INTRODUCTION TO MOTIVATIONAL INTERVIEWING

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GIVE AN HOUR CALIFORNIA

BEFORE WE GET STARTED….

Please place a:

• Green square on the scale to represent how comfortable you are with role playing.
  • 1 (very scared) to 10 (Bring it on!)
• Dark pink square on the scale to represent how confident you are in your motivational interviewing skills.
  • 1 (what's motivational interviewing?) to 10 (I am William Miller – founder of MI)
THANK YOU’S

• Next Up/ California Community Colleges
• Motivational Interviewing Network of Trainers
• For Your Participation!

Getting Started…

• Introductions
• Housekeeping Items
• Handouts/ Powerpoint Slides
• Schedule
• CEU’s
SOME TIPS FOR THE TRAINING

• Take care of yourself – come and go as you need; stretch, stand, ask questions, etc.
• Consider your use of technology as you participate today…you know yourself best
• Challenge yourself …the more you engage in the exercises the more you’ll catch MI!

SPEED DATING
1. PAIR UP
2. SHARE THE FOLLOWING:
   - YOUR NAME AND WORK
   - FAVORITE OLYMPIC SPORT
   - ONE CHANGE YOU WOULD LIKE TO MAKE AT WORK
First, Consider Emptying Your Cup

LEARNING OBJECTIVES

• List the key ingredients of the guiding philosophy of Motivational Interviewing (MI)
• Identify the foundational communication skills of MI from demonstrations and video examples
• Name core MI strategies for eliciting and exploring students’ own reasons for change in role-play practice exercises.
• Describe the 4 processes of MI for navigating change conversations in the direction of student change goals
• Learn the Elicit-Provide-Elicit (EPE) framework and apply to work in NextUp program.
• Identify key issues for incorporating the primary skills and strategies of MI into counseling community college students.
PRE-QUESTIONNAIRE

• Page 2 of Your Handout Packet – Titled Pre-Post Questionnaire
• Read and Write a Response to Each Student Statement
• Place your response to each of the six statements after the letter “a.”

WHAT IS MI?

• A collaborative conversation to strengthen a person’s own motivation for, and commitment to, change.
• MI is about “arranging conversations so that people talk themselves into change, based on their own values and interests.”
  - Miller and Rollnick, 2013
Why would I use MI?

- Motivational interviewing is a person-centered counseling method for addressing the common problem of ambivalence about change.
- Helpful when clients are in earlier stages of change.

What Does MI Do?

- 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.
- Offered within atmosphere of acceptance and compassion.

Miller & Rollnick 2013
ENGAGING - THE SPIRIT OF MI

“People may not remember what you say, but they remember how you made them feel.”

Miller and Rollnick, 2012, p. 26
WHO WAS YOUR FAVORITE TEACHER?

- Partner up and briefly describe what made this person your favorite?

A Continuum of Styles

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Motivational interviewing
Solution-focused therapy

Psychodynamic psychotherapy
Client-centered therapy
THE “SPIRIT” OF MOTIVATIONAL INTERVIEWING

- Partnership
- Acceptance
- Compassion
- Evocation

☑ Absolute worth
☑ Accurate empathy
☑ Autonomy support
☑ Affirmation

PARTNERSHIP

“You are the best judge of what is going to work for you.”
SEEING STRENGTHS WHERE OTHERS SEE DEFICITS:
WHAT ARE MIKE’S STRENGTHS?

Mike had been kicked out of high school 3 times for getting into fights. Several times he took “the fall” for his friends who would have received worse consequences if they had been caught. Mike often fights with his alcoholic father because he either hides or smashes his dad’s liquor bottles. Regularly, Mike sneaks out at night and goes to spend the night at his girlfriend’s house. He’s only in college because his probation officer told him if he didn’t go, he’d have to do community service. When forced to attend therapy, he often shuts down and doesn’t say anything.
Acceptance

“I am here to help whatever you decide to do.”

Compassion

**MI Preparation Prayer**

Guide me to be a patient companion
To listen with a heart as open as the sky
Grant me vision to see through her eyes
And eager ears to hear her story
Create a safe and open mesa on which we may walk together
Make me a clear pool in which she may reflect
Guide me to find in her your beauty and wisdom

Knowing your desire for her to be in harmony – healthy, loving, strong
Let me honor and respect her choosing of her own path
And bless her to walk it freely
May I know once again that although she and I are different
Yet there is a peaceful place where we are one

- Dr. Bill Miller
Evocation

“What were you hoping for by coming here today?”

