

BREAKING NEWS

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\$1.00

OPIOID CRISIS

25,000 DEATHS
IN THE LAST

APPLYING MOTIVATIONAL INTERVIEWING (MI) SKILLS
WITH PARENTS WITH OPIOID USE DISORDERS (OUD): #1

SOCIAL SERVICES

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- This training is offered by the Florida Alcohol and Drug Abuse Association and JBS International. It is supported by funding from the Florida Department of Children and Families (DCF), Office of Substance Abuse and Mental Health (Contract #LD987) as part of its Substance Abuse and Mental Health Services Administration (SAMHSA) State Targeted Response to the Opioid Crisis (O-STR) grant efforts.



PURPOSE OF THE OPIOID STR GRANT

The grant aims to address the opioid crisis by:

- ✓ Increasing access to treatment;
- ✓ Reducing unmet treatment need; and
- ✓ Reducing opioid overdose related deaths.

MODULE LEARNING OBJECTIVES

After completing this Motivational Interviewing (MI) refresher module, Child Protective Investigators (CPIs) will:

- Identify MI principles and skills offered in response to a brief opioid case scenario;
- Compare their identification of MI responses to the ones offered in the case scenario; and
- Work individually or as part of a group (e.g., in staff meeting) to continue evolving the opioid case scenario to an ideal conclusion.

NOTE: These scripts are for learning purposes and are abbreviated for time considerations. In real situations, the CPI/parent communications would be in greater depth.

REMINDER/RATIONALE

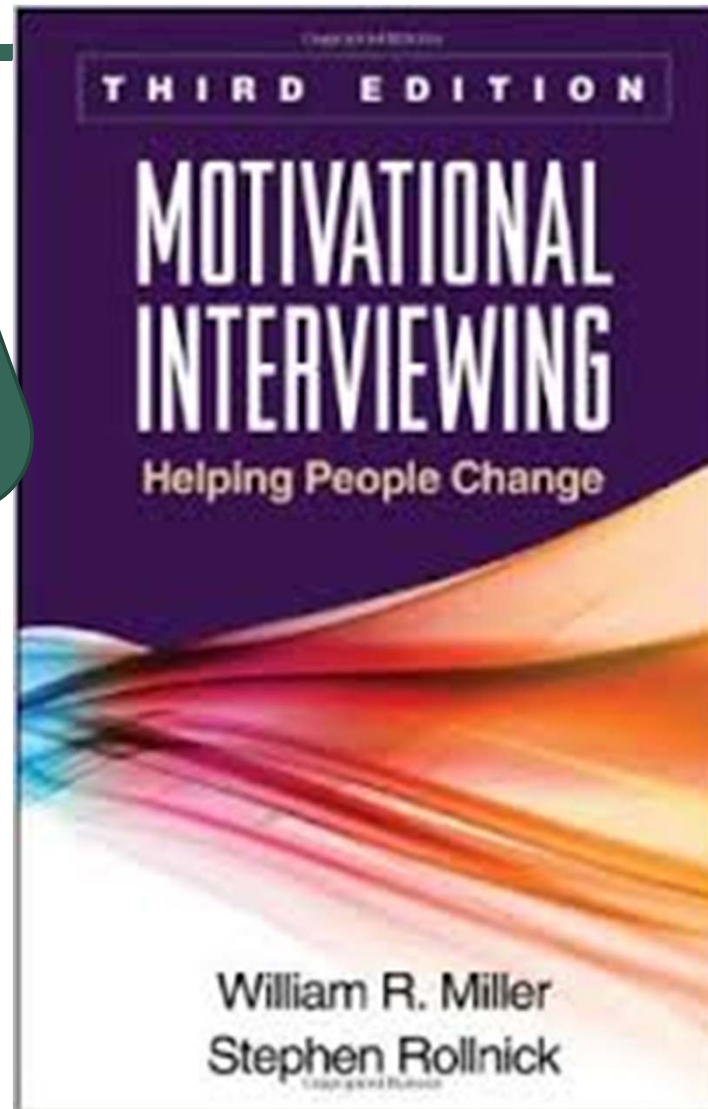
- A parent's involvement with the child welfare system is scary. It necessitates the parent opening up intimate details of their life to strangers who have real power over their lives; power to effect life-changing experiences.
- Parental emotions such as fear and shame inform each interaction, along with other isolating factors such as domestic abuse, substance use, and poverty.
- MI has been shown to help engage clients and enhance their motivation to use and complete services (including those related to child welfare) that can support them in making positive life changes!



