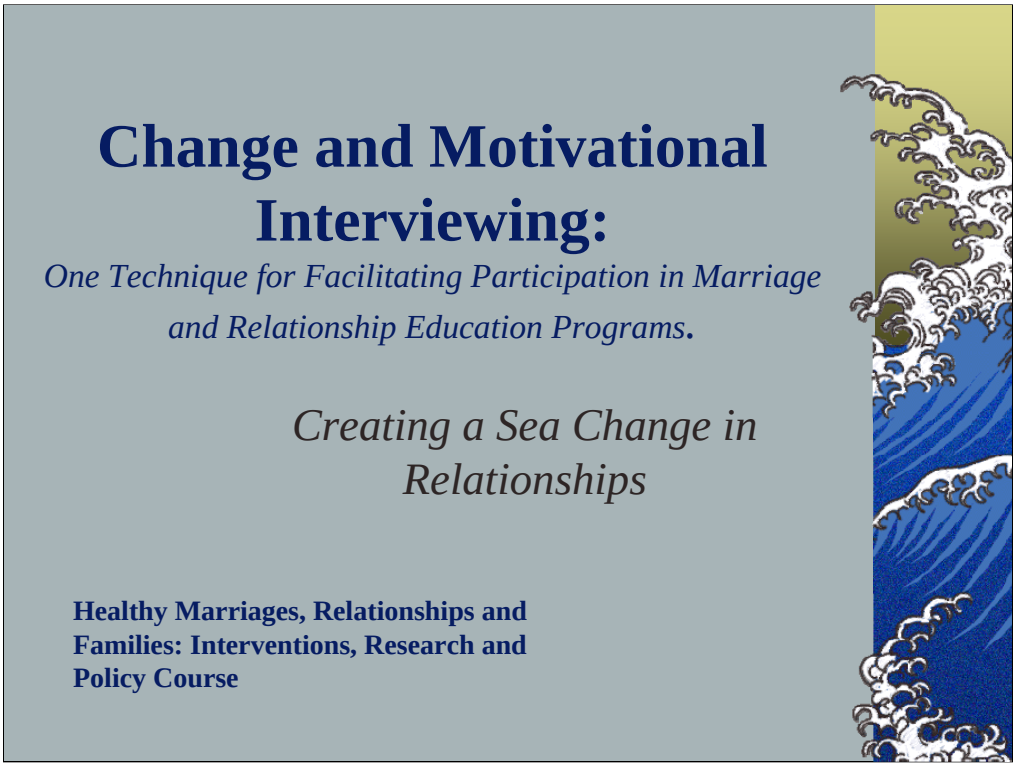

sea change - a profound transformation caused by any agency/outside party.

The phrase is a quotation from Shakespeare. It comes from Ariel's wonderfully evocative song in *The Tempest*:

"Full fathom five thy father lies:
Of his bones are coral made:
Those are pearls that were his eyes:
Nothing of him that doth fade
But doth suffer a sea-change
Into something rich and strange."

Promoting Child Welfare: Training Professionals to Support Healthy Marriages, Relationships and Families Project.

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Project Mission: To develop curricula and provide training for students and professionals that enhance their ability to facilitate healthy marriages, relationships and families in the child welfare population, with the end goal of promoting and improving the well-being of children.

Project funded by the US Department of Health and Human Services, Administration for Children and Families.
Oct. 2003 – Sept. 2008

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U.S. Department of Health & Human Services
Administration for Children & Families

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Course Objectives Covered:

- *Learn and apply assessment tools, skills, and practices appropriate to the target population for couples, children and families as a whole in order to discern challenges and supports to family health, well-being and formation.*
- *Demonstrate the ability to apply knowledge of the best practices to assessing, choosing and adapting to target population marriage and relationship enrichment, education and skill building programs.*
- *Demonstrate an understanding of the continuum from traditional to acculturated values, norms, beliefs and behaviors of major ethnic groups in the provision of child welfare services.*

Course Objectives Covered:

- *learn and apply assessment tools, skills, and practices appropriate to the target population for couples, children and families as a whole in order to discern challenges and supports to family health, well-being and formation.*

On Motivation and the Elements of Change

What are the elements of personal behavior change, i.e. what explains why individuals embark on a change process and why they continue to sustain a specific change?

