

MOTIVATIONAL INTERVIEWING
And
Stages of Change
In the
Maternal Infant Health Program (MIHP)

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STAGES OF CHANGE - SOC
PRECONTEMPLATION
CONTEMPLATION
PREPARATION/PLAN
ACTION
MAINTENANCE
RELAPSE

Motivational Interviewing

A Continuum of Communication Styles

"I know what you should do" - "I will listen and assist with what you know is best"



Information-Instruction-Advice-Expertise where needed-Understanding-Reflect-Listening

Avoid the Righting Reflex

Resist the Righting Reflex

Support autonomy and avoid telling a person what is wrong or what to do.

A beginning definition of Motivational Interviewing

"Motivational Interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change."

Ambivalence

Simultaneous and contradictory attitudes or feelings (as attraction and repulsion) toward an object, person, or action

"Most people who need to make a change are ambivalent about doing so."

"People usually think of reasons to change, then think of reasons not to change, and then stop thinking."

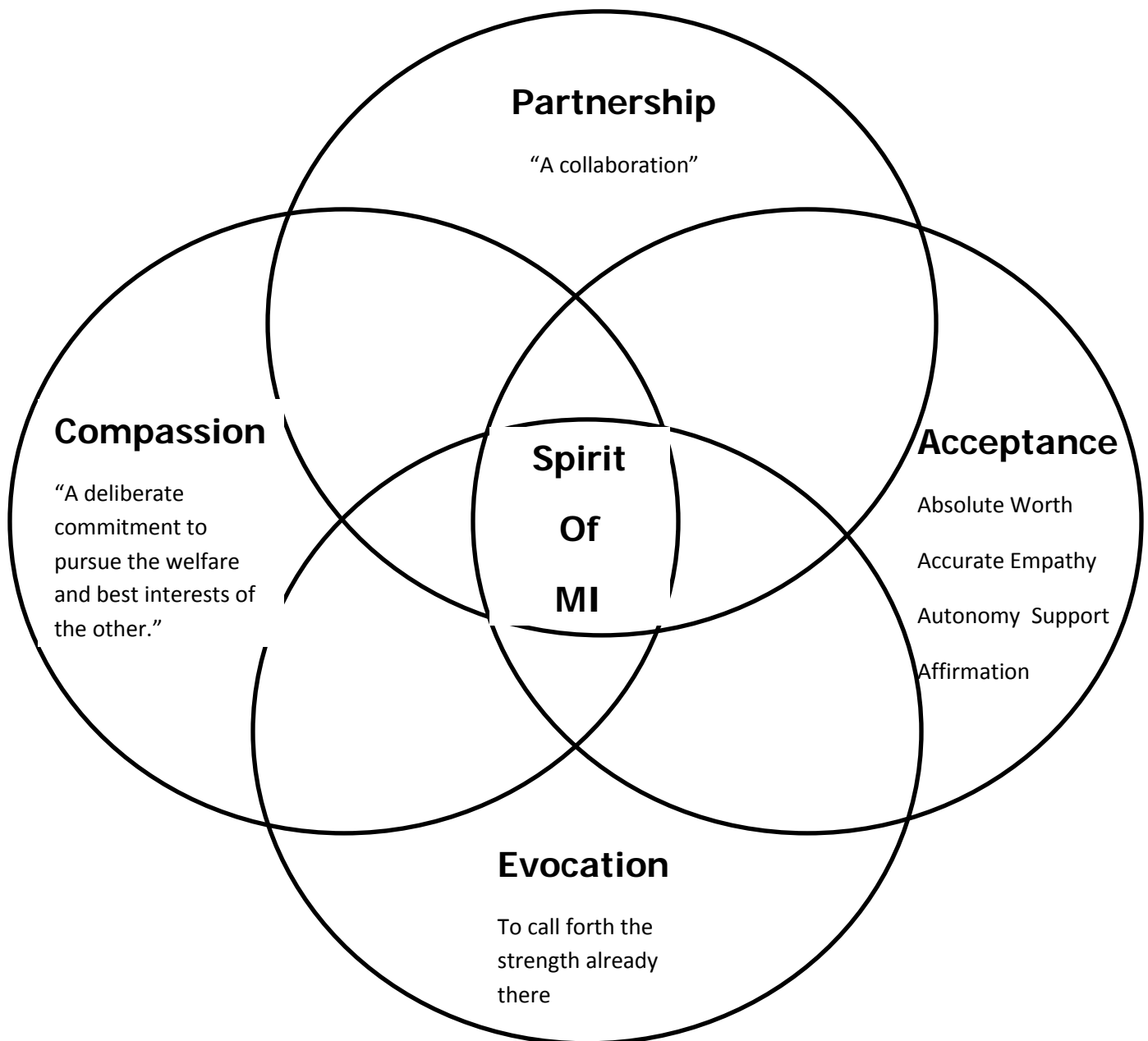
William Miller

I don't really understand myself, for I want to do what is right, but I don't do it. Instead, I do what I hate. Romans 7:15 New Living Translation

"The curious paradox is that when I accept myself just as I am, then I can change."

-Carl R. Rogers

"CAPE" The Spirit of Motivational Interviewing



Core skills of Motivational Interviewing

OARS + I&A + Change Talk

- **Asking Open Questions**

1. Why would you want to make this change?
2. How might you go about it in order to succeed?
3. What are the three best reasons for you to do it?
4. How important is it for you to make this change, and why?
5. So what do you think you'll do?

What would it be like **IF** things were different?

- **Affirming**

1. Affirmations comment on something that is good about the person. They involve noticing, recognizing, and acknowledging the positive.
2. MI relies on clients' own personal strengths, efforts, and resources.
3. The interviewer also recognizes and comments on the client's particular strengths, good steps, and intentions, and efforts.

- **Reflective Listening**

The essence of a reflective listening response is that it makes a guess about what the person means. Reflections encourage continued personal exploration. "Hypothesis testing"

- **Summarizing**

1. Collecting Summary
2. Linking Summary
3. Transitional Summary

- **Informing and Advising**

1. Inform and advise when a client asks for it.
2. Inform and advise with permission. *"like a seasoning, a little may be very helpful, too much will ruin the whole thing."* Theresa Moyers

