



**Addressing Social Determinants of Health Using  
Motivational Interviewing Strategies  
Jennifer Salerno, DNP, CPNP, FAANP**

*The national SBHC advocacy, technical assistance and training organization based in Washington DC, founded in 1995*

## Mission

To improve the health status of children and youth by advancing and advocating for school-based health care

## Goals

1. Support strong school-based health care practices
2. Be the national voice
3. Expand and strengthen the SBHC movement
4. Advance policies that sustain SBHC







**SCHOOL-BASED  
HEALTH ALLIANCE**  
Redefining Health for Kids and Teens

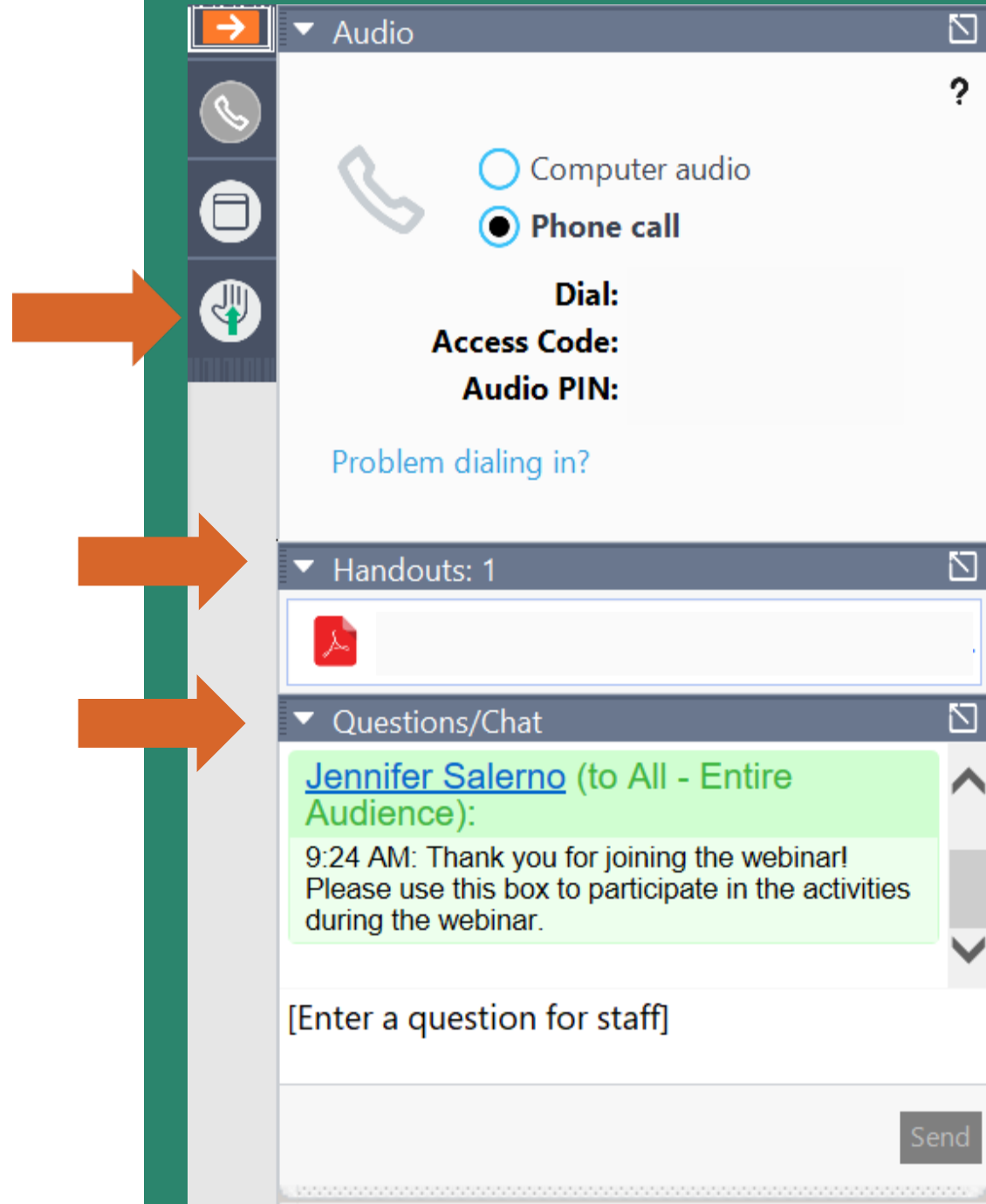


**BECOME A MEMBER!**



# Housekeeping

- ▶ View the presentation in full screen mode
- ▶ Participate in activities using Questions/Chat
- ▶ View/Download Hand-outs
- ▶ Ask questions by using the Question/Chat box



