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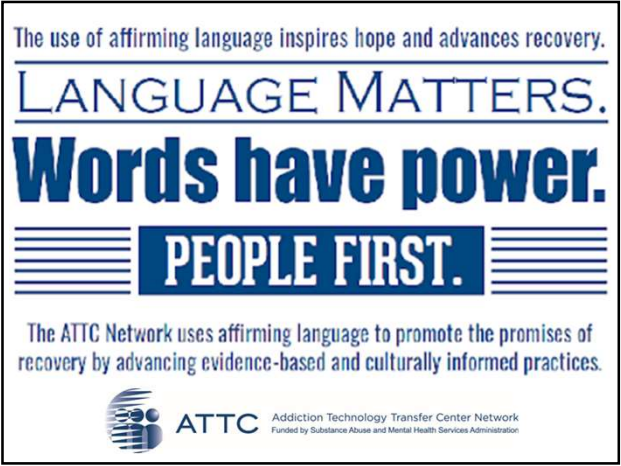
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☞Name  
 ☞Agency & Position  
 ☞Share a personal strength you bring to your work.



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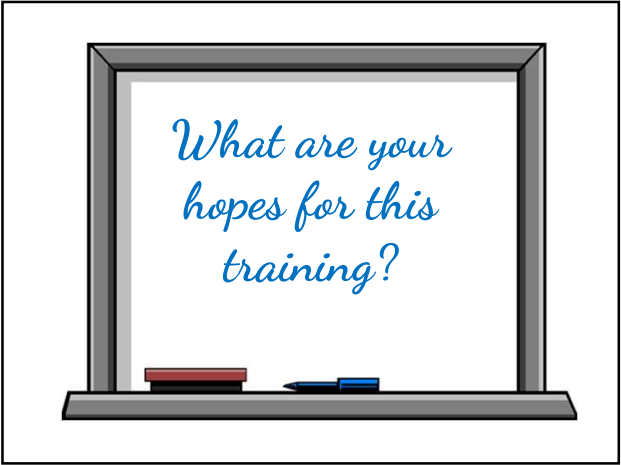
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*What are your hopes for this training?*

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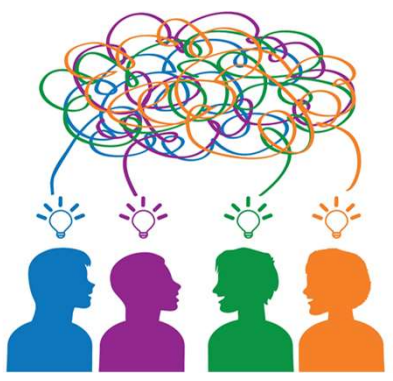
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Have fun

Spark new ideas



Learn useful tools

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### Learning Objectives

Participants will:

- Understand the state of clinical science supporting *Motivational Interviewing*
- Define concepts, including the *Four Processes* and *MI Spirit (PACE)*
- Learn and practice *OARS*, the core skills, through the use of video examples and participation in small and large group activities
- Begin to explore strategies to elicit *Change Talk* and respond to *Sustain Talk*
- Describe counselor behaviors that increase and decrease *Discord* in the therapeutic relationship

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### Ideas for Real Plays

- Make a list of 2-3 things you may want to change, but haven't yet.
- Stick to topics you feel comfortable discussing with your supervisor or co-workers.




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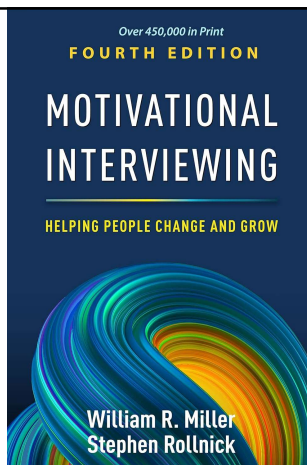
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#### PRIMARY REFERENCE

*Motivational Interviewing: Helping People Change and Grow: Forth Edition*  
 (2023) by William Miller & Stephen Rollnick.




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**Persuasion exercise: Speakers’s topic**

Something that you:

- Want to change
- Need to change
- Should change
- Have been thinking about changing
- But you have not changed yet.



In other words, something about which you are ambivalent and willing to talk.

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**Persuasion exercise: LISTENER’S task**

Find out what the person is thinking about changing:

1. Explain why the person should make this change.
2. Give 2 specific benefits for the making the change.
3. Tell the person how they should change.
4. Emphasize how important it is to change.



