Motivational Interviewing

Children and Young People II:
Issues and Further Applications

Edited by Dr Eddie McNamara

Positive Behaviour Management

Acknowledgements

Clemes, H. and Bean, R. (1990). *How to raise children's self-esteem.* Los Angeles, CA: Price Stern Sloan, Inc.

Fields, A. (2004) *Curriculum-Based Motivation Group: A Five Session Motivational Interviewing Intervention,* Hollifield Associates: Portland.

Gliner, J.A., Morgan, G.A. and Harmon, R.J. (2003) Pretest-Postest Comparison Group Designs: Analysis and Interpretation. *J. AM. ACAD Child Adolesc Psychiatry.* 42, 4.

Gray, E., McCambridge, J. and Strang, J. (2005) The Effectiveness of Motivational Interviewing Delivered by Youth Workers in Reducing Drinking, Cigarette and Cannabis Smoking Among Young People: Quasi-Experimental Pilot Study. *Alcohol and Alcoholism,* 40, 6, 535-539

Kittles, M. and Atkinson, C. (2009) The usefulness of motivational interviewing as a consultation and assessment tool for working with young people. *Pastoral Care in Education,* 27, 3, 241-254.

McLean, A. (2003) *The Motivated School.* London. Paul Chapman Publishing.

McNamara, E. (2009) Motivational Interviewing Theory, Practice and Applications with Children and Young people. Positive Behaviour Management. Positivebehaviourmanagement.co.uk

Miller, W.R. and Rollnick, S. (2002) *Motivational Interviewing: Preparing People for Change.* Second Edition, London: Guilford Press.

Miller, W.R. and Rollnick, S. (1991) Motivational Interviewing: *Preparing people to change addictive behaviour.* New York: Guilford Press.

Morris, E. (1997) *Building Self-Esteem in Children, Workbook.* Gloucester. Buckholdt Publishing.

Morris, E. (2002) *Insight Secondary: Assessing and Developing Self-Esteem.* London. Nfer Nelson.

Moss, C. (2010) *How Effective is a Group Based Motivational Interviewing Intervention in Promoting Pupil Resilience and Self- Esteem?* Thesis submitted to the University of Nottingham.

Robson, C. (2002) Real World Research, Oxford: Blackwell.

Chapter 7

Motivational Interviewing to Support Teacher Behaviour Change

This chapter was written by an interdisciplinary team of researchers and practitioners from the University of Cincinnati (Jon Lee), the University of Louisville (Andy Frey, Pam Ratcliffe, and Ally Rutledge), the Oregon Research Institute (John Seeley, Jason Small, and Ed Feil), and the University of Oregon (Hill Walker and Annemeike Golly).

This chapter is concerned with adapting Motivational Interviewing to an early intervention addressing challenging behavior in classrooms.

Motivational Interviewing (MI) is a powerful vehicle for increasing motivation and changing behaviour in adults, and has been shown to increase participant time in treatment, effort, and adherence to intervention protocols (Aubrey, 1998; Bien, Miller, and Boroughs, 1993; Brown and Miller, 1993; Saunders, Wilkinson and Phillips, 1995). Given that these attributes are transferrable to authentic educational settings, MI reveals itself as a promising intervention with wide ranging application in schools. Although the use of MI as articulated by Miller and Rollnick (2002; 2012) is currently limited in educational settings, a growing literature base demonstrates its relevance to school interventions and best practices. Just as with any adaptation of MI its application requires modification to the characteristics of the population it is applied with, as well as the contextual demands of the setting - in this case educational environments.

We have previously reported on the promise of MI in the perspective of school mental health and highlighted the potential of MI to improve teacher and parent mental health and highlighted the potential of MI to improve teacher and parent adoption and implementation of effective interventions, often referred to as treatment adherence (Frey, et al., 2011; Frey, Lee, Small, Seeley, Walker and Feil, 2013). While relevant to both academic and behavioural intervention, increasing treatment adherence may be particularly problematic for teachers of children with challenging behaviours because of the clear advantages to implementing ineffective practices. As suggested by Maag (2001), many negative behaviour management techniques e.g. telling off, removing children from the classroom, and advocating suspensions, are reinforcing to the teacher because they are effective in the short term ie the behaviour is suppressed. Thus, it is not surprising that teachers may resist effective strategies to address challenging behaviour, which are typically less negative, less reactive and require changes in teacher behaviour.

A few researchers have developed procedures to infuse MI into existing school-based practice protocols. Specifically, adaptations of MI have been developed and implemented with parents (Dishion and Stormshak, 2007; Dishion, Stormshak, and Siler, 2010) and teachers (Reinke, Lewis-Palmer, and Martin, 2007; Reinke, Lewis-Palmer, and Merrell, 2008). With parents and teachers, the applications are similar to those in health and substance abuse settings in that they employ individualized assessment, performance feedback, and intervention planning routines. However, the educational environment and teachers vary dramatically from the clinical environment and clientele in and with which MI has traditionally been practiced. These differences can constrain the typical practice of MI, and must be negotiated to transfer the benefits commonly associated with MI to educational settings.

The purpose of this chapter is to describe the process and preliminary outcomes of an adaptation to MI for school settings. Herein, we discuss the constraints associated with the practice of MI in educational contexts, and particularly with teachers. Next, we present the adaptations to MI utilized by our research team to overcome these constraints. Following the adaptations to MI, we describe the *First Step Classroom Check-Up (First Step CCU),* developed for use in educational contexts to address teacher behaviour change within an empirically based intervention for children who exhibit disruptive behaviour in classroom settings – the First Step to Success early intervention program (Walker, et al., 1998). Finally, we present selected results from our feasibility trial of the First Step CCU with a small sample of public primary school teachers.

Constraints Associated with Educational Settings

In this section we suggest the identification of i) target behaviours for change ii) expertise of school personnel and iii) time constraints associated with educational settings and teachers that, in our experience, often necessitate the adaptation of typical MI practice.

Target Behaviours for Change. The identification of target behaviours for change with teachers can be challenging. Often the application of MI in schools is indirect in that the target behaviour for change belongs to the child e.g. improved social skills, reduced disruptive behaviours. However, the evidence suggests that changes in teacher behavior, e.g. improved classroom behaviour management skills, may be the most promising target to achieve pupil behavior change. In other words, problem behavior associated with the child is treated indirectly by changing teacher behavior towards the child.

