

CH-CH-CH-CH-CHANGE TALK

IDENTIFYING AND DRAWING OUT CHANGE TALK

Donald R. Altemus, MS, CPS, CRS, CRSS, CAADC, CDCORP, CFRS, SAP



DONALD ALTEMUS – A LITTLE ABOUT ME

- ❑ Person in Long Term Recovery
- ❑ Husband
- ❑ Dad/Stepdad to 3 amazing kids
- ❑ Peer Support Subject Matter Expert
- ❑ Adjunct Professor – Villanova University
- ❑ Adjunct Professor – Reading Area Community College
- ❑ Therapist – Tranquil Solutions Counseling Center
- ❑ Owner – Recovery Education and Consulting, LLC
- ❑ Board of Directors Member/Ethics Committee Member – Pennsylvania Certification Board
- ❑ Vice Chair - Chester County MH/IDD Advisory Board
- ❑ Chair – Chester County Adult Mental Health Advisory Committee
- ❑ Prevention Trainer – Chester County Suicide Prevention Task Force
- ❑ Disaster Crisis Outreach and Referral Team Member
- ❑ Chester County Crisis Intervention Team Trainer





TRAINING OBJECTIVES

- Define *Motivational Interviewing* and identify the core components of *Motivational Interviewing*.
- Develop an understanding of *Stages of Change* and learn how to utilize *Stages of Change* to enhance the effectiveness of your *Motivational Interviewing*.
- Learn the potential *Roadblocks* to communication and identify ways to prevent them.

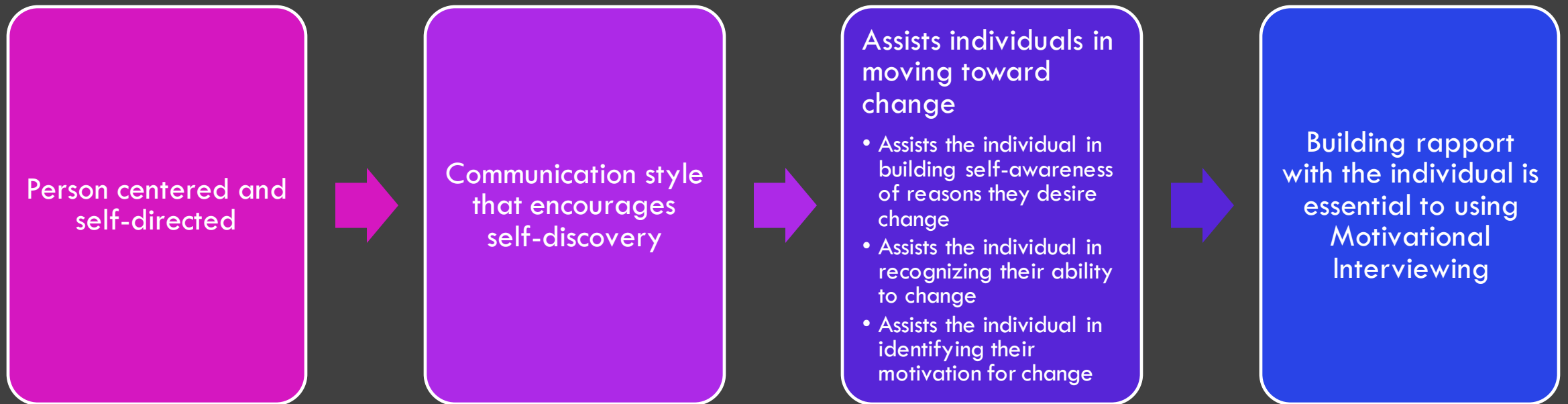
WHAT IS MOTIVATIONAL INTERVIEWING?

“Motivational Interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance and compassion.”

(Miller & Rollnick, 2013, p. 29)



MOTIVATIONAL INTERVIEWING



(Understanding Motivational Interviewing | Motivational Interviewing Network of Trainers (MINT), n.d.)

