Motivational Interviewing: A Tool to Engage Transition-Age Youth & their Families

with
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Westside Regional Center
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October 10th and 24th, and November 7th and 21st, 2013

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Early Ideas about Motivation

- People are either motivated or not
- If they are not motivated, there is not much we can do
- A client is motivated when he/she does what is suggested
- Advice, information, or confrontation is the best way to bring about change

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Short History of MI

- Began in the 1980s with Bill Miller, Ph.D., in alcoholism treatment
- Treatment mired in confrontation and denial
- Encouraged to document the approach by Dr. Stephen Rollnick
- Used widely across diverse fields

Continuum of Communication Styles

Directing ⟷ **Guiding** ⟷ **Following**

Twelve Roadblocks to Listening
(Thomas Gordon, Ph.D)

1. Ordering, directing, or commanding
2. Warning or threatening
3. Giving advice, making suggestions, or providing solutions
4. Persuading with logic, arguing, or lecturing
5. Moralizing, preaching, or telling clients what they "should" do
6. Disagreeing, judging, criticizing, or blaming
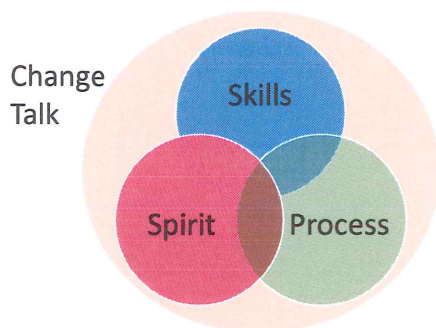7. Agreeing, approving, or praising

Twelve Roadblocks, cont.

8. Shaming, ridiculing, or labeling
9. Interpreting or analyzing
10. Reassuring, sympathizing, or consoling
11. Questioning or probing
12. Withdrawing, distracting, humoring, or changing the subject

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Motivational Interviewing is a collaborative communication style for strengthening a person's own motivation and commitment to change by addressing the common problem of ambivalence.
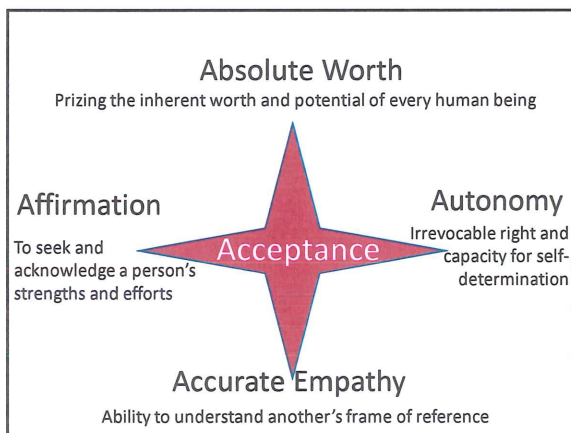
William R. Miller & Stephen Rollnick, 2013

Motivational Interviewing

Change Talk — Skills, Spirit, Process

Motivational Interviewing
Skills

- Affirming
- Asking Open Questions
- Reflective Listening
- Summarizing

Motivational Interviewing
Spirit

- Partnership — MI is done "for" or "with" someone
- Evocation — What they need is already within
- Compassion — is to give priority to another's needs
- Acceptance

Absolute Worth
Prizing the inherent worth and potential of every human being

Affirmation
To seek and acknowledge a person's strengths and efforts

Acceptance

Autonomy
Irrevocable right and capacity for self-determination

Accurate Empathy
Ability to understand another's frame of reference

The RULE

R esist the Righting Reflex

U nderstand Motivation

L isten

E mpower

Four Processes of MI

Planning

Evoking

Focusing

Engaging

- Rapport Building
- Not specific to MI
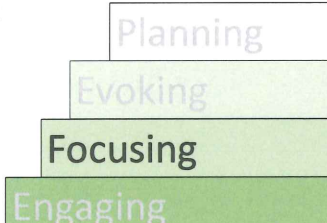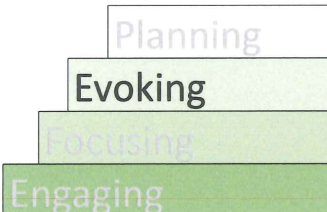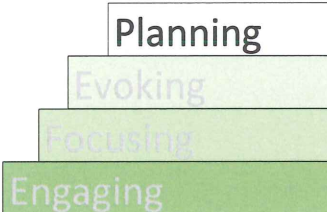- Relationship can predict success

