

PROMOTING LIFESTYLE CHANGE THROUGH MOTIVATIONAL INTERVIEWING

Dr. Mark Farrall

www.ignition-learn.com

info@ignition-learn.com

Twitter: @drmarkfarrall

Dr. Mark Farrall

- Director, **ignition** Creative Learning
- Chartered Psychologist
- Psychotherapist
- Member of international Motivational Interviewing Network of Trainers (MINT)
- Training MI since 1999
- Family Nurse Partnership, Healthy Child

AIMS

- 'Spirit' of MI
- Some core concepts & skills

AIMS

What % of your work is concerned with behaviour change?

AIMS

What % of your work is concerned with behaviour change?

- Evidence-based, strengths-based approach
- Help facilitate change effectively

AIMS

What % of your work is concerned with behaviour change?

- Evidence-based, strengths-based approach
- Help facilitate change effectively
- Help with key tasks:
 - Building relationships
 - Rolling with resistance
 - Exploring Ambivalence
 - Agenda matching
 - Effective Information exchange
 - Change planning

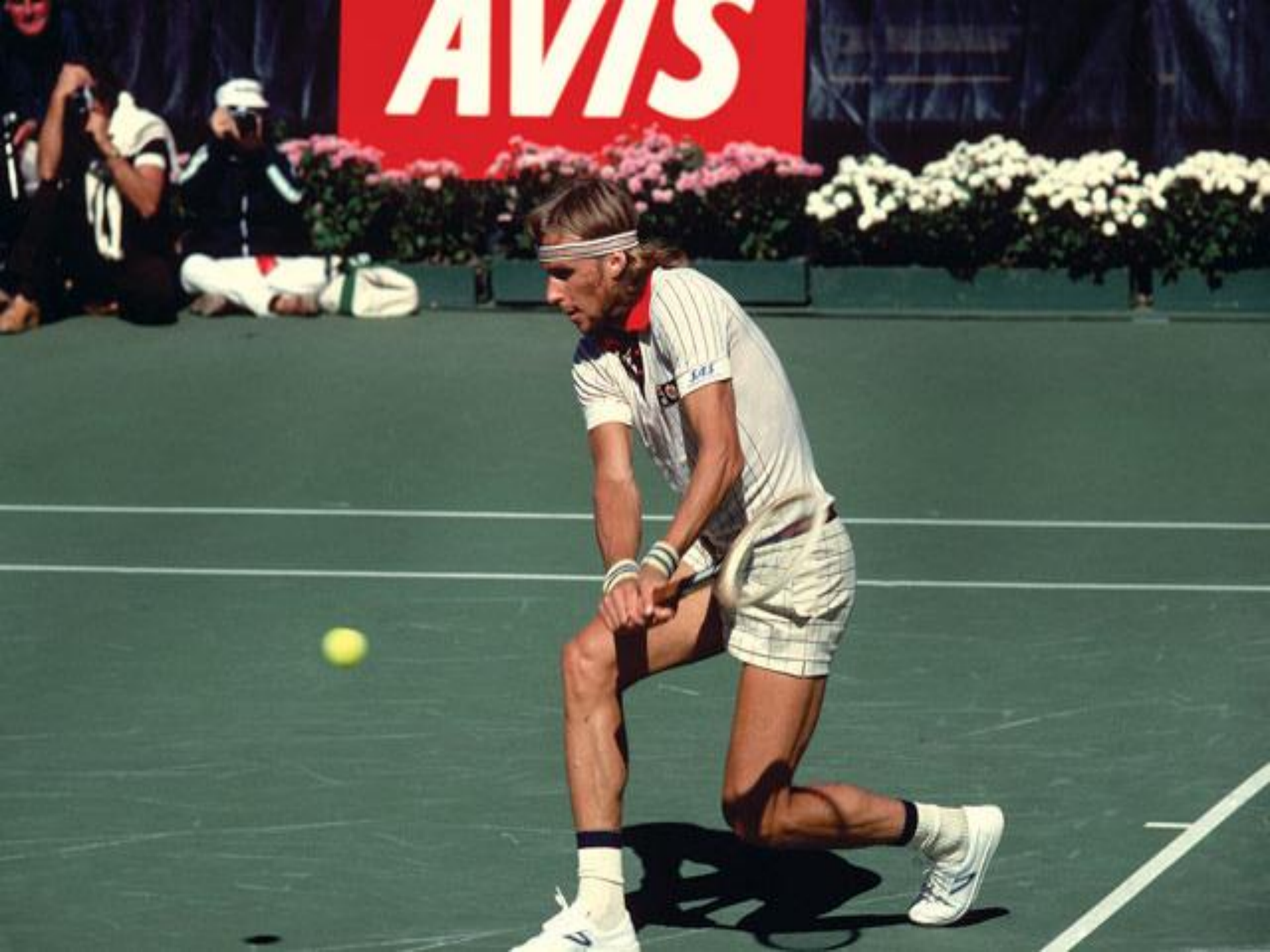
Spirit

"What day is it, Pooh?", asked Piglet.

"Ohh, err - why it's today!" said Pooh

"Today!" squeaked Piglet "Why that's my favourite day!"

AVIS



Four Statements

Four Statements

Thinking about it

I'm not entirely happy with what I'm doing, and I'm thinking about making some changes. I'd rather stay as I am. I'm aware of the pros and cons and I'm weighing it all up

Four Statements

Thinking about it

I'm not entirely happy with what I'm doing, and I'm thinking about making some changes. I'd rather stay as I am. I'm aware of the pros and cons and I'm weighing it all up

Giving it a go

That's it – I'm going to do something. I have a plan and I'm trying it out – I feel a bit scared or excited or both

