

Motivational Interviewing: A New Tool for Educators

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Motivational Interviewing Activity

Students stand up and pair off.

Students face each other and put both arms up, palms touching each other.

"A" students push "B" students

Do you know where you were being pushed? Did it matter?



MI: A Definition

Motivational Interviewing focuses on **exploring and resolving ambivalence** and centers on motivational processes within the individual that facilitate change. The method differs from more “coercive” or externally driven methods for motivating change as it does not impose change (that may be inconsistent with the person's own values, beliefs or wishes); but rather supports change in a manner congruent with the person's own values and concern.



Motivational Interviewing and Pedagogy

- Best pedagogy is through guided experiences; MI is guided
- MI informs good pedagogy
- Honors a person's own volition
- Recognizes student's autonomy in a collaborative manner
- Seeks to understand what the STUDENT'S thought process is, not to deliver the TEACHER'S solutions
- Helps motivate and guide students to grow

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MI and Pedagogy (cont.)

- Encourages students to reflect on their past experiences and think about their future comparing the path options that they believe they have
- As it focuses on behavior change, teachers can use it to talk to students about behavior issues like
 - doing their work
 - showing up to class on-time
 - their reaction to situations related to classroom learning

The Spirit of MI

In order for MI to be effective, the practitioner needs to demonstrate: “...unconditional positive regard, empathy, a non-moralizing attitude, and positive expectations”
(McNamara, quoted in Atkinson and Woods)

People and Change

1. People (meaning students, too) find it difficult to change
2. Almost all people fail the first few (or more) times they try to change
 - Jan 1st health club memberships
 - Smoking Cessation: \$2.6 billion, 10% annual growth
 - The Stairmaster: America's most popular coat rack



Amplifying Ambivalence

Even though the consequences of not changing, and/or the rewards for changing, are usually very clear...

Most people are ambivalent about making changes, even good ones, in their life.

- The heart attack patient who keeps smoking
- The ex-offender who keeps landing in prison
- and, the failing student who never studies



Amplifying Ambivalence

Think About It....

What change should you make right now?

How long have you tried?

Why haven't you succeeded?

Are there downsides to changing?



Why don't people change?

Common Beliefs

“The problem with them is...”

They don't see the problem

They don't understand that it's a problem

They don't know how to change

They don't care!



So, how do we make them change?

Problem: They don't see the problem. If I can just make them see, then they will change.

Solution: "I must give them insight. That'll make them change."

"You know, if you would just study a little harder, you might find it satisfying."



So, how do we make them change?

Problem: They don't understand that it's a problem. If I can just make them understand, then they will change.

Solution: "I must make them understand that it's a problem. That'll make them change."

"I don't think you understand how important this is! If you don't do well on this test, you might have to repeat the course."



So, how do we make them change?

Problem: They don't know how to change. If I can teach them, then they will change.

Solution: “I must give them skills. That'll make them change.”

“This student who isn't studying, why don't I give him a handout on effective study habits, that ought to do it.” (Because I am teacherman, faster than a speeding internet connection.)



So, how do we make them change?

Problem: They don't care.

Solution: “It they don't care, then I don't care.”

“Hey, I have a lot of students who do care...I should be saving my best effort for them.”



What Goes Wrong??

