

Motivational Interviewing

Foundry Work & Education Program CoP

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Key takeaways:

1. We can't convince people to change.

- In fact, this can turn people away from us.
- Instead, we can have conversations about change that leave people feeling optimistic and respected using MI.

2. MI involves skills and a shift in mindset.

- The 'Spirit of MI'
- The '4 Processes of MI': Engaging, focusing, evoking, and planning.

3. The therapeutic relationship is essential.

- 'Engaging clients'
- OARS

Who's worked with a young person who felt ambivalent about working or going to school?

Has anyone felt a sense of responsibility to get that young person you're supporting working or in school?

Why are we taking on this sense of responsibility?

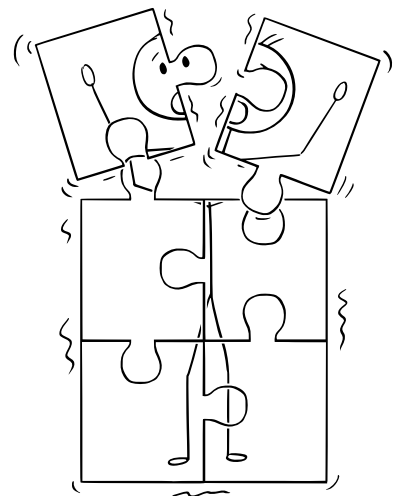
We care about them!

We believe that engagement in meaningful work and school opportunities can lead to better health outcomes.



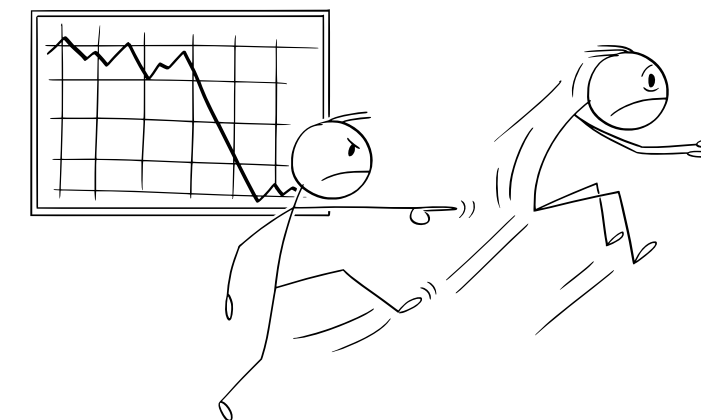
We believe our role is to fix/solve problems.

As the "helper", taking on the responsibility of creating positive change in a young person's life.



Our program is outcome driven.

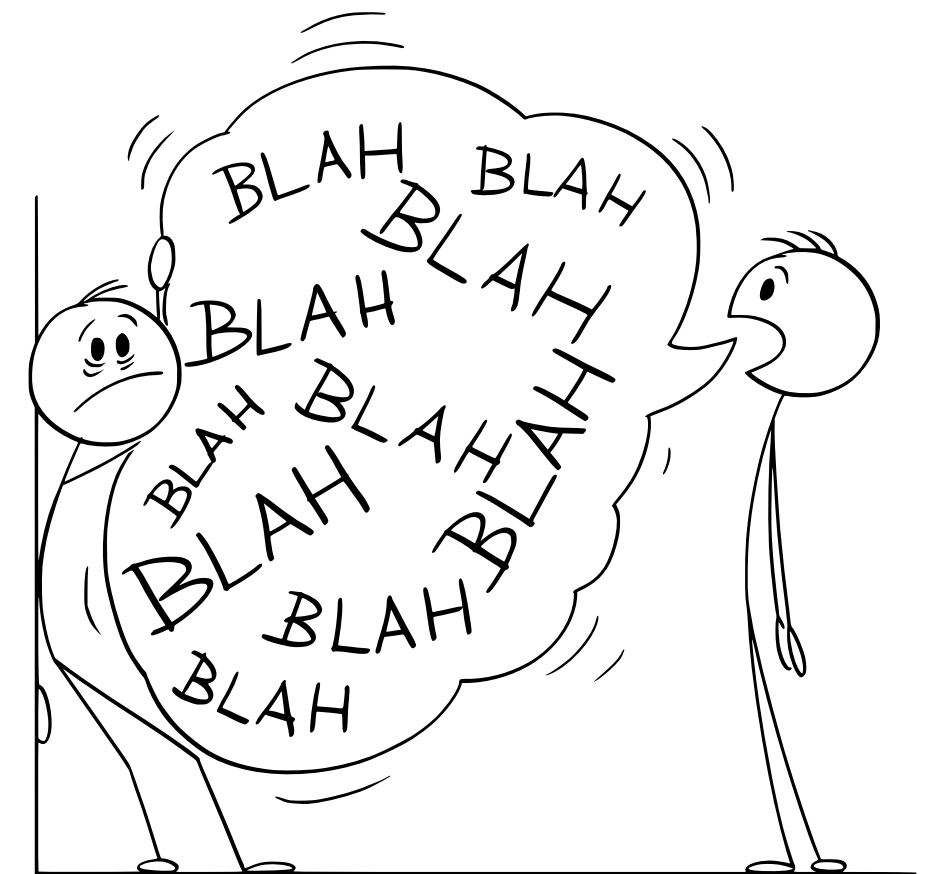
We feel pressure to meet the expectations of our funders.



