



MOTIVATIONAL INTERVIEWING: APPLYING THE BASICS

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Philipp.Santiago@FraserHealth.ca

Clinical Lead, Occupational Therapy, Mental Health &
Substance Use

Rehabilitation & Recovery Services, Fraser Health

Land Acknowledgement

I am so grateful to engage in my daily pursuits on the occupied, traditional homelands of the Coast Salish and Nlaka'pamux nations. As only a guest, I pledge to be mindful of my carbon footprint here, and how I can reduce its impact on this beautiful land. *#itstartswithme*



Skill Acknowledgement

- MI may not be completely new to this group of highly skilled clinicians ;)
- Chance to validate and practice the MI skills you already use, and have an anchor for collaborating with your team



Learning Intentions

- 1. Understand the basic principles of Motivational Interviewing**
 - a. Motivational Interviewing (MI) Definition
 - b. The Spirit of MI: Compassion, Acceptance, Partnership, Evocation (CAPE)

- 2. Become familiar with core skills and strategies used in MI**
 - a. SKILLS: OARS (Open-Ended Questions, Affirmations, Reflections, Summaries)
 - b. SKILLS: Ask-Tell-Ask (Giving Info/Advice)
 - c. STRATEGIES: Recognizing Change Talk and Sustain Talk
 - d. STRATEGIES: Responding to Change Talk and Sustain Talk

Learning Intentions

3. **Discuss ways to implement use of MI into dialogue with clients**
 - a. Common Concerns in Practice
 - b. General Application to United Way Intake Processes

4. **Discuss ways to promote a team approach to using MI**
 - a. General Recommendations
 - b. Brainstorming



About Me

- completed MI Train-the-Trainer Program via **CCMI (Centre for Collaboration Motivation & Innovation)** in March 2019, over ~ 7 months
- not an expert!
- I LOVE ice cream sandwiches



Imagine...

... when working with a client who has **ambivalence** about something that has potential for positive change in their lives, you yourself having...

- a sense of confidence in supporting them move toward positive change, based on a set of skills that are:
 - evidence-informed
 - client-centred
 - trauma-informed
- your team on the “same page”, (i.e. same skills/language), and supportive of each other with learning and implementing these skills with the clients you serve and support...



(EVOCAATION)

1a. Motivational Interviewing (MI) Definition



- A **collaborative** conversation style to strengthen a person's own **motivation** and **commitment** to change.

A Range of Styles

Directing  Guiding  Following



Teach
Assess
Prescribe
Lead



Draw Out
Encourage
Motivate
MI



Listen
Understand
Go Along With

1b. The Spirit of MI: CAPE

Compassion: Feeling moved to help and take action

Acceptance: Reserving judgment, (especially around ambivalence), respecting autonomy

Partnership: “Collaborating with”, and avoiding “fixing for”!

Evocation: Being curious, avoiding fact-finding, and making connections to personal values



2a. MI Skills: OARS

4 Main MI Communication Skills:

- Open-ended (and evocative Close-ended) questions
- Affirmations
- Reflections (simple and complex)
- Summaries



2a. MI Skills: Open-ended Questions

- **Open-ended Questions**

- are not answered by yes/no, or by one word
- promote reflection and elaboration
- E.g. “What brings you here today?”, “What more can you tell me about...”

- **Evocative Close-ended Questions**

- are poignant enough that they hardly garner only a yes/no reply
- E. g. “Is there anything you’d like to do for your health in the next week or two?”



2a. MI Skills: Affirmations

- acknowledge personal strengths/values that client have **not** mentioned explicitly
- help build rapport
- support client confidence for positive change
- E.g. “You value connection”



