

# Motivational Interviewing



What Is It?  
Why Use It?  
How To Learn It?

# Agenda

- What it is and isn't (briefly, more later)
- Dynamics of change
- Why use it
- How it works
- Applying it in clinical practice
- How to learn it



- Does working with clients ever feel like this?





“People are usually more convinced by reasons they discovered themselves than by those found by others.”

~Blaise Pascal



# Motivational Interviewing

What Is It?



# Motivational Interviewing

A person-centered,

**goal-oriented**

method of communication

for enhancing intrinsic motivation to change  
by exploring and resolving ambivalence.

# What It Is Not

- Skills training
- Confrontive denial breaker
- Simply sitting there listening and reflecting
- The solution to all client issues and clinician headaches



# Dynamics of Change

You would think that.....

# The Problem With Them Is....

- They don't see (insight, denial)
- They don't know
- They don't know how
- They don't care



# So The Answer is.....

- Give them **Insight.....**if they just **see** they will change.
- Give them **Knowledge.....** if they just **know** they will change.
- Give them **Skills.....** if you can just teach them **how** to change, then they will change.
- Give them **Hell.....** if you can make them **feel bad or afraid** enough they will change.

**And Yet.....**

**Sometimes Insight, Knowledge,  
Skills, And Feeling Bad Or Fearful  
Is Still Not Enough**

# What Is Happening?

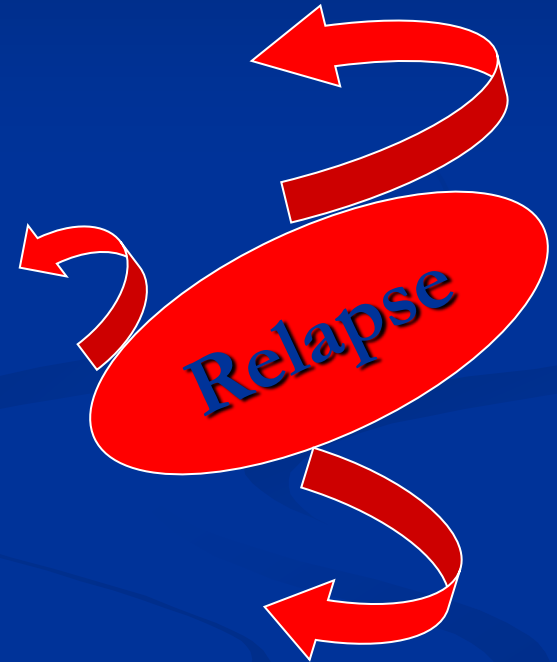
Issues of.....

- Ambivalence
- Motivation
- Readiness
- Confidence



# Stages of Change

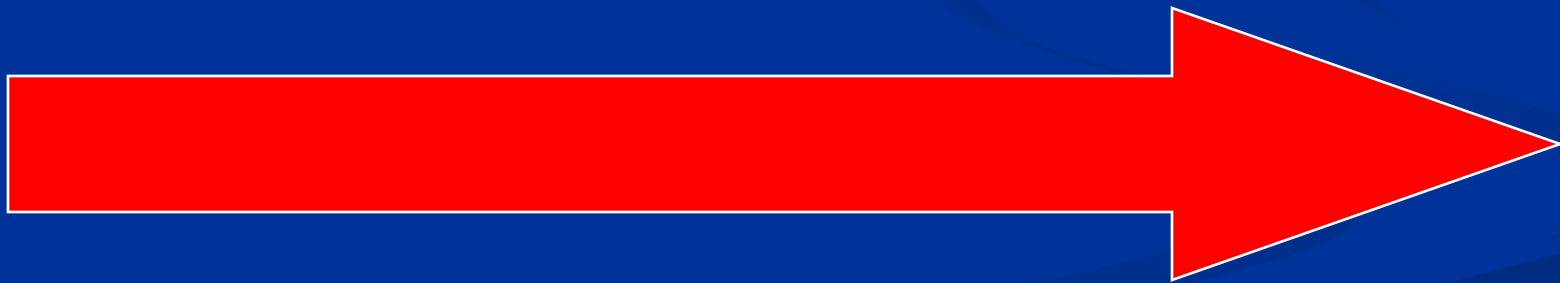
- Precontemplation
- Contemplation
- Determination/Preparation
- Action
- Maintenance



Prochaska, Norcross, DiClemente

# Stages of Change continued

- 80% of substance abusers are in precontemplation or contemplation
- Define success by the movement from one stage to the next





# What Good Listening is *Not* (Roadblocks: Thomas Gordon, Ph.D)

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, or telling clients what they “should” do
6. Disagreeing, judging, criticizing, or blaming

## What Good listening is *NOT* (cont.)

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

# ACTIVITY: “Persuade Me!”

We are going to focus specifically on what happens with *persuasion*.

