

Partnership

Open
Questions

Acceptance

Affirming



Reflecting

Compassion

Summarizing

Evocation

Motivational Interviewing for Beginners

Motivational interviewing (MI) is an evidence-based guiding style of communication that awakens an individual's own motivation for change and is an effective communication tool for helpers to support an individual in their growth and development. It is a way of talking about change with someone who is ambivalent about change, in a collaborative and supportive way.

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Definition of Motivational Interviewing

Definition

“Motivational Interviewing is 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.”

Stephen Rollnick and William R. Miller, Sheffield, UK, October 2011

Benefits of Motivational Interviewing

- Can be applied to a variety of settings
- Helps people who are ambivalent about any particular change in their life (relationships, substance abuse, how they deal with life in general)
- Reduces communication roadblocks between the helper and the individual
- Elicits an individual’s own motivation to change
- Is evidence-based

Applicability of Motivational Interviewing

- Addictions treatment
- Healthcare
- Corrections
- Coaching
- Social Services

Notes: _____

Trauma-Informed

Motivational interviewing complements trauma informed practice. They both:

- seek to understand the client’s perspective
- support the client’s self-efficacy
- are collaborative
- support client empowerment
- respect client choice

Trauma-Informed Practice	Motivational Interviewing
Emphasis on safety, respect, and acceptance while avoiding treatment that might retraumatize.	Emphasis on respect, empathy, and acceptance while avoiding confrontation.
Emphasis on listening to and believing the survivor.	Emphasis on reflective listening to ensure accurate understanding.
Emphasis on understanding the person and their symptoms in the context of their life experience, culture, and society.	Emphasis on individuals being the experts in their lives
Emphasis on collaboration, power sharing, and empowerment.	Emphasis on collaboration, power sharing and empowerment.
Emphasis on suspending judgment through asking “what has happened” to the person rather than “what is wrong” with the person.	Emphasis on suspending judgment through exploring experiences and perceptions rather than labeling.
Emphasis on strengths, highlighting adaptations over symptoms, and resilience over pathology.	Emphasis on supporting self-efficacy through affirmations that highlight strengths and positive coping skills.
Emphasis that recovery can only take place within the context of relationship.	Emphasis on relationship as foundational to the change process.
Emphasis on maximizing choices and survivors’ control over recovery.	Emphasis on supporting autonomy and increasing perception of choice.

Source: Motivational Interviewing Practice and Intimate Partner Violence Workgroup. (2010). Guiding as Practice: Motivational interviewing and trauma-informed work with survivors of intimate partner violence. Partner Abuse, 1 (1), 92-104.

Understanding Ambivalence

The goal of motivational interviewing is to help clients explore and resolve their ambivalence.

Ambivalence is:

- simultaneously wanting and not wanting something
- wanting both of two incompatible things
- a normal human experience

Basically, **ambivalence** is the state of having mixed feelings about changing, which includes arguing for change and arguing against change (Miller & Rollnick, 2013).

In motivational interviewing, arguing for change is referred to as change talk, and arguing against change is referred to as sustain talk. For example: *“I need to do more meal prepping so that I can eat healthier [change talk], but it’s a lot easier to eat out [sustain talk].”*

The goal is to guide our clients to discuss the argument for change [**change talk**] and to move them away from talking about the argument against change [**sustain talk**]. This is referred to as cultivating the client’s change talk and softening their sustain talk.

Change talk - A person’s argument for change
Sustain talk - A person’s argument against change

Activity

Think of a behavior in which you have both an argument for changing and an argument against changing and write both sides of your argument below.

What is your behavior? _____

Reasons for wanting to change [change talk]	Reasons for not wanting to change [sustain talk]
▪	▪
▪	▪
▪	▪
▪	▪
▪	▪
▪	▪

Communication Style Continuum



Directing Style

Relies heavily on telling the person what they should and should not do. This is fueled by the “Righting Reflex” – the urge to fix what the other person is doing wrong so that they can make better choices. This becomes a communication blocker and the other person becomes a passive participant in the conversation.

Guiding Style ★

Actively listens with the focus of exploring ambivalence, evoking motivation, and seeking the wisdom of the other person, while offering expertise only when needed and with permission. It is the middle ground between directing and following and approaches the conversation as a partnership – respecting the needs of the other person and recognizing his or her autonomy to make their own decisions.

Following Style

Relies heavily on listening, with no agenda or structure to the conversation – following the client’s direction in the conversation. The listener becomes a passive participant in the conversation.

(Miller & Rollnick, 2013).

Activity

In what situation(s) are you most likely to use a guiding style?

