Motivational Interviewing

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Learning Objectives

By the end of the training, participants will be able to…

- Understand the spirit and process of motivational interviewing.

- Increase client-staff rapport and increase the client's readiness to change.

- Demonstrate, in direct practice, resistance-lowering techniques that will improve the engagement of reluctant clients.

- Identify activities that will continue the skill development of MI.

Introductions

- Name, work-unit, type of caseload, tenure

- What have you heard about Motivational Interviewing?

- "If I accomplish only one thing during this seminar, it would be _____"

- "One thing that I don't think anyone in this room knows about me is_____"
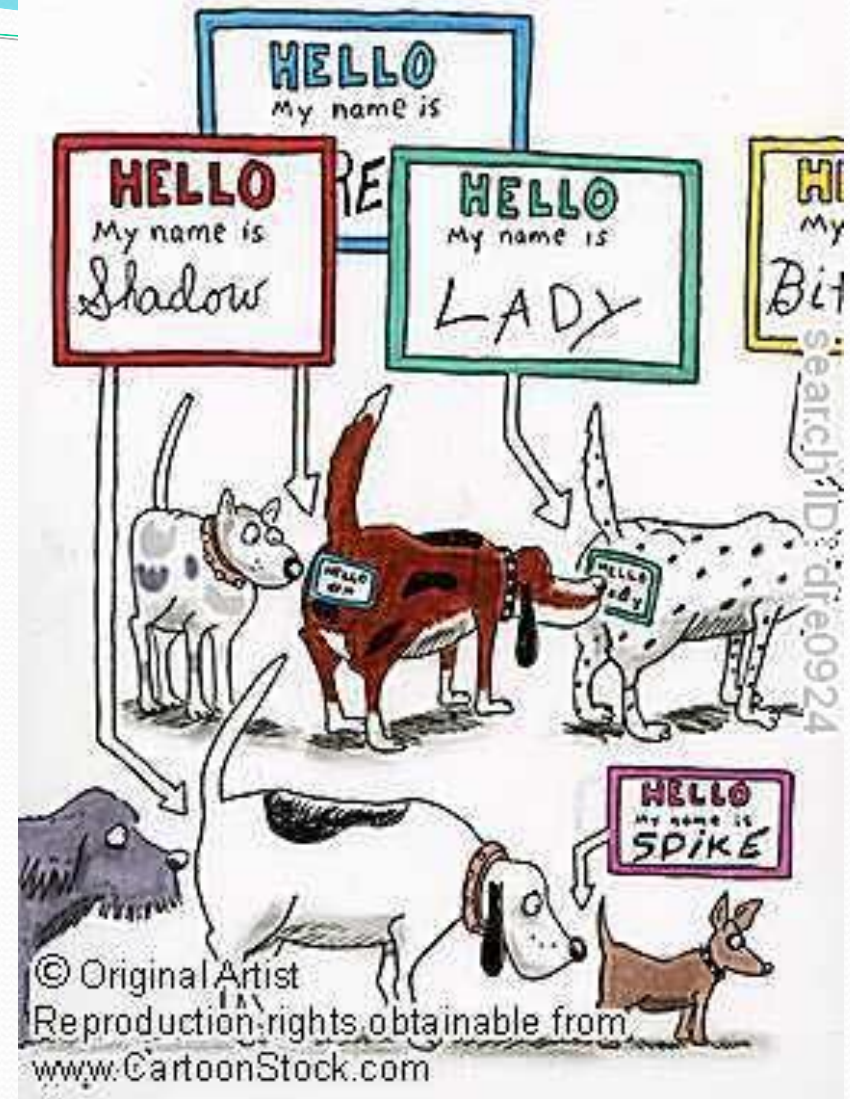
I invite you to…

- Be yourself

- Honor your own thoughts, feelings and behaviors and those of others

- Be willing to ask questions

- Consider the notion that

  - we are all learners

  - we are all teachers

- Explore the nature of change in a new way

Index Cards

- Write down two changes you are thinking about making, but haven't decided yet
  - For example, "I want to go back to school but am not sure I have the energy."

- On a second card, write down three client statements that are each 2 – 3 sentences long.

- "Card me"

Righting Reflex

- The desire to fix what seems wrong with people and to set them on a better course, relying mostly on directing.

- When a helper uses a directing style and argues for change with a person who is ambivalent, it naturally brings out the person's opposite arguments.

- Helping motives (giving back, alleviate suffering) can lead to the overuse of a directing style.

Definition:
Motivational Interviewing

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

Motivational Interviewing, third edition, 2013

What is Motivational Interviewing?

- Overall style is one of guiding – and sometimes elements of directing and following styles.

- Ambivalence is a normal part of preparing for change and a place where a person can remain stuck.

- A directing style and arguments for change naturally brings out the person's opposite arguments if they were ambivalent.

- People are more likely to be persuaded by what they hear themselves say.

What is Motivational Interviewing Not?

