

Motivational Interviewing Skills for Coaches Training Materials

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MISC: Coaching Procedural Fidelity Checklist

Teacher ID:

Coach ID:

Please indicate which of the Coaching Procedures you and your teacher have completed, as well as any tools utilized in each session. This form should be used to track this information after completion of each session.

ENGAGEMENT

1. Was the **engagement session** completed? Yes No

On what date was the **engagement session** completed? / /

How many minutes did the **engagement session** last?

2. Was the teacher interview completed? Yes No

3. Was the values discovery completed? Yes No

4. Were any other tools used? Yes No If yes, describe: _____

ASSESSMENT

1. Was the **assessing current practices session** completed? Yes No

On what date was the **assessing current practices session** completed? / /

How many minutes did the **assessing current practices session** last?

2. Was the feedback graph completed? Yes No

3. Were any other tools used? Yes No If yes, describe: _____

FEEDBACK

1. Was the **feedback session** completed? Yes No

On what date was the **feedback session** completed? / /

How many minutes did the **feedback session** last?

2. Was the feedback graph provided? Yes No

3. Were any other tools used? Yes No If yes, describe: _____

PLANNING

1. Was the **planning session** completed? Yes No

On what date was the **planning session** completed? / /

How many minutes did the **planning session** last?

2. Was the planning form completed? Yes No

3. Were any other tools used? Yes No If yes, describe: _____

Teacher Interview Form
Step 1: initial Interview

Goal: this brief interview will help us learn more about your classroom management practices, your classroom culture, what you like about teaching, and the areas you consider to be your strengths or weaknesses as a teacher.

Tell me about your yourself as a teacher?

How would you describe your class this year?

What do you consider your strengths as a teacher? Your areas for growth?

What about teaching gets you excited?

What aspect of your teaching are you most interested in improving?

Values Discovery Activity

Step 1: Initial Interview

This exercise invites the teacher to identify his or her values within the context of education and teaching. Coaches are encouraged to consider what is best for each individual teacher, adapting the activity to meet the teacher's unique needs. The activity can be completed as described below (i.e., using the Value Discovery Cards) or in a discussion format.

1. Introduce the activity by saying; "I'd like to learn more about the values that are most important to you in your teaching, and what your hopes are for the students in your classroom - now and in their future."
2. Give the Value Discovery Cards to the teacher and ask that they review them and then select the 2-3 values that they see as most important to them as a teacher.
3. Once the teacher is finished, facilitate a conversation around why the teacher selected those three values that they did

Teacher Values Discovery Cards

<p>Acceptance/Tolerance</p> <p>To model and teach acceptance and respect for differences.</p>	<p>Family</p> <p>To involve families in the education of their students.</p>
<p>Cooperation</p> <p>To model and teach cooperation and collaborative work with others.</p>	<p>Independence</p> <p>To provide learning activities that foster independence in students.</p>
<p>Responsibility</p> <p>To model and teach reliability and responsible decision-making.</p>	<p>Community</p> <p>To create a classroom community that models civility.</p>
<p>Friendship</p> <p>To foster and support the development of friendships among students in my classroom.</p>	<p>Job/Career</p> <p>To reinforce the importance of education in students' future career choices.</p>
<p>Pleasure/Fun</p> <p>To provide students the opportunity to have fun and play.</p>	<p>Abilities/Skills</p> <p>To provide learning activities that foster highly competent abilities/skills.</p>

<p style="text-align: center;">A Diverse Education</p> <p style="text-align: center;">To help students learn and grow in their understanding of the world.</p>	<p style="text-align: center;">Self-esteem and Confidence</p> <p style="text-align: center;">To help students feel good about themselves and accept themselves as they are.</p>
<p style="text-align: center;">Health</p> <p style="text-align: center;">To model and teach physical wellbeing and healthy lifestyles.</p>	<p style="text-align: center;">Emotional and Physical Safety</p> <p style="text-align: center;">To provide a safe and secure environment for all students in my classroom.</p>
<p style="text-align: center;">Achievement</p> <p style="text-align: center;">To support students' learning and achievement.</p>	<p style="text-align: center;">Mentoring</p> <p style="text-align: center;">To guide others in the process of becoming effective teachers.</p>
<p style="text-align: center;">Very Important</p>	<p style="text-align: center;">Write your own value:</p> <p style="text-align: center;">_____</p>
<p style="text-align: center;">Not Important</p>	<p style="text-align: center;">Important</p>

Engaging Students: Opportunities to Respond (OTR) & Positive Feedback

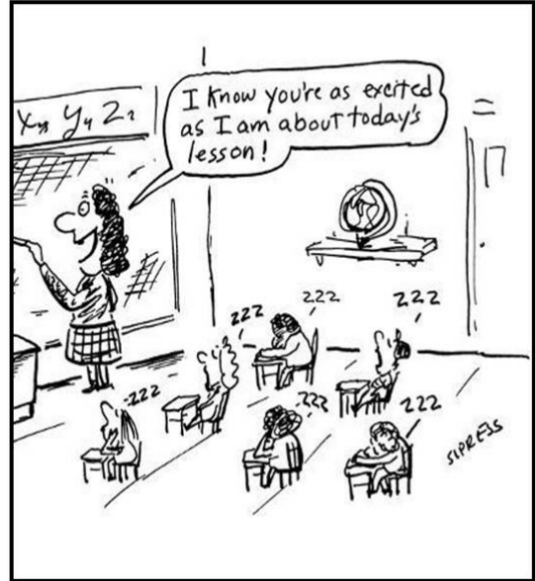
Best Practices are those that are known to provide the highest probabilities for success. For teachers, best practices maximize the probability of student success, and while nothing is a sure thing, some strategies work better than others.

Best practices are identified through empirical research. They are practices shown to have a large positive effect in comparison to the alternatives. Consistently, the data confirms that for students' positive interactions with adults, and engagement during instruction, are perhaps the most important predictors of student success.

These two strategies create:

- Decreased rates of disruption and off-task behaviors.
- Increased active attention to lesson.

