



Introduction to Motivational Interviewing

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MODULE 1: MI Spirit

ELEMENTS of MI: Spirit, Change Talk, Four Skills, Four Processes

FOUR MI SKILLS

- 1) **Emphasizing Autonomy with YOU Statements**
- 2) **Providing Information in an MI Style**
- 3) **Reflections for Change Talk**
- 4) **Open Questions to Elicit Change Talk**

PACE: Partnership, Acceptance, Compassion, Evocation

Cultural Humility: A life-long process of self-reflection, self-critique, continual assessment of power imbalances, and the development of mutually respectful relationships and partnerships

3 Principles of Cultural Humility

1. Lifelong learning and critical self-reflection
2. Recognizing and challenging power imbalances for respectful partnerships
3. Institutional accountability

Stigma Elements

1. Labeling
2. Stereotyping
3. Prejudice
4. Discrimination

Racism Types

1. Individual and Inter-group
2. Structural
3. Instructional

Anti-Racism

“What’s the problem with being “not racist”? It is a claim that signifies neutrality: “I am not a racist, but neither am I aggressively against racism.” But there is no neutrality in the racism struggle. The opposite of “racist” isn’t “not racist.” It is “antiracist”

(Kendi, 2019)

MODULE 2 MANAGING COUNTER CHANGE TALK AND DISCORD

Skill 1: Emphasizing Autonomy with YOU statements

1) Clarify Your Role as a Guide

Example: "I am here to find out what is going on in your life and support you if there are changes that you want to make."

Example: "I'd like to find out what you want to do next rather than me telling you what to do."

Example: "I am not here to tell you what to do, but to see how I can support you."

2) Emphasize Personal Choice

Example: "Yes, you're right. No one can force you to take medications."

Example: "If you are not ready to talk about _____, we can focus on something else."

Example: "It is your decision."

3) Promote Personal Responsibility with Positive "You" Statements

Example: "You really want to take ownership of your health."

Example: "You see this as a challenge to overcome."

Example: "You want your first step to be _____."

Skill 2: Providing Information in an MI Style

- **ASK** options (reflect responses)
 - To get permission/buy in
 - To assess knowledge
 - To assess interest or importance

Example: "Would it be OK if we talked about the program?"

Example: "What do you know about the program?"

Example: "Are you interested in finding out more about how the program works?"

- **TELL** (Filling in the blanks - Keep it Brief: no more than a few sentences at a time!)
 - Education
 - Test results
 - Recommendations
 - Advice (with menu of options)

Give information in a small chunk (a few sentences) then move to second ask then another chunk (CHUNK-CHECK-CHUNK)

- **ASK** options (Elicit feedback; reflect responses)
 - To assess understanding
 - Reaction
 - Determine next step

Example: "In your own words, what does this mean to you?"

Example: "Is this new information or something you already know?"

Example: "What might be your next step?"

Activity - It's Up to You: Supporting Autonomy Strategies Table

Strategy	Count
1) Emphasize choice (YOU)	
2) Emphasize personal responsibility (YOU)	
3) Clarify role as a guide	
4) Ask permission/client's view (first Ask)	
5) Small chunks/menu of options (Tell)	
6) Elicit feedback (second Ask)	

Managing Counter Change Talk and Discord with Stop-Drop-Roll

Level 1: Small Fire – Counter Change Talk, Passive, Chatty, Little to No Follow-Up

Level 2: Full Blaze – Discord, Anger, Annoyance

STOP whatever you are talking about

DROP into calming mode

Express empathy/describe feeling

Affirm values and strengths

Example: “You’re feeling frustrated, but you’re thinking ahead too.” (describe feelings, affirm a strength)

If full blaze – apologize

Example: “I am sorry that it feels like we’re nagging you.”
(apologize, describe feelings)

ROLL by supporting autonomy

Example: “*You have a lot to manage, and your job is your priority. The next step is really your decision*” (promote personal responsibility, emphasize personal choice)

If full blaze – shift focus

Example: “*You know yourself best. If you’re willing, I’d like to understand more about what’s going on in your life.*”
(emphasize personal choice, shift focus)

MODULE 3: RECOGNIZING CHANGE TALK

Four Categories of Change Talk

1. Disadvantages of status quo
2. Advantages of change
3. Optimism about change
4. Intention to change

DARN (Preparatory) + Commitment

Desire – “I want to...”

Ability – “I can...”

Reason – “Because...”

Need – “I need to...”

Commitment (or steps) – “I will...” “I did...”

