

**ECHO IDAHO**

**Diabetes and Metabolic Conditions**

# Supporting Lifestyle Change Through MI and Behavioral Strategies

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None of the planners or presenters for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.



**University of Idaho**  
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# Learning Objectives

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Understand change process and how to support it

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Provide a quick review of key MI skills & application with behavior change

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Learn 3 behavioral strategies for supporting health behavior change

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Explore tools to use in primary care to support behavior change in brief visits



# Change is a Process

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And it doesn't start with action

# Stages of Change

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The five stages of change

- *Pre-contemplation* (not thinking about change)
  - *Contemplation* (considering a change) – 80% are here
  - *Preparation* (actively planning change)
  - *Action* (actively engaging in a new behavior)
  - *Maintenance/Relapse* (taking steps to sustain change and resist temptation to relapse)
- Parents and children may be at different stages!

Prochaska & DeClamente

# Pattern of Health Behavior Change

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- Stair step - NOT linear
- Cycle through stages multiple times at multiple levels



# Readiness for Change

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- How **important**?
- How **confident**?
- How **committed**?



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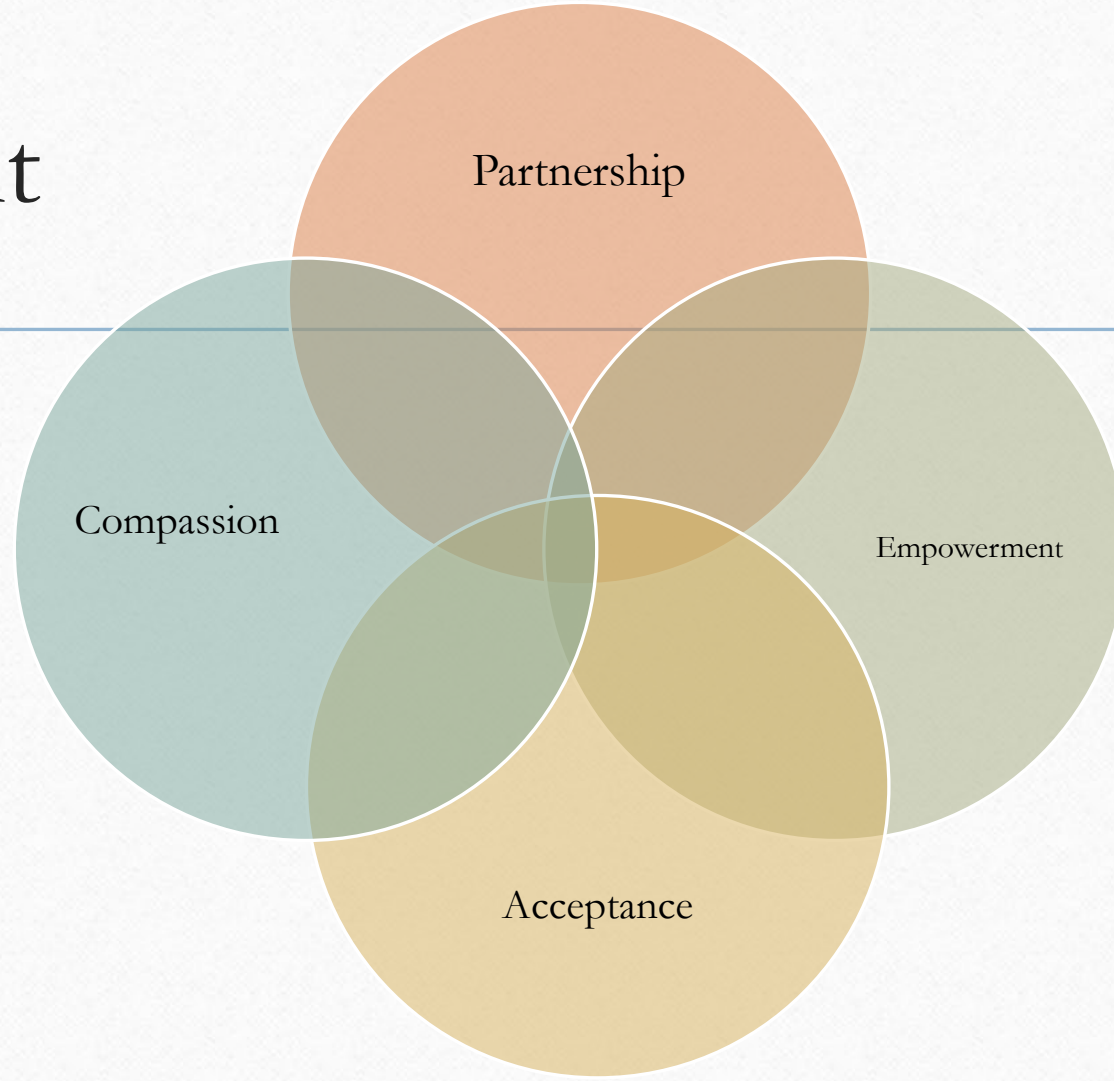
# MI Definition