“MY FATHER ALSO HIT ME” CLIP

Exercise - Identify Ways Therapist Demonstrates:

- Partnership
- Compassion
- Evocation
- Acceptance

www.changecompanies.net
Common Human Reactions to Being Listened To

- Understood
- Want to talk more
- Liking the counselor
- Open
- Accepted
- Respected
- Engaged

- Safe
- Empowered
- Hopeful
- Comfortable
- Interested
- Want to come back
- Cooperative
- Able to change

Factors Influencing Motivation with Next Up Students
FACTORS INFLUENCING MOTIVATION/RECEPTIVENESS TO HELP

- Developmental History/Stage
- History of Trauma
  - Trauma Informed Care
- Stage of Change

SOME EXAMPLES

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<tr>
<th>Stage</th>
<th>Conflict</th>
<th>Question</th>
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<tbody>
<tr>
<td>Infancy</td>
<td>Trust vs. Mistrust</td>
<td>Can I depend on people?</td>
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<tr>
<td>Adolescence</td>
<td>Identity vs. Identity diffusion</td>
<td>Who am I?</td>
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<tr>
<td>Midlife</td>
<td>Generativity vs. Stagnation</td>
<td>What do I do now?</td>
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** Successful Transition from One Stage to Next Requires Some Degree of Mastery in Earlier Stages
EMERGING ADULTHOOD

- Lasts from about age 18-25; for many through the end of the twenties
- The Age of:
  - Identity explorations
  - Instability
  - Self-focus
  - Feeling in-between
  - Possibilities
- Ambivalence

TRAUMA LEAVES 'FINGERPRINTS' ON THE VICTIM. THESE DON'T FADE WHEN THE BRUISES DO.

Dr. Ellen Taliaferro

QUOTEHD.COM
How Pervasive is Trauma?
(and what's your score?)

ACEs contribute to major health & behavior issues in adulthood.

Prevalence
1 in 6 = ACE 4+
1 in 9 = ACE 5+
WHAT IS TRAUMA?

- An emotional response to a terrible event
- Can result in long lasting damage to a person's development.

APA, 2014

THE IMPACT OF TRAUMA VARIES BY:

- Age when experienced
- Frequency of trauma
  (Acute vs Complex)
- The perception of the person
- The presence of protective factors
TO UNDERSTAND THE IMPACT OF TRAUMA WE NEED TO TALK ABOUT THE BRAIN

Impact of Trauma on the Developing Brain

The brain adapts to its environment – positive or negative

Exposure to trauma causes the brain to develop in a way that will help the victim survive in a dangerous world:

- On constant alert for danger
- Quick to react to threats (fight, flight, freeze)
TRAUMA TRIGGERS

A trigger is some aspect of a traumatic event that occurs in a completely different situation but reminds the victim of the original traumatic event.

• Sounds, smells, feelings, places, postures, tones of voice, or even emotions.

POTENTIAL TRAUMA TRIGGERS

Source: Fallot & Harris (2001)

SYSTEMS
• Continually retell their story
• Procedures requiring disrobing
• Being viewed as a label
• No choice in service or treatment
• No opportunity to give feedback

RELATIONSHIPS
• Non-collaborative
• Violating trust
• Does things “for” rather than “with”
• Coercive practices
• Issuing punitive consequences
• Reinforces a power differential
Trauma Informed Care (TIC)

What is it?

It **does not** mean to treat the trauma

It **does** mean to:
- Recognize high level of trauma among those you serve
- Promote self care
- Look at the whole person, not just the behavior
- Understand that symptoms serve a purpose

How can I use it in my work?

“A program, organization, or system that is trauma informed:

1. **Realizes** the widespread impact of trauma;
2. **Recognizes** the signs and symptoms of trauma;
3. **Responds** by fully integrating knowledge about trauma into policies, procedures, and practices; and
4. Seeks to actively **resist** re-traumatization.”