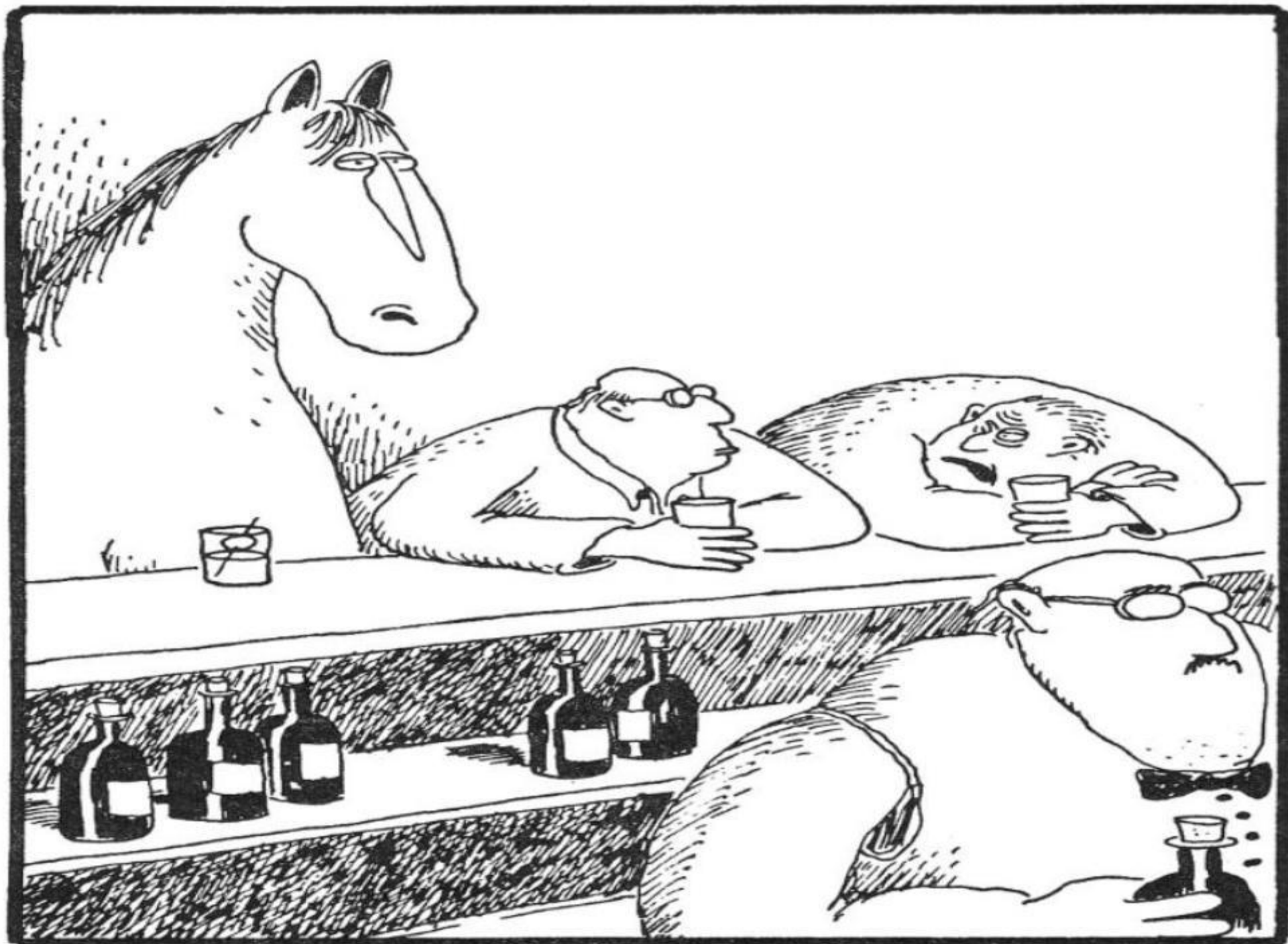


**The argument for change is coming
out of the wrong mouth!!**

WHAT WE KNOW

**You can lead a
horse to water...**





"Sure — but can you make him drink?"

MI Background & History

Developed in early '90's

Started in Substance Abuse counseling

Expanded to Public Healthcare- chronic disease management for non-compliant patients

Probation and parole systems to reduce recidivism

All populations with high resistance, ambivalence to change and high relapse rates....

SOUND FAMILIAR?



How is MI Different?



Traditional Helping...

- Invokes facts
- Logical persuasion
- Tell what to do
- Tell why to do it
- Push! Push!! Push!!!

Motivational Interviewing...

- Evoke concerns
- Collaborate on plans
- Support positive talk
- Gently pull with open questions and reflection

MI in Secondary Education: Just Getting Started...

Case Study

Cedar Rapids Community School District, Iowa

Problem: Too many referrals to Juvenile Justice System for common, everyday discipline problems

Iowa state law allows teachers, staff to bring "Criminal Mischief" charges against students for:

- verbal abuse or disrespect to staff or other students
- disobedience
- ... simply breaking school or classroom rules

MI in Secondary Education: Just Getting Started...

Case Study

Cedar Rapids Community School District, Iowa

Juvenile Justice System's solution:

- Already using MI in working with kids in JJ system
- Provided MI training to district's Behavior Specialists, Guidance Counselors, APs, Principals
- Implemented in all grade levels K-12
- Began training teachers in MI, so far over 200 out of 1500 total

MI in Secondary Education Just Getting Started...

Case Study

Cedar Rapids Community School District, Iowa

Goal: All adults in system use same philosophy to speak to students in same language and tone. Students would now know what to expect as they move from adult to adult.

Results: Significant decrease in CM charges?



MI in Secondary Education Just Getting Started...

Case Study

Clementine H.S., Chicago

Chicago Teacher's Center (CTC) at Northern Illinois University

- CTC Specializes in student retention
- Piloted a program to use MI in In School Suspension class at Clementine H.S. (see handout for details)

Results: Meta-analysis indicates twice the effectiveness rates in African-American and Hispanic populations as populations in general.



How to use it?

Case Study

Lisa Sheldon, Greenfield C.C. in Massachusetts

Worked with ambivalent college students in her classes

Examples: student with poor study habits, student who holds an outside job, student who is constantly late for class

Uses M.I. techniques to counsel students; examples are applicable to secondary students as well.



How to use it? Role Plays

Sheldon Script

Atkinson and Woods: studies in U.K. with 'disaffected' students;
example:



OARS (See the wiki for more detail)

OPEN ENDED QUESTIONS: Questions that don't have one answer

Affirmations: Emphasizing successes/hard work

REFLECTIVE LISTENING: Paraphrasing a student's answer or statement to confirm it

Summarizations: Summarizing everything the student said to make sure you have it "right"

The 80/20 Rule....



