Motivational Interviewing
(Section 1: SPIRIT and Process)

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THE CHAIR

ACTIVITY

2

Motivational Interviewing

- I have had prior training in MI.

- I feel competent in using MI.

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Motivational Interviewing Theory

Paying Attention To What Works

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Self-Determination Theory

- Human behaviors are volitional

- Innately tend toward growth

- Social context can support or thwart growth

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Assessment Tools   Benefits Planning

Motivational Interview   Team Staffing

Community Network   Cognitive Skills

If the Only Tool You Use is a Hammer than **Everything** Looks Like a Nail.

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What is Motivational Interviewing?
3 Definitions of MI

- A Beginning Definition:

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

- A Pragmatic Definition

  ...is a person-centered counseling style for addressing the common problem of ambivalence about change.

-

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3 Definitions of MI

- A Technical Definition

  ...is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion.

- Arranging conversations so people talk themselves into change.
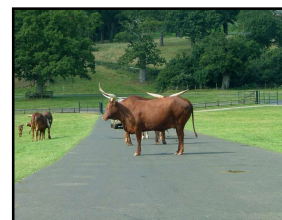
9

What's YOUR Challenge?

10

Find a helper in the room…

ACTIVITY

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Roadblocks

- Roadblocks are those statements made by the counselor that increase ambivalence or discord

- We all have a natural tendency to veer toward roadblocks

- Roadblocks are the opposite of MI

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Thomas Gordon's 12 Roadblocks

1. Ordering, directing	7. Agreeing, approving, praising
2. Warning, threatening	8. Shaming, ridiculing Name calling
3. Giving advice, making suggestions, providing solutions	9. Interpreting, analyzing
4. Persuading with logic, arguing, lecturing	10. Reasoning, sympathizing
5. Moralizing, preaching	11. Questioning, probing
6. Judging, criticizing, blaming	12. Withdrawing, distracting, Humoring, changing the subject

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6 Counselor Responses that INCREASE Resistance

1. Arguing for change
2. Assuming the expert role
3. Criticizing, shaming, or blaming
4. Labeling
5. Being in a hurry
6. Claiming Preeminence

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The Righting Reflex

- We must resist the "righting influence"
  - Why don't you want to make a change?
  - How can you tell me you don't have a problem?
  - What makes you think you are not at risk?
  - Why don't you just…
  - Why can't you…

- Why doesn't this approach work?
  - It causes the two people to actually act out the "sustain" side of their ambivalence!
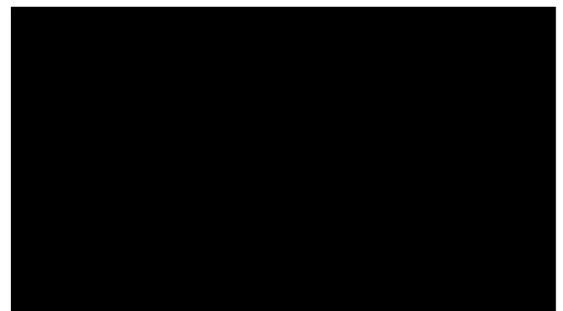
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Slide 19

It's Not About the Nail

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Slide 20

The SPIRIT of MI

THIRD EDITION

MOTIVATIONAL INTERVIEWING
Helping People Change

William R. Miller
Stephen Rollnick

Partnership
Acceptance
- absolute worth
- accurate empathy
- autonomy support
- affirmation

Compassion
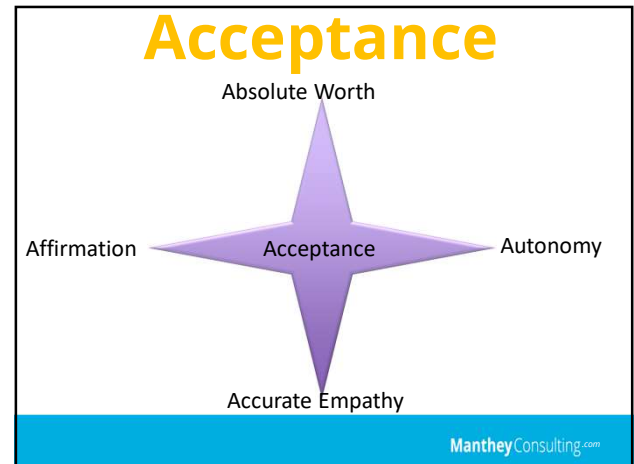**E**vocation

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Partnership

Dancing VS. Wrestling

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Acceptance

Absolute Worth

Affirmation   Acceptance   Autonomy

Accurate Empathy

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Slide 23

Compassion

...to actively promote the other's welfare, to give priority to the other's needs...not primarily our own.   -Miller and Rollnick, MI3

Beneficence

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- MI is not done "to" or "on" someone at all. MI is done "for" and "with" a person.
  » Miller and Rollinick, MI3

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Evocation

Drawing Water from a Deep Well

is about evoking that which is already present,
not installing something that is missing

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MI Assumptions

Ambivalence about change is normal.

Ambivalence can be resolved by working with intrinsic motivations and values.

