relates to the Stages of Change

Wheel of Change



STAGES OF CHANGE (A REPEATING CYCLE)

- **PRE-CONTEMPLATION-** Not thinking about changing or taking action.
- **CONTEMPLATION-** Feeling two ways about changing or taking action.
- **PREPARATION-** Ready to look at options for change or taking action.
- **ACTION-** Beginning to make changes or take action.
- **MAINTENANCE-** Continuing the progress or action.
- **EXIT OR RELAPSE-** The change or action becomes "natural," or one slips or returns to old behavior or inaction.




Change Process- Client Indicators

STAGE OF CHANGE	INDICATORS
PRE-CONTEMPLATION	<ul style="list-style-type: none"> ★ Lack of problem awareness- sees no connection between behavior and negative consequences ★ Minimizes problems and blames others ★ Strong resistance to changing
CONTEMPLATION	<ul style="list-style-type: none"> ★ Saying one thing and doing another ★ Minimizing concerns ★ Feels increasing anxiety ★ Trying things which do not work
PREPARATION	<ul style="list-style-type: none"> ★ Saying things like "I'm ready," "I need to change things" ★ Asks for help ★ Prioritizing goals ★ Looking for the best action alternatives



Change Process- Client Indicators

STAGE OF CHANGE	INDICATORS
ACTION	<ul style="list-style-type: none"> ★ Starting to work on a plan ★ Focused on making noticeable change
MAINTENANCE	<ul style="list-style-type: none"> ★ Making long-term alterations needed to maintain the change ★ Growing confidence in the change effort
RELAPSE	<ul style="list-style-type: none"> ★ Expressing strong fears about slipping ★ Returns to old behavior and views this as a failure



Debriefing: Thinking About Change

- Which change indicators did you notice in yourself?
- How was changing your level of outside involvement different than and similar to changing to resolve a problem?



Theory, Mindset, World View

What we pay attention to and what we respond to is critically important.


We have our own ideas about what kinds of things are important even before we engage in conversation and information gathering. . .



Theory, Mindset, World View

- Our ideas of what is important influences:
 - what we choose to inquire about.
 - What we choose to pay attention to.
 - What we choose to respond to.

These actions by the helper are not determined by the customer, although it may feel like it sometimes.



Group Brainstorming: What Families Value about Parent Involvement (Core Motivation)

- What do families value as it relates to:
 - Child Needs?
 - Program Participation?
 - Family Services Work?
- Post your answers

Processes and Strategies

Worker's Tasks in the Change Process

STAGE OF CHANGE	WORKER'S MOTIVATIONAL TASKS
PRECONTEMPLATION	RAISE DOUBT - Increase the customer's perception of risks and problems with the current behavior or situation.
CONTEMPLATION	TIP THE BALANCE - Evoke reasons to change (ideally stated by the customer), risks of not changing; strengthen the customer's self-efficacy for change.
PREPARATION	OPTIONS - Help the customer determine the best course of action to take in seeking change; set goals.
ACTION	FACILITATE - Help the customer take steps toward change and goals.
MAINTENANCE	EMPOWER - Help the customer re-identify strengths and resources, and use these strategies to continue progress and prevent relapse.
RELAPSE	SUPPORT AND ENCOURAGE - Help the customer to renew the processes of contemplation, preparation, and action, without becoming stuck or demoralized because of relapse.



Phase I- Building Motivation

- 8 Stages of Learning Motivational Interviewing
- Early Strategies
- Directive and Non-Directive aspects
- Understanding and Handling Resistance



FOUR GENERAL PRINCIPLES OF MOTIVATIONAL INTERVIEWING

- **Express Empathy**
- **Develop Discrepancy**
- **Roll With Resistance**
- **Support Self-efficacy**

From William Miller, 2002



Motivational Interviewing Early Strategies

- Listen Reflectively
- Affirm
- Ask Open-Ended Questions
- Summarize
- Elicit Self-Motivational Statements- “Change Talk”

