

The Role of motivational Interviewing to engage adolescents and young adults with diabetes

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Only a little jab?



A life in the day of an individual with diabetes

Breakfast

1. Blood glucose
2. Think –
 - a. carb count
 - b. correction
3. Inject/bolus
4. Eat

Walk to school
(think)

Morning break

1. Blood glucose
2. Think
 - a. correction
3. Exercise
4. Eat?

33 minimum adherence points

Dinner

Blood glucose

Think –

- a. carb count
- b. correction

Inject/bolus

Eat

Home & bed

Blood glucose

Correction or free

Long acting injection

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Extra BG monitoring
Temporary basal rates

WE want people to.....

- Be conscious of what and how much eat and drink
- Check blood throughout the day
- Plan activity/exercise into routine
- Take insulin and other medications as prescribed
- Manage stress

It's easy to do what you need to - right?

IF you have a BMI between 20 – 25

- stay standing

IF you eat 3 meals a day

- stay standing

IF you eat 5 Fruit and Vegetables

- stay standing

IF you exercise 75/150 minutes per week plus muscle strengthening twice a week (UK recommendation)

- stay standing

Know or Adhere to recommended alcohol units!

People make choices

Do blood tests but not self inject

Go for a walk but not exercise

See a psychologist but not take anti-depressants

Use condoms but not change other behaviours

Just think about change but not implement it

SOwhy don't you

Do we **know what** we need to do?

Do we **know why** we need to do it?

Do we **know how** to do it?

Do we have a reason **to do it**?

Do we have a reason **not to**?

Who does it matter to the most?

We all have **our own** reasons.....

We are always in two minds



*'Half is the polite girl
who obeys the
rules and listens to orders.
Half is the rebellious
teenager full of
uncontrollable hormones
and an urge to scream!'*

Motivational interviewing - a possible solution?

Focuses on perspective
of the individual

Directs client to resolve
ambivalence

Way to **communicate**
skilfully not a bag of
tricks

Elicits intrinsic
motivation

Doesn't impose
unwanted change

Natural fit with
other Client centred
approaches

Is **respectful and**
engaging

Appeals to people

What would make today's conversation helpful?

Setting a focus
increases
motivation

Invites individual

- To be expert

Increases

- Motivation

Invites

- Co-operation

Share Grammar

Reflect and
Summarise

Avoid arguing



Letting go of who knows best?

Whose idea is it you should change?

Why is it a problem for them/you?

What do you think should happen?

What are your ideas about what is happening

What would it be like if you did it?

How would it be different to how things are at the moment?

Addressing ambivalence

Are there things you don't like about

What worries you about

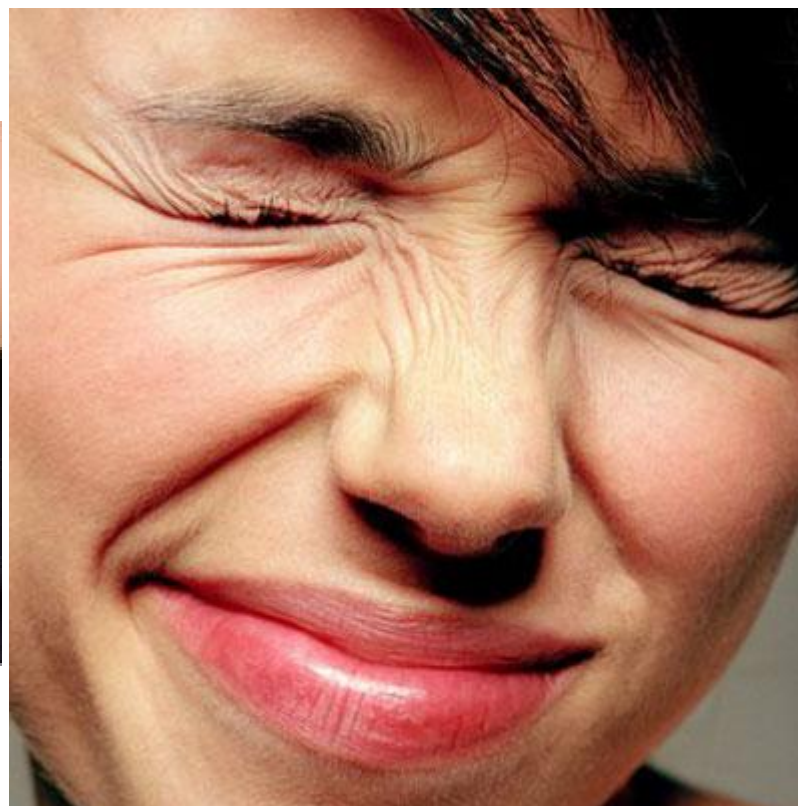
What is the worst /best thing about.....

