

Difficult Conversations: Beyond MI

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Aspire Training & Consulting

Melinda A. Marasch, LCSW
(920) 415-4430
Melinda@Aspire2BU.org

- Interactive
- Confidential
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- Take Aways



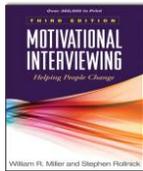
Objectives

- Identify at least **1 basic MI concept/approach** to utilize with participants.
- Identify at least **1 advanced MI concept/approach** to utilize with participants.
- Identify at least **3 do's & don'ts** in work with a defined participant scenario.
- **Feel more confident** in working with a defined participant scenario.
- **Plan** how to use MI at work.



Motivational Interviewing

“Motivational Interviewing is a **collaborative** conversation style for strengthening a person’s **own motivation and commitment** to change.”



Miller & Rollnick (2013). p 12

Motivational Inter-viewing



What is MI?

Evidence-Based Best Practice

Trauma (Healing) Informed

- More **compassionate, direct** conversations
- **More impact in less time**, by helping people talk themselves into change
- Success in **addressing ambivalence & saying the same thing MANY times**
- Strategies to **minimize resistance (defenses) & discord**
- Opportunities to **support customers**, especially when there’s nothing else to do
- **Insulation** from the contagious energy & emotion

3 Things to Know About MI



1. Listen for change, don't manipulate change
2. There are 2 chairs: sustain & change
3. It's about the Spirit (Partnership, Acceptance, Compassion & Evocation), more than micro-skills



Who's Here? (Roles, Programs/Agencies)

What Do You Know About MI?



Know

WHAT you are doing

&

WHY



Integration

INTEGRATION PLAN

GOAL: I want to integrate what I learned so that I ...

OBJECTIVES OR STEPS (I will accomplish the above goal through the following steps.)	IMPORTANCE (1-10 scale) (10=most)	CONFIDENCE (1-10 scale) (10=most)	WHY? (1-10 scale)	WHEN &/OR HOW OFTEN	HOW WILL I KNOW IT'S A SUCCESS?	WHEN WILL I EVALUATE PROGRESS?	BARRIERS & PLAN TO OVERCOME BARRIERS
NOTES:							

Be the Change! www.aspire2bu.org

Behavior Change

MOTIVATIONAL INTERVIEWING

The Spirit of MI

Partnership
Acceptance
Compassion
Evocation

Miller & Rollnick (2013)

Compassion: The Human Connection to Patient Care

“Could a greater miracle take place
than for us to look through each other’s eyes for an instant?”
-Henry David Thoreau



https://www.youtube.com/watch?v=cDDWvj_q-o8

Be Nicer
than you want to be.

Be More Patient
than you feel like you have time for.



Self Compassion



- May I be peaceful
- May I be well
- May I be happy
- May I be safe
- May I be free from suffering



HOW IT'S YOUR TURN Compassion to Others 

- May you be peaceful
- May you be well
- May you be happy
- May you be safe
- May you be free from suffering



How: E-ROAS

- Empathy
- Reflections
- Open-Ended Questions & Statements
 - Ask-Tell-Ask
- Affirmations (validations)
- Summaries




Translation: E(eyore) Roars Translation: The Rose

Another MI Definition



Client-centered, guided method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.

AMBIVALENCE

Stay the Same
Focus
Change

The MI Process

Maintain – Keep it Up

Plan - How

Evoke - Why

Focus - What

Engage– Who (Understand)

Jumping to Solutions
& Offering Suggestions

=

Behavior Change is
Unjustified & Unnecessary

Tafate, et. al. (2019)

Keep the PACE



YOU Can't Help Everyone



Don't make things worse.

Traps

- Righting Reflex/Expert
- Assessment/Question & Answer
- Taking Sides
- Premature Focus
- Premature Planning
- Labeling





The Reactance Effect

- An unpleasant motivational arousal (reaction) to offers, persons, rules, or regulations that threaten or eliminate specific behavioral freedoms.
- Occurs when a person feels that someone or something is taking away their choices or limiting the range of alternatives.

[https://en.wikipedia.org/wiki/Reactance_\(psychology\)](https://en.wikipedia.org/wiki/Reactance_(psychology))

Promoting Engagement,
Exploring Motivation,
& Maximizing Opportunities

=

Participants
Making Change Anyway
(mandated, incarcerated...)