In a moment, we will divide you into pairs:

One of you will be the “speaker” and the other will be the “practitioner”...



## ■ ACTIVITY: “Persuade Me!”

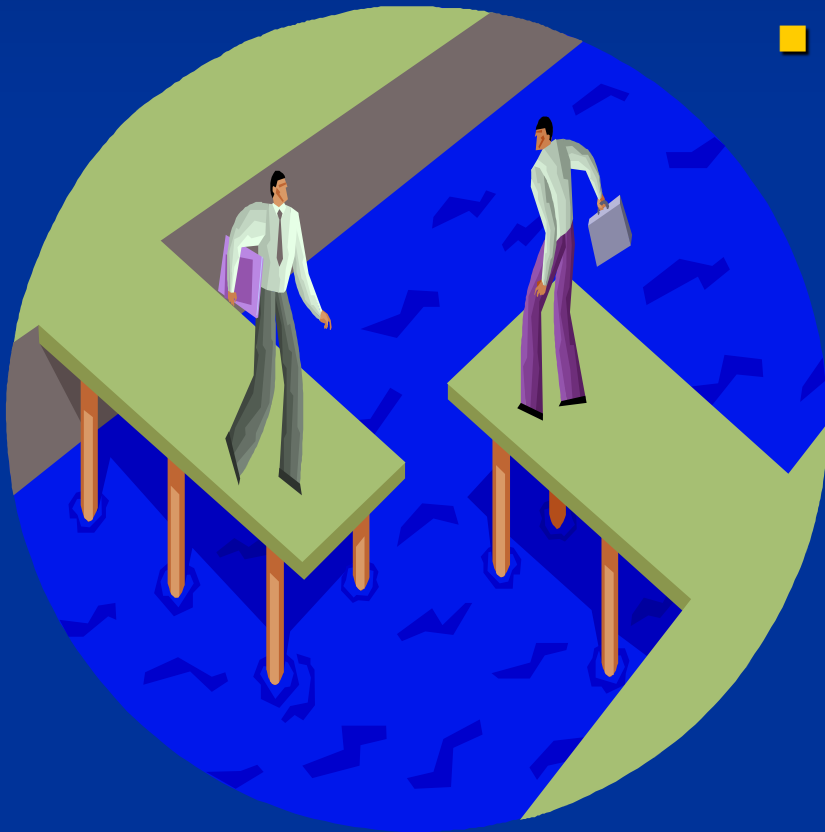
The speaker’s role; take five minutes to share something you have been thinking about changing, but really aren’t sure about changing, such as...

- Quitting cigars/chewing/caffeine
  - Retiring early
  - Going back to school
  - Giving up something you like
  - Changing a behavior for someone else
- 
- **IMPORTANT!** Make sure it’s something you feel two ways about – “maybe I want to, but maybe not”!



# The “Righting Reflex” =

## A Practitioner Problem!



- Many times the practitioner’s “goal” is to
  - “understand it”
  - “fix it”
  - “diagnose it”
  - “control it”
  
- However, the client needs
  - to be listened to
  - to be understood
  - to be the source of the solution



*“What people really need  
is a good listening to.”*

*~ Mary Lou Casey*



# A Different Way: Attending to **AMBIVALENCE** (feeling two ways about change)



Ambivalence is a state of mind in which a person has co-existing but conflicting feelings about something.

It is a fundamental and **NORMAL** part of the change process.

