Learning objectives and goals

By the end of this two-day training, you will:

Understand the basic principles and **be able to apply** core strategies of MI

Understand the basic principles and **be able to apply** the core process of goal achievement coaching

Connect with and **learn** from colleagues within and across MFIP/employment services teams

Develop and **commit** to action steps that promote integration, sustainability, and shared ownership of MDP

Our road map for the two days

This morning:
- Foundations of MI
  - Behavior change
  - Intro to goal setting

Tomorrow morning:
- Fundamental processes
  - 4-step process of goal achievement
  - Motivation driven assessment

This afternoon:
Breakout practice sessions
 - Supervisor track
 - "I'm new to this" track
 - "I'm familiar with this" track

Tomorrow afternoon:
Breakout practice sessions
 - Supervisor track
 - "I'm new to this" track
 - "I'm familiar with this" track
Sustainability, planning & commitment

3

Overview of today

Our plan for this morning...

9:00-9:25a	Welcome and introductions
9:25-9:35a	Icebreaker: Make a change bingo!
9:35-9:55a	Something I'd like to change: Take 1
9:55-10:05a	What is MI?
10:05-10:20a	Behavior Change Equation
10:20-10:30a	**Break**
10:30-11:00a	The Spirit of MI
11:00-11:25a	OARS
11:25-11:45a	Something I'd like to change: Take 2
11:45a-12:00p	Setting a short-term goal

Lunch break (12:00-1:00p)

...and the afternoon

1:00-4:00p	Skill practice breakouts
2:30-2:40p	**Break**

Housekeeping

Breaks

Orientation to space

Refreshments

Lunch

Parking Lot

Schedule

Proposed agreements

/ **Show patience and respect**

/ **Have an open mind**

/ **Be willing to share**

/ **This is a learning space, be understanding and patient with each other**

/ **Be engaged, even if you are not talking (active listening)**

/ **Stay on topic, managing time well, engagement from everyone rather than just a few**

/ **Be present during the meeting and not doing other work on the side**

/ **Be open to ask questions**

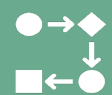/ **Respect each other, learn from each other**

A few learning tips

Have fun!

Be yourself

Always connect what you're hearing to what you do: How might this apply to my work?

Allow yourself to make mistakes!

Make a change bingo!

Look at your bingo card which includes common change targets

Consider what change targets are relevant for you both in terms of recent or upcoming changes

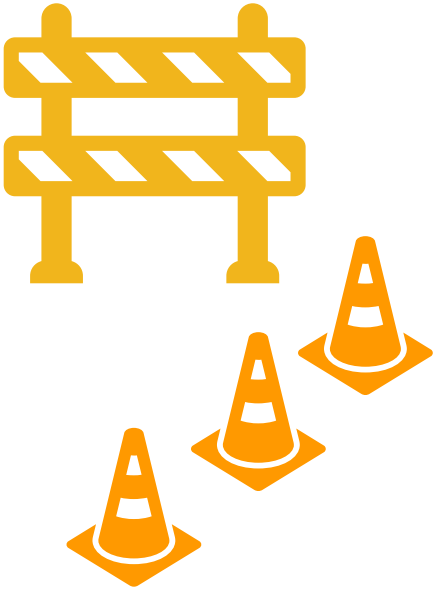We will invite you to talk to others about what targets are relevant for them

Have them sign one of the goals relevant for them (one signature per individual)

Goal is to get a BINGO (prizes for winner(s)!!)

