



Fact Sheet:

Family First Prevention Services (FFPS) Program

Motivational Interviewing

Introduction

This Fact Sheet provides pertinent information for counties, Tribes, and providers planning to utilize Motivational Interviewing (MI) as an evidence-based practice within the Family First Prevention Services (FFPS) Program. In this Fact sheet, you can find the following information:

- **Overview of MI:** this includes the purpose, goals, intended audience, and model fidelity tools available for Motivational Interviewing.
- **MI Requirements:** this includes minimum requirements for training, model fidelity, and outcome measurement within the FFPS Program.
- **MI Training & Fidelity Monitoring Options:** this includes potential options for achieving the MI requirements within the FFPS Program. More information will be forthcoming on the cost to counties associated with the various options.

Counties, Tribes, and providers are encouraged to utilize this Fact Sheet and accompanying resources detailed throughout this document to inform the development of their approach to implementing MI within the FFPS Program.

NOTE: Counties and Tribes will only be able to claim Title IV-E funding for MI when staff are administering MI within the FFPS Program and all training and fidelity requirements are met.

Overview of Motivational Interviewing

What is Motivational Interviewing?

“MI is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance and compassion.” (Miller & Rollnick, 2013, p. 29)

MI is a method of counseling that is designed to promote behavioral change and to improve physiological, psychological and lifestyle outcomes by identifying ambivalence and increasing motivation to change. MI can be applied to many different treatment settings and can be implemented as part of casework practice. This practice can also be integrated within other service models as a driving curriculum. The California Evidence-Based Clearinghouse for Child Welfare (CEBC) rates MI as Well-Supported by research evidence with a medium relevance to child welfare in the categories of motivation and engagement programs. MI can also be used in two different approaches: 1) substance use treatment and 2) cross-cutting case management.

Motivational Interviewing and the California State Prevention Plan

MI has been chosen as one of the 10 well-supported evidence-based programs (EBP) within the California Five-Year State Prevention Plan and is the most commonly chosen EBP within local county and Tribe Comprehensive Prevention Plans (CPPs). As mentioned, MI can be implemented for substance use treatment and/or as a cross-cutting case management strategy to promote behavior change when working with families.

MI for Substance Use Treatment: MI for substance use treatment is designed to reach adolescents and their parents/caregivers. Those using MI for substance use treatment must use the Motivational Interviewing Competency Assessment (**MICA**) tool and more information on this tool can be found in the following section. The following outcomes are identified as part of the California Five-Year State Prevention Plan when using MI for substance use treatment.

Intended Outcomes for MI Substance Use Treatment in the FFPS Program:

- ❖ Decrease in child's substance use
- ❖ Decrease of parent/caregiver substance use
- ❖ Improved physiological and lifestyle outcomes

MI for Cross-Cutting Case Management: MI for substance use treatment is designed to reach adolescents and their parents/caregivers. Those using MI for cross-cutting case management must use the Motivational Interviewing Treatment Integrity (**MITI**) or **MICA** tool and more information on these tools can be found in the following section. The following outcomes are identified as part of the California Five-Year State Prevention Plan when using MI for cross-cutting case management.

Intended Outcomes for MI Cross-Cutting Case Management in the FFPS Program:

- ❖ Enhance internal motivation to change
- ❖ Reinforce internal motivation
- ❖ Develop a plan to achieve change

Fidelity Monitoring through Rating Instruments

The two primary rating instruments used to evaluate Motivational Interviewing (MI) are the Motivational Interviewing Treatment Integrity (**MITI**) and Motivational Interviewing Competency Assessment (**MICA**) tools. Both are valid and reliable; they are tailored to measure current best practices in MI. Both yield quantitative data and indicate qualitative considerations that are key to skill enhancement coaching.

MITI

(used for cross-cutting case management)

The MITI yields data about global technical and relational aspects of the conversation as well as 10 different utterance categories. The MITI establishes thresholds for two levels (fair and good) based on 4 different ratios:

1. reflections to questions
2. percentage complex reflections
3. technical averages
4. relational averages

Access the MITI 4.2 Manual to learn more by clicking here

MICA

(used for cross-cutting case management OR substance use treatment)

The MICA is used to measure conversations and provide coaching feedback. The MICA considers all skills used by the worker as they function within the conversation, so that what we do matters, but more importantly it is about how we talk with parents and families. MICA elements describe how MI spirit and strategies can be best expressed. The MICA describes two strategic sets of responses, one for effectively working with sustain talk and the other for effectively building change talk.

