Motivational Interviewing 101
Day 1

Justice Assistance Grant (JAG), Grant No. 2009-SU-B9-0020

This project was supported by Grant No. 2009-SU-B9-0020 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, and the Office for Victims of Crime. Points of view or opinions in the document are those of the authors and do not represent the official position or policies of the United States Department of Justice. The State values the individual diversity of all employees, applicants, volunteers, and citizens. The State does not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, religion, age, national origin or ancestry.
Introductions

- Name, work-unit, type of caseload, tenure
- What have you heard about Motivational Interviewing?
- “If I accomplish only one thing during this seminar, it would be ________________”
- “One thing that I don’t think anyone in this room knows about me is_____________”
We invite you to...

- Be yourself
- Honor your own thoughts, feelings and behaviors
- Honor the thoughts, feelings and behaviors of other participants
- Consider the notion that
  - we are all learners
  - we are all teachers
- Explore the nature of change in a new way
Housekeeping

- Agenda
- Method
- Breaks
- “Parking lot”
- Cell Phones

Concept/Skill Description

Feedback

Skill Practice

Skill Demonstration
Definition: Motivational Interviewing

is a person-centered, goal-oriented method of communicating for eliciting and strengthening intrinsic motivation for positive change

William R. Miller, 2010
Performance Objectives
By the end of the training, participants will be able to:

- Use MI skills instead of coercion/persuasion to influence clients to change
- Demonstrate the use of fundamental MI skills
- Identify and support Change Talk
- Respond with appropriate MI strategies to resistance
- Examine theories supporting MI effectiveness.
- Continue Learning MI: Taping, Coaching, Feedback
Let’s Talk About Change

- Person who had a major positive influence on you
  - LIST BEHAVIORS

- Person who elicited resistance in you
  - LIST BEHAVIORS
Video Briefing

- Compare two P.O.s interviewing the same client.
- Both P.O.s say their goal in supervising offenders is public protection.
- Both have a goal of getting offenders to change their criminal behavior.
- List the behaviors of each P.O. that would motivate you to change and those that would be ineffective in motivating you.
# The Spirit of MI

<table>
<thead>
<tr>
<th>Fundamental Approach of MI</th>
<th>Mirror-Image Opposite Approach to Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration</strong> involves a partnership that honors the client’s expertise and perspectives. The counselor provides an atmosphere that is conducive rather than coercive to change.</td>
<td><strong>Confrontation.</strong> Counseling involves overriding the client’s impaired perspectives by imposing awareness and acceptance of “reality” that the client cannot see or will not admit.</td>
</tr>
</tbody>
</table>

The Spirit of MI

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<th>Mirror-Image Opposite Approach to Counseling</th>
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<tbody>
<tr>
<td><strong>Evocation</strong>. The resources and motivation for change reside within the client. Intrinsic motivation for change is enhanced by drawing on the client’s perceptions, goals and values. It is not installation therapy.</td>
<td><strong>Education</strong>. The client is presumed to lack key knowledge, insight, and /or skills that are necessary for change to occur. The counselor seeks to address deficits by providing new insight/information.</td>
</tr>
</tbody>
</table>

The Spirit of MI

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<thead>
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<th>Mirror-Image Opposite Approach to Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy. The counselor affirms the client’s right and capacity for self-direction and facilitates informed choice.</td>
<td>Authority. The counselor tells the client what he or she must do.</td>
</tr>
</tbody>
</table>

General Principles
Of Motivational Interviewing
General Principles Underlying Motivational Interviewing

- Develop Discrepancy
- Express Empathy
- Roll with Resistance
- Support Self-Efficacy

Principle 1:
**Develop Discrepancy**

- A discrepancy between present behavior and important goals will motivate change.
- Amplify Ambivalence.
- The client should present the arguments for change.

