PARTNERING WITH STUDENTS FOR BEHAVIORAL CHANGE

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Objectives

By end of session, participants will be able to:

- Identify three ways Motivational Interviewing may be useful in your advising work with students.

- Explain why we want to avoid triggering psychological reactance when working with students around change.

- Discuss the role of ambivalence in the change process and how to explore it.

YOUR STUDENTS

Changing behaviors?

What is your approach?

YOU

Something to change?

Ambivalence

- Simultaneous motivations leading in different directions
- Desire to get good grades and desire to avoid doing homework.
- Desire to be strong and healthy and desire to relax and eat quick and tasty foods
- Desire to be in greater control/feel on top of things, desire to let go and escape
- Hope for change / fear of failure

MI Assumptions about Motivation
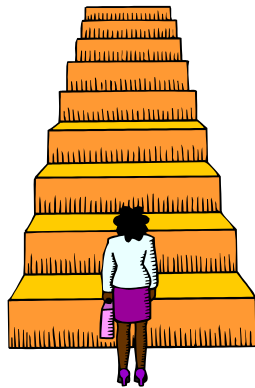
- Motivation is a state of readiness to change
- It fluctuates naturally
- It can be influenced
- It can be strengthened

Comparison Exercise in Dyads

Instructions for the Student

- You have come in to see your primary care team and know you have high blood pressure and that you are at risk for stroke and cardiac problems. You dislike taking any kind of medication and would like to avoid taking it for this if possible. You know your grandfather had uncontrolled high blood pressure and lived to his mid 8o's.

Instructions for the Advisor: 1

- Do your best to persuade this student to attend all of his 8:30 classes so that he can do better in the class.

- Give all the reasons you can think of to help him change his thinking and behavior related to oversleeping for this class.

- You have 90 seconds.

Instructions for the Advisor: 2

- Ask this student the following questions, and summarize his answer briefly before asking the next question.

1. What are your most important reasons for attending your 8:30 class regularly?   (SUMMARIZE)

2. What gets in the way of doing it?
   (SUMMARIZE)

- You have 90 seconds.

Comparison of Styles

- One word descriptions
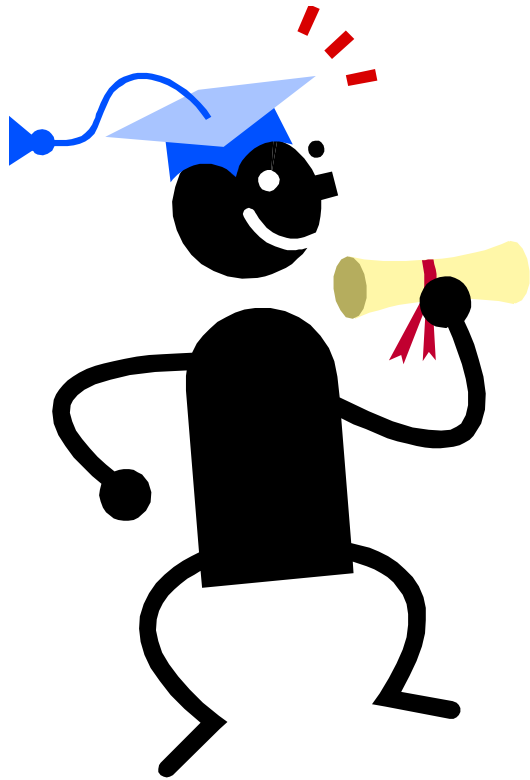- Students: How did it feel?
- Advisors: How did it feel?
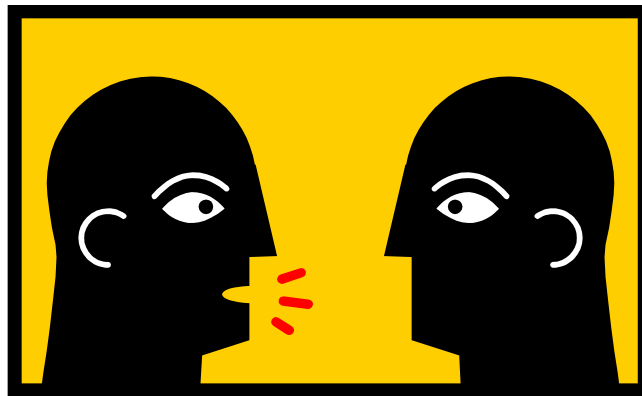
Motivation and Change
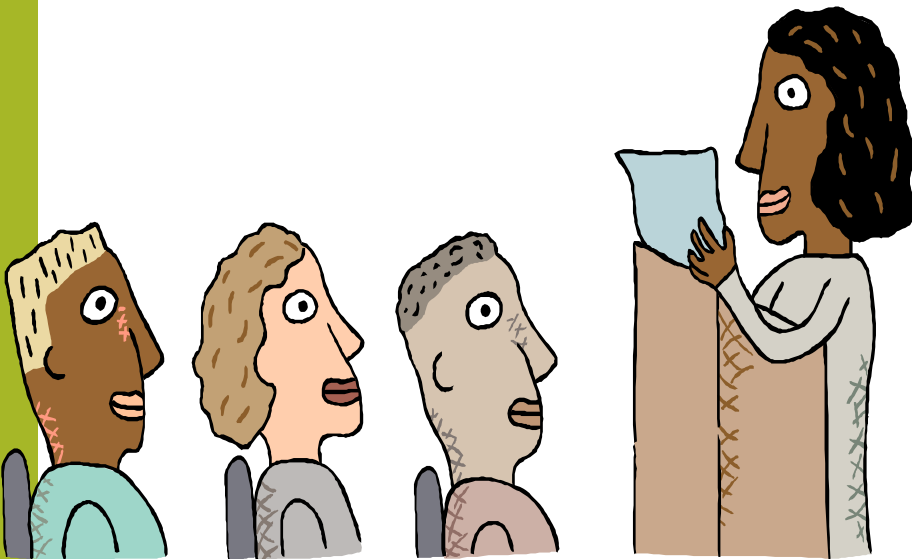
- Persuasion and education alone **don't** create behavior change

