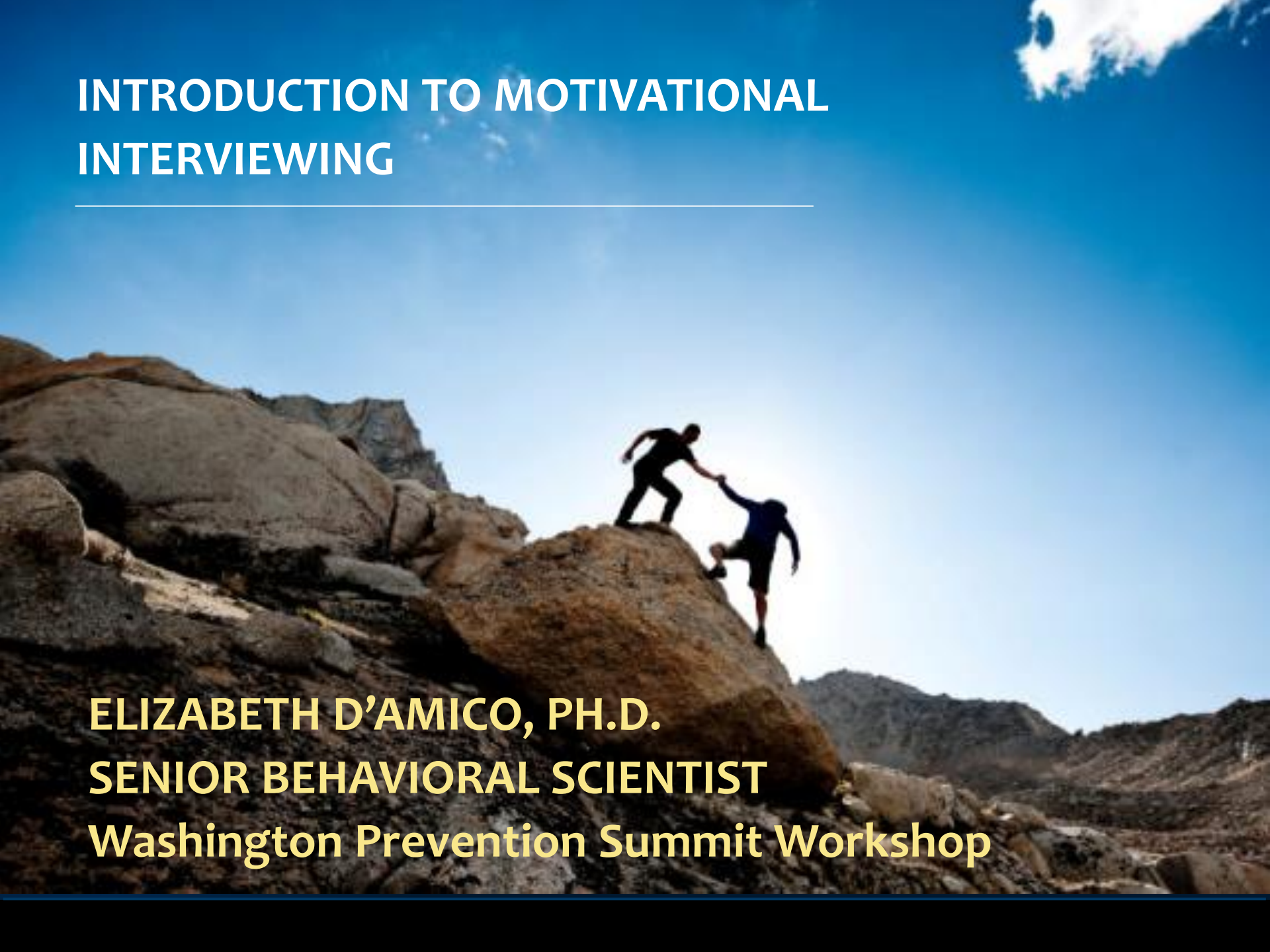


INTRODUCTION TO MOTIVATIONAL INTERVIEWING

A photograph of two hikers on a rocky mountain peak. One hiker is standing on a large rock, reaching out to assist another hiker who is climbing up. The background shows a clear blue sky and distant mountains.

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Session Goals

- (1) Understand the “Spirit of MI”
- (2) Learn the basic principles of MI
- (3) Engage in exercises to practice MI techniques

Exercise #1: Video Comparison

Compare/contrast the two styles the facilitator uses.



Video Comparisons

- What differences in styles did you notice?
- Which style was more likely to produce desirable outcome (changing the target behavior)? Why?



Why Don't People Change

You Would Think That...