“I want to, but I *don't* want to “

# Motivational Interviewing

## Why Bother Learning And Using It?

# Evidence Based

# Some Specific Benefits



# Some Benefits of Motivational Interviewing

- A good preparation for more action-oriented treatments
- Gains rapport and reduces resistance
- Increases retention and engagement in treatment
- Resolves ambivalence (prepares for change)
- Increases client motivation and change talk

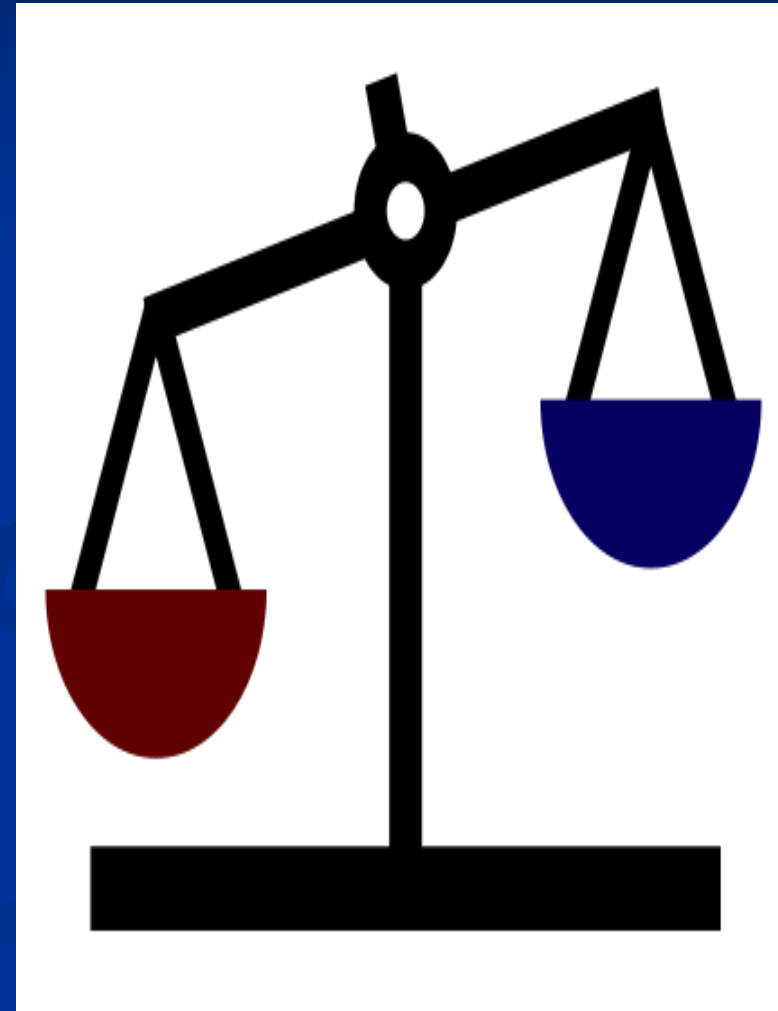
# Some Benefits of Motivational Interviewing

- Can help increase client confidence
- Reductions in use
- Particularly useful with angry clients and those in the early stages of change
- Prevents counselor burnout?



# Self-Perception Theory!

- “The more a person argues on behalf of a position, the more he or she is committed to it.”
- We believe what we hear ourselves say.
- When a person publicly takes a position, his/her commitment to that position increases.



# How It Works

# Key Assumptions

- Motivation is interpersonal
- Resistance is interpersonal
- Clinician approach and behaviors matter
- Persuasion is usually not an effective method to increase motivation and change

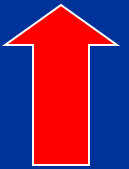
# MI: How it Works

Clinician manages important in-session behaviors of client using MI spirit, principles and skills

Interaction of  
clinician and client



Increase Change talk



and

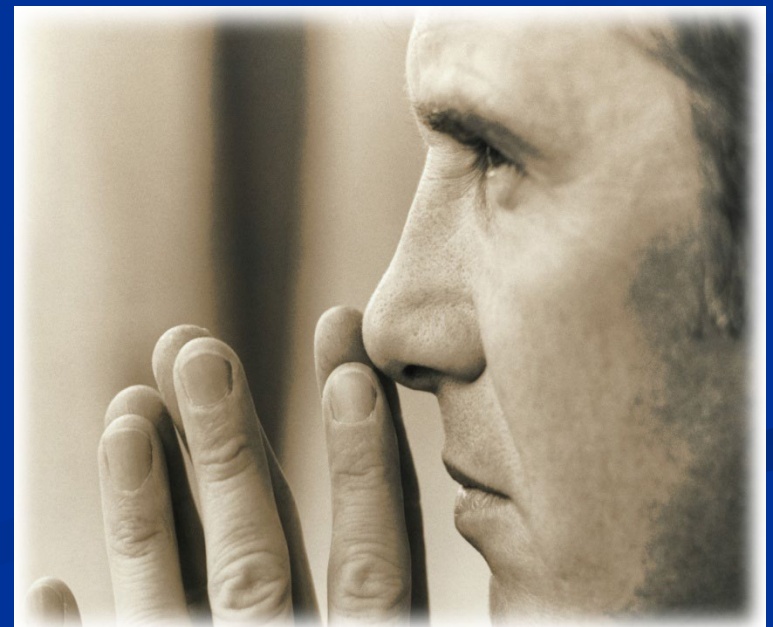
Decrease Resistance





## What does Change Talk “sound like” ?

- Problem Recognition
- Concern about the problem
- Awareness of the problem
- Potential benefits of Change
- Costs of not Changing



