

ADVANCED MOTIVATIONAL INTERVIEWING: CONVERSATIONS TO EVOKE CHANGE TALK, STRENGTHEN IT, AND INCREASE COMMITMENT

(TASKS #5,6,7,10, AND 11)

IN-AJSOP

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Opening Exercise

1. Complete the self assessment
2. Organize in pairs
3. Pick a speaker, an interviewer
4. Speaker: Take 2-3 minutes and the interviewer will want to know what you are confident with and what it is an area of growth you are interested in regarding MI. After a summary, they will ask an interesting fact about you.
5. Interviewer: Use OARS to have a conversation.
6. Notice the flow of the conversation and offer what went well that was MI

Introductions

- Debrief previous exercise
- Volunteers will introduce a person's interesting fact only after receiving permission
- As a group, someone will offer a complex reflection regarding the interesting fact.
- This becomes your learning plan

(It is about learning not about teaching.)

Focus of the Day

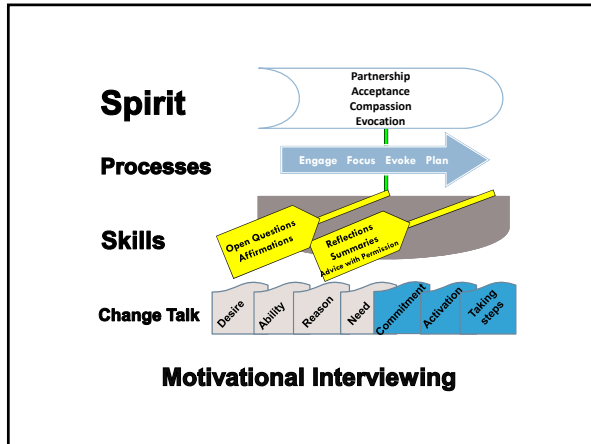
- Saxophone lessons
- Learning within the Spirit of MI
- Safety for all
- Mindful of each varied level of proficiency
- Using skills of MI throughout: OARS, EARS, etc.
- Real and Role Play (not your worst client)
- Learning new and advancing knowledge of current skills (becoming a saxophonist)
- Learning to think MI using effective skills at an opportune time
- Being an organization inclusive of MI

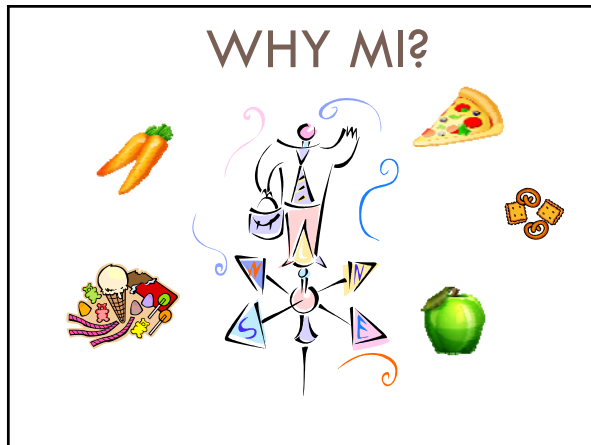
12 Tasks of Learning MI

1. Overall spirit of MI
2. Client-centered counseling skills (OARS)
3. Identifying change goal for movement
4. MI style for providing info and advice
5. Recognizing change talk & sustain talk
6. Evoking Change Talk
7. Responding in a way that strengthens change talk
8. Managing sustain talk and discord
9. Developing hope and confidence
10. Developing a change plan
11. Strengthening commitment
12. Integrating MI with your other clinical skills

Ways People Get Stuck Learning MI

- Openness to the underlying assumptions & spirit
- Proficiency with reflective listening & OARS
- Recognizing clients goals
- Offering advice in MI inconsistent fashion
- Recognizing change talk and sustain talk
- Evoking change talk (directive aspect)
- Collecting bouquets which strengthen Change Talk (summaries)
- Responding to discord & sustain talk that does not amplify it
- Not attending to hope and confidence
- When and how to negotiate a Change Plan
- Evoking and strengthening commitment
- Interweaving with other therapeutic methods





Central Task is to Resolve Ambivalence

- Feeling two ways about something (ambivalence) normally precedes change.
- Candidates for change tend to be ambivalent.
- In MI, ambivalence is not just about the behavior, it is about confidence as well.

