

An Introduction to Motivational Interviewing

Jon S. Ebert, PsyD





Poll Everywhere



Our training today will be interactive with conversations and audience polling through your phone, tablet or computer.

Simply open the web page below on your phone or tablet to participate in live polling and audience comments/questions as the day progresses.


pollev.com/train4u

DANCING not WRESTLING

*person--centered
form of
guiding
to elicit
and
strengthen
motivation
for
change.*







AUTONOMY

Responsibility for change is **left with the youth**.

We can't **make** someone change


Real change must **come from within** and not imposed from outside.

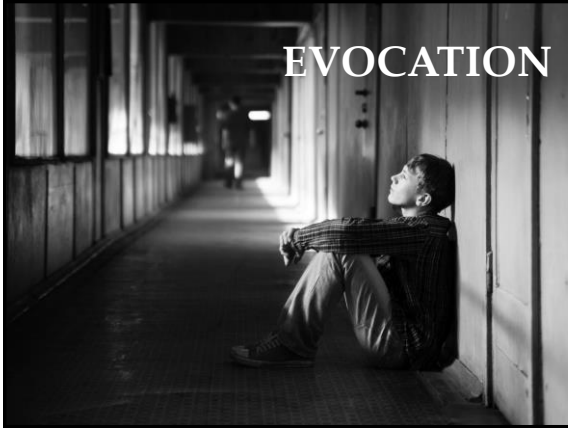
This **does not mean** that the FCRB agrees with the child/youth about the nature of the problem or the changes that may be most appropriate.

Focus on **mutual understanding**, not the FCRB being right

COLLABORATION

1. The FCRB approach is supportive vs. persuasive
2. Collaboration is grounded in the point of view & experiences of the youth
3. Resist "expert role" and confrontation
4. Collaboration builds rapport and facilitates trust





EVOCATION

Motivation and commitment to change is most powerful and durable **when it comes from the youth.**

The goal is to "**draw out**" **the person's own motivations and skills for change**, not to tell them what to do or why they should do it.

No matter what reasons the FCRB might offer to convince the youth of the need to change their behavior or how much they might want the person to do so, lasting change is more likely to occur when the **youth discovers their own reasons** and determination to change.

Ambivalence

Having mixed or conflicting feelings, feeling two ways about behavior change

Become **attuned to youth ambivalence** and "readiness for change", utilize techniques and strategies to identify, examine, and resolve ambivalence about changing behavior.

OLD MUSCLE VS. NEW MUSCLE

PARENT	FCRB	PARENT	FCRB
Prescribe Behavior Confront Resistance Entice/Warn/ Emotional blackmail Consequences to motivate Change	Prescribe Behavior Monitoring Compliance Dosing with Reality (warm) Violate	Clarify Expectations Teach Skills Coach Performance Emphasize Choice and Control Support Change Motivation	Emphasize Choice and control Monitor youth growth Focus on youth reason for change Assists in finding ways to be successful
THERAPIST	PHYSICIAN	THERAPIST	PHYSICIAN
Identify Dysfunction Advise Confront Resistance	Diagnose Prescribe	Emphasize choice and control Assist & focus on strengths	Respects Autonomy Empathic Explains and reassure
COACH	MECHANIC	COACH	MECHANIC
Directs Rates performance Bench	Diagnose Fix	Train & Motivate Focus on Strengths Assist in increasing strengths Assist in attaining goals	Quality Warranty Support Customer Service

DEFICIT BASED STRATEGIES

- Confronting
- Authoritarian and rigid
- Views the client as less than themselves
- Expert stance
- Dosing with Reality
- Gives advice for every issue discussed
- Teaches over what the person already knows
- Creates dependency
- Does most of the talking
- Old Muscle = Righting Response

TRAP

DYNAMIC

The Question and Answer Trap	Fosters Passivity in the Client
Labeling Trap	Creates Obstacles of Focus
Premature Focus Trap	Elicits Resistance
Taking Sides Trap	Elicits Oppositional Arguments
Blaming Trap	Defensiveness
Expert Trap	Pushes client into a passive role





STRENGTHS BASED STRATEGIES

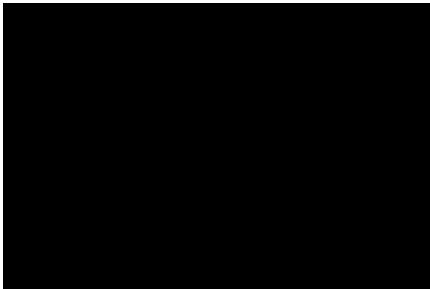
- Accurate **Empathy** – total focus on the issue as the client sees it
- Evoke from the client **what they think, feel, and know** about the situation
- Take advantage of the **client's expert knowledge** of themselves and allow them to teach you
- **Influence motivation** by assisting and collaborating with the client to find solutions
- **Explore** options, possible choices, possible outcomes
- Consider obstacles and ways to overcome

