Motivational Interviewing Skills for Coaches (R324A190173)
Research Performance Progress Report: Final Report

I. Accomplishments

The purpose of this project is to create a training platform, the *Motivational Interviewing Skills for Coaches (MISC)*, to equip instructional support personnel (ISP) with the conversational skills necessary to more effectively engage teachers in the coaching process, improve teacher implementation of evidence-based classroom behavior management strategies, and influence student outcomes. As described in our Year 2-4 annual reports, the COVID-19 pandemic delayed implementation substantially. To accomplish our goals, we simplified our teacher and student recruitment and selection procedures, conducted an additional wave of data collection in Fayette County Public Schools (FCPS; Lexington, KY) during project Year 4 (2022-2023 school year), and implemented a second Cohort in Jefferson City Public Schools (JC Schools, Jefferson City, MO) during our NCE (2023-2024). These efforts were successful in allowing us to recruit 68% of our targeted ISP sample and 66% of our desired teacher sample. Despite not reaching all our recruitment goals, we were able to accomplish each of our study aims. The aims of our Development and Innovation grant are provided below. We have organized this final report in reference to these aims.

1. Create a fully developed version of the MISC training via an iterative development process
2. Investigate the feasibility and impact of the MISC training on (1) ISP knowledge and skill at post training and (2) MI skill while implementing the CBP procedures with teachers.
3. Examine the promise of the MISC training to influence teacher motivation, sense of efficacy, burnout, attitudes towards inclusion and perceptions of teachers' relationships with their students; as well as teacher instructional practices, student engagement, and overall classroom behavior.

Aim 1: Creating a fully developed version of the MISC training via an iterative development process

In 2016, we began developing the MISC training platform by using preexisting training models, including the MI skills training designed for home visitors implementing the homeBase intervention (Frey et al., 2015) as well as several trainings our research team has conducted with teachers and specialized ISP over the past decade. Thus, the first iteration mirrored the homeBase training, but the content was contextualized within an ISP-teacher relationship. The first iteration of the MISC training was a three-day, 12-hour training, introducing both essential components of MI. The primary components of MI that were covered in the first iteration were: MI spirit, MI processes, and the MI Skills—hereafter referred to as Open-ended questions, Affirmation, Reflections, and Summaries (OARS). The initial iteration of the MISC training was distributed to the investigation team and the project Advisory Committee, and their feedback was used to inform the second iteration of the training. In the second iteration of the training, we created video and audio clips to support learning and created the standardized teacher script (described below). Next, we trained 15 instructional and behavioral coaches in Franklin County School District in Frankfort, Kentucky. These professionals provided valuable feedback about the training through quantitative surveys assessing usability (i.e., acceptability, appropriateness,

and feasibility) and satisfaction of the training from qualitative focus groups. The training procedures were subsequently revised.

The final iteration of the MISC training consists of five workshop modules (A-E), typically completed in a total of 8–10 hours. It also includes a standardized teacher routine where ISP practice using MI skills while implementing the coaching procedures in a role play situation along with ongoing meetings with ISP who were implementing the 4-step CBP procedures with teachers. The first module, Module A, is Coaching Best Practices (CBP), wherein ISP are introduced to a 4-step, data-informed coaching model based on a review of coaching literature. It is important to note that the operationalization of the coaching procedures is not skill-specific; however, the steps are organized and labeled consistent with MI terminology. Specifically, three of the four steps are consistent with three of the four MI tasks (i.e., engage, focus, and plan), as described by Miller and Rollnick (2023). Additionally, the order of these steps—which are relatively consistent across coaching models—is also consistent with the order in which the MI tasks are typically implemented, in that the model begins with substantial attention to engagement while planning is completed last. An overview of the model, which mirrors the first workshop module (i.e., CBP), is provided in Table 1.

Table 1. Module 1: Coaching Model Overview

Step	Session	Activities, Strategies, and Objectives
1. Engage	1	• Introductions and overview of coaching model steps/session • Complete *Teacher Purpose Interview* • Complete *Values Discovery Activity* • Prepare for Step 2/Session 2
2. Review Current Practices	2	• Discuss *OTRs and Positive Feedback handout* • Discuss *teacher observation graphs*
3. Focus	2 & 3	• Reflect on observation data • Identify potential behavior change
4. Plan	3	• Identify goals • Evoke • Complete Teacher Action Form • Offer ongoing support
	Additional as needed	• Extended consultation • Provide closure

The remaining four workshop modules (B-E) provide comprehensive training on the use of MI skills within the context of the 4-step CBP model. Table 2 contains a summary of modules B-E, including the title, topics covered, and learning objectives. Module B introduces ISP to key MI concepts and definitions, as well as an overview of relational and technical skills and strategies. Module C introduces ISP to the first step of the model, Engage, which emphasizes the use of open-ended questions and reflections within the context of two structured activities: the

teacher purpose interview and a values discovery exercise. The goal of step one is to learn about the teacher's purpose as an educator and their values related to teaching. At the end of this module, participants have all the knowledge and resources to complete the first step of the coaching model. Module D, Exchanging Information and Focusing, continues to emphasize open-ended questions and reflections, and introduces the other two skills associated with MI practice: affirmations and summaries. In this module, all four of the MI skills (often referenced using the OARS acronym—open-ended questions, affirmations, reflections, and summaries) are practiced within the context of the 2nd (reviewing current practices) and 3rd (focusing) steps of the coaching model. As noted in Table 1, assessing current practices typically occurs during the second session, whereas focusing can occur in the second session and/or the third session. The final module, Module E, corresponds to the last model step (i.e., plan). In this module, coaches learn to hold focus on one or more areas of instruction identified by the teacher as a priority and to evoke the teacher's reasons for wanting to change, or the *why* and *how* of change. Thus, ISP are taught how to recognize, encourage, and respond effectively to change talk, and then transition to a written action plan. Each module has numerous opportunities for active engagement embedded within the presentations, as well as exercises that correspond to activities completed in the 4-step CBP model. **The PowerPoint presentation slides, the handouts used in the workshops, and coach guides have been uploaded in this final report.**

Following the five workshop modules, ISP role play coaching sessions during the standardized teacher component of the training. During the standardized practice, ISP participate in 1-on-1 practice sessions implementing the CBP procedures. A trainer plays the role of the teacher in these sessions and provides performance feedback following the role play. Following the standardized teacher practice, ISP are prepared to start coaching sessions. They are provided a Coach Guide, which contains the coaching model, a quick guide for each coaching step, as well as the resources needed to complete each step. Importantly, the quick guide provides important reminders regarding the use of MI within the context of the step, to reinforce the content that was provided in the MISC trainings. The professional learning community component includes monthly consultation groups, in which school personnel who use MI come together to discuss and reflect on the conversations they have had with teachers.

