

# Motivational Interviewing

## *A Brief Introduction*

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“Confidence in Motivating Change”

### **Listen with:**

- Presence—undivided attention
- Eyes, ears, and heart—use all of your senses
- Acceptance & non-judgment
- Curiosity
- Delight
- No interruptions
- Silence
- Encouragers (e.g., mm-hmm, I see, go on, oh, really, right, no way, what else, wow, tell me more)
- **Reflection**
- Summary

# What is Motivational Interviewing?

Motivational interviewing (MI) is a client-centered, guiding method of communication & counseling to elicit and strengthen motivation for change

*(“The Prep-step Before Action”)*

**Dancing** vs. Wrestling

**Tapping** vs. *Pulling*

**Consulting** vs. *Instructing*

**Eliciting** vs. *Imparting*

**Guiding** vs. *Directing*

## Primary Goals:

- Minimize resistance
- Elicit change talk
- Explore and resolve ambivalence
- Nurture hope and confidence

**Primary Belief (Michelangelo Belief):** *The capacity and potential for change and adherence is within every patient!*

*“People possess substantial personal expertise and wisdom regarding themselves, and tend to develop in a positive direction, given the proper conditions and support...”*

- Miller & Moyers, ‘06

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# Style & Spirit

- **Empathic:** seeking to understand things from the client's perspective
- **Warm & friendly**
- **Collaborative:** sharing power and control; working together in partnership; pursuing common goals; dancing rather than wrestling; joint decision-making
- **Accepting/Non-judgmental**

**The paradox of change:** when a person feels accepted for who they are and what they do—no matter how unhealthy—it allows them the freedom to consider change rather than needing to defend against it.

- **Respectful:** asks permission before raising a topic, addressing concerns, offering advice, or providing education
- **Positive and hopeful:** confident in the human spirit to grow and change in positive directions
- **Individualized:** tailors intervention approach to match a client's own situation and readiness of change
- **Eliciting:** Encourages the client to do most of the talking

## EVOKING versus IMPARTING

- **Honoring of autonomy:** respects the client's freedom of , choice, personal control, perspective, and ability to make decisions

# Resistance Producing Style

- *Confronting*
- *Persuading*
- *Nagging*
- *Interrupting*
- *Ordering*
- *Judging*
- *Showing the way*
- *Taking charge*
- *Directing*
- *Talking down to*
- *Pulling the stroke*
- *Exerting authority*
- *Pressuring*
- *Criticizing*
- *Scaring*
- *Rescuing*
- *Shaming*
- *Scolding*

## Resistance Traps:

- The question-answer trap
- The taking sides trap
- The expert trap
- The scare tactics trap
- The cheerleading trap
- The pouncing trap
- The information overload trap
- **The premature action planning trap**

### **Tame the “righting reflex”**

The need to...

- Fix things
- Set someone right
- Get someone to face up to reality

# Theoretical Perspectives

## *FRAMES*

*(Miller and Sanchez, 1994)*

**Feedback.** Provide clients with personal feedback regarding their individual status and where they stand in relationship to the norms and standards.

**Responsibility.** Emphasize the client's freedom of choice and personal responsibility for their choices.

**Advice.** Provide clear recommendations in a supportive, non-threatening manner.

**Menu.** Provide options for patients to choose from.

**Empathy.** Express empathy; accurate reflective listening, warm and genuine manner, non-judgmental approach.

**Self-efficacy.** Reinforcing the client's sense of self-efficacy regarding their ability to make changes, or modify behavior.

## **Stages of Change**

*(Prochaska and DiClemente, 1986, 1992)*

**Precontemplation** is the state in which people are not considering changing or initiating a behavior. They may be unaware that a problem exists.

