

Level Up Your Interventions with Motivational Interviewing



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P s y c h o t h e r a p y

[Flexible] Agenda

Day 2 [times in EST]

11:00-11:15: Day 1 Review and Homework Review [15 minutes]

11:15am-12:15: Working with Sustain Talk and Discord

12:15-12:20 Break

12:20-1:00: Elicit Provide Elicit

1:00-2:00: Lunch

2:00-3:00: Cultural Humility within Motivational Interviewing

3:00-3:15: Break

3:15-4:20 Integrating MI into other Evidence-Based Psychotherapies

4:20-4:30: Break

4:30-5:00 Review, Skills Practice, Questions, Homework

Day 1 Review & Home Practice

Engaging

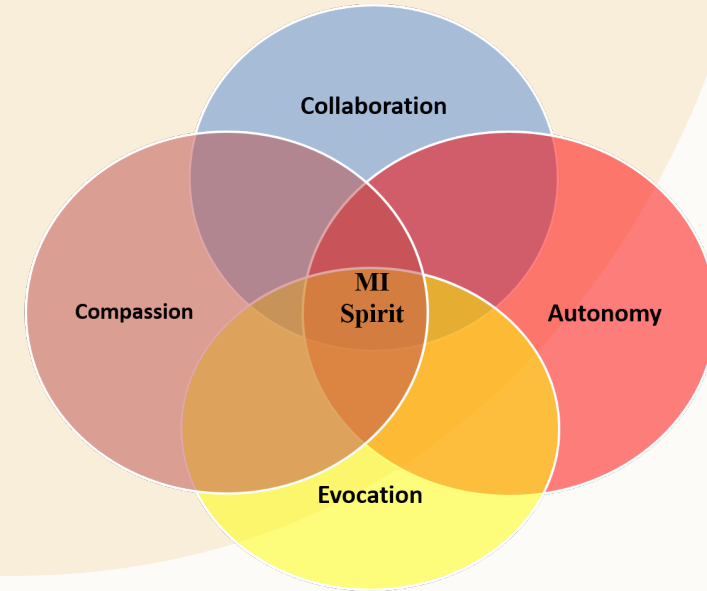
Focusing

Evoking

Planning

- Desire: I want to...
- Ability: I think I can...
- Reasons: It's important bc...
- Need: I need to...
- Commitment: I'm going to...
- Activation: I am willing to...
- Taking Steps: I already...

Open-ended questions
Affirmations
Reflections
Summaries



~~Resistance~~

Sustain Talk

- Client's self-expressed language about maintaining the status quo
- Completely natural
- Examples:
 - Motivation:
 - "It's (the problem) not a big deal."
 - "I think it'll be fine to keep going like this."
 - Confidence:
 - "I can't imagine it being any different".
 - "I'm not sure I can make the change".



Discord

Disagreement/dissonance
Occurs within the **relationship**, not within client "~~client is being resistant~~"

Examples:

- Client senses your righting reflex and tension arises between you two
- Client feels unheard/invalidated by you.
- You feel frustrated by client's ambivalence.
- You and the client are not on the same page in some way.

Both can increase or decrease based on how you respond.

Softening Sustain Talk & Dancing with Discord

Surface reflections: close to content but moving, builds client's trust that you will not try to force them into change, buys us time with intense discord "drop the rope"

Deeper reflections: goes below the surface, possible deeper meaning

C: "I am going to drink to myself to death"

T: [Surface]: "Where things stand **now**, you plan to drink till you die."

OR

T: [Deeper]: "Life as it is right now doesn't feel tenable. Something needs to be different for you to want to live."

Your turn!

C: "There's no way I would want to get up and go on a walk outside when I feel like total shit these days".

T: _____

Change Talk
Sustain Talk

Softening Sustain Talk & Dancing with Discord

Amplified reflections: include both sides of the ambivalence. If client doesn't agree with the extreme you say, they end up voicing change talk. This one can feel counter-intuitive!

C: "I don't think my PTSD is a problem"

T: "Your PTSD isn't causing any issues for you."

- C: "Well, I mean, I do get in a lot of fights with my partner because I'm always on edge."

Your turn!

