



COD & Treatment
WASTATE CONFERENCE

WORKSHOP SESSION 3 – MONDAY, OCTOBER 12, 2015, 4-5:15 PM

Motivational Interviewing and Its Application in the ADIS Journal

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The **Change** Companies®



Train for **Change** Inc.™

Welcome



**Motivational Interviewing &
Its Application in ADIS**

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**Interesting facts
from the
National Highway
Traffic Safety
Administration**

10,076 alcohol-related traffic fatalities in 2013

1 alcohol-related fatality every **52** minutes

Drivers in fatal crashes with BACs of .08 or higher were **6 times more likely** to have prior DWI convictions

13% had BACs of **.15** or higher

Drug-impaired driving is **increasing rapidly** for a number of reasons

Roadside Survey of Alcohol & Drug Use by Drivers 2014

22.5% of weekend nighttime drivers had evidence of drugs in their systems

Roadside Survey of Alcohol & Drug Use by Drivers 2014

The number of drivers with marijuana in their systems grew by **50%**

Roadside Survey of Alcohol & Drug Use by Drivers 2014

Criminal Justice Offense

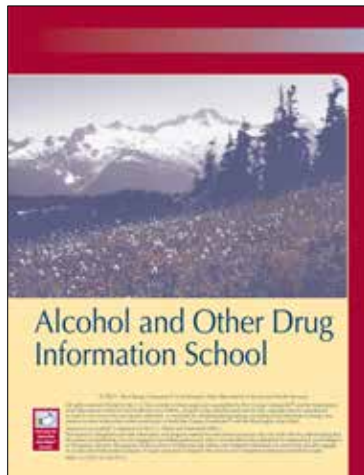
RWC 46.61.502
Driving under the influence

(5) Except as provided in subsection (6) a violation is a gross misdemeanor

Criminal Justice Three Cs

- ✓ **Consequences – Loss of license**
- ✓ **Compliance – ADIS class**
- ✓ **Control – Interlock & probation**

Washington ADIS



How would you answer the following?
(Jot your responses on page 5 of the Workshop Journal)

- *What is the goal of the Washington Alcohol and Other Drug Information School?*
- *What is your goal as an ADIS instructor?*



Are your ADIS clients
doing time or
doing change?

The Challenge:



*Changing Compliance
into
Behavior Change
In 8 Hours!*

Why
don't
people
change...



"Never mind a book about how to change myself.
I need a book about making everyone else change."

EXERCISE: Why people don't change

Think of at least 3 reasons why you believe clients choose not to change high-risk behaviors.

- _____

- _____

- _____

What are some reasons *you* may not follow through on changes *you* want to (or should) make?

- _____

- _____

- _____

Why people don't change...

- ✓ Think of at least three reasons why you believe clients choose not to change high-risk behaviors.
- ✓ What are some reasons *you* may not follow through on changes *you* want to (or should) make?

EXERCISE

Compare & Contrast

High-risk Client	Personal Change
Needs expert intervention	Need more time
Requires supervision	Will happen eventually
Resistant personality	It's not that important

What motivates an individual to show up at ADIS?

Client-centered

It is the client, more so than the therapist or technique, who makes therapy work.

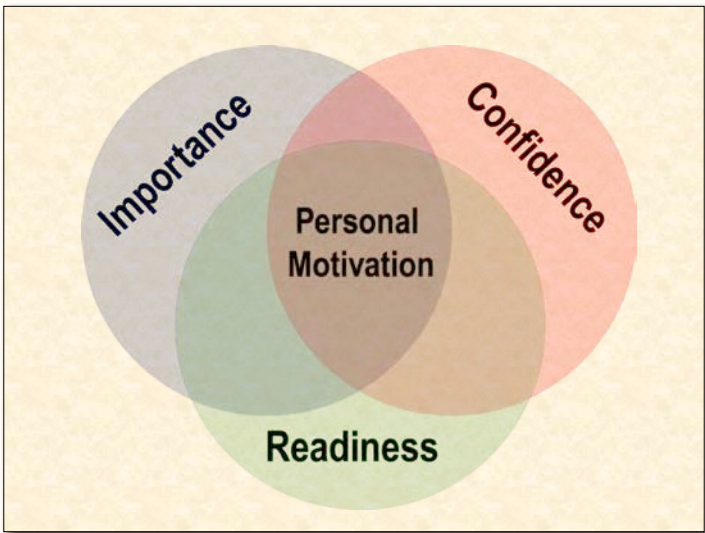
The Heart & Soul of Change 2nd Edition



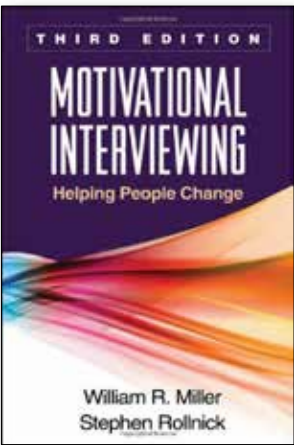


The key premise

The person must **WANT** to change



MI - Third Edition



THIRD EDITION

MOTIVATIONAL INTERVIEWING

Helping People Change

William R. Miller
Stephen Rollnick

What is Motivational Interviewing?

