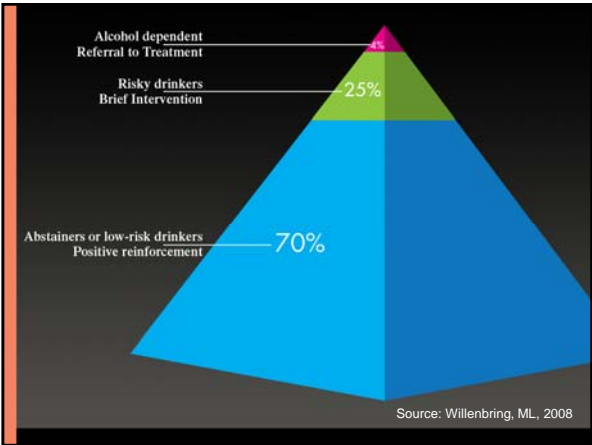


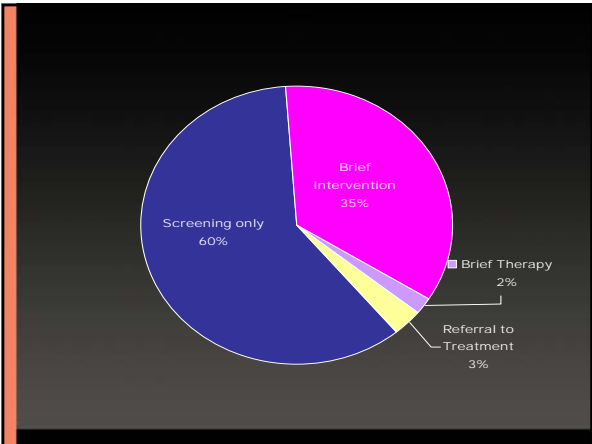


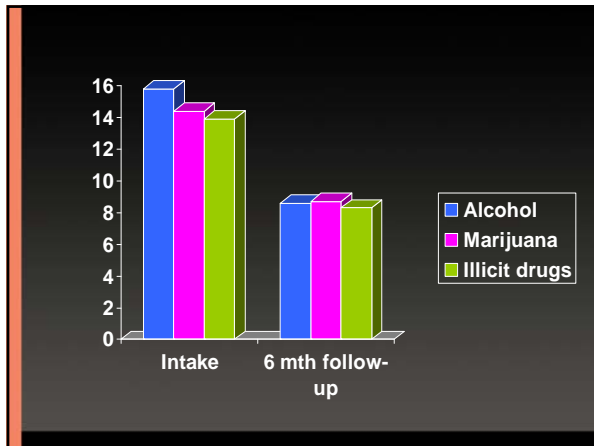


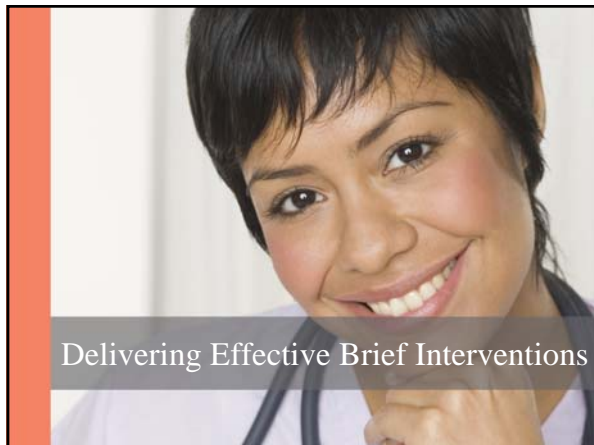


Screening Brief Intervention Referral to Treatment









Delivering Effective Brief Interventions

What is a brief intervention?

Models of Brief Intervention

- Brief advice
- Brief negotiated interview
- FRAMES
- Motivational Interviewing

“No person is completely unmotivated.”

-Rollnick, Miller, Butler

ALL RIGHTS RESERVED
<http://www.cartoonbank.com>



“Bad dog!”



A shift in our thinking...

From

“Why isn’t this person motivated?”

To

“For what are they motivated?”

People change a behavior when:

1. They become concerned about the need for change;
2. They become convinced that the benefits outweigh the negatives of change; AND
3. They commit to a plan for change and take steps to initiate and sustain change.

