Trainer's Notes:
W-2 Case Management: Participant Motivation for Change

Purpose
This session will cover skills and practices necessary for a person-centered approach to W-2 case management that draws out and strengthens participant motivation for change

Upon completion of this training, you will be able to:

- Define key concepts of Motivational Interviewing applicable to W-2 case management
- Apply the Motivational Interviewing "OARS" model in a case management setting
- Identify and encourage "Change Talk" from W-2 applicants and participants
- Use tools and strategies of Motivational Interviewing in W-2 case management

Materials:

- Laptop & Speakers
- LCD Projector
- Flip Chart and Markers (if desired)
- Handouts for Activities
- Participant Guide / TN
- "Making Case Management Work" book (Dr. Ford)
- Dr. Ford video clip / MI Demonstration Video (on DVD)
- Evaluations

Participants Should Bring:

Printed Participant Guide

Trainer Agenda

8:30 AM – 9:00 AM
Registration

9:00 AM – 9:15 AM
Welcome and Introduction to the Day (including objectives)

9:15 AM – 10:15 AM
Motivation & "Taste of MI" Activity

10:15 AM -10:30 AM
Break

10:30 AM – 10:45 AM
Motivational Interviewing & Key Elements

10:45 AM – 11:55 AM
Listening, OARS - Open Ended Questions (with activity) and Affirmations (with activity)

11:55 AM – 1:00 PM
LUNCH

1:00 PM – 1:45 PM
OARS - Reflections (with activities) and Summarizing (with activity)

1:45 PM – 2:10 PM
View example interview and identify MI Practices used by the interviewer

2:10 PM – 2:30 PM
Change Talk

2:30 PM – 2:45 PM
Break

2:45 PM - 3:05 PM
Evoking/Responding to Change Talk

3:05 PM - 3:35 PM
Scenario Practice in groups of 3 with individual debrief

3:35 PM - 3:45 PM
Large group reactions to exercise

3:45 PM - 4:00pm
Summary and Evaluations

Case Management and Change

In past training sessions, we have identified case management as a change process and shared principles from Dr. Ford's book.

Motivation is a key to making lasting changes in behavior.

In the short video clip, Dr. Ford talks about motivation. Her belief is that the challenge in case management is to find the motivation that already exists in participants, not create it in them, because that is something we cannot do.

Ask the group how they do that, or if they believe it is possible. The theory certainly can help explain our struggles and frustrations as we try to motivate people.

Motivation

Review Dr. Ford's definition of motivation. **Ask** for other examples of possible motivating factors from the class.

Possible Responses:

- A feeling of self-worth/self-respect
- Social acceptance

The first paragraph on this page is not a detailed discussion of resistance, but an acknowledgement that it exists. Most attempts to combat it directly are not successful.

The second paragraph introduces "ambivalence." An ambivalent person sees both the benefits and costs of making a change. You may wish to give the following (or a similar) illustration, or ask for an example from the class to further illustrate it.

> "An individual has been diagnosed with Type II diabetes. His doctor recommends that he start a program of regular exercise as it would help him manage his blood sugar levels more effectively. Although the individual understands the benefits of exercise on his health, exercise hasn't been a regular part of his life in the past. He is able to come up with several excuses for not starting and winds up doing other things even when he has planned to exercise."

Another way to express motivation is in terms of how "ready, willing and able" a person is to make a change. Perhaps some people are able, but not yet ready or willing, and therefore change is unlikely to happen.

The third paragraph defines our goal for this class – learning how to discover and encourage the motivation our participants have within themselves.

Review each of the "traditional" approaches used to "motivate" people. For each, you may wish to ask for examples where we try to use these in W-2 case management.

Possible examples:

- "Insight" – "You know, work is the best way to provide for your family."
- "Knowledge" – "Work provides you a lot more income than you'd ever get from W-2."
- "Skills" – "We can show you how to do a successful job search."
- "Suffering/Fear" – "If you don't cooperate with the job search requirement, your W-2 case will close."

You should **acknowledge** that some of these approaches may work from time to time with some people, but most often they produce the opposite effect.

The graphic on the page illustrates a hierarchy of motivation based on the research of Dr. Brown and Dr. Ryan. (Dr. Brown is a professor at Virginia Commonwealth University. Dr. Ryan is a professor at the University of Rochester, New York.) They have participated jointly in several studies on motivation.

Explain that the base of the pyramid represents motivation with little or no effectiveness in producing lasting change (from no motivation at all to the example of solely wanting to please others). It continues on up to the "reward" factor (which may include avoiding a negative or penalty), but all of these are external or "extrinsic." The most effective motivators are those that are internal or "intrinsic."

External (Extrinsic) Motivation

Ask the class to create a list of external motivating factors. Record these on a flip chart or on a computer/projector.

Examples may include:

- Pleasing someone else
- Peer pressure
- Avoiding criticism or lectures
- Wanting to be accepted by a group
- An authority figure telling the individual what to do
- Avoiding penalties or sanctions

It is not that external motivators will never produce change. Sometimes they do, but it usually is not lasting.

Attempts to use external motivators may run up against the "Paradox of Change," which is explained in the PG.

Ask class if they ever have experienced a situation in case management or in other areas of their life where the "Paradox of Change" has surfaced.

Internal (Intrinsic) Motivation

Ask the class to create a list of internal motivating factors. Record these on a flip chart or on a computer/projector.

Examples may include:

- Perceived importance of the change
- Consistent with the participant's values
- Pride in accomplishment
- Desire for money/material things
- Desire for comfort/safety
- Desire for independence

Intrinsic motivation is not a trait, but a state; a state of being ready, willing and able to change.

