

Welcome



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The Spirit of MI and the Path to Proficiency

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Who is here?

MI training or experience

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First Exercise: Pair up



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Big Picture

Origins and history of MI

A conversation in Norway in 1982 (between William R. Miller and Stephen Rollnick) lead to the 1983 journal article in which MI was originally described.



Motivational Interviewing: Helping People Change by William R. Miller and Stephen Rollnick

- ▶ 1st Edition, 1991 – focused primarily on addictions
- ▶ 2nd Edition, 2002 – addressed preparing people for change across a broad range of problem areas, proposing phases and principles of MI
- ▶ 3rd Edition, 2013 – describes four broad processes of MI
- ▶ 4th Edition, 2023 – greater emphasis on deep listening, empowerment is now a component of MI, The Four Processes are now The Four Tasks of MI
- ▶ 2018 – *Listening Well: The Art of Empathic Understanding* by William R. Miller

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Motivational Interviewing

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Motivational Interviewing: A conversation about change

Helping : A Continuum of Styles

Directing	↔	Guiding	↔	Following
Command		Elicit		Allow
Decide		Collaborate		Be responsive
Lead		Encourage		Go along with
Order		Support		Permit
Take charge		Assist		Listen
Tell		Inspire		Attend
				Stick to

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Communication Style

Guiding

“I can help you to solve this for yourself.”



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The Righting Reflex

- Refers to the urge or tendency to try to actively fix problems in their clients' lives
- ▶ Comes from good intentions!
- ▶ Begins with our desire to help (nothing wrong with that), however...
 - It fails to consider ambivalence

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Ambivalence is Normal

- ▶ Most people who need to make a change are ambivalent about doing so
- ▶ They see reasons to change and reasons not to
- ▶ Helping professional's "Righting Reflex" seeks to convince or persuade the person to do the right thing
 - This predictably elicits the client's arguing against change
 - Labeled "Denial" or "Resistance"

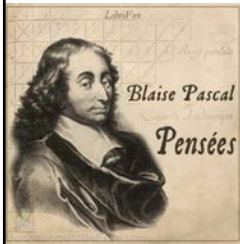
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Dr. Wm R. Miller –
The Righting Reflex

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Change

“People are generally better persuaded by the reasons which they have themselves discovered than by those which have come into the mind of others.”



—Blaise Pascal, *“Pensees.”*

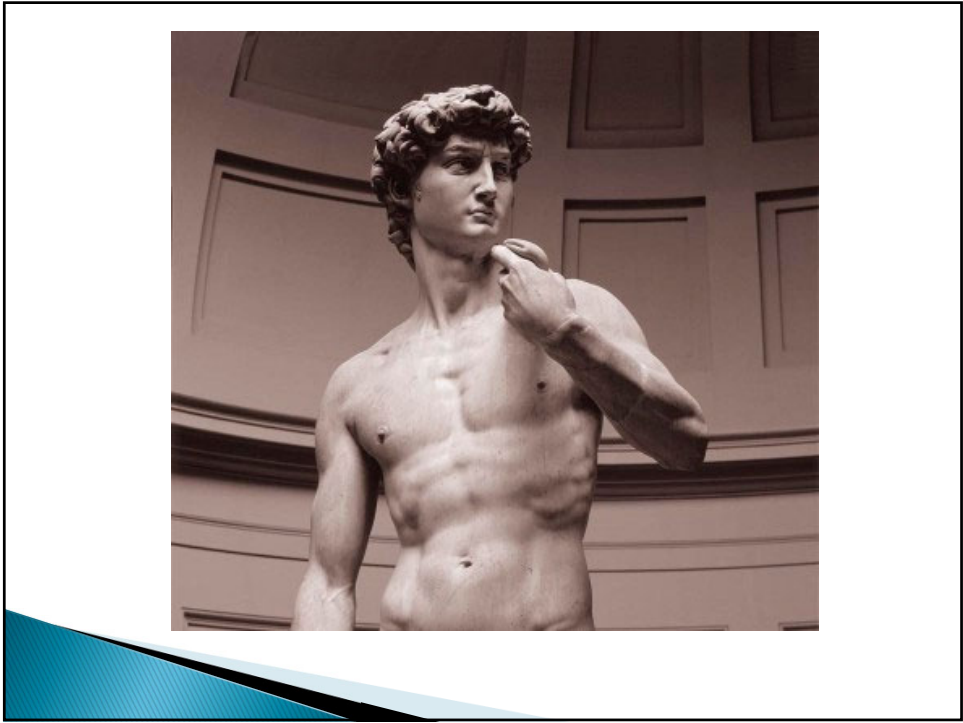
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The Spirit of MI