* Importance and confidence may differ significantly (cigarette smoking example)

What Influences Change

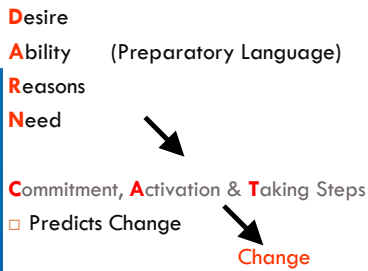
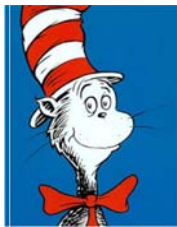
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- Increased Change Talk statements
- Increases Commitment to Act
- Increases likelihood of Change

(MI increases Change Talk)

The Flow of Change Talk

MI



3 Definitions

- Lay: A collaborative conversation style for strengthening a person's own motivation and commitment to change.
- Clinical: A person-centered counseling style for addressing the common problem of ambivalence.
- Technical: A collaborative goal-oriented style of communication with particular attention to the language of change, 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.

Spirit of MI: Platform for Conversations About Change

- Partnership
- Acceptance encompassing Absolute Worth, Accurate Empathy, Autonomy, and Affirmation
- Compassion
- Evocation

(Become aware of personal , team, and agency barriers to these.)

Partnership



- Involves a partnership and consultation with the person
- Negotiation
- Honors client's expertise and perspectives
- Caregiver provides an atmosphere that is conducive rather than coercive to change

Acceptance



- Accurate Empathy: The skill of perceiving and reflecting back another person's meaning.
- Absolute Worth: Prizing the inherent value and potential of every human being.
- Autonomy : Interviewer accepts and confirms the client's irrevocable right to self determination and choice (informed choice).
- Affirmation: Caregiver accentuates the positive, seeking and acknowledging a person's strengths and efforts.

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Compassion



- Caregiver acts benevolently to promote the client's welfare.
- Caregiver gives priority to client's needs.

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Evocation

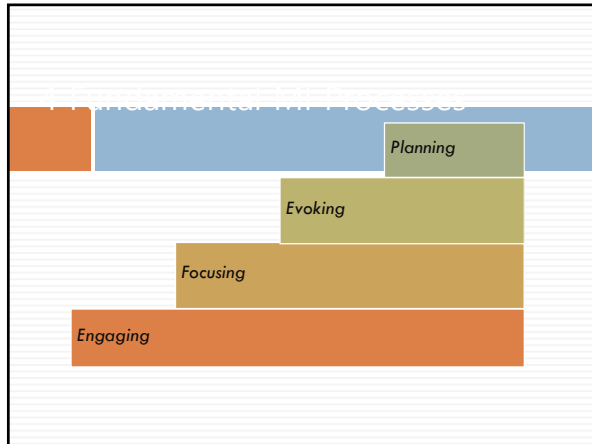


- Listening more than telling
- Eliciting rather than installing
- The resources and motivation for change are presumed to reside within the client
- Intrinsic motivation for change is enhanced by drawing on the client's own perceptions, goals, and values.

Equipose and not MI

- The clinician's decision to counsel with neutrality in a way that consciously avoids guiding a client toward one particular choice or change and instead explores the available options equally.
- May use same Basic Skills of MI

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4 Fundamental Processes (going on a trip): Change Talk Emerges

- Engaging: Establishing a mutually trusting and helpful relationship (Shall we go together?)
- Focusing: Clarifying a particular goal or direction (Where to?)
- Evoking: Eliciting the person's own motivation for a particular change (Why are we going ?)
- Planning: Developing a specific change plan the client is willing to implement (How will we get there?)

