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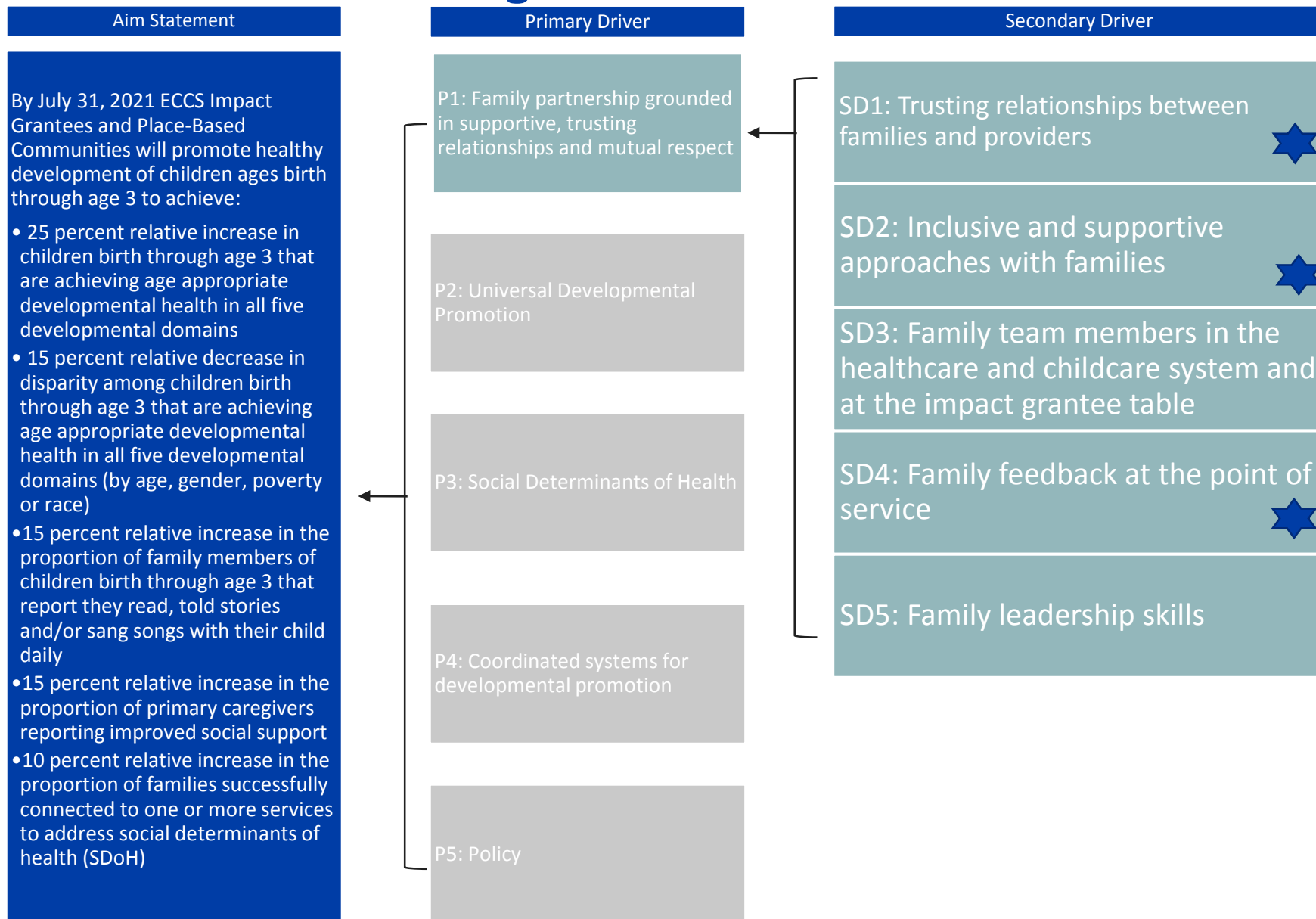
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