Today's Take-Aways

Introduction

Motivation and Learning

Process of MI

OARS Skills

Implementation

Motivation

"People's level of motivation, affective states, and actions, are based more on what they *believe*, than what is objectively the case."

--Albert Bandura
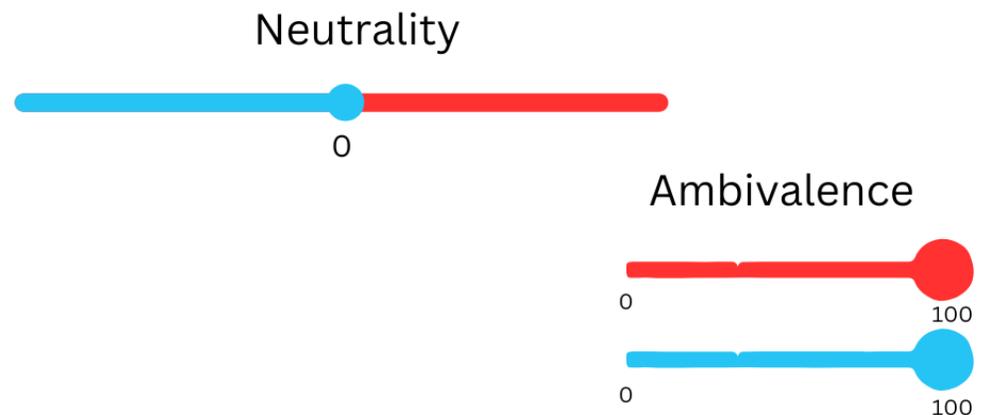
Rather than asking: "Why isn't this person motivated?"

Ask: "What is this person motivated for?"
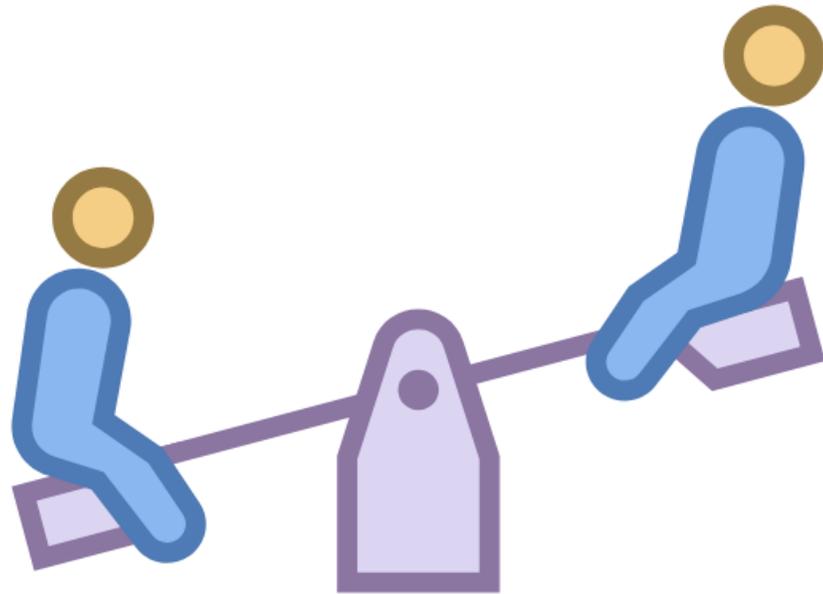
What happens when we assume?

What is Motivational Interviewing?

+ Student-centered, directive method for eliciting intrinsic motivation to change, by exploring and resolving a student's ambivalence using reflective listening

Neutrality

0

Ambivalence

0   100

0   100

What happens when we try to tell someone what to do?

Ambivalence

+ "I want to change, but I am not sure I want to change."

+ Ambivalence is a normal and powerful emotion that is a part of everyone's change process

+ Ambivalence is NOT reluctance to do something

Goal of Motivational Interviewing

- Construct an interaction with students so they feel comfortable discussing their motivation and behavior

- How do you do this?

  - Present information nonjudgmentally

  - Intent: Increase commitment to change

True or False?

1. Until a person is motivated to change, there is not much we can do.
2. It usually takes a significant crisis ("hitting bottom") to motivate a person to change.
3. Motivation is influenced by human connections.
4. Resistance to change arises from deep-seated defense mechanisms.
5. People choose whether or not they will change.
6. Readiness for change involves a balancing of "pros" and "cons."
7. Creating motivation for change usually requires confrontation.
8. Denial is not a student problem, it is a skill problem.

