MOTIVATIONAL INTERVIEWING

With a Review of Assertive Communication

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Recording link: https://youtu.be/Tk00bpa4FWg

You have the right to do anything as long as it does not hurt someone else.

You have a right to maintain your dignity by being properly assertive, *even if it hurts someone else*, as long as your motivation is assertive.

You always have the right to make a request of another person as long as you realize the other person has the right to say no.
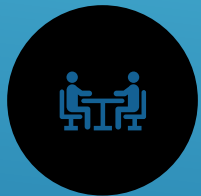
In certain borderline cases where rights aren't clear, you have a right to discuss the problem with the person involved, and so clarify it.

You have a right to attain your rights.

Herbert Fensterheim, PdD & Jean Baer

FIVE BASIC RIGHTS

We communicate most effectively when we use assertive communication that is neither passive nor aggressive.

Seek I win, you win.

[Handout: Passive, Aggressive, and Assertive Interpersonal Styles]

Rather than saying "Passive Aggression", which is confusing, try "Covert Aggression".

PASSIVE/AGGRESSIVE/ASSERTIVE

- In assertive communication manipulative or controlling tactics are avoided.
- Everyone has certain controlling behaviors, or is controlling at times.
- These can be seen as aggressive or covertly aggressive.
- [Handout: Controlling Behaviors]

CONTROLLING BEHAVIORS

[Handout: Basic Communication Skills]

#1 Use "I" messages

#2 Focus on how you are feeling
- Don't make people guess

#10 Try to know in advance what you want from the conversation

#14 Stay with the conversation until it is resolved

#18 Check for understanding

BASIC COMMUNICATION SKILLS

OPEN ENDED QUESTIONS AND ACTIVE LISTENING

- ▶ Who?
- ▶ What?
- ▶ When?
- ▶ Where?
- ▶ Why? (Can be hostile)
- ▶ Can't be answered with a Yes or a No
- ▶ Avoid Leading Questions
- ▶ Feeling Statements "You feel/felt…" (Make sure you actually say a feeling word!)
- ▶ Summation Statements
- ▶ Acknowledge the speaker (head nods, 'Uh huh')

ACTIVITY: PRACTICE OPEN COMMUNICATION

- ▶ Pick a partner

- ▶ Interview the partner using only open ended questions.

- ▶ 10 minutes.

- ▶ Discuss what the interviewee's experience was.

- ▶ How was communication in this way different from how we normally communicate.

PRE-CONTEMPLATION

CONTEMPLATION

PREPARATION

ACTION

MAINTENANCE

(RELAPSE)

-Prochaska and Diclemente

[HANDOUT: STAGES OF CHANGE]

STAGES OF CHANGE

A term for a style of using assertive open ended questions to aid someone's learning or comprehension.

[Handout: From Wikipedia]

Notice that the sample questions are open ended and are not leading

Motivational Interviewing is a type of Socratic Questioning that has been formalized and researched.

SOCRATIC QUESTIONING

- Developed from work with problem drinkers
- Thought of a way to resolve ambivalence
- Can also be seen as a way to shepherd a person through the stages of change
- Incorporates elements of unconditional positive regard, assertiveness, and Socratic questioning.

MOTIVATIONAL INTERVIEWING BACKGROUND

There are no wrong answers, seek neutrality

Have love(?) in your heart.

You are not the expert on their experience, they are

Walk along side the person, do not confront them

Remember your power (status, privilege)

Remember that reality is often subjective (two people that disagree can both be right)

Person MUST come to their own conclusions

If you provide a solution you have failed!

• Exception: Providing data that the person consented to receive.

PHILOSOPHY OF MOTIVATIONAL INTERVIEWING

RESISTANCE (IT MAY BE YOUR OWN!)

- The easiest way to encounter resistance is to provide an idea to be resisted.

- Avoid confrontation

- Learn to identify when you are in a power struggle

- Don't work harder than your person

- If you don't have an agenda, there is nothing to resist (this is extremely challenging

- Don't worry, they probably have the same agenda you would pick for them deep down. (Stable housing!)

- Again: NO SOLUTIONS

Open-Ended Questions

We practiced those. This is where solutions sneak in in the shape of leading questions)

Affirmations Rapport Building.

The Heart Part. Say what you really feel

Reflections

Feelings Statements

Summaries

Show you have listened, Check comprehension Try to be wrong.

OARS

Desire (I want to change)

Ability (I can change)

Reason (It's important to change)

Need (I should Change

Commitment (I will make changes)

Activation (I am ready, Prepared, willing to change)

Taking Steps (I am taking Specific actions to change)

CHANGE TALK: DARN CAT
(WHAT WE ARE HOPING TO HEAR)

STRATEGIES FOR EVOKING CHANGE TALK

- ▶ Ask Evocative Questions
- ▶ Explore Decisional Balance
- ▶ Good Things/Not-So-Good things
- ▶ Ask for Elaboration/Examples
- ▶ Look Back
- ▶ Look Forward
- ▶ Query Extremes
- ▶ Use Change Rulers
- ▶ Explore Goals and Values [Handout: Values Assessment]
- ▶ Come Alongside

- Questions?
- Demonstration?
- How to contact me:
  - miguelpsyd@gmail.com
- Next Session?

HOW MUCH TIME IS LEFT?

