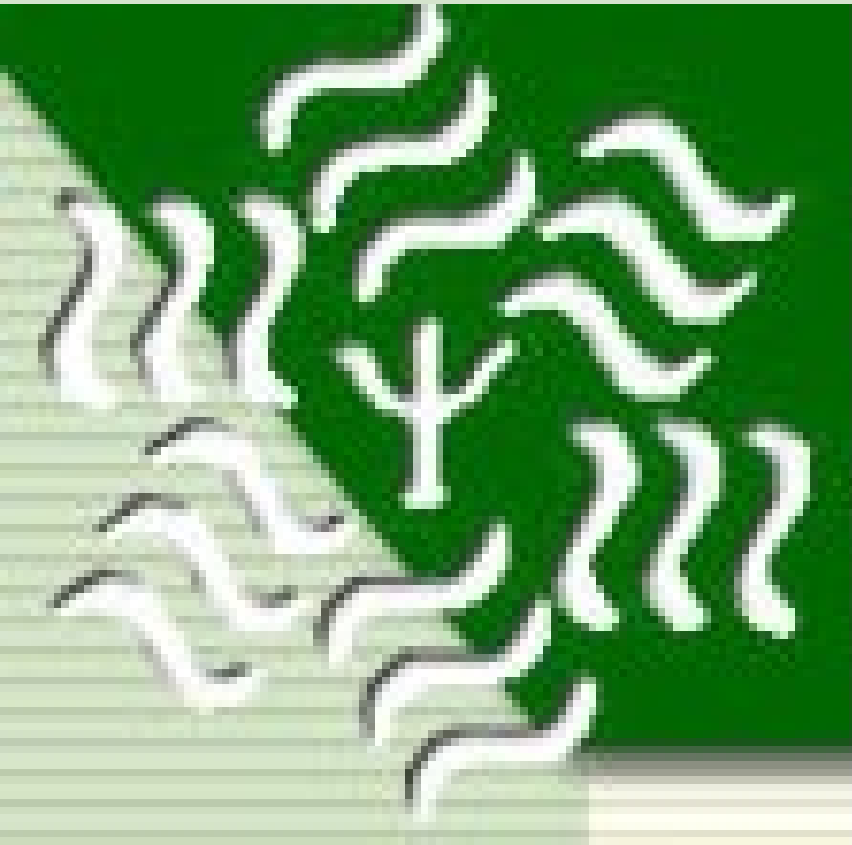# Motivational Interviewing:
How Science and Kindness Help People Change

Presented by:
William B. Webb, Ph.D., L.I.C.S.W., M.A.C.
Director, OASIS Behavioral Health Services
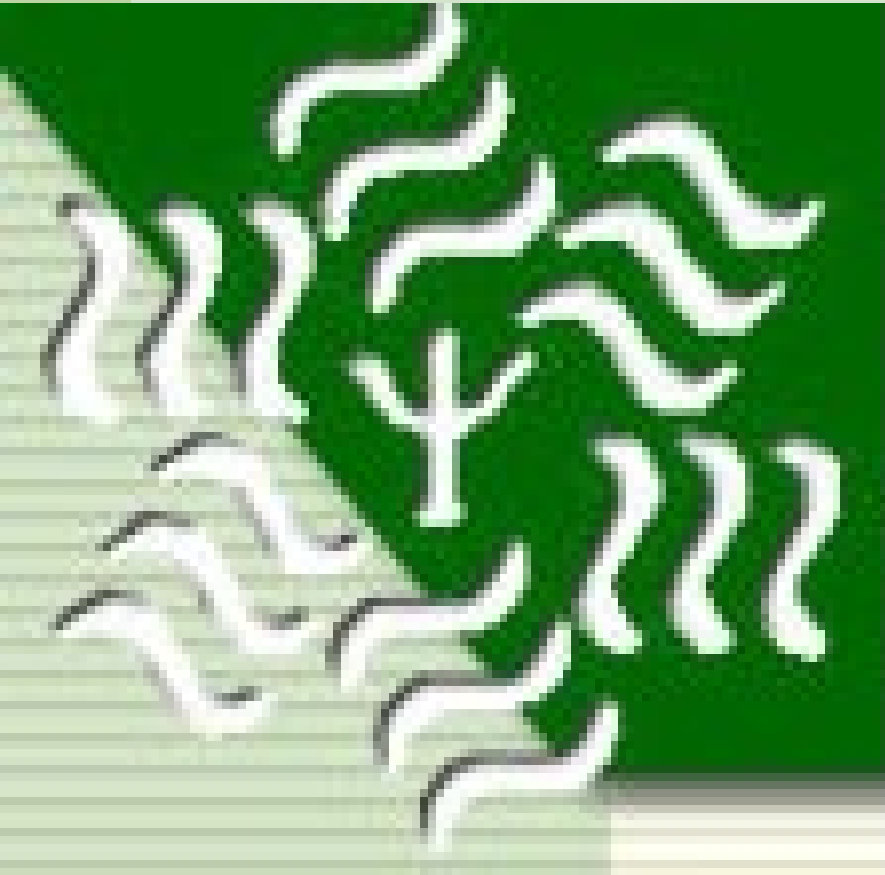**689 Central Ave.**
P.O. Box 219
Barboursville, WV 25504-0219
Phone: (304) 733-3331
Email: wwebb56473@aol.com
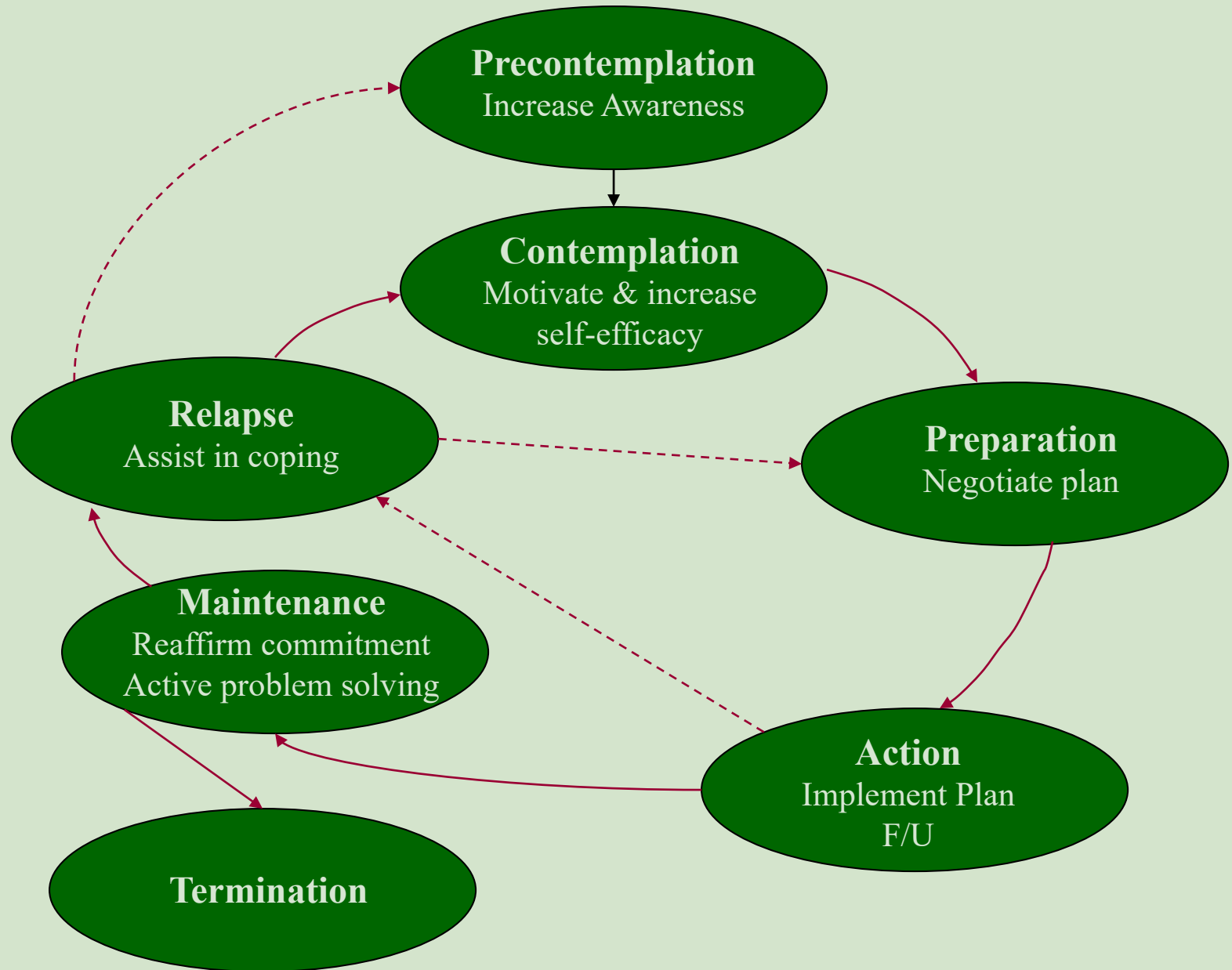**Website: www.PsychOasis.com**

The Transtheoretical Model of Stages of Change

Prochaska, DiClemente, and Norcross (1994)