C: "Pushing away my trauma memories has been working just fine".

T: _____

Change Talk
Sustain Talk

Softening Sustain Talk & Dancing with Discord

Double-sided reflections:

C: “Yeah, I mean, **it sucks to always be on guard** for when the memory comes up. But for the most part, **I can push it away just fine when it comes up.**”

T: “**It often works for you to push away the memories AND it has been hard to always have to be watching out for them.**”

- Sound familiar? Dialectics! **And, NOT but. Sustain Talk** then **Change Talk**
- C: “Well, yeah, **it’s really hard to relax and watch a movie or be in a crowded place when I’m worried that I’m going to be reminded of my trauma.**”

Your turn!

C: “My OCD isn’t a problem. Yeah, it takes up a lot of time to check the locks five times before bed and check over my emails three times before I send them. But my way works for me.”

T: _____

Change Talk
Sustain Talk

Softening Sustain Talk & Dancing with Discord

Emphasizing autonomy:

C: “I’m so over my parents telling me to do my therapy homework.”

T: “You’re right. It’s really up to you.” or “You are really in charge of your own life”.

- Emphasize person’s capacity to make their own decisions, and their internal worth
- C: “Yeah, it IS up to me.” --> even if change talk doesn’t immediately come, gives person sense of agency. Can open door to future change talk

Your turn!

C: “I hate it when my parents tell me to practice my DBT skills. It’s like, yeah I heard you the thousand other times you said that”.

T: _____

Change Talk
Sustain Talk

Softening Sustain Talk & Dancing with Discord

Reframing: new perspective recasting the sustain talk, can be deepening or affirming strengths too

C: “I don’t know if I can really change how much I’m smoking weed.”

T: “Making this change would take a lot of hard work and determination.”

- Subtle shift from “I can’t do it” to validating the amount of work needed
- C: “Yeah, I would have to completely change my daily habits and that’s hard.”

Your turn!

C: “I really didn’t want to come to our session today”.

T: _____

Change Talk
Sustain Talk

Softening Sustain Talk & Dancing with Discord

Agreement with a Twist: Simple reflection then reframe

C: “You don’t understand what it’s like to be so afraid of people.”

T: “You’re right. I can never fully understand what it’s like to be in your shoes. If I did know what it’s like, I’d understand how hard it is to imagine being around people in a way that works for you.

- C: “Yeah, I would love to be able to go to a coffee shop and talk to someone, but that just feels so impossible for me.”
- Validates AND gives them a small opening to consider a different possibility while acknowledging what is true: you can never truly get their experience

Your turn!

C: “It pisses me off when people tell me what to do”.

T: _____

Change Talk
Sustain Talk

Softening Sustain Talk & Dancing with Discord

Running Head Start: hearing out motivations for status quo, then asking about downsides, upsides of change

Coming alongside: fully acknowledging the circumstances/current motivation, no twist

C: “I just really don’t want to work on my PTSD. It just feels like too much right now.”

T: “This might not be the right time for you to dive into this work. You know what is best for you and what you need right now [autonomy, client as expert]. ”