CONVERSATIONS ABOUT CHANGE

- 3 Styles of Conversation about change
 - Directing – advising the person or giving them advice.
 - Following – active listening, using evocative questions to gain more information
 - Guiding – a strategic blending of active listening and advising



Directing Style	Guiding Style	Following Style
Administer	Accompany	Allow
Conduct	Assist	Listen
Manage	Collaborate	Observe
Prescribe	Encourage	Permit
Steer	Support	Stay with
Take Charge	Take Along	Take in

VERBS BY COMMUNICATION STYLE

MOTIVATIONAL INTERVIEWING

- Overall, the style of Motivational Interviewing is guiding – directing and following are strategically used when appropriate.



MOTIVATIONAL INTERVIEWING IS PARTICULARLY HELPFUL WHEN...

Ambivalence
is high

Confidence
is low

Desire is low

Importance
is low

FOUR PRINCIPLES OF MOTIVATIONAL INTERVIEWING

- RULE** Resist the Righting Reflex.
-
- Understand client's motivations.
-
- Listen.
-
- Empower them.
-

RIGHTING REFLEX

- “A natural and instinctive response of trained care providers is to fix the problem, make things right, to use knowledge acquired from training and experience to help the individual seeking care to overcome their problems.”

(Kellogg, 2015)

RIGHTING REFLEX

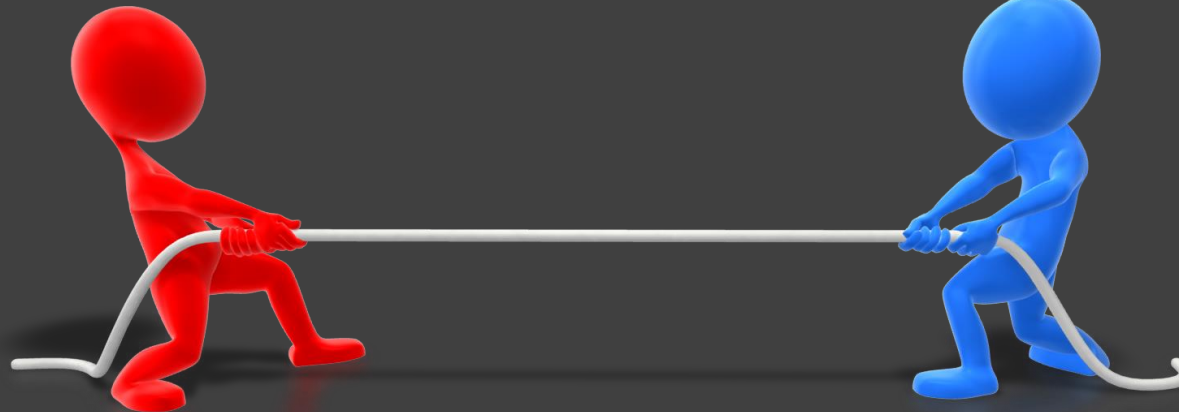


AMBIVALENCE



RIGHTING REFLEX MEETS AMBIVALENCE

Change Talk



Sustain Talk

You need to stop drinking.

You must go to some meetings.

You should take the medication the doctor prescribed.

Tell me something I don't know.

I've tried meetings and they don't help.

You sound just like my husband.



UNDERSTAND THE CLIENT'S MOTIVATIONS

- Afraid of change
- Afraid of failing
- Afraid of withdrawal
- Low motivation
- Low confidence
- Unsure of how

A - Attention – give your full attention.

F - Focus on what the person is saying.

F - Feelings – Identify with the feelings being expressed.

O - Observe body language and notice whether it matches the message.

R - Restate/Rephrase

D - Determine whether you understand correctly.

LISTEN

EMPOWER

- Identify strengths
- Set achievable goals
- Create plans to overcome barriers and challenges





(Apex Mindset UK, 2022b)

SPIRIT OF MOTIVATIONAL INTERVIEWING



Partnership.



Evocation.



Acceptance.



Compassion.

Partnership - we collaborate with the person we are supporting. Motivational Interviewing is not something we do **to** a person.