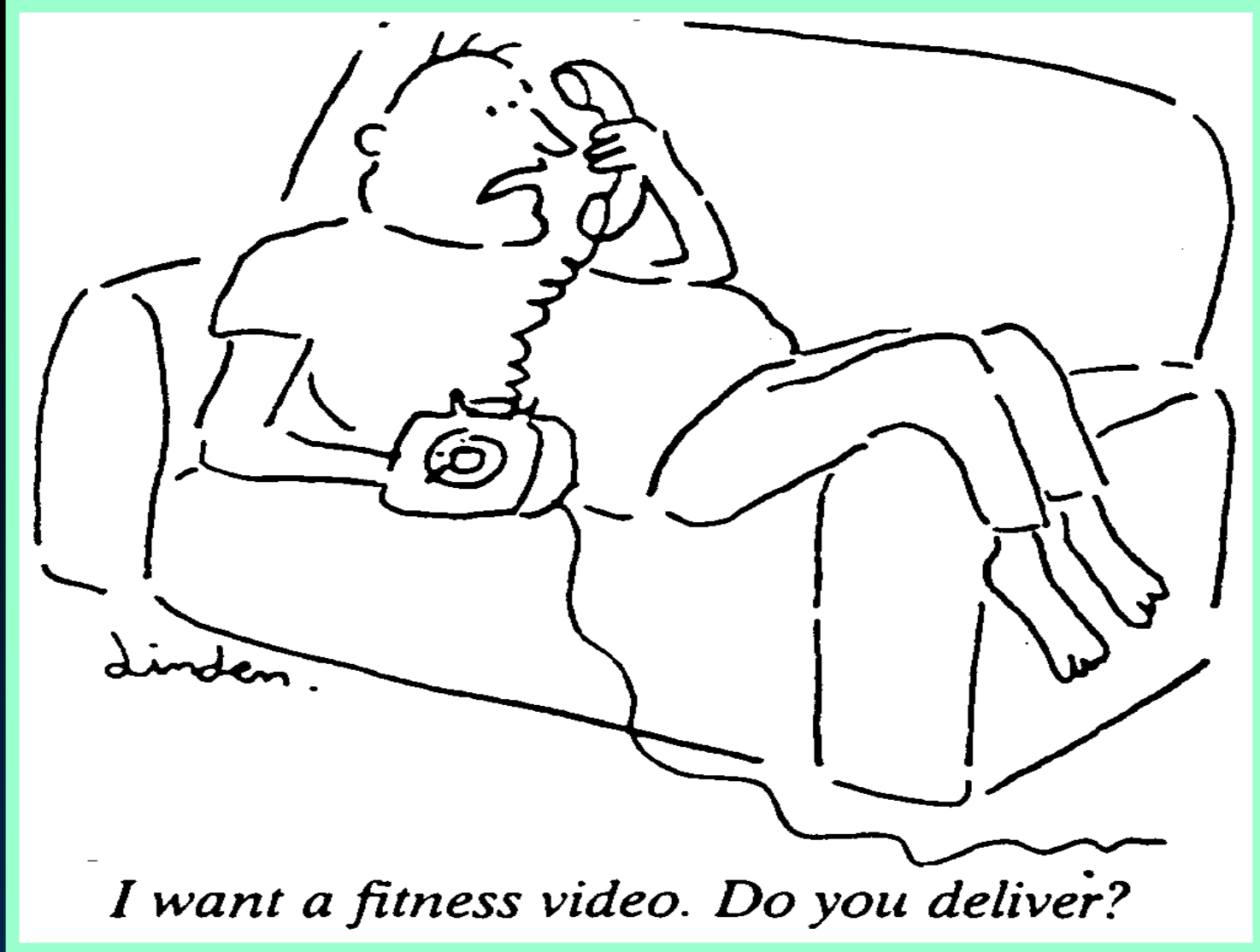
- having had a heart attack would be enough to persuade a man to quit smoking, change his diet, exercise more, and take his medication.
- hangovers, damaged relationships, an auto crash, and memory blackouts would be enough to convince a woman to stop drinking.

And yet,
so often



it is not enough

Motivation – it's complicated!



Client Motivation is a Key to Change...

- Outcomes are typically predicted by:
 - Pretreatment motivation measures
 - Treatment attendance
 - Treatment adherence/compliance
 - Counselor ratings of motivation and prognosis
- That is, more “motivated” clients do better

...and Client Motivation is Greatly Influenced by the Counselor

- Clients' motivation, retention and outcome vary with the particular counselor to whom they are assigned
- Counselor style strongly drives client resistance (confrontation drives it up, empathic listening brings it down)
- That is, the *counselor* is one of the biggest determinants of client motivation and change

Motivational Interviewing: A Definition

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

Why use MI with adolescents



Why use MI with adolescents?

- Developmentally appropriate
- Helps teen feel comfortable
- Adolescents are always being told what to do and being judged—MI lets them take the driver's seat
- Gives teen a chance to think and act independently

The Spirit of Motivational Interviewing

- Collaboration
- Acceptance
- Empathy/Compassion
- Evocation
- Autonomy

Denial



What is it?

Denial

- Historically, substance use disorders (SUDs) were thought of as pathological or immature personalities with high levels of defensiveness and denial
- Research has found no evidence of an “addictive personality” – a wide variety of people experience addiction
- Research specifically has not found overuse of denial, or any other typical patterns of defensive styles among people with SUDs
- Denial or perhaps “rebellious against reality” is also a mechanism that many people may view as being a part of adolescence

If it's not personality, then what behaviors cause counselors to perceive clients as being “in denial”?

