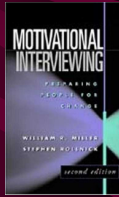


What's New Since MI-2?

Bill Miller & Steve Rollnick
Stockholm, June 2010




An explosion of knowledge



- >1000 publications
- > 200 randomized clinical trials
- Dozens of books and videotapes
- 10 Multisite clinical trials
- Several coding systems for quality assurance
- MIA-STEP to support MI supervisors
- Research on MI training

Fundamental Developments in Training and Practice

1. Moving Beyond a Workshop Model
2. Understanding + Responding to Change Talk
3. Multiple Change Options
4. Responding to Change Talk
5. Reconceptation of Resistance
6. Clarification of Directional Aspect
7. Greater Emphasis on Change Planning
8. Four Fundamental Processes in MI
9. Counseling with Equipoise

4 Fundamental Processes in MI

- Engaging – The Relational Foundation
- Guiding – The Strategic Focus
- Evoking – The Transition to MI
- Planning – The Bridge to Change

(replaces prior Phase I and Phase II distinction)

1. Engaging

- This is the relational foundation – *sine qua non*
- *Listen* to understand the client's dilemma
- *OARS* core skills – learn these first!
- Values exploration may occur here

*MI is always person-centered in style
but not all person-centered counseling is MI*

2. Guiding

- The strategic (directional) focus of MI
- Finding a direction (change goal)
- Agenda setting
- Giving information and advice

*MI is a guiding style, but not all guiding is MI
Engaging and Guiding are MI-consistent
practice, but not yet (in themselves) MI.*

Exercise 1

Agenda Setting

- Here are some topics we might talk about for a few minutes
- They are all things that can be related to your health
- I wonder if there is one of these you might like to talk about as an area where you are concerned or could improve your health
- Or perhaps there is another topic you'd rather discuss in the time we have (?)

What shall we talk about?



Exercise 1

Some open possible questions

- What is your concern about _____?
- What might you like to do or change about your _____?
- What is one thing you might do for your health in this area?
- How might you go about _____?
- How important is it for you to _____?
[0-10 scale]

Giving Information and Advice

- Get permission
- Qualify, honoring autonomy
- Ask – Provide – Ask
- For suggestions, offer several, not one

Giving Information and Advice: *3 Kinds of Permission*

1. The person asks for advice
2. You ask permission to give advice
3. You qualify your advice to emphasize autonomy

3. Evoking

- The bridge to MI
- There is a clear change goal
- Distinct from decisional balance
- Selective eliciting (OARS)
 - Recognizing change talk
 - Eliciting change talk (e.g., selective questions)
 - Responding to change talk (e.g. selective reflection)
 - Summarizing change talk

What is Unique to MI?

- Attuned to and guided by certain types of natural language (change talk)
- Intentional, differential evoking and strengthening of change talk
- Strategic-directional use of client-centered counseling methods (reflection, summary)

Recognizing Change Talk

Change Talk

- Change talk is any client speech that favors movement in the direction of change
- Previously called “self-motivational statements” (Miller & Rollnick, 1991)
- Change talk is by definition linked to a particular behavior change target

Preparatory Change Talk Four Examples

DARN

- **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 . . .)

Implementing Change Talk reflects resolution of ambivalence

- **A**CTIVATION (willing, ready, preparing)
- **C**OMMITMENT (intention, decision, promise)
- **T**AKING STEPS

Strength of Change Talk

- +5 Definite, strong, emphatic, absolute inclination
- to
- +1 Highly diminished inclination
- I guess, a little

Desire Strength

- +5 I definitely want to
- +4 I really wish
- +3 I'd like to
- +2 I mostly want to
- +1 I guess I'd like to

Ability Strength

- +5 I'm sure that I could
- +4 I'm pretty sure that I could
- +3 I think I can
- +2 Probably I can
- +1 I might be able to

Eliciting Change Talk

Giving goal-oriented direction

Some Ways to Elicit Change Talk:

MI Becomes Directive

- Asking Evocative Questions
- Using The Importance Ruler
- Querying Extremes
- Looking Back / Looking Forward
- Exploring Goals and Values

