

MOTIVATIONAL INTERVIEWING: Engaging People In change



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Exercise # 1



- Break into pairs
- Take turns: Speaker & Helper
- Goal: As the helper, get the speaker to follow your suggestions



Exercise # 1

Speaker

- Choose something you know you “should” do, are being bugged to do, maybe doing sometimes, keep intending to do...
- But you are ***not*** doing on a regular basis.

Helper

- Explain why s/he should make this change
- Give 3 specific benefits of making this change
- Tell him/her how to change it
- Emphasize the importance of the change
- Tell the client to do it!

PS: This is NOT Motivational Interviewing.



Exercise #1 Debrief

- What was it like as the Speaker?
- What was it like as the Helper?
- Was there any movement towards change? Why or Why not?



What does motivate people?

Think of teacher, coach, supervisor, counselor, clergy member, relative who was or was not helpful. What did they do? Describe their behavior.

Was Not Helpful

Was Helpful



Taste of MI: Exercise #2

- Same partner as before, same topic
- Take turns being Speaker or Helper
- Helper Goal: To understand the dilemma



Helper Role Exercise #2

1. Ask these three questions:

- Why would you want to make this change?
- What are the best reasons for you to do it?
- If you did decide to do it, how might you go about it to succeed?

2. Give a short summary of the speaker's motivation for change, then ask:

- So what do you think you'll do? (Listen with interest and affirm.)



Exercise #2 Debrief

- What was it like as the helper?
- What was it like as the speaker?
- Was there any movement towards change?

