

Behavioral Health is Essential To Health



Prevention Works



Treatment is Effective



People Recover



Motivational Interviewing for Peer Support Providers



April 9, 2015
2:00-3:30 PM Eastern Time



Webinar Moderated by

Katie Volk, M.A.

Center for Social Innovation



BRSS TACS Major Goals

- Engage & promote **leadership** of people in recovery at all levels of state & local systems & services
- Disseminate **state-of-the-art** information on recovery supports & services
- Through cross-sector **collaboration**, implement Recovery Support Action Plans for States, Territories, Tribes & communities
- Promote **peer-driven, recovery-oriented** systems of care

Webinar Instructions

- Webinar will last approximately 90 minutes
- Submit questions at any time in the box labeled, “Submit Questions Here”
- Access to the recorded version of this webinar will be available in about a week
- Download presentation slides and other resources in the box labeled, “Download Presentation Materials Here”

Today's Presenters

- **Ken Kraybill**, *Center for Social Innovation*
- **Kristin Dempsey**, *California Institute for Behavioral Health Solutions*
- **Kristen Harper**, *The Association of Recovery Schools*
- **Q&A Session**
- **Closing Remarks**



Essentials of Motivational Interviewing: *Helping People Change*



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Center for
Social Innovation
Translating Research, Transforming Human Services



Learning Objectives

Participants will be able to:

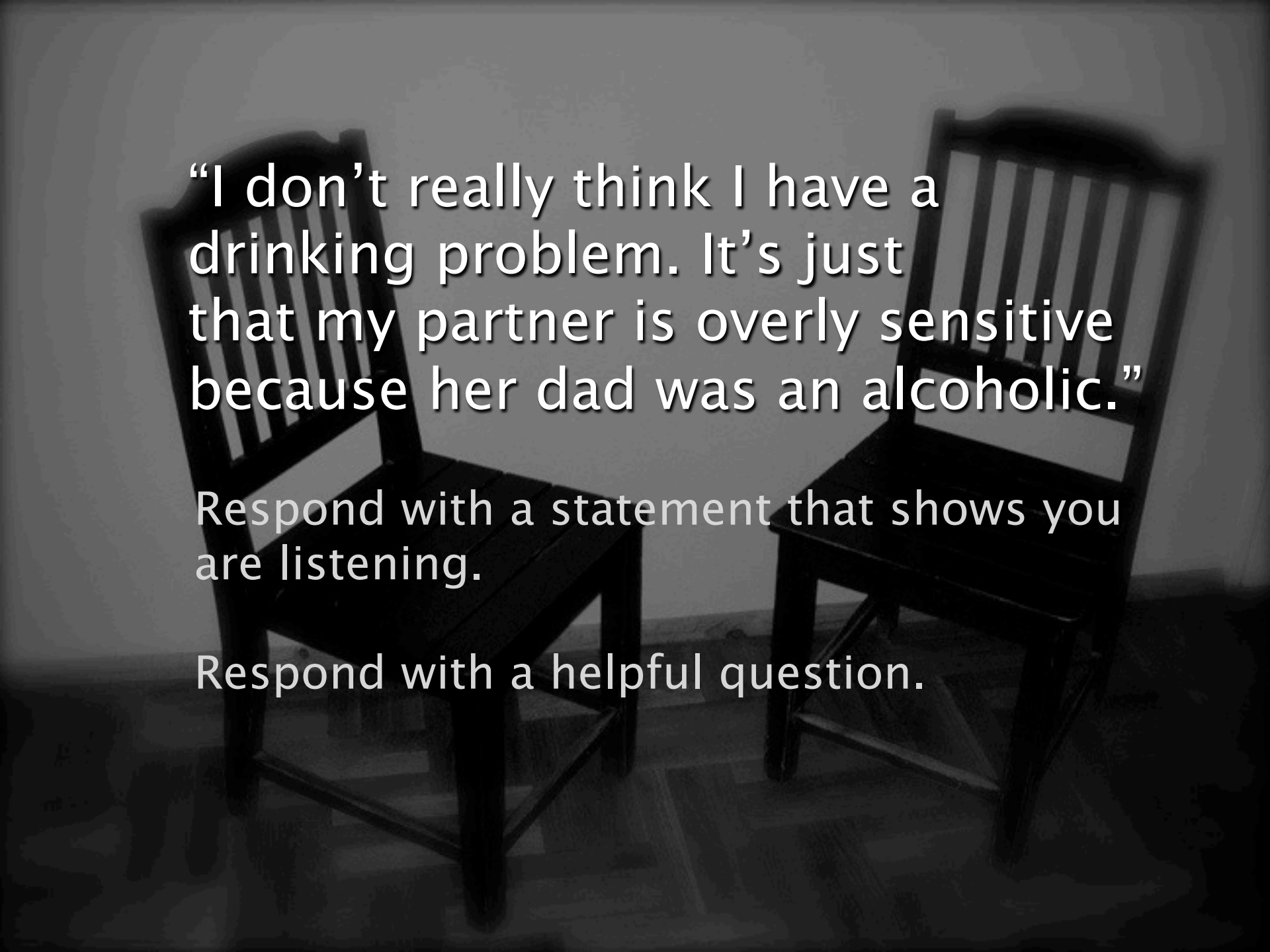
- Describe the four elements of the mindset and heart-set of MI
- Name the four processes that guide MI conversations
- Provide examples of the core interviewing skills of MI
- Explain the importance of change talk in MI

A black and white photograph of two wooden chairs with vertical slats on the backrest, positioned on a wooden floor against a plain wall. The chairs are facing each other. The word "Acknowledgements" is written in a large, white, sans-serif font across the center of the image, overlapping both chairs.

Acknowledgements

A black and white photograph of two wooden chairs with vertical slats on the backrest, positioned in a room with a light-colored wall and a dark wooden floor. The chairs are facing each other, and the text "What would you say next...?" is overlaid in the center in a large, white, bold font.