2a. MI Skills: Reflections

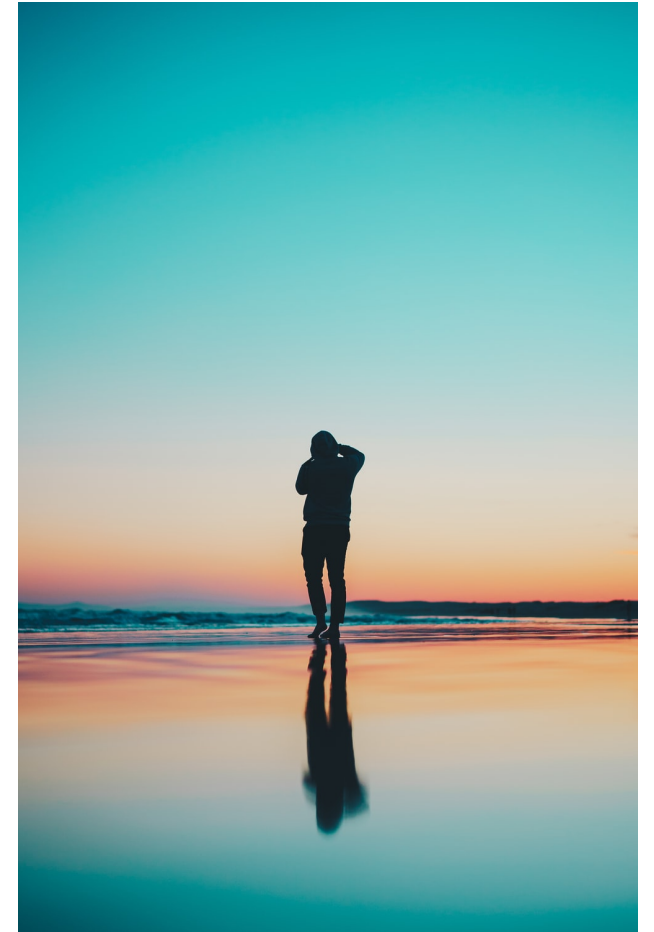
- demonstrate comprehension of what is being said
- are instrumental in learning about the person
- are a key skill of MI
- 2 main types of reflections:
 - Simple
 - Complex
 - Guess of emotion/meaning
 - Double-sided
 - Finish the story



Miller W, Rollnick S. *Motivational Interviewing: Helping people change*. 3rd ed. New York: Guilford Press; 2012.

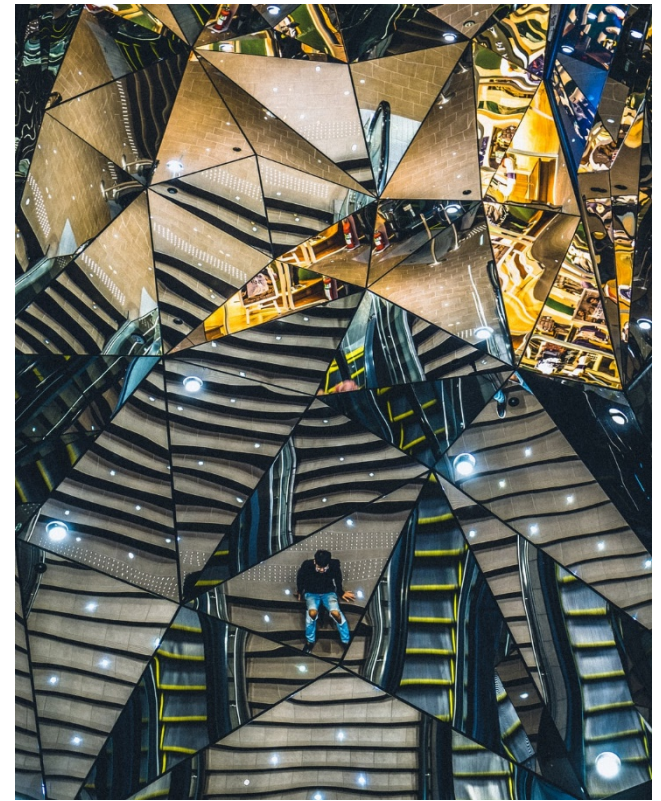
2a. MI Skills: Reflections (Simple)

- stay true to the client's own words; (repeat or rephrase)
- should be used less often than *complex reflections*
- shouldn't be stated with a rise in voice pitch (to avoid being misinterpreted as a question)!
- E.g.
 - Client: "I'm really stressed about this."
 - Guide: "You're really stressed about this."



2a. MI Skills: Reflections (Complex)

- allow guide to interpret and guess the deeper meaning of what's being communicated
- keep the conversation moving forward
- E.g.:
 - Client: “I’m really stressed about this.”
 - Guide: “You have so much on your mind that the stress is building up and you’re feeling super anxious.”



