

Engaging Families Using Motivational Interviewing Strategies & Principles

Track C – Family and Community Partnerships

17th Annual Virtual Birth to Three Institute

You can find the webcast titles here: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/btt/descriptions.html>

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- A. Inclusive Child Development
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Amanda Perez: On behalf of all of us here at the Early Head Start National Resource Center, I want to welcome you to today's webinar on "Motivational Interviewing." I hope, I so hope you got a chance to watch Dr. Felitti's presentation yesterday. One really powerful message from that webcast I think was that as we're working with families, we can often be puzzled by some of the choices that folks are making, and that they may not make sense to us, especially in light of all of the information we're sharing that they should be doing something different, right? But, so often Dr. Felitti was telling us, those choices can really be helpful and protective for families.

So, as we've been thinking about Dr. Felitti's work, as we've been thinking about that gatekeeping that Josh Sparrow described in his webcast on prenatal development last week, we've been wondering how we can support you in the complexity of all of that. And working under the Head Start Program Performance Standards to provide expectant families, families with very young children, with information and support so that they can make the best possible choices for their children's health and development. And at the same time, that you provide absolute respect and honor for whatever choices families make.

And as we've been thinking about that, I've really been struck by motivational interviewing as a tool for that work. And I'm so grateful that we have an opportunity to hear from Rachel Galanter and Ennis

Baker, today, as they talk about their experiences with M.I. and give us a little taste of this process. I'm going to let them introduce themselves. And then I know they have a lot to cover; so, I'm going to do whatever I can to stay out of their way till the question and answer time. But I want to thank both of you so much for being here today; and I'm going to turn it over to Ennis and Rachel. Ennis?

Ennis Baker: Thanks, Amanda. Well, you all can read my bio in the handout, so, I won't repeat that information. But I've been the Early Childhood Manager and Mental Health Specialist at Orange County Head Start and Early Head Start for 14 years. And I'm a licensed Early Childhood Mental Health Specialist. I'm a Clinical Social Worker. And our program serves 230 Head Start and Early Head Start kids in North Carolina both home-based and center-based. And we first got involved with motivational interviewing as a program, when the ZOE project which stands for Zero Out Early Childhood Caries approached us with the grant that they had received to work with Early Head Start programs around oral health. So, they provided training for our staff not just on oral health but also on motivational interviewing to help our staff talk to families and be more effective in working with families around improving their children's dental health. So, that's really how our program got introduced to these concepts.

And many of our home visiting and teaching staff and family services staff were really impressed with the skills they learned and wanted more, wanted to learn more and talk about the challenges that they were facing and how they could use these skills to address those. So, I'm...in my role I'm an administrator at our program; so, I'm in a position to impact how our professional development budget is prioritized. And so when we were looking for ways to strengthen our staff's capacity for engaging families we remembered motivational interviewing and talked about how we could strengthen our staff skills around that.

In 2012, one of our program continuous improvement goals was for all of our staff to be and feel more effective in facilitating positive changes with families we serve. So, we were already providing reflective supervision for all of our staff and had already reduced caseloads for our center-based family services staff to 30 to 37 children. So, we had already put some systems in place that were working and helping. And in the summer of 2012, we found a well-respected local expert and trainer, Rachel who you'll meet in a minute and with her developed a two-day introduction to motivational interviewing training for our staff and then six monthly coaching sessions that happened over the six months after that, for all of our home visitors and family services staff and their supervisors. And that was a key decision that the supervisors were involved right from the beginning.

The staff feedback for these sessions were very positive and the post training assessment that we did indicated significant growth in our staff's perception of how often they use motivational interviewing

skills with families. So, in the focus on engaging families, motivational interviewing has been a key tool that we are using that has been effective and really helped staff feel more effective in their roles. So, now I'll introduce you to Rachel.

Rachel Galanter: So, I feel very fortunate to be partnering with Early Head Start. In addition to doing my motivational interviewing training work and coaching work, I provide in-home parenting using evidence-based models, parent-child interaction therapy and safe care. And I supervise a team of home visitors who do that same work. And we decided to adopt motivational interviewing ourselves because we found that engagement was really the key to getting people to come to the sessions, to complete the program and then really adopt the skills in real life, not just use them while we're there during our sessions. I've gone to numerous motivational interviewing training and participated in a collaborative that was a "train-the-trainer" experience, so I could become comfortable in training other people in motivational interviewing. And I'm a member of the Motivational Interviewing Network of Trainers which is an international organization focused on spreading motivational interviewing.

I've really enjoyed my collaboration with the Early Head Start because they work in the same field I do of engaging parents on helping parents prepare their children to be successful students and successful adults. And I was able to take so many of the things we've learned in our work in parent education and use those same examples and same tricks and techniques and pass them on to the people in Early Head Start. I feel that motivational interviewing is a really good fit, because Early Head Start really values partnership and that's a core part of motivational interviewing and that it allows you to, while you're trying to share information and ideas and suggestions, hold that parent in a spot where you're recognizing their value and their contribution and their autonomy that this, in the end, is their decision.

So, before we go farther into what is motivational interviewing, we actually want you to be thinking about your own behavior and how you make decisions and make changes in your life around health and safety. So, we're going to take a quiz. And it's very important to me that you don't feel put on the spot. So, I don't want you to feel like you have to share any of your answers to this quiz, specifically, with anybody. I just want you to keep track of...if you...how many "yes" and "no" answers you have and, specifically, if you have 100 percent "yes" answers, or if you have one or more "no" answers. And that's all I'm going to ask anybody to share. So, if you're with a group of people, each of you just take the quiz. And then we would like you to answer, "yes" on the little feedback for your group...if your group...everybody had 100 percent "yes" answers. And if not, if one or more person, people or the majority of the people in the group had several "no" answers, or just one "no" answer we want you to answer a "no." So, "yes" means you or 100 percent or the majority of your group had "yes" on every question.

So, do you have a smoke detector in your home and change the battery at least once a year? Do you buckle up every time you're in the car even if you're in the back seat? Now, if you're in urban dweller and you never get in the car, you can count that as a "yes," because every time you do get in a car you would do that. Do you exercise at least 30 minutes three times a week? Do you wear a bicycle helmet every time you ride a bicycle and once again, if you never get on a bike that can count automatically as a "yes." Yes, I'm safe because if I were going to ride a bike maybe, I'd wear a helmet, but I never get on a bike. I don't even know, so, "yes." Do you wear a personal flotation device every time you get in the boat? And if you never get in a boat you can count that as a "yes" also. Do you eat at least three servings of vegetables daily? Do you have a fire extinguisher in your kitchen? Do you floss every day? Have you practiced a fire safety plan at home, actually practiced it? Picked a meeting spot outside where you've met up, so that in case of fire you're really prepared? And do you abstain from using your cell phone while driving, keeping 100 percent of your attention on the road? No texting, no taking calls?

So, if you're in a group, once again, think for yourself: Did you have 100 percent "yes" or did you have some "nos," Share with the group and put down what the majority had. Was it yes 100 percent "Yeses" or "Nos," people are not doing all these health and safety things? I'm seeing a lot of people are participating. We still have about half the people still figuring out. The bigger the group, the... probably the longer it takes. But I really appreciate it. But as we can see from the data we've got so far: The vast majority of people aren't doing one or more of these health and safety things.

So, while we're continuing to get answers we're going to move on to the next slide. We're going to keep our eye on that and Ennis is going to talk about what are the things that cause this result.