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General Principles

R *oll With Resistance*

(*Dancing with Discord*)

E *xpress Empathy*

D *evelop Discrepancy*

(*Amplify Ambivalence*)

S *upport Self-Efficacy*

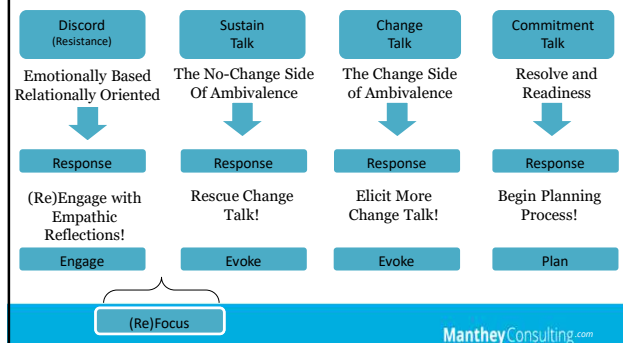Manthey Consulting.com

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The Four Processes of MI

Process I:
ENGAGE

Process II:
FOCUS

Process III:
EVOKE

Process IV:
PLAN

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The Four Processes of MI

IV: PLAN - How to Accomplish the Change

III: EVOKE - Differentially Eliciting Change Language

II: FOCUS - Developing a Clear Direction and Goals

I: ENGAGE - Building a Relational Relationship

Direction

REVISIT AS NEEDED

Empathy

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Four Types of Language

Discord (Resistance)	Sustain Talk	Change Talk	Commitment Talk
Emotionally Based Relationally Oriented	The No-Change Side Of Ambivalence	The Change Side of Ambivalence	Resolve and Readiness
Response	Response	Response	Response
(Re)Engage with Empathic Reflections!	Rescue Change Talk!	Elicit More Change Talk!	Begin Planning Process!
Engage	Evoke	Evoke	Plan

(Re)Focus

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ACTIVITIES

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Motivational Interviewing
(Section 2: OARS)

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The Four Processes of MI

IV: PLAN

III: EVOKE

II: FOCUS

I: ENGAGE

REVISIT AS NEEDED
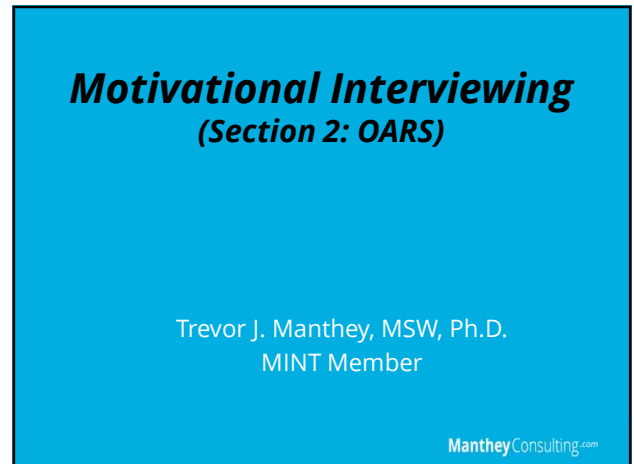
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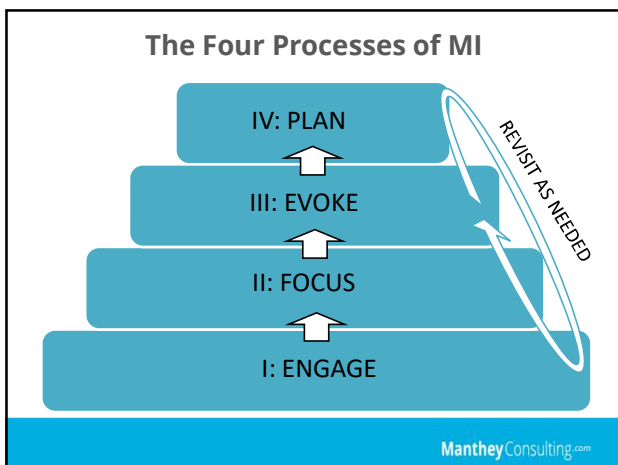**Grandma's Cookies and Fidelity**

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O.A.R.S.

Open-ended questions
Affirmations
Reflections
Summary Statements

The foundational "Micro Skills" of MI

These skills are used for slightly different strategy in each MI process

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Closed Ended Questions

• What is a closed ended question?

• What is an open ended question?

When might you intentionally choose to use closed-ended or open-ended questions?

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Open Ended Questions

• What brings you here today?
• How has this problem effected your day-to-day life?
• How do you hope your life might be different 5 years from now?

An open question is like an open door.

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Open-Ended Questions...

• Do not invite brief answers

• Encourage or "elicit" more productive talk

• Client should do more than half of the talking.

• Do not ask more than 3 questions in a row.

• MI "competency": 3 open Q's to 1 closed.

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... blah, blah...
... blah...
blah, blah,
blah...

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Affirmations

• Directly affirming a client can help build rapport and increase confidence
• Notice signs of client's strengths and efforts and reflect them back

• *"That's a good suggestion"*

• *"I appreciate you took the big step of coming here"*

• *"You're clearly a resourceful person to cope with these difficulties for so long"*

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Affirm

Latin *affirmare*: "to make firm"

Strategically reinforcing:

– Strengths
– Healthy coping skills
– Past successes
– Pro-social behaviors
– Good intentions
– Values

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Reflective Listening

➤SELECTIVE Reflections

➤The most important and challenging skill.