2a. MI Skills: Reflections (Complex)

3 options for forming Complex Reflections:

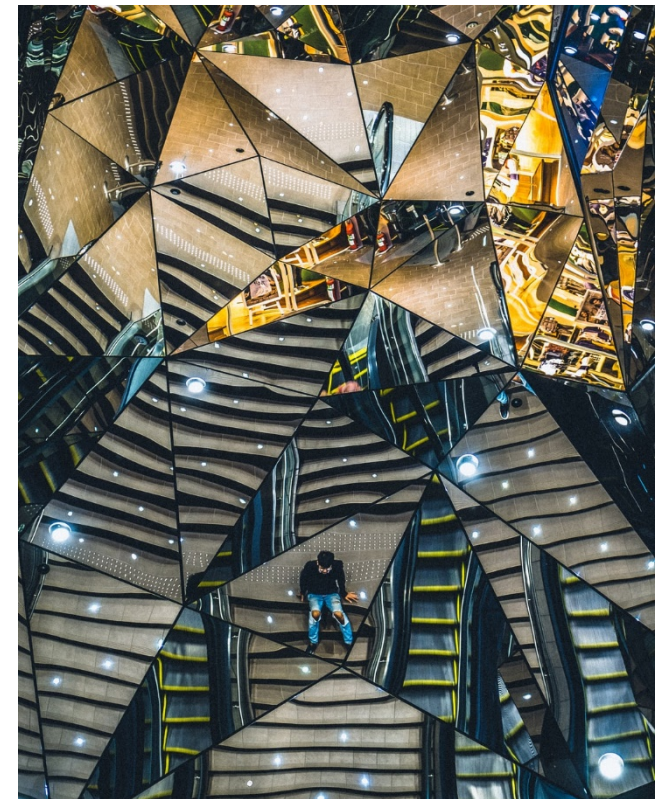
1. Make a guess about a feeling they've expressed or the meaning of their statement

OR

2. Present both sides of the dilemma

OR

3. Paraphrase and guess the next part of their story



Miller W, Rollnick S. *Motivational Interviewing: Helping people change*. 3rd ed. New York: Guilford Press; 2012.

2a. MI Skills: Reflections (Complex – Guess Emotion/Meaning)

If someone says “I wish I were more active” do they mean:

- I’m not happy with my body
- I’m afraid of not being able to move more and more
- I should take better care of myself so I can care for my partner
- I know what I should do, but I don’t know how
- Being active used to make me feel so good, and I don’t know how or why I stopped



2a. MI Skills: Reflections (Complex – Double-sided)

Sustain talk first *and* change talk second!

Sustain Talk: “It’s hard to say no to junk food...”

Change Talk: “...and (not but!) you want to do the right thing for your health.”



2a. MI Skills: Reflections (Complex – Paraphrase & Continue the Story)

[Simple reflection] + [your guess of what might be the next part of the story.]

E.g.:

Client: “I don’t know if this program is for me.”

Guide: “You feel that this program isn’t for you right now. You feel that it is all too much too soon, and though you see the benefits, you don’t see how this is something you can realistically do.”



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2a. MI Skills: Summaries

- are extended reflections that combine a select few! statements together in a meaningful way, and end with an evocative question
- show your in-depth understanding and ongoing attempts to understand
- can also include affirmations
- move conversation forward by focusing on some key points/themes



2a. MI Skills: Summaries

- E.g.: “You feel this program isn’t for you at this time. You feel it’s too much too soon, and unrealistic. You feel you don’t have much time left in your life to make a big change for yourself, and at the same time, you see the benefits. What would it take for you to feel you can move forward?”



2a. MI Skills: OARS Review

- **O**pen-ended (and evocative Close-ended) questions
- **A**ffirmations
- **R**eflections (simple and complex)
- **S**ummaries

Try to at least match ratio of questions to reflections!



2b. MI Skills: Ask-Tell-Ask (Giving Info/Advice)

OVERVIEW:

ASK permission to give info/advice **OR** what they already know/want to know

TELL limited amount of info in clear language

ASK what they think of what you said **OR** what they understood from what you said (via Teach Back)



Step	Options and Tips
<p style="text-align: center;">ASK #1</p> <p style="text-align: center;">for</p> <p>1) permission</p> <p style="text-align: center;">OR</p> <p>2) what they know/want to know</p>	<p>Option 1: Permission to give info/advice:</p> <ul style="list-style-type: none"> • “Is it ok if we talk about . . . ?” • “Would you like to know more about. . .?” <p style="text-align: center;">OR</p> <p>Option 2: What they already know/want to know:</p> <ul style="list-style-type: none"> • “What do you know about our program?” • “There are many topics we could discuss – what is your mind?” • “What information can I help you with?” • “You already know a lot about . . . , but are there any questions you still have?”