- **Listen for Change Talk** responses = focused OARS

Affirmations

Name _____

Strengths: Capacity	Goodness: Character	Successes: Action

Reflections and other MI responses

- 1) Simple reflections:** person feels understood
- 2) Paraphrase:** to use new words that have the same meaning
- 3) Complex reflections:** reflections that add new meaning
- 4) Amplified reflections:** add intensity, "It's very unlikely you will ever quit." "Nothing would ever make you quit." "It's something you will probably do for the rest of your life."
- 5) Over shooting:** As a general principle, if you overstate the intensity of an expressed emotion, the person will tend to deny and minimize it, backing off from the original statement.
CLIENT: I just don't like the way she comments on how I raise my children.
INTERVIEWER: You're really furious with your mother.
CLIENT: Well no, not that angry, really. She's my mother, after all.
- 6) Under shooting:** It is often useful to understate slightly what the person has offered, particularly emotional content is involved.

CLIENT: I just don't like the way she comments on how I raise my children.

INTERVIEWER: You're a bit annoyed with your mother.

CLIENT: I'll say! It just irritates me how she is always correcting and criticizing me.

- 7) **Affective reflections:** naming feelings, emotions, adding descriptions of the affect
- 8) **Naive reflections:** (the "Colombo" effect) a sincere reflection of "holding the puzzle with the client"
- 9) **Double sided reflections:** reflect ambivalence and end with positive change side of ambivalence. Never say "but"
- 10) **Shifting focus:** "What else are you concerned about?" "What do you want to work on?"
- 11) **Reframing:** a changing of meaning, helps see the risk in problem behavior, take something a client does not like and reshape it as a strength.
- 12) **Reflect/Reframe** (Agreement with a twist) reflection followed by a reframe, "You really enjoy it and if it's harmful it might be worth it."
- 13) **Emphasizing personal choice:** "I couldn't decide that for you." "It really is your choice."
- 14) **Siding with the negative:** (Coming Along Side) "So it might be hopeless." Acknowledge the truth of the situation
- 15) **Looking back:** strength based reflection on past success
- 16) **Looking ahead:** envisioning a hopeful future, "where do you see yourself in a year?"
- 17) **Continuing the paragraph:** "co-constructing a narrative" Instead of repeating what the client just said, you say what *might* be the next sentence in the paragraph. An advanced skill, building on reflecting and then expanding, continuing the paragraph develops momentum and direction. Start the phrase with "**and**" or "**because**"