(2023, 4<sup>th</sup> Edition)

“**Motivational Interviewing** is a particular way of talking with people about change and growth to strengthen their own motivation and commitment”

# MI Spirit

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# Empowerment

Two common dictionary definitions:

1. Giving someone authority they did not have before
2. **Helping people realize and utilize their own strengths and abilities**

MI-4: Empowerment in MI is not giving people something they lack but rather helping them to **appreciate and use what they already have.**

**It is an optimistic view that prizes strengths and competence.**

**“Empowerment also affirms people’s ability to make their own choices, sometimes called autonomy support.”**

Miller & Moyers 2022



## 4 Fundamental Tasks

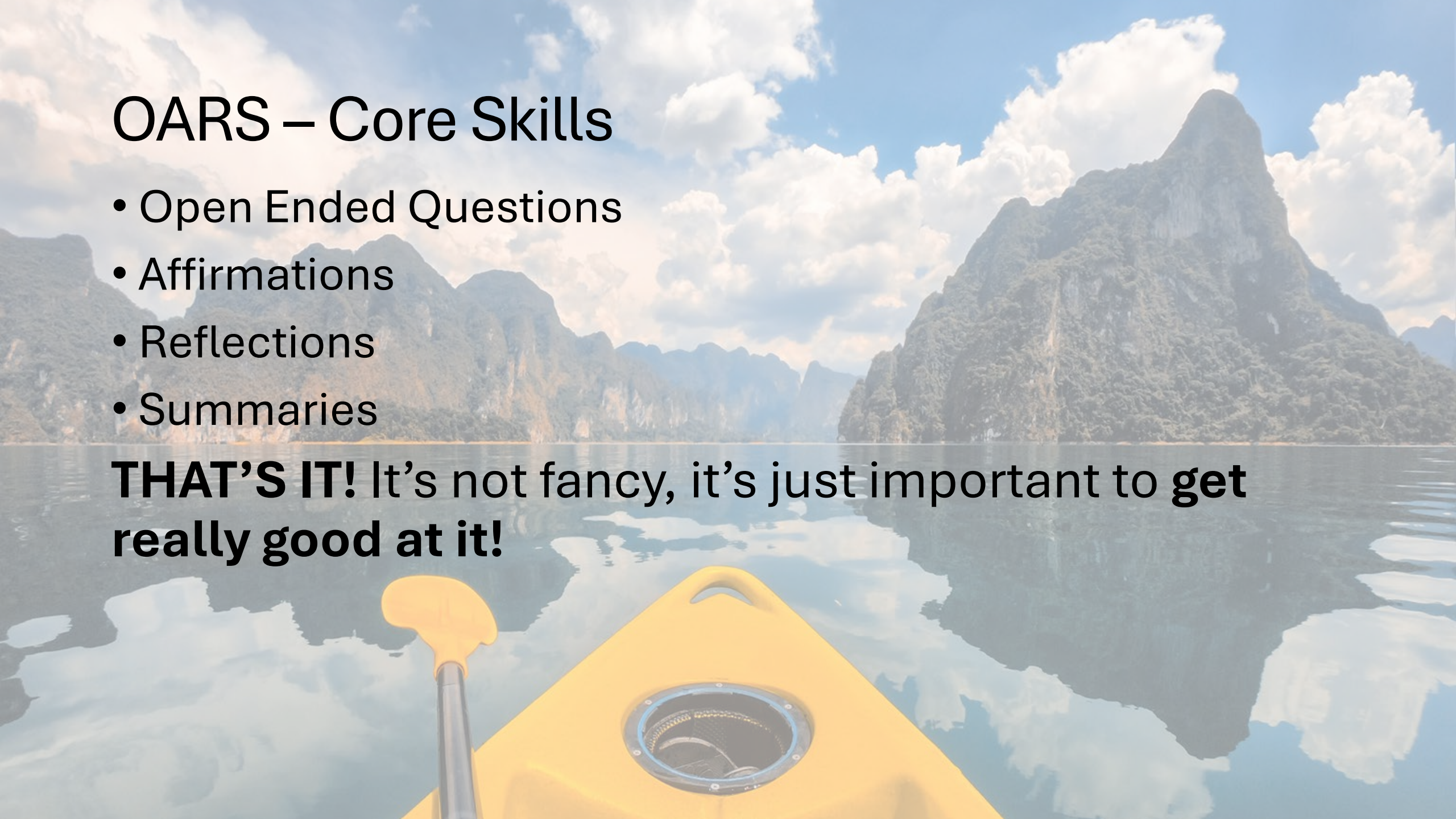
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- **Engaging** - form the relationship
- **Focusing** – what is our goal, where are we going
- **Evoking** – calling forth desires
- **Planning** – how will we get there
- **Not a checklist; rather a process you revisit over and over; dancing around the floor**

