Motivational Interviewing
- the evidence behind making change

Patrick Boyle PhD, MSSA, LISW-S

Center For Evidence-Based Practices
A partnership between the Mandel School of Applied Social Sciences & Department of Psychiatry at the School of Medicine
CENTER FOR EVIDENCE-BASED PRACTICES

at Case Western Reserve University

A partnership between the Jack, Joseph and Morton Mandel School of Applied Social Sciences & Department of Psychiatry at the Case Western Reserve School of Medicine
A Technical-Assistance Center

Providing consultation, training, and evaluation for the implementation of integrated behavioral healthcare services
Service innovations for people with mental illness, substance use disorders

**SAMI**
- Substance Abuse & Mental Illness
- Strategies for co-occurring disorders

**IDDT**
- Integrated Dual Disorder Treatment
- The evidence-based practice

**DDCAT**
- Dual Diagnosis Capability in Addiction Treatment
- An organizational assessment & planning tool

**DDCMHT**
- Dual Diagnosis Capability in Mental-Health Treatment
- An organizational assessment & planning tool

**ACT**
- Assertive Community Treatment
- The evidence-based practice

**SE/IPS**
- Supported Employment/Individual Placement & Support
- The evidence-based practice

**IPBH**
- Integrated Primary & Behavioral Healthcare

**MI**
- Motivational Interviewing
- The evidence-based treatment

**TRAC**
- Tobacco: Recovery Across the Continuum
- A stage-based motivational model

**BENEFITS**
- Advocacy & Planning
- Relationships supporting recovery
Making change

• Consider how you presently go about helping people make changes?

• What challenges do you face in helping people make changes?
## Target behaviors

Nearly ANY health related behaviors

<table>
<thead>
<tr>
<th>Substance use and abuse</th>
<th>Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mood management – anger/anxiety/depression</td>
<td>Weight loss</td>
</tr>
<tr>
<td>Treatment retention</td>
<td>Smoking</td>
</tr>
<tr>
<td>Medication adherence</td>
<td>Healthy dental practices</td>
</tr>
<tr>
<td>Gambling</td>
<td>Diabetes health regimen</td>
</tr>
<tr>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>
Our *culture and context* influences the change relationship!

What do **WE** bring to the relationship?
YOU

Values

Gender Identity

Faith System

Family Norms

Trauma Physical Health

Mental Health Mood

Substance Use Abuse

Age

Tenure (or Ego)

Schooling

Expectations

Values

Family Norms

Gender Identity

Faith System

Trauma Physical Health

Mental Health Mood

Substance Use Abuse

Age

Tenure (or Ego)

Schooling

Expectations
1. What we believe and perceive
   (Perceptions are about connections...)

2. How we think and feel

3. How we communicate and behave
Our culture and context has the potential to help and limit / complicate our work with others.
People change voluntarily

Only when they become...

- Become *Interested and concerned* about the need for change
- Become *Convinced* change is in best interest or will benefit them more than cost them
- Organize *plan of action* that they are *committed* to implementing
- *Take the actions* necessary to make and sustain the change
Stages of Change

• A way of thinking about where people are in regard to a particular change

• Motivation for change is not constant

• People may return to an earlier stage of change – this is NORMAL

Prochaska, Norcross & DiClemente (1994)
Stages of Change

- Precontemplation
- Contemplation
- Preparation (Determination)
- Action
- Maintenance
Introspection Exercise

Think about a risky behavior you have tried to change at some point in your life.

1. What was your age at start of the behavior and how much time passed before the first time recognized a risk or negative consequence?

2. How much time passed before you noticed the risk or consequence of behavior and

3. How much time then till first time you made earnest attempt to change?

4. How much time till you made changes?

Who was most helpful in the process – Why?
Who was least helpful in the process – Why?
What Does MI Have To Do With Me?

