Trainning Focus

1. Review core motivational interviewing concepts and discuss associated practice experiences.
2. Explain how to use focusing to prioritize the person’s goal for the interaction.
3. Recognize language that favors staying the same versus making a change.
4. Discuss and practice strategies to elicit and reinforce language in favor of change.
5. Identify techniques for strengthening commitment to and planning for change.

Reviewing the Basics:
Reassembling the Puzzle
The “Spirit” of MI: Elements

- Collaboration
- Acceptance
- Compassion
- Evocation

Person-Centered Core Skills:

Utilize O.A.R.S.

- **O**pen-ended questions
- **A**ffirm the person
- **R**eflect feelings and change talk
- **S**ummarize topic areas related to changing

Types of Reflections

- **Simple Reflection**
  - Restate feelings, beliefs, perceptions or attitudes reported by person
- **Complex Reflection**
  - Reflect back more than what has been said by adding substantial meaning.
  - Make a guess at what the other feels or means
  - Continue the paragraph from where the person left off.
Levels of Reflections

- Non-verbal communication
- Verbal communication
  - **Content:**
    “You see a connection between your drug use and the possibility of going back to jail.”
  - **Feeling:**
    “You are worried that if you continue using you might go back to jail.”
  - **Meaning:**
    “Your children are important to you and you want to be there for them.”

Elicit - Provide - Elicit

**Elicit**
- Ask permission
- Clarify information needs and gaps
- May I?
- Would you like to know about...?
- What do you know about...?
- What would you like to know about...?

**Provide**
- Prioritize
- Be clear
- Support autonomy
- Don’t prescribe response
- Avoid jargon
- Offer small amounts
- Acknowledge freedom
- Present w/o your meaning

**Elicit**
- Ask the client’s interpretation, understanding or response.
- Ask open questions
- Reflect reactions
- Allow time to process
- Acknowledge freedom
- Present w/o your meaning

Acknowledge Choice

- Explicitly acknowledge the person has a choice
- It conveys respect and promotes the relationship
- Be sincere and genuine
- When offering suggestions – provide multiple options
7 ways we contribute to our own frustrations…

(Common Traps)

1. Argue for Change
2. Assessment
3. Expert
4. Premature Focus
5. Label
6. Blame/Shame
7. Chat

*Warning*
These traps increase Resistance/Disengagement.

VIDEO (THE ROUNDER)
AND
EXERCISE (HANDOUTS 6.2)

RESPONDING TO RESISTANCE

*ID THE RESPONDING TO RESISTANCE STRATEGIES SHE USES, WRITE DOWN EXAMPLES*

Four Processes of MI

Shall we travel together?
Where are we going?
Why travel?
How and When?
Planning
Evoking
Focusing
Engaging
Transition to Focusing
• Attempted to minimize resistance
• Attempted to engage the person and understand their perspective
• Working together better: Collaborating
• Next:
  • Identify court’s and person’s goals
  • Work together to prioritize goals
  • Decide where to go from here (agenda mapping)

How to Establish a Focus
• Use open-ended questions and/or reflections to gather person’s concerns
• Prioritize what person wants to address during appointment
• Staff shares their concerns with permission
• Reprioritize, if needed, when a new concern emerges as higher priority
• Transition to evoking process with a summary

Focusing Scenarios
1. “We know where we are going - the focus is clear”
2. “There are several options - we need to decide”
Scenario 1
“We know where we are going - the focus is clear”
• Continue to maintain a working collaboration
• Ensure mutual understanding of the focus
• Assess importance, confidence, readiness and commitment
• Move to the Evoking Process. If the person demonstrates readiness, move to Planning Process

Scenario 2
“There are several options - we need to decide”
Use Agenda Mapping (see handouts):
• Structuring
• Considering options
• Zooming in
• Visual aids

(Demonstration)
Rollnick Video

Four Processes of MI

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

How and When?

Why travel?

Where are we going?

Shall we travel together?

Shall we travel together?

Where are we going?

Why travel?

How and When?
Sustain Talk
One side of ambivalence

- Language in favor of staying the same
- Predictive of Non-change
- Normal
- NOT Resistance

Sustain Talk
One side of ambivalence

- “I really like drinking beer.”
- “I don’t see how I could give up pot.”
- “I need to smoke to be creative.”
- “I’m fine, I don’t need treatment.”
- “The voices keep me company, I’m not taking the medications.”

