








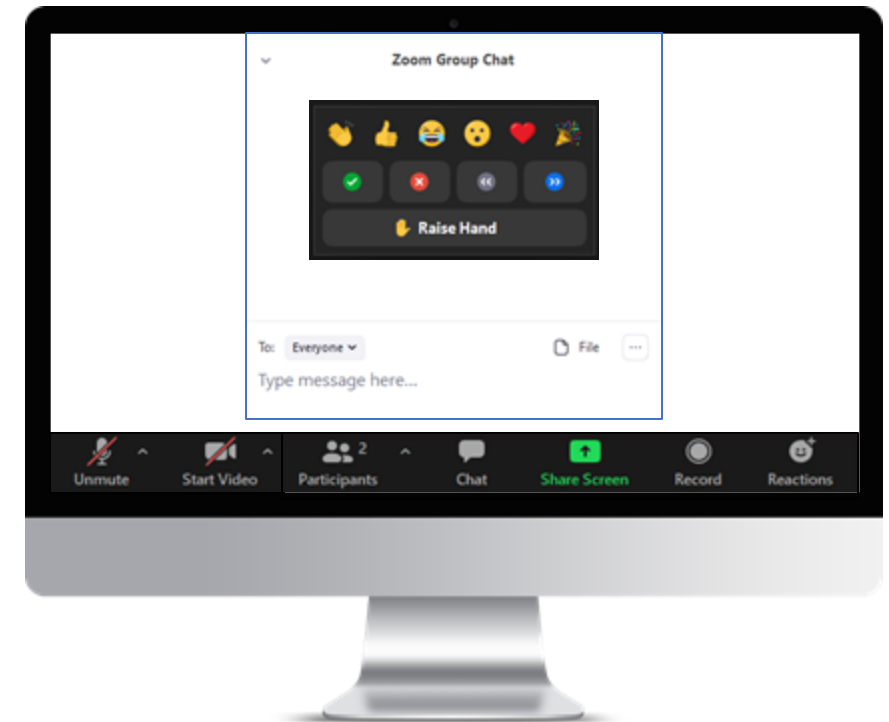
# Motivational Interviewing for Peers

Tom Jaeger, Faces & Voices of Recovery | July 19, 2023



# Housekeeping

-  **Join by Phone:** Click Join Audio, Phone Call tab, dial the desired phone number, and enter Meeting ID and Participant ID. **01**
-  **Camera:** Please keep your camera on unless you have low bandwidth. **02**
-  **Name:** Please change your name to your actual name. **03**
-  **Live Captioning:** Click CC Live Transcript to show or hide captions. **04**
-  **Chat:** Click the Chat icon to open the Chat panel. **05**
-  **Reactions:** Find them on the bottom toolbar.  
**Full-screen:** Double-click to toggle. **06**
-  **Need help?** Type in the Chat box! **07**



# Motivational Interviewing for Peers

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# PWI & EPOC Team at Advocates for Human Potential (AHP)



**Kathleen West**  
Project Director



**Tammy Bernstein**  
Deputy Project Director



**Kate Cox**  
Operations Manager



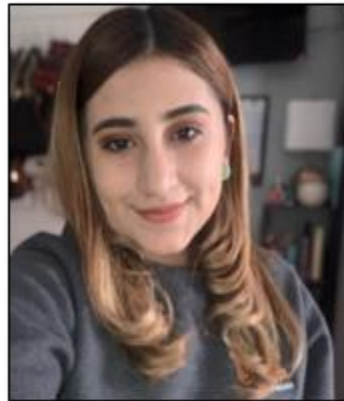
**Kayla Halsey**  
Data Manager



**Caitlin Storm**  
Quality Assurance



**Brett Hall**  
Grantee Coach Lead



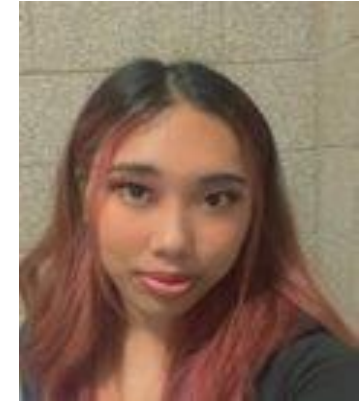
**Rosy Larios**  
Grantee Coach



**Neyat Tefery**  
Grantee Coach  
& Ops Specialist



**Raven Nash**  
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Operations Specialist



# Tom Jaeger

- ❖ Member of the Motivational Interviewing Network of Trainers (MINT).
- ❖ B.S. in vocational rehabilitation with emphasis in psychiatric rehabilitation and chemical dependency.
- ❖ Areas of practice include psychiatric rehab, substance use counseling, addiction, criminal justice, mental health, social organizational change, and implementation of communities of practice (CoPs) for nonprofits in multiple disciplines.
- ❖ Provided training to peer recovery coaches who utilize Motivational Interviewing (MI) skills training as a part of the certification process.
- ❖ Faces & Voices of Recovery adjunct faculty whose current focus is delivery of MI skills training to peer support specialists.





## Learning Objectives

Upon completion of today's session, participants will:

- Define Motivational Interviewing (MI).
- Identify the tasks of MI.
- Describe the spirit of MI.
- Define the principles of MI.
- Practice MI techniques to help peers change.

# Working Agreements

- Open-mindedness
- Respect
- Encouragement
- “Ouch.”
- “Stretch.”
- Confidentiality
- What else?

# Agenda

- Welcome & Introductions
- What Is Motivational Interviewing?
- MI Theory
- Change Talk
- 4 Processes of MI
- OARSI
- Stages of Change
- Giving Advice vs. Making Suggestions
- Closing



# What Is Motivational Interviewing (MI)?



**“People are usually more convinced by reasons they discovered themselves than by those found by others.”**

**-Blaise Pascal**

(Miller & Rollnick, 2013)



# What Is Motivational Interviewing?

- Participant-centered.
- Way of communicating.
- Peer Specialist is a “guide.”
- Helping participants find their own reasons to change.
- Exploring & resolving their mixed feelings about that change.