Access the MICA 3.2 Manual to learn more by clicking here

Motivational Interviewing Fidelity Requirements

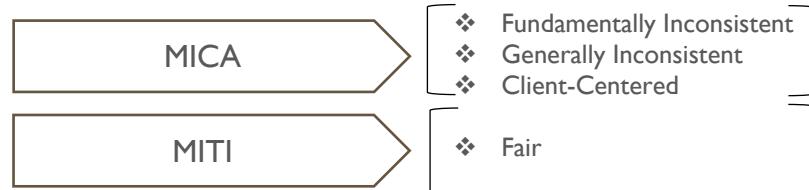
Requirements for MI within the FFPS Program will be available in the forthcoming MI CQI Data Brief outlining the data collection and reporting requirements and the MI Training Plan outlining the training expectations. Below includes key practice information on the minimum requirements when utilizing the MITI and/or MICA. The following lists the requirements for the ratings within each fidelity tool.

WHAT ELSE TO KNOW?

TRAINING

CODING & COACHING

Staff meeting the following thresholds on the MICA or MITI (respectively) must receive ongoing training (i.e., booster training) AND coding/coaching every 6 months:



Once a staff member meets any of the following ratings on the MICA or MITI, they are no longer required to have ongoing training, unless they revert to any of the ratings listed above.

Once a staff member meets any of the following ratings on the MICA or MITI, they must receive coding & coaching on an annual basis, unless they revert to any of the ratings listed above.



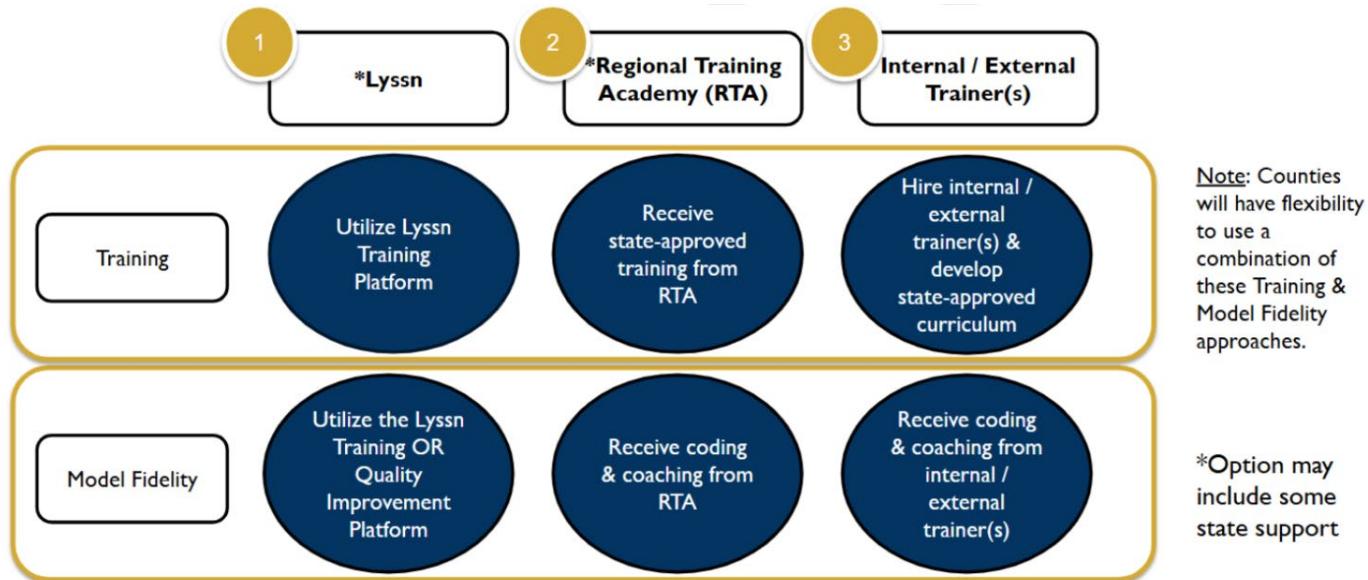
Data Collection

Counties, in coordination with community agencies, will be required to collect and assess data on fidelity monitoring to support continuous quality improvement and drive future training decisions.

