

MOTIVATIONAL INTERVIEWING

Using Motivational Interviewing to contemplate change and create dialogue in a restorative community

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DEFINING RESTORATIVE

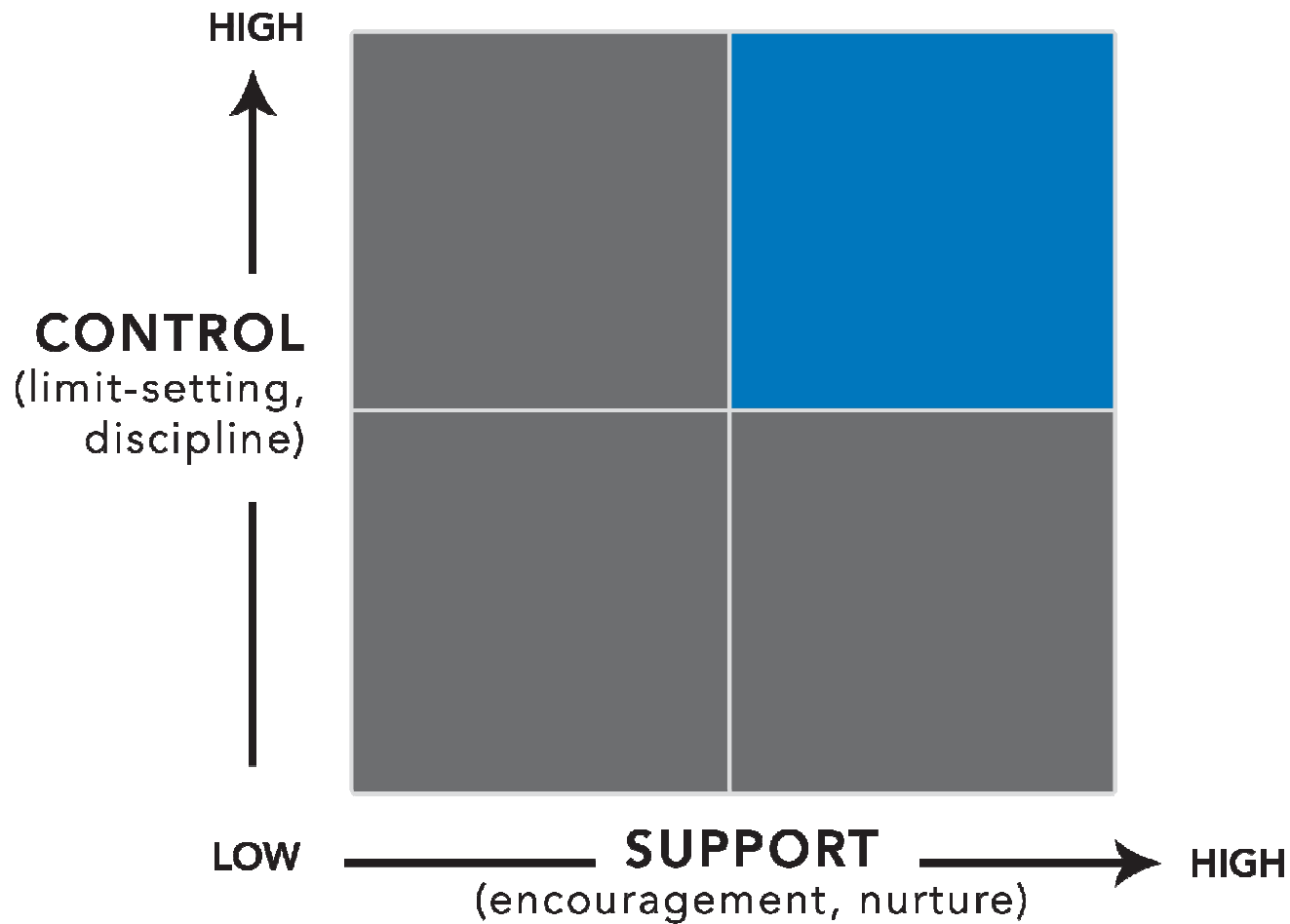
- Restorative practices (RP) is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making.
- Incorporates the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.
- Supporting Framework: Social Discipline Window, Restorative Justice Typology, Restorative Practices Continuum, Nine Affects, Compass of Shame and Fair Process, Essential Elements.
- Practice came before theory.

