

MOTIVATIONAL INTERVIEWING SKILLS*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 65 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Assist clients in increasing motivation toward positive change
- ✓ **In This Activity You Will...**
 - Review the basic skills of motivational interviewing (20 minutes)
 - Facilitate groups of 3 to conduct 3 role plays each (40 minutes)
 - Summarize and transition to the next activity (5 minutes)
- ✂️ **Materials:**
 - Handout – OARS+E: The Basic Skills of Motivational Interviewing
 - Handout – Open-Ended Questions and Affirmations
 - Handout – Reflective Listening
 - Handout – Summarizing
 - Handout – Eliciting Change Talk
 - Handout – Scenarios

(continued next page)

Instructions

1. Distribute the following five handouts:
 - “OARS +E: The Basic Skills of Motivational Interviewing”
 - “Open-Ended Questions and Affirmations”
 - “Reflective Listening”
 - “Summarizing”
 - “Eliciting Change Talk”
2. Describe these five key skills one at a time, and then review the examples provided on the handouts. Note that first four skills are focused on a client-centered approach, and the fifth, “Eliciting Change Talk”, describes the directive nature of motivational interviewing. Spend as much time as is needed to ensure that participants are thoroughly familiar with them. Reinforce how these skills, along with the four principles of motivational interviewing, may be used to diminish resistance and promote motivation to change.

Important: Be sure to note that, although these are the foundational skills, they are not the only skills used to enhance motivation. It is also appropriate at times to ask closed-ended questions, change the focus, provide information, state an opinion, give advice when requested, and so forth.
3. Divide the participants into groups of three. Assign a specific role to each person in the working groups: the peer who is conducting the interview, the client being interviewed, and an observer.
4. Ask the “clients” to select a scenario from the box and read it. They should not reveal the scenario ahead of time to the persons in either the peer or observer roles.
5. The persons in the peer role begin by asking an open-ended question, such as “How might I be of help?” or “What brings you here today?” The person in the client role should create a personal story around the scenario. The peer’s goal is to use the skills to understand the client’s situation, thoughts, and feelings. Allow about eight to ten minutes for each interview.

* This module comes from A Kaleidoscope of Care: Responding to the Challenges of HIV and Substance Use, 2004, <http://www.hdwg.org/kaleidoscope>

MOTIVATIONAL INTERVIEWING SKILLS

ABOUT THIS ACTIVITY (CONT.)

Preparation:

- Print out, fold and place the scenarios below in a box for the training session.
- Write the discussion questions on newsprint:

For the client:

How did it feel to be interviewed with these techniques? Did they feel heard? What techniques worked best for them? What techniques didn't work as well?

For the observer:

What examples of the four principles and the methods did the provider use during the interview?

For the peer:

Which techniques worked best for them? What was the most challenging aspect of the micro-skills approach?

► TRAINING TIP

Be sure to note that, although these are the foundational skills, they are not the only skills used to enhance motivation. It is also appropriate at times to ask closed-ended questions, change the focus, provide information, state an opinion, give advice when requested, and so forth. training session.

6. The job of persons in the observer role is to jot down examples of the peer's use of the five techniques – open-ended questions, affirmations, reflective listening at various levels, summarizing, and eliciting change talk.
7. After each role-play, the three participants should debrief for about four minutes around the discussion questions listed on the newsprint.
8. If possible, ask each working group to repeat the role-play twice more using different scenarios so that each participant has an opportunity to play all three roles.

Summary

There are five specific methods that are useful throughout the process of motivational interviewing. The first four, Open questions, Affirmations, Reflective listening, and Summarizing, are derived largely from client-centered counseling. In motivational interviewing they are used to explore ambivalence and clarify reasons for change. The fifth method, Eliciting change talk, is more clearly directive and is specific to motivational interviewing. It integrates and guides the use of the other four methods.

