IMPLEMENTING MOTIVATIONAL INTERVIEWING
A Multiple County Perspective

November 6, 2014

PRESENTERS

• Josh J. Leskovac, Juvenile Probation Officer
  YLS Master Trainer, MI Coach, NCTI Facilitator, SFP Facilitator
• Nick Caramenico, Juvenile Probation Supervisor
  YLS Master Trainer and MI Coach
PRESENTERS

• Honor L. Rounsville, Intensive Officer
  MI Coach
• Angela Work, School-Based Probation Officer, Placement Specialist & Quality Assurance Specialist
• 4 CC Line Staff Trainer, 4CC Supervisor Trainer, Case Planning Trainer, MI Coach, Victim Awareness Facilitator, and Crossroads Program Facilitator

PRESENTATION GOALS

• Participants will gain an understanding of:
  • Basic MI information
  • A multi-county perspective on implementation process
  • Discussion of MI State Committee’s purpose and direction
MI BASICS

WHY MI?

• With roots in the field of addiction, MI is a “collaborative, person-centered form of guiding to elicit and strengthen motivation for change” (Miller and Rollnick)

• MI was developed to assist people with behavior changes in their lives
8 TASKS IN LEARNING MI

• From Miller and Moyers (2006)
  • Outlines key concepts of MI
  • Framework helps to conceptualize training process

TASK 1: OVERALL SPIRIT OF MI

• Openness to a collaborative rather than a prescriptive way of thinking
• Looking at client capacity rather than incapacity (build on strengths and consider individual responsivity)
• Developing professional alliances
• Accountability is still key
• Critical to “setting the stage”
TASK 2: OARS

- Client-centered
- Open-ended questions
- Affirmations
- Reflective listening
- Summaries
- Examples

TASK 3: RECOGNIZING AND SUSTAINING CHANGE TALK

- Able to identify client “change talk” that indicates movement towards change
- This includes desire, ability, reasons and need for change
- Increases commitment
- Examples
TASK 4: ELICITING AND STRENGTHENING CHANGE TALK

- Ability to evoke and reinforce client change talk and commitment language
- Use of OARS to strengthen change talk and commitment

TASK 5: ROLLING WITH RESISTANCE

- Ability to respond to client resistance through reflection without reinforcing it
- Roll with resistance
TASK 6: DEVELOPING A CHANGE PLAN

- Ability to recognize client readiness and negotiate a specific change plan that is appropriate and acceptable
- Timing and negotiation are key

TASK 7: CONSOLIDATING COMMITMENT

- Ability to elicit increasing strength and commitment to change to specific implementation intentions
TASK 8: TRANSITION AND BLENDING

• Blending an MI style with other intervention methods and to transition between approaches with flexibility

COUNTY OVERVIEW: DEMOGRAPHICS AND JJSES/EBP
THREE COUNTY OVERVIEW

• McKean County
  • Rural County in the Northwestern region of state
  • Juvenile Probation staff includes:
    • 6 JPOs, including our Chief
    • 1 Probation Aide/Victim Advocate
    • 1 Administrative Assistant/Victim/Advocate
    • Typically average 75 youth under supervision

THREE COUNTY OVERVIEW

• McKean County
  • JJSES/EBP
    • 2 MI Coaches
    • All Staff Trained in MI
    • 1 Trainer in 4 Core Competencies
    • All staff being trained on 4 Core Competencies
    • 1 YLS Master Trainer
    • All staff trained in usage of BITS
    • All staff being trained on the usage of the Carey Guides
    • Case plan being utilized
THREE COUNTY OVERVIEW

• Mercer County
  • Situated in the Northwest region of the state
  • Juvenile Probation staff includes:
    • 5 Line JPOs with average of 35 cases
    • 2 School-Based JPOs with average of 16 cases
    • 2 Community Based/Specialized JPOs, no caseload
    • 1 Community Court Specialist with average of 25 cases
    • 1 Intake Officer, also supervises MDJ non-payments