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

-Miller & Rollnick, 2013

EXERCISE: How do we perceive our clients?



Difficult

- Doesn't want to change
- Disagrees with conviction
- Ready to change
- Resistant to plan
- Accepts current situation
- Agrees with conviction
- Asks for help
- In denial
- Adherent to plan
- Doesn't accept help



How do we perceive our clients?

- Match the individual attributes to a "difficult" participant & a "motivated" participant
- Which participant would you rather work with?

EXERCISE

**“Empathy is the
#1 predictor
of participant outcomes”**

Miller, Taylor & West (1980) JCCP 48:590-601; Valle (1981) J Studies on Alcohol 42: 783-790; Miller & Baca (1983) Behavior Therapy 14: 441-448; Elliott, Robert; Bohart, Arthur C.; Watson, Jeanne C.; Greenberg, Leslie S. *Psychotherapy*, Vol 48(1), Mar 2011, 43-49

***“Empathy is an active
interest in and effort to
understand the other’s
internal perspective, to
see the world through
her or his eyes.”***

Miller & Rollnick (2013) *Motivational Interviewing*, 3rd Edition: 18

***“Without this underlying
spirit, MI becomes a
cynical trick, a way of
trying to manipulate
people into doing what
they don’t want to do.”***

Miller & Rollnick (2013) *Motivational Interviewing*, 3rd Edition: p141

Empathy vs. Sympathy

“Sympathy,” which is more about feeling sorry for another, or “identification,” which is feeling the same way as another

Motivational Interviewing, 3rd Edition, p.18

EXERCISE: Sympathy vs. empathy

Statement #1: These DUI classes are a financial hardship on my family.

Sympathy statement: _____

Empathy statement: _____

Statement #2: I don't belong in this class. I had marijuana in my system, but I was not under the influence and I am definitely not a drunk.

Sympathy statement: _____

Empathy statement: _____

Statement #3: I am not a criminal. That was the first time I ever drove after drinking. Why do I have to come to these humiliating classes?

Sympathy statement: _____

Empathy statement: _____

Sympathy vs. empathy

- In pairs, respond both sympathetically & empathetically to the statements
- Report out to full group

EXERCISE

“Perhaps I should change...but”

- ✓ Aware of problem
- ✓ Curious - seeker of information
- ✓ Ambivalent about change



What is Ambivalence?



Ambivalence involves the mixing of self-motivating, change-based statements, or “change talk,” with simultaneous arguments for keeping things the same, or “sustain talk.”



EXERCISE: Ambivalence: Change vs. Sustain

List three or more change talk (pro) statements an ADIS participant might have and three or more sustain talk (con) statements an ADIS participant might have about his or her high-risk behavior.

Pro
(change talk)

- _____

- _____

- _____

- _____

- _____

- _____

Con
(sustain talk)

- _____

- _____

- _____

- _____

- _____

- _____

Ambivalence: *Change vs. Sustain*

- ✦ List the pros and cons someone participating in the ADIS program may have.

EXERCISE

Dynamics of Ambivalence

- They like what they are doing AND they don't like some things about it
- If you push for change, the participant pushes back against change
- People commit to what they say or argue for and then are less likely to change

Beware the Righting Reflex!

If the facilitator takes the positive side, the participant is left to defend the negative side or status quo. People are apt to listen to their self-talk, so they will likely talk themselves out of change.



EXERCISE: The Righting Reflex

Check any of the following statements that apply to you.

- The participant ought to – or should – want to change.
- Participants are either motivated or not. If not, there is nothing we can do for them.
- Now is the right and possibly only time to change.
- A tough approach is always best.
- I'm the expert so the participant should always follow my advice.
- If the participant decides not to change, the program has failed.

What are your personal thoughts about these statements?

The Righting Reflex

- Turn to page 16 in your Workshop Journal
- Check all the boxes that apply

EXERCISE

The Righting Reflex

- ✧ The belief that you must convince or persuade a person to do the right thing
- ✧ Don't get "trapped"

EXERCISE: Persuasion, part 1

In pairs, one person uses the script below while the other person talks about vegetables.

- I'd like to talk to you about vegetables.
- How many vegetables do you eat each day?
- You should be eating 4-5 servings each day if you expect to be healthy.
- All you have to do is add veggies to each meal.
- Have you tried those little bags of carrots?.
- Why don't you add one serving each day?
- Well, there's nothing I can do for you unless you are ready to get healthy.