**Contemplation** is the stage characterized by ambivalence about changing or initiating a behavior

**Preparation** is the stage characterized by reduced ambivalence and exploration of options for change.

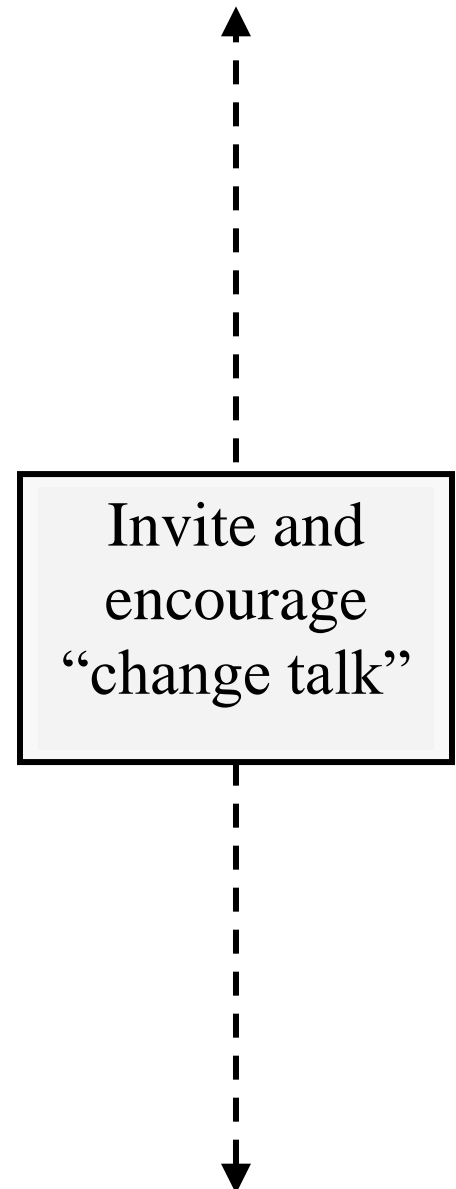
**Action** is the stage characterized by the taking of action in order to achieve change.

**Maintenance** is the stage characterized by seeking to integrate and maintain a behavior that has been successfully changed or initiated.

**Relapse** is the stage characterized by a recurrence of the undesired behavior or elimination of a desired behavior.

# Conversation Flow

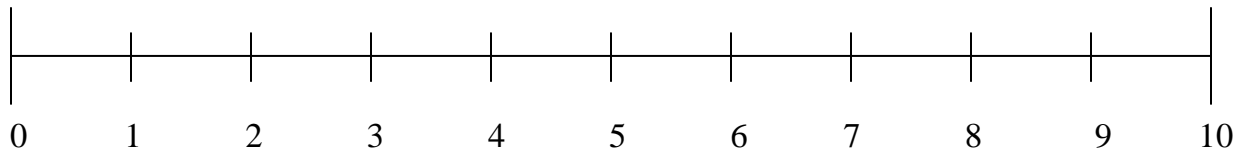
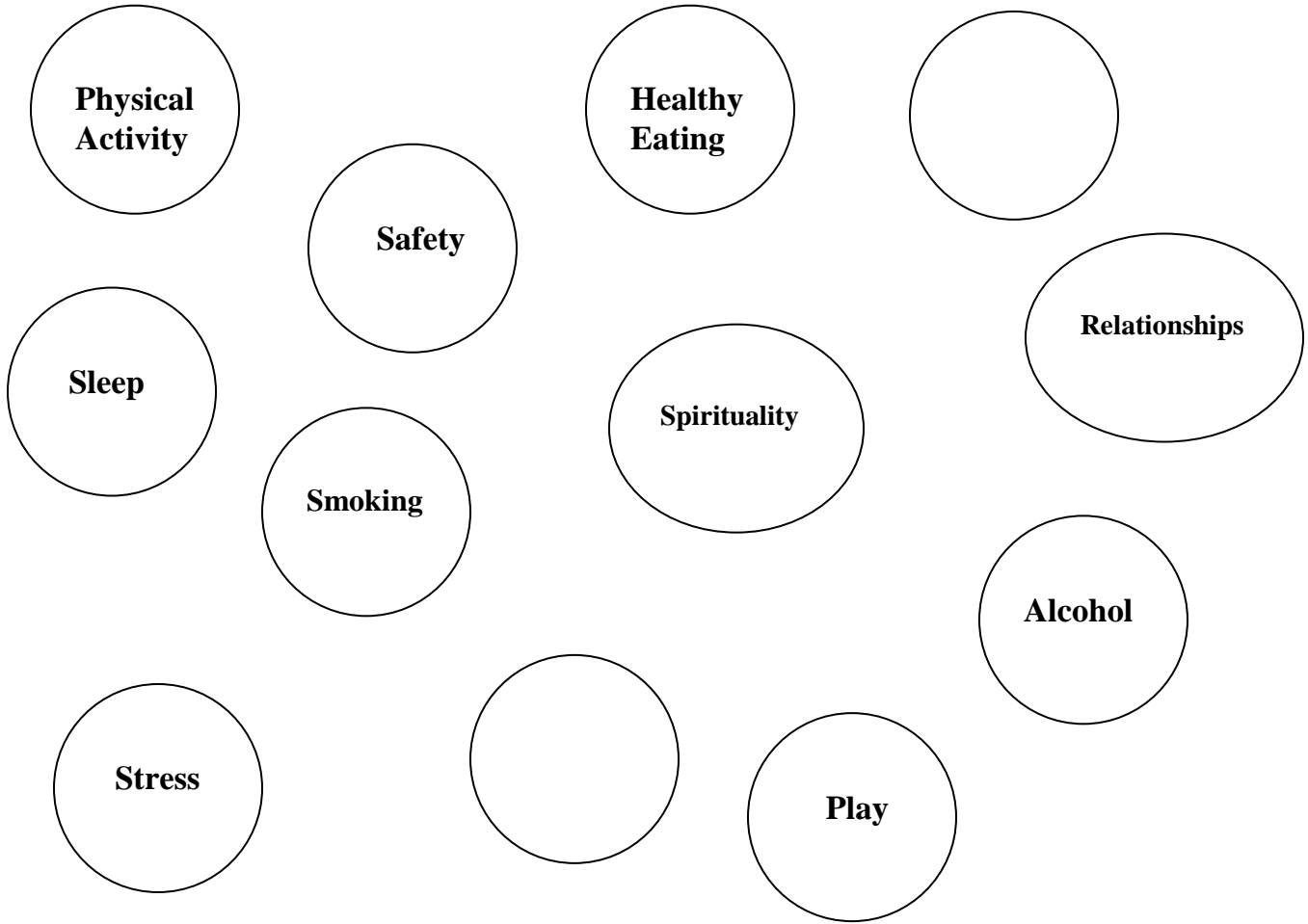
1. Open the conversation
  - Name
  - Role
  - Time
  - Ask permission
2. Ask open-ended questions
  - Invites client to do most of the talking
  - Focus on strengths & successes
3. Negotiate the agenda
  - Supports autonomy and choice
  - Facilitates conversation
  - Less is more!
4. Assess readiness to change
  - Supports tailoring
  - Invites “change talk”
5. Explore ambivalence
  - Most common stage of change
  - Needs to be addressed for sustained change
  - Invites “change talk”
6. Ask about “next step”
  - Assesses impact of conversation
  - Perspective often shifts in the process!
7. Close the conversation
  - Show appreciation
  - If appropriate, offer recommendation(s)
  - Voice Confidence



