Motivational Interviewing to Address Ambivalence and Resistance

"People don't resist change. They resist being changed!"

— Peter Senge

Historical Foundations of MI

- Born out of two traditions:
  - Prochaska & DiClimente's Transtheoretical Model of Change
    - Treatment of drug addicts

  - Rogerian Psychotherapy
   - Unconditional positive regard, empathy, gen
      - Congruence

Transtheoretical Model (stages of motivation to change)

Precontemplation

Contemplation

Relapse

Maintenance

Preparation
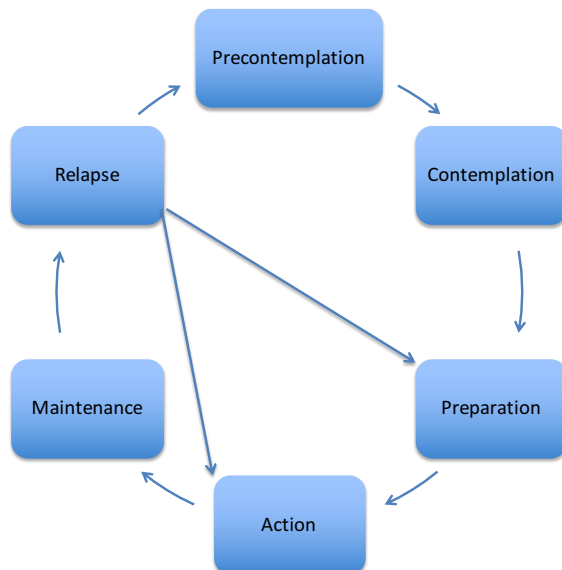
Action

Definition

Motivational interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change

"motivational conversation"

Continuum of Styles
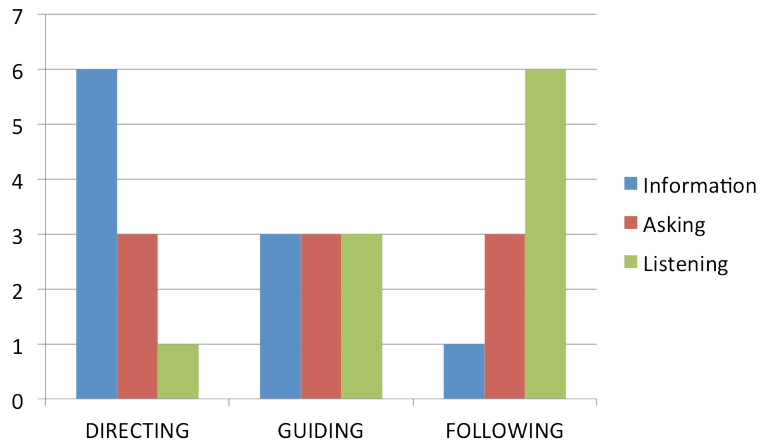
Miller & Rollinic, 2013, p.29

Negative Practice

- ❑ **Speaker role:** Identify a change that you are *considering*, something you are *thinking* about changing in your life, but have not definitely decided. It will be something you feel two ways about. It might be a change that would be good for you, that you should make for some reason, but have been putting off. Tell the consultant about this change you are considering.
- ❑ **Listener role:** Use as many of the roadblocks to listening as you can to persuade the speaker to change.

Roadblocks to Listening/Change

- ❑ Stump the 'expert'
- ❑ Ordering, directing, commanding
- ❑ Warning or threatening
- ❑ Giving advice, suggestions, solutions
- ❑ Persuading with logic, arguing, or lecturing
- ❑ Moralizing, preaching, telling what should do
- ❑ Disagreeing, judging, criticizing, blaming
- ❑ Agreeing, approving, praising
- ❑ Shaming, ridiculing, labeling
- ❑ Interpreting or analyzing
- ❑ Reassuring, sympathizing, or consoling
- ❑ Questioning or probing
- ❑ Withdrawing, distracting, humoring, or changing subject

Positive Practice

- ❑ **Listener role:** Don't try to persuade or fix anything. Don't offer advice. Instead ask these four questions one at a time, and listen carefully to what the person says:

- ❑ *Why would you want to make this change?
- ❑ *If you did decide to make this change, how might you go about it in order to achieve success?
- ❑ *What are the three best reasons for you to do it?
- ❑ *How important would you say it is for you to make this change, on a scale from 0 to 10, where 0 is not at all important, and 10 is extremely important? [Follow-up question: And why are you at _____ rather than a lower number of 0?]

Why we like working with people in the *action* stage.....

- They cooperate and typically do what we suggest
- We tend to like working with them
- They are more likely to implement practices with fidelity

Why we don't like working with people in the *pre-contemplation & contemplation* phases.....

