

EARLYIMPACT
— VIRGINIA —

Motivational
Interviewing

Trainer's Name:
Trainer's Email:

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"If you treat an individual as if he were what he ought to be and could be, he will become who he ought to be and could be."

~ Goethe

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Agenda

8:30 - 9:00 Registration
9:00 - 10:30 Module 1
10:30 - 10:45 Break
10:45 - 12:00 Module 2
12:00 - 1:00 Lunch on your own
1:00 - 2:30 Module 3
2:30 - 2:45 Break
2:45 - 4:00 Module 4

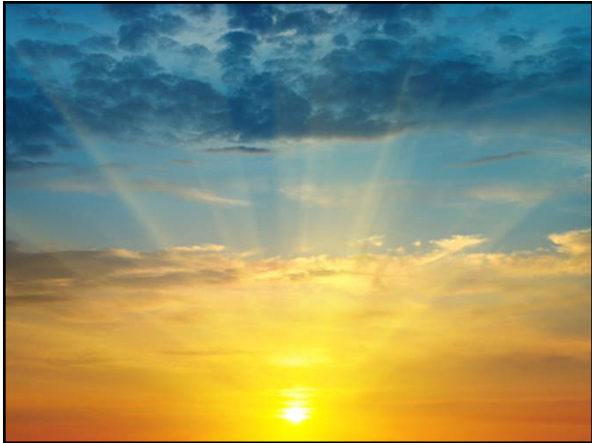
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Learning Objectives

Participants will:

1. Define motivational interviewing as a provider's style rather than a set of techniques
2. Describe a basic assumption behind a motivational interviewing approach
3. Discuss and practice OARS skills
4. Define the four processes of motivational interviewing and demonstrate skills via semi-scripted practice
5. Demonstrate skills for responding to discord

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Family Support Professional: Your Challenge

The situation: You are a busy family support professional.

- You have just provided the client, a mother with young children, with results of a risk screen.
- You have about 10 minutes for your first discussion with this mother.

The client:

- This mother smokes 10 cigarettes per day, drinks about 6 beers a night, and her children are obese.
- She was pulled over for suspicion of DUI with her kids in the car, but was not arrested.
- She is a single mother, has three children and has been unemployed for five years.

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Persuading to Change IMPORTANT: This is NOT MI!

- Using the risk information you have, explain why she should make a change.
- Give three specific benefits that would result from the change.
- Tell her how she could make the change.
- Emphasize how important it is for her to make the change. Include the negative consequences of not doing it.
- Tell/persuade her to do it, telling her she needs to change.
- If you encounter resistance, repeat, perhaps more emphatically.

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MI Definition

- A relaxed, conversational style that explores and resolves normal ambivalence about change
- A person-centered approach that builds motivation for change
- An approach that relies on *eliciting* rather than *providing*



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Family Support Professional: Your Challenge

- **The situation: You are a busy family support professional.**
 - You have just provided the results of a risk screen to a mother with very young children.
 - You only have about 10 minutes for your first discussion with this mother.
- **The client:**
 - This mother smokes 10 cigarettes per day, drinks about 6 beers a night, and her children are obese.
 - She was pulled over for suspicion of DUI with her kids in the car, but was not arrested.
 - She is a single mother, has three children and has been unemployed for five years.

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Family Support Professional: Your Task

- Use the following script to explore whether the mom wants to do something about her parenting, smoking, drinking or children's health.
- While you don't have a lot of time, you are relaxed and interested in what she is thinking and feeling.
- While you aren't a "therapist," you are a competent family support professional who wants to have a helpful conversation.
- **DO NOT TRY TO PROBLEM-SOLVE OR FIX THE PROBLEM.** Focus instead on understanding her perspective and eliciting her own motivation.

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The Script

We've talked about some of your concerns about parenting, your children's health, and your drinking and smoking. Which of these would you prefer to talk about today?

- Listen, then ask:

What changes might you make in _____?

- Reflect back to her this response, then ask:

Why might you want to make this change?

- Reflect her response, then ask:

What are the most important reasons for you to possibly do it?

