

The Challenge of Change: Increasing Student Motivation

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Describe two models currently informing change theory, Stages of Change and Motivational Interviewing

A Puzzling Proposition

Why do students resist change?



Stages of Change

Strategies for Various Stages of Change Process		
Stage of Change	Professional's Role	Process
Precontemplation	Create perception of risk	Feedback
Contemplation	Elicit personal concerns and perceived need for change	Motivational interviewing
Preparation	Negotiate alternatives	Planning
Action	Assist person in changing	Resources Change Plan
Maintenance	Assist person in maintaining changes	Reinforcement

What is Resistance?

- Behavior
- Interpersonal
- A signal of dissonance
- Predictive of (non) change
- Highly responsive to communication style

Motivational interviewing is a person-centered directive method of communication for enhancing intrinsic motivation to change by exploring and resolving *ambivalence*.

"Lack of motivation" is often ambivalence: Both sides are already within the person

If you argue for one side, an ambivalent person is likely to defend the other

As a person defends the status quo, the likelihood of change decreases

Resist the "righting reflex" - to take up the "good" side of the ambivalence

Identify the general motivational principles associated with collaborative relationships

Collaborative: Working in partnership and consultation with the person; negotiating

Autonomy: Honoring the person's autonomy, resourcefulness, ability to choose

Evocative: Listening more than telling; eliciting rather than installing

Discuss 2-3 communication strategies to increase student motivation

Ask OPEN questions - not short-answer, yes/no, or rhetorical questions
AFFIRM the person - comment positively on strengths, effort, intention,
REFLECT what the person says – "active listening"
SUMMARIZE - draw together the person's own perspectives on change

Suggest two concepts/strategies that might be incorporated in their setting to enhance learning

Left Side

Good things about Status Quo

Not so Good things about Change

Right Side

Not so Good

Good things about Change

Assessment

How important is it to you to change this?
0...1...2...3...4...5...6...7...8...9...10
Not at all Extremely

How confident are you that you can change this?
0...1...2...3...4...5...6...7...8...9...10
Not at all Extremely

Reflection of Strengths

Listen for:

Actions that indicate courage, risk taking

Efforts that demonstrate strength, growth

Commitments that show loyalty, dedication

Attitudes that reflect tolerance, acceptance

Thoughts that are creative, positive

Desires that are realistic, healthy

Decisions based on judgment, opportunities

Attributes of being mature, empathic, cooperative

Ask yourself:

How are they making sense of their learning experiences?

What about them is assisting in their coping with ambivalence?

What might they hope/wish different?

*"As I hear myself talk,
I learn what I believe."*

References

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