

# The Heart of Behavior Change: *Client-centered Education*

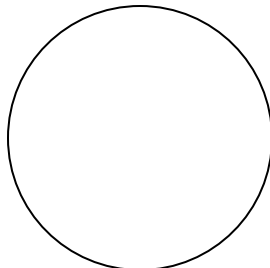
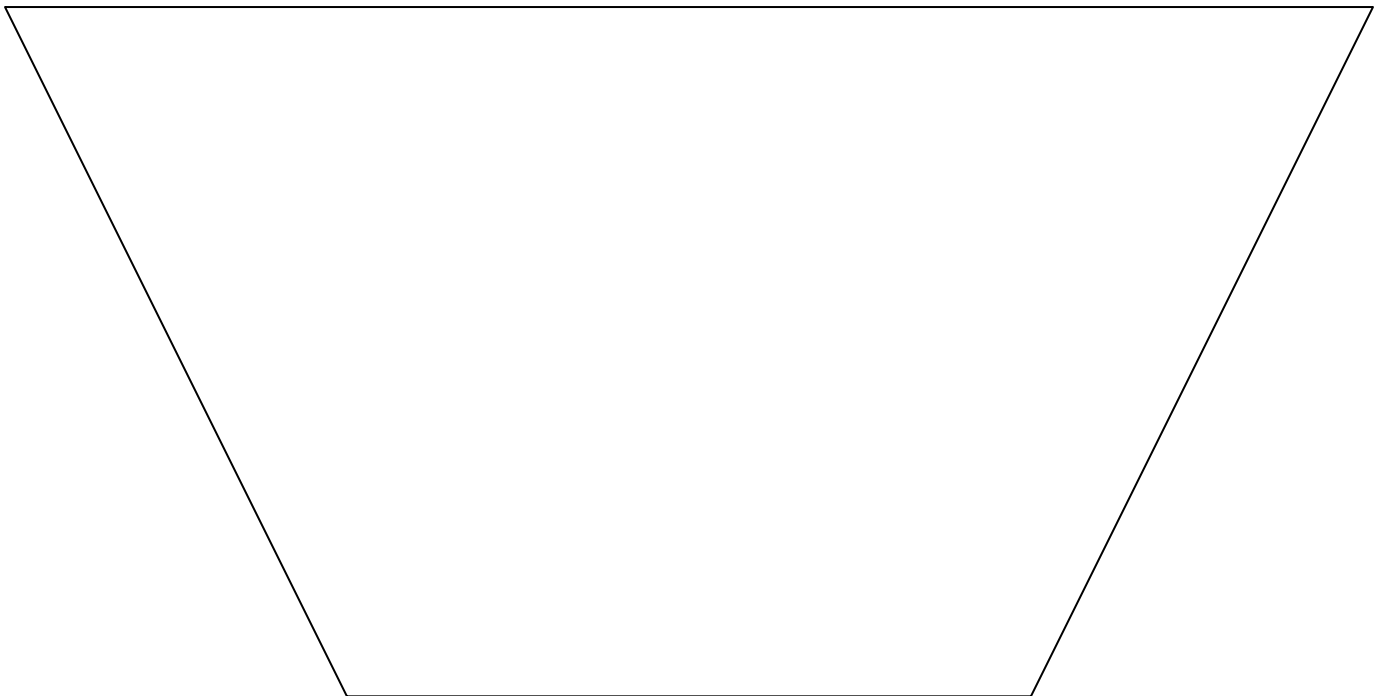
Steven Malcolm Berg-Smith  
A.I.M. for Change (*Awakening Inner Motivation*)  
415.933.6598  
[smalcolmbbs@earthlink.net](mailto:smalcolmbbs@earthlink.net)  
[berg-smithtraining.com](http://berg-smithtraining.com)

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“Confidence in Motivating Change”



# Key Principles

**Control and choice:** People are more motivated to make change when it's based on their own decisions and choices, rather than an authority figure telling them what to do (*Reactance theory: Brehm & Brehm, 1981; Self-determination theory: Deci, 1980*).

**“Change talk”:** People are more persuaded by what they hear themselves say than by what someone tells them (*Self-perception theory: Bem, 1972*).

**Hope and Possibility:** A helping professional's belief in a client's ability to make behavior change can influence outcome (*Self-efficacy theory: Bandura, 1994; Leake and King, 1977*).

**Acceptance:** When a person feels accepted for who they are and what they do—no matter how unhealthy or destructive—it allows them the freedom to consider change rather than needing to resist it.

## Committed Decisions:

*“Concerning all acts of initiative and creation, there is one elementary truth—that the moment one definitely commits oneself, then providence moves too.” - Goethe*

**Less is more:** *“... one of nature's most subtle and paradoxical laws.”*

- Huang & Lynch

**Interpersonal style:** motivation—and resistance—is powerfully influenced by the interpersonal style of the helping professional (*Motivational Interviewing: Miller and Rollnick, 1991, 2002*)

## No Fixin'!!!

# Resistance Producing Style

- *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
- Information dump trap
- **Fix it trap!**

### **The “righting reflex”**

The need to...