Common **potholes** when working with people around change

Ordering, directing or commanding

Warning or threatening

Moralizing , preaching, giving "should" and "ought's"

Advising, offering solutions or suggestions (without permission)

Teaching, lecturing, giving logical arguments

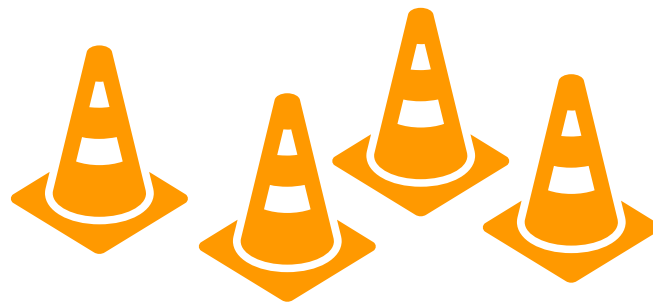**All of these responses take away from client autonomy**

Source: Thomas Gordon

Potholes continued…

/ **Responses that point out inadequacies and faults**:

  - Judging, criticizing, and blaming

  - Labeling, stereotyping, and name calling

  - Interpreting, analyzing, and diagnosing

Potholes continued…

Trying to make the person feel better:

- Praising, agreeing, giving positive evaluation
- Reassuring, sympathizing, consoling

Trying to solve the problem for the person

- Questioning, cross examining

Divert or avoid the subject:

- Withdraw, distract, humor, change subject

Potholes to communication: Implicit bias

Biases:

- Shape our world view
- Can be conscious or unconscious
- A result of our socialization
- Natural to rely on because the human brain seeks patterns

How might bias be a pothole to communication?

- Language
- Phrasing of questions
- Assumptions of participants
- Connection to service delivery

Take One: Something I'd like to change…

Something I'd like to change....

SPEAKER

Tell the person about something you

/ want to change,

/ need to change

/ should change

/ have been thinking about changing

...but you haven't changed yet. Something you are *ambivalent* about!

PRACTITIONER

/ Your job is to try as hard as you can to persuade the speaker to make the change that they are considering. Try out the Roadblocks! Become the expert, give advice, explain why they need to do it, warn them, tell them what to do, refute their excuses and analyze what their real problem may be.
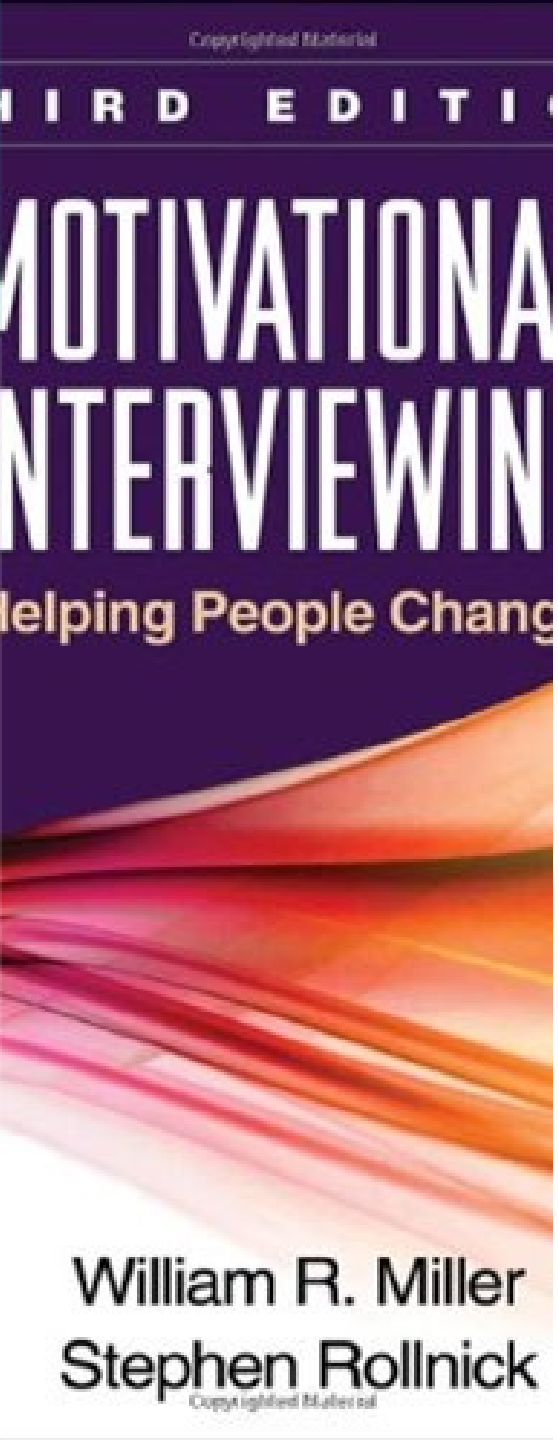
Reactance Theory

