Motivational Interviewing (MI) Skills for Problem Gambling Treatment for Asian Practitioners

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Topics we will cover:

- MI approach

- Comparison with CBT

- MI principles

- Strategies and micro skills

- Role plays

- Other MI skills

- Change talk

- MI in groups

Research background of MI

- William Miller noted that confrontation brought out denial and avoidance of further discussion

- MI was based on Rogerian style - accurate empathy, positive regard and non-judgemental approach (1957 – Carl Rogers)

- Non-directive style changed to agenda-driven, directive style (in subtle way) but maintains non-confrontational, client-centred approach
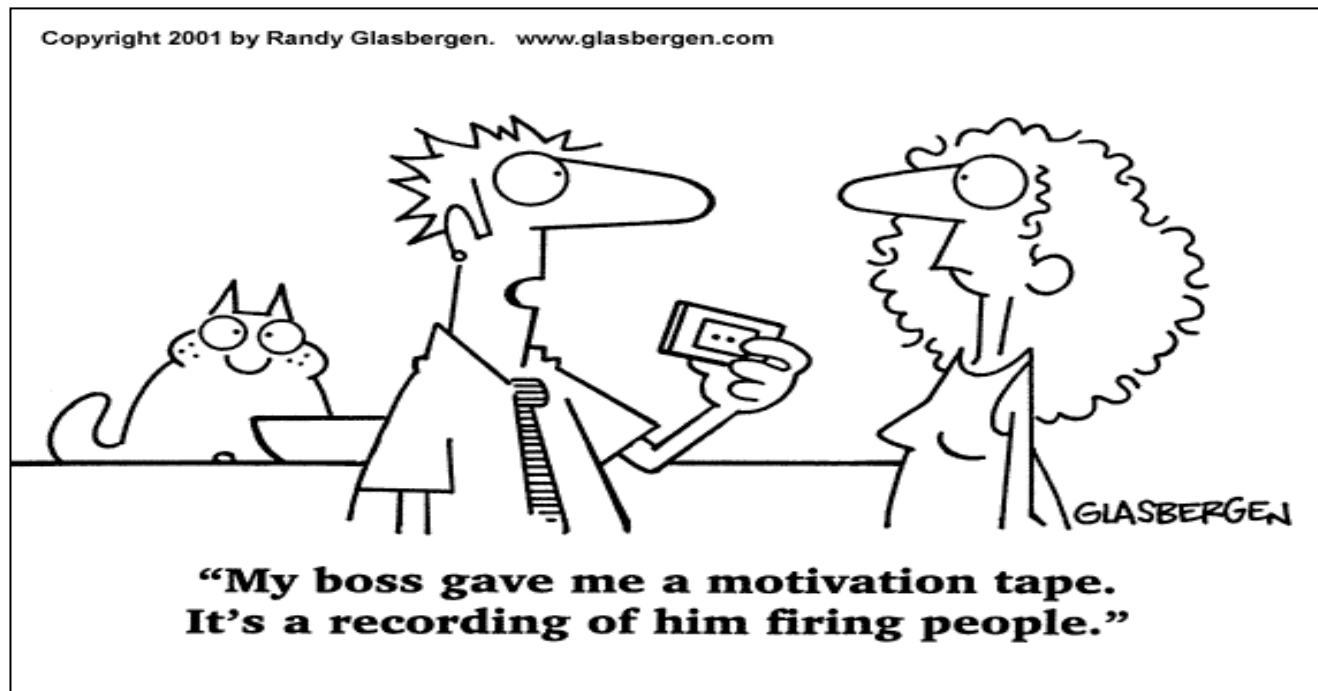
Research background of MI

- Comparison of MI (listening, restructuring, offering support and therapeutic alliance) **with** confrontational style (head-on disputes, challenging, disagreeing, emphasising negative client characteristics, and use of sarcasm).

- More arguments between client and counsellor in the latter, but importantly, after 24 months, clients with less conflict in sessions drank less.

- (Miller et al, 1993)

- **Empathy is single best predictor of success in addiction counselling**

Coercion is not an effective strategy

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"My boss gave me a motivation tape.
It's a recording of him firing people."

Advantages of Using MI

- Increases people's self esteem

- Develops their own motivation

- Developing skills in MI improves outcomes

- Takes into account that people's reasons for changing may be their own <u>or</u> may be a demand or ultimatum from another

- Acknowledges indecisiveness is normal: There are often as many good reasons to stay the same as to change = **ambivalence**

Ambivalence

- The <u>contemplation</u> stage of change is characterised by **ambivalence** (people hold arguments both for and against change within themselves - a natural state). "I can't afford to gamble but I love winning money!"

- The <u>contemplator's</u> experience may be described as a kind of seesawing between reasons to change and reasons to stay the same.

- The counsellor's task at this stage is to help tip the balance in favour of change.