# OARS – Core Skills

- Open Ended Questions
- Affirmations
- Reflections
- Summaries

**THAT'S IT!** It's not fancy, it's just important to **get really good at it!**




# Examples of Open-Ended starters

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- Tell me more about . . .
- Describe for me . . .
- What is that like for you . . .
- How is what you are doing now working for you . . .
- What do you like about . . .
- What do you not like about . . .
- What is most important to you . .
- What happens when you . .
- What if nothing changes
- What would life be like if you made the change



# Summary

- Putting all the pieces together
  - Moves the conversation forward (MI is directive)
  - Start with sustain talk and end with change talk (double sided reflection)
  - Summarize and lead to next steps with an open question
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- A string of pearls is draped across the right side of the slide. The pearls are white and lustrous, set against a white background. In the upper right corner, a portion of a green leaf is visible, adding a natural, organic feel to the design.

# Basic Elements of Change

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- Readiness for change
- Understand the behavior
- Motivation
- Environment that supports change
- Realistic goals and expectations
- Monitor and reward change

# Where to Begin

- Start with a conversation about health
- Use contextual interview to build engagement and understanding
- Ask open-ended questions to learn about challenges and identify focus
- Listen and be curious; use reflective listening and summaries to move it forward; listen for values (key to motivation)
- Try to understand the behavior and build motivation for change
  - Need
  - Triggers
  - Beliefs
  - Environment



