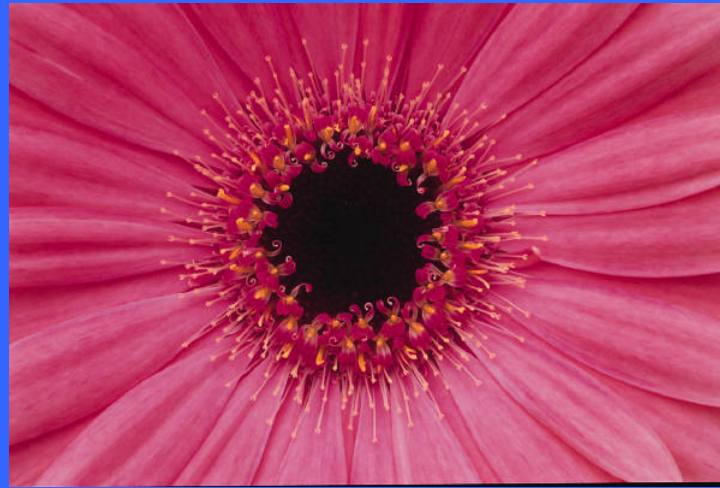


Motivational Enhancement Approaches



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Motivational Enhancement

An empirically sound style of intervention, based on skills and strategies for clinicians who believe in clients' inherent ability to change.

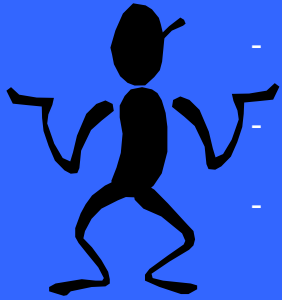
Delivered in a client-centered, goal-directed style, utilizing activities/strategies to elicit change processes that promote successful behavior change.

Clinicians: find it intuitive, comfortable and effective.

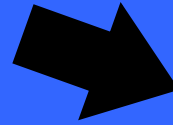
Integrating Motivational Approaches

- Tailored to meet clients “where they are”.
- Facilitates change, even with clients who are resistant or not yet ready to change.
- Helps move clients along the stages of change.

Precontemplation



- Not thinking of quitting
- Feel that things are fine
- Do not see a problem



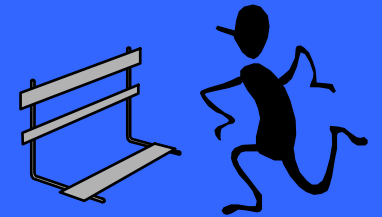
Contemplation



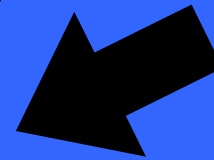
- Thinking of Quitting
- Wondering how I affect others
- Maybe making small changes



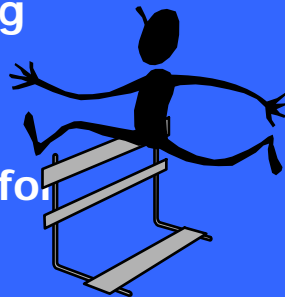
Preparation



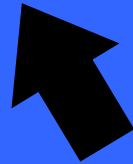
- Have a Plan to quit
- May have "Cut Down"
- Can see benefits of quitting



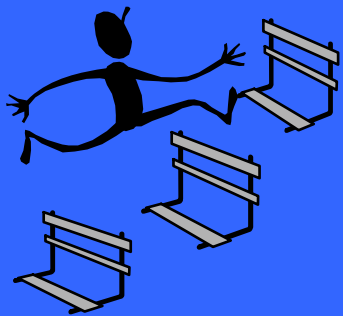
Action



- Have quit using
- Am avoiding triggers
- Asking others for support



Maintenance



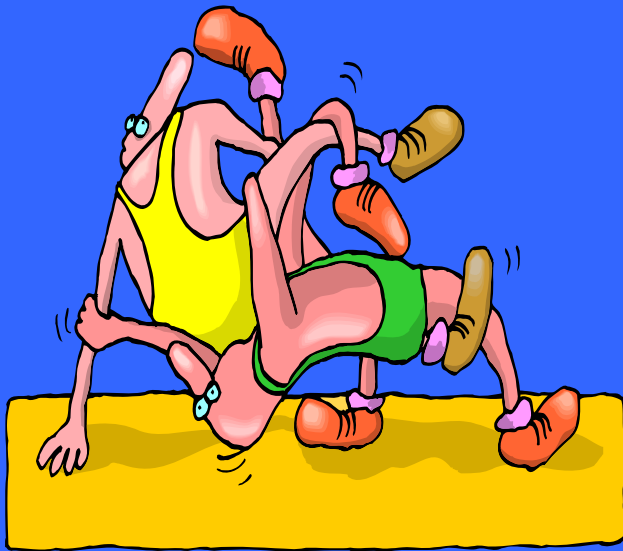
- No use in a long time
- Accept self
- Help others that are still using

Motivational Enhancement

- for clients in the early stages - promotes exploration and resolution of ambivalence.
- enhances motivation to begin & maintain behavior change efforts.
- for clients in the later, more action-oriented change stages, promotes self-efficacy, reinforces accomplishments, prevents relapse.

