



MICHIGAN DEPARTMENT OF HEALTH & HUMAN SERVICES

Using Basic Components of Motivational Interviewing (MI) for Effective Communication

Dan Reed, MA, LPC

MI Trainer - Wyoming Protocol [™]

Member of the Motivational Interviewing Network of Trainers (MINT)

Putting people first, with the goal of helping all Michiganders lead healthier and more productive lives, no matter their stage in life.

Introduction

Science of Human Behavior Change



“Institutional Memory”

A Contrast To Motivational Interviewing

Has characteristics of believing that people with disabilities, mental illness, substance use disorders, etc. must be dealt with for the “good of the community” which prompts a need or urge by the system or practitioner to “stop” a behavior rather than to begin a change that replaces or improves a behavior.

The lean is toward an approach that has activities like “Take - Place - Stabilize - Maintain”.

The urge is to “control” or “take over” as a central theme.

This norm puts the focus on the practitioner as being responsible for changing the person causing them to use various strategies for treating, rehabilitating or taking over undesirable behaviors, regardless of antecedent.

Hence, there is a need, even a reliance for knowledge and expertise on the part of the practitioner, who must be able to identify the problem and prescribe the remedies.

(Mark Lowis 2015)

What often happens in the helping professions?

Most often the method for helping has been to ask the client enough questions so as to identify a diagnosis that fits best with their responses to the questions.

Once the diagnosis has been identified, treatment is provided to address the symptoms of the diagnosis.

Question → Diagnosis → Fix

There are a number of things that many people experience from others in our society and from some providers and treatment methods. When the client experiences any of these, they likely experience this as being an unsafe place to share things about themselves. Six of these things are:

Blamed
Shamed
Labeled

Judged
Punished
Fixed

Things That MI is Not

- Not just being nice to people
- Not a “technique,” an easily learned gimmick
- Not a solution to all clinical problems
- Not a way of manipulating people into doing what you want them to do

(Miller & Rollnick, 2013)

Why Don't People Change?

- ❖ Negative reinforcement
- ❖ Humiliation, shame, guilt, logic
- ❖ Coercion, punishment, threat
- ❖ Failure to apply client-centered skills with empathy

Why Do People Change?

- Genuinely accepting the client
 - If we are not genuine, we are not safe for the client to openly share information about themselves
- Leaving the choice to change wholly up to them
 - It is not our role to determine what is best for the client
- Genuinely accepting their right not to change
 - It is their life; they have the right to change or not

Definition

Motivational Interviewing (MI) is a collaborative, goal-oriented method of communication with particular attention to the language of change. It is designed to strengthen the individual's motivation for and movement toward a specific goal by eliciting and exploring the persons own reasons and arguments for change.

Where Can Motivational Interviewing Be Used?

The method of Motivational Interviewing is no different in application from one setting to the other. What may be different are the behavioral situations and settings for dialog, but the brain works the same in each situation, so the method does not change. The key is learning the method and practicing in the venue situations that you are in on a daily basis.

Research shows that Motivational Interviewing

- Increases engagement in services
- Contributes to better outcomes
- Reinforces self-motivation
- Improves client success in services
- Effectively navigates ambivalence about change
- Decreases professional burnout
- Decreases no-shows
- Increase the effectiveness of other evidence-based practices (DBT, CBT, etc.)

What you find out when you learn *Motivational Interviewing*

- ❑ What happens if you attempt to push clients to do something, they are not ready for
- ❑ Much can be covered in a 10-minute conversation using MI
- ❑ Behavior change is driven by intrinsic motivation, not information

What you find out when you learn *Motivational Interviewing*

- ❖ Consumers will share a lot, quickly, with empathetic, attentive listeners
- ❖ Motivated people can solve their own barriers
- ❖ Helps people recall and use what they know

William Miller
(San Diego 2010)

Clients need to be able to:

- ❑ Say what they need to say
- ❑ The way they need to say it
- ❑ And feel heard the way they need to be heard

Mark Lowis

Deep listening simply means listening with compassion. Even if the other person is full of wrong perceptions, discrimination, blaming, judging, and criticizing, you are still capable of sitting quietly and listening, without interrupting, without reacting. Because you know that if you can listen like that, the other person will feel enormous relief. You remember that you are listening with only one purpose in mind: to give the other person a chance to express themselves, because up until now no one has taken the time to listen.