MODULE 5: Change Talk-Eliciting

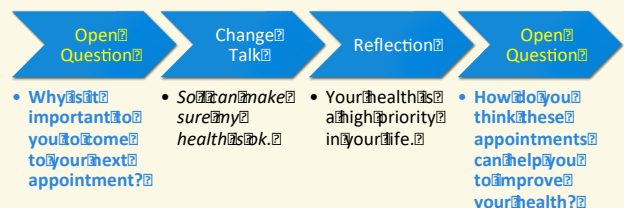
Skill 4: Open Questions to Elicit Change Talk

Two purposes: To ask for elaboration and to elicit new change talk.

Open Ended Starters

<u>Open</u>	vs	<u>Closed</u>
<i>To what extent...</i>		<i>Did You...</i>
<i>How often...</i>		<i>Will You...</i>
<i>Why...</i>		<i>Can You...</i>
<i>Tell me about...</i>		<i>Is it...</i>
<i>Help me understand...</i>		
<i>What, if any...</i>		
<i>When, if ever,...</i>		
<i>How, if at all,...</i>		
<i>What else...</i>		

Building Motivation with Open Questions



Instead of - “Are you concerned about _____?”

Try - “What concerns do you have about _____?”

Instead of - “Is _____ important to you?”

Try - "Why is _____ important to you?"

MODULE 4: ELICITING AND REINFORCING CHANGE TALK

Open Questions (Skill 3)

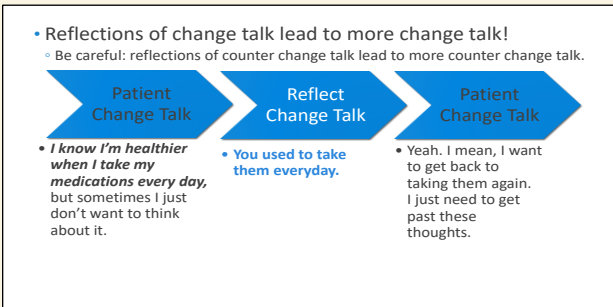
To Elicit CHANGE TALK ask about DESIRE, ABILITY, REASONS, NEEDS, COMMITMENT

TYPE OF CHANGE TALK	OPEN QUESTION
Desire	What would you like to work on? What do you hope to get out of our time together? What do you want to be different in your life? What do you hope would be better in your life if you did _____?
Ability	What are some changes that you have made before? What are some difficult things that you have done before? How confident are you that you can do this?
Reasons	Why would you want to make this change? What are the benefits of making this change? How important is it for you to do this? What do you think will happen if things stay the way they are? How has this helped before? Why?
Need	Why is this something you need to do? What is the best thing that could happen if you made a change? What is the most important reason for doing _____? Why?
Commitment	What is the first step you will take? What is one thing you can do in the next week? How committed are you to making this change? What steps have you already taken?

I don't like taking medications, but I **want** to be healthier.

I **tried** to follow up on that information you gave me, but honestly, a lot of it didn't make sense to me.

I **need** to talk to my partner about using condoms, but I'm worried about the reaction I'll get.



Skill #4: Reflections to Reinforce Change Talk

SIMPLE: A repetition or slight rewording of what the client said (stabilizes the conversation)

COMPLEX: Deeper meaning (moves the conversation forward)

- **Implication:** Continuing the story, interpretation but staying close to the client statement

- **Double-sided:** Reflect ambivalence but ends with emphasizing change talk
- **Feeling:** Reflect positive emotion about change, or negative emotion about not changing
- **Affirming:** Highlights strengths, values, efforts

Affirming Stems:

“It’s great that you_____.”

“You’ve been working on (change effort) and it shows.”

“With your (knowledge, experience, or skill), you have a lot to build on.”

Example: *“I know I should cut back on drinking and smoking, maybe some things would be different, but honestly I really don’t see the problem.”*

Simple (stabilizing, connecting)

- Repeating: You know you should cut back.
- Paraphrasing: You already know what you need to do.

Complex (moving forward, adding meaning)

Implication: Your health is really important to you.

Double-sided: On one hand, you don’t think there is an issue with drinking and smoking, but on the other hand you wish some things were different

Feeling:

- You would feel better if a few things changed things would change around the drinking and smoking (positive feeling about changing)
- You are a little worried about the drinking and smoking (negative feeling about not changing).

Affirming: You know there are some things you may want to change

Six Tips for Using Reflections

1. Change it up – not all paraphrases – but use what feels natural
2. Eliminate the stems – sounds like...
3. Avoid inflection that turns reflections into questions
4. Respond to a question with a reflection
5. End in the direction of change
6. Use affirming reflections liberally

Activity - Reflecting Change Talk Practice

Example: I'm tired of people telling me what to do. I know how to take care of myself.