# Focusing

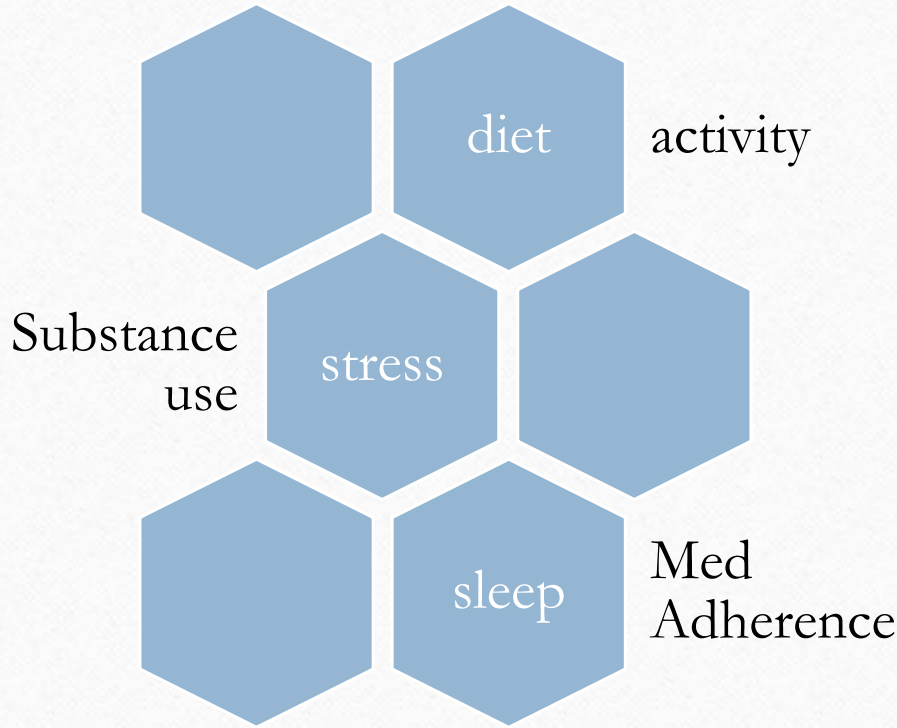
## Agenda Mapping

- ▣ Eliciting the client's agenda
  - What would you like to talk about today?
  - What brings you here today?
  - "Miracle question"
- ▣ Offering a menu
  - Bubble sheet
- ▣ Asking permission to discuss your agenda
  - Would it be all right if we also talked a bit about . . . ?

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# Bubble Chart

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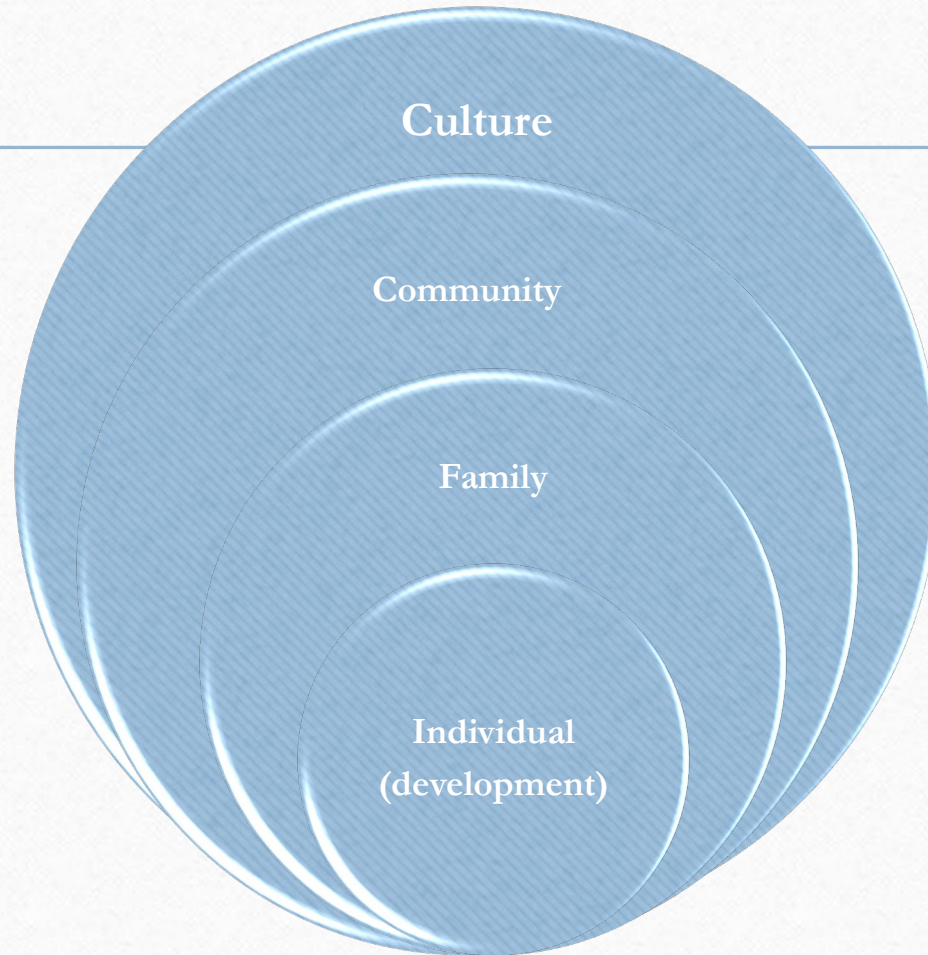