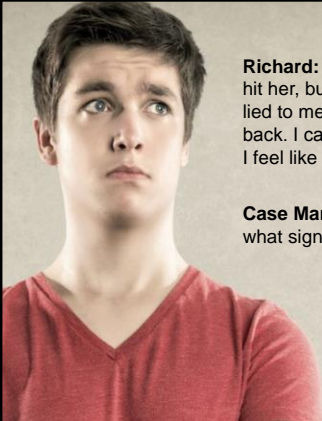


OLD MUSCLE




NEW MUSCLE






Richard: Okay, I shouldn't have hit her, but I was furious that she lied to me and cheated behind my back. I can't believe I didn't see it. I feel like such an idiot.

Case Manager: Looking back, what signs did you overlook?



Destiny: I know my counselor told you I'm depressed, but I'm not. Just because I don't want to socialize with people right now doesn't mean I'm depressed.

GAL: You counselor is worrying needlessly. What do you think she's seeing that makes her worry this way?




Michelle: I need to come up with some sort of plan to help me get back on track now. This drug bust has thrown me for a loop. I don't think about anything else. What do you think I should do?

Probation: Well, I have some ideas about what might help, but first let me hear what you've already considered.




Mary: Those program people told me I have to have this mental health appointment right away. But I don't trust them, so I haven't scheduled it yet.

Parent: Why take the chance? They're the experts, after all. Let's call from this phone right now – maybe you can get in this week.



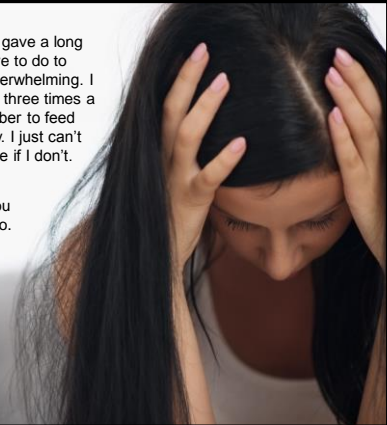
Gordon: I'm not going to keep that stupid thought journal. How does it help me to monitor my "loser" thinking? I go to that program to feel better and paying attention to all that makes me feel worse.

Mentor: OK, Gordon, you might be right. This works for many folks, but not everyone. Maybe we need to try a different approach. We've talked about other ways to approach this issue. If not this program, then what would make sense to you? 👍👎

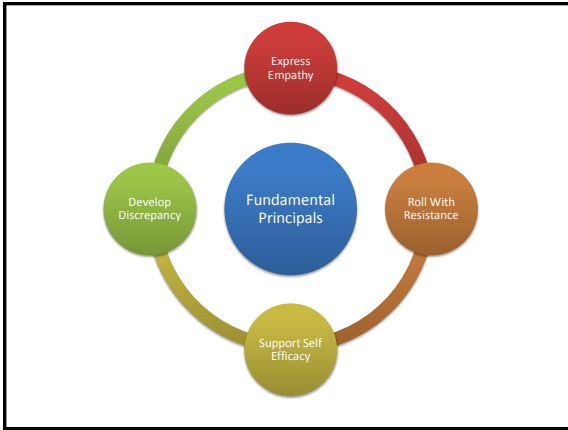


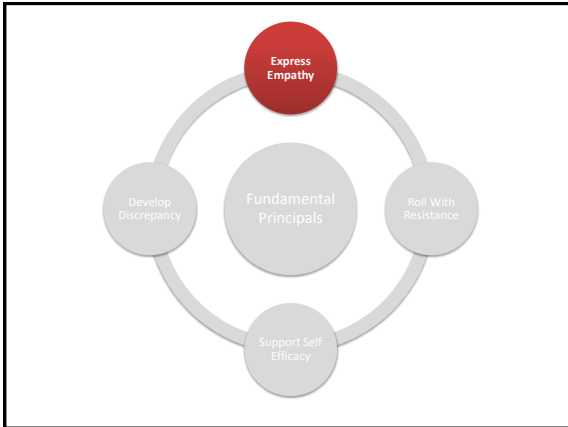
Tanya: My Psychiatrist gave a long list of all the things I have to do to manage my care. It's overwhelming. I have to take medication three times a day. I can't even remember to feed my dog every single day. I just can't do it. But I'm afraid I'll die if I don't.