# Objectives

1. Identify motivational interviewing strategies to promote positive change.
2. Describe the use of motivational interviewing strategies in brief client interventions for SDOH risk factors.

# Social Determinants of Health & Risk Coaching

**Assessment of risk and social factors +  
Evidence-based coaching and referrals**

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**= Improved Adolescent Health and Well-being**



# Social Determinants of Health & Risk Factors

SDOH fall under several broad categories and are influenced by their interrelationship:

- Social factors
- Health services
- Individual behavior
- Biology and genetics





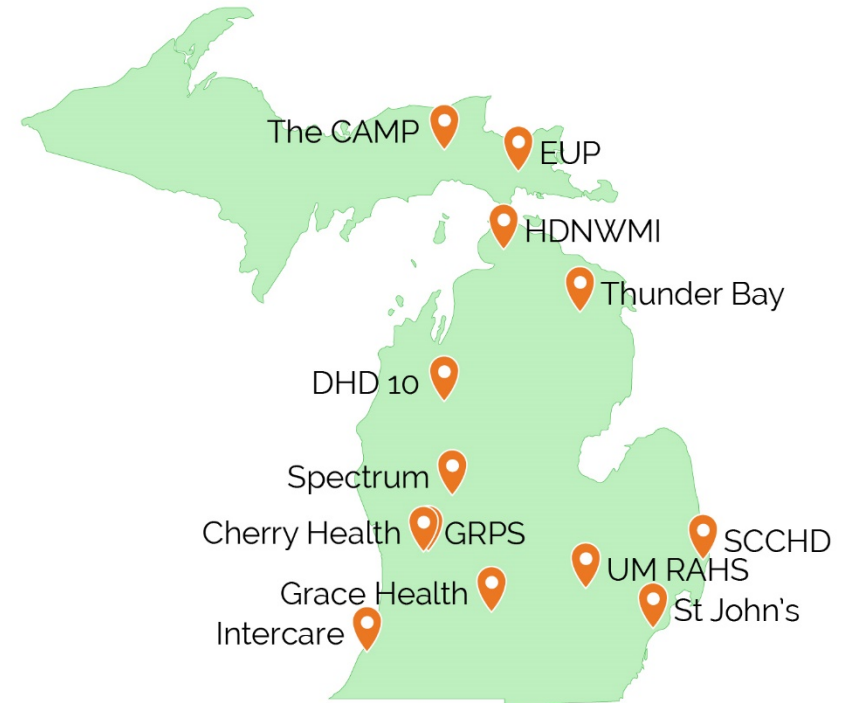
# SDOH Project



## RAAPS-Public Health (PH)

13 Organizations

52 School-based Health Centers

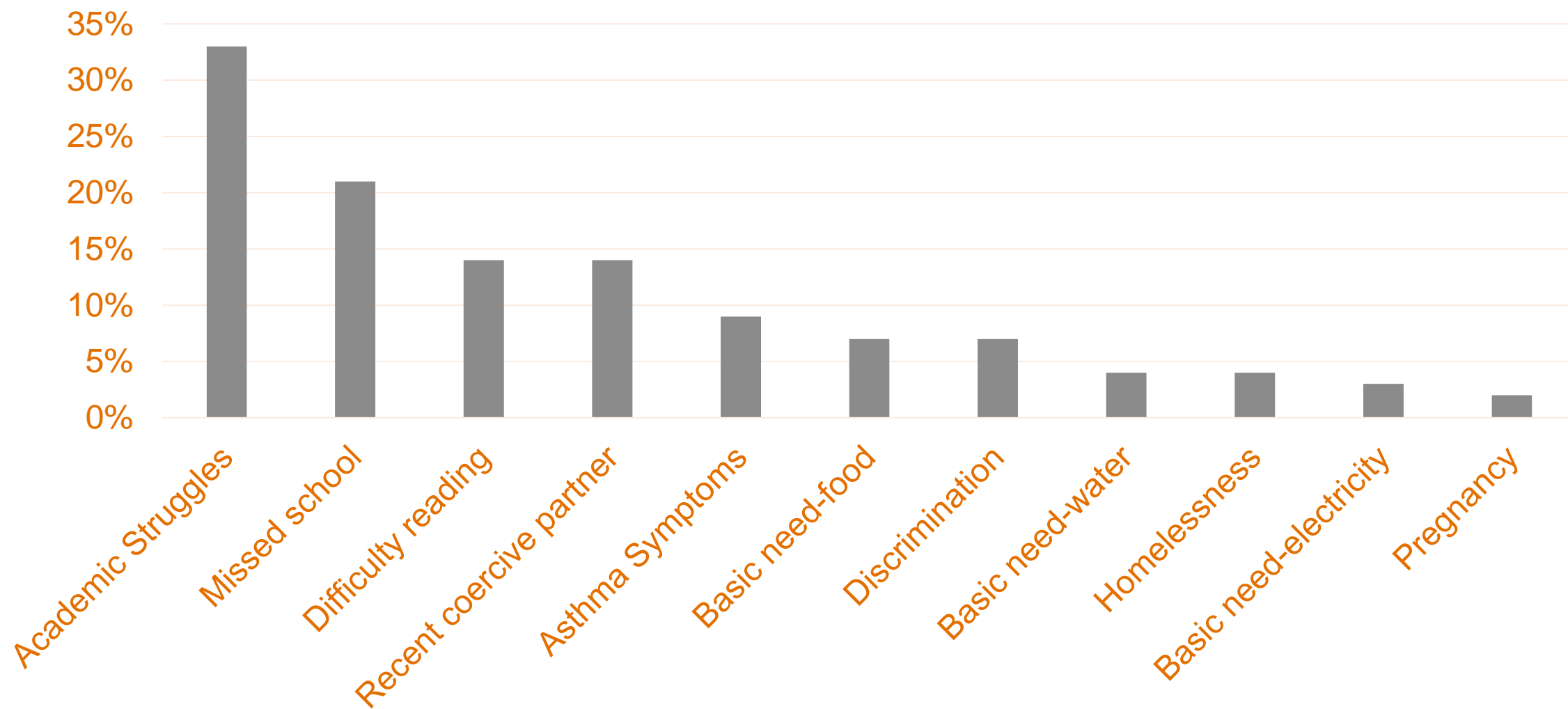


## RAAPS-PH identifies SDOH affecting health, well being and graduation rates:

- Missed school due to providing care, work or transportation
- Academic success and difficulty reading
- Asthma
- Basic needs, like food, water and electricity
- Homelessness
- Coercive relationships and pregnancy
- Discrimination

# Needs Assessment SDOH

3495 Youth completed RAAPS-PH in 2019



# My Experience in Screening SDOH Risk Factors:

- A. We don't screen currently
- B. We ask questions verbally
- C. We use a standardize tool

# SDOH Project



## What do you need in order to feel more equipped to identify and address SDOH?

- Additional training on SDOH and experience addressing
- *Training on communicating with youth around SDOH*
- Resources in SBHC
- Resource guides or information for youth and families
- Referral sources and school/community partnerships to support youth and families

# My Experience with Motivational Interviewing:

A. Minimal to none

B. Have attended a training or two

C. I use it routinely



# Why MI for Adolescents?

- ▶ Telling teens what to do = teen resistance
- ▶ Information alone is not enough to change behaviors
- ▶ MI allows the teen to drive the process – they tell you versus you tell them



# Effectiveness

HOW we look ...

HOW we ask a question...

*“You want to graduate right?”*



HOW we talk about risky behaviors...

