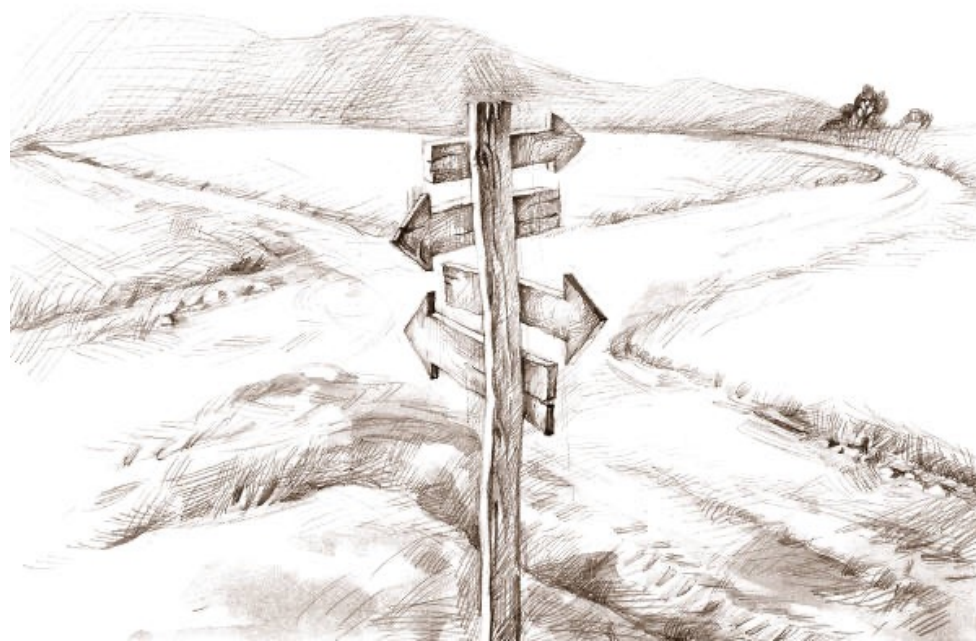


Motivational Interviewing (MI) Practical Skills



Kevin Tomlin LPC, SUDP

Learning Objectives

Training participants will be able to describe and demonstrate the following MI strategies and techniques:

What makes Motivational Interviewing unique: The “Spirit” and principles that make it work.

The Basics (“OARS”): Open-ended Questions, Affirmation, REFLECTIONS, Summary and the 4 foundations

How to identify, elicit, and respond to a participant’s Change Talk.

Basics of Negotiating a change plan- EPE

A few learning tips....

- Have fun! Be yourself!
- Choose subjects that have meaning for you
Real play vs. Role Play
- Work with as many different people as you can
- Allow yourself to make mistakes

Review: What is “MI”?

- Participant-Centered
- Way of communicating
- Professional is a “guide”
- Helping participants find their own reasons to change
- Exploring & resolving their mixed feelings about that change
- <http://www.motivationalinterviewing.org/>

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 “participant” and the other will be the “practitioner”...



ACTIVITY: Persuade Me!

Participant Role:

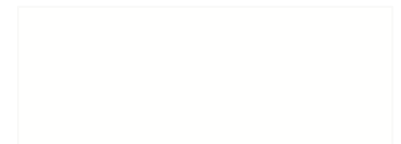
Take five minutes to share something you have been thinking about changing, but really aren't sure about changing, such as...