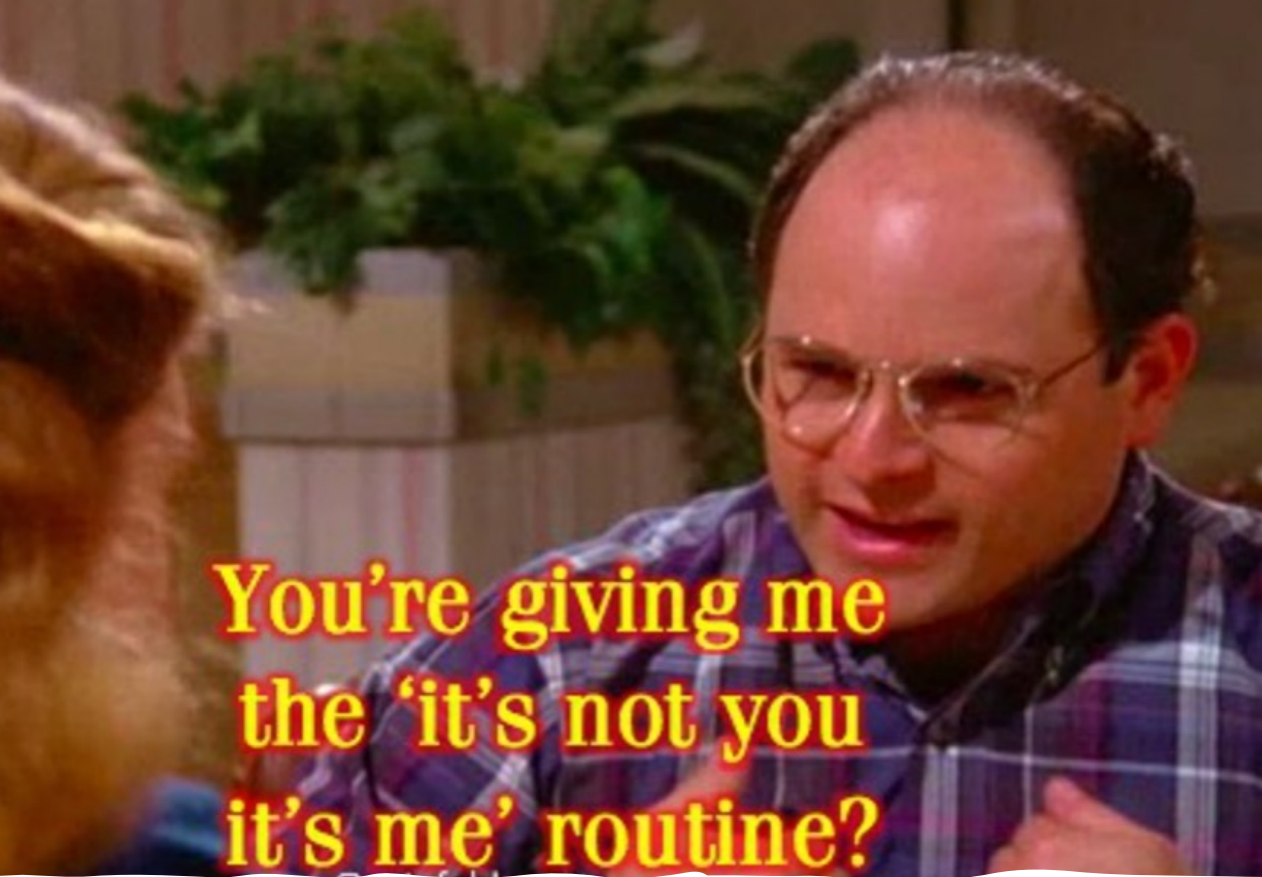
C: “Yeah, I just don’t feel up to this right now.”

Your turn!

C: “You can never understand my experience. You have no idea how much I need drinking to get through the daily pain that is life.”

T: _____

Change Talk
Sustain Talk



You're giving me
the 'it's not you
it's me' routine?



Signs of Discord

- Defending
- Squaring Off
- Interrupting
- Disengagement

Responding:

- Apologize
- Affirm
- Shift Focus



Let's Dance
with
Discord/Sustain
Talk together!



BOX 11.1. MI-Consistent and MI-Inconsistent Assumptions Underlying Information Exchange

MI-inconsistent information exchange

I am the expert on why and how clients should change.

I collect information about problems.

I rectify gaps in knowledge.

Frightening information is helpful.

I just need to tell them clearly what to do.

MI-consistent information exchange

I have some expertise, and clients are the experts on themselves.

I find out what information clients want and need.

I match information to client needs and strengths.

Clients can tell me what kind of information is helpful.

Advice that champions client needs and autonomy can be helpful.

