

Communication

Motivational Interviewing
Building skills to engage and
motivate



How many people in this room have a
behavior in your life you would like
to change?

How many of you have 5 things you
would like to change? 10? 15?
More?

How long have you been thinking
about this/these behavior change(s)?

Why haven't you changed it?!?

We are smart enough to know we should and probably even know how to do it, but it takes more than knowledge...

How do people change...

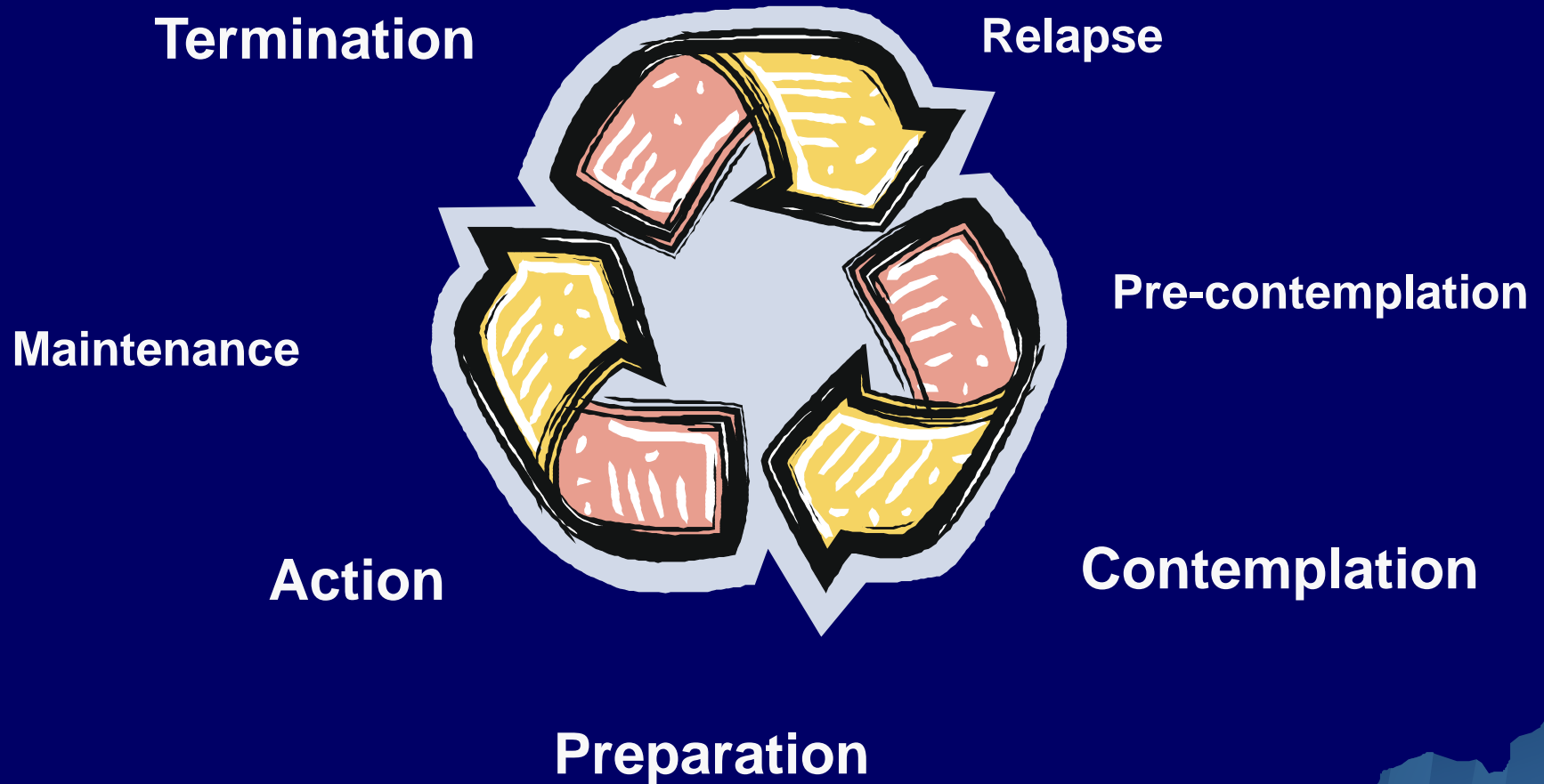
People change voluntarily only when:

- ◆ They are interested and concerned in doing something different
- ◆ They are convinced they will be better off if they change
- ◆ They are organized and have a plan of action
- ◆ They take the steps to achieve the change we want

The Stages of Change Model

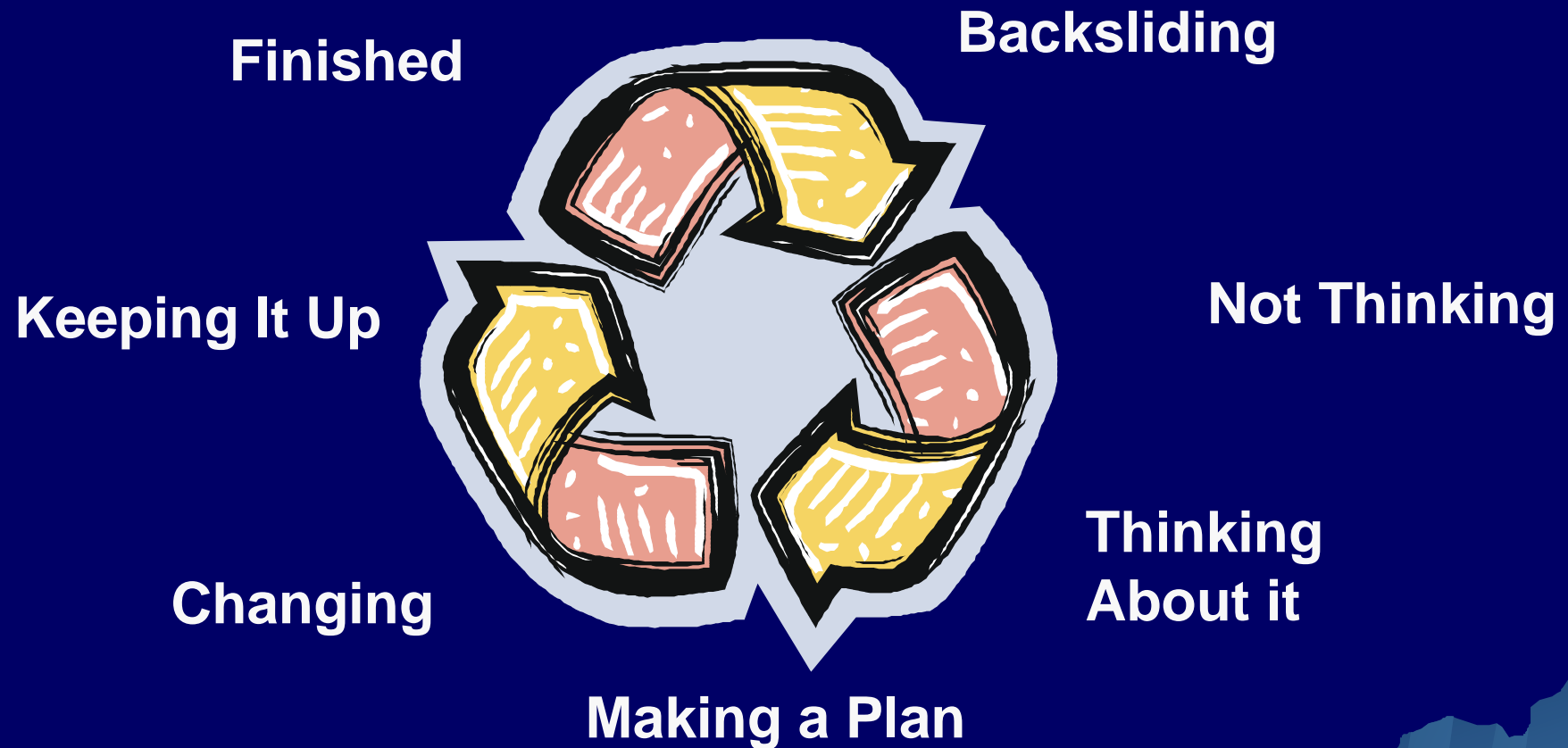
- ◆ Developed by Prochaska & DiClemente, 1986
- ◆ A sequence of stages through which people typically progress as they think about, begin, and continue new behaviors

