

MOTIVATIONAL INTERVIEWING

Motivational Interviewing (MI) is a communication style that assists people in resolving their ambivalence about change by focusing on their internal motivation and commitment. “MI is a collaborative, person centered form of guiding to elicit and strengthen motivation for change” (Miller & Rollnick, 2009).

MI skills enhance the amount and quality of information collected during the assessment process and help to engage youth and families in the creation and execution of case plans. MI does not address a skill deficit; rather it prepares youth and their families for change. It assists in establishing a professional alliance—one in which juvenile justice professionals establish rapport and tailor their approach according to the youth’s needs and goals. Consequently, by using MI, juvenile justice professionals set the stage to begin the risk reduction work needed to address the issues identified through the assessment and case planning process. Research indicates that MI skills, when used throughout supervision, can increase compliance with treatment, reduce violations, reduce recidivism and improve outcomes (Dowden & Andrews, 2004). MI has been identified as a Stage Two: Initiation activity within Pennsylvania’s Juvenile Justice System Enhancement Strategy, and is integral to Pennsylvania’s mission to provide balanced and restorative justice.

WHAT M.I. IS:

- *A client-centered interaction style*
- *A collaborative approach*
- *A method to guide change without force*
- *Meeting the individual where they are*

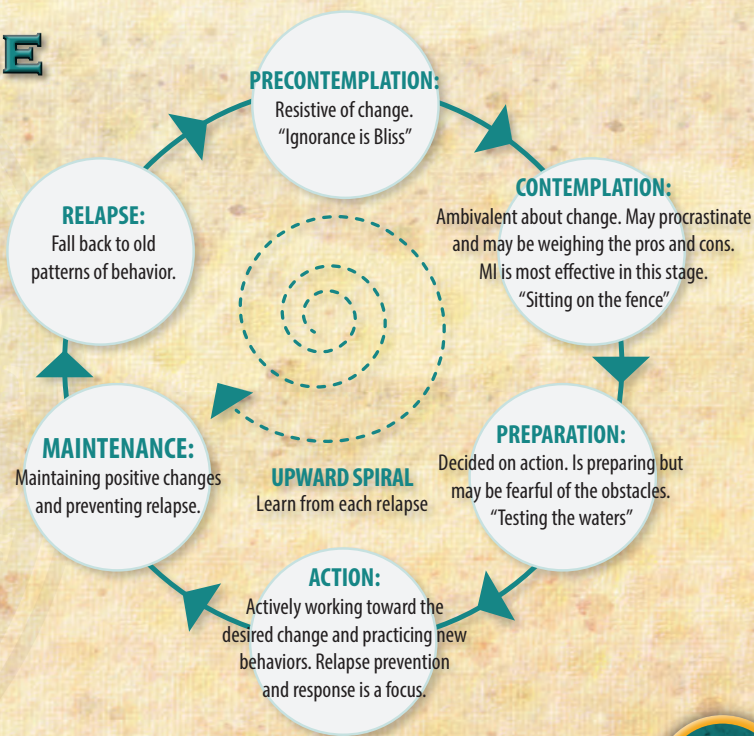
WHAT M.I. IS NOT:

- *Judgmental*
- *Confrontational*
- *Persuasive*
- *Lecturing & Shaming*

STAGES OF CHANGE

(Prochaska, DiClemente & Norcross, 1992)

People will move through a series of five stages when change occurs. The stages are viewed in a circular manner in that the individual may move back and forth between the stages. Relapse may occur at any point in the change process. Role playing can be very helpful to build the necessary skills to maintain the change as the client moves through each stage. These stages, along with relapse are defined in the diagram on the right:



8 STAGES IN LEARNING MOTIVATIONAL INTERVIEWING

Based on research and experience in the training on MI, Miller and Moyer (2006) identified 8 stages that MI practitioners should complete in succession to obtain the needed skills to utilize the MI core tenets effectively with their clients.

STAGE 1:—The Spirit of MI—

- Interaction with clients promoting the development of an open and collaborative relationship, evoking intrinsic motivation to change, and respecting client autonomy.
- Strength-based communication.
- Acceptance and understanding facilitate change. To express empathy, listen with empathy. This is not agreement with or approval of behavior, rather an understanding of the individual's words, feelings and perceptions.
- Professional alliances are essential.

STAGE 2:—Prepare for Change—

- Allow the client to develop discrepancies, to recognize that current behavior is inconsistent with goals, values, or beliefs.
- Encourage the exploration of ambivalence to increase understanding of motivations and develop reasons for change.
- The use of OARS will help guide conversation:
Open ended questions invite elaboration.
Affirm positive talk and actions, be genuine.
Reflect to capture and return the client's message.
Summarize select elements and themes.

STAGE 3:—Recognizing & Sustaining Change Talk—

- Identify change talk.
- Categories of speech (DARN-C) that will help individuals prepare and commit to change.
Desire – “I wish,” “I want,” “I'd like.”

Ability – “I did”, “I can,” “I know how.”

Reasons – “I'm worried,” “It would be better.”

Need – “I must,” “I should,” “I have to.”

Commitment – “I'm going to,” “I'm determined.”

STAGE 4:—Eliciting & Strengthening Change Talk—

- Support self-efficacy.
- An individual's success to follow through with change increases as they freely choose and discover confidence in their ability to change.
- Highlight individual strengths and past successes.
- Evoke, affirm and reinforce change talk and commitment language.

STAGE 5:—Rolling with Resistance—

- Refrain from argument or debate as this would not likely promote change.
- Discover new methods of response when the individual challenges change.
- Reflect resistance without reinforcing it.

STAGE 6:—Developing a Change Plan—

- Recognize client readiness and negotiate a specific change plan that is appropriate and acceptable.
- Strategic timing is important.

STAGE 7:—Consolidating Commitment—

- The ability to elicit increasing strength and commitment to change and specific implementation intentions.

STAGE 8:—Transition and Blending—

- Blending MI with additional intervention techniques.
- Establishing flexible transitions with best practices.

SKILL PRACTICE, CODING AND FEEDBACK

Developing a proficiency in MI cannot occur solely through attendance at one or two training sessions. Instead, MI skill development, proficiency and maintenance require ongoing practice and feedback. Skill practice takes place in group MI trainings as well as through coaching and feedback of observed or recorded interactions. Sessions are coded by an MI trainer or in-house MI coach, reviewed with the juvenile justice professional with individual feedback provided and discussed. As skills tend to drift over time, this process should be ongoing, although the frequency can decrease as staff becomes more proficient.