Ennis: So, the area...just so you know the area of feedback that we're referring to is on the left side of your screen. So, you see that little pie chart representing the answers of all the folks watching and listening today. So, when we did this quiz with our staff it was really an important way I think to put yourself in the shoes of families and really think about why people make the decisions that they do. So, I want to...if you...as you...for those of you who've already answered the questions, for any of the quiz questions that you said "no" to, think about what reason you would give if someone asked: Why don't you do that? And just reflect for a minute about that. The answers might be different for different questions. What...some of answers we came up with were things like: "I don't have enough time. I don't have time to slow down long enough to exercise during the week. I just can't squeeze it in or I don't think that I need to buckle up every time I'm in the car. I drive around without my seatbelt on for short distances and I've never had a problem. I don't see why something bad is going to happen to me now or I just feel safe enough generally in my life; so, I don't feel like I need to have a fire safety plan. I don't feel like I'm at risk and I don't need to put any more plans in place than I already have or the other...I do have some concerns that I need to be more safe and change some of these behaviors but my friends and

family are not supportive of that. When I say we need to wear helmets when we go on a bike ride, people make fun of me and say that's...we don't need helmets. Why do feel like you need a helmet?

So, it sometimes feels like it's hard...harder to do because the people around you aren't supporting you in doing it." Other reasons might be: "You don't know someone else who does it, that all your friends talk on the phone in the car, so why should you be any different?" And, so, it starts to feel like what's typical of your friends and family is what guides your decision-making, maybe not what the statistics say about how unsafe that behavior is. Another reason might be that: You tried it for a while. You tried exercising, you've tried flossing and it didn't seem to make a big difference. You didn't lose all the weight you thought you would or your teeth weren't that much different than they were when you didn't floss. So, you didn't see the payoff of the effort you were putting it in, and so you phased it out. Another reason might be that you feel like you need some, not more than just support from family and friends but actually sort of like a coach. Many people say if I could afford a personal trainer, I'd exercise three times a week too; but, I don't have somebody who's really coaching me and encouraging me that way and I can't do it on my own.

So, I wonder if there are other reasons that you all might have that are not examples that I just gave. One example that's not on the screen is the cost, can't afford a bike helmet or can't afford a gym membership or can't afford a new fire extinguisher. There are costs involved in being safe and sometimes that might be a reason that would get in the way of you making a decision about what's the safest thing to do. Are there any other things people want to add in to the chat, to add to our list? And "chatting" means you go on the left-hand side of your screen under the "chat" and type right in there if you have anything to add. I don't see anything coming up now. So, maybe we have an all-inclusive list. So, the bottom line is what this tells us is that the majority of you, just like the majority of our staff when we took this quiz, did not have "yes" answers to all of these things. And that it's pretty rare for even the safest of us to be consistently doing all the things we know are the right thing to do. So, what...the conclusion we draw from this is that information alone does not make people change, that just knowing what the right thing to do is, is often not enough. Are there other things to add Rachel that people are typing in?

Rachel: People said things like laziness, not realizing I needed to. Just not making time for it, depression; it's painful; it's just hard to do or being in a bad habit. I really appreciate those extra thoughts that people had about what keeps them from really moving forward and a lack of resources, that sort of goes along with cost just feeling like it's something you don't have.

Ennis: Great, Great, that's great. You guys are generating all kinds of additions. So, just because we don't change doesn't mean we don't want to change. And just because someone has told us what the latest

research says about what's the safest thing to do doesn't always... isn't always enough, doesn't always motivate us to change our behavior. But what to keep in mind is: That we all have reasons not to change. And motivational interviewing is a way to work through that phase with families. And I'm going to let Rachel talk more about that.

Rachel: Motivational interviewing comes from the work of Carl Rogers who's a psychologist. And he believes strongly that the best way to serve people who came to him looking for psychotherapy was to provide a deep level of empathy, really understand what it is that they were concerned about and express that back to them so that they felt really listened to. That no matter what they said about themselves he would show them unconditional positive regard, that it would be really clear that whatever choices they were making, whatever things they were doing, he thought that they were a good person. But, he believed it was really important to do that in a genuine way, that you couldn't just say: "Oh, you're saying all these terrible things you do to other people but you're still really a good person;" that that wouldn't come across as very genuine. That it was important that you could come up with something genuine you could say to that person about how you could see how they were struggling or you could see that they wanted to do something different, that you couldn't just say meaningless, nice things. You had to say things that were really true and that you really believed. And he provided this therapy and this therapy would literally just follow the person wherever they wanted to go. If the person wanted to talk about how it was all their parent's fault he would talk about that. And if you want to talk about other things that were frustrating to them, he'd talk about that. He would just follow them wherever they wanted to go.

So, motivational interviewing has this belief in empathy and unconditional positive regard and being genuine at its core; but, it's more focused than that. Motivational interviewing is directed. You have a goal of evoking "change talk," trying to get people to talk about why they might want to change, where they've been successful changing in the past, their ability to make changes in their life, the reasons they might want to make change or how they have to because somebody's telling them they have to, either there's a law or there's somebody in their family who's insisting that this change has to happen. So, instead of just going wherever with that person there's a focus on a specific topic and a specific new habit that we're trying to establish or a new commitment to action that we're trying to get going. And we try and get that person to talk about their reasons and desire to do that thing and to look at what places in the past they can use to help them moving forward. So, we haven't lost our partnership and our genuineness and our empathy, but we have an additional component.

Motivational interviewing is, at its core, a commonsense practical evidence-based method that originally was used for substance abuse treatment, and that has been adopted for multiple health behaviors like the ZOE project that Ennis mentioned that's for early childhood dental care, to make and sustain behavioral change. And I hope that you're really skeptical when you hear people say evidence-based because at this point everybody wants to claim their evidence-based because that means that you're proven to work and, of course, everyone wants to adopt models that are proven to work. In your

handouts, there is information on two evidence-based registries that are really well-respected that have vetted and included motivational interviewing. And that includes the SAMHSA National Registry of Evidence-based Practice and the California Evidence-Based Clearinghouse for Child Welfare.

So, you know that this is something that works, in terms of it being a mental health service, a way of interacting with people and counseling them and suggesting that they make change. But it's something that really works specifically for parents and helps parents adopt new ways of interacting with their children which is something that is sort of the core of what Early Head Start interactions with parents might be about.

So, successful uses of motivational interviewing, things it's proven to help with, and where there's research that shows that it works, include substance use, getting people to reduce their smoking of cigarettes, their alcohol use, their dependence on other drugs. It's been used for people who have gambling problems, to reduce and stop gambling. It's been used to help people adopt more healthy diets to make sure that they have their diabetes under control. It's been used for exercise to get people to adopt regular exercise plans and to encourage their commitment to exercise. And it's been used for safer sex, to get people to adopt lower risk habits in terms of their interactions that might put them at risk for HIV and other sexually transmitted diseases. The thing that's probably most applicable is that it's been used successfully to get people to engage in therapies or treatment, including getting people to take parenting classes, getting people to show up at therapy or show up at appointments for counseling or other kinds of treatment, getting people to take their medication regularly so that they are able to function well in the community. So, this is something where it's worked for a lot of different topics. And we have seen it successfully work with people who maybe are needing to interact with their children in a different way.

At its core, motivational interviewing is a way to help people adopt a new behavior that's not persuading. Persuading is trying to convince the person that there's a right way to do it. And an example of a person who tries to persuade me, is that the dentist, my dental hygienist often tries to persuade me to change how I deal with my teeth. For a while, I was not a consistent flosser. And we would have these conversations, where basically she would tell me that I needed to floss more, that she would try and convince me it was a good idea, because of how uncomfortable it was to get my teeth cleaned when I hadn't flossed enough. She's coming at it as an expert in teeth and telling me the things I should do. And she's not really trying to get a lot of my input about what I could do or should do. And I think that that lack of exploration is very typical persuading and very antithetical to motivational interviewing that has at its heart evoking from the person their ideas of how they could change.