# Resistance

- Arguing
- Interrupting
- Denying
- Ignoring





**MI**

**Pyramid**

**Strategies**

**Principles**

**Spirit**

# Components of MI Spirit

**A** = Autonomy (vs. authority)

**C** = Collaboration (vs. confrontation)

**E** = Evocation (vs. education)



# Basic MI Principles

- **D** = Develop Discrepancy
- **R** = Roll with Resistance
- **E** = Express Empathy
- **S** = Support Self-efficacy



# Develop Discrepancy

- Change is motivated by a perceived discrepancy between present behavior and important personal goals or values
- The person rather than the counselor should present the arguments for change

# Roll with Resistance

- Avoid arguing for change
- Resistance is not directly opposed
- Resistance is a signal to respond differently
- The person is a primary resource in finding answers and solutions

# Express Empathy

- Acceptance facilitates change
- Skillful reflective listening is fundamental
- Ambivalence is normal

# 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 (HARP)



# Accurate Empathy EXERCISE:



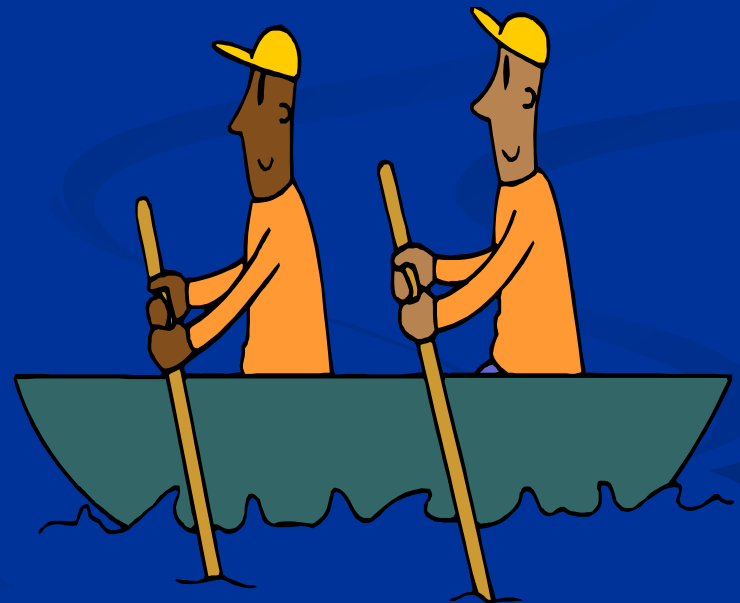
- We will arrange you in Dyads:
- Each person will take a turn talking for 3 minutes about *What it was like for me growing up* OR *What would be my ideal future*
- After the 3 minutes the “listener” will try to capture the *essence* (not the exact words!) of what the person said. The idea is to “connect the dots” by hypothesizing what their words say about them or their experience.
- Speaker will respond naturally.



# Strategies

## OARS

- Open Questions
- Affirming
- Listen Reflectively
- Summarizing



# Change Talk

Original idea from Bem's theory

“I learn what I believe from what I hear myself say.”

# Eliciting Change Talk:

A Technique For The Road

# Assessing Importance

- How important on a scale of 1-10?

1---x-----y-----10

- Why X and not 1?
- What would have to happen for you to go from X to Y?

# MI: What It Looks Like

Generally quiet and eliciting  
Is anything going on here?