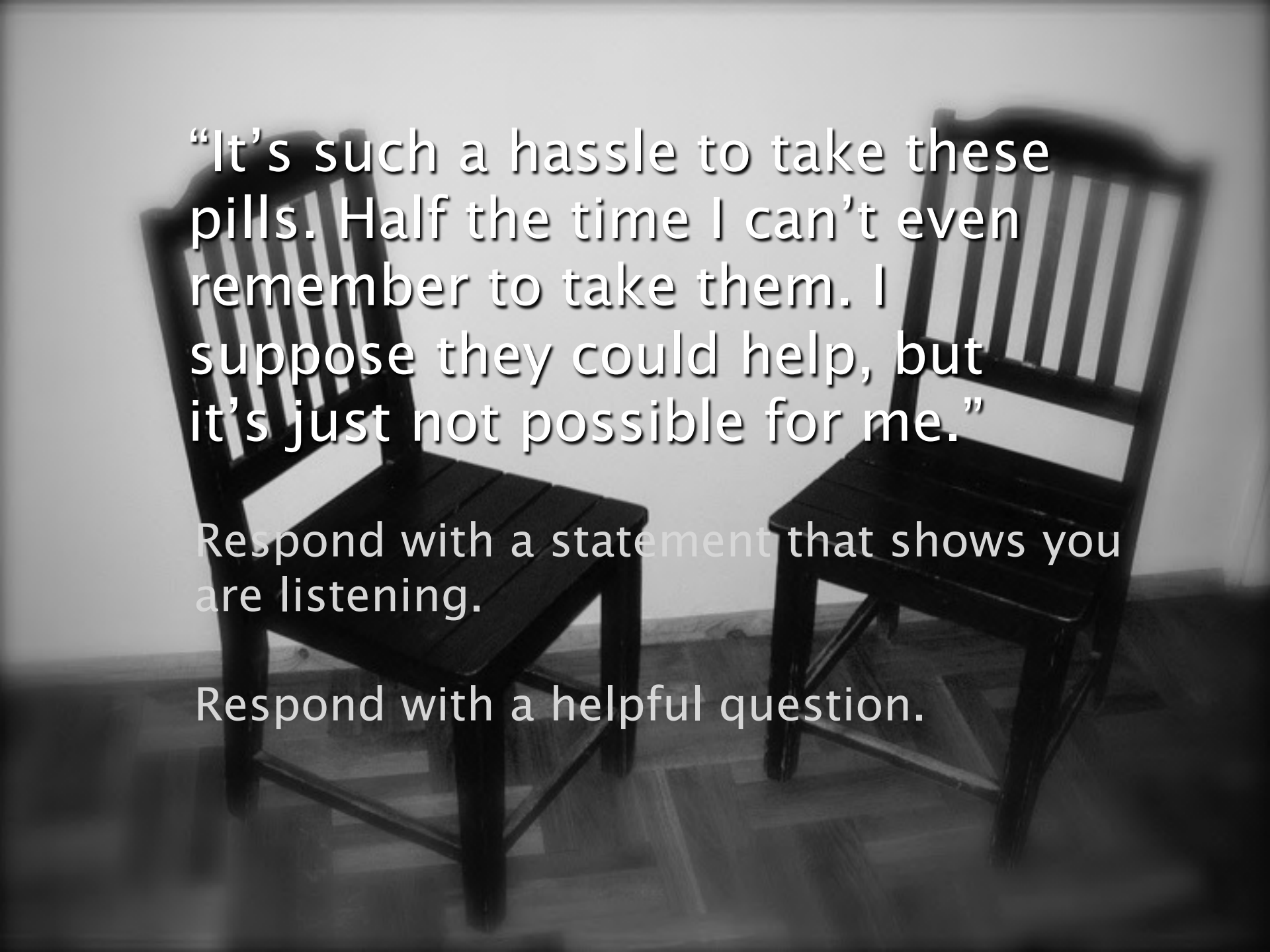
**What would you
say next...?**



“I don’t really think I have a drinking problem. It’s just that my partner is overly sensitive because her dad was an alcoholic.”

Respond with a statement that shows you are listening.

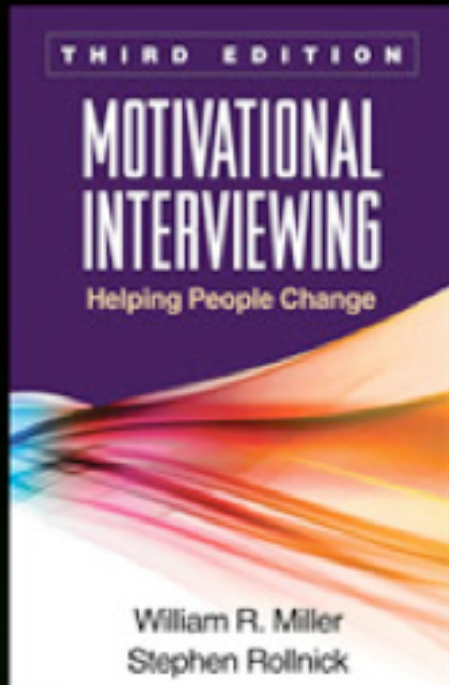
Respond with a helpful question.

A black and white photograph of two wooden chairs with vertical slats on the backrest, positioned in a room with a light-colored wall and a wooden floor. The chairs are facing each other, and the text is overlaid on the image.

“It’s such a hassle to take these pills. Half the time I can’t even remember to take them. I suppose they could help, but it’s just not possible for me.”

