Conversations about Change:

An Introduction to Motivational Interviewing

1

Please share with a neighbor:

Something that made you smile or laugh today (or this week)
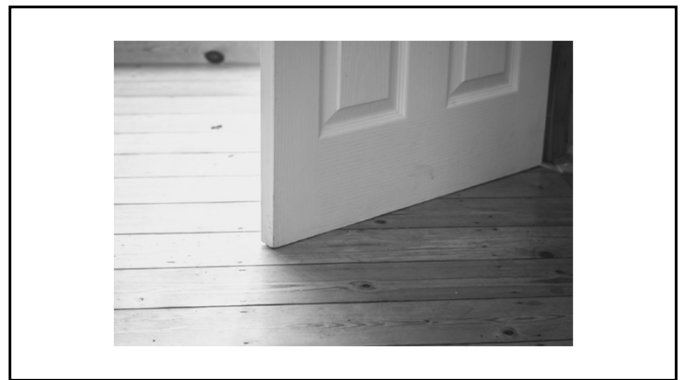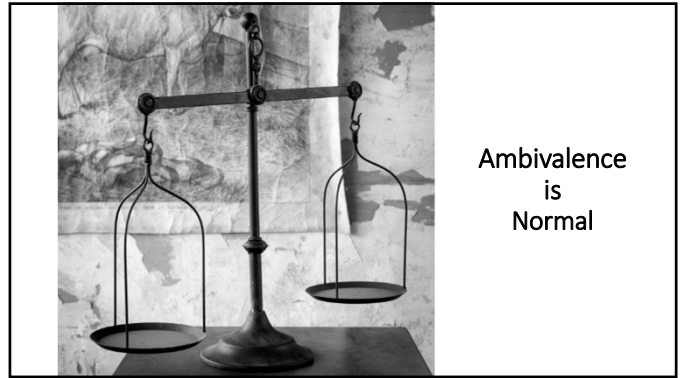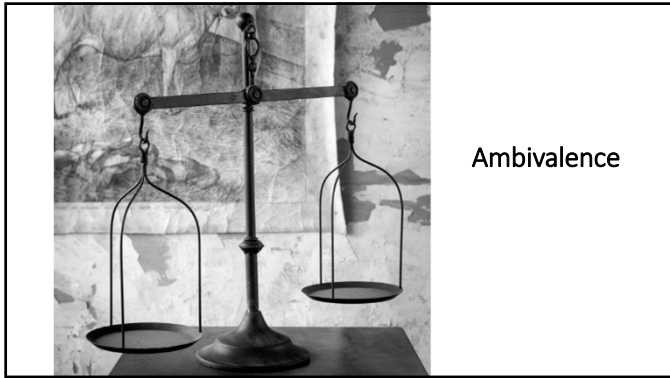
2

What is Motivational Interviewing?

HELP
SUPPORT
ADVICE
GUIDANCE

How do we motivate others?

- About our Training

- About Practicing

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Ambivalence

Ambivalence
is
Normal

Tip
the
Scale

What is
Motivational
Interviewing?

"...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 within an atmosphere of acceptance and compassion."

Continuum of Communication Styles

Directing ← 　Guiding ←→ 　Following →
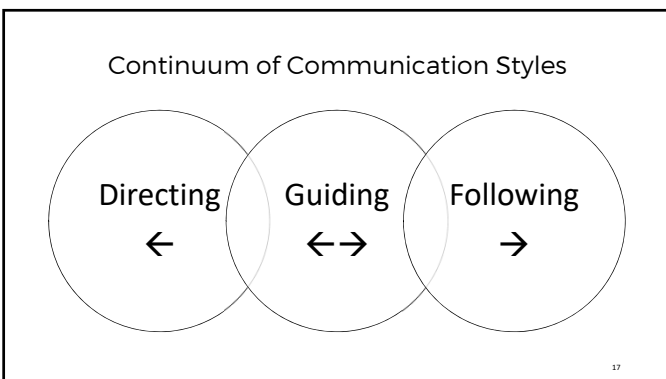
What did you hear?