Stages of Change Model

Precontemplation
Increase Awareness

Contemplation
Motivate & increase
self-efficacy

Relapse
Assist in coping

Preparation
Negotiate plan

Maintenance
Reaffirm commitment
Active problem solving

Action
Implement Plan
F/U

Termination
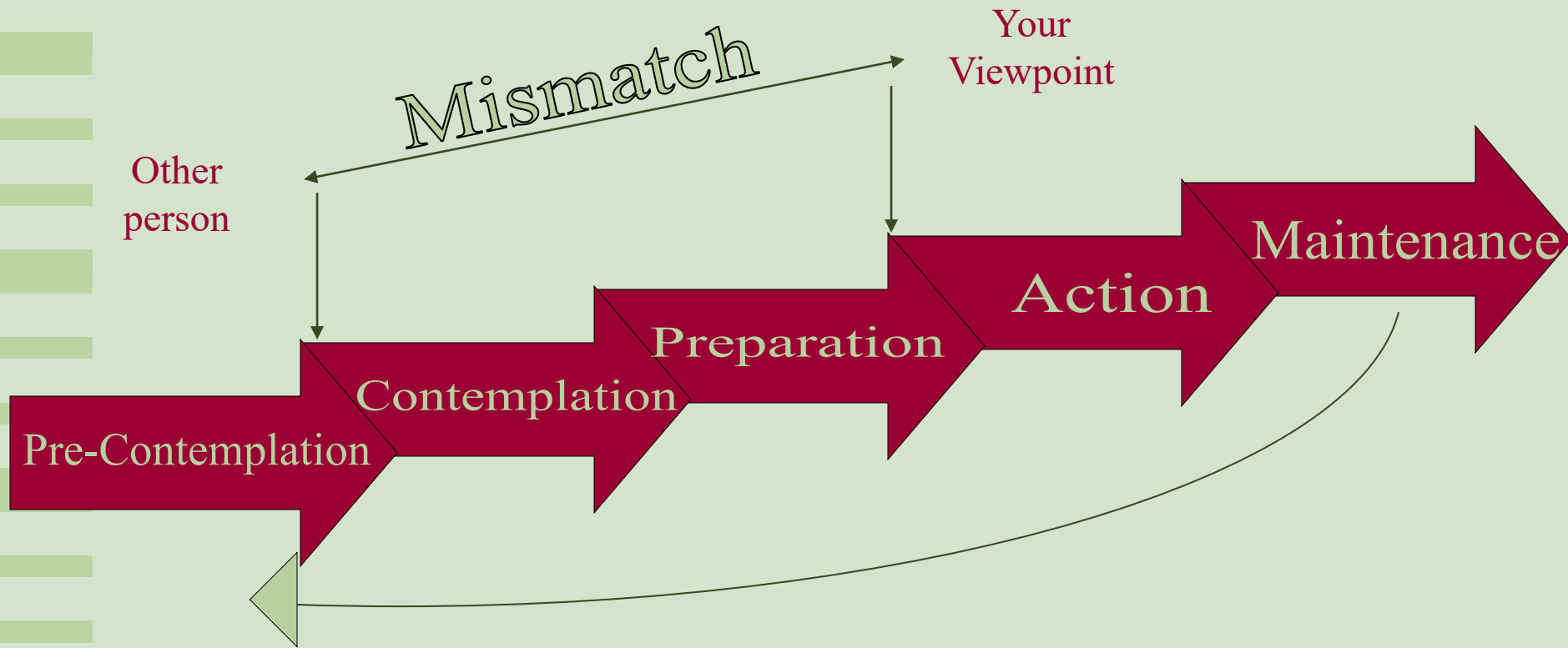
The Spiral of Change
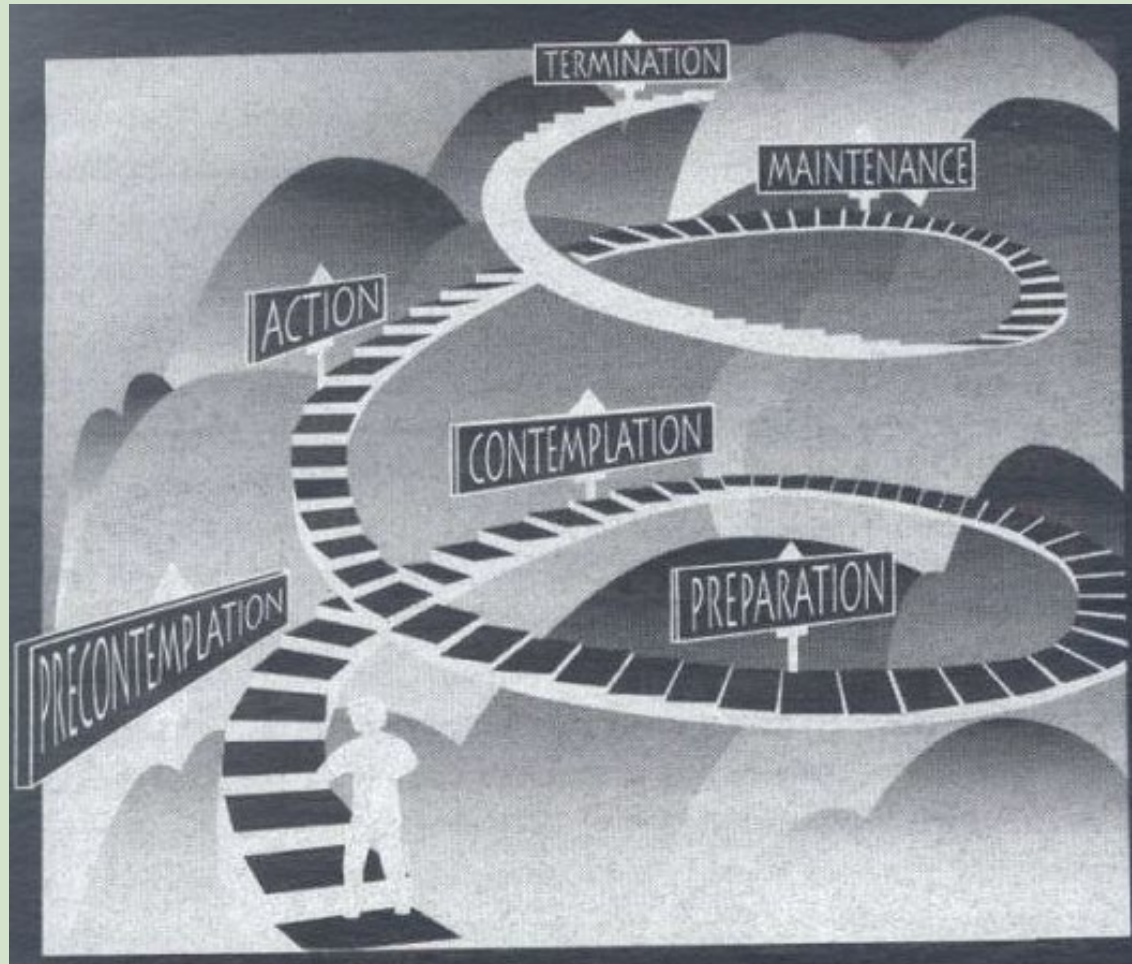
As the degree of mismatch increases between yourself and the client in readiness for change, the likelihood of resistance increases proportionately.

Mismatch

Your Viewpoint

Other person

Maintenance

Action

Preparation

Contemplation

Pre-Contemplation

Differing viewpoints on readiness for change.

Movement Along the Motivational Continuum

? ? ?

1 --- 10

Not Ready   **Unsure**   **Very Ready**
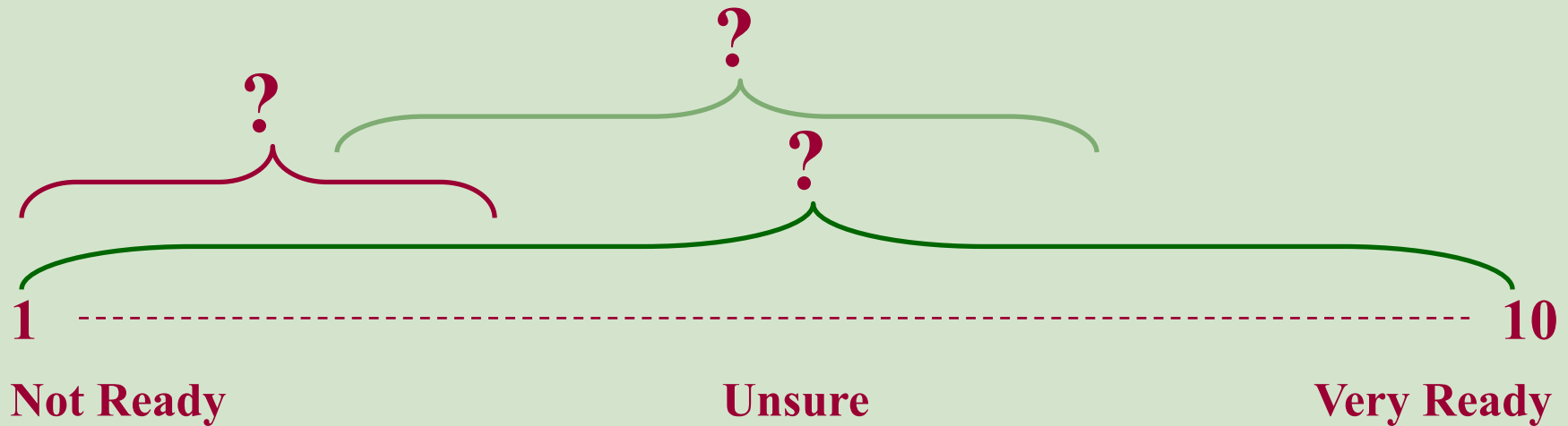
People come in within a certain range of motivation.
What you say influences where they end up.

The Stages of Change Model

Precontemplation

Contemplation

Preparation

Action

Maintenance

Progress

Relapse
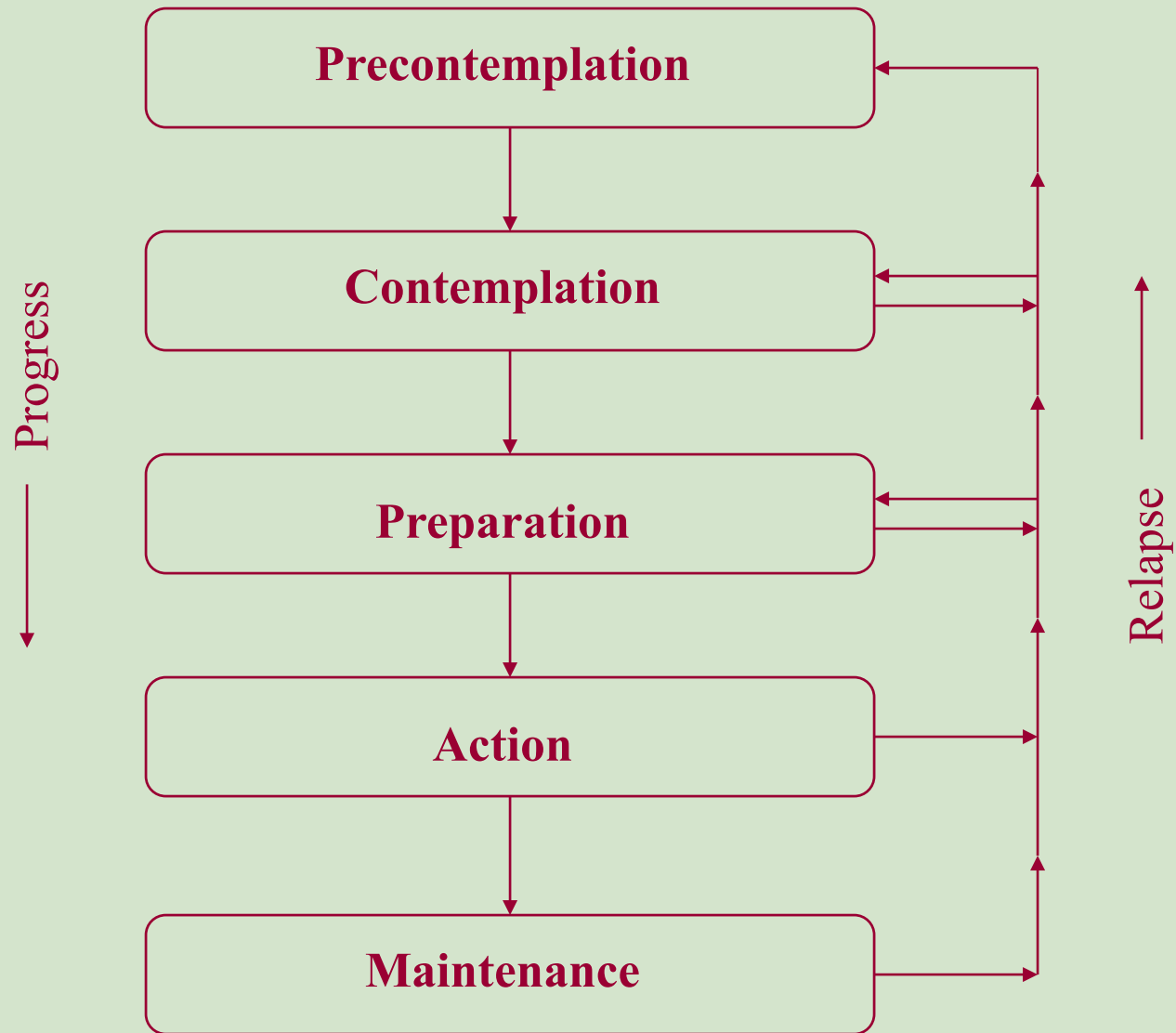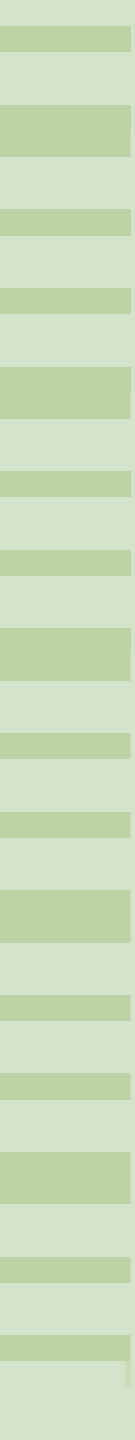
Readiness Levels

Not Ready	Unsure	Ready	Trying
1…..2…..	3…..4…..5	6…..7…..8	9…..10
Pre-contemplation	Contemplation	Preparation	Action

Summary: Stages of Change

- About the process of change
- Change occurs all the time
- Many people change without help
- People fluctuate among SOC
- Emphasizes positive reasons for change
- People require more motivation in early stages
- Combined with MI, it helps people decide on their own plan of action

"It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change."

