

Beyond Training:
Developing Proficiency in Motivational Interviewing

HFPC2018
Denver, CO

t think • teach • transform

ken kraybill

MI is...

t

Quiz

t

Have you ever changed anyone?

Yes, yourself... but no one else

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“They say you can lead a horse to water, but you can’t make him drink. But I say, you can salt the oats.”

Madeline Hunter, author

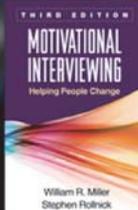
Can you make a difference?

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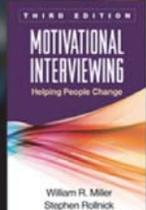





"If you change the way you look at things, the things you look at change."
Wayne Dyer



A collaborative conversation style for strengthening a person's own motivation and commitment to change.
 Lay definition



A person-centered counseling style for addressing the common problem of *ambivalence* about change.
 Practitioner's definition





- Criticizing others to third parties
- Diet, food choices
- Disorganization
- Dominating conversations
- Driving behaviors (e.g., speeding, road rage)
- Exercise, under-exercising
- Failure to set priorities, goals
- Failure to take risks
- Failure to reconcile breached relationships
- Failure to volunteer; Always volunteering
- Fear of speaking up
- Fighting lost causes
- Getting even
- Giving unsolicited advice
- Gossiping
- Hard to admit I'm wrong
- Health issues
- Holding grudges
- Impulsive spending
- Interpersonal control issues
- It's all about me
- Judgmental attitudes/behaviors
- Jumping to conclusions
- Keeping up with the Jones's
- Passive-aggressive behaviors
- Pessimism
- Perfectionistic
- Picking fights
- Procrastination
- Smoking
- Solving other people's problems
- Spending emotional energy on issues over which I have no control
- Spiritual or religious disciplines (e.g., church attendance, meditation, study)
- Stirring up conflict
- Taking medications
- Taking offense easily
- Tactless
- Take things too personally
- Too critical of myself
- Too much TV
- Time management
- Too outspoken
- Too neat; too messy
- Unforgiving
- Wasting time
- Whining

- | | |
|---|--|
| <ul style="list-style-type: none"> • Creating drama • Criticizing others • Criticizing others to third parties • Diet, food choices • Disorganization • Dominating conversations • Driving behaviors (e.g., speeding, road rage) • Exercise, under-exercising • Failure to set priorities, goals • Failure to take risks • Failure to reconcile breached relationships • Failure to volunteer, Always volunteering • Fear of speaking up • Fighting lost causes • Getting even • Giving unsolicited advice • Gossiping • Hard to admit I'm wrong • Health issues • Holding grudges • Impulsive spending • Interpersonal control issues • It's all about me • Judgmental attitudes-behaviors | <ul style="list-style-type: none"> • Overly concerned about what others think of me • Overly confident • Passive-aggressive behaviors • Pessimism • Perfectionistic • Picking fights • Procrastination • Smoking • Solving other people's problems • Spending emotional energy on issues over which I have no control • Spiritual or religious disciplines (e.g., church attendance, meditation, study) • Stirring up conflict • Taking medications • Taking offense easily • Tactless • Take things too personally • Too critical of myself • Too much TV • Time management • Too outspoken • Too neat, too messy • Unforgiving |
|---|--|

Dilemma/concern?

What's okay about status quo? What's not?

If no change, what would be at stake?

If change, your reasons? Best reason?

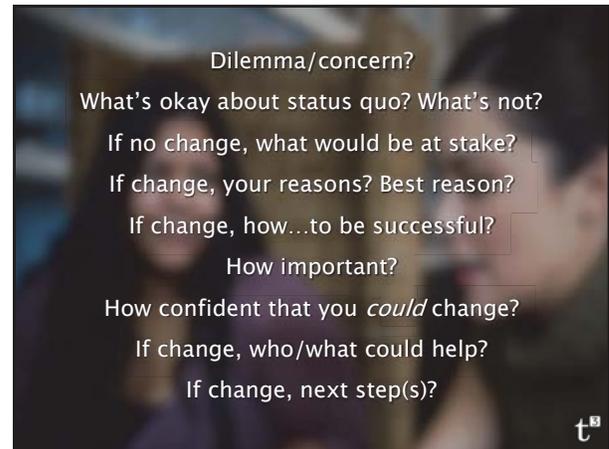
If change, how...to be successful?

How important?

