

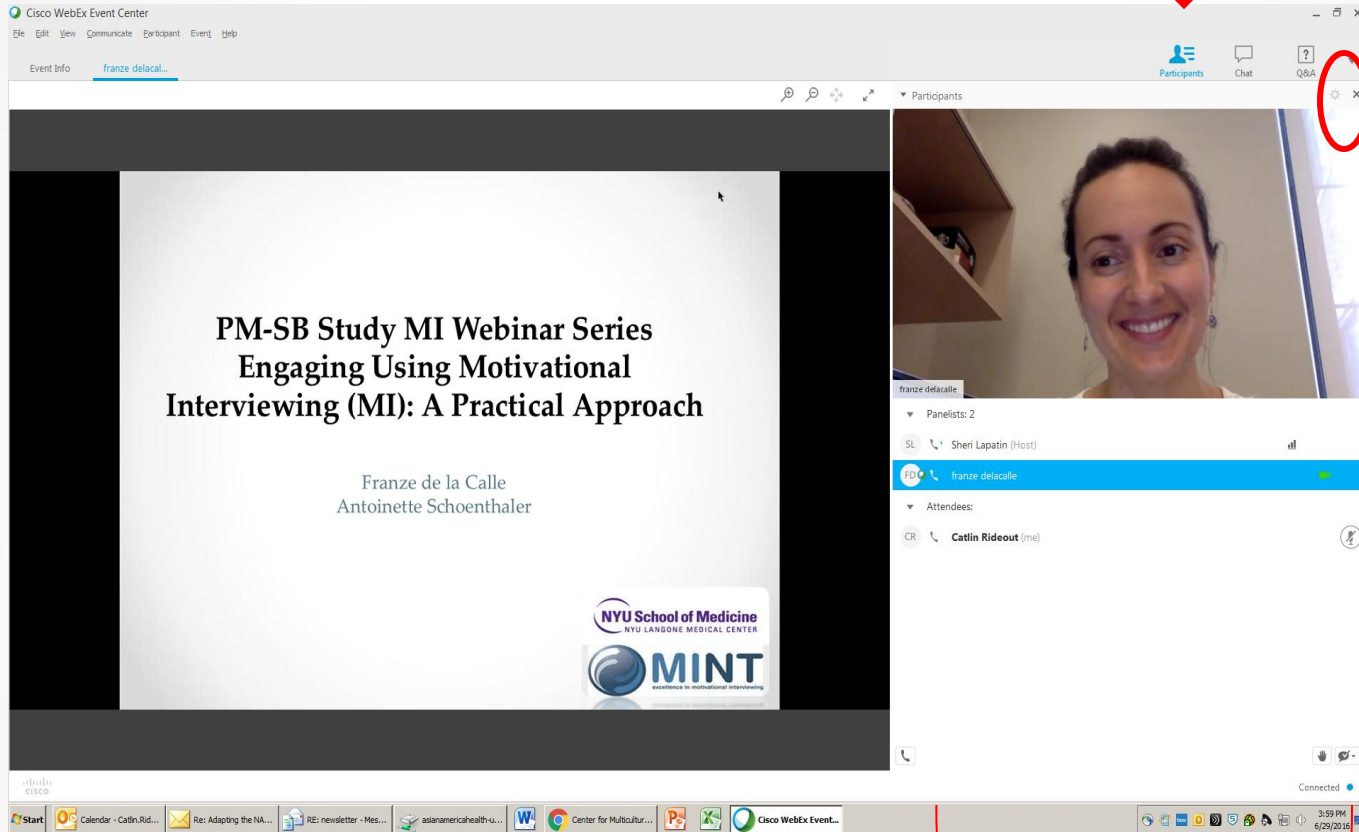
PM-SB Study MI Webinar Series
Engaging Using Motivational
Interviewing (MI): A Practical Approach

