Taste of MI
Motivational Interviewing

- I have had prior training in MI.
- I feel competent in using MI.

[TRUE] [FALSE] [ENTER]
Transtheoretical Change Process

HOW PEOPLE CHANGE

Maintenance  Precontemplation

Action  Contemplation

Preparation/Planning
Stages of Change vs. Stages of Treatment

- **Stages of Change**: Internal, very fluid. Measured by how client is feeling/thinking about change.

- **Stages of Tx.**: Behavioral, Observable. Measured by what client is doing in treatment.
Ambivalence over time in treatment

Persuasion

Active

Engagement

Relapse Prevention

Recovery
The SPIRIT of MI

Partnership
Acceptance
Compassion
Evocation
Roadblocks to Listening

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, telling clients what they “should” do
6. Disagreeing, judging, criticizing or blaming
7. Agreeing, approving or praising
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
Traps to Avoid

- Confrontation-Denial Trap
- Expert Trap
- Premature Focus
- Question-Answer
- Righting Reflex
Big Trap: The Righting Reflex

• When we see something that looks “not right” to us (e.g., using drugs, jeopardizing housing, endangering health), we want to jump in and “fix” the problem.

• If a person is ambivalent, their question isn’t “How do I fix this?” but “Why should I fix this?”
Common Reactions to the “Righting Reflex”

- Angry, agitated
- Oppositional
- Discounting
- Defensive
- Justifying
- Feel Misunderstood
- Procrastination
- Not heard
- Fear
- Helpless, overwhelmed
- Ashamed
- Trapped
- Disengaged
- Not come back-avoid
- Uncomfortable
General Principles

Roll With Resistance

(Dancing with Discord)

Express Empathy

Develop Discrepancy

Support Self-Efficacy
General Principles

• **Roll with Resistance** (Dance with Discord)
  - Avoid arguing for change
  - Resistance is not directly opposed
  - New perspectives are invited but not imposed
  - Resistance is a signal to respond differently

• **Express Empathy**
  - Acceptance facilitates change
  - Skillful reflective listening is fundamental
  - Ambivalence is normal
General Principles

- **Develop Discrepancy**
  - The client (not the counselor) should argue for change
  - Change is motivated by a perceived discrepancy between present behavior and important goals or values

- **Support Self-Efficacy**
  - The person's belief in the possibility for change is a strong motivator
  - The client, not the counselor, is responsible for choosing and carrying out change
  - The counselor's own belief in the client's ability to change becomes a self-fulfilling prophecy
The Four Processes of MI

I: ENGAGE - Building a Foundational Relationship

II: FOCUS - Developing a Clear Direction and Goals

III: EVOKE - Differentially Eliciting Change Language

IV: PLAN - How to Accomplish the Change

Direction

Empathy

REVISIT AS NEEDED
Four Types of Language

- **Resistance/Discord Talk**
  - Relationship Trouble
  - Response
  - Engage with Empathic Reflections!

- **Sustain Talk**
  - “I want to stay the same!”
  - Response
  - Rescue Change Talk!

- **Change Talk**
  - “I want to make a change!”
  - Response
  - Elaboration, Exploration

- **Commitment Talk**
  - Resolve and Readiness
  - Response
  - Begin Planning Process!

Unclear Target? Focus

Engage Evoke Evoke Plan
Phasers set to STUN!
OARS

Open Ended Questions

Affirm

Reflect

Summarize
Closed Questions

- Have a short answer (like yes or no)
  Did you finish your progress notes?

- Ask for specific information
  What is your address?

- Might be multiple choice
  What do you plan to do: Quit, cut back, or keep smoking?

- They limit the client’s answer options
Open-Ended Questions

- Open the door, encourage the client to talk
- Do not invite a short answer
- Leave broad latitude for how person can respond
Guidelines for Questions

• Ask fewer questions!
• Don’t ask three questions in a row
• Ask more open than closed questions
• Offer two reflections for each question asked
Importance and Confidence Ruler

1. On a scale of 0 to 10, where 0 is not **important** at all and 10 is extremely important to you, where would you say you are?
2. You picked ___ why not a ____ (lower number)?
3. What would it take to get you to a ____ (higher number)?
Importance and Confidence Ruler

4. On a scale of 0 to 10, where 0 is not confident at all and 10 is extremely confident, where would you say you are?
5. You picked___ why not a ____ (lower number)?
6. What would it take to get you to a____ (higher number)?
Affirmations

- Emphasize a strength
- Notice and appreciate a positive action
- Should be genuine
- Express positive regard and caring
- Strengthen therapeutic relationship
Affirmations may include:

- Commenting positively on an attribute
  “You’ve really been resourceful through some difficult times.”