# Target Behavior and Ambivalence

1. Participant behavior change seems to be indicated or potentially helpful.
2. Participant ambivalence around changing that behavior (or the possibility of building ambivalence).
3. A clear target behavior (employment, advancement, school, meds, attending support groups, etc.).

# The Spirit of MI: A genuine belief we carry with us as we work with participants.

Intrinsically, people truly want to be healthy and whole.



People usually know what is best for them.



Our job is to draw out their **reasons** and **motivations** for making a change and help them decide for themselves how they can go about it successfully.

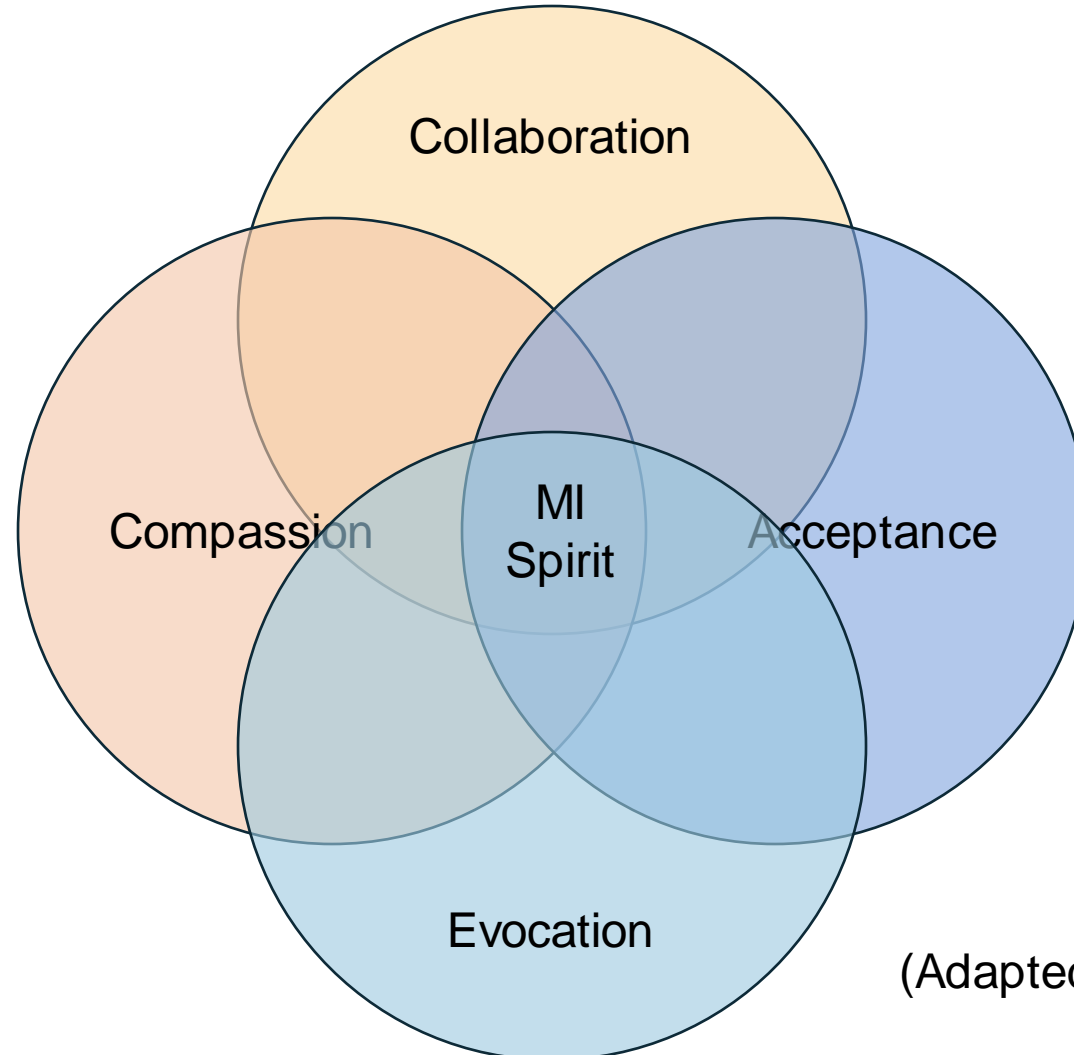




# Spirit in Dialogue Form

I'd like to help you (Compassion) and talk this through with you (Collaboration). You are a valuable person, and I will refrain from judging you (Acceptance). Instead, I'd like to listen and find out what you think will work well for you to change (Empowerment, formerly Evocation).

# Spirit of Motivational Interviewing



(Adapted from Miller & Rollnick, 2013)