So, in motivational interviewing the person you're talking with knows what's best for them and is capable of making good choices. And we respect that and honor that and show that in how we talk about the topic. Whereas in persuading, I am an expert and I know what's best for you and you need to just do it my way because I know about this and you don't.

In motivational interviewing, we're really focused on that this is a hard decision. We all have reasons not to make change and we have reasons that we might want to make change and that it's a decisional balance of figuring out really do the benefits of making that change outweigh what we're giving up by not making the change? And we want to help people talk through that process and understand both sides.

When we're persuading, we don't really care why the person doesn't want to change. There's one easy answer. Make the change I'm talking about and I'm going to get you to make that good change. In motivational interviewing, we want to really explore your reasons for change together. What are the things that make this meaningful to you? You are a person with your own unique perspective and unique ideas about why you want to take care of your teeth, what you hope for your children, why is it good to be safe in the world? And I...and in motivational interviewing conversation want to find out about your reasons and help you get excited about your own reasons. When I'm persuading, the reasons you want to do this or don't want to do this are not important at all. It's really about just trying to get you on board with doing it the right way. That is very clear to me.

In motivational interviewing, I'm here to help you find a path that's going to help you achieve your goals. So, if we think of it in terms of: I'm here alongside you and I can see we are trying to get to, and there are lots of different ways to get there, and exploring those different possibilities and helping you move there. In persuading, there is a right thing to do and I'm here to get you to do that one right thing. And if you know what's best for you, you'll just do it, because I'm the expert and you should just come along and do it my way.

So, at the heart of motivational interviewing is four core concepts. And we call them PACE. And the first of those is the "P," partnership, that you're there to work together with the person and show mutual respect, and that if you want to think of this as a person driving a car, you have to respect they're the driver. It's their car; it's their kids in the back seat, and you're more or like the GPS or a person with a map. You're there to help guide them through a good way to get to their destination; but you don't get to pick the destination; you don't get to decide how to maintain the car; you don't get to decide where the stops are. You are effective at supporting them in achieving their goals but you can't pick the goals. And sometimes you have to accept there is more than one path to those goals.

Acceptance is the "A" in PACE. And acceptance has some smaller subcategories within it. But we really want to show that we accept the parents and we accept their role as the head of the family and the decision-maker. So, acceptance means that we believe the person has absolute worth, that they're valuable. If you somewhere in a corner of your heart believe that, if I could just take these kids home and this parent was out of the picture they would be better off, you're missing: What is that value of the parent? What is it that they bring that nobody else could replace, in terms, of their love and their commitment for the child? Accurate empathy: Making sure that parent feels really heard, really listened to, that when they say something and you're reflecting back to them and responding to them, you're demonstrating that you really heard them. So, if they said: "I don't have time to go to the doctor," and I say: "You need to make time." I'm not really paying attention to what they're actually saying. Supporting their autonomy, but in the end, it's the parent who gets to decide. So, back to our current analogy: They're the driver. They're the one who gets to decide, where we're going, where we're stopping, how to care for the car. And I have to be okay with that. I can't try and grab the wheel. I can't try and insist on my way of doing it. That's not going to work.

And finally, affirmations, that when I'm present with that parent, I'm really paying attention. I'm not on my phone; I'm not texting; I'm not looking somewhere else. They have my full attention. I'm verbally acknowledging their strengths. I'm letting them know I see good things that they're doing and trying to do. And I'm demonstrating respect, so that parent feels really accepted. That I'm trying to get that parent to see how important they are in their child's life, I have to demonstrate that I see their importance in my interaction with them.

So, we've got our partnerships, and our acceptance, and "C" is compassion. I'm looking out for the family's best interest. I'm not just trying to partner with them and accept them, and then let them not try and do things that are good for their children and good for their family. I really am thinking about what is in this family's best interest. And that's a core part of my conversation with them. So, it's not without direction like Rogers was. I am trying to help the family achieve good outcomes for the short term, for the medium term, getting their child ready for school, and for the long term that their child is going to have a successful life and a happy life.

And the "E"... "E" is for evocation that, at its core, motivational interviewing believes that you have to get the ideas and the plans for how to address the family needs from the family, instead of just providing them. You have to believe that they have goals for their children that are aligned with your goals, because your goals are all good, and that they may have strategies that have worked for them in the past to achieve their goals that you wouldn't even think of and that you need to be trying to get the family to share what are their ideas about what are the most important goals and how they could get there.

So, all together those things are PACE... Partnership Acceptance Compassion and Evocation. And that's the key to engagement; that if we are doing all four of those things working alongside the parents instead of trying to take over, accepting them for who they are and showing that with our words, with our presence with the way we talk to them, that we are keeping these compassionate goals in mind, but trying to evoke a family's own goals and elicit from them their idea of how to get there. We will have an engaged parent who can move towards what they need to do for their child. If we try and take over, try and grab the wheel, try and put our foot on their break, try and pick the destination without their input, we're not really going to get where we want to go. And in fact, we could end up causing a crash. So, I don't want you to just believe this, because I say it's so. I want you to get an experience of it. And if we were all meeting together, I would have you do this exercise out loud with each other. But since we're on the phone, Ennis and I are going to demonstrate it. I hope though that you will take the six steps of the persuasion exercise and try them at home with a friend, or try them at work with a coworker and see what it feels like when somebody is trying to persuade you to do something. And you can share something with that person that you don't do from the health and safety quiz. One of the things Ennis doesn't do from the health and safety quiz is she talks on her cell phone while she's driving. And, so we've agreed to try and talk about that and see if I can persuade her. Now, remember persuading is not motivational interviewing. This is not the thing that we are hoping you'll learn to do. But want you to hear how when you're trying to persuade somebody it comes across. Now, without further ado we're going to have a role-play Ennis and I. And while we're role-playing, I want you to be noticing do you think... how do you think Ennis is feeling during this conversation where she's being persuaded? How likely is she to follow my advice and suggestions and how will this affect our future relationship?

So, Ennis, I heard you're...are considering your phone use in the car. I think it's really important that you reduce your phone use in the car because it makes you a less safe driver. And the rest of us on the road really want to be safe. We don't want other people distracted when they're driving. So, if you stop talking on the phone while you're driving: One your phone conversations would be better because you're probably a little distracted when you're trying to talk and drive. And it would make you safer, in case somebody's swerving into your lane or getting in your way. It'll make you a better defensive driver. And then, three: It'll make everybody else safer, because people are more likely to miss their exits and miss stop signs and stuff when they're on the phone. And so you could accidentally cause a collision.

Ennis: Yeah, I guess so.

Rachel: So, I think that just from now on, when you get in the car you should just turn off your cell phone. And that way it's there if you have an emergency and you need it, but it's not going to ring and tempt you to talk on it.

Ennis: Hum, yeah, okay.

Rachel: So, it's really important to me that you do this, because I want you to be safe and I want other people to be safe. And I certainly would feel terrible if I was one of the people talking with you on the phone when you had a collision. I would feel responsible. So, I just want to know you're going to start doing this, right away, so, that I don't feel guilty, other people are safe, you're safe; what do you think?

Ennis: Okay, are we done?

Rachel: I really need to know that you're going to do this. Starting today: Are you ready, willing and able to just go forward and turn off the phone when you get in the car? It's important.

Ennis: Okay.

Rachel: Okay. I'm really glad you've agreed. I feel much safer and I'm glad you're going to be safer. That's fantastic.