**The Data  
Says Yes!**



<b>Client</b>	<b>PO 1: Not So Effective</b>	<b>PO 2: More Effective</b>
<b>I shouldn't even be on probation. This whole thing was a set up. My wife should be sitting here right now.</b>	<b>Well, she's not. You're the one on supervision and you need to start taking some responsibility.</b>	<b>This is feeling unfair to you. Like you're being singled out. How can you make the best of the situation?</b>
<b>You've probably never even used drugs. How old are you anyway? I want a new officer!</b>	<b>This isn't about me, it's about you... and, no, we don't give people new officers!</b>	<b>It's important to you that I try and understand what you're dealing with, since I haven't been through what you have.</b>

# Watch out for the Traps !!



- Confrontation-Denial Trap
- Expert Trap
- Labeling Trap
- Blaming Trap
- Premature Focus Trap
- Question-Answer Trap

# Using MI In The Clinical Setting



**Learning**

**Motivational Interviewing**

# What we do, compared to what we *think* we do....

- No correlation between observed and perceived style
- Relatively small of reflections
- More questions... especially closed-ended



# Closed Questions sound like...

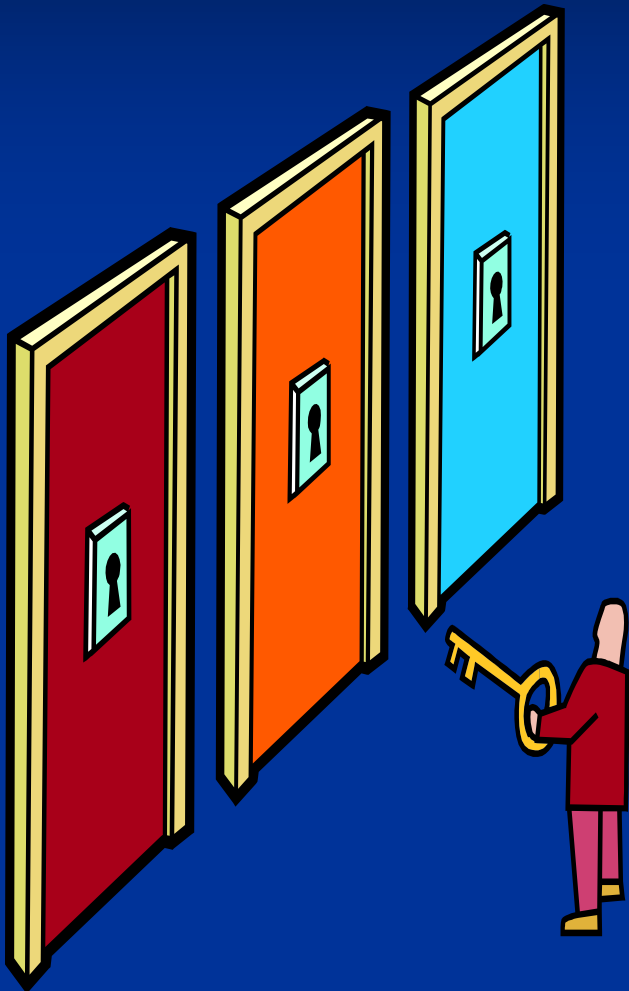
**“Do you...Are you... Did you...  
Could you...Have you...?”**

**“Did you get a job yet?”**

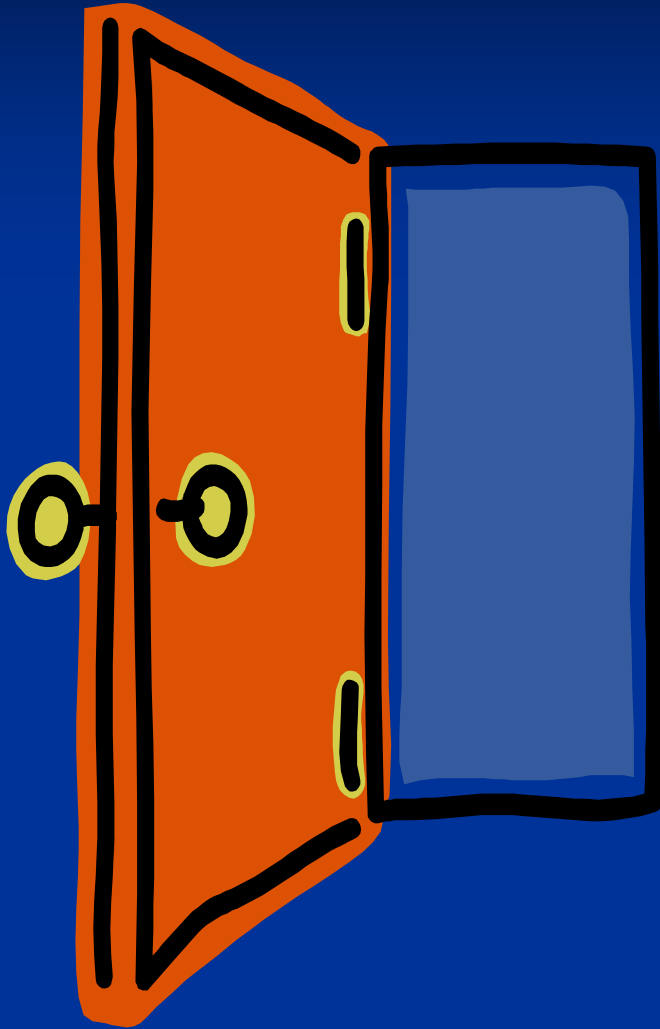
**“Do you care about finishing  
your probation?”**

