

BEYOND

THE BASICS 

Training for Coaches:
Overview of Motivational Interviewing

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What is Case Management?

- Case management is a relational approach to helping people establish and achieve their goals.
- It usually involves helping a person create a plan and identify community programs that will help them achieve their goals.
- The Coach who offers case management supports and encourages the person as he/she makes changes in their life.

What is Motivational Interviewing?

- Motivational Interviewing (MI) is defined as a collaborative, person-centered, directive method for addressing the common problem of uncertainty about behavior change.
- It is a way of being with people.
- It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the persons own reasons for change, within an atmosphere of acceptance and compassion.

Look for the “Deep Well”

- Look for the deep well in your clients. They have all of the answers needed to make necessary changes.
- Behavior change is about motivation, more than information.



Guiding

- Enlighten, shepherd, encourage, motivate, support, accompany, elicit solutions, escort, collaborate.



Instruct

Guide



Listen



Four Key Principals of MI

- Express Empathy
- Develop Discrepancy
- Roll with Resistance
- Support Self-Efficacy



Express Empathy

(understand the dilemma or ambivalence about change)

- The Webster definition of empathy is; the capacity for participation in another's feelings or ideas.
- Generally the word listening is associated with empathy because without effectively listening to another, we cannot have empathy for them.



How would you like it
if the mouse did that to you?

Develop Discrepancy

(evoke the client to argue for their own change)

- Exploring the difference between the way things currently are and the way a person would like things to be.
- By developing the discrepancy between the way things are and the way a person wants things to be the case manager is helping them get 'unstuck' and motivated to change.
- The most effective way to develop discrepancy is for the client to talk about their reason for change.



Roll with Resistance

(don't argue for change)

- Resistance is defined as refusal to accept something new or different or effort made to stop or to fight against someone or something.
- In MI, 'resistance' is thought of as a signal or red light to do something else. When you feel the client sounds uninterested, unmotivated, or oppositional you 'roll with it.'
- Rolling simply means getting out of the way of resistance and not engaging in it.



“Yeah, I hate change, too.”

Roll with Resistance

(don't argue for change)

Righting Reflex: the natural inclination to want to make a situation better for a person which results in telling them what to do.

- *Do you recognize this tendency in yourself?*
- *What helps you to hold back when you feel the urge to tell another person what they should do?*



“Yeah, I hate change, too.”

Support Self-Efficacy

(encourage a realistic belief that change is possible)

- Self-efficacy is a person's belief in their ability to carry out a specific behavior. It is similar to confidence, but more specific and tied to a particular activity or behavior.
- If one feels that making a change is very important but has no idea of how to go about making the change, one's low self-efficacy for making the change is likely to jeopardize the change attempt.
- When a case manager believes in a client, and is able to convey this, the client is likely to have more belief in their ability to makes changes in their like.



Change Goals

- Increase Confidence
- Increase Importance
- Increase Commitment

CHANGE =

Confidence + Importance + Commitment

Interviewing Skills (OARS)

The first step in MI is focusing attention on the dilemma. In order to do this we must use an effective set of interviewing skills:

Key Interviewing Skills:

- Open-ended Questions
- Affirmations
- Reflections
- Summaries



Open-ended Questions

Open-ended questions are those that are not easily answered with 'yes' or 'no' or a short answer containing limited information. Open-ended questions invite elaboration and thinking more deeply about a topic.



Affirmations

Affirmations are statements that recognize the strengths of the client. They help to build relationship between the case manager and the client and help the client see themselves in a more positive way.



Reflections

Reflections are used to express empathy. When the case manager carefully listens and responds in a reflective manner, the client comes to feel that the case manager understands the issue from their perspective.

In addition, reflective listening is a key intervention that can be used to guide the client towards change. When used in this way, reflections can guide the client towards resolving ambivalence by focusing on the negative aspects of the status quo and the positives of making change.



