



Coaching Conversations: Motivational Interviewing as a Strategy to Prompt Reflection and Practice Change

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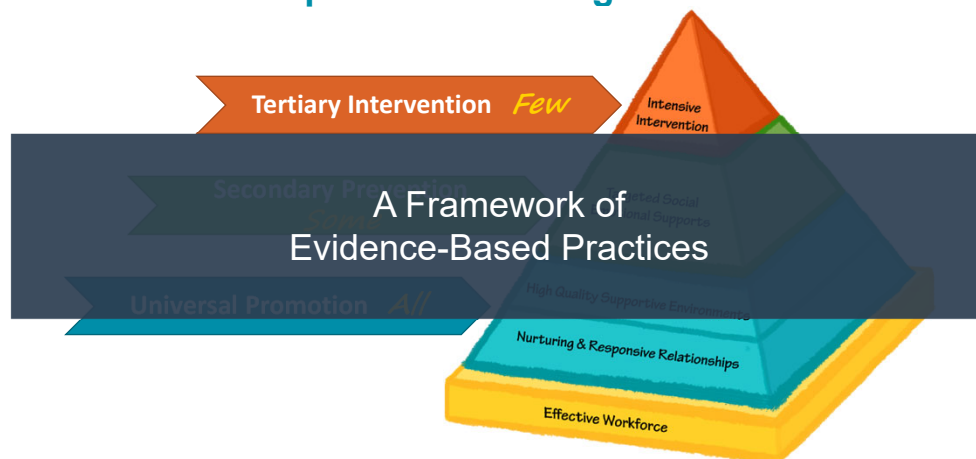


Learning Objectives:

- Become familiar with Motivational Interviewing (MI)
- Identify common coaching challenges and explore how MI strategies can help
- Reflect on your practice as a coach. Identify ways you already use MI strategies in your practice



Pyramid Model for Promoting the Social and Emotional Competence of Young Children



Common Challenges in Coaching

- Coaches may
 - Be seen as an **evaluator**
 - Represent a **power differential**



 NCPMI

Common Challenges in Coaching

Teachers may:

- **fear** the unknown of coaching
- be wary of the **time** coaching takes.
- **not be ready to** commit to change
- feel coaching indicates they are **performing poorly**
- may feel **vulnerable or exposed**.
- have had **poor experiences with previous support**.



 NCPMI

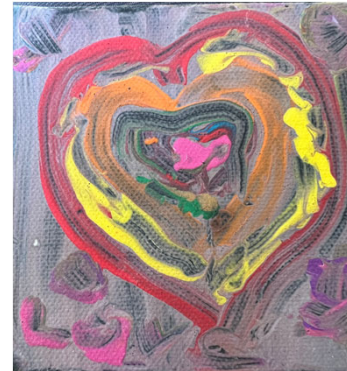
What is Motivational Interviewing?

Motivational interviewing (MI) is a collaborative conversation to learn about and strengthen an individual's motivation for changing behavior. Its principles and strategies may be used to **enhance relationships** and help staff feel more confident when addressing challenging issues.



What is at the Heart of Motivational Interviewing?

A **trusting mutual relationship** is at the heart of motivational interviewing. It includes people we work with as equal partners in talking about change.



How Can MI help in coaching?

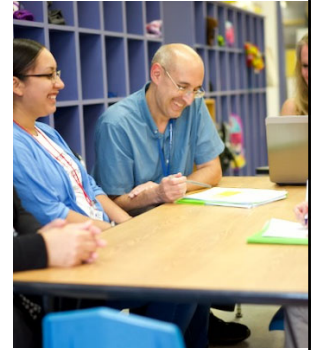
- Supports **relationship building**
- Emphasizes practitioners' **interests, values and expertise**
- **Explores uncertainty**
- Enhances **motivation to change** and try new strategies
- **Validates, acknowledges and empathizes** with practitioners' experience
- Supports **sense of autonomy**
- Encourages and **supports progress**
- **Works through resistance**

Process of Motivational Interviewing

- | | |
|------------------|--|
| Engaging: | • Establishing a mutually trusting and respectful helping relationship. |
| Focusing: | • Seeking and maintaining a direction. Clarifying a particular goal or direction for change. |
| Evoking: | • Eliciting the individual's own motivation for a particular change. |
| Planning: | • Developing a specific change plan that the individual is willing to implement. |

Principles for Partnering

- Collaborate
- Learn from teachers, interventionists, coaches, and families
- See them as the experts
- Ask what they want to know or do
- Recognize their autonomy
- They will make the decisions that feel right for them



OARS

Open Ended Questions	Affirmations	Reflective Listening	Summaries
<ul style="list-style-type: none"> ■ Tell me about... ■ Say more... ■ How are you feeling about... ■ When have you... ■ What is that experience like for you? 	<ul style="list-style-type: none"> ■ I am so impressed with the way you... ■ You kept going despite all of the challenges! ■ It takes a lot of strength to be vulnerable. ■ Thank you for trusting me with that information. 	<ul style="list-style-type: none"> ■ It sounds like... ■ You're saying... ■ You're feeling like... ■ You sound unsure... ■ Non-verbal cues <ul style="list-style-type: none"> -nodding your head -learning in with your body 	<ul style="list-style-type: none"> ■ Let me see if I understand this so far... ■ I just want to check in to make sure I am understanding what you are sharing.