Ask the class which types of motivation they think would be most meaningful and why.

Research has shown that change based on internal motivating factors is much more likely to be sustained.

Ask the class for examples of W-2's programmatic motivators. **Ask** if they are internal or external. *They may be seen as largely external.*

Introduce the term "Motivational Interviewing." Don't explain a lot about it at this point. Begin the "An Example-Part One" activity on the next page.

An Example - Part One

The purpose of this activity is to give participants a chance to experience the feelings of the "opposite" of Motivational Interviewing.

Divide the class into pairs. Have each pair review the directions for the activity on the page. After they determine who will be the speaker and who will be the Case Manager, allow about 3 minutes for the conversation to take place, then have the partners switch roles so each can experience both sides of the conversation.

Debrief

Ask how it felt from the speaker's perspective. You may wish to collect the adjectives they use to describe it on a flip chart or on a computer/projector.

Is this at least partially a reflection of some common case management approaches?

Point out that this is definitely NOT Motivational Interviewing. After exploring reactions and feelings for a few minutes, move into the second part of the activity on the next page.

An Example - Part Two

The purpose of this activity is to give participants a chance to experience the feelings of a conversational approach that uses some aspects of Motivational Interviewing.

Using the same pairings as in Part One, proceed with the second part of the exercise as explained in the PG. Again, allow about 3 minutes after the conversations begin, then have the partners switch roles.

Debrief

Ask how it felt from the speaker's perspective. Again, you may wish to collect adjectives on a flip chart or computer/projector.

Focus on how this conversation differed from the first one.

Ask whose responsibility was it in the second interaction to come up with solutions? (the speaker)

Ask what did the Case Manager really do in this example?

- Listen
- Guide the speaker's thought process
- Reflect the speaker's own reasons for changing

Summarize and compare responses on both flip chart pages. **Point out** that both conversations were between the same two people, yet produced far different interactions. The differences had to do with the approach being used.

Note that this approach incorporates some elements of Motivational Interviewing.

Motivational Interviewing

Review the background information about MI.

- Used in health care, counseling, education
- Started in the 1980s
- Increases the likelihood of positive outcomes
- The goal is behavior change

Stress that MI is an evidence-based practice. It has been studied extensively and been shown to be effective.

The picture of the book shown is Miller and Rollnick's book about Motivational Interviewing. We don't use the book directly in this class, but if trainees are interested in learning more about MI, they can look for the book in stores, online or in local libraries. The third edition of the book was published late in 2012.

Discuss the focus of and definition of MI shown in the PG.

Ask the class to think about W-2 case management in the light of the last statement on the page. Are there participant behaviors in W-2 case management that could be targeted?

Review the MI facts.

- It has been shown in studies to take less time and be more cost effective than other approaches to motivating change (**note** that in an analysis of 119 studies of MI in a variety of practice areas, 50% of participants showed minimal to moderate change and 25% showed strong change)
- It is applicable across a range of behaviors and problems (consistent with studies cited above)
- It is a culturally relevant approach (because it focuses so strongly on the individuals and their values, it becomes relevant to their culture and background)
- It can be used effectively by non-specialists and produce positive results (you don't need to be an M.D. or a PhD to be able to practice MI successfully)

Note that the shift of responsibility for the outcome to the participant is consistent with Dr. Ford's theories of case management - that the Case Manager is responsible for the process and the participant is responsible for the outcome.

Key Elements of MI

- **Collaboration** (as opposed to confrontation). Instead of being an authority figure or an "expert" trying to confront the participant and impose his/her perspective on the participants, a Case Manager builds rapport and seeks to develop a trust relationship that respects the point of view and experiences of the participant. This idea of partnership is consistent with our previous W-2 case management training. In the practice of MI, confrontation is not used.

  It has been said that MI is more like dancing with the participant than wrestling with the participant. The "Spirit" of MI (that it is a way of *being with* people, not a trick or technique) is the most important part of the practice.

- **Evocation** - (drawing out ideas from participants rather than imposing our own). This includes encouraging them to choose direction rather than pushing them in a direction and helping them find their own solutions instead of "educating" them about what we think is best.

- **Autonomy** - (instead of pushing by authority, showing respect for participants' ability to make their own choices). They are empowered to make changes for their own reasons in their own ways.

You may wish to have the class briefly list pros and cons of each approach.

More Than a Checklist

Note that the focus of MI is to help the participant make changes, not to achieve what the Case Manager wants or the program's goals specifically. The participant drives the process, and that is what helps it be more successful.

This does not mean we ignore program mandates. It also does not mean that we abandon the employment focus of W-2. Rather, within the boundaries of our program, we actively seek to involve the participant in making decisions and setting direction.

MI isn't a magic process and won't work with every single person. It **IS** an approach that has been shown to be successful with participants who are struggling to make changes in their lives.

You may wish to engage the class in briefly listing what they believe some pros and cons of MI may be vs. a more traditional approach.

Acknowledge that in addition to those W-2 participants who know what they want, sometimes there are those who don't know what they want, but are very motivated to change. **Emphasize** that MI is most helpful in dealing with reluctance to change.

MI Toolkit

Introduce the Case Management MI Toolkit at the end of the PG.

The **Opening Strategies** page gives examples of how to begin a meeting with a participant in an engaging manner. It helps set the stage for using MI strategies in the meeting.

Also **review** the **Agenda Setting** page.

Further notes about each page are included in the Trainer's Notes for those pages.

Motivational Interviewing in Action

Review the introduction about listening. It is a key to both MI and good Case Management.

The quote is from Miller and Rollnick (who wrote the MI book shown on page 10 of the PG) and Butler (who is another MI researcher).