Elicit – Provide – Elicit

- Framework to create a flow of communication that involves reciprocal, collaborative conversation

BOX 11.2. Elicit–Provide–Elicit

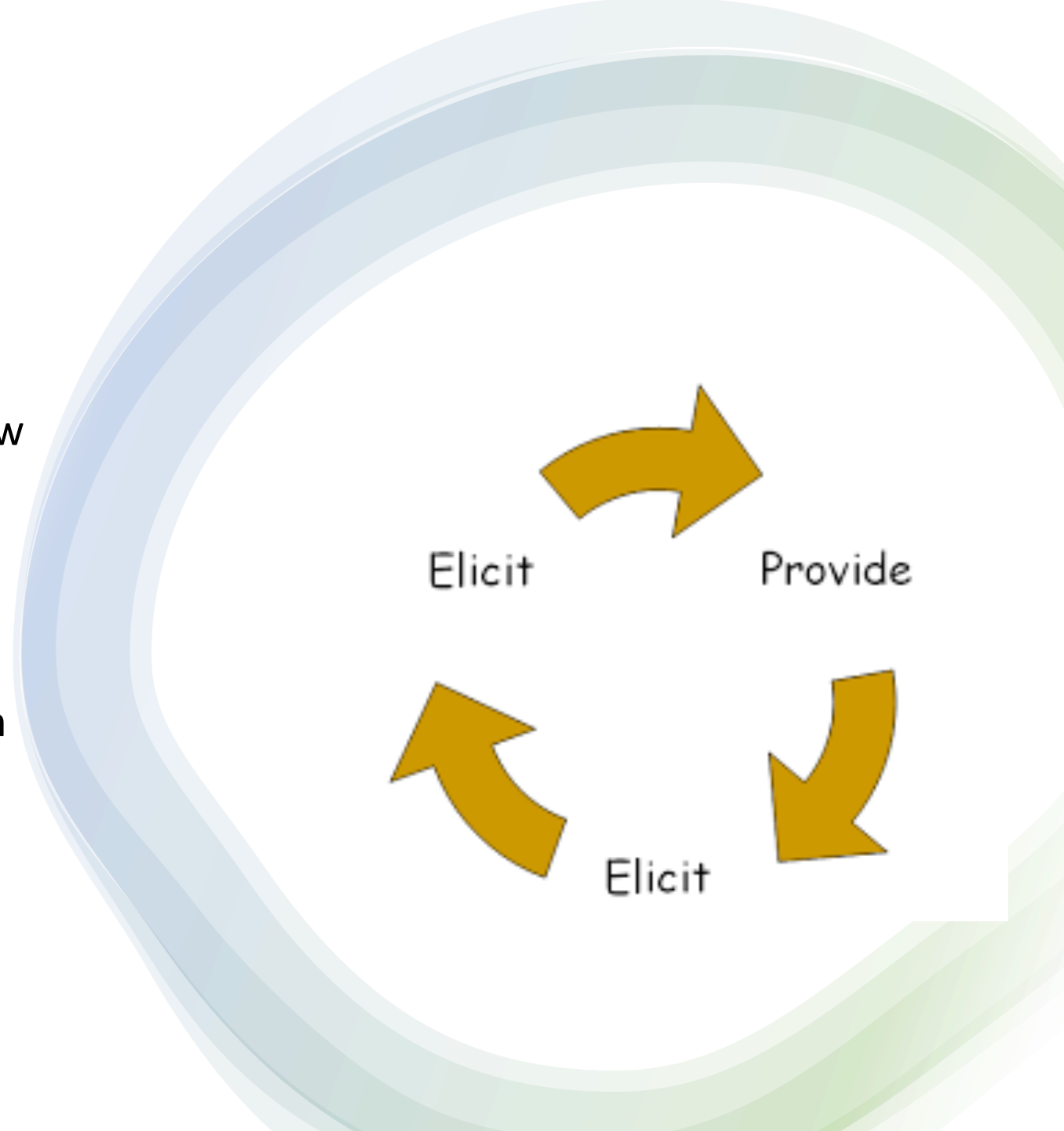
	Tasks	In practice
ELICIT	<ul style="list-style-type: none">• Ask permission.• Clarify information needs and gaps.	<ul style="list-style-type: none">• <i>May I . . . ? or Would you like to know about . . . ?</i>• <i>What do you know about . . . ?</i>• <i>What would you like to know about?</i>• <i>Is there any information I can help you with?</i>
PROVIDE	<ul style="list-style-type: none">• Prioritize.• Be clear.• Elicit–provide–elicit.• Support autonomy.• Don't prescribe the person's response.	<ul style="list-style-type: none">• What does the person most want/need to know?• Avoid jargon; use everyday language.• Offer small amounts with time to reflect.• Acknowledge freedom to disagree or ignore.• Present what you know without interpreting its meaning for the client.
ELICIT	<ul style="list-style-type: none">• Ask for the client's interpretation, understanding, or response.	<ul style="list-style-type: none">• Ask open questions.• Reflect reactions that you see.• Allow time to process and respond to the information.