*“The first step would be to make sure you are getting to school everyday.”*

# Where Do I Start?

## Motivational Interviewing

**Spirit**

**Giving Information**

**Strategies**

**O**pen ended questions

**A**ffirmations

**R**eflections







# Spirit

## Empathize

*“You are working hard to keep things together at home and at school.”*

*“It’s difficult to concentrate when you haven’t eaten breakfast.”*



# Spirit

## Ask Permission

*“I would like to talk with you about XX.”*

*“Can I share some other ideas for ...?”*



# MI Strategies

- ▶ **O**pen-ended Questions
- ▶ **A**ffirmations
- ▶ **R**eflections



# Open-Ended Questions:

Who What When Where How Why

## Fully Open Questions:

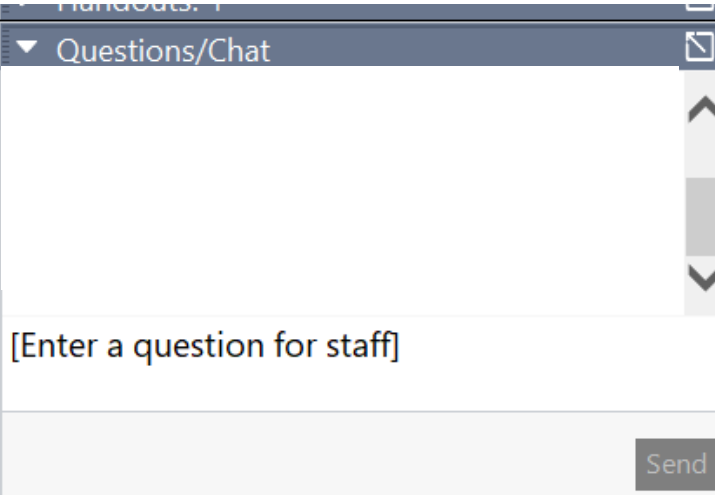
- ▶ What do you think about...
- ▶ Tell me about...
- ▶ How do you decide when...
- ▶ Help me understand...

## Key Questions

- ▶ Given what you told me, what do you think you will do next?
- ▶ Where would you like to go from here?
- ▶ What if you tried...
- ▶ What would it take...
- ▶ How, if at all...
- ▶ What do you see as your options?

# Let's Practice

How would you re-write the following question so that it is open-ended?



A screenshot of a digital interface for asking questions or chatting. It features a dark blue header bar with the text 'Questions/Chat' and a small icon. Below the header is a large white text input area with the placeholder text '[Enter a question for staff]'. At the bottom right of the input area is a grey 'Send' button. Two large orange arrows point towards the input area: one from the left and one from the bottom left.

**Why are you missing a lot of school?**

# Affirmations

In order to encourage and support teens, use statements of appreciation or understanding.

Foster self-esteem and self-worth

Teens live up or down to our expectations!

**Empower** them to take care of and value themselves.



# Affirmation Statements

Not “I” Statement ....”**You**” Statements

→ You have...

→ You are...

→ You feel...

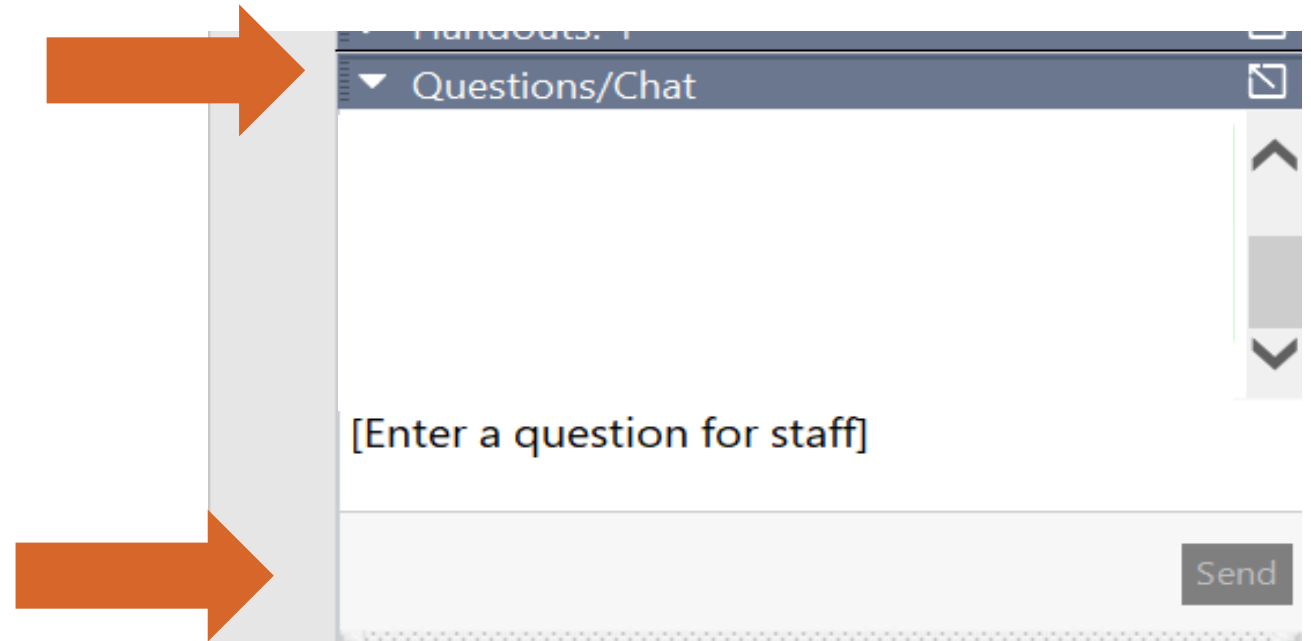
→ You believe...





