



Intermediate Training

Motivational Interviewing

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MODULE 1: MI Review

Motivational Interviewing-a collaborative, goal-oriented method of communication for strengthening a person's own (intrinsic) motivation for change

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

Section 1: 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-Recognizing Change Talk

1. Desire – indicates a wanting, wishing, or willingness for change.
2. Ability – indicates personal perceptions of capability or possibility of change
3. Reason – specifies a particular rationale, basis, incentive, or motive for change
4. Need – indicates a necessity, urgency, or requirement for change
5. Commitment – implies an agreement, intention, or obligation to change

DARN (Preparatory) + Commitment = MOTIVATION

AMBIVALENCE

- A normal part of the change process
- May need to be uncovered
- Easy to get stuck in ambivalence

Change Talk + Counter Change Talk=Ambivalent Statement

MI Goal: explore both sides and strengthen reasons supporting change

Section 2: MI SKILLS

Simple Reflections to Reinforce Change Talk

REPEAT: Repetition of all or part of a change talk statement

PARAPHRASE: Slightly rewording a change talk statement

Complex Reflections to Reinforce Change Talk

Complex reflections add something, reflects a deeper meaning

TYPES

IMPLICATION: Continuing the story, interpretation but staying close to the client statement

DOUBLE-SIDED: Reflects ambivalence but ends with emphasizing change talk

FEELING: Reflects positive emotion about change (or negative emotion about not changing)

AFFIRMING: Highlights strengths, values, efforts

Summaries

Types of Summaries

Collecting Summaries - recall a series of interrelated items as they accumulate

Transitional Summaries - wrap up a task or process by pulling together what seems important or announce a shift to something new.

Final Summaries-end the session and include:

- Where the client started
- Where they ended
- Change Talk
- Affirmation

Reminder: They don't have to be in that order

Open Questions

Questions to Elicit more CHANGE TALK!

TYPE OF CHANGE TALK	OPEN QUESTIONS
Desire	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 been helpful before? Why?
Need	<ul style="list-style-type: none">• 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 _____?
Commitment	<ul style="list-style-type: none">• 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?

Ask-Tell-Ask

ATA-TELL IT IN CHUNKS

Questions for the first ask

- Would it be OK if we discussed X?
- What do you know about X?
- Why is it important to know more about X?

Tell: Small chunks/bites to avoid choking! No more than 2 or 3 pieces of information at a time.

Questions for the second ask (Check):

- What do you think about that?
- How would you describe that in your own words?
- Does that make sense or not?
- Have you heard about that before or is this new?
- How could this information be useful?

- What do you want to do with this information?

Section 4: MI Process

Goals of Engaging

- Establish rapport and the spirit of MI
- Understanding participants dilemma or struggle
 - Why is change hard for them?
 - Why would they want to change?
 - Need to understand the **why** to do it, before you can move to the **what** to do
- Exploring values and goals (lays the groundwork for the rest of the processes)

Goals of Focusing

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

Goals of Evoking

- Evoke intrinsic motivation
- Guide the client to talk **THEMSELVES** into change with open questions
- Evoke motivational language (“**change talk**”)

IMPORTANCE x CONFIDENCE = MOTIVATION

Importance (Desire, Reasons, Need, Commitment)	Confidence (Ability, Commitment)
High	High
High	Low
Low	High
Low	Low

EVOKING STRATEGY QUESTIONS – IMPORTANCE

Evoking Importance	Example
Looking forward	If you make this change, what would it look like in 6 months?
Looking back	If you look back to a time when you did make that change, what was different?
Best thing	What is the best thing that would happen if you stopped _____?
Worst thing	What's the worst thing that would happen if keep _____?
Values-Goals Discrepancy	This probation, due to drugs has interfered with your independence. How could changing your drug use get your independence back?

EVOKING STRATEGY QUESTION – CONFIDENCE

Evoking Confidence	Example
Discussing Past Successes	You said you quit _____ while you were in school? How did you do it?
Finding Strengths`	You mentioned you recently got through a breakup with your significant other? What strengths did you use to help you get through it?
Exploring Support	Who helped you get through it?
Values-Goals Discrepancy	You mentioned you loved being seen as person who is reliable and consistent? How does not adhering to appointments interfere with that goal?