First Elicit of E-P-E

- Asking permission before diving in, exploring client's knowledge before, do they actually want the info you're desperately excited to share 😊
- Asking permission:
 - "Would it be okay for me to share some things that have worked for others?"
- Exploring prior knowledge
 - "What have you heard about the effects of alcohol on sleep?"
- Querying interest
 - "What would you like to know about anxiety treatment options?"

EPE: Providing information

- Chunk it: do E-P-E throughout, asking how it fits along the way/breaking down into bite-size pieces not long lecture
- Focus on what is most important, can always elaborate later
- Support client's autonomy in information giving:
 - “Some people have found it help to engage in exposure therapy for OCD because...” vs. “You should do exposure therapy/your only option”



Second Elicit of E-P-E

- After providing information, checking back with the person about their:
 - Understanding
 - “What do you you make of that?” “What questions do you have at this point about this information?”
 - Open questions vs. “Have I been clear?” or “Does that make sense?” closed >> politeness, embarrassment
 - Interpretation or response
 - “How does this information relate to your own experience?” “Are there ways this information fits or doesn’t fit with your experience?”
- Reflect!
 - After they react, don’t just move on! Hang with it: “This information surprised you.” “This really resonated with the concerns you were already having about ____” “This treatment option is sounding both scary and hopeful for you” Interpretation or response

