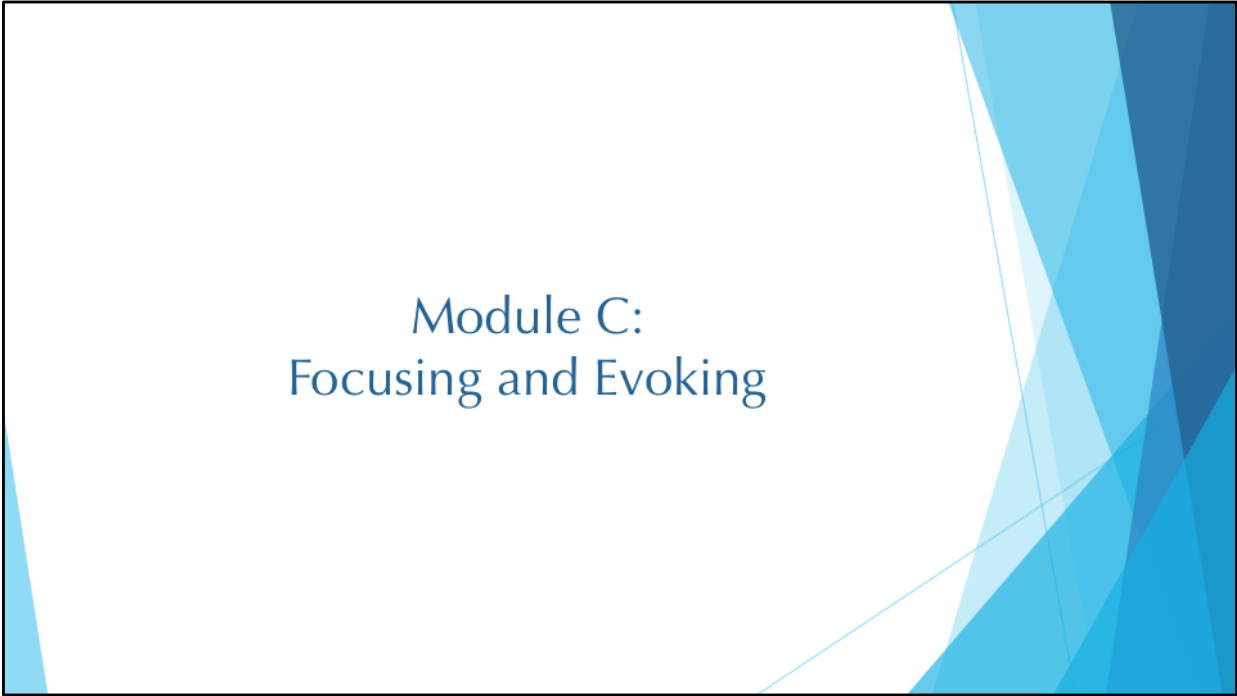


The background of the slide features an abstract design of overlapping, semi-transparent blue triangles and polygons in various shades of blue, ranging from light sky blue to a deep navy blue. The shapes are arranged in a way that creates a sense of depth and movement, primarily concentrated on the right side of the slide.

Motivational Interviewing for School Coaches

Blake Skidmore, LCSW
University of Louisville

The background of the slide is white with a black border. On the right side, there is a decorative graphic consisting of several overlapping, semi-transparent triangles in various shades of blue, ranging from light sky blue to a dark navy blue. The text is centered in the white space.

Module C:
Focusing and Evoking

Topics Covered

- **Step 2:** Sharing the CBPs and Observation Data
 - **Elicit-Provide-Elicit**
- **Step 3:** Reviewing the data together
 - **Focusing:** what is it? How do we do it?
 - **Evoking:** what is it? How do we do it?
 - When to Focus and when to Evoke?

Reference quick guide MISC.QG.2 and quick guide MISC.QG.3

Learning Objectives:

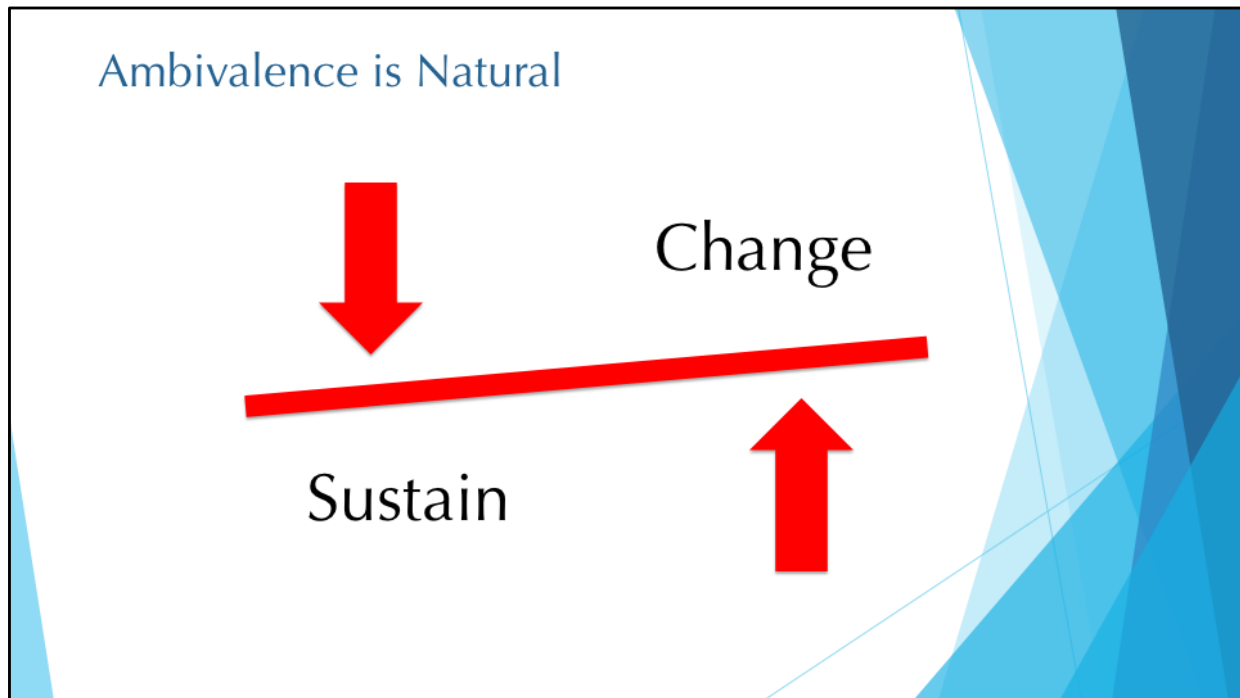
- Coaches should be able describe **focusing** and **evoking**, and how the processes are facilitated by the MI Spirit and use of OARS
- Coaches should understand the exercises to be complete in Step 2 & 3 of CBP.
- Identify the distinct skills within OARS used during these processes and utilize them in a practice setting
- Complete a practice “assessing practices” session, and “reviewing feedback” session.



