

I'm already doing MI... right?!

Lions and Tigers and Bears MI is an interactive podcast focused on motivational interviewing

Speaker A: CASAT podcast Network.

Speaker A: In episode two, Paul and Amy talk about how MI is deceptively simple and reviewed the mighty global measures. For episode resources, contact us and other info, please visit the lions and Tigers and bears MI website at nfartec.org/mipodcast that's nfartec.org/mipodcast

Paul Warren: Lions and Tigers and Bears MI an interactive podcast focused on the evidence based practice of, motivational interviewing, a method of communication that guides toward behavior change while honoring autonomy.

Amy Shanahan: I'm Amy Shanahan.

Paul Warren: And I'm Paul Warren.

Amy Shanahan: We've worked together over the past ten years. We've been facilitating MI learning collaboratives and providing trainings and coaching sessions focused on the adoption and refinement of MI We're also members of the motivational interviewing network of trainers. Join us in this adventure into the forest, where we explore and get curious about what lies behind the curtain of MI

Amy, when I first started practicing motivational interviewing, people thought I was already doing

Paul Warren: Amy, our topic today is, I am already doing. Am I right? Exactly. And I wanted to just take a moment to talk about what that topic means to you and kind of tease out for the people that we're having the opportunity to share, this with today. Kind of why we wanted to focus on that topic.

Amy Shanahan: Well, I didn't think I was going to start with me, but I think I'll start with me and go back in time to the earlier days in the nineties when I first started practicing motivational interviewing. Is that intuition that really, connected with me, these skills? So I, on one hand, thought I was already doing them. I'm listening. This totally fits me. I believe in this. This is what I was looking for, my heart on pages. So I thought I was already doing it. And then when I started training it and continue to train it, people who come to the trainings have that same similar reaction. I'm already doing it. I know I'm already doing it. I ask open ended questions. I know all about reflective listening. I learned that in college or I learned that in school or it's something that I do naturally in a conversation. And then there's, one other point that people say is, I've gotten into this field to help people change. So that's the other aspect that they think, hey, I'm already doing it. So I wonder what you think about that as well. Do you have anything to add to that?

Paul Warren: I share your experience of, like, am m. I feel so right. Like it's the right. It just feels in line with sort of my beliefs and my desire to help other people and how I want to treat other people. And it really is, I think, misleading, that just because I feel an alignment with it doesn't necessarily mean that I'm actually doing it. And we did talk about this a little bit in the first podcast when we talked about the things that MI m is

nothing. and I feel that the reason we decided to come back to this particular topic is because of that feeling, that I've had as a trainer. People are like, oh, yeah, I'm doing this. I want to help people. This is the right way to go. And I agree with them with all of that. And that still doesn't mean that they're effectively and specifically using motivational interviewing. And I, you know, last time we talked, we talked a little bit about the idea of client centered counseling and the stages of change model and how those two elements, which we absolutely know are not motivational interviewing, in and of themselves, how they kind of cause people to think that they're actually practicing motivational interviewing.

Amy Shanahan: I get that, too, that people come into the rooms talking about practicing motivational interviewing, and they either expect the stages of

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Amy Shanahan: change, talk about the stages of change as if it's part of and is a piece of MI. And it certainly is complimentary in that it's a model of how people change. And we certainly know that the practice of motivational interviewing is having that conversation about change. And I like how you, introduce this whole notion of having a collaborative partner and that you're invited by the person, or you quoted somebody who said that, it's about having that conversation about change is all about am m I

Speaker A: Ah.

Paul Warren: Our colleague Kate Speck is the one who I'm quoting when she says, I'm invited to be on, somebody's change team to engage in that conversation about change. And that's not the same thing as client centered counseling. It kind of goes

back to that riddle we talked about last time. It's not really a riddle, but you can be practicing client centered counseling and not be doing MI m. And you can't be doing MI unless you're also interacting in a client centered way.