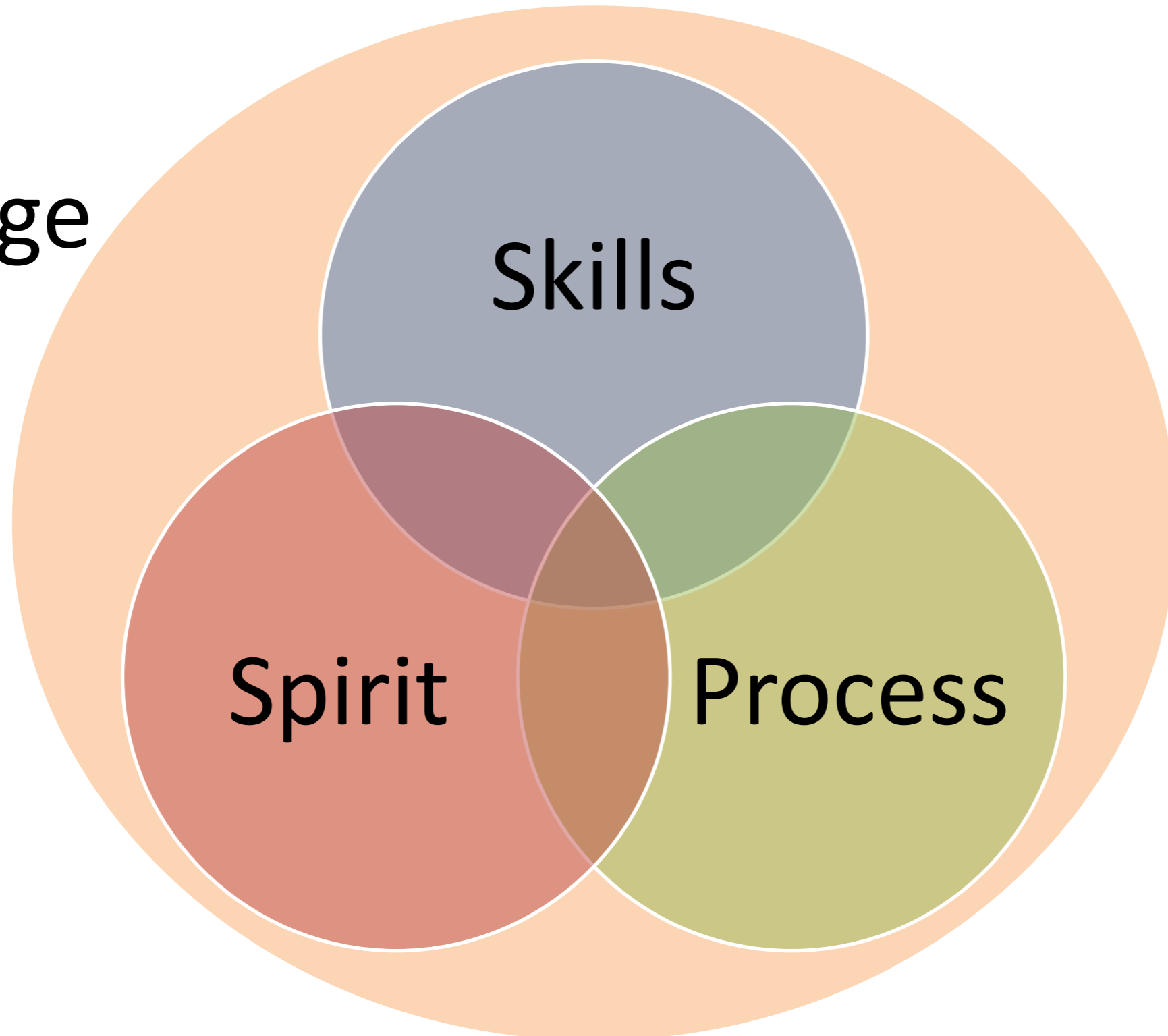


Motivational Interviewing is a collaborative communication style for strengthening a person's own motivation and commitment to change by addressing the common problem of ambivalence.

William R. Miller & Stephen Rollnick, 2013

Motivational Interviewing

Change
Talk



Spirit: Autonomy

❖ **Menu of Options**

- ❖ Which of these things do you think would work best for you?
- ❖ Present 3 or more options; avoid presenting one idea at a time.

❖ **Emphasizing personal choice and control**

- ❖ “It’s up to you.”
- ❖ “It’s your choice.”

❖ **Ask permission**

Would it be ok if I

- ❖ Shared my concerns?
- ❖ Shared what’s worked for others?
- ❖ Provide some information?

❖ **Express Curiosity**

- ❖ From your perspective
- ❖ I’d like to hear your point view
- ❖ I’m curious what you think



The Skills - OARS

- **O**pen-Ended Questions
- **A**ffirm
- **R**eflect
- **S**ummarize



Elicit – Provide with Permission - Elicit

ELICIT knowledge, perspective and/or interest.

- “What do you know about the X?”
- “What concerns do you have about X?”

PROVIDE with PERMISSION small amounts of information or feedback.

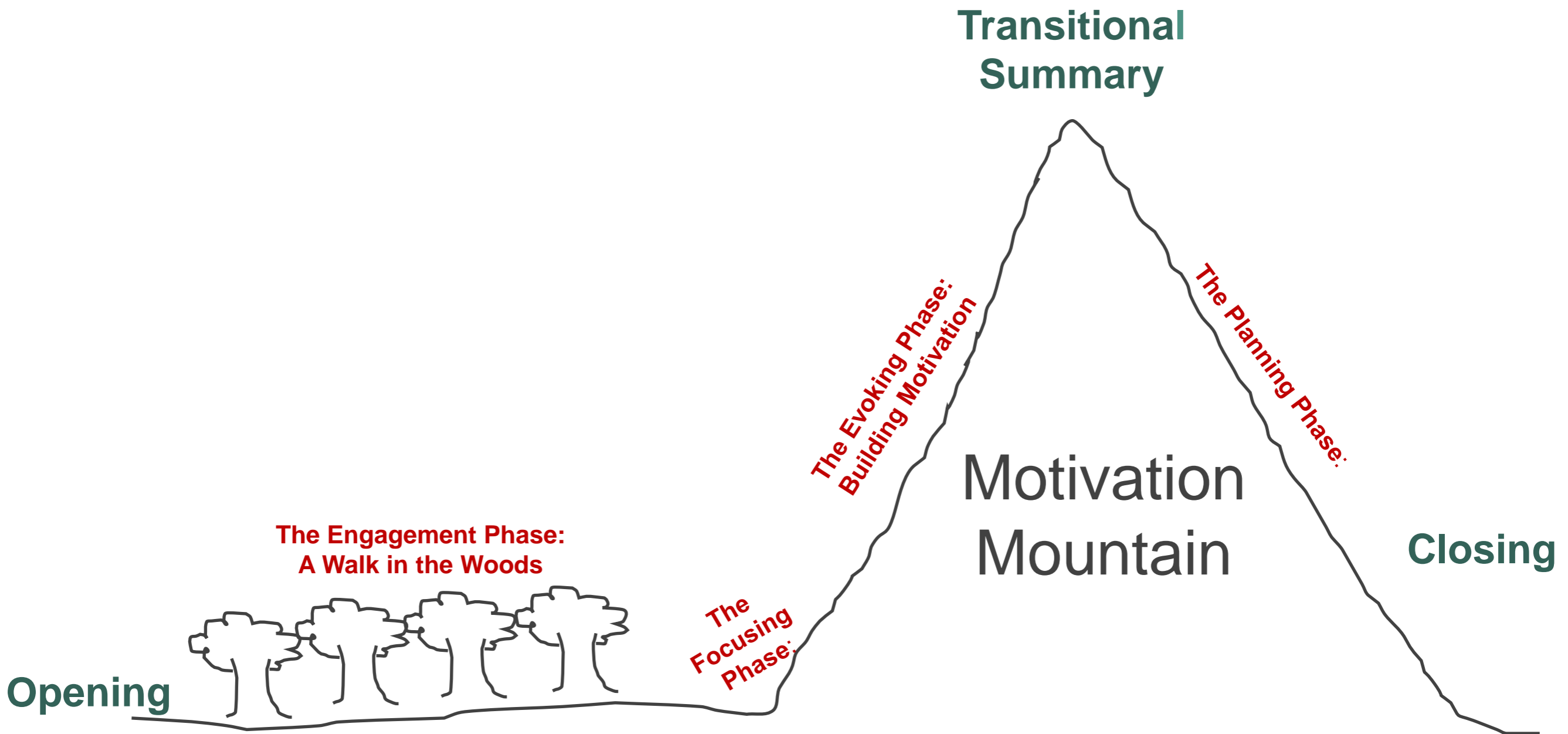
- “Can I tell you about the program/give you information?”
- “Can I share with you some ways its helped other people?”

