



APPLYING MOTIVATIONAL INTERVIEWING (MI) SKILLS WITH PARENTS WITH OPIOID USE DISORDERS (OUD): #2

- 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 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

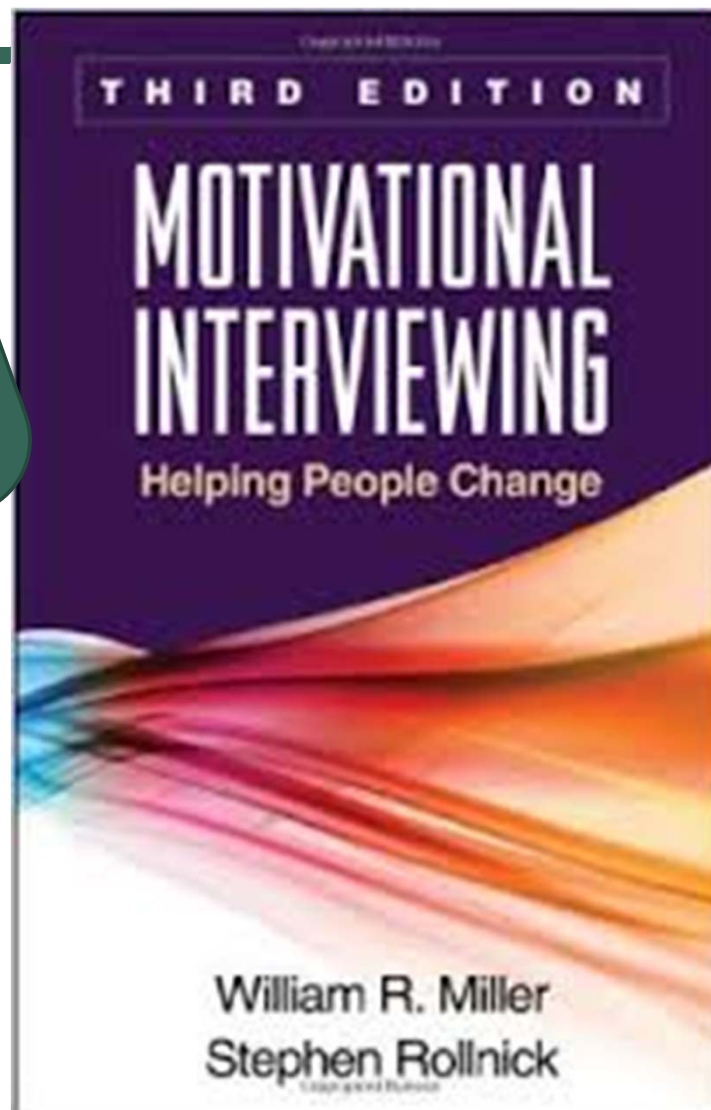
- A parent's involvement with the child welfare system is scary. It necessitates the parent opening up intimate details of their life to strangers who have real power over their lives; power to effect life-changing experiences.
- Parental emotions such as fear and shame inform each interaction, along 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

