

MOTIVATIONAL INTERVIEWING

FACILITATING CHANGE: A GLOBAL
PRACTICE

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From Miller & Rollnick, Prochaska & DiClemente - various
sources

MI EVIDENCE BASE

- **William Miller 1973 began his PhD research with alcoholism in Milwaukee.**
- **First book 1991, 2nd edition 2002. 16 languages. Over 200 randomized trial research support MI's efficacy.**
- **Research His research confirmed the people can change themselves, (brief therapy) works**
- **Empathy, how well the client is listened can predict change**
- **Person rather than clinician should be arguing for change**
- **Resistance is a counselor issue not a client problem**
- **It's up to a person to change, autonomy**
- **You Tube Dr. William Miller, "Motivational Interviewing: Facilitating Change Across Boundaries"**
<http://www.youtube.com/watch?v=6EeCirPyq2w&feature=em ail>

MOTIVATIONAL INTERVIEWING

“A client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.”

~~ William R. Miller, 2002

2009 WORKING DEFINITION OF MOTIVATIONAL INTERVIEWING

***“ A collaborative, person-centered form
of guiding
to elicit and strengthen a person’s
motivation for change.”***

William R. Miller 2009

THE SPIRIT OF MOTIVATIONAL INTERVIEWING

Collaboration: Developing a partnership relationship, recognizing that solutions and change are co-created between the client and worker

Evocation: Focuses on evoking and eliciting what's important to the client - discovering the client's intrinsic motivation for change & drawing it out.

Autonomy: Respects the client's right and responsibility for change.

GENERAL PRINCIPLES

Expressing empathy

Developing discrepancy

Rolling with resistance

Supporting self-efficacy

SETTING THE STAGE AND COMMUNICATING THE AGENDA

When you first meet with someone, tell them what you plan to do with the time you have together; describe your services. Ask clients what they want to have happen as well.

Each session you have together, begin with an introduction of what you imagine or plan for the time together; ask clients what they want to have happen.

Structure provides direction and security.

MICRO-SKILLS: OARS-E

- Open-ended questions
- Affirmations
- Reflective listening
- Summarization
- Eliciting change talk

OPEN-ENDED QUESTIONS

Use open-ended questions to elicit:

- Client perspective
- Personal goals & values
- Discrepancies & ambivalence
- Possible solutions
- Change talk

USE OPEN-ENDED QUESTIONS TO EXPLORE PERSONAL GOALS & VALUES

Look for what's truly important to the client and how current behavior or new behaviors can be consistent with these values

“Family is really important to you. How can getting off drugs affect your whole family?”

INTRINSIC CHANGE

When change is connected to an individual's personal goals and values, motivation to change is internalized. It is at this time that change is most likely to occur. Your job is to use your skills to help client's make this connection.

Affirmations

Benefit: Increases confidence in self, resources and possibility of change.

- Affirm that you can see you client's perspective.
- Affirm that change is difficult.
- Offer genuine complements and statements of appreciation.
- Affirm the client's strengths and efforts.
- Notice and affirm past successes.
- Notice and supportively comment on how they cope effectively.
- Use affirmations to support Self-Efficacy

REFLECTIVE LISTENING

- A reflective response is your “hunch” about what the client said or meant. Your response “checks out” whether you understood correctly or not.
- Use reflective listening to:
 - Express empathy and reinforce motivation
 - To communicate understanding and respect
 - Encourage exploration
 - Roll with resistance and support self-efficacy
 - Reflect content and/or feelings.

When reflecting feelings, note “class” of feeling—mad, sad, glad, scared, shame—then consider intensity. Match your reflection to both the feeling and its intensity; if you’re not sure, underestimate the feeling intensity.

THREE LEVELS OF REFLECTION

1. **Simple** - a simple acknowledgement of what the person has said. Close to their words/meaning
2. **Paraphrase** - reflection moves slightly further away, offers new words and shifts the understanding slightly
3. **Deeper** - “reframes” the meaning; reflects emotions, either stated or implied

USE REFLECTIONS TO ROLL WITH RESISTANCE

Avoid arguments; they leave the client arguing against change.

Respond to resistance with reflections; they create a new energy toward change.

Respect the client's autonomy; actively involve them in creating solutions.

USING REFLECTIONS TO ROLL WITH RESISTANCE

Simple reflection: acknowledges client's feelings & perception.

Amplified reflection: exaggerates slightly.

Double sided: reflects both sides of ambivalence - "on the one hand & on the other".

Shifting focus: defuse the initial concern and then direct attention to a more readily workable issue.

Reframing: acknowledges client observations and offers a new meaning.

Emphasizing personal choice and control: reassurance that in the end, the client will determine what happens.

SUMMARIZING

Summaries link together and reinforce material.

Sometimes you're:

- Collecting or listing what's been said.
- Linking what's just been said to other conversations or ideas.
- Using summaries to signal that you're shifting the focus to something else.