Defining MI:

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. Done within an atmosphere of acceptance and compassion.

We accomplish these goals through the MI spirit, the MI processes, and the MI OARS or technical skills.



Ambivalent = undecided; hesitant; “of two minds”

For example, If we eat too much, we understand that cutting back on eating would result in overall health improvements and our looking better in our jeans. Yet, the food tastes so good, makes us feel good while we’re eating it, and eating is such an integral part of social gatherings. Ambivalence is the often uncomfortable feeling of being **undecided**. . . wanting something and not wanting something at the same time. Ambivalence is an integral part of human nature.

The “Righting Reflex”

- ▶ We have a natural tendency to help
- ▶ To ‘right’ what is wrong
- ▶ We offer advice, information, and our personal experience



Second...

The challenge for Individuals in the helping professions is that sustain talk brings about the nature tendency to want to right what is wrong – to fix what is broken – to share our experience and what we know will work without building the importance of the change or addressing the confidence with which they can approach the change.

Video –

It's not about the nail...

<http://vimeo.com/jheadley>

The MI Spirit



As we work to keep each of these strategies in mind, we are working towards developing a posture towards our clients, or the teachers we serve, that is client centered, responsive, and kind. We call that posture the MI Spirit.

OARS:

- **O**pen-ended questions
- **A**ffirmations
- **R**eflections
- **S**ummaries

Now that we've spent some time working to get our mindset in the MI Spirit, let's take some time to look at the basic "technical skills". This is "what" we do when we use MI.

Some or all of these skills may be familiar to you. We will spend the next two hours reviewing and practicing each skill as a tool for connecting with students and s and allowing them to feel understood, respected, and open to continuing dialogue.

Point out that these client-centered skills are absolutely necessary for doing MI and are used throughout the MI process. However, MI is more than just these skills.

MI Processes

- Engaging
- Focusing
- Evoking
- Planning



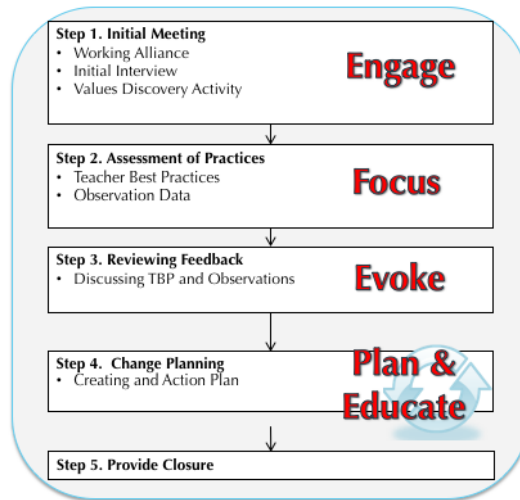
MI spirit is the posture we take

Processes are the map we follow.

And there are technical skills, called OARS, that we use to enact the spirit and move through the map.

We'll talk in more detail about these concepts after we've introduced the technical skills.

CBP Step 1-4



We've built a intervention, or a model, for you to follow with the teachers you serve that mirrors the MI processes.

When you begin the process with engagement you build trust and connection that ensures the help you offer is in step with the teachers internal motivations, values, and needs.

When you help the teacher focus on a specific goal, and evoke from them their ambivalence, past experiences, and hopes from the future you strengthen the importance of enacting change and their confidence that they can be successful.

And when you finally reach the planning and education portion of the processes, you have a teacher who has arrived their WITH YOU, they have identified for themselves a desire to change and a goal to work towards...

And you have moved through that process with them in a supportive, collaborative, guiding manner – the protects the trust you've built, ensure the goals meet the teachers need, and strengthen their resolve and motivation to follow through on the plan you've built together.

Step 1: completed...

In **Step 1** we lay the foundation by building trust and insight. In steps 2 and 3 we move forward in the process of **focusing** our teachers on a specific area of change, and thickening their motivation to act on it by evoking the reasons....



MI spirit is the posture we take

Processes are the map we follow.

And there are technical skills, called OARS, that we use to enact the spirit and move through the map.

We'll talk in more detail about these concepts after we've introduced the technical skills.

CBP Step 2: Introducing Teacher Best Practices

Objectives:

1. Introduce TBP: OTRs and Positive Feedback
2. Present Observation Data
3. Prepare the teacher for Step 3

Thinking through the feedback process...

- What sort of emotions or reactions might the data elicit?
- What questions might come up?
- How are the MI skills useful here?

Listen for Change Talk, Sustain Talk, and Ambivalence

One way to strengthen our use of the MI Spirit is to place ourselves in the shoes of the people we are working with....

**Coach Best Practices
Step 2: Providing Feedback
Quick Guide**

This document is designed to help guide Instructional Coaches as they complete Step 2, *Providing Feedback*. In Step 2 we describe the high leverage teaching practices that will be the focus of the coaching process, and facilitate the ongoing process of focusing teachers towards a specific behavior change by sharing the observation results with them.

To begin this session coaches will present the high leverage classroom management skills, positive feedback and OTRs. Next, the coach will share a graphic representation of the classroom observation data with their teacher. When presenting the data, it is important to provide context for the teacher's scores. Begin the presentation with the average teacher scores and our target scores for teachers, then review the teacher specific scores. Answer any questions the teacher has about the high leverage practices, the observation process, or the graph, and encourage them to take time to reflect on their data prior to Step 3, *Reviewing Feedback*.

REMEMBERS:

- Embrace the MI Spirit: be their partner not instructor, be accepting of their struggles and frustrations, evoke their reasons for change, and always be compassionate.
- Strive to fully understand the teacher's perspective without your own agenda and avoid the **righting reflex** or "fixing".
- Use the OARS to guide the session, and to understand BOTH sides of their ambivalence:
 - Open-ended questions, Affirmations, Reflections, Summaries.
 - Attend to their **Change Talk, Sustain Talk, and ambivalence**.

Agenda: time with teachers will be limited. Give yourself **5-10 minutes** for each exercise.

- Review Step 1, brief summary of *Teacher Interview and Values*.
- Present *Coach Best Practices Handbook*.
- Review *Observation Data*.
- Prep the teacher for Step 3, *Reviewing Feedback*.