*There is no way to make people like change.
You can only make them feel less threatened by it.*

Frederick Hayes

Motivational
Interviewing
3rd Edition



MI SPIRIT & ITS MIRROR

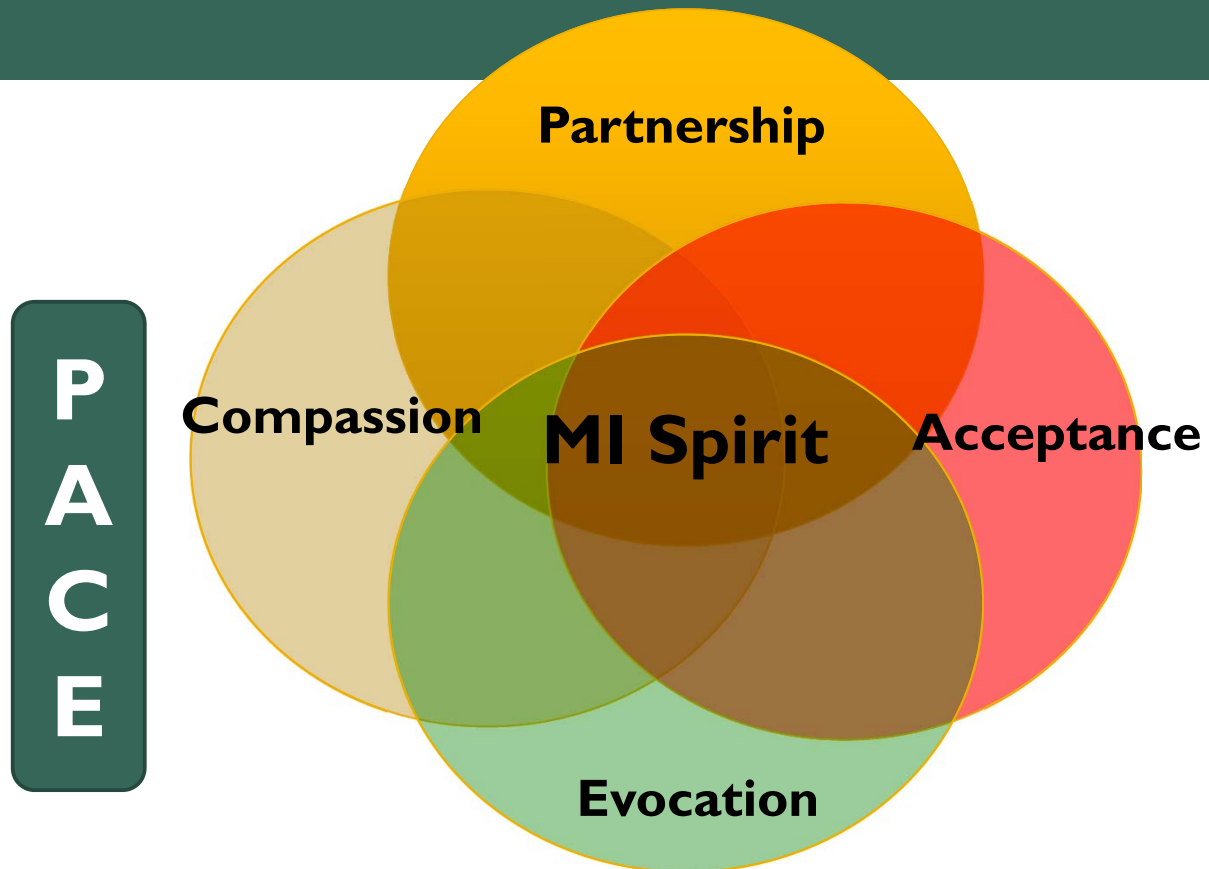
| | | |
|----------------------------------|--------------|---|
| Partnership/Collaboration | v.s. | Confrontation &/or Directive |
| Autonomy | v.s. | Authority |
| Compassion | v.s. | Lack of Empathy/concern |
| Evocation | v. s. | Education |



Motivational Interviewing Pyramid



THE UNDERLYING SPIRIT OF MI





WHAT IS MI SPIRIT?