The Stages of Change Model



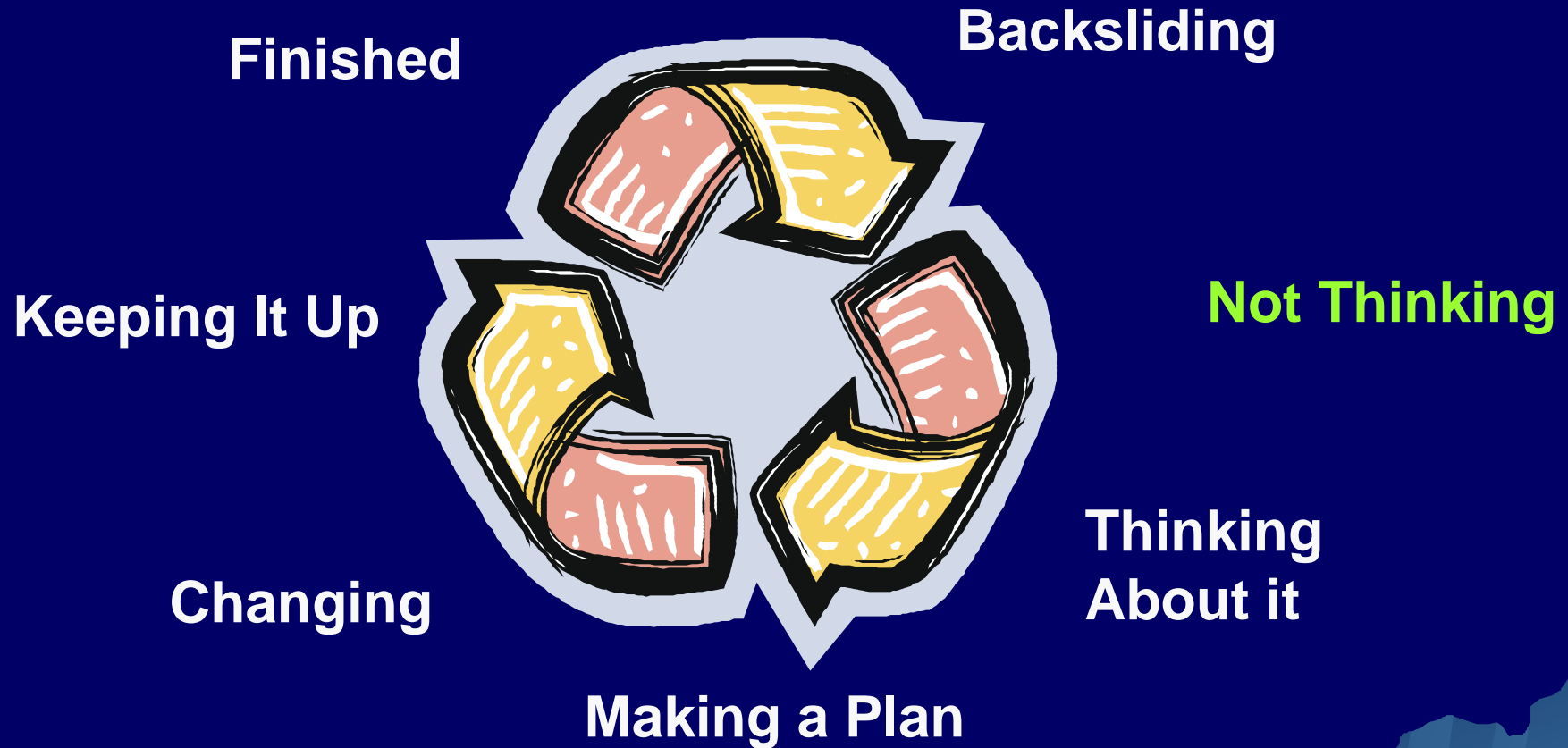
A model for how we change

There is a common pattern to how people successfully change important aspects of their life.



