

# Motivational Interviewing



with the DIAL/SELF AmeriCorps Program

# DIAL/SELF Youth and Community Services

**DIAL/SELF** is a community-based non-profit agency that has been serving the youth and communities of Western MA since 1977.

**Our Mission:** DIAL/SELF helps young people become independent by connecting them with housing, employment, education and civic opportunities.

**Our Philosophy:** We believe that all youth possess unique strengths which are enhanced by community support and collaboration and that all youth should have the right to exercise choice in their own lives.



## **DIAL/SELF programs include:**

Youth Services, TeenLine, Safe Place, Transitional Housing (Turners Falls), North Quabbin Office, LGBTQ Housing First, Greenfield TeenHousing. Northampton TeenHousing. Orange TeenHousing

## **Community Service Partnerships:**

ACT Volunteer Center, AmeriCorps Program

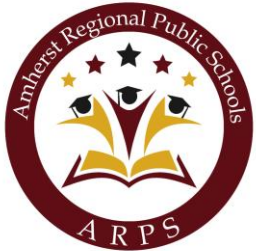
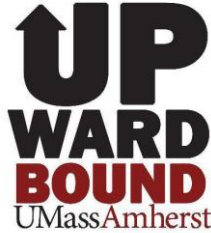
Caroline, Allison, & Matt

DSAP

# Who are we?



# DSAP Member Sites & Service





# The DIAL/SELF AmeriCorps Program

**DIAL/SELF AmeriCorps Members** support local youth through mentoring, creative activities, experiential learning and positive youth development. They use a student-centered approach to encourage young people to develop autonomy, belonging, and confidence in themselves as learners. Members are trained to use the conversational skills of Motivational Interviewing to support young people in setting goals and activating the resources they can use to achieve them.

## 3 Core Elements:

- On-site youth service
- Community team service project
- Weekly training



**DIAL/SELF AmeriCorps Members** create opportunities for young people to set meaningful goals, drive their own solutions, make decisions, fail, learn and grow. They meet young people where they're at and support them to get where they want to go.

# DSAP's Two Primary Complementary Frameworks

## **Motivational Interviewing is built on a foundation in Positive Youth Development (PYD)**

- Youth have skills, qualities, desire, and capacity for growth, learning, contribution
- Youth-centered, student-centered
  - Support autonomy, belonging, personal goals, self-efficacy
  - Center individuals' learning, assets, capacity
- Use internal/external assets to further development
  - As supports, members help them to see the assets they have or create supports and opportunities for further development of assets
- Strengths-based vs. deficiency-based
- Youth have something to contribute: M.I. is how we communicate about it, elicit more, and move forward

## Take a moment to reflect..

Think about someone who has had a positive impact on your growth and development (personally or professionally).

This could be a teacher, a mentor, a coach, a supervisor.

*What was it about them?*

What were the **qualities, actions, and aspects of the relationship** that contributed to your growth?

# THEM

What qualities, actions, etc.  
contributed to growth?

# YOU

What qualities, experiences, etc.  
were **able to grow**?

Relatability

Being authentic

Understanding

Asked questions and remembered answers

Attentiveness

Sense of humor

Accountability

Open-mindedness

High expectations

Compassion

Positivity

Space and time

Honesty, patience, trust

Motivation, encouragement

Collaboration

Giving honest feedback

Belief in self as a person

Determination

Self-awareness

Boundaries

Self-knowledge, belief in self

Progress, increased ability

Creation

Time management

Finding community/forming a network

Drive and determination

Self-inquiry

Adaptation

Work ethic

Self-confidence

Clarity of purpose and values

Give momentum

Encourage and develop own interests

Seeing own contributions as valuable



# Motivational Interviewing:

“Motivational Interviewing is a **collaborative, goal oriented style of communication** with particular attention to the **language of change**. It is designed to **strengthen personal motivation** for and **commitment to a specific goal** by eliciting and exploring the **person's own reasons for change** within an atmosphere of **acceptance and compassion**.”