Change
and
Ambivalence

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"Sustain Talk" vs. "Change Talk"

Sustain – – – – Ambivalence – – – – Change

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The
Righting
Reflex

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Listening for Change Talk

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Change Talk: Darn-CAT

Preparatory Change Talk

- Desire (I want to)
- Ability (I can)
- Reason (It's important)
- Need (I should)

Change Talk: Darn-CAT

Implementing Change Talk
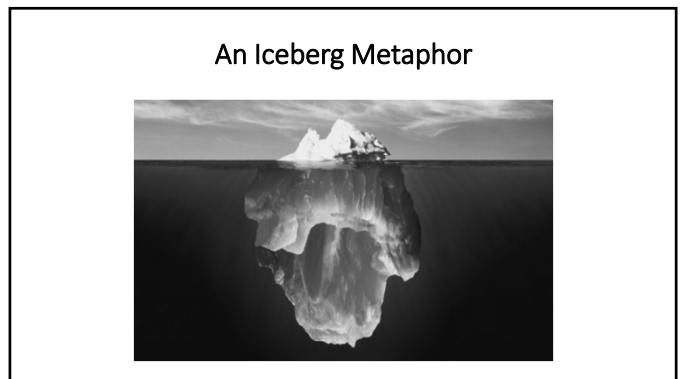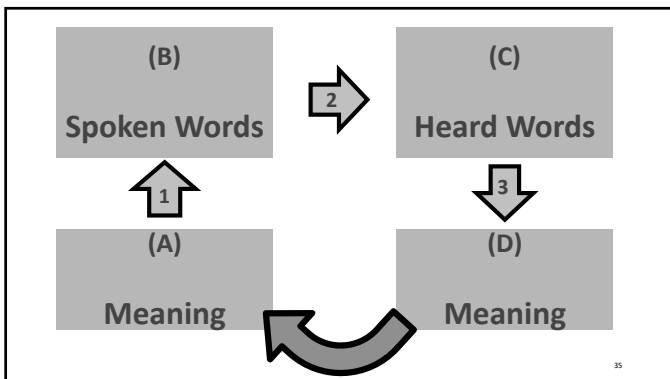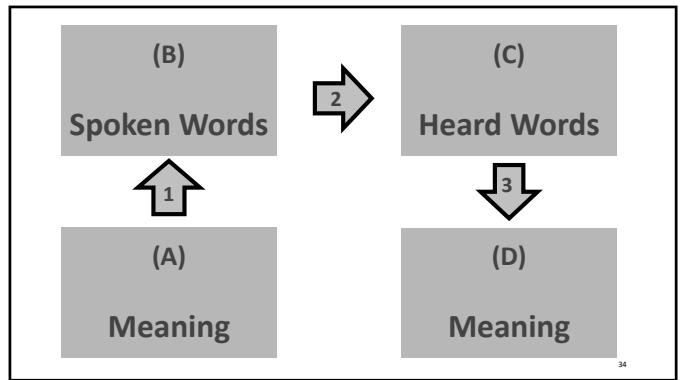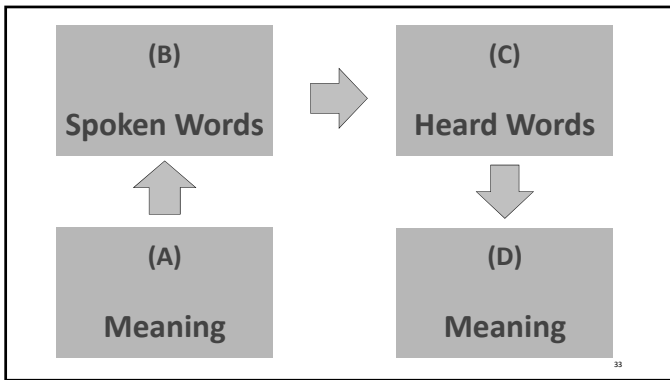*Most predictive of positive outcome*

- Commitment (I will)
- Activation (I am ready, willing)
- Taking steps (specific actions)

How do we listen for Change Talk?

Listening for Change Talk

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Reflection Statements

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Pair Up!