The Foundation of MI (The Spirit of MI)



Overall Spirit of Motivational Interviewing

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.

Miller & Moyers

Four (4) Key Elements of the Spirit of MI

Partnership

Acceptance

Compassion

Evocation

Partnership

- ❖ MI is done “for” and “with” a person
- ❖ An active collaboration
- ❖ People are the undisputed experts of themselves
- ❖ Exploration and support rather than persuasion or argument

Acceptance

- Profound acceptance of what the person brings
- Provider's personal approval or disapproval is irrelevant
- Unconditional positive regard
- *Equipoise* - not influencing person toward specific choice or change
- Accurate empathy
- Affirm the person's strengths and efforts
- Accepted as they are, people are freed to change

Compassion

- ❖ Actively promote and support the client's welfare
- ❖ Give priority to the client's needs
- ❖ Our services are for the client's benefit, not our own

Evocation

- ❑ Evoke (call forward) what the client already has within them to change
- ❑ Understand the client's strengths and resources
- ❑ Genuine interest in the client's perspective
- ❑ Client's resolved ambivalence often leads to change without further professional help

Four (4) Processes in Motivational Interviewing

Engaging	Developing rapport
Focusing	What they want to change (Goal)
Evoking	Their motivation for change
Planning	What they're going to do

How is MI Different

TRADITIONAL

- ❖ Invoke info
- ❖ Logical persuasion
- ❖ Tell what to do
- ❖ Tell why to do it
- ❖ Push; Push; Push

MOTIVATIONAL INTERVIEWING

- Evoke concerns
- Collaborate on plans
- Support positive talk
- Gently direct, with open questions and reflections

Motivational Interviewing is

- ❑ Client centered
- ❑ Client does most of the talking
- ❑ Client sets the agenda
- ❑ Client comes up with ideas, alternatives and solutions
- ❑ Client determines if they want information
- ❑ Evocative method for facilitating change
- ❑ Assistive collaborative relationship (It's all about the client)

Motivational Interviewing is

- ❑ A method of enhancing intrinsic motivation
- ❑ It is about finding what is inside a person that makes them want to change; what do they value; what is important to them; how that relates to target behaviors
- ❑ A tool to explore and resolve ambivalence
- ❑ Focuses on the present interests, concerns and perspectives of the individual

Motivational Interviewing is

- ❑ Elicits and selectively reinforces change talk
- ❑ Is a method of communicating rather than a set of techniques
- ❑ It is fundamentally a way of being with and for people - “facilitative approach that evokes natural change.” Evocative vs. Prescriptive
- ❑ Using what they know

The Spirit of Motivational Interviewing

Not

“What’s the matter with this person?”

is

“What matters to this person?”

Not

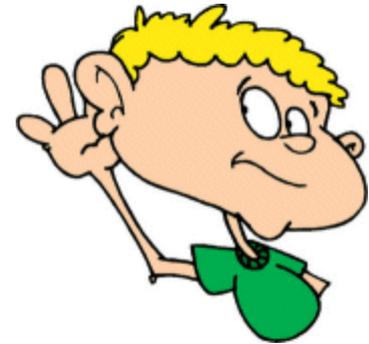
“Why isn’t this person motivated?”

is

“For what is this person motivated?”



Be Kind (And Listen)



For everyone you meet is
fighting a battle you know
nothing about.

~Toby Mac

Recognizing Change Talk

Recognizing Change Talk

Ability to identify client “change talk” and commitment language that signals movement in the direction of behavior change. Change talk includes **DESIRE, ABILITY, REASON** and **NEED** for change, which favor increased strength of **COMMITMENT**. These conditions have also been listed as “**IMPORTANCE, CONFIDENCE** and **READINESS**” or (1) “Should I?” (2) “Can I?” and (3) “How do I?”

Miller & Moyers

Encouraging Change Talk with “D.A.R.N.- C”

D esire

(I want to, prefer, wish)

A bility

(I can, able, could, possible)

R easons

(I should, why do it?)

N eed

(I must, importance, got to)

C ommitment

(I will, I'm going to...)