FIVE BASIC RIGHTS

1. You have the right to do anything as long as it does not hurt someone else.

2. You have a right to maintain your dignity by being properly assertive—*even if it hurts someone else*—as long as your motive is assertive, not aggressive.

3. You always have the right to make a request of another person as long as you realize the other person has the right to say no.

4. You must realize that there are certain borderline cases in interpersonal situations where the rights aren't clear. But you always have the right to discuss the problem with the person involved, and so clarify it.

5. You have a right to attain your rights!

From <u>Don't Say Yes When You Want To Say No</u>

Herbert Fensterheim, Pd.D. and Jean Baer

Passive, Aggressive, and Assertive Interpersonal Styles

Issue	Passive Style	Aggressive Style	Assertive Style
Do they express/advocate for **their rights/needs**?	No	Yes	Yes
Do they consider, respect, & acknowledge **others' rights/needs**?	Yes	No	Yes
What do they try to control?	Little on the surface, but may be indirectly	Often try to control others	Primarily themselves and covertly controlling
Who makes decisions?	Others do	They do	Shared
Is it okay to ask others for what they want?	No	Yes, and they had better say yes	Yes, but they can always say no
How are feelings handled?	Stuffed	Escalated	Directed
What is their communication style?	Says little about them-, selves, indirect, unclear, superficial agreement	Talks only, demands, dictates, interrupts, overpowers, yells	Talks and listens, clear, direct, open, to the point, dialogue
What is their view of themselves relative to others?	On the bottom, victim, inferior	On the top, superior, winner, but may not believe it	Equal to others, empowered
How do they typically feel about problem resolution?	I lose, you win	I win, you lose	I win, you win
What are common fears about others?	Rejection, abandonment, criticism, not being liked, conflict	Losing, getting taken advantage of, being exploited, losing control, being seen as weak	Not getting their point across, being misunderstood, not getting heard
What is their interpersonal style?	Inhibited, submissive, deferential, a follower, conforming, shy, un-expressive, introverted	Controlling, stubborn, abusive, domineering, pushy, demanding, extroverted	Respectful, candid, collaborative, open, cooperative, inquisitive, considerate
How do others feel with this type of person?	Happy at first, but later frustrated, confused, bored, over responsible	Intimidated, defensive, resentful, stupid, afraid, submissive, devalued, inhibited, unimportant	Initially may feel put off, but later feel safe, respected, confident, important, accepted
What is their attitude towards conflict?	A bad thing, to be avoided at all costs, undesireable, frightening	A good thing, which can be used to get their way, used as a too, seek it out, thrive on it	A good thing, but not always comfortable, it can lead to positive outcomes for all, inevitable, an opportunity, work through it
What are their personal boundaries like?	Unclear, easily violated, ever changing	Clear, unpenetrable, rigid, intrusive	Clear, but flexible
How do they respond to abusive behavior?	Accept it, tolerates it, withdraws, apologizes, retreats, self-pity	Becomes abusive back, escalates it, defensive, reactive, vengeful	Sets limits, stops it, won't tolerate it repeatedly, stands up to it

Chris Huffine, Psy.D. 2/00

Allies in Change Counseling Center
Controlling Behaviors

Listed below are some of the behaviors that can be used to control other people. As should be apparent, many of the behaviors below are not automatically controlling, but can be controlling depending on how they are used. This is only a partial list--there are many other ways of being controlling not listed here.

1. Abuse
2. Ingenuine **agreeing**
3. Giving **alcohol or other drugs**
4. Ambiguous responses
5. Apologizing
6. Argumentativeness
7. Requiring **authorization/approval**
8. Back seat driving
9. Badgering
10. Blackmailing
11. Blaming
12. Blowing up/going off the deep end
13. Bringing up the past
14. Changing the subject
15. Using **children**
16. Contrariness
17. Repeated **correcting/negating**
18. Using the **courts/legal system**
19. Defensiveness
20. Making **demands**
21. Disconnecting/taking the phone
22. Dismissive gestures
23. Dismissive sounds (e.g. 'tsk', sighs)
24. Doing someone's tasks without their consent
25. Dominating the conversation
26. Eavesdropping
27. Playing the **expert**
28. Extended pauses
29. Facial expressions (rolling eyes, insincere smiles)
30. Fear
31. Making them **feel sorry** for you
32. Flattering/brown-nosing
33. Forgetfulness
34. Using **friends**
35. Giving permission
36. Giving rewards/gifts
37. Going over someone's head
38. Going to a higher authority
39. Gossip
40. Using **guilt**
41. Handling someone else's belongings
42. Hanging up on them
43. Hiding items that don't belong to you
44. Inappropriate humor
45. Keeping the other person **ignorant/uneducated**
46. Ignoring
47. Impatience/hurrying someone
48. Willful **incompetence**
49. Interrupting
50. Intimidating
51. Invoking experience/expertise
52. Isolating
53. "Just joking/kidding"
54. Keeping items in your name only
55. Getting the **last word**
56. Leading questions
57. Limiting access to items (e.g., car keys)
58. Looks/stares
59. Lying
60. Making fun of
61. Using **male privilege** ('man of the house')
62. Manipulating
63. Not passing on **messages**
64. Micromanaging
65. Mimicing
66. Money
67. Monopolizing the time
68. Nagging
69. Offering unreasonable choices/alternatives
70. Orders
71. Over protective ('for your own good')
72. Being **overly sensitive**
73. Physical illness/symptoms
74. Physical size
75. Playing dumb
76. Superficially **polite/nice**
77. Pretending to be listening
78. Promises
79. Psyching-out/mind games
80. Public humiliation
81. Pushing buttons
82. Quid pro quo
83. Raising your voice
84. Rationalizing
85. Rhetorical questions
86. Sabotaging the car or other items
87. Sarcasm
88. Secret purchases
89. Selective listening
90. Shaming
91. Short fuse
92. Showing up late on purpose
93. Silence
94. Silent treatment
95. Speaking for someone
96. Stone-walling
97. Threatening suicide
98. Taking things away
99. Talking down to
100. Talking for someone
101. Teasing
102. Telling the other what they're thinking/feeling
103. Telling them how to behave
104. Giving the **third degree**
105. Threats
106. Time-outs (when misused)
107. Trivializing
108. Making **unilateral decisions**
109. Unsolicited advice
110. Vigilance/stalking/following
111. Walking away
112. Whining
113. Wild statements
114. Withholding information
115. Withholding sex/affection
116. Yelling