ELICIT the interpretation or reaction.

- “What do you think of what I just shared?”
- “How do you think that could be useful to you?”



The Process



Opening

A lack of transparency results in distrust and a deep sense of insecurity.

-- *Dalai Lama*



Opening

Establish a length.

- “We’ve got about 20 minutes.”
- *Knowing how long something will take allows people to be more present.*



Opening: Setting the Agenda

1. Ask them “What would you like to talk about?”
2. Menu of Options (suggest with choice). “We could talk about X, Y or Z. Which do you think would be more helpful?”
3. Ask permission “Would it be ok if we focused on X?”

Have an
agenda
and
hold it
lightly!



Engaging

- ❖ Create a non-judgmental space.
- ❖ Time to reconnect. Establish yourself on their team.
- ❖ Start with their concerns (if possible)
- ❖ Small talk (if needed)
- ❖ Check-in
 - ❖ What's changed since the last time we spoke?
 - ❖ How's it been implementing your plan?



Four Processes of MI

Planning

Evoking

Focusing

Engaging

Focusing

- ❖ After understanding the current situation
- ❖ Identify a target
 - ❖ A goal
 - ❖ A task
 - ❖ A behavior to change
- ❖ Ask permission to further explore
 - ❖ “I know we’ve spoken about this in the past, but would it be ok if we spent the next 10 minutes talking about X again? I



Focusing: Finding a Target

- ❖ Targets can move – be flexible.
- ❖ It's your job to keep the conversation on course.
- ❖ Sometimes you have to “recalculate” to get back on course.



