Motivational interviewing – an approach for consultation and therapeutic work

Link to publication record in Manchester Research Explorer

Citation for published version (APA):

Citing this paper
Please note that where the full-text provided on Manchester Research Explorer is the Author Accepted Manuscript or Proof version this may differ from the final Published version. If citing, it is advised that you check and use the publisher's definitive version.

General rights
Copyright and moral rights for the publications made accessible in the Research Explorer are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

Takedown policy
If you believe that this document breaches copyright please refer to the University of Manchester’s Takedown Procedures [http://man.ac.uk/04Y6Bo] or contact uml.scholarlycommunications@manchester.ac.uk providing relevant details, so we can investigate your claim.

Download date: 15. Jun. 2020
Motivational interviewing – an approach for consultation and therapeutic work

Dr Cathy Atkinson & Dr Laura Snape
International School Psychology Association – pre-conference workshop
19 July 2017

cathy.atkinson@manchester.ac.uk
Ground rules

• Experiential session
• Participate within your comfort zone
• Safe space for learning
• Confidentiality
Session Aims

• To outline the background to Motivational Interviewing (MI) and its development within educational settings
• To practise consultative MI and consider its usefulness for working with parents and teachers
• To look at how MI can be adapted for direct work with students
• To equip attendees for immediate MI practice
What is MI?

• A counselling technique developed to help people with addiction and healthcare problems
• Based on the idea that people are not necessarily always ready to change behaviours like drinking, smoking or diet (Miller & Rollnick, 2002)
• Assumes people are often ambivalent about change and see reasons for and against (Miller & Rollnick, 2012)
• Acknowledges that there may be strong reasons why a person chooses to maintain a particular behaviour
“Motivational Interviewing is a person-centred counselling style for addressing the common problem of ambivalence about change”

Miller & Rollnick (2012)
Persuading and the righting reflex
MI in action – what do you notice?

https://www.youtube.com/watch?v=bTRRNWwrwRCo
Skills of MI - OARS

- Open-ended questions
- Affirmations
- Reflections
- Summaries

Change talk (statements by the client revealing consideration of, or motivation for change)
Activity - three pennies
• Tell me more…
• Please go on…
• I’m listening
• It sounds like…
• You’ve given this some thought…
• You’ve made a start…
• You’re wondering whether making some changes would be helpful…
The Transtheoretical Model (TTM) or Model of Stages of Change (adapted from McNamara, 1998; Prochaska & DiClemente, 1998)

1. **PRECONTEMPLATIVE**
   - Young person sees no problem but others disapprove

2. **CONTEMPLATIVE**
   - Weighing up the pros and cons of changing

3. **PREPARATION**
   - Getting ready for change

4. **ACTIVE CHANGE**
   - Putting the decision into practice

5. **MAINTENANCE**
   - Actively maintaining change

6. **RELAPSE**
   - Return to previous behaviour

Increasing knowledge and concern
Increasing self-efficacy and internal attribution

Cathy Atkinson & Laura Snape 2017
The Wheel of Change

Stage 6 Relapsing
At times, things go wrong when we are changing our behaviour

Stage 1 Prethinking
Not ready to change or not thinking about change

Stage 5 Maintaining
Keeping the change going

Stage 2 Thinking
Working out whether or not to change behaviour

Stage 4 Doing
Actually making a change

Stage 3 Preparing
Getting ready to change behaviour

Cathy Atkinson & Laura Snape 2017
The Menu of Strategies
Wanting to change - On a scale of 0 to 10 with 0 representing you, being truthful, not wanting to change and 10 representing you really wanting to change, where are you today?

Being able to change - On a scale of 0 to 10 with 0 representing it being very hard to change and 10 knowing representing it being very easy, where do you see yourself today?
Facilitators and barriers (Snape & Atkinson, 2017)

- EPs delivered an MI intervention to disaffected high school students.
- Interviews with EPs at post-intervention.
- A number of facilitators were identified, including: helpful resources, staff involvement, therapeutic relationship, verbal ability of student and timetabling considerations.
- There were also some barriers, including: preparation time, practical issues and systemic factors
Next steps in MI

- Applications in casework
- Preparation
- Identifying students
- What next?