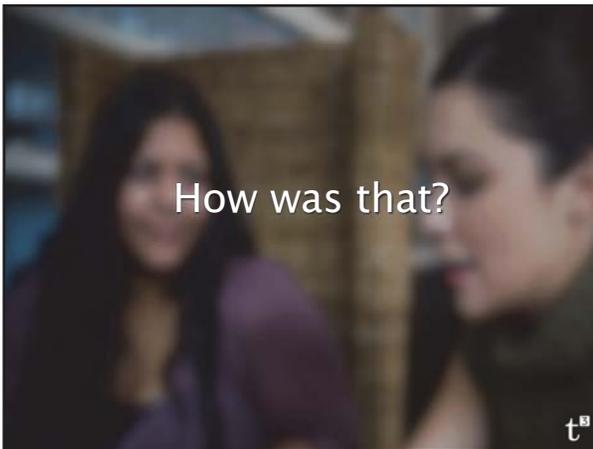
How confident that you *could* change?

If change, who/what could help?

If change, next step(s)?



How was that?



Why does MI matter in Housing First?

What are the benefits for clients, staff, and organizations?



Implementing MI in Housing First...



Why training is not enough...





think, teach, transform.

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Courses > Live Online Courses > Motivational Interviewing: Facilitating Change



Who should take this course:

- Agencies seeking to incorporate evidence-based practices into their programs
- Case managers, program directors, clinicians, supervisors, and peer specialists
- Health, behavioral health, and social service practitioners

Learning objectives:

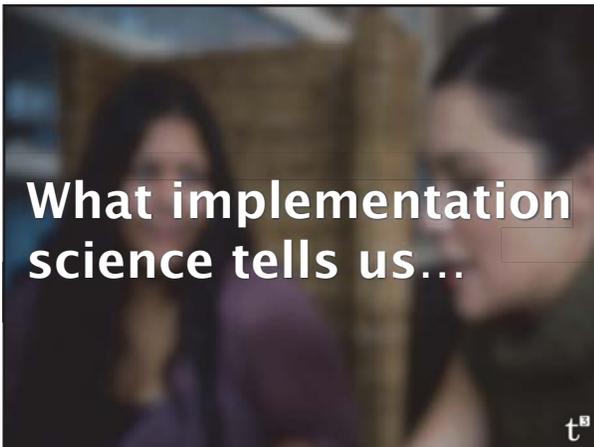
- Describe the four elements of the mindset and heart-set of MI
- Explain the four processes that guide MI conversations
- Provide examples of the core interviewing skills of MI
- Demonstrate how to recognize and elicit change talk
- Show basic proficiency in strategic use of MI skills

Course facts:

Motivational Interviewing: Facilitating Change

Description

Motivational Interviewing (MI) is a collaborative conversation style for strengthening a person's own motivation and commitment to change. Based on the 2013 edition of *Motivational Interviewing: Helping People Change*, this five-week instructor-led course encompasses the purpose, mindset and heart-set, processes, core interviewing skills, and guiding methods of MI. Participants engage in learning through webinars, written materials, videos, exercises, and practice opportunities.



- Designate an **MI Skills Development** person or team to promote ongoing training and skills practice opportunities within the agency
- Establish **MI learning circles** (aka communities of practice, coaching circles) that meet regularly to sustain learning and strengthen skills
 - Groups of 4-8
 - Focus on practicing specific MI skills and incorporating them into practice conversations with accurate feedback and coaching

- Develop an organizational **philosophy of care statement** that aligns with MI spirit and practice
- **Code audiotaped segments of MI** conversations using the MICA (Motivational Interviewing Competency Assessment) or MITI (Motivational Interviewing Treatment Integrity) tool to provide feedback and coaching

Courses • Live Online Courses • the MICA



The Motivational Interviewing Competency Assessment (MICA)

Who should take this course:

- MI practitioners who want to improve their skillfulness
- Supervisors, coaches, and coders who want to provide feedback to staff
- Key leaders and administrators who want to support MI implementation
- Quality assurance and quality improvement professionals
- Health and human service providers who want their clients to experience more skillful MI

Learning objectives:

- Offer feedback to share MI skill development
- Evaluate conversations along seven different MI dimensions
- Identify specific MI skills in conversations

Course facts:

- Dates:
 - Winter 2018: Fridays, January 12-February 9
- Time: 12:00-1:15 PM ET
- Subject: Motivational Interviewing (MI), Coding and Coaching

Description

The MICA was developed to assess competence in MI and provide a quality improvement process for practitioners to cultivate their use of MI intentions and strategies. The MICA allows coders, coaches and/or practitioners to form easily digestible, structured, specific feedback along the dimensions of the MI intentions and MI strategies. Unlike other coding tools, the language of the MICA is more directed to helping practitioners cultivate and express their MI intentions and is not as "utterance-focused." Instead, the MICA focuses on helping practitioners convey MI intentions and skills conversationally.