Step	Options and Tips
<p style="text-align: center;">TELL info respectfully, clearly, and in small chunks</p>	<ol style="list-style-type: none"> 1. Make sure the info fits the person and is focused on the present. <ul style="list-style-type: none"> • “You said that . . . is on your mind right now.” 2. Give the info in a neutral way. The purpose is to give info, not change their minds/persuade right away. <ul style="list-style-type: none"> • “Sometimes people in this situation. . .” • “Let’s look at the (questionnaire/survey/screening) results together. . .” 3. Focus on one or two key messages. <ul style="list-style-type: none"> • “There are two things to think about right now . . .” 4. Use plain language. 5. Use pictures/handouts when helpful. 6. Emphasize choice by avoiding words like “can’t,” “must,” or “have to.” <ul style="list-style-type: none"> • “There are three choices about where to go from here...”

Step	Options and Tips
<p style="text-align: center;">ASK #2</p> <p style="text-align: center;">1) what they thought</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">2) use teach-back to ensure understanding</p>	<p>Option 1: What they thought:</p> <ul style="list-style-type: none"> • “What do you think about that?” • “What does this all means to you?” • “How do you think we might best proceed?” <p style="text-align: center;">OR</p> <p>Option 2: Use teach-back to make sure there is understanding:</p> <ul style="list-style-type: none"> • “I want to make sure I did a good job explaining. Could you say it back to me so I know I was clear?” • “If someone asked you what we talked about today, what would you tell them?” • “Can you show me how you are going to (use this equipment/complete this form/....) so I know that I explained it well?”

Miller W, Rollnick S. *Motivational Interviewing: Helping people change*. 3rd ed. New York: Guilford Press; 2012.

2b. MI Skills: Ask-Tell-Ask (Special Cases)

For “must discuss” topics (e.g. rules, professional duties, safety), set healthy boundaries and expectations, in a client-centred way:

- ASK: “What do you already know about the Participant Responsibilities of this program?”
- TELL: “ The first 3 responsibilities are:
 1. Treat staff and volunteers with dignity and respect. Failure to do so will result in the termination of services;
 2. Provide necessary information promptly, accurately and in good faith;
 3. Ask questions to clarify anything you do not understand.”
- ASK: “To make sure that I did a good job at explaining these responsibilities, would you be okay to repeat those back to me, please?” (TEACH-BACK)



2b. MI Skills: Ask-Tell-Ask (Special Cases)

If they ask you to tell them what to do:

1. Highlight choice

- “You’re in charge, but I can share my experience of what others have done in a similar situation...”

OR

2. Offer a menu of options (Behavioral Menu, a special type of Ask-Tell-Ask)

- “May I share some ideas that may work for you?”
- “You can try... or maybe you’ve now come up with your own idea.”
- “Would any of these ideas work?”



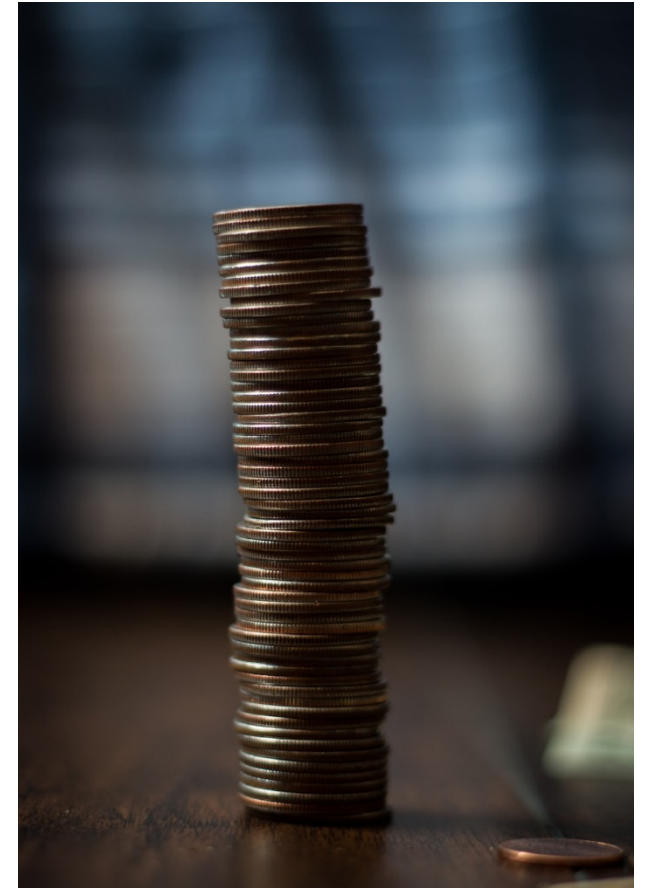
2c. MI Strategies: Recognize Change Talk and Sustain Talk