In what situation(s) are you least likely to use a guiding style?

With whom are you most likely to use a guiding style?

With whom are you least likely to use a guiding style?

Self-Assessment

Instructions: Circle each verb that describes how you communicate when you are seeking to help another person make changes in their life. Total the number circled for each column.

Column 1	Column 2	Column 3
Administer	Accompany	Allow
Authorize	Arouse	Attend
Command	Assist	Be responsive
Conduct	Awaken	Be with
Decide	Collaborate	Comprehend
Determine	Elicit	Go along with
Govern	Encourage	Grasp
Lead	Enlighten	Have faith in
Manage	Inspire	Listen
Order	Kindle	Observe
Prescribe	Lay before	Permit
Preside	Look after	Shadow
Rule	Motivate	Stay with
Steer	Offer	Stick to
Run	Point	Take in
Take charge	Show	Take interest in
Take command	Support	Understand
Tell	Take along	Value
Total: _____	Total: _____	Total: _____

Adapted from Miller, S. & Rollnick, S. (2013). *Motivational Interviewing: Helping People Change*. Third Edition. New York, NY: The Guilford Press.

The Spirit of Motivational Interviewing - P.A.C.E.

Partnership

- Like a ballroom dancing companion that serves as the skillful guide
- Done “for” and “with” the person rather than something being done “to” the person
- A collaboration between two experts – the helper and the other person
- Believes that people are the expert on themselves
- Supporting rather than persuading
- Tip: If you are talking at least half or more of the time during the guided conversation, you are not operating in partnership.

Acceptance

- Believes that everyone has inherent worth and potential.
- Non-judgmental
- Accepting of individuals as they are and is able to grow from where they are.
- Interest in understanding other’s perspective, without imposing one’s own perspective.
- Honoring and respecting other’s autonomy and self-determination
- Accepting and acknowledging other’s strengths

Compassion

- The heart to help without judgment, blame or shame
- Active demonstration that the other person’s needs are important
- Interested in promoted the other person’s best interest and not our own

Evocation

- Strengths-focused
- Calling forth what an individual is internally equipped to do rather than taking the approach of trying to install what we think they are missing
- Stems from the belief that people are the expert on themselves and are inherently worthy

(Miller & Rollnick, 2013).

Adopting the Spirit of Motivational Interviewing

<p>What is a behavior that disgusts or angers you (i.e., intimate partner violence, murder, child/elder abuse, drunk driving, theft, etc.)?</p>	
<p>List two thoughts that you have about people who are offenders of the behavior that you identified – thinking that contributes to your feeling of disgust or anger.</p>	
<p>Which of the four elements of the Spirit of MI (partnership, acceptance, compassion, evocation) would be/is the toughest to demonstrate with individuals who are offenders of the behavior that you identified?</p>	
<p>What are two new thoughts that you can adopt that will make it easier for you to demonstrate partnership, acceptance, compassion or evocation with individuals who are offenders of the behavior that you identified?</p>	

The Core Skills of Motivational Interviewing – O.A.R.S.

Open Questions

- Opens the door for the other person to give thoughtful consideration of what is on their mind
- Engages an individual
- Gains rich information
- The opposite of closed questions that only elicit simple “yes/no” or one word answers responses
- The goal is to ask more open questions than closed questions

(Miller & Rollnick, 2013).

Closed Questions

Do you want things to be different?

Anything else?

Do you like coming to the group?

Is it anything that I can do to support you as you work on your goals?

Open Questions

How do you want things to be different?

What else?

What are your thoughts about the group and your participation?

What can I do to support you as you work on your goals?

Activity

Come up with four additional open questions that may be useful when meeting with your clients:

1.

2.

3.

4.

Affirming

- Affirm their positive behaviors and intentions
- Acknowledge them for their efforts
- Acknowledge their inherent worth
- Support and encourage them
- Not the same as praise – ex. “Great job!”
- Important to be genuine

(Miller & Rollnick, 2013).

Examples of affirming statements

- *You really tried hard to get here on time this week. That’s progress.*
- *Although it didn’t turn out as you planned, your intention was focused on your desired outcome. You thought things out.*
- *It took courage for you to share openly today. It shows your commitment to making a change.*

Activity

Come up with five additional examples of affirming statements that may be realistic to use when meeting with your clients:

1.

2.

3.

4.

5.

Reflecting

Reflecting is considered to be the most fundamental skill of motivational interviewing. It means to reflect back to the other person what you think, feel and sense he or she is feeling and saying. Reflections help to keep the conversation moving forward and demonstrate empathy by showing the individual your desire to understand what they are saying. Reflecting is also referred to as empathic listening. It helps the other person to feel safe in the conversation, and therefore, creates trust and more openness. When facilitating an MI session with a client, the goal is to have at least twice as many reflections as questions.