Providing low-key feedback

- Rolling with resistance (e.g., avoiding arguments, shifting focus).
- Using a supportive, warm, non-judgmental, collaborative approach
- Conveyance of empathic sensitivity through words and tone of voice.
- Demonstrate genuine concern and an awareness of the client's experiences.
- Follow the client's lead instead of structuring the discussion according to the your agenda



FOUR FOUNDATIONAL PROCESSES OF MI

Planning Developing
commitment

Evoking Eliciting the client's own
motivations for change

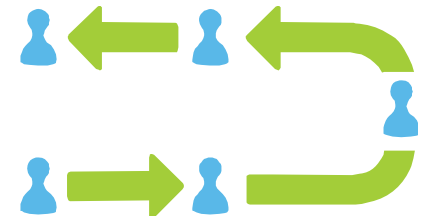
Focusing Developing and maintaining conversation
about change in a specific direction

Engaging Establishing a positive, helpful connection and working
relationship

THE FOUR PROCESSES OF MOTIVATIONAL INTERVIEWING

- ▶ *Engaging* skills (and re-engaging) continue throughout MI
- ▶ *Focusing* - not a one-time event; re-focusing is needed, and focus may change
- ▶ *Evoking* can begin very early
- ▶ “Testing the water” on *planning* may indicate a need for more of the above

The four processes are interwoven



OPIOID SCENARIO #1

- Glynis Parks is a 19-year old single mother who gave birth 9 months ago to a baby, Sara, who demonstrated *neonatal opioid withdrawal syndrome (NOWS)*.



OPIOID SCENARIO #1:

- A CPI arrives at the home of Ms. Parks to investigate a hotline report for possible neglect of baby Sara. The report alleged that the baby was living in filthy conditions amid piles of garbage, and urine-soaked bedding and clothing.



OPIOID SCENARIO #1:

While the house was somewhat in disarray, the worker noticed lots of recently laundered towels and clothing. Most of the “mess” appeared to be items in the process of being laundered.



DIRECTIONS



- With this brief scenario in mind, review the remaining slides that detail the initial conversation between the CPI and the parent.
- Each snippet of conversation will be repeated twice. Each first dialog slide will include a listing of possible MI principles and skills and you will be asked to identify the ones the CPI appears to be using. The second slide of the same conversation snippet will reveal the best answers.
- At the conclusion of this initial conversation, a closing slide will appear that includes a series of follow-up questions designed to guide the conversation in greater depth to a possible conclusion.

IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: Ms. Parks, I appreciate you taking time to let me come into your home. What do you know about why I am visiting you today?
- PARENT: My damn nosy neighbor who can't even take care of her own youngins probably made a report on me...
- CPI: I can see how that would be upsetting.

Which MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
- Develop discrepancies
- Support self-efficacy
- Softening sustain talk
- Chasing change talk
- Informing and advising
- Engage, Focus, Evoke, Plan



MI PROCESSES AND SKILLS

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- CPI: I can see how that would be upsetting.



MI Skills

- Open-end question
- Affirming
- Express empathy
- Engage

IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Are you kidding - of course it's upsetting. I'm pissed...and you are just looking for another way to make it hard on me after last week's court hearing.
- CPI: Ms. Parks, would it be okay with you if I offer a thought?
- PARENT: (Nodding) - I guess....

Which MI Skills

- Open-end questions
- Affirmations
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- PARENT: (Nodding) - I guess....



MI Skills

- Engage by asking permission
- Evoke

IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: Well, I am not seeing your housekeeping to be a problem right now; you seem to be in the process of getting a handle on your laundry. Would it be okay if I sit for a minute and have you help me finish up my report, so I can get out of your hair?
- PARENT: I'm pretty busy, so I don't want this to take too long.
- CPI: Right, and I want to be sure not to take too much of your time.
- PARENT: All right.

Which MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
- Develop discrepancies
- Support self-efficacy
- Softening sustain talk
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- PARENT: I'm pretty busy, so I don't want this to take too long.
- CPI: Right, and I want to be sure not to take too much of your time.
- PARENT: All right.



