

# Michigan Judicial Institute and Friend of the Court Bureau Webinar

February 22-25, 2021

## Motivational Interviewing

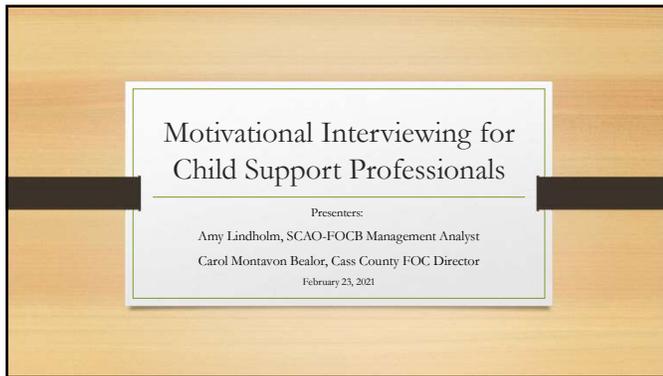
### Materials presented by:

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Type your notes below. Use "Tab" key to move to the next box.



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### What is MI?

- Motivational interviewing is a **communication style**.
- It is **collaborative** and **goal-oriented**.
- It is designed to **strengthen personal motivation for change**.
- It is about exploring a **person's own reasons for change** within an atmosphere of **acceptance and compassion**.

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### MI: Let's break it down

**Empowerment:**  
enabling others to  
identify & determine  
**WHAT** is important  
and **HOW** it's done

Evidence-based  
practice proven  
successful in  
addictions treatment,  
medicine,  
probation/parole, &  
child welfare.

Professional uses:  
with clients,  
coworkers, &  
stakeholders

Personal uses: with  
children, significant  
others, & friends

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### Why use Motivational Interviewing?

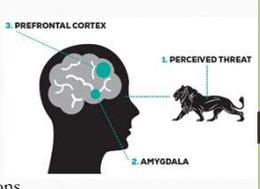
- To better engage
- To empower: Lasting change doesn't happen unless it is driven from within—Telling others to change doesn't work



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What drives communication for our clients? (and for us)

- A history of trauma is common (ACEs)
- Trauma history can shape communication styles
  - Ex. “aggressor” / “victim”
- Trauma history can cause overreactions
- How can we help bring clients (and ourselves) back to rational thinking?



The diagram illustrates the brain's response to a perceived threat. A silhouette of a human head is shown in profile, facing right. Inside the head, the brain is depicted with three key areas highlighted: 1. PERCEIVED THREAT (indicated by a red arrow pointing to a tiger), 2. AMYGDALA (indicated by a red arrow pointing to a red dot in the brain), and 3. PREFRONTAL CORTEX (indicated by a red arrow pointing to a blue dot in the brain). The diagram shows the flow of information from the perceived threat to the amygdala and then to the prefrontal cortex.

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Respond to the traumatized brain's FIGHT/FLIGHT/FREEZE response with:

**Motivational Interviewing**

- Name the emotion
- Support autonomy/control
- Evoke plan of action

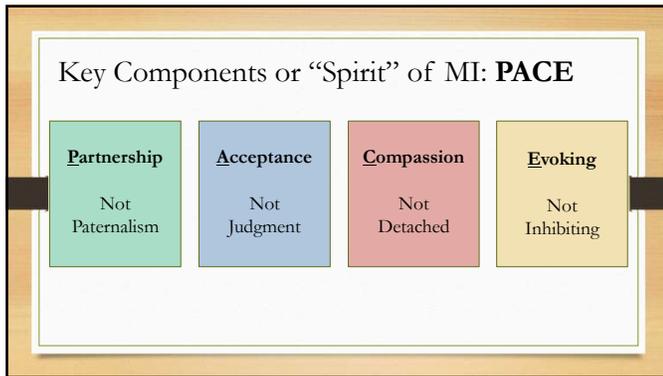
→ Turn off “fear” response & turn on “reasoning” part of the brain

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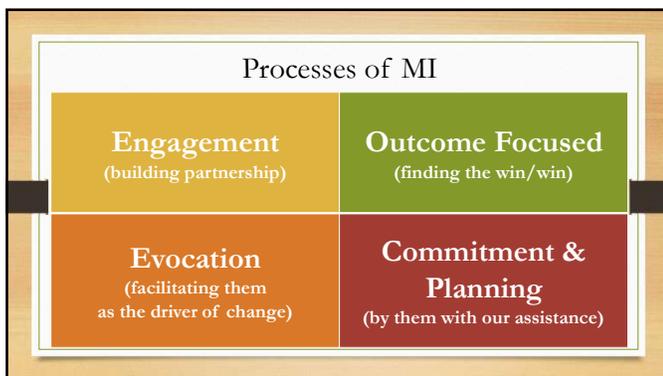
Role Play

- How we sometimes interact on child support matters now
- While we do the role play, put yourself in the role of the client
  - How does the interaction make you feel?
  - Are you motivated to change?
  - What would your response be?