Franze de la Calle
Antoinette Schoenthaler

Webinar Housekeeping Refresher

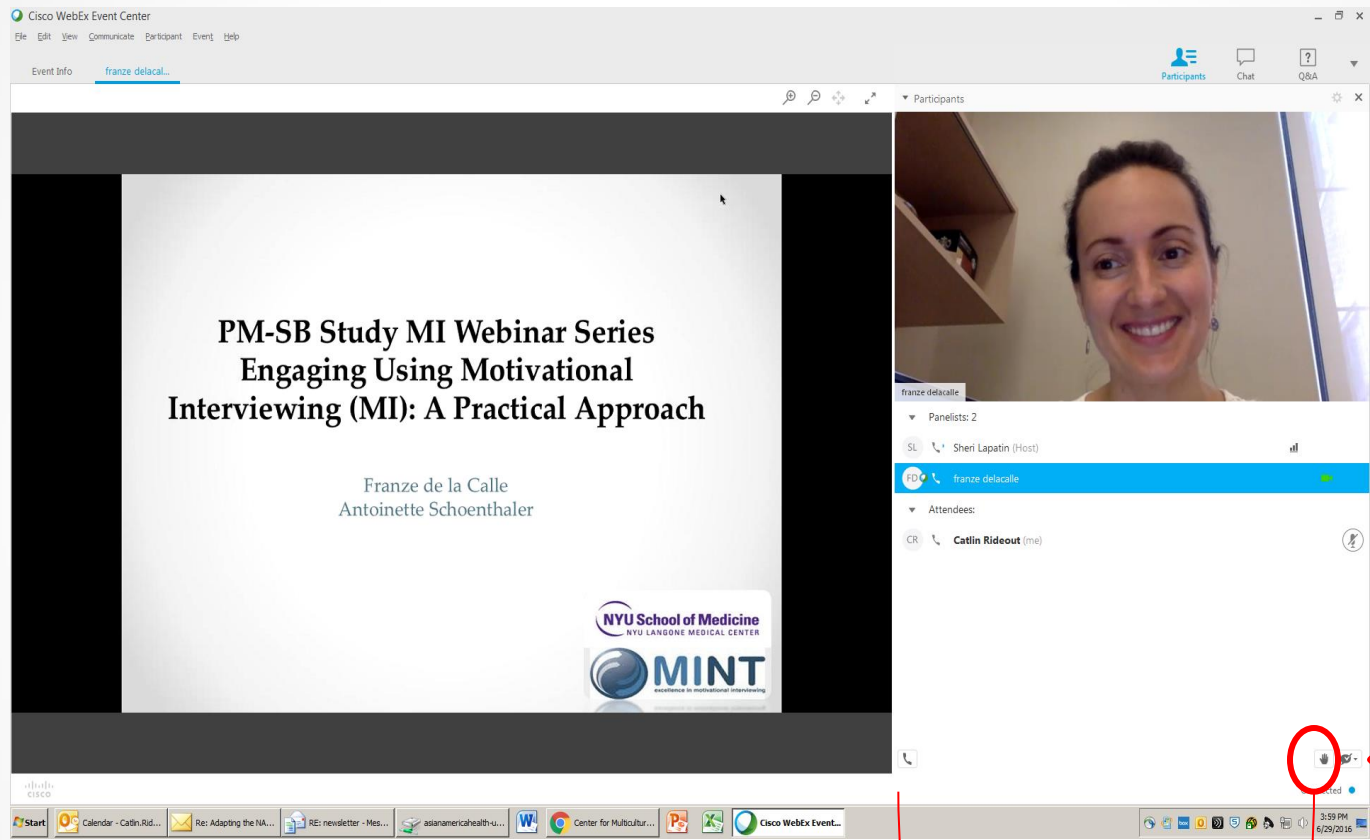
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