



APPLYING MOTIVATIONAL INTERVIEWING (MI) SKILLS  
WITH PARENTS WITH OPIOID USE DISORDERS (OUD): #3

- 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!

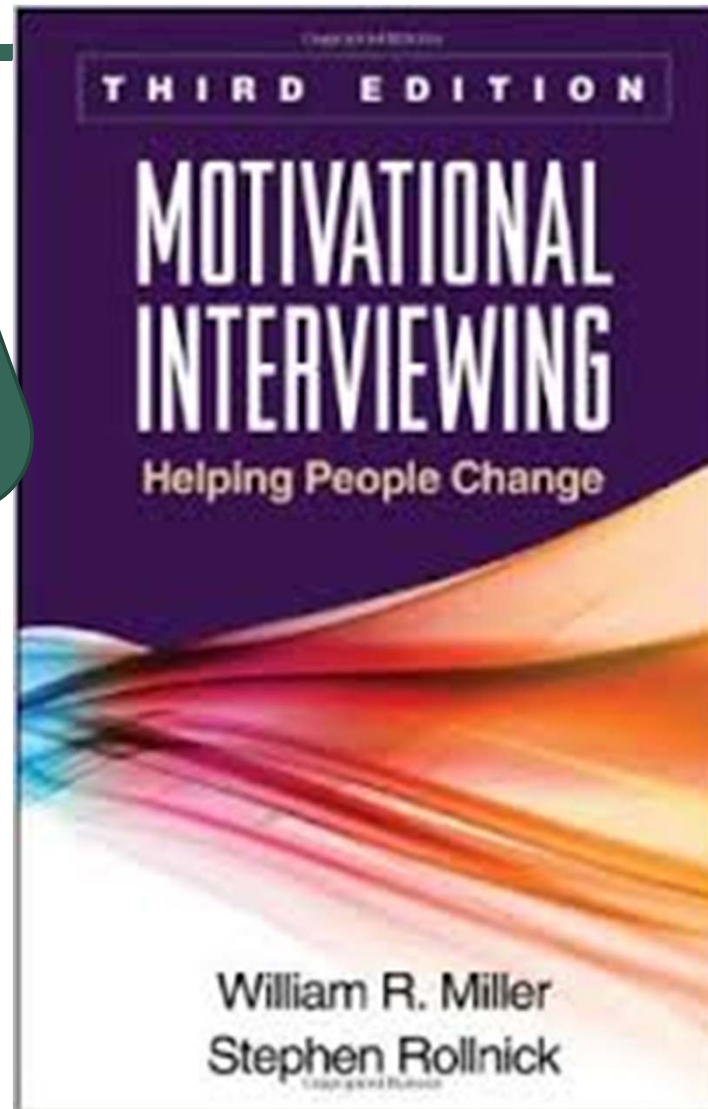


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*There is no way to make people like change.  
You can only make them feel less threatened by it.*

Frederick Hayes

Motivational  
Interviewing  
3<sup>rd</sup> Edition



# MI SPIRIT & ITS MIRROR

<b>Partnership/Collaboration</b>	<b>v.s.</b>	<b>Confrontation &amp;/or Directive</b>
<b>Autonomy</b>	<b>v.s.</b>	<b>Authority</b>
<b>Compassion</b>	<b>v.s.</b>	<b>Lack of Empathy/concern</b>
<b>Evocation</b>	<b>v. s.</b>	<b>Education</b>



