

Training for Peers

MOTIVATIONAL INTERVIEWING

Sept 7-8, 2021

BASIC 2-DAY	Raymond Anderson, Ph.D., LPCC, LADAC	A ZOOM WEBINAR
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MOTIVATIONAL INTERVIEWING

PRESENTATION BASED PRIMARILY ON BOOK
MOTIVATIONAL INTERVIEWING: HELPING PEOPLE CHANGE ©2013 (3RD ED.)

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- * MOTIVATIONAL INTERVIEWING NETWORK OF TRAINERS (MINT-2002)
- * MOTIVATIONAL INTERVIEWING SUPERVISOR TRAINING (MIST)
- * MOTIVATIONAL INTERVIEWING ASSESSMENT: SUPERVISORY TOOLS FOR ENHANCING PROFICIENCY (MIA:STEP)

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INTRODUCTIONS

NAME

A BIT ABOUT YOURSELF

AND, SOMETHING YOU ENJOY DOING TO DE-STRESS

UP TO 3 MIN PLEASE.

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General Guidelines for Training

First, thanks for coming! New to MI? You will find this course fun and challenging! For seasoned "MI-er's", a great review. There are participants at all levels today.

Please mute your microphone when not speaking and please leave your camera on. Doing so provides for a more in-person feeling.

Participation is crucial to learning MI. If something doesn't make sense I encourage you to let me/us know.

I would like to encourage everyone to participate.

You must be here for the full 2 days. Partial credit can't be given.

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Zoom Breakout Rooms

Each exercise will allow an extra up-front 2 min to organize who will take what role.

Please immediately divide out the time based on how long the exercise is and how many people are in the breakout room.

Zoom will randomize people in rooms. Yet, there is often a need to move someone from one room to another. If you find yourself alone in a room, hang tight for a bit. I will assign another person to that room, or join you to another room. If you are alone for more than a couple minutes, come back out to the main session.

Big tip: Stay on task and abide by your time limit. Zoom is not very forgiving when it comes the end time of the exercise. Typically there will be a 1-min warning and then Zoom will zoom you back to the main room irregardless.

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MI DEFINITION

"MOTIVATIONAL INTERVIEWING IS A COLLABORATIVE, GOAL-ORIENTED METHOD OF COMMUNICATION WITH PARTICULAR ATTENTION TO THE LANGUAGE OF CHANGE. IT IS DESIGNED TO STRENGTHEN PERSONAL MOTIVATION FOR AND COMMITMENT TO A SPECIFIC GOAL BY ELICITING AND EXPLORING THE PERSON'S OWN REASONS FOR CHANGE WITHIN AN ATMOSPHERE OF ACCEPTANCE AND COMPASSION."

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GETTING STARTED EXERCISE

Breakout into 3-4 per room

This is a quick exercise. There will be 2 min for thinking and prep, and then switch speakers every 4 min.

Total exercise time? About 18 min.

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Role and Real Plays for other exercises

Role plays - are playing someone else

Real plays - playing you, therefore more "real"

We do "real-plays" even though just calling them role-plays.

GUIDELINES -

- DON'T PLAY THE CLIENT FROM HELL
- LIMITED SELF-DISCLOSURE AND TO YOUR COMFORT LEVEL
- HAVE FUN

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Here we go: The topic of Change.

An easy task? A desired thing?

You Would Think That People Would Change Because:

They are being warned by their doctor that lack of proper diet and little exercise is worsening their physical health

They have spent time in degrading confinement and would not want to go back

They have had vast amount of problems: physical, emotional, relational, financial, etc, due to the use of their drugs and/or alcohol

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We Think People Will Not Change Because:

➤ They don't SEE (denial?, insight, etc)

➤ They don't KNOW ENOUGH - knowledge

➤ They don't KNOW HOW - experience

➤ They don't CARE - also denial?