- A statement of appreciation
  “I appreciate your willingness to talk with me.”

- Catch the person doing something right
  “It’s been tough but you were able to ask for help.”

- A compliment
  “I like the way you said that.”

- An expression of hope, caring, or support
  “I’m looking forward to meeting with you next week to see how it went.”
Forming Reflections

- A reflection states a hypothesis or makes a guess about what the person means
- Form a statement instead of a question
- Think of your question: Do you mean that you…?
- Inflect your voice down at the end
- There’s no penalty for missing
- In general, a reflection should not be longer than the client’s statement
Reflections

Make a statement
- “You’re angry at your mother?”
- “You’re angry at your mother.”
- The inflection in your voice makes a difference!

Simple reflections
Repeat or paraphrase what’s been said
Statement: “Chocolate is my favorite food.”
Reflection: “You really like chocolate.”
HEY, KIDS!

Do “The Zipper”!
Listen Reflectively

- Levels of reflection
  - Repeating, Paraphrasing
  - Reflecting meaning, Reflecting feeling
- Understating and overstating
- Continuing the paragraph
Complex Reflections

- **Infer** a deeper meaning or emotion that hasn’t been stated.

- **Meaning** – Statement: “I’ve looked into jobs.”
  Reflection: “And you’ve found some things that interest you.”

- **Emotion** – Statement: “My kids don’t call much.”
  Reflection: “That hurts you.”
Amplified Reflections

Exaggerate or Intensify what’s been said:

“There’s nothing that could make you consider changing your drinking habits.”

“Giving up drugs is the worst thing you can imagine.”
Double-Sided Reflections

- “On the one hand and on the other hand…”
- Reflects both sides of ambivalence
- Start on **Sustain Talk** and end on **Change Talk**
  - “On the one hand, crack helps you ignore the voices, and at the same time you want to be safe and have more money.”
  - “Though a WRAP plan takes a lot of effort, you’re really committed to your recovery.”
IT’S THAT TIME AGAIN!!
Summaries

- Collect important information

“You have some concerns about legal consequences, how this affects your health, and your kids.”

- Link something just said with something discussed earlier

“When you get lonely or bored, you get restless. That sounds similar to the feeling you described when you’re triggered to smoke crack.”

- Draw together what has happened and transition to a new task

“Before I ask you the questions I mentioned earlier, let me summarize what you’ve told me so far: You came in because you were feeling really sick, and it scared you.…"
“Clickers” Exercise
The Four Processes of MI

I: ENGAGE
II: FOCUS
III: EVOKE
IV: PLAN

REVISIT AS NEEDED
Four Types of Language

Resistance/Discord Talk
Relationship Trouble
- Response
  - (Re)Engage with Empathic Reflections!
  - Engage

Sustain Talk
- "I want to stay the same!"
  - Response
  - Rescue Change Talk!
  - Evoke

Change Talk
- "I want to make a change!"
  - Response
  - Elaboration, Exploration
  - Evoke

Commitment Talk
- Resolve and Readiness
  - Response
  - Begin Planning Process!
  - Plan

Unclear Target?
Focus
Engagement Process

The overarching **GOAL** is:

To understand the person’s underlying concern
Express Empathy

- Acceptance facilitates change
- Skillful reflective listening is fundamental
- Ambivalence is normal
Resistance/Discord

• Behavioral

• Interpersonal: It takes two

• Signal of dissonance in the relationship

• Predictive of outcomes

• Highly responsive to counselor style
Therapist Style and Client Response
Miller, Benefield & Tonigan (1993) *JCCP 61*: 455-461

![Bar chart](image-url)

- **Client Behavior Counts**
  - Change Talk
  - Resistance

- **Therapist Styles**
  - Directive
  - MI
Roll with Resistance

• Avoid arguing for change
• Resistance is not directly opposed
• New perspectives are invited, not imposed
• Resistance is a signal to respond differently
Responding to Resistance

Reflective Responses
- Simple reflection
- Amplified reflection
- Double-sided reflection

Strategic Responses
- Shifting focus
- Coming Alongside
- Agreement with a twist
- Acknowledge stuckness
- Reframing
- Emphasizing personal choice/control
Video: “The Rounder”

- What stage of change is the client in when they first begin talking? What stage is he in by the time they finish?

- Listen for statements that indicate resistance/discord (a problem with the relationship) – How does she respond?