From William Miller, 2002

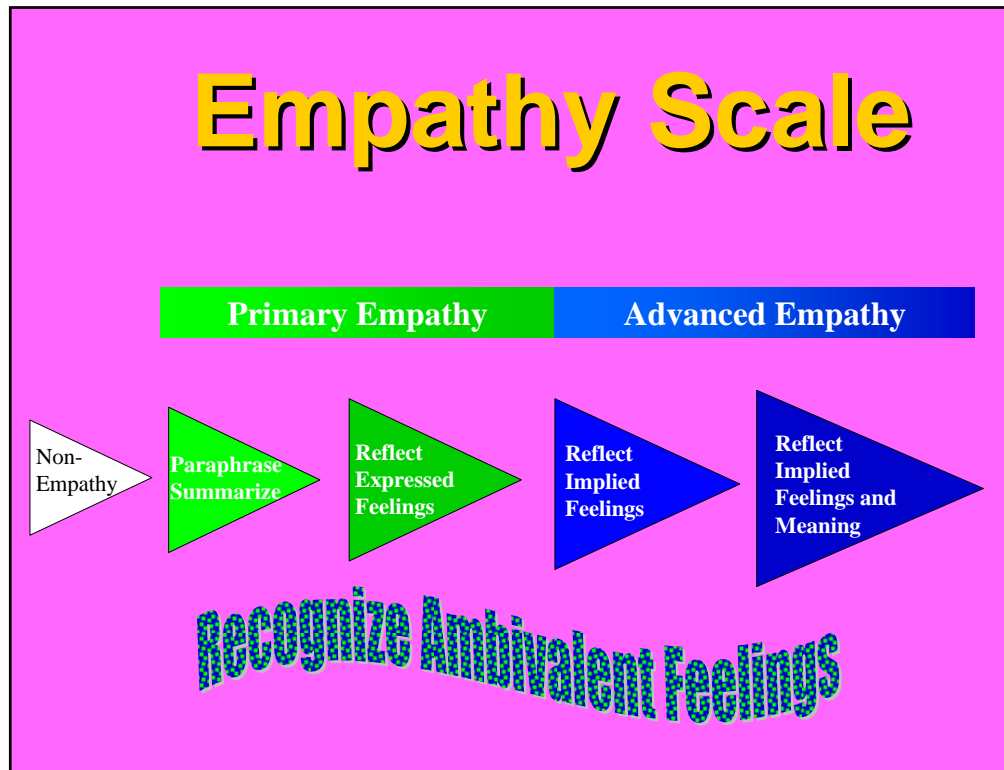


Motivational Interviewing Demonstration

Observers' Task

- Listen and watch for the use of Early Motivational Interviewing Strategies.
- How does the interviewee respond to them?
- Listen and watch for other types of interviewing strategies.
- How does the interviewee respond to these?

Empathy Scale



Ambivalence

Ambivalence is a state of having mixed or conflicting feelings and thoughts about an issue.



Double Sided Reflection

- Listening to and acknowledging both sides of the customer's ambivalent feelings and/or perceptions.
- **FIRST-** Reflect the negative feeling/perception (fear, frustration, worry, hopelessness, etc.)
- **SECOND-** End by reflecting the positive feeling/perception (optimism, hope, desire, need, etc.)



Empathy Exercises

1. Written statements- Identify expressed and implied feelings
2. Practice making empathy statements and double sided reflections in response to the situations.
3. Batting practice- use reflection and affirmations




Roadblocks to Listening

- Ordering, directing, or commanding
- Warning, cautioning, or threatening
- Giving advice, making suggestions, or providing solutions
- Persuading with logic, arguing, or lecturing
- Telling people what they should do; moralizing
- Disagreeing, judging, criticizing, or blaming

- Agreeing, approving, or praising
- Shaming, ridiculing, or labeling
- Interpreting or analyzing
- Reassuring, sympathizing, or consoling
- Questioning or probing
- Withdrawing, distracting, humoring, or changing the subject

From Thomas Gordon, 1970.



Group Brainstorming: Barriers to Families Acting Upon Their Values Regarding Parent Involvement (Ambivalence)

- What circumstances do families experience that may be barriers to acting on their values regarding *Children's Needs, Program Participation, Family Services Work*?
- Post your answers

Inquiry: Exploration and Questioning



Basic Purpose in the Inquiry Process

To Expand Thinking and Promote Self-Awareness

STRENGTHS-BASED QUESTIONS

- The Miracle Question
- Exception-Finding Questions
- Scaling Questions
- Coping Questions
- "What's Better" Questions
- "When It Was Better" Questions
- Current Strengths Questions
- Future Oriented Questions
- Normative - Comparison Questions
- Observer-Perspective Questions



Types of Summary Statements

- The strengths and resources that have been identified.
- The risks and problems that have emerged.
- The self motivational statements that have been made.
- The client's own reaction to information and feedback