- Empathic interpersonal styles increase willingness to consider change and avoid resistance

A Person is Likely to Change When:

- Change is seen as important
- The person is confident in his/her ability to make changes

Psychological Reactance*

- When one feels his or her freedom is being threatened, **normal** human tendency is to reject advice or opinion from the "threatener" and to **engage more in behavior that was threatened in a reassertion of freedom.**
  - Increased interest in threatened behaviors or attitudes
  - decreased attraction to forced behaviors

- Normative social response that contributes to social phenomena:
  - Warning labels on TV programs (Bushman & Stack, 1996, Bushman, 2006).
  - Legal changes designed to restrict the rights of younger drinkers (Allen, Sprenkel, & Vitale, 1994).
  - Patients' perceptions of loss of control over their health decisions (Fogarty, 1997)

*Brehm & Brehm, 1966

The Righting Reflex

- Discrepancy between how it is and how it ought to be ("You are not attending your class and that is the reason you are not doing well.)

- Helpers, healers and teachers

   drawn to "set things right" or "make it better."

- What happens when we do this?

Motivational Interviewing*

- A counseling style

- A way to talk with people (about change)

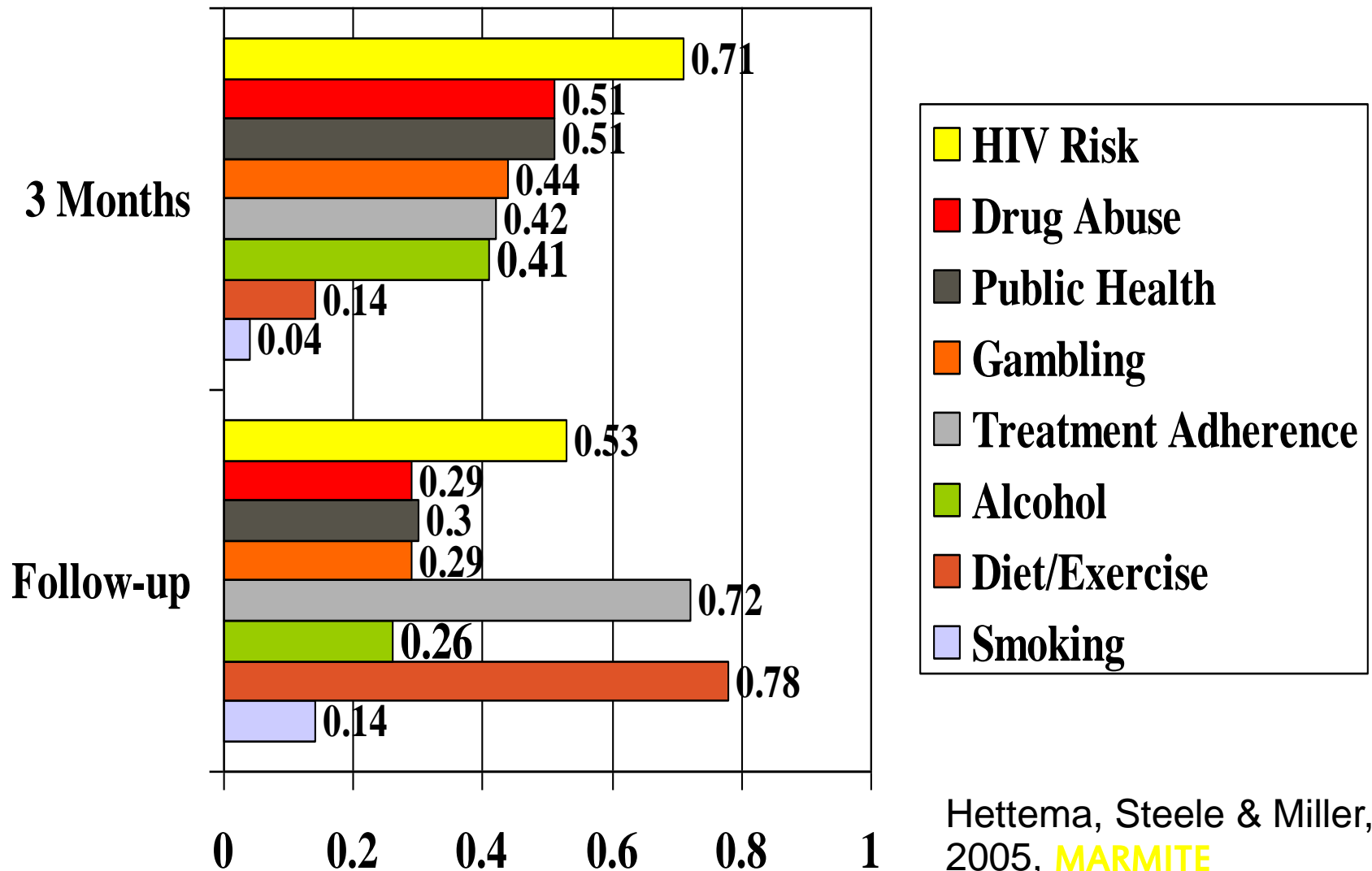Miller. W. R & Rollnick, S. (2012, 2002, 1993)

Motivational Interviewing (MI)

- Motivational interviewing is a form of collaborative conversation for strengthening a person's own motivation and commitment to change.

- An approach of combining a warm guiding style with a person-centered (humanistic) style (empathic, collaborative, curious, nonjudgmental)

- Goal is to explore and resolve ambivalence about changing behaviors and to increase intrinsic motivation for change

