### Introduction

Caregiving for a child with Autism Spectrum Disorder (ASD) is associated with higher levels of stress & depression than caring for typically developing children. Despite these needs, programs typically focus on supporting the child with ASD rather than parents’ needs.

5Minutes4Myself is a hybrid app/coaching occupation-based wellness program for caregivers. Motivational interviewing (MI) is used by coaches to support development of goals & a wellness plan.

**Purpose:** To assess fidelity of Motivational Interviewing used by MSOT students during coaching.

### Research Design & Methods

**Design:** Mixed method feasibility study

**Participants:** Primary caregivers (N=14) of children with ASD (8-21 years), 13 mothers, ranging in age from 36-62 years (M=50.5, SD=9.22), all identified as white, 71% married, 50% held graduate degrees, 86% full time caregivers

**Procedures**
- Coaches included 6 MSOT, 1 pre-OT & PI
- PI trained students in MI for 7 hours
- Caregivers’ participated in: 1) initial focus group, 2) an individual lifestyle consultation using MI coaching, 3) Monthly coaching sessions using MI & 4) a closing focus group evaluating the program.

**Data Collection**
- Focus groups, initial lifestyle consultations & check-ins audiotaped & transcribed

**Measure**
- Motivational Interviewing Treatment Integrity Code (MITI) 4.1; psychometrics indicate it as a reliable measure of proficiency in MI practice.

**Global codes:** Cultivating change talk (CCT), softening sustain talk (SST), empathy, partnership

**Behavioral codes:** Reflections, questions, affirmations (AF), emphasizing autonomy (EA), seeking collaboration (Seek), persuade, confront

**Data Analysis**
- Initial lifestyle consultations coded using MITI 4.1; compared coaches’ scores to expert-derived standards for beginning competency levels & proficiency to examine MI fidelity
- Coders achieved 90% inter-rater reliability on training interviews provided by MITI authors
- Qualitative thematic coding of closing evaluative focus group data

### Results

#### Beginning Competency to Proficiency Achieved in MI Coaching during Majority of Lifestyle Consultations

<table>
<thead>
<tr>
<th>MITI 4.1 Summary Scores</th>
<th>Relational (Partnership + Empathy)</th>
<th>Technical (Cultivating Change Talk + Softening Sustain Talk)</th>
<th>% Complex Reflections</th>
<th>Reflections: Questions Ratio</th>
<th>MI-Adherent (AF, EA, Seek)</th>
<th>MI Non-Adherent (Persuade, Confront)</th>
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<tbody>
<tr>
<td>Coaches group mean</td>
<td>4.5</td>
<td>3.7</td>
<td>63.5%</td>
<td>.93</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td>Range</td>
<td>3.5</td>
<td>2.5</td>
<td>51 - 83.3%</td>
<td>.15 - 1.7</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>+/- .58</td>
<td>+/- .67</td>
<td>+/- 11.59</td>
<td>+/- .51</td>
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% Beginning Competency (threshold score)
- 50% (4)
- 50% (3)
- 0 (40%)
- 36% (1:1 ratio)

% Proficiency (threshold score)
- 43% (5)
- 43% (4)
- 100% (50%)
- 0% (2:1 ratio)

### Positive Reactions to MI-based Coaching in Program’s Evaluation

**Relational (Partnership & Empathy)**

- "I liked what she said, you know, 'What are some things we can do?' or 'What was helpful to get you back on track'?...I think that was helpful."
- "Definitely felt, you know, supported & definitely lots of time for me to formulate what I needed to say."

**Clarifying Values**

- "Taking those big thoughts and breaking them apart, and um, all that was really good."
- "Later I was like, I cannot believe I even said that. I think I really believe that. And I didn’t know I believed that."

**Accountability & Cultivating Change Talk**

- "I think it was helpful to have someone not just check in and say how are you doing but to come up with ideas."
- "She really, you know, in a kind compassionate way held me accountable. And that, you know, nobody really does that."

**A New & Innovative Experience**

- "I think the questions were really derived at what we were saying, where I don’t find that sometimes."
- "There was something about feeling like this person is trained for my specific issue in life."

### Conclusions

- On average MI delivered in 14 lifestyle coaching sessions was consistent with expert-derived standards for beginning competency or proficiency in 3 of 4 MI domains.
- Nearly 100% of coaching sessions were rated at beginning or proficient levels of clinician competency in relational, technical & % complex reflections domains.
- Elicitation of client change talk is a foundational principle for expert practice & was achieved at beginning or proficient levels 93% of time.
- Negligible levels of MI non-adherent behaviors suggest high competency.
- Focus group data highlighted that coaches’ use of core aspects of MI was found by participants to be personally useful, focused & supportive.
- Overall high levels of fidelity suggests MSOT students were successfully trained to implement MI with caregivers in this study.
- Establishing the level of proficiency of coaches’ delivery of MI bolsters confidence that the 5Minutes4Myself wellness program was delivered with fidelity.

### Implications for Practice

- Client-driven, empathic approach of MI aligns with client-centered principles of OT practice.
- Teaching MI in OT programs can allow students to enter workforce prepared to use this evidence-based technique across settings.
- Adhering to the MI spirit can evoke more in-depth responses & positive reactions from at-risk populations in research & practice.

### References


### Acknowledgments

Thank you to everyone who has worked on the 5M4M research team for their contributions & support. For support of this poster, we especially thank our collaborators Naomi Frisch, Megan Bjella & Kathleen Kubiasak. Funding for this project was provided by the Virginia Horne Henry Fund & 2015 AOTF Intervention Grant. A special thanks to the UW-Madison MSOT program for making this project possible.
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<td></td>
<td>(4)</td>
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<td>(best practice is fewer or no non-adherent)</td>
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% Proficiency (threshold score) | 43% | 43% | 100% | 0% | - | - |
| (threshold score)         | (5) | (4) | (50%) | (2:1 ratio) | - | - |

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