Allies in Change Counseling Center

Basic Communication Skills

We are continually interacting with other people. While others may think similarly to us, at times their thoughts, perspectives, priorities, feelings, and experiences will be quite different from our own. Because we are not telepathic, we do not automatically know what they are thinking, particularly when they are having different thoughts than we are. Likewise, they may not know what is going on with us unless we talk with them. Communication is the means of understanding what is going on with someone else as well as letting others know what is going on with us.

Communication involves using words, gestures, and facial expressions to convey to others what we are thinking, feeling, needing or wanting. It also involves listening, not only with our ears, but with our eyes and hearts, to understand what another is thinking, feeling, needing, or wanting. The bulk of good communication actually involves listening. If you accurately understand what is going on with the other person, you will be far more effective in expressing yourself in a way they can better understand.

A basic presumption of effective communication is that the goal is to work *with* the other person, in a cooperative, collaborative manner. It is important to approach communication not like a formal debate where the goal is to win the argument by proving the other wrong. Instead, it is important to approach it as a dialogue in which the goal is mutual understanding. People often think of arguments as bad things that are painful and to be avoided. Arguments can certainly be like that, especially when they are viewed as debates or verbal battles. But when arguments are instead viewed as discussions intended to increase understanding, they actually become positive things that increase the level of closeness and connection between people.

Listed below are some suggestions that can help increase the likelihood of being understood.

1. Use "I" messages (e.g., I feel, I think, In my opinion). The most important thing you can convey information about is yourself. By using "I" messages you communicate important information about your own thoughts and feelings. By focusing on yourself there is also less room for debate since you are the expert when it comes to your own thoughts and feelings. By focusing on yourself you also decrease the likelihood of the listener becoming defensive.
Bad example: "You were thoughtless and inconsiderate to show up so late."
Good example: "I feel disappointed when someone I'm meeting is half an hour late."

2. Focus on how you are feeling The most important information you can share about yourself is your emotional experience. What matters most is not *what* happens to us, but how we *feel* about what happens to us. The same event can affect different people quite differently. Until you talk about your feelings, others will not necessarily know what is going on inside of you. Again, there is little room for debate when it comes to how you are feeling. While your tone of voice can convey how you are feeling, using feeling words can make it even clearer.

Bad example: "I need to make a presentation at work next week."
Good example: "I'm feeling nervous, excited, and stressed because I need to make a presentation at work next week."

3. Be specific   When you are specific, there is less room for misinterpretation or misunderstanding. General examples are more prone to being taken in ways that you did not intend. Specifics will make it clearer to others exactly what you are trying to say. If you need to make a general statement, provide specific examples.
Bad example: "I thought today was very frustrating."
Good example: "I was frustrated today at how poorly the kids listened."

4. Be direct (but tactful)   While, at times, it may be best to "ease into" a particularly sensitive issue, sooner or later you will need to clearly state what it is you are trying to convey. Being indirect, hoping the other person will eventually catch on, may lead to confusion and misunderstanding. Directly saying what you want to say is likely to make the issue clearer to both of you.
Bad example: "I did get kind of wet and that wind was blowing kind of hard, but you know it's good to get that fresh air and I didn't really have to wait too long."
Good example: "Next time I would like if we could agree to meet inside, in case the weather is bad."

5. Focus on the behavior, not the person   We generally do not have issues with people, we have issues with certain *behaviors* a person has done. If you focus on the specific behavior rather than on the person, they are less likely to get defensive and more likely to listen to what you have to say. Try to separate the issue from the person and focus on the issue rather than the person.
Bad example: "You were so disrespectful."
Good example: "Swearing at me was so disrespectful."

6. Choose your words carefully   The more important and emotional the topic, the more important it is to think before speaking. Sometimes just a few words can make the difference between someone becoming reactive to your words or choosing to think about what you are saying. Avoid words that are hurtful or judgmental. Try to keep your language as neutral and unblaming as possible. If you are giving someone critical feedback, remind them of your positive feelings for them. Make it clear that while you may have a concern, you still care about them as a person. Research has found that in successful relationships people tend to do a better job of listening when difficult conversations are carefully and gently eased into.
Bad example: "You're acting like your mother again."
Good example: "In general, I've been feeling really good about how this weekend has been going, but there is one concern that I would like to share with you."

