Using Motivational Interviewing in Schools

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Cathy Atkinson
info@facilitatingchange
www.facilitatingchange.org.uk
Session Aims

❖ To outline the background to Motivational Interviewing (MI)

❖ To look at Motivational Interviewing as a Model for Assessment and Intervention

❖ To look at ways to do a ‘Motivational Interview’

❖ To discuss different ways in which MI might be used in casework practice
Coming back was a different matter altogether, as I knew we could have a drink and the fear got lost amid all the banter and stories. After my first England cap, they presented me with a bottle of champagne on the plane. I was always quickly stuck in. I was probably a bit more sensitive about the mood if we had lost but after 10 or so drinks I stopped worrying. I was also happy if the press were on our plane and we were delayed while waiting for them to send over their reports, because it meant we had more time for drinking.
That winter, Paul Merson came out publicly about his own addictions but far from seeing it as courageous at the time, as I now would, I saw it as the sign of a weaker man. He had never been in my league as a good drinker, I thought. He was always down the end of the bar. I believed that alcoholics were simply bad drinkers – which they are, actually, come to think of it – and it was just that he couldn’t hold his booze. I didn’t think his condition bore any resemblance to me. I didn’t have the same problem as him. I was like that T-shirt: ‘I don’t have a drink problem. I drink, I fall over. No problem.’

From *Addicted*, Tony Jamies © Collins Willow 1999
I was a mixture at the time of wanting to please people and letting them down, which is also what booze does to you. I would agree to make charity appearances, for example, or present prizes, then not turn up because I was on a bender. My Dad was often left to pick up the pieces and would appear in my place. I would be really apologetic when I sobered up and run round after people to try and make it up. Towards the end, Dad told me that people down at the pub were calling me a drunk. Underneath me shrugging it off, that really hurt.
No longer was the football enough. No longer could I keep the lid on it and the drinking. Everything else is in order, I thought, but not this. I could no longer drink like a normal human being. My body and mind were just not able to continue being a professional, high-achieving athlete and a professional high-class drunk. I just had to throw in the towel and ask for help. And when I did, something astonishing happened.
Motivational Interviewing (MI)

- A counselling technique developed within medical settings to help people with addiction problems and eating disorders.

- Based on the idea that people are not necessarily always in a state of readiness to change their patterns of drinking, smoking, drug use, exercise or diet (Miller and Rollnick, 2002).

- Does not assume a person has a desire to change a particular aspect of his or her behaviour.

- Acknowledges that there may be strong reasons why a person chooses to maintain a particular behaviour.
Definition of MI

‘a directive, client-centred counselling style for eliciting behaviour change by helping clients to explore and resolve ambivalence.’

(Rollnick and Miller, 1995)
Theory of MI

Lacks a formal theoretical framework, because it did not evolve from theory but from clinical practice and experience in working with clients.

Miller and Rollnick (1991) related MI to the Transtheoretical Model (TTM) of human behaviour change (Prochaska and DiClemente, 1982).

Self-determination theory (SDT) (Deci and Ryan, 1985) has also been proposed as a theoretical framework for MI (Vansteenkiste and Sheldon, 2006).
Motivational Interviewing in Educational Settings


- May be particularly useful in casework referrals where the impetus for the referral has not come from the young person.

- Young people may have reasons for maintaining a particular behaviour (e.g. peer status, avoiding learning situations) which may make a behavioural intervention (e.g. being on contract) ineffective.
The Model of Stages of Change
(adapted from McNamara, 1998, based on the TTM, Prochaska and DiClemente, 1982)

ENTER

1. PRECONTEMPLATIVE
   Pupil sees no problem but others disapprove

2. CONTEMPLATIVE
   Weighing up the pros and cons of changing

3. PREPARATION
   Getting ready for change

4. ACTIVE CHANGE
   Putting the decision into practice

5. MAINTENANCE
   Actively maintaining change

6. RELAPSE
   Return to previous behaviour

Increasing knowledge and concern
Increasing self-efficacy and internal attribution
Using the Model to assess readiness for change

**Activity**

With reference to the Model of Stages of Change, for each of the statements, try to make an assessment of the young person’s motivation to change.
The Spirit of MI

Collaboration: ‘That the method of motivational interviewing involves exploration more than exhortation, and support rather than persuasion or argument.’ (Miller and Rollnick, 2002).

Evocation: That MI is not about imparting information, but finding things within the person and drawing them out. It requires finding motivation for change from within the person and evoking it.

