






B10 Enhancing Wraparound Supervision Using Motivational Interviewing Techniques

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Nora Carlton, Rozlyn Cannon, Seth Williams

Barcelona





Enhancing Wraparound Supervision Using Motivational Interviewing Techniques

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Introductions

❖ *Name*
❖ *Someone Who Motivates You*



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MI & Wrap Definitions & Principles Compared

MI is a collaborative, goal-oriented style of communication with particular attention to the language of change.

It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion.

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Spirit and Style



Office clips – Manager Video, Supervision Video


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Key Questions

- Why would it be important to evoke your staffs' ideas and solutions to an issue they raise?
- What are the barriers to doing that?



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MI Principles and how apply to Supervision

- Listen and Express Empathy
- Explore Goals and Values
- Roll with Sustain Talk
- Support Self Efficacy

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MI Tools for Supervision

Open Questions
Affirmations
Reflections
Summary

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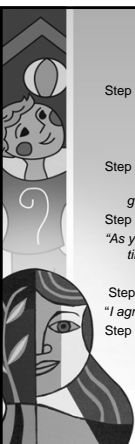


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How to give Feedback in MI Way
Elicit—Offer—Elicit—Offer—Elicit

Step 1: Elicit positive experience of trainee
"What went well?"
"What did you like about ...?"

Step 2: Agree, summarize, and offer
"I agree with _____, and you additionally did a great job with..."

Step 3: Elicit what trainee might do differently next time
"As you think about how it went, what do you think you might do differently next time?"

Step 4: Agree, summarize, and offer
"I agree with _____. I'd also like to suggest that you ..."

Step 5: Elicit personal reflections
What do think about our feedback?
What are you key learning's?

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Managers Hat



Supervisors Hat

Direct vs MI Style & Spirit

Traffic Cop

Cite Policy

Teach Tell

Give Directives



Open ended questions

Reflect Facilitate

Mentor Motivate

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How do you switch hats in an MI consistent manner?


Questions could be

- 1) What might be wrong with ----insert behavior or problem?
- 2) Why might I be concerned about this?
- 3) What could you do different?
- 4) Teaching (what I want, expectation)
- 5) Clarify understand
- 6) Ask them their thoughts
- 7) Support Self Efficacy (Power Choice - Control)


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	Phase 1 Engagement & Team Preparation	Phase 2 Initial Plan Development	Phase 3 Implementation	Phase 4 Transition
Youth, family, guardian, informal supports	Stressed, Hesitant, Skeptical, Unmet needs, Worried	Willing to try a different approach, Empowered by team collaboration, wraparound principles & acknowledgement that they are the experts on their family	Understands wraparound, Greater stability and confidence in ability to get needs met, More hopeful, More use of community resources & informal supports	Leads the process, Knows what to do to meet needs, Handles crisis, Self-sufficient, Generalize information to new situations Teach others, "Give back" to the community, Mainly informal supports & community resources
Wrap Process	Services and meetings occur as often as needed to address crises, Meetings facilitated by FF staff, Focus is to resolve crisis, Plan for future crisis, Develop a team, Create cohesiveness through a shared vision	Services and meetings occur as often as needed, Family & team solidify a mission statement or vision, Identify needs, Brainstorm for solutions, Set goals	Services and meetings gradually occur less often, Family members facilitate part of meeting, Working on goals, Action planning, Continue to add informal supports to team	Services and meetings are more infrequent, Family member facilitates meeting.
Use and Benefits of MI	Use of MI Spirit in team roles to engage family and establish collaborative relationships, reflective listening to develop empathy and understanding client/family perspective, evolve strengths and values, use OARS to explore ambivalence about change	Identify target behaviors for change, measure readiness for change, using more advanced MI skills to elicit and reinforcing change talk to enhance motivation to change, developing individual change plans to support wrap team plans	Review change plans, explore any barriers and revise change plans as needed, return to exploring and resolving ambivalence when feeling stuck or if discord or sustain talk develops, Affirm successes and build confidence toward ongoing change	MI spirit and skills used to help family in resolving any ambivalence related to decrease and termination in services.




Pearls




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Class Summary

Something you want to take with you today...