*Ask*

*Listen*

*Summarize*



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*Next Step:*



# O.A.R.S

- ❖ Asks mostly **open-ended** versus close-ended questions

Strength-Based Question:

Disarming Question:

- ❖ **Affirms** the client by saying things that are positive or complimentary, focusing on strengths, abilities or efforts

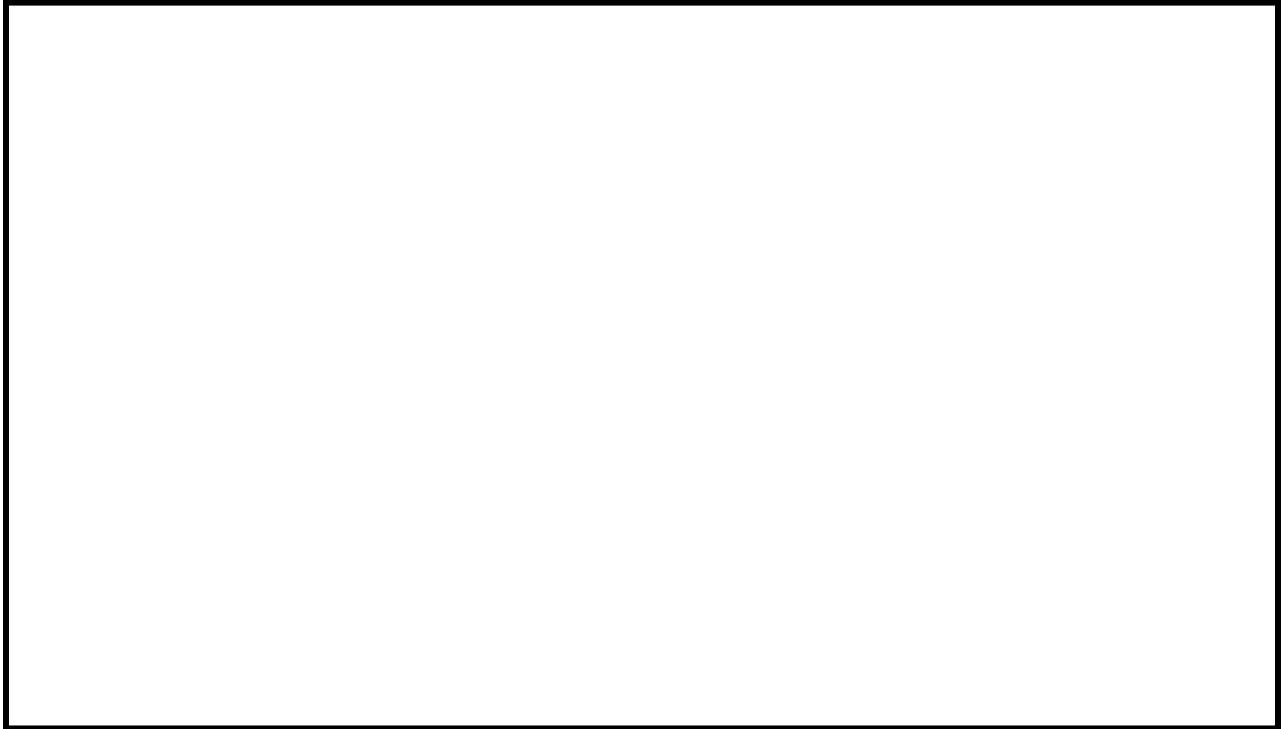
- ❖ **Reflective Listening**

- Listens carefully, without judgment and interruption
- Allows for silence
- Effectively uses “encourages” to invite client dialogue
- Reflect, Reflect, Reflect

- ❖ Provides appropriate **summaries**

- ❖ **Non-verbal Body Language**

- Establishes—and maintains—eye contact
- Facial expression is pleasant, open
- Body posture is open, forward
- Voice tone is warm, pleasant
- Rate of speech is not too slow or too fast
- Spatial proximity is not too close or too distant



## **Motivation is:**

- Fundamental to change!
- A dynamic and fluctuating state
- Particularly sensitive to interpersonal interactions with influential others, especially helping professionals and peers!
- Strongly influenced by the **interpersonal “style”** of helping professionals!

# Change Talk

*People are generally better persuaded by the reasons which they have themselves discovered, than by those which have come into the mind of others.*

- Pascal's Pensees (17<sup>th</sup> Century)

## Change talk:

- Represents movement towards change!
- High influenced by counseling style!
- A primary vehicle for resolving ambivalence and promoting behavior change!

## General categories:

### Preparatory Change Talk

**Desire:** *I want to...*

**Ability:** *I can*

**Reasons:** *There are good reasons to...*

**Need:** *I really need to...*

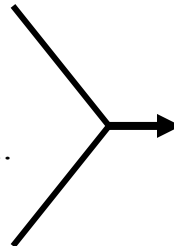
### Activating Change Talk

#### Commitment

*I'm going to... I intend to*

*I will... I plan to...*

#### Taking Steps



***When you hear change talk, don't just stand there!***

- Reflect
- Reinforce
- Ask for more
- Affirm

# Build & Strengthen Motivation #1

## 1. Open the conversation

- Warm, friendly greeting (smile!)
- Name
- Role
- Time
- Agenda
- Seek permission

## 2. Ask open-ended question(s)

- *What concerns, if any, do you have about \_\_\_\_\_?*
- *If you made a change in this part of your life, how might it benefit you?*

## 3. Summarize

## 4. Ask about the next step

- *What's next?*

## 5. Close the conversation

- Show Appreciation
- Voice Confidence

*I'm confident that if you decide to make a change in this part of your life, you'll find a way to do it!*

# Build & Strengthen Motivation #2

## 1. Open the conversation

- Warm, friendly greeting (smile!)
- Name
- Role
- Time
- Agenda
- Seek permission

## 2. Negotiate the Agenda

- Show circle chart
- Read what's in each circle: *“In the circles are some topics we might talk about today. They include...”*
- Elicit choice: *“Which of these might you want to talk about today? Or is there something else?”*
- Encourage elaboration: *“How come you picked \_\_?”*
- Build motivation: *“If you were to make a change in this part of your life, how might that be a good thing?”*