- Write down one example of Sustain Talk and one example of Change Talk.
Phasers set to **STUN!**

Resistance Responses
Rolling with Resistance Reel
The Four Processes of MI

I: ENGAGE

II: FOCUS

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**Commitment Talk**
- Resolve and Readiness
- Response
  - Begin Planning Process!
- Plan

Unclear Target?
- Focus
Focusing Process

The overarching GOAL is:

To identify the agenda and target behavior(s)
What does the person ultimately want out of life?
Long Term Goals

• Listen to their values

• Relate where they are currently to their “top of the mountain”

• Staying focused on the ultimate and deeper goals
Establish Specific Goals for Today

There may be several behaviors that will help individuals reach their ultimate goals.

This helps Narrow the focus to behaviors for the current meeting.
Example: Focusing

- Carolyn is having trouble deciding if she should run a half-marathon next year. She tells the provider that although she’d like to be back in running shape, she’s not sure it’s worth all the trouble. If she decides to run the half-marathon, she knows she will have to change her diet, begin exercising more, and spend time training.
Exercise

- With a partner, come up with two open-ended questions that would be appropriate for the Focusing process.
- Come up with two reflections that would help identify the target behavior.
But what if they come in too specific already?

- “I just want to be an astronaut.”
- We don’t have to be dream killers!
- **Genuinely** explore what they find appealing about that specific goal.
- Strategically Reflect broader themes.
“Clickers” Exercise

Focus Responses
The Four Processes of MI

I: ENGAGE

II: FOCUS

III: EVOKE

IV: PLAN

REVISIT AS NEEDED
Four Types of Language

- **Resistance/Discord Talk**: Emotionally Based, Relationally Oriented
  - **Response**: (Re)Engage with Empathic Reflections!
  - **Engage**: Engage

- **Sustain Talk**: The No-Change Side of Ambivalence
  - **Response**: Rescue Change Talk!
  - **Evoke**: Evoke

- **Change Talk**: The Change Side of Ambivalence
  - **Response**: Elicit More Change Talk!
  - **Evoke**: Evoke

- **Commitment Talk**: Resolve and Readiness
  - **Response**: Begin Planning Process!
  - **Plan**: Plan

(Re)Focus
Evoking Process

The overarching **GOAL** is:

To differentially elicit change language
Clinician High in Evocation

- Are curious about clients’ ideas on why change may or may not be good for them
- Actively seeks to learn about these ideas
- May provide information, but don’t rely on it as a means of “helping” the client to change
- Actively create opportunities for the client to use their own language in favor of change
Clinicians Low in Evocation

- Have only superficial interest in the clients’ ambivalence or reasons for change and miss opportunities to explore these reasons in detail
- May make assumptions about clients’ intent to change or not to change
- May rely on persistent fact-gathering or information-giving and convey distrust of the clients’ own knowledge about the problem
- Provides clients with reasons to change rather than eliciting them
Develop Discrepancy

- The *person* rather than the counselor should present the arguments for change.
- Change is motivated by a perceived discrepancy between present behavior and important personal goals or values.
“Know When to Hold ‘em”

- The Speaker states one thing they’re thinking of changing
- Listeners’ role is to use primarily reflections to explore/understand the ambivalence. NO “fixing”!
- Each playing card represents one open-ended question.
- When Trainers signal, the listener ends with a summary of both sides of ambivalence
Eliciting Change Talk

- Is the **primary** method for developing discrepancy.

- Hearing oneself state the reasons for change increases the discrepancy between one's goals and present actions.

- The greater the discrepancy, the greater the perceived importance for change.
Rescue Change Talk From the Jaws of Ambivalence
Change Talk

**Desire for Change**

**Ability to Change**

**Reason to Change**

**Need for Change**

**Commitment to Change**

**Activation**

**Taking small steps**

**BEHAVIOR CHANGE**
“Clickers”  Exercise

Types of Talk
Elicit Change Talk

- Asking evocative questions
  - Rather than **telling** the person (“This could have health and legal consequences.”), **ask** the person (“What do you think will happen if this behavior continues?”)
- Using the importance/confidence rulers
  - Especially the follow-up: “Why are you a [given number] and not a [lower number].”
Elicit Change Talk

- Elaborating
  - “Tell me more about what you mean when you say you might NEED to change…”

- Exploring the decisional balance
  - Reviewing “Pro’s of making change” and “Con’s of staying the same”
<table>
<thead>
<tr>
<th></th>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay The Same</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a Change</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Elicit Change Talk

• Querying the extremes
  • “What’s the best thing that could happen as a result of the change?”
  • “What’s the worst that could happen if things never change?”
Elicit Change Talk

• Looking back/looking forward
  – “Tell me about a time when things were going better.”
  – “If you do make the change, how will your life be different in [a month, 6 months, a year, etc]?

