

# Motivational Interviewing for School Coaches

University of Louisville  
Funded by: Institute for Education Sciences  
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Prior to Module A, consider sending them the link to an introductory module-  
<https://sites.google.com/a/mail.uc.edu/mintroduction/home>

## Project Introduction:

**Dr. Terry Scott:** Education Department

- Research focused on instructional practice.

**Dr. Andy Frey:** Social Work Department

- Research focused on social and emotional growth in schools.

This is the first year of their joint research project, funded by the Federal Department of Education. The project will last 4 years and eventually train over 50 coaches. Combining their work; evidenced based instructional practices and an evidenced based coaching model.



**MODULE A:**  
An Introduction to  
Motivational Interviewing

## Training Overview:

### **Day 1: (4 Hours)**

Coach Best Practices (1.5 Hours)

Module A: An introduction to MI (2 Hours)

### **Day 2: (3.5 hours)**

Module B: Engagement (2.5 Hours)

Module C: Focusing and Evoking (1 hour)

### **Day 3: (4 hours)**

Module C: Focusing and Evoking (1.5 hours)

Module D: Planning (1.5 Hours)

## Module A: Topics Covered

- The History of MI
- The Theory of MI
- Key concepts of MI: Ambivalence, Change Talk, Sustain Talk, and the Righting-Reflex
- The MI Spirit: finding the right mindset and “posture”
- The Technical Skills of MI: OARS
- The MI Processes: the road map of MI

## Module A, Learning Objectives:

At the end of this module, participants will be able to...

1. Define MI and describe its key concepts
2. Explain and describe the MI Spirit and OARS
3. Recognize how the MI processes and skills complement and support the CBP procedures.

## Brief History of MI

### “Helping People Change”

- Nearly 30 years of empirical research
- Miller & Rollnick
- Substance abuse and healthcare fields
  - Learning from the “Old School”
  - Increases commitment, extends engagement times, and improves outcomes
- Implications for School and Educational Settings

## 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.



## In other words... “Motivational Conversation”

- MI is a strategic way of having a conversation about change.
- It can occur in any context but is always a collaborative process.
- It is a matter of guiding and listening, rather than directing and instructing.
- It takes us out of the expert role and meets the other person where they are.

**How we talk about change can influence our behavior!!!**

**Contrast the guiding principals to the passivity of Rogerian approaches, and the directive approaches of past substance abuse treatment. Note that we will explore why maintaining that guiding posture is significant in later slides.**

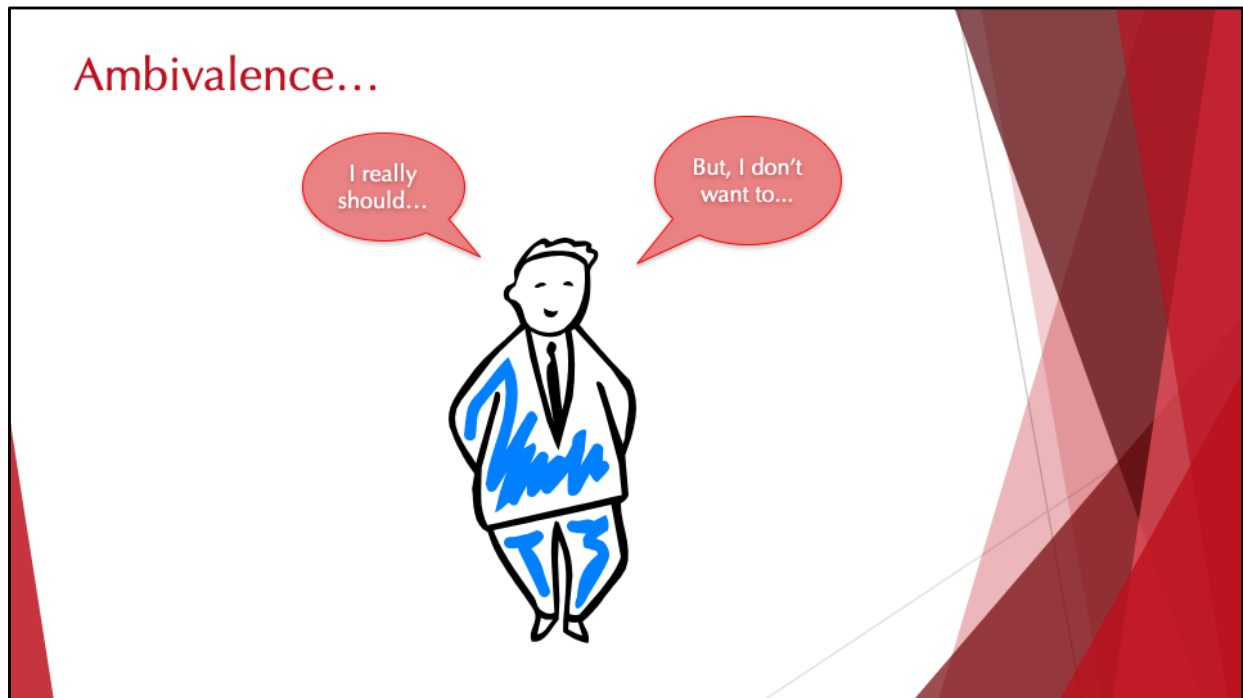
## Conversations About Change:

- What can go wrong when we try to help someone make a change?
- What emotions come up when you remember some of the experiences you've had that did not go well?
- What about when things go well?
- Why do you think they went better?

