

Episode 6- Questions v. Reflections

Paul and Amy talk about how to effectively use intentional questions and reflections

CASAT Podcast Network.

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Paul Warren: Lions and 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: And 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 So we're on our 6th

episode. We are the tigers and bears MI

Paul Warren: Yes, and I'm looking forward to having this particular conversation about questions and reflections m because as we talked about earlier, in one of the earlier episodes, we talked about how people often equate the practice of motivational interviewing with the skills that are used. And questions are certainly the O of No. Well, they are. They're the o of OARS That's the open questions.

Amy Shanahan: Right.

Paul Warren: And reflections, are also part of that tool box.

Amy Shanahan: Right.

Paul Warren: Those in and of themselves, though, don't equal the practice of motivational interviewing.

Amy Shanahan: That's right. I remember hearing Bill Miller, and if he's listening and this is incorrect, he could send us an email and let us know.

Paul Warren: Please email us, Bill.

Amy Shanahan: there is an email for lions and Tigers and Bears podcast, remembering. And it was really funny when they kind of even whispered into the microphone, if I recall, at one of the forums saying, hey, guess what? Steve and I didn't invent the OARS They've been around a long time.

Paul Warren: I would have. I would have loved to have heard Bill say that, because I often will say in a training. Folks, shocking news. Bill Miller and Stephen Rolnick did not create the open ended question, the affirmation, the reflection, or the summary.

Amy Shanahan: Right. They're just skills and strategies that they know work for the intention of having a conversation with people about behavior change that they're ambivalent about.

Paul Warren: Absolutely. Absolutely.

So oftentimes we talk about how many reflections versus questions we could use

Amy Shanahan: So oftentimes we talk about how many reflections versus questions we could use to make our skills. I don't know how to say it because I think it's not right or wrong. It's maybe stronger or enhancing our practice versus right or wrong. M what are your thoughts about that?

Paul Warren: Well, you're referring to the ratio of two reflections to every question. And, you know, it's interesting, and I really appreciate that you're not framing it as right or wrong. it is interesting to me though, that like the mighty, which is one of the coding instruments, Specifically looks at with the behavior counts, it looks at the ratio of reflections to questions.

Amy Shanahan: Hm.

Paul Warren: So the instrument itself is even looking for that. And the implication is that one is probably more am I congruent or am I effective if you are doing more reflections as opposed to questions? I think that makes a lot of sense, actually.

Amy Shanahan: I think it makes a lot of sense when you think about the notion of what the skill of a reflection does. To me, two things I think about is a reflection. Is that mirroring of what the person said, the underlying

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Amy Shanahan: lying meaning of what they might have said. That's one thing, that mirror of what they said. Reflections often can also be an evocative strategy where it draws out more information from them. So there's times when you could choose to use a question and a reflection would work just as well.

Paul Warren: absolutely. And I really want to underline that you just said you could choose to use reflection, because I think the thing we always have to come back to is the intentionality of the skill choice in the moment. And I know we're talking about this in, in kind of, I don't know, analytic sort of way, like, you know, thinking about which skill you're going to use in the moment. And oftentimes when you're practicing motivational interviewing, or when I'm practicing it and I'm in the moment with the person, I don't, I have to let the moment dictate to me whether it's a question, open or closed, is warranted, or whether a reflection, simple or complex or double sided or amplified, is most appropriate for that particular moment. And I want to choose whatever skill I'm going to use intentionally so that it's relating back to the behavioral change.

Amy Shanahan: Goal, which is the glory of motivational interviewing. And the thing that

we talked about in an earlier episode about it being deceptively simple, and that it's not, it's not a model, there's no recipe for what you do. And when, which is what I recall Bill Miller talking about how MI came about when people were asking him, students were asking him, why did you choose that question? Why did you say that particular reflection? is when he realized this notion of being directional with someone about their behavior change, and I just lost my train of thought. So it was about, Yeah, that MI is not something that we could prescribe to a practitioner or what skills a practitioner could use. Oftentimes in a training or coaching someone, I might get a question of, well, what reflection would you use? Or what question would you use? And there's not a, black and white answer to it. It depends on the situation. The relationship you have with a particular person in this moment could be different than it will be next week. So even in that moment, you're choosing to use the skill that seems most appropriate at that time.

