Motivational Interviewing

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Session Agenda:
Part One

› Introduction & Check-In
› Truths & Myths About MI
› Evolution of MI
› 8 Stages of Learning MI

Session Agenda:
Part Two

› Spirit of MI
› Engagement & Expressing Empathy
› Micro-Skills: O-A-R-S
Session Agenda: Part Three

- Recognizing Change Talk
- Eliciting Change Talk
- Responding to Change Talk

Session Agenda: Part Four

- Adapting MI in Community Corrections
- MI Resources
- Question & Answer Session
### Myths About MI

- Persuading clients to change
- Warmly forcing people to do things they don't want to do
- A Jedi mind trick
- Hug-A-Thug strategies on the job

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### Myths About MI

<table>
<thead>
<tr>
<th>Persuasion</th>
<th>Confrontation</th>
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<tbody>
<tr>
<td>MI</td>
<td>Cheerleading</td>
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### What is Motivational Interviewing?

- **Motivational Interviewing is ...**
  
  a collaborative conversation style for strengthening a person’s own motivation and commitment for change.
The Truth About MI

- The overall style of MI is ‘guiding’
- Ambivalence is a normal part of change
- People are more likely to be persuaded by what they hear themselves say
- Directional Quality

Direction

The Evolution of MI: MI 1992

- 5 Principles of MI:
  - Express Empathy
  - Develop Discrepancies
  - Roll with Resistance
  - Avoid Argumentation
  - Support Self-Efficacy
- Stages of Change
- Eliciting Self-Motivational Statements
- Focus on Resistance
- Importance Scale
The Evolution of MI: MI 2002

- 4 Principles of MI:
  - Express Empathy
  - Develop discrepancy
  - Roll with resistance
  - Support self-efficacy

- Differentiation from Stages of Change Model — Phase I and Phase II Strategies

- Spirit of MI: Autonomy Support, Collaboration, Evocation

- O-A-R-S Skills
  - Change Talk
  - Resistance as a cue of dissonance
  - Confidence Scale

The Evolution of MI: MI 2013

- 4 Steps of MI
  - Commitment or Not?
  - Spirit of MI: Acceptance, Collaboration, Evocation & Compassion

- Higher Focus on Change Talk
  - Resistance as more than a behavior

- Directional language

- Continuum of Styles

Communication Styles

- Directing - Guiding - Following

- Behavior Therapy
- Cognitive Therapy
- Reality Therapy
- MI
- Solution-Focused
- Psycho-dynamic
- Client-Centered
8 Stages of Learning MI

1. Overall Spirit of MI
2. O-A-R-S Client-Centered Counseling Skills
3. Recognizing Change Talk
4. Eliciting & Strengthening Change Talk
5. Rolling with Resistance
6. Developing A Change Plan
7. Consolidating Commitment
8. Transitioning & Blending

Motivational Interviewing

Part Two: Engaging & Micro-Skills

The Spirit of Motivational Interviewing

- Collaboration
- Compassion
- Acceptance
- Evocation
MI Adherent Behaviors in Counseling

- MI Adherent Behaviors:
  - Asking permission
  - Affirming the client
  - Emphasizing personal control
  - Supporting
  - Giving Information

- MI Non-Adherent Behaviors:
  - Advising without permission
  - Confronting**
  - Directing the client by giving orders, commands, or demands

Process of MI

1. Engaging
2. Focusing
3. Evoking
4. Planning

Engaging & Expressing Empathy

- What are the reasons clients should make a change?
- What are the reasons they should not make a change?
In a skillful session of Motivational Interviewing, the counselor has the ability to engage the client in a way where the client is speaking for more than 50% of the session. One key for encouraging clients to do most of the talking is to ask open-ended questions, questions that do not invite brief answers. Closed questions should be few and far between in early stages of MI.
I. Open-Ended Questions

Exercise:

› Listen to the following statements and generate two open ended questions to respond to the client.

II. Affirmations

Affirmations can be used to encourage, support, reinforce, or acknowledge attempts made by clients:

• It is critical that you provide statements that support, encourage, reinforce and acknowledge not only the sharing of personal information, but the client’s personal experience.