Sustain Talk and Change Talk
Opposite Sides of a Coin
Change Talk
(Language in the Direction of Change)

Goal: Increase self-motivation!

Listen for and encourage: Change Talk

Two kinds of Change Talk: Preparatory Mobilizing

Gotta re-train our ears to HEAR this stuff...

Evoking: Two Kinds of Change Talk

1) **Preparatory**: reflects the pro-change side of ambivalence
   - “I don’t like how AOD affects my wallet”

2) **Mobilizing**: reflects movement toward resolution of ambivalence, clearest is commitment talk
   - “I will stop drinking alcohol.”

Listen for and Evoke Change Talk

Preparatory Change Talk

Invite the client to argue for change!

Explore DARN

- **Desire** – want, prefer, wish, etc.
- **Ability** – able, can, could, possible
- **Reasons** – Why do it? What would be good?
- **Need** – important, have to, need to, got to

It can be on a continuum....
Preparatory Change Talk Examples

1. I really wish that I could cut down.
2. I probably eat less sweets.
3. If I don’t stop smoking, I’ll have another heart attack.
4. I have to get some help.

Mobilizing (implementing) Change Talk
(Reflects Reduction in Ambivalence – it’s about DOING)

Follow the Commitment Language (CAT)

- Commitment = Intention, decision
- Activation = Ready, prepared, willing
- Taking steps = Engaging in behaviors

Commitment language = the bottom line:
This predicts actual change!

Mobilizing Change Talk Examples Examples

1. “I’m never going back to the hospital again, I’m taking my meds.”
2. “If I don’t make a decision now, I never will.”
3. “I’m willing to take a walk every day.”
4. “I’ll start looking for a new apartment this weekend.”
5. “I quit smoking crack, and am just smoking weed once in awhile.”
Do You Swear?

- Person 1: "I want to"
- Person 2: "I could"
- Person 3: "I have good reasons to"
- Person 4: "I need to"
- Person 5: "I will"

Identifying Change Talk Exercise:

- **Sustain Talk:**
  - Do Nothing

- **Preparatory Change Talk:**
  - Drum on the table/your lap

- **Mobilizing Change Talk:**
  - Rub hands together

Change Talk Challenge:
(Change Target: Probation Adherence)

1. I've got to keep on top of my restitution payments.
2. I'm going to keep on top of my restitution payments.
3. I'm willing to do community service, but I can't afford my fines.
4. There's no way I can avoid fights with my wife.
5. I don't want my wife to be afraid of me.
6. I'd like to be off paper and get on with my life.
7. I don't have a problem, they're out to get me in trouble.
8. I probably could attend anger management once a week.
9. I don't like coming in for weekly urine tests. I mean I guess I have to, but I don't like taking the time when I could be working.
10. I wish I could control myself.
Plucking Change Talk from the Jaws of Ambivalence

“I really don’t want to stop smoking, but I know that I should. I’ve tried before and it’s really hard.”

Would you reflect:
1. You really don’t want to quit.
2. It’s pretty clear to you that you ought to quit.
3. You’re not sure if you can quit.

The Flow of Change Talk

Desire
Ability
Reasons
Need
Commitment
Activation
Taking Steps

= CHANGE

Preparatory Change Talk
Mobilizing Change Talk

- Contemplation — Preparation — Action — Maintenance

Sustain Talk
• 2 Videos (Rollnick and Moyers)

Now that we know how to recognize it....

How can we...
• Invite
• Elicit / Evoke
• Reinforce it??

Evoking
• Elicit the person’s own motivations for change
• Learn what person’s thoughts, feelings, and motivations are for a specific change
• Their thoughts on the why and how of a specific change
• Person brings their own expertise to conversation
Evoking Process:
What Should I Consider?

- What are this person’s own reasons for change?
- Is the reluctance more about confidence or importance of change?
- What language in favor of change am I hearing?
- Am I steering too far or too fast in a particular direction?
- Do I feel the urge or am I arguing for the change?