Paul Warren: Absolutely. And, you know, I appreciate the nuance of what you're talking about, because I've gotten that same question, like, well, you know, which reflection would you use? As if it's just the execution of the skill, the quote, unquote, right. Skilled at that moment that's going to make the conversation move forward. I think the thing that's interesting about that, that people often. The subtlety of it is sometimes missed in practice. And I mean, like rehearsal, as Bill would call it, when you're in a class and you're practicing reflections or whatever. Cause practice is when you're actually with the person, the client. But when you're rehearsing, sometimes what will get lost is how the reflection is offered.

Amy Shanahan: Right.

Paul Warren: Because tone of voice is particularly critical, and that's harder sometimes to demonstrate in a stop and start scenario of practice toning.

Amy Shanahan: And I, love that, because the tone of voice is so important, and it's all around the spirit that we talk about. And the other thing is timing. I remember having a conversation, with someone in a training, and we were talking about the use of an amplified reflection, which is important to note the tone, because we could use an amplified reflection that could sound sarcastic, and that would be incongruent with the spirit. And using the tone of sarcasm might come across as judgmental, if you will. and perhaps waiting until you had an engaging relationship with somebody or connected with somebody before you chose to do it. And we were exploring that very thing, and it became almost dogmatic, like, well, you should only use, that reflection at a certain time. And then the practitioners practiced using them and found that

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Amy Shanahan: amplified reflections could work in the beginning of a conversation, depending on the situation. So it was really fun to have a group of people that felt comfortable and safe to try them on and see how they fit in that moment, instead of it being, the teacher said, or Amy Shanahan said, this is how and when you should use it.

Paul Warren: Yeah. And I think especially for folks learning, am I, There is a desire to want to hold on to some sort of definitive structure. Somebody just said to me the other day, in a one on one coaching session, they said, well, what's the order that I should use ors? And, like, should I do an open ended question first followed by a reflected? And I was like, no. The order is dictated by what the moment. And again, I can appreciate the desire for kind of a cookbook or a recipe. And with MI that, you know, we certainly know that there are certain things absolutely not to do.

Amy Shanahan: Yeah.

Paul Warren: But the idea of that, like, you know, there's only one right way to respond in this moment. I think that would be stretching things to suggest that that were the case.

You know, when we're rehearsing, we're not with patient person

Amy Shanahan: You know, I'm thinking about the notion of rehearsal, and I love that comparison, that when we're, when we're rehearsing, we're not really with a patient person that we're helping. We're rehearsing with each other like, like we do in our practice sessions together as practitioners.

Amy Shanahan: And I recall that the more I do the rehearsal is when I'm in my head wondering what should I say or do when I'm with someone that I'm helping in practice, I try not to worry too, too much, although I think about what I'm going to say, that notion that you mentioned and that you've trained and on and help me articulate the use of intentionality or thinking about intentionality. When I'm in a session with someone, I have intention and I'm thinking about what I'm going to say or do based on them, not based on whether or not I should use two reflections or one question. And I think in time I've learned with my rehearsals of practicing with others, with you all, that you can choose to use more reflections that could be just as effective as a question. And, I'm wondering, what do you think about and what do you hear from others or perhaps from your own experience? When does that shift that you're not worried about? Am I using an open ended question or a reflection, or should I use an affirmation here or nothing? Where does it shift that you get out of your head more and you're just coming from your heart and being intentional and strategic with a person you're working with?

