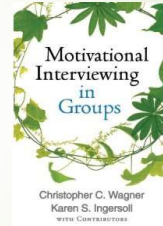## Slide 1

Motivational Interviewing In Groups

Virginia Farnsworth-Grodd and Tipene Pickett

Based on the book by
Chris Wagner, Karen Ingersoll,& the work of Joel Porter

Motivational Interviewing in Groups

Christopher C. Wagner
Karen S. Ingersoll
WITH CONTRIBUTORS

1

Slide 2

Day 1

- Listening Well

- Introduce MI in Groups

- Explore MI Group Phases
  1. Engaging the group
  2. Exploring perspectives
- Practical exercises

2

Slide 3

MI Characteristics

It's all about the client's perspective
Focuses on the future most of all
Focuses on what clients can do and want to do
Builds on their successes, strengths and small steps
Elicits ideas more than providing them
Evokes motivation for positive change

3

Slide 4

Definition(s):

What is it?
Motivational Interviewing is a particular way of talking with people about change and growth
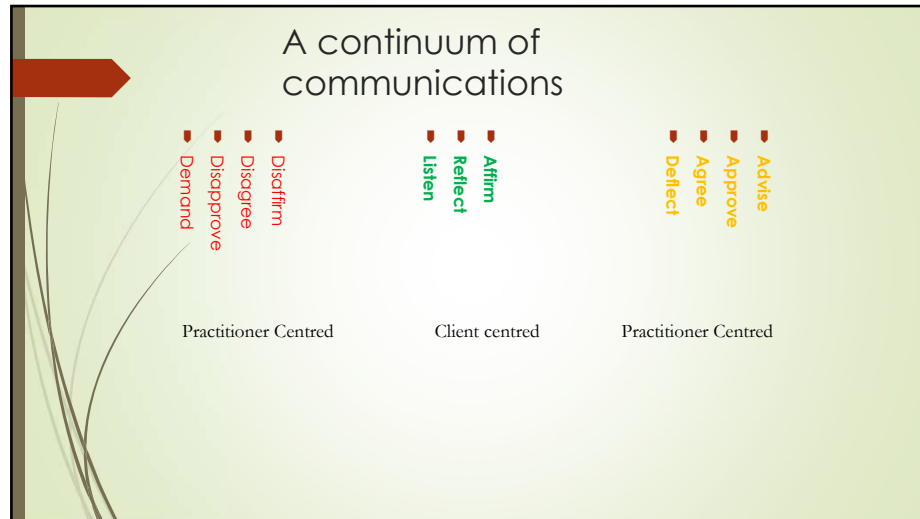MI 4th Ed

Why would I use it…?
Motivational interviewing is a person-centered counseling method for addressing the common problem of ambivalence about change
MI 3rd Ed

How does it work…?
Motivational interviewing is a collaborative, goal-oriented method of communication with particular attention to the language of change. It is designed to strengthen an individual's motivation for and movement toward a specific goal by eliciting and exploring the person's own arguments for change
MI 3rd Ed

4

A continuum of communications

Demand
Disapprove
Disagree
Disaffirm

Listen
Reflect
Affirm

Deflect
Agree
Approve
Advise

Practitioner Centred   Client centred   Practitioner Centred

5

The Spirit of MI

Partnership
Acceptance of clients
    Accurate Empathy
    Support of clients' autonomy
    Affirmation
    Absolute worth
Compassion
Empowerment