➤Working to understand who they are and what they are about – learning the role

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In ordinary counseling sessions: questions often outnumber reflections by a ratio of **10Q:1R**

Counselors **"competent"** in Motivational Interviewing:**1Q:2R**

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Reflective Listening

• Moving past what has already been said without moving too far ahead will keep reflective listening from going in circles

• Reflection is not a passive process

• Counselor chooses what to respond to and what to ignore

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Reflective Listening

➤NOT parroting or paraphrasing

➤You...

➤It's...

➤Words such as "depressed," "anxious" or "angry" have different meanings for people

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"Even though nothing has happened, I've been feeling more depressed lately. I just don't want to get out of bed or make phone calls."

Simple Reflection	Repeating an element of what the speaker has said	*"You've been more depressed lately."*
	Staying close to what the speaker has said with some synonyms	*"So your sadness is getting worse and you don't know why."*
Complex Reflection	Inferring/guessing at the speaker's meaning and reflecting it back	*"You are having a hard time and want to understand why you keep sliding back into depression."*
	Emphasizing the emotional dimension through feeling/metaphors	*"Its like a heavy cloud that sucks your energy."*

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Summarizing

Collecting
– Gathering together what the client has said

Linking
– Making connections

Transitional
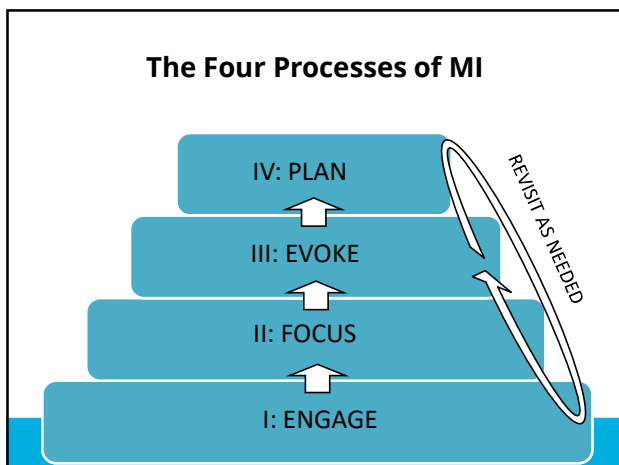– Preparing to shift focus

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OARS ACTIVITIES

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Motivational Interviewing
(Section 3: Engage)

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Slide 53

The Four Processes of MI

IV: PLAN

III: EVOKE

II: FOCUS

I: ENGAGE

REVISIT AS NEEDED

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Slide 54

A Diagramed Overview of MI Strategy

The MI Spirit
(How the Conversation should feel)

Micro Skills
(Behaviors to support the Spirit)

Four Processes
(Micro Skill Strategies)

- Partnership
- Acceptance
- Compassion
- Evocation

Open Questions
Affirmations
Reflections
Summary Statements

Language Cues

Discord
No Topic or Wandering
Sustain & or Change Talk
Commitment Talk

Engage
Dance with Discord
Express Empathy

Focus

Evoke
Develop Discrepancy
Support Self-Efficacy

Plan

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Engaging

"Ironically, it is when people experience acceptance of themselves as they are, that change becomes possible."

Miller and Rollnick

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Express Empathy

➤ *The primary way to respond to resistance*

➤ *Communicate respect to the client (avoid superior/inferior dynamics)*

➤ *Understanding the struggle/challenges without condoning or condemning*

➤ *Skillful reflective listening is fundamental*

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Empathy

IDEAL ADHERANCE
- Counselor shows an active interest in understanding what the client is saying

- Client feels like the counselor "gets them" beyond the surface level.

POOR ADHERANCE
- Little effort to gain understanding of complex events and emotions or clients perspective

- Counselors low in empathy may probe for factual information or pursue an agenda

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Dance with Discord
(Roll with Resistance)

- *Discord is explored - not challenged*
- *Momentum used advantageously (martial arts)*
- *Perceptions can be shifted*
- *New perspectives are invited - not imposed*

DO NOT get attached to the outcome
Avoid the trap of conflicting values

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CONTINUED RESISTANCE/ Discord

If the person continues to be resistant, **you** have moved too far ahead of the person in the change process. "More" is **not** better. More intensity will produce fewer results.

Shift back to the engagement process with empathy and thought provoking questions.
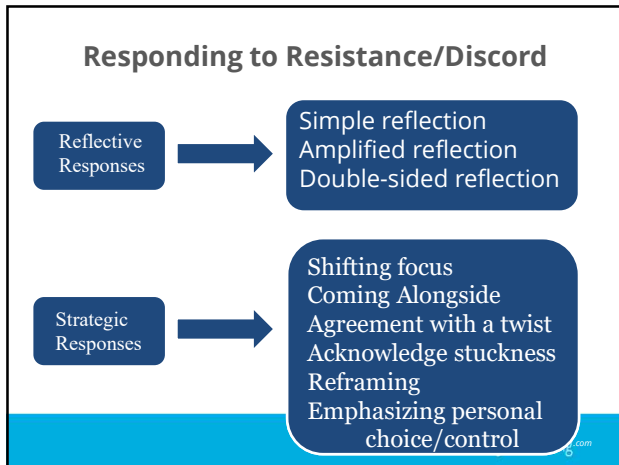
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Supporting Autonomy

- Asking Permission
(I've worked with other people who have experienced similar things, would you be interested in hearing what they have tried?)

- Providing Choices/Menu's
(e.g. "Some people have tried ____, Others ____ and ____, what do you think about those things?)