Four Processes of MI

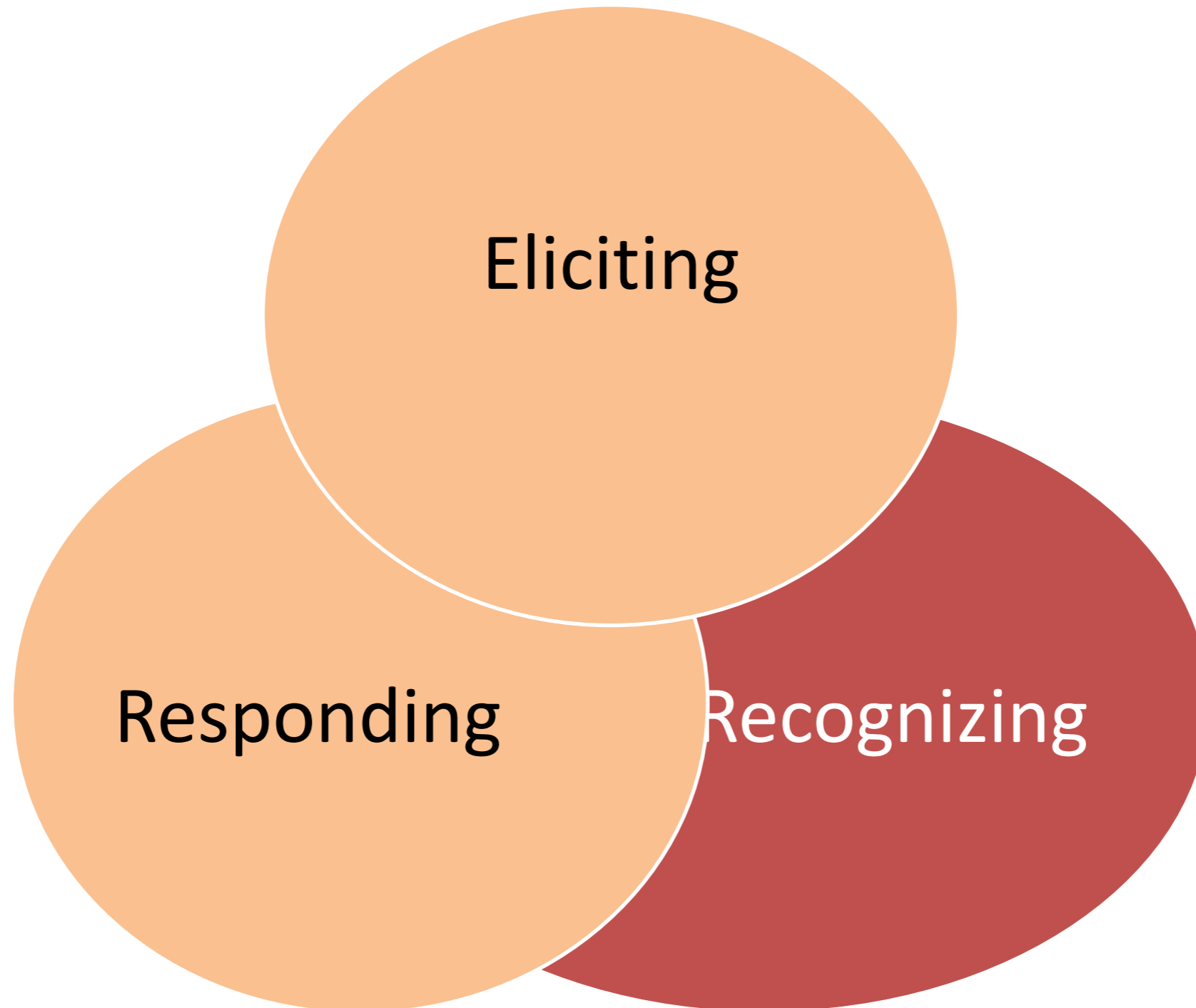
Planning

Evoking

Focusing

Engaging

Motivational Interviewing Change Talk





Responding to Change Talk

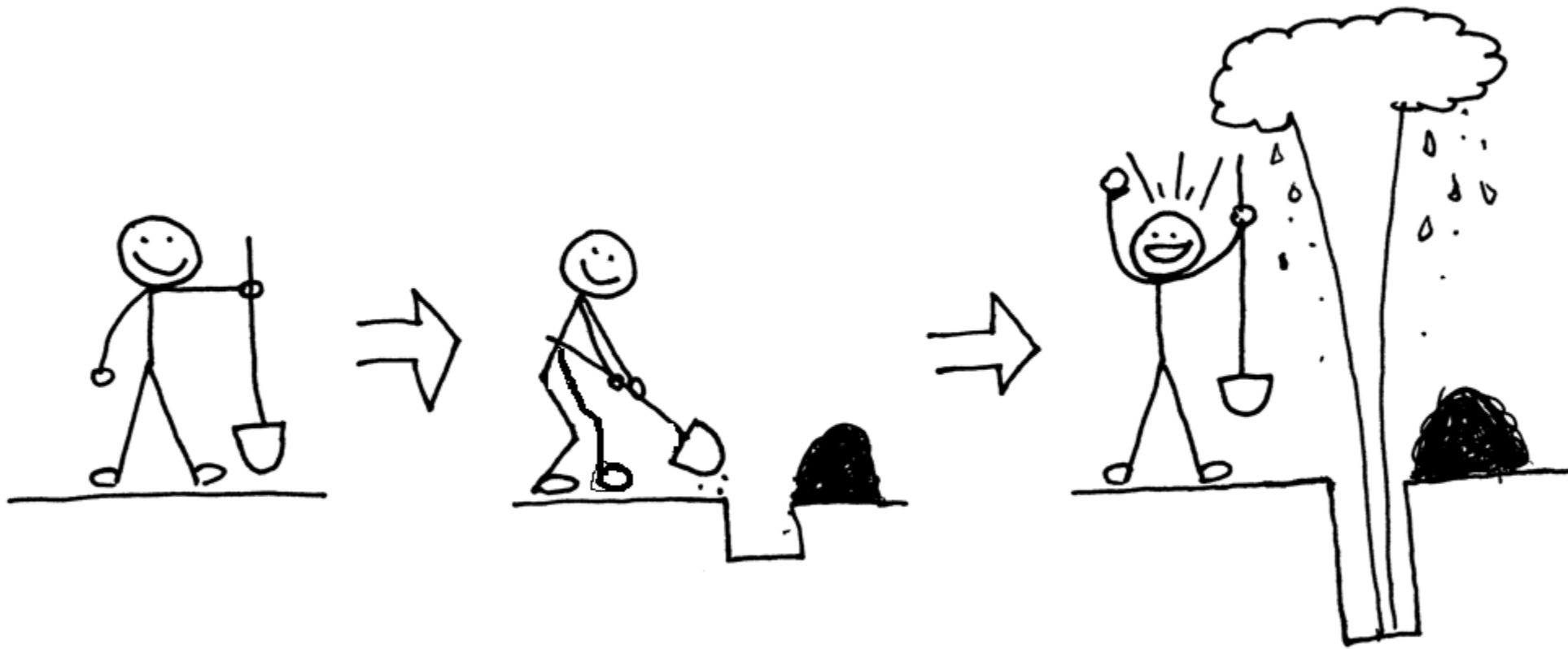
- **E**laborate
 - Tell me more about that?
 - In what ways?
- **A**ffirm
 - That's great that you've ...
- **R**eflect
 - So you've been thinking
