Introduction – or Refresher – to Motivational Interviewing

Child-Youth-Family Serving Systems: Conversations about Change

Promoting wellness and recovery

The Center for Innovative Practices
In partnership with the Siebel Center for Prevention at Case Western Reserve University Mandel School for Applied Social Sciences
Today’s Format

We will cover 4 Modules. Each is 90 minutes and is designed around a central Motivational Interviewing component. Each builds on the previous and supports experience with MI (previous trainings, etc.)

**Module 1:** History, theoretical framework and Spirit; Stages of Change
Introduction

**Break**

**Module 2:** Stages of change recognition; O.A.R.S. introduction

**Lunch**

**Module 3:** O.A.R.S. expansion and practice; Change Talk and Sustain Talk

**Break**

**Module 4:** Traps and troubleshooting; Review and Discussion; Resources
But first... Introductions

We are going to use ‘break-out rooms’ several times today

- Introduce yourself: name, position and primary responsibilities
- What do you remember thinking was useful from any previous MI training or exposure?
- WIIFM?

Masks are optional in virtual break-out rooms, but not entirely discouraged...
Module 1

Influences, Spirit and Stages

Promoting wellness and recovery

The Center for Innovative Practices
Module 1

Objectives

1. Define Motivational Interviewing and describe how it is a particular way of having a conversation

2. Describe the theoretical models that have influenced MI

3. Describe the fundamental Spirit of MI and the associated four vital aspects of this spirit

4. List the Stages of Change
What is MI?

“...MI is about arranging conversations so that people talk themselves into change, based on their own values and interests.”

(Miller & Rollnick, 2013 p.4)

MI is a *guided* and collaborative conversation in the direction of change

The MI-Style Zone

Highly Directive → Guiding → Following

Guilford Press
Ambivalence

Ambivalence is wanting something to change and not to change at the same time.

It is wanting (at least) two incompatible things at the same time.

It is a very human thing.

It is a normal part of the change process.

It is quite easy to get stuck here for a long time.

It is uncomfortable – and change does not occur without discomfort.

Most who would benefit from making a change are ambivalent, but there is a continuum

<table>
<thead>
<tr>
<th>Some</th>
<th>Most</th>
<th>A Few</th>
</tr>
</thead>
<tbody>
<tr>
<td>See no reason to make a change</td>
<td>See reasons for change and for not changing: ambivalent</td>
<td>Taking action toward change</td>
</tr>
</tbody>
</table>

For those who do not see any reason(s) for change, a move to ambivalence is a necessary and big first step.

For the majority of people – those with ambivalent pulls about change – they already have ideas about why a change should be made – which will be expressed as change talk.

They also have ideas about why a change should not be made – which will be expressed as sustain talk.

Caution: what happens when a human is confronted about how they should change – even if it is a ‘best intention’ challenge? (Righting Reflex)

The Center for Innovative Practices @ The Begun Center
Starting Definition of MI

Motivational Interviewing is a collaborative conversation style for strengthening a person’s own motivation and commitment to change.

Miller&Rollnick, 2013 p. 12
Smells like MI Spirit

If MI is applied just as a set of technical skills, it runs the risk of being too wooden - or - in the worst case, a way to try to trick people into change.

Defined as ‘four habits of the heart’, the Spirit of MI is necessary for ‘doing for or with’ another, not ‘to or on them’.
MI Spirit: Partnership (Collaboration)

Partnership is the foundation that MI is not ‘done to’ someone: rather, it is a collaboration. This partnership is a collaboration between experts: professional brings expertise, and so does the client.

The professional works to create a positive working relationship that allows clients to find their own reasons for change: this relationship can be guiding, but not coercive. Miller and Rollnick love similes and compare this to: dancing rather than wrestling.
MI Spirit: Acceptance

This is acceptance of what the client brings – not their actions or choices – but of the person.

This is very rooted in the Person-Centered therapy of Carl Rogers and is made-up of four parts

1. Absolute Worth
   This is recognizing the worth and potential of all people. It is rooted in Humanism, but also a practical recognition: people are not likely to change when feeling judged.

2. Autonomy
   Recognizing people have the right to choose their own direction – and are more likely grow in a positive direction when accepted

3. Accurate empathy
   Through the eyes of the other person

4. Affirmation
   Acknowledging strengths
MI Spirit: Evocation

\i-ˈvōk\ 

transitive verb

1: to call forth or up: such as
   a: to bring to mind or recollection

Evoking is calling forth the expertise of the person about the person – with the acceptance that people mostly have what they need already in them.

