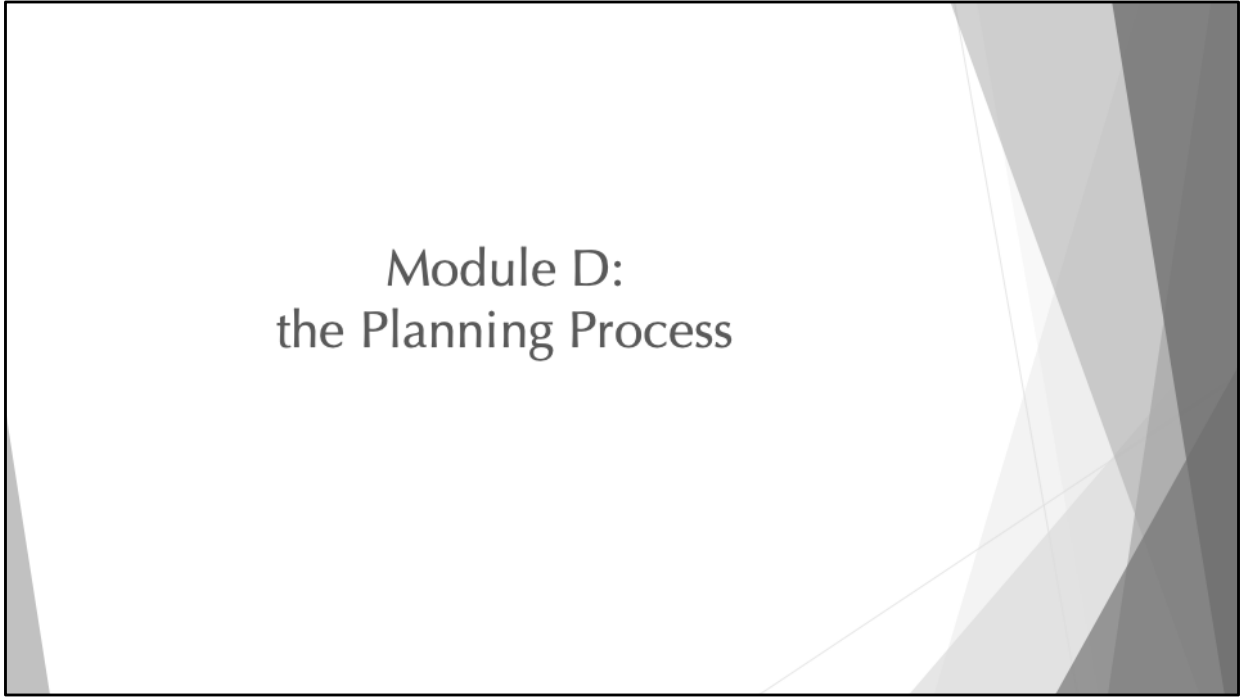




Motivational Interviewing for School Coaches

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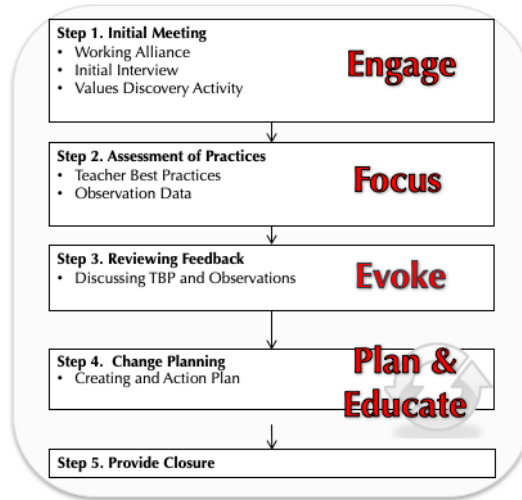


Module D:
the Planning Process

Learning Objectives:

- ▶ Coaches should understand the exercises to be complete in step 4 of CBP.
- ▶ Teachers should be able describe planning and how the process is facilitated by the MI Spirit and use of OARS
- ▶ Identify the distinct skills within OARS used in the planning process and utilize them in a practice setting
- ▶ Complete a practice change plan

CBP Step 1-4



Planning for Change.

The planning process should culminate in a specific plan of action that targets the areas in need of improvement discussed earlier in the session.

Teachers should:

- Express commitment to change, and
- Leave with an action plan.

Ready for Planning?

How do you know?

- decreased resistance
- resolve to change
- increased change talk
- questions about change
- envisioning change
- experimenting with change, and
- requests to get on with implementation

There is no set time to transition to Step 4. Parent ratings of importance and confidence should be considered, but should not be the only indicator used to make this decision. Readiness signs include decreased resistance, resolve to change, increased change talk, questions about change, envisioning change, experimenting with change, and requests to get on with implementation. These signs indicate that the parents have identified their own strengths and can easily acknowledge the advantages of implementing the universal principles. The coach transitions to negotiating the details of Step 4 by summarizing and celebrating the evidence of readiness and reaffirming the parents' autonomy.

**Coach Best Practices
Step 4: Planning
Quick Guide**

This document is designed to help guide Instructional Coaches as they complete Step 4. **Planning:** This stage should culminate in a specific plan of action that targets the areas in need of improvement discussed Step 3, specifically in regard to *Positive Feedback and OTRs*. Teachers should (a) express commitment to change, and (b) leave with an action plan. It is important to continue to engage, focus, and evoke throughout this planning process.