— Stephen Rollnick and William R. Miller, Sheffield, UK October 2011

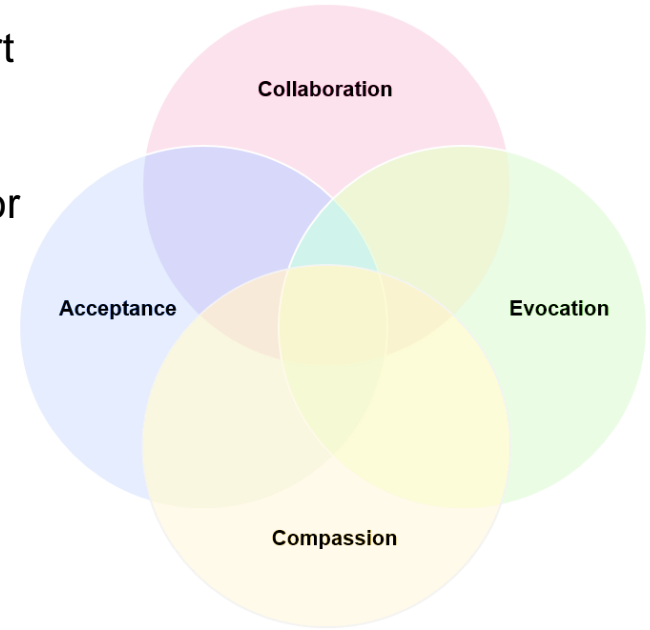
# The SPIRIT of Motivational Interviewing

**Collaboration:** M.I. is a collaborative partnering which works with the young person; conveys respect for their ideas, opinions, and autonomy; sees the young person as an expert on their own life; and understands their goals.

**Acceptance:** M.I. trusts the young person to be motivated for something, informs and encourages choices without judgement, and sees ambivalence as normal.

**Evocation:** M.I. elicits the young person's own reasons, ideas, and motivations for change.

**Compassion:** M.I. offers genuine care and concern, and understands and validates any struggle.



# Guiding Principles of M.I.

## **~Express Empathy~**

Understand where the young person is and then convey that to them. Guide them to understand and listen to themselves. Acceptance facilitates change. Ambivalence is a normal and a critical element for all growth.

## **~Rolling with Resistance~**

The resistance or disconnect a person offers can be turned or reframed slightly to create a new momentum toward change. The object that is in motion here, expressed as resistance, is not a person but a perception. So roll, flow with it; no need to oppose.

## **~Develop Discrepancy~**

Change is motivated by a personal discrepancy between present behavior and important goals and values. Developing discrepancy should be done in a non-judgemental way.

## **~Support Self-Efficacy~**

A person's belief in their ability to carry out a task and succeed is a key element for change. It is the hope that the young person holds that there is a possibility for change.

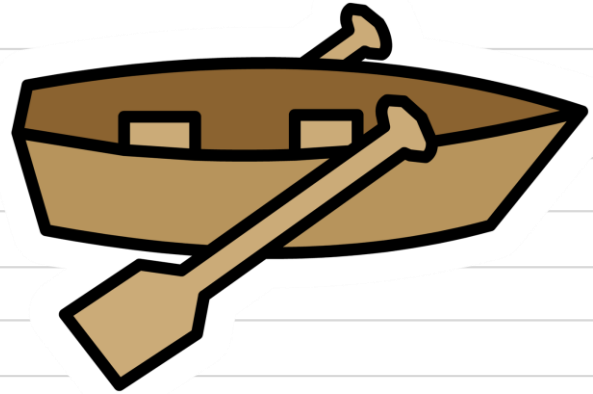
‘Make ‘em Change’

vs.

M.I.

## M.I. Techniques: OARS

- Open-Ended Questions
- Affirmations
- Reflections
- Summaries



# Open-Ended Questions

Provide opportunity for the youth to **express their point of view**, using questions that facilitate a response **from their perspective** and from the areas that are most important or relevant to them.

★ **Express curiosity!**

**For example:**

- > What's 1 thing you want to accomplish today?
- > What do you think you need to work on?
- > Why is that important to you?
- > What are the top three reasons to do it?
- > How do you feel about this?
- > How might you go about it?
- > What has worked for you in the past?
- > What are your options?



# Affirmations

Actively listen for the young person's strengths, values, aspirations, and positive qualities, and reflect those back in an affirming manner.