Exercises and Materials:

1. *Teacher Best Practices (Positive Feedback and OTR Handout)*
2. *Teacher Data (Presenting the data script / Observation Graphs)*
 - a) Average Teacher Graph
 - b) Teacher Specific Graph

QG.2 Providing Feedback Quick Guide (Module C)

Presenting the Data

Take out your **Step 2 Quick Guide**

1. Scripted introduction
2. TBP: Elicit-Provide-Elicit
 - Exchanging Information
3. Observation Data:
 - Provide context for data
 - Prompt them to reflect before Step 3



Exchanging Information

Ask participants what part of the SPIRIT offering advice, educating, or exchanging information might jeopardize, and why.

All answers are acceptable, but partnership might be the main challenge.

**Engaging Students:
Opportunities to Respond (OTR) & Positive Feedback**

Best Practices are those that are known to provide the highest probabilities for success. For teachers, best practices maximize the probability of student success, and while nothing is a sure thing, some strategies work better than others.

Best practices are identified through empirical research. They are practices shown to have a large positive effect in comparison to the alternatives. Consistently, the data confirms that for students' positive interactions with adults, and engagement during instruction, are perhaps the most important predictors of student success.

These two strategies create:

- Decreased rates of disruption and off-task behaviors.
- Increased active attention to lesson.

Positive Feedback is an essential component of effective instruction and is associated with student academic and social success. Positive Feedback simply means that the teacher has clearly indicated to the student(s) that their behavior is appropriate/correct.


Types of Positive Feedback include verbal, tangible, and group attention. During instruction, teachers can provide high rates of verbal positive feedback without interrupting the lesson. Effective positive feedback is delivered immediately after a behavior, with specificity, and in a genuine manner.

Here are some examples:

- Thanks for being in your seats and ready.
- That's the right way to _____, thanks.
- I'm impressed by how you've _____.
- You are really doing a good job with _____.

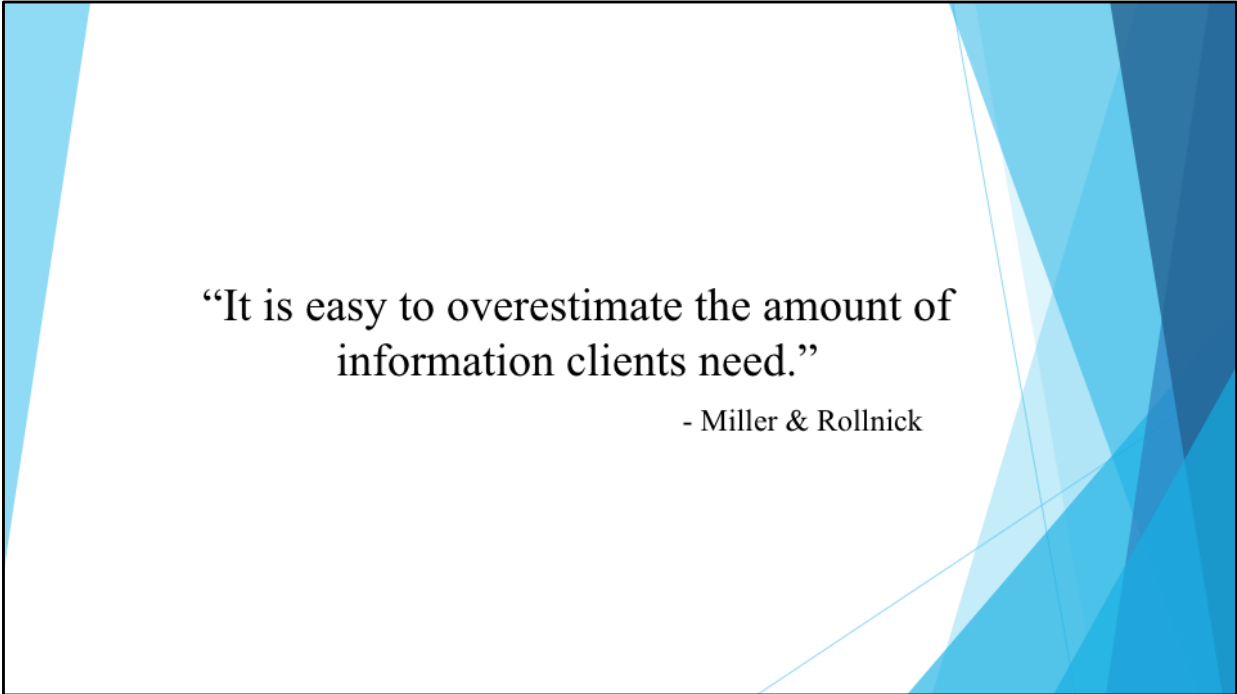
OTRs - Engagement is a Teacher Behavior:
Teachers can enhance student engagement during instruction with specific behaviors that are known to keep students actively thinking and learning. For many students, this will not happen without careful planning and delivery by the teacher.

By providing opportunities for students to respond during instruction teachers can facilitate student engagement, we call these **OTRs**. Any teacher behavior that makes the student think about the curricular content and respond in some way is an OTR. We've provided several examples of OTRs on the back of this page.



OTRs and Positive Feedback

CBP.3 OTR and Positive Feedback One-Pager (CBP Module)



**“It is easy to overestimate the amount of
information clients need.”**

- Miller & Rollnick

Common Traps

- “I am the expert on how and why clients should change.”
- “I collect information about problems.”
- “I rectify gaps in knowledge.”
- “Frightening information is helpful.”
- “I need to just tell them clearly what to do.”

Ask participants to take turns reading a statement as it appears on the screen.

Principles of Good Practice

- "I have some expertise, and clients are the experts on themselves."
- "I find out what information the clients want and need."
- "I match information to client needs and strengths."
- "Clients can tell me what kind of information is helpful."
- "Advice that champions client needs and autonomy is helpful."

See MI book pp. 132-135 for great example of good and bad sharing info

2 facilitators read the 2 examples/exchanges?

Offering Advice (notes)

- Engage first, and use sparingly
- Unsolicited advice is the junk mail of life.
- Advice is more of a recommendation and thus has more potential to trigger resistance. Very easy to fall into the Suggest / Refute trap.

Emphasize personal choice

- *It's really up to you, but I can share some options*
- *You might or might not agree with my idea, but*
- *Something you could try if you wish is...*

Offer a menu of options

- *Which of these might be best?*

Facilitators model the Suggest/Refute cycle by role playing a consultant advice-giving as “expert”, talking too much, and not checking in. Consultee responds with repeated resistance.