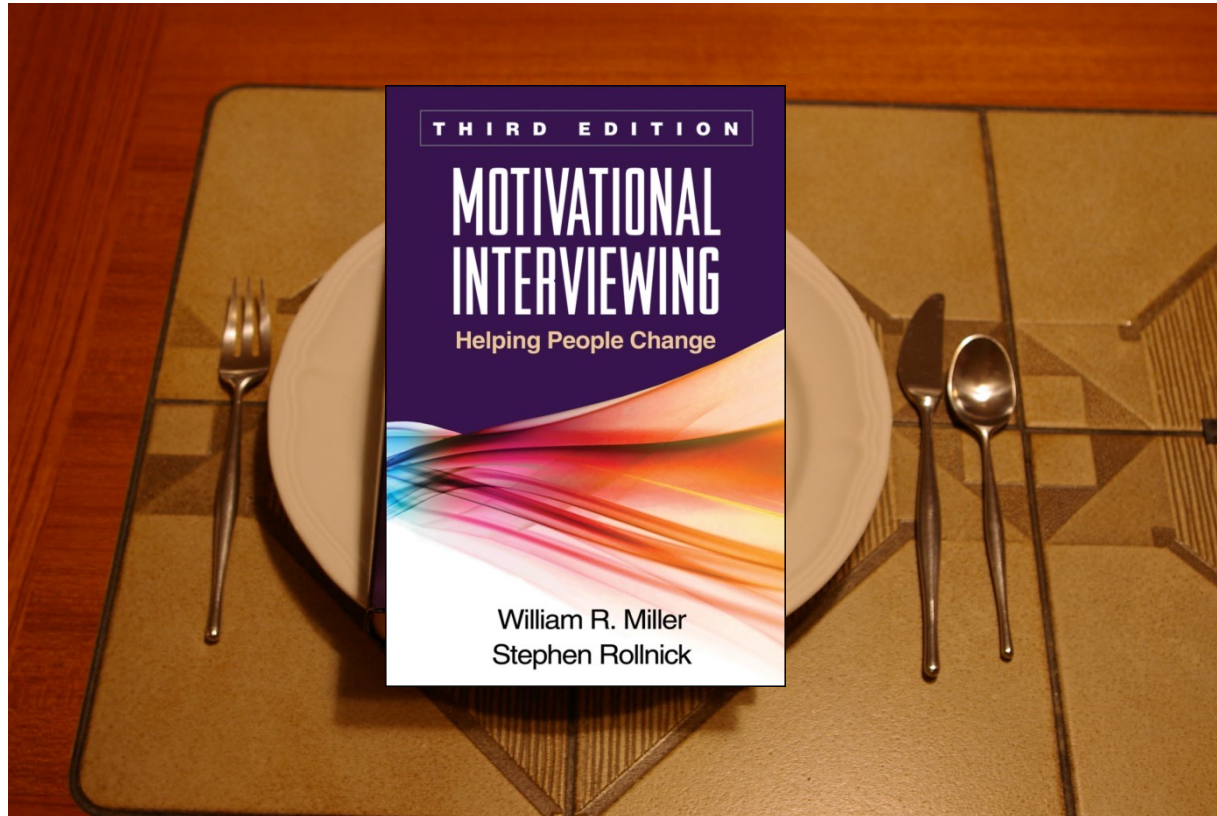
- Quitting cigars/chewing/caffeine
- Retiring early
- Going back to school
- Giving up something you like
- Changing a behavior for someone else

IMPORTANT! Make sure it's something you feel two ways about – “maybe I want to, but maybe not”!

1. PERSUASION

1. Give at least three specific benefits that would result from making this change
2. Tell the person how they could make the change
3. Emphasize how important it is for the person to make the change.
4. Continue to persuade the person to do it.





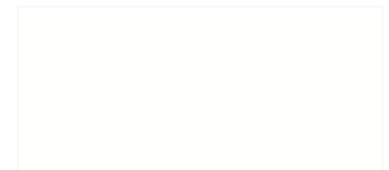
A “Taste” of MI

Practitioner's Role

- Participant use same topic as last time.
- Ask the open questions listed on your handout.
- Listen carefully to the participant with a goal of understanding the dilemma (i.e. both sides of the ambivalence) and draw out the person's OWN reasons and ideas for possible change.
- **Give no advice!**

A TASTE OF MI

1. Why would you **want** to make the change?
2. If you did decide to make the change, **how would you go about it** in order to succeed?
3. What are the **three best reasons** for you to do it?
4. How important would you say it is for you to make this change, on a scale from 0 to 10, where 0 is not at all important, and 10 is extremely important?
 1. Followup question: and why are you at a _____ instead of a lower number of 0?
5. With permission, give a short summary of what you've heard and ask if there's anything they might add to your summary.