7. Put it as simply as possible   The longer you go on using more words and sentences the less likely the person is going to pay attention and understand what you are trying to say. Get to the point as quickly as you can. By keeping it simple, whatever you are saying will probably be easier to understand.
Bad example: "I was busy going through papers on the desk and also trying to balance the checkbook. I was trying to get it done before dinner and I knew that afterwards we had to go shopping. As I was going through the papers and looking for the checkbook I found an unopened bill from a couple weeks ago. So I think we need to find a new place to put bills when they arrive in the mail.

Good example: "I found an unopened bill from two weeks ago in the middle of the pile of papers. I think we need to find a special place to put bills when they come in the mail rather than just putting them on the desk."

8. <u>As the speaker, discuss one issue at a time</u> Try to only bring up one thing at a time. When you are clear what the topic or issue of the conversation is, stay focused on it until it has been resolved. Try to avoid bringing up other issues, even if they are important as well. Repeatedly changing the subject, before completing a discussion on any one thing can distract from the initial issue you raised as well as further confuse the communication process.

Bad example: "I need to get your input on who is available to baby sit. You know the kids have been a handful lately. Have you seen the state of John's room? It really needs to be cleaned. We also need to figure out when to have that talk with the kids."

Good example: "I have a few concerns about the kids. First, what thoughts do you have about who we could get to baby sit them Saturday afternoon?"

9. <u>As the listener, look for the common theme</u> Sometimes it can seem like the other is bringing up a "laundry list" of issues. Often, though, if you listen closely, you can find a common theme, which is the real point. Be careful that you don't "miss the forest for the trees". In other words, if the other seems to be talking about a variety of different issues (each one a "different tree"), look for a common theme ("the forest").

Bad example: "So what do you want to focus on--the dishes, the laundry, or cleaning the garage? You keep changing the subject."

Good example: "It sounds to me like you're wanting more help around the house with a variety of projects."

10. <u>Try to know in advance what you want from the conversation</u> Different conversations can have different goals. Do you mainly want the other just to listen so they can understand? Do you want them to give you suggestions? To make a specific change? To negotiate a solution? If you have some idea going into the conversation what your goal is, then you can be clearer with the other what it is you are wanting from them as a listener. It will also help you to be clearer on what you need to say to accomplish that goal. Different conversational goals can lead to very different ways of having the conversation, so it is important to get clear on (and make clear to the other) what, exactly, the goal is.

Bad example: "Can you just let me talk? . . . Don't just sit there, tell me what you're thinking . . . I don't need your advice."

Good example: "What I most need from you, right now, is to just let me talk for a while about what is going on with me. I don't need any advice or solutions, just understanding."

11. <u>Communicate in a timely way</u> Communication should be a regular, on-going process, not something saved for special occasions. Repeatedly putting conversations off means that it is more likely that you will be more intense and upset when you finally have them, which may hamper the effectiveness of your communication. As things come up, try to talk about them as quickly as you can, rather than saving them up. The more important it is or the more intensely you feel, the sooner you should talk about it--except as mentioned below.

Bad example: "I can't believe how much you were interrupting me at the dinner table in front of my parents last Thanksgiving."

Good example: "It really bothered me last night how much you were interrupting me while I was trying to talk about work with my parents."

12. <u>Find an appropriate time for important conversations</u> On the other hand, it is important that you find a time that will allow you to have the conversation the way you want. The more important the conversation, the more important to schedule it for an appropriate time. This should include a time when there will be enough time, privacy, and energy to have the conversations with few or no distractions. In addition, make sure that you are effectively managing any emotional intensity you are feeling about the issue. If you are feeling "too intense", then best to wait until you can calm yourself, through a time-out, a day's reflection, or taking a moment to breathe.
Bad example: "I don't care if it's almost midnight and you're tired, we're talking about this now!"
Good example: "I really want to talk about this, but I know it's late and you're tired. When would be a better time to have this conversation?"

13. <u>Stay calm</u> While there is nothing wrong with becoming emotional as you speak, try to stay as calm with your voice and body posture as you can. If you become too agitated with your voice or words or gestures, the other may become afraid or distracted by your intensity and not fully pay attention to what you are saying. If you are unable to calm yourself and you are becoming increasingly agitated, consider taking a time-out to help calm yourself.
Bad example: "I don't care if I'm talking too loudly, this is important, do you understand me??!!"
Good example: "This is really concerning me."

14. <u>Stay with the conversation until it is resolved</u> It is important that conversations continue until there is resolution. If things can not be resolved then, get to the point where you either "agree to disagree" or agree that you will continue it at a later time. Ending a discussion in the middle can leave things hanging and one or both of you frustrated. It can also lead to further conflict later over the same, unresolved issue.
Bad example: "I completely disagree, but I need to go do some work in the garage."
Good example: "I want to share with you what my concerns are and hear what you think, so I'll just get to the garage later. But I definitely need to be leave by 2:00."