Motivation and Learning

+ Research on MI's application with students has shown

Improved motivation in disaffected students (Snape & Atkinson, 2016)

Improved attendance, punctuality, confidence, and general attitudes (Akinson & Woods, 2003)

Improved test scores (Strait et al., 2012)

Reduced burnout amongst professionals (Svensson et al., 2021)

Motivation and Learning

+ Motivation is a key component to *anything* that we do

+ What levels of motivation do you see in your students? How do you know?

Three Processes (+1) of MI

Engaging – A good working relationship

Focusing – A clear direction and goal

Evoking – A clear motivation to move

Planning – A clear commitment to a plan of action

What skills help us use MI?

MI Micro-skills OARS

Open-ended

Affirmations

Reflections

Summarize

Open Ended Questions

+ What did you do then? Vs. You didn't do ____ did you?

+ Tell me what you think about that.

+ Tell me more about that.

+ What makes you say that?

+ How did that go for you?

Affirmations

Directly affirming and supporting the students' *actions and strengths*.

"The fact that you showed up and asked for help tells me you're committed to learning."

"Thanks for jumping in—that kind of effort really helps the class, even when the answer's not quite there yet."

Reflective Listening

- **Reflective listening** is a core component of Motivational Interviewing

- It is a *special* kind of listening…

- *Careful* attention is paid to what the client is trying to convey to you…especially *affect*.

- 2 parts:
- 1) Making a reasonable guess of what the person means
- 2) Reflecting this back to the person
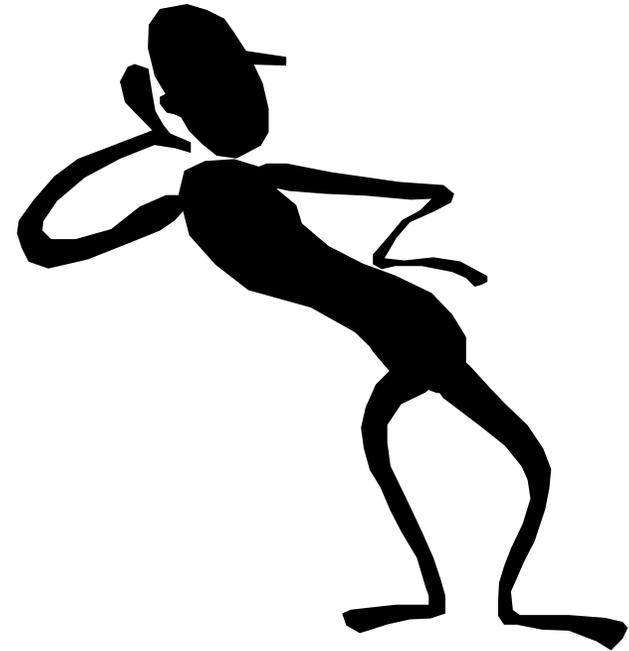
We use Reflective Listening to:

- Make sure you understand the person

- Highlight their ambivalence about change

- Help them gain a greater understanding of their problems and concerns

- Reinforce self-change statements

Simple Reflection

A simple acknowledgement of a person's feelings can go a LONG way!

"It sounds like you are disappointed with your performance on the test"

"You feel discouraged since you missed last week"

"You are proud of yourself for telling your group-mate what you needed"

Summarizing

These statements are used to pull together and reinforce what was mentioned in session

Summarizing should be done throughout the conversation

They show you have been listening

OARS are the way we move forward!

Activity

+ Consider some of the classes you are teaching now or will be teaching next fall

+ 1) To yourself, reflect on the classes where you struggle the most with student motivation vs. the ones where students seem to have the best motivation

+ 2) Get into groups of 3, discuss ways you could implement MI into your classroom (assignments, structure, individual interaction)

+ 3) Jot your ideas down to be shared with each other

How do we use MI?

+ **Classroom Design**: Inverting classrooms (instructor and students as partners), autonomy supportive assignments (what choice fits their goals best?)

