Motivational Interviewing: within the justice system for adolescent & adult populations

let's talk. change

denise.beagley@asu.edu
cabhp.asu.edu

INSTRUCTOR:
Denise Beagley, M.Sc.
Manager of Clinical Initiatives & Training
Arizona State University
Center for Applied Behavioral Health Policy &
Crisis Intervention Specialist
Chandler Fire, Health & Medical
my.mjportal.org

group discussion
Think of a favorite teacher or mentor you had in the past...

- What were some of the characteristics they exhibited that were helpful to you?
- How did they interact with you?
- What would you want to emulate from them?

mentor (ˈmen-tər) noun
1. a wise and trusted counselor or teacher
2. an influential mentor, sponsor, or supporter

What is one of the strongest predictors of success in a helping relationship?

US
(the "working relationship")
problems with standard practice

- unsolicited advice elicits sustain talk (resistance)
- knowledge weakly correlated with behavior change
- variability in personal motivation (ruler)
- advice must match motivation (stages of change)

"Motivation to change is not a personality trait, but is affected by interpersonal interaction."
MILLER & NOLEN 1991

MI in corrections disclaimer**

- CJ role: enforcement of institutional rules, safety of staff, inmates, offender & public
  - oftentimes put in a dual role (helper, ‘counselor,’ re-entry planner, etc.)
- higher levels of reactance from offender populations
- a confrontational style can lead to oppositional behavior
- how an MI style can be of use:
  - behavior change (in the direction of the healthier behavior)
  - increased compliance
  - more appropriate/prosocial behavior
- examples: reducing violent outbursts, reducing substance use, increased compliance with directives, engaging in re-entry planning, etc., etc.

Effective in even very brief interventions.

COMMUNICATION STYLES

communication styles

- following
- directing
- guiding

engagement

builds therapeutic relationship optimism

self-understanding person-centered

empathic following style results in

unconditional positive regard not confrontational

congruency positive
following helping style

"The curious paradox is that when I accept myself just as I am, then I can change." Carl Rogers

1942

directing style

- our innate tendency to 'correct' other people's behavior or problems
- premise: "I have the answer, if you just do things this way, things will get better for you."
- this is well-intended, the intent is to help
- in MI we try to repress this "righting reflex"

A natural and instinctive response of problem solving is to try to fix the problem, even when it results in new or increased problems. This could lead to problems that have become so entrenched that they are hard to fix. Therefore, the directive style is not always helpful. Instead, it is more effective to work with the client to help them develop their own solutions.
Gordon's communication roadblocks

1) ridiculing/shaming (even jokingly)
2) criticizing/judging/blaming
3) warning/threatening
4) preaching/moralizing
5) directing/ordering/commanding
6) lecturing/instructing
7) diagnosing/analyzing/interpreting
8) interrogating/questioning/probing
9) unsolicited advice/suggestions
10) distracting/diverting/withdrawal
11) praising/approving-being agreeable
12) sympathizing/reassuring

MI definition....

"Motivational Interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change."

(Millor & Rollnick, 2013)

guiding style

"We know of no evidence, however, that directive-style interventions are more effective than MI when time is brief, if client behavior change is what's needed and time is short. MI is likely to be more effective than telling people what to do and why."

(Millor & Rollnick)

WHY DO ADOLESCENTS USE DRUGS/ALCOHOL?

to try new things
to be oppositional
to be accepted
to get away from negative emotions or feelings
to try to be in control
to control the pain
**directing**

Many people who engage in harmful substance use do not necessarily 
אלבילジャンクション do not have a problem or feel ambivalent about it.

Typical questions might include:

- How do you keep yourself safe with your drug use?
- Tell me what you know about harmful drug use.
- What do you want to do if you are asked to take an oral or urine test?

**guiding**

B Orient: what they are thinking about and how they may feel about it.

C Motivate: why they may need this information.

A Action: how they will use this information.

