

**BREAKING NEWS**  
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YOUR NUMBER ONE SOURCE FOR HEADLINES

# OPIOID CRISIS

25,000 DEATHS  
IN THE LAST

APPLYING MOTIVATIONAL INTERVIEWING (MI) SKILLS  
WITH PARENTS WITH OPIOID USE DISORDERS (OUD): #4

SOCIAL  
more than 90  
after

reassure  
community that patients  
become addicted to  
pain

understand  
deaths due to  
overdoses have act  
underrep

- 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 skills offered in response to a case scenario;
- Compare their identification of MI responses to the ones offered in the case scenario; and
- Consider MI skills that specifically address parental opioid use.

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

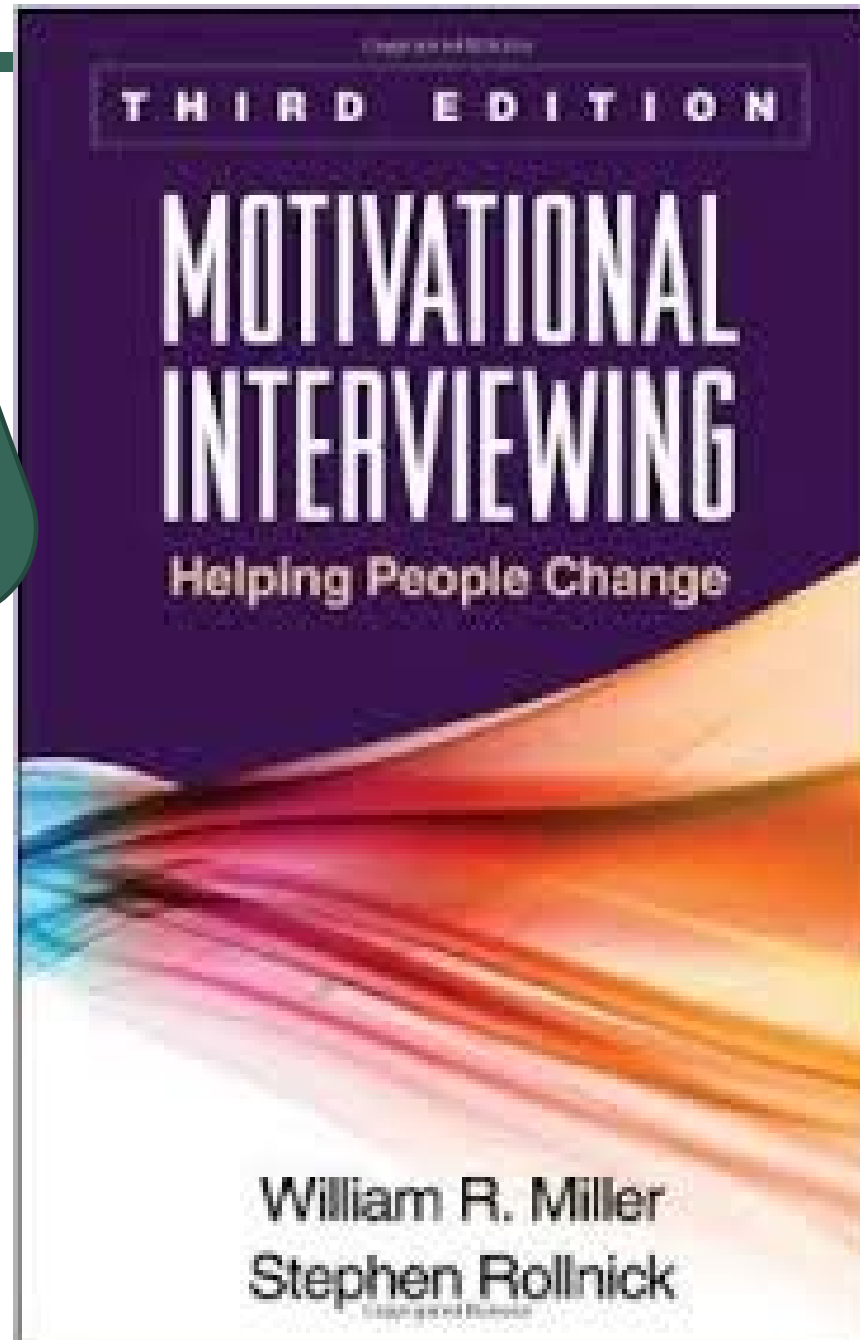
- A parent's involvement with the child welfare system is scary. It necessitates the parent opening up intimate details of their life to strangers who have real power over their lives; power to effect life-changing experiences.
- Parental emotions such as fear and shame inform each interaction, along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