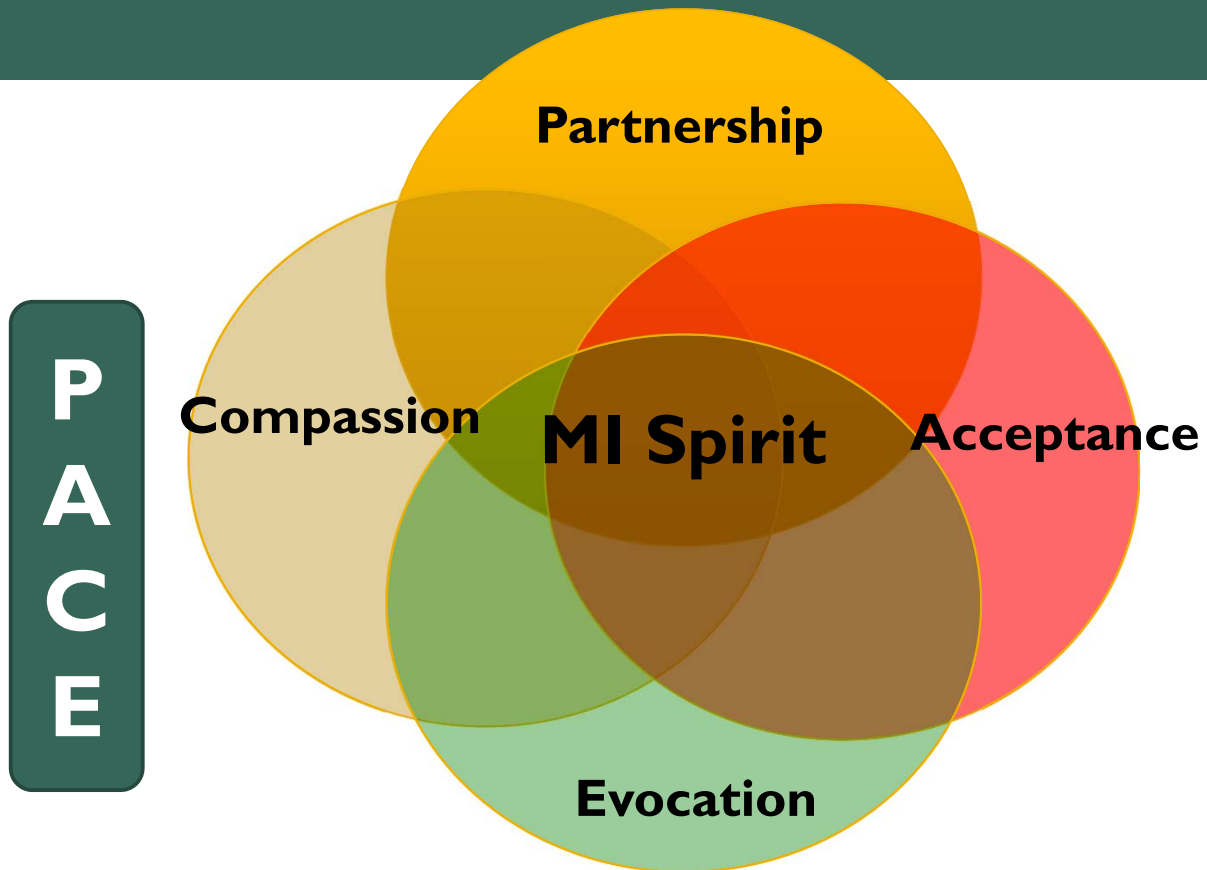


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# Motivational Interviewing Pyramid



## 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

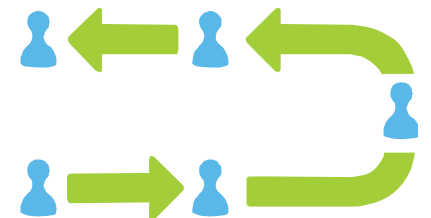
**Focusing** Developing and maintaining conversation  
about change in a specific direction

**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



## CASE SCENARIO #3

- A CPI arrives at the home of Ms. Tanya Lopez to investigate a hotline report of neglect. The report alleged that the child is living in filth.





## SCENARIO #3 CONT:

The CPI meets with the Ms. Lopez in their living room. Alejandro is 2 years of age, is very active, and is running around the house.

