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OBJECTIVES

• Review the foundational aspects of MI, including spirit, open questions, affirmations, reflective listening, and summary reflections (OARS), and change talk.
• Identify strategies that convey the foundational aspects of the MI spirit.
• Practice use of MI’s core skills to effectively use OARS to deflect sustain talk and strengthen change talk.
• Your participation makes a big difference!
• Practicing MI is what will make you better at it
• We will use “Real Play” not “Role Play”
  • Think about some changes you are making or considering, such as, whether or not to go on a vacation, learn a new language, get a pet
• Activities may feel stressful
• Remember, growth is often uncomfortable

WHAT IS MOTIVATIONAL INTERVIEWING?
• A way of being with people, helping them through a change process
• Evidence-based technique for supporting people making changes to their substance use, as well as physical or mental health
• Focuses on target behavior changes

“MI is not a way of tricking people into changing; it is a way of activating their own motivation and resources for change” – Miller & Rollnick, 2013
SCALING QUESTIONS ABOUT MI

EXERCISE: SWIMMING LESSON

• Get into pairs (Coach and First-time swimmer)
• Form an imaginary swimming pool with your partner
• The Coach will try different strategies to get the First-time swimmer into the pool
YOUR FAVORITE TEACHER

MI SPIRIT

- Compassion
- Acceptance
- Partnership
- Evocation
**PARTNERSHIP**
- Doing with, not to
- Dancing, not wrestling
- Being attuned to our aspirations and the client’s
- Seeing through their eyes

**ACCEPTANCE**
- Absolute worth
- Accurate empathy
- Autonomy support
- Affirmations

**COMPASSION**
- Giving priority to the client’s needs
- Commitment to the client’s welfare and best interests

**EVOCATION**
- Strengths-focused approach
- People have motivation and resources inside themselves
- Draw out their wisdom
- Strengthen their motivation

**FOUR PROCESSES IN MI**
- Engaging
- Focusing
- Evoking
- Planning
12 ROADBLOCKS TO LISTENING

Ordering, directing, or commanding
Warning or threatening
Giving advice, making suggestions, providing solutions
Persuading with logic, arguing, lecturing
Moralizing, preaching, telling them their duty
Judging, criticizing, disagreeing, blaming
Agreeing, approving, praising
Shaming, ridiculing, labeling, name-calling
Interpreting, analyzing
Reassuring, sympathizing, consoling
Questioning, probing
Withdrawing, distracting, humoring, changing the subject

EXERCISE: ROADBLOCKS TO LISTENING

• Get into pairs (Speaker and Listener)
• Speaker: describe a change you would like to make
  • PICK SOMETHING SAFE! It should be an actual change you want to make, but something you’re comfortable sharing with a stranger
• Listener: pick 2 or 3 Roadblocks to Listening and attempt to convince your speaker about why they should change
VIDEO: MI BAD EXAMPLE

NONVERBAL LISTENING

HOW DO YOU COMMUNICATE THAT YOU ARE LISTENING?

Communication

- Visual: 55%
- Vocal: 38%
- Verbal: 7%

(Mehrabian, 1971)
MI SKILLS: OARS

- Open questions
- Affirmations
- Reflections
- Summaries

EXERCISE: EVOCATION EXPERIMENT

- Get into pairs (Speaker and Listener)
- Speaker: describe a change you are considering making
- Listener: follow the script provided
MI SKILLS: OPEN QUESTIONS

- Open questions are like an open door
  - Encourage conversation
  - Push the person to think before answering
  - Help us get more information
- Closed questions limit the response options
- Tips for forming open questions
  - Open questions often start with “What” and “How”, as opposed to closed questions which often start with “Do”, “Is”, and “Are”
  - Avoid offering options (this changes it to a closed question)
  - “Tell me more” works the same way as an open question

EXERCISE: IS THIS QUESTION OPEN OR CLOSED?

LISTEN TO THE FOLLOWING QUESTIONS

DECIDE WHETHER THEY ARE OPEN OR CLOSED

RAISE YOUR HAND IF THE QUESTION IS OPEN AND MAKE A FIST IF IT'S CLOSED
EXERCISE: FORMING OPEN QUESTIONS

• Form open questions to replace common closed questions

Are you doing okay today?
Are you married?
Do you use alcohol or other drugs?

Any others examples?