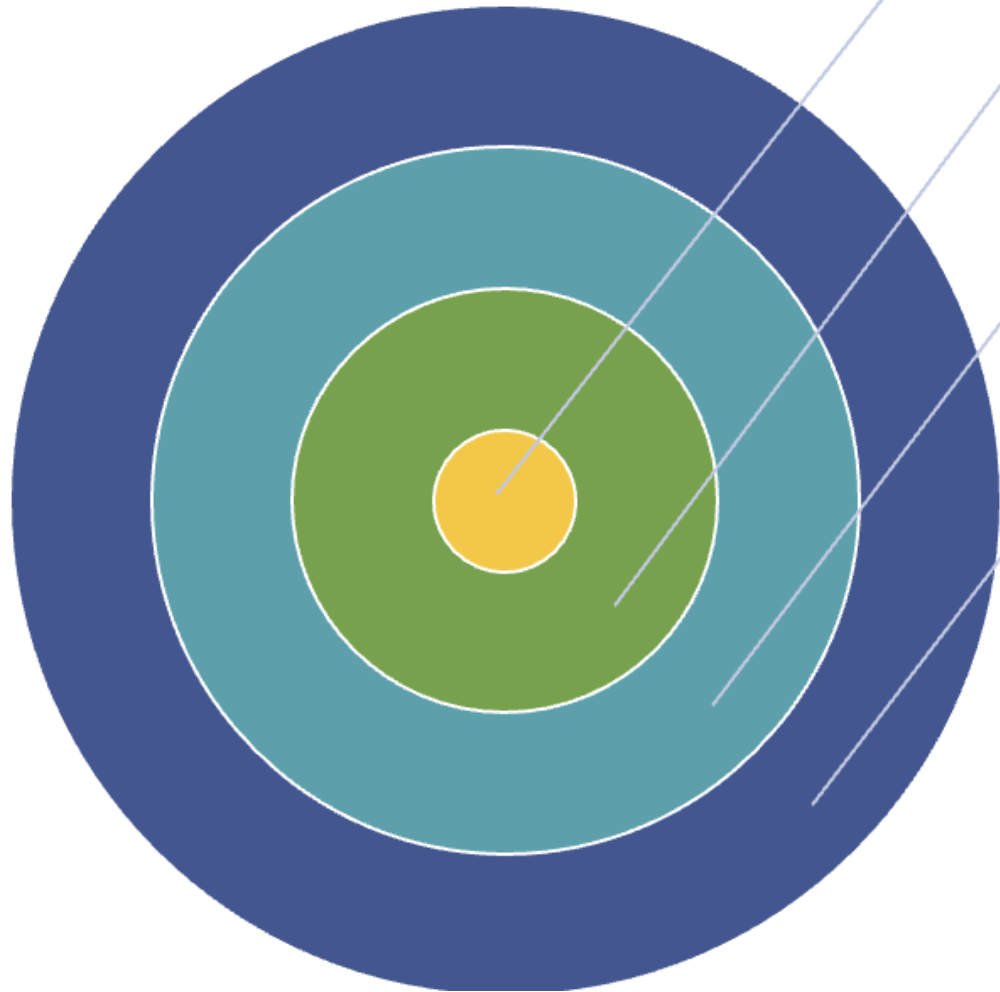


YOUR PROGRESS
WON'T ALWAYS
LOOK GRACEFUL
BUT IT'S STILL
PROGRESS.

Cultural Responsiveness in MI

- MI with different populations (ethnicity: Bahafzallah et al., 2019; sexual minorities: Parsons et al., 2014; Harding et al., 2001)
- Cultural Adaptations of MI > un-adapted MI control (Self et al., 2023)
- Macro MI to address “Socially-engineered trauma” (Avruch & Shaia, 2022); SHARP= Structural oppression; Historical context; Analysis of role; Reciprocity and mutuality; and Power

Private Self-Reflection



Individual Characteristics: Age, Gender, Race/Ethnicity, Nationality, Culture, Religion, etc.

Family, Peers, Work/School, Neighborhood

What is going on in the world, Media, Politics, Policies, Legal status, etc.

Cultural traditions, Economic conditions, Historical context, Patterns of Inclusion and Exclusion

Culturally responsive OARS & EPE

The background of the slide features four wooden oars lying horizontally on a dark, pebbled surface. From left to right: the first oar has two dark blue stripes; the second has a dark blue stripe and a dark brown stripe; the third is plain wood with a vertical grain; and the fourth is also plain wood with a vertical grain.

Open-ended questions. Affirmations. Reflections. Summaries

Elicit – Provide – Elicit



MI in other EBPs

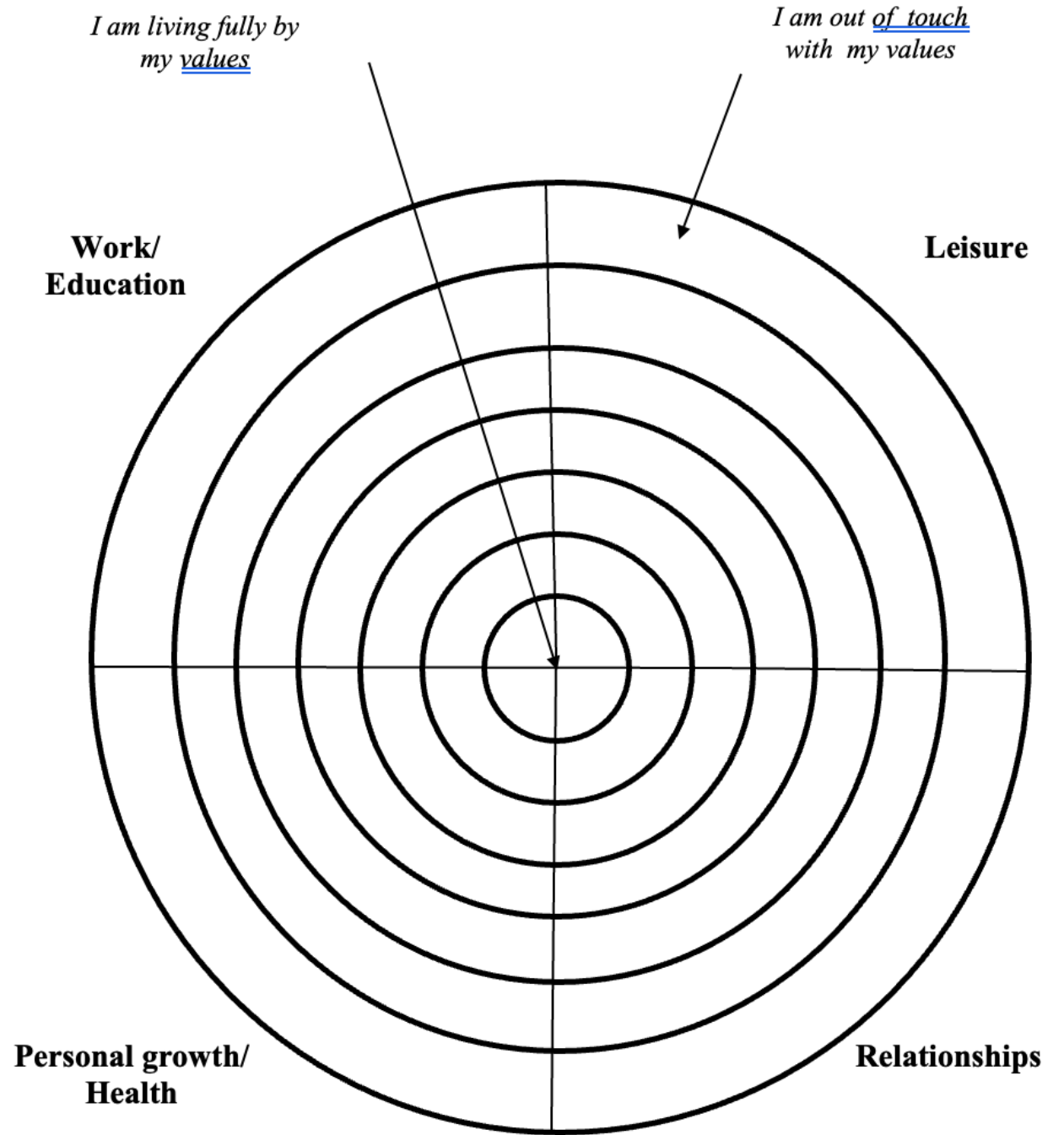
- Consultation/screening call: ambivalence about seeking tx
- Exposures for anxiety, OCD, PTSD
- Behavioral Activation
- DBT Commitment Strategies and DBT skills generalization
- Values and Committed Action in ACT
- Desire to shift interpersonal patterns/boundaries in Psychodynamic
- Therapy engagement and Homework completion in any therapy

Studies on MI with other EBPs for:

SUD, health behaviors, safe sex, w/ other EBPs for OCD, depression, eating disorders, PTSD, anxiety disorders, suicidal ideation, gambling, smoking cessation, and intimate partner violence (Arkowitz et al., 2017).

Integrating MI

in the Values Bulls-Eye



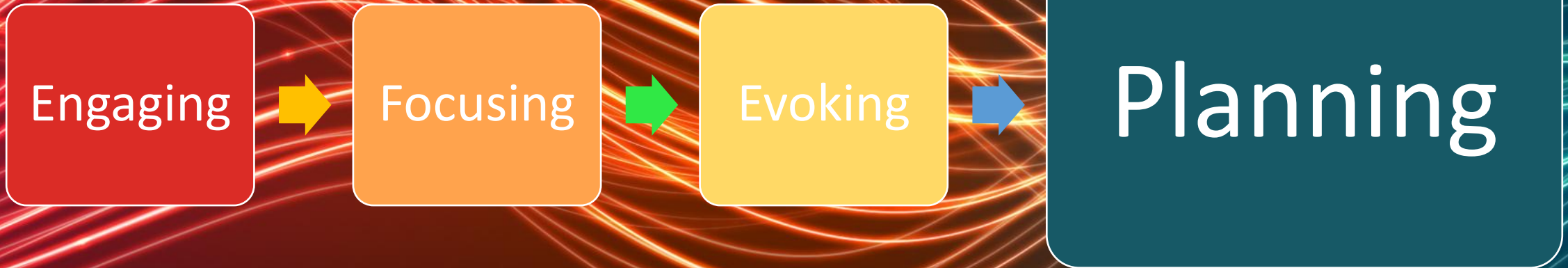
The 'Bull's Eye' is a values-clarification exercise designed by a Swedish ACT therapist named Tobias Lundgren.