# Three Styles of Communication

## Directing

Teaching

Instructing

Leading

## Guiding

Drawing out

Encouraging

Motivation

## Following

Listening

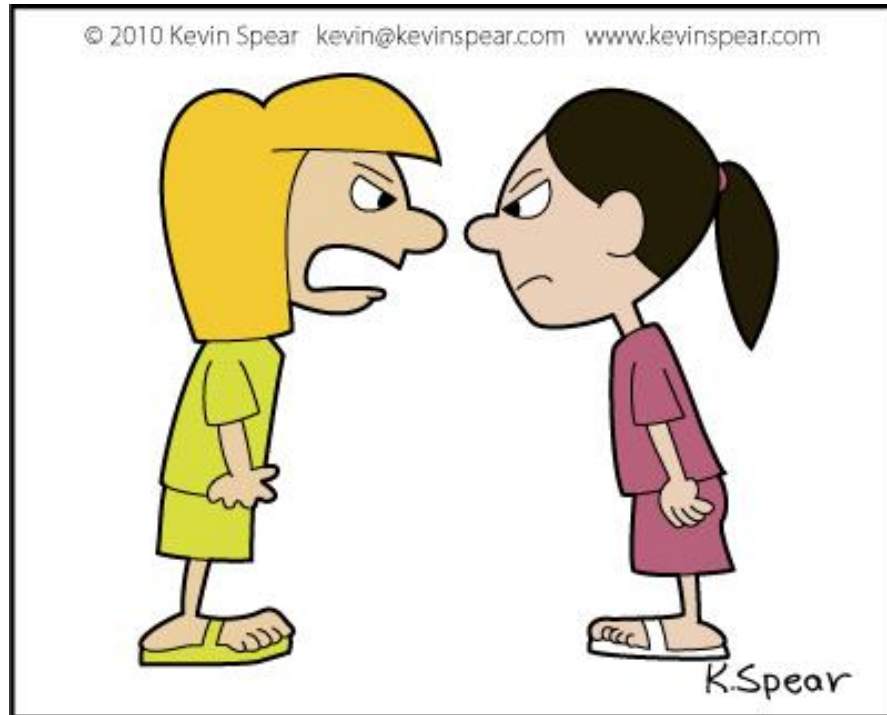
Understanding

Going along

# Motivational Interviewing (MI) Theory



# We often argue for and do the opposite!



"I am NOT upset. I'm just more animated than usual."

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## WHY is this true?



# Self-Perception Theory

- The more a person argues on behalf of a position, the more they are committed to it.
- We believe what we hear ourselves say.
- When a person publicly takes a position, their commitment to that position increases.



# Reactance Theory

We rebel when others try to control us:

“An *increase* in the rate and attractiveness of a ‘problem’ behavior” is likely if a person feels that their “personal freedom is being infringed or challenged.”

(Miller & Rollnick, 2002; Brehm, 1966)

# Reactance Theory

## What does reactance sound like?

“Yeah, but...”

“I know, I know...”

“I’m trying but it’s not easy...”

“You don’t know what it’s like to...”

“Don’t judge me.”

“Why can’t everyone just get off my back?”

“I’m not, I won’t, I can’t.”

**“I have no right to want to  
change another  
if I am not open to being  
changed.”**

**-Martin Buber**  
(Miller & Rollnick, 2013)

# Righting Reflex

**The desire to fix what seems wrong with people and to set them promptly on a better course, relying in particular on directing them.**

Sometimes a peer recovery specialist's tendency is to "fix or control" those they work with.

However, the participant needs to be listened to and understood, as they are the source of their own solutions.

# Typical Human Reactions to the Righting Reflex (Teach/Direct)

Invalidated	Resist	Withdraw
Not respected Not understood Not heard Angry Ashamed Uncomfortable Unable to Change	Arguing Discounting Defensive Oppositional Denying Delaying Justifying	Disengaged Disliking Inattentive Avoid/Leave Not return



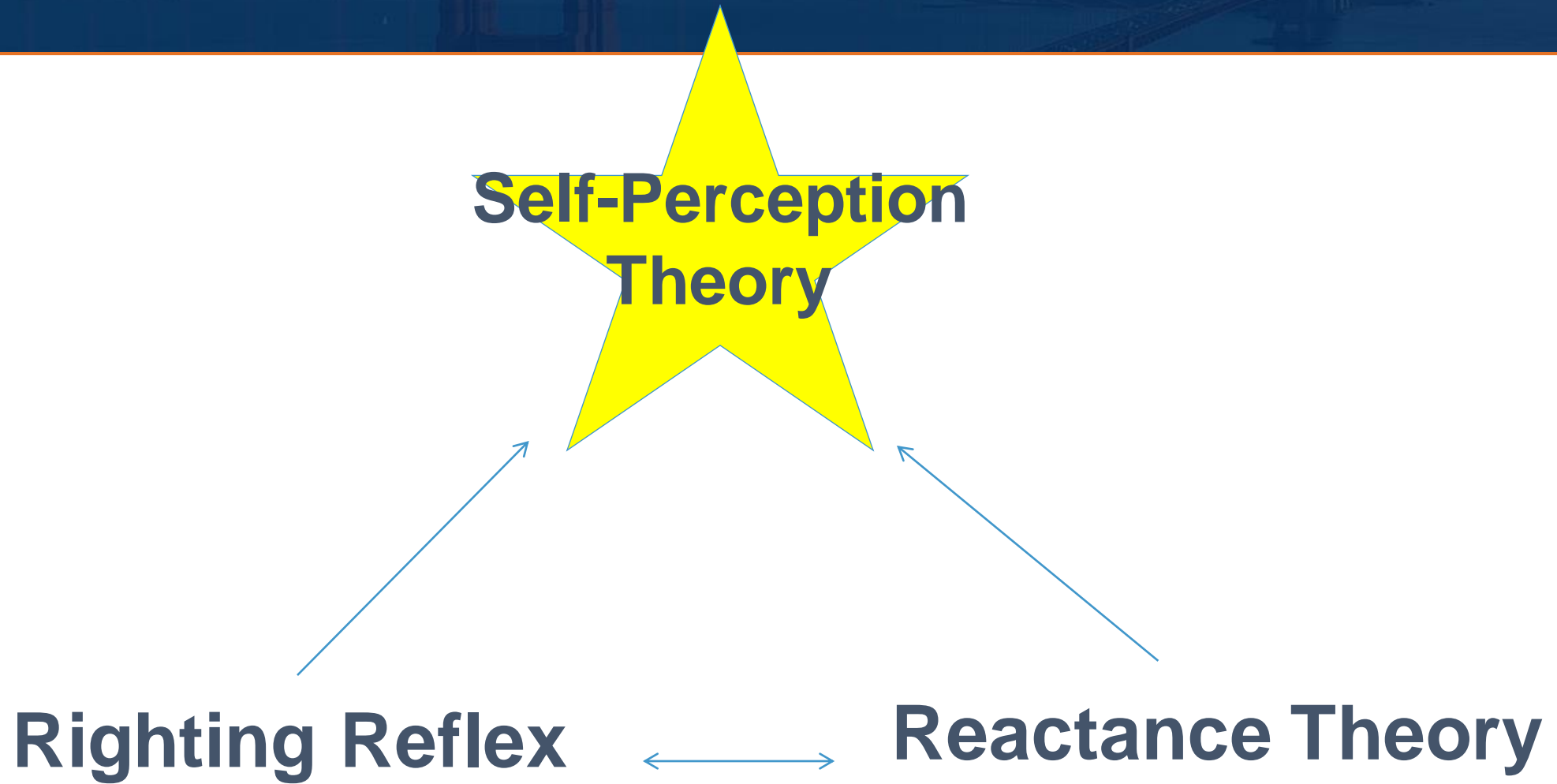
# ACTIVITY: Persuade Me!