So, Kelly is going to pull up for us our first survey question: How do you think Ennis felt being persuaded? And you can answer as many as you want...all that apply. How do you think Ennis felt in our conversation where I was trying to persuade her to be safer? Go ahead and answer those. Okay, and while you're answering that I'm going to take a peek and see if we have some early answers. So, I hope everybody's had enough time to click their answers to question one: How they feel Ennis felt? And let's bring up those answers. What does our survey say? Five percent she...think felt appreciated. Maybe, because I said that I didn't want her to die in the fiery wreck of a car wreck. But pretty much everybody else said she either felt scolded or shamed. A few said may be accepted. But the vast majority of people felt like shamed and scolded is what she ended up feeling which was not my intention. I wanted her to be safe. I wasn't trying to make her feel bad. I didn't call her any names. I didn't call her "foolish" or "stupid." I didn't say anything bad about her driving habits, that she was too "uncoordinated to talk on the phone and drive." But it just came across as I was telling her to do this without getting her input; it didn't feel like there was a lot of appreciation and acceptance going on and that it was mostly scolding and shaming.

Okay. So, let's take it back to our second...can we... so, our next question: How likely is it that Ennis will follow my advice and actually turn off the phone, the next time she gets in the car? And here comes

your poll. How likely do you think it is that Ennis is going to actually do this? She's going to get in the car, turn off her phone, put it to the side while she's driving? You think that based on that conversation we had, she's going to be ready to move forward and take that step or do you think that because she maybe felt shamed or scolded that she's not going to do it? Now, I know it takes a minute for everybody to click. And Kelly do we have results? It's like asking Vanna White. So, we've got some preliminary results. And when we've got a few more results Kelly's going to bring them up. There they are. So, one person, it seems like, thought it was very likely that she was actually going to do this after that conversation. A few said "possibly," but, the most people said it's "unlikely." And just as many people who thought it possibly could happen, that same number felt like it was just not going to happen at all. So, my conversation with her so far, hasn't had the results I wanted. She probably felt scolded or shamed and it seems like it's unlikely that she's going to do what I asked.

Let's go back to our slides and here's our final poll question. How do you think this is going to affect Ennis's relationship with me going forward? The next time I try and get up with her to have a conversation, what is going to happen? Go ahead and take a guess. Will she avoid me? Will she only respond if I give her a deadline? Will she only respond if there is a penalty if she doesn't? Will she just be happy to return my calls, but then not show up, when I try to meet with her or will she be happy to meet with me going on forward; I won't have any problems setting up this time to meet and going ahead? So, go ahead and please answer this question, so, that we can get a sense of how did this affect our long term relationship, because, certainly, I was trying to be helpful by giving advice. I wasn't trying to damage our future relationship.

Alright, it looks like Kelly may have some results for me. Go ahead and bring those up. And it looks like the majority of people think that she'll either avoid me or only respond, if there's a penalty or a deadline. That is not what I wanted at all. And that's certainly not what Early Head Start workers want when they're trying to get their family's advice. A few people thought that she would set up and make new times to meet with me or would happily return my call. But I think that they may have misread the situation. I don't think that Ennis felt very positively about our interaction. And certainly the majority of people don't think that she's going to want to meet with me going forward. We're now going to demonstrate motivational interviewing on the same topic.

And once again I hope that you will try this at home or, maybe, try it with your coworkers at work. But, try it out and see if, when you do this around helping somebody make a decision to change, how it feels to them, how it's different from persuading. And once again we'll ask these same poll questions at the end to see if you can sense a difference in the interaction and how it goes.

So, Ennis is considering not using her cell phone while driving. And I'm going to ask her some questions, to see if I can evoke from her and elicit from her some ideas about what that would look like.

So, Ennis, I heard you have been thinking about your cell phone use while you're driving. Why would you want to stop using the cell phone while you're driving?

Ennis: I don't know. Some people bug me about and I guess there's going to be a law soon where you can get a fine for doing it, so...

Rachel: So, if you decided to not use your cell phone, while you were driving: What would you need to do to make it work?

Ennis: I don't know. Probably, turn it off, because if it's on I'm going to answer it.

Rachel: So, you think if it was on you would be too tempted? So, you'd have to turn it off? What are your three best reasons to stop using your cell phone while you're driving?

Ennis: My mom will stop bugging me about it I guess, because I can't afford a ticket, so, I better start learning not to do it. Because, if the law is going to change I'm going to get caught I guess. And well, I have teenage kids who are just starting to drive and I hate when they text all the time. So, I guess I should show them what the right thing to do is when they're driving.

Rachel: I think it's phenomenal that you're thinking about how to be a model for your kids, when you're driving. But, I think you're really right; they probably are paying a lot of attention to what you do. And if you don't want them texting while driving, showing that you turn off the phone every time you get in the car, would really help. How important would you say it is for you to take this step, on a scale of zero to ten, where zero is it's not important at all, and ten is: It's extremely important, I start doing something about this?

Ennis: I don't know probably a four or five?

Rachel: Okay. So, why are you at a five instead of a zero?

Ennis: Because I know I probably shouldn't do it, and because this change in the law seems like it's pushing me to think about it more.

Rachel: Okay. So, it sounds like you have a few reasons that you really don't want to be using the phone anymore while you're driving. One is: You're a role model for your kids and you know if you do it, they're going to do it and you're worried about their safety and the habits they're picking up, right now, when they're first driving. And then another is: That your mom is really worried about you, so she keeps bugging you, and it improves your relationship with your mom. And I think it's great that you're so family oriented that you're thinking about your kids and your mom. And you're thinking about your pocketbook that it could become illegal and there could be a fine and you want to save your money for other things that are more important to you. So, you want to get in the habit of not doing it, now, before suddenly it's a law and it's coming right out of your pocketbook. And then, you're not sure if it's really the safest thing. You know, you probably shouldn't be doing it; so; there's a lot of different reasons in there. So, what do you think you'll do?

Ennis: I don't know. I guess I can try at least on long trips turning it off.

Rachel: Okay, alright. So, we're going to go forward now and look with you at what you think happened in that interaction compared to the other one. So, how do you think Ennis felt in that conversation? And we're going to bring up our poll. How did that conversation feel, do you think, to Ennis, while we were looking at our ideas about driving and cell phone use?

Female: And you can check all...

Rachel: You can check as many as you want. Thank you. Sorry, I didn't mean to leave dead time. You can check as many as you want. Okay, Kelly can you bring us our results? And we're still waiting. So, just in that conversation, where things were so different and we were really getting her ideas and her thoughts about it, instead of me just sharing mine my priorities have been much more about safety of other people, hers were much more about her own family. So, we have some preliminary results from Kelly. And they'll be up in a moment. But the majority of people felt that she felt "accepted," "motivated" and "appreciated." That's really different from our last conversation. Oops; I don't...I'm...we don't have "motivated" coming up. But, we have 30 percent saying, "appreciated." Only 2 percent said, "scolded" or "shamed," 53 percent saying, "accepted." I think that's a really big difference and then I have from Kelly, 35 percent, "motivated."

Well, that's what we want right? We want her to feel good, feel appreciated and feel motivated to make this change. And that's not what we had before. So, it's a really different kind of conversation. Right, going back to our slides, let's look at our next question. How likely is Ennis to actually avoid talking on her phone, while driving, at least some of the time, like on those long trips. How likely is she to not use the phone while she's driving? So, what's your best guess? And you only get to pick one this time. You don't get to pick as many? What is your best guess: What will happen the next time Ennis gets in the car to drive all the way from here to D.C., or someplace else far away, where she's spending lots of time in the car? What's she going to do? So, I appreciate everybody answering.