Table 2. *MITS Guiding Principles and Workshop Objectives.*

Topics Covered ✓ The History of MI ✓ The Theory of MI ✓ Key concepts of MI: Ambivalence, Change Talk, Sustain Talk, and the Fixing Reflex ✓ The MI Spirit: Finding the right mindset and "posture" ✓ The Technical Skills of MI: OARS ✓ The MI Processes: The roadmap of MI Learning Objectives **1.** Define MI and describe its key concept**s** **2.** Explain and describe the MI Spirit and OARS **3.** Recognize how the MI processes and skills complement and support the CBP

procedures

II. The Engagement Process

Topics Covered
- ✓ Teacher Interview
- ✓ Values Discovery
- ✓ Affirmations Exercise
- ✓ Summaries

Learning Objectives
1. In the context of work with teachers, demonstrate the use of open-ended questions and affirmations.
2. Define/describe simple and complex reflections.
3. Demonstrate the use of reflection in the context of a support staff-teacher interaction.
4. Define/describe a summary and demonstrate its use in the context of a support staff-teacher interaction.
5. Identify the critical role of values in any discussion of change.
6. Generate at least two open-ended values questions.
7. Identify OARS skills within a verbatim transcript.

III. Exchange Information and Focusing

Topics Covered
- ✓ Strategies for exchanging information (elicit-provide-elicit)
- ✓ How to search for Target Behaviors
- ✓ Responding to sustain Talk

Learning Objectives
1. Be able to exchange information in an MI adherent fashion
2. Be able to describe ***focusing*** and ***evoking***, and how the processes are facilitated by the MI Spirit and use of OARS

IV. Plan

Topics Covered
- ✓ Planning for change
- ✓ Signs of readiness
- ✓ Transition from Evocation to Planning
- ✓ Differentiating Motivational Obstacles to Change
- ✓ Eliciting and Strengthening Confidence Talk

Learning Objective
1. Identify teacher change focus and evoke their motivations for changing

Aims 2 & 3

Aims 2 and 3 were investigated in the context of an underpowered RCT, completed in Year 03, 04, and 05 (NCE). Following its development, the revised MISC training was evaluated to

examine the MISC training theory of change. In our application, we proposed 40 ISP, 80 teachers, and 160 students in our RCT. In our study, 27 ISP were randomized to a CBP + MI or a CBP only condition (13 CBP + MI; 14 CBP only). ISP in both conditions received training in the 4-step coaching model designed to impact OTRs and positive and negative student feedback (Module A) and participated in practice coaching sessions prior to implementation with teachers and ongoing support via communities of practice during implementation with teachers. ISP in the CBP + MI also received skill-based training in MI (Modules B-E). ISP in both conditions implemented the 4-step coaching model with 53 teachers; student-level data were collected for one child per classroom who had or was at risk of developing a disability related to challenging behavior (N = 48; Scott et al., 2024). Below, we describe the participants, followed by results for Aims 2 and 3.

Participants

ISP Demographics*.* We recruited and randomized ISP across three waves. Participating ISP from waves 1 and 2 (academic year 2022-23) worked within one district in Lexington, Kentucky. ISP participating during wave 3 (academic year 2023-24) worked within one district in Jefferson County, Missouri. In total, 31 coaches were recruited. Fifteen ISP were randomized to the CBP+MI condition and 16 were randomized to the CBP-only condition. Two ISP dropped prior to training (1 in each condition) and two ISP dropped after training (1 in each condition), reducing the sample of participating ISP to 27 coaches (CBP+MI = 13, CBP-only = 14). ISP demographics are reported in Table 3 below. ISP in the two conditions did not differ on collected demographic variables, including education level and professional role. Additionally, the two groups were comparable with respect to previous MI training, current use of MI, and coaching self-efficacy at baseline.

Table 3. *ISP demographics by condition.*

	Total (n = 27)	CBP (n = 14)	CBP+MI (n = 13)	Test statistic	*p*-value
Age *M(SD)*	39.8 (8.7)	38.3 (8.4)	41.5 (9.1)	-0.94	.356
% Female	17 (63.0)	9 (64.3)	8 (61.5)	0.02	.883
% Caucasian	23 (85.2)	12 (85.7)	11 (84.6)	0.01	.936
Education Level				1.61	.448
% BS/BA degree	1 (3.7)	0 (0.0)	1 (7.7)		
% MS/MA degree	17 (63.0)	10 (71.4)	7 (53.8)		
% Ed.S degree	9 (33.3)	4 (28.6)	5 (38.5)		
Professional Role				5.46	.141
% Coach	4 (14.8)	0 (0.0)	4 (30.8)		

	Total (n = 27)	CBP (n = 14)	CBP+MI (n = 13)	Test statistic	*p*-value
% Behavior Interventionist	6 (22.2)	3 (21.4)	3 (23.1)		
% SISP	11 (40.7)	7 (50.0)	4 (30.8)		
% Administrator	6 (22.2)	4 (28.6)	2 (15.4)		
MI exposure and use					
% No previous MI training	24 (88.9)	12 (85.7)	12 (92.3)	0.30	.586
% No current use of MI	20 (74.1)	10 (71.4)	10 (76.9)	0.11	.745
WASE *M(SD)*	13.3 (3.9)	13.8 (3.8)	12.8 (4.0)	0.63	.537
Coaching self-efficacy *M(SD)*	107.3 (14.5)	108.0 (16.2)	106.5 (13.0)	0.26	.798

Note. Ed.S. = Education Specialist degree (i.e., MA/MS + 1 year); SISP = Specialized Instructional Support Personnel. WASE = Written Assessment of Simulated Encounters. Reported test statistics are *t* for continuous and χ^2 for dichotomous measures.

Teacher Demographics. For all 27 ISP, two teachers were recruited to participate in the study; though one teacher dropped out of the study during wave 2 citing that she did not have time to participate. For one ISP, we were only able to recruit one teacher. Thus, in total 53 teachers participated across the three waves (26 working with coaches randomized to CBP+MI and 27 working with coaches randomized to CBP-only). Teacher demographics are reported in Table 4. There were no statistically significant differences between teachers in the CBP+MI and CBP-only conditions.

Table 4. *Teacher demographics by condition.*

	Total (n = 53)	CBP (n = 27)	CBP+MI† (n = 26)	Test statistic	*p*-value
% Female	39 (75.0)	20 (74.1)	19 (76.0)	0.03	.873
Teacher Race				2.88	.237
% Black	5 (9.6)	1 (3.7)	4 (16.0)		
% White	44 (84.6)	25 (92.6)	19 (76.0)		
% Multi-racial	3 (5.8)	1 (3.7)	2 (8.0)		
Education Level				1.58	.665
BA/BS degree	34 (65.4)	16 (59.3)	18 (72.0)		

	Total (n = 53)	CBP (n = 27)	CBP+MI† (n = 26)	Test statistic	*p*-value
MA/MS Ed.S.	12 (23.1)	7 (25.9)	5 (20.0)		
Ed.S.	5 (9.6)	3 (11.1)	2 (8.0)		
Doctoral degree	1 (1.9)	1 (3.7)	0 (0.0)		
Teaching Experience					
% teaching 5+ years	16 (30.2)	9 (33.3)	7 (26.9)	0.26	.611
% teaching SPED 5+ years	15 (28.3)	8 (29.6)	7 (26.9)	0.05	.827

†Baseline data were only available for 25 of 26 CBP+MI teachers. *Note*. Ed.S. = Education Specialist degree (i.e., MA/MS + 1 year). Reported test statistics are *t* for continuous and χ^2 for dichotomous measures.