- It is not being really nice to people
- It is not identical to Carl Roger's client-centered counseling approach which is described as "non-directive."
- It is not a technique or easily learned gimmick to tuck away in your toolbox.
- It is not the solution to all problems.
- It is not the transtheoretical model of change (stages of change).
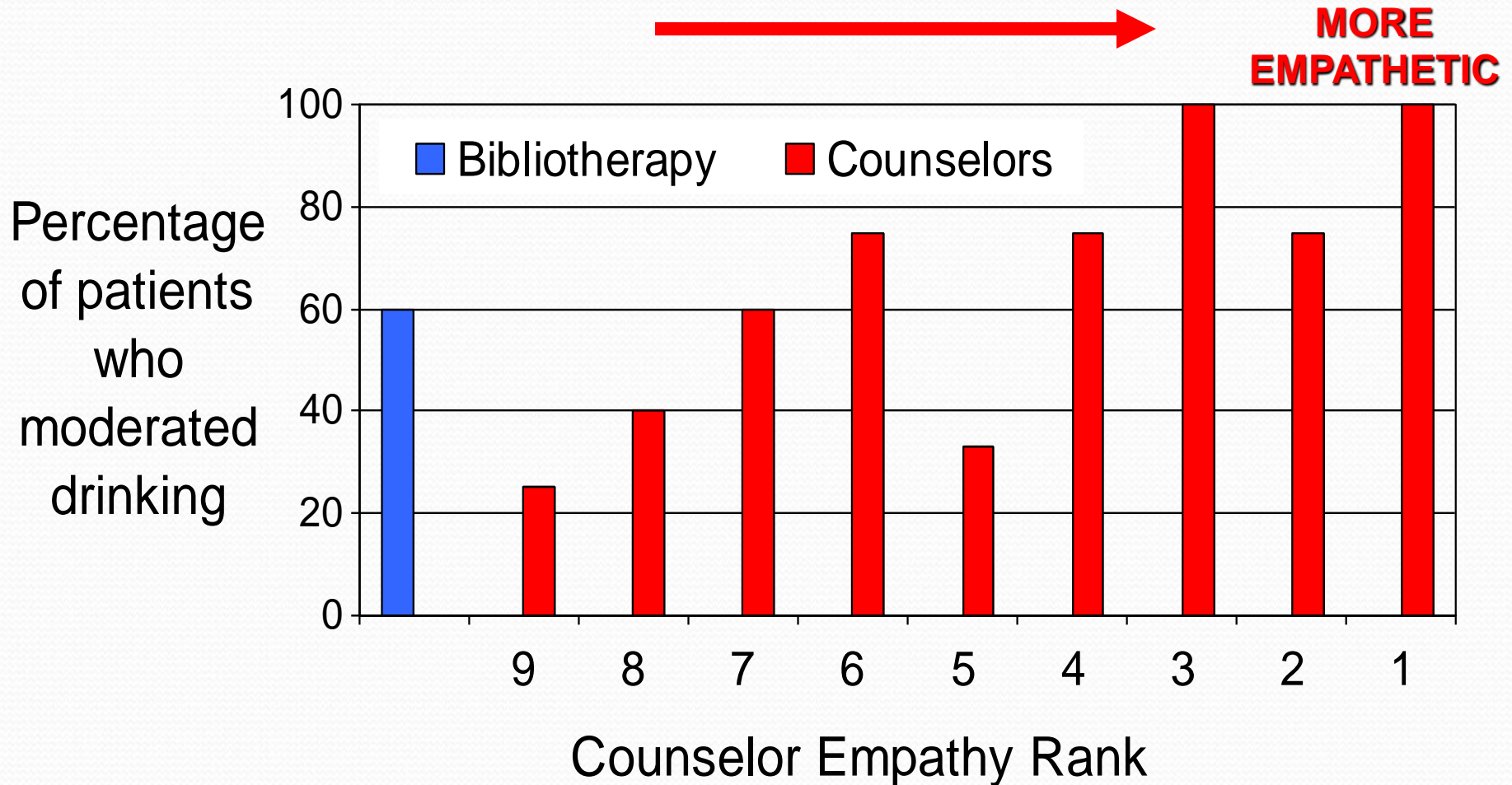- It is not a way of manipulating people.

Research of Motivational Interviewing

- Growing in leaps and bounds
- Over 600 published studies
- Started as application in substance abuse and now has spread to medical, criminal justice, schools, outreach, adherence of medication, safe sex practices
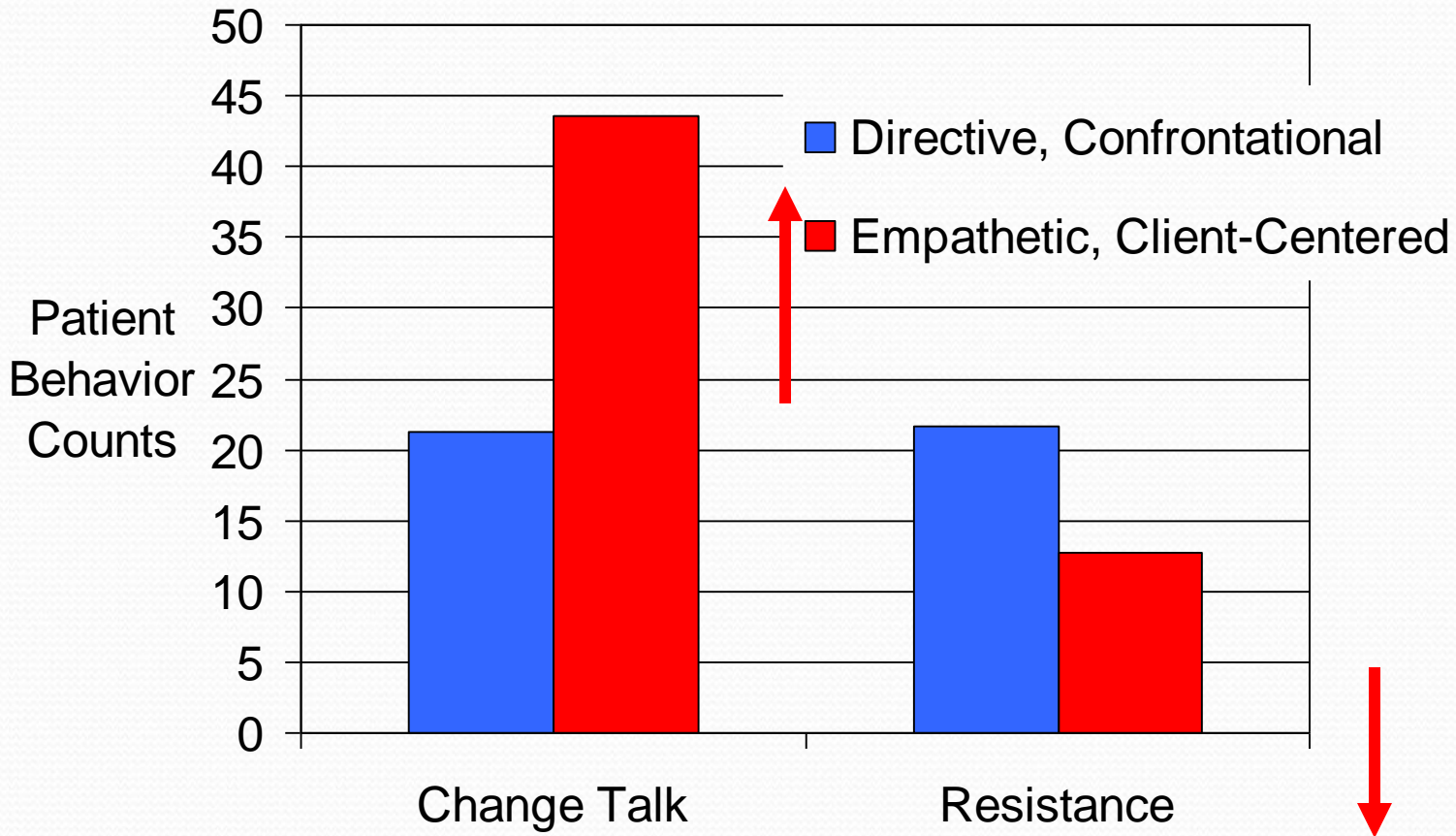
Counselor Empathy and Outcomes

Counseling Style and Client Response

Miller, Benefield & Tonigan, 1993,
Journal of Consulting and Clinical Psychology, *61*: 455-461

MI Spirit

➢ Partnerships

➢ Acceptance

➢ Compassion

➢ Evocation

MI Spirit

Partnerships

- MI is done "for" and "with," not "to" or "on" a person

- People are the undisputed experts on their own lives

  - MI is like dancing rather than wrestling

  - MI is not tricking people into changing; it is activating their own motivation and resources for change

- Support and explore the possibility of change without imposing one's own needs or agenda.

