

An aerial photograph of a city skyline, likely Chicago, with a large body of water (Lake Michigan) in the background. The image is slightly blurred and has a soft, ethereal quality. The title text is overlaid on a semi-transparent white rectangular area.

Motivational Interviewing

Chicago Jobs Council

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Agenda, Housekeeping, Introductions

Introduction

Interactive vs. Lecture

Take Breaks As Needed

Breaks for Q & A

Chat & hand raising function

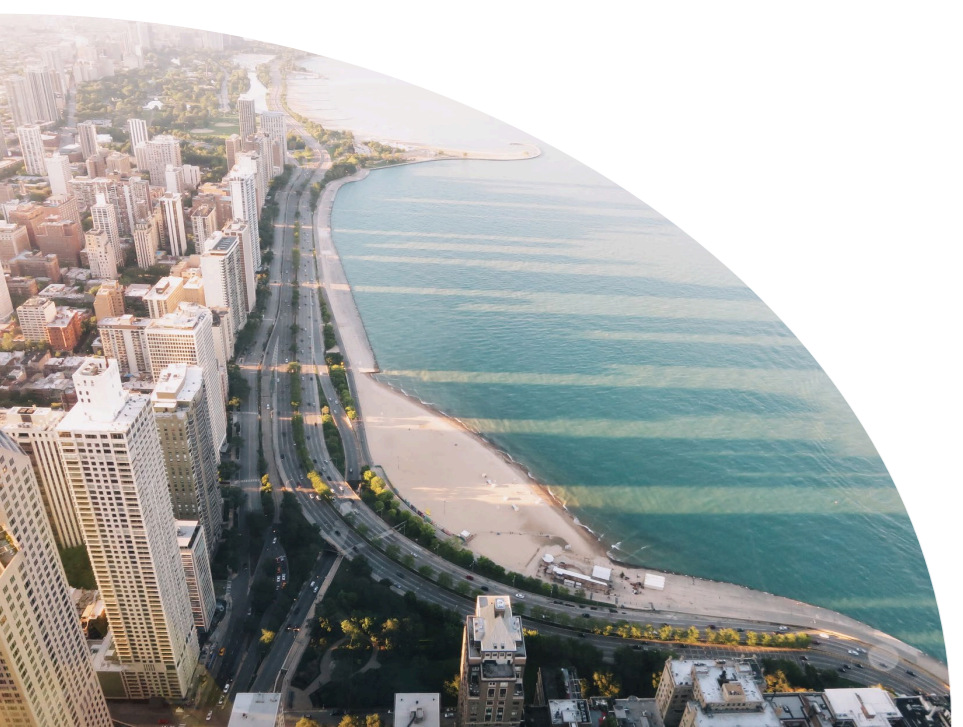
Confidentiality

Training Objectives

Learn core principles and skills of Motivational Interviewing

Experiential Activities to Practice:

- *Engaging participants in brief conversations*
- *Strengthening intrinsic motivation of participants*
- *Increasing Participant Buy-In*
- *Addressing current and potential barriers to success*



Motivational Interviewing

An aerial photograph of a city, likely San Francisco, featuring a prominent suspension bridge with multiple towers and cables. The bridge spans across a body of water, and a vibrant rainbow is visible in the sky above the water. The city buildings are visible on the left side of the frame, and the water extends to the right. The overall scene is bright and clear, suggesting a sunny day.

Why MI?

- Used effectively across multiple contexts
- Cross-cultural
- Effective in brief interventions
- Benefits systemically marginalized clients

Research indicates that **motivational interviewing** therapy is particularly **effective** for those people who are initially ambivalent or resistant to change.



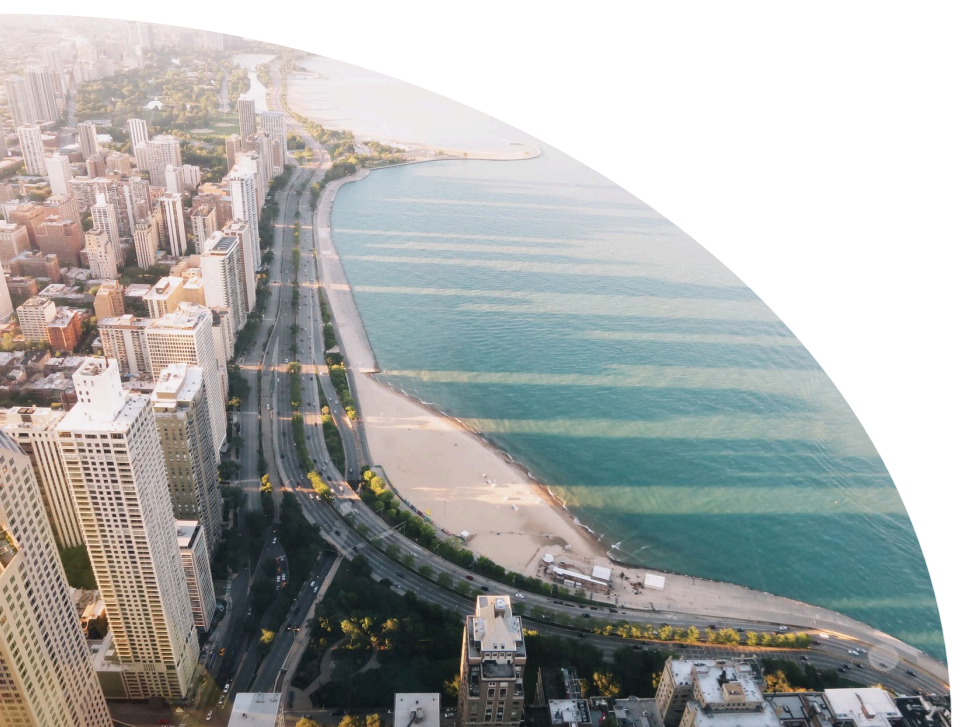
What do you already know about MI?



MI is a collaborative conversational style for strengthening a person's *own* motivation for commitment and change.



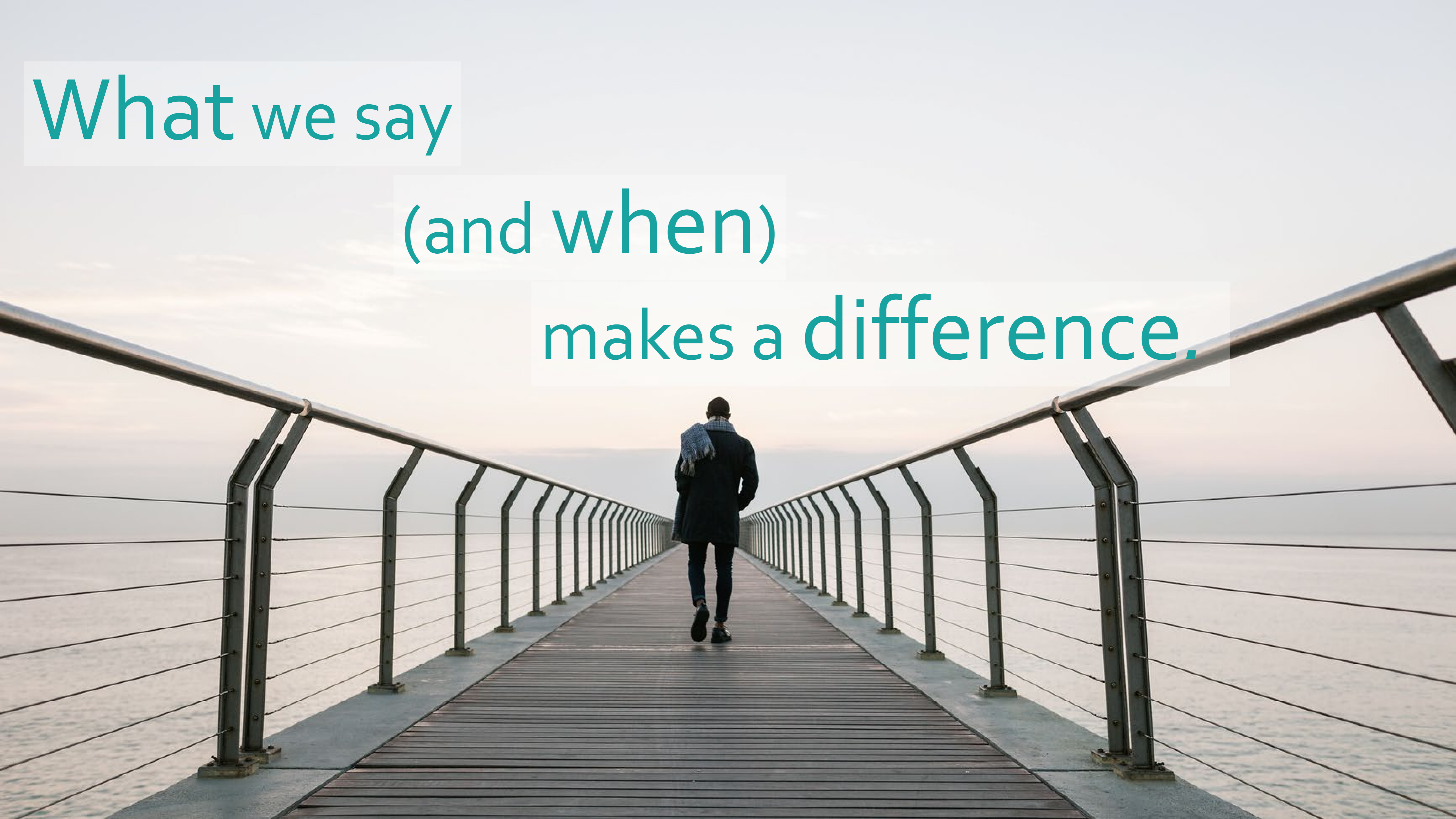
Guiding Beliefs



What we say

(and when)

makes a difference.





Talking about positive change with someone who cares makes an impact.

Activity: Someone Special

How did this person make you feel?

What made them different?

Later in life, did you think of their influence?