Change Talk: Speech that favours movement toward positive change.

Sustain Talk: Speech that favours things staying the same or moves away from positive change.

They are like two sides of the same coin!

E.g.: “I would really like to get out in the community, but it’s very hard to do with my low mood and joint pain.”



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2c. MI Strategies: Recognize Change Talk and Sustain Talk

**Sustain
Talk**

**Neutral
Talk**

**Change
Talk**

Moves away
from change



Moves toward
change

2d. MI Strategies: Responding to Change Talk and Sustain Talk

- Don't ignore Sustain Talk, but don't over-emphasize Sustain Talk
- Transition to Change Talk
- Use OARS!



2d. MI Strategies: Responding to Change Talk and Sustain Talk

Use OARS to evoke Change Talk

- Open-ended and evocative close-ended questions
- Affirmations
- Reflections
- Summaries

Deepen the Change Talk

- Explore reasons
- Affirm strengths and values
- When Change Talk is strong, explore making a plan for moving forward
- Don't rush to a plan



3a. Implementing MI: Common Concerns (Mandatory Assessments)

The **MI Sandwich:**

Open-ended Question: *“I have many questions I need to ask you today, but before that, what would you like us to review?”*

Transition to Mandatory Assessment:

“Let’s get those questions I need to ask you out of the way...”

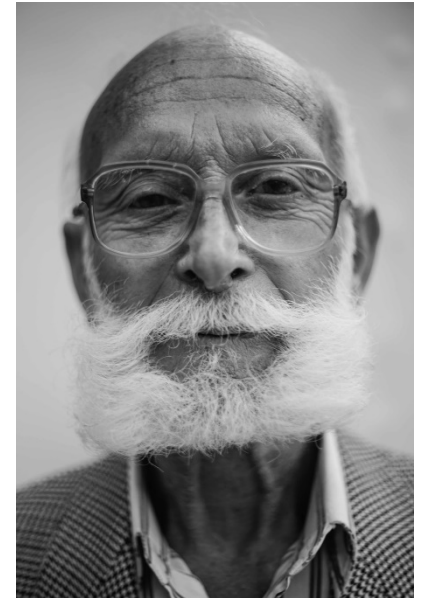
Open-ended Question: *“Thank you for your responses with these questions I needed to ask you today. What, if anything, would you like to review?”*



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3a. Implementing MI: Common Concerns (Handling Sustain Talk)

- **Reasons for change:** “What are the 3 best reasons for you to make a change?”
- **Change in the abstract:** “If you were to decide to make a change, what would you have to do to make it happen?”
- **Miracle Question:** “If a miracle allowed this change to happen, what would it be like? How would you feel? What would be different?”
- **Not ready for change:** “What might need to be different before you make this change?”
- **Ask for more detail:** “Why would you want to make this change?”



3a. Implementing MI: Common Concerns (Handling Sustain Talk)

- **Ask for an example:** “When you were successful in the past, what was that like?”
- **Looking back/looking forward:** “Looking back, how would you describe the challenges created by your current situation? Looking forward, what would it be like if you made the change?”
- **Query extremes:** “Suppose you decide not to change. What is the WORST thing that could happen? What is the BEST thing that could happen?”
- **Use change rulers:** “On a scale from 0-10, how important is it for you to make this change? Why a ___ and not a 0? What would it take to increase it to a ___? What do you think you might do to increase the importance?”
- **Explore goals and values:** “Where would you like to be 3 years from now?” “What really matters about who you are, in relationship to this potential change?”