- Disagreeing with the counselor
- Resisting a diagnosis/label
- Declining help
- Showing little distress
- Disavowing a need for counseling or change
- Being non-compliant with treatment prescriptions; and
- Not changing

In contrast, counselors tend to perceive clients as being “motivated” when they:

- Agree with the counselor
- Accept the counselor’s diagnosis/label
- Express a desire for help
- Show distress
- Voice a need for the counselor/counseling
- Comply with the counselor’s treatment plan; and
- Change

In other words, client motivation is evident in:

- Low resistance
- Openness and collaboration
- Expressing emotion
- Adhering to a change plan; and
- Changing

...all of which are strongly influenced, for better or worse, by what the counselor *does*

Persuasion Exercise

- Choose one person near you to have a conversation with, and work together
- Not with your boss or supervisor
- One will be the speaker, the other will be a counselor

Speaker's Instructions

- Talk about something you're willing to disclose that you...
 - want to change
 - need to change
 - should change
 - have been thinking about changing but you haven't changed yet
- ...in other words – something you're ambivalent about

Counselor Instructions

- Counselor: PLEASE DO NOT LAUGH when reading the instructions. Thank you.
 - Your client feels two ways about something. He or she seeks help from a counselor to resolve the ambivalence.
 - You are the “counselor from hell.”
 - Explain *why* the person should make this change
 - Give at least three specific *benefits* that would result from making the change
 - Persuade the person to do it
 - Tell the person *how* they could make the change
 - If you meet resistance, repeat the above
 - Please remember: Your instructions are a secret. Don’t tell your client.
 - P.S., This is *NOT* motivational interviewing

Go!

(5 minutes)



How Did the Client Feel

Persuasion Doesn't Always Work

THE BEST WAY TO ACHIEVE GOOD HEALTH IS TO TAKE CARE OF YOURSELF.



YOUR LIFESTYLE IS DESTROYING YOU.



YOU SHOULD CHANGE YOUR EATING HABITS, AND STOP SMOKING AND DRINKING.



START AN EXERCISE PROGRAM. GET PLENTY OF REST. LEARN HOW TO HANDLE STRESS.



YOU'RE RIGHT, DOC. THANKS!