Amy Shanahan: And I like this story. I don't know why. It resonated with me about Bill Miller and when he first started practicing and unpacking motivational interviewing, when people watched him do his work and he was, he was studying Carl Rogers or practicing client centered care and also CBT, cognitive behavioral therapy. And when the people were asking him, the practitioners were asking him, why did you ask that question, what made you reflect at that time? He then examined what he was doing and realized that he was doing a little bit different than client centered and a little bit different than CBT, that there was some direction about a specific change and it wasn't specifically client centered. And that really resonated with me how, he started to think that, hm, I'm doing something a little different than these things. So it's not just client centered where we're following someone. It has a direction, a focus, a goal that someone's ambivalent about.

Paul Warren: And it's guided by the worker.

Amy Shanahan: Right.

Paul Warren: Which really prompts me to want to just restate MI m. The ingredients that make up MI m the long list is a collaborative conversation between two partners who are collaborating an identified behavioral change goal that the client feels ambivalent about. The worker guides that conversation, keeps the conversation focused on that change goal in order to explore the ambivalence about it, to resolve that ambivalence to the degree that it can be resolved, and to strengthen that person's find and strengthen

that person's motivations to want to consider and maybe make that change. And the worker is intentionally guiding and keeping the conversation focused on that behavioral change goal. So, those are the things in combination that really constitute, as we said in the first podcast, the practice of motivational interviewing.

Amy Shanahan: So, in summary, it's two experts walking down a path together, figuring this out together to simplify it and summarize what you just said.

Paul Warren: Yeah, yeah, absolutely. And ah, again, that doesn't in any way mean that the worker doesn't have contributions to make in the conversation. I mean, they are the guide for the conversation. And like you said, it's two experts that are working together.

Amy Shanahan: Right. That the person is the expert of themselves. I really love that. Thinking about that when I'm sitting with someone, you know you best.

Paul Warren: Yeah. Which is really the commitment to being client centered, because that's kind of the heart and soul in addition to unconditional positive regard. That's the heart and soul of what client centered counseling is the philosophy that the person is the expert of their life and am. I totally embraces that and is like you said, and I love the way you put it, it's also more than that.

Amy Shanahan: Right. And I like when we talk about this notion of person centered and guiding versus directing. And when I start to talk to practitioners and give them feedback about their practice, they notice the nuance that directing isn't always, hey, Paul,

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Amy Shanahan: you should stop smoking. It could be me saying, hey, Paul, why don't you try Chantix? And I say it from my heart and I want to help you. And we know in motivational interviewing that that's more persuasive. I might not be telling you necessarily what to do. I'm just kind of, hey, why don't you try this in a meaningful way? Way writing reflex, right? I kick in and wanna, hey, did you find, did you hear about this new medication that works? so when we get into giving people feedback, they start to realize that the opposite of as guiding is not always just telling people what to do. And there's sometimes subtle persuasion and I wonder if you wanna explore those things.

The mighty 4.21 is a coding instrument for motivational interviewing

When we went in your, from your experience about giving people feedback and the tool that we use sometimes because there are several tools, but the one that we use a lot is the motivational interviewing treatment integrity scale. The mighty.

Paul Warren: Yeah, which is a coding instrument. And there are a number of coding instruments available, but, the mighty 4.21 is the one that we'll talk a little bit about today. And I guess before we break down the structure of the mighty, I'd like to sort of share a perspective on it in terms of how I've actually used the mighty. And I've used it in two very specific ways. One way is I've used it to listen to and code my own conversations with clients. so using this particular instrument and we'll break down what the components are, it's helped me to reflect on the strengths that I'm bringing to the conversation and the opportunities for growth. And the other place that I've used it is in terms of listening to recordings of other folks and, coding it using the instrument, which is a validated instrument. And the beauty of that is with this instrument, it's actually an extraordinarily helpful guide to being able to provide feedback, MI specific feedback

about strengths that people are bringing to the conversation and opportunities for refinement or growth in terms of where they can focus their attentions in the next conversation. And I'll give a concrete example. One example might be that the person realizes, oh, I'm asking a lot of open ended questions and I'm not doing a lot of reflections.

Paul Warren: Using the mighty coding, somebody's recording that pattern would become apparent, and if you're looking at your own practice or if somebody's giving you feedback, they can talk to you about the prevalence of open ended questions that you're asking in terms of the ratio of reflections that you're doing. So they can help you to modify or refine in a very specific way what it is you're actually doing.