Discuss the reasons that MI is valuable, try to get people thinking about change in general. And the pitfalls that arise when a helper ventures into someone else's motivation for change.

I'm sure we can all imagine instances where a helper has played a constructive role in helping through making a change in our lives, and I know we can all think of times when someone has played an unconstructive role.

MI is designed to help us through those challenges that arise when we try to help. It provides a set of tools to help navigate that change process in a way that is inline with the values, desires, and readiness for change of the person we are assisting.



When we talk about ambivalence, it is typical for us to “talk out of both sides of our mouth”. On the one hand, we make statements that favor change – In MI, we refer to this as **change talk**. Mixed in with change talk is **sustain talk** – our arguments for NOT changing...for sustaining the status quo.

There are 2 (and often more) sides to an argument that exist in everyone’s head. **The work of MI is to shine the light on one side of that argument.**

## On the one hand... but on the other...

I'm so exhausted from trying to manage my students behaviors in my classroom. I'd like to try something new, but I'm not sure where to begin. Besides, it's hard for me to do anything new consistently. And these kids don't seem to care what I do, or even care about school for that matter. When I try to be nice, the class gets out of hand, but I know punishing them isn't working. Besides, I want the vibe in my classroom to be better. I think some new strategies could really help, but I am too overwhelmed to put the effort in.

Interestingly! The way we talk about our ambivalence affects our resulting behavior.

On the one hand, we make statements that favor change – In MI, we refer to this as **change talk**.

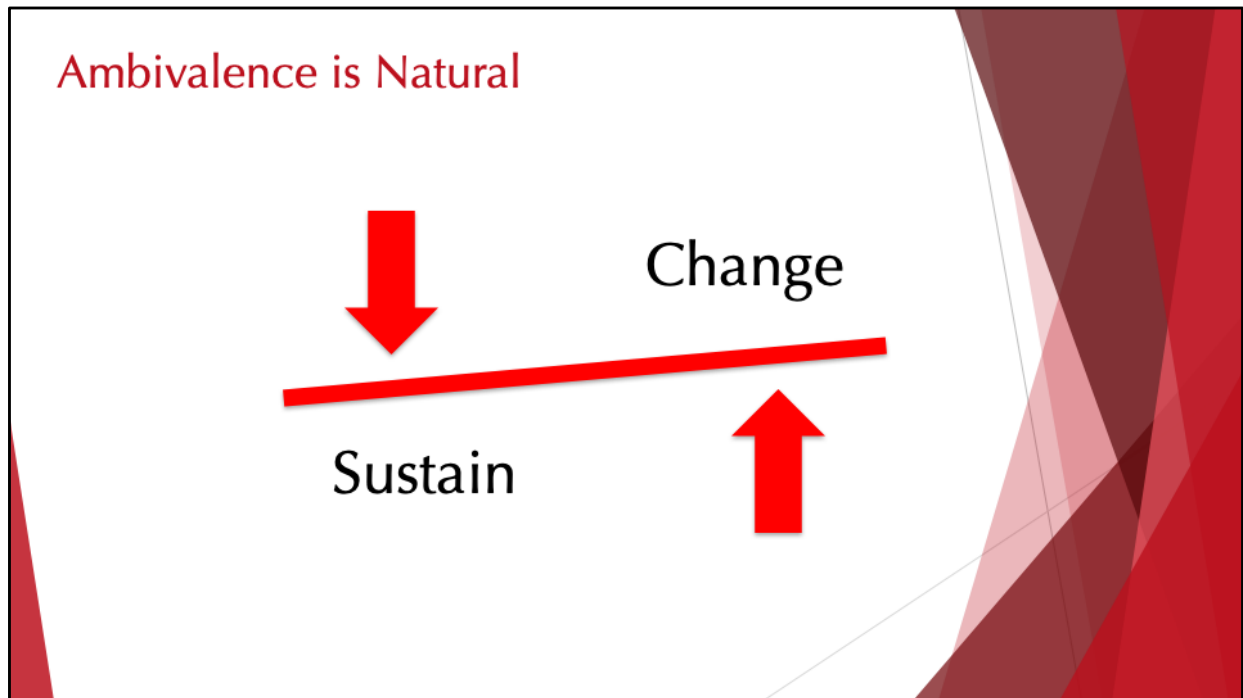
On the other hand is **sustain talk** – our arguments for NOT changing...for sustaining the status quo.

Change talk

- Advantages of improving fitness routine
- Disadvantages of status quo

Sustain talk

- Advantages of status quo
- Disadvantages of improving fitness routine



**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



**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>

You can feel the **Righting Reflex** well up from inside, for example in the following scenario, one that we've all experienced:



**PROBLEM  
SOLVED!**

*Your best friend comes to you with a problem. You see the challenge clearly, while your friend is embroiled with emotion, indecision, and ambivalence. In fact, you've had similar problems and solved them, you can see the solution - you know the path they should take!*

**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...

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It's not about the nail....

Media.A.1 - <https://vimeo.com/66753575>



## Where should we shine a light?

I'm so exhausted from trying to manage my student's behaviors in my classroom. I'd like to try something new, but I'm not sure where to begin. Besides, it's hard for me to do anything new consistently. And these kids don't seem to care what I do, or even care about school for that matter. When I try to be nice, the class gets out of hand, but I know punishing them isn't working. Besides, I want the vibe in my classroom to be better. I think some new strategies could really help, but I am too overwhelmed to put the effort in.