We rarely take responsibility to make changes when others tell us what we should do… IN FACT….

We often argue for and do the opposite.

REACTANCE THEORY:

An increase in the rate and attractiveness of a "problem" behavior is likely if the person perceives that his or her personal freedom is being infringed upon on challenged.

Motivational Interviewing

A particular way of talking with people about change and growth to strengthen their own motivation and commitment

Miller and Rollnick
(2024 4th Edition)

What is Motivational Interviewing?

/ **MI effective for the populations with marginalized experiences**

/ **Hundreds of clinical trails, meta-analysis and research showing efficacy in behavior change across cultures**

/ **MI is being taught and spoken over 50 languages on six continents**

/ **Found to be useful across many disciplines**

Improves behavior change, treatment retention and client outcomes

Client centered approach helps to quickly develop a working alliance

Effective on it's own however when added to other Evidence Based approaches BOTH become more effective

Effective even in brief formats

Transtheoretical model
(stages of change)

Prochaska, James O.; DiClemente, Carlo C. (2005). "The transtheoretical approach". In Norcross, John C.; Goldfried, Marvin R. (eds.). Handbook of psychotherapy integration. Oxford series in clinical psychology (2nd ed.). Oxford; New York: Oxford University Press. pp. 147–171
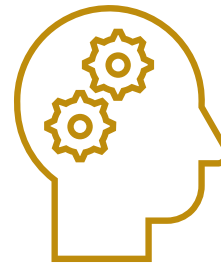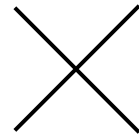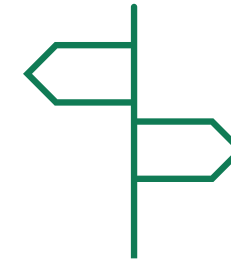
Break
return by 10:27
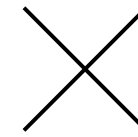
The behavior change equation

Motivation ✕ **Ability** ✕ **Opportunity**

Adapted from: Michie, S., van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. Implementation science : IS, 6, 42. https://doi.org/10.1186/1748-5908-6-42