Go ahead, and Kelly if we could pull up our responses, that'd be fabulous. And Kelly had some great numbers for us. We have some good possibility of change. Very few people thought she's "not going to do it" or "it's unlikely." We had a core group of people who thought "possibly" but even more...and between "possibly" and "very likely," we have the vast majority of people. So, we're getting people to see that we not only had a positive interaction but we had a higher likelihood that she's going to follow through and do this, which is our goal. So, we had a pleasant interaction and she is more likely to do it. That's phenomenal.

And we're going back to our slides for our third and final question. Based on her experience in this conversation, will she prioritize talking to me again, or will she avoid me, only respond if there's a deadline, only respond if there's a penalty? What do you think? How did this go, and, in terms of our relationship, in terms of making it so that the next time I try and offer advice or suggestions or I'm concerned about something, I'm going to be able to get Ennis to call me back, make time for me and have a conversation about something that's important? So, based on this conversation, how likely is it that Ennis is going to make those future appointments to meet with me? And I think that this is really key, because in Early Head Start, this is a big part of your goal is to have these ongoing relationships with parents. And to make sure that over time things are happening, so that they're going to have their children ready as possible for school and success.

So, let's pull up our last survey: How likely is it that she's going to come through and meet with us? And it seems like the vast majority of people, you're getting your visual soon. But, in the numbers I'm already getting to see the vast majority of people feel like she's going to make and set new times to meet. That's pretty impressive. And that only a few people think that she's going to avoid me or not respond, unless there's a deadline or not respond if there's not a penalty. So, I think that's phenomenal.

Because, that's really what we want, is to have the chance to move forward working together. We can't always get people to make the changes we hope they will for their families, but we want to keep a

positive relationship, so that we can go forward together. So, we're going to talk, now, a little bit about persuading and motivational interviewing in Early Head Start.

Ennis: And the slide says Early Head Start, but, of course, this applies also to Head Start and Migrant and Seasonal Programs. All of you out there listening, I like you to think for a minute, reflect on your practices. And, from what you've just heard, which one sounds more like you, and in conversations you're having with families? I know for us, when we reflect on that we found that, we were doing much more persuading than we should have been. And we weren't effective at it. We were frustrated with all the conversations we were having with families and still not seeing the changes we had hoped for and also feeling like families were not...avoiding us sometimes.

So, I think we were pushing in the wrong ways and reflecting on that made us recognize that. So, the one of the things we had to really think about, and I encourage you to think about, is how are the systems within your programs working against you and trying to use the skills we just talked about? How are...do pressures from supervisors or other managers affect how we approach families, when we're feeling like there's deadlines and requirements or expectations of other folks, how that can change the way we interact with families and prevent us from being at our best. And as you reflect on each of these things, think about how you could affect change, of... what changes you can make, or if you don't feel you're in a position to make those, how could you involve a person who can make those changes, so that these skills can be used with families in your program.

The other thing to think about is how do you determine if caseload sizes and workloads and policies are making it harder to have effective conversations with families? How will you know? What...how do you measure this, the success of your conversations with families? One of the things you probably noticed a difference between the two different ways that Rachel and I just role-played, is that in the first role play when she was trying to persuade me I didn't talk very much. I couldn't really get a word in edgewise and I mostly just was wanting the interaction to end. And that is a signal. If families are not really opening up or not talking and having conversations with us, I think that's a sign we really need to look at to see: Are we being effective? Are we using these opportunities to interact with families in a way that's most effective? And how do we measure that? How do we look at that, as programs, and how do we know whether we're conveying respect for families and what they're capable of and the way that we interact with them?

So, I think it's a complicated process of figuring out what's going on in your program that may be working against you in being more effective with families. And I think it's, you know, having the training is one piece of it; but we really got to look at the bigger picture in our organizations and see how once

we've gotten the training and being coached on the skills: What is making it harder for us to use those skills?

Rachel: So, I don't want to leave you leaving this thinking: "Well motivation interviewing sounds good, but I don't know how to do any of that yet, other than maybe copying those questions that were in the role play." So, we're going to talk some about some concrete skills that you'll be able to adopt. But one of the things that's helpful to think about is: What are we trying to evoke, when we say we're trying to evoke from people their ideas about solutions, their ideas about how to make change? In motivational interviewing, what we're trying to evoke is "change talk," talk about change and the desire, ability, reason and need to make change.

The first kind of change talk is desire. Does this person want to take this step? So, in our little display, we see the dad and mom saying: "We want to do this." We want to make a change in how we interact with our baby. We want to start reading to our child. We want to make sure our child gets all the immunizations. We want to be doing different kinds of play at home that are going to get our child a bigger vocabulary and more self-esteem. Sometimes, parents want to do it and they don't know how or they're having a hard time accessing resources or figuring things out, but, the desire is there. And, so, if somebody has that desire, we to get them to talk about that desire because that's going to get them motivated to follow through and take steps.

We also want to get people to talk about their ability. We can do it. Do they feel capable of making this step? If somebody said: "I want to read more to my child but I don't know how to read," we would talk about all the other early literacy activities they could do without knowing how to read. But having that ability: I know how to read; I'm a great reader but I don't want to, that's just as important to getting somebody motivated, because you might be able to in the process of talking about that they are a great reader and that they can do it, get them excited about the idea of getting their child to be a great reader. Or, if somebody said: "I could play more with my kids, at home, I just don't understand why it's important," that might be the first step to getting them to adopt some new ideas about interacting with their child at home.

So, we really want to focus, not only, on the desire, but also the ability to do the things we're talking about. Another kind of change talk we're trying to evoke is people's reasons for doing things. And that was one of the questions I asked Ennis: "What are your three best reasons for doing this?" And knowing people's good reasons, their reasons, not your reasons; my reasons for her to do it was safety. But, her reasons a lot of them were about family. Hearing why from her, it was important to take those steps. Getting her to say that out loud got her more motivated to make the change. So, here the mom is saying: "We know why we need to take this step," that her ideas, her reasons for doing it. And, then

finally, our fourth category of change talk that we're trying to get people to bring out loud, when we're having discussions with them using motivational interviewing is: "Do they just feel a need to do it?"

Somebody is saying that they must, whether it's a law, whether it's a partner, whether it's a family member, whether it's: "I have to do this to keep my Early Head Start slot, and so I'm going to;" do they feel some need to do it. Because, sometimes we may not want to. We may not have great reasons of our own. We may not think we're very good at it, but somebody is saying we have to and we're going to do it. So, how do we evoke that? How do we get people to say those things?

There are three concrete skills I'm going to talk about. And, basically this is going to use the rest of our time together, that are ways that you can evoke people's ideas about change and get them to feel partnered with, accepted and really take that PACE those abstract concepts that we talked about that were the keys to engagement and live them in real life. Open-ended questions, not too many in a row, affirmations, which is label praise for adults, especially around past success and noticing their strengths and reflections, the active listening of showing that I'm paying attention by repeating back a paraphrased version of what I've heard.

So, we're going to focus on the "O" first, the open ended questions. And I think that it'd be great to sort of be clear about what is an open question and what is a closed question before we do a few exercises, to see if you're catching on to it. So, open questions are things that give people a chance to talk, think out loud. What are your three best reasons to do that? There is a zillion answers to that and none of them are "yes" or "no." It cannot be answered "yes" or "no." By definition, an open question is something that leads to a larger conversation. "Do you have good reasons to do that?" is a "yes" or "no" question and it won't open the conversation. It will get a "yes" or a "no." Anything that can be answered with a number or one word: "How many times a week do you do that, where's the location of that place, what was that person's name?" Those are all closed questions. Closed questions ask for specific piece of information. They're good for filling out forms. They let us gather information but they aren't good for asking big ideas or sharing about big ideas. And oftentimes they start with: "Do you, can you, how many, how often?" Those are common ways to start a closed question. I'm going to give you an example here.