Ask the class what some of our common responses are when someone listens to us. Record the answers on a flipchart or computer/projector.

Possible responses include:

- Feeling understood
- Wanting to talk more/more open
- Positive feelings toward the person listening to us
- Feeling accepted
- Feeling respected
- Feeling more comfortable/safe
- Feeling more interested/engaged in a process

Also **ask** the class to list things that can get in the way of true listening. Again, record the responses. Possibilities include:

- Distractions
- Agenda of the listener
- Wanting to share your own information or perspective
- Feeling rushed
- Maybe the listener really doesn't care
- Language or culture barriers
- Not taking the time to do it intentionally
- Moving on to the next thing in your mind while the person is still talking

Deep Listening Exercise

The purpose of this activity is for participants to focus on the practice of listening, an essential step in forming reflections.

As it says in the PG, this is not a role play. Trainees will need to pair up with a partner. One will be the **speaker** and the other will be the **listener**. They should decide who will take on each role in the activity. **Review** the instructions for each participant:

Speaker:

Pick something that you can talk about for at least five minutes. The topic is totally up to you. If you need ideas, you could try:

- What your life was like growing up
- Ways you have changed as a person over the years
- What things you'd like to accomplish over the next 10 years
- How you came into this profession and why you're still doing it

Continue speaking until the trainer tells you to stop.

Listener:

Listen. Give the speaker your undivided attention. Listen with your eyes, ears and heart. Accept and do not judge. Be curious, but do not interrupt the speaker. Be silent on the inside and the outside as you listen.

You are not allowed to ask any questions! The only words you can use are "encouragers" such as, "I see," "Uh-huh," "Really?" "Go on," "Wow," "Oh," etc.

Keep listening and NOT talking until the trainer tells you to stop.

Cue them to begin. Allow at least five minutes, but no more than ten for this exercise to play out. Let them know when they should be wrapping up, and then move to the debrief.

Debrief:
What was this experience like for the speakers? Was it easy to continue for the whole time without questions from the listener? How did they feel at the end?

What was the experience like for the listeners? Listeners often observe that they were aware of all the things they *would have said*. Ask listeners to indicate the kinds of things they might have said had it been permitted.

The experience is often a mixture of pleasure and frustration for both speaker and listener as they would like more interaction.

Getting Your OARS in the Water

Review the acronym "OARS." It refers to skills that are useful in responding to what people say.

Note that in many ways, these skills may not be new to W-2 Case Managers! We have been training some of these for years.

Open Questions

Review the information about open questions.

- Not Yes/No questions
- More effective at drawing out
- Participant is part of the process

This is another opportunity to explore pros and cons with both open and closed questions. Using flipchart paper or a computer and projector, have the class create a list of pros and cons for both open and closed questions.

Review both lists. Ask the class what conclusions they can come to about using these types of questions.

The intent is that they will see that there can be times when closed questions are useful (such as in determining W-2 eligibility), but when case managing, open questions give more opportunity for engaging the participant and fit more closely with the collaborative style of Motivational Interviewing.

Creating Open Questions

The purpose of this activity is to give participants a chance to practice creating open questions.

Give the class 5-7 minutes to rewrite the questions shown in the PG so they are open questions.

Suggested Responses (answers will vary):

1. Do you want to work?
   Tell me about your reasons for wanting to work.

2. Did you have any job interviews this week?
   What kinds of responses have you gotten from employers where you applied for jobs this week?

3. Don't you want to earn more money?
   How could earning more money from a job help your family?

4. Do you have a back-up plan for child care?
   How would you handle it if your child care provider got sick and couldn't care for your kids?

5. Did you call the worksite to tell them you weren't going to be there?
   What's the best way to let the worksite know when you aren't able to attend?

6. Did you drop out of High School?
   Tell me about what happened with you and your High School education.

Debrief by asking for volunteers to share what they wrote for each question and provide feedback.

Emphasize - the point here is not that closed questions are bad or never should be used, but when we are seeking internal motivation in our participants, open questions produce better results.

Affirmations

Review information on affirmations, including examples.

- Notice and appreciate participants' strengths
- Helps builds rapport
- Participant sees him/herself in positive light
- Build belief that change is possible

Review the list of example affirmations in the PG.

Stress that affirmation and cheerleading are two different things. Affirmations must be genuine. Cheerleading can be perceived as insincere fluff, and that perception is counterproductive. If you are doing affirmations well, you won't feel a need to cheerlead.

Affirmation Expressions

The purpose of this activity is for participants to practice creating statements of affirmation.

Give the class 4-6 minutes to read the statements in the PG and create an affirmation for each one.
After time is up, ask for volunteers to share their created affirmations and provide feedback.

Possible Examples (answers will vary):

1. I went to the job interview, but they didn't like me. I know I won't get that job.
   You're showing your commitment to getting a job by going to the interviews.

2. I won't take my kids to that day care! She smokes on the job, the kids don't get good meals and they don't do anything besides watch TV.
   You are really concerned that your kids have a healthy environment for day care.

3. Why do I have to go to this workshop? There are three people there that take over the whole thing! All they do is talk about their problems, and none of the rest of us have time to ask any questions.
   You are really interested in getting something positive out of the time you spend there.

Reflections

Reflection is possibly the most important and frequently used skill in MI.

Reflection is about letting the participant steer the conversation as you seek his/her motivation. It can be very hard to resist the temptation to ask questions, but that would mean taking control away from the participant.

Review the steps to forming a reflection and the levels of reflection in the PG.

Highlight examples of simple reflections.

Highlight examples of complex reflections.

Review the paragraph at the bottom of the page before beginning the next activity. Good reflections are statements, not paragraphs!