Tafate, et. al. (2019)

Increase Change Talk During Encounters



Tips for Change Talk

- Identify sustain & change talk
- Reflect change talk
- Evoke change talk
- Soften sustain talk
- Ignore sustain talk
- Pair sustain, then change talk





Agenda (What Do You Want?)

- *Making it Work* Handout
- Working with Sustain Talk &/or Change Talk (including Discord/Resistance)
- Practice
- ?



MIW

**Participant Statement
(Change Target)**

- *I know I shouldn't have yelled at her, but she talks too much!* (Impulse Control, Focus, Social Skills)
- *I'm not going to stop watching TV. There's nothing wrong with a little bit of enjoyment in life.* (Social Skills, Connections)
- *I wish I could do something to help Romero, but I feel like I've tried everything. And I have other patients who need me, too.* (Romero's Behavior Plan, Manage Unit, Collaborate with Colleagues)
- +

My Father Also Hit Me

Sustain Talk & Change Talk

- Desire (want)
- Ability (can)
- Reasons (benefits)
- Needs (must)
- Commitment (will)
- Activation (movement)
- Taking Steps (actions)



Preparatory Change Talk: DARN

Desire

- I want
- I would like
- I wish
- I hope
- *I wish I could run faster.*

Reasons

- Benefits, advantages, results
- ...
- *I could run further, faster & burn more calories if I could run that fast.*

Ability

- Self perceived capability ("can")
- *I'd like to run a 10 minute mile, but I've never been able to do that. I can run about a 12 minute mile.*

Need

- "I need to, have to, must, can't keep on like this ..."
- *I need to keep exercising.*

Commitment

- Resolution or likelihood of action
 - I will
 - I could
 - I have good reason to
 - I need to ...
 - *I will keep exercising.*

Activation

- Indicates movement toward action (willingness, getting ready to)
 - I'm willing to
 - I'm ready to
 - I'm prepared to
 - *I'm willing to try to walk 45 minutes 3 times per week.*

Mobilizing Change Talk: CATS

Taking Steps

- Indicates actions already taken
 - I bought some
 - I tried to
 - I went to
 - I called
 - *I did buy some tennis shoes last month.*



Desire (want)

Ability (can)

Reasons (benefits)

Needs (must)

Commitment (will)

Activation (movement)

Taking Steps (actions)

1. I don't want to get in more trouble from my anger.
2. I want to stay clean & out of trouble.
3. I can deal with my anger without that group.
4. I've got to get my life together!
5. I'm going to get my life together.
6. I'm talking to you & that helps.
7. Tell me some other group or thing I can do...I am willing to do something.



MIW

Define...

1. Participant Statement
2. Change Target
3. Sustain Talk
4. Change Talk (can include DARN CATS)

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Readiness for Change

1. Increased Change talk
2. Decreased Sustain talk
3. Taking Steps
4. Resolve
5. Questions about Change
6. Envisioning



Modified from Rosengren (2009), pp 406-407
 Photo: <https://creativecommons.org/licenses/by-nc-sa/3.0/>

The MI Process



MI Process: Guide

DOC MI Peer Learning Tool Kit (2017), p. 4

When for What?

Summarize
when you are **stuck**,
to **transition** the MI Process,
& to **conclude**
(add an affirmation)

- **Engage**
Demonstrate understanding: initially, "No", emotions, & to close.
- **Focus:**
Set Goals, priorities, etc.
Unproductive: **Engage**.
- **Evoke**
Name *Whys* & *Why Nots*.
Off topic: **Focus**. Unproductive: **Engage**
- **Plan**
Signs of readiness, test the water: "Should we define a goal to work on?" Define the *Hows*.
If **NOT** ready, **Summarize and Engage**, **Focus** or **Conclude**

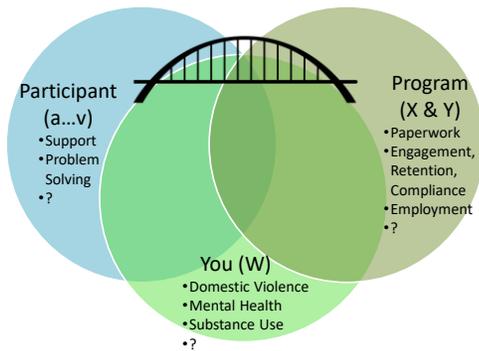


MI Process

- Where is this person?
- Where would you like to go?



