

If You've Got Five Minutes...

The mindset and heart-set of conversations that make a difference

Partnership – demonstrating profound respect for the other; both parties have expertise; dancing rather than wrestling

Acceptance – prizing the other's inherent worth and potential; providing accurate empathy; supporting autonomy; affirming strengths

Compassion – coming alongside in a person's suffering; actively promoting the other's welfare; giving priority to the other's needs

Evocation – eliciting the person's own knowledge, wisdom, strengths, and motivation; "you have what you need and together we will find it"

Four processes that guide motivational conversations

Engaging – the process of establishing a mutually trusting and respectful helping relationship

- Goes beyond informal chat
- Includes being welcoming, offering a cup of coffee, showing genuine interest, offering hope
- Important to avoid traps that promote disengagement

Focusing – clarifying a particular goal or direction for change

- Focus can arise from the individual, the external context, or the practitioner
- Three basic scenarios: 1) focus is already clear; 2) several options exist from which to choose; or 3) focus is unclear and there's a need to explore
- Three styles of focusing: directing, following, guiding

Evoking – eliciting the person's own motivation for a particular change

- Intended to help resolve ambivalence in the direction of change
- Emphasis on recognizing and evoking change talk
- Goal is to elicit preparatory *and* mobilizing change talk

Planning – developing a specific change plan that the person is willing to implement

- Includes looking for signals of readiness from the individual
- Developing a plan is not a final but a beginning step
- Implementation requires a specific plan *and* intention or commitment to carry it out

Four conversational skills

Asking *evocative questions*

Affirming strengths

Offering *reflective statements* to convey empathy, highlight ambivalence, or shine a light on "change talk"

Providing *summaries* to clarify what has been said and draw ideas together

Selected questions to explore ambivalence and strengthen motivation

Regarding this issue/dilemma, what's okay about how things are now? ... And what's not okay? What concerns do you have?

If you choose not to do anything about it, what would be at stake?

If you *were* to make a change (moving in a positive direction as you see it), **why** would you do so? In other words, what would be your reasons for doing so?

Of the reasons you just gave, what would you consider to be your **best reason**?

If you *were* to make this change, **how** would you go about it to be successful? (e.g. What do you think would work for you?)

Given everything going on in your life currently, **how important** or urgent is it for you to make this change? (Can use 0-10 scaling question. At what number would you place yourself? Why a __ and not several numbers lower? What would move it to a __ (next highest number)?)

If you did decide to make this change, **how confident** are you that you could be successful in doing so? (scaling questions works well here too)

Who or what could be helpful to you in supporting this change?

What, if anything, do you think you might do as a very **next step** to move towards this change?

Providing information and advice

A few considerations

- It's all right to express your concerns
- There are many pathways to change; your way may not be the way of another
- Focus on helping the person evaluate options
- Offer information and advice, don't impose it

Method: Elicit-Provide-Elicit

Elicit

- Ask what person already knows
- Ask what person would like to know
- Ask permission to provide information/advice

Provide

- Prioritize what person most wants to know
- Be clear; use everyday language
- Offer small amounts of information with time to reflect
- Acknowledge freedom to disagree or ignore

Elicit

- Ask for person's response, interpretation, understanding

Adapted from Motivational Interviewing, 3rd edition by Miller & Rollnick, 2013