

# Motivational Interviewing for Inclusa

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## Motivational Interviewing: The Basics

MI is a client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.



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## Assumptions of Motivational Interviewing

- Ambivalence is normal **and** an obstacle.
- Ambivalence can be resolved.
- Collaborative partnership—each has expertise.
- An empathic, supportive, yet directive, counseling style facilitates change.
- Direct argument/aggressive confrontation may **increase** defensiveness, **reduce** likelihood of change.



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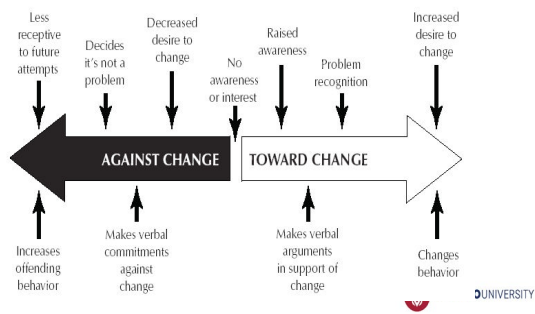
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## Ambivalence:

FIGURE 1.



## Wanting Something AND Not Wanting It.

- Sustain Talk ("Status Quo")
- "Righting Reflex" causes person to take up status quo if the therapist pushes change talk.
- Not "Denial" or "Resistance"
- People learn about who they are by listening to themselves and interacting with others.

## MI: Foundations

- Collaboration - Partnerships
  - Evocation – Listening & Eliciting
  - Autonomy – The ability to chose
- It is the counselors responsibility to respect the clients ability to choose.
- Natural change and therapeutic change is very similar!

## Engagement is Foundational to MI

- Therapy will not progress without engagement.
- Results in Working Alliance
  - Trust and mutual respect
  - Agreement on goals
  - Collaboration
- Common Factors



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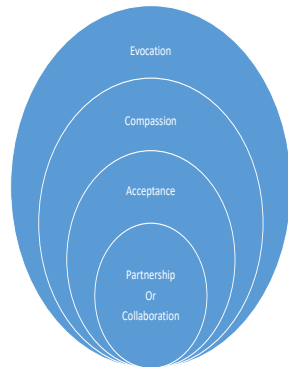
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## Spirit of Motivational Interviewing:



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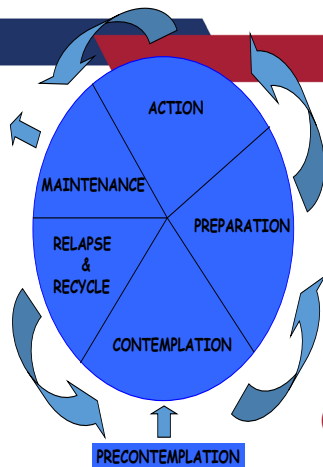
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STAGES  
OF  
CHANGE



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## Affirmations.

Directly affirming and supporting the individual during the change process is another way of building rapport and reinforcing open exploration.

- Compliments
- Statements of appreciation
- Statements of understanding
- Positive characteristics (strengths)



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## Reflective Listening:

A reflection seeks to summarize what the person means; it makes a guess

Simply acknowledge it by reflecting it back

A useful reflection is a statement, not a question

Levels of reflection

Repeat - Direct restatement of what the person said

Rephrase - Saying the same thing in slightly different words

Paraphrase - Making a guess about meaning; continuing the paragraph; usually adds something that was not said directly



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## Types of Empathic Reflections

- Simple/Repeating - Reflect what is said – Add nothing
- Complex – Slightly alter – Adds meaning or emphasis
- Amplified - Add intensity to idea/values (Overstate)
- Double Sided - Reflect ambivalence
- Metaphor - Create a picture
- Shifting Focus - Change the focus
- Reframing - Offer *new* meaning
- Emphasize personal choice
- Siding with the negative (paradoxical)



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## Summarizing:

- Shows in a powerful way that you have been listening carefully and remembering
- Draws together the pieces of the picture and allows identification of missing pieces
- HINT: follow a summary by asking “what else?”
- Allows re-emphasizing important aspects of what the patient has said (change talk)
- Frees you to change direction



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## Informing and Advising:

- MI is, in part, a directive form of intervention. MI therapist, when they direct, do so in prescribed ways and it really is last resort.
- MI Therapist ask permission.
- Advice is given only after evocation and full understanding of the client.
- Elicit-Provide-Elicit pattern (coming in Ch. 11!)