Persuasion

Or the 'righting reflex' of care providers:

- Places weight on care providers to fix/solve problems
- **Youth shut down**
- They feel disrespected, defensive, or withdraw.
- Expected outcome is that they won't make a change, or they will do the opposite...**even if they agree with you!**



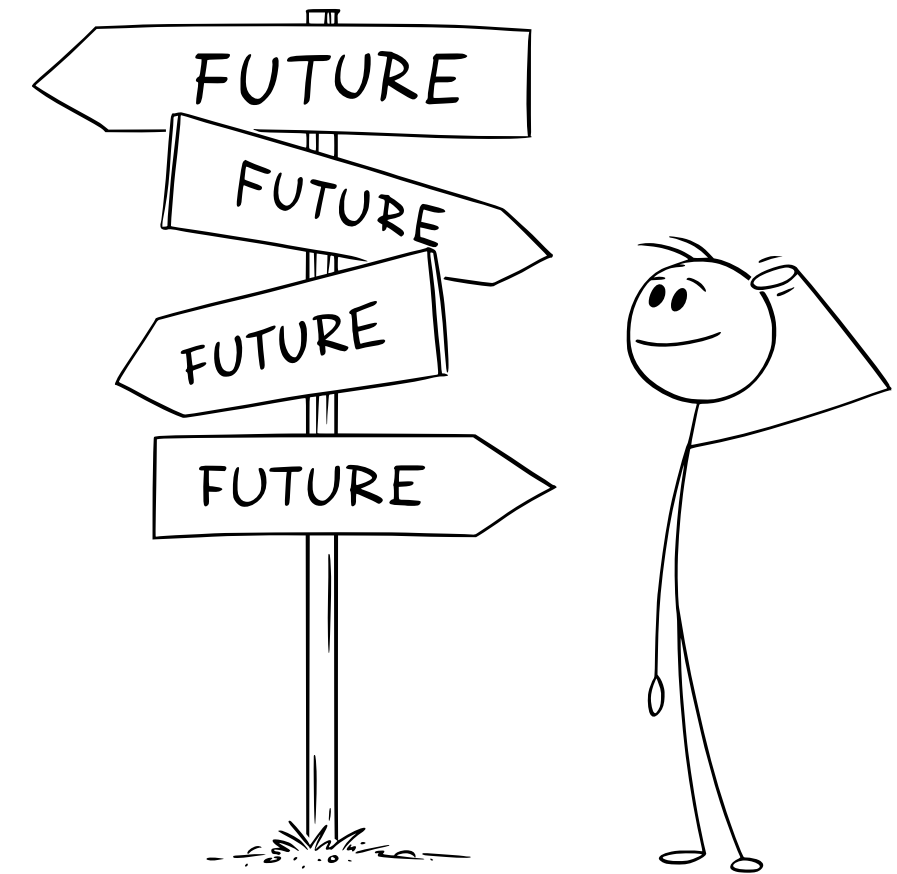
(what youth hear)

"MI is not a technique done to or on people, or even worse, a method for getting people to do what they otherwise would not wish to do. It is used with them, on their behalf."

- *Stephen Rollnick*

What is MI?

Helping someone make decisions for themselves about what will be fulfilling and right for them.





What is MI?

Helping someone make decisions for themselves about what will be fulfilling and right for them.

- MI is a particular way of having a conversation about change
- You can't make a person change
- Ambivalence is normal when thinking about a change
- Your role is to guide (not direct/order, and not follow)
- Involves using good listening, and your expertise
- Draws out the person's own ideas about whether to do something, and why to do it



“A Taste of MI” Exercise

Invite someone to have a brief conversation (about 10 minutes) with you about a change they might want to make. The speaker’s topic is:

“Something about yourself that you want to change, have been thinking about changing, need to change, or know that you ought to change. It might be something that you would increase (for example, physical activity or exercise, healthy eating, flossing teeth, cleaning up a room or garage, or sleeping). It might be something that you would **decrease** (for example, computer or TV time, drinking coffee, criticizing others, biting fingernails, or eating sweets). It doesn’t have to be a ‘problem.’ It might be an opportunity. The point is that you have been considering making this change, and haven’t done it yet.”

