



Motivational Interviewing

What is Motivational Interviewing?

“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.”

(Motivational Interviewing: Helping People Change. William R. Miller, PhD, Stephen Rollnick, PhD. Guilford Press, Sept. 2012.)



“A way of interacting with people to assess their readiness for change..
And to help them move through the different stages of change.”

Motivational Interviewing (MI):

- Is:
 - Counseling style
 - Style for eliciting a person’s own motivation for change
 - Way of interacting with people to assess readiness to change and help them move through stages of change
 - A focus on creating comfortable atmosphere without pressure or coercion to change
 - Interviewing that involves careful listening and strategic questioning
- Is NOT:
 - A method for tricking people into doing things they don’t want to do
 - Pressuring or coercing change
 - A direct hard-nosed approach to help people overcome their ambivalence
 - Imposed upon them by some outside force

Key Beliefs of MI

- People dread change
 - Even if the change can bring positive/affirming results
- Change requires energy
 - Feeling depleted is a barrier to change
 - Motivation increases energy
- The swamp needs to be drained
 - Also known as venting
- Roll with resistance
 - We want to be heard
 - Let participants tell you why they can't change and affirm these barriers
 - Reflect it back – let them hear it again
- Link change to values and how they impact his/her life
 - Help them see how their current behavior keeps them from being the people they want to be



What does MI entail?

- A Power Shift

- A radical mind shift
- Accepting that education does not create behavior change
- Understanding that what we may have been doing isn't working
- Allowing the individual to become the expert while the mentor becomes the coach and partner
- The complete belief that the individual knows what they need



Benefits of Using MI

- Participant drives goals and expectations
 - Mentor doesn't have to unearth problems and set goals
- Participant knows what they need and has some resources to meet those needs
 - Mentor doesn't need to figure it all out and provide all necessary tools.
- Change is more meaningful and more likely to be sustained
 - If change is the participant's idea, and is about what is important for the participant, it is likely he/she will maintain the change!
- Builds efficacy
 - Participant feels capable and successful.
- Builds relationships
 - If the participant feels heard and supported, the mentor is seen as a partner.
- Less frustration and burnout
 - More productive, more pleasant relationship.



If not through education,
how does behavior change?

I come to volunteer to motivate and inspire people to make the changes that they want and sometimes desperately need to make. This means I need to understand how people change in order to be effective.



Truths About Behavior Change

- Often takes a long time
- Motivation drives change
- Motivation is very personal
- Knowledge is usually not sufficient to motivate change
- Relapse is common, and a part of getting to long term change

When who we are is not congruent with who we want to be, we might be willing to do something differently. We probably even know what that is and even have an idea about how to start. Most folks need motivation more than they need concrete tools. Most people also need permission to fail and start again.

Motivation drives change. Not judgment.