Three styles of communication

Directing

Teaching

Instructing

Leading

Guiding

Drawing out

Encourage

Motivation

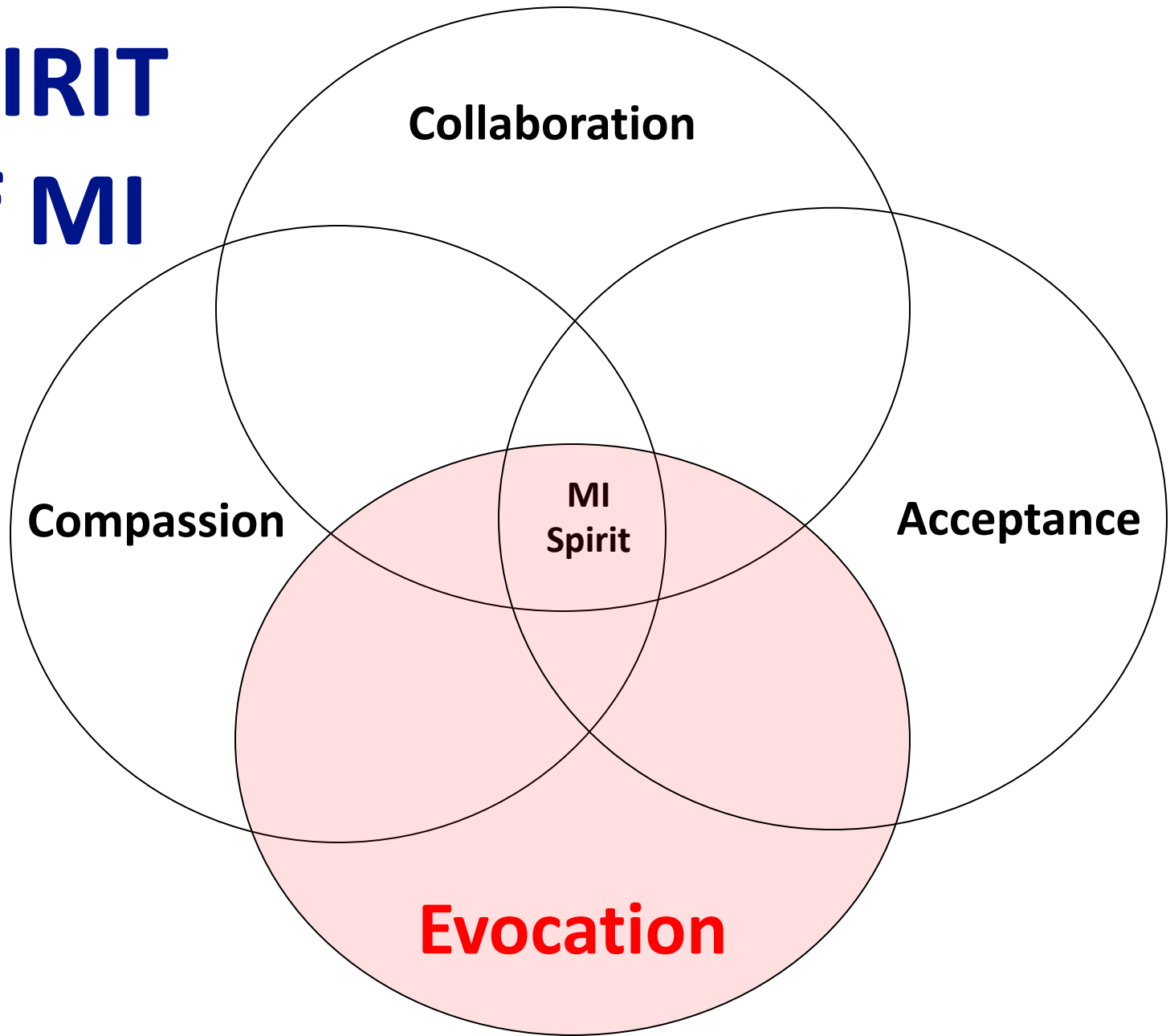
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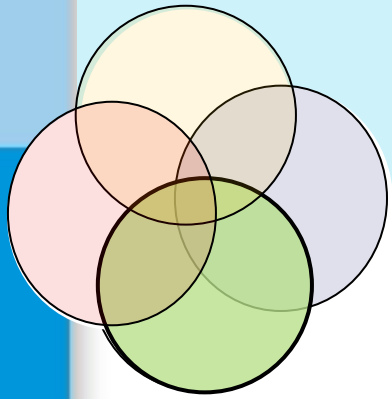
Listening

Understanding

Going along

SPIRIT of MI





Spirit of MI: Evocation

Drawing out the participant's own desire and reasons for change before *educating* and *advocating* for change.

