

Motivational Interviewing



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July 22 and 23, 2013

Learning Objectives

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

- ▶ Understand the spirit and principles of motivational interviewing.
- ▶ Increase client-staff rapport and increase the client's readiness to change.
- ▶ Explain why direct confrontation impedes behavior 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."
- ▶ Write down three client resistant statements that are each 2 - 3 sentences long
- ▶ "Card me"

Let's Talk About Change

- Person who elicited resistance in you
 - LIST BEHAVIORS

- Person who had a major positive influence on you
 - LIST BEHAVIORS

Definition: Motivational Interviewing

"A directive, client-centered counseling style for helping clients explore and resolve ambivalence about behavior change."

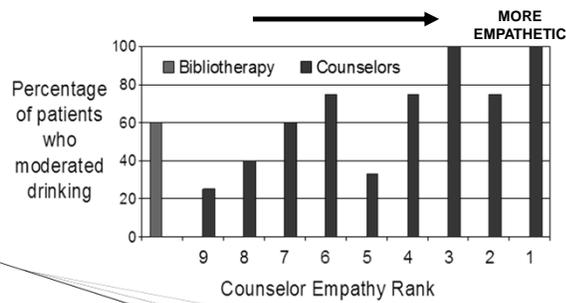
William R. Miller, 1991

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

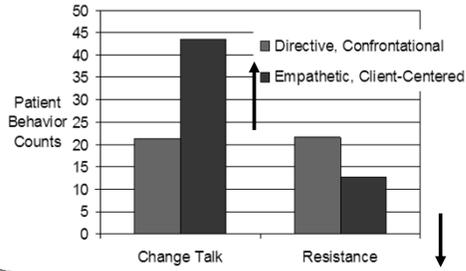
Counselor Empathy and Outcomes

Miller, Taylor & West, 1980;
Journal of Consulting and Clinical Psychology, 48:590-601



Counseling Style and Client Response

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



Traps to Avoid

- The question/answer trap
- The premature focus trap
- The confrontation trap
- The blaming trap
- The expert trap
- The labeling trap

Miller and Rollnick (1991), "Motivational Interviewing", Guilford Press.

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

MI Spirit

- Collaboration - Partnerships
- Evocation - Listening & Eliciting
- Autonomy - The ability to choose

It is the professionals responsibility to respect the person's ability to choose.

We cannot make people change.

We are not the expert on each client; they are.

Avoid the righting reflex

coming soon: Compassion

MI Spirit

Collaboration=Partnerships

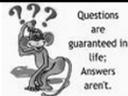
**Collaborate with a client
to support and explore
the possibility of change
without imposing one's
own
needs or agenda.**

COLLABORATION



MI Spirit

Evocation- Asking questions instead of telling .
Getting the person to invest in the process by
examining thoughts, perceptions and experiences.
Taking the time to elicit.



Statement: "I don't have a problem. You just tell me what I have to do."

Response: "Let's talk about your situation. You don't see yourself having a problem. What has led you to believe others think you have a problem?"

What are other questions you might ask after this statement?

MI Spirit

Autonomy

- ▶ One's own ability to choose; basic freedom.
- ▶ Ownership is investment
- ▶ What choices can you offer to clients and families?

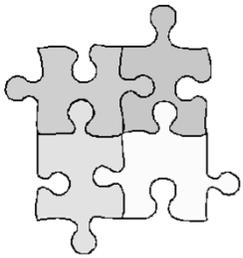
"My choices may not always be right, but they are all mine"

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 Principles of Motivational Interviewing



- ▶ Express empathy
- ▶ Roll with resistance
- ▶ Develop Discrepancy
- ▶ Promote self-efficacy & change

Express Empathy

Empathy is the capacity to recognize or understand another's state of mind or emotion.

- ▶ Acceptance facilitates change.
- ▶ Skillful reflective listening is fundamental.
- ▶ Ambivalence is normal.



Empathy

Using real life examples

- ▶ What are some of the ways empathy is conveyed?
- ▶ What about empathy not being conveyed?



"I know what you're going through, dear. I buried my husband last year - but they found him in time."

Roll with Resistance



- ▶ Use momentum to your advantage.
- ▶ Try to shift perceptions.
- ▶ New perspectives are invited, not imposed.
- ▶ Clients are valuable (best?) resource in finding solutions.

Rolling With Resistance

▶ What are the different faces of resistance?

1. Arguing
2. Interrupting
3. Negating
4. Ignoring

Rolling With Resistance

▶ What are some of your feelings that arise when dealing with resistance?



"Don't worry. The first thirty years of teaching are the hardest."

Develop 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.

Develop 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
- Use the clients resistance to help explore feelings of ambivalence
- “Resistance is a sign to respond differently”

Support Self-Efficacy

- ▶ Belief in possibility of change is critical.
- ▶ Client is responsible for choosing and carrying out change.
- ▶ There is hope in the range of alternatives available.



Support Self-Efficacy

- ▶ It is the clients choice whether or not to change
- ▶ If a person believes they can change, they are more likely to (efficacy)
- ▶ If we believe a client can change, we will act in a way that increases the likelihood a client will do so
- ▶ Reinforce progress
- ▶ Reflect strengths

Open-Ended
Questions
Affirmations
Reflections
Summaries

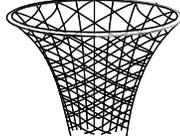


MICRO-SKILLS(OARS)

- ▶ 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 _____"



Open-ended Questions

1. I will start with a statement a client might say.
2. Then I will toss the ball to someone, and that person will respond with an open-ended question.
3. That person will then make a new client statement and toss the ball to another person who will respond with an open-ended question.