(Wachtel, 2012)

DEFINING RESTORATIVE - POSSIBILITIES - RELATIONSHIPS

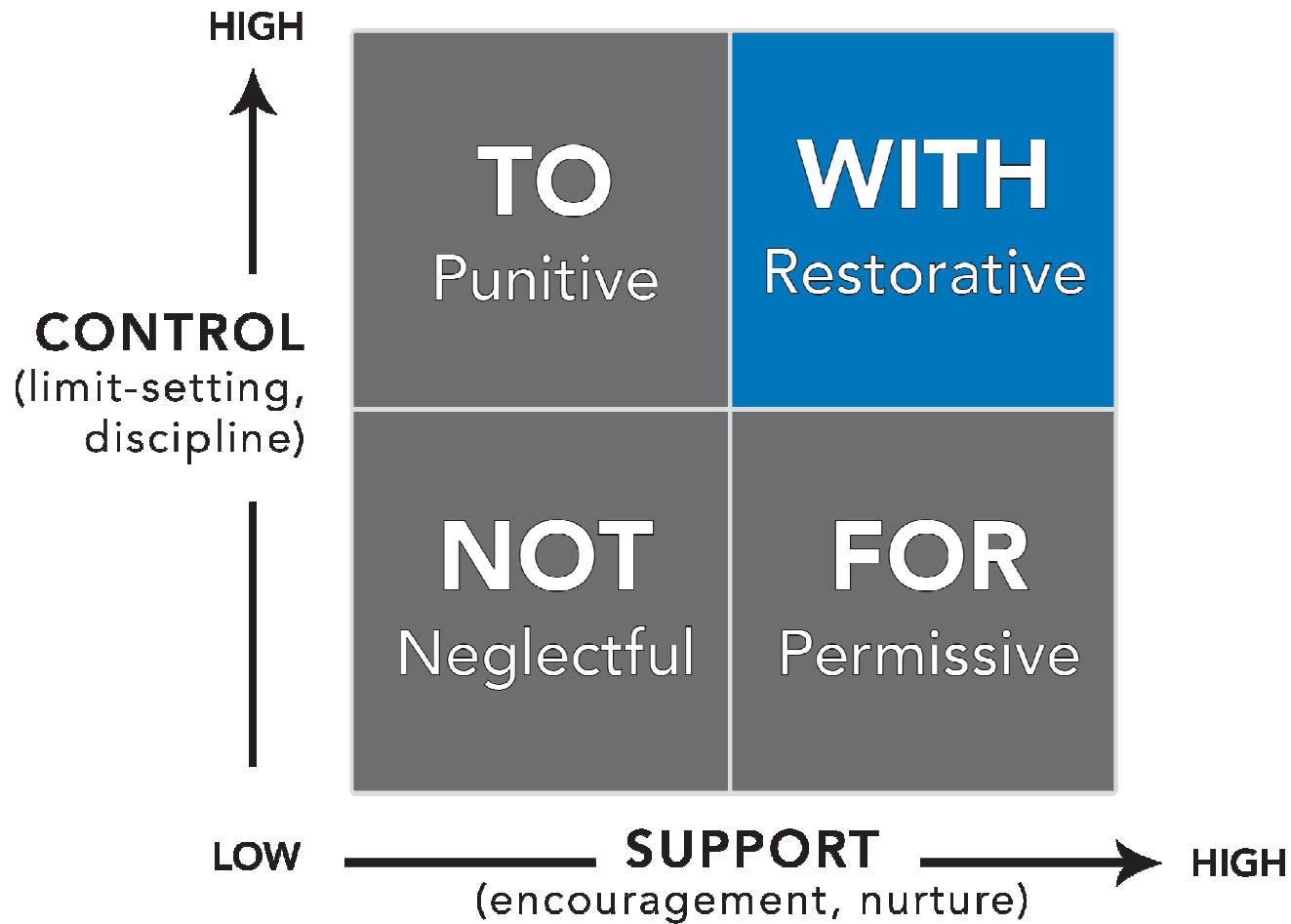
- Provides a relational framework that focuses on building, sustaining and restoring relationships - this guides your practice.
- Offers a common language and practice that you can share with co-workers, youth and families.
- Assists you to become more explicit, consistent and purposeful in your practice.
- Allows you to help others to build their own capacity to work things out... creates opportunities for individuals to learn how to take responsibility and be accountable.