Unhelpful Assumptions

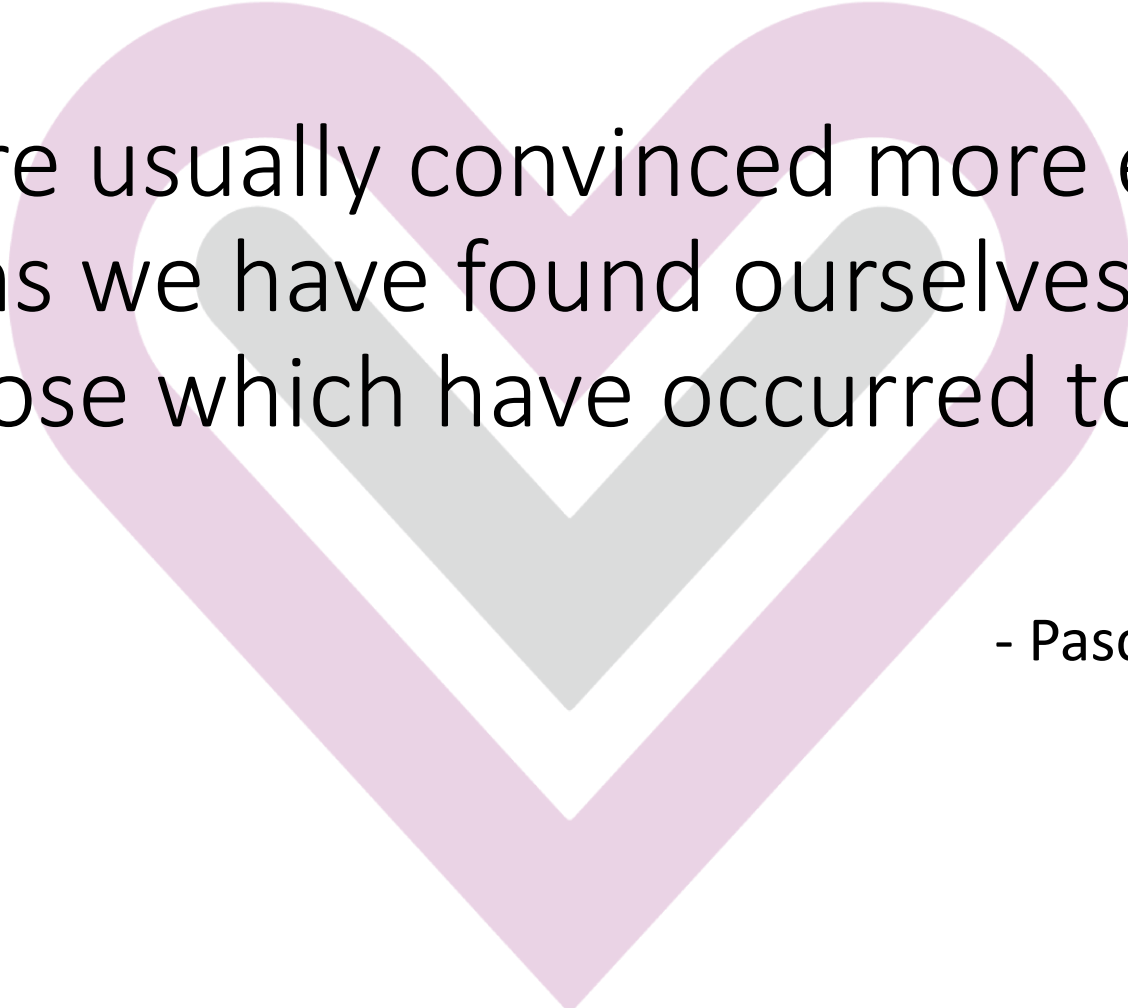
Helping participants see the link between what is important to them and what they are, or are not doing, is the primary role of the MI provider.

- The person ought to change behavior.
- The person wants to change behavior.
- The experience has failed if the person doesn't choose to change.
- The person is either motivated to change or not.
- Now is the right time to choose to change.
- A tough approach is the best approach.
- I'm the expert; the person should follow my advice.
- **It is my responsibility to get the person to change.**

Helpful Assumptions

Embracing these assumptions requires that you believe in your participant, even if they do not believe in themselves at that time.

- The person knows what is important to them.
- The terms of change are very personal.
- The person has life experience and connections in their life that can provide a foundation for how to go about things differently if they so choose.
- The individual is the expert in their own life.
- The individual has the autonomy and responsibility for their life.



We are usually convinced more easily by reasons we have found ourselves than by those which have occurred to others.

- Pascal 1632-1662

What is the difference?

Usual Mentoring

- Ask
- Fix
- Telling meaning of change
- Push
- Dismiss
- Unsolicited advice

Motivational Mentoring

- Reflect
- Empathize
- Explore the meaning of change
- Pull
- Roll with resistance
- Support autonomy and self direction