Positive Feedback is an essential component of effective instruction and is associated with student academic and social success. Positive Feedback simply means that the teacher has clearly indicated to the student(s) that their behavior is appropriate/correct.



Types of Positive Feedback include verbal, tangible, and group attention. During instruction, teachers can provide high rates of verbal positive feedback without interrupting the lesson. Effective positive feedback is delivered immediately after a behavior, with specificity, and in a genuine manner.

Here are some examples:

- Thanks for being in your seats and ready.
- That's the right way to _____, thanks.
- I'm impressed by how you've _____.
- You are really doing a good job with _____.

OTRs - Engagement is a Teacher Behavior:

Teachers can enhance student engagement during instruction with specific behaviors that are known to keep students actively thinking and learning. For many students, this will not happen without careful planning and delivery by the teacher. By providing opportunities for students to respond during instruction teachers can facilitate student engagement, we call these **OTRs**. Any teacher behavior that makes the student think about the curricular content and respond in some way is an OTR. We've provided several examples of OTRs on the back of this page.

Engaging Students: Opportunities to Respond (OTR) Examples

Opportunities to Respond - OTRs

- An interaction between a teacher’s academic prompt (i.e., verbal, visual, or written) and student(s) verbal, written, or gestural responses.
- We see significant improvement in student engagement and decreases in disruptions when teachers use OTRs at a rate of at least 3 per minute during explicit instruction

Verbal Engagement:

- **Whip Around**
“Name one of the 44 Presidents of the United States of America – think (pause 5 sec.) – we’ll start with the front row”
- **Choral Responding Examples**
What type of OTR are we using? (pause 5 sec.) Everyone.
What is the capital of Oregon? (pause 5 sec.) Everyone.

Non-Verbal Engagement:

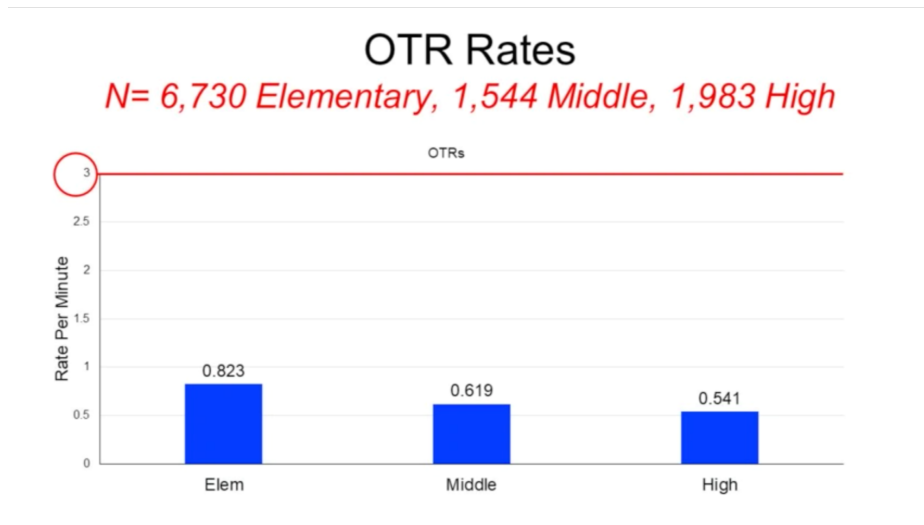
- **Thumps Up-Down**
 - *Have you used or seen hand signals during instruction?*
- **Fist-to-five**
 - *What is your level of understanding of OTRs?*
- **Fingers as Number**
 - *What is the recommended OTR per minute?*
- **Response Cards**
 - Using your *true or false* card, answer the following question:
 - **Louisville is the largest city in the Commonwealth of Kentucky**
 - Using your multiple-choice cards, answer the following question:
 - **Louisville was founded in what year?**
A: 1792, B: 1800, C: 1778, D: 1775, E: Don’t Know
 - Using your grid and dry erase marker, draw as many arrays as you can for the number 6.
 - Using the back side of the card, **list the factors of the number 6.**
- **Written- Stop & Jot**
 - Jot down a brief definition of one strategy that we have talked about.

Partner and Teaming Engagement:

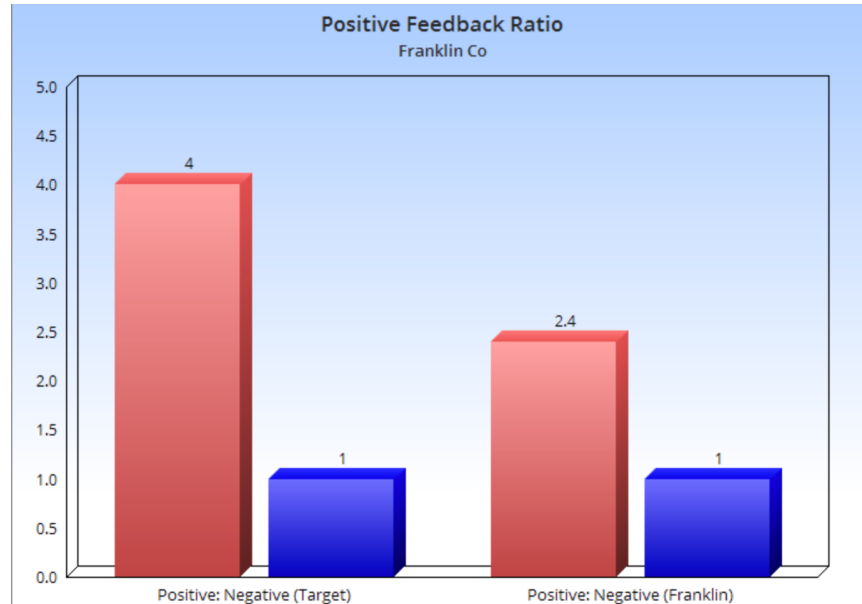
- **Cued Retell**
 - Get into partners (1 & 2) **1s:** What are the 4 steps of the individual response routine, **2s:** Prompt when necessary
 1. Ask a question/give prompt
 2. Give Response cue
 3. Wait time for 3-5 seconds
 4. Give feedback on responses
- **Turn & Talk**
 - Which response methods would be the easiest to incorporate into a lesson?