Reflections

There are four levels of reflective statements:

- **Repeating:** The first, or closest to surface level is simply repeating what someone has said.
- **Rephrasing:** The next level of reflection is to rephrase what a person has said with a few word substitutions that may slightly change the emphasis.
- **Paraphrasing:** Here you restructure the statement in a significant way. This involves the listener inferring the meaning of what was stated and stating that back to the listener.
- **Reflecting Feeling:** This achieves the deepest level of reflection because you are not reflecting on content as much as the emotion underneath what the person is saying.

Summaries

Summaries are special types of reflection where the case manager recaps all or part of a session.

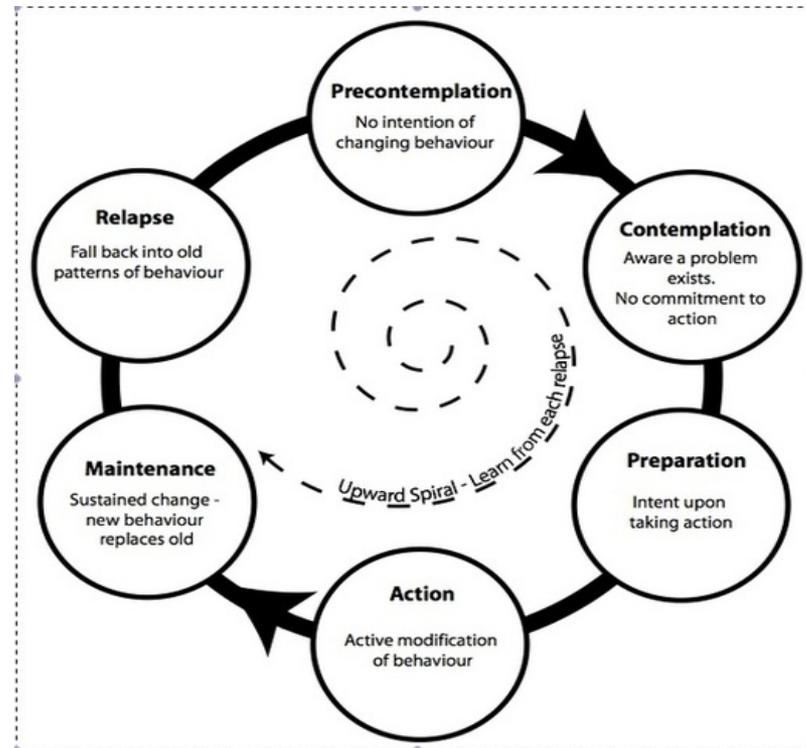
Summaries communicate interest in and understanding of the client's situation and perspective.

Summaries can also be used to call to attention important points made during the session.