MAKING RELATIONS WITH AMBIVALENCE

Ambivalence is a state of mind.

It often shows up as statements or behaviors.

“I want to, but I *don't* want to”

(leaving treatment AMA for example)

...we often argue for and do the
opposite!



**WHY is
this
true?**

Righting Reflex



The desire to fix what seems wrong with people and to set them promptly on a better course, relying in particular on directing.

Many times the practitioner's "goal" is to understand, fix, diagnose, or control.

However, the participant needs to be:

listened to understood the source of the solution

Draw Out the Wisdom of Participants

By developing an effective working relationship with participants, we can create an atmosphere in which they will be more likely to feel safe and to engage in “Change Talk.”

Change talk often predicts actual change, especially if we respond to it effectively!



What does Change Talk sound like?

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



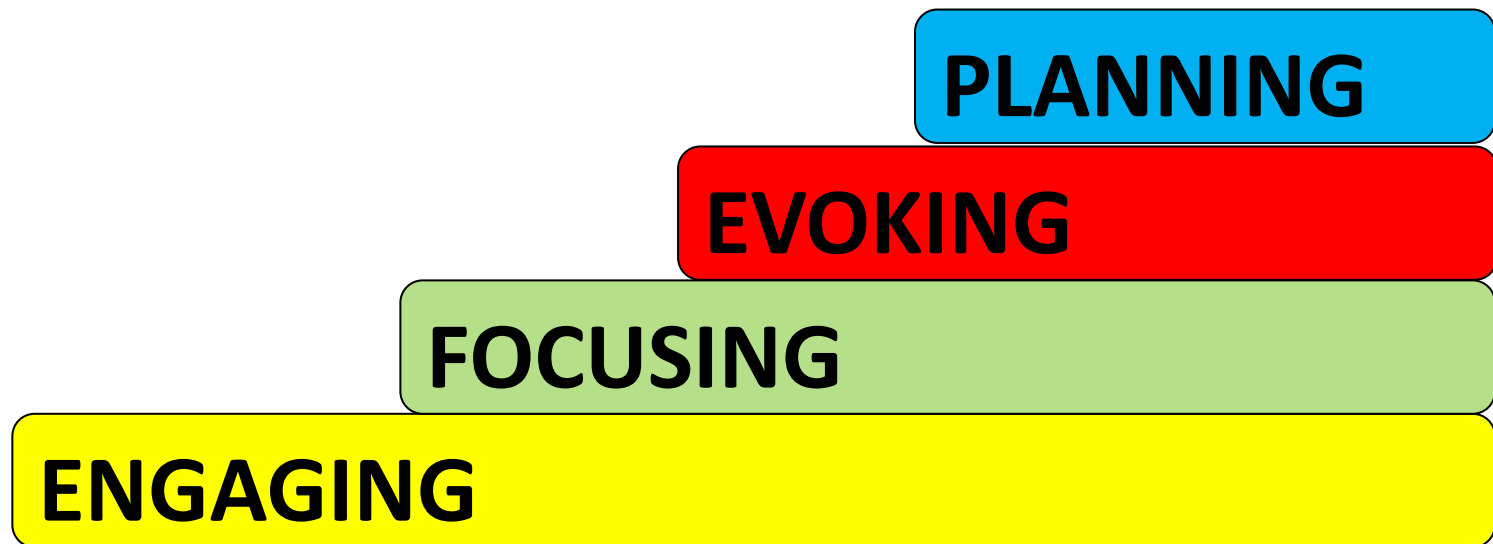
Activity- (EPE) Ask Tell Ask

In groups of 3 answer the following questions

1. What are some topics or issues that you commonly have to give advice about? (make a list)
2. It is usually an information gap or a motivation gap (or both)? How do you know?
3. Create an EPE statement and have each person in the group ask-tell-ask.

Building a Relationship; the Foundation of MI

4 Processes in Motivational Interviewing



4 Processes in MI

Evoking

Eliciting the participant's own motivation for change (the heart of MI)



EVOKING

FOCUSING

ENGAGING

Expressing Empathy

Understand each person & letting them know it:



- Show curiosity about this person and their situation
- Expect that person's feelings about changing will be mixed
- Acceptance of that fact makes change easier

“Accurate Empathy” means we really get it.