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Motivational Interviewing

When is a client typically considered to be motivated?!?

- Agrees with the worker's view
- Accepts the worker's assessment
- States a strong desire for help
- Shows distress, depends on worker
- Complies with services
- Has a successful outcome

(is this really motivation?)

Labels We Use for “Resistant” Clients

- ◆ Unmotivated
- ◆ In Denial
- ◆ Rationalizing
- ◆ Defensive
- ◆ Manipulative
- ◆ Unwilling
- ◆ Not Ready
- ◆ Criminal
- ◆ Con
- ◆ Treatment Wise

Confrontational Approach

- ◆ **What is it? What are the ingredients?**
 - A preconceived notion about this “type” of client
 - Demands the client accept a Label (addict, criminal)
 - Problems are the emphasis, rather than strengths
 - Intervention is Superimposed (this is what you *have* to do)
 - Resistance is overcome with Confrontation
 - Information is used to **make** the client do the “right” thing

Confrontational Approach

◆ **What we say when we are using a confrontational approach:**

- You're in denial!
- You are defensive and resistant!
- Here's what you need to do..
- You just need to listen to me!
- Aren't you glad you finally did what we said?
- Don't come back until you are serious!
- You didn't work the program!

Motivational Interviewing

- ◆ Motivation is necessary for any lasting self-change to take place, but is too often ignored
- “ Motivation is a state of readiness or eagerness to change which may fluctuate from one time or situation to the another”

Ray Gingerich

Motivational Interviewing

- ◆ Readiness to change is not an individual trait, but a fluctuating product of *interpersonal interaction*
- ◆ Resistance/Denial = feedback about the helper's behavior
- ◆ Too frequently, we (incorrectly) assume our client is ready to change

MI Definition

- ◆ Motivational interviewing is a client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.

MI

- ◆ The worker's style is very powerful and is a major factor in the individual's motivation to change
- ◆ Use reflective listening rather than confrontation
- ◆ Change is more likely when the motivation comes from client, rather than being imposed by the therapist, family, school, or court, etc.
- ◆ Ambivalence about change is normal (and actually expected)
- ◆ Change involves a process

MI

- ◆ MI can assist in decreasing burnout and decreasing negative attitudes:
 - Collaborative relationship, rather than struggling against the youth and trying to force a different way
 - Not making the person feel like they *must* do something
 - Not adversarial
 - Decreases frustration

MI

- ◆ Has us seek to understand the client's perspective as best we can (*empathy*)
- ◆ While at the same time allowing the client to explore and resolve mixed feelings about making important decisions (*ambivalence*)

It is the SPIRIT that is important

Not just the techniques

MI Spirit

Collaboration

Evocation

Respect

MI Spirit: Collaboration

- ◆ Avoids an authoritarian approach: working in partnership.
- ◆ Consultation approach with the client and family
- ◆ Supportive rather than persuasive.
- ◆ Allows for negotiation.
- ◆ Creates a positive atmosphere conducive to change.

MI Spirit: Collaboration

- ◆ The client and family are the expert on themselves
- ◆ You are the expert on what has worked for others

MI Spirit: Evocation

- ◆ Not imparting as much as eliciting
- ◆ Listening more than telling
- ◆ Be curious and patient
- ◆ Draw out the client's ideas

MI Spirit: Respect

- ◆ Respects the client's autonomy
- ◆ Respects the client's resourcefulness
- ◆ Respects the client's ability to make choices

MI

- ◆ MI is a method, not a model or theory
- ◆ MI is directive and client centered

The LAST thing the worker wants to do is argue about why they *should* change

General Principles underlying Motivational Interviewing

- ◆ Develop Discrepancy
- ◆ Express Empathy
- ◆ Roll with Resistance
- ◆ Support Self-efficacy



Principle 1:

Develop Discrepancy

- ◆ A discrepancy between present behavior and important goals will motivate change.
- ◆ Amplify Ambivalence.
- ◆ The client should present the arguments for change

Principle 2: Express Empathy

- ◆ Empathy facilitates change
- ◆ Skillful reflective listening is essential
- ◆ Empathy builds a working alliance

