

Motivational Interviewing with Difficult Conversations

- ▶ Utilizing Communication Skills and your own insight and knowledge into your filters with difficult interactions.
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Sources

Sciacca, K. 1997. Removing barriers:dual diagnosis and motivational Interviewing. *Professional Counselor* 12(1): 41-6.

Markland, D. et al. 2005. Motivational Interviewing and Self-Determination Theory. *Journal of Social and Clinical Psychology*, Vol. 24, No. 6, 2005 pp. 811-831.

Motivational Interviewing with William R. Miller including introduction and video script.

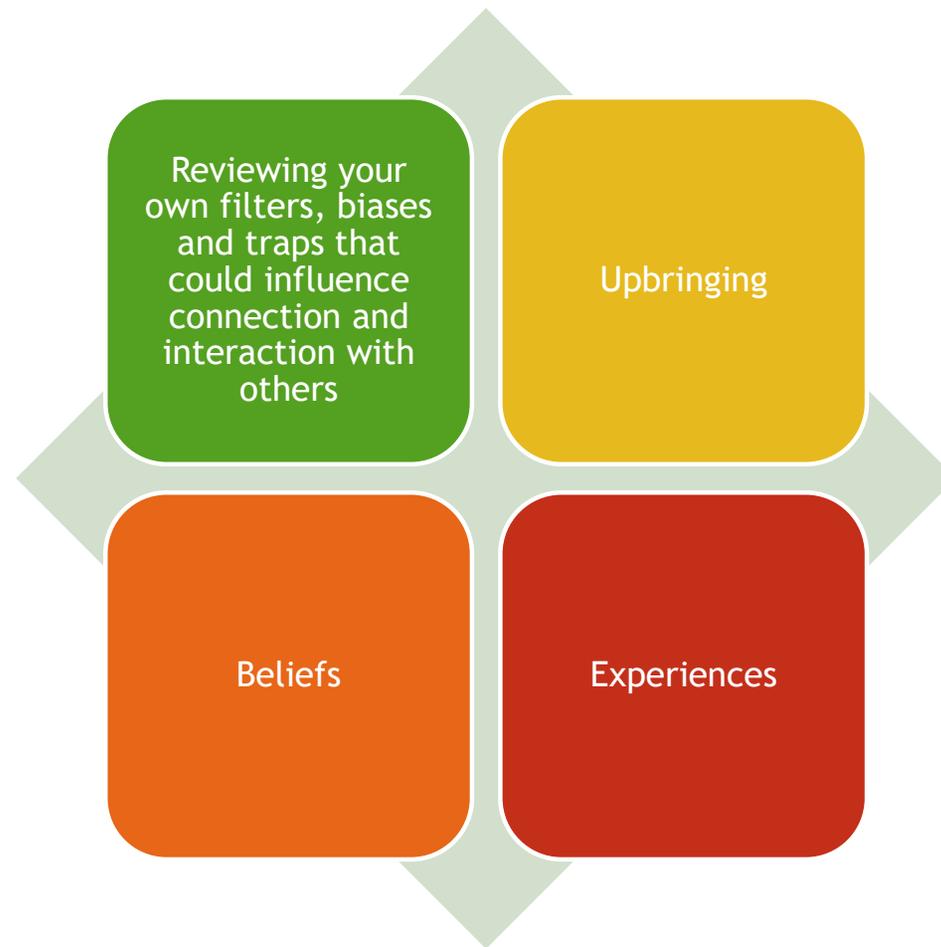
David Burns, Cognitive Traps, feelinggood.com

Building Motivational Interviewing Skills, A Practitioners Workbook, David B. Rosengren

Motivational Interviewing in Healthcare, Stephan Rollnick et. Al.