- Reflect, then ask:

If you did decide to make this change, how might you go about it?

- Reflect, then:

Offer a brief summary of what this mom shared with you about her motivation for change.

- Then ask:

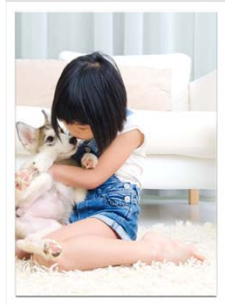
So what might you do?

- Reflect response

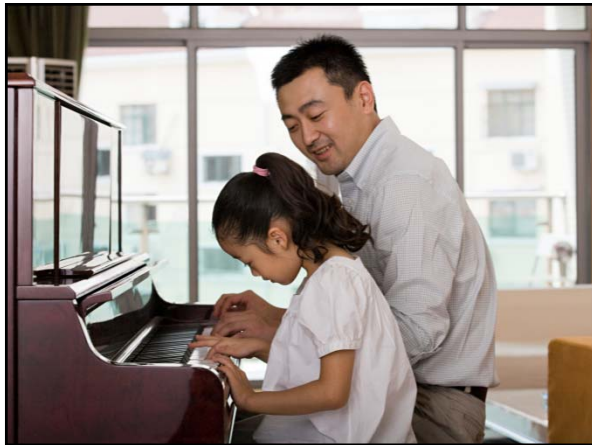
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Debrief

- Which way felt better to you as client?
- Which way felt better to you as a family support professional?
- Which way felt more natural?
- Which way seems more likely to lead to lasting change?



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A few facts about MI

- First described in 1983 by Bill Miller, Ph.D.
- Research: Confrontation vs. Empathy—counselor style influences outcomes
- Books on Motivational Interviewing by Miller & Rollnick 1991, 2002, 2013
- Multiple books available on applications of motivational interviewing
- Evidence-based practice; listed in SAMHSA's NREPP
- Second only to cognitive behavioral therapy in number of studies and publications (over 700 clinical trials to date)



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Efficacy of MI

- Research shows that an empathic style works over a confrontational style
- Research shows that motivational interviewing is equal to other evidence-based practices but works in less time
- Research shows that it works particularly well with people who are angry and those least ready to change
- Research shows that the method of evoking change talk leads to positive outcomes

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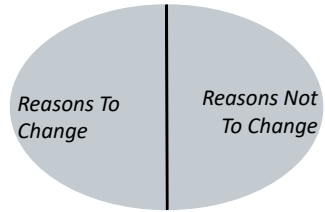
Motivation

- Resides within the person
- Part of an interpersonal process
- Works on a continuum (from less to more motivated)
- Fluctuates, not static
- Influenced by helper's expectancies about change
- Influenced by person's own belief about change



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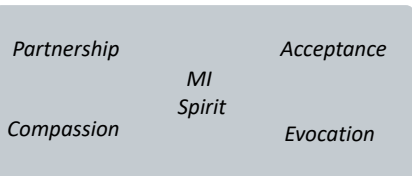
Ambivalence



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Motivational Interviewing Spirit



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Motivational Interviewing Spirit

| | | |
|---------------------------|---|-----------------------------|
| <i>Absolute Worth</i> | <i>Non- Judgmental Acceptance</i> | <i>Autonomy Support</i> |
| <i>Affirmation</i> | | <i>Accurate Empathy</i> |

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Core Skills: OARS

- **Open Questions**
 - Clients should do most of the talking
 - Follow question/response with a reflection
 - Use at least 2-3 reflections for every question
- **Affirmation**
 - Focus on client strengths, efforts, values, what impresses you about them
- **Reflective Listening**
 - Reflect client's perspectives, thoughts, feelings, experiences
- **Summarize**
 - Capture essence, link topics, transition conversation

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Exchanging Information

- **Context for sharing information and advice**
 - **With the client's permission**
 - When the client requests it
 - Understating the need to share information
 - Qualifying advice
 - "You can disregard this but others have said that ____ is helpful. What do you think?"
- Empowers the person to make it easier for him or her to hear and consider what you have to say

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Exchanging Information

Elicit-Provide-Elicit (Ask-Tell-Ask) Formula

- **Elicit:** Ask what the client already knows about a particular topic
- **Provide:** Give information tailored to what the client already knows. Give one piece of information or fill in a gap.
- **Elicit:** The client's reaction to the information presented
 - "What is your take on this?"
 - "How does it feel to hear this?"
 - "How is all this hitting you right now?"
 - "Where does all this leave you?"