Don't need all of these, one might be enough for
change

Where's the Change Talk? What Kind of Change Talk?

“I want to stay clean and sober. But I can't get a job because of this court thing and so I have to live with my brother who drinks all the time.”

“I want to stay clean and sober.”

Desire

Where's the Change Talk? What Kind of Change Talk?

“I’ve been depressed lately. I keep trying things other than smoking pot to help myself feel better, but nothing seems to work except smoking a few.”

“I keep trying things other than smoking pot to help myself feel better.”

Ability

Where's the Change Talk? What Kind of Change Talk?

“I’m here because I got arrested for a DWI. I should do something about my drinking, or I could lose my driver’s license for life.”

“I should do something about my drinking, or I could lose my driver’s license for life.”

Reason

Where's the Change Talk? What Kind of Change Talk?

“I’m here because I got busted for cocaine possession. I got to do something about my drug problem.”

“I got to do something about my drug problem.”

Need

Where's the Change Talk? What Kind of Change Talk?

“I’m going to make the most of this rehab program.”

“I’m going to make the most of this rehab program.”

Commitment

Matching the Statements

- Desire: I would like to quit using.
- Ability: I could quit smoking meth.
- Reason: Meth really flares up my asthma.
- Need: I've just got to quit - I've got to get my kids back from foster care!
- Commitment: I'm going to quit.

What Kind of Change Talk?

I certainly don't want to lose my vision.

Reason

I really hate pricking my finger!

Reason

Well, I wouldn't mind cutting down on stress in my life.

Desire

I've got to get my blood sugar under control!

Need

I probably could exercise more.

Ability

Yes, I'm going to take my medication every day.

Commitment

There's no way I want to take insulin.

Reason

I would like to lose some weight.

Desire

I'm going to get my blood sugar under control.

Commitment

I'm willing to take oral medication, but I don't want to take insulin shots.

Commitment

I might be able to cut down on sweets.

Ability

It's pretty scary thinking about losing my feet.

Reason

I'm not much for eating vegetables. I guess, I'll eat more of them, but I don't enjoy them.

Commitment

I hope to take off about twenty pounds.

Ability

Resistance Examined



Rolling with Resistance “Resistance Examined”

Ability to respond to client resistance in a manner that reflects and understands without reinforcing it. The essence is to roll with - rather than oppose resistance.

Miller & Moyers

Avoid the “Righting Reflex”



Taking up the
“good,” “better” or
healthier side of the
ambivalence.



REFLECTIVE LISTENING

One strategy:

Respond to resistance *with nonresistance*.

A simple acknowledgment of the client's disagreement, emotion, or perception usually permits further exploration rather than defensiveness.

Resistant behavior is often an attempt to communicate what the client is experiencing that is creating emotional or physical distress. The provider reflecting back to the client an accurate understanding of what the client is experiencing allows the client to feel understood and no longer in need of communicating in this manner. Resistance always makes sense.

EMPHASIZING PERSONAL CHOICE/CONTROL

It helps to convey that in the end, it is he/she who will determine what happens.

“It really is your choice about what you do in this situation.”

“No one can make you do this. The decision is yours.”

“It’s ultimately your choice to take the risk. What would be the worst thing that could happen?”