- Amplify the discrepancy between personal goals and values and current behaviors

- Considered a **brief intervention approach**

- An evidence based practice with over 200 randomized controlled trials and many hundreds of other studies*.

Mean Combined Effect Size by Problem Area (N=72 Clinical Trials)

3 Months
- 0.71
- 0.51
- 0.51
- 0.44
- 0.42
- 0.41
- 0.14
- 0.04

Follow-up
- 0.53
- 0.29
- 0.3
- 0.29
- 0.72
- 0.26
- 0.78
- 0.14

Legend:
- □ HIV Risk
- ■ Drug Abuse
- ■ Public Health
- ■ Gambling
- ■ Treatment Adherence
- ■ Alcohol
- ■ Diet/Exercise
- □ Smoking

x-axis: 0 0.2 0.4 0.6 0.8 1

Hettema, Steele & Miller, 2005, MARMITE

MI: Spirit

- **Collaboration** – Partnerships
- **Evocation** – Listening and Eliciting
- **Autonomy** – The ability to choose

MI Principles

- **E**xpress **E**mpathy

- **R**oll with **R**esistance

- **D**evelop **D**iscrepancy

- **S**upport **S**elf Efficacy

What to do based on 4 Processes

1. Engagement

- Open ended questions
- Reflections
- Elicit-Provide-Elicit

2. Focusing

- Framing with Menu of options
- Elicit-Provide-Elicit
- Readiness

3. Evoking

- Addressing Ambivalence (Change Talk and Sustain Talk)
- Decisional Balance
- Eliciting Change Talk

4. Planning*

- Create a change Plan

Interaction Style

Use your OARS (micro skills):
- **O**pen-questions (elicit exploration of topics)
- **A**ffirmations/Appreciations (focusing on client strengths, efforts, patience, etc.)
- **R**eflections ---requires active listening and making a statement of understanding.
- **S**ummarize (capture "essence," link topics, transition conversation)

Examples

Elicit-Provide-Elicit Strategy

When presenting information

- **Elicit**---open ended question

  What do you know about the relationship between class attendance and grades?