OTR and Positive Feedback Digging into the data

1. Group OTR is predictive of academic achievement! Our research shows that utilizing **three OTRs per minute** (only required during instruction time) has a significant impact on student engagement and academic achievement.



2. Negative feedback from teachers is predictive of suspension for students, while positive feedback from teachers is associated with positive teacher/student relationship **AND** increased student achievement. Amazing! Our target ratio for positive to negative feedback is **4:1**.

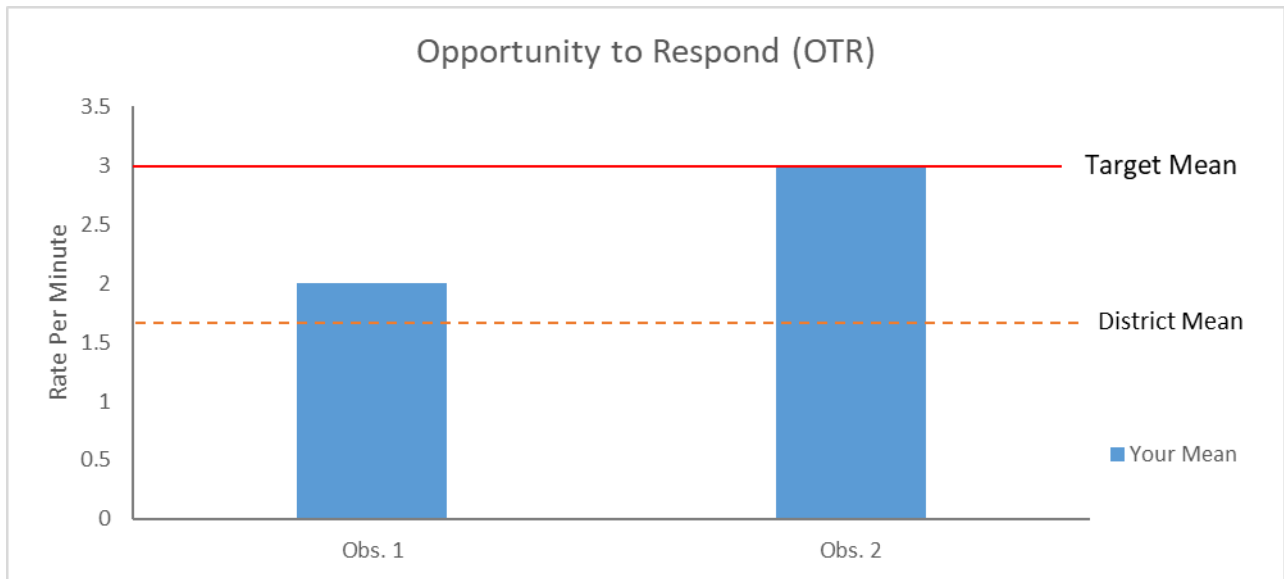


Virtual Tips

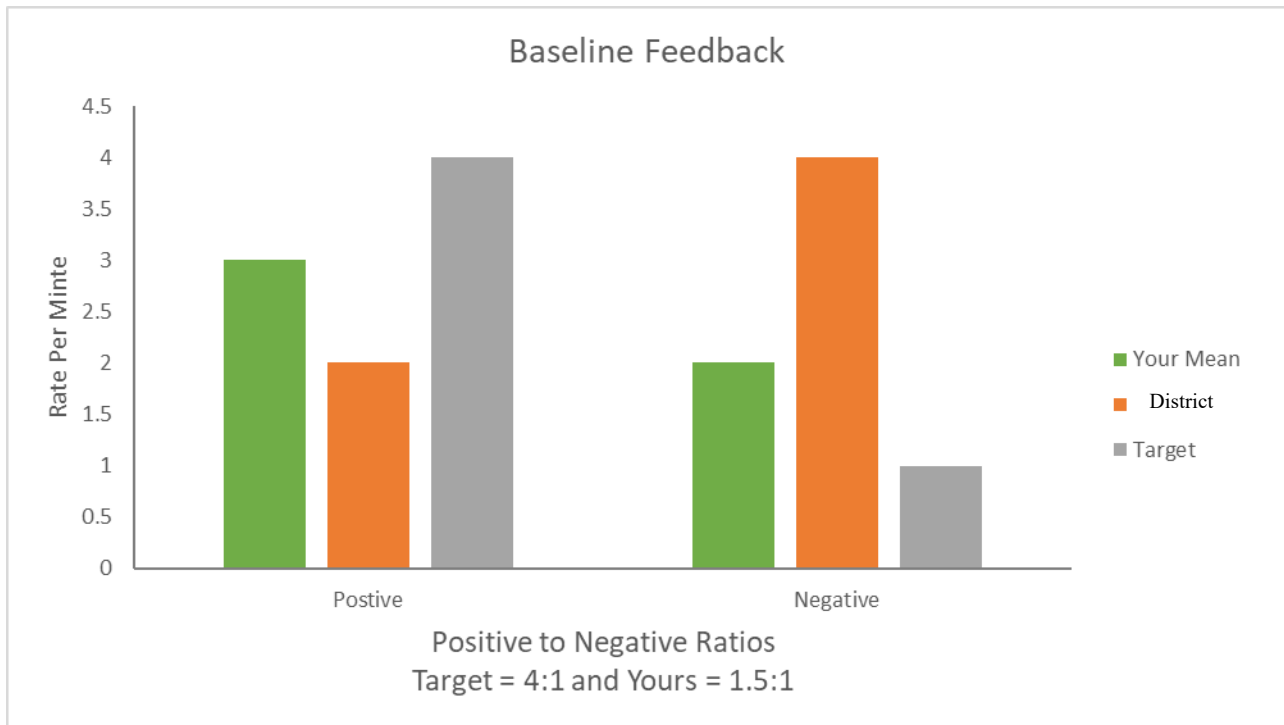
- Teach the OTR in advance. Give the OTR a name, and practice with a fun example.
- Remember to keep the responses simple, long responses are especially difficult in terms of holding student attention when they are watching online.
- Teach students who might struggle with OTRs to listen to other students for clues before responding and that it's OK to say that someone else gave your answer (or to pass).
- Realize that each student may see the classroom arrangement differently on their own computer so it may not be possible to have students respond by row or in natural order. The teacher should call out student names to prompt the next response and have it appear to be random.
- It's best if the teacher has the ability to control student microphones so that they can be on mute but unmuted as the student is called upon. However, this is not always possible and in such cases the teacher must provide reminders to students about unmuting and muting as they are called upon.
- Consider using visual cues, like holding up a red or green card, to minimize audio challenges.