**What do we do instead of “righting” the situation?**

Instead of the righting the situation... we want to pay attention to the teacher's language and help them weigh the pros and cons.

## The value of 'Pros and Cons'

	Status Quo	Change
Advantages	Good things about <i>Status Quo</i> ST	Good things about <i>Change</i> CT
Dis-advantages	Not-so-good things about <i>Status Quo</i> CT	Not-so-good things about <i>Change</i> ST

Refer to MISC.A.1 – Ambivalence exercise

Rather than giving into our Righting Reflex – we can work diligently to address the pros of change, and the cons of the status quo. In other words...we can elicit change talk!

Discuss decisional balance and the value of asking about pros of change and cons of status quo related to a particular change 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.

## Sustain Talk

Statements that indicate someone is:

- Considering staying the same
- Unsure of the unknown
- Not sure they are capable of making change.

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

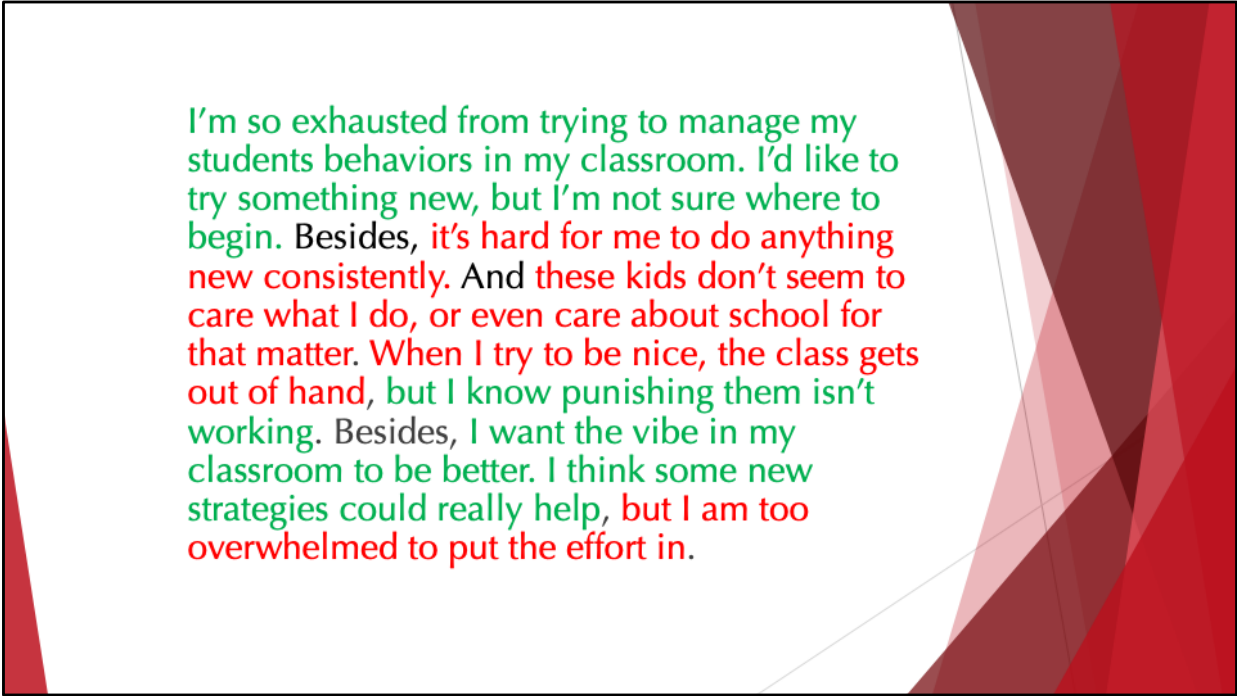
Research indicates a clear correlation between client statements about change and outcomes --- client-reported levels of success in changing a behavior. The more someone talks about change, the more likely they are to change.

## Change vs. Sustain Talk

1. I do tend to yell a lot and I know it's not working.
2. I think my students' are doing just fine without all these activities.
3. I really need to focus on this, to make a difference.
4. 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.
5. I just need to accept this is how I am.
6. We've tried all those approaches before. Nothing works.
7. 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.

MISC.A.1 Ambivalence Exercise



I'm so exhausted from trying to manage my students behaviors in my classroom. I'd like to try something new, but I'm not sure where to begin. Besides, it's hard for me to do anything new consistently. And these kids don't seem to care what I do, or even care about school for that matter. When I try to be nice, the class gets out of hand, but I know punishing them isn't working. Besides, I want the vibe in my classroom to be better. I think some new strategies could really help, but I am too overwhelmed to put the effort in.

Green- change

Red- sustain

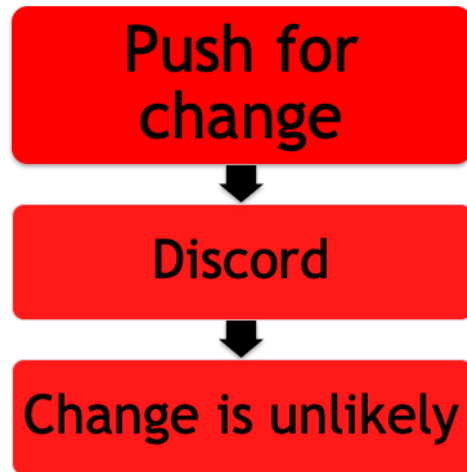
What are the three areas, that you might seek to investigate given this statement?