Ask participants what they noticed about consultant’s behavior and consultee’s response.

Facilitator role play again, this time consultant is MI adherent in his/her response.

(Perhaps use the issue of Pam and procrastination 😊)

Common Scenarios

1. The teacher asks for advice;
2. You ask permission to give advice;
 - Be cautious here...Asking permission can put you in the expert role...It's not always necessary if you have a good working relationship.
3. You qualify your advice to emphasize autonomy.
 - Leave an open door for the advice to be dismissed.

They ask for advice:

- *What do you think I should do?*
- *How do other parents get control of their kids?*
- *What kinds of training are available?*

Note: This doesn't mean you immediately give advice! May want to ask them first!

You ask permission to give advice/info:

- *Would it be alright if I told you about some things that have worked for other parents?*
- *What would you like to know about the use of positive reinforcement?*
- *I could share a few thoughts I have about discipline if you're interested. May I?*

What if you HAVE to or feel ethically obligated to offer some advice (even without permission)?

- *I don't know whether this will be helpful to you or not.*

- *See which of these you think might apply to you.*
- *This may or may not interest you...*
- *I wonder what you'll think about this.*
- *You might disagree with this idea, and of course, it's up to you.*

A Strategy to Exchange Information

Elicit - Find out what they know

- Then share only what's needed.

Provide – Educate, provide pertinent information.

Elicit - Ask for their understanding and response.

Ask participants if anyone is familiar with the KWL approach to teaching. . .

1. What do you know?
2. What do you want to know?
3. What did you learn?

Elicit-Provide-Elicit

1. Explore prior knowledge, Explore their interest

- *What do you already know about...?*
- *Would you like to know about...?*
- *Is there any information I might help you with?*
- *What would you like to know about?*
- *What have you been wondering about that I might be able to clarify for you?*

Elicit-Provide-Elicit

2. Provide the information they need.

Prioritize: What do they most want/need to know?

Be clear: Avoid jargon; use everyday language.
Provide **small** pieces of information at a time.

Support autonomy: Acknowledge freedom to disagree or ignore.

Don't prescribe the person's response: Present what you know without interpreting its meaning for the client.

Prioritize

- Stick with what the person most needs/wants to know
- Once you know what they already know, you can fill in the gaps

Elicit-Provide-Elicit

Ask for the client's interpretation, understanding or response using open-ended questions:

- "What do you think about that?"
- "How does that resonate with you?"
- "Of the suggestions I made, which, if any, jump out as something that might work for you?"
- "How do you see this apply to you?"

Reflect reactions you see. ("This seems to be clicking with you" or "You look puzzled.")

Provide them with time to process and respond to the information you present.

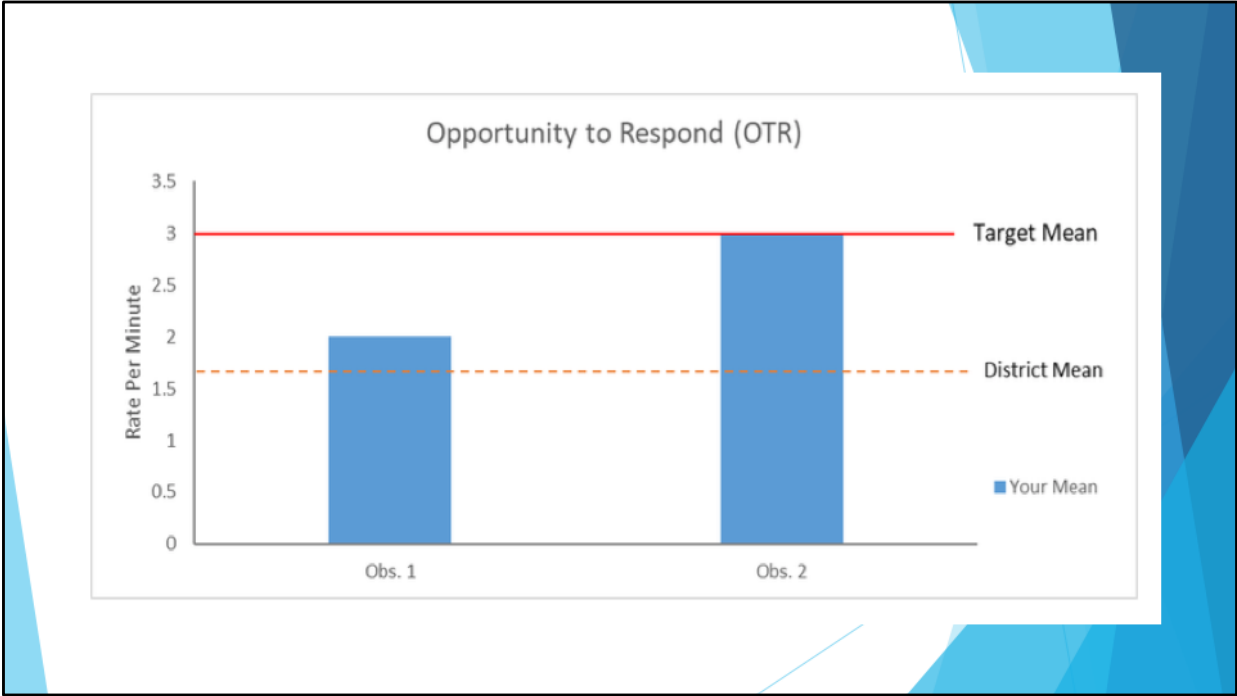


Media.C.1 – EPE Examples (video)

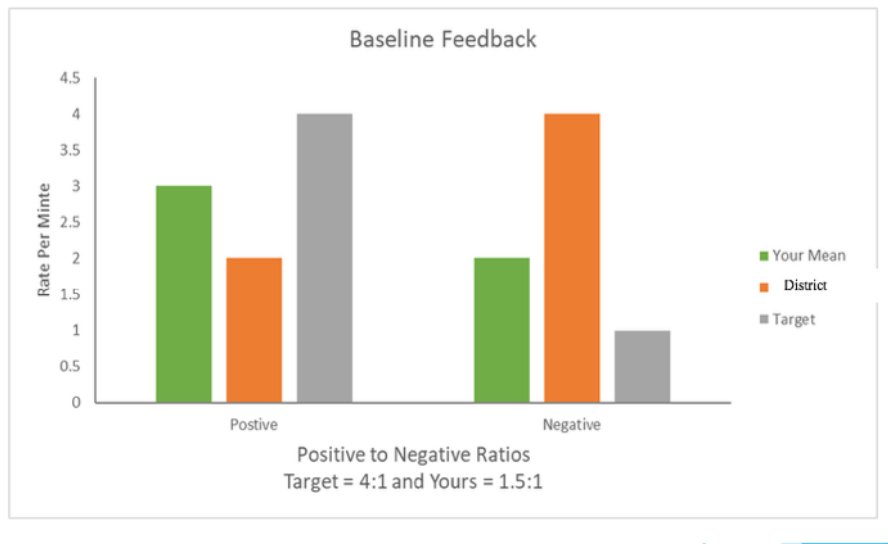
Pair Practice: Elicit-Provide-Elicit Practice:

Pair off – take 5 minutes each.