**“Were you thinking when you  
did that?”**

**“Do you have a drinking  
problem?”**



# Open-Ended Questions sound like...



- “What.... Which.... Where...  
How... Tell me...”

“How does it feel to be on probation?”

“Where do you think your biggest challenge lies?”

“What do you think you’ll take care of first?”

“Tell me about your relationship with your boss/wife/daughter”

# Converting closed questions to open...

<b>Closed Question</b>	<b>Open Question</b>
Do you think you have a problem with alcohol?	What concerns you about your alcohol use?  What problems has your drinking caused for you?
Anything else?	What else?
Is it important for you to complete probation?	How important is it for you to complete probation?
Don't you have anyone who can watch the kids during group?	What options do you have for child care during group?

# We can use open questions to emphasize forward vs. backward focus...

<b>Backward Focus</b>	<b>Forward Focus</b>
Why did you do that?	How can you get back on track?
Why can't you do that?	How could you do that?
Why haven't you been able to get a job?	What can you do this week to move forward with this?
Why didn't you follow through with that?	What will help you follow through with that?

# We can use open questions to *facilitate* solutions rather than *dictate* solutions:

<b>Dictate Solutions</b>	<b>Facilitate Solutions</b>
Why can't you borrow your mother's car for meetings?	How are you going to make it to your meetings?
What about that job at McDonald's?	Sounds like McDonald's might be one option. What else you've thought of?
What about counting to 10 before acting?	When you think about times you've been able to manage your anger, what things have worked for you?

# Identify the Change Talk!

I wasn't doing anything wrong! I just went along for the ride, and I didn't know they were going to grab that lady's purse. Now they're saying I violated my probation. I guess it's not smart to be cruising around at 2:00 in the morning, but it happened so fast, there was nothing I could do. I didn't break any laws, and I'm not going back to jail for this.



# Identify the Change Talk!

I wasn't doing anything wrong! I just went along for the ride, and I didn't know they were going to grab that lady's purse. Now they're saying I violated my probation.

**I guess it's not smart to be cruising around at 2:00 in the morning,** but it happened so fast, there was nothing I could do. I didn't break any laws, and I'm not going back to jail for this.

# Identify the Change Talk!

- I have no time to go to those parenting classes. Plus, it's embarrassing to think about going to those things. People might see me! You know that I'm not hurting my kids anymore. I am impatient with them because I'm so miserable, but I can't leave them alone and I don't trust anyone else to take care of them the way I do.

# Identify the Change Talk! <sup>2</sup>

- I have no time to go to those parenting classes. Plus, it's embarrassing to think about going to those things. People might see me! You know that I'm not hurting my kids anymore. **I am impatient with them because I'm so miserable,** but I can't leave them alone and I don't trust anyone else to take care of them the way I do.

# How To Learn It

- Workshops: typically equivalent of 2-3 days
  - (preferably with follow-up and feedback)
- Reading MI material
- Viewing training videos
- Watching or listening to your own taped sessions
- Supervision and consultation
- Peer encouragement

# Stuck Points in Learning

- Openness to change behavior and maintaining old behaviors
- Proficiency in reflective listening
- Eliciting and recognizing change talk
- Summarizing
- Transitioning to other therapeutic methods

# MI Resources

- Motivational Interviewing (2002) 2<sup>nd</sup> Edition, Miller & Rollnick, Guilford Press
  - Complete description of MI and individual chapters on various populations, i.e. adolescents, corrections clients, clients with COD, etc.
- [www.motivationalinterview.org](http://www.motivationalinterview.org)
  - Information, training announcements, videos, bibliography

# Questions, Maybe Answers

# Contact Information

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