Acceptance - allowing the person to have autonomy over their decision to change. Promoting this autonomy helps create lasting change



Evocation - The resources for change and motivation are presumed to reside within the individual. We want the individual to be in an active speaking role, not a passive listening role.

Compassion - To actively promote the other's welfare, to give priority to the other's needs. An awareness of what is of benefit to the client.

PACE



PARTNERSHIP



MOTIVATIONAL INTERVIEWING IS A
COLLABORATIVE PROCESS.



THE MOTIVATIONAL INTERVIEWER IS
AN EXPERT IN HELPING PEOPLE
CHANGE.



PEOPLE ARE THE EXPERTS OF THEIR
OWN LIVES.



(Motivational Interviewing Coaches' Workbook, n.d.)

EVOCATION

- Not about instilling knowledge about the importance of change.
- Draws out the individual's own ideas about change.
- Lasting change is most likely when the individual defines the change and the motivation for change.

ACCEPTANCE



Motivational Interviewing is done from a non-judgmental stance



Goal is to understand the person, their experiences, and their perspective.
Express empathy.



Highlight the person's strengths. Respect individual choice whether to change or not.



COMPASSION

PROMOTE AND PRIORITIZE THE WELLBEING OF THE INDIVIDUAL BEING SUPPORTED.

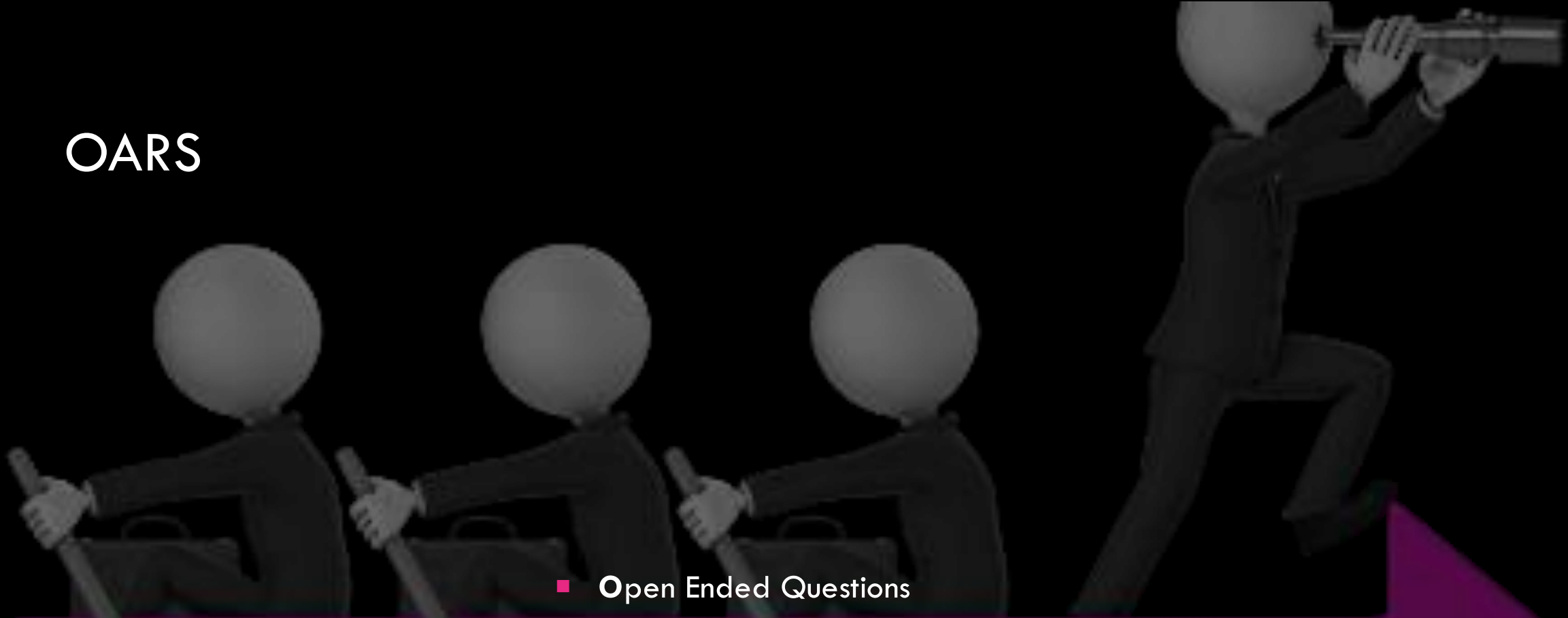
(Motivational Interviewing Coaches' Workbook, n.d.)

