

INTRODUCTION TO MOTIVATIONAL INTERVIEWING

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OUTLINE

- Stages of Change
- The Impact of the Therapist
- Issues of Ambivalence
- Principles of Motivational Interviewing
- Philosophical Approach to Motivational Interviewing
- Specific Methods
- Resources

STAGES OF CHANGE THEORY

- Prochaska and DiClemente
 - Pre-contemplation
 - Contemplation
 - Action
 - Maintenance
 - Relapse

PRE-CONTEMPLATION

- Not even thinking about change

CONTEMPLATION

- Wax and wane toward the idea of change
- Often influenced by emotionally salient events
- /s the stage of ambivalence

ACTION

- Ambivalence is gone
- Actually working on the change

MAINTENANCE

- “Quitting smoking is easy. I’ve done it hundreds of times.”
- Behavior change takes repeated implementation of new life skills
- Changes in the physiology of our brain takes even longer
- This is often when services are withdrawn

RELAPSE

- Return to the previous behavior
- Once there has been a lapse or relapse, the individual reenters at either:
 - Pre-contemplation
 - Contemplation
 - Action

TREATING PROFESSIONALS PLAY A KEY ROLE IN INFLUENCING THE REENTRY POINT

- Clients will experience shame even when there is no one blaming them
- Have the conversation about how you, as a therapist or treating professional, would respond to a relapse prior to it happening
- Call your clients when they don't show for their appointment

WHY WE LIKE WORKING WITH CLIENTS WHO ARE IN THE ACTION STAGE

- Our tools fit well with their stage of change
- They cooperate and typically do what we suggest
- We tend not to experience anger, frustration and impatience
- We tend not to celebrate when they don't show for their appointment
- The HIDG factor

WHY WE DON'T LIKE WORKING WITH CLIENTS WHO ARE IN THE PRECONTEMPLATION OR CONTEMPLATION STAGES

- Our tools don't work with their stage of change
- They don't do what we suggest
- We tend to experience anger, frustration and impatience
- We tend to celebrate when they don't show for their appointment
- We feel impotent

SO WHAT DO WE TEND TO DO?

- Spend more time with clients who are in the action stage than those who are not
- Use derogatory labels for those who are in the pre-contemplation or contemplation stage
- Forget that ambivalence is normal
- Train clients to lie to us
- Shrug our shoulders and say, "I can't help someone who doesn't want to be helped."
- Shrug our shoulders and say, "I can't help someone who doesn't admit to having a problem."

WHO ARE OUR CLIENTS?

- Most of the tools we have are for individuals who are in the action stage
- It is estimated that 30% of individuals in mental health settings are in the action stage
- We tend to overestimate the motivation of those who say they're ready to change and underestimate the motivation of those who indicate no interest in change.

**MOTIVATIONAL
INTERVIEWING IS THE
TREATMENT OF CHOICE FOR
AMBIVLANCE**

PRINCIPLES OF MOTIVATIONAL INTERVIEWING

- Express empathy
- Develop discrepancy
- Roll with resistance
- Support self-efficacy

PHILOSOPHICAL APPROACH OF MOTIVATIONAL INTERVIEWING

- Nonjudgmental
- Reflection
- Change talk

ONE OF THE BIGGEST
DIFFERENCES BETWEEN MI
TECHNIQUES AND OTHER
TECHNIQUES IS THE CLIENT
IS THE ONE WHO
VERBALIZES THE NEED FOR
CHANGE RATHER THAN THE
THERAPIST

EIGHT METHODS OF EVOKING CHANGE TALK

- elaborating
- asking evocative questions
- using the importance ruler
- querying extremes
- exploring decisional balance
- looking back
- looking forward
- exploring goals and values

ELABORATING

- Understand your client's world view
- Summarize ambivalence
- Begin to develop discrepancy between the polarized urges
- If comfortable, use your hands to create physical discrepancy
- Examples
 - So on one hand . . . and on the other . . .
 - Part of you wants . . . And the other part . . .
 - ..

ASKING EVOCATIVE QUESTIONS

- Emotional saliency is important for change to take place
- You know your question is evocative if the client has to think about his or her response
- Tone of voice is critical
- Examples
 - What if you choose to not stop using?
 - What if you decide to never quit?

USING THE IMPORTANCE RULER

- Three Parts:
- First Part:
 - On a scale of 1 to 10, 10 being absolutely yes and 1 being no way, how motivated are you to stop using?
- Ten is always the direction you want the change to go
- Sometimes it's necessary to exaggerate the extremes

USING THE IMPORTANCE RULER

- Second Part:
 - Whatever number they give you, select one or two *BELOW* and ask: Why a 6 instead of a 4?
- By choosing a number below, you are eliciting change talk

USING THE IMPORTANCE RULER

- Third Part:
 - Take a number or two above what they gave you and ask: What would it take to move you to a 7, not actually quitting, but a little more comfortable with the idea?
- Frequently, you have to reassure the client that you are not suggesting whatever the 10 represents
- Be sure to elicit something the client has control over
- Whatever the client tells you becomes the treatment plan.

USING THE IMPORTANCE RULER

- Make sure the plan is something the client can actually accomplish
- Work with the client regarding potential barriers to the plan and appropriate solutions
- Set an appropriate time line for implementing the plan
- Sometimes an appropriate plan is that the client will think about the issue.

USING THE IMPORTANCE RULER

- Sometimes the issue is not importance or motivation, but confidence
- This is often obvious when the client provides an 8 or 9 on the Importance Ruler and yet remains stuck
- The ruler can be used the exact same way as a Confidence Ruler

USING THE IMPORTANCE RULER

- If you believe motivation has increased during a session, use the ruler again
- Group Application:
 - Clients identify where they are on the ruler
 - Have the clients with low numbers ask the clients with higher numbers to reflect on how they got there
 - Have the clients with high numbers ask the clients with low numbers how they intend to move

QUERYING EXTREMES

- Always target CURRENT behavior
- Example
 - What's the worst thing about it?
 - What's the best thing about it?

EXPLORING DECISIONAL BALANCE

- Always target CURRENT behavior
- Elicit pros and cons

LOOKING BACK

- Always target CURRENT behavior
- Example:
 - When was the last time using really worked?
- The phrase “really worked” refers to all aspects of life
- If this elicits a poignant reply, your best response is silence

EXPLORING GOALS (LOOKING FORWARD) AND VALUES

- Three Parts:
- First Part:
 - What do you see yourself doing five years from now?
- Do not use with individuals who are:
 - Actively suicidal
 - Terminal

EXPLORING GOALS (LOOKING FORWARD) AND VALUES

- Second Part:
 - What are your top five values and why?
- Define a value if necessary
- Always get five (never settle for “I don’t know” from clients)

EXPLORING GOALS (LOOKING FORWARD) AND VALUES

- Third Part:
 - Tell me how your (current behavior) fits with these values?
- Tone of Voice is Critical
- Best used following some discussion about the key issue to be changed
- This technique alone has been correlated with change

**DO NOT FORGET TO ENGAGE
CLIENTS IN TREATMENT**

RESOURCES

- TIPS Manual (SAMHSA)
- Project Match (NIAAA)
- Motivational Interviewing (Miller and Rollnick)
- www.motivationalinterview.org