

CLIFF VALLEY INSTITUTE

OUTSTANDING PROGRAMS FOR
PARENTS AND EDUCATORS

**Meeting the
Challenge of
Change:**

**An Introduction to
Motivational
Interviewing**

**2023 SAIS
Summer Conference**

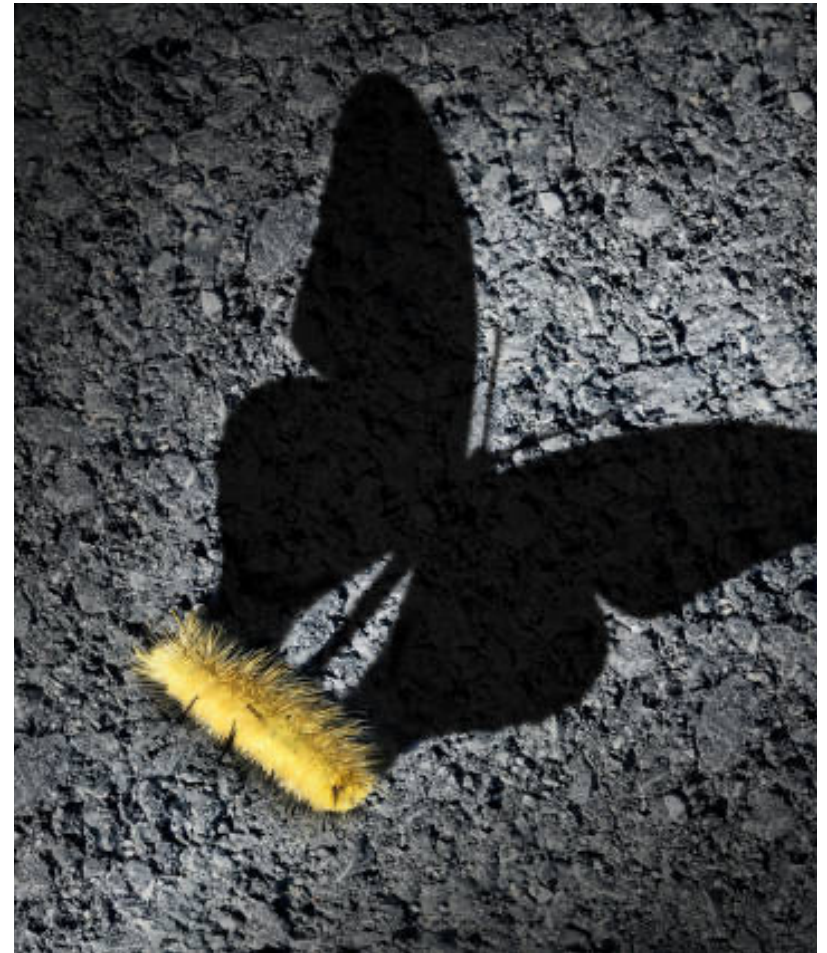
Tamara Hamilton, LCSW, CMBT
thamilton@cliffvalley.org

WHAT MOTIVATES YOU?



CHANGING

- > What is something you have changed, tried to change, or think about changing?
- > What prompted you to consider or make that change?
- > How did it go? How is it going? How will it go?



AMBIVILANCE

- > Simultaneous and contradictory attitudes or feelings (as attraction and repulsion) toward an object, person, or action.



