

Motivational Interviewing Techniques in Assessment





Using Motivational Interviewing Techniques in Initial Assessment

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Introductions

Motivational Interviewing Definition

Why Do People Change?

Pre-Requisites: Process and Case Manager Characteristics

Comfort Zones

Elements of Change

5 Basics Skills Needed for Motivational Interviewing

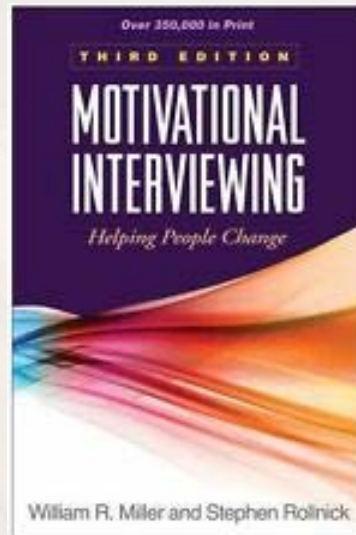
AGENDA



Motivational Interviewing by Definition

A client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.

A collaborative, person-centered form of guiding to elicit and strengthen motivation to change.





“ People are generally better persuaded by the reasons which they have themselves discovered than by those which have come into the minds of others.”

Blaise Pascal (1623-1662)

MOTIVATIONAL INTERVIEWING SIMPLE DEFINITION

Help
people talk
themselves
into
changing.



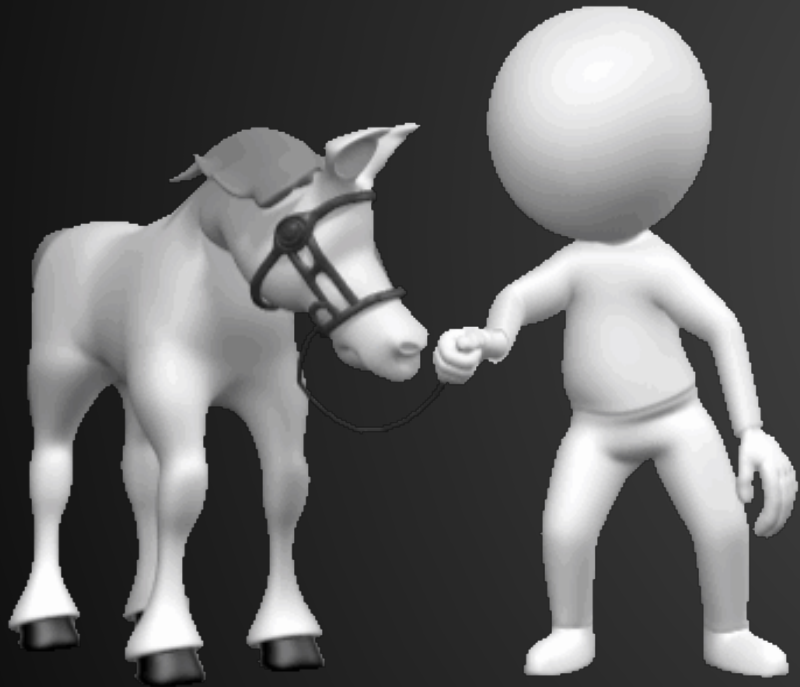
“ I learn what I believe as
I hear myself speak.”

D. Bem

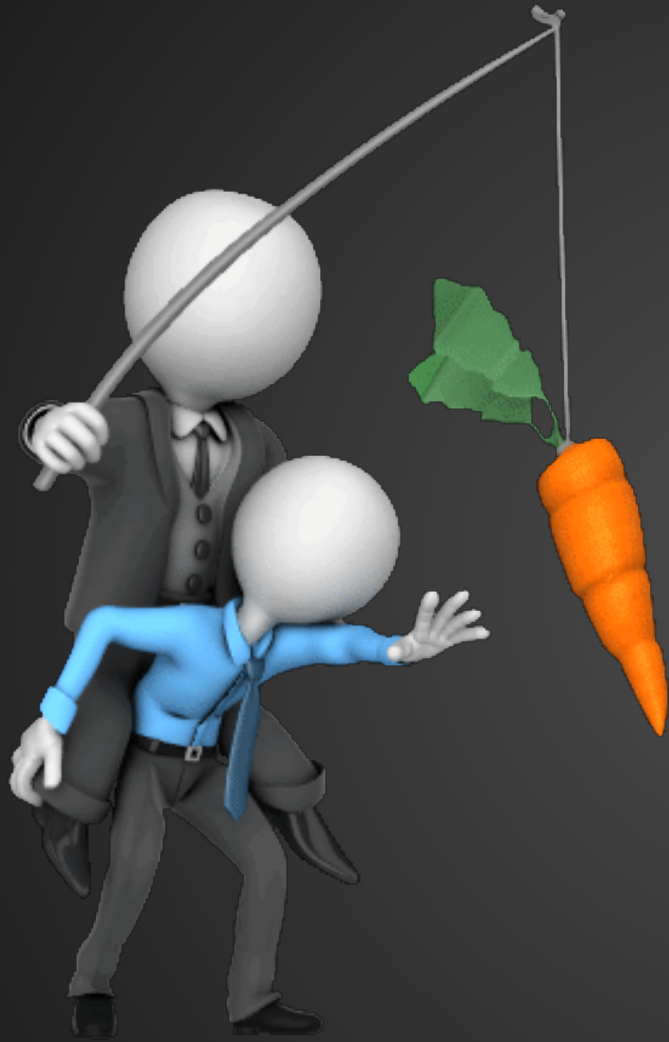
Why do people change?

