

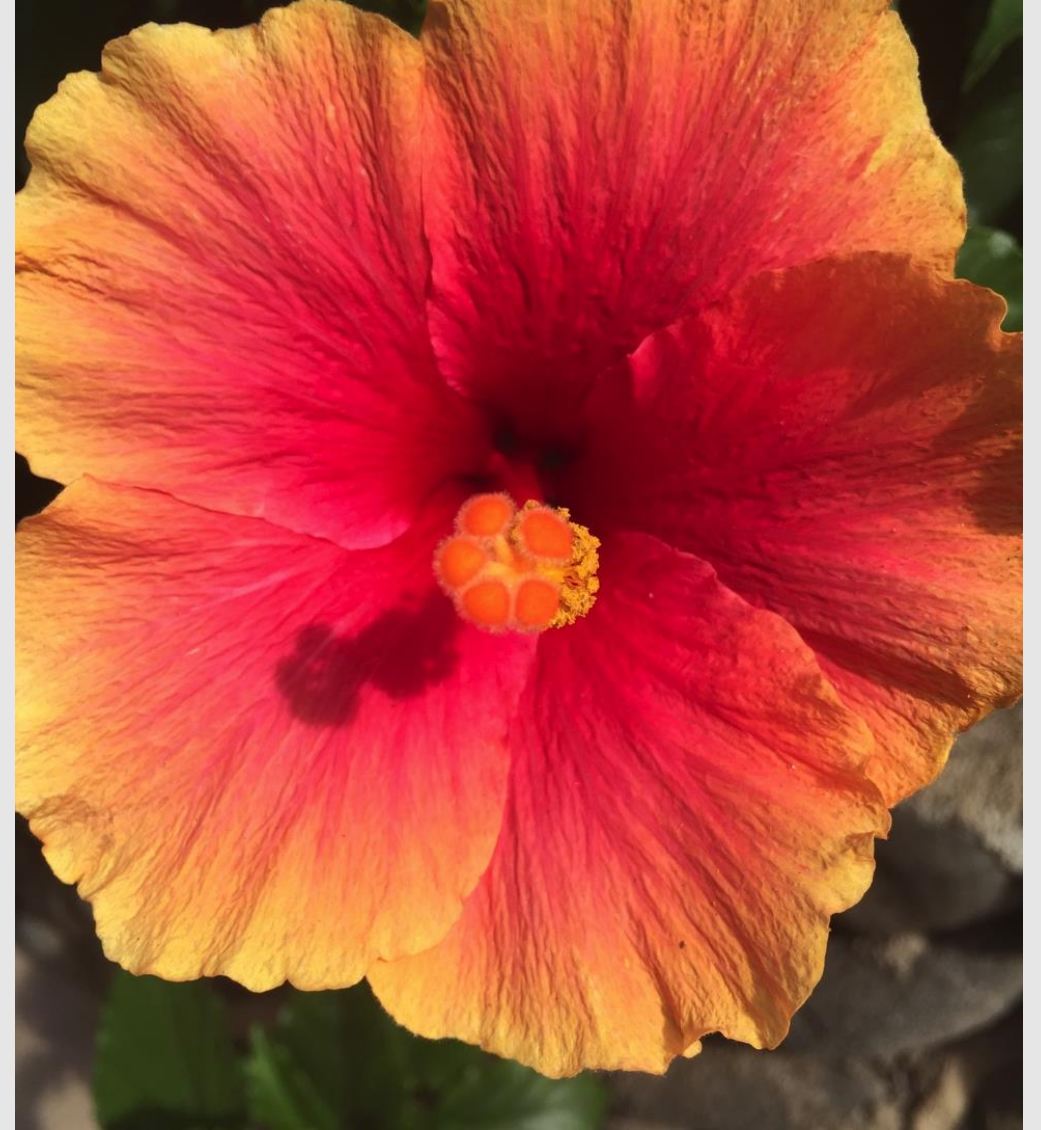
Tooth Wisdom: Get Smart About Your Mouth

Strategies for Engagement Through Motivational Interviewing

Becky Lang, EdD, RDH, MCHES, MINT member

Thank you!

- For being here today
- For being open to learning
- For being **ALL IN**



Participants will learn:

- Key principles of motivational interviewing
- How to ask evoking and engaging questions
- How to affirm what participants know
- How to provide information and advice effectively



Words Matter

Those from our participants

And ours

Behavior Change



A Journey or Destination?

Motivational interviewing (MI)

- A communication/counseling approach in part developed by clinical psychologists William Miller and Stephen Rollnick.
- The concept of MI evolved from experience in the treatment of problem drinkers.
- First described by Miller (1983) in an article published in *Behavioural Psychotherapy*.