ACTIVITY: Accurate Empathy

We will arrange you in Dyads:



Participant: Talk for 3 minutes about

- *What it was like for me growing up or*
- *What would be my ideal future*

Practitioner: After 3 minutes, 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.

Participant: Respond naturally to what Practitioner said.

Developing Discrepancy

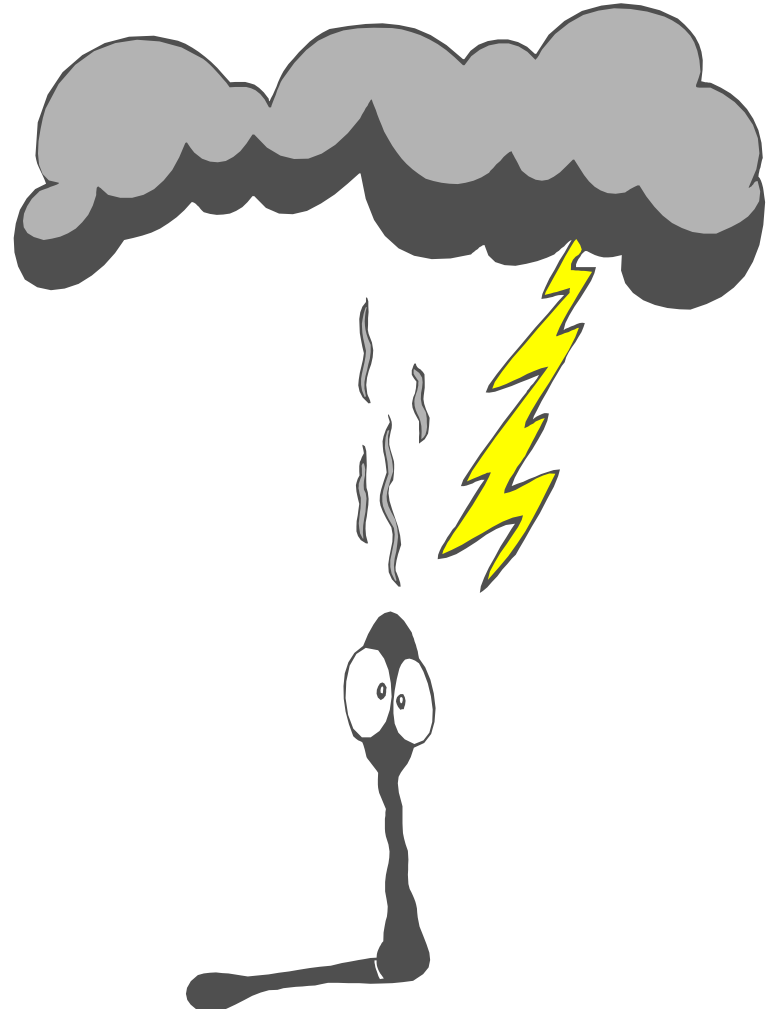
Change is motivated by a perceived GAP between present behavior and important personal goals or values.



ACTIVITY: Discord ZINGERS

Write challenging statements you might hear from your participants.

- 1 per sheet
- Write clearly
- Do 3-4 sheets



Disarming Discord

- Talk about not changing (sustain talk) is opposite sides of the change coin.
- Participant discord is a sign to change approach
 - ✓ May need to slow down
 - ✓ Avoid arguing and try to understand
 - ✓ **WHAT ARE THEY SAYING- REFLECT THAT!**



EXAMPLES: Disarming Dissonance

Participant: I don't need anger counseling. This whole thing was a set-up. He should be doing these stupid classes, not me!

Practitioner 1: Well, he's not. And it sounds like you need to start taking some responsibility for your part of what happened.

Practitioner 2: This is feeling unfair to you. Like you're being singled out. How can you make the best of the situation?

EXAMPLES: Disarming Dissonance

Participant: You've probably never had to struggle a day in your life. How old are you anyway? I want a new consultant!

Practitioner 1: This isn't about me, it's about you. And actually, yes I have had my own struggles!

Practitioner 2: You've been through a lot and It's important to you that I try and understand what you're dealing with.

OARS – MI core listening skills



These are the tools for executing the spirit and principles of MI!

- *Open-ended Questions* - avoid Yes/No
- *Affirming* - support & encourage
- *Reflective Listening* - repeat & clarify
- *Summarizing*- link together & reinforce

Example Affirmations

“That was a difficult decision for you. You’ve come a long way!”

