

USING MOTIVATIONAL INTERVIEWING WITH ADOLESCENTS

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Definition

- ▣ Client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.
- ▣ Task is to explore and enhance motivation for change

Spirit of MI

- ▣ Motivation to change is elicited from the client, and not imposed from without
- ▣ It is the client's task, not the counselor's, to articulate and resolve his or her ambivalence
- ▣ Direct persuasion is not an effective method for resolving ambivalence

Spirit of MI (cont.)

- ▣ The counseling style is generally a quiet and eliciting one
- ▣ The counselor is directive in helping the client examine and resolve ambivalence
- ▣ Readiness to change is not a client trait, but a fluctuating product of interpersonal interaction
- ▣ The therapeutic relationship is more like a partnership or companionship than expert/recipient roles

In a Nutshell...



- ▣ Not technique or set of techniques
- ▣ Interpersonal style, not restricted to formal counseling settings
- ▣ Subtle balance of directive and client-centered components
- ▣ Guided by philosophy and understanding of what triggers change

Motivational Understanding of Change

- ▣ Change occurs naturally
- ▣ The likelihood that change will occur is strongly influenced by interpersonal interactions
- ▣ Empathic, positive interventions seem to facilitate change
- ▣ People who believe they are likely to change do so
- ▣ What people say about change is important.
- ▣ MOTIVATION IS FUNDAMENTAL TO CHANGE

Critical Components of Motivation

- Willing – The Importance of Change.
 - Degree of discrepancy between what is happening at present and what one values for the future.
- Able – Confidence for Change
- Ready – Making Change a Priority

Transtheoretical Model

(DiClemente & Prochaska, 1983, 1985, 1994, 1998)

- ▣ Offers integrative framework for understanding the process of behavior change, whether that change involves initiation, modification, or cessation of a particular behavior

Stages of Change

- ▣ Pre-Contemplation
- ▣ Contemplation
- ▣ Preparation
- ▣ Action
- ▣ Maintenance



Pre-Contemplation

- ▣ Person is not currently considering change

Contemplation

- ▣ Individual undertakes a serious evaluation of considerations for or against change

Preparation

- ▣ Planning and commitment are secured

Action

- ▣ Taking action to make specific behavioral change

Maintenance

- ▣ Person works to maintain and sustain long-term change

How Change Occurs...

- ▣ Constructive behavior change seems to arise when the person connects it with something of intrinsic value, something important, something cherished.
- ▣ Intrinsic motivation for change arises in an accepting, empowering atmosphere that makes it safe for the person to explore the possibly painful present in relation to what is wanted or valued.

Ambivalence

- ▣ Ambivalence is a common human experience and a stage in the normal process of change
- ▣ When people get stuck in ambivalence problems can persist and intensify
- ▣ Resolving ambivalence can be a key to change.
- ▣ Different types of ambivalence- may look different but results are same

Readiness for What?

- ▣ Attempts to force a resolution in a particular direction (persuasion, increasing punishment) can lead to a paradoxical response.
- ▣ Psychological reactance predicts an increase in the rate and attractiveness of a problem behavior if a person perceives that his/her personal freedom is being infringed or challenged.

Readiness for What? (cont.)

- ▣ The proper question is not, “Why *isn't* this person motivated?”, but rather, “For what *is* this person motivated?”.
- ▣ Discovering and understanding an individual's motivations is an important first step toward change.
- ▣ It is also important to understand what a person perceives and expects to be the outcome of different courses of action.

GENERAL PRINCIPLES

1. Express empathy
 - * Acceptance facilitates change
 - * Reflective listening is fundamental
 - * Ambivalence is normal
2. Develop discrepancy
 - * Clt. Should present argument for change
 - * Change is motivated by a perceived discrepancy between present behavior and goals.

GENERAL PRINCIPLES

3. Roll with resistance

- * Avoid arguing for change
- * Clt is primary resource in finding solutions
- * Resistance is signal to respond differently

4. Support self-efficacy

- * Believing in possibility of change is imp.
- * Clt. is responsible for carrying out change
- * Avoid self-fulfilling prophecies.

Methods

- ▣ **OARS**
 - **O**pen questions
 - **A**ffirming
 - **R**eflecting
 - **S**ummarizing

Questions

▣ Open-ended

- Used to encourage conversation through opportunities for clients to explain and expand upon thoughts, feelings, experiences related to a topic. They are used to encourage the person to talk without feeling defensive.