# MI SPIRIT & ITS MIRROR

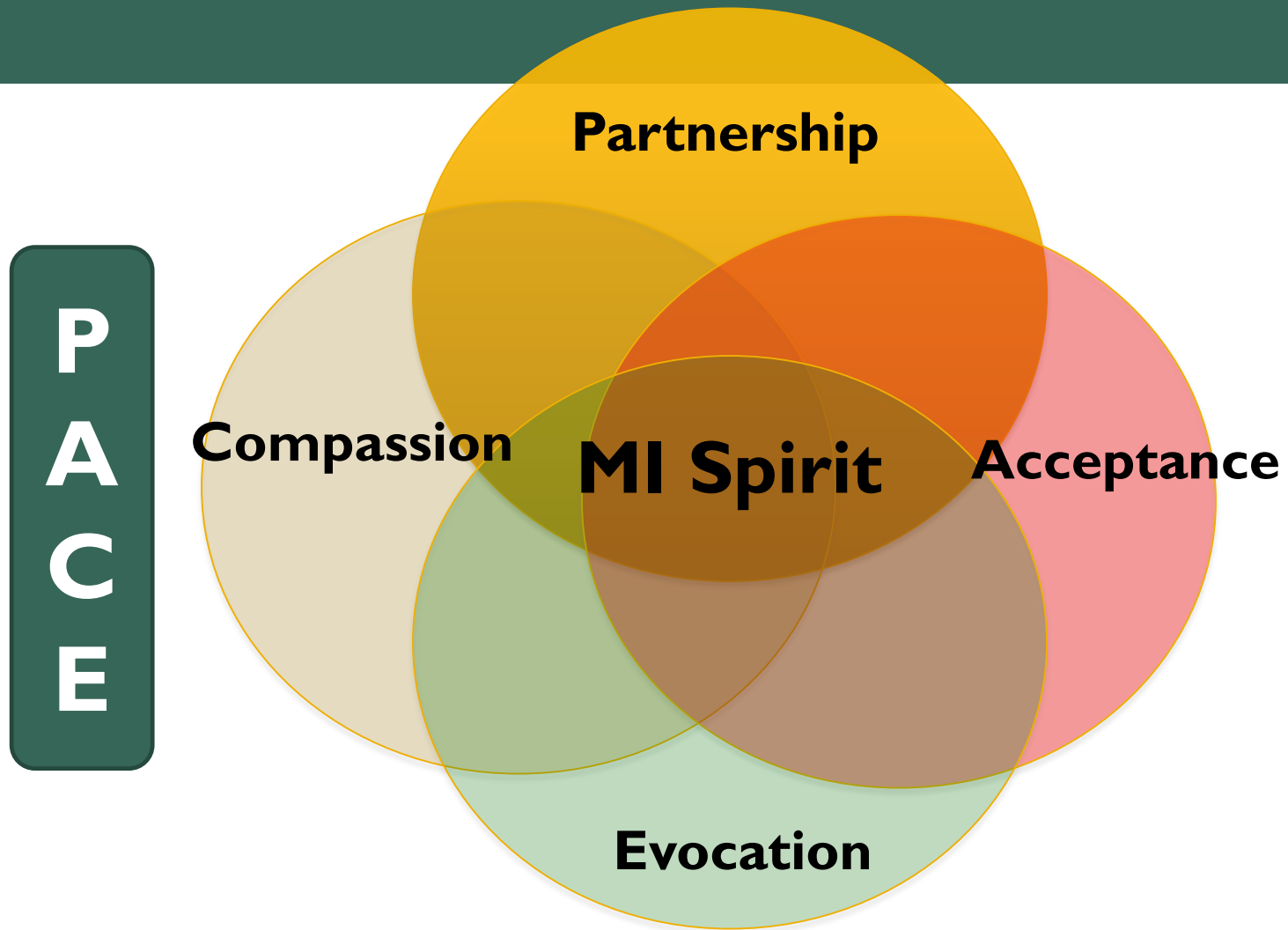
<b>Partnership/Collaboration</b>	<b>v.s.</b>	<b>Confrontation &amp;/or Directive</b>
<b>Autonomy</b>	<b>v.s.</b>	<b>Authority</b>
<b>Compassion</b>	<b>v.s.</b>	<b>Lack of Empathy/concern</b>
<b>Evocation</b>	<b>v. s.</b>	<b>Education</b>



# 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

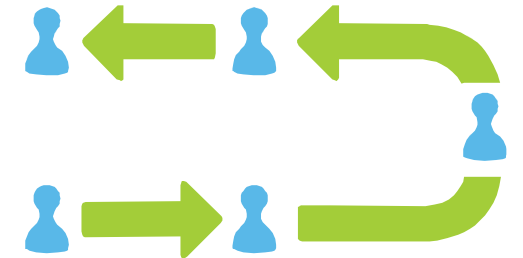
## Engaging

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 interwoven



## CASE SCENARIO #4

- Ms. Chandra Adams is a divorced 31-year old mother of a 13-year old girl, and an infant daughter. She is the subject of a hotline report.



