

Working with Students: Building Blocks for Motivational Interviewing and Brief Intervention Strategies



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Suggested topics to review with your students

Stages of change

Transtheoretical Model/ The Stages of Change Model

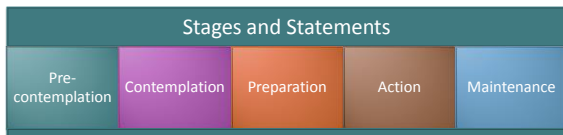
(Prochaska & DiClemente, 1982, 1984, 1985, 1986)

- Precontemplation
- Contemplation
- Preparation/Determination
- Action
- Maintenance
- Relapse

Stages of Change



Name That Stage!



- "I don't think I drink too much."
- "My drinking is a problem sometimes."
- "I'm planning to limit myself to two drinks at the next party."
- "I enjoy my drinking, but sometimes I drink too much."
- "I quit drinking right after the feedback I got last week."
- "I quit drinking right after the feedback I got last year."
- "Drinking less alcohol would be pointless for me."

Reminder of the value of an MI approach

Brief Interventions and Motivational Interviewing

Non-judgmental	Non-confrontational
Meet people where they are	Elicit personally relevant reasons to change
Explore and resolve ambivalence	Discuss behavioral change strategies when relevant

What is resistance?

- Resistance is verbal behaviors
- It is expected and normal
- It is a function of interpersonal communication
- Continued resistance is predictive of (non) change
- Resistance is highly responsive to our style

Goals of a Brief Intervention

When there are signs of potential risks and/or existing harms, provide early intervention

If ultimately in line with what motivates the individual, prompt contemplation of change

If ultimately in line with what motivates the individual, prompt commitment to change or even initial action

Reduce resistance/defensiveness

Explore behavior change strategies and discuss skills to reduce harms

Building Blocks for a Foundation

Strategic goal:

- **Elicit Self-Motivational Statements**
 - “Change talk”
 - Self motivational statements indicate an individual’s concern or recognition of need for change
 - Types of self-motivational statements are:
 - Problem recognition
 - Concern
 - Intent to Change
 - Optimism
 - Arrange the conversation so that *clients/patients* makes arguments for change

Motivational Interviewing

- **Is NOT a trick**
 - MI is NOT a way of making people do what you want them to do

 - MI honors autonomy – cannot remove choice
 - MI cannot manufacture motivation not already there
 - MI is not a verb
 - You don’t “MI” someone
 - or do MI “on” or “to” someone
 - Rather you do MI “for” or “with” someone...in this case, “with” a client/patient

Practice with open-ended questions

OARS:

Building Blocks for a Foundation

- Ask **Open-Ended Questions**
 - Cannot be answered with yes or no
 - Professional does not know where answer will lead
 - “What do you make of this?”
 - “Where do you want to go with this now?”
 - “What ideas do you have about things that might work for you?”
 - “How are you feeling about everything?”
 - “How’s the year going for you?”
 - “Tell me more about that.”
 - This is different than the closed-ended “Can you tell me more about that?” or “Could you tell me more about that?”

Open or Closed?

- **Decide if each of these questions is:**
 - Do you drink every weekend?
 - What contributes to drinking every weekend?
 - Don’t you think it’s time you quit?
 - How are things going for you lately?
 - What else could you do on Fridays?
 - Have you thought about going bowling?

- Are closed questions always bad?
- Why are open and closed questions important?
- When would you ask open questions?



Open Up!

- Turn each of these closed questions into an open question:
 - Do you think you drink too much?
 - Are you afraid you might have failed the job interview?
 - Are you going to drink less?
 - Do you want to build a snowman?
 - Do you have any questions for me?
 - Was this exercise helpful?

What open-ended questions could you ask that might prompt consideration of “consequences”?

Finding potential hooks: An Example

- “What are the good things about _____ use for you?”
- “What are the ‘not-so-good’ things about _____ use?”
- “What would it be like if some of those not-so-good things happened less often?”
- “What might make some of those not-so-good things happen less often?”

So I know everything can't be perfect, but I really hate my roommate right now.

I feel like I should exercise more, but don't know where I'd fit it in to my schedule.

I know my partner doesn't treat me the way I'd like, but I don't want to wind up alone by breaking up...

Practice with reflective listening

OARS:

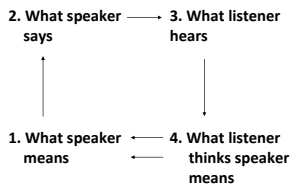
Building Blocks for a Foundation

- Listen Reflectively

- Effortful process: Involves Hypothesis Testing
 - A reflection is our “hypothesis” of what the other person means or is feeling
- Reflections are statements
 - Patient: “I’ve got so much to do and I don’t know where to start.”
 - One of us: “You’ve got a lot on your plate and feel overwhelmed.”
 - Patient: “Yes, I really wish things weren’t this way” **or...** “No, I’m just not really motivated to get things started.”
- “Either way, you get more information, and either way you’re receiving feedback about the accuracy of your reflection.”
(p. 179, Rollnick, Miller, & Butler, 2008)

Reflective Listening: A Primary Skill

- “Hypothesis testing” approach to listening
- Statements, not questions (so voice goes down)
- Takes hard work and practice



Types of reflections...