For every question, use two reflections.

There are two levels of reflections:

<p>Simple Reflections</p>	<p>Reflecting back almost exactly what the client said.</p> <p>The progress that it makes in the conversation is slow, because it only reflects back the tip of what the client is saying and not the depth and essence.</p>	<p>Client: <i>I want to start exercising and not exercising makes me feel undisciplined.</i></p> <p>Simple reflections:</p> <ul style="list-style-type: none"> • <i>You want more discipline.</i> • <i>Exercising is important to you.</i>
<p>Complex Reflections</p>	<p>Reflecting the depth and essence of what you guess that the client is saying.</p> <p>Strengthens the progress of the conversation because it gets below the surface of what is being said, even when your guess is wrong. If your guess is right, the other person will let you know and if your guess is wrong, the client will let you know and will also elaborate to bring more clarity. In either case, the client's response to your complex reflection will bring more awareness about what is beneath the surface.</p>	<p>Client: <i>I want to start exercising and not exercising makes me feel undisciplined.</i></p> <p>Complex reflections:</p> <ul style="list-style-type: none"> • <i>You want to show yourself that this is something that you can commit to doing.</i> • <i>It bothers you that exercising is a goal that you have not been able to incorporate in your life, and figuring this out will make you feel more accomplished.</i>

Activity

Come up with reflections in response to each of the two client statements.

Client: *I've been known as a micromanager in the past, and I want to change my leadership style to give my team more freedom, but it's hard to let go of control.*

Simple reflection:

Complex reflection:

Client: *I've been struggling with my anxiety lately, especially at work. I know I should be doing something about it, but it's so hard to take the first step.*

Simple reflection:

Complex reflection:

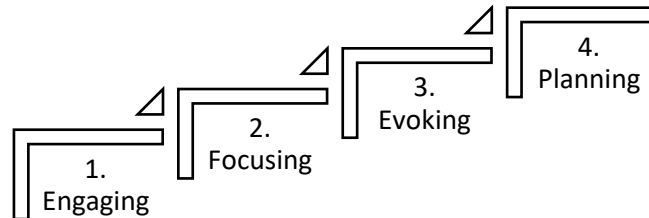
Summarizing

- A series of reflections that can be used when you feel like you've exhausted a particular topic and it's time to transition in the conversation
- Used to highlight motivational statements that the person has shared
- Used to highlight the main points to make sure you understand
- Helpful to use when you feel stuck

(Matullich, 2013 & Miller & Rollnick, 2013).

Four Basic Processes of Motivational Interviewing

Introduction



The processes outlined in the diagram above, form the sequential and yet, overlapping flow of motivational interviewing. These processes may also recur when working with a client. Each later step builds upon the previous, and during the course of a conversation or case interaction with a client, the helping professional may move up and down the staircase based on what is needed at the time.

While working through the four processes, there is a continued embodiment of the spirit of motivational interviewing (P.A.C.E.). There is also a continued use of the core skills (O.A.R.S.), although how the core skills are used, may vary based on the purpose of each of the four processes.

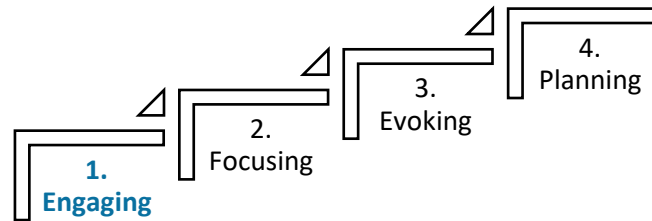
Below is a brief description of the four processes. Tips are provided for how to effectively make use of the core skills (O.A.R.S.), as the processes are further explained throughout this section.

1. **Engaging** – The process of establishing a mutually trusting and respectful helping relationship while understanding the client’s dilemma and exploring their values and goals.
2. **Focusing** – The process of clarifying and focusing on a specific change goal, that is achievable, and establishing a clear direction for any treatment or intervention objectives.
3. **Evoking** – The process of recognizing and responding to the client’s own argument/motivation for change (change talk).
4. **Planning** – The process of developing a specific change plan that the client is willing to implement.

(Miller & Rollnick, 2013)

Engaging

The process of establishing a mutually trusting and respectful helping relationship while understanding the client's dilemma and exploring their values and goals (Miller & Rollnick, 2013).