Student Demographics. Participating students, on average, were 9.8 years old at baseline (SD = 2.7; range = 5 – 16 years old). Almost all students used English as their primary language (94.3%). Just over one-third of students (34.6%) were eligible for free or reduced-price lunch; however, teachers declined to report this information for nearly half of participating students (45.3%). Based on teacher report, 19% of participating students were on an IEP. Four students were had an IEP for multiple eligibility categories. The remaining met one eligibility category. IEP eligibility categories for these students included specific learning disability (n = 4), other health impairment (n = 2), ASD (n = 2), emotional disturbance (n = 4), and speech (n = 1). Seventy percent of participating students were male. Based on teacher report, 5.7% of students were Latine. Based on teacher report, 55% of students were White, 23% were Black, 11% were multiracial, 2% were American Indian or Alaska Native, and 2% were Asian. Race was not reported for the remaining students (7%).

Aim 2. Investigate the feasibility, and impact of the MISC training on (1) ISP knowledge and skill at post training and (2) MI skill while implementing the CBP procedures with teachers.

ISP Training Dosage. All participating ISP (n = 27) from both conditions attended the CBP session, which lasted 120 minutes. ISP also reported the time they spent preparing for the CBP session. ISP-reported prep time for the CBP session ranged from 0 to 90 minutes (*M* = 34.8 minutes). Total time spent preparing for *and* attending the CBP training was comparable for the CBP (*M* = 153.6 minutes) and CBP+MI (*M* = 156.2 minutes) conditions. On average, ISP in the CBP+MI attended just over 8 hours of MI training (*M* = 486.9 minutes) and spent roughly 30 minutes preparing for the MI training sessions (*M* = 33.2 minutes). All ISP also participated in two standardized practice sessions. CBP-only ISP spent more time *prepping for* standardized sessions but CBP+MI ISP spent more time *in* standardized sessions. CBP-only ISP reported an average of 27.3 minutes of prep time. CBP+MI ISP spent, on average, 16.8 minutes prepping for

practice sessions. Standardized practice sessions for CBP-only ISP lasted 19.2 minutes, whereas CBP+MI sessions were, on average, 35.9 minutes long.

Process measures

Training Engagement. Facilitators completed a brief engagement survey for each participant who attended the CBP, MI, or simulated practice sessions. The 6-item survey assessed the extent to which training participants were attentive, engaged, responsive to feedback, and motivated to participate. Items were rated on a 5-point Likert scale. Mean item ratings were high across all trainings. Mean item ratings for the CBP training were 4.86 (*SD* = 0.29). For the MI training, mean item ratings were 4.64 (*SD* = .45). Finally, for the simulated practice sessions, mean item ratings were 4.53 (*SD* = 0.56).

Training Satisfaction. Table 5 below summarizes feedback on the acceptability, appropriateness, and feasibility of the CBP training, MI training, and standardized practice sessions. Upon completion of all training components, we collected data from ISP on the acceptability, appropriateness, and feasibility (Weiner et al., 2017). Each item was rated on a 5-point Likert scale with higher scores indicating higher levels of acceptability, appropriateness, or feasibility. On average, scores were higher across training sessions for ISP randomized to the CBP+MI condition; however, these differences in average acceptability, appropriateness, and feasibility were not statistically significant.

Table 5. *Acceptability, appropriateness, and feasibility scores by session and condition.*

	CBP + MI group			CBP-only group	
	CBP	MI	SP	CBP	SP
	M(SD)	*M(SD)*	*M(SD)*	*M(SD)*	*M(SD)*
Acceptability	4.67 (0.85)	4.90 (0.19)	4.94 (0.16)	4.34 (0.82)	4.68 (0.47)
Appropriateness	4.50 (0.93)	4.81 (0.34)	4.85 (0.34)	4.38 (0.72)	4.50 (0.66)
Feasibility	4.85 (0.30)	4.85 (0.16)	4.90 (0.29)	4.61 (0.45)	4.66 (0.48)

CBP = Coaching Best Practice training; MI = MI training; SP = standardized practice sessions with feedback

Training Outcomes

ISP post training skill. We used the WASE-SBA, which measures a person's ability to generate reflective responses and is scored by rating each response on 5-point scale. A rating of 1 is indicative of weak reflective practice containing MI-non-adherence skills. A rating of 3 is indicative of simple reflective practice. A rating 5 is indicative of complex reflective practice that infers potential parent, teacher, or adolescent behavior change. Following training, ISP who participated in the MISC (i.e., MI) training demonstrated improved use of MI Skills (competency) based on results from the reflective responding skills (*M[SD]*=20.3[6.2] vs. *M[SD]*=15.3[5.0]; $t = 2.44$, $p = .024$) relative to the ISPs in the CBP only condition.

Implementing the CBP procedures with teachers.

Within-Session Coaching Data. Teachers in both conditions complete up to four coaching sessions with an ISP randomized to either the CBP-only or CBP+MI condition. On average, ISPs reported spending 20.5 (*SD* = 14.5) minutes preparing for the first coaching session (range = 0 – 60 minutes). Average session 2 and 3 prep times were 18.2 minutes (*SD* = 7.5) and 20.1 minutes (*SD* = 10.8), respectively. On average, ISP prep time for session 4 was 19.6 minutes (*SD* = 8.9). The average length of the first coaching session was 18.2 minutes (*SD* = 7.5). Session length, on average, for sessions 2 and 3 were 18.2 minutes (*SD* = 9.0) and 20.1 minutes (*SD* = 10.8), respectively. Session 4 coaching sessions were 19.6 minutes (*SD* = 8.9) in length, on average.

ISP-reported, session-level data. Upon completion of each session, ISP reported on (a) teacher engagement and (b) their own preparedness for, and satisfaction with, the session. The ISP-reported measure of teacher engagement was based on a six-item Likert scale. For each teacher and each session, we calculated a mean score across the six items. For both measures, higher scores indicated higher levels of engagement. Self-reported ISP satisfaction and preparedness were single-item rated on a 5-point scale with higher scores indicating higher levels of satisfaction and preparedness (Magill, 2010). Table 6 below summarizes means scores on the coach-reported data by session. ISP-reported engagement, preparation, and teacher engagement did not differ significantly by condition.

Table 6. *ISP-reported satisfaction, preparedness, and teacher engagement.*

	ISP satisfaction *M(SD)*	ISP prepared *M(SD)*	Teacher engagement *M(SD)*
Session			
1. Engagement	4.4 (0.7)	4.6 (0.6)	4.4 (0.5)
2. Assessment	4.2 (0.8)	4.4 (0.6)	4.4 (0.5)
3. Feedback	4.2 (0.8)	4.5 (0.7)	4.4 (0.7)
4. Planning	4.3 (0.7)	4.5 (0.6)	4.6 (0.5)

We also assessed session difficulty and the ISP's cognitive load during delivery of each coaching session. We collected a 12-item measure of cognitive load adapted from Brondfield et al.'s (2021) Consult Cognitive Load measure. The measure consists of 12 items rated on a 4-point Likert scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). Minor wording changes were made to 6 of the 12 items (1, 2, 6, 8, 11, and 12) to account for changes in setting from medical consultation to school-based coaching. Four items (5, 7, 9, 10) were unchanged. Two items (3 and 4) were re-written because the original items were not applicable to school-based coaching. Our revisions to these items focused on capturing intrinsic load associated with the use (and understanding) of communication within sessions. In addition, we collected a single item asking the coach to indicate on a 5-point scale how difficult the session was relative to other coaching sessions they have completed. Finally, we collected the single-item Paas scale (Paas et al., 2008), which assesses the amount of mental effort invested during the session. The Paas scale

is a 9-point scale ranging from 1 (Very, very low mental effort) to 9 (Very, very high mental effort). Table 7 below summarizes these data by session.

