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Motivational Approaches: Supporting Individuals With Complex Needs

Triangle Community Resources

- Long history of delivering services specifically for “Multi-barriered” individuals
- Extensive experience assisting others to recognize and overcome their barriers to better quality of life by making informed and realistic choices that maximize their potential
- We blend a combination of personal development (Life Skills) with Career Decision and Job Search to overcome entrenched barriers
- Our services address the immense diversity of multi-barriered individuals




Diverse and Complex Characteristics

- Lack of social supports (past and/or present)
- Emotional and/or physical trauma (past and/or present)
- Substance abuse
- Criminal record and/or on probation
- Family court issues
- Mental health concerns (ADHD, FASD, Depression, Anxiety)
- Limited education and work history
- Low self-esteem
- Self-defeating behaviours




Client Group: Aboriginal People

Barriers

- Low self-esteem
- History of abuse
- Lack personal mgmt. skills
- Poor health
- Lack of education
- Addiction
- Mental health issues
- Self-assessed discrimination
- Poverty
- Lack of transportation

Needs

- Life skills
- Social skills
- Access to cultural support
- Access to treatment
- Community connections
- Upgrading, training
- Employability skills
- LMI, career decision making
- Work experience
- Financial supports
- Job development



Client Group: Single Parents

Barriers

- Financial constraints
- Not qualifying for funding
- Lack of confidence
- Benefits dependency
- Childcare issues

Needs

- Life skills
- Skills upgrading
- One-to-one support
- Community links and resources
- Current technology
- Childcare
- Transportation
- Job search skills/resources
- LMI, career decision making



Client Group: Survivors of Violence/Abuse

Barriers

- Distressed, confused
- Low self-worth
- Shame and guilt
- Depression and/or anxiety
- Fearing for safety
- Isolation and withdrawal
- Physical illness
- Alcohol and/or drug use

Needs

- Social skills
- Community connections
- Specialized life skills
- One-to-one support
- Job search skills/resources
- LMI, career decision making
- Retraining/upgrading
- Access to technology
- Access to treatment
- Work experience
- Financial supports
- Job development



Client Group: Multi-Barriered

Barriers

- Low self-esteem, fear, anger
- Abuse and isolation
- Limited communication skills
- Poor health
- Lack of education
- Addictions
- Mental health issues
- Financial constraints
- Homelessness
- Limited employment
- Problematic lifestyles
- No identification
- Appear "unmotivated"

Needs

- Life skills
- Individual realistic action plan
- One-to-one support
- Community links and resources
- Job search skills/resources
- LMI, career decision making
- Retraining/Upgrading
- Access to technology
- Access to treatment
- Work experience
- Financial supports
- Job development



Barrier: Domestic Violence

Commonly Related Barriers

- Substance abuse
- Child welfare (MCFD) involvement
- Low self-esteem
- Mental health issues (e.g., depression and anxiety)



Barrier: Low Cognitive Functioning/Learning Disability

Commonly Related Barriers

- Low self-esteem
- Anger
- Depression
- Substance abuse



Barrier: Substance Abuse

Commonly Related Barriers

- Criminal record
- Loss of driver's license
- Physical health problems
- Domestic violence
- Child welfare (MCFD) involvement
- Among women, high percentage of physical/sexual abuse




Barrier: Mental Health Concerns

Commonly Related Barriers

- Substance abuse
- Domestic violence
- Low self-esteem
- Limited stress tolerance




Best Practices for Working with Complex Clients




Recognize Diversity

- Have strong knowledge of and relationships with a broad range of social service organizations
- Be prepared to initiate contact with service providers on behalf of clients
 - Service Canada
 - MSDSI
 - Transition and recovery houses
 - STOC training service providers
 - Food banks
 - BC Non-profit Housing Association
 - Probation offices
 - Treatment centres
 - Assessment and counselling services



"Accessible Attitude"

- Recognize fear
- Supportive, empathic environment
- Nonjudgmental attitude
- Positive, productive, safe and enjoyable Client experience
- Immediate support, as required
- Encouragement to move forward
- Honest feedback regarding first impressions and personal appearances within a professional environment
- Encouragement and assistance to connect with other resources to address personal issues



Support Client Disclosure

- Your initial contact or "first impression" has great impact on how much Clients will disclose
- First step is to behave in ways that foster mattering and that are authentic and genuine
- Without strong rapport, disclosure of barriers and needs will not happen
- Be alert to literacy issues, as these can interfere with accuracy of assessment tools
- Diversity of Clients requires flexible intake approach
- OBSERVE



Support Client Disclosure

- LISTEN carefully
- Utilize open-ended questions
- Summarize
- Paraphrase
- Reflect
- Gently challenge



Key Questions to Answer

- Is the Client ready for service, and is our service appropriate?
- Are there indications of physical or mental health issues that may require a referral to another service provider?
- Are there indications of active addiction?
- Does the Client present with any unusual affect?
- Is there consistency/inconsistency in the Client's narrative?
- Has the Client disclosed a primary barrier(s), and if not, what observations help to identify it?
- Are their logistical barriers to participating in service?
- Does the Client have stable housing?
- Does the Client have access to adequate nutrition?
- What does the Client express as current feelings and needs?