MI Spirit

Acceptance

- **Absolute Worth** – non possessive ; unconditional positive regard.

- **Accurate Empathy** – active interest in and effort to understand another's internal perspective.

- **Autonomy Support** – ability to choose; basic freedom.

- **Affirmation** – seek out and affirm the person's strengths and efforts.

MI Spirit

Compassion

- **To actively promote the other's welfare, to give priority to the other's needs.**

- **It is the deliberate commitment to pursue the welfare and best interests of the other.**

MI Spirit

Evocation

- **MI starts from a strengths-focused foundation.**
- **The assumption is that people have good wisdom about themselves and reasons for what they have been doing.**
- **Early MI research found that once people resolved their ambivalence, they often went on to change without additional professional help.**

Video Briefing

- Compare two P.O.s interviewing the same client.

- Both P.O.s say their goal in supervising offenders is public protection.

- Both have a goal of getting offenders to change their criminal behavior.

- List the behaviors of each P.O. that would be ineffective in motivating you and those that would motivate you to change.
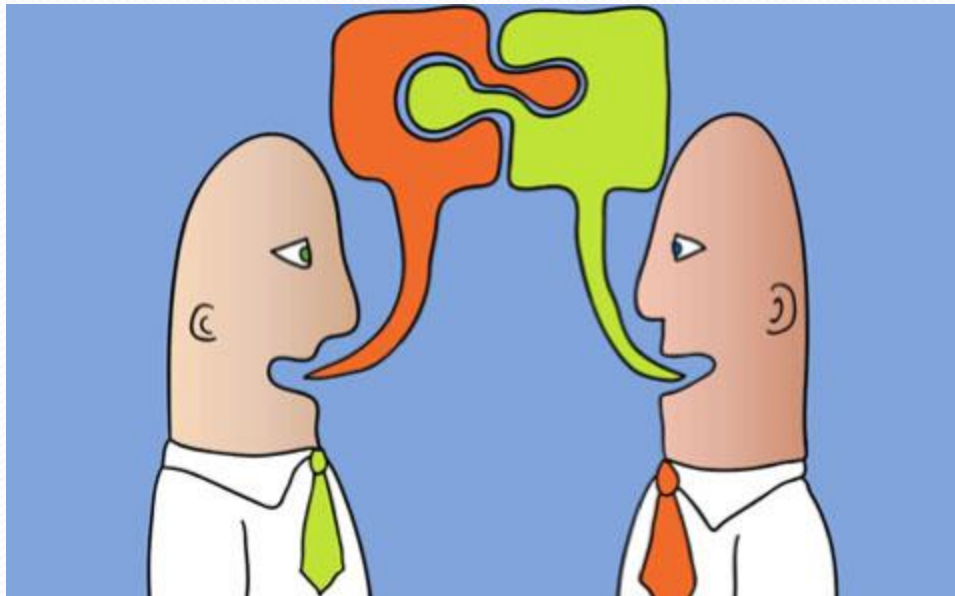
Four Processes of Motivational Interviewing
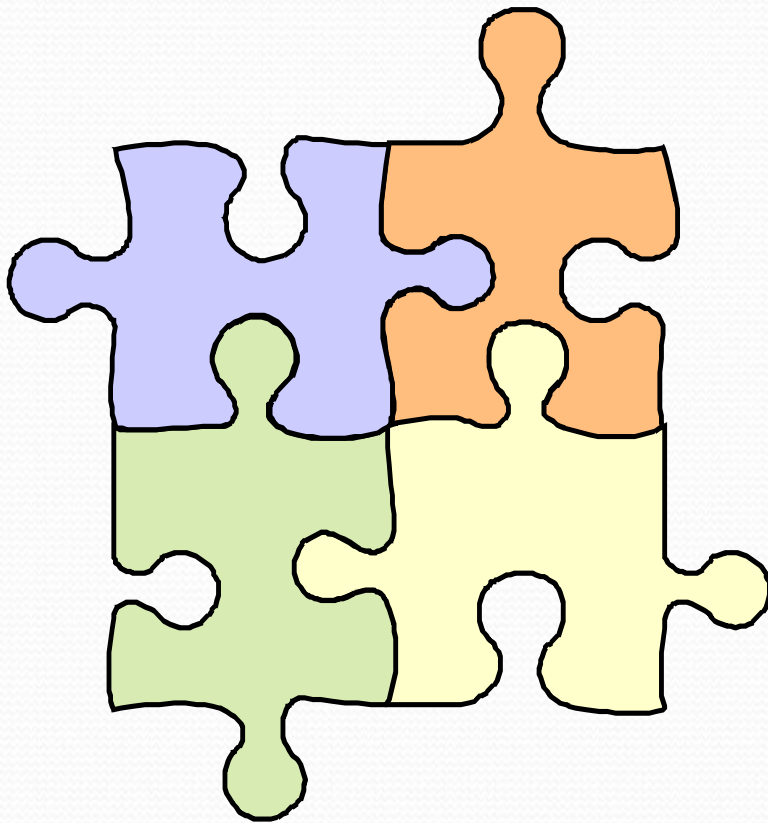
- Engaging

- Focusing

- Evoking

- Planning

Engaging

This is the process of establishing a mutually trusting and respectful helping relationship.
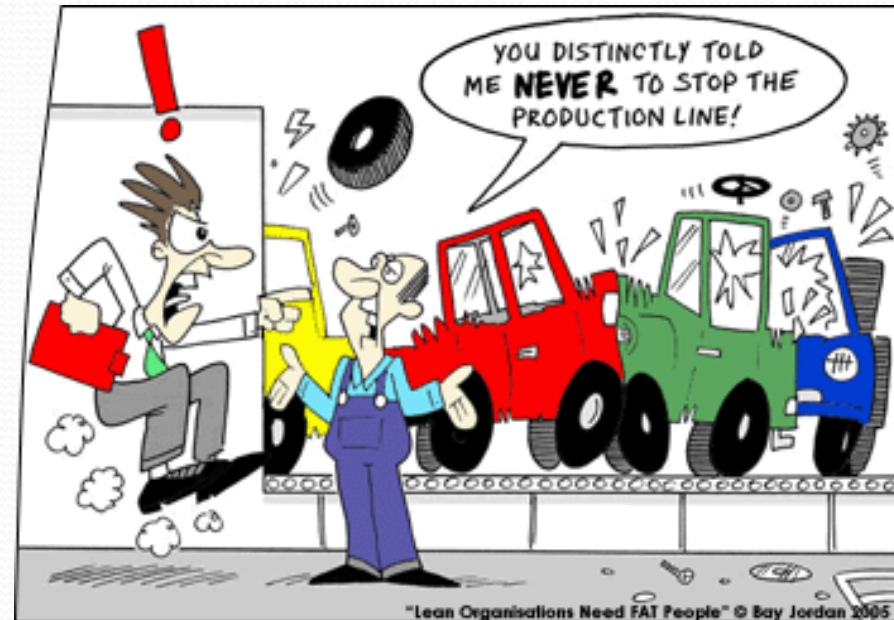
Traps That Promote Disengagement

