

MOTIVATIONAL INTERVIEWING

P R E P A R I N G
P E O P L E F O R
C H A N G E

WILLIAM R. MILLER
STEPHEN ROLLNICK

second edition



MOTIVATIONAL INTERVIEWING

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Motivational Interviewing

SECOND EDITION

Preparing People for Change

WILLIAM R. MILLER
STEPHEN ROLLNICK



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*To our parents,
Hazel and Ralph Miller
and
Sonia and Julian Rollnick*

*May we succeed in passing on
such love to the next generation*

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Preface

A decade has passed since we sat together in Sydney, Australia, and envisioned the first edition of *Motivational Interviewing*. Before we met in 1989, we had been working separately in the United States and the United Kingdom on methods for practicing and learning this clinical approach. Little had been written about it, and we imagined a book for clinicians, bringing together what had been learned about motivational interviewing, not only by ourselves but by others. The result was an unusual volume: half authored, half edited. We had no idea what would come of it.

By the time The Guilford Press approached us about preparing this second edition, much had changed. In the addiction treatment field, on which we had focused the original book, practice had shifted substantially away from the confrontational methods of the 1970s and 1980s. Meanwhile, applications of motivational interviewing had spread into many other areas, including general medical care, health promotion, social work, and corrections. Responding to rapidly growing requests for clinical training, we had prepared more than 300 trainers who formed an international organization of motivational interviewing trainers. The first edition had been published in Italian, German, Spanish, Portuguese, and Chinese, with several other translations in progress. A website had been developed (www.motivationalinterview.org), and various briefer adaptations of the clinical method had appeared.

As a result of these and other developments, this is quite a different book from the first edition. Its focus has been broadened from addictions to behavior change in general. With 10 more years of experience in seeing what seems to help or confuse people as they learn the clinical method, we have sharpened up some presentations and left out other material that seemed to be distracting. Among the stylistic changes, we have departed from citing references within the text of the first 14 chapters and have used citations more sparingly in endnotes. This and other changes are meant to render the narrative even more accessible and relevant to a broad range of clinicians, while we retain documentation for those who wish to pursue background reading and research.

Part I is almost entirely rewritten. We have removed most of the material that contrasted motivational interviewing with other counseling approaches,

and the prior counterpoint with confrontation is gone. Instead we have focused on a clear description of what the method *is* rather than what it is *not*. We have removed from the first 14 chapters nearly all the material on approaches with which motivational interviewing has sometimes been confused: FRAMES, assessment feedback, motivational enhancement therapy, the transtheoretical stages of change, brief negotiation, and other brief adaptations. These topics are now covered in special chapters in Part IV.

We have taken a further step away from the traditional concept of resistance as motivated client defensiveness. We now present (in Chapter 5) change talk (formerly self-motivational statements) and resistance behavior as opposite sides of the same coin, simply reflecting the poles of a client's ambivalence. After some deliberation, we did decide to retain the term "resistance" because of its familiarity, but to rehabilitate it a bit. Alternative terms that we had tried out (e.g., countermotivational statements, counterchange talk) seemed no more satisfactory or less pejorative. Change talk and resistance are now presented as complementary behaviors, and we have a chapter on how to respond to each: Chapter 7 is completely new and Chapter 8 is a reworking of our prior chapter on handling resistance. We have removed (but still discuss) the concept of therapeutic paradox, distinguishing it from the clinical method of motivational interviewing.

Other chapters contain new material as well. This time we included a definition of motivational interviewing (Chapter 4). Chapter 9 is entirely new, addressing an issue on which we had been mostly silent before: What do you do when importance is high but confidence is low? We have introduced an approach to enhancing confidence that, while incorporating some familiar strategies, places them in the collaborative change-talk context of motivational interviewing. It is accompanied by case material, and new clinical dialogue appears throughout the book, although the extended case example (Chapter 11) has been retained with relatively little change. There is a new chapter, Chapter 12, on ethical aspects of practice.

Part III is almost entirely new. Instead of presenting specific techniques for teaching, we focus on how people learn motivational interviewing. We reflect on processes of learning (including our own) in Chapter 13, and then on broad ways for facilitating learning in Chapter 14.

Finally, Part IV consists of all new contributed chapters focused on various applications of motivational interviewing. We intentionally avoided chapters dealing with applications to specific problems or disorders, both because there are so many and because there is an insufficient research base in most specific problem areas at present. Instead these chapters focus on applications of motivational interviewing in particular contexts (e.g., correctional settings, groups, public health) and populations (e.g., medical patients, adolescents, and couples). Other chapters in Part IV examine the relationships of motivational interviewing to values (Chapter 19) and the transtheoretical stages of change (Chapter 15), and provide a review of outcome research on this method to date (Chapter 16).

Acknowledgments

There is little that is truly original in motivational interviewing. We have built on the extraordinary contributions of Carl R. Rogers and his students, particularly Thomas Gordon, who developed the methods of client-centered psychotherapy over the past 50 years. Also influential in our thinking about motivational interviewing was the work of James Prochaska and Carlo DiClemente on the transtheoretical model of change, Milton Rokeach on human values, and Daryl Bem on self-perception theory.

We cannot thank enough our colleagues from the international Motivational Interviewing Network of Trainers (MINT) for the enthusiasm, collaborative spirit, and sheer talent that they bring to our annual meetings, steering committee, newsletter, videotapes, website, and training workshops. One of the great joys of our work over the years has been the opportunity to meet and work with such remarkable people as the MINTies, whose creativity and generosity manifest what they teach. Our own thinking and approaches have been greatly enriched by their collaboration and friendship.

We particularly thank Gian Paolo Guelfi, who opened to us his summer home in the northern Italian village of Fumeri for a concentrated sabbatical during which we drafted most of this second edition. It was a wonderfully peaceful time when we traded in our offices, faxes, and e-mail for green hillside walks, birdsongs, and a wood-fired pizza oven. We are also indebted to our families and colleagues who made this time away possible. This is a much better book for it.

William Miller acknowledges with gratitude the ongoing support of the U.S. National Institute on Alcohol Abuse and Alcoholism, from which a senior research scientist award (No. K05-AA00133) has permitted him for the past 11 years to devote full-time effort to developing and evaluating new methods for the treatment of addictive behaviors.

Having worked on a variety of book projects over the years, we have come to appreciate greatly the qualities and invaluable contributions of a highly skilled editor. We have been fortunate to work with some of the very best. Seymour Weingarten saw promise in our first edition and began our long

relationship with The Guilford Press. Kitty Moore shepherded this second edition from start to finish, always providing patient support and expert guidance. We received expert help from dozens of capable staff throughout the process of producing and releasing this second edition, for which we are most grateful.

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PART I

Context

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CHAPTER 1

Why Do People Change?

Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness, concerning all acts of initiative and creation. There is one elementary truth, the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then Providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision.

—JOHANN WOLFGANG VON GOETHE

Interest in the topic of motivation often begins with wondering why people *don't* change. It is a common frustration for health professionals and teachers, counselors and parents, and those who work in social service and judicial systems. It seems apparent that what a person is doing either isn't working or is self-destructive; you can see a better way, yet the person persists in the same behavior. In a way, it is captured in the words, "You would think . . ."

You would think that having had a heart attack would be enough to persuade a man to quit smoking, change his diet, exercise more, and take his medication.

You would think that hangovers, damaged relationships, an auto crash, and memory blackouts would be enough to convince a woman to stop drinking.

You would think that it would be apparent to any teenager that getting a

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