- Charles Darwin (1809-1882)

Motivational Interviewing: An Overview
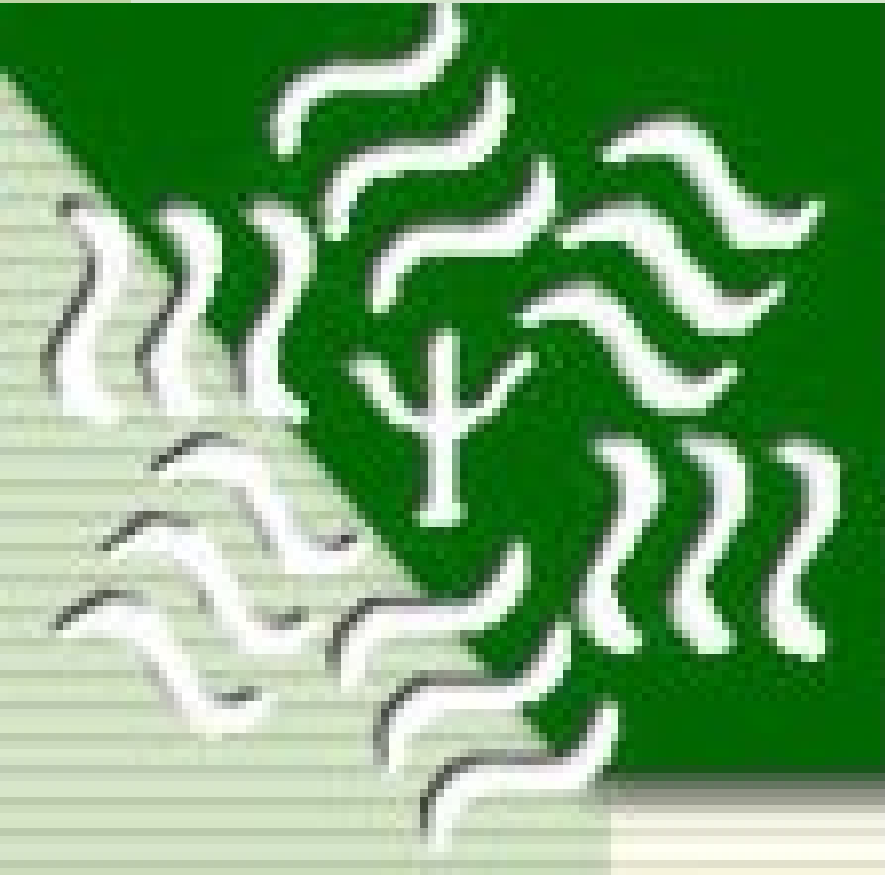
**Miller and Rollnick
(2013, 3rd Ed.)**

Principles of Person-Centered Change
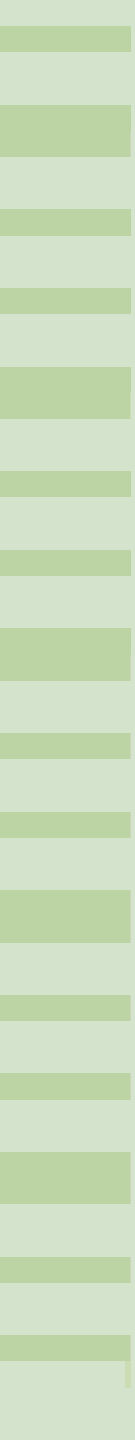
1. Our services exist to benefit others.
2. Change is fundamentally self-change.
3. People are experts on themselves.
4. We don't <u>make</u> change happen.
5. We don't have to come up with all the solutions
6. People have their own resources to effect change
7. Change requires a collaboration of experience.
8. Start where the person is: "Seek first to understand." (Covey)
9. A conversation about change is **<u>not</u>** a power trip.
10. Motivation is evoked, not installed.
11. It's not a <u>change</u>-goal until the person adopts it.

MI and Change

- What is Motivational Interviewing?
- What is it for?
- Why would I want to learn this?
- How would I use it?

"Things do not change; we change." – Henry David Thoreau

"MI is about arranging conversations so that people talk themselves into change." – MI-3, p.4

"Motivation is a fire from within.
If someone else tries to light that fire under you,
chances are it will burn very briefly."

- Stephen R. Covey, (1932-Present)

Why Do People Change?

• People change voluntarily only when:

– They become interested in or concerned about the <u>need for change</u>.

– They become convinced that the change is <u>in their best interests</u> or will benefit them more than cost them.

– They organize a <u>plan of action</u> that <u>they</u> are committed to implementing.

– They <u>take the steps</u> necessary to make and sustain the change.

Sources of Motivation:

External Pressure

+

Internal Motivation

Externally motivated subjects had long term outcomes <u>only</u> when they also had high levels of internal motivation

(Deci, 2000)

Self Determination Theory: SDT

Internal motivation is enhanced by:

• Autonomy   -   Freedom to choose

• Competence   -   Self efficacy

• Relatedness   -   Relationships heal

BREHM'S REACTANCE THEORY = whenever a particular behavior is threatened, the desirability of that behavior increases.

Ex: "You can not use drugs while on probation!"

1. (Brehm 1981)
2. (Miller, Rollnick 2002)
3. (Hubble Duncan and Miller, 1999)

New Findings on Motivation:

- Motivation predicts action

- Motivation is changeable

- Motivation is behavior specific

- Motivation is interactive

- Internal motivation lasts longer than external

Key Concepts about Motivation

"MI is not done 'to' or 'on' someone, it is done 'for' and 'with' a person."

- MI-3, p. 15

"A motivational conversation entails capturing change-talk and using it in a manner that moves one in the direction of their goals."

- Webb, 2015

"You are a midwife, assisting in someone else's birth. Facilitate what is happening rather than what you think ought to happen."

- Tao Te Ching

Probability of Behavior Change

Interviewer talks about why change is important. Interviewee nods head.

Interviewee thinks about why change is personally important

Interviewee talks about why change is personally important

Interviewee makes verbal commitment to change

Low   **High**

Motivational Interviewing

- Layperson's Definition:
  - *Motivational interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change.*

- Practitioner's Definition:
  - *Motivational Interviewing is a person-centered counseling style for addressing the common problem of ambivalence about change.*

What MI is <u>NOT</u>

- Just being nice
- A "technique"
- A panacea
- Comprehensive Theory of Change
- A way of manipulating people

How to Learn MI: 8 Skills

1. Understanding the spirit of MI.
2. Appropriate implementation of <u>accurate empathy</u>.
3. Recognize <u>change talk</u> and <u>commitment language</u>.
4. Minimize discord.
5. Eliciting and responding to <u>change-talk</u>.
6. Develop mutually-agreed upon <u>change plan</u>.
7. <u>Enlist commitment</u> to the plan.
8. Blending MI skills with other approaches.

(Explore and resolve ambivalence – ongoing)

Where people get stuck in MI

1. Underlying Assumptions

2. Reflective Listening

3. Recognizing Change Talk

4. Evoking Change Talk

5. Collecting Bouquets (Summarizing)

6. Responding to Discord

7. Evoking and Strengthening Commitment

8. Transfer to Other Change Strategies

Spirit of MI: Four Vital Aspects
The practice of MI Spirit is a developmental process
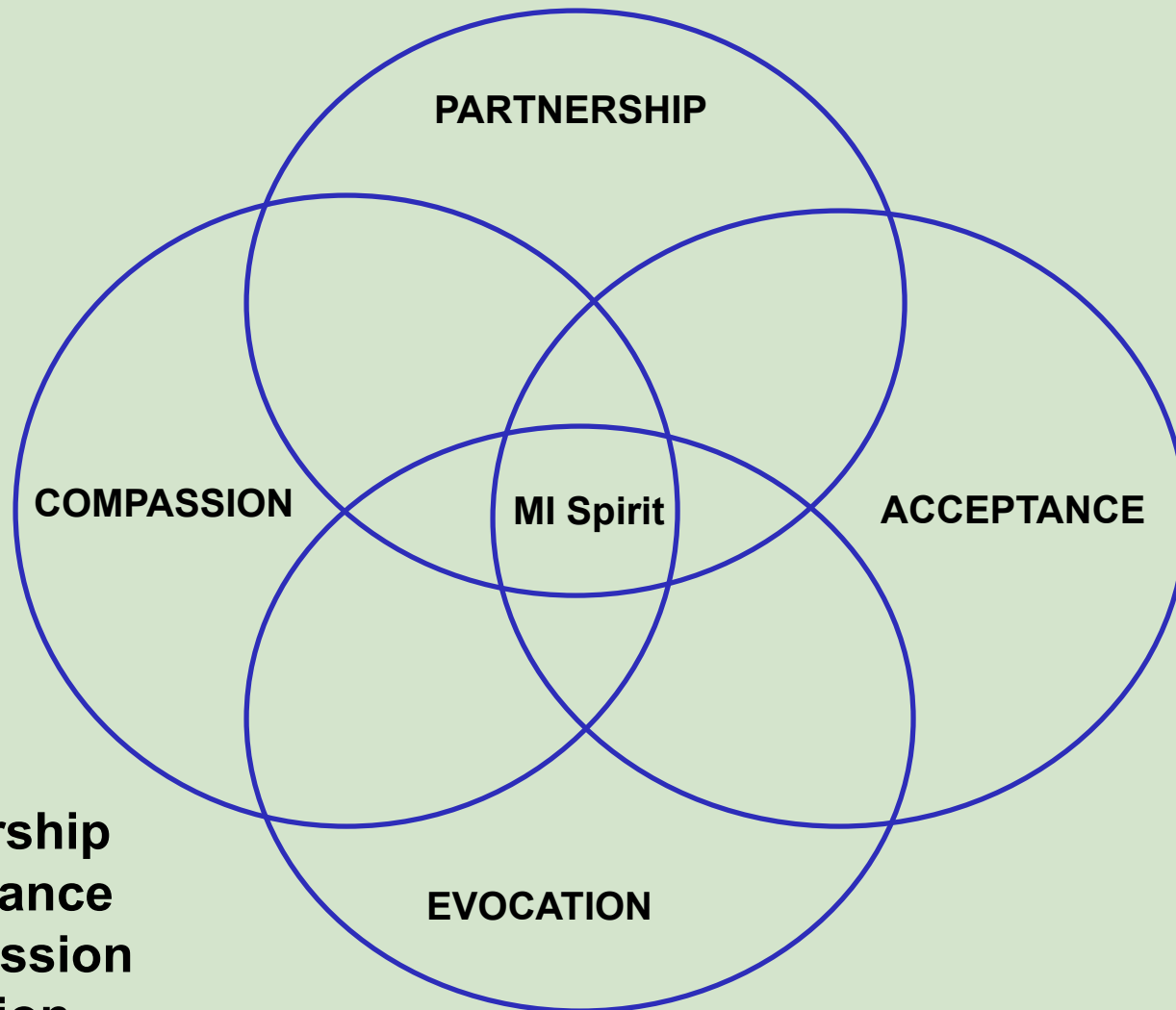
1. Partnership
2. Acceptance
3. Compassion
4. Evocation