# Affirmations Activity

- ▶ *You have...*
- ▶ *You are...*
- ▶ *You feel...*
- ▶ *You believe...*



## *Teen Statement*

- ▶ *“I have tried getting help to pay bills, it just never works out.”*

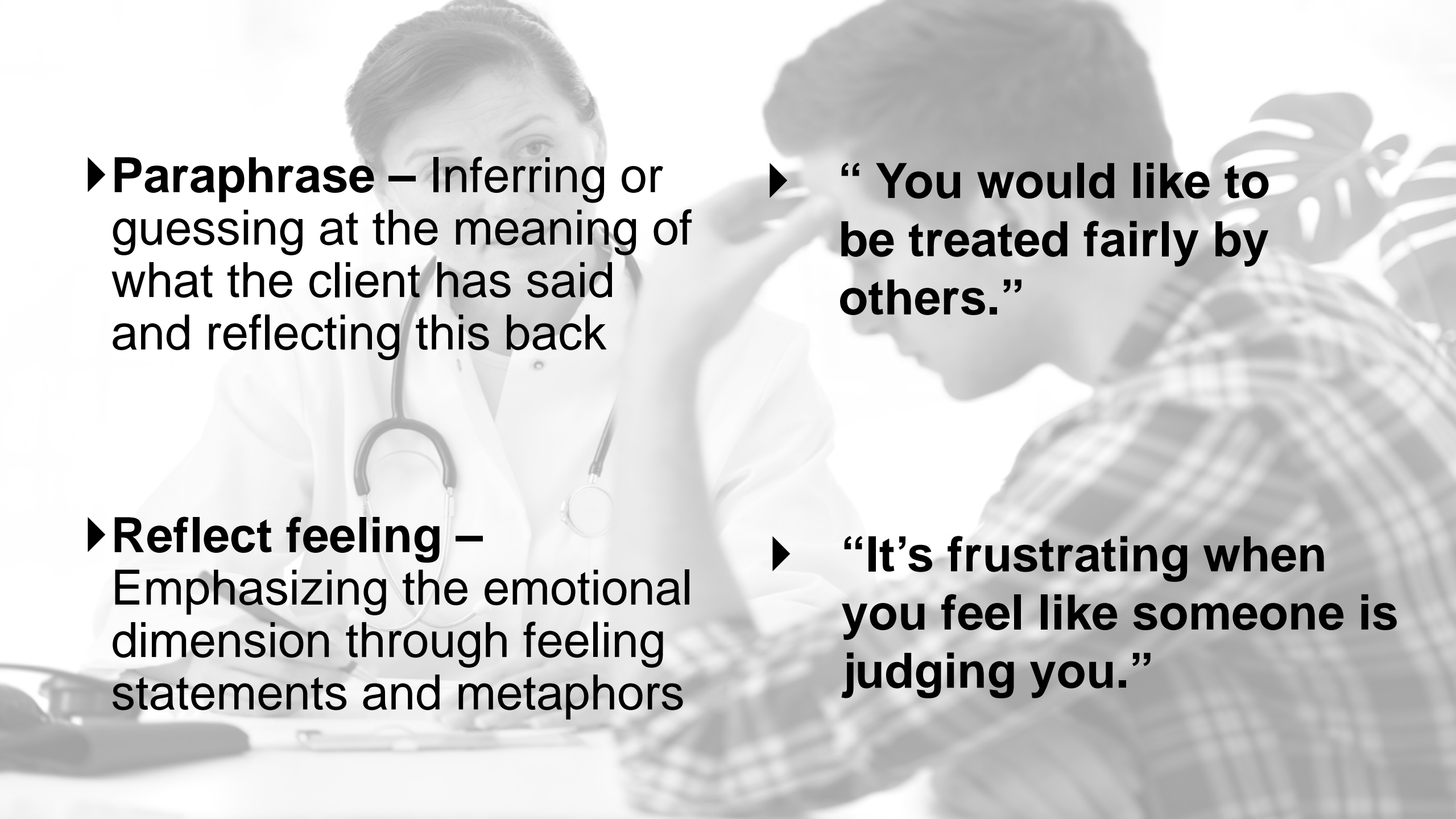
# Reflective Listening: Overview

## Reflecting involves:

- ▶ Active listening
- ▶ Stating back to teens what you heard, rather than asking questions
- ▶ Adding an emphasis, additional meaning, or continuation of their thought

# Teen is stressed by people treating her differently.

- ▶ **Repeat** – repeating an element of what the teen said.
- ▶ **Rephrase** – staying close to what the client has said with some rephrasing and synonyms
- ▶ **“You’re stressed by people treating you differently.”**
- ▶ **“You’re stressed and you want to find a way to deal with it.”**



▶ **Paraphrase** – Inferring or guessing at the meaning of what the client has said and reflecting this back

▶ “ You would like to be treated fairly by others.”

▶ **Reflect feeling** – Emphasizing the emotional dimension through feeling statements and metaphors

▶ “It’s frustrating when you feel like someone is judging you.”

# Reflection Activity

## Teen Statements:

*Seriously, I don't want to be interrogated about my home life.*

- A. This is too important not to talk about.
- B. I'm trying to get you what you need.
- C. What does your family need?
- D. I care about you and want to share resources that could help.





# Reflection Activity

## Teen Statements:

*I talk to the school nurse about my asthma, but I don't always have an inhaler to use.*

- A. Managing your asthma is frustrating.
- B. I have some ideas that might help you.
- C. You want to manage your asthma and need to get an inhaler.
- D. It's great you are talking to the school nurse.



# Reflective Listening: Overview

**VIDEO**

# SDOH Project Survey Results



## Stories from the field...

- Identifying SDOH has pushed me to *assertively access resources for our students by developing relationships* with community, police, and other agencies.
- We had a student who was missing school because they could not pay for their asthma medications, we were able to get *donations from a local church* in order to help the student fill their prescriptions.

# SDOH Project Survey Results



## Stories from the field...

- We found out a student didn't have running water consistently. We were able to *arrange for her to take showers at the school.*
- Students were reporting that they were not eating breakfast and that they didn't always have food at home. *We reached out to a local church and food pantry.* They now drop off breakfast snacks that are placed in the SBHC lobby for students to take when needed. And backpacks for the students to take home on the weekends.