We are going to focus specifically on what happens with **persuasion**.

In a moment, we will divide you into pairs:

One of you will be the “participant” and the other will be the “practitioner.”

# Research Support for MI



# ACTIVITY: Persuade Me!

As the **participant**, you will take 5 minutes to share about something you've been thinking about changing, but you're really not sure about changing.

Examples:

- Quitting smoking, vaping, cigars, chewing
- Going back to school
- Giving up something you like
- Applying for another job

Make sure it's something you feel two ways about ("Maybe I want to, but maybe not.")

# ACTIVITY: Persuade Me!

**Practitioner Role:**  
**Try to persuade them to change.**

- Be the **expert**.
- **Convince** them to change.
- Argue the “good” of the change.
- Give advice on what they “should” or “need” to do.
- Moralize, preach, lecture.
- Persuade with logic.
- Minimize their excuses.



# ACTIVITY: A "Taste of MI"

## Participant Role – Be yourself

Talk to the listener (practitioner) regarding something about yourself that you

- Want to change,
- Need to change,
- Should change,
- Have been thinking about changing,
- **But you haven't changed yet.**

Something you are **AMBIVALENT** about.

---

## Practitioner Role

Ask the open-ended questions listed below. Listen carefully to the participant with a goal of understanding the dilemma. Feel free to respond a little bit and affirm, but **give no advice!**

- **What is the change you are considering?**
- **What, if anything, concerns you about making the change?**
- **What makes this change important to you?**
- **What else makes it important?**
- **What kinds of steps do you think you will need to take to move in the right direction?**
- **What is one thing you could do fairly soon to start the process, if you choose to?**





# Change Talk





# What does Change Talk sound like?

- Problem recognition
- Concern about the problem
- Awareness of the problem
- Potential benefits of change
- Costs of not changing

# What does Change Talk sound like?

- D** - Desire to change (want, like, wish)
- A** - Ability to change (can, could)
- R** - Reasons to change (if...then...)
- N** - Need for change (got to, have to, need to)
- C** - Commitment to change (will, am)
- A** - Action
- T** - Taking steps

(Miller & Rollnick, 2013)

# Process of Motivational Interviewing



# Building a Relationship: the Foundation of MI

## Processes in Motivational Interviewing

- Engaging
- Focusing
- Evoking
- Planning

(Miller & Rollnick, 2013)

# Engaging

**“Process of establishing a helpful connection and working relationship”**

(Miller & Rollnick, 2013)

**ENGAGING**

# Focusing

**“Process by which you develop and maintain a specific direction in the conversation about change”**

(Miller & Rollnick, 2013)

**FOCUSING**

**ENGAGING**



# Options for Focusing

- Eliciting the participant's agenda.
  - “What feels like the most difficult/important thing for you to change or work on right now?”
- Offering a menu or bubble chart.
  - Helps to narrow the focus; works well with assessment tools.
- Asking permission to discuss your agenda OR put forth agenda.
  - “Would it be all right if we talked a bit about . . .?”
  - “I'd like to spend some time talking about...”

# Evoking

**“Eliciting the [participant’s] own motivations for change”  
(The heart of MI)**

(Miller & Rollnick, 2013)