How might you investigate each?

What questions would you ask and why?

Is there a priority?

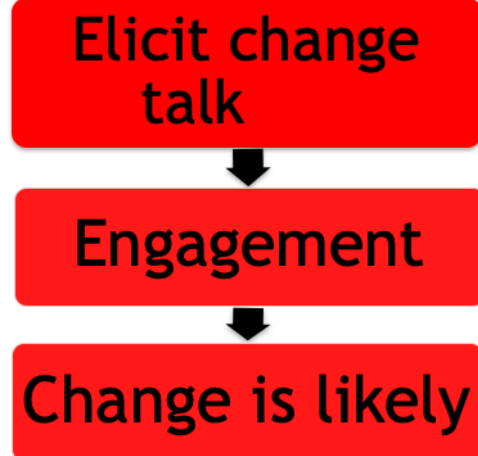
## Underlying Theory of MI:



Think of it this way....

The way you interact with a teacher impacts their behavior.

## Underlying Theory of MI (cont.)





## Question, Probe, Give Advice, Judge, Persuade:

### ▶ Feelings

- Disrespected
- Misunderstood
- Angry
- Ashamed
- Unable to change
- Uncomfortable

### ▶ Reactions

- Argumentative
- Unwilling to engage
- Defensive
- Oppositional
- Withdrawing
- Avoiding



## Partnership, Acceptance, Evocation, Compassion:

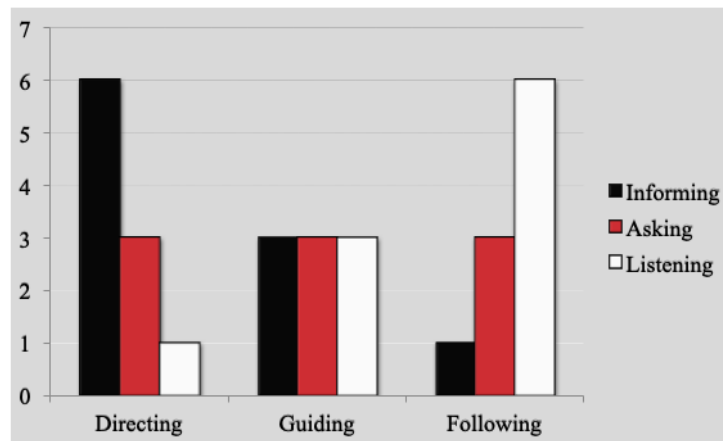
### ▶ Feelings

- Understood
- Affirmed
- Respected
- Sage
- Empowered
- Hopeful

### ▶ Reactions

- Openness
- Cooperative
- Not defensive
- Interested
- Engaged

## A Continuum of Styles



Where do you think you might fall?

**But this is done in a way that both directs the student towards change (gentle nudges) and allows the student to direct the course of the change discussion.**

*On one end of the spectrum,*

**Directing** – providing info, instruction, and advice; telling someone what to do; implies, “I know what is best for you and how you should do it.”

*On the other end,*

**Following** – listening, seeking to understand, respectfully refraining from giving their own advice/opinions; “I trust your wisdom, will stay with you, and will let you work this out in your own way.”

*In the middle is,*

**Guiding** – neither orders you where to go and what to do nor follows you around wherever you happen to wander; skillful guide is a good listener who offers expertise when needed.

**This middle ground of guiding is where MI abides.**

## A Taste of Motivational Interviewing.

Find a partner and decide who will coach and who will be coached.

- Pick one thing about they want/need to change in their life (not too personal).
- How they would bring this up with their best friend.
- What (if anything) they have tried already with respect to making this change

Arrange yourselves with the coach facing the screen and the person being coached facing your partner, not the screen.

### **Activity:**

Encourage participants to pick something about themselves which they want to or think they need to change, but haven't yet decided to change. Ask them to pick something they are comfortable sharing with others and then to write down:

1. What they want/need to change
2. How they would bring this up with their best friend
3. What (if anything) they have tried already with respect to making this change

## Experience # 1

If you are the coach take a couple minutes to listen to their story, then...

1. Give some feedback on the situation they shared.
2. Try to share a personal experience of your own that relates to theirs.
3. Offer them some advice for how to move forward making the change they described.



Now switch places with your partner...

## Experience # 2

If you are the coach take a couple minutes to listen to their story, then ask them...

1. Why do you want to make this change?
2. What are the 3 best reasons for you to do it?
3. If you decide to make this change, how might you go about doing it?

Lastly, acknowledge that change is difficult, and affirm them for considering this change.



