Using Motivational Interviewing Techniques in the Employment Process

Presented by
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Adapted from presentations by Christine Johnson, Linda Hedenblad TACE-5 and Casey Jackson, Amy Knizek, University of Washington
Welcome

- **Keeping in touch**
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- **Introductions**
  - What are your expectations for this training
Training goals

• Training Goal
  ◦ Basic introduction to Motivational Interviewing concepts
    • Keeping Equipoise
    • Resisting the Righting Reflex
    • Identifying ambivalence in the employment process
    • Assessing stage of change and matching intervention
Making a Case for MI

MI SKILLS

- Better Case Info
- Better Case Decisions
- Less Defensive
- More Open to Exploring Ambivalence to Change
- Less Attached to Outcomes
- Less Burnout and Turnover

Better Outcomes
It is not WHAT we KNOW it is HOW we BLEND the ingredients.

The Key to Motivational Interviewing is matching our interventions with our customer’s stage of change around employment.
What is Motivational Interviewing?

- Model of skills and techniques to help clients become ready, willing, and able to be employed (change)
- Person-centered, directive and non-confrontational
- Uses reframing and silence to reveal
  - individual personal strengths
  - discrepancies between stated values and behaviors

http://www.centerforebp.case.edu/library/stream.cfm?mp3=MI%20Embracing%20Ambivalence

http://www.youtube.com/watch?v=cj1BDPBE6Wk
MI and Employment

• Helps people identify their
  ◦ Employment goal,
  ◦ Recognize discrepancies,
  ◦ Structure self identified experiences or items necessary to reach their employment goal, and
  ◦ Solidifies goal ownership

• Activate clients

• Help them sustain employment through learned self motivational techniques
Elements of MI

- Minimize resistance
- Create and amplify, from the consumer’s perspective, a discrepancy between present behavior and his/her broader goals and values
- Explore and resolve ambivalence
- Elicit “change talk”
- Set in motion the client’s natural change potential
Ineffective Physician

http://www.youtube.com/watch?v=80XyNE89eCs&feature=related
Effective Physician

http://www.youtube.com/watch?v=URiKA7CKtfc&feature=related
Techniques of MI

- Open-ended Questions
- Affirmations
- Rolling with Resistance
  - Avoid arguing
- Summerize
- Develop Discrepancy
- Support Self-Efficacy
- Empathy
Expressing Empathy

"Each time I was told to put myself in another man's shoes, I walk away in 'em."

http://www.hulu.com/watch/4493/futurama-empathy-chip
Demonstrating Empathy
Rolling with Resistance
Roll with Resistance

- When encountering resistance to change, do not confront it directly
  - Reframe it and reflect it in a way that decreases resistance
  - Avoid arguing for change
- Encountering resistance is a sign you should shift your approach
Roll with Resistance

- Dancing vs. Wrestling
- Guiding vs. Directing
- Tapping vs. Pulling
- Consulting vs. Instructing

- When you encounter resistance, step back, listen, and try to understand things from the client’s perspective.
Developing Discrepancy

- The challenge is to first intensify and then resolve ambivalence by developing discrepancy between the actual present and the desired future.
Supporting Self-Efficacy
MI Assumptions

- Ambivalence about change is normal
- Ambivalence can be resolved by working with intrinsic motivations and values.
Ambivalence

“*I want to, and I don’t want to*”

- A normal part of the change process
- Helping to resolve ambivalence is a key step in facilitating change
- Resolving ambivalence uncovers intrinsic motivation for change
Ambivalence All Tangled Up!
Techniques for Resolving Ambivalence

- Ask open ended questions
- Affirm client’s autonomy
- Listen reflectively
- Summarize
Righting Reflex – NO FIXIN’!

