

**Society for Prevention Research  
24<sup>th</sup> Annual Meeting  
San Francisco, CA**

**Pre-Conference Workshop III**

**Date: Tuesday, May 31, 2016**

**Time: 8:30 am – 5:00 pm**

**Motivational Interviewing Training and Assessment System for Educational Applications**

**Organizer:** Jon Lee, PhD, University of Cincinnati

**Presenters:**

John Lee, PhD, University of Cincinnati, Andy Frey, PhD, University of Louisville, Keith Herman, PhD, and Wendy Reinke, PhD, University of Missouri

**Description:**

Motivational interviewing (MI; Miller & Rollnick, 2012) is a goal-oriented style of communication that has been leveraged by several educational research groups as a guiding framework for developing intervention protocols (Frey et al., 2014; Reinke, Herman, & Sprick, 2011; Strait, et al., 2012), and improving implementation fidelity of well-established interventions (Lee et al., 2014; Reinke et al., 2012). The promise of MI for changing adolescent and adult behavior within the context of school-based intervention is generalizable to Evidenced Based Practices (EBP) in a variety of prevention science contexts, such as mental health services and home visitation programs. Enabling the transfer of MI's full impact and advantages into these settings is a promising strategy, yet this outcome will likely depend on the extent to which prevention science researchers and service providers implement the approach competently. While the application of MI in community mental health settings has demonstrated promise (Romano, & Peters, 2015; Smith, Stormshak, & Kavanagh, 2015), relatively little is known about the feasibility of establishing MI competency, or how to evaluate it, outside the context of substance abuse therapy (e.g., in educational contexts).

The purpose of this workshop is to improve the understanding of MI applications, with an emphasis on: the theoretical and empirical base related to MI, training practitioners, and measuring the quality of MI practice, for researchers and practitioners. The Motivational Interviewing Training and Assessment System (MITAS) presented in this pre-conference workshop is applicable across applications with teachers, parents, and adolescents, and it is assumed participants will be familiar with MI literature and strategies prior to attending. As a result of the workshop, participants will gain knowledge and resources to support MI-based research in the context of prevention science research with adolescents, teachers, and parents. Participants may acquire foundational skills related to the spirit and micro-skills that define the MI based coaching approach. The workshop will include case examples, video examples, modeling, and role-plays to achieve learning outcomes.

**Learning Outcomes**

This full-day workshop will focus on providing researchers knowledge and resources critical to MI training and assessment. At the completion of the workshop, participants will be able to:

Describe applications of MI to develop interventions and improve implementation of existing EBPs.

1. Articulate the logic, spirit, and micro-skills associated with the MI approach.
2. Develop procedures to train and provide ongoing support for interventions for which MI skill is a component of implementation fidelity
3. Develop assessment procedures to document MI skill as a component of implementation fidelity

**Target Audience:** Researchers or practitioners interested in using MI, alone or in combination with other approaches, to develop new interventions or to improve implementation fidelity of existing EBPs through coaching procedures.

This workshop may not be as beneficial to those individuals with advanced training in motivational interviewing.

**Materials:** A workshop guide, outlining the framework and skills practiced will be provided.

**Outline of workshop:**

All four presenters will lead individual sections of the training, and all will participate in performance-based feedback to participants during the practice portion of the training.

- 1) Background
    - a) Brief History of MI
    - b) Brief description of school-based MI applications
  - 2) A Taste of Motivational Interviewing (participatory role play)
    - a) What is Motivational Interviewing?
- [Break]
- 3) MI Skills and Processes
  - 4) Lunch
  - 5) Interventionist support
    - a) Initial training to develop MI competency
    - b) Performance feedback to develop MI proficiency
  - 6) Assessment
    - a) MI competency
      - i) *Written Assessment of Simulated Encounters-School Based Applications* (WASE-SBA; Lee, Small, & Frey, 2013)
      - ii) *Video Assessment of Simulated Encounters-3-School Based Applications* (VASE-3; Lee, Frey, & Small, 2013)
    - b) MI proficiency
      - i) Performance feedback procedures
      - ii) Motivational Interviewing Treatment Integrity Tool (Moyers, et al., 2014)
  - 7) Conclusion