## Compare & Contrast the experiences...

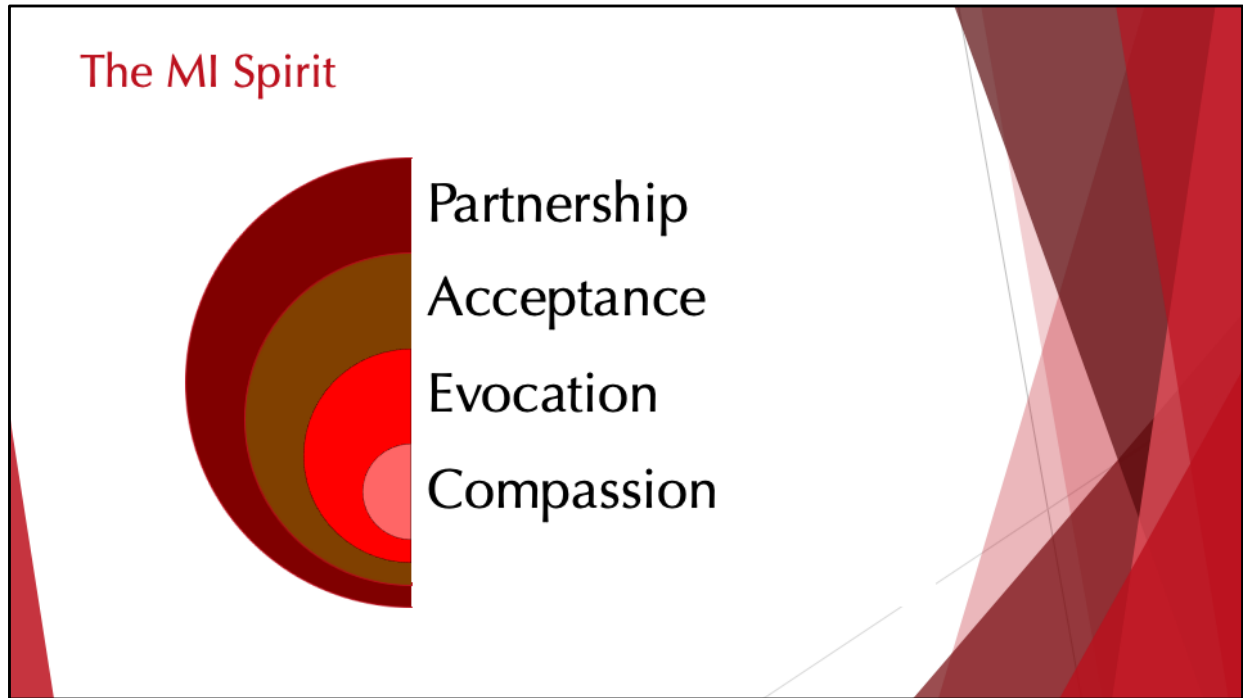
### Debrief

1. What was it like to be the listener? How did it feel? How was your speaker different in response to your different approaches?
2. What was it like to be the speaker? How did it feel? Which listener did you prefer?
3. As speaker, based on this discussion, are you more or less likely to make the change you were considering? Why?



## The Components of MI:

- ▶ The MI Spirit: the posture and attitude we take
- ▶ The OARS: the technical skills we use
- ▶ The MI Processes: the roadmap we follow through the change process



The objective of that last activity was to illustrate the underlying spirit or posture we take when we use MI, and the help us feel on a personal level why the Spirit is so important. Here we see how the MI framework describe the core tenants of the posture. After this section we'll begin talking about "what we do" with MI, the Spirit of MI is the posture or attitude with which we do it.

Before I tell you about the MI Spirit I'd like to hear from you what the words mean for you. Elicit participant ideas of what each means, then add what they haven't mentioned, including:

## Technical Skills:

### 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.

## Partnership.

- MI is not done “to” someone, it’s done “for” and “with” a person.
- Dancing vs. wrestling (moving with rather than against each other)
- Letting go of the assumption that you are the expert, who should have and provide all the right answers!!!

## Acceptance.

Not the same as approval (which is irrelevant here). Rather, it is....

Believing in a person's absolute worth – respecting the other and their right to grow.

- It's the opposite of judgment
- Autonomy - the choice always remains with the individual.
- Letting go of the idea and burden that you have to make people change.
- Accurate empathy – an effort to understand the other's perspective, to see the world as they see it

## Evocation.

To evoke means to “call forth”, to “stir up”, or to “draw out”.

- This principle communicates that “you have what you need, and together, we will find it.”
- Ambivalence – both sides of the argument are already within the person and need exploring.
- Coach’s job is simply to evoke and strengthen the **CHANGE** arguments that already exist.
- Evoke discrepancies between their current practices and their underlying values.

## Compassion.

- We work to actively promote the other's welfare.
- We give priority to the other's needs.
- We make an effort to have our heart in the right place



## Activity: MI Spirit or not?

### Example 1:

**Teacher:** *I'm so tired of trying and trying and having no success with Liam. Do you know we've tried at least eight different interventions since the start of the school year, and his behavior hasn't improved at all.*

**Coach:** *You're the kind of committed teacher who really goes the extra mile for your students, and it's hard on you when they're not experiencing success.*

**YES: MI Spirit - Acceptance, Compassion**

**Example 2:**

**Teacher:** *I need to come up with some kind of plan to get me back on track. This child's escalating behaviors have thrown me for a loop. I can't think about anything else. What should I do?*

**Coach:** *First, I think it would really help you if you read these two excellent books on classroom behavior management, they helped me a lot. And maybe you could try to get your mind off school by doing yoga or meditation.*

**NO: not MI Spirit - Evocation, Collaboration, Autonomy**

**Coach:** *Wow. You're really committed to addressing this. Can you describe any successful strategies you've used in the past when other kids have escalated?*