Paul Warren: Well, you know, I think that shift is different for everybody. And I remember

especially if I do more than a one day training and I have the group longer, and we've had the opportunity to create a safe environment for that practice. By the end of day one, you start to see that. I start to see the discomfort, as we all do. Maybe a practice round of batting practice, of just practicing reflections. I tell them that we're specifically only practicing reflections to see how it feels, to see what happens. And by the midday, too, they're more eager to do batting practice. In the morning, not so much. But by midday, they're like, okay, I want to do that again, because they get a sense of what the intention of our practice is. What I hear from them in detail is they feel uncomfortable making a guess and a hypothesis about what someone might be saying. So when we talk about formulating a complex reflection, some people will say, I don't feel comfortable telling someone how they feel.

Paul Warren: I've heard that many times. And I'll tell you, I think the reason that people gravitate more toward questions as opposed to reflections is somehow they think it's more honest because they're not telling the person how they feel, they're asking them how they feel. And you know, the interesting thing about that, honesty, aside for a minute, the thing that's interesting to me about that is the part that's easier for people not to see, is that the question actually has much more to do with their agenda than it actually has to do, because it's information that I, as the worker, want to collect. I'm not telling the client what they feel, but I'm asking them what I want to know.

Paul Warren: And the reflection invites the client to tell us more about what they want to tell us.

Amy Shanahan: I really like that. I don't think I've ever heard it articulated that way, Paul. And it really puts a nice line around thinking about questions are about me wanting to get information. Maybe more so than a reflection is about what that person said.

Paul Warren: And, you know, I don't want anyone to listen to this, and come away with thinking that questions are bad. They are not. They are part of the toolbox. When an intent, when a question is intentional and it's related to the behavioral change goal, it can be very effective, because, hello. If you look at all the strategies about evoking change talk, they are simply crafted and specific types of open ended questions. An example. So when you stop doing heroin, what do you think your life will be like? That's an intentional open ended question that we're going to get some change talk, possibly, right? So I don't want anyone to walk away thinking questions are bad. And I mean, closed questions get a, really bad reputation. Amy, is it okay if I ask you a question?

Amy Shanahan: Right. That's a close question.

Paul Warren: It's a closed question and it's asking permission, and that can be a really powerful thing to do.

Amy Shanahan: Yeah. one of the close questions that I hear a lot is, can you tell me more about that in splitting hairs about. Because some close questions, depending on your relationship, you might elicit more information because you have an engaging relationship with somebody or someone feels comfortable enough to give you more information. And if I said to you, hey, can you tell me more about what you think about this you might give me more information or say, no, I can't. Right.

Paul Warren: Absolutely. Absolutely. And, you know, it makes me think, too.

A spoiled reflection can come across as a confident hypothesis

I'm sure you're probably familiar with this, the idea of what's called a spoiled reflection.

Amy Shanahan: M have you ever heard that? I think I have. When we were talking about coding recently, yes, I've had a couple spoiled

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Amy Shanahan: reflections, and I was just going to talk about the level of confidence that the reflection can come across as a confident hypothesis. Even though I'm wrong, when I'm not feeling confident and I'm going to introduce it, maybe you'll share it. That becomes. Could become a spoiled reflection. Could you explain to the listeners what that is?

Paul Warren: Yeah, I mean, as best I can. Which is that I've heard people do empathetic, deep, complex reflections where they're reflecting back. And again, remember, a reflection ends in a period, not a question mark.

Paul Warren: So I've heard. I've listened to audio recordings, and I've heard people do these really skilled reflections, and they'll do the reflection, and then they'll go, right, right.

Amy Shanahan: But they don't say, right.

Paul Warren: No, they do. No, they do actually say, right.

Amy Shanahan: Right. Okay.

Paul Warren: Yeah. So they turn that great reflection into a, closed question, which, asking for confirmation.

Amy Shanahan: Right. I was gonna say in that situation, then it becomes about the worker asking the help, the person they're helping to affirm. Are they on the right track?