As the interviewer, listen carefully with a goal of **understanding** the person’s dilemma. Don’t try to fix it. Give no advice. Instead, just find out what change the person is considering, and then ask these four open questions, listening carefully to the answers:

- 1. Why would you want to make this change?**
- 2. If you did decide to do it, how might you go about it in order to succeed?**
- 3. What would you say are the three best reasons for you to do it?**
- 4. On a scale from zero to ten, how important would you say it is for you to make this change, if 0 means “not at all important” and 10 means “the most important thing in my life right now”? What number would you say?**

4a. Then, when you hear the number, ask: **And why are you at ___ and not zero?** If you have reflective listening skills, use them as the person answers each question, reflecting what was said and remembering it.

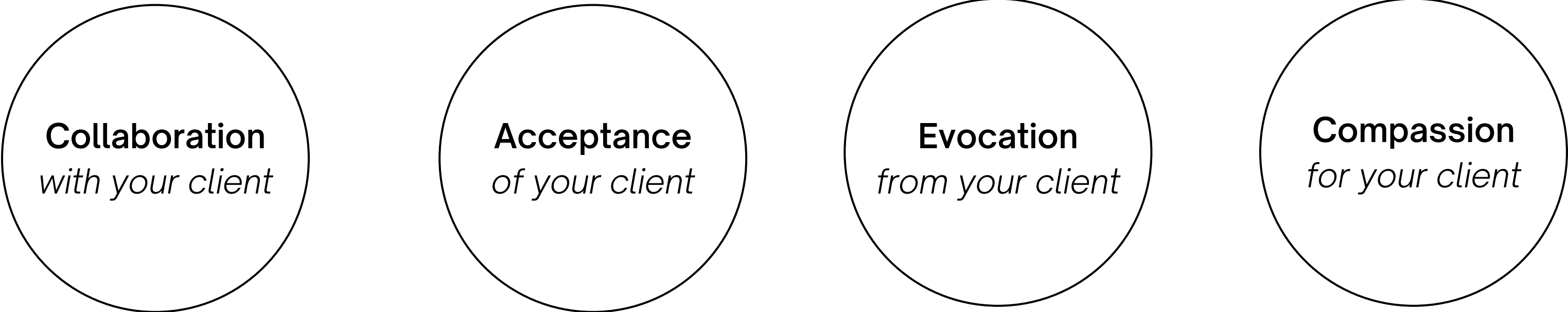
When you have asked all four questions and listened well to the answers, offer the person a **summary** of what you heard, of the person’s own motivations for making this change. Why do they want to make this change? How might they do it? What are their good reasons for doing it? Why is it important?

And then ask one more question:

- 5. “So what do you think you’ll do?”**
- and just listen with interest and curiosity.

The Spirit of MI

The underlying reason for how and why you work with clients in the way you do.



Collaboration
with your client

Acceptance
of your client

Evocation
from your client

Compassion
for your client



The 4 Processes of MI

ENGAGING

Building an alliance and working relationship with the client.

FOCUSING

You and your client come to a shared idea about what the main focus is of the time you're spending together.

EVOKING

Bringing out the client's own argument for change: Their own hopes, values and goals for the future. When clients hear themselves talk about reasons for change, they're more likely to believe what they hear.

PLANNING

The client envisions a change, and decides how they might go about making it. You support your client's autonomy as you work together to create a plan.

Non-linear.

Engaging

Establishing a connection with your client through genuine listening.

Engaging Skills

O - Open-ended questions

A - Affirmations

R - Reflections

S - Summaries

Open-ended questions

Tell me what brings you here?

What concerns you?

How are you hoping I might help?

Affirmations

You're determined to find a job you like.

You care deeply about your friends and family.

You've kept trying, even when things haven't been easy.

You made it to work on time everyday this week!

Reflections

Simple:

- Saying back very close to what the person's said.

Complex:

- Reflecting the underlying feeling
- Finishing the paragraph (not the sentence!)
- Reframing
- Double sided reflection

Amplified Reflections

Guesses

Reflections

Try to sustain reflections, meaning making several reflections in a row without getting into common listening roadblocks (e.g., asking questions, giving advice, solving problems, cheerleading, etc.).

Can you offer 5 reflections in a row?

What do I reflect?

Start with simple reflections while engaging!

Common Pitfalls

- Feeling like you're speaking for the client when reflecting.
- Feeling unsure when making guesses (worrying about getting it wrong)
- Lapsing back into fact gathering because of awkward silence.

Summaries

"Clearly you are seeing plenty of down sides of your smoking. You don't really enjoy it anymore; it's just become an expensive bad habit and then there's the social stigma. It's harder to smoke these days, and even the flavor, the taste is gone. You know it's starting to affect your health, so you're asking yourself what the return is for all these costs. You're even beginning to look at the benefits of quitting: the money and hassles you'd save, and maybe that food would taste better. You're getting ready and said that you're already halfway there, that it's time and you know that you're going to quit."

Here's what we covered:

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So, what do you think you'll do?

Relating to what we've learned today...

- Is there a change you want to make in your practice?
- Why would you want to make this change?
- If you did decide to do it, how might you go about it in order to succeed?
- On a scale of 1-10, how important is this change?
- So, what do you think you'll do?