15. <u>Be willing to take breaks if the conversation goes on too long</u> While it is important to reach resolution, sometimes that can not be done in a single conversation. It may be a longer conversation than is possible within the time constraints. One or both of you may be getting tired or hungry or distracted or too intense. Rather than trying to make it through a conversation when you are not up to it, it can be wiser to agree to temporarily end the conversation until a better time when you are in a better space to have it (as outlined in #12). It can also be a good idea to temporarily stop a conversation when you are feeling stuck. Sometimes just stepping away from it for a few hours or days can lead to new perspectives or ideas about how to reach a mutual agreement. It is vital that if you temporarily stop a conversation you follow-up on it in an agreed upon time frame.
Bad example: "We are not leaving this house until we resolve this."
Good example: "It doesn't feel like we're getting anywhere with this right now. How about we just have dinner, watch a movie, and revisit this tomorrow afternoon."

16. <u>Focus on one person's concerns at a time</u> A common communication suggestion is that people take turns speaking and listening with each other. The idea is that one person speaks, the other reflects back what the other said, then that one speaks and the other does the same. The problem with this is that it can be difficult shifting between focusing on the other person and focusing on oneself. Often what happens is that each person gets more focused on making their own points than what the other is saying. A more practical alternative is that one

person is focused on for a chunk of time, until they have said everything they wish. The job for the other is solely to listen and understand what the other is saying. Anything the listener has to say--rebuttals, clarifications, counterpoints--are held back until after the other has said everything they want to. Once one person has said everything they wish to and feels adequately acknowledged (which may take many minutes), then the roles are reversed and the speaker becomes the listener and vis-versa.

Bad example: "You said that I hardly do anything around here, but I do lots around here. I wish you would do more in terms of all of the shopping. What do you think about that?"

Good example: "So you feel that I could be doing more to help around the house and that, generally, you don't get the support you would like. Are there other concerns you have? Tell me more."

17. <u>Focus on wants and needs rather than solutions</u> This concept comes from the book <u>Getting to Yes</u> by Fisher and Ury. Sometimes when arguments reach an impasse it is because the two people have come up with conflicting solutions to an issue (e.g., going out for Chinese vs. Mexican, going to the zoo vs. staying home). To resolve this you need to identify what the want or need is behind the solution. Identify what each of your goals was with what you suggested (e.g., cheap food vs. festive environment, doing something fun with the kids vs. having some quiet time). Then list all the goals together and, together, see if you can come up with new solutions/options that meet all of the goals (e.g., splitting a meal at the festive Mexican place, hanging out at home but then going out for ice cream later).. Sometimes it takes some creativity, but often all the goals can be met.

Bad example: "The only place I will go is the Mexican place."

Good example: "As long as we can hang out some place festive, with good music, any place is fine with me."

18. <u>Check for understanding</u> Be careful not to assume that the other person automatically understands what you have been saying. Likewise, do not assume that you know how they are feeling about what you said. If you are not sure, have the other person summarize what you have been saying. That will confirm that they understood you and, if they did not get it completely correct, you can clarify things.

Bad example: "So that about covers it. What's up with you?"

Good example: "Does that make sense? What do you think about what I've been saying?"

19. <u>Repeat points using different words</u> If someone does not seem to get what you are saying, try to explain it again using different words. Simply repeating the same words again, louder or with greater emphasis will not help unless they did not hear them the first time. Sometimes the same point stated a different way can lead to a better understanding.

Bad example: "How many times do I have to say it? Move the car."

Good example: "Could you please move the car the entire way out of the driveway and onto the street?"

20. <u>Make use of your eyes, voice, and body</u> The way you carry yourself in terms of body language can convey as much as your spoken words. The more important your message, the more important this becomes. In particular, strive to make steady eye contact--looking away conveys that what you are saying is less important. Try to have a firm, clear tone of voice--an overly quiet or loud voice may also distract from what you are saying. Try to also speak to the other on their physical level--standing if they are standing, kneeling to speak with a child, etc.

Bad example: (speaking softly, looking at the floor)

Good example: (speaking in a clear voice with steady eye contact)

21. <u>Avoid overstating or over generalizing</u> Words such as "always", "never", and other extreme words like them are rarely true and are more typically negative self-talk that is being said out loud. While it is tempting to amplify your points to make more of an impact, doing so actually increases the likelihood of the other person taking exception to what you are saying and/or becoming defensive. Putting your concerns in a more moderate form is likely to get less disagreement. Using phrases like "in my opinion" or "my experience" or "my perspective" makes it easier to hear what you are saying.
Bad example: "You are never on time."
Good example: "It seems to me you are often late."

22. <u>Avoid comparisons when possible</u> Deal with that specific individual, issue, or situation rather than bringing up other people, issues, or situations in a comparative way (except when absolutely necessary). Comparisons can often leave the other person feeling like they are "not measuring up". You can just as effectively share your concerns or make your point, without having to compare the person to someone else.
Bad example: "Your sister does a much better job of keeping her room clean than you do."
Good example: "Your room needs to be cleaned better than this. There should not be anything laying on the floor or pushed under the bed."

Chris Huffine, Psy.D.
2/2006

Open Ended Communication and Active Listening

Who?

What?

When?

Where?

Why? (Can be hostile)

Can't be answered with a Yes or a No

Avoid Leading Questions

Feeling Statements "You feel/felt…" (Make sure you actually say a feeling word!)