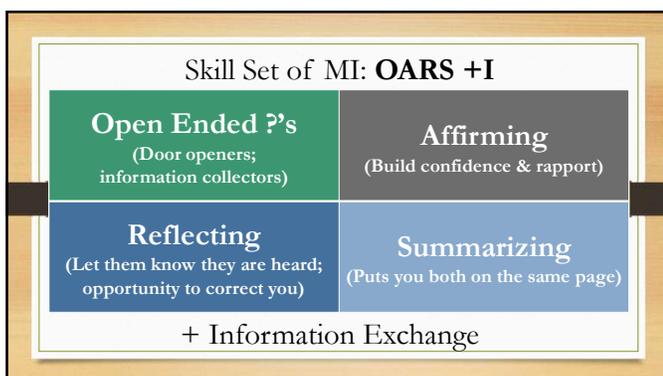
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### Open-Ended Questioning

Questions that can't be answered with a simple "yes" or "no"

Try	Instead of
<ul style="list-style-type: none"> <li>• What's been going on work-wise?</li> <li>• When was the last time you were able to pay your child support?</li> </ul>	<ul style="list-style-type: none"> <li>• You quit your last job, after only working there one month, right?</li> <li>• You haven't paid your child support since July and even then you only paid 1/2, right?</li> </ul>

Why: Studies show people are more likely to believe what they hear themselves say

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### Reflective Listening

Try	Instead of
<ul style="list-style-type: none"> <li>• So you feel.....</li> <li>• You're wondering if</li> </ul>	<ul style="list-style-type: none"> <li>• I'm sure you feel overwhelmed by all this</li> <li>• You'll never get caught up on your support paying such a small amount</li> </ul>

Why: They feel heard by you and they hear their own words again cementing their own thoughts

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### Affirmations

Try	Instead of
<ul style="list-style-type: none"> <li>• I appreciate you reaching out to talk about this</li> <li>• That's a good idea—we may need to fine-tune the details</li> </ul>	<ul style="list-style-type: none"> <li>• You didn't even call us until we threatened a show cause</li> <li>• You'll never get caught up on your support paying such a small amount</li> </ul>

Why: Conveys respect and acknowledges they do have strengths that can support change

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### Summarizing

Try	Instead of
<ul style="list-style-type: none"> <li>• We've had a good talk about ____, now let's talk about ____.</li> <li>• So you've agreed that you are behind on support because your hours were cut for a while, so now we can talk about how to move forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in</li> <li>• Fill in</li> </ul>

Why: You have to both be on the same page to work together towards the same goal

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### Information Exchange

Try	Instead of
<ul style="list-style-type: none"> <li>• This process can be complicated. Do you have time for me to share some information about your options and how the process works?</li> </ul>	<ul style="list-style-type: none"> <li>• The only way to modify your support obligation is to file a motion with the court.</li> </ul>

Why: You have to both be on the same page to work together towards the same goal

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### A Framework for MI

Arc of Focus

What      Why      How

Small  
Talk

Wrap  
Up

- Open Ended Questions
- Affirming statements
- Reflective Listening
- Summarizing
- +Information Exchange

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### MI Pitfalls

It's easy to fall back into our "old" ways of interacting

We need to be mindful so that we do not:

- Take sides
- Label
- Blame
- Interrogate
- Threaten
- Judge
- Dictate
- Set unattainable goals
- Impose
- Focus on deficits



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### Role Play

- How we might interact in child support using MI
- While we do the role play, put yourself in the role of the client
  - What pitfalls did you notice?
  - How does it make you feel?

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### Our Historical "Go-To" & the Results



STOP OVEREATING, STOP DRINKING, STOP STAYING OUT LATE, STOP FIGHTING, STOP WORRYING, STOP EATING SWEETS, STOP GAMBLING...