MI Skills

- Closed question
- Affirmation
- Reflection
- Express empathy
- Softening sustain talk
- Informing and advising
- Engage, Focus, Evoke



As the conversation continues, the CPI glances around the room and notices an empty beer bottle and two opioid pain medication prescription bottles (each with a different name and neither one matches members of the Parks' household).

IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: Thank you. One thing I need to mention that is of concern are the prescription opioid meds on your table with two different names (neither matching household members).
- PARENT: It's not what it looks like – my friend left her prescriptions here.
- CPI: Good to know - thanks. I would like to share what I am thinking when I see that, OK?
- PARENT: What?

Which MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
- Develop discrepancies
- Support self-efficacy
- Softening sustain talk
- Chasing change talk
- Informing and advising
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MI PROCESSES AND SKILLS

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- CPI: Good to know - thanks. I would like to share what I am thinking when I see that, OK?
- PARENT: What?



MI Skills

- Express empathy
- Develop discrepancies
- Softening sustain talk by asking permission
- Informing and advising
- Engage, Focus, Evoke

IDENTIFY THE PROCESSES AND MI SKILLS

- CPI: It comes across that those meds could be for your use, especially since two different names appear and you are the only adult living here.
- PARENT: Oh what... now you are going to bust this up just because of that?
- CPI: You are worried things are going to take a turn for the worse.
- PARENT: That's what usually happens.
- CPI: It is a concern; I want to be open with you, and I want to make sure I clear everything so you can move ahead without any further barriers. What do you think?

Which MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
- Develop discrepancies
- Support self-efficacy
- Softening sustain talk
- Chasing change talk
- Informing and advising
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- PARENT: That's what usually happens.
- CPI: It is a concern; I want to be open with you, and I want to make sure I clear everything so you can move ahead without any further barriers. What do you think?



MI Skills

- Partnering - Collaboration
- Open-end question
- Reflection
- Develop discrepancy
- Softening sustain talk
- Informing and advising
- Engage, Focus, Evoke

IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: I've never been able to keep up with what you people want no matter what I do. I never have anything to say about what happens anyway!
- CPI: You've been through a lot. You have an important job as a parent, and I really want to work together. Would it be okay for us to continue to help get things straightened out so that you can move ahead?
- PARENT: How are you going to work that miracle?

Which MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
- Develop discrepancies
- Support self-efficacy
- Softening sustain talk
- Chasing change talk
- Informing and advising
- Engage, Focus, Evoke, Plan



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MI Skills

- Closed question
- Affirmation
- Reflection
- Fostering collaborative relationship
- Express empathy
- Support self-efficacy
- Softening sustain talk
- Engage, Focus, Evoke

IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: One of the best ways to do that is to make sure we are doing everything possible to keep things safe for Sara.
- PARENT: I am a good parent! I take care of my baby - and I would never put her in any danger!
- CPI: Sara's safety is important to you. That is good to hear, and I see that you're doing good work with her. Could we talk about some valuable information about prescription medication?

Which MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
- Develop discrepancies
- Support self-efficacy
- Softening sustain talk
- Chasing change talk
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- Affirmation
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- Express empathy
- Support self-efficacy
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IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Oh...go ahead - you are going to do it anyway. And besides at least it's not heroin. My friend gave them to me and anyway prescription drugs are from a doctor so they can't be that bad.
- CPI: It sounds like you are concerned about heroin use and think taking a prescription drug prescribed to your friend is safe.
- PARENT: Yeah, I get why heroin can hurt me...but prescriptions are clean, right?
- CPI: You have that partially correct.

Which MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
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MI Skills

- Reflection
- Develop discrepancy
- Engage, Focus, Evoke

IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: What information do you have about how these medications are manufactured?
- PARENT: I know heroin has all kinds of “cut” in it and I told you, I’m done with that crap. Plus, you can overdose on it and I am all Sara has. Prescriptions are clean and safe.
- CPI: Sounds like you have a great understanding of the dangers of heroin and your priority is to be safe and healthy for Sara and yourself.
- PARENT: Exactly.