Case Studies used from Acadia

Self reflection



Cognitive Traps

All or nothing
thinking

Over
generalization

Mental filter

Discounting the
positive

Jumping to
conclusions

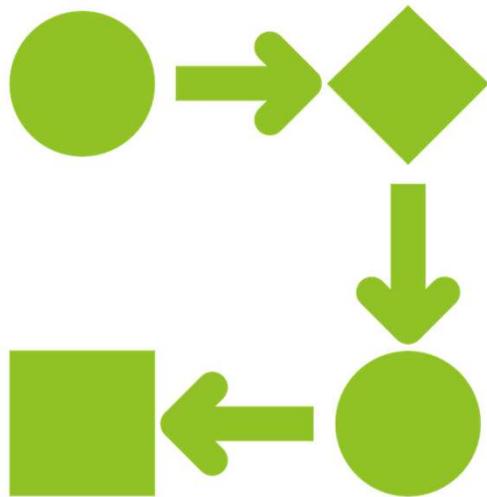
Magnification

Emotional
reasoning

Should
statements

Labeling

Personalization
and blame



How to use our insight to assist in our interactions

- ▶ Notice it
- ▶ Work on it outside of the work setting with techniques like “thought stopping” and “challenging”
- ▶ Recognize your own strengths and areas to work though when interacting with others
- ▶ You are your biggest tool, so working on self before learning techniques to engage in difficult conversations can be very impactful.

Channeling your own Ambivalence



MI is a bit about what you say, a lot about HOW you say it, and is rooted in you BELEIVING in the philosophy of most people “not wanting to change” or move forward on decisions that create the feeling of being stuck.



Most of us struggle with knowing we SHOULD do something soon, but there are reasons to change, and reasons to stay the same.



These pros and cons mean something to each individual you speak to, and allowing them to “muck around in them” can be very powerful and internally motivating

1-10 scale to determine if your MI toolbox should come out

- ▶ 1-10
- ▶ Help them get “ready to receive” your good information
- ▶ A person from 5-10 needs the MI tools to come out, specifically starting at reflection to create a rapport with empathy.

Stages of Change

Precontemplation

Contemplation

Preparation

Activation

Maintenance

Rapport

Rapport

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graph TD; A[Rapport] --> B[Rapport]; B --> C[Rapport]; C --> D[Emotional Presence]; D --> E[Non-verbal communication];
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Rapport

Rapport

Emotional Presence

Non-verbal communication

Feeling heard and understood

- ▶ Reflective listening
- ▶ Listen first and talk second
- ▶ Reflect feelings
- ▶ Reflect the story
- ▶ Reflect ambivalence
- ▶ Amplified reflection
- ▶ Drop the “I” in “I understand” or “I’m sorry”

Resisting the Righting Reflex!



No! Stop! Turn back! There is a better way! Do this and you will get better!



Unfortunately, by doing this you can have a paradoxical effect.



It's a natural human tendency to resist persuasion, especially if there is ambivalence.

Asking questions

- ▶ Ask permission
- ▶ Open ended vs. closed ended
- ▶ Drop the “why” and add the “what”



Create a space for control

Asking permission

Ask permission to ask a question

Ask permission to tell a story

Ask permission to educate

One liners “it’s totally up to you”

Understand the individual's motivation or what they need to get out of the interaction



Their goals, their reasons for change are what will encourage change behavior



You can do this even with limited time



Finding the Carrot



3 Components to the spirit of MI

- ▶ Collaboration
- ▶ Evocation
- ▶ Autonomy

Collaboration

- ▶ counselor working in partnership with the individual
- ▶ Respects the individual's expertise
- ▶ Avoid prescriptive and proscriptive advice



Evocation



Drawing out ideas and solutions from the interaction



Our goal is to evoke from individual their reasons and potential methods for change or move forward on decisions.

Autonomy

- ▶ Remember it's ultimately their decision on how to move forward, you're just a passenger on the train, you're not driving it.



