



Motivation Driven Practice

**Foundations Training
Day Two**

Wednesday,
September 13, 2023





Overview of today

Our plan for this morning...

- 9:00-9:10a Welcome and overview of today
- 9:10-9:20a Icebreaker: Your why
- 9:20-9:30a Goal Review from yesterday
- 9:30-10:00a The fundamental processes
- 10:00-10:30a The 4-step process of goal achievement coaching
- 10:30-10:40a Break**
- 10:40-11:10a Modeling goal-setting and – planning
- 11:10-11:30a Motivation driven assessment using Stepping Stones to Success
- 11:30a-12:00p Modeling a Stepping Stones assessment

Lunch break (12:00-1:00p)

...and the afternoon

- 1:00-2:45p Skill practice breakouts
- 2:45-3:00p Break**
- 3:00-4:00p Sustainability planning and commitments



Housekeeping reminders



Breaks



**Orientation
to space**



Refreshments



Lunch



Parking Lot



Schedule



Meet someone new with your OARS!

Share with one another:

Why do you do this work?

Find someone you do NOT know and use ONLY your OARS to learn more from them.



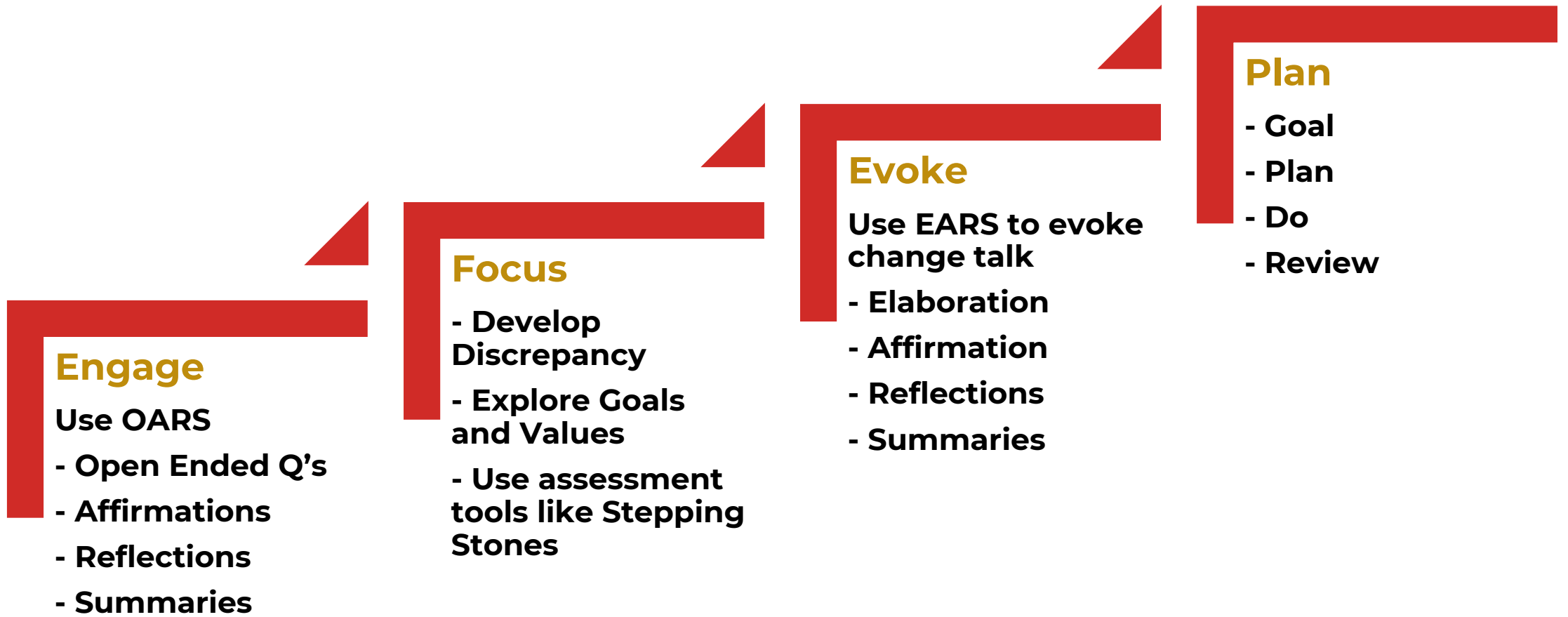
Goal Review



The fundamental processes



Fundamental Processes



*Stay in the MI Spirit: Partnership * Acceptance * Compassion * Evocation*



Engagement: Meet the client where they are

- / **Active Listening**
- / **Accurate empathy**
- / **Striving to understand fully for the client's perspective without agenda**
- / **Using O A R S non-directivity (to understand BOTH sides of ambivalence or dilemma)**
- / **Avoid righting reflex or "fixing"**
- / **Manage discord**
- / **Attuned to cultural responsiveness and individual bias**