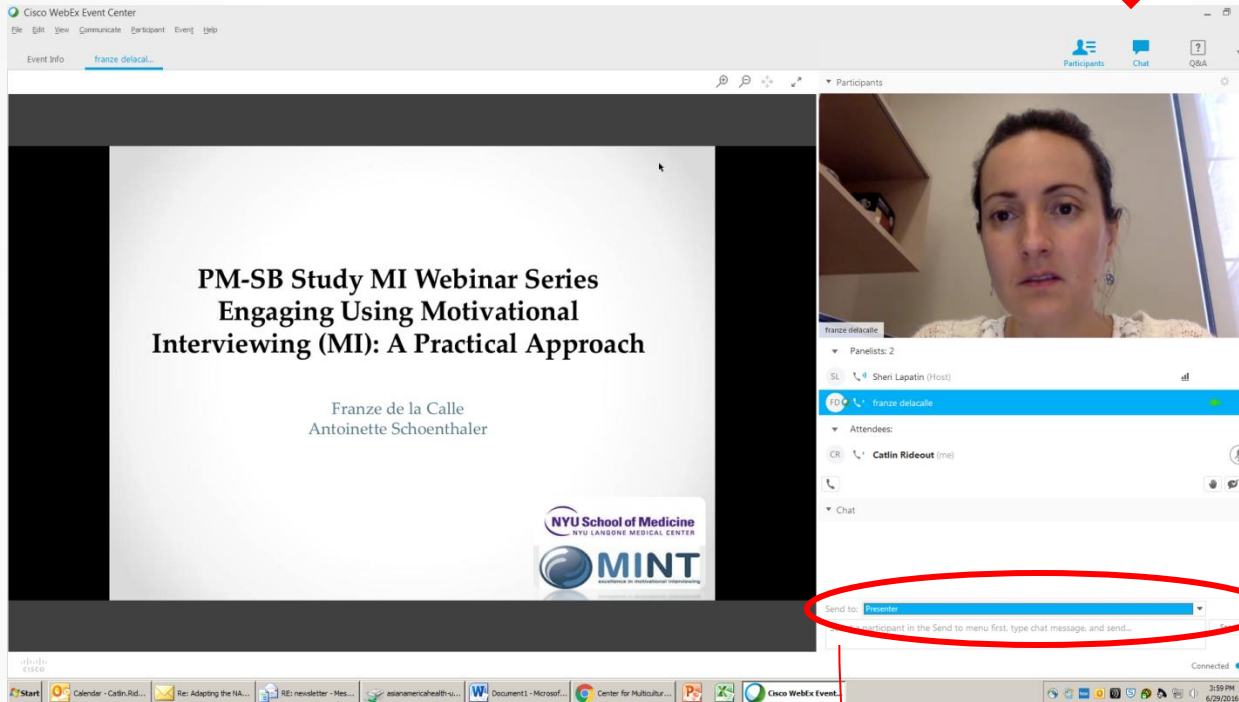
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Click the 'hand' icon to raise your hand and ask questions