**NOTE: This is NOT Motivational Interviewing.**

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**Persuasion exercise: Debrief**

- **Speaker:** What was it like to hear someone tell you why and how you should make the change?
- **Listener:** What was it like to tell someone why and how you think they should change?

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COMMON REACTIONS TO THE FIXING TENDENCY	
Angry	Afraid
Agitated	Helpless
Overwhelmed	Oppositional
Ashamed	Trapped
Defensive	Disengaged
Justifying	Uncomfortable
Ignored	Not understood
Discounting of ideas	Unlikely to come back

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**A Taste of MI**

- Speaker: Same topic, different partner
- Listener's goal: Listen with interest; give no advice:
  - "What have you been thinking about changing?"
  - "What are the 3 best reasons to do it?"
  - "On a scale from 0-10, how important is it for you to change?"
  - "What makes you \_\_\_\_, and not a 0?"
  - "If you decided to, how might you make this change?"
  - "What do you think might do next?"

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**A Taste of MI: Debrief**

- **Speaker:** How was this experience different from the first one?
  - What did you notice about your motivation to change?
- **Listener:** How was this different for you?

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**COMMON REACTIONS TO FEELING HEARD**

Understood	Engaged
Want to talk more	Able to change
Like the counselor	Safe
Open	Empowered
Accepted	Hopeful
Respected	Comfortable
Interested	Cooperative
Confident	Likely to return

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***“Motivational Interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance and compassion.”***

Miller & Rollnick, 2013

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**What MI is not...**

- An answer to all problems
- A way of tricking people into changing
- A simple technique that is easy to learn
- The stages of change
- A form of Cognitive Behavioral Therapy
- Just client-centered therapy
- Practice as usual

Miller & Rollnick, 2009

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**Development of MI**

First conceptualized in 1982 as an alternative to substance use disorder treatment

Over 40 years later:

- As of 2023, 2000 randomized clinical trials and growing (and counting)
- Applications expanding beyond SU treatment into medical treatment adherence, mental health care and health promotion (NREPP, 2007)



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**State of clinical science**

Therapist empathy	Quality of relationship	Increased client <i>Change Talk</i> predicts change
Strongest evidence for addictive behaviors	High degree of variability in effects	Much more to learn...

*Strategic and relational factors contribute to the efficacy of MI.*

Miller & Rollnick, 2023

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**COMMUNICATION STYLES**



**Following**



**Guiding**



**Directing**

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**Spirit of MI**



**NOT**



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“If **Motivational Interviewing** is a way of being with people, then its underlying spirit lies in understanding and experiencing the **human nature** that gives rise to that way of being. **How one thinks about and understands the interviewing process** is vitally important in shaping the interview.”

Miller & Rollnick, 2023

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### Partnership

- Done “with” instead of “to”
- Collaboration of two experts
- Based in profound respect for the other



Your purpose is “...to see the world through the other’s eyes rather than superimposing your own vision” (Miller & Rollnick, 2023).

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### Acceptance

- Honors the individual’s *absolute worth* and potential as a human being
- Recognizes and supports the person’s *autonomy* to make their own choices
- Seeks to understand the other person’s perspective through *accurate empathy*
- *Affirms* the person’s strengths and efforts

Miller & Rollnick, 2023

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**Ambivalence about change is natural.**  
 Most people who need to make a change are ambivalent about doing so.

- People see reasons to change, and reasons to stay the same.
- Or, maybe the pressure is coming from others, in which case, *developing* ambivalence is the next step.

**A person who is ambivalent is one step closer to change.**

Miller & Rollnick, 2013

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**Ambivalence**

↪ Two kinds of talk within an ambivalent person:

Change Talk: Person's own statements in favor of change.

Sustain Talk: Person's own arguments for *not* changing.



Both happen naturally within a conversation.  
In MI, the listener selectively evokes and reflects *Change Talk*.

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**I want to hear people say...**

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What we are trying to elicit in MI: *Change Talk*

<b>DESIRE</b>	<ul style="list-style-type: none"> <li>• "I wish I could quit smoking."</li> <li>• "I want to find a job."</li> </ul>
<b>ABILITY</b>	<ul style="list-style-type: none"> <li>• "I quit before; I can do it again."</li> <li>• "I could go back to school."</li> </ul>
<b>REASON</b>	<ul style="list-style-type: none"> <li>• "My PO would get off my back."</li> <li>• "I might do better in school."</li> </ul>
<b>NEED</b>	<ul style="list-style-type: none"> <li>• "I've got to keep my driver's license."</li> <li>• "I have to take my meds."</li> </ul>

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**DARN statements are a start; by themselves, they do not trigger change.**

- Working toward **commitment** is the next step:
  - “I will...”
  - “I plan to...”
  - “I intend to...”
  - “I am ready to...”
  - “I will think about...”
  - “I will consider...”



