

# **Motivational Interviewing**

## **How to talk about change**



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# Our Time Together



## What you will learn

1. **Change: The process and path**
2. **Stages of Change**
3. **What is Motivational Interviewing?**
4. **Core concepts and principles of MI**
5. **Listening**
6. **Setting the foundation for change through MI**
  - **Ambivalence**
  - **Evoking the person's own motivation**
  - **Evoking hope and confidence**
7. **Planning for change**
8. **Q&A**

# Change: The process and path



## Key things to know about the change process

We are powerless over another person's decision to change

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Change begins with ambivalence

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Putting our expectations for change on another creates resistance

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Having a “game plan” creates expectations the clients may not be able to meet

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Stress creates a “freeze” response

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Change conversation is a collaborative partnership (Miller and Rollnick, pg. 18)

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**Change: The  
process and path**

# **Your first conversation**

## **Some things to keep in mind**

1. *When* is it happening?
2. *What* is *your* plan for that meeting?
3. What is the *client's* plan?
4. Creating a sense of safety
5. Offering autonomy and encouraging choice

# Change: The process and path

## Some helpful first session questions

- What would you like me to know about you that could help with our work together?
- How can I best help you to reach your goals?
- When you look at your case plan expectations, what concerns do you have about meeting those goals?
- What are the strengths you have toward achieving those goals?

# Stages of Change

Developed in the 1970's by Prochaska and DiClemente, the Stages of Change or "Transtheoretical Model" was developed to explain how people go through the process of making the decision to change

## **Precontemplation**

Little to no awareness of the need to change

## **Contemplation**

Recognize that behavior may be problematic: pros and cons

## **Preparation**

Ready to take action and make small steps

## **Action**

Change is made and new behaviors are practiced

## **Maintenance**

Change has been maintained and efforts to avoid returning to old behaviors are practiced

# Stages of change, cont.

People can move in and out of these stages at any time

Ability to move through these stages can be affected by many variables, i.e. race, socioeconomic status, mental health, substance use, social circle, etc.

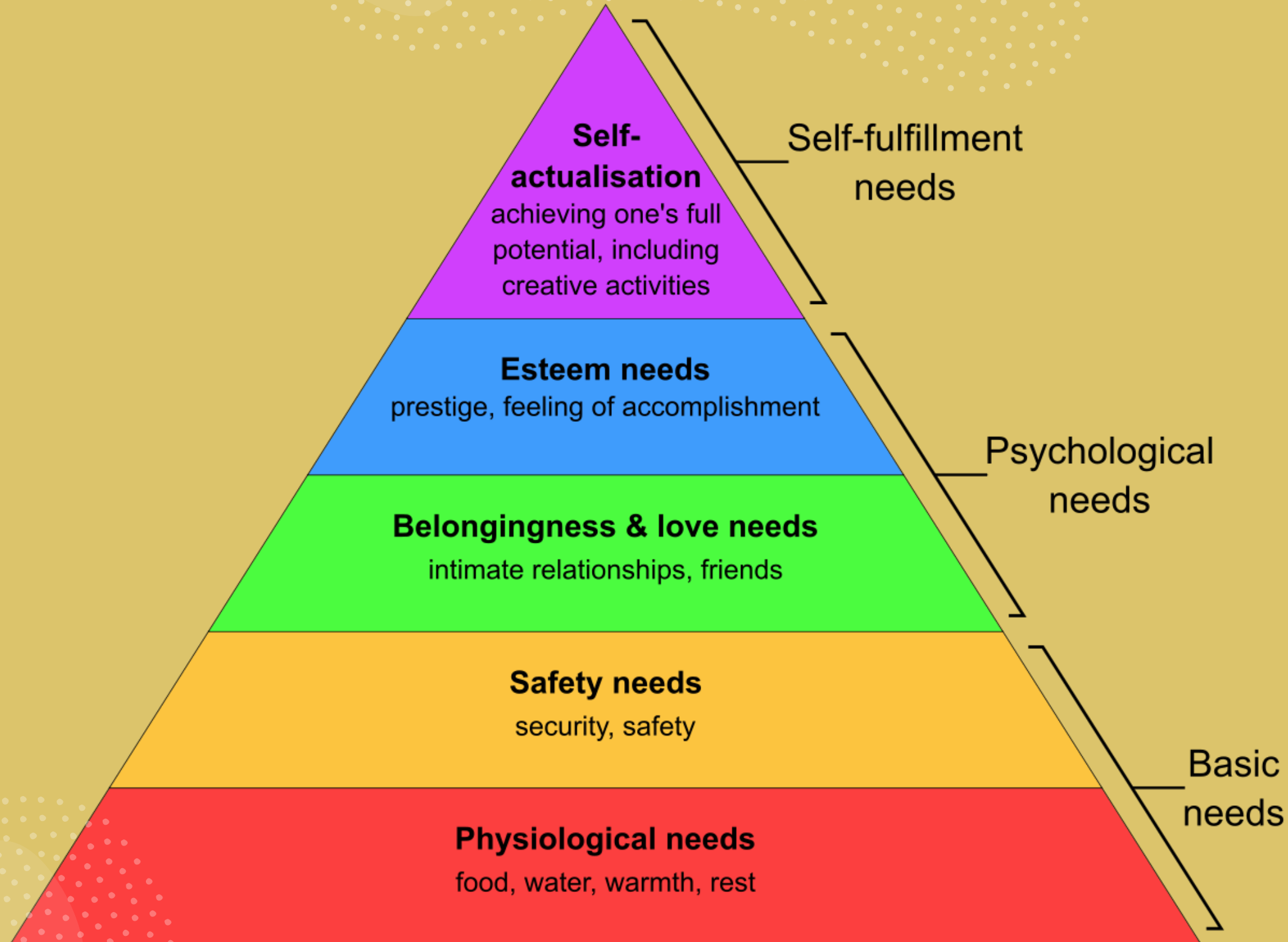
Stigma can have a negative impact on the ability to change

If a person feels attacked or targeted, they may lack the confidence to make changes in their life.

If you heard that you would never be able to accomplish anything because of your mental illness or substance use disorder, how likely would it be that you would feel *able to change*?

# Change: The process and path

## Maslow's Hierarchy of Needs





# Change

## The process and path

- In your first meeting, are you talking about the physiological needs or are you talking about the self-fulfillment needs?
- If you're talking about self-fulfillment, look at all the other things that need to be met before self-fulfillment can (theoretically) take place.
- The foundational needs of safety, food, rest, shelter, etc. are critical to a person's ability to shift thinking and brain function.
- If our goal setting starts with the top of the pyramid, how likely is it that someone will be successful if the other needs aren't met?







# What is Motivational Interviewing?

“Motivational Interviewing is a collaborative conversation style for strengthening a person’s own motivation and commitment to change”

(Miller and Rollnick, pg. 21)

## **Key things:**

***collaborative conversation***

***person’s own motivation***

# Motivational Interviewing- Core Concepts

## Key Principles:

- Empathy
- Ambivalence
- Rolling with Resistance
- Supporting self-efficacy



# Motivational Interviewing- Core Concepts



**Empathy:** Connecting with the survivor with Unconditional Positive Regard



**Ambivalence:** Where a person is vs. where they want to be



**Rolling with Resistance:** This is really about understanding that change is scary.



**Supporting Self-Efficacy:** Defines how a person feels about their abilities or confidence to perform a task or take on a situation.

**I'm going to give you an  
example of something I was  
ambivalent about changing**

**Smoking**

**How do you think most  
people would try to "help me"  
quit smoking?**



# Approaching Change Conversations

## What if we approached the conversation this way

- What has you wanting to make this change?
- How might you go about it in order to succeed?
- What are the three best reasons for you to do it?
- How important is it for you to make this change and why?
- What do you feel ready to do? (Miller and Rollnick, pg. 19,20)

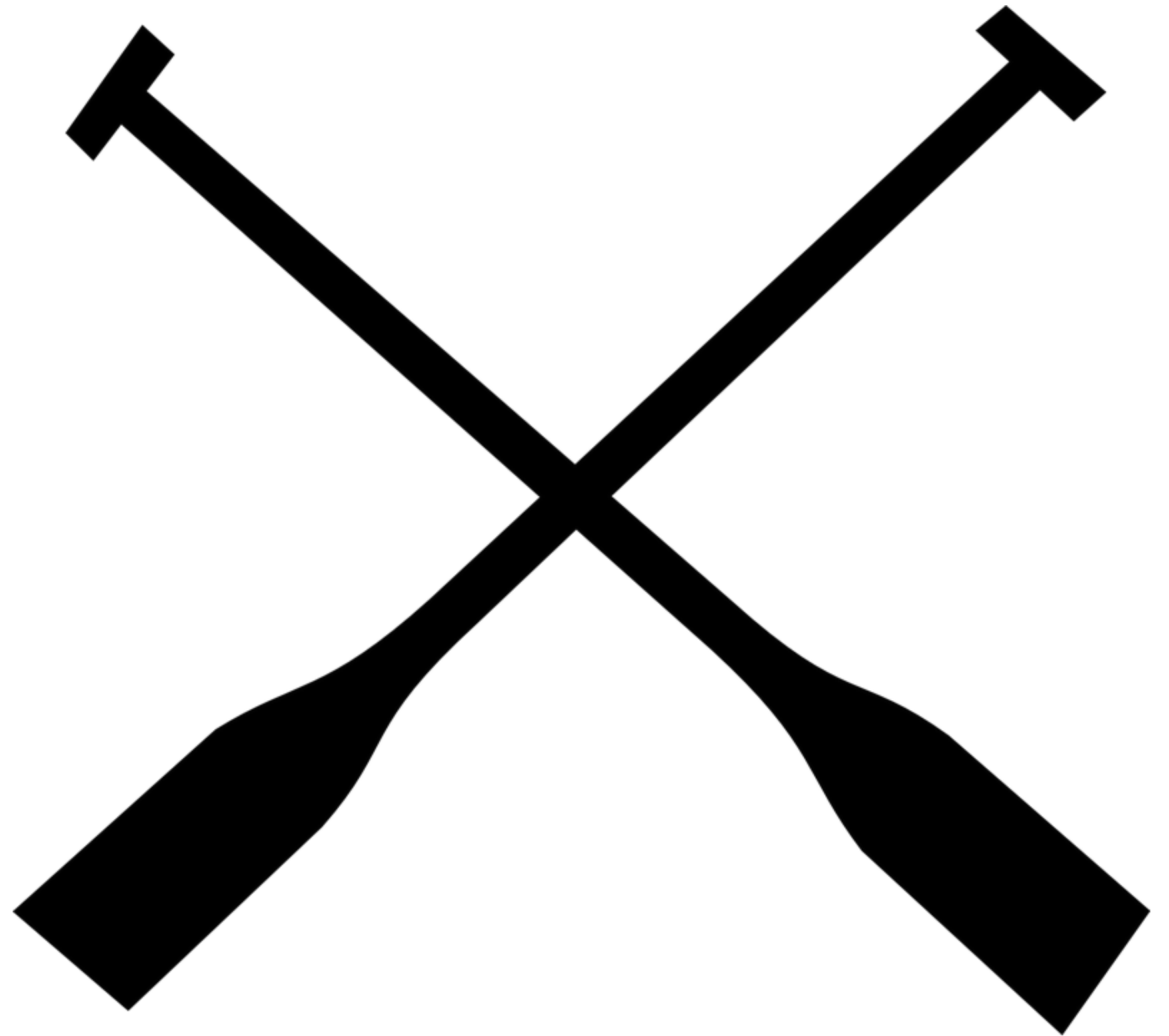
# Core Interviewing Skills: OARS

**O**pen ended  
questions

**A**ffirming

**R**eflecting

**S**ummarizing



## Open ended questions

Begin with “Who, What, When, Where, How and sometimes Why”

Elicit more information than closed-ended questions. CEQ’s are typically answered with “yes or no” responses.

Example: CEQ= “Do you smoke?” “Do you smoke about a pack a day?” “Do you have trouble Breathing?”

Example: OEQ= “How much do you smoke?” “How has smoking affected your health?”



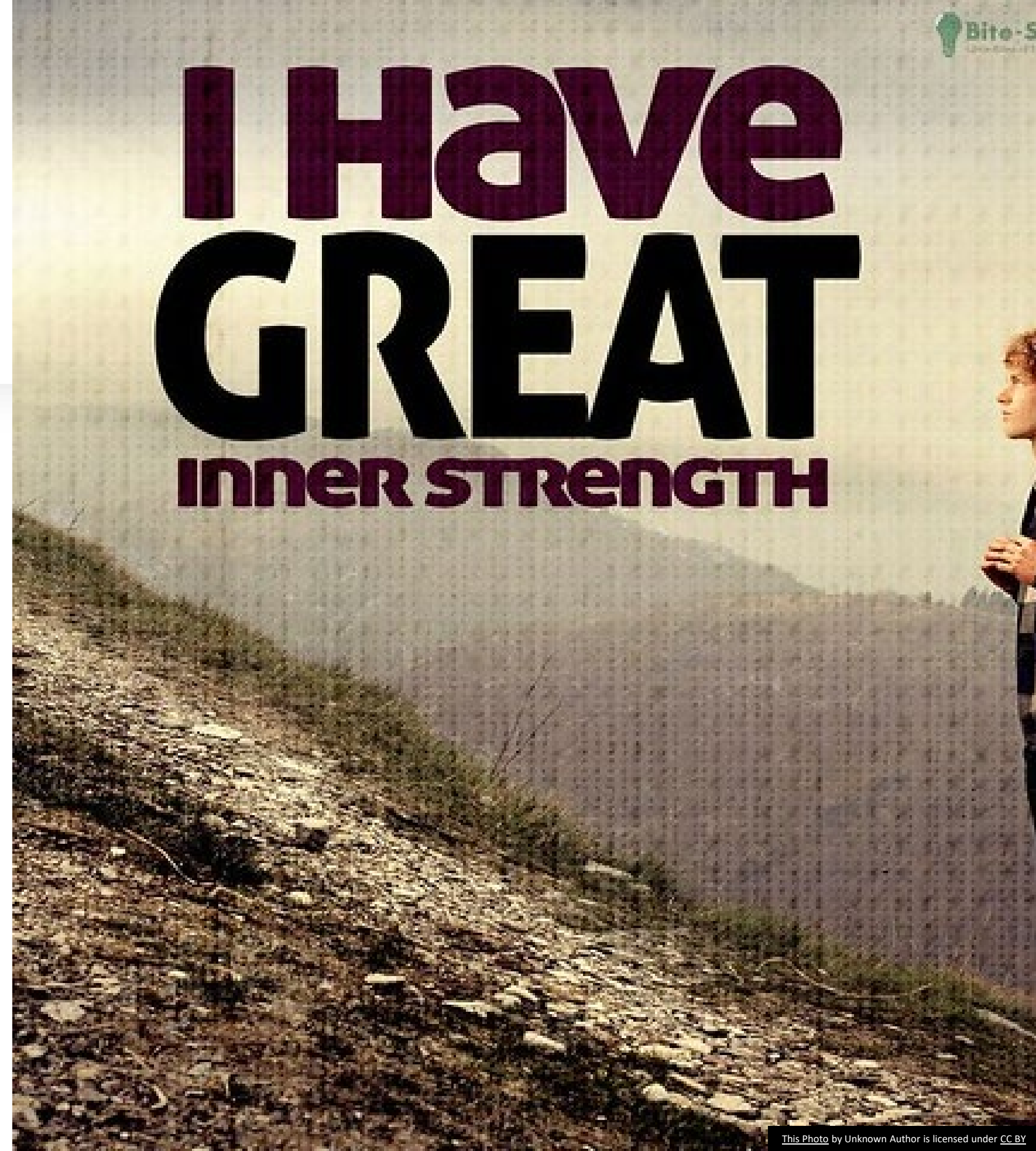


# Affirmation

- Recognizing and acknowledging that which is good or positive about the client
- Focusing on what they *are* doing and not what they *aren't* doing
- Recognizing the inherent value of the client as a human being
- Conveying "I see you as a person not as your behaviors"
- Affirmations are linked to pleasure responses in the brain

Example:

"Despite being angry and frustrated about your court hearing, you showed great restraint and composure. That took a lot of courage and showed a lot of character."



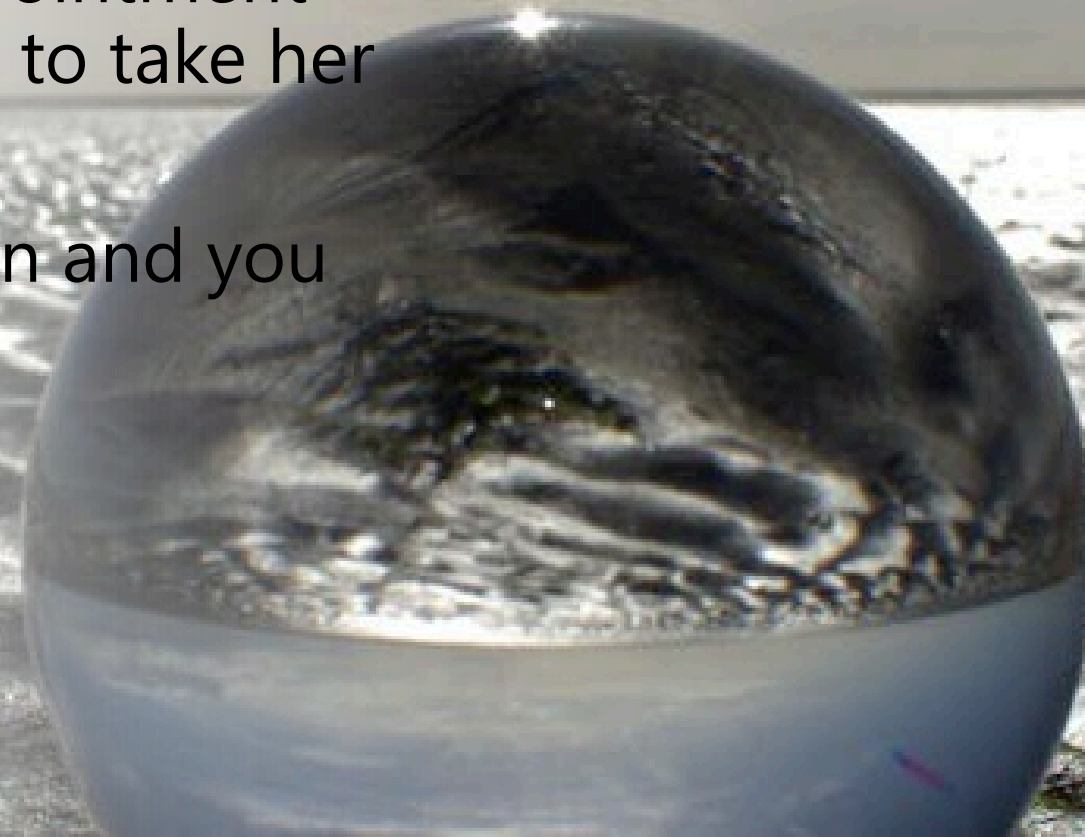
# Reflecting

- Reflecting is essentially making your “best guess” as to the meaning or feeling a person is trying to convey.
- Illustrates that you are actively listening.

## Example:

**Client:** “I am so foggy lately. Like, yesterday, I forgot that my kid had a soccer game and had to rush to get her there and then I realized I had to get to my counseling appointment and then, I remembered that my mom asked me to take her to her doctor appointment”

**Advocate:** “It sounds like you have a lot going on and you are feeling overwhelmed”.



# Summarizing

- Essentially pulls together several things a person has told you
  - Conveys: "I remember what you tell me and want to understand how it fits together" (Miller and Rollnick, pg. 83)
- 

I just need  
the main ideas



## Example:

"You were really angry and hurt when he didn't call you back- it sounds like you felt disrespected in a way. I remember you telling me about a time when someone else you cared about ignored you and it really set you off".

BE AN  
ACTIVE  
LISTENER



## Listening vs. Hearing

**Hearing** is an involuntary brain response to noise or sound. It requires no effort and is basically accidental. Think about how many things you hear and learn to ignore.

**Listening** is intentional and focused. It involves intentional, thought-out signals to the speaker that let them know they have your undivided attention.

- Eye contact
- Remove distractions
- Repeat what you are hearing or ask clarifying questions/reflect
- Don't interrupt or talk over the person speaking
- Make the room/environment comfortable and conducive to conversation



# Listening

- **Listen to the tone of voice they are using:** Do they seem “detached”? Do they have flat affect? Do they sound agitated?
- **Watch their body language:** Are you noticing tension? Do they look tired? Are they avoiding eye contact? If you notice these things, check-in with them. It may be beneficial to make sure they have slept, eaten, or had some more time to settle in before talking with them about next steps or making goals.
- **Repeat and reflect** on what has been told to you. Check for accuracy and whether the survivor is able to recall what she/he has said. A common symptom of trauma is confusion and inability to concentrate. This could also be a sign that they may have head trauma.



# Setting the Foundation for change

## Motivational Interviewing Processes

**Engaging:** Establish a productive working relationship through listening, affirming strengths, and supporting autonomy. This is about building trust.

**Focusing:** Client and staff agree on a shared purpose. Goals of both are congruent and agreed upon.

**Evoking:** The “why” of change. Ambivalence is normalized and the reasons for wanting change are explored through the client’s ideas and motivations

**Planning:** The “how” of change. Developing a plan based on the client’s needs/desires for ***why*** they want to change.