6

The Spirit of MI in Groups

Focus on the positive
Acceptance – many roads may take you there
Avoid the use of labels
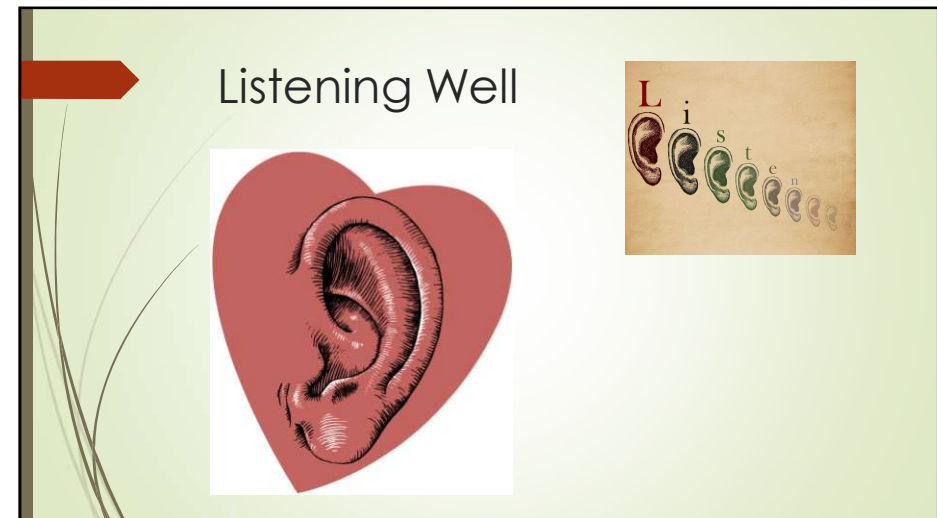Emphasize autonomy
Refrain from advice giving

7

Listening Well

8

Listening Well: OARS

Conversational skills for asking, listening, and responding. The basic skills of MI can be remembered by using the acronym <u>OARS</u>.

- **O**pen-ended questions
- **A**ffirmations
- **R**eflective listening
- **S**ummaries

9

Open questions

Questions which require more thought and more than a simple one-word answer

- WHAT?
- WHY?
- WHEN?
- HOW?
- TELL ME MORE!

10

AFFIRMATIONS

Self:

What are strengths you have?

What strengths have others noticed?

If your best friend or someone you trust was here, what would they say are strengths you have?

What would you like people to say about you?

Simple:

recognition of a specific positive action, statement, effort or intention

Complex:

highlighting or inferring an **enduring value / strength** you notice and then describing a behavior that supports this

11

Affirmations Exercise

Aim:

To grow your existing awareness and vocabulary for personal qualities and strengths. Secondly, Practice forming complex affirmations.

- **In your small groups you are to complete the following 3 tasks:**

Task 1

- **Discuss for 3 minutes what are the ingredients for a powerful affirmation?**

Task 2

- **1. You have 3-5 minutes to identify at least 10 strengths or personal qualities you notice in the Young People you work with. For example: honesty, determination etc. You can use Aunty Google to help identify these.**
- **2. Once your group has a list of 10, pick a scribe from your group to write these on the whiteboard.**

Task 3

- **1. For the next 5 minutes you are to write down 3-5 examples of a complex affirmation by selecting 3 of these strengths and personal qualities and link them to an observable behavior that demonstrates that particular strength, value or enduring quality. Start with "You…" or "You've…" or "You're…".**

You can use the example below as a guide.

Courage: "You've great courage to stand up for you believe in, especially when your friends might disagree" or "You show courage to stand up for your friend in a difficult situation"

- **2. In pairs deliver your 3-5 complex affirmations to your partner then swap over and then for 1-2 minutes discuss people/clients you could use these complex affirmations with.**

12

Slide 13

Simple Reflection

Depth
Direction
Momentum

Complex Reflection

13

Slide 14
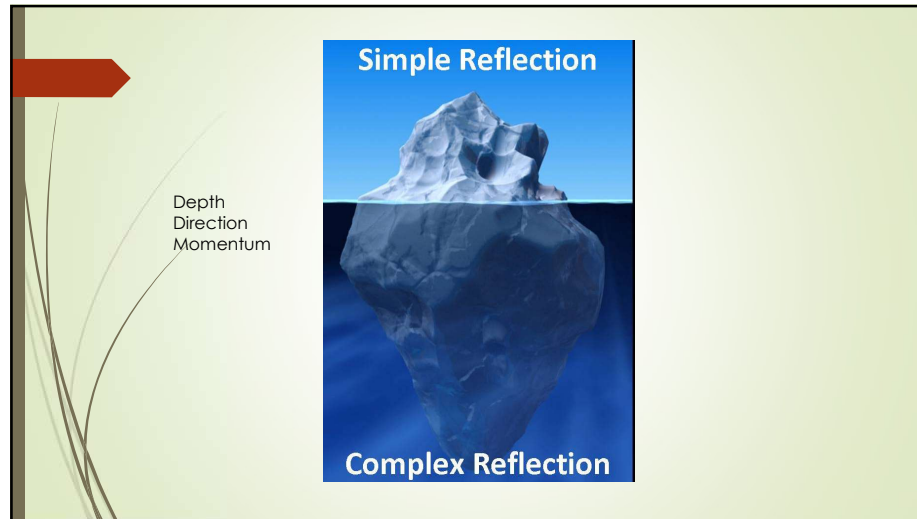
Thinking Reflectively Exercise

- In triads
1. *Speaker*: "one thing I like about myself is .."