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What we are trying to elicit in MI: *Change Talk*

<b>COMMITMENT</b>	<ul style="list-style-type: none"> <li>• “I will stop smoking weed.”</li> <li>• “I will go to the doctor.”</li> </ul>
<b>ACTIVATION</b>	<ul style="list-style-type: none"> <li>• “I am ready to stop smoking weed.”</li> <li>• “I’ve been thinking about my self-talk.”</li> </ul>
<b>TAKING STEPS</b>	<ul style="list-style-type: none"> <li>• “I took a different way home.”</li> <li>• “I called 3 places about jobs.”</li> </ul>

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**“As I hear myself speak, I learn what I believe.”**  
Daryl Bem, originator of self-perception theory

**We want the speaker to:**

- Take up the side for change
- Discover discrepancy between current behavior and core goals/values
- State their desire to change, ability to change, reasons to change, and need to change
- Solve own barriers
- Identify a plan of action and resources

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Video Segment:  
 ↻ *Motivational Interviewing: Helping People Change*, DVD Set, 2013

- Interview 7: The Suspicious Smoker

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**MI in a Nutshell**

**SPIRIT**  
 Partnership  
 Acceptance  
 Compassion  
 Evocation

**FOUR TASKS**  
 Engaging  
 Focusing  
 Evoking  
 Planning

**CHANGE TALK**  
 Desire  
 Ability  
 Reason  
 Need  
 Commitment  
 Activation  
 Taking Steps

**CORE SKILLS**  
 Open-ended questions  
 Affirmations  
 Reflections  
 Summaries  
 Elicit – Provide – Elicit

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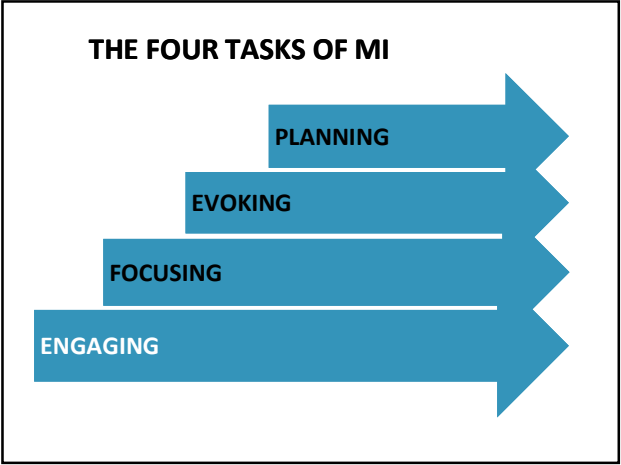
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**ENGAGING**

How comfortable is the person in talking with me?

Do I understand the person's perspective and concerns?

Does this feel like a collaborative partnership?

Miller & Rollnick, 2013, p 32

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How might culture affect  
*Motivational Interviewing* practice?

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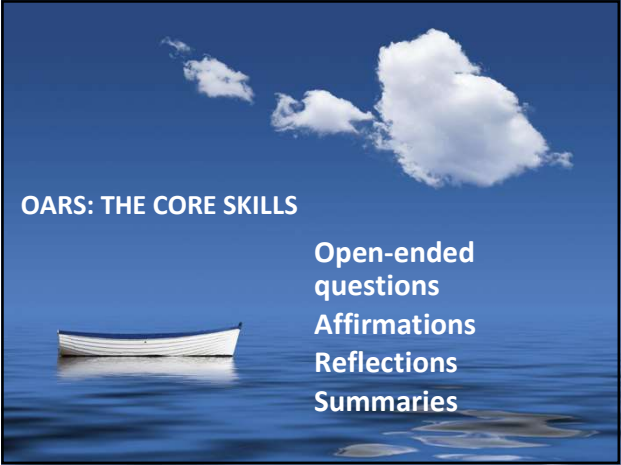
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**OARS: THE CORE SKILLS**

- Open-ended questions
- Affirmations
- Reflections
- Summaries

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QARS: Open-ended questions

- Gather broad descriptive information
- Require more than a simple yes/no response
- Usually go from general to specific
- Allow the speaker to set the agenda
- Usually start with words like:
  - "How..."
  - "What..."
  - "Tell me about..."
  - "Describe..."