★ **Recognize efforts, progress, success, + accomplishments.**

## **For example:**

- You are a resourceful person.
- You really care about your friends and family.
- You showed a lot of strength and determination by doing that.
- You've been working really hard for your goals.

# Reflective Listening

Follow the young person's ideas, perceptions, and feelings, making every effort to convey understanding. Restate what they said and try to bring light to a deeper meaning. Respond with more reflective statements than questions.

**★ Help the young person hear their own motivations and ambivalence.**

**For example:**

- > It's really important to you that...
- > You're feeling really confused about...
- > You need..... to be able to move forward.
- > You want me to understand that....
- > You're feeling ready to....
- > It's a goal of yours to.....

## Summaries

Highlight realizations; identify themes, transitions, or progress; review the direction or change focus; and clarify what has been discussed. Help bridge and transition between topics, and focus on priority content and feelings.

★ **Pull together and link relevant information to show youth a full picture.**

### **For example:**

→ Over the past few months, you've been talking about reading more. It seems that recently you've started to recognize why that's important to you, and you're feeling a sense of commitment to that goal.

# I Gotta Feeling – The Black Eyed Peas (ft. Allison Scott)

I've got affirmations  
You've been working hard towards your goals  
You are resilient and strong  
You bring so much creativity  
...  
(I've got) some questions  
What do you need to work on?  
Why is that important to you?  
How do you want to succeed?  
...  
(I've got) reflections  
It's important to you that you feel heard  
You need to prioritize your family  
You're exhausted from all of your hard hard work  
...  
(I've got) a summary  
You've shared about some of your goals  
You've shared about your feelings

You've have made so much progress so far  
...  
What should you work on?  
...  
I know that you've worked real hard  
You need a break and some space to recharge  
...  
You told me that you want a degree  
To open your own business one day  
What's one step you can take?  
...  
What do you want to do today?  
You're so creative! Some kind of... play?  
...  
Elicit the feelings, ideas, resources  
Motivational Interviewing with youth  
...  
Cuz I've got reflections  
You want to learn how to draw well  
You can work independently  
You need more rest and down time in your life  
...  
(I've got) some questions  
What has worked for you in the past?

Who are your strongest supporters?  
What are some of your options here?  
...  
Let's go around.  
What helps you ground?  
We have our goals  
Your interests too  
You have a choice  
Let's hear your... voice  
...  
Now that we're done  
How do you feel?  
...  
Elicit the feelings, ideas, resources  
Motivational Interviewing with youth  
...  
I've got affirmations  
You've been focused on your homework  
You've taken steps towards employment  
You're putting your values into practice  
...  
(I've got) reflections  
You're ready to make a plan  
You need specific supports  
You are feeling much more confident

# Reflections // Reflective Listening

As the listener, you are like a sound board or a mirror. Focus on what the speaker hears themselves say:

- > What are the deeper **feelings, needs, values, meaning?**
- > What is not being said, but is clearly felt or meant?

Read between the lines - how is what they are saying **tied to motivation?**

# Types of Reflections & Examples

Young person says:

“I want to sustain my housing, but I’m sick of all the rules.”

**Simple:** stays close to speakers content →

“You’re tired of people telling you what to do.”

**Complex:** adds significant meaning – your perception of THEIR meaning

**Paraphrase:** *moves beyond the speaker's words and presents information in a new light* →

“Having a sense of control and autonomy is important to you.”

**Amplified:** *overstates what the speaker has said, often increasing the intensity by pressing on the absolute or resistant element (use carefully!)* →

“You’re completely fed up.”

**Double-sided:** *reflects both parts of the speaker’s ambivalence* →

“On the one hand, you need stable housing. On the other hand, you value having autonomy over your own space.”



# Complex Reflections

Complex Reflections are about appealing to what is behind  
a young person's statement.

What is in the young person's heart that compels them to say a certain thing?

That is what we want to appeal to.

That is the driving force of lasting change.



- **Reflect Emotions**

- Youth: "My sister doesn't want me to smoke so much."
- Adult: "You're thinking about cutting back because you love your sister."
- Youth: "Now my parents are ticked at me for cheating on those tests."
- Adult: "You're anxious about disappointing your parents."



