

MOTIVATIONAL INTERVIEWING

Joining and Engaging, Increasing Participation, Improving
Behaviors, Mastering Resistance

Mark M. Lewis, LMSW

CORE SKILLS

What Is Motivational Interviewing?

“Motivational Interviewing is a collaborative conversation style for strengthening a person’s own motivation and commitment to change.”

- How MI Developed
- What is unique and essential to MI
- Foundations and Spirit of MI
- Directions in MI
- Four Fundamental Process of MI
- Skills
- What makes counseling MI

HOW MI DEVELOPED

- William Miller Paper
- Collaboration between William Miller and Stephen Rollnick
- Practice for Rolling with Resistance
- First Coding with Practitioners
- Clinical Trails
- Motivational Enhancement

WHAT IS UNIQUE AND ESSENTIAL TO MI

- Evocation over Prescription
- Emphasizing Personal Choice and Control (keeping the person in the active role)
- Making Sense out of resistance
- From Expert Prescriber in charge – to – Assistive Collaborative Partner
- Person is always in the 'active' roll
- Practitioner is always the assistive/collaborative partner
- Preparatory Change Talk
 - Desire
 - Ability
 - Reason
 - Need
- Activating Change Talk

WHAT IS UNIQUE AND ESSENTIAL TO MI

“How does it work?”

Motivational interviewing 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 with an atmosphere of acceptance and compassion.

FOUNDATIONS AND SPIRIT OF MI

- Partnership – Established with:
 - Accurate Empathy
 - Ability to Demonstrate Accurate Empathy
 - Evokes Collaboration
- Compassion
- Acceptance
 - Absolute Worth
 - Autonomy and Support
 - Affirmation
- Evocation

DIRECTIONS IN MI

- Processes
 - Avoiding the “Righting Reflex”
 - Use of Directing, Guiding, Following
 - Elicit – Provide – Elicit
 - Explore
 - What have you tried
 - What worked
 - What didn’t work
 - What are you thinking now
 - Things I can suggest

FOUR FUNDAMENTAL PROCESSES OF MI

- Engage
 - **How comfortable is this person in talking to me?**
 - **How supportive and helpful am I being?**
 - **Do I understand this person's perspective and concerns?**
 - **How comfortable do I feel in this conversation?**
 - **Does this feel like a collaborative partnership?**

FOUR FUNDAMENTAL PROCESSES OF MI

- **Focusing**

- **What goals for change does this person really have?**
- **Do I have different aspirations for change for this person?**
- **Are we working together with a common purpose?**
- **Does it feel like we are moving together, not in different directions?**
- **Do I have a clear sense of where we are going?**
- **Does this feel more like dancing or wrestling?**

FOUR FUNDAMENTAL PROCESSES OF MI

- **Evoking**

- **What are this person's own reasons for change?**
- **Is the reluctance more about confidence or importance of change?**
- **What change talk am I hearing?**
- **Am I steering too far or too fast in a particular direction?**
- **Is the righting reflex pulling me to be the one arguing for change?**

FOUR FUNDAMENTAL PROCESSES OF MI

- **Planning**
 - **What would be a reasonable next step toward change?**
 - **What would help this person to move forward?**
 - **Am I remembering to evoke rather than prescribe a plan?**
 - **Am I offering needed information or advice with permission?**
 - **Am I retaining a sense of quiet curiosity about what will work best for this person?**

FOUR FUNDAMENTAL PROCESSES OF MI

- Open the conversation – Engage
- Set the Agenda – Focus
- Build and Strengthen Motivation – Evoke
- Develop Discrepancy - Evoke
- Assess Readiness - Evoke
- Facilitate the Next Step - Planning
- Plan the next Conversation



Elicit
Provide
Elicit
Facilitate
Feedback
Ask
Educate

SKILLS

- OARS + I and A
- Open Ended Questions
- Affirmations
- Reflections
- Summaries
- Informing
- Advising

SKILLS

Open Ended Questions

- Keeps the person in control of the dialog – The Active Role
 - **Why would you want to make this change?**
 - **How might you go about it in order to succeed?**
 - **What are the three best reasons for you to do it?**
 - **How important is it for you to make this change, and why?**
 - **So what do you think you'll do?**

SKILLS

Open Ended Questions

- Consider....

I'm wondering, can you tell me what happened

Can you tell me what happened

Tell me what happened

What happened

Something happened

AFFIRMATIONS

Affirming

- **Affirmations comment on something that is good about the person. They involve noticing, recognizing, and acknowledging the positive.**
- **MI relies on clients' own personal strengths, efforts, and resources.**
- **The interviewer also recognizes and comments on the client's particular strengths, good steps, and intentions, and efforts.**
- **Single best predictor of rapport**
- **Compare to “compliments”?**
 - **Compliments are ways to give approval**
 - **Teaches the Person how to get approval, versus recognize strengths**
 - **More about the practitioners opinion**

REFLECTIONS

Allows a person to experience for themselves what they've said so they can operate on it.

