Motivational Interviewing for School Coaches

Module C:
Focusing and Evoking

Topics Covered

- **Session 2: Focusing**
  - **Handouts**
  - **Elicit-Provide-Elicit**
- **Session 3:** Reviewing the data together
  - **Evoking:** what is it? How do we do it?

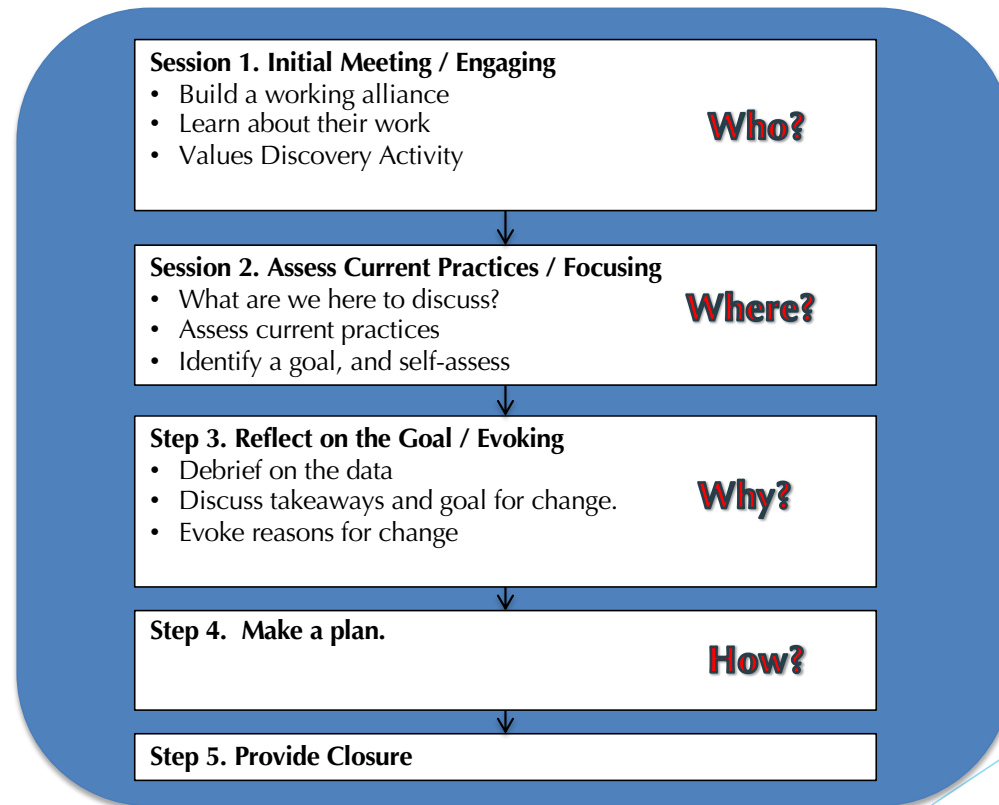 When to Focus and when to Evoke?

Learning Objectives:

- Coaches should be able describe **focusing** and **evoking,** and how the processes are facilitated by the MI Spirit and use of OARS

- Coaches should understand the processes to be complete in Session 2 & 3.

- Identify the distinct skills within OARS used during these processes and utilize them in a practice setting

- Complete a practice "assessing practices" session, and "reviewing feedback" session.

Coaching model…

Session 1. Initial Meeting / Engaging
- Build a working alliance
- Learn about their work
- Values Discovery Activity

Who?

Session 2. Assess Current Practices / Focusing
- What are we here to discuss?
- Assess current practices
- Identify a goal, and self-assess

Where?

Step 3. Reflect on the Goal / Evoking
- Debrief on the data
- Discuss takeaways and goal for change.
- Evoke reasons for change

Why?

Step 4. Make a plan.

How?

Step 5. Provide Closure

MI Processes

- Engaging
- **Focusing**
- Evoking
- Planning

If Focus Is. . .   Then. . .

| If Focus Is...		Then...
Clear to <u>both</u> of you	→	Confirm and proceed to evocation and planning
Unclear, or there are multiple issues to address	→	Engage and Prioritize
Predetermined by "Organization"	→	Engage, Ask Permission, Elicit Pros of Change

Focusing

- An ongoing process of seeking and maintaining direction towards change
- Consultant serves as **guide**
- In coaching…it requires a change goal, a focus.