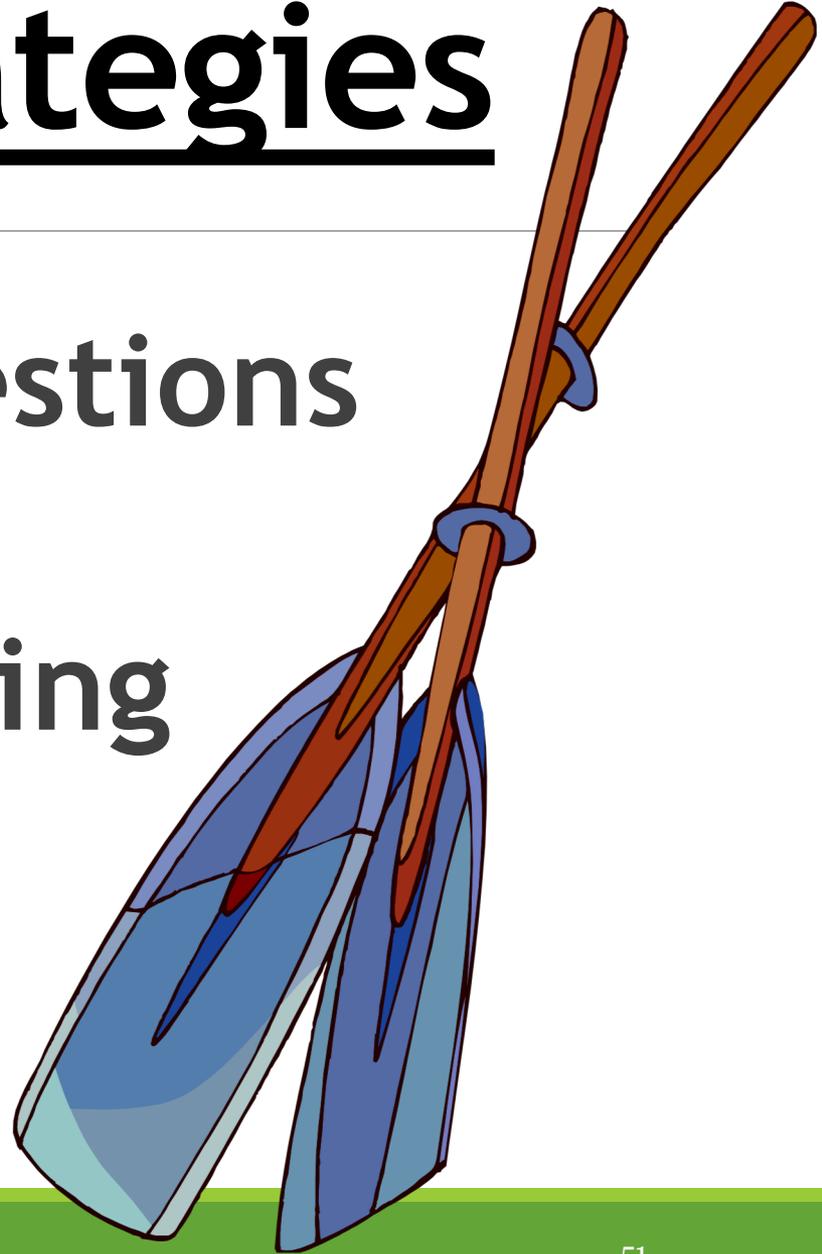
Client-centered Interviewing Skills (OARS)



The client-centered interviewing skills that are needed to provide a supportive and facilitative atmosphere in which clients can safely explore their experience and ambivalence are

Basic Strategies

- O** pen-ended questions
- A** affirmations
- R** eflexive listening
- S** ummaries



Different Questions, Different Answers

CLOSED QUESTIONS

Yes/no answer

Confirm

Disconfirm

Your view

Minimize talk

OPEN QUESTIONS

People elaborate

Encourage the
person to give you
new information

Encourage talk

Affirmations

What are they?

Why does MI use them?

Affirm the client's
concerns, strengths and efforts
complementing them on how they
survive and thrive.

**That will really
work for you.**

**Thanks for
taking care of
that.**

Affirm

Look for ways to affirm; makes change more likely.

**That's a good
idea.**

**I appreciate your
being honest.**

Ways to Reflect

Simple - Repeats a key word or phrase

Complex - Restates in new words, adds *meaning* to what was said. States content and emotion that the person seems to be feeling

Double Sided - Restates mixed or contradictory feeling - ambivalence

Simple Reflection

Consumer says:

I'm not the one with the problem. If I drink, it's just because my family is always nagging me.

Interviewer says:

You're not the one with the problem. If you drink, it's just because your family is nagging you.

(Mirroring)

Simple Reflection

Consumer says:

The results of this test I took says that I have a problem with drugs, but that can't be right. I can quit any time I feel like it.

Interviewer says:

You could quit any time you feel like it.

(Economizing)

Complex Reflection

Client says:

Who are you to tell me what to do? What do you know about cocaine? You've probably never even smoked a joint!

Interviewer says:

This is something that's difficult for you to talk about. or

Yea, if you're going to be here, you want to know it's going to work.

Double-sided Reflection

Consumer says:

I can get mean and holler a lot when I drink and that scares my wife and kids, but I don't drink all the time.

