

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

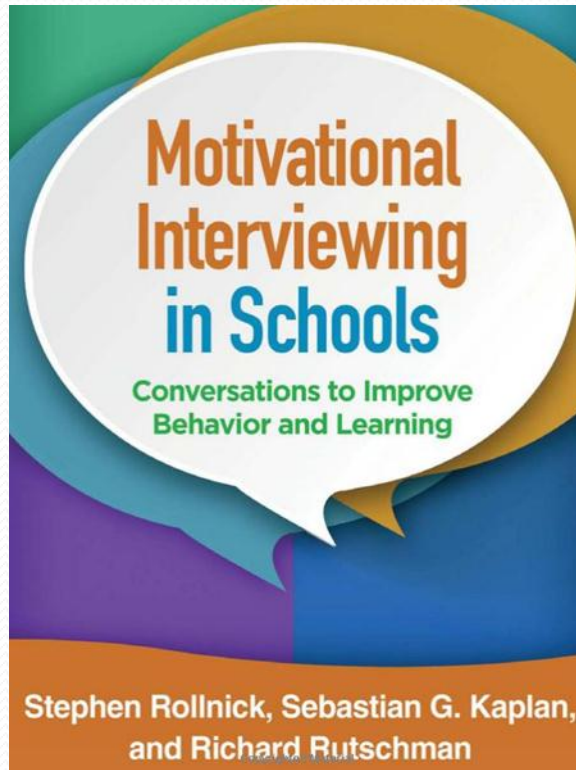
Motivational Interviewing

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

Student Behaviors That Interferes With Learning

- coming late
- absent
- not doing homework
- coming to class unprepared
- talking in class
- getting poor grades
- giving up
- dropping out

Student Behaviors That Supports Learning

- Coming on time
- Attending class
- Completing homework
- Coming prepared
- Paying attention in class
- Earning high grades
- Having confidence
- graduating

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.

Summarize

- “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?

Wendy:

- 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.
- **O**pen Ended
- **A**ffirmations
- **R**eflections
- **S**ummarize

Questions?



Bibliography

Rollnick, S., Kaplan, S. G., & Rutschman, R.
(2016). *Motivational interviewing in schools:
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