“You put a lot of thought and time into this cover letter.”

“You have put your family first. That shows a lot of integrity.”

EXERCISE: What do YOU affirm?



What are some things you have noticed

- Think about strengths and values that you have noticed about a person you know or a person you serve
- Call out a behavior
- Then as a group we will create a heavy weight affirmation for your journal

Reflections: Bringing our “A” Game



- Reflect participant’s...
 - feelings,
 - speech,
 - facial expressions, or behavior
- Make a hypothesis
- Guess at deeper meaning
- Capture key elements
- Voice inflects **DOWNWARD** (a statement, not a question)

Reflections: Leave off the stem



INSTEAD OF:

“So you’re saying that the group is confusing ...”;

SAY:

“The group seems confusing” OR

“That makes you pretty upset” OR

“It’s not what you thought it would be”

OR CONTINUE THE THOUGHT:

...and it seems like...

...and that leaves you...

...and no-one really understands.

EXERCISE: Changing questions to reflections



PRACTICE: Sustained Reflections

Prepare to speak on a **NEW** topic that can be explored for at least 10 minutes:

An experience you've had that you believe would be quite difficult for another person to understand.



PRACTICE: Sustained Reflections

Participant: Offer one or two “lines” introducing your experience.

Practitioner: Respond with **only** reflections

Observer: Keep track of the number of reflections and questions.

Assist if Practitioner gets stuck

Putting it all together: OARS RECAP....



O*pen-Ended Questions*

A*ffirmations*

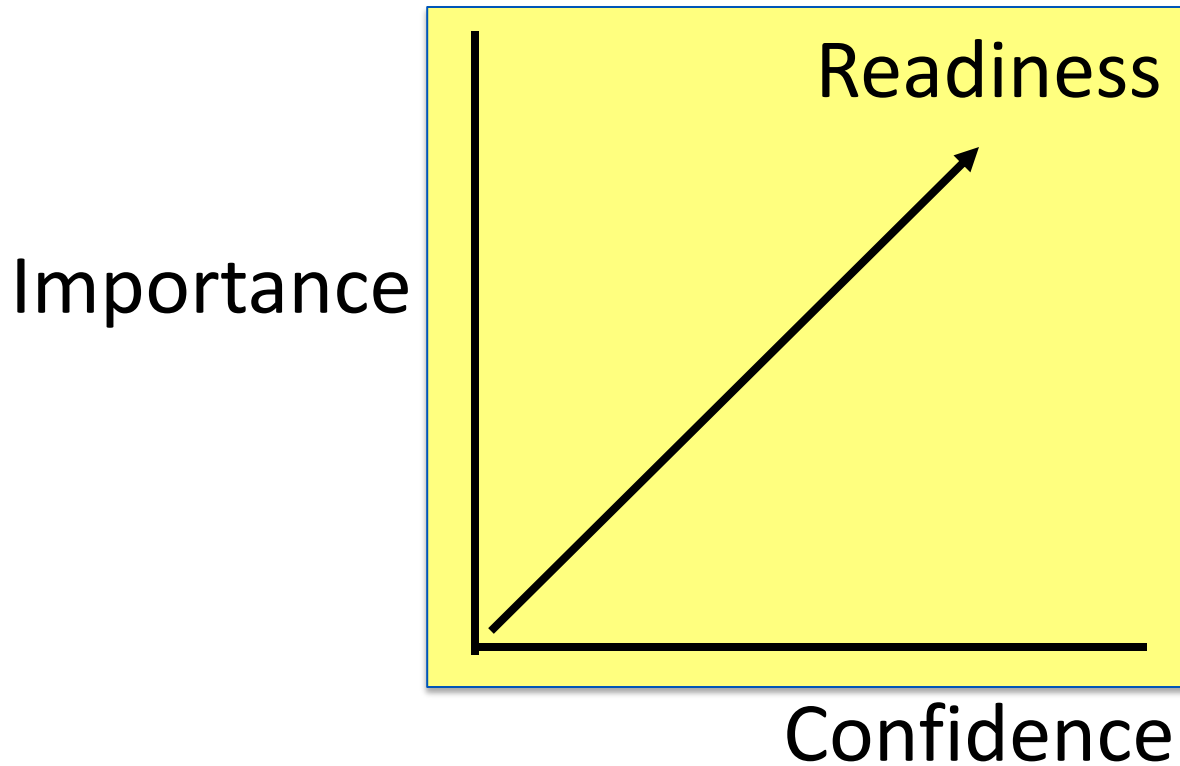
R*eflections*

S*ummaries*



But are they Ready for Change?!