In stages of change language, why do people move to ***action*** *and why are they able to remain in* ***maintenance****?*

(Caldwell, 2002)

Elements for Action and Maintenance

- *Change may be initiated because a person fears something undesirable will happen if they don't change or extrinsically-driven change efforts.*

- *Sustained change, however, requires that they develop a personally-defined & desired positive goal that is more likely to occur if they do change or an intrinsically-driven change effort.*

(Caldwell, 2002)

It is common in the beginning to respond to the fear aspect …

But it is necessary for long-term change to mobilize personal, intrinsic goals.

(Caldwell, 2002)

Reasons for Action & Maintenance cont.

- *<u>Belief that they can</u> change the thing(s) that they see as necessary to change:*
  - *Optimism vs. Pessimism about their ability, i.e. self-efficacy.*
- *Their belief is actually <u>realistic</u> i.e. they have the skills, resources and supports to actually make the desired change.*

(Caldwell, 2002)

Reasons for Action & Maintenance cont.

- *They are ready to make the change now.*
- *Although it is hard to imagine that individuals would not embark on a path of change if all three circumstances previously mentions are present…but sometimes it is the case. Why?*
  - ***Procrastination.*** *Perhaps the fact that people have the ability, optimism and resources allows them to say: "I can do it later."*

(Caldwell, 2002)

As a result ..

- *Change requires that*
  - *the goal be realistic*
  - *the individual recognize his/her abilities*
  - *He/she is able to obtain the help needed to bring about the specific change.*
- *Motivation itself is based upon the interaction of realistic, desired goals with accurate and adequate self-appraisal and the availability of needed skills and resources to support change.*

(Caldwell, 2002)

Personal responsibility requires

Response Ability

(Caldwell, 2002)

Professionals can mobilize motivation (including optimism for change) by making available and advising clients of external supports and resources, as well as encouraging them by emphasizing their strengths and successes (e.g. solution-focused approach).

Keep in mind that the ability to even formulate goals may be based upon optimism about change, and optimism about change is based upon both a sense of self-efficacy and the presence of needed supports and resources.

(Caldwell, 2002)

Motivational Interviewing (MI)

- *A style of counseling developed by several people including William Miller and Stephen Rollnick which is particularly suitable for people who are feeling ambivalent about changing their behavior.*
- *A type of interview, centered on the consumer, that seeks to help in exploring and resolving contradictions concerning unhealthy behavior patterns or habits. It attempts to increase the awareness of consumers of the risks and their capacity for doing something about this.*

What is MI?

- *Brief psychotherapeutic intervention for helping people change.*
- *Rooted in clinical theory and empirical evidence.*
- *Aims to facilitate and enhance a person's intrinsic motivation to change in a highly empathetically supportive but strategically directed conversation about the person's behavior.*

Basic Assumptions of MI

- *Motivation is a state, not a trait.*
- *Ambivalence is a normal, acceptable, understandable aspect of approaching change.*
  - *Successfully addressing ambivalence is a crucial MI skill.*
  - *Expect resistance*
  - *The Key is how to confront effectively.*
- *Motivation is an interpersonal phenomenon.*

The practitioner is responsible for enhancing the consumer's motivation for change. The consumer is the guide.