- The Assessment Trap
- The Expert Trap
- The Premature Focus Trap
- The Labeling Trap
- The Blaming Trap
- The Chat Trap

Factors That Influence Engagement and Disengagement

- Desires or goals
- Importance
- Positivity
- Expectations
- Hope

Open-Ended Questions

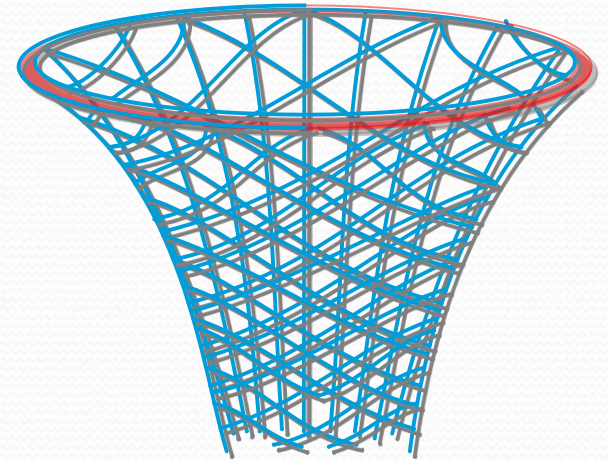Affirmations

Reflections

Summaries

MICRO-SKILLS(OARS)

- **Open** Ended Questions

- **Affirm** The Person

- **Reflect** What the Person Says

- **Summarize** Perspectives on Change

Open-ended Questions

- Invite discussion and elaboration; do NOT invite brief answers
- Stems
  - "What would you like to discuss?"
  - "How do you feel about coming here?"
  - "You mentioned ___. What concerns you about that?"
  - "What was that like for you when…?"
  - "Why do you think that happened?"
  - "What are your views about that?"
  - "Tell me more about _____"

Affirmations

- Definition: appreciation, understanding, support
- Affirm *effort, achievement, behavior*
- Examples
  - "This is hard work you're doing."
  - "It takes courage to face such difficult problems."
  - "Coping with that takes a lot of resourcefulness."
  - "It must have taken a lot of courage to come in today knowing you had to take a drug screen."

Affirmations

Client states:

"This is a waste of my time. I keep coming to these places and no one ever helps me. Just tell me what I have to do?"

What can you affirm?

Thomas Gordon's

12 Roadblocks to Listening

1) **Ordering, directing**
2) **Warning, threatening**
3) **Giving advice, making suggestions, providing solutions**
4) **Persuading with logic, arguing, lecturing**
5) **Moralizing, preaching**
6) **Judging, criticizing, blaming**
7) **Agreeing, approving, praising**
8) **Shaming, ridiculing, name-calling**
9) **Interpreting, analyzing**

10) **Reasoning, sympathizing**
11) **Questioning, probing**
12) **Withdrawing, distracting, humoring, changing the subject**

Reflective Listening

The learnable skill of reflective listening, "accurate empathy," is fundamental in all four processes of MI

Reflections

- Way of showing interest in what the person has to say and respect for his or her wisdom
- A statement that makes a guess as to what the person means
- Non-threatening
- Deepens the conversation
- Helps the client understand him/herself

Reflections

- The goal in MI is to create forward momentum and to then harness that momentum to create change. Reflective listening keeps that momentum moving forward.

- The recommended ratio is three reflections for every question asked.

- Questions tend to cause a shift in momentum and can stop it entirely.

- There are times you will want to create a shift or stop momentum, most times you will want to keep it flowing.

Reflections

- Listen carefully to your clients.
- They will tell you what has worked and what hasn't. What moved them forward and shifted them backward.
- Reflections can be a guess about what the client is communicating.
- Reflections are statements not questions.

…but how do we know we have understood?

Reflections

- Simple Reflection

- Amplified Reflection

- Double-Sided Reflection

Simple Reflections

- *Repeat/restate* using some or all of the same words
- *Rephrase* using similar words, but in a slightly different way
- *Paraphrase* capturing meaning and feelings, perhaps adding something implied but not stated

SIMPLE REFLECTION – REPEAT/RESTATE

Statement: I'm not talking to you

Response: You're not going to talk to me

SIMPLE REFLECTION – REPHRASE

Statement: I'm not talking to you

Response: You're don't want to talk today

SIMPLE REFLECTION – PARAPHRASE
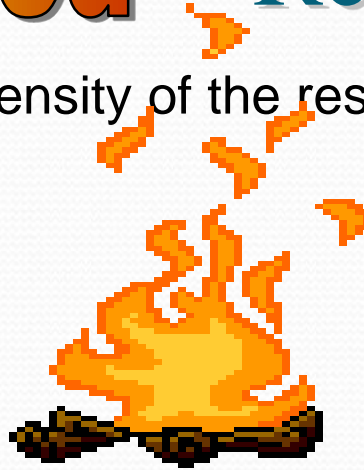
Statement: I'm not talking to you