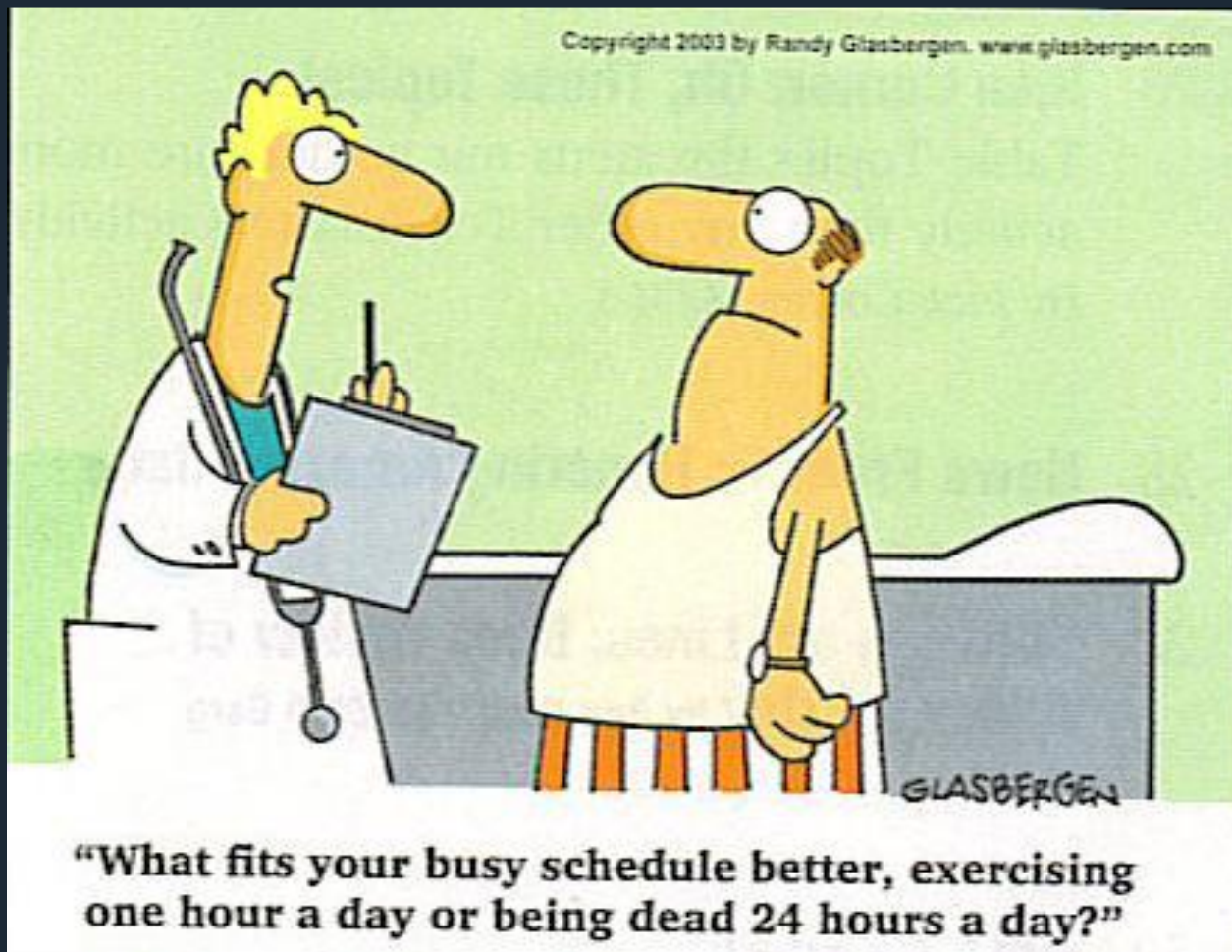


MAN! I'VE GOT TO FIND ANOTHER DOCTOR!



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Glen Berman

Persuasion Causes Resistance



Ambivalence

The Dilemma of Change

The Righting Reflex

When Worlds Collide



Common Reactions to Righting Reflex

- Angry, agitated
- Oppositional
- Discounting
- Defensive
- Justifying
- Not understood
- Not heard
- Procrastinate
- Afraid
- Helpless, overwhelmed
- Ashamed
- Trapped
- Disengaged
- Not come back – avoid
- Uncomfortable

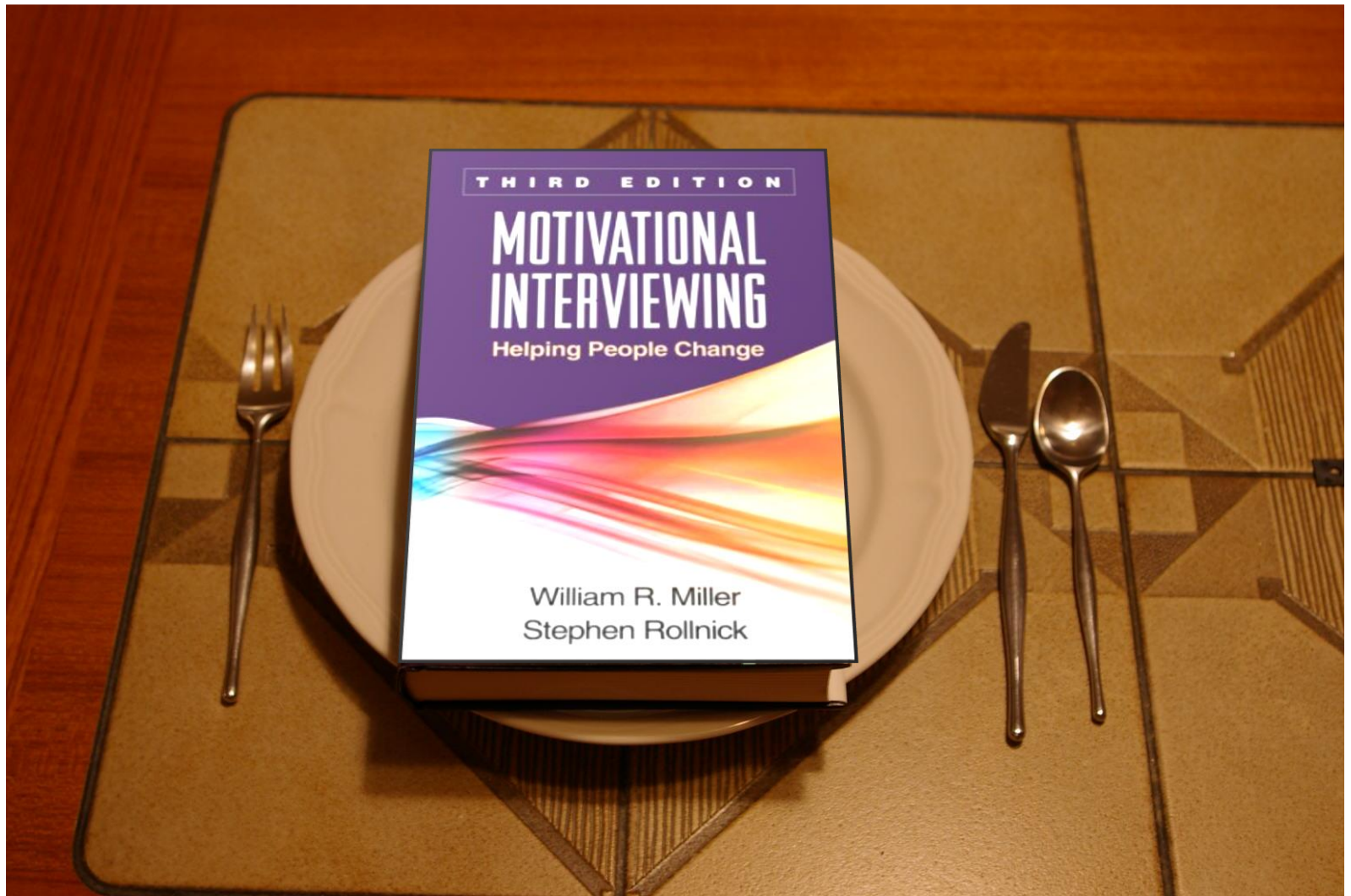
Exploring Ambivalence

What are the advantages
of things staying just
the way they are now?