+ **Classroom Management/Discussions**: Use open-ended questions, validate student contributions with reflections, handle student conflict with empathy and non-judgment

+ **Class Motivation:** Evoke student motivation with open-ended questions *"How does this connect to your goals or experiences? What makes this class useful to you?"*

+ **Career Readiness**: Advisors can help students connect choices to future goals by asking, *"How do you see this step fitting into your bigger plans?"*

To implement the skills effectively we must use the SPIRIT of MI
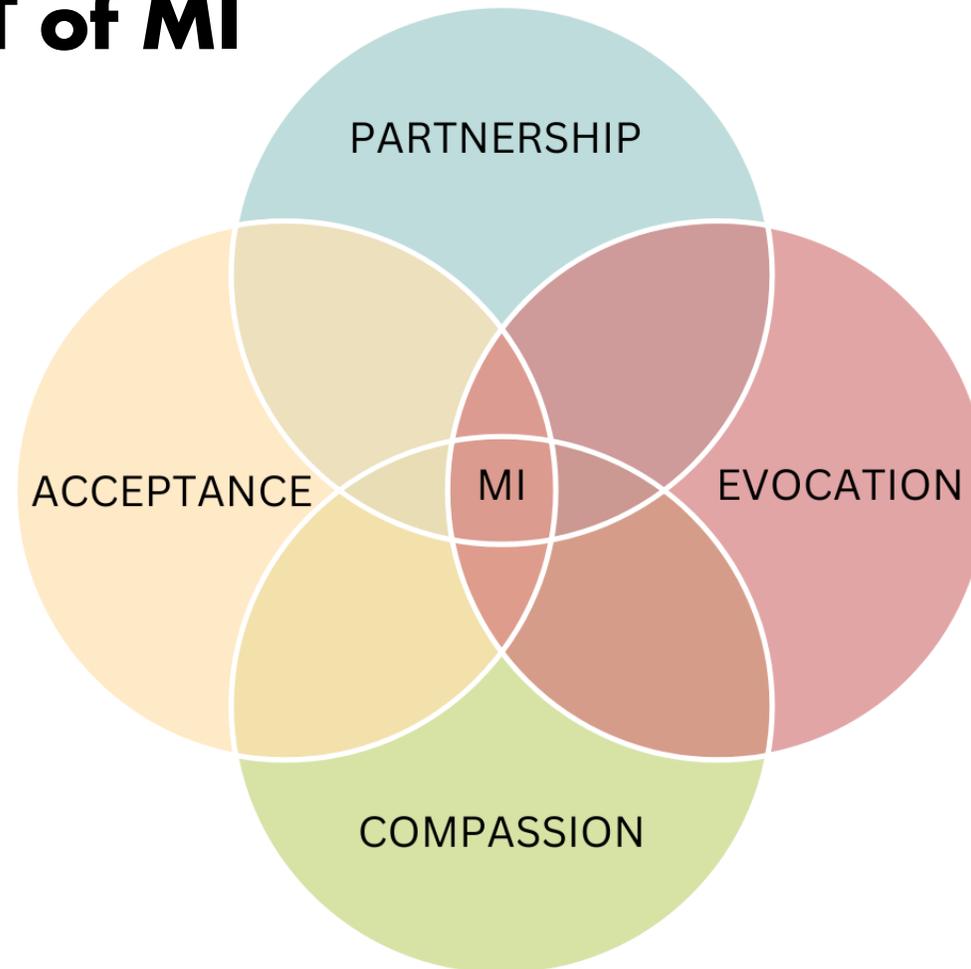
It all Starts with Empathy!

What is Empathy?

"The action of *understanding*, being aware of, being sensitive to, and *vicariously experiencing* the feelings, thoughts, and experience of another…"

--Merriam-Webster Dictionary

What is Empathy?

"Empathy is a specifiable and *learnable* skill for understanding another's meaning through the use of *reflective listening*...It requires *sharp attention* to each new client statement, and the continual generation of hypotheses as to the underlying meaning"

(Miller and Rollnick, 1991)

What motivates you?

+ As you prepare to leave, consider what motivated you to attend this workshop

+ What are some of your take-aways?

A small note about resistance (if time)

+ Normal human experience

+ Is a byproduct of the interaction

+ Can be influenced by YOU and how you approach ambivalence

+ Resistance is a SIGNAL

Resistance may suggest the person

may not agree or believe the perspective or information presented. Rolling with it is actually part of the problem solving process.

Thank you!

Slides can be accessed here