1. Changes who does the talking
2. Professional avoids doing all the work
3. Includes effective tools for resistance
4. Helps prepare consumers for change
5. Changes what is talked about
Stages of Change Model

**Precontemplation**
Increase awareness of need to change, interest, and concern

**Contemplation**
Motivate and increase confidence in ability to change; risk/reward analysis

**Action**
Implement plan, reaffirm commitment and follow-up

**Preparation**
Negotiate a plan

**Maintenance**
Encourage active problem-solving; life-style changes

**Relapse**
Assist in Coping

**Termination**
Pro’s

- Will feel better temporarily?
- Have more autonomy?

Con’s

- Fatigue
- Weight gain
- Tough to remember

Taking medication
<table>
<thead>
<tr>
<th>Stage of Change</th>
<th>Characteristics - Issues</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-contemplation</td>
<td>“Nothing needs to change”</td>
<td>• RELATIONSHIP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• TRUST</td>
</tr>
<tr>
<td>Contemplation</td>
<td>“I am considering change”</td>
<td>• ACKNOWLEDGE MIXED FEELINGS</td>
</tr>
<tr>
<td>“On the Fence”</td>
<td></td>
<td>• DEVELOP DISCREPANCY</td>
</tr>
<tr>
<td>Preparation</td>
<td>“I am figuring out HOW to change”</td>
<td>• BUILD CONFIDENCE</td>
</tr>
<tr>
<td>“Testing the Waters”</td>
<td></td>
<td>• INFO, OPTIONS, ADVICE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CAREFUL - DON’T PUSH…</td>
</tr>
<tr>
<td>Action</td>
<td>“I’m working on reaching my goals.”</td>
<td>• PLAN REACHABLE GOALS</td>
</tr>
<tr>
<td>“Started Moving”</td>
<td></td>
<td>• MONITOR AND ENCOURAGE</td>
</tr>
<tr>
<td>Maintenance</td>
<td>“I’ve changed, now to just keep it up.”</td>
<td>• SUPPORT CHANGE</td>
</tr>
<tr>
<td>“Holding Steady”</td>
<td></td>
<td>• RELAPSE PRE-PLAN</td>
</tr>
<tr>
<td>Relapse Prevention</td>
<td>“I’ve gone back to old behaviors. Have I lost everything I worked for?”</td>
<td>• CAREFUL - AVOID SHAMING</td>
</tr>
<tr>
<td>“Falling off the Wagon”</td>
<td></td>
<td>• WHAT WENT WRONG?!</td>
</tr>
<tr>
<td>“Revisiting the Past”</td>
<td></td>
<td>• TRY AGAIN!!</td>
</tr>
</tbody>
</table>
SUCCESS
WHAT PEOPLE THINK IT LOOKS LIKE

SUCCESS
WHAT IT REALLY LOOKS LIKE

WWW.ATBREAK.COM
What is Motivational Interviewing (MI)?

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

"Motivational interviewing is a collaborative, goal-oriented method of communication with particular attention to the language of change. It is intended to strengthen personal motivation for and commitment to a change goal by eliciting and exploring an individual’s own arguments for change."

(Miller and Rollnick, 2013)
MI Studies by Era

Currently:
> 200 Randomized trials
> 1000 Total publications
Communication Styles with Skills
Conceptual Framework

(Rollnick, et al, 2008)
Components of Change Overview

Resistance

Ambivalence

Motivation
What we perceive as the “problem” or the “issue”...

...they perceive as a solution to something difficult or painful.

If we try to eliminate what they see as a solution.....

...it is unlikely they will remain engaged.
The “Spirit” of MI: Elements

- Collaboration
- Acceptance
- Compassion
- Evocation
COLLABORATION
EVOCATION
COMPASSION
Favorite teacher
Common Obstacles & Solutions to Engaging People
7 Obstacles to Engagement

1. Question/Answer (interrogation)
2. Being the Expert
3. Premature Focus
4. Labeling
5. Blaming/Shaming
6. Arguing for/demanding Change
7. Chat
Motivating = Dancing

Not Wrestling
MI Guiding Principles

1. Express Empathy
2. Develop Discrepancy
3. Roll with Resistance
4. Support Self-Efficacy
Person-Centered Core Skills: Basic Skills