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Demonstration

- Invite volunteer to real play
- Demonstrate reflective listening/OARS and working with ambivalence
- What we might do in first 5-7 minutes of conversation

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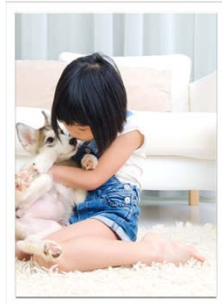
*“The quieter you become,
the more you can hear.”*

~ *Baba Ram Dass*

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Debrief

- **Speakers:** Tell us how it felt.
- **Listeners:** What did you find easy, difficult?
 - What does it take to show them you are listening?



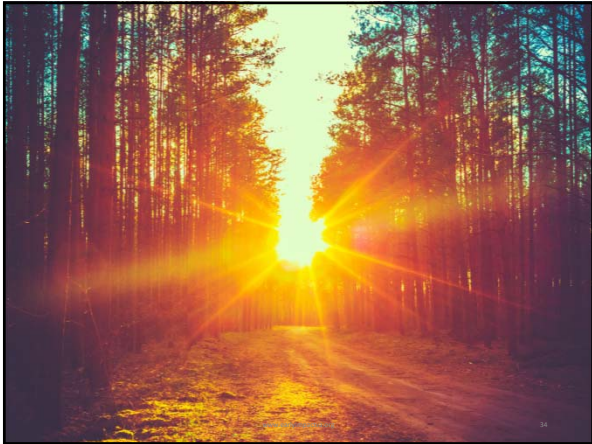
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OARS Exercise

TRIAD REAL PLAY

- **Listener:** Ask open questions and reflect what you hear (ideally 1:3) without an agenda. **DO NOT TRY TO PROBLEM-SOLVE, FIX ANY PROBLEM OR PROVIDE SOLUTIONS**
- **Speaker:** Talk about “Something I feel two ways about” like a current choice or conflict you have
- **Observer:** Tally OARS, and note best reflective statement made by listener

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Four Processes of MI

- **Engaging:** The process of establishing a trusting, collaborative relationship
- **Focusing:** Together finding and maintaining focus on area of positive growth or change
- **Evoking:** Eliciting the person's own motivation (importance and confidence) and commitment to change
- **Planning:** Strengthening commitment and forming a plan for change

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Four Processes of MI

- **Engaging:** "Shall we journey together?"
- **Focusing:** "Where would you like to go?"
- **Evoking:** "Why might you go and what strengths can help you to get there?"
- **Planning:** "When will you go and how will you get there?"

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It's MI when....

- the communication style and spirit involve person-centered, empathic listening (**Engaging**)
- a particular identified target for change is the purpose of the conversation (**Focusing**)

AND

- the clinician is evoking the person's own motivation and commitment for change (**Evoking**)
- it also (but not necessarily) includes development of a change plan (**Planning**)

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Engaging: The Relational Foundation

- Engaging comes first. Use OARS to engage.
- Engage to:
 - Establish a helpful connection
 - Build trust and rapport
 - Hear the person's story

If we don't successfully engage, we don't get to go any further.