Amy Shanahan: And I love that you put, put it into perspective that it's a way that you can explore your own skills as well and see hm, am I doing more of that? And it's so important to have a practitioner give us feedback as well because there's a different perspective. Sometimes I'm harder on myself or sometimes I'm not hard enough on myself when I do the coding. So it's helpful to have a partner or a colleague give, you some feedback as well.

You make two important points about the practice of motivational interviewing

And I was thinking about this person that I have been coding in a practice group that I'm involved with. And it was her nature. And I noticed that, you know, everybody's different. We're all different. We all have our own styles. I think about Miller and Rolnick and when you watch either of them talk to someone, they have a different cadence about them,

they have a different energy to them. so it's, I always like to say that to people, everybody has their own style and some of us have our own sticking points. So when I was sharing feedback with this woman, we talk about how you can make it stronger versus it's good or it's bad. Or we could say it's motivational interviewing, consistent or inconsistent in a frame that people don't feel so, negative about it. And she and I together noticed as partners in this that she had a subtle way of putting her own ideas on the table to persuade someone. And it took her a while to see that. And after a while she was able to catch herself after consistent

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feedback or even just reflective practice of her own. Realize, hey, I'm not persuading as much anymore. and that was really a powerful experience for her and it was really fun to explore that with her. I, how subtle it was.

Paul Warren: You know, you're pointing out two, I think, really important points to consider with the practice of motivational interviewing. And I'm going to preface this by saying that these are really important points to me personally, which one is that, the only way I'm really going to be able to improve my practice of MI to refine my practice is that if I'm receiving feedback And ideally feedback from somebody other than myself, because as you pointed out, I may have blind spots or I may have sticking points about my own practice, I may not be able to hear myself. I absolutely cannot hear myself in an unbiased way. So having somebody else listen to a recording that I'm doing using a validated instrument. They're not just shooting wild. They have a structure that's guiding what they're listening for, I think is critical. And, I think the other point that you're making is that in the practice of motivational interviewing, reflection is essential.

Paul Warren: That one is looking back at what one is doing and being willing to sort of notice those patterns and, refine what we're doing, because we want to better engage, better guide the person, in their change process as opposed to the change process we may want to impose on them.

Amy Shanahan: And, you know, I wanted to add, and I know we're going to unpack some of the instrument and talk about some of the components of it. Talking to people who are nervous about recording and nervous about having someone listen into their own recording. There's a couple things that I, invite people to consider, is to listen to your own tape for a while. And you could use the mighty, or you could simply just count out how many questions versus reflections as a beginning aspect of just paying attention to your practice and the skills, the behavior counts. We call them in the mighty. The skills that you're using before you even move forward with finding a mentor or someone who's willing to give you feedback in a more robust way. It's a good way to start off and getting used to the notion for those who may not already be doing it. And, unfortunately, in the rooms that I train in, a lot of people don't get that feedback. Some of them don't get supervision at all, which is really sad to me. And if they do get supervision, that supervisor may or may not focus in on these particular skills. So I like to invite people to find, find people in their community or in their area. And now that we're a lot on Zoom, there's an opportunity to find people across the globe, actually, to help you get feedback.

Paul Warren: Oh, my God, Amy, are you saying that I may actually have to listen to my own voice speaking to somebody else?

Amy Shanahan: Well, it does seem a little scary, doesn't it, Paul?

Paul Warren: It does, and it's. And I'm laughing because we're doing a podcast here. so clearly we're going to be listening to our own voices or you're gonna be listening to our voices. And I will say that, I have found in the folks that I have the great privilege to engage in MI conversations with that. That is one of the biggest barriers for them in recording their sessions and then self reflecting on those. Oh, I don't like to listen to my own voice. And what I can tell you, at least from my experience, I've gotten used to getting, past that. It's, you know, I start just listening for the reflections or the questions or the other behaviors, and I stop kind of focusing on, I don't really like the way I sound. So I, really appreciate that you're kind of acknowledging that that's, that can, that can be a sticking point for people. And you really remind me that, you know, maybe even, a gentler, easier way into it is, and I do this sometimes in a training. There's a wonderful video called the effective dentist. And basically, and you can google it and find it online. And what I sometimes will invite people to do is to