Checklist

- ✓ Greet your client warmly, express appreciation, introduce yourself and your role.
- ✓ Focus on engaging your client and establishing rapport.
- ✓ Begin to negotiate an agenda by explaining your goals and details that must be attended to.
- ✓ Explicitly state client autonomy. Explore client concerns, as well as what your client wants to talk about first.
- ✓ Ask an inviting open question and begin to focus on a potential target behavior.
- ✓ Follow-up with reflections and summaries, using mostly simple reflections at first (ex: you're feeling trapped or you're angry at the system).
- ✓ Continue to ask more open questions than closed questions.
- ✓ Affirm when appropriate to establish rapport and acknowledge client strengths.
- ✓ Avoid the righting reflex, counselor advocacy responses and communication roadblocks.
- ✓ Be patient.
- ✓ When a target behavior becomes evident, do an assessment of your client's motivation by asking scaling questions.
- ✓ Follow up with scaling questions with open questions designed to strategically elicit change talk and begin to evoke client motivation.

Checklist reproduced from Matullich, B. (2013). How to Do Motivational Interviewing. Second Edition.

The Dirty Dozen Practitioner Behaviors that are Disengaging

The following are twelve listening responses that can easily derail attempts to engage with clients or anyone with whom we are in communication when they are experiencing a problem. These behaviors lead to communication roadblocks.

1. Criticizing	
2. Name Calling	
3. Diagnosing	Judging
4. Praising Evaluatively	
5. Ordering	
6. Threatening	
7. Moralizing	Sending Solutions
8. Excessive/Inappropriate Questioning	
9. Advising	
10. Diverting	
11. Logical Argument	Avoiding Other's Concerns
12. Reassuring	

(Bolton, 1979, p. 17)

Activity

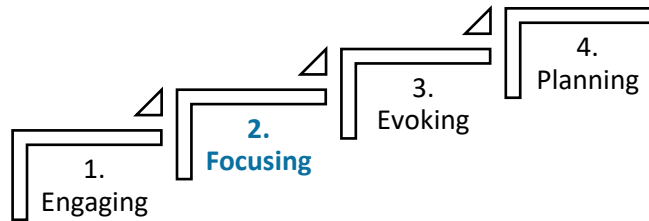
Reflect on a time when you visited a health care practitioner and felt disengaged. In a small group, share your answers to the following questions:

1. *What did the health care practitioner do that was disengaging?*

2. *How were you impacted?*

Focusing

The process of clarifying and focusing on a specific change goal, that is achievable, and establishing a clear direction for any treatment or intervention objectives (Miller & Rollnick, 2013).



Checklist

- ✓ Clarify the goal and subgoals. The SMART goals acronym can be used as a tool to make sure that the goal is **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely
- ✓ Continue to listen to your client and start to use more complex reflections – getting to the essence of what you think they mean and feel – below the surface of what is being said.
- ✓ Take more guesses about what is on the client’s mind and heart, based on what you are hearing, and reflect these back.
- ✓ Deepen the conversation by reflecting feelings.
- ✓ Listen for ambivalence and reflect both sides back to the client.
- ✓ Listen for change talk and reinforce it by reflecting back what you hear.
- ✓ Use open questions and specific strategies to elicit change talk
- ✓ Follow up on your client’s answers to your questions with reflective listening.
- ✓ Listen for discord and if you hear it, use it as a signal to check in with yourself to see if you are restoring to discord-producing responses.
- ✓ Ask permission and acknowledge your client’s autonomy when receiving required advice or information.

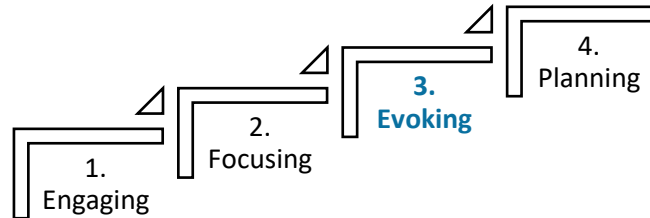
Checklist adapted from Matullich, B. (2013). How to Do Motivational Interviewing. Second Edition.

Whenever giving advice, use this formula:

- First, ask permission to give the advice **[Ask]**
- Second, give the advice **[Give]**
- Last, ask for their thoughts on what you’ve shared **[Ask]**

Evoking

The process of recognizing and responding to the client's own argument/motivation for change (change talk) (Miller & Rollnick, 2013).



PREPATORY CHANGE TALK - Listen for the client's DARN:

- ✓ **D**esire to change
- ✓ **A**bility to change
- ✓ **R**eason to change
- ✓ **N**eed to change

Below are examples of questions you can ask to evoke preparatory change talk:

Desire to Change (listen for *want, wish, or like*)

- How badly do you want that?
- What are some of the things that make you want to change?
- How would you feel differently when you are no longer [insert the behavior]?
- What has happened that you want this change?
- What would make you want this change?
- What will you have or get that you want when you make this change?
- What do you want people to think about you in making this change?
- How long have you wanted to make this change?