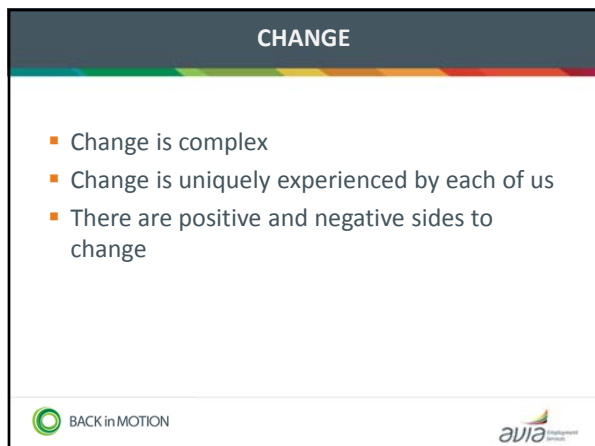
Summary

- Most barriers are identified through staff expertise, and by Client disclosure that flows from a trusting relationship and a supportive nonjudgmental environment
- An effective intake does not require that *all* barriers are identified and discussed in the first meeting
- Barriers cannot all be dealt with at once
- Multi-barriered Clients benefit from longer term services, including a series of ESS workshops to build a solid foundation of skills including Personal Development (**Prepare**), Employability Skills (**Maintain**) and Job Search Skills (**Find**)
- Service does not have to address *all* of the individual's problems in order to clear the path to employment









CHANGE IS OFTEN DIFFICULT

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How do we help Complex Clients make positive changes in their lives?

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Motivational Interviewing

References and Resources:

- Rosengren, David (2009). *Building Motivational Interviewing Skills: A Practitioner Workbook*. New York: Guilford Press.
- Miller, W & Rollnick, S. (2012). *Motivational Interviewing, 3rd Edition: Helping People Change*. New York: Guilford Press.

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What is MI?

- MI is a **collaborative, goal-oriented style** of communication, with particular attention to the **language of change**.
- MI is designed to strengthen personal commitment to a specific goal by **eliciting and exploring the person's own reasons for change** within an atmosphere of **acceptance and compassion**.



Motivational Strategies: The Building Blocks

- Providing information
- Removing practical barriers
- Providing choice
- Identifying the benefits of change
- Practicing empathy
- Providing feedback
- Clarifying goals
- Active helping



4 Processes of MI

- Engaging: establishing a working relationship
- Focusing: establishing an agenda
- Evoking: eliciting client's own motivation to change
- Planning: committing to a specific course of action



1. ENGAGING



Engaging

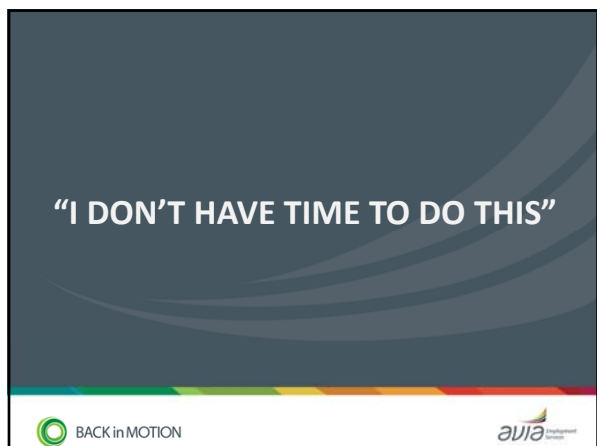
- The process of establishing a helpful connection and a working relationship
- A prerequisite for everything that follows
- Client ratings of the quality of their working relationship with practitioners tends to predict retention in service and successful outcomes
- Not unique to MI



