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### What to Expect

- A *brief* overview of Motivational Interviewing in supporting behavior change
- MI definition, background, and key concepts
- Core components: Spirit, OARS, 4 Tasks
- How to learn more

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### Learning Objectives

Upon completion of this training, learner will be able to:

- Understand the background of Motivational Interviewing (MI) and its evolution as a therapeutic approach.
- Explore the core elements of the Spirit of MI
- Define "OARS" and how these skills can be used to build engagement in conversation
- Identify and explain the four key tasks of MI.

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### DEFINITION AND RELATED CONCEPTS

- Understand the background of Motivational Interviewing (MI) and its evolution as a therapeutic approach.

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Activity: Think about someone in your life who

helped you grow  
 made you feel heard  
 helped you achieve a goal  
 helped you be better

Their way of being with you  
 How they made you feel

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What kind of helper do you want to be?

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Dr. Maya Angelou



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Motivational Interviewing:

Motivational interviewing is a particular way of talking with people about change and growth to strengthen their own motivation and commitment.



Motivational Interviewing: Helping People Change, 2nd Edition, William R Miller, PhD, Stephen Rollnick, PhD, Guilford Press, Aug 2002.

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MI: The science of being a helpful helper

- A way of being with someone
- Supporting them in navigating growth and change
- Allowing them to make the argument for what, why, and how they want to change.

1983 - Dr. William Miller in NM, USA. Person-centered, Rogerian approach to supporting change in alcohol use.

Miller, W. R. (1983) Motivational interviewing with problem drinkers. Behavioural Psychotherapy

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What we know about MI

- >2,700 published controlled clinical trials
- >70 languages
- Every corner of the globe
- Myriad applications



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Some highlights from the research:

- Effective in settings such as: Counseling, corrections, education, health, sport
- Empathy is critical
- Effectiveness unrelated to education/degree
- Most effectiveness occurs in 1-2 meetings
- More effective than other approaches despite being brief
- Not a different therapy, but a way of doing...

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More highlights from the research:

- Makes other EBPs more effective
- High effectiveness with marginalized populations
- Higher effectiveness in clients who have low motivation or high anger/resistance
- Increases treatment recommendation adherence
- Effective in improving overall health outcomes

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The Stages of Change "Transtheoretical Model"

(Prochaska & DiClemente, 1982, 1984, 1985, 1986)

- **Precontemplation** >>> "I don't have a problem"
- **Contemplation** >>> "Maybe I should change?"
- **Preparation** >>> "How can I change?"
- **Action** >>> "I'm giving it a try and doing my best."
- **Maintenance** >>> "It's working for me and I'm going to stick with it."

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What we know about change:

- Change can occur naturally
- The likelihood that change will occur is strongly influenced by interpersonal interactions
- Empathic, positive interactions seem to facilitate change
- People who believe they are likely to change do so
- What people say about change is important
- Motivation is fundamental to change



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Keep your hand up if...



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Ambivalence between:

- I can't
- I'm afraid to
- It doesn't feel safe
- I don't know how

&

- Hopes
- Dreams
- Values
- I want to



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THE SPIRIT OF MOTIVATIONAL INTERVIEWING

- Explore the core elements of the Spirit of MI

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### The Spirit of MI

- **C**OMPASSION
- **A**CEPTANCE
- **P**ARTNERSHIP
- **E**MPowerMENT

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### Compassion

- The intersection between understanding of the other's experience and a willingness to support.
- "An intent to alleviate suffering and support positive growth." -MI-4

Curious mind  
Seek to understand  
Genuine care and concern

True compassion connects with someone's pain, not minimize it.



<https://www.publicdomainpictures.net/en/view-image.php?image=104231>

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### Acceptance

- Non-judgement
- That they have choice and autonomy
- That they are experts on their own lives
- That they have strengths
- That they are motivated for something

Acceptance does not necessarily mean approval

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### Partnership



Where did you see partnership in the video?  
How do you create partnership with the people you work with?

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### Empowerment

"An optimistic view that prizes strengths and competence" -MI-4

- As helpers, one of the most valuable gifts we can give our clients is hope.
- When we believe in the potential for a better future and our clients' abilities to contribute to getting there, it makes it easier for them to believe it too.