## SCENARIO #4 CONT:

- A CPI arrives at the home of Ms. Adams to investigate a hotline report for “strange people coming in and out of the home at all hours of the day and night and frequent sounds of a young girl and baby crying.”



## SCENARIO #4 CONT:

- When the CPI meets the parent, Chandra Adams for the first time, she notices that the house is very sparsely furnished; there are no electronics or furniture (except for a broken chair and a couple folding lawn chairs). There is a lot of trash in the house and a sink full of dirty dishes.



# DIRECTIONS



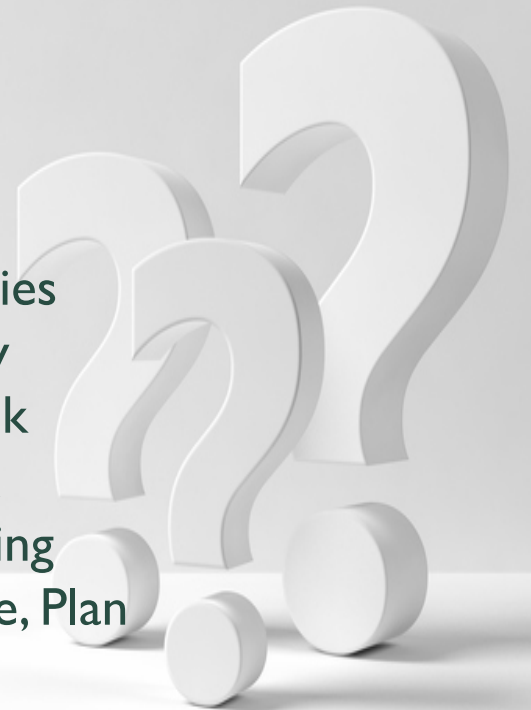
- With this brief scenario in mind, review the remaining slides that detail the initial conversation between the CPI and the parent.
- Each snippet of conversation will be repeated twice. Each first dialog slide will include a listing of possible MI principles and skills and you will be asked to identify 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: Hello Ms.Adams, my name is Sue Holt - I would like to talk to you today if that is okay with you.
- PARENT:What's this all about?
- CPI: I'm from the Department of Children and Families (DCF) and I've been asked to follow up on a call received about possible safety risks in your home. I imagine you have some questions.

## 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

- Informing/Advising
- Engage, Focus, Evoke

# IDENTIFY THE MI PROCESSES AND SKILLS

PARENT: Yeah. What's going on anyway?

CPI: Thanks for talking with me about this. The report states a concern about a high level of traffic coming and going from the house. Please fill me in.

PARENT: I'll fill you in - I have some nosy neighbors – we have some friends coming around – no more than anyone else on this block. There is no problem in having friends, I should hope!

## MI Skills

- Open-end questions
- Affirmations
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## MI PROCESSES AND SKILLS

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### **MI Skills**

- Open-end questions
- Informing/Advising
- Engage, Focus, Evoke

# IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: I need to complete a quick walk through and check on safety. Would it be okay if we sit and talk when I'm finished? I would like to keep this as open as possible.
- PARENT: Go ahead if you have to.
- CPI: This won't take too long.

## MI Skills

- Open-end questions
- Affirmations
- Reflections
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- CPI: This won't take too long.



## MI Skills

- Informing/Advising
- Engage (asking permission)
- Focus

# IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Okay - I have to get ready to go somewhere pretty quick.
- Doorbell rings - voice from the open screen door - Chandra? It's Derrick...you home?
- CPI: I will wait for you to get that before I start.

## MI Skills

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

- Engage (showing respect)

# IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: No need...that is my boyfriend's brother – he's just here to pick up something.

(Note: The CPI completes the tour.)

- CPI: Ms.Adams, where can we sit to review the results?
- PARENT:All we have are these lawn chairs.

## MI Skills

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

- Open-end question
- Engage

# IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: That's fine. There are some concerns that I have observed. How would you like to go about this?
- PARENT: Let's hear it.
- CPI: It is important to let you know we will put together a plan to address the concerns. How does that sit with you?

## MI Skills

- Open-end questions
- Affirmations
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## MI Skills

- Open-end questions
- Informing/Advising
- Engage, Focus, Evoke

# IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Fine - cause there's nothing wrong here except nosy neighbors.
- CPI: You are confident that everything here is safe for your children. I would like to review the assessment if that is okay, and I want to be accurate so that you clearly understand what safety concerns I have observed.
- PARENT: Oh please...