**Example 3:**

**Teacher:** *The principal gave me a list of things I have to do to keep my job. It's overwhelming. On top of managing this class of wild kids, I have to see an EAP therapist, attend two trainings, and schedule meetings with four students. It's too much. I just can't do it. But I don't want to lose my job.*

**Coach:** *I know it's really tough, and I'm sorry. But you have to do this if you want to keep your job. It sounds like you don't really have a choice anymore, so let me offer some support.*

**NO: not the MI Spirit – Autonomy**

**Coach:** *You feel overwhelmed, but you really value this job. Tell me a little bit about which of the tasks might be the most beneficial to start with?*

**Example 4:**

**Teacher:** *I'm not going to use this ridiculous sticker chart anymore. I've tried it for two weeks, and she continues to act out. How on earth is it going to help a child whose grandmother screams and cusses and hits her all the time to get her to behave at home?*

**Coach:** *You might be right. These ideas work for lots of children, but not for all of them. We've talked about some other ways to address the issue. What makes sense to you for us to try instead?*

**YES: MI Spirit - Evocation, Partnership, Autonomy**

## Technical Skills:

### 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.

## Client-Centered Counseling Skills

<b>Method</b>	<b>Description</b>
Open-ended questions	Questions that invite the parent to elaborate. One or a combination of the methods below typically follows open-ended questions.
Reflections	Reflections are not questions, rather statements that indicate your assumption of their meaning and “elicit more talk from the client, particularly change talk” (p.71). Change talk is preferentially reflected.
Affirmations	Responses that notice, recognize, or acknowledge strengths, abilities, effort, actions, or movement towards change.
Summaries	Summaries include linking together prior statements the parent has uttered, either for the purpose of encouraging the parent to reflect on the relationship between the two, clarifying ambivalence, amplifying change talk, solidifying commitment, or transitioning to new topics.



Open-Ended Questions.

## Open-ended Questions.

A question that requires more than a one-word answer and elicits more thought.

- Keeps the conversation flowing, rather than shutting it down
- Invites and encourages elaboration, especially focused on change talk!!
- Avoids inadvertent assumptions or directing the conversation

### Examples

- How might these activities benefit your classroom?
- What does a typical day look like in your classroom?



## Group Practice:

Open-ended or Closed-ended?

1. Are you feeling uncertain about these activities?
2. What might things be like in your class in 2 or 3 months if you decided to work on these skills with your students?
3. How might providing more praise affect your student's behavior?
4. Do you think that strategy has helped in this situation?
5. During your teaching, do you offer many opportunities for response or interaction?
6. Tell me about some things you have tried before.

Animate



Affirmations.

## Affirmations.

Offering emotional support or encouragement.

- They communicate acceptance or appreciation for one's behavior, beliefs, intentions, or values
- They build confidence
- They are more effective when:
  1. Genuine
  2. Specific
  3. NOT evaluative



Reflections.  
Reflections.

## Reflections:

Giving information back, like a mirror.

- Statements which paraphrases what the other person has said
- Lets the other person know you are not only listening, but attempting to *understand*



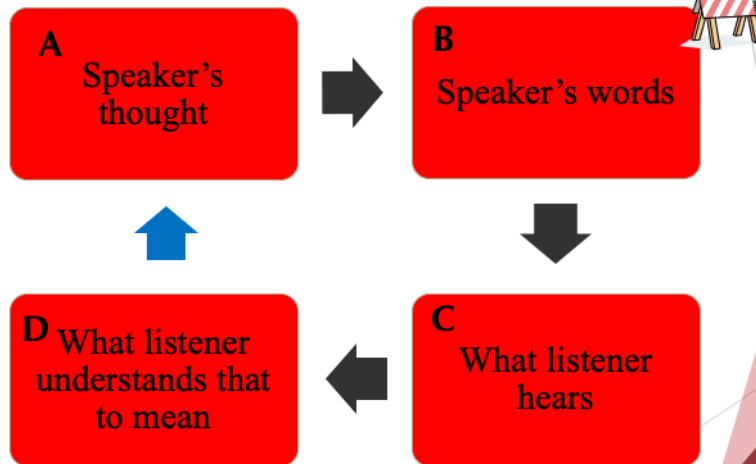
Explain that *good reflective listening statements are similar to asking, “Do you mean. . . ?” They offer a hypothesis about what the speaker means. However, in reflective listening, this is done using a STATEMENT rather than a question.*

*The difference is in the inflection!*

Make this statement twice, once inflecting up and once inflecting down. “You aren’t sure if you want to continue with our consultations.”

*It may feel strange to make a statement instead of asking a question. It may feel presumptuous, as if you’re telling the person what they feel. Yet, statements usually work better. Instead of essentially asking them a closed-ended question (e.g., “Am I right?”), you’re keeping the conversation flowing*

## Speaking and Listening Filters



*Gordon, 1970*

Point out that reflecting is connecting A and D (speaker's intended meaning with listener's understanding).

What you think the person means may not be what they really mean!

Just because they tell us and we listen doesn't mean we understand!

Brainstorm what filters may be in action at each step in this process (e.g., What might get in the way of a speaker putting their thoughts into words? A listener hearing the words the speaker says? A listener understanding what the speaker means?)

## Levels of Reflection

### Simple Reflection (act as a mirror)

- Repetition
- Rephrase

### Complex Reflection

- Expands the meaning
- Can be a paraphrase
- Continues the teacher's line of thinking
- Affective - Reflection of feeling

*Why do we look at our reflection in a mirror?* Point out that we don't really know what we look like without seeing our reflection. In using this skill effectively, we provide the same benefit to teachers. . . Helping them see themselves in a way they typically cannot.

