Motivation Interviewing

Adapted from Miller & Rollnick, 2002, and Miller and Rose, 2009

Basic Concepts:

- The person should make the arguments for change
  - Get the client to verbalize their own arguments for change
  - Evoke the person's own concerns and motivations
  - Strategic eliciting of change talk
- Listen with empathy
- Minimize resistance
  - Roll with it, this will defuse rather than amplify it.
- All people have the Righting Reflex; it's our desire to keep people from going down the wrong path and to set things right.
  - When the therapist's Righting Reflex mixes with a client's ambivalence, presto: instant resistance.

MI Principles

1. Express Empathy (be able to provide 50% reflective listening responses in session)
2. Develop Discrepancy
   a. Motivation is a function of the discrepancy between the client's present behavior and values. Reflect the discrepancy.
3. Roll with Resistance
4. Support Self-Efficacy
   a. The client is the final word in the change process

Eight Stages in Learning MI

1. An openness to the collaborative rather than prescriptive approach
   a. Willing to attempt to elicit motivation rather than install it.
   b. Honoring of client autonomy
2. Being proficient at accurate empathy and client centered skills
3. Distinguish change talk from other forms of client speech. (Natural language markers of readiness)
   a. Desire, Ability, Reasons, Need, Commitment.
   b. Especially aware of commitment talk due to its high predictor of change.
4. Elicit and reinforce change talk to increase and strengthen it.
5. Minimize resistance and don't reinforce "sustain talk": talk about staying the same.
6. Know when to move past ambivalence talk and into discussion of the Change Plan.
7. Ability to enlist the client's commitment to the plan; requires negotiation.
8. Art of flexibly blending MI with other therapeutic (more directive) methods.

Practical

- Give no advice
- Why would you want to make this change?
- How might you go about it, in order to succeed?
- What are three best reasons for doing it?

Eight Tasks in Learning Motivational Interviewing

This is content from Miller and Moyers (2006) that can be useful in conceptualizing training. Where is the trainee or audience currently in this developmental process? What tasks will be addressed in this training? These tasks can also provide a framework for developing a sequence of training.

1	Overall Spirit of MI	Openness to a way of thinking and working that is collaborative rather than prescriptive, honors the client's autonomy and self-direction, and is more about evoking than installing. This involves at least a willingness to suspend an authoritarian role, and to explore client capacity rather than incapacity, with a genuine interest in the client's experience and perspectives.
2	OARS: Client-Centered Counseling Skills	Proficiency in client-centered counseling skills to provide a supportive and facilitative atmosphere in which clients can safely explore their experience and ambivalence. This involves the comfortable practice of open-ended questions, affirmation, summaries, and particularly the skill of accurate empathy as described by Carl Rogers.
3	Recognizing Change Talk and Sustain Talk	Ability to identify client "change talk" and commitment language that signals movement in the direction of behavior change, as well as client sustain talk. Preparatory change talk includes desire, ability, reasons, and need for change, which favor increased strength of commitment.
4	Eliciting and Strengthening Change Talk	Ability to evoke and reinforce client change talk and commitment language. Here the client-centered OARS skills are applied strategically, to differentially strengthen change talk and commitment.
5	Rolling with Sustain Talk and Resistance	Ability to respond to client sustain talk and resistance in a manner that reflects and respects without reinforcing it. The essence is to roll with rather than opposing it.
6	Developing a Change Plan	Making the transition into Phase 2 of MI. Ability to recognize client readiness, and to negotiate a specific change plan that is acceptable and appropriate to the client. This involves timing as well as negotiation skills.
7	Consolidating Commitment	Ability to elicit increasing strength of client commitment to change, and to specific implementation intentions.
8	Transition and Blending	Ability to blend an MI style with other intervention methods and to transition flexibly between MI and other approaches.

☺Motivational Interviewing☺

Motivational interviewing is a directive, client-centered counseling style for eliciting behavior change by helping clients to explore and resolve ambivalence.

Goals of Motivational Interviewing

- ❖ Help the individual to explore their own behavior
- ❖ Decrease potential resistance to change
- ❖ Help the client to move towards being more ready to discuss and potentially beginning to make changes in his or her behavior
- ❖ Clarification of goals
- ❖ Assist in developing realistic strategies to facilitate behavior change
- ❖ Create a safe, non-threatening environment for discussion and behavior change

Theory Behind Motivational Interviewing

- ❖ Motivation to change is elicited from the client, and not imposed from without.
- ❖ It is the client's task, not the counselors, to articulate and resolve his or her ambivalence.
- ❖ Direct persuasion is not an effective method for resolving ambivalence.
- ❖ The counseling style is generally and quiet and eliciting one.
- ❖ The counselor is directive in helping the client to 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 than the role of doctor / patient.