**EVOKING**

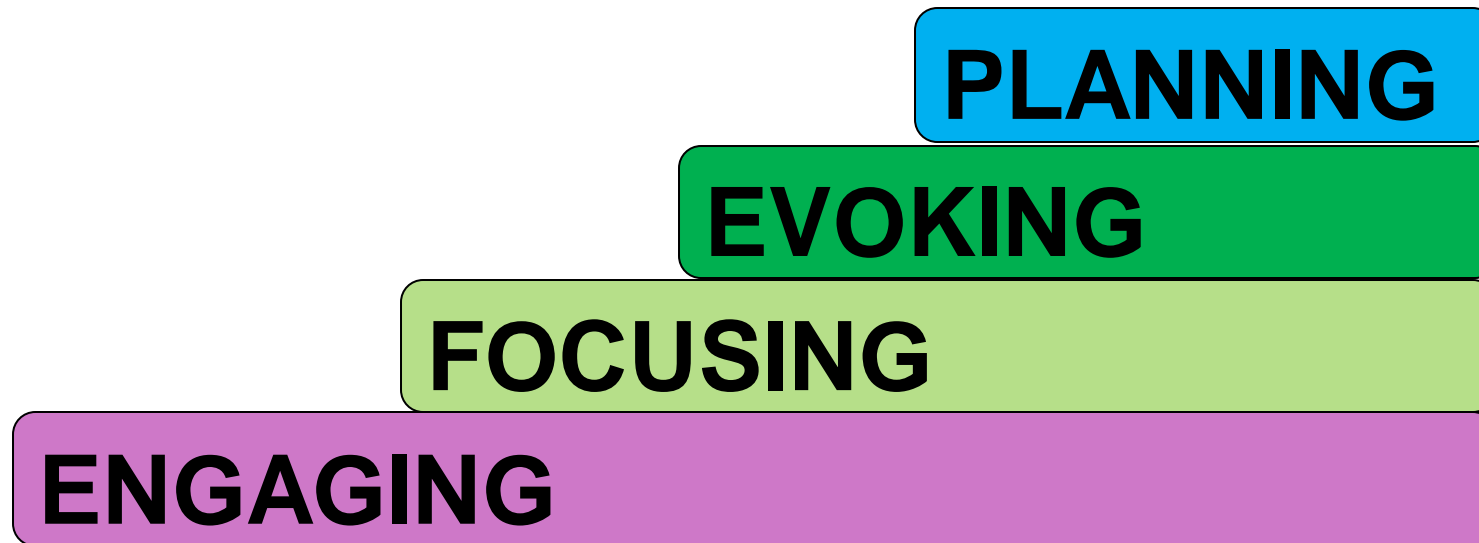
**FOCUSING**

**ENGAGING**

# Planning

**“Encompasses both developing  
commitment to change and formulating  
a [concrete] plan of action”**

(Miller & Rollnick, 2013)



# Motivational Interviewing Practice Principles



# Four Main Motivational Interviewing Practice Principles

1. Express empathy.
2. Develop discrepancy.
3. Roll with resistance.
4. Support self-efficacy.

(Miller & Rollnick, 2002)

# Express Empathy

- Nonverbal listening
- Thinking reflectively
- Active listening, paraphrasing
- Reflecting feeling
- An attitude of acceptance and positive regard



# Develop Discrepancy

- *Discrepancy* is the distance between the individual's current behavior and stated goals.
- Clarify goals that are important to the person.
- Explore negative and positive consequences of current behavior in relation to the person's goals.

# Decisional Balance

- “What are the good things about (the way things are)?  
And what are the not-so-good things?”
- “If you were to change, what would be the challenges of doing so?  
What would be the benefits?”
- “What else?” “Help me understand.” “Tell me more about that.”
- “What concerns you absolutely most about \_\_\_\_? What are the very best results you could imagine if you made a change?”
- “What were things like before you \_\_\_\_? What has changed?”
- “How would you like things to be different a month, a year, 3 years from now?”
- “How does this fit with your personal goals and what you value most?”

(Miller & Rollnick, 2002)

# Roll with Resistance

## **Roll with, rather than confront, resistance.**

- Let the participant know that resistance is OK. Lean in to understand the nuances of the person's particular situation **WITHOUT** judging or evaluating from your perspective. If you've been in a similar situation, look to understand the differences in the other's life.
- **Confronting resistance increases resistance!**

## **Strategies to help resolve resistance:**

- Explore pros and cons of change from the other's point of view.
- Use decisional balance tool.
- Emphasize personal choice and action.
- **Continued resistance equals a signal to change our approach, to change the topic.**

# Support Self-Efficacy

- *Self-efficacy* refers to individuals' beliefs in their own ability to succeed in specific situations or to accomplish a task.
- A person's sense of self-efficacy contributes to motivation and plays a major role in how one approaches goals, tasks, and challenges.

# OARSI



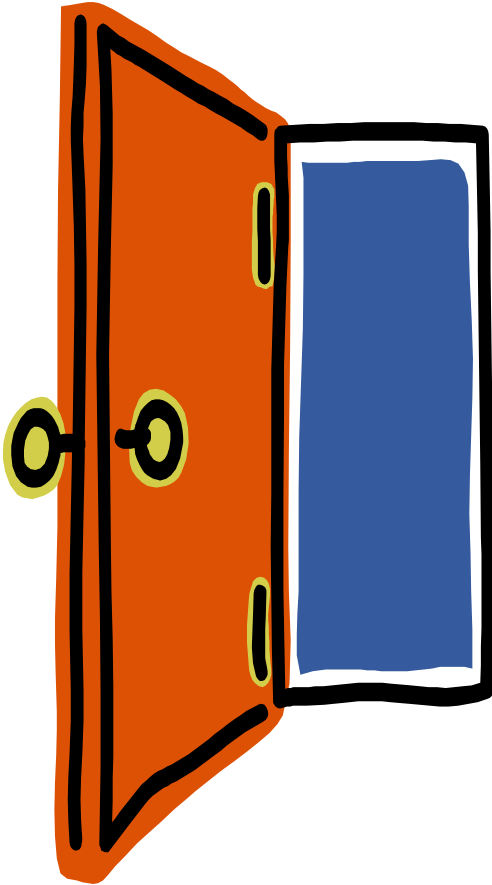
# OARS – MI Core Listening Skills

- *Open-Ended Questions* - Avoid yes/no.
- *Affirming* - Support and encourage.
- *Reflective Listening* - Repeat and clarify.
- *Summarizing* - Link together and reinforce.
- *Information Giving* – Potential Options.

These are the tools  
for executing the  
spirit and principles  
of Motivational  
Interviewing.



# Open-Ended Questions Sound Like...

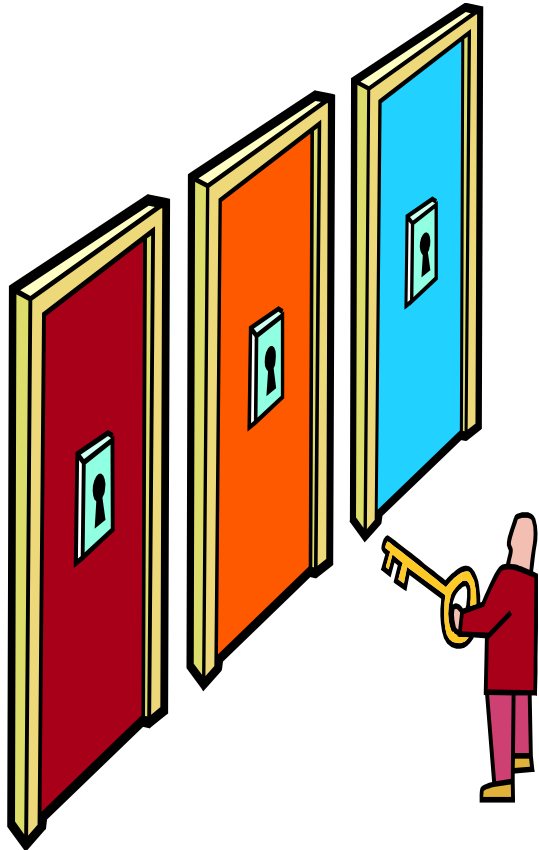


## What... Which... Where... How... Tell me...

- “How does it feel to be working part time again?”
- “Where do you think your biggest challenge lies?”
- “What do you think you’ll do first?”
- “Tell me about your...”

