



Working Effectively for Student Behavior Change: Motivational Interviewing and Brief Intervention

A special training opportunity for student services staff in CESA #4

What is Motivational Interviewing (MI) and Brief Intervention (BI)?


MI is a student-centered and collaborative yet goal-oriented method of communication to promote positive behavior change by exploring and resolving student ambivalence. BI comprises a protocol-driven structure for the intervention. Although originally designed for alcohol/other drug (AOD) intervention, MI and BI have applications to a variety of behavioral health and academic concerns within school settings.


Why MI-BI in Schools?


With limited resources and increasing accountability, schools are faced with the need to integrate evidenced-based strategies into existing intervention activities. MI and BI offer the following benefits to practitioners:


- Evidence-based for promoting adolescent AOD use change
- Promising practice for promoting other behavior changes such as school attendance and homework completion
- Teens rate this intervention method with high levels of satisfaction
- BI has multiple uses and tailors the intervention to fit individual student need
- Fits within Positive Behavioral Interventions & Supports (PBIS) and Response-to-Intervention paradigms
- Implementation is feasible within school settings
- Maximizes limited resources while increasing service options

Course Description — This course incorporates best practices in MI training to maximize learning. There are four parts: Parts 1, 2, and 3 are required for all participants; Part 4 is required for participants who enroll for the graduate credit from Viterbo University.*

 **PART 1: FULL DAY (8 HRS)** — Provides a comprehensive overview of BI (rationale, empirical basis, strategies, and structure) and of MI (spirit, skills). Participants will be trained in a two session BI model, which includes how to administer, score, and interpret an evidenced-based screening instrument (GAIN-SS). Training will emphasize experiential and small group activities for learning MI and delivering the BI protocol.

 **PART 2: TAPING EXERCISE** — Following the initial full day training, participants will submit a 20 minute audio-taped BI session. The trainer will review and code the recording using a standardized coding instrument, then provide written feedback. The goal of Part 2 is to provide direct observation and feedback to enhance proficiency and competent delivery of BI.

 **PART 3: HALF-DAY (4 HRS) FOLLOW UP** — This part concludes on-site training with continued MI skill development and BI practice. The goal is for participants to meet a basic level of proficiency for BI delivery and to address implementation challenges and barriers.

 **PART 4: TAPING EXERCISE** — This final part, required for the Viterbo University credit, involves submitting a second audiotape of a 20 minute BI session. Like in Part 2, the trainer will review and code the tape, then follow up with each participant with feedback. The goal of Part 4 is to solidify learning and set future learning goals.



Audience:

Middle and High School Student Services staff.

Date/Time

January 30, 2012; 8:00am- 4:00pm
February 29, 2012, 8:00am-12:00pm

Location

CESA #4, 923 East Garland Street
West Salem, WI

Cost

\$125.00 (includes lunch both days)
No fee if part of the SOH Prof. Dev. Pkg. (Bangor, Sparta, Tomah, Westby)
* One graduate credit available through Viterbo University for an additional \$240.00

Register: www.myquickreg.com

Questions? Contact:

Lacie Ketelhut (608) 786-4540

About the Trainer:

Scott Caldwell, MA CSAC

Scott is a licensed substance abuse counselor and prevention specialist with a decade of clinical experience with adolescents. He is a member of the Motivational Interviewing Network of Trainers and is the SBIRT (Screening, Brief Intervention, Referral for Treatment) program coordinator at Wisconsin Department of Health Services.