Response: You don't trust me
OR
You're really mad about being here

Amplified Reflection

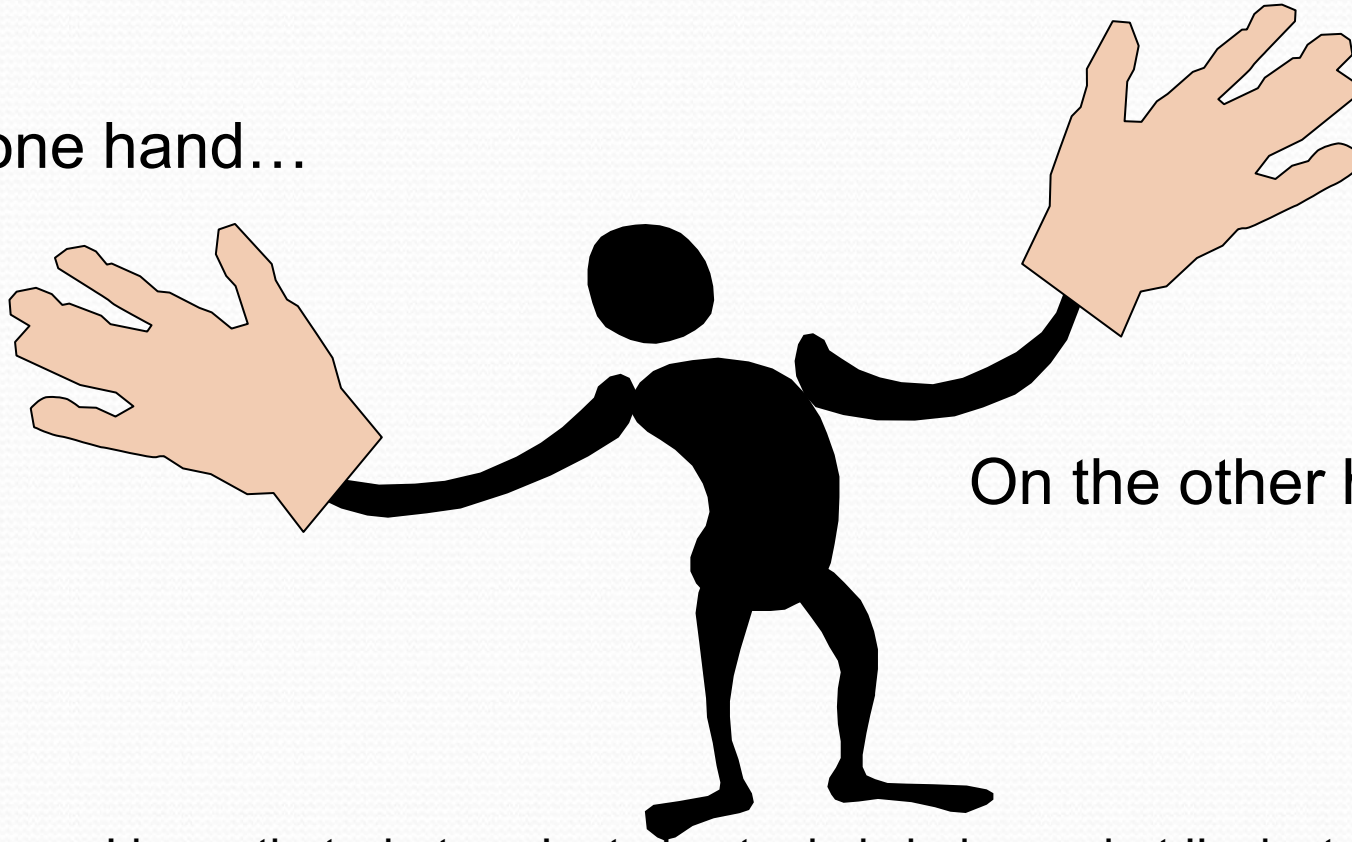Increasing the intensity of the resistant element

Statement: I can take care of myself. I don't need my parents always checking up on me.

Response: So you might be better off, really, without parents.

Double-Sided Reflections

On the one hand…

On the other hand…

Response: I know that what you're trying to do is help me, but I'm just not going to do that!

Response: On the one hand, you know that there are some real problems here I'm trying to help you with, and, on the other, what I suggested is just not acceptable.

Summary

- **Set up statement**: "Let me see if I have this right…"

- **Reflection, reflection, reflection**

- **Open question**: "So where does that leave us? What else would you like to add?" or "Now, tell me about …." (to re-direct)

Summaries can…

- Give the message that the client is being heard

- Allow the client to add important information

- Shift the direction of the interview

Sustained Reflection Exercise

- Feedback Discussion
- Watch for judging, criticizing or blaming
- Be aware of intonation
- Be aware of your own values coming into play



"Time's up. I'm through listening."

Sustained Reflection Exercise

- Feedback Discussion

- Triads: Interviewer, Client, coach

- Client: "One change I'm thinking about"

- Interviewer attempts to do at least
  5 reflections in a row

- Coach: Assist interviewer
 *IF* invited to do so

- Feedback and Rotate

Exploring Goals and Values

- Appreciating another's internal frame of reference is to understand his or her core goals and values.

- To live with integrity is to behave in a way that is consistent with one's core values.

- Discrepancy between current behavior and a core value can be a powerful motivator for change when explored in a safe and supportive environment.

My Life   My Values
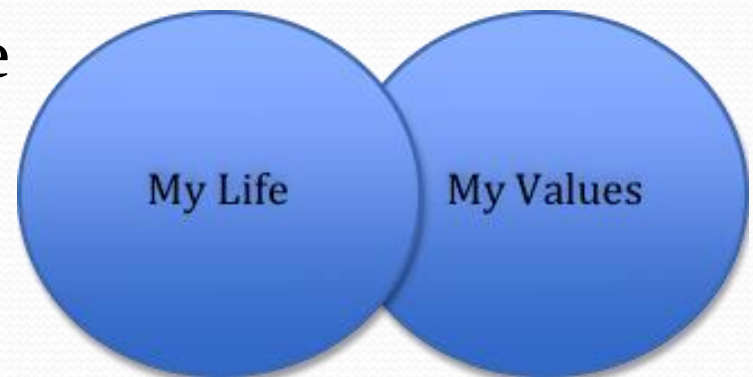
Exploring Goals and Values

- Ask how the problem behavior fits in with the person's goals or values. Does it help realize a goal or value, interfere with it, or is it irrelevant?

- Ask what the person's guiding values are. What do they want in life? Using a values card sort can be helpful here.
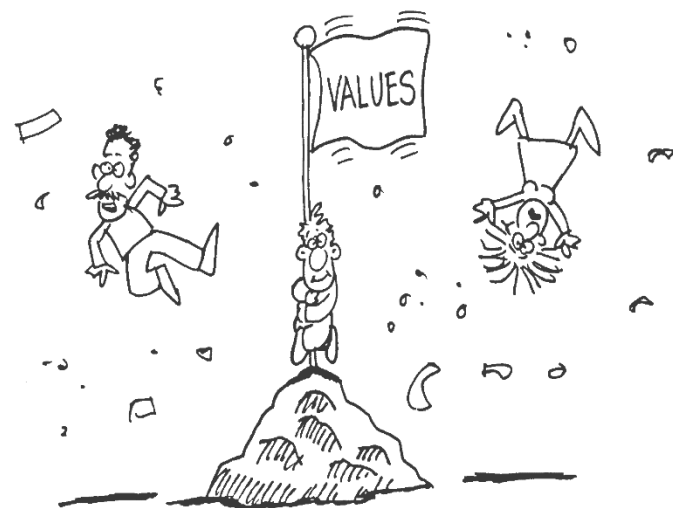
Focusing

This is the process by which you develop and maintain a specific direction in the conversation about change.