Principles / Techniques of Motivational Interviewing

1. Avoidance of argumentation
2. Minimal use of diagnostic labels
3. Expression of empathy
4. Encouragement and support of self-efficacy
5. Roll with the resistance put up by the client
6. Development of Discrepancy

"Traps" to Avoid

- ❖ Question / Answer
- ❖ Confrontation / Denial
- ❖ Expert
- ❖ Labeling
- ❖ Premature Focus
- ❖ Blaming

Miller, W.R. & Rollnick, S. (1991). Motivational interviewing: Preparing people for change. New York: Guilford Press.

Four Fundamental Principles of Motivational Interviewing

EXPRESS EMPATHY

Acceptance facilitates change
Skillful reflective listening is fundamental
Ambivalence is normal

DEVELOP DISCREPANCY

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

ROLL WITH RESISTANCE

Avoid arguing in favor of change
Resistance is not directly opposed
New perspectives are invited but not imposed
The client is a primary source in finding answers and solutions
Resistance is a signal to respond differently

SUPPORT SELF-EFFICACY

Belief in the possibility of change is an important motivator
The client, not the clinician, is responsible for choosing and carrying out a plan
The counselor's own belief in the person's ability to change becomes a self-fulfilling prophecy

Open Questions

In the early phases of motivational interviewing, the client should do most of the talking, while the counselor listens carefully and encourages expression. One way to do this is to ask open questions—questions that do not invite brief answers.

Examples of open questions:
1. What would you like to discuss?
2. What do you like about using marijuana?
3. What changes have you noticed?

Open or closed?
1. What do you like about drinking?
2. Where did you grow up? _____
3. Isn't it important for you to have meaning in your life? _____
4. Are you willing to come back for a follow-up visit? _____
5. What brings you here today? _____
6. Do you want to stay in this relationship? _____
7. Have you ever thought about walking as a simple form of exercise? _____
8. Do you want to quit, cut down, or stay the same? _____
9. In the past, how have you overcome an obstacle? _____
10. What would you like to set as your quit date? _____
11. What possible long-term consequences of diabetes concern you most? _____
12. Do you care about your health? _____
13. What are the most important reasons why you want to stop? _____
14. Will you try this for one week? _____
15. Is this an open or closed question? _____

Affirming

Directly affirming and supporting the client during the counseling process is another way of building rapport and reinforcing open exploration. This can be done as complements or statements of appreciation and understanding.

Examples:

Thanks for coming in today.
I appreciate that you took a big step in coming here today.
That's a good suggestion.
You're clearly a resourceful person to cope with such difficulties for so long.
You seem like the type of person who really sticks to their goals.
I enjoyed talking with you today and getting to know you a bit.

Levels of Reflection

Simple Reflection (repeat or rephrase)

These reflections add nothing at all to what the client has said, but simply repeat or restate it using some or all of the same words.

Client: This has been a rough week for me. I came that close to using when my ex and I had an argument. I think I'm feeling kind of down.

Therapist: It's been rough for you this week, and you're feeling down.

Simple reflections may slightly rephrase what the client has said, usually by substituting a synonym.

Therapist: You're feeling pretty discouraged.

Complex Reflection

Complex reflections change or add to what the client has said in a significant way, to infer the client's *meaning*. The therapist is saying something that the client has not yet stated directly. Complex reflections include:

Continuing the Paragraph – in which the therapist anticipates the next statement that has not yet been expressed by the client. *(It scared you, how close you came to using again.)*

Amplified Reflection – in which content offered by the client is exaggerated, increased in intensity, overstated, or otherwise reflected in a manner that amplifies it. *(It's been such a hard week that you're really demoralized.)*

Double-side Reflection – in which both sides of ambivalence are contained in a single reflective response. *(You've been doing really well these past few weeks, and then this week has been harder.)*

Metaphor and Simile – used as a reflection. *(It's like the bridge nearly collapsed this week.)*

Reflection of Feeling that was not directly verbalized by the client before. *(This really surprised you.)*

from Miller & Rollnick, 2002

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Summaries

Summary statements serve to link together and reinforce material that has been discussed. There are at least three types of summaries.

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 heart attack has left you feeling vulnerable. It's not dying that scares you, really. What worries you is being only half alive — living disabled or being a burden to your family. In terms of things you want to live for, you mentioned seeing your children grow up and to continue your work, which is meaningful to you. What else?"