Also, be aware of voice inflection. If your inflection goes "up" at the end of a statement, it sounds more like a question.

Creating Simple and Complex Reflections

The purpose of this activity is for participants to practice forming simple and complex reflections.

Allow the class about 10 minutes to review the statements in the PG. Point out that these are statements from a single customer during a meeting with a Case Manager. For each statement, they are to create a simple and a complex reflection.

When the time is up, ask for volunteers to share their reflections and provide feedback.

Example responses:

1. *Simple: "Money is a need for you right now." – focuses on the statement that is in favor of making change.*

   Complex: "You're feeling torn between wanting to be with your kids and knowing you need to earn money."

2. *Simple: "You know you can work." - again, focuses on the change aspect of the statement.*

   Complex: "You don't want to feel like you're trying to be someone you're not."

3. *Simple: "Things were happening with the kids."*

   Complex: "You feel like missing work hours doesn't make you different from other people."

4. *Simple: "You feel like people are telling you what to do."*

   Complex: "You want to be able to make your own decisions about what's best for your family."

We will use these statements again later with "Summarizing."

Reflection Practice

The purpose of this activity is for participants to focus specifically on practicing reflections (and only reflections). It is not intended to represent an actual MI conversation.

Divide class into pairs again. It can be the same pairs as before if you like.

For this exercise, the object is for the Case Manager to respond to the speaker with only reflective listening statements. No questions! They have to try to do this for three minutes straight. Remind them of the suggested stems if they're feeling stuck, or to help them get started.

Give them the cue to start, and after three minutes, call time.

Then have them switch speaker/Case Manager roles and do it again so each person has a chance to fill each role.

Debrief:

Case Managers, was it easy to go three minutes without asking a question?

Speakers, how did it feel to be reflected?

Were your conversations making progress, or did you get stuck on a single item?

Restate the importance of reflection in MI. It is empathy in action. It helps keep the participants engaged and is a key to getting them to consider their own reasons for making change.

Finesse is needed in using this skill, and much practice is required. **Ask** what may be unintended consequences if a Case Manager does not do it well. *(The emphasis here is on the need for practice, not trying to scare them so they don't try it.)*

Summarizing

A summary is like a reflection on steroids! You might call it a recap or wrap-up of what the participant has said in several statements. **Review** the information in the PG about when summaries can be useful.

Return to the Simple/Complex Reflection exercise. **Instruct** class to create a summary of the conversation they had with the participant in that activity.

Example (answers will vary of course):
You're reluctant to leave your kids, but you know you need to work to earn money. You feel like you can work if you're in the right environment, but sometimes things make it difficult for you to get to work. You need some help, but you still want to be able to make your own decisions about what is best for you and your family.

MI Skills Identification

The purpose of this activity is twofold: For trainees 1) to observe a demonstration of good MI practice, and 2) to practice identifying MI skills.

Prior to showing the example video, divide the class into up to 6 groups (in whatever manner you like). Assign each group a task while watching the video. For smaller classes, use fewer groups and pair up items (such as 1-2, 3-4 and 5-6).

Hand out copies of the MI Skills Identification Sheet. Using this sheet, each group is to watch for and count the number of times the interviewer uses:

Group 1 - Open Questions Group 2 - Closed Questions

Group 3 - Simple Reflections Group 4 - Complex Reflections (incl. Summaries)

Group 5 - Other MI Practices (affirmations, asking permission, emphasis on participant choice, readiness/confidence rulers)

Group 6 – Non-MI Practices (providing information without asking permission, advising, warning, confronting)

Intro to the video: In this video, a W-2 Case Manager is meeting with a W-2 participant. He has been on W-2 for a couple of months and lately has been failing to complete a significant number of his assigned 20 hours of Employment Search.

The video only deals with the issue of employment search. This customer would be assigned other activities as well, but for purposes of illustrating MI practices, we focus on ES. Also, in the real world, an EP would be updated, etc.. but we also do not show that part in this video.

After the video is shown, **Debrief** by checking what the count was for each skill. Did everyone in a group tally the same number? Ask for examples and also how each example worked in the interview. Was it successful? Did it keep the conversation moving? Was the participant sharing information?

Approximate counts from the video:

Open ?: 5 Closed ?: 3 Simple Refl.: 10 Complex Refl.: 10
Other MI: 5 Non-MI: 0

Note that the use of the rulers (one of each) was counted as 1 tally under "Other MI"

Change Talk

Change talk is what we want to hear from our participants. The more participants come up with their own reasons for change and perceived need to change, the more likely they are to make that change in their behavior.

Review the definition of change talk in the PG.

Review the categories of change talk and the acronyms used to classify them (DARN CAT)

Drumming for Change

The purpose of this activity is for participants to recognize change talk statements.

Trainers will read a series of statements. Ask the class to respond to the statements that express change talk by drumming on their table. For statements that do not include change talk, they should not respond.

1. I want to find a way to be able to afford a car. (CHANGE)
2. My kids and I get along fine with what we have. (NO CHANGE)
3. I could probably get to a few employers to fill out applications. (CHANGE)
4. I really enjoy being home during the day. (NO CHANGE)
5. I could see myself working at a day care center. (CHANGE)
6. I don't want to depend on government help all my life. (CHANGE)
7. Any time that I've worked before, the stress was awful. (NO CHANGE)
8. I hate job interviews, but I know that's what I have to do to get a job. (CHANGE)
9. There's no way I could get all the way across town and back just for a part-time job. (NO CHANGE)
10. I'm hoping the grocery store calls me back for a second interview. (CHANGE)
11. The job developer thinks I should be out applying for jobs every day, but I know that the right job will find me when it's time. (NO CHANGE)
12. I printed out these three job listings from JobNet like you suggested. (CHANGE)
13. I've haven't been in school for 10 years, but I know most employers want you to have at least a G.E.D. (CHANGE)

Evoking Change Talk

Case Managers do not create Change Talk. For it to be effective, it must be drawn out, or “evoked." **Review** the strategies for encouraging and evoking change talk with participants.

