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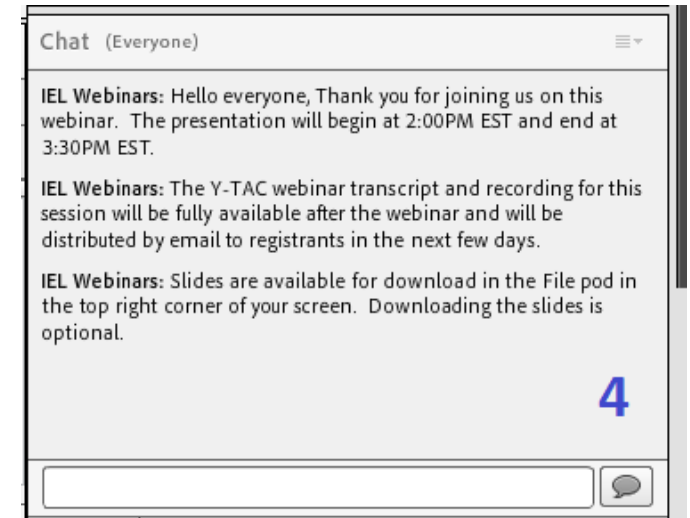Learn more about Y-TAC and stay up to date on the latest news and resources in the VR world!
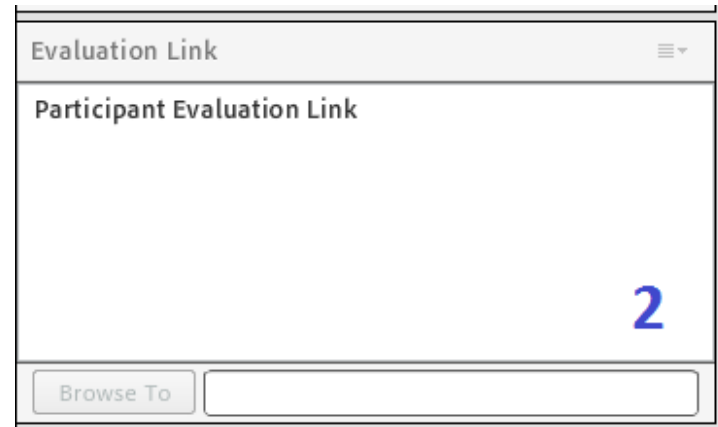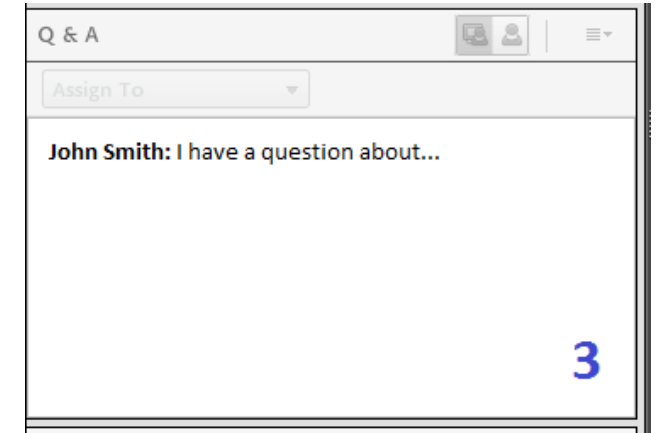
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4

VOCATIONAL REHABILITATION

YOUTH TECHNICAL ASSISTANCE CENTER

Motivational Interviewing with Youth In the VR Setting

2019 Summer Webinar Series

August 8, 2019

Presenter

Adene Karhan, LCSW, Y-TAC, Yang Tan Institute, Cornell University
Contact: ak839@cornell.edu

Evaluation

Our evaluation is designed to ensure that we are providing high quality training and technical assistance that offers information that will be useful in designing and implementing services for and with youth.

We need your assistance in understanding:

- The quality and relevance of our professional development session;
- Whether and how useful you believe the knowledge and skills you learned will support your work with youth;
- What additional professional development opportunities you desire in providing high quality services for and with youth.

Webinar Evaluation

Continuing Education Credit

- Certified Rehabilitation Counselors (CRCs) may receive a CRCC Form and Completion Certificate for this webinar

- To receive CRC credit for this webinar
  1. Attend the entire live webinar
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Y-TAC Introduction

The VR Youth Technical Assistance Center (Y-TAC)

Led by the Institute for Educational Leadership's (IEL)

in Partnership With:

- Cornell University's K. Lisa Yang and Hock E. Tan Institute on Employment and Disability School of Industrial and Labor Relations (ILR);

- Boston University's School of Education; and,

- Key Subject Matter Experts (SMEs) from across the country.