- Emphasizing their Expertness, Choices
(e.g. "You know yourself best.", "You would need to decide, I can't make that choice for you.")

- Tentative Speech
(e.g. "we could" instead of "we will" etc.)
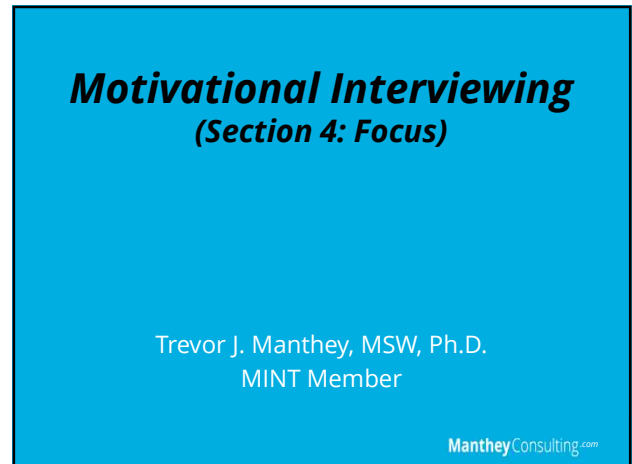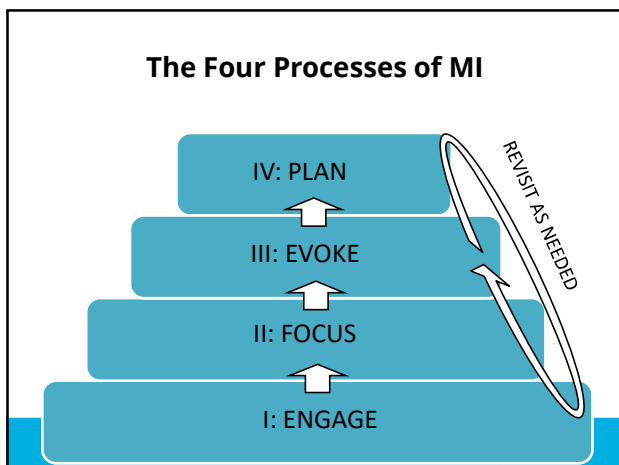
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Responding to Resistance/Discord

Reflective Responses →
- Simple reflection
- Amplified reflection
- Double-sided reflection

Strategic Responses →
- Shifting focus
- Coming Alongside
- Agreement with a twist
- Acknowledge stuckness
- Reframing
- Emphasizing personal choice/control

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ENGAGE ACTIVITIES

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Motivational Interviewing
(Section 4: Focus)

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The Four Processes of MI

- IV: PLAN
- III: EVOKE
- II: FOCUS
- I: ENGAGE

REVISIT AS NEEDED

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Focusing

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

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Focus

- An ongoing process of seeking and maintaining direction. Ideally there is a shared sense of direction, just as a guide and traveler have an agreement where they are going. The focusing process of MI is about finding that direction and within it more specific achievable goals.

  Miller and Rollnick, MI3

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"Finding the Horizon" or What Does the Top of the Mountain Look Like?

You are never too old to set another goal or to dream a new dream.
- C.S. Lewis

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3 Sources of Focus

- The Client
- The Setting
- Clinical Expertise

3 Styles of Focus

Directing ← Guiding → Following

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Three Focusing Scenarios

- Scenario 1: (No need to spend much time - Move forward)
  " I know where we are going the focus is clear"

- Scenario 2: (Agenda Mapping)
  "There are several options, and we need to choose"

- Scenario 3: (Orienting and Formulating)
  – "The focus is unclear, and we need to explore"

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Tools: Agenda Mapping
(A Metaconversation: Talking about Talking)

- 1) Structuring
- 2) Considering Options
- 3) Zooming In

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Structuring

- " I wonder if we could just step back for a few minutes here and consider what's most important to focus on. I've started making a list in my head that you have raised as concerns, and I want to check that list with you. Then we can talk about where you think we might start on the list, and I may have some ideas about that, too. Would that be okay?"

- "I wonder if we could drop back and I could describe some of the roles and process of _____, as well as some of the areas where ___ tries to assist people. How does that sound?"

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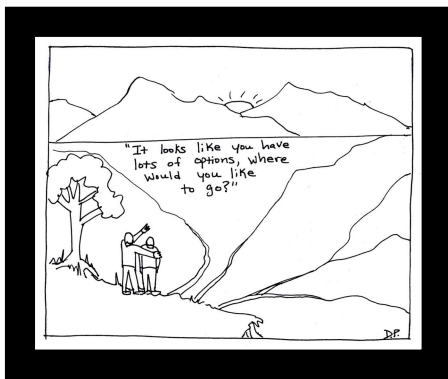
73

Considering Options

- 1) Allow client to reflect and express their concerns: *"What do you think about these options?"*
- 2) Include affirmation and support as appropriate: *"Being self-sufficient is a great goal, and no one is going to force you to do this, it is really up to you."*
- 3) Invite client to raise completely new ideas: *"What else have you thought about?"*
- 4) Use hypothetical change language: *"We might"* or *"we could"*
- 5) Share information/advice with permission. *"Another option is to do ___, We could consider that, or maybe that's for another time."*
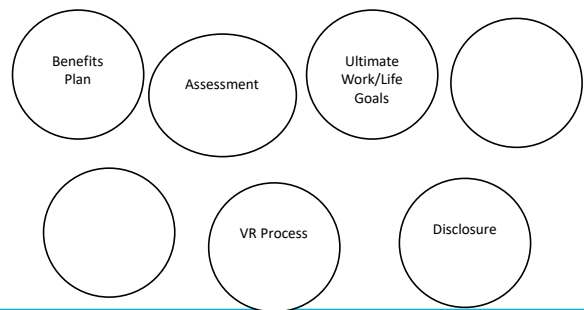
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Zooming In