Because they want to

...client motivation is key
to change



Motivation to
Change



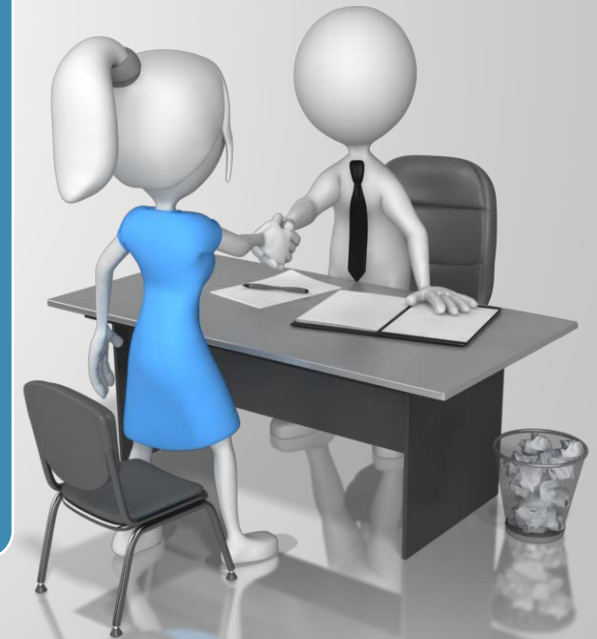
Client motivation is greatly influenced by the process we create and by the case manager.

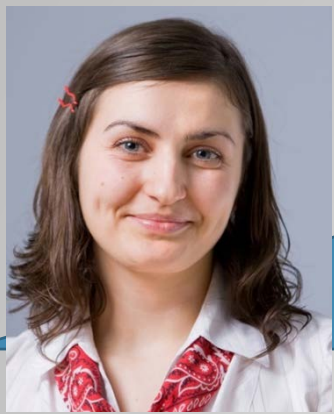
Pre-Requisites for Conducting Motivational Assessment Meetings

Motivational orientation, which includes the financial benefits of working.

Written materials at appropriate reading level, scrubbed of labels. Materials that outline options and benefits.

We have set aside enough time to meet with the client to have a meaningful conversation.



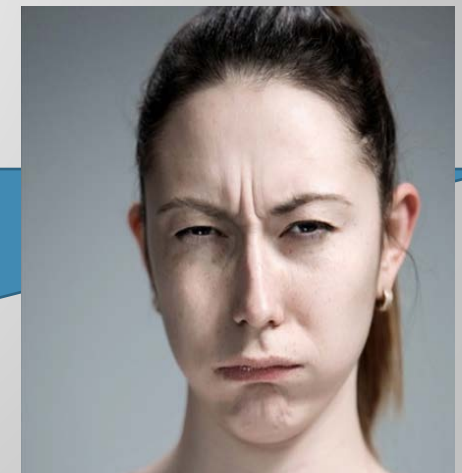


Inquisitive, Curious
Affirming
Compassionate
Accepting
Empowering
Collaborative
Emphasizes Choice
Draws Out Client View

MOTIVATION

Draws Premature Conclusions
Coerces, Pressures
Rushes, Panics
Judges, Prescribes
Confronts, Labels
Fixes, Over-Advises
Uninterested in Client's Perspective

Staff working in the same setting and offering the same services show dramatic differences in their rates of client dropout and successful outcomes.



Sound Familiar?

I tell my clients what to do all the time, but they don't listen.

I educate and give options. What else can I do?

She resists every single thing that I suggest.

Some people just don't want to be helped.

He is in total denial about his problems.

I explain the best way to do something and then she does the opposite.

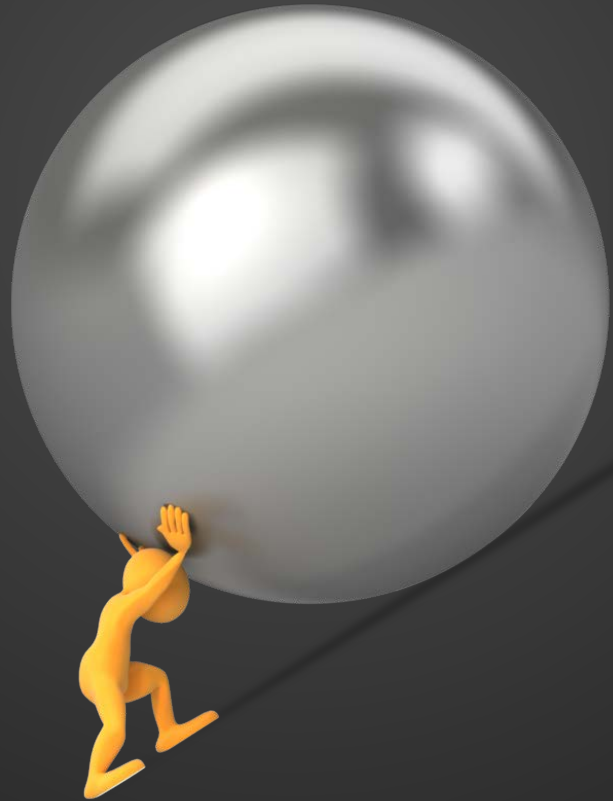
Sometimes I just have to tell them like it is.

A Thought.....

People are not resistant to change. They are resistant to being changed.