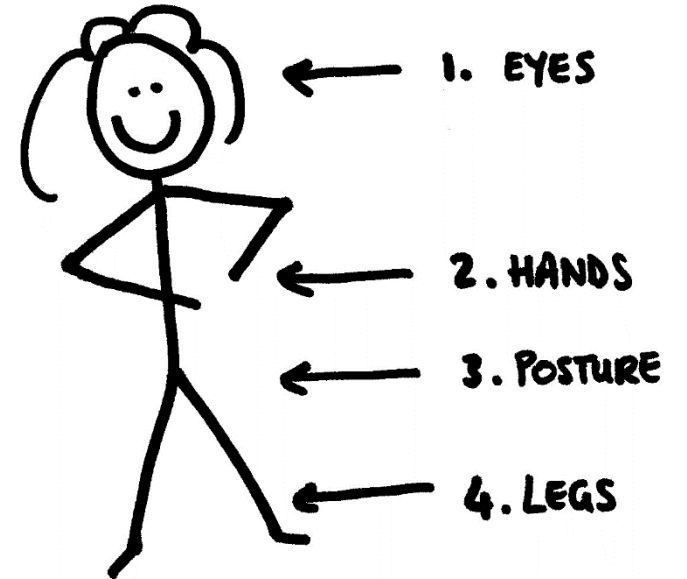
Tips in Preparing for MI

Stop

Look

Listen

- Look at your participant's body language, understand the non-verbal cues are sometimes more reliable than words.
- Consider the non-verbal cues YOU might be sending.
- Make gentle eye contact.
- Offer your participant the gift of your complete attention and respect.



Demonstration

1

Work with a partner. You will practice non verbal communication. Only use the word “blah”

2

Convey your meaning through tone and body language.

3

One person be the mentor, the other be the participant:

- The mentor has just told the participant that her budget is not working and he/she must cut her spending in eating out. The participant doesn't think her/his family needs to change their habit of eating out.



Cautions of Advice

- Behavior change should be negotiated NOT demanded.
- Advice, persuasion, and even information elicits more resistance than change.
- Release the idea of advising and education without being given permission.



General Principles of MI

- **Express Empathy** through open ended questions and reflective listening
 - Acceptance facilitates change.
 - Express it through reflective listening to convey understanding.
- **Respond to Ambivalence** – help the individual see the pros and cons of changing and sustaining
 - Help them see it from their own perspective.
- **Support Self-Efficacy** – support the belief that the participant is capable and knows what they need.
 - A person's belief in the possibility of change is an important motivator. The participant is responsible for choosing and carrying out the change!

Source: Michael Wiles and Cross Country Education, Inc., 2005



3 Crucial Skills



Listening and identifying the participant's position



Asking open ended questions



Reflecting





Listening Without Judgment

It is what it is.

Not what you think it is. Or should be.

Acknowledging that we hear through the filters of our own belief system is the first step in becoming a better listener and communicator.

Listening without personal filters does not mean that you are compromising your belief system, it just means that you aren't imposing your belief system on an innocent bystander. People appreciate that.



Reflective Listening

Reflective listening lets the participant hear what they just said, from the position of the listener, and allows for correction when necessary. It allows the listener to demonstrate that they got it.....

How important is that?

Ever felt misunderstood?

- You don't get it!
- You don't listen!
- That isn't what I said!
- You hear what you want to hear.....

Maybe the listener isn't listening.

Maybe the speaker isn't clear.....

Reflective Listening

Ever been in a situation where you are trying to tell someone something, and all of a sudden the conversation is all about them? They start in with “When I.... Or “that has happened to me”, or I’ve seen it a hundred times...”

Did it feel like you were being heard? Did that person really care about your experience?

- Is an action.....
- Gives your best guess of meaning & feeling
- **Affirms and validates**
- Keeps your client thinking and talking
- Is a statement, not a question
- *Ends with a down turn*

Reflective Listening

Empathy is mutual understanding on an emotional and logical level.

- Deepens and extends the conversation
- Conveys empathy
- Validates what participants are feeling
- Creates a sense of safety for participants to talk
- Helps individuals hear what they just said!

Reflective Listening: More than Hearing

Hearing is content
only

- You lost your job...

Reflective Listening
is empathy and
understanding

- You are feeling sad and afraid about how you are going to support your family



Reflective listening is more effective than asking questions to get to the root of a problem.

If I listen and reflect I will get as much information in about the same amount of time.

The difference is if I listen I get the information that is important to the participant. If I question, I get the information that is important to me.

The participant is less likely to find motivation to change in what is important to me.