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

# Conversation Flow

## 1. Negotiate the agenda

- Supports autonomy and choice
- Facilitates conversation
- Creates focus

## 2. Provide education

- Avoid information overload! Less is more!
- Invite client to do most of the talking
- Use a WIC handout
- After providing, asks for client's response

## 3. Assess readiness to change

- Supports tailoring
- Invites "change talk"

## 4. Explore ambivalence

- Most common stage of change
- Needs to be addressed for sustained change
- Invites "change talk"

## 5. Ask about "next step"

- Assesses impact of conversation
- Perspective often shifts in the process!

## 6. Close the conversation

- Show appreciation
- If appropriate, offer advice
- Voice Confidence



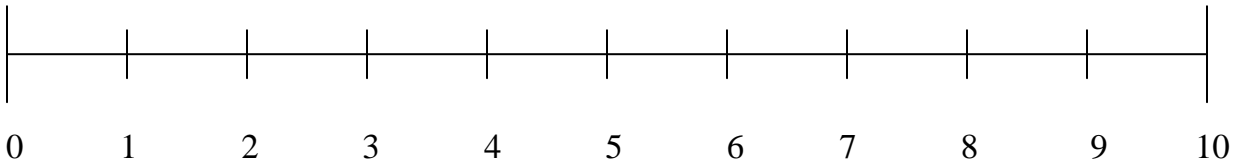
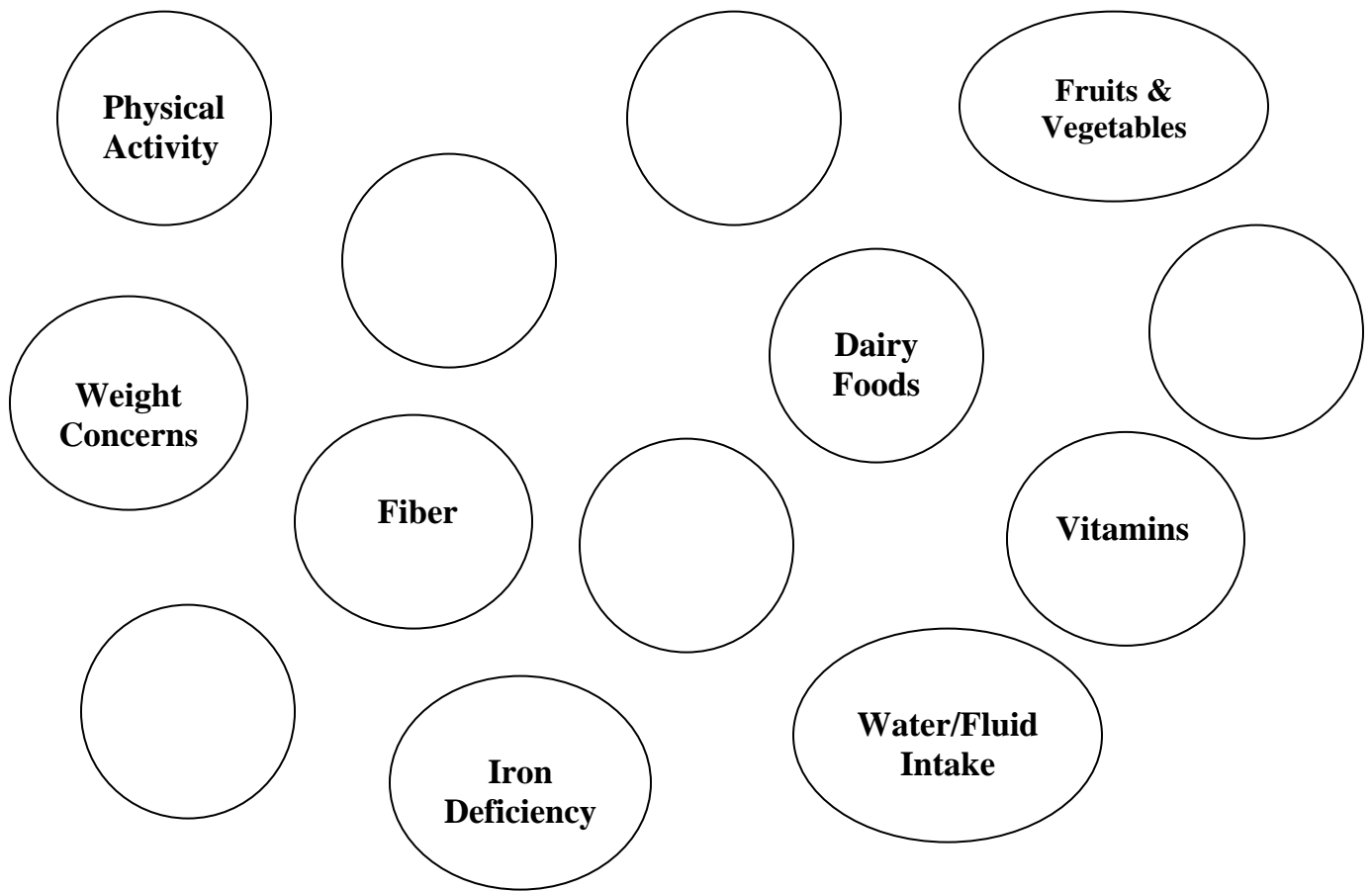
Invite and  
encourage  
"change talk"