## Simple and Complex Reflections:

1. You're very excited about this training.
2. You see the value in learning new skills but are concerned this method will be challenging.
3. Completing such a thorough training makes you feel more confident.
4. You think the trainer is effective, but his jokes make it hard for you to take this seriously.
5. You wonder how long this particular joke can go on.
6. Part of you finds it funny, but another part of you really finds this annoying.
7. You are beginning to see the difference between simple and complex reflections.



## Group Practice 1:

**Teacher:** "I've been thinking a lot about the skills we discussed, and I think they might help me keep the students engaged during my lessons"

Respond to the statement with with a reflection.  
Was it simple or complex?

MISC.A.2 Reflections Exercise

## Group Practice 2:

**Teacher:** "I think positive feedback is an important strategy, but my students don't really respond to it at all."

Respond to the statement with with a reflection.  
Was it simple or complex?

Reference MISC.A.2 Reflections practice

### Group Practice 3:

**Teacher:** "I've had a lot going on at home, and I think that it's influenced my teaching. I still care about the class, but I feel less focused."

Respond to the statement with with a reflection.  
Was it simple or complex?

Reference MISC.A.2 Reflections practice



Summaries.

## Summaries.

Briefly reviewing the main points, as a check in process.

- Strategically pulling together significant ideas and information
- Typically involves some paraphrasing the session, and integrates bits and pieces of information the client has presented
- Used to begin or end a session or to transition from one topic to another

## Summaries

Collecting bits of change talk to offer back to the client for:

Small bouquets of change talk

- Acts as an Affirmation
- Refocus a conversation towards change

Larger bouquets

- To wrap up a conversation
- For transition to a different topic



Summarizing is pulling together significant ideas and information, focusing on their talk about change, and combining them. Summaries are, in essence, collections of reflections. They typically involve both paraphrasing, and integrating important (change-related) bits and pieces of information the client has presented.

What potential benefits do you see from using summaries?

## OARS Exercise 1: Intro to OARS

The goal of this exercise is to increase your ability to recognize the OARS skills in practice. Take out your **Audio Exercise – Introduction to OARS** worksheet. Then we'll listen to the following audio scenario: our instructional coach is engaging for the first time with a teacher who's been referred to them. Listen for examples of the coach utilizing **Open-Ended Questions, Affirmations, Reflections,** and **Summaries** throughout the conversation.

We will occasionally pause the conversation to give you opportunities to identify some of the technical skills being used.

Reference MISC.A.3 Intro to OARS

## OARS Introduction:



Media.A.2 – Into to OARS (audio)

MISC.A.3 Audio Exercise – Introduction to OARS



## Example 1:

**Teacher:** “I’m always interested in new ways to support my students and improve my teaching. I also appreciate that this isn’t too time consuming, and that’s it’s 1-on-1. Besides, I have a couple kids this year who take a lot of work, maybe this will help me reign them in a little.

**Coach:** You’re feeling enthusiastic about meeting, and you’re interested in trying some new strategies in your class. I respect that a lot.

## Example 2:

**Teacher:** “Yeah, keeping things fresh is really important for me in my class.”

**Coach:** “You embrace making changes when you need to. Tell me a little more about the students you mentioned that take some extra work?”

### Example 3:

**Teacher:** “They’re great kids, but they have a really difficult time focusing during instruction, especially math. They can get pretty distracted and wound up. I have to focus on them a lot to stay on track.”

**Coach:** “You enjoy them as students, but they are really demanding a lot of your energy and you are hoping for some new strategies.”

## Example 4:

**Teacher:** “Oh yeah, they’re sweet kids but exhausting sometimes. I just want them to do well – so I’ll take any support I can get!”

**Coach:** “You really care a lot about your kids, even the challenging ones.”

## Recommended OARS Thresholds:

- For every **Question** you ask, use two **Reflections**
- For every **Simple Reflection**, use two **Complex Reflections**
- Always avoid non MI behaviors: confronting, advise giving, directing

## The 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.

## Engaging

- Active listening
- Accurate empathy, striving to understand fully from the client's perspective without our own agenda
- A client-centered style: autonomy, collaboration
- Avoiding the righting reflex or "fixing".

Use the **OARS** to guide and understand BOTH sides of our teacher's ambivalence or dilemma.