1. Coach 1: practice E-P-E using the intro and **Positive Feedback** portions of the handout
2. Coach 2: practice E-P-E using the **OTRs** portion of the handout



CBP.5 Sample Observation Graphs (CBP Module)



Observation Data Practice:

1. Orient your teacher to the observation data
 - Highlight the Average Scores and the Teacher Scores
2. Ask the teacher to reflect on the data.
 - Use your **OARS, E-P-E,** and **Quick Guide**
3. Prepare them to discuss their thought in Step 3 by invite them to reflect on the information you've share and the ways it might influence their instruction practices.

CBP Step 3: Reviewing Feedback

**Coach Best Practices
Step 3: Reviewing Feedback
Quick Guide**

This document is designed to help guide Instructional Coaches as they complete Step 3, *Reviewing Feedback*. At the completion of the session coaches should have a clear sense of the teacher's identified goal(s) or behavior change. At the end of the session, teachers are ideally reporting that behavior change is **important** to them and that they are **confident** that they can implement the change if they choose to.

This step is designed to solicit the teacher's feedback on the observation data and assess and bolster their motivation to commit to behavior change in a specific area related to their instructional or classroom management practices. In this step, OARS are used to first narrow the teachers focus and then strengthen and "thicken" their resolve for specific behavior change by **evoking change talk** and exploring ambivalence. Remember, teachers may respond to the materials presented in various ways. The appropriate strategies are determined by where the teacher presents in the change process, first help resolve ambivalence then strengthen their resolve.

Focusing: Prioritize the areas worthy of further discussion. To move to the next process (evocation) requires a specific target behavior.

Evoking: Call forth the participants reasons for making a change.

REMINDEES:

- Embrace the **MI Spirit**: be their partner not instructor, be accepting of their struggles and frustrations, evoke their reasons for change, and always be compassionate.
- Strive to fully understand the teacher's perspective without your own agenda and avoid the **righting reflex** or "fixing".
- Use the OARS to guide the session, and to understand **BOTH** sides of their ambivalence: Open-ended questions, Affirmations, Reflections, Summaries.
 - Amplify **Change Talk**, acknowledge **Sustain Talk**, in an attempt to resolve **ambivalence**.

QG.3 Reviewing Feedback (Module C)

CBP Step 3: Reviewing Feedback

Three potential responses will guide how we utilize **focusing** and **evoking** skills with our teachers.

1. I see the value in everything this data is showing me. I want to change my behavior in both areas. I am highly motivated. Let's do this!
2. I see some value in one or both skills. I can see how changing my behavior might be helpful, but I'm not 100% sold. Let's talk it over.
3. I do not like what you have presented to me. I either disagree, do not understand, or feel offended by what this data shows. If you want this to move forward, you are going to have to slow down and help me see why it should matter to me.

Have these 3 scenarios in mind as we dig deeper into the processes.

How do CT, ST, MI Spirit, pros and cons, and OARS relate to this process.

High levels of CT. Is their high motivation?

We don't want to jump straight to planning here... why not?

Use open-ended questions and reflections to "thicken" the importance of the change. Why is this important? What does it look like?

MI Processes

- Engaging
- **Focusing**
- Evoking
- Planning



Big picture introduction to Focusing... brief.

Focusing

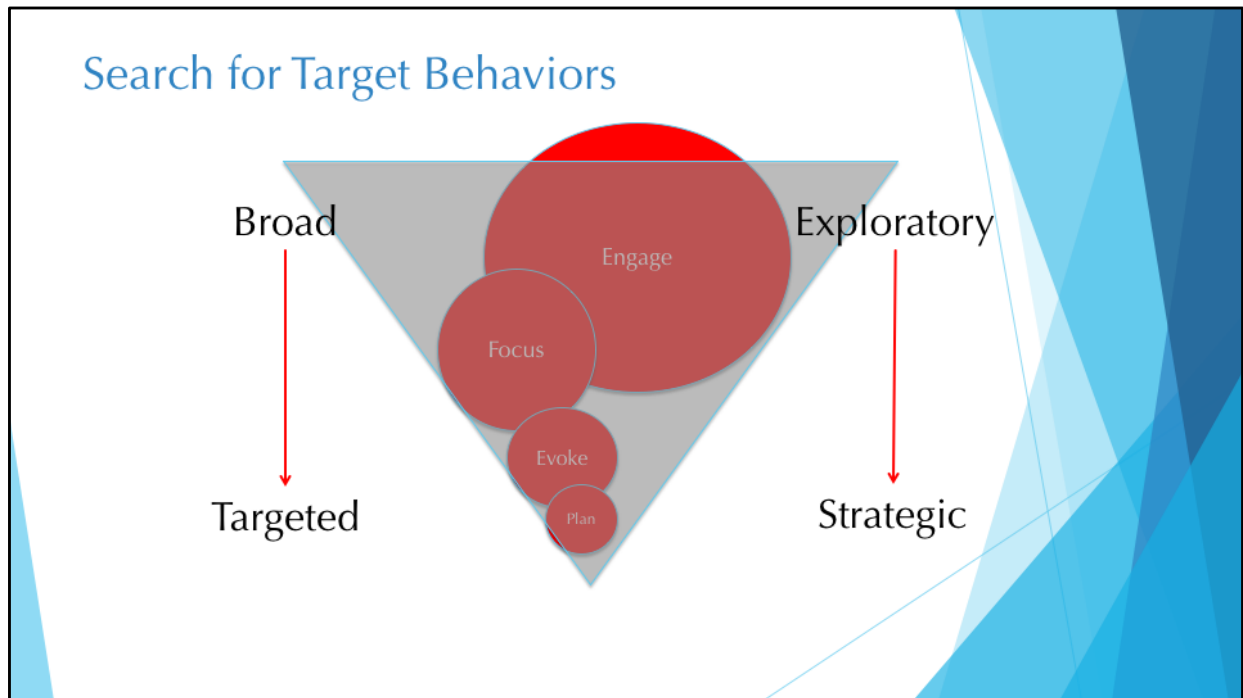
- An ongoing process of seeking and maintaining direction towards change
- Consultant serves as **guide**
- In coaching...it requires a change goal, a focus.

