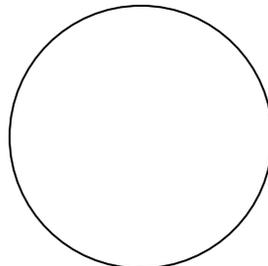
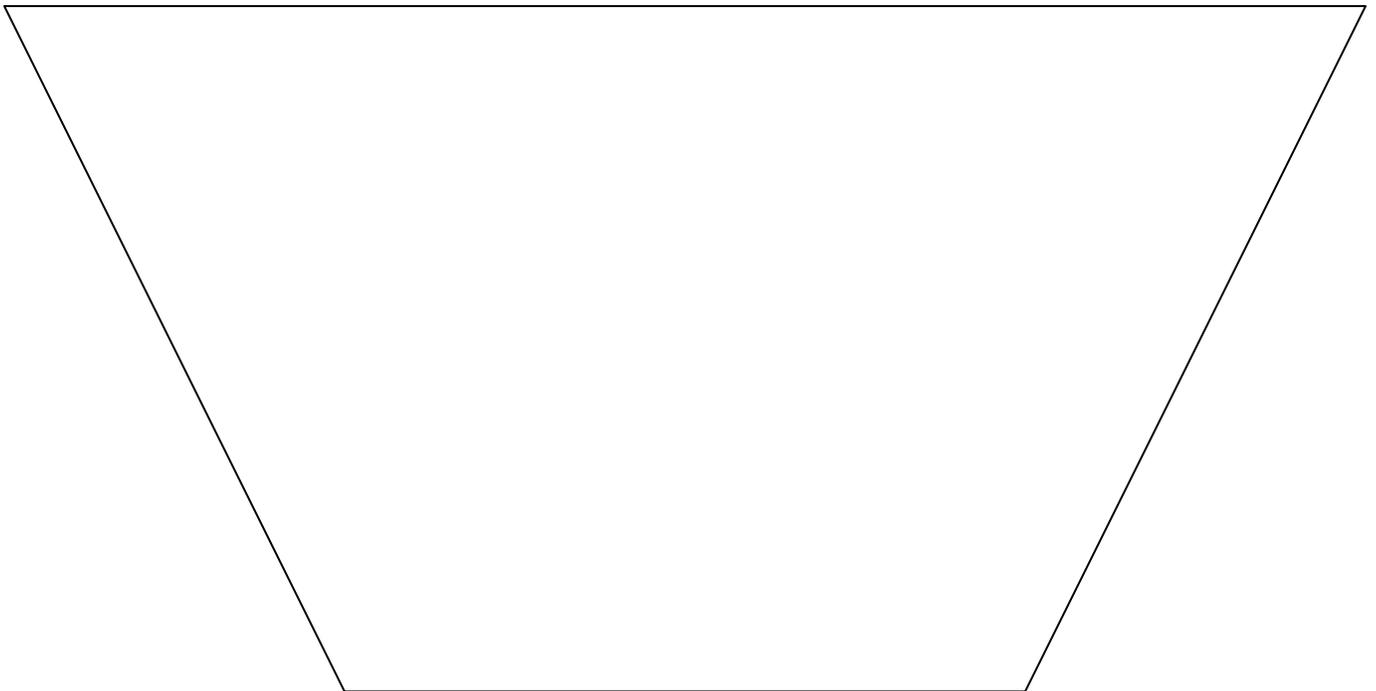


The Heart of Behavior Change: *Client-centered Education*

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“Confidence in Motivating Change”



Key Principles

Control and choice: People are more motivated to make change when it's based on their own decisions and choices, rather than an authority figure telling them what to do (*Reactance theory: Brehm & Brehm, 1981; Self-determination theory: Deci, 1980*).

“Change talk”: People are more persuaded by what they hear themselves say than by what someone tells them (*Self-perception theory: Bem, 1972*).

Hope and Possibility: A helping professional's belief in a client's ability to make behavior change can influence outcome (*Self-efficacy theory: Bandura, 1994; Leake and King, 1977*).

Acceptance: When a person feels accepted for who they are and what they do—no matter how unhealthy or destructive—it allows them the freedom to consider change rather than needing to resist it.

Committed Decisions:

“Concerning all acts of initiative and creation, there is one elementary truth—that the moment one definitely commits oneself, then providence moves too.” - Goethe

Less is more: *“... one of nature's most subtle and paradoxical laws.”*

- Huang & Lynch

Interpersonal style: motivation—and resistance—is powerfully influenced by the interpersonal style of the helping professional (*Motivational Interviewing: Miller and Rollnick, 1991, 2002*)

No Fixin'!!!

Resistance Producing Style

- *Confronting*
- *Persuading*
- *Nagging*
- *Interrupting*
- *Ordering*
- *Judging*
- *Pressuring*
- *Criticizing*
- *Directing*
- *Talking down to*
- *Shaming*
- *Scolding*

Resistance Traps:

- The question-answer trap
- The taking sides trap
- The expert trap
- The labeling trap
- The blaming trap
- The pouncing trap
- Information dump trap
- **Fix it trap!**

The “righting reflex”

The need to...

