

# Motivational Interviewing

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Practical Implications  
for working with system-  
involved youth

## Why MI?

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- ❑ Challenges related to this population
- ❑ What is not working?
- ❑ What has been found to be effective?
- ❑ How is efficacy determined?
- ❑ Does it relate to criminally involved youth?
- ❑ What are YOU doing that is effective?
- ❑ Is it similar to the MI Dance?

## MI as a smooth dance

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- ❑ Motivational Interviewing Traps
  - The altercation (it just happens)
  - The Reckoning (difficult to avoid)
  - The Expert
  - Right vs. Wrong (generational consideration)

So, let's dance!

## The Spirit of Motivational Practice

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- ❑ Motivational Interviewing is not a technique, it is more of a style. Moreover, it is a facilitative way of being with people that is non-confrontational, explorative, and the hope for change and betterment
- ❑ By promoting self-awareness in this way, MI styles of interaction are effective at bringing about change in a manner that produces long-term growth

(Adapted from the Collaborative Case Management manual published by the Michigan Department of Corrections and written by Orbis Partners, Inc., 2009)

## Stages of Change

According to Prochaska and DiClemente's "six stages of change"

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Consider the nature of Youth and change

- ❑ **Pre-Contemplation** — Not willing to make a change
- ❑ **Contemplation** — Uncertain about change. Ambivalent
- ❑ **Preparation** — Ready to make a change sometime soon. Commitment
- ❑ **Action** — Doing something different. **Reinforcement** is key here!!!!
- ❑ **Maintenance!** Hanging on to the change

Overcome the hormonal changes and developmental challenges!

## Exploring Stages of Change with MI

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We will return to the use of particular strategies at various levels of change after a brief theoretical reminder of core Motivational Interviewing concepts...

(The next five slides are Adapted from the Collaborative Case Management manual published by the Michigan Department of Corrections and written by Orbis Partners, Inc., 2009)

## The Four Principles

### □ Express Empathy

- Unconditional acceptance sets the stage of trust
- Skillful reflective listening engages the person
- Seeking to understand the youth's perspective without blame, criticism, and judgment sets you above the rest
- Expect ambivalence with youth especially...remember, they are mostly unseasoned and in uncharted territory compared to their adult counterparts

## The Four Principles

### □ Develop Discrepancy

- Let the smooth dance begin...
- Assist the youth to present their OWN arguments for change
- Change motivation begins with awareness of how present behavior keeps one from living and achieving their own goals and living out their actual values

What are some ways to approach this effectively?

## The Four Principles

### □ Roll with Resistance

- Avoid arguing for change
- Resistance behavior ought not be opposed
- New perspectives are invited but also not opposed
- The offending youth IS the *primary* resource in finding answers and solutions (reinforce reinforce!)
- Resistance behavior is a signal to respond differently

*Rollin...Rollin...Rollin...*

## The Four Principles

### □ Support Self-Efficacy

- Shared belief in the possibility of change is a great motivator
- The youth is responsible for choosing and carrying out personal change
- Reinforcing the youth's own belief in their ability to change becomes a self-fulfilling prophecy

#### Group Storm:

- Personal examples of how this is often opposed in the "system?"
- Personal examples of how this can and has been done well?

## Tools for the Professional to Rely Upon for Successful Outcomes

Be all that we can be!

Their success depends upon US!

## Eliciting Change Talk

### □ Approach is concerned and non-judgmental

- Statements or questions?
- Examples...and how should they feel? (open-ended questions and reflective listening skills)

### □ The interviewer's speech sets the tone

- Give examples of what is often used in the system? Results?

### □ The speech, the rate, the tone will impact current and future motivation to change

- Time for success stories on how this is successfully achieved

## Affirming the DARN-C

- **D**esire – I really want a job
- **A**bility – I can work the night shift
- **R**easons – If I don't apply, I won't get my game system
- **N**eed – I need a bridge card to survive and not steal  
 ...**C**ommitment! "Yes, I will turn in my application at DHS and schedule a meeting with my former boss right now!"

**=CHANGE!**

## Using your OARS to Navigate

- **O**pen-ended Questions
- **A**ffirmation
- **R**eflections
- **S**ummary

## Back to the Stages of Change and MI Integrated Strategies for Beh. Change

- **Pre-Contemplation Stage**
  - Process of Change
    - + Increase the awareness of the negative consequences of behavior
    - + Explore the emotional experiences that leads to negative behavior
  - MI Principles and Strategies
    - + Express Empathy and Roll with Resistance
    - + Listen intently, ask permission to explore sensitive topics
    - + Respect their treatment decisions, but continue to explore motivation to change

(This and the next five slides are adapted from Tomlin and Richardson, "Motivational Interviewing & Stages of Change," Hazelden Publishing, 2004)

## Contemplation Stage

- **Ambivalence to Change**
  - Process of Change
    - + Explore youth's external and internal triggers and identify supports
    - + Assist youth to establish supportive relationships and positive influences
  - MI Principles and Strategies
    - + Express Empathy and Roll with Resistance
    - + Elicit Change Talk
    - + Develop Discrepancies

## Preparation Stage

- **Deciding to change with no exact plan**
  - Process of Change
    - + Experiencing hope and confidence in their ability to change –  
**Reinforce!!!**
    - + Assist youth to establish relationships that are positive influences
  - MI Principles and Strategies
    - + Express Empathy and Roll with Resistance
    - + Elicit Change Talk
    - + Develop Discrepancies

## Action Stage

- **Youth implements the self-derived plan**
  - Process of Change
    - + Present options to barriers, celebrating victories over triggers
    - + Continued focus on supportive relationships
  - MI Principles and Strategies
    - + Express Empathy
    - + Reinforcement
    - + Reinforcement

## Maintenance Stage

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- Keeping on keeping on, help with relapse strategies and planning
  - Process of Change
    - + Strategies to manage urges and triggers
    - + Focus reliance upon supportive relationships and positive influences
  - MI Principles and Strategies
    - + Express Empathy

## Wrap up Discussion

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- What have we recalled and re-affirmed as important approaches to building the self-efficacy and motivational tendencies of criminally involved youth?
- What interventions would we say will be most helpful and supportive to their success?
- What specific tools and nuances to my conversational approach will increase my professional efficacy with this population?

## PowerPoint Presentation Available

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Please log onto [MICCD.org](http://MICCD.org) for copies of this presentation

I am Rick Fairley, and am most appreciative and honored to facilitate a meaningful discussion with my respected colleagues