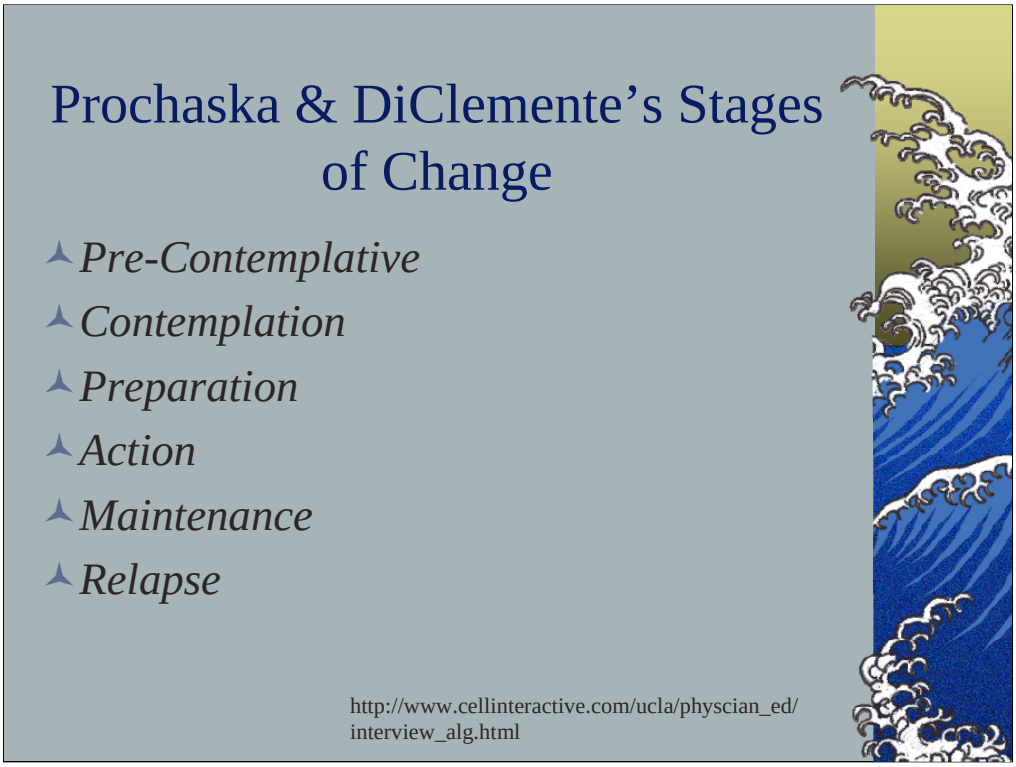
Consumers are not responsible for initially coming to the practitioner motivated for change.

Motivation is

The probability that a person will be ready to change, namely, enter into, continue, and adhere to a specific change strategy

Change is Hard

Ambivalence is normal



Single page chart available for Stages of Change material.

- ***Stage of Change -*** *Pre-contemplation*
- ***Characteristics -*** *Not currently considering change: "Ignorance is bliss"*
- ***Techniques***
  - *Validate lack of readiness*
  - *Clarify: decision is theirs*
  - *Encourage re-evaluation of current behavior*
  - *Encourage self-exploration, not action*
  - *Explain and personalize the risks*

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- ***Stage of Change*** *Contemplation*
- ***Characteristics -*** *Ambivalent about change: "Sitting on the fence" Not considering change within the next month*
- ***Techniques -***
  - *Validate lack of readiness*
  - *Clarify: decision is theirs*
  - *Encourage evaluation of pros and cons of behavior change*
  - *Identify and promote new, positive outcome expectations*

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- ***Stage of Change*** *- Preparation*
- ***Characteristics –*** *Some experience with change and are trying to change: "Testing the waters". Planning to act within 1 month.*
- ***Techniques***
  - *Identify and assist in problem solving re: obstacles*
  - *Help client identify social support*
  - *Verify that client has underlying skills for behavior change*
  - *Encourage small initial steps*

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- ***Stage of Change -*** *Action*
- ***Characteristics –*** *Practicing new behavior for 3-6 months*
- ***Techniques –***
  - *Focus on restructuring cues and social support*
  - *Bolster self-efficacy for dealing with obstacles*
  - *Combat feelings of loss and reiterate long-term benefits*

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- ***Stage of Change -*** *Maintenance*
- ***Characteristics –*** *Continued commitment to sustaining new behavior post-6 months of action to 5 years.*
- ***Techniques –***
  - *Plan for follow-up support*
  - *Reinforce internal rewards*
  - *Discuss coping with relapse*