The identification of teacher behaviours that are influential and demonstrate potential to change child behaviour is critical i.e. "good teaching practice" or "appropriate classroom management" - but this not easily defined or measured. Teachers have unique teaching styles, were trained differently, and have varying approaches to classroom management. Therefore, it is necessary to establish standards, principles or criteria to use in identifying teacher target behaviours and measuring subsequent change. An example of the use of standardized criteria in identifying target behaviours can be found in more common applications of MI in the fields of health management, substance abuse and mental health. In these fields, diagnostic criteria e.g. DSM-IV, or symptoms that serve as indicators of impairment, help to identify target behaviours. A unified system of classification is not yet available in the field of education for the pedagogical concerns we posit here. Thus, the identification and measurement of target behaviours is challenging, and requires the adoption of objective criteria that are specific enough to be measured, yet generalizable across the wide-ranging differences found between schools, classrooms and teachers.

Expertise of School-Based Personnel. It is well-established that empathy, client centered counseling skills, and MI-specific skills are all necessary to practice MI proficiently. In our school applications, we have identified two additional foundational skills: i) the desire to develop and maintain a therapeutic working alliance and sustain the requisite spirit of MI and ii) the capacity to engage teachers in productive problem solving. These skill sets are typically not developed in school administration and teacher education programs. The effort necessary to train clinicians to use MI effectively can be rigorous and requires significant initial and ongoing training, performance feedback, and coaching. The amount of coaching and support required to teach school personnel, who frequently lack these skills sets, may prove challenging. A further barrier is that current training systems for the development of MI skills are focused largely on behavioural health applications. The development of MI training systems that are responsive to needs and characteristics of educational settings and the professional skill sets of school administrators and teachers is vital, and will require substantial research and development.

Time. Working in an environment with powerful demands on their time, teachers are limited in their opportunity to schedule lengthy or frequent meetings. In the development of the Classroom Check-Up, Reinke and colleagues recognized

that performance feedback was commonly associated with frequent consultation meetings that were unrealistic given teachers' schedules. She and her colleagues (Reinke, et al., 2007; Reinke, et al., 2008) evaluated the effects of an alternative approach to lengthy or frequent meetings. In this approach, consultations were fewer and limited to thirty minutes and daily visual representations of objective data-based information were added in place of longer meetings. Brief sessions with teachers are likely a necessity given the demands on their time, and in Reinke and colleagues application they were successful.

Adapting Motivational Interviewing for Educational Settings
As presented next, two specific adaptations of MI were developed to address the constraints described above: the Motivational Interviewing Navigation Guide (MING) and the Motivational Interviewing Training and Supervision (MITS) module.

Motivational Interviewing Navigation Guide. Despite the appeal of MI as an approach for enhancing intervention efficacy in educational settings, few processes, models or frameworks based on this approach were available to inform the integration of MI into the existing First Step program. We relied on the work of Nock and Kazdin (2005), Dishion and Stormshak (2007), and Reinke et al. (2008) in the development of the MING (Frey, et al., 2013a; Frey et al., 2013b), which is also derived from Miller and Moyer's eight strategies for learning MI (2006) and the Motivational Interviewing Navigation Map (Frey et al., 2011). The MING, our first adaption of MI to address the constraints described previously, provided the structure necessary for the development of our intervention process. It has recently been revised to assist researchers interested in developing new interventions or enhancing engagement and implementation of existing interventions using an MI approach (see Herman, Reinke, Frey and Shepard, 2013). The MING is a 5-Step process to increase intrinsic motivation for teacher and parent adoption and implementation of evidence-based practices (Frey, et al., 2013). The five steps of the MING process include: i) engage in discovery of values ii) assess current practices iii) share performance feedback iv) offer extended consultation, education and support and 5) provide closure (see Figure 1).

We believe the MING represents a resource to help address the requisite expertise of school based personnel, as it provides those learning to apply MI the opportunity to locate themselves within a streamlined hierarchy of MI objectives, and may work to reduce the time required to train school personnel.

Motivational Interviewing Training and Support System (MITS). Our second adaptation, the MITS, is a supplemental training and support module for school personnel e.g. psychologists, social workers, school counselors, disability liaisons, and resource teachers. It consists of i) fifteen hours of professional development focusing on the knowledge and skills that are critical to implementing MI within educational settings; ii) two 3-hour school-based team trainings that include watching and discussing audio and video-recorded examples of teacher consultations utilizing an MI approach, like the MING, in educational settings;

and iii) three individual supervision sessions with expert consultation. The fifteen hours of MITS professional development consists of five three-hour training sessions arranged around the following topics:

1. Introduction to Motivational Interviewing
2. Skills for Engaging
3. Values Discovery / Focusing
4. Evoking Change Talk and Exchanging Information
5. Change Planning

The MITS is in the process of pilot testing, utilizing the *Video Assessment of Simulated Encounters – School Based Applications* (Lee, Frey, and Small, 2013a) and the *Written Assessment of Simulated Encounters – School Based Applications* (Lee, Frey, and Small, 2013b) to measure MI proficiency. These instruments are adaptations of the Helpful Response Questionnaire (Miller, Hedrick, and Orlofsky, 1991) and the Video Assessment of Simulated Encounters (Rosengren, Baer, Hartzler, Dunn, and Wells, 2005). The measures have been revised to reflect scenarios that school personnel commonly encounter with parents and teachers.

Tables and Figures
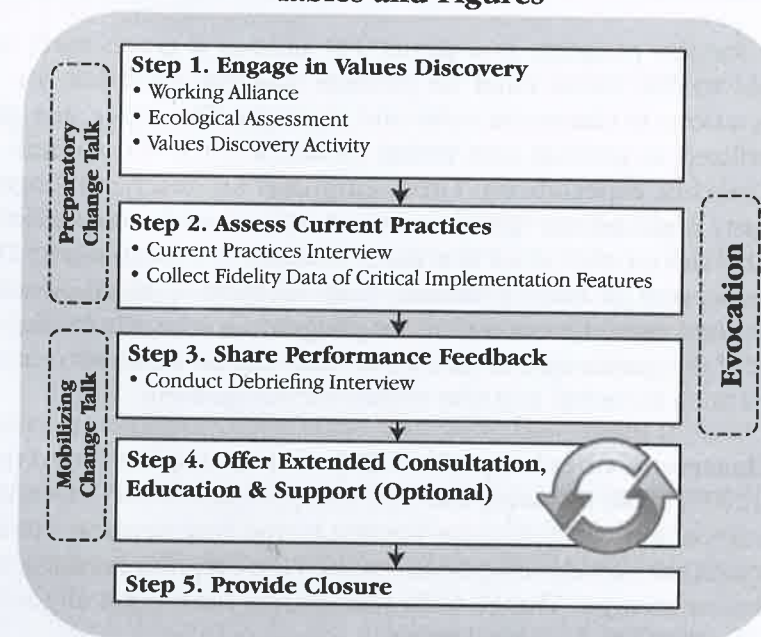
Figure 1: The Motivational Interviewing Navigation Guide

The First Step CCU
Based on the MI adaptations described above, we developed the First Step Classroom Check-Up (FS-CCU) to enhance an existing evidenced based educational practice – the school component of the First Step to Success early intervention program (Walker et al., 1998). The original First Step intervention is briefly described, followed by a more detailed description of the FS-CCU.