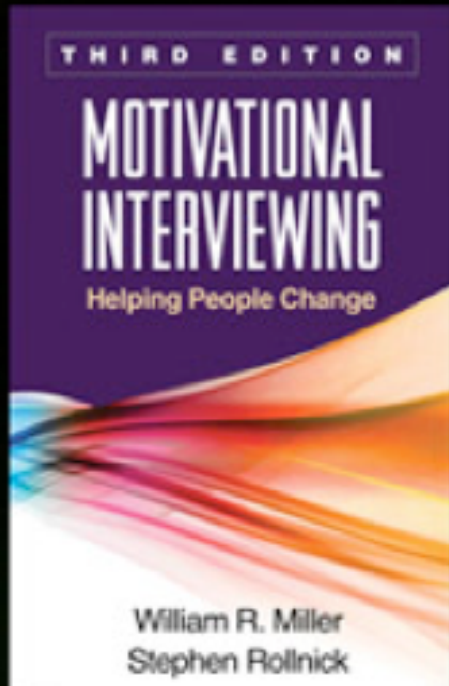
Respond with a statement that shows you are listening.

Respond with a helpful question.



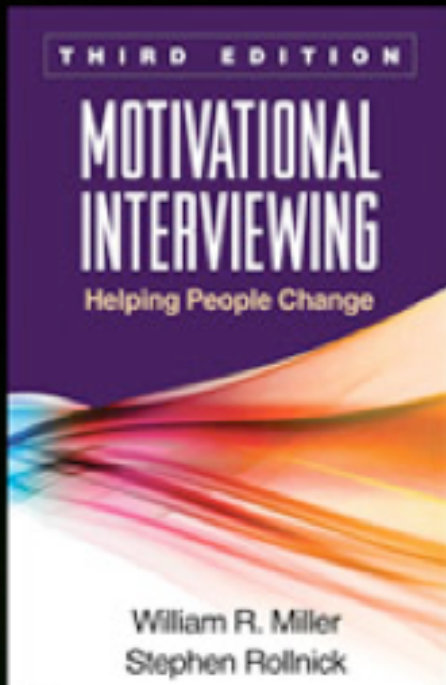
A collaborative conversation style for strengthening a person's own motivation and commitment to change.

Lay definition



A person-centered
counseling style for
addressing the
common problem
of ambivalence
about change.

Practitioner's definition



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.

Technical definition

A close-up photograph of a dragonfly's wing, showing the intricate network of veins. The wing is dark, almost black, with a prominent reddish-brown vein running along the top edge. The background is dark, and a portion of a green leaf is visible in the lower right corner. The text is overlaid on the left side of the image.

Or...

**A way of helping
people talk
themselves into
changing**

“Talking oneself into changing”

MI conversation (spirit, flow, OARS)



Preparatory change talk



Commitment talk



Taking steps



Sound familiar?

I give people my **BEST ADVICE**, but they won't listen.

I **EDUCATE** and **GIVE OPTIONS**. What else can I do?

She **RESISTS** everything I suggest.

Some folks just **DON'T WANT TO BE HELPED**.

He's in **TOTAL DENIAL** about his problems.

Some people just need **A GOOD TALKING TO!**

Changing the Conversation

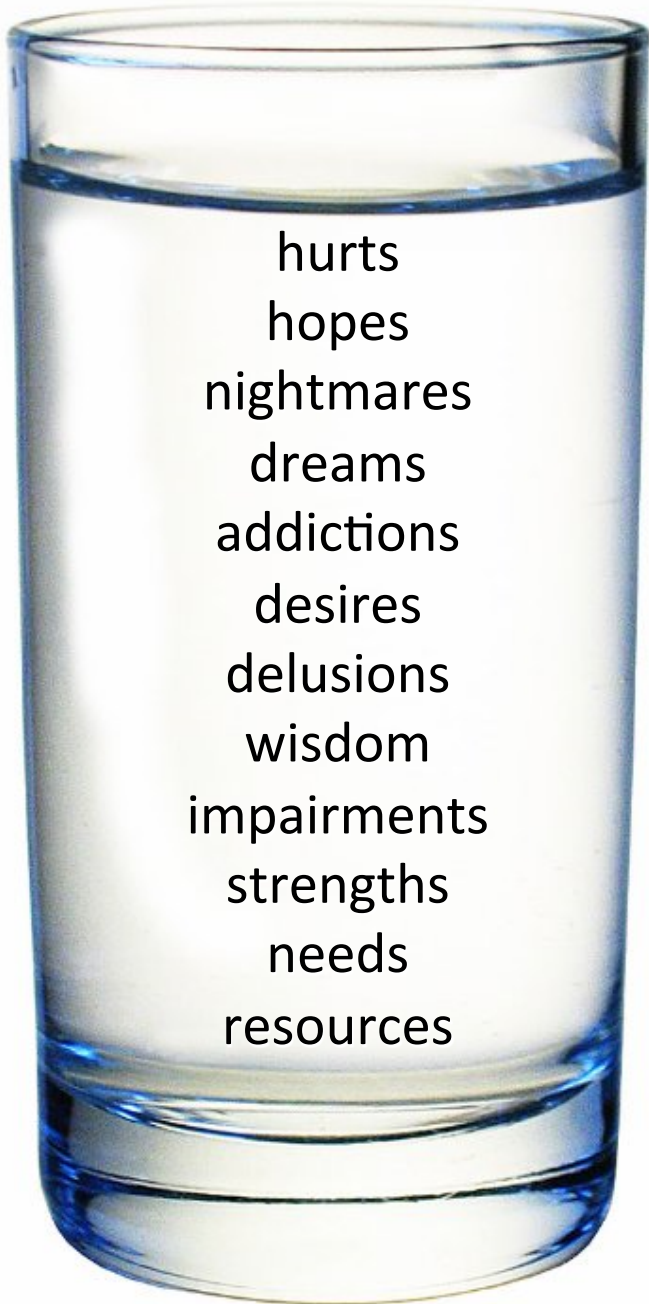




Dedicated to all
who are weary...


of trying to
educate, advise,
entice, convince,
coax, cajole,
persuade, sweet-
talk, smooth-talk,
guilt-trip, bribe,
manipulate, or
otherwise *get*
people to change






hurts
hopes
nightmares
dreams
addictions
desires
delusions
wisdom
impairments
strengths
needs
resources