How your day/week is going

OR

Something that made you
smile or laugh this week

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| (B)

Spoken Words | → | (C)

Heard Words |
| (A)

Meaning | | (D)

Meaning |

33

| (B)

Spoken Words | →2 | (C)

Heard Words |
| (A)

Meaning | 1 | (D)

Meaning | 3 |

34

| (B)

Spoken Words | 2→ | (C)

Heard Words |
| (A)

Meaning | 1 | (D)

Meaning | 3 |

35

An Iceberg Metaphor

Listen
to what's
underneath

Advanced Practice:

- Drop the "So it sounds like…"
- Double-sided reflection
- Add a metaphor
- Add an emotion

Reflect <u>Change</u>:
11% more likely to
respond with change

Reflect <u>Sustain</u>:
19% more likely to
respond with sustain
(or discord)

Change
talk
<u>predicts</u>
change

40

Drawing
Out
Change
Talk

Ways to draw out
change talk

- Reflect!
- Ask for it!
  - Importance / Confidence ruler
  - Looking forward / looking back
  - Querying extremes
- Goal is to evoke change talk from the person

3/17/2022

How **important** is this change to you right now?

0 1 2 3 4 5 6 7 8 9 10

Not   Somewhat   Very

How **confident** are you about making this change?

0 1 2 3 4 5 6 7 8 9 10

Not   Somewhat   Very

A Practice Conversation
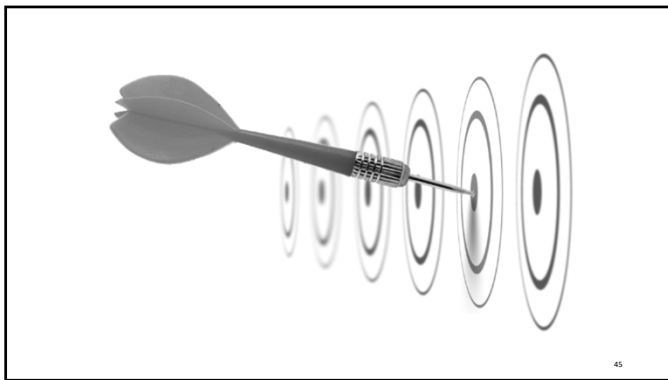
Have a conversation: Speaker + Listener
- Find out the person's goal
- Ask re: reasons for wanting change
- Listen! Reflect, reflect

Observers:
- Listen for change talk statements
- Tally reflection statements

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A note about ethics

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Equipoise
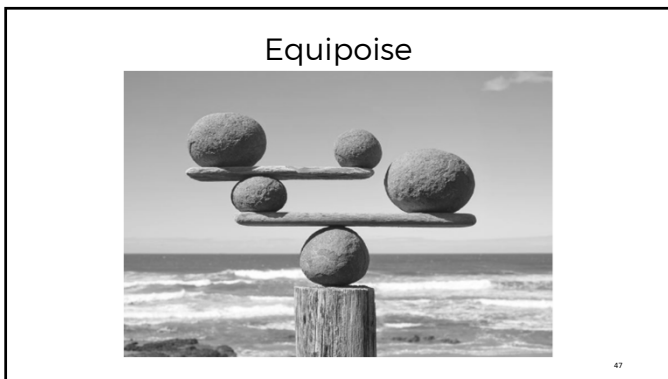
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An accomplishment (any size!)
of which you are proud

OR

The history of your name

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**Five
Basic
MI Skills:**

OARS + I

**Open-Ended
Questions**

OPEN

Identifying
Open-Ended Questions

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Affirmations

Identifying Affirmations

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Reflection Statements
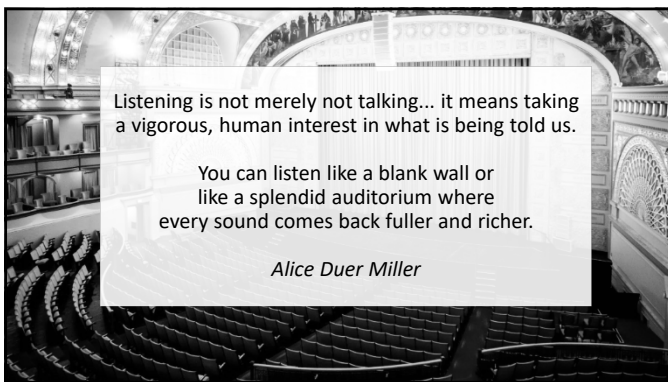
Something you are enjoying about the training so far