Utilize **O.A.R.S.**

- **Open-ended questions**
- **Affirm the person**
- **Reflect feelings and change talk**
- **Summarize topic areas related to changing**
# Elicit - Provide – Elicit

**(Ask – Inform – Ask)**

<table>
<thead>
<tr>
<th>Elicit</th>
<th>Provide</th>
<th>Elicit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask permission</td>
<td>• Prioritize</td>
<td>• Ask for the client’s</td>
</tr>
<tr>
<td>• Clarify information needs</td>
<td>• Be clear</td>
<td>interpretation, understanding</td>
</tr>
<tr>
<td>and gaps</td>
<td>• Support autonomy</td>
<td>or response.</td>
</tr>
<tr>
<td>• May I?</td>
<td>• Don’t prescribe response</td>
<td>• Ask open questions</td>
</tr>
<tr>
<td>• Would you like to know</td>
<td>• Avoid jargon</td>
<td>• Reflect reactions</td>
</tr>
<tr>
<td>about...?</td>
<td>• Offer small amounts</td>
<td>• Allow time to process</td>
</tr>
<tr>
<td>• What do you know about...?</td>
<td>• Acknowledge freedom</td>
<td></td>
</tr>
<tr>
<td>• What would you like to</td>
<td>• Present w/o your meaning</td>
<td></td>
</tr>
<tr>
<td>know about...?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Allow time to process
**Acknowledge Choice**

- Explicitly acknowledge the person has a choice
- It conveys respect and promotes the relationship
- Be sincere and genuine
- When offering suggestions – provide multiple options
# Finding a Common Focus

<table>
<thead>
<tr>
<th>Staff’s Hopes, Values, Goals</th>
<th>Shared Hopes, Values, Goals</th>
<th>Client’s Hopes, Values, Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>Goal</td>
<td>Goals</td>
</tr>
<tr>
<td>Values:</td>
<td>Values (strengths)</td>
<td>Values</td>
</tr>
<tr>
<td>Hopes:</td>
<td>Hopes</td>
<td>Hopes</td>
</tr>
</tbody>
</table>
Agenda Setting

- smoking
- Medication
- ?
What influences Readiness?

Importance & Confidence
On a scale of 0 – 10, how important is it for you to (manage your anger)?

1. Why are you at a _____ and not a zero?
2. What would it take for you to be at a _____ (one number higher)?
On a scale of 0 – 10, how confident are you that you can (take care of your daily needs)?

1. Why are you at a _____ and not a zero?

2. What would it take for you to be at a _____ (one number higher)?
Identifying Change & Sustain Talk
Change Talk

Any language used by the person that leans in the direction of change
Sustain Talk

Any language used by the person that leans in the direction of maintaining the status quo.

- Not wanting to change
- Needing to continue with a behavior
Strategies to Elicit Change Talk
Eliciting Change Talk - Strategies

- Pros/cons
- Importance/Confidence Rulers
- Looking back/looking forward
- Asking for more information
- Exploring goals and values
Listening

Helps you gather important information

Communicates understanding (allows for a check of understanding)

Promotes the relationship
Listening Skills

Refrain from distractions
Look at the person
Silence
Facilitative responses
Reflections
Relationship is Critical
Committing to a Change Process
Signs of **Readiness** for Change

- Diminished resistance
- Decreased discussion about the problem or need for something to stay the same
- Questions or language in favor of making a change
- Expressing (willingness, readiness, intention, feeling more secure and safe about change)
- Taking small steps
HOMEWORK

• Increase your self awareness
  • Take notice of signs of Discord & Common Traps
  • Focus on Rolling with Resistance
  • Increased Engagement
• Share successes and less than perfect experiences with your team

• Next steps for you?
Contact Us

Patrick E. Boyle, PHD, MSSA, LISW-S
Consulting Director

Center for Evidence-Based Practices (CEBP)
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
216-368-0808
patrick.boyle@case.edu