4 Micro-Skills (Rogerian)

- Open-Ended Questions ("E" - elaboration)
 - ▣ Not short-answer, yes/no, or rhetorical questions
- Affirmations (Support Self-Efficacy)
 - ▣ Comment positively on strengths, efforts, and intention
- Reflections (Simple & Complex)
 - ▣ "Active Listening"
- Summaries
 - ▣ Draw together the person's own perspectives on change

Additional Skill: Advice With Permission

- Advice with Permission: Elicit-Provide-Elicit, Ask-Provide-Ask
- Some times it is appropriate to give advice
- Ask permission to offer advice or information
- Ask what they already know
- Provide advice in short chunks
- Ask for feedback

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Micro-Skills Practice (Focus on Reflections)

- Open Questions: asking for Elaborations and Examples achieves more Change Talk
- Complex reflections continue the paragraph
- Reflections are the way to express empathy
- Attempt at least 2 to 1 ratio Reflections to Open Questions
- Summaries are complex reflections
- Offer Affirmations to build hope and confidence
- Offer Advice/Education/Information only with permission

EARS Practice 2/1 or more

- Organize in pairs
- Interviewer will use Spirit and Micro-Skills to evoke Change Talk
- Speaker: Real (preferred) or Role Play a change you are considering making yet have not made yet (examples; getting healthier, losing weight, less drinking, being more fit, etc.). Be sure to announce if real or role play.
- Interviewer will attempt at least 2/1 ratio of Reflections to Questions
- Debrief

Conversations to Eliciting/Evoke Change Talk

- * If you want Change Talk you have to ask for it:
 - **Desire:** What change are you thinking about making?...
 - **Ability:** How would you go about doing it to be successful?...
 - **Reason:** What are some of the reasons you want to do this?...
 - **Need:** Why is it important to do it now?...
 - **Commitment:** What step are you willing to take?...
- * **Decisional Balance Question** – What are some of the good things about... and what are the not so good things about...? Recommend to use this only if no ambivalence
- * **Looking forward/Querying Extremes/2 Path Solution** (can use Y diagram)
If you don't make any change, what do you think will happen? What will happen if you are successful?

More Examples

- **Looking backward**
 - How long has it been going on? How did it come about?
 - What were things like before? How were they better? Worse?
- **Exploring values and value-behavior congruence** (can use card sort)
- **Miracle solution** (What if you woke up tomorrow and this problem did not exist?)
- **Agenda Mapping/Strategy Mapping** (often used as Summary and with Planning)

Importance and Confidence Rulers

- How important is it to make this change on a 0-10 scale with 0 being not important and 10 most?
- Why is it _ as opposed to a lower number y?
- After Reflection ask; What would need to happen to raise it to a higher number z?

* Try the same thing with; How confident are you that you will make this change...?

Advancing the Conversation

- Transitioning from Focusing to Evoking to Planning
- Consolidation of Commitment
- Avoid the Traps: Chat Trap, Q&A Trap/Assessment Trap, Premature Focus, Righting Reflex, Labeling, Expert, Taking Sides, Blaming (DISCORD)
- Strategies for Evoking Change Talk: OARS/EARS, Decisional Balance with focus, Elaborations, Examples, Looking Back, Looking Forward, Query Extremes, Rulers (Importance and Confidence), Values and Goals
- Listening for Ready, Willing , and Able

Strength of Readiness: Do You Swear? (Knowing When To Move Forward)

- Strength of Commitment vs. DARN language
- 5 volunteers needed in front of group.
- You will be asked a series of questions to which you will have a prescribed response.
- P1) I want to..., P2) I Could..., P3) I have a good reason to..., P4) I need to..., P5) I will...
- Questions asked and answered.
- Debrief exercise.

Advancing the Conversation

- ICAN Summaries:
- Indicate this is a Summary (Did I understand this correctly?)
 - Change Talk reflected (including values, goals, etc.)
 - Ambivalence reflected (careful to not give equal weight to arguments for Sustain Talk)
 - Next Step commitment attempted

Develop a Change Plan if Commitment

- Offer advice if welcomed and permission given
 - Offer suggestions as a menu; Others have found ... to be helpful, which might work for you?
 - Negotiate specific plan with detail actions
 - Explore Barriers
 - Identify support
 - Summarize decision
 - How will you know it is effective: Outcomes
- (Particular attention continuing to use OARS/EARS and other MI skills.)