Allows the practitioner to facilitate direction, motivation and planning for change

- What the person means
- Encourage continued personal exploration
- Ability of the practitioner to demonstrate accurate understanding of what it is like “for” the person “from” what they say
- Practitioner is back-checking, or “Hypothesis testing” for deeper understanding
- Not looking for problems, judging, fixing or correcting
- FACT - When people feel both heard “and” understood the way they want, they talk more

REFLECTIONS

- Simple – Person sees the practitioner actively listening
 - Mirror
 - Paraphrase
 - Rephrase
- Used for getting going
- Following
- Keeping track

REFLECTIONS

Complex – Facilitates deeper experiences and promotes consideration of change

- Amplified Reflection – Overstating and/or Understating
 - Adds intensity beyond the person's intention
 - Promotes correction by the person in the direction of change
 - Allows the practitioner to affirm the “change talk” that comes with the correction
 - Siding with the negative (I.E.: You might be right. It might be hopeless)

I.E.: “I smoke weed because it relaxes me.”

Amplified Reflection: Smoking weed is the only way for you to relax. (no sarcasm)

Response: I didn't say it was the only way. We skateboard too. We smoke weed when we skateboard

Using Change Talk versus using the “righting response”: Smoking Weed, Skateboarding.
What else do you do for relaxing?

REFLECTIONS

Affective Reflections

- Naming feelings that were described by the person

I.E.: “You really felt *discouraged*.”

I.E.: “you’re *afraid* I might make you do something you don’t want to do, or take something away that you’re not ready to give up.”

REFLECTIONS

Naive Reflections

- A sincere reflection of puzzlement

I.E.: “You were mad because.....?”

I.E.: “You said you aren’t going to get caught this time. That’s your plan. You have the same plan as the first time. How would that be different?”

REFLECTIONS

Double Sided Reflections - reflect ambivalence or “Stuck-ness”

- Show both sides of ambivalence with equipoise
- Uses “and” in order to siding or violating equipoise

I.E.: “you like smoking and you are afraid of smoking.”

I.E.: “You get high knowing your medication won’t work when you do. At the same time you want your medication to help you get and keep a job.”

REFLECTIONS

Reframing – taking the other, or, another side of the same thing

- Best strategy for maintaining collaboration
- Best strategy for “rolling with resistance”
- Supports person’s argument for change
- Judo versus Karate’

I.E.: “You guys say always say the same things. It doesn’t help.”

Reframe Reflection: “If you are going to be here you really want something that will help.”

REFLECTIONS

Reflection with a Twist

- This is a “simple” reflection followed by a “reframe”

I.E.: “You want to keep getting high but getting caught wouldn’t be worth it.”

REFLECTIONS

Finishing the Paragraph

This is “co-constructing the dialog toward change.”

What is the next part to what they’ve said?

I.E.: Person: I’m not taking that anymore!

Practitioner: You’ve had it!

Person: Yes! I’m letting her know that.

Practitioner: It’s time to be assertive

Person: If I don’t Nothing will change

One person example: “I’m not taking this anymore. I’ve had it. I’m letting her know that. It’s time for me to assert myself or nothing will change!”

SUMMARIZING

- **Collecting Summary** - a summary that recalls a series of inter-related items as they accumulate
- **Linking summary** – reflects what a person has said and links it to something else you remember from a prior conversation
- **Transitional Summary** – used to shift to a plan or change direction

SUMMARIZING

Collecting Summary

I.E.: “You want you son to respect you and you want him to be strong. Somehow, the way to correct him is making him afraid of you. It’s not what you were going for.”

SUMMARIZING

Linking Summary

I.E.: “You notice your son is afraid of you. You also said your father hit you. Your using the same things your father did to discipline you. It’s not working out the way you want.

SUMMARIZING

Transitional Summary

I.E.: Just like the same thing that you got arrested for, you got angry about something and you lashed out. Now you're worried that it might cost you. Maybe your freedoms and maybe your family.

WHAT MAKES COUNSELING MI?

AM I DOING THIS RIGHT?

Do I listen more than I talk? (Or am I talking more than I listen?)

Do I keep myself sensitive and open to this person's issues, whatever they may be? (Or, am I talking about what I think the problems are?)

Do I invite the person to talk about and explore personal ideas for change? (Or, am I jumping to conclusions and possible solutions?)

Do I encourage this person to talk about reasons for not changing? (Or, am I forcing the discussion to be only about change?)

(Center for Evidence-Based Practices, Case Western University)

WHAT MAKES COUNSELING MI?

AM I DOING THIS RIGHT?

Do I ask permission to give my feedback? (Or, am I presuming my ideas are what needs to be heard?)

Do I reassure this person that ambivalence to change is normal? (Or, am I insisting on action and push ahead for a solution?)

Do I help this person identify successes and challenges from the past and relate them to present change efforts? (Or, am I encouraging ignoring or getting stuck on old stories?)

(Center for Evidence-Based Practices, Case Western University)

WHAT MAKES COUNSELING MI

AM I DOING THIS RIGHT?

Do I seek to understand this person? (Or, am I spending a lot of time trying to convince the person that they need to understand me and my ideas?)

Do I summarize for this person what I am hearing and understanding? (Or, am I just summarizing what I think?)

Do I value this person's opinion more than my own? (Or, am I giving more value to my viewpoint?)

Do I remind myself that this person is capable of making personal choices? (Or, am I assuming that the person is not capable for making good choices?)

(Center for Evidence-Based Practices, Case Western University)

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Recommend resource:

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