Engage- Accurate Empathy





Practice: Accurate empathy

/ **Speaker**

Talk for 3 minutes about your path to your current career, a childhood experience growing up, or any other identified topic

/ **Listener**

Listen to speaker without interrupting for the entire duration of 3 minutes and when they are finished, provide a summary to reflect the essence of what was shared

Each person will take a turn in each role



FOCUS

- Helping client identify a target area about which they are ambivalent or struggling to make a change
- Develop discrepancy between present behavior and important personal goals or values
- Using agenda setting, bubble chart, asking the client what's important to them
- What areas of present behavior might get in the way of their goals (barriers)
- Be transparent about what the target is, once identified

Develop discrepancy

Change is motivated by a perceived GAP between present behavior and important personal goals or values





Responding to discrepancy

Goals/Values

- Career advancement
- Healthy diet
- Saving

Behaviors

- Late to work
- Purchase of high calorie/sugar food items
- Impulsive purchases on Amazon

Tips:

Use double-sided reflections.
Avoid “but”.
End with change talk



Discrepancy Activity

In your groups, create double sided reflections in response to the scenarios on the chart paper.

Remember to use conjunctions, avoid “but” and with change talk.



Evoking

- / Drawing out the client's own ideas and reasons for change**
- / Listening for and recognizing change talk**
- / Selectively reinforcing change talk**
- / Summarizing change talk (change talk bouquet)**
- / Avoiding expert trap**
- / Using elicit-provide-elicite & advice with permission after asking client their ideas and reasons**



The 4-step process of goal achievement coaching



Why have a defined process?



Science-based



A consistent experience



Can be replicated



GOAL SET

Engage

- Meet the person where they are at (stable or in crisis)
- **Break it down** – it is critical to right-size the goal

Evoke

- Get to their **why**
- Probe for ambivalence, dissonance, change/sustain talk
- **Visualize** the outcome

Focus

- Home in on what is most important to the person
- **Prioritize** – start where there is motivation, capability, and opportunity



GOAL PLAN

Get Specific

- Nail down exactly when (day/time) and where (place)
- Write out the action steps necessary to achieve the goal
- Identify and provide resources

If-then plan

- **Pothole:** What is most likely to get in my way? (within me)
- **Detour:** How might I overcome this pothole? (proactive or in the moment)

Accountability

- Identify a trusted partner to prompt and check in about progress
- Consider both **proactive** and **responsive** accountability





GOAL REVIEW

Review

- How did it go?
- What happened?

Assess

- What worked well?
- What did not work well?
- What did you learn?
- What could you do differently?

Plan (revise)

- What's next?
- A new goal, a new plan, or a new pothole-detour?



Break

return in 10 minutes



Modeling goal- setting and -planning



What do you notice?

If your last name begins with...

A - H

I - P

Q - Z

Watch for...

How the **Spirit of MI** shows up in the exchange

How **OARS** shows up in the exchange

How the **Fundamental Processes** show up in the exchange



Motivation driven assessment with Stepping Stones to Success



Assessment myth vs. fact

Menti.com

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Assessment myth vs. fact

The main purpose of assessment is to record required information for the state.

The main purpose of assessment is to get to know the client better.

I need to know as much as I can about someone to serve them effectively.

Participants often don't tell me the things I need to know, so I need to ask them questions until I get what I need.

Participant-driven assessments can provide all the information you need to start working with someone.



Assessment myth vs. fact

Assessments take time away from the *real* work I need to be doing.

Assessments only need to happen once.

Assessments are only valuable to staff in the program—they're not meaningful to participants.

Participant-driven assessments can help identify meaningful goals.

Participant-driven assessments can build trust.



Assessment...for whom?



The family

- ✓ Feel safe and supported
- ✓ Prioritize where to start and connect right away with relevant resources
- ✓ Move forward



Us

- ✓ Understand the history and circumstances
- ✓ Gather required information
- ✓ Identify potential barriers to employment and family stability

How can these be reconciled?



Rethink assessment: Back to the behavior change equation



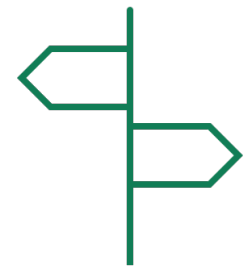
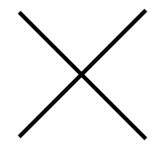
Motivation

Assess:
What is important?
Why does it matter?
Is there
commitment?



Ability

Assess:
What ability is there
to take action?
What knowledge
and skills do I have,
or will I need?



Opportunity

Assess:
What is the right
opportunity for me?
Which opportunity
aligns most with
what is important
to me?