Autonomy: Any responsibility for change is left with the client, no matter what the views of professionals. It is the client rather than the counsellor that should ultimately present arguments for change.
The Goals of MI
as described by McNamara (1998)

- To increase Knowledge
- To increase Concern
- To promote Self Efficacy
- To promote Internal Attribution
- To promote Self Esteem
MI Toolkit

- Menu of Strategies (Rollnick, Heather and Bell, 1992)

- Active Listening Techniques (see McNamara, 1998, handout)

- Other intervention strategies
Doing a Motivational Interview

The Menu of Strategies

• Based on a brief motivational interviewing intervention, developed by Rollnick et al (1992) working with adults with addictive behaviours

• Based on the assumption that the person may not be at a stage of readiness to change their behaviour (therefore useful for people at the precontemplative and contemplative stages of change)

• Interviewer selects a strategy/strategies most appropriate to the needs of the interviewee
Menu of Strategies
(Rollnick, Heather and Bell, 1992)

1. Opening Discussion
2. A typical day/session
3. The good things and the less good things
4. Providing information
5. The future and the present
6. Exploring worries
7. Helping with decision making
Menu of Strategies - activity

Either

- Think about a behaviour that you are ‘ambivalent’ (undecided) about, or;
- Think about a young person you have met who may have been ambivalent about a particular behaviour and imagine you are them

In pairs, work through the Menu of Strategies in relation to the behaviour you have identified
A typical day/session

Mark 13
Referral concerns: behavioural and literacy difficulties (dyslexia)

Behaviour – Disruptive in lessons

**Good lesson – Design**

“Wouldn’t be messing about”

“Behaving”

“Getting on with my work because it’s good”

Proud of key ring he had made

**Not so good lessons – English and German**

“I would be naughty”

“I would be messing about”

“Can’t do the work and there’s nothing to do”

“Work is boring”

“Messing around stops me from falling asleep”
The good things and the less good things

Rachel 15

Referral concerns: truancy, poor attendance and literacy difficulties

Behaviour – Staying out late with older friends

Good things

“Having a good time and a laugh”

“You don’t miss out on anything because everyone else is out”

“I like doing things that my other mates at school don’t really do”

Less Good things

“I worry and think…. ‘Oh I’d better go home now’”

“Mum will worry”

“I might have to lie… I might get my sister into trouble ”

“I get tired”
Providing information

Rollnick, Heather and Bell (1992) suggest that *providing information* should be dealt with in a sensitive manner and advocate asking the permission of clients before offering information.

Ways of providing information

- Interventions e.g. anger management
- Signpost support for specific issues (e.g. substance use, bereavement counselling)
- Information about social, educational, vocational and leisure opportunities
- Examples of what helped other young people
- Resources that may be helpful to the young person (e.g. books, leaflets, telephone numbers)
A Case Study - Jamie

- Jamie, aged 11 (Year 6)

- Referred for behavioural difficulties – non compliance, acting out in class, refusal to work, aggression during unstructured periods

- Working within a group of children experiencing learning difficulties – standardised tests and teacher reports indicated that he was of average ability

- Referral made in spring term. Year 6 SATs (Standard Assessment Tests) pending
Jamie
11 years old
Will leave high school in five years time

Mostly disruptive
- Cheeky
- Interrupting
- Fighting hitting

Realise it has got to stop in high school – won’t accept it – might be excluded – not accepted at any school

Wouldn’t get a job when I’m older

Won’t get money
Won’t have a nice house

Behaviour stays the same

Getting on with work
- Not being disruptive
- Not shouting out
- Ignoring people
- Not getting into trouble

Good because cousins go there [high school]

Would be brainy
Be like other people in my class

Get a nice job and a nice house. Have some exams

Behaviour changes
Jamie had recognised that his behaviour was causing concern and wanted help to change.

School SENCo was aware that Jamie’s learning needs were not met within his current class but concerned that moving him would impact on other learners.

Parents supported referral but did not access meeting – other barriers, issues.

Engaged behaviour support teacher in planning process who had a positive relationship with Jamie and worked in his primary and high schools.

Early reports from high school suggested Jamie had made a good transition to high school with intensive support from the behavioural support teacher.

High school EP aware of Jamie. Able to pick up work in the event of further difficulties.

Classteacher was not prepared to contemplate a change of class and cited home difficulties as difficult to address in school.