First Step to Success. The First Step to Success is an early intervention program designed for at-risk elementary school children in the primary grades. These students show clear signs of emerging externalizing behaviour patterns including aggression toward others, oppositional-defiant behaviour, tantrum throwing, rule infractions, and escalating confrontations with peers and adults (Walker, et al., 1997). The at-risk child is the primary focus of the First Step to Success program. Teachers, peers, parents, and/or caregivers participate in the intervention as implementation agents under the direction and supervision of a trained First Step behaviour coach, who is frequently a related service provider e.g. early interventionist, school counselor, school social worker, school psychologist or behavioural consultant. This trained coach has overall responsibility for coordinating the intervention's school and home components. The school component of First Step is an adapted version of the Contingencies for Learning Academic and Social Skills (CLASS) program, developed by Hops and Walker (1988), for use with conduct disordered students in kindergarten through third grade. CLASS is divided into three successive phases: Coach, Teacher, and Maintenance. The coach phase (program days 1-5) is the responsibility of an adult, trained as a First Step behavioural coach, who coordinates the implementation process. Teachers assume control of the program, after participating in training and the coach phase, for the remainder of the program (program days 6 – 30).

The premise for the program is a game that utilizes a green card, which the teacher shows to the focus child to provide positive feedback for following teacher expectations ie classroom rules and routines. The other side of the card is red, and utilized to provide non-verbal feedback when the student does not comply with teacher expectations. Great emphasis i.e. teacher recognition and encouragement, is placed on "green card behaviour," while very little emphasis is placed on behaviour that does not meet classroom expectations. The CLASS program begins with a twenty-minute daily implementation period, and is gradually extended over the course of the program, to the whole day, while the teacher's use of the green card is faded out in favour of more natural classroom reinforcement such as verbal and non verbal encouragement.

First Step Classroom Check-Up (FS-CCU). Our research adopted the work of Reinke et al. (2007; 2008) by taking the core components of the Classroom-Check-Up model (assessment, performance feedback, and intervention planning) and integrating it with the school component of the First Step intervention to support teacher behaviour change. The FS-CCU procedures have been aligned with the five steps of the MING as described below.

Step 1: Engage in values discovery. The Teacher Values Discovery activity provides a structure for learning about the teacher's values, both generically and in relation to the classroom environment. During this activity the teacher's values are identified, validated and affirmed and their vision of what an ideal classroom environment comprises is explored. In general, the teacher is encouraged to sort through a stack of value cards (see Figure 2), identify the values that resonate with her or his teaching style or approach, and elaborate on why she or he chose each

value. Coaches are encouraged to consider what is best for each teacher individually and to tailor the Teacher Values Discovery Activity[1] to meet the teacher's needs. For example, some teachers may be more open when the identification of values is approached through an interactive discussion of the topic rather than the use of value cards.

Acceptance/Tolerance	Cooperation
To model and teach acceptance and respect for differences.	To model and teach cooperation and collaborative work with others.
Responsibility	Self-esteem and Confidence
To model and teach reliability and responsible decision making	To feel good about myself, to accept myself as I am.

Figure 2: Example of Teacher Value Cards

As identified values are crucial to successfully navigating upcoming steps of the FS-CCU, the coach remains within the spirit of MI, affirming the teacher's values, emphasizing autonomy while remaining neutral, resisting confrontation and the 'selling' of change, education, or judgment. In order to foster a rich discussion of the teacher's values the coach utilizes open-ended questions such as:

- *"I see you value responsibility; what does that mean to you?"*

- *"Thinking about the future, what will children from your class look like when they move to the next grade that tells you you've been successful in instilling cooperation as a value? (How about in 5 years? 10 years?)"*

Further, the coach responds to the teacher's answers with positive regard and complex reflections, and provides summaries to facilitate transitions in the conversation. The coach is encouraged to keep detailed notes to assist during later steps of the FS-CCU in developing discrepancy between the teacher's identified values and his or her current classroom management practices following step 2.

Step 2: Assess current practices. The identification of a target behaviour for change is critical. To overcome the previously discussed challenges associated with the identification of target behaviours, we included the Five Universal Principles of

1 Adapted from W.R. Miller, J. C'de Baca, D.B. Matthews, and P. L. Wilbourne; University of New Mexico, 2001.

Positive Behaviour Support (Golly, 2006; Sprague and Golly, 2012) in the FS-CCU protocol. These principles establish a set of classroom expectations within which the First Step CLASS component is more likely to have a positive impact on the focus child and the child's peers, and are useful in identifying target behaviours for change: i) Establish clear expectations (classroom rules and routines) ii) Teach the expectations ie reinforce compliance with classroom rules and routines, through positive feedback iii) Minimize attention for minor inappropriate behaviours and iv) establish clear consequences for unacceptable behaviour.

The principles are specific yet generalizable so as to be used across the wide variety of circumstances between schools, classrooms and teachers. The purpose of the assessment of current practices then, is to introduce the Universal Principles, provide the opportunity for the teacher to self identify areas of strength and growth in light of the principles, and gather observational data in relation to the principles – in an effort to narrow the teacher's focus for the identification of possible behaviour change options. To do so, we created two activities to assess current teacher practices i) the Universal Principles Interview and ii) the Teacher Observation of the Universal Principles.