Ennis, why don't you read the questions and then I'll do the answer.

Ennis: How often do you exercise?

Rachel: Twice a week. That's a closed question. We're getting a very specific limited amount of information.

Ennis: If you decided to exercise regularly what would you need to do to make it work?

Rachel: I would need to have it be the same time every day and have it be at my house, so I didn't have to worry about childcare and transportation and things like that. It requires me to explain more. It's an open question. So, now we're going to try and see how clear this is to you. And, hopefully it makes sense that some questions have very short, limited answers that can be the only response and some open things up. So, I'm going to give you a question and we're going to do the first question on my next page. And if you think it's an open question then say, "yes." And if you think it's a closed question say, "no." What are your three best reasons to get places on time? If you think that's an open question say, "yes." If you think that's a closed question say, "no." What are your three best reasons to get places on time? Is that open, where a person's going to have to explain a bunch of stuff or is it closed where they're going to say "yes" or "no" or the number "six" or something like that?

Ennis: And this is in the feedback section on the left side of the screen that you would be saying, "yes" or "no."

Rachel: So, we're looking at the feedback section, exactly. And I see the vast majority of people are identifying that this is an open question, your three best reasons to get places on time. So, if I asked that question: "Ennis, what are your three best reasons to get places on time?"

Ennis: Because then people won't say, "hey you're late all the time." And then, I will feel good about...get that good feeling of being there, not missing anything and I won't be rushing everywhere.

Rachel: See, she had to give a kind of long answer. That's a good indicator that you've asked an open question, if you get a kind of long answer. So, now we're going to try the one at the bottom of the page. "Did you know you've been late five times this month?" If you think that's an open question click, "yes." If you think that's a closed question click, "no." Do you know you've been late five times this month, Ennis?

Ennis: No, I didn't know that.

Rachel: Is that an open question or a closed question? Not only are people very correct that this is a closed question; it's also kind of a mean, closed question. It's not going to do a lot to build partnership, right? So, asking the first question for somebody who's struggling with getting places on time, likely to open the conversation and show partnership. Asking the second question, likely to close down the conversation and make people feel bad. We're going to try a couple more and we're looking at the first question on this slide: Did you make an appointment for his shots?

Ennis: Yep.

Rachel: Is that an open question click, "yes" or is that a closed question click, "no?" Did you make an appointment for his shots? And that's something a lot of Early Head Start workers need to know is that an open or closed question. Most people say that is a closed question. And you are correct it had a very short very specific answer. Okay, now, let's go to the second one: Tell me about your plan to get him his shots? Is that open click, "yes" or closed click, "no?" Tell me about your plan to get him his shots?

Ennis: Oh, I guess I need to call and make an appointment and I'll have to see what day I'm going to be off work, because I've got to be able to do it on those days, then I won't have to cancel again.

Rachel: Okay, some people seem hesitant to say this is open, because it's specifically about shots or maybe, because it doesn't have a question mark, so, it doesn't feel to them like a real question. But, this is an open question. It's asking for information. It's opening the conversation. And I want to know is he going to get his shots or not. And it's giving me an idea of what are the things that might be in her way that I need to support her around. So, this is an open question. In motivational interviewing, we want to ask open-ended questions more than closed questions. And that's going to help evoke those people's ideas about what their goals are and what the best way to get there is. If you ask too many in a row, then it feels like people are being interrogated. So, we don't want to ask question, question, question, question. We want to mix it up.

Ennis: Okay, let's talk about affirmations. This is something that we really focused on program-wide of how we could be better at affirmations and affirming not just children and not just families but also staff. So, one of the phrases we use to help us all do that better is something we use with parents and teachers all the time, telling them to catch kids being good, wanting parents and teachers to notice when children do things well and point it out and celebrate I and really give them positive attention for positive behaviors.

So, what we asked our staff to do is do that for parents too, think about that parents need that affirmation and get even less of it than kids do often. And so we've got to model what we're asking parents to do for their kids by doing it for them and thinking of the idea of what goes around comes around. So, we point out what they do well and the strengths that we see. And our goal is that they... their feelings of confidence and competence and hope will increase because of those affirmations. And we have seen that happen. It's amazing how quickly we've seen the results of this, just like with kids, when you praise them for something they're doing and encouraging... encourage them to continue to do it that it works. It makes kids feel good. It makes parents feel good too.

So, we also highlight how they can apply those strengths that they've shown in the past and the lessons they've learned to tackle the next challenge that's ahead. So, we think about things we know about them and successes they've had, either before we met them or since we've known them, and how like we can highlight those when they're thinking about the next thing that's coming along that they're feeling overwhelmed by. So, some of the phrases on this slide here are some things that we might say: think about what you would say to a parent to really catch them being good: So, "thanks for meeting me today. You're amazing at fitting things in, or I appreciate you taking the time to let me know we have to reschedule our appointment."

That's an example of when a parent calls you to say they can't meet with you instead of saying, "oh again, you know, we made this time weeks ago; why can't you keep it," just really thinking about the fact that they did make that call. And that that's something and you want to reward that behavior, so that they do it again next time. That's what we ask them to do is call if things have to be changed. You are already doing so many things to help them be successful; I can tell you're ready to take the next step. That's a good one when we're thinking about families, children who need something more and we want to really talk about what they're already doing, and honor that, before we ask them to do one more thing. And that has really helped families to feel like we're... we get it that they're working really hard and that we are asking them to add one more thing to their plate.

Rachel: So, we've got our "O," the open ended questions. We've got our "A," our affirmations, our labeled praises for adults, for catching our parents doing the things we like them to do. And then we have reflections. A reflection is a restatement of what the person said. It builds alliance, makes the person feel like they're really listened to, and lets them hear their own thoughts coming out of another person's mouth, which sometimes helps you realize how important something is or how crazy something sounds. It's a way to check in to make sure you've understood. And some people call it "active listening." It's really important that when you're doing this you're not just a parrot, where you're just saying exactly what they said back or that you're not being really fake or you're not sort of being patronizing when you're doing it. So, we're going to show an example of a statement a parent might

make. And this is going to make it and I'm going to parrot it in a kind of, eh,...way. And then I...we're going to try it again where I'm trying to do a real genuine reflection.

Ennis: Oh, it's so hard to get out the door on time in the morning.

Rachel: Oh, it's so hard. So, that came across as kind of patronizing and obnoxious. That's not our goal. And I just parroted the exact words she said. That's also not really helpful, because it seems to the person you're not really contributing to the conversation. So, go ahead and say it again Ennis, and this time I'm going to reflect you.

Ennis: It's so hard to get out of the door on time in the morning.

Rachel: You want to get here on time, but your mornings are really hectic. We found that really good reflections actually bring out more talk, from the person and more ideas from the person, than open-ended questions do. So, in an ideal world, when you're trying to do motivational interviewing, you'd be using more open-ended questions than closed, throwing in those affirmations, so the person feels valued, and reflecting what they say, paraphrasing it as a statement and letting them respond to that, and that that helps the conversation move forward. And if you were paying attention when I was talking with Ennis in our role-play, when I was doing motivational interviewing I was doing some of that paraphrasing back what she said about her reasons. This is a lot to take in.

These actual concrete skills, from a webinar that's in an hour and a half long, so were going to shift over to Ennis who's going to talk about next steps to actually bring this into your agency into your professional life.

Ennis: Okay, so now you're intrigued and I hope you're feeling motivated to take this to the next level, because you've gotten a taste, but we don't want it to stop here. So, I want to talk about some next steps that we would recommend and all of which we took that helped us move forward and make motivational interviewing a real core part of what we do and not just a training that we had. So, one of the things to think about is: Who on your staff needs this training? Who wasn't here today, and should have been or wished they could have been? And who needs more than that? Who needs this? And that might be enough to kind of give them a good overview.

