Adolescent-focused Motivational Interviewing
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School-Based Health Alliance

The national voice for school-based health care

• Supports school-based health centers (SBHCs) through technical assistance and training

• Advocates for SBHCs on the federal, state, and local levels

• Demonstrates the value of SBHCs with common standards, measures, data, and research
BECOME A MEMBER!
Questions?
Please enter your questions into the "Chat" box of the Zoom control window.

SAVE THE DATE!
National School-Based Health Care Convention
June 23-26, 2019 | Washington, DC

GIVING all YOUNG PEOPLE A CLEAN BILL OF HEALTH
2019
NATIONAL SCHOOL-BASED HEALTH CARE CONVENTION
Washington, DC
June 23-26, 2019

SCHOOL-BASED HEALTH ALLIANCE
Redefining Health for Kids and Teens
Housekeeping

- View the presentation in full screen mode
- Participate in activities using Questions/Chat
- Hand-outs to be downloaded
- Ask questions by using the Question/Chat box
My Experience with Motivational Interviewing:

A. Minimal to none

B. Have attended a training or two

C. I use it routinely
Why MI for Adolescents?

- Telling teens what to do = teen resistance
- Information alone is not enough to change behaviors
- MI allows the teen to drive the process - they tell you versus you tell them
Effectiveness

HOW we ask a question...
“You use condoms, right?”

HOW we talk about risky behaviors...
“Just say ‘no’ to sex”
Motivational Interviewing

Spirit
Giving Information
Strategies
Open ended questions
Affirmations
Reflections
“You are having a hard time at school.”

“It’s hard to say no when your friends are drinking.”
I would like to talk with you about XX.

Can I share some other ideas for ...?
Giving Information

VIDEO
Giving Information

- Give info simply
Giving Information

- Give info simply
- Offer concern
Giving Information

- Give info simply
- Offer concern
- Offer menu of options/not directives
MI Strategies

- Open-ended Questions
- Affirmations
- Reflections
**Open-Ended Questions:**

**Who**  
**What**  
**When**  
**Where**  
**How**  
**Why**

**Fully Open Questions:**
- What do you think about...
- Tell me about...
- How do you decide when to...
- Help me understand...

**Key Questions**
- Given what you told me, what do you think you will do next...
- Where would you like to go from here....
- What if you tried...
- What would it take...
- How, if at all...
- What do you see as your options...
Let’s Practice

Answer the following question:

How was your day?

Tell me about your day?
Open-Ended Questions:

Who  What  When  Where  How  Why

Fully Open Questions:

- What do you think about...
- Tell me about...
- How do you decide when to...
- Help me understand...

Key Questions

- Given what you told me, what do you think you will do next?
- Where would you like to go from here?
- What if you tried...
- What would it take...
- How, if at all...
- What do you see as your options?
How would you re-write the following question so that it is open-ended?

Do you drink alcohol?
Let’s Practice

How would you re-write the following question so that it is open-ended?

Are you interested in learning more about ways to eat healthier?
Affirmations

In order to encourage and support teens, use statements of appreciation or understanding.

Foster self-esteem and self-worth

Teens live up or down to our expectations!

Empower them to take care of and value themselves.
Affirmation Statements

Not “I” Statement .... ”You” Statements

→ You have...
  → You are...
  → You feel...
  → You believe...
Affirmations Activity

▶ You have...
▶ You are...
▶ You feel...
▶ You believe...

Teen Statements

▶ “I’m doing everything I can to graduate.”
▶ “I have tried using condoms, it just never works out.”
Reflective Listening: Overview

Reflecting involves:

- Active listening
- Stating back to teens what you heard, rather than asking questions
- Adding an emphasis, additional meaning, or continuation of their thought
Reflective Listening: Overview

Key Guidelines for reflections:

- Use 2-3 reflections for every question
- Be OK with a few moments of silence
Teen presents for STI screening, is having sex and not using protection.

- **Repeat** - repeating an element of what the teen said.
  - “You’re having sex and not using protection.”

- **Rephrase** - staying close to what the client has said with some rephrasing and synonyms.
  - “You’re not using protection and you don’t want to get an STI.”
Paraphrase - Inferring or guessing at the meaning of what the client has said and reflecting this back

Reflect feeling - Emphasizing the emotional dimension through feeling statements and metaphors

“You would like to be safer when having sex.”

“It’s scary to think about getting an STI.”
Reflection Activity

Teen Statements:

Seriously, I don’t want to be lectured about drugs.

A. This is too important not to talk about.
B. I’m not lecturing you, I’m making sure you have correct information.
C. What do you know about drugs?
D. You know what you need to keep from using drugs.
Reflection Activity

Teen Statements:

I have boundaries when it comes to sharing on social media.

A. You know what you are OK with and what you aren’t.
B. What are your boundaries?
C. You don’t like just anyone knowing about your business.
D. Everyone has some type of boundaries.
Reflection Activity

Teen Statements:

*I could start exercising, but I don’t have time.*

A. You are frustrated by not having time to exercise.
B. I have some ideas that might help you.
C. It is hard to find time to exercise.
D. You want to start exercising.
Key Take-aways
SBHA Pre-Conference Session

June 23, 2019

Registration
https://www.sbh4all.org/training/convention/registration/
Adolescent Focused Motivational Interviewing Training

1. Online, Interactive Learning Modules to be completed prior to the in person session - 8 CE or CME credits

2. Onsite Workshops to translate MI knowledge into effective practice with adolescents (and parents!)

3. Virtual Learning Collaboratives to continue MI skill building following participation in the training
Adolescent Focused Motivational Interviewing Training

Equips professionals to use MI strategies to improve their capacity to:

✓ Identify risk
✓ Communicate effectively
✓ Motivate youth toward safer behaviors

Improving Interdisciplinary Professional’s Capacity to Motivate Adolescent Behavior Change
http://www.possibilitiesforchange.com/publications/
NATIONWIDE MI WORKSHOPS

378 total MI workshop participants

21 workshops held in 20 cities across the U.S.

282 participants completed the evaluations and are included in the results presented here

AFTER ATTENDING THE MI WORKSHOP...

Participants were MORE CONFIDENT TALKING WITH YOUTH about changing their risky behaviors

BEFORE THE WORKSHOP
not confident 5.4 very confident

AFTER THE WORKSHOP*
not confident 7.4 very confident

*This result from the paired samples t-test is statistically significant (p<0.001)

Participants rated their SKILLS in counseling youth on changing their risky behavior as MORE EFFECTIVE

BEFORE THE WORKSHOP
not effective 5.0 very effective

AFTER THE WORKSHOP*
not effective 7.2 very effective

*This result from the paired samples t-test is statistically significant (p<0.001)

92% of participants said they would USE THE MOTIVATIONAL INTERVIEWING STRATEGIES when counseling youth
Outcomes

WHAT ARE PARTICIPANTS SAYING ABOUT THE MI WORKSHOP?

“This training totally changed how I talk with my teen patients. I can already see the difference it is making in their attitudes and what they share with me!”
-Las Vegas, NV

“I have been through a lot of trainings and this training really blew me away. I believe this was one of the best trainings that I have attended, giving me practical tools to take back and use with teens.”
-Bronx, NY

“The trainers did an excellent job with modeling, teaching, and practicing skills and techniques alongside participants.”
-Flint, MI
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