The Universal Principles Interview provides an opportunity for the coach to learn about existing classroom management practices, and encourages teachers to consider their practices in relation to the Universal Principles and to their own values. To do this, we recommend exploring teaching practices by introducing the Universal Principles and facilitating a discussion about each. The teacher is provided with a visual prompt for each principle (see Figure 3), and the coach asks questions such as:

- *"Tell me about your classroom expectations for behaviour, both those that you hold for yourself as a teacher and those that you have posted in the room for the children."*

- *"Can you provide some examples of how you state your expectations positively, teach, and review them periodically e.g. class meetings?"*

- *"In what ways do you use your expectations as pre-corrections for potentially difficult times (transitions, special events)?"*

Establish Clear Expectations	
✓ Expectations are stated positively.	Rate Yourself: How well do you make use of clear expectations?
✓ Expectations are specifically taught.	○ Not very well at all ○ Could do better ○ Well enough ○ Very well
✓ Expectations reviewed periodically.	

Figure 3: Example of Teacher Universal Principles Visual Prompt

After encouraging the teacher to rate their application of any one of the Universal Principles, the coach then solicits their ratings in regard to the extent to which they believe using the principle as a core component of classroom management is important, and how confident they are in their ability to use the principle. Importance (see Figure 4) and confidence rulers are used as a visual prompt to help facilitate this conversation.

Importance Ruler									
1	2	3	4	5	6	7	8	9	10

Not Important

Very Important

Figure 4: Importance Ruler

Prompt: "On a scale from 1-10, with 10 being extremely important, how important would you say it is to implement this Universal Principle?"

Follow-Up: "I'm interested in why you said ____ [insert the number they gave you] and not 0."

During the Universal Principles Interview, the coach emphasizes and reinforces change talk, through simple or complex reflections, followed by open-ended questions that work to encourage elaboration. Frequent summary reflections are utilized to check for understanding and provide an opportunity to promote autonomy. During this interview coaches must remain keenly aware of sustain talk, and be prepared to differentially respond with common MI counseling strategies. For example, the coach might respond to sustain talk with a neutral reflection that slightly understates the teacher's meaning, or a simple reflection followed by a change of topic. In our experience, any response that could be perceived as confrontational is better left for the next step of the FS-CCU – Share Performance Feedback. Remaining neutral in an information gathering stance is desirable at this point.

The Teacher Observation of the Universal Principles is a measure of teacher interaction that provides an opportunity for coaches to make qualitative notes related to each of the five Universal Principles, and a structure for subjective coding of the two Universal Principles that represent the teacher's use of attention to appropriate and inappropriate behaviour, the latter being the more likely cause of coercive interactions. Our observational system allows for the collection of data related to the teacher's use of attention, and provides a vehicle to engage in a MI consistent performance feedback routine. The observation provides a view of the positive or negative valence within the classroom, and a measure of the specific amount of reinforcement used by the teacher. For this observation, reinforcement is defined as the teacher's verbal or non-verbal attention to the focus student's appropriate and inappropriate behavior. This step includes two 30-minute observations during teacher-directed instruction. The frequency of the teacher's

use of reinforcement is recorded across three targets: the focus student, any other peer in the class, or the class as a whole - see coding form example in Figure 4. Tracking the teacher's use of reinforcement across these three targets can reveal discrepancies for which the teacher may be ambivalent, and thus unaware of as a possible target for behaviour change.

Reinforces Expectations (attention to appropriate behavior)				
		Focus student	Peer	Class
General	Verbal			
	Non-Verbal			
Specific	Verbal			

Figure 5: Observation of Teacher Behaviour Coding Form

Coding the teacher's use of reinforcement as either behaviour specific or general provides additional information regarding the teacher's use of reinforcement. Behaviour specific reinforcement provides the child a reference to the behaviour in question e.g. "I notice your materials are ready", and has more influence in changing children's behaviour, as opposed to general reinforcement, which does not reference any behaviour e.g. "Good job!"

Data from these observations are used to guide the Teacher Debriefing Interview. In preparation for this process, the coach takes time to coalesce all information gathered to this point; this is a process of professional reflection that we refer to as case conceptualization. Beginning with the initial contact between coach and teacher, case conceptualization is an ongoing process of assimilating key information gleaned from interviews, activities, and observations in the classroom, in order to develop a strategy for the use of directional MI and, when applicable, for extended consultation, education, and support. In addition to considering ecological information, values, ideals, and the teacher's reactions to the Universal Principles and observational data, the coach must also reflect on the frequency and spontaneity of sustain talk and change talk. Autonomy remains central to the MI process, so the coach must resist the urge to approach teacher meetings with a detailed blueprint of how the interaction should unfold. However, the ongoing conceptualization process should allow the coach to enter each meeting with the teacher with a well thought-out approach to effectively i) respond to sustain talk

which may be likely to arise around certain issues ii) address barriers to desired change iii) support the teacher's control, autonomy, and choice to freely consider change and make decisions consistent with their values and goals and iv) enhance importance and confidence.

After the case conceptualization process, the coach enters into Step 3 - Share Performance Feedback, and is prepared for the Teacher Debriefing Interview, which is a significant process in gaining a commitment for behaviour change.

Step 3: Share performance feedback. The purpose of sharing performance feedback is to obtain the teacher's commitment to improve his or her use of one or more of the Universal Principles. The vehicle utilized during performance feedback is the Teacher Debriefing Interview. During the Teacher Debriefing Interview the coach works to reveal any existing ambivalence in the teacher's perception and use of the Universal Principles, and if necessary to amplify any discrepancies that exist between the teacher's identified values and ideals, and current behaviour. If the teacher perceives the issues to be important and is confident she or he is capable of changing, commitments to change are made, options are discussed, specifics are negotiated, goals are created, and a plan of action is developed and formalized - typically in writing.

The structure and duration of the debriefing interview is highly variable, and dependent upon the teacher's perception of his or her implementation of the Universal Principles as well as motivation to change. The interview begins with the coach soliciting the teacher's impressions of a graphic representation of the Teacher Observation of the Universal Principles (see Figure 6). The coach responds to the teacher's perception of the data after evaluating the teacher's perception of importance and confidence in regards to behaviour change. Attempts to enhance the teacher's confidence in their ability to change are recommended if the teacher's implementation is strong (defined as a ratio of 3:1 attention to appropriate vs. inappropriate behaviour) and self-ratings are high, irrespective of motivation level.