THREE COUNTY OVERVIEW

• Mercer County
  • JJSES/EBP
    • 3 MI Coaches
    • All staff Trained in MI
    • 2 Trainers in 4 Core Competencies
    • All staff trained in 4 Core Competencies
    • 4 YLS Master Trainers
    • All staff trained in Carey Guides/BITS
    • Case plan being utilized
THREE COUNTY OVERVIEW

• Bucks County
  • Situated in Northeast region of the state
  • Juvenile Probation staff includes:
    • 24 Intake/Line JPOs
    • 2 Placement JPOs
    • 6 Supervisors
    • Chief and Deputy Chief

• JJSES/EBP
  • 4 YLS Master Trainers
  • 9 MI Coaches
  • Entire Office Training in MI
  • 2 JPOs Trainers for 4 Core Competencies
  • Entire Office Trained in 4 Core Competencies
  • 9 BITS Coaches
  • Entire Office Trained in the Usage of BITS
  • Utilizing Case plan
MI TRAINING PROCESS

MI LARGE GROUP TRAINING

• Basic MI concepts are reviewed
• Combination of lecture and live exercises
• First stage in the MI training process
• Group should be no larger than 25 JPOs
MI LARGE GROUP TRAINING

• Part 1: 2 day MI training that focused on key concepts of MI Skill Set

• Part 2: 2 day MI training that focused on key concepts, core skills, and an introduction to coding, reviewed audio recording (occurred several months after Part 1)

• County differences in use of this training

MI TRAIN THE COACHES TRAINING

• 3 Day Training
  • Advanced MI skills and teaching methods
  • Review of MI coding process
  • Completion of coding examples
  • Combination of lecture and live activities

• County differences in the use of this training
MI TRAIN THE COACHES TRAINING

• Selection of an MI Coach
  • JPOs that are willing to embrace change
  • JPOs that are willing to support the usage of a new communication method

• County differences

MI TRAIN THE COACHES TRAINING

• Duties of MI Coach
  • Discuss/develop MI policy
  • Provide basic MI training for new staff
  • Provide Booster Training to all current staff
  • Responsible for coding and evaluation of staff’s usage of MI skill set
  • Maintain record of the completion MI follow up activities
  • Assists in ensuring staff continue to buy in to the usage of the MI skill set
Observation methods:
- Live Observation
- Audio Tape Review
- Video Taping Client Meetings
- Coding and Effective Feedback
- Pros and Cons of each method

County differences in Observation method
MI FIDELITY BOOSTER TRAININGS

- Boosters are meant to review small aspects of the MI skill set
- Focus on core topics like; EARS, FRAMES, OARS, and Darn-C
- Can be conducted by outside MI trainer or MI Coaches

MI FIDELITY BOOSTER TRAININGS

- Focus on issues specific to problems facing JPOs in your county some examples:
  - Resistance
  - Staff evaluation (Can we get fired for this?)
  - Coding Problems

- County differences in utilizing this training
### Motivational Interviewing: Behavior Count Coding Form

**INTERVIEWER:**

**CODES:**

- **DARK-C:**
  - **D:** Desire to change
  - **A:** Ability to change
  - **R:** Reasons to change
  - **K:** Commitment to change
  - **N:** Need to change
  - **C:** Commitment to change

**KEY:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OQ</td>
<td>Open Question</td>
</tr>
<tr>
<td>CQ</td>
<td>Closed Question</td>
</tr>
<tr>
<td>A</td>
<td>Affirmation</td>
</tr>
<tr>
<td>R</td>
<td>Reflection</td>
</tr>
<tr>
<td>S</td>
<td>Summary</td>
</tr>
<tr>
<td>ECT</td>
<td>Eliciting Change Talk</td>
</tr>
<tr>
<td>T</td>
<td>Teaching</td>
</tr>
<tr>
<td>C</td>
<td>Confrontation</td>
</tr>
</tbody>
</table>

**BEHAVIOR COUNTS:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONTEXT:**

**NOTES:**

---

### Observer Sheet: OARS

Listen for examples of the interviewer’s use of each of the OARS responses. As you hear them, place a hash mark (#) in the appropriate row. Make notes of examples of each type of OARS responses that you heard.