Table 7. ISP-reported difficulty, mental effort, and cognitive load by coaching session.

			Cognitive Load		
	Difficult session *M(SD)*	Mental Effort *M(SD)*	Intrinsic load *M(SD)*	Extrinsic load *M(SD)*	Germane load *M(SD)*
Session					
1. Engagement	2.2 (0.8)	6.0 (1.3)	6.6 (2.2)	6.2 (2.3)	11.6 (1.5)
2. Assessment	2.6 (0.8)	6.0 (1.3)	7.2 (2.1)	6.7 (2.1)	11.2 (1.8)
3. Feedback	2.6 (0.8)	5.9 (1.3)	6.9 (2.1)	6.5 (2.1)	11.1 (2.1)
4. Planning	2.6 (0.9)	5.7 (1.5)	6.3 (1.8)	6.2 (2.1)	11.6 (1.8)

***ISP Self-Efficacy*.** Prior to training, ISP from both conditions completed an adapted and abbreviated version of Guiney et al.'s (2014) Consultation Self-Efficacy Scale (CSES). The scale incorporated 16 of 19 items that Guiney and Zibulsky (2017) identified in their CSES process scale and includes five additional items from the original CSES scale (items 11, 12, 13, 32, and 33). In most cases, minor wording changes were made (e.g., changing consultation to coaching or consultee to teacher). Like the original, this 21-item version asked respondents to report the extent to which they were confident with each statement on a 9-point scale ranging from 1 (Not at all confident) to 9 (Extremely confident). Baseline coach self-efficacy scores ranged from 85 to 176. The mean score was 138.1 (*SD* = 20.4). Baseline self-efficacy scores were equivalent for ISP in the CBP+MI condition (*M[SD]* = 137.1[16.3]) and the CBP-only condition (*M[SD]* = 139.1[24.1]). Following training and delivery of coaching sessions with at least one teacher, coaches in the CBP + MISC condition reported significantly higher ($t = 2.89$, $p = .008$) levels of coaching self-efficacy (*M[SD]*=163.0[15.0]) as compared to coaches in the CBP only condition (*M[SD]*=137.1[16.3]) who only received training in coaching procedures.

MI skill while implementing the CBP procedures with teachers. Additional outcome indicators to evaluate the impact of the MISC training were collected during the coaching procedures. Our final, and most important, outcome to evaluate the efficacy of the MISC training was MI Skill, or proficiency, during the coaching procedures. MI proficiency was assessed using the MITI 4.2 (Moyers et al., 2015; Moyers et al., 2005). The MITI is a coding system used to examine the verbal behavior of a practitioner, counselor, or coach delivering MI. The MITI enables examination of the four MI processes of engaging, focusing, evoking, and planning through coding of four global scores and 10 behavior counts. A trained coder uses the MITI to review a random 20-minute audio segment, tallying counts for each of ten behavior categories (e.g., simple reflections [SR], complex reflections [CR], affirmations, questions). Then, after listening to the audio segment, the coder provides a global rating on a 5-point scale for four global dimensions: cultivating change talk (CCT), softening sustain talk (SST), partnership, and empathy. The highest anchor for CCT indicates the coach or practitioner "shows a marked and consistent effort to increase the depth, strength, or momentum of the client's language in favor of change" (p. 5). The highest anchor for SST indicates "a marked and consistent effort to increase the depth, strength, or momentum of the client's language in favor of the status quo" (p. 7).

These raw counts and scores are combined to generate four summary scores for (a) relational skills, (b) technical skills, (c) the percent of CRs, and (d) the ratio of reflections to questions. The relational global summary score is the mean rating of the partnership and empathy items. The technical global summary score is calculated as the mean score of CCT and SST. Percent of complex reflections is calculated by dividing CR by total reflections (e.g. SR + CR). Finally, as the name implies, the ratio of reflections to questions is the ratio of total reflections to the number of questions posed during a session.

As can be seen in Table 8, we recorded 146 sessions between ISP-teacher dyads over the course of the study (CBP condition = 81, CBP + MI = 65). As depicted in Table 9, when all sessions (1-4) were aggregated, ISP who participated in the MISC training demonstrated statistically higher levels of MI proficiency with respect to technical skills, relational skills, and the use of reflections to questions based on independently coded session level data, during implementation of the CBP procedures compared to the ISPs in the CBP only condition. However, the discrepancy in proficiency is greater for steps 2 and 3 (see Tables 11 and 12) than for steps 1 and 4 (see Tables 10 and 13). Importantly, steps 2 and 3 of the CBP procedures are the sessions we expected MI to be used most often.

Table 8. Distribution of recorded sessions by step and condition

	Total (n = 146)	CBP (n = 81)	CBP + MI (n = 65)
Step 1	43 (29.5)	23 (28.4)	20 (30.8)
Step 2	40 (27.4)	23 (28.4)	17 (26.2)
Step 3	38 (26.0)	21 (25.9)	17 (26.2)
Step 4	24 (16.4)	14 (17.3)	10 (15.4)
Step 5	1 (0.7)	0 (0.0)	1 (1.5)

*Table 9. **All sessions**: Percent with MITI global scores above cutoffs by condition.*

	Total (n = 146) *n(%)*	CBP (n = 81) *n(%)*	CBP + MI (n = 65) *n(%)*	Test statistic	*p-value*
Technical global				9.36	.009
Threshold not met	16 (11.0)	13 (16.0)	3 (4.7)		
Fair	92 (63.4)	54 (66.7)	38 (59.4)		
Good	14 (25.5)	14 (17.3)	23 (35.9)		
Relational global				15.01	.001
Threshold not met	82 (56.6)	57 (70.4)	25 (39.1)		
Fair	22 (15.2)	10 (12.3)	12 (18.8)		
Good	41 (28.3)	14 (17.3)	27 (42.2)		
Complex reflections				5.90	.052
Threshold not met	38 (26.4)	26 (32.5)	12 (18.8)		
Fair	13 (9.0)	4 (5.0)	9 (14.1)		
Good	93 (64.6)	50 (62.5)	43 (67.2)		
Ratio of R:Q				11.08	.004
Threshold not met	102 (71.3)	66 (82.5)	36 (57.1)		
Fair	32 (22.4)	11 (13.8)	21 (33.3)		
Good	9 (6.3)	3 (3.8)	6 (9.5)		

Table 10. ***Step 1 sessions****: Percent with MITI global scores above cutoffs by condition.*

	Total (n = 43) *n(%)*	CBP (n = 23) *n(%)*	CBP + MI (n = 20) *n(%)*	Test statistic	*p-value*
Technical global				2.96	.228
Threshold not met	4 (9.3)	1 (4.3)	3 (15.0)		
Fair	33 (76.7)	20 (87.0)	13 (65.0)		
Good	6 (14.0)	2 (8.7)	4 (20.0)		
Relational global				1.01	.604
Threshold not met	21 (48.8)	12 (52.2)	9 (45.0)		
Fair	8 (18.6)	5 (21.7)	3 (15.0)		
Good	14 (32.6)	6 (26.1)	8 (40.0)		
Complex reflections				0.43	.808
Threshold not met	7 (16.3)	3 (13.0)	4 (20.0)		
Fair	5 (11.6)	3 (13.0)	2 (10.0)		
Good	31 (72.1)	17 (73.9)	14 (70.0)		
Ratio of R:Q				2.12	.145
Threshold not met	33 (78.6)	20 (87.0)	13 (68.4)		
Fair	9 (21.4)	3 (13.0)	6 (31.6)		
Good	0 (0.0)	0 (0.0)	0 (0.0)		