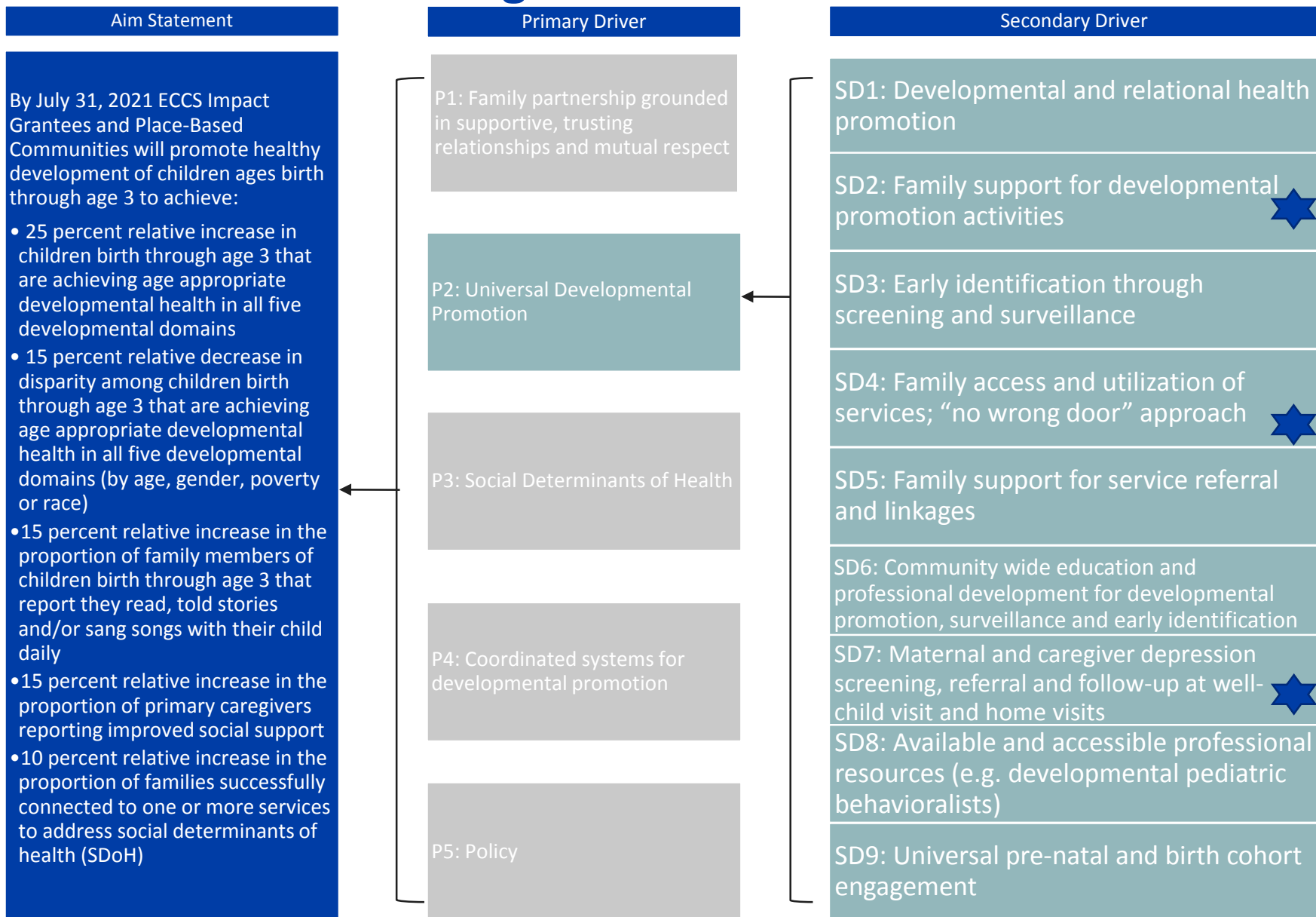
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# Motivational Interviewing for Developmental Promotion