For item 2 – Explore Decisional Balance, **Refer** to the Case Management MI Toolkit **Pros and Cons** page.

For item 5 – Use Readiness/Confidence Rulers, **Refer** to the Case Management MI Toolkit **Readiness Ruler** and **Confidence Ruler** pages.

Note the information about "developing discrepancy" at the end of item #6.

Ask the class to come up with a situation where each of these strategies might be helpful.

Use Your "OARS"

OARS skills are great ways to respond to change talk. **Review** the responses described by "OARS."

Review the "Change Plan" and "Providing Information" pages of the **MI Toolkit** in the Appendix. These are possible extensions of responding to change talk. Also highlight the "Cheat Sheet," which brings together several tools in one sheet.

Easy as 1-2-3 Change Talk Exercise

The purpose of this activity is to allow participants to practice responding to change talk.

Divide the class into groups of four. Instructions are also in the PG. Each group will start with a **Speaker** who will share a change talk statement (it can be one they have used earlier). The other three group members will respond in this order:

First Person: Ask for elaboration ("Tell me more...") from the **speaker** (and the **speaker** will be given time to elaborate)

Second Person: Offer an affirmation to the **speaker** (and the **speaker** will have time to respond to the affirmation)

Third Person: Offer a reflection to the **speaker** (and the **speaker** will have time to respond to the reflection)

Example: First Trainer might say, "I want to talk more frequently with my daughter's teacher."

Second Trainer (elaboration) – "Tell me more about why you want to do that."

First – "My daughter has been struggling to get her homework done and she doesn't always seem to know what the assignments are. I want to make sure she's doing it correctly."

Second (affirmation) – "Talking to the teacher is really taking the initiative to help with the problem."

First – "I just don't want my daughter's grades to suffer if what she really needs is more help."

Second (reflection) – "You think it's important for you as a parent to get involved."

Then they will switch roles until all members of the group have done each function.
The object is not to share anything in front of the large group, but to get practice with each response style.

Debrief by asking for reactions to the exercise.

- How did it feel?
- Which response was easiest?
- Which was the most difficult?
- How did it feel when you were the speaker?

Sustain Talk

This is the opposite of change talk. It is common in dealing with participants who are trying to make changes.

Review the Don'ts for dealing with sustain talk/resistance.

- **Don't push back** - Remember the "paradox of change."
- **Avoid arguing -** You are not going to "win."
- **Don't be judgmental or confrontational** - Shaming and coercing don't work.
- **Don't try to overwhelm them with reasons to change** - That invites them to think up reasons for sustaining.
- **Don't try to cheerlead them into change** - What you think is encouraging may feel like negative pressure to the participant.
- **Don't jump ahead of their readiness to change** - That is planning to fail.
- **Don't discount or ignore their feelings or thoughts** - That will make it easy for them to disengage from the process.

The positive approaches build on "OARS."

Reflection – make sure you understand what the participant is saying

Find a strength and affirm it – look for a positive even in the midst of the resistance

Emphasize participant choice and control – the focus is not on the Case Manager telling the participant what is the right or best thing to do. The participant must come to that decision on his/her own.

Note that not everyone is really ready and willing to change. You may discover that when trying to deal with resistance.

MI Skill Practice

The purpose of this activity is twofold: The Case Manager will apply the MI skills learned today. The Observer will practice recognizing MI skills and giving feedback to a peer.

Scenarios for this activity are in **Appendix One** of the TN. One is a new W-2 applicant, one is an ongoing W-2 case and one is a long-term W-2 case. Divide the class into groups of three. Each group will need to choose a participant, a Case Manager and an observer. As Trainer, you may wish to recommend certain persons within a group for the roles if you feel it's appropriate. Assign each group one of the three scenarios.

Based on the scenario setup, the Case Manager must use MI approaches with the participant. There are starter sheets for the Case Manager and the participant. The Case Manager also may choose to use any of the resources in the MI Toolkit. Give the observer a copy of the "MI Skills Identification Sheet" on the last page of the TN. Observers will watch for and tally MI practices. Give the groups about 10 minutes to play out their scenarios.

After the 10 minutes, groups will debrief initially within their group and talk together about how MI skills were practiced in the exercise. Notes from the observer and feelings of the participant in the group are important feedback for the Case Manager. Positive reinforcement is as important as constructive criticism. After about 5-7 minutes of internal debrief, move to the large group questions.

Large Group Debrief Questions:

Ask the "Case Managers" if it was difficult or easy to do. Why?

Ask the "participants" if they felt respected. Did they feel like they had some control?

Ask the "observers" which MI skill they saw the most? The least?

Becoming well versed with MI skills takes practice, and it was likely a very challenging experience for the Case Managers.

Practice of these skills is very important. This is just the first of what we hope will be many opportunities for them to practice the skills and provide feedback to their peers.

Important Points to Remember

Review the information in the PG.

- MI is not magic
- MI is a goal-oriented style of case management
- MI helps participant identify intrinsic motivators

Also **review** the remaining pages of the Case Management MI Toolkit (**Change Plan**, **Providing Information** and the "**Cheat Sheet**").

Suggested Wrap-up

Integrating MI practices into case management would represent change for many Case Managers.

