

Planting a Seed for Change: Key Elements of Effective Brief Interventions

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Confidence in motivating change

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Listen with:

- Presence – undivided attention
- Eyes, ears, and heart – use all of your senses
- Acceptance and non-judgment
- Curiosity
- Delight
- No interruptions
- Silence

- Encouragers (mm-hmm, I see, go on, oh, really, right, no way, what else, wow, tell me more)

- Reflection

- Summaries

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Some of the handouts included in this packet are used with permission from Steve Berg Smith
www.motivationalinterviewing.org

Motivational Interviewing in Health Care: Helping Patients Change Behavior by Rollnick, Miller, and Butler

Motivational Interviewing: Helping People Change (3rd edition) by Miller and Rollnick

Building Motivational Interviewing Skills: A Practitioner Workbook by David B. Rosengren



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What Motivates Change? Translating Theory into Practice

1. Ambivalence is a normal and natural part of the change process.

Provide a safe, supportive, empowering environment for the person to explore ambivalence.

2. If you are told what to do, there is a good chance that you will do the opposite.

Remember that people want to feel in control.

3. Your beliefs are more influenced by what you hear yourself say than by what others say to you.

Encourage clients to say the kinds of things we usually tell them.

4. Knowledge about how likely one is to incur harm or reap a benefit is an important element in deciding to change. Also important is the magnitude of the perceived harm or benefit.

Provide personal feedback, advice, and/or education in a neutral manner.

5. Before you can decide to change, you need to believe there is something you can do to effect the change.

Voice your confidence in the client's ability to change/adhere.

6. The interaction between counselor and client powerfully influences client resistance, compliance, and change.

Never underestimate the power of relationship.

7. People who express motivation to change (change talk) are more likely to change; those who argue against change (resistance) are less likely to change.

Listen to your clients. See resistance as a signal to change course.

8. Brief interventions have the potential to produce similar outcomes to longer, more intensive interventions.

Spending even a few minutes with a client can lead to behavior change.

The Spirit:

Dancing vs. *Wrestling*

Tapping vs. *Pulling*

Consulting vs. *Instructing*

Ally vs. *Opponent*

Eliciting vs. *Imparting*

Guiding vs. *Directing*

Interpersonal Style: Motivation – and resistance- is powerfully influenced by the interpersonal style of the helping professional (Miller and Rollnick, 1991, 2002)

The paradox of change: when a person feels accepted for who they are and what they do – no matter how unhealthy – it allows them the freedom to consider change rather than needing to defend against it.

Interpersonal Style: Resistance Producing

- *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
- **Premature Action Planning**

The “righting reflex”

The need to....

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

Effective Brief Interventions

FRAMES consists of six key elements for motivating change. You can use one or more of these elements, in any order, and at any time during a conversation with a participant. You can also use them as part of a summary at the end of a visit, and particularly with people who are not ready to change. When used well, FRAMES can 'plant a seed' for change in the future.

Feedback. Provide people with *personal* feedback regarding their individual status compared to norms, standards or historical data where appropriate. Use a neutral, nonjudgmental tone.

- *"You are currently offering your child __ fruits and vegetables a day. The recommendation is..."*
- *"This graph shows your weight change during your pregnancy. When you look at it, what comments or questions do you have?"*

Responsibility. Emphasize the person's freedom of choice and personal responsibility for their choices.

- *"Any changes you choose to make are completely up to you."*
- *"It is your choice."*
- *"I'm not here to pressure you to do anything you aren't ready to do."*

Advice/Education. Provide information in a supportive, non-threatening manner.

- *"I strongly encourage you to think about weaning your child from the bottle."*
- *"Many parents find that asking their child to help them prepare fruits and vegetables makes them more open to trying a bite."*

Menu. Provide options for participants to choose from.

- *"There are many different things parents do to wean their child from a bottle. I'd be happy to discuss these with you if you are interested."*

Empathy. Express empathy in a warm and genuine manner; use a non-judgmental approach.

- *"I know how frustrating it can be when you spend time preparing a healthy meal only to have your children refuse to eat it."*
- *"Parenting is really hard."*

Self-Efficacy. Voice your confidence in the person's ability to make changes to improve their (child's) health.

- *"I know that you'll make the decision that's right for you."*
- *"If and when you firmly decide to do this, you'll find ways to be successful."*

"Thank you so much for talking with me today. I encourage you to think about breastfeeding your baby. From our perspective, it is one of the best things you can do for his health (A). It sounds like you're not sure you want to but that you do want to think about it and talk to some friends who've tried (F). Making decisions like these can be overwhelming (E), and I'm confident you'll make the choice that is right for you (S/R). If you have any questions about it before or after you give birth, we are here to help you, and there are many other organizations available to support you as a new mom (M)."

FRAMES Exercise

Scenario #1

You are talking with a single mom who has four children and works full time. She relies on convenience foods to feed her family. She says she'd love for her family to eat healthier, and to her that means cooking more meals at home that include vegetables. Time and a lack of planning ahead are what get in the way.

Feedback	
Responsibility	
Advice/ Education	
Menu of Options	
Empathy	
Self-efficacy	

Combine 3 or 4 of the above statements into a FRAMES summary to use at the end of a visit to plant a seed for change in the future.

Offering Information, Advice, & Education

It's not what you say; it's how you say it!

Let go of:

You should...

You must...

You have to...

It's important that you...

You really need to...

You can't keep...

You shouldn't...

Try using:

Many patients say that... others find that...

What we've noticed here is...

You might consider...

I strongly encourage you to think about...

We believe that...

The World Health Organization recommends...

Research shows...