Planning

Evoking

Focusing

Engaging

- Find a target behavior
- Develop and maintain a direction
- Negotiate agendas
- Targets include
  - Making a decision
  - Completing a task
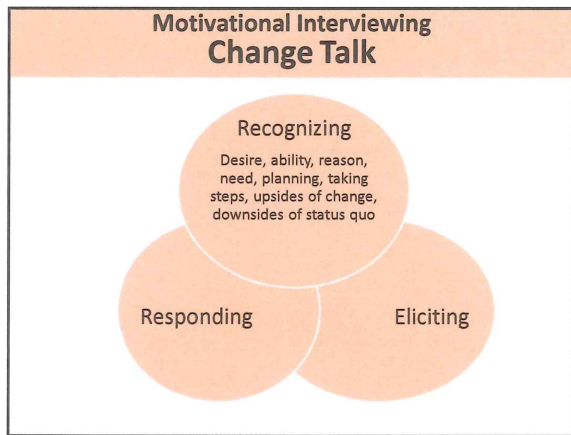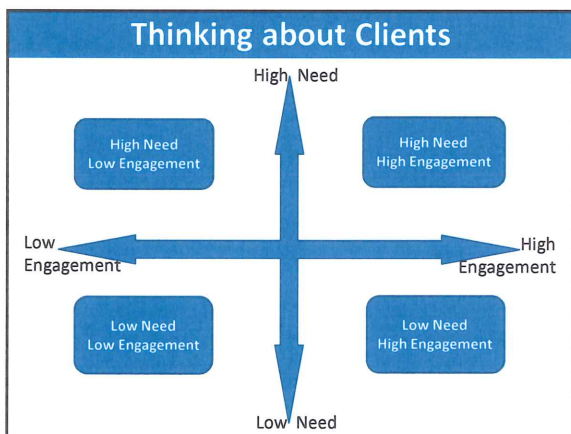
Planning

Evoking

Focusing

Engaging

- Not telling. Not expert or didactic approach
- A certain type of language called Change Talk
  - Client's own motivation for change.
    - Desire, ability, reason, needs, actions, efforts
  - People talk themselves into change.

Planning

Evoking

Focusing

Engaging

- The how and when of change.
  - Not whether and why to change.
- Develop commitment.
- Best time to share expertise with permission.

Planning

Evoking

Focusing

Engaging

Motivational Interviewing
Change Talk

Recognizing

Desire, ability, reason, need, planning, taking steps, upsides of change, downsides of status quo

Responding

Eliciting

Thinking about Clients

High Need

High Need Low Engagement

High Need High Engagement

Low Engagement

High Engagement

Low Need Low Engagement

Low Need High Engagement

Low Need

MI Skills

- **O**pen-Ended Questions
- **A**ffirm
- **R**eflect
- **S**ummarize

Ask Open Questions

- Ask questions that have more than one possible answer; encourage client to think about and elaborate on concerns
  - Tell me about …..?
  - What are some of your thoughts about ….?
  - What are the top 3 things on your mind?
  - What concerns do you have ….?
  - How has your thinking changed since the last time I saw you?