NOT ALL QUESTIONS ARE CREATED EQUAL

• Open questions can promote feelings of shame and anger
  • Why haven’t you changed?
  • Why aren’t you trying harder?
  • What could make you want to go back to drinking like this?

• Closed questions can solidify commitments or confirm understanding
  • When do you think you will try it?
  • Does that make sense to you?
MI SKILLS: AFFIRMATION

• Statements of appreciation for the client and their strengths
• Recognizes the client and who they are
• Highlights the resources that clients have available
• Building affirmations
  • Focus on specific behaviors
  • Avoid “I” statements

EXERCISE: MINING FOR AFFIRMATIONS

• Think about a client you work with
• Consider what strengths they bring
• How do they express that strength?
• How does that help them?
• Form an affirmation
EXERCISE: DO YOU MEAN THAT…

• Get into pairs
• Speaker: State one characteristic that is important aspect of who you are
• Listener: Ask five questions, using this stem, “Do you mean that….?”
• Speaker: Only respond with “Yes” or “No”
• Switch roles and repeat

MI SKILLS: REFLECTIONS

• Reflections offer a guess about what the person means
• We make statements about the explicit or implicit meaning of what a client said to us
• Establishes understanding and deepens the conversation
• Facilitates self-exploration
• Should be used twice as much as questions
MI SKILLS: FORMING REFLECTIONS

• Think about the questions we asked in the previous exercise, drop “Do you mean that...” and make it a statement
• Inflect down, punch the period
• Helpful stems:
  • “It sounds like…”
  • “So you feel…”
  • “You’re wondering if…”
  • “You…”

EXERCISE: TRANSFORMING QUESTIONS

• Think about how you could get at the same information with a reflection instead of a question

  Why haven’t you been coming to your appointments?
  What concerns do you have about your drug use?
  How do you feel about the way she said that?
TYPES OF REFLECTIONS

Simple vs. Complex
Amplified
Double-sided
Continuing the paragraph
Reframing
Feeling
Metaphor

EXERCISE: RESPOND WITH REFLECTIONS

• Get into pairs (Speaker and Listener)
• Speaker: describe a change you would like to make or something that is important to you
• Listener: respond by using only reflections
  • If you get stuck, it’s okay to pause
  • Try thinking of a question you’d ask, then change it to a reflection
  • Raise your hand if you want some help!

Helpful stems
“IT sounds like…”
“It seems like…”
“So you feel…”
“You’re wondering if…”
“You…”
MI SKILLS: SUMMARIES

• Summaries are an extended form of reflection that pulls together what was said, organizes the conversation, and gives it direction
• Can end with a question or statement of hope
• Collect what was shared by the speaker
• Link related statements and ideas
• Transition to a new topic or wrap things up

EXPLORING AMBIVALENCE

• Ambivalence is normal
• People think of the pros and cons
• When we give in to the righting reflex, the client pushes back on the other side of the scale
• If the client works through it, they tip the balance in favor of change
HEARING AMBIVALENCE

• People considering a change often express ambivalence by voicing a mix of change and sustain talk
• Change talk: self-expressed language in favor of change
  • I want to change…
  • I’m going to change because…
• Sustain Talk: self-expressed language in favor of status quo

EXERCISE: LISTENING FOR CHANGE TALK

I WILL READ A SERIES OF SENTENCES
IF YOU FEEL COMFORTABLE, CLOSE YOUR EYES AS I READ THEM
RAISE YOUR HAND IF YOU HEAR CHANGE TALK
CHANGE TALK: DARN-CAT

Preparatory change talk
Desire
Ability
Reason
Need

Mobilizing change talk
Commitment
Activation
Taking Steps

EXERCISE: ALTERNATIVE OPTIONS

• Your client is overdue to see his primary care provider. He wants to see the doctor, but just hasn't gotten around to it.

• When he tells you again that he didn't make it, you say:

  What's stopping you from making it to the appointment?

• How will he respond?

• Talk amongst your neighbors and come up with at least one alternative question and a reflection.
EXERCISE: DOUBLE-SIDED REFLECTIONS

REVISITING THE EVOCATION EXPERIMENT

• Looking at these three question, which are likely to evoke change talk and which are likely to evoke sustain talk?
  1. What are the benefit of making this change?
  2. What are the drawbacks or risks of making this change?
  3. What resources do you need to maximize the benefits and minimize your risks?