Goals of Planning

- Develop a plan for change
- Determine steps that are consistent with level of motivation
- Develop if-then (back-up) plans for potential barriers

MODULE 2: TRAPS

TRAPS THAT PROMOTE DISENGAGEMENT

TRAP	Description/Danger
Question and Answer Trap	Repeating questions as in an assessment or intake; Puts the client in a passive role; Can feel like an interrogation to the client.
Confrontation/Denial Trap	Challenging about a problem or pushing a recommendation, can push the client to further deny the problem
Expert Trap	Giving expert information or advice creates an imbalance of power and reduces collaboration
Premature Focus Trap	Jumping to planning and problem solving before engaging, developing a shared focus, or evoking
Labeling Trap	Pushing your agenda by naming the problem, insisting that the client accept the diagnosis or label
Blaming Trap	Spending too much time on who is to blame for the problem, which takes the energy away from client change

Trap: Question and Answer

Counselor: So how many times a week do you smoke marijuana?

Patient: Almost every day.

Counselor: How much do you smoke a day?

Patient: Maybe one joint in the morning, another after work and then before I go to bed.

Counselor: Is this the routine every day?

Patient: Pretty much.

Counselor: How much do you spend on marijuana in a month?

Trap: Confrontation/Denial

Counselor.: Have you thought about going on PrEP to keep yourself safe?

Patient: Yeah, but I really don't know if I am ready to take medicine every day.

Counselor: Why not? Well, I know a lot of people that take medicine or a vitamin every day, and it's worth it if it prevents you from getting a lifelong illness.

Patient: Yes, I know, but I just don't know if I want to deal with it.

Counselor: What about at least talking to the doctor about it?

Trap: Expert

Doctor: So, you know smoking is really bad for you, and there are lots of options now to help you quit.

Patient: Yeah, I know.

Doctor: Most people find the patch really helpful. The gum is an option too. I can prescribe these things for you, but you must totally quit smoking cigarettes.

Patient: Yeah, I know!

Trap: Premature Focus

Doctor: How are you feeling today?

Patient: To be honest with you, I am feeling a little down. Didn't really want to get out of bed this am

Doctor: You are struggling with depression. So, we need to talk about getting you some help.

Patient: Not sure if I really need that yet.

Trap: Blaming

Patient: If my boyfriend would stop hassling me then maybe I would consider cutting back on my drinking.

Provider: Well, your drinking is your choice. Nobody else can make you do this.

MODULE 3: MI-SELF EVALUATION CHECKLIST

MI Self-Evaluation Checklist

Focus on the following goals during each session you have with a client to help assess your own MI skills. Reminder – practice using the following skills liberally during your sessions

5 Essential MI Skills:

Summaries

Reflections

Open Ended Questions

Recognizing Change Talk

Ask Tell Ask

Goal: Engagement

- Worked to fully understand problem and client's perspective before moving towards change
- Focused on engagement before change
- Used reflective listening to convey empathy and understanding
- Used affirmations to build a positive relationship

Goal: Assessing Motivation

- Identified a target behavior
- Identified MI stage of change
(ready, ambivalent, not ready)
- Used importance, confidence, or commitment readiness ruler
- Differentiated between different areas of motivation (e.g., substance use vs. mental health, treatment vs. change)

Goal: Promoting Internal Motivation

- Elicited and respected patient's goals for treatment
- Explored values underlying motivation for change
- Supported autonomy in decision making

Goal: Eliciting Change Talk

- Asked about concerns using open-ended questions or reflective listening
- Asked for elaboration about concerns
- Explored client values as they relate to change
- Selectively responded to change talk with curiosity, interest
- Explored pros and cons/decisional balance

Goal: Addressing Ambivalence

- Normalized ambivalence
- Explored ambivalence
- Reframed ambivalence
- Used a decisional balance
- Avoided direct persuasion
- Explored pros and cons of change

Goal: Rolling with Resistance

Avoided confrontation/direct persuasion

Met resistance with: ***STOP-DROP-ROLL***

- Affirmations
- Empathic response
- Reflective listening
- Providing choice
- Non-defensive response

Goal: Supporting Client Strengths

- Explored previous successes
- Explored positive qualities
- Accentuated any motivation for change by highlighting any efforts towards change
- Used affirmations to highlight strengths, motivation