CORE SKILLS OF MOTIVATIONAL INTERVIEWING

- **Open questions**
- **Affirmation**
- **Reflections**
- **Summarizing**
- **Attending to the language of change**
- **Exchange of information**

(Understanding Motivational Interviewing | Motivational Interviewing Network of Trainers (MINT), n.d.)

OARS



- **Open Ended Questions**
- **Affirmations**
- **Reflections**
- **Summarize**



OPEN ENDED QUESTIONS

- Require the person to give more than just a yes/no answer
- Will elicit additional information
- Facilitate conversation where the individual talks more than the practitioner

AFFIRMATIONS



Statements of recognition about the person's strengths, particularly in areas where they are being negative or think they have failed.



Positive statements that build rapport and make the individual feel understood.



Need to be genuine and fit the situation.



Support and promote self-efficacy.



Emphasize past experiences that demonstrate strength and success.



Are not superficial – they should come from a place of authenticity and are different from compliments.

REFLECTIONS

- Listen carefully and restate what the individual said using your own words.
- Demonstrate that you are listening and really care about the individual.
- Ways to use reflections
 - Reflection of the feeling
 - Rephrase what was said
 - Restate what was said



(Understanding Motivational Interviewing | Motivational Interviewing Network of Trainers (MINT), n.d.)

SUMMARIZE

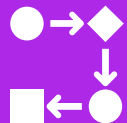




Taking note of language that indicates desire to change (change talk)

4 Types of Change Talk

- Desire – I want to...
- Ability – I can..., I could..., I'm able to...
- Reasons – If... then..., ...because
- Need – I need to...



Also tuning into the language about remaining the same (sustain talk)

- I'm not ready to...
- I don't see why...
- I'm not going to...

ATTEND TO THE LANGUAGE OF CHANGE

- **Engaging:** This is the foundation of MI. The goal is to establish a productive working relationship through careful listening to understand and accurately reflect the person's experience and perspective while affirming strengths and supporting autonomy.
- **Focusing:** In this process an agenda is negotiated that draws on both the client and practitioner expertise to agree on a shared purpose, which gives the clinician permission to move into a directional conversation about change.
- **Evoking:** In this process the clinician gently explores and helps the person to build their own "why" of change through eliciting the client's ideas and motivations. Ambivalence is normalized & explored without judgement and, as a result, may be resolved. This process requires skillful attention to the person's talk about change.
- **Planning:** Planning explores the "how" of change where the MI practitioner supports the person to consolidate commitment to change and develop a plan based on the person's own insights and expertise. This process is optional and may not be required, but if it is the timing and readiness of the client for planning is important.