LOCUS OF CONTROL

External LOC

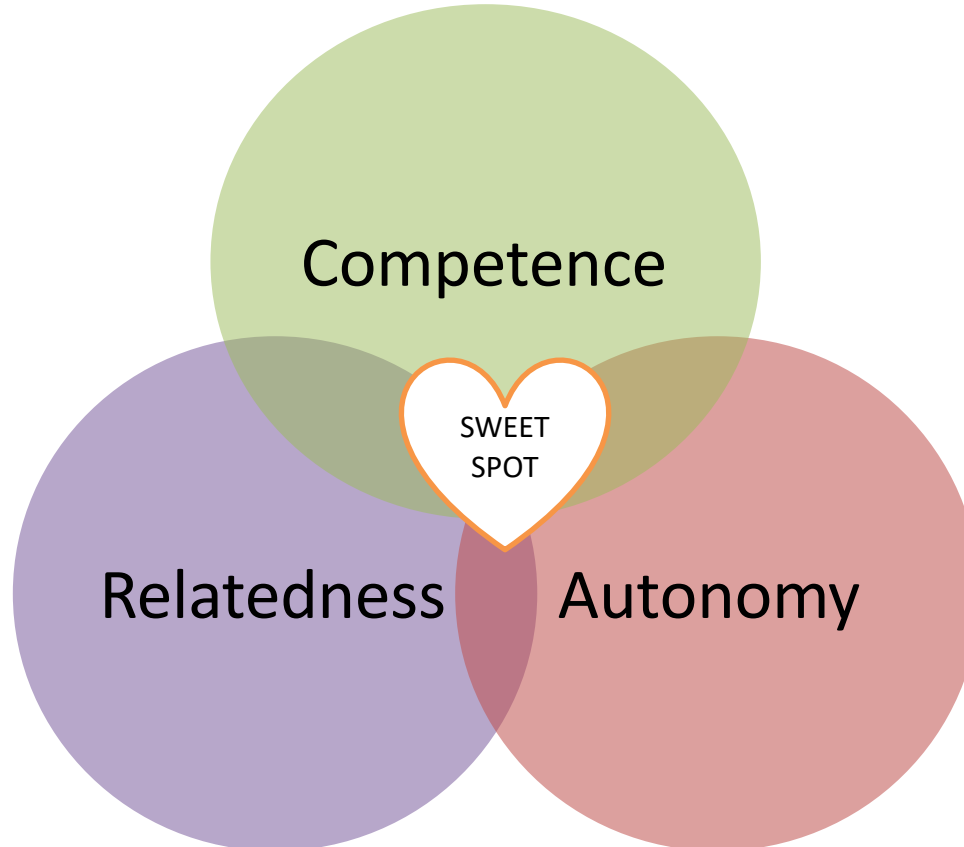
- > Resentment
- > Resistance
- > Disinterest

Internal LOC

- > Willingness
- > Acceptance
- > Value of utility
- > Volition



SELF-DETERMINATION THEORY



Source: Deci, E.L., & Ryan, R.M. (2000). The “What” and “Why” of goal pursuit: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268.

EXTRINSIC MOTIVATION

External regulation and introjection

- > Satisfy an external demand
- > Obtain a reward
- > External locus of control
- > Sense of pressure
- > Avoid guilt, shame, or anxiety
- > Work to avoid failure
- > Self-worth connected to task completion