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Paul Warren: take a piece of paper and write o a r s along the side of it. Open ended questions, affirmations, reflections and summaries. And then as they listen to this effective dentist video, every time the dentist uses an open ended question, make a little tick mark. Every time the dentist does an affirmation, make a tick mark, a reflection or a summary. And that can help people to train their ear, to actually hear these behaviors. And maybe sometimes starting with listening to somebody else and training your ear can make the transition to listening to yourself a little bit easier.

Amy Shanahan: It takes time to get over that hump, to hear yourself talking and then get to the point of what you're saying to be able to code it. I also add, to that, if you don't mind. Listen to the news or listen to interviewers, Oprah Winfrey, Doctor Phil, whatever

your poison is, podcasts where people are asking each other questions and reflecting back. You can do that too, is train your ear, like you said, to listen in for open questions, reflections. What type of reflections? Because it is a natural human interaction of listening and talking to someone.

Paul Warren: Absolutely. And I would also say the, intentional focus on it is probably a wildly unnatural human behavior. People do it, they don't often step back and kind of observe the doing of it. And this instrument, the mighty, is actually a wonderful tool to help us all in a very, structured way. And I don't mean that in an oppressive structure, but in a structured way to train our ears, to actually listen for and be able to identify the practice of motivational interviewing.

The mighty is about a behavior change goal, not necessarily a lifestyle change

And I'm wondering if now might be a good time to maybe walk through some of the overall structure of the mighty and then delve a little more deeply into some of the other components of the mighty. What are your thoughts about that, Amy?

Amy Shanahan: I think that sounds good. And to introduce it from a frame of we talked about, mentioned behavior counts and talked about questions versus reflections, which are some of those behavior counts. It doesn't just measure doing MI m, it measures the being MI m, which is all about the global ratings and part of the spirit and listening for change talk. So just to introduce the general aspects of the m. Mighty, it talks about the behavior counts and also what we call the global ratings or technical and relational components.

Paul Warren: And all of those really are focused on the idea that we're very clear. And it says right on the mighty, which is a one page form, it says target change. So when using the mighty, we really want to be able to identify a target change, a change goal behavior. And it really speaks to what we were saying before about the, the ingredients that constitute the practice of motivational interviewing. First and foremost, there needs to be a behavioral change goal.

Amy Shanahan: Yeah, I'm glad you pointed that out, Paul. I was going to dive right into the other components. The target change is so important and it's one thing when we're practicing because people are ambivalent about a lot of things. I'm ambivalent about whether to paint my house blue or red. Okay, not red, but I'm ambivalent about whether to take a trip to South Africa or a trip to the mountain west of the United States. So those are ambivalent things. and it's one thing to practice motivational interviewing on a change. It's super important to think about a behavior change. That's when we can really get a sense of cultivating or softening sustain and change, or, cultivating change talk and softening sustained talk. It's hard to measure change talk because it doesn't matter if I paint my house blue or red. I don't know if that's clear. But I just wanted to point out that the target change is about a behavior change, not necessarily a lifestyle change.

Paul Warren: Yeah, or necessarily making a decision. And I mean, yes, decision making is part of the change process. Your point's well taken, because let's be very clear about what we're talking about when we're talking about a behavior change. behavior change deciding to cut out sugar in

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Paul Warren: my diet, smoking, cutting down the amount of smoking or quitting smoking. And by the way, harm reduction is a viable change goal from the perspective of motivational interviewing. So we're talking about specific behavior changes. And again on the mighty, we want to be able to identify that behavioral change and the global ratings and the behavior counts are all in relation to that target behavior.