-SAMHSA
## CORE COMPONENTS OF TRAUMA INFORMED CARE

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<tr>
<th>Physical &amp; Emotional Safety</th>
<th>Collaboration &amp; Mutuality</th>
<th>Trustworthiness &amp; Transparency</th>
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<td>Peer Support/ Mutual Self Help</td>
<td>Empowerment, Voice and Choice</td>
<td>Cultural, Historical, and Gender Competency</td>
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Source: SAMHSA

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**AN UNACKNOWLEDGED TRAUMA IS LIKE A WOUND THAT NEVER HEALS OVER AND MAY START TO BLEED AGAIN AT ANY TIME.**

*Alice Miller*
WRAPPING UP FOR MORNING

• Stop Light Exercise
• Bike Rack
• Lunch/ Self-Care from 12-1
Consider Your Own Process of Change

Meet People Where They Are

Improper “Interventions” and ill-informed treatment often negatively affect a person’s response to treatment.

SOME EXAMPLES…WHAT STAGE OF CHANGE?

- Linda says she will consider turning in job application, but at next visit with you hasn’t completed it yet.

- Chen tells you he’s thinking about applying to 4 year colleges and is talking with friends he knows already attending a few like CSUN and UCSB.

- Marie can’t believe she was evicted from her apartment. She’s angry at the landlord and claims that they should have given her more notice before “putting her on the street.”

- Mike comes in and tells you he’s been seeing a counselor to help him deal with his anxiety. He has come to look forward to his sessions and thanks you for referring him.
EXERCISE

• Partner up with 2 others
• Partner A – Think of your favorite food to eat and all the reasons you love it. Tell these reasons to Partner B
• Partner B – For 3 minutes, try and convince Partner A to give up that food.
• Partner C – Observe interaction and make note of significant factors in the conversation

THIS AFTERNOON!

• Primary MI Skills
  • Non-Verbal Skills
  • OARS
• Ingredients of Change/ Motivation
  • Change Talk
  • DARN CATS
“Unsolicited advice is the junk mail of life.” (Bern Williams, in Miller & Rollnick 2013)
THINK OF A TIME SOMEONE GAVE YOU UNSOLICITED ADVICE... HOW DID YOU REACT?

COMMON HUMAN REACTIONS TO NOT BEING LISTENED TO OR TOLD WHAT TO DO (RIGHTING REFLEX)

- Angry, agitated
- Oppositional
- Discounting
- Defensive
- Justifying
- Not understood
- Not heard
- Procrastinate

- Afraid
- Helpless/overwhelmed
- Ashamed
- Trapped
- Disengaged
- Not come back – avoid
- Uncomfortable
A 'No' uttered from the deepest conviction is better than a 'Yes' merely uttered to please, or worse, to avoid trouble.

-Gandhi
THE RIGHTING REFLEX

Motivational Interviewing in Dental Practice

How NOT to do it: Emily’s Oral Piercing

http://tinyurl.com/c2kh3z9

What signs/reactions did you see in dentist and patient that things weren’t going well?

How does this clip relate to difficult clients you’ve worked with?

A BETTER WAY…

Motivational Interviewing in Dental Practice Emily’s Oral Piercing http://tinyurl.com/bojtj92

What was different this time?

What did dentist DO to create a different interaction?
A Causal Chain for MI

-helper MI-consistent speech

Increased client change talk

Improved treatment/interaction outcomes

Moyers et al., 2009

ENGAGING/FOCUSING/EVOKING: COUNSELOR MI-CONSISTENT SPEECH
FOUR KEY STRATEGIES – OARS

- **OPEN** questions (to elicit client change talk)
- **AFFIRM** the client appropriately (support, emphasize personal control)
- **REFLECT** (try for complex reflections)
- **SUMMARIZE** ambivalence, offer double-sided reflection

If you use your OARS effectively you will elicit DARN CATS

OPEN VERSUS CLOSED QUESTIONS

- **CLOSED questions** invite a “yes/no”, one-word or very limited answer
  - Did you go to class today?
  - When are you going to break up with that guy?

- **OPEN questions** encourage elaboration – they evoke the client’s ideas, opinions, hopes, concerns, etc.
  - How have your classes been going? Which ones are going well? Which ones are more challenging?
  - You mentioned some concerns last time about your boyfriend. What are your thoughts on the relationship at this point in time?
AFFIRMATIONS

• Go beyond “giving a good grade”
• Are not about the practitioner's approval of the client
• Acknowledge the client's experience, struggle, expertise, efforts, etc.
• Usually begin with “you”

Example of Praising:

You are such a wonderful group - I have really enjoyed our session.
REFLECT ON YOUR USE OF AFFIRMATIONS IN YOUR WORK.