Focusing

Focus can arise from

- Client
- Context
- Clinician

- Counseling Styles
  - Directing
  - Guiding
  - Following

Focusing

- Clear Direction
- Choices in Direction
  - Agenda Mapping
    - Changing Direction
    - Getting Unstuck
    - Raising a Difficult Topic
    - Clarifying Roles
- Unclear Direction
  - Orienting

Focusing

- Information and Advice are offered with permission
- Elicit – Provide – Elicit is the process that honors the client's expertise and autonomy
- About Advice
  - Engage first
  - Use sparingly
  - Emphasize personal choice
  - Offer a menu of options

Unsolicited advice is the junk mail of life. – Bern Williams

Evoking

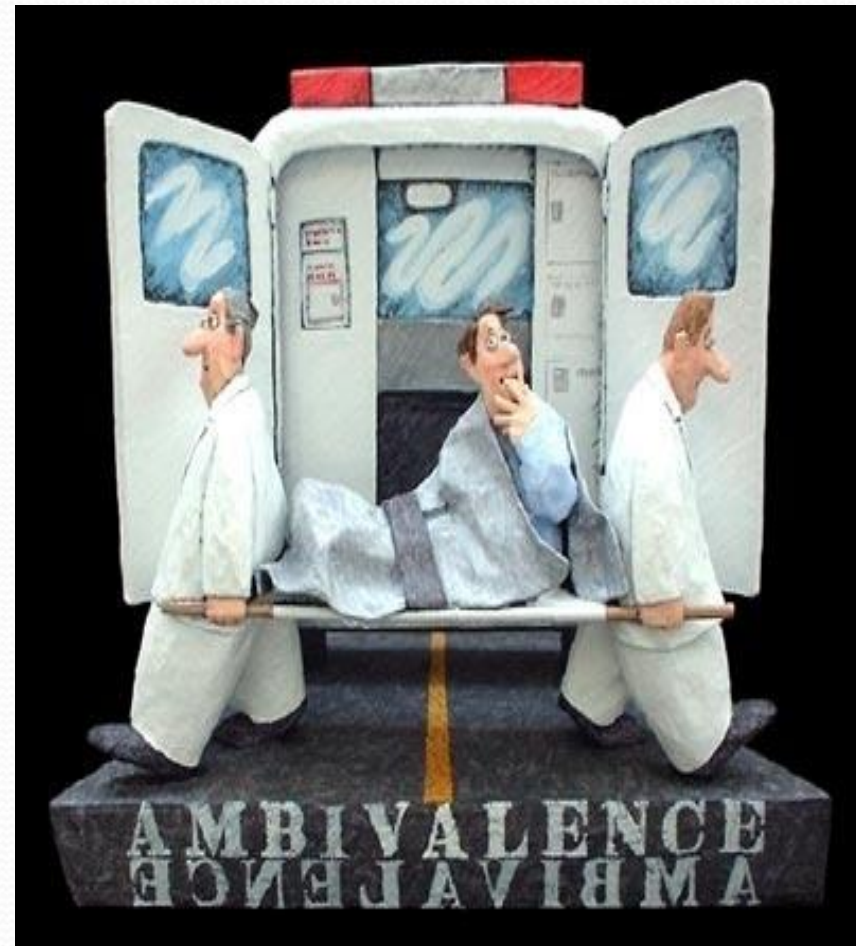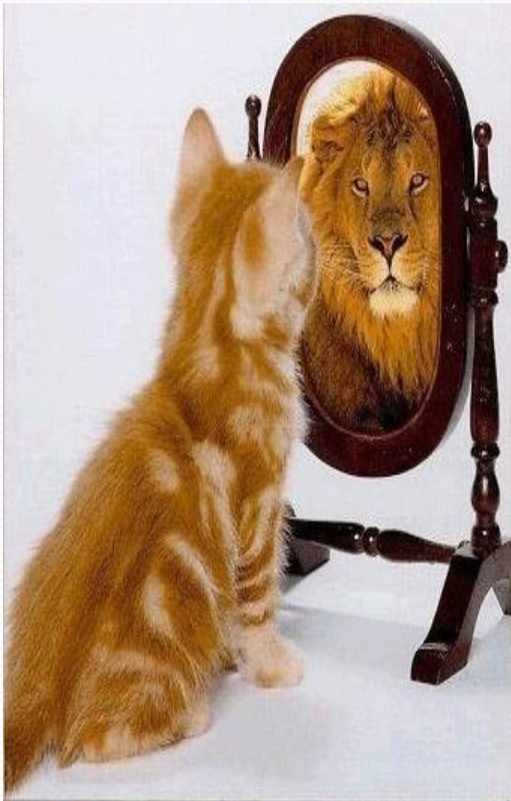This involves eliciting the client's own motivations for change and lies at the heart of MI.
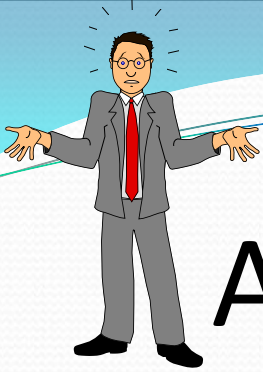
Ambivalence

A state of mind in which a person has coexisting but conflicting feelings, thoughts, and actions about something

The "I do but I don't" dilemma

Facilitating Discrepancy

- Amplify cognitive dissonance.

- Difference between where one is and where one wants to be.

- Awareness of consequences is important.

- Encourage client to present reasons for change. Elicit self-motivational statements.

Facilitating Discrepancy

- It is not our job to fix the situation, unless we are legally, ethically obliged

- Avoid arguing with the client, or telling her what to do

- For people who appear unready to change, assume discrepancy exists

- "Resistance is a sign to respond differently"

Facilitating Discrepancy

- Instilling Discrepancy
- Exchange Information
- Provide Feedback
- Exploring Others' Concerns
- Exploring Goals and Values
- Honoring Autonomy

Change Talk

- **Desire**: " I *want* to make this change..."
- **Ability**: " I *can* make this change..."
- **Reasons**: "*If* I made this change, *then*..."
- **Need**: " I *need* to change because.."
- **Commitment**: "I *will* change..."
- **Activation**: "I'm *ready* to..."
- **Taking Steps**: "I called three places..."