- We want to “make things right”
- With MI, practitioners doesn’t try to make things right. The counselor does not try to change the client’s behavior.
- Change comes from the client’s intrinsic motivation
- To succeed at motivational interviewing, resist the righting reflex!
Just STOP IT!
Equipoise

- **Pronounced**
  ek-wuh-poiz
- an equal distribution of weight; even balance; equilibrium
- Our job is to maintain a neutral position regardless of what people share
Within the Spirit of MI

- People are either in Ambivalence or in Action
- It is our responsibility to correctly identify where the person is and the intervention necessary
- The person is responsible for the outcome

"This committee will have two functions - to execute my plans and to accept responsibility if they fail."
The Spirit of Motivational Interviewing

<table>
<thead>
<tr>
<th>Motivational Interviewing</th>
<th>Opposite Approach</th>
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<tbody>
<tr>
<td><strong>Collaboration</strong> – counseling involves a</td>
<td><strong>Confrontation</strong> – overriding the</td>
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<td>partnership that honors the clients</td>
<td>client’s impaired perspectives</td>
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<td>expertise and perspectives</td>
<td>by imposing awareness and</td>
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<td>acceptance of “reality” that the</td>
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<td>client cannot see or will not</td>
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<td>admit</td>
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<td><strong>Evocation</strong> – Resources and motivation</td>
<td><strong>Education</strong> – The client is</td>
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<td>are presumed to reside within the client</td>
<td>presumed to lack key knowledge,</td>
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<td>insight, and/or skills that are</td>
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<td>necessary for change to occur</td>
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<td><strong>Autonomy</strong> – The counselor affirms the</td>
<td><strong>Authority</strong> – The counselor tells</td>
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<tr>
<td>client’s right and capacity for self</td>
<td>the client what he or she needs to</td>
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<td>direction</td>
<td>do</td>
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Spirit of MI and RULE

- R Resist the “professional” reflex
- U Understand the client’s motivation to change
- L Listen with Empathy
- E Empower the client
Understanding the process of behavior change

- People change behavior because they are
  - Ready
  - Willing
  - Able

- Change is not linear

- Change is most persistent when it is internally motivated
Stages of Change

- Pre-contemplation
- Contemplation
- Preparation
- Action
- Maintenance
Stages of Change

- Derailment (Backsliding)
  - "Life happens"
  - Can happen anytime during the process
  - It is not unusual
  - Teaches people more about their goals and the supports they need for success

Disability Policy & Studies, University of Missouri
Stages of Change Model

Offers framework for understanding resistance and behavior change

Series of stages through which people progressively pass as they change behavior
Realities of Change

• Change does not occur overnight
• Change is a gradual process with
  • occasional setbacks – not an outcome
• Thinking and Doing components
• Other positives/successes occur
• Related to and dependent on all aspects of the person’s being. (H.A.L.T.)
Basic Assumptions of the Stages of Change Model

- People can remain stuck in the early stages.
- Individuals who are experiencing resistance are not prepared for action…
- Intervention must be appropriate to each person’s stage of change (Stage Matching).
Can happen anytime during the employment process. It is not unusual and people learn more about their goals and supports necessary for success.
5 Stages of Change

• Pre contemplation
  ◦ I don’t think I have a problem if you have a problem with me not working, then it is your problem

• Contemplation
  ◦ Ok I see not working is causing me some problems, but I don’t really want to do anything about it

• Preparation
  ◦ Learning about resources and how to access them, preparing to be employed, hearing some change talk, making plans for employment

• Action
  ◦ Start or stop behavior in this case begin either begins preparation for employment (discovery process, training, JDJP) or actual employment

• Sticking to it (Maintenance)
  • 6 months to 2 years

• Derailment or Life Happens
  ◦ Try to prevent the reverting back any farther than necessary
  ◦ Debrief, what did the person learn from the experience? What can be done differently?