How is this done?

More Dancing



Less Wrestling

How is this done?

- Work collaboratively
- Act as a guide
- Listen carefully and accurately
- Respond differentially
- Exercise restraint

Help the client explore and resolve ambivalence

- Ambivalent Statements:
- I need to quit, but I don't want to
- I'd like to, but I don't think I can stop
- I can stop when I want, but I'm just not ready
- I will one day but not today

READS



- Roll with Resistance
- Express Empathy
- Avoid Arguments
- Developing Discrepancy
- Support Self-Efficacy

READS



- Roll with Resistance
- Some will be reluctant to change
- Help clients express & explore ambivalence
- Reluctance & ambivalence increase consideration of change
- Resistance results when we do not meet the client at the appropriate stage of change
- Be reflective, affirmative, supportive

READS



- Express Empathy:
- Be accepting
- Seek an in-depth understanding of client perspective
- Non-judgmental listening
- Communicate respect and care
- Encourage elaboration of negative and positive statements
- Reflective listening & affirmations

READS



- Avoid Arguments:
- Challenges lead clients to talk themselves into negative behaviors
- Feeling forced to change will make quitting seem less valuable
- Use strategies that increase client's focus on change

READS



- Developing Discrepancy:
- Help clients identify conflicts between tobacco use and their goals, values, and other behaviors
- Reflect clients' values, motivation, and self-efficacy as they relate to tobacco use/smoking

READS



- Support Self-Efficacy
- Motivation is not enough to produce change; client must believe in their capacity (self-efficacy) to change
- Increase self-efficacy by
 - reflecting statements of self-efficacy
 - commenting on behaviors and goals that suggest the ability to change

OARS



- Ask Open Questions
- Affirming the Client
- Reflective Listening
- Summarize

Using OARS



Ask Open Questions

- Ask questions that do not invite brief answers
 - to get the client to do most of the talking
 - to establish atmosphere of acceptance and trust in which to explore concerns

 - What are your thoughts about that?
 - What's the next step for you?
 - How can you accomplish those goals?
 - Which of these might you do first?

- Open or Closed????
- Practice converting Closed-ended to Open-ended questions

Using OARS



Affirming the Client

- Directly affirm and support the client
 - build rapport & reinforce open exploration
- Compliments or statements of appreciation & understanding
- Notice & appropriately affirm the client's strengths and efforts

Using OARS



Reflective Listening

- Skill required for motivational enhancement
- Ensure accurate comprehension of verbal & nonverbal responses and their possible meanings
- Suspend advice, agreement, disagreement, suggestions, teaching, warning & questioning

- Deepening Reflections
 - Practice creating reflective statements on your Worksheets

Using OARS



Summarize

- Summary statements to link together and reinforce material that has been discussed
- Should continue rather than interrupt the person's momentum
- End with "What else?" or some other invitation to continue

- Practice
- &
- Discussion

Motivational Enhancement

Session II



MI style

- Facilitator's style is quiet, accepting, attentive, respectfully curious, and guiding
 - rather than overtly persuasive

MI style

Ask permission to provide information, give advice, make suggestions

Ask:

I have some information that may be important in terms of decisions you make. May I take a few minutes to share it?

Turn dialogue back to the client – ask for thoughts, perspectives, reactions to information

Ask:

What stands out most for you; What do you make of that?

MI SPIRIT

- AUTONOMY
- ELICIT
- SELF-EFFICACY
- COLLABORATION

Spirit of MI - Quiz

- Thumbs up



- Thumbs down



Readiness and Resistance: Two Sides of the Same Coin

- The key is to
“Come alongside
the client”

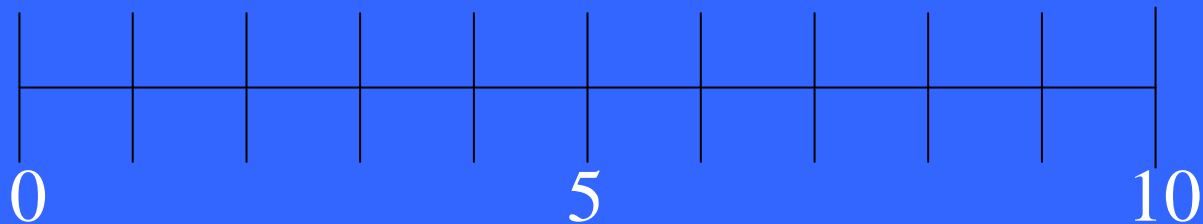


- To facilitate the discussion of how ready a client is to make changes in tobacco use
 - Importance of change ruler
 - Confidence to change ruler

Importance Ruler

How important is it to you to quit smoking?

If 0 was “not important,” and 10 was “very important,” what number would you give yourself?