Affirmations

- Definition: appreciation, understanding, support
- Affirm *effort* and *achievement*
- 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 a dirty UA"

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?

Reflections

- Way of showing interest in what the person has to say and respect for his or her wisdom
- Way of being empathetic
- Non-threatening
- Deepens the conversation
- Helps the client understand him/herself

...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

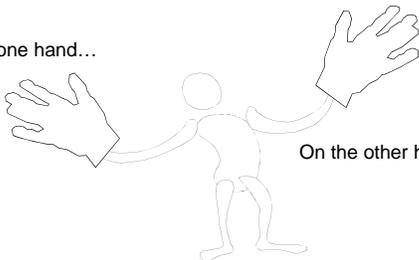


Statement: I can take care of myself. I don't need my parents always checking up on me.

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



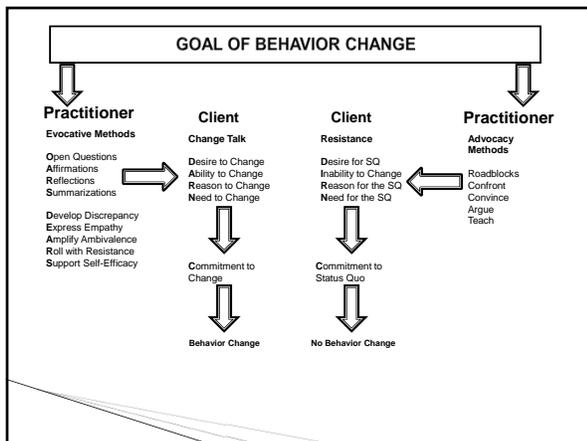
"Time's up. I'm through listening."
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Sustained Reflection Exercise

- Feedback Discussion
- Triads: Interviewer, Client, coach
- Client: "One behavior I might like to change"
- Interviewer attempts to do at least 5 reflections in a row
- Coach: Assist interviewer *IF* invited to do so
- Feedback and Rotate

Eliciting Change Talk: MI Becomes More Directive





Three Parts of Eliciting Change Talk

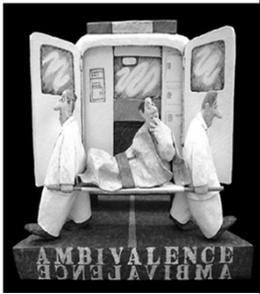
<p>Elicitation →</p> <ul style="list-style-type: none"> • Open questions • IQLEDGE 	<p>Recognition ←</p> <ul style="list-style-type: none"> • Desire • Ability • Reason • Need • Commitment • Taking Steps 	<p>Response</p> <ul style="list-style-type: none"> • Reflect • Affirm • Summarize • Elaborate
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Ambivalence

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



Change Talk

- › Desire: "I want to make this change..."
- › Ability: "I can make this change ..."
- › Reasons: "If I made this change..."
- › Need: "I need to change because..."
- › Commitment: "I will change..."

Research: Commitment language predicts behavior change

Eliciting Change Talk: MI Becomes Directive

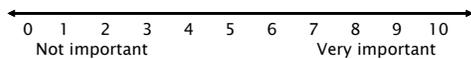
- Importance/Confidence Ruler
- Querying Extremes
- Looking Back / Looking Forward
- Evocative Questions
- Decisional Balance
- Goals and Values
- Elaborating

Importance and Confidence Ruler

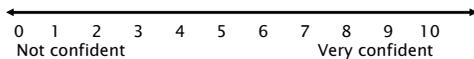
- How the person views this change
- That while a change may be very important (I need to stop using or...)
- The confidence to carry out that change may be low (I don't know how to stop)
- Professionals usually regard the above situation as resistance or non-compliance when in fact it is they who do 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. . . .



How confident are you that you will be able to do this?



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



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?

58

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:** So what do you think you'll do?

59

Decisional Balance

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

Goals and Values

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

61

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?

Handling Resistance: Strategic Responses

- Shifting focus
- Coming Alongside
- Agreement with a twist
- Reframing
- Emphasizing personal choice/control
- Disclosing 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?”

Study: “Evaluating Methods for Motivational Enhancement Education”

A Randomized Trial of Feedback and Coaching as Adjuncts to Training of Motivational Interviewing

Funded by NIDA

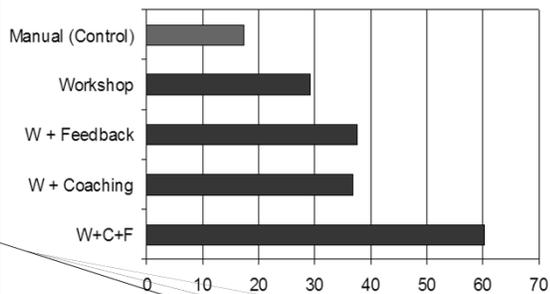
MI Education: Participants

- ▶ 140 licensed health professionals who treat substance use disorders
- ▶ Traveled to Albuquerque for free training, lodging, continuing professional education credit, book and videos
- ▶ 50% men, 50% women in one of five workshops with Drs. William Miller and Carolina Yahne

MI Education: Study Design

- ▶ Counselors randomly assigned to:
 - Just Manual (on waiting list)
 - Workshop Only (with manual)
 - Workshop + Feedback from Practice Samples
 - Workshop + 6 Phone Coaching Sessions
 - Workshop + Feedback + Coaching

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
- ▶ 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/bleadinginitiative/miastep/product_materials.asp
- ▶ *Motivational Interviewing Training Video: A Tool for Learners* (Hetteema, 2009)