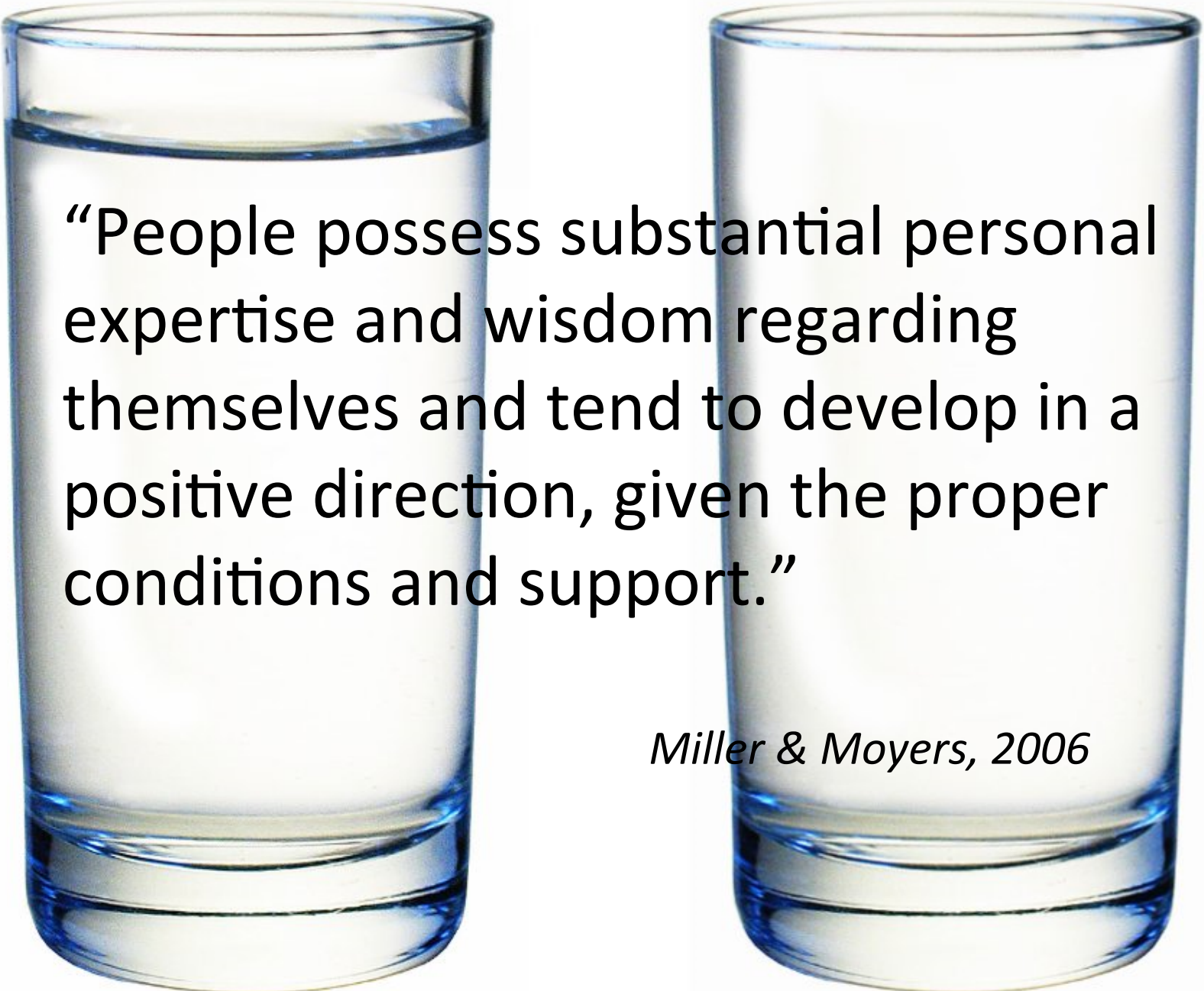


A clear glass filled with water, with the text centered inside.

Evoking
from
people
what they
already
have?


An empty clear glass, with the text centered inside.

Giving people
what they
lack?

Two clear glass tumblers filled with water are positioned on either side of the text. The glass on the left is slightly more filled than the one on the right. The text is centered between them.

“People possess substantial personal expertise and wisdom regarding themselves and tend to develop in a positive direction, given the proper conditions and support.”