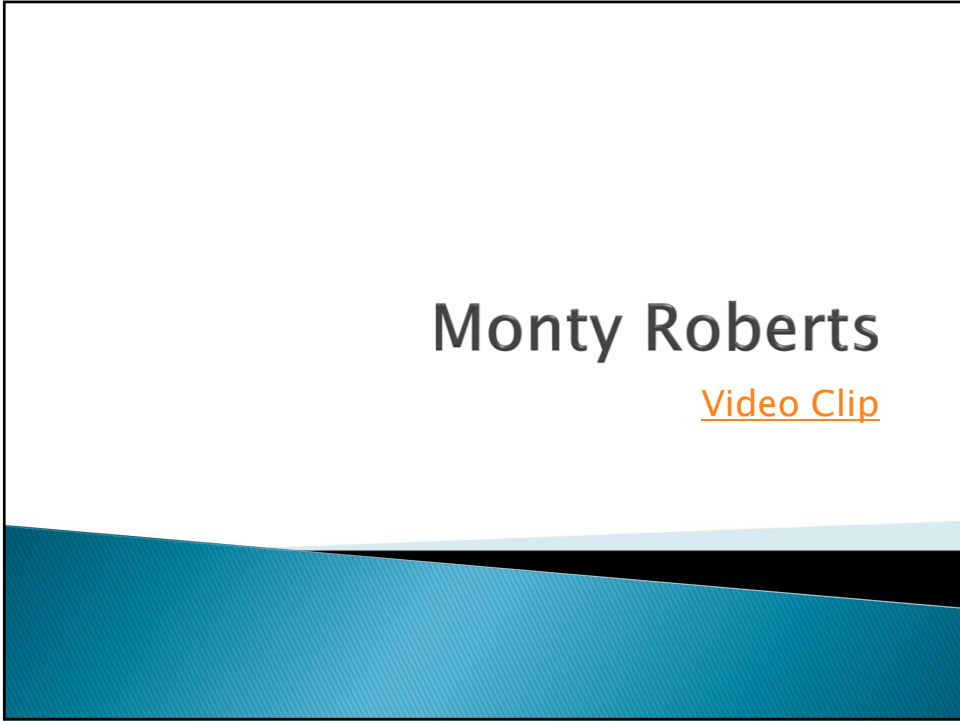
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▶ Resistance is a form of energy that practitioners can either intensify or lessen, depending upon their behavior

We are responsible for the energy we bring into the room
~ Jill Bolte Taylor



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Learning M.I.

Basic 2 days	1. Overall spirit	<ul style="list-style-type: none"> • Open Questions • Affirmations • Reflections • Summaries 	
	2. The method		
	3. Engaging <ul style="list-style-type: none"> ◦ Listening ◦ Interviewing skills(OARS) ◦ Exploring values and goals 		
	4. Focusing		
Advanced 2 days	5. Evoking <ul style="list-style-type: none"> ◦ Recognizing change talk and sustain talk ◦ Evoking and responding to change talk ◦ Responding the Sustain talk and discord ◦ Neutrality ◦ Discrepancy 	<ul style="list-style-type: none"> • MI Coaching • 8 – 10 Weeks • Scoring of tapes • Feedback • Coaching for deep practice and MI proficiency 	
	6. Planning <ul style="list-style-type: none"> ◦ Developing a change plan ◦ Strengthening commitment ◦ Supporting change 		
	Refresher 1 day Annually		7. Review
			8. Practice
Supervision and Feedback			

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Motivational Interviewing:

- ▶ **Basic definition** (new in the 4th Edition)
 - Motivational interviewing is a particular way of talking with people about change and growth to strengthen their own motivation and commitment

- ▶ **Practitioner's definition**
 - Motivational Interviewing is a person-centered counseling style for addressing the common problem of ambivalence about change.

