USING THE 8 STAGES MODEL

AS A ROADMAP

IN ADVANCED MI TRAINING

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Where do people get stuck in learning MI?

Where MI Clinicians Can Get Stuck

1. Letting go of the expert role
2. Using complex reflections
3. Missing opportunities for MI
4. Giving insufficient direction
5. Opposing resistance
6. (Not) moving on to Phase 2
7. (Not) attending to commitment language
8. (Not) letting go of MI

Eight Stages in Learning MI

- 1. Getting the spirit of MI
- 2. Using client-centered skills (OARS)
- 3. Recognizing change talk
- 4. Eliciting and reinforcing change talk
- 5. Rolling with resistance
- 6. Developing a change plan
- 7. Consolidating client commitment
- 8. Integrating MI with other intervention methods

Miller, W. R., & Moyers, T. B. (2006). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions*

Caveats about the 8 stages

1. We just made them up.
2. They are probably not "stages" and certainly not discrete. They overlap.
3. They should not be reified.
4. They do not necessarily come in this order
5. Not everyone needs to learn them all

Rather, they are meant to be a helpful roadmap in conceptualizing MI training

Uses in Advanced MI Training

1. **Advanced clinical workshops: Targeting common problems**
   - Improving complex reflections
   - Recognizing and eliciting change talk
   - Reinforcing change talk
   - Shaping up MI-consistent summaries

Uses in Advanced MI Training

1. Targeting common problems in workshops
2. **Assessing practice skills of individuals**

An MI Practice Check-up
Examples of practice indicators

MI Spirit (global)

R:Q ratio;Complex reflection ratio

Recognition of change talk

Sequential coding: What counselor responses follow change talk?

Uses in Advanced MI Training

1. Targeting common problems in workshops
2. Assessing practice skills of individuals
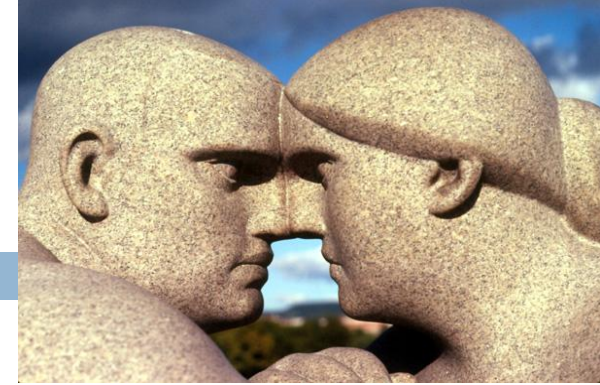3. **Sequencing training over time**

Uses in Advanced MI Training

1. Targeting common problems in workshops
2. Assessing practice skills of individuals
3. Sequencing training over time
4. **Pre-screening for foundational skills**

Stage-Focused Training

1. Inspiring MI Spirit

☐ Learnable – not a prerequisite

☐ Some example training tools
  ◻ Didactic
  ◻ Personalizing: Favorite teacher
  ◻ Contrasting styles exercises
  ◻ Model interview (e.g., Edinburgh tape)
  ◻ Monty Roberts tapes
  ◻ Modeling during training