Principle 3:

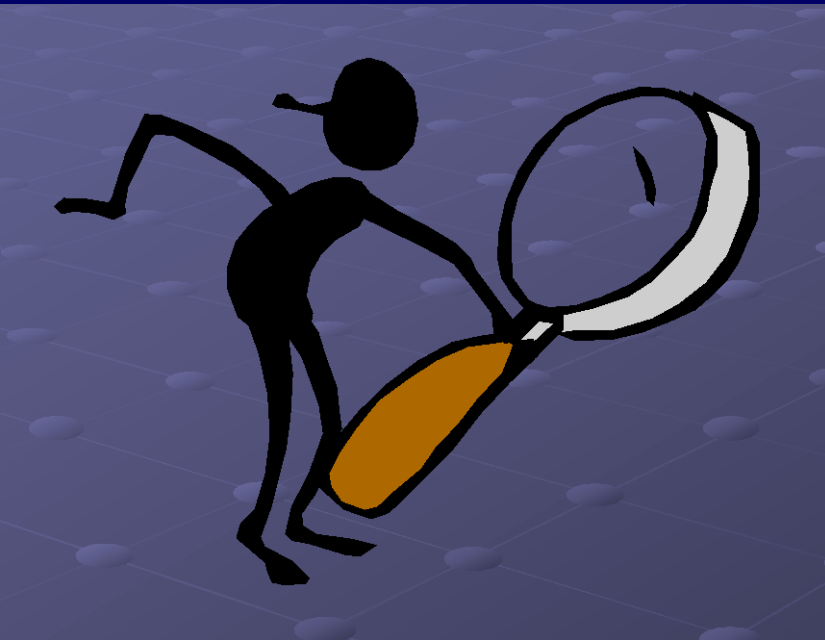
Roll with Resistance

- ◆ Avoid arguing for change
- ◆ Momentum can be used to good advantage
- ◆ New perspectives are invited, but not imposed
- ◆ The client is a valuable resource in finding solutions to problems

Handling Resistance: Strategic Responses

- ◆ Shifting focus
- ◆ Coming Alongside
- ◆ Agreement with a twist
- ◆ Reframing
- ◆ Emphasizing personal choice/control
- ◆ Disclosing feelings

Shifting Focus



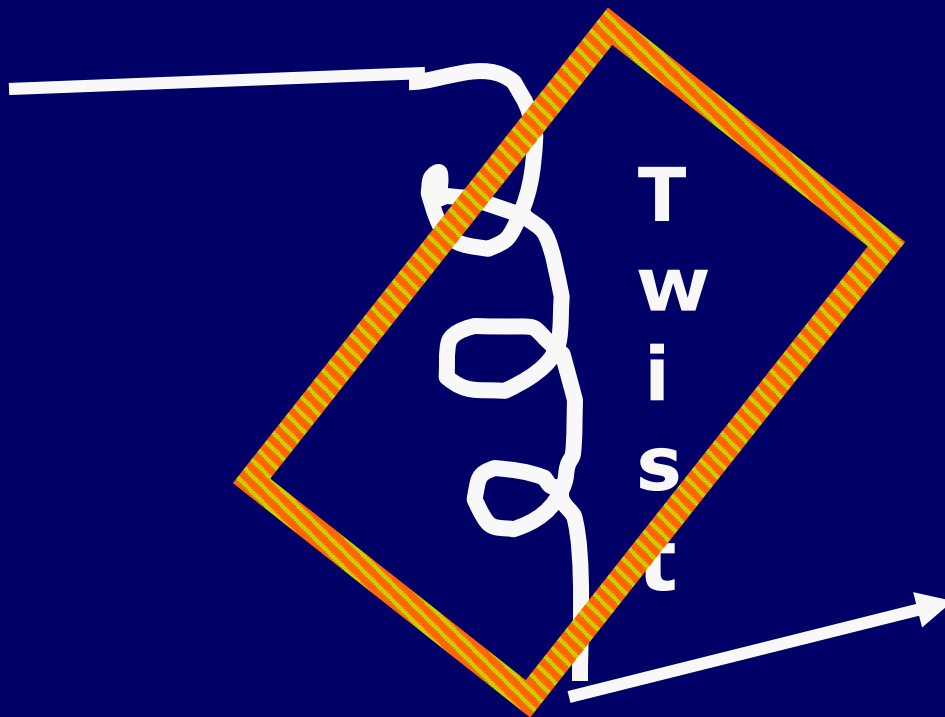
“We’ve talked about what other people say about your smoking; Let’s now talk about what you think