Exercise 2: Dyads

Speaker's Topic

- Something about yourself that you
 - want to change
 - need to change
 - should change
 - have been thinking about changing

but you haven't changed yet

i.e. - something you're ambivalent about

Exercise 2

Listener

- ▣ Listen carefully with a goal of understanding the dilemma; Give no advice
- ▣ Ask these four open questions:
 - Why would you want 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?
 - On a scale from 0 to 10, how important would you say that 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 with interest

How Motivational Interviewing is Directional

- Selective eliciting questions
- Selective reflection
- Selective elaboration
- Selective summarizing
- Selective affirming

Responding to Change Talk

Responding to Change Talk

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

Exercise 3: Groups of 4-5

Easy as 1-2-3

- Write down a few statements about some change that you are thinking about making within the next six months:
- D: Why you *want* to make this change
- A: How you *could do* it
- R: A good *reason* for making the change
- N: How *important* is it, and why?
- C: What do you *intend* to do?
- A: What are you *ready* or *willing* to do?
- T: What have you *already done*?

Exercise 3: Groups of 4-5

Easy as 1-2-3

- Sit in a circle of 4-5
- 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
- The original speaker gives a natural reply
- Then the listener becomes the next speaker

Snatching Change Talk from the Jaws of Ambivalence

- Change talk often comes intertwined with sustain talk.
- That's the nature of ambivalence.

Snatching Change Talk from the Jaws of Ambivalence

- I really don't want to stop smoking, but I know that I should. I've tried before and it's really hard.
 - 1. You really don't want to quit
 - 2. It's pretty clear to you that you ought to quit.
 - 3. You don't think you *can* quit

- See, the thing is, all my friends drink. Some of them probably drink way too much, too, but if I quit drinking, I don't have any friends. I just stay home.

- That would be pretty lonely.
- Quitting would cause a new problem for you.
- And at the same time you recognize that you, and probably some of your friends, are drinking way too much.

- I know you're worried that I'm getting addicted, and I guess I can see what you mean, but I really need more pain medicine. I don't know how I would get through the day without it. If you won't prescribe it, then I'll find someone else who will.

- You understand my worry about dependence.
- It's hard to imagine how you would get along without more medicine.
- One way or another, you're going to get more medicine.

Using Summaries to Collect Change Talk

Bouquets: Making Change Talk Summaries

- Collecting flowers
- Small bouquets: ___ and ___ and ___
 - What else?
- Larger bouquets
 - For summary of a session or segment
 - For transition
 - Recapitulation (for transition to Planning)

Sustain Talk vs. Resistance

Change Talk and Sustain Talk

Opposite Sides of a Coin



Examples of Sustain Talk

- **Desire** for status quo (don't want to change)
- **Inability** to change (can't change)
- **Reasons** for sustaining status quo
- **Need** for status quo (have to stay)
- **Commitment** to status quo (not going to change)

Sustain Talk

The other side of ambivalence

- I really like marijuana (D)
- I don't see how I could give up pot (A)
- I have to smoke to be creative (R)
- I don't think I need to quit (N)
- I'm not willing to quit (A)
- I intend to keep smoking and nobody can stop me (C)

What is Resistance?

- Behavior
- Interpersonal (It takes two to resist)
- A signal of dissonance
- Predictive of (non)change

Sustain Talk and Resistance

- **Sustain Talk** is about the target behavior
 - I really don't want to stop smoking
 - I have to have my pills to make it through the day
- **Resistance** is about your relationship
 - You can't make me quit
 - You don't understand how hard it is for me
- **Both** are highly responsive to counselor style

Some Resistance Behaviors

- Arguing
 - Challenging
 - Discounting
 - Hostility
- Interrupting
 - Talking over the counselor
- Ignoring
 - Inattention
 - Changing the subject

4. Planning

- Negotiating change goals and plans
- Strengthening commitment
- Implementing and adjusting



When, in MI,
do you negotiate
a specific change plan?