- (Motivational Interviewing - Miller and Rollnick, 1991)

The Spirit of MI

(Miller & Rollnick, 2002)

- Collaborative
  - Partner-like relationship
- Evocative
  - Elicit (draw out) motivation rather than instill it
  - The counselling style is quiet and eliciting
- Respectful of individual autonomy
  - responsibility for change is with client
  - Client needs to be able to choose
  - Client has the resources

MI: What is it?

"A person-centred, goal-oriented approach for facilitating change through exploring and resolving <u>ambivalence</u>"

(Miller 2006)

Comparison

CBT	MI
Form of treatment	An approach, a style
Empathic, directive	Empathic, collaborative
Goal focussed	Goal to elicit change talk and resolve ambivalence

Comparison

CBT	MI
Resistance met with correction of thought through highlighting inconsistencies in beliefs	Resistance is met with exploration and reflection of client perceptions without "labelling" or "correction"
Strategies (eg homework, diaries, Socratic questioning) designed by counsellor to lead the client to confront inconsistencies in their beliefs	Elicits possible change strategies/problem solving processes from the client

Principles of MI (REDS)

- **Roll With Resistance**

- **Express Empathy**

- **Develop Discrepancy**

- **Support Self efficacy**

Micro Skills (OARS)

- **<u>O</u>pen Questions**

- **<u>A</u>ffirmations**

- **<u>R</u>eflective Listening**

- **<u>S</u>ummarising**

Which are <u>Open Questions?</u>

- "Would you like to stop gambling?"

- "How do you feel about your gambling?"

- "Are you concerned about your gambling?"

- "Would you please tell me more about your gambling?"

Affirmations assist the therapeutic relationship

- "It takes a lot of courage to be honest about the impact of your gambling."

- "You've accomplished so much in such a short time."

- "I can understand why gambling to relax on Friday night has been so hard to give up when you've been under so much stress."

Reflections: Questions Phrased as Statements

- Reflective listening says:
  - I hear you and I'm not judging you

  - This is important

  - Please tell me more

- "I learn what I believe when I hear myself speak" – client states thoughts; good reflections enable them to hear the essence of it again, to reinforce and emphasise change

Reflection Examples

- "I know I should be gambling less."

- "You feel that gambling less would be a good idea."

- "My girlfriend gets really angry when I spend all my money on pokies and can't take her out."

- "She gets mad when you prioritise your gambling over your relationship."

- "I'm scared of not being able to stop when I know I should."

- "You are afraid that you might be losing control over your gambling."

Summarising

Summarising can bring together a client's previously expressed thoughts, feelings and concerns and shows how they fit together. (select motivational aspects only, that you want them to pick up on).

Functions of summaries:

- Collecting – gathers and adds momentum

- Linking – connects past and present ideas to encourage self-reflection and insight

- Checking for accuracy (also emphasises a point)

- Transitional – prepares for shifting to new focus

Summarising: Examples

- "So you feel that… and also there are other things you mentioned like…"

- "and I also remember you saying that…"

- "Here are the salient points."

- "Have I got that right?"

- "We covered that well. Now let's talk about ..."

- A double sided summary can be used to highlight discrepancy. Start with status quo, end with side favouring change. "So on one hand there's these things… but on the other…"

- Next: "So where does that leave you now?"

Other Strategies and Skills - <u>Scales</u>

Using scales can be a useful way of measuring motivation, feelings, progress, confidence, etc, on a continuum 1 to 10.

- **<u>Example:</u>** "On a scale of 1-10, with one as having **no** confidence, where would you place yourself as being ready to change?" **<u>Client:</u>** "About five." **<u>You say:</u>** "Five? So, why is that five and not just two?"

This gives the client an opportunity to voice some reasons for being half way up the scale and having some confidence (voicing it reinforces that confidence and its rationale).

- If they say "two", **<u>You say:</u>** "Why is that two and not one?" and/or, "What would need to happen for you to be at six?"

Decisional Balance

When people are "stuck" and resisting change, they know there are negatives connected with where they are, and usually expect criticism, so are often surprised to be asked first:

- list *"good/positive things"* (about current behaviour) on left-hand column of the page

- list *"not so good things"* (*rather than "bad things"*) in the right-hand column

Ask them to check the balance of both sides, then ask "How does it look?"