FUNDAMENTAL PROCESSES OF MOTIVATIONAL INTERVIEWING

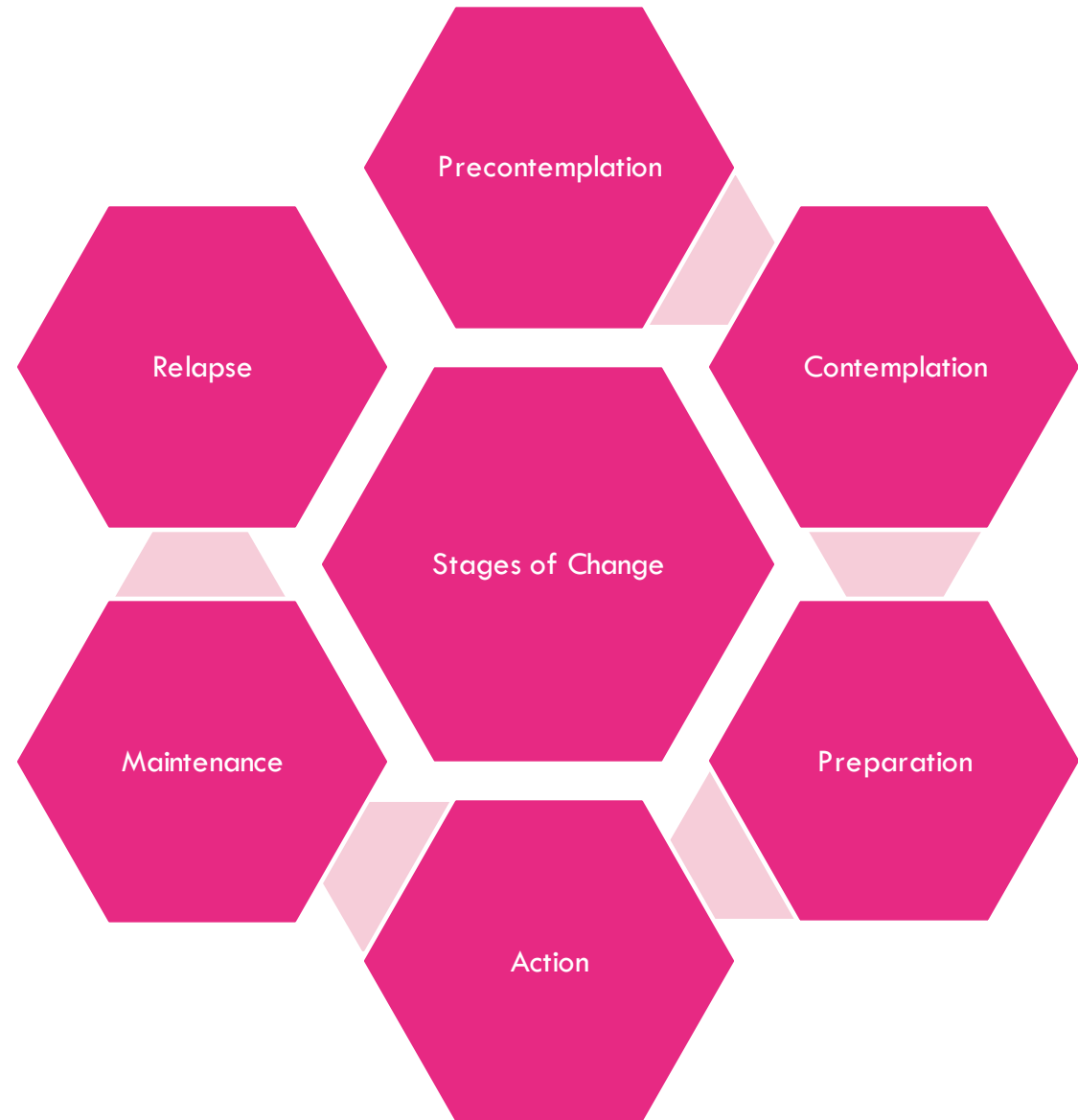
EVOKING VS IMPARTING

- Evoking respects the autonomy of the individual.
- Evoking
 - Recognizes that resources and motivation to change exist within the person being supported.
 - Motivational Interviewing is about evoking or drawing this out.
 - Eliciting from the person and not imparting, installing, or inserting.
- Imparting
 - Assumes individual does not possess the knowledge, skill, or ability for change.
 - Assumes the provider is the expert who needs to provide this knowledge.



STAGES OF CHANGE

NOT A PART OF
MOTIVATIONAL
INTERVIEWING BUT
IMPORTANT TO UNDERSTAND



STAGES OF CHANGE

Stage of Change	Actions to Use
Precontemplation	Raise doubt. Increase awareness of risks for sustaining. Develop discrepancy between behavior and goals.
Contemplation	Tip decisional balance. Evoke reasons for change. Evoke risks of sustaining (not changing). Strengthen self-efficacy for change.
Preparation	Help to determine best way to make the change. Develop a plan for change.
Action	Help them use their plan and make the change. Assist with troubleshooting challenges and building solutions.
Maintenance	Assist in identifying strengths and resources to prevent reoccurrence. Create a plan for maintaining gains.
Reoccurrence	Assist in moving through the stages of precontemplation, contemplation and preparation without becoming stuck in the demoralization of the reoccurrence.