Coming Alongside



“It sounds like the pros of smoking still far outweigh the cons. So it may be that you decide smoking is something that you don’t want to give up”

Agreement with a



**Reflection with a
REFRAME**

Principle 4:

Support Self-Efficacy

- ◆ Belief in the possibility of change is an important motivator
- ◆ The client is responsible for choosing and carrying out personal change

Emphasizing Personal Choice/Control

- ◆ “It really is your choice about what you do in this situation”
- ◆ “No one can make you do this. The decision is yours.”

MI

There are, nevertheless, specific and trainable helper behaviors that allow us to:

- ◆ Seek to understand the where they are coming from
- ◆ Ask and selectively support the client's own self-motivational statement, concern, desire, and intention to change, and ability to change

OARS

- ◆ Open-Ended Questions
- ◆ Affirmations
- ◆ Reflections
- ◆ Summaries

OPEN-ENDED QUESTIONS

(OARS)

An open question is one that a person can't answer with a one-word responses. They encourage the client to take control of the direction of the reply, which can help the client feel more safe and able to express oneself

Use open-ended questions and inquiring statements

- ◆ “What types of things would you like us to talk about?”
- ◆ “How do you see the situation?”
- ◆ “What would you change in your life if you could?”
- ◆ “Please say some more about that.”
- ◆ “Tell me about what you like to do.”
- ◆ “How do other’s see your situation?”

Avoid closed-ended questions

- ◆ “Don’t you think your parents have been through enough because of your behavior?”
- ◆ “Isn’t your doctor’s idea that you should quit smoking a good one?”
- ◆ “Why can’t you see all the trouble you are in?”

Open vs. Closed Ended questions...

A slight shift can move us from an closed ended question to an open ended question

- ◆ **“Have you had problems in your marriage?” vs. “Tell me about the problem you mentioned with your spouse?”**

Use open ended questions

Closed-Ended

“Did you come here because of the courts?”

Open-Ended

“What led to your coming to see me?”

Use open ended questions

Closed-Ended

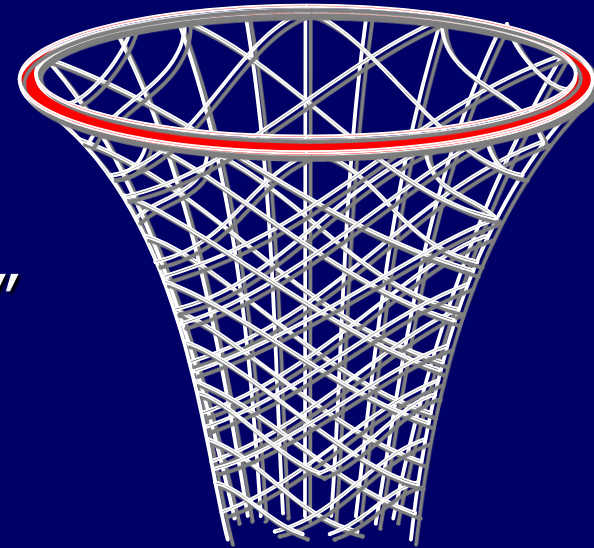
“How old are you?
Are you married?
Who do you live
with? Do you have
any hobbies? ”

Open-Ended

“Tell me about
yourself and your
family?”

Open-ended Questions

- ◆ Invite discussion and elaboration; do NOT invite brief answers
- ◆ Stems
 - “What would you like to discuss?”
 - “How do you feel about coming here?”
 - “You mentioned _____. What concerns you about that?”
 - “What was that like for you when...?”
 - “Why do you think that happened?”
 - “What are your views about



Open-ended Question Exercise

(if time permits)

1. I will start with a closed question that I might ask a client.
2. Then I will toss the ball to someone, and that person will turn my closed question into an open-ended question.
3. That person will then ask a closed question and toss the ball to another person who will turn it into an open-ended question.