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Cues for Pre-contemplation

- Partly or completely unaware that a problem exists.
- Ignores or resists evidence.
- Not considering change/do not intend to change in the foreseeable future.
- Unwilling or too discouraged to change.
Pre-contemplation

**CHARACTERISTICS:** Appear to be argumentative, hopeless or in "denial."

**TRAP:** natural tendency is to try to "convince" them or push into action

**YOUR ROLE:** empathically engage the person into contemplating change
Pre-contemplation

GOAL: Reduce resistance... ease into exploring potential change

DO NOT: argue or try to convince – this fuels resistance.
CONTINUED RESISTANCE

If the person continues to be resistant, **YOU** have moved too far ahead of the person in the change process. With resistance, “more” intensity is **not** better. More intensity will produce fewer results.

Shift back to empathy and thought provoking questions or reflections.
Cues for Contemplation

- Be aware a problem exists
- Considering the possibility of change
- Acknowledges concern and reason to change
- Ambivalent – reasons to change and reasons not to change
- Can get stuck in “Chronic Contemplation” – substitute thinking for action
Contemplation

GOAL: Person will examine benefits and barriers to change.

YOUR ROLE:
• Develop and maintain a positive relationship
• Personalize risk factors (you statements)
• Pose questions regarding the person’s risk factors
• Pose questions regarding the person’s perceived “bottom line.”

Can be more straightforward
Cues for Preparation

- Commitment is strengthened
- Specific planning for change within the month
- Examination of strengths & capabilities
- Set goals and make commitments
Action Stage

- Actively modifying...
  - Behaviors
  - Emotions
  - Surroundings
  - ...in specific ways to address employment goal

- Behavior change is the main focus
- Reevaluation of self-image
- Grief Issues
Action Stage

- Developing new recreational choices and social contacts
- Derailment prevention plans are crucial at this point
  - Learn to detect and guard against triggers
  - Learn to change destructive thought processes and emotional responses
  - Develop new coping skills to handle derailment-prone situations.
Maintenance Stage

- Achieved the goals and sustained the gains (minimum 6 months – up to 2 yrs)
- Reviews goals and sets new ones
- Uses healthy coping strategies
- Pursues new hobbies and activities
- Continues to refine Plan B for when “life happens”
What gets the way of our Communications?
Thomas Gordon’s 12 Roadblocks

1. Ordering, directing
2. Warning, threatening
3. Giving advice, making suggestions, providing solutions
4. Persuading with logic, arguing, lecturing
5. Moralizing, preaching
6. Judging, criticizing, blaming
7. Agreeing, approving, praising
8. Shaming, ridiculing, name calling
9. Interpreting, analyzing
10. Reasoning, sympathizing
11. Questioning, probing
12. Withdrawing, distracting, humoring, changing the subject
Traps to Avoid

Question/Answer Trap
Premature Focus Trap
Confrontation Trap
Blaming Trap
Expert Trap
Labeling Trap
What’s YOUR Challenge?
TIME to PRACTICE
Count off in Groups of 2....

- Ones are Interviewees; Twos are Interviewers
- Interviewee: Pick something in your life that is an issue or a challenge
  - Nothing will be disclosed about your exchange unless you do the disclosing
  - We want to know how you felt about the exchange/dialog
- Interviewer: Try to solve your partner’s issue by giving pertinent information and advice addressing it.
- SWITCH Roles
2nd time around

- Interviewee: Using the same challenge as before
  - We still want to know how you felt about the exchange/dialog

- Interviewer:
  - Assess your interviewee’s stage of change
  - Listen and reflect without giving unsolicited advice

- Switch Roles

- Was there a difference in how the 2 exchanges felt, as an interviewee and as the interviewer?
O.A.R.S.

- Open-ended Questions (vs. close-ended)
- Affirmations (positive-focus on strengths, efforts)
- Reflective Listening (listen carefully; use silence)
- Summarizing (appropriate; use sparingly)
Ready, Able, Willing and Resources

SCALING QUESTIONS
Ready, Able, Willing, and Resource Ruler

- Pick a number between 1-10
  - 1 not being prepared-10 being extremely prepared
  - Readiness=time
  - Ability=skill
  - Willingness=priorities
  - Resources=knowing what they need to reach their employment goal
1. What are the reasons for picking this number?