Table 11. ***Step 2 sessions****: Percent with MITI global scores above cutoffs by condition.*

	Total (n = 40) *n(%)*	CBP (n = 23) *n(%)*	CBP + MI (n = 17) *n(%)*	Test statistic	*p-value*
Technical global				8.83	.012
Threshold not met	8 (20.0)	8 (34.8)	0 (0.0)		
Fair	20 (50.0)	11 (47.8)	9 (52.9)		
Good	12 (30.0)	4 (17.4)	8 (47.1)		
Relational global				8.32	.016
Threshold not met	20 (50.0)	16 (69.6)	4 (23.5)		
Fair	8 (20.0)	3 (13.0)	5 (29.4)		
Good	12 (30.0)	4 (17.4)	8 (47.1)		
Complex reflections				2.25	.325
Threshold not met	15 (37.5)	10 (43.5)	5 (29.4)		
Fair	4 (10.0)	1 (4.3)	3 (17.6)		
Good	21 (52.5)	12 (52.2)	9 (52.9)		
Ratio of R:Q				7.92	.019
Threshold not met	25 (62.5)	18 (78.3)	7 (41.2)		
Fair	10 (25.0)	2 (8.7)	8 (47.1)		
Good	5 (12.5)	3 (13.0)	2 (11.8)		

Table 12. ***Step 3 sessions****: Percent with MITI global scores above cutoffs by condition.*

	Total (n = 37) *n(%)*	CBP (n = 21) *n(%)*	CBP + MI (n = 16) *n(%)*	Test statistic	*p-value*
Technical global				5.39	.067
Threshold not met	3 (8.1)	3 (14.3)	0 (0.0)		
Fair	22 (59.5)	14 (66.7)	8 (50.0)		
Good	12 (32.4)	4 (19.0)	8 (50.0)		
Relational global				11.90	.003
Threshold not met	25 (67.6)	19 (90.5)	6 (37.5)		
Fair	2 (5.4)	0 (0.0)	2 (12.5)		
Good	10 (27.0)	2 (9.5)	8 (50.0)		
Complex reflections				8.22	.016
Threshold not met	10 (27.8)	9 (45.0)	1 (6.3)		
Fair	2 (5.6)	0 (0.0)	2 (12.5)		
Good	24 (66.7)	11 (55.0)	13 (81.3)		
Ratio of R:Q				3.67	.159
Threshold not met	25 (69.4)	16 (80.0)	9 (56.3)		
Fair	9 (25.0)	4 (20.0)	5 (31.3)		
Good	2 (5.6)	0 (0.0)	2 (12.5)		

Table 13. ***Step 4 sessions****: Percent with MITI global scores above cutoffs by condition.*

	Total (n = 24) *n(%)*	CBP (n = 14) *n(%)*	CBP + MI (n = 10) *n(%)*	Test statistic	*p-value*
Technical global				0.747	.688
Threshold not met	1 (4.2)	1 (7.1)	0 (0.0)		
Fair	16 (66.7)	9 (64.3)	7 (70.0)		
Good	7 (29.2)	4 (28.6)	3 (30.0)		
Relational global				1.23	.539
Threshold not met	15 (62.5)	10 (71.4)	5 (50.0)		
Fair	4 (16.7)	2 (14.3)	2 (20.0)		
Good	5 (20.8)	2 (14.3)	3 (30.0)		
Complex reflections				1.57	.455
Threshold not met	6 (25.0)	4 (28.6)	2 (20.0)		
Fair	1 (4.2)	0 (0.0)	1 (10.0)		
Good	17 (70.8)	10 (71.4)	7 (70.0)		
Ratio of R:Q				3.43	.180
Threshold not met	18 (75.0)	12 (85.7)	6 (60.0)		
Fair	4 (16.7)	2 (14.3)	2 (20.0)		
Good	2 (8.3)	0 (0.0)	2 (20.0)		

Teacher-reported, session-level data. Teachers reported on (a) the amount of time they spent preparing for the session as well as their (b) satisfaction, (c) engagement, and (d) alliance with their coach upon completion of each session. Teacher-reported prep time for session 1 was, on average, 13 minutes (*SD* = 11.7). Average teacher-reported prep time for sessions 2 through 4

were 12.6 minutes (*SD* = 11.9), 13.3 minutes (*SD* = 12.3), and 12.1 minutes (*SD* = 9.8), respectively.

Teacher-reported satisfaction and engagement items were scaled and worded similarly to the coach-reported measures described above. To assess teacher-reported alliance with their coach, they completed an 8-item alliance measure. The items were rated on a 4-point scale with higher scores indicating higher levels of alliance. We computed a mean total score across the eight items to assess overall alliance during the session. Teacher-reported mean satisfaction, engagement, and alliance scores by session are reported in Table 14 below.

Table 14. Teacher-reported satisfaction, engagement, and alliance by coaching session.

	Teacher self-reported satisfaction *M(SD)*	Teacher self-reported engagement *M(SD)*	Teacher-reported alliance with the coach *M(SD)*
Session			
1. Engagement	4.7 (0.6)	4.7 (0.7)	3.8 (0.2)
2. Assessment	4.8 (0.6)	4.6 (0.7)	3.9 (0.2)
3. Feedback	4.7 (0.6)	4.7 (0.7)	3.9 (0.2)
4. Planning	4.9 (0.3)	4.9 (0.3)	3.9 (0.2)

Aim 3: Examine the promise of the MISC training to influence teacher motivation, sense of efficacy, burnout, attitudes towards inclusion and perceptions of teachers' relationships with their students; as well as teacher instructional practices, student engagement, and overall classroom behavior.

At baseline and post, participating teachers completed the following measures: (1) the Teacher Motivation Inventory, (2) the Teacher Sense of Efficacy scale, (3) the Student-Teacher Relationship scale, (4) Maslach's Burnout Inventory, and (5) the Teacher Attitude Toward Inclusion Scale. Additionally, teachers were observed three time pre- and post-coaching and their rates of OTR and positive/negative feedback were recorded. The two intervention conditions were equivalent at baseline on all collected outcome measures.

Establishing that MISC training is feasible to implement, viewed favorably by participants, and effective for impacting ISPs' skill as well as teachers' motivation and sense of efficacy was critical to meaningfully examining Aim 3. More specifically, since the independent variable during the coaching procedures is MI skill, had the MISC training not produced significant differences between ISP in the CBP and CBP + MI conditions with regard to MI skill during the CBP procedures, observed differences between teacher instructional practices and child engagement and behavior would have been very difficult to interpret. Not only do our results from Aim 2 demonstrate ISP in the CBP + MI condition used MI more skillfully in their interactions with teachers, the data also demonstrate that adherence to the coaching procedures and dosage of the coaching procedures were similar. Thus, we are confident that we were able to successfully isolate MI skill as a predictor of teacher instructional practices and child behavior change—therefore allowing us to meaningfully examine these critical outcomes associated with our logic model.