Sample Observation Graphs Step 2: Presenting Feedback

I. OTR



II. Baseline Feedback



**Teacher Action Plan
Step 4: Planning**

Teacher: _____ **Grade:** _____ **Date:** _____

Complete this with your instructional coach, consider brainstorming on the backside of this page before you begin.

Values Identified by Teacher:

Target: I want to increase/improve/decrease the following behavior(s):

Specific reasons to change:

Specific Behavior Goal(s):

Action Step 1:

By Date:

Action Step 2:

By Date:

Action Step 3:

By Date:

Resources and supports for success:

Anticipating Bumps in the Road (Barriers and solutions):

Training Exercises

Training exercises are utilized during the Motivational Interviewing Skills for Coaches training modules.

- Ambivalence Exercise
- Reflections Exercise 1
- Audio Exercise – Introduction to OARS
- Audio Exercise – Reflections
- Audio Exercise – Open-ended Questions
- Affirmations Exercise
- Summaries Exercise
- Sustain Talk Exercise

Ambivalence Exercise

Review this paragraph, underline the sentences that represent change talk.

This teacher is considering trying new things in their classroom, you can consider ‘trying new things’ the “target behavior”:

“I’m so exhausted from trying to manage my students’ behaviors in my classroom. I’d like to try something new, but I’m not sure where to begin. Besides, it’s hard for me to do anything new consistently. And these kids don’t seem to care what I do, or even care about school for that matter. When I try to be nice the class gets out of hand, but I know punishing them isn’t working. Besides, I want the vibe in my classroom to be better. I think some new strategies could really help, but I am too overwhelmed to put the effort in.”

Reflections Exercise

For this activity take turns reading the “teacher” statement and then respond with your own reflection. Try to focus your reflections on Engagement rather than eliciting Change Talk or some other goal. Then evaluate the reflection; was it simple or complex?

- 1. Teacher:** “I’ve been thinking a lot about the skills we discussed, and I think they might help me keep the students engaged during my lessons”

Was your reflection simple or complex? _____

- 2. Teacher:** “I think positive feedback is an important strategy, but my students don’t really respond to it at all.”

Was your reflection simple or complex? _____

- 3. Teacher:** “I’ve had a lot going on at home, and I think that it’s influenced my teaching. I still care about the class, but I feel less focused.”

Was your reflection simple or complex? _____

- 4. Teacher:** “The most important thing to me is that I stay on track with me lessons, once I get behind, I try and cover too much to quickly, and loose the kids attention.”

Was your reflection simple or complex? _____

Audio Exercise: Introduction to OARS

The goal of this exercise is to increase your ability to recognize the OARS skills in practice. Listen to the following audio scenario: our instructional coach is engaging for the first time with a teacher who's been referred to them. The coaches goal in the interaction is simply to build engagement and schedule a consultation. Listen for examples of the coach utilizing Open-Ended Questions, Affirmations, Reflections, and Summaries throughout the conversation. We will occasionally pause the conversation to give you opportunities to identify some of the technical skills being used.

Coach Example 1: *“You’re feeling enthusiastic about meeting, and you’re interested in trying some new strategies in your class.”*

Which of the OARS skills is the clinician using here?

Write another example of an OARS response that would be an appropriate response as the Coach:

Coach Example 2: *“You embrace making changes when you need to. Tell me a little more about the students you mentioned that take some extra work?”*

Which of the OARS skills is the clinician using here?

Write another example of an OARS that would be an appropriate response to the teacher:

Coach Example 3: *“You enjoy them as students, but they are really demanding a lot of your energy and you are hoping for some new strategies.”*

Which of the OARS skills is the clinician using here?

Write another example of an OARS that would be an appropriate response to the teacher:

Coach Example 4: *“You really care a lot about your kids, even the challenging ones. That’s a valuable trait in a teacher”*

Which of the OARS skills is the clinician using here?

Write another example of an OARS that would be an appropriate response to the teacher:

Audio Exercise: Reflections

The goal of this exercise is to increase your ability to recognize the OARS skills in practice. Listen to the following audio scenario: our instructional coach and teacher are completing the Teacher Interview Form together. Listen for examples of Open-Ended Questions, Affirmations, Reflections, and Summaries throughout the conversation. We will occasionally pause the conversation to give you opportunities to identify some of the technical skills being used.

Example 1: *“You feel energized when you play a part in helping a child develop a love of learning.”*

Which of the OARS skills is the clinician using here?

Write an example of a **reflection** that would be an appropriate response to the teacher:

Coach Example 2: *“When your students are difficult, you remind yourself why teaching is valuable to you.”*

Which of the OARS skills is the clinician using here?

Write an example of a **reflection** that would be an appropriate response to the teacher:

Coach Example 3: *“What do you consider your strengths as a teacher?”*

Which of the OARS skills is the clinician using here?

Write an example of a **reflection** that would be an appropriate response to the teacher:

Coach Example 4: *“You feel frustrated because the content is important to you, and you don’t always cover as much as you want to.”*

Which of the OARS skills is the clinician using here?

Write an example of a **reflection** that would be an appropriate response to the teacher:

Audio Exercise: Open-ended Questions

The goal of this exercise is to increase your ability to recognize the OARS skills in practice. Listen to the following audio scenario: our instructional coach and teacher are completing the Values Discovery exercise together. Listen for examples of Open-Ended Questions, Affirmations, Reflections, and Summaries throughout the conversation. We will occasionally pause the conversation to give you opportunities to identify some of the technical skills being used.