Miller & Moyers, 2006

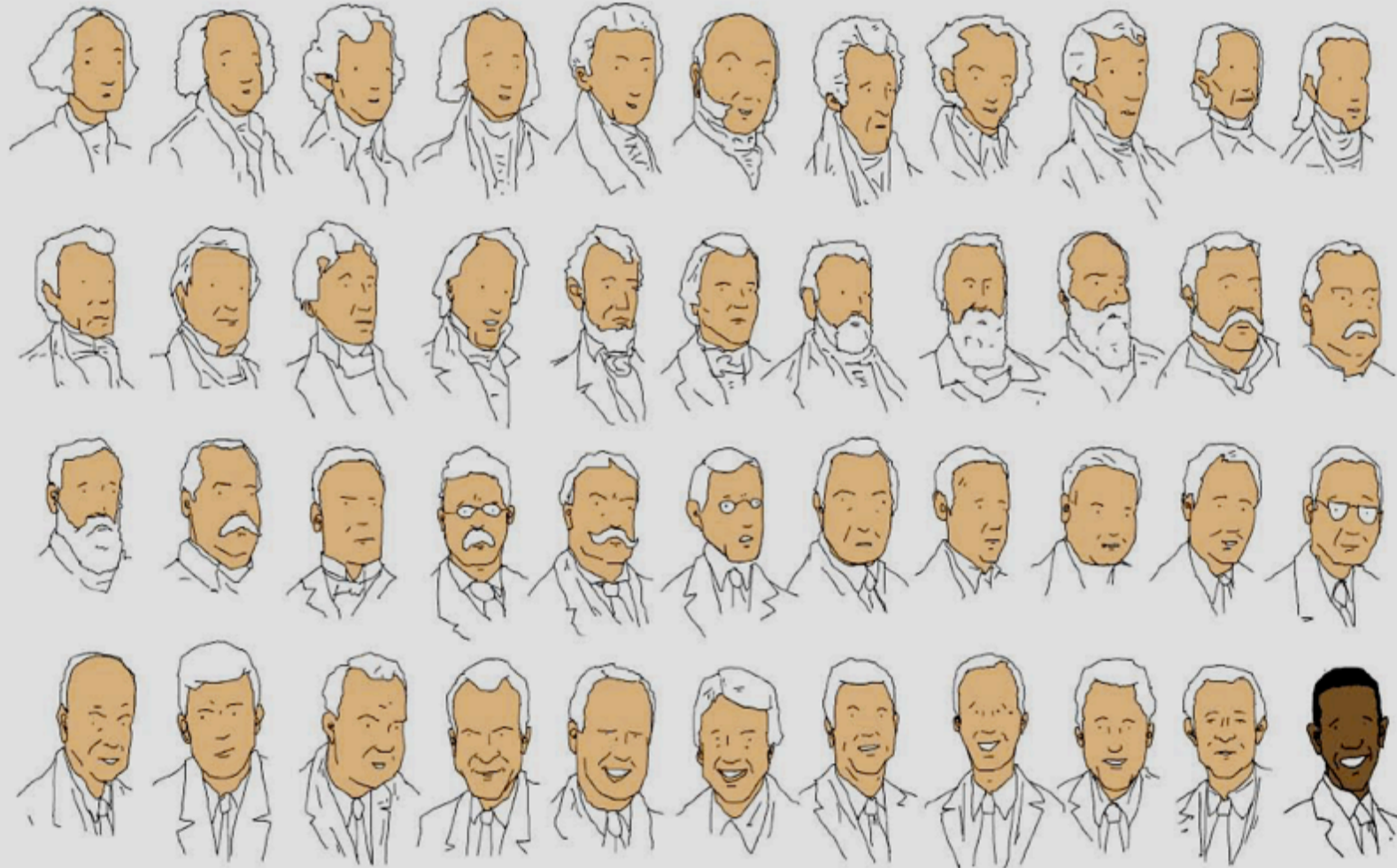


“You already have what you need,
and together we will find it.”

Miller & Rollnick, 2013

0.1112

Is change possible?



NOVEMBER 4, 2008

The image features two black silhouettes of human heads in profile, facing each other. The head on the left is on the left side of the frame, and the head on the right is on the right side. The text is placed inside the silhouettes.

**Have you
ever
changed
anyone?**

**Yes, yourself...
but no one else**



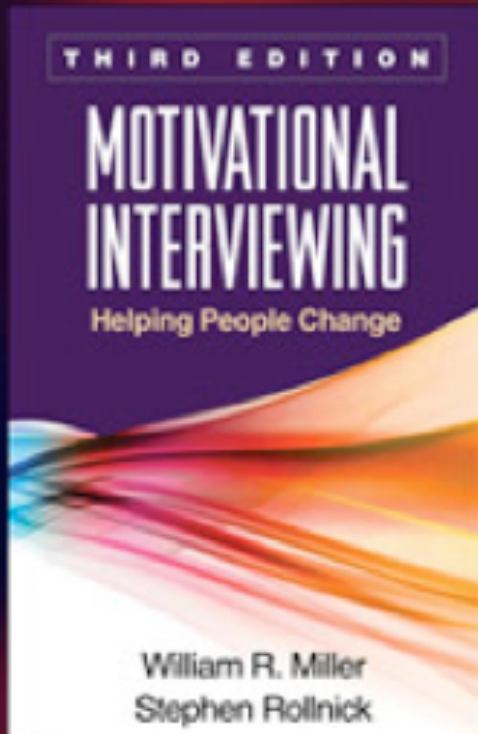
Can you make a difference?

“They say you can lead a horse to water, but you can’t make him drink. But I say, you can salt the oats.”

Madeline Hunter, author



Can you make a difference?




MI: A Brief History

A close-up photograph of a dragonfly's wing, showing the intricate network of veins. The wing is dark, with a prominent reddish-brown vein running along the top edge. The background is dark, and a portion of a green leaf is visible in the bottom right corner. The text is overlaid on the wing.

The spirit of MI

A mind-set and heart-set

A close-up photograph of a dragonfly's wings, showing the intricate network of veins. The wings are dark, almost black, with a prominent reddish-brown spot near the base of each wing. The background is dark, making the wings stand out. The text is overlaid on the right side of the image.


Elements of MI spirit

Partnership

Acceptance

Compassion

Evocation

A close-up photograph of a dragonfly's wings, showing the intricate network of veins. The wings are dark, almost black, with a prominent reddish-brown vein running through them. The background is a soft, out-of-focus green, suggesting a natural setting like a leaf or grass.

PARTNERSHIP – a collaboration; demonstrating profound respect for the person; both parties have expertise; dancing rather than wrestling; MI is not done “on” or “to” a person, but “with” and “for” the individual

ACCEPTANCE


A close-up photograph of a dragonfly's wings, showing the intricate network of veins and the dark, almost black color of the wing membrane. The wings are positioned diagonally across the frame, with the top wing slightly overlapping the bottom one. The background is dark and out of focus, with a hint of a green leaf on the right side.