The global ratings focus on cultivating change talk and softening sustained talk

So you mentioned the global ratings, and you kind of preface this already that there are technical components of the global ratings and there are relational components. And I love the fact that they're called global ratings because it's after you listen to the conversation overall, what is your take? And let's start with the technical component on cultivating change talk. And there's a Likert scale of one to five. And the coding manual describes in great detail why somebody might get a score of one or why they might get a score of five or anything in between. But the technical element overall is cultivating change talk. The other technical component is softening sustained talk. Again, acknowledging that both change talk and sustain talk are part of the language of ambivalence. And they're probably going to be part of the conversation. And of course in MI m we want to be cultivating change talk and softening sustained talk.

Amy Shanahan: You know, I just thought of this metaphor of gardening because of the word cultivating, that sometimes the change talk is already there in the soil and we want to stir it up and cultivate and lean into that and listen to it and respond to it intentionally. And to me, almost like the softening sustained talk is we don't ignore the weeds. We pull them out sometimes and get rid of them. but we want to see less weeds

than we want to hear the, see the cultivating seed. Right? So we want to cultivate the healthier plants and maybe take care of the weeds a little bit, but not pay a whole lot of attention to.

Paul Warren: Important point Amy to be making. Because I think a lot of people think, you know, and again, perhaps this is black and white thinking, but they think change talk good, sustain talk bad. And, and I think the thing we really want to be clear about is that both are components of the language of ambivalence. Both are probably going to be present. We want to focus on cultivating change talk and we want to attend to and not necessarily cultivate sustained talk.

Paul Warren: And you know, those are listed as the two global rating technical components, meaning that we're using particular skills to intentionally create cultivate change talk and soften sustained talk.

Amy Shanahan: You know, I got just a little story about the feedback that I got once. It's a short story that when someone was listening to my tape, it was great because I was cultivating change talk at the same time. I was a little bit ignoring some of the sustained talk. And it could have been that I wasn't listening to what the person was saying about the staying the same as much as I was worrying about cultivating change talk. So there's a balance there. And I like that you said it's not ignoring it that you want to engage in a conversation and let people know that you hear them.

Paul Warren: Absolutely. And you know, there is a way to attend to something to. And I love that you're, underlining, like hearing it because you want to hear it, you don't necessarily want to cultivate it.

Amy Shanahan: Right.

The second piece of the global ratings are what are called the relational components

Paul Warren: And, you know, the second piece of the global ratings are what are called the relational components. Again, same Likert scale for each one of these described in great detail in the manual. And it's two components, partnership. And, you know, we talked about this. It's two experts walking together. And also empathy. And the technical components are the things technically you're trying to respond to. And the relational components are really

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Paul Warren: speaking to, am I spirit in terms of how we want to be in this partnership? And are we expressing empathy, and are we seeking to understand the deep meaning to that individual?

Amy Shanahan: And it's so important, the empathy piece, because we certainly know from research that empathy is the number one factor in effective outcomes for engaging people and certainly outcomes in a therapeutic relationship. So without that, the skills are just the skills, without really leaning in and putting yourself in someone else's shoes. And we could spend a whole podcast on exploring what does it look like and feel like when you see and, experience empathy. And I'll just leave it there for people to consider and think about. How does it feel to step in someone's shoes? It's not, I'm relating to. I know what it's like to lose a parent. It's what is it like for you that you lost a parent?

Because it's not what I experience, it's what you experienced.

Paul Warren: Mm Absolutely. And empathy is not just a word, it's actually behaviors. In terms of empathy is something that you actively do. It's not just sort of an idea. Oh, yes, I'm going to approach this in an empathetic way. I, think you can also think about it from the perspective of, you know, imagine when you yourself have actually felt heard by somebody.

Paul Warren: And like, felt like they got it, they get you. And that is, is something that's critical for this, this global rating of relational components. And again, all of these global components, the technical components, the relational components, are spelled out in great detail in the motivational interviewing treatment integrity coding manual 4.21.

Amy Shanahan: And one thing that I realized in my own practice as a human being especially around getting, feedback around this instrument and others in motivational interviewing, one of the things that I experienced in getting feedback and reflecting and being a reflective practitioner is while I truly believe I'm an empathic person in general, there are times when I don't express that empathy or there's times when I'm not in the space with a person. And that's really important for me because I have to sit with a person, whether they're suffering with sadness or anger or frustration or ambivalence, I have to center myself and be with them. It's intentional too. So I'm not always empathic, and it took me a while, and I'm surprised I'm admitting it here because it feels quite vulnerable to say that there's times when I maybe I'm empathic, but I'm not expressing it. So it's intentional as well. The heart set and a mindset.

