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# MOTIVATIONAL INTERVIEW

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**ACTIVITY**

What Attitudes and Strategies  
could be used in an interview with prisoners to  
increase their motivation?



# MOTIVATIONAL INTERVIEW

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A collaborative **conversation style** for strengthening a person's **own motivation** and commitment to a specific goal by eliciting and exploring the **person's own reasons** for change within an atmosphere of **acceptance and compassion**



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# The Spirit of Motivational Interviewing

- **Collaboration vs Confrontation**
- **Evocation vs Education**
- **Autonomy vs Authority**



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- Open-ended questions.
- Affirmations.
- Reflections.
- Summaries.



# OPEN-ENDED QUESTIONS

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- Cannot be answered with a yes or no.
- They allow the person to “tell his/her story” and provide you with information about them (also as a learner), how best to meet his/her needs or about the issue of concern.

“What are your ideas...”

“Tell me more about \_\_\_\_.”

“What happened next?”

“What steps can you take...”





# AFFIRMATIONS

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- Support the person by giving an accurate description of his or her strengths.
- Can help build confidence and increase feelings of empowerment in students/prisoners.
- Be sincere and genuine.

"You did very well last year..."

"You've accomplished a lot in a short time."

"You have struggled, but you have had some real successes"





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- Help the person listen to themselves.
  
  - Demonstrate that you understand a person's issues or feelings by **reflective listening**:
    - Repeat
    - Rephrase
    - Paraphrase
    - Reflect the feelings

- “It sounds like you . . . ”
- “So what I hear you saying is . . . ”
- “This is what I am hearing, please correct me if I am wrong . . .”







# SUMMARIES

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- Bring the conversation to a conclusion
- Looking at the bigger picture...
- Let the person see his or her whole story.

“If we add up the puzzle pieces and put them together...”

“The picture that I see is...”

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# FOUR FUNDAMENTAL PROCESSES

- Engaging.
- Focusing.
- Evoking.
- Planning.



# Engaging.

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- The process of building and supporting a relationship where trust and respect go both ways.

□ ***Hi!***



# Focusing.

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- The ongoing process of choosing and keeping a specific direction.
- Is about finding a clear direction and goal.
- ***What***



# Evoking.

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- The purpose is to evoke a person's own internal motivations
- People are usually better persuaded by the reasons which they have themselves discovered than by those which have come into the minds of others.

□ ***Why?***

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# Planning.

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- Formulating a specific plan of action:
  - goal setting
  - sorting options
  - forming plans
  - building support

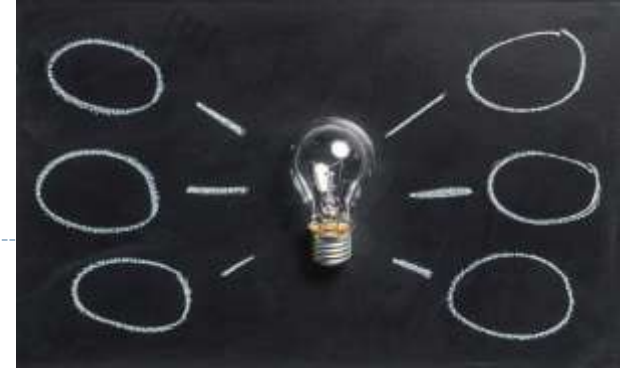
□ ***How?***

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# STRATEGIES

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- Express empathy.
- Develop discrepancy.
- Roll with resistance.
- Support self-efficacy.



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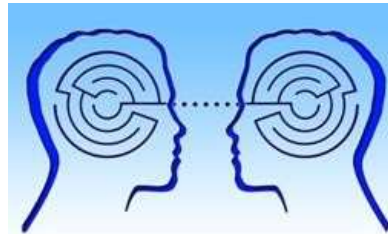
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# EXPRESS EMPATHY

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- Listening in a supportive, reflective manner; demonstrating you understand their concerns and feelings.
- The key to expressing empathy is **Reflective Listening**.



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# PROMOTE SELF-EFFICACY

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- A person's belief in his or her ability to carry out a task and succeed.
- All students possess the capacity for change and growth.
- To focus on past successes and highlight the strengths and the resources the student already has.



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# ROLL WITH RESISTANCE

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- Challenging the resistance, especially early on, will most likely result in even greater resistance.
- Shifting the focus from obstacles and barriers to affirmation of person's abilities to make choices in various situations.
- We are “Dancing” with the person, not “Wrestling” with them.



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# DEVELOP DISCREPANCY

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- Realization of discrepancies between goals and values and current behaviors.
- Developing discrepancy should be done in a non-judgmental way.



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