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4 Popular Notions

➤ Give them Insight - if you can just make people see, then they will change

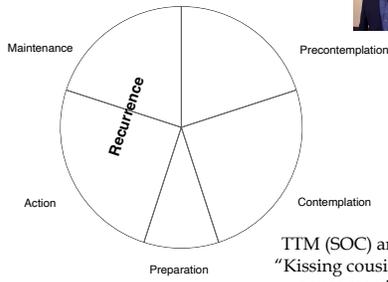
➤ Give them Hell - if you can just make people feel bad or afraid enough, they will change

➤ Give them Knowledge - if people just know enough, then they will change

➤ Give them Skills - if you can just teach people how to change, then they will do it

Stages of Change - the Transtheoretical Model

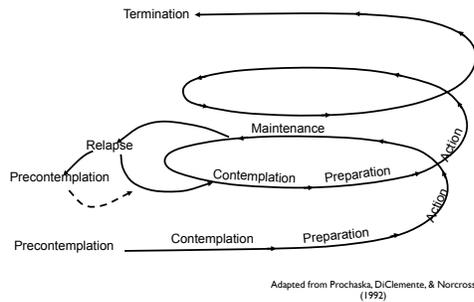
James Prochaska, Ph.D. and Carlo DiClemente, Ph.D.



TTM (SOC) and MI
"Kissing cousins that never married"

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The Stages of Change



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PERSUASION EXERCISE

(not MI)

Form groups of 2

Not with your boss or supervisor

One speaker, one listener

3 min each

2-3 Participants per room

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Speaker's Topic

Something about yourself that you:

-Want to change-

Need to change-

Should change-

Have been thinking about changing

Not something you have already decided to change

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Listener:

- Explain why the person should change
- Give at least three specific benefits that would result from making the change
- Tell the person how they could make the change
- Persuade the person to do it
- If you meet resistance, repeat the above.
- Warn the speaker what may happen if change is not made.

2 Minutes, then Switch

P.S. This is **NOT** motivational Interviewing

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Ambivalence

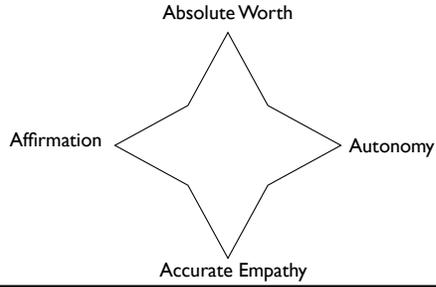
Did you find yourself
arguing for NOT changing?

Even though at the beginning you chose
something you felt 2 ways about and possibly
even knew it needed to change?

WHY?

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Vital Aspects of the Spirit of MI



The Spirit of MI and its Mirror Image

Collaboration	vs	Confrontation
Evocation	vs	Inserting
Autonomy	vs	Authority

And...

Compassion	vs	what?
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THE UNDERLYING SPIRIT OF MI

Collaboration
Evocation
Autonomy

Compassion
Why?

it is possible to practice the other three in self-interest.

So What is Compassion?

Compassion is a deliberate commitment to pursue the welfare and best interest of the other.

EMPATHY IN (ADDICTION) COUNSELING

- ✓ Counselors (CPSWs?) who show high levels of empathic skill have clients who are:
 - Less resistant
 - More likely to stay in treatment (engaged)
 - More likely to change
 - Less likely to relapse
- ✓ Empathy is the single best predictor of a higher success rate in addiction counseling (helping people change)
- ✓ Counselors (CPSWs?) who are in recovery themselves are neither more nor less effective than others

EMPATHY

- X Empathy is not:
 - Having had the same experience or problem
 - Identification with the client
 - Let me tell you *my* story
 - Whether you agree or not (mine)
 - ✓ Empathy is:
 - The ability to accurately understand the clients meaning
 - The ability to reflect that accurate understanding back to the client
- In other words, did the client felt that you understood what was being said whether you agree or not? (mine)

Thumbs Up/Down For MI Spirit?

Client:
I'm tired of being thrown out of apartments.

