

Executive Summary Motivational Interviewing as Engagement

Course Description Motivational interviewing provides strategies for influencing a person's movement toward change. As an extensively researched based practice, it focuses on learning to recognize "change talk" and how to respond to and summon even more of it from challenging youth and families. It employs strategies that raise both the importance of change and the confidence to change; and it promotes commitment to change and follow-up to promote further movement along the continuum of change.

The course will utilize film clips, lecturette, practice, small group interaction, and case scenarios to help participants build skill and integrate the information.

This workshop is designed for anyone who works with challenging youth and their families. As a result of this training, participants will:

- understand the core components of Motivational Interviewing;
- describe the Stages of Change theory, with an understanding that change is a process, not an event;
- explore exercises to increase connection to children and parents;
- understand and utilize three key strategies to avoid argumentation and bypass
- explore the role of ambivalence that keeps people "stuck" in behavior patterns and how to influence this dynamic toward change;
- learn to recognize "change talk" and how to respond to summon even more of it from challenging youth and families;
- learn to employ strategies that will raise both the **importance of change** and the **confidence to change**;
- *explore key questions which move a people to begin "commitment to change talk";*
- resistance;

Ways that Supervisors can support the Transfer of Learning from the classroom to the job...

BEFORE the training

1. Supervisors should ask the trainee to bring questions that they have about what to do in their practice when children or parents seem resistant or "stuck" in their behaviors.
2. Supervisors should ask the trainee to come prepared with an open mind for trying new ways of practice.
3. Supervisors should communicate their expectations for workers regarding learning and how it might be integrated into their practice after the training.

AFTER the training

1. Supervisors should ask the trainee to identify the skills learned in class.
2. Supervisors should ask the trainee to practice a skill within 24 hours of training to support transfer of skill and learning.