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Motivational Interviewing:

- ▶ **Technical definition**
 - 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.

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Importance and Confidence



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Rulers

How important is it for you to learn MI?

0 1 2 3 4 5 6 7 8 9 10

How confident are you in your MI Skills?

0 1 2 3 4 5 6 7 8 9 10



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Importance Scale

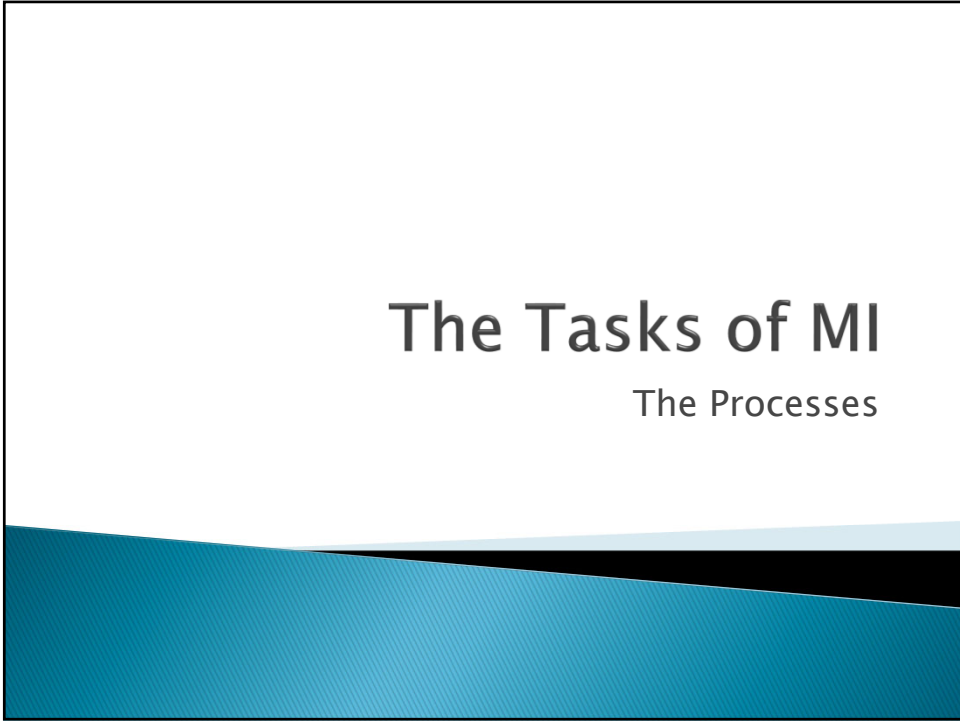
- ▶ To help me understand how important this is to you, on a scale from 0 – 10, with 0 being not at all important, how important is _____ to you?
- ▶ If it is a 2 or 3, “what would be more important for us to address?”