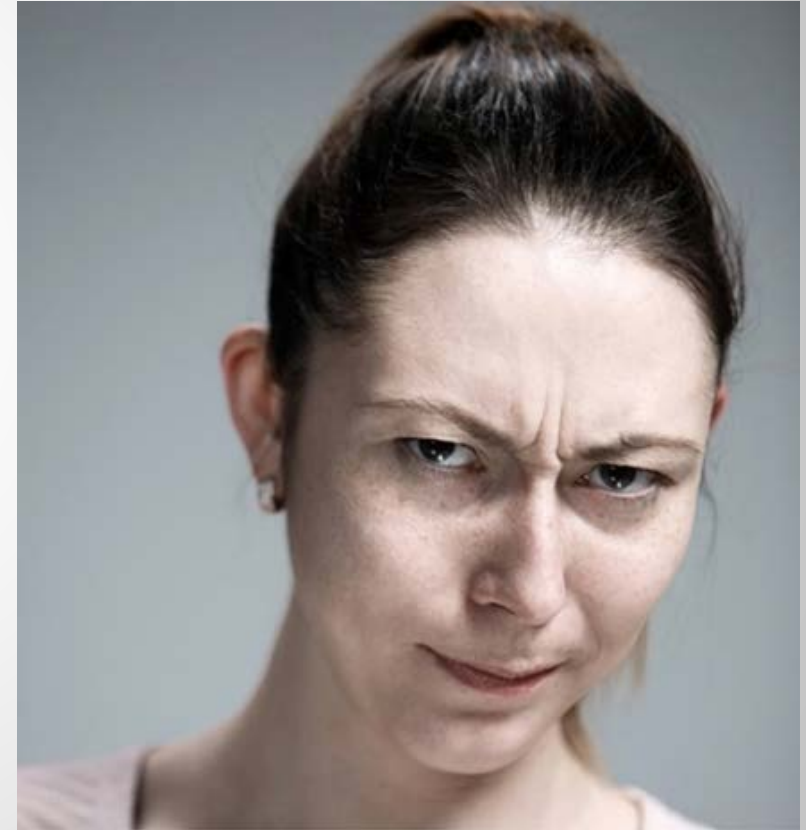


How to Build Resistance and to Make The Job Harder



Builds Resistance to Change

- Criticizing
 - Name Calling
 - Diagnosing
 - Praising Evaluatively
 - Ordering
 - Threatening
 - Moralizing
 - Excessive Questioning
 - Taking Charge
 - Diverting
 - Logical Argument
 - Reassuring
- Judging
- Sending Solutions
- Avoiding the Other's Concerns



Roadblocks

- When did it happen? Are you sorry you acted out that way? What did he say? What did you say?
- Let's look at the facts. If you go on vacation, you will miss a week of class, you will get behind, and you won't be able to catch up.
- You have to bring me your timesheet immediately. I have to have it today.
- You are always such a good student. You will do great.
- As a drop-out, you might have to work harder than others.
- You really brought that on yourself. Had you not taken your daughter to the job interview, you might have gotten the job.
- If you don't come in for an appointment, then we won't be able to pay your tuition next semester.
- You **should** just do what your caseworker said and comply with the rules.
- That's an easy one to solve. First, call the child care network to get some information about available sites.
- It will all work out in the end. Don't worry. One mess up doesn't mean it's the end.
- You think you have it bad. When I was going to school, I only got about 4 hours of sleep a night. I worked a job, had kids, and went to school.
- Don't be so defensive. I am only trying to help.

Common reactions to “Road Blocks”

Angry	Afraid
Agitation	Helpless
Oppositional	Overwhelmed
Discounting	Ashamed
Defensive	Trapped
Justifying	Disengaged
Not Understood	Don't Come Back – Avoid
Procrastinate	Resistant



Motivation to Change

No matter how participants enter the program (mandatory or voluntary), change is the expected outcome.

Changes we want:

- ✓ Certificates, diplomas, licenses
 - ✓ Full-time jobs
 - ✓ Increases in income
- ✓ Can support self and family



Case Managers help customers get ready for change and help customers maintain momentum.



Stages of Change



Stage	Thought
Precontemplation	“Problem? There is no problem. I am fine.”
Contemplation	“I am not sure there is a problem. Maybe yes, maybe no.”
Preparation	“I am getting ready to make the change.”
Action	“I have a plan and am moving forward.”
Maintenance	“I am trying.”
Relapse	“Oops. I quit my job.”