- **Reflect Goals**

- Youth: "Someday, I want to have a big house so all my kids can have their own room."
- Adult: "It's a goal of yours to take care of your family financially."
- Youth: "I know I'm socially awkward. I bother some people."
- Adult: "You really want to make some friends here."



- **Reflect Values**

- Youth: "I need to get my grades up because my parents want me to go to a good college."
- Adult: "Your family is really important to you."
- Youth: "How could she say that about me online?!"
- Adult: "You think that it's wrong to treat people like that."

Practice! Type out a response, using an M.I. Reflection

How would you respond if a young person said:

**“I don’t like conflict.”**

Practice! Type out a response, using an M.I. Reflection

How would you respond if a young person said:

**“I have a sense of humor.”**

Practice! Type out a response, using an M.I. Reflection

How would you respond if a young person said:

**“I let things bother me more than I should.”**

**[Break]**



# Counting on Reflection

## In groups:

The “Speaker” shares about a goal or change they would like to make. Use a real example of a goal you have.

The “Worker” is encouraged to offer more **Reflections** than **Questions**.

The “Coach” counts the number of reflections and questions from the Worker.

The goal is to use more reflections than questions!

3 rounds: 5 minutes practice, 2 minutes debrief, then switch roles.

# Rolling with Resistance

Resistance is what happens when we expect or push for change when the participant is not ready for that change. It is the conscious or unconscious defense against change.

- > Resistance often stems from fear of change
- > Encountering resistance is a sign that you should **shift your approach**
- > When encountering resistance to change, **do not argue** for change
- > **Reframe and reflect** it in a way that decreases resistance
- > Explore positive and negative consequences (pros and cons) of changing or continuing current behavior
- > **Avoid the “fixing” reflex**

# Rolling with Resistance

## How do we roll with it?

- **Maximize our interactions with participants.** Ask instead of tell. Listen more and talk less. Listening lets participants feel you are actually spending more time with them.
- **Let go of the expert model and become more participant-centered.** We may think we know what is best for the participant, but change is most successful when it comes from within.
- **Relax the righting reflex.** When encountering resistant statements or behavior, don't rush to a solution or engage in a power struggle.
- **Roll with resistance and skillfully work to elicit the participant's own motivation.**

# Use the MI Guiding Principles to Roll with Resistance

## **~Express Empathy~**

- Recognize the barriers they face
- Prioritize them feeling heard and understood

## **~Emphasize Change Talk~**

- Elicit and reflect reasons for change
  - Highlight progress made

## **~Develop Discrepancy~**

- Revisit the most important goals
- Help them to see which behaviors don't mesh with their goals and values in a gentle, non-judgemental way

## **~Support Self-Efficacy~**

- Affirm belief in ability to change and grow
- Review past successes, skills, strengths they've demonstrated

# What to say when we hear resistance:

- Reflect the resistant statement: *"You don't like this idea."*
- Reflect the tone of what you hear: *"You're feeling tired."*
- Reflect ambivalence: *"On the one hand you want... on the other you don't think you can..."*
- Acknowledge the resistance process: *"We seem to be arguing. I've gotten us off track here."*
- Support choice/control: *"It's up to you. You're the one in charge here."*
- Use multiple techniques: *"You don't want to apply for that job. It's your choice."*

**[Break]**

# Responding to Resistance

Example Statement of Resistance: “I don’t want to fill out this form.”

Example Reflections that Roll with Resistance:

- “You’re tired of working on this.”
- “There’s something that feels more important to you right now.”
- “You want to take a break and come back to this.”
- “You know this form is important, and it’s just not interesting you right now.”
- “You’d prefer to do this verbally.”
- “You’d like some help with this process.”

# Batting Practice: Responding to Resistance

In groups, brainstorm and write down [8-10] examples of statements of resistance. This could be something you've heard a young person say about a challenge they're having or something they are trying to change or work towards.

One group member will start as the 'pitcher,' choosing one resistance statement and 'throwing' it to each group member in turn. Each group member will have a chance to respond to the same statement. This will **generate a range of responses** that can be discussed and fine-tuned.

Take turns reflecting statements that roll with resistance, rather than wrestling with or pushing it.