SUMMARIZING

Summaries are essentially reflections that pull together several things that a person has told you.

1. Collecting Summary recalls a series of interrelated items as they accumulate.
2. Linking Summary reflects what a person has said and links it to something else you remember from prior conversation.
3. Transitional Summary wraps up a task or session by pulling together what seems important or announces a shift to something new.

A summary allows people to hear various aspects of their own experience simultaneously and to hear them juxtaposed in a concise fashion. There is a “whole picture” quality to a good summary, a putting together of what might seem to be separate pieces.

Directional Summaries contain both **ambivalence** and **change talk**. A well-structured directional summary will present pros and cons and end with reflections of positive behavior change statements.

Practitioner’s definition of Motivational Interviewing

Motivational interviewing is a person-centered counseling style for addressing the common problem of ambivalence about change.

“Change Talk”

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

- Pascal's Pensees (17th Century)

Change talk:

- Represents movement towards change!
- Highly influenced by counseling style!
- A primary vehicle for resolving ambivalence!

General categories:

Preparatory Change Talk

Desire: *I want to...*

Ability: *I can*

Reasons: *There are good reasons to...*

Need: *I really need to...*

Activating Change Talk

Commitment

I'm going to... I intend to

I will... I plan to...

Taking Steps

When you hear change talk, don't just stand there!

- Reflect
- Reinforce
- Ask for more
- Affirm

Ten Strategies for Evoking Change Talk

1. **Ask Evocative Questions:** Ask open question, the answer to which is change talk.
2. **Explore Decisional Balance:** Ask first for the good things about status quo, then ask for the not-so-good things.
3. **Ask for Elaboration:** When a change talk theme emerges, ask for more details. In what ways? Tell me more...? What does that look like?
4. **Ask for Examples:** When a change talk theme emerges, ask for specific examples. When was the last time that happened? Give me an example. What else?
5. **Look Back:** Ask about a time before the current concern emerged. How were things better, different?
6. **Look Forward:** Ask what may happen if things continue as they are (status quo). Try the miracle question: If you were 100% successful in making the changes you want, what would be different? How would you like your life to be five years from now?
7. **Query Extremes:** What are the worst things that might happen if you don't make this change? What are the best things that might happen if you do make this change?
8. **Use Change Rulers:** Ask, "On a scale from zero to ten, how important is it to you to [target change] - where zero is not at all important, and ten is extremely important? Follow up: And why are you at ____ and not ____ [lower number than they stated]? What might happen that could move you from ____ to [higher number]? Instead of "how important" (need), you could also ask how much you want (desire), or how confident you are that you could (ability), or how committed are you to (commitment). Asking "how ready are you?" tends to be confusing because it combines competing components of desire, ability, reasons and need.
9. **Explore Goals and Values:** Ask what the person's guiding values are. What do they want in life? Using a values card sort can be helpful here. If there is a "problem" behavior, ask how that behavior fits in with the person's goals or values. Does it help realize a goal or value, interfere with it, or is it irrelevant?
10. **Come Alongside:** Explicitly side with the negative (status quo) side of ambivalence. Perhaps _____ is so important to you that you won't give it up, no matter what the cost.

Importance/Confidence/Readiness Change Rulers

How Important is it to you to change?

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

How Confident are you that you can change?

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

How Ready are you to change?

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Why did you score yourself _____ and not a lower number?
(6) (4)

Tell me more about that.