SOCIAL DISCIPLINE WINDOW



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

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FUNDAMENTAL HYPOTHESIS

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them.

RESTORATIVE PRACTICES CONTINUUM

informal

formal

affective
statements

affective
questions

small impromptu
conversation

circle

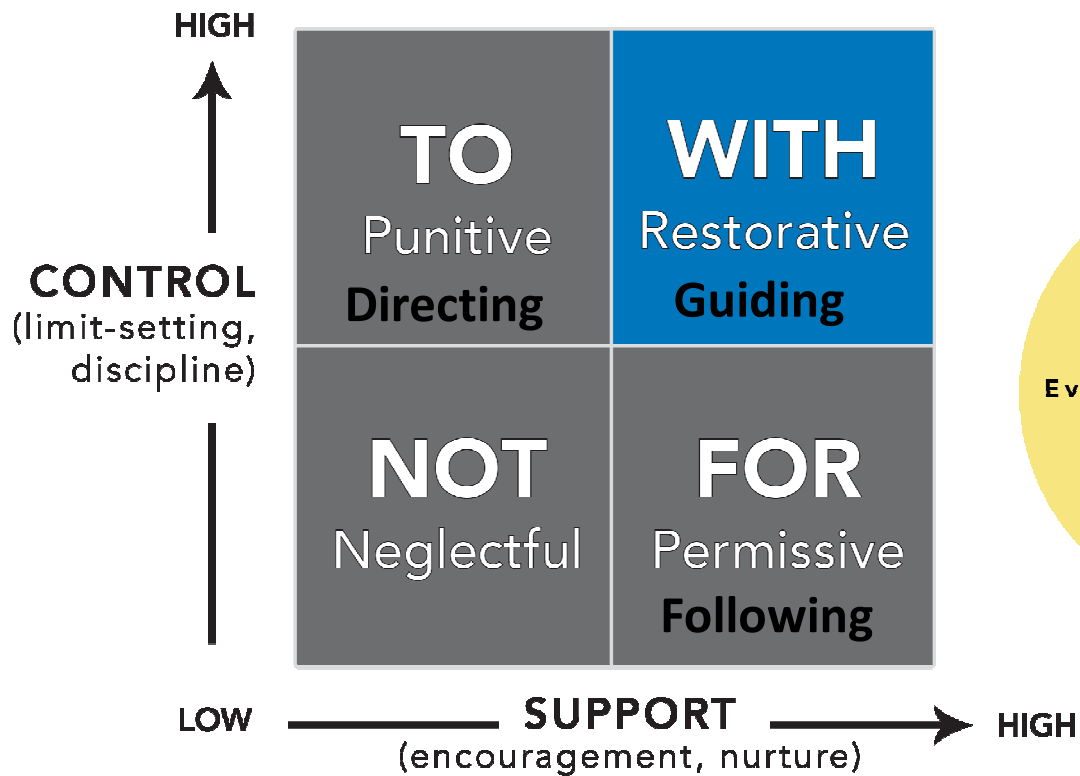
formal
conference

SPIRIT OF MI: PACE

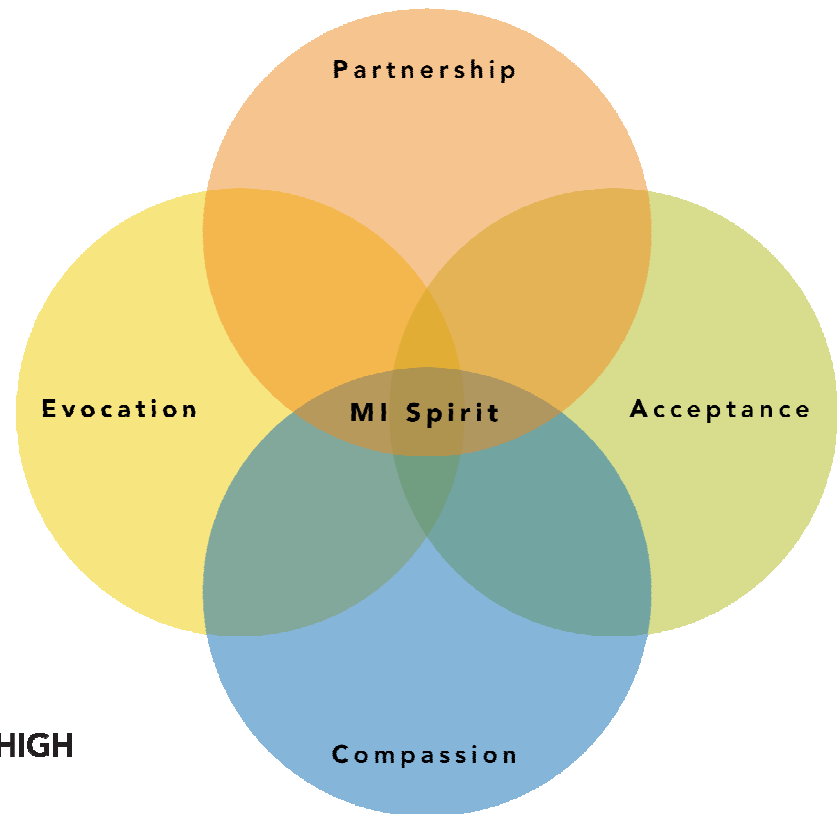
- **P**artnership: Working with youth and families in a partnership.