Works best and often has significant visual impact when the right column is longer than the left column

Benefits and Costs of Change
(Pros and Cons of Change)

Benefits of gambling	Benefits of stopping gambling
Excited when I win Easier to keep gambling Fills my time Forget problems/stress	Spend more time with family (all happier) Have more money Lift my mood Boost self esteem/pride
Costs of not gambling	**Costs of gambling**
Too much time to fill – bored What to do with stress? What would life be like without gambling?	Worse quality of life Depressed Don't like myself/what I do Spend too much money

Benefits and Costs of Change (Pros and Cons of Change)

- It's helpful for the client to discuss positives and negatives of current behaviour to clarify both sides of their ambivalence (maybe for 1st time)

- Can then feel free to talk about their concerns about negatives (costs) of current behaviour

- Feedback consists of reflecting positives of change and any consequences of not changing in a summary or double-sided summary

MI Process

- Tip perceived cost-benefit analysis by eliciting and reinforcing client speech consistently with that person's motivation for, and commitment to, change

- As motivation increases, shift focus to development of and commitment to a change plan

- As ambivalence resolves into commitment, client moves to preparation stage

- As strengthened and maintained, commitment carries through to action/maintenance of change

Trans-theoretical Model of Change

Prochaska & DiClemente

Transtheoretical Model of Behaviour Change
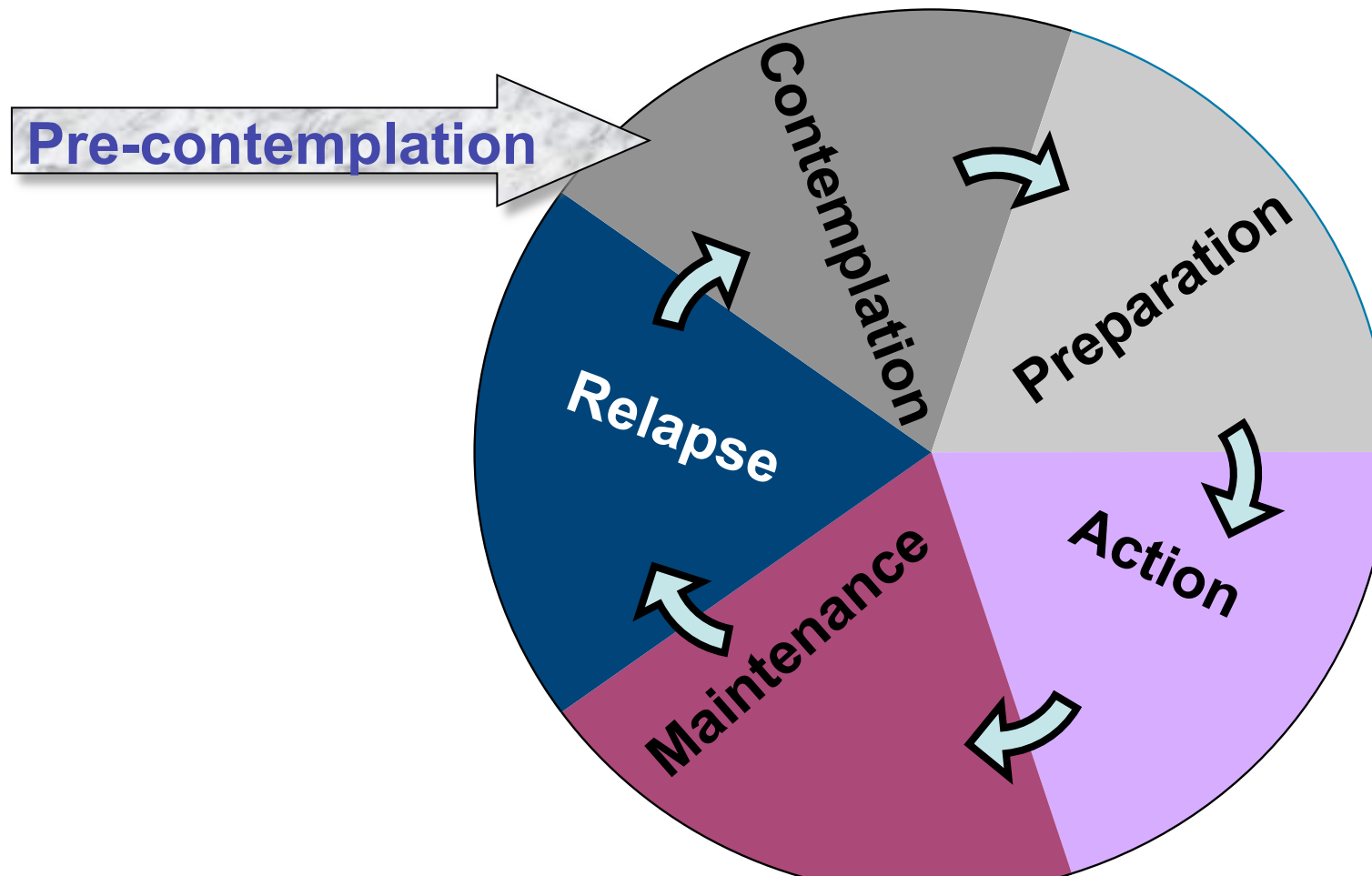
Targeting Strategies to Stages of Change

Statements people make and answers to questions indicate stage of change:

- Pre-contemplation: "It's not a problem"
- Contemplation: "I like it, but…."
- Preparation: "I'm going to find out…"
- Action: "I've done this, next, I will.."