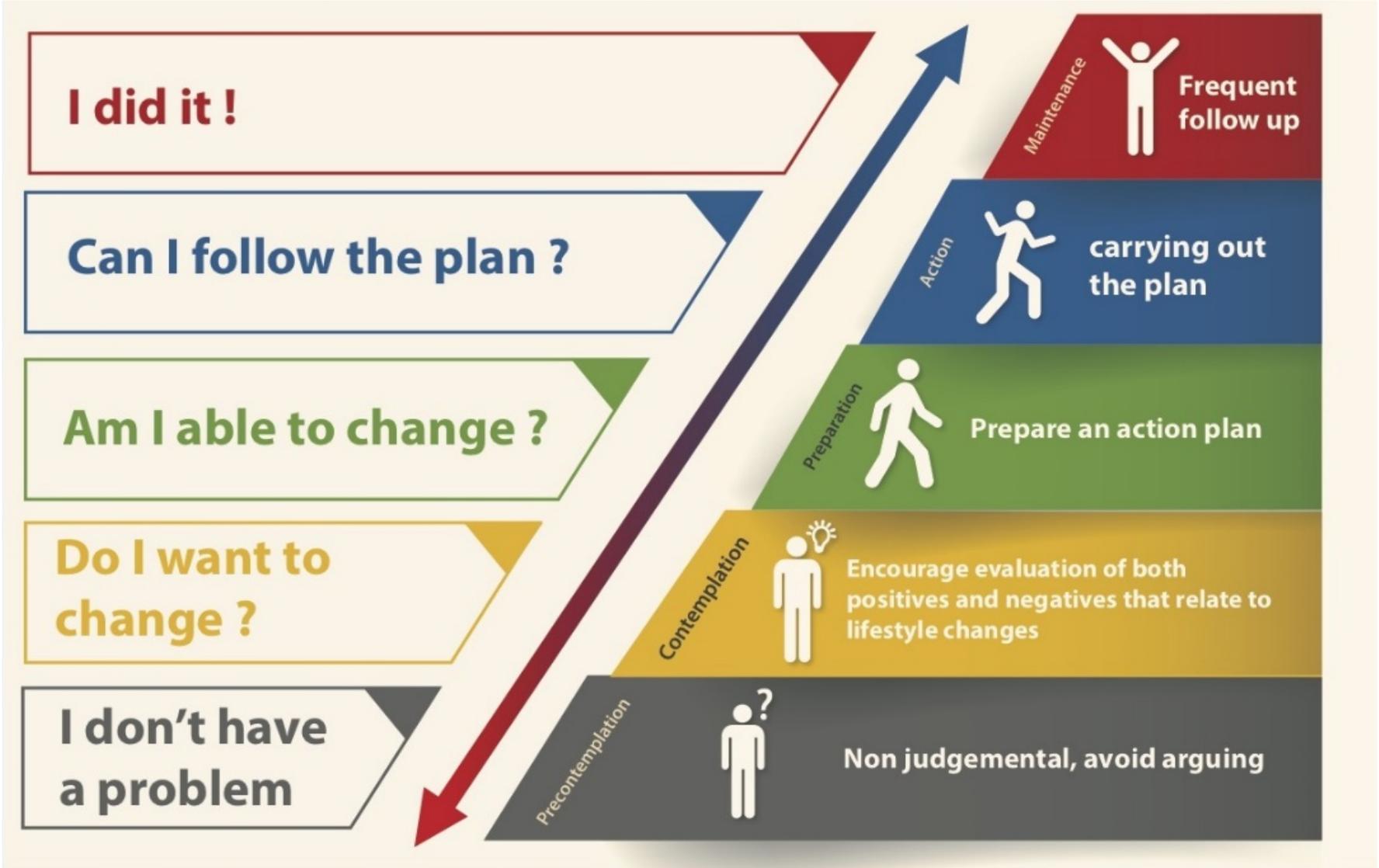


Stages of Change

- **Precontemplation**
- **Contemplation**
- **Preparation**
- **Action**
- **Maintenance**



MI and Stages of Change



Stages of Change Activity

- Break into groups at your table, read the case scenario provided and answer the following questions :
 - Which *Stage of Change* best describes the client?
 - Why?



Change Talk (DARN-CAT)

D = Desire Statements (I want to change). Statements indicating a desire to make a change.

A = Ability Statements (I can change). Statements that speak to the client's self-efficacy or belief in the ability to make a change.

R = Reason Statements (It's important to change). Statements that reflect the client's reason for considering a change.

N = Need Statements (I should change). Statements that indicate need for change. These can be similar to R statements, but the reason may be more emotional than cognitive.