→→→ listen carefully to your peers

AFFIRMATIONS

(OARS)

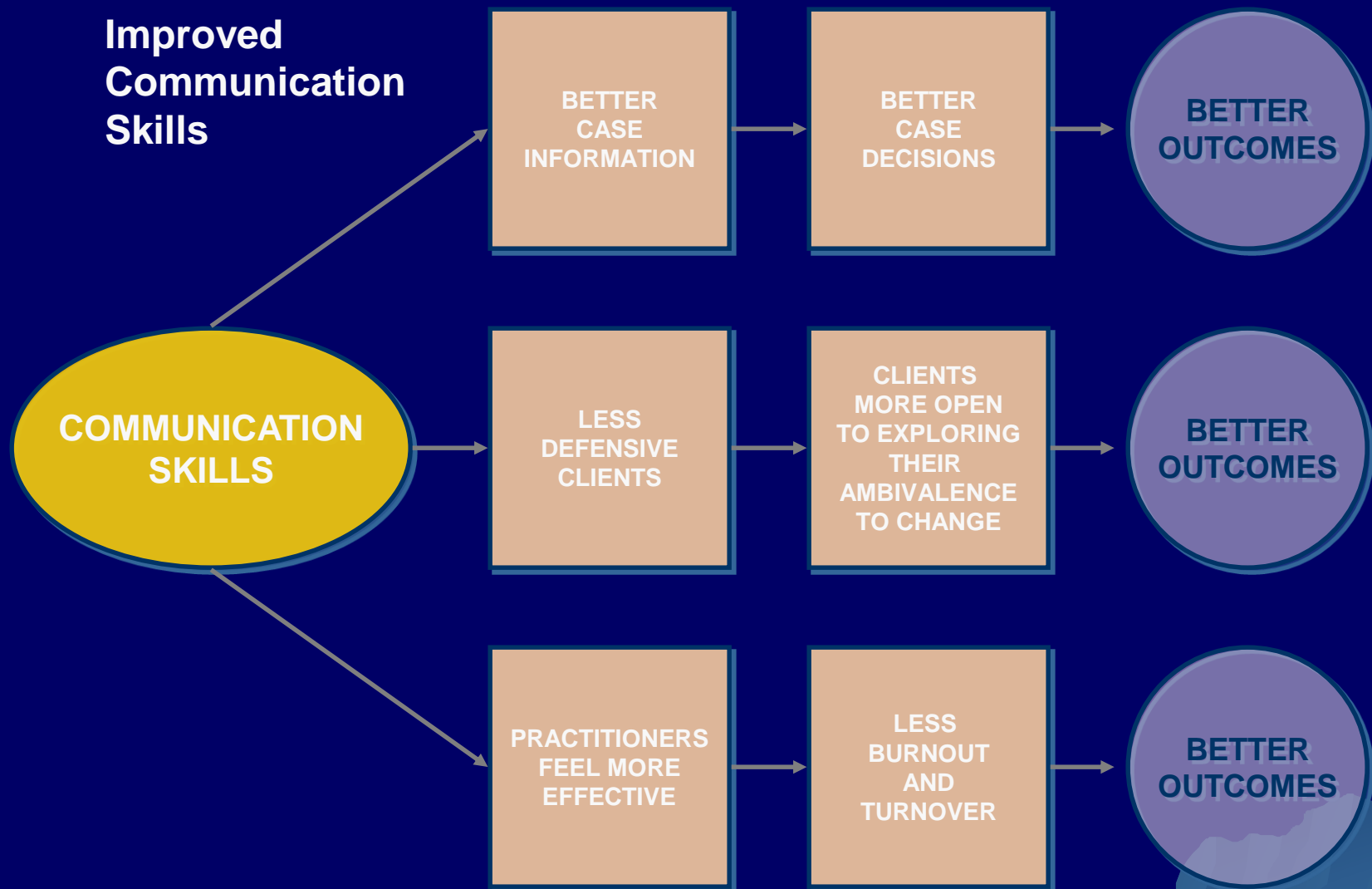
- *Matter-of-fact* recognition of client's effort(s)
- *Honest* appreciation of client's strengths
- Convey respect & understanding