Which MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
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MI Skills

- Open-end questions
- Affirmations
- Reflections
- Chasing change talk
- Informing and advising
- Engage, Focus, Evoke

IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: How does the prescription medication fit in your health priorities?
- PARENT: Like I said it's clean-not a problem.
- CPI: Do you mind if we spend a few minutes talking about this further?
- PARENT: Fine.
- CPI: I think there's some important information that fit for both your health and family goals that you might want to be aware of moving forward.
- PARENT: (Nodding)
- CPI: Using a medication not prescribed for you can interfere with your goal to stay healthy and can be addictive. How does this information strike you?

Which MI Skills

- Open-end questions
- Affirmations
- Reflections
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- Express empathy
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MI Skills

- Open-end questions
- Develop discrepancies
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IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Is there anything else you plan to tell me about that?
- CPI: Your curiosity is positive, thanks. It is not uncommon for people who use prescription pain meds to have trouble with them. Some people take more than prescribed or take meds not prescribed to them putting them at risk for a substance use disorder. Are you with me so far?
- PARENT: Yeah.
- CPI: I know how hard you worked to overcome your addiction to heroin so you could be healthy and so you could be a good mother to Sara. Not only can an addiction to pain meds be just as dangerous to your health as heroin, but overdose is just as likely under certain circumstances.
- PARENT: I don't see how.

Which MI Skills

- Open-end questions
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IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: Your willingness to learn more shows you care about your health and Sara's wellbeing. You're aware from your previous experience, and you've probably considered, what happens if your friend suddenly stops giving the pain meds to you (e.g., she goes to jail, moves away, her doctor cuts her off). You shared with me how you hated feeling dope sick and were embarrassed when you were arrested at the hospital. When you look ahead, how might this play out for you?
- PARENT: I'm not gonna let that happen again.
- CPI: You are very sure that you will be able to handle taking medication given the risks involved to you and Sara.
- PARENT: I know I can handle myself.
- CPI: You are sure you have all the information you need.
- PARENT: I guess not.

Which MI Skills

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IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: There are some dangerous meds out on the street with random chemicals in them right now. Doctors are reducing prescriptions due to the number of overdoses. I know your first concern is Sara and for your health especially overdosing. I would like to help you avoid a negative outcome and certainly Sara losing you would be part of that. What are you thinking about all this?
- PARENT: I'm kind of numb.
- CPI: This is a lot to take in.
- PARENT: Yeah.

Which MI Skills

- Open-end questions
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IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: While I do have to report this situation, your willingness to talk with me honestly about this shows that you really do have your health and your daughter's wellbeing at heart.
- PARENT: I can't lose Sara.
- CPI: You really love her. Can we talk about some options you may have to support your goal of not losing Sara?
- PARENT: I guess.

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STAFF MEETING EXERCISE



With this case study in mind, individually or as a group, continue to “walk-through” a process that might continue where this one temporarily left off. Consider including how to use MI processes and skills to talk through the following:

- Discrepancies between the background and collateral information gathered/reviewed by the CPI and the parent’s account of the situation.
- How to introduce the potential need for a parent to get a SUD assessment and overdose prevention education/support.
- Options for ensuring child safety while the parent(s) is in the assessment process and treatment.

MI RESOURCES

- See child welfare MI training offering from Florida Certification Board (FCB) - third row below.

Child Welfare Series – This series is designed to assist child welfare professionals in their work with individuals and families affected by substance use and/or mental health issues.

- *Understanding Behavioral Health Issues, 2017* (3 CEUs)*
- *Assessment and Identification of Substance-Related and Mental Health Disorders* (2 CEUs)
- *Using Motivational Interviewing in Everyday Practice** (5 CEUs)
- *The Impact of Parental Behavioral Health Disorders on Children** (3 CEUs)
- *Developing a Comprehensive Response to Behavioral Health Issues** (4 CEUs)
- *Supporting and Sustaining Recovery** (2 CEUs)

MI RESOURCES

See MI handouts associated with this training module:

- Eight Stages of Learning Motivational Interviewing
- Three Essential Elements of Motivational Interviewing
- Four Processes...Another Look

FOR QUESTIONS, OR FOR ADDITIONAL INFORMATION

For additional opioid training modules:

- FADAA.org

For additional information about Florida's opioid treatment options, or other DCF opioid information:

Walter Castle LCSW, MCAP

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