**Slide 1**

Motivational Interviewing (MI)
for AZ Occupational Therapy
Association

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**Slide 2**

## Learning Agenda

Define motivational
interviewing (MI)

Describe the fixing reflex

Identify reflective listening

List the MI tasks

Practice using MI tasks for a
stress management
conversation

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**Slide 3**

## MI Begins

Bill Miller & Stephen Rollnick

Scientific evidence base –
>200 systematic reviews and
>2000 controlled clinical
trials

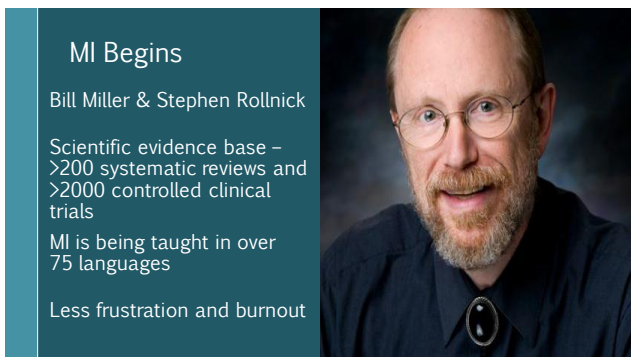MI is being taught in over
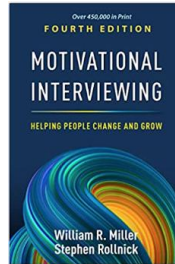75 languages

Less frustration and burnout

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## Motivational Interviewing (MI) Defined

"...a particular way of talking with people about change and growth to strengthen their own motivation and commitment."

"...a way of doing what you already do....a way of *being* with those you seek to serve."

(Miller and Rollnick, 2023)

Over 450,000 in Print
**FOURTH EDITION**
MOTIVATIONAL INTERVIEWING
HELPING PEOPLE CHANGE AND GROW
William R. Miller
Stephen Rollnick

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## The Goal of a MI Conversation

› Help people resolve their mixed feelings or thoughts (good and bad) about change and *move towards or make a decision*

› Ambivalence is having both good and bad feelings/ thoughts and is expected in change conversations

Change Talk (CT) ← Ambivalence → Sustain Talk (ST)

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The biggest communication problem is we don't listen to *understand* the person. We listen to reply.

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## Fixing Reflex

The enemy of ambivalence that comes from a good place- our good intentions

Our desire to:
keep people from harm
correct what is wrong
fix the person/situation
give them the solution

A sense of working too hard

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## Why Resist the Fixing Reflex?

› When we take up the "good" side of ambivalence, the patient will often naturally voice their "bad" side (psychological reactance)

› They start talking/thinking away from change or sustain talk

› People are more likely to do what THEY say instead of what they are TOLD to do

Change
Talk (CT)          Ambivalence          Sustain
Talk (ST)

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## Volunteer Topics for MI Demonstration

› Improve Sleep
› Limit sugary drinks
› Limit coffee consumption
› Less screen time
› More physical activity
› More fruits and vegetables
› More time with friends/family
› Drink more water
› Other

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## MI Trainer Demonstration of MI

› Listen carefully with the goal of understanding
› Give no advice (fixing reflex)
› Ask these 4 open questions:
   1. What change would you like make?
   2. What are the three best reasons for you to do it?
   3. How might you do it, in order to succeed?
   4. So, what is the next step for you?
› Summarize and Affirm

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## MI Skills

› Open Questions
› Affirmations
› *Reflections*
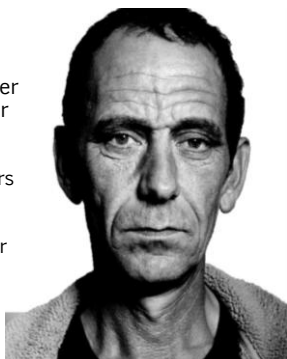› Summaries
› Providing information and advice with permission

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## MEET MR. JOHNSON

He was recently discharged after a hip fracture; he uses a walker but refuses the home modifications you have recommended such as grab bars and removing rugs.

He doesn't say much during your conversation but says "I've lived here 40 years just fine."

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## Reflective Listening Skill Criteria

1. Offered as statements, not a question
2. Follow and are connected to the person's statement
3. Doesn't include your opinion, advice, or information

The goal is to connect with the person by working to understand the person, the way the person understands themselves and their circumstances, etc
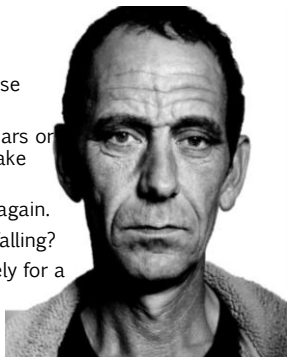
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MEET MR. JOHNSON

Why don't you want to make these changes?