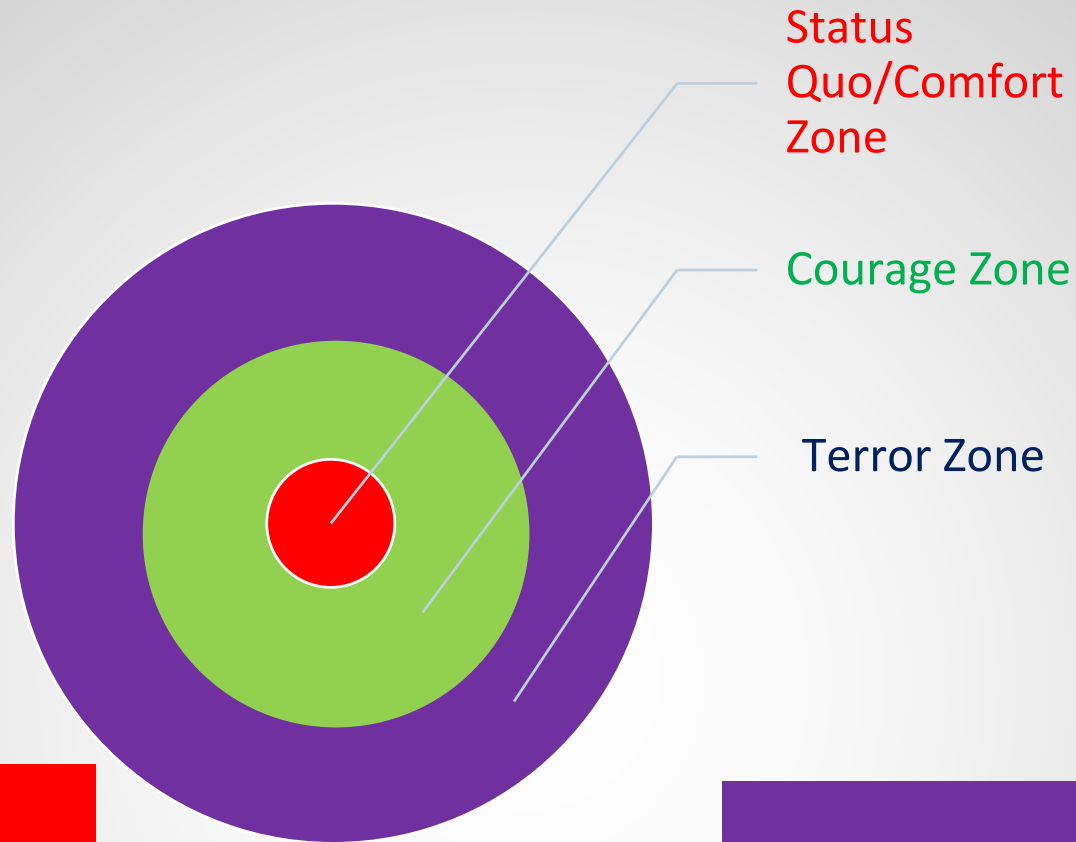


**Why is it so hard
to change?**



It is a grind.

It requires
that we leave
our comfort
zone.



Status Quo Zone:

Routine pattern
Minimizes stress and risk
Mental security

Courage Zone/Learning Zone

Tries things never tried
Takes a risk
Does things that cause some fear
Experiences pressure, change, possibility of failure

Terror Zone/Panic Zone

Paralysis
Overwhelmed
Frustrated
Retreat to comfort zone

Why don't we do these TODAY when we know we should?

- Start an exercise program.
- Quit smoking.
- Start a diet.
- Go to school (college/master's/doctorate).
- Cut sugar out of diet in its entirety.

John Mayer "Gravity"



Using Chat, write one reason that you aren't doing something on the list that you know you should be doing.

Example: "I don't have time."