Paul Warren: Correct. Correct.

Amy Shanahan: I just cut you off. Yes.

Paul Warren: No, no, it's. No, it's perfectly okay. And that's the difference between putting a reflection out there.

Paul Warren: Period. Being quiet and letting the person react to it.

Amy Shanahan: So there's two additional things that I've experienced myself in that particular time. When we were, rehearsing together, and you gave, and we listened to one of my recordings, and I even was thinking to myself, I know about the tone of voice. I know not to raise my voice at the end of a statement, because without saying right, that also makes it a question. Right. You're angry about that. Like, if I raise my voice at the end, I'm asking you to affirm, am I right? When I feel confident about my listening and my, you know, bringing the heart of it to the table, I'm okay to offer a reflection that's incorrect. And I've noticed that there's been times when I've probably been with people that I'm, for some reason, I don't feel as confident. And it ends up me asking, am I right? Did I get that right? So it goes back to that notion of fluidity of MI m and the relationship that you are with the person and who, who's at the table with you and knowing, having that intention in your head of what it is that you're doing next. And

again, questions and reflections. Questions aren't bad, and you have an opportunity to flatten it at the end and practice it that way and see. And I love that, Paul, that you added, put the period at the end of it and pause. Because the other thing that I was going to mention was that oftentimes I hear, and I've done it recently as well in that recording. And I think in hindsight, I might have felt a little nervous or uncomfortable in that interaction. For some reason. I think it was too close of a friend that I was rehearsing with. that I noted I didn't feel very comfortable. Is people want to follow up a reflection with a quick question.

Amy Shanahan: So pausing is really a powerful strategy to practice to see what happens.

Paul Warren: It is. It's a critical strategy to practice because reflections can be extremely powerful and the pause allows the reflection to have its weight and to do its work.

Amy Shanahan: Yeah.

Paul Warren: And if we follow up with a quick question, if we tack on a question mark at the end, we've depowered the reflection.

There are two types of discomfort that people feel about reflections

And you know something? Let's address two types of discomfort that people feel about reflections. And you've, you raised one already. Actually, you raised both of them. The first one is, I don't, I don't feel comfortable making an assumption here and telling this person what they're feeling. Okay.

Amy Shanahan: Sound like John Wayne.

Paul Warren: Well, that was my, my intention. So, so let's say John makes a reflection.

Amy Shanahan: I love it.

Paul Warren: And, and he may spoil it because he feels uncomfortable with that. And let's put that discomfort right on the table. You are not telling the person that that's what they're feeling. You're giving your best hunch with the

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Paul Warren: reflection. We're guided by MI spirit. We're doing, we're doing our best to communicate to that person. I'm trying to understand what it is you're really communicating to me. That's different than saying hello. I'm the expert and I'm telling you what you feel. That's very different. It's a different spirit.

Paul Warren: Both have their places, but we're talking about motivational interviewing. So if you have that discomfort, know that you have it. And maybe what you can consider is that with a reflection, you are simply communicating. I am deeply listening, and I want to accurately understand what it is you're communicating and with a reflection ending in a period, we then, because it's a reflection, the person is free to go further.

Paul Warren: And I like to think of that as an invitation.

Amy Shanahan: Yeah, I really like that notion of the invitation. To me, I have sometimes gotten more information a lot of times when my hunch was a little off. For example, if I

said to someone, boy, you're really angry about that? And the person comes back and says, well, no, I wouldn't call it anger, I would call it frustration. And this is why. And, and they start to share more data with. So that's that whole notion of I'm listening to understand and you're giving me more information because you trust that I did it with empathy and compassion and, and the heart is there. And I think I shared this story in an, earlier episode about a woman who did that very thing and said to the father, you're really frustrated. And he corrected her and said, no, I'm really angry. And it was intimidating to her and she was worried about that. And then later she reported in our practice group that he came back the following session, which was surprising to her, and he apologized and he thanked her. He apologized for being intimidating. It wasn't his intention. And he thanked her because he felt validated and listened to. So when we're dealing with some strong emotions, it could be nerve wracking when you're putting out a hypothesis about what someone's thinking and feeling and they're already charged with some energy.