**PROMOTES ENGAGEMENT**

# Open-Ended Questions Sound Like...



**Do you... Are you... Did you...  
Could you... Have you...**

- “Did you get a job yet?”
- “Do you care about finishing this program?”
- “Were you thinking about the children when you did that?”
- “Do you still want to participate in the program?”

# Use Open-Ended Questions to Facilitate Solutions

<b>Dictate Solutions</b>	<b>Facilitate Solutions</b>
Why can't you have your case worker fill out the forms?	Who could help you with this financial paperwork?
What about giving up baseball in order to get those grades up?	Sounds like baseball is important to you. What might you give up in order to get your grades up?
What about going to yoga or mindfulness training?	When you think about times you've been able to manage your anger, what things have worked for you?

# Using hypothetical questions with people less ready to change (What if...?)

- “What would have to happen for you to want to...?”
- “How would you like things to be different?”
- “If you decided to change, what would be some of the benefits be for you?”
- “Let’s imagine for a moment that you decided to....What would that be like?”
- “What concerns, if any, would you have if you decided not to change?”



# Example Affirmations

“That was a difficult decision for you. You’ve come a long way!”

“You put a lot of thought and time into this cover letter.”

“You have put your family first. That shows a lot of integrity.”

**EXERCISE:** What do *you* affirm?

# Levels of Reflections

**Repeat** – Simply repeat what was said.

**Rephrase** – Slightly reword but not add anything new.

**Paraphrase** – Infer unspoken content/make a hypothesis.

**Reflect Feeling** – Infer emotional content.

**SIMPLE**

Stays very close to original

**COMPLEX**

Adds meaning

# Double-Sided Reflections

- Reflect a participant's mixed feelings (against and for change).
  - Reflect statements against change first
  - Use “and,” “yet,” “at the same time,” “on one hand,” or “on the other”
  - Reflect statements that favor change.
- May reflect statements from previous discussions.
- Don't interject your own thoughts/opinions/judgments:  
“I understand, but...” or “You're saying X, but we know...”



# Reflections: Bringing our “A” Game

- Reflect the participant’s
  - feelings
  - speech
  - facial expressions or behavior
- Make a hypothesis.
- Guess at deeper meaning.
- Capture key elements.
- Voice inflects **downward** (a statement, not a question).

# S: Summarizing

- A longer form of reflection.
- Choose which points to summarize:
  - Reasons for change.
  - Confidence in being able to change.
  - Values, goals, intrinsic motivation.
- Helps both people stay on track.
- Use periodically.
- Use as a transition.

# I: Information Giving

- Share multiple ideas/resources as **potential options**.
- Ask for permission if a specific request has not been made.
  - “What others who I know that are similar to you have found useful that you may want to consider is...”
  - “The research on this suggests several options.... What sounds best to you?”

# Accurate Empathy: Really “Getting It”

## Empathy is *not*...

- Feeling sorry for someone.
- Having had the same problem or experience.
- Identification with the participant.

## Empathy is ...

- ✓ The ability to accurately understand the participant’s meaning.
- ✓ The ability to **reflect** that accurate understanding back to the participant.

# Expressing Empathy

Understand each person & let them know it:

- Show curiosity about this person and their situation.
- Expect that a person's feelings about changing will be mixed.
- Acceptance of that fact makes change easier.

**“Accurate empathy” is when we can show we get it.**

# ACTIVITY: Accurate Empathy

We will arrange you in dyads.

**Participant:** Talk for 3 minutes about

– What it was like for me growing up.

**or**

– What would be my ideal future.

**Practitioner:** After 3 minutes, try to capture the **essence** (not the exact words) of what the person said. The idea is to “connect the dots” by hypothesizing what their words say about them or their experience.

**Participant:** Respond naturally to what the practitioner said.



# Values

## **Listen for *values*.**

Your listening will help the participant uncover what matters:

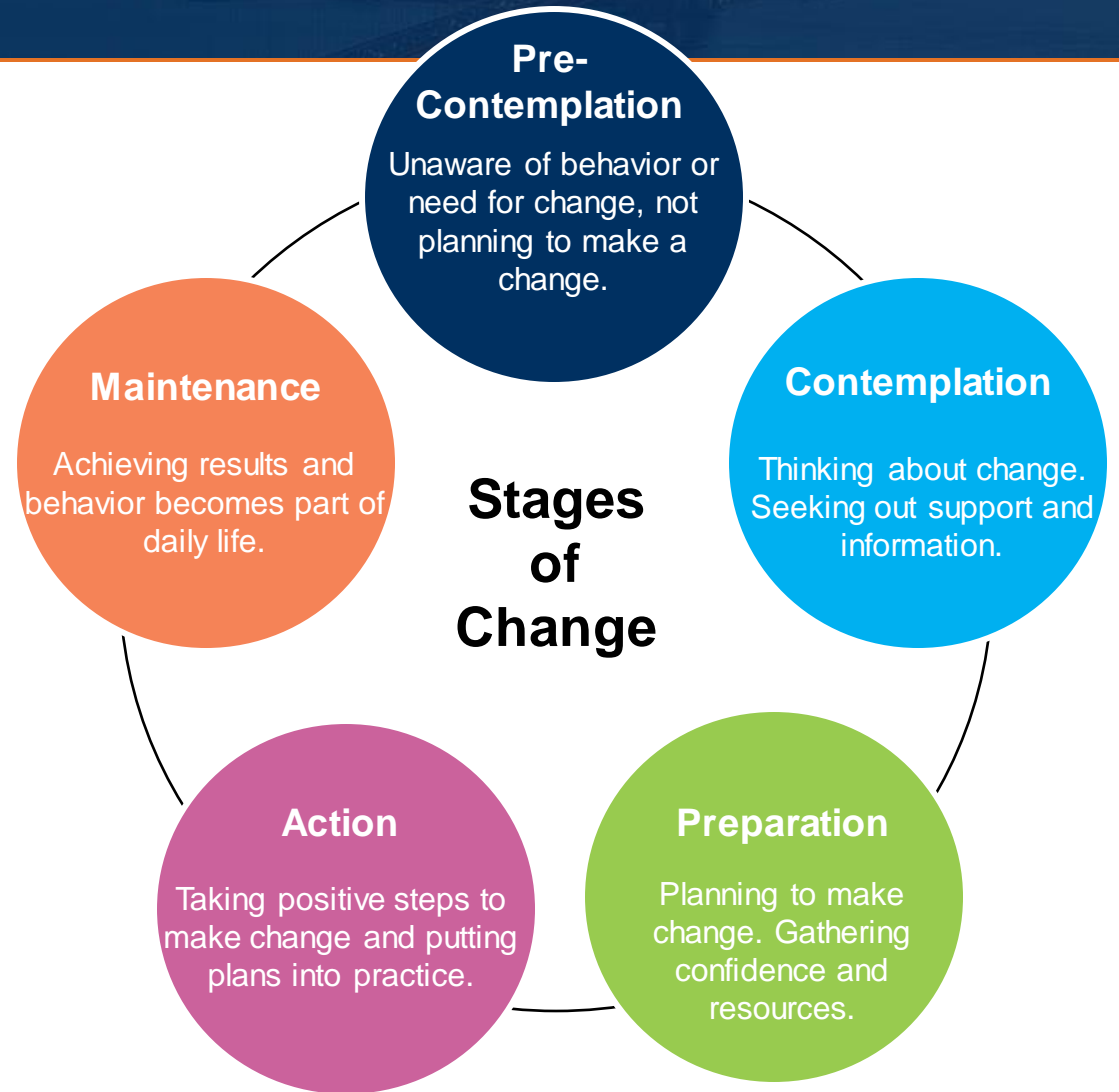
Being a good parent/role model, student, provider; having financial independence, freedom, respect, etc.



# Stages of Change

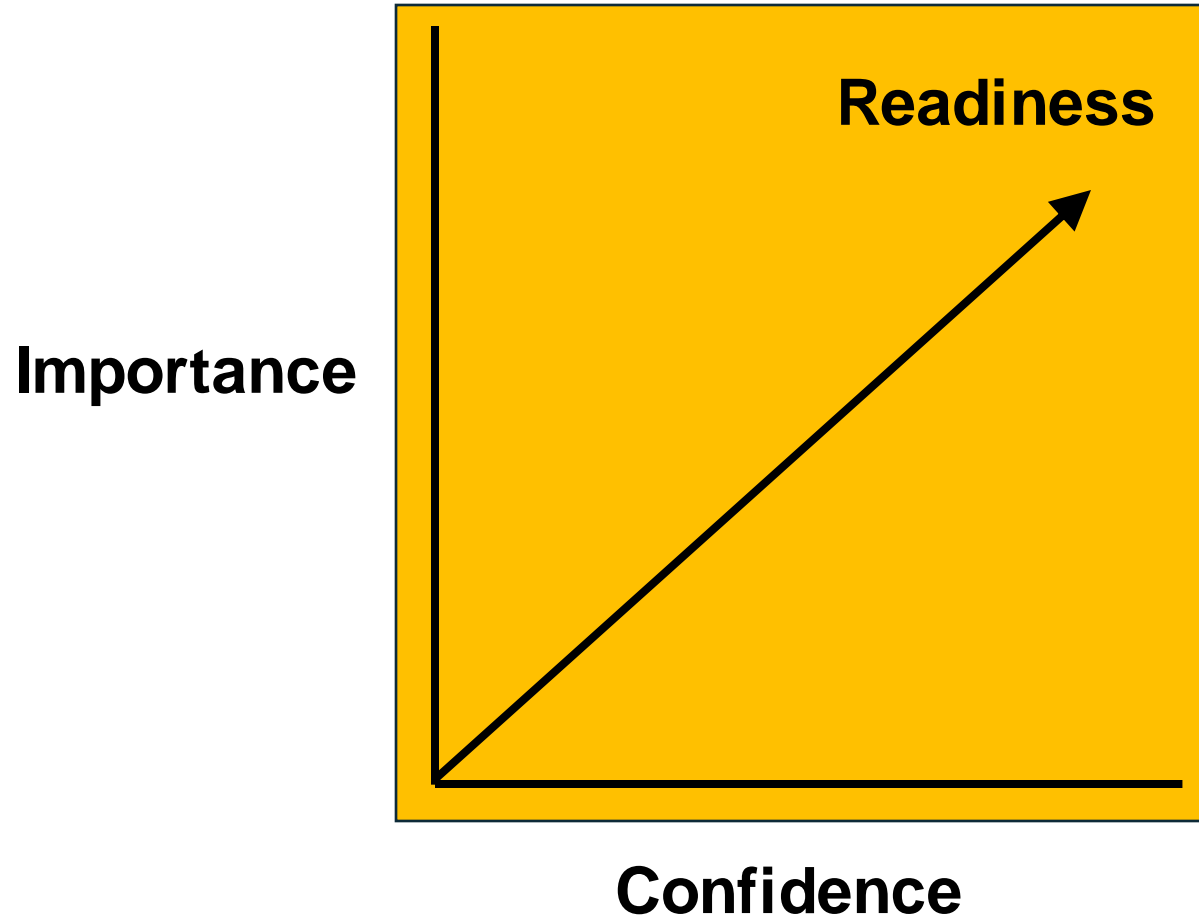


# Stages of Change



(Adapted from Prochaska & DiClemente, 1983)