The Spirit of Motivational Interviewing

Collaboration   *Confrontation*

Evocation   VS.   *Education*

Autonomy   *Authority*

MI is a <u>mind</u> and <u>heart</u> set.
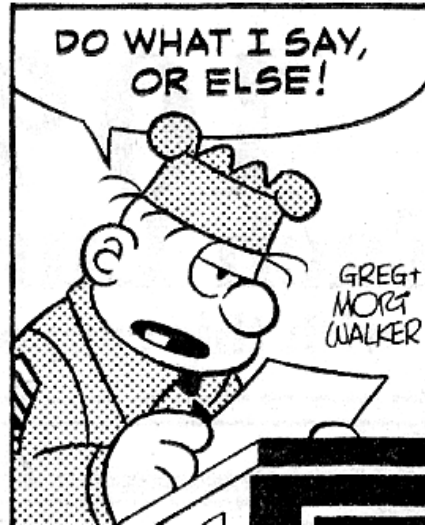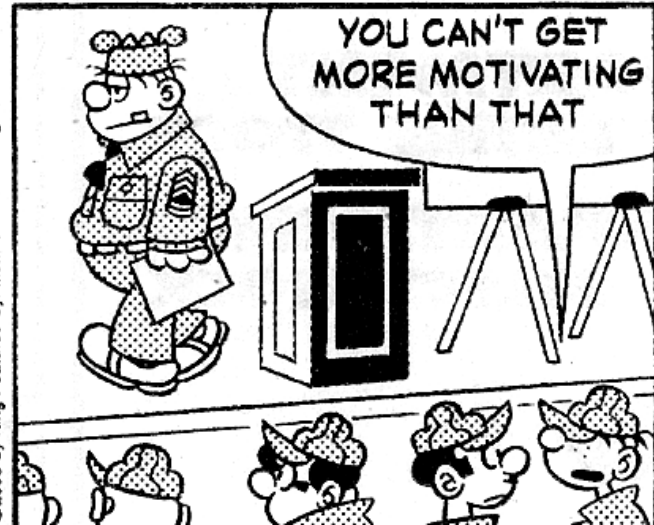
Continuum of Communication Styles

Directing ⟷ Guiding ⟷ Following
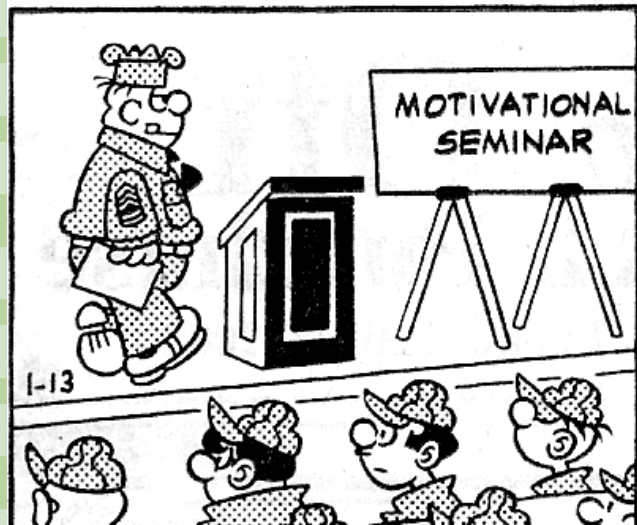
↑   MI   ↑

Verbs Associated with Each Communication Style

Directing Style	Guiding Style	Following Style
Administer	Accompany	Allow
Authorize	Arouse	Attend
Command	Assist	Be Responsive
Conduct	Awaken	Be with
Decide	Collaborate	Comprehend
Determine	Elicit	Go along with
Govern	Encourage	Grasp
Lead	Enlighten	Have faith in
Manage	Inspire	Listen
Order	Kindle	Observe
Preside	Look after	Shadow
Rule	Motivate	Stay with
Steer	Offer	Stick to
Run	Point	Take in
Take charge	Show	Take interest in
Take Command	Support	Understand
Tell	Take along	Value

The Processes of MI

1. <u>Engaging</u>: The relational foundation
2. <u>Focusing</u>: The strategic direction
3. <u>Evoking</u>: Preparing for change
4. <u>Planning</u>: The bridge to change

Preparatory Change Talk

Mobilizing Change Talk

Pre-contemplation   Preparation   Action
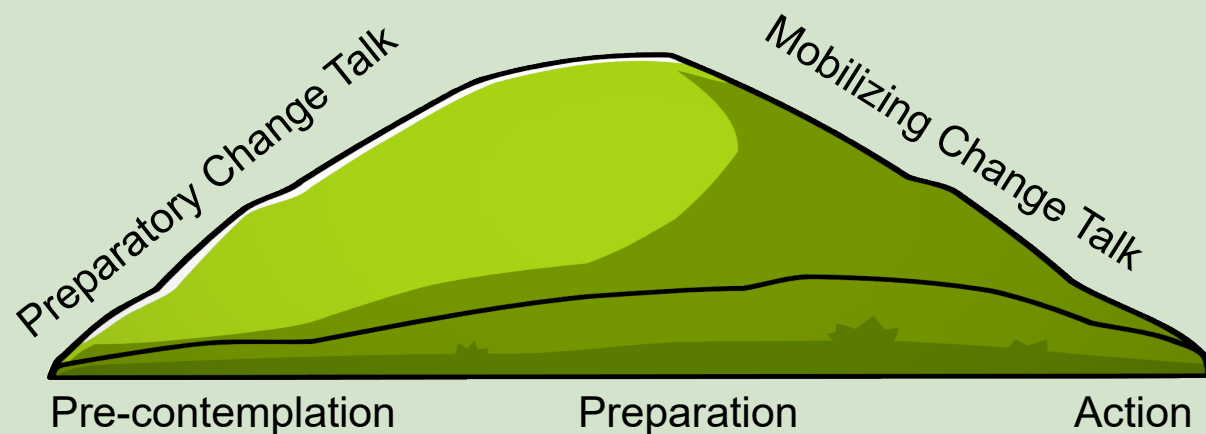
MI Methods

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

PLANNING

EVOKING

FOCUSING
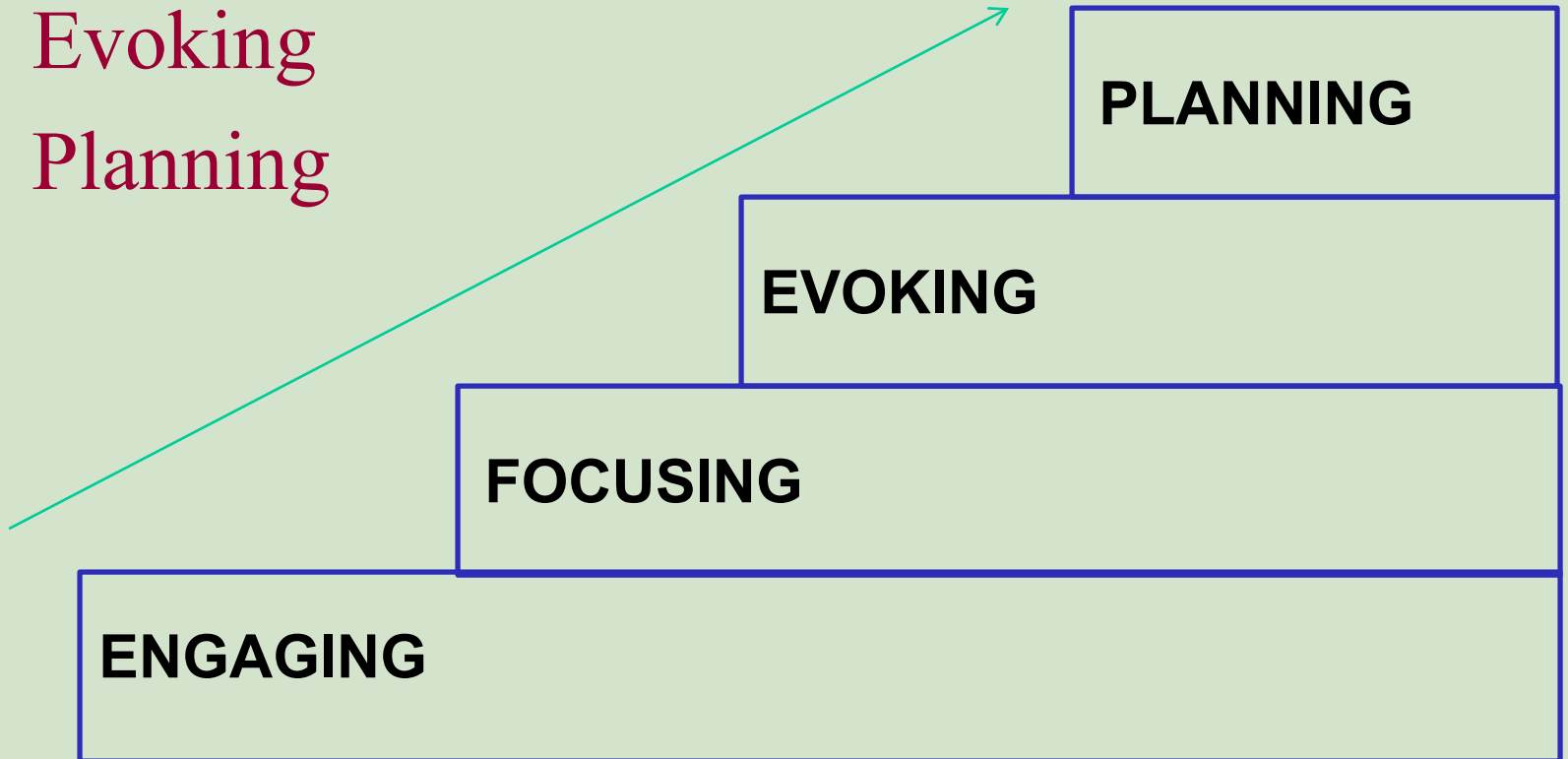
ENGAGING

Questions Regarding Each MI Process

Engaging

- How comfortable is this person in talking to me?

- How supportive and helpful am I being?

- Do I understand this person's perspective and concerns?

- How comfortable do I feel in this conversation?

- Does this feel like a collaborative partnership?

Engagement Traps to Avoid

1. Assessment
2. Expert
3. Premature Focus
4. Labeling
5. Blaming
6. Off-task Conversation

Questions Regarding Each MI Process

Focusing

- What goals for change does this person really have?
- Do I have different aspirations for change for this person?
- Are we working together with a common purpose?
- Does it feel like we are moving together, not in different directions?
- Do I have a clear sense of where we are going?
- Does this feel more like dancing or wrestling?

Questions Regarding Each MI Process

Evoking

- What are this person's own reasons for change?

- Is the reluctance more about confidence or importance of change?

- What change am I hearing?

- Am I steering too far or too fast in a particular direction?

- Is the righting reflex pulling me to be the one arguing for change?

Questions Regarding Each MI Process

Planning

- What would be a reasonable next step toward change?

- What would help this person to move forward?

- Am I remembering to evoke rather than prescribe a plan?

- Am I offering needed information or advice with permission?

- Am I retaining a sense of quiet curiosity about what will work best for this person?

Phase I: Build Motivation to Change (Why)

1. **Opening Strategies**
   A. Use OARS ➜ Open-ended questions

                   Affirm

                   Reflect

                   Summarize

   B. Agenda Setting
   C. Scaling Questions

2. **Decrease Resistance:**

   A. Reflections   B. Others
      1. Paraphrase   1. Shift-focus
      2. Amplified   2. Reframe
      3. Double-sided   3. Agree w/twist
                                           (Reflect/Reframe)
                                        4. Emphasize Personal Control
                                        5. Coming Along Side

3.   **Evoke "Change-Talk"**
   A. Types:
      1. Disadvantage of Status Quo
      2. Advantage of change
      3. Optimism for change
      4. Intention to change

   C. Look for: DARN-CaT
      Desire
      Ability
      Reasons
      Need

      Commitment
      And
      Taking Steps

4. Responding to Change-Talk (EARS)
      1. Elaborate
      2. Affirm
      3. Reflect
      4. Summarize

B. Methods:
   1. Evocative questions
   2. Elaborate
   3. Importance/Confidence rulers
   4. Explore decisional balance
   5. Query extremes
   6. Look behind/look forward
   7. Explore goals (values)

Phase II: Strengthening Commitment to Change (How)

1.   **Recapitulation (Grand Summary)**

2.   **Ask Key Questions**
     · Where do we go from here?
     · What do you want to happen?
     · What's the next step
     · Where do you see yourself in 2-4 weeks?
     · What might interfere with this?
     · Who are your support people?