Ask "So, after we've talked about Motivational Interviewing today, where does that leave you as a Case Manager?"

You may wish to create a "readiness ruler" in the classroom and ask them to stand on the scale of 0-10, depending on how ready they feel to begin using some MI practices in case management.

You may wish to explore pros and cons of using MI with the class.

You may wish to have them develop a change plan using the format in the MI toolkit for making any changes in their case management practice.

Additional MI Training Opportunities

MI Training is available through the UW Continuing Studies Department.

Resources Used in Creating this Course

You may review these if you wish and if time allows.

TN Appendix One:
MI Skill Practice Scenario Handouts

Scenario 1: Roxanne

Instructions for Case Manager:

Roxanne is a first-time W-2 applicant and, based on her informal assessment, you believe she is appropriate for a CSJ placement. You are meeting with her to discuss the possible assignment of job search activities as part of her W-2 participation.

- *If Roxanne expresses ambivalence about this change, be ready to listen and explore her feelings.*
- *Use reflections.*
- *How ready does she feel she is for this kind of activity?*
- *Listen for change talk, and reflect it when you hear it.*
- *How can you give Roxanne choices in this situation?*

Scenario 1: Roxanne

Instructions for Roxanne:

You are 29 years old, newly divorced, and the mother of twin 2-year-olds. You did tell the Case Manager that you want to get back to work, but were shocked when s/he told you that you would have to look for work as part of your W-2 assigned activities. You feel like this job search thing came up way too fast.
(*You have the freedom to speak with the Case Manager with attitude and feelings based on this information.)*

- *It has been a year and a half since your last job ended, and it was not a good experience.*
- *Your ex-spouse had been harassing you at your last job. Though that situation is much calmer now, you still are afraid because of how it felt.*
- *You're not unwilling to do W-2 activities, but the prospect of job search has you worried.*
- *You do understand that you have employment skills and would like to be able to use them in a job.*
- *You believe earning your own money would be a good thing.*
- *You have day care arranged for your kids.*

Scenario 2: Charisse

Instructions for Case Manager:

You have had Charisse on your caseload for two months. She is in a W-2 T placement due to an SSI application that you learn has just been denied. You are meeting with her today and want to discuss changing her W-2 T activities to have an increased employment focus.

- *If Charisse expresses ambivalence about this change, be ready to listen and explore her feelings.*
- *Use reflections.*
- *How ready does she feel she is for this kind of activity?*
- *Listen for change talk, and reflect it when you hear it.*
- *How can you give Charisse choices in this situation?*

Scenario 2: Charisse

Instructions for Charisse:

You are a 24-year-old single woman with a 6-year-old son. You have been in a W-2 T placement for 2 months and had hoped that SSI would be approved. Now that SSI has been denied, are they going to take away your W-2 as well? You are unsure about what to do next.
(You have the freedom to speak with the Case Manager with attitude and feelings based on this information.)

- *After getting the SSI denial letter, you were very upset, but have gotten over most of that now.*
- *Your grandmother is pushing you to appeal the denial, but you are kind of hurt that she thinks you have a learning disability. You're not dumb.*
- *You're afraid that the "other shoe" is going to drop during this meeting with your W-2 worker. You can't afford to lose the W-2 money.*
- *You haven't really thought about working. You were counting on the SSI.*
- *You are very afraid of work. You have tried it in the past, and it always ended badly.*

Scenario 3: Bao

Instructions for Case Manager:

You have had Bao on your caseload for the past 18 months. You recognize that she really has done an excellent job with all of her assigned activities: finishing up her ESL coursework in two semesters and following through with assignments from the workshops she has been attending. In recent meetings with Bao, she has seemed bored with her current activity assignments. You are meeting with her to discuss having her begin a placement at a work experience site.

- *If Bao expresses ambivalence about this change, be ready to listen and explore her feelings.*
- *Use reflections.*
- *How ready does she feel she is for this kind of activity?*
- *Listen for change talk, and reflect it when you hear it.*
- *How can you give Bao choices in this situation?*

Scenario 3: Bao

Instructions for Bao:

You are a 32-year-old widow who has been participating in the W-2 program for the past 18 months. You have four children, ages 2 years to 6 years. Your assigned activities so far have included English as a Second Language, Life Skills, and Job Readiness and Motivation. You aren't feeling very positive about the life skills and job readiness workshops, as you feel like you already know the things they were teaching in those workshops.
(You have the freedom to speak with the Case Manager with attitude and feelings based on this information.)

- *Even though you didn't care for the Life Skills workshop, you would agree that learning how to work with the local school district has been helpful.*
- *You feel looked down upon and actually rather ashamed to be assigned to the Job Readiness and Motivation workshops. You know how to work.*
- *Your cousin and her husband will be opening a restaurant in the next three months. You could have an opportunity to cook there.*
- *You think that your family would be doing well if you could keep your FoodShare and medical benefits, and moved on from W-2*.

TN Appendix Two:
MI Skill Demonstration Video Transcript

Motivational Interviewing: A Meeting with Steve - Transcript

W-2 Case Manager: Well, Steve, thanks for coming in today.

Steve: Yeah.

W-2 Case Manager: And, the purpose of this meeting is to check in about how the employment search is going. Tell me a little about it.

Steve: Well, it's been a lot. It's rough. I don't feel like I'm getting as much out of it as I should.

W-2 Case Manager: You're putting in a lot less hours than when you first started.

Steve: Yeah. When I first started, it was coming here to the Job Center, and then the workshops, and I got my resume' ready, and I was excited about it. Now, it's hard. It's a lot of work.

W-2 Case Manager: The excitement has kind of worn off.

Steve: Yeah.