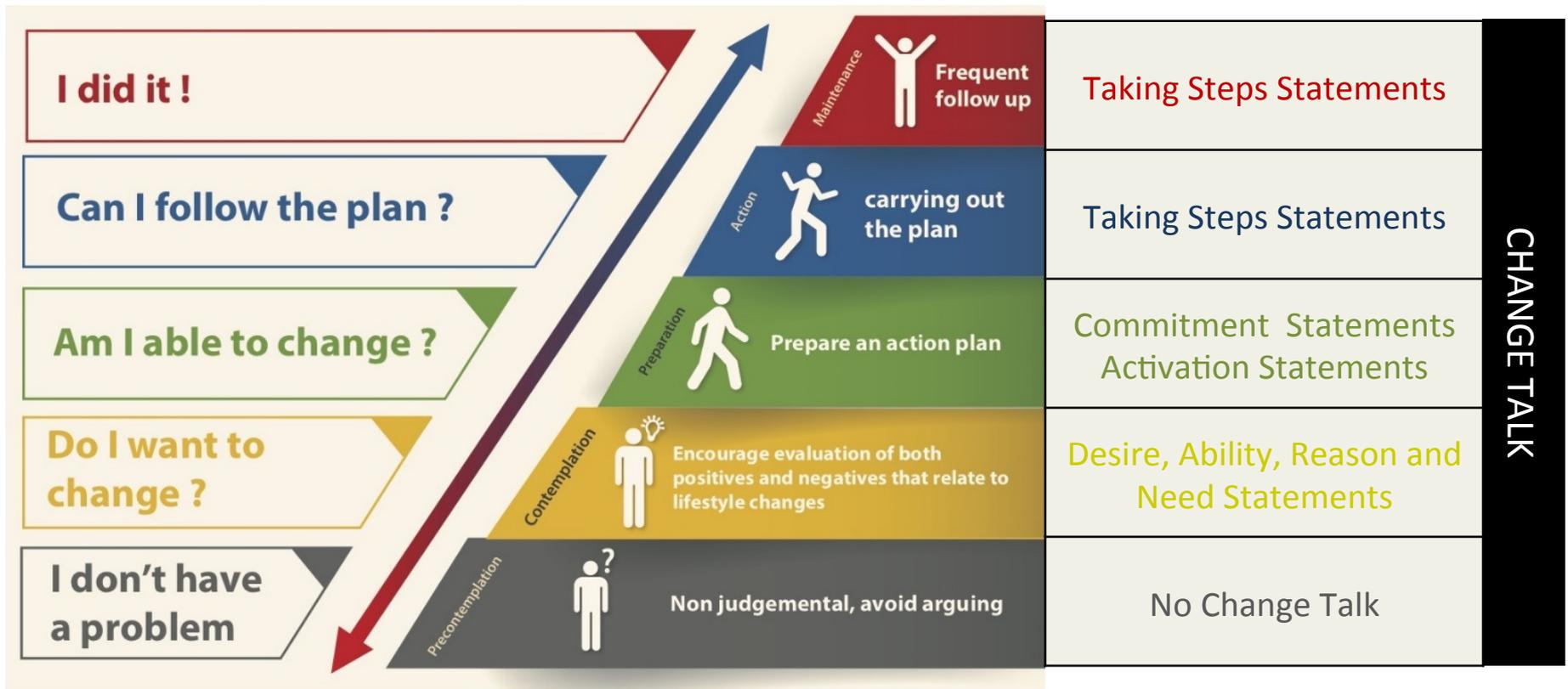
Change Talk (DARN-CAT)

C = Commitment to Change (I will make a change). Statements that express commitment or intention to engage in behaviors that will result in change.

A = Activation (I am ready, prepared, willing to change). A stronger commitment to change in which the person is ready and willing to take action.

T = Taking Steps (I am taking specific actions to change). The client has actually taken a step towards change. The client has switched from considering change, to taking steps to make their situation different.

Stages of Change and Change Talk



DARN-CAT Activity

As I read each statement, determine if it is change talk and if it is, which type.

The first group to hold up the correct answer, gets 1 point.

“I would really like to have my own apartment.

“I am going to start taking GED classes next week. Tomorrow I will sign up for classes.”

“I think I could find a job if I put the time into it.
Last time I put out resumes and followed up
with employers, I was able to get a job at Stop
and Shop.”