Summation Statements

Acknowledge the speaker (head nods, 'Uh huh')

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Stages of Change

PRE-CONTEMPLATION	CONTEMPLATION	PREPARATION	ACTION	MAINTENANCE	RELAPSE
Create Doubt	Help Weigh Risk and Benefits of Changing Behavior	Examine Available Alternatives to Behavior	Help to Establish Clear Plan of Action	Help to Identify and Use Strategies to Prevent Relapse	Identify Flaws in Previous Plan
Increase Awareness of Risks & Problems	Evoke Reasons to Change / Risks to not Changing	Help to Determine Best Course of Action	Eat Healthy, Get Enough Rest, & then...	**Avoid Negative People**	Establish Plan to Deal with Distractions and Disruptions to Plan
Question the Inevitability of Things Staying the Same	Find Motivation	Find Resources	DO IT!	Keep Doing Your Plan... even when at first it does not pay off	Return to Precontemplation &
Find Hope	Find Dreams	Get Guidance (From Healthy & Successful People)	DO IT!		**Resume Process**
	Find Purpose		DO IT!		(In other words, keep on doing it, until you do it correctly!)
	Get a Vision	Get Support (From Healthy & Positive People)	DO IT!	Eat Healthy, Get Enough Rest, & Stay on an Even Emotional Level	
	Strengthen Self Efficacy for Change		**DO IT!**		*Or, QUIT & Resign Yourself to Your Miserable Minimal Existence Forever!*

DO IT!

From Wikipedia:

Socratic questioning is a form of disciplined questioning that can be used to pursue thought in many directions and for many purposes, including: to explore complex ideas, to get to the truth of things, to open up issues and problems, to uncover assumptions, to analyze concepts, to distinguish what we know from what we do not know, to follow out logical consequences of thought or to control discussions. Socratic questioning is based on the foundation that thinking has structured logic, and allows underlying thoughts to be questioned. The key to distinguishing Socratic questioning from questioning per se is that Socratic questioning is systematic, disciplined, deep and usually focuses on fundamental concepts, principles, theories, issues or problems

Socratic questioning is often used in psychotherapy, most notably as a cognitive restructuring technique. ... The purpose is to help uncover the assumptions and evidence that underpin people's thoughts in respect of problems. A set of Socratic questions in cognitive therapy aim to deal with automatic thoughts that distress the patient:

-Revealing the issue: 'What evidence supports this idea? And what evidence is against its being true?'

-Conceiving reasonable alternatives: 'What might be another explanation or viewpoint of the situation? Why else did it happen?'

-Examining various potential consequences: 'What are worst, best, bearable and most realistic outcomes?'

-Evaluate those consequences: 'What's the effect of thinking or believing this? What could be the effect of thinking differently and no longer holding onto this belief?'

-Distancing: 'Imagine a specific friend/family member in the same situation or if they viewed the situation this way, what would I tell them?'

Careful use of Socratic questioning enables a therapist to challenge recurring or isolated instances of a person's illogical thinking while maintaining an open position that respects the internal logic to even the most seemingly illogical thoughts.

A Definition of Motivational Interviewing

The definition of Motivational Interviewing (MI) has evolved and been refined since the original publications on its utility as an approach to behavior change. The initial description, by William R. Miller in 1983, developed from his experience in the treatment of problem drinkers. Through clinical experience and empirical research, the fundamental principles and methodologies of MI have been applied and tested in various settings and research findings have demonstrated its efficacy. MI is now established as an evidence-based practice in the treatment of individuals with substance use disorders.

Motivational Interviewing focuses on exploring and resolving ambivalence and centers on motivational processes within the individual that facilitate change. The method differs from more "coercive" or externally-driven methods for motivating change as it does not impose change (that may be inconsistent with the person's own values, beliefs or wishes); but rather supports change in a manner congruent with the person's own values and concerns.

The most recent definition of Motivational Interviewing (2009) is:

> **". . . a collaborative, person-centered form of guiding to elicit and strengthen motivation for change."**

The Motivational Interviewing Approach

Motivational Interviewing is grounded in a respectful stance with a focus on building rapport in the initial stages of the counseling relationship. A central concept of MI is the identification, examination, and resolution of ambivalence about changing behavior.

Ambivalence, feeling two ways about behavior change, is seen as a natural part of the change process. The skillful MI practitioner is attuned to client ambivalence and "readiness for change" and thoughtfully utilizes techniques and strategies that are responsive to the client.

Recent descriptions of Motivational Interviewing include three essential elements:

1. MI is a particular kind of conversation about change (counseling, therapy, consultation, method of communication)
2. MI is collaborative (person-centered, partnership, honors autonomy, not expert-recipient)
3. MI is evocative (seeks to call forth the person's own motivation and commitment)

These core elements are included in three increasingly detailed levels of definition:

Lay person's definition (What's it for?): Motivational Interviewing is a collaborative conversation to strengthen a person's own motivation for and commitment to change.

A pragmatic practitioner's definition (Why would I use it?): Motivational Interviewing is a person-centered counseling method for addressing the common problem of ambivalence about change.

<u>A technical therapeutic definition (How does it work?)</u>: Motivational Interviewing is a collaborative, goal-oriented method of communication with particular attention to the language of change. It is designed to strengthen an individual's motivation for and movement toward a specific goal by eliciting and exploring the person's own arguments for change.

The "Spirit" of Motivational Interviewing

MI is more than the use of a set of technical interventions. It is characterized by a particular "spirit" or clinical "way of being" which is the context or interpersonal relationship within which the techniques are employed.

