

Evoking Motivation for Change

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Question:

Can we REALLY enhance others' motivation just by changing the way we talk with them?



Suggested goals for our time today

- ◆ Identify the essential elements of change talk
- ◆ Identify ways that we complicate others' change processes
- ◆ Identify ways to help others' initiate and sustain change



Motivational Interviewing (MI) is
a collaborative conversation style
for strengthening a person's own
motivation and commitment to
change.

Four Processes of MI

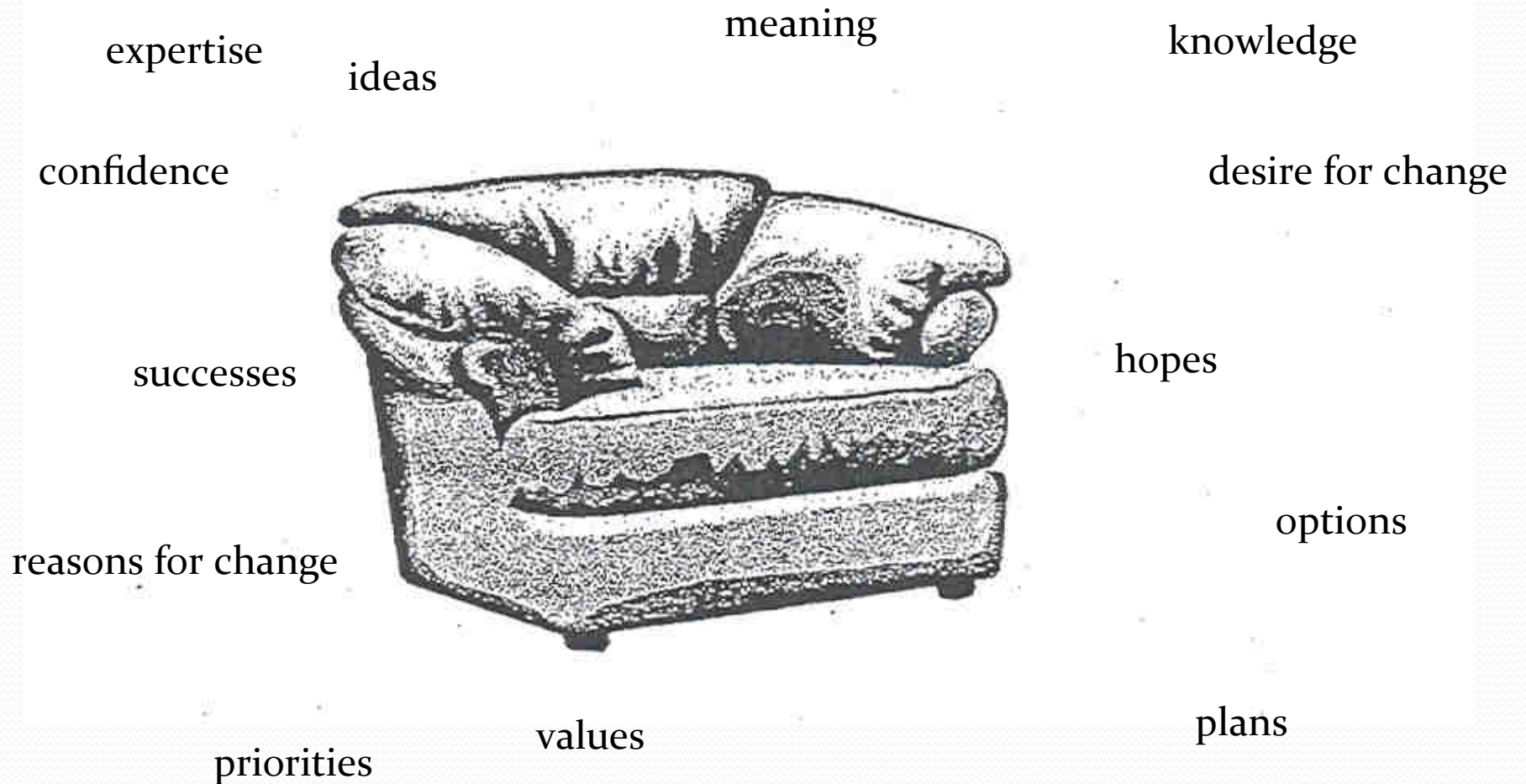
Planning: when “yes” to moving ahead, what will that look like?