Readiness for change is determined by...



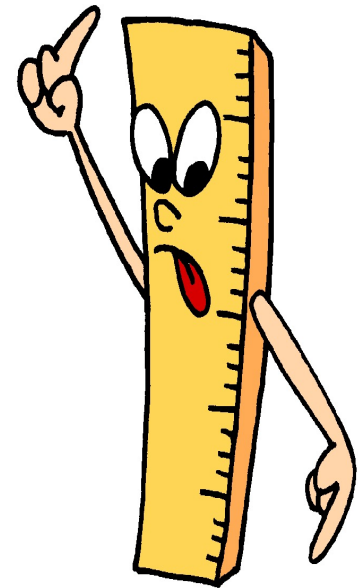
(Rollnick et. Al 1997, Keller and White 1997)

Explore Participant's Levels of Importance and Confidence

- How important is it for you to
- How confident are you that you will succeed?

Can use “Change Rulers” with Scaling Questions:

“On a scale of 1-10...”



EXERCISE: Using Change Rulers!

IMPORTANCE

On a scale of 1-10, how important is it for you to _____?



CONFIDENCE

On a scale of 1-10, how confident are you that you can do it?



“What makes you a 5 instead of a 3 or 4?”

“What would it take for you to go from a 5 to a 7?”

When IMPORTANCE is low . . .

- Explore how likely, ready, willing, confident is the person is to help them realize the importance.

How do you feel about . . .

What would be hard about . . .

What would be good about . . .

When IMPORTANCE is low . . .

Explore Cons and Pros

<u>Benefits of NOT Changing</u> Easy, don't have to find time. Can spend time doing what I want.	<u>Benefits of Changing</u> Lose weight, feel healthier, get fit, more energy, self-esteem, live longer, better quality of life.
<u>Costs of Changing</u> Takes time, hard work, inconvenient, don't enjoy it, boring, tiring.	<u>Costs of NOT Changing</u> Unhealthy, unfit, weight gain, premature death, poor example for children.

- End with positives -> right hand side
- Could be an ongoing list

When IMPORTANCE is low:

Use hypothetical questions

What would have to happen for you to be ready to change?

What would life be like if you made this change?

If things don't change, what may happen?

Plants the seed for change and may draw out change talk while honoring autonomy

When CONFIDENCE is low:

Need to increase self-efficacy

If you think you can do it,
you will do it.

If you don't feel you can do it,
you may not even try.

Bandura 1995

When CONFIDENCE is low:

USE E-P-E

1) **E**voke ideas they have about the change:

What ideas do you have?

What has worked in the past?

What do you think works for others in your situation?

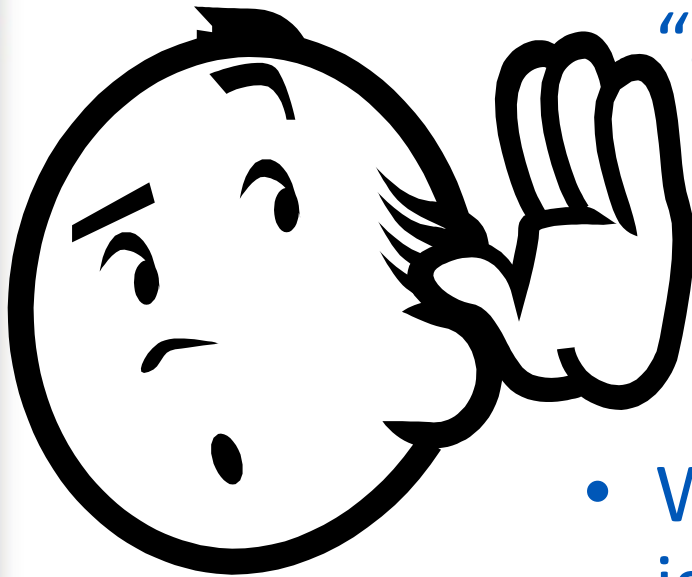
What seems like a good starting point?