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- **Speakers perspective**
  - Discrepancies
  - Ambivalence
- **Possible solutions**
  - Change Talk
  - Goals & values

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Practice: Open-ended questions

- Choose the adult or adolescent case study.
- Get into groups of 5 with others who chose the same case study.
- Each person individually writes 2 OEQ.
- Share with your small group.
- Pick 1 or 2 to share with the large group.

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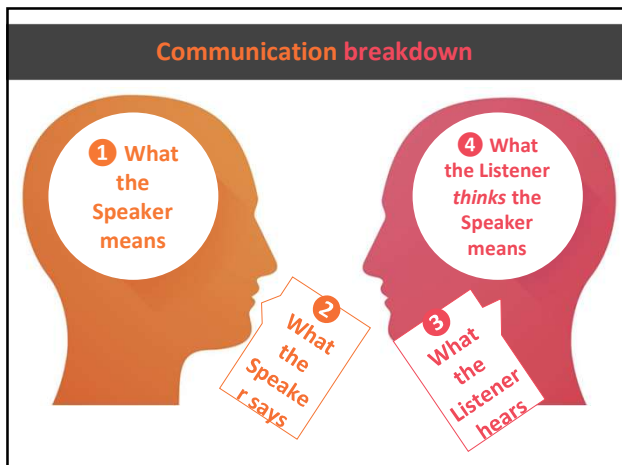
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**OARS: Reflections**

- Statement, not a question
- Ends with a downturn
- Hypothesis testing
  - "If I understand, you mean that..."
- Affirms and validates
- Keeps the client thinking and talking
- As you improve, you can shorten the reflection.

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**SIMPLE REFLECTIONS**

**Repeat or Rephrase** • Restate using the same words or similar words

**SPEAKER:** "I have got to graduate this year or I will never finish high school."  
**LISTENER:** "You have to finish school this year."

**CLIENT:** "I don't have anything to say."  
**LISTENER:** "You're not feeling talkative today."

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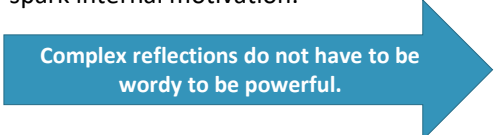
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**COMPLEX REFLECTIONS**

- ...are forward-moving. They go beyond what the person said to "continue the paragraph."
- ...infer or insert Change Talk based on what you know about the client.
- ...seek to connect the person's goals and values to behavior change in an effort to spark internal motivation.

Complex reflections do not have to be wordy to be powerful.




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**FORWARD-MOVING REFLECTIONS**

CLIENT: "I have got to graduate this year or I will never finish high school."

COUNSELOR:

- "You're looking forward to graduating."
- "You need to finish high school so you can get a job as a mechanic."
- "Graduating from high school would be a huge accomplishment."
- "Your family would be proud of you."

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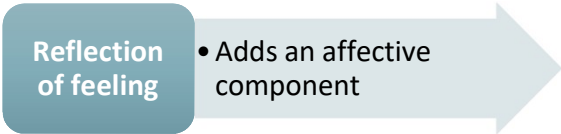
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**A FEW MORE TYPES OF COMPLEX REFLECTIONS**

Reflection of feeling

- Adds an affective component
- 

SPEAKER: "I have got to graduate this year or I will never finish high school."

REFLECTION OF FEELING: "You are worried how this school year is going and something has to change quickly."

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**A FEW MORE TYPES OF COMPLEX REFLECTIONS**

**Double-sided** • Acknowledges both sides of ambivalence

CLIENT: "I have got to graduate this year or I will never finish high school."  
DOUBLE-SIDED: "You're not sure what you're going to do, *and* things at school have to change."

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**A FEW MORE TYPES OF COMPLEX REFLECTIONS**

**Amplified** • Pushes on absolutes; adds intensity

SPEAKER: "I have got to graduate this year or I will never finish high school."  
AMPLIFIED: "If things keep going like this, you will *NEVER* graduate."

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**A FEW MORE TYPES OF COMPLEX REFLECTIONS**

**Metaphor** • Provides a visual model for understanding

SPEAKER: "I have got to graduate this year or I will never finish high school."  
METAPHOR: "Time to get off the sidelines and start playing the game."