*this is contrasted with: looking for the things that are missing from the person and then telling them how to be
MI Spirit: Compassion

Compassion was added to the most recent edition of MI – with the thinking: the other three (partnership, acceptance and evocation) could be in-place, but in a self-serving way.

Miller and Rollnick considered: you could employ all three characteristics if you were selling the person a lemon of a used car...

Compassion is the difference

Compassion is the promotion of the best interest(s) of the other person
Building Blocks of MI

Theoretical Contributors

- Client-Directed Therapy of Carl Rogers
  - Therapeutic genuineness and empathetic reflections
- Solution-Focused Therapy
- Self-Perception theory from Bem
- Cognitive Dissonance from Festinger
Complimentary Model

Transtheoretical Model
Not a contributing model, the TTM was conceived and evolved at the same time as MI (1980s and 90s).

Noted that none of the existing models about change recognized the temporal nature of change: rather each described change by a single event (‘stopped using’)

In the Core Constructs about change, the TTM defined the Stages of Change: which are very complimentary to ideas about change and ambivalence in MI
The Stages of Change

Change is a process that can move through six stages:

- Precontemplation
- Contemplation
- Preparation
- Action
- Maintenance
- Termination

*Relapse is often included as a stage: it is not, but rather identifies a return to an earlier stage of change from either Action or Maintenance.

Prochaska & Velicer, 1997
Break

We will take a 10 minute break – and then move to Module 2.
Module 2

Stages of Change and OARS

Promoting wellness and recovery

The Center for Innovative Practices
Module 2

Objectives

1. Define tasks for each stage of change and provide client/parent-specific examples for each

2. Define the fundamental communication skill-sets outlined by OARS
Precontemplation

The youth (\&/or) parent expresses no interest in change now or in the foreseeable future. While others may readily note reasons for change, the person at this stage is *unaware* or *under-aware* of reason(s) for change.

Prochaska\&Velicer,1997; Krebs et al.,2018
Youth/parents/caregivers... at the contemplation stage are aware that a problem exists – and may be weighing both pros and cons of moving toward change. No actual change is attempted here.

There can be a recognition that change would be costly – and people can remain stuck here for a long time.

Prochaska&Velicer,1997; Krebs et al.,2018
Youth/parents/caregivers... at the preparation stage are ready to take action toward change – and have likely started making small efforts toward this change – but not fully.

Prochaska & Velicer, 1997; Krebs et al., 2018
At the action stage, people make committed and overt behavioral (observable) change(s). This can be quite difficult at first – and may benefit from significant external support.

Relapse – or a return of the old behavior(s) and to a previous stage of change – is a significant threat.

Prochaska & Velicer, 1997; Krebs et al., 2018
At the maintenance stage, the change has been incorporated and does not require the active and constant attention from the action stage – relapse remains a risk, but not as strongly. Confidence in the change is practiced.

Prochaska & Velicer, 1997; Krebs et al., 2018
## Stage of Change: Notes and Examples

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precontemplative</td>
<td>Unaware</td>
</tr>
<tr>
<td>Contemplative</td>
<td>Considering pros and cons</td>
</tr>
<tr>
<td>Preparation</td>
<td>Decided to start a change</td>
</tr>
</tbody>
</table>

We did not cover **Termination Stage**: this is when there is a zero or near-zero chance of returning to changed behavior.

Studies on health-related problems and readiness to change have consistently shown of those entering:

- 40% are at Precontemplative
- 40% are at Contemplative
- >20% are at Preparation

Prochaska & Velicer, 1997
Stage of Change: Complicated Lives

The complicated interactions of needs are not typically at a single Stage of Change.

- Get my kids back (Preparation)
- Safer Housing (Action)
- Drugs/Alcohol (Mixed)
- Opioids (Preparation)
- End Relationship (Contemplation)
- Cannabis (Precontemplation)
More Complex Definition of MI

Motivational Interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is 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.

MI is a good fit when there is little or no apparent ambivalence (precontemplative stage), and when there are strong pulls from ‘pro’ and from ‘con’ (contemplative stage). It fits well in blended fashion when there is a commitment to change (preparation stage) and can be supportive when there is active movement (action stage).

Miller & Rollnick, 2013 p. 29
Collaborative Rowing

MI is about communication. It is a collaborative conversation that moves in the direction of identifying and strengthening reasons to change that are already in a person. It does not try to offer outside reasons for change or to trick people into thinking about change.