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Making the most of this webinar series

Refresher

- To make the most of this webinar training, please stay engaged -- no multi-tasking 😊
- Please participate in all exercises, including polls, discussions, and role-plays
- We will also call on you to participate!

3rd Webinar Learning Objectives

- ✓ Learn to recognize the two types of speech:
Change Talk and Sustain Talk
- ✓ Learn new ways to respond to them in order to influence motivation for change
 - ✓ Recognize the DARN-CATS
- ✓ Discuss strategies to help older adults come up with their own reasons for making a change



Picking your Brains

1. Were you able to use more open questions into your conversations?
2. What do you remember about reflective listening?
3. Were you able to use more reflections in your conversations?
4. What did you notice about reflective listening when you used them?
5. Did you try any of the other OARS? Which one?

Reflective Listening Reminder

- A way to convey empathy
- Is a process of hearing what the older adult is saying
- Guessing or Hypothesis testing
- Forming the idea as a statement

Responding Reflectively

<https://www.youtube.com/watch?v=SZ-IH-V7oJ4>

Complete the poll

Polling the Group

PQ1: How confident do you feel in your ability to respond reflectively in conversations with older adults?

1

2

3

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Preparing People to Change



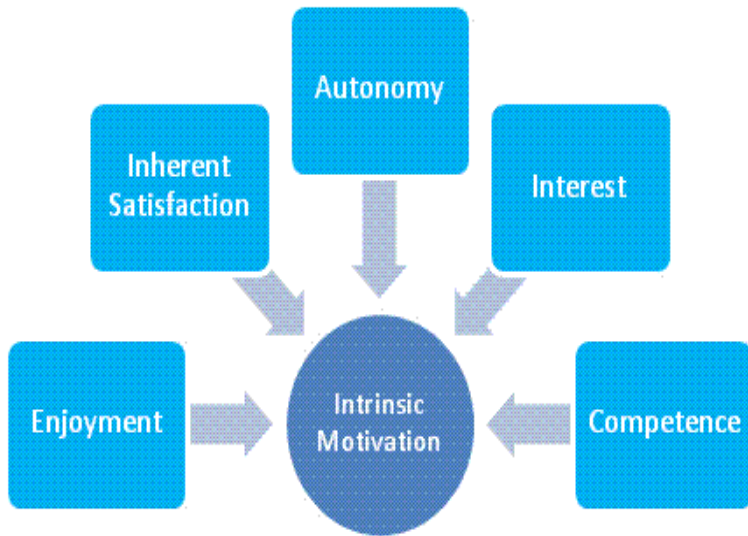
In Summary:

“Motivation is a state of readiness to change, which may fluctuate from one time or situation to another. *This state is one that can be influenced.*”

Your task is to evoke and enhance the person’s own motivations for change.

Miller and Rollnick, 1991

In other words:



We must tap into
older adults' own
internal motivation
for change.