Search for Target Behaviors

Broad   Exploratory

Engage

Focus

Evoke

Plan

Targeted   Strategic
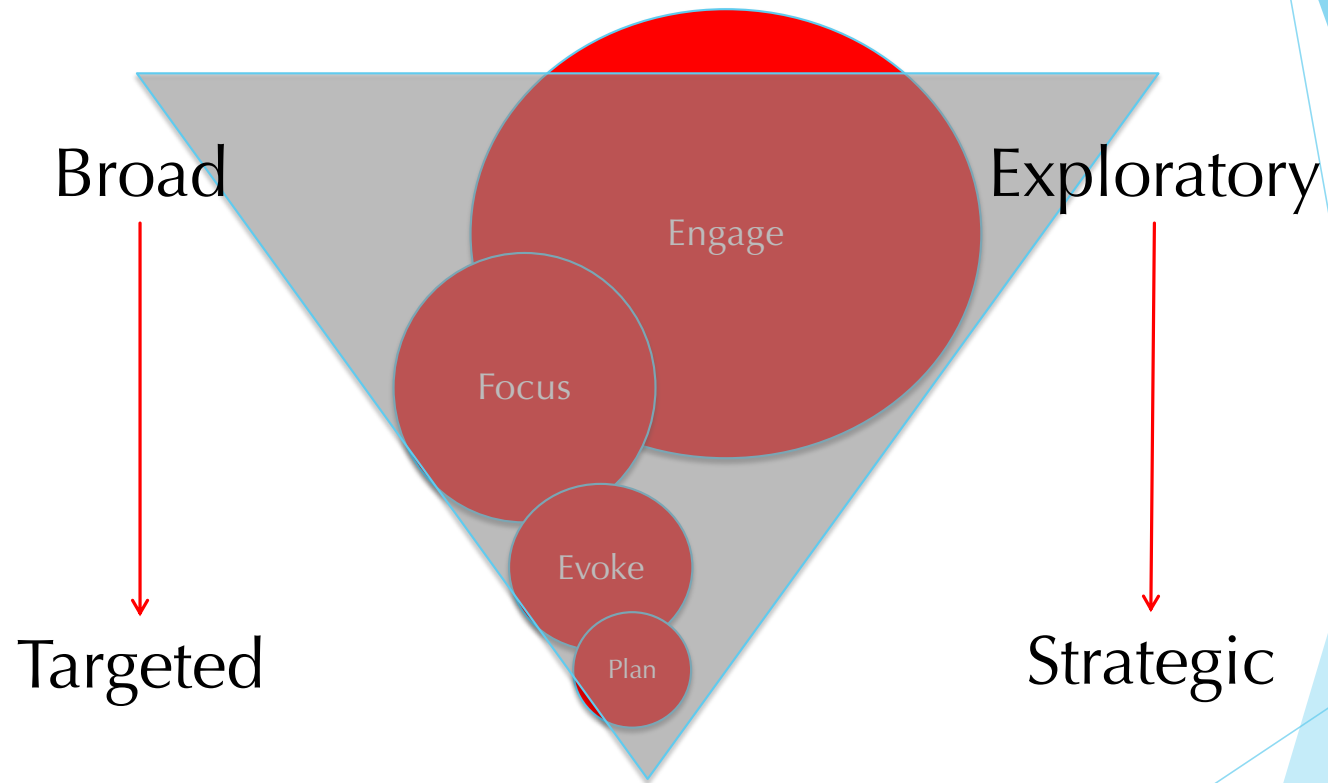
Reflections

Broad

"You value having a positive environment for your students."

Exploratory

Targeted

"You plan to incorporate three types of OTRs in your lesson plan for Monday"
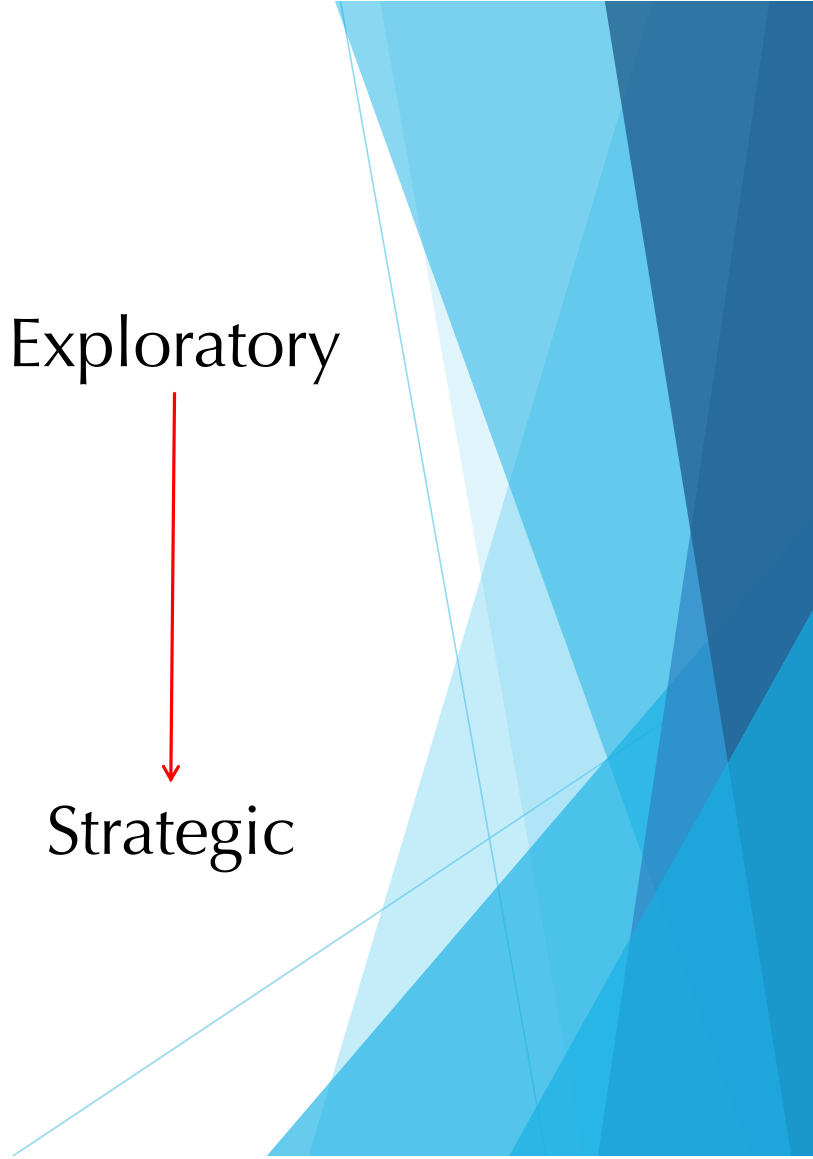
Strategic

Open-ended Questions

Broad

Exploratory

"Can you tell me how you feel about the challenges in your class?"

Targeted

"What are the benefits of making a specific plan to use verbal praise in the classroom?"

Strategic

Mental Shifts in Focusing:

Why is it so crucial?

- If we don't clarify our goals, we don't know where we're going
- It helps with balancing expertise… client vs. clinician.
- It ensures collaboration and the development of shared goals, negotiating the focus.

Again, if Focus is. . .   then. . .

Clear to <u>both</u> of you	Confirm and proceed to evocation and planning
Unclear, or there are multiple issues to address	Engage and Prioritize
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Session 2:
Assessing Current Practices

Session 2:

Objectives:

1. Introduce OTRs and Positive Feedback
2. Present Observation Data

Presenting the Data

Take out your **Step 2 Quick Guide**

1. TBP: Elicit-Provide-Elicit
   - Exchanging Information
2. Observation Data:
   - Provide context for data
   - Prompt them to reflect before Step 3

Exchanging Information
in Motivational Interviewing

"It is easy to overestimate the amount of information teachers need."

- Miller & Rollnick

Exchanging Information Discussion:

In the context of Motivational Interviewing...

- ▶ What are some principles of good practice we might want to emphasis as we explore the materials with our teacher?
- ▶ What are some common traps that we might want to avoid?

Principles of Good Practice

- "I have some expertise, and teachers are the experts on themselves."

- "I find out what information the teachers want and need."

- "I match information to teacher needs and strengths."

- "Teachers can tell me what kind of information is helpful."

- "Advice that champions teachers-needs and autonomy is helpful."

Common Traps…

- "I am the expert on how and why teachers 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."

A Strategy to Exchange Information

Elicit

Provide

Elicit

By design, this strategy helps us avoid common traps, and utilize principles of good practice...