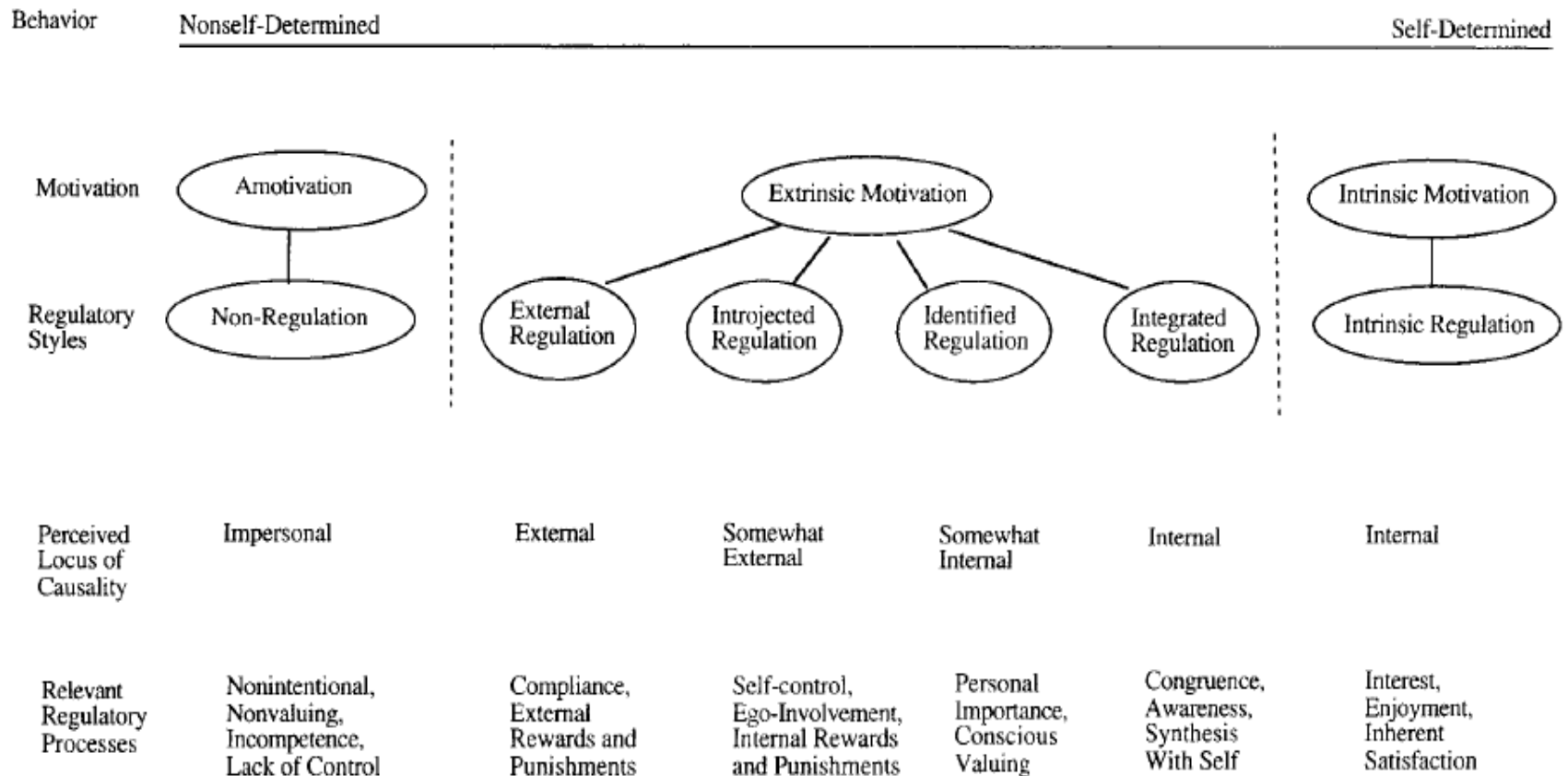
Identified and integrated extrinsic motivation

- > Autonomous
- > Non-conflicted
- > Value
- > Fully assimilate into a sense of self
- > Internal locus of control

SELF DETERMINATION THEORY

Figure 1

The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes



MOTIVATION



"Sorry, pal, right metaphor,
wrong motivation."

- > **Intrinsic**
 - doing things because we are inherently interested, curious...simply put, we get *pleasure*
- > **Extrinsic**
 - doing things because it leads to a separable outcome