Prizing person's inherent worth and potential


Providing accurate empathy

Supporting autonomy

Affirming strengths

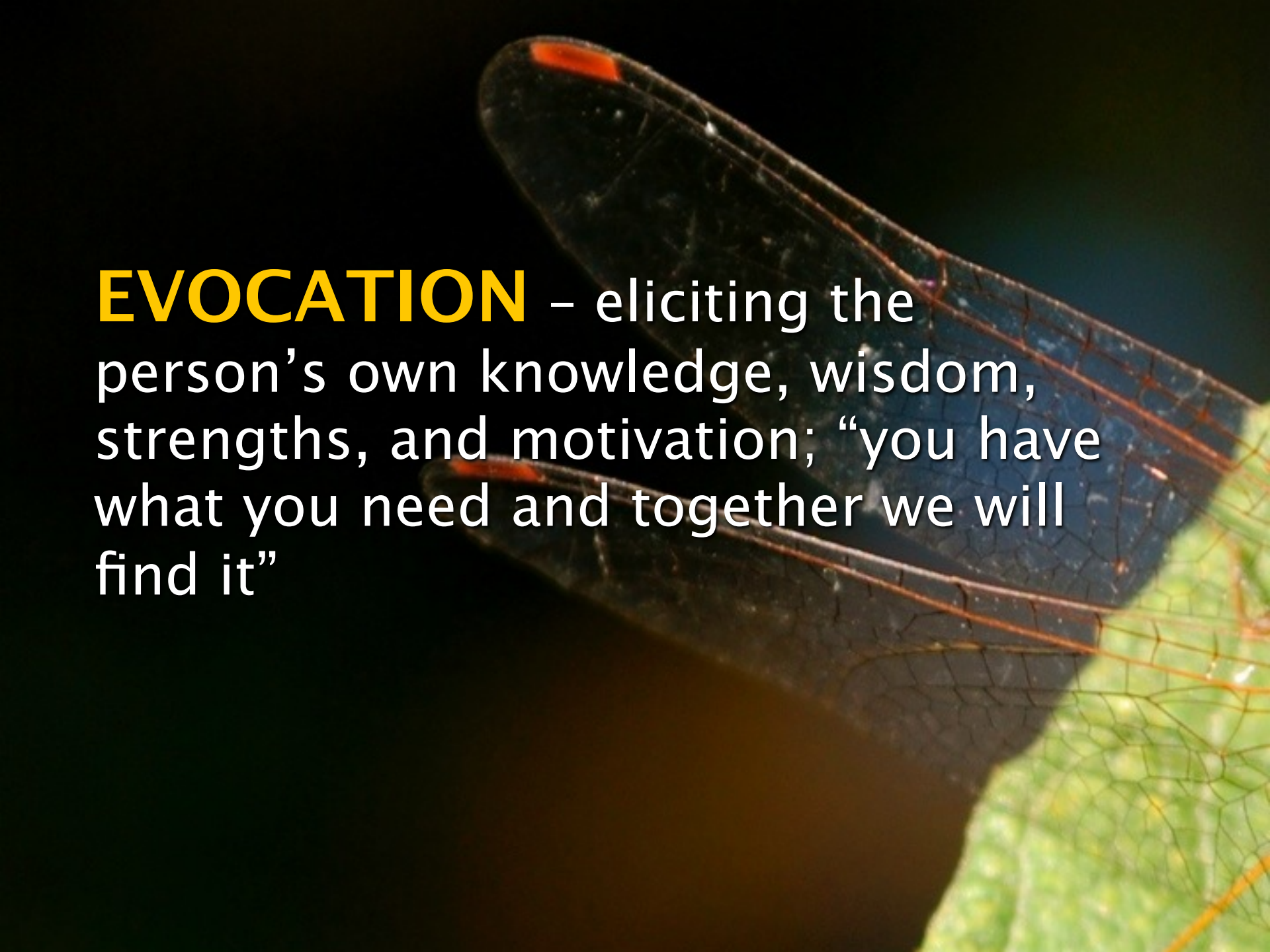
A close-up photograph of a dragonfly's wings, showing the intricate network of veins. The wings are dark, almost black, with a prominent reddish-brown vein running through them. The background is dark, and a portion of a green leaf is visible in the lower right corner.

COMPASSION – coming alongside someone in their suffering; actively promoting the other's welfare; giving priority to the person's needs

A close-up photograph of a dragonfly's wings, showing the intricate network of veins. The wings are dark, almost black, with a prominent reddish-brown stripe near the base. The background is dark, and a portion of a green leaf is visible in the lower right corner.

“Here is what we seek: a compassion that can stand in awe at what (people) have to carry rather than stand in judgment about how they carry it.”

Fr. Greg Boyle, Tattoos on the Heart

A close-up photograph of a dragonfly's wing, showing the intricate network of veins. The wing is dark with a prominent reddish-brown vein running along its length. In the background, a green leaf with visible veins is partially visible, set against a dark, blurred background.

EVOCATION – eliciting the person’s own knowledge, wisdom, strengths, and motivation; “you have what you need and together we will find it”

4 Processes of MI

Engaging

Focusing

Evoking

Planning





Engaging:
the relational foundation

A dimly lit room with blue balloons hanging from the ceiling. In the background, there is a bulletin board with various papers pinned to it. The overall atmosphere is warm and inviting.

Engaging: the relational foundation

Provide safe space and warm welcome;
show genuine interest in the person as
a person

Engaging sounds like

How has your day been going so far?

Quite the weather we're having

How are things going in your life overall?

Tell me about (family, work, school, etc.)



Focusing

finding a strategic direction



“If you don’t know
where you’re going, you
might not get there.”

Yogi Berra

Focusing

Developing a clear direction

Choosing from a menu of options

Defining a target behavior

Identifying goals

Arising from client or worker

Focusing sounds like

What brings you here?

What would you like to accomplish in our time together?

You mentioned concerns about your housing, wanting to find a job, and your relationship with your son. Where would you like to begin?

Would it be all right if we talk about _____?

The image features a dark, moody sky with soft, white clouds. In the foreground, the top edge of a weathered wooden fence is visible, with several vertical wooden posts and horizontal rails. The text is overlaid on the left side of the image.

Evoking

preparing for change

Evoking

Helping people "talk themselves into changing"

Drawing from person's own knowledge, wisdom, expertise

Exploring the dilemma, ambivalence

Eliciting change talk, strengthening commitment



Evoking sounds like

Tell me about you and drinking.

What does it do for you? What concerns you?