Paul Warren: Yes, and it's a choice to bring that heartset and mindset to the conversation. And it's also a choice to reflect on what was the heartset and the mindset

that I brought to that conversation. And how can I refine that, how can I build strength in particular areas that I may realize, oh, you know, in partnership? I realize through listening to that recording and using the mighty, I realize, you know, I was being more directive than directional.

Paul Warren: So going into the next conversation, you can carry that feedback with you and you can intentionally adjust what you're doing.

The final component of the instrument are the behavioral counts. And again, these are simply listening to these

The final component of the instrument are the behavioral counts. And again, these are, as you're listening to these, you're simply making tick marks of how many instances of giving information, how many instances of persuasion, persuasion with permission, simple reflections, complex reflections, affirmations, seeking collaboration, emphasizing autonomy and confrontation.

Amy Shanahan: And questions is up there too. that we want to count how many questions we're using as well. Yes, it's really just listening in to these behavior counts and counting how many times we hear this experience. And sometimes

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Amy Shanahan: it's hard. I could say three or four different things and just try to count how many times you hear the reflection, the question, or the time that I might.

Paul Warren: Have affirmed someone, which again, speaks to how this particular instrument and other coding instruments can be so helpful in training people's ear to listen for these particular behaviors. And of course, I'll just point out in MI we do not want to be confrontational just to pick one of the behaviors. So that would be an am I inconsistent behavior.

The instrument makes a distinction between persuasion and then persuasion with permission

We also, with this, want to focus on persuasion, and you'll notice the instrument makes a distinction between persuasion and then persuasion with permission. And it's important to be able to make that distinction. These behaviors, in terms of what their actual definitions are, are spelled out very specifically in the coding manual. And I'd like to invite everybody who maybe hasn't looked at the coding manual or hasn't looked at this particular instrument. Simply reading the coding manual in and of itself is an extraordinary introduction and sort of clarification of motivational interviewing. and I personally found it quite accessible.

Amy Shanahan: And I was going to add something to when you were talking about persuasion and persuasion with permission. I asked one of my mentors, I try to surround myself with several mentors and pointing out that not everybody has the same interpretation of things. And when I asked him for feedback about what's the difference between a few of these things, persuade and persuade with permission. And he said, you know, if you look at the first three behavior counts which you rattled off, and I will share again, giving information, persuade and persuade with permission. He said, you know, they're not necessarily bad or good. giving information is just, hey, do you know

that we have this program here, it's giving information about what's going to happen next. Persuade is you want to do less of and you want to do more if you're going to do persuasion at all with permission. So I like the language of do more or less of. So we want to do less of persuasion. and then if we do persuade, ask permission for it if we're going to give that information. And then, as you said, confrontation is something that we know we don't want to do in motivational interviewing for the sake of we didn't need research, I don't think to know this. If you think about, hey, Paul, just stop doing that. We know that people don't like to hear that. And we now know from research that people are actually more apt to do that thing that you're telling them not to do. So we know confrontation is not a beneficial thing to help people in their change process.

Giving information without permission can backfire, studies show

Paul Warren: And similarly, I appreciate you focusing on, persuasion, and it doesn't say it, but essentially it's saying persuasion without permission. I appreciate you focusing on that because sometimes that can fall under the heading of giving information. Here I am the provider. Maybe I went to school, maybe I have lived experience, and now I'm going to share this information with you. Well, sometimes that can really backfire in the sense that the information is being offered in a manner that is much more directive. And the assumption of like well, if I just educate this person enough, they'll do the right thing. That actually, and the data shows that giving information without permission, without checking in about what the person thinks about the information, can actually lead the person to engage in the behavior that they're considering changing even more. And I know that that may seem counterintuitive, especially based on the fact that, you know, we want to share and give information and help, but ultimately, that can cause the person to engage in the behavior more.