# Understanding the Behavior

- Behavior is habitual
  - *past is the best predictor of the future*
- Behavior is learned
  - Associative learning and conditioned responses
  - Reinforcement and punishment
  - Modeling
- Behavior is goal directed—*what need does it serve?*



# Environment and Context



# CONTEXTUAL INTERVIEW

## **Love-Work-Play**

- Living situation
- Relationship status
- Friends
- Spiritual life
  
- Work
- Finances
  
- Fun – activities/hobbies

## **Health**

- Sleeping habits
- Eating habits
- Exercise
- Substance use
  - Caffeine, tobacco, alcohol, drugs

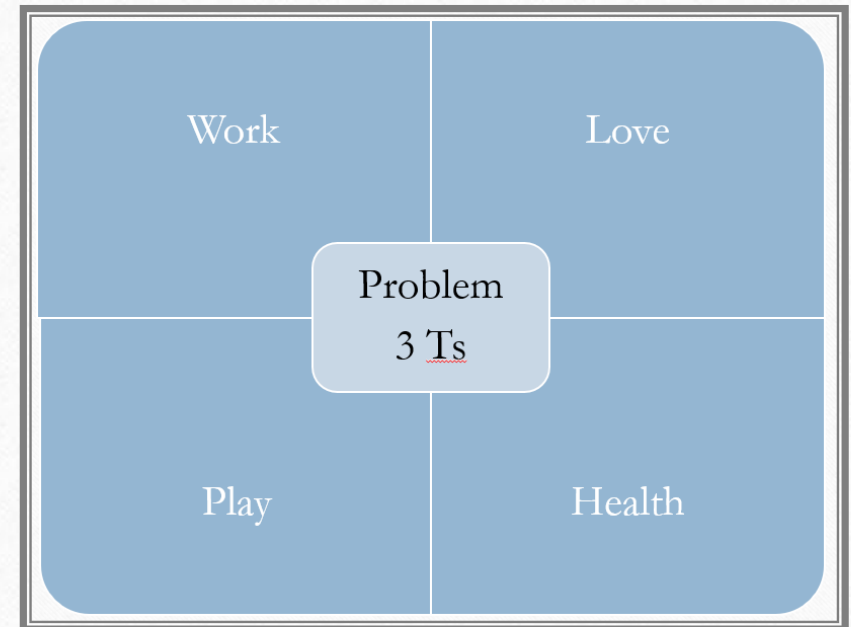
\* Adapt questions if follow up “any changes in”

Beechy, Bauman, Aquilino 2017

# Contextual Approach

## Problem Focus

- Describe the nature, 3Ts and functional impact
- Use Functional Assessment for conceptualization
  - What is the barrier?
  - What is the need?
  - Is the current pattern workable and sustainable?