If you were to change, what would be your reasons? Your best reason?

How would you go about it to be successful?

How important is it for you to make this change?

How confident are you that you could do it?

What do you think you'll do next?





Planning: the bridge to change



Planning: the bridge to change

The process of developing a specific change plan the person is willing to implement. Ensure readiness. Recap reasons for change. Become more specific. Assist with developing plan. Discuss barriers and supports.



Planning sounds like...

What are the most important reasons you want to make this change?

What steps do you plan to take?

How can others support you?

How will you know your plan is working?



The skills of MI

Open Questions

Affirmations

Reflective Statements

Summaries

Open Questions

Gather information (vs. facts)

Set non-judgmental tone

Demonstrate genuine interest, respect

Invite reflection and elaboration

Affirm autonomy, self-direction

Affirmations



Observations of a person's strengths

Build confidence in ability to change

Must be genuine

Different from praise

Reflective Statements

A “bending back” of what people say

Make a reasonable guess about what someone means

Encourage people to say more, go deeper

Engage people in processing their own thoughts, beliefs, and feelings

Summaries

“Let me see if I understand so far...”

Useful anytime in a conversation,
especially at transition points

Help to ensure clear communication

Are basically reflective paragraphs

Can provide stepping stone to change

Embodying the Spirit and Using the Core Skills
across the Four Processes of MI to

Recognize and Elicit Change Talk



Why **Change Talk** Matters

“Change talk predicts behavioral change”

Miller, W.R. & Rose, G. (2010). Toward a theory of motivational interviewing. *American Psychology, 64*(6)

Change Talk: **DARN-CAT**

Preparatory change talk

Desire to change (I want, like, wish)

Ability to change (I can, could)

Reasons to change (if...then)

Need to change (I have to, got to)

Mobilizing change talk

Commitment (I will, I promise)

Activation (I'm willing, am ready to)

Taking steps (I went to a support meeting)

Key ideas

The therapeutic relationship takes the form of a partnership, not an expert–recipient stance

Acceptance and compassion are at the heart of the conversation

Motivation to change is elicited from individuals, not imposed on them from without

Key ideas

Direct persuasion is not effective to resolve ambivalence or promote change

The worker uses primarily a guiding style

It is the task of the client to resolve his or her ambivalence and come up with the reasons for change



Motivational Interviewing for Peer Support Providers



Kristin Dempsey, Senior Associate
California Institute for Behavioral Health Solutions

Taken from William Miller and Stephen Rollnick, Motivational Interviewing; Helping People Change, 3rd Edition. Gilford Press, 2013. ISBN: 978-1-60918-227-4



Status Quo Talk

- Status Quo – Things as they are
 - No “change” talk
 - Client might not have a problem with the behavior



Change Talk

- Change Talk is any expressed language that is an argument for change. (Miller and Rollnick, p.159)
- Two Types of change talk (Miller and Rollnick, 160-161):
 - Preparatory
 - Mobilizing



Types of Change Talk

- Preparatory
 - Desire
 - Ability
 - Reasons
 - Need

- Mobilizing
 - Commitment
 - Activation
 - Taking Steps



(Miller and Rollnick,
pp. 160-161)

Ambivalence

- The place where both sustain talk and change talk co-exist
- Ambivalence is a normal part of the human condition
- Mobilizing change talk is the pro-change side of ambivalence, and we often will hear the preparatory change talk **BEFORE** the mobilizing change talk (Miller and Rollnick, p. 161)

Providers are not comfortable with ambivalence either....

When WE have
an issue and try
to force change
“RESISTANCE”

Resistance-Status Quo-Discord

- **“Resistance”** is not a pre-determined behavior of non-changers
- **Status quo** is not “resistance”; it’s one side of the ambivalence
- **Discord** is not being on the same wavelength
 - Can be addressed by getting back in sync with a client

(Miller and Rollnick, -p. 197)

Ways to Work with the Status Quo and Ambivalence

MOVING AWAY FROM “RESISTANCE” AND TOWARD CHANGE TALK

Four Processes of MI

- Engage
- Focus
- **EVOKE**
- Plan

When we create narrative, we are offered the opportunity to NOTICE, DRAW OUT and DEVELOP PEARLS of change

(Miller and Rollnick, pp. 167-182)