MOTIVATION

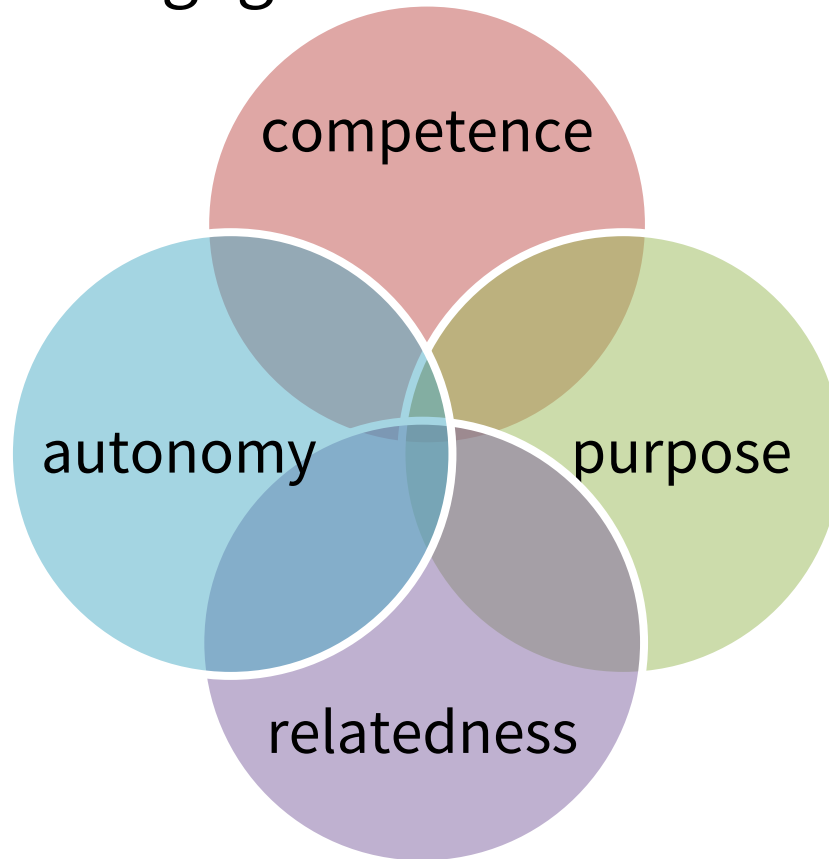
- > Sense of accomplishment is important.
- > Success leads to success.

“The child’s sense of efficacy and agency becomes grounded in their experiences of success and leads to reality-based optimistic expectations and aspirations, each success increasing the chances for the next.”



THE BIG QUESTION

How can you engage the “unmotivated”?



MOTIVATION

“The probability that a person will enter into, continue, and adhere to a specific change strategy.”



Simply put: To be moved to do something!

CHANGE TALK

- > Personal consideration
- > Identified reasons
- > Recognition of need
- > Expressed desires
- > Noted ability
- > Feelings of readiness
- > Dreams, ambitions, goals

CHANGE TALK

- > DARN CATS
 - Desire
 - Ability
 - Reasons
 - Need
 - Commitment
 - Activation
 - Taking steps



LISTENING FOR CHANGE TALK

“I have been so stressed lately. I don’t have time to study. By the time I get home from soccer, eat dinner, and get some homework done I am exhausted. I know if I studied, I would do better. There just isn’t time.”

LISTENING FOR CHANGE TALK

“We don’t have time to deal with kids who can’t keep up. We aren’t special education teachers. I know you say doing a little bit of differentiation could make a difference, but I am not sure I have the time. In an ideal world, I would differentiate for all students. I would love to be able to give to each student exactly what they need. I hate saying this, but not all kids can make it here.”

MOTIVATIONAL INTERVIEWING (MI)