**Work:** Topics: Family, treatment group/individual, "IL", incidents, prevention plan, release from residential

<table>
<thead>
<tr>
<th>Interviewer Response</th>
<th>Count (hash marks)</th>
<th>Good Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions</td>
<td>Open</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Closed</td>
<td></td>
</tr>
<tr>
<td>Affirmations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roadblocks/Traps</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal met?**

1. At least twice as many Reflections as total Questions (combined Open & Closed).
2. At least twice as many Open Questions as Closed Questions.
3. Few Affirmations.
4. One or two Summaries.
5. Avoid advice, teaching, confrontation.
**Motivational Interviewing Coding & Feedback Form**

**Page 1**

**Behavior Counts:**

<table>
<thead>
<tr>
<th>Behavior Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qo - Open-ended Question</td>
<td></td>
</tr>
<tr>
<td>Qc - Closed-ended Question</td>
<td></td>
</tr>
<tr>
<td>A - Affirmation</td>
<td></td>
</tr>
<tr>
<td>R - Reflection</td>
<td></td>
</tr>
<tr>
<td>S - Summary</td>
<td></td>
</tr>
<tr>
<td>ECT - Eliciting Change Talk</td>
<td></td>
</tr>
<tr>
<td>I - Information-giving/Advise/Teaching</td>
<td></td>
</tr>
<tr>
<td>C - Confront/Argue/Lecture/Persuasion</td>
<td></td>
</tr>
<tr>
<td>O - Other/Indeterminate</td>
<td></td>
</tr>
</tbody>
</table>

**Total # Interactions:**

- # Open-ended Questions
- # Closed-ended Questions
- # Affirmations
- # Reflections
- # Summaries
- # Eliciting Change Talk
- # Teach/Advise/Information-giving
- # Confrontation/Arguing/Lecturing/Persuasion
- # Other/Indeterminate

**Summary Scores:**

- % Open-ended questions = Qo/Total Interactions
- % Closed-ended questions = Qc/Total Interactions
- % Affirmations = A/Total Interactions
- % Reflections = R/Total Interactions
- % Summaries = S/Total Interactions
- % Eliciting Change Talk = ECT/Total Interactions
- % Teaching/Advise/Information-giving = I/Total Interactions
- % Confronting/Arguing/Lecturing/Persuasion = C/Total Interactions
- % Other/Indeterminate utterances = O/Total Interactions

**Context notes:**

---

**Global Measures:**

Ratings: ENI - Expectation needs improvement, EA - Expectation achieved, EE - Expectation exceeded

<table>
<thead>
<tr>
<th><strong>Collaboration</strong></th>
<th>ENI</th>
<th>EA</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evocation</strong></th>
<th>ENI</th>
<th>EA</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Autonomy Supportive</strong></th>
<th>ENI</th>
<th>EA</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Non-judgmental/Accepting</strong></th>
<th>ENI</th>
<th>EA</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Empathy</strong></th>
<th>ENI</th>
<th>EA</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Promoting Self-Efficacy</strong></th>
<th>ENI</th>
<th>EA</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MI FIDELITY CODING SHEETS

EVALUATOR COMMENTS (areas of strength/areas in need of improvement):

JPO/STAFFER COMMENTS (Concerns with coding process, Suggestions for Boosters/Improvements, etc...):

Collaborative Plan to address areas needing improvement:

Rates/Supervisor: ______________________ Date: ______________________

JPO/Staffer: ______________________ Date: ______________________

MI COST OF IMPLEMENTATION
MI COST OF IMPLEMENTATION

- MI Part 1 $2100 (office trained)
- MI Part 2 $2100 (office trained)
- MI Train the Coach $1200 (per JPO)
- Booster Session $800 (groups of 10 or less)
- Audio Tape Review $75 (per tape)
- Consultation time $100 (per hour)
*Will Vary by Training