- Narrowing in on the chosen topic that relates to their "Horizon" or "Top of the Mountain"

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Tools: Agenda Mapping
(visual aid)

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Orienting and Formulating

- The Eagle View:

- The Mouse View:

The task is to collaboratively try out different ways of putting the puzzle together

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Tools: Elicit Provide Elicit

- *Elicit: elicit from the client to determine sought after information: Such as the client's main concern, information the client already knows about the process, how they want to proceed, etc.*

- *Provide: respond with a reflection or summary and add relevant information (with permission). The information they provide can be in the form of a menu of options.*

- *Elicit: The counselor then allows the client to respond or directly ask how about how the client is responding to the information provided.*

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Tools: Emphasize Personal Choice

- *"I could suggest some things that have worked for other people, but the most important thing is to find what will work for you, and you're the best judge of that. Would you like to hear some ideas?"*

- *"It's really up to you, but I could describe some options"*

- *"This advice may not be right for you"*

- *"I can't tell you what to do, but I can tell you what other people have done."*

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Assessments and the VR Process

- Assessments:
one large reflection

- MI Sandwich:
helpful for assessments
and as a structuring
technique

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REMEMBER:

- Once the agenda and goals have been evoked from the individual:

- (Re)Focusing can potentially be as simple as one directive Open Question, Reflection, or Transition Summary.

Or

- You can drop back and have a meta-conversation

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FOCUS ACTIVITIES

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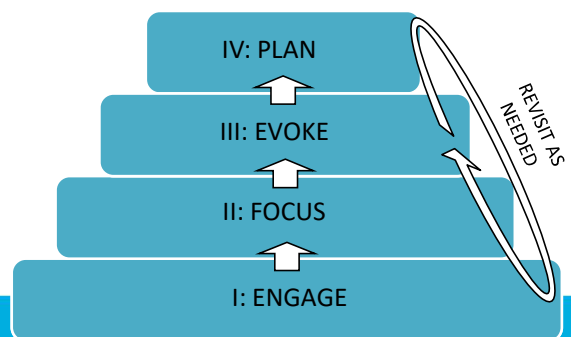## *Motivational Interviewing*
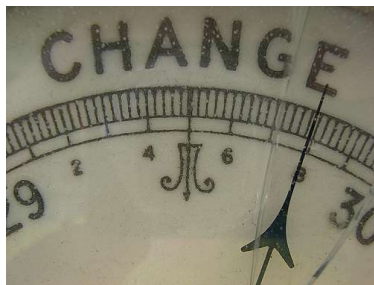### *(Section 5: Evoke)*

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The Four Processes of MI

IV: PLAN

III: EVOKE

II: FOCUS

I: ENGAGE

REVISIT AS NEEDED

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There is a Flow

"Your task is not to memorize this or that clever technique with clients, but rather to listen with curiosity for the persons own inherent motivation for change." Miller and Rollnick

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Developing Discrepancy

- The challenge is to first intensify and then resolve ambivalence by developing discrepancy between the actual present and the desired future
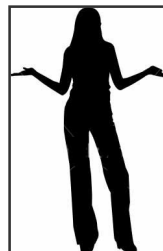
86

Develop Discrepancy

➢ *Awareness of consequences is important*

➢ *Conflict between present behavior and goals/values*

➢ *Difference between where they are and where they want to be*

➢ *Client holds the most convincing arguments for change*

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Amplify Ambivalence

➢ *Ambivalence is normal*
  ➢ *Exploring ambivalence helps remove obstacles*
  ➢ *Resolving ambivalence moves toward behavior change*

➢ *Strategically add weight to the pros and cons*

➢ *Sift through the discrepancies and elevate the deeper/emotional issues*

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AMPLIFIED AMBIVALENCE

Reasons not to change
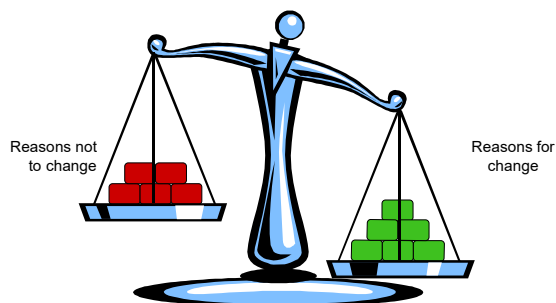
Reasons for change

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Eliciting Change Talk

- Is the primary method for developing discrepancy.

- Hearing oneself state the reasons for change increases the discrepancy between ones goals and present actions.

- The greater the discrepancy, the greater the perceived importance for change.

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Rescue Change Talk From the Jaws of Ambivalence

Change Talk

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Sustain Talk

- **D**esire for Status Quo
- **I**nability to Change
- **R**eason for Status Quo
- **N**eed for Status Quo

↓

- **C**ommitment to Status Quo

↓

NO BEHAVIOR CHANGE

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"Acceptance facilitates change, while perceived expectation of change generates resistance"

People are often more persuaded by what they hear themselves say than by what other people tell them.