• Though the easiest, this strategy is often the most neglected.

• It is critical that you are clear about what you are affirming. We do not want to affirm the wrong sentiments behaviors or values.
"We think we listen, but rarely do we listen with real understanding, true empathy. Yet, listening of this special kind is one of the most potent forces for change that I know."

- Carl Rogers

Reflective listening involves making statements designed to show that you understand the meaning of what the person is saying.

Thinking reflectively includes having interest in what the person has to say and understanding the “GIST” of what the person is communicating.

All types of Reflective listening help build rapport and strengthen the therapeutic alliance with a client. They also are the key way to express empathy with your client.

Reflective listening in and of itself will be one of the most important clinical skills you can master in your counseling career.
III. Reflective Listening

Reflective Listening is a strategy to demonstrate to the client that you are concerned and interested in what s/he is saying to you.

It is an essential tool to build **Empathy** and **Rapport**. It is used to defuse defensiveness and to **Enhance Motivation**.

Types of Reflective Listening

- Repetition (SR)
- Rephrase (SR)
- Paraphrase (CR)
- Reflection of Feeling (CR)
- Double-Sided Reflection (CR)
- Amplified Reflection (CR)

Reflective Listening Practice

**Practicing Reflective Listening**
**IV. Summarizations**

**Summary Statements...**
- Link together ideas and topics presented by the client
- Permit you to check in with your client and if appropriate move forward
- Give a clear message to the client you are listening closely and understand the major areas of concern

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**Motivational Interviewing**

**Part Three: Change Talk**

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**Change Talk**

*Any speech that favors movement toward change.*

<table>
<thead>
<tr>
<th>DESIRE:</th>
<th>Want, wish, like</th>
</tr>
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<tbody>
<tr>
<td>ABILITY:</td>
<td>Can, could, able</td>
</tr>
<tr>
<td>REASON:</td>
<td>Specific reason for change</td>
</tr>
<tr>
<td>NEED:</td>
<td>Need to, have to, must, important, etc.</td>
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Change Talk

Any speech that favors movement toward change.

1: Mobilizing Change Talk (DARN-CAT):

<table>
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<tr>
<th>COMMITMENT</th>
<th>Will, intend to, going to, etc.</th>
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<tr>
<td>ACTIVATION</td>
<td>Ready to, willing to (without specific commitment)</td>
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<tr>
<td>TAKING STEPS</td>
<td>Reporting recent specific action (step) toward change</td>
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Any speech that expresses an acceptance of the status quo or the benefits of staying the same.

Sustain Talk DIRN-C

<table>
<thead>
<tr>
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<td>INABILITY</td>
<td>to change (can't change)</td>
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<tr>
<td>REASON</td>
<td>for sustaining status quo</td>
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<tr>
<td>NEED</td>
<td>for status quo (have to stay the same)</td>
</tr>
<tr>
<td>COMMITMENT</td>
<td>to status quo (not going to change)....</td>
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The Goal of MI is to Increase Change Talk

Research Outcomes:
1. Practitioners who use MI elicit increased levels of change talk and decreased levels of resistance.
2. MI clients are more likely to talk about change and are less resistant.
3. The extent to which clients verbalize arguments against change during MI is inversely related to the degree of subsequent behaviour change.
4. The extent to which clients verbalize change talk will be directly related to the degree of subsequent behaviour change.
1. **Status Quo**: The client is not ready or willing to change.

2. **Sustain Talk**: The client expresses a desire to stay the same, an inability to change, the benefits of the current situation; a need to stay the same.

3. **Preparatory Change Talk** — **DARN**: The client begins to express desires, abilities, reasons and/or needs for change.

4. **Mobilizing Change Talk** — **CAT**: The client expresses a commitment to change and begins to plan the direction of change and to take steps.

5. **Change**
Understanding Sustain Talk

- Ambivalence to change is normal.
- Even when people are fully committed to change they can usually identify some reasons to stay the same.