- Fix things
- Set someone right
- Get someone to face up to reality

Conversation Flow

1. Negotiate the agenda

- Supports autonomy and choice
- Facilitates conversation
- Creates focus

2. Provide education

- Avoid information overload! Less is more!
- Invite client to do most of the talking
- Use a WIC handout
- After providing, asks for client's response

3. Assess readiness to change

- Supports tailoring
- Invites "change talk"

4. Explore ambivalence

- Most common stage of change
- Needs to be addressed for sustained change
- Invites "change talk"

5. Ask about "next step"

- Assesses impact of conversation
- Perspective often shifts in the process!

6. Close the conversation

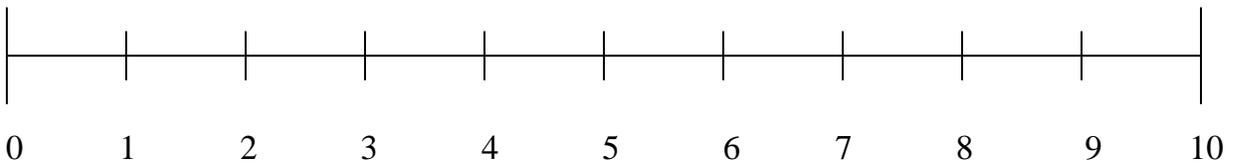
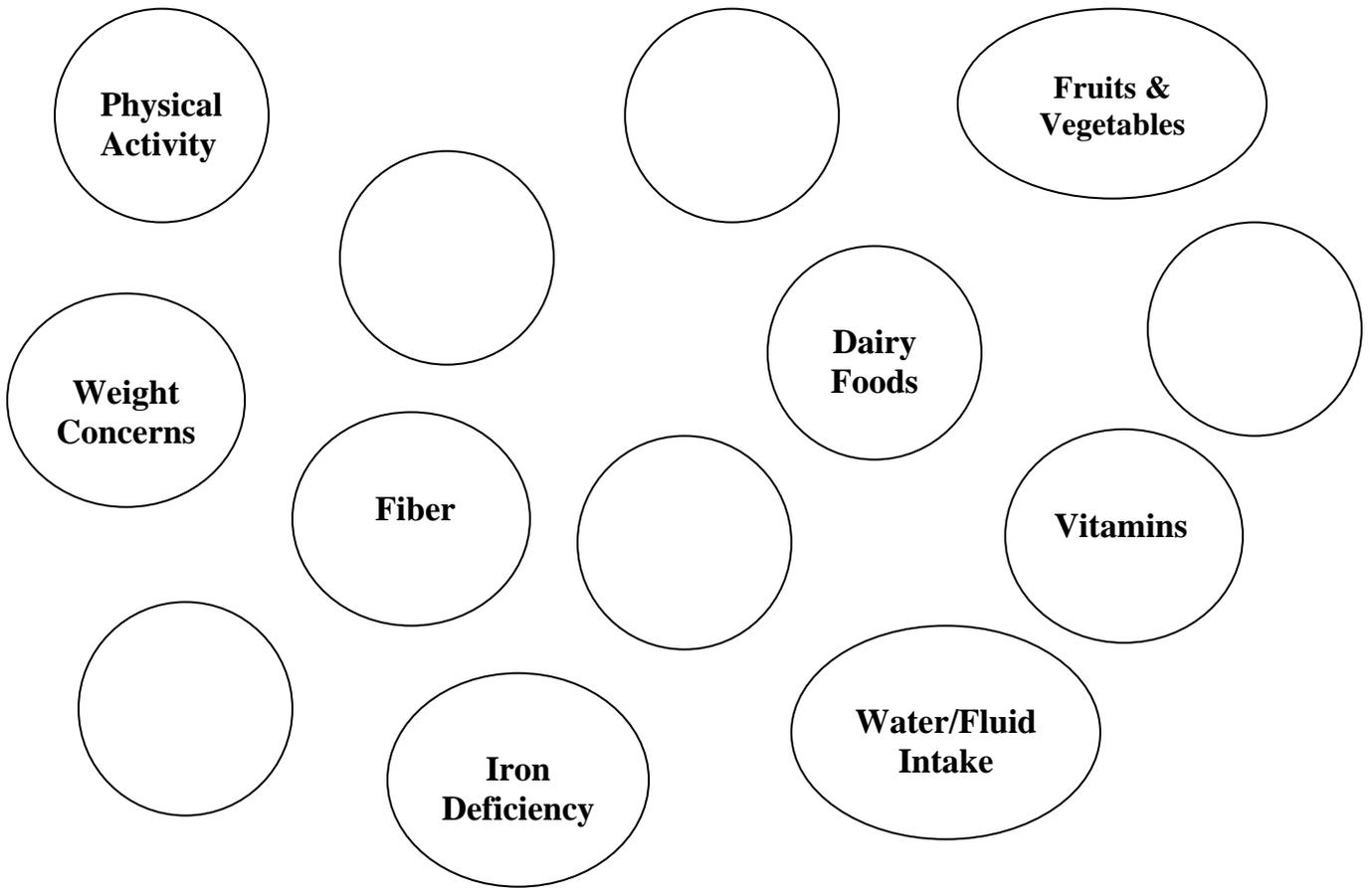
- Show appreciation
- If appropriate, offer advice
- Voice Confidence