Principle 2: Express Empathy

- Empathy facilitates change
- Skillful reflective listening is essential
- Empathy builds a working alliance

Principle 3: Roll with Resistance

- Avoid arguing for change.
- Momentum can be used to good advantage.
- New perspectives are invited, but not imposed.
- The client is a valuable resource in finding solutions to problems.

Principle 4:

Support Self-Efficacy

- Belief in the possibility of change is an important motivator.
- The client is responsible for choosing and carrying out personal change.

Evidence Based Practice:
Eight Principles of Effective Intervention
Eight Guiding Principles for risk/recidivism reduction

1. Risk/Need: Assess Actuarial Risk
2. Enhance Intrinsic Motivation
3. Target Intervention
4. Skill Train with Directed Practice
5. Increase Positive Reinforcement
6. Engage On-Going Support in Community
7. Monitor - Measure
8. Provide Feedback with Pos. Reinforcement
A central task of CJ systems is to protect society

- Most incarcerated offenders will be released back to society
- Therefore, offender behavior change is a key to protecting society
ASSESS THE “BIG 8” CRIMINOGENIC NEEDS

The more you help offenders drive down criminogenic needs, the better are their chances of quitting crime.
Behaviors Worksheet
Please Write Down…

- A behavior you have successfully changed
- A behavior you currently want to change
- A behavior someone else wants you to change
- Something you feel two ways about
Active Listening Exercises
Thomas Gordon’s

12 Roadblocks to Listening

1. Ordering, directing
2. Warning, threatening
3. Giving advice, making suggestions, providing solutions
4. Persuading with logic, arguing, lecturing
5. Moralizing, preaching
6. Judging, criticizing, blaming
7. Agreeing, approving, praising
8. Shaming, ridiculing, name-calling
9. Interpreting, analyzing
10. Reasoning, sympathizing
11. Questioning, probing
12. Withdrawing, distracting, humoring, changing the subject
Roadblocks

- Teams of 2: Interviewer/ Speaker
- **Speaker** topic: A behavior you’d like to change
- **Interviewer**: Try to persuade your partner to change faster and use as many of Gordon’s Roadblocks as you can
- Switch roles when announced
Communication Breakdown

What the speaker means

What the listener thinks the speaker means

1  What the speaker says
2  What the listener hears
3  What the listener thinks
4  What the speaker means

Active Listening
Developing Hypotheses: “Do you mean…”

- Teams of 2: Interviewer/Speaker
- **Speaker** topic: *Something you feel two ways about*
- **Interviewer**: Make a hypothesis
- **Interviewer**: Test your hypothesis:
  - Ask your partner “Do you mean …”
  - Make some correct and some incorrect guesses as to their meaning
- **Speaker** can only respond with “yes” or “no”
Learning Points

- Seemingly simple statements can have a variety of meanings
- “Obvious meanings” may not be obvious at all
- Speaker feels impelled to elaborate and disclose more about themselves!
- *Intention* to understand (interviewer) and be understood (speaker)…
  - *Necessary* but…
  - *Not sufficient*
- Skills needed
Definition: Reflective Listening

- A hypothesis (guess) about speaker’s meaning
- A statement to convey understanding
- Intonation down
- Short stems
  - “So…”
  - “Sounds like…”
  - “So you…”
  - “Seems like …”
  - “Its like…”
  - “You feel…”
Reflective Listening

- **Speaker:**
  - “One thing I feel two ways about…”
  - Elaborate as you like
- **Interviewer:**
  - Use mostly reflections
Reflective Listening Learning Points

- Seemingly simple statements can have a variety of meanings.
- "Obvious meanings" may not be obvious at all.
- Speaker feels compelled to elaborate and disclose more about themselves!
Overview of Motivational Interviewing
Motivational Interviewing Origins

- USA: Culture of conflict in treatment
- Attributed to pathology of patients; “Alcoholics lack motivation and always deny the severity of the problem.”
- William R. Miller: Examined behavior of counselors
- Direct persuasion elicits resistance
- MI: An alternative to direct persuasion
Definition: Motivational Interviewing

is a person-centered, goal-oriented method of communicating for eliciting and strengthening intrinsic motivation for positive change

William R. Miller, 2010
Benefits of Motivational Interviewing

- Identifies client’s motivational stage
- Reframes “denial” as “ambivalence”
- Shows the interviewer how to manage ambivalence about change
- Correlates with compliance

Where was MI tested?