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### The Spirit of MI



- **C**OMPASSION
- **A**CEPTANCE
- **P**ARTNERSHIP
- **E**MPOWERMENT

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**The Fixing Reflex:**

- You want good outcomes for your clients
- We tend to jump right to the "how"
- Our clients often have knowledge about what will or won't work for them.
- Notice and resist the urge to "fix" them and to be "the expert"
- Ask versus telling & ask permission

*"People are generally better persuaded by the reasons which they have themselves discovered than by those which have come into the mind of others."*

—Blaise Pascal

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**Dancing, not wrestling.**

-Miller & Rollnick

*Instead of fixing, try to stay curious a bit longer*

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**If you give information use:  
ASK – OFFER - ASK**

- **Ask** Permission: "Would it be ok if I provided some information or resources that I think might be helpful?"
- **Offer** information: "Something that might help is..."
- **Ask** their perspective: "What do you think?"

*Unsolicited advice is almost always received as criticism.*

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MOTIVATIONAL INTERVIEWING SKILLS: OARS

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- Define "OARS" and how these skills can be used to build engagement in conversation

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OARS

- **O**PEN-ENDED ?S
- **A**FFIRMATIONS
- **R**EFLECTIONS
- **S**UMMARIES



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**Open-ended questions:**

- Can't be answered with one word
- The "asker" doesn't already know the answer
- Allows the "answerer" to choose the path of the conversation
- Understanding is the foundation for compassion



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**Open-ended questions:**

Let's try a few. What is an open-ended question you could ask someone to find out:

- More about them
- What they might want your help with
- Their reasons for making a change
- How they might go about making a change

https://istock.com/illustrations/question-question-mark-for-eps-image-1013308/

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### Affirmations

Seeing strength, naming strength

- Must be genuine.
- Not just a compliment, but an affirmation of strength.
- Help people to see themselves as someone who can.

Reflecting evidence of internal traits associated with success, perseverance, dedication, resilience, etc.



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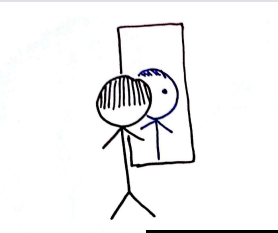
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### Reflections



- Statements by the listener that reflect back to the speaker what they are saying.
- A way of listening actively

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### Reflections

- Are statements, not questions
- Should be brief
- Serves as a mirror for the other person.
- Can be simple or complex:
  - Simple – restates
  - Complex – tests our “hypothesis” regarding the person’s meaning or feeling. (“gentle guesses”)
- Show collaboration
- Naturally evocative (leave space after for elaboration) – we are inviting a “yes, and...” or “actually, it’s more like...” response
- Should be done frequently – try to offer two reflections for every question that you ask

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### Refelction Tips

Listen for:

- What is this person feeling?
- What are they trying to help me understand?
- What is the key point?

As soon as you have an answer to any of those, say it to them.

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**Client: “I can’t get to all of these appointments y’all are talking about.”**

- Simple: “You can’t get to them all.”
- Rephrase/paraphrase: “There are too many appointments.”

or

- “All of these appointments are more than you can handle right now.”
- Reflection of feeling: “You’re feeling overwhelmed.”
- Reflection of meaning: “You’re having trouble managing all that’s being asked of you.”

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**Client: "I know my sugar is high but I don't wanna eat like a rabbit."**

- Double-sided: "On the one hand, you don't want to feel like you can only eat vegetables, but on the other hand you're worried about your diabetes."\*

\*Note order: Ending with language about their "why" of change

- Reflection of **change talk**: "You want to find ways to manage your diabetes that work for you."

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### Reflective listening example

Patient: I'm fine, I just hate that new medicine for my bipolar - the lamicti-whatever.

*Your fixing reflex might lead you to say something like:*

Staff: It's important that you take your medicine as prescribed.  
*or*

Staff: Lamictal is a mood stabilizer that will that will help with your symptoms so it's important.

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### Reflective listening example

Patient: I'm fine, I just hate that new medicine for my bipolar - the lamicti-whatever.

Staff: It's really bothering you.

Patient: Yeah, my my head is killing me. Headaches all the time now.

Staff: So that's making it harder for you to stick with it.

Patient: Well, I'm trying - my husband and my friend both said they see a difference in me - a good one. But I don't know...

Staff: So on the one hand, you've experienced some headaches but on the other hand, people around you seem to think it is helping with your bipolar symptoms.