Table Leader Selection

- Please accept an invitation to facilitate your table in activities this afternoon
- I request one facilitator per table
- Volunteer hopefully uses MI in their daily work and believes they have at least basic competence in use of the Spirit and Skills
- I request we meet for 5-10 minutes before you go to lunch

ENHANCING SKILLS ASSOCIATED WITH AFFIRMATIONS AND MANAGING DISCORD

TASKS # 8 AND 9

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Affirmations



- Clients often discouraged
- Clients often experience AMBIVALENCE associated with lack of confidence
- Affirmations often increase sense of confidence/ability
- Affirmations build hope (for you and client)
- Coding results indicate lower rates of Affirmations
- Affirmations (Support Self-Efficacy)
 - **Comment positively on strengths, efforts, and intention**

Offering Affirmations

- Focus on behaviors
- Use “you...”; avoids appearing to be your opinion, a compliment, appearing patronizing, etc.
- Describe vs. evaluation
- Nurture confidence not deficit

Ability: Remembering Success

- What have you been successful at changing in the past? No matter how small...
 - What initiated you making this change?
 - What did you do to get started, what did you do to stick with your decision to change?
 - What barriers or obstacles did you run into? How did you get past them?
 - How easy was it? How did you feel after making that change? How do you feel about it now?
 - What other changes have you made? (Affirmation opportunities)

Affirmations: Strengths Exercise

- Strengths are closely associated with Values
- Review "Strengths List" and check which apply to you
- Have a brief conversation with a partner about this strength and how it benefits your daily experience
- As a group: review "Personal Strengths of Wisdom and Knowledge" from the book: Character Strengths and Virtues: A Handbook and Classification, Christopher Peterson and Martin Seligman, Oxford University Press, Copyright 2004
- Discuss as a large or small group ways clients demonstrate these strengths

Affirmations Exercise: Part 2

- Organize in table groups
- Each group will have a case to discuss
- The first time use a medical model or deficits approach and determine as a group the Problem(s), Possible diagnosis, and possible outcomes without treatment
- The second time using the scenarios in your packet, amongst your group, decide what "strengths" the client might be exhibiting
- For each "strength" formulate an "affirmation" statement
- Come back as large group and process/evaluate exercise
- Final task: Everyone stand. From what you have observed of others today, walk around and privately offer 2-3 people an affirmation specific to behavior/conversation you have observed.

Manage Discord



Discord

- Discord is an interpersonal process, the product of interaction between people and may be generated by the Interviewer as well as the Interviewee.
- Discord is influenced by and arises from the interpersonal context.
- Discord may occur at any time in the 4 processes.
- Counseling in a directive, confrontational manner- client discord increases.
- Counsel in a reflective, supportive manner- client discord decreases and change talk increases.

Managing Clinician Generated Discord

- Mindful of our lives, stresses, clinical setting, etc.
- Mindful of the Spirit of MI
- Mindful of Dancing Vs. Wrestling
- Mindful of our ability to influence others
- Mindful of the Traps
- Mindful of our potential Values/Experiences differences
- Mindful of cultural differences
- Mindful of Countertransference

(What are your thoughts/What helps you?)

Traps to Avoid

- Assessment Trap/Question-Answer Trap
- Chat Trap
- Trap of Taking Sides
- Expert Trap
- Labeling Trap
- Premature-Focus Trap
- Blaming Trap

Client Generated Discord

- This is often labeled as Resistance, Denial, Lack Insight, Lack Motivation, etc. (other words we care not mention)
- This is about you and toward you
- Examples: Arguing, Interrupting, Challenging, Negating, Ignoring, Hostility, Discrediting, etc.
- Clinicians often personalize these (we want to be helpful, experts, competent, etc.)
- Examples

Some Steps to Consider

- Safety Step: Am I physically safe?
- Mindfulness step: Take some calming breaths
- Cognitive step: This is not about me
- Than consider MI: Managing Discord

Management of Client Discord

- Management is similar to the management of Sustain Talk
- Be Reflective: try to guess what this behavior/statement means
- Managing Client Generated Discord: Simple Reflections, Amplified Reflections, Double-Sided Reflections, Shifting Focus, Reframing, Emphasizing Personal Choice and Control, Coming Alongside

Batting Practice

As Large Group

- A good response is not a “good comeback”, not about being 1 up
- Group members to offer examples of Client Discord one at a time: facilitator and other group members offer responses in attempt to reduce Discord