2. *Listener*: Taking turns respond by asking the question "do you meant that…?"

3. *Speaker:* responds only with "yes" or "no"

4. *Listeners:* Generate 2-3 responses each then rotate

14

Slide 15

Complex Reflections

- *"So you feel.."*
- *"It sounds like you.."*
- *"You're wondering if.."*
- *"You…"*
- *"On one hand you…and on the other hand you.."*
- *"And you can see / imagine yourself to be…" "And you'd like to be.."*
- *"It's as if…." Or "It's like…"*

15

Slide 16

Forming Reflections Exercise

Stem 1: I am just so sick and tired of people always telling me what to do. I mean really – where do people get off thinking they have the right to say that?

- Stem 2: It's like this – I've tried everything and nothing seems to be working. So I don't know what to do.

- Stem 3: I don't know why I keep doing this. I mean I'm not an idiot – I know it can kill me. I just don't have any will power I guess.

- Stem 4: My kids really are important to me and I don't want to do anything that might hurt them.

- Stem 5: So, given the big picture, this thing we are talking about really feels like small potatoes

- Stem 6: It's been fun, but something has got to give. I just can't go on like this anymore.

- Stem 7: You know if she would just back off, then the situation would be a whole lot less tense and then these this wouldn't happen.

- Stem 8: I've been depressed lately. I keep trying things to help me feel better but nothing seems to work.

16

Waka Exercise

- Form smaller groups
- Each group (waka) to give themselves a name and choose a spokesperson (this can change from pause to pause)
- Facilitator to talk about issues their in 2 minds about
- When facilitator pauses his conversation, groups to get together to come up with a complex reflection (the more succinct the better)
- In the big group, spokesperson from each group delivers their reflection
- Facilitator gives feedback about which reflections worked for them and offer other reflection possibilities.

17

Change Talk

Desire
I **want** to..
I **wish**..
I'd **like** to..

Ability
I **can**..
I **could**..

Reason
I...because

Need
I **must**..
I **need** to..
I **have** to..

Committment
I'm **going** to..
I **will**..
I **definitely will**..
I **guarantee**..
I **promise**..
I **swear**..

Activation
I'm **Thinking about**,
I'm **considering**..
I'm **ready** to..
I **plan** to..
I **hope**
(plan/intend) to..

Taking steps **I've…**

18

Find the CAT
Issue: Weight Loss

- I want to lose weight
- I could probably lose 20 pounds
- I'd have more energy
- I'm going to lose 20 pounds
- I've got to lose some weight

19

Find the CAT
Issue: Hypertension

- I want to live to see my grandkids
- It's important for me to get my blood pressure down
- I want to be healthy again
- I can get my BP down
- I'll try the medication

20

Find the CAT
Issue: Smoking Cessation

- I've got to quit smoking
- I wish I could quit
- I bought a patch
- I'd be healthier if I quit
- I think I can quit

21

THE MAGIC OF A GROUP

22

Four Phases or Processes of the MI Group Model

1. **Engaging the Group**
2. **Exploring Perspectives**
3. **Building Momentum (Broadening Perspectives)**
4. **Moving into Action**

23

First Phase

1. **Engaging the Group**

    Setting the environment/climate

    Developing working relationships and norms within the group

    Develop the group guidelines

24

Practice Exercise 1
Engaging

- Briefly introduce yourself
- Give a brief overview of the groups purpose
- **Emphasize personal choice and autonomy**
- Invite them to share something positive about their lives - interests, something that's important, something they are passionate about **or** an object / symbol that means something to them or represents them.
- *Leader, just relax and be friendly, make people comfortable, and take your time exploring people's passions*
- **Aim to make some** links **between people, and summarize similarities to develop comfort in interacting and cohesion**

25

Practice Exercise
Engaging
de-brief

- What facilitator skills & behaviors did you notice that helped build trust and cohesion within the group?

26

Exercise: exploring group cohesion

- For approx 5 min in small groups discuss:

- What is 'group cohesion'?