Elicit-Provide-Elicit

1. Explore prior knowledge, Explore their interest
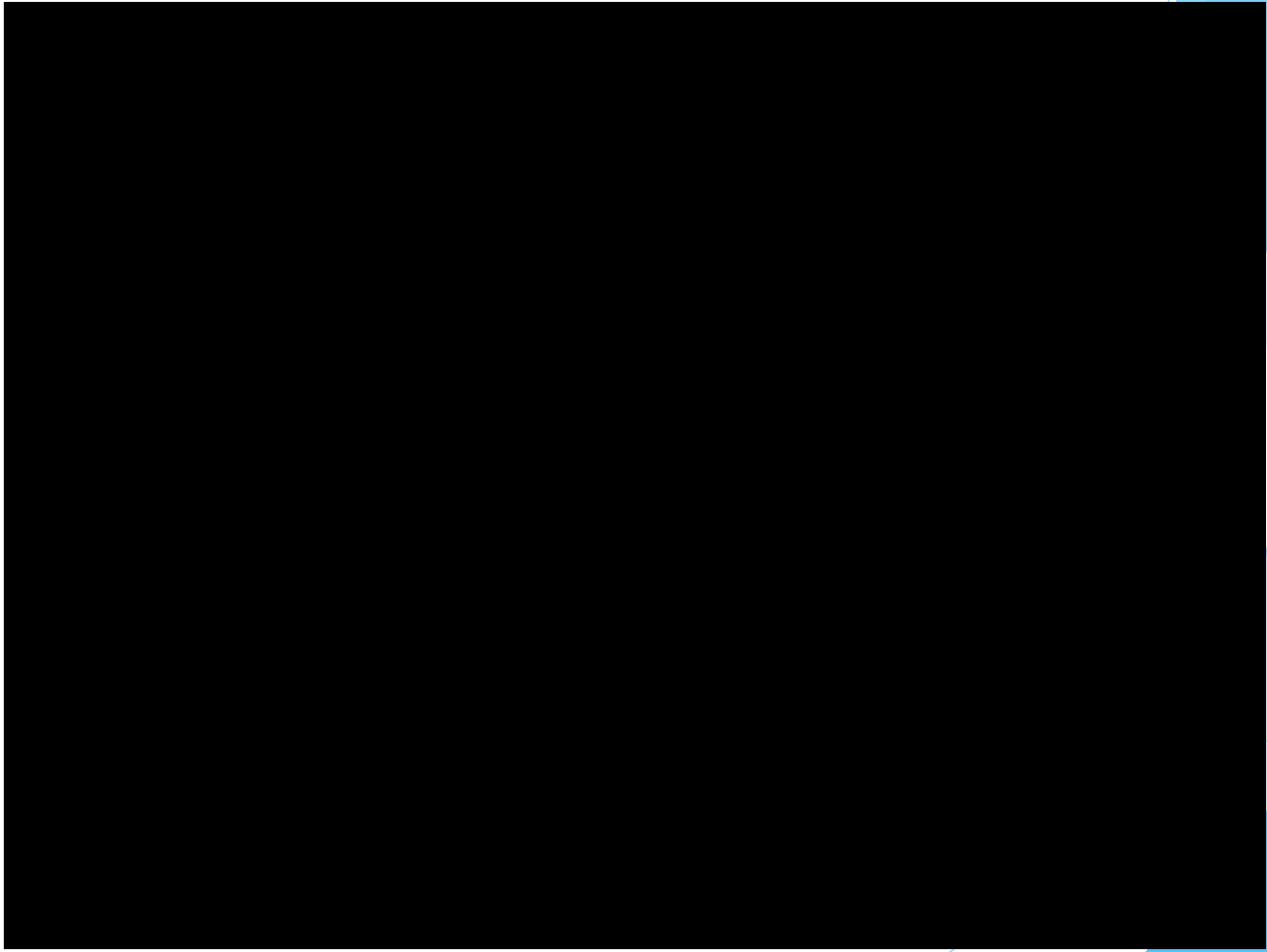
Elicit-Provide-Elicit

2. Provide the information they need.

Elicit-Provide-Elicit

3. Ask for their interpretation, understanding or response using open-ended questions.

Provide them with <u>time</u> to process and respond to the information you present

Recommended OARS Thresholds:

- For every **Question** you ask, use two **Reflections**

- For every **Simple Reflection**, use two **Complex Reflections**

- Always avoid non MI behaviors: confronting, advise giving, directing

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.