Batting Practice: Small Group

- Organize in table groups
- Each will get a turn “at bat”, so someone volunteer to be first
- Batter will stand in position with others/pitchers in semi-circle in front of them and offer discord in no particular order
- In semi-rapid pitches, pitchers will offer a pitch and the batter will respond in effort to connect (3-4 pitches per batter)
- After 3-4 pitches, next batter takes a turn
- Process as a small group
- Process as a large group

THINKING MI: BUILDING COMPETENCE AND BLENDING WITH YOUR OTHER SKILLS

TASKS #12

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MI

- It is not prescriptive.
- It is a way of Guiding the session.
- There are stylistic differences.
- It is a way of being with the client.

Masters Class: developed by Bill Miller

- Preparation
- Case development
- Strategic planning
- Selection
- Practice
- Debriefing

Masters Class: Preparation

- How to apply to varied situations.
- Develops proficiency.
- Training group works collaboratively
- Develop a typical case
- Develop strategies
- 2 volunteers will role play the scenario
- Debriefing: notice and comment on what went well, what looked like MI and why.

***Table facilitators with help each table**

Masters Class: Case Development

- Who is the person? How old?
 - What is the setting and why have they come?
 - Is this the first visit, what has happened before, and what information do we have?
 - What is their life circumstance; family, work/school, residence, interests, etc. ?
 - What are their strengths?
 - What are their presenting problems and how do they perceive them?
 - What is their motivation (make it at least some) ?
 - What expectations, reluctance, or concerns do they have about being there (including external pressure for change) ?
- * **Scribe needed at each table to take notes**

Masters Class: Strategic Planning

- If first session, what might be helpful in Engaging Process? How would Focusing emerge?
- How might you start the interview?
- What questions might you ask and why?
- What might you listen for and anticipate?
- What particular MI skills might you use and why?
- What might you evoke or elicit; values DARN-C ?
- What sustain talk and discord might you anticipate and how might you manage it ?

Masters Class: Selection

- 1 volunteer to be the interviewer
- 1 volunteer to be the client
- Everyone else observers

Masters Class: Practice

- Conversation will last no more than 6-8 minutes.
- Conversation to flow naturally, do not need to follow strategies developed.
- No interruptions; Facilitator reserve the right to assist 1 time to help with the flow if stuck. Interviewer may ask for this assistance if stuck.
- Observers to take note of specific interactions of effective MI practice. (Spirit, micro-skills, etc.); must identify specific examples

Masters Class: Debriefing

- Observers: (positive feedback only, not what you might have done differently as those are often stylistic differences)
- What skills did you see in action?
 - What seemed effective and why?
 - Why was it MI?
 - In what ways did you see examples of; Spirit, Dancing, managing Discord, ...?
- Client:
- What was your experience, what was helpful and why, ...?
- Interviewer:
- How did it go for you? What went well, and might have gone better?
- Trainer: Summary and one helpful suggestion as appropriate and only with permission.

BREAK

Advancing the Conversation

- Sustained Reflections: 3/1 ratio of reflections to open questions
- Reflections continue the paragraph
- Complex reflections add something to the conversation
- Summaries are reflections
- Advice and information is only given with permission: supports autonomy and collaboration (elements of SPIRIT)
- Note affirmations

Basic CODING as a measure (Introduction to Coding Tool)

Offering Feedback: Saxophone Lessons (Not Evaluation)

- * Feedback is given within the Spirit of MI
Process after MI practice
- Interviewer shares what they thought went well.
 - Person offering feedback offers reflections confirming strengths indicated above. Asks what interviewer thought could be improved.
 - Interviewer responds regarding possible improvements.
 - Person offering feedback reflects and confirms possible improvements. Then asks for permission to offer specific feedback. If permission given, ask what area they would like feedback on.
 - Interviewer identifies 1 area on which they would like specific feedback (more than 1 not viewed as productive).
 - Person offering feedback gives feedback about the specific area. Ask what they think about feedback.
 - Interviewer offers feedback about those thoughts.