Counties will track data utilizing an internal mechanism to ensure training and model fidelity can be monitored. Data will be submitted in aggregate form to the State utilizing the reporting templates included in the forthcoming MI CQI Data Brief.

Motivational Interviewing Training & Fidelity Monitoring Options

Counties looking to implement MI under the FFPS Program can do so via a variety of avenues. Below details the potential options for training and model fidelity support. Additionally, counties can develop their own training curriculum and have internal/external trainers and coaches to meet the established requirements in the MI CQI Data Brief and MI Training Plan with prior approval by CDSS, as specified in the MI Training Plan.



Training Requirements

The requirements for MI Training to meet the FFPS Program requirements for federal Title IV-E funding reimbursement include the following:

- Counties must develop a plan for staff delivering MI to complete Foundational and Advanced Skills Training in alignment with the minimum content standards (see page 5).
- Ongoing Training:**
 - Must be available to staff ongoing to ensure they are reaching competence with delivering MI and to support with skills drift. Please note the ongoing training requirements listed above under "Motivational Interviewing Fidelity Requirements".
- Trainer Qualifications:**
 - Trainers must have experience applying MI to fidelity
 - Counties will identify a process and criteria for trainer experience using MI to fidelity.
 - Trainers may include a member of the Motivational Interviewing Network of Trainers (MINT)
 - Trainers delivering MI for the FFPS Program must go through a state-approved Training-for-Trainers (T4T). A state-developed T4T curriculum is anticipated and any other T4T developed for the purpose of using for the FFPS Program must be approved by CDSS prior to implementing.
- Post-Testing:**
 - Post-testing to assess knowledge acquisition of learners may be used. Post-testing is encouraged, but not required.

Minimum Training Content Standards

To meet the model fidelity requirements of MI within the FFPS Program, all staff (CBOs and Title IV-E agency) delivering MI with the purpose of claiming Title IV-E funding will be required to complete both Foundational MI Training and Advanced Skills Training. Supervisors will be required to take Foundational Training and a supervisor-specific Advanced Skills Training (see note below). Training will NOT involve a certification process for individual practitioners. Trainings must include the following content standards at minimum.

FOUNDATIONAL TRAINING

Centers primarily on learning and practicing MI relational skills and prepares the participant to learn and practice MI technical skills. Both supervisors and staff are expected to take this training before Advanced Skills.

Must include at minimum:

1. Definition of MI
2. The Guiding Style
3. Four elements of MI Spirit (Partnership, Acceptance, Compassion and Empowerment)
4. Four tasks of a motivational conversation (Engaging, Focusing, Evoking and Planning)
5. Person-Centered Micro Skills (Open Questions, Affirmations, Reflections, Summaries)
6. Understanding Conversation Roadblocks
7. Managing the Fixing Reflex
8. Collaborative and Autonomy Supportive Information Exchange
9. Recognizing Change Talk
10. Evoking Change Talk
11. Reinforcing Change Talk

ADVANCED SKILLS TRAINING

Centers primarily on learning and practicing MI technical skills and prepares the participant for rating and coaching as well as communities of practice. Staff must complete Advanced Skills Training. Supervisors must complete a supervisor-specific Advanced Skills training that incorporates the following content and is focused on supporting staff administering MI.

Must include at minimum:

1. Cultivating Change Talk
2. Softening Sustain Talk
3. Navigating Discord
4. Practice and Feedback via selected rating instrument elements

Note: Supervisors will be required to take a supervisor-specific Advanced Skills Training including the content listed above but that is aimed at supporting staff with delivering MI.

Next Steps

The CDSS is currently exploring contract options for delivering MI within the FFPS Program, which includes determining the associated cost for counties to participate in such training and coding/coaching. The information highlighted above is to assist counties with making informed decisions about the minimum training and fidelity requirements for planning purposes. More information regarding accessing state-supported training and fidelity monitoring options will be shared soon.

Contact Us

For questions pertaining to this Fact Sheet or other questions about the FFPS Program and associated requirements, please contact the California Department of Social Services (CDSS) Safety, Prevention, and Early Intervention Branch at ffpsapreventionservices@dss.ca.gov.

If your county is interested in receiving additional technical assistance and is not currently receiving support from a technical assistance provider, complete this [CPP Technical Assistance Request Form](#).