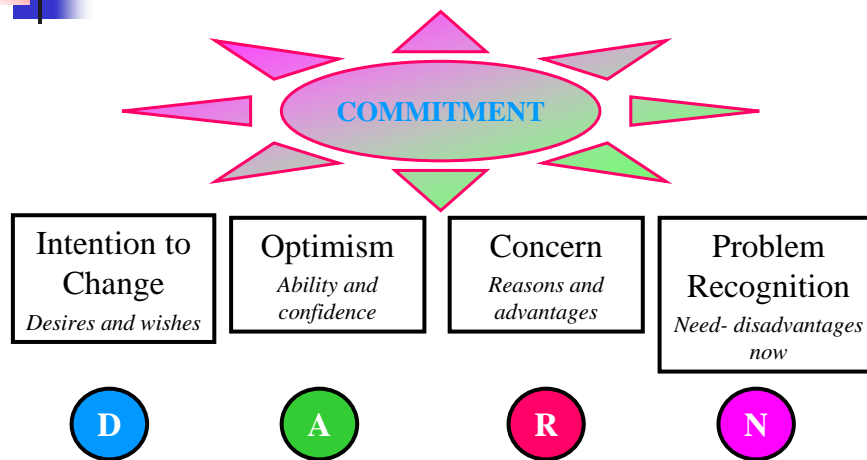
Summarizing

- Summary statements are intended to prompt elaboration by your client.
- Four ways to prompt elaboration:
 - Leave out some significant comment from your partner and imply that the summary may be incomplete,
 - Include 1 or 2 inaccurate observations and imply that you may not have fully understood what your partner had expressed,
 - present a "new" observation based on what your partner has said and ask for his/her thoughts.
 - Invite the client to add to or correct the summary statement.

Summarizing

- If your summary statement does not prompt elaboration, then maybe:
 - you hit the mark exceptionally well
 - you moved too fast and overwhelmed your partner
 - you missed by a long shot.

Self-Motivational Statements "Change Talk"



From William Miller, 1991, 2002



Strategies to Elicit Self-Motivational Statements

- ★ **Evocative Questions-** "What do you think would work for you if you decided to change?"
- ★ **Discuss Positives and Negatives-** Talk about all aspects of the current situation
- ★ **Elaborate-** "Give me an example?"
- ★ **Use Extremes-** "What concerns you most about this?"
- ★ **Looking Forward-** "Envision a changed future. What would it look like."
- ★ **Looking Back-** "Remember a time when things were going well; what's changed?"
- ★ **Exploring Goals and Values**

From William Miller, 1991



What to Do When You Hear Change Talk

- ✓ Affirm verbally each self motivational statement
- ✓ Reflect- Encourage customers to explore inner thoughts, feelings and conflict
- ✓ Elaborate on change talk
- ✓ Summarize change talk that you hear

Motivational Interviewing Practice

- Find a partner
- Use one of the "change" situations you identified earlier (*that you are willing to discuss*). **Imagine that you are back at a point where you had not committed to taking action.**
- Take turns interviewing one another (*5-7 minutes each*).
- Use reflection, affirmation, open-ended questions, and summarizing skills
- Listen for "Change Talk."


Directive and Non-Directive

- **Directive Strategies**
 - Elaborating on change talk
 - Reflecting on change talk
 - Summarizing change talk
 - Affirming change talk
- **Non-Directive Strategies**
 - Exploring ambivalence
 - Clarifying values

From William Miller, 2002



Applications



Motivational Interviewing: Application Issues in Parent Involvement

- Orientation to parent involvement in the program
- Parent's need for education/awareness raising on the subject area
- Selling the "whole" early childhood program to the customer
- Agency agenda- Is low parent involvement really a negative? Compared to what? A low value decision?