What would your life be like if things were/weren't different

What is the effect of on your life

Is that OK

People know how to.....
But don't want to.....



The solution is ... to help them want to want to?

Reasons to

Reasons not to



Are you Ready, Willing and Able?

How **Important** is it that you change?

How **Confident** are you that you could succeed?

How much is change a **Priority** for you?



1 2 3 4 5 6 7 8 9 10

Make the intervention fit the patient not the patient fit the intervention?

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Low Confidence Low Importance Low/High Priority	High Confidence Low importance Low/High Priority	
Low Confidence High Importance Low/High Priority	High Confidence High Importance Low Priority	High Confidence High Importance High Priority

Building Importance and confidence

Importance

- Why should I?
- I want to but.....
- What's in it for me?

How important is it for you right now to?

On a scale of 1 – 10?

What would have to happen for you to move one step closer to 10?

How can I help you to get from x to?

Confidence

- Will I be able to?
- What skills do I need?
- Will I be able to cope?

Optimism

Intention to Change

Advantages of Change

Disadvantages of Status Quo

Roll with resistance

Working in a motivational frame

Praise

- specific efforts

Plan

- reinforcements

Link

- behaviour with good health outcomes

Match

- expectations and behaviours

Hang in there – it can take some time

**And if they don't WANT to want
to want to ???**

Create space and opportunity with OPEN questions

Tell me about the times you were able to...

What did you do differently....

When did you find you were able to

How did you.....

What made it possible to

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~~Yes or No~~

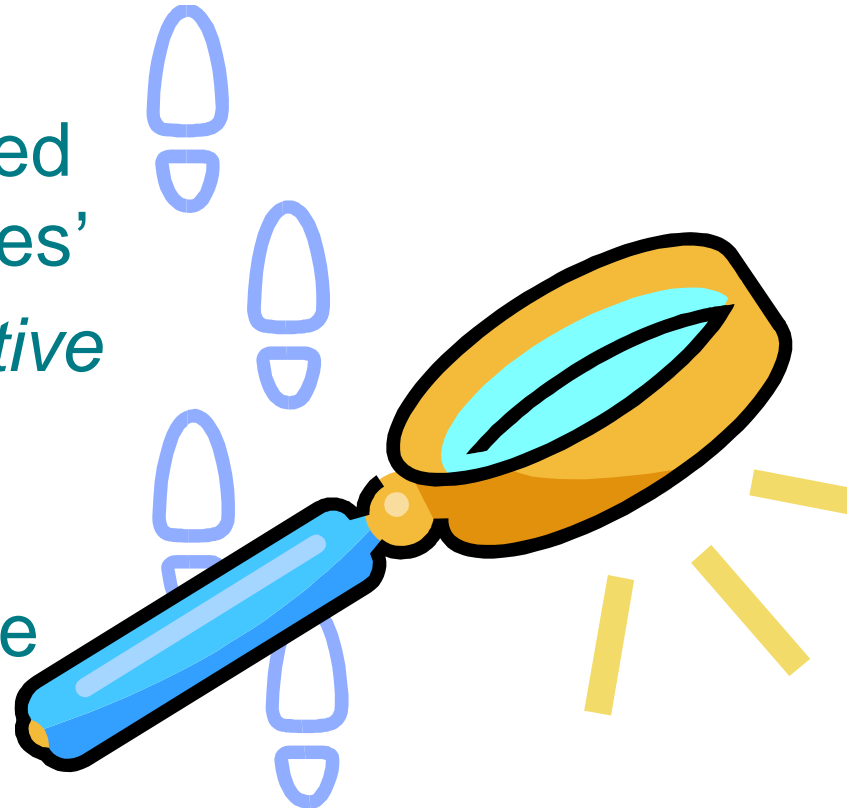
Affirming - looking for positive steps

‘It sounds like you have tried hard to make some changes’

‘Do you see these as positive developments?’

‘I am impressed with how many ideas you have come up with today’

‘I’m really pleased that you have stopped things from getting worse’



‘You cannot truly listen to anyone and do anything else at the same time’

Reflections

Every 3 – 4 questions

Repeat to show you heard
‘So right now things are ..’

Repeat and emphasise
potential ambivalence

Respond with non-
resistance

Acknowledge dilemma and
right to choose

Be Sincere

Summarising

At the end

Can I just run through the
things we’ve talked about....

Is there anything I missed
that we need to think about the
next time we meet

Can I check how today went ?

The greatest motivational
act one person can do
for another is to listen

in order to hear what people have done
to develop confidence in their own
capacities

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Thank You for listening