In our coaching model, we have narrowed the focus to OTRs and Positive Feedback.

Miller and Rollnick describe the focusing process as, “proceeding strategically toward the resolution of the client’s ambivalence in a particular direction.”

Refer back to the Directing, Guiding, Following continuum. Remind them that the consultant does a little bit of each, but primarily resides in the middle ground of guiding. Make the comparison to a tour guide – Ideally, the guide and the tourist both agree on where they are going.

MI work requires a focus or “change goal.” A focus behavior.



SEARCH FOR THE TARGET BEHAVIOR

The relative size of these big red balls, has nothing to do with frequency, rather it represents the more broad and exploratory nature of the use of OARS during engagement and Focusing to the more targeted and strategic use of MI skills as we move through the Evocation and Planning processes of MI.

Think of these like targets, initially we are searching, exploring – later we find a target and ‘zero in.’ The nature of these processes is interrelated and fluid – meaning I can move back to a more broad and exploratory stance if my target is not supported by ‘the other.’

Open-ended Questions

Broad

“Can you tell me how you feel about the challenges in your class?”

Exploratory

↓

Targeted

“What are the benefits of making a specific plan to use verbal praise in the classroom?”

↓

Strategic

Affirmations

Broad



Targeted

"Your willingness to meet with me is encouraging, thank you!"

"The example you just gave of an OTR is an excellent idea."

Exploratory



Strategic

Reflections

Broad



Targeted

"You value having a positive environment for your Exploratory students."



Strategic

"You plan to incorporate three types of OTRs in your lesson plan for Monday"

Summaries

Broad



Targeted

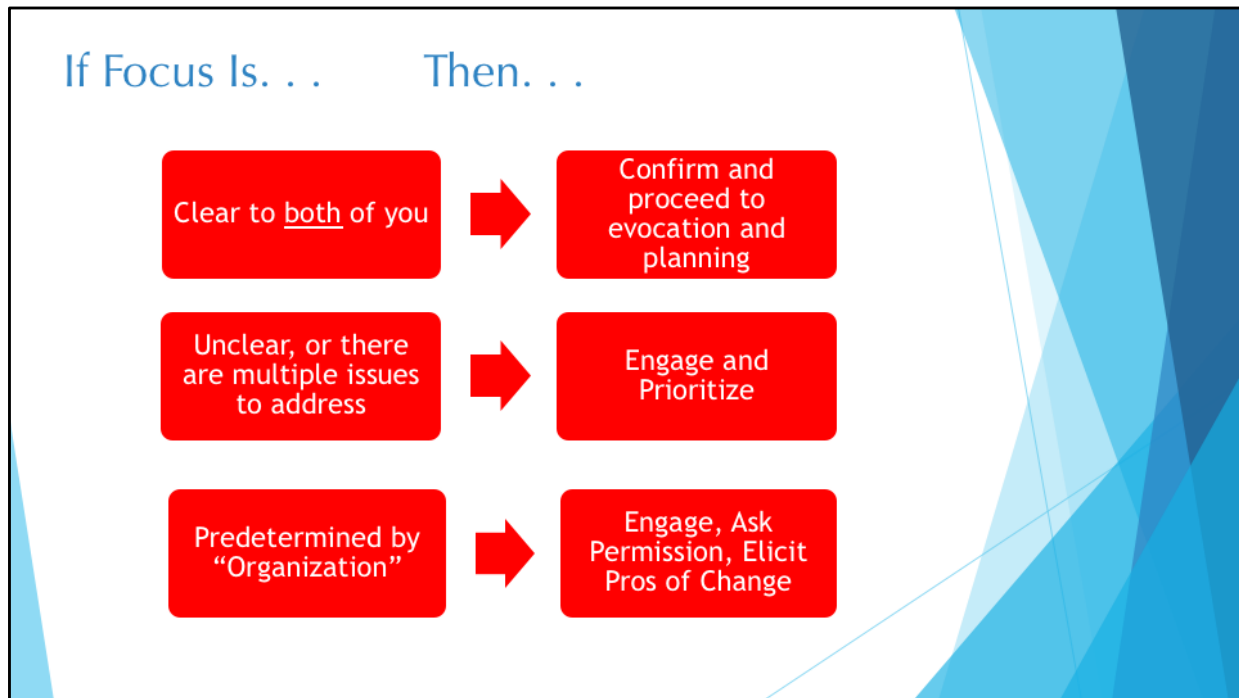
"Managing behavior is a challenge, and you have other children to look out for too."

"You've decided to take action with you behavior plan, you believe it will make a difference in your class!"

Exploratory



Strategic



As you describe this process, refer back to the examples they gave during brainstorming.

When you're sure you're on the same page, you're ready to proceed to the next two processes (which we'll discuss in our next meetings)

2. When direction is unclear, or, as is often the case, there is a multitude of issues the parent has raised, first make sure engagement is strong, then move to agenda mapping (which we will discuss next).

3. When curricular structure has a pre-determined focus; **engaging** is super important ...reflecting to let them know you understand their viewpoint, feelings, etc.! Taking time to learn their values and goals (even if it is, "I want to get 'those people' off my back") is key. Ask permission to share info in a certain format and offer alternative formats when possible. Then, ask them to identify the disadvantages of the status quo and advantages of change

MI Processes

- Engaging
- Focusing
- **Evoking**
- Planning



Big picture introduction to Focusing... brief.

CBP Step 3: Reviewing Feedback

Three potential responses will dictate how we move forward...

1. **I see the value in everything this data is showing me. I want to change my behavior in both areas. I am highly motivated. Let's do this!**
2. I see some value in one or both of these skills. I can see how changing my behavior might be helpful, but I'm not 100% sold. Let's talk it over.
3. I do not like what you have presented to me. I either disagree, do not understand, or feel offended by what this data shows. If you want this to move forward, you are going to have to slow down and help me see why it should matter to me.

How do CT, ST, MI Spirit, pros and cons, and OARS relate to this process.

High levels of CT. Is their high motivation?

We don't want to jump straight to planning here... why not?

Use open-ended questions and reflections to "thicken" the importance of the change. Why is this important? What does it look like?

The enthusiastic teacher...



Media.C.2 – Enthusiastic Teacher (audio)

The enthusiastic teacher... OARS practice.