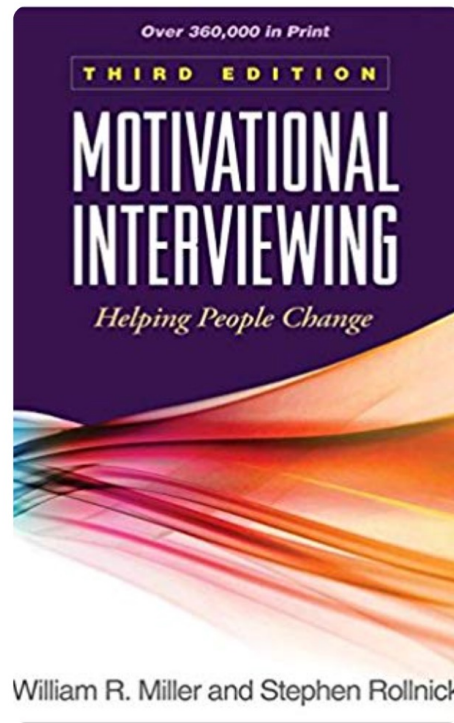
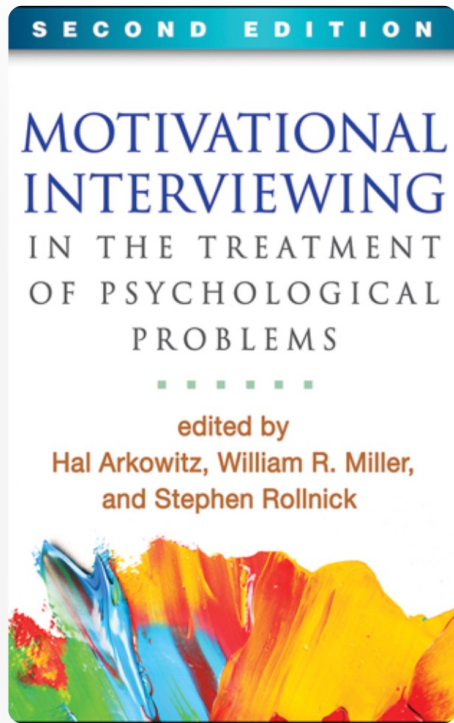
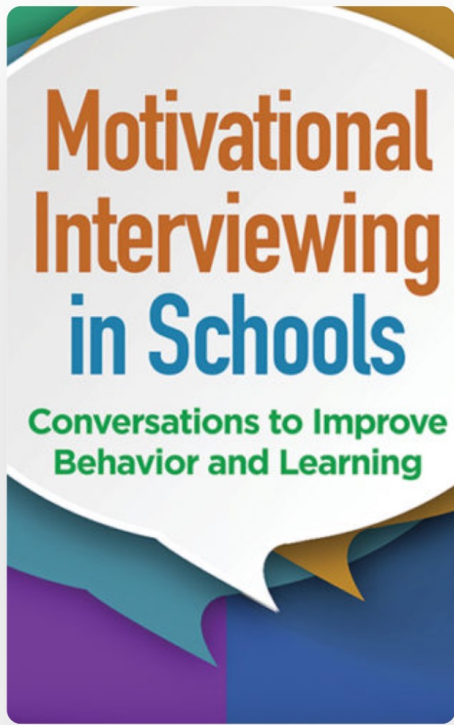
A close-up photograph of several hands of different skin tones holding white puzzle pieces. The hands are arranged in a circle, each holding a piece that fits into the larger circular arrangement. The background is a dark, solid color, making the white puzzle pieces stand out. The overall scene conveys a sense of teamwork and collaboration.

Let's practice putting it all together!

Roleplay: MI micro moments in EBPs

MI Processes





Resources

-Follow-Up Consultation
-Community

How to give advice in Motivational Interviewing

» Elicit

VIDEO

Compassion fatigue and the righting reflex

VIDEO

Change AMBIVALENCE Sustain

A particular kind of human state that keeps people in a bind

What is ambivalence?

VIDEO

<https://psychwire.com/motivational-interviewing/resources>

Practitioner burnout and the mindset shift with MI

The language of change

change talk

Engaging in a difficult consultation

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Reflections, Questions, Wrap-Up