## 3. Assess Commitment

- Ask: *“What's next?”*

## 4. Close the Conversation

- Show Appreciation
- Voice Confidence: *I'm confident that if you decide to make a change in this part of your life, you'll find a way to do it!*

# Offer Advice

**a. Ask permission:**

*“If you’re interested, I have a recommendation (an idea) for you to consider. Would you like to hear it?”*

**b. Offer advice:**

*“Based on my experience, I would encourage you to consider \_\_\_\_\_.”*

**c. Emphasize choice:**

*“And, I recognize that it’s your choice to do so.”*

**d. Elicit response:**

*“What do you think about my recommendation (my idea)?”*

# Key Principles

**Control and choice:** People are more motivated to make change when it's based on their own decisions and choices, rather than an authority figure telling them what to do (*Reactance theory: Brehm & Brehm, 1981; Self-determination theory: Deci, 1980*).

**“Change talk”:** People are more persuaded by what they hear themselves say than by what someone tells them (*Self-perception theory: Bem, 1972*).

**Hope and Possibility:** A helping professional's belief in a client's ability to make behavior change can influence outcome (*Self-efficacy theory: Bandura, 1994; Leake and King, 1977*).

**Acceptance:** When a person feels accepted for who they are and what they do—no matter how unhealthy or destructive—it allows them the freedom to consider change rather than needing to resist it.

## Committed Decisions:

*“Concerning all acts of initiative and creation, there is one elementary truth—that the moment one definitely commits oneself, then providence moves too.” - Goethe*

**Less is more:** *“... one of nature's most subtle and paradoxical laws.”*

- Huang & Lynch

**Interpersonal style:** motivation—and resistance—is powerfully influenced by the interpersonal style of the helping professional (*Motivational Interviewing: Miller and Rollnick, 1991, 2002*)

## No Fixin'!!!

# Explore --- Offer --- Explore

- **Explore:** Ask what the client knows, has heard, or would like to know

*What do you already know about the treatment program?*

*When it comes to the after school program what would be most helpful to know more about?*

*What's made it easy for you to take your medication?*

### **Ask permission:**

*"Do you mind if I share my concerns?"*

*"Can I share some information with you?"*

*"Is it okay with you if I tell you what we know?"*

- **Offer:** Offer information in a neutral, nonjudgmental manner

*Research suggests...*

*Studies have shown...*

*Others teenagers have benefited from...*

*Folks have found...*

*What we know is...*

*What we generally recommend is...*

*Some clients in your situation...*

- **Explore:** Ask about thoughts, feelings, and reactions

*What do you think about this information?*

*Based on these ideas, what could you see yourself doing?*

*In terms of you living on the streets, what concerns you the most?*

*Where does this leave you in terms of taking the medication regularly?*

*I've given you a .lot of information about the treatment program. What thoughts or questions do you have about what I've said?*



# Core Motivational Interviewing Concepts

- **Demonstrates a counseling STYLE that is:**
  - Empathic (seeks to understand things from the client's perspective)
  - Collaborative (dances versus wrestles)
  - Accepting/non-judgmental
  - Respectful
  - Positive & Hopeful
  - Honoring of autonomy (respects the patient's freedom of choice)
- **Suspends the expert-didactic-prescriptive-authority role**
- **Resists the “righting reflex” (the desire to fix things)**
- **Rolls with resistance versus fighting it**
- **Listens first! Client does most of the talk!**
- **Uses O.A.R.S. to support the client in safely exploring experiences, concerns, values, and motivations**
  - Open-ended questions
  - Affirmation
  - Reflective Listening
  - Summaries
- **Asks mostly open-ended versus close-ended questions**
- **Encourages “change talk!” Invites the client to give voice to their own wisdom, concerns, ambivalence, motivations, aspirations, ideas, and solutions**
- **Asks permission before raising a topic, addressing concerns, offering advice or exchanging information**
- **After exchanging information (advice, education, clinical feedback), asks for client's response**
- **Holds the reins on action planning until the client is ready**
- **Able to let go when client is not ready to change**

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Motivating Offenders to Change: A Guide for Probation and Parole  
Available for download at <http://nicic.org/Library/022253>

The Motivational Interviewing Page: Resources on MI, including general information, links, discussion board, training resources, and information on reprints and latest research: <http://www.motivationalinterview.org/>