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MI Principles

Express Empathy

- Understanding what the speaker is experiencing in his/her situation
- Acceptance facilitates change
- Skillful reflective listening is fundamental

Developing Discrepancy

- A discrepancy between present behavior and important goals, values, or knowledge will motivate change
- The client (*supervisee*) should present the arguments for change

Roll with Resistance

- Avoid arguing for change
- Resistance is not directly opposed
- Shift direction of the momentum
- Resistance is a signal to respond differently

Support Self Efficacy

- Belief in the possibility of change is an important motivator
- The client (*supervisee*) is responsible for choosing and carrying out personal change
- There is hope in the range of alternative approaches available

Listen with:

- Presence—undivided attention
- Eyes, ears, and heart—use all of your senses
- Acceptance & non-judgment
- Curiosity
- Delight
- No interruptions
- Silence
- Encouragers (e.g., mm-hmm, I see, go on, oh, really, right, no way, what else, wow, tell me more)
- **Reflection**
- Summary

Reflective Listening

Reflections have the effect of encouraging the other person to elaborate, amplify, confirm, or correct.

- **Makes a guess about what the person means**
- **Voice inflection turns down at the end**
- **Ways to open:**

So you feel...

You're wondering if...

You're feeling...

It sounds like you...

It seems to you that...

So you...

- **Levels of reflection**

Simple

- Repeating (*repeats an element of what the speaker said*)
- Rephrasing (*uses new words*)

Complex (forward moving)

- Paraphrasing (*makes a guess to unspoken meaning*)
- Reflection of feeling (*a paraphrase that emphasizes the emotional dimension through feeling statements*)
- Metaphors and similes (*Kind of like...; It's as though...*)
- Double-sided
- Amplified
- Continuing the paragraph (*Anticipating what the client might say next*)
- **Guiding towards the target!**

In general, simpler reflections are used at first, when meaning is less clear. Deeper reflections are ventured as understanding increases. Jumping too far beyond what was said, however, can turn into a roadblock. It is better to understate a feeling than overstate it (overstating can stop dialogue, understating continues it).

Guidelines for Offering Feedback

- **Ask Permission**

Create a climate of respect and positive regard: *“I have some feedback on your practice training activity. Would you like to hear it now?”*

- **Encourage Self-assessment**

“How do you think the activity went?” “What went well?” “What do you think you might do differently next time?”

- **Limit the Amount of Feedback**

Choose a few important areas for concentrating your feedback. Avoid overwhelming your colleague with too much feedback!

- **Be specific**

Be precise in sharing your observations. *“Specifically, you did an excellent job of” “I noticed... Next time you might try...”*

- **Respect Readiness**

Consider the timing. Is your colleague in a receptive frame of mind, or is s/he distracted, disturbed, upset, etc.?

- **Avoid Personal Affronts**

Focus on behaviors rather than personalities. Remain non-judgmental!

- **Balance the Feedback**

Offer feedback on what your colleague is doing well in addition to suggesting and eliciting ideas for improvement. End on a positive note!

Offering Feedback: *A Formula*

Elicit—Offer—Elicit—Offer—Elicit

Step 1: Elicit positive experience of trainee

“What went well?”

“What did you like about ...?”

Step 2: Agree, summarize, and offer

“I agree with _____, and you additionally did a great job with...”

Step 3: Elicit what trainee might do differently next time

“As you think about how it went, what do you think you might do differently next time?”

Step 4: Agree, summarize, and offer

“I agree with _____. I’d also like to suggest that you ...”

Step 5: Elicit personal reflections

What do think about our feedback?

What are you key learning’s?



Heart of the Family Lifestyle Intervention Sessions Motivational Interviewing Skills Self-Assessment

INSTRUCTIONS: Listed below are a variety of Motivational Interviewing (MI) skill areas. Reflecting back to the last five Lifestyle Intervention Sessions (LSIs) or last two weeks you administered LSIs, rate the degree to which you incorporated these MI strategies. For each item please rate your best estimate of how frequently you used the strategy. The definitions for each scale point are listed below.

- 1 (NOT AT ALL)**Never used the strategy
- 2 (INFREQUENTLY)**Used the strategy and average of 2 times briefly per session
- 3 (SOMEWHAT)**Used the strategy less than half the time
- 4 (CONSIDERABLY)** ...Used the strategy more than half of the time
- 5 (EXTENSIVELY)**Used strategy almost the entire time per session
- 6 (UNFAMILIAR WITH STRATEGY)** Unsure how to use this strategy/Not trained on using this strategy

1. MOTIVATIONAL INTERVIEWING STYLE OR SPIRIT: To what extent did you provide low-key feedback, roll with resistance (e.g., avoiding arguments, shifting focus), and use a supportive, warm, nonjudgmental, collaborative approach? To what extent did you convey empathic sensitivity through words and tone of voice, demonstrate genuine concern and an awareness of the client's experiences? To what extent did you follow the client's lead in discussions instead of structuring the discussion according to your agenda?