3b. General Application to United Way Intake Processes (Part 1)



- Consider using the MI Sandwich!
 - **Open-ended Question:** The intake for our programs is robust, and this is because... (quickly reference key points from *Participation Agreement*). I have a series of intake questions I need to ask you today, but before that, what would you like us to make sure we discuss before the end of our session?
 - **Transition to Mandatory Assessment:** Let's get those intake questions out of the way...
 - **Open-ended Question:** Thank you for answering all these intake questions – what questions, if any, do you have for me? (Then address the topics they've raised.)
- Given nature of intake process content and the service programs, can use **OARS** throughout conversation

3b. General Application to United Way Intake Processes (Part 1)

- To be client-centred, be clear as to why info is collected
 - E.g. “Health & Safety Considerations” emphasize the importance for their safety, and staff safety
- Reiterate that clients can answer what they’re comfortable with, per “Risks and Discomforts” statement from Participation Agreement
- Normalize intake questions as standard for all – not just them (they’re not singled out)
- Can mention typical time to do, and can take breaks as needed



3b. General Application to United Way Intake Processes (Part 2)



- Use **MI Sandwich** to address this standard process of intake (Right away, ask what they'd like to address in the session, transition to the intake questions, ask what they'd like to review from the intake questions, then address the additional topics they've raised, if any)
- Given potentially sensitive nature, use **OARS** as needed
 - e.g. caregivers: ER visits, hours spent actively caregiving, rating of caregiver's overall health, feelings of sadness, depression, hopelessness, angry or guilt
 - e.g. clients: need for support, challenges they'd like to share, ER visits, activity tolerance

3b. General Application to United Way Intake Processes (Part 2)

- Get a sense of degree of ambivalence re: program participation – (i.e. *Change Talk vs. Sustain Talk*), and use **OARS** to support (e.g. validate their experience using reflections, affirm their skills that they may not appreciate/explicitly state, summarize how everything they're telling you can open up possibility for positive life change)



3b. General Application to United Way Intake Processes (Part 3)

- Use **MI Sandwich** to address this standard process of intake (Ask what they'd like to address in the session right away, transition to intake questions, then ask what they'd like to review from the intake questions)
- Given that Part 3 is done at intake, 6 months and 12 months, there is room both to validate and “fan” the *Change Talk*, and appreciate the *Sustain Talk*, and see if the ambivalence can be addressed in a supportive way, without being too pushy!!!



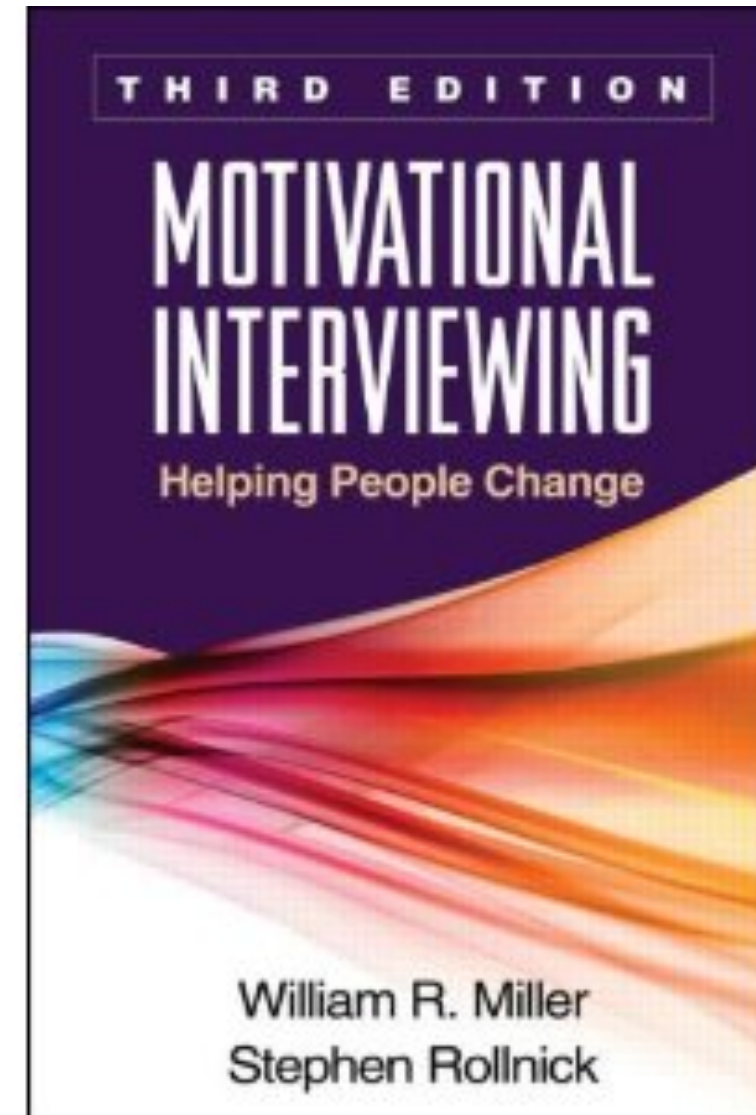
3b. General Application to United Way Intake Processes (Part 3)