What are the disadvantages
of things staying just
the way they are now?

What are the advantages
of changing?

What are the disadvantages
of changing?



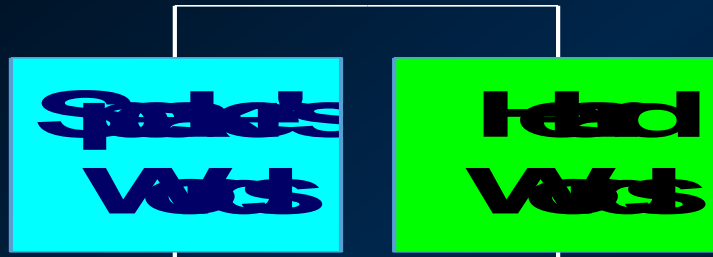
A Taste of MI

Therapeutic Empathy

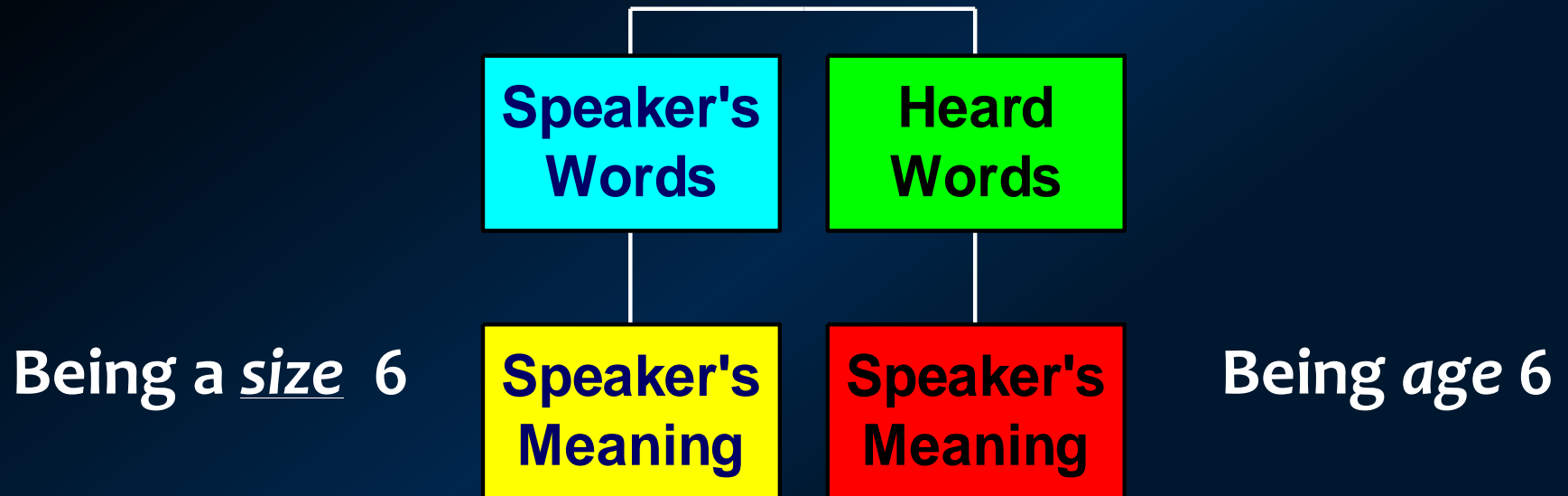
- *Empathy is not:*
 - Having had the same experience or problem
 - Identification with the client
 - “Let me tell you my story”
- *Empathy is:*
 - The ability to accurately understand the client’s meaning
 - The ability to reflect that accurate understanding back to the client

The Process of Communication (Thomas Gordon)