- Outpatient clinics
- Inpatient facilities
- Educational settings
- Community organizations
- G.P. offices
- Prenatal clinics
- Emergency rooms
- Halfway house
- EAP
- Telephone
- In home
- Jails
- Mixed
- Unspecified
Study Findings Summary

Robust and enduring effects when MI is added at the beginning of treatment:

– MI increases treatment retention
– MI increases treatment adherence
– MI increases staff-perceived motivation
Major Motivational Interviewing Strategies: OARS

- Open-ended questions
- Affirmations
- Reflections
- Summaries

Open Question vs. Closed Question
What’s the difference?

Open question:
Elicits a longer answer

Closed question:
Elicits a one-word or short answer
Open-ended Questions

- Invite discussion and elaboration
- Do NOT invite brief answers
- **Stems:**
  - “What would you like to discuss?”
  - “How do you feel about coming here?”
  - “You mentioned ___. What concerns you about that?”
  - “What was that like for you when…?”
  - “Why do you think that happened?”
  - “What are your views about that?”
  - “Tell me more about ________”
Open-ended Questions

1. I will start with a closed question that I might ask a client.

2. Then I will toss the ball to someone, and that person will turn my closed question into an open-ended question.

3. That person will then ask a closed question and toss the ball to another person who will turn it into an open-ended question.
Affirmations

- Definition: appreciation, understanding, support
- Affirm *effort* and *achievement*
- Examples
  - “This is hard work you’re doing”
  - “It takes courage to face such difficult problems”
  - “Coping with that takes a lot of resourcefulness”
  - “It must have taken a lot of courage to come in today knowing you had a dirty UA”
Levels of Reflection

- **Simple Reflections:**
  - Content

- **Complex Reflections:**
  - Feeling
  - Meaning / Metaphor
OARS

RRQ Waltz:

- Triads: Interviewer, Client, Coach
- **Client**: “One behavior I might like to change about myself”
- **Interviewer** attempts to do at least 2 reflections before every question
  - Try at least one complex
- **Coach**: Assist interviewer *IF* invited to do so
- Rotate

Silence is OK!
Summary

- **Set up statement**: “Let me see if I have this right…”
- **Reflection, reflection, reflection**
- **Open question**: “So where does that leave us? What else would you like to add?” or “Now, tell me about …. (to re-direct)"
Summaries can…

- Give the message that the client is being heard
- Allow the client to add important information
- Shift the direction of the interview
Summarization

- Same triads as last (reflection) exercise
- **Speaker**: Repeat the last piece of info offered
- **Interviewer**:  
  - Try to recall several pieces of information offered by the client  
  - Pick three “pieces” to reflect  
  - Offer the summarization with beginning and ending bookends
- Rotate and Repeat
Integrating Skills: Tag Team

- **Client**: “An ongoing behavior I’m ambivalent about changing”
- Small groups of 4 or 5
- One person starts to explore ambivalence using OARS skills
- After 4-5 interactions, tags next person and so on
- No more than 2 questions in a row and avoid roadblocks/traps
## Motivational Interviewing Critique