• What changes do you need to make to evoke change talk?
VIDEO: RESPONDING TO CHANGE TALK

EXERCISE: EVOKING CHANGE TALK

• Get into pairs (Speaker and Listener)
• Speaker: describe a change you are considering making
• Listener: follow the script provided
STRATEGIES FOR EVOKING CHANGE TALK

• Evocative questions: think about the DARN-CAT
• Readiness ruler
• Querying extremes: “What concerns you most?” or “What’s the best possible result?”
• Looking forward and back: “What was it like when things were better?” or “How do you think things might turn out?”
• Exploring goals and values

READINESS RULER

On a scale of 1-10, how important is it for you to make this change?
On a scale of 1-10, how confident are you in your ability to make this change?

• As a follow up, you can ask…
  • Why are you at ___ rather than a ____ (lower number)?
  • What would it take for you to get to a ____ (slightly higher number)?
DISCORD VS. SUSTAIN TALK

• Earlier editions of MI used the term “resistance” to describe any client movement away from change
• Sustain talk is about the target change. It’s not oppositional
• Discord is about the relationship with the client

DISCORD LOOKS LIKE

• Defending
  • Blaming: “It’s not my fault”
  • Minimizing: “It’s not that bad”
  • Justifying: “What I’m doing makes sense”
• Squaring off: “You don’t care about me”
• Interrupting: “You don’t understand”
• Disengagement: appearing inattentive or distracted
• For helpers, discord usually present as irritability, inattentiveness, or slipping into the righting reflex
HELPER BEHAVIORS INCREASE DISCORD

- Trying to convince clients that they have a problem
- Arguing for the benefits of change
- Telling clients how to change
- Warning them of the consequences of not changing
  - May occur when we have information we think the client needs

VIDEO: IT’S NOT ABOUT THE NAIL
THE RIGHTING REFLEX

- Telling people they have a problem and how to fix it
- Come from a desire of helpers to help fix people’s problems
- Using a directive approach
- Leads to pushback
- Reduces the likelihood of making a change

SUSTAIN TALK AND DISCORD: OPTIONS FOR HOW TO RESPOND

- Reflections
  - Straight, simple
  - Amplified: “There’s just no way things could be any better”
  - Double-sided: “On the one hand… and on the other”
- Emphasizing autonomy: “It up to you to decide”
- Affirmations: “You’re really confident in your ability to handle it”
- Apologizing: “Sorry if I misunderstood”
- Shifting focus
OVERSHOOTING AND UNDERSHOOTING

• The words in a reflection impact how people respond
• When we overstate, people tend to deny
  • You’re really terrified about the results of these tests.
• When we understate, people will continue to explore
  • You’re a little concerned about the results of these tests.
• Undershoot if you want them to explore, overshoot if you want them to move away from a topic

GIVING INFORMATION

• Resist the expert trap
• Follow the client’s lead
• Use Elicit-Provide-Elicit framework
  1. Elicit: ask about prior knowledge, get permission, or gauge interest
  2. Provide: give small amounts of information, support autonomy
  3. Elicit: ask for the client’s interpretation or response
MI SANDWICH

• Incorporating elements of MI into assessment can improve retention

- Use MI skills during opening to build a bond with client
- Complete agency intake assessment
- Use MI skills to summarize and reconnect

(Martino et al., 2006)

MI SELF-CHECK FOR PRACTITIONERS

Individuals and families with whom I meet would say that I:

❑ Believe that they know what’s best for themselves
❑ Help them to recognize their own strengths
❑ Am interested in helping them solve their problems in their own way
❑ Am curious about their thoughts and feelings
❑ Help guide them to make good decisions for themselves
❑ Help them look at both sides of a problem
❑ Help them feel empowered by my interactions with them
MOVING FORWARD: INTENTION SETTING

- Motivational Interviewing cannot be learned in a day
- Ongoing practice, feedback, and coaching will improve your ability to effectively use MI
- Your clients are your best teachers!
- Complete this sentence: “When I get back to work, one thing I am going to try is __________________.”

THANK YOU!
REFERENCES


REFERENCES (CONTINUED)


ADDITIONAL RESOURCES

• Training Resources on the MINT website: https://motivationalinterviewing.org/motivational-interviewing-resources

Videos
• The Rounder: https://www.youtube.com/watch?v=b4C1jQe0FZE
Exercise: Double-Sided Reflections

This exercise is designed to give you practice using double-sided reflections. Read the client’s statement and fill in the blanks for the counselor’s response to form a double-sided reflection.