At the end of the activity, thank the group for their willingness to practice these skills. Encourage them to learn more about approaches to enhance motivation and to continue practicing these core skills in their work

* This module is part of the online toolkit Building Blocks to Peer Success. For more information, visit http://www.hdwg.org/peer_center/training_toolkit. This module comes from A Kaleidoscope of Care: Responding to the Challenges of HIV and Substance Use, 2004, <http://www.hdwg.org/kaleidoscope>

MOTIVATIONAL INTERVIEWING SKILLS



.... Ask open-ended questions. For example, if they tell you that they feel bad because their family doesn't accept them because they are HIV + , if you say "Does that make you feel bad?" you'll get "yes", but if you ask "How does that make you feel when your family has that attitude?" it opens up the dialogue.

Carol Garcia
Peer at Christie's Place
San Diego, CA

Optional Materials

- TV and VCR
- "Motivational Interviewing Tape C: Handling Resistance," recorded in 1998 by William R. Miller and Stephen Rollnick, and directed by Theresa B. Moyers. This videotape can be ordered at the following website:

<http://www.motivationalinterview.org/training/miorderform.pdf>

Instructor Notes

1. Preview all or part of the videotape cited above.
2. To find the segment of the tape to be shown during this activity, fast-forward approximately 32 minutes into the tape to a 15-minute section entitled: "Case Example: Responding to Resistance." In this part of the tape, the interviewer (woman sitting on the right) effectively demonstrates the use of basic motivational interviewing skills with a client who is reluctant to address his substance use problem (middle-aged man wearing vertically striped shirt).

MOTIVATIONAL INTERVIEWING SKILLS

SESSION HANDOUT #1 of 6

OARS+E: THE BASIC SKILLS OF MOTIVATIONAL INTERVIEWING

The motivational interviewing approach is a way of being with clients. It is not only what you do, but how you do it that is important.

There are five methods that are useful throughout the process of motivational interviewing. The first four, summarized by the acronym OARS (Open questions, Affirmations, Reflective listening, and Summarizing), come from client-centered counseling. In motivational interviewing they are used to explore ambivalence (uncertainty) and clarify reasons for change.

The fifth method, Eliciting change talk (+E), is more directive. It integrates and guides the use of the other four methods.

Although these five methods appear simple, they are not always easy to use. They require considerable practice. Peers must think about how to incorporate them into their practice. The reward is that these methods can help clients move in the direction of positive change.

This handout was adapted from *Motivational Interviewing* (2nd edition) by William Miller and Stephen Rollnick, published in 2002 by Guilford Publications, New York.

MOTIVATIONAL INTERVIEWING SKILLS

SESSION HANDOUT #2 of 6

OPEN-ENDED QUESTIONS AND AFFIRMATIONS

Open-Ended Questions

Open-ended questions encourage people to talk about whatever is important to them. They help peers build a relationship, gather information, and increase understanding. Open-ended questions ask for more information about the subject. Closed-ended questions are the opposite, they are questions which require only a limited response, such as “yes” or “no” and they provide only a limited increase to the knowledge of the interviewer.

Open-ended questions invite people to tell their own stories in their own words from their own points of view. Their answers reveal a richness of content that goes far beyond mere facts and allows the listener to hear “what makes the person tick.” Open-ended questions should be used frequently in conversation with clients.

The example below shows the difference between an open-ended and a closed-ended question. Notice that, although the questions focus on the same topic, the second question is more likely to bring about a detailed response.

- Did you have a good relationship with your parents?
- What was your relationship with your parents like?

Here are a few more examples of open-ended questions:

- Would you tell me more about . . . ?
- Would you help me understand . . . ?
- How would you like things to be different?
- What are the positive things and what are the less good things about . . . ?
- What do you think you will lose if you give up . . . ?
- What have you tried before?
- What do you want to do next?

Affirmations

Affirmations are statements and gestures that recognize a people’s strengths and acknowledge behaviors that lead in the direction of positive change, no matter how big or small. Affirmations help to build people’s confidence in their ability to change. To be effective, affirmations must always be genuine and congruent.

Examples of affirmations:

- I am really impressed with the way you . . .
- That’s great how you’ve reached your goal of cutting back on your drug use.
- Using protection shows that you have real respect for yourself and your partners.
- I was hoping I would have the opportunity to meet with you again.
- You have a quite a gift for . . .