- So – how do we have these very focused conversations? Some very basic skills – that sound easy – go a very long way toward guiding this style of communicating.
- The main ingredient to good communication: listening

These skills are commonly presented as **OARS**
Row with the Flow

Four processes are identified describing the ‘flow’ of the collaborative relationship with MI. These likely appear in the order listed, but one does not end as the next begins – rather there is a great deal of overlap.

1. Engaging
2. Focusing
3. Evoking
4. Planning

We are not diving into these: they will influence application of the core OARS skills – but the flow will be more apparent after practice.
Open (ended) questions ‘open the door’ for people to move into conversation, are more people-oriented and encourage the person’s thinking

- They encourage engagement
- Help understand the person’s frame of reference, experiences and also evaluate the level(s) of readiness (stage of change)
Affirmations are very empathetic and respectful – *when sincere*

Because many of the individuals served by your organization are likely to feel as if they are being judged or scrutinized it is important, when possible, to identify strengths when appropriate. Affirming usually takes the form of identifying a behavior, or personal value that is present as the individual works toward change. It is important that the affirmation not appear judgmental in any way. Rosengren (2009) suggests the following when offering affirmations.

- Focus on a specific behavior
- Avoid using the word “I” at the beginning of the affirmation
- Focus on descriptions and not evaluations
There are multiple levels to Reflecting – and though placing #3 on this mnemonic, it is considered the ‘learn first’, basic skill.

- This unquestionably conveys listening
- It poses hypotheses in statement form (too many questions can shut-down the flow of a conversation)
- It can keep the person talking – which encourages greater exploration
- Reflections also let the person hear their own thoughts – which is quite useful
Summaries are really big reflections; they collect material that has been offered.

“So far, you’ve expressed concern about your children when they are with your ex-husband, obtaining a job, and finding a safer place to live.”

Link something just said with something discussed earlier.

“You get really anxious when it is time to end your visit. And earlier you mentioned several times that you physically shake when you walk from your car to your apartment”.

Draw together what has happened and transition to a new task.

“Before I ask you the questions I mentioned earlier, let me summarize what you’ve told me so far, and see if I’ve missed anything important. You came in because you were feeling really sick, and it scared you and you recognize you cannot continue with things as they currently are.”
Lunch Break

The Center for Innovative Practices @ The Begun Center
Module 3

OARS practice, Sustain and Change Talk

Promoting wellness and recovery

The Center for Innovative Practices
Objectives

1. Outline and describe, with practice, the engaging and navigating utility of each component in OARS
2. Describe and provide examples of Sustain Talk
3. Describe and provide examples of Change Talk
Post Lunch Review

△ MI is a collaborative yet guided conversation that aims to elicit reasons for and strengthen reasons to change.

△ The Spirit of MI is built on:
  △ Collaboration
  △ Acceptance
  △ Evocation
  △ Compassion

△ While not a part of the MI concept, the Stages of Change help inform MI conversational style
OARS Review

△Open-Questions
△These invite ‘bigger’ and more thoughtful responses.
△“How else do you think you could have responded to your daughter’s tantrum?”

△Affirmations
△This recognizes or acknowledges strengths or resiliencies
△“That didn’t work exactly as you planned, but it was a very brave try”

△Reflections
△These communicate empathy and also make a guess about what the person is thinking.
△Do not inflect your voice up at the end of the reflection – it is a hypothesis but not a direct question
△Avoid too many exact reflections – they can sound sarcastic or disinterested
△Drop the opening stems, like: ‘So,…’, ‘What I hear you saying is…’, or ‘It sounds like…’
OARS Review

**Summaries**
- These are big reflections – that connect several things that have been said
- These really convey listening
- Summaries can help everyone – especially ones who are concrete-thinkers – see how several thoughts are connected

**5th Core skill: Informing and Advising**
- MI does not forbid providing information and advice: you have good experience and information to help. Two considerations:
  1. Offer with permission
  2. Is always individualized and guides the person toward reaching their own conclusion
OARS in Child Welfare: Video

OARS conversation
Reflection
And anti-reflection...