The Institute for Educational Leadership (IEL) is a 55-year-old community-driven, equity-focused organization dedicated to catalyzing & building capacity at the intersection of leadership, education, & workforce development. We partner with under-resourced communities through initiatives strategically situated at grassroots, regional, & national levels.

IEL uses 3 strategies to eliminate systemic barriers and #RiseUpForEquity:
1. Prepare & support youth, parent, family, & community leaders
2. Mobilize to disrupt systemic inequity & discrimination
3. Innovate policy & program strategies in education, workforce development, & civic engagement

Learn more about IEL at www.iel.org.

Key Services of Y-TAC

Y-TAC provides training and technical assistance to State VR Agencies

- To help them find and engage youth with disabilities (YwD) who are not in special education; and

- To help them find and engage as well as YwD who are no longer in school and not employed.

Other Youth-Focused Technical Assistance (TA) Centers

- The Workforce Innovation Technical Assistance Center (WINTAC)

- The National Technical Assistance Center on Transition (NTACT)

- The Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) TA Center

- The National Collaborative on Workforce and Disability for Youth (NCWD/Youth)

Motivational Interviewing (MI) with Youth in the VR Setting

What Can MI Techniques Offer to VR Counseling?

- **Many behaviors that MI has been effective in addressing are related to barriers to employment** (e.g., substance use, engagement in MH treatment, physical health and stamina, anti-social behavior, med compliance, etc.).

- **MI can be applied in a short time-frame.** A research study showed an improvement in treatment outcomes of 64% of participants after a 15-minute brief intervention (Lloyd et al., 2008).

- **MI skills build on the strength and training VRC's already have**, helping them to weave them together in new ways to improve outcomes.

- **MI is different from other client-centered approaches in that it is more directive and strategic.**

(Manthey & Brown, 2011)

Model of Change Theory Applied to Employment

Stage	Description
Pre-contemplation	Feels unready to work and is neither willing to work nor interested in looking for work.
Contemplation	Has thought about the possibility of working at some point, but is experiencing ambivalence.
Preparation	Has made a decision to look for employment and has started to prepare.
Action	Has obtained employment.
Maintenance	Is focusing on maintain employment and consistently attends to and is working on maintaining employment.
Termination	Unemployment is no longer perceived as a desirable option.

(Britt, Sawatzky, Swibaker, & 2018)

Similarities Between MI and VR

Vocational Rehabilitation

- Developed in the context of modern brief interventions

- Client-centered approach

- Customers can reject VR services

- Focus on employment goal exploration

- Supports self-determination

- A focus on work readiness

- Often involves finding inconsistencies between employment goals and current behavior

- VRC's often asked to help reduce a wide range of behavioral barriers to employment

- Informed choice emphasized

Motivational Interviewing

- Developed in the context of brief modern interventions

- Client-centered approach

- Individuals can choose not to change

- Focus on goals and values exploration

- Supports self-determination

- A focus on readiness for change

- Provides skills to develop discrepancy and amplify/resolve ambivalence

- Has been shown to be effective in facilitating change for a broad range of behaviors

- Emphasis on providing a menu of options and empowering personal choice

(Manthey & Brown, 2011)

VR Themes That Can Be Explored with MI

- Value and benefits of employment
- Reasons for including employment in recovery goals (or not)
- Sources of positive and negative motivation
- Concerns and fears about employment
- Incentives and disincentives for having employment goals
- Short and long-term career goals
- Benefits of receiving employment assistance
- Other concerns about the future
- Personal expectations

(Lloyd, Waghorn, & Hennessey 2008)

Adolescence as a Critical Window of Development

- While 95% of brain development takes place before the age of 5, a second wave of brain development takes place in the brain **between the approximate ages of 11 and 24.**

- Brain becomes more *plastic.*

- **<u>Plasticity</u>**- Ability of the brain to modify its connections, to change and modify in reaction to the environment, or re-wire itself.

- Plasticity=vulnerability to toxins, but also window for healing.

(Roatan, 2011)

Formal Operational Stage of Cognitive Development

- Adult "soap boxing" can cause youth to shut down.
- Often don't benefit from being lectured about the consequences of their behaviors or the need to assume responsibility for outcomes.

Instead try:

- Exploring how the youth's thinking, motivation, values and behavior have been influenced by the environment, including family, peers, community and larger society (ecological approach).
- Inquiring about different views about work and/or postsecondary education in the family and help with problem-solving areas of conflict.