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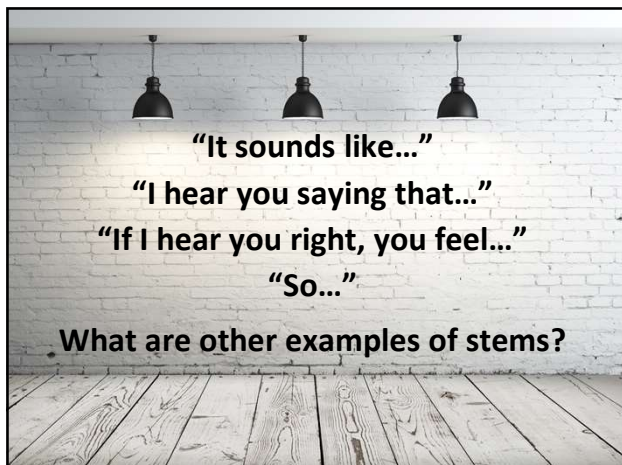
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Video Segment:  
 ↻ *Motivational Interviewing: Helping People Change*, DVD Set, 2013

- Interview 13: The Silent Man
- Reprised 1998 Demonstrations: Two Difficult Cases

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Practice: Reflective listening

- Find a partner.
- Speaker: Talk for 5 minutes about a topic below:
  - What I’d like to do over the next 5 years professionally
  - Describe one of your favorite places to be in detail
  - My favorite vacation
- Listener: Use ONLY reflective listening; no questions.
  - Your goals are to use reflections to keep the conversation moving and to check for understanding.

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**Practice: Reflections**

Get with your case study groups.

Each person individually writes 2 Reflections for the assigned statements.

Share within your small group.

Pick 1 or 2 to share with the large group.

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**MI in a Nutshell**

**SPIRIT**

- Partnership
- Acceptance
- Compassion
- Evocation

**FOUR TASKS**

- Engaging
- Focusing
- Evoking
- Planning

**CHANGE TALK**

- Desire
- Ability
- Reason
- Need
- Commitment
- Activation
- Taking Steps

**CORE SKILLS**

- Open-ended questions
- Affirmations
- Reflections
- Summaries
- Elicit – Provide – Elicit

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**OARS: Affirmations**

- Use affirmations to support Self-Efficacy.
- Affirm the speaker’s efforts and comment on how they cope effectively.
- A good affirmation is:
  - Specific
  - Change-oriented
  - Relevant to the conversation
  - Related to the speaker’s strengths, skills, abilities, values, or efforts
  - **More like a fact than an opinion.**
- Genuine
- Meaningful to the client

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AFFIRMATIONS

“Your honesty is commendable.”

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“Caring for your children is important to you.”

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“You’ve given this a lot of thought.”

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“You got really discouraged this week and you still came back. You are persistent.”

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“You’re feeling bad you didn’t apply to 5 jobs, and you still turned in 2 applications.”

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“You have some solid ideas about how you might stop smoking.”

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**Practice: Affirmations**

Get back into your case study groups.

Each person individually writes 2 Affirmations for the assigned statements.

Share within your small group.

Pick 1 or 2 to share with the large group.

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**OARS: Summaries**

- Communicate that you are listening
- Structure the session
- Organize the Speaker's experience
- Provide an opportunity to emphasize certain elements of what the client said:
  - Change Talk      • Affirmations
  - Connections between behavior change and goals/values




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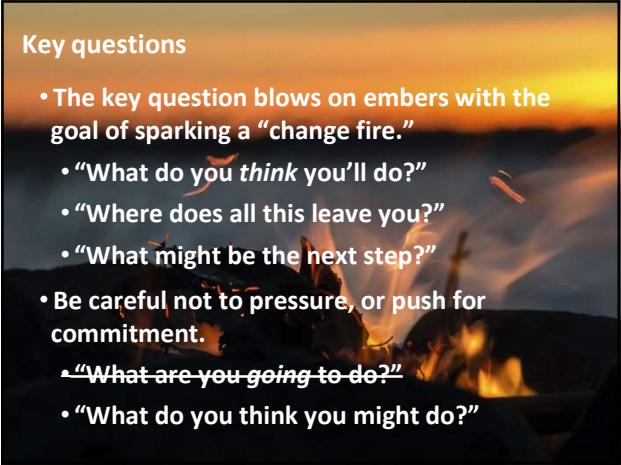
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**Key questions**

- The key question blows on embers with the goal of sparking a "change fire."
  - "What do you *think* you'll do?"
  - "Where does all this leave you?"
  - "What might be the next step?"
- Be careful not to pressure, or push for commitment.
  - "What are you *going to do*?"
  - "What do you think you might do?"