ELICITING CHANGE TALK

- As you build motivation, the goal is to resolve ambivalence, if it exists, & move toward change.
- Change talk is what a client says that reflects their cognitive, emotional or behavioral commitment to change.
- Each “change talk” statement “tips the balance” in favor of change.

CHANGE TALK

- When a client talks about change they are exploring the possibility of change, discussing their readiness for change or their confidence in their ability to change.
- They may be recognizing the need for change.
- When new behaviors are connected to personal values and goals, and individual is most likely to change.

CHANGE TALK INCLUDES

Conversation about the:

- Disadvantages of the status quo
- Advantages of change
- Optimism about change
- Or, intention to change

TOOLS FOR ELICITING CHANGE TALK: EXPLORING DECISIONAL BALANCE

Pros and cons of change.

Both positive and negative aspects of current behavior and status quo.

	Pro	Con
Stay the Same	1	2
Change	4	3

This conversation may bring forth new motivation for change and solutions.

TOOLS FOR ELICITING CHANGE TALK: ELABORATING

Don't settle for just one change statement--
explore additional motivators for change.

"Tell me more..."

"What else have you noticed?"

"In what ways..."

"What are some other reasons you might want to
change?"

"When are you already doing the solution?"

"What's a specific example..."

"How do you do that?"

TOOLS FOR ELICITING CHANGE TALK: SCALING IMPORTANCE & CONFIDENCE

"On a scale of 1 - 10, with 10 being the most:

1 _____ 10

"How important would you say it is for you to _____?"

On that scale, where are you now?"

"Oh, how come you're not _____ (less)?"

"What would be your next small step?"

This question further encourages change talk.

"And how confident would you say you are, that if you decided to _____, you could do it?"

"What would be your next small step?"

Importance = relationship to values, needs, aspirations.

Confidence = "how to..." and self-efficacy.

Distinction directs the focus of your work.

TOOLS FOR ELICITING CHANGE TALK: IMAGINING EXTREMES

“What might the benefits be if...”

“If you were completely successful, what would that be like?”

“What concerns you about continuing?”

“Suppose you continue as you are now, what could happen?”

“Worst, least, best, most?”

TOOLS FOR ELICITING CHANGE TALK: LOOKING BACK~~LOOKING FORWARD

- Consider times before the problem occurred:
 “What was it like before...” (elicits strengths.)
- Consider how it could be after a change occurs:
 “What would you be doing differently if...”
Or: “What might it be like in a year, 5 years, if nothing changes...”
- Miracle question
- Any and all of this can elicit change talk.

TOOLS FOR ELICITING CHANGE TALK: EXPLORING GOALS AND VALUES

- Remember to help the client explore what is truly important to them.
- Then consider how current and new behaviors can be consistent with their values.
- Very useful for precontemplators.

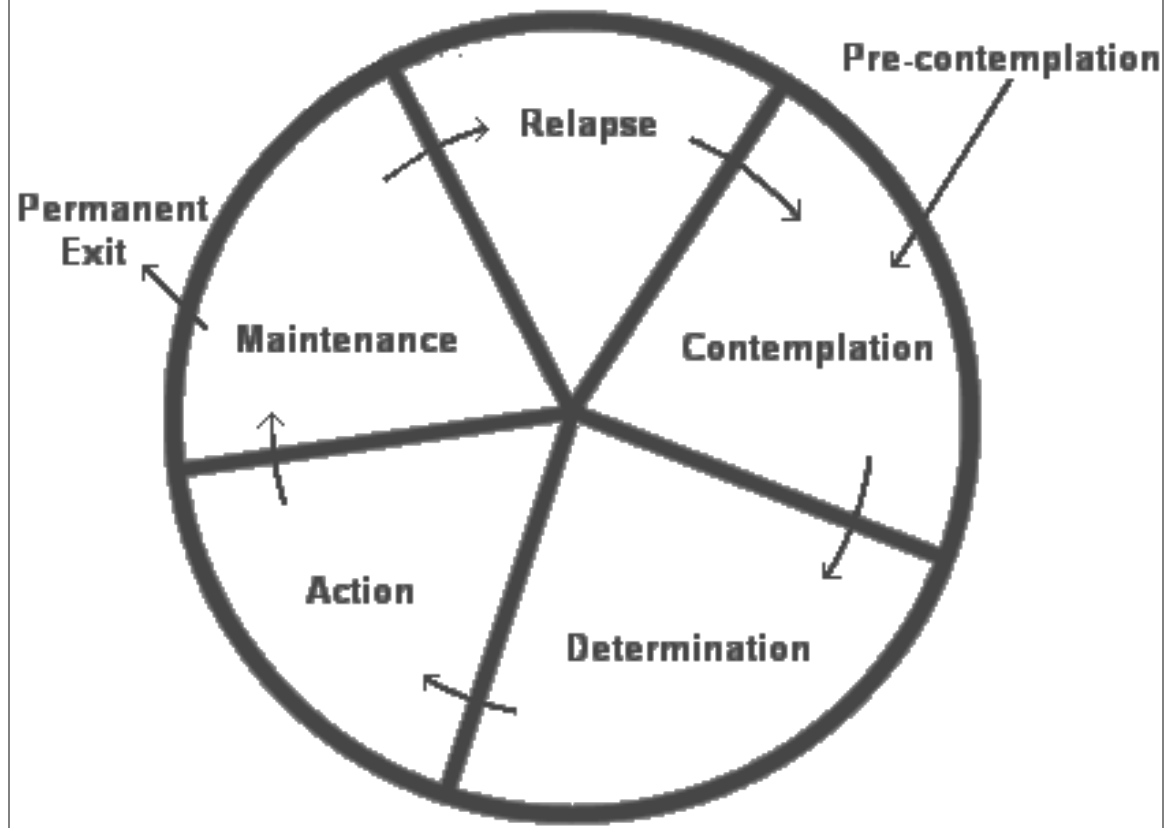
Maintenance:

- * Sustained behavior change (6 mo.)
- * Working to maintain gains
- * Alternatives established
- * Continuing to make changes
- * Working out the kinks
- * Working to prevent relapse

TRANSTHEORETICAL MODEL OF BEHAVIOR CHANGE & MOTIVATIONAL INTERVIEWING

**The Transtheoretical Model of Behavior
Change assesses readiness to act on
healthier behavior.**

Stages of Change



BALANCE OF CHANGE



Pre-Contemplation:

- *Unaware of problems
- *Unwilling/discouraged re: change
- *Not thinking about changing
- *Not sure the negatives of behavior/problem outweigh the positive
- *No intention to change
- *Often labeled as "resistant"

Match Interventions to Stage

Pre-Contemplation: **GOAL**- Establish rapport; raise doubt/concerns

- Use OARS to identify values/goals
- Explore status quo vs. change
- Elicit client's perceptions of problem
- Examine discrepancies
- Roll with resistance
- Express concern and keep door open

CONTEMPLATION

- *Aware of problem
- *Thinking about changing
- *Ambivalent & endlessly contemplating
- *Open to information
- *Caution - No commitment to action

Preparation / Determination:

- *Deciding/committing to change but considering *what* to do
- *Developing plans
- *Pros outweigh cons
- *Possible attempts to change

Action: Implementing the Plan

- *Change talk
- *Overt behavior change
- *Change becomes the main issue
- *Modify change plans
- *Need for rewards for success
- *Grief issues

NOT YET A STABLE STATE!

Match Your Interventions to the Stage

Contemplation: GOAL- Normalize, explore and amplify ambivalence & “tip the decisional balance” toward change

Use OARS to identify ambivalence and discrepancies.

Use Eliciting Change Talk strategies to consider pros and cons of status quo & change; explore decisional balance

Scale importance of and confidence in ability to change

Explore personal values re: change & previous attempts at change

Emphasize free choice

Match Your Interventions to the Stage

Preparation: GOAL - explore specific possibilities for change

Use OARS-E to explore what has worked in the past and strategies for change

Clarify clients' goals/strategies for change

Offer menu of options - choice

Begin to develop a change plan

Consider barriers

Help client enlist social support

Remember to explore ambivalence

whenever it emerges and roll with resistance.

Match Your Interventions to the Stage

Action: **GOAL** - offer support to complete and implement action plan

Support realistic view of change in small steps

Acknowledge/address difficulties

Help to identify high risk situations and develop coping strategies for these

Help client to create support for the plan from others

Deal with losses of old lifestyle

Use Affirmations!

Match Your Interventions to the Stage

Maintenance: **GOAL** - support lifestyle change

Help client practice/use new coping strategies

Affirm client resolve/self efficacy

Develop "fire escape" plan if client resumes old behavior

Review long-term goals

Recycling: Relapse - Lapse

- *Client experiences a recurrence of symptoms & must now cope with consequences and decide what to do next
- *People often move back to a former stage
- *Remember: Ambivalence is a normal part of change and change is a cycle

Does not indicate failure!

Match Your Interventions to the Stage

Recycling/Relapse/Lapse: GOAL - Help client re-enter the change cycle and support any

willingness to reconsider positive change

Explore the meaning and reality of the recurrence as a learning opportunity

Assist in finding alternative coping strategies

Identify present stage

Maintain supportive contact

REMEMBER!

Not everyone is ready to change

Use different strategies for each stage

Success is incremental

Relapse is often a part of a successful change process

COMMON MISTAKES

- Failure to assess the stage of change
- Treating everyone as if they were in Action
- Trying to assist with movement to the next stage
- Mismatching readiness stage and interventions