How to Evoke Change Talk:

- Ask Evocative Questions
- Use The Importance Ruler
- Request Elaboration
- Explore the Decisional Balance
- Query Extremes
- Look Back / Look Forward
- Exploring Goals and Values

Ask Evocative Questions
Evoke:
Desire, Ability, Reasons, & Need-Commitment

- “Why might you want to make this change?” (D)
- “If you did decide to _____, how might you start?” (A)
- “What are the good things that could come of making this change?” (R)
- “Why would this be a good you would make?” (N)
- “What do you think you will do?” (C)
Importance Ruler

On a scale of 0 – 10, how important is it for you to ___?
1. Why are you at a ____ and not a zero?
2. What would it take for you to be at a ____ (one number higher)?
3. What might happen that could move you from a ____ to a ____ (one number higher)?

Request Elaboration

- “In what ways...”
- How do you see this happening?”
- “What else...”
- “Give me a specific example of when this happens...”
- “Say more about the last time that occurred...”
- “What are some examples of problems you’ve had with___?”

Explore the Decisional Balance

Explore client’s ambivalence around the benefits and costs of:

1. The target behavior (starting with the benefits)
   And
2. Changing the target behavior (starting with the costs)

Payoff-Fallout Matrix
Decisional Balance Sheet
Query Extremes

Ask person to imagine hypothetical extremes:

• What’s the worst thing that could happen if you continued to [target behavior]?
• What’s the best thing that could happen if you were free of [target behavior]?

Look Back

• Tell me about a time when things were going well?
• What were things like before your [target behavior] began?
• How are YOU different now as compared to years ago?
• How has your [target behavior] interfered with your life?

Look Forward

Regarding person’s values, dreams, goals, hopes:

• “What may happen if things continue as they are?”
• “How would you like things to be next year?”
• “Miracle Question”
  • How does [target behavior] fit into that?
• If you were 100% successful in making the changes you want, what would be different?”
Exploring Goals and Values:

- “What is most important to you in your life right now?”
- “How does ______ fit in with who you feel that you are?”
- “In what ways does this situation conflict with how you see yourself?”
- “What characteristics do you hope to pass down to your children?”

**Remember** - Set goals that are ...

- Important to the goal-setter
- Small
- Specific-concrete-measurable
- Present & Future Oriented
- Realistic
- A presence rather than an absence

**VIDEO**

2 Probation Officers
Evoking Change Talk Exercise:

- Something about yourself that you
  - want to change
  - need to change
  - should change
  - have been thinking about changing

but you haven’t changed yet

- something you’re ambivalent about

Listener

- Listen carefully with a goal of understanding the dilemma
- Give no advice.
- Ask these four open questions and listen with interest:
  1. Why would you want to make this change? (Desire)
  2. How might you go about it, in order to succeed? (Ability)
  3. What are the three best reasons to do it? (Reason)
  4. On a scale from 0 to 10, how important would you say it is for you to make this change? (Need)
     - Follow-up: And why are you at __ and not zero?
     - What would it take to move to a (next number)?
- Give a short summary/reflection of the speaker’s motivations for change
- Then ask: “So what do you think you’ll do?” and just listen

Now we know how to Evoke (get) It....

What do we do once we GET it????? 😊
Responding to Change Talk

When you hear change talk, don't just sit there!

Reflect It – Restate it back to the person:

• Elaborate: Ask for examples/elaboration. When was the last time? In what ways? What else? What other reasons?
• Affirm: Acknowledge change talk without arguing for change
• Reflect: Continuing the paragraph, etc. Make connections between values and statements
• Summarize: "Collecting flowers (of change talk) into a bouquet"

Round Robin: Responding to Change Talk

Sit in a circle of 5, including 1 observer

Speaker:
• Discuss a change you are considering making
• Include a change talk statement

Listeners (starting on speaker's right):
• Each person takes turns using one of the skills to respond to or elicit more change talk

Observer (person to speaker's left):
• When all listeners have interacted with the speaker, summarize the change talk statements
• Give the group feedback on the process

Signs of Readiness for Change

(Movement from DARN to CAT)

• Diminished resistance
• Decreased discussion about the problem
• Resolve
• Change talk
• Questions about change
• Envisioning
• Taking steps
Are They Ready?