# Encouraging Hope

## Evoking Hope and Confidence

- Hope is the belief that change is possible.
- Confidence is believing that not only is change possible, but I can contribute to making it happen. (Miller and Rollnick, pg. 245)





## Questions to evoke confidence and Hope

"How might you go about making this change?"

"What might be a good first step?"

"What are the strengths you have that will help this change be successful?"

"What obstacles do you foresee and how might you deal with them?"

"What gives you some confidence that you can do this?" (Miller and Rollnick, pg. 246 )





## Confidence and Hope, cont.

- Scaling question: "On a scale of 0-10 (0 being no confidence and 10 being complete confidence) where would you say you are?"
- "You put yourself at a 4. What prevented you from saying 0?" Do not do this in the reverse, (i.e. what stopped you from saying a 10?)
- "What would it take for you to go from \_\_\_\_\_ to \_\_\_\_\_ (higher number)?"
- "How might I help you go from \_\_\_\_\_ to \_\_\_\_\_ (higher number)?"

(Miller and Rollnick, pg. 250)







# Hypothetical thinking questions

- “Suppose that you did succeed and were looking back on it now. What most likely is it that worked? How did it happen?”
- “Suppose that this one big obstacle wasn’t there. If that obstacle were removed, how might you go about making this change?”
- “You seem to be feeling very discouraged by this not working out the way you hoped. If you were to try again, what would you do differently?”
- “Suppose you were to complete your parenting classes (counseling, etc) what would be something you would like to have learned?” (Miller and Rollnick, pg. 255)

Using the  
acronym  
**DARN** to  
generate  
evocative  
questions:

**Desire:** Asking about the *desire* to change. Typically contains some of the following verbs: *want, wish, like, hope*.

*Examples:*

“What do you *hope* to accomplish in our work together?”

“Tell me what you don’t *like* about how things are now”

“What did you *want* to happen when you started working with me?”

**Ability:** Addresses what a person *can, could or feels able* to do.

*Examples:*

“If you decided you really wanted to\_\_\_\_\_ how *could* you do it?”

“Of the various options you considered, what seems the most *possible*?”

“How *confident* are you that you that you could\_\_\_\_\_ if you decided to try?” (Miller and Rollnick, pgs. 198-200)

## DARN cont.

**Reasons:** Looks at the specific reasons *why* a person may want to change. Connects the person to the *meaning for them* behind their motivation to change.

**Examples:**

“What would be the downside to keeping things how they are?”

“What is the benefit to keeping things as they are now?”

“How might things change for the better if you were to\_\_\_\_\_”

“Finish this sentence: Things can’t go on the way they have been because...”

“What might be the top 3 reasons to make this change?”

“You have probably thought of many reasons to keep things as they are and many reasons to possibly change things. What are some of the reasons you have thought of to change things?”

(Miller and Rollnick, pgs. 198-200)

DARN cont.

**Need:** Addresses the *urgency* for change.

**"How *important* is it for you to make this change?"**

**"How *serious* or *urgent* does this feel to you?"**

**"What do you think *has* to change?"**

**"Complete this sentence: I really *must*..."**

## Planning

**Planning happens when ambivalence has gone and they are ready to take action to change**

**Summarize the plan with them:**

**“So, you’re going to start looking for jobs by getting online at least one hour a day and filling out applications. In addition, you want to start shopping for clothes to wear to an interview and need to make sure you have reliable transportation.”**

**Troubleshoot the plan with them**

**“What are some possible obstacles that could interfere with your plan and how can I help you problem solve for those?”**

# Planning

- **Ask them if/how they would like you to check-in on their progress**

"Is it ok if I check in on your progress with\_\_\_\_"

"What is the best/most helpful way I can check in with you about\_\_\_\_"

- **Help them narrow down specifics:**

"You said you would like to spend one hour a day online looking for jobs. Can I help you identify a time that you would do this?"

- **If they are having difficulty deciding how to choose a plan of action:**

"Here are some of the different options you have talked about. Which one sounds best to you so far?"

"Which of the options presents the fewest obstacles for you?"

# Summary

- Motivational Interviewing is a method of helping someone move through the stages of change.
- Through thoughtful and supportive communication, MI allows a person to be ambivalent about change and explore the path out of ambivalence with empathy and non-judgement on the part of the service provider.
- Change occurs at a pace that is comfortable for the survivor/client
- The motivation or reason for change comes from within the survivor/client and not from the service provider
- MI validates that change is scary and difficult and that being with the person in their ambivalence is as important as being with them in their action to change.





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