If implementation is weak but teacher motivation to change is high, the coach attempts to enhance the teacher's confidence in their ability to change, and then invites the teacher to move to Step 4. If implementation of the five Universal Principles is weak and teacher motivation is low, we recommend the coach cultivate importance, by emphasizing discrepancies between current conditions and ideals of self, classroom, and values, using data-based feedback and elaborating on the pros of change in present, past and future. Following this, the coach solicits teacher impressions of the data for the second time and moves to enhance confidence in their ability to change. The coach then offers the option of receiving extended coach support or brings the FS-CCU consultation process to a close i.e. Step 5, if motivation to change is insurmountable.

Throughout the debriefing interview the coach attends to change talk, encourages elaboration and requests details - adding significance through complex reflections tied to the teacher's values and ideals.

There are no concrete rules to signify an appropriate time to transition to the final process of Step 3. Nevertheless, teacher ratings of importance and confidence should be considered, but should not be the only indicators used to make this decision. Additional readiness signs include decreased sustain talk, increased frequency and spontaneity of change talk, as well as direct requests to get on with implementation. These readiness signs indicate that the teacher has identified their own strengths and can easily acknowledge the advantages of developing a plan to change their behaviour.
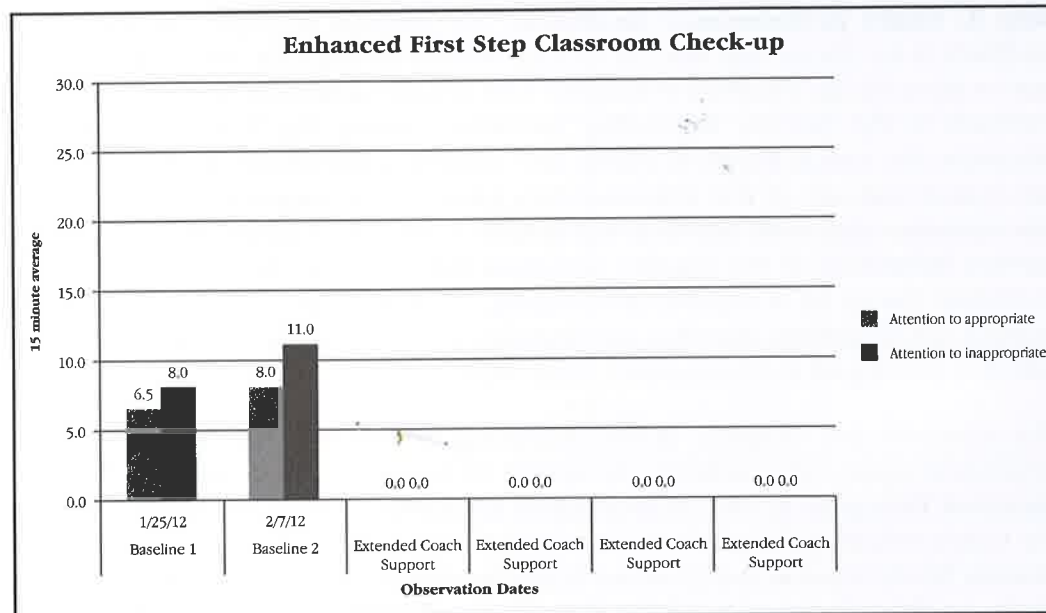
Figure 6: Results of Observation of Teacher Behaviour

During the creation of a change plan, the teacher is encouraged to choose one or two of the Universal Principles to focus on. Next, the coach and teacher negotiate the following components: i) a description of the specific goals of the teacher ii) planning for additional Observations of Teacher Behaviour iii) teacher's perceptions of importance and confidence and iv) specific assistance/support provided by the coach. Many options exist to help teachers implement the Universal Principles more consistently. These options are self-selected and self-monitored by the teacher within the context of focusing on evidenced-based practice, with support from the coach when requested. Utilizing a written change plan can be beneficial in situations with multiple identified barriers and when focusing on multiple Universal Principles.

Step 4: Offer extended consultation, education and support. Teachers who are motivated to change and negotiate the specifics for and commit to a change plan are offered additional Observations of Teacher Behaviour. Data from each additional observation are added to the original graph. If agreed upon by the coach and teacher during the debriefing interview, for example, the coach might add to the chart indications of the expected amount of attention to appropriate

behaviour associated with any goals determined at that time. This presentation of data allows the teacher to review progress and monitor the effectiveness of their self-selected change strategies. These data are provided to the teacher without elaboration, or can be provided with extended consultation, education and support involving the Universal Principles if requested. Extended support typically involves educational strategies like conferencing, modeling, and role-playing, in addition to problem solving barriers to implementation. The process continues as necessary and as agreed upon by the teacher. Additional behaviours may be targeted, observed and discussed, as Step 4 is often iterative. The process ends with a celebration of accomplishments.

Step 5: Provide Closure. Whether a teacher selects closure due to high confidence in their ability to change their behaviour without assistance or due to low motivation, steps should be taken to ensure that the relationship ends on a positive note. This step typically occurs after the Debriefing Interview or any Extended Consultation, Education and Support has been completed. We have found relationships are supported when the coach expresses gratitude for the teacher's engagement in the FS-CCU process; whether the relationship has been challenging or not, the teacher can only stand to benefit from receiving affirmations at the time of closure. Closure need not be lengthy, but should be sincere. Additionally, the coach offers to return to this topic in the future if the teacher changes their mind.

Feasibility Trial
It was our intention to fully develop an FS-CCU intervention to influence teacher behaviour change with respect to their use of the Universal Principles. Our expectation was that this intervention could be implemented with coaches adhering to the 5-step process and implementing MI proficiently. Further, we expected adherence to the 5-step process and use of high quality MI would result in strong coach-teacher alliance and teacher commitment to establishing a behaviour change goal related to at least one of the Universal Principles. We were particularly interested in teachers' increased attention to appropriate behaviour and/or decreased attention to inappropriate behaviour.

Participants. We utilized the Critical Events Index and the Adaptive and Maladaptive Behavior Indices of the Systematic Screening for Behavior Disorders (SSBD) (Walker and Severson, 1990) to screen for the most severe behaviour challenged student in participating classrooms from three different elementary schools. We then garnered parent consent for participation and verified the serious nature of the children's behaviour challenges using the externalizing scale of the Child Behavior Checklist- Parent Report Form (CBCL; Achenbach, 1991). The resulting sample of twelve children consisted primarily of boys (83%), whose average age would place them in the first grade. Sixty-seven percent of the sample was Caucasian while the remaining 33% were African American. Their teachers were predominantly Caucasian women (92%) with graduate degrees (84%), with an average of 10.6 years of teaching experience. Three coaches, who had no previous experience with MI and one year of intense training i.e. the MITS, and

experience within our project, participated during the 2011-2012 school year. All three coaches had Masters Degrees, one in education (Coach 1), one in social work (Coach 2), and one in school counseling (Coach 3).