OR

Something you are hoping to learn today
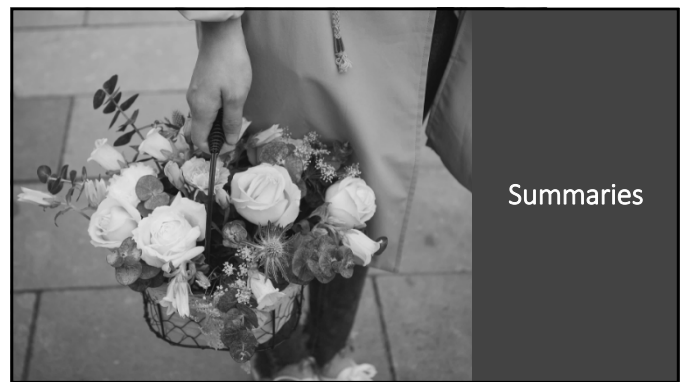
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Listening is not merely not talking... it means taking a vigorous, human interest in what is being told us.

You can listen like a blank wall or like a splendid auditorium where every sound comes back fuller and richer.

Alice Duer Miller

Summaries

Giving Information and Advice

What makes "good" advice?

Asking Permission

- May I …?

- Would it be okay with you if I …?

Elicit – Provide – Elicit

E-P-E

E-P-E-P-E-P-E...
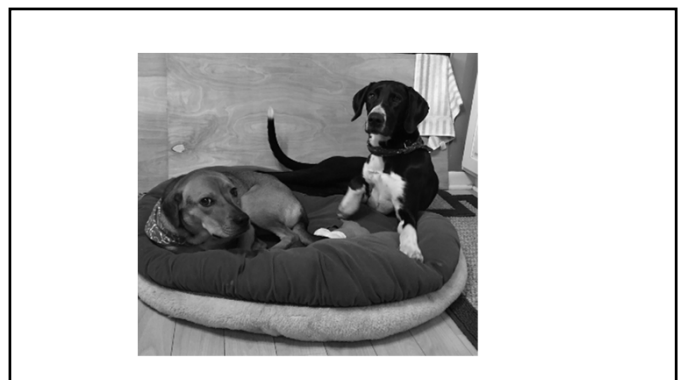
"Other Client" Statements

Menu of Options

and

Bite-sized information

Let's Practice

Putting it all Together:

Another "Pair Up" Activity

Goals of Conversation

A "Taste" of MI

MI Counselor:
- Find out your partner's goal
- Ask re: reasons for wanting change

Counselee:
- Choose a topic ≈ Level 5-7   (out of 1-10)
- While talking, take pauses

MI Counselor AT END:
- Summarize **change talk** that you've heard
- Ask: So, what do you think you might do?

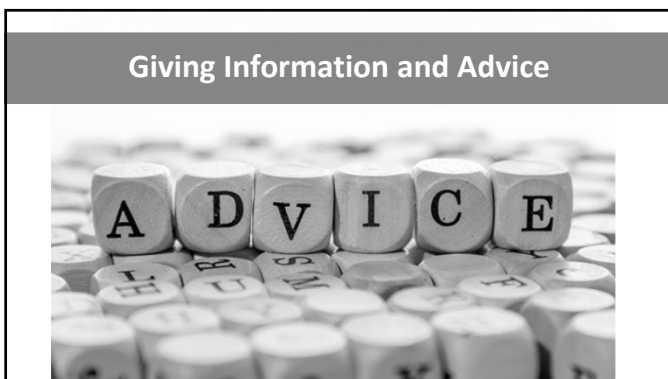## If giving advice, Remember:

MI Counselor
- **Ask** permission
- **Give** menu of options / information / advice
- Follow up by **ask**ing for partner's thoughts

Remember:

It's okay to ask for help if you get stuck

A Practice Conversation

<u>Have a conversation</u>: Speaker + Listener
- Find out the person's goal
- Ask re: reasons for wanting change
- Listen! Reflect, reflect
- Use Elicit-Provide-Elicit

<u>Observers:</u>
- Listen for change talk statements
- Tally reflection statements

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Navigating the Conversation: The Four Processes