Think about one of your most challenging students. Come up with 1 or 2 affirmations you might share with them.
REFLECTIONS

• You can’t go wrong with them… seem easy, but are Simply Complex
• As a rule, keep them succinct. Students should be talking more than you!
• Many Types – We reflect verbally and non-verbally
  • Simple – Repeat or Rephrase
  • Complex – many types
    • Feelings – “You’re feeling sad and frustrated… You’re Mad”
    • Values – “Finishing school is really important to you.”
    • Test hypotheses – “While you don’t think talking to a counselor could help, you have other ideas about what might help.”
• Best response in most situations… should be at least 3 to 1 Reflections to questions in MI conversations.
I REALLY DON’T WANT TO GO TO THAT SUPPORT GROUP TONIGHT… I’M NOT SURE WHY THEY’RE WANTING ME TO GO.
"I'M ONLY COMING TO SEE YOU BECAUSE MY PARENTS AND MY BOYFRIEND ARE ALL PRESSURING ME ABOUT SMOKING POT."
WITH A PARTNER WRITE COMPLEX REFLECTIONS

1. “I want to get to class more regularly, but I’m just struggling to get up in the morning.”
2. “The nightmares about my past are holding me back. I really need to figure out how to stop them.”
3. “Sometimes I’m not sure I’m cut out for college, but other times I see this as my only way out.”
4. “I killed that test this morning…I really surprised myself!”
5. “I hope this doesn’t sound strange, but I like coming to talk with you…I’ve never had this before.”
ONE MORE…

1. “I don’t know why I have to come to this program… these other kids are weird.”
2. “I’m tired of feeling so horrible. I used to have a good life and now all I want to do is sit around and think about dying.”
3. “So much has happened over the past few years. If only I could get these thoughts out of my head.”
4. “I just want to feel normal again. I’m just not sure I want to do this with your help.”
5. “Although it’s been a long time since I’ve felt happy, I do remember when life was so much better… I want that life back.”

Reflecting Panel
1. Four Counselors

2. One volunteer: Client
   Something you are considering changing/struggling with
3. One volunteer: Coach
A sounding board for the “client”

REFLECTING PANEL INSTRUCTIONS

• Client: Share a paragraph with the Reflecting Panel about your struggle/experience

• Panel: Take turns offering a single reflection

• Client: After ALL Panel members are done, talk to your coach about which reflection resonates most for you and why

• Client: Offer this feedback to the panel, and continue the paragraph
SUMMARY STATEMENTS

WHY USE SUMMARY STATEMENTS?

- To check your understanding of the person’s situation as a whole
- To reflect back key components of what the person has discussed
- To signal a transition to another topic or the end of the session/consultation
- To highlight change talk
- Example
OARS WITH A SMOKING CESSATION CLIENT

Facilitating a Group:
"Have You Ever Been a Smoker?"

GET YOUR MONEY’S WORTH EXERCISE

• Pick a partner
• Partner A: Talk about something you’d like to see changed in your life
• Partner B: You have 3 pennies, which represent the total # of questions you can ask during a 3 minute conversation. When you ask a question, give Partner A one penny.
  • You must use reflections/ affirmations and summary statements for your other responses. Spend Wisely!
**PRACTICING OARS**

- **Partner A:** Something you are considering changing
- **Partner B:** Start with an open question
- Follow up with two reflective statements
- Offer an affirmation
- End with a summary statement

**CHANGE TALK**
“WHAT [PRACTITIONERS] REFLECT, THEY WILL HEAR MORE OF.”

Moyers et al., 2009

Change Talk and Sustain Talk

Opposite Sides of a Coin
DEFINING TERMS

- **Sustain Talk** is about the target behavior
- **Discord** is about your relationship
- **Both** are highly responsive to counselor style
- **We respond to both in the same way**

What are some examples where you’ve experienced student sustain and discord talk?
TYPES OF CHANGE TALK:
DARN CAT

- Desire
- Ability
- Reasons
- Need
- Commitment
- Activation
- Taking Steps

Yet another metaphor
MI Hill

(Pre-) Contemplation Preparation Action
I want a different life than my dad and other family members who got lost in their drug use.
I need to figure out what I want to live for… most days I just can’t come up with many good reasons to keep going.