 - So it's important to you
- **S**ummarize
 - Gather up all statements of change talk

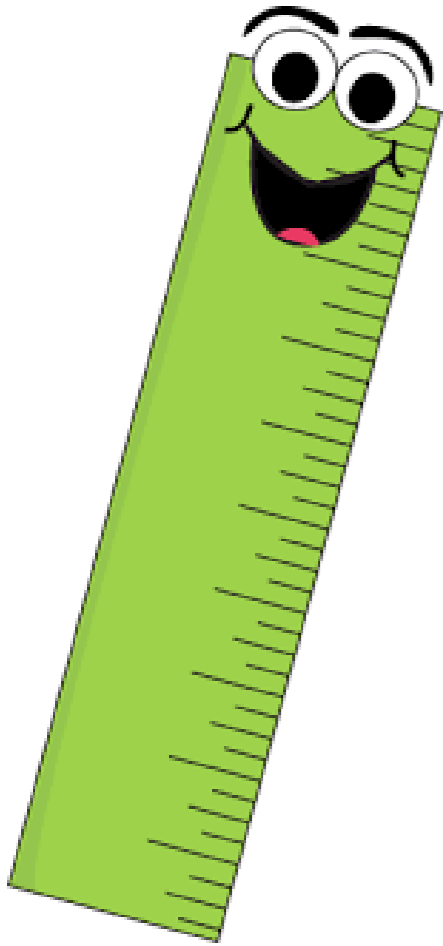


Asking for Change Talk

1. What are some of the good things that would come out of _X_?
2. What are some of the downsides of the way _X_ is right now?
3. If you were going to _X_, what would be the reasons to do it?