Interviewer says:

You don't drink all the time, and yet when you do you it's scary for your wife and kids.

Taking a Look at Summarizing

Three benefits from using summaries:

1. Use when someone is out of gas
2. Use when someone is on a “bunny trail”
3. First chance to selectively attend to change talk

**When we meet in
2 weeks, you've
identified you
will...**

**Let me see if I
got it...**

Summarize

Before you leave, connect the dots.

**There were
several things you
talked about...**

**What you've
decided is that...**

Eliciting Change Talk



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 reinforce change talk and commitment.

Miller & Moyers

Eliciting Self-motivational Statements (Change Talk)

1. Asking Evocative Questions

- ❑ Ask open questions, the answer to which is change talk
- ❑ 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)

Eliciting Self-motivational Statements (Change Talk)

2. Exploring Decisional Balance

Ask first for the good things about status quo, then ask for the not-so-good things. Then ask for the not-so-good things about desired change and then the good things about the desired change.

Eliciting Self-motivational Statements (Change Talk)

3. Asking for Elaboration

When a change talk theme emerges, ask for more detail. In what ways?

Eliciting Self-motivational Statements (Change Talk)

4. Asking for Examples

When a change talk theme emerges, ask for specific examples. When was the last time that happened? Give me an example. What else?

Eliciting Self-motivational Statements (Change Talk)

5. Looking Back

Ask about a time before the current concern emerged. How were things better, different?

Eliciting Self-motivational Statements (Change Talk)

6. Looking Forward

Ask what may happen if things continue as they are? If you were 100 percent successful in making the changes you want, what would be different? How would you like your life to be 5 years from now?

Eliciting Self-motivational Statements (Change Talk)

7. Querying Extremes

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?

Three (3) Motivational Constructs

Why should I do it?

(**Importance**)

How would/can I do it?

(**Confidence**)

When should I do it?

(**Readiness**)

Eliciting Self-motivational Statements (Change Talk)

8. Using Change Rulers

Ask, “On a scale from 0 to 10, how important is it to you to [target change] - where 0 is not at all important and 10 is extremely important? Follow up: And why are you at ___ and not 0? What might happen that could move you from ___ to ___ [higher score]? Instead of “how important” (need), you could also ask how much you want (desire), or how confident you are that you could (ability), or how committed are you to ___ (commitment). Asking “how ready are you?” tends to be a bit confusing because it combines competing components of desire, ability, reasons and need.

Eliciting Self-motivational Statements (Change Talk)

9. Exploring Goals and Values

Ask what the person's guiding values are. What do they want in life? If there is a "problem" behavior, ask how that behavior fits in with the person's goals and values. Does it help realize a goal or value, interfere with it, or is it irrelevant?

Eliciting Self-motivational Statements (Change Talk)

10. Coming Alongside

Explicitly side with the negative side of ambivalence. Perhaps _____ is so important to you that you won't give it up, no matter what the cost.

MI views provider sharing information only being done with permission from the client. Provider should evoke from the client first, provide if needed and appropriate, with client approval and then evoke what the client thinks about what was provided. (Elicit > Provide > Elicit)

MI views the client as the expert.

MI work is all about the client. It is their life and their struggles and have nothing to do with the provider.

Clients benefit from good listening too by a safe provider that does not blame, shame, label, judge, punish or fix. Then, they can safely disclose.

Think About

Understanding is a mutual responsibility.

All genuine helpfulness starts with humility.

“You are responsible for the intervention, not the outcome.” Question is, did you do your best?

“A client is like a garden to attend to, not a machine to be fixed.”

“Every saint has a past, and every sinner has a future.”

Oscar Wilde

Resource

Improving MI Practices

(ImprovingMiPractices.org)

This website offers a **free** course on Motivational Interviewing.

Log in or create a new account

Go to “Focus Areas,” select “Motivational Interviewing (MI).”

There are 27 training modules.

Local Connections

To access resources and treatment providers for SUD and mental health services, click here for interactive map by county:

https://www.michigan.gov/mdhhs/0,5885,7-339-71550_2941_4871_29887-151431--,00.html

Third Edition

Motivational Interviewing

Helping People Change

William R. Miller
Stephen Rollnick