The Four Processes

Engage
Focus
Evoke
Plan

Revisit as needed

The Four Processes

Engage
Focus
Evoke
Plan

Revisit as needed
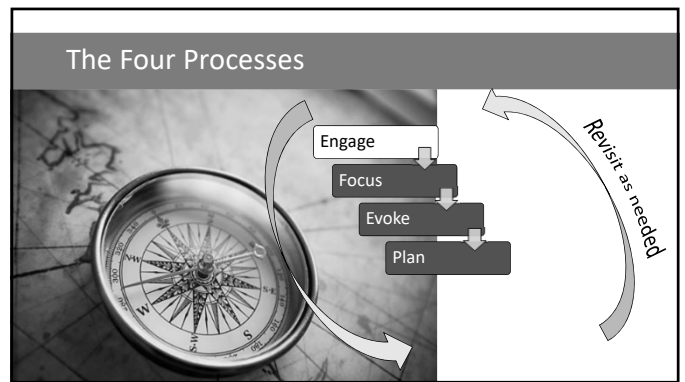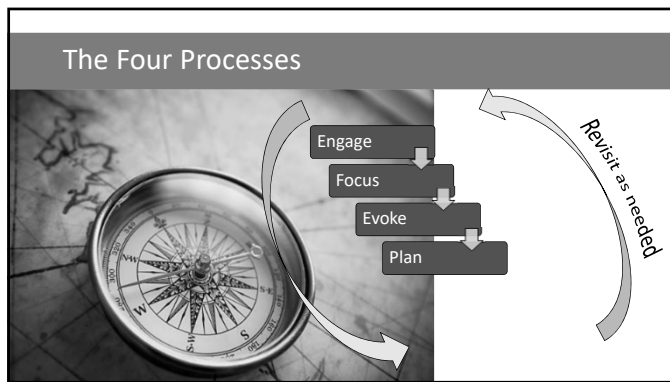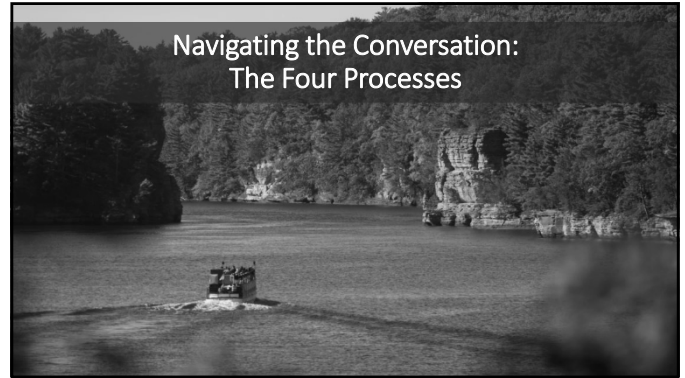
Roll with Resistance / Dance with Discord

- Especially in Engage process
- Explore – instead of challenge

Empathy

Understanding the circumstances, feelings, and expectations of the other

How would you like it if the mouse did that to you?

Reflect,
Reflect,
Reflect

The Four Processes

Engage
Focus
Evoke
Plan

Revisit as needed

What does the top of the mountain look like?

