Motivational Interviewing in the Information Literacy Classroom

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From Student Behavior That Interferes With Learning To Behavior That Supports Learning

- Student Behavior That Interferes With Learning
  - Student Behavior That Supports Learning
  - Traditional ways these negative behaviors are addressed
- Using Motivational Interviewing (MI) to foster behavioral change
Motivational Interviewing
Some Background

- A collaborative conversation style for strengthening a person’s own motivation and commitment for change (Miller & Rollnick, cited by Rollnick, Kaplan & Rutschman, 2016).
- Designed by William R. Miller and Stephen Rollnick in 1983 to motivate problem drinkers to abstain from alcohol.
Motivational Interviewing and Education

- Stephen Rollnick, Sebastian G. Kaplan and Richard Rutschman described how it can be applied to behavior and learning in schools in their book published in 2016.
Evidence for MI

- 200 controlled trials and evidence for efficacy in a wide range of settings (Miller & Rollick, cited by Rollnick, Kaplan & Rutschman, 2016).

- 10 out of 11 recent studies of MI among school students yielded positive findings. 3 were randomized trials (Snape & Atkinson, cited by Rollnick, Kaplan & Rutschman, 2016).

- Primarily studied below the college level but college level implementation is growing.
# Student Behavior

<table>
<thead>
<tr>
<th>Student Behaviors That Interferes With Learning</th>
<th>Student Behaviors That Supports Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>coming late</td>
<td>Coming on time</td>
</tr>
<tr>
<td>absent</td>
<td>Attending class</td>
</tr>
<tr>
<td>not doing homework</td>
<td>Completing homework</td>
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<tr>
<td>coming to class unprepared</td>
<td>Coming prepared</td>
</tr>
<tr>
<td>talking in class</td>
<td>Paying attention in class</td>
</tr>
<tr>
<td>getting poor grades</td>
<td>Earning high grades</td>
</tr>
<tr>
<td>giving up</td>
<td>Having confidence</td>
</tr>
<tr>
<td>dropping out</td>
<td>graduating</td>
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Jessica has been late for the first two classes.

- What Would You Do?
  - Ignore it.
    - This is college. It’s not my job to tell her to come on time.
  - Ask her
    - Why have you been late to class?
  - Follow Up By Providing Solutions
    - In order to come on time you need to.....
  - Warn him of the consequences
    - showing up late will affect her grade
    - If she shows up late again she won’t be allowed in class
    - If she shows up late again ....
Sustain Talk v. Change Talk

**Sustain Talk** - Talk that supports sustaining unhelpful behavior
- Why have you been late to class? Produces...
- I have to get my kids to school
- I am up late at night cramming for class
- I work overnight as a parking garage attendant

**Change Talk** - Talk that supports changing unhelpful behavior
- What could you do so that you can come to class on time?
- I can arrange for my mom to take my kids to school on Tuesdays
- I can study on the train so I have to cram less late at night
- I can look into getting a day job

Motivation Interviewing is a conversational style in which the student voices the case for change (Rollnick, Kaplan, Rutchman, 2016)
Evoking

- Whose Voice In This Room Do You Believe The Most?

- Your Own!
Evoking Change Questions

- What could you do so that you can come to class on time?
- What have you done in the past when you needed to be somewhere important in the morning?
- What would you gain by figuring out a way to come on time?
Questions?
Conduct a Dialogue With Your Partner

- Part I
  - Pick a personal or student behavior you’d like to change
  - Have the person next to you attempt to ask you open ended question that evokes change.
  - Decide if their questions were change evoking question.
- Part II
  - Respond to their questions.
  - Have your partner decide if your answer was an example of change talk.
  - Switch roles.
How would you proceed?

- George has missed doing his last three home works. You have a no lateness policy for home works.
- George: I’m sorry. I just forgot. Can I make up the home works I missed.
- You: George. It is unfortunate that you missed three home works. What are steps you can take so you don’t forget to do this week’s home work?
Open Ended

- Future
  - What could you do so that you can come to class on time?
- Build On the Past
  - What have you done in the past when you needed to be somewhere important in the morning?
- What Do You Gain
  - What would you gain by figuring out a way to come on time?
• Change Talk is the heart of motivational interviewing (Rollnick, Kaplan, & Rutschman, 2016).

• OARS are the Four Core Skills of MI
  - Open Ended
  - Affirmations
  - Reflections
  - Summarize
Affirmations

- Even if you come late you evidently do care about the class.
- You really participate when you are in class.
- You wrote a nice essay the first day of class.
Reflections

- You are having trouble getting your children to school in the morning but you also want to get to class on time.
“So let me make sure I’m understanding all of the big ideas so far.

You need to get your children to school in the morning.

At the same time, you also want to arrive on time to class so you can get a good grade.

It sounds like at this point you will ask friends or family for help getting your children to school.”
How Would You Respond?

- Wendy: I am really mixed up in class. I am going to drop out of your class but I decided to talk to you first.
Open Ended (and Reflective)

- You sound like you are finding the class confusing. What about the class would you like to understand better?
Many things. For example, I really am confused by Boolean searching. I think it’s a lost cause (sustain talk) but maybe I could understand it somehow (change talk).
Affirmation

- Well you did a great job understanding how to write an APA citation. And the fact that you are coming to me shows that you want to stay in class and do well.
- Continue to Evoke:
- Well I am here to help you. I am wondering, what have you done in the past when you found classes confusing. And what can you do this time?
Wendy

- In the past actually I asked my professor if they could review things with me and it helped. I was sorta wondering if you would do that but I was too afraid to ask.
Summarize

- So let me make sure I understand you correctly. You seem to find aspects of the class confusing and are hoping I would review Boolean searching and other topics with you. Do I understand you?
Draw Out a Commitment

- I am available in my office Tuesday after class for a half an hour to review Boolean searching. Will you come then?
Wendy

- Yes I will be there.
Return to the Dialogue You Conducted With Your Partner Earlier

- Add the OARS to your dialogue.
  - Open Ended
  - Affirmations
  - Reflections
  - Summarize
Questions?