Smoking

Client: My wife keeps telling me that I need to stop smoking, but I don’t want to do that. It’s something that I like doing. It helps me relax when I’m feeling stressed out at work. When I tried quitting altogether in the past, I was just really on edge. I want to take care of my health, but quitting seems like it’s just out of reach for me.

Counselor:

On the one hand _______________________________________________________________,

(reflect one aspect of sustain talk that the client stated)

and on the other hand, ________________________________________________________.

(reflect one aspect of change talk that the client stated)

Alcohol Use

Client: I’m still using alcohol even though the doctor tells me I need to quit altogether. I do think I’ve been doing better though. I keep an eye on how much I drink throughout the week and there’s some nights where I don’t drink anything at all. I switched from drinking liquor to wine and that got me to drink less, but I just don’t want to stop drinking yet. I just love having a few drinks with my friend when we’re together.

Counselor:

So, part of you feels like _____________________________________________________,

(reflect one aspect of sustain talk that the client stated)

and another part of you _____________________________________________________.

(reflect one aspect of change talk that the client stated)
Managing Depression

Client: It’s so hard for me to get up out of bed during the day. Going to see the psychiatrist just seems like one more thing to do and I already have more than I can handle right now. I wish things were easier for me, but it takes all my strength to just keep food in the house. At the end of the day, I end up crying myself to sleep and hoping I can get through the next day without leaving my apartment.

Counselor:

On the one hand ______________________________________________________________,

(reflect one aspect of sustain talk that they client stated)

and on the other hand, __________________________________________________________.

(reflect one aspect of change talk that they client stated)

Changing Jobs

Client: I am really fed up with my job, but I don’t want to go through all the stress of relearning a whole new job. I have another opportunity available to me and I’m thinking about applying for it. I would hate to give up the relationships I’ve built up in my current role, but I really feel like this new program is a better fit for me.

Counselor:

So, there’s a part of you that ______________________________________________________,

(reflect one aspect of sustain talk that they client stated)

and yet you ___________________________________________________________________.

(reflect one aspect of change talk that they client stated)


This training is supported by Florida Department of Children and Families Office of Substance Abuse and Mental Health
Exercise: Evoking Change Talk


SPEAKER:

Identify a change that you are considering, something you are thinking about changing in your life, but have not definitely decided on.

Tell the listener about the change you are considering.

After making this statement, respond to the Listener’s questions.

LISTENER:

After the Speaker tells you what they want to change, follow the script. Move on to the next number after the Speaker responds to your question or statement for each number.

1. Why are you considering making this change?

2. If you did decide to make this change, how might you go about it in order to succeed?

3. What are the three best reasons for you to do it?

4. How important would you say it is for you to make this change, on a scale of 0-10, where 0 is not at all important and 10 is extremely important?

   Follow up: And why would you say you are at a (use the number they said) rather than a (lower number)?

5. Provide a short summary of what you heard, including some of the change talk you heard, then ask, “So, what do you think you will do?”

Exercise: Evocation Experiment

SPEAKER:

Identify a change that you are considering, something you are thinking about changing in your life, but have not definitely decided on.

Tell the listener about the change you are considering.

After making this statement, respond to the Listener’s questions.

LISTENER:

After the Speaker tells you what they want to change, follow the script. Move on to the next number after the Speaker responds to your question or statement for each number.

1. Why are you considering making this change?

2. If you did decide to make this change, how might you go about it in order to succeed?

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4. How important would you say it is for you to make this change, on a scale of 0-10, where 0 is not at all important and 10 is extremely important?

   Follow up: And why would you say you are at a (use the number they said) rather than a (lower number)?

5. Provide a short summary of what you heard, including some of the change talk you heard, then ask, “So, what do you think you will do?”

Prompts for Real Play

Examples of a change you are considering, or something about which you are undecided:

- Exercise
- Eating habits
- Implementing a self-care strategy
- Upcoming purchase
- Home repair or project
- Having a difficult conversation with someone in your life
- Quitting smoking
- Taking up a new hobby

Examples of topics for elaboration and reflection:

- What brought you to this field of work
- Something you are particularly good at
- An important person in your life
- Your favorite holiday
- An influential book, movie, song, or show
- How you met your partner
- The meaning behind your name
- Your favorite season