Following training and delivery of coaching sessions, teachers working with ISP trained in MI (I.e., CBP + MI condition) provided their students with significantly more opportunities to respond (*M[SD]* = 3.22[0.92]) as compared to teachers in the control condition (*M[SD]* = 1.64[1.30]) after controlling for baseline rates ($t = 2.49$, $p = .027$). Additionally, their use of positive-to-negative feedback was significantly higher ($t = 2.21$, $p = .046$) with teachers in the experimental condition demonstrating a mean ratio for positive-to-negative feedback of 3.12 as compared to 1.18 for teachers in the control condition. Finally, on average, the students of teachers in the MI skills condition demonstrated lower levels of aggression (M[SD] = .004[.008] vs. .047[.074]) and lower levels of disruptive behavior (M[SD] = .250[.093] vs. .610[.316]) during post-intervention observations as compared to students in the control classrooms.

Teacher motivation, sense of efficacy, burnout, attitudes towards inclusion and perceptions of their relationships with students. Additional outcomes to evaluate the impact of the MISC training were collected at the teacher level during the coaching procedures. Specifically, we compared teachers in the CBP and CBP + MI conditions regarding (1) teacher motivation, (2) teacher sense of efficacy, (3) teacher burnout, (4) attitude toward inclusion, and (5) teachers' perception of their relationship with their students.

As can be seen in Table 15, teachers whose ISP were trained to use MI had statistically better scores at posttest for teacher motivation (*M[SD]*=46.7[6.3] vs. *M[SD]*=51.5[5.2]; $t = 2.52$, $p = .016$) and sense of efficacy (student engagement (*M[SD]*=54.2[5.9] vs. *M[SD]*=60.7[7.5]; $t = 3.53$, $p = .002$), instructional practice (*M[SD]*=56.8[6.9] vs. *M[SD]*=61.9[6.5]; $t = 3.82$, $p = .001$), and classroom management (*M[SD]*=55.9[7.7] vs. *M[SD]*=61.1[7.5]; $t = 3.60$, $p = .001$) than teachers whose ISP received training in the CBP procedures only. Additionally, no significant differences were observed between teachers in the CBP and CBP + MI conditions regarding teacher burnout, attitudes towards inclusion, or student-teacher relationships.

Discussion

Aim 2 findings were extremely encouraging, indicating that the ISP who attended MI skill training had greater MI skill than ISP who did not receive MI skills training post intervention. We are confident when published, these findings will be the first to have examined MI proficiency within the context of an RCT, providing the most compelling data to date of the promise of MI in the context of school-based interventions.

Aim 3 findings were also extremely encouraging, particularly given that this was an underpowered RCT by design, and our recruitment goals were not fully realized. And our counterfactual was an active comparison group using extremely highly regarded coaching procedures. These results suggest MI skill differences (i.e., fidelity differentiation) caused statistically significant changes in teacher instructional practices, which were associated with changes in child behavior that were in the predicted direction, but did not reach statistical significance. As also predicted in our theory of change, MI skill differences between ISPs following training generalized to the CBP sessions and resulted in improved motivation and efficacy for teachers whose ISPs had been trained in MI, compared to the CBP-only condition teachers. We had predicted but did not observe differences between teachers from the CBP and CBP + MI conditions regarding perceptions of burnout, attitudes toward inclusion, and teachers' perception of their relationship with their students.

Overall, results demonstrate that the MISC training is feasible to implement, is viewed favorably by participants, and is effective for enhancing the MI skills of participants. Having

demonstrated that the MISC training resulted in substantial skill differential within the coaching procedures, we appear to have successfully isolated MI skill as a predictor of teacher instructional practices and resulting child behavior change.

Economic Evaluation

The economic evaluation data from this study is currently being analyzed and will result in two manuscripts (#3 and #4 below). For the first manuscript, we are computing the cost of the CBP and CBP+MI trainings and examining the cost-effectiveness of training ISP to fidelity in MI. The second manuscript will focus on CBP and CBP+MI implementation (which will also include training costs) and will compare total CBP and CBP+MI implementation costs and the cost effectiveness of each model related to teacher and student outcomes.

Additional Analyses

We have several additional analyses we intend to conduct as we continue our dissemination efforts. The following are manuscripts we plan to submit within the next 12 months with a brief summary of the additional analyses that are needed.

1. Frey, A.J. & Small, J.W., Walker, Lee, & Crosby. Motivational Interviewing Training and Assessment Skills for Coaches: Training Process and Outcomes. To be submitted to Journal of Educational and Psychological Consultation (Special issue on MI).

This manuscript will describe the MISC training and present the results associated with Aim 2. Our abstract has been reviewed and we have been invited to submit a full article for the special issue. We will need to verify our participant demographics and hone our analysis of training implementation fidelity (dosage and adherence).

2. Frey, A.J. & Small, J.W., Scott, Seeley, J., McNally, & Reinke, W. Motivational Interviewing Training and Assessment System for Coaches: Impact on Teacher and Child Outcomes.

This manuscript will present the results associated with Aim 3. We will need to hone our analysis of coaching implementation fidelity (dosage and adherence) and also examine student engagement outcomes more fully.

3. Small, J.R., Frey, A.J., Kuklinski, M. MITAS for Coaches: Cost of training

4. Small, J.R., Frey, A.J., Kuklinski, M. MITAS for Coaches: Cost- implementing

5. Small, Frey, Brochu, Hammock, TBD ….. Coaching Process Engagement Code: Examining Teacher Commitment Language in the Context of a coaching relationship.

6. Frey, Small, TBD … The relationship between teacher commitment language and MI proficiency, instructional support personnel-teacher alliance, and teacher instructional practices.

For manuscripts 3 and 4 above, we need to code our audio recordings using the Process Engagement Code. The process to build a new coding manual for the MISC project began with Drs. Frey and Small and a group of coders at the University of Missouri this past spring. We began by adapting the homeBase Parent Engagement Code Manual. A draft manual has been completed. Figure 1 contains a flow chart to identify the teacher commitment language (i.e., change talk and sustain talk). and we are in the process of updating our coding site so that we can use the same audio recordings Dr. Sibley's group coded with the MITI. Figure 2 is a screenshot of our coding interface.

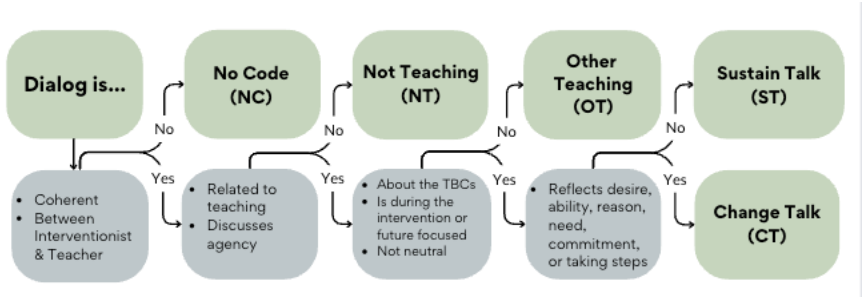

Figure 1.