- Our tools don't work with their stage of change
- They don't do what we suggest or actively resist
- We tend to experience frustration and impatience
- We feel impotent or incompetent
- We tend to celebrate when they don't show up or cancel on us

Overview of MI

- Goal is to help consultee resolve ambivalence to change
- Two major ideas of MI:
  - Spirit of MI:
    - Clients need to know that you genuinely accept and understand them before they will increase motivation to change (unconditional positive regard, genuineness, & empathy)
  - Change Talk
    - Always pay attention to change talk, which refers to language that conveys a person's desire, ability, reasons, need, and commitment to change

Three Essential Elements

1. MI is a particular kind of conversation about change
2. MI is collaborative (person-centered, partnership, honors autonomy, not expert-recipient)
3. MI is evocative, seeks to call forth the person's own motivation and commitment

Change Talk

❑ **Desire:**
  ❖ "I wish…"
  ❖ "Something really needs to change." "I'm hoping that…"
❑ **Ability**:
  ❖ "I can do this."
  ❖ "This is something I do really well, so this won't be a problem."
❑ **Reasons/Benefits of Change:**
  ❖ "If I get control of the classroom, I think it will help all of my students to feel good about themselves and their abilities."
  ❖ "If this works, it will give me more time to get to the content."

❑ **Need/Problems with Status Quo:**
  ❖ "Without some changes I don't think I can make it through the year"
  ❖ "I go home every day from work just feeling exhausted."
  ❖ "I don't think the students are learning very much this year with all the distractions"
❑ **Commitment:**
  ❖ "I will try your suggestions."
  ❖ "I am going to pay attention to my use of praise this week.."
  ❖ "The first thing I will do is to post my new rules and teach them to the students tomorrow."

Commitment Talk

❑ **Special instance of change talk**
  ❖ Intention to change ("I will do this")

❑ **Commitment talk towards end of meeting is the best predictor of whether people will change**

Buzz: Is it Change Talk?

❑ **Read the following and circle any examples of change talk**
❑ "I'm worried that if I don't get control of this class soon that I'm not going to make it through the year."
  ❖ "It just seems like we're wasting a lot of time this year waiting for students to settle down."
  ❖ "Yeah, I know it's important to have a fast pace, but you know this year I have the low group and I worry that they won't be able to keep up."
  ❖ "I would like to be better at setting limits with students."

Motivational Interviewing

Five General Principles

Develop **D**iscrepancy
Express **E**mpathy
Acknowledge **A**ccomplishments
Roll with **R**esistance
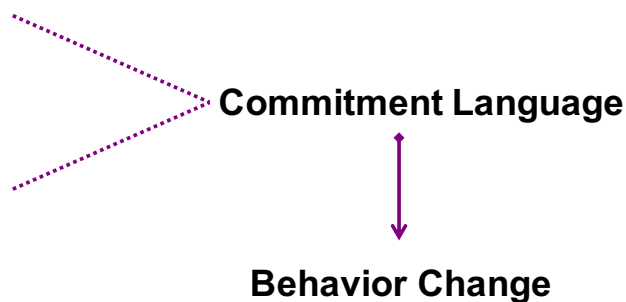**S**upport **S**elf-Efficacy

Developing Discrepancy

- Help the consultee identify the discrepancy between her current behaviors and particular goal and objectives

Predictors of Behavior Change

Consultee Statements

- **Desire**
- **Ability**
- **Reasons**
- **Need**

Commitment Language

Behavior Change

Responding to Resistance:

Don'ts (Responses to Avoid)

❑ **Education: Uninvited Information-Giving**
  ❖ Easy to fall into the trap of giving information in response to a resistant statement
  ❖ Research has shown that…"
  ❖ This is a subtle (sometimes not so subtle) trap of taking sides.
  ❖ The implied message is, "if only you knew a little more you would feel differently."
  ❖ The most likely response to uninvited information giving after a resistance response is further resistance (Yes, but…")
  ❖ Invited or well-timed information-giving can be helpful.

❑ **Argument: Giving Reasons Why Change Would be Good**
  ❖ "This can really help you by…."
     Premature Solutions ("Have you tired…," "What if you…")

❑ **Self Disclosure**

❑ **Authority/Pressure/Guilt**

Responding to Resistance:

Do's: Guiding Principals

❑ **Resist the Righting Reflex**
❑ **Finding the Gem**
- ❖ **Listen for strengths, values, good intentions**
  - ▪ T: "I have tried all of these strategies that we've been discussing – building strong relationships, praising, proactive teaching. I've used them all year and with Alex it just doesn't work."
  - ▪ C: "You've been really committed to making a difference for this boy, and you really wish you had seen more progress. I admire your persistence. Andy what a gift you have given him this year. I bet he has had few other people in his life stick with him like that. That's something that stays with children much longer than we know or see in the short-term."

