

# Motivational Interviewing: Project ELICIT

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Please take a few minutes to fill out the  
**PRE-WORKSHOP MI QUIZ (HO 1)**

Borg The Dog Presents...

*The Six Stages of Change*

# 1) Precontemplation



Change? What change?

## 2) Contemplation



Perhaps more exercise would do me good.

### 3) Preparation



I'll gather some info and decide what changes to make.

## 4) Action



Let's play ball – I'm ready to go!!!

## 5) Maintenance



Look at me – I'm still ready for more!!!

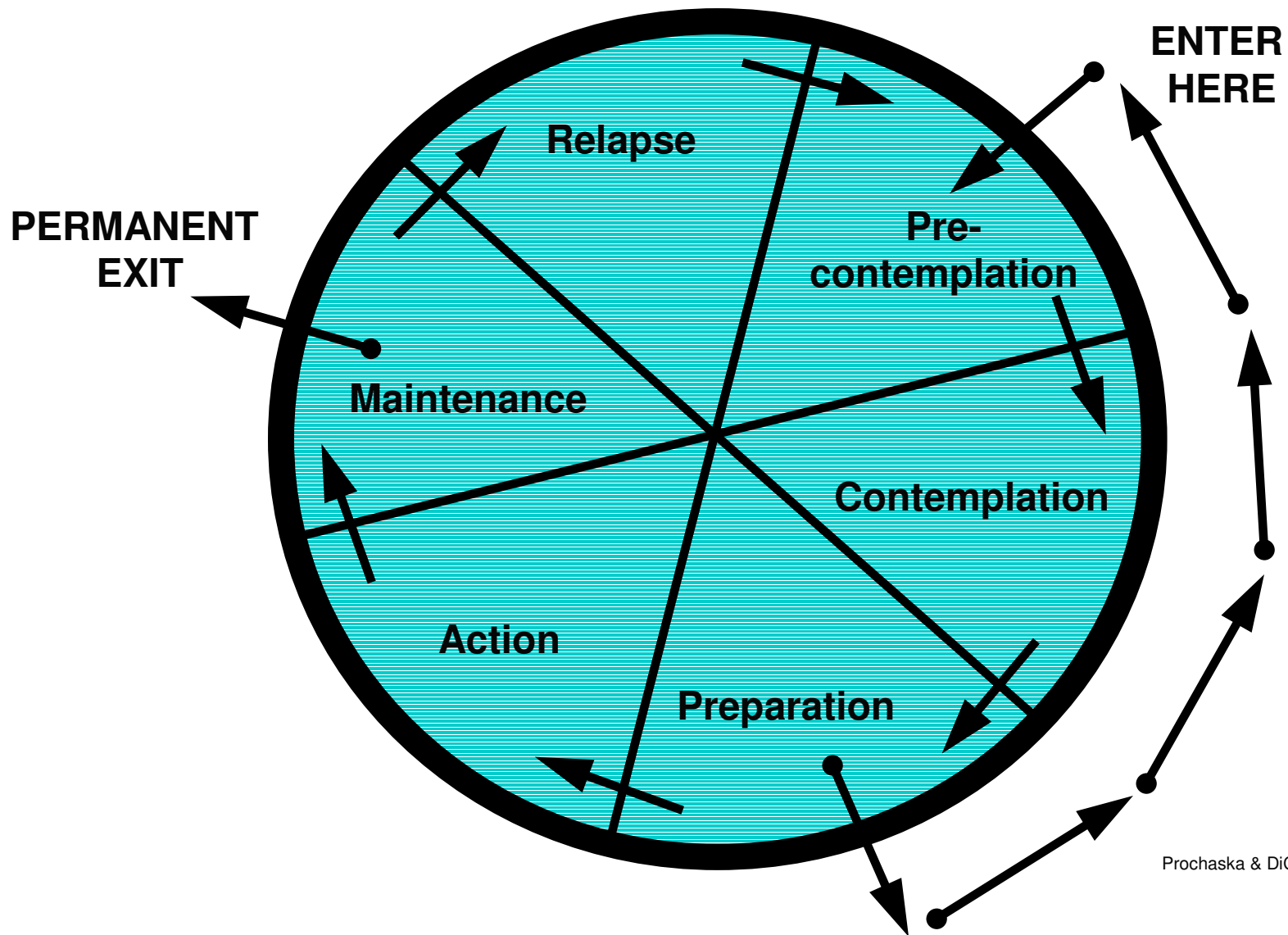


## 6) Relapse



I guess you can't really teach an old dog new tricks...