### SKILLPATH TO EVIDENCE-BASED PRACTICES

<table>
<thead>
<tr>
<th>Skill</th>
<th>Evidence-Based Practice</th>
<th>Competency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elicit</td>
<td>1.1 Identify Personal Beliefs and Values</td>
<td>1.1 Identify Personal Beliefs and Values</td>
<td>1.1 Identify Personal Beliefs and Values</td>
</tr>
<tr>
<td>Express</td>
<td>1.2 Address Targets for Change</td>
<td>1.2 Address Targets for Change</td>
<td>1.2 Address Targets for Change</td>
</tr>
<tr>
<td>Empower</td>
<td>1.3 Increase Self-Efficacy</td>
<td>1.3 Increase Self-Efficacy</td>
<td>1.3 Increase Self-Efficacy</td>
</tr>
<tr>
<td>Explore</td>
<td>1.4 Confront Ambivalence</td>
<td>1.4 Confront Ambivalence</td>
<td>1.4 Confront Ambivalence</td>
</tr>
<tr>
<td>Experiment</td>
<td>1.5 Generate Alternatives</td>
<td>1.5 Generate Alternatives</td>
<td>1.5 Generate Alternatives</td>
</tr>
<tr>
<td>Explore</td>
<td>1.6 Develop Commitment</td>
<td>1.6 Develop Commitment</td>
<td>1.6 Develop Commitment</td>
</tr>
<tr>
<td>Express</td>
<td>1.7 Ensure Commitment</td>
<td>1.7 Ensure Commitment</td>
<td>1.7 Ensure Commitment</td>
</tr>
<tr>
<td>Express</td>
<td>1.8 Reinforce Change</td>
<td>1.8 Reinforce Change</td>
<td>1.8 Reinforce Change</td>
</tr>
<tr>
<td>Empower</td>
<td>1.9 Close Session</td>
<td>1.9 Close Session</td>
<td>1.9 Close Session</td>
</tr>
</tbody>
</table>

### PERCENTAGES OF CLINICAL SKILLS USED

- **Elicit**: 85%
- **Express**: 90%
- **Empower**: 80%
- **Explore**: 95%
- **Experiment**: 90%
- **Explore**: 85%
- **Express**: 90%
- **Empower**: 90%

### SKILL-BASED ENHANCEMENTS

- **Elicit**: 95%
- **Express**: 90%
- **Empower**: 85%
- **Explore**: 90%
- **Experiment**: 90%
- **Explore**: 85%
- **Express**: 90%
- **Empower**: 90%

### MITI GLOBAL RATING

- **Technical Skills**: 90%
- **Interpersonal Skills**: 90%
- **Process Skills**: 85%
- **Collaboration**: 80%
- **Efficiency**: 90%
- **Adherence**: 85%
- **Appraisal / Support**: 90%
- **Goal Setting**: 90%
- **Readiness Assessment**: 85%

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See how you're doing with:
- Using your MI skills in combination
- Eliciting and expressing client-centered listening skills
- Creating a MI-conducive atmosphere

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[Just for Industry] Industry Page 4 of 4
## Motivational Interviewing Critique

**Sample Version:** Follow the yellow callouts to help you understand and decipher your MI Critique.

### SkillPath to Evidence-Based Practices

<table>
<thead>
<tr>
<th>Interview By:</th>
<th>John Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency:</td>
<td>CO - EPIC</td>
</tr>
<tr>
<td>Date of Interview:</td>
<td>08/06/11</td>
</tr>
<tr>
<td>Client/Offender ID:</td>
<td>male, bipolar</td>
</tr>
<tr>
<td>Date of Tape Review:</td>
<td>08/15/11</td>
</tr>
<tr>
<td>Time Length of Interview:</td>
<td>21</td>
</tr>
<tr>
<td># Previous Critiques:</td>
<td>3</td>
</tr>
<tr>
<td>Tape Reviewed By:</td>
<td>John Smith</td>
</tr>
</tbody>
</table>