Motivational Interviewing

“A client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.”

-William Miller and Stephen Rollnick



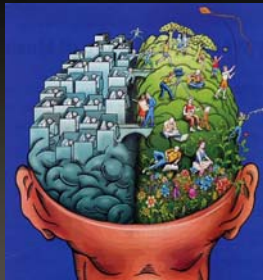


The SPIRIT of MI

HOPE

Many people are failed self-changers
--DiClemente

Why is change so difficult?



"Logical" left brain?

OR

"Emotional" right brain?



Ambivalence

- ... like walking uphill – *in mud!*
- Both sides are already within the person
- If you argue *for* change... what's likely to happen?
- The likelihood of change decreases as a person defends the status quo
- What about fear?

Change is motivated by discrepancy between the present behavior and personal goals and values.

The **spirit** of motivational interviewing

Autonomy:

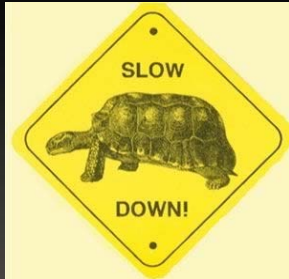
- Choice, self-direction, and ability

Collaborative:

- Partnership; honors a person's goals, perspective and expertise

Evocative:

- Evokes a person's *own* best reasons and best ways to change



Acceptance ≠ Approval

Nonjudgmental listening

Verbal *and* Nonverbal:

- Attentive
- Comfortable eye contact
- Open posture (hands open – arms not crossed)
- Seated – ideally alongside the person
- No multi-tasking
- Gives cues that you are following
- Allows the person to finish and tell the whole story
 - “Anything else...?”
- Asks for clarification

You *are not* listening to me when...

- You say you understand.
- You say you have an answer before I finish telling you my story.
- You cut me off before I have finished speaking.
- You finish my sentences for me.
- You tell me about yours or another person’s experiences, making mine seem unimportant.

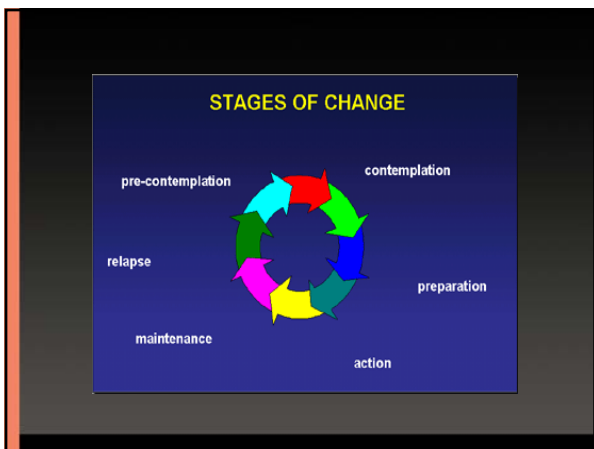
You *are* listening to me when...

- You really try to understand, even if I am not making much sense.
- You grasp my point of view, even when it’s against your own view.
- You allow me the dignity of making my own decisions, even when you feel they may be wrong.
- You do not take my problem from me but allow me to deal with it in my own way.
- You hold back the desire to give advice (*or only offer advice with permission*).
- You give me room to discover what is really going on.

-Author unknown



STAGES OF CHANGE



RESISTANCE

When you encounter what feels like resistance...

- Most likely it's ambivalence.
- You may not be aligned with readiness to change.
- *Real resistance (confrontation, arguing) signals a breakdown in the relationship.*
 - Acknowledge choice and autonomy.
 - Reorient the conversation in a positive direction.



“I’m curious...”