Four Statements

Thinking about it

I'm not entirely happy with what I'm doing, and I'm thinking about making some changes. I'd rather stay as I am. I'm aware of the pros and cons and I'm weighing it all up

Giving it a go

That's it – I'm going to do something. I have a plan and I'm trying it out – I feel a bit scared or excited or both

Keeping it going

I have made the change and keeping it going. It's hard work though and I wonder sometimes if it was worth it? Sometimes I really like the 'new me' and sometimes I really miss what I was doing before and I forget why I tried to change

Four Statements

Thinking about it

I'm not entirely happy with what I'm doing, and I'm thinking about making some changes. I'd rather stay as I am. I'm aware of the pros and cons and I'm weighing it all up

Giving it a go

That's it – I'm going to do something. I have a plan and I'm trying it out – I feel a bit scared or excited or both

Keeping it going

I have made the change and keeping it going. It's hard work though and I wonder sometimes if it was worth it? Sometimes I really like the 'new me' and sometimes I really miss what I was doing before and I forget why I tried to change

Slipped up

I couldn't keep it going and went back to familiar ways. I feel a bit of a failure but it's also a relief. Not sure what to do next – give up or try again?

Four Statements

Discuss with partner:

“It sounds like you’re at because.....”

Four Statements

If we *listen*, we can *hear*....

Importance & Confidence

Now explore with your partner, these two questions.....

Importance & Confidence

How *Important* is it to you to make or maintain this change?