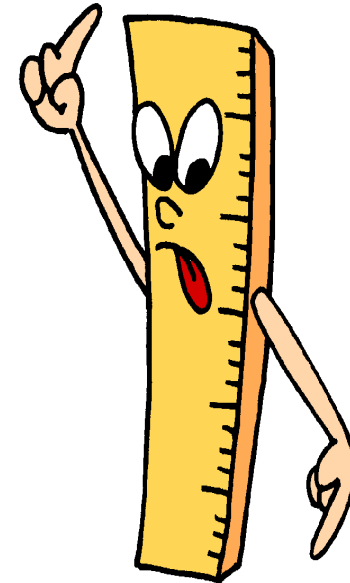
# Readiness for change is determined by...



# Explore Participant's Levels of Importance and Confidence

- “How **important** is it for you to...”
- “How **confident** are you that you will succeed?”

Can use “change rulers” with scaling questions:  
“On a scale of 1-10...”



# EXERCISE: Using Change Rulers

## IMPORTANCE

“On a scale of 1-10, how important is it for you to \_\_\_\_\_?”



## CONFIDENCE

“On a scale of 1-10, how confident are you that you can do it?”



*“What makes you a 5 instead of a 3 or 4?”*

*“What would it take for you to go from a 5 to a 7?”*

# When **IMPORTANCE** is low...

- Explore how likely, ready, willing, and confident the person is to help them realize the importance.
  - “How do you feel about...?”
  - “What would be hard about...?”
  - “What would be good about...?”
- Explore **pros and cons** of the change.
- Use hypothetical questions.
  - “If you were 100% successful,...?”

# When IMPORTANCE is low...

## Use hypothetical questions:

- “What would have to happen for you to be ready to change?”
- “What would life be like if you made this change?”
- “If things don’t change, what may happen?”

This plants the seed for change and may draw out change talk while honoring autonomy.



# When CONFIDENCE is low...

## **Need to increase self-efficacy:**

- If you think you can do it, you will do it.
- If you don't feel you can do it, you may not even try. (Bandura, 1995)

## **Offer advice with permission:**

- “Do you mind if I give a suggestion?”
- “Would you like to hear some ideas about \_\_\_\_?”

**Must** be followed by asking, “How does that sound to you?” or “How does that sit with you?” This reinforces autonomy.

# Giving Advice vs. Making Suggestions



# FAQ

- This is great, but when can I give advice?
- When can I suggest a resource?
- How do I tell folks about a better way or to try a new thing?
- How do we make referrals?

# Transitional Summaries & Key Questions

**Transitional summaries pull together a participant's thoughts/reasons for change and are often followed by a "key question":**

- "What makes this important to you?"
- "Where does that leave you?"
- "Where do you think you'd like to begin?"
- "What kind of support/information would be helpful?"
- "What might be your first step?"

**Finish summaries with an invitation to continue or correct.**

# So, when can I give advice?

The MI-adherent way of giving advice:

## **ASK, ASK, TELL, ASK**

- ASK – “Tell me what you know so far about \_\_\_\_?”
- ASK – “Is it OK if I give you some information about \_\_\_\_?”  
(Ask permission first before giving advice)
- TELL – “I have worked with some others that have found \_\_\_\_ to be helpful. Some people work with me on their resume and then bring in three sample jobs that may be a fit.”
- ASK – “What do you think about that? That’s a good move for some people, but how does it sound to you?”

# MI-Adherent Way Of Giving Advice

## First ask:

- “What do people/families/ do when...?”
- “What do you know so far about...?”

Practitioner: “What do you know so far about what mothers do when there is no food in the house?”

(If they come up with solutions and ideas, continue to stay in the MI role. If they have no idea what people do, move to second ask.)

# MI-Adherent Way Of Giving Advice (Continued)

## Second ask:

- “May I make a suggestion?” **Wait for permission.**
- Tell: “There are local food pantries in the area that people access for immediate help, then some longer-term food programs that people enroll in to help with the ongoing food challenges.”

## Third ask:

- “How does that sound? How does that idea seem as an option? Is that something you would consider?”



# ACTIVITY: Ask, Ask, Tell, Ask

In groups of 3, answer the following questions:

1. What are some topics or issues that you commonly give advice about? (Make a list.)
2. Is it usually an information gap or a motivation gap (or both)? How do you know?
3. Create an Elicit-Provide-Elicit (EPE) statement and have each person in the group ask-tell-ask.

# Identify the Change Talk!

I wasn't doing anything wrong! I just went along for the ride, and I didn't know they were going to grab that lady's purse. Now they're saying I may get arrested. I guess it's not smart to be cruising around at 2 in the morning, but it happened so fast, there was nothing I could do. I didn't break any laws, and I'm not going to jail for this. It wasn't my fault. It's not fair! I could lose my job!

(Miller & Rollnick, 2013)

# Identify the Change Talk!

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(Miller & Rollnick, 2013)

# Identify the Change Talk!

I have no time to go to those job search classes. Plus, it's embarrassing to think about going to those things. People might see me! I know I'm getting to the end of my savings and my insurance and nothing is coming through, but I'll get a job. I just don't see the point of sitting in some stupid class that won't teach me a thing.

(Miller & Rollnick, 2013)

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I have no time to go to those job search classes. Plus, it's embarrassing to think about going to those things. People might see me! **I know I'm getting to the end of my savings and my insurance** and nothing is coming through, but **I'll get a job.** I just don't see the point of sitting in some stupid class that won't teach me a thing.

(Miller & Rollnick, 2013)

# Q&A



**Thank You**



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