How do students benefit

Students OWN their own problem

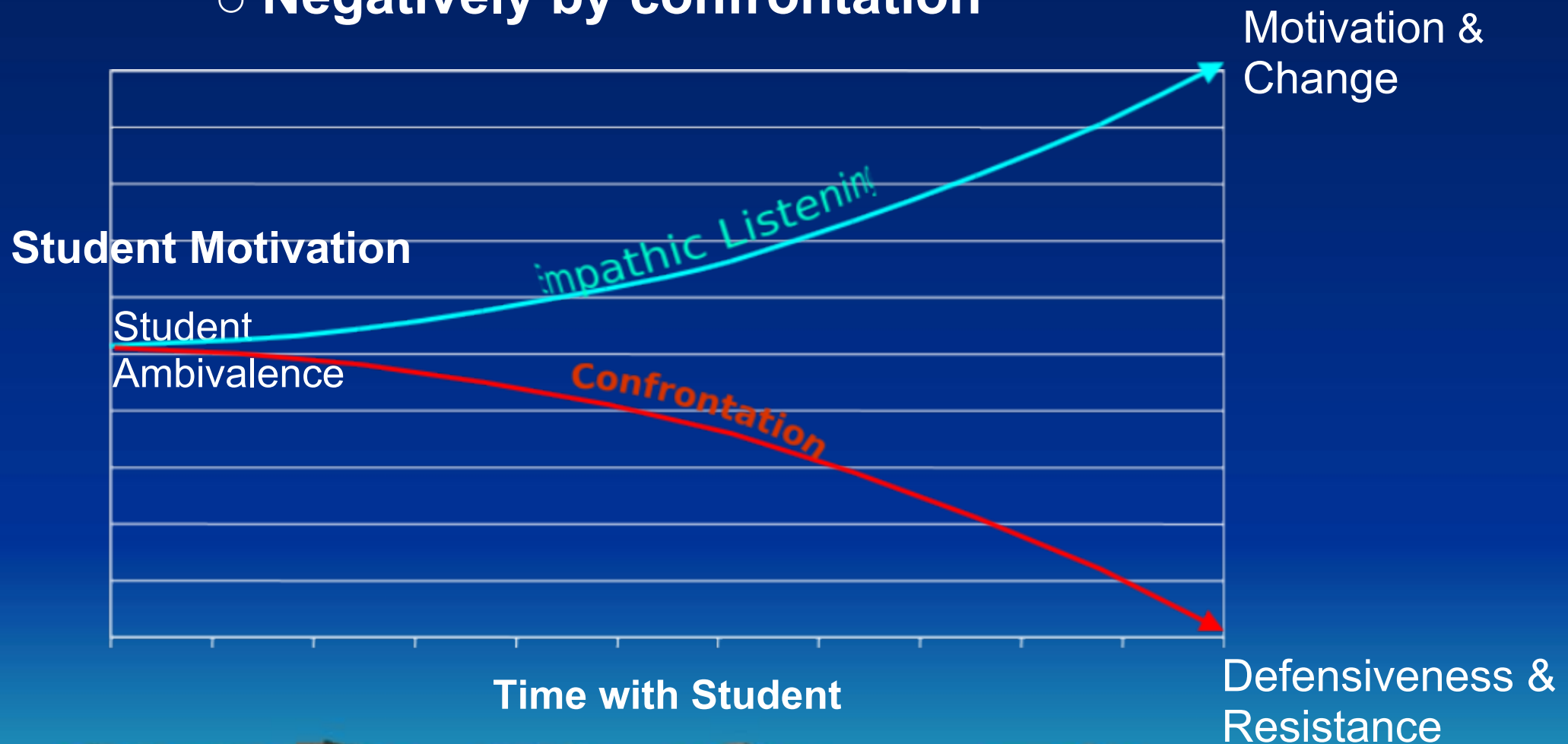
Broad range of behaviors can be addressed: classroom disruption to academic underperformance, apathy, social skills

Other behaviors not classroom specific: eating habits, smoking, substance use, etc.

Argument for change comes out of the RIGHT mouth!!!



1. Motivation is the key to change, and
2. Motivation is greatly influenced by helper (teacher) behavior
 - Positively by empathic listening or
 - Negatively by confrontation



Four Examples

1. Study Habits Scenario: See rubric handout
2. Video vignette: Diabetic teen; Traditional Interviewing vs. Motivational Interviewing
3. Atkinson and Woods Disaffected Student
4. Chicago Teacher's Project: Dropout Prevention Pilot Program
(see handout for excerpt, wiki for full report)





Video: Try to spot examples:

Traditional "Helping"...

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Motivational Interviewing...

- Evoke concerns
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Connecting to 21st Century Skills

Self-efficacy

Problem Solving

Critical Thinking

Collaboration-teacher as helper, not boss

Initiative and Self Direction

Andy & Paul's favorite 21st Century Skill: Pretending that the same skill is actually many different ones



Questions for Audience

1. What concerns would you have about using MI?
 2. What areas/situations could you use MI now?
 3. Is this realistic?
 4. As a new teacher...will this give you comfort?
 5. How does MI differ from other counseling approaches?
 6. How do you think MI might help you relate to students?
 7. What are the limitations of this approach?
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