motivational interviewing – an approach for consultation and therapeutic work

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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=bTRRNWrwRCo
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

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The Wheel of Change

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

Stage 5: Maintaining
Keeping the change going

Stage 4: Doing
Actually making a change

Stage 3: Preparing
Getting ready to change behaviour

Stage 2: Thinking
Working out whether or not to change behaviour

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

Name: __________________________

Activity sheet 6c(i) version 1

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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?
https://www.youtube.com/watch?v=ISxskvJ9FwI

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