**Presenters:**

**Jon Lee, PhD** is an Assistant Professor of early childhood education at the University of Cincinnati, having just begun fourth full year in a tenure track position. Jon's previous appointments included serving as an instructor in the schools of education at Bellarmine University, and the University of Louisville. Jon has worked to advance the conceptual

framework to guide coaching practice and research in school-based settings and prioritizes his research to explore the theoretical components, as well as activities and skills that form this conceptualization. Jon possesses a significant amount of experience and expertise in the use of motivational interviewing in school-based applications, is a member of the Motivational Interviewing Network of Trainers (MINT) and has applied these skills in the development and innovation of multiple lines of inquiry. His current work focuses on the application of the framework being presented here in various educational applications with maternal infant and early childhood home visitation programs, post secondary academic coaching, and with the parents and teachers of primary aged children through IES funding mechanisms as a co-investigative researcher (R324A150179, PI: Frey), sponsored research and research supported by the University of Cincinnati.

**Andy J. Frey, PhD**, is a professor at the Kent School of Social Work at the University of Louisville (UofL). He coordinates the School Social Work Specialization Program and has earned several awards for teaching, including the Distinguished Teaching Professor Award (UofL) and the Gary Lee Shaffer Award for the Academic Contributions to the Field of School Social Work (School Social Work Association of America [SSWAA]). In addition, Andy is the recipient of the prestigious 2015 Outstanding Scholarship, Research and Creative Activity Award in Social Sciences from the University of Louisville. He also has an active research agenda focusing on the provision of school-based mental-health and school social work services, mental-health consultation in early childhood, and the First Step to Success early intervention program. He has several publications related to school social work services. Dr. Frey is a coauthor of *Motivational Interviewing in Schools: Strategies for Engaging Parents, Teachers, and Students*, which is the first book on applying MI throughout the school environment to help psychologists, counselors, school social workers, and other school-based professionals improve the effectiveness of their practice. Additionally, he was the principal investigator of a recently completed U.S. Department of Education- funded (R324A09023) grant to integrate MI into the First Step to Success early intervention program, and is the principal investigator of a newly awarded grant to investigate the efficacy of the same program (R324A150179).

**Wendy Reinke, PhD** is an Associate Professor in Educational, School, & Counseling Psychology department at the University of Missouri with primary research interests in training and supporting school personnel to deliver effective practices with a particular interest in personnel use of evidence-based social behavioral and emotional interventions. I am PI or Co-PI on nearly \$8 million in active federal research grants including two large scale group randomized evaluations of training and coaching programs to support elementary school (PI: Reinke, R305A100342) and middle school (PI: Herman, R305A130143) teachers' use of effective classroom management practices and a developmental project to create and evaluate a web-based approach to support school-based coaching practices (PI: Reinke, R305A130375). I am the co-developer of the Classroom Check-Up, a teacher coaching and consultation model. Additionally, I am co-author on three books and two chapters related to coaching practices and over 60 peer-reviewed publications.

**Keith Herman, PhD**, is Professor in Educational, School, & Counseling Psychology department at the University of Missouri with primary research interests in training and supporting school personnel to deliver effective practices. I am PI or Co-PI on nearly \$8 million in active federal research grants including two large scale group randomized evaluations of training and

coaching programs to support elementary school (PI: Reinke, R305A100342) and middle school (PI: Herman, R305A130143) teachers' use of effective classroom management practices and a developmental project to create and evaluate a web-based approach to support school-based coaching practices (PI: Reinke, R305A130375). I have advanced training in qualitative research methods and have served as lead methodologist on several peer-reviewed papers. I am co-developer of the Classroom Check- Up, a teacher coaching and consultation model. Additionally, I am co-author on two books related to coaching practices and over 85 peer-reviewed publications.