- | | | | | | |
|---------------|---------------|---------------|---------------|---------------|--------------------------|
| 1..... | 2..... | 3..... | 4..... | 5..... | 6..... |
| NOT AT ALL | INFREQUENTLY | SOMEWHAT | CONSIDERABLY | EXTENSIVELY | UNFAMILIAR WITH STRATEGY |

2. OPEN-ENDED QUESTIONS: To what extent did you use open-ended questions (i.e., questions or requests that elicit more than yes/no responses) to elicit the client's perception of her problems, motivation, change efforts, and plans? These questions often begin with the interrogatives: "What," "How," and "In what" or lead off with the request, "Tell me..." or "Describe..." [The opposite would be questions such as: These questions typically begin with the interrogative stems: "Could/can you," "Do/did you," "Are you," or "Have you."]

- | | | | | | |
|---------------|---------------|---------------|---------------|---------------|--------------------------|
| 1..... | 2..... | 3..... | 4..... | 5..... | 6..... |
| NOT AT ALL | INFREQUENTLY | SOMEWHAT | CONSIDERABLY | EXTENSIVELY | UNFAMILIAR WITH STRATEGY |

3. AFFIRMATION OF STRENGTHS AND CHANGE EFFORTS: To what extent did you verbally reinforce the client's strengths, abilities, or efforts to change her behavior? To what extent did you try to develop the client's confidence by praising small steps taken by the client in the direction of change or by expressing appreciation for the client's personal qualities that might facilitate successful change efforts?

- | | | | | | |
|---------------|---------------|---------------|---------------|---------------|--------------------------|
| 1..... | 2..... | 3..... | 4..... | 5..... | 6..... |
| NOT AT ALL | INFREQUENTLY | SOMEWHAT | CONSIDERABLY | EXTENSIVELY | UNFAMILIAR WITH STRATEGY |

4. REFLECTIVE STATEMENTS: To what extent did you use reflective listening skills such as repeating (exact words), rephrasing (slight rewording), paraphrasing (e.g., amplifying the thought or feeling, use of analogy, making inferences) or making reflective summary statements of what the client says?

1.....	2.....	3.....	4.....	5.....	6.....
NOT AT ALL	INFREQUENTLY	SOMEWHAT	CONSIDERABLY	EXTENSIVELY	UNFAMILIAR WITH STRATEGY

5. FOSTERING A COLLABORATIVE ATMOSPHERE: To what extent did you convey in words or actions that counseling is a collaborative relationship in contrast to one where you are in charge? How much did you emphasize the (greater) importance of the client's own decisions, confidence, and perception of the importance of changing? To what extent did you verbalize respect for the client's autonomy and personal choice?

1.....	2.....	3.....	4.....	5.....	6.....
NOT AT ALL	INFREQUENTLY	SOMEWHAT	CONSIDERABLY	EXTENSIVELY	UNFAMILIAR WITH STRATEGY

6. MOTIVATION TO CHANGE: To what extent did you try to elicit client discussion of change (self-motivational statements) through evocative questions or comments designed to promote greater awareness/concern for the problem, recognition of the advantages of change, increased intent/optimism to change, or elaboration on a topic related to change? To what extent did you discuss the stages of change, help the client develop a rating of current importance, confidence, readiness or commitment, or explore how motivation might be strengthened?

1.....	2.....	3.....	4.....	5.....	6.....
NOT AT ALL	INFREQUENTLY	SOMEWHAT	CONSIDERABLY	EXTENSIVELY	UNFAMILIAR WITH STRATEGY

7. DEVELOPING DISCREPANCIES: To what extent did you create or heighten the internal conflicts of the client relative to her eating and/or physical activity habits? To what extent did you try to increase the client's awareness of a discrepancy between where her life is currently versus where she wants it to be in the future? How much did you explore her health behaviors may be inconsistent with her goals, values, or self-perceptions?

1.....	2.....	3.....	4.....	5.....	6.....
NOT AT ALL	INFREQUENTLY	SOMEWHAT	CONSIDERABLY	EXTENSIVELY	UNFAMILIAR WITH STRATEGY

8. PROS, CONS, AND AMBIVALENCE: To what extent did you address or explore with the client the positive and negative effects or results of her behaviors and what might be gained and lost by changing her behaviors? To what extent did you conduct a decisional balance activity consisting of a cost-benefits analysis or list of pros and cons of behavior change? How much did you develop and highlight the client's ambivalence, support it as a normal part of the change process, and reflect back to the client the mixed thoughts and feelings that underpin the client's ambivalence?