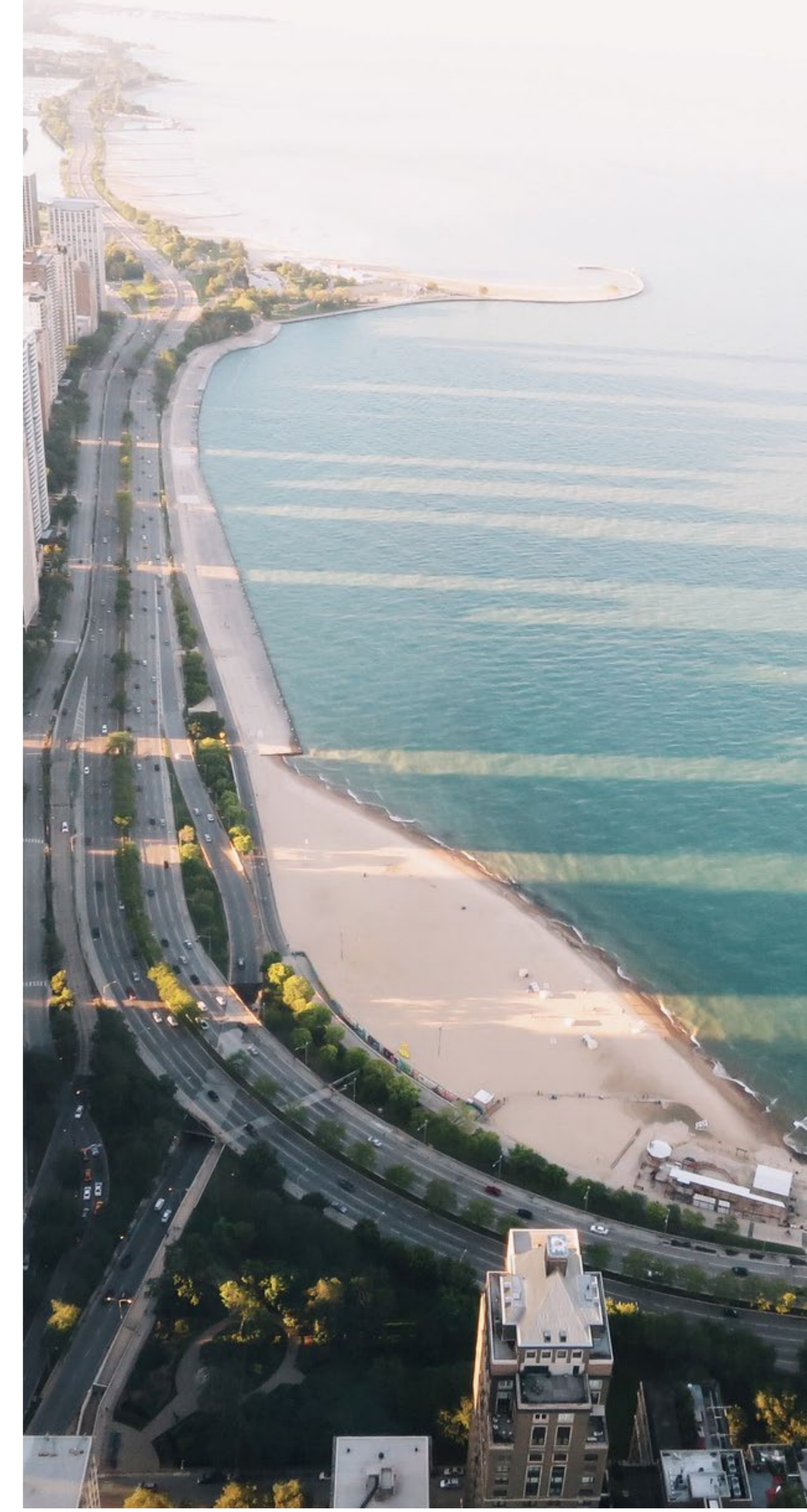
*****Select a spokesperson*****

Activity: Someone Special Reflection



The Spirit of MI

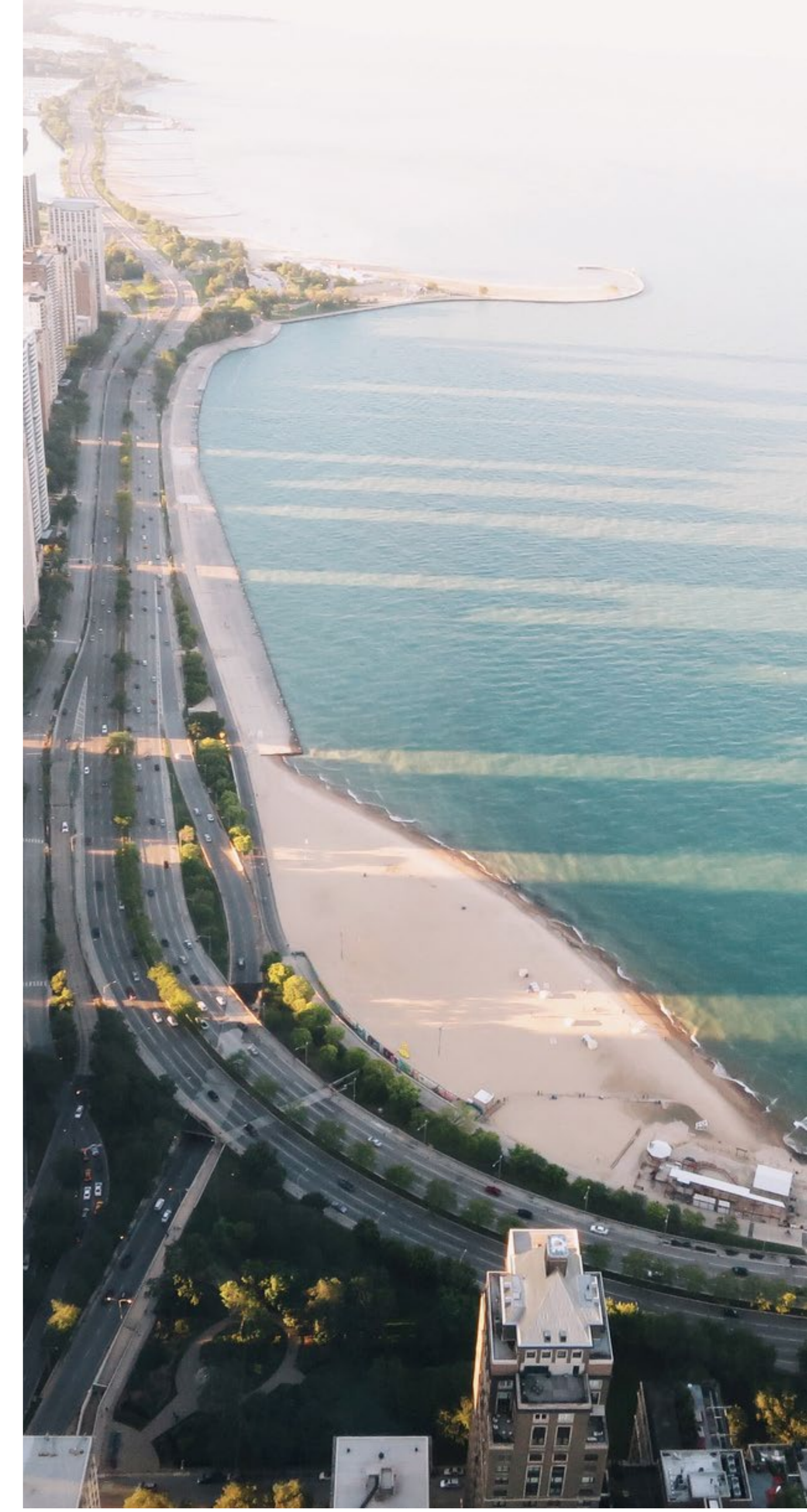
- Collaboration, not confrontation
- Evoke participant motivation, instead of imposing your own view
- Respect participant autonomy: let go of your authority
- Express empathy
- Support self-efficacy
- Develop discrepancy
- Roll with resistance



MI Is Not

- A way of tricking people
- A specific technique
- Decisional balance, equally exploring pros and cons
- Assessment feedback
- Easy to learn
- A panacea for every challenge

(Miller & Rollnick, 2008)



Key Definitions: Sustain & Change Talk

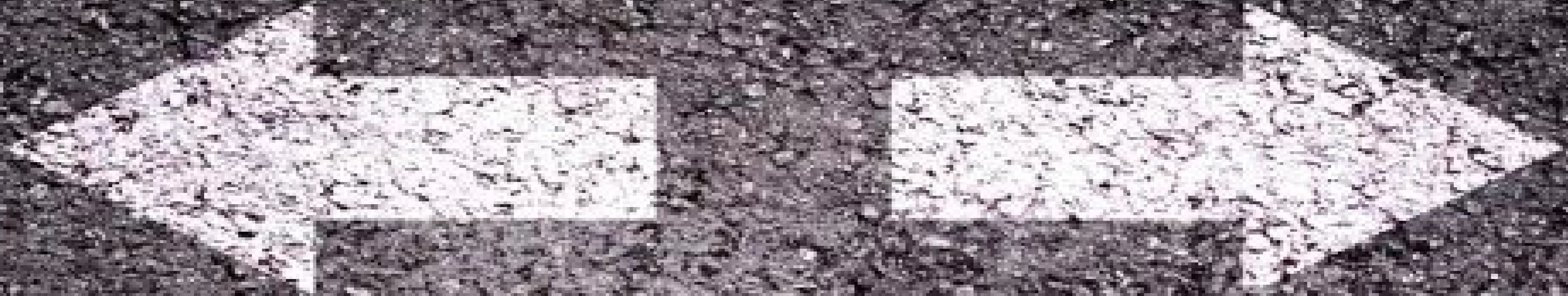
— Sustain Talk

Statements
against
change.

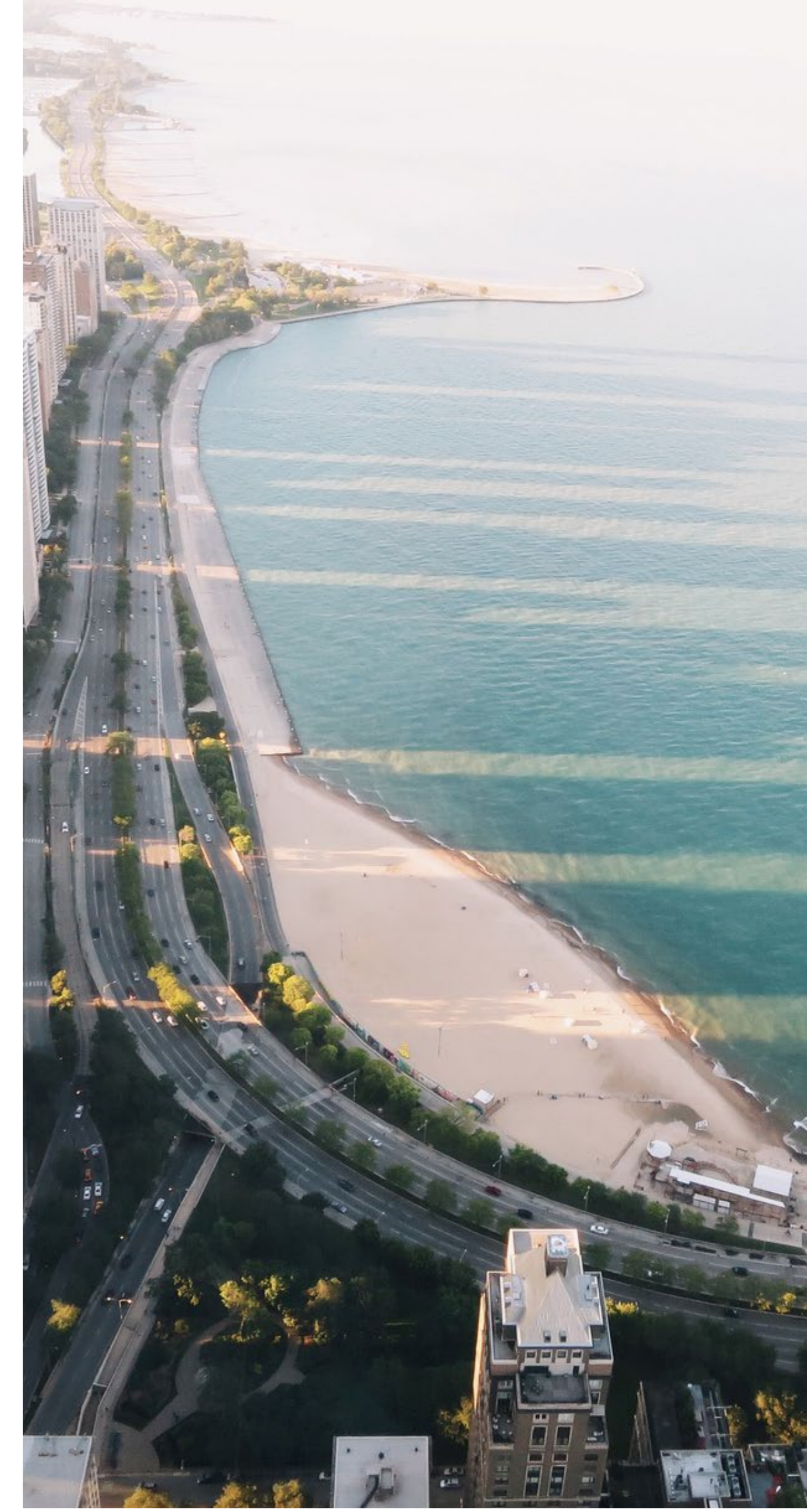
+ Change Talk

Spoken
words in
favor of
change.