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

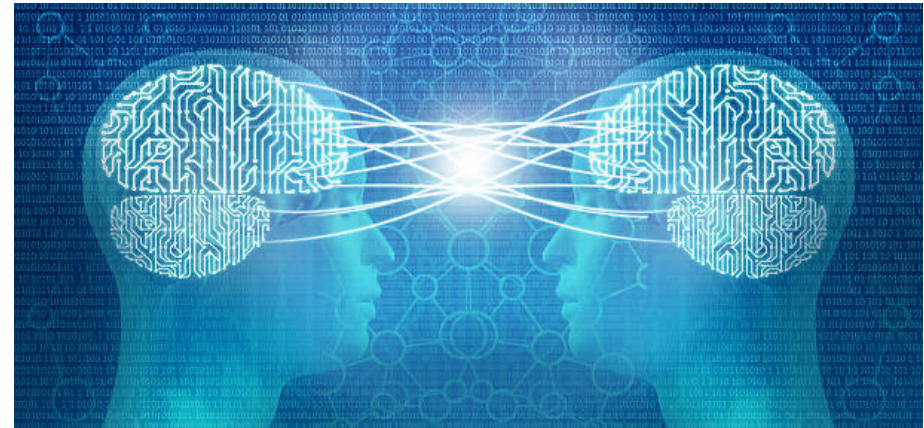


"SPIRIT" OF MI

- > Partnership
- > Acceptance
- > Compassion
- > Empowerment

PARTNERSHIP

- > An active collaboration between experts
 - Distinction between a counselor/teacher *sharing* expertise versus being an expert
 - Recognizing that each person, including children, is their own expert
- > Emphasis on the shared task of change between counselor/teacher and student



ACCEPTANCE

> Four aspects of acceptance

Absolute Worth

- Consistent with the notion of unconditional positive regard (Carl Rogers)

Accurate Empathy

- Seeing the world through the eyes of the child (Carl Rogers)