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Engaging Script

DO NOT TRY TO PROBLEM-SOLVE, FIX THE PROBLEM OR FIND SOLUTIONS

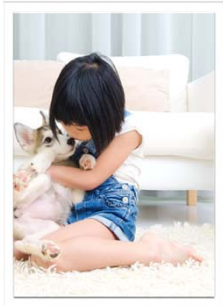
Use OARS to ENGAGE:

- *Tell me about something you are considering changing or would like to be better in your life.*
 - Reflect response, at least one reflection before asking
- *Tell me more about that.*
 - Reflect response, at least one reflection before asking
- *What might be the down side of making this change, your reasons not to do it ?*
 - Reflect response, at least one reflection before asking
- *What might be the benefits of making this change?*
 - Reflect response, at least one reflection before
- Affirm the person's strengths, values, efforts that you are noticing
 - Reflect response, at least one reflection before summarizing
- Summarize the main points, include any ambivalence you heard ending with the change talk

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Debrief

- Speakers: Tell us how it felt.
- Listeners: What did you find easy, difficult?
- Observers: What did you notice?



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Focusing: Finding a Shared Direction

It's about:

- establishing and maintaining a clear direction and purpose for the conversation, a movement towards growth and change
- how we approach the delicate subject of a problem area or need for behavior change
- transitioning from engaging to evoking, what happens implicitly or explicitly

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Focusing: Finding a Shared Direction

What would you like to talk about today? What would you like to be different?

- Envisioning change: Exploring a different way, a different future
- Exploring values: What matters most to you? What are your top priorities?
- Broad change goals (ex: To have a better life) can lead to more specific change goals

When there are multiple concerns or problem areas

- Agenda-mapping

Raising a difficult topic

- Raise topic among many; ask permission when important
- Raise topic gently, sensitively, and express empathy, offer assistance

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"People are generally better persuaded by the reasons which they have themselves discovered than by those which have come in to the mind of others."

Blaise Pascal

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Evoking: Building Motivation to Change

- A process of calling forth and building upon a person's intrinsic motivation to grow and change. It is intended to help the person resolve ambivalence in the direction of positive change.
- People tend to become committed to what they hear themselves saying. People can talk themselves into or out of changing.
- An equal mix or predominance of sustain talk is associated with maintaining the status quo.
- A predominance of change talk predicts behavior change.

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Evoking: Building Motivation to Change

Change Talk

- The client's own stated reasons to possibly make a change.
- Any statement that indicates the client is moving toward change.
- Goal: The client, not the helper, presents the arguments for change.
- Exploring the importance of change and one's confidence to change increases motivation to change.
- Our task is to recognize, elicit and build upon the change talk.

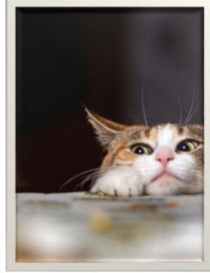
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Evoking: Building Motivation to Change

Recognizing Change Talk

DARN-CAT

- Desire: "I want to change ..."
- Ability: "I can change if I decide to ..."
- Reasons: "I am thinking about changing because ..."
- Need: "I *must* change because ..."
- Commitment: "I am determined to change ..."
- Activation: "I am getting ready to change ..."
- Taking Steps: "I am doing ..."



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Recognizing Change Talk

Drumming for change talk exercise

Hidden or implied change talk



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Evoking: Building Motivation to Change

Increasing Importance to Change

- Evocative questions (see list in handout)
- Pros and cons
- Decisional balance
- Looking forward/Looking back
- Querying extremes
- Focus on values, hopes, dreams, interests, passions
- Importance ruler

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Evoking: Building Motivation to Change

Increasing Confidence to Change

- Listen for themes that imply confidence. Reflect preferentially
- Explore confidence to change
- Focus on past successes
- Reframe negatives into positives; Reflecting “up”
- Explore strengths and supports
- Hypothetical change
- Confidence ruler

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Evoking: Building Motivation to Change

Responding to Change Talk

- **Elaborate:**
 - Describe the last time this occurred
 - Ask for clarification: In what ways? Ex: good week, easier being around other people
 - Ask for a specific example
 - Ask “What else?” or “Tell me more.” Invite details; paint a picture that envisions change and a better future
- **Affirm:**
 - Comment positively on the person’s strengths
- **Reflect:**
 - Listen for change talk and respond preferentially
- **Summarize:**
 - Include change talk in summary

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Evoking Practice

How important is it to you right now to make this change? On a scale from 0 to 10, where 0 is not at all important and 10 is extremely important, where are you?