3. **Provide information/Advise with permission**
     · May I offer some possibilities/options?
     · Are you interested in some suggestions?
     · Are you open to other considerations?
     · Would a review of some options be helpful?
     · Are you looking for helpful information?

4.   Negotiate a Change Plan
· Develop written plan.

5.   End tasks:
· Summary Reflection
· Close the deal- "Is this what <u>you </u>want to do?"

6.   Helpful Hints
· 2 Reflections/questions
· We can dance or wrestle
· Empathy=accurate reflection of interviewee's meaning
· Avoid questions or comments that elicit <u>resistance</u>
· Reduce discord, evoke change-talk
· Devise plan to sustain the changes

Least Favorite/Most Favorite Person Exercise

Least Favorite   **Most Favorite**

Motivational Interviewing Facilitates Change By:

- Reducing discord

- Raising discrepancy

- Eliciting change-talk

- Responding to change-talk

- Creating a change plan

- Sustaining change

Key Assumptions Behind Motivational Interventions

- Encourage <u>empathy</u>
- Maintain <u>congruence</u>
- Promote <u>collaborative</u> spirit
- Recognize <u>ambivalence</u> is normal
- <u>Discord</u> can be altered
- Support <u>self-efficacy</u>

Principle 1: Express Empathy.

- Acceptance facilitates change.
- Skillful reflective listening is fundamental.
- Ambivalence is inevitable.
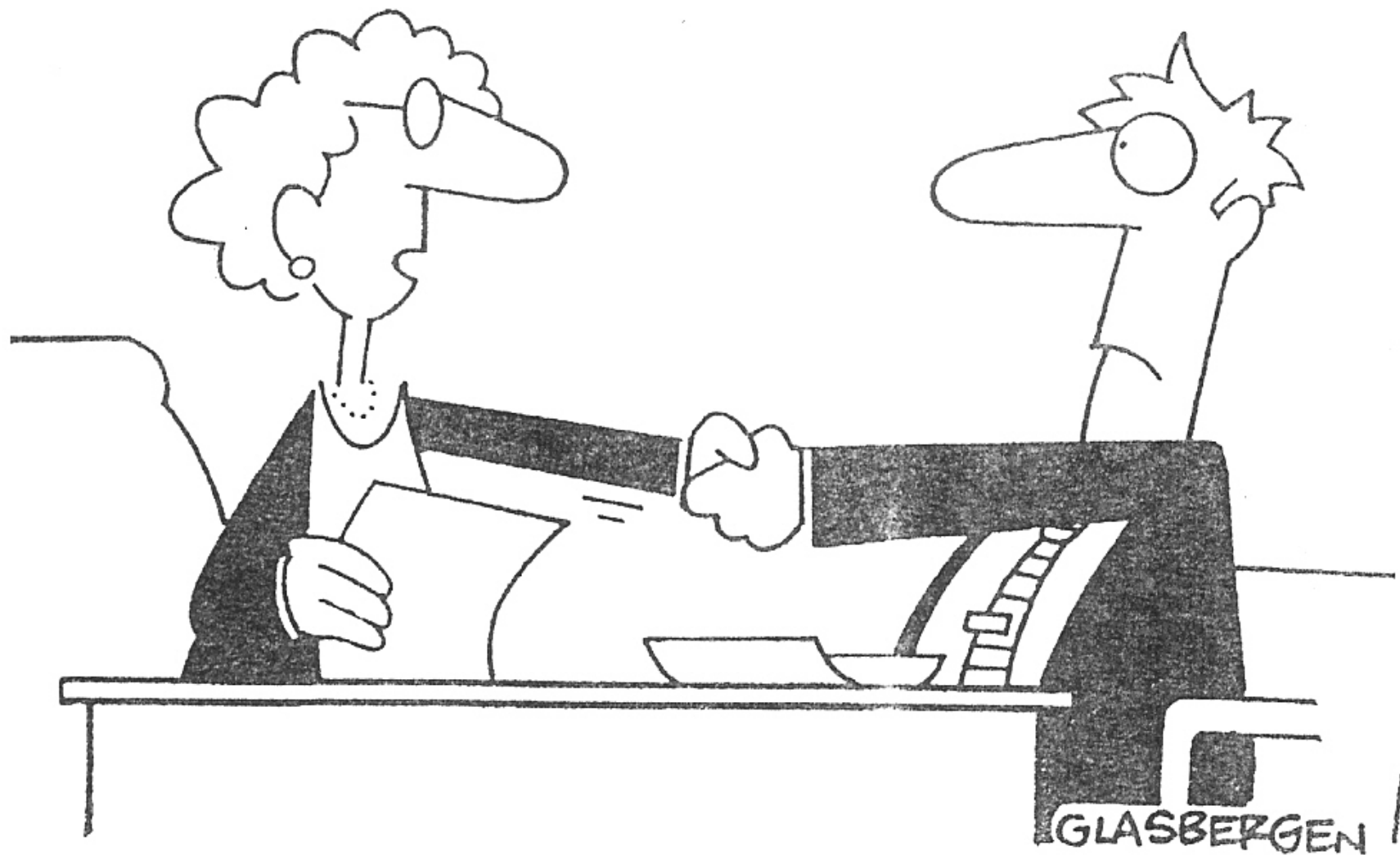
"Welcome aboard. I'll show you to your desk and someone will be along soon to criticize you."

Components of Empathy

1. Cognitive: Understand another's situation, perspective, feelings, and motives

2. Affective: Appreciation of emotional reactions to perceived experiences

3. Behavioral: Capacity to communicate understanding; verbal and nonverbal expression

- Different from "detachment"
- Not the same as "sympathy"

Strategies for Conveying Empathy

Non-verbal

- Voice tone
- Facial expression
- Pausing
- Eye contact
- Posture

Stance

- Welcoming
- Respectful
- Authentic
- Accepting
- Patient

Verbal

- Inviting input
- Open-ended questions
- Reflective listening
- Non-interrupting
- Checking for accuracy of understanding
- Asking for permission

Principle 2: Develop Discrepancy.

- Interviewee presents argument for change.
- Discrepancy is the difference between present behavior and future goals.
- Exaggerate discrepancy.

Discrepancy (2)

"Are your current behaviors leading <u>toward</u> or <u>away</u> from your goals/values?"

Status Quo   Goals
↓   ↓
"Sustain-Talk"   **vs.**   "Commitment-Language"
↓   ↓
(No Change)   (Behavior Change)
=   =

| Discord | | Motivation |
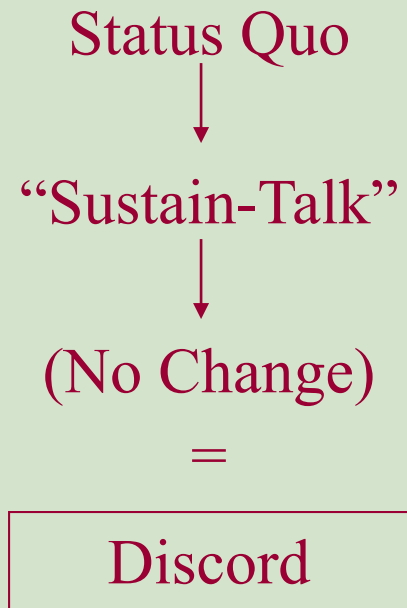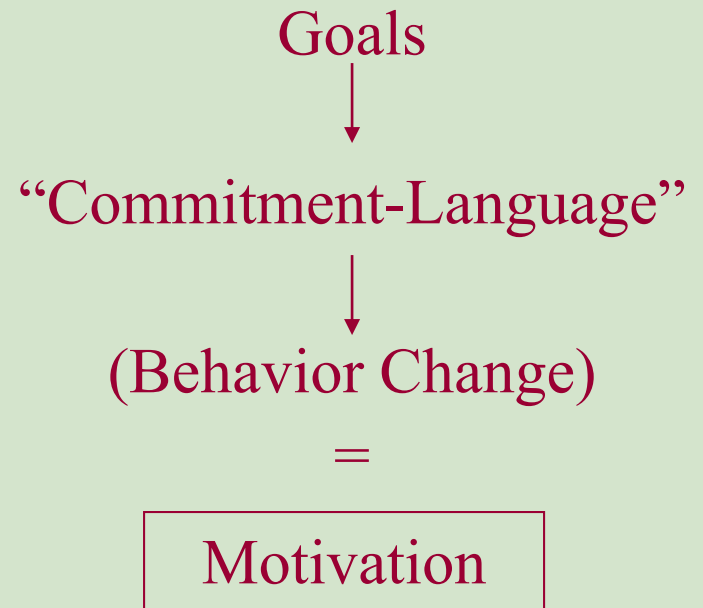
Principle 3: Roll with Discord

- Avoid arguing for change.

- Avoid direct opposition.

- Invite new perspectives, do not impose.

- Interviewee is responsible for finding solutions.

- Discord is a signal to respond differently.

Principle 4: Support self-efficacy

- Self-efficacy = the interviewee's belief in their ability to succeed.

- Reinforce self-efficacy frequently.

- Individual is responsible for change.

- Interviewer's view of person's self-efficacy affects outcome.

Traps to Avoid

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

Communication can go wrong because…

1. The speaker does not say exactly what is meant.

2. The listener does not hear the words correctly.

3. The listener gives a different interpretation to what the words mean.

4. The speaker does not "feel" understood.

The Process of Communication

Words the Speaker Says	→ Hearing →	**Words the Listener Hears**
↑ Encoding		↓ Decoding
What the Speaker Means	← Reflection ←	**What the Listener Thinks the Heard Words Mean**

Based on Gordon (1970)
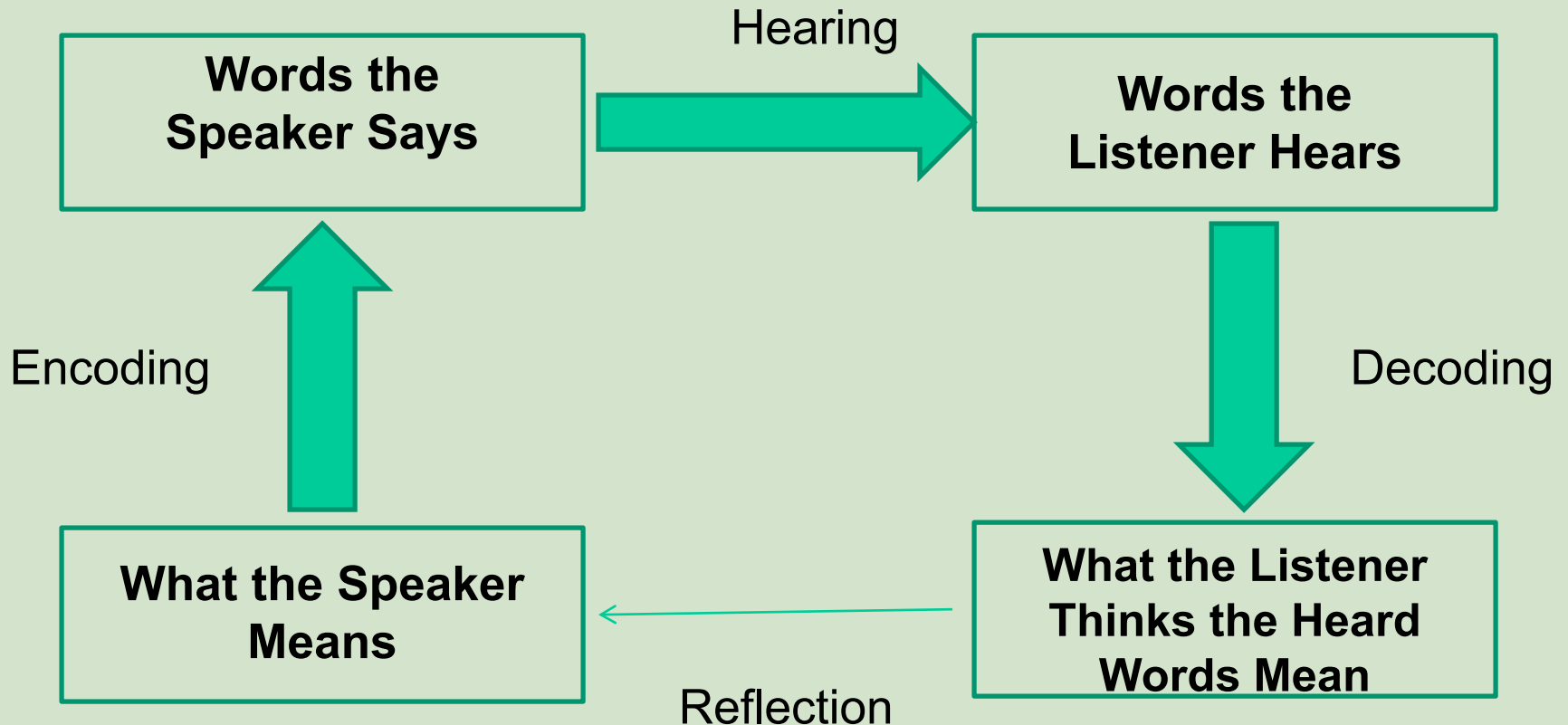
Thomas Gordon's 12 Roadblocks to Listening

