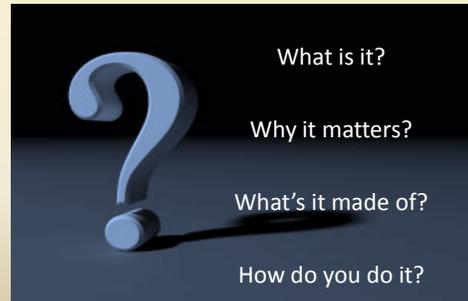


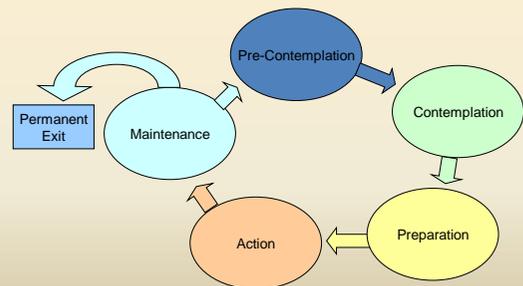
COMMUNICATION TOOLS MOTIVATIONAL INTERVIEWING

Motivational Interviewing



STAGES OF CHANGE

(Prochaska and DiClemente)



In Motivational Interviewing...

- The worker identifies where the client is in regard to his/her readiness to change (*What stage of change is the person in?*) and then attempts to move the client forward.
- A successful visit or interaction doesn't have to end with the client taking immediate action.

Miller & Rollnick, 2002. *Motivational Interviewing*.

Ambivalence is Normal

**"People often get stuck,
not because they fail to
appreciate the down side
of their situation, but
because they feel at least
two ways about it."**

Miller & Rollnick



The nature of the conversation is critical

What we say - and how we say it—largely determines what the client says and what happens next...

What we say matters!

MOTIVATIONAL INTERVIEWING

A collaborative, person-centered form of guiding to elicit and strengthen motivation for change.

“...not a series of techniques ... but a way of being with clients”

(Information on MI adapted from *Motivational Interviewing in Health Care*. Miller and Rollnick, 2008)

MI: Spirit

- Collaboration
- Evocation
- Autonomy

• *More than just “Listening”*

“...not a series of techniques ... but a way of being with people”



Five Principles of MI

1. Express Accurate Empathy
2. Develop Discrepancy
3. Avoid Argumentation
4. Roll with Resistance
5. Support Self-Efficacy

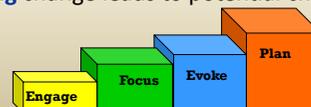
NON-CHANGE BEHAVIOR = Resistance!

- ◆ Interpersonal (*It takes two to resist*)
- ◆ “Resistance” is the speaker’s signal...
- ◆ The “Righting Reflex” is the worker’s signal of his/her *to set things right* for this person
- ◆ Predictive of (non)change



Four Fundamental Processes

- **Engaging** our clients helps focus on *what is important to them*
- **Focusing** on what is important to them may evoke a discussion about *their own reasons for change*
- **Evoking** their own reasons for change may lead to *planning change*
- **Planning** change leads to potential change



MI Skills/Strategies

OARS

- **O: open-ended questions**
- **A: affirmations**
- **R: reflections, simple and complex**
- **S: summarize**

**Open-ended Questions**

- Can't be answered "yes" or "no"
- ♥ "How can I help you?"
- ♥ "Would you tell me about ___?"
- ♥ "How would you like things to be different?"
- ♥ "What are the positive things and what are the less good things about ___?"
- ♥ "What will you lose if you give up ___?"
- ♥ "What have you tried before?"
- ♥ "What do you want to do next?"

AFFIRMATION

- "Thank you for being so open and honest."
- "I appreciate you coming on time today."
- "You're working hard at . . ."

REFLECTIVE LISTENING

- ❖ *NOT a question*-use clear statements to acknowledge and continue the dialogue
- ❖ Serves as a partner to open-ended questions
- ❖ Reinforces and encourages patient's verbalization and internal reflection
- ❖ *Empathic Reflection It's the curious and sensitive exploration of What does the person's message mean to the them?*

Summarizing

- Special form of reflective listening
Shows you were really listening
- Use at transitions in conversation
 - Ensures clear communication

MI Framework...

- **Introduce the topic**
- **Ask permission**
- **Share information**
- **Elicit response**
- **Listen, listen, listen**
- **Summarize and affirm**

Goal Oriented Intervention

♥ We are responsible for the intervention, *not the outcome...*

Eight Stages in Learning MI

1. The spirit of MI
2. OARS – Client-centered counseling skills
3. Recognizing change talk
4. Eliciting and reinforcing change talk
5. Rolling with resistance
6. Developing a change plan
7. Consolidating client commitment
8. Integrating MI with other methods

Miller, W. R., & Moyers, T. B. (2006). Eight stages in learning

Thank you!

Lisa Stockwell, M.Ed.

Motivational Interviewing Trainer (MINT)
Stanford Chronic Disease Program Master Trainer
Asthma Program Manager for Breathe NH
lstockwell@breatheNH.org

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