1.....	2.....	3.....	4.....	5.....	6.....
NOT AT ALL	INFREQUENTLY	SOMEWHAT	CONSIDERABLY	EXTENSIVELY	UNFAMILIAR WITH STRATEGY

9. CHANGE PLANNING DISCUSSION: To what extent did you develop a change plan with the client in a collaborative fashion. How much did you cover critical aspects of change planning such as facilitating discussion of the client's self-identified goals, steps for achieving those goals, supportive people available to help the client, what obstacles to the change plan might exist, and how to address impediments to change?

1.....	2.....	3.....	4.....	5.....	6.....
NOT AT ALL	INFREQUENTLY	SOMEWHAT	CONSIDERABLY	EXTENSIVELY	UNFAMILIAR WITH STRATEGY

10. CLIENT-CENTERED PROBLEM DISCUSSION AND FEEDBACK: To what extent did you facilitate a discussion of the why she wants to learn more about her health behaviors instead of directing the conversation to problems identified by you but not by the client? To what extent did you provide feedback to the client about her lifestyle behaviors or problems in other life areas only when solicited by the client or when you explicitly sought the client's permission first?

1.....	2.....	3.....	4.....	5.....	6.....
NOT AT ALL	INFREQUENTLY	SOMEWHAT	CONSIDERABLY	EXTENSIVELY	UNFAMILIAR WITH STRATEGY

11.UNSOLICITED ADVICE, DIRECTION-GIVING, OR FEEDBACK: To what degree did you provide unsolicited advice, direction, or feedback (e.g., offering specific, concrete suggestions for what the client should do)? To what extent was your style one of instructing the client how to be successful in her behavior?

5.....	4.....	3.....	2.....	1.....	6.....
NOT AT ALL	INFREQUENTLY	SOMEWHAT	CONSIDERABLY	EXTENSIVELY	UNFAMILIAR WITH STRATEGY

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Supervision and Management Vignettes

Sample/Demonstration Vignette: *“An employee, Rebecca, who has worked for you for one year, has started causing distractions at staff meetings and over the past month has been sighing and expressing discontent with your suggestions. During a staff meeting today, Rebecca engages in a power struggle with you over having to sit through “this boring meeting” when she has other things to get done. You ask her to meet with you later that afternoon. “*

Vignette 1 – Carl

Your intern, Carl has been working for the company for 2.5 years, has been consistently on time and productive. Over the past month, however, you have noticed that Carl has been calling out sick a lot (5 sick days in a three week period), and cancelling appointments with clients and running 15 to 20 minutes late to session. You ask Carl to meet with you today.

- a) Summarize the situation and reflect your understanding of the situation:

(Hypothetical Carl response):

- b) Reflect your understand and ask an open ended question that will explore the issue:

(Hypothetical Carl response):

- c) Reflect you understand and ask an open ended question that will explore their motivation (Desire, Ability, Reason, Need):

(Hypothetical Carl response):

- d) Reflect you understand and ask an open ended question that will explore their action steps – (Ready, Willing, Able):

Vignette #2-Cathy

You have been conducting direct observation of Counselor Cathy in her group, and you observe her taking 10 minutes of one hour of group time talking about her recent vacation that was irrelevant to the group focus. The next day Cathy comes to you for clinical supervision, and you ask her if she would have done anything different in the group yesterday. You elect to address the issue with her after she appears to be unaware of anything she would have done differently in the group.

- a) Summarize the situation and reflect your understanding of the situation:

(Hypothetical Cathy response):

- b) Reflect your understand and ask an open ended question that will explore the issue:

(Hypothetical Cathy response):

- c) Reflect you understand and ask an open ended question that will explore their motivation (Desire, Ability, Reason, Need):

(Hypothetical Cathy response):

- d) Reflect you understand and ask an open ended question that will explore their action steps – (Ready, Willing, Able):

Vignette #3-Doris

Counselor Doris comes to you requesting an extra supervision because of a problem she is experiencing with one of her clients. She tells you that she has had her new Client, Rosie, for two weeks and that she feels frustrated with Rosie, because she doesn't like her attitude and because she rolls her eyes when Doris is talking to her. Doris discloses that she has been telling Rosie that she needs to get a job right away and Rosie is not following her direction.

- a) Summarize the situation and reflect your understanding of the situation:

(Hypothetical Doris response):

- b) Reflect your understand and ask an open ended question that will explore the issue:

(Hypothetical Doris response):

- c) Reflect you understand and ask an open ended question that will explore their motivation (Desire, Ability, Reason, Need):

(Hypothetical Doris response):

- d) Reflect you understand and ask an open ended question that will explore their action steps – (Ready, Willing, Able):