Reflective Listening/Responding

- Repeating
- Rephrasing – **slightly alter person's words**
- Empathic reflection – **provide understanding for person's situation**
- Reframing – **help person think differently about their situation**
- Feeling reflection – **reflect emotional undertones**
- Amplified reflection – **exaggerate what was said**
- Double-sided reflection – **reflect both sides of person's ambivalence**

Source: B. Borelli "Using Motivational Interviewing to Promote Patient Behavior Change and Enhance Health"



Reflective Starters

Beginner

It sounds like you are...
So you are saying that...
I understood you to say...

Intermediate

You're not ready to...
You're having a problem with...
You're feeling that...
It's been difficult for you...
You're struggling with...



One Situation, Seven Different Reflections

I worry a lot about finances because my spouse likes to do his own thing. He wants me on a budget that he doesn't want to be on himself. When it comes to bills his are all paid and he doesn't care if mine get paid. I was 6 months behind on two bills that he said he wanted to take care of for me (which he didn't). He wants his credit to be good and to heck with mine. I'm tired of trying to pay everything myself.

- Repeat
- Rephrase
- Empathize
- Reframe
- Feeling
- Amplified
- Double-sided

Scenarios:

Practice Basic Reflections

Grab a partner!

Repeat	Feeling
Rephrase	Amplified
Empathize	Double-sided
Reframe	

#1 Helen is 58 years old. She has had two aneurysms which affect her ability to concentrate and remember things. She is with a mentor now after completing the 8 weeks of budgeting classes. She was recently laid off from work and quickly found more work with various home health care assignments through different companies. She is currently working extreme hours (50-70/week). Her daughter moved in with her boyfriend and two children. The two adults are not working. Helen feels she needs to work a lot of hours right now to help support the extra people in her household. She seems to be running stuck on getting her budgeting forms completed each week for her mentoring time.

#2 Mark is 35 years old with one 9 year old daughter. He was recently divorced and is unemployed and homeless. He is on medications for depression and anger. He is living in his car and attending the budgeting classes. His caseworker has helped him create a resume and he is very diligent about applying for jobs. Over the last year he has had many interviews and started several jobs only to quit or get fired. Finding a job for him is not difficult – keeping a job seems to be the issue. Recently Mark has been jailed short term for not paying child support. He has also been hospitalized for cutting himself. His doctor has changed his medication several times to help with his depression and anxiety.

Open-Ended Questions

1. Get more information with fewer questions.
2. Questions cannot be answered with a 'yes' or 'no', one word or a short phrase.
3. **Does not inject your bias**
4. Allows person to use their own words
5. Of all open-ended questions, How is the least likely to generate resistance, Why is most likely to generate resistance.



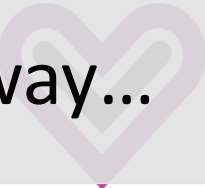
Open-Ended Questions

Push vs. Pull – Differences In Action

Push - Fixing

- You should because
- It's important because
- Here's how to change
- You must
- I have the answer
- Let me tell you

Pull - MI

- Why might you consider
 - In what ways is this important
 - How might you possibly go about it?
 - You might...
 - You have the answer...
 - Let's help you find your way...
- 

Questions Comparison

Closed Ended Questions

- Did you set any goals this week?
- Have you put money in your emergency fund
- Did you call the bank this week?
- Did you apply for food assistance?
- Did you set up the appointment to get the car fixed ?
- Have you talked to your spouse about doing the homework together?
- Are you willing to give it a try?
- Did you make a list of your priorities?

Open Ended Questions

- What goals do you have for the coming week?
- What, if any, amount have you put into an emergency fund?
- Tell me about your conversation with the bank.
- To what extent have you sought food assistance?
- Tell me about the status of your car repair.
- Tell me about your conversation with your spouse regarding homework.
- To what extent are you willing to try it?
- Help me understand your priorities.



Let's practice.

Turn these close ended questions into open ended questions:

- Do you think it's important to budget?
- Do you think it's important to write a budget out?
- Do you want my help?
- Do you have any concerns?
- Will you look for a job this week?
- Will you fill out the papers for next week?
- Are you willing to give it a try?



Ambivalence

Many people are on the fence when it comes to change. This is actually a good place to be – there is a good view from the fence – you can see both sides. Sometimes as mentors we look at people who are unsure as unmotivated, wishy washy, not serious. What if they are just torn, and maybe afraid? Ever heard “better to be with the devil you know

” This is often how we feel. It is safer to stay in this familiar bad place than to risk something worse in order to maybe get to a better place. Change is possible and often desired when we hear ambivalence.