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Pair Practice – Focusing:

Split into pairs and take out the **Session 2: Focusing** handout.

Assign a coach and "client".

1. Take 5 minutes to discuss this training together. Use your OARS to identify what aspects of this material seem most important to the client.
2. Assess why that areas stands out compared to others.
3. Identify one small way that might begin to apply this knowledge (change).

Switch roles and repeat.

Presenting the Observation Data:

1. Orient your teacher to the graphs:
   - Highlight the Average Scores and the Teacher Scores
2. Ask the teacher to look them over:
   - Use your **OARS** and **E-P-E** to explore their reactions
3. Prepare them to discuss their thoughts more deeply in Step 3.

Opportunity to Respond (OTR)
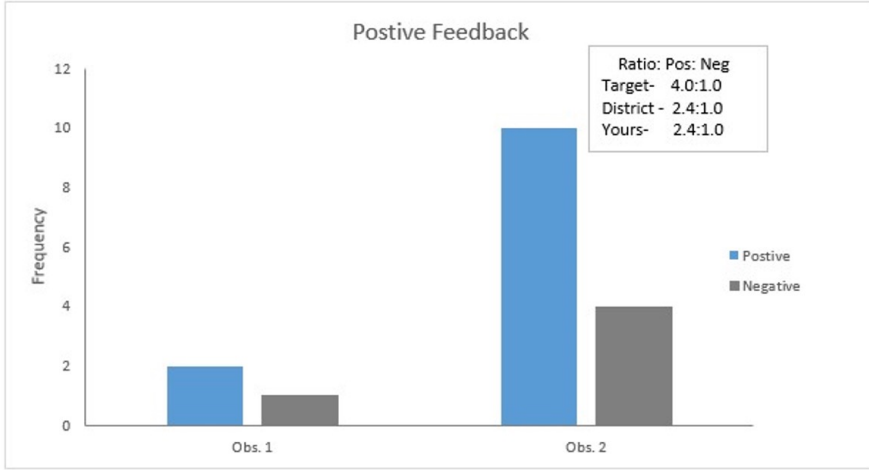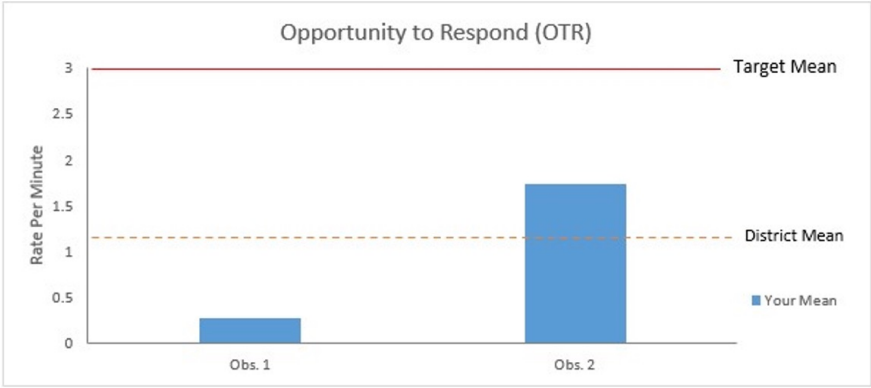
Positive Feedback

Pair Practice: Observation Data:

Pair off – take 5-10 minutes each.

1. Coach 1: practice discussing the OTRs and Positive Feedback material with your teacher

2. Coach 2: practice discussing the observation graphs with your teacher

Consider how you might use E-P-E and OARS to facilitate the process?

Advice Giving – Group Discussion

Scenario: Your teacher says...

"I've looked over the material on Positive Feedback and I think it will be helpful, but I keep wondering - what am I supposed to do when the students are acting up? How do you think I should handle that?"

What are some productive ways to engage this questions using MI skills?

What if my teachers asks for advice?