Strengthening Commitment to Change

Hazards: ... You've worked too hard to lose your footing

- Underestimating Ambivalence
- Over-prescription
- Insufficient Direction
Responding to and Strengthening Confidence Language

- Evocative Questions
- The Confidence Ruler
- Reviewing Past Successes
- Personal Strengths and Supports
- Brainstorming
- Giving Information and Advice
- Reframing
- Hypothetical Change

Confidence Ruler

On a scale of 0 – 10, how confident are you that you can (quit using pain pills)?

1. Why are you at a ____ and not a zero?
2. What would it take for you to be at a _____ (one number higher)?

Responding to Confidence Language

- Elaborate
- Affirm
- Reflect
- Raise possible problems and challenges
- Summarize
Strengthening Commitment to Change

**Review Past Successes**

- Recall a time when things were going well. What’s changed?
- What were things like before your [target behavior] began?
- What are the differences between you now and years ago?
- How has your [target behavior] interfered with your life?

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Strengthening Commitment to Change

**Personal Strengths and Supports**

- What people are in your life right now that are helpful?
- How have you gotten this far?
- What things keep you moving forward.

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Strengthening Commitment to Change

**Summarize**

- His/her perception of the problem
- Any remaining ambivalence
- Objective evidence related to importance of change
- Restatement of self-motivational statements
- Person’s efforts to this point
- Your assessment of the situation
Strengthening Commitment to Change

“Key” Question: (Transition to planning…)

- What now?
- Where do we go from here?
- What could you do at this point to make this change happen?
- What are some ways you would like to move forward from here?

Speaker

- Topic: Something that you:
  - would like to do
  - have reason to do
  - is important for you to do

- But also you are not sure whether:
  - you can do it
  - you have the ability to do it
  - you have the time/energy to do it, etc.

Listener

- Listen carefully with a goal of understanding the dilemma, but give no advice
- Ask these four open questions, and listen:
  - On a scale from 0 to 10, how confident are you that you could make this change if you decided to?
    - Follow-up: “And why are you at ___ and not zero?”
    - What would it take to move up to a (next number)?”
  - What is there about you (strengths, abilities, talents) that would help you do this?
  - How might you go about it, in order to succeed?
  - What have you done successfully in the past that was like this in some way?
- Reflect and summarize confidence statements
Four Processes of MI

Planning:
- Transition when the person reaches a threshold of readiness
- Shift focus from the “whether” and “why” to change towards “when” and “how” of change
- Develop a specific plan based on person’s own ideas and solutions
- Explore the challenges and obstacles to change
- Continually monitor plan.
- Ongoing process

Planning: Considerations
- What would be a reasonable next step toward change?
- What would help this person to move forward?
- Am I remembering to evoke the person’s ideas rather than prescribe a plan?
- Am I offering needed information or advice with permission?
- Am I retaining a quiet sense of curiosity about what will work best for this person?
Strengthening Commitment to Change

Collaborating on a Change Plan
Work collaboratively with the person to:
- Set specific first steps toward goal
- Consider a range of change options
- Involve significant supports (when indicated)
- Write down and go public with the plan
- Monitoring and refine plan
- Provide positive feedback for even the smallest successes

Continuing to Learn MI
- Listen to your clients
  - Attend to change talk and commitment language
- Record sessions and listen to or code them
  - Have a practice tape expert coded
- Form a MI Learning Group
  - Review research articles
  - Discuss and view training or practice tapes, etc.
- Access materials from website
- MI Focused Supervision of philosophy and practice

Resources
http://nicic.org/Library/022253

ATTC MI Website: http://www.motivationalinterview.org
Tools | Education & Advocacy

Booklets  |  Posters  |  Reminder Cards

www.centerforebp.case.edu/resources/tools

Our Mission

The Center for Evidence-Based Practices at Case Western Reserve University is a technical-assistance organization that promotes knowledge development and the implementation of evidence-based practices (EBPs) for the treatment and recovery of people diagnosed with mental illness or co-occurring mental illness and substance use disorders.

Our technical-assistance services include the following:
- Service-systems consultation
- Program consultation
- Clinical consultation
- Training and education
- Program evaluation (fidelity & outcomes)
- Professional peer-networks
- Research

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