Affirmations

- Definition: appreciation, understanding, support
- Affirm *effort* and *achievement*
- Examples
 - “This is hard work you’re doing”
 - “It takes courage to face such difficult problems”
 - “Coping with that takes a lot of resourcefulness”
 - “It must have taken a lot of courage to come in today knowing you had a dirty UA”

Affirmation Exercise

- ◆ Pair up. Affirm your partner from the Change exercise. Share at least three affirmations related to the effort and achievement your partner exhibited with the previous exercise
- Definition: appreciation, understanding, support
- Affirm *effort* and *achievement*
- Examples
 - “You have a good understanding of the difference between ____ and ____”
 - “It takes courage to take a risk in front of your peers”
 - “You didn’t give up until you were successful”
 - “You kept trying even though you were getting frustrated”



Listening

- ◆ Typically, the word “listening” is associated with empathy, because one has to truly listen and hear another in order to be able to accept and understand the client.
- ◆ Listen and reflect a response to make sure I understand what the client is saying and let the client know I’ve heard it.

Thomas Gordon's

12 Roadblocks to Listening

- 1) Ordering, directing**
- 2) Warning, threatening**
- 3) Giving advice, making suggestions, providing solutions**
- 4) Persuading with logic, arguing, lecturing**
- 5) Moralizing, preaching**
- 6) Judging, criticizing, blaming**
- 7) Agreeing, approving, praising**
- 8) Shaming, ridiculing, name-calling**
- 9) Interpreting, analyzing**
- 10) Reasoning, sympathizing**
- 11) Questioning, probing**
- 12) Withdrawing, distracting, humoring, changing the subject**

Learning Points

- Seemingly simple statements can have a variety of meanings
- “Obvious meanings” may not be obvious at all
- *Speaker* feels *impelled* to elaborate and ***disclose more*** about themselves!
- ***Intention*** to understand (interviewer) and be understood (speaker)...
 - *Necessary* but...
 - *Not sufficient*
- Skills needed



Reflective Listening

(OARS)

When we hear a statement, we consider what it might mean, and pick the most likely meaning.

Reflective listening can be thought of as hypothesis testing. There is no penalty for being wrong. Find out what the youth means.

Definition: Reflective Listening

- A hypothesis (guess) about speaker's meaning
- A statement to convey understanding
- Intonation down
- Short stems
 - “So...”
 - “Sounds like...”
 - “So you...”
 - “Seems like ...”
 - “Its like...”
 - “You feel...”

Question?

Reflection.

Reflective Listening/Exercise

~~Do you mean...?~~

So...

You feel...

- Speaker:
 - “One thing I feel two ways about...”
 - Elaborate as you like
- Interviewer:
 - Use mostly reflections

Levels of Reflections

*Deeper
Meaning*

Repeating: simply repeating an element of what was said.

Rephrasing: substituting similar words or phrases for what was said.

Levels of Reflections (continued)

*Deeper
Meaning*

Paraphrasing: listener infers meaning and reflects that back.

Reflection of feeling: reflecting unspoken emotions that seem to be present, using metaphors, etc.

Double-Sided Reflections

On the one hand...



On the other hand...

Reflection Exercise (Volleyball Practice)

Forming effective reflections to use in
your work setting

Split in to two “teams”

- ◆ Team 1 serves up a resistant statement
- ◆ Team 2 replies with three different reflections

SUMMARIZATIONS

(OARS)

- Put the whole picture together
- See how one thing is connected to another
- Move us to next steps

Summaries Can:

- ◆ Give the message that the client is being heard
- ◆ Allow the client to add important information
- ◆ Shift the direction of the interview

Summaries

- ***Set up statement:*** “Let me see if I have this right...”
- ***Reflection, reflection, reflection***
- ***Open question:***
“So where does that leave us? What else would you like to add?”
or “Now, tell me about”
(to re-direct)



DANCING or WRESTLING?



Questions?

Comments

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