(Kolbert, Crothers, Fields, 2013)
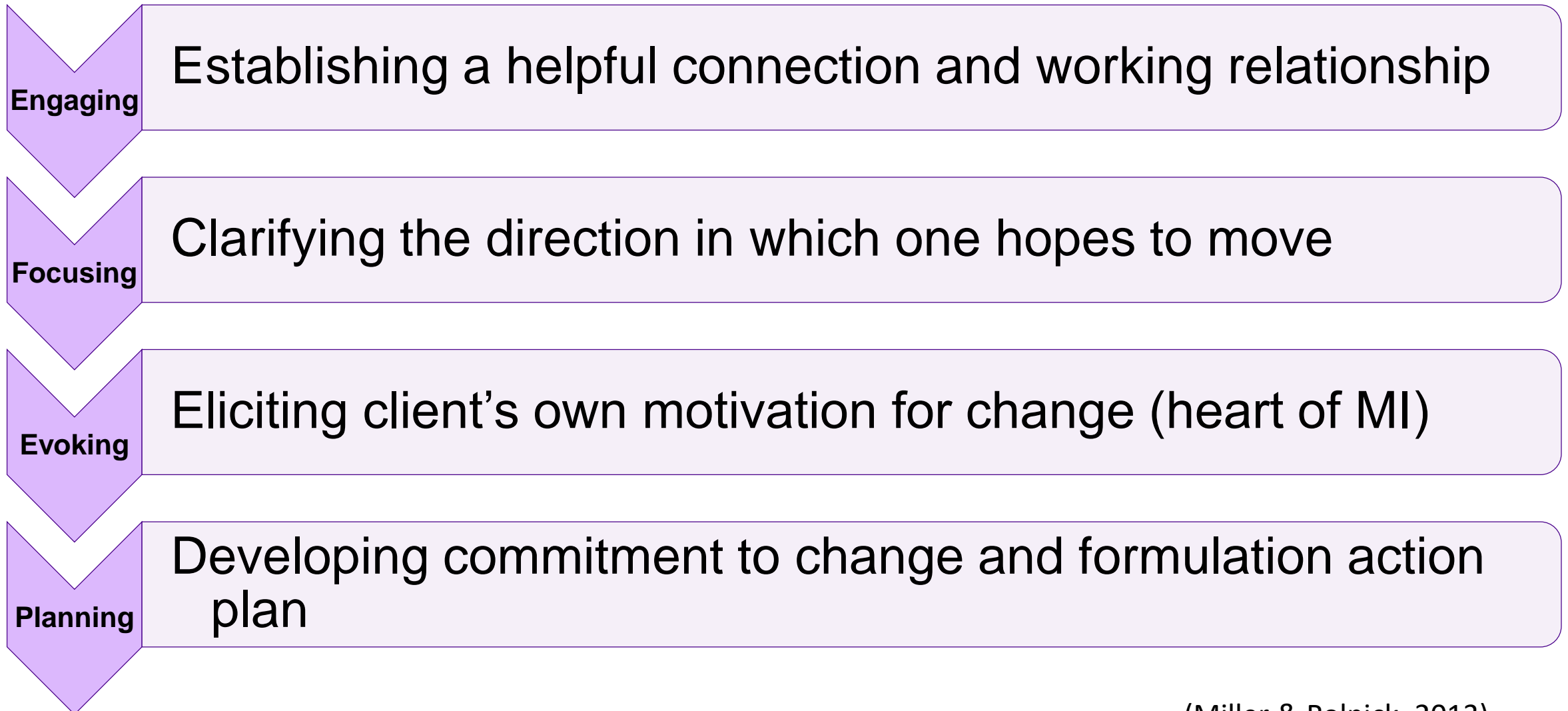
Ambivalence As a Normal Part of the Process

- **Ambivalence -** wanting to change and not wanting to change, simultaneously (e.g., Should I look for a job or remain unemployed?)

- May exhibit **both** change talk (his/her own reasons for change) and sustain talk (his/her own arguments for not changing, maintaining status quo) at the same time.

Tip:

- Avoid the **"righting reflux"** (the desire to argue for what you view as the "healthy" or "right" change).

- **MI should feel like dancing rather than wrestling.**

(Miller & Rollnick, 2015)

MI Processes

Engaging	Establishing a helpful connection and working relationship
Focusing	Clarifying the direction in which one hopes to move
Evoking	Eliciting client's own motivation for change (heart of MI)
Planning	Developing commitment to change and formulation action plan

(Miller & Rolnick, 2013)

Evoking & The Practice of Equipoise

Evoking - Guiding the individual to voice his/her own reasons for change.