Key Definitions: Ambivalence



MI-Adherent	Non-MI Adherent
When we're faced with change, it's normal to feel uncertain about it.	People who are unsure about change are unmotivated and resistant.
Being empathetic to people who need to change helps them get motivated.	People who seem resistant need to be educated about why they are wrong.
Persuasion and unsolicited advice make people more resistant to change.	Most people need to be told how to change.
Talking about change for a mere 5 minutes can lead to lasting change.	People will only change if they constantly talk about why they will change.
People who seem unmotivated at first are capable of significant change.	Unmotivated people lack the insight to think about what they can do better.
Motivation is a state, not a character trait. It can be strengthened.	Motivation is either there or it is not.
Ideas about change come from within.	People have to be told how to change.
People are responsible for their own change.	I feel like I'm held responsible for other making people change.



Dancing,



...not wrestling.

Acceptance

Partnership

Motivational Interviewing
Guiding

Following

Directing

Respect

four processes in MI



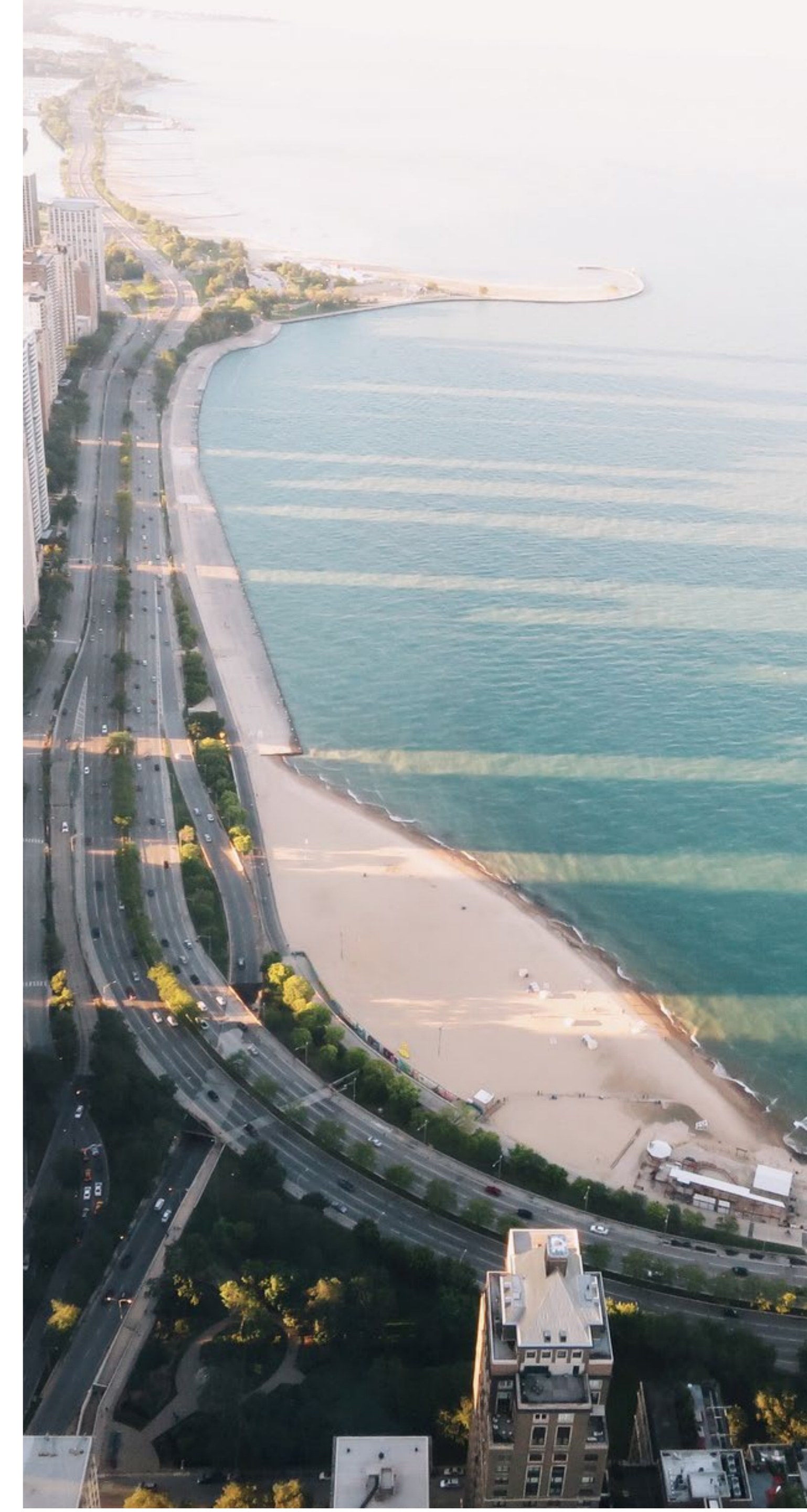
Miller and Rollnick, 2012, p. 26



Engaging

The relational foundation

- Empathic listening
- Striving to understand participant's perspective fully
- Person-Centered
- Avoid “righting reflex”
- Normalizing Ambivalence



Creating Safety in Engaging



Active Listening...

...in the era of Zoom



Orient to place.

Create safety.

Set expectations.

“Anything else that would be helpful for you to know before we get started?”

Allow you and your client to ***set the scene***

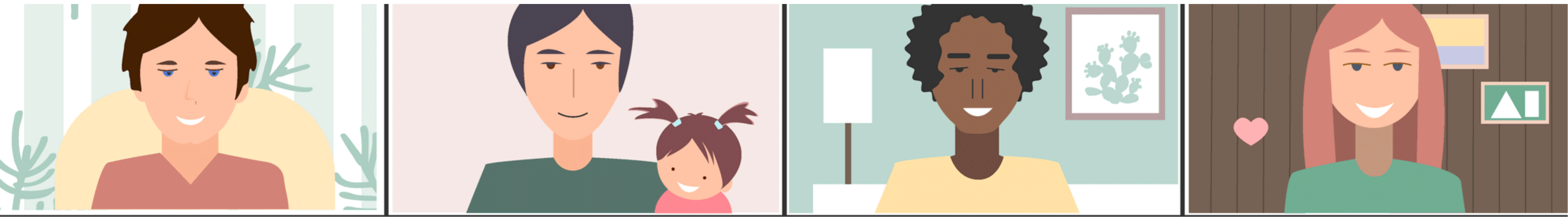
Activity: *Setting the Scene for Safety*

Cameras On!

In groups of 3, each take a turn to:

- Describe where you are
- Describe who is there
- Describe safety, privacy, etc.
- Provide space for questions

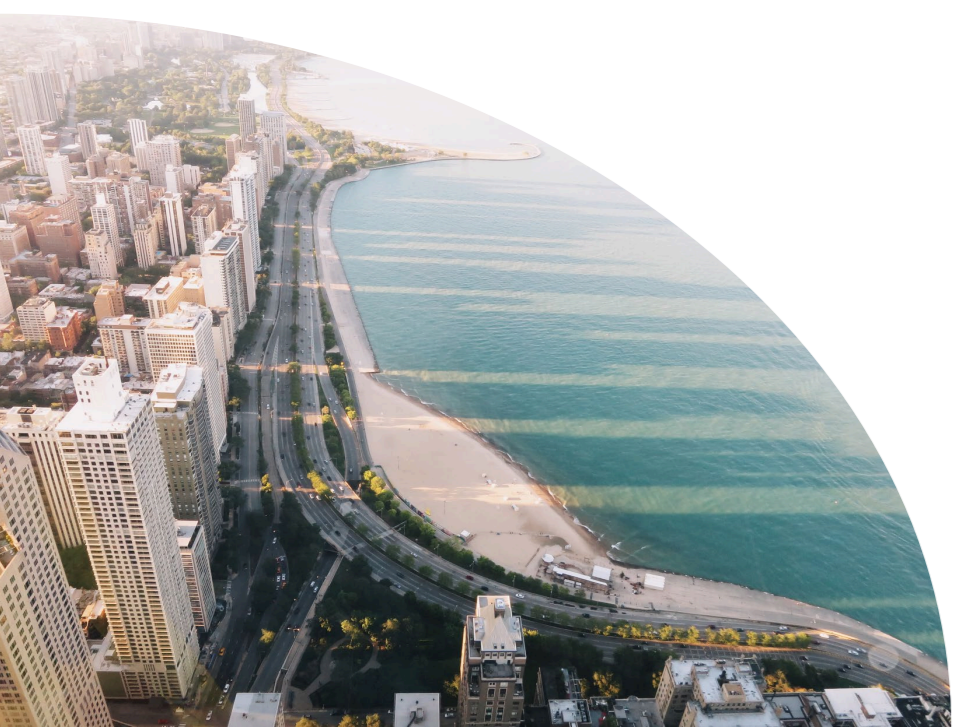
Select a spokesperson



When it comes to making people change, a lot of things **can** work...

- ✓ Begging, pleading, reasoning
- ✓ Bargaining
- ✓ Bribing
- ✓ Threatening
- ✓ Asking (and hoping)

At what cost?



The Righting Reflex.



The irresistible desire to solve a perceived problem.



Case Study: Jon

Jon, 40, began working with your employment program and presented as highly motivated. He entered the program looking for stable housing and employment support. One of his main motivators is to have job opportunities to help support his mother and two daughters.

Jon attended his first three meetings with his case manager. In the past two weeks, however, Jon has either been 30 minutes late to a meeting or has missed it altogether.

The Righting Reflex



Give them
insight.

If you just make them SEE the TRUTH, they will change. Break through to them!

Give them
knowledge.



If you can make them KNOW enough, then they will change. Educate them!



Give them
skills.

If you TEACH them how to change, then they will change. Skills workshop!

Give them
hell.



If you SCARE THEM enough, then they will change. Guilt and shame them into change!

Righting Reflex in Action

Insight

“Jon, you came here highly motivated. It seems like you are self-sabotaging by not coming to our meetings. These are red flags.”

Knowledge

“Jon, you won’t be able to take care of your family if you can’t get a job, and this program will help open a lot of employment doors for you.”

Skills

“Jon, the best thing to do is to always tell us up-front if you’re not going to make it to our meeting. We should also discuss what is a reasonable thing to miss a meeting for.”

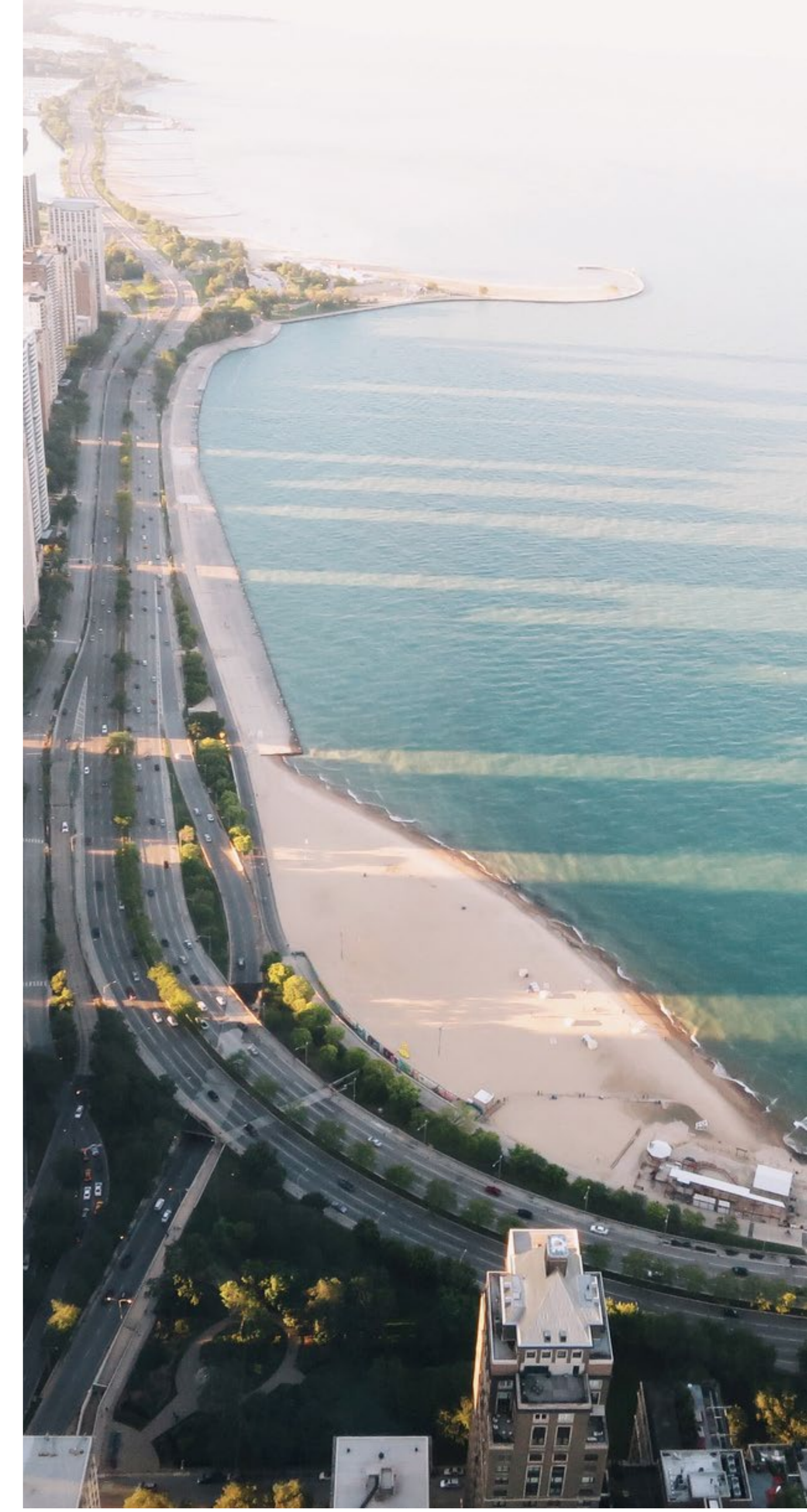
Hell

“Jon, you are not even using this program effectively. I wonder if you even care! Or if maybe all you care about is the here-and-now and not the future. This isn’t going to help your relationship with your daughters!”

Focusing

Guiding the participant towards engaging with the program more effectively

- Help individual identify a target area in which he/she/they are ambivalent about
- Target area must be important to the participant (even if it's not to you!)
- Being clear about what the target area is once it is identified



Agenda Setting & Mapping

Collaborative

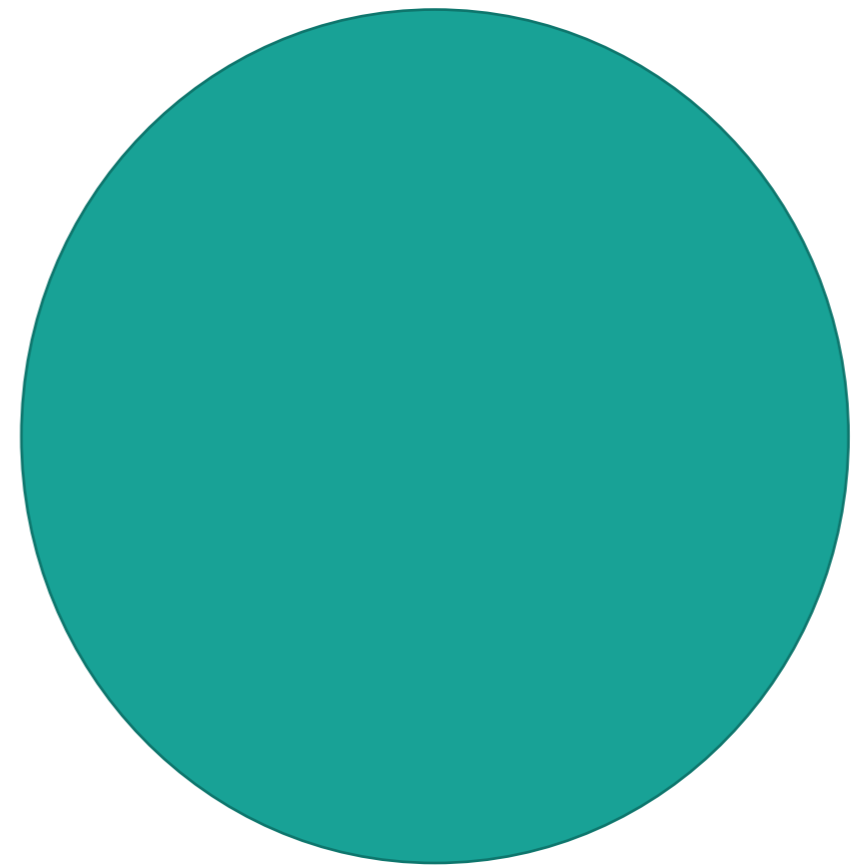
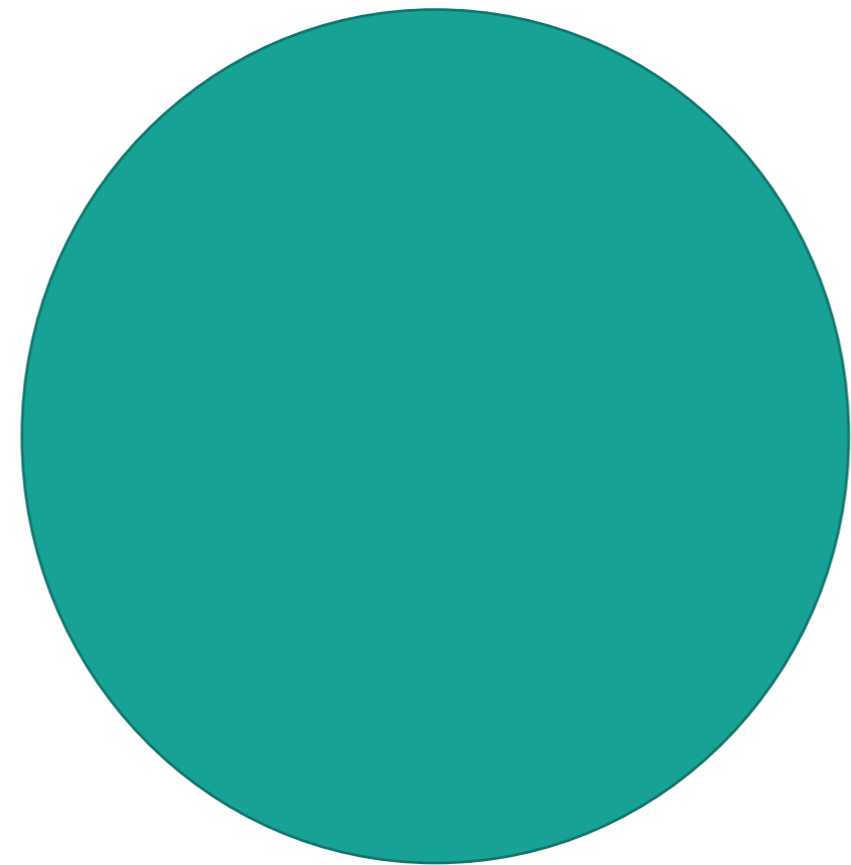
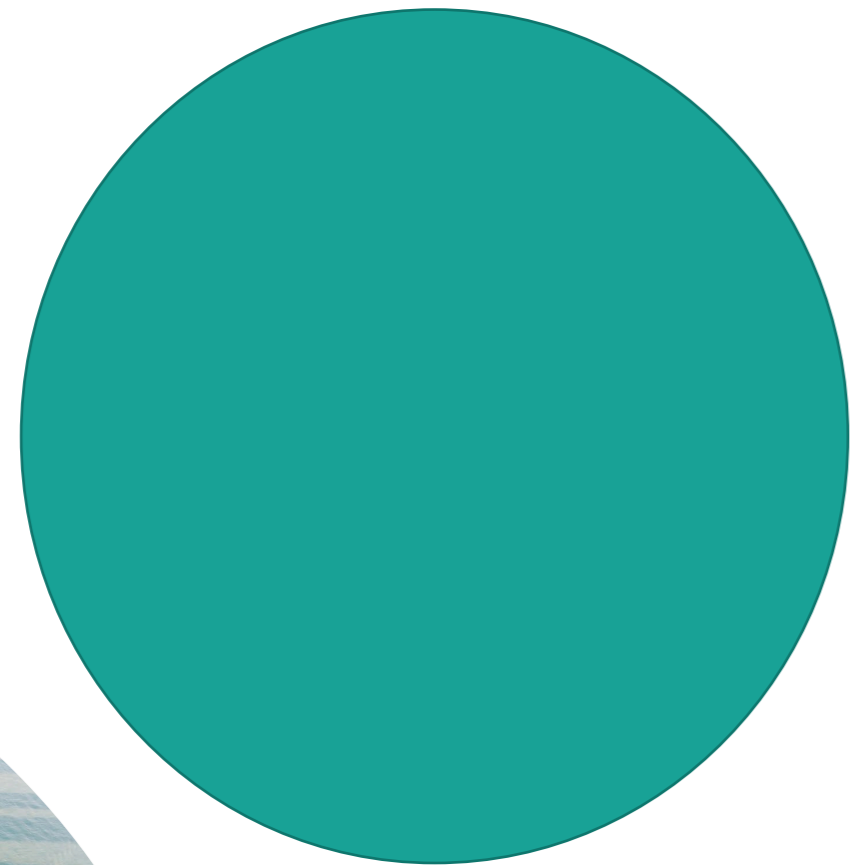
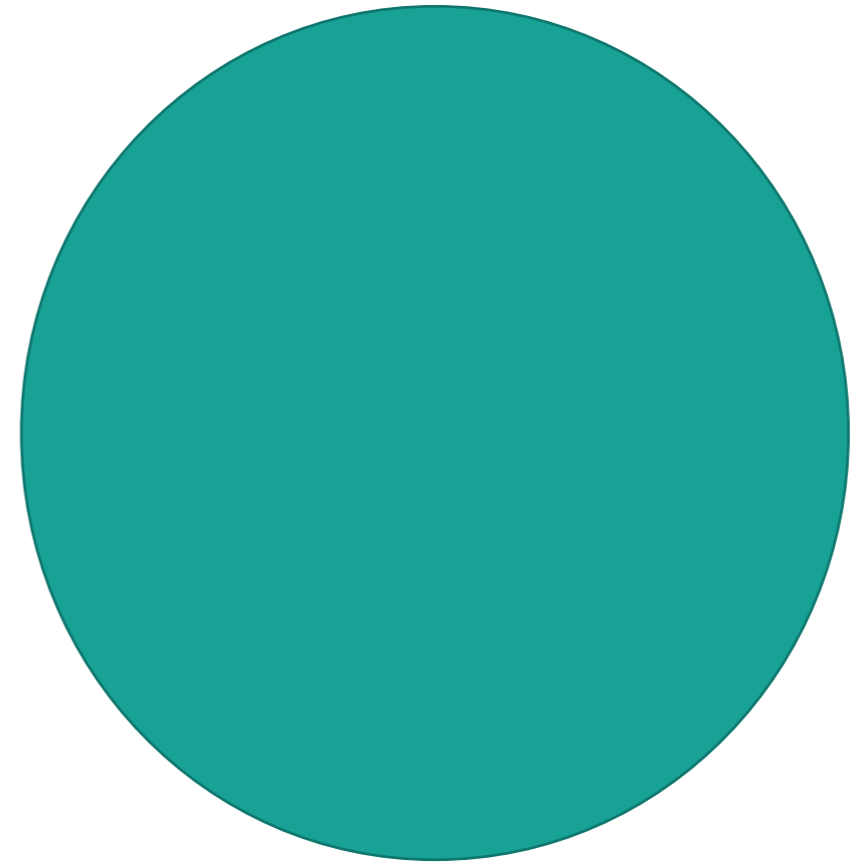
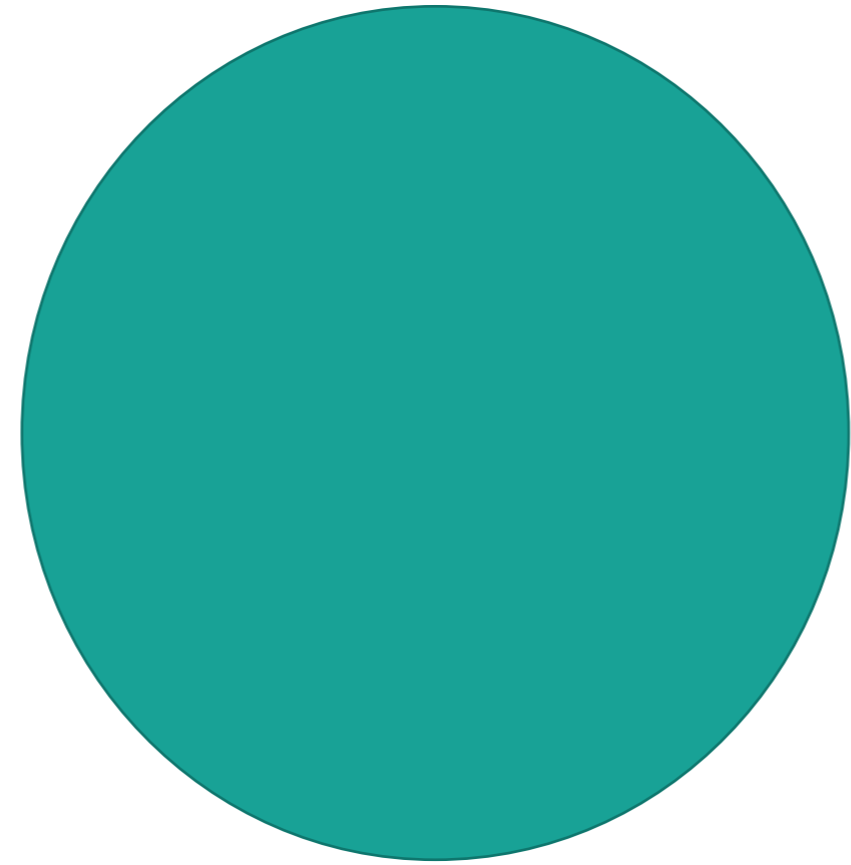
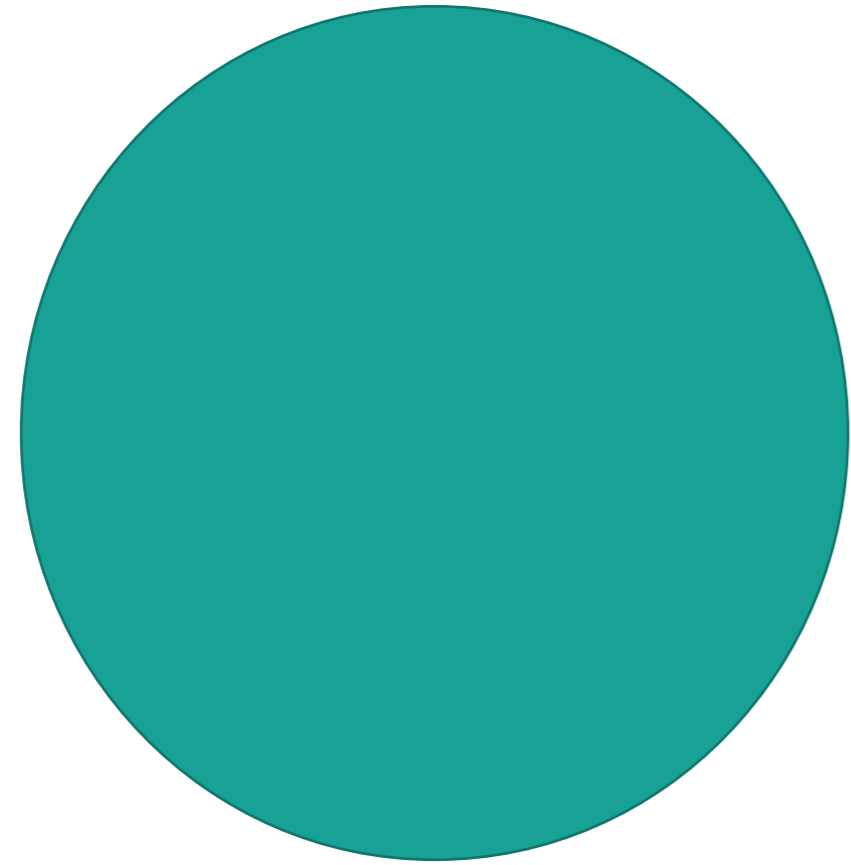
Sets limits & boundaries

Conversational (not Q & A)

Clarifies goals and readiness



Agenda Mapping



Agenda Mapping

Meet
Savings
Goal

Find a full-
time job

Find stable
housing

Connect
with family

Get a
girlfriend



“What have I
missed?”

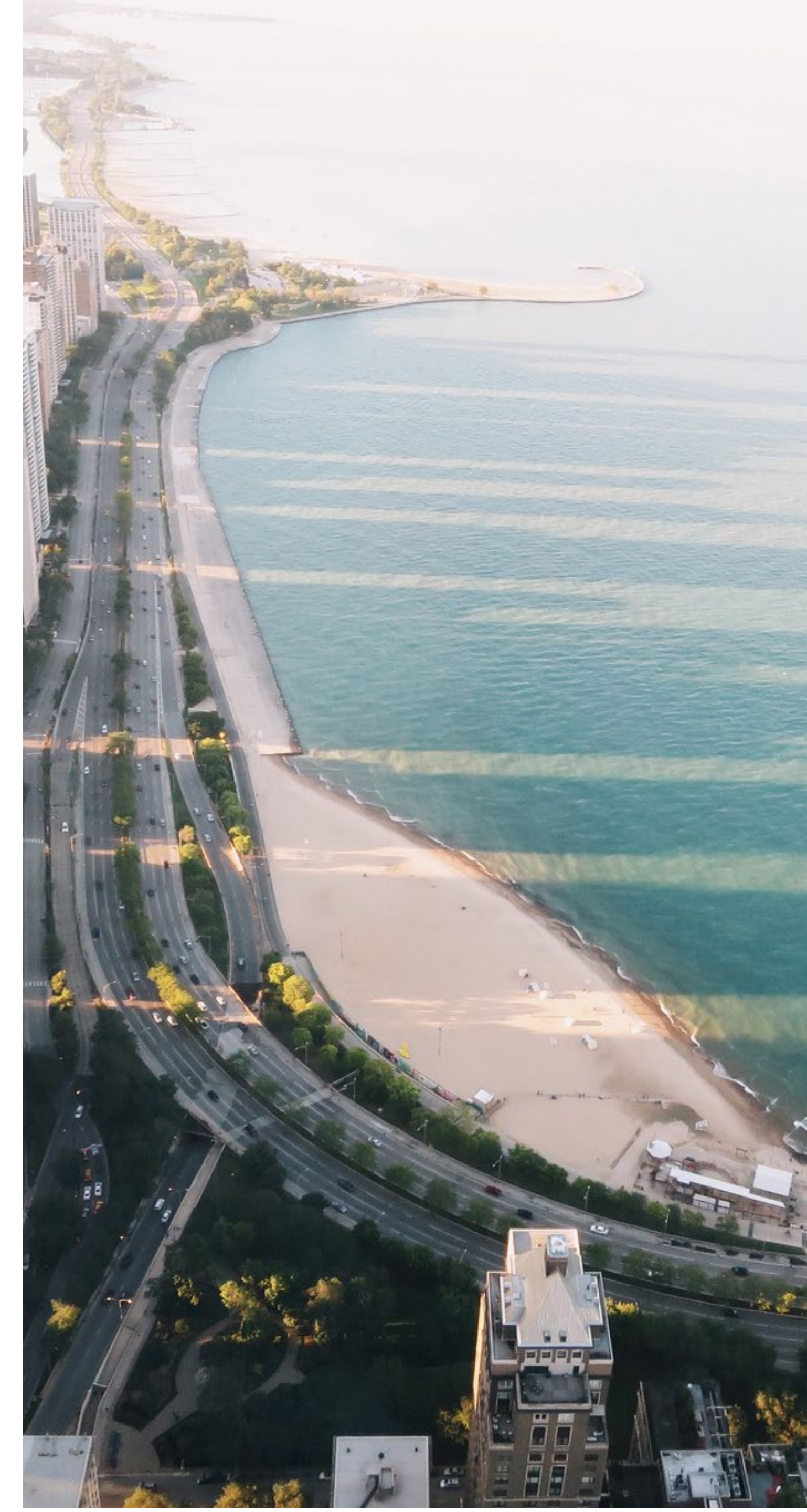
“Where would
you like to
start?”



Evoking

Drawing out the Participant's motivation

- Drawing out the Participant's own ideas and reasons for changing
- Listening for/recognizing change talk
- Summarizing/reinforcing change talk
- Avoid the expert trap!



DARN – Change Talk

D

Desire. “I want to...”