# The Stage of Change “Wheel”



Prochaska & DiClemente (1986)

# So Where does MI Fit in The Stages of Change Model?

- Ideal for clients in contemplation
- Ambivalence is clinical indicator for MI
- NOT helpful for individuals who are not ambivalent
- Does not replace other clinical skills, which are “just right” for other stages of change

HOW does MI work?

# Dr. Bill Miller

(MINT newsletter, 1998, vol. 5, no. 3)

- “But why does MI work? How can it be that a person who has been persisting for years in a pattern of dependent drinking or drug use despite clear negative consequences abruptly shifts that pattern after an hour or two of MI? How is it that having a single session of MI before a course of outpatient or inpatient rehabilitation program can double a person’s chances of abstinence 3 months later? The person has learned no new coping skills or conditioned responses...*What theory do we have about what is going on here?*”

# 1) Five General Principles of MI

**D=develop discrepancy**

**E=express empathy**

**A=avoid arguing**

**R=roll with resistance**

**S=support self-efficacy (confidence)**

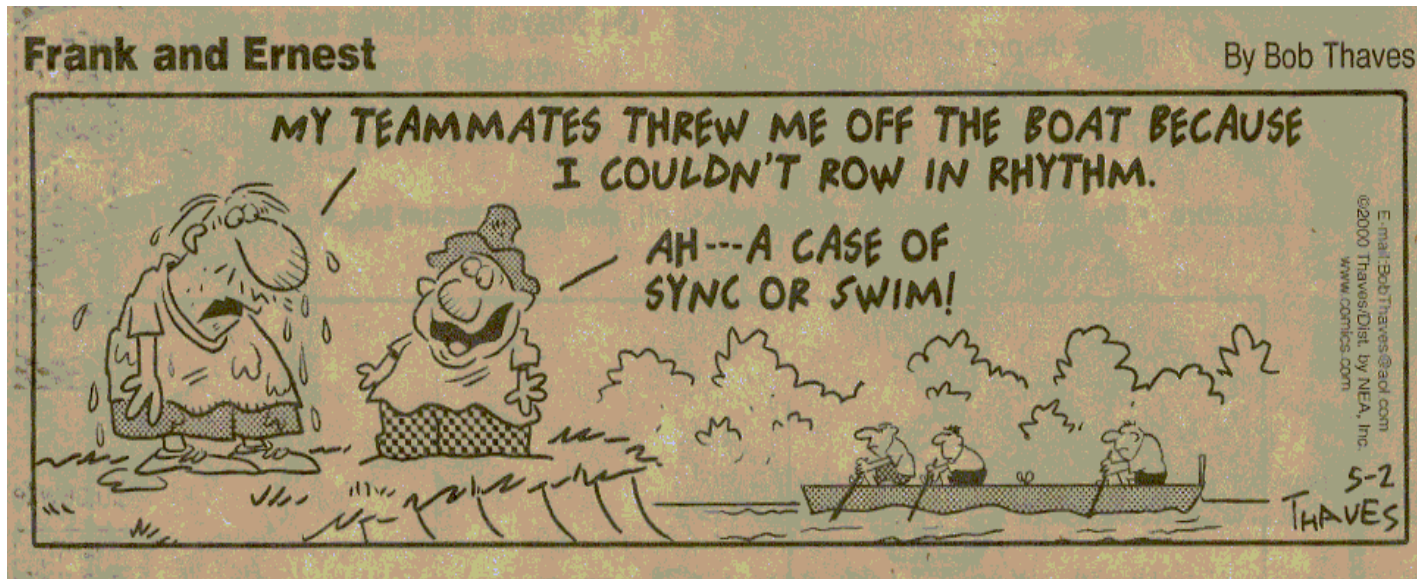
# Introduction to Change Talk

- What is change talk?
- Unique to MI
- Works by allowing client to hear themselves argue for change
- Client becomes convinced of what they hear themselves saying
- Based on social psychological principles
- Works only when clients are ambivalent

# Foundational Skills for MI: OARS



## 2) How you can do MI = use your OARS!



**O = open questions**

**A = affirmations**

**R = reflections**

**S = summaries**

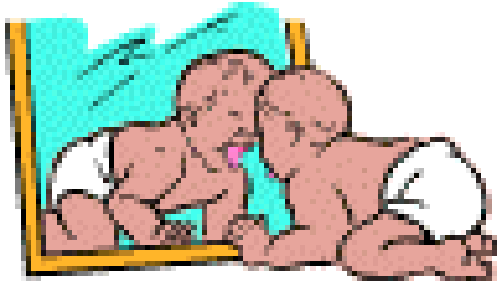
# *Open vs. Closed Questions*

- CLOSED QUESTIONS:
- Invite a *short* answer (not only Yes/No)
  - Did you drink this week?
- Ask for specific information
  - How many siblings do you have?
- Closed questions limit answer options
- **How can you turn closed questions into open questions?**
  - Let's try the ones above and then our own...

# How to Make a Reflection

- Make a statement instead of a question
- Makes a guess about meaning \* diagram for Caro
- Inflection down at the end (don't ask a question by mistake)

# Two Levels of Reflection



- **Simple Reflections**
  - Repeat/rephrase
- **Complex Reflections**
  - Paraphrase/metaphor
  - Guess at meaning
  - Reflect change talk

# Reflective Listening Practice

- Reflecting instead of questioning
- In 3s, speaker talks about “something you should know about me...” or “One problem I have lately...”
- Other 2 people are co-counselors (team up)
- Counsel speaker using only reflective statements:
  - Statement with “Do you mean that...?” stem dropped
  - Inflection stays flat at end of sentence (not a question)
- Rotate until all three people have a chance to be speaker; rotate when speaker indicates he or she has been understood

## 3) Integrating your OARS

**Rowing smoothly to shore...**

# Doing MI = ROW the boat!



"I've got it, too, Omar ... a strange feeling like we've just been going in circles."

**O = open questions**

**A = affirmations**

**R = reflections**

**S = summaries**

# Getting your basic skills down: Rowing the boat ashore...

- Please arrange yourselves in groups of 3
- 1 person plays the “client” and thinks of *“something I feel two ways about...”*
- 1 person plays the “observer” and codes each counselor statement into OARS (i.e., keep a running tally of O, A, R, S on your handout, p.11)
- “Counselor”: Try to *do MI* using your OARS, aiming for 2:1 R/S to O ratio
- End: Observer + client feedback to counselor  
→ **This is a diagnosis of your OAR-bility!**



## 4) Change Talk & Sustain Talk

# Recognizing Change Talk

- Tuning your ear
- Desire, ability, reason, need and commitment
- Opposite of change talk: the status quo
- Resistance: how is it different?
- When does change talk occur?

# Change Talk Coding

- Self writing exercise: identifying my own change talk
- DARN-C
  
- Handout #7

# Change Talk Quiz

- Underline the Change Talk
- Handout #8

# Values exploration exercise

**Take 15 minutes to sort cards**

# Values Exercise

- Groups of 2
- One person is speaker (has a change in mind)
- Other is listener
- Listener asks speaker about each value using nondirective listening skills
- Then speaker asks about how values fit in with contemplated change, using DIRECTIVE listening by 1) recognizing and 2) using reflections to respond to change talk

# What does change talk sound like in my clients?

- Handout #9

# How to Elicit Change Talk Instead of Just Waiting for it to Happen

- Change Talk Jeopardy Game



Day Two

# Ask-Provide-Ask

- *Problem with MI: You have specific information (“advice”) to share with your clients/patients!*
- In pairs, have counselor pick a target drug
- **Counselor:** Use A-P-A to give client info on that drug
- Handout #14

# Some Ways to Elicit Change Talk

MI Becomes Directive

- Ask Evocative Questions
- Use the Change Rulers (importance, confidence)
- Query Extremes
- Look Back
- Look Forward
- Explore Goals and Values



# “Soccer Mike” video

- As you watch this video, use **handout** to code the change talk in this session
- Handout #17

# The Change Rulers

- On a scale from zero to ten, how *important* would you say it is for you to \_\_\_\_\_
  - And why are you at \_\_\_\_\_ and not zero (or lower number)
- On a scale from zero to ten, how *confident* are you that you could \_\_\_\_\_ if you decided to?
  - And why are you at \_\_\_\_\_ and not zero (or lower number)

Handout # 15

# Using the Rulers: Eliciting Change Talk

- Please get into different pairs
- 1 person think of a **problem behavior you might want to change** but you have not yet done so...
- You can use your same change from yesterday
- Your partner will counsel you **using only 2 tools:**
  - READINESS RULERS
  - REFLECTIONS

# Resistance vs. Sustain Talk

- Sustain Talk is DARN-C about the Status Quo
- Resistance is about the relationship

# Rolling with Resistance

- How do you see/hear resistance from the clients you work with?
- What increases resistance in your clients?
- What seems to work well in your setting to “roll with the resistance”?



# Rolling with Resistance

- Reflections
  - Simple
  - Amplified
  - 2-sided
- Shifting focus
- Emphasize choice & control
- Agreement (+/- a twist)

# Rolling with Resistance: “Rounder” video & exercise

# Rolling with Resistance



- BP=Batting Practice
- Please arrange yourselves in 3 groups
- In your group, 1 person bats at a time
- Anyone else in group can throw a “pitch” – call out a resistant statement that a client might say
- Batter swings at the pitch by rolling with the resistance and then gets ready for next pitch
- *After 3 swings, switch batters!*

# Practice Responding to Change Talk

# Responding to Change Talk

## EARS

- E: Elaborating: Asking for elaboration, more detail, in what ways, specific examples, etc.
- A: Affirming – commenting positively on the person's statement
- R: Reflecting, continuing the paragraph, etc.
- S: Summarizing – collecting bouquets of change talk

# Easy as 1-2-3

- **Write down 3 or 4 statements about some change that you are thinking about making within the next six months:**
  - **D: Why do you *want* to make this change?**
  - **A: How might you be *able* to do it?**
  - **R: What is one good *reason* for making the change?**
  - **N: How *important* is it, and why? (0-10)**
  - **C: What do you *intend* to do?**
  - **A: What are you *ready* or *willing* to do?**
  - **T: What have you *already done*?**

## Easy as 1-2-3 (One Step)

- **Sit in a circle of at least 5, plus 1 observer**
- **1. One speaker offers a change talk statement**
- **2. Person to the right (listener) responds *once* by:**
  - **Evoking elaboration, example, etc. or**
  - **Affirming or**
  - **Reflecting**
- **3. The original speaker gives a natural reply**
- **Then the listener becomes the next speaker**

# Easy as 1-2-3: An Observer

- **Observer is not a speaker or listener**
- **For each 1-2-3 sequence record:**
  - **1. Was it change talk? (+ or -)**
  - **2. How did the listener reply?**
    - **E, A, R, or X (other)**
  - **3. Was the speaker's reply change talk? (+ -)**
- **If you want more of a challenge, think about what *kind* of change talk it might be:**
  - **D A R N - C A T**



# Eliciting Confidence Talk

# Confidence

- Success story
- Something I was able to accomplish that I didn't know if I could when I started
- Reflect confidence talk
- Groups of 2