Try to understand

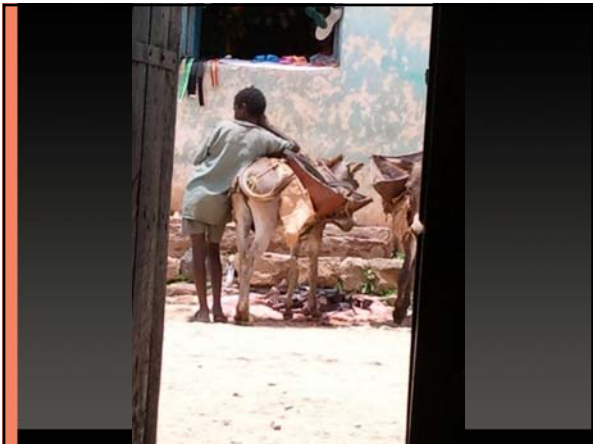
- What really matters to the person
- How *they* see the issue or problem
- What *they* wish were different
- What things are frustrating or stressful
- What they feel hopeful or confident about
- What they see as their strengths
- How they would change (*if they decide to*)

Putting spirit into practice

Ask permission



**Open-ended questions support
COLLABORATION**



Affirmations

- To help clarify goals and values
- To support self-efficacy



Why Reflections?

- To express empathy
Good idea: Reflect a statement that a person repeats so they know for sure that you heard it!
- So the person hears what they are saying
- To encourage and support problem solving

Examples of reflections

To affirm how they see things (empathy):

- "You feel overwhelmed/frustrated/scared."
- "You have a lot of stress right now and smoking helps."
- "You just can't find time to take care of yourself."
- "It's difficult to buy fruits and vegetables on your fixed income."

So they hear themselves talking:

- "You would stop smoking if you thought it was important."
- "When the weather cools off you're going to start walking."
- "You're seriously thinking about taking some steps to change your diet."
- "You really want to be able to spend more time helping out with your grandchildren."

Summarize

- To link statements and themes



DESIRE
ABILITY
REASON
NEED

**The opposite of “change talk”
=
“sustain talk”**

How to elicit change talk

Ask for it!

- “Why might you want to make a change in _____?”
- “If you decided to change _____, how might you go about it?”
- “What are the best reasons to change _____?”
- “How will your life be better if you change _____?”

Look forward

- “If you don’t change _____, what do you think will happen?”
- “How does [drinking, smoking, etc.] fit with your goals?”

Explore next steps

- “So, what do you think you’ll do?”
- “So, where does that leave you now?”



Activity: Listen and Summarize

Speaker: Pick a real-life change issue.

Listener:

- Listen and try to understand but give no advice.
- Use these 4 questions:
 1. "Why would you want to make a change in _____?"
 2. "How might you go about changing?"
 3. "What are the best reasons to change _____?"
 4. "How will your life be better if you change _____?"
- Reflect back and summarize what you heard.
- Then ask:
 - "So, what do you think you'll do"?

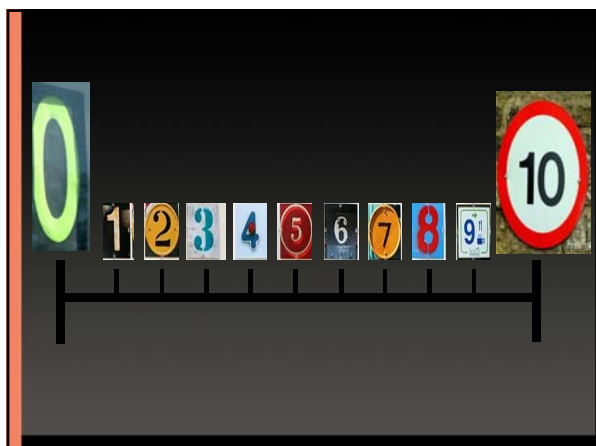
Exploring pros and cons

- Of the behavior
- Of changing the behavior

"What are the good things about _____?"
"And what are the not so good things about _____?"

- Then summarize both sides:

"So, on the one hand ..."
"And on the other hand..."



Importance

“On a scale from 0-10, how important is it to you to _____?”

Importance – Response

Followed by:
“What makes you a 4 and not a lower number?”

OR simply:
“Why a 4?”

Confidence

“On a scale from 0-10, how confident are you that you will be able to _____?”

Confidence- Response

Followed by:

“What would help you feel more confident?”



Activity: Exploring pros and cons Using the 0-10 Ruler

Speaker: Pick a real-life change issue.

Interviewer:

1. Ask about **pros and cons** (of the behavior and of changing the behavior).
2. Use the **0-10 Ruler** to assess **importance and then respond**.
3. Use the **0-10 Ruler** to assess **confidence and then respond**.