Practice Activity:

Advice I give	How to say it better

Strategies for Conversations about Weight

1. Invest in the beginning

“I’d like to spend a few minutes talking about his growth pattern. The purpose of this conversation isn’t to make you feel judged or pressured to do anything differently. I’d just like to better understand your thoughts about how he is growing and see if there is anything we could talk about that might be helpful. Is this okay?”

2. Share feedback and then ask for parent’s interpretation:

- Use visual materials – show weight graph and explain how to interpret.
- Compare to historical data when possible
- Give the facts, leave the interpretation of the feedback to the parent!

“This graph shows how ___ has been growing since we’ve been seeing you. Kids typically pick a curve to follow and grow predictably over time, just like he has until recently. When we see a kid jump up or down (like this), we start to wonder if something might be going on to make his growth pattern change. What do you think might be going on?”

- Be clear, succinct, and non-judgmental
 - Avoid using words of judgment – “too big,” “too much,” or “overweight”
- If the parent isn’t concerned, focus on health or feeding concerns
 - “What concerns, if any, do you have about your child’s health?”
 - “If there was one thing you could change about your child’s eating habits, what would it be?”

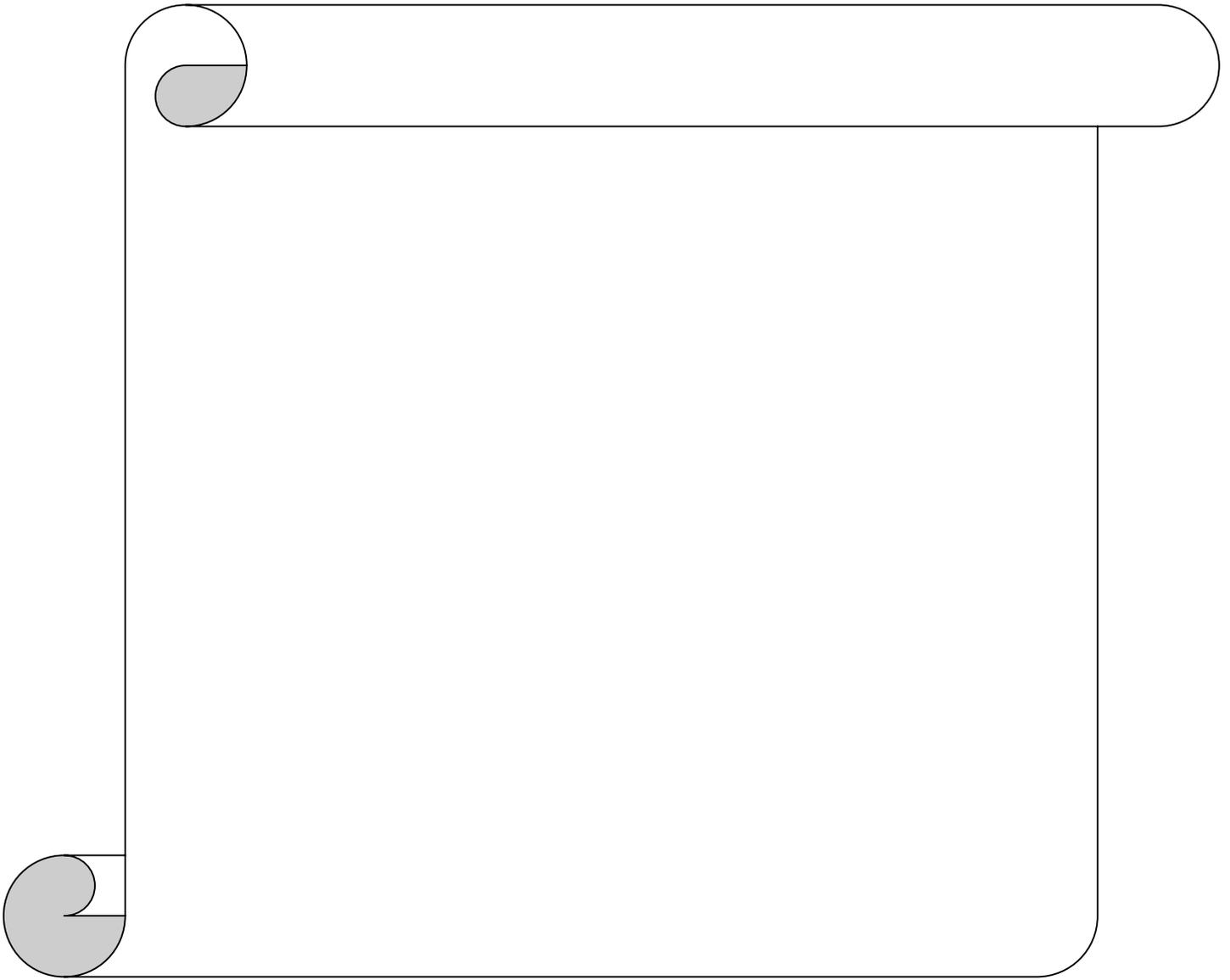
3. Exchange information if the parent is interested:

- Elicit readiness and interest
 - *Would it be okay if I shared some simple changes that could make a difference and then you can decide what, if anything, you want to do?*
 - *What information would be helpful to you today?*
- Offer bite-sized nuggets of information!
- Provide neutrally (refer to “other people” and what happens to them)

<i>Some moms...others...</i>	<i>You might consider...</i>
<i>What we’ve noticed here is...</i>	<i>Many parents say that...</i>

“Some moms start by reducing time in front of the TV and increasing active play time; other moms cut down on sweets and sugar-sweetened beverages.”

- Elicit parent’s response to the information
 - *What do you think about these recommendations?*
 - *What might work for you and your family?*



Next Steps:

What do you want to do MORE OF?

What might you want to do LESS OF?