- How do we know we're building group cohesion?

- How did the engagement process contribute to the development of group cohesion?

27

What is Group Cohesion?

- Cohesion
  - Positive interactions between members
  - Member to subgroup or whole group relationship
    - Immature cohesion = Superficial agreement and false sense of unity
    - Mature cohesion = True intimacy, allows divergence and health conflict
  - Engagement of social identity (vs. personal identity)
  - Increases reduction of symptoms

28

7

Slide 29

Factors influencing positive outcomes for people in Groups?

➢ Members who participate more
➢ Members who share positive <u>and</u> negative emotions
➢ Groups that address full range of issues (not single isolated concern)
➢ **Facilitator/Leader communication style**

29

Slide 30

Creating a Group Climate

Overall atmosphere of group
  Established at first contact
Members
  Care about each other
  Try to understand self and others
  Disclose personal information and feelings
  Feel that the group is worth participating in
  Support/challenge one another to make progress

Group leaders who focus too much on tasks vs. relationships diminish outcomes

30

Slide 31

Exercise: exploring group cohesion

◾ Form 4 groups. You have a few minutes to discuss Characteristics and Behaviors of:

◾ Group 1: Helpful facilitator?

◾ Group 2: Unhelpful facilitator?

◾ Group 3: Helpful group member?

◾ Group 4: Unhelpful group member?

31

Slide 32

Cohesion: The participants influence

	Positive Influence	Negative Influence
Participants	• Turn-taking • Support/acceptance • Self-disclosing • Psychological mindedness: person's capacity for self examination, self reflection, introspection & personal insight. • Willingness to experience emotions	• Judgmental/evaluative responses • Interpersonal problems such as non-assertive, vindictive, intrusive • Anxious or avoidant attachment styles • Inaccurate perceptions of others • Lack of disclosure/risk-taking • Easily overwhelmed by emotions • Lateness or missing sessions

32

Cohesion: The Leader's influence

	Positive Influence	Negative Influence
Leader	• Encourage sharing • Model self-disclosure focused on responsibility • Provide non-judgmental feedback • Warmth & eye-contact • Ownership of mistakes • Able to face own and others' anger • Immediate acknowledgement of unexpected moments	• Fail to encourage interaction • Defensiveness • Anxious or avoidant attachment style • Judgmental or competitive attitudes • Unable to share genuine warmth • Fail to screen out toxic members • Allow scapegoating and subgrouping without exploration • Fail to address absences and tardiness • Disallow negative emotions

33

Therapeutic Factor	Member Potential Outcomes
Acceptance	Feel valued, understood and cared for
Altruism	Self-esteem; appreciation of helping others
Catharsis	Release of negative feelings
Guidance	Gain knowledge from group participation
Instillation of hope	Greater optimism about change; inspiration
IP interactions	Learn impact on others; better interactions
Self-Disclosure	Learn to be more open and genuine
Self-understanding	Learn about self from outside and inside
Universality	They're not alone, uniquely damaged
Vicarious learning	Learn from observing others' examples

34

Practice Exercise 2
Establishing Group Mauri & Guidelines

- Brainstorm Group Guidelines - What tikanga would you like in the Mauri basket?

- Go around the circle

- What's this group feeling like for you?

- How might we make it feel better?

- What agreements or guidelines might we have about working together?

- What is one thing you need from other group members to feel relaxed and safe in this group?

- What is one behavior that you will demonstrate to create this safe and relaxed feeling within this group?

- Include: not trying to fix others; confidentiality; invite summary

35

Practice Exercise
Building Mauri and Group Guidelines / Tikanga
de-brief

- What did you notice that helped build trust and cohesion within the group?