Assuming acceptance before they are ready can raise resistance; Using strategies after change initiated can cause frustration, lose credibility

Awareness of Stage of Change

- Resistance is encountered when you use a strategy inappropriate to the stage of change

- Decision is an important part of change

- Counselling strategies that focus on <u>how</u> to change (action), distract the contemplator client from the crucial issue: <u>commitment</u> to change (decision).

(Motivational Interviewing - Miller and Rollnick, 1991)

MI Process

Use of **open questions** and **reflective listening:**

- To elicit increasing levels of "change talk",

- To minimise resistance.

The strength of the client's perception of the importance of change and confidence in achieving it, underlies commitment to change.

Change Talk

Eliciting "change talk" or self motivational statements is important to heighten motivation to change behaviour

Ways to do this:

- Elaborate – ask for examples, clarification

- Ask to describe typical day, week or time

- Look back – life at a time before problems, compared with life now

- Look forward – what would you like life to be like in future - what needs to change to get there?

- Extremes – worst consequences if no change, or best outcome if changes are made

- Goals/values – what's most important to them – how that fits with what is happening in the present (can use Values cards see www.motivationalinterviewing.org/library/valuescardsort

Change Talk

Desire: want, prefer, wish etc.

Ability: able, can could, possible, might be able

Reasons: specific arguments for change – why do it? What would be good?

Need: important, have to, need to, got to, should

MI and 'Commitment Language'

- Practitioners practicing MI will elicit increased levels of change talk, decreased levels of resistance relative to more directive or confrontational styles.

- Extent to which clients verbalise arguments against change (resistance) during MI inversely related to degree of subsequent behaviour change

- Extent to which clients verbalise change talk (arguments for change) directly related to subsequent behaviour change

Commitment Language

- ***Desire****:* "Well, I want to quit using"
- ***Ability****:* "I can do it… this is do-able"
- ***Reasons****:* "I'm killing myself"
- ***Need:*** "I need to stop"
- **Less strength** "I'll try to stop using"
- ***Commitment****:* "I won't be using"
- **Direct** "I'm determined to stop using"
- **Indirect** "there's no question about quitting this time"
- ***Readiness****:* "I'm ready to do this"

MI and 'Commitment Language'

- Of all "change talk" aspects (desire, ability, reasons, need and commitment), only **"commitment"** predicted behaviour change;

- And, not *frequency*, but the ***strength*** of commitment language and pattern of commitment across the session robustly predicted outcomes

- Desire, ability, reasons and need did not predict change, but did predict emergence of commitment, which is prognostic of change. (Amrhein, P et al)

MI in group Work

Using David Kolb's (1984) model of experiential learning for group work:

1. Reflecting on Experience

2. Assimilating and Conceptualising

3. Experimenting and Practicing

4. Planning for Application

Potential Group Benefits

- Socialisation, communication skills, learning from others
- Sense of community/relationship
- Shared experiences – normalisation, universality
- Hope, inspiration
- Support/acceptance/empathy
- Corrective emotional experiences
- Cost efficiency

Sharing/Reflection/Linking

- **Theme** (e.g. Counsellor offers open ended question/ invitation to group)

- **One on one**, first person in round shares (counsellor offers reflective listening, emphasis on change talk, counsellor checks that other group members are engaged an listening through eye contact, body language)

- **Theme** (summary, possible link with last sharing, link to big picture)

- **One on one**, second person in round shares (reflective listening, encourages others feedback/reflection)

- **Theme** (summary, possible links with past sharing, links to big picture) etc

Change Planning in Groups

Change planning in group

"After you leave today what is one change that you can make to …."

- Why is it important for you to take this step?" (On scale 1-10 how important to take step?)

- How will you do it?

- How will you know if it's working?

- What will you do if it's not working?

- How can the group (and others) help?

Use summarising and make links/emphasise commonalities.

Values Exploration in Groups

- Invitation or open ended question to elicit what values they have related to an issue the group is focussing on. e.g. health, work/home balance, financial wealth

- Check out how these values play out in other situations:

  "How do these values relate to..."

- "How may these values guide you in future situations?"

- Use OARS. Link together by reflecting on content, specific values and/or how values interact with an issue. Same for summaries.

  e.g. "Although your values say spending time with your children is important, you find yourself working overtime to pay for gambling.

Group MI Summary

- Working in MI style in a group uses the same skills – the key is to elicit from the group and its members some shared recovery themes

- Work collaboratively with the group as a whole by linking common themes and relating to the 'big picture' using OARS

- Preparing for change as a group while acknowledging different stages of change; enhance links and mutual affirmation/support

- Support positive shared group values to highlight discrepancies to elicit 'change talk'