Reflection: _____

1. I really need to get off these streets right now because people are looking for me, but I really don't a safe place to go.

Reflection: _____

2. My case manger says he will help me out, but I really don't know if I can trust that dude.

Reflection: _____

3. I have to talk to someone about what's going, but I know no one is going to believe me.

Reflection: _____

Summarizing Reflections

Summaries are essentially reflections that pull together several things (at least three points) that a person has told you. They:

- Draw together key client statements from the discussion
- Give client an opportunity to add or correct information
- Provide a foundation for moving forward
- **Clinical summary vs. MI summary**
 - Clinical summaries focus on topics and actions, including yours
 - MI summary focus on client statements (3+)

Tips for Using Summarizing Reflections:

Summaries are especially useful when:

- You need to think more about the direction in which the session is going
- The client is very talkative
- You need to check for understanding
- It's time to transition to another topic (see processes and toolbox below)

Summary Starters and Enders

Starters

- Let me see If I understand what you've told me so far...

- Let's summarize what we've talked about so far. (invite client to start and you fill in)
- To summarize what we've done today...

Enders

- How did I do?
- What have I missed?
- What do you want your next step to be?

Example:

"Let me pause and summarize what we've just talked about so far,

(1) You're not sure you want to be here and you only came because you had to come.

(2) At the same time, you've had some thoughts of your own about what has been happening with you mentally.

(3) You said you want to feel better, you need to do what you can to try and keep your kids, and you want to avoid them getting into the system.

*(4) **What did I miss? ...I'm wondering where you think we should go from here."***

MODULE 5: Wrap Up

MI PROCESSES: ENGAGING, FOCUSING, EVOKING, PLANNING

ENGAGING

GOALS OF ENGAGING:

- Establish rapport and MI spirit
- Understand client's dilemma or struggle
 - o Why are they talking – need to understand the **why** to do it, before you can move to the **what** to do
- Explore values and goals (lays the groundwork for the rest of the processes)

GATHERING INFORMATION WHILE ENGAGING

Traditional assessments

- Focus on information gathering
- High ratio of questions to reflections (checklist!)
- Reduces client autonomy and partnership

MI integration

- Focus on supporting autonomy with the client as the expert
- Conversation-based with 1:1 reflections to questions ratio
- Build motivation by reflecting change talk

FOCUSING

GOALS OF FOCUSING:

- Explore agenda – both client's and provider's
- Clarify direction – target behavior
- Determine most efficient use of time/effort (main interest)

Target behaviors come from the client, from the setting, and from clinical experience.

Three possible focusing scenarios – clear focus, several options, vague focus

EVOKING

GOALS OF EVOKING

- Evoke intrinsic motivation
- Guide patients to talk themselves into change
- Evoke motivational language – change talk

Three steps for evoking change talk:

1. Recognize it when you hear it
2. Reinforce it (reflect/affirm, ask for more)
3. Elicit it when you don't hear it

PLANNING

GOALS OF PLANNING:

- Develop a plan for change
- Determine steps that are consistent with level of motivation (importance and confidence)
- Develop if-then (back-up) plans for potential barriers
- Provide information if necessary (A-T-A)

Your MI Tool Box!

TIP: Reflect answers before asking next question, reinforce change talk, summarize every few points, use A-T-A if necessary

Open questions for **ENGAGING:**

Example: What is most important to you right now?

Example: What have you been up to since the last time we met?

Example: What would like to get out of this session today?

Your Example:

Cultural Humility Example:

SUMMARIZE!

Open questions that work for **FOCUSING:**

Example: Of all the different things you mentioned when it comes to {target behavior}, what would you find most the helpful to discuss first?

Example: If it's ok with you, let's discuss {target behavior}, or is something else is more pressing to you at this moment?

Example: If you were going to change one thing about {target behavior} what would it be?

Your Example:

Cultural Humility Example:

SUMMARIZE!

Open questions that work for **EVOKING:**

Example: What are some reasons for changing {target behavior}.

Example: What would be the best thing that would happen if you changed {target behavior}?

Example: Importance and Confidence Rulers

Your Example:

Cultural Humility Example:

SUMMARIZE!

Open questions that work for **PLANNING:**

Example: What steps are you willing to take in the next week to reach your goal?

Example: When and how will you start your plan?

Example: What might get in the way of your plan and how will you handle it?

Your Example:

Cultural Humility Example:

FINAL SUMMARY (using 3+ of the person's own statements with below elements in any order)

1) Where they started, 2) where they ended, 3) emphasize autonomy, 4) affirmation, 5) commitment

Notes: