

Motivational Interviewing for Peer Specialists

Provided by Jim Winarski, MSW
Florida Mental Health Institute

What is Motivational Interviewing?

- A way to interact with people.
- A style of counseling that helps resolve ambivalence that prevents clients from realizing personal goals.
- It is NOT primarily a collection of techniques or interventions.
- But is a series of specific practitioner behaviors directed by a guiding philosophy.

The guiding **RULE** – Philosophy of Motivational Interviewing

R **Reject** the righting reflex

Trying to fix problems can reduce the likelihood of client change

U **Understand** the person's motivation

We don't motivate people. We find the motivation that lies within them and help them recognize it.

L **Listen** to the person.

Communicate empathy

E **Empower** the person.

Change occurs when people are actively engaged.

When to use Motivational Interviewing

- The key cue to use MI is whenever a person expresses **ambivalence** about taking an action.
- Examples:
 - Person expresses objection to a plan
 - Person sounds uncertain
 - Person expresses mixed feelings
 - Person expresses a lack of confidence
 - Person lack of time, energy, or resources

Definition:

“A person-centered goal-oriented approach for facilitating change through exploring and resolving ambivalence.”

Miller, W. R. Motivational Factors in Addiction
Behavior. 2006

Motivational Interview is a way of being with people and its' underlying spirit is understanding and experiencing the human nature that gives rise to that way of being.

Traditional vs. Motivational

The Counselor

Places importance on the behavior change

Controls the Interaction

May direct/select the goals the person should achieve

The Person

Determines the importance of the behavior change

Is listened to, shares concerns and needs

Is supported in decision about changes and goals

Person Focus

- MI supports the person in articulating
 - How personally important this change (e.g., treatment) is, as opposed to how important we think it is
 - What stands in the way of making this change (time, money, cultural factors, etc.)
 - Changes that might work in their life
 - How to increase the chances of success

The Goal of MI

The goal of MI is to facilitate:

- Fully informed decision making
- Deeply thought out decisions
- Internally motivated choices

Not to change behavior....though we may see changes in behavior.

Resnicow, et. al. (2002)

The Risk of Hope

- Recognize that people who have suffered many losses relinquish hope as a means of survival.
- “Hope is a dangerous thing. Hope can drive a man insane.”

Ellis Boyd, “Red Redding in the Shawshank Redemption

Process

Stages of Change provides the frame for conversations.

Conversations about:

Desire
Ability
Reason
Need
Commitment
Activation
Taking steps

Conversations Include:

Open-ended questions
Affirmations
Reflections
Summaries

We evoke from the person the reasons and best steps to make a change:

- Asking questions to facilitate a conversation about potential changes (Evoke/Listen for Change Talk)
- Desire: Why do you want to make the change?
- Ability: How do you want to make the change?
- Reason: What are the three best reasons to do it?
- Need: How important is it to you to make the change?
- Commitment: What are you willing to do to now?

That is the beginning of activation, setting steps and taking them.

Facilitate the conversation by using: **OARS**

- Open ended questions
- Affirmation
- Reflections
- Summaries

Then assist with developing the change plan.

Understanding Ambivalence

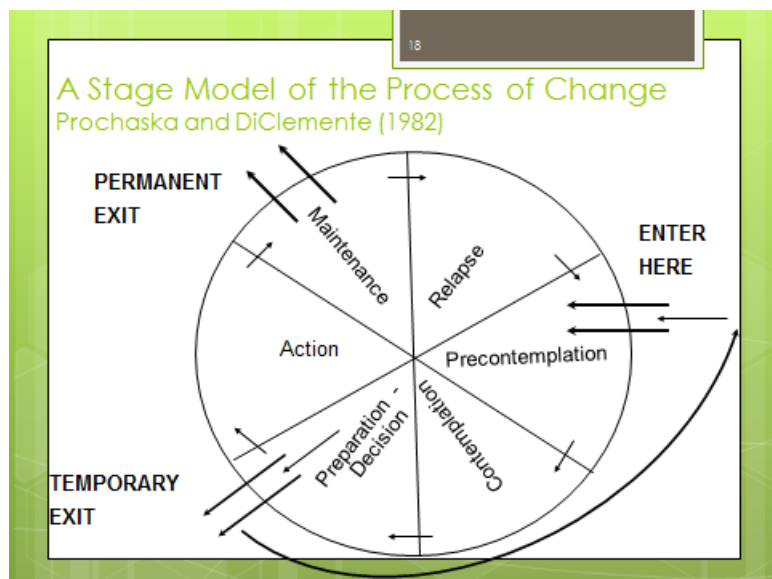
Cost of Status Quo
Benefits of Change

Vs.

Benefits of Status Quo
Costs of Change

Stages of Change

- Pre-contemplation
- Contemplation
- Preparation/Decision
- Action
- Maintenance
- Relapse



We match the focus of our conversation with the person's stage of change.

Pre-contemplation:

- No perceived need to change

Peer Specialists tasks:

- Raise doubt – increase the persons understanding of the risks and problems with current behavior.
- Increase awareness about possibilities.
- Create a conversation within:
 - Explore consequences
 - Explore desirable options/alternatives

Contemplation:

- Initial awareness of a problem
- Feelings of ambivalence about change

Peer Specialists tasks:

- Explore reasons to change and the risks of not changing

- Reinforce any decisions/steps for positive change from persons past
- Explore rather than prescribe – don't give solutions.