Key features of a motivation driven approach



Dialogue

Use your OARS and EARS



Future-oriented

A little past, some present, lots of future



Visualization

Evoke and dig into motivation



Prioritization

Start where there is motivation, ability, & opportunity



Lunch

return by 12:50 pm sharp!



Modeling a Stepping Stones assessment



What do you notice?

If your last name begins with...

A - H

I - P

Q - Z

Watch for...

How **sustain and change talk** show up in the exchange

How the **key features of motivation driven assessment** show up in the exchange

How **EARS** show up in the exchange



Sustainability planning & commitments



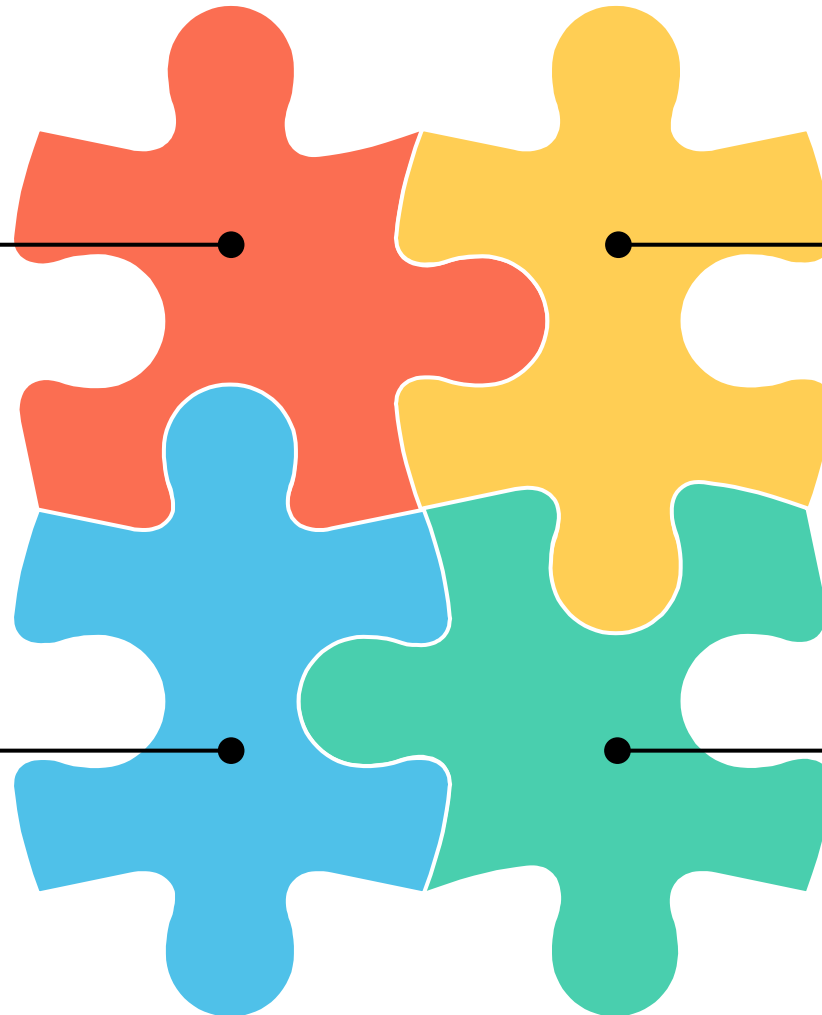
Preparing for **sustainability**

Adaptation

Readiness

Right fit

**A plan to monitor
& support
implementation**





Our plan for sustainability

Adopting and maintaining consistent, responsive, high-quality practice among all current staff

Effectively onboarding new staff in the motivation driven practice model

Supporting ongoing skill development in all roles

Regularly tapping into the available practice tools and resources

Adjusting sustainability strategies as contexts and circumstances evolve



Everyone has a role to play

System level

- ✓ Disseminating policy and practice guidance and tools
- ✓ Undertaking periodic assessments to gauge the quality and consistency of motivation driven practice application across contracted provider agencies

Agency level

- ✓ Ensuring that supervisors and staff are appropriately onboarded and trained
- ✓ Identify peer practice leads who can support efforts to build staff skills

Individual level

- ✓ Learn motivation driven practice and MFIP requirements
- ✓ Support our own ongoing skill growth
- ✓ Regularly reflect on motivation driven practices & tools



Concept poster activity

/ **Breakout by organizational team**

/ **In your teams:**

- What problem do you want to solve?
- Who will be our partners in solving this problem?
- How can we solve the problem?
- What will we do differently?
- How will we know we are successful?
- What might get in our way? What will help us be successful?
- What steps will we take to try out our idea?
- Who will hold us accountable?



Gallery walk

/ **Check out other teams' posters**

- Add a sticker to things you like 👍
- Add a question or a suggestion (on a sticky note) ?



Closing comments & commitments





Please share your feedback:



<https://mathematica.questionprogov.com/RamseyMDPfeedback>