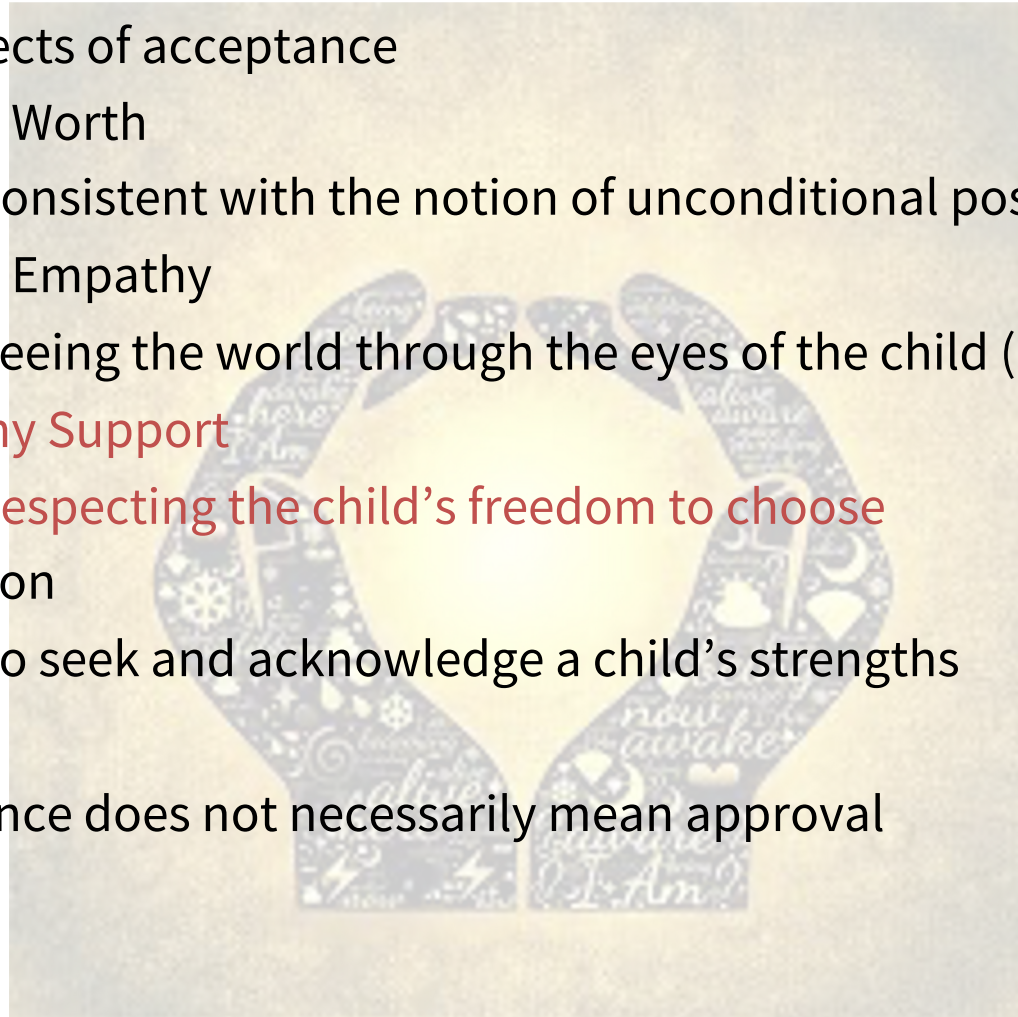
Autonomy Support

- Respecting the child's freedom to choose

Affirmation

- To seek and acknowledge a child's strengths

> *Acceptance does not necessarily mean approval



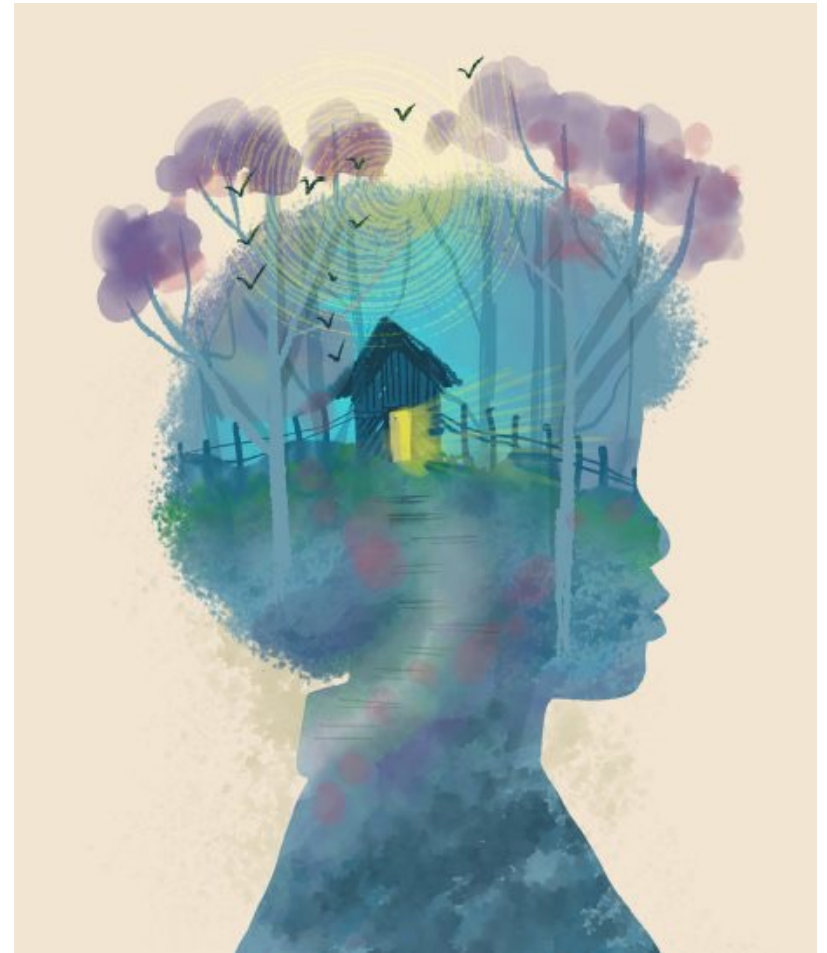
COMPASSION



- > Primary focus on the welfare of the person
- > Honoring the person's values

EMPOWERMENT

- > Helping people realize and utilize their own strengths and abilities.
- > “You have what you need and together we’ll find it.”
- > Different than giving someone authority that they did not have before.



FOUR TASKS OF MI

Plan

develop a commitment to a plan of action

Evoke

elicit their reasons for change

Focus

clarify agenda

Engage

establish a working relationship

ENGAGING

Start with empathy, acceptance, understanding, humility.

