• Intro and welcome
• Motivation
  – Interpersonal effects
• Foundation of MI
  – Spirit
  – Principles
  – Demonstration
  – Traps to avoid
Exercise 1

Behaviour change – Influence of others
Others can influence our choice to change in ways that are positive, or negative.

• Write down:
  – What is something someone else wants you to do, but you don’t want to?

• Think of the last time this person spoke to you about making this change

• In your small group, discuss the following questions:
Influence of others

How has the influence of the other person impacted your choice thus far?

1. Who **started** the conversation?
2. What has the **other person said** to you about this change?
3. What did you **think and feel** in response?
4. Were you **more or less motivated** by the exchange?
Interpersonal effects

- Did anyone have an example where they left the discussion with *increased* motivation?
- If so, what did the other person say/do?
Exercise 2

Behaviour change – Readiness ruler
Readiness ruler tool

Readiness ruler = a self evaluation tool to assess where an individual is at with respect to the **importance**, **confidence** and **readiness** to make a change, on a scale of 1 - 10, one being not at all, to ten being 100 %.

Can be applied as an evaluation tool pre and post discussion, or as a check in comparison over time.
Instructions

What is something you have been thinking about doing, but haven’t started yet?

Apply readiness ruler to your potential change:

• How **important** is it to you to make this change?
• How **confident** are you that you can make this change?
• How **ready** are you to make this change?
Exercise 3

Behaviour change – Pros and cons
People only change when the pain of change is less than the pain of staying the same.
The pros and cons of change

Enhancing our understanding of the pros and cons of change is essential for successful behaviour change.

• What is something you used to do, that you would like to start doing again?
<table>
<thead>
<tr>
<th></th>
<th>PROS Current Situation</th>
<th></th>
<th>PROS Potential Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CONS Current Situation</td>
<td>3</td>
<td>CONS Potential Change</td>
</tr>
</tbody>
</table>

**4 way window tool**
<table>
<thead>
<tr>
<th></th>
<th>1. What do you gain by not doing this activity?</th>
<th>2. What do you lose by not doing this?</th>
<th>4. What do you enjoy about this activity?</th>
<th>3. What would it cost you to start again?</th>
</tr>
</thead>
</table>

4 way window tool
What is motivation?

“The most prevalent common sense view of motivation is that people do things because they perceive them as being better in some way than not doing them.” (West, 1989)

“Motivation is the sum of the factors that influence an individual to behave in a certain way.” (Saunders, 1994)
Ambivalence

• The natural response of anyone who is challenged about a behaviour over which they are ambivalent, is to argue the counter position. In other words, *they will defend why they don’t want to change.*

• Good news. The reverse can also occur.

• How we get a person to argue for change is the fundamental question that the MI process answers.
“Motivational interviewing is a collaborative, person-centred form of guiding to elicit and strengthen motivation for change.”*

MI is a technique that works with, rather than against, a client’s ambivalence about behaviour change.

Break
MI Overview

SPIRIT

Principles

Skills

Change Talk

Commitment Talk

Behaviour Change

Resist the righting reflex
Understand motivation
Listen
Empower

Desire
Ability
Reason
Need

Open ended questions
Affirm
Reflections
Summaries

Autonomy
Collaboration
Evocation

I will…
Evidence from Social Psychology

- Experiments were held where people were assigned to ‘sides’ of a debate on issues they had no opinion on, and then asked later about their opinions on this matter.
- What do you think happened?
Video demonstration
What Motivational Interviewing Sounds Like
**MI Overview**

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- Collaboration
- Evocation

**Principles**
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- Understand motivation
- Listen
- Empower

**Skills**
- Open ended questions
- Affirm
- Reflections
- Summaries

**Change Talk**
- Desire
- Ability
- Reason
- Need

**Commitment Talk**
- I will…

**Behaviour Change**
MI spirit – ACE

- **Autonomy** vs. authority
  - Affirms the person's right and capacity for self-direction

- **Collaboration** vs. confrontation
  - A partnership that honours the person's experience and perspective

- **Evocation** vs. education
  - Resources and motivation are presumed to be within the person
SPIRIT

Autonomy
Collaboration
Evocation

Principles

Behaviour Change
MI guiding principles - RULE

- Resist the righting reflex
- Understand the person's motivation (s)
- Listen to the person
- Empower the person
Resist the righting reflex

• Practitioner’s have a powerful desire to set things right, to heal, to prevent harm, to promote well being
  – there are 2 sides of ambivalence:
    a) reason to stay the same and
    b) reason to change
  – Paradoxical Effect: natural response of a person is to argue the other side of the ambivalence
Understand the motivation

• Be interested in the person’s own concerns, values and motivation(s) – i.e. explore why the person attended the appointment

• Person’s own reason to change, not yours, will motivate behaviour change

• Note: Takes less time to investigate why a person would want to make a change, and how they might do it, versus convincing them that they should change
Listen to the person

• Active listening
• Complex skill
• Quality listening is an essential ingredient of good care
• Involves empathic interest
• Demonstrated through accurate reflections
• Critical to the MI process
Empower the person

- Help person explore their ambivalence, **and** their ability to change
- Instill hope
- Provide affirmations
- Increased outcome measures when person is an active participant in their own choice, decision, treatment, etc.
MI Overview

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Behaviour Change