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Provide Affirmations

- _"Thanks for talking to me today."_
- _"You bring up a good point."_
- _"You certainly see a number of areas where your current situation doesn't seem to be working."_
- _"That's a great idea."_
- _"I can tell that you really do want to do the right thing here."_
- _"I'm impressed by how much thought you've put into this."_

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Listen Reflectively

- Listen to the client and reflect back what he or she said, verbally and nonverbally.
- Use reflections to
  - roll with resistance,
  - highlight something, or
  - encourage more talk like it.
- Initiate conversation with an open question and reflect the response.
- Try to use more reflections than questions.

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Types of Reflections

- **Simple/Repeat**—Repeat an element of what the client said.
- **Rephrase**—Restate content using different words.
- **Emotive**—Paraphrase the emotional dimension using feeling statements or metaphor.
- **Double-Sided**—Make explicit a contradiction or mixed feelings.

More on Reflections

- A hypothesis (not an assumption) about another person's meaning
- Mirroring back (being a sounding board)
- Reflections can be used to highlight discrepancy, but beware of "confronting."

Accurate Empathy

Complex Reflections

Simple Reflections

Complex Reflections
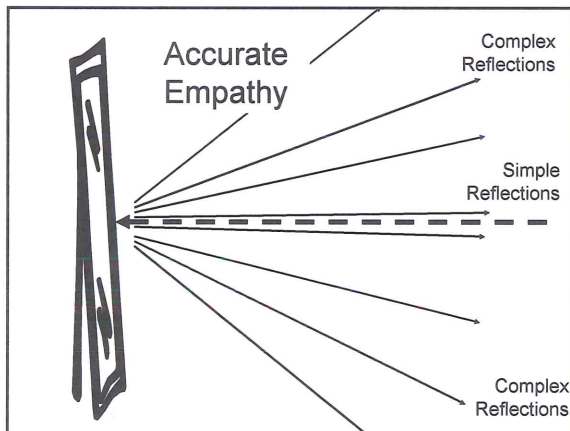
Summarize
(a special kind of reflection)

Feed back information to let clients hear what they have been saying and that you understand what they have said.

- *"Let me pull together what you've said and you can tell me if I've missed anything."*
- *"What I hear you saying so far is that . . ."*
- *"You said . . ." "You thought that . . ."*
- *"Is that a pretty good summary? Did I miss anything?"*
- *"We've talked about . . ."*

Structure of a MI session

1. Opening / Set Up
   a. Establish agenda (collaboratively)
   b. Set guidelines regarding length
2. Establish Rapport (engaging)
3. Establish a Target Behavior/Action (focusing)
4. Explore Motivation & Ambivalence (evoking)
   a. Transitional Summary
   b. Key Question
5. Consolidate Commitment (planning)
   a.   Develop Change/Action Plan (planning)
6. Closing

Opening Strategies

- Assume the client will be apprehensive about talking to you.
- Thank them for being there and acknowledge potential awkwardness
  - *"I'm glad you're made it today, I bet there was part of you that didn't want to come.*
- Ask an open-ended question.

Elicit – Provide – Elicit (EPE)

- ELICIT readiness and interest.
  - *"What do you know about x ?"*
  - *"What concerns do you have about it?"*
  - *"Tell me a little bit about why your considering the program."*
  - *"From your perspective, what happened to get you to this point?"*
- PROVIDE clear information or feedback.
  - *"Would it be ok if I told you a little more about it?"*
  - *"Can I share with you some ways its helped other people?"*
- ELICIT the interpretation or reaction.
  - *"What do you think of what I just shared?"*
  - *"How do you think the program could be useful to you ?"*

Giving Advice and Suggestions

- Ask for permission.
  - *"There's something that concerns me. Would it be okay if I asked you about . . .?"*
- Preface advice with permission to disagree.
  - *"This may or may not apply to you, but . . ."*
- Give a small amount of essential information.
  - *"The main thing I'm concerned about is . . ."*

Talking about Doing

- Look for signs of readiness.
- Don't rush to action.
- Test the waters (and be prepared to back down).
  - *"What are you thinking you'd like to do at this point?"*
  - *"Where does this leave you?"*
- Leave the responsibility for change with the client.

