



EARLYIMPACT
— VIRGINIA —

Trainer's Name:
Trainer's Email:

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Motivational
Interviewing

"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

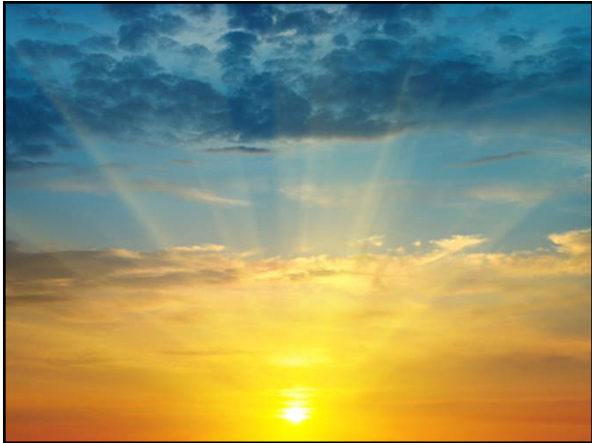
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Learning Objectives

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 semotivational interviewing-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 home visitor.**
 - 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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10

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:

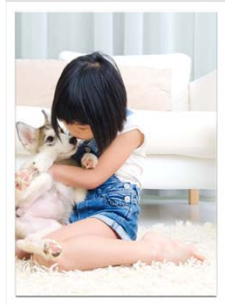
So what might you do?

- Reflect response

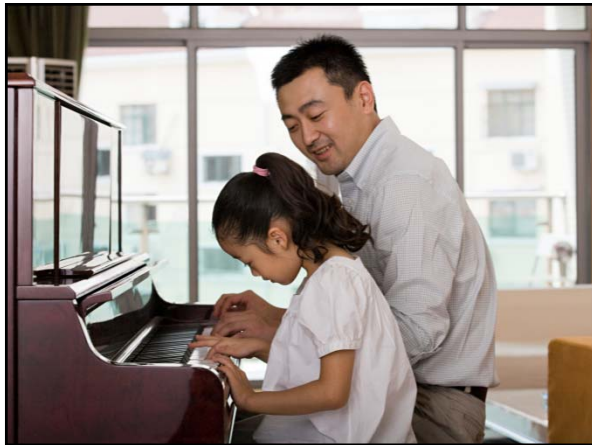
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Debrief

- 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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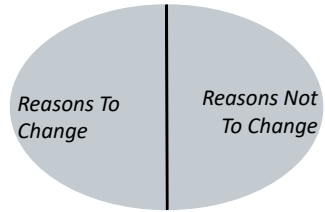
Motivation

- 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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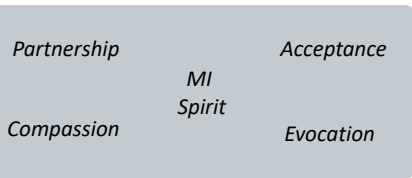
Ambivalence



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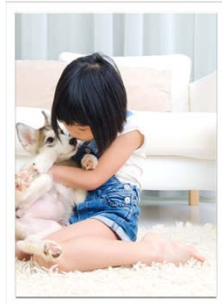
*“The quieter you become,
the more you can hear.”*

~ *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?



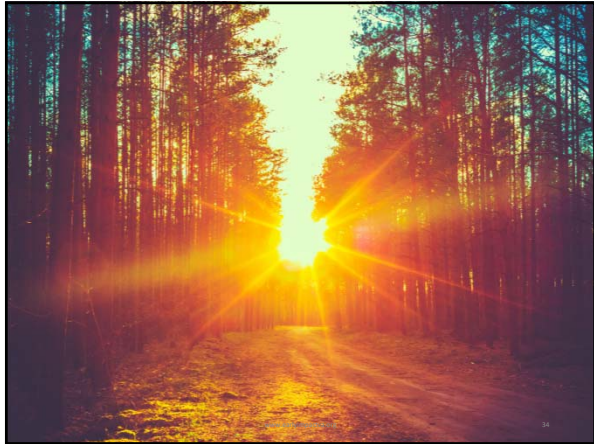
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OARS Exercise

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

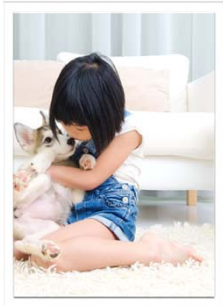
Use OARS to ENGAGE:

- *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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42

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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43

"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.

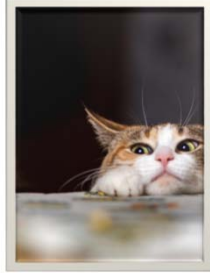
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Evoking: Building Motivation to Change

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

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

Use OARS to EVOKE:

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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info@earlyimpactva.org
(804) 359-6166

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