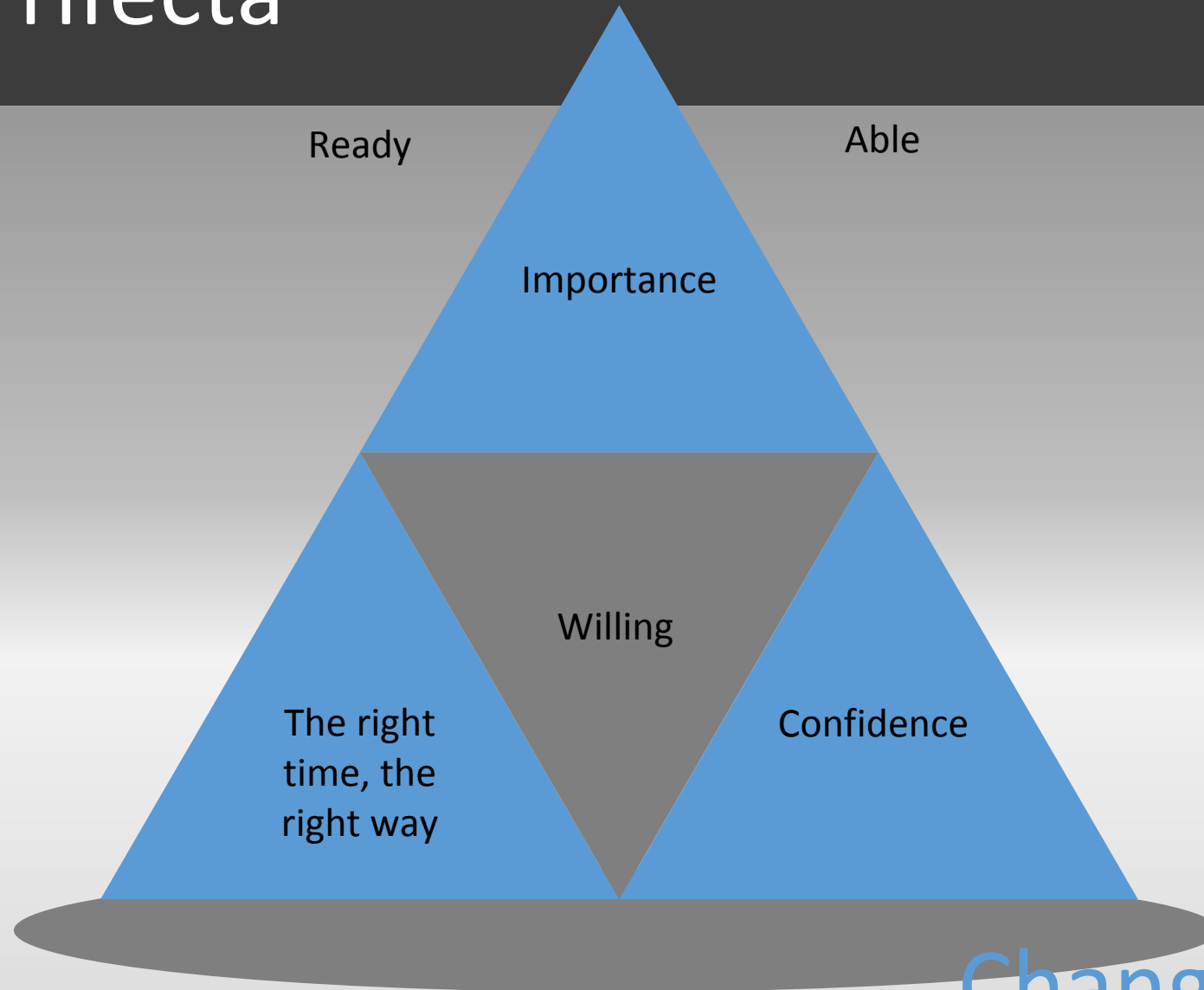


Now that I can picture where I could be, I am not so satisfied with where I am at now. I am ready to try.

**Goals are
set after
you dream.**



Change Trifecta



Change Trifecta

3 Components of Motivation



Willing: Is this a priority for the person? Is this important?

Ready: Is the timing right?

Able: Do people see a realistic way to change that they believe can work?

Willing + Ready + Able = Motivation

Why don't we do these TODAY when we know we should?

- Start an exercise program.
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Part of **initial assessment**
needs to evaluate the
client's: **readiness**,
willingness, and **confidence**
to make a change.



“

I want to start by asking you some questions to help me to understand what sorts of things you are interested in and how this program might be able to support you in achieving your goals. Does that sound like a good place to start?”

Initial Assessment of Readiness to Change

Willing/Priority

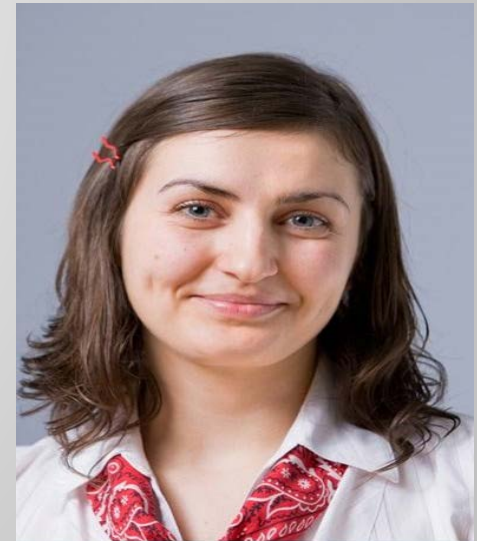
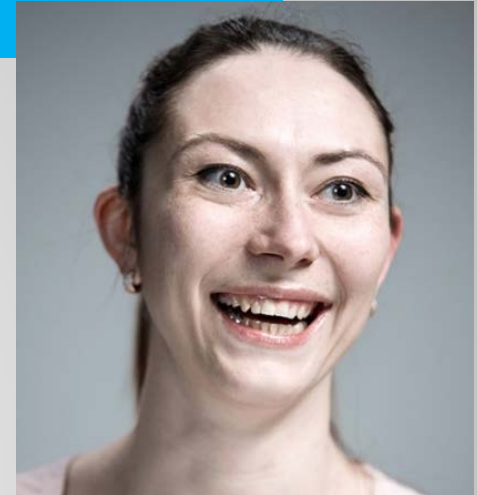
- What kind of life do you eventually want for yourself and/or your family?
- What kinds of things do you need to do to make that happen?
- What would be some advantages of working (or going to school) right now?
- How important is (goal) to you on a scale of 0-10?

Able/Confidence

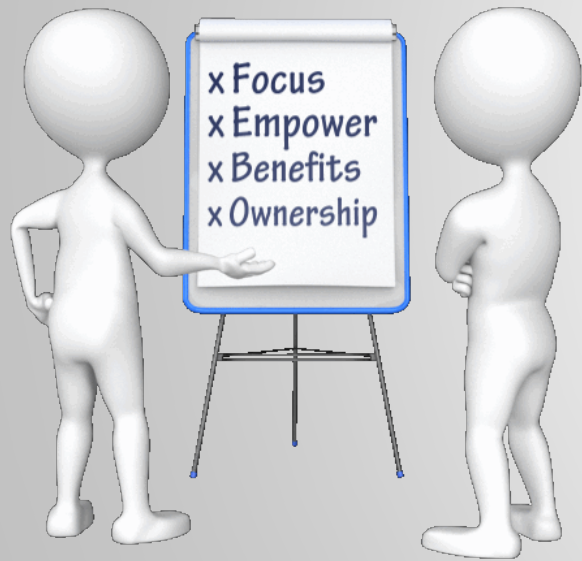
- How confident are you that you can (reach goal or complete school or get a job)?
- What in your life could help you to be successful?
- What do you think could get in the way?
- Of the things we have discussed, what concerns you the most?

Ready/Time is Right

- If you decided you wanted to go to school or get a job, what steps would you need to take?
- What next steps, if any, do you feel ready to take?
- What changes, if any, are you think about making?



Analysis of Questions



- How are these questions different (if at all) from the type of questions generally asked of clients?
- Who elicits “change” talk?
- Who owns the problem?
- Who solves the problem?
- Who makes the decisions?
- Who decides what the next step is?
- Who is more empowered by the conversation?

Five Critical Motivational Interviewing Skills to Master



- ❖ Open-Ended Questions
- ❖ Affirmations
- ❖ Reflexive Listening
- ❖ Summary
- ❖ +Information



Skill 1: Open-Ended Questions

- Use open-ended questions rather than closed to actively involve the participant in the process.
- Ask for their resources before you offer yours.

Example:

Do you have reliable childcare? Yes, No. (Closed)
What kind of childcare do you have? (Open)

Do you have reliable transportation? (Closed)
What options do you have available for transportation if you went to school or got a job? (Open)

Closed

versus

Open

1. Have you been in a program like this before?

1. Have you been applying for jobs? Where?

1. If offered employment, can you begin working immediately?

1. Do you know what career field you want to go into?

1. Tell me about your experience being in (TANF, WIOA) before. What worked for you in the program and what didn't work?

1. When you have looked for jobs before, what has been successful for you? How did you go about it?

1. If an employer offered you a job and the start date was tomorrow, what would you have to get organized in your life so that you could begin work?

1. Talk to me about jobs or careers that interest you. What attracts you to that type of work?

Open Question Cheat Sheet



What...

Why...

How...

Can you describe...

Tell me...

Can you say more about that?

What do you mean by _____ ?

I'd be interested in knowing...

I'm not certain I understand...

Can you give me an example?

What would you like to know about _____ ?

I'd like to help you find the best possible information. Can you tell me more about _____ ?

A large, stylized orange quotation mark graphic consisting of two thick, curved lines forming the opening and closing of a quote.

We do need to come up with a plan that includes 30 hours of activity per week. Let's look at some of the options together. You will be the best judge of what works for you."

Empowering the Client to Choose Their Own Path

Open-Ended Questions in Action

You have four options:

1. You could actively look for a job or work. That would involve...
2. You can learn new skills through doing community service. Some examples are...
3. You could work toward your GED. We have two options...
4. Or, you could go to vocational school to learn a skill or a trade. Some programs that are available in our region include...

So, which of those sound the most interesting to you? Which would help you move toward (insert their life goals)?

Change Talk

- Contains statements about change
 - “I called the school.”
 - “I wouldn’t have to come here.”
 - “I can’t live on this.”
 - “I want a better life for my kids.”
- Has a specific target
 - “I need to get a job.”
 - “I want a GED.”
 - “I don’t want to be on TANF.”
- Typically phrased in present tense
 - “I wish things were different.”
 - “I am hoping that I can get my GED.”
 - “This is not where I want to be.”
 - “I know what I have to do – I just need to do it.”
 - “It would be nice if I had more money.”



Evoking Change Talk



Orientation game: Price is Right (There is no financial future in TANF)

Showing the financial benefits (EITC, child tax credit, Social Security, income disregards) that they accrue from working

Goal setting activity: Five ways your life would be better working rather than being on TANF

Evoking Change Talk

You have a lot of good reasons for going on TANF. What are the downsides of being on TANF, if any?

If you were successful getting (your education/a job), what would be different for you?

What would be the best things that might happen to you if you (went to school or got a job)?

How would you like for things to be different?

What are your hopes for the near future?





Skill 2: Affirming Responses

Express confidence in the client's ability to achieve his/her goals.

That sounds like you have a good plan.

It sounds like you have really thought a lot about this and have some good ideas about how you might _____.

That's a good suggestion that you have.

I appreciate that you were willing to share that with me.

You are very resourceful.

You handled yourself well in that situation.

I've really enjoyed this discussion with you today.

You are very courageous to be so open about this.

You have accomplished a lot in a short time.

You've had a setback, but you are really trying. Look at the progress you are making.

Skill 3: Reflective Listening/Active Listening



- A way of listening and responding to another person that improves mutual understanding.
- A way of paying attention to other people that can make them feel that you are hearing them.
- This type of listening is called active because it requires certain behaviors of the listener.

Active Listening/Reflective Listening

L	Look interested
I	Inquire with clarifying questions
S	Stay on target
T	Test understanding
E	Evaluate the message
N	Neutralize your feelings

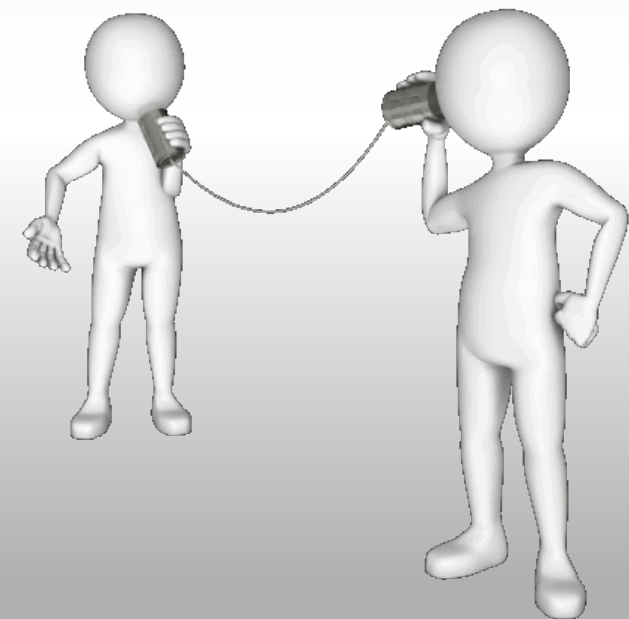




An Example of Active Listening

- **I really don't know what kind of job I want to do. I have thought about a lot of different jobs in the medical field but I can't decide on which one is right for me.**
 - **Paraphrasing:** “So I hear you saying that you are still torn about all the many opportunities and career pathways in the medical field. You haven't been able to pick what is going to be a good fit.”
 - **Repeating:** “You don't know what kind of job you want to do. You have thought about a lot of different jobs, mostly medical, but still can't decide.”
 - **Summarizing:** “Let me try to summarize what you said. Although you have spent time thinking. mostly in the medical field, you still are undecided.”