Paul Warren: And your point's really well taken because a reflection has the ability to tap into that energy.

Paul Warren: Which again, that's the motor for change in a lot of ways. And, you know, you make me think, Amy, that the second element or type of discomfort is sitting with the idea that, like, I was wrong. And, you know, it's not about being right, it's not about being wrong. And your example is a beautiful one. Like here, somebody did a reflection, or you did a reflection, and the person came back and said, no, actually, it's not that, it's this. So that's a win win because you did a reflection, it invited the person to say more, and you got deeper understanding of where that person was coming from.

Amy Shanahan: Yeah, I remember times when I would feel embarrassed, like I got it

wrong and that I'm supposed to get it right and thinking again. I think if I had to summarize, what's really powerful to me about reflections is the notion of intentionality. It's my intention to let that person know that I'm, listening to understand and intentionally giving them back what they said. Because we know that the intention of guiding a person is to help them talk themselves into change. So giving them back their words, even if they come back and say, it was a little off, they're just, it's a back and forth mirroring and reflection of what they are saying.

Paul Warren: It's a style of communication and conversation between two collaborative partners. So if the person comes back to you and says, well, no, it's actually this, the conversation continues and the possibility for change continues.

Amy Shanahan: Yes.

Paul Warren: You know, we established early on in this

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Paul Warren: this conversation that questions, open or closed, are neither bad nor good. They're part of the toolkit, reflections part of the toolkit. We want to be using any of the ors with intentionality. And, I think it's also important to acknowledge, and I'd be interested to know if you agree with this, Amy, but it's been my experience that sometimes reflections are the most difficult skill for people to grasp and, and to be able to demonstrate and practice effectively.

Amy Shanahan: I agree and can confirm from my own practice and experience that when we talk about people coming to the room of training or practice and coaching,

thinking they're already doing this, I did too. I am doing, I'm doing. Am m I? Yes. Reflections were a, jaw dropping moment for me and I, and thus how, we came to the lions and tigers and bears. Am I being in the forest a little scary, a, little unnerving at times, because I went to go pick that apple off the tree and didn't expect the tree to slap my hand. At the same time, when we were practicing reflections, I thought, oh, this should be easy. and it wasn't. And it took safety, it took practice, it took a lot of exploring.

Amy: I thought I was using questions instead of reflections on podcast

And one thing that I would like to offer to listeners to consider is if you don't have someone to listen to your tapes, listen to them yourself. M until you can find someone to coach and mentor and listen and help guide you through the forest, down the yellow brick road of your own, am I practice? because that was really helpful. I didn't realize what I didn't know from habits, years of habits of language I use. And, I was asking questions instead of reflections and thought I was using reflections.

Paul Warren: And certainly having a colleague like yourself or others to work with is ideal. And that if you don't have that option currently, being able to raise your awareness, because let's face it, if you listen to your own audio recording, you're probably going to be able to tell, oh, I asked a question. Oh, I just asked another question. I just asked another question. So if, if nothing else comes out of it, you will get a sense of how much am I really relying on questions?

Paul Warren: And how are those questions related to the behavioral change goal? And are they creating conversation, or am I just collecting information?

Amy Shanahan: Right. And the most important thing, am I helping in guiding a person to explore their ambivalence in a non judgmental way, whether I'm using a question or a reflection, and hopefully more reflections than questions.

Paul Warren: You know, you saying that really makes me want to underline, I think people are pretty familiar with what a question is, and I think, I wanna reiterate the idea that reflections end in a period. And you did a great job of demonstrating how something that could be a reflection, because of the inflection of the voice, turns into a question.