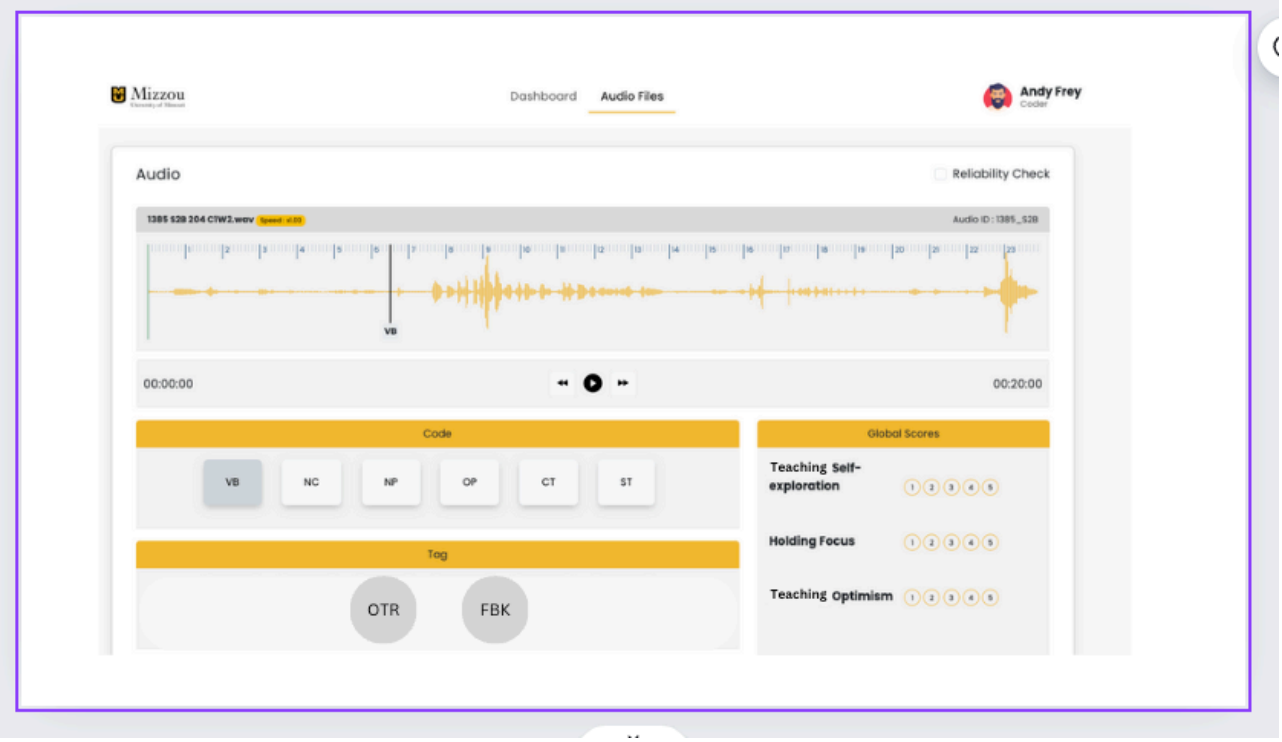

Figure 2. Coaching Engagement Process Code Website

Conclusion

We are confident the data collected in this development and innovation study demonstrate that the MISC training is a fully developed intervention with empirical evidence to support an impact study evaluating the theory of change as depicted in Figure 1. Our theory of change contends that ISP who participate in the MISC training will be able to implement the CBP

procedures with fidelity, demonstrate MI knowledge and acceptable MI efficacy, and demonstrate MI skills within the context of the simulated practice (MI competency) routine. Next, we propose that when ISP then engage in the CBP procedures with teachers, the MI skills they acquired during training will generalize to coaching sessions with teachers, resulting in high implementation fidelity, or MI proficiency. Also, during the intervention, we propose teachers will demonstrate high motivation to change, as evidenced by high frequencies of change talk and low frequencies of sustain talk. Our theory of change indicates several teacher-level proximal outcomes will improve, including: (a) the ISP–teacher relationship; (b) teacher, self-reported motivation to change, (c) classroom management efficacy; and (d) provision of OTRs and feedback. Finally, these proximal outcomes will result in the following distal outcomes: (a) teacher-student relationship quality, (b) student academic engagement (c) student disruptions, and (d) student academic performance.

Table 15. *MISC training outcome and coaching procedure process data.*

	CBP-Only		CBP+MI			
	Baseline *M(SD)*	Post *M(SD)*	Baseline *M(SD)*	Post *M(SD)*	Test statistic	*p-value*
Teacher Motivation Inventory	46.1 (4.4)	46.7 (6.3)	48.2 (6.1)	51.5 (5.2)	2.52	.016
Teacher Sense of Efficacy						
Efficacy of Student Engagement	53.4 (6.8)	54.2 (5.9)	52.5 (8.9)	60.7 (7.5)	3.53	.002
Efficacy of Instructional Practice	54.4 (8.5)	56.8 (6.9)	54.0 (8.1)	61.9 (6.5)	3.82	.001
	54.8 (9.1)	55.9 (7.7)	54.0 (9.3	61.1 (7.5)	3.60	.001

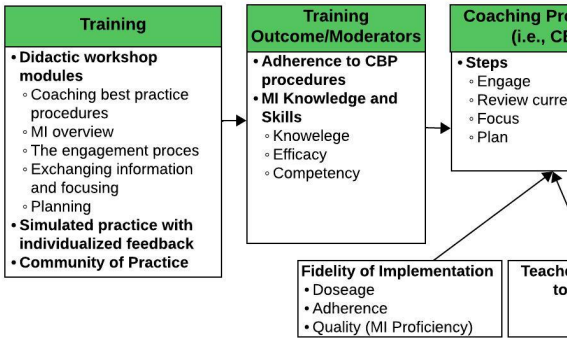

Figure 1. Motivational Interviewing Skills for Coaches Theory of Char

Efficacy of Classroom Management						
Maslach Burnout Inventory						
Emotional Exhaustion	25.9 (11.0)	25.4 (10.5)	28.5 (12.5)	27.0 (13.5)	-0.21	.838
Personal Accomplishment	37.1 (6.3)	37.5 (5.3)	38.0 (5.0)	39.5 (4.4)	1.15	.261
Depersonalization	5.5 (5.2)	6.3 (3.9)	6.6 (6.3)	6.6 (5.6)	-0.27	.791

Teacher Attitude Toward Inclusion						
Perceptions of Students	21.0 (5.5)	19.8 (5.7)	19.5 (6.6)	18.4 (6.8)	0.31	.758
Beliefs about the Efficacy of Inclusion	11.8 (5.0)	10.9 (4.3)	11.1 (4.2)	10.4 (4.6)	0.20	.846
Perceptions of Professional Roles	9.7 (4.0)	9.8 (4.7)	10.3 (5.2)	8.9 (4.2)	0.92	.361
Student-Teacher Relationship Scale						
Closeness	35.1 (7.2)	36.8 (10.2)	34.7 (6.6)	37.4 (7.2)	0.33	.746
Conflict	34.5 (9.3)	31.3 (10.1)	35.9 (8.2)	34.9 (7.5)	1.22	.231

What opportunities for training and professional development has the project provided?
Over the course of the project, we trained 45 instructional support personnel who were participants and approximately 100 instructional support personnel or administrators who did not participate. Included among the instructional personnel are those were not study participants. They were 30 resource teachers for Green River Cooperative in 2022 and 50 who were part of a Project AWARE grant in Hillsboro and Cottage Grove, OR in 2024.