Research: Change talk predicts behavior change

Eliciting Change Talk

- **I**mportance/Confidence Ruler
- **Q**uerying Extremes
- **L**ooking Back / Looking Forward
- **E**vocative Questions
- **D**ecisional Balance
- **G**oals and Values
- **E**laborating

Importance and Confidence Ruler

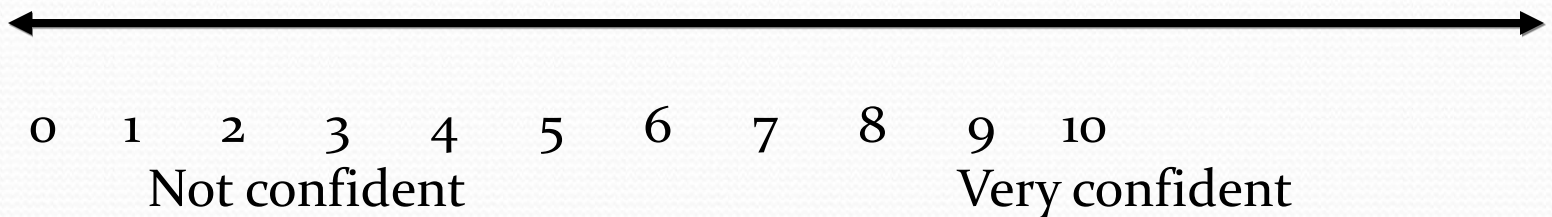➢ How the person views this change

➢ That while a change may be very important

(I need to stop using or...)

➢ The confidence to carry out that change may be low (I don't know how to stop)

➢ Professionals usually regard the above situation as resistance or non-compliance when in fact it is they who do not understand the persons worldview

➢ Adolescents frequently site low importance and high confidence

Importance and Confidence Rulers

How **important** is it to you to stop. . . .

<--->

0   1   2   3   4   5   6   7   8   9   10

Not important   Very important
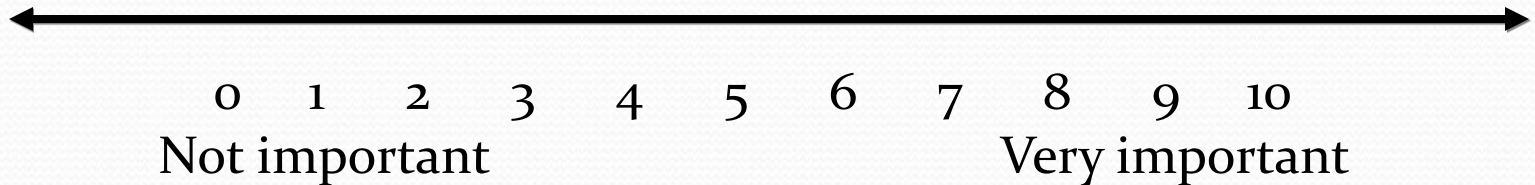
How **confident** are you that you will be able to do this?

<--->

0   1   2   3   4   5   6   7   8   9   10

Not confident   Very confident

Using Importance Rulers

Look for ambivalence about change

Ask scaling questions about **importance**:

- "Rate this issue's importance to you on a scale of 1 to 10."
- "Why an X and not a (lower number)?"
- "What would it take for it to seem a little more important?"

Using Confidence Ruler

Ask scaling questions about confidence:

- "On a scale of 1 to 10, how confident are you that you can make this change?"

- "What got you to an X and not a (lower number)?"

- "What would it take for you to feel a little more confident?"

Querying Extremes

Worst case scenario   **Best case scenario**

⬅ **TARGET BEHAVIOR** ➡

Looking Forward and Backward Target Behavior

- Look Back: Ask about a time before the current concern emerged. How were things better, different?

- Look Forward: Ask what may happen if things continue as they are (status quo). How about if the client was successful in making the change?

Evocative Questions

Desire: Why would you want to make this change?

Ability: How might you go about it, in order to succeed?

Reasons: What are the three best reasons for you to do it?

Need: How important is it for you to make this change?

Commitment: Is that what you intend to do?

Activation: Are you willing to give that a try?

Decisional Balance

The good things about _____ .	The not-so-good things about _____ .
The good things about changing _____.	The not-so-good things about changing _____.

Elaborating

- Asking for a specific example

- Asking for clarification: In what ways?
  How much? How often?

- Asking for a description of the last time this occurred

- Asking "What else?"

Responding to Change Talk

Elaborate: In what ways?

What else have you noticed or wondered about?

Affirm: I can see how that would concern you.

It's important to you to be a good parent.

**Reflect:** You're really tired of the way things are at home.

The teachers at your school are really causing you to think about your choices.

Summarize: You're tired of your parents being on your back and at the same time you can see their side of things sometimes. What else would you like to add?

Strategic Responses

- **S**hifting focus

- **C**oming Alongside

- **A**greement with a twist

- **R**eframing

- **E**mphasizing personal choice/control

- **D**isclosing feelings

Shifting Focus
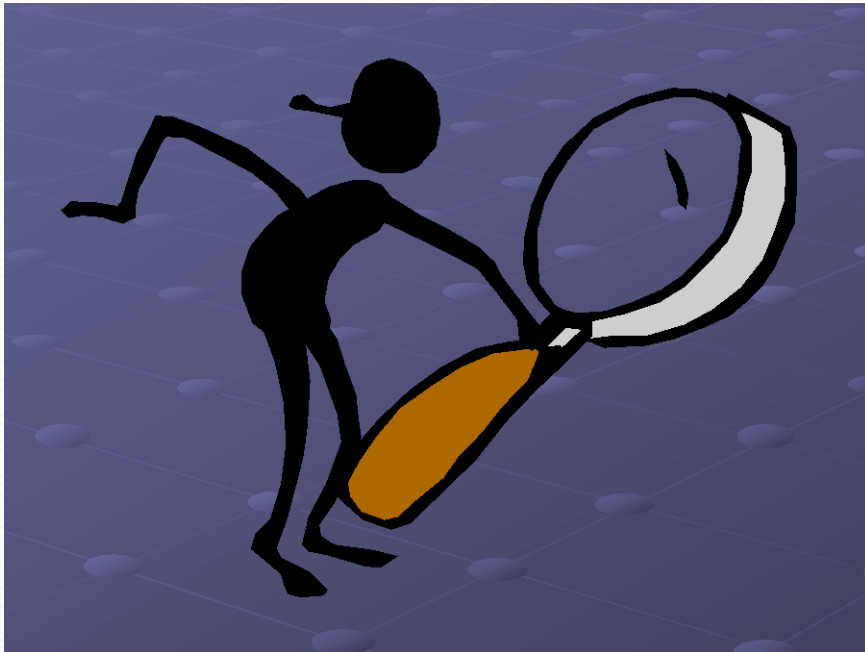
"We've talked about what other people say about your drinking; let's now talk about what you think."