Agenda Mapping

The Four Processes

Engage
Focus
Evoke
Plan

Revisit as needed

Ambivalence

Listening for Change Talk

The Four Processes

Engage

Focus

Evoke

Plan

Revisit as needed
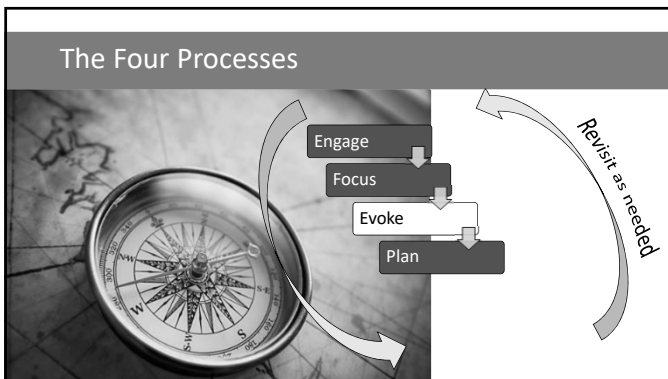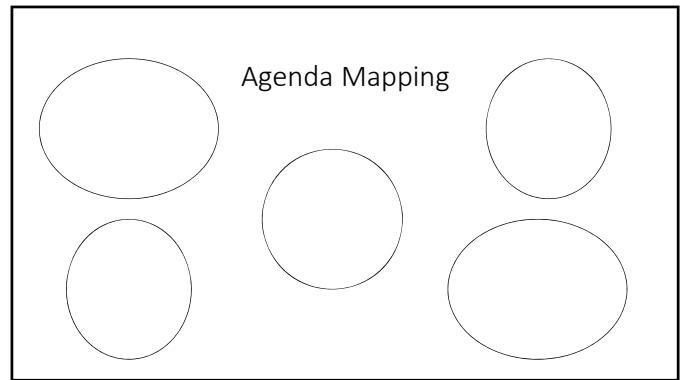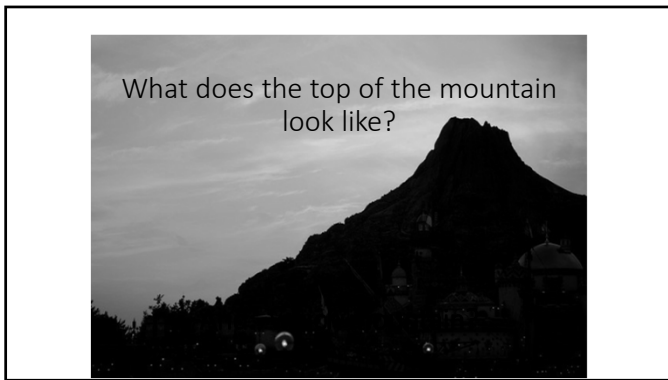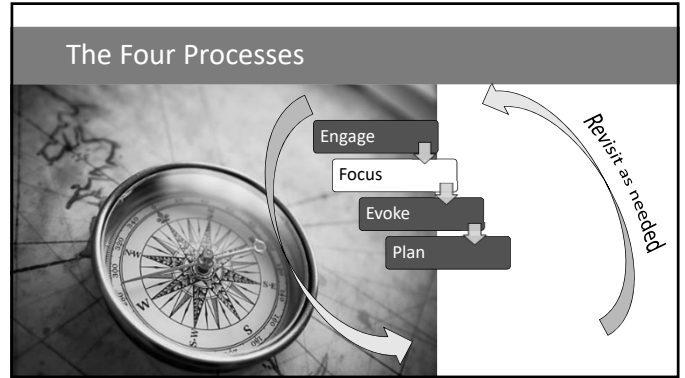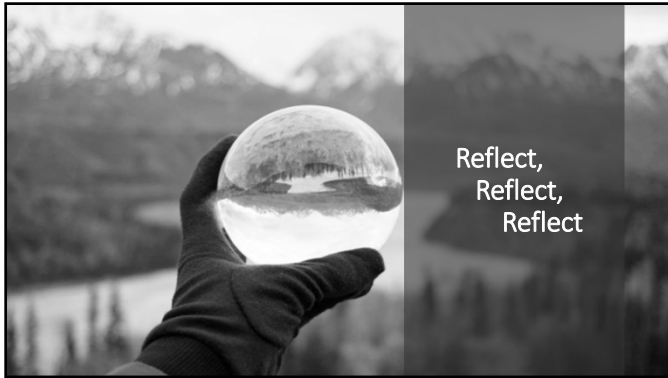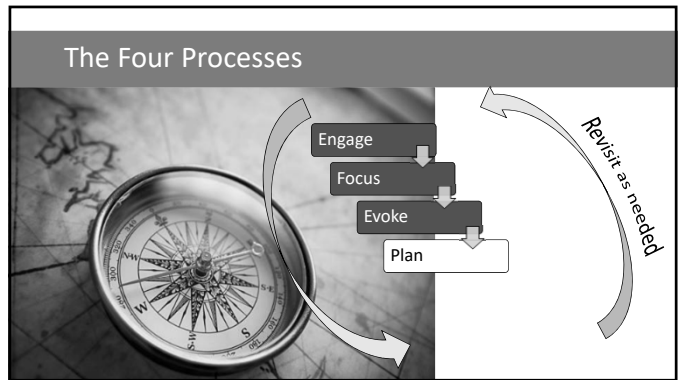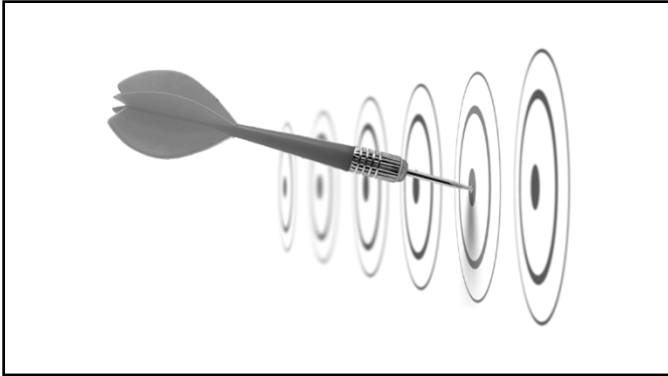
- Increased Commitment Language