△ Breakout Practice

- Consider something you would like to change about yourself – within the boundaries of general, social discussion (!)
  - One Caseworker/therapist
  - One Parent/client
  - One observer

  First 5 minutes – parent begins with ‘something I would like to change is...’
  Caseworker offers strong arguments and ‘pro-change reasons’ why this change should be made.
  Observer monitors that only arguments for change are made

  Second 5 minutes – (switch roles) – parent begins with ‘something I would like to change is...’
  Caseworker responds only with reflections (no questions, no arguments – just reflections)
  Observer monitors that only reflections are used

  Lastly: discuss the experiences as a group. Was there a different feel to the two types of caseworker responses?

https://www.classicarcademuseum.org/breakout
Change Talk and Sustain Talk

Change Talk is anything the youth/parent says that is a reason or plan for change

“I wish I had more confidence in staying clean so I could get off probation”

Sustain Talk is anything the youth/parent says that is a reason not to change – or to maintain the status quo

“I have tried and failed to stay calm so many times I figure there’s no sense in even trying”

Change Talk and Sustain Talk are opposite sides of the same coin: ambivalence
Ambivalence is being pulled in two, contradictory directions about a single topic
Change Talk: DARN-CAT

It is possible to classify different types of Change Talk that are on a continuum of readiness:

- **Preparatory Talk**
  - D: Desire
  - A: Ability
  - R: Reason(s)
  - N: Need
  
  More consistent with Precontemplation and Contemplation Stages

- **Mobilizing Talk**
  - C: Commitment
  - A: Activation
  - T: Taking Steps

  More consistent with Preparation and Action Stages

It is not vital that you recognize the specific type of change talk you hear – it is most important that you recognize (and then respond) to change talk in general.
Respond to Change Talk

△ When you hear Change Talk – respond!

“If I quit smoking weed so much, I’d probably have a much better chance getting up for school on time”

△ What do you use to respond?
△ Hit ‘em with your OARS (well, figuratively...):
O: Open Question
‘what would not smoking so much look like?’
A: Affirmation
‘you’ve really been thinking about a big change to move toward graduating’
R: Reflective Listening
‘cutting back on marijuana would give you much better odds getting where you want to go’
S: Summary
Sustain Talk

△ This is the side of the person’s ambivalent feelings that argues for keeping things the same: this is most often interwoven into conversations with Change Talk!

△ One type of Sustain Talk is Discord – when the parent is ‘pushing back’, arguing or ignoring. This was formerly called ‘Resistance’

△ Whichever it is called – this is a signal for you to take a different approach (you alter – not the parent): ‘Roll with Resistance’

△ The more Change Talk – the better predictor of change.

△ The more Sustain Talk – the more the predictor of no change.

△ In a small study – increasing Change Talk while simultaneously decreasing Sustain Talk was most reliably accomplished with Affirmations

Apodaca et al, 2016
Break

10:00

Breaktime for PowerPoint by Flow Simulation Ltd.
Module 4

Traps, Roadblocks and Resources
Module 4

Objectives

1. Describe how ‘traps’ may threaten engagement; provide examples of at least 3 possible traps

2. Describe how ‘roadblocks’ may interfere with listening; provide examples of at least 3 possible roadblocks

3. Outline how a Motivational Interviewing communication style might positively impact your work; identify at least 3 available resources for expanding MI skills
Remember the Flow

Our discussions are skewed more heavily toward Engagement: because without a working relationship, facilitated change is not going to happen.

(Focusing is interwoven)

- **Engaging**
  - Working relationship or collaborative partnership

- **Focusing**
  - Seeking and maintaining direction

- **Evoking**
  - Reinforcing change talk to sustain movement toward change

- **Planning**
  - Not just a goal and readiness – but a way to get there
Traps to Successful Engagement and Focusing

▷ Assessment Trap
▷ Professional relationships often begin with an Intake Assessment or interview: this places the Worker in superior position and suggests that with enough questions asked – an answer will be revealed.

▷ Expert Trap
▷ If your furnace breaks in February – you want an expert: someone who diagnoses, fixes, (charges!) and things move forward without understanding on your part. This does not work in a collaborative partnership with the hope for increased motivation, plans for and actions toward change.
Traps: Engagement and Focusing

△ Premature Focus Trap
△ This is trying to ‘solve the problem’ before establishing a relationship – and typically before collaboratively identifying the ‘problem’

△ Labeling Trap
△ This has aspects of several traps in one (Expert, Premature, Blaming) and risks disengagement by defensiveness (or just common human reaction...)
  △ “Well, to someone like you, who neglects his infant because of issues around bipolar alcoholism in clear denial...”