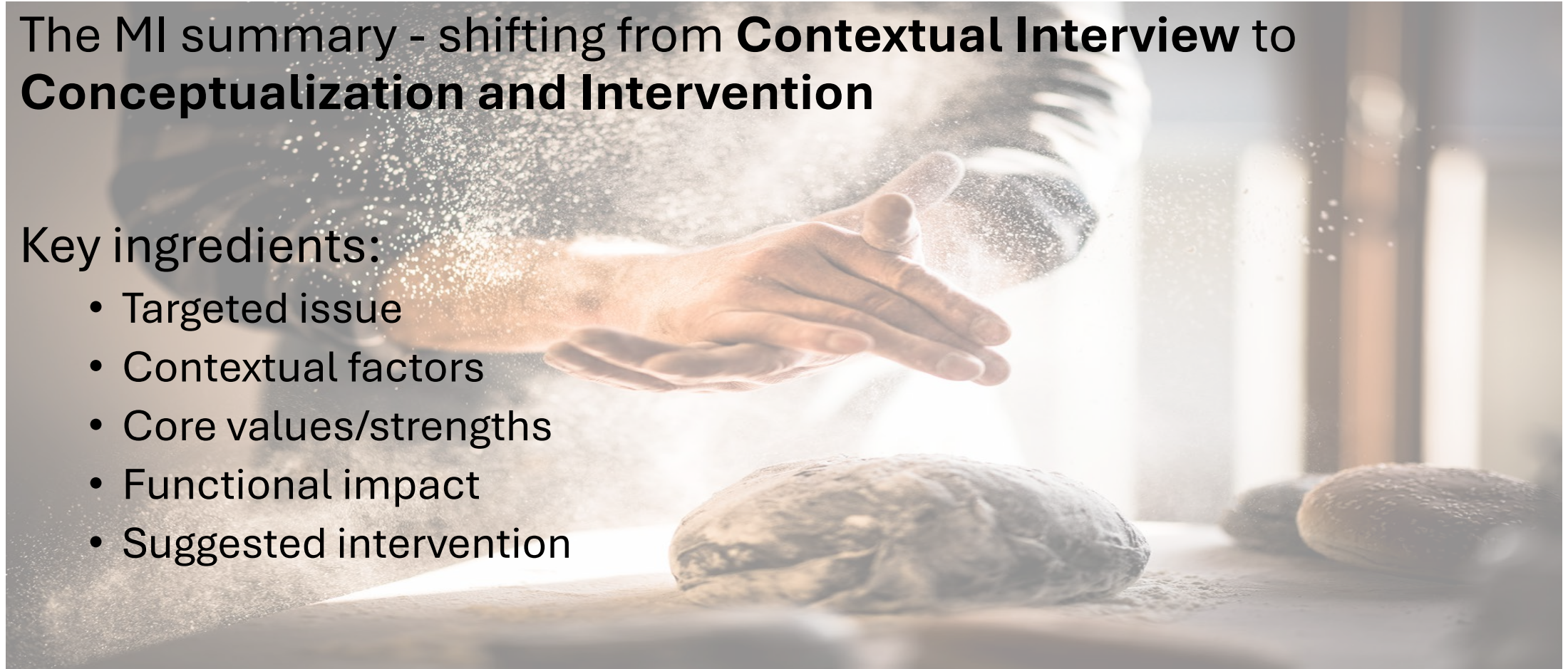


# Putting it All Together

The MI summary - shifting from **Contextual Interview** to **Conceptualization and Intervention**

Key ingredients:

- Targeted issue
- Contextual factors
- Core values/strengths
- Functional impact
- Suggested intervention



# Understanding Behavior Patterns

- **Identifying triggers:**
  - **Associative learning**
  - **Environmental** - *in the car*
  - **Behavioral** - *driving*
  - **Emotional** - *bored*
  - **Cognitive** – *“Eating a snack will help pass the time”*
- **Avoid triggers or find healthy alternatives**