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Change Talk

- **D**esire for Change
- **A**bility to Change
- **R**eason to Change
- **N**eed for Change

↓

- **C**ommitment to Change
- **A**ctivation
- **T**aking small steps

↓

BEHAVIOR CHANGE

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When are People Motivated to Take Steps Toward Change?

Importance
- Recognition of Problem / Need
- Cost / Benefit
- Expectancies
  – Goals
  – Values

Confidence
- Specific Behavior
- Global Efficacy

Readiness
- Urgency
- Timing

Commitment
Intention

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Change Talk

DESIRE for Change: *"I want to..."*
ABILITY for Change: *"I could..."*
REASONS for Change: *"I should..."*
NEED for Change: *"I have to..."*

Work with these to strengthen
COMMITMENT to Change: *"I will..."*

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Responding to Change Talk

E: **Elaboration**
Ask for elaboration, more detail, in what ways, specific examples
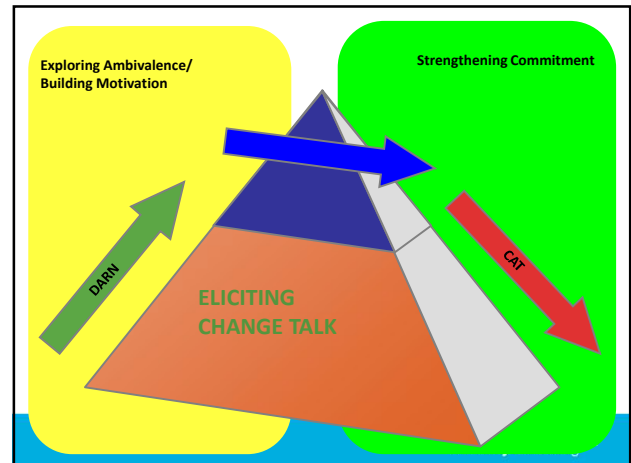
A: **Affirm**
Express appreciation or admiration

R: **Reflection**
Simple, Complex

S: **Summarize**
Collect and focus the change talk

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Exploring Ambivalence/ Building Motivation

Strengthening Commitment

DARN

CAT

ELICITING CHANGE TALK

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"Early in the MI session the skill is often to discern a ray of change talk, like spotting a lighthouse in a storm or detecting a signal within noise.

It is not necessary to eliminate the storm or the noise, just follow the signal."

Miller and Rollnick 2012

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Eliciting Change Talk:
MI Becomes Directive

Importance/Confidence Ruler

Querying Extremes

Looking Back / Looking Forward

Evocative Questions

Decisional Balance

Goals and Values

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Importance/Confidence Ruler

IMPORTANCE SCALE:
How important is it for you right now to...? On a scale from 0 - 10... what number would you give yourself?
0_____10

IMPORTANCE SCALE:
"An eight? Explain to me why you are an eight and not a seven."

CONFIDENCE SCALE:
If you did decide to change, how confident are you that you would succeed? On a scale from 0 -10... what number would you give yourself?
0_____10

CONFIDENCE SCALE:
"You're at a six? What would it take for you to move from a six to a seven?"

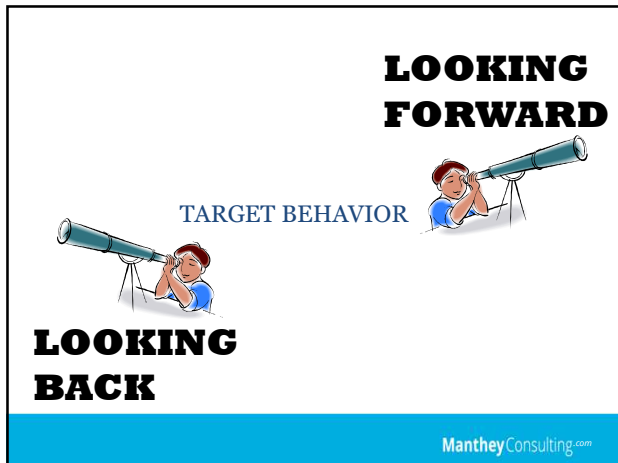Manthey Consulting.com
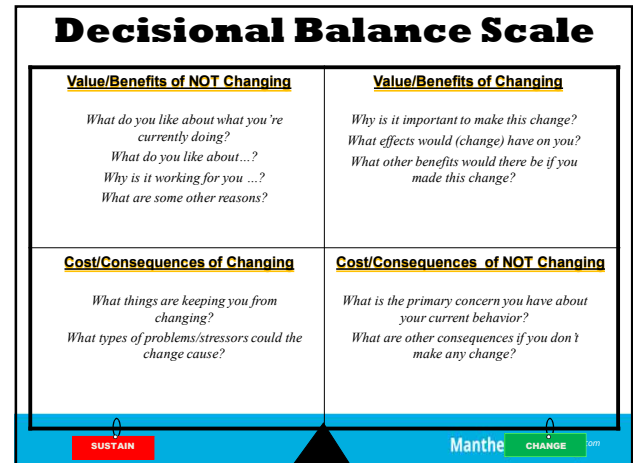
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QUERYING EXTREMES