## Focusing.

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



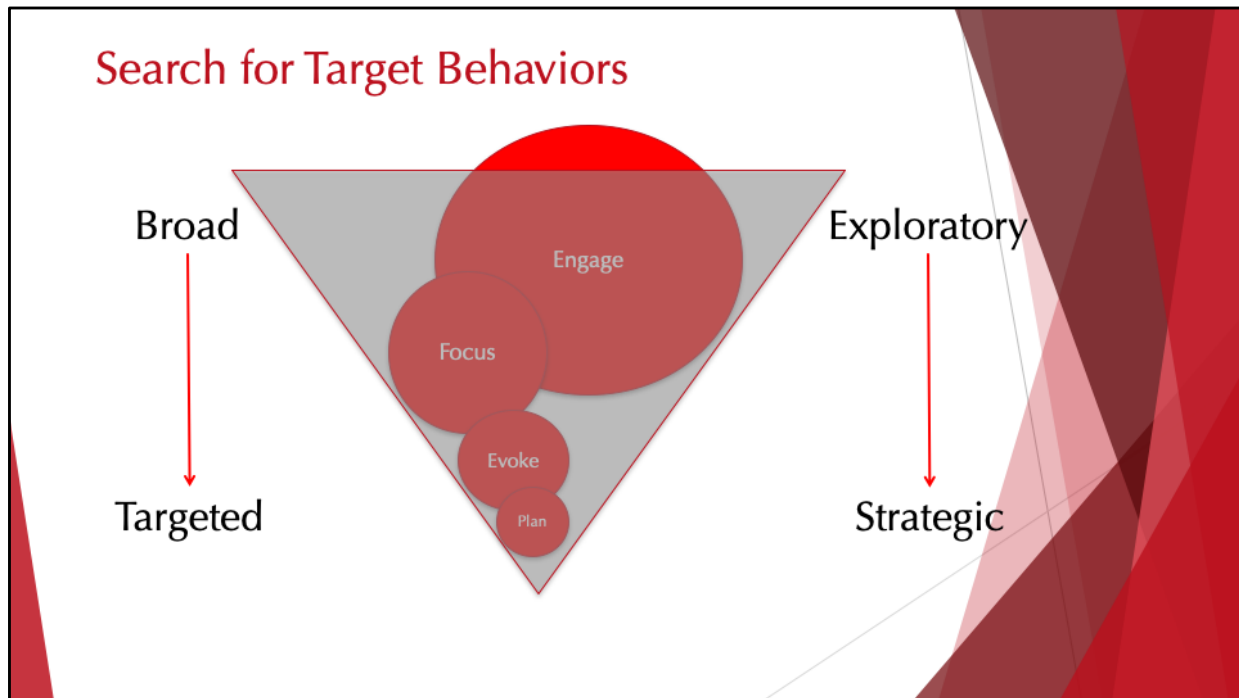
Miller and Rollnick describe the focusing process as, “proceeding strategically toward the resolution of the client’s ambivalence in a particular direction.”

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.**

Helping client identify a target area about which s/he is ambivalent or struggling to make a change. Using agenda setting, asking the client what’s important to him/her or what area of present behavior might get in the way of his/her goals. Being transparent about what the target is, once identified.





#### 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.’

## Evocation

- To evoke is to ask questions, the answer to which is change talk.
- Consultant guides coach in **talking themselves into change.**
- Evocation requires a target behavior.

*Evocation helps resolve ambivalence in the direction of change by tipping the balance toward change. This is not manipulative if you really have their goals and values in mind.*

*Evocation is what prevents us from going around in circles and getting lost in directionless talk. Share M & R analogy of scouting technique for finding one's way out of a deep forest by using 3 trees (one close by, one some length away, and a third at a distance, adding a new "third" tree each time one reaches the "first" tree) to allow one to keep moving in a straight line.*

Drawing out client's own ideas and reasons for change; listening for and recognizing change talk; selectively reinforcing change talk; summarizing change talk (change talk bouquet). Avoiding expert trap. Using Elicit-Provide-Elicit and advice with permission only after asking the client his or her own ideas and reasons... ("What makes this change important to you?" "What makes you confident you can do it?", etc.)

## 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.

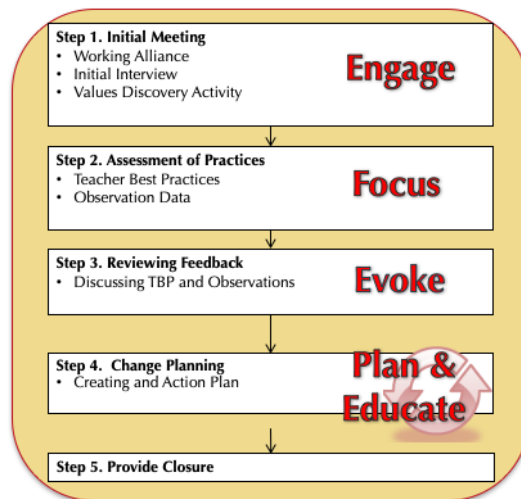
Perhaps the simplest way to evoke change talk is to ask for it.

DARN (Reference MI Primer.1)

## Planning

- Asking key questions to determine readiness for action planning
- Consolidating commitment to change by selectively reinforcing commitment language.
- Assisting with change plans.
- Revisiting change plans to determine need for more work in former stages and/or changes/additions to the plan, etc.

## CBP Step 1-4



### QG.0 CBP Meeting Timeline (Module A)

We've built an 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 **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.

## CBP Steps Continued...

	<b>Activity</b>	<b>Tasks</b>
Step 1:	Build a working alliance	Evoke the parent's perception of need for the evidence-based practice. Identify potential barriers to implementation. Discover and affirm the parent's values. Informally assess the classroom ecology.
Step 2:	Assess current practices	Collect data through formal and informal interviews, direct observation.
Step 3:	Share performance feedback	Provide graphic display of performance. Evoke parent's perception and interpretation of observational data. Encourage parent to reflect on current practices.
Step 4:	Offer extended consultation, education and support	Provide information on intervention components (educate). Encourage and support goal setting. Model effective implementation; role-play new skills. Offer repeated observations and performance feedback.

Needs to be converted to reflect MISC details