# 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: Hi Ms. Lopez, I'm Nina Karas from the Department of Children and Families (DCF) here today to follow up on a report. Would it be okay to take a few minutes to visit?
- PARENT: Well...you're here. What's the problem?
- CPI: The report is specific about a concern about housekeeping.

### 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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- PARENT: Well... you're here. What's the problem?
- CPI: The report is specific about a concern about housekeeping.



### MI Skills

- Engage
- Question (closed)
- Informing

## IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Yeah, well what's new - I can't get anything done since Alejandro started walking cause he's so active. I was just going to start cleaning then I got sick with this sinus infection and I've been really sick.
- CPI: You are not surprised at all about the report. You have a lot going on with being sick and keeping Alejandro out of trouble.
- PARENT: Right...and what's the problem with the mess if I'm making sure he is not in trouble.

### **MI Skills**

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
- Develop discrepancies
- Support self-efficacy
- Softening sustain talk
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## MI PROCESSES AND SKILLS

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- CPI: You are not surprised at all about the report. You have a lot going on with being sick and keeping Alejandro out of trouble.
- PARENT: Right... and what's the problem with the mess if I'm making sure he is not in trouble.



### MI Skills

- Reflection
- Affirming
- Express empathy
- Engage

## IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: I would like to share something with you if that's okay.
- PARENT: Fine.
- CPI: What do you know about the process for a call to check out a housekeeping concern?

### 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

- CPI: I would like to share something with you if that's okay.
- PARENT: Fine.
- CPI: What do you know about the process for a call to check out a housekeeping concern?



### **MI Skills**

- Engage (asking permission)
- Open-ended question
- Focus, Evoke

## IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Well I know that some people – the nosy ones - have too much time on their hands.
- CPI: You're not sure this is warranted.
- PARENT: Who does this crap anyway?

### MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
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- Develop discrepancies
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## MI PROCESSES AND SKILLS

- PARENT: Well I know that some people – the nosy ones - have too much time on their hands.
- CPI: You're not sure this is warranted.
- PARENT: Who does this crap anyway?



### MI Skills

- Complex reflection
- Evoke
- Softening sustain talk



## IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: What I can tell you is someone who cares usually shares a concern with our office and we are required to follow up to see if there is a problem.
- PARENT: Oh.
- CPI: Now that you know that, what is your reaction?

### **MI Skills**

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
- Develop discrepancies
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### **MI Skills**

- Informing/Advising
- Open-end question
- Evoke, Focus

## IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Who made the call?
- CPI: I can't give out that information. I can tell you that this should take about 30 minutes. Would it be okay to get started?
- PARENT: Sure, let's get this over with, I gotta get busy to get lunch.

### MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
- Develop discrepancies
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### MI Skills

- Informing
- Focus
- Softening sustain talk
- Question (Closed)



The CPI then notices a spoon, a cap, and what appears to be a dirty cotton ball on a living room end table. The underside of the spoon that is visible appears charred.

## IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: So, my observation is that the housekeeping concern is significant, and it looks like you may need some help getting things back in shape. I believe we can help in that if you would like. In addition, I notice a spoon, a cap, and a dirty cotton ball. What can you tell me about that?
- PARENT: Oh - my cousin was here yesterday, and those are hers.
- CPI: What concerns would you have about that?

### **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 Skills

- Informing/advising
- Expressing empathy
- Developing discrepancy
- Open-end questions
- Evoke, Focus

## IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: She took off her makeup there and left the cotton, and the spoon was from her ice cream and the cap, well I'm not sure I know what to say about that.
- CPI: When I see these items together, my concern goes toward heroin use, especially with the spoon being charred a bit. We are seeing a rise in opioid use in this area. What do you make of that?
- PARENT: Well, I guess the spoon could be old or have been near the grill.