Amy breaks down simple versus complex reflections, and breaks down behavior counts

Amy Shanahan: And then the next three counts are the oft cited behavior counts in questions and reflections, and breaks down simple versus complex reflections. And I want to jump to the other, or, which is the a affirmations, which is also a behavior count, and share a story that, number one, it's the least

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Amy Shanahan: skill that I've been hearing when I listen to tapes. And this woman that I was, practicing with, she was working with a person, and she said, you know, I'm really struggling. And she worked on using more complex reflections than simple, and then realized that she wasn't using any affirmations. So she decided to shift her focus and practice affirmations. And she said it totally changed the way this conversation went with this person and more. So her feelings that she was really using simple and complex reflections to direct the person, and that changing and thinking about the person's strengths and values helped her shift the focus of their relationship and conversation, if you will, because she was looking at the strengths and values. So it was just an interesting story to hear her, share that she was vulnerable in that I was really using the skills in a not so am I consistent way, and realized when I started to look at the strengths and the values of the person and affirm them, it shifted our focus and actually, our engagement with each other increased in the engagement.

Paul Warren: Yeah, yeah.

Amy Shanahan: And helped her realize that she had to look at these other components

as well, and not just focus on questions and reflections.

Paul Warren: Yeah. And again, I think you're bringing back to the front of the conversation, Amy, how powerful a coding instrument like this can be, because it can help people to think specifically about these behaviors, these approaches, technical and relational approaches that actually constitute the practice of MI. And yes, it can feel daunting to make a recording of a conversation. It can feel daunting to hear one's own voice. And if a person is committed to maximizing their proficiency with the use of this particular evidence based practice, it's critical to kind of jump in the water and be open to the idea of, receiving feedback and reflecting on what you're doing.

Amy Shanahan: And I think the important thing is for me, is to not overwhelm myself or others with saying, hey, get this instrument and practice all of these things and get them right. But take a look at these and explore and get curious about them and try them on. How does it work for you? Just in the example that I just shared, and, that's how this woman really unpacked the skill and related it to the spirit and related it to her own writing reflexes and her own feelings when she was with a person.

Paul Warren: And your point's a good one because somebody could use this instrument, or any instrument actually, as a way to sort of, negatively focus on themselves. And that's not the purpose. The purpose is to help support what you're doing and also to identify your strengths. Because in using a validated instrument like this, you may realize, hey, I'm really great at reflecting. You know, I did x number of reflections. I'm doing more reflections than I'm doing questions. So your point about being curious about what you're doing, being committed to refining what you're doing, I think is an essential perspective to take when embarking upon using an instrument like this.

There are two behavior counts that we didn't elaborate on in Mi M

Amy Shanahan: So, to wrap up, there's two behavior counts that we didn't elaborate on, and perhaps we could just mention them in a way. Using the mighty, we would say something to seek collaboration. Is it okay that we explore the skills together and use the mitei and listen to your tapes and listen to your practice and see how things go? So that would be a seeking collaboration, which is another behavior count. And, you know, it's really up to you if you want to do it, which is the emphasizing autonomy, which is the other behavior count. So it's up to you if you want to explore the mighty and see how it plays out in your practice of motivational interviewing.

Paul Warren: Yeah, that's a wonderful way to kind of tie it up, Amy, because it is entirely, you know, up to anyone who's listening to this podcast as to if this is something you're curious

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Paul Warren: about and you want to look into more. And we, of course, want to affirm your autonomy to be able to do that.

Amy Shanahan: Mm Yeah.

Paul Warren: Well, I appreciate talking to you about this today, Amy, and I'll look forward to our next conversation.

Amy Shanahan: Thanks, Paul.

Speaker A: thanks for listening to episode two of Lions and Tigers and Bears. MI Join us for episode three, where Amy and Paul will discuss the MI spirit. Lions and Tigers and Bears MI is hosted by Amy Shanahan and Paul Warren and is produced by staff at CASAT at the University of Nevada, Reno. CASAT Podcast Network this podcast has been brought to you by the CASAT Podcast Network, located within the Center for the Application of Substance Abuse Technology at the University of Nevada, Reno. For more podcasts, information and resources, visit casat.org

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