Motivational Interviewing Proficiency. The coaches' ability to apply MI was measured using a slightly modified version of The Motivational Interviewing Treatment Integrity (MITI) code (Moyers, Martin, Manuel, Miller, and Ernst, 2007). Coach interactions with focus teachers were audio recorded (n = 12) and provided to the Clinical Training Institute (CTI) in Chicago IL. CTI staff randomly selected 20 minutes of each tape to code. As can be seen in Table 1, coaches' mean rating across the five global domains was 4.16 (SD = 0.14), which is considered Competent according to the MITI manual.

Table 1. Motivational Interviewing Implementation Quality

Coach ID (*n*)	Global Spirit Composite *M (SD)*	Reflections Questions Ratio	Percent Open Questions	Percent Complex Reflections	Percent MI Adherent
1 (4)	4.00 (.56) (C)	.81	.50 (B)	.46 (B)	.92 (B)
2 (3)	4.22 (.46) (C)	1.18 (B)	.45	.46 (B)	1. (C)
3 (5)	4.27 (.65) (C)	.47	.44	.29	1.(C)
M (12)	4.16 (.14) (C) '	.82	.46	.40 (B)	.97 (B)

n = case-load size. MITI Summmary Score Competency Thresholds; C = Competency (highest level); B = Beginning Proficiency.

Mean ratios of reflections to questions (*M* = .82), and percent open-ended questions (*M* = .46) were just short of Beginning Proficiency. Participating coaches met the Beginning Proficiency thresholds for percent complex reflections (*M* = 40%) and percent of MI adherent utterances (*M* = 97%). Table 1 also reveals differences among the three coaches. All three coaches met the Competency threshold for global spirit ratings; Coach 1 and Coach 2 reached Beginning Proficiency or Competency thresholds for three of the four summary measures; Coach 3 attained the Competency threshold for one of the four summary measures. Our findings suggest it is feasible for school personnel to implement MI proficiently. The strongest evidence we have is that our coaches reached the Beginning Proficiency or Competency threshold for three of the five MITI summary scores. A more detailed description of the process used to adapt the MITI, and a more complete reporting of our coach's proficiency, is reported in Frey, et al., (2013a).

Coach-Teacher Alliance. Throughout the FS-CCU process, coaches worked diligently to establish working alliances with teachers. We measured this relationship with the Coach-Teacher Alliance Survey, a survey modified from a core measure disseminated by the National Behavior Research and Coordination Center (SRI International). Coaches and teachers answered the same eight items on a five-point scale ranging from *never* to *always,* measuring the respondent's

perception of shared goals, communication, trust, and effectiveness of the partnership with respect to implementation. Teachers' perceptions of the alliance with their coach were higher on average (*M* = 4.97, *SD* = 0.09) than were coaches' perception of this alliance (*M* = 4.39, *SD* = 0.24). Both coaches and teachers rated their perception of the alliance highly, indicative of a strong working relationship.

Our experience is that the alliances built during the FS-CCU were often sharply concentrated on the focus student and peers from the classroom. Many coach-teacher relationships took on a professional feel, akin to professional development or a cognitive coaching model (Costa and Garmston, 2002), yet at the same time different. These relationships were built on the values and goals of the teacher in the classroom whose autonomy in the change process was complete, allowing the teacher to guide the course of action.

Teacher Behaviour. After implementation of the FS-CCU intervention, each teacher in our sample was motivated to set a personal goal, and follow-up observations indicate that each teacher changed their behaviour in positive ways by increasing attention to appropriate behaviour and/or decreasing attention to inappropriate behaviour.

Table 2. Within-subjects Analysis; Observation of Teacher Behaviour categories.

	Baseline *M (SD)*	Post *M (SD)*	F	*p-value*	η_p^2
Total					
Praise	36.3 (24.3)	62.3 (23.9)	10.64	.008	.192
Reprimands	29.5 (26.6)	19 (11.6)	2.2	.166	.050
Specific					
Praise	11.3 (9.6)	24.5 (12.0)	10.21	.008	.220

η_p^2 = partial eta squared, a measure of effect size or practical significance.

Table 2 summarizes means, standard deviations, and effect sizes from a within subjects analysis of the Observation of Teacher Behaviour categories of Total Praise i.e. attention to appropriate behaviour and Reprimand i.e. attention to inappropriate behaviour and Total Specific Praise. The use of the term 'total' indicates that data were collapsed, for both general and specific categories of both praise and reprimands and across focus-student, peer and classroom-directed feedback. The category of specific praise is also displayed. There was a statistically significant increase in the average occurrence of praise (*F* (1, 11) = 10.64, *p* = .008) for this sample of teachers, and while the average occurrence of reprimands was reduced, decreases did not reach statistical significance. Overall teacher behaviour change in the category of Specific Praise rose to statistical significance and demonstrated a medium effect size (η_p^2 = .220)

Social Validity. Coaches and teachers responded to questionnaires designed to measure the overall importance and the acceptability of goals, procedures, and outcomes for the FS-CCU, as it related to their role in and satisfaction with the intervention. Our questionnaire utilized response options along a five point Likert-type response continuum ranging from *strongly disagree to strongly agree.* Overall, teachers' responses to the questionnaire suggested they were slightly more satisfied than coaches, and as a group demonstrated strong satisfaction with the FS-CCU intervention ($M = 4.60$, $SD = .57$). Coaches' responses to questions in regards to the FS-CCU intervention were as follows; *was the FS-CCU compatible with the needs of the teacher?* ($M = 4.38$, $SD = .52$), *was the FS-CCU intervention effective in teaching effective strategies to deal with challenging behaviour?* ($M = 3.75$, $SD = .89$), *did the FS-CCU intervention have a positive effect on teacher-child interactions?* ($M = 3.88$, $SD = .83$). The coaches reported satisfaction that can be classified as good overall ($M = 3.94$, $SD = .39$).