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Exploring concerns

Facilitating Change - details of the pack

Part 1 – Thinking Positively
Building rapport and developing a relationship with the young person

Part 2 – Understanding yourself
Thinking about how people around you affect your behaviour

Part 3 – Understanding change
Introduces the idea that to change behaviour you have to be motivated to do so

Part 4 – Stages of Change
Introduces young people to the Model of Stages of Change

Part 5 – Change and Me
Offers the young person the opportunity to evaluate their own behaviour in relation to the Model of Stages of Change
Providing the MI wheel as a model for young people to evaluate their own behaviour

Stage 1
Prethinking
Not ready to change or not thinking about change

Stage 2
Thinking
Working out whether to change behaviour

Stage 3
Deciding
Deciding whether or not to change behaviour

Stage 4
Doing
Actually making a change

Stage 5
Maintaining
Keeping the change going

Stage 6
Relapsing
At times, things go wrong when we are changing our behaviour
### Stages of Change and feelings

<table>
<thead>
<tr>
<th>Stage of Change</th>
<th>Shape</th>
<th>Colour</th>
<th>Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage One Prethinking</td>
<td>triangle</td>
<td>purple</td>
<td>Not bothered</td>
</tr>
<tr>
<td>Stage Two Thinking</td>
<td>square</td>
<td>green</td>
<td>Okay</td>
</tr>
<tr>
<td>Stage Three Deciding</td>
<td>star</td>
<td>red</td>
<td>Calm</td>
</tr>
<tr>
<td>Stage Four Doing</td>
<td>bolt</td>
<td>orange</td>
<td>In control</td>
</tr>
<tr>
<td>Stage Five Maintaining</td>
<td>circle</td>
<td>pink</td>
<td>Strong</td>
</tr>
<tr>
<td>Stage Six Relapsing</td>
<td>symbol</td>
<td>yellow</td>
<td>Lost control</td>
</tr>
<tr>
<td>Stage of Change</td>
<td>Statement</td>
<td>Shape</td>
<td>Emotion</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------</td>
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<td>------------------</td>
</tr>
<tr>
<td><strong>Stage One</strong></td>
<td>Prethinking</td>
<td><em>(stuck in a box going nowhere)</em></td>
<td>No control</td>
</tr>
<tr>
<td><strong>Stage Two</strong></td>
<td>Thinking</td>
<td><em>(things going round in your head ‘cos you’re thinking)</em></td>
<td>Worried</td>
</tr>
<tr>
<td><strong>Stage Three</strong></td>
<td>Deciding</td>
<td><em>(no more of the behaviour)</em></td>
<td>Scared</td>
</tr>
<tr>
<td><strong>Stage Four</strong></td>
<td>Doing</td>
<td><em>(school home probation)</em></td>
<td>In control</td>
</tr>
<tr>
<td><strong>Stage Five</strong></td>
<td>Maintaining</td>
<td><em>(I’m a star)</em></td>
<td>I feel I’ve done well</td>
</tr>
<tr>
<td><strong>Stage Six</strong></td>
<td>Relapsing</td>
<td><em>(this means you’re going down)</em></td>
<td>I don't even want to talk about this because it won't happen</td>
</tr>
<tr>
<td></td>
<td>Not bothered. Can't do anything to me. I didn't go to school as well</td>
<td><em>(stuck in a box going nowhere)</em></td>
<td>No control</td>
</tr>
<tr>
<td></td>
<td>I've been to court and I have realised they can do something to me but I'm thinking about it.</td>
<td><em>(things going round in your head ‘cos you’re thinking)</em></td>
<td>Worried</td>
</tr>
<tr>
<td></td>
<td>I am going to change because I am on my last legs with the courts</td>
<td><em>(no more of the behaviour)</em></td>
<td>Scared</td>
</tr>
<tr>
<td></td>
<td>I am now staying away from the police and going to school</td>
<td><em>(school home probation)</em></td>
<td>In control</td>
</tr>
<tr>
<td></td>
<td>I now haven't arrested for about 8 months and I have been going to school</td>
<td><em>(I’m a star)</em></td>
<td>I feel I’ve done well</td>
</tr>
<tr>
<td></td>
<td>I could end up in the wrong gang and mess up again</td>
<td><em>(this means you’re going down)</em></td>
<td>I don't even want to talk about this because it won't happen</td>
</tr>
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</table>
Helping with decision making
(Rollnick et al, 1992)

- Do not rush young people into making decisions about changing their behaviour
- Present options for the future, rather than one single course of action
- Emphasise that the young person is the expert in their own behaviour and may be the best judge of what is best for them
- Resolutions to change often break down (as we know from our own attempts!).
- Make sure the young person understands this and does not avoid contact if things go wrong
- Commitment to change may be variable to the young person’s circumstances. Be sensitive to their predicament.
Interventions - activity

In your group, choose one of the stages of change

Discuss the different interventions that might be appropriate for a young person who is at this particular stage, in terms of readiness for change
Session Aims - Revisited

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- To discuss different ways in which MI might be used in casework practice