For example, a director, this might be enough. But, who is going to be using these skills every day and is going to need much more than this? The webinar that we just are doing is going to be available on the ECLKC web site so you...other people can watch it at any time. So, that's a plan you can put in place to

share what you've just learned with others. In order to do the advanced skill building, we would highly recommend that you get somebody who is certified, as Rachel is, to provide this training.

So, the resource list that you have has ways to get that...find those people. Rachel mentioned she isn't on that list and that's going to be really important that you find someone who is as much of an expert as she is to help guide you through the advanced skill building process. So, you want to get introductory training. And then you want to figure out how to do the skill building that is the coaching sessions that we talked about that our staff did, once a month for an hour and a half for six months. That coaching is key. We all know the training without ongoing coaching doesn't work. It doesn't stick. We've got to find ways to continue, extend the learning beyond the beginning training. And you got to have opportunities to practice. Those ongoing coaching sessions have to give you opportunities to do either role-plays or bringing up real-life situations that you have dealt with, so that you're being coached on real-life examples, not just other people's experiences. You can look internally for who on your staff is a good coach, and help them shore them up around motivational interviewing, so they can coach others. If you already have reflective supervision in place in your organization, think about how to use that structure, and anyone who is providing that service to your staff now, how they can coach around motivational interviewing. They need to know these concepts or they may actually be working against people trying to use these skills, if they don't know how to reinforce them.

You all have access to mental health consultation. Most programs don't have enough of it. Our program is rare in that I'm the mental health professional. I'm on staff. But whoever you have to call for a mental health consultation can be a resource around motivational interviewing and help you think about how to come up with a plan to use it more and implement it across your program more effectively. The other thing that Rachel highly recommended to us was to do...use audio tape so that you would get permission from parents to get to audiotape an interaction with them, and then share that with your supervisor or your coach, or your coworkers to get feedback and also to just reflect your...on your own work listening to yourself, after the fact, is very enlightening. And it's very hard to describe an interaction with a family to someone else and have them give you feedback on it, because you miss the details that the audiotape would catch. So, that's been another effective tool for us. Watching the videos that are available through YouTube and the web sites that are on our resource list is a great way to get to see other people using these skills. There are many in the medical profession, there's in the dental field and medical field showing medical professionals interacting with patients around all kinds of behaviors and showing the persuading way, and the motivational interviewing way to have the same conversation.

So, there's lots of ways to get to see other people doing it. There is ones with probation officers. There's really a wide variety that you have access to. In addition, as of today, hot off the presses I mentioned the ZOE project early on, on this webinar. And they have just posted on YouTube a DVD that they created

that is 24 minutes long that was produced with our program and I think two others. So, all of the people in it are Head Start and Early Head Start staff and families and a couple of actors thrown in that are the whole focus is on motivational interviewing and how to use it around conversations with parents specifically related to dental health but more than that. So, you get to see home visitors and teachers talking to parents and using these skills. And it's a great way to kick off a focus on motivational interviewing for your staff. So, that is if you want to search for it is called "Tooth," as in teeth, "Talk Moments." And I think Rachel is going to type it on the chat for you to make it easier...oh she ...maybe someone else can do that for us "Tooth Talk Moments YouTube." So, if you Google it and do "Tooth Talk Moments YouTube" it will come up. If we had had it available before today we would have put it on your resource list. But it was produced a couple of years ago. Again, it's only 24 minutes long. It's a great way to train staff. I recommend watching it not alone, just sitting in front of a screen, but actually with a group so you can talk about it.

But, I think it's a great next step to take to continue down this path. The other thing I highly recommend is really looking at the systems you have in place around enrollment, and the goal-setting process, look at the forms you have and see if they're working against you, look at all many open-ended and closed ended questions you have on those forms. What we...our this process for us resulted in us reworking our entire enrollment process, so that we changed our family needs assessment to our family strengths and stresses assessment. And we changed many, many closed questions into open questions. And we immediately found that families were talking more. We were getting much more information and just building relationships faster with families, as a result of just making those, what seemed like small changes, but, really helped our staff to start out conversations with families right, and start out relationships right.

So. I think we are at the point where we want to shift to getting your questions and answering them. We wanted to leave plenty of time for that. So, we encourage you to, I think you've been doing it all along, in the question and answer section. And Amanda will help guide this next section and will give you the answers.

Amanda: Great. So, this is Amanda. And Ennis and Rachel you all gave us so much to think about. Thank you, for that last resource and all the resources that I know are available in the Viewer's Guide which folks are downloading and going to use. I want to...we do already have some questions cueing up here for you, so I'll just jump right in with those. So, I think this one is probably for Ennis. Ennis, can you talk about whether there is times when persuasion should be used rather than motivational interviewing, as you're thinking about sort of the Early Head Start context?

Ennis: I don't think there's ever a time I would say it should be used. I think you can effect change more readily with motivational interviewing skills. So, I think that it's some people, I think, may be getting confused that motivational interviewing means not really talking about the thing that needs to get done. So, it's still talking about what needs to get done. It's still prioritizing what's important. It's still sharing information but in a different way. And I don't know Rachel if you want to add to that.

Rachel: I think that's a really good synopsis. There may be things that are not negotiable. You must do this and you certainly wouldn't want to hide that information from people, but that's not persuading them either. And I think the reality is we all have experience where we tell families you must do this and they don't. So, how to get people prepared and to take those steps, who are not doing them; the conversation that is more likely to be effective is a motivational interviewing conversation. Does that mean it's 100 percent going to work, no. And if somebody's not doing something they must do, then you are obligated to take whatever steps you have to take, whether that's disenrollment or report to child welfare or whatever it is that you normally have to do. But and you should let them know that those are things you have to do and knowing those consequences are coming may make them choose to act differently.

Amanda: Well, and this is Amanda. I think it's interesting, because it's such a process. As you all walk through that... those role-plays, it was clear that this would take a little bit more time, a little bit more processing as you said, sort of opening up some more experience for the family to really be able to share their thoughts and sort of what they were thinking about. And so this question sort of tags, I think onto the one that you just asked, and it is: "How do we use motivational interviewing when families are smoking, swearing, punishing in our presence?" So, it feels like it's something very immediate for staff to deal with. Rachel, did you want to take that one?

Rachel: Yeah. I think that when you see the behavior, I think that's a great jumping off point. But I think that...so let's go with hitting a child in your presence, because that's something I've seen. So, if I said to the parent: "I can see you really want to get good behavior and you're using hitting tell me about that? How is that working for you? What's that like?" And I open up that conversation where they can say, "no, she's still not acting right." Then, my suggestions and ideas are going to be much more welcome, than if I jump in and I say, "you should never hit a child," as soon as, I saw what happened. I've affirmed that the parent is looking for good behavior. And I've gotten their ideas about how it's working, and what else they might be interested in. The same with smoking, if I come in and I say, "don't smoke around me or don't smoke when I'm here," I'm not changing the child's situation. But, if I come in and I can say, "you know, I notice that most of the time when I'm here you don't smoke and you're smoking today have you been...tell me about that. What are your smoking habits like? Have you been trying to cut back, what makes you try to cut back," that we can have that conversation? And I can acknowledge, you know, smoking is a great way to try and reduce your stress. And I appreciate that you're trying to

control your stress. "What are the things stressing you out? How else can we address your stress," instead of coming in and saying, "this is wrong, don't do it in front of me." That's not getting to know that person. That's not partnering with them. And that's not going to move them towards making any changes.