4 Core Communication Skills for Engagement

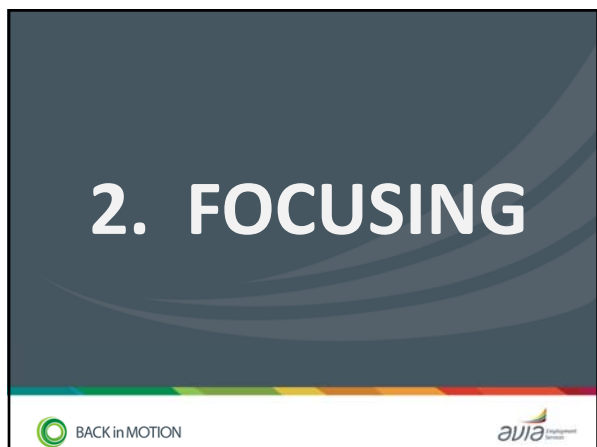
- Asking open questions
- Affirming
- Reflective listening
- Summarizing
- GOOD LISTENING ENCOMPASSES ALL FOUR OF THESE SKILLS





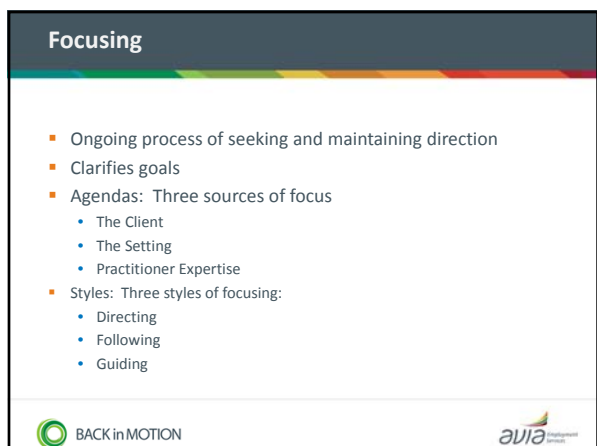
"I DON'T HAVE TIME TO DO THIS"

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2. FOCUSING

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Focusing

- Ongoing process of seeking and maintaining direction
- Clarifies goals
- Agendas: Three sources of focus
 - The Client
 - The Setting
 - Practitioner Expertise
- Styles: Three styles of focusing:
 - Directing
 - Following
 - Guiding

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3. EVOKING



AMBIVALENCE IS NORMAL



Ambivalence

- Explore ambivalence, rather than think *resistance*
- Develop a discrepancy between present behaviour and goals and **values**
- When a behaviour is seen as conflicting with goals, change is more likely to occur.
- **Client rather than the practitioner should present the argument for change**



Ambivalence

- The Client is not an opponent
- It's not about winning and losing
- It's not about convincing
- It's not about telling someone what to do
- If asked for advice, give a set of options
- Remind yourself and the Client of their autonomy

***The Client is the primary resource for finding answers and solutions**



The 2 sides of Ambivalence

Change Talk vs. Sustain Talk

- Change talk: statements that indicate some movement in the direction of change
 - "I need to do something about this"
 - "I suppose I could at least update my resume"
- Sustain talk: statements that indicate support for the status quo
 - "I don't think I'm ready to get a job"
 - "I don't see how that would help"



Sustain Talk

Do not explore or directly challenge sustain talk

- Questions that elicit sustain talk
 - What gets in the way of ...?
 - What prevents you from ...?
 - Why haven't you ...?
- Even empathic statements can encourage sustain talk so watch how you use them
- Strategies for responding to sustain talk:
 - Reflection with a twist
 - Double-sided reflection (creates discrepancy)
 - Shift focus
 - Emphasize autonomy
 - Reframing



Change Talk

Evoked change talk by asking open questions about:

- Desire (*I wish, I want, Wouldn't it be great if*)
- Ability (*I could, I would be able to, I have done that in the past*)
- Reasons (*I would have more money, I would have something to talk about, I wouldn't be bored*)
- Need (*Must, should, ought to, have to*)



4. Planning



Ready to Start Planning

- Look for signs of readiness
 - Increased change talk
 - Diminished sustain talk
 - Increased resolve
 - Envisioning
- Transition from Evoking to Planning
 - *So where does all of this leave you?*
 - *What do you think you might do?*



Checking for and strengthening commitment

- **Commitment** – *Is that what you intend to do? So, in order to get this going, what would you have to do first?*
- **Activating** – *How would you get ready? Are you willing to give that a try?*
- **Taking Action** – *So you checked out that website I sent you. I see that you are looking over the workshops we offer.*



Summary

Helping people make positive changes through MI

- MI is a collaborative conversation style for strengthening a person's own motivation and commitment to change
- **Key elements are:** Engaging, Focusing, Evoking and Planning
- The overall style is one of guiding (which lies between directing and following)
- **Ambivalence is a normal part of the change process**
- When we argue for change with a person who is ambivalent, it naturally brings out the person's opposite arguments
- **People are more likely to be persuaded by what they hear themselves say**