- **Provide**---information, feedback, reflection, etc.

  Yes, AND we also know through research that when people have about the same wake time each day, they are more able to regulate their sleep cycle so the can get up more easily for class.

- **Elicit**---find out student's reaction to information

  What do you think about this?

Assessing Readiness

On the following line, make a slash at the point that shows how **important** it is to you to attend the rest of your Rhetoric classes this semester?

1   2   3   4   5   6   7   8   9   10

Not at all important

Very important

On the following line, make a slash at the point that shows how **confident** you are that you can *attend the rest of the classes.*

1   2   3   4   5   6   7   8   9   10

Not at all confident

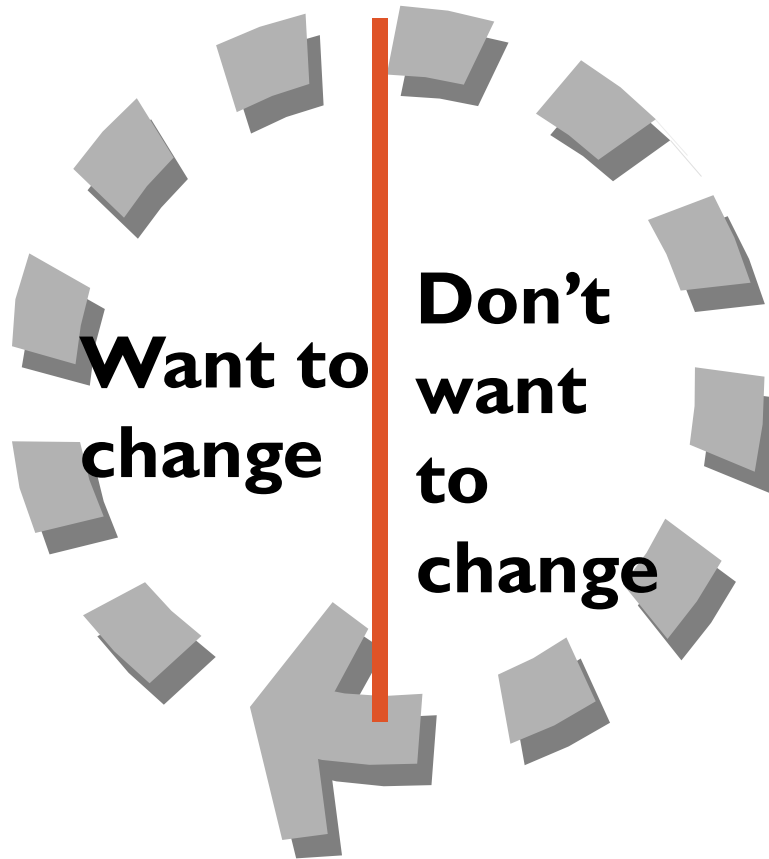Very confident

On the following line, make a slash at the point that shows how **ready** you are to *attend the rest of the classes.*

1   2   3   4   5   6   7   8   9   10

Not at all ready

Very ready

Addressing Ambivalence

Want to change

Don't want to change

- Ambivalence is normal
- Exploring ambivalence increases the potential for change

Reinforce Change Talk

- Language in the direction of change

- What you want to hear (offering a flower)

- Types
  - Desire statements
    - *I want to change*
  - Ability statements
    - *I can do that*
  - Reasons statements
    - *My children are why I have to do this*
  - Need statements
    - *If I don't change, my heart will give out*
- Commitment matters*

*Amrheim, et al. 2003

Summary

Some things we can try NOT to do to help students make constructive changes:

1. Give in to righting reflex

2. Trigger psychological reactance

Summary 2

Some things we can try TO DO to help students make changes:

1. Remember MI spirit: collaborate, evoke, underscore autonomy

2. Engage them using OARS

3. Use elicit-provide-elicit when giving information/feedback

4. Assess readiness using rulers

5. Explore ambivalence (start with side that doesn't want to change)

6. Reinforce change talk (start with reflections)

References

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Resources

www.motivationalinterviewing.org