### Percentages of Clinical Skills Used

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Questions (Raw # = 7)</td>
<td>10%</td>
</tr>
<tr>
<td>Closed Questions (Raw # = 5)</td>
<td>7%</td>
</tr>
<tr>
<td>Affirmations (Raw # = 2)</td>
<td>4%</td>
</tr>
<tr>
<td>Reflections (Raw # = 5)</td>
<td>73%</td>
</tr>
<tr>
<td>Summarizations (Raw # = 2)</td>
<td>5%</td>
</tr>
<tr>
<td>Elicitations (Raw # = 2)</td>
<td>6%</td>
</tr>
<tr>
<td>Teaching/Advice (Raw # = 1)</td>
<td>1%</td>
</tr>
<tr>
<td>Confrontations (Raw # = 0)</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Skill Balance Rating

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Questions</td>
<td>90%</td>
</tr>
<tr>
<td>Closed Questions</td>
<td>88%</td>
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</table>

See how you're doing with your client-centered listening skills.
Motivational Interviewing 101
Day 2

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Stages of Change
Stages of Change Model

Prochaska & DiClemente (1986)
Stages of Change

Pre-Contemplation

- Person is not considering change
- “I don’t have a problem”

 Goals:
- Develop discrepancy

 Tasks:
- Keep logs/journal
- Raise Consciousness/Awareness
- Raise Doubt
- Provide feedback
- Reflect and listen
Contemplation

- Person is thinking about change
- “I might have a problem”

**Goals:**
- Resolve ambivalence and choose change

**Tasks**
- Explore ambivalence
- Elicit Change Talk
- Decisional balance matrix
- Tip balance toward change
Stages of Change

Determination

- Person is ready to change
- “I am going to change”

Goals:
- Implement change plan in near future

Tasks
- Increase commitment
- Create a change plan with dates
- Remove obstacles
Stages of Change

Action

- Person is putting their change plan into action
- “I am making a change”

Goals:
- Maintain new behavior for extended amount of time

Tasks:
- Support and affirm successes
- Highlight unintended benefits
- Continue to remove obstacles
- Begin to talk about relapse
Maintenance

- Sustain new behavior for extended amount of time
- “I am making my change last”

**Goals:**
- Sustain behavior for long term

**Tasks**
- Support self-efficacy
- Reevaluate and reinforce plan
- Develop skills to maintain change
Stages of Change

Relapse

- Person returned to old behavior after initial success
  - “I have returned to my old behavior”

- **Goals:**
  - Cope with consequences/what to do next

- **Tasks**
  - Frame relapse as a learning opportunity
  - What have we learned about what did/didn’t work
  - Assess current stage of change
  - Where are we now?
Eliciting Change Talk: MI Becomes more Directive
Change Talk

Phase I
Exploring Ambivalence/
Building Motivation

STRATEGIES FOR
ELICITING CHANGE TALK

Phase II
Strengthening
Commitment

ELICITING
CHANGE TALK

OPEN QUESTIONS

AFFIRMATIONS

REFLECTIONS

SUMMARIZATIONS

Harder

Easier
Research on Change Talk

Change Talk

Commitment Language

Behavior Change

Three Parts of Eliciting Change Talk

- Recognizing Change Talk
- Responding to Change Talk
- Eliciting Change Talk
Recognizing Change Talk

- **D** – Desire
- **A** – Ability
- **R** – Reasons
- **N** – Needs
- **C** – Commitment
- **T** – Taking Steps
Drumming for Change Talk

- Drum when you hear Change Talk
- Clap when you hear Commitment Talk
Responding to Change Talk

- E – Elaborate
- A – Affirm
- R – Reflect
- S – Summarize
Easy as 1-2-3

- Triads – Interviewer, Client, Coder
- Each person write three statements about a behavior that you would like to change that is in the category of D, A, R. or N
- **Client** – Read first statement to the Interviewer
- **Interviewer** – Respond to client using E,A,R, or S
- **Client** – Respond naturally to Interviewer
- **Coder** – Circle the appropriate skill for each statement and response
- Discuss, repeat process for next statement, and switch
Eliciting Change Talk: MI Becomes Directive