A

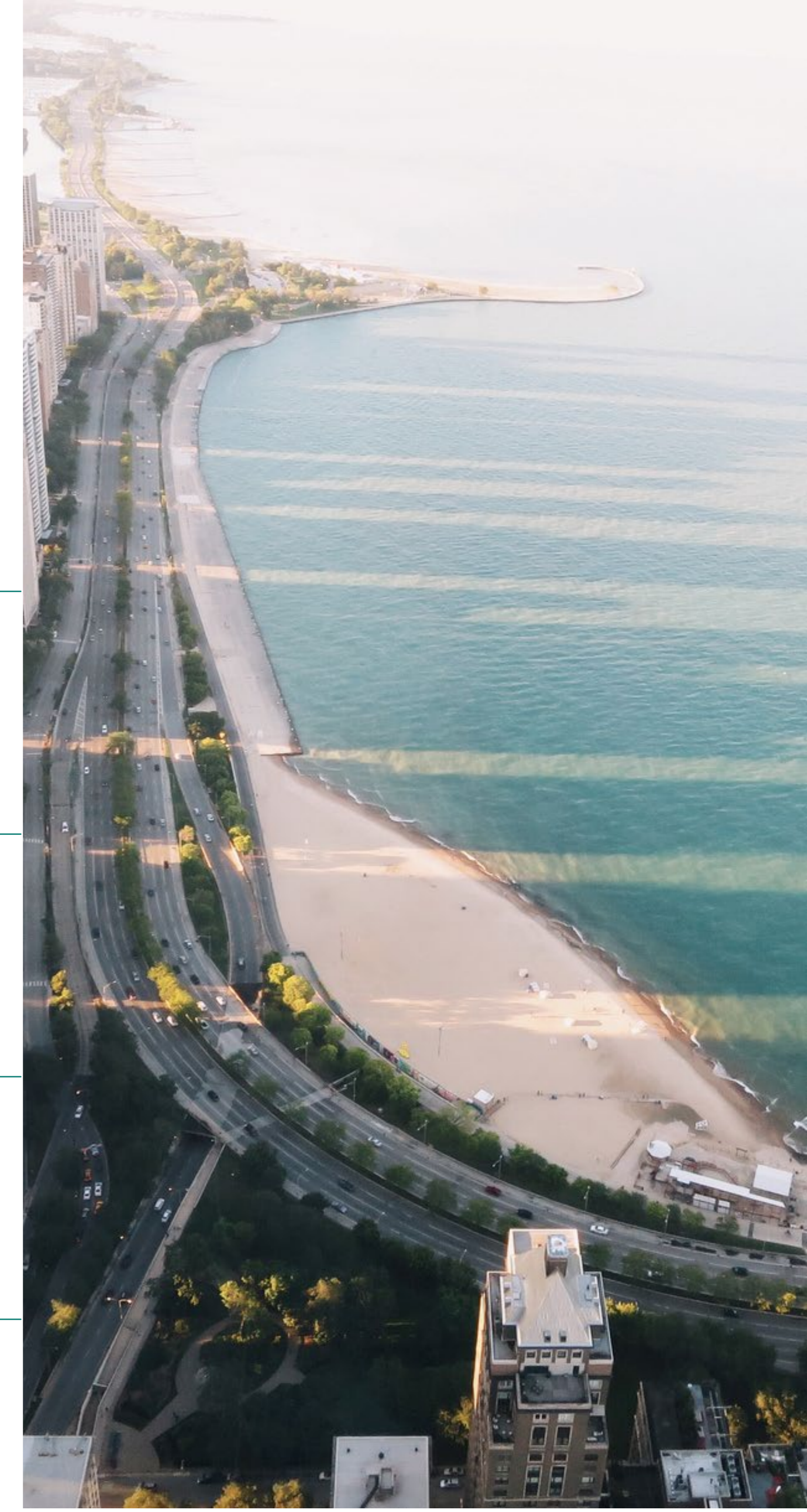
Ability. “I could...”

R

Reasons. “I should...”

N

Needs. “I’ve got to...”



CAT – Change Talk

C

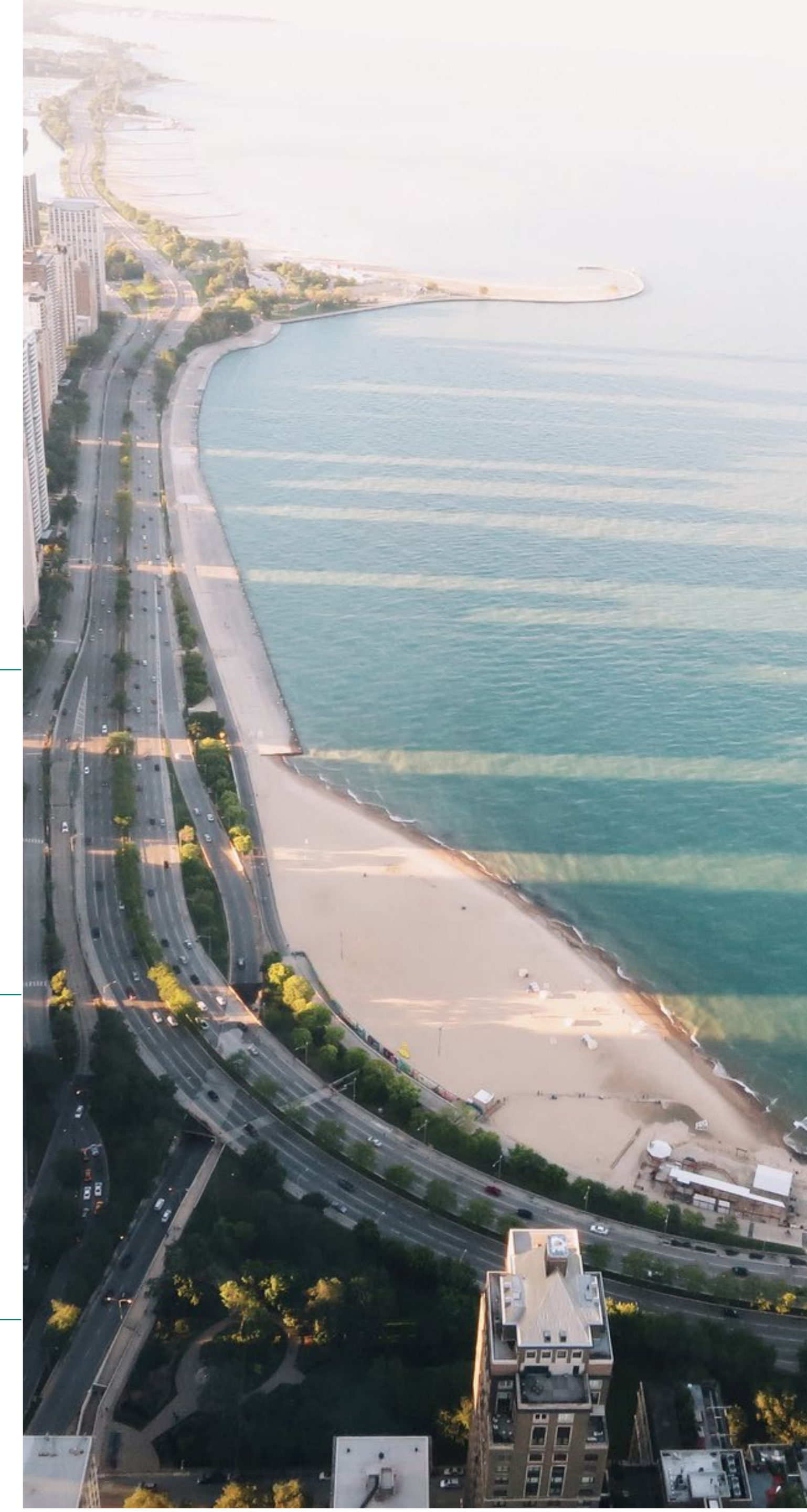
Commitment. “I will...”

A

Activation. “I am ready...”

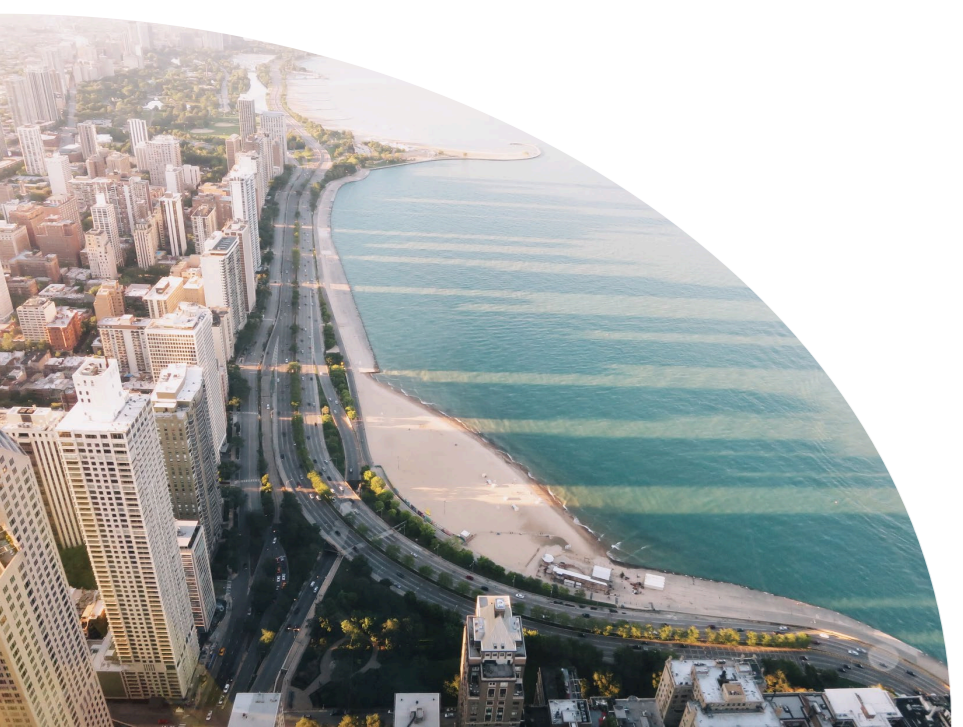
T

Taking Steps. “I am doing...”