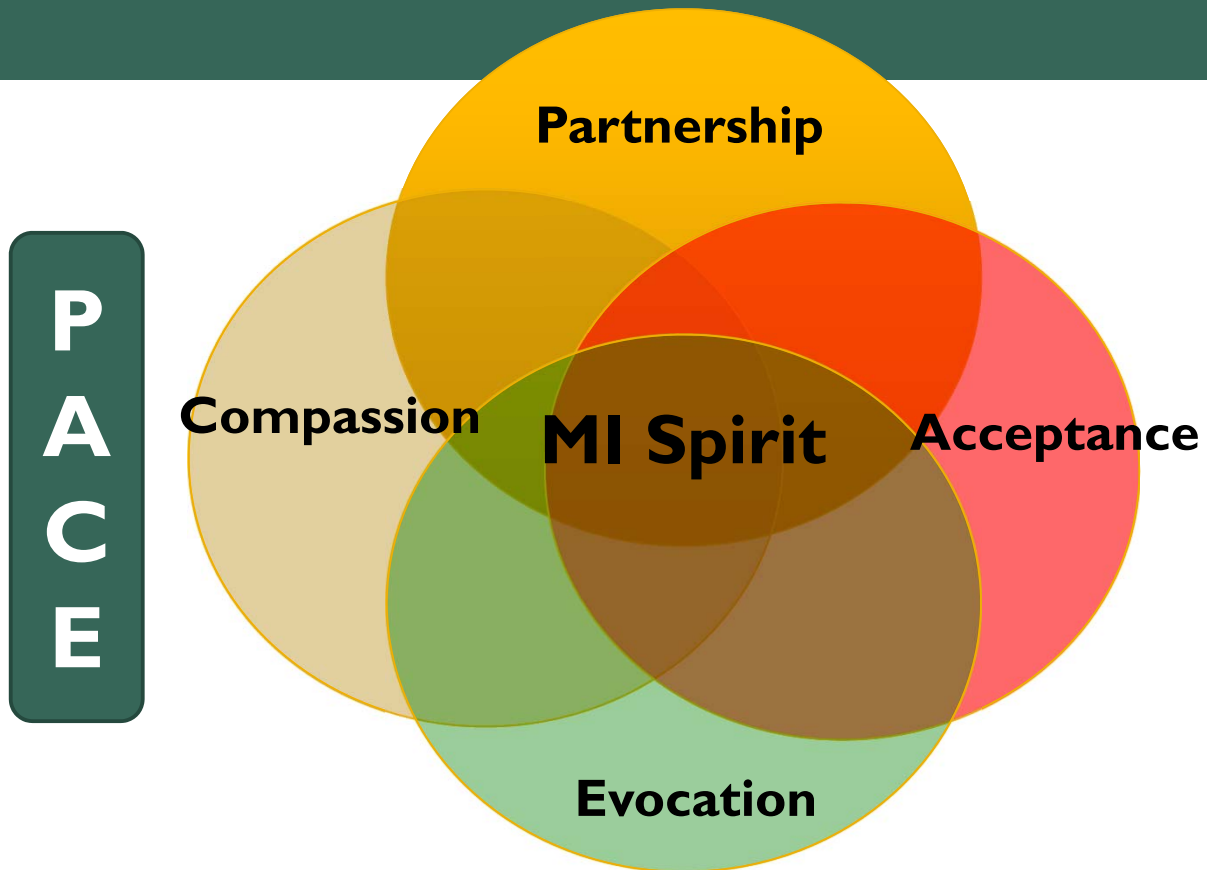
Partnership/Collaboration	v.s.	Confrontation &/or Directive
Autonomy	v.s.	Authority
Compassion	v.s.	Lack of Empathy/concern
Evocation	v. s.	Education



Motivational Interviewing Pyramid



THE 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

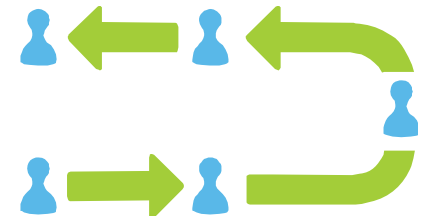
Focusing Developing and maintaining conversation
about change in a specific direction

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 inter-woven



SCENARIO #2 CONT:

- A CPI arrives at the home of Ms. Indah Kusuma to investigate a hotline report for inadequate supervision. The report alleged that the mother would leave her toddler alone for hours at a time.



CASE SCENARIO #2

- When the CPI meets the parent, Indah Kusuma a 24-year old single mother of a 18-month old toddler; for the first time, she notices that Ms. Kusuma appears to be in a fog, and is having a hard time following the whole conversation.



SCENARIO #2 CONT:

- Ms. Kusuma's toddler is asleep in a playpen in the corner of the room.



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.

