

# An Introduction to Motivational Interviewing Strategies: Enhancing Motivation To Change



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## Overview of Training Content

- *Overview and Basic Principles of MI*
- **OARS: Basic Strategies of MI**
- **Change-Talk**
- **Resistance**

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## The Stages of Change Model

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

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

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## Motivational Interviewing: A Definition

- **Motivational Interviewing is a**
  - **Person-centered**
  - **Directive**
  - **Method of communication**
  - **For enhancing intrinsic motivation to change by exploring and resolving ambivalence**

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## 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 style of the professional
- Getting resistance? Change strategies.

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## The Spirit of Motivational Interviewing

- **Motivation for change is elicited from the individual, and not imposed from without.**
- **It is the client or student's task, not the professional's, to articulate and resolve his or her ambivalence.**

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## The Spirit of Motivational Interviewing

- Direct persuasion is not an effective method for resolving ambivalence.
- The style is generally a quiet and eliciting one.
- The provider/clinician/professional is directive in helping the individual to examine and resolve ambivalence.

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## The Spirit of Motivational Interviewing

- Readiness to change is not an individual trait, but a fluctuating product of interpersonal interaction.
- The relationship is more like a partnership than expert/recipient roles.

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## Four Principles of Motivational Interviewing

- Express Empathy
  - Research indicating importance of empathy
- Develop Discrepancy
  - Values and goals for future as potent contrast to status quo
  - Client/Student must present arguments for change: provider/ professional declines expert role

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## Four Principles of Motivational Interviewing

- Roll with Resistance
  - Avoid argumentation
  - Confrontation increases resistance to change
  - Labeling is unnecessary
  - Professional's/Provider's role is to reduce resistance, since this is correlated with poorer outcomes
  - If resistance increases, shift to different strategies
  - Objections or minimization do not demand a response

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## Four Principles of Motivational Interviewing

- Support Self-Efficacy
  - The client/student we're working with is responsible for choosing and implementing change
  - Confidence and optimism are predictors of good outcome in both the provider and the person he or she is working with

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**OARS:**

**Building Blocks for a Foundation**

- **Ask Open-Ended Questions**
  - Cannot be answered with yes or no
  - Professional/Provider 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 school year going for you?”

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**OARS:**

**Building Blocks for a Foundation**

- **Affirm**
  - Takes skill to find positives
  - Should be offered only when sincere
  - Has to do with characteristics/strengths
    - “It is important for you to be a good student”
    - “You’re the kind of person that sticks to your word”

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**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
    - Student: “I’ve got so much to do and I don’t know where to start.”
    - Provider: “You’ve got a lot on your plate.”
    - Student: “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)

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## Reflective Listening: A Primary Skill

- “Hypothesis testing” approach to listening
- Statements, not questions
- Voice goes down
- Can amplify meaning or feeling
- Can be used strategically
- Takes hard work and practice

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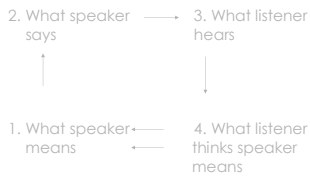
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## Hypothesis Testing Model



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## 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.”

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## Motivational Interviewing Strategies

- **Reflection**

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

*Your partner is concerned about your drinking.*

-- or --

*And that annoys you.*

-- or --

*It feels like your partner is always on your case.*

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## Motivational Interviewing Strategies

- **Amplified Reflection**

I don't see any reasons to change my drinking...I mean, I just like drinking alcohol.

*Sounds like there are no bad things about drinking for you.*

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## Motivational Interviewing Strategies

- **Double-Sided Reflection**

Student: 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.

Provider: Sounds like you get a hard time from your parents about how drinking affects your depression.

Student: 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?

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## Motivational Interviewing Strategies

- **Double-Sided Reflection**

Provider: What do you enjoy about drinking?

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

Provider: So on the one hand you enjoy drinking because you feel that it helps you chill out with your friends, and on the other hand it you've noticed that it has some effect on your mood.

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## OARS: Building Blocks for a Foundation

- **Summarize**

- Periodically to...

- Demonstrate you are listening
- Provide opportunity for shifting

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## 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
  - Arrange the conversation so the individual makes arguments for change

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## Ambivalence

- “I need to lose some weight, but I’m too tired to exercise at the end of the day.”
- “I should quit smoking, but I just can’t seem to do it.”
- “I mean to take my medicine, but I keep forgetting.”
  - Look for “but” in the middle...
  - When the practitioner takes up the “pro” side, the patient could fill in the other side of the argument

Rollnick, Miller, & Butler, 2008

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## Provider 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)

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## Provider 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)

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## Listen for Change Talk: Themes

- **D: Desire**
  - “I wish I could lose some weight”
  - “I like the idea of getting more exercise”
- **A: Ability**
  - “I might be able to cut down a bit”
  - “I could probably try to drink less”
- **R: Reasons**
  - “Cutting down would be good for my health”
  - “I’d sure have more money if I cut down”
- **N: Need**
  - “I must get some sleep”
  - “I really need to get more exercise”

Examples from and/or adapted from: Rollnick, Miller, & Butler (2008)

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## Listen for Change Talk: Themes

- **Commitment is a form of change talk**
  - “I will...”
  - “I intend to...”
- **Taking steps is also a form of change talk**
  - “I tried a couple of days without drinking this week”
  - “I walked up the stairs today instead of taking the escalator.”

Examples from: Rollnick, Miller, & Butler (2008)

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## Listen for Change Talk: Themes

- Ask questions to elicit change talk
- Desire: “What do you want, like, wish, hope, etc.?”
  - “Why might you want to make this change?”
- Ability: “What is possible? What can or could you do? What are you able to do?”
  - “If you did decide to make this change, how would you do it?”

Examples from: Rollnick, Miller, & Butler (2008)

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## Listen for Change Talk: Themes

- Ask questions to elicit change talk
- Reasons: “Why would you make this change? What would be some specific benefits? What risks would you like to decrease?”
  - “What are the most important benefits that you see in making this change?”
- Need: “How important is this change? How much do you need to do it?”
  - “How important is it to you to make this change?”

Examples from: Rollnick, Miller, & Butler (2008)

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## 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

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## 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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## Resistance Strategies

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

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## 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

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## Questions?

For resources and details on training:

<http://www.motivationalinterview.org>

Miller & Rollnick (2002). *Motivational Interviewing (2<sup>nd</sup> Ed.): Preparing People for Change.*

Rollnick, Miller, & Butler (2008). *Motivational Interviewing in Health Care: Helping Patients Change Behavior.*

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## Thank you!

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  - [jkilmer@u.washington.edu](mailto:jkilmer@u.washington.edu)
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