You aren't convinced that grab bars or removing rugs would actually make your life easier.

You're not worried about falling again.

What are your ideas to prevent falling?

You've managed your home safely for a long time.

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## Spirit of Motivational Interviewing

Partnership
Acceptance
Compassion
Empowerment

An openness to this *attitude* or *mindset* makes learning and using MI with a person *easier!*

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## Spirit of Motivational Interviewing

Partnership- we're in this together

Take some time to get to know the person- the person knows themselves better than we do, so you *both* bring strengths and capability to the relationship

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## Mindset of Motivational Interviewing

Acceptance

People make their own decisions on the what/how/when/or even if to change (it's *their* decision) so accept/support the person's choice to change or *not*

Remember, it's not your job to *make* people change

Instead, you create the environment (conversation) for the patient to *decide* to change

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## Spirit of Motivational Interviewing

Compassion
Working towards the best interest of the person
Compassionate curiosity
Walking alongside
Guide

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### Spirit of Motivational Interviewing

Empowerment

Mindset of the patient already has much of what is needed, and your task is to call it forth (evocation)

Focus on helping the person realize and utilize their own strengths and abilities (versus deficits)

You have what you need and together we will find it

Change Talk (CT) ◄ Ambivalence ► Sustain Talk (ST)

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### Empowerment thru Evocation

Evocation - drawing out the reasons/solutions from the person by asking OPEN questions and listening for change talk

The person's answer to these change talk questions (pro-change arguments) are likely to be much more persuasive than what anyone else can convey

Change Talk (CT) ◄ Ambivalence ► Sustain Talk (ST)
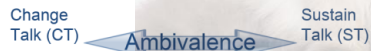
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### Change Talk DARN CAT

› Desire: I want, I would like to, I wish...
› Ability: I could, I can, I'll try...
› Reasons: specific reasons for change
› Need: I must, I have to, I should, I need...

› Commitment language: I will, I promise...
› Activation language: I'm ready, "almost there"
› Taking steps: explore any small step

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MEET MRS. THOMPSON

She was recently discharged post-stroke and is discouraged by slow recovery and poor follow-through with home program.

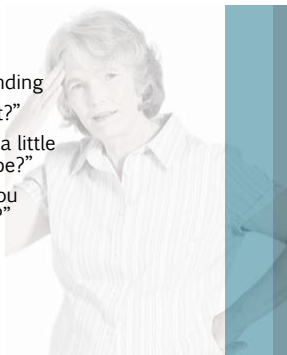She says "It's useless—I'll never get back to normal."

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MEET MRS. THOMPSON

Start with reflection of understanding

"What do you wish were different?"

"What could you do to get even a little bit closer to where you want to be?"

"What needs to happen to get you closer to being 'back to normal'?"

"What is one small step…"

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Four Tasks of Motivational Interviewing

› **Engagement** forming a mutually respectful and trusting working alliance

› **Focus** collaborate on the what (to change) of the conversation

› **Evocation** draw from the person and explore their own change talk

› **Action Plan** collaborate on the when and how to make a change

Action Plan
Evocation
Focus
Engagement

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## Using MI for Stress Management

In 1967, psychiatrists Thomas Holmes and Richard Rahe decided to study whether or not stress contributes to illness. The higher the score, and the larger the weight of each event, the more likely the patient was to become ill.

How could reducing their stress improve your patient's overall situation or health outcomes?

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| LIFE EVENT | MEAN V |
|---|---|
| 1. Death of spouse | 100 |
| 2. Divorce | 73 |
| 3. Marital Separation from mate | 65 |
| 4. Detention in jail or other institution | 63 |
| 5. Death of a close family member | 63 |
| 6. Major personal injury or illness | 53 |
| 7. Marriage | 50 |
| 8. Being fired at work | 47 |
| 9. Marital reconciliation with mate | 45 |
| 10. Retirement from work | 45 |
| 11. Major change in the health or behavior of a family member | 44 |
| 12. Pregnancy | 40 |
| 13. Sexual Difficulties | 39 |
| 14. Gaining a new family member (i.e. ... birth, adoption, older adult moving in, etc.) | 39 |
| 15. Major business readjustment | 39 |
| 16. Major change in financial state (i.e. ... a lot worse or better off than usual) | 38 |
| 17. Death of a close friend | 37 |
| 18. Changing to a different line of work | 36 |
| 19. Major change in the number of arguments w/spouse (i.e. ... either a lot more or a lot less than usual regarding child rearing, personal habits, etc.) | 35 |
| 20. Taking on a mortgage (for home, business, etc. ... ) | 31 |

Source: Holmes-Rahe Social Readjustment Rating Scale, Journal of Psychosomatic Research, Vol II, 1967

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## Using MI for Stress Management

You will work in pairs-one will take the role of the OT, and the other will be a "real" patient

Step 1: Establishing Engagement

› Learn about the person's stress concerns: ask a few questions and listen *to understand*

"Tell me more about the challenges you're facing with stress."