2) **P**rovide with **p**ermission your suggestions

3) **E**licit their response to your suggestion(s)

Snatching Change Talk from the Jaws of Ambivalence...

- The first step is to become an “ambivalence” detective.



Listen for the “but”

- Where there is a “but”, there is ambivalence, and change talk is usually buried in the language!

Identify the Change Talk!

I have no time to go to those job search classes. Plus, it's embarrassing to think about going to those things. People might see me! I know I'm getting to the end of my savings and my insurance and nothing is coming through, but I'll get a job. I just don't see the point of sitting in some stupid class that won't teach me a thing.

Identify the Change Talk!

I have no time to go to those job search classes. Plus, it's embarrassing to think about going to those things. People might see me! **I know I'm getting to the end of my savings and my insurance** and nothing is coming through, but **I'll get a job**. I just don't see the point of sitting in some stupid class that won't teach me a thing.

EXERCISE: OUT OF THE HAT!

Practitioner - Chooses a “question” strategy from the hat

Participant - Reads ambivalent statement

Practitioner - Uses the strategy

Participant - Responds naturally

Practitioner - Reflects or affirms



Repeat with NEW PLAYERS!

What is dissonance . . .

- **Discord** – Resembles:
 - disagreement,
 - not being on the same “wavelength”,
 - a disturbance in the relationship
- Participant may be arguing, interrupting or discounting you
- Discord is about your relationship with the participant
- It is a sign of different agendas, different aspirations, different pace

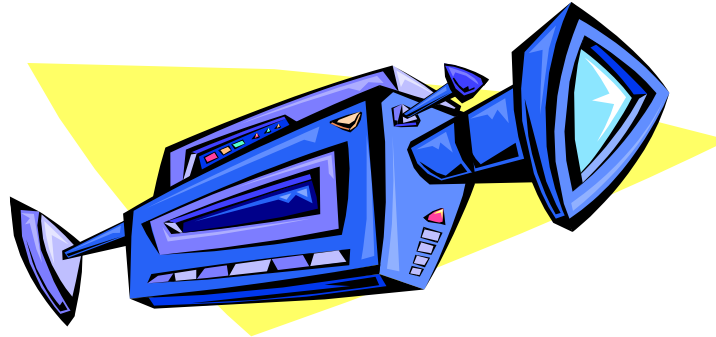
ACTIVITY: Disarming Dissonance

Batting Practice!



- Practice using reflections to respond to participant dissonance
- The idea is to “get some wood on the ball,” not to “hit a home run”!

Time Allowing: Rounder Video



1. Watch the video and listen for the practitioner's use of MI Spirit and Principles, OARS, and eliciting change talk.
2. Fill out the observation sheet with what you notice.

Four Processes in MI

PLANNING

Commitment & action

EVOKING

Collect Participant's ideas for change

FOCUSING

Develop and maintain a direction for change

ENGAGING

Establish a working relationship

Spirit of Motivational Interviewing:

Acceptance ♦ Evocation ♦ Compassion ♦ Collaboration



Core Listening Skills:

Open Question
Affirmations
Reflections
Summarizations

Foundation Principles:

Express Empathy ♦ Develop Discrepancy ♦ Disarming Dissonance ♦ Support Self-Efficacy

Just The Start!

This training provides the beginning steps for learning the skills of MI!



What are some things you can do to continue building your MI skills?

Continuing to Learn MI

- Practice with your participants and staff on an ongoing basis – maybe incorporate one strategy at a time
- Attend 8 MI Coaching Circles
 - Circle #1 has to be taken first
 - All others can be taken in any order, but they do build on each other
- Practice Circles –keep MI skills practice when coaching circles are complete
- Become an MI coach/ Intermediate/ Advanced Trainings

Great Resources:

“Motivational Interviewing: Preparing People for Change” (3rd Ed.) by William Miller & Stephen Rollnick

www.motivationalinterview.org

www.samhsa.gov (Substance Abuse and Mental Health Services Administration)

www.casaa.unm.edu (Center on Alcoholism, Substance Abuse, and Addictions)

**“I have no right to want to change another
if I am not open to being changed.”**

-Martin Buber

One thing I learned was...

One thing I re-learned was...

One thing that surprised me was...

One thing I appreciated was...

The **FIRST** thing I am going to try is...



***Thank you for
participating!***

For questions, email:

Tomlin.kevin@gmail.com