EXCHANGE INFORMATION



Elicit – ASK what they know or if it’s okay if you offer them information:

“What do you know about...”

“Do you mind if I express my concerns?”

“Can I share some information with you?”

“Is it okay with you if I tell you what we know?”

Provide – Information in a neutral, nonjudgmental fashion.
Avoid “I...” and “You...”

“Research suggests...”

“Studies have shown...”

“Others have benefited from...”

“Folks have found...”

“What we know is...”

Elicit – Their interpretation

“What does this mean to you?”

“How can I help?”

“Where does this leave you?”

DARN CAT

- D – desire – “I want to change.”
- A – ability – “I think I can change.”
- R – reasons – “If I change, I can _____.”
- N – need – “I need to change because _____.”

- C – commitment – “I am going to change.”
- A – actuation – “I am ready to change.”
- T – taking steps – “This week I started _____.”

(Haas & Bradley, 2023)

BE ALERT FOR
CHANGE TALK

10 TIPS FOR EFFECTIVE MOTIVATIONAL INTERVIEWING

Be curious, not the expert.

Listen more than you talk.

Listen more than you ask questions.

Listen for what's below the surface.

Listening is a skill.

Find out what the client knows before you offer information.

Ask permission before giving advice.

What you pay attention to matters.

Arguing is unproductive.

Ambivalence is normal, not pathological.

A silhouette of a woman in a dark dress dancing on a beach at sunset. Her arms are raised and her hair is blowing in the wind. The background shows the ocean and a bright sun low on the horizon, creating a warm, golden glow.

DANCING RATHER THAN WRESTLING

- “We are in sync, linked, connected, moving together. We take one step forward, hoping the client comes with us... it becomes a collaborative, even artistic, way of working together.”
 - —Michael G. Goldstein, Md, associate Chief Consultant for preventive Medicine, via, national Center for health promotion and disease prevention

WHAT IS RESISTANCE

Occurs when we expect or push for a change the client is not ready for

Is a defense to change

May be
conscious or
unconscious

Resistance will decrease likelihood of change

WHY DOES RESISTANCE OCCUR

- A normal part of working through ambivalence
- Shows there are reasons the client is not ready for change as we are communicating it
 - Reasons may or may not be clear to us
 - Ignoring the reasons and pushing for change is counterproductive

(Sutton, 2023)



ROADBLOCKS
WHEN DEALING
WITH
RESISTANCE

Arguing, disagreeing, or challenging

Judging, criticizing, or blaming

Warning of negative consequences

Using logic to persuade

Analyzing

Confronting with authority

Sarcasm

(Sutton, 2023)

TYPES OF RESISTANCE

Arguing	Arguing – client contests the accuracy of the provider’s statements/information. May question authority and/or expertise.
Interrupting	Interrupting – interrupts, talks over, cuts off
Denying	Denying – unwilling to recognize problems or take responsibility <ul style="list-style-type: none">• Blaming others• Making excuses for behavior• Being unwilling to change
Ignoring	Ignoring – not paying attention, not answering, inaudible reply, changing conversation

(Sutton, 2023)



HOW TO ROLL WITH RESISTANCE

- Reflection on feeling expressed
- Restate the ambivalence
- Reframe
- Affirm personal choice
- Shift the focus

(Sutton, 2023)

REFLECTION

Repeating, rephrasing,
paraphrasing, reflection
of feeling

Acknowledges the client's
perception, avoids
argument, joins with
client, and encourages
further exploration.

In responding to
resistance, we can use
simple or complex
reflections.

(Sutton, 2023)

REFLECTION

You're frustrated that your efforts aren't noticed.