- **A**cceptance: Four person-centered conditions: Absolute worth, Accurate Empathy, Autonomy Support, and Affirmation
- **C**ompassion: To actively promote the other's welfare, to give priority to the other's needs. An awareness of what is of benefit to the client.
- **E**vocation: The resources for change and motivation are presumed to reside within the individual. We want youth and families in an active-speaking role, rather than in a passive listening role.

(Miller & Rollnick, 2013)

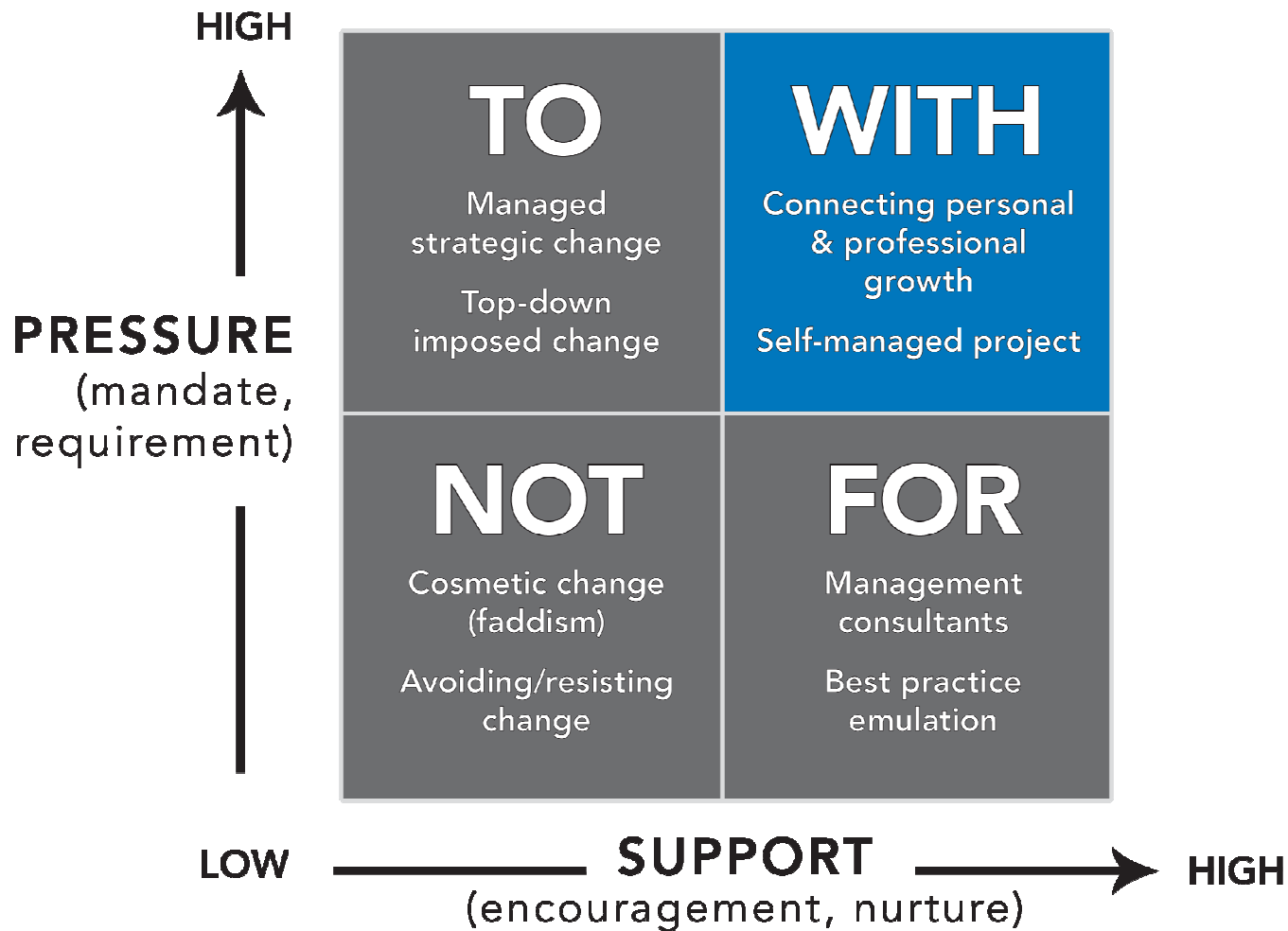
BLENDING OF RESTORATIVE PRACTICES AND MI