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## MICRO-SKILLS(OARS) - always the answer to the question “What Do I Do When?”

- **O**pen Ended Questions
- **A**ffirm The Person
- **R**eflect What the Person Says
- **S**ummarize Perspectives on Change



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## Ten Strategies for Evoking Change Talk

1. Evocative Questions  
Ask open questions, the answer to which is change talk.
2. Explore Decisional Balance  
Ask first for the good things about status quo, then ask for the not-so-good things.
3. Ask for Elaboration  
When a change talk theme emerges, ask for more detail. In what ways?
4. Ask for Examples  
When a change talk theme emerges, ask for specific examples. When was the last time that happened? Give me an example. What else?



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## Ten Strategies for Evoking Change Talk

5. Look Back  
Ask about a time before the current concern emerged. How were things better, different?
6. Look Forward  
Ask what may happen if things continue as they are (status quo). Try the miracle question: If you were 100% successful in making the changes you want, what would be different? How would you like your life to be five years from now?
7. Query Extremes  
What are the worst things that might happen if you don't make this change? What are the best things that might happen if you do make this change?



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## Ten Strategies for Evoking Change Talk

9. Explore Goals and Values  
Ask what the person's guiding values are. What do they want in life? Using a values card sort can be helpful here. If there is a "problem" behavior, ask how that behavior fits in with the person's goals or values. Does it help realize a goal or value, interfere with it, or is it irrelevant?
10. Come Alongside  
Explicitly side with the negative (status quo) side of ambivalence. Perhaps \_ is so important to you that you won't give it up, no matter what the cost.



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## Importance and Confidence Rulers

How important is it to you to .....?  
0...1...2...3...4...5...6...7...8...9...10  
Not at all Extremely

And why are you at \_\_\_\_ and not zero? (The answer is change talk)

How confident are you that you could.....?  
0...1...2...3...4...5...6...7...8...9...10  
Not at all Extremely

And why are you at \_\_\_\_ and not zero? (The answer is ability talk)



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## Recognizing Readiness

- Diminished sustain talk
- Decreased discussion about the problem
- Resolve
- Change talk
- Questions about change
- Envisioning
- Experimenting



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## Should We Move On? ASK!!

- Recap(itulation)- a form of collecting summary with the change talk evoked so far.
- Key Question – after recap:
  - “So what’s next?”
  - “Where would you like to go with all of this?”
  - NOT asking for commitment – this comes later. We’re evoking a conclusion.
- “Pregnant Pause” – Uses a silence that says “and so?”



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### When Several Clear Options

- Itemize Options.
- Pros and Cons of each option.
  - USE OARS!!
- Elicit client beliefs about the likelihood of success for each plan option.
- Summarize chosen plan.
- Troubleshoot



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### Supporting Change:

- Affirmations
- Skill building
  - Evoke and teach skills that address deficits.
  - What general skills are necessary?
    - Class Discussion.
- Validate Effort and persistence NOT Outcome.
- Cheerlead!!!!
- Continue: Empathy, Unconditional Warmth, Genuineness/
- Avoid switch to being Directive...continue Guiding.



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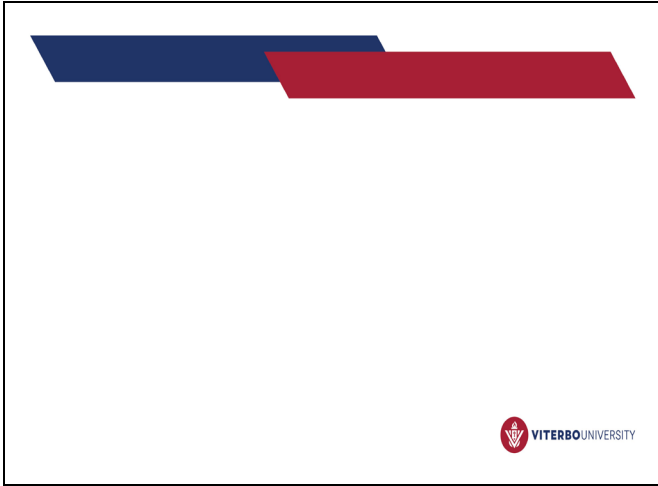
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