"I've been feeling stressed a lot lately..."

- **Repeating**
 - "You've been feeling stressed."
- **Rephrasing**
 - "You've been feeling anxious."
- **Paraphrasing**
 - "You've been feeling anxious, and that's taking its toll on you."
- **Focusing on emotional component**
 - "And that's taking its toll on you."

Motivational Interviewing Strategies

• Reflection

My partner won't stop criticizing me about my drinking.

You're feeling frustrated about that.

-- or --

You wish things weren't that way.

-- or --

It feels to you like your partner is always on your case.

Motivational Interviewing Strategies

• Double-Sided Reflection

Patient: I've been drinking with my friends in my room. My parents are always lecturing me about it. They're always saying that it makes my depression worse.

One of Us: *You get a hard time from your parents about how drinking affects your depression.*

Patient: Yeah... I mean, I know that it affects my mood a little, but I don't drink that much and when I do, I really enjoy it, you know?

Motivational Interviewing Strategies

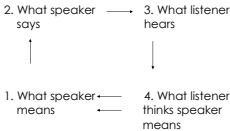
- **Double-Sided Reflection**

One of us: *What do you enjoy about drinking?*

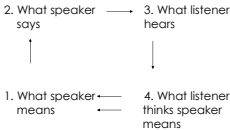
Patient: I like the fact that it helps me chill out with my friends.

One of us: *So on the one hand you enjoy drinking because of its social effects, and on the other hand it you've noticed that it has some effect on your mood.*

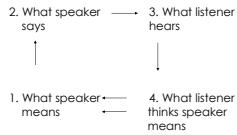
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Consider way to elicit Change Talk

Strategies for Eliciting Self-Motivational Statements

• Decisional Balance Exercise

Continuing the Status Quo		Making a Change	
+	-	+	-

• Using Extremes

- "What concerns you the most?"
- "What are your worst fears about what might happen if you don't change (or keep going the way you're going)?"

Miller & Rollnick (1991)

Strategies for Eliciting Self-Motivational Statements

- **Strategies to Elicit Them**
 - **Looking Back**
 - “Think back to before this issue came up for you. What has changed since then?”
 - **Looking Forward**
 - “How would you like things to turn out for you?”
 - “How would you like things to be different?”
 - “What are the best results you can imagine if you make a change?”
 - **Exploring Goals**
 - **Asking Provocative Questions**

Miller & Rollnick (1991)

Using a Ruler

- “How strongly do you feel about wanting to get more exercise? On a scale from 1 to 10, where 1 is “not at all” and 10 is “very much,” where would you place yourself now?”
- “How important would you say it is for you to stop smoking? On a scale from 1 to 10, where 1 is “not at all important,” and 10 is “extremely important,” what would you say?”
- Then, ask why a lower number wasn’t given
- The answer = change talk!

Rollnick, Miller, & Butler, 2008

Have fun with the practice!



Practice with reflections in response to resistance



Resistance Strategies

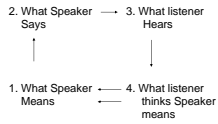
- **Why is it important to pay attention to resistance?**
 - Research relevant to resistance and outcomes
 - Motivational Interviewing focuses on reducing resistance



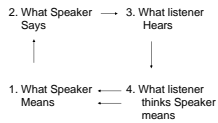
Types of Resistance

- **Argument**
 - Challenging
 - Discounting
 - Hostility
- **Interruption**
 - Talking over
 - Cutting off
- **Ignoring**
 - Inattention
 - Non-response
 - Non-answer
 - Side-tracking
- **Denial**
 - Blaming
 - Disagreeing
 - Excusing
 - Reluctance
 - Claiming Impunity
 - Minimizing
 - Pessimism
 - Unwillingness to change

“I’ve seen the research on alcohol and brain damage – that’s all with animals and with doses a person would never take.” (*challenging*)



“Have you ever been hammered? I bet you don’t even drink!” (*discounting*)



Wrapping Up

Problem solving without solving the problem: Considering options

Key Questions:

- “What would you like to see happen?”
- “What would be helpful?”
- “What options have you considered?”
- “What have you thought of trying?”
- “What could you do?”

Key Questions: What Next?

- “So what do you make of all this now?”
- “What do you think you’ll do?”
- “What would be a first step for you?”
- “What do you intend to do?”

Rollnick, Miller, & Butler, 2008



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