Coach Example 1: *“Now that you’ve had a chance to look these over. Which values stood out to you?”*

Which of the OARS skills is the clinician using here?

Write an example of an **Open-ended Question** you could begin the exercise with:

Coach Example 2: *“You really value that your students learn how to treat other people from you”*

Which of the OARS skills is the clinician using here?

Write an example of an **Open-ended Question** you could respond to the teacher with:

Coach Example 3: *“They’re lucky to have you as a teacher.”*

Which of the OARS skills is the clinician using here?

Write an example of an **Open-ended Question** you could respond to the teacher with:

Coach Example 4: *“You have really thought a lot about this, and these values have a lot to do with how you try and teach your kids.”*

Which of the OARS skills is the clinician using here?

Write an example of an **Open-ended Question** you could respond to the teacher with:

Affirmations Exercise

*Here are a series of statements by teachers you might hear in a coaching session. Practice responding to them with an **AFFIRMATION**. Remember, be sincere and concrete in your affirmations, they are more impactful.*

1. My students have been responding well to the new approach I'm taking. It didn't come naturally to me at first, but I've been noticing myself being more positive with the kids I used to be frustrated by.

2. I'm not sure this program is a very good fit for me. I already have a lot on my plate right now, but if it will strengthen my skill as a teacher, I'll give it a shot

3. I've been a teacher for twenty years, and I think I'm starting to notice the burnout. I love the kids, but it's harder for me to show the same patience I used to.

4. Well, I didn't like it, but I practiced using the Positive Feedback with my most challenging kids. I'm not sure if it helped or not, but I gave it a shot.

5. I have worked really hard to get my toughest students back on track, I've even been calling their parents with updates recently.

Sustain Talk Exercise:

Pair off and take turns responding to these examples of Sustain Talk and Discord statements.

1. My initial reaction to this? I don't like what you're showing me.

2. I'm not sure working on this positive feedback and opportunities to respond is a good use of my time.

3. Seeing this data kind of makes me feel like I'm a bad teacher.

4. I have so many other things to do, I'm not convinced this is the best strategy for me.

5. I'm already struggling, and this just feels like a confirmation that I'm not doing a good job.

6. It feels like the hard work I've been doing isn't paying off.

7. A lot of what I've tried hasn't helped.

8. It feels like I'm trying new things all the time.

9. I think the strategies you've shared make sense; I just don't have much bandwidth to add to my to-do list.

10. I think I'm overwhelmed trying to fix everything at once.

Section C: Coach Quick Guides - Steps 1-4

These documents are designed to help guide the Coaches trained in MI as they complete Step 1-4. They provide reminders of how the CBP steps mirror the MI processes, a description of tasks to be completed in each step, and examples of MI skills and strategies that help facilitate each step of the procedures.

- CBP Meeting Timeline
- Initial Interview Quick guide
- Providing Feedback Quick Guide (Module C)
- Reviewing Feedback (Module C)
- Planning Quick Guide (Module C)

MISC Step	Activities, Strategies, and Objectives	Approximate Length
Step 1: Initial Interview	<ul style="list-style-type: none"> • Engagement Process • Introduction of coach and meeting purpose. • Complete <i>Initial Interview</i> • Complete Values Discovery • Summarize how teacher’s background fits with Teacher Best Practices targets 	20-30 minutes
Step 2: Presenting Data	<ul style="list-style-type: none"> • Focusing Process • Elicit teacher knowledge of areas related to OTRs and Positive Feedback • Orient/re-orient teacher to observation graphs and review individualized graph with teacher. • Invite them to reflect on how TBO and the data might influence their instructional practice 	20-30 minutes
Step 3: Reviewing Data	<ul style="list-style-type: none"> • Focusing continued, Evoking Process • Review self-assessment, assess readiness to engage with TBP • Pose evocative questions that elicit change talk • Reinforce any change talk with OARS. 	20-30 minutes
Step 4: Plan	<ul style="list-style-type: none"> • Planning Process • Collaboratively brainstorm strategies for meeting goals using Problem-Solving Process in Action form. • Create an action plan that specifies action steps, supports needed, and a timeline. • Increase hope and confidence in making change. 	20-30 minutes

Quick Guide Step 1: Initial Interview

This document is designed to help guide Instructional Coaches as they complete Step 1, the *Initial Interview*. At the completion of the session coaches should have a clear sense of the teacher's classroom ecology (vibe, routines, culture), their values as a teacher, and their perception of their classroom management practices.

The **engagement** process is exploratory with a focus on building trust, an alliance, and rapport with teachers. Coach should work to establish a nonjudgmental and collaborative relationship. The more fully coaches grasp their teacher's current practices, values, and strengths and weaknesses - the more helpful they will be when the time comes for making behavior change plans.

REMINDERS:

- Embrace the **MI Spirit**: be their partner not instructor, be accepting of their struggles and frustrations, evoke their reasons for change, and always be compassionate.
- Strive to fully understand the teacher's perspective without imposing your own agenda and avoid **the righting reflex** or "fixing" problems they share.
- Use the **OARS** to guide the session, and to understand BOTH sides of their ambivalence: **Open-ended questions, Affirmations, Reflections, Summaries.**
- Attend to their **Change Talk, Sustain Talk, and ambivalence**. Explore the pros and cons of change neutrally.

Agenda: time with teachers will be limited. Give yourself **5-10 minutes** for each exercise.

- Introductions
- Complete Teacher Interview
- Complete Values Discovery
- Prep the teacher for Step 2, *Providing Feedback*.

Exercises and Materials:

1. Teacher Interview (*Teacher Interview Form*)
2. Values Discovery (*Values Handout*)

Quick Guide

Step 2: Providing Feedback

This document is designed to help guide Instructional Coaches as they complete Step 2, *Providing Feedback*. In Step 2 we describe the high leverage teaching practices that will be the focus of the coaching process, and facilitate the ongoing process of focusing teachers towards a specific behavior change by sharing the observation results with them.