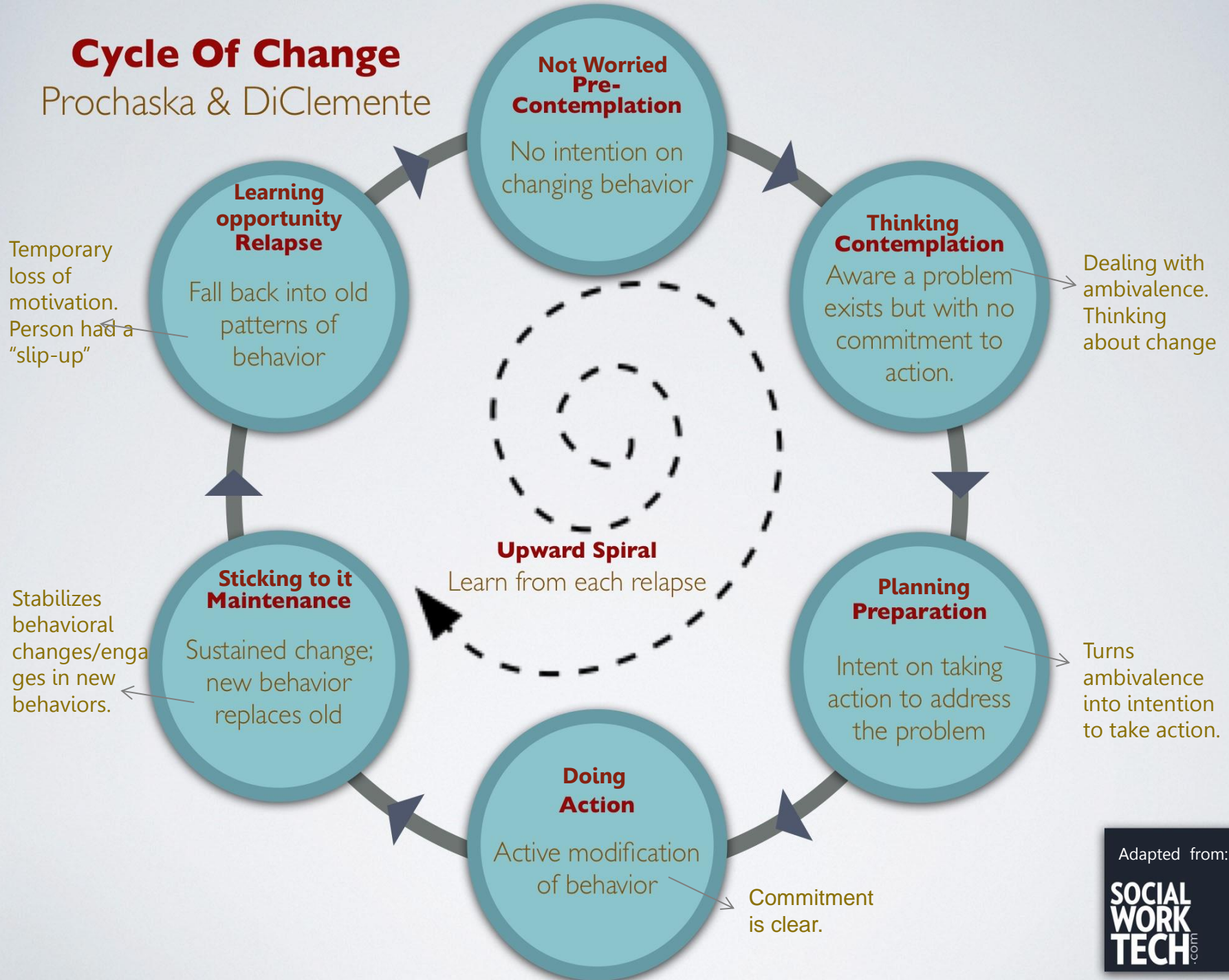
Building Motivation For Change

- People often go through a series of “stages” as they begin to recognize that they need/want change
- Motivational Interviewing uses strategies that are appropriate to each stage of change.
- Skillful MI practitioners are trained to know that once they see reluctance they have moved too far ahead of the person’s readiness to change.

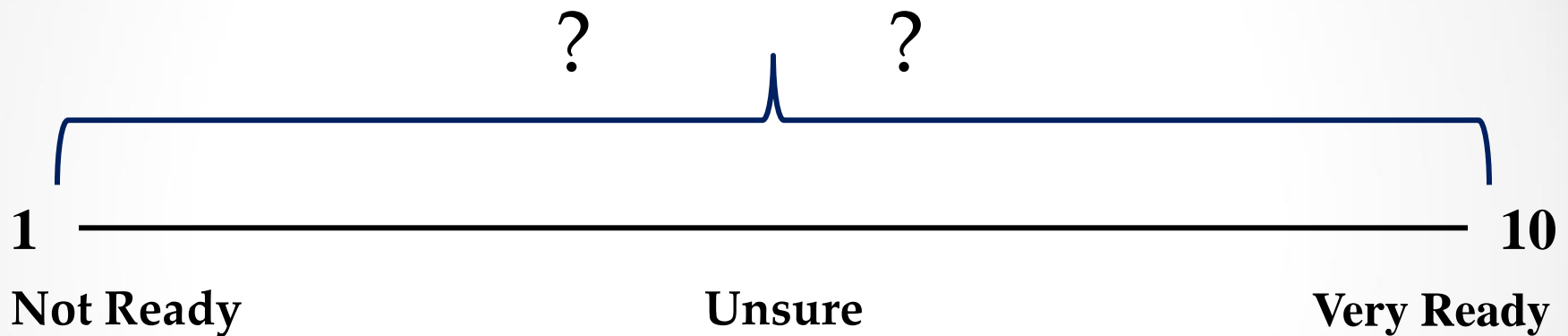


Cycle Of Change

Prochaska & DiClemente



How Can you Help Older Adults Move through These Stages of Change?



Older adults have a certain range of motivation.
What you say influences where they end up.