Have your Step 3, quick guide out:

“Wow, this data is very cool to see visually represented. I had no idea how infrequently I was giving positive feedback or opportunities for students to respond. I did a little better with giving them opportunities to respond, but I have a lot of room to improve. I can see from your other data that I’m not the only one who struggles, which is good to know. But this is something I’d really like to try and change, I’m sure it will take some practice, but I think I can make improvements.”

This teacher is motivated and focused on specific goals (TBP). They are ready for **evocation**.

- Thicken the importance of change
- Thicken their confidence they can achieve the goal.

Evocation

- To evoke is to ask questions, the answer to which is change talk.
- Consultant guides teacher in **talking themselves into change, then strengthens importance and confidence.**
- Evocation requires a target behavior.

Change Talk

Statements that indicate someone is:

- Considering making a change
- Motivated to make a change
- Committed to making a change

In Motivational Interviewing, the therapist seeks to guide the client to expressions of change talk as the pathway to change.

Research indicates a clear correlation between client statements about change and outcomes --- client-reported levels of success in changing a behavior. The more someone talks about change, the more likely they are to change.

Change Talk

Preparatory

- Preparatory change talk can include client perceptions that their current practices are inconsistent with their values, goals, or ideals.

Mobilizing

- Mobilizing change talk reflects the resolution of ambivalence, and a heightened commitment to change.

Change talk sounds like. . .

“I _____ change.”

- **Preparatory**

- want to
- wish I could
- could
- can
- need to
- have reasons to

- **Mobilizing**

- intend to
- have decided to
- promise to
- am willing to
- am ready to
- am taking steps to

Activity

Ask each client who is comfortable in doing so to share the personal change consideration they just identified. Make a change or sustain talk statement about each and ask group to determine whether or not you've made a change statement.

How to Evoke Change Talk

1. Ask evocative questions
2. Use *Importance Ruler* (1-10 Scale)
3. Encourage “Looking forward”
4. Ask for Elaboration
5. Query Extremes
6. Explore Values and Ideals

Refer them to handout, *Questions for Evoking Change Talk*, which includes DARN and Looking Forward question examples

Again, consolidating commitment can be done at a broad level (focusing) or a specific (planning) level.

Evocative Questions

“Perhaps the simplest and most direct way of evoking change talk is to ask for it. Ask open-ended questions for which change talk is the answer.”

• Miller & Rollnick, 2012.

Reference your DARN Handout.

Perhaps the simplest way to evoke change talk is to ask for it.

Reference MISC.P. ?? DARN

Importance Ruler

- ▶ *“On a scale of 1-10, how important is to you to change [target behavior], where 1 is not at all important and 10 is extremely important?”*
- ▶ Follow up with, *“And why are you at a ___ and not a ___ [lower number than stated]?”*

Demonstrate use of ruler with a willing participant.

“Looking Forward”

- ▶ Ask what may happen if things continue as they are. Then follow with a question like:
 - ▶ *“If you were 100% successful in making the change you want, what would things be like down the road?” Or...*
 - ▶ *“How would you like things to be 5 [or 10] years from now?”*

Ask for Elaboration

- ▶ When you hear change talk, ask for more details. This typically leads to more change talk.
 - ▶ *“Tell me more.”*
 - ▶ *“What would that look like?”*
 - ▶ *“I’m interested in an example or two.”*

STICK WITH IT.

The more change talk, the more likely change.

Query Extremes

- ▶ What are the worst things that might happen if you don't make this change?
- ▶ What are the best things that might happen if you do make this change?

Explore Values and Ideals

- ▶ Explore stated values and ideals.
- ▶ Compare current circumstances with those values and ideals.
- ▶ Explore how current teaching practices (adult behavior) fits in with their values & ideals.

Responding to Change Talk

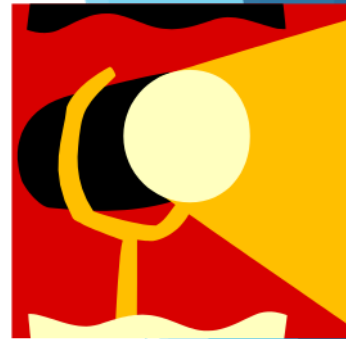
If you hear change talk, “hit the lights!”. Sit up and take notice, show interest!

Explore: ask open-ended questions!

Affirm: express agreement, appreciation, encouragement, etc.

Reflect: this is the most common response to change talk – to offer a simple or complex reflection.

Summarize: change talk is collected in “bouquet” summaries.



Listen for thickening: Enthusiastic Extended



Media.C.3 – Enthusiastic Teacher Extended (audio)



Sustain Talk & Discord

Elicit Participants' knowledge.

CBP Step 3: Reviewing Feedback

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We don't want to jump straight to planning here... why not?

Use open-ended questions and reflections to "thicken" the importance of the change. Why is this important? What does it look like?

Sustain Talk vs. Discord (notes)

Sustain Talk is about the target/change behavior

“I really don’t want to...”

“My agenda is already too full.”

Discord is about your relationship

“You can’t make me ...”

“You’re think I’m a bad teacher”

“You don’t understand how overwhelmed I am.”

Both are highly responsive to counselor style!

Miller and Rollnick point out, in the newest edition of their MI book, that what we often refer to as “resistance” is actually a lumping together of two very distinct concepts, each of which should be viewed and responded to differently. The danger in continuing to use the term resistance is that the word implies that the fault is with the client, who is “being difficult.” In reality, if we, as consultants, hope to guide the client toward change, we need to focus on the role we play in the interactions.

One concept we have traditionally labeled as “resistance” is actually sustain talk. . . A very natural part of the process of change. . . Voicing one side of one’s ambivalence. We all do this (“I see the benefit in recording some of my interactions with parents, but I’m just not sure I have time to fit in three recordings and feedback sessions.”

Sustain talk is not oppositional or pathological behavior. It is simply a natural part of ambivalence and the process of change. Sustain talk is focused on the target behavior for change. Discord looks more like disagreement or a lack of harmony in your relationship. For there to be discord, there must be two participants. Just like in music. . . Dissonance doesn’t exist until there are **two** voices or instruments not functioning well together.

Responding to Discord

Recognize it! (in yourself and the other person)

- Don't be afraid to bring it up

Reflect the client's immediate reaction

- "I think what I just said upset you"

Apologize Taking Personal Responsibility

- *I didn't mean to lecture you.*
- *I'm so sorry. I must have misunderstood you.*

Developing Discrepancy:

- This strategy is an effective way to “present an unpleasant reality so the person can confront it and be changed by it,” (Miller & Rollnick, 2012, p. 38)
- When a behavior is in conflict with goals or values, the person is more likely to change.
- Discrepancy is built between a present behavior and the person’s goals or values.