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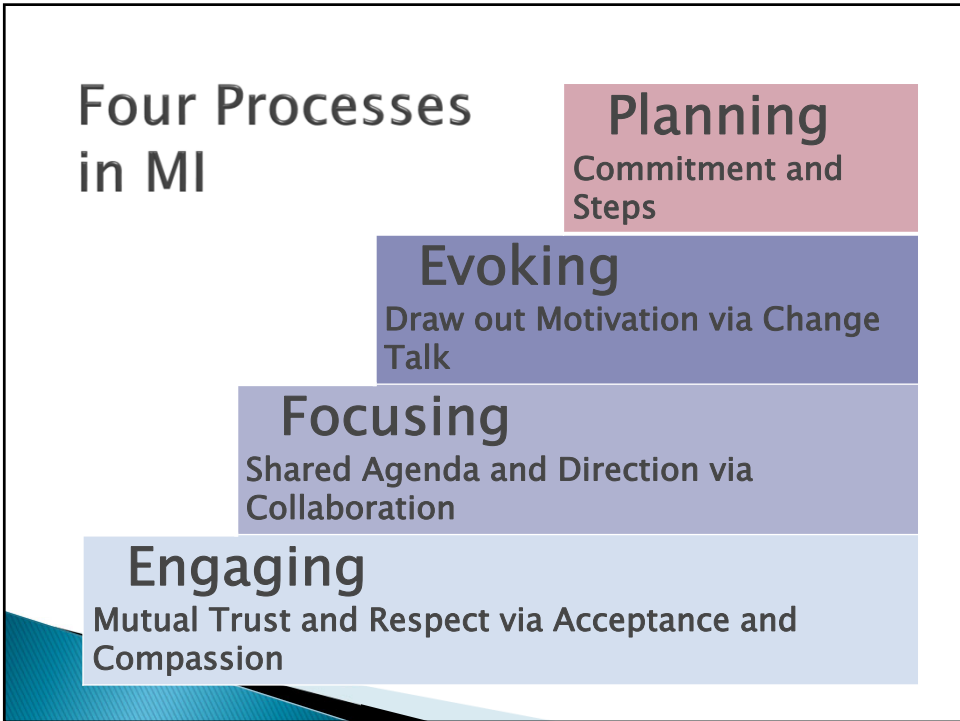
Confidence Scale

- ▶ How confident are you, using that same scale where 0 is not confident and 10 is very confident, how confident are you that you could _____?
- ▶ Why are you a __ and not a ___ {slightly lower number}?
- ▶ What would it take to move that needle up to a {higher number}

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Four Processes in MI

Engaging

Engaging: Creating a collaborative, trusting, relational foundation with the client. Listening, conveying accurate empathy, striving to understand fully from the client's perspective without agenda. Using OARS, in a non-directive way, to understand both sides of ambivalence. Avoiding the "righting reflex" or "fixing."