Practitioner:
Probably for smoking weed again, huh? What did you expect?

Thumbs Up/Down For MI Spirit?

Client:

I have so many housing problems going on now.
What do you think I should do?

Practitioner:

Well, I have some ideas about what might help, but first let me hear what
you've already considered.

Thumbs Up/Down For MI Spirit?

Client:

They had a little "surprise party" for me. Everyone showed up when I wasn't looking and then
spent the next two hours telling me how my drinking had hurt them. They think I'm an
alcoholic! I might have a drinking problem, but I'm sure not an alcoholic.

Practitioner:

If it walks like a duck and quacks like a duck, it's probably a duck. I think if all those people are
telling you you're an alcoholic, they're probably right. You might be in denial, don't you think?

Thumbs Up/Down For MI Spirit?

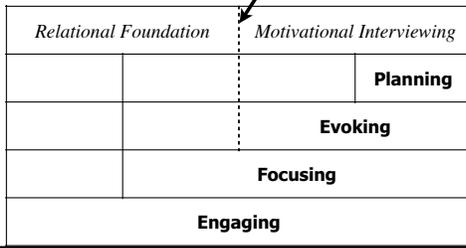
Client:

I know my brother told you I'm depressed, but I'm not.
Just because I don't want to go to the store doesn't mean I'm depressed.

Practitioner:

It could be that your brother has absolutely no reason to be worried.
What would give him cause to be so concerned?

FOUR FUNDAMENTAL PROCESSES IN MI
Don't take this as being a defining line



THE FOUR FUNDAMENTAL PROCESSES

- > *Engaging*
- > *Focusing*
- > *Evoking*
- > *Planning*

THE 4 PROCESSES ARE SOMEWHAT LINEAR...

- > *Engaging necessarily comes first*
- > *Focusing (identifying a change goal) is a prerequisite for Evoking*
- > *Planning is a logically a later step*

Engage ⇒ *Focus* ⇒ *Evoke* ⇒ *Plan*

...AND YET ALSO RECURSIVE

- > *Engaging skills (and re-engaging) continue throughout MI*
- > *Focusing is not a one-time event; re-focusing is needed, and focus may change*
- > *Evoking can begin very early*
- > *“Testing the water” on planning may indicate a need for more of the above*

**4 Fundamental Processes of MI
-Engagement-**

1. Engaging - The Relational Foundation

Person-centered style

Listen - understanding the dilemma(s) and values

OARS are core skills and first to learn

**ENGAGEMENT TRAPS
(OR HOW NOT TO ENGAGE CLIENTS)**

- > *Assessment Trap*
- > *Expert Trap*
- > *Premature Focus Trap*
- > *Labeling Trap*
- > *Blaming Trap*
- > *Chat Trap*

**TIME TO LISTEN -
NONVERBAL REFLECTIVE LISTENING EXERCISE**

Separate into pairs (Speaker and Listener)

Speaker: Tell about a recent pleasant event

Listener: Listens by nonverbal attitudes and facial expressions - no verbal sounds

LISTENING: HYPOTHESIS TESTING

- > For each statement, come up with 3 - 5 alternative hypotheses of what the person means
- > Example Statement - "I am strong."
- > Formation of Reflections: "You mean that..."
 - > You mean... that you work out a lot
 - > You mean... that you need to take a bath
 - > You mean... that your personality is strong
 - > Yes

CORE INTERVIEWING SKILLS - OARS

- > Open Questions
- > Affirming
- > Reflecting
- > Summarizing

Part of the Engagement Process

OARS

➤ **O - Open Questions**

➤ **Questions that require more than a one or two word answer:**

➤ **“Thanks for coming. How can I be of assistance?”**

➤ **“What’s brought you here today?”**

OARS - OPEN QUESTIONS

➤ **Guidelines for Questions**

➤ **Ask fewer questions**

➤ **No more than 3 in a row**

➤ **Ask more open than closed-ended questions**

➤ **Offer 2 reflections for each question**

OARS - AFFIRMATIONS

➤ **A - Affirmations (genuine positive comments on strengths, efforts, positive action, or intentions)**