Responding to challenging situations

Resistance

- Affirm autonomy
 - “What you do really is up to you.”
 - “So, where does that leave you?”
 - “What’s the next step?”

Discouraged or not leaning towards change

- Affirm ability/wisdom/intentions
 - “If you did decide to change your diet, what’s the first step you would take?”
 - “How would you approach finding time for exercise if you decided it was important?”
 - “What might you do differently if you decided to try to quit smoking again?”
 - “I can see that you want to figure out what will work to take care of your health.”

Nagging family members

Be curious

- “What is it that your wife may be concerned about?”
- “What could be the reasons your kids bring this up so much?”

Reinforce ability

- “Your wife must think you could do it if you set your mind to it.”
- “Sounds like your kids believe in you.”

Set an agenda

- When more than one person is involved in the conversation
- When there are many possible things to discuss

Commitment Talk

- Stronger “change talk” statements
 - “I am ready to try to lose some weight.”
 - “I’m will consider trying some exercise to see if it helps my diabetes and blood pressure.”
 - “I’m going to ask my doctor about a medication to help me quit smoking.”
- The person asks for advice
 - “What do you think I should do next?”
 - “How have other people managed to lose weight and keep it off?”

Responding to commitment talk

- Ask about next steps
- Ask about strategies that will be feasible
- Ask about what needs to happen in order to succeed
- Ask what things will make it difficult
- Ask about the specific plan for tomorrow (next week)

Developing a change plan

- Set a goal- be as specific as possible
 - “What specific goal(s) would you like to set for the next week (month)?”
- Decide on steps to reach the goal
 - “What needs to happen to be able to reach that goal?”
 - “When will you take the next step?”
 - “What information do you need?”
- Encourage writing down goals and next steps

Summarize and Close the Conversation

- Reflect back what you heard about change.
- Affirm positives (even if someone isn't leaning towards change):
 - *"I can see that you really care about _____ [your health, family, setting a good example for your kids]."*
- Review next steps including how you will follow-up and assist.
- Thank the person for having the conversation.



Bringing it all together

Key points for different populations

- Older adults
- Adolescents
- Women of child bearing age (FASD)
- HIV
- Anyone else?

Considerations: MI in youth

- Younger children – useful with parents to address child’s health
- Useful with children starting at about age 11
 - Ability to correlate behaviors with health – middle school
 - Consider language development & ability to express oneself
- Self understanding & formation of cohesive identity accelerates during adolescence
- Adolescents - more appropriate to work with the person alone
- Consider environmental context:
 - How much can the child influence his/her environment?
- *At all ages, consider using reflections to affirm:*
 - How the child sees the situation
 - What they wish were different
 - Efforts
 - Challenges, frustrations, strengths, and efforts

Examples: MI in youth

Settings

- Primary care
- School/college health
- Emergency departments

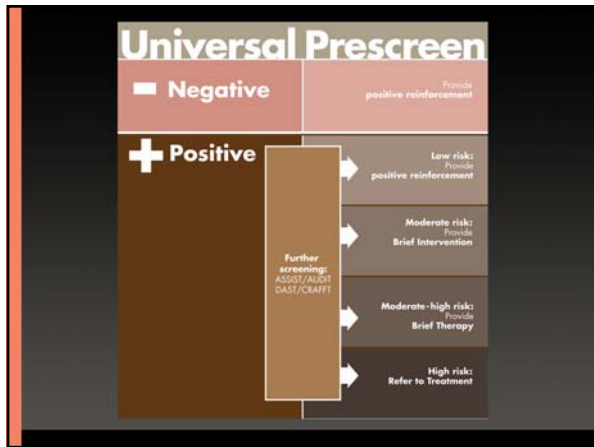
Methods

- In-person or phone
- Computerized
- Peer mentors

Topics

- Alcohol, tobacco, drugs
- Subsequent teen pregnancy prevention
- Chronic disease management (DM, asthma, depression)
- Bullying





Designing Your Workflow

- Who?
- What?
- When?
- Using tools and systems (paper forms, health information technology, etc.)

How can you monitor fidelity?

improvinghealthcolorado.org
healthteamworks.org

303.369.0039 x 245
sbirtinfo@peerassist.org