Additional evidence that this sample of teachers found the FS-CCU intervention to be socially valid arose from an analysis of focus group interviews completed at post intervention. Teachers provided open and honest responses during focus group interviews that were positive on the whole, and found to be most prevalent within the themes of intervention procedures, outcomes, and the overall purpose and importance of their use positive feedback. A comprehensive review of this analysis is beyond the scope of this chapter.

Conclusion

This chapter examined the constraints associated with the use of MI in education settings, adaptations in order to navigate those constraints, and results from a feasibility pilot study. The FS-CCU was developed by integrating MI (Miller and Rollnick, 2002; 2012) procedures into the existing First Step to Success early intervention protocol. The resulting intervention, an adaptation of Reinke et al.'s (2008) Classroom Check-Up, focuses on the classroom teacher's use of the Five Universal Principles of Positive Behaviour Support (Golly, 2006; Sprague and Golly, 2012) to address challenging behaviour.

Our study of the resulting intervention provides an example of how MI can be used with teachers, advances existing knowledge, and makes unique contributions in several areas. First, it extends nearly two decades of work examining the original First Step to Success program by examining enhancements designed to influence teacher motivation to decrease problematic behaviour and increase adaptive behaviour of students with more severe problem behaviours (Carter and Horner, 2007, 2009; Diken and Rutherford, 2005; Golly et al., 2000; Golly, Stiller, and Walker, 1998; Nelson et al., 2009; Overton et al., 2002; Sprague and Perkins, 2009; Walker et al., 1998; Walker et al., 2009; Walker et al., 2005; Walker et al., 2013). Second, this study extends the literature base related to the application of MI in school settings. While a number of studies have investigated interventions that infuse MI into their procedures, the extent to which interventionists in school settings actually implement MI with fidelity has only recently been addressed

e.g. Frey, et al., (2013a). The examination of MI fidelity, proficiency, and quality of interventionists within a school-based application is an important step in the further development of MI as it is applied in educational contexts. These preliminary results are important, as they suggest this is a feasible and acceptable approach within the schools and that the training and supervision procedures utilized with coaches were successful. Furthermore, the findings lend support to the possibility that school personnel can learn to implement MI proficiently.

References

Achenbach, T. (1991). *The Child Behavior Checklist: Manual for the teacher's report form.* Burlington: University of Vermont, Department of Psychiatry.

Aubrey, L. (1998). *Motivational interviewing with adolescents presenting for outpatient substance abuse treatment (Unpublished doctoral dissertation).* University of New Mexico. Albuquerque, NM.

Bien, T., Miller, W., and Boroughs, J. (1993). Motivational interviewing with alcohol outpatients. *Behavioral and Cognitive Psychotherapy,* 21, 347-356.

Brown, J., and Miller, W. (1993). Impact of motivational interviewing on participation and outcome in residential alcoholism treatment. *Psychology of Addictive Behaviors,* 7, 211-218.

Carter, D., and Horner, R. (2007). Adding functional assessment to First Step to Success: A case study. *Journal of Positive Behavioral Interventions,* 9, 229-238.

Costa, A., and Garmston, R. (2002). *Cognitive Coaching: A Foundation for Renaissance Schools (2nd ed.).* Norwood, Mass: Christopher-Gordon Publishers Inc.

Diken, I., and Rutherford, R. (2005). First Step to Success early intervention program: A study of effectiveness with Native-American children. *Education and Treatment of Children,* 28(4), 444-465.

Dishion, T., and Stormshak, E. (Eds.). (2007). *Intervening in children's lives: An ecological, family-centered approach to mental health care.* Washington, DC: American Psychological Association.

Dishion, T., Stormshak, E. and Siler, C. (2010). An ecological approach to interventions with high-risk students in schools: Using the Family Check-Up to motivate parents' positive behavior support. In M. R. Shinn and H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model including RTI (pp. 101–124).* Bethesda, MD: National Association of School Psychologists.

Frey, A., Cloud, R., Lee, J., Small, J., Seeley, J., Feil, E., Walker, H., and Golly, A. (2011). The promise of motivational interviewing in school mental health. *School Mental Health,* 3, 1-12.

Frey, A., Lee, J., Small, J., Seeley, J., Walker, H., and Feil, E. (2013a). Transporting motivational interviewing to school settings to improve engagement and fidelity of Tier 2 interventions. *Journal of Applied School Psychology,* 29(2), 183-202.

Frey, A., Lee, J., Small, J., Seeley, J., Walker, H., and Feil, E. (2013b). Motivational Interviewing Navigation Guide: A process for enhancing teacher's motivation to adopt and implement school-based interventions. *Advances in School Mental Health Promotion.* DOI:10.1080/1754730X.2013.804334

Golly, A. (2006). *Five Universal Principles of positive behavior support.* Verona, Wisconsin: Attainment Company, Inc.

Golly, A., Sprague, J., Walker, H., Beard, K., and Gorham, G. (2000). The First Step to Success program: An Analysis of outcomes with identical twins across multiple baselines. *Behavioral Disorders,* 25, 170-182.

Golly, A., Stiller, B., and Walker, H. (1998). First Step to Success: Replication and social validation of and early intervention program for achieving secondary prevention goals. *Journal of Emotional and Behavioral Disorders,* 6, 243-250.

Gresham, F., and Elliott, S. (1990). *The social skills rating system (SSRS).* Circle Pines, MN: American Guidance Service.

Gresham, F., and Elliott, S. (2008). *Social skills improvement system.* Circle Pines, MN: Pearson Assessment.

Herman, K., Reinke, W., Frey, A., & Shepard, S. (2013). *Motivational Interviewing in Schools: Strategies for Engaging Parents, Teachers, and Students.* Springer Publishing Company.

Hops, H., and Walker H. (1988). *CLASS: Contingencies for Learning Academic and Social Skills.* Seattle, WA: Educational Achievement. Systems.

Lee, J., Frey, A.J., & Small, J.W. (2013). *The Video Assessment of Simulated Encounters – School-Based Applications.* University of Cincinnati. Cincinnati, OH.

Lee, J., Small, J.W., & Frey, A.J. (2013). *Written Assessment of Simulated Encounters-School-Based Application.* University of Cincinnati. Cincinnati, OH.

Maag, J., (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children* 67(2), 173-186.

Miller, W. R., Hedrick, K. E., and Orlofsky, D. (1991). The Helpful Responses Questionnaire: A procedure for measuring therapeutic empathy. *Journal Clinical Psychology,* 47, 444-448

Miller, W., R., and Moyer, T., B. (2006). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions,* 5, 3-17.