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Sustain Talk and Change Talk

- **Sustain Talk – Stay the Same (DIRN-C)** relates directly to importance and confidence about change; it signals the probationer’s ambivalence.
- **Change Talk (DARN-C)** emphasizes a desire and the confidence to change.

Our Behaviour Influences Change and Sustain Talk

- The Big Hammer (Confrontation) & Righting Reflex (Fixing)
  - Resisting Change: Committing to the Status Quo (DIRN-C)
  - Committing to Change: Behaviour Change (DARN-C)
  - Eliciting & Evoking
Our Behaviour Influences Change and Sustain Talk

- When we are *evoking*, we are more likely to elicit change talk from the client.
- You will hear commitment statements like: "I will; I guarantee; I'm going to, etc."

Exercise: Drumming For Change Talk

- Listening for:
  - Sustain Talk (ST)
  - Neutral Statements (NS)
  - Preparatory Change Talk (DARN)
  - Mobilizing Change Talk (CAT)

Commitment Phase

- Mobilizing Change Talk (DARN-CAT):
  - **COMMITMENT**: Will, intend to, going to, etc.
  - **ACTIVATION**: Ready to, willing to (without specific commitment)
  - **TAKING STEPS**: Reporting recent specific action (step) toward change
Strategies to elicit change talk:

- Evocative Questions
- Elaboration
- Scaling Questions
- Using Extremes
- Looking Back
- Looking Forward
- Exploring Goals
- Decisional Balance

Additional strategies to generate change talk:

Evocative Questions – a very direct approach using open-ended questions to explore the client’s perceptions or concerns about a problem behaviour.

“What concerns you most about getting angry?”

Evocative Questions:

- Disadvantages of Status Quo
- Advantages of Change
- Optimism About Change
- Intention to Change
Elaboration
- Ask the client to elaborate on the problem.
- Tell me a little bit more about that... Tell me about the last time... What was happening then?

Scaling Questions
- Ask the client to rate how much they value change (importance) and how confident they are with respect to making the change.

On a scale of 1 - 10 with 10 being very important, how much do you want to make the change?
### Sample Questions To Increase Importance

- “What would have to happen for it to become much more important for you to change?”
- “What would have to happen before you seriously considered changing?”
- “Why have you given yourself such a high score on importance?”
- “What would need to happen for your importance score to move up from x to y?”

### Sample Questions To Increase Importance

- “What stops you from moving up from x to y?”
- “If you were to change what would it be like?”
- “What are some good things about [current behavior]? What are some of the worst things?”
- “What are the things you like about [current behavior]?
- “What are some of the things you dislike?”

### Increasing Confidence

1. Do little more
2. Scaling Questions  
   (why so high, how can you go higher?)
3. Brainstorm solutions
4. Looking for exceptions  
   (past efforts-success and failures)
5. Reassess confidence
Sample Questions To Increase Confidence

- “What would make you more confident about making these changes?”
- “Why have you given yourself such a high score on confidence?”
- “How could you move up higher, so that your score goes from x to y?”
- “How can I help you to succeed?”
- “Is there anything that you have found helpful in previous attempts to change?”

Sample Questions To Increase Confidence

- “What have you learned from the way things went wrong the last time that you tried?”
- “If you were to decide to change what might your options be? Are there any ways you know about that have worked for other people?”
- “What are some of the practical things that you would need to do to achieve this goal? Do any of them sound achievable?”
- “Is there anything you can think of that would help you feel more confident?”

Additional strategies to generate change talk:

Looking Back – Asking the client to remember times before the problem emerged, and to compare these with the present situation.

Tell me about the last time you were arrested... What happened?
Additional strategies to generate change talk:

Looking for Exceptions – Focus on a specific behavior and ask the client to identify strategies that they have used to successfully address the behavior.

Tell you about a time you were really angry but did not get aggressive. What did you do differently?

Additional strategies to generate change talk:

Looking Forward – Project into a hypothetical future. Envision what the future would look like if no change is made and if a change is made.

Think about the future... what is one thing you would like to have that you don't have right now.