“I need to improve my diet or I am going to end up in the hospital because of my diabetes.”

“I really don’t think smoking weed is a big deal.
I’m not addicted and all of my friends smoke.”

“Last week I started seeing a counselor. I didn’t realize how much my depression was getting in the way of my parenting. Maybe my relationship with my children will improve.”

“If I participate in the job training program it may help me find a job.”

“Last session you shared some information about SNAP benefits. I think I would like to sign-up.”

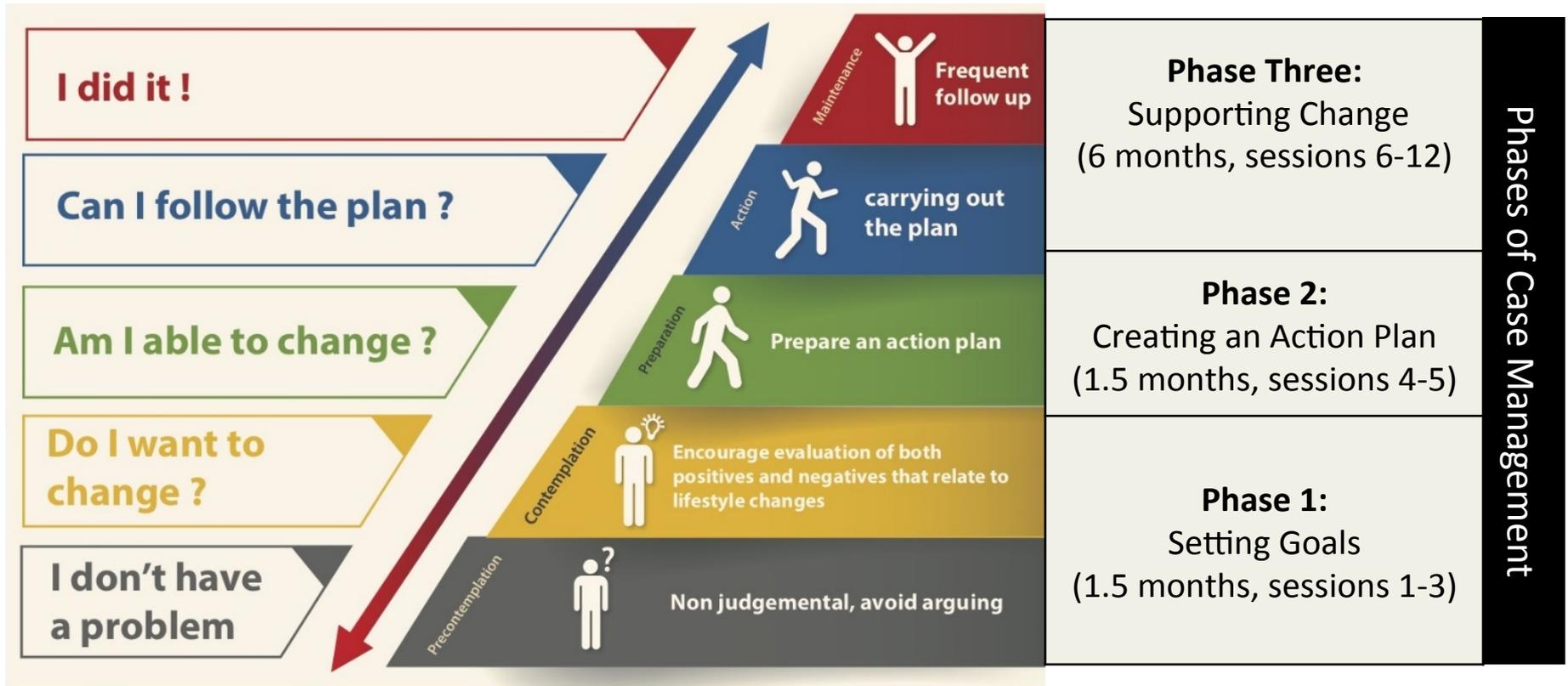
Evoking Change Talk

- 1. Ask Open-ended Questions:** Ask open questions to help the client articulate the changes they want in their life.
- 2. Explore Decisional Balance:** Ask first for the good things about status quo, then ask for the not-so-good things.
- 3. Ask for Elaboration:** When a change talk theme emerges, ask for more details. In what ways? Tell me more...? What does that look like?
- 4. Ask for Examples:** When a change talk theme emerges, ask for specific examples. When was the last time that happened? Give me an example. What else?
- 5. Look Back:** Ask about a time before the current concern emerged. How were things better, different?
- 6. Look Forward:** Ask what may happen if things continue as they are (status quo). Try the miracle question: If you were 100% successful in making the changes you want, what would be different?

Evoking Change Talk

- 7. Query Extremes:** What are the worst things that might happen if you don't make this change? What are the best things that might happen if you do make this change?
- 8. Use Change Rulers:** Ask, "On a scale from zero to ten, how important is it to you to [target change] - where zero is not at all important, and ten is extremely important? Follow up: And why are you at ___ and not _____ [lower number than they stated]?"
- 9. Explore Goals and Values:** Ask what the person's guiding values are. What do they want in life? Using a values card sort can be helpful here. If there is a "problem" behavior, ask how that behavior fits in with the person's goals or values.
- 10. Come Alongside:** Explicitly side with the negative (status quo) side of ambivalence. Perhaps _____ is so important to you that you won't give it up, no matter what the cost.

Phases of Coaching / Case Management



Phase One: Setting Goals

- **Stage of Change:** Precontemplation and Contemplation
- **Sessions:** 1-3