(From the Facilitator)

1. Ordering, directing, or commanding
2. Warning, cautioning, or threatening
3. Giving advice, making suggestions, or providing solutions
4. Persuading with logic, arguing, or lecturing
5. Telling people what they should do; moralizing
6. Disagreeing, judging, criticizing, or blaming
7. Agreeing, approving, or praising
8. Shaming, ridiculing, or blaming
9. Interpreting or analyzing
10. Reassuring, sympathizing, or consoling
11. Questioning or probing
12. Withdrawing, distracting, humoring, or changing the subject

Non-change Behavior
(From the Interviewee)

Categories of "discord"
- Arguing
- Interrupting
- Negating
- Ignoring

Four Categories of Interviewee Discordant Behavior

Arguing
• *Challenging*
• *Discounting*
• *Hostility*

•**Interrupting**
• *Talking over*
•*Cutting off*

•**Negating**
•*Blaming*
•*Disagreeing*
•*Minimizing*
•*Pessimism*
•*Reluctance*

•**Ignoring**
•*Inattention*
•*Non-answer*
•*No response*
•*Sidetracking*

Four Core Skills of MI (OARS)

(**O**): Open-ended Questions

(**A**): Affirming

(**R**): Reflective Listening

(**S**): Summarizing

Using <u>O.A.R.S.</u>

1. Ask <u>open</u>-ended questions.

2. Directly <u>affirm</u> and support the client.

3. Listen <u>reflectively</u>.

4. <u>Summarize</u> periodically.

CORE MI SKILLS (OARS)

Open-ended questions:

- How do feel about being here?

- How has this problem affected your performance?

- What do you hope might be different following this discussion?

- Where do you think what you have been doing will lead you?

- How does this issue relate to your most important values?

- How can I help?

CORE MI SKILLS (OARS)

Closed-ended questions:

- What is your address?

- How long have you been doing things this way?

- Do you think you can do this?

- Do you think you are doing a good job?
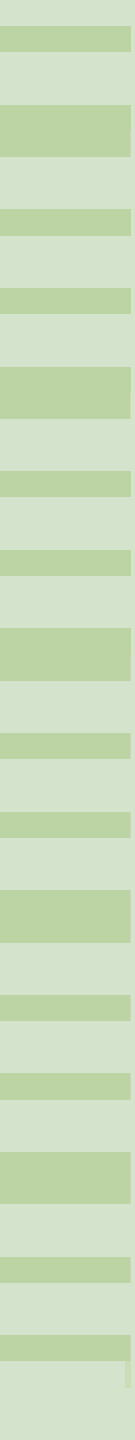
- How much do you value your job?

EXERCISE (O)
Is it an open or closed question?

1. What do you like about your current situation? _____

2. Is this strategy effective? _____

3. What kind of specific assistance are you looking for? _____

4. Have you ever considered furthering your education? _____

5. Isn't it important to you to follow orders? _____

6. What obstacles do you anticipate in making the specific changes we've discussed? _____

7. What are the most important reasons for making these changes? _____

8. Don't you care about your life? _____

9. What do you think about coming back for a follow-up visit? _____

10. Is this an open or closed question? _____

Open-Ended Questions

- Stimulates elaboration

- Asks for more than one word responses

- Examples:

  - "What would you be doing differently if you had already made the change you're considering?"

  - "How might you get from where you are today to where you want to be in the near future?"

"Good listening helps a person keep going, to continue considering and exploring what may be uncomfortable material."

- MI-3, p. 49

CORE MI SKILLS (A)

Affirming

- To Affirm is to:
  - Accentuates the positive
  - Recognizes and acknowledge the good
  - Supports
  - Encourages
  - Uses positive regard and respect
- What you say, think, and feel matters

Affirm/Support

- Use complements and statements of appreciation and understanding

Examples:

"I think it's great that you want to tackle this problem."

"I appreciate your willingness to discuss this."

CORE MI SKILLS (A)

Examples of Affirmations:

- "You really tried hard this week!"

- "Your intention was good even though it didn't turn out as you would like."

- "Look at this! You did a really good job of keeping records this week."

- "Thanks for coming in today, and even arriving early!"

- "So you made three attempts to speak with your supervisor this week. Good for you!"

CORE MI SKILLS (R)

Well Formed Reflections:

- Guess at meaning / hypothesis testing
- Decrease Defensiveness, Increase Exploration
- Moves the conversation forward
- Assumes the person knows best
- Focuses on the person's narrative (not facilitator's)
- Sees through the other's eyes
- Solidifies engagement

Reflective Listening (R)

Techniques That Reduce Discord

Simple Reflection
Amplified Reflection
Double-sided Reflection

Simple Reflection

Repeating or rephrasing what the person has said to you to let them know that you heard them.

Person - But I can't seem to be on time. I mean, it's always something!

Facilitator – *Getting to work on time is nearly impossible because something always interferes.*

Person – Right, although maybe I shouldn't allow that to happen.

Amplified Reflection

With this, the facilitator will want to cause the person to disagree with what's being said. The facilitator may exaggerate or intensify the point in order to accomplish this, however, it is important not to over-embellish.

Person - But I can't seem to be on time. I mean, it's always something!

Facilitator – *Oh, I see. So you already can't be on time because you know something will happen to delay you.*

Person – Although that would make me late, I guess I could leave earlier.

Double-sided Reflection (R)

The facilitator reflects both the current, resistant statement with a previous, contradictory statement that the person has made.

Person -But I can't seem to be on time. I mean, it's always something!

Facilitator – *You can't imagine how you could ever be consistently on time because of old habits, but you would like things to be different.*

Person – Yes. I guess I have mixed feelings.

CORE MI SKILLS (R)

Types of Reflections:

1. Simple = Paraphrase

2. Complex = Adds Meaning and Feelings

Simple Reflections are what shows above the water.

Complex Reflections are what shows beneath the water.

Questions vs. Statements (R)

- You're feeling uncomfortable?
- You're feeling uncomfortable.

- You don't think this is a problem?
- You don't think this is a problem.

- You're considering quitting?
- You're considering quitting.

Summaries (S)

Three types:

1. Collecting –

> The bouquet: Putting it all together

2. Linking Phrases –

> "On the one hand...on the other"

> "At the same time"

> Ex. – "On the one hand, you're concerned that your being late is affecting your job. On the other, you're not sure if you want change."

3. Transitional to the next phase –

> "Let me see if I have everything so far..."

> (at the end of one session)

> "Let's review briefly where we are..."

> (at the beginning of the next session)

<u>Summaries</u> (S)

- Special form of reflection
- Selective – facilitator chooses what to emphasize
- Lets person know you're listening
- Includes: Person's concerns about change, problem recognition, optimism, and ambivalence about change
- Invite person to respond: "Have I left out anything...?"

CORE MI SKILLS (S)

Summarizing

- Collecting – "a bouquet"
- Linking – Connecting past and present
- Transitional – Shifting from old to new.

"Listening Is An Act of Love"

Dave Isay (2007)

Strategic Responses to Reduce Discord

1. Shifting focus = Move attention away from barriers.
2. Reframing = A positive interpretation to negative info.
3. Agreement w/twist = Agree with person, then add change of direction.
4. Side w/the negative = Take the "no-change" side of ambivalence.
5. Personal choice = "It's really up to you."
6. Support self-efficacy = Emphasize hope, feasibility, optimism
7. Coming Along Side = Match person's position.

Types of Change Talk
Self-Motivating Speech

- Disadvantages of Status Quo

- Advantages of Change

- Optimism for Change

- Intention to Change

Recognizing Change Talk "DARN-CaT"

- What is Change Talk?

- How do we know when we hear it?

We listen for and strengthen natural language expressions of change:

D=Desire to Change (the "want to")

A=Ability to Change (confidence)

R=Reasons to Change (argument for)

N=Needs to Change (importance)

C=Commitment to change ("I'll try" – "I'll do")

and

T=Taking Steps ("I've done...")

Change Talk

- **DARN predicts commitment talk**

- **Commitment talk predicts change**

- **Taking Steps = Change is happening**

Flow of Change Talk

Desire

Ability

Reasons   ➡️

Need

(DARN)   +

Commitment

And

Taking Steps   ➡️   Change

(CaT)   =   Change

The Six Kinds of Change Talk "DARN-CaT"

Change Talk	(+) To Change	(-) Not to Change
Desire		
Ability		
Reasons		
Need		
Commitment		
Taking Steps		

Motivates Progress Toward Action (change)

Independent Predictors of Change

Relative Strengths of Commitment Language

(1) Weakest	(2) Weak	(3) Moderate	(4) Stronger	(5) Strongest
I hope to	I favor	I look forward to	I am devoted to	I guarantee
I will try	I believe	I consent to	I pledge to	I will
I think I will	I accept	plan to	I agree to	I promise
I suppose I will	I aim	I resolve to	I am prepared to	I vow
I imagine I will	I aspire	I expect to	I intend to	I shall
I suspect I will	I am inclined	I concede to	I am ready to	I give my word
I will consider	I anticipate	I declare my intention to		I assure
I guess I will	I predict	I dedicate myself		I know I will
I will see (about)	I presume			