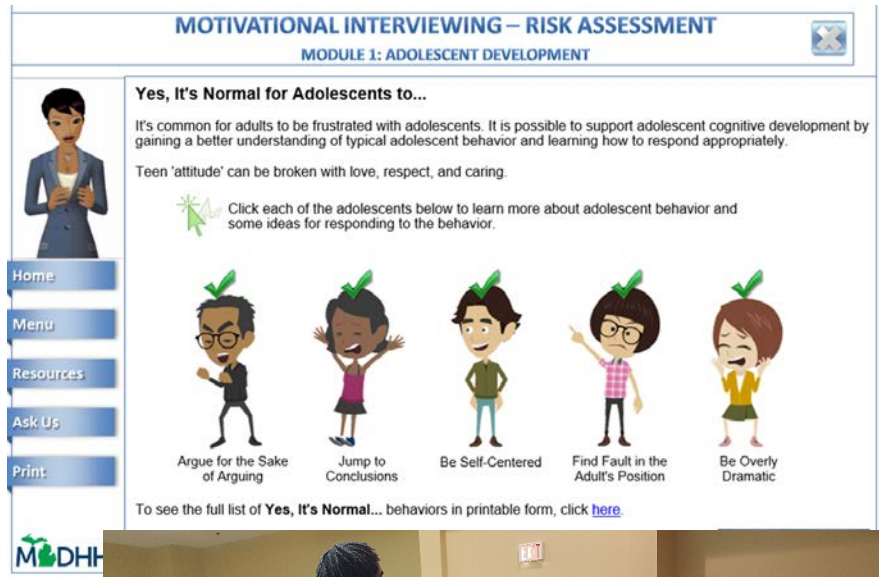
# Adolescent Focused Motivational Interviewing Training

Equips professionals to use MI strategies to improve their capacity to:

- ✓ Identify risk
- ✓ Communicate effectively
- ✓ Motivate youth toward safer behaviors



# Adolescent Focused SDOH Motivational Interviewing Training



1. **Online, Interactive Learning Modules** to be completed prior to the in person session – **8 CE or CME credits**
2. **Onsite Workshops** to translate MI knowledge into effective practice with adolescents (and parents!)
3. **Virtual Learning Collaboratives** to continue MI skill building following participation in the training





# SBHA *Pre-Conference* Session

Tuesday - June 23, 2020  
1-5pm

- Online Learning Modules
- Peer-to-Peer Discussion
- Onsite Workshop

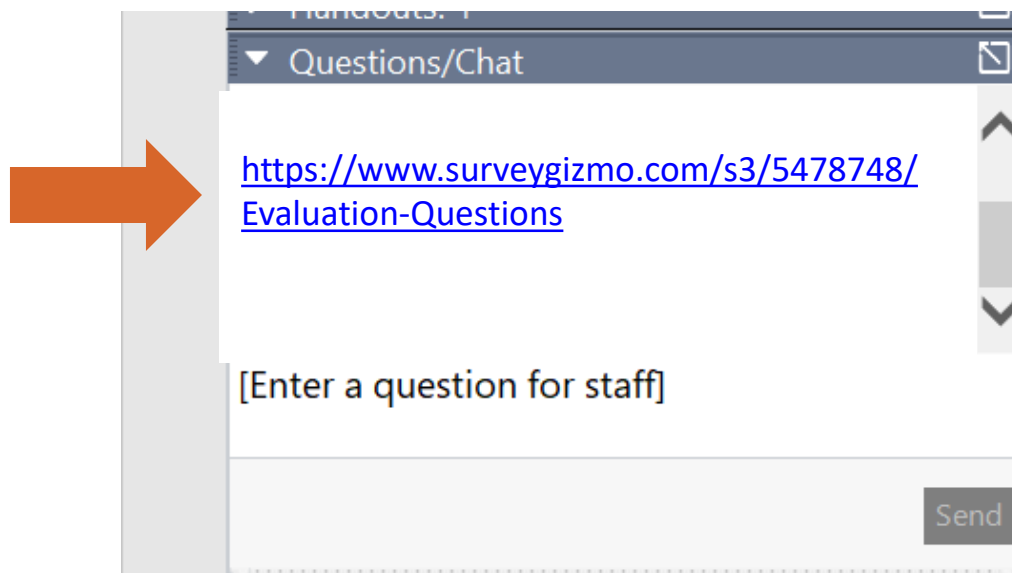
Register Today!





# Evaluation

Please click the link in the CHAT to complete the evaluation



**SCHOOL-BASED  
HEALTH ALLIANCE**  
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# Possibilities for Change

**Dr. Jennifer Salerno**

jsalerno@pos4chg.org



@pos4chg



[linkedin.com/in/jennifer-salerno-40606841/](https://www.linkedin.com/in/jennifer-salerno-40606841/)  
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## QUESTIONS??