"What impact has this had on you emotionally and physically?"

"What methods have you tried to manage these feelings and how effective have they been?"

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## Using MI for Stress Management

Step 2: Establishing A Clear Focus

Present the stress management checklist to the person

"Here is a checklist of activities that people do to better manage the stress in their lives.

Notice there are a lot to choose from and notice on the bottom the words "other ideas." That's for you and whatever unique ideas you might have that are not on the list. I'd like you to take a few minutes and check down things you may want to talk about. How does that sound?"

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## Debrief

What felt effective?
What could be improved?
How may this approach impact the person's experience?

What did you learn during this exercise?



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## Using MI for Stress Management

Step 3: Fostering Patient Empowerment

This phase is about helping the person recognize their own abilities and resources to handle stressors, which is vital for their long-term well-being.

The goal is to shift the conversation to one that is constructive and forward-thinking, exploring the person's change talk and fostering a sense of empowerment.

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## Evocation – Inviting Change Talk

› Confirm the self-care activity and ask a DARN CAT question such as:
› What do you hope to get from doing this?
› How would you *like* to do this?
› Tell me why it's so important for things to change?
› What needs to happen for you to…
› What would you say are the best reasons for you to do this?
› What have you tried in the past?

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## Change Talk DARN CAT

› Desire: I want, I would like to, I wish…
› Ability: I could, I can, I'll try…
› Reasons: specific reasons for change
› Need: I must, I have to, I should, I need…

› Commitment language: I will, I promise…
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## Using MI for Stress Management

Step 4: Planning Next Steps

Close the conversation with establishing a plan for moving forward.

It is a moment to solidify the partnership with the patient by demonstrating that they have been heard and that their feelings are valid and important.

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## Using MI for Stress Management

Step 4: Planning Next Steps

› Summary of conversation: Revisit the main points of the conversation, ensuring to accurately reflect the person's expressed thoughts and feelings.

› "Let's work together to outline the steps you can take to manage stress in the upcoming weeks. What are some ideas you have?"

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## The Task of Action Planning

Close the conversation with establishing a collaborative plan for moving forward

› Evoke activation or commitment talk
  – "Are you willing to give it a try?"
  – "How will you do it?"

› Collaborate if needed

› Summarize the Plan

› Troubleshoot and generate solutions

› Reinforce Commitment

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## Debrief

What felt effective?

What could be improved?

How may this approach impact the person's experience?

What did you learn during this exercise?

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## Learning Agenda

Define motivational interviewing (MI)

Describe the fixing reflex

Identify reflective listening

List the MI tasks

Practice using MI tasks for a stress management conversation

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## Learning Take Away

› I learned…re-learned…
› I was surprised…
› I appreciated…
› Now I know that…
› I can't wait to try…

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## Save the Date for In-Person MI Training

In collaboration with ASU School of Social Work -Tucson

› 🎓 *Introduction to Motivational Interviewing Training*

Friday November 7 | 9:00 AM to 3:00 PM |

› 🎓 *Motivational Interviewing for Stress Management*

Thursday December 11 | 9:00 AM to 12:00 PM |

› 🎓 *Using Motivational Interviewing for Difficult Conversations*

Thursday December 11 | 1:00 PM to 4:00 PM |

Register Mary Dillon — mdillon@milearningex.com

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## Save the Date for Virtual MI Training

**Virtual MI Training for New Hires**

Perfect for (or as an addition to) onboarding, this training equips new hires with practical, confidence-building communication skills from day one.

Choose among *ONE* of the Upcoming Tuesdays:

Nov 4, Dec 2, Jan 13, 2026, Feb 3, 2026, March 3, 2026
9:30–11:30 AM (AZ Time)

To register or inquire about group rates contact-Mary Dillon — mdillon@milearningex.com

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## References

› Motivational Interviewing: Helping People Change and Grow, 4rd Edition by William R. Miller and Stephen Rollnick 2023: The Guilford Press

› Deliberate Practice in Motivational Interviewing by Jennifer K. Manuel, Denise Ernst, Alexandre Vaz and Tony Rousmaniere 2022: American Psychological Association

› Holmes-Rahe Social Readjustment Rating Scale, Journal of Psychosomatic Research. Vol II, 1967

› MI trainings/videos for OTs/ATs/PTs for CEUs through Medbridge: https://www.medbridge.com/educate/courses/motivational-interviewing-taming-your-fixing-reflex-dawn-clifford

› YouTube: https://www.youtube.com/watch?v=Uolxai9T0UQ

› Website: motivationalinterviewing.org

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## Thank You!

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