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- ***Stage of Change –*** *Relapse*
- ***Characteristics –*** *Resumption of old behaviors: "Fall from grace"*
- ***Techniques***
  - *Evaluate trigger for relapse*
  - *Reassess motivation and barriers*
  - *Plan stronger coping strategies*

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4 Key Principles of Motivational Interviewing for the Practitioners Behavior

1. *Express Empathy*
2. *Develop Discrepancy*
3. *Roll with Resistance (Avoid Arguing)*
4. *Support Self- Efficacy*

Express Empathy

- *Acceptance facilitates change*
- *Reflective listening is fundamental*
- *Normalize ambivalence; may increase as individuals take action to change.*

Decisional Balance Process: deliberate weighing benefits/pros and costs/cons of changing or continuing as is.

Avoid argumentation & Roll with Resistance

- *"Defending" results in defensiveness.*
- *Resistance is a signal to change strategies*
- *Consumer is invited to new perspectives, not coerced*
- *The consumer has resources for solutions.*

Definition of Self-Efficacy:

Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills that are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

In contrast, people who doubt their capabilities shy away from difficult tasks that they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression.

I. Sources of Self-Efficacy

People's beliefs about their efficacy can be developed by four main sources of influence.

1. The most effective way of creating a strong sense of efficacy is through mastery experiences.
2. Through the vicarious experiences provided by social models. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities.
3. Social persuasion: People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies. I
4. To reduce people's stress reactions and alter their negative emotional proclivities and is interpretations of their physical states.

Two Goals of the Motivational Interviewing

- *Building Motivation for Change*
- *Strengthening Commitment to Change*

Accomplished in 2 phases

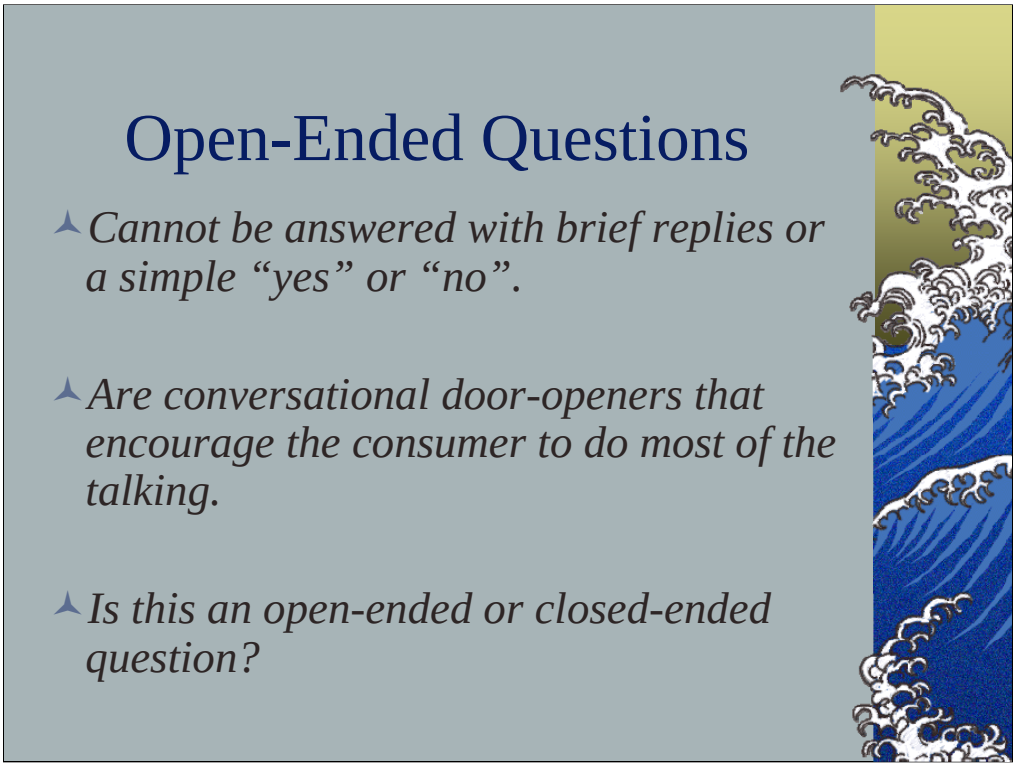
Overview of Method

- *Uses a variety of techniques to increase and strengthen intrinsic motivation for change. Including:*