GAL: (encouraging) You can do this. You have to. 👍👎







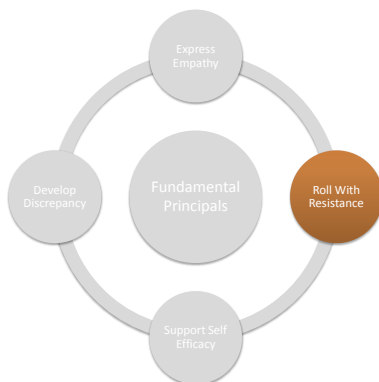




GUIDING PRINCIPLE: EXPRESSING EMPATHY

- Seeing the world through the youth's eyes
 - Feelings, thoughts, experiences
- **Feeling heard & understood**, and leads to more honesty and desire to share their experiences
- Relies on the youth's experiencing the board as able to see the world as they (the client) sees it
- Careful not to impose their own ways of thinking







WHAT DOES IT EVOKE IN YOU?

**Frustration
Anger
Helplessness
Inadequacy
Burn out**



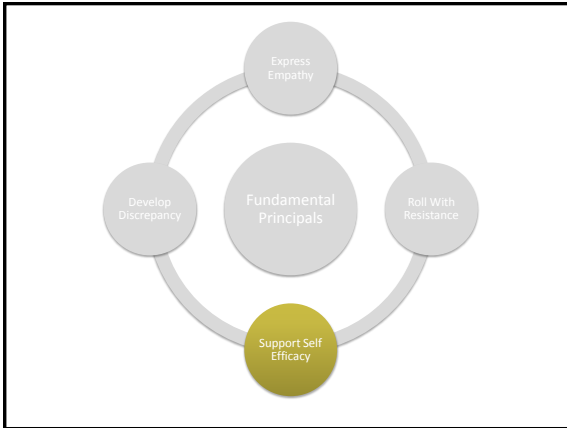
DON'T GET CAUGHT IN THE TRAP


**Arguing
Bickering
Correcting
Getting the last word
Trying to impress
Giving in
Harsher consequences**



GUIDING PRINCIPLE: ROLLING WITH RESISTANCE

- Resistance is often born out of the youth's ambivalence about change
 - I want to, but I am not sure I can
- Avoid the **"righting reflex"**, a tendency **born from concern**, to convince the client to agree with the need to change and the solution being provided to them
- **Rolling = sidestepping resistance**
 - Don't confront directly because direct confrontation is likely to escalate resistance rather than reduce it. Two categories of responses are most common: reflective and strategic.
- If the client defines the problem and develop the solutions, there is little room to resist.
- "Dancing" rather than "wrestling" with the client





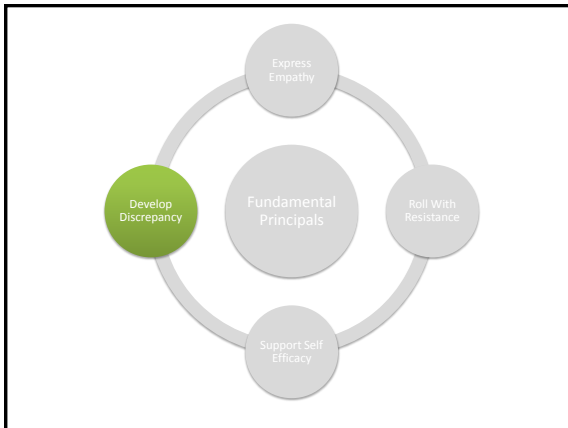
In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities of life.

— Albert Bandura —

AZ QUOTES

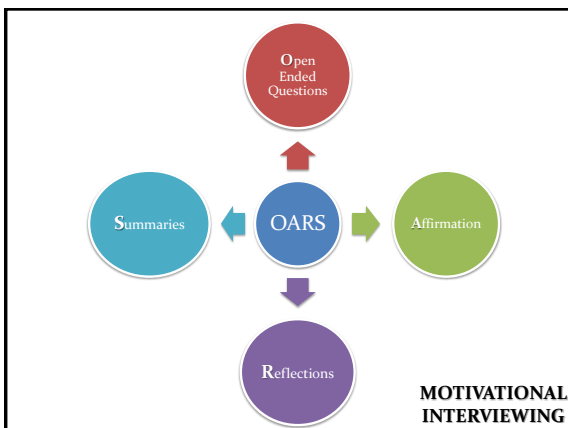
GUIDING PRINCIPLE: SUPPORT SELF EFFICACY

- Strengths-based approach that believes that clients have within themselves the capabilities to change successfully
- Client's belief that change is possible (self- efficacy) is needed to instill hope about making those difficult changes
 - Clients often have previously tried and been unable to achieve or maintain the desired change, creating doubt about their ability to succeed
- One strategy is to focus on previous successes and highlight skills and strengths already existing



GUIDING PRINCIPLE: DEVELOP DISCREPANCY

- Motivation for change occurs when people perceive a mismatch between "where they are & where they want to be"
- When clients recognize that their current behaviors place them in conflict with (are discrepant with) their values or interfere with accomplishment of self-identified goals, more likely to experience increased motivation to make important life changes
- In MI the goal is to help clients to become aware of how current behaviors may lead them away from, rather than toward, their important goals.