- > **Open-Ended Questions**
 - “How would you make that happen?”
- > **Affirmations**
 - “You are a confident public speaker.”
- > **Reflective Listening**
 - “You say you’re not sure.”
- > **Summarizing**
 - “I want to make sure that I have it right, so I am going to summarize what you are saying, so please stop and correct me if I get anything wrong.”



OPEN ENDED QUESTIONS

Invite a longer
response



What, how,
tell me...

- > What strategies have you tried that have worked for you?
- > How have your parents reacted when you forget your homework?
- > Tell me about having to remember a lot of things for soccer.

AFFIRMATIONS

- > Positive, genuine, expression about the person based on current conversation.



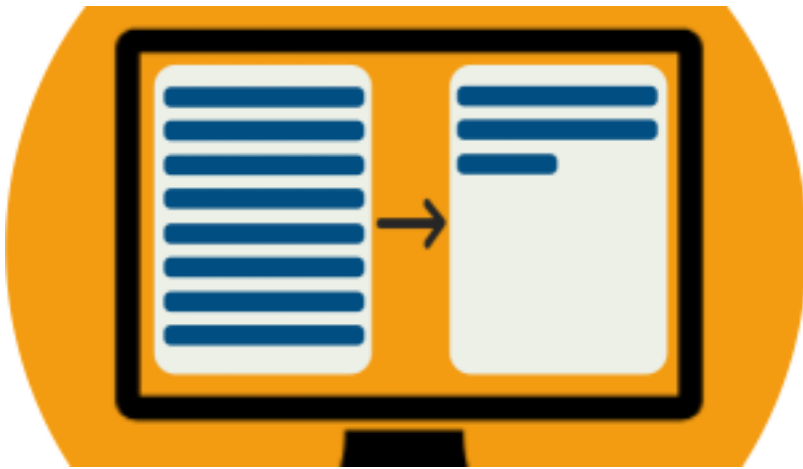
- > You are generous with your friends.
- > You have worked very hard on that project.
- > You seem very dedicated and once you commit, you see it through.

REFLECTIONS

- > Restatement or mini summary of a person's statement.
- > Statements, not questions.
- > Designed to move forward towards change in the discussion.
- > Helps to convey empathy.
- > Reflect emotions, values, or goals.



SUMMARIZING



- > A longer restatement of a series of statements
- > Organizes the conversation to move into the next step.
- > Includes affirmations, strengths, and concerns.
- > Ask the person for feedback.
 - *“Do I have this right?” or “Did I miss anything?”*

FOUR TASKS OF MI

Plan

develop a commitment to a plan of action

Evoke

elicit their reasons for change

Focus

clarify agenda

Engage

establish a working relationship

FOCUSING

- > Agreement on a useful direction....what is the next step
- > Helps set a clear direction for goals
- > Sometimes it is clear, sometimes there are a number of directions the person could go

FOUR TASKS OF MI

Plan

develop a commitment to a plan of action

Evoke

elicit their reasons for change

Focus

clarify agenda

Engage

establish a working relationship

EVOKING

- > Bringing out the person's idea of how and why to change
- > The person makes the case for change, rather than the educator
- > Change Talk versus Sustain Talk
 - DARN CATS
 - Desire
 - Ability
 - Reasons
 - Need
 - Commitment
 - Activation
 - Taking steps



EVOKING TRAPS

- > Confrontation/denial
- > Blaming
- > Labeling
- > Question and answer
- > Expert (the “righting reflex”)
- > Premature focus
- > Undermining autonomy and intrinsic motivation
- > Discord