Rolling with Resistance

- A coach is providing feedback to a teacher based on a TPOT observation. The teacher has previously shared that transitions feel chaotic and are the times when one of her children is most likely to have a challenging behavior. During the TPOT feedback session the coach wonders if the transitions might be a place they want to focus on. The teacher states that she feels fine about her transitions and doesn't want to have a coaching goal about transitions.



Strategies we Can use to Roll with Resistance

- Reflect on the resistance

“Transitions do not feel like an area you would like to focus on during our coaching time together”

- Emphasize the part of the statement you are most likely to disagree with

“You do not want to set a specific goal based on transitions right now”



Strategies we Can Use to Roll with Resistance

- Reflect on both sides of the statement that is inconsistent

“On one hand transitions can feel chaotic and are times when challenging behaviors may occur and on the other hand you do not ready to focus on transitions during our coaching time together.”



Strategies we Can Use to Roll with Resistance

- Emphasize personal choice
- Shift focus

“You get to decide what will be most helpful for you.”

“What area should we focus on that will make your day feel less chaotic?”



Establishing and Strengthening a Relationship

- Janelle is a seasoned coach who is meeting with Sidney, a new teacher for the first time. Sidney has never received coaching before and is not sure what to expect. Sidney is not familiar with the Pyramid Model but has extensive experience leading play groups for families and their children.



Establish Relationships

Engaging: establishing a collaborative, respectful, and trusting coaching relationship

? “What would be helpful for me to know about you as we work together?”

? “What questions do you have?”

? “Is there something you are interested in focusing our coaching around?”



Establish Relationships

- **Partnership/Collaboration:** the coach works along side the coachee



“What concerns do you have about coaching?”



“How do you like to receive feedback?”

Establish Relationships

- **Acknowledging** the expertise and experience the coachee brings



“Can you tell me about your areas of interest or expertise?”



“I can't wait to learn from you!”

Supporting Goal Setting

- Gretchen is an energetic teacher who is passionate about the Pyramid Model. She has so many great ideas it can be hard to pick just one or two to focus on. As a result, the coach and Gretchen had a couple of great conversations for ideas to implement, but the coach is having difficulty supporting Gretchen in selecting initial action plan goals.



Goal Setting

- **Focusing:** create and maintain a specific direction in the conversation about an area for change

What changes do you feel most ready to make?

You have so many great ideas, I am wondering which idea you would like to talk about more deeply?

What changes if any do you hope will come from our time together today?



Goal Setting

- **Evoking:** asking versus telling, evoking a person's own motivation and resources for change

What are the advantages of this changing?

What are the advantages of not changing?

Goal Setting

- **Planning:** having a plan that has enough structure, accountability, and reward

What is the next step? What do you plan to do next?

How did you know you were ready to move on to the next step?

What are potential barriers?

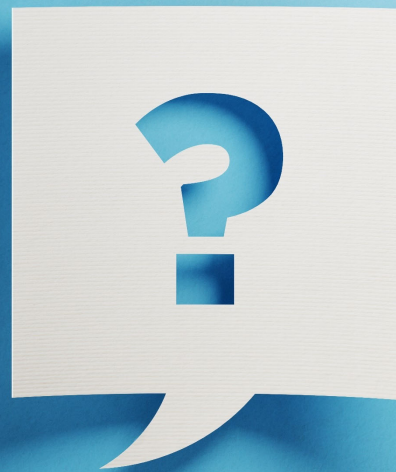
Reflect on Your Practice

- When faced with a teacher who seems stuck, how do you remain curious about the teacher's behavior, feelings, and motivations?
- How do you collaboratively build an agenda for your conversations with teachers?
- How do you agree on shared purpose in your conversations with teachers?
- How often do you seek permission from teachers to engage in conversations? (e.g. "What it be ok if we talked about ...?")?



Questions?

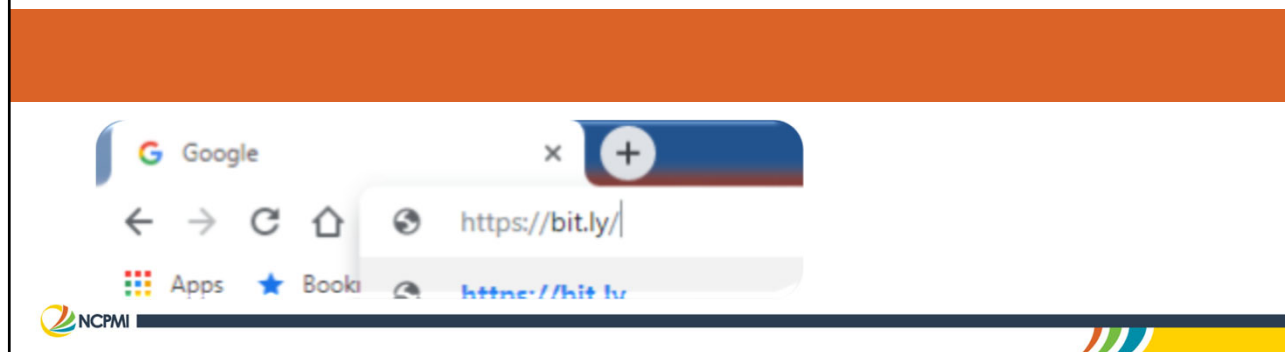
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The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.

New to the Pyramid Model?

Get the basics on the Pyramid Model.

Thank You



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