**exercise: persuasion & directing**

2 volunteers (1 talker; 1 interviewer)

**talker:** choose something in your life you would like to change but feel ambivalent about it.

**interviewer:** attempt to persuade or direct them to change by:

1. Offer advice or suggestions (without permission)
2. Warn them about the consequences of not changing
3. Seek suggestions from the group when necessary

**exercise: A Taste of MI**

**talker:** choose something in your life you would like to change

**interviewer:** ask them the following...

1. What motivates you to make this change?
2. If you decide to make this change, how might you go about it in order to succeed?
3. What are the 3 best reasons to do it?
4. How important is it to you to make this change, on a scale from 1 to 10 (10=most important)?
5. What do you think you will do as a next step?

**let's try it...real-plays**

Introduce yourself to your partner

- What is something you do out of habit?
  - Drink caffeine
  - Online shopping
  - Buying things
  - Use nicotine
  - Bite your nails
  - Negative self-talk
- Discuss using the prompts from the Taste of MI exercise

**change plan worksheet**

let's talk. change
exercise: A Taste of MI

- Talker: choose something in your life you would like to change
- Interviewer: ask them the following:
  1. Why would you want to make this change?
  2. If you decide to make this change, how might you go about it in order to succeed?
  3. What are the 3 best reasons to do it?
  4. How important is it to you to make this change, on a scale from 1 to 10 (10=most important)?
  5. What do you think you’ll do as a next step?

communication styles

all 3 are valid...

- helping professionals typically rely on directing
- following is best when support is needed
- guiding is the best tool for behavior change and enhancing motivation

do more... do less...

listening
reflecting
being curious
focusing on strengths
empathizing
talking
question asking
advice giving
focusing on weakness/deficits
information seeking

PACE

MI "SPIRIT"
empathy versus sympathy

ambivalence
state of having these simultaneous, conflicting feelings towards something or situation:

- "mixed feelings"
- uncertainty
- indecisiveness

This state of mind can lead to avoidance or procrastination, or to deliberate attempts to resolve the ambivalence that may result in success or failure.

stages of change

- meet the person where they are to have a more successful intervention
- originally developed by Prochaska & DiClemente (1983)

6 stage model:
- Pre-contemplation
- Contemplation
- Determination
- Action
- Maintenance
- Recurrence-Relapse

assessing motivation

The mental process, function, or instinct that produces and sustains incentive or drive in human and animal behavior.

Components
- Willing: Degree of discrepancy between current behavior and future values
- Attic: Confidence for change
- Ready: Has to do with priorities

80% of people will be in pre-contemplation or contemplation
**readiness rulers**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>somewhat</td>
<td>whatever</td>
<td>very</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen for the DANCER steps
- Desire
- Ability
- Needs
- Confidence
- Resources
- Stages

Motivational Interviewing

**core components of MI**

- Open-ended questions
- Affirmations
- Reflections
- Summaries

**open vs. closed questions**

- Closed questions: those that can be answered "yes," "no," or in a few words
  - Ex: Where are you from?
  - Ex: What is your drug of choice?
  - Ex: Did you go to counseling?

- Open questions: those that require a longer answer
  - Ex: Tell me about your hometown.
  - Ex: Explain to me about the role drugs and alcohol have played in your life.
  - Ex: How are your counseling sessions going?

**the impact of closed-ended questions**

- Leave the client waiting for the next question
- Feel more like an interrogation
- Don't expand the conversation
- If you don't ask the right question, you might miss something
**OPEN-ENDED QUESTIONS**

- "What are the good things about using drugs?" versus "Are there good things about using?"
- "Tell me about the not-so-good things about drinking alcohol." versus "Are there bad things about drinking alcohol?"
- "You seem to be having concerns about your future. Tell me about those concerns." versus "Do you have concerns about your future?"
- "What worries you the most about that?" versus "Do you worry a lot about this?"

**forming open-ended questions**

- ask brief questions that do not invite brief answers, and more importantly... invite the person to tell their story

**common constructions:**

Tell me more about...
How did you decide to...?
In what ways did...?
What was it like to...?