Developing Discrepancy:

- Discrepancy is the vehicle by which the importance a person places on change can be enhanced.
- During the later stages of the MI process, the coach's task is to develop discrepancy, without coercion or manipulation, until the person is convinced that their current condition is too inconsistent with their goals or values to be maintained.
- It is important that the client rather than the therapist be in the position of arguing against the status quo and for change, since people are more likely to be persuaded by their own voice than that of another

Developing Discrepancy:

Example:

“You don’t think the observation data is a good representation of you as a teacher, and you feel frustrated with this process. When we met for step 1 you shared with me that this year has been tough, and your moods been low with the students. This is 100% up to you, but I wonder if you think trying any of these strategies could help you feel empowered to enjoy teaching as much as you did last year?”

Where do I go with a teacher who isn't interested?

- Acknowledge their autonomy
- Work to fully understand their thoughts and emotions
- Focus on maintaining the alliance you've built
- Don't push for change
- Leave the door open

CBP Step 3: Reviewing Feedback

Three potential responses will guide how we utilize **focusing** and **evoking** skills.

1. I see the value in everything this data is showing me. I want to change my behavior in both areas. I am highly motivated. Let's do this!
2. **I see some value in one or both skills. I can see how changing my behavior might be helpful, but I'm not 100% sold. Let's talk it over.**
3. I do not like what you have presented to me. I either disagree, do not understand, or feel offended by what this data shows. If you want this to move forward, you are going to have to slow down and help me see why it should matter to me.

Have these in mind as we dig deeper into these processes.

How do CT, ST, MI Spirit, pros and cons, and OARS relate to this process.

High levels of CT. Is their high motivation?

We don't want to jump straight to planning here... why not?

Use open-ended questions and reflections to "thicken" the importance of the change. Why is this important? What does it look like?

The ambivalent teacher...



Listen for: Change talk and Sustain Talk

Media.C.4 – Ambivalent Teacher (audio)

The ambivalent teacher... OARS practice.

Have your Step 3, quick guide out:

"I'm not sure how I feel about this data, I can see how I compared to other teachers and I can see where I'm supposed to be with the skills, but it feels a little overwhelming. I mean I believe the data, and I believe the skills help kids do better in class, but I'm just not sure where to begin. Don't get me wrong, I could see how this stuff could help and it's definitely better than feeling like I'm just yelling at the kids all the time. But I already feel overwhelmed in my work, having one more thing to work on may not be a priority right now."

Use quick guide to highlight OARS skills

Responding to Sustain Talk

Don't go fishing for it!

- Offer a **reflection. Simple Reflection** then change direction with an open-ended question.
"You are feeling really overwhelmed. What's one simple step you take today that would improve things?"
- **Double-sided:** (*"On the one hand...and on the other hand."*)
"You're unsure about these new strategies, but feel like things aren't working now either."
- Rare...**Amplified** - (overstating in attempt to get the other side of their ambivalence)
"You don't see any point in trying new strategies right now"

Some sustain talk is natural and to be expected. As conversation progresses, however, the balance should shift to increasing change talk and decreasing sustain talk. **A high degree of sustain talk is predictive of an absence of change!**

Responding to Sustain Talk

Emphasizing autonomy

- *"It's really up to you."*
- *"You're right. . . Ultimately, you can choose whether or not you make this change."*

Coming alongside

- *"It may not be worth the effort. Perhaps it's better to stay as you are."*
- *"You're right. . . You've really had it rough, and change is just too difficult to consider right now."*

Find the Gem

- listen for strengths, values, good intentions
- Reflect + affirm + open-ended question

Provide the group with some sustain statements (handout). Then have large group or small groups come up with MI adherent responses.

Example of Finding the Gem (**facilitators may want to role play this**):

Teacher: "I have tried all of these strategies that we've been discussing—building strong relationships, praising, being proactive. I've used them all year and with Alex it just doesn't work."

Coach: "You've been really committed to making a difference for this boy, and you really wish you had seen more progress. I admire your persistence. And what a gift you have given him this year. I bet he has had few other people in his life stick with him like that. Tell me about a time you used a strategy with him and, even if just once, you had a success."

Remember to...

Resist. . .

- The Righting Reflex
- Uninvited information-giving
- Arguing for change

View sustain talked as normal

- During Engagement and Focusing it's commonly a 1-to-1 ratio

Focus on change talk

- So that sustain talk diminishes as you progress
- During Evocation it's commonly a 2-1 or 3-1 ratio

Responding to Sustain Talk:

1. I think my kid is doing just fine without all these activities.
2. I know something has to change. I just don't have time to learn a completely new approach right now. Maybe I could consider what Ms. Jones is doing in her class.
3. I just need to accept this is how I am in the classroom.
4. We've tried all those approaches before. It's not working.
5. I'm giving some serious thought to this, and I don't think it's for me.

Ask participants to identify which statements (or parts of statements) are change and which are sustain talk.

Pair Practice

Use the *Sustain Talk Handout* to practice responding to sustain talk. Try a variety of responses

- Simple reflection
- Double sided reflection
- Emphasize Autonomy
- Come along side
- Always look for the GEM!

MISC.C.1 Sustain Talk Exercise

The ambivalent teacher...



Media.C.5 – Ambivalent Teacher Extended (audio)

Ambivalent Teacher, Group Practice:

Teacher: "I already feel overwhelmed in my work, having one more thing to work on may not be a priority right now."

Ambivalent Teacher, Group Practice:

Teacher: “When I think about this week, it’s hard to find the energy”

Ambivalent Teacher, Group Practice:

Teacher: "With all of the initiative going on in school, and my normal workload, thinking beyond that can be overwhelming."

The unenthusiastic teacher...



I do not like what you have presented to me. I either disagree, do not understand, or feel defensive about what this data shows. If you want this to move forward, you are going to have to slow down and help me explore my ambivalence.

Media.C.6 – Enthusiastic Teacher (audio)

Listen for Sustain Talk



Media.C.7 – Unenthusiastic Teacher Extended (audio)

Completing Step 3:

As you complete Step 3 you should have a clear sense of what the teacher would like to change and no lingering sustain talk or discord. You should have a good idea how important this change is to the teacher and how confident they are in their ability to make the change happen. Now you are prepared to begin the process of **Planning** with your teacher.



MI spirit is the posture we take

Processes are the map we follow.

And there are technical skills, called OARS, that we use to enact the spirit and move through the map.

We'll talk in more detail about these concepts after we've introduced the technical skills.