W-2 Case Manager: And it's left you just kind of putting in some minimal hours.

Steve: I got the notice on my W-2 payment that it's going to get reduced for the non-participation hours and that's a big bite. That's going to hurt.

W-2 Case Manager: It's kind of got your attention.

Steve: Yeah, oh yeah!

W-2 Case Manager: And, now that those payment reductions have started, you're kind of wondering what your next step will be.

Steve: I'm lookin' at how am I going to keep all the bills paid; with the kids' mom being in prison, and not getting any Child Support, or anything. The W-2 is what was keeping us afloat. And, man!

W-2 Case Manager: So it's got your attention and you're kind of thinking, "Well, maybe there is some action you could take to get back on track."

Steve: Yeah, I got to do something. I can't go on like this.

W-2 Case Manager: Steve, on a scale of 0 to 10, where 0 is not at all ready to take some steps to increase those employment search hours, and 10 is very ready to do that, where would you put your readiness right now?

Steve: I'd say probably a 6 or a 7. Somewhere in there. Because, I know I got to do something. I got to do something.

W-2 Case Manager: And, what would it take you to go from a 6 or a 7 on readiness here, Steve, to like an 8 or 9 on readiness?

Steve: I felt more like that when I first started the program, I guess. That, I was really ready to get out and do it. I just felt like I've been out on my own here the last few weeks. And it hasn't been going well. And it was easy to just not do it.

W-2 Case Manager: It was nice to have that support early on at the Job Center and with the Job Developer.

Steve: Yes, it was.

W-2 Case Manager: And, kind of on your own, it's been a little bit more challenging, with responsibilities as a single dad, dealing with the kids in the morning…

Steve: Yeah, yeah, that's it.

W-2 Case Manager: How many hours a week would you be willing to get back to? In terms of independent employment search?

Steve: Well, I know it started out at 20, but that just feels like an awful lot.

W-2 Case Manager: It's got to be realistic for you.

Steve: Yeah, it's not that I'm not willing to do it, it just feels like so much, and it's overwhelming, and it's easy to give up on.

W-2 Case Manager: You're willing, but not as able as you thought you would be.

Steve: I'd say that's true, yeah. I thought it was going to be easier than it is, that's for sure.

W-2 Case Manager: How many hours do you feel like you'd be able to do a week?

Steve: Well, if it was a couple of hours a day. I think I could handle that, being out on my own, and making contacts and stuff, rather than as many as it is now. What would that be, like 10 hours a week?

W-2 Case Manager: 10 hours a week.

Steve: OK

W-2 Case Manager: And, so, for a goal of 10 hours a week of job search, kind of on your own, what might get in the way of you achieving that goal, Steve?

Steve: Well, it's like I say, the frustration has been getting in the way for me. I feel like I'm kind of spinning my wheels; I don't know what I'm… after I made a few, and I thought I was doing OK, and then I'm not getting calls back; I'm not getting interviews; and I'm not seeing any kind of result, and I don't know what the next thing should be.

W-2 Case Manager: Makes you want to kind of give up.

Steve: Yeah, it's felt like that. Definitely.

W-2 Case Manager: And, when you feel hopeless, that's been, at least in the last few weeks, kind of a barrier for getting out there.

Steve: Yeah, it's a whole lot easier to crawl back into bed once the kids are taken care of, I can tell you that.

W-2 Case Manager: What other barriers have been in the way?

Steve: I guess, just, when I'm trying to stick to the schedule as it was, I get in such a hurry in the morning, and it's kind of…yelling at the kids, and trying to get everybody all taken care of at once, and I don't feel like I'm doing a good job as a dad.

W-2 Case Manager: Feeling bad.

Steve: Yeah, and, I want to be a good dad. I want to be not yelling at them all the time, I want to be encouraging, and making sure they get what they need, and all that.

W-2 Case Manager: So, it seems like, one thing that's getting in the way of hitting the pavement, looking for work, is just stress.

Steve: Yeah.

W-2 Case Manager: Steve, from your point of view, what might help or what might support you in preventing these barriers? Bringing these barriers down.

Steve: When I was first meeting with the Job Developer and the folks here at the Job Center, they were giving me good ideas and places to go talk to people. When I've been out just trying to do it on my own, it's felt a whole lot less secure or successful or whatever you want to call it.

W-2 Case Manager: So, if you were plugged back in a little bit more to the Job Center and working with that Job Developer again like you were, you're thinking that frustration and just some of that hopelessness; just some of that stress; you might be able to kind of work through that a little bit easier.

Steve: Yeah, I think so.

W-2 Case Manager: How many hours a week would you be willing to meet with a Job Developer then?

Steve: Well, I don't know what their schedule is, but if I'm out on my own a couple of hours, and spend maybe another couple at the Job Center.

W-2 Case Manager: OK

Steve: Is that a possibility?

W-2 Case Manager: We had initially thought of 20 hours for the independent job search, but where you seem to be at, Steve, is 10 hours a week of job search, but then another 10 hours a week at the Job Center, to kind of support that.

Steve: Yeah, I think that would help a lot.

W-2 Case Manager: And, in your view, Steve, what would be some good things from achieving this goal of increasing your job search?

Steve: Well, I've heard people tell me that if you aren't out there looking, then you are not going to find a job, cuz the job is not going to chase you down. I know I haven't been doing enough hours the last few weeks that that's going to cut down on my possibilities of actually finding a job. And then, those payment reductions, too. I mean, if I'm doing all my assigned hours, then I won't have that to worry about.

W-2 Case Manager: So, if you kick it up a notch, with the employment search hours, you are going to be more likely to find work. And then you'll get back also to possibly having those payments reinstated in the fall, which would be nice in this transition.