Ability to Change (listen for *can do, am able to do so, or I could possibly do*)

- How would you go about doing that?
- What skill/knowledge/ability do you have that you would use?
- What would it take to do that (or stop doing that)?
- What helps you know that you can do this?
- Who could support you in doing this?

Reason to Change (listen for *if* and *then*)

- What are the reasons you have told yourself about making this change?
- What are the reasons others have told you about making this change?
- What does continuing [name the target behavior] prevent you from having?
- What relationships might you damage or lose if you don't change?
- In what way will you feel differently about yourself in making this change?
- Who matters to you that will feel or think differently about you when you change this behavior?
- Who will be negatively affected if you don't change this behavior?
- What will you notice first in making this change?

Need to Change (listen for *it is important* and *I need*)

- What might or is likely to happen if you don't stop (name the behavior)?
- What have others told you is one of the needs for you to make this change?
- What is likely to happen to your relationship with (parents/grandparents/coach/girlfriend/boyfriend) if you do not make this change?
- What are you at risk of losing if you do not change (name the behavior)?
- What is continuing (name the behavior) preventing you from having or doing that you would like?
- What have the costs been in continuing (name the behavior)?
- What has been damaged in your life with (name the behavior)?
- How will changing (name the behavior) heal or repair that damage?

MOBILIZING CHANGE TALK - Listen for the client's CAT:

- ✓ Commitment to change
- ✓ Activation toward change
- ✓ Taking steps toward change

Commitment to Change (listen for *I want to*, *I could*, *I have good reasons to* or *I need to*)

- On a scale of 1-10 (1=low, 10=high) how confident are you that you could change?
- On a scale of 1-10 (1=low, 10=high) how ready are you to make this change?
- What do you need in order to move your score higher?
- What would need to happen to move from (insert #) to (insert #)?
- Help me understand why you scored in the way you did?
- What steps do you have in mind, and what does your timeline look like to make this change?

Activation Toward Change (listen for *I am willing to, I am ready to, or I am prepared to*)

- What are you willing to try first?
- What are you prepared to start doing differently, in the next few weeks?
- What are you willing to set aside to support this change?

Taking Steps Toward Change (listen for *I started, I went to, I stopped or I called*)

- What are you prepared to do next?
- What specific actions have you taken since we last met?

When you hear change talk from your client, it is important to recognize it and respond by using your core MI skills

Open questions: “In what ways?” “How could you do that?”.

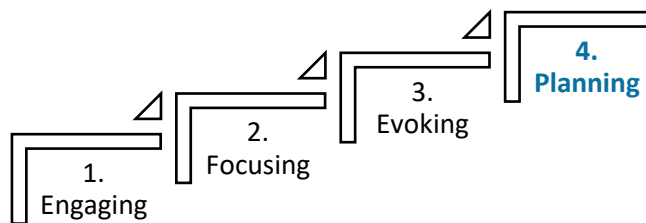
Affirm the change talk through support and encouragement.

Reflect what the person is saying.

Summarize the change talk.

Planning

The process of developing a specific change plan that the client is willing to implement while strengthening the client’s commitment that they have already expressed (Miller & Rollnick, 2013).



Checklist

- ✓ Confirm the goal again, and as appropriate, subgoals along the way.
- ✓ Itemize the options that are available or have been discussed.
- ✓ Elicit the client’s hunches/ preferences as to the best way forward.
- ✓ Develop the change plan – moving from general intention to a specific implementation plan.
- ✓ Summarize the plan and strengthen commitment.
- ✓ Troubleshoot (i.e. ask them if there is anything that could possibly get in the way of their plan and guide them in exploring how they can lower this risk).

(Miller & Rollnick, 2013)

MI Prayer by William R. Miller

Guide me to be a patient companion,
to listen with a heart as open as the sky.
Grant me the vision to see through her eyes and
eager ears to hear her story.
Create a safe and open mesa on which we may walk together.
Make me a clear pool in which she may reflect.
Guide me to find in her your beauty and wisdom,
knowing your desire for her to be in harmony;
healthy, loving, and strong.
Let me honor and respect her choosing of her own path,
and bless her to walk it freely.
May I know once again that although she and I are different,
yet there is a peaceful place where we are one

References

Bolton, R. (1979). *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. New York, NY: Simon & Schuster, Inc.

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