TARGET BEHAVIOR

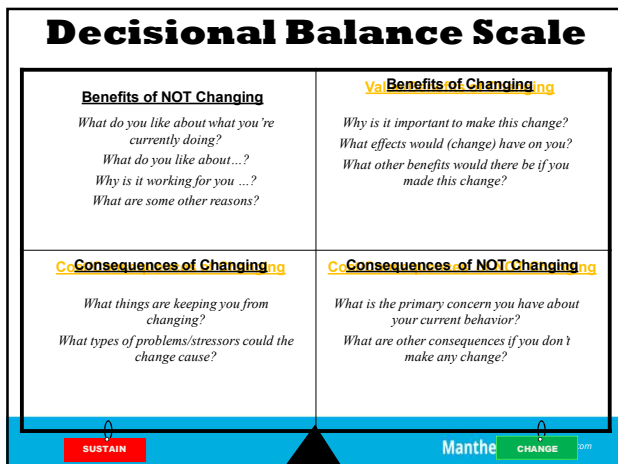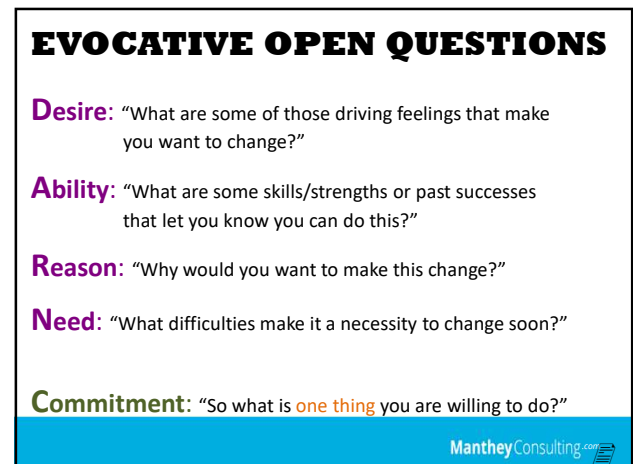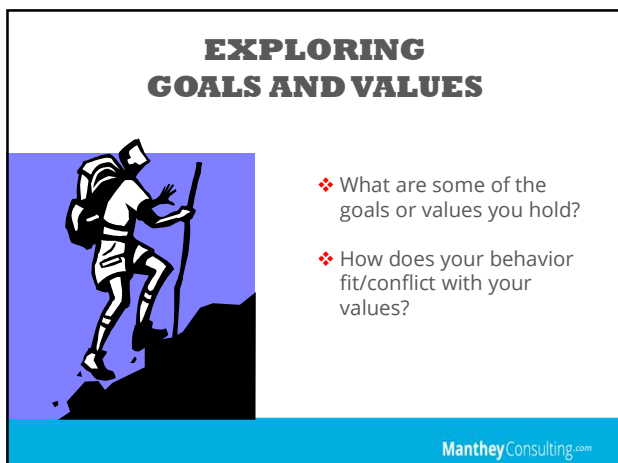Worst Case Scenario   Best Case Scenario

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Slide 103

LOOKING FORWARD

TARGET BEHAVIOR

LOOKING BACK

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Slide 104

Decisional Balance Scale

Value/Benefits of NOT Changing	Value/Benefits of Changing
What do you like about what you're currently doing? *What do you like about…?* *Why is it working for you …?* *What are some other reasons?*	*Why is it important to make this change?* *What effects would (change) have on you?* *What other benefits would there be if you made this change?*
Cost/Consequences of Changing	**Cost/Consequences of NOT Changing**
What things are keeping you from changing? *What types of problems/stressors could the change cause?*	*What is the primary concern you have about your current behavior?* *What are other consequences if you don't make any change?*

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Slide 105

Decisional Balance Scale

Benefits of NOT Changing	Benefits of Changing
What do you like about what you're currently doing? *What do you like about…?* *Why is it working for you …?* *What are some other reasons?*	*Why is it important to make this change?* *What effects would (change) have on you?* *What other benefits would there be if you made this change?*
Consequences of Changing	**Consequences of NOT Changing**
What things are keeping you from changing? *What types of problems/stressors could the change cause?*	*What is the primary concern you have about your current behavior?* *What are other consequences if you don't make any change?*

SUSTAIN   Manthe   CHANGE

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EVOCATIVE OPEN QUESTIONS

Desire: "What are some of those driving feelings that make you want to change?"

Ability: "What are some skills/strengths or past successes that let you know you can do this?"

Reason: "Why would you want to make this change?"

Need: "What difficulties make it a necessity to change soon?"

Commitment: "So what is one thing you are willing to do?"

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EXPLORING GOALS AND VALUES

❖ What are some of the goals or values you hold?

❖ How does your behavior fit/conflict with your values?