If and when the person is ready

Negotiating a Change Plan

- Setting Goals
- Considering Change Options
- Arriving at a Plan
- Eliciting Commitment

Implementing Language

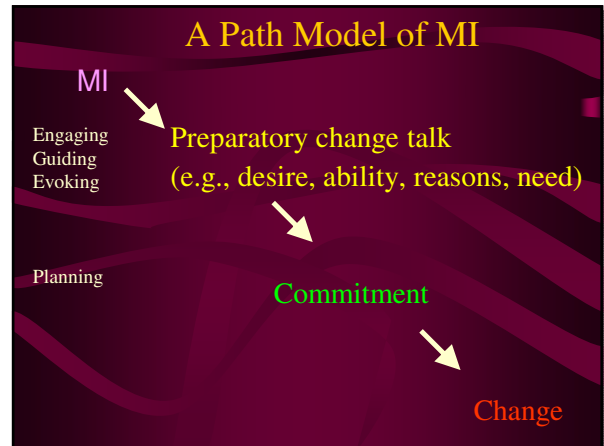
Some examples (CAT or ACT)

Activation – Willing, ready, try, etc.
Commitment - Will, promise, guarantee etc.
Taking Steps

Exercise 4

Six Responses

- I want to (D)
- I could (A)
- I have good reasons to (R)
- I need to (N)
- I am willing to (A)
- I will (C)



Strength of Commitment Language

HIGH

- I will / promise / swear / guarantee
- I intend to / agree to / am ready to
- I plan / expect / resolve / aim to
- I hope to / will try to / will see about / I guess / think / suppose I will

LOW

Find the Implementing Language

Issue: Weight Loss

- I want to lose weight
- I could probably lose 20 pounds
- I'd have more energy
- I'm going to lose 20 pounds
- I've got to lose some weight

Find the Implementing Language

Issue: Weight Loss

I want to lose weight	Desire
I could probably lose 20#	Ability
I'd have more energy	Reason
I'm going to lose 20#	Commitment
I've got to lose some weight	Need

Find the Implementing Language

Issue: Post-MI Hypertension

- I want to live to see my grandkids
- It's important for me to get my blood pressure down
- I want to be healthy again
- I can get my BP down
- I'll try the medication

Find the Implementing Language

Issue: Post-MI Hypertension

I want to see my grandkids	Reason
It's important for me to get my blood pressure down	Need
I want to be healthy again	Desire
I can get my BP down	Ability
I'll try the medication	Commitment

Find the Implementing Language

Issue: Smoking Cessation

- I've got to quit smoking
- I wish I could quit
- I'll think about quitting
- I'd be healthier if I quit
- I think I can quit

Find the Implementing Language

Issue: Smoking Cessation

I've got to quit smoking	Need
I wish I could quit	Desire
I'll think about quitting	Activation
I'd be healthier if I quit	Reason
I think I can quit	Ability

Which question would you ask to evoke *commitment* language?

- **Is that what you want to do?**
- **Can you do it?**
- **Is there reason enough to do it?**
- **Is it important enough to do it?**
- **Will you do it?**

Which question would you ask to evoke *commitment* language?

- **So what do you think you'll do?**
- **How confident are you that you can do it?**
- **Why do you want to do it?**
- **Is that what you need to do?**

Eight Stages in Learning MI

- ▣ 1. The spirit of MI
- ▣ 2. OARS – Client-centered counseling skills
- ▣ 3. Recognizing change talk
- ▣ 4. Eliciting and reinforcing change talk
- ▣ 5. Rolling with resistance
- ▣ 6. Developing a change plan
- ▣ 7. Consolidating client commitment
- ▣ 8. Integrating MI with other methods

Miller, W. R., & Moyers, T. B. (2006). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions*

After 30 years of research we have a treatment method that is:

- Evidence-based >200 clinical trials
- Relatively brief
- Specifiable (but be careful with manuals)
- Grounded in a testable theory
- With specifiable mechanisms of action
- Verifiable – Is it being delivered properly?
- Generalizable across problem areas
- Complementary to other treatment methods
- Learnable by a broad range of providers

and we're just getting started

www.motivationalinterviewing.org