Motivational Interviewing

Compassionate Conversation

A style of being with people and an effective way to explore the possibility of change.



Miller & Rollnick, Motivational Interviewing: Facilitating Change, 3rd Edition

Motivational Interviewing

Motivational Interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change.

Miller & Rollnick, *Motivational Interviewing: Facilitating Change*, 3rd Edition



Being Skills

The Spirit/Style of MI

CAPE



Compassion

- Actively promote the other's welfare and needs

Acceptance/Autonomy

- Profound acceptance of what the individual brings

Partnership

- Active collaboration between “experts”

Evocation

- Ideas come from the individual

“The biggest communication problem is we do not listen to understand. We listen to reply.”

- Zig Ziglar

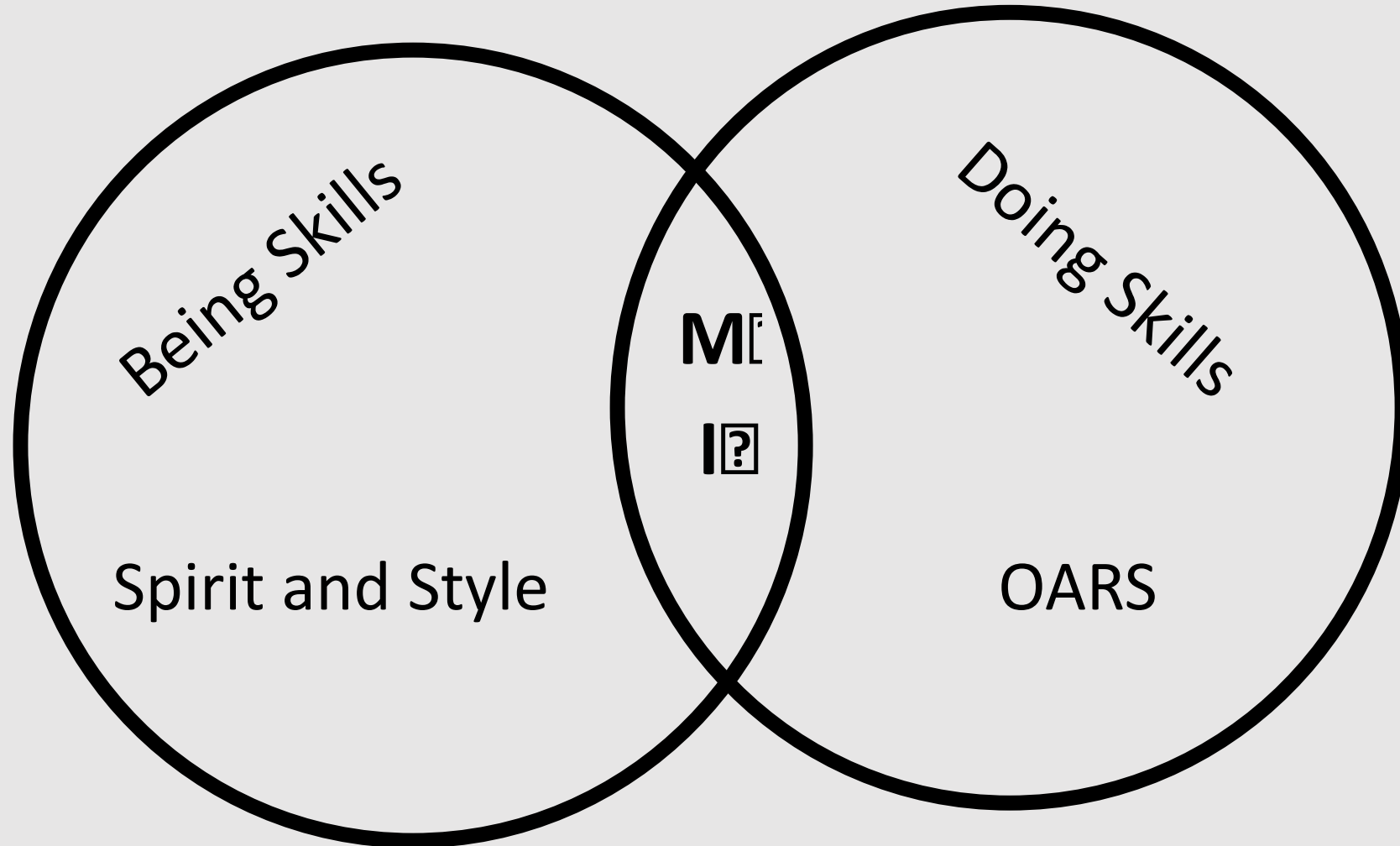
MI Metaphor

Wrestling vs. Dancing



The Core Skills of Motivational Interviewing (MI)

Source: Jody Hereford, BSN, MS, MINT Member



The Doing Skills

MI Core Skills: OARS

- **O**pen Ended Questions
- **A**ffirmations
- **R**eflective Listening
- **S**ummaries



Improving Communication in Health Care - OARS	Approach	Results
Open Ended Questions	Ask mostly open-ended rather than closed ended and fact finding questions	What Tell me Describe How

Closed Ended Questions

Do you have any questions?