### 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

- Develop discrepancies
- Open-end question
- Informing/Advising
- Engage, Evoke, Focus

## IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: May I share my thoughts?
- PARENT: I guess (quietly)
- CPI: I want to make sure you and Alejandro are safe and healthy. Having the charred spoon, cap and cotton indicates something dangerous in your home.
- PARENT: I know why you said that. You think that stuff belongs to me. It definitely doesn't. I used to have a drug problem a long time ago, but I saw what it did to my friends, so I quit using.
- CPI: Sounds like you know a lot about this and that you understand the connection between drugs and problems. I'd like to hear more about how you were able to stop.

### MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
- Develop discrepancies
- Support self-efficacy
- Softening sustain talk
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### MI Skills

- Engage (Ask Permission)
- Express empathy
- Develop discrepancies
- Affirm
- Reflection
- Chasing change talk
- Evoke, Focus, Evoke

## IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: I went to treatment and it was a really cool residential program but they detoxed me and then made me go to all these counseling sessions and I did not feel well at all- I was really sick and I couldn't focus on my recovery. I kept thinking about using all the time. I finally bounced and now I can't go back.
- CPI: You recognized you had a problem and got to treatment. It must have been hard to try to do everything right and not feel well. What substances were you using at the time?
- PARENT: Yeah - mostly heroin. I hated being sick. I don't ever want to feel that way again.

### **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

- Affirmation
- Reflection
- Support self-efficacy
- Open-end question
- Chasing change talk
- Engage, Evoke, Focus

## IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: What do you know about people who are not able to finish treatment?
- PARENT: Not much except for my friend Elena who was here yesterday.
- CPI: A high percentage often experience craving and it becomes difficult to not end up using again. What worries do you have about this happening to you?
- PARENT: I have Alejandro now and I can't risk losing him to go back to treatment.
- CPI: You love your son very much and you don't want to be separated from him. On the other hand, not going to treatment carries risks as well. What are some risks as you see it in your life?
- PARENT: (Nodding) Living like this is not safe.

### **MI Skills**

- Open-end questions
- Affirmations
- Reflections
- Summaries
- Express empathy
- Develop discrepancies
- Support self-efficacy
- Softening sustain talk
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- PARENT: (Nodding) Living like this is not safe.



### MI Skills

- Engaging
- Open-end questions
- Affirming
- Double-sided reflection
- Informing
- Chasing change talk
- Evoke, Focus

## IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: You are concerned about safety if nothing changes and you and Alejandro continue to live here. Actually because of the opioid drug crisis, there are new programs available that will provide special medication that helps people with opioid addictions both feel better AND not have so many cravings. The treatment has a very high success rate, especially when it is combined with counseling and recovery support. Can I tell you more about this?
- PARENT: You might as well. In case I need it again someday.
- CPI: The fact that you are taking an interest in making sure you are healthy and also, so you can be a good parent to Alejandro, is remarkable. (NOTE - CPI then describes the treatment opportunities in detail and that the recovery support component helps parents with everyday needs like safe housing).

### **MI Skills**

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

- Complex reflection
- Informing/Advising
- Closed question
- Affirming
- Chasing change talk
- Engage, Evoke, Focus, Plan

## IDENTIFY THE MI PROCESSES AND SKILLS

PARENT: Well, what about Alejandro?

CPI: There are even some programs that parents can come to with their children, if you are interested.

PARENT: Okay, that sounds good.

To get started, we will set up an assessment so we can make sure we have the best match for you and Alejandro. If it's okay with you, I would like to start there.

PARENT: Yeah....

CPI: Setting up a meeting with a case manager this afternoon would be the first step.

PARENT: I guess so, especially if they can help me get out of this dump and scary neighborhood. It's hard to stay clean in this place.

CPI: You want what is best and you believe in yourself to do this again. I will do everything I can to support you. This time the program might be better able to help you with the discomfort that goes with opioid use so you can focus on your recovery.

### MI Skills

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- Affirmations
- Reflections
- Summaries
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### MI Skills

- Informing/advising
- Support self-efficacy
- Chasing change talk
- Reflection
- Summary
- 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](http://FADAA.org)

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

Walter Castle LCSW, MCAP

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