- Decreased Ambivalence

- Resolve

- Experimentation / Taking Next Steps

Personalize the Plan

- Driven by client's expressed desires, reasons, and needs

- Not imposed from without

- If-then planning

"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"
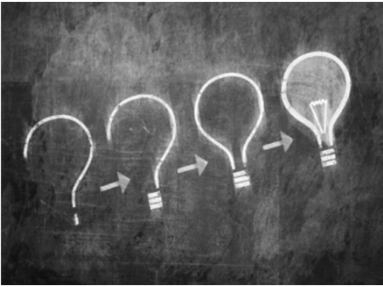
Behavior Counts

- Reflections
- Open-ended questions
- Closed-ended questions
- Reflections : Questions ratio

Let's think about...

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The formula for the "MI Spirit"

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Partnership | Acceptance

Spirit

Compassion | Evocation

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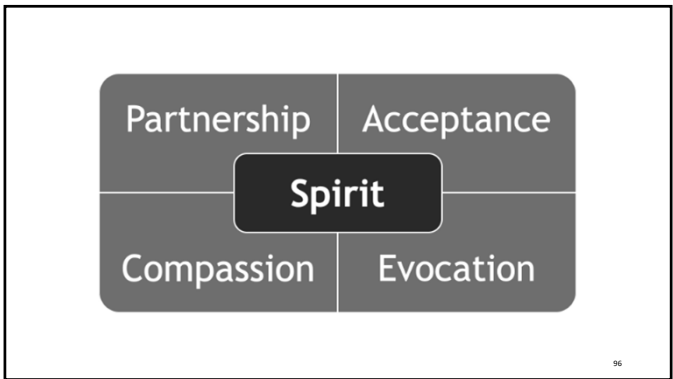
Partnership

- Genuine agenda setting
- Curiosity about client's goals
- Client as expert
- Depends on client input
- Favors client strengths

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Instead of:	Try:
I can understand that fear.	You're afraid because _____.
I think that's a great idea of what to start with.	You're feeling confident starting with _____ will work well for you.
I'm really proud of you.	You can be very proud of yourself.

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Acceptance and Compassion

- Empathy
- Understands client's perspective
- Shows great interest
- Can guess at what has not yet been said
- Encourages elaboration

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Empathy

Evocation

- Drawing out change talk (cultivate)
- Responds to change talk in a way that encourages exploration
- Expresses curiosity
- Explores values, strengths, hopes related to change