Amanda: Ennis, I wondered if you, sort of, saw, in the context of working with your staff around this, if you saw that those situations became fewer and fewer, or, if you saw any outcomes that you could speak to, as you're thinking about sort of what motivational interviewing did for your staff?

Ennis: The outcomes we saw most immediately were just better relationships, better... a lot of staff sharing that: "I just would never have known that because I didn't ask that question that way before. So, I've got so much more information from this parent much earlier in the year, instead of finding it out towards the end of the year." So, it really helped us to know what family's history was and what some of their strengths are. We were much more tuned in to what families were capable of because we were having conversations about what they're capable of instead of just focusing so much on needs. And that made a big difference in just everyone's sort of hopefulness both staff and families. I think we all felt more hopeful.

Amanda: I wonder, as we're thinking about sort of that change in relationship, if that really does impact when something immediate is happening, if it impacts the way that staff are able to deal with that in a way that feels respectful and on...and sort of honors what their family is dealing with as Rachel is describing.

Ennis: I think it's always harder when you're caught on the fly, you know; it's always harder to use new skills when you're not expecting to have to. So, I think some of our staff, it has been harder than others to really think about how using...having these skills that they're ready all the time, not just in planned interaction. So, it's a process. It doesn't happen overnight that all of a sudden all your interactions are using motivational interviewing skills. So, I think we're talking about that a lot. We're talking about how do we more routinely, in all our interactions with each other and with families, use these skills and learn from the times when we don't, learn from our mistakes and think about the next time.

Amanda: Fantastic. Here's another question: Can you talk about the importance of being nonjudgmental in motivational interviewing? And Rachel, I wonder if you want to take that question first?

Rachel: Sure. I think that's a core part of acceptance, that you can't come in and say the way you're doing this is wrong. And that ultimately we want families to have good outcomes for their children and there are things we know are more helpful and less helpful. But if we come in and are judgmental and express, you know, "what you're doing is terrible and it's going to do terrible things to your children" and who wants to work with somebody like that? Who wants that person to come back to their house or to have to meet with them again? And so, holding judgment, being willing to walk alongside

and support people as they're striving to make change and respecting that they're doing the best they can and they want good things for their children and they're a valuable and important person in their child's life, is core to motivational interviewing.

Amanda: Ennis did you have anything to add?

Ennis: I just I think this work is very challenging and it's very important; reflective supervision is key to not becoming judgmental. I think we all need a place to talk about the challenges that is safe, so that it doesn't come out in unhealthy ways in other parts of our work life. So, I think that is key to the natural feelings that come up and interacting with challenging situations that you have to have someone to talk about it that you feel safe with.

Amanda: And I believe we're having a webinar that will focus a little bit on reflective supervision next week as well. So, I'm so glad that you raised that.

Ennis: Great.

Amanda: I was also thinking as you were doing the persuasion exercises, you were role-playing that persuasion piece that even though, Rachel, you didn't mean to sound judgmental, even though you weren't intending to be judgmental that you sounded that way. And so, I really appreciate the strategies that you all shared to help us really think about not just the way that we're feeling but also the way that other people may be experiencing us.

Here's another question for you which is: What can you say to redirect a parent, when a parent may not be able to focus on a conversation or might be easily distracted by others in the room? If we're thinking about sort of a process within motivational interviewing to kind of really talk deeply with a family?

Rachel: Right. I think one of the things that often happens at the beginning of a motivational interviewing conversation is an acknowledgment that this is that person's time. And so maybe saying something like I'm going to be here with you for 20 minutes, ten minutes, however long your visit is, how do you want to use our time together? That lets them bring out what are their priorities. And then if they start to stray, they're losing their focus, you can bring it back to their concern. You really wanted to use our time to talk about his behavior. Is there a different room where we could have more privacy or is there something you need to take a minute to address, so we can get refocused? But that by letting them help structure your time together, you can use the structure they've suggested to bring things back around, when a person is being distracted by other things in the room or other people.

Amanda: Ennis, did you have anything to add to that question?

Ennis: I would just say it's one of the things to look at as a sign that maybe you've been talking too long, that sometimes, I think families tolerance for conversation is shorter than we wish for it to be, but we have to honor that. That sometimes, it's that we need to see their distractibility as them needing a break or them just being overwhelmed or sort of at their limit of being able to listen. And that so we might need to end earlier than we thought we should if that's happening, and being creative about walking outside if it really is getting to another space when that would help. But I do think some folks that it's really hard to keep their attention for very long and that we need to be aware of that.

Amanda: Great. And we have another question that's come in. I know that you guys did a lot of work on the Viewer's Guide to really offer some resources to folks in terms of where they might look for some further information on this. One question that came in is: Is there a train the trainer model for motivational interviewing and how might they find out some more information about that?

Rachel: That's a great question. And one of the things Ennis said is that I was certified in motivational interviewing. And that's actually something motivational interviewing does not currently do. None of us are certified, that people who have been trained as trainers are part of the motivational interviewing network of trainers which is a collaborative organization. In different places, there are opportunities that...to learn motivational interviewing skills. And, then once you have a good core set of motivational interviewing skills, you can apply through the motivational interviewing network of trainers to one of their train, new trainer opportunities. And those happen at least once a year and they alternate between abroad and in the United States, but sometimes states specifically have opportunities. I was trained in a cohort that was trained here in North Carolina in something that was a partnership between the motivational interviewing network of trainers and the state of North Carolina. But anything like that that is happening would be something that you could learn about through that web site. And that is definitely in your viewer guide. And I think that's an important distinction between this model and

maybe some other models that are more therapy models or parenting models where you get certified. You will not end up at this point getting certified in motivational interviewing or become a certified motivational interviewing trainer. That's just not the way the model has set things up.

Amanda: We have one final question for you I think or time for one final question before you...before we let you all go: But can you talk about how cultural differences might impact how families interpret this approach? And so there are some cultures, of course, where the hope is that home visitors or teachers will be more directive. I wonder if you all have had any experience with that?

Rachel: I know on our end we provide this model in African-American community and white European American and then to a large Latino community most just...mostly Mexican and Mexican-American. And what we found is that if people want things to be blunt then you can still be blunt. We're not saying to hide your feelings or not be genuine. It's about, though, giving that other person an opportunity to really speak. And our experience there's no culture where people don't want to be engaged and partner through this process. Now, I can't say there's no culture on Earth like that, but I can say in my experience motivational interviewing has been really culturally appropriate across a number of American cultures. And the motivational interviewing network of trainers as an international organization, motivational interviewing is being used in Africa, in Asia, in Europe and here. And I've not heard anybody, sort of, express that there's a specific culture where it's not a good fit.

Amanda: Right. I think you've given us, sort of, a place where we can find folks within our states who might know more about how it can be used within the communities that folks are serving directly. So, I really appreciate that. Rachel and Ennis, thank you so much for being here, today and for sharing your expertise. I really feel like folks...and I'm going to include myself here as a trainer and as a social worker...are walking away really with some techniques they can launch them in an approach that I think really practices what we preach in Early Head Start and Migrant and Seasonal Head Start programs. So, a huge thanks to you all. And to all of you in this field, thanks for being here and for all that you do to motivate, encourage and support families as they do the fantastic and difficult work of parenting. We look forward to having you join us on Thursday's webinar, as we talk about serving families coping with adversity. For those of you who tried to register for Thursday's webinar earlier, but found it full, we've been able to reopen the registration. So, if that's of interest to you, we hope you'll go back to the ECLKC and try again. That's also true for the D9 webinar which is focused on reflective supervision. That's scheduled for June 20. We'd love to have you join us. And I'm looking forward to participating along with you in those events. Thank you so much, and see you then.