RULE

- **Resist the righting reflex**
- **Understand the beneficiary's own motivation**
- **Listen with empathy**
- **Empower the beneficiary**

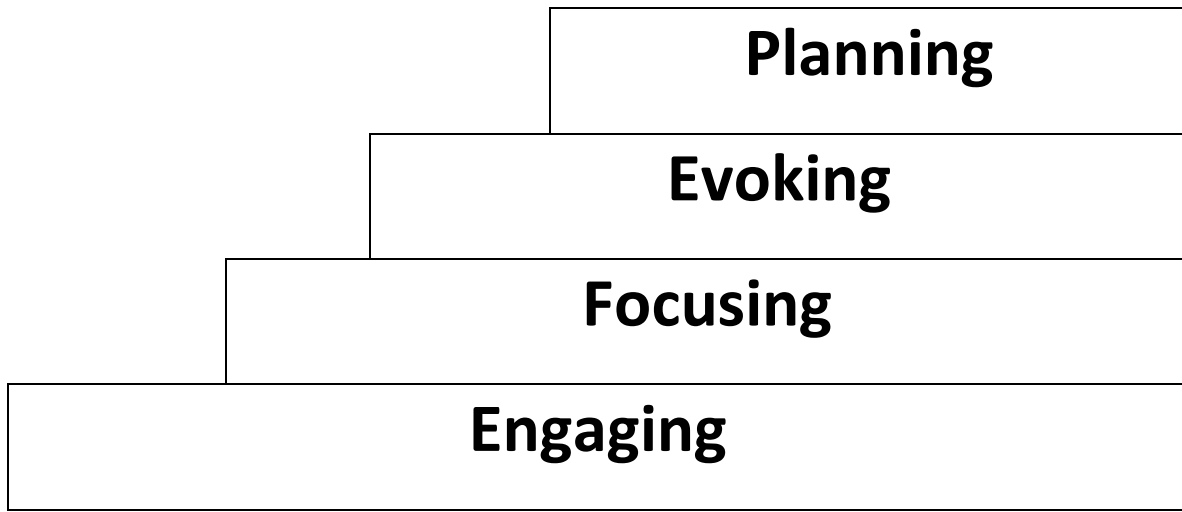
EARS

- **Elaborate**
- **Affirm**
- **Reflect**
- **Summarize**

FRAMES

- **Feedback**
- **Responsibility**
- **Advice**
- **Menu of options**
- **Empathy**
- **Self-efficacy**

Motivational Interviewing - Four Processes



1. Engaging

- 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?

2. 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?