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Four Processes in MI

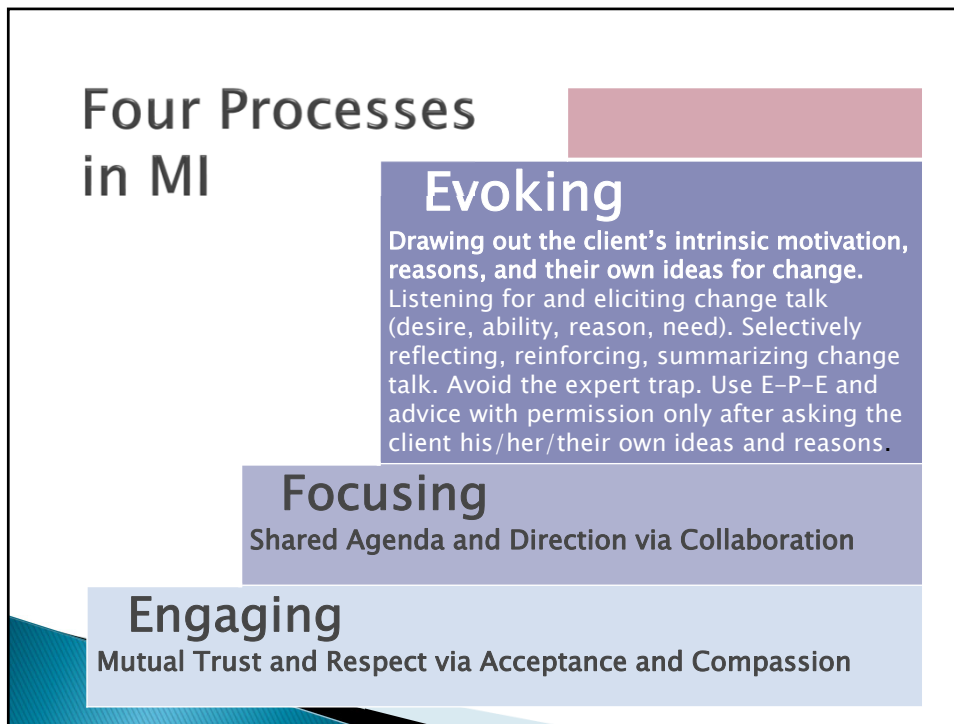
Focusing

Guiding the conversation to issues and goals that are important to the client. Partnering with the client to identify a target area about which he/she/they are ambivalent about or struggling to make a change. Asking what could shift or change? Why is it important? What might get in the way of success?

