

What's New (and Not New) in the 4<sup>th</sup> Edition of *Motivational Interviewing*  
William R. Miller, Ph.D. and Stephen Rollnick, Ph.D.

Instead of writing a still larger and more complicated edition we sought to distill simplicity from complexity. The 4<sup>th</sup> edition is again almost completely rewritten and is about 30% smaller than the 3<sup>rd</sup> edition. Speaking to an ever-widening audience of professional helpers who can learn and use MI, we reduced technical jargon and offered a broader array of case examples. As in the 3<sup>rd</sup> edition we describe MI as useful throughout the processes of change rather than being limited to *preparing* people for change. We also broadened our focus (and the subtitle of the book) to *helping people change and grow*, recognizing that MI is used to accompany people over a longer spans of growth when used by helping professionals such as teachers, mentors, coaches, leaders, and supervisors.

We define MI in Chapter 1 as *a particular way of talking with people about change and growth to strengthen their own motivation and commitment*. Accordingly we broadened the prior *evocation* component of MI spirit to be *empowerment* in order to emphasize the importance of people's own strengths, motivations, resourcefulness, and autonomy. The other three components of MI spirit remain: partnership, acceptance, and compassion. To address confusion about praise versus affirmation we added the distinction between simple and complex affirmations described by Miller and Moyers (2021) in their book, *Effective Psychotherapists*. Consistent with coding scales from the MITI we discuss *cultivating change talk* and *softening sustain talk*.

Some technical MI terms are changed to be closer to everyday language. The four “processes” of MI (engaging, focusing, evoking, and planning) are now more simply termed “tasks.” Also changed are:

<u>Previous Term</u>	<u>New Term</u>
Agenda Mapping	Choosing a Path
Developing Discrepancy	Planting Seeds
Elicit-Provide-Elicit	Ask-Offer-Ask
Formulation	Clarifying
Righting Reflex	Fixing Reflex
Running Head Start	Pendulum Technique

Unchanged in the 4<sup>th</sup> edition are OARS, Guiding, Preparatory and Mobilizing Change and Sustain Talk (DARN-CATs), Counseling with Neutrality, Evoking Hope and Confidence, and “Resistance” redefined as Sustain Talk and Discord.

The 4<sup>th</sup> edition includes 18 chapters organized into four sections:

- Part I: Helping people change and grow
- Part II: The basics of each of the four tasks
- Part III: Deeper dives – cultivating change talk, softening “resistance”
- Part IV: Learning and studying MI

We again offer many practical examples of MI dialogue in a variety of change and growth contexts, including transcribed demonstration interviews by Bill Miller, Terri Moyers, Steve Rollnick, and Carolina Yahne.

Each chapter includes a concluding summary of key points and a list of key terms that are defined in an updated glossary. New features include:

- A Personal Perspective commentary by Bill or Steve in each chapter
- Boxed “For Therapists” sections that offer more advanced material for behavioral health professionals who treat psychological concerns. This allows us to fill in some specialist pieces without assuming that all readers will be interested in treatment issues or familiar with psychotherapy jargon.
- Thorough documentation remains with numbered endnote references, replacing the prior APA citation style that interrupts reading with names and dates (e.g., Miller & Rollnick, 2013).

Reflecting more recent developments in MI research and practice we introduced some new topics and increased emphasis on others:

- Overlap of MI with *evidence-based skills* of helping professionals, considering MI as style for delivering other services rather than an add-on technique
- Evidence that *affirmation* can encourage change talk
- *Remote delivery* of MI via audio, video, and electronic media
- *Deliberate practice* and *learning communities* as tools to strengthen MI skills
- *Client strengths* perspective
- *Genuineness/authenticity* of the person practicing MI
- *Directional*, strategic use of OARS
- Support and encouragement of client *autonomy*
- Provider *self-disclosure* in practicing MI
- Offering *information and advice* in an MI-consistent way, recognizing that these are not the opposite of MI

How then did we make the 4<sup>th</sup> edition 30% smaller than the 3<sup>rd</sup> edition? Eliminating the APA-style in-line research citations reduced text significantly while retaining documentation. An extended case example in the 3<sup>rd</sup> edition (the case of Julia) that had been distributed across several chapters and was itself chapter-length is now made available online in a supplementary Guilford website to accompany the 4<sup>th</sup> edition. We eliminated some detailed descriptions and charts of experimental studies as well as explanations of specific psychological theories. We also omitted prolonged discussions that were particular to psychotherapy applications, providing instead the “For Therapists” feature specifically for behavioral health professionals. Throughout the writing of this edition we asked ourselves, “What is *essential* in MI?”