To begin this session coaches will present the high leverage classroom management skills: *positive feedback* and OTRs. Next, the coach will share a graphic representation of the classroom observation data with their teacher. When presenting the data, it is important to provide context for the teacher's scores. Begin the presentation with the average teacher scores and our target scores for teachers, then review the teacher specific scores. Answer any questions the teacher has about the high leverage practices, the observation process, or the graph, and encourage them to take time to reflect on their data prior to Step 3, *Reviewing Feedback*.

REMINDERS:

- Embrace the **MI Spirit**: be their partner not instructor, be accepting of their struggles and frustrations, evoke their reasons for change, and always be compassionate.
- Strive to fully understand the teacher's perspective without your own agenda and avoid **the righting reflex** or "fixing".
- Use the **OARS** to guide the session, and to understand BOTH sides of their ambivalence: **Open-ended questions, Affirmations, Reflections, Summaries**.
 - Attend to their **Change Talk, Sustain Talk, and ambivalence**.

Agenda: time with teachers will be limited. Give yourself **5-10 minutes** for each exercise.

- Review Step 1, brief summary of *Teacher Interview* and *Values*.
- Present *Teacher Best Practices Handout*
- Review Observation Data
- Prep the teacher for Step 3, *Reviewing Feedback*

Exercises and Materials:

1. Teacher Best Practices (*Positive Feedback and OTR Handout*)
2. Teacher Data (*Presenting the data script / Observation Graphs*)
 - a) Average Teacher Graph
 - b) Teacher Specific Graph

Quick Guide

Step 3: Reviewing Feedback

This document is designed to help guide Instructional Coaches as they complete Step 3, *Reviewing Feedback*. At the completion of the session coaches should have a clear sense of the teacher's identified goal(s), or behavior change. At the end of the session, teachers are ideally reporting that behavior change is **important** to them and that they are **confident** that they can implement the change if they choose to.

This step is designed to solicit the teacher's feedback on the observation data and assess and bolster their motivation to commit to behavior change in a specific area related to their instructional or classroom management practices. In this step, OARS are used to first narrow the teachers focus and then strengthen and "thicken" their resolve for specific behavior change by **evoking** change talk and exploring ambivalence. Remember, teachers may respond to the materials presented in various ways. The appropriate strategies are determined by where the teacher presents in the change process, first help resolve ambivalence then strengthen their resolve.

Focusing: Prioritize the areas worthy of further discussion. To move to the next process (evocation) requires a specific target behavior.

Evoking: Call forth the participants reasons for making a change.

REMINDERS:

- Embrace the **MI Spirit**: be their partner not instructor, be accepting of their struggles and frustrations, evoke their reasons for change, and always be compassionate.
- Strive to fully understand the teacher's perspective without your own agenda and avoid **the righting reflex** or "fixing".
- Use the **OARS** to guide the session, and to understand BOTH sides of their ambivalence: **Open-ended questions, Affirmations, Reflections, Summaries.**
 - Amplify **Change Talk**, acknowledge **Sustain Talk**, in an attempt to resolve **ambivalence**.

Quick Guide Step 4: Planning

This document is designed to help guide Instructional Coaches as they complete Step 4, *Planning*. This stage should culminate in a specific plan of action that targets the areas in need of improvement discussed Step 3, specifically in regard to *Positive Feedback* and *OTRs*. Teachers should (a) express commitment to change, and (b) leave with an action plan. It is important to continue to engage, focus, and evoke throughout this planning process.

The **planning** process is more directive than earlier stages, in the session you may be providing resources or strategies for the teacher's consideration. Ask teacher's before helping them brainstorm, and remember to continue to focus on collaborative strategies while developing the teacher's actions plan. Break down the action plan into small, doable steps.

REMINDERS:

- Embrace the **MI Spirit**: be their partner not instructor, be accepting of their struggles and frustrations, evoke their reasons for change, and always be compassionate.
- Strive to fully understand the teacher's perspective without imposing your own agenda and avoid **the righting reflex** or "fixing" problems they share.
- Use the **OARS** to guide the session, and to understand BOTH sides of their ambivalence: **O**pen-ended questions, **A**ffirmations, **R**eflections, **S**ummaries.
- Attend to their **Change Talk**, **Sustain Talk**, and **ambivalence**. Explore the pros and cons of change neutrally.

Purpose: The planning process should culminate in a specific plan of action that targets the areas in need of improvement discussed earlier in the session. Teachers should (a) express commitment to change, and (b) leave with an action plan.

Agenda: time with teachers will be limited. Give yourself **5-10 minutes** for each exercise.

- Review the teacher's identified target for behavior change from Step 3.
- Create a change plan with the teacher (complete the *Teacher Action Form*)
 - Collaboratively brainstorm strategies for meeting goals using Problem-Solving Process.
 - Create an action plan that specifies action steps, supports needed, and a timeline.
 - Increase hope and confidence in making change.
- Prep the teacher for change maintenance.

Section D: Motivational Interviewing Primers

These resources are provided to the coaches trained in Motivational Interviewing as references and refresher materials for MI skills, strategies, and resources. These are not tied to any specific training component or implementation procedure.

- MI Primers
- Importance Ruler
- Confidence Ruler

The MI Spirit

The MI Spirit is the emotional posture coaches take as they work with teachers. It is how coaches communicate they are present to collaborate and guide, not instruct and direct. The spirit is pervasive in MI practice- always present irrespective of the process coaches are in or the skill they are using. Without the spirit, which includes the four components below, the MI skills can be experienced as tricks, or tools of manipulation, weaken relationships, and decrease motivation for change.

Partnership:

- MI is *not* done “to” someone, it’s done “for” and “with” a person.
- MI is like dancing not wrestling (moving with rather than against each other).
- MI requires letting go of the assumption that you are the expert who will provide all the right answers!!!

Acceptance:

- MI believes in people's absolute worth – respecting the other and their right to grow.
- MI requires a non-judgmental approach, since judgement leads to discord.
- Coaches aren't here to direct, the choice to change always remains with the teacher.
- Coaches can let go of the idea, and burden, that you have to make people change.
- In MI coaches make every effort to understand the other's perspective, to see the world as they see it

Evocation:

- In MI coaches give space for individuals to talk themselves into change by evoking their ambivalence and exploring their reasons for change. We “call forth,” “stir up,” and “draw out”.
- The individual already has what they need and the coach's job is to help them locate and articulate it.
- Coaches evoke discrepancies between their current practices and their underlying values.
- Coaches embrace teacher ambivalence by helping them articulate pros and cons of change, coaches assist teachers to resolve it with solutions that match their stated goals and values.