FRAMES


Elements of Effective Brief Intervention

F= Feedback	Provide personalized feedback about the customer's situation
R= Responsibility	Emphasize the individual's choice and responsibility for change
A= Advice	Provide clear recommendations on the need for change
M= Menu of Options	Identify with the customer specific options for change
E= Empathy	Project an empathic, reflective, warm and supportive manner
S= Self-Efficacy	Reinforce the customer's expectation that she <u>can</u> change

From William Miller, 1991

Five Simple Strategies That Work

- 1. The Good Things, and the Not So Good Things-** Explore people's feelings about the behavior in question
- 2. A Typical Day-** Explore the context in which the behavior occurs
- 3. Exploring Concerns-** Help people express for themselves what concerns them
- 4. Providing Information-** Offer relevant new information in a sensitive manner
- 5. Helping With Decision Making-** Help the person decide what to do



Group Brainstorming: What Families Don't Know Or Understand About The Value Of Parent Involvement (Feedback and Information)

- What do families not know or understand about the importance or significance of the 3 parent involvement levels
 - *Children's Needs*
 - *Program Participation*
 - *Family Services Work?*

- Post your answers



Providing Feedback and Information:
Elicit – Provide - Elicit

Elicit: Inquire if customer wants feedback. Ask what kind of feedback would be helpful and what conclusions the customer may already have drawn.

Provide: Feedback in neutral terms i.e. "People in your situation, at your level of use, who need these kinds of services, who experience these kinds of problems, generally..."

Elicit: Inquire what customer thought about feedback i.e. "What do you make of that feedback? Would some other feedback be more helpful? How does this change how you see this situation?"

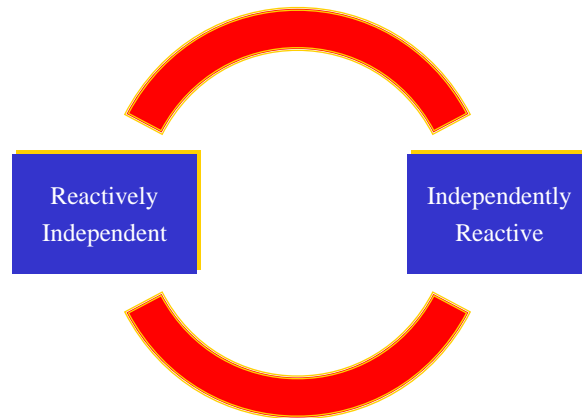
Elicit – Provide - Elicit Exercise

1. Use the “knowledge” ideas about the value of parent involvement identified earlier.
2. With a partner, practice the elicit-provide-elicited strategy in providing feedback and information to your partner.
3. Debrief- How well did your partner come across as affirming and accepting vs persuading?

What Is Resistance?

- Persistence of a pattern (structure) in the face of a request for change. Its purpose is to preserve a sense of adequacy and independence of both the individual and the system, and to protect the existing set of relationships.
- It is essentially the incongruence of mobility between therapist and family in relation to one another, which may be therapeutic or non-therapeutic. (Aponte)
 - Resistance is "created" in problematic interactions, and is not a personal characteristic
 - Resistance is the helper's problem- not in sync with the client
 - It is an indicator when there is not enough trust and rapport to address the topic
 - "Denial" is an intrapersonal issue, not between two people

The Dilemma of Resistance



4 Process Categories of Client Resistance Behavior

- Arguing
 - challenge
 - discount
- Interrupting
 - cutting off
- Negating
 - minimize
 - blame
 - excuse
- Ignoring
 - sidetrack
 - inattention

From William Miller, 2002



6 Types of Counselor Advocacy Responses. . .

That could elicit and reinforce resistance

- Arguing for Change
- Assuming the Expert Role
- Criticizing, Shaming, Blaming
- Labeling
- Being in a Hurry
- Claiming Preeminence-
worker's goals and perspectives override the client's

From William Miller, 2002



Resistance Prevention

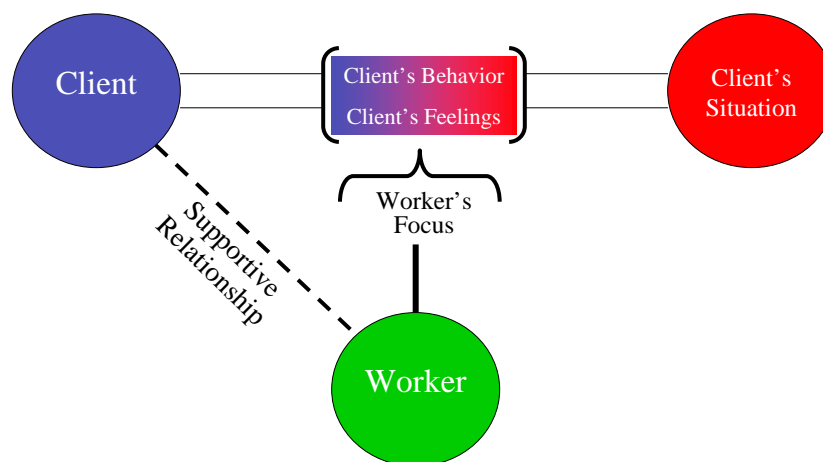
- Ground your work in behavior that can be observed
- Use "HOW" AND "WHAT" questions
- Apply strengths perspective concepts and strategies
- Apply motivational interviewing principles and strategies

Dealing With Resistance

"Never chase a lie; if you let it alone, it may soon run itself to death."