36

9

MI individual vs MI in Groups
discuss similarities and differences between:

MI Individual	MI Groups

37

Individual and Group MI Similarities

Motivate change through resolving ambivalence

Incorporate MI spirit

Use OARS communications

Use MI strategies

Avoid Fixing reflex

Balance focusing and staying open

38

Group MI Challenges

Group dynamics

Managing floor time

Managing different styles and beliefs across members

Working with group members' "fixing reflexes"

Role of Change Talk

Multiple change targets

Less prominent in group (due to lower floor time)

Promote implicit/internal change talk through linking

39

Blending MI and Group Practice

- Facilitating vs Interviewing

- Elicit group energy for change

- Broaden focus of change talk

- Promote internal change talk through linking

- Use other techniques – redirecting, modelling, rounds, dyads, group exercises

40

Tuckmans model of group formation

- FORMING
- STORMING
- NORMING
- PERFORMING
- RE-FORMING

41

Interactions in Group facilitation

Facilitator

Series of one to one communications

Adapted from Varrall (2007) Sofia MINT presentation

42

Group facilitation

Facilitator
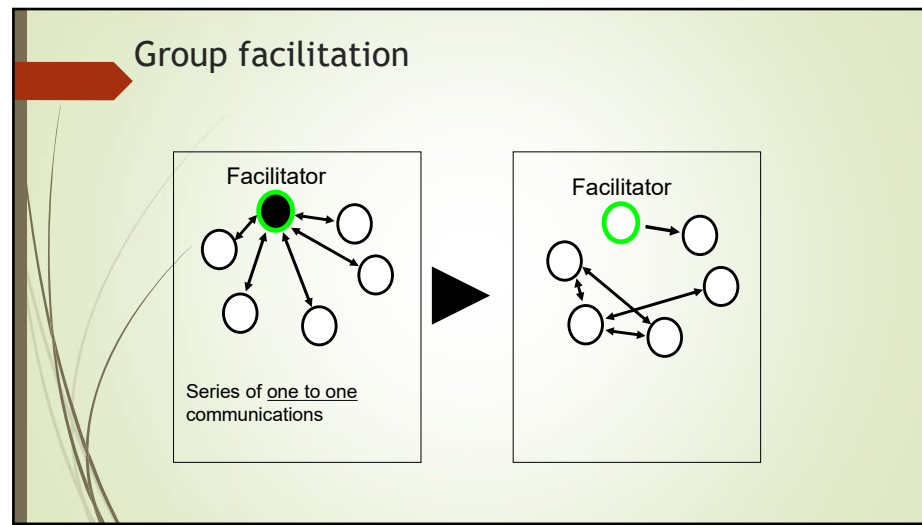
Facilitator

Series of one to one communications
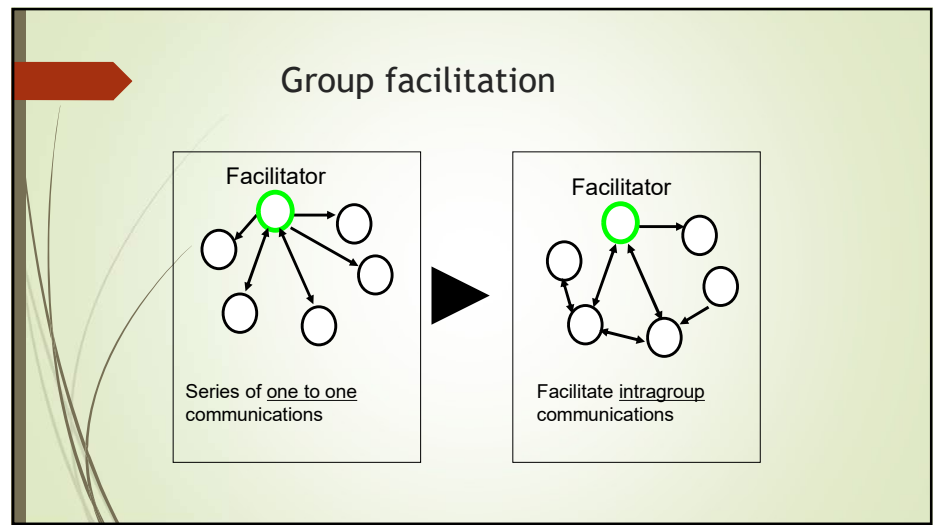
43

Group facilitation

Facilitator

Facilitator

Series of one to one communications

44

Group facilitation

Facilitator

Facilitator

Series of <u>one to one</u>
communications

45

Group facilitation

Facilitator

Facilitator

Series of <u>one to one</u>
communications

Facilitate <u>intragroup</u>
communications

46

Group facilitation

Facilitator

<u>Intragroup</u>
communications

47

Group facilitation

Facilitator

Facilitator

<u>Intragroup</u>
communications

Wrap-up rounds

48

Slide 49

Group facilitation

Facilitator
○

Facilitator
○

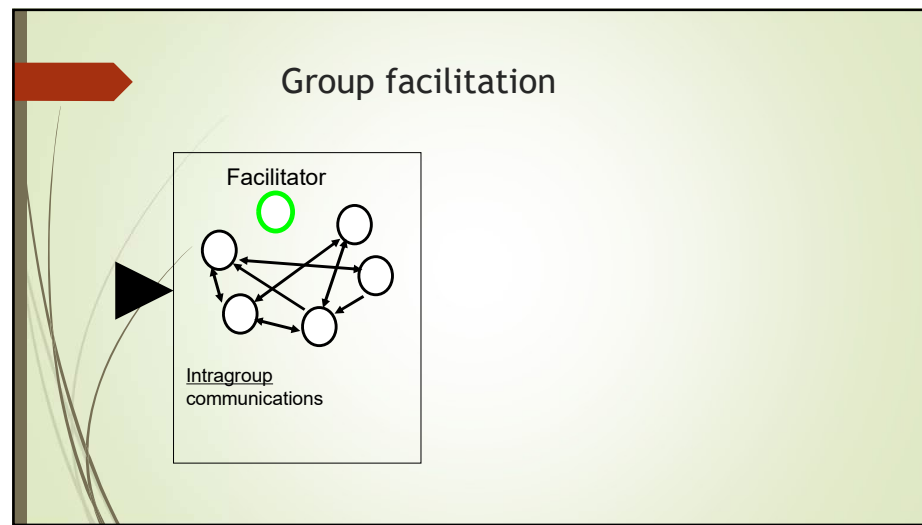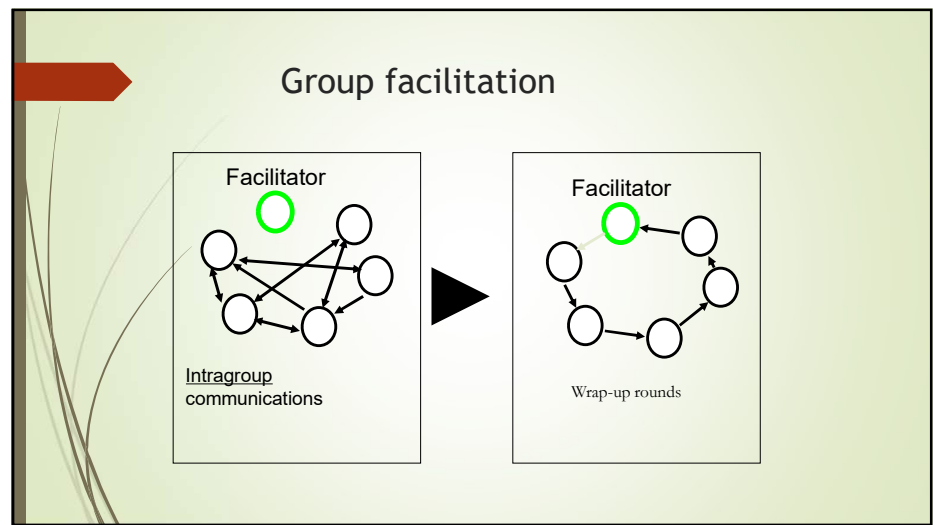<u>Intragroup</u>
communications

Wrap-up group
summary

49

Slide 50

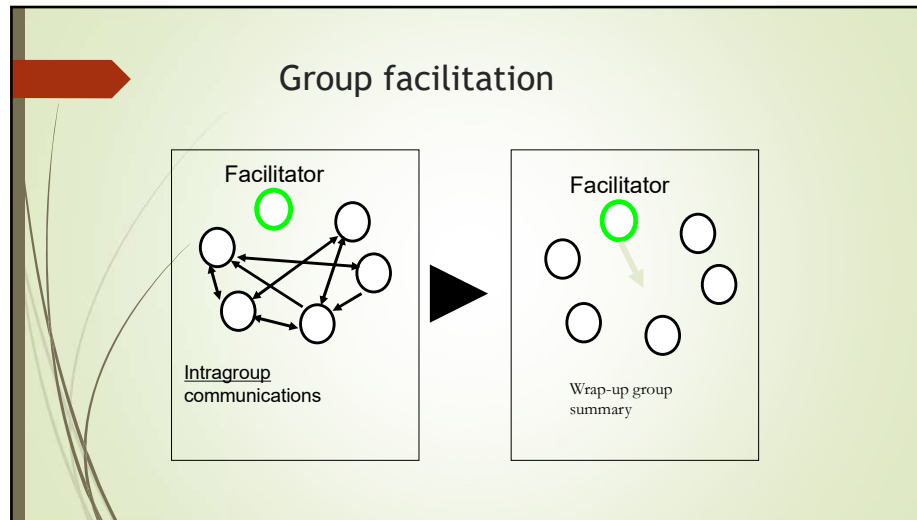### Facilitator working with a Co-facilitator