▣ Questions may start with one of the following stems:

- *How...*
- *Tell me more...*
- *What...*
- *In what ways...*

▣ Closed-ended

- Question can be easily answered with a yes/no or one word phrase answer Can be used effectively to help move session along, gain clarification on a specific area that a client has mentioned, or gain permission for moving forward with a feedback session.

▣ Questions may start with the following stems:

- *Where...*
- *Are you...*
- *Do you want to...*
- *Is this...*

Reflections

▣ Simple

- Repeat
- Rephrase

▣ Complex

- Paraphrase
- Double-Sided
- Metaphor
- Reflect Feeling
- Summary
- Amplified

Simple Reflections

- ▣ Repeat
 - *Simply repeating the speakers words*
 - Client: It's hard to get up in the morning and go to the gym.
 - Counselor: Getting up in the morning is something that is not easy for you.

Simple Reflections

- ▣ Rephrasing
 - *Repeats speakers words but replaces/substitutes some words with synonyms*
 - Client: I don't like to workout first thing in the morning.
 - Counselor: Working out in the morning is not something you enjoy.

Complex Reflections

▣ Paraphrasing

- *Reflects what is said but also infers meaning- hypothesis testing*
- Client: I don't like to get up in the morning to workout.
- Counselor: If given the choice you would rather leave your working out for later in the day.

Complex Reflections

- ▣ Double-sided Reflections

- *Type of paraphrasing but reflects both sides of ambivalence described by speaker*

Double-Sided Reflections

Series of *Client* Statements:

- I really don't like to get up and workout in the morning.
- I can't seem to lose any weight and feel sluggish.
- Going to the gym in the morning is okay if I meet a friend there.
- I always feel better after I start my day off with a workout.

Counselor: On the one hand you don't like to get up to workout in the morning making it hard for you to lose weight **and** on the other hand you can get there if you meet a friend which makes your day start off on the right foot.

Complex Reflections

▣ Metaphor

- *A figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them*
- Client: Starting the day working out seems to increase my energy and productivity.
- Counselor: Getting to the gym first thing in the morning really gets your day off on the right foot.

Complex Reflections

▣ Reflection of Feeling

- *Emphasizes the emotional component of what is said- takes into account body language and inflection/tone in voice of client while making statements*
- Client: When drunk students come home from a night out I am constantly being woken up by their noise making it hard to get to the gym in the morning! (Client makes statement with arms folded and in a sharp, cutting tone)
- Counselor: You're angry with the students who come home and disturb your sleep.

Complex Reflections

- ▣ Summary

- *Pulls together information from what speaker has said and captures the highlights in a succinct statement*

Summary

Collecting summary:

Offered during the process of exploration, particularly after hearing several change talk themes. These are usually short (just a few sentences) and should continue rather than interrupt the client's momentum. The purpose is to draw together change talk and invite the person to keep going. It is useful to end with, "What else?"

Example: "So this last health scare really has you thinking about the role exercise has in your life. You aren't ready to just throw in the towel and give up on being fit and more healthy just yet, which is why you are taking steps to change your old behaviors."

Summary (cont.)

Linking Summary

Ties together what the client has just said with material from earlier. Purpose is to encourage the client to reflect on the relationship between two or more previously discussed items. Can be especially helpful in clarifying ambivalence.

Example: On the one hand you are worried about the long-term effects of your diabetes if you don't manage it well. On the other hand, you're young and you feel fairly healthy most of the time. You enjoy eating what you like and exercise is not something that has been of interest to you, and the long-term consequences seem far away.

Summary (cont.)

Transitional summary

Marks a shift from one focus to another, such as the wrap-up at the end of a session, or a transition from one segment to another. Remember that you are deciding what to include and emphasize, not everything that has transpired. Transitional summaries are somewhat longer than linking or collecting summaries.

Example: TV

Resistance

- ▣ Question:
 - What do I do with a resistant client?
- ▣ Answer:
 - Roll with It

Rolling with Resistance

- ▣ Reflections
- ▣ Shift focus
- ▣ Reframe
- ▣ Agree with a Twist
- ▣ Emphasize personal control
- ▣ Coming alongside*
 - *Must be used carefully

Signs of Readiness for Change

- ▣ Decreased Resistance
- ▣ Decreased discussion about the problem
- ▣ Resolve
- ▣ Change talk
- ▣ Questions about change
- ▣ Envisioning
- ▣ Experimenting

Useful Cites

- ▣ <http://motivationalinterview.org/>
- ▣ Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people to change addictive behavior*. New York: Guilford Press.