0

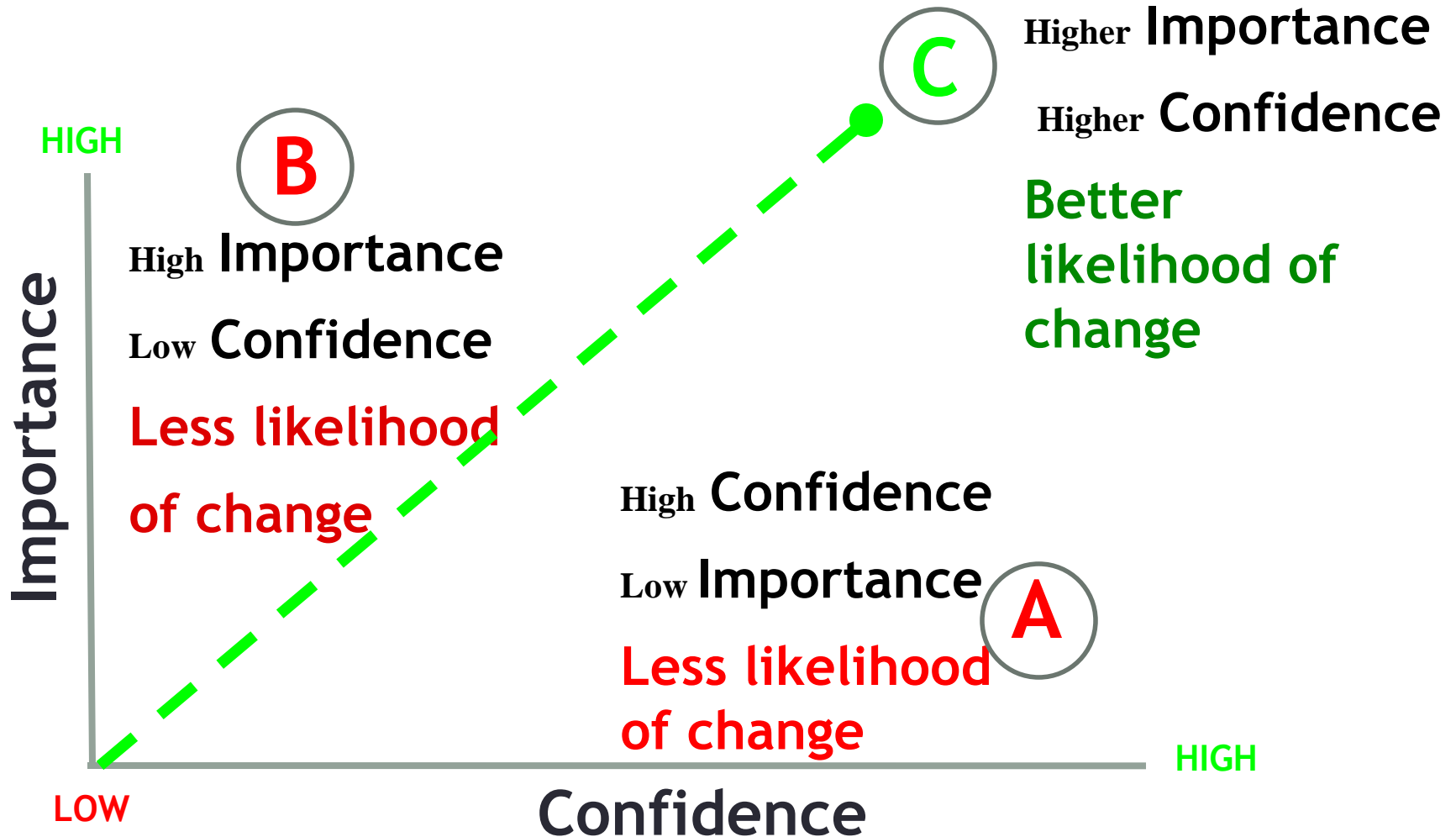
10

Not at all

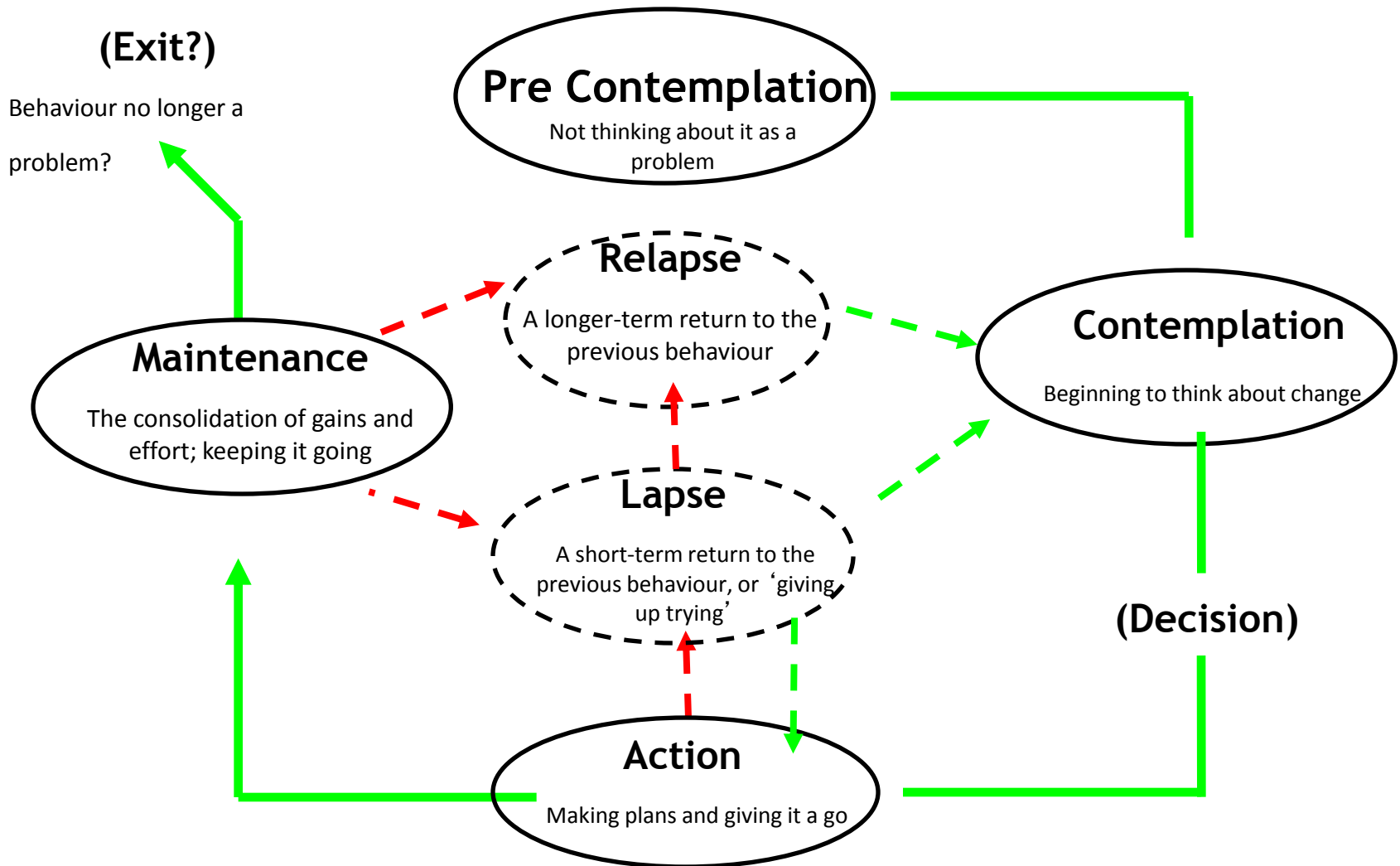
Very

How *Confident* are you that you could make or maintain this change if you decided to?