Linking summary:
Ties together something 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. It's better to use "and" rather than "but" to link discrepant components ("and" emphasizes the simultaneous presence of both).

> Example: "On the one hand, you're somewhat worried about the possible long-term effects of your diabetes if you don't manage it well. The ER visit a while back also scared you, and you realized that if no one had found you, your children could be without a father. On the other hand, you're young and you feel fairly healthy most of the time. You enjoy eating what you like, and the long-term consequences seem far away."

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 Phase 1 to Phase 2. Remember that you are deciding what to include and emphasize, not everything that has transpired. Transitional summaries are typically somewhat longer than linking or collecting summaries.

> Example: "OK, we're almost out of time, so I'd like to pull together what's been said so far so we can figure out where to go from here. Your husband is concerned about your drinking and marijuana smoking. You've been very open about exploring this, and I appreciate that. You mentioned several problems in your life that could be related to alcohol and marijuana, such as... When you were arrested that time two years ago, your breath test showed that you were over 0.20, which is really quite intoxicated, even though you didn't feel very drunk. On the other hand, it helps you to relax and... So you're not sure what to do at this point. Is that a fair summary? What have I missed?"

from Miller & Rollnick, 2002

Encouraging Change Talk

Counsel in a way that invites the person to make the arguments for change from the dimensionsbelow:

Common dimensions to ask about (DARN). Identify a target behavior.

Desire - want, prefer, wish, etc.
Ability - able, can, could, possible
Reasons - specific arguments for change - Why do it? What would be good?
Need - important, have to, need to, matter, got to

Try to listen for 'Commitment' language - the bottom line - This predicts actual change

Four Basic Micro-skills: OARS

- Ask OPEN questions - not short-answer, yes/no, or rhetorical questions
- AFFIRM the person - comment positively on strengths, effort, intention,
- REFLECT what the person says - "active listening"
- SUMMARIZE - draw together the person's own perspectives on change

Reflective Listening: A Valuable Skill in Itself

A reflection seeks to summarize what the person means; it makes a guess
A good reflection is a statement, not a question
Levels of reflection
        Repeat -   Direct restatement of what the person said
        Rephrase -   Saying the same thing in slightly different words
        Paraphrase -   Making a guess about meaning; continuing the paragraph;
                usually adds something that was not said directly
Other types of reflection
        Double-sided reflection - Captures both sides of the ambivalence (... AND
        Amplified reflection - Overstates what the person says

Eliciting Change Talk

Ask for it, in open questions to elicit desire, ability, reasons, need

In what ways would it be good for you to . . . .?
If you did decide to . . . ., how would you do it?
What would be the good things about . . . .?
Why would you want to . . . .?

The balance: What are the good things about . . .   And what are the not so good
        things?

Importance and Confidence rulers

On a scale from 0 to 10, how _important_ is it for you to . . . . .
>And why are you at _____ and not zero? (answer is change talk)

On a scale from 0 to 10, how _confident_ are you that you could . . . . .
>And why are you at _____ and not zero? (answer is ability talk)

Looking forward

If you don't make any change, what do you think will happen?

Where would you like to be in ____ years? What do you hope will be different?

And how does ____[smoking]____ fit into that?

Use these open-ended questions to encourage Change Talk

- What is the goal you would like to achieve while you are here?

- What ways will attendance at _____ be helpful to you?

- What would make your time here interesting and useful for your goal?

- How can we partner with you to meet your goals?

Ten Strategies for Evoking Change Talk

1. Ask Evocative Questions – Use Open-Ended Questions
 Examples:
 - Why would you want to make this change? (Desire)
 - How might you go about it, in order to succeed? (Ability)
 - What are the three best reasons for you to do it? (Reasons)
 - How important is it for you to make this change? (Need)
 - So what do you think you'll do? (Commitment)

2. Ask for Elaboration
 When a change talk theme emerges, ask for more detail:
 - In what ways?
 - How do you see this happening?
 - What have you changed in the past that you can relate to this issue?

3. Ask for Examples
 When a change talk theme emerges, ask for specific examples.
 - When was the last time that happened?
 - Describe a specific example of when this happens.
 - What else?

4. Looking Back
 Ask about a time before the current concern emerged:
 - How have things been better in the past?
 - What past events can you recall when things were different?

5. Look Forward
 Ask about how the future is viewed:
 - What may happen if things continue as they are (status quo).
 - If you were 100% successful in making the changes you want, what would be
    different?
 - How would you like your life to be in the future?