Paul Warren: And I would say, And by all means, supplement this, Amy. But I would say there are probably three types of reflections that are the most common reflections that are used. There's a simple reflection, which is repeating back to the person, reflecting what's on the surface. There's a complex reflection, which is the added meaning, what's being said, what's being communicated, but not necessarily communicated in the words.

Paul Warren: More the way. And then there's the double sided reflection joined by the word and not, but.

Amy Shanahan: Mm Yeah. And, and I think the thing that I would add to that is the s of the ors, which is not the focus of our podcast. And at the same time, it's a series of reflections.

When a reflection is long or summaries are sometimes beyond four reflections, people get lost

And brings me to a point about reflections and summaries, just to wrap up some thoughts that have been going on in my practice, that when a reflection is really long or summaries are sometimes beyond four reflections, I've noticed that people get lost in

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the words.

Amy Shanahan: So I think I would add, just to wrap up some of the things, some points that we'd want to share about questions and reflections is sometimes less is more.

Amy Shanahan: About the reflection and about our words that we put on the table and ensure that the person is talking more and that we're putting their words on the table. And reflections help guide that to happen more, I think, is why we put such emphasis on reflections.

Paul Warren: And, the thing I'm really taking away from what you're saying as well is that it's possible to increase one's proficiency or skill at using reflections, because let's face it, sometimes, we might do reflection that's really, really long and wordy, and a reflection is usually one thing, right? And it's simply reflecting it back. I've heard situations in tapes, too, where people are practicing reflections, but what they're really doing is they're doing a summary every time they want to do a reflection. M so they incorporate everything that they've heard and offer that m and then they get to another point in the conversation, and they incorporate everything again and offer that point. So they're really doing summaries instead of reflections. And again, a reflection, I like to think of a reflection sometimes is you can think of it as a breadcrumb on the path, and it helps the person to go just that one step further on the path. And you know, Miller and

Rolnick use that wonderful analogy of a summary as a bouquet. It's a collection of those change talk reflections that we hand back to the person. And again, the skill in that is making sure that the person doesn't get lost in it.

Amy Shanahan: That's really neat. I like the analogy of, the crumbs on the path or the reflections, and the bouquet could happen maybe midway down the path, down the yellow brick road. All right, it's getting too much now. So the.

Paul Warren: Did we mention, did we mention that this podcast is lions and tigers and bears?

Amy Shanahan: Am I maybe a time or two or three? So, the bouquet could be handed midway down the path. As we look back and see where we've been and where we came from and now where we're going, the bouquet could happen at the end, when we get at the end of the path and transition to what next? Where to now? So there's intention for summaries as well. Just wanted to add that to the analogy of when you can stop and hand a bouquet back. And to your point, I think it's so important that we want to capture everything, and it goes to the piece that we're talking about, about how difficult reflections are to practice. So I don't know what to reflect on because that person just said ten different things.

Amy Shanahan: And the notion of intentionality. So I'm coming up to the morsels of what I take away from our conversation is the intentionality that am I speaking to this person about their ambivalence, about that change behavior? Am I using a summary right now to hand a bouquet back because they just said some other things that may or may not relate to that change behavior?

Amy Shanahan: And am I listening with the intention to understand and giving them back their own words, adding some meaning so that they get a sense that I am leaning in to mirror back what I think they're saying and setting up the environment for them to give me more information to adjust some things and give me more information about what they are saying.

Amy Shanahan: So that they're talking themselves into their own change instead of me doing it.

Paul Warren: Absolutely. Absolutely. And you know, you make me want to add, you know, one more thing about reflections and summaries and any of the tools, and especially around summaries, because again, we know they're a collection of reflections. When we practice MI we do want to be intentional about what tools we're using based on what's happening in that moment and based on what the behavioral change goal is. And we also want to be selective. And I want to underline the selectivity. And you prompt me to want to do this, Amy, because you mentioned summaries,

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Paul Warren: is that a simple example of the selectivity is when we do the summary, we're going to err on the side of selectively summarizing and handing back the change talk that's going to move this person toward the change goal. We may have attended to a lot of sustained talk during the conversation. We're probably going to omit that or only refer to it in a very general sense at the beginning of a summary, if we're going to include it at all. So, yes, we want to be intentional and we also want to be selective. And I want to draw a distinction because some people will say, well, isn't that just another word for manipulation?