The spirit of MI is based on three key elements: **collaboration** between the therapist and the client; **evoking or drawing out** the client's ideas about change; and emphasizing the **autonomy** of the client.

- **Collaboration (vs. Confrontation)**
  Collaboration is a partnership between the therapist and the client, grounded in the point of view and experiences of the client.
  This contrasts with some other approaches to substance use disorders treatment, which are based on the therapist assuming an "expert" role, at times confronting the client and imposing their perspective on the client's substance use behavior and the appropriate course of treatment and outcome.

  Collaboration builds rapport and facilitates trust in the helping relationship, which can be challenging in a more hierarchical relationship. This does not mean that the therapist automatically agrees with the client about the nature of the problem or the changes that may be most appropriate. Although they may see things differently, the therapeutic process is focused on mutual understanding, not the therapist being right.

- **Evocation (Drawing Out, Rather Than Imposing Ideas)**
  The MI approach is one of the therapist's drawing out the individual's own thoughts and ideas, rather than imposing their opinions as motivation and commitment to change is most powerful and durable when it comes from the client. No matter what reasons the therapist might offer to convince the client of the need to change their behavior or how much they might want the person to do so, lasting change is more likely to occur when the client discovers their own reasons and determination to change. The therapist's job is to "draw out" the person's own motivations and skills for change, not to tell them what to do or why they should do it.

- **Autonomy (vs. Authority)**
  Unlike some other treatment models that emphasize the clinician as an authority figure, Motivational Interviewing recognizes that the true power for change rests within the client. Ultimately, it is up to the individual to follow through with making changes happen. This is empowering to the individual, but also gives them responsibility for their actions. Counselors reinforce that there is no single "right way" to change and that there are

multiple ways that change can occur. In addition to deciding whether they will make a change, clients are encouraged to take the lead in developing a "menu of options' as to how to achieve the desired change.

The Principles of Motivational Interviewing

Building on and bringing to life the elements of the MI "style", there are four distinct principles that guide the practice of MI. The therapist employing MI will hold true to these principles throughout treatment.

- **Express Empathy**

    Empathy involves seeing the world through the client's eyes, thinking about things as the client thinks about them, feeling things as the client feels them, sharing in the client's experiences. This approach provides the basis for clients to be heard and understood, and in turn, clients are more likely to honestly share their experiences in depth. The process of expressing empathy relies on the client's experiencing the counselor as able to see the world as they (the client) sees it.

- **Support Self-Efficacy**

    MI is a strengths-based approach that believes that clients have within themselves the capabilities to change successfully. A client's belief that change is possible (self-efficacy) is needed to instill hope about making those difficult changes. Clients often have previously tried and been unable to achieve or maintain the desired change, creating doubt about their ability to succeed. In Motivational Interviewing, counselors support self-efficacy by focusing on previous successes and highlighting skills and strengths that the client already has.

- **Roll with Resistance**

    From an MI perspective, resistance in treatment occurs when then the client experiences a conflict between their view of the "problem" or the "solution" and that of the clinician or when the client experiences their freedom or autonomy being impinged upon. These experiences are often based in the client's ambivalence about change. In MI, counselors avoid eliciting resistance by not confronting the client and when resistance occurs, they work to de-escalate and avoid a negative interaction, instead "rolling with it." Actions and statements that demonstrate resistance remain unchallenged especially early in the counseling relationship. By rolling with resistance, it disrupts any "struggle" that may occur and the session does not resemble an argument or the client's playing "devil's advocate" or "yes, but" to the counselor's suggestions. The MI value on having the client define the problem and develop their own solutions leaves little for the client to resist. A frequently used metaphor is "dancing" rather than "wrestling" with the client. In exploring client concerns, counselors invite clients to examine new points of view, and are careful not to impose their own ways of thinking. A key concept is that counselor's avoid the "righting

reflex", a tendency born from concern, to ensure that the client understands and agrees with the need to change and to solve the problem for the client.

- **Develop Discrepancy**

  Motivation for change occurs when people perceive a mismatch between "where they are and where they want to be", and a counselor practicing Motivational Interviewing works to develop this by helping clients examine the discrepancies between their current circumstances/behavior and their values and future goals. When clients recognize that their current behaviors place them in conflict with their values or interfere with accomplishment of self-identified goals, they are more likely to experience increased motivation to make important life changes. It is important that the counselor using MI does not use strategies to develop discrepancy at the expense of the other principles, yet gradually help clients to become aware of how current behaviors may lead them away from, rather than toward, their important goals.

Motivational Interviewing Skills and Strategies

The practice of Motivational Interviewing involves the skillful use of certain techniques for bringing to life the "MI spirit", demonstrating the MI principles, and guiding the process toward eliciting client change talk and commitment for change. Change talk involves statements or non-verbal communications indicating the client may be considering the possibility of change.

OARS

Often called micro counseling skills, OARS is a brief way to remember the basic approach used in Motivational Interviewing. **Open Ended Questions, Affirmations, Reflections, and Summaries** are core counselor behaviors employed to move the process forward by establishing a therapeutic alliance and eliciting discussion about change.