6. Query Extremes
 Ask about the best and worst case scenarios to elicit additional information:
 - What are the worst things that might happen if you don't make this change?
 - What are the best things that might happen if you do make this change?

7. Use Change Rulers

Ask open questions about where the client sees themselves on a scale from 1 – 10.

- On a scale where one is not at all important, and ten is extremely important, how important (need) is it to you to change _____?
  - Follow up: Explain why are you at a ___ and not (lower number)?
  - What might happen that could move you from _____ to a _____[higher #]?
- How much you want (desire),
- How confident you are that you could (ability),
- How committed are you to _____ (commitment).

8. Explore Goals and Values

Ask what the person's guiding values are.

- What do they want in life?
- What values are most important to you? (Using a values card sort can be helpful).
- How does this behavior fit into your value system?
- What ways does _____ (the behavior) conflict with your value systen

9. Come Alongside

Explicitly side with the negative (status quo) side of ambivalence.

- Perhaps _____ is so important to you that you won't give it up, no matter what the cost.
- It may not be the main area that you need to focus on in our work together.

Importance and Confidence Rulers

It is useful in understanding a person's ambivalence to know his or her perceptions of both importance and confidence. Both should be addressed, because they are both components of intrinsic motivation for change. One simple method involves the use of rulers with gradations from 1 to 10 for each dimension.

Importance:

"How important would you say it is for you to _____? On a scale from 1 to 10, where 1 is not at all important, and 10 is extremely important, where would you say you are?

1	2	3	4	5	6	7	8	9	10

Not at all
Important

Extremely
Important

This can be followed up with two questions:

"What makes you a _____ and not a 1?"
This question pulls for change talk, as it encourages the client to verbalize any reasons it may be important to make a change.

"What would it take for you to go from _____ to [a higher number]?"
This question is generally useful if the client is not interested in changing at the moment, but indicates he or she may change in the future. In other words, the question encourages reflection on the idea "it's not bad enough to change now, but if _____ happens, I should change."

Confidence:

"How confident are you that if you decided to _____, you could do it? On a scale from 1 to 10, where 1 is not at all confident, and 10 is extremely confident, where would you say you are?

1	2	3	4	5	6	7	8	9	10

Not at all
Confident

Extremely
Confident

This can be followed up with two questions:

"What makes you a _____ and not a 1?"
This question pulls for confidence talk, eliciting from the client reasons he or she believes in his or her ability to make a change.

"What would it take for you to go from _____ to [a higher number]?"
This question is generally useful if the client is somewhat low in confidence. This may elicit ideas of other resources or sources of strength.

from Miller & Rollnick, 2002

An Example of an MI "Session"

1. **Set the Agenda – Find the Target Behavior (e.g, using, smoking, exercising)**

   Clarify the agenda around a target behavior about which there is ambivalence. Try a series of special questions to help sort things out.

2. **Ask about the positive (good things) aspects of the target behavior.** This is often an engaging surprise. However, it will only work if you are genuinely interested.

   • What are some of the good things about _____?
   • People usually _____ because there is something that has benefited them in some way. How has _____ benefited you?
   • What do you like about the effects of _____?

   ➢ Summarize the positives

3. **Ask about the negative (less good things) aspects of the target behavior:**

   • Can you tell me about the down side?
   • What are some aspects you are not so happy about?
   • What are some of the things you would not miss?

   ➢ Summarize the negatives

4. **Explore life goals and values.**

   These goals will be the pivotal point against which cost and benefits are weighed.

   • What sorts of things are important to you?
   • What sort of person would you like to be?
   • If things worked out in the best possible way for you, what would you be doing a year from now?

   ➢ Use affirmations to support "positive" goals and values.

5. **Ask for a decision.**

   Restate their dilemma or ambivalence then ask for a decision.

   • You were saying that you were trying to decide whether to continue or cut down…
   • After this discussion, are you more clear about what you would like to do?
   • So have you made a decision?

6. **Goal setting – Use SMART goals**

   (Specific, Meaningful, Assessable, Realistic, Timed)

   - What will be your next step?
   - What will you do in the next one or two days?
   - Have you ever done any of these things before to achieve this?
   - Who will be helping and supporting you?
   - On a scale of 1 to 10 what are the chances that you will do your next step? (anything under 7 and their goal may need to be more achievable)

➢ **If no decision or decision is to continue the behavior.**

   - If no decision, empathize with difficulty of ambivalence.
   - Ask if there is something else which would help them make a decision?
   - Ask if they have a plan to manage not making a decision?
   - Ask if they are interested in reducing some of the problems while they are making decision?
   - If decision is to continue the behavior, go back to explore the ambivalence.