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Observations of one-on-one conversations between residential care workers and adolescents: A Motivational Interviewing based study

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## Motivational Interviewing:

Observations of one-on-one conversations between residential care workers and adolescents

Department of Special Needs Education and Youth Care

Annika Eenshuistra Annemiek Harder Erik J. Knorth

EUSARF Conference, September 14, 2016

Adolescent: "I like to smoke weed every day"

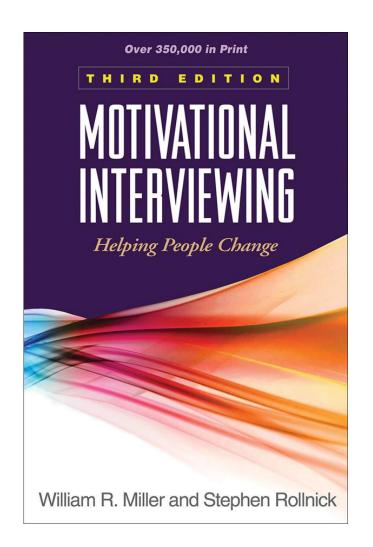
Care worker: "It is unhealthy to smoke weed, so it is better for you to quit"

Care worker: "Would it be alright if we spend some time discussing the risks of smoking weed?"



## Motivational Interviewing (MI)

MI is a "collaborative conversation style for strengthening a person's own motivation and commitment to change" (Miller & Rollnick, 2013, p. 12)



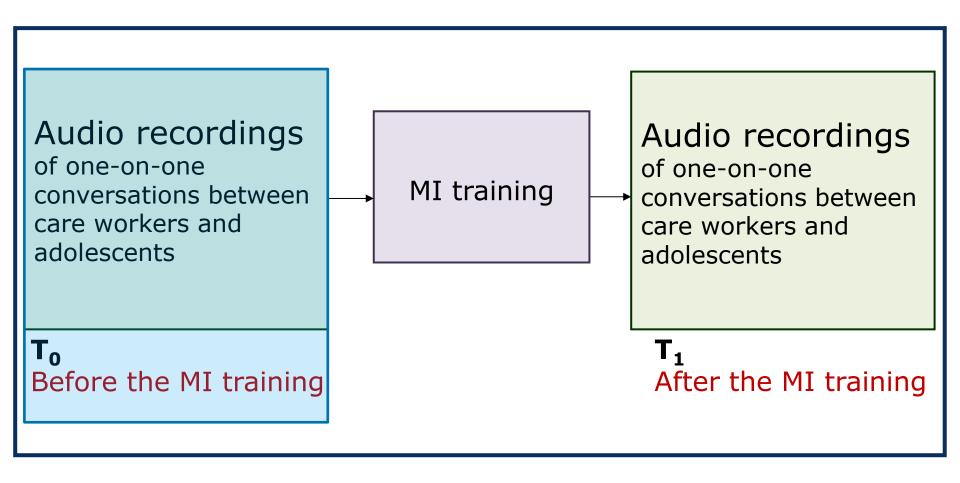
## Why MI in residential youth care?

- Fits very well with adolescents (focus on autonomy and motivation for change)
- Can improve alliances with adolescents (focus on treatment skills of professionals)
- Can improve long-term outcomes (focus on evoking intrinsic motivations for change)

(Eenshuistra et al., 2016; Markland et al., 2005; Harder et al., 2015)



## Method: Research design study



### MITI: professionals (Moyers et al., 2016)

#### MI adherent behavior

- Affirm: "Well, it's great that you want to go to school again, because you did not go to school for a while."
- Seeking Collaboration: "What can I do for you?"
- Emphasizing Autonomy: "But David, only if you want it."
- Persuade with permission: "What do you think of saving money?"

### MITI: professionals (Moyers et al., 2016)

#### MI non-adherent behavior

- Persuade without permission: "That's the spirit that you need to keep up."
- Confront: "I don't believe that."

#### Other behavior counts:

- Giving Information: gives the client neutral information
- Questions: that are asked to the client
- Reflection: they essentially capture and return to clients something about what they have just said.
- Other: among others utterances that have a structuring function or a combination of a reflection and a question

## MISC: youth (Houck et al., 2013)

#### Change talk (CT)

"What I want is just my old life back without the negative things."

#### Sustain talk (ST)

"I don't want to go to school anymore."

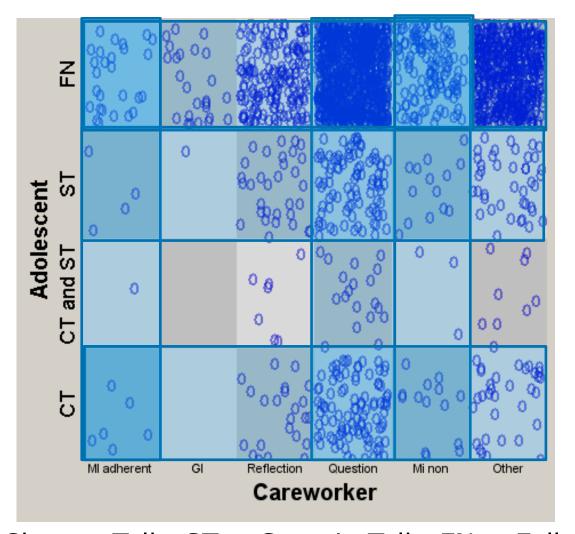
#### Follow/Neutral/Ask (FN)

"Yes/no"

"What do you mean?"



## Results: care worker-adolescent dyads



Note. CT = Change Talk, ST = Sustain Talk, FN = Follow/Neutral/ask a question, GI = Giving Information, MI non = MI non-adherent



# Fragment: MI non-adherent behavior and neutral response

Adolescent: I don't talk a lot with my parents anyway.

Care worker: No. Why is that? [Question]

Adolescent: I don't know. Besides I was alone, yes I actually have never done that a lot, talking a lot with my parents. [Follow/Neutral]

Care worker: Ok, but these are very important things to discuss, I think. [Persuade without permission]

Adolescent: Yes [Follow/Neutral]



## Main results and implications

 Care workers often use MI non-adherent behaviors

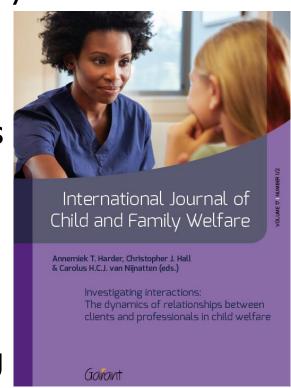
Adolescents mostly reply neutrally to care workers

 Focus on (behavior)change during one-on-one conversations

with adolescents

Provide MI training for residential care workers

 Study the implementation and effectiveness of such MI training in residential youth care practice







## Thank you for your attention

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