BOX 13.1. Strength of Commitment Language during MI Sessions

Deciles (1/10th time) of MI sessions
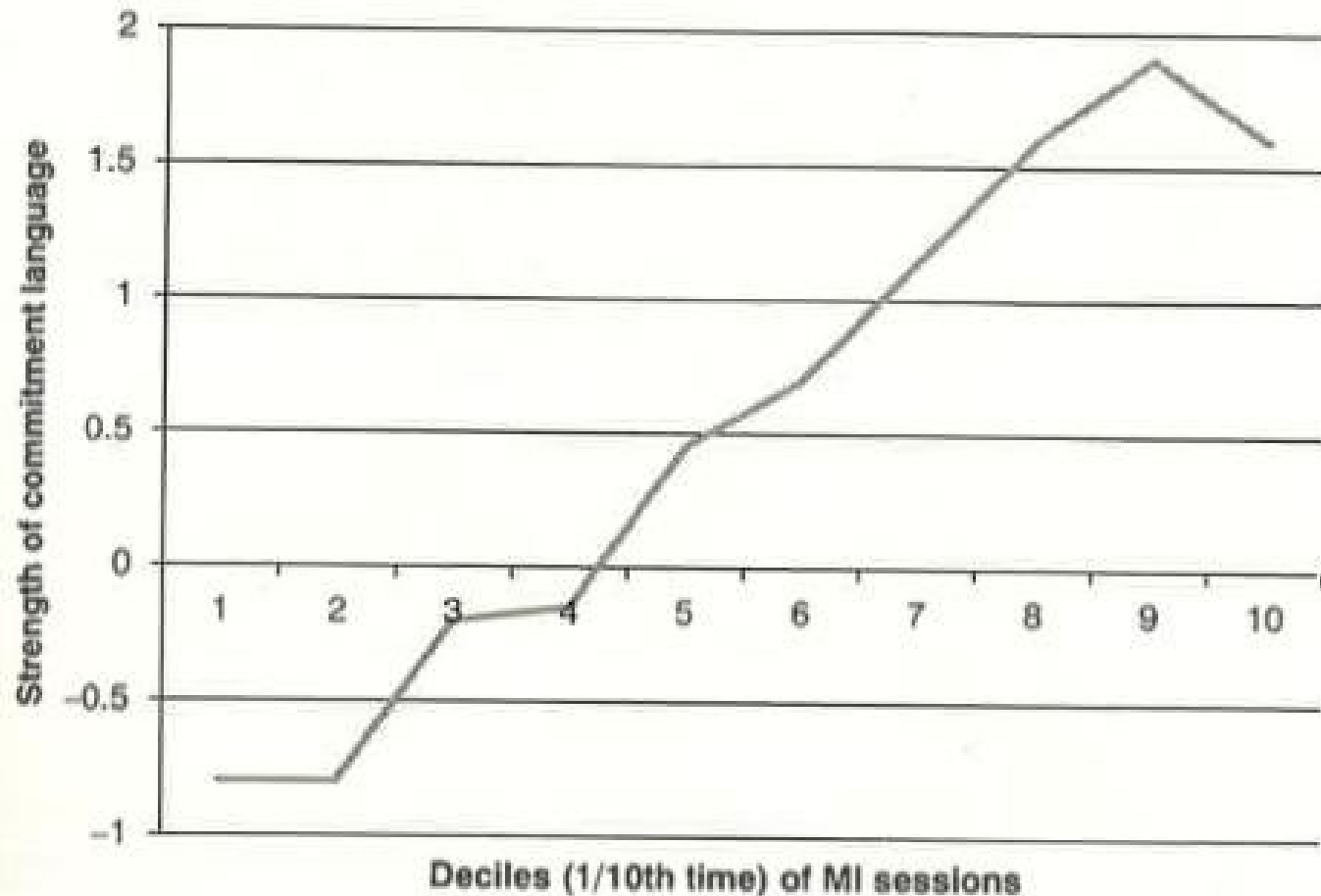
Note. Negative values represent commitment to continue drug use; positive values represent commitment to stop drug use.

Methods for Evoking Change Talk

1. Asking evocative questions
  "What worries you about this?"
  "What problems has this behavior created
  for you?"
2. Elaborating – Ask for Clarification –
  Ask for specific examples
    •In what ways…?
    •How much…?
    •What else?
3. Using the importance ruler
4. Exploring the decisional balance

5. Querying extremes

      "What's the worst that could happen if you don't make
       a change?"
      "What's the best thing that could happen?"

6. Looking back – Compare past to present

      (Ex.) "Do you remember when things were going well? What
         changed?

7. Looking forward – Envision a changed future

      What would be better about your future?

8. Exploring goals and values

      •Compare current behavior with values.
      •Enhance discrepancy.
      •Use positive motivation toward goals.

Responding to Change Talk

<u>EARS</u>

<u>E</u>laborating change talk
<u>A</u>ffirming change talk
<u>R</u>eflecting change talk
<u>S</u>ummarizing change talk

Responding to Change Talk (E)
(E.A.R.S.)

E – Elaborating
   "So you're thinking about setting a retirement date. Tell me a little more about that."

A – Affirming
   "I think it's great that you've planning ahead."

R – Reflecting
   "So you've scheduled a time to meet with retirement board, and you're eager to get going."

S – Summarize
   "Now let me see if I have all of this, you have begun..."

Readiness for Phase II Work

- Decreased discord to change.
- Speaks more about solution than problem.
- A sense of resolution in which the person may seem more relaxed and unburdened about the problem.
- Increased change talk.
- Increased questions about change.
- Greater envisioning a future that includes the changes.
- Experimenting with possible change actions between sessions.

Two Phases of Motivation
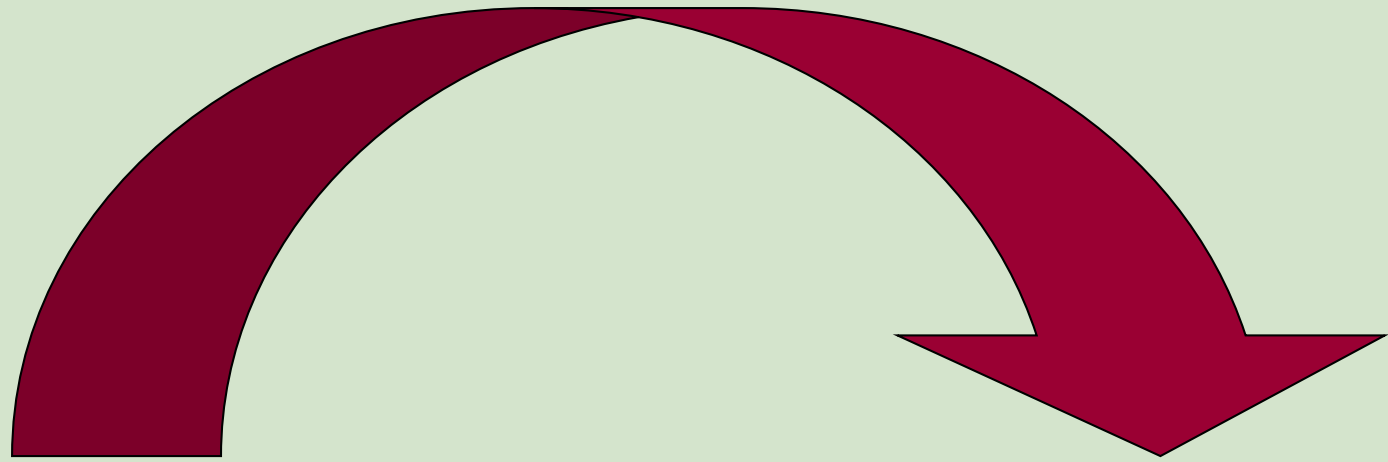
Phase 1

Building Motivation

Phase 2

Strengthening Commitment

Phase II Activities: Strengthening Commitment to Change (How)

1. **Recapitulation (Grand Summary)**

2. **Ask Key Questions**
    · Where do we go from here?
    · What do you want to happen?
    · What's the next step
    · Where do you see yourself in 2-4 weeks?
    · What might interfere with this?
    · Who are your support people?

3. **Provide information/Advise with permission**
    · May I offer some possibilities/options?
    · Are you interested in some suggestions?
    · Are you open to other considerations?
    · Would a review of some options be helpful?
    · Are you looking for helpful information?

4.   Negotiate a Change Plan
· Person designs written change plan.

5.   End tasks:
· Summary Reflection
· Close the deal- "Is this what <u>you</u> want to do?"

6.   Helpful Hints
· 2 Reflections/questions
· We can dance or wrestle
· Empathy=accurate reflection of person's meaning
· Avoid questions or comments that elicit <u>discord.</u>
· Reduce discord, evoke change-talk
· Stabilize the changes

Motivational Interviewing: Summary

- Motivation resides in the interaction
- Motivation can be influenced
- People always respond with motivation toward or away from change
- Discord informs the therapeutic relationship
- Discord can be reduced or increased
- A collaborative relationship facilitates change
- People are responsible for their own progress
- Ambivalence is normal
- Expectations affect outcome
- Arguing for change creates discord
- A primary goal of MI is to help the person explore and resolve ambivalence
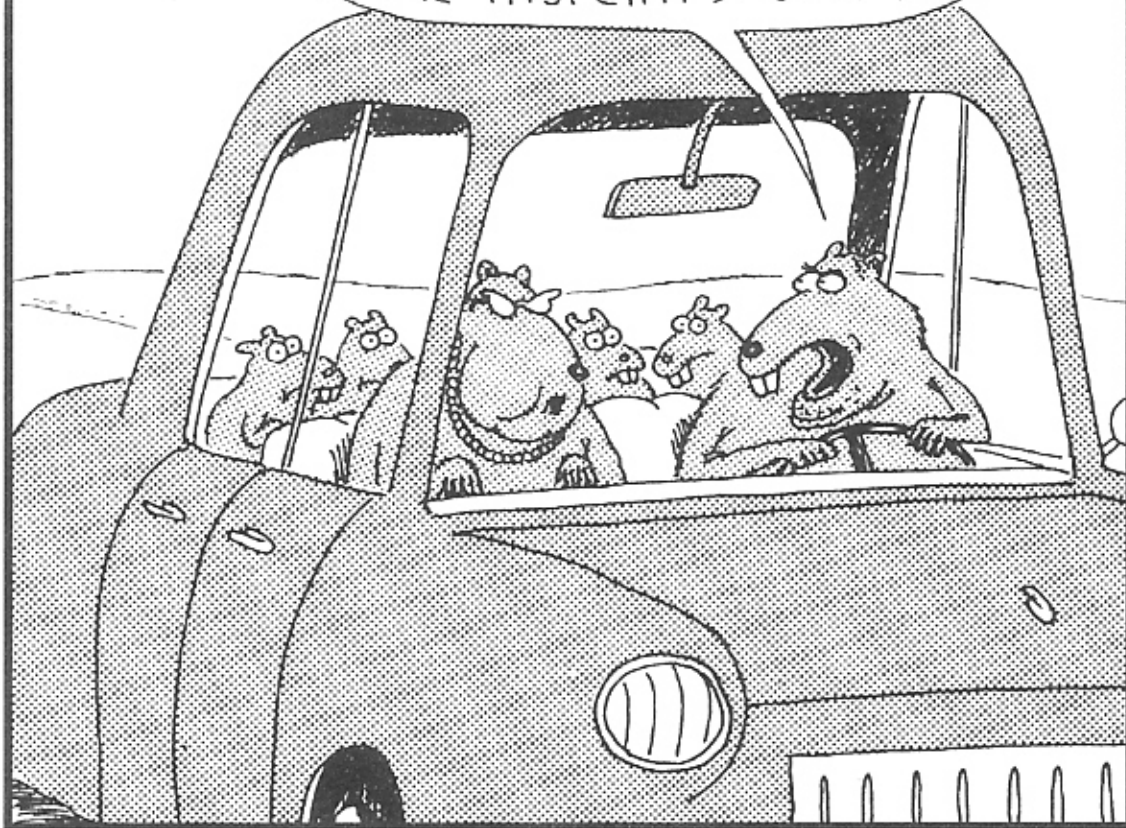
Lemmings on vacation

Scaling Question

Most Pressing	**10**	
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
Least Pressing	**0**	

Stepping Stones to Change

Possible Obstacles:

1. _____
2. _____
3. _____
4. _____
5. _____

Destination

Possible Solutions:

1. _____
2. _____
3. _____
4. _____
5. _____

Starting Place

Rulers

How <u>important</u> is it to you to change this?