❑ **Focus On the Child's Perspective**
- ❖ **"What do you think the student is learning when you say (do) that…" or "What do you want your students to learn from…"**

Responding to Resistance:

Specific Responses

❑ Simple reflection
❑ Amplified reflection
❑ Double-sided reflection
❑ Shifting focus
❑ Reframing
❑ Agreeing with a twist
❑ Emphasize personal choice and control
❑ Coming along side

Responding to Sustain Talk

❑ **Roll with it – don't argue against it!**
❑ **When in doubt, Reflect or Shift the Focus**
❑ **Practice:**
- ❖ **Teacher A: "This just isn't my style of teaching: I have control over my class and don't need this classroom management strategy."**
- ❖ **Teacher B: "I don't have the time to fit this into my schedule with everything else I have going on right now."**
- ❖ **Teacher C: "I've tried my best and nothing is working. I am no really open to doing much more."**

Teacher A: "This is just isn't my style of teaching: I have control over my class and don't need this classroom management strategy

----

❑ *Simple Reflection*: "it feels intrusive to be asked to try a new teaching style."
❑ *Double-Side Reflection:* On the one had, this is an uncomfortable to be trying to merge these strategies with your teaching style. On the other hand, you are curious how it would feel in your classroom to make it a little more flexible/fun."
❑ *Reframe:* "You really are knowledgeable about how to make your classroom predictable for students. Whatever strategies that you add will have to not interfere with the structure you've established."
❑ *Shifting Focus:* "What do you see as your biggest strengths as a teacher, things you do particularly well?
❑ *Emphasizing Personal Choice*: "I'm definitely not here to try to convince you to do something you don't want to do. The only changes that will happen in your class are ones that you choose to make,"

Teacher B: "I don't have the time to fit this into my schedule with everything else I have going on right now"

- *Amplified Reflection*: "On your long list of things to do, this would be at the very bottom."
- *Reframe:* "You are really committed to doing things the right way.
- *Shifting Focus*: "Rather than focusing on taking on something new, let's talk about what is going well in your classroom so far.
- *Coming Alongside*: "Maybe this is the wrong time to work on classroom management. It just seems like a waste of time compared to your other priorities."
- *Query Extremes*: "If things keep going as they are now, what's the best outcome you can imagine for your class? How about the flipside, what's the worst you can imagine?"
- *Look Forward/Backward*: "Let's look into the future and tell me what you want your class to look like at the end of the year."

Teacher C: "I've tried my best and nothing is working. I am not really open to doing much more.""

- *Simple Reflection*: "It's really frustrating to put in so much effort and not see much progress."
- *Reframe:* "You just want so much to make a difference in these kids lives and it's hard to wait and see if the changes you've made are going to stick with these kids."
- *Shifting Focus*: "Before focusing on the students, I wonder if we could take a step back for a moment and reflect on all the positive changes you have made."
- *Emphasizing Personal Choice*: "What we do next is completely your decision"
- *Agreement with a Twist*: "You could see kids really taking advantage of this, so it will be really important that we monitor this and make sure it's having the effects that research has shown in other classrooms."
- *Coming Alongside*: "This has become such a burden. Even these meetings feel like I'm asking you to do more. Maybe we need to take a break."
- *Values Queries*: "You have been working so hard on this. Remind me what was driving you so hard to make all these changes."

Core MI Strategies

How to elicit change talk - OARS

- **O**pen-Ended Questions
- **A**ffirming
- **R**eflective Listening
- **S**ummarizing

Elicit Positive "Change Talk"

Open Questions to Promote Change

Problem Recognition
- *How do you feel about how it is going with the child in the class and at home?*

Expression of Concern
- *What worries do you have about your child's ability to be successful in school?*

Intention to Change
- *What would **you** like to do about supporting the success of your child at school? Do you have thoughts about what we might be able to do?*

Optimism
- *How do you feel about now being a good time to for us to join forces and implement this together in a collaborative way?*

Open-Ended Questions

What are open-ended questions?

- Gather broad descriptive information
- Require more of a response than a simple yes/no fill in the blank
- Often start with words like:
  - "How..."
  - "What..."
  - "Tell me about..."
- Usually go from general to specific

<u>O</u>ARS

Open-Ended Questions

Exercise:

Turning closed-ended questions into open-ended ones

Notes section

Open-Ended Questions

- Why open-ended questions?
  - Avoid the question-answer trap
    - Puts client in a passive role
    - No opportunity for client to explore ambivalence

<u>O</u>ARS

Affirmations

What is an affirmation?

- Compliments, statements of appreciation and understanding
  - Praise positive behaviors
  - Support the person as they describe difficult situations

O<u>A</u>RS

Affirmations

- Examples:
  - "I appreciate how hard it must have been for you to decide to come here. You took a big step."
  - "I've enjoyed talking with you today, and getting to know you a bit and hearing your perspective."
  - "You seem to be a very caring person. You are putting your best foot forward."

