

Introduction to Motivational Interviewing: Raising Concerns about Child Development and Behaviors

Healthy Families Florida Training Institute
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Objectives

After this presentation you will be able to:

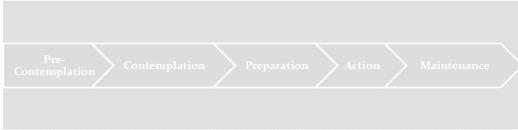
1. Describe the basics of motivational interviewing
2. Identify how and when motivational interviewing may be an effective approach to communicating with parents about developmental concerns in children
3. List two potential applications of motivational interviewing for anyone in a care giving or service provider role with young children

The Processes of Change

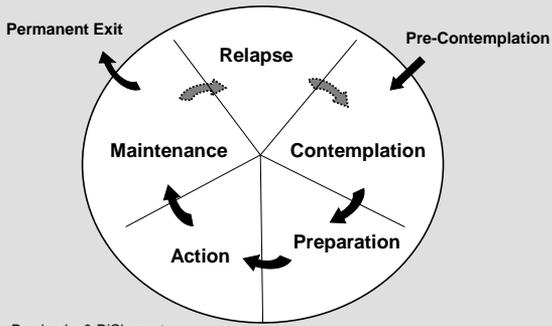
- Consciousness-raising
- Social liberation
- Emotional arousal
- Self-reevaluation
- Commitment
- Countering
- Environmental Control
- Rewards
- Helping Relationships

Predictable Stages of Change

- Change happens in a predictable set of stages
- The helper has certain roles that are more helpful in each stage of change



Stages of Change



Prochaska & DiClemente

What is Motivational Interviewing?

It is a **directive** style of helping.

- It is a **style** of how you relate to people: a **style** of listening, affirming and helping people come to their own conclusion to make changes.
- It is also **directive**: the person has the choice regarding what to accomplish and the worker is **directive** in how to get there. **IT MUST BE THE INDIVIDUAL'S GOAL.**

MI Embraces the Concepts of:

Collaboration



Evocation

Autonomy



Four Guiding Principles

1. Express empathy
2. Develop discrepancy
3. Roll with resistance
4. Support Self-Efficacy

Strategies of MI

- Open-ended questions
- Affirmation
- Reflective Listening
- Summarizing

Open-ended Questions

Allow the person to explore and discuss items she or he is prepared to discuss. Questions might start with when, how, what, who...

The types of open-ended questions will vary depending on the stage of change the person is in...

Affirmations

To build self-efficacy, and to develop a sense of safety for the person that the helper is not blaming or judging...

- "I appreciate how hard it is for you to handle this problem..."
- "It takes a lot of strength to admit what you just did."

Reflective Listening

- Repeating
- Rephrasing
- Paraphrasing
- Reflection of Feeling

Summarizing

- Helps the person connect things that may seem unrelated, to use as a check with a person, and to transition from one thing to another.
- Can be used at critical points to transition from one stage to another.

Integrating the Concept of Motivational Interviewing into each Stage of Change



Precontemplation

- The individual has not even considered the prospect of change.
- The individual is unlikely to perceive a need for change, despite negative consequences.
- At this stage a person is not likely to respond positively to a worker being confrontive or demanding change.
- It is usually someone else who perceives a problem.

Precontemplation: Indicators

- Does not want to talk about it
- Angry at indication that there is a problem
- Attributes problems to external sources
- Everything is okay!!
- Truly believes their actions have no connection to problems



Working with Precontemplators

- Engage client and build a relationship
- Diffuse crisis
- Affirm clients strengths
- Show empathy and caring
- Provide information and feedback
- Listen for windows of opportunity

Contemplation

- Contemplation is a state of ambivalence.
- The individual considers both change and rejects it.
- If allowed to just talk about it, the person goes back and forth about the need to change.
- There is no justification for change.

Contemplation: Indicators

- Says one thing and does another
- Rationalizes
- Minimizes
- Anxiety rises
- Tries some things which do not work
- Talks about change and argues against it



Contemplation

Working with families in this stage...

- Help tip the balance to favor change
- Evoke reasons to change and risks of not changing
- Continue to strengthen their self-efficacy
- Strategically uses of open-ended questions, affirmations, reflective listening, summarizing
- Get them to "give voice" to problem, concern, and intention to change
- Encourage them to self-assess values, strengths, and needs

Preparation

The person is ready to change. This is a window of opportunity when the person has resolved the ambivalence enough to look at making change.



Preparation: Indicators

- Admits the need to change
- Accepts negatives of their use behavior
- Asks for help
- Says, "I'm ready"
- Starts to look at alternatives



Preparation

Working with families in this stage...

- Facilitate a vision for the future
- Provide information on all available options
- Explores all available options, and the benefits and consequences of each
- Help set specific goal(s) and a plan
- Help them choose strategies to start with, resources needed, and potential barriers to the plan

Action

The person engages in particular actions intended to bring about change.



Action: Indicators



- Starts to work a plan
- Makes changes in their use behavior
- Asks for your help

Action

Working with families in this stage...

- Introduce and practice coping strategies
- Suggest methods, provide support in trying them out, and help evaluate the effectiveness of those methods
- Teach skills to keep steps small
- Access resources for the family to use
- Reward small steps of progress
- Make needed changes in the plan as progress continues

Maintenance

The person identifies and implements strategies to maintain progress, and to reduce the likelihood of slips or a full relapse into old behaviors.

Maintenance

Indicators

- Making the long-term life changes needed to "actualize" the changes made in action
- Focuses less on not using and more on a "recovery" lifestyle



Maintenance

Working with clients in this stage...

- Help sustain changes accomplished by the previous actions
- Support development of the skills and self-efficacy to build a new life
- Prepare crisis plans for when a relapse might happen
- Review warning signs of possible slips or relapse
- Help connect to a support system for this healthier lifestyle

Relapse

The person has a slip, or returns to the original undesired behavior at a level higher than acceptable to either the person or family.



Relapse: Indicators

- Returns to the behavior they were trying to overcome
- May see this as failure
- May minimize relapse event



Relapse

Working with families in this stage...

- Assist in processing the emotions resulting from the slip
- Help them to understand what happened to lead up to the slip
- Help them to process the experience and use the slip as a learning experience
- Review the plan and commitment to continue and adjust plan as needed
- Implement the plan (as adjusted)

Formula for Change

$$\begin{array}{c} \text{Awareness} \\ + \\ \text{Self-Efficacy} \\ = \\ \text{Change} \end{array}$$

Increasing Self Efficacy

Clients can build self-efficacy through:

- Mastery Experiences – I've done this before!
- Vicarious Experiences – I've seen someone else do this before!
- Social Persuasion – Others think I can do this!
- Control of Emotive States – I'm in control!

Resistance



Resistance

Argument

- Challenging
- Discounting
- Hostility

Ignoring

- Non-answer
- Non-response
- Side-tracking

Denial

- Blaming
- Disagreeing
- Excusing
- Reluctance

Interruption

- Talking over
- Cutting off

Handling Resistance

- Avoid arguments
- Roll with resistance
- Don't give up!

*Thank you for
attending!*

HFF Training Institute

For more information regarding trainings available through Healthy Families Florida, please contact:

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