Using Motivational Interviewing for Coaching

JIM WOOD, PBIS FACILITATOR
LUKE ANDERSON, SCHOOL PSYCHOLOGIST
SAN JUAN UNIFIED SCHOOL DISTRICT

Outcomes For Groups

• Understand the Importance of Coaching
• Gain a Basic Understanding of Motivational Interviewing
• Practice Motivational Interviewing Skills
### Training Outcomes Related to Training Components

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Training Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of Content</td>
</tr>
<tr>
<td>Presentation/ Lecture</td>
<td>10%</td>
</tr>
<tr>
<td>Plus Demonstration</td>
<td>30%</td>
</tr>
<tr>
<td>Plus Practice</td>
<td>60%</td>
</tr>
<tr>
<td>Plus Coaching/ Admin Support Data Feedback</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce & Showers, 2002

---

**Consultation**
We May Know What Works

• But.... How do we elicit Change ??

• Turn and Talk: Think about your current role in supporting PBIS practices and share a time when you have encountered resistance to implementation. Did it go the way you wanted it to? Did you feel you had adequate strategies to respond to this resistance?

Effective Consultation

• Consultation: a meeting with an expert or professional, in order to seek advice.
Consultation Roadmap

- Collaborative Planning
- Credibility and Facilitation
- Building the Relationship

Turn and Talk:
1) What are some techniques you use to build effective relationships?
2) How/why is credibility established in a consultation relationship?
3) Why is it important to plan collaboratively?

Roadblock Activity (In Partners)

- “I have so many other things to think about, I don’t know what it would look like to increase my praise statements”

- Your consulting with a one-on-one instructional assistant, and he says he has been increasing his use of praise statements with his client. Your data does not support this claim.

- “I’ve been working with kids a long time and I’ve never had a class as bad as this one.”
Motivational Interviewing

• “Motivational interviewing is a collaborative conversation style for strengthening a person’s own motivation and commitment to change (Miller & Rollnick, 2013).

True or False

• True or False; explain
  1. Logic and factual information alone are enough to get people to adopt new routines and behaviors  F
  2. The personal relationship created in consultation is the key to motivating others to change  T
  3. If the consultant is arguing for change, he/she is mostly likely on the right track to eliciting change  F
  4. Humans have a natural tendency to avoid persuasion  T
Motivational Interviewing

• ...the bases of motivational interviewing is that people are more likely to do what they say than what we tell them

• ...this is accomplished through eliciting change talk

• ...change talk cannot occur without positive regard, congruence/genuineness, and empathy

Turn and talk

• On your best day, how have you demonstrated positive regard, congruence/genuineness, and empathy?
Change Talk

- **Desire**: “I wish…” “Something really needs to change.”
- **Ability**: “I can do this.” “This is something I do really well”
- **Reasons/benefits of change**: “If I get control of the classroom, I think I will help all of my students.”
- **Need/problem with status quo**: “Without some changes, I don’t think I can make it through the year”
- **Commitment**: “I will try your suggestions.” “I’m going to pay attention to my use of praise this week”

Is it Change Talk?

- I’m worried that if I don’t get control of this class soon, I’m not going to make it through the year. **Y**
- It just seems like we’re wasting a lot of time this year waiting for students to settle down **N**
- Yeah, I know it’s important to have a fast pace, but you know this year I have the low group, and I worry that they won’t be able to keep up. **N**
- I would like to be better at setting limits with students. **Y**
Eliciting Change Talk

**OARS**
- **Open-Ended Questions**
  - What are some of your concerns?
- **Affirmations**
  - I can really see how hard you’re working
- **Reflective**
  - That really makes you angry when your friend...
- **Summarizing**
  - The three things I’m hearing that you really want to change

---

Video of Change Talk Conversation

- Active responding with O-A-R-S cards
OARS Activity

- Split into partners and identify an A or B

- A’s, talk about a New Year’s Resolution (real or fake) that you struggled with meeting

- B’s Start by asking an Open ended question about A’s break
  - Then utilize other OARS strategies while listening
  - Open Ended Questions...require more than a single word answer
  - Affirmations...convey acceptance, support, and encouragement
  - Reflection...paraphrasing with an emphasis on implied feelings
  - Summaries...two to three sentences that link together what has been said

Evocative Questions

- Activity: Read Evocative Questions handout and identify two or more questions from each category that you would be likely to utilize when consulting.
  - Page 48-49
Responding to Change Talk

- When you hear change talk your goal is to keep it going!!!
  - Use your OARS here
    - Open-Ended Questions
      - What are some of your concerns?
    - Affirmations
      - I can really see how hard you’re working
    - Reflective
      - That really makes you angry when your friend...
    - Summarizing
      - The three things I’m hearing that you really want to change

- Probe to find out more:
  - Tell me more about that
  - What is it about the call-outs that you find so disruptive to your day

Responding to Resistance

Guiding Principal:
- Resist the temptation to convince others why they need to change if they are telling us why they cannot change
  - Pause
  - Wait
  - Reflect
Activity for Responding to Resistance

- Using your handout (57-60), read the specific strategies for responding to resistance, then utilize the strategy you are the most comfortable with to respond to the following statements:

“I think that the only way I get Jimmy to know that I mean business is to send him to the office for the rest of the day.”

“I don’t think I can get any better at setting limits with my students, I never been very good at it.”

Wrap-Up

Turn and talk:
- I envision myself using what I learned today when...
- I can expand my knowledge of Motivational Interviewing by...
The Classroom Checkup Model

Motivational Interviewing for Effective Classroom Management
The Classroom Check-Up

Wendy M. Biddle, Keith E. Ferrman, and Randy Sprick