Compassion:

- It's essential that coaches actively promote participants well-being, and that coaches give priority to teacher's needs.

The MI Processes

The MI Processes are the “roadmap” we follow as we navigate the process of change. They include engaging, focusing, evoking, and planning.

Engaging: Building trust and mutual understanding.

- Listen and confirm understanding
- Show empathy by understanding fully from the client’s perspective
- Avoid MINAs

Using OARS strategically (to understand BOTH sides of the ambivalence or dilemma)

Focusing: Prioritize the areas worthy of further discussion. To move to the next process (evocation) requires a specific target behavior.

- Seek and maintain direction towards change.
- Serve as guide.
- Help the teacher identify and prioritize potential change targets.

Evoking: Call forth the participants reasons for making a change.

- Use questions, reflections, affirmations, and summaries strategically to elicit change talk.

Planning: Articulating goals and concrete steps for achieving them.

- Consolidate commitment by selectively reinforcing commitment language
- Ask key questions to determine readiness for action planning
- Assist to identify planning goals and objectives
- Revisit the change plan to determine the need for more work in former stages and/or changes/additions to the plan.

Evoking Change Talk

Ask Evocative Questions:

- Ask open-ended questions for which change talk is the likely answer!
- DARN

Encourage “Looking Forward”

- Ask what may happen if things continue the way they are.
- Follow up with one of these open-ended questions:
 - If you were 100% successful in making the change you want, what would things be like down the road?
 - How would you like things to be in 5 years? In 10 years?

Ask for Elaboration

- When you hear change talk, ask for more details.
 - Tell me more.
 - What would that look like?
 - I’m interested in an example or two.

Query Examples

- What are the worst things that can happen if you don’t make this change?
- What are the best things that can happen if you do make this change?

Explore Values and Ideals

- Review any previously stated values and ideals.
- Compare current circumstances with those values and ideals.
- Explore how current parenting practices (adult behavior) fits with their values and ideals.

Evoking Change Talk, cont. (DARN)

Desire

How would you *like* for your relationships with your students to change?
How would you *like* your student's engagement to be different?
What do you *hope* our working together will accomplish?
How do you *want* things to be different at the end of this semester?

Ability

What instructional practices do you think you might *be able to* change?
What ideas do you have for how you *could* modify your instructional or management practices?
Of the options we've discussed, which seems most *possible to change*?
If you did decide you want to start using rewards and consequences, how *could* you do it?

Reasons

Why would you want to do something different with regard to your instructional practices or classroom management?
What are the downsides of how are now?
What might be the advantages of this change?
What would make it worth your while to alter your instructional practices or classroom management?
What might be the 3 best reasons for _____ (offer specific change that has been provided by the teacher)?

Need

What *needs* to happen?
How *important* is it for you to _____? (1-10 scale)
What do you think *has* to change?

After collecting their reasons for change, using some of the questions above, summarize (with a 'bouquet of change talk'), and then ask a short and simple question – a 'key question'. This process communicates, "Here are all the motivations for change you have given me. It's in your hands what, if anything, you choose to do. What do you think?"

Key Question

So what do you think you'll do?
Where does all this leave you?
I wonder what you might decide to do.

Eliciting Strength and Confidence

Reviewing Past Successes:

Help teachers explore changes they've made successfully in the past:

- What changes have you made along the way that were challenging for you?
- What things have you managed to do where you doubted yourself at first?
- How did you do that?
- How did you prepare for that change?
- What did you do to maintain the change?
- How did you overcome obstacles you may have faced?
- What does that change/success say about your skills or strengths or resources?

Affirmation:

Activity – Characteristics of Successful Changers

Provide the teacher with a list of positive characteristics they might possess. Invite them to look at the list and circle at least five words that describe him/herself. Then, ask open questions and reflect as you help them explore the strengths they identified.

Brainstorming:

- Encourage them to be creative and to generate as many ideas as possible.
- No critiquing allowed!
- Write them down.
- Then, ask them which ideas seem most plausible and why.

Giving Information and Advice:

- Only with invitation/permission and after you've solicited their own ideas.
- Offer a menu from which to choose, thus promoting autonomy.

Exchanging Information Handout

This handout is designed to provide a simple model for coaches to following when they are exchanging information with teachers. This model will be helpful when a) a teacher is asking for advice or b) your responsibilities with a teacher necessitate that you share knowledge or information with them. See below for helpful strategies and reminders.

A Strategy for Exchanging Information: EPE

Elicit – Find out what they know, then share only what’s needed.

Provide – Educate, provide pertinent information.

Elicit – Ask for their understanding and response.

1. Explore prior knowledge, and explore their interest:

- *Would you like to know about...?*
- *Is there any information I might help you with?*
- *What do you already know about...?*
- *What would you like to know about?*
- *What have you been wondering about that I might be able to clarify for you?*

2. Provide the information they need:

Prioritize: What do they most want/need to know?

Be clear: Avoid jargon; use everyday language. Provide small pieces of information at a time.

Support autonomy: Acknowledge freedom to disagree or ignore.

Don’t prescribe the person’s response: Present what you know without interpreting its meaning for the client.

2. Ask for the client’s interpretation, understanding or response using open-ended questions:

- “What do you think about that?”
- “How does that resonate with you?”
- “Of the suggestions I made, which, if any, jump out as something that might work for you?”
- “How do you see this apply to you?”

Reflect reactions you see. (“This seems to be clicking with you” or “You look puzzled.”)

Provide them with time to process and respond to the information you present.

Principles of Good Practice:

- “I have some expertise, and clients are the experts on themselves.”
- “I find out what information the clients want and need.”
- “I match information to client needs and strengths.”
- “Clients can tell me what kind of information is helpful.”
- “Advice that champions client needs, and autonomy is helpful.”

