

**Motivational Interviewing
to
Promote Safe Sleep**

Facilitated by

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Produced for:
Oregon Home Visiting
Regional Training Program

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What to Expect

Welcome

Objectives

Review of Safe Sleep Campaign

Cultural Point of Views & Safe Sleep

MI Activity for Review & Practice

OARS Discussion & Further Review

Skill Practice

Scaling Questions

Talking Circle Close

Evaluations



Session Objectives

- By the end of this session you will be able to
 - List 3 Protective Factors to for Sudden Infant Death Syndrome (SIDS) and Sudden Unexpected Infant Death (SUID)
 - List 3 key elements of safe sleep environments (Safe to Sleep Campaign)
 - Use 3 Motivational Interviewing strategies with culturally diverse families to promote safe sleep.



Share With a Partner ...

A recommendation for parenting a baby that has changed since you were a child.

[2 min. each]

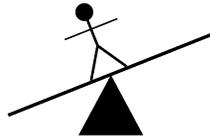


Safe Sleep & Cultural Points of View

- **Review:** Safe Sleep Campaign Flyer
- **Discussion:** Divergent Cultural Attitudes about Safe Sleep



Motivational Interviewing (MI)



Helping people explore and resolve their ambivalence about their risky health related behaviors.



Background

Client-Centered

- Unconditional positive regard
- Genuineness
- Accurate empathy



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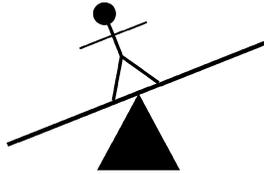
Carl Rogers, PhD



Background

Motivational Interviewing (MI)

"An effective evidence-based approach to overcoming the ambivalence that keeps many people from making desired changes in their lives."



William R Miller, PhD and Stephen Rollnick, PhD
Motivational Interviewing: Preparing People for Change,
2nd Edition, New York, Guilford Press, 2002.
And numerous other publications.

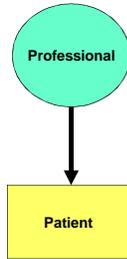


The Spirit of MI

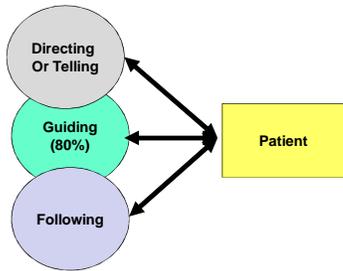
- Belief in your patient / autonomy.
- Suspend an authoritarian role and elicit input, ideas, level of motivation, options, solutions.
- Partnership! A collaborative relationship.



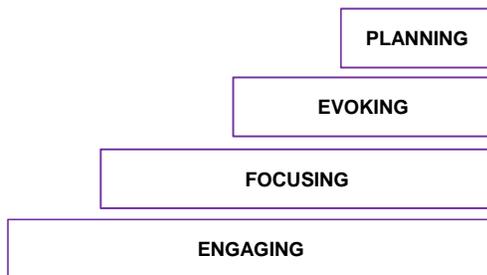
THE RELATIONSHIP BETWEEN THE CLINIC STAFF & Patient – MANY NON MOTIVATIONAL INTERVIEWING MODELS



MOTIVATIONAL INTERVIEWING MODEL



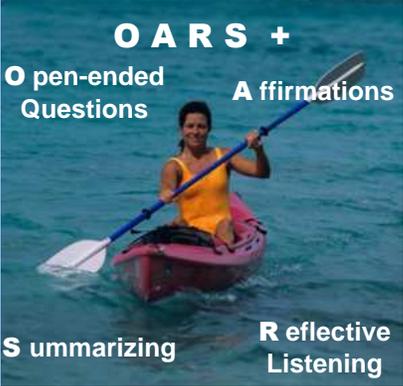
Four Processes in MI



OARS +

Open-ended Questions **A**ffirmations

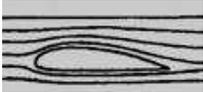
Summarizing **R**eflective Listening



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The +

Rolling with Resistance



Developing Discrepancy

Sustain Talk **C**hange Talk

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Listen for CHANGE Talk

"DARN-C"

Desire (I want, I prefer, I wish for, I would like to ...)

Ability (I can, I could, It's possible ...)

Reasons (I Should, Why not?)

Need (I have to, I need to, This is important, I got to)

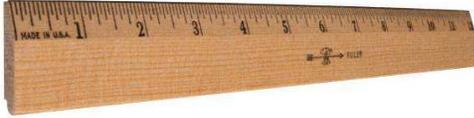
Committment (I Will, I'm going to...)

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Scaling Questions

On a scale of 1 to 10 ...

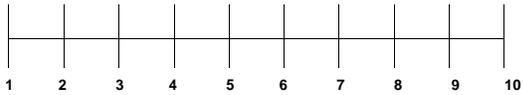
10 being the highest



The +

SCALING QUESTIONS

1 = LOWEST, 10 = HIGHEST



1. Ask the Scaling Question

2. "Why X and not a lower #?"

3. What would it take to move two units higher?



*As we have to communicate
anyway, why not practice doing
so with skill and intention.*

Karen & John