Affirmations

Why affirm?
- Supports and promotes self-efficacy, prevents discouragement
- Builds rapport
- Reinforces open exploration (client talk)

Caveat:
- Must be done sincerely

O<u>A</u>RS

Exercises

Reflective Listening

   Is a process of…
   - **Hearing** what the speaker has to say,
   - **Making a "guess"** at what she **means,**
   - Giving voice to this "guess" in the form of a **statement.**

Forming Reflections

For starters…
- It sounds like you are not ready to take on anything additional at the moment.
- It seems that you are having a problem finding the time to implement certain practices.
- It sounds like you are feeling frustrated about not being able to address the your child's behavior.

As you improve, you can shorten the reflection….
- You're not ready to take on anything additional right now.
- You're having a problem remembering things.
- You're feeling frustrated about not being able to address the student's behavior.

Levels of Reflection

Sustained Reflective Listening

- **Repeating – Repeats what consultee says**
- **Rephrasing – Begins to add new meaning**
- **Paraphrasing – Extends what consultee is saying**
- **Reflecting Feeling – Reflects a deeper level**

General Rule of Thumb ~

Begin with simpler reflections and delve into deeper reflections as understanding increases.

Finding the Potential for Change…

"I know I shouldn't use office referral to deal the student. I often feel guilty afterwards, and most of the time the child keeps doing the same behavior. But office referral works really well in the moment because the disruption the class goes away."

Reflections to Promote Change

- *"So if you could find a way to address the behavior without office referral, you might feel better."*

- *"Office referral does get in the way of some things you want to accomplish for this student."*

- *"You're worried that if you keep up with the office referral, you might not really address the student's behavior."*

- *"AM I correct that you feel like you're in a tricky spot because you want to address the student's behavior but can't really deal with all the disruption from the student."*

Finding the Potential for Change

"Why should I change what I'm doing in the class? Sometimes I wonder if there is a different way to approach the student, but then I always find that other teachers respond the same way. We all do it. Sometimes I try to start off on a good foot with the student, but then I always get distracted or frustrated with the behavior. I'm not sure if I'm up to taking on additional practices.

Reflections to Promote Change

- *"So you tell yourself that there may be a better way of working with the student."*

- *"You've tried to get off on a good start with the student, but the behavior has become difficult and frustrating to deal with."*

- *"You're wondering how you could address the student's behavior when all of your colleagues engage in similar practices as you."*

Motivation Rulers ~ Importance and Confidence
Demonstration & Practice

Importance

- **How important** would you say it is to improve classroom practices to better support the student?
- Why did you pick a ___ and not a (lower number)?
- What would it take you to jump up to_____(higher number)?

Confidence

- If you were to decide right now to implement certain practices to address the student's behavior, **how confident** are you that you could succeed?
- Why did you pick a ___ and not a (lower number)?
- What would help you to have a higher number?

Motivation Rulers ~ Readiness
Demonstration & Practice

Readiness

"Finally, how ready are you right now, to implement certain practices to address the student's behavior?"

● If Not Ready, or Thinking about it,
I encourage you to keep in mind what practices might be able to help the student. Be alert for opportunities.
● If Planning,
My goal to improve practices is to_____.
To prepare for this I will _____
● If Actively working or Already made the change,
Congratulations on your change, keep up the good work!

Use of Scales

- Scales can help clients/patients to verbalize and process their ambivalence further. In this case,

- *"On a scale of 1 to 10, how important do you think it is for the child to receive additional supports to be successful?"* (Consultee says 9 out of 10)

- *"On a scale of 1 to 10, how confident are you that with some support you can effectively address the student's behavior?"* (Consultee says 4 out of 10)

So, now what do we do?

- Affirmations: recognizing consultee strengths and countering a defeatist attitude

  "Why did you give yourself a 4 instead of a 2?"

  "I am impressed that you have been trying to do extra things to support the student despite all the stress you are going through"

- Reflecting the pros and cons

  "So, it is important for you to not be distracted by the student's behavior problems so can best teach other, but you also wish you could do something to better support the child's success in your class"

- Look for consultee driven strengths

  "What would make you go up to a 6 or 7?"

Goal Setting

Specific

Measurable

Achievable

Realistic

Timeframe

How do we deal with resistance?

- Empathizing with the consultee

  "It sounds like many of us have been telling you what you should do and we're not listening to what you would like to do for this child"

- EMPOWER the consultee

  "You know, it's up to you what you would like to do with your student– after all, you are her teacher and know best about what's going on in the classroom."

Try using a Decisional Matrix

	Status Quo or Staying with the Same Ole Practice (i.e., continuing to refer the student to the office)	Change or Breaking From Old Practices (i.e., breaking from this practice and instead adopting progressive methods of responding to problem behavior)
PROS		
CONS		