➤ **“I appreciate how hard it must have been for you to decide to come here. You took a big step!”**

➤ **“I appreciate the effort you are making. I know that this is not always easy.”**

➤ **“Thanks for coming on time today.”**

OARS - Reflections

Basics

- *A statement and not a question*
- *Can be a hypothesis or a guess about what the person means*
- *No penalty for missing - client will guide you*

- *What is the purpose of a Reflection?*

Engagement

OARS - Reflections

- 1. Simple reflections - adds little to the conversation, does not add anything beyond the original intent*

- 2. Complex Reflections - adds meaning or emphasis, makes a guess about what may come next (continuing the paragraph), or summaries*

OARS - Reflections

- *(Purposeful) Reflections show you are listening. You can make a guess about what a person means.*
- *Reflections ≠ questions or*
- *reflections that sound like questions (with a wooop at the end)*



Engagement

OARS - Reflections

Reflections that sound like questions

You're feeling uncomfortable?	You're feeling uncomfortable.
You're angry with your mother?	You're angry with your mother.
You're considering a divorce?	You're considering a divorce.
You would like to be more popular?	You would like to be more popular.

Fix: Take Out the Woop ↗

OARS - Reflections

<i>Levels of Reflection</i>	<i>Content</i>
	<i>Feeling</i>
	<i>Meaning</i>

OARS - Reflections

- *Repeating (same words)*
- *Rephrasing (same content, different words)*
- *Paraphrasing (making a guess about meaning, continuing the paragraph, adds something that was not directly said)*

OARS - Reflections

- *Reflection of feelings ("You feel...")*
- *Deeper meaning ("You feel _____ BECAUSE...")*

OARS - Summaries

- › *S - Summarizing*
 - › *Are Reflections*
 - › *They are affirming, yet may need correcting*
 - › *Have functions:*
 - › *Collecting - interrelated cumulative material*
 - › *Linking - reflect and link from prior conversation*
 - › *Transitional - wrapping up task or session or announcement of moving on to a new topic*

OARS OARS - Summaries

Example

So, being involved with the legal system is something that you want to be done with as soon as possible. You've been in the system for quite some time, and to some extent you have learned how to deal with it even though it's uncomfortable having someone like me keeping track of your life. You also mentioned that you have missed out on some things in your personal life because of being incarcerated/on parole, etc - such as being with family, taking that trip out of state, etc.

What else?

OARS PRACTICE

10 min, then switch

~~I hear you saying...
You are feeling...~~

- > Double up
- > Speaker - Talk about a recent accomplishment that had some difficulty attached to it
- > Listener - Use the OARS
 - > Open-ended questions
 - > Use affirmations along the way
 - > Reflective listening
 - > End with a small summary of what you heard

OARS PRACTICE

10 min, then switch

~~I hear you saying...
You are feeling...~~

- > Listen to the story and have a conversation using OARS
- > OARS is NOT sequential: Questions, Affirmation, etc.
- > Use each of the OARS along the way and as needed
- > Like: a couple of reflections, a question, affirmation, reflections, summary

EXPLORING GOALS AND VALUES

- > Now part of the Engagement process
- > A key to appreciating another's internal frame of reference
- > When you understand what they value, you have the key to their motivation
- > You can convey respect without concurring or approving of that value

OPEN-ENDED VALUES INTERVIEW

➤ Ask questions like:

- Tell me what you care most about in life. What matters most to you?
- How do you hope your life might be different in a few years from now?
- What would you say are the rules you live by? What do you try to live up to?
- You can use the Values Card Sort

1. Engaging - The Relational Foundation
2. Focusing - The Strategic Focus
 - Agenda Setting
 - Finding a focus
 - Information and advice

FOCUSING

- An ongoing process of seeking and maintaining a direction
- Three Sources of Focus
 - The Client
 - I need to find housing.
 - Benefits. How do I get benefits?
 - The Setting
 - Client mandated by referral - Legal issues
 - Clinical Expertise
 - Initial complaint does not become focus, but underlying issue

ADVICE GIVING

Who has the best advice?