- **I** – Importance/Confidence Ruler
- **Q** – Querying Extremes
- **L** – Looking Back / Looking Forward
- **E** – Evocative Questions
- **D** – Decisional Balance
- **G** – Goals and Values
- **E** – Elaborating
Importance & Confidence

**Importance**
1) On a scale from 0 – 10 how important is it to you change [this behavior] ...?
2) What puts you at # ___ instead of # ___ (significantly lower)

0   10

**Confidence**
1) On a scale from 0 – 10, how confident are you that it can [change it]?
2) What would it take to move your confidence up a notch?

0   10
Using the I/C Ruler

- ID Target Behavior
- Scale Importance
- “Why not a _____?” > DARN talk
- Scale Confidence
- “What would it take for one click higher?” > DARN talk
- Follow-up with Reflections, Elaborations, Summarization.
Querying Extremes

Worst case scenario

Best case scenario

TARGET BEHAVIOR
Looking Forward/Looking Back
Evocative Open Questions

Desire: “Why do you want to change this behavior?”

Ability: “What makes you believe you can do this?”

Reason/Need: “What are some reasons to make this change?”

Commitment: “So what are you willing to do now?”
Decisional Balance

Benefits of Changing

Costs of Changing

Benefits of Not Changing

Costs of Not Changing
Exploring Goals and Values: Developing Discrepancy
Exploring Goals and Values

- What are some of the goals or values you hold?
- How does your [problem behavior] fit in with these values?
# Rokeach’s Universal Values

**Instrumental Values (Behavioral Ideals):**
- Ambitious
- Broadminded
- Capable
- Cheerful
- Clean
- Courageous
- Forgiving
- Helpful
- Honest
- Imaginative
- Independent
- Intellectual
- Logical
- Obedient
- Polite
- Responsible
- Self-controlled
- Loving

**Terminal Values (Preferences for Experiences):**
- A comfortable life
- An exciting life
- A sense of accomplishment
- A world at peace
- A world of beauty
- Equality
- Family security
- Freedom
- Happiness
- Inner harmony
- Mature love
- National security
- Pleasure
- Salvation
- Self-respect
- Social recognition
- True friendship
- Wisdom
Values

- Pairs: Interviewer, client.
- Read through Miller’s Values Cards and choose your top 6 values.
- Write them down and hand them to the interviewer.
- **Client** Topic: A behavior the I am thinking about changing.
- **Interviewer**: After exploring a little about the behavior with OARS, begin exploring how the behavior is discrepant with one or more of the client’s most important values.
- Note any instances of DARN-C talk.
- Switch roles.
Elaborating

- Asking for a specific example
- Asking for clarification: In what ways? How much? How often?
- Asking for a description of the last time this occurred
- Asking “What else?”
Integrating Skills: Tag Team

- **Client**: “Another behavior I am ambivalent about changing.”
- Small groups of 4 or 5
- Take turns interviewing: After 4-5 interactions tag next person
- After exploring ambivalence, begin using a variety of ECT skills
- 1 ECT per trainee before tagging next person
Motivational Interviewing = Spirit + Principles + Skills
“MI Spirit” Measures

- Empathy
- Genuineness
- Egalitarianism
- Acceptance / Unconditional Positive Regard
- Warmth
- “MI Spirit”
  - Collaboration
  - Evocation
  - Autonomy (“It’s your choice”)

► Spirit + Principles + Skills
1st MI Coding and Skill Rating Practice
## Coding #1

<table>
<thead>
<tr>
<th>Counselor Response</th>
<th>Count (hash marks)</th>
<th>Good Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affirm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Berg-Smith Training and Consultation, 2007
Adapted from Miller and Rollnick, 1991-2002
Skill Rating

**Interviewer:**
uses a variety of MI skills

**Coder:**
Codes interviewer MI skills

**Client**

**Coder:**
Codes interviewer MI skills