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**Practice: Summaries**

Get back into your case study groups.

Work together to write a summary + key question.

Remember to highlight Change Talk, Affirmations, and Goals/Values.

Share with the large group.

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**Practice: ORRRAS**

- **Groups of 7 with 1 speaker.**
- **Person to the right starts with an OEQ; Speaker answers.**
- **Next person gives a Reflection; Speaker answers, and so on based on your card.**
- **Do two rounds for each speaker.**
- **When finished, pass your cards to the right for more rounds until each person has been the Speaker.**

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**ORRRAS practice: Debrief**

<b>Speaker</b>	• <b>What was the experience like for you?</b>
<b>Listener</b>	• <b>What worked?</b> • <b>What did you notice about your skills?</b>
<b>Observer</b>	• <b>What strengths did you see as people tried out the OARS?</b>

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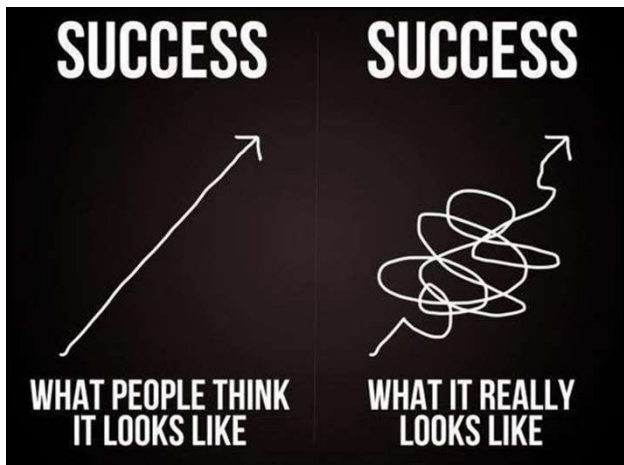
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Sharing information within MI:  
*Ask – Provide – Ask*

- APA is an alternative to giving advice
- It allows the listener to provide information while having the client to choose from a “menu of options.”
- What kind of information do you tend to provide?

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**What happens when you provide a “menu” of possible solutions, instead of just one?**

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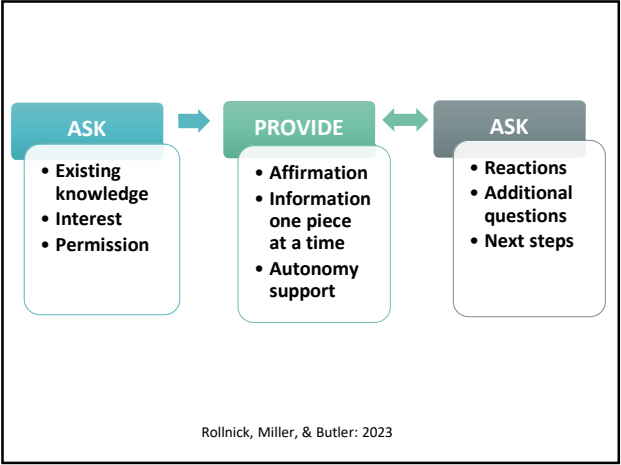
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Video Segment:  
 ↻ *Motivational Interviewing: Helping People Change*, DVD Set, 2013

- Interview 7: The Suspicious Smoker
- Focus on EPE: Starting at 5:17

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RESISTANCE	DISCORD
<ul style="list-style-type: none"> <li>• Places responsibility solely on the speaker</li> <li>• Blames the speaker for "being difficult"</li> <li>• Pathologizes the speaker for what is a natural process of change: Ambivalence</li> <li>• This is more accurately identified as <i>Sustain Talk</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• An interactional response between two people</li> <li>• Feels like you are not on the same page</li> <li>• Signals that <i>the listener</i> needs to shift their approach</li> <li>• Discord is about the relationship.</li> </ul>

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**VIDEO**

➤ *Motivational Interviewing: Helping People Change*, DVD Set, 2013

- Interview 14: The Rounder: Responding to Discord and Sustain Talk
- Reprised 1998 Demonstrations: Two Difficult Cases

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- What does discord look like?
- What listener behaviors, intentional or unintentional, increase it?
- What listener behaviors decrease it?

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**MI Traps**

- Question & Answer (or Assessment) Trap
- Premature Focus Trap
- Labeling Trap
- Chat Trap
- Blaming Trap
- Expert Trap
- The Time Trap



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