# Behavior Tracking Form

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Date/Time Environment

Thoughts

Feelings

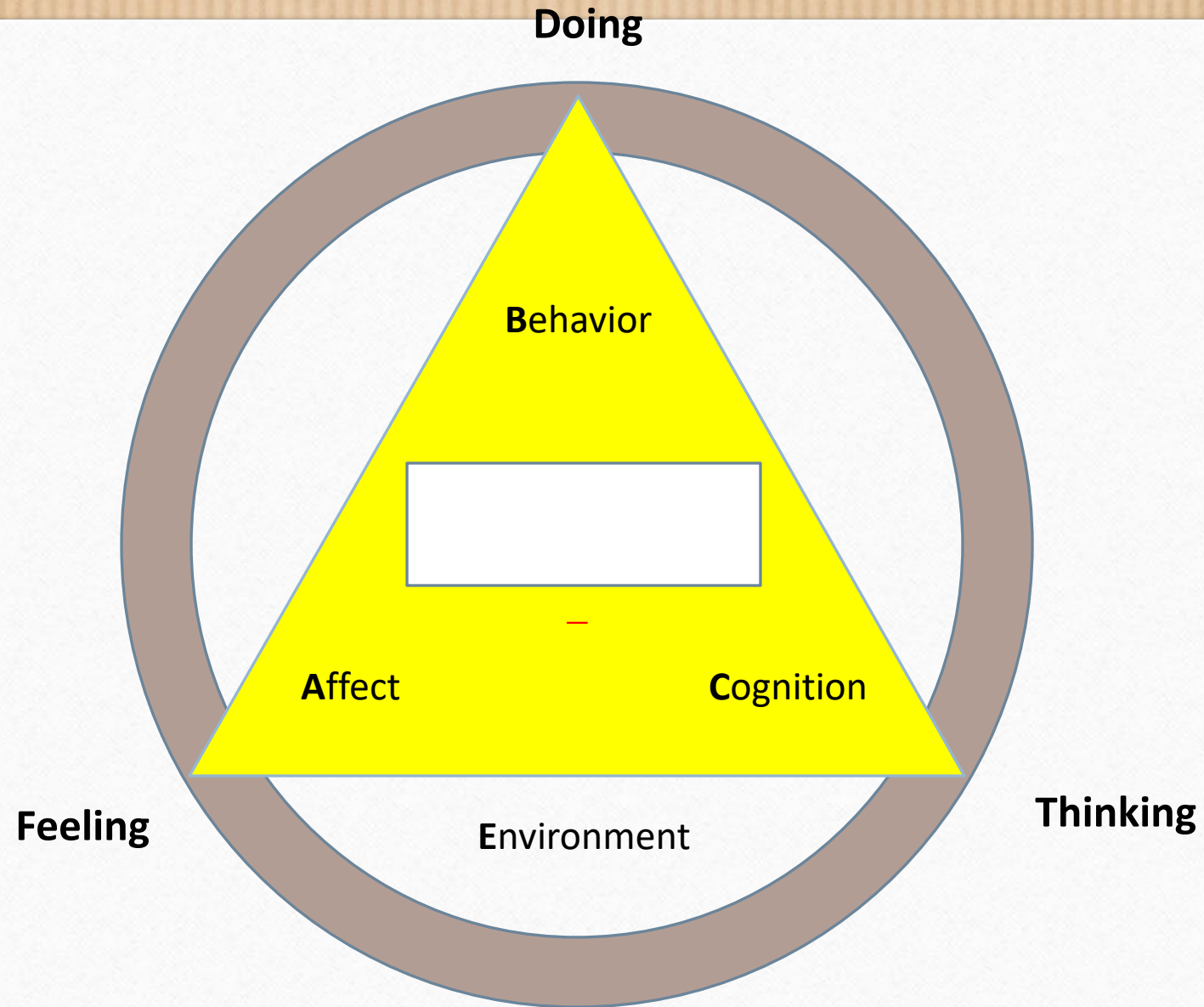
Activity

*EX: Sun 7:00 family room*

*I really need a snack*

*bored*

*sitting on couch & watch TV*



## ABCEs of Behavior – Behavior Pyramid

# Create a Supportive Environment

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- Environmental changes are an under-utilized intervention
- What are the expectations around food, activity, sleep, medications?
- Does the current environment support or sabotage health?
  - Food choices and availability – **make the healthy choice the easy choice**
  - Schedule, priorities, resources – **work with what they have and start where they are**
  - Infuse activity into daily schedule – **NEMOs (non-exercise movement opportunities)**
- What times are most difficult? Problem solve environmental changes

# Making a Plan & Setting Goals

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- **Start small** – one behavior at a time
- **Be realistic** –small, achievable steps
- **Write it down** – clear expectations
- **Make it measurable** – can record it
- **Gain input** - better buy-in
- **Monitor progress** - accountability
- **Associate with Healthy Models** – surround self with people who make healthy choices

# Progress Monitoring Tool

## Behavior Tracking

Name:

Goal:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							

# Tracking Tool

**Screen time (30 minute blocks): Goal 2 hours (120 minutes) or less per day**

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
30							
60							
90							
120							
150							
180							

**Activity (15 minute blocks): Goal 60 minutes a day**

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
15							
30							
45							
60							
75							
90							

# Pacing Activity Tracker

	Activity 1	Activity 2	Activity 3	Activity 4
Activity	Rake leaves			
Active Goal	10 minutes			
Rest Goal	15 minutes			
Day 1	10 / 15 (1)			
Day 2	10 / 15 (2)			
Day 3	10 / 15 (3)			
Day 4	15 / 15 (1)			
Day 5	15 / 15 (2)			
Day 6	15 / 15 (3)			
Day 7	20 / 15 (2)			

# Motivation

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- Internal
  - Come from within (ex: feelings of pride, achievement, conviction, desire for better health)
- External
  - Come from outside of you (ex: money, reward, attention, privileges, points)