GIVING INFORMATION AND ADVICE

When?

When you ask permission... 3 ways

- The person asks for advice
- You ask for permission
- You qualify your advice to emphasize autonomy

Ask - Provide - Ask

For suggestions, offer several, not one

FOCUSING: AGENDA SETTING

- Sometimes agenda is clear. Sometimes not.
- Elicit the client's agenda
 - What would you like to talk about today?
 - What brings you here today?
- Asking permission to discuss your agenda
 - Would it be alright if we also talked a bit about...

DEALING WITH “RESISTANCE”

♦ *Getting to the nitty-gritty*

DISCORD AND SUSTAIN TALK

- ♦ *Sustain Talk is about the target behavior*
 - ♦ *I really don't want to stop using drugs, I'll just keep getting new places to live*
 - ♦ *I am going to continue drinking*
- ♦ *Discord is about your relationship*
 - ♦ *You can't make me quit*
 - ♦ *You don't understand how hard it is for me*

FOUR CATEGORIES OF DISCORD

- ♦ *DEFENDING*: Blaming, minimizing, or justifying
- ♦ *SQUARING OFF*: "You don't care." "Who are you?"
- ♦ *INTERRUPTING*: "You don't understand." "I don't agree." "You talk too much."
- ♦ *DISENGAGEMENT*: Being silent, inattentive, non-responsive or side-tracking

DISCORD CAN HAPPEN DURING ANY STAGE OF THE FOUR FUNDAMENTALS: ENGAGING, FOCUSING, EVOKING, AND PLANNING

DEALING WITH RESISTANCE (DISCORD)

- ◆ *Simple Reflection*
- ◆ *Amplified Reflection*
- ◆ *Double-sided Reflection*
- ◆ *and more*

SIMPLE REFLECTION

Simplest approach is with non-resistance, by repeating client's statement in a neutral form.

C: I don't plan to quit drinking anytime soon.	I: You are not going to quit soon.
--	------------------------------------

AMPLIFIED REFLECTION

Stating client's statement in an more exaggerated form, but without sarcasm.

C: I don't know why my wife is worried about this. I don't drink any more than any of my friends.	I: So your wife is worrying needlessly.
C: I couldn't just give up drinking. What would my friends think?	I: It would be hard to handle your friends' reaction if you quit.

EVOKING
FUNDAMENTAL PROCESS #3
EVOKING WHAT IS UNIQUE?

What is Unique to MI?

- ✓ Intentional, differential evoking and strengthening of change talk
- ✓ Strategic-directive use of client-centered counseling methods (reflection, summary)
- ✓ Sequencing of preparatory change talk (desire, ability, reasons, need) and commitment language

When people are ambivalent, they become more committed to what they hear themselves say

MI IS DIRECTIONAL

MI departs from more general person-centered counseling in being consciously goal-oriented. The counselor listens for, evokes, and reinforces certain kinds of client statements.

CHANGE AND SUSTAIN TALK
 Talking About Change: A Nomenclature for Client Language
 Miller, Moyers, Amrhein & Rollnick, 2006

Change Talk <small>(directed toward a change proposition)</small>		Sustain Talk <small>(directed toward status quo)</small>	Discord				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Preparatory Language:</td> <td style="padding: 2px;">Commitment to Change</td> </tr> <tr> <td style="padding: 2px;">Desire Ability Reason Need</td> <td style="padding: 2px;">Taking Steps Toward Change</td> </tr> </table>	Preparatory Language:	Commitment to Change	Desire Ability Reason Need	Taking Steps Toward Change	Desire for Status Quo Inability to Change Reasons for Status Quo Need for Status Quo Commitment to Status Quo	Interrupting Disagreeing Discounting Minimizing Arguing Off Topic	
Preparatory Language:	Commitment to Change						
Desire Ability Reason Need	Taking Steps Toward Change						

THE FLOW OF CHANGE TALK



PREPARATORY CHANGE TALK

- › Psycholinguist Paul Amrhein
- › Change talk is "too global"
- › Natural language markers of readiness to change includes:
 - › Desire (want, like, wish...)
 - › Ability (can, could ...)
 - › Reasons (if...then)
 - › Need (need, have to, got to...)