Persuasion, part 1

- Form pairs for a role-play
- One person will use the script on page 17 of the Workshop Journal to talk about vegetables



EXERCISE

List of Emotions

- | | |
|-------------------|-------------------|
| ❖ Angry, agitated | ❖ Helpless |
| ❖ Oppositional | ❖ Overwhelmed |
| ❖ Discounting | ❖ Ashamed |
| ❖ Defensive | ❖ Trapped |
| ❖ Justifying | ❖ Disengaged |
| ❖ Not understood | ❖ Not coming back |
| ❖ Not heard | ❖ Uncomfortable |
| ❖ Procrastination | ❖ Afraid |

EXERCISE: Persuasion, part 2

1. Work in pairs – one speaker and one helper.

2. Speaker's topic:

- I want to eat more vegetables.
- I need to eat better because I want to be healthier.
- I should get healthy.
- I've tried to eat healthy, but I really don't like vegetables.

3. Helper's role:

- Listen carefully with a goal of understanding the dilemma.
- Give no advice.
- Ask these four open-ended questions:
 - * Why would you want to make this change?
 - * How might you go about it in order to succeed?
 - * What are your three best reasons to do it?
 - * On a scale of 0 to 10, how important is it for you to make this change?
 - Follow up: And why are you at ___?

4. Give a short summary of the speaker's motivation for change:

- Desire for change
- Ability to change
- Reasons for change
- Then ask, "So what do you think you'll do?" and listen with interest.

Persuasion, part 2

- Same pairs for a role-play
- Turn to page 18 in your Workshop Journal
- One person will play the speaker and the other a helper

EXERCISE

List of Emotions... after MI

Which person do you want to work with?





“We have solutions for problems you don’t even know you have.”

Six of the most common traps **YOU** can fall into that can lead to disengaged interactions



#1 The Assessment Trap



#2 The Expert Trap



#3 The Chat Trap



#4 The Premature Focus Trap



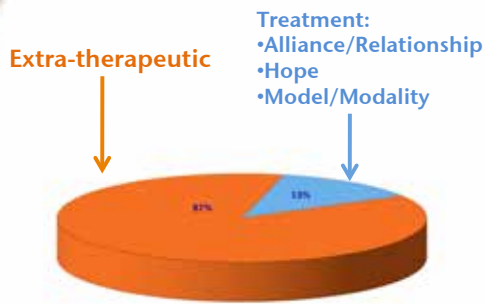
#5 The Labeling Trap



#6 The Blaming Trap



What Works The Empirical Evidence



Wampold, B. E. (2001). *The great psychotherapy debate: Models, methods, and findings*. New York: Lawrence Erlbaum.
Miller, S.D., Mee-Lee, D., & Plim, B. (2005). Making treatment count. In J. Lebow (Ed.), *Handbook of clinical family therapy*. New York: Wiley.

The Spirit of MI

- ❖ Partnership
- ❖ Acceptance
- ❖ Compassion
- ❖ Evocation

Partnership

- ❖ Active collaboration
- ❖ Share the power
- ❖ Exploration more than persuasion
- ❖ See the world through the participant's eyes rather than pushing one's view onto the participant

Acceptance

- ✓ Absolute worth
- ✓ Accurate empathy
- ✓ Autonomy support
- ✓ Affirmation



~ Acceptance frees people to change
~ Judgment can paralyze

Autonomy Support

Overt recognition of the participant's right & capacity for self-direction



Compassion

- Differentiates MI from sales
- Heart in the right place
- Priority to actively promote participant's welfare



Evocation

- ❖ People already have within them much of what is needed
- ❖ Focus on & understand their strengths
- ❖ They already have motivations within
- ❖ Understanding their perspective & wisdom

ADIS supports the working alliance as a tool for engagement



Why am I here?

'Why am I here?'

Why is an important question to ask yourself. The next question you are likely to be asked is "What do you want to do?" or "What do you want to achieve?"

The client will work hard if you are willing to accept responsibility for their actions.

Take a look at some common reasons that people give for why they want therapy:

- 1. I want to feel better.
- 2. I want to be able to do things that I can't do now.
- 3. I want to be able to do things that I can't do now.
- 4. I want to be able to do things that I can't do now.
- 5. I want to be able to do things that I can't do now.

Why do you think you are here?

How do you feel about being here?

Do you think your current and/or past use of alcohol or other drugs has created any problems in your life? If yes (2 or 3) - Explain your answer.

What do you expect to gain from this visit?

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Your action plan



EXERCISE: Motivational Enhancement

What do you currently do in the classroom that supports collaboration with your participants in regards to their goals?

What do you currently do in the classroom to evoke from the participant his or her view of services and needs?

How do you create an environment that allows the participant to take responsibility and make choices in regards to lasting behavioral change?

Motivational Enhancement

Break into groups of 2 or 3. Discuss and write down approaches & procedures that...

1. Support collaboration with the people you serve in regards to their goals
2. Evoke the participant's view of services & needs
3. Allow participant responsibility and choice in regards to behavior change

EXERCISE

Within all human beings,
there is a capacity to believe
they can change;
somewhere along the way,
based on information we
receive, this belief is altered.

Thank You!

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Thank You!

Questions? We Can Help:

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