Amy Shanahan: M oh, good question.

Paul Warren: Yes. And my answer is no. And the reason I can say no, with, an honest heart.

Amy Shanahan: Confidence.

Paul Warren: Well, more with an honest heart is because I'm only reflecting back the change talk that the client offered to. I'm m not making anything up. I'm not telling them what to do. I'm using what they gave in the conversation, and I'm selectively and intentionally composing it in the summary and handing it back.

Amy Shanahan: That is a really important distinction, that a reflection is really giving them back their own change talk. You're not telling them what to do, you're not convincing them, and you're not adding your own words and agenda to. Yeah, the reflection. And if you are, maybe then you would be persuasive.

Paul Warren: Yes. And people dip into persuasion, and that's the beauty of reflecting on one's practice. And I think it's misleading by programs, by organizations, if they communicate to folks. Your job is to persuade this person. Hm. I think that's troublesome or troubling or both. And I think it's troubling because if you think about the reality of it, how much can we truly persuade somebody? And if we can, what's our right term?

Amy Shanahan: it's short term. Yeah, they may do. And we talk about this in people who have been, referred from an extrinsic source that they're not coming to care or change their behavior. But, and I, I tell people they made the choice to come now, finding a

focus on what they want to do about it is what we can guide them with.

Amy Shanahan: Right. And we know that persuading people or guiding them to our agenda may have some short term, looks like it's beneficial, looks like they're doing it. I'm going to stop using because you said I should, because that's how I'll get off of probation. But it's really not what they want to do because they're just going to do it because they think they have to. And it won't last long. It won't be intrinsic.

Paul Warren: Yeah. You know, again, I just want to restate as a way to kind of maybe identify some key messages for the conclusion of what I would say about this particular topic. And one is that, you know, the suggested ratio is two to one, two reflections to every question. Again, whether you're doing the reflections or whether you're doing the question, they're intentional and they're related to the change goal. The reflections can actually be an invitation to find out more and to evoke more change talk.

Paul Cassatt: Thanks for listening to episode six of Lions and Tigers

And I'll conclude my remarks with saying that I was reminded of a story that's attributed to Bill Miller. And again, I have to put that in quotes, attributed to Bill Miller, because Bill Miller seems to have done and said everything. Supposedly the story goes like this. Bill was working with a client who was considering, stopping alcohol consumption, and the client was offering change talk in regard to that. And Bill reflected back to the client, you know, you're really ready to make

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this change? And the client said, no, actually, I'm not ready to make this change. I have to make this, this change.

Paul Warren: And I love that story, whether it's true or not, I love the story because I think what it shows me is that a reflection can be a way to have even deeper understanding of how important something is to somebody. And when I'm practicing motivational interviewing, that's my goal.

Paul Warren: I want to understand how important it is to them, not why I think they should do it right.

Amy Shanahan: And that was a really great wrap up. And the only thing I want to invite folks to consider is trying reflections in your everyday life with people that you see. Maybe you're not helping them change to get a sense of how they feel for you. And can you think intentionally listening to understand people and practicing some reflections.

Paul Warren: Thanks, Amy.

Amy Shanahan: Thank you, Paul. It's always good to talk to you about MI and other things during.

Paul Warren: Our episode of, Lions and Tigers and Bears. Am I. Have a good day, Amy, thank you.

Amy Shanahan: Thanks, Paul. You too.

Thanks for listening to episode six of Lions and Tigers and Bears. MI join us for episode

seven, where Amy and Paul will discuss giving advice.

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