- One of the key processes of MI

- Seen as the heart of motivational interviewing.

- Equipoise is a mental approach that professionals can assume that supports the MI process of evoking.

"**Equipoise** *is a conscious, intentional decision not to use one's professional presence and skills to influence a client toward making a specific choice or change.*"

(Miller & Rollnick, 2015, p. 233).

Engagement Strategies for the First Encounter

1. Make the most of your first impression on the youth by developing a good opening statement that:

- Develop an opening statement that conveys the idea that you will support the youth's desired changes rather than tell him/her what to do.
- Emphasizes personal choice throughout the process.
- Monitors your intensity (e.g., eye contact, tone, affect); If these are inconsistent with the youth's, may create disconnect.

2. Set an agenda to illustrate your approach to collaboration.

- Create a general agenda that you use for all first meetings and invite individuals to add their own items to the agenda or use a tool that allows you to create an agenda together (resource map or blank agenda that you can write on).

3. Apply a trauma-informed lens to the first meeting.

- Consider the environmental surroundings and potential impact on individuals who have experienced trauma.
- Monitor for signs of discomfort, distress, anger, or other signs that the individual is being emotionally triggered by the experience.

Core Communication Skills in MI

Asking open questions

Affirming

Reflective Listening

Summarizing

O A R S

DARN Acronym For Questions That Inspire Change

D- <u>Desire Questions</u>: Include verbs such as want, wish, and like

How would you like things to change?

What are you looking for from VR?

A- <u>Ability Questions:</u> Ask what person can do, is able to do, or what they could do.

If you really decided to try get a job, how would you go about it?

Of the options we discussed, which do you feel most able to do?

R- <u>Reasons:</u> Explore if….then reasons for considering change.

What would make it worth your while to..?

What might be the good things about getting a job?

N- <u>Need for Change:</u> (May also evoke reasons)

What needs to happen?

How serious or urgent does this feel to you?

(Miller & Rollnick, 2013)

Additional Tools for Asking Meaningful Questions

- **The ruler:** "On a scale of 0-10 (define "0" and "10") how would you rate"… importance of change, desire to change, fears about change, progress towards change, etc.

- **Querying extremes:** Ask to describe extremes of their concerns or possible consequences. (E.g., What do you think might happen if you don't get a job by the time you graduate?)

- **Looking forward:** Help the youth imagine a desired future (E.g., How would you like life to look 5 years from now?)

- **Exploring Values:** Ask the youth what is important to them, what they value. (You can print cards that can be laminated that they can sort or print out values clarification worksheets).

Affirmations

- Genuine, direct statements of support directed at something specific and change-oriented that the individual has done.

- Affirmation also reduces defensiveness.

- Affirmations can be specific or can reflect a broader appreciation of the person (e.g., "Welcome back! It's so good to see you.")

Caution About Using Affirmations with Youth

Avoid making generic, general affirmations (e.g., You are so talented!"), because they may be viewed as insincere.

(Miller & Rollnick, 2013)

Reflective Listening

Step 1: Listen carefully to what is being said and form a hypothesis or best guess about what the person is saying.

Step 2: Try out your guess by reflecting back what you think you hear.

Tip for Using Reflective Listening with Youth

- Try dropping the stem (e.g., "it sounds like…", what I hear you saying…")
- Stems can often make the youth feel like it is a therapy session, and this can cause resistance.

Summary Statements

- Summaries capture what was said and help the individual to hold and reflect on various experiences they have had.

- Combining reflections with summaries helps to "shine light on" consumer's experiences, and invites them to share more.

- Example: "So one thing that you hope will be different a year from now is that you would like to be living in your own apartment outside the city. In order to do that, you know that you need a job. But finding a job might be difficult because you don't have any work experience and you dropped out of school without getting your diploma. Did I get all that right?"

Developing Discrepancy

- **<u>Discrepancy</u>**- Distance between where a client is and where he/she wants to be.

- Creating a safe space for individuals to look at themselves in the mirror, assess an uncomfortable truth about themselves, and let it change them.