- 1. Uncertainty or fluctuation, especially when caused by inability to make a choice or by a simultaneous desire to say or do two opposite or conflicting things.
- 2. The coexistence within an individual of positive and negative feelings toward the same person, object, or action, simultaneously drawing him or her in opposite directions.
- 3. Torn.

Identifying Ambivalence

- If you hear the word but.....
 - The participant wants to change
 - The participant has all ready thought about the pros and cons
 - The participant probably has a plan in mind...but lacks the confidence to begin or to try again.
- Ambivalence does not indicate a lack of commitment or unwillingness to change. It signals the need for clarity and support.

How you respond to ambivalence can either shut the door or open it, but you have to recognize it before you can respond to it.

Explore the choices....

Advantages of sustaining

Advantages of changing

Disadvantages of sustaining

Disadvantages of changing

Listening for Ambivalence



Reasons to Change (Pros)

- When I take time to budget I am less stressed. I argue less and I have more patience with the kids.

Reasons not to Change (Cons)

- But I feel guilty when I can't buy my kids the clothes and toys the other kids' parents are getting them. I feel like I'm not a good parent.



Open Ended Questions & Ambivalence

What would you like to happen?

If you could change 1 thing, what would it be?

If you were going to make a change where would you start?

What will your life be like in (a day, a week, a month, a year) if you keep doing what you are doing?

What will your life be like in (a day, a week, a month, a year) if you _____ (state the change).?

It might seem redundant if the participant has just verbalized these possibilities, but you might be surprised to find out how many people will say to you “Did I say that?” or “Yes, that is true” . It is as if they were disconnected whether emotionally or logically from their own words. By objectively listing these pros and cons they can step back and decide “now what”?

Choose a question that will help the client come up with their own solution.

Practice Ambivalence

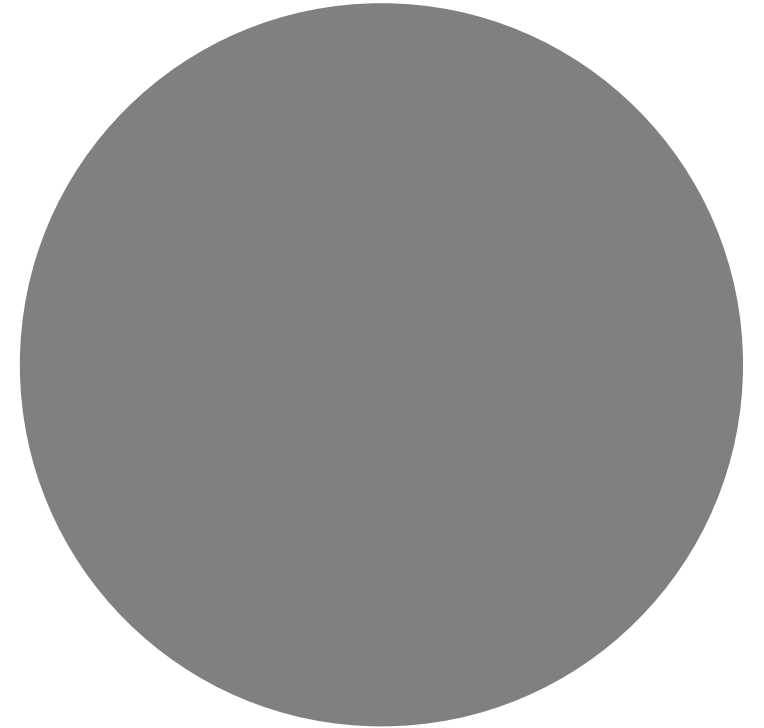
- I would write out a budget, but it takes too much time.
- I have tried before, but things are different now, I don't have much support from my husband
- I could make a budget, but I just don't. I'm in the habit of buying anything I want when I need it.
- I don't know about keeping a spending journal. I want to, but it seems like a lot of work.



Change Talk

Ever been trying to get ready to do something, and someone was pushing you to start before you were ready? How did that feel? Being pushed to action does not usually offer the best results.