0…..1…..2…..3…..4…..5….6…..7…...8…..9…..10
Not at all   Extremely

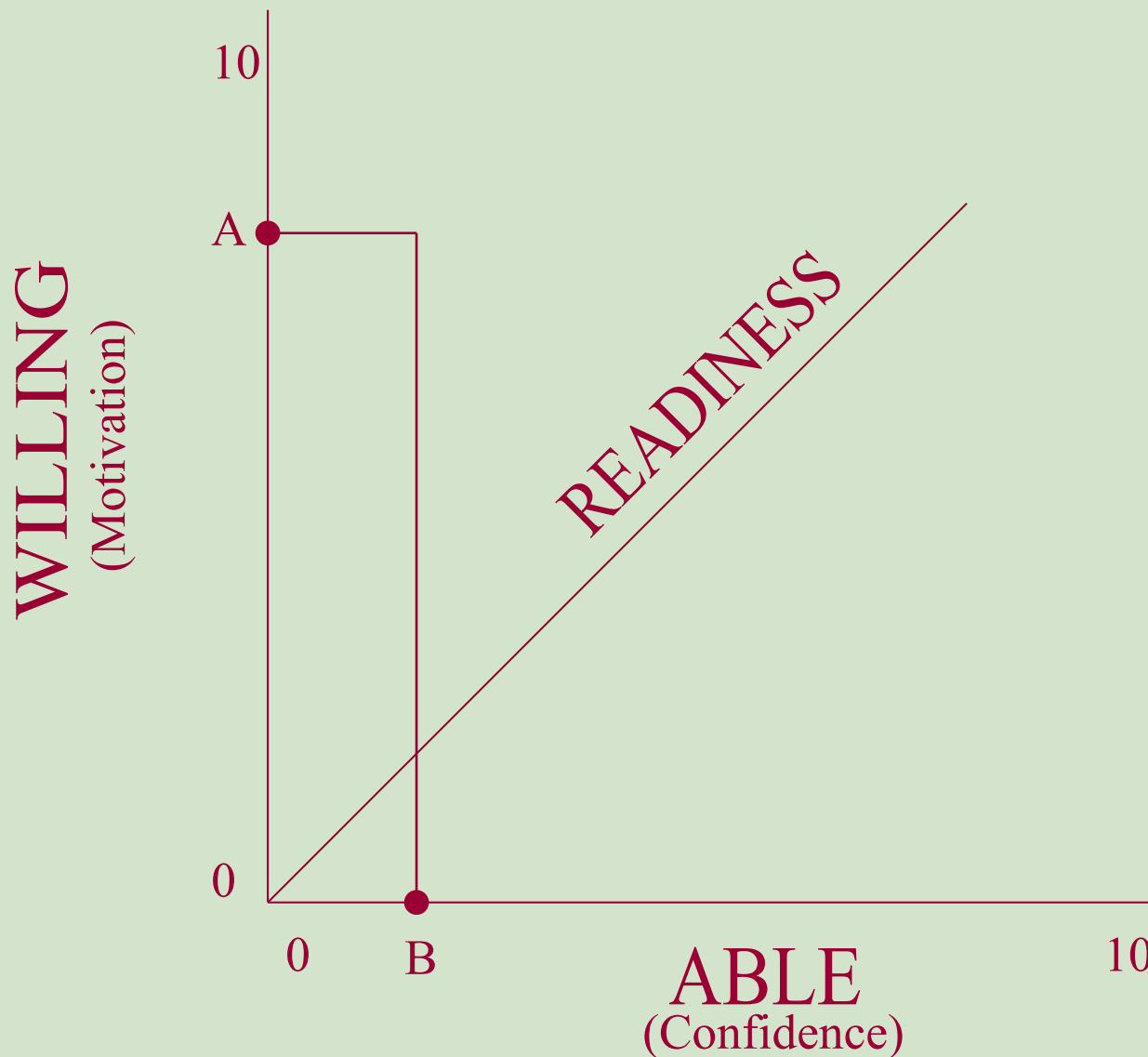How <u>confident</u> are you that you can change this?

0…..1…..2…..3…..4…..5….6…..7…...8…..9…..10
No confidence   Completely confident

How much do you <u>desire</u> to change this?

0…..1…..2…..3…..4…..5….6…..7…...8…..9…..10
Dread changing   Excited about change

Planning for and Implementing Change

A diagram with a vertical axis labeled **WILLING (Motivation)** marked 0 at bottom and 10 at top, and a horizontal axis labeled **ABLE (Confidence)** marked 0 at left and 10 at right. A diagonal line labeled **READINESS** extends from the origin. Point A is on the vertical axis, and point B is on the horizontal axis, connected by dashed lines.

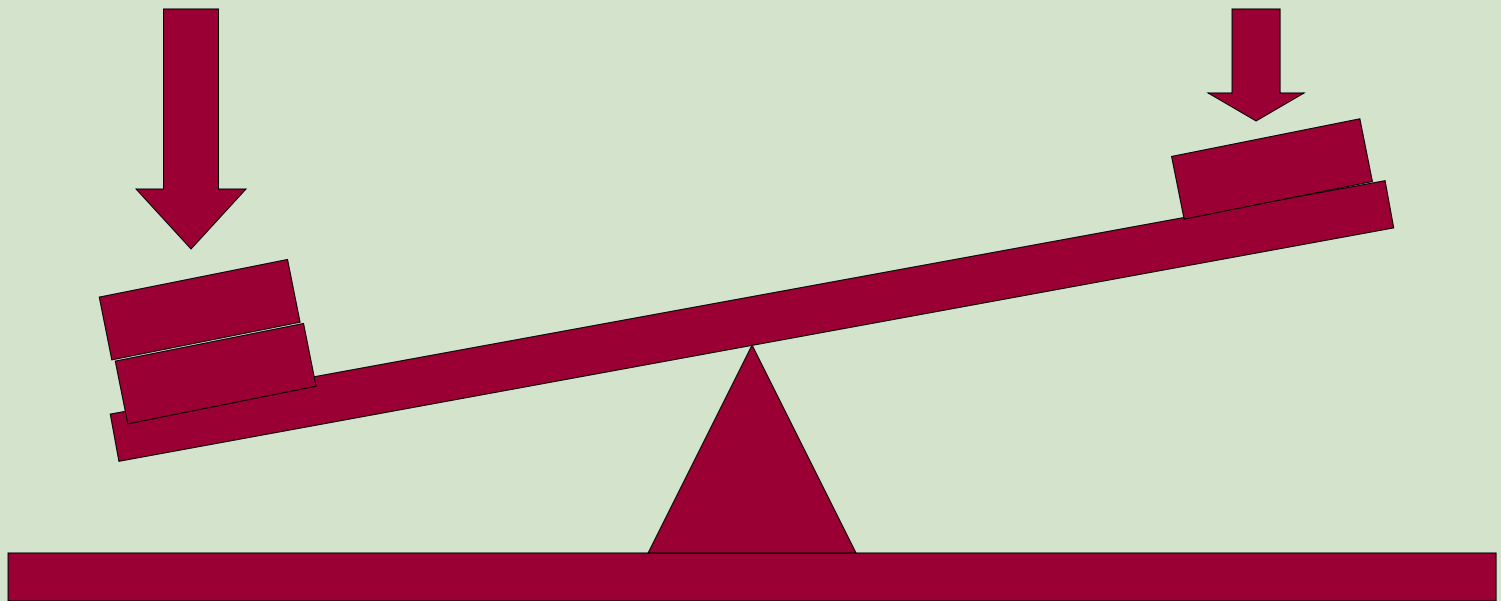# Resolving Ambivalence
The Decisional Balance

Costs of Status Quo
Benefits of Change

Costs of Change
Benefits of Status Quo

Decisional Balance Worksheet

Name:_____   Date:_____

PROS AND CONS			
Continuing Behavior		**Changing Behavior**	
PROS (Benefits)	**CONS** (Costs)	**PROS** (Benefits)	**CONS** (Costs)
Discord	**Motivation**		**Discord**

A Change Plan Worksheet

The changes I want to make (or continue making) are:

The reasons why I want to make these changes are:

The steps I plan to take in changing are:

The ways other people can help me are:

I will know that my plan is working if:

Some things that could interfere with my plan are:

-What could I do to remedy these?

What will I do if the plan isn't working:

Resources

I. Stages of Change

1. Prochaska, J.O., Norcross, J.C., and DiClemente, C.C. (1994). <u>Changing For Good: A Revolutionary Six-Stag Program for Overcoming Bad Habits and Moving Your Life Positively Forward.</u> New York: Avon Books, INC.

2. Prochaska, J.O., Norcross, J.C. (1994). <u>Systems of Psychotherapy: A Transtheoretical Analysis, 3rd ed.</u> Pacific Grove, CA.: Brooks/Cole

3. DiClemente, C.C. and Hughes, S.O., (1990). "Stages of Change Profiles in Alcoholism Treatment." <u>Journal of Substance Abuse</u>, 2, 217-235.

II. Motivational Interviewing

1. Arkowitz, H., et.al., (2008). <u>Motivational Interviewing for the Treatment of Psychological Problems</u>. New York, The Guilford Press

2. <u>Enhancing Motivation for Change: Inservice Training – Based on a Treatment Improvement Protocol (TIP35)</u>. (2006) U.S. Department of Health and Human Services, (SAMHSA) Pub. # (SMA)06-4190, Rockville, MD.

3. Miller, W.R. and Rollnick, S. (2013). <u>Motivational Interviewing: Programming People for Change, 3rd ed.</u> New York: The Guilford Press.

4. Miller, W.R., Zweben, A., DiClemente, C.C., &Rychtarik, R. (1992). *Motivational enhancement therapy manual: A clinical research guide for therapists treating individuals with alcohol abuse and dependence* (Project MATCH Monograph Series, Vol. 2.) Rockville, MD: National Institute on Alcohol Abuse and Alcoholism.

5. Substance Abuse and Mental Health Services Administrators, Center for Substance Abuse Treatment, U.S. Department of Health and Human Services. (2003). *Enhancing Motivation for Change in Substance Abuse Treatment* (TIP 35 – Publication # (SMA) 03-3811). Rockville, MD: Miller.

6. Rollnick, S.; Mason, P.; and Butler, C.; (1999) *Health Behavior Change: A Guide for Practitioners*. Edinburgh: Churchill Livingstone.

7. Rollnick, S., Miller, W., and Butler, C., (2008). <u>Motivational Interviewing in Health Care: Helping Patients Change Behavior</u>. New York, The Guilford Press.

8. Walters, S., et. al, (2007) *A Guide for Probation and Parole: Motivating Offenders to Change*. Washintgon, D.C.: National Institute of Corrections

Resources (2)

III. Stages of Change and Motivational Interviewing

1. Tomlin, K., and Richardson, H. (2004). <u>Motivational Interviewing and Stages of Change: Integrating Best Practices for Substance Abuse Professionals.</u> Center City, Miinn: Hazelden.

IV. Additional Resources

Video Training Series:

Motivational Interviewing Professional Videotape Series 1998 - A six tape set at $120.00 – from:

      University of New Mexico, Center on Alcoholism, Substance Abuse, and Addiction (CASAA)

      2350 Alamo, S.E., Albuquerque, NM 87106

Websites:

    1. www.motivationalinterview.org

    2. www.CASAA.unm.edu

    3. Addiction Technology Transfer Center – www.Nattc.org

    4. Substance Abuse and Mental Health Services Administration – www.samhsa.gov

*Resources on motivational interviewing, including general information, links, discussion board, training resources, and information on reprints and the latest research.

Evaluation Form
MOTIVATIONAL INTERVIEWING
William B. Webb, Ph.D.

PLEASE INDICATE YOUR AGREEMENT WITH THESE STATEMENTS ABOUT THE TRAINING.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The training was well-organized.					
2. The material presented is applicable to my work.					
3. The trainer was receptive to participant comments and questions.					
4. The training enhanced my skills in this topic area.					
5. I expect to use the information gained from this training.					
6. The trainer effectively modeled motivational interviewing behaviors.					
7. Overall, how satisfied are you with your training experience?	Very Satisfied ☐	Satisfied ☐	Neutral ☐	Unsatisfied ☐	Very Unsatisfied ☐
8. What specific skills are the most helpful in supporting you as an effective communication facilitator?					
9. What about the training will be difficult to apply in your daily work?					
10. How can the Trainer improve this training?					

Thank you for completing this survey.
Return your survey to the Trainer.