

ROLLING WITH RESISTANCE

in

CHILD WELFARE TRAINING

Bill James





Treasure Hunt

First, circle the numbers for items that are true for you.

- 1) I want to be more effective with my students and would like to expand my communication skills.
- 2) I sometimes argue with a student.
- 3) I like making a difference for foster children and families.
- 4) I have practiced Active Listening/Reflective Responses before.
- 5) When students are very oppositional, I have a game plan to follow.
- 6) I should be _____ today instead of sitting through this class.
- 7) I find that power struggles are normal for teen-agers, mandated classes, and attorneys.
- 8) I can, in the moment, be aware of how I am responding to someone and can direct my responses to be respectful, empathic, and strength-based.
- 9) I wish students and clients would listen to good advice.
- 10) I can track my own emotional response to students and use that information to benefit the training process.
- 11) I would like to move my classes forward despite complaining or perseverating students.
- 12) When a small child loses their balloon, I help them understand that we can get them another one so they don't have to feel upset.
- 13) I know the difference between reflecting and agreeing.
- 14) I love/hate role plays because _____.
- 15) I love/hate volunteering for class demonstrations because _____.

Now, find two other people and ask them to place their initial next to an item that is true for them. Then explain to each other why one of them is true.

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An Introduction

Learning Objectives (CalSWEC, 2007)

Knowledge:

- K1.** The trainee will know the difference between reflecting and agreeing with a student.
- K2.** The trainee will know the three steps for Rolling with Resistance.
- K3.** The trainee will know where to look for “the answers”.

Skills:

- S1.** Trainees will be able to make Reflective statements in response to challenges from students.
- S2.** Trainees will be able to follow through with Requesting input from the rest of the class and Re-focusing the class.

Values:

- V1.** The trainee will value the importance of ambivalence in a classroom.
- V2.** The trainee will value a respectful, empathic, and strength-based approach to listening and responding to challenges posed by their students.
- V3.** The trainee will value learning about their students’ values, beliefs and behaviors as a way to model cultural competence.



That's a lot to
learn!!!!

**Today's 'Take Away' Lesson;
That the Answers are ...**

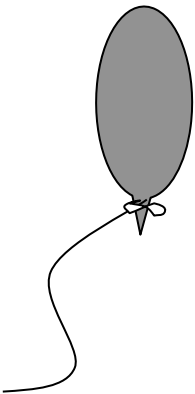
What's in it for me?

- ✓ Improve results
- ✓ Reduce burnout
- ✓ Increase efficiency

The Foundation of Interviewing Forensic, Clinical, or Case Work



&



What does Empathy really sound like? (Azoulaï, 2006)

Rolling with Resistance - OARS (Miller and Rollnick, 2002)

Open-ended Questions

Affirming Statements

**Reflective Listening
Simple**

Amplified

Double Sided

Summarizing



The Strategy

R

R

Summarize and R

“That’s fine in theory, but it won’t work here.”

“Just because management thinks it’s a good idea ...”

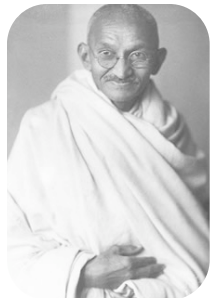
“You are too young to know anything about raising kids.”



“Do you have children?”

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“Be the Change . . .”



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TIP 35: Enhancing Motivation for Change in Substance Abuse Treatment. This publication is based on the work of William R. Miller, Ph.D. and Stephen Rollnick, Ph.D. You can order a FREE copy of the full publication at:
<http://ncadistore.samhsa.gov/catalog/productDetails.aspx?ProductID=15543>