Use the OARS to elicit and reinforce **self-motivational statements** (change talk)

Change Talk and Sustain Talk (Ambivalence)

Opposite sides of the same coin



SUSTAIN TALK

- ✓ **Excuses**
- ✓ **Ignoring**
- ✓ **Challenging**
- ✓ **Blaming**
- ✓ **Negating**



Status Quo

CHANGE TALK

- ✓ **Desire**
- ✓ **Ability**
- ✓ **Reasons**
- ✓ **Need**
- ✓ **Commitment**



Behavior Change

Change Talk



- Change talk are statements that come from within the person and supports movement in the direction of positive change.
- You are not telling the person to change; they are accepting the possibility to and responsibility for change.

“I want to, I can, I am able to, I need to....”

Four Types of Change Talk

- **Disadvantages of the status quo-** Acknowledging the reasons for concern
- **Advantages of change-** Recognition of the benefits of new behavior
- **Optimism for change-** Expression of confidence and hope about ability to change
- **Intention to change-** Expression of desire, willingness or commitment to change
- **“What have you done that has helped? What can be done to help you reach your goal?”**

DARN-CATS

Preparatory Change Talk

- Desire** (I want, I would like to, I wish I could, I definitely want to....)
 - “I really want to maintain my mental health.”
- Ability** (I think I can, I probably could, I am definitely able to...)
 - “I may be able to do it.”
- Reason** (If [I make this change]....then [I will]....)
 - “I can’t focus as much anymore.”
- Need** (I need to, I have to, I must...)
 - “I live alone and need to be able to take care of myself.”

Commitment Change Talk

- Commitment**
- Activation**
- Taking Steps to Change**

Complete the poll

Polling the Group

PQ1: “I’d like to be able to maintain my independence and continue to be able to take care of myself.”

What do you hear?

- Desire
- Ability
- Reason
- Need
- Commitment
- No Change Talk

Complete the poll

Polling the Group

PQ2: “I know that you have to stay mentally active to protect your brain.”

What do you hear?

- Desire
- Ability
- Reason
- Need
- Commitment
- No Change Talk

SUSTAIN TALK

- ✓ **Excuses**
- ✓ **Ignoring**
- ✓ **Challenging**
- ✓ **Blaming**
- ✓ **Negating**



Status Quo

CHANGE TALK

- ✓ **Desire**
- ✓ **Ability**
- ✓ **Reasons**
- ✓ **Need**
- ✓ **Commitment**



Behavior Change

The Sound of Sustain Talk

Desire: “I don’t want to participate.”

Ability: “I can manage on my own with out any help.”

Reasons: “I just don’t have the time to fit in the program.”

Need: “I’ve got to focus my time and energy on other things.”

Responding to Sustain talk

TALK

Reflective Responses:

- Straight reflection
- Double-sided Reflection
- Amplified Reflection

Strategic Responses:

- Shifting Focus
- Reframing
- Agreeing with a Twist
- Emphasizing Personal Control
- Coming Alongside

Straight Reflection

Offer a simple or complex reflection to what the patient has said. This most of the time evokes change talk.

Older adult: “I know learning about mental health is important but I don’t think I’d be able to join the program right now.”

RA, CHW, Exercise Trainer: “This is a possibility that you need to think carefully about.”



Double-sided Reflection

Double-sided reflections attempt to reflect back both sides of the ambivalence the patient experiences so that they hear both the “sustain talk” and the “change talk.”



Older Adult: “I know you want me to participate in the program because of what it has to offer, but I don’t want to do that”

RA, CHW, Exercise Trainer: “On the one hand the idea of joining seems somewhat complicated and on the other you seem to see some benefits of doing it.”

On hand-on the other hand technique works well here

Amplified Reflection

Amplified reflections exaggerates what the patient just said. When hearing an amplification of what was communicated, the patient will often reconsider what they said and clarify.



Older Adult: "I am fine. There is no history of mental health problems in my family."

RA, CHW, Exercise Trainer: "That is great news! But, it seems that to you think family history is the only risk factor."