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Putting It All Together

MITI 4.2:
Motivational Interviewing Treatment Integrity

Global Measures
• Cultivating Change Talk
• Softening Sustain Talk

Relational Measures
· Partnership
· Empathy

Cultivating Change Talk

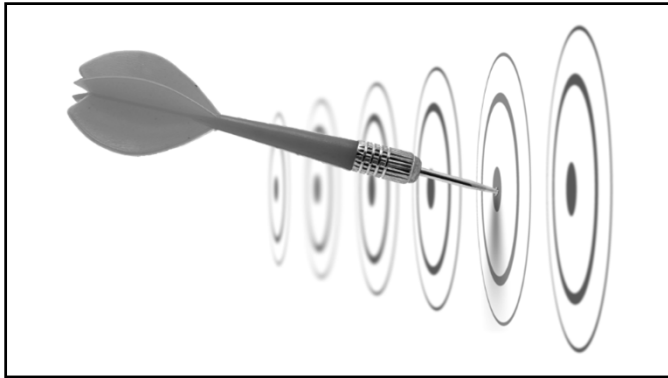| 1	2	3	4	5
Clinician shows no explicit attention to, or preference for, the client's language in favor of changing	Clinician sporadically attends to client language in favor of change – frequently misses opportunities to encourage change talk	Clinician often attends to the client's language in favor of change, but misses some opportunities to encourage change talk	Clinician consistently attends to the client's language about change and makes efforts to encourage it	Clinician shows a marked and consistent effort to increase the depth, strength, or momentum of the client's language in favor of change

Softening Sustain Talk

1	2	3	4	5
Clinician consistently responds to the client's language in a manner that facilitates the frequency or depth of arguments in favor of the status quo.	Clinician usually chooses to explore, focus on, or respond to the client's language in favor of the status quo.	Clinician gives preference to the client's language in favor of the status quo, but may show some instances of shifting the focus away from sustain talk.	Clinician typically avoids an emphasis on client language favoring the status quo.	Clinician shows a marked and consistent effort to decrease the depth, strength, or momentum of the clients language in favor of the status quo.

Partnership

1	2	3	4	5
Clinician actively assumes the expert role for the majority of the interaction with the client. Collaboration or partnership is absent.	Clinician superficially responds to opportunities to collaborate.	Clinician incorporates client's contributions but does so in a lukewarm or erratic fashion.	Clinician fosters collaboration and power sharing so that client's contributions impact the session in ways that they otherwise would not.	Clinician actively fosters and encourages power sharing in the interaction in such a way that client's contributions substantially influence the nature of the session.

Empathy

1	2	3	4	5
Clinician gives little or no attention to the client's perspective.	Clinician makes sporadic efforts to explore the client's perspective. Clinician's understanding may be inaccurate or may detract from the client's true meaning.	Clinician is actively trying to understand the client's perspective, with modest success.	Clinician makes active and repeated efforts to understand the client's point of view. Shows evidence of accurate understanding of the client's worldview, although mostly limited to explicit content.	Clinician shows evidence of deep understanding of client's point of view, not just for what has been explicitly stated but what the client means but has not yet said.

Working toward proficiency

	Beginning	Advanced
Global	3	4
Relational	3.5	4
Reflections to Questions	1:1	2:1

A Video Listening Exercise

Debrief: Global Ratings

Sustain – – – – Ambivalence – – – – Change

- Cultivating Change Talk
- Softening Sustain Talk
- Partnership
- Empathy

Debrief: Behavior Counts

Item	Tally
Open-ended questions	
Closed-ended questions	
Reflections (simple/complex)	
Giving Advice/Information	

Debrief: Behavior Counts

Item	Tally
Open-ended questions	6
Closed-ended questions	0
Reflections (simple/complex)	20 (CR = 14, SR = 6)
Giving Advice/Information	1

Debrief:

What else did you hear / notice?

What about the research?

- Over 1000 controlled clinical trials in many different fields
  - Addictions, mental health, chronic disease management, nutrition, preventative dentistry, public health, social work, corrections, education
- About 2/3 of trials show a beneficial effect
- Fidelity of MI practice predicts better treatment outcome
- Ability to learn MI is unrelated to years of professional education

What about the research?

- Can be effective in brief formats
- In trials, MI is often a single session
- Used effectively in healthcare visits
- Adding single MI session at intake improves outcomes

- When MI is "added" to other evidence-based treatments, both become more effective

Small Group Discussion :
Continuing the Learning
&
Using MI in your Work

Small Group Discussion:
Using MI in your Work

- How do you think you might use MI after this training?

- What difficult conversations or "stuck" clients might benefit from MI?

- What MI tools are you interested in keeping / trying (agenda mapping, scaling questions, deeper reflections, elicit-provide-elicit, other?)

- What processes in your work may benefit from MI or an "MI sandwich"?

And of course… PRACTICE!

Resources

Questions?

CHANGE

Questions, Thoughts, or Concerns?

Happy to hear from you:
Kay Eibl
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