2. What can you do to move up to the next number?

3. Why are you #6 instead of a #7?
   1. Identify the number lower than the one the client chose
   2. Identify the number higher than the one the client chose
Open-ended vs. Close-ended

- Open –ended do not have short, simple answers
- Examples of Open Ended questions...
  - What are your thoughts about going to work?
    - What are the benefits? What are the negatives?
  - What supports have helped in the past?
  - What supports might you need for this job?
  - Who would you share this information with?
Affirming Statements

- Directly affirming a client can help build rapport and increase confidence.
- Notice signs of client’s strengths and efforts and reflect them back.
  - “That seems like a good match for your skills and interests.”
  - “I appreciate you taking the big step and coming here.”
  - “You’re clearly a resourceful person to deal with the difficulties you have for so long.”
A young man is referred to your employment program. He just came from juvenile court, his third time in less than a year. He was arrested for possession of marijuana. He was hanging out with a group of other homeless young people when some college students started hassling them. He jumped in and a fight ensured. When the police arrived his bag of weed fell out and he was arrested.

- Identify his strengths
- Form Affirmations
Real Time exercise

Think about the clients you serve.

- What challenges do your clients bring?
  - Lying/not forthcoming
  - Stealing
  - Manipulating

- What resources do they bring?
  - Ability to observe how systems work
  - Ability to perceive opportunities
  - Determination

- How will you communicate this awareness in a manner that builds momentum for positive change?
Reflections

- **Simple Reflections** – essentially a repetition or slight rewording of what the client has said
- **Complex Reflection** – moving beyond what the client said through paraphrasing meaning, continuing the paragraph, or otherwise reflecting content or meaning
- **Summary Reflection** – bringing together two or more client statements into a summary, including material not voiced by client immediately before
Summarizing

- To be used sparingly
- Collect several points and relay them back to the client in a summary fashion
- Demonstrates attention and moves conversation forward
Building Summaries

- See handout worksheet
  - Exercise 4.5
Eliciting Change Talk

• In motivational Interviewing, eliciting change talk is the primary method for developing discrepancy.

• Hearing oneself state the reason for change tends to increase awareness of the discrepancy between one’s goals and present actions.

• The greater the discrepancy, the greater the perceived importance for change.
Signs of Readiness to Change

- Decreased resistance
- Decreased discussion of the problem
- Resolve
- Change Talk
- Questions about change
- Envisioning
- Experimenting
Change Talk!

- Represents movement towards change!
- Highly influenced by counseling style!
- A primary vehicle for resolving ambivalence and promoting behavior change!
- When you hear change talk, just don’t stand there! Reflect, Reinforce, Ask for more & Affirm!
Change Talk examples

- Desire: I want to get a job or go to work
- Ability: I could go to work
- Reasons: I should get a job because…. or Work would really help me with money issues
- Need: I've got to get a job

Work with these to strengthen

- COMMITMENT to Change: “I will get a job”
Stage Matching Interventions

Stage | Intervention
--- | ---
Pre-contemplation | Empathy
Contemplation | Explore Ambivalence
Preparation | Clarify, Plan & Set Goals
Action | Develop Plan B
Maintenance | Review, Evaluate & Renew
Derailment | Debrief & Regroup
Remember:
Assessing Stage of Change is Specific to an issue
“You know, I've lost two jobs because of my disability. I have got to find something to help me learn to follow instructions. I've been reading some information on adult ADHD. This is the last job I am going to loose because of ADHD!”

A. Pre-contemplation  
B. Contemplation  
C. Preparation  
D. Action  
E. Maintenance
“I can't believe how much I like my training. I've been attending almost a month and I have not missed days or missed any homework assignments. I'm really getting into this!”

A. Pre-contemplation
B. Contemplation
C. Preparation
D. Action
E. Maintenance
“This is just like all the rest of the government agencies! Jumping through your hoops is not going to make any difference in my life. I know what I need to do, and I'll do it when I'm good and ready.”