# **CHANGE/ACTION PLANS**

**How do you know when it's time to make a change or action plan?**

# Action Plan Questions

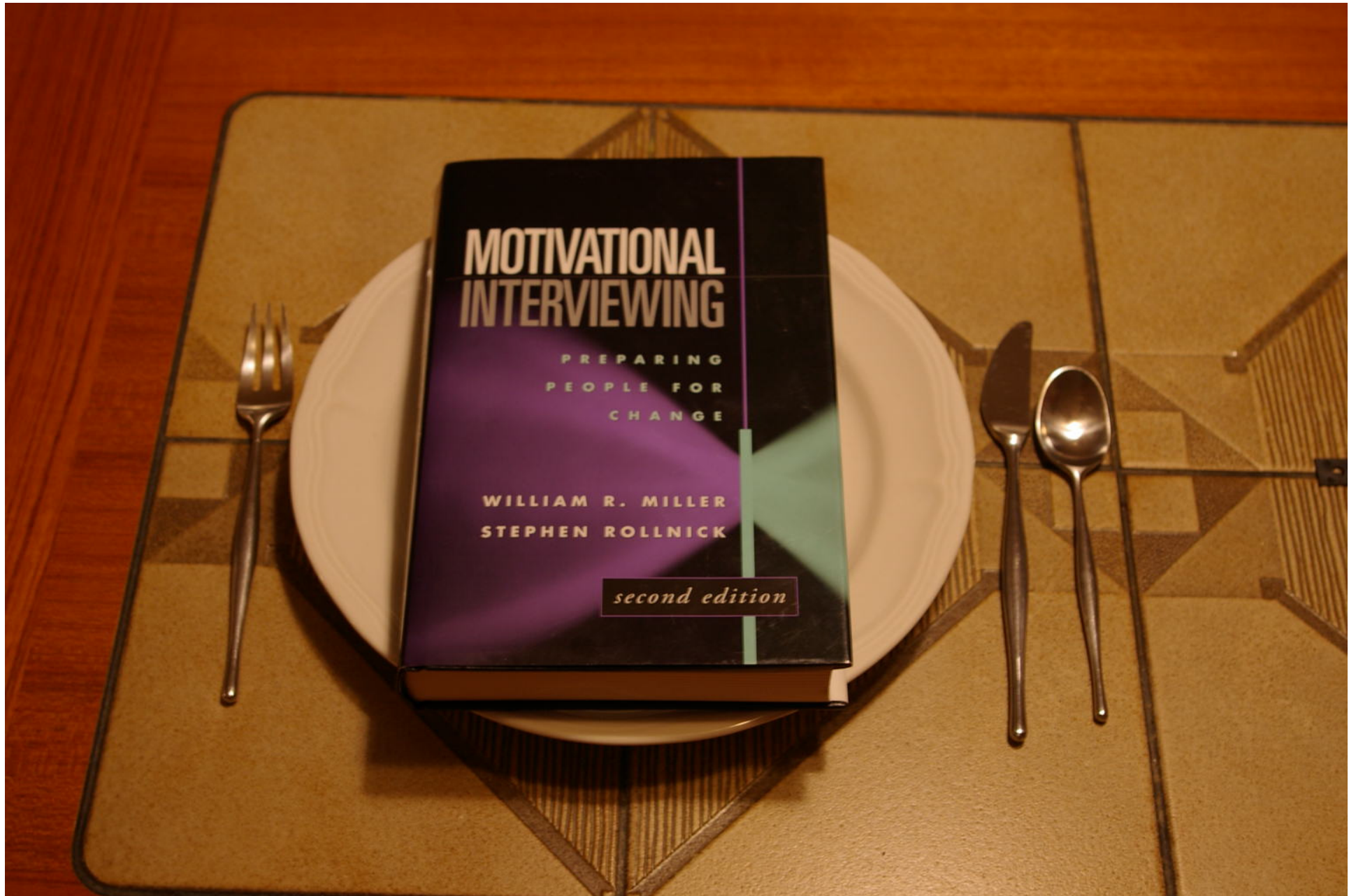
- What are your goals?
- What 1<sup>st</sup> steps could you take to reach these goals?
- What will it look like when you reach your goals?
- Who can help you with your plan?
- What might get in your way? (obstacles)
- How would you deal with these obstacles?

# **PUTTING MI INTO *YOUR* PRACTICE**

*How will you use MI in your work?*

**Please form groups based around similar work settings and discuss this question, including what might get in your way from doing MI in your setting**

**Handout #13**



## A taste of Motivational Interviewing

# A Taste of MI: Conversation with one speaker and one listener

## Speaker's Topic

- Something about yourself that you
    - want to change
    - need to change
    - should change
    - have been thinking about changingbut you haven't changed yet
- i.e. – 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:
  - Why would you want to make this change?
  - How might you go about it, in order to succeed?
  - What are the three best reasons to do it?
  - On a scale from 0 to 10, how important would you say it is for you to make this change?
    - Follow-up: And why are you at \_\_ and not zero?
- 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



# Common Human Reactions to Being Listened to

- Understood
- Want to talk more
- Liking the counselor
- Open
- Accepted
- Respected
- Engaged
- Able to change
- Safe
- Empowered
- Hopeful
- Comfortable
- Interested
- Want to come back
- Cooperative

**Would you rather work with these people . . . . .**

**or these?**

- Angry, agitated
- Oppositional
- Discounting
- Defensive
- Justifying
- Not understood
- Not heard
- Procrastinate
- Afraid
- Helpless, overwhelmed
- Ashamed
- Trapped
- Disengaged
- Not come back – avoid
- Uncomfortable

# Sentence Stems

- I learned . . . .
- I was surprised . . .
- Now I know that . . .
- I can't wait to try . . .

# Project ELICIT

*You make the difference!*

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