Have the results been disseminated to communities of interest?
We delivered an invited presentation for the APBS in April 2022 in San Diego, CA. The title of the presentation was "School-based Motivational interviewing: Past, present, and future: A brief history and overview of school-based applications of motivational interviewing". We have also posted all of our training materials at https://moprevention.org/rumis/ and will be referencing this website in the manuscripts that are currently in preparation.

The following presentations have been accepted

Small, J., Frey, A.J. Skidmore, B. (2024, December 5-8, accepted). The Cost and Cost Effectiveness of Training School-Based Personnel to Use Motivational Interviewing. Advancing School Mental Health Conference, Orlando, FL.

Small, J., Frey, A.J. Lee, J., & Fountain, R (2025, February 18-22), Motivational Interviewing Training and Fidelity Monitoring in School-Based Research: A Scoping Review. National Association for School Psychologists, Seattle, WA.

Small, J., Frey, A.J. Lee, J. (2025, January 15-19, Submitted), Motivational Interviewing Training and Fidelity Monitoring in School-Based Research: A Scoping Review. Society for Social Work Research, Seattle, WA.

The following manuscripts are in preparation

Frey, A.J. & Small, J.W., Walker, Lee, & Crosby. Motivational Interviewing Training and Assessment Skills for Coaches: Training Process and Outcomes. To be submitted to Journal of Educational and Psychological Consultation (Special issue on MI).

Frey, A.J. & Small, J.W., Scott, Seeley, J., McNally, & Reinke, W. Motivational Interviewing Training and Assessment System for Coaches: Impact on Teacher and Child Outcomes.

Small, J.R., Frey, A.J., Kuklinski, M. MITAS for Coaches: Cost of training

Small, J.R., Frey, A.J., Kuklinski, M. MITAS for Coaches: Cost- implementing

Small, Frey, Brochu, Hammock, TBD ….. Coaching Process Engagement Code: Examining Teacher Commitment Language in the Context of a coaching relationship.

Frey, Small, TBD … The relationship between teacher commitment language and MI proficiency, instructional support personnel-teacher alliance, and teacher instructional practices.

II. Products

See answer to "how have results been disseminated" question above.

III. Participants and Other Collaborating Organizations

What individuals have worked on the project?

Name: Andy Frey
Project role: Co-PI
Nearest month worked: 3
Contribution to the Project: Dr. Frey had responsibility for day-to-day coordination of the study, and shared responsibility with senior investigators for the monitoring of study protocol procedures and ensuring all project objectives are met. Dr. Frey also supervised intervention staff, led development efforts of the MITAS for Coaches, and participated in writing tasks.

Name: Terry Scott
Project role: Co-PI
Nearest month worked: .5
Contribution to the Project: Dr. Scott oversees staffing and coordination of the teacher and student observations in years 1-4, and assisted in developing the provision of OTRs and feedback portion of the coach best practice procedures training with instructional personnel. Dr. Scott also participated in the dissemination of the study findings.

Name: Blake Skidmore
Project role: Research Manager
Nearest month worked: 11 (Years 1-4)
Contribution to the Project: Mr. Skidmore is a lead trainer and assists with intervention development. He also assists with the development of the data collection protocol and with data collection. Blake was the research manager in years 1-4.

Name: Abbey McNalley (Year 5)
Project role: Research Assistant
Nearest month worked: 5 (Year 5)
Contribution to the Project: Ms. McNalley assisted with recruitment and consent procedures, coordinated the data collection process, and conducted observations.

Name: John Seeley (years 1-4)
Project role: Co-I
Nearest month worked: 0
Contribution to the Project: Dr. Seeley is our senior methodologist. He participates in weekly team meetings and oversees efforts related to our measurement protocol and the processing and analyzing of project data.

Name: Hill Walker
Project role: Co-I

Nearest month worked: 0
Contribution to the Project: Dr. Walker participates in weekly team meetings and advises our team on matters related to measurement and implementation. He will be instrumental in our dissemination efforts.

Name: Jason Small
Project role: Co-I
Nearest month worked: 3
Contribution to the Project: Mr. Small prepares data collection forms and oversees the data preparation and analysis processes. He serves as the primary liaison between the University of Louisville and the Oregon Research Institute.

Name: Jon Lee (Years 1-4
Project role: Consultant
Nearest month worked: 0
Contribution to the Project: Dr. Lee assists our efforts related to motivational interviewing.

Name: Shantel Crosby (Years 1-4)
Project role: Co-I
Nearest month worked: 1
Contribution to the Project: Dr. Crosby is a faculty member at the Kent School of Social Work at the University of Louisville, and was included to design, facilitate, and analyze our focus group interviews.

Name: Kiersten Bills
Project role: Co-I
Nearest month worked: 2
Contribution to the Project: Ms. Bills is a part-time employee at the University of Louisville. She manages the collection of survey data.

Name: Jeanie Ford (Years 1-4)
Project role: Co-I
Nearest month worked: 1
Contribution to the Project: Ms. Ford is a part-time employee at the University of Louisville. She conducts the SSBD screeners with manages and disseminates the gift card incentives.

Name: Gwen Berry
Project role: Research Manager
Nearest month worked: 2
Contribution to the Project: Dr. Berry is a research staff at the College of Education and Human Development at the University of Louisville. She trains, manages, and supports participating instructional support personnel assigned to the CBP Only condition.

Name: Marlene Parish (Years 1-4)
Project role: Research Manager
Nearest month worked: 2

Contribution to the Project: Ms. Parish is a research staff at the College of Education and Human Development at the University of Louisville. She trains, manages the observers and ensures all observation data is collected.

What other organizations have been involved as partners?
Franklin County Public Schools, Fayette County Public Schools, and Jefferson City Public Schools.

Have other collaborators or contracts been involved?
Nothing to report.

IV. Impact

This project is assisting the fields of education, psychology, and social work understand the relative effectiveness of motivational interviewing skills in the context of coaching. We are also learning a great deal about the potential of motivational interviewing applied within the context of school-based interventions, particularly with regard to the supports needed for school personnel to practice this approach with adequate skill levels.

What is the impact on other disciplines?
Coaching is an interdisciplinary activity, and thus the results are relevant to professionals from several disciplines, including social work, psychology, counseling, and educators serving as consultants, resource teachers, or behavior specialists.

What is the impact on the development of human resources?
The training should increase capacity of participating coaches and teachers.

What is the impact on physical, institutional, and information resources that form infrastructure?
Not applicable.

What is the impact on technology transfer?
Not applicable.

What is the impact on society beyond science and technology?
The primary impact is on the improvement of the quality of life for the teachers, students, and parents who have benefited from the services provided through this grant. Positively impacting families early in their children's school careers has potential, long-term positive effects on society given the relationships between early school success and long-term outcomes such as high school graduation, mental health, and successful employment.

What dollar amount of the award's budget is being spent in foreign countries?
None.

V. Changes/Problems

N/A

Violation of protocol
There have been no protocol violations.

Actual or anticipated problems or delays and actions or plans to resolve them.
See above.

Changes that have a significant impact on expenditures.

Only the challenges faced with the COVID-19 health crisis described elsewhere in this report.

Significant changes in the use or care of human subjects, vertebrate animals, and/or biohazards.

None to report.

VI. Special Reporting Requirements
Nothing to report.

VII. Budgetary Information

VII. Budgetary Information

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