* This handout was adapted from motivational interviewing materials developed by David B. Rosengren, and from *Motivational Interviewing* (2nd edition) by William Miller and Stephen Rollnick, published in 2002 by Guilford Publications, New York.

MOTIVATIONAL INTERVIEWING SKILLS

SESSION HANDOUT #3 of 6

REFLECTIVE LISTENING

“Listening looks easy, but it’s not simple. Every head is a world.” Cuban proverb

Reflective listening is an important skill. It is the path to engage clients in a relationship, build trust, and help motivate people to change. Reflective listening appears easy, but it takes hard work and skill to do well.

To listen reflectively, you need to learn to think reflectively. This way of thinking shows an interest in what people say and respect for their inner wisdom.

What you think the person means may not be what they really mean. Listening may break down in any of the three ways listed below:

- The speaker does not say what is meant.
- The listener does not hear correctly.
- The listener gives a different interpretation to what the words mean.

Reflective listening helps close the loop in communication to ensure that breakdowns don’t occur. The listener’s voice turns down at the end of a reflective listening statement. This helps to clarify things and leads to greater exploration. Some people find it helpful to use some standard phrases like the following:

- “So you feel . . .”
- “It sounds like you . . .”
- “You’re wondering if . . .”

There are different ways that reflective listening can increase the level of intimacy:

1. **Repeating:** The listener repeats phrases, staying close to what the speaker has said.
2. **Paraphrasing:** The listener uses different words to say the same thing as the speaker, asking if this is what the speaker meant.
3. **Reflecting feeling:** The listener emphasizes emotional aspects of communication through statements that express feelings; this is the deepest form of listening.

This handout was adapted from motivational interviewing materials developed by David B. Rosengren, and from *Motivational Interviewing* (2nd edition) by William Miller and Stephen Rollnick, published in 2002 by Guilford Publications, New York.



“Before I can start educating anyone I have to counsel, I have to listen.”

Fred Glick
Peer at Truman Medical
Center
Kansas City, MO

MOTIVATIONAL INTERVIEWING SKILLS

SESSION HANDOUT #4 of 6

SUMMARIZING

Summaries are special applications of reflective listening. Although they can be used throughout a conversation, they are particularly helpful at transition points. For example, summaries are often helpful after someone has finished speaking about a particular topic or recounted a personal experience or when an appointment is coming to an end. Summarizing helps to ensure that there is clear communication between the speaker and listener. It can also provide a stepping-stone toward change.

Structure of Summaries

Begin with a statement indicating that you are making a summary. For example:

- “Let me see if I understand so far . . .”
- “Here is what I’ve heard. Tell me if I’ve missed anything . . .”

Give special attention to what are known as “change statements.” These are statements that a person makes that point toward a willingness to change. There are four types of change statements, all of which overlap:

- Problem recognition: “My use has gotten a little out of hand at times.”
- Concern: “If I don’t stop, something bad is going to happen.”
- Intent to change: “I’m going to do something, I’m just not sure what it is yet.”
- Optimism: “I know I can get a handle on this problem.”

If the person expresses ambivalence, it is useful to express both sides of their ambivalence in the summary statement. For example, “On the one hand, it seems that . . . while on the other hand, it sounds like . . .”

It is acceptable to include information in summary statements from other sources, such as your clinical knowledge, research, courts, or family.

Be brief.

End summary statements with an invitation. For example:

- “Did I miss anything?”
- “If that’s accurate, what other points are there to consider?”
- “Is there anything you want to add or correct?”

Depending on the person’s response to your summary statement, it may lead naturally to planning for or taking concrete steps toward the change goal.

This handout was adapted from motivational interviewing materials developed by David B. Rosengren, and from *Motivational Interviewing* (2nd edition) by William Miller and Stephen Rollnick, published in 2002 by Guilford Publications, New York.

MOTIVATIONAL INTERVIEWING SKILLS

SESSION HANDOUT #5 of 6

ELICITING CHANGE TALK

Eliciting change talk is a direct strategy for resolving ambivalence (uncertainty). If you only use open questions, affirmations, reflective listening, and summarizing, it is possible for the client to remain stuck in uncertainty. The idea is to have the peer help the client engage in change talk, that is, for the client to present the arguments for change.

Four Categories of Change Talk

- Recognizing disadvantages of the status quo
“I guess this is more serious than I thought.”
- Recognizing advantages of change
“I’d probably feel a lot better.”
- Expressing optimism about change
“I think I could probably do that if I decided to.”
- Expressing intention to change
“I’ve got to do something.”

Methods for Evoking Change Talk

- Asking evocative questions
“What worries you about your current situation?”
- Using the importance ruler (also use regarding client’s confidence to change)
“How important would you say it is for you to ____? On a scale of 0 to 10, where 0 is not at all important and 10 is extremely important, where would you say you are?”

0	1	2	3	4	5	6	7	8	9	10
Not at all important										Extremely important

- Exploring the decisional balance
“What do you like about your present pattern?” “What concerns you about it?”
- Elaborating
“What else?” Ask for clarification, an example, or to describe the last time this occurred.
- Questioning extremes
“What concerns you most about? What are the best results you could imagine if you made a change?”
- Looking back
“What were things like before you? What has changed?”
- Looking forward
“How would you like things to be different a year/three years from now?”
- Exploring goals and values
“What things are most important to you?”

(Miller and Rollnick, *Motivational Interviewing*, 2nd edition, 2002, The Guilford Press)

MOTIVATIONAL INTERVIEWING SKILLS

SESSION HANDOUT #6 of 6

SCENARIOS

You are a 17-year-old, homeless Caucasian youth who has tested positive for HIV. To survive, you make money by having sex, usually unprotected, with various regular customers.

You are a young Latino woman who is in early pregnancy and is infected with HIV. You are afraid to see your doctor, because you are ashamed of your HIV status.

You are a 50-year-old African American man who is infected with HIV. You have remained drug-free for the three months since you successfully completed a long-term residential treatment program for your heroin addiction. You report that you've recently been having intense cravings to use again.

You are an immigrant man in your thirties from West Africa. You recently tested positive for HIV. You don't believe that you could possibly be infected, and you refuse to discuss it with anyone.

You are a formerly homeless Native American woman in your early forties living with HIV. You've recently found permanent housing, but it seems to be more of a problem than a solution. You report that you feel walled in, that you don't like being alone, and that people are constantly knocking on your door trying to sell you drugs that threaten your recovery. You report feeling more and more depressed and are considering moving out. You say you were happier living on the streets.

You are a 29-year-old Caucasian woman who is infected with HIV. You are trying to regain custody of your two young children. You recently moved into clean-and-sober transitional housing after successfully completing in-patient treatment for polysubstance use. You tell your provider in confidence that you've been drinking and using crack occasionally, but you are not doing any of that "other stuff." You report that you only use on the weekends when you are away from the transitional housing facility.

You are a man in your thirties who is infected with HIV. A few months ago you were released from prison after serving a lengthy sentence for multiple drug-related offenses. You are currently on parole with the requirement that you not use drugs. For the first month after release you went back to smoking crack almost every day, but now report feeling very proud that you've been able to cut back to smoking crack only on weekends.

(Miller and Rollnick, *Motivational Interviewing*, 2nd edition, 2002, The Guilford Press)

MOTIVATIONAL INTERVIEWING SKILLS

SESSION HANDOUT #6 of 6 (cont.)

You are a 28-year-old Latino male who has tested positive for HIV. You probably contracted the virus by having anonymous unprotected sex with men at gay sex clubs. You are married with a child and do not consider yourself to be homosexual. You are afraid to disclose your HIV status to your family.

You are a 25-year-old woman who is involved in a long-term abusive relationship with a partner who is infected with HIV and uses injection drugs. You are quite concerned that you might also test positive for HIV, but your partner refuses to let you get tested or seek medical help. Your partner says in a dismissing manner, “What you don’t know won’t hurt you.”