BRIDGE THE 3 AGENDAS (OR MORE)



How: E-ROAS (OARS)

Empathy

Reflections

Open-Ended Questions & Statements

Ask-Tell-Ask

Affirmations (validations)

Summaries



E-OAR (Eeyore)

Translation: The Rose (roahs)

Making MIAs (MI Adherent Approaches)

- **Reflect:** Listen for understanding & demonstrate understanding.
- **Affirm:** Accentuate a person's WHYs - inherent worth, strengths, positive attributes, or past efforts with change.
- **Seek collaboration:** Share power or expertise - ask what they think about information or ask for permission to discuss, give information, move on, etc.
- **Emphasize autonomy:** Work to CLEARLY focus the responsibility with the client highlighting their sense of control, freedom of choice, personal autonomy, or ability to decide about their own actions.
- **Advice:** Based on _____ (*what you said... what you want... what the labwork says...*), it seems best for you/us to _____ (*try to get something out of group... figure out how to talk with Denise... think about how to follow the rules... follow up with your doctor*).

I hear your words
(simple)

I hear your
meaning
(complex)

Levels of
Reflection

Image: <https://historytech.wordpress.com/2017/01/03/its-not-always-what-you-see-that-bites-you-in-the-butt-all-in-with-the-dorsal-fin/>

Reflections

“There is no way I can get along with him even though everyone tells me I have to.”

Simple: “You don’t think you can get along with him.”

Complex

- **Affect:** “You feel pressured.”
- **Meaning:** “You don’t think you can do what it takes to get along with him.”
- **Continuing the Paragraph:** “And if you don’t you will continue to get in trouble.”
- **Summary:** Korg in Thor Ragnarök



Reflective Listening Cheat Sheet Handout

Seek Permission:

Ask-Tell-Ask (EPE: Elicit-Provide-Elicit)

Ask (permission or information)

- *I’m hoping we can figure out how to help you stay out of trouble. We can talk more about this now, if you want.*

Tell (information or options)

- *You’re expected to get along with the other residents & stay out of trouble. You know that staying out of trouble gets you 1, 2, 3.*

Ask (relevance to participant)

- *How is it messing things up for you when you get in trouble?*

Ask (permission or information)

- *Tell me what think will happen if you don’t get along with Clint.*

Tell (information or options)

- *I think you are right. He is probably pushing your buttons; that will happens, even on the outs. If you stay out of trouble you 1, 2, 3.*

Ask (relevance to participant)

- *What motivates you the most to stay out of trouble?*

The MI Process



Open-Ended Questions

- **Engage:** *What should I know about you? Tell me more so that I understand.*
- **Focus:** *How can I help? What should we talk about or work on?*
- **Evoke:** *What’s the hardest part about being here?*
- **Plan:** *How are you going to deal with that? Where should we go from here?*

Strategies for Engaging & Evoking Change Talk Handout

Affirmations

Accepting	Determined	Loving	Stable
Adaptable	Diligent	Mature	Strong
Affectionate	Earnest	Open	Stubborn
Alert	Effective	Optimistic	Thankful
Alive	Energetic	Patient	Thorough
Ambitious	Faithful	Perceptive	Thoughtful
Assertive	Flexible	Persistent	Tough
Attentive	Focused	Positive	Truthful
Committed	Forgiving	Powerful	Understanding
Competent	Forward-looking	Prayerful	Unique
Confident	Happy	Receptive	Unstoppable
Considerate	Healthy	Reliable	Visionary
Courageous	Hopeful	Resourceful	Willing
Creative	Imaginative	Sensible	Wise
Decisive	Ingenious	Skillful	Worthy
Dedicated	Intelligent	Spiritual	Zealous

Miller & Rollnick (2013)



Summary = Bridge

Demonstrate understanding & how you value the person & what was said
Collect * Link * Transition * Close

1. Statement to begin pulling things together
2. Client's ambivalence including sustain talk
3. Where Client is now & change talk
4. A Question or Statement about what happens next
5. Affirmation if ending the conversation or making a point.



- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Small Talk or Introduction 2. Topic 3. Emotions 4. Discussion | <ol style="list-style-type: none"> 1. Work at hand 2. Different Topic 3. Moving forward 4. Conclusion |
|---|---|

Formula: Summaries

1. Statement to begin pulling things together
2. Client's ambivalence including sustain talk
3. Where Client is now & change talk
4. A Question or Statement about what happens next
5. Affirmation if ending the conversation or making a point.



