

# **O.A.R.S.**

(adapted from Miller and Rollnick)

## **O**pen Ended Questions:

- How can I help you with \_\_\_\_?
- Help me understand \_\_\_\_?
- How would you like things to be different?
- What are the good things about \_\_\_\_ and what are the challenges?
- When would you be most likely to \_\_\_\_?
- What do you think you will lose if you try \_\_\_\_?
- What do you want to do next?

## **A**ffirmations: build a relationship with the person, honors them.

- It's great that you are here today
- It's not always easy...
- It sounds like you've been really thoughtful about \_\_\_\_.
- You're really trying hard to...
- It seems like you are really good at...

## **R**eflective Listening--exploring the ambivalence(simple, amplified, double sided)

- So you feel that...
- It sounds like...
- One the hand....on the other

## **S**ummaries: Review of discussion, and next steps

- Let me see if I'm getting this right...
- So let's go over what we have talked about so far....
- A minute ago you said you wanted to \_\_\_\_ ...would you like to talk more about how you might try?
- So you've just described your plan it's \_\_\_\_\_. Remember we're always here to help in anyway. What other questions do you have before you leave today?

# Principles of Motivational Interviewing: REDS

(adapted from Miller and Rollnick)

- **Roll with Resistance**

- What's your first instinct when someone disagrees with you?
- Avoid arguing!
- Resistance is not directly opposed; rather it is a signal to respond differently. There is a paradoxical element in this, which often will bring the client back to a balanced or opposite perspective.
- Client is source for answers and solutions
- Very helpful with clients who present in a highly oppositional manner and who seem to reject every idea or suggestion.
- Karate/judo fighter

- **Express Empathy**

- *Empathy* is the capacity to recognize emotions that are being experienced by another person
- Identification with and understanding of another's situation, feelings, and motives
- Acceptance and respect
- Ambivalence is normal (think about when you were making a change career-move-etc- did you want additional pressure from others or did you want them to understand where you were coming from?)

- **Develop Discrepancy**

- Why would pointing out a discrepancy in a clients story help facilitate change?
- Client should present argument for change
- Change is often motivated by a perceived discrepancy between present behavior and important personal goals

- **Support Self-Efficacy**

- Self efficacy: an individual's estimate or personal judgment of his or her own ability to succeed in reaching a specific goal
- Enhance the client's confidence
- The client is responsible for choosing and carrying out change

**Motivational Interviewing with Parents in a Child Welfare Context**  
**Child Abuse and Neglect Conference, 10/21/19**  
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Mary

Mary has 2 teenage sons, ages 16 and 14. She currently has an open child welfare case in court, and has a finding of educational neglect because of excessive absences and failure to protect her children because her boyfriend Scott engaged in excessive corporal punishment against Jon. Scott has an abuse finding, and is excluded from the home with an order of protection. The children were in foster care and were returned roughly a month and a half ago. Mary's service plan requires her to follow through with therapy, ensure that her children attend school, and stay away from her former boyfriend Scott.

There is a review hearing in just one month, because the Court wants to know about the progress of the family therapy and compliance with the service plan. You are a caseworker, attorney, social worker or clinician, and scheduled an office visit to prepare for the court date and get an update on progress. You find out that Mary has not attended any therapy appointments and that Jon is only sporadically attending school. Mary says that over the last several weeks she had public benefits appointments she needed to attend, and her mother was feeling sick, so she was spending time with her to make sure she was okay. Mary has no explanation as to why Jon isn't going to school and also admits that she had contact with her former boyfriend. He came by her apartment twice while the boys were at school. She insists that she is not dating him again, but said that he has given her money that has helped her meet expenses and she does not see the harm in seeing him "once in awhile."

Thomas

Thomas is a single father with 3 teenage children in foster care with the paternal grandmother. Thomas was alleged to neglect his children by misusing alcohol and cocaine. The children's mother died 4 years ago and Thomas has been their sole caretaker ever since, until they were placed in foster care at the inception of the case. After a trial, the court took jurisdiction due to neglect, and Thomas was ordered at disposition to engage in and complete a substance abuse treatment program, complete parenting classes, and visit his children.

Thomas works construction jobs during the day and gets off work early in the evening with enough time to complete his service plan. Initially, you and Thomas thought that the kids would be back in his care soon. The children are well bonded and attached to him, and they all fared well in school, getting decent grades despite Thomas's substance misuse. Thomas completed the parenting class, maintains he is not using alcohol or drugs, and tests negative when he submits toxicology screens. However, his attendance at a substance abuse program is sporadic, he attends 3 out of 4 of his

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scheduled visits each week, and he missed the last court appearance, saying he had to work, but gave you no notification of his conflict. You suspect that Thomas may be using drugs or alcohol again, or dating a woman he met in the program, but not certain.