• Exploring goals and values
  – “Tell me how this fits in with your plan to regain custody of your kids?”
  – “Help me understand how this behavior is an example of being a dependable employee?”
Preparatory Change Talk

Four Kinds

- **D**esire to change (want, like, wish)
- **A**bility to change (can, could)
- **R**easons to change (if, then)
- **N**eed to change (need, have to, got to)
Responding to Change Talk

- **Elaborating**: Ask for elaboration, more detail, an example, etc.
- **Affirming**: Commenting positively on the person’s statement
- **Reflecting**: Continuing the paragraph, etc.
- **Summarizing**: Collecting bouquets of change talk
Change Talk: Recognizing Readiness

Reflects moving past ambivalence:

- **C**ommitment (intent, decision, readiness)
- **A**ctivation (ready, prepared, willing)
- **T**aking Steps
Identify the Type of Change Talk

Desire
Ability
Reason
Need
Commitment
Change Talk

• I think I could quit meth.
• I’ve got to do something about the voices.
• When I see my sister tomorrow, I’ll ask her about that AA group.
• I want to get my kids back and I can’t do that unless I quit using.
• I’d like to have better control of my drinking, but I don’t know if I can.
Change Talk
Statement Exercise
Count off by 6
“I’d be less paranoid if I quit using, but I’m afraid I’d lose all my friends.”

Where is the change talk?

What might be an appropriate evoking process response?

What might be an evoking process tool/technique you could use?
“I know he might’ve infected me and I have to get tested. I’ve just been putting it off because it’s too scary to think about.”

Where is the change talk?

What might be an appropriate evoking process response?

What might be an evoking process tool/technique you could use?
“A few people at the meeting were okay, but some of those people get on my nerves. I don’t know if I’m gonna go back.”

Where is the change talk?

What might be an appropriate evoking process response?

What might be an evoking process tool you could use?
“I want to work there, but I’m worried I’ll fail the drug test.”

Where is the change talk?

What might be an appropriate evoking process response?

What might be an evoking process tool you could use?
“Every time I get a job interview, I get scared and don’t show up. I don’t like feeling that kind of pressure.”

Where is the change talk?

What might be an appropriate evoking process response?

What might be an evoking process tool you could use?
“All I hear about are those horrible side effects. I will quit taking that medication if I have those crazy things happen to me. Do you really think it will help?”

Where is the change talk?

What might be an appropriate evoking process response?

What might be an evoking process tool you could use?
The Four Processes of MI

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Four Types of Language

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Sustain Talk
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Change Talk
- The Change Side of Ambivalence

Commitment Talk
- Resolve and Readiness

Response

(Re)Engage with Empathic Reflections!

Engage

Evoke

Plan

(Re)Focus
Planning Process

The overarching GOAL is:

Consolidate commitment and begin planning small steps
Blowing Into the Balloon

Increased Commitment Language

Decreased/Resolved Ambivalence

Expressing Resolve

Experimentation/Taking Steps
Support Self-Efficacy

- A person’s belief in the possibility of change is an important motivator.
- The person, not the counselor, is responsible for choosing and carrying out change.
- The counselor’s own belief in the person’s ability to change becomes a self-fulfilling prophecy.
Small Steps

- Helps to create opportunities for success
- Small successes create momentum
- Individuals re-evaluate their self-image.
Primary Tools:

- Confidence Ruler
- Looking Back (Reviewing Past Success)
- Menu of Options
- Elicit Provide Elicit
- Evocative questions
- Affirming strengths and supports
- Brainstorming
- Reframing
- Hypothetical Change
Strengthening Commitment and Implementing the Plan

• Summarizing Proactive Steps

• Key Questions
  • e.g. “What might be the first step for you?”

• Asking Permission before Giving Information and Advice

• Affirm Targets and Behavior
“Clickers” Exercise

Identify the Commitment Language
Real Play

- Break into pairs (someone you haven’t already been with)
- Each person shares a behavioral change, i.e. “I want to lose weight”.
- Spend approx. 10 min with each partner using all the skills learned so far.
Emphasizing Personal Choice and Responsibility

In a motivational approach to counseling, it is not your task to give a consumer a choice—it is not yours to give. You do not allow a consumer to choose because the choice already and always belongs with the consumer. The consumer chooses. Your task is to help consumers make choices that are in their best interests.