Further along than ambivalence,
but may not be quite ready to take action.



Why is it important to recognize and respond to change talk?

- It is “a window of opportunity” to help participants see their motivation for making change.
- It is very important because the participant
 - Feels heard
 - Feels supported to make change
 - May seek help to take the first step.



Recognizing Change Talk

- **Desire** – I want, I wish, I would like to...
- **Ability** – I can, I am able to, I could, I have
- **Reasons** – It would help, If only, It would be
- **Need** – I need to, I have to, I must, I better, something
- **Commitment** – I will, I swear, I give you my word, I would love to try
- **Taking Steps** – I have tried, I am..., I started, I changed....

It is important to know when someone is preparing to change. This is where providers jump the gun, They hear preparatory talk, then try to jump to action, which often shuts the participant down. Being able to hear and understand that the participant is preparing, not doing is really important.

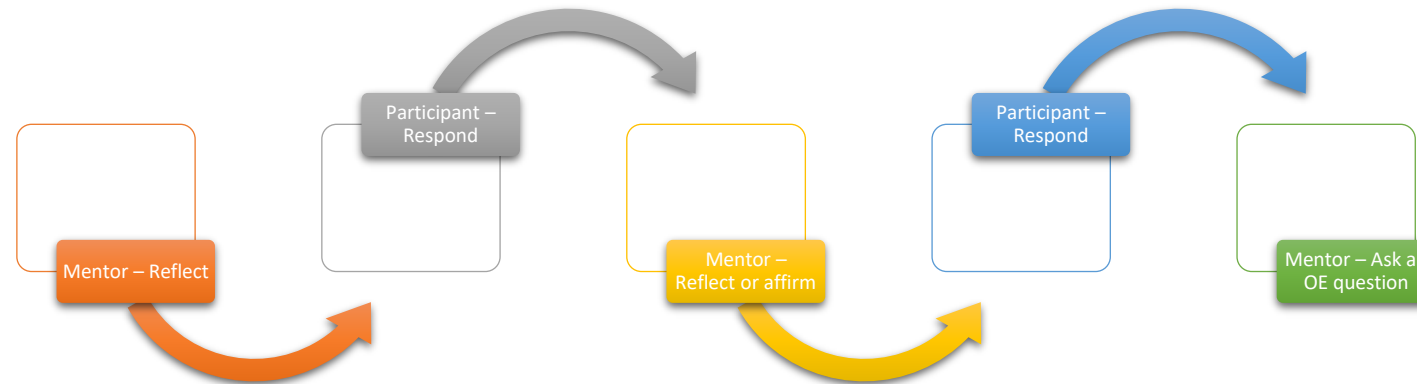


Tips for Responding

- Reflect or affirm before asking any open-ended questions.
- To make progress, it's important to demonstrate you understand the participant's position (before asking more questions).



Practice Responding to Change Talk



- Participant: I am going to start writing a out a grocery list to help keep track of my food budget.
- Participant: I want to buy healthier meals, but it takes too much time to make a list.
- Participant: I need to take this seriously. I don't want my kids to eat so much junk food.
- Participant: I have tried to make a list in the past. Lots of times and I've even saved some money. I write it out a for a few weeks and then I stop..

When do I get to educate?

- You are educating by helping the participant see that change might be necessary, and by clarifying goals....
- Now you're ready to get to an action plan IF the participant is ready



Action Reflections

Scenario: "I am relieved and excited about this program because I know I need help to better budget my finances and figure out a way to improve my credit score so I can better myself and family. I have been having a hard time with asking for help and even accepting help because I feel like I need to much of it.... I am trying to better myself with all the help I get so I won't need that again. I am currently trying to move because we need more space, but this is both my biggest worry right now and my most difficult. I want to find a place that I can afford and get my money controlled better so we can live easier... less worries, more security and stability."

- Call attention to their solutions to problems.
 - "So if you could figure out a way to pay off your credit cards, you wouldn't worry so much about having bad credit and would be able to find a house for your family."
- Clearly state what they have said they want for their action plan.
 - "Joining the Life Skills program is your first step to getting the help you need."
- Undersell – gently reframe what they have said or implied.
 - "Sounds like you want are ready to make a budget and track your expenses."