This fast-paced, interactive course will introduce participants to the MICA and provide multiple practice opportunities to evaluate conversations along five MI intentions, two MI strategies, and two utterance

Courses • Live Online Courses • Learning to Use the MITI (Version 4.2.1) for Coding and Coaching



Learning to Use the MITI (Version 4.2.1) for Coding and Coaching

Why take this course:

Learn to use the MITI to:

- Improve your own MI skills
- Code MI conversations
- Provide structured feedback and effective coaching
- Facilitate MI communities of practice
- Enhance your clinical supervision skills
- Implement MI practice more fully in organizations
- Incorporate into continuous quality improvement efforts
- Prepare for applying to the MINT

Learning objectives:

- Describe the MITI 4.2.1 coding system and its uses
- Assign global scores in MI conversations
- Assign behavior codes in MI conversations
- Recognize effective and ineffective responses to change talk and sustain talk
- Evaluate a work sample, providing global ratings, behavior counts and skill development plan

Course facts:

- Dates:
 - Spring 2018: Fridays May 4-June 1

How effectively are clinicians using Motivational Interviewing (MI)? The Motivational Interviewing Treatment Integrity (MITI) Version 4.2.1 behavioral coding system provides answers to this question. The MITI also yields feedback that can be used to increase clinical skill in the practice of MI. The MITI is intended to be used as a:

1. Treatment integrity measure for clinical trials of Motivational Interviewing
2. Means of providing structured, formal feedback about ways to improve MI practice in non-research settings
3. Component of selection criteria for training and hiring

Participants will engage in learning through webcasts, written materials, videos, audio recordings, exercises, and practice opportunities. Course instructors are experienced members of the Motivational Interviewing Network of Trainers (MINT).



Why coding and coaching...

Benefits for clients/residents

- Feel safe, comfortable
- Feel accepted, respected, understood
- Willing to talk more
- Feeling valued for their own knowledge and expertise
- Open to making positive changes

Benefits for coder/coaches

- Enhance your own MI skills and proficiency
- Learn how to evaluate samples of MI practice
- Learn how to provide structured feedback and coaching
- Strengthen your clinical supervision skills
- Prepare for applying to become MINT trainer

Benefits for staff

- Develop important skills and improve confidence
- Grow professionally
- Practice in non-coercive, strengths-based manner
- Focus on helping people change vs. getting people to change
- Improved job satisfaction

Benefits for teams/organizations

- Better client outcomes
- Improved staff satisfaction and retention

- Include MI experience as a **job requirement or preference** when advertising for, screening, and hiring new staff, especially direct-service and supervisory positions
- In **job interviews**, ask applicants to provide MI-adherent responses to sample statements (e.g. Helpful Responses Questionnaire), demonstrate their MI skills in a "mock interview" in the moment, or submit a sample tape of their practice to be reviewed later

- Offer regularly scheduled introductory and advanced **MI training opportunities** (ensuring that participants are assigned to or already a part of an ongoing learning circle)
- Contract as needed with **external MI coaches, trainers, and consultants** to promote ongoing learning
- Encourage **self-initiated learning** by providing resources such as MI books, ebooks, articles, training tapes, skill-building exercises, and other learning tools

- Ensure that **clinical supervisors** are trained in MI and are MI-consistent in their supervisory methods
- In **supervisory sessions** make it an expectation for supervisors to pay attention to staff progress in MI skill-building
- Include MI skill-building as a **professional development goal** for all practitioners in their job performance plans

- Provide opportunities for select staff to be trained in using the **MICA** (Motivational Interviewing Competency Assessment) or **MITI** (Motivational Interviewing Treatment Integrity) tool to code MI conversations for feedback and coaching
- Participate in **MI-related clinical research** studies (or possibly seek out opportunities to conduct research)
- Revise program **intake forms and progress notes** to reflect and promote an MI-consistent approach

- Create MI-related **visual reminders** (posters, signs, buttons, importance and confidence rulers)
- Develop an **online MI discussion forum** within your agency
- Encourage selected staff to become **trained as MI trainers** through the Motivational Interviewing Network of Trainers (MINT) and participate in the MINT community of practice

Initiate your own inspired ideas...

thank you

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