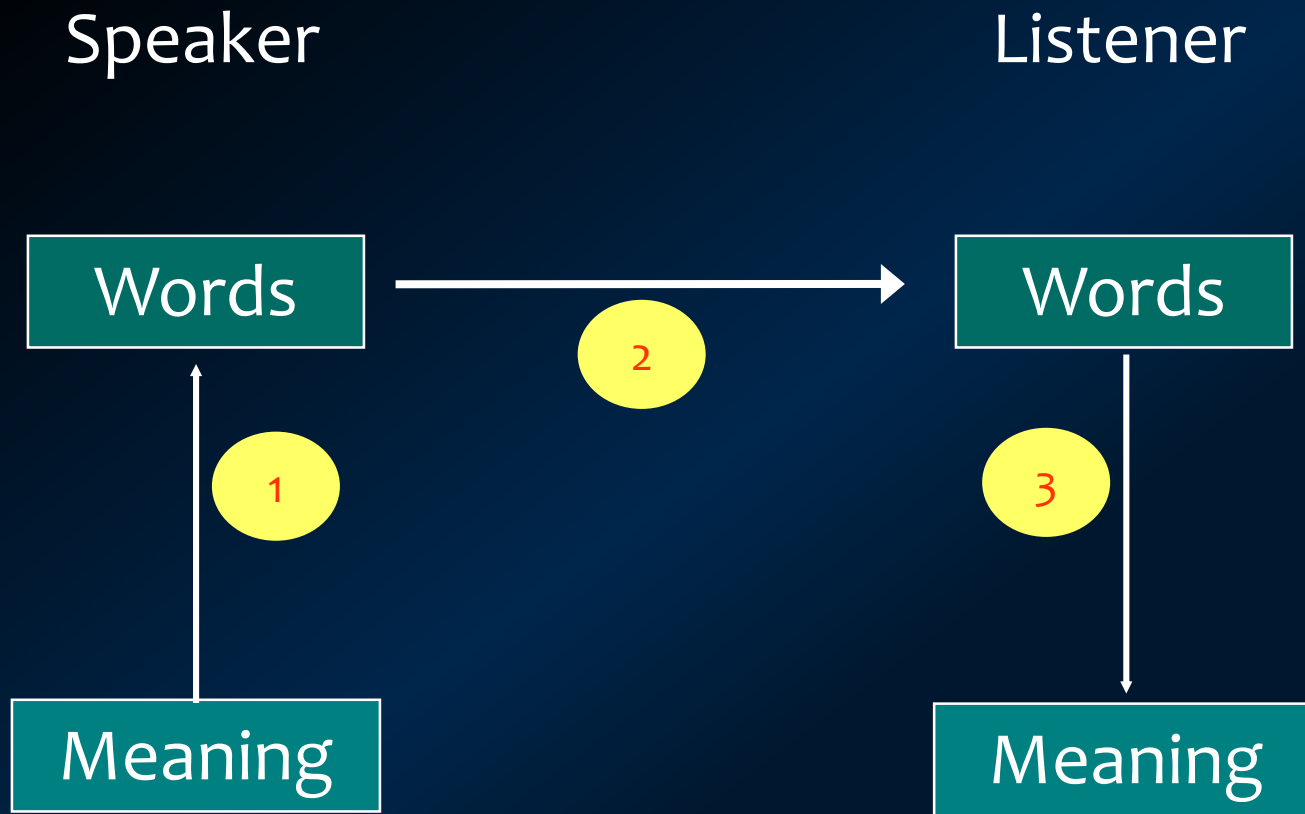
“Being 6 again”



The Process of Communication (Thomas Gordon)



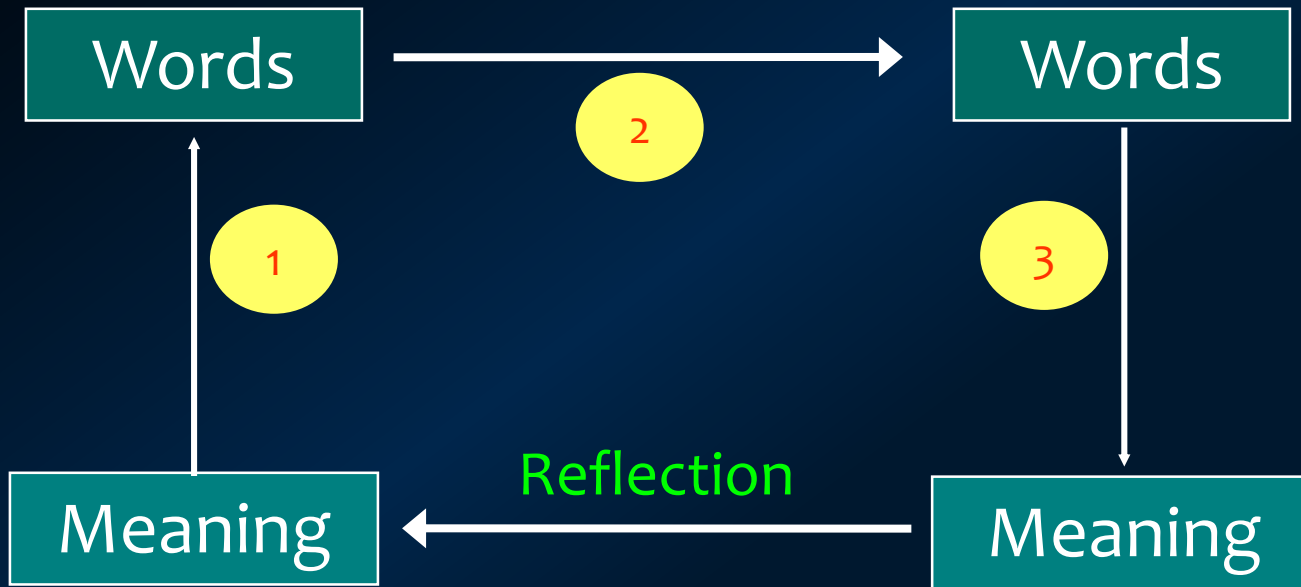
Three Places a Communication Can Go Wrong



The Function of Reflection

Speaker

Listener



"No, I'd like to be size 6 again."