WHAT DID THE DOCTOR SAY?

I DON'T KNOW... I STOPPED LISTENING

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## Flip the Script

- Pick up on values and “change talk,” like:
  - “I really want to give my children more than I had.”
  - “What would that look like?”
  - “What are the steps to getting there?”
  - “How do FOC ‘obstacles’ prevent that?”
- Emphasize (affirm) positive actions
- End the conversation asking what actions they will take & when

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## Understand the Change Continuum

Not everyone will be ready to change



Not Ready  
to Change

Thinking of  
Change

Undecided  
&  
Uncertain

Somewhat  
Ready to  
Change

Very Ready  
to Change

### Desire

“I want to...”  
“I wish...”  
“I hope...”

### Ability

“I can...”  
“I’m able to...”  
“I could...”

### Reason

“It’s important.”  
“I should  
because...”

### Need

“I must...”  
“I need to...”

### Commitment

“I will...”  
“I am going to...”

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## Role Play

- How we might interact in child support using MI
- While we do the role play, put yourself in the role of the client
  - How does the interaction make you feel?
  - Are you motivated to change?
  - What would your response be?

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## When Could You Use MI?

- MI isn't always the right approach
  - You might have limited time
  - When you don't have all the facts, MI techniques help to open the conversation
  - Talking about support AND parenting time
1. **When might you use it?**
  2. **How can you find a way for some MI time with your clients?**

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## Resources:

- Miller, W. R., & Rollnick S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York: The Guilford Press
- Child Welfare Information Gateway. (2017). *Motivational interviewing: A primer for child welfare professionals*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau, [https://www.childwelfare.gov/pubPDFs/motivational\\_interviewing.pdf](https://www.childwelfare.gov/pubPDFs/motivational_interviewing.pdf)
- Video on amygdala hijack (fear response): <https://www.youtube.com/watch?v=9u3UvXqArqs>
- Interview with Dr. Nadine Burke Harris on ACEs and trauma, <https://www.npr.org/transcripts/578280721>

### HANDOUTS

- Motivational Interviewing Dos and Don'ts
- Motivational Interviewing Pairs Practice Tally Sheet

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## CONTACTS

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# Motivational Interviewing Tally Sheet

## Listener:

Mark a check when you hear examples of the following...

Closed Question \_\_\_\_\_

Ex.

Open Question \_\_\_\_\_

Ex.

Affirmation \_\_\_\_\_

Ex.

Reflection \_\_\_\_\_

Ex.

Summary \_\_\_\_\_

Ex.

## Speaker:

Change Talk \_\_\_\_\_

Ex.

Emotional Need \_\_\_\_\_

Ex.

Physical Need \_\_\_\_\_

Ex.



# MOTIVATIONAL INTERVIEWING

Using questions and statements strategically to help people think and talk in a positive direction.

## DO...



- **DO** ask permission often
  - "Can I share...?"
  - "Do you have a few minutes...?"
- **DO** ask lots of open-ended questions
  - "What about...?"
  - "What happened?"
  - "How do you feel about...?"
- **DO** try to reflect back emotions and summarize, especially if related to change readiness.
- **DO** provide affirmations
  - "Wow, you really care about your kids."
  - "You applied to a lot of jobs last month."
- **DO** get specific with planning details when you hear change talk.
- **DO** remind the person (s)he has choices
  - "It's really up to you."
  - "This is your choice."
- **DO** practice self-care and be aware of your own mental state (like amygdala hijack!).
- **DO** practice MI as you're comfortable, even one approach at a time (OARS+I):
  - **O**pen-ended questions
  - **A**ffirmations
  - **R**eflections
  - **S**ummaries
  - **I**nformation Exchange

## DON'T...



- **DON'T** blame-shame-label-punish-fix.
- **DON'T** provide unsolicited advice.
- **DON'T** use "I" statements - it's not about you, what you think, what you are hearing, what your job is, etc.
- **DON'T** use commands
  - "Do x"
  - "Tell me..."
- **DON'T** tell the person everything (s)he needs to do before you know if (s)he is ready for the information.
- **DON'T** expect miracles - this is a tool to encourage intrinsic motivation and NOT a sudden supply of resources the person did not previously have.
- **DON'T** become an enabler - you can listen empathetically while explaining consequences.

*Motivational Interviewing for Child Support Professionals*

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2021 MJI FOC Employee Training