Reflect emotions, needs, goals, and values.



# Change Talk vs. Sustain Talk

Change talk can look like many different things - it consists of reasons, desires, abilities, needs, willingness, commitment, and steps toward change. This is important to notice and grow!

Sustain talk is the opposite of change talk. Participants may use sustain talk to indicate their desire to stay as they are, their worries about being able to change, their reasons not to change, or a need to stay as they are.

# Recognize & Support Change Talk: DARN CAT

**Desire:** What do you want to do?

*"I want to be a peer leader in this program."*

**Ability:** What do you think you can do?

*"I know I can use the bus system."*

**Reason:** Why might you do that?

*"I might try to get more rest because I keep getting head*

**Need:** Why is this important to you?

*"I need a job to sustain my housing."*

**Commitment:** Will you do it?

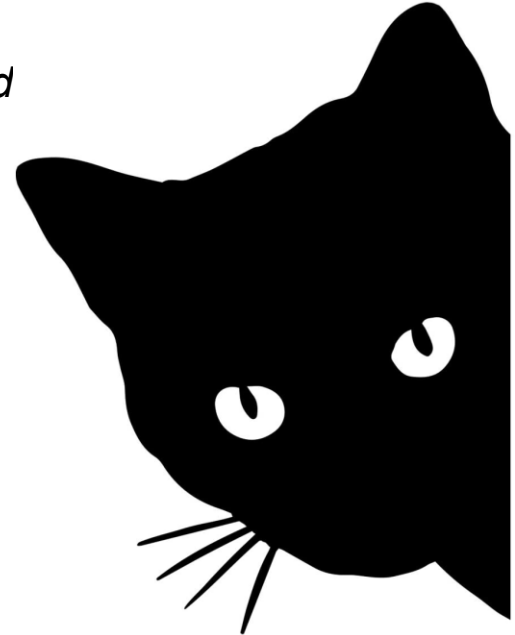
*"I'm going to make an appointment."*

**Action Plan:** How will you do it?

*"I will practice this weekend."*

**Taking Steps:** What have you done?

*"I attended all of the classes yesterday."*



# Applause for Change Talk

We'll read a series of statements out loud for the group. Listen for “change talk” – preparatory or commitment language.

When you hear a statement with change talk, shake your hands in applause!

In the chat, identify which form of change talk is in the statement:

- > **Desire**
- > **Ability**
- > **Reason**
- > **Need**
- > **Commitment**
- > **Activation**
- > **Taking Steps**

# Motivational Interviewing



## Spirit of M.I.

- > Collaboration
- > Acceptance
- > Evocation
- > Compassion

## Techniques:

- > **O**pen-Ended Questions
- > **A**ffirmations
- > **R**eflections
- > **S**ummaries



## Guiding Principles:

- > Express Empathy
- > Develop Discrepancy
- > Rolling with Resistance
- > Support Self-Efficacy



## Change talk:

- > **D**esire
- > **A**bility
- > **R**eason
- > **N**eed
- > **C**ommitment
- > **A**ction Plan
- > **T**aking Steps



# Applying our Knowledge:

## How can one use M.I. in a non-clinical setting?

- For **goal-setting**: Education / learning / academic goals. Job and career goals. Life skills. Creative goals. Social and relationship goals. Project and activity goals. Wellness goals. Leadership and participation goals.
- For **general check-ins** about day, school, family, friends, program, etc.
- To help young folks **resolve disagreements, navigate conflict**, and develop communication skills.
- To **recognize** the young person's efforts, **affirm** their interests and their unique value to the group.

# Applying our Knowledge:

## When can one use M.I. in a non-clinical setting?

- **Ask open-ended check-in questions** early in the day or at the beginning of an engagement.
- Have a **primary focus** that is not M.I., such as playing a game, making art, taking a walk, or working on hw.
- Before beginning an activity, **ask what their hopes are for it**. After an activity, check in about how it went.
- **Use one-on-one opportunities** such as transporting youth, or find space within an activity to talk individually.

Applying our Knowledge:

**How will you use  
Motivational Interviewing  
in your non-clinical setting?**

## Questions & Takeaways

# Thank you!

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