- Simple reflection
- Amplified reflection
- Double sided reflection
- Reframing
- Agreement with a twist
- Emphasizing personal choice and control
- Therapeutic paradox
- Shifting focus
- Overcoming denial- confrontation
- Establish a behavioral track record

Understanding Confrontation





Dealing with Resistance

STRATEGY OF RESISTANCE	POSSIBLE COUNTER STRATEGIES
MISSING PEOPLE	Clarify the working contract. Who can get the person
THE WHY TRAP	Reflect feelings, Stop "justifying" and explaining
THE QUESTION-ANSWER TRAP	Open ended questions
THE DENIAL TRAP	Allow client to draw own conclusions
THE EXPERT TRAP	Acknowledge client's personal expertise
THE LABELING TRAP	Use behavioral descriptions
THE PREMATURE FOCUS TRAP	Explore other areas of concern, Develop list
THE BLAMING TRAP	Focus on "how" the person will get out, empathy
BUTTON PUSHERS	Self awareness
TRIANGULATION	Ask for specifics, There are many "right" answers



Dealing with Resistance

STRATEGY OF RESISTANCE	POSSIBLE COUNTER STRATEGIES
DENIAL	Facilitate client self exploration, Invent a myth
FOCUS ON ONE PERSON AS THE CAUSE	Identify others who can contribute to solutions
ARGUING	Roll with disagreements
IGNORING	Stay with the client
INTERRUPTING	Give person more time
NON TALKERS	"Reach" for feelings, observe body language
TOO MUCH FOCUS ON THE PAST	Consider "mourning" issues, "So what" (Politely)
AVOIDING THE PAST	Illustrate importance in discovering forgotten wisdom
EXTREME NON TALKERS	Individual time
TROUBLE WITH CONTRACTING	Seek a new problem definition, goal may be to determine the problem, make goals small

Phase II- Activating the Motivation



- Signs of readiness to change
- Hazards
- Initiating Phase II
- Giving advise and information
- Negotiating a change plan

From William Miller, 2002

Signs of Readiness for Change

- Decreased resistance
- Decreased discussion about the problem
- Resolve
- Change talk
- Questions about change
- Envisioning
- Experimentation

From William Miller, 2002



Hazards in Phase II



- Underestimating ambivalence
- Overprescription- *being too directive, taking over*
- Insufficient direction- *not providing enough information and guidance*

From William Miller, 2002



Initiating Phase II- Recapitulation

Drawing together the reasons for change

- Summarize the customer's perception of the problem
- Summarize the customer's ambivalence- both sides
- Review objective evidence that highlights the importance of change
- Restate the customer's wanting, intent, planning, or confidence in changing
- Provide your assessment of the customer's situation

From William Miller, 2002



Initiating Phase II- Key Questions

Confirming Readiness to Change

Ask Open Ended Questions

- What do you think you will do?
- What's the next step for you?
- How would you like things to turn out for you?
- Where shall we go from here?

From William Miller, 2002



Phase II- Giving Information and Advice

When to Give Advice

- When asked for advice
- When given permission to offer advice- *Would you like some advice at this point? Yes.*
- When the advice is important for the client's safety
- When the advice is likely to enhance motivation to change

From William Miller, 2002



Phase II- Negotiating a Change Plan

- Setting goals
- Considering change options- *Menu*
- Arriving at a plan
- Eliciting commitment- *remain aware of ambivalence*


From William Miller, 2002



On The Right Track

- Talk less than the customer does.
- Offer 2-3 reflections for every question you ask.
- Ask twice as many open ended questions as closed questions
- Use deeper, more complex reflections (advanced empathy) at least half the time you express empathy

From William Miller, 2002



Two Things You Can Do To Become a Better Change Agent

- Become a student of ambivalence- your own and others.
- Notice the different ways that people change- the sequence and the process.



Resources

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