

National Aging and Disability Pre-Conference Summit

Motivational Interviewing: Challenging Conversations

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Agenda

- 1:30 Key Concepts of Motivational Interviewing
- 3:00 Break
- 3:15 Making Change
- 4:00 Small Group Role Practice
- 4:45 Wrap up and Thank You's

Key Concepts of Motivational Interviewing



Motivational interviewing *is a person-centered directive method of communication for enhancing intrinsic motivation to change by exploring and resolving ambivalence.*

What are the Theoretical Underpinnings for Motivational Interviewing?

Rogerian:

Nonjudgmental

Accurate empathy

Genuineness

Non-possessive warmth

Social Psychology:

Attribution theory

Cognitive dissonance

Reactance theory

Self perception

Social Learning:

Self efficacy

Stages of Change

An Overall Person-Centered Approach

- **Collaborative:** Working in partnership and consultation with the person; negotiating
- **Evocative:** Listening more than "telling", eliciting rather than installing
- **Respectful:** Honoring the person's autonomy, resourcefulness, ability to choose
- **Principles:** Roll with resistance, Develop discrepancy, Support self-efficacy, Express empathy

Convincing Exercise

Speaker role: Identify a change that you are *considering*, something you are *thinking about* changing in your life, but have not definitely decided. It will be something you feel two ways about. It should be something you feel comfortable sharing.



Convincing Exercise Helper Role

Ask Questions. Why hasn't the Speaker made the change? What stands in the way of making the change?

Advise. Directly tell the Speaker what to do.

Explain why it is important for the Speaker to make the change.

Warn the Speaker what may happen if the change is not made.

Make Suggestions as to how the Speaker could make the change.

Direct or tell the Speaker what to do, perhaps use “should” or “must.”

Refute. Disagree—offer logical counter-argument.

Analyze what the Speaker's real issues or conflict may be. Give your interpretation of why the Speaker hasn't changed.

Reassure the Speaker that he or she will be successful in making the change.

Ambivalence

The goal of Motivational Interviewing is to *identify and resolve* ambivalence.

"Lack of motivation" is often ambivalence: Both sides are already within the person