Menu of Options (EPE)

- Ask the client what might be helpful or offer a *menu of alternatives.*
  - *"What have you thought of?"*
  - *"There are a few things that might work...(provide a list).*
  - *Which of these sound good to you?"*

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Autonomy and Support

Leave the responsibility for change with the client.
  - "You're right. It's totally up to you"
  - "In the end you're the ones who will make these choices".
  - "I'm here to support all of you in the choices you make. I'm not trying to make anyone do anything they don't want to do."
  - "These choices are for you and your family to make. It's your life."

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Exploring Change in the Abstract

Conditional Statement	Plan of Action
"If you wanted to . . ." *"If you decided you wanted to . . ."* *"If the time were right . . ."*	*"How would you do it?"* *"How would you go about it?"* *"What would you do?"*

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Asking for Change Talk

- What are some of the good things that would come out of _X_?
- What are some of the downsides of the way _X_ is right now?
- If you were going to _X_, what would be the reasons to do it?

Importance Ruler

How important is it for you right now to...? On a scale from 0 - 10... what number would you give yourself? What makes you a ____ and not a ____?

1. Identify the target behavior
2. Ask how important on the scale
3. Ask why not one click lower
4. Follow-up w/ Reflection, Elaboration, Summarization

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Asking for Ability Language

- Tell me about some of the similar challenges you been through and how you did it?
- What are some of the strengths you have? How would these be helpful in accomplishing this goal/task?
- What would make you feel even more confident?

Confidence Ruler

1. **Identify the target behavior**
2. **Ask how confident on the scale**
   a) **What would it take for one click higher (elicits possible planning),**
   b) **Why not one click lower (elicits strengths or past successes)**
3. **Follow-up w/ Reflection, Elaboration, Summarization**

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? What would it take to get from a _____ to a _____ ?

1 2 3 4 5 6 7 8 9 10   40

Dealing with Discord

- Resistance is now conceptualized as discord.
  - Discord focuses on the quality of the helping relationship.
  - Is a signal of a problem in the relationship.
  - Discord is highly responsive to helper style.
  - Predictive of no change

Signs of Discord

- Discord sounds like
  - Arguing
  - Defending
  - Interrupting
  - Disengagement
  - Sustain Talk (desire, ability, reason, and need for the status quo – things to stay the same)

Four Processes of MI

Discord during engaging can come from
- Client prior experiences
- Expectations
- Counselor behaviors

Planning

Evoking

Focusing

Engaging

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Four Processes of MI

Discord during focusing can come from
- Premature focus – setting agenda too soon
- Setting agenda without including the client
- Counselor insistence on a particular topic

Planning

Evoking

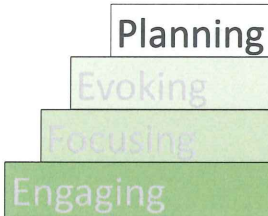**Focusing**

Engaging

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Four Processes of MI

Discord during evoking can come from
- Counselor pushing in a particular direction
- Uncontrolled "righting reflex"

Planning

Evoking

Focusing

Engaging

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Four Processes of MI

Discord during planning can come from
- Not engaging client to come up with ideas and solutions.

Planning

Evoking

Focusing

Engaging

How to respond to Discord and Sustain Talk

- Use reflective listening
- Apologize
- Emphasize personal choice and control
- Affirm
- Shift focus

Traps to Avoid

- The Question/Answer Trap
- The Premature Focus Trap
- The Expert Trap
- The Confrontation Trap ("Trying to make them see.")

Emphasizing Personal Choice/Control

"It really is your choice about what you do in this situation."

"No one can make you do this. The decision is yours."

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Disclosing Feelings

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

Things to remember

- MI is done "for" and "with" a person.
- MI is a "way of being" with clients.
- The best way to learn MI is to listen to the reactions of your clients.
- The "lyrics" without the "music" is not MI.
- Appropriate when someone is expressing ambivalence or behaving in such a way that you believe there is ambivalence.