- **Goals:** Engage the client, identify an area where the client would like to see change, elicit change talk about this area.
- **MI Techniques:** Use OARS skills to understand the dilemma, develop discrepancy between how things are and how they would like things to be, use MI skills to elicit change talk.

Phase One: Handouts

- **Personal Goals Worksheet:** This handout provides a list of possible areas where the client may desire change. This handout is meant to foster discussion and develop discrepancy between the client's current situation and desired future.

Phase One: Handouts

- **Pros and Cons Worksheet:** The Pros and Cons worksheet is a tool that helps develop discrepancy by facilitating a discussion during which the client considers the pros and cons of changing and not changing. This also serves to increase motivation and decrease ambivalence to change.

Phase Two: Creating an Action Plan

- **Stage of Change:** Preparation
- **Sessions:** 4-6
- **Goals:** Begin planning and collaboratively develop an action plan detailing each step the client needs to take to achieve their goals.
- **MI Techniques:** Continue using OARS skills, and eliciting change talk to increase confidence and motivation to change.

Phase Two: Handouts

- **Readiness Ruler:** The Readiness Ruler is a classic MI technique that can be used to facilitate a discussion of the client's readiness, commitment to and confidence in their ability to change.

Phase Two: Handouts

- **Action Plan:** The *Action Plan Worksheet* can be used to discuss the steps the client needs to take to accomplish each goal. This discussion should be very detailed and thought of as a recipe detailing each step in the client's change plan.

Phase Two: Handouts

- **Referral Form:** This form can be used to provide information to clients about community programs that can help them meet their goals. The case manager may make calls to these programs during sessions to support the client as they make initial contact with the program to ask questions or enroll.

Phase Three: Supporting Change

- **Stage of Change:** Action and Maintenance
- **Sessions:** 7-12
- **Goals:** Support and encourage the client as they take action towards reaching their goals
- **MI Techniques:** Continue using OARS skills, eliciting change talk to increase confidence and motivation to change, and celebrate/affirm each success.

Phase Three: Handouts

- **Certificate of Completion:** Each client will be provided with a certificate of completion to celebrate their courage in participating in this program.