*Let's check in for a minute.
You are still pretty mad & not sure that talking with Clint will help. And you don't like being in trouble & you do like socializing. So where do you think you'd like to go from here? OR How can I help? OR I'd like you to think about how you can socialize tonight.*

Modified from Rosengren (2009), pp 407-409

Messages

1. *Thank you for talking with me. I know you have other things you'd rather do. I appreciate you taking the time to focus on your employment.*
2. *Behavior Change is hard.*
3. *It's hard to be consistent.*
4. *If not this, what? If not now, when?*



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MI Process & Approaches

How would you respond to...

- Engage
- Focus
- Evoke
- Plan
- Maintain



Good Times

**WORKING WITH SUSTAIN TALK,
DISCORD & RESISTANCE**

Dr Brené Brown
on
Blame

https://www.youtube.com/watch?v=RZWf2_2L2v8



The Reactance Effect

AKA
telling
someone
what to do.

- An unpleasant motivational arousal (reaction) to offers, persons, rules, or regulations that threaten or eliminate specific behavioral freedoms.
- Occurs when a person feels that someone or something is taking away their choices or limiting the range of alternatives.

[https://en.wikipedia.org/wiki/Reactance_\(psychology\)](https://en.wikipedia.org/wiki/Reactance_(psychology))

Discord = Trouble in the Helping Relationship
Resistance = Not Ready

Rebellion

- May* see the problem behavior
- Lots of emotional energy to resist change
 - Will argue and be hostile
 - Doesn't want to be told what to do

Rationalizing

- May* see the problem behavior
- Appears to have all the answers
 - Intellectualizes and Minimizes the harm
 - Resistance lies in "thinking" rather than emotions

Reluctance

- Often not aware of problem behavior or harm
- Not thinking about change
- Passive
- Fearful or uncomfortable with change

Resignation

- May* see the problem behavior
- Overwhelmed, hopeless, helpless
 - Lack of energy

Defenses		Fight
		Flight
		Freeze
		Submit

Ambivalence	Discord	Resistance
Change...Sustain	Trouble in the helping relationship	Push back when "not ready"
X but Y <i>I know I shouldn't have gotten into it with him, but he called me out my name.</i>	<ul style="list-style-type: none"> • <i>Look, this isn't helping; you don't get it!</i> • <i>How would you know; you've never been locked up!?!</i> 	<ul style="list-style-type: none"> • <i>I guess, if I have to.</i> • <i>This is just how things are. Nothing's going to change.</i> • <i>You're going to tell ME how to live my life?</i> • <i>What you're saying might be fine for some people, but for me...</i> • <i>Yeah, but...</i>

Tips to Lean Toward Change Talk

- Identify **sustain** & **change** talk
- Reflect **change** talk
- Evoke **change** talk
- Soften **sustain** talk
- Ignore **sustain** talk
- Pair **sustain**, then **change** talk



Identifying, Reinforcing & Evoking Change Talk

- Ask Evocative Questions
 - Reasons for Change
 - Change in the Abstract
 - Miracle Question
 - Exception Question
 - Not ready for Change
- Explore Pros & Cons
 - Status Quo Pros & Change Cons
 - Change Pros & Status Quo Cons
- Ask for More Detail
- Ask for an Example
- Looking Back
- Looking Forward
- Querying Extremes
- Use Change Rulers
 - Ready
 - Importance
 - Commitment
 - Confidence
 - Interest
 - Motivation
 - Energy
 - Hopefulness
- Explore Goals & Values
- Come Alongside
 - Empathy for the difficult choice
 - Side with the status quo

Strategies for Engaging & Evoking Change Talk Handout

Soften Sustain Talk

- Decrease
 - Depth
 - Strength
 - Momentum
- Reflect
- Acknowledge & move on (don't seek elaboration)
- Elaborate on benefits of change
- Emphasize autonomy (w/ benefits)
- Respond with Double-sided reflection
- Use qualifiers
 - "Right now..."
 - "You're uncertain..."
 - "It seems like..."



Acknowledge & Move On (Don't seek Elaboration)

"I'm not going to the exercise class! I hate the teacher; she's out to get me & I don't care if I don't am weak!"