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IMPLEMENTATION: ORGANIZATIONAL CHANGE WINDOW



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COMMUNITY SERVICE FOUNDATION/BUXMONT ACADEMY

- 47 Full time employees and 79 Part time employees
- Non-profit founded in 1977
 - 6 private academic schools (1 elementary, 5 middle/high school)
 - Referrals from school districts and juvenile court
 - 3 foster homes
 - Licensed drug and alcohol outpatient program
 - Restorative reporting centers as an alternative to placement
 - Family Group Decision Making
 - Restorative Conferences
 - Referrals from juvenile court and child welfare

TIMELINE

- 2011- Agency wide professional development
- October 2015 – Began developing a 2 day professional development event blended Motivational Interviewing and Restorative Practices.
- February 2016 – Engaged the CSF/Buxmont Staff about MI and implementation
- May 2016 – Teambuilding about MI SPIRIT
- July 2016- 2 day professional development
- September 2016 – Booster Spirit
- October 2016 - 2 day professional development
- October 2016 – Booster Spirit
- February 2017 2 day professional development
- April 2017 – Booster
- June 2017 – Coaches Identified
- 2016-2017 School year- monthly observations

PROFESSIONAL DEVELOPMENT LEARNING OBJECTIVES

- Understand the stages of learning Motivational Interviewing (MI)
- Identify and Explain the Stages of Change and how this theory relates to Motivational Interviewing (MI)
- Demonstrate core Motivational Interviewing (MI) skills through practice
- Discuss how Motivational Interviewing (MI) integrates into the Restorative Practices Framework

FIRST YEAR OBSERVATIONS

- Initially the focus was strictly observation
- Specifically looking for demonstration of the spirit, alignment with RP, and core skills
- Gave feedback to MI consistent and inconsistent language
- Identified themes
- Varied motivation and skill levels from site to site
- Lack of leadership support
- Counselors wanted tangible prompts (MI Cards)

LESSONS LEARNED

- Leadership, leadership, leadership
- More strategic about coding
- More intentional about learning groups
- Homework
- Be supportive and curious to issues of complacency
- Capitalized on early excitement

SUCSESSES

- 2 day professional development
- Introducing MI to the restorative practices community and visa versa
- Training compliance
- Coding with immediate feedback and reflection
- Hearing: “Glad you are here, I have some questions”
- Incorporating MI goals in employee evaluations
- Curiosity from staff
- Being at the ICMI conference

LOOKING FORWARD

- Introducing MI to teachers July and August
- Coaches training August
- Coding RP and MI
- Leadership and supervision training
- Exploring MI and group dynamics
- Include our students in building skill sets
- Applying all we learned from ICME

QUESTIONS, FEEDBACK, SUGGESTIONS...

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