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**Reflective listening example (cont'd)**

Patient: Yeah, better than the Depakote stuff.  
 Staff: You're noticing some real benefits.  
 Patient: Yes.

*Maybe you have some helpful information to provide?  
 Use Ask-Offer-Ask*

Staff: Would it be ok if I offered some ideas that might reduce the headaches you're experiencing? (Ask)

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**Reflective listening example (cont'd)**

Patient: Sure.  
 Staff: For people who experience headaches with Lamictal, often times drinking extra water and trying to get a little bit of extra rest really seems to help. (Offer information).  
 What do you think about trying that? (Ask)  
 Patient: Well, I can definitely do the water part. And that will help with the headaches?  
 Staff: Yes, for most patients on this medication, it makes a big difference.

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**Let's practice:**

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Follow these client statements with a reflective statement to show you heard them.

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I don't even know where to start. I've got more to do than I can even wrap my head around.

- What is this person feeling?
- What are they trying to help me understand?
- What is the key point?

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You're feeling...

- "For you it's..."
- "It's like..."
- "There's a part of you that..."
- "You'd like to..."
- "And that is..."

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I never thought I'd end up in a situation like this.

- What is this person feeling?
- What are they trying to help me understand?
- What is the key point?

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You're feeling...

- "For you it's..."
- "It's like..."
- "There's a part of you that..."
- "You'd like to..."
- "And that is..."

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Everybody acts like I'm such a screw up – I'm out here busting my butt!

- What is this person feeling?
- What are they trying to help me understand?
- What is the key point?

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You're feeling...

- "For you it's..."
- "It's like..."
- "There's a part of you that..."
- "You'd like to..."
- "And that is..."

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I don't even know what's in that medicine y'all are trying to put in me.

- What is this person feeling?
- What are they trying to help me understand?
- What is the key point?

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You're feeling...

- "For you it's..."
- "It's like..."
- "There's a part of you that..."
- "You'd like to..."
- "And that is..."

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I make sure my kids are asleep before I drink or get high.

- What is this person feeling?
- What are they trying to help me understand?
- What is the key point?

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You're feeling...

- "For you it's..."
- "It's like..."
- "There's a part of you that..."
- "You'd like to..."
- "And that is..."

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A Summary:

- Lets people know you're listening
- Pulls together and links relevant information
- Allows person to hear back their own motivations
- Helps to clarify any misunderstanding
- Focuses on priority content

- Use as a bridge and transition between topics

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**OARS**

- **O**PEN-ENDED ?S
- **A**FFIRMATIONS
- **R**EFLECTIONS
- **S**UMMARIES



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To Simplify:

- **Open-ended questions:** Demonstrate curiosity and cultivate compassion, empower our client to be actively engaged in their growth and change, evokes the client's what, why, and how.
- **Reflective listening:** Demonstrates interest, care, compassion, and acceptance, focuses on what's most helpful, and invites our clients to expound upon what they're thinking and feeling.

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THE 4 TASKS OF MOTIVATIONAL INTERVIEWING

- Identify the four tasks of MI

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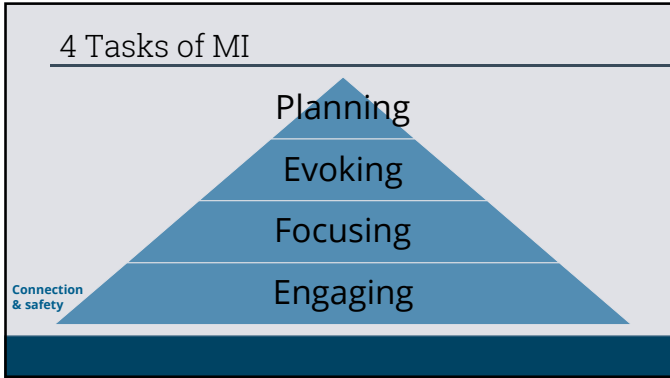
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### Engaging

- Create safety via connection
- Patient as a whole person versus a problem/dx
- Establish role, parameters, privacy, etc.
- Spend 20% (1/5<sup>th</sup>) of your time engaging.

Investing in connection makes the rest of your work more productive.

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### Engaging

**For you in your role:**

- What information is important for you to share about your role, confidentiality, the process, the agency, etc.?
- What open-ended question(s) might you ask a client to get to know them better as a whole person?
- What signs in your clients let you know they feel safe with you?