Do you floss?

Are you smoking?

Did you try that new interdental aid?

Do you think you can do/try that?

Open Ended Questions

What is working well for you?

What are you finding helpful to clean between your teeth?

On your history, you checked that you smoke, tell me about that.

What worked for you when you used the new interdental aid?

What will work for you?

What is your plan as you leave today?

If there was one thing you could do to improve your health, what do you think that would be?

Open Questions to Engage Participants

(Asked with curiosity and without judgment)

- What are you doing at home to keep your teeth and gums healthy?
- What is one thing you want to make sure we look at or discuss today?
- Tell me what you know about the connection between smoking and oral health?
- As you leave here today, what is one thing you will begin doing?

Affirmations

Affirm

- Attempts
- Achievements
- Accomplishments
- Awards
- Past successes



Affirming

Strong reflections focus on the word, **You**.

“Thanks for being here today.”

“You care about your health, you are here.”

“You are working on making healthy choices.”

“You found a way to fit brushing your teeth in the middle of the day.”

Affirming

- Affirming is not praise.
- Avoid affirmations that begin with the word “I”, as it focuses more on provider than patient.

“I am proud of you.”

Has parental overtones.

Explore - Offer – Explore

Ask - Offer - Ask

- **Find out what the individual knows**, wants to know, is interested in knowing. *“What do you already know about gum disease?”* (**Affirm what they already know**)
- **Ask Permission.** *“I have some thoughts can I share them with you?”*
- **Provide brief information.** *“What we have learned is...”*
- **Find out how** that information could be helpful to them. *“What are your thoughts after hearing this?”*

Step Three – Ask/Explore

Step three – Ask/Explore: Ask for the patient's thoughts about the information you have provided.

Examples:

- *What do you make of that?*
- *What thoughts do you have about that?*
- *I wonder what of that makes sense to you?*
- *So where does that leave you?*
- *How might that fit in with what you've been thinking about?*
- *How do you see that applying to your situation?*

Less Effective Dental Practice Addressing Tobacco Use Video #1

Listen for:

Being Skills: Style & Spirit

CAPE

Doing Skills

OARS

Less Effective

- <https://www.youtube.com/watch?v=SytVckoox4U>
- Less effective engagement with patient who smokes.

What did you Notice?

Video #1 – Less Effective Approach

Being Skills: Style and Spirit

- Less of partnership, more of expert
- Wrestling more than Dancing
- Clinician doing most of talking

What did you Notice?

Video #1 – Less Effective Approach

Doing Skills: OARS

- More closed: Can I write you a prescription....
- Tried to correct:
 - “But Dave, it is not a waste. It takes 7 times...”
 - “Oh no, the smoking will cause you more...”
- Gave information without asking permission
- I think that is the thing to consider
- Thanks for listening

More Effective

- [More Effective with patient that smokes](#)
- <https://www.youtube.com/watch?v=rFLrDvUexC8>

What did you Notice?

Video #2 – More Effective Approach

Being Skills: Style and Spirit

- Listening
- Patient talked more
- More of a partnership
- More Dancing than Wrestling
- Honored autonomy.
“It is your choice”

What did you Notice?

Video #2 – More Effective Approach

Doing Skills: OARS

- More open ended questions.
 - “Any thoughts on considering quitting smoking at this time?”
 - “What’s been your history with smoking?”
- Reflected sustain talk rather than disagree “If it was as easy as we say...”
- “I appreciate you being willing to just talk about it.”
- Asked permission to discuss smoking at next visit

Changing, “What’s the matter with you?”
to
“What matters to you?”

Complete the Sentence

- I learned...
- I re-learned...
- I was surprised...
- I appreciated...
- Now, I know that...
- I can't wait to try...

Contact Information

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Motivational Interviewing Network of Trainers

- International organization of trainers in motivational interviewing.
- The trainers come from diverse backgrounds (criminal justice, substance abuse, education, health care, medical/dental schools) and apply MI in a variety of settings.
- Central interest is to improve the quality and effectiveness of consultations with patient/clients about behavior change.
- Started in 1997 by a small group of trainers trained by William R. Miller and Stephen Rollnick.
- MINT organization has grown to represent 35 countries and more than 20 different languages.

References

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- www.motivationalinterviewing.org
- Jody Hereford, BSN, MS, MINT Member. www.jodyhereford.com