Identify Barriers



- Ask open ended questions to help identify barriers
 - “What, if anything, would get in the way of you being able to?”
 - “What would be the most difficult thing about?”
 - “What things would you need in order to.....”

The quickest route to a participant giving up is to set unrealistic goals that set him/her up for being unsuccessful. Helping participants identify when he/she has “gone too far” is important. You can do this by getting at the barriers.

Accountability

- Help provide tools to stay on track
 - “Your idea to seemed like it would help you to stay on track.”
 - “What do you need in order to reach your goals?”
 - How, if at all, do you like to be held accountable?
 - How will you know if you are making progress?

This is a big deal. Being accountable is something most people want and need – but on their own terms. An envelope system or tracking on a computer may not work for everyone – but it may be the first thing people jump to when trying to create accountability for someone else. Participants can have very creative ways to stay accountable.



Asking for Permission to Share

- If the participant has asked for help or has alluded to needing a suggestion, ask for permission before educating or informing.
 - Participant: I want to start saving money, but I am confused about how to save when I have so many bills to pay.
 - Mentor: Would you like for me to tell you what works for some participants? Tell me what you know about _____.



Get Feedback

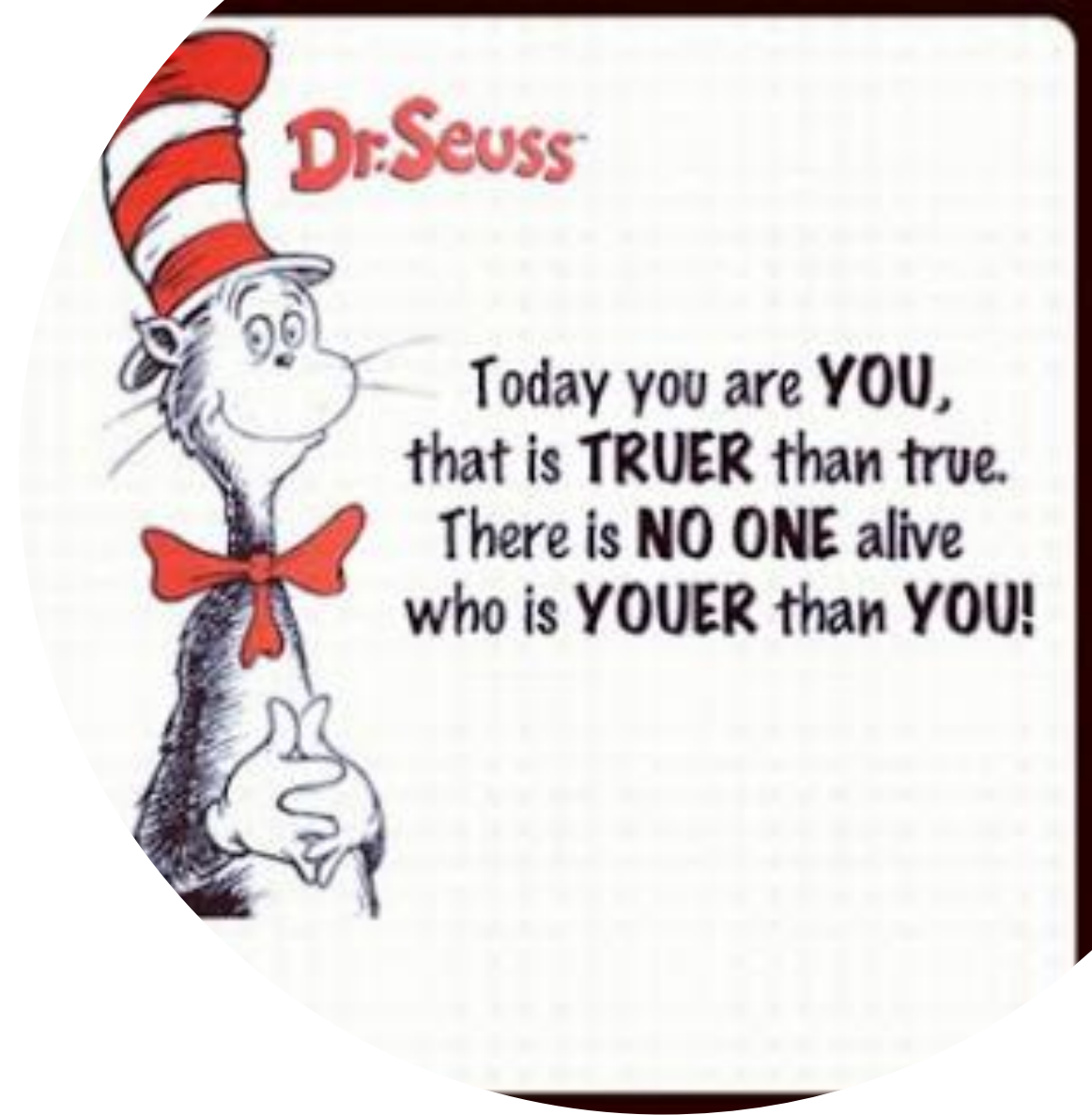
- After sharing information – always ask what the participant thinks, or how they feel about that knowledge
 - So what do you think about?
 - How do you feel about?
 - What do you like or not like about....?
 - What, if anything do you think is useful/believable/a good idea?