If you argue for one side, an ambivalent person is likely to defend the other

As a person defends the status quo, the likelihood of change decreases

Resist the "righting reflex" – to take up the "good" side of the ambivalence

Resistance or Ambivalence



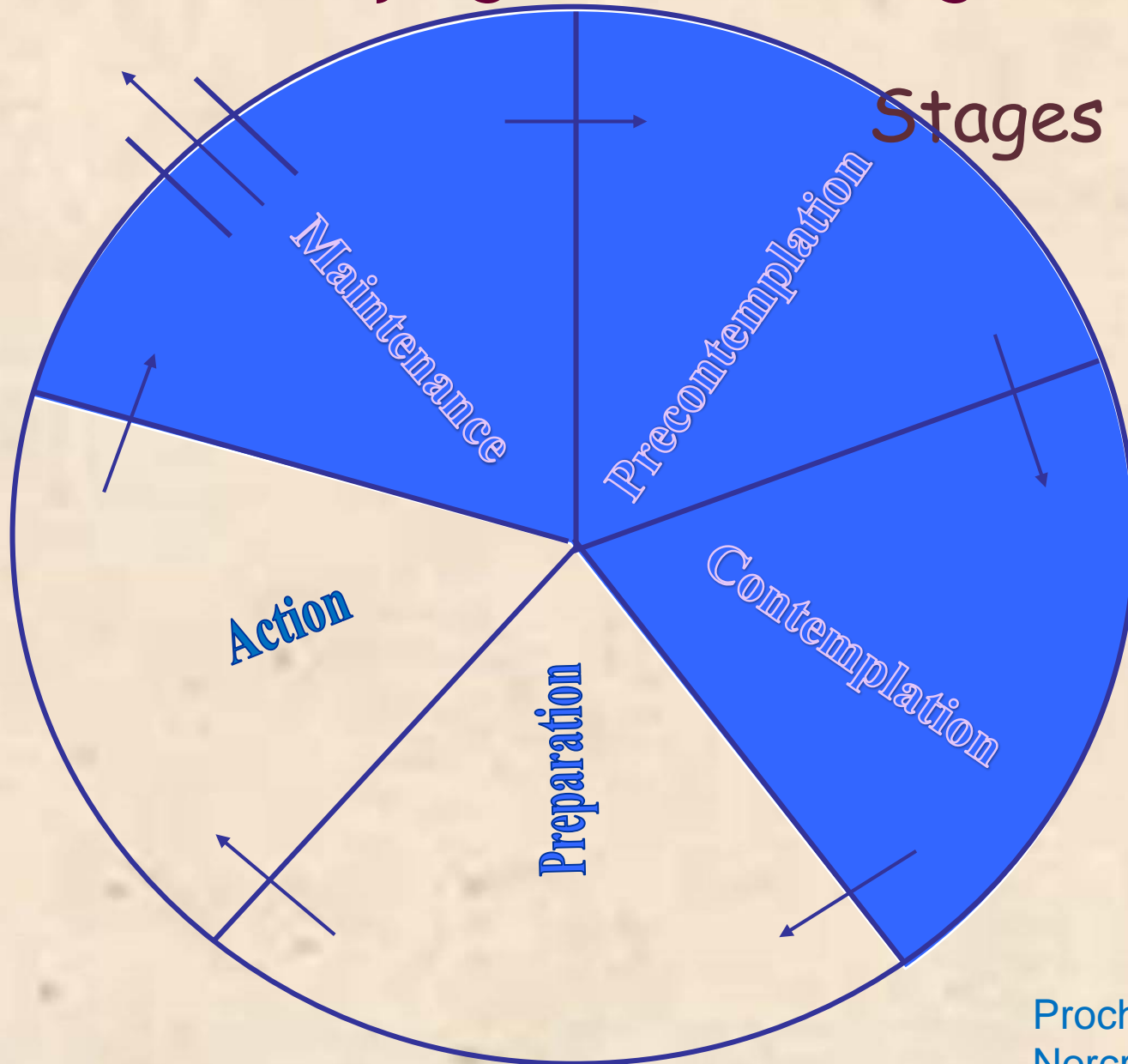
○ Two sides of a coin

○ Reaction Theory

Ambivalence

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Identifying and Resolving Ambivalence



Stages of Change

■ = where MI works well

Prochaska, DiClementi, and Norcross, 1994

Strategies for Various Stages of Change Process

Stage of Change	Professional's Role	Process
Precontemplation	Create perception of risk	Feedback
Contemplation	Elicit personal concerns and perceived need for change	Motivational interviewing
Preparation	Negotiate alternatives	Planning
Action	Assist person in changing	Resources Change Plan
Maintenance	Assist person in maintaining changes	Reinforcement
Relapse	Assist person in resuming change strategies	

Giving Advice

- The person is more likely to hear and heed your advice if you have permission to give it.
 1. The client offers it (e.g., asks for advice)
 2. You ask permission to give it
 - ✓ There's something that worries me here, would it be all right if I...
 - ✓ Would you like to know...
 - ✓ Would you consider...
 - ✓ I could tell you some things other people have done that worked...

Giving Advice (cont.)

3. You preface your advice with permission to disagree/disregard

- ✓ This may or may not be important to you. . .
- ✓ I don't know if this will make sense to you. . .
- ✓ You may not agree. . .
- ✓ I don't know how you'll feel about this. . .
- ✓ Tell me what you think of this. . .

It's often better to offer several options, rather than suggesting only one

Four Basic Micro-Skills: OARS

- Ask **OPEN** questions: not short-answer, yes/no, or rhetorical questions
- **AFFIRM** the person - comment positively on strengths, effort, intention
- **REFLECT** - A reflection seeks to summarize what the person means; it makes a guess
- **SUMMARIZE** - draw together the person's own words, perceptions, values etc.

Reflective Listening

- A good reflection is a *statement*, not a question
- Levels of reflection
 - ❖ *Repeat* - Direct restatement of what the person said
 - ❖ *Rephrase* - Saying the same thing in slightly different words
 - ❖ *Paraphrase* - Making a guess about meaning; usually adds something not said directly
 - ❖ *Double-sided Reflection* - Captures both side of the ambivalence (On the one hand. . .and on the other)
 - ❖ *Amplified reflection* - Overstates what the person says
- *Emphasize the person's ability to choose/control autonomy*

Elicit/Provide/Elicit

Elicit readiness/interest

“What would you most like to know about ...?”

“How much do you know about ...?”

Provide feedback neutrally

Keep to information, away from personal interpretation. Talk about other individuals.

Avoid “you” language.

Elicit client’s interpretation

“What do you make of that...?”

“What does this mean for your future...?”