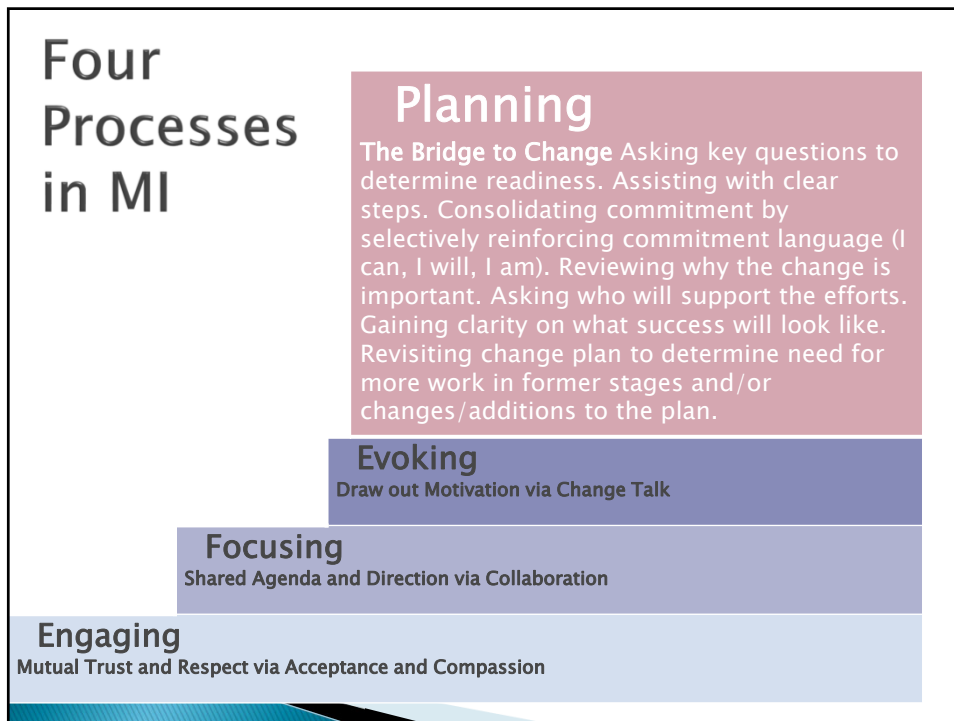
Engaging

Mutual Trust and Respect via Acceptance and Compassion

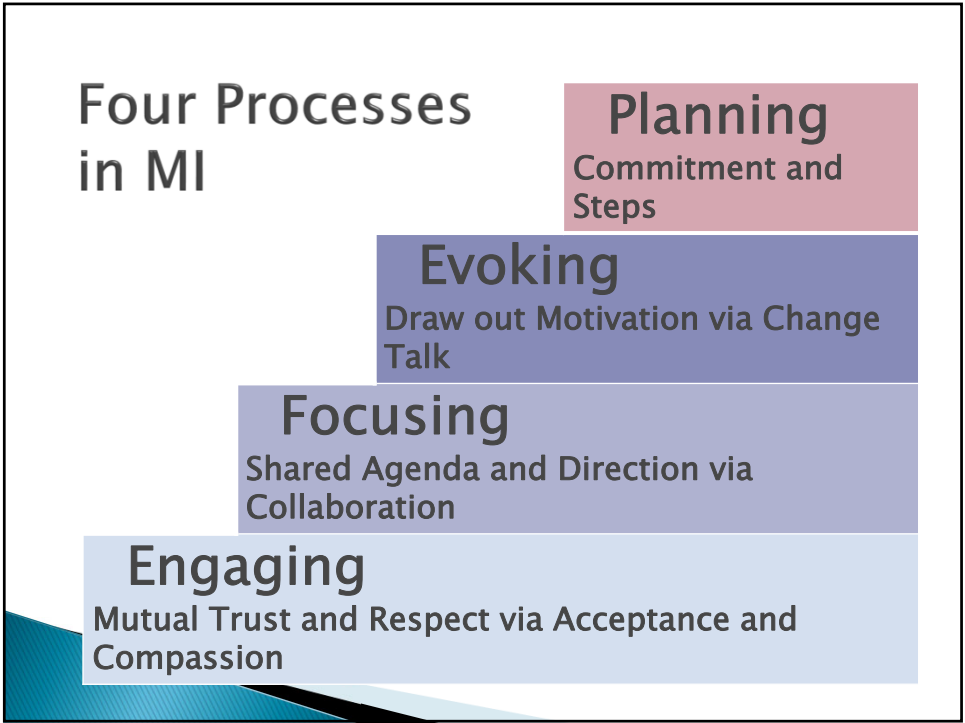
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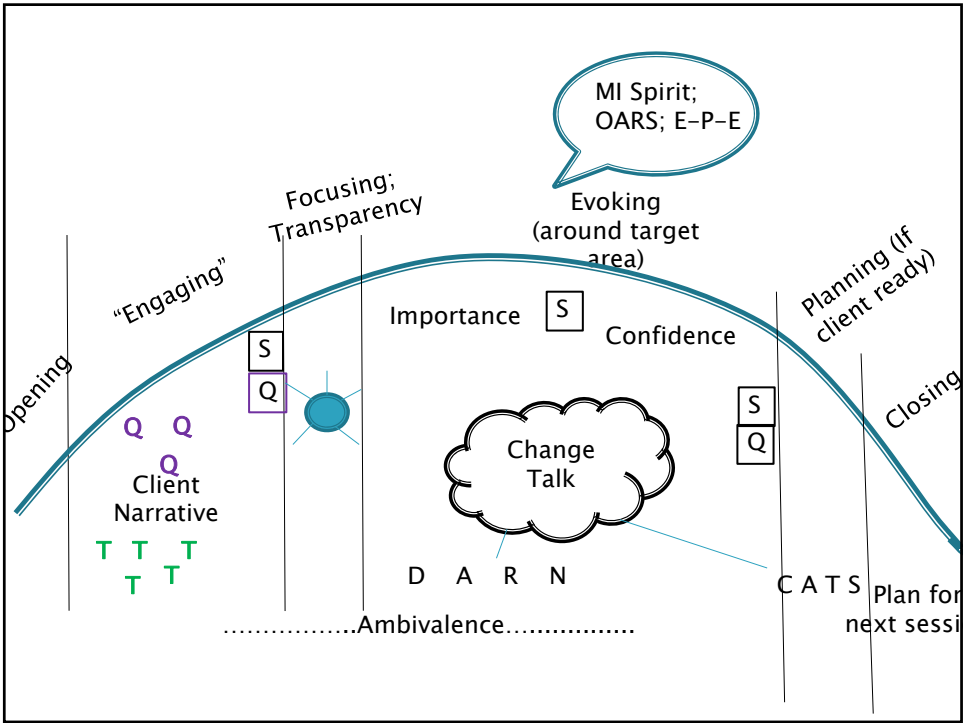
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How do you know if you are ready to move to next process? Key Questions

Engage:

What do I understand about why they are stuck? What is both sides of ambivalence and what does that mean to them, how do they feel about it?

Focus:

What is our target or our focus? Does my client know this?

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How do you know if you are ready to move to next process?