## MI Skills

- Open-end questions
- Affirmations
- Reflections
- Summaries
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PARENT: Oh please...



## MI Skills

- Reflection
- Informing/Advising
- Develop discrepancies
- Softening sustain talk
- Engage, Focus

# IDENTIFY THE MI PROCESSES AND SKILLS

- I'm going to ask for you to hang with me on this. There are some things that will need your attention. Safety concerns are serious and I would like your permission to go over the issues and come up with a way to move forward. Thoughts?
- PARENT: If you must...I have a hard time getting past who called me in.
- CPI: It feels like you are in the spotlight. I can see where you are at on that and it's normal to have that reaction.

## MI Skills

- Open-end questions
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## MI Skills

- Open-ended question
- Affirm
- Complex reflection
- Express empathy
- Engage, Focus, Evoke, Plan

# IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: Hope so...
- CPI: Ok to move ahead? (Nod yes - from parent)  
Thanks...so here is what I need to let you know. I will start with not much furniture, no bed for your older daughter, no crib for the baby. I am only seeing the barest of essentials, no television, or electronics; your baby needs attention for a diaper change. In addition, the trash that is all around is a safety concern as is the sink full of dirty dishes.
- PARENT: (Defensively) I can't afford much more, and I have only been here 2 months. The baby is fine - I will take care of that diaper as soon as you leave. What do you expect?

## MI Skills

- Open-end questions
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## MI Skills

- Engage
- Informing/advising

# IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: I would like to propose a couple of things to get the situation resolved. Would that be something you are interested in?
- PARENT: If it will get you out of my hair.
- CPI: This is not pleasant for you. I hope we can work together to resolve this avoid continuing problems. Here is what I am going to propose - that we put together a plan to get things straightened up in the house for safety and to make sure your baby is getting consistent care. The plan would include some follow-up visits. When the situation improves, we can discuss any additional ways to handle this. What this means is that I will open a case file and I would like to be able to close this out within 6 weeks. How does that work for you?

## MI Skills

- Open-end questions
- Affirmations
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## MI Skills

- Closed and open-ended questions
- Reflection
- Express empathy
- Evoke, Focus, Plan

# IDENTIFY THE MI PROCESSES AND SKILLS

- PARENT: It's not something I really agree with.
- CPI: You are not interested in working on this, even though this may put you at risk for possible court involvement.
- PARENT: Who said anything about the court? What the hell is this, anyway?

## MI Skills

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

- Reflections
- Developing discrepancies
- Evoke

# IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: You are surprised by all of this. Ms. Adams, a report that results in the concerns I have observed is serious and I am bound to assess safety and to assist you to decide on a plan of correction. That is for you to decide. Unless we can agree on a plan to move it forward satisfactorily this could become a situation where the court intervenes. What are you thinking right now?
- PARENT: That this is BS.
- NOTE: At this point, Chandra's 13-year-old daughter comes in the front door, realizes her television is gone, and starts crying while demanding to know why her mom keeps selling things. Then she runs from the house.

## MI Skills

- Open-end questions
- Affirmations
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## MI Skills

- Reflections
- Softening sustain talk

# IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: Ms.Adams, I will need to follow up with your daughter. What else can you tell me? What Is there anything else you want me tell me?
- PARENT: She's just mad that I sold her tv to pay rent.
- CPI: She's upset about losing things that were important to her and perhaps worrying what else might be next.
- PARENT: Yeah but I gotta keep a roof over my head. If I didn't do that you would be on my case for that too. I can't win.
- CPI: It seems like no matter what you do you can't win.

## MI Skills

- Open-end questions
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## MI Skills

- Inform/Advise
- Open-ended questionquestion
- Complex reflection
- Express empathy
- Engage, Evoke

# IDENTIFY THE MI PROCESSES AND SKILLS

- CPI: I am showing here that you are receiving automatic child support and economic assistance that would be sufficient to cover your rent and basic needs. What can you tell me about that?
- PARENT: I don't know. Things are expensive.
- CPI: You have a lot going on right now. I want to resolve this and I want to be straight with you. There is more going on than it looks like on the surface.
- PARENT: (Begins to cry) I might as well tell you. My daughter will anyway. I was in a car accident a few years ago and my doctor put me on pain meds. My doctor suddenly cut me off 6 months ago and I got dope sick real bad.
- CPI: I'm so sorry. Tell me more. I think I can help.

## MI Skills

- Open-end questions
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## MI Skills

- Express empathy
- Reflections
- Develop discrepancies
- Engage, Evoke

# 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](https://www.fadaa.org)

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

Walter Castle LCSW, MCAP

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