*Ask*

*Listen*

*Summarize*



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***Next Step:***

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# Practice Interview

Always begin with client's questions or concerns

*"First off, what questions or concerns do you have about how your child is growing and eating?"*

## 1. Negotiate the Agenda

- **Offer options:**

*Here are some topics (circle chart) that parents/caretakers often ask about. What do you see here that maybe you would like to talk about, or is there something else you would like to add?*

*Here are a couple handouts that I typically review with parents. Which one, if any, would you like to talk about today?*

*Based on your answers to the questions, here are several topics (circle chart) we might talk about, or is there something else you would like to add?*

*On this chart are some of things we might talk about...*

- **Encourage elaboration:**

*"I'm curious, how come you picked \_\_\_\_\_?"*

### **If you see a topic that is especially important to talk about**

- Ask permission!

Examples:

*Would it be okay if we spend a few minutes talking about iron?*

*Now that we've gone through all of the questions, I have an idea of what we might talk about. Would you like to hear it?*

*In addition to what we just talked about, would it be okay if I give you some information about juice?*

Berg-Smith Training and Consultation, 2007

Adapted from Miller and Rollnick, 1991-2002

## 2. Provide Education

### Ask --- Provide --- Ask

- **Ask:** Ask what the client knows, or would like to know

*What are some things you already know about drinking and pregnancy?*

*What have you heard about breastfeeding?*

*What concerns—if any—do you have about exercising during pregnancy?*

*When it comes to feeding your baby, what would be most helpful to know more about?*

- **Provide:** Offer information in a neutral, nonjudgmental manner

*The WIC program suggests...*

*The American Academy of Pediatrics recommends...*

*Other parents have found...*

*What we generally recommend at WIC...*

### **Emphasize Choice!**

*“And, I recognize that it’s your choice to \_\_\_\_\_.”*

- **Ask:** Ask about the client’s thoughts, feelings, and reactions

*What do you think about this information?*

*Based on these ideas for feeding babies, what could you see yourself doing?*

*In terms of quitting smoking, what concerns you the most?*

*If you made a change in this part of your life, how might that be a good thing for your baby?*

*What are the three best reasons to make a change in this part of your life?*

### 3. Assess Readiness

**a. Use the ruler:** *“On a scale of 0-10, how ready are you to consider \_\_\_\_\_?”*

*[“0” means you’re not ready to make a change. “10” means that you’re very ready to make a change. There is no right or wrong answer.]*

**b. Encourage elaboration:** *“I’m interested in knowing why you picked a \_\_\_\_\_?”*

**c. Ask “scaling” questions**

- Backwards question: *“Why are you at a \_\_\_\_\_ and not a 0?”*
- Forwards question: *“What would need to be different for you to move from a 4 to an 8?”*

**d. Summarize “change talk”**

*“Let me see if I understand what you’ve said...”*

**e. Ask:** *“Did I get it all?” (Do I understand?)*

**f. Ask about the next step:**

*“What’s next?” Where do you go from here?”*

*“What are you thinking you might do or not do at this point?”*

*“It looks like everything is going well. But if you could make one change, what would it be?”*

#### Other Ruler Questions:

- How interested are you...?
- How important is it to you to...?
- How motivated are you...?
- How committed are you...?
- How much energy do you have to...?
- How confident are you...?
- How hopeful are you...?



## 4. Explore Mixed Feelings

**a. Ask “disarming” open-ended question:**

*“What are some reasons for not making a change?”*

**b. Ask “reverse” open-ended question:**

*“On the other hand, how might your life be different if you made a change?”*

**c. Summarize “change talk”**

*“Let me see if I understand what you’ve said...”*

(Start with the reasons for not changing, followed by reasons for changing)

**d. Ask: “Did I get it all?” (Do I understand?)**

**e. Ask about the next step:**

*“What’s next?” Where do you go from here?”*

*“What are you thinking you might do or not do at this point?”*

*“It looks like everything is going well. But if you could make one change, what would it be?”*

## 5. Offer Advice

### a. Ask permission:

*“If you’re interested, I have a recommendation (an idea) for you to consider. Would you like to hear it?”*

### b. Offer advice:

*“Based on my experience, I would encourage you to consider \_\_\_\_\_.”*

### c. Emphasize choice:

*“And, I recognize that it’s your choice to do so.”*

### d. Elicit response:

*“What do you think about my recommendation (my idea)?*

## 6. Close the Conversation

- **Show Appreciation:** *Thank you for your willingness to talk with talk with me about \_\_\_\_\_*
- **Respect Decisions:** *You’re the best judge of what’s best for you and your life.*
- **Voice Confidence:** *“I’m confident that if and when you make a firm decision to make a change in this part of your life, you will find a way to do it.*

# Reference

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The Motivational Interviewing Page: Resources on motivational interviewing, including general information, links, discussion board, training resources, and information on reprints and the latest research.  
<http://www.motivationalinterview.org/>

