MOTIVATIONAL INTERVIEWING

There are several components of motivational interviewing (MI). These include MI Spirit, MI Principles, Open ended questions, Affirmations, Reflections, and Summaries (OARS), and Strategy. All of these components are necessary to be MI, but none of them are sufficient on their own to be MI. There is a common misconception that MI is simply using good communication skills or that if a person is skillfully using OARS they are doing MI. This is not the case.

MI is a set of skills that takes some of the good communication skills that some people already have, gives them a foundation in MI Spirit and MI Principles, and uses them in a strategic way to help guide someone towards change by eliciting and reinforcing their own intrinsic motivations for change.

Motivational interviewing gives us strategic skills to use when talking about behavior change. MI has an appropriate time and place, and will not be used all the time in every situation. MI gives us a great tool to help someone work through their ambivalence (being pulled towards change and being pulled towards staying the same/not changing) about behavior change, build motivation for change, and work through the change planning process.

MAJOR MI SKILLS

O-pen Questions
- Invite discussion and elaboration
- Do **NOT** invite brief answers
- **Stems**:
  - "What…?", "How …?", "Why…?", "Tell me…", "Describe…", "Explain…", "Talk to me about…"

A-ffirmations
- Emphasize a strength
- Notice and appreciate a positive action
- Should be genuine
- Express positive regard
- Strengthen the working alliance

R-eflections
- A hypothesis (guess) about speaker's meaning

- A statement to convey understanding
- Intonation down
- **Stems:**
  - "So…", "Sounds like…", "So you…", "Seems like …", "It's like…", "You feel…"

S-ummaries
- **Set up statement**: "Let me see if I have this right…"
- **Reflection, reflection, reflection**
- **Open question**: "So where does that leave us?", "What else would you like to add?" or "Now, tell me about …." (to re-direct)

MI PRINCIPLES

D-evelop Discrepancy
- "Motivation for change occurs when people perceive a discrepancy between where they are and where they want to be" (Miller, Zweben, DiClemente, & Rychtarik, 1992, p. 8).
- When clients/offenders perceive that their current behaviors are not leading toward some important future goal, they become more motivated to make important life changes.
  - One of our goals as the practitioner is to help clients/offenders see how some of their current ways of being may lead them away from, rather than toward, their eventual goals.

E-xpress Empathy
- Empathy vs. Sympathy – they are not the same thing
  - Empathy
    - Conveys understanding
    - Shows client that you are listening, and making a genuine effort to understand their perspective
    - Making equally genuine effort to convey that understanding to the client
    - Does not mean sympathy, agreement, or approval
  - Sympathy
    - Conveys some compassion
    - Has a more intimate feeling, which we don't want
    - Ultimately can increase client defensiveness
- One great way to express empathy is through reflective listening
  - A major component of MI
  - Shows the client that you're listening and that you understand what they are saying

R-oll with Resistance
- When we encounter someone that is resistant to change or resistant to us when change is being discussed, we want do not want to meet resistance with resistance
- Accept that it is difficult for the client/offender to change or talk about change

- Reluctance to change is natural
- Avoid arguing with the client and for change

S-upport Self-Efficacy
- Self-efficacy is the belief that change is possible
- When a person believes that they are capable of making a change, they are more likely to talk about and try making a change
- The client/offender is responsible for choosing and carrying out personal change

MI SPIRIT

Fundamental Approach of MI	Opposite Approach
Collaboration Involves a partnership that honors the client/offender's expertise and perspectives. The practitioner provides an atmosphere that is conducive rather than coercive to change.	**Confrontation** Involves overriding the client/offender's impaired perspectives by imposing awareness and acceptance of "reality" that the client/offender cannot see or will not admit.
Evocation The resources and motivation for change reside within the client/offender. Intrinsic motivation for change is enhanced by drawing on the client/offender's perceptions, goals and values. It is not installation therapy.	**Education** The client/offender is presumed to lack key knowledge, insight, and /or skills that are necessary for change to occur. The practitioner seeks to address deficits by providing new insight/information.
Autonomy The practitioner affirms the client/offender's right and capacity for self-direction and facilitates informed choice.	**Authority** The practitioner tells the client/offender what he or she must do.

CHANGE TALK

Preparatory Change Talk
D-esire to Change (want, like, wish…)
A-bility to Change (can, could…)
R-easons to Change (if…then…)
N-eed to Change (need, have to, got to…)

Mobilizing Change Talk
C-ommitment (intention, decision)
T-aking Steps (within the last 2 weeks