- Desire
- Ability
- Reasons
- Need

- Commitment
- Action
- Taking Steps

I’ve been fighting the idea of getting money from victim compensation for a long time, but now I think it’s time to stop being so prideful.

- Desire
- Ability
- Reasons
- Need

- Commitment
- Action
- Taking Steps
There are some days I wake up and want something different, but just don’t know how to get there.

I really enjoyed volunteering at the Boy’s/ Girls Club this weekend. Maybe Education is a path I should take.
Evoking Preparatory and Mobilizing Change Talk Exercise

- Pair Up, complete exercise and then switch roles about 7-10 minutes each.
- **Participant 1 (helper) will start the interaction by stating,“ tell me what’s bringing you here today?”**
- Participant 2 (client) will share a behavior they’ve been considering changing.
- Participant 1 will try to explore with participant 2 the DARN CATS by listening, reflecting and asking some key questions.
- **At conclusion, reflect on what it was like to complete this exercise…what did you learn?**
KEY QUESTIONS ELICITING DARN CATS

- How interested are you in changing your __________? (desire)
- What strategies/skills have you tried to help you with this change? (ability)
- What reasons do you have for making this change? (reasons)
- What’s leading you to want to make this change now? (need)
- When would you see yourself making this change? How would you know you’re ready? (commitment)
- What would be the first step in you making this change? (action)
- What would help you take this first step? (taking steps)

WRAPPING UP...

- Stop Light Exercise
- Small Group Debrief
- Large Group Debrief
MOTIVATIONAL INTERVIEWING

OUR PATH TODAY

- Quick Review
- Responding to Difficult Interactions (Resistance) and Ambivalence
- Reflections that Reduce Sustain Talk and Elicit Change Talk
- Importance/ Confidence Rulers
- Providing Information/ Referrals – Elicit Provide Elicit
- Values Clarification Exercises to Increase Motivation
- Agenda Setting
- Change Plans
- Next Steps in Your MI Practice/ Training
WHAT STAGE OF CHANGE ARE YOU?

OPENING EXERCISE

QUICK REVIEW

• What are some key words that describe Motivational Interviewing?

• True or False? As an MI practitioner you should aim to demonstrate your expert status with a student?

• What are your OARS?

• What are some of the critical variables you're hoping to elicit in MI conversations? (DARN CATS)

• What is the ratio of reflections to questions you should be aiming for?
MI IS DANCING RATHER THAN WRESTLING…

• “People are generally better persuaded by the reasons they have themselves discovered than by those that enter the minds of others...”

  • Blaise Pascal, Mathematician & Theologian (1623-1662)
WHAT IS THE SPIRIT OF MI?

- **Draw out vs. implant the right ideas:**
  - “What concerns you about your financial situation?”
  - VERSUS
  - “You need to start working.”

- **Allow the freedom NOT to change vs. push for commitment:**
  - “How ready are you to change?”
  - VERSUS
  - “If you delay getting sober, you could die.”

- **Collaborate:**
  - “What do you think you’ll do?”
  - VERSUS
  - “You’ve got to take your medications.”

RESPONDING TO AMBIVALENCE/ SUSTAIN TALK

- Ambivalence is a common and even healthy part of the change process
- Less about trying to talk someone out of their position, but more about helping give voice to their reasons for wanting to change and NOT change.
IT IS THE SPIRIT OF MI TO...

Appreciate Ambivalence

APPRECIATE AMBIVALENCE

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<th>Quitting marijuana</th>
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<td>Helps me relax</td>
<td>Stay healthy</td>
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<td></td>
<td>Helps with pain</td>
<td>Save money</td>
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<td>My friends and I have fun when we smoke</td>
<td>Stay out of jail</td>
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<td></td>
<td>I feel fine</td>
<td>Finish probation</td>
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<td>Costs of:</td>
<td>Doctor lectures me</td>
<td>I am less likely to die</td>
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<td>I am broke</td>
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<td>My friends will think I'm boring</td>
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<td></td>
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<td>My pain will be worse</td>
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<td>I will feel more anxious</td>
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HELP YOURSELF!

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<td>Benefits of:</td>
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<td>Costs of:</td>
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THE AMBIVALENT SMOKER
DECISION MATRIX EXERCISE

- Partner Up
- Helper: Ask Client why they are coming in and what they'd like to talk about
- Client: Identify a clear behavior you'd like to change in your life.
- Helper: Using your OARS, walk them through each of the four boxes in the decision matrix. Be careful not to try and persuade them in any one direction, but be listening for change talk and make efforts to reflect THEIR words.
- At conclusion, offer your helper feedback and thank one another.