Miller, W., and Rollnick, S. (2002). *Motivational interviewing: Preparing people for change (2nd ed.).* New York: Guilford Press.

Miller, W., and Rollnick, S. (2012). *Motivational Interviewing: Helping people change (Applications of Motivational Interviewing) (3rd ed.).* New York: Guilford Press.

Moyers, T., Martin, T., Manuel, J., Miller, W., and Ernst, D. (2007). *The Motivational Interviewing Treatment Integrity (MITI) Code 3.0.* Unpublished coding manual. University of New Mexico, Center on Alcoholism, Substance Abuse, and Addictions.

Nelson, J., Hurley, K., Synhorst, L., Epstein, M., Stage, S., and Buckley, J. (2009). The child outcomes of a behavior model. *Exceptional Children,* 76, 7-30.

Nock, M., and Ferriter, C. (2005). Parent management of attendance and adherence in child and adolescent therapy: A conceptual and empirical review. *Clinical Child and Family Psychology Review,* 8, 149–166.

Nock, M., and Kazdin, A. (2005). Randomized controlled trial of a brief intervention for increasing participation in parent management training. *Journal of Consulting and Clinical Psychology,* 73, 872–879.

Nock, M., and Photos, V. (2006). Parent motivation to participate in treatment: Assessment and prediction of subsequent participation. *Journal of Child and Family Studies,* 15, 345–358.

Overton, S., McKenzie, L., King, K., and Osborne, J. (2002). Replication of the First Step to Success model: A multiple case study of implementation effectiveness. *Behavioral Disorders,* 28, 40-56.

Reinke, W., Lewis-Palmer, T. and Martin, E. (2007). The effect of visual performance feedback on teacher use of behavior-specific praise. *Behavior Modification,* 31(3), 247-263.

Reinke, W., Lewis-Palmer, T. and Merrell, K. (2008). The Classroom Check-Up: A class wide teacher consultation model for increasing praise and decreasing disruptive behavior. *School Psychology Review,* 37(3), 315-332.

Rosengren, D. B., Baer, J. S., Hartzler, B., Dunn, C. W., Wells, E. A. (2005). The Video Assessment of Simulated Encounters (VASE): Development and validation of a group-administered method for evaluating clinician skills in motivational interviewing. *Drug and Alcohol Dependence* 79(3), 321-330.

Rosenthal, R., and Rosnow, R. L. (2008). *Essentials of Behavioral Research: Methods and Data Analysis* (3rd ed.). New York: McGraw-Hill.

Saunders, B., Wilkinson, C., and Phillips, M. (1995). The impact of a brief motivational intervention with opiate users attending a methadone programme. *Addiction,* 90, 415–424.

Sprague, J. and Golly, A (2013). BEST Behavior. *Building Positive Behavior Support in Schools.* Second Edition. Longmont, CO. Sopris Learning.

Sprague, J., and Perkins, K. (2009). Direct and Collateral Effects of the First Step to Success Program. *Journal of Positive Behavior Interventions,* 11(4), 208-221.

Walker, H., Kavanagh, K., Stiller, B., Golly, A., Severson, H., and Feil, E. (1998). First Step to Success: An early intervention approach for preventing school antisocial behaviour. *Journal of Emotional and Behavioural Disorders,* 6(2), 66-81.

Walker, H., Seeley, J., Small, J., Severson, H., Graham, B., Feil, E., ... Golly, A. (2009). A randomized controlled trial of the First Step to Success early intervention: Demonstration of program efficacy outcomes in a diverse, urban school district. *Journal of Emotional and Behavioral Disorders,* 17(4): 197-212.

Walker, H., and Severson, H. (1990). *Systematic screening for behavior disorders: User's guide and technical manual.* Longmont, CO: Sopris West.

Walker, H., Severson, H., Seeley, J., Feil, E., Small, J., Golly, A. Frey, A.J., Lee, J., Sumi, C., Woodbridge, M., Wagner, & Forness, S. (2013) The Evidence Base of the First Step to Success Early Intervention for Preventing Emerging Antisocial Behavior Patterns. In H. Walker & F. Gresham (Eds.), *Handbook of Evidence-Based Practices for Students Having Emotional and Behavioral Disorders* New York: Guilford.

Walker, H. M., Sprague, J. R., Perkins-Rowe, K. A., Beard-Jordan, K. Y., Seibert, B. M., Golly, A. M., Severson, H. H., and Feil, E. G. (2005). The First Step to Success program: Achieving secondary prevention outcomes for behaviorally at-risk children through early intervention. In M. H. Epstein, K. Kutash, and A. J. Duchnowski (Eds.), *Outcomes for children and youth with emotional and behavioral disorders and their families: Programs and evaluation best practices* (2nd ed., pp. 501-523). Austin, TX: PRO-ED.

Walker, H., Stiller, B., Golly, A., Kavanagh, K., Severson, H., and Feil, E. (1997). *First Step to Success: Helping children overcome antisocial behavior. Implementation guide.* Longmont, CO: Sopris West.

Chapter 8

Training Student Services Staff in Motivational Interviewing

Scott Caldwell
Wisconsin Department of Health Services
Madison, Wisconsin USA

Susan Kaye
Madison Metropolitan School District
Madison, Wisconsin USA

Motivational Interviewing (MI) is a well-established evidence-based practice (EBP; Lundahl et al., 2010) with potential application within schools (Herman et al., 2014; Kaplan et al., 2011; McNamara, 2009). Recent studies show MI to be a promising approach to address a range of student problems in the school setting, including alcohol, illicit drug, and tobacco use (Barnett et al., 2012; Jensen et al., 2011; Kelly & Lapworth, 2006; Winters et al., 2007, 2012), mental health (Frey et al., 2011), classroom behaviors (Reinke et al., 2011), and academic achievement (Strait et al., 2012). Because of its brevity and apparent flexibility, MI may be a particularly useful approach for a multidisciplinary team of student services staff (social work, psychology, counseling, nursing) who work within schools with the charge of promoting student health and well-being.

As research continues to support the dissemination of MI in school settings, demand for training will likely increase. Although there exists a growing MI training literature (Barwick et al., 2012; de Roten et al., 2013; Madson et al., 2009) and related implementation science (Fixsen et al., 2005; Forman et al., 2013), to our knowledge, only two studies (Burke et al., 2005; Frey et al., 2013) have specifically examined MI training with student services staff.