- Often start with external and move to internal
  - **Individualize – everyone is different**
  - **Importance of novelty and change**
  - **Immediate, frequent and tangible**

# Case Study – Health Behaviors

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- 42 Caucasian female
- Weight of #224, A1C of 5.9, family history of T2D and CD
- Weight and A1C gradually increasing last 2 years
- Emotional eating, evening snacking with Netflix, fast food daily, sugar sodas
- Sedentary job and lifestyle
- High stress – juggling kids, career and aging parents
  
- Functional assessment
- Developmental/phase of life perspectives
- Ideas for intervention

# Interventions Ideas

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- Psychoeducation on healthy lifestyle and stress
- Functional assessment (ABCs for triggers and sustaining elements – ABCEs)
- Extinction of screen/food association (classical conditioning)
- Self monitoring (food journal, sedentary time log)
- Screen time budget
- Alternative coping strategies
- Reinforcement plan for positive change (\$ not spent on junk for something fun)

# Take Home Points

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- Change is a process – contemplation most common phase, all phases are important and lead to change – use MI to help patients move to the next phase<sup>4</sup>
- Practice and master MI OARS skills and contextual interview
- Many factors impact behavior change, including motivation, commitment, habits and environment – assess and intervene at all levels
- Remember basic interventions: functional assessment, environmental supports, alternative ways to meet needs, reinforcement of new/desired behaviors, social supports & positive modes
- Start small and reward success. Set goals that are *easy to achieve*
- Small changes can have big effects (snowball effect)

# Final Reflections

The background of the slide features a soft-focus photograph of a mountain range at sunset. The sun is a bright, glowing orb in the upper right corner, casting a warm orange and yellow light across the sky and the silhouettes of the mountains. Below the title, a thick, wavy orange line spans the width of the slide.

- What have you learned today?
- What is something new you would like to try with your patients?
- How can you build your skills?
- What is your plan of next steps?

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