Coming Alongside

"It sounds like the pros of using still far outweigh the cons. So it may be that you decide smoking is something that you don't want to give up."

Agreement with a twist

- Statement:Nobody can tell me how to raise my kids. You don't live in my house. You don't know how it is.

- Response: The truth is that it really is up to you how your kids are raised and what they learn. You're in the best position to know which ideas are likely to work and which aren't, and I can't just be prescribing things for you. You need to be a full partner in this process.

Reframing

- Statement: I've tried so many times to change, and failed.

- Response: You're very persistent, even in the face of discouragement. This change must really be important to you.

"I'm not trying to change you—I'm trying to enhance you."

Emphasizing Personal Control

Statement: What if I tell you I like smoking and don't
            want to quit?

Response: You're a free person, and it's your choice. I
            couldn't make the decision for you, even if I
            wanted to.

Disclosing Feelings

"I'm getting a stuck feeling as we sit here. And I'm wondering whether you feel the same?"

Planning

The process encompasses both developing commitment to change and formulating a concrete plan of action.

Planning

- The time to move from Evoking to Planning is a judgment call based on change talk.

- A summary followed by a key question is one way to determine whether it's time to plan.

  Summary... "What would you like to do?"

- It's unwise to proceed to change planning before the client is ready.

Developing a Change Plan

- **Evoking Activation Talk**

  "How ready are you?"   "Are you willing to give it a try?"

- **Asking for Commitment**

  "Are you going to do it?" "Is that what you intend to do?"

- **Getting more specific**

  "What class would you take?" "How would you get ready?

- **Setting a Date**

  "When could you do that?" "When do you think you'll go?"

- **Preparing**

  "What would be a first step?" "What do you need to take with you?"
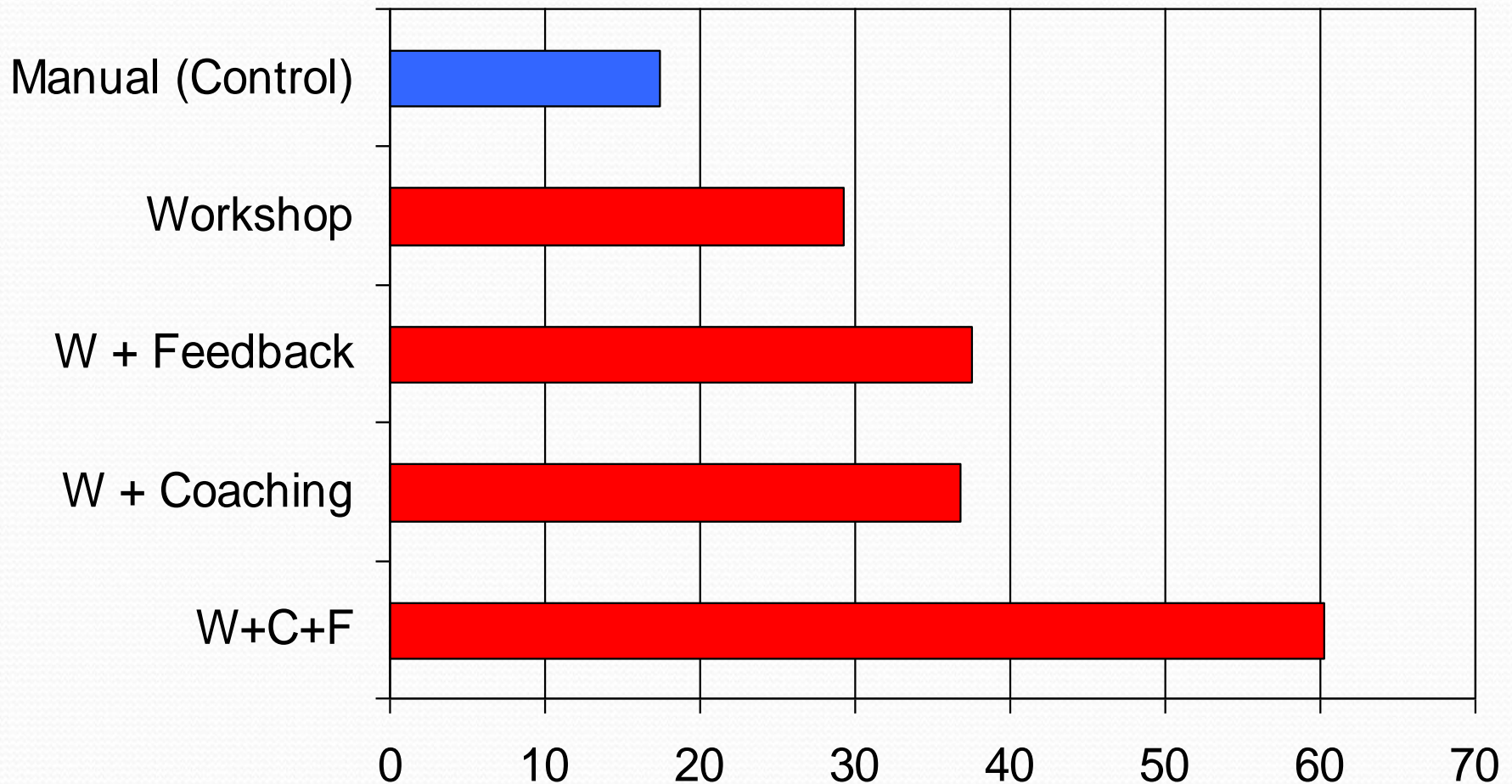
Strengthening Commitment

- If a change plan is general or ambitious, break it down into smaller pieces.

- It is not necessary to hear the language of commitment for MI to be effective

- Evoke the person's own motivations for change

- Explore reluctance

Results: What Percentage Were Proficient in Motivational Interviewing?

Wrap-up

- One thing I learned was:

  _____

- One thing I re-learned was:

  _____

- One thing I was surprised by was:

  _____

Resources

- www.motivationalinterview.org
- Miller and Rollnick (2002) Preparing People to Change, 2nd edition
- Miller and Rollnick (2013) Motivational Interviewing, Helping People Change, 3rd edition
- Stephen Rollnick, William R. Miller, and Christopher C. Butler (2007) Motivational Interviewing in Health Care Helping Patients Change Behavior
- Hal Arkowitz, Henny A. Westra, William R. Miller, and Stephen Rollnick (2007) Motivational Interviewing in the Treatment of Psychological Problems
- Motivational Interviewing Assessment: Supervisory Tools for Enhancing Proficiency (MIA:STEP)

http://www.attcnetwork.org/explore/priorityareas/science/blendinginitiative/miastep/product_materials.asp

- *Motivational Interviewing Training Video: A Tool for Learners* (Hettema, 2009)