  1. *Micro-skills*
  2. *Strategies*

Building Motivation for Change with the "OARS" Micro-Skills

- ***O**pen-Ended Questions*
- ***A**ffirmations*
- ***R**eflective Listening*
- ***S**ummarizing*



Follow up with the question: How can the question be changed to be open-ended??

Affirmations

- *Recognition of Effort*
- *Appreciation of Strengths*
- *Use of Positive Reframes.*

From this point forward today please use an affirmation prior to making your comment or asking a question.

Reflective Listening

- *A process in which a listener checks out his or her perception of the speaker's intended meaning to enhance accurate listening and understanding.*
- *Reflections often begin with:* "It sounds like you" ,"You're feeling" or "It seems to you that".
- *Reflections can also be repeating, rephrasing and paraphrasing.*

Summarize

- *Summarize key statements.*
- *Connect motivationally relevant material, allowing the individual to hear their own words and thoughts again.*

Handling Ambivalence and Resistance

- *Elicit self-motivating statements.*
- *Making a timeline.*
- *Affirm ambivalence. It is normal.*
- *Explore goals and small steps.*
- *Shift focus.*
- *Reframe.*
- *Miracle Question.*
- *Use follow-through contacts.*

Eliciting Self-Motivational Statements: Getting to the "Change Talk"

- ***Problem recognition*** *– In what ways has this been a problem for you?*
- ***Concern*** *– How much does this concern you?*
- ***Intention to Change*** *– What things make you think you need to make a change at this point?*
- ***Optimism –*** *What makes you think that if you decided to change, you could do it now?*

Presenting Personal Feedback

- *Give people feedback about the severity of their problems.*
- *Help people examine the ways in which their problems have affected many different areas of their lives.*
- *Review risk factors and objective findings.*

Miracle Questions

- *Often look like –*
  - *A miracle happens and the problem is solved, what would be different?*
  - *How will you discover that there was a miracle and the problem is solved?*
- *Follow-up questions that expand the solution –*
  - *What else will be different?*
  - *How could your partner tell there was a miracle and the problem is solved?*

Strengthening Commitment to Change:

- *Recognize and affirm change readiness.*
- *Discuss a plan, small, do-able steps.*
- *Communicate and affirm it is their choice.*
- *Review positive and negative consequences of action and inaction.*
- *Repetition of Reasons for Change*
- *Ask for commitment*
- *Involve significant others.*

EXAMPLE INTERVIEW: FACILITATE MOTIVATION FOR INDIVIDUALS NOT CURRENTLY CONSIDERING A CHANGE:

1. *Validate the client's experience.*
2. *Acknowledge the client's control of the decision.*
3. *In a simple, direct statement, give your opinion on the benefits of achieving the designated goal.*
4. *Explore potential concerns.*
5. *Acknowledge possible feelings of being pressured.*
6. *Validate that they are not ready.*
7. *Restate your position that the decision to change is up to them.*
8. *Encourage the reframing of current position as the potential beginning of a change - rather than a decision to never change.*

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EXAMPLE INTERVIEW: FACILITATING MOTIVATION TO CHANGE IN INDIVIDUALS CONTEMPLATING CHANGE:

1. *Validate the client's experience.*
2. *Acknowledge client's control of the decision.*
3. *Clarify client's perceptions of the pros and cons of attempted goal/objective.*
4. *Encourage further self-exploration.*
5. *Restate your position that it is up to them.*
6. *Leave the door open for moving to preparation.*

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EXAMPLE INTERVIEW: Facilitating Motivation for those in *PREPARATION* to change