MI COST OF IMPLEMENTATION

- Other Costs
  - Lodging
  - Mileage
  - Meals
  - Time out of the office

- County differences in regards to cost
MI COST OF IMPLEMENTATION

• Methods to reduce County Cost
  • All 3 Counties received grant funding thru PCCD
  • Collaborate with adjacent Counties to hold MI trainings
  • Collaborate with adjacent Counties to share MI expertise and MI Coaches
  • Plan MI implementation steps before the process begins “time is of the essence”

MI’S CONNECTION TO JJSES/EBP

• MI is located in JJSES phase 2
• MI can be used with all Stage 3 Behavioral Change interventions, i.e. CBT, BITS, Carey Guides,T4C, ART, MST…
• MI can be used during the information gathering stage of the YLS and in conjunction with the creation of the Case Plan (smart goals/activities)
MI IMPLEMENTATION ROADBLOCKS

- Staff Buy-In (We already do this)
- Judicial support of MI with Clients
- Implementation timeline
- MI sustainability planning
- Cost
- Client informed consent form

INFORMED CONSENT FORMS

MCKEAN COUNTY
FORTY-EIGHTH JUDICIAL DISTRICT

Juvenile Probation Office

Date: ___________________________

Juvenile’s Name: ___________________________

Case #: ___________________________

I understand that audio taping of interviews, intake sessions, and other probation meetings is the practice of the McKean County Juvenile Probation Office and that this audio taping is done for the purposes of supervision, enhancing intervention, staff training, staff skill development, and quality assurance.

I understand that this consent to audiotape is voluntary, will not impact positively or negatively on my probationary status and may not be used against me. Refusal to consent to taping will also have no bearing on my probationary status.

I further understand that I, or my parent, may revoke this consent at any time with no consequences. Unless revoked, this release will remain valid from the date of my signature throughout the length of any period of probation.

I understand that these tapes may be reviewed by staff and trainers of the McKean County Juvenile Probation Office and utilized as a training tool for both my assigned Juvenile Probation Officer as well as other Juvenile Probation Officers.

I further understand that no copies of the tape will be made and that tapes will be destroyed within 10 days of completion of observation and discussion by probation staff and trainer.

I understand that the McKean County Probation Office, its Juvenile Probation Officers and staff shall not be held responsible for any use of audiotapes containing my voice by any unauthorized user or third party, and I hereby release and hold harmless the McKean County Probation Office, its Juvenile Probation Officers and staff from any and all liability for damages of whatever kind, character or nature which may at any time result from this Consent and Release.

Signature of Probation Officer/Date: ___________________________

Printed Name of Probation Officer

Signature of Parent or Legal Guardian/Date: ___________________________

Printed Name of Parent or Legal Guardian

Signature of Juvenile/Date: ___________________________

Printed Name of Juvenile
**MI STATE COMMITTEE**

- Guide written to assist in the implementation of MI within Counties
- It helps set the stage for implementation by way of introductory material and explanation of how MI melds with BARJ, JJSES, and EBP
- Provides an overview of the training process
- MI Forum
- Consistent MI Training Curriculum
- JCJC created MI Consultant
- MI Bench Card Under Development
QUESTIONS

MI MATERIALS/HANDBOUTS

• Will be located on JCJC website: www.jcjc.state.pa.us
CONTACT INFORMATION

• Josh J. Leskovac, Juvenile Probation Officer
  • Phone 724-662-3800 Ext. 2204
  • Email: jleskovac@mcc.co.mercer.pa.us

• Nick Caramenico, Juvenile Probation Supervisor
  • Phone 215-348-6527
  • Email: njcaramenico@co.bucks.pa.us

• Honor L. Rounsville, Intensive Officer
  • Phone 814-887-3365
  • Email: hirounsville@mckeancountypa.org