Decisional Balance Scale

Left Side

Good things about
Status Quo

Not so Good things
about Change

Right Side

Not so Good

Good things about
Change

F:\good things about not changing.wmv

Menu of Options



Importance and Confidence Rulers

- On a scale of 1 to 5, how important is it for you to ...?
- And why are you at a _____ and not a one ?
(The answer is motivation)
- On a scale of 1-5, how confident are you that you could. . .?
- And what needs to happen for you to be a 3 and a half ? *(The answer is ability talk)*

Case Study



MI Goals:

Diminish resistance

Resolve ambivalence

Reinforce change talk

Promote behavior change

Ask Permission

- Offer Choices
- Talk about what others do
- Chunk Check Chunk
- Elicit Provide Elicit
- Messages of Hope in 60 Seconds

Ready, Willing, and Able

- Ready: A Matter of Priorities
- Willing: The Importance of Change
- Able: Confidence for Change

Eliciting Change Talk

- The simplest way: *Ask for it* - in open questions to elicit desire, ability, reasons, need
 - ✓ *In what ways would it be good for you to . . . ?*
 - ✓ *If you did decide to . . . , how would you do it?*
 - ✓ *What would be the good things about . . . ?*
 - ✓ *Why would you want to . . . ?*
 - ✓ *The balance: What are the good things about . . . And what are the not so good things?*

Listening for Change Talk

Your task is to listen and then elicit change talk from your clients rather than resistance. Imagine you ask a friend to do something and they reply:

Yes I will.

I wish I could.

I'll consider it.

I might be able to.

I'll try to get to it.

I promise I'll do that tomorrow.

Change Talk

- Communicate in a way that invites the person to make the arguments for change
- Common dimensions to ask about (DARN-C)
 - ❖ *Desire* - want, prefer, wish etc.
 - ❖ *Ability* - able, can, could, possible
 - ❖ *Reasons* - specific arguments for change - Why do it? What would be good?
 - ❖ *Need* - important, have to, need to, matter, got to
 - ❖ *Commitment language* - the bottom line: ***this predicts actual change***

Looking Forward

- If you don't make any change, what do you think will happen?
- Where would you like to be in _____ years?
What do you hope will be different?
- And how does [behavior] fit into that?

Closing Summary

- Complete a consultation by giving a summary
- Bouquet: draw together the person's desire, ability, reasons, need themes
- Briefly acknowledge areas of reluctance, if appropriate
- Summarize the person's commitment strength
- If commitment is strong, elicit/negotiate a change plan

Negotiating a Change Plan

- Setting Goals
- Considering Change Options
- Arriving at a Plan
- Eliciting Commitment



Questions

So what do you make of all of this now?

So what are you thinking about your living situation at this point?

What do you think you'll do?

What would be a first step for you?

What if anything do you plan to do?

What do you intend to do?

Change Plan Worksheet

The changes I want to make are:

The reasons I want to make these changes are:

The steps I plan to take in changing are:

The ways other people can help me are:

Person	Possible ways to help
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Some things that could interfere with my plan are:

I will know that my plan is working if:

RULE

Four Guiding Principles

Resist the Righting Reflex

Understand the Person's Motivations

Listen to the Person

Empower the Person

Taking Steps

"I tried a couple of days without drinking this week."

"I borrowed a book from the library about aerobic exercise."

"I called the home care agency today."

"We went the whole month of February without eating any meat."

"I quit smoking for a week, but then started up again."

"I got one of those new test kits."

"We contacted the rec center to see about adapted swim lessons."

Decisional Balance Revisited

Asking Pros and Cons provide you with a set of key guiding questions that are particularly useful if someone seems uncertain about change.

Where does this leave you now?

Put them in the driver's seat.

Ambivalence is the target



Responding to Resistance

- Remember that "resistance" is just the other side of the *ambivalence*
- Don't argue against it; pushing against resistance entrenches it
- Respond in a way that does not increase resistance; roll with it
- Simply acknowledge resistance by reflecting it back
- Reflection - An effective response that tends to defuse resistance

Hypotheticals

For clients who are less ready to change, it is less threatening if you take one step back with them and talk in hypothetical language.

"What might it take for you to make a decision to _____?"

"If you did make a change in _____, what might be some of the benefits?"

"Suppose that you did decide to _____. How would you go about it in order to succeed?"

Hypotheticals (continued)

"Let's imagine for a moment that you did _____. How would your life be different?"

"What would it take for you to go from a 5 to an 8 [on importance]?"

"How would you like things to be different?"

"Suppose you continue on without making any change I _____. What do you think might happen in 5 years?"

Imaginative Leaps

"What currently impossible thing, if it were possible, might change everything?"

"If you were in my shoes, what advice would you give yourself about ____?"

"How has [this behavior] kept you from growing, from moving forward?"

"What do you most want to be happening in your life a year from now, 5 years, or even 10 years down the road?"

Sources

Miller, W.R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change (2nd ed.)*. New York; Guilford Press.

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