- "The function of a mirror is to reflect an image as it is, without adding flattery or faults. From a mirror, we want an image, not a sermon. We may not like the image we see; still, we would rather decide for ourselves our next move…" (Miller & Rollnick, 2013)

Decisional Balance Tool

Advantages of maintaining status quo/not changing	Advantages of making change
Disadvantages of maintaining the status quo/not changing	**Disadvantages of making change**

This is a resource that gives examples of other strategies to use when applying MI to VR work:
Larson, J. E. (2008). User-friendly motivational interviewing and evidence-based supported employment tools for practitioners. *Journal of Rehabilitation, 74*(4), 18-30.

(Miller & Rollnick, 2015)

Discord in the Working Alliance

Discord= <mark>signals of disharmony in the collaborative relationship.</mark>

Signs of Discord Can Include:

- Defending (blaming, minimizing, justifying occur)

- Squaring off (statements like, "You don't know what you are talking about.", "You're wrong about that.")

- Interrupting (Can happen when person doesn't feel heard or understood)

- Disengagement (appear inattentive or distracted)

Tip:

- May be a sign that you have fallen into the **premature focus trap** and/or that the person does not feel heard or understood.

(Miller & Rollnick, 2015)

Responses to Discord

1. **Apologizing:** Saying "sorry" acknowledges that this is a collaborative relationship and can re-set the tone immediately. (e.g., "Sorry, I just realized that I sound like I am lecturing you, just like your mom.")

2. **Affirming:** Sincere affirming can diminish defensiveness and show respect (e.g., "I can see you have really spent a lot of time thinking about this.")

3. **Shifting Focus:** Shift away from the hot spot rather than continuing to exacerbate it. (e.g., "What matters to me is that you feel support. Let's talk more about how I can do that.")

MI-Inconsistent Perceptions About Professional Role

"I am the expert on why and how this person should change."

"My job is to collect information about problems."

"I rectify gaps in knowledge."

"Frightening information is helpful in promoting change."

(Miller & Rollnick, 2013)

MI-Consistent Assumptions About Professional Role

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

"I find out what information consumers want and need."

"I match information to consumer needs and strengths."

"Consumers can tell me what kind of information is helpful."

(Miller & Rollnick, 2013)

EPE Technique

Elicit

- Ask permission
- Clarify information needs and gaps
- <mark>"Would you like to know about…"</mark>
- <mark>"Is there information I can help you with?"</mark>

Provide

- Prioritize
- Respect autonomy
- Avoid jargon
- Present what you know without interpreting meaning
- Offer small amounts of info at a time

Elicit

- Ask for consumer's interpretation, understanding or response to info
- Ask open questions
- Reflect reactions that you see

(Miller & Rollnick, 2013)

Moving from Evoking to Planning

1. **Test the water** when you start to hear change talk: "Would you like to talk about what the next step might be in the VR process?"

2. **Recapitulation-** A brief summary of some of the reasons for change you have heard the person express.

3. **Key Question**- Ask a short and simple question that invites moving forward (e.g., "So what would you like to do?", "Would you like to work together?")

- If the person is not ready to move forward, you can invite them to end the meeting and contact you in the future for more information and/or to move forward in the process at a later date.

It's Almost As Much About What You DO NOT Do As What You Do

Instead of…	Try to…
Taking responsibility or taking control	Support autonomy
Prescribing	Serve as a guide
Telling the person how to change	Evoke intrinsic motivation and confidence
Focusing on behaviors to change and problem-solving	Create an atmosphere of warmth and acceptance
Emphasizing external demands (e.g., parents demands) and your reasons for change	Elicit discrepancy between person's goals and values and his/her behavior

(Naar-King & Suarez, 2011)

Self-Assessment for MI Skills

Stage	Reflection Questions
Engaging	-How comfortable is the person talking to me? -How comfortable do I feel? -How supportive and helpful am I being?
Focusing	-What goals for change does this person really have? -Do I have different goals? -Do I have a clear sense of where we are going? -Does this feel like dancing or wrestling?
Evoking	-What are the person's own reasons for change? -Is the righting reflex pulling me to be the one arguing for change?
Planning	-What would be a reasonable next step toward change? -Am I remembering to evoke rather than prescribe a plan?

(Miller & Rollnick, 2015)

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Evaluation

1. What is the most meaningful and useful information you learned in this session?

2. How will this information and these materials/activities help improve your knowledge and skills in working with all youth, including youth with disabilities and traditionally underserved youth in the juvenile justice and foster care systems?

3. What additional information would you like to learn about this topic or other topics related to your work with youth?

4. How can we improve the quality of today's presentation?

5. On a scale of 0 to 10, how likely are you to recommend this webinar to a friend or colleague (with 10 being the most likely)?

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