*It is important not to over embellish. If the patient feels threatened he or she may respond in anger.

Shifting Focus

Shifting focus attempts to get around a “stuck” point by side-stepping the barriers and affirming personal choice.

Older Adult: “I don’t see how this program can help me.”

RA, CHW, Exercise Trainer: “Right now the benefits of this program seem very unclear to you. There is a bigger picture here and it is that staying healthy involves different things. Maybe what is most important is finding out what you think is needed to keep your mind healthy.”



Reframing

Reframing "acknowledges the validity of the client's raw observations, but offers a new meaning...for them" (Miller and Rollnick, 1991) It takes a negative statement and gives it a positive spin. It offers a new meaning.

Older Adult: "I have not been able to make it to the sessions."

RA, CHW, Exercise Trainer: "It has not been easy to keep the appointments when you have so much going on in your life. It sounds as though it is something you've been thinking about."

Agreement with a Twist

This technique uses a reflection to show the patient they were “heard” by agreeing with them, but with a slight twist or change in perspective that moves the discussion forward.

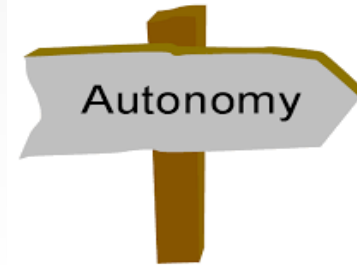
Older Adult: “I can hardly make it to my current appointments. I can’t imagine trying to make it here more often.”

RA, CHW, Exercise Trainer: “It is becoming a struggle to find a way to get here sometimes and your determination to not let this obstacle deter you from doing it shows by your being here today.”



Emphasize Autonomy

The patient ultimately chooses the course of action. By acknowledging this and remaining supportive, you can help a patient consider changing as they begin to see they are not being forced to do so.



Older Adult: “You can talk all you want. I am not going to do anything you say. You mean nothing to me.”

RA, CHW, Exercise Trainer: : “That has to be your decision and no one can make that for you. We still will love your participation but I would never push you. I am here when you are ready to explore this option.”

Coming Along Side

This technique is used to take the side of the older adult as a last resort.

Patient: "I just don't want to join the program right now."

RA, CHW, Exercise Trainer: "You definitely don't see any benefits at all of joining this program."





Complete the poll

Polling the Group

PQ: “Thanks. I really appreciate the opportunity but I just come to the center twice a week to play bingo.”

Choose the Best complex Reflection

- You don't understand the importance of actively learning about healthy aging
- You like the idea of the program but to you it is more important to attend bingo
- You won't be able to come here more often
- You seems unsure if the program could work for you given that you are only here a few times a week but it sounds as though you view the program as an opportunity to learn more about healthy aging

Methods to Evoke “Change Talk”

1. Ask thought-provoking questions

- What worries you about this?
- What problems has this behavior created for you?
- What are the reasons to do..?

2. Elaborating – Ask for specific examples

- In what ways...?
- How much...?
- What else?
- How did you do it?
- tell me more about a time when you...

3. Using the rulers

4. Examining extremes

What’s the worst that could happen if you don’t make a change?
What’s the best thing that could happen?

5. Examining the pros and cons (decisional balance)

What is so good about...?

What is not good about....?

6. Imagine your life

- Looking back: Compare past to present

How was your life like before..?

How were you before..?

- Looking forward:

What can you imagine happening if you do change....?

Where will you be in 2 years?

7. Exploring goals and values (develop discrepancy)

- Identify discrepancy between current behavior and values

How does doing X fits with what you want in your future?

What do you value most in life?

10 Ways to Elicit Change Talk



Ask Key Evocative, Open-ended Questions:

- Questions to which the answers are likely to be change talk

Examples:

- What are your reasons to _____?
- You are considering a change. Help me understand how you view all this?
- What worries you about _____?

Complete the poll

Polling the Group

PQ: How would you do it, if you decided to?