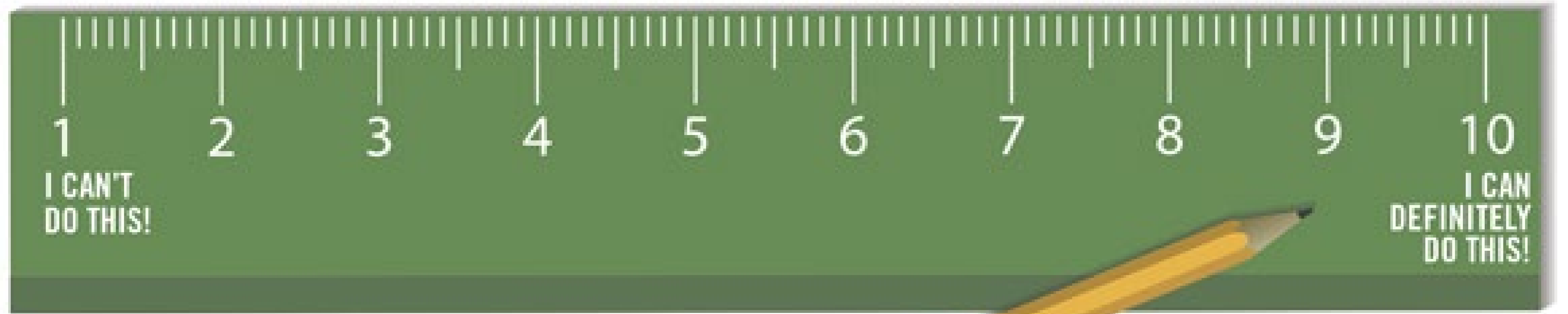


Eliciting Change Talk

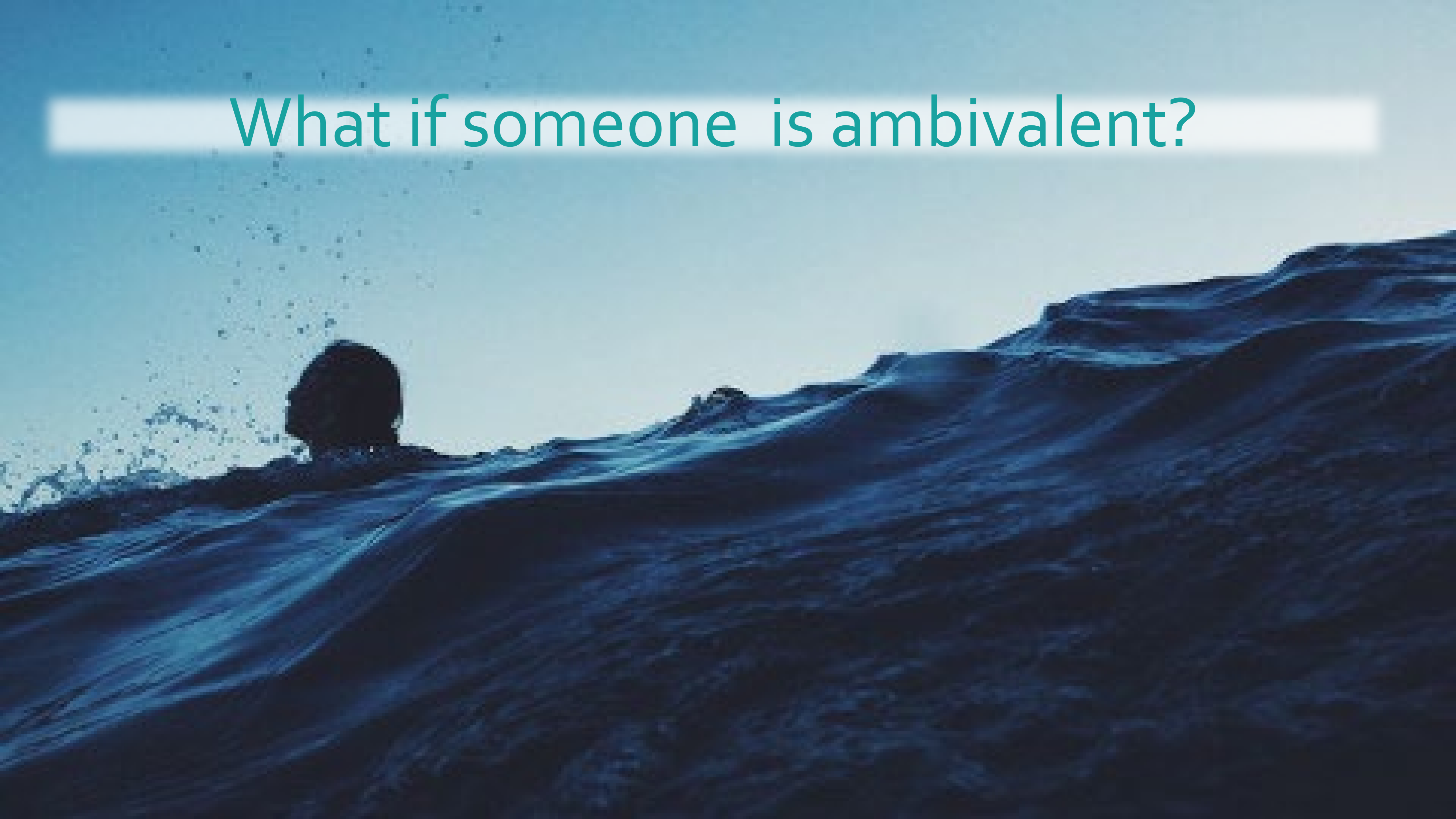
- Ask evocative, open ended questions where answers will likely be change talk
- Ask for Participant to elaborate when change talk emerges
- Link back values or goals
- Look to Past or Future
- Ask Extremes
- Stick to Status Quo



Readiness Ruler



What if someone is ambivalent?



We row with O.A.R.S.





O.A.R.S.

○ Open-ended Questions

○ Affirmations

○ Reflections

○ Summaries



OARS

Open-ended questions

Invite thoughtfulness • Quality Information • Efficient

Open Questions

CLOSED QUESTIONS
often start with...

- Which...?
- When...?
- Can you...?
- Do you...?
- Are you...?

OPEN QUESTIONS
often start with...

- What...?
- When...?
- How...?
- Why...?
- Tell me about...?



OARS

Affirmations



Empowering • Effective • Descriptive

Activity: Affirmation or Praise?

"It's clear that you're committed to completing this program because of

"Great job being on time today!"

"You're clearly a very resourceful

"Your ability to come to me with

"The questions or concerns shows a lot of

it!"

progress."

Let's Practice



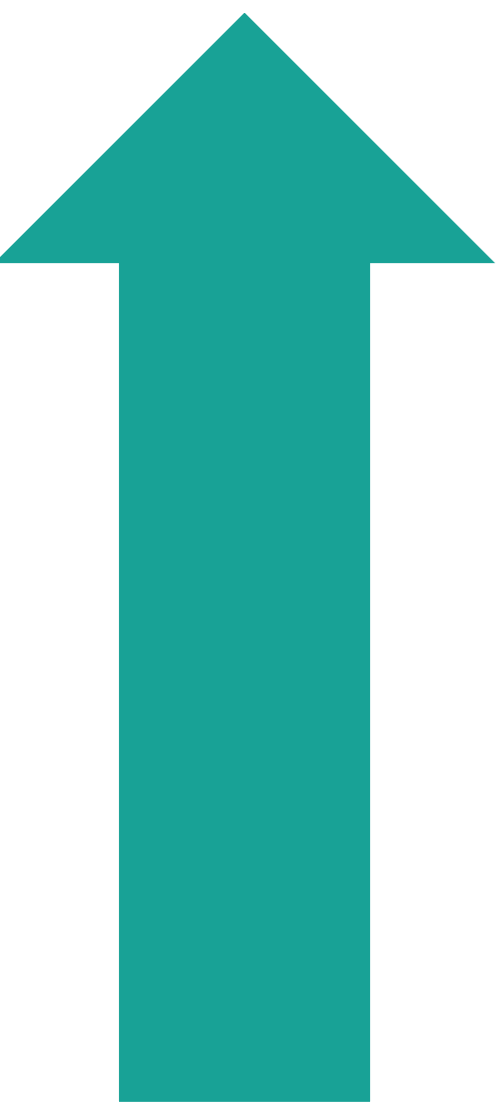
OARS

Reflections

- Mirror what the participant has said
- End with a downturn of the voice

“You’re having a tough time making your goals?”

“You’re having a tough time making your goals.”



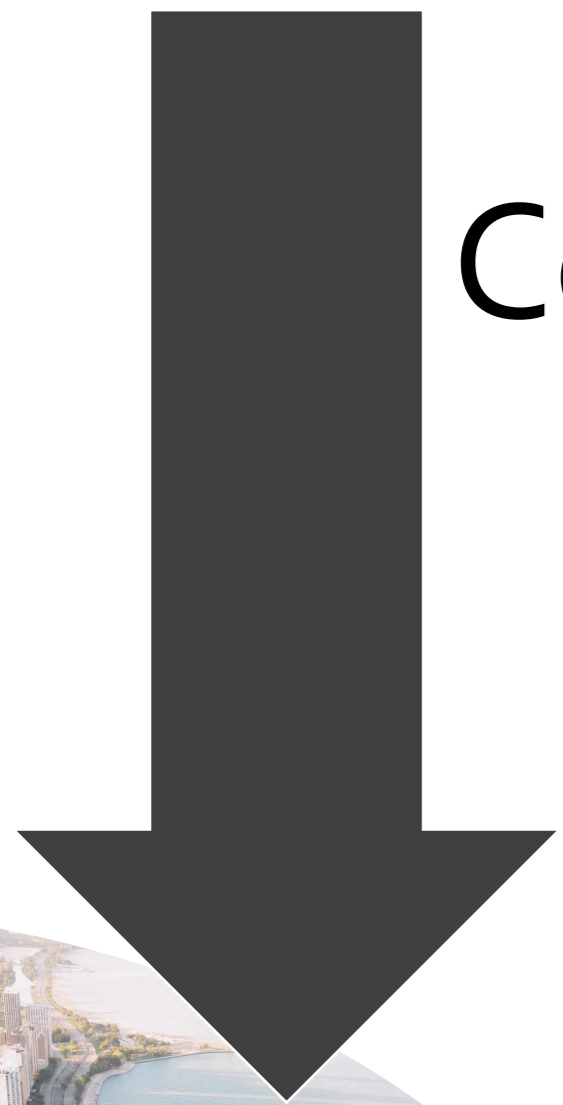
Simple Reflections

Rephrasing, repeating. Surface level.

Staff: “What brings you here?”

Participant: “I want to have financial stability in my life.”

Staff: “You’re hoping to have stability.”



Complex Reflections

Hypothesis. Reflecting underlying dilemma.

Staff: “What brings you here?”

Participant: “I want to have financial stability in my life.”

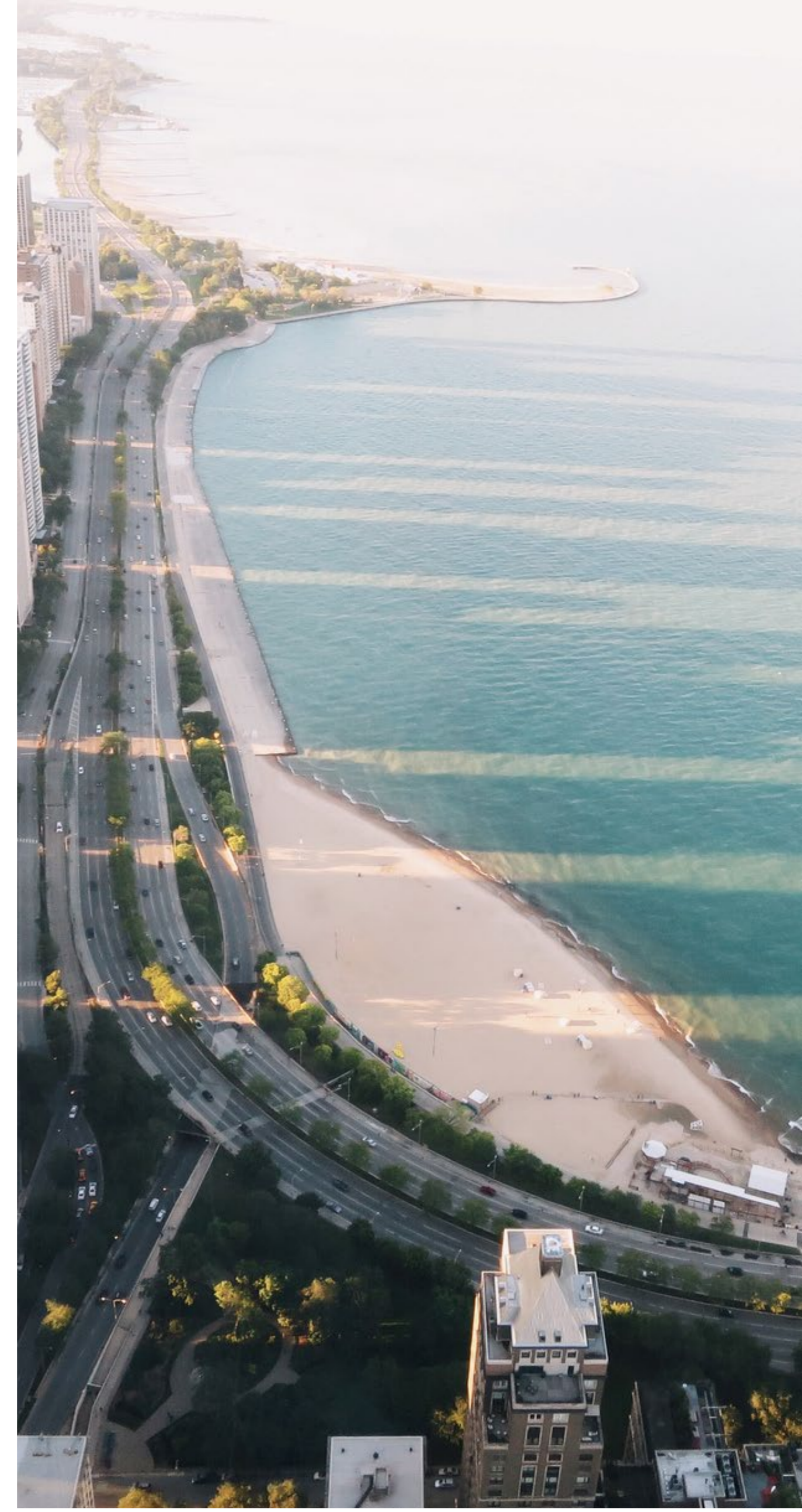
Staff: “You’re hoping that this program is going to change your life.”