FOUR TASKS OF MI

Plan

develop a commitment to a plan of action

Evoke

elicit their reasons for change

Focus

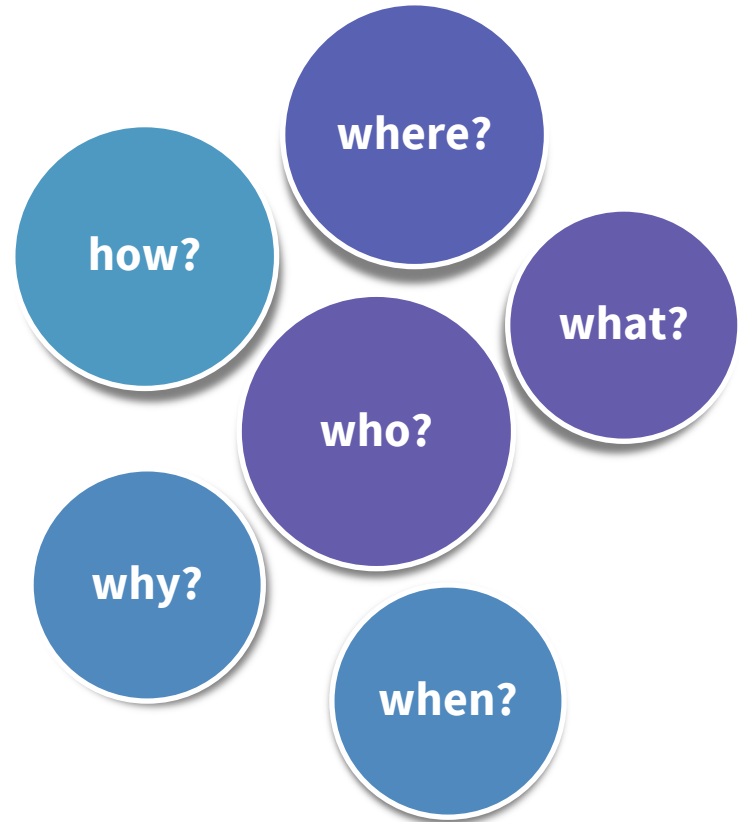
clarify agenda

Engage

establish a working relationship

PLANNING

- > Discuss focused ways to make changes
 - **invite them** to give ideas first
 - **ask for** permission
 - consider options
 - qualify your suggestions
 - elicit-provide-elicite



ELICIT-PROVIDE-ELICIT

- > **Helper: Elicit** – *“We’ve talked a lot today about your behavior in class. Tell me what thoughts you have right now as you think about what we’ve discussed.”*
- > **Person:** – *“I don’t know. I guess I should do better. I can’t help it if other kids mess with me though. I’m not just going to let people start stuff with me.”*
- > **Helper: Provide** – *“You’d like for things to get better and you’re concerned that other kids will make it hard for you. I’d like to share some of my ideas on this and see what you think. First, I will talk with the others and remind them about our rules against bullying. We could also move your seat so that you’re closer to the front. Also, if they didn’t stop, find me first and I promise you will not get in trouble.”*
- > **Helper Elicit** – *“What do you think about those options?”*
- > **Person** – *“I guess I’ll try if it means they’ll leave me alone.”*

PRACTICE

- > *“I hate doing homework. When I get home, schoolwork is the last thing I want to do. I mean, I’ve been in school all day and they want me to do even more work at home?!”*
- > *“She started it! I mean, what am I supposed to do when she gets on Snapchat and calls me that?”*
- > *“I’ve already tried using a binder to organize my stuff, and it didn’t work. I’ll just keep throwing things in my backpack, that way I won’t lose it.”*
- > *“Math is too hard! I don’t even see the point. I’m never going to use this stuff in my life!”*

Q & A

- > Are there any strategies that you would like to demonstrate?
- > What questions do you have?
- > How do you see MI at your school?



HONORING THE RELATIONSHIP



MI RESOURCES



<https://en.motivationalinterviewing.org/>

History and Happenstance: How
Motivational Interviewing Got Its Start
Article (PDF Available) in [Journal of
Cognitive Psychotherapy](#) 18(4):291-
298 · December 2004



<https://www.glennhinds.com/talking-to-change/>

CLIFF VALLEY INSTITUTE

OUTSTANDING PROGRAMS FOR
PARENTS AND EDUCATORS

Thank you!

**Visit our website for
information about
professional
development and
parent education.**

<https://www.cliffvalleyinstitute.org/training-about>