- Model MI Spirit with each other
- Content & Process
  - One leader focus on content; individual exploration
  - Other focus on group process and linking
- Rolling with resistance in pairs
  - If group member becomes defensive with one leader, other can neutrally explore without "taking sides"
- Mutual session review
  - Co-facilitators can compare impressions, brainstorm together, consider strengths and needs of members

50

Slide 51

Practice Exercise 3
Identifying Focus

- **Explore issues of focus for today/tomorrow**

  - **Think of something you might want to change but haven't started**
  - **Something you've started but gotten stuck**
  - **Something someone else suggests you change and you're not sure**

- **In a month or so, how you would like to see things differently?**

- **Continue to make some** links **between people, and summarize similarities to develop comfort in interacting and cohesion**

51

Slide 52

Second Phase

2. **Exploring Perspectives**

    Exploring participants' perspectives on their lives and issues

    Exploring Lifestyle

    Exploring Ambivalence

    Exploring values

52

Exploring Perspectives Principles

- Take a client-centered perspective
- Focus on the positives
- Bring the group into the moment
- Focus on the present
- Acknowledge suffering but don't elicit grievances

53

54

25 Values

- adventurous	- honesty
- authenticity	- honour
- commitment	- independence
- compassion	- integrity
- concern for others	- kindness
- consistency	- loyalty
- courage	- open-mindedness
- dependability	- optimism
- enthusiasm	- perseverance
- fearlessness	- pragmatism
- Friendliness	- positivity
- good humour	- reliability
	- respect

55

Practice Exercise 4
Exploring Values

- Invite participants to share:
    - Choose your top 5 values from the list (or you may have some of your own)
    - What makes these guiding values important for you as a person?
    - Now choose the top 3 of these 5 guiding values?
    - What makes these 3 the most important?
    - How do they relate to the issue you are focusing on?
    - How could they guide your choices or actions in relation to the issue?
    - How would this issue look in a months time if you were living even closer to your values?

- *Facilitators use OARS and linking of members experiences to build group cohesiveness*

56

Other Ways of Exploring Perspectives

- Discuss *Lifestyles*
  - *Let's talk a little about lifestyles. How do you spend your time? What kinds of patterns are there in your daily life?"*
  - *What about some of your drug habits? How does that fit in?"*
- Discuss Ambivalence
  - Elicit definitions; *mixed thoughts, emotions, impulses*
  - Note that it's common to have mixed feelings; if change were easy, we'd never get stuck!
  - Explore good things-less good things about current habit
- Decisional Balance (group 4-square game or 2-square game

57

Group Two-Square Game

Cons / Worst Outcome	Pros / Best Outcome
If nothing Changes…	If Changes made…

58

Group Four-Square Game

	Pros	Cons
Stay the same		
Change		

59

Day 2

- Developing group cohesion
- Working with a co-facilitator
- The 4 phases of MI in groups continued:
  - (3) Broadening Perspectives
  - (4) Moving into Action
- Shaping conversational Focus
- Practice Exercises

60

Third Phase
Broadening Perspectives / Building Momentum

3. **Broadening Perspectives**
- Envisioning a more satisfying future
- Considering options for change
- Exploring and enhancing confidence
    - Heuristic models (Ready-Willing-Able, Stages of change)
    - Assessment Feedback
    - Looking Forward / Envisioning
    - Importance/Confidence
    - Strengths / Supports

61

Broadening Perspectives & Building Momentum
Guiding Principles

- **Focus on positives**
- **Focus on the future**
- **Develop discrepancy**
- **Accept defensiveness**

62

Shaping Conversational Focus - Advanced

- *Depth*
- *Breadth*
- *Momentum*

63

Shaping Conversational Focus - Advanced

- *Depth* refers to depth of meaning

- Ranging from a surface level, with superficial focus on daily events, factual matters and general interests,
- Down into deeper conversations about more personal matters, values, identity issues, and underlying perspectives or emotions.