DARN

MOBILIZING CHANGE TALK

- **Commitment (or intention)**
- **Activation (or readiness - what they are ready or willing to do)**
- **Taking Steps (what has already been done)**

CAT

RESPONSE TO CHANGE TALK

- Evoke Elaboration
- Affirm
- Reflect
- Summarizing

EARS

FIND THE DARN - CAT

I want to lose weight	Desire
I could probably lose 20 lbs	Ability
I'd have more energy	Reason
I've got to lose some weight	Need
I'm going to lose 20 lbs	Commitment
I've enrolled in a diet plan	Taking Steps

FIND THE DARN - CAT

I've got to stop smoking	Need
I wish I could quit	Desire
I'm stopping starting Monday morning	Commitment
I'd be healthier if I quit	Reason
I think I really could quit	Ability
I've bought a patch	Taking Steps

DARN EXERCISE

Listener #2 Task

1. Give a short summary/reflection of the speaker's motivations for change

- Desire for change
- Ability for change
- Reasons for change
- Need for change

2. Then ask: "So what do you think you will do?"

3. And just listen with interest

20 Minutes then Switch

METHODS FOR EVOKING CHANGE TALK

- Asking Evocative Questions
- Using the Importance Ruler
- Using the Confidence Ruler
- Exploring the Decisional Balance
- Elaborating
- Querying Extremes
- Looking Back
- Looking Forward
- Exploring Goals and Values (now under Engagement)

METHODS FOR EVOKING CHANGE TALK

Asking Evocative Questions

- Use Open-ended questions to explore the client's own perceptions and concerns
- Assume that he/she is feeling ambivalent

Use "Example of Open Questions to Evoke Change Talk" handout

Methods for Evoking Change Talk

Elaborating

Once a reason for a change has been named, you can use elaboration -

- Asking for clarification: In what ways? How much?
- Asking for a specific example
- Asking for a description of the last time this occurred
- Asking "What else?" within the change topic

Methods for Evoking Change Talk

Using the Importance Ruler

IMPORTANCE RULER:

ON A SCALE OF 1-10, WHERE 1 IS NOT AT ALL IMPORTANT AND 10 IS VERY IMPORTANT, HOW IMPORTANT IS IT TO YOU TO CHANGE _____ NOW?

WHAT MAKE YOU CHOOSE (WHATEVER NUMBER THE CLIENT CHOOSES) INSTEAD OF 0?

Methods for Evoking Change Talk

Using the Confidence Ruler

CONFIDENCE RULER:

ON A SCALE OF 1-10, WHERE 1 IS NOT AT ALL CONFIDENT AND 10 IS VERY CONFIDENT, HOW CONFIDENT WOULD YOU BE IF YOU WERE TO CHANGE _____ NOW?

WHAT MADE YOU CHOOSE (WHATEVER NUMBER THE CLIENT CHOOSES) INSTEAD OF 0?

Methods for Evoking Change Talk

Exploring the Decisional Balance

It can be helpful for people to discuss both the positive and negative aspects of the behavior.