The Spirit of MI

/ **Can be considered the "roots" of the process for cultivating motivation**

/ **If we are *NOT* in the spirit, we are not doing MI**

Partnership

Compassion

Acceptance

Empowerment

MI Spirit Activity

/ **In your groups, discuss and write the:**

- Definition of the assigned component
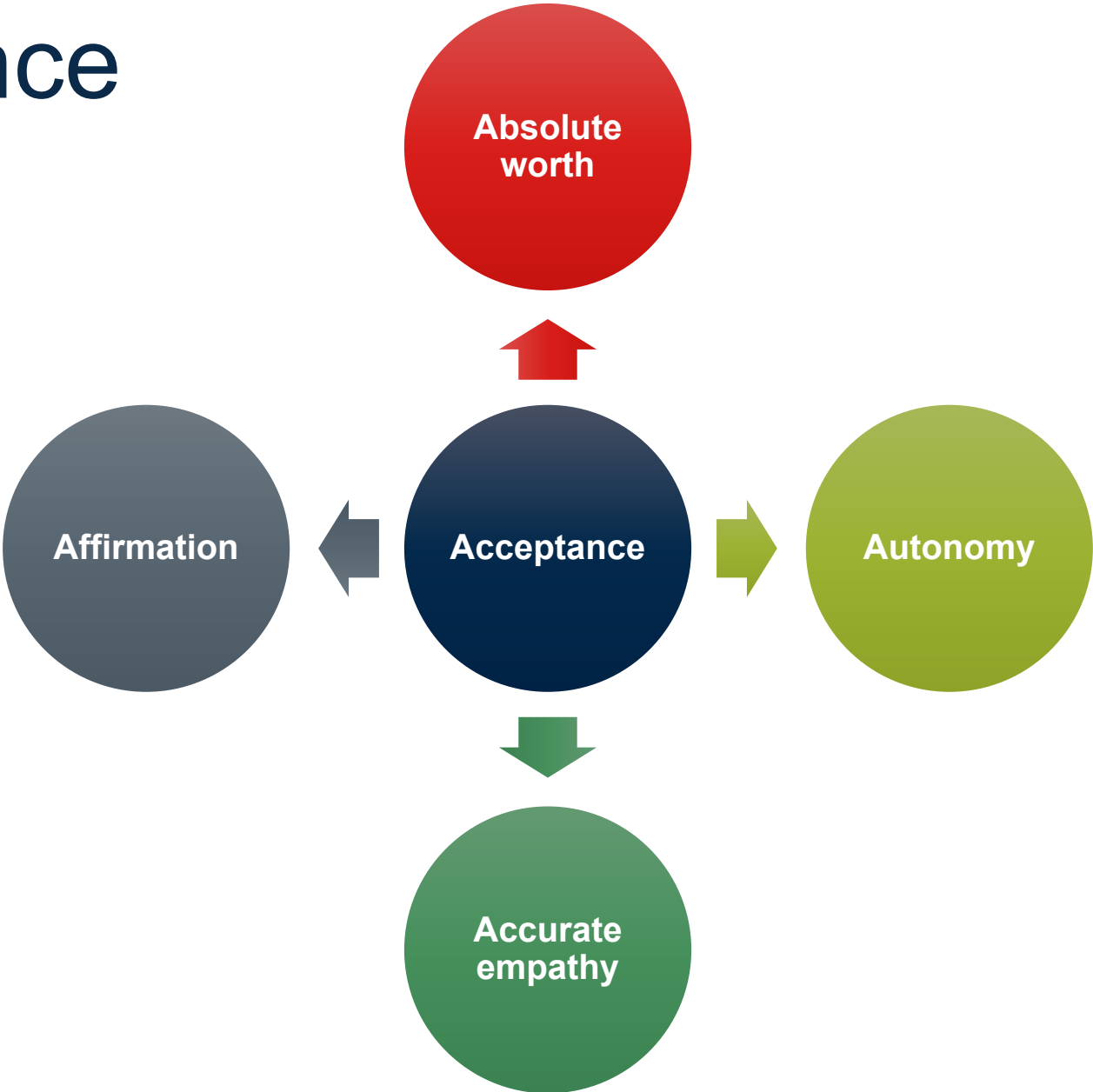- Working definitions of the assigned component

Partnership

/ **MI is done with and for the client**

- Not "on" or "to" someone

/ **Active collaboration between *experts***

/ **Client is an active participant in the creation of their life, and we are there to support them doing it**

- "Nothing about you without you"

Acceptance

Compassion

/ **Concern for the best interest of your participant**

/ **Actively promoting the participant's welfare, to give priority to their needs**

/ **Unconditional positive regard**

/ **Hope for their ability to change**

Empowerment

/ **Historical approach is deficit based with the assumption that the individual is lacking and the provider has what is needed to "fix" the person.**

/ **Empowerment in MI:**

- Helps people realize and utilize their own strengths and abilities
- Assumes people have what they need
- Actively engages a person's autonomy
- Reinforces competence