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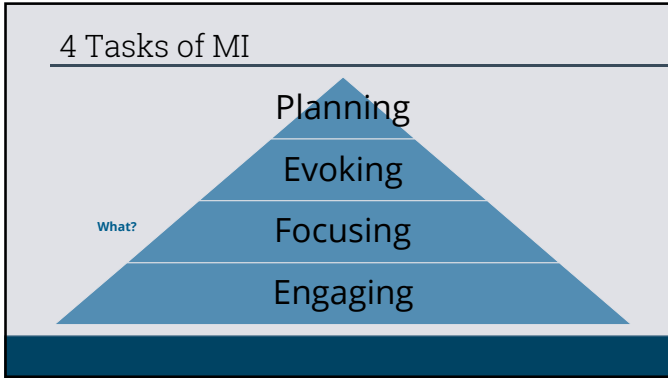
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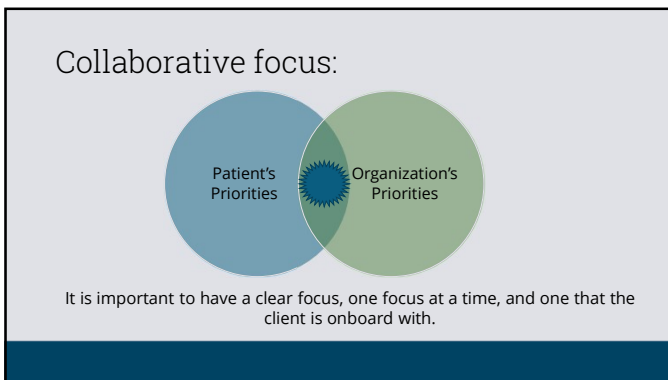
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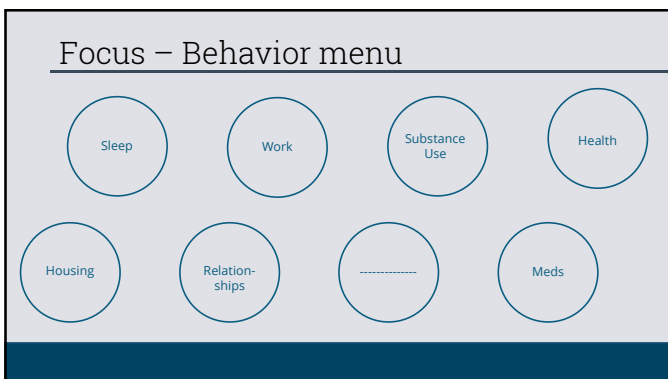
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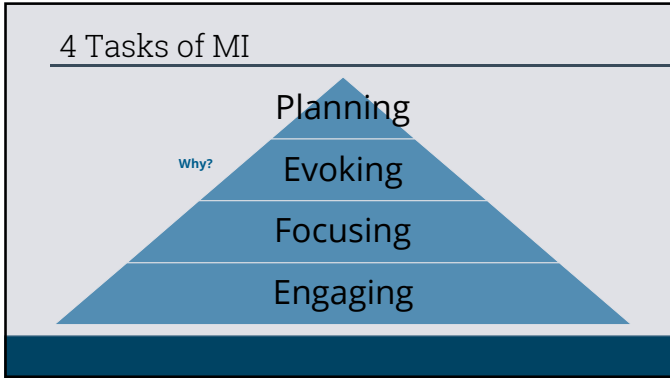
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### Evoking Change Talk

Patient language that is in favor of "positive" change or highlighting the downside of maintaining "negative" behavior

Patient makes the argument for change  
vs  
You making the argument for the patient

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### Evoking Change Talk

- Use open ended questions to generate change talk and reflections to amplify it whenever you hear it.
- Exploring and amplifying their "why".