Use the Balance Sheet

AMBIVALENCE
THE DILEMMA OF CHANGE
Decisional Balance Sheet ○

Stay the Same		Change	
Benefits	Costs	Benefits	Costs
Helps me relax Enjoy drinking with friends Like the taste Like the buzz	Could lose my family Bad example for my children Damaging my health Spending too much money Might lose my job Wasting my life	Less family conflict More time with children Feel better physically Helps with money problems	I enjoy getting high What to do about my friends How to deal with stress

Methods for Evoking Change Talk

Querying Extremes

When there seems to be little desire to change the present, you can inquire about the extremes -

"Suppose you continue on as you have been, without changing. What do you imagine are the **WORST** things that might happen to you?"
(worst consequences)

"What might be the **BEST** results you could imagine if you make a change?" (best benefits)

Methods for Evoking Change Talk

Looking Back

Sometimes it is helpful to have the client remember times before the problem emerged and compare with the present -

"What were things like before you started using drugs? What were you like back then?"

"What are the differences between the Paul of 2 years ago and the Paul of today?"

Horizontal lines for notes.

Methods for Evoking Change Talk

Looking Forward (1)

This is asking the client to envision the future after a change -

"If you decided to make a change, what do you hope might be different in the future?"

"How would you like things to turn out for you 2 years from now?"

Horizontal lines for notes.

Methods for Evoking Change Talk

Looking Forward (2)

You can also invite the client to look ahead in time and anticipate how things might be if no changes are made -

"Given what has happened so far, what do you expect might be happening 2 years from now if you don't make any changes?"

"Suppose you don't make any changes, but just continue as you have been. What do you think your life would be like 2 years from now?"

Horizontal lines for notes.

Methods for Evoking Change Talk

Exploring Goals and Values

You can ask the client to tell you what things are most important in his/her life. (ORA) It works well with looking forward

The purpose of exploration is to discover ways in which current behavior is inconsistent with or undermines important values/ goals for this person.

Values Card Sort
http://casaa.unm.edu

ENHANCING CONFIDENCE

Confidence in MI is used to describe the extent to which a person feels able to change

A person can strongly desire change (be willing), but perceive that the goal is beyond reach.

ELICITING AND STRENGTHENING CONFIDENCE TALK

Goal is to elicit the person's own ideas, experiences, and perceptions that are consistent with the ability to change.

Open Questions

How might you go about making this change?

What would be a good first step?

What obstacles do you foresee?

ELICITING AND STRENGTHENING CONFIDENCE TALK

Use the Confidence Ruler

Review Past Successes

Tell me how you did it

What obstacles did you face? How did you get around them?

ELICITING AND STRENGTHENING CONFIDENCE TALK

Personal Strengths and Supports

What is there about you, what strong points do you have that could help you succeed in making this change?

When the client identifies a personal strength, ask for elaboration

PLANNING: THE BRIDGE TO CHANGE

RECOGNIZING READINESS

Once a person has reached a point of readiness, there is a certain window of time during which change should be initiated.

How will you know then the window is open?

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RECOGNIZING READINESS

1. Diminished resistance
2. Decreased discussion about the problem
3. Resolve
4. Change talk
5. Questions about change
6. Envisioning
7. Experimenting

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**READINESS TO CHANGE
MEASURE**

Some clients are not ready to change all aspects of their life at once. More often than not, many clients prefer to change some things slowly, and perhaps some parts of life not at all.

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NEGOTIATING A CHANGE PLAN

Setting Goals

Ask the client to consider what consequences might follow from taking this particular course of action. Some questions might be: "So that is your goal. What can you think of that might go wrong with this plan?"

"How would your life be different if you pursued this goal and reached it?"

If the client expresses concern about the goal, revisit it.

NEGOTIATING A CHANGE PLAN

Considering Change Options

Time to brainstorm potential options

"Which of these options may work the best for you?"

Can it be MI without...

<i>Engaging?</i>	<i>No</i>
<i>Focusing?</i>	<i>No</i>
<i>Evoking?</i>	<i>No</i>
<i>Planning?</i>	<i>Yes</i>

Method

So it's MI when..

1. The communication style and spirit involve person-centered, empathic listening (Engage)
AND

2. There is the topic of conversation (Focus)
AND

3. The interviewer is evoking the person's own motivations for change (Evoke)

End of Training

and

A new beginning