OPEN ENDED QUESTIONS

- Gives control of the dialog to the individual receiving counseling
- Difficult to answer with restricted range
- Creates dialog
- Interviewer learns individual's perception and experience
- Encourages more disclosure
- Opportunity to gather information
- Sets the tone for collaboration



Open	Closed
What do you think about ...?	Do you think ...?
How would you...?	Don't you think you should...?
When would you ...?	Can you ...?
What else...?	Did....?
What would your reasons be for...?	Shouldn't you ...?
What is your ...?	Isn't it ...?
Where would...?	You need to....

AFFIRMATIONS

- Statements **that recognize clients strengths**
- Build rapport and help clients see themselves in a positive light
- **Must be genuine** and consistent with what is being discussed
- Build hope that change is possible
- Tips ambivalence towards change



OARS
REFLECTIVE LISTENING

- 75% of MI should be comprised of reflections
- Encourages disclosure
- Lets the person know they are being heard
- Allows the person to hear what they said
 - And decide if it is what they want to convey
 - And spot their own discrepancies
- Allows the interviewer to gather information about the person from their perspective



OARS
REFLECTIVE LISTENING

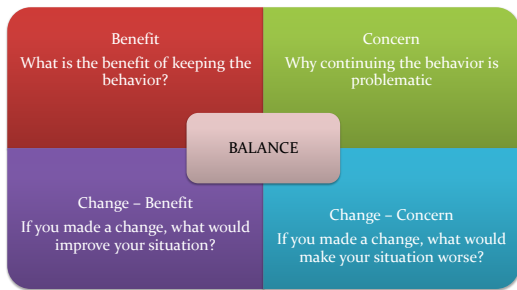
- Good reflective listening includes
 - Interest in what the person has to say
 - Respect for the person's inner wisdom
- Key element is hypothesis testing
 - What you think the person means may not be what they really mean
 - Good reflective listening responses test your hypothesis
 - "Is this what you mean?"
- Gordon Model of Listening



REFLECTIONS:
THE CORNERSTONE OF MI

- Similar to reflective listening – makes a guess at what the speaker means
- Reflections are done in the form of statement rather than a question
 - "So you feel..."
 - "It sound like you..."
 - "You're wondering if..."

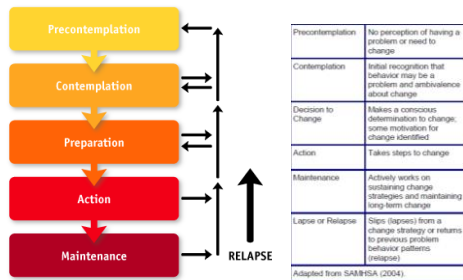
Explore Decisional Balance







READINESS FOR CHANGE



DiClemente, C.C. (2000). *Addiction and change: How addictions develop and addicted people recover*. New York: Guilford Press

CHANGE TALK

Helping clients to connect with their intrinsic motivators is key to assisting them through the change process. Eliciting and evoking change talk in MI is done through exploration of the following areas:

- Desire
- Ability
- Reason
- Need
- Action
- Commitment
- Taking steps



USING CHANGE RULERS

Change rulers can be used to help client's quantify exactly where they are with regards to their readiness to change.

0_1_2_3_4_5_6_7_8_9_10

Example:

Interviewer: On a scale of 0-10, how badly do you want to make this change?

Client: About a 4.

Interviewer: Why didn't you say 2?

Client: Because it's caused me a lot of problems and I know I need to do something.

Interviewer: What would it take to get you to a 6? (Evokes planning)

http://mediamill.cla.umn.edu/mediamill/embed.php?subclip_id=158&live=true&chrome=true

HOW DOES IT WORK?

- Utilizes a strengths-based perspective to opens doors for change by providing a new experience
- Allows focus to move from dealing with the interviewer to dealing with their issue
- Provides place of safety to explore issue(s) free from disapproval or needs of others
- Involves professionals working with clients as a collaborative and assistive partner
- Enhances recall and gives clients a chance to utilize their own knowledge to develop solutions
- Gives clients a source of information and strategies
- Increases confidence, ego strength, capability

EPIPHANIES IN LEARNING MI

- Reflections elicit more information than questions
- You only need to get the bat on the ball:
Reflections don't have to be perfect
- Deeper level reflections are worth the risk
- Health behaviors relate to deeper issues
- Behavior change is driven by motivation not information
- Motivated clients solve their own barriers
- Almost every piece of advice you might offer has already been thought about, and rejected
- Clients will share a lot, quickly with empathetic, attentive listeners