Directing   <=>   Guiding   <=>   Following
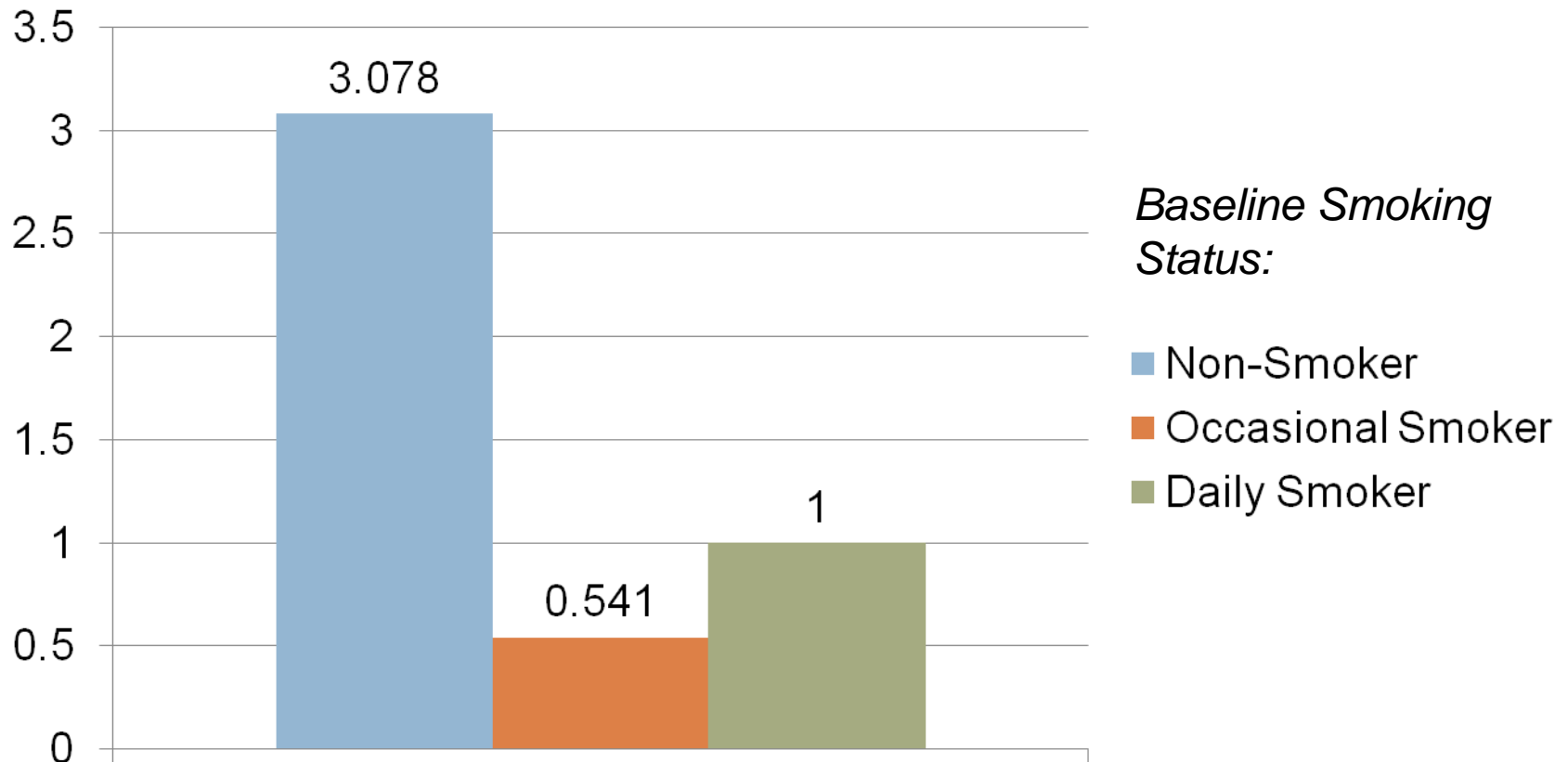
What Do MITI Codes Predict?

- Series of studies by Terri Moyers
- Spirit and Empathy global ratings and some specific behavior ratios (R:Q)
- Predict client change talk
- Change talk predicts outcome

MI Spirit and 6-mo Smoking Outcome
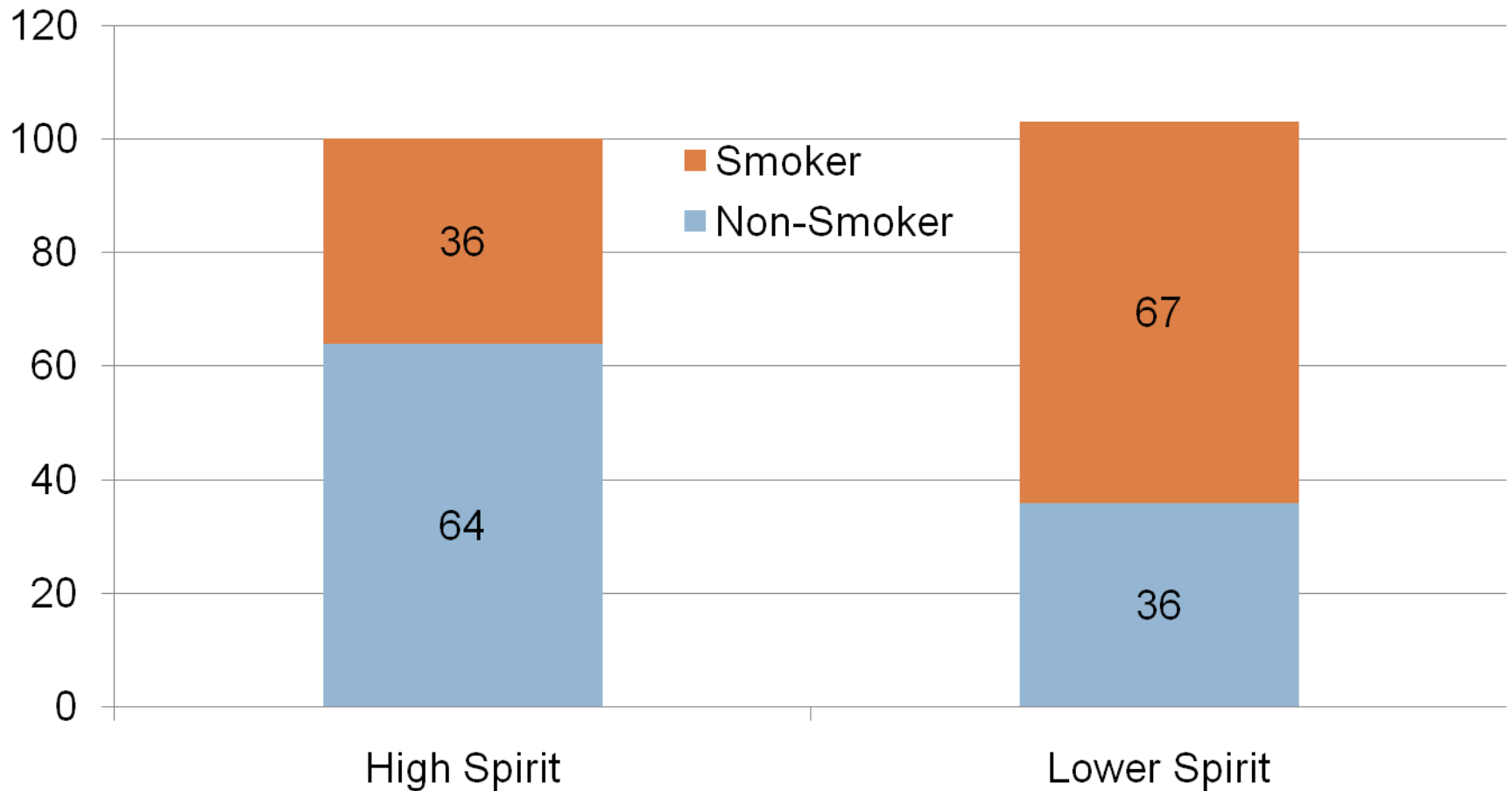
Thyrian et al. (2007) *Addictive Behaviors 32*: 2297-2303