Common Traps:

- “I am the expert on how and why clients should change.”
- “I collect information about problems.”
- “I rectify gaps in knowledge.”
- “Frightening information is helpful.”
- “I need to just tell them clearly what to do.”

Motivational Interviewing Non-Adherent Behaviors (MINA)

Roadblocks to effective coaching...

When using motivational interviewing, roadblocks to effective use of the practice are called Motivational Interviewing Non-Adherent Behaviors, or MINAs. The challenge for individuals in the helping professions is that sustain talk brings about the nature tendency in the interviewer to want to right what is wrong – to fix what is broken – to share our experiences and what we know will work without building the importance of the change or addressing the confidence with which they can approach the change. For our perspective, when we give in to this “righting-reflex” we generally decrease the likelihood of helping move towards positive change. There are two categories of MINAs: persuasion and confrontation.

Persuasion: The coach makes overt attempts to change the teacher’s opinions, attitudes, or behavior using tools such as logic, compelling arguments, self-disclosure, or facts (and the explicit linking of these tools with an overt message to change).

Persuasion also involves subtle, or covert attempt change the teacher’s opinions, attitudes, or behavior by giving biased information or advice if it has not been solicited or the interviewer has not sought permission to do so; such as offering suggestions, tips, opinions, or solutions to problems. Thus, persuasion is acceptable, but *ONLY with* an explicit statement or strong contextual cues emphasizing the client’s autonomy and a desire to receive the recommendation(s).

Confrontation: The coach confronts the teacher by directly and unambiguously disagreeing, arguing, correcting, shaming, blaming, criticizing, labeling, warning, moralizing, ridiculing, or questioning their honesty. Such interactions will have the quality of uneven power sharing, accompanied by disapproval or negativity. Included here are instances where the coach uses a question or even a reflection, but the voice tone clearly indicates a confrontation.

Restating negative information already known or disclosed by the teacher can, at times, be considered confrontation. Most Confronts can be correctly recognized by careful attention to voice tone and context.

Importance Ruler

1	2	3	4	5	6	7	8	9	10
Not Important					Very Important				

Prompt: On a scale of 1-10, with 10 being the most important how important would you say it is to implement Positive Feedback and Opportunities to Respond in your classroom?

Follow-Up: "I'm interested in why you chose ____ (insert the number they chose) and not ____ (insert a lower number)?"

Confidence Ruler

1	2	3	4	5	6	7	8	9	10
Not Confident					Very Confident				

Prompt: On a scale of 1-10, with 10 being the very confident how confident are you that you could implement Positive Feedback and Opportunities to Respond in your classroom if you chose to?

Follow-Up: "What would it take to get you to a ____ (insert a higher number)?"

Section E: Motivational Interviewing Skills for Coaches (MISC) “Standardized Teacher” Practice and Feedback

Directions for the Coach

During the second component of the MISC training process, you will interact with one of our trainers who will assume the role of a teacher. This “standardized teacher” scenario provides you a way to practice the coaching best practices process, and MI; immediately after each interview, our research staff portraying the teacher will provide some thoughts regarding your initial attempt implementing this intervention. In addition, these practice sessions will be audio recorded and reviewed by a member of our research team, who will provide more formal feedback regarding your use of specific MI skills and the MISC processes after listening to the audio recording. Both the informal feedback provided directly after your “standardized teacher” session, and the more formal feedback provided a day or two later, are strengths based, growth oriented and positive in tone! The purpose is professional development rather than evaluation. In fact, there is no formal evaluation occurring during this process.

Here’s how these sessions will work:

- The session begins by exploring goals that you’ve set for yourself as a ‘trainee.’ You and the trainer will review goals that you have for yourself, discussing ways that you might focus on your goals as you engage in the Standardized Teacher practice.
- The trainer will provide a rough schedule for the “standardized teacher” and feedback sessions.
- At the specified times, you’ll meet with your ‘teacher’ and practice one step of the MISC process.
- Each session should be practiced in its entirety, from start to finish without breaking character (although your ‘teacher’ is very patient – even when you need to refer to the manual or your notes – or start again with a “do over!”)
- Each session will be audio recorded.
- Immediately after the session you and the ‘teacher’ – who will magically change back into your trainer – will informally debrief.
- Then you are ready for session two! Repeat until finished.

Here is some information regarding the ‘teacher.’

Mr./Ms. Apple is a twenty-seven-year-old third grade teacher, working in a public school. He/She is relatively new as a teacher. His/Her strengths are genuinely enjoying the students and patience, but he/she is often disorganized. He/She struggles with engaging the student’s attention during lessons, and when behaviors escalate, he/she feels ill equipped to respond. Mr./Ms. Apple has agreed to participate in the MISC intervention, and you have described your role and the intervention procedures in general terms prior to your current visit.

Session 1: You’re on your first session with Mr./Ms. Apple. You have already described the program and completed the classroom ecology exercise. Begin your interview by completing the Values Discovery exercise with Mr./Ms. Apple.

Session 2: You’re on the second step of the coaching best practices process, again meeting in the teacher’s classroom. You have a good grasp of the classroom ecology, and the values expressed by the teacher. Your task is to present the *OTRs and Positive Feedback* information, and then the *Classroom Observation Data*.

Session 3: You’ve already presented the data and instructional practices with your teacher, now spend some time reflecting with the teacher on their takeaways from the data. Begin to help them focus on specific behavior changes and evoke the importance of making the identified behavior changes as well as their confidence that they can be successful.

Recording Device Instructions:

For each coaching session you will use the thumb drive we have provided you to record your session. Here are some simple instructions and reminders for how to use the device.

1. Always plug the device into a computer or wall charger for at least 30 minutes ahead of each session. This can occur a day or so before, but it is very important to be sure the device is charged.
2. At the beginning of each session flip the power button to the "ON" position, you will see a light turn on to notify you that it is recording.
3. Leave the switch in the "ON" position for the entire coaching session
4. After the session is finished flip the switch to the "OFF" position, you should see the light turn off.

We will handle the uploading of your recordings. We will occasionally swap devices with you to ensure there is enough memory for your coaching.

Thank you.