INTRODUCTORY CONVERSATION

- CPI: Hi, Ms. Kusuma. I'm Judy Hall and I work with the Department of Children and Families (DCF). I'm here to complete a visit that we discussed on the phone a little while ago.
- PARENT: What? Who are you? I don't remember any phone call!
- CPI: I called you about 30 minutes ago to schedule this visit and explained that I need to follow up on a call that we received.

IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Wait, wait, wait – what are you talking about? I don't even know you! Where are you from?
- CPI: You need me to go slower. Here's my card. I'm responsible for following up when we get calls that indicate that a child may be at risk.

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

- Reflection
- Engage
- Informing/Advising

IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: No, no, no, - that can't be right – look – my baby is sleeping and he's not at risk at all. I was about to lay down myself in a bit. You better not wake him up – he was up all night last night, and I work late too.
- CPI: You do look tired. What else is going on?

MI Skills

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MI Skills

- Express empathy
- Open-ended question
- Evoke

IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT:What do you mean what else – why are you even here?
- CPI: Ms. Kusuma could we sit for a minute? I would like to take this slower; you seem to be having some difficulty right now.Your pupils look very small.
- PARENT:You think I am a mess – well for sure I have been up all night and I have no help around here. And my baby is teething!

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MI Skills

- Express empathy
- Engage
- Observation

IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: Things are difficult for you right now.
- PARENT: I don't know about difficult – I'm just really tired what with working, and being up with him all night.
- CPI: I am glad you mentioned that, because I'm seeing you not able to really work with me here today. What do you make of that?

MI Skills

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MI Skills

- Reflection
- Expressing empathy
- Open-end questions
- Evoke, Focus

IDENTIFY THE MI SKILLS

- PARENT: Do you have kids? I bet not. This is my first baby.
- CPI: You are concerned that I really do not understand your daily life.
- PARENT: Yeah – and then you come in here with this...this card – and say somebody told you that I am a lousy mother!

Which MI Skills

- Open-end questions
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- Reflections
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MI Skills

- Expressing empathy
- Reflection
- Engage
- Evoke

IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: You are worried about being judged on your parenting skills.
- PARENT: Well... Yeah.
- CPI: I do want to work with you to resolve the report. We do have some choices. One thing I am concerned with is that we are having trouble communicating.
- PARENT: Well when you just pop in on someone...
- CPI: You feel ambushed.

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MI Skills

- Develop Discrepancy
- Express Empathy
- Complex Reflection
- Softening Sustain Talk
- Engage

IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Right...I do!
- CPI: I would like to work with you to assure that things here in your home are safe for you and your baby, if that is okay with you. How would you like to go about that?
- PARENT: I told you nothing is wrong!

MI Skills

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MI Skills

- Asking Permission
- Open Question
- Engage
- Focus

IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: Ms. Kasuma, what do you make of it that a good parent like yourself would have had this reported to my agency?
- PARENT: I just don't know.
- CPI: You are confused by this. How would you like to continue?

MI Skills

- Open-end questions
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MI Skills

- Open-end question
- Develop discrepancy
- Complex reflection
- Asking permission
- Evoke, Focus

IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Don't know.....
- CPI: I will need to make a report today. What concerns me most is that you are having difficulty staying focused in our communication today.
- PARENT: I am just so tired., that's all.
- I am concerned about opiate use. I am going to request that you have a screen completed to make sure that you are okay to be here alone with your baby. Hopefully we will be able to sort this out soon..What do you think?
- PARENT: I don't need a screen.

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MI Skills

- Inform/Advise
- Open-ended question
- Develop discrepancy

IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: You are convinced that everything's okay with you. I understand your point. May I share my dilemma with you?
- PARENT: Nodding
- CPI: I am unable to leave until we have the screen completed to make sure you are okay.
- PARENT: Damn!
- CPI: You are very upset. I am going to step away for a moment and get in touch with my supervisor, and then we will get things started, okay?

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MI Skills

- Open-ended question
- Reflection
- Inform/Advise
- Engage Focus, Evoke, Plan

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, if any.
- 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:

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