Reflection Statements

- So you feel like...
- It sounds like you...
- You're wondering if...
- It seems that you...
- You're feeling...

*An effective way to respond
to *Sustain Talk*



Activity: Reflection Dodgeball



OARS

Summaries

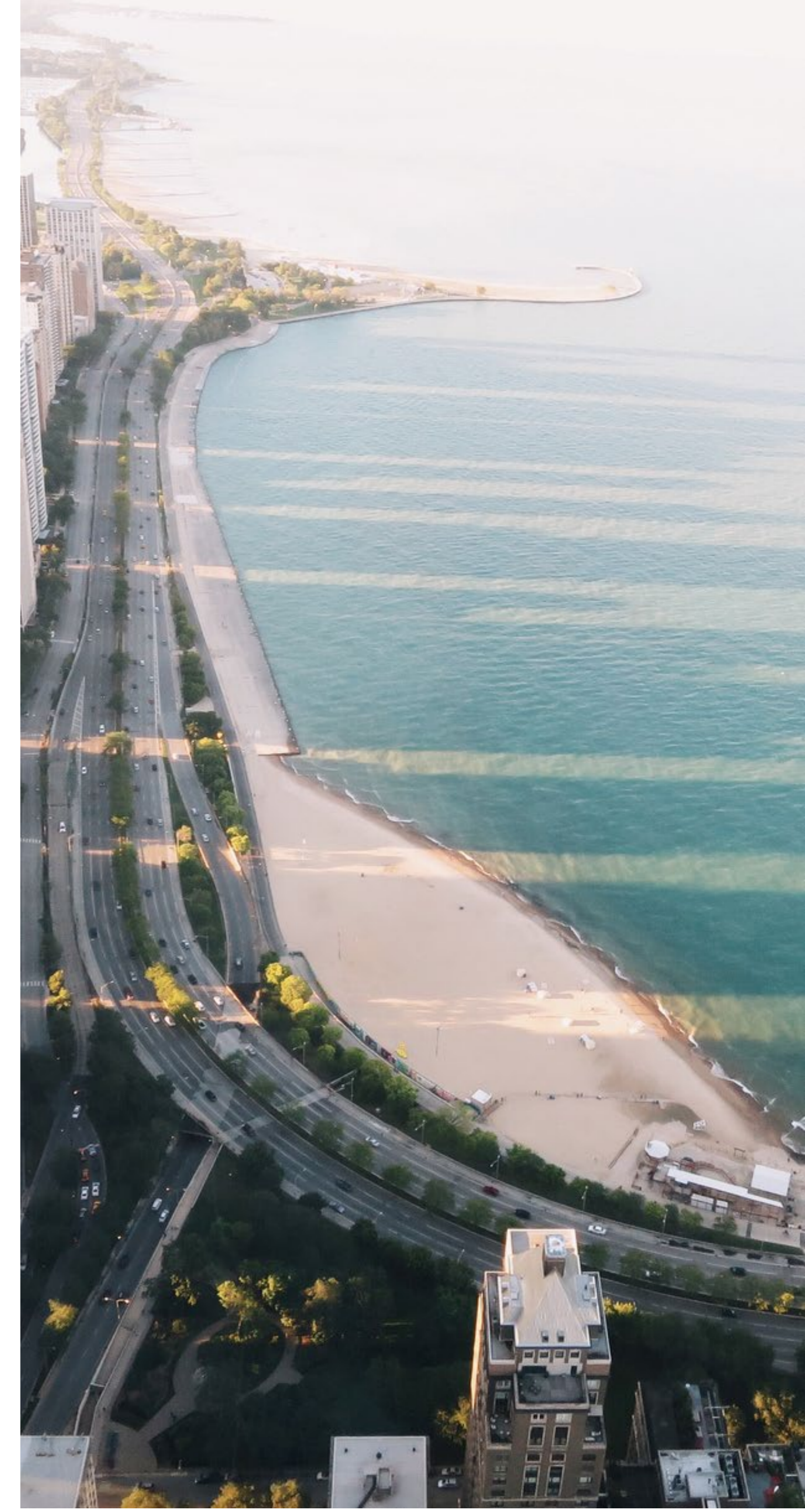
- Are strategic
- Pull together a number of reflections into a bouquet
- Give you a chance to really leave an impact
- "Did I get that right?"



Planning

The bridge to change

- Reinforce change talk and commitment language
- Ask key questions to assess readiness for change
- Determine readiness for action planning
- Help the Participant remain focused



The Number One Mistake in MI is the “Missed Opportunity”

Example of Missed Opportunity:

Participant: “I want to fill out that job application (*desire – Change Talk*), but I don’t have time. (*reasons - Sustain Talk*)

Staff: “Why can’t you make time for it?” (*Focuses on reasons - Sustain Talk*)

Example of Good MI Response:

Participant: “I want to fill out that job application (*desire – Change Talk*), but I don’t have time. (*reasons - Sustain Talk*)

Staff: “Even though you’re busy, you have a strong desire to find work.” (*Acknowledges Sustain Talk first, but ends with focus on desire - Change Talk.*)



Signs that Someone is Ready to Change

Decreased resistance

Decreased talk about staying the same
Resolve.

Increased Change Talk.

Questions about change.

Envisioning.

Taking Steps.

FRAMES

Provide **F**eedback with permission

Emphasize Participant choice and **R**esponsibility

Offer **A**dvice without judging

Discuss a **M**enu of options for taking action

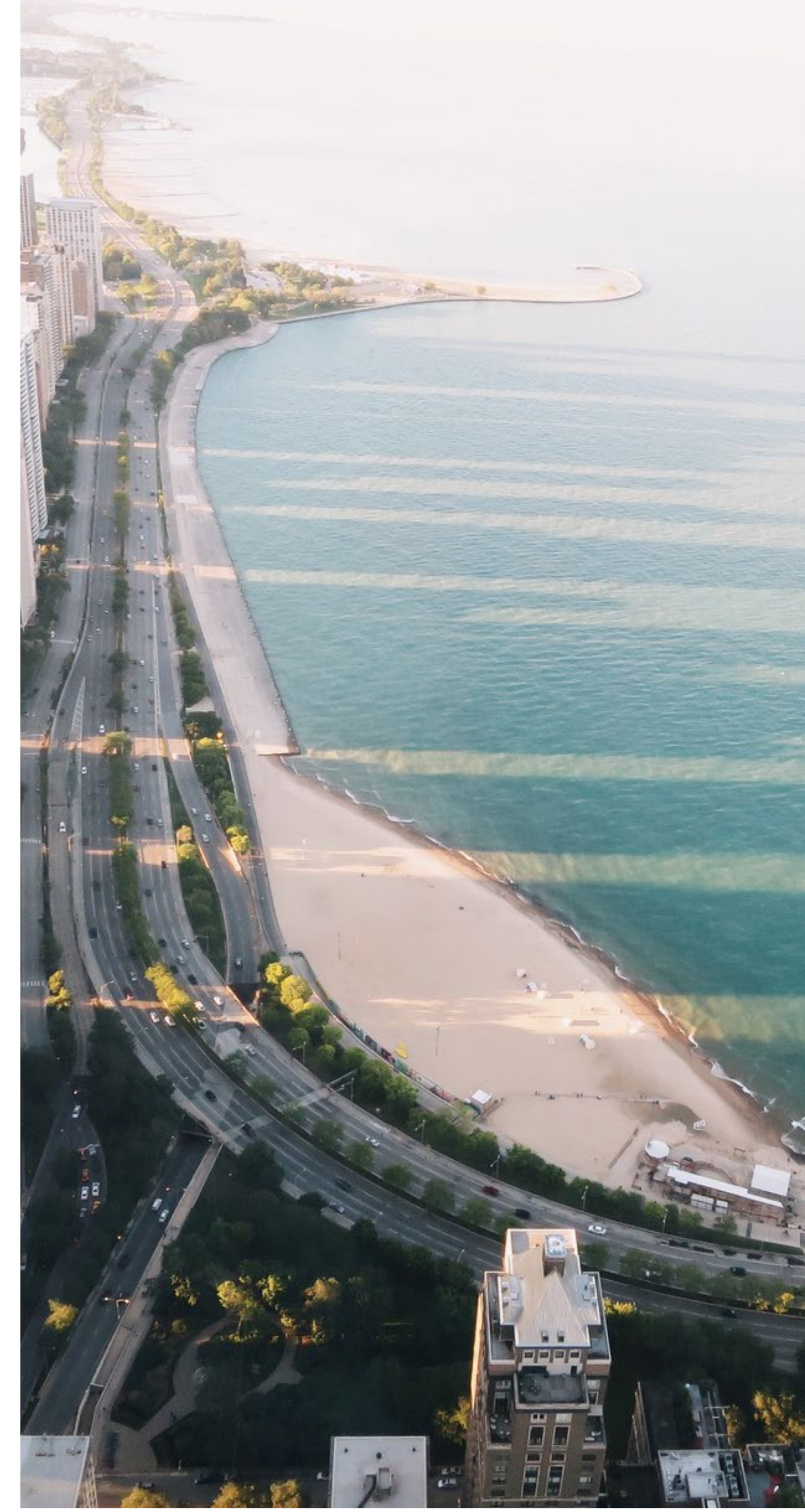
Normalize ambivalence by using an **E**mpathetic style

Promote **S**elf-efficacy by identifying strengths and accomplishments



Ask the Key Question!

- Get Curious
- Ask for Insights
- Wonder Aloud
- Affirm Progress
- Reframe Imperfection
- Ask them for the plan post-lapse
- Ask for their ideas



An aerial photograph of a city coastline, likely Chicago, showing a dense urban area with tall buildings on the left, a multi-lane highway in the middle, and a sandy beach meeting the blue-green ocean on the right. The scene is captured from a high angle, looking down towards the water.

Thank you!



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