A. Pre-contemplation
B. Contemplation
C. Preparation
D. Action
E. Maintenance
“I guess those are some things I haven't thought about before. I'm not saying I agree with you, or that I am going to work on a resume or do those informational interview things, but I'll think about what you said.”

A. Pre-contemplation  
B. Contemplation  
C. Preparation  
D. Action  
E. Maintenance
“I just want a job! There is no way I am taking that medication. I know what kind of crap it does to your head. There is nothing that you or the docs can do to help me or fix me.”

A. Pre-contemplation
B. Contemplation
C. Preparation
D. Action
E. Maintenance
“I just can’t believe it's been a year since I've started college. I guess I have been leading my AA group for over a year, too. I've felt so good and life has been going so well that I haven't seriously even considered drinking for a long time.”

A. Pre-contemplation
B. Contemplation
C. Preparation
D. Action
E. Maintenance
“Well, I was discharged 10 days ago. I have been taking my meds ever since. I have made it to both of my counseling appointments. I am here today because I really need to work”

A. Pre-contemplation  
B. Contemplation  
C. Preparation  
D. Action  
E. Maintenance
Key Points to Remember

- Ask Permission
- Talk less than your client
- No Fixin’!!!
- Active listening
- Acceptance
- Hope and Possibility
- Control and Choice—people are more motivated to make change when it’s based on their own decisions and choices.

http://www.youtube.com/watch?v=zyGEEamz7ZM
“One reason it is possible to keep on learning and improving one’s skills in Motivational Interviewing is that immediate expert feedback is continuously available. It is available from those you serve.”

Motivational Interviewing – p. 180
You’ve only just begun!

The more I think, the more confused I am!
Resources

- **Motivational Interviewing** (online instruction)
  - Maryland WorkFORCE Promise
    [www.mdworkforcepromise.org](http://www.mdworkforcepromise.org)

- **Motivational Interviewing**
  - Motivational Interviewing Network of Trainers
    [www.motivationalinterview.org](http://www.motivationalinterview.org)

Web-based MI training & Practice

- [www.kphealtheducation.org](http://www.kphealtheducation.org)
Materials adapted from:

*Motivational Interviewing* (online instruction) Maryland WorkFORCE Promise www.mdworkforcepromise.org

*Motivational Interviewing* - Motivational Interviewing Network of Trainers www.motivationalinterview.org

Advanced Counseling Techniques - Linda Hedenblad MSE, CRC

Berg-Smith Training and Consultation, 2008

Motivational Interviewing

Motivational Interviewing, Second Edition: Preparing People for Change by William Miller & Stephen Rollnick

Motivational Interviewing in the Treatment of Psychological Problems by William Miller, Stephen Rollnick, Hal Arkowitz, & Henny Westra

Motivational Interviewing in Health Care: Helping Patients Change Behavior by William Miller, Stephen Rollnick, & Christopher Butler
www.samhsa.gov
TIP 35

http://store.samhsa.gov/product/SMA08-4212
Motivational Interviewing

Motivational Interviewing with Adolescents and Young Adults
Sylvie Naar-King
Mariann Suarez

Building Motivational Interviewing Skills
a practitioner workbook
DAVID B. ROSENGREN
http://motivationalinterview.net/

http://motivationalinterview.org/
Your Personal Change Plan

• Identifying your goal
  ◦ Choose a concept or skill set you are willing, able, ready and have the resources to implement as soon as you return to the office.

• Prepare a Personal Change Plan including implementation and evaluation strategies
Quote from Illusions by Richard Bach

Learning is finding out what you already know.

Doing is demonstrating that you know it.

Teaching is reminding others that they know just as well as you.

You are all learners, doers, and teachers.
What a Workshop!
I know just how you feel

- Questions or Concerns

"I know what you’re going through, dear. I buried my husband last year – but they found him in time."

© Original Artist
Remember to complete and turn your evaluation in!

Happy Trails to YOU!