Exploring Importance

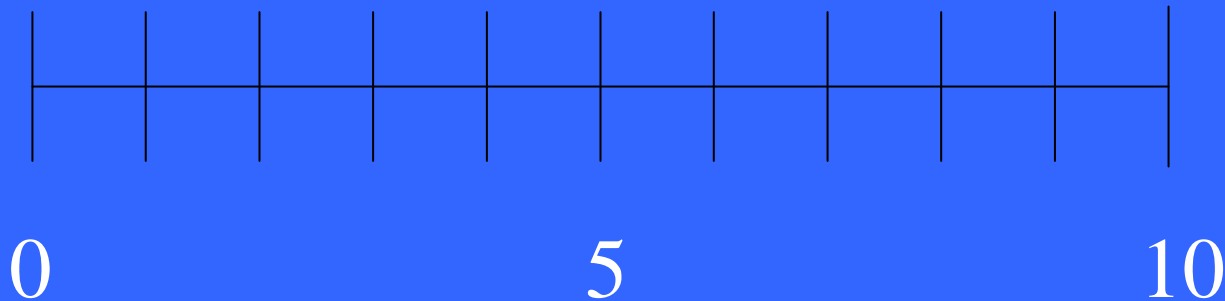
- **Why are you at x and not y?** (higher # first)
- **How did you get from x to y?** (lower # first)
- **What stops you moving up from x to y?**
(lower # first)
- **What would have to happen for it to become much more important for you to change?**

- **What would have to happen before you seriously considered changing?**
- **Why have you given yourself such a high score on importance?**
- **If you were to change, what would it be like?**
- **Where does this leave you now?**
 - **Use this when you want to ask about change in a neutral way**

Confidence Ruler

If you decided right now to quit smoking , how confident do you feel about succeeding with this?

If 0 was 'not confident' and 10 was 'very confident', what number would you give yourself?



Building Confidence

- What would make you more confident about making these changes?
- Why have you given yourself such a high score on confidence?
- How could you move up higher, so that your score goes from x to y ?
- How can I help you succeed?

- **Is there anything you found helpful in any previous attempts to change?**
- **What have you learned from the things that went wrong last time you tried?**
- **If you decided to change, what might your options be?**
 - **Are there ways that have worked for other people you know?**



Extreme Confidence

Use Selective Reflective Listening to Build Motivation

- Selectively highlight responses most relevant to the target change process, support autonomy, promote change talk
- Use reflections to establish rapport, express empathy, decrease resistance

Using Reflections to diffuse Resistance

- Simple reflections
- **Client:** But I can't quit smoking hookah. Most of my friends smoke it!
Counselor: Not going to hookah bars seems nearly impossible because you spend so much time with friends who go there.

More complex Reflections



- Amplified Reflection
- Amplify / exaggerate a statement so that the client may disagree with it
- Don't overdo it; client may respond with anger if feeling mocked or patronized

Example: Amplified Reflection

“So you really couldn't quit smoking because then you'd be too different to fit in with your friends”

“Well, that would make me different from them, although they might not really care as long as I didn't try to get them to quit”

Double-Sided Reflection

- Reflect both the resistant statement and a contradictory (change-related) statement that the client has made
- “You can't imagine how you could not smoke when you drink, and at the same time you're worried about how it's affecting you”

Explore Decisional Balance

A decisional balance exercise can diffuse resistance. Ask client to brainstorm a list of reasons for not making a change (good things about smoking). Use the list to argue against change.

Invite counterarguments (i.e., why change would be a good thing). Reinforce comments and encourage client to argue their point even more forcefully...

...In this way, resistance is channeled into talk for change.

When the debate is over, summarize the main points for change and ask for elaboration on their expressed reasons.

This reinforces change talk in the client's words.

Decisional Balance Worksheet

When we think about making changes, most of us don't really consider all "sides" in a complete way. Instead, we often do what we think we "should" do, avoid doing things we don't feel like doing, or just feel confused or overwhelmed and give up thinking about it at all. Thinking through the pros and cons of both changing and not making a change is one way to help us make sure we have fully considered a possible change. This can help us to "hang on" to our plan in times of stress or temptation. *Below, write in the reasons that you can think of in each of the boxes. For most people, "making a change" will probably mean quitting alcohol and drugs, but it is important that you consider what specific change you might want to make, which may be something else.*

	Benefits/Pros	Costs/Cons
Making a change		
Not changing		

Video

- In what ways is this exchange similar to those you have experienced in your settings?
- Practice: Deepening Reflections-II
- Practice: A resistant client (not your worst)

Developing a Change Plan

- Provide a menu of options
- Get client Buy-in
- Plan, Implement, Revise

Referenced Works

- **Group Treatment for Substance Abuse: A Stages-of-Change Therapy Manual** -- Mary Velasquez, Gaylyn Gaddy Maurer, Cathy Crouch, Carlo C. DiClemente (2001)
- **Building Motivational Interviewing Skills: A Practitioner Workbook** -- by David B. Rosengren (2009)
- **Motivational Interviewing, Second Edition: Preparing People for Change** -- William Miller, Stephen Rollnick (2002)
- For useful handouts, including some of those used in these sessions, go to:

<http://www.motivationalinterview.org/>

- Some of the information, images, and slides in this presentation are from
- Dr. Mary Velasquez, PhD
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Director, Health Behavior Research and
Training Institute