What's the use in trying? No one even gives me credit



RESTATE THE AMBIVALENCE

- Reflect back what the client is expressing without placing value or judgment on either part of the ambivalence



Working on recovery is hard work and I know you're capable of doing hard things.

Quitting drinking is going to be really hard for me.



REFRAMING

People have been telling you what they think you should do. You are the creator of your plan. What's the right choice for you?

Everyone is telling me that I have to quit drinking but I think I can just try drinking less.

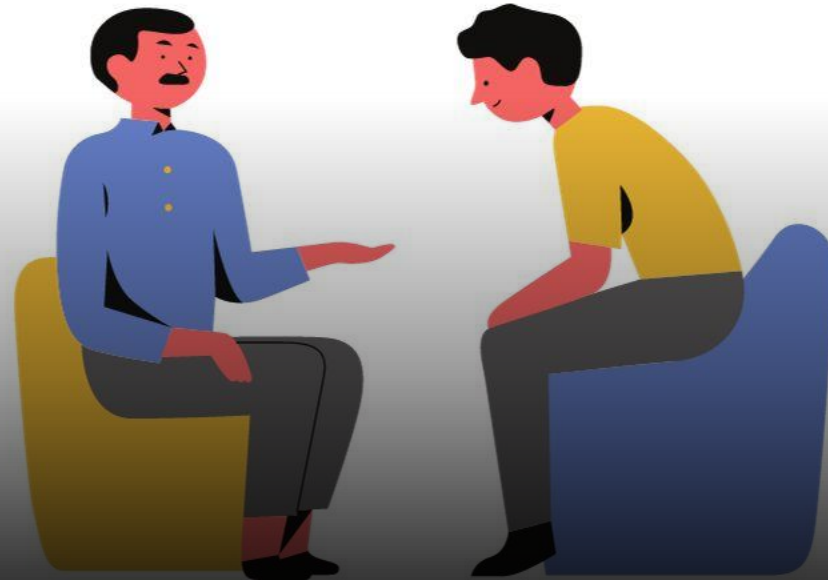


AFFIRMING PERSONAL CHOICE

SHIFT THE FOCUS

Missing work can be stressful. I want to learn more about what's been going on for you and what you would find helpful.

You're probably going to tell me I need to go to rehab but I can't afford to take time from work.





Commitment

“Tell me what I need to do.” “I will do that.”

0 to 10 Scale of readiness – an 8, 9, or 10



Help to determine best way to make the change. Develop a plan for change.



Ambivalence

“Yes, but...” “I’m not sure.”

0 to 10 Scale of readiness – 4, 5, 6, or 7



Tip decisional balance. Evoke reasons for change. Evoke risks of sustaining (not changing). Strengthen self-efficacy for change.



Resistance

Arguing, Interrupting, Denying

Poor eye contact, slouched posture, clenched jaw/fists, turned away

0 to 10 Scale of readiness – 0, 1, 2, or 3

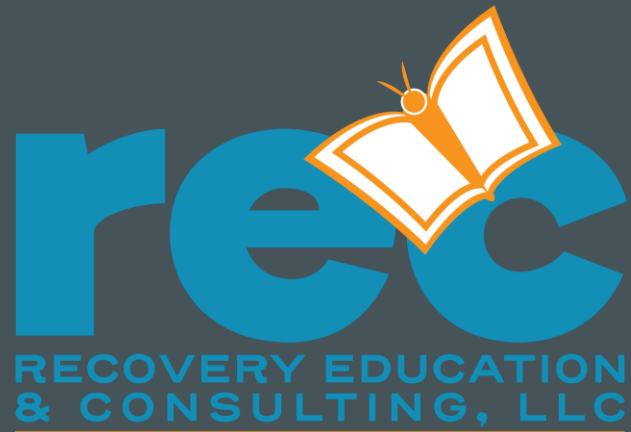


Raise doubt. Increase awareness of risks for sustaining. Develop discrepancy between behavior and goals.

IDENTIFY READINESS AND USE TO GUIDE CONVERSATION

QUESTIONS?

COMMENTS?



Donald Altemus

Don@RecoveryEducator.com

<https://recoveryeducator.com/>

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