"You'd like to be age 6 again."

Reflections

- Are statements rather than questions
- Make a guess about the client's meaning (rather than asking)
- Yield more information and better understanding
- Often a question can be turned into a reflection

Forming Reflections

- A reflection states an hypothesis, makes a guess about what the person means
- Form a *statement*, not a question
 - Think of your question: Do you mean that you...?
 - Cut the question words, Do ~~you~~ ~~mean~~ ~~that~~ ~~you~~...~~?~~
 - Inflect your voice *down* at the end
- There's no penalty for missing
- In general, a reflection should not be longer than the client's statement

Exercise: Forming Reflections: Triad

Speaker's Topic: How I hope things will be different in my life five years from now.

- Work in groups of 3
 - One speaker
 - Two listeners

Forming Reflections

Listeners

- Respond *only* with reflective listening statements
 - “You _____.”
- Now the speaker answers “Yes” or “No,” *and also says more, elaborates*
- Then the listeners reflect the *new* statement
- Then one listener summarizes
 - Gives a short summary of how and why the speaker hopes things will be different in his/her life five years from now

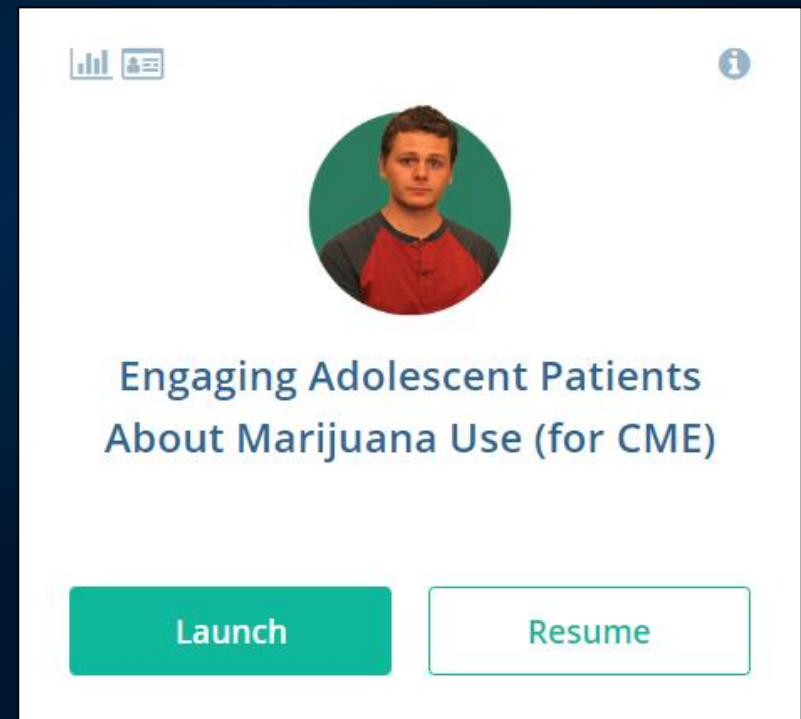
Forming Reflections: Preparing to Rotate

- When you think you have an understanding of the speaker's meaning (at least 6-8 reflections)
- One listener gives a short summary of how and why the speaker hopes things will be different in his/her life five years from now
- The speaker has a chance to respond
- Then go on to a new speaker

To bridge the gap between research and practice, programming must be available and accessible



The screenshot shows the homepage of the Group MI for teens website. At the top left is the logo "GROUP MI for teens" with a small icon of three people. To the right are links for "LOGIN/REGISTER" and "HELP". Below the logo is a navigation bar with "HOME", "ABOUT US", "PROGRAMS", "RESOURCES", and "FAQ". The main content area features a large circular image of a diverse group of teenagers sitting outdoors. To the left of this image, the text "motivational interviewing" is displayed in a large, light blue font. Below this, a welcome message reads: "Welcome to Group MI for Teens! Here you'll find guidance on facilitating our motivational interviewing-based interventions in group settings with adolescents. [Register](#) to view training videos, download intervention materials, get continuing education credits, and explore MI resources – all free of charge." A play button icon is followed by the text: "See how MI can help teens make healthy choices about alcohol and drug use." At the bottom, there are three distinct boxes: "CHOICE" (a voluntary, five-session group MI program for middle school youth), "VIDEOS" (watching videos on group MI and interventions for continuing education credits), and "freetalk" (a six-session group MI intervention for at-risk youth ages 14-18).