**affirmations**

- praising or affirming them
- support autonomy & empathy
- build the therapeutic relationship

**examples:**

- "You’ve been working really hard to make it to your counseling sessions."
- "You don’t really want to be here, but you want to follow through on your obligations."
- "You feel like you have a ways to go, but you’ve come a long way thus far."

**affirmation thought exercise**

- think of an affirmation that you received in the past
- write it down
- what about the affirmation was particularly impactful? why do you recall it months or years later?
- share with the larger group if you wish

**reflections are statements**

**question:**

You’re thinking about stopping? (inflection goes up)

**statement:**

You’re thinking about stopping. (inflection goes down)

**simple reflections - defined**

- responding to resistance with non-resistance
- acknowledge and validate
- can elicit opposite response
- emphasize change talk
- encourage more change talk - teen opens up
- enhance collaboration, trust, and rapport
- clarifies points of confusion
simple reflections

teen: "My mom says she's going to leave me here... if I don't start taking this seriously.

helper: "If you don't make some changes, you may lose your mom's support."

complex reflection

teen: "I've been drinking since I was 11, it's how I deal."

counselor: "It's become a part of who you are now, but you don't want it to be."

complex vs. simple reflections

teen: "This is my second time I've been kicked out."

helper: "You've had a few struggles," (simple)

OR

helper: "You feel like this is kind of the end of the line for you... and you need to have success," (complex)

ruined reflections

ruined reflections

- meant to be a reflection, however, inflection at end sounds like question
- example: "You're seeing that your drinking is having some real consequences now, right?"
- example: "So, you feel like you have tried everything?"

ruined reflections

ruined reflections

- meant to be a reflection, however, inflection at end sounds like question
- example: "You're seeing that your drinking is having some real consequences now, right?"
- example: "So, you feel like you have tried everything?"
**Summaries & Key Questions**

- Summarize key points (snippets of change talk) from the conversation (this is akin to a long reflection).
- Use the summary to direct the session toward the target behavior or transition.
- End with a key question (open) that evokes change talk and moves the client into a planning phase.

Example: "Most of your life you've dealt with frustration through getting physical. You're really frustrated with all the legal troubles you've had because of your fighting, and all the ways it's limiting your time with your family. And you sometimes feel bad after you hurt somebody. What might it take for you to learn a new way of venting your anger?"

**Four Processes in MI**

![Four Processes in MI Diagram](image)

**OARS Recap**

- Open-ended questions (50-70%)
- Affirmations (@ least 1x)
- Reflections (2:1)
- Summaries (1-2x)

**Destination/Direction**

- Not to be confused with ‘directing’
- Moving the person toward the target behavior
- Minimizing tangents
example target behaviors

- Staying in school
- Obtaining employment
- Improving diet
- Complying with case plan
- Checking blood sugar levels to manage diabetes
- Make healthier choices when it comes to self
- Increase physical activity
- Medication compliance/taking it, as prescribed
- Reduce/stop substance use

What motivates the people you work with?

ways to guide the focus in CJ

- explore trends from their offense history
  - who were they with?
  - were drugs and/or alcohol involved?
  - what else was going on before the offense?
  - what were the consequences (CJ and beyond)?
- discuss the output from a risk assessment tool
- explore their goals at this point in their life
  - what has interfered with attaining their goals in the past?
- consider creating a list of common agenda items to provide them to look at ("target behaviors"): maintaining sobriety
  - finding and keeping work
  - finding positive support
  - looking at situations differently

How do we get to the target behavior?

Increasing Change Talk
Decreasing Sustain Talk

Change talk can be increased by using open questions & reflections

Sustain Talk

Anything the individual says that indicates they’re moving away from the target behavior...