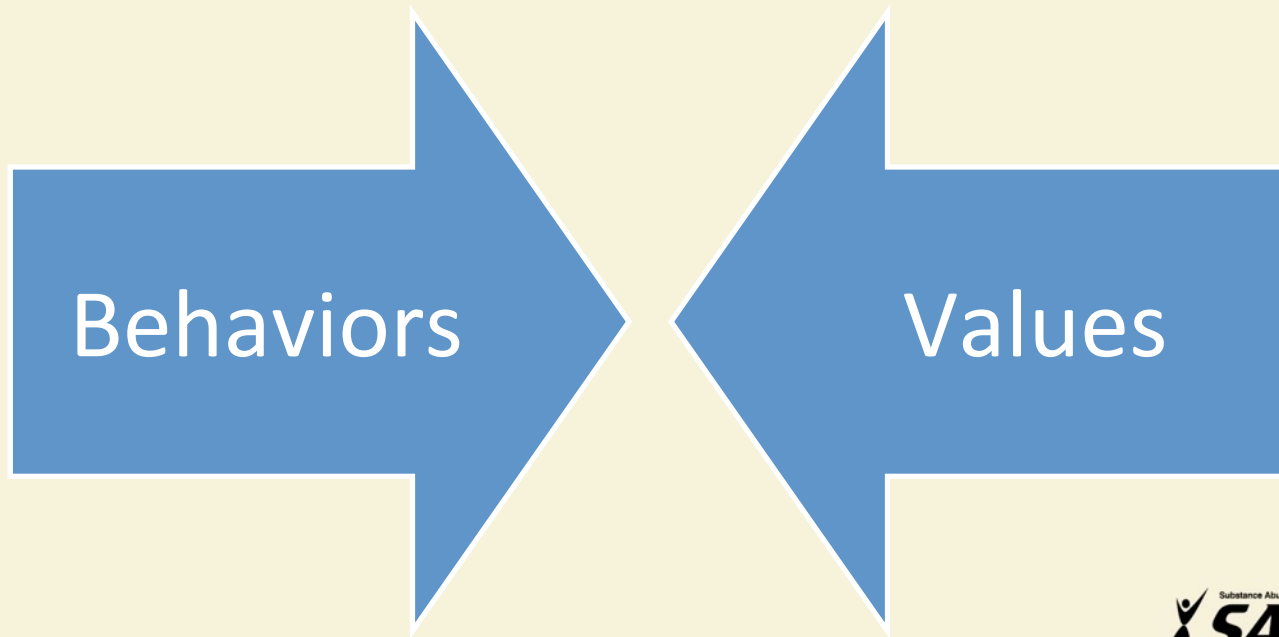
Responding to Change Talk

- **Open ended question:** When you hear change talk, be curious and ask about it.
- **Affirmation:** Acknowledge and positively comment on change talk
- **Reflection:** Reflecting on change talk is likely to create more change talk – it creates a path to discuss change
- **Summary:** Summarizing and stating back all the various pieces of change; helps orient toward change

(Miller and Rollnick, pp. 183-194)

Developing Discrepancy

- We Develop Discrepancy between:
One's behaviors (Miller and Rollnick, pp. 243-244)



How to Give Information and Advice

- To avoid developing discord and to promote movement toward change, consider how advice is given.
- EPE Approach
 - **Evoke** – Permission to give advice or information
 - **Provide** – “Bite size” information or advice, preferable with choice
 - **Evoke** – Feedback. What do you make of this? Is it useful? (Miller and Rollnick, pp. 139-145)

But avoid the traps!

- Being the expert
- Collecting information about problems
- Filling in all gaps in knowledge
- Providing scary information to “motivate”
- Being too directive when it’s not wanted – providing instructions

(Miller and Rollnick, pp. 135-36)





Motivational Interviewing for Peer Support Providers



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Executive Director

The Association of Recovery Schools

Taken from William Miller and Stephen Rollnick, Motivational Interviewing; Helping People Change, 3rd Edition. Gilford Press, 2013. ISBN: 978-1-60918-227-4



Website: www.recoveryschools.org
Email: kharper@recoveryschools.org



The Power of Peer Support

- Peer Support is a relational way of being with each other
- The development of a mutually responsible relationship is central: we have as much to gain as we have to give
- Peer Support fully respects the individual process of change while challenging our status quo
- In peer support, we come together to MODEL a willingness to connect with the intention of changing our patterns and getting unstuck

The Power of Peer Support

- Inspiring growth/developing a vision
- Moving towards what we do want versus away from what we no longer want
- Using development based motivation versus fear based motivation

Peer Support and Motivational Interviewing

Motivational interviewing works well when used as a tool in helping people move toward what they want as MI is defined as *a collaborative, goal-oriented style of communication with particular attention to the language of change. MI is a “style” of being with people... it is not just being nice to people.*

MI in Emerging Adults and Adolescent Populations

- Youth and young adults can also use MI with peers if staff has modeled it well.
- MI can be very useful with this age group while still being developmentally appropriate.
- Using the skills of MI can foster growth and a sense of empowerment in students.
- MI is a collaborative process of finding mutually agreeable direction.

Engaging: The Relational Foundation

- The first of four basic processes in MI is to engage the individual in a collaborative working relationship.
- The first step in peer support is to engage an individual in a mutually responsible relationship.
- Engaging is the process of establishing a mutually trusting and respectful relationship.

The Peer Relationship and MI

- The ultimate motivation for change in a peer relationship is driven by the peer: change may not be desired and that's okay.
- The skills of MI can be used to make a recovery plan of the peer's choosing.
- In peer support, conversation is a two-way street.

Mutually Responsible Supervision

It is important that we, as peer support practitioners model the philosophies of peer support in all aspects of our program. Supervision and management of the program/communities is no exception. Administrators must develop a supervision plan that includes mutual responsibility.

Supervision and Evaluation: Promoting Fidelity to the Peer Model

- Building in a structure of accountability is a way of ensuring practices that are values-based and provides a way to examine and avoid unhealthy power dynamics.
- Like all other components of peer support, supervision and evaluation are interactive and grounded in dialogue.
- The goal is to help all peers maintain the lens of mutuality, alternative “stories” and power sharing.

Weekly Supervision Meetings

- Supervision is organized as a weekly meeting and should include all peer staff.
- Each person shares stories that demonstrate both the positive effects of the partnership, as well as instances wherein undesirable practices and challenging conflicts have surfaced.
- In this meeting peers can also reflect on personal change, observations of the other's changes and changes in their relationships.

Weekly Supervision Meetings

- Peers can also gain comfort in their ability to try new things and incorporate the healing and empowerment values based into their everyday lives while beginning to build a repertoire of new strategies.
- Peers can also offer each other feedback in terms of their own interpretation of other's experiences.

Weekly Supervision Serves Three Purposes:

- Regular reinforcement of an understanding and valuing of the special nature of peer support and distinguishes when we are departing from those values.
- Gives both the peer staffer and they supervisor a regular opportunity to shape the process.
- Elicits stories that might provide a new and broader framework for understanding crisis and crisis response.

Q & A Session

Save the date for the next BRSS TACS Webinar!

**Collaborating Across Interest Groups to Achieve
Greater Impact: The Great Divide**

Date: May 14, 2015

Time: 1:00-2:30pm ET

**Stay tuned to the BRSS TACS listserv to find out
how to register!**

For More Information

- Check out the BRSS TACS Webpages at www.samhsa.gov/brss-tacs
 - Learn more about other training and technical assistance opportunities!
- Join the BRSS TACS listserv! Send an email to brsstacs@center4si.com to start receiving regular project updates

Thank You