- **Open-ended questions** are those that are not easily answered with a "yes/no" or short answer containing only a specific, limited piece of information. Open-ended questions invite elaboration and thinking more deeply about an issue. Although closed questions have their place and are at times valuable (e.g., when collecting specific information in an assessment), open-ended questions create forward momentum used to help the client explore the reasons for and possibility of change.

- **Affirmations** are statements that recognize client strengths. They assist in building rapport and in helping the client see themselves in a different, more positive light. To be effective they must be congruent and genuine. The use of affirmations can help clients feel that change is possible even when previous efforts have been unsuccessful. Affirmations often involve reframing behaviors or concerns as evidence of positive client qualities. Affirmations are a key element in facilitating the MI principle of Supporting Self-efficacy.

- **Reflections** or reflective listening is perhaps the most crucial skill in Motivational Interviewing. It has two primary purposes. First is to bring to life the principle of Expressing Empathy. By careful listening and reflective responses, the client comes to feel that the counselor understands the issues from their perspective. Beyond this, strategic use reflective listening is a core intervention toward guiding the client toward change, supporting the goal-directed aspect of MI. In this use of reflections, the therapist guides the client towards resolving ambivalence by a focus on the negative aspects of the status quo and the positives of making change. There are several levels of reflection ranging from simple to more complex. Different types of reflections are skillfully used as clients demonstrate different levels of readiness for change. For example, some types of reflections are more helpful when the client seems resistant and others more appropriate when the client offers statements more indicative of commitment to change.

- **Summaries** are a special type of reflection where the therapist recaps what has occurred in all or part of a counseling session(s). Summaries communicate interest, understanding and call attention to important elements of the discussion. They may be used to shift attention or direction and prepare the client to "move on." Summaries can highlight both sides of a client's ambivalence about change and promote the development of discrepancy by strategically selecting what information should be included and what can be minimized or excluded.

Change Talk

Change talk is defined as statements by the client revealing consideration of, motivation for, or commitment to change. In Motivational Interviewing, the therapist seeks to guide the client to expressions of change talk as the pathway to change. Research indicates a clear correlation between client statements about change and outcomes - client-reported levels of success in changing a behavior. The more someone talks about change, the more likely they are to change. Different types of change talk can be described using the mnemonic DARN-CAT.

Preparatory Change Talk
    Desire (I want to change)
    Ability (I can change)
    Reason (It's important to change)
    Need (I should change)

And most predictive of positive outcome:

Implementing Change Talk
    Commitment (I will make changes)
    Activation (I am ready, prepared, willing to change)
    Taking Steps (I am taking specific actions to change)

Strategies for Evoking Change Talk

There are specific therapeutic strategies that are likely to elicit and support change talk in Motivational Interviewing:

1. **Ask Evocative Questions:** Ask an open question, the answer to which is likely to be change talk.
2. **Explore Decisional Balance:** Ask for the pros and cons of both changing and staying the same.
3. **Good Things/Not-So-Good Things:** Ask about the positives and negatives of the target behavior.
4. **Ask for Elaboration/Examples:** When a change talk theme emerges, ask for more details. "In what ways?" "Tell me more?" "What does that look like?" "When was the last time that happened?"
5. **Look Back:** Ask about a time before the target behavior 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? How would you like your life to be five years from now?
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 1 to 10, how important is it to you to change [the specific target behavior] where 1 is not at all important, and a 10 is extremely important? *Follow up*: "And why are you at ___and not _____ [a lower number than stated]?" "What might happen that could move you from ___ to [a higher number]?"
Alternatively, you could also ask "How confident are that you could make the change if you decided to do it?"
9. **Explore Goals and Values:** Ask what the person's guiding values are. What do they want in life? Using a values card sort activity can be helpful here. Ask how the continuation of target behavior fits in with the person's goals or values. Does it help realize an important goal or value, interfere with it, or is it irrelevant?
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."

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Values Assessment

Rate each value using the scale below. Consider what the words mean to you; don't worry about formal definitions. Think about whether each value feels important to **you**. Make your decisions quickly, and be discriminating in your choice of what is "very important."

Rating Scale

1 = Very important   2 = Somewhat important   3 = Importance varies   4 = Little or no importance

___ Acquiring	___ Effectiveness	___ Individuality	___ Structure
___ Autonomy	___ Excellence	___ Intimacy	___ Success
___ Beauty	___ Excitement	___ Knowledge	___ Surroundings
___ Belonging	___ Exploring	___ Leading	___ Time Freedom
___ Challenge	___ Fairness	___ Mastery	___ Tranquility
___ Commitment	___ Family	___ Potential	___ Trust
___ Competition	___ Friendship	___ Power	___ Understanding
___ Contributing	___ Gentleness	___ Quiet	___ Uniqueness
___ Control	___ Growth	___ Risk	___ Variety
___ Cooperation	___ Health	___ Security	___ Wealth
___ Creativity	___ Helping	___ Sharing	___ Well-being
___ Curiosity	___ Honesty	___ Spirituality	___ Winning
___ Duty	___ Humor	___ Stability	___ Wisdom
___ Economy	___ Independence	___ Strength	

Of the values that you rated as "very important," choose the 10 that are most important to you. Write them in the grid below, and then jot down a few words or phrases that explain what the words mean to you. In the column to the right, rank each value from 1 to 10 (with 1 being the highest). The ranking will provide you with a list of your important work values, which you can use to evaluate potential careers.

Values	Rank