ROLLING WITH SUSTAIN OR DISCORD TALK

- Avoid a direct head-on argument with the person whose behavior you would like to see change ("Avoid Argumentation" is another key principle of motivational interviewing theory)
- Show that you have heard what the other person has said (that key listening skill is a way of getting alongside them even if you don't agree and may help to defuse or prevent some of their instinctive defensiveness)
- Encourage the other person to come up with possible solutions or alternative behaviors themself rather than forcing suggestions on them. This can help them to feel empowered rather than attacked.
MORE ROLLING STRATEGIES

- **Check Yourself**…any type of resistance is a signal to **RESPOND DIFFERENTLY**, slow down…listen…breathe.
- **Keep it simple**… wait for the “storm to pass.”
  - Often times, if people feel heard and are allowed to emote.
- **Develop Discrepancy**
  - You’ve talked about how much care about your family and yet from what you told me about your weekend, it seemed to cause a pretty big problem with your brother.
- **Ask them to consider other’s viewpoints on their situation.**
  - You’ve mentioned your friend, Brian, a few times. What are his thoughts on your situation? What do you think of his perspectives?

LET’S PRACTICE

- You just don’t understand what it’s like to be me.
- If I get a referral to one more social service agency, I’m going to scream!
- I’m just smoking a little pot. Doesn’t everyone?
- I think I’m going to drop out of this program.
- No matter how much I study, I still get bad grades. I’m going to stop trying
- I like being homeless…I don’t want to live in a shelter.
- Only you know exactly what’s happening for you at this moment.
- You haven’t always had the best experiences with people offering to help.
- You’re still trying to determine for yourself whether pot is problem for you.
- You’re not finding anything we offer you to be helpful.
- The ways you’re studying aren’t working.
- Your shelter experiences have not been helpful. You’re looking for something different.
BATTING PRACTICE

Time for a Break!
### Reflections That Deepen the Conversation

- **Amplified:** Reflect what the client has said in an exaggerated, but genuine way (over or under).
  - This encourages the client to argue less, and can elicit the other side of the client’s ambivalence.
  - Example:
    - Student: “I only came here because my girlfriend told me to come in.”
    - Helper: “The only reason you’re here today is because of your girlfriend.”

- **Double-Sided:** Reflects both sides of a person’s ambivalence, but ends with language in the direction of change.
  - Student: I’m so frustrated with the counselor I saw. Although she seemed to get me, she said one thing that really bugged me, telling me I should consider stopping pot.
  - Helper: Sounds like an emotional session and that some of it was hard for you to hear, but unlike other counselors you’ve told me about, finally you found one who you felt connected to.

- **Similes/Metaphor:** Using client’s language, use illustrations that make sense for them.
  - It’s the fourth quarter and you’re down by 10, but you can see a path to get back in the game.

- **Reframing:** Help students see things from different perspectives.
  - Student — “I’ve taken this dumb math class 3 times and even now I only have a C in it.”
  - Helper — “You are persistent. Despite setbacks you’re close to passing this class and can move on with classes that you’re more interested in taking.”

### In the Moment Exercise

Challenge YourSelf to Make Use of the Various Types of Reflections We’ve Discussed!
Using Rulers:

1. Ask them to place themselves on ruler with respect to the importance/ confidence.

2. Tell me a little about how you chose a “6”.

3. Scale Up – What would move you from a 6 to a 8?

3. Scale Down – Why a 6 instead of a 4?

For best results, listen for what the client VALUES most.