The **planning** process is more directive than earlier stages, in the session you may be providing resources or strategies for the teacher's consideration. Ask teacher's before helping them brainstorm, and remember to continue to focus on collaborative strategies while developing the teacher's actions plan. Break down the action plan into small, double steps.

REMINERS:

- 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 imposing your own agenda and avoid the **righting reflex** or "fixing" problems they share.
- 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.** Explore the pros and cons of change neutrally.

Purpose: The planning process should culminate in a specific plan of action that targets the areas in need of improvement discussed earlier in the session. Teachers should (a) express commitment to change, and (b) leave with an action plan.

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

- Review the teacher's identified target for behavior change from Step 3.
- Create a change plan with the teacher (complete the *Teacher Action Form*)
 - Collaboratively brainstorm strategies for meeting goals using Problem-Solving Process.
 - Create an action plan that specifies action steps, supports needed, and a timeline.
 - Increase hope and confidence in making change.
- Prep the teacher for change maintenance.

Step 4: Planning Quick Guide

Transition from Evocation to Planning

Affirm initial ideas regarding steps to take towards positive change.

"You've clearly given [some / a lot] of thought to how you want to get started."

Introduce **collaborative** problem-solving process.

- *How do you feel about us working together to create an action plan for those factors you noted you might want to maintain or improve?*
- *You're the expert here, you know your teaching and your students so you know what works best. I'm here to facilitate, so I might have some ideas to offer.*

First brainstorm...

Coaches to break out the **Teacher Planning Worksheet...**

Ask **open-ended questions** to prompt the teacher to generate alternate solutions for making positive changes with the first target (behavior to maintain or change) and write them down on Teacher Action form.

- *What has helped in the past to address that behavior?*
- *What have you seen work for your peers or other teachers?*
- *How much do you want me to offer some ideas, including some strategies from the universal principals? EPE works well here!*

Encourage teacher to select the best solution(s)

- *You came up with some great ideas! Among the solutions you generated, which one(s) would you like to try out? Agenda Map if necessary!*

Reference MISC.QG.4 and CBP.6 Teacher Action Plan

Read QG.4 and discuss

Mobilize!

Ask **open-ended questions** that **evoke mobilizing change talk** through commitment, activation, and taking steps (CAT). After each question pause to **reflect** the action steps the teacher plans on taking.

- Preparing: *What would be a first step?*
- Setting a date: *When could you do that?*



Evoking Hope & Confidence

Confidence is typically addressed after the evocation of importance, and often when Planning for Change, Developing a Plan, and Reviewing Obstacles.

Differentiating Motivational Obstacles to Change

| | | Importance | |
|------------|------|------------------------------|------------------------------|
| | | High | Low |
| Confidence | High | ↑ Importance ↑ Confidence | ↓ Importance ↑ Confidence |
| | Low | ↑ Importance ↓ Confidence | ↓ Importance ↓ Confidence |

This is a simple way of stepping back – as a coach – and categorizing where you feel your client is.

This type of activity can benefit a coach during case conceptualization in order to plan your conversational strategies.

Eliciting and Strengthening Confidence Talk

- The Confidence Ruler
- Evocative Questions
- Reviewing Past Successes
- Affirming Strengths
- Brainstorming
- Giving Information and Advice

Enlist a volunteer and demonstrate the use of the confidence ruler.

Confidence Ruler

- *“On a scale from 1-10, with 10 being very confident, how confident are that you could change your GPA if you decided to?”*
- Follow-up with: *“What would it take to get you to a ____ [insert a number one or two higher than the number given]?”*

MISC.P.2 – Importance Ruler

MISC.P.3 – Confidence Ruler

Review Past Successes

- The goal of asking about past success, is to bring the feelings of accomplishment and pride into the present.
- These feelings can bolster the confidence of an individual to change.
- Even if the success in the past is unrelated to the current situation.

Ask participants how they might ask a student about past successes.

Discuss and review various possibilities.

I'm wondering if you can describe events from your past, where you felt a sense of accomplishment and pride?

How have you dealt with this successfully in the past?

Etc...

Affirming Strengths

Simply put; pointing out the strengths that teachers can bring to a change plan is a beneficial strategy.

Brainstorm

Make a list

Provide reminders

- Written notes
- Text messages
- Certificates of strength and accomplishment

Responding to Confidence Talk

- **Open-ended questions** to ask for elaboration or examples
- **Affirmation** of their strengths and ability
- **Reflection** of their self-confidence statements
- **Summaries** of their reasons for optimism about change

As with change talk. . . Shine the light on it!

Teacher Action Plan
CBP, Step 4

Teacher: _____ Grade: _____ Date: _____

Complete this with your instructional coach, consider brainstorming on the backside of this page before you begin.

Values Identified by Teacher: _____

Target: I want to increase/improve/decrease: _____

Specific reasons to change: _____

Specific Behavior Goal (s): _____

| |
|----------------|
| Action Step 1: |
| By Date: |
| Action Step 2: |
| By Date: |
| Action Step 3: |
| By Date: |

Step 4: Planning Teacher Action Plan

Pair Practice: Teacher Action Plan

Pair off

1. Coach 1: role play completing the first half of the action plan
2. Coach 2: role play completing the second half of the action plan



Review MI Primers

MISC.P.1 – MI Primers