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ACTIVITY
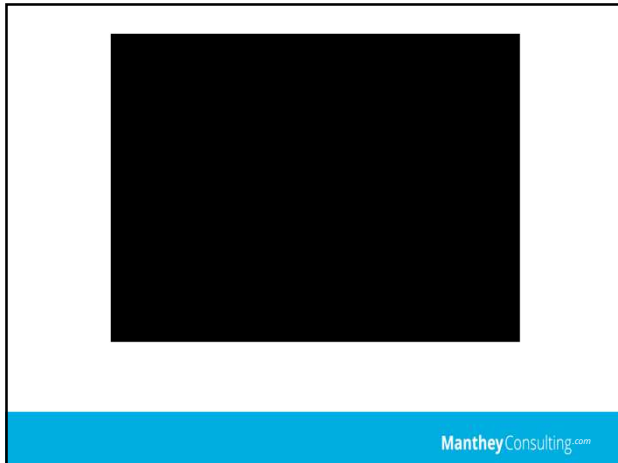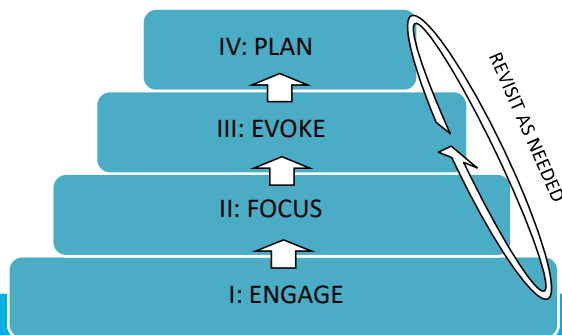
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Motivational Interviewing
(Section 6: Plan)

Trevor J. Manthey, MSW, Ph.D.
MINT Member

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The Four Processes of MI

IV: PLAN

III: EVOKE

II: FOCUS

I: ENGAGE
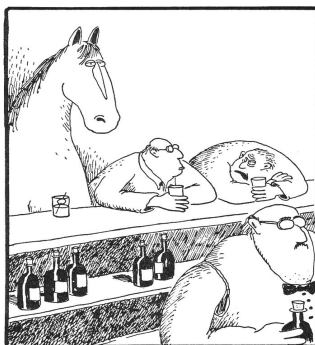
REVISIT AS NEEDED

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Planning

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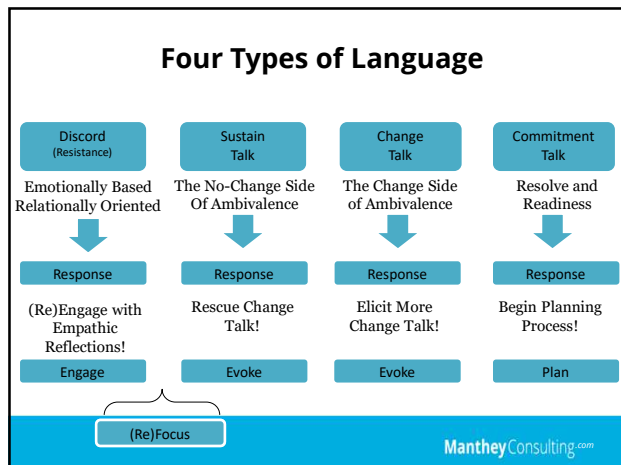
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Four Types of Language

Discord (Resistance)	Sustain Talk	Change Talk	Commitment Talk
Emotionally Based Relationally Oriented	The No-Change Side Of Ambivalence	The Change Side of Ambivalence	Resolve and Readiness
Response	Response	Response	Response
(Re)Engage with Empathic Reflections!	Rescue Change Talk!	Elicit More Change Talk!	Begin Planning Process!
Engage	Evoke	Evoke	Plan

(Re)Focus

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Support Self-Efficacy

➢ *Support the client's belief that change is possible*

➢ *Reinforce the client capacity and responsibility for choosing and carrying out personal change*

➢ *Reinforce hope for the future using past success*

➢ *Reduces dependency on systems/services*

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Blowing Into the Balloon

Increased Commitment Language

Decreased/Resolved Ambivalence

Resolve

Experimentation/ Taking Steps

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Small Steps

• Helps to create opportunities for success

• Small successes create momentum

• Individuals re-evaluate their self-image.

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Recapitulation Exercise

• Create context of a client:
  – Desires:
  – Abilities:
  – Reasons:
  – Needs:

• Take Turn Summarizing

• Then Recapitulate

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RECAPITULATION:

A Collecting Summary of the Clients Story Thus Far with Greater Emphasis on the Change talk Topics

KEY QUESTION:

An Open Ended Question Which Encourages and Evokes Planning

PREGNANT PAUSE:

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Key Questions

- What do you think you are going to do?
- What does all this mean?
- What do you think has to change?
- What are your options now?
- Where do we go from here?
- How are you going to deal with this?
- What's the next step?

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CAT's Exercise

- C: Commitment
  I promise
  I swear
  I will
- A: Activation
  I'm willing to
  I am ready to
  I am prepared to
- T: Taking Steps
  I bought some running shoes
  I submitted a couple applications
  I called three places about jobs

"What have you learned in this workshop that you will put into practice?"

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Personalizing the Plan

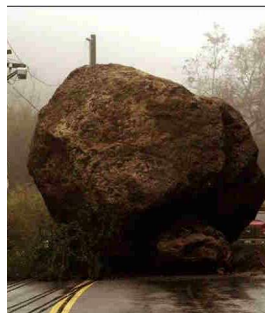*"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"*

- Driven by client's expressed desires, abilities, reasons and needs.

- Not imposed from without

- Change talk tools help!

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Assess and Address Barriers

- Without losing momentum

- Don't fall into traps

- If motivation is high, customer is more likely to develop solutions

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Well, you're a real great listener, but I think I've got it all figured out now!

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Learning New Counseling Skills

- "One reason it is possible to keep on learning and improving one's skills in Motivational Interviewing is that immediate expert feedback is continuously available. It is available from those you serve."

Motivational Interviewing – p. 180

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