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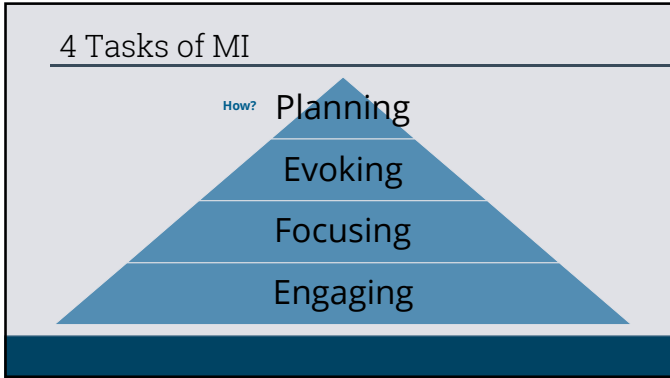
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Planning

- Most importantly make sure you haven't rushed it.
- Be SMART – What? When? Where? How often/long/much? Start date?
- Use scaling questions (on a scale of 1-10) to gauge confidence and adjust as necessary.
- Make a date to follow up (with permission)

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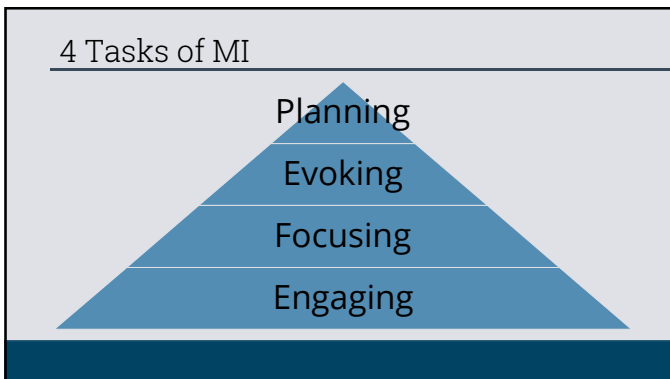
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**Motivational Interviewing:**

Motivational interviewing is a particular way of talking with people about change and growth to strengthen their own motivation and commitment.



Motivational Interviewing: Helping People Change and Grow. 4th Edition. William R Miller, PhD, Stephen Rollnick, PhD. Guilford Press, Aug 2013.

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The Spirit of MI

- **C**OMPASSION
- **A**CCCEPTANCE
- **P**ARTNERSHIP
- **E**MPOWERMENT

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**OARS**

- **O**PEN-ENDED ?S
- **A**FFIRMATIONS
- **R**EFLECTIONS
- **S**UMMARIES



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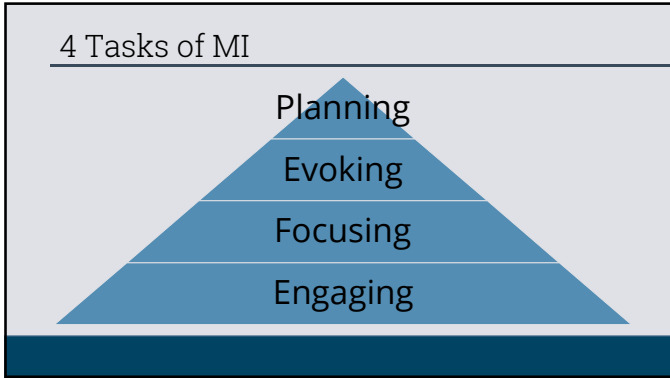
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WHAT WE KNOW ABOUT LEARNING MI

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Want to learn more?

We know a lot about how people learn to do MI well:

- Little or no effect from just reading about MI or watching videos
- Live MI training normally yields medium to large short-term skill gains
- Practice behavior change often fades quickly without follow-up (6-months without practice)
- Feedback and coaching based on observed practice significantly increase acquisition and maintenance of MI skill
- False confidence is common: self-report ≠ observed competence

So if you want to learn more – seek out in-depth (>10 hour intro) training with follow-up, coaching, coding and feedback. MI tends to have a “ok, I get it” effect that doesn’t translate into outcomes without intentional work.

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## Resources

- MI Network of Trainers Website
  - <https://motivationalinterviewing.org/>
- MI Book
  - 4<sup>th</sup> Edition (2923)
  - [https://motivationalinterviewing.org/sites/default/files/what\\_new\\_in\\_mi-4.pdf](https://motivationalinterviewing.org/sites/default/files/what_new_in_mi-4.pdf)
- MI Videos
  - <http://www.psychtherapy.net/>
  - <https://psychwire.com/motivational-interviewing/resources>
- MI Podcast
  - Talking to Change
- AI Practice
  - <https://ai.socialworky.com/home>
- MI Training in North Carolina
  - Helpfulr, LLC
  - [www.helpfulr.com](http://www.helpfulr.com)

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**NC AHEC** | RECRUIT  
TRAIN  
RETAIN

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