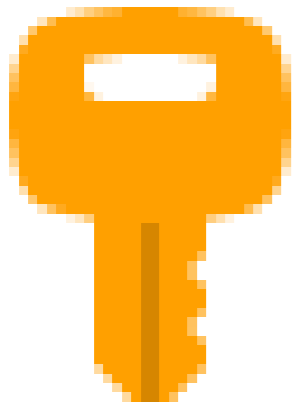
Don't be Satisfied





Importance Ruler

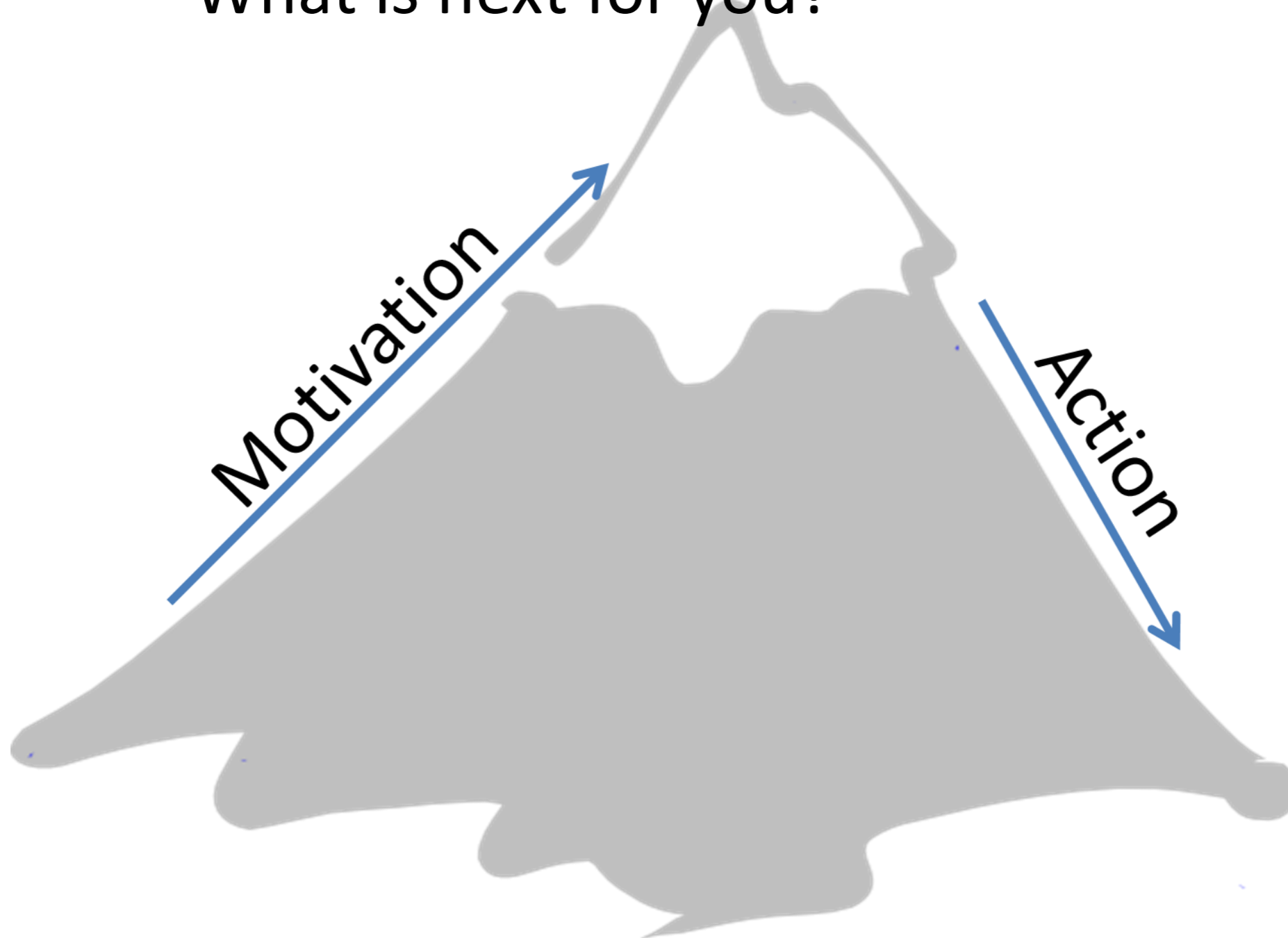
- 1. Identify the target behavior**
- 2. Ask how important on the scale**
 - a. ***“How important is it for you right now to...? On a scale from 0 - 10... what number would you give yourself?”***
- 3. Ask follow-up**
 - a. **“Why not one click lower? Why is it as high as it is?”**
- 4. Follow-up w/ Elaboration, Affirmation, Reflection or Summarization**



Transitional Summary

Test the waters and be prepared to back down.

- Where does that leave you?
- What is next for you?





“I don’t know I’m stuck”



“I guess I need to ...”



“Huh? You lost me.”

Training Gems



спасибо
danke 謝謝
ngiyabonga
teşekkür ederim
dank je
gracias tapadh leat
bedankt
hvala mauruuru
thank you
mochchakkeram
dziękuję
sagolun
sukriya kop khun krap
go raibh maith agat
arigatō takk dakujem
obrigado
terima kasih
감사합니다
grazie
ευχαριστώ
merci
мерси



References and Resources

www.miforchange.com

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