Odds Ratio of *Receiving* an MI Session with High Spirit/Empathy

Thyrian et al. (2007) *Addictive Behaviors 32*: 2297-2303

2. Teaching OARS

- Fundamental. I believe it's best for clinicians to become comfortable and proficient in using and relying on these client-centered skills before moving on to MI.

- Some example training tools
  - Listening skills exercise sequence
  - Tape review (e.g., R:Q ratio; % complex reflect)
  - Shaping complex reflections and summaries

3. Recognizing Change Talk

- Distinctive to MI
- General set: Any speech that favors movement toward change
- Identifying change talk from tapes or transcripts (e.g., Berg-Smith: Drumming)
- Subtypes: Illustration, not obsession
  - DARN: Desire, Ability, Reasons, Need
  - CAT: Commitment, Activation, Taking Steps

Plucking Change Talk from the Jaws of Ambivalence

☐ "I really don't want to stop smoking, but I know that I should. I've tried before and it's really hard."   Would you reflect:

1. You really don't want to quit.
2. It's pretty clear to you that you ought to quit.
3. You're not sure if you *can* quit.

A Challenge to MINTies

- We agree that there are important processes going on beneath the surface of an MI session
- An important part of this is self-talk, which has both cognitive and affective components
- How to access this self-talk that is not overtly expressed in sessions
- Ethnographic post-hoc interviewing
- Talk-aloud review of sessions

4. Eliciting and Responding to Change Talk

- Taste of MI – Model questions
  - D: Why would you want to make this change?
  - A: How would you do it if you decided?
  - R: What are the three best reasons?
  - N: How important is it? 0-10 and why?
  - C: What do you think you'll do?
- Change Talk Jeopardy (Moyers)
- "Easy as 1-2-3" exercise
  - EARS: Elaborate, Affirm, Reflect, Summarize
- What to include in summaries
  - Dr. Clark's referral

5. Rolling with Resistance

- Same style – not unique skills
- Some example training tools:
  - Batting practice (Rosengren)
  - Demonstration
  - Coding one's own tapes

6. Developing a Change Plan

- Testing the water: Recapitulation and key question
- Same style: *Eliciting* and *Negotiating*
- Generating and evaluating options
- Honing to specifics

The Phase Song
(with thanks to Pip)

- Phase 1:
- A paraphrase, a paraphrase
- An open-ended question and a paraphrase
- Roll with the resistance!
- Phase 2:
- A key question, a key question
- A recapitulation and a key question
- Commitment! Commitment!

7. Consolidating Commitment

- Differentiating commitment language
- Recognizing/valuing lower-level commitment
- Specific implementation intentions
- Timing: Getting to yes
- Patience with covert processing

8. Flexible Integration of MI with Other Methods

Directing   <=>   Guiding   <=>   Following