Key Questions

Evoke:

Importance (Desire, Reason, Need) -

What do they want?

Why do they want that?

Confidence (Ability) -

What ideas do they have about how to make that happen?

How do they feel about being able to make that happen?

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How do you know if you are ready to move to next process?

Key Questions

Planning:

How complicated is this change? Does it need a lot of planning steps or just commitment?

Planning Steps:

Goal

Milestones – how will they measure progress

What will they do –By when and with who

Who will support them

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Motivational Interviewing

The Skills

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OARS

- O**pen Questions
- A**ffirmations
- R**eflections
- S**ummary

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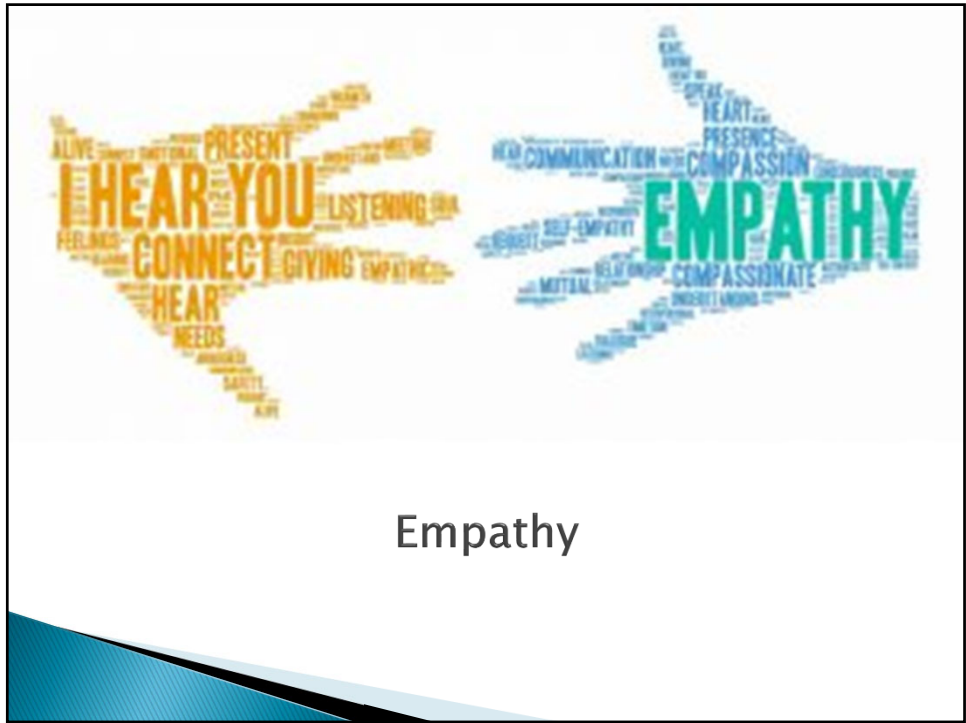
Listening

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Listening

- ▶ How do you know someone is listening?
- ▶ How do you convey that you are listening?

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Listen

Ears Eyes

Mind Heart

Undivided Attention

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Reflective Listening

“Reflective listening is a way of checking rather than assuming that you *know* what is meant.”

(Miller and Rollnick, 2002)

OARS

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Learning Reflective Listening

- ▶ Reflective listening begins with thinking reflectively
- ▶ Thinking reflectively requires a continual awareness that *what you think people mean may not be what they really mean*

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Crafting Reflections

Two Steps

- ▶ Making a guess at what you think someone means
- ▶ Taking that guess and turning it into a statement

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Reflections Are Statements

~~“DO YOU MEAN.....?”~~

- ▶ A *statement* to reflect your understanding
- ▶ A guess or hypothesis
- ▶ Inflection turns down at the end

“You...”

“So you...”

“Its...”

“Its like...”

“You feel...”