- What are the rules you live by?
- What do you care most about in your life?
**Personal Values**

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Family</th>
<th>Money</th>
<th>Fun</th>
<th>Risk</th>
<th>Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Truthful</td>
<td>____</td>
<td>Spiritual</td>
<td>Education</td>
<td>Bravery</td>
</tr>
<tr>
<td>Winning</td>
<td>Giving</td>
<td>Acceptance</td>
<td>Adventure</td>
<td>Friends</td>
<td>Confident</td>
</tr>
<tr>
<td>Hope</td>
<td>Maturity</td>
<td>____</td>
<td>Power</td>
<td>Active</td>
<td>Independent</td>
</tr>
<tr>
<td>Growing</td>
<td>Freedom</td>
<td>Peace</td>
<td>Comfort</td>
<td>Health</td>
<td>Energetic</td>
</tr>
</tbody>
</table>

**Mobilize Values**

1. Choose the 5 Values that are Most Important to You.

2. Ask About Each
   - Follow with Reflections/Affirmations
   - Deepen By Asking How they Are Doing with Each

3. How do any of these values relate to the problem they are dealing with?

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**STRENGTHENING COMMITMENT THROUGH USE OF KEY QUESTIONS**

- Recognize Readiness to Change
  - Increased Change Talk, Decreased Sustain Talk, DARNs strong, asking questions about change

- Summarize the big picture

- Ask a Key transition Question
  - “At this point, what are you thinking about doing, not doing?”
  - “What happens next for you?”
  - “Where does this leave you now?”
  - “What changes, if any, are you thinking about making between now and the next time we talk?”
  - “I’m wondering, where does this leave you in terms of a goal you might want to set?”
ELICIT-PROVIDE-ELICIT

- **Elicit** - Ask what the student knows or would like to know or if it's okay if you offer them information.
  - “What do you know about...”
  - “Do you mind if I express my concerns?”
- **Provide** - Information in a neutral, nonjudgmental fashion. Avoid “I...” and “You...”
  - “Research suggests...”
  - “Studies have shown...”
  - “Others have benefited from...”
- **Elicit** - The patient’s interpretation
  - “What does this mean to you?”
  - “How can I help?”
  - “Where does this leave you?”

FACILITATING ACTION PLANNING  (SEE CHANGE PLAN WORKSHEET)

- **Brainstorm ideas and options**
  - “What are your ideas about making a change?”
  - “How would you make this happen?”
- **Negotiate a plan of action**
  - **SMART Goals**
    - Specific
    - Measurable
    - Action-Oriented
    - Realistic
    - Time-Limited
  - Example “In the next week, I would like to go from smoking 10 to 3 cigarettes/day”
- **Explore Barriers**
- **Identify Support**
- **Summarize Decision and check in on commitment**
- **Assess Confidence**
NOW THAT YOU HAVE YOUR
AND CAN ELICIT

HELPING YOUR CLIENTS PLAN
FOR CHANGE

AGENDA MAPPING
AGENDA MAPPING

- A brief discussion with the client, where he/she has the most decision-making freedom possible
- The client chooses what area toward better health they want to discuss
- No topic is off limits – success in one area can lead to success in another
AGENDA MAPPING SUGGESTIONS

• Start with understanding the client’s perspectives and preferences
• Try not to ‘trap’ the person by suggesting a lifestyle change (or focusing too soon on change) once the person raises a lifestyle area
• Consider providing the client with a finite list of topics to choose from, and asking them if any of the areas they want to discuss are included in that list
• After the client responds, feel free to mention topics that you want to talk about

AGENDA SETTING STRATEGIES

• Asking for elaboration
• Reflective listening
• Emphasizing personal choice and control
• Asking permission before making suggestions
• Summary statements
“Given these possible areas to focus, what would you like to talk about in our time together today?”

**Agenda Mapping Example**

**The TEACH Project**
Excellence in Interprofessional Education

[Email and Website Links]
PUTTING IT ALL TOGETHER

How Not to Do It

A conversation with Sal about his asthma
http://www.youtube.com/watch?v=kN7T-cmb_l0
In groups of three, take one of three roles:

- Person “A” describe a change you are thinking of making in the next 6 months – 1 year
- Person “B” respond using motivational strategies
  - OARS
  - Confidence/ Importance Rulers
  - Change Plan Worksheet
- Person “C” observe and give feedback
WHAT ARE THE MI SKILLS THAT YOU WILL COMMIT TO USING?

• MI Spirit
• OARS
• Identify and evoking change talk
• Agenda-mapping
• Other?
Recommended Resources


http://www.motivationalinterview.org/Documents//MIA-STEP.pdf


Useful Websites

Motivational Interviewing Website
http://www.motivationalinterview.net

Motivational Interviewing Network of Trainers (MINT) Website
www.motivationalinterviewing.org

Examples of Motivational Interviewing Videos on YouTube
http://www.youtube.com/user/teachproject#p/u
FINAL REFLECTIONS/ QUESTIONS

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