- Use **OARS** as needed, especially with questions that can be more evocative (e.g. “How would you rate your quality of life?” can be followed up with “Why is your rating ‘X’ and how can we support you in this program to get to a 5?”)
- Based on timing, you may want to leave room for deeper conversation after all the questions are asked, or if there is enough time, to do so in the moment

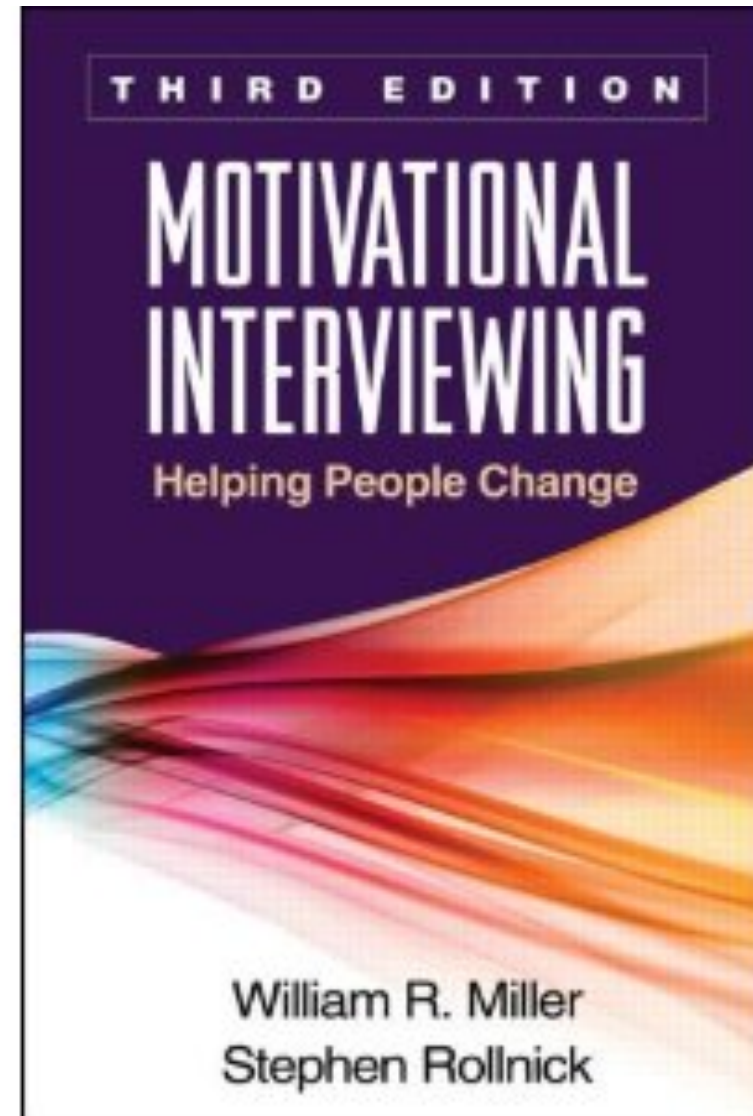
4a. Promoting a Team Approach to MI (General Recommendations)

- Feedback and Practice
- Miller and Rollnick, *Motivational Interviewing, Helping People Change*, Guilford Press, 2012.
- Further Training (e.g. Centre for Collaboration Motivation & Innovation (CCMI); Change Talk Associates)



4b. Promoting a Team Approach to MI (Brainstorming)

- What team processes are in place currently that would support MI adoption and use?
- Where is there potential for more support with MI adoption and use among the team?



Thank You! Questions?

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Clinical Lead, Occupational Therapy, Mental Health & Substance Use – Rehabilitation & Recovery Services, Fraser Health