Don't assume that the participant thinks what you have to say is valid or useable – if they don't think what you had to offer is helpful, you can regroup and try something else.



What is Affirmation?

- Acknowledging a participant's strength and/or effort to make changes.
- An affirmation is all about the participant, and has nothing to do with the mentor's preferences.



Why is it important to affirm?

Affirmations support the participant's positive behaviors by:

- Building confidence
- Boosting self-esteem
- Building rapport
- Providing support and encouragement

Affirmations are stronger when they support specific behaviors.



Trading Praise for Affirmation

Affirmations can acknowledge efforts to make changes – no matter how small. For example “I know it took some effort for you to get here today.”

- Affirmations are not praise. Praise is a judgment call.
- Once praised there is the pressure to continue to be good, or face the possibility of being bad.
- Adults can be offended by “a pat on the head”.
- Being good isn’t as powerful to the individual as being capable.
- Affirmations are:
 - Statements of recognition and understanding
 - Highlight person’s strengths, personal values and goals
 - Acknowledge efforts to make changes

Tips for Affirmation

- Call attention to the participant's strengths or any attempted effort
- Be specific
- Do not use words that imply judgment – good, great, wonderful....



Affirming Words

- Ambitious
- Bright
- Careful, cheerful, clever, committed, confident, creative
- Dedicated, determined
- Effective, energetic, experienced, faithful
- Flexible, focused
- Happy, healthy, hopeful
- Knowledgeable
- Loving
- Intelligent
- Open, optimistic, organized
- Patient, persistent, positive
- Quick
- Resourceful, responsible
- Strong
- Thankful, thoughtful
- Understanding, unique

Simple Affirming Reflections

- That was a lot of work.
- You pulled it off.
- You don't give up.
- You're determined.
- You try so hard to....
- You figured it out.
- You didn't know if you could do it, but you tried anyway.
- You are creative!



Affirmations – Practice

- I was able to finish my homework early this week which meant we could spend more time together.
- We only ate out once a week instead of six times this month.
- I sent out six resumes this week.
- I was able to put more money in my emergency fund this month.
- I paid off my first credit card this month.



Practice Your Skill Set by...

- Beginning with an open ended question that will key into what is important to the participant.
- Making at least 3 reflections in any meeting
- Using affirmations instead of praise
- Trying action reflections as opposed to directing participant
- Checking for barriers
- Asking for permission to share



Putting it all Together

- Focus on determining where THEY are and build from there.
- Have an empathetic, respectful approach.
- Remove barriers – real and perceived.
- Build confidence – start with small steps and build
- Support is key – foster support and help create supportive environments
- Allow people to be empowered and set own goals.
 - How can we help them build upon what they are already motivated to do?
 - How can they be involved in creating the learning experience?





Important to **INVEST**

- I – Involve participant
- N – Notice as much as you can
- V – Vary your approach
- E – Eye contact
- S – Strengths-based
- T – Work Together

LOVE
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