Examples:
1. This is so hard. Everyone expects too much out of me.
2. I don’t know why I can’t get a job.
3. I haven’t succeeded at anything in the past.
4. No one will help me.

video demonstration: evoking change talk
strategies for decreasing sustain talk

1) ask about **extreme** situations
   "What if this problem continued on the current trajectory? What would things look like a few years from now?"
2) inquire about the **past**
   "How have you been successful making changes in the past? Can you think of something challenging you've overcome in the past?"
3) ask about the **future**
   "If you quit drinking, what do you think your life would look like 3 years from now?"
4) bring their **values** into the conversation
5) explicitly state something about the person's **autonomy**
   "Everyone has an opinion about what you should do in this situation, but ultimately it's up to you."

goal is for clients to talk **themselves** into changing

can I provide information...?

how to provide information in an MI-consistent fashion:
- **Elicit**: ask permission to provide the information
  - e.g.: "There's something I've seen that seems to work for some folks on my caseload. Is that something you'd like to hear about?"
- **Provide**: provide the information
- **Elicit**: elicit their response to the information
  - e.g.: "Is that something you think might work for you? (or) How does that fit for you? (or) What do you make of that?"

reducing sustain talk

reducing sustain talk makes your job easier!

you can avoid **power struggles** and reduce **burnout** by reducing sustain talk

---

**telling = ▲ sustain talk**

**asking = ▲ change talk**
ask...don't tell

discussion: how do we create a sense of ownership in the plan when someone is mandated to engage (or not engage) in certain behaviors?

review: a formula for MI
- increase reflections
- focus on complex reflections
- decrease questions
- use 2x's as many reflections as questions
- eradicate closed-ended questions
- reflect change talk; deflect sustain talk
- ask permission to provide information
- express empathy through affirmations and reflections
- step out of the expert role; avoid advice giving

next steps

when is MI not appropriate?
- someone is actively engaging in self-harm
- someone is actively engaging in the harm of someone else
- someone is in crisis/someone is in shock
- someone is making a personal decision that has no public safety implications
- indefinitely
- someone is already motivated to engage in the target behavior

Where does MI fit within your job?

What might be some useful next steps for the department or agency?
**EXHIBIT 2-1: OPEN QUESTIONS VERSUS CLOSED QUESTIONS**

<table>
<thead>
<tr>
<th>Open Questions</th>
<th>Closed Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think will be some of the things that tip you off about the ice and snow?</td>
<td>Is it not following the conditions of putting your boots on?</td>
</tr>
<tr>
<td>How do you manage your cravings now?</td>
<td>How many times did you tell that?</td>
</tr>
<tr>
<td>Tell me about your experience on probation the last time.</td>
<td>When was the last time you were on probation?</td>
</tr>
<tr>
<td>Describe your living situation.</td>
<td>Do you like where you are living now?</td>
</tr>
</tbody>
</table>

**EXHIBIT 2-2: SIMPLE VERSUS COMPLEX REFLECTIONS**

<table>
<thead>
<tr>
<th>Client Statement</th>
<th>Simple Reflection</th>
<th>Complex Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t really like the Alcoholics Anonymous (AA) meetings. The people I meet there are not people I would hang out with outside of the meetings.</td>
<td>Ask a helpful question: Is it helpful to some ways but not in others.</td>
<td></td>
</tr>
<tr>
<td>Nobody will come here because of their economic record.</td>
<td>Having a history makes finding a job difficult.</td>
<td></td>
</tr>
<tr>
<td>There is something of value in the new group but you aren’t sure yet what it is.</td>
<td>You are worried about what it means for your future.</td>
<td></td>
</tr>
</tbody>
</table>

**free avatar simulations**

Avatar practice:
- [https://innovate.casestudies.arizona.edu/](https://innovate.casestudies.arizona.edu/)
- [https://innovate.casestudies.arizona.edu/](https://innovate.casestudies.arizona.edu/)

---

**ASU Center for Applied Behavioral Health Policy**

**Arizona State University**

Denise Beagley, M.Sc.
Manager of Clinical Initiatives & Training
College of Public Services & Community Solutions

602.496.2411
Denise.Beagley@asu.edu

Thank you!
web resources

- Center for Applied Behavioral Health Policy Events Calendar: https://cabhp.asu.edu/events
- Motivational Interviewing Network of Trainers (MINT): http://motivationalinterviewing.org
- TIP 55: Enhancing Motivation For Change in Substance Abuse Treatment: https://store.samhsa.gov/portal/content/958412/SMA13-4212/SMA13-4212.pdf