The screenshot shows a presentation slide with a white background. At the top left are icons for a bar chart and a list. At the top right is an information icon. In the center is a circular portrait of a young man with short brown hair, wearing a red and black baseball-style shirt. Below the portrait, the title "Engaging Adolescent Patients About Marijuana Use (for CME)" is written in a dark blue font. At the bottom, there are two buttons: a solid teal button labeled "Launch" and a white button with a teal border labeled "Resume".

Example of brief MI in a primary care setting

Audio + Video
Engaging adolescent patients about
marijuana use

Wrapping Up

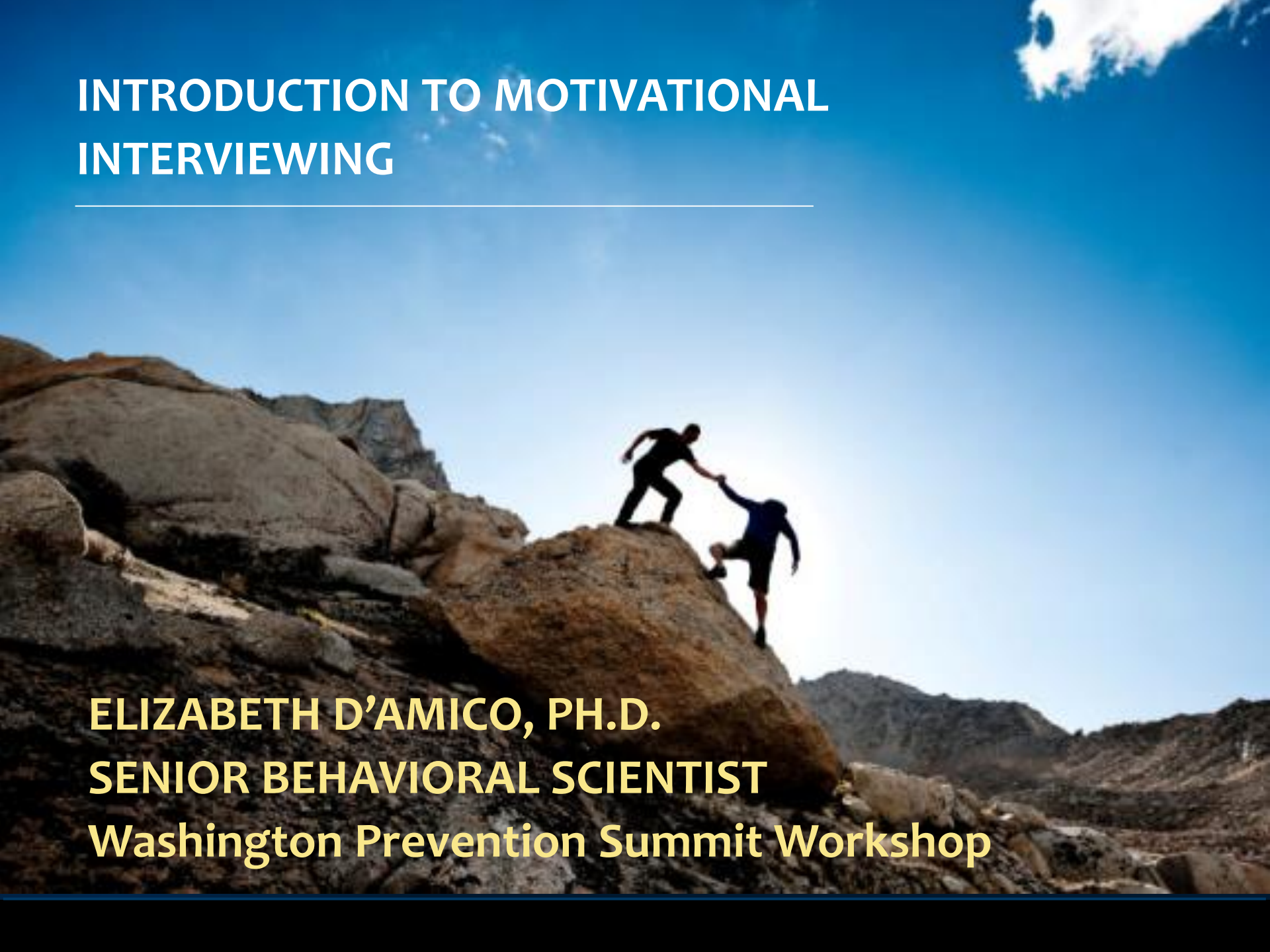
One thing....

- I learned was...
- that surprised me was...
- I'm going to try is...

Resources

- www.motivationalinterview.org
- www.groupmiforteens.org
- Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change* (3rd ed.). New York: Guilford Press.
- Naar-King, S., & Suarez, M. (2010). *Motivational interviewing with adolescents and young adults*. New York, NY: Guilford Press.
- Rollnick, S., Miller, W. R., & Butler, C. C. (2008). *Motivational interviewing in health care*. New York: Guilford Press.
- Rosengren, D. B. (2009). *Building motivational interviewing skills: A practitioner workbook*. New York: Guilford Press.
- Wagner, C. C., & Ingersoll, K. S. (2012). *Motivational interviewing in groups*. New York, NY: Guilford Press.

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