Steve: It would be. Yeah, that would help a lot.

W-2 Case Manager: So, we are going to be wrapping up pretty soon. In terms of the plan that we are coming up with here. The plan is to put in 10 hours of independent job search every week, for let's say the next month or so, and we can check back then. And, to supplement that with also getting back to the Job Center. 10 hours a week at the Job Center, working with that Job Developer. You had mentioned a couple of barriers to this; just kind of feeling overwhelmed, and stressed out, and frustrated. And yet, you were pretty hopeful that the Job Developer will really kind of help you work through that; support you through that. And on the other end of this, you are really feeling hopeful that, "Hey you'll be more likely to find work," which would actually bring some stressors down, in terms of bringing in some income and in the meantime also reinstate those full payments.

Steve: Uh-huh.

W-2 Case Manager: In terms of this goal that we have, Steve, on a scale of 0 to 10, where 0 is not at all confident that you can kick the job search back up to 10 hours a week, and 10 being very confident, where would you put your confidence right now for this?

Steve: Oh, I guess an 8, because I did it before with that kind of thing when I first started, so, I think if I can get back to that, I would be pretty confident that I can do that.

W-2 Case Manager: So, you are feeling pretty confident about being able to get back to where you started.

Steve: Yeah.

W-2 Case Manager: And when you first started, you had a very strong mind and you were really using your strong will and determination to make that job search happen.

Steve: I was kind of excited about it.

W-2 Case Manager: Yeah, and you are feeling pretty confident now that you can get back.

Steve: Yeah, I really think I could.

W-2 Case Manager: Well, Steve, thanks for your time here for checking in, and would it be ok if we checked in a couple of weeks to see how you are working towards this goal?

Steve: Yeah.

W-2 Case Manager: OK, great.

TN Appendix Three:
MI Toolkit

MI Toolkit

If you have not done so yet, review the resources included in the Appendix of the PG.

- Opening Strategies
- Agenda Setting
- Pros and Cons
- Readiness Ruler
- Confidence Ruler
- Change Plan
- Providing Information
- Case Manager "Cheat Sheet"

These resources are intended to support Case Managers as they try to integrate some MI practices into W-2 case management.

Opening Strategies

The Toolkit flows roughly in the order the tools might be used.

It begins with the "Opening Strategies" section. The opening of a meeting/interview can help set the tone for all the interaction to follow. The suggested strategies help build rapport and empower the participant rather than the Case Manager just "pushing" the participant through the process.

Review the strategies offered.

Agenda Setting

This tool could be used to help set an agenda with a participant for a meeting where several subjects need to be addressed.

The Case Manager and the participant decide together what things need to be talked about and enter them in the circles on the page. It does not imply that there is any prescribed order or that there is greater or lesser importance of any topic. But it does give a way to ensure that all matters are addressed.

Pros and Cons

This is an example worksheet to use when helping a participant compare two potential decision elements.

Readiness Ruler

This tool is similar to the Confidence Ruler, but targets participant readiness to make a change, not confidence in his/her ability to change.

"On a scale of 0-10, with 0 being not ready at all and 10 being completely ready, how ready do you feel you are to (make this change - whatever it is)?"

Based on the response, follow up by asking "Why did you rate yourself a ___ instead of a ___ (lower number – unless the participant already picked 0)?"

Continue by asking "What do you think it would take to bring your readiness level up to a ____ or _____ (some numbers several points higher on the scale than what the participant identified, unless s/he already picked 10)?"

Confidence Ruler

The idea of the Confidence Ruler is to help gauge a participant's belief in his/her ability to change.

"On a scale of 0-10, with 0 being not confident at all and 10 being absolutely certain, how confident are you that you could make (this change - whatever it is)?"

Based on the response, follow up by asking "Why did you rate yourself a ___ instead of a ___ (lower number – unless the participant already picked 0)?"

Continue by asking "What do you think it would take to bring your confidence level up to a ____ or _____ (some numbers several points higher on the scale than what the participant identified, unless s/he already picked 10)?"

Change Plan

This is another example form that can help when working with a participant on planning a specific change. It targets something for him/her to work on prior to the next time you meet.

This would not be something you use with every participant, but could be useful if you have a person who is working on one specific, very challenging change.

Note the focus on planning ahead to overcome possible obstacles.

Also, note the connection to a person who would support the participant in this goal and the benefits of achieving the goal.

Providing Information

An important part of case management is to connect participants with information and resources. How can this be done in the context of Motivational Interviewing?

To avoid the perception of an authority figure telling a participant what to do, you may wish to use the "Ask-Provide-Ask" procedure shown here.

This process maintains participant control by beginning with asking permission. This is a sign of respect.

What if the participant says "No"?

- -respect the answer
- -use reflections
- -offer options of how to proceed from that point

After you have permission, share the information in a clear and concise way, being careful to avoid information overload. Emphasize choice, offer options and present it in a neutral, non-judgmental manner.

After presenting the information, be sure to ask for the participant's response/reaction. What does s/he think? Does s/he have questions about the information? Where does this leave him/her in terms of thinking about a change?

Case Manager "Cheat Sheet"

This document combines several elements presented earlier into one page that can be useful in addressing possibilities of change with participants.

TN Appendix Four:
MI Skills Identification Sheet

MI Skills Identification Sheet

Skill	Count	Example(s)
Open Questions		
Closed Questions		
Simple Reflections		
Complex Reflections (including summaries)		
Other MI Practices *(affirmation, asking permission, emphasizing choice, confidence/readiness rulers)*		
Non-MI Practices *(advising, warning, confronting, providing information without asking permission)*		