# ECCS CoIN Driver Diagram



# ECCS CoIN Driver Diagram



# Objectives

## Participants will:

- Discover the value of Motivational Interviewing (MI) to support your ECCS work
- Practice the use of MI through interactive exercises



# Agenda

- Introduction to MI (15 minutes)
- Small group activity (35 minutes)
- Wrap-up (10 minutes)



# Introduction



# What is Motivational Interviewing?

MI is an evidence-based behavior change approach that involves a nonjudgmental way of working with individuals that draws motivation from within through conversation.

Designed to produce rapid, internally motivated change by mobilizing the person's own change resources.



Motivational Interviewing Preparing People for Change; 2002,  
Miller, Rollnick, Conforti,



# Goal of Motivational Interviewing

- Finding out which stage the person is at, and addressing the concerns specific to their stage
- Have the person articulate their “pros” and “cons” so they can better process and ultimately resolve the issue at hand.
- Empathizing and empowering the person to take steps towards change by affirming their strengths as well as the centrality of *their* initiative in lasting change



# MI Spirit & its Mirror

- **Collaboration**
- **Evocation**
- **Autonomy**
- **Confrontation &/or Directive**
- **Education**
- **Authority**



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# Principles of MI

- **E**xpress Empathy
- **D**evelop Discrepancy
- **R**oll with Resistance
- **S**upport Self Efficacy

# MI 'micro-skills'

- Affirmations
- Reflective listening
- Open-ended questions
- Summarizing
- Elicit change talk
  - **OARS** = open-ended questions, affirmations, reflective listening & summarizing



# Principle 1: Express Empathy

Acceptance facilitates change

- Is not the same as agreement or approval
- Does not prohibit the counselor from differing with the client's views and expressing that divergence.

Skillful reflective listening is fundamental

Ambivalence is accepted as a normal part of human experience and change



# Principle 2: Develop Discrepancy

Motivational interviewing changes the person's perceptions without creating any sense of being pressured or coerced.

People are more persuaded by what they hear themselves say than by what other people tell them.

The client rather than the counselor should present the arguments for change.

Change is motivated by a perceived discrepancy between present behavior and important personal goals and values.



# Principle 3: Roll with resistance

Avoiding arguing for change

Resistance is not directly opposed

New Perspectives are invited but not imposed

The client is a primary resource in finding answers and solutions

Resistance is a signal to respond differently



# Principle 4: Support Self-efficacy

A person's belief in the possibility of change is an important motivator

The client, not the counselor, is responsible for choosing and carrying out change

The counselor's own belief in the person's ability to change becomes a self-fulfilling prophecy.



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# Reflective Listening





# Reflective Listening

**Every reflection opens a possibility. We can:**

- ✓ Clarify or correct misinterpretations & assumptions
- ✓ Build rapport & convey respect
- ✓ Elicit relevant information
- ✓ Uncover emotional aspect and barriers



# What is Reflective Listening?

- Summarization of content heard
- Reflect back the feelings

*“Reflective listening guides where you should intervene”*



# Reflective Statements

- *You have some concerns about ....*
- *You've tried to...*
- *You are pretty frustrated because ...*
- *It sounds like you...*
- *So what I hear you saying is...*
- *You're wondering if...*
- *You feel...and that makes you want to...*
- *It seems like... you are...*
- *Tell me about...*
- *Could you help me understand more about...*
- *What have you tried before?*
- *How was that for you?*



# Developing Discrepancy

**“Motivation for change occurs  
when people perceive a discrepancy  
between where they are and where they want to be.”**



*Miller, Zweben, DiClemente, & Rychtarik, 1992, p.8*



# The Search

- Listen for where the **desired behavior** differs from their **actual behavior**
- Highlight the discrepancy between the patient's present behavior and personal goals/values

*“So, what I hear you say is that it is very hard to fit in appts. during the work day. But you would love the opportunity to be engaged in the parent panel, and learning more from other parents is very important to you.”*



# Tools: Discrepancy

## Examine pros & cons about change:

- Cost and benefit to changing and staying the same
- New behaviors can be hard to do



# Assessing Readiness

How important is it to change?



# Assessing Readiness

- **Goal:**
  - Determine person's perceived importance of making a change
  - Enhance their belief that they can make the change
- **Strategy: Scaling questions**
  - Further explore the importance of change
  - Build confidence to undertake change
  - Enhance both importance and confidence





# Readiness: Importance

- “On a scale of 0 to 10, how important is it to you to \_\_\_\_\_ (make this change)?”
- “What makes you say a 5?”
- “What led you to say 5 and not zero?”
- “What would it take to move it to a 6 or a 7?”
- “What could I do to help you make it a 6 or 7?”



Lets try it....



# Activity Instructions



- Each participant is invited to write down one challenging issue or change goal



- Each person will have a chance to be the dealer. The dealer will read their statement out loud for the table. Each player will write one statement on their card and put it in a pile face down for the dealer to review. (Just like Apples to Apples). Once all cards are turned, the dealer will read each one aloud. Finally the dealer will select the winning card.



- The winner will get an exciting reward! We will be playing until everyone at the table has had a turn OR until we run out of time.