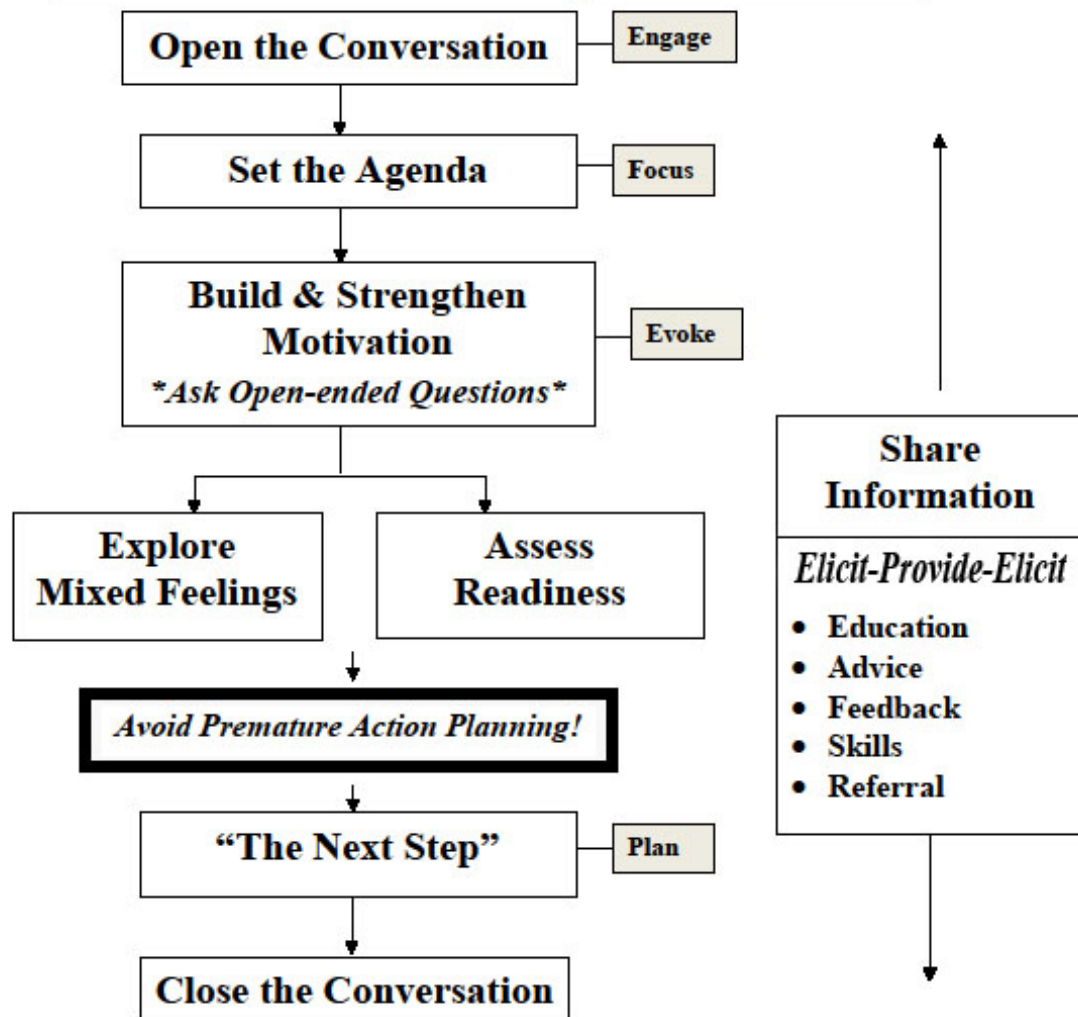
3. Evoking

- 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?

4. 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?

Clinical Roadmap



← O.A.R.S →

******Elicit and Reinforce Change Talk******

Discord and Disengagement Traps:

Don't

- The Assessment Trap*
- The question-answer trap
- The taking sides trap
- The expert trap*
- The labeling trap*
- The blaming trap*
- The information overload trap
- The Chat Trap *
- The premature action planning trap*

Responding to Sustain Talk and Discord

Do

- Emphasizing Autonomy
- MI Core Skills
- Apologizing
- Affirm
- Coming Along Side
- Shifting Focus

Some Principles of Person-Centered Care

1. Our services exist to benefit the people we serve (and not vice versa). The needs of clients (participants, patients, consumers, customers, etc.) have priority.
2. Change is fundamentally self-change. Services (treatment, therapy, interventions, counseling, etc.) facilitate natural processes of change (Prochaska & DiClemente, 1984).
3. People are the experts on themselves. No one knows more about them than they do.
4. We don't have to make change happen. The truth is that we can't do it alone.
5. We don't have to come up with all the good ideas. Chances are that we don't have the best ones.
6. People have their own strengths, motivations, and resources that are vital to activate in order for change to occur.
7. Therefore, change requires a partnership, a collaboration of expertise.
8. It is important to understand the person's own perspective on the situation, what is needed, and how to accomplish it.
9. Change is not a power struggle whereby if change occurs we "win."
10. Motivation for change is not installed, but is evoked. It's already there and just needs to be called forth.
11. We cannot revoke people's choice about their own behavior. People make their own decisions about what they will and will not do, and it's not a change goal until the person adopts it.

Miller, W. R. and Rollnick S. "Motivational Interviewing, Helping people change" (3rd edition) pages 22-23. The Guilford Press 2013

The Technical Definition of Motivational Interviewing

"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.

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Recommend resource:

Allison, J. (2006), Edinburgh Interview. Jeff Allison Training Materials. www.jeffallison.co.uk/training_materials.html