Invite and
encourage
"change talk"

Ask

Listen

Summarize



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Next Step:

Practice Interview

Always begin with client's questions or concerns

"First off, what questions or concerns do you have about how your child is growing and eating?"

1. Negotiate the Agenda

- **Offer options:**

Here are some topics (circle chart) that parents/caretakers often ask about. What do you see here that maybe you would like to talk about, or is there something else you would like to add?

Here are a couple handouts that I typically review with parents. Which one, if any, would you like to talk about today?

Based on your answers to the questions, here are several topics (circle chart) we might talk about, or is there something else you would like to add?

On this chart are some of things we might talk about...

- **Encourage elaboration:**

"I'm curious, how come you picked _____?"

If you see a topic that is especially important to talk about

- Ask permission!

Examples:

Would it be okay if we spend a few minutes talking about iron?

Now that we've gone through all of the questions, I have an idea of what we might talk about. Would you like to hear it?

In addition to what we just talked about, would it be okay if I give you some information about juice?

2. Provide Education

Ask --- Provide --- Ask

- **Ask:** Ask what the client knows, or would like to know

What are some things you already know about drinking and pregnancy?

What have you heard about breastfeeding?

What concerns—if any—do you have about exercising during pregnancy?

When it comes to feeding your baby, what would be most helpful to know more about?

- **Provide:** Offer information in a neutral, nonjudgmental manner

The WIC program suggests...

The American Academy of Pediatrics recommends...

Other parents have found...

What we generally recommend at WIC...

Emphasize Choice!

“And, I recognize that it’s your choice to _____.”

- **Ask:** Ask about the client’s thoughts, feelings, and reactions

What do you think about this information?

Based on these ideas for feeding babies, what could you see yourself doing?

In terms of quitting smoking, what concerns you the most?

If you made a change in this part of your life, how might that be a good thing for your baby?

What are the three best reasons to make a change in this part of your life?

3. Assess Readiness

a. Use the ruler: *“On a scale of 0-10, how ready are you to consider _____?”*

[“0” means you’re not ready to make a change. “10” means that you’re very ready to make a change. There is no right or wrong answer.]

b. Encourage elaboration: *“I’m interested in knowing why you picked a _____?”*

c. Ask “scaling” questions

- Backwards question: *“Why are you at a _____ and not a 0?”*
- Forwards question: *“What would need to be different for you to move from a 4 to an 8?”*

d. Summarize “change talk”

“Let me see if I understand what you’ve said...”

e. Ask: *“Did I get it all?” (Do I understand?)*

f. Ask about the next step:

“What’s next?” Where do you go from here?”

“What are you thinking you might do or not do at this point?”

“It looks like everything is going well. But if you could make one change, what would it be?”

Other Ruler Questions:

- How interested are you...?
- How important is it to you to...?
- How motivated are you...?
- How committed are you...?
- How much energy do you have to...?
- How confident are you...?
- How hopeful are you...?

4. Explore Mixed Feelings

- a. Ask “disarming” open-ended question:**
“What are some reasons for not making a change?”
- b. Ask “reverse” open-ended question:**
“On the other hand, how might your life be different if you made a change?”
- c. Summarize “change talk”**
“Let me see if I understand what you’ve said...”
(Start with the reasons for not changing, followed by reasons for changing)
- d. Ask:** *“Did I get it all?” (Do I understand?)*
- e. Ask about the next step:**
“What’s next?” Where do you go from here?”
“What are you thinking you might do or not do at this point?”
“It looks like everything is going well. But if you could make one change, what would it be?”

5. Offer Advice

a. Ask permission:

“If you’re interested, I have a recommendation (an idea) for you to consider. Would you like to hear it?”

b. Offer advice:

“Based on my experience, I would encourage you to consider _____.”

c. Emphasize choice:

“And, I recognize that it’s your choice to do so.”

d. Elicit response:

“What do you think about my recommendation (my idea)?”

6. Close the Conversation

- **Show Appreciation:** *Thank you for your willingness to talk with me about _____*
- **Respect Decisions:** *You’re the best judge of what’s best for you and your life.*
- **Voice Confidence:** *“I’m confident that if and when you make a firm decision to make a change in this part of your life, you will find a way to do it.”*

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The Motivational Interviewing Page: Resources on motivational interviewing, including general information, links, discussion board, training resources, and information on reprints and the latest research.

<http://www.motivationalinterview.org/>