So you are an X. What makes it an X and not a ____ (lower number)?

- Reflect response

What would bump it up a notch? What might have to happen for it to be more important or pressing for you?

- Reflect response

How confident are you that you could make this change if you decided to do so? On a scale from 0 to 10, where 0 is not at all confident and 10 is extremely confident, where are you now?

So you are an X. What makes it an X and not a ____ (lower number)?

- Reflect response

What would bump it up a notch? What might have to happen or what might you do for you to feel more confident?

- Reflect response, at least one reflection before asking

What is the worst that could happen if you don't make this change?

- Reflect response, at least one reflection before asking

What would be the best possible outcome if you were successful in making this change?

- Reflect response, at least one reflection before asking

Where does all this leave you?

- Reflect/Summarize and affirm strengths and values

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*"I have learned over the years that
when one's mind is made up,
this diminishes fear."*

Rosa Parks

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Planning: Building on Strengths

- A process in which you evoke the client's own ideas about how to change.
- Determine when to move from evoking to planning. It's unwise to move to planning before client is sufficiently motivated
- Use clinical judgment to determine whether or not planning is needed
 - May be changing as you go along or know how to change once decided

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Planning: Building on Strengths

- **Recognize signs of readiness**
 - Increased change talk, particularly CATs
 - Sense of resolve, moving toward something different
 - Beginning to experiment with change
- Test the water: summary, key question, support autonomy
- Explore change options
- Give information in MI manner
- Hone in on specific plan
- Explore confidence in plan
- Consolidate commitment
- Affirm and convey hope

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Planning: Building on Strengths

Example Change Plan

- What is the change you want to make?
- What are the most important reasons to make this change?
- What could get in the way?
- How could you overcome any obstacles to change?
- What is the first step?
- If that is successful, then what would be the next step?
- Who could support you in this effort? How might they help?
- How will you know if the plan is working?
- What might be a Plan B?

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Planning: Eliciting and Strengthening Commitment to Change

- Where does this leave you now?
- Check-in on confidence in the plan, using ruler
- Explore commitment using ruler
- End with evocative question: What will be the best thing about making this change?

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Responding to Discord

Increasing discord: motivational traps

- Premature focus
- Question-answer trap
- Insufficient direction
- Expert role
- Labeling
- Taking sides
- Underestimating ambivalence; assuming readiness to change

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Responding to Discord

**12 Roadblocks to Decreasing Discord or Resistance
(from Thomas Gordon)**

| | |
|---|--|
| 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 |

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What's the difference?

Change Talk, Sustain Talk, and Discord

- Change talk versus sustain talk
- Sustain talk versus discord/resistance

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What's the difference?

Sustain Talk versus Discord

- Smoking weed just relaxes me.
- You people are just here for the money.
- You don't really care about us.
- Who are you to tell me what to do, you've never used drugs.
- Marijuana is a lot less harmful than alcohol.
- I can be more creative when I smoke.
- I already quit cocaine, I don't want to give up pot, too.
- I don't care what you say, I'm not going to quit!
- Alcohol is not a problem for me.
- You're not listening to me!

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Responding to Discord

Decreasing discord/resistance:

- **Express empathy**
 - **Reflective Listening**
 - Simple and complex reflections
 - Amplified reflections
 - Double-sided reflections
 - Shifting focus
 - Reframe: suggesting a different meaning or perspective
 - Coming alongside
 - Emphasizing personal choice and control

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“Always remember that the future comes one day at a time.”

Dean Acheson

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Putting it All Together

MI conversation in a nutshell (one possible structure)

- Listen with non-judgmental acceptance as they share their experience and perspective.
- Express empathy, that you understand and validate their perspective. Reflect.
- Discuss their own goals, motivation, values and strengths.
- Raise subject of a concern or resource if needed.
- Evoke change talk using strategies.
- If ready, evoke their ideas for how to reach their goals.
- Consolidate commitment.

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**Putting It All Together:
Contextualized Practice**



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**Key
Take Aways**



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