What DARN-C is this evoking?

- Desire
- Ability
- Reason
- Need
- Commitment

Complete the poll

Polling the Group

PQ: What are your hopes for your mental health in the future?

What DARN-C is this evoking?

- Desire
- Ability
- Reason
- Need
- Commitment



Complete the poll

Polling the Group

PQ: How important is it for you to keep your mind healthy?

What DARN-C is this evoking?

- Desire
- Ability
- Reason
- Need
- Commitment

Complete the poll

Polling the Group

PQ: What are the three best reasons to maintain a healthy mind?

What DARN-C is this evoking?

- Desire
- Ability
- Reason
- Need
- Commitment

10 Ways to Elicit Change Talk



Ruler to Assess Importance and Confidence

Importance



How important it is for you to?

➤ Why did you pick X and not a (lower number)?



Answer evokes change talk-
the reasons why change *is*
important

➤ What would it take for you to go from X to a higher number?



Answer evokes change talk-
what would make the
change more important

Confidence



How confident (or sure) are you that you.....?

➤ Why did you pick a ___ and not a (lower number)?

➤ What would help you to have a higher number?

What do the follow-up Questions Evoke?



How important it is for you to?

- Why did you pick X and not a (lower number)?
- What would it take for you to go from X to a higher number?

Assessing and Exploring Readiness to Participate

Assess readiness to join the program

- *On a scale of 1 – 10 how likely is it that you will participate in the program?*

Further explore the older adult's readiness to participate

- *Why are you not a [lower number]?*

If importance of participating is:

LOW:

What would it take to raise that '1' up to, say a '3'?

What would make you more willing to participate?

MEDIUM:

*Why a '4' and not a '1'?
What would make you more willing/able to participate?*

Is there anything I can do that will make it more likely you will participate?

HIGH:

So, you're quite confident.

How do you think it will help?

Complete the poll

Polling the Group

PQ: How likely are you to use strategies of MI in your work?

1

2

3

4

5

6

7

8

9

10

Thank you!

Additional Slides- Strategies for Evoking Change Talk

10 Ways to Elicit Change Talk



Do a Decisional Balance

Examples:

- What are the good things about _____?
- What are the benefits of stopping _____?
- What are the drawbacks of changing _____?

	Cons	Pros
No Change		
Change		

10 Ways to Elicit Change Talk



Ask for Elaboration

- Ask for more detail

Examples:

- How has _____ impacted your life/family?
- What do you wish you'd be doing instead?
- In what ways is this _____ interfering with how you are living out your life?

10 Ways to Elicit Change Talk



Ask for Examples

Examples:

- When was the last time you tried _____?
- When did you last try to _____?
- How, specifically, were you able to _____?
- Tell me more about a time when you _____

10 Ways to Elicit Change Talk



Develop Discrepancies

- Link back to Values and Goals

Examples:

- What is it about _____ that other may see as concerning?
- How has _____ stopped you from doing what you want to do?
- If things worked out exactly as you like, what would be different?
- How doing X fits with what you want in your future?

10 Ways to Elicit Change Talk



6. Look Back

- Ask about a time before the situation/issue existed
- Ask about a time when the situation/issue ceased to exist

Examples:

- How were things when you changed in the past?
- How were things different back then, when you did not_____?

10 Ways to Elicit Change Talk



Look Forward

- Ask about if things don't change

Examples:

- If things don't change, what is in it for you?
- What can you imagine happening if you do change?
- Miracle question:
 - What would be different if?
 - How would things be different if?
- How would you like your life to be 2 years from now?

10 Ways to Elicit Change Talk



Query Extremes

Examples:

- Worst case scenario of what might happen if no change?
- Best case scenario of what might happen if change?
- What concerns you the most?

10 Ways to Elicit Change Talk



Exploring Goals and Values

Examples:

- What things do you regard as most important? How does _____ fit into this?
- What sort of things would you like to accomplish in your life?