- **Engage first, and use sparingly**
- **Try starting with your OARS**

    Reflect back to them the concern they've expressed

    Ask an open ended question that invites their solutions first

- **Emphasize personal choice**

    It's really up to you, but I can share some options

    You might or might not agree with my idea, but

    Something you could try if you wish is…

- **Offer a menu of options**

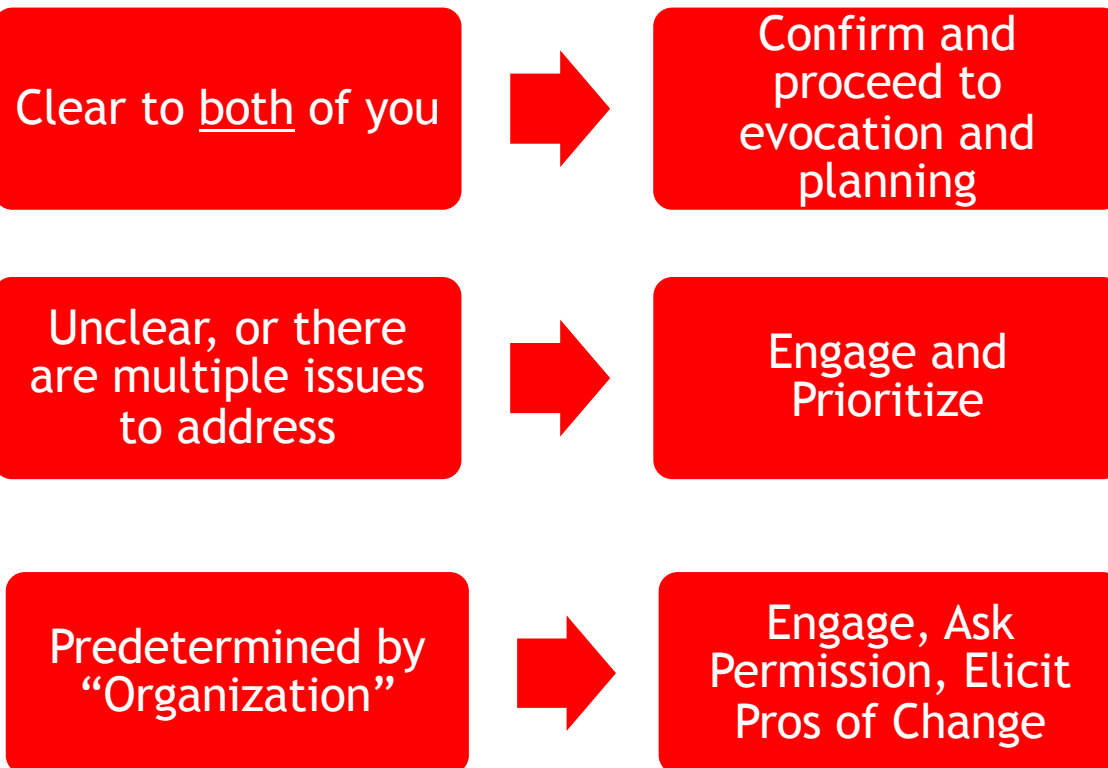   *Which of these might be best?*

MI Processes

Again, when you consider our three teacher scenarios, how might the transition from focusing to evoking be different?

➤ Engaging

➤ Focusing

➤ **Evoking**

➤ Planning

Session 3: Reflecting on the Goal. Evoking.

Remember… We know it's time to evoke when the focus is clear to both of us.

Clear to <u>both</u> of you	→	Confirm and proceed to evocation and planning
Unclear, or there are multiple issues to address	→	Engage and Prioritize
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Evocation

- To evoke is to ask questions, the answer to which is change talk.

- Consultant guides teacher in **talking themselves into change, then strengthens importance and confidence.**

- Evocation requires a target behavior.

Three potential responses will guide how we utilize **focusing** and **evoking** skills with our teachers.

1. I see the value in everything this data is showing me. I want to change my behavior in both areas. I am highly motivated. Let's do this!

2. I see some value in one or both skills. I can see how changing my behavior might be helpful, but I'm not 100% sold. Let's talk it over.

3. I do not like what you have presented to me. I either disagree, do not understand, or feel offended by what this data shows. If you want this to move forward, you are going to have to slow down and help me see why it should matter to me.

Have these 3 scenarios in mind as we dig deeper into the processes.

Session 3: Evoking

How to Evoke Change Talk

1. Ask evocative questions

2. Use *Importance Ruler* (1-10 Scale)

3. Encourage "Looking forward"

4. Ask for Elaboration

5. Query Extremes

6. Explore Values and Ideals

Pair Practice – Evoking:

Split into pairs and take out the **Session 3: Evoking** handout. Assign a coach and "client". Take 5 minutes to discuss this training together. Use your OARS.

Responding to Sustain Talk…

CBP Step 3: Reviewing Feedback

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Have these in mind as we dig deeper into these processes.