Real Play with Some Motivation Attempting to get through the 4 Processes

- Role Play: Complete the Personal Change Exercise Worksheet as if a client with some motivation
- Groups of 3: Interviewer, interviewee, coder (each will get a turn).
- Decide who will go first in each role.
- Coder will code for basic OARS and Advice With Permission skills and can make notes about when Spirit noticed as well as Discord.
- Interviewer will interview with a clear target behavior, evoke Change Talk with effort to consolidate commitment, use MI techniques, and close with a summary. Have creating a Change Plan in mind.
- Each session will be 6-8 minutes. I will notify you when 2 minutes are left to begin ICAN Summary.
- Debrief: Coder share results with Interviewer after each practice. It will be a combination of the Score and MI Feedback process

Feedback: Example Questions as a Supervisor?

- How MI consistent did you find the session?
- How might doing less...affect the client?
- What evidence did you see of Collaboration?
- If you had it to do over again, what could promote more autonomy?
- What evidence did you see of discord and any thoughts about managing it?
- How might you express more Empathy?
- What opportunities were there for Affirmation?
- Have you thought selling houses would have been a better career ? (oops, not MI consistent)

Building Self Efficacy in MI



Building Self Efficacy in MI

- Validation
- Strengthen
- Encourage/support
- Positive reinforcement
- Empowerment
- Confidence

Becoming a Saxophonist

- Evidence shows training does not produce competence.
- Practice and feedback provide competence.
- Each is in a unique setting with different opportunities.
- Fidelity is complex

Examples of opportunities:

- Supervision Groups
- Peer study groups
- Masters Class practice
- Personal Study
- Taping and coding (for self and others)
- Role and Real Play

Exercise: Developing Competence

- Break up in table groups
- Each shares their work setting, access to MI learning, access to peers committed to the practice of MI, support for MI in the work group/organization, etc.
- Design with the feedback of others what possible designs/opportunities exist for development of competence in MI (Like a Change Plan) within your work settings.
- Break out groups will be given 10 minutes depending on time.
- Come together for sharing possible models and debrief.

Additional Considerations

- Transition and Blending: Integrating MI with other skills (MI+Education, MI+CBT, MI+...)
- Ethical decision making with MI
- Documentation consistent with MI
- MI in groups and with families

Blending/Integrating with other skills



- MI : Used as initial strategy, Combined with other approaches, Fallback position
- The Spirit of MI will be useful with other approaches
- Empathy is the most important helper quality in improving outcomes. (Reflections)
- Hopefulness of helper and client is important to improve outcomes. (Affirmations)
- Open Questions are useful to obtain information
- Reflections are important as a way to check for meaning and having the client see their own thought process.
- Ask-Provide-Ask is a way to provide instruction/education/teach skills
- Attention to the person's values/desires/goals/wishes/aspirations as a motivator is essential to many other approaches.

Blending/Integrating with other skills



- Attention to sustain talk is important to identify barrier for change
- Attention to sustain talk is a monitor for when there is a struggle to move forward in the session
- Managing Discord is essential for session to move forward and may be an indication client is stuck
- Awareness of where you are in the 4 Processes is helpful as an indication of what is the next step in the session: Do I need to do more engaging?, Do we have agreement about what to focus on?, Do we need to review why it is important to do this work?, and Do we agree on the plan or strategy including tasks between sessions?

Additional Resources(selected)

- Motivational Interviewing: Helping People Change (3rd Edition), William Miller and Stephen Rollnick, Guilford Press
- Motivational Interviewing in the Treatment of Psychological Problems, Hal Arkowitz et al, Guilford Press
- Building Motivational Interviewing Skills, David Rosengren, Guilford Press (second edition)
- Motivational Interviewing in Health Care: Helping Patients Change Behavior, Stephen Rollnick, William Miller, and Christopher Butler, Guilford Press
- Motivational Interviewing with Adolescents and Young Adults, Sylvie Naar-King and Mariann Suarez, Guilford Press
- Motivational Interviewing in Social Work Practice, Melinda Hohman, Guilford Press
- MINT web site: www.motivationalinterviewing.org

Closure

- Thanks for this opportunity
- QUESTIONS?
- Evaluation of personal learning plan. (if time, pair up to reflect)
- Evaluation of the day.

- Email: backbren90@gmail.com