Remembering how to ask questions if the interaction is difficult



Opened-ended questions



Summaries



Reflect first



When in doubt reflect again



Stacking skills

Summaries



Special application of reflective listening



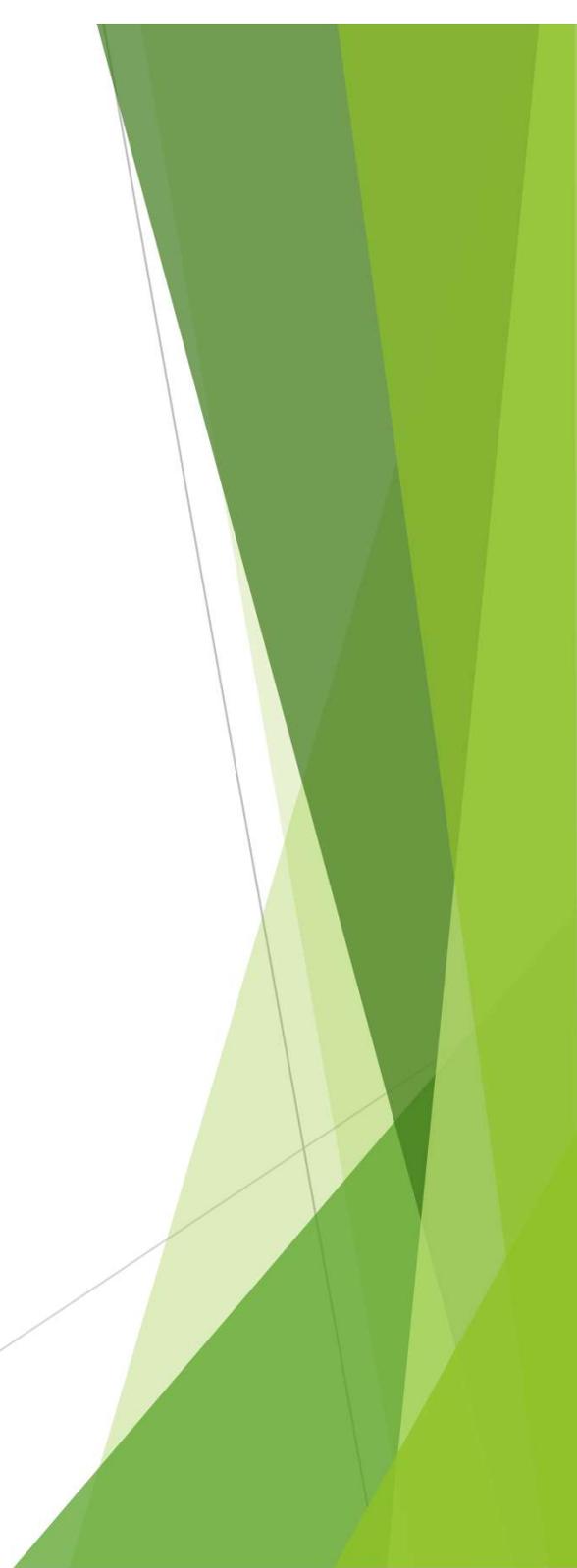
Showing you can pull together the scattered history.



Shows you care

Micro-skills

1. The Expression of Empathy
2. The Development of Discrepancy
3. Rolling with Resistance
4. Support for Self- Efficacy



EMPATHY



Rogers and Carkhuff (1969) did extensive research supporting the notion that individual empathy is predictive of motivation success



Motivational Interviewing believes that behavior change is only possible when the individual feels personally accepted and valued.



This is a crucial part of the interviewing in providing the conditions necessary for a successful exploration of change to take place.

DEVELOPMENT OF DISCREPANCY

Exploring the pros and cons of the individual's current behaviors, within a supportive and accepting atmosphere, in order to generate or intensify awareness of the discrepancy between the person's current behaviors and his or her broader goals and values

The idea is to move toward consistency between the person's behaviors and their core values

ROLLING WITH RESISTANCE

- ▶ Avoidance of arguing for change is seen as critical in successful resolution
- ▶ Ambivalence and resistance are accepted as normal and respected by the FAM/PEL.
- ▶ Rather than imposing goals or strategies, the FAM/PEL encourages the individual to consider alternative perspective on the problem- encouraging CHANGE TALK



Key Questions-What's next?



So what do you make of all this now?



So what are you thinking about making the call at this point?



What do you think you'll do?



What would be a first step for you?



What, if anything, do you plan to do?



What do you intend to do?