64

16

Shaping Focus - Depth

Aims	When is this most appropriate?	What methods?
Deepening	-When members are ready to share more vulnerable issues -When members are too focused on surface details, intellectualizing, or stuck in unresolvable ambivalence	- Reflections of emotions, values -Affirmations
Lightening	-When closing sessions or ending group -When mood becomes too intense or heavy or conflict emerges	-Closing summary -Shifting focus -Linking reflections -Use of humor

65

Shaping Conversational Focus - Advanced

➤ *Breadth* refers to how

- ➤Narrowly the conversation focuses on a single event, specific issue or idea
- ➤Vs. how much it broadens into more general themes.

66

Shaping Focus - Breadth

Aims	When is this most appropriate?	What conversational methods?
Broadening	When members are too focused on details, limited perspectives	-Linking summaries -Open questions -Imagery reflections -E-P-E sequence
Narrowing	-When focusing on one aspect of a multifaceted issue will help promote progress toward change -When members speak vaguely, or talk about principles or values without tying them to change	-Closed questions - Selective reflection

67

Shaping Conversational Focus - Advanced

➤ *Momentum* refers to the forward movement in the conversation

- ➤The degree to which new ideas emerge in the conversation or how the conversation proceeds toward some conclusion or commitment to action.
- ➤Vs. a slower momentum occurs when the conversation proceeds along at a more leisurely pace, merely exploring an idea or issue with no particular movement toward a conclusion.

68

Shaping Focus - Momentum

Aims	When most appropriate?	What methods?
Accelerating	-After initial exploration of perspectives -When members focus on the past or "stop short" of tying ideas/values to choices or behaviors	-Open questions about change -"Continuing the paragraph" refs -Affirmations -Group brainstorming of change possibilities
Decelerating	-When members skip or race through difficult issues -When members seem to have "false high confidence" about a complex, risky change	-Suggest slowing down -Explore a secondary theme -Incorporate a written exercise or work in pairs or small groups -Use linking reflections -Explore potential obstacles to change and backup plans

69

Broadening Perspectives – Past Successes (Dyads)

- Introduce exercise – exploring past successes can assist in growing confidence and momentum for change
- Group members to think about and **discuss in pairs:**

- What **past successes** have you had in making some change?
  - How did you identify desire/need to change?
  - How you went about changing?
  - Challenges/setbacks: How did you overcome these?
  - How today is different for having changed?
  - How can you build on past successes and avoid quitting their current change attempt?
- **Large group debrief and link** together content and change themes, motivation to change, experiences

70

Practice Exercise 6
Importance and Confidence

- **Scale Importance**
- **Set up Group Exercise:** "Importance by itself is not related to change however importance and confidence are related to change. People high in importance and low in confidence tend not to change, those high in both do. This session is to explore these and help strengthen them."
  - **How important is it to change on scale of 0 – 10**
  - Line up in space
  - Starting with top subgroup (8-10), what makes it important? Mid-group (4-7), why X and not 0? Low group (0-3), What might make it more important?

- **Scale Confidence**
  - What provides confidence? what makes it X, not 0? What would boost your confidence?

71

Moving Into Action – Change Planning

- Can work individually on plans; can work in dyads, or as large group
- Can discuss person-by-person, or step-by-step
- After finished with each round, ask members ideas they got from others that they might incorporate into their own plan
- If members are stuck, see if they'd like group ideas, then offer several before asking member if any of those might fit for them

72

Moving Into Action – Commitment & Getting Started

- Elicit commitement to take a specific action (and strength of commitment)
  - Action can be "think more about" or "discuss with others"
  - Ask members to be realistic on strength (definitely, probably) and specific on when/how they'll take next step
  - If divided between ready and not-quite-ready, consider dyads of like pairs to develop commitment statements

73

Fourth Phase
Moving Into Action – Change Planning

- The changes I want to make (or continue making) are:

- The reasons I want to make these changes are:

- The steps I plan to take in changing are:

- The ways other people can help me are:

- I will know that my plan is working if:

- Some things that could interfere with plan are:

- What I will do if the plan isn't working:

74