Evoking: Where is the person in the process of change; what is the fuel for their journey?

Focusing: Based on those concerns, what direction are we headed in?

Engaging: Connecting with and conveying an understanding of the perspective/concerns of the other person

The Solutions Chair...



Ready to Change?

**Willing=
Importance**

In order to be ready to change

**Able=
Confidence**

The person must be both willing and able

Behavior Change

Important Why?

- Is it worth it? What's the significance for me?
- Why should I? What values are at stake for me?
- How will I benefit?
- Will this cost me?
- Do I really want to?
- What difference will it make?

Confidence Am I able?

- Can I? Too difficult?
- How could I go about it? What strengths and skills will I use to meet this challenge?
- How would I cope with this?
- Will I succeed? Barriers too big?
- Can these changes fit in my life?
- Can others help me with this?

Readiness When?

- Do I have competing priorities? Where does this fit for me?
- When is the right time?
- What else will change?
- Are important others in my life ready for this?
- Should I do it now? How can I prepare to get started?



DARN-CAT: The Language of Change


- Desire: “I want to...”
- Ability: “I think I can...”
- Reason: “The most important reasons/benefits are...”
- Need: “I should...”

- Commitment: “I will...”
- Activation: “I am ready to...”
- Taking Steps: “The first steps I’ll take are...”



Autonomy Supportive Assumptions

- “I have expertise, and others are the experts on themselves.”
- “I match information to other’s needs and strengths.”
- I find out what information others want and need.”
- “Others can tell me what kind of information is helpful.”
- “Advice that champions other’s needs and autonomy is helpful.”



Embedded Assumptions That Complicate the Change Process

- “I am the expert on why and how others should change.”
- “I collect information about problems.”
- “I rectify gaps in information.”
- “Frightening information is helpful.”
- “I need to just tell them clearly what to do.”



Exchanging Information

- Research shows that others are more likely to initiate and maintain positive health behaviors when we use an autonomy supportive method of exchanging information such as Elicit-Provide-Elicit (EPE)

Elicit-Provide-Elicit

- **Elicit:** Find out what the person knows, clarify needs and gaps...” What do you know about ___?” “What do you think might be the benefits of ___?” “What would you like to know about ___?” “What information would you find helpful about ___?” “What do you know about the connection between ___ and ___?”
- **Provide:** Ask permission to offer information or to clarify; support autonomy; offer menu of options and encourage choice
- **Elicit:** Ask for the other’s interpretation, understanding or response; allow time to process and respond together to information; “So, what do you make of that?” “What makes sense to you about this?” “What else would you find helpful to know?” “What do you see as your next step?”

Practice Activity

- Groups of 3: rotating roles.
- One is the changer, another is the listener, the other is the tracker
- Changer: talk about a behavior you are considering changing
- Listener: explore the changer's importance, confidence and readiness for the change. IF you want to offer information, use elicit-provide-elicited
- Tracker: keep an ear open for the changer's DARN-CAT language



Learning MI; Who can do it?

- MI can be learned by anyone with the desire to learn it and the underlying belief that the other person has the answers within and the capacity to act on their own behalf
- Skill acquisition is not related to years of experience, years of education or profession
- Workshop-only exposure helps practitioners learn about MI; personalized, individualized feedback helps practitioners improve their skillfulness toward competence and is necessary for effective organizational implementation
- For many people, the unlearning of old habits is as important as the learning of new skills



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References

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For additional information

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