The ambivalent teacher… OARS practice.

Have your Step 3, quick guide out:

"I'm not sure how I feel about this data, I can see how I compared to other teachers and I can see where I'm supposed to be with the skills, but it feels a little overwhelming. I mean I believe the data, and I believe the skills help kids do better in class, but I'm just not sure where to begin. Don't get me wrong, I could see how this stuff could help and it's definitely better than feeling like I'm just yelling at the kids all the time. But I already feel overwhelmed in my work, having one more thing to work on may not be a priority right now."

Remember to…

Resist the Righting Reflex…

- Uninvited information-giving
- Arguing for change

View sustain talk as normal

- During Engagement and Focusing it's commonly a 1-to-1 ratio

Focus on change talk

- So that sustain talk diminishes as you progress
- During Evocation it's commonly a 2-1 or 3-1 ratio

Responding to Sustain Talk

1. Don't go fishing for it!
2. Double-sided
3. Amplified
4. Emphasizing autonomy
5. Coming alongside
6. Find the Gem
7. Develop Discrepancy

CBP Step 3: Reviewing Feedback

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   What about a teacher who may be feeling some opposition towards the material?

Developing Discrepancy:

- Realizing the conflict between current behavior and our goals or values, can encourage change.

- Developing discrepancy from the ambivalence a person feels is highly responsive to the processes of MI.

- Discrepancy is the vehicle by which the importance a person places on change can be enhanced.

C: *You don't think the observation data is a good representation of you as a teacher, and you feel frustrated with this process.*	Complex reflection to acknowledge emotion
T: *Right, I mean I don't get it...I am not that negative with my kids.*	Expression of ambivalence
C: *Earlier in our work together you mentioned being frustrated and upset with the class at times.*	Summary of previous conversation
T: *I mean I yes...but I had no idea that I was calling out inappropriate behavior so much. That can't be helpful.*	Change talk (recognition of the discrepancy in the status quo)
C: *This is a challenging realization for you, and you know it doesn't help Seems like you are considering a change to be more in line with what you value – a positive classroom.*	Complex Reflection

Ambivalent Teacher, Group Practice:

Teacher: "I already feel overwhelmed in my work, having one more thing to work on may not be a priority right now."

Ambivalent Teacher, Group Practice:

Teacher: "When I think about this week, it's
hard to find the energy"

Ambivalent Teacher, Group Practice:

Teacher: "With all of the initiative going on in school, and my normal workload, thinking beyond that can be overwhelming."

Where do I go with a teacher who isn't interested?

- Acknowledge their autonomy
- Work to fully understand their thoughts and emotions
- Focus on maintaining the alliance you've built
- Don't push for change
- Leave the door open

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Module D:
the Planning Process

Coaching model…

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Why?

Step 4. Make a plan.

How?

Step 5. Provide Closure

Planning for Change.

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:

- Express commitment to change, and

- Leave with an action plan.

Ready for Planning?

How do you know?

- decreased resistance

- resolve to change

- increased change talk

- questions about change

- envisioning change

- experimenting with change, and

- requests to get on with implementation

Transition from Evocation to Planning

Affirm initial ideas regarding steps to take towards positive change.

> *"You've clearly given [some / a lot] of thought to how you want to get started."*

Introduce **collaborative** problem-solving process.

- *How do you feel about us working together to create an action plan for those factors you noted you might want to maintain or improve?*

- *You're the expert here, you know your teaching ability and you know your students, so you will know what works best. I'm here to facilitate, so I might have some ideas to offer.*

First brainstorm…

- *What has helped in the past?*

- *What have you seen work for others?*

- *Do you want me to offer some ideas? EPE works well here!*

Encourage them to select the best solution(s)

- *You came up with some great ideas! Among the solutions you generated, which one(s) would you like to try out? Agenda Map if necessary!*

Mobilize!

- Preparing: *What would be a first step?*
- Setting a date: *When could you do that?*

Evoking Hope
& Confidence

Differentiating Motivational Obstacles to Change

Importance

	High	Low
High Confidence	↑ Importance ↑ Confidence	↓ Importance ↑ Confidence
Low	↑ Importance ↓ Confidence	↓ Importance ↓ Confidence

Eliciting and Strengthening Confidence Talk

- The Confidence Ruler

- Evocative Questions

- Reviewing Past Successes

- Affirming Strengths

- Brainstorming

- Giving Information and Advice