△ Blaming Trap
△ Defensiveness can really hamper a collaborative relationship: and who may be more concerned about ‘being at fault’ or ‘to blame’ than parents referred to Child Welfare? While this does not mean responsibility is absolved – but the focus is on change and solution(s)

△ Chat Trap
△ A small amount of ‘small talk’ is fine – but not much – this can stall things completely

The Center for Innovative Practices @ The Begun Center
Roadblocks to Effective Listening

Miller and Rollnick list Roadblocks to listening outlined by Gordon (1970)

1. Ordering, Directing, Commanding  
2. Warning, Cautioning, Threatening  
3. Giving Advice, Making suggestions, Providing solutions  
   ❖ Note: giving advice has its place – but only after getting permission  
4. Persuading with logic, Arguing, Lecturing
Roadblocks to Listening

5. Telling people what they should do: Moralizing
6. Disagreeing, Judging, Criticizing, Blaming
7. Agreeing, Approving, Praising
8. Shaming, Ridiculing, Labeling
9. Interpreting, Analyzing
10. Reassuring, Sympathizing, Consoling
11. Questioning, Probing
12. Withdrawing, Distracting, Humoring...changing the subject
Roadblock Breakout

From the list of Roadblocks to Effective Listening (and therefore to Effective Reflective Listening), identify one or two that feel familiar to you – and talk about the challenges in trying to balance effective listening (everybody uses these at times!)

And this would be a great opportunity to practice reflective listening when someone else is presenting their experiences.
Helpful Sources and Resources

**Child Welfare Information Gateway**

Motivational Interviewing: A Primer for Child Welfare Professionals

- Overview
- What is motivational interviewing
- Basics of motivational interviewing
- Working towards change
- Training
- Conclusion
- References

[https://www.childwelfare.gov/pubs/motivational-interviewing](https://www.childwelfare.gov/pubs/motivational-interviewing)

**From SAMHSA**

Useful review: All SUD-focused


The Center for Innovative Practices @ The Begun Center
Helpful Sources and Resources

The Horse’s Mouth

Youth and Young Adult: Great Resource

https://www.guilford.com/books/Motivational-Interviewing/Miller-Rollnick/9781609182274

https://www.guilford.com/books/Motivational-Interviewing-with-Adolescents-and-Young-Adults/Naar-Suarez/9781609180621
Helpful Sources and Resources

Center for Evidence Based Practices

https://www.centerforebp.case.edu/practices/mi

MINT

https://motivationalinterviewing.org/mi-streaming-videos
Helpful Sources and Resources

California EB Clearinghouse

Motivational Interviewing (MI)

https://www.cebc4cw.org/program/motivational-interviewing/

Public Children Services Association of Ohio

https://www.pcsao.org/

The Center for Innovative Practices @ The Begun Center
Helpful Sources and Resources

IHBT Ohio
Not directly Child Welfare - but strong similarity and cross-over skillsets

https://ihbtohio.org/

Family First Act

https://familyfirstact.org/

The Center for Innovative Practices @ The Begun Center
Targeted Research Articles


Lets Tie this Up

With increasing recognition that change is more likely to happen and be sustained when the

- Readiness to
- Reasons for
- plans regarding

cchange are internal (personal, self-generated) to the parent and youth – Motivational Interviewing provides a very helpful addition to Child Welfare services and interactions

Motivational Interviewing can be quite helpful in situations where there appear to be reasons for change and the individual or family has been mandated to involvement

The Center for Innovative Practices @ The Begun Center
Tying things up

Not specifically a part of MI, the Stages of Change are very useful in thinking about where a parent (and youth) is regarding readiness to change:
- Precontemplative
- Contemplative
- Preparation
- Action
- Maintenance

The ‘four habits of MI’ – or the Spirit – is a blend of:
- Collaboration
- Acceptance
- Evocation
- Compassion

The Core Communication Skills – vital to all phases, but perhaps most importantly to Engagement, are:
- Open Questions
- Affirmations
- Reflections
- Summaries
Final Breakout!

How do you think the conceptualizations, communication style and skills outlined in Motivational Interviewing will be helpful in your work?

How do you envision using these ideas?
Thank You

- You have completed A LOT of training about MI
  - The skills apply quite well to professional relationships targeting change: the use of these skills can slip and fade without regular attention
- Don’t forget to complete the Evaluation for today’s training

https://case.edu/socialwork/begun:center-innovative-practices-cip
References