Additional strategies to generate change talk:

Exploring Goals – Ask the client to tell you what things are most important in his or her life, what values or goals does this person hold most dear.

You really want a family and a good job... What are you doing now to move toward that? What do you think might get in the way?
Assess Readiness, Importance, Confidence – Continually reassess importance and confidence to help you encourage and monitor progress.

Decisional Balance – discuss the positive and negative aspects of staying the same and changing.

<table>
<thead>
<tr>
<th>Stay the Same (+)</th>
<th>Stay the Same (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change (-)</td>
<td>Change (+)</td>
</tr>
</tbody>
</table>

Additional strategies to generate change talk:

Evocative Strategies for Low Levels of Importance

Do Little More: don’t push, demand, offer advice or review the consequences of not-participating (the probationer is able to do this him or herself). Simply ask the probationer to consider his or her decision.

• What is it you don’t like about your [current behaviour]?
Strategies for Moderate Levels of Importance

- What are your likes/dislike about [current behaviour]?
- You gave a rating of x, what would have to happen for it to become much more important for you to change?
- What would have to happen before you seriously considered changing?
- Why have you given yourself such a high score on importance?
- What would need to happen for your importance score to move up from x to y?
- If you were to change what would it be like?

- Rollnick, Mason & Butler, 1999

Strategies for high levels of importance

When importance is high focus on confidence.

- What would make you more confident about making these changes?
- Why have you given yourself such a high score on confidence?
- How could you move up higher, so that your score goes from x to y?
- How can I help you to succeed?
- Is there anything that you have found helpful in previous attempts to change?
- What have you learned from the way things went wrong the last time that you tried?
- If you were to decide to change what might your options be? Are there any ways you know about that have worked for other people?
- What are some of the practical things that you would need to do to achieve this goal? Do any of them sound achievable?
- Is there anything you can think of that would help you feel more confident? - Rollnick, Mason & Butler, 1999

Integrating Evocative Strategies

Miller and Rollnick recommend the integration of several strategies when evoking change talk. The following strategies can be used consecutively to elicit preparatory and mobilizing change talk:

- Elaboration
- Affirmation
- Reflection
- Summary
Exercise: More Practice - EARS

Working In Small Groups

Speaker: Consider something you want to change but you are not sure that you can.

Interviewer: You will use MI skills. Do not give advice or solutions... Remember to use your E-A-R-S.

Observer: Carefully observe the real play while jotting down all of the change talk statements.

Use the Coaching and Observation Feedback Form to provide feedback.

Sustain Talk and Resistance

Sustain Talk is normal. Examples of sustain talk can be captured under the acronym DIRN-C:

- **D**esire for Status Quo
- **I**nability to Change
- **R**easons to Stay the Same
- **N**eed to Sustain Status Quo
- **C**ommitment to Status Quo

Rolling With Resistance – What To Avoid

- Assessment Trap
- Confrontational-Denial Trap
- Expert Trap
- Blaming Trap
- Premature Focus Trap
- Chat Trap
Rolling With Resistance – What To Avoid

- Righting Reflex
- The Big Hammer

Rolling With Resistance – What To Do

- Repetition (SR)
- Rephrase (SR)
- Paraphrase (CR)
- Reflection of Feeling (CR)
- Double-Sided Reflection (CR)
- Amplified Reflection (CR)
- Shifting Focus
- Reframe

Motivational Interviewing

Part Four: Next Steps
**Where Users of MI Can Go Wrong**

- Letting go of the expert role
- Using complex reflections
- Missing opportunities for MI
- Giving insufficient direction
- Opposing resistance
- Not attending to commitment language
- Not letting go of MI

**MI in Community Corrections**

- Accepting Acceptance
- Time Frames of Using MI
- Falling into the Righting Reflex
- Missing change talk wrapped within sustain talk
- Optimism about change

**MI Resources**

- [www.motivationalinterview.org](http://www.motivationalinterview.org)
- MIA-Step
- MITI Coding
- MI Videos/DVDs
- MINT Training
- MI Varying Levels of Training
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