- I get that you don't want to go to class. Staying strong & keeping balanced is a big deal. I know you want to do many things on your own.
- It's hard to want to be around someone who you think is out to get you. Here we are now. Where do we go from here?
- +

Elaborate on Benefits of Change/Success

"I'm not going to the exercise class! I hate the teacher; she's out to get me & I don't care if I don't am weak!"

I get that you don't want to go to class...

- How does strength & balance affect your independence?
- How would your doctor/kids react if you don't improve?
- I know you care whether you are weak or strong. What are the benefits of going to the class?
- +

Emphasize Autonomy (with Benefits)

- Whether you go to class or not is up to you. It's your decision...If you choose to go, how could you get something out of it? (or not make things worse)
- *I know you don't want to go to class; it's up to you if you go.*
- *It really is up to you to go. If you don't go, what are some consequences?*
- *The expectations are set; there's nothing you or I can do about that. How you choose to follow them is up to you.*

***Whatever you do is up to you.
I'll support you the best that I can.***

Double-Sided Reflections & Discrepancies

Sustain Talk, then Change Talk

**You don't want to go to class,
even though you want to be strong & independent.**

- On one hand [sustain talk], and on the other hand [change talk].
- It seems like [sustain talk], and you know that [change talk].
- You really feel/value/enjoy [sustain talk], and you know that it is becoming a problem because [change talk]
- Sometimes you think you could never [change], yet you have had some success [change talk].
- You didn't [follow through], like you said you would [plan].

FYI

You Might Say...

- On one hand you don't like feeling so anxious, and on the other hand your anxiety is not the worst it has been.
- You're not interested in seeing the doctor, even though you are still not feeling well.
- You are focused on what you used to do, even though you're here now for a while.
- It's hard to get motivated, even when you know you need to do this.
- If you just wait to feel better, you'll likely stay the same. Based on how the body works, it seems worth considering what you could do each day toward feeling better.

Use Qualifiers

"I'm not going to the exercise class! I hate the teacher; she's out to get me & I don't care if I don't am weak!"

"Right now..."

– Right now it's hard to even fathom going back to class.

"You're uncertain..."

– You're not sure how to manage class with a teacher you don't like.

"It seems like..."

– It seems like a no win situation.

Additional Tools

MESSAGES

1. Behavior Change is hard
2. It's hard to be consistent
3. Knowing what to do & doing it are two different things.

Keep the Door Open to Change...

If not this, what?	If not now, when?
--------------------	-------------------

Dealing with Resistance or Discord

- Reflect – *“I get that you are not convinced.”*
- Affirm – *“You have given this a lot of thought.”*
- Emphasize Autonomy – *“It really is your choice.”*
- Apologize – *“I’m sorry I was pushing too hard.”*
- Agree – *“You’re absolutely right, it is more complicated than I implied.”*
- Contrast – *“I’m not interested in labeling the problem; I am interested in how I can help.”*
- Enlarge the Frame – *“I think we both want ...”*

Concern = Disagreement

- *I am concerned about your depression because it seems to be getting worse.*
- *I am concerned that if you focus on being angry you could miss out on things you enjoy.*
- +



MIW

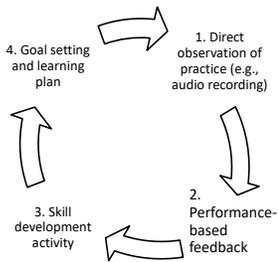
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- Reflect
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- Emphasize autonomy (w/ benefits)
- Respond with Double-sided reflection
- Use qualifiers
 - “Right now...”
 - “You’re uncertain...”
 - “It seems like...”

More Fun with Integration

**ALTOGETHER NOW:
PEER LEARNING COMMUNITY (PLC)**

Integration: Learning Circle



DOC MI Peer Learning Tool Kit (2017)

PLC Atmosphere

- Relaxed and supportive, not pressured or competitive
- Share the Expertise
 - Resist taking on an expert role
 - Avoid looking to an one person(s) for the “right answers”
- *Make it helpful to you & others*

**What Did You Learn?
(3 Dos & Don'ts)
How Will You Use It?**



“Success is liking yourself, liking what you do, and liking how you do it.”



Maya Angelou

<https://www.goalcast.com/2017/04/03/maya-angelou-quotes-to-inspire-your-life/>

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