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Thinking Reflectively

Exercise:

1. Each will share a true personal statement
“One thing I like about myself is ...”
(I am organized. I am creative, I have a sense of humor)
4. The listeners take turns reflecting your guess “You mean_____” (generate at least 2 rounds of guessing per person).
5. The **speaker** responds only with yes/no or **warmer / colder (do not stop and clarify!)**

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Levels of Reflection

- ▶ Simple Reflection – stays close
 - Repeating
 - Rephrasing (substitutes synonyms)
- ▶ Complex Reflection – makes a guess
 - Paraphrasing – major restatement, infers meaning “continuing the paragraph”
 - Reflection of feeling – deepest
 - Metaphor or simile
 - Amplified
 - Double-Sided
- ▶ Summary
 - A string of reflections
 - Guide the conversation



OARS

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Tone matters!

- ▶ “So, it’s not your fault, you had nothing to do with what happened.”
- ▶ Make this statement with
 - Sympathy
 - Mistrust
 - Sarcasm
 - Empathy

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Reflections to Questions Ratio

In our usual services

- ▶ Reflections constitute a small proportion of all responses
- ▶ Questions outnumber reflections 10 to 1

In motivational interviewing

- ▶ About half of all practitioner responses are reflections
- ▶ 2-3 reflections are offered per question asked

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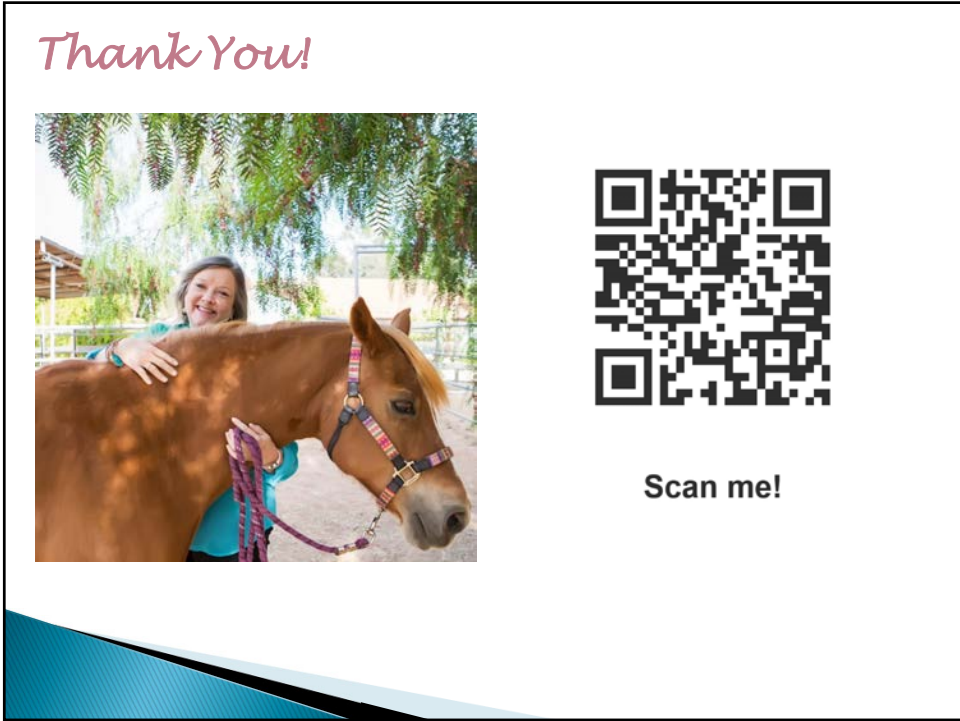
E-P-E *Elicit-Permission to Provide - Elicit*

- ▶ Elicit
 - What do you know about our program?
 - What have you already tried?
 - What has worked for you before?
 - What are your ideas about changing your situation?
 - (Reflect and affirm what client is sharing)
- ▶ Permission to Provide
 - Those are interesting (effective, excellent) ideas
 - I have a couple more ideas to add to your list
 - How would that be for you?
 - (Share your ideas, suggestions, mention what has helped others)
- ▶ Elicit
 - How would that work for you?
 - What do you think about that?
 - In what ways would that be helpful?

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