Select the Active Listening Response



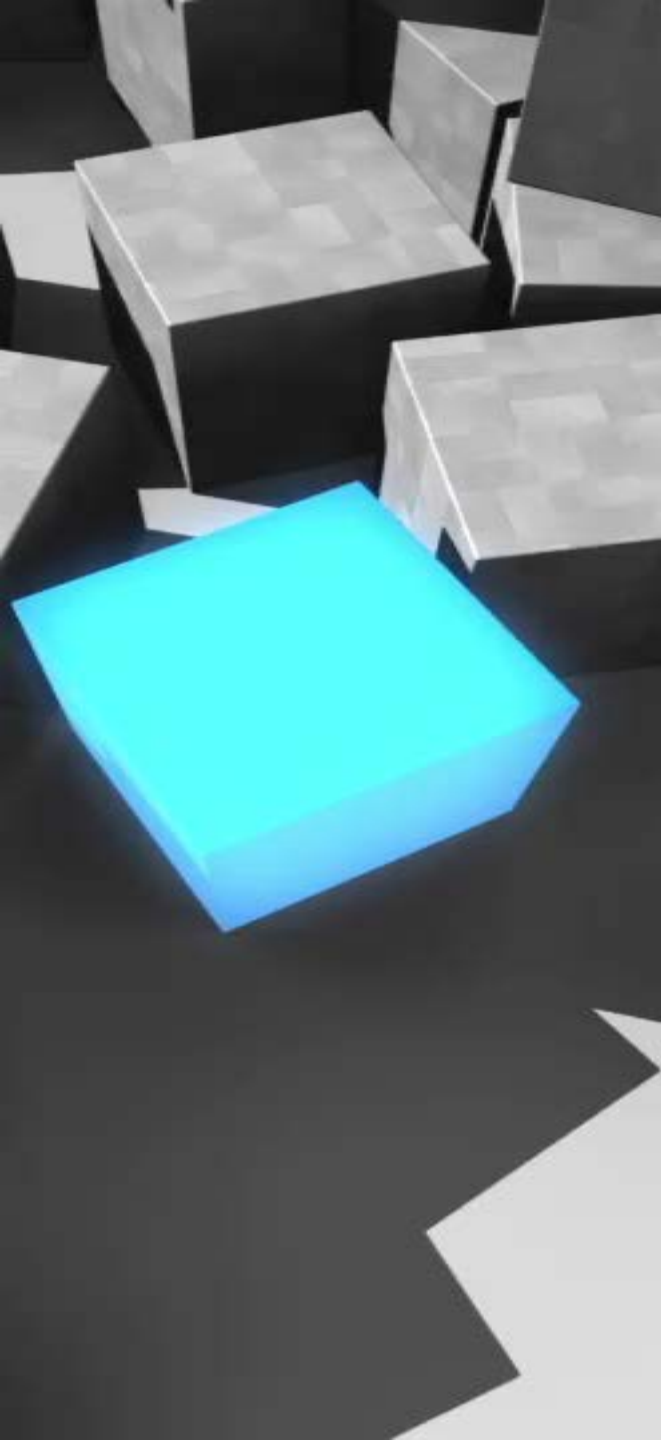
"I haven't worked before at a real job. I doubt anyone would hire me."

_____ a) "We place people all the time who haven't worked before."

_____ b) "You are thinking that an employer would not hire someone who doesn't have any work experience. And that makes you nervous to try."

_____ c) "We have a job developer who can give you job leads. You should go talk to him."

_____ d) "Community service would give you experience. Maybe you should consider that."



Reflective Listening

Cheat Sheet.....

So you feel...

It sounds like you...

You are wondering if....

So, what I hear you saying is...

This is what I am hearing. Please correct me if I am wrong....

Let me make sure that I understand....

You are wondering if....

.

Common reactions to being listened to

Understood	Safe
Want to talk more	Empowered
Likes the staff	Hopeful
Open	Comfortable
Accepted	Interested
Respected	Want to come back
Engaged	Cooperative
Ability to change	Empowered