Importance & Confidence

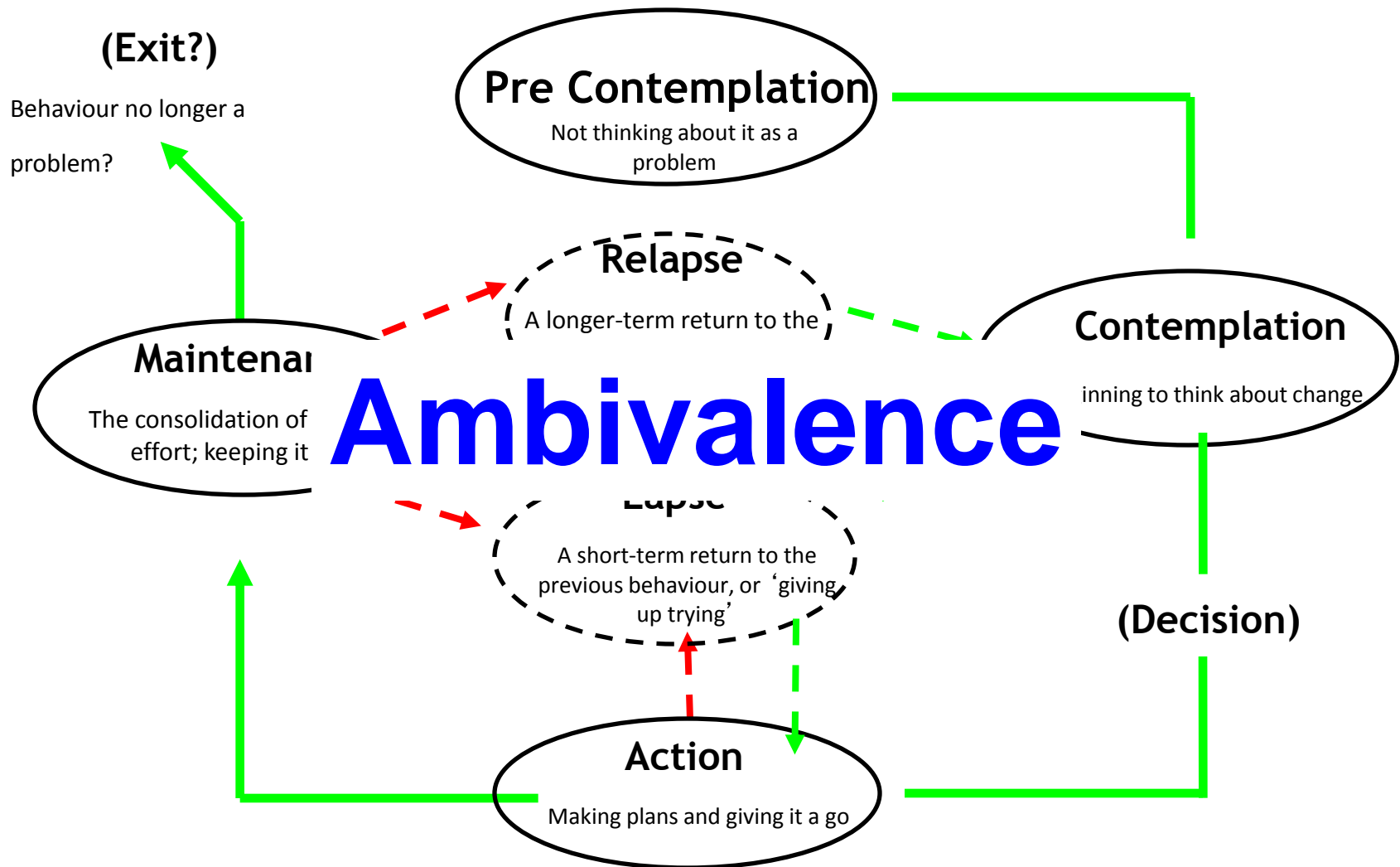


The 'cycle of change'



Group exercise: The Abyss....

The 'cycle of change'



Motivation as 'state'



• *INTERNAL 'intrinsic' motivation*

VS

• *EXTERNAL 'extrinsic' motivation*

KEY TASKS

- Building relationships (engaging)
- Rolling with resistance
- Exploring Ambivalence
- Agenda matching
- Effective information exchange
- Change planning

Direct – Guide – Follow?

Follow

“I won’t do anything.
You work this out in your
own time at your own
pace”

Direct

“I’m in charge.
I know best.
Listen to me”

LESS



Degree of worker 'leading'



More

Direct – Guide – Follow?

MI “... directive, person-centred intervention focussing on behaviour change.”

Follow

“I won’t do anything.
You work this out in your
own time at your own
pace”

Direct

“I’m in charge.
I know best.
Listen to me”

LESS ← ——— Degree of worker ‘leading’ ———▶ More

Follow

“I won’t do anything.
You work this out in your
own time at your own
pace”

empathy

Guide?

“I can *help* you to solve
this *for yourself*”

Direct

“I’m in charge.
I know best.
Listen to me”

‘spirit’

Core skills: OARS

The 'how' of 'guiding'

- Building relationships
- Rolling with resistance
- Exploring Ambivalence
- Agenda matching
- Effective information exchange
- Change planning

Open questions (strategic)

Affirmations

Reflections

Summaries

The 'how' of 'guiding'

- Building relationships
- Rolling with resistance
- Exploring Ambivalence
- Agenda matching
- Effective information exchange
- Change planning

Open questions (strategic)

Affirmations

Reflections

Summaries

Guide: *doing the right thing at the right time*

Next steps....

Core training followed by support and supervision

Skills focussed with spirit

Thank you

www.ignition-learn.com

info@ignition-learn.com

0700 394 6217