A focus on competence and success

/ **Evoking participant's knowledge of their own abilities**

  - People are the experts on themselves

/ **Drawing out participant's recognition of their past and present successes**

/ **Affirming and reinforcing participant's successes**

/ **Enhancing participant's self-confidence and self-reliance**

OARS: Client-centered listening

/ **These are the tools for executing the spirit and strategies of MI:**

- **O**pen questions (avoid yes/no)
- **A**ffirmations (acknowledge strengths, abilities, progress)
- **R**eflections (repeat, clarify, and hypothesize)
- **S**ummarizing (link together and reinforce)

Effectively using open-ended questions

Questions are often used to:

- Elicit information
- Identify gaps in knowledge
- Expand critical thinking skills
- Discover new information
- Resolve challenges
- Deepen understanding

Closed-ended questions can elicit:

/ **Limited information**

/ **Specific responses**

/ **Defensiveness**

/ **Question-Answer trap**

/ **A disregard for participant input and ideas**

/ **Coach's agenda**

/ **Can feel like interrogation**

Closed-ended questions sound like…

/ **"Do you… Are you… Did you… Could you… Have you…?"**

- Did you complete an application this week?

- Do you want to support your children?

- Did you think about the consequences?

- Are you motivated or not motivated to do this program?

Open-ended questions

/ **Invite others to "tell their story" in their own words without leading them in a specific direction**
/ **Foster engagement**
/ **Convey curiosity**
/ **Honor that the client has valuable information to share**
/ **Open the door for exploration**

Open-ended questions sound like…

"What…. Which…. Where… How… Tell me…"

- How would you like to move forward?
- Where do you think your biggest challenge lies?
- What do you think you'll take care of first?
- Tell me about your relationship with your boss/wife/daughter…

Affirmations

/ **Ways to seek and acknowledge a person's strengths, abilities, and efforts**

/ **Why affirm?**

- Fosters engagement & builds rapport

- Builds self-efficacy

- Provide a reframe or illuminate a strength—for example:

  o *"You've been dealt some tough cards"*

  o *"You're a survivor who has the ability to overcome just about anything life throws your way"*

- Positive reinforcement for behavior change

- Affirmations are a gift: they stay with us

Affirmations activity

/ **At your tables:**

- Talk to a partner about when you gave or received an affirmation in the past week

- Discuss the situation

- Share how it made you feel when you gave or received it

Types of affirmations

"Lightweight"

/ Understanding

/ Appreciation

/ Compliments

/ Verbal "high five"

"Heavyweight"

/ Speaks to something positive about the person's ability, attributes, or character

- "That shows real integrity."
- "You are a creative person."
- "You are a loyal friend."

/ Specific: What makes you "rock" or "awesome"?

/ Lasting

Reflective listening

/ **The pathway for engaging, building trust, and fostering motivation to change**

/ **Appears easy, yet takes hard work and skill to do well**

/ **Helps clarify what is said and implied**

/ **Shows interest in what the person has to say and respect for the person's inner wisdom**

Reflections include:

/ **Feelings, speech, facial expressions, behavior**

/ **Make a hypothesis**

/ **Assess the deeper meaning**

/ **Capture only the key elements**

/ **Voice inflects DOWNWARD**

- A statement, not a question

Levels of reflections

/ **Repeating – simply repeating what was said**

/ **Rephrase – slightly rewording, but not adding anything new**

Simple

/ **Paraphrase – infer unspoken content or make hypothesis**

/ **Reflection of feeling – infer emotional content**

Complex

Summarizations

Use summary statements to link together ideas & topics presented by the client

This also helps you focus and clarifies that you are listening

Collection summary

Linking summary

Transitional Summary

Take Two: Something I'd like to change…

Something I'd like to change....

SPEAKER

Tell the person about something you

/ want to change,

/ need to change

/ should change

/ have been thinking about changing

...but you haven't changed yet. Something you are *ambivalent* about!

PRACTITIONER

/ Stay in the MI Spirit

/ Use open-ended questions

/ Affirm their strengths, abilities, and efforts

/ Reflect

Setting a short-term goal

Lunch
return by 1pm sharp!