Skill 4: Summarizing

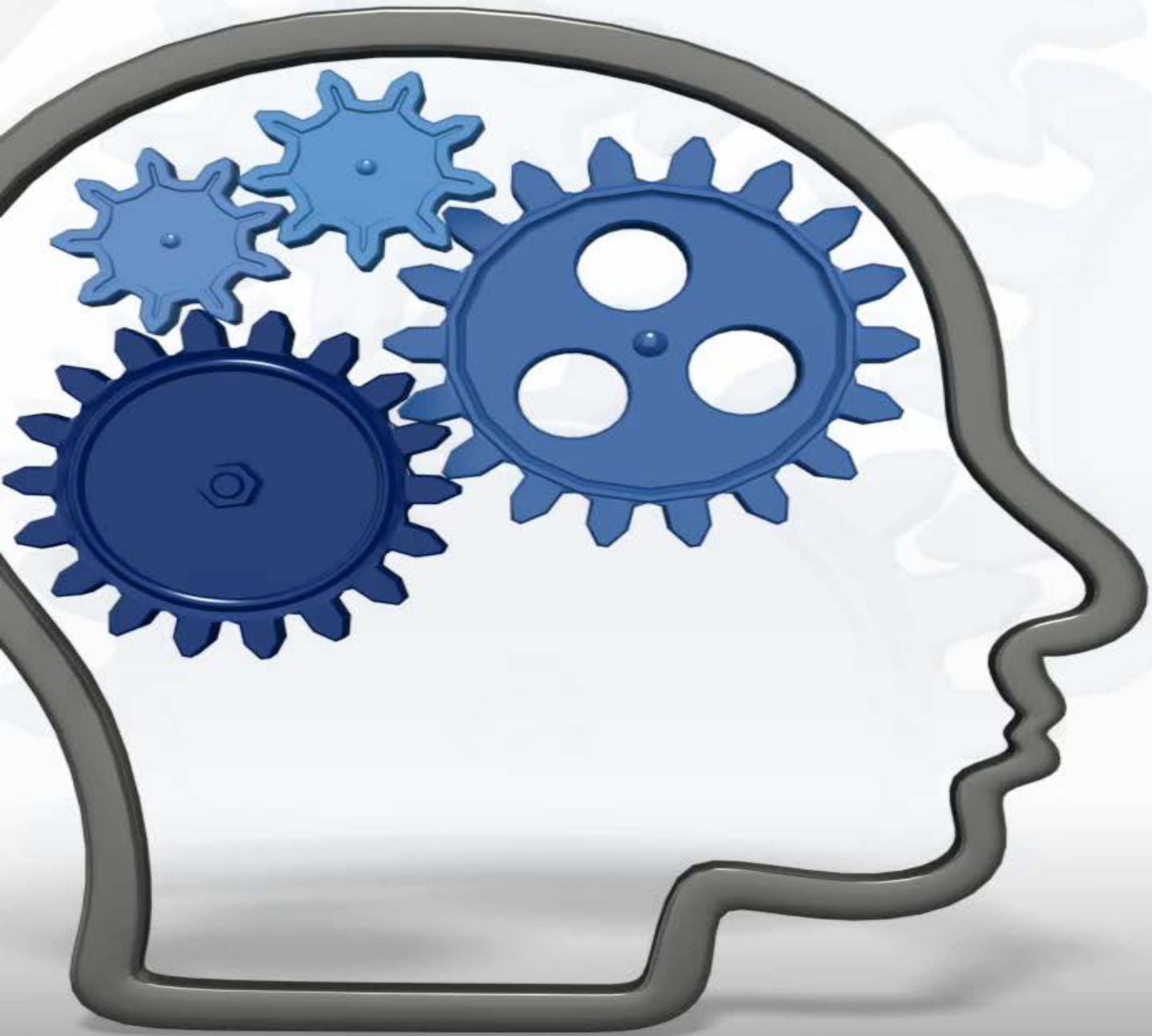
- Let's make a checklist of what we have agreed to do...
- Let's review what we have talked about...
- So, let's see where we are at...
- This might be a good time to review what we have discussed...




Step 5: (+I) Ask permission before giving advice, providing information, or expressing a concern.



- Would it be all right if
- I would like to share a concern with you if you are open to that.
- I am wondering if I could ask for a couple of minutes to provide you with some information that may be helpful to you.
- If you are okay with it, I would like to share some of the resources that have helped other clients I have worked with who have had similar dilemmas.
- I am really worried about something and I was hoping you would allow me to explain to you what I am worried about.
- I am going to need to spend a few minutes today on Would that be alright with you?



**Change is a
process, not an
event**



Motivational Interviewing Key Skills Review:

Ask Open-Ended Questions

Use Affirmations

Do Reflective Listening

Summarize to Emphasize Change Talk

Provide Information (After Asking Permission)



Homework Assignment

3 Parts:

1. **Identify the Skills in a Conversation**
2. **Practice Changing Closed Questions into Open-Ended Questions**
3. **Practice Asking Open-Ended Questions During Initial Assessment**

Welcome to OFA Case Management Series

Session #1: February 8

Improving Participant Engagement, Motivation, and Participation

- Application Exercise: Due Date – February 22
- Office Hours: February 1, 11:00 or 2:00 EST

Completed

Session #2: March 8, 1:00 to 2:30

Using Motivational Interviewing Techniques in Assessment

- Application Exercise: Due Date – March 29
- Office Hours: April 5, 11:00 or 2:00 EST

Session #3: May 3

Writing Effective, Efficient Case Notes that Support the Plan

- Application Exercise: Due Date – May 17
- Office Hours: May 24, 11:00 or 2:00 EST

Session #4: June 7

Improving Employment Outcomes

- Application Exercise: Due Date – June 21
- Office Hours: June 28, 11:00 or 2:00 EST



Welcome to OFA Case Management Series

Session #2: March 8, 1:00 p.m. – 2:30 p.m.

Using Motivational Interviewing Techniques in Assessment

https://afyainc.adobeconnect.com/ez2c61dbc5i3/event/event_info.html

Application Exercise: Due Date – **March 29**

Office Hours – April 5, 2018

11:00 a.m. – 12:00 p.m.

https://afyainc.adobeconnect.com/eooc0l6h7ka3/event/event_info.html

1:00 p.m. – 2:00 p.m.

https://afyainc.adobeconnect.com/eiqk6sb48543/event/event_info.html