1. *Praise the decision to change behavior.*
2. *Prioritize behavior change opportunities.*
3. *Identify and assist in problem solving re: obstacles.*
4. *Encourage small, initial steps.*
5. *Assist client in identifying social supports and other resources.*

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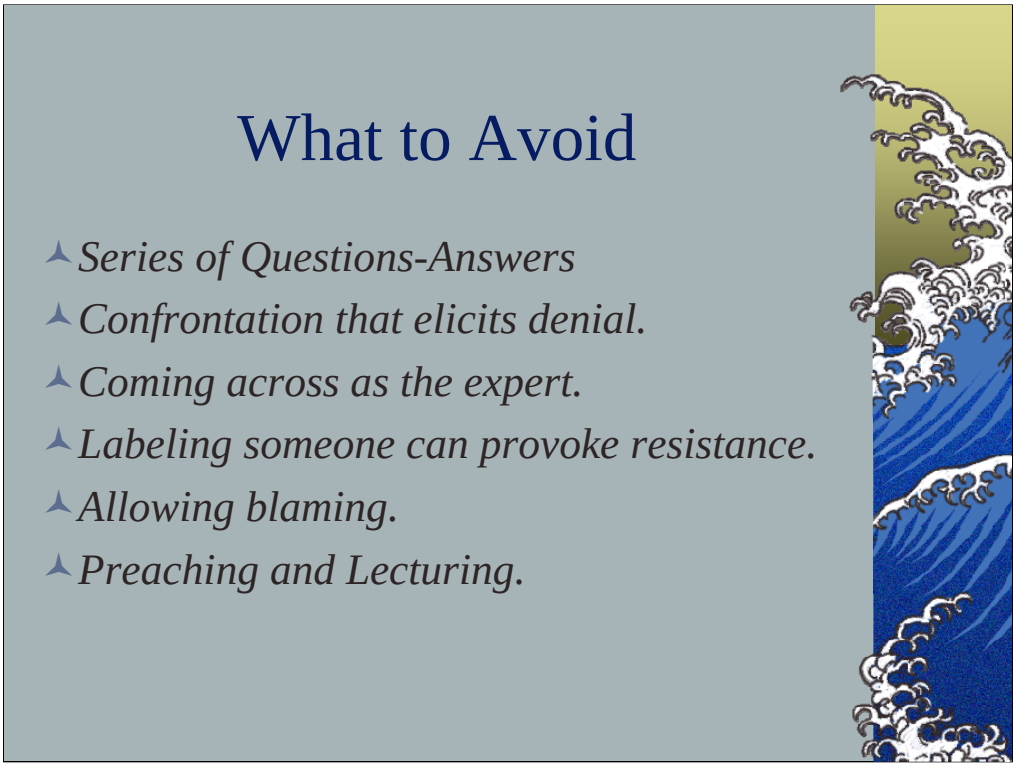

What to Avoid

The following are some suggestions about what to avoid during a motivational interview. These things generally are likely to increase a person's resistance and to create discomfort and poor rapport.

The question-answer routine. Try to avoid asking a series of questions that demand short answers. This prevents elaboration and exploration.

Confrontation-Denial. Confronting someone, by nature, almost demands that they will insist on the opposite perspective. Absolutely avoid arguments, struggles, or debates with someone about what they should do.

The Expert Trap. If you seem like you have all the answers, the persona you are talking to will fall into a passive role and will not work on his/her own to explore and resolve ambivalence.

Labeling. Many labels (i.e. "addict," "troublemaker," etc) provoke a lot of resistance. If the issue of a label gets raised (for example, if someone asks, "Do you think I have a problem"), it may be helpful to explain that a label is not what you are interested in. Instead, you would like to find out more about this person's behavior and what it means for them.

Blaming. Try to avoid concern with who is to blam for a problem. Blame is not particularly relevant or important to your goals.

Preaching. Nobody likes to be scolded or talked down to. Give suggestions and feedback, but do not lecture or scold.

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