Preparation for Change/Decision

- Initial movement away from ambivalence and toward action (making a decision)
- Statements reflect the beginnings of motivation (Change talk)

Peer Specialists tasks:

- Respond positively to statements of intention
- Tip the balance from ambivalence toward taking action
- Prepare plan
- Goal setting that accounts for preferences and environment.

Action:

- The person takes steps to bring about change, a specific overt modification in life style (following steps in plan)

Peer Specialists tasks:

- Support the person in taking steps in implementing the plan

Maintenance Stage:

- The person sustains the change accomplished by previous actions
- Steps for maintaining long term change are different from steps for initial change

Peer Specialists tasks:

- Help the person to identify and use strategies to prevent relapse
- Help develop knowledge and skills to support progress
 - Biological-Psychological-Social Triggers
 - Expectations that helped motivate the person to take action

Relapse Stage:

- Long standing change often involves setbacks. Person may step back into previous patterns
- Goals: return to process of change as soon as possible

Peer Specialist's tasks:

- Help the person to renew the process of contemplation, preparation (decision making), and action.
- Help person recognize relapse as a normal part of achieving goals that will endure.
- Focus on learning and positive reinforcement rather than punishment.

Use Exercises:

Negative Practice: Experience first hand how responses that are not reflective listening can obstruct motivation and change

Taste of Motivational Interviewing: Experience the basic approach and “feel” of motivational interviewing.

Forming Open Questions:

- “How can I help you?”
- “Would you like to tell me about _____?”
- “How would you like things to be different?”
- “What are the positive things and the less good things about _____?”
- “What will be different if you make the changes you are considering?”
- “What have you tried before?”
- “What do you want to do next?”

Convert Closed Questions:

- “Are you doing OK?”
- “What’s wrong?”
- “When are you going to stop _____?”

Affirmations:

- Statements of recognition of strengths.
- Reinforce person’s participation.
- Build rapport.
- Build confidence in ability to change.
- Enhances feelings of self efficacy.
- Must be genuine.

Reflective Listening:

Is a process of:

- **Hearing** what the speaker is saying.
- **Making a “guess”** at what they mean.
- Verbalizing the “guess” in the form of a **statement**.

Levels of reflection:

- Simple: Repeating, rephrasing and staying close to content.
- Amplified: Paraphrasing-respond to the meaning/beliefs being expressed.
- Feelings: Respond to emotional dimension. You need a “feelings” vocabulary.

Forming reflections:

For starters:

- “It sounds like you are not ready to _____. ”
- “It seems that you are having a problem with _____. ”
- “It sounds like you are feeling _____. ”
- “So you are saying _____. ”

As you improve you can sharpen the reflection:

- You’re not ready to _____. ”
- You’re having a problem with _____. ”
- "You’re feeling that _____. ”
- “You’re are going to _____. ”

Reflective Listening:

- Ensures clear communications.
- Use of transitions in the conversation.
- Is concise.
- Helps reflect ambivalence.
- Accentuates “change task”.
- Helps the person:
 - Recall and reflect upon the conversation.
 - Think of new ideas.
 - Understand the importance of the issues.
 - Plan next steps.
 - Feel more confident.

Change Talk:

Self-motivational statements that indicate the person is oriented toward making positive change.

- We **listen** for these comments.
- Ask questions to **elicit** them.
- **Highlight** them for the person.

Listening for Change Talk:

Preparatory Language:

- **Desire** to change
- **Ability** to change (optimisim).
- **Reasons** to change (benefits).
- **Need** to change (problems with status quo).
- **Commitment** to change.

Desire statements indicate clear desire for change but stop short of commitment

- “I wish things were different.”
- “I am hoping things will change.”
- “This is not the person I want to be.”

Ability statements indicate a persons belief that they can make a change.

- “I know what I have to do, I just need to do it.”
- “I can make a change,, I just need to commit myself to it.”
- “I am going to prove everybody wrong.”

Reason statements indicate some specific advantage to making a change:

- “My family might be closer to me if ____.”
- “Maybe I’ll have more energy if ____.”
- “ I probably would feel a lot better if ____.”
- “It would be nice if I didn’t have to worry so much about ____.”

Need statements indicate that things are not working in a persons life:

- “I’ve got to make things better.”
- “I need to get a handle on things.”
- “My blood sugar can’t go on like this.”
- “This is more serious than I thought.”
- “I can’t do this anymore.”

Methods for Evoking Change Talk:

- Asking evocative questions: “What worries you about your current situation?”
- Use the importance/confidence ruler: “On a scale of one to ten with ten the highest, how important is it for you to change?”
- Exploring decisional balance: “What do you like about your present situation? What are your concerns?”
- Querying questions: “What are the results you could imagine if you make a change?”

Importance and Confidence

- Importance: Lets you know how important the issue is to the person, in the grand scheme of other important values in their life.